

Benjamin Franklin Classical Charter School

Annual Report 2002 - 2003

Benjamin Franklin Classical Charter School

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Franklin, Massachusetts 02038

www.bfccs.org

Table of Contents

Executive Summary	6
From the President of the School Board	10
Mission Statement	11
School Performance	12
External Standardized Test Results	13
MCAS	13
The Educational Records Bureau Writing Assessment Program (ERB)	17
The California Achievement Test (CAT)	21
Internal Accountability Results	22
Language Arts	22
History	22
Geography	22
Humanities	23
Mathematics	24
Science	24
Latin	25
French	27
Fine Arts	27
Art	27
Music	27
Choral Music	28
Instrumental Music	28
Drama	29
Physical Education	29
Character Education	29

Community Service	31
Parents as Primary Educator's	32
Governance	33
Enrollment Statistics	35
Total number of applications received by grade level	35
Total number of applications received by residence	36
Number of students on waiting list 2002-2003 by residence	37
Student Turnover Data	38
School Program: General Information	38
School Address and Contact Information	38
Grades and Age Levels Served	38
Description of Eligibility Requirements for Enrollment and Enrollment Policy ..	39
Summary of Curriculum Design and Teaching Methods	39
Charter School's Graduation and Promotion Requirements	41
Student/Teacher Ratio	42
School Calendar, Hours of Operation, and Number of Instruction Days	43
Finance	43
Financial Statement	43
Balance Sheet	43
State and Federal Grants	43
Approved School budget for Fiscal Year 2003- 2004	43
Governance	44
Board of Trustees 2002-2003 School Year	44
Board Committee Chairs	44
Board of Trustees' Meeting Schedule	45

<u>Board of Trustees' Written Policies</u>	45
<u>Complaints Received by the Board</u>	45
<u>Major Policy Decisions Established by the Board of Trustees in 2001-2002</u> ...	45
Staff	46
<u>Name of Head of School</u>	46
<u>Organization Chart</u>	46
<u>Number of Full-Time Equivalent (FTE) Teachers and Aides</u>	47
<u>Teacher Qualifications:</u>	48
<u>Percent Staff Turnover:</u>	49
Student Characteristics	49
<u>Number of Students Enrolled</u>	50
<u>Student Demographics</u>	50
<u>Enrollment by gender</u>	51
<u>Enrollment by race/ethnicity</u>	51
<u>Number and Percentage of Students Classified as Limited English Proficient</u>	51
<u>Number and Percentage of Students who are Linguistic Minorities</u>	52
<u>Number and Percentage of Special Needs Students</u>	52
<u>Number and Percentage of Students who Receive Special Services</u>	53
<u>Number and Percentage of Students Qualifying for Free/Reduced Price Meals</u>	53
<u>Average Daily Attendance</u>	54
<u>Average Membership Rate</u>	54
<u>Number of Students Placed on In-School Suspension, Out-of-School Suspension, or Expelled</u>	54
<u>Alumni Placements</u>	55
Dissemination	56

Executive Summary

In all aspects of our school's mission, the school has progressed, creating an exciting community, rich with academic and artistic success while fostering a commitment to community service and character education.

The mission, as adopted by the school's board, is "to assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development and opportunities for community service."

The four pillars of the school flow naturally from this mission statement: The Core Knowledge Curriculum; a commitment to character education; opportunities for community service; and the acknowledgment that parents are their children's primary educators. (Each of these pillars is explained more fully in this annual report.) These pillars, while separately stated, are interwoven, and together and individually, shape and define the school, providing the framework for assessing the school's success.

Looking at ways the school has addressed each of these pillars during this past year provides an excellent framework for assessing the school's success and fidelity to its mission.

The Core Knowledge Curriculum: Our national and state test scores, one measure of how well our curriculum educates our students, were outstanding. Our fourth grade math MCAS scores were the highest of any districts' in the state, and our overall math MCAS scores were fourth in the state. BFCCS scored higher than the Town of Franklin in five of the seven MCAS tests that we each take. Our California Achievement Tests and our Educational Records Bureau tests were high. The school purchased history and geography texts based on the Core Knowledge curriculum for grades three, four and five and other books and texts for these and other grades. Five teachers attended the Core Knowledge conference and one teacher presented at that conference.

The Core Curriculum highlights music and art education. This year our senior orchestra won a gold medal for the third year in a row at the Great East State Competition. Our students in grades 6-8 performed the *Pirates of Penzance*, and our sixth graders performed *Julius Caesar*. Also, once a month each grade presented one aspect of its curriculum at a sharing assembly; these assemblies are K-2, 3-5, and 6-8.

A visiting composer worked with each of our four bands. Over 90% of students in grades 4-8 participated in one of the school's bands. Art abounded in the school, and there was collaboration across the curriculum. Here are a few examples: the sixth grade Latin students worked with the history and art teachers on a unit on Ancient Rome and the eighth grade history and art teachers designed a unit on art and World War II. These and other collaborations were made possible by

summer grants given to faculty last summer to work on refining their curriculums and to collaborate with other teachers to work on interdisciplinary Core Knowledge teaching units,

In addition, our students took honors in national Latin and French exams and in a local Math League Challenge. Also, all of our students in grades 5-8 participated in a science fair at school.

Parents as Primary Educators: The school supports parents in this role in a variety of ways. This year we continued the publications and communications from the school to ensure that the parents are informed about what is happening at school. This communication enhanced their ability to be their students primary educators. Each week a newsletter is sent home, informing parents of the many events at school and providing important information. Each month parents are sent two publications: the Scope and Sequence and the Courant. In the Scope and Sequence parents are provided with a prospective view of what their children will be studying. In the Courant, each faculty member writes about some aspect of their classroom's activity that occurred the previous month and provides commentary on that event or activity. In the Courant the Head of School writes an article each month and important announcements are also included in this monthly publication.

In addition, the Parent Enrichment Committee of the Board sponsored many events for parents: an evening to solicit opinions from parents about the school; an evening talk by Matt Bledsoe about parenting and a follow-up series of eight evenings to view and talk about his tapes on parenting; an evening to hear the school's math consultant; an evening to hear from the school's geography consultant; and an evening in which the faculty presented mini-classes on teaching language arts.

Community Service: Service to the community begins in the classroom and extends to the whole school, to the local community and beyond. Older students help at lunch and recess and are "reading buddies" to younger classes. Students cleaned the grounds, planted flowers, and even painted some interior spaces in efforts to take responsibility for their environment. Each class in grade K-5 engages in a monthly community service project, and students in grades 6-8 follow a book written by the BFCCS staff that directs them to explore different virtues and service projects each month. Eighth graders designed their own service projects and presented both their projects and their reflections on their projects to the school community.

Character Education: Our holistic approach to teaching focuses on the virtues and ethical behavior we hope to promote in our students. Students look at literature and history through the lens of virtues and ethics; they are recognized at assemblies for virtuous behavior; and many write in character education journals. When discipline issues arise, we address them in the context of the behavior we are striving to promote, and some of the best education in character

education occurs in the course of discussions about events at school. This is the hardest of the four pillars to document, but it shapes the character, ethos, and interactions in the school community.

We had a busy and exciting year, and we also found time to disseminate some of our best practices. The Head of School and the Assistant to the Head of School spoke at meetings outside of school and visited other schools as visiting scholars. One teacher presented at the Core Knowledge conference. In addition, many groups and individuals visited BFCCS to learn more about our programs.

Each eighth grade graduate spoke at their graduation about the school and what it has meant to them. Their comments summarize the best of BFCCS: they wrote about great teachers, exciting classes, friendships, community service and growing into caring, young adults. Here are a few examples of their reflections on their years at BFCCS:

“My science teacher not only taught me educational lesson, she also taught me about life, love, and friendship.”

“My English teacher taught me many lessons that will stay with me for the rest of my life. As you can see this school has given lessons to treasure for years to come.”

“The most important thing my Latin teacher taught me is to respect people from the inside and not the outside.”

These comments indicate that our mission serves our students well as we strive to ensure that the school's four pillars provide a basis for a remarkable and innovative school. In addition, the school's Eighth Year Site Visit (see comments below) confirmed that the school is living up to the expectations of its character.

Ruth Gass
Head of School
July, 2003

Eighth Year Site Visit

Report from the Commonwealth of Massachusetts Department of Education

This year the BFCCS had its Eighth Year Site Visit from the Department of Education, and that report concluded that BFCCS “has a clearly defined and rigorous curriculum, strong school leadership, an experienced faculty, and a Board which has thus far served the school well. Students have shown a strong attainment of state standards as measured by the MCAS test, and have performed well on other standardized measures. Overall, BFCCS demonstrated and reported outcomes that form the foundation for a strong argument that the school is an academic success, a viable organization, and that it is faithful to the terms of its character.”

From the President of the School Board

I am honored to present to you the Annual Report for the academic year ending June 2003.

The Accountability Plan (attached to this Annual Report) was adopted at the end of the 2001-2002 school year, and early in the 2002-2003 school year, the Board of Trustees along with the faculty and administration spent much time deciding how to ensure that each grade's and each teacher's responsibilities under the plan were met.

The results from the external, quantitative testing were easy to assemble and compute. Establishing and recording the internal testing, activities and presentations were more difficult to establish since in some cases the standards to be met for the Accountability Plan required either curricular or assessment changes, not all of which could be accomplished in the first year of the new plan. The expectation is that all elements of the Accountability Plan will be met in the 2003-2004 school year.

In this annual report we will provide proof to the following mission objectives in our accountability plan using various measurement tools:

Mission Objective 1: to teach students the enriched classical academic curriculum based on E. D. Hirsch's, JR's Core Knowledge Sequence and through this experience to build a high degree of competence in and a strong command of the content base that will comprise the foundation of their future education.

Mission Objective 2: to foster the development of a virtuous life through a program of character education based on the four cardinal virtues.

Mission Objective 3: to build self-esteem and the ethic of giving to others through a program of regular community service at all levels.

Mission Objective 4: to recognize parents as children's primary educators who work with the School to develop students academically and morally.

Mission Objective 5: to remain a thriving organization that is trustworthy, responsible, open, and well managed.

It has been my pleasure to serve on the Board of Trustees for the past six years. I will continue to look forward to being part of the BFCCS community as a parent and a volunteer.

Sincerely,

Faith Daya
President, Board of Trustees

Mission Statement

“To assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development and opportunities for community service.”

Parental Influence and Responsibility

The school recognizes parents as the primary educators of their children and affirms the proven positive correlation between parental involvement and student success. It is crucial that the parents welcome their responsibility to share in the education of their children. The school requires parental participation in all phases, from the application process, to providing additional academic challenge, and to helping with remediation when needed.

Classical Core Curriculum

The Core Knowledge Curriculum emphasized an intensive academic curriculum in which topics spiral so that students can revisit them in subsequent years, helping students develop an increasingly sophisticated basis for learning what educated people should know. The curriculum also includes and invites a look at the diverse peoples and ideas that comprise and have shaped the world in which we live.

E.D. Hirsch, one of the main designers of the Core Knowledge Curriculum, reminds educators that the Core Knowledge Curriculum is a curriculum and not a method of teaching. BFCCS prides itself on utilizing a variety of teaching methods, including active project-based learning. In addition, faculty create integrated units, often in conjunction with other teachers that weave together subjects such as art, music, history, literature, math and science.

Character Development

Benjamin Franklin once attested, “Without virtue, man can have no happiness in the world.” Franklin’s personal enrichment program serves as a model for the character development program at the school. Universally accepted and respected virtues such as temperance, honesty, discipline, compassion, sincerity, justice, moderation, and humility are integrated into the classroom work.

Community Service

Service to the community is one of the best ways to engage youthful energy. Accomplishments in the real world give children the opportunity to take themselves and their endeavors seriously and gain self-esteem through participating in genuinely valuable work. To accomplish this end, students participate in a variety of service projects such as visiting senior centers, donating time to environmental clean-ups, volunteering and assisting in drives to benefit local shelters, food pantries, and national causes. By making a real contribution, students recognize that they are capable of positively influencing other people, their local environment, and the world, and this process builds genuine self-esteem.

School Performance

Mission Objective 1: to teach students the enriched classical academic curriculum based on E. D. Hirsch's, JR's Core Knowledge Sequence and through this experience to build a high degree of competence in and a strong command of the content base that will comprise the foundation of their future education.

Performance Relative to Student and School Performance Objectives:

The school performance reviewed in this section is based on the revised Accountability Plan that was adopted this year by the Board of Trustees. In some cases there was not enough time to fully incorporate all the new internal standards and expectations into the school year. All of the external standards are reported on in this Annual Report.

External Standardized Tests

- The MCAS tests are given as required.
- The Educational Records Bureau Writing Assessment Program is given in grades four through eight.
- The California Achievement Test (short form) is administered in grades one through eight

The following test is not in the accountability plan, but is given at the school:

- The National Latin Exam.

Internal Accountability

- Language Arts
- History
- Geography
- Humanities
- Math
- Science
- Latin
- French
- Art
- Music
- Physical Education

External Standardized Test Results

MCAS

MCAS is the Commonwealth's statewide student assessment program. All public schools and districts are monitored for performance and improvement. The primary purposes of MCAS are to measure the performance of individual students, schools, and districts based on the state standards outlined in the Massachusetts *Curriculum Frameworks*, to raise student achievement, to improve classroom instruction, to determine competency in English language arts and mathematics in order to award high school diplomas.

MCAS Goal from the BFCCS Accountability Plan:

"Students who take the State administered MCAS tests will achieve a grade level score above that of their counterparts in the Franklin Public Schools."

The comparison to Franklin Public Schools is based on the town of Franklin making up the largest student population at BFCCS; 81% of our student body. We look at a comparison of all of our MCAS scores with those from Franklin, by grade.

A caution needs to be noted in interpreting these results:

- 1) BFCCS is a small school with relative few students in each grade compared to most other schools.
- 2) BFCCS is a self-selecting population
- 3) As a Core Knowledge school the curriculum does not align in all aspects with the Massachusetts Frameworks.

These factors give the potential for sharp swings, both positive and negative, when observing total class results.

MCAS Data

MCAS Grade 3 Reading

Number of BFCCS Students Tested in Current Year:

45

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998															
1999															
2000															
2001	NA	NA	NA	96%	80%	62%	4%	17%	31%	0%	2%	7%	36	33	30
2002	NA	NA	NA	84%	80%	67%	13%	19%	27%	2%	2%	6%	33	33	30

BFCCS raw score was equal to that of Franklin and 3 points higher than the State.

MCAS Grade 4 English Language Arts

Number of BFCCS Students Tested in Current Year:

46

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998	0%	2%	1%	24%	36%	19%	76%	60%	66%	0%	1%	15%	238	238	230
1999	0%	1%	0%	36%	37%	21%	64%	61%	67%	0%	1%	12%	236	237	231
2000	0%	4%	1%	14%	36%	19%	84%	58%	67%	2%	3%	13%	233	238	231
2001	2%	15%	7%	59%	61%	44%	39%	22%	38%	0%	2%	11%	242	247	239
2002	13%	16%	8%	76%	61%	46%	11%	21%	37%	0%	2%	10%	250	248	239

BFCCS raw score was 2 points higher than that of Franklin and 11 points higher than the State.

MCAS Grade 4 Mathematics

Number of BFCCS Students Tested in Current Year:

46

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998	33%	21%	11%	24%	36%	23%	38%	38%	44%	5%	4%	23%	246	244	234
1999	7%	22%	12%	40%	35%	24%	43%	39%	44%	10%	3%	19%	240	244	235
2000	14%	29%	12%	41%	36%	28%	41%	33%	42%	5%	2%	18%	242	85	235
2001	22%	26%	10%	24%	33%	24%	48%	36%	46%	7%	5%	19%	242	246	235
2002	46%	28%	12%	43%	37%	27%	11%	31%	42%	0%	4%	19%	254	247	236

BFCCS raw score was 7 points higher than that of Franklin and 18 points higher than the State.

MCAS Grade 4 Science & Technology

Number of BFCCS Students Tested in Current Year:

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998	29%	12%	6%	57%	63%	42%	14%	24%	40%	0%	1%	12%	251	247	238
1999	10%	17%	10%	60%	61%	46%	31%	22%	36%	0%	0%	9%	245	247	240
2000	18%	24%	11%	61%	61%	51%	20%	13%	30%	0%	1%	8%	250	250	241
2001															
2002															

Scores were not recorded for Grade 4 Science and Technology.

MCAS Grade 6 Mathematics

Number of BFCCS Students Tested in Current Year:

33

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998															
1999															
2000															
2001	14%	12%	13%	53%	34%	23%	21%	38%	30%	12%	15%	33%	243	238	233
2002	39%	15%	13%	33%	44%	28%	21%	31%	29%	6%	10%	29%	251	242	235

BFCCS raw score was 9 points higher than that of Franklin and 16 points higher than the State.

MCAS Grade 7 English Language Arts

Number of BFCCS Students Tested in Current Year:

39

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998															
1999															
2000															
2001	3%	15%	6%	68%	66%	49%	29%	16%	32%	0%	2%	12%	243	248	239
2002	5%	19%	9%	69%	71%	55%	26%	8%	28%	0%	1%	8%	245	252	242

BFCCS raw score was 7 points lower than that of Franklin and 3 points higher than the State.

MCAS Grade 8 English Language Arts

Number of BFCCS Students Tested in Current Year:

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998		2%	3%		64%	52%		28%	31%		6%	14%		241	237
1999		6%	3%		67%	53%		24%	31%		3%	13%		244	238
2000	4%	12%	5%	75%	70%	57%	21%	14%	27%	0%	4%	11%	245	247	240
2001	13%	13%	8%	75%	70%	59%	13%	15%	25%	0%	2%	8%	251	242	242
2002															

BFCCS raw score was 9 points higher than that of Franklin and 9 points higher than the State.

MCAS Grade 8 Mathematics

Number of BFCCS Students Tested in Current Year:

36

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998		6%	8%		35%	23%		32%	26%		27%	42%		233	227
1999		13%	6%		30%	22%		34%	31%		23%	40%		235	226
2000	8%	16%	10%	33%	36%	24%	29%	28%	27%	29%	20%	40%	233	238	228
2001	10%	16%	11%	48%	28%	23%	33%	38%	34%	10%	18%	31%	241	233	233
2002	11%	16%	11%	42%	32%	23%	42%	36%	33%	6%	17%	33%	242	238	232

BFCCS raw score was 4 points higher than that of Franklin and 10 points higher than the State.

MCAS Grade 8 History

Number of BFCCS Students Tested in Current Year:

36

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998															
1999		1%	1%		14%	10%		53%	40%		32%	49%		226	221
2000	0%	1%	1%	8%	12%	10%	63%	59%	45%	29%	29%	45%	224	225	221
2001	0%	1%	1%	3%	11%	10%	88%	62%	48%	10%	26%	41%	227	224	224
2002	0%	0%	1%	3%	12%	12%	78%	62%	46%	19%	26%	42%	225	224	224

BFCCS raw score was 1 point higher than that of Franklin and 1 point higher than the State.

MCAS Grade 8 Science & Technology

Number of BFCCS Students Tested in Current Year:

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998		1%	2%		33%	26%		41%	31%		26%	41%		230	225
1999		8%	5%		31%	23%		33%	27%		28%	45%		233	224
2000	8%	6%	6%	25%	40%	29%	50%	35%	27%	17%	20%	37%	233	235	228
2001															
2002															

Scores were not recorded for Grade 4 Science and Technology.

The Educational Records Bureau Writing Assessment Program (ERB)

The school is committed to teaching children how to write well. One assessment chosen to determine how well we teach children to write is the ERB (Educational Research Bureau) Writing Assessment Program), a nationally recognized assessment instrument.

This test is a criterion referenced test, which means that the developers of the test have established criteria for writing an essay for grade levels 3 through 6, and grades 7 through 9. Each student is tested according to the criteria established for the student's grade level. Unlike a norm referenced test, students' scores are not based on how they compare to other students taking the test, but on how well they write based on the criteria established for their level.

According to the ERB manual, the following writing characteristics should be mastered, as appropriate for each grade, and the ERB measures these elements:

- Overall Development: how well the writer communicates with the reader, shows awareness of the audience and purpose for the writing, and writes in the appropriate mode of discourse.
- Organization: the writer's ability to choose a focus, develops a plan of organization, and maintains coherence throughout the paper.
- Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece.
- Sentence Structure: completeness, correctness, and variety or sophistication of sentences.

- Word Choice: correct usage, specific vocabulary, freshness, and vividness of language.
- Mechanics: the correct and effective use of spelling, punctuation, capitalization, and paragraphing.

The scores for this test are reported in two ways:

- First, for each of the criteria explained above, a score from 1 - 6 is given, with one the lowest and six the highest. These raw scores for grade 4 is measured against a 4th grade standard, grades 5 and 6 are based on a standard for the 6th grade (Level 1), and raw scores for grades 7 and 8 are based on a standard set for the 8th grade (Level 2).
- Second, these raw scores are then translated (scaled) into grade level performance scores. To achieve mastery of grade level expectations, students need, minimally, to have the following scaled scores for each grade:

Fourth	400
Fifth	500
Sixth	600
Seventh	700
Eighth	800

Goal from the BFCCS Accountability Plan:

“80% of students in grades 4-8 will write a narrative/expository essay that achieves at grade level criterion standards or above grade level as compared to suburban norms.”

The following charts demonstrate that 84% of our students in grades 4-8 achieved grade-level criterion on or above.

ERB Data

Scaled Score Goal: 400.0

Grade 4	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
97-98	4.0	4.0	4.0	3.9	3.9	3.9	556.9
98-99							588.0
99-00							469.0
00-01	3.4	3.4	3.5	3.5	3.7	3.6	452.8
01-02	4.0	4.0	4.0	3.7	3.9	3.8	521.5
02-03	4.9	4.9	4.9	4.3	4.5	4.2	499.0

Scaled Score Goal: 500.0

Grade 5	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
97-98							497.0
98-99	4.3	4.2	4.2	3.8	4.2	3.9	561.9
99-00							479.0
00-01	3.8	3.8	3.9	3.9	4.0	4.0	538.6
01-02	4.2	4.2	4.2	4.1	4.1	4.1	581.6
02-03	4.3	4.2	4.1	4.1	4.2	4.3	666.0

Scaled Score Goal: 600.0

Grade 6	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
97-98							464.0
98-99							617.0
99-00	4.3	4.3	4.4	4.4	4.4	4.5	606.3
00-01	4.3	4.2	4.2	4.2	4.3	4.2	624.0
01-02	4.9	4.8	4.8	4.8	4.7	4.7	674.2
02-03	4.7	4.7	4.5	4.5	4.5	4.6	722.0

Scaled Score Goal: 700.0

Grade 7	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
98-99							758.0
99-00							767.0
00-01	4.0	4.0	4.1	3.9	4.0	3.7	781.9
01-02	4.1	4.1	4.0	3.8	3.9	3.8	777.9
02-03	4.2	4.2	4.1	4.1	4.0	4.0	851.0

Scaled Score Goal: 800.0

Grade 8	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
99-00							805.0
00-01	4.3	4.3	4.3	4.2	4.3	4.1	836.9
01-02	4.2	4.2	4.1	4.2	4.2	4.1	813.0
02-03	4.1	4.3	4.0	3.9	4.0	3.9	835.2

ERB Longitudinal scores for 2002-2003 current 8th grade by year

	Grade	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score	Goal
1998	4	4.0	4.0	4.0	3.9	3.9	3.9	556.9	400.0
1999	5	4.3	4.2	4.2	3.8	4.2	3.9	561.9	500.0
2000	6	4.3	4.3	4.4	4.4	4.4	4.5	606.3	600.0
2001	7	4.0	4.0	4.1	3.9	4.0	3.7	781.9	700.0
2002	8	4.1	4.3	4.0	3.9	4.0	3.9	835.2	800.0

The California Achievement Test (CAT)

The CAT is a norm-referenced test based on normative data set in 1991 by the test developers. We gave the short form of this test this year that measures how students from BFCCS compare to a national norm in the areas of Reading Comprehension and Math Concepts and Applications.

Goal from the BFCCS Accountability Plan:

“80% of the students who take the California Achievement Test will achieve an 85th percentile score or better.”

Students achieved in the 85th percentile or better.

CAT Reading (regular conditions)

Grade	96-97	97-98	98-99	99-00	00-01	01-02	02-03
1	81.7	84.8	92.0	84.0	80.0	87.0	88.0
2	90.0	90.5	96.8	94.0	92.0	88.0	94.0
3	94.0	92.0	90.0	88.0	94.0	91.0	91.0
4	86.0	90.0	87.2	88.0	92.0	92.0	93.0
5	91.0	82.3	87.5	83.0	84.0	85.0	83.0
6		83.5	78.3	83.0	80.0	93.0	89.0
7			87.0	83.0	86.0	84.0	88.0
8				85.0	87.0	84.0	78.0
Mean	88.5	87.2	88.4	86.0	86.9	88.0	88.0

CAT Math (regular conditions)

Grade	96-97	97-98	98-99	99-00	00-01	01-02	02-03
1	82.0	77.0	90.0	86.0	84.0	83.0	92.0
2	94.8	95.0	98.4	96.0	90.0	87.0	71.0
3	73.5	93.0	87.7	85.0	91.0	89.0	91.0
4	79.3	93.0	95.0	93.0	91.0	94.0	94.0
5	83.0	87.3	88.0	92.0	91.0	94.0	93.0
6		90.5	90.5	89.0	91.0	95.0	96.0
7			89.0	85.0	85.0	93.0	93.0
8				78.0	80.0	92.0	93.0
Mean	82.5	89.3	91.2	88.0	87.9	90.9	90.4

Internal Accountability Results

Language Arts

Goal from the BFCCS Accountability Plan:

75% of the tested students will score 80% or better on an internally designed grammar test.

In grades one through eight, end of the year grammar tests were given to students based on the grammar requirements listed in both the Core Knowledge Sequence and in the State Frameworks. In every grade at least 75% of the students scored 80% or better on year end grammar tests.

History

Goal from the BFCCS Accountability Plan:

75% of tested students will score 80% or better on the internally designed and administered year-end test on Core Knowledge history that was studied during the year.

In grades five, six, and eight year end tests on Core Knowledge history that was taught were given, and in each of those grades at least 75% of the students scored above 80%.

Geography

Goal from the BFCCS Accountability Plan:

80% of the tested students will score 85% or better on an internally administered geography test.

In grades 5, 6 and 8, eighty percent of the students scored 85% or better on internally administered geography tests based on the Core Knowledge curriculum.

Humanities

Goal from the BFCCS Accountability Plan:

80% of students in each Humanities class will master the skill elements articulated by the individual rubrics for each representative project.

All students will complete a humanities (language arts and/or history) project within a Core Knowledge content area.

In summary, this part of the Accountability Plan requires that each humanities teacher designs a project that tests and showcases students' skills, knowledge and presentation skills within one area of the core curriculum.

This year the BFCCS was awarded a Dissemination Grant from the Massachusetts Department of Education to publish a book of representative samples of projects from each grade to send to educators and legislators. In addition, the school will invite teachers from other schools to learn more about these projects in a seminar presented at BFCCS.

We have completed a first draft of this book that we will call "Ben's Best" and that book will be ready for publication in early January 2004.

Some of the projects, and each project fulfills the Humanities Project requirement from the Accountability Plan, include:

Kindergarten: writing and illustrating books that introduce the students to each other

First Grade: learning about different animal habitats and writing a play based on one habitat

Second Grade: reading Aesop's fables; each student writing his/her own Aesop-like fable and presenting them to parents

Third Grade: completing an author study on Beverly Cleary; using literary circle discussion groups to understand the character and theme of books, writing and presenting a skit based on a Ramona story.

Sixth Grade: the art of teaching plot through listening to music, and understanding the notion of rising action, crises, and resolution.

Seventh Grade: a unit on reading and interpreting poetry.

Mathematics

Goal from the BFCCS Accountability Plan:

At the end of sixth, seventh and eighth grades there will be a test on core topics (as indicated in our math outlines) and 80% of students will earn a grade of 80% or better.

At least 50% of all 8th grade students will complete a full credit Algebra I course and will be eligible to gain a secondary school credit.

Tests given in grade 6 and 8 and more than eighth percent of the students achieved a score of 80% or better.

The alumni survey of graduates from the class of 2002 indicates that approximately 42% of the graduates received credit for one year of algebra.

Science

Goal from the BFCCS Accountability Plan:

All students in grades 5-8 will prepare and present a science research project with a formal lab report, as appropriate for each grade, based on individual hypotheses formed by the students. Projects will be assessed using a rubric based on the scientific method, and 80% of students will demonstrate mastery of the skills delineated in this rubric.

In each grade, 5-8, at least 80% of the students demonstrated mastery of the rubrics established for the projects. Comments from the outside evaluators include the following and provide both excellent reviews and the opportunity for growth for next year's projects, and that is the intent of this element of the Accountability Plan:

Grade 5: "The hypotheses were all very clearly stated and every student seemed to understand what was being tested and why." "Most of the students appeared to have a great deal of knowledge." "Encourage students to ...pose a hypothesis for which they truly have no knowledge prior to doing the experiment." "Have students develop a sense of skepticism about what they see on the Web." "Develop an awareness of limitations of their measurements. This is the area of greatest weakness. The idea of variability and its sources is key." "The (descriptive) posters were exceptional."

Grade 6: "All of the experiments had a clear hypothesis. The students were able to explain why they posed the hypothesis." "All of the students took the projects seriously. They knew the materials and had thorough reports. All posters were logical and organized." "Many students were able to say what they would do next time to test the problem further." "Many of the projects could have been designed to be "blinded." "Some students had a better understanding of sampling error and significance than others."

Grades 7 and 8: A majority of students had well executed and scientific approaches.” “Consistently well-executed projects.” “Methods of collecting data were great; students noted observations and unexpected results.” “When asked questions about re: how change in variable or control might have changed result –only some gave it consideration.”

Latin

Goal from the BFCCS Accountability Plan:

Students will develop reading ability in Latin.

Students will develop the ability to comprehend Latin text

Students will be able to express themselves in Latin orally and in writing

Students will demonstrate an understanding of ancient Roman culture

Students will recognize elements of Latin in the English language

Students will use their knowledge of Latin to expand their knowledge of other Core Knowledge Sequence topics

Reading ability in Latin is evidenced by

6th grade: reading aloud, assessed internally

7th grade: reading aloud, assessed internally

8th grade: reading aloud, assessed internally, plus reading parts from the Trojan War

The ability to comprehend Latin texts is evidenced by:

6th grade: translation of simple sentences and internal assessments in grade 6.

7th grade: students translated “Cinderella.”

8th grade: students had weekly assessment of translations of Aesopius Hodie (Aesop Today).

Oral and written expression is evidenced by:

6th grade: students writing original descriptive paragraphs in Latin to accompany the gods and goddesses marionettes that they made in art class.

7th grade: project on middle ages mottoes and virtues written and presented in Latin. 8th grade students presented the Trojan War in Latin.

An understanding of Ancient Roman culture is evidenced by:

6th grade: recreating domus from an original blueprint

7th grade: original presentation based on Livy's "Histories"

8th grade: readings of authentic Latin inscriptions coupled with the Roman culture section from the text book.

Students Recognition of elements of Latin in the English language is evidenced by:

6th grade: derivative section of each unit tested internally

7th grade: derivative section of each unit testes internally

8th grade: unit derivative sections tests plus final unit "Words from the Myths."

Core Knowledge and character education integration is accomplished through:

6th grade: space unit projects, ancient Rome unit projects, and mythology

7th grade: word (derivative/root) recognition tests, virtues unit, and mythology

8th grade: word (derivative/root) recognition tests, human skeleton unit, mythology connection to literature that was read (e.g. Animal Farm.

National Latin Exam

Twenty-five 7th and 8th grade students again scored high enough to earn achievement certificates, ribbons and medals this year on the American Classical League's National Latin Exams. This is the fifth year students have been awarded medals for their achievement in this competitive, national exam given by the American Classical League.

The 40 question exam tests knowledge of Latin grammar, syntax, translation, and Ancient Roman culture. Over 120,000 students across this country and in 5 foreign countries took the exams in several categories.

Turning in perfect papers for their respective exam levels were two 7th graders and one 8th grader who also earned summa cum laude recognition on the Latin I exam. One 8th grader received a silver medal, maxima cum laude and two 8th graders received magna cum laude awards.

Fourteen BFCCS students received purple ribbons for Outstanding Achievement on the Introduction to Latin Exam. Four students received certificates of outstanding achievement!

French

Goal from the BFCCS Accountability Plan:

80% of students who take French in each grade will master the basics of French vocabulary, culture and grammar as appropriate for each grade

80% of students who take French will complete the grade 8 curriculum and be eligible to obtain a French I secondary school credit.

We do not have any conclusive data to enable us to track the result of French Accountability this year.

Fine Arts

Art

Goal from the BFCCS Accountability Plan:

100% of students in grades K–5 through active participation will experience the various art elements including line, shape, form, space, light, texture, and color.

80% of students in grades 6–8 will be able to identify the salient features of the art periods outlined in the Core Knowledge Sequence

80% of Fine Arts Elective: Students in grades 6-8 who elect to take the semi-weekly course will develop a small portfolio of their own artwork and participate in a collaborative piece.

Representative results included mixed media study of Ben Franklin; self portraits in 2-D and 3-D dimensions; students used geometric patterns to create line and texture animal drawings; reflections and writing on artists.

Music

Goal from the BFCCS Accountability Plan:

- 1) 80% of students in grades K-2 will be able to recognize and discuss musicians and sing musical selections as indicated in the Core Knowledge Sequence.*
- 2) 80% of students in grades 3-5 will be able to recognize and discuss musicians, songs, and musical terms as indicated in the Core Knowledge Sequence and will describe and analyze music of others using appropriate vocabulary.*
- 3) 80% of students in grades 6-8 will be able to identify the following as outlined in the Core Knowledge Sequence:*
 - Music periods*

- *Composers*
- *Musical forms and styles*
- *Count and play basic rhythms*
- *Describe and analyze the music of others.*

Representative results included students use Venn diagrams to explore differences and similarities between composers; students complete rhythm tests and have frequent performances; students listen to and learn about cantatas; students write about composers; students study theme and variation and write their own.

Choral Music

Goal from the BFCCS Accountability Plan:

All chorus elective students in grades 6-8 will be able to:

- *Sing independently and in small and large groups*
- *Sing a repertoire of music representing diverse periods and cultures*
- *Sing music written in two and three-parts*
- *Sight-read music accurately and expressively*

Representative results included students sing in small and large groups; students sang songs from different cultures; students sang songs in two and three parts; students learned and sang Gregorian chants.

Instrumental Music

Goal from the BFCCS Accountability Plan:

All instrumental elective students in grades 6-8 will be able to:

- *read music written in standard notation*
- *sight-read music accurately and expressively*
- *perform on at least one wind or percussion instrument accurately and independently with appropriate posture, playing position, and technique*
- *compose short pieces for instruments within teacher-specified guidelines*

Over 90% of students in grades 4-8 were in one of the school's bands and took weekly group music lessons on their instruments; members of the Concert Band, Wind Band, Symphonic Band, Jazz Band, and Marching Band performed at Jazz Cabaret, Franklin Memorial Day Parade, Spring and Winter Concerts and at various assemblies.

Drama

Goal from the BFCCS Accountability Plan:

All Drama elective students in grades 6-8 will be able to:

- *integrate direction into individual and group work*
- *interpret and identify basic literary structure in scripted material*
- *tell a story using vocal, physical, and presentation skills*
- *understand improvisation*
- *identify basic theatre terms*

Grades 6-8 participated in all aspects of the production of the Pirates of Penzance.

Physical Education

Goal from the BFCCS Accountability Plan:

Students will demonstrate proper technique of stretching, strengthening, and warm-up activities as it pertains to becoming a physically fit and healthy person.

Students will learn basic skills, techniques, strategies, and rules to a variety of activities and games throughout the school year.

Students will be able to function in a team or as part of a group while demonstrating cooperation, listening skills, and respect for other.

Students met or exceeded all standards set forth by the Physical Education department.

Character Education

Mission Objective 2

To foster the development of a virtuous life through a program of character education based on the four cardinal virtues.

Goal from the BFCCS Accountability Plan:

All students in K-8 will understand the meaning of the four cardinal virtues (justice, temperance, prudence, and fortitude) and recognize these virtues in themselves, in others, and in appropriate stories and other curriculum materials.

All students in grades 6-8 will set personal and academic goals each term and review these goals with their parents and homeroom teacher.

All 8th grade students will write a personal narrative that reflects on their intellectual and moral development in their years at the Benjamin Franklin Classical Charter School, and on perceived goals and challenges for future growth.

Surveys were not given out this year, but many visitors, including visiting performers, commented on the students' politeness and on their ability to ask excellent questions.

In grades 6-8, academic and personal goals were set for the first term and reviewed with parents and homeroom teachers.

All 8th grade students wrote reflections on their time at BFCCS, and these writings were used as the basis for the eighth grade graduation. This original presentation by the students was a selection of student reflections and is attached to the Annual Report.

Through the Forest of Virtue Assemblies and through looking at characters in literature and history through the lens of what virtues or lack of virtues are revealed, helped foster an understanding of the cardinal virtues.

BFCCS has continued its established 9-year commitment to educate for character through the curriculum, relationships, ethos, service, and special projects. The new faculty at BFCCS received two days of workshops and training prior to the start of school to help them embrace the school's commitment to character education in practical ways.

While BFCCS has already been recognized on a national level for its Character Education efforts, both the board and the faculty education committees continued to examine and amend the school's efforts to help students understand and live our core virtues.

We continue to weave character education through all aspects of school life, especially in the academic curriculum where students are helped to note how individual character shapes what students are studying, including studies in literature, history, and science. In addition to asking children to note traits in others, we continue to encourage them, through formal and informal programs, to develop those qualities in themselves. We also expect our faculty to model the character and virtue we are nurturing in our students.

As we expand and examine our character education programs, the following specific programs remained strong at BFCCS.

- The "Forest of Virtue" commendation assemblies.
- A school wide, monthly focus on each virtue, resulting in each virtue being "visited" at least twice a month during the school year.
- A class by class study of the virtues led by each classroom teacher, using the Core Knowledge Curriculum as a vehicle to help students see what virtue looks

like through stories and history and other areas of the curriculum. When is character easy to maintain? What challenges us to honor what we know is right? How can the knowledge of virtues help people make choices? These are just some of the questions students are encouraged to address in their academic studies, demonstrating that character education is, indeed, not a separate topic, but woven throughout the life of the school.

Community Service

Mission Objective 3

To build self-esteem and the ethic of giving to others through a program of regular community service at all levels.

Goal from the BFCCS Accountability Plan:

All students in grades K-5 will perform monthly community service with their homeroom classes and will, as developmentally appropriate reflect on their work through art and writing.

All students in grades 6-7 will perform individual service monthly, and will reflect on this service in their Stepping Stones manual. Students will perform monthly group service for the school and local community.

All students in grade 8 will choose, design, and conduct long-term service projects, which will include a project proposal, a final reflective essay, and a final presentation to parents.

Another performance objective as stated in the school's mission is "to build self-esteem and the ethic of giving to others through a program of regular community service for students at all levels." BFCCS continues to promote and carry out significant and frequent service to the community. This service is an integrated, essential part of the education of our students.

Each month, each class in grades K - 5 participate in a service project. This year, these projects included managing two school-wide recycling programs, collection of snack foods and toiletries to send to troops overseas, collections for a hospital in Haiti, and school and community beautification.

Twice each month, students in grades 6 - 8 meet in service teams to plan work on group service and reflect on individual monthly service. Eighth grade students work on long-term self-designed service projects. This year projects included:

- Adult Clothing collection for the Pine Street Inn
- Backpack collection
- Art Supply collection
- Recycling for charity – contributions to China
- Basketball coaching
- Karate clinics

- Ice Skating lessons
- Soccer Referee
- Lunch program for Aids patients
- Soup Kitchen
- Walk for Hunger
- Senior Center Volunteer
- Audubon Society volunteer
- After-school program volunteer
- School Bathroom mural project
- Letters to veterans
- Project Comfort-sewing projects for local hospitals

Community service starts in the classroom, extends to the school, and to the local and larger communities beyond the school. In shaping our community service, we try to avoid having students ask for money from parents in order to contribute to community service project. We want students to give of their own energies and time.

Parents as Primary Educator's

Mission Objective 4

To recognize parents as children's primary educators who work with the School to develop students academically and morally.

Goal from the BFCCS Accountability Plan:

The Parent Enrichment Committee of the Board will provide yearly focus group meeting(s) for parents.

100% of parents will sign the Family Pledge each year.

The school will support the parents as they work on their children's academic and moral development.

The Parent Enrichment Committee of the Board held a yearly focus group for parents and the results from that meeting will be used to shape the Board's agenda for the upcoming year.

To help support the parents in their role as primary educators the school sends home several publications: each week there is a brief newsletter providing parents with important information; each month, each teacher sends home a Scope and Sequence for the upcoming month letting parents know what topics will be covered and what community service will be performed; in addition there is a monthly newsletter, The Courant, in which all staff and the Head of School

write about events of the past month and include important upcoming information.

This year the school presented many programs for parents including:

- An evening with Mac Bledsoe on child development and this followed by a series of parent evenings in which Mr. Bledsoe's videos about child development were viewed and discussed.
- An evening presentation by David Smith, the school's geography consultant.
- An evening presentation by Maria Marolda, the school's math consultant.
- An evening about the language arts program in which teachers taught mini-lessons to parents at the school to help them understand how we teach at BFCCS.
- A book fair for parents and students to purchase books which support the curriculum and pillars of the school.

Governance

Mission Objective 5

To remain a thriving organization that is trustworthy, responsible, open, and well managed.

Goal from the BFCCS Accountability Plan:

- *The school will receive 100% more applications than there are available openings.*
- *Fewer than 5% of students will leave the school for other school choice options.*
- *The average annual attendance rate will be 90%.*
- *The school will develop long term academic and organizational plans.*
- *Parents will form an active partnership by performing extensive service to the school via in-school and at-home volunteer opportunities.*

All expectations were met and are reflected in the following charts and narratives.

Finance:

- *A budget will be prepared and reviewed annually by the school Board of Trustees.*
- *The school will develop a long-term financial plan.*
- *The school will prepare books on records in accordance with GAAP.*

All expectations were met and are reflected in the following attachments

Quality of Governance:

- *The Board of Trustees will review 50% of all Policies and Procedures on an annual basis.*
- *The Board of Trustees will publish all agendas and minutes and follow open meeting law.*
- *The Board will commit itself to preserving the Mission of the School and putting into place the strategies by which the mission will be achieved.*
 - o *Dissemination of best practices.*

All expectations were met and are reflected in the following attachments

Enrollment Statistics

The total number of student applications received for the 2003–2004 school year is 268, a decrease of only 4 applications over last year’s 272.

Total number of applications received by grade level

2003-2004 School Year	K	1	2	3	4	5	6	7	8	Total
New Applications	98	25	9	6	10	13	12	12	1	186
Concurrent Applications (siblings of new applicants)	17	8	6	8	7	2	1	0	1	50
Sibling Applications	26	2	1	1	0	0	1	0	1	32
Total Applications	141	35	16	15	17	15	14	12	3	268
2003-2004 Openings	43	2	2	5	0	4	2	2	9	69
Total Openings Filled	43	2	2	5	0	4	2	2	3	63
Applications Per Opening	3.3	17.5	8.0	3.0	0.0	3.8	7.0	6.0	0.3	3.9

Total number of applications received by residence

Town	97-98	98-99	99-00	00-01	01-02	02-03	02-04
Ashland						1	
Attleboro	3	1	9	1	3	6	11
Bellingham		8	11	8	16	15	11
Blackstone		1	3	1	2	1	
Brockton					1		
Burlington	3						
Canton	4	1		1			
Dedham						1	
East Bridgewater			1				
Easton						2	
Foxborough	117	22	13	22	11	1	1
Framingham						2	2
Franklin	39	89	191	89	146	163	172
Holliston	1	4	3	4	3		1
Hopedale			3			1	
Hopkinton		4	5	4		1	1
Lowell			1				
Mansfield	19	9	16	9	3	5	3
Marlborough						1	
Medway	2	5	19	5	14	8	9
Mendon						1	1
Milford		4	14	4	4	9	2
Millbury		1		1			
Millis	2	2	8	2	4	8	12
Norfolk	1	5	20	6	38	20	17
Northborough			1				
Northbridge			2				2
North Attleborough	5	4	14	4	4	4	5
Norton	5		9		2		
Norwood	1	1	2	1		1	2
Plainville	11	14	16	14	1	11	1
Sharon	2	2		2			
South Attleboro	1	2		2			
Taunton							2
Upton			1			1	
Uxbridge			1		2	1	1
Walpole	3	1	1	1	1	1	
West Brookfield			2				
Wrentham	6	11	21	11	23	7	12
Total	225	191	387	192	278	272	268

Number of students on waiting list 2002-2003 by residence

Town	97-98	98-99	99-00	00-01	01-02	02-03	02-04
Ashland						1	
Attleboro	3	1	10	1	2	6	11
Bellingham		6	11	6	4	11	10
Blackstone			3		1	1	
East Bridgewater			1				
Easton						2	
Foxborough	41	4	11	4		1	1
Framingham						2	2
Franklin		22	143	22	66	100	111
Holliston			2		2		1
Hopedale			2			1	
Hopkinton		1	4	1			1
Lowell			1				
Mansfield	9	4	14	4	1	2	2
Marlborough							
Medway		4	14	4	7	6	9
Mendon							1
Milford		2	12	2		6	3
Millbury							
Millis	1		6		2	6	12
Needham		1		1			
Norfolk			14	2	12	15	16
North Attleborough	3	4	11	4	1	3	5
Northborough			1				
Northbridge			2				2
Norfolk		2					
Norton	1		9		1		
Norwood							2
Plainville	6	4	14	4	1	8	
Sharon	1						
South Attleborough	1	2		2			
Taunton							2
Upton			1			1	
Uxbridge			1		1	1	1
Walpole	1						
Wrentham	2	6	12	6	10	3	9
Total	69	63	299	63	111	176	201

The option is given to parents to remain on the waitlist. Last year we had 176 students remain on the waitlist as compared to this year's 201.

Student Turnover Data

Student Turnover Sep. - Aug.	Moved	Other Public Schools	Other Private Schools	Home Schooled	Commute	Total
96-97		3	1	2		6
97-98		1		2	1	4
98-99						0
99-00	7	5	4			16
00-01	15	13		2		30
01-02	9	5	3		3	20
02-03	4	10	2			16

School Program: General Information

School Address and Contact Information

Benjamin Franklin Classical Charter School
201 Main Street
Franklin, MA 02038
Tel: 508 541-3434
Fax: 508 541-5396
E-mail: bfccs.org
Web: www.bfccs.org

Grades and Age Levels Served

The Benjamin Franklin Classical Charter School currently serves students from Kindergarten through grade eight. Eligible students must be five years of age by August 31 to enter Kindergarten.

Description of Eligibility Requirements for Enrollment and Enrollment Policy

Enrollment is open to all that wishes to apply. However, priority is given to siblings of currently enrolled students and to Franklin residents. If there are more applicants than there are available spaces, the waitlist goes to lottery, and a waitlist is retained through March 15.

Families who wish to join the Benjamin Franklin Classical Charter School in educating their children submit an enrollment application form postmarked by the U.S. Post Office or hand-delivered by February 1, 2002. Applications were made available at various locations including the School Office beginning November 15, 2001. Enrollment applications and enrollment information is also made available at www.bfccc.org.

Families were able to learn more about the Benjamin Franklin Classical Charter School at information evenings and an open house scheduled in January.

Notification letters were sent out regarding enrollment or waitlist status on February 15, 2002.

Summary of Curriculum Design and Teaching Methods

The Benjamin Franklin Classical Charter School was founded on four pillars. These pillars individually, and how they connect with each other, help define a summary of the curriculum design and of teaching methods.

The Core Knowledge Curriculum, is a curriculum based on the work of E.D. Hirsch which emphasizes an intensive academic curriculum in which topics spiral so that students can revisit them, ensuring that students develop a basis for learning what educated people should know. There is also an emphasis on learning art history and music history. In addition, the curriculum includes and invites a look at the diverse peoples and ideas that both comprise and have shaped the world in which we live. For more information go to www.coreknowledge.org.

Core Knowledge Curriculum, Foreign Languages, Arts, and Instrumental Music

E.D. Hirsch reminds educators that the Core Knowledge Curriculum is a curriculum and not a method of teaching. BFCCS prides itself on integrating subjects and on providing a hands-on, project-based curriculum. Although information and ideas are very important for children to learn, we believe that information is both better retained and understood when students are engaged in active learning. Examples of this active learning include students learning about immigration by visiting an immigration museum, writing a journal about an immigrant experience and writing plays to act out different scenes from history. In science students grow plants when learning about genetics; build cars when learning about physics; design models of the solar system; and create scaled time-lines of life of geological eras.

There are also many examples of integration across the curriculum. Students study Jazz when they study 20th century American History. They study Greek and Roman architecture when studying about Greece and Rome. When studying astronomy, they learn the myths behind the names of the constellations and planets; Latin students share their interpretations of astronomy projects with other classes. Students read storybooks, which are based on math challenges or puzzles. When they learn about an artist; they do artwork based on that artist's style.

Not all learning can or should be "hands-on" and cross-curricular. Our teaching methods are varied: sometimes you just have to sit down and memorize! We try to make the material engaging, interactive, and accessible while using the challenging, varied, and intriguing Core Knowledge Curriculum.

In addition to the Core Knowledge Curriculum, students start French in kindergarten and Latin in the sixth grade. Physical Education, Music, and Art start in kindergarten.

We also have a strong performance music program. All students start the recorder in the third grade and students can select an instrument in the fourth grade. Last year 90% of the students in grades 4 - 8 took music lessons at school and were in one of the school's five performance bands: Concert Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, and Marching Band. The various bands performed at the State House, at the Franklin Memorial Day Parade, and at many assemblies. Both the Symphonic Band and the Chorus received gold medals at the Great East Festival.

In grades, 6 - 8 there is an Art Elective Program and some of those offerings include jazz band, drawing, drama, chorus, and Orff instruments.

Character Education: the school is based on the premise that education without character is hollow at best, and dangerous at worse. The school teaches character education by weaving that education into every part of the curriculum. What are the ethical implications of science research? What character strengths did Woodrow Wilson or Franklin Roosevelt demonstrate? What character traits are characters in a novel displaying? How did you just treat a fellow student? How would you want to be treated?

We know that children learn from what they see around them, and we strive to shape a community of adults who themselves demonstrate good character, and who model the virtues we hope our students will embody. The character education teaching in the school is based on the four classical virtues: Justice, Temperance, Fortitude, and Prudence. Each month we focus on one virtue, while still honoring the many others.

In addition, each month grades K - 5 have a "Forest of Virtue" assembly in which students thank other students for an action, which demonstrated one of the virtues. These are charming and touching moments when students look each other in the eye and thank each other. Older students design or select a community service project each month that helps them to act on one or more of the virtues and character traits we hope they will internalize.

Community Service: students in all grades perform community service. There is an increasingly large circle in which students perform community service: their classrooms, their school, their local community, and the broader world community. All of these areas are recognized as valuable arenas in which to perform community service. Through community service students learn self-esteem, recognize that they are members of larger communities, and both practice and develop ethical qualities.

Parents as Primary Educators: through this pillar, we acknowledge that parents shape their children's attitudes toward school and learning. We ask that parents continue the work of school at home by either enriching or assisting student's work as needed. To help support this pillar, each grade sends home a Scope and Sequence each month, outlining what will be covered in all the subjects. This monthly communication enables parents to be involved with their children at home with schoolwork, both supplementing and supporting schoolwork. In addition, in each monthly edition of the school newsletter, *The Courant*, each teacher writes about one aspect of the previous month's curriculum to further help parents engage with their children around their school work. Of course, these publications give the faculty the opportunity to share ideas about education.

Special Education

Our Special Education Program complies with Federal and State Laws, and students in Special Education have access to all parts of the curriculum. The school uses, and is refining, an inclusion model in Special Education.

Charter School's Graduation and Promotion Requirements

For promotion, students must have a passing grade for the year in all courses. A passing grade in all courses at the end of eighth grade permits students to graduate.

Student/Teacher Ratio

Teacher/Student Ratio to 1	00-01	01-02	02-03
Kindergarten			
Students	40.0	40.0	40.0
Teachers & Aides	2.5	3.5	3.8
Ratio	16.0	11.4	10.7
Grade 1			
Students	42.0	42.0	42.0
Teachers & Aides	2.5	5.5	5.0
Ratio	16.8	7.6	8.4
Grade 2			
Students	42.0	44.0	41.0
Teachers & Aides	2.0	2.0	2.0
Ratio	21.0	22.0	20.5
Grade 3			
Students	46.0	46.0	46.0
Teachers & Aides	2.0	2.0	2.5
Ratio	23.0	23.0	18.4
Grade 4			
Students	46.0	46.0	42.0
Teachers & Aides	2.3	2.0	2.0
Ratio	20.0	23.0	21.0
Grade 5			
Students	45.0	46.0	46.0
Teachers & Aides	2.7	2.5	2.5
Ratio	16.7	18.4	18.4
Grade 6			
Students	43.0	33.0	46.0
Teachers & Aides	3.0	3.0	3.0
Ratio	14.6	11.0	15.3
Grade 7			
Students	39.0	39.0	31.0
Teachers & Aides	2.9	3.0	3.0
Ratio	13.4	13.0	10.3
Grade 8			
Students	40.0	36.0	35.0
Teachers & Aides	2.5	3.0	3.0
Ratio	16.0	12.0	11.7
Total			
Students	383.0	372.0	369.0
Teachers & Aides	22.4	26.5	26.8
Ratio	17.1	14.0	13.8

School Calendar, Hours of Operation, and Number of Instruction Days

2002-2003 School Year and for the 2003-2004 School Year

There are 181 days of instruction in the school year. Hours of operation are 9:00am – 3:10pm for grades K – 5 and 8:20am – 3:10pm for grades 6 – 8.

Attachment 1: 2002-2003 School Calendars

Attachment 2: 2003-2004 School Calendars

Finance

Financial Statement

Setting Forth by Appropriate Categories the Revenue and Expenditures for the Fiscal Year 2002-2003 (July 1, 2002 to June 30, 2003)

Attachment 3: Fiscal Year 2002-2003 Budget vs. Actual Spending (unaudited)

Balance Sheet

Setting Forth the Charter School's Assets and Liabilities, and Fund Balance and Equities

Attachment 4: Fiscal Year 2002-2003 Balance Sheet (unaudited)

State and Federal Grants

Attachment 5: Fiscal Year 2002-2003 State and Federal Grants

Approved School budget for Fiscal Year 2003- 2004

Attachment 6: Fiscal Year 2003-2004 Budget

Governance

Board of Trustees 2002-2003 School Year

Date elected and term expiration

- F. Daya, President, Parent, 1997 - 2003
- S. Zatkowski, Vice President, Parent, 2001 - 2003
- D. Serpico, Treasurer, Parent, 2001 – 2004
- M. Stowe, Clerk, Former Faculty Member, 2002 - 2004
- R. Gass, Head of School, ongoing
- S. Almeida, Parent, 2000 - 2003
- C. Demarest, Parent, 2002 – 2003
- D. Hatch, Parent, 1998 - 2004
- J. LaNeve, Parent, 2002 - 2004
- P. Murphy, Parent, Founding Parent, 2002 – 2003
- J. Shaw, Parent, 2002 – 2004
- L. Steel, Parent, 2001 – 2004
- E. Williamson, Parent, 2002 – 2004

Board Committee Chairs

- Character Education: P. Murphy
- Community Service: L. Steel
- Education: Ruth Gass
- Finance: D. Serpico
- Human Resources: D. Hatch
- Parent Enrichment: J. LaNeve, E. Williamson
- Technology: J. Shaw

Board of Trustees' Meeting Schedule

2002-2003 and 2003-2004 School Year

The Board of Trustees meets at the minimum every third Thursday of the month September–June for a total of ten board meetings per year. The board agendas and minutes are made available on the school website: www.bfccs.org.

Board of Trustees' Written Policies

Creation of Board Policy and Board's Policy on Hearing Complaints

The board's policy on hearing complaints has been communicated to the community through various written communications and the website. An e-mail address (asktheboard@bfccs.org), as well as the school's website (www.bfccs.org) provide the means to communicate to the board. Board members names and addresses are listed in the school directory; complaints can be mailed directly as well as in writing through the school office.

Complaints Received by the Board

The Board of Trustees established an electronic mail service by which members of the school community as well as the community at large may register complaints or suggestions. Complaints may also be sent in writing to the Board of Trustees.

The Board of Trustees received less than six e-mails or letters from the school community and community at large. Most were inquires were regarding our enrollment process, disciplinary actions, and comments regarding the accountability plan.

All written complaints and comments were resolved in writing to the satisfaction of the complainant.

Major Policy Decisions Established by the Board of Trustees in 2001-2002

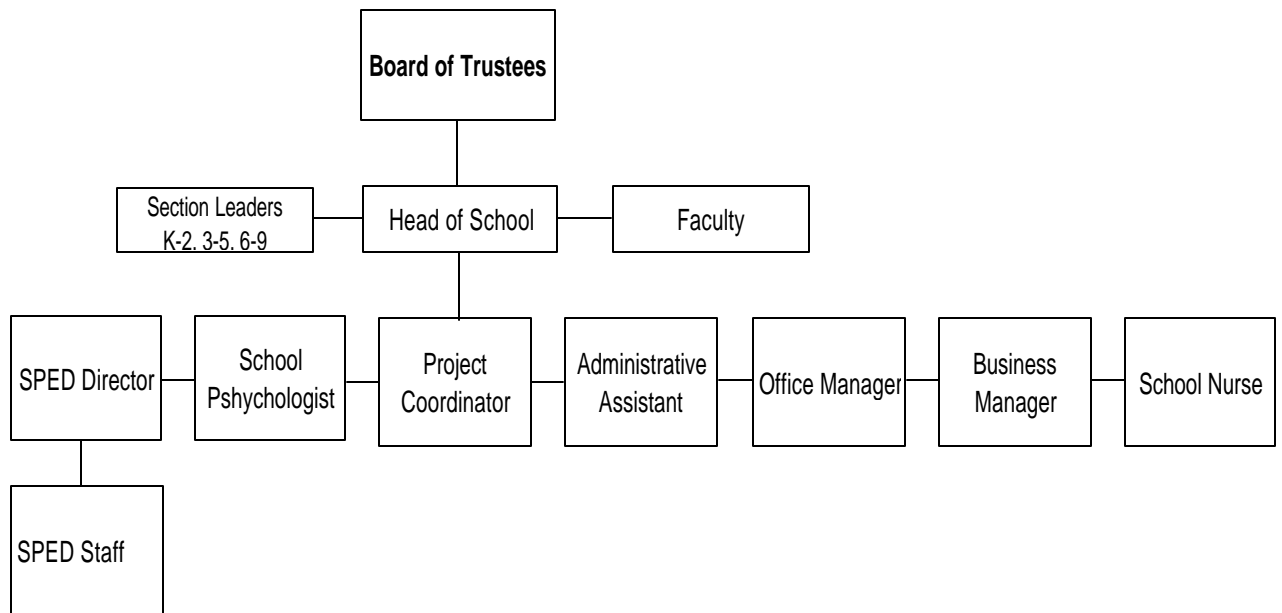
- The continued review and final approval of the Accountability Plan
- Budget approval
- Election of new board members and size of board
- Revisions to the Nominating Policy
- Class enrolment size
- Adoption of the Code of Conduct

Staff

Name of Head of School

Ruth Gass

Organization Chart



Number of Full-Time Equivalent (FTE) Teachers and Aides

The following chart reflects faculty and classroom aides only. It does not include administration.

	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Classroom Faculty	11.0	13.0	17.0	26.0	18.0	18.0	18.0
Classroom Aides			1.0	1.4	1.0	2.5	3.7
French		0.3	0.7		1.2	1.2	1.2
Latin		0.2	0.3	0.2	0.5	0.5	0.5
Physical Education			0.5	0.3	1.5	1.5	1.5
Librarian		0.8	1.0		1.2	1.2	1.1
Student Newspaper					0.1		
Instrumental			1.0		2.0	2.0	2.0
Music	0.2	0.7	0.5		1.0	0.5	0.6
Drama			0.5	0.2	0.2	0.2	0.1
Art	0.2	0.7	0.8		1.0	1.0	1.0
Dance					0.1		
SPED Teachers	0.4	1.5	1.5	2.1	3.0	4.0	4.1
SPED Aides			0.4	1.5	2.0	2.0	2.0
Speech Pathologist	0.1	0.7	1.0	1.0	1.0	1.0	1.0
Reading Specialist	0.4	0.7	0.7	1.0	1.0	1.0	
Total	12.3	18.4	26.7	33.7	34.8	36.6	36.8

Teacher Qualifications:

Classroom Teachers	Assignment	Years Teaching	Joined School	Degree	Certification
S. Dennis	Kindergarten	13	1997	BS	Early Child.
L. Dwyer	Kindergarten	21	1995	M.Ed	SPED K-12, Elem. Ed. K-5, MS 5-8
J. Christensen	Grade 1	28	1995	BA	Elem. Ed. 1-6
J. Canning	Grade 1	10	2000	BS	Elem. Ed.
K. Griffin	Grade 2	9	2000	BS	Elem. Ed. 1-6
E. Henderson	Grade 2	31	1995	MA	Elem. Ed. K-3, Social Studies 1-6
H. Chick	Grade 3	4	2001	BA	Elem. Ed. 1-6
K. Olson	Grade 3	10	1995	BS	Early Childhood K-3
J. Bergesen	Grade 4	27	1995	MA	Elem. Ed.
L. Canning	Grade 4	11	1995	M.Ed	Elem. Ed.
R. Haskins	Grade 5	5	2001	BS	Early Childhood K-3, Elem. Ed. 1-6
D. O'Connell	Grade 5	12	2001	MA	K-8
M. Grob	Grade 6	5	2001	M.Ed	
J. Sampley	Grade 6	19	2001	M.Ed	Elem. Ed. K-6, Multi Subj.K-12
B. Bower	Grade 7	9	2002		
M. Kris	Grade 7	5	2001	M.Ed	5-9
E. Clayton	Grade 8	8	1999	MS	
M. Buckley	Grade 8	5	2001	BS	Elem. Ed., SPED

Teacher Specialists

B. Benjamin	Fine Arts Dir	23	1998	BA	Music Pre K-12
M. Burke	Phys. Ed.	6	1997	BA	Phys. Ed.
J. Diagle	Music	2	2001	BM	Music K-12
Y. DaMeda	French	32	1997	BA	
K. Ginnetty	Latin	4	1999	MBA	
A. Geffen	Drama	7	2001	MA	Drama
D. Honor	Music	9	1999		Music, Orff
T. Kanevski	Art	8	2001	M.Ed	Art K-12 Elem. Ed. 1-6
D. Owen	Library		2002		
D. Scharlacken	Library	7	1996	MA	Elem. Ed.
D. Simpson	Phys Ed.	3	2000	BA	

Inclusion Teachers

R. Cacciola	SPED	26	1995	BA	
A. Cunningham	SPED	4	2001	M. Ed	Spec. Ed.
D. Carroll	SPED		2002		
T. Harpin	SPED	6	1999		Elem. Ed.
D. Jessop	SPED	4	2001	MA	
K. Kellogg	SPED OT		2002		
B. Sharistianian	SPED		2002		
P. Peters	SPED		2001		
H. Priest	SPED	6	1997	BA	Elem. Ed. 1-6 Spec. Ed. K-12

Percent Staff Turnover:

September 2001 – June 2002 includes all teachers, inclusion, specialists, and aides:

	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Total	12	18	27	34	39	37	37
Returning in the Fall	12	17	23	26	26	32	30
Not Returning	-	2	3	8	12	5	7
Promoted				-	1	-	
Turnover	0.0%	9.0%	12.0%	24.0%	30.8%	13.5%	18.9%

In the 2002-2003 school year:

Two are going back to school for an advanced degree

Two part time teachers are looking for a full-time position (.7 of a position)

One accepted a position at an independent school outside of Massachusetts

One has decided to be a stay at home mom

One has left to teach at another public school offering a position that will utilize her computer training expertise

One retired

Student Characteristics

Statistics based of the Charter School Pre-Enrollment Report

Number of Students Enrolled

	# of Students
96-97	198
97-98	254
98-99	309
99-00	359
00-01	392
01-02	374
02-03	373

Student Demographics

Enrollment by residence:

	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Attleborough					9		
Bellingham	4	3	3	4	5	1	1
Canton		1					
Foxborough		23	22	22	23	16	15
Franklin	166	185	223	254	280	291	303
Holliston	2	2	3	4	4	2	2
Hopedale	2	2	2	3	3	3	
Hopkinton			2	2	3	1	1
Mansfield			3	4	5	3	1
Medway	6	8	8	10	11	10	9
Milford	2		1	2	2	1	1
Millis	1	1	1	2	2	1	
Norfolk	1	2	5	10	15	16	11
Norton		1	1				
North Attleborough	4	7	6	8		6	4
Plainville	3	7	14	14	8	7	5
South Attleborough	2	2					
Walpole		1	1				
Wrentham	5	9	14	20	22	16	20
Total	198	254	309	359	392	374	373

Enrollment by gender

	Males	Females	Total
96-97	103	95	198
97-98	134	120	254
98-99	157	152	309
99-00	178	181	359
00-01	198	194	392
01-02	186	188	374
02-03	180	193	373

Enrollment by race/ethnicity

	Asian	Black	Hispanic	White	Total
96-97	8	3	1	186	198
97-98	11	2	0	241	254
98-99	6	2	1	300	309
99-00	7	0	5	347	359
00-01	12	0	4	376	392
01-02	5	5	2	362	374
02-03	12	3	2	356	373

Number and Percentage of Students Classified as Limited English Proficient

LEP	# of Students	%
96-97	-	0%
97-98	-	0%
98-99	-	0%
99-00	-	0%
00-01	-	0%
01-02	-	0%
02-03	-	0%

Number and Percentage of Students who are Linguistic Minorities

Linguistic Minorities	# of Students	%
96-97	1	1%
97-98	1	0%
98-99	1	0%
99-00	-	0%
00-01	2	1%
01-02	4	1%
02-03	-	0%

Number and Percentage of Special Needs Students

(Those with formal IEP's in place) by Special Education Prototype

IEP's	# of Students	%
96-97	33	17%
97-98	41	16%
98-99	48	16%
99-00	57	16%
00-01	40	10%
01-02	34	9%
02-03	36	10%

Number and Percentage of Students who Receive Special Services

Based on 504's

Special Services (no formal IEP)	# of Students	%
96-97	-	0%
97-98	-	0%
98-99	15	5%
99-00	33	9%
00-01	42	11%
01-02	35	9%
02-03	21	6%

Number and Percentage of Students Qualifying for Free/Reduced Price Meals

Free/Reduced Meals	# of Students	%
96-97	-	0%
97-98	2	1%
98-99	5	2%
99-00	3	1%
00-01	-	0%
01-02	-	0%
02-03	-	0%

Average Daily Attendance

Daily Attendance	# of Students	%
96-97	188	95%
97-98	245	96%
98-99	297	96%
99-00	304	85%
00-01	369	94%
01-02	360	96%
02-03	353	95%

Average Membership Rate

Average Membership	# of Students	%
96-97	198	100%
97-98	254	100%
98-99	309	100%
99-00	355	99%
00-01	385	98%
01-02	372	99%
02-03	369	99%

Number of Students Placed on In-School Suspension, Out-of-School Suspension, or Expelled

	In-School Suspension	Out-of-School Suspension	Expelled	Total
96-97	-	-	-	-
97-98	-	-	-	-
98-99	-	1	-	1
99-00	-	13	-	13
00-01	2	23	-	25
01-02	1	8	-	9
02-03	1	25	-	26

Reasons:

- Discipline
- Inappropriate physical contact
- Cheating
- Verbal abuse

Alumni Placements

Our fourth eighth grade class graduated on June 18, 2003. Their high school placements reflect their goals and strong academic success. The thirty-five members of the class went on to further their education at the following secondary schools:

Alumni Placement	Local Public School	Private School	Vocational School	Undecided	Total
99-00	13	12	-	-	25
00-01	20	16	3	1	40
01-02	21	12	3	1	37
02-03	19	15	1	-	35
Current Year %	54%	43%	3%	0%	100%

Nineteen graduates will attend public high schools in towns where their families reside.

Fifteen graduates will attend private high schools including Xaverian, Bishop Feehan, Saint John's, The Cambridge School of Weston, Nobles & Greenough, The Lincoln School, BC High, and Fontbonne.

One graduate will attend vocational high schools: Tri-County Regional.

Parents, teachers, and students participated in planning each students' transition to high schools. In the fall of 2002, students were offered a SSAT course after school to help prepare for exams. Before school ended in June 2002, our High School Planning Committee had already sent invitations to many area public and private high schools to come to an Information Night in September 2002. On that occasion students, parents and faculty were invited to evaluate the many options. High school administrators and counselors from public, independent, and parochial high schools learned about the Benjamin Franklin Classical Charter School and our community. We plan to have a similar program in fall of 2003.

Dissemination

Benjamin Franklin Classical Charter School was awarded a grant from the DOE to compile a book of best teaching activities from each grade and to correlate these with the State Frameworks. Almost every grade level and specialist teacher submitted an article. The book, called Ben's Best, is now being edited and will be distributed to legislators, parents, and schools in early 2004. The school will also hold a day long seminar for visiting teachers on the activities in the book.

The Assistant to the Head of School presented at several schools and conferences on Character Education.

The Head of School consulted on math education at two schools and spoke at Lesley College about charter schools.

Three schools visited to learn about and observe our math program.

One teacher presented at the National Core Knowledge Conference.

Several schools visited to learn about parent involvement and character education.

End.