

Benjamin Franklin Classical Charter Public School

Annual Report 2003 - 2004

Benjamin Franklin Classical Charter Public School

201 Main Street

Franklin, Massachusetts 02038

www.BFCCS.org

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From the President of the School Board

I am pleased to present to you the Benjamin Franklin Classical Charter Public School Annual Report for the academic year ending June 2004.

There have been many noteworthy events this past year, and the following is a list of the major ones as requested in the Formatting Guidelines from the DOE for the Annual Report.

- 1. Ruth Gass, our Head of School since July 2000, announced in October 2003 that she would be resigning, effective June 30, 2004. The Board reluctantly accepted her resignation after thanking her for the invaluable contributions she made to the school during her tenure. The Board appreciated her desire not to commute from a long distance and her eagerness to spend more time with her family. At the end of the academic year, whole school, Board, and staff events were held to thank and say goodbye to our departing Head of School.*
- 2. A search committee, chaired by the school's Human Resources Committee, was formed to find a new Head of School. The committee was comprised of several Board members, faculty members and parent representatives. After an extensive search, the Head of School position was offered to, and accepted by, Robin Coyne who has extensive experience in charter schools and in K-8 schooling. Robin Coyne has served for the past nine years as Head of the K-8 division of the South Shore Charter School. In addition, she is on the Board of the Massachusetts Charter Public School Association. Robin Coyne was hired in April and she has worked closely with the outgoing Head of School, the staff, and with the Board to ensure a smooth leadership transition.*
- 3. Our MCAS scores remain amongst the highest in the Commonwealth.*
- 4. The school applied for its second charter renewal and submitted an extensive renewal document. Although we have not received final word about our renewal, we remain extremely optimistic given the positive contents of the draft renewal document on all of the determinative renewal questions.*
- 5. Staff and student attrition is extremely low; applications were up 30% from four years ago; we maintain a long wait list.*
- 6. Once again, our students won honors in national Latin and French exams and at state choral and band competitions*
- 7. In March, the Board approved a name change for the school to the Benjamin Franklin Classical Charter Public School*

8. *In May, BFCCPS hosted the Department Of Education's planning session for charter school board members, with over 30 attendees.*
9. *BFCCPS continued to show leadership in "arts" education. Among the specific accomplishments were the following. Grades 6-8 presented "The Sound of Music" which was open to the public and was very well received. Over ninety percent of students in grades 4-8 played in one of the school's three bands. Our chorus and Symphonic Band won gold medals at state competitions; the Symphonic Band played the world wide premier performance of "Tapestry" written for the school by Bruce Pearson, a nationally prominent composer and author of the band members' instrumental music books.*
10. *Our students in all grades continued to participate in Community Service. Many of our graduating eighth graders plan to continue their service projects during the summer, indicating that they have internalized the value of service to the community.*
11. *The school published a book of best practices, entitled "Ben's Best" and held a seminar on that book with teachers from BFCCPS and from other public schools.*
12. *Over \$70,000 was raised on behalf of the school by the Benjamin Franklin Educational Foundation, Inc. and by the Parent Community Organization through various fundraising projects. This fundraising is a clear indication of the community's continued devotion to the school, its curriculum and its mission.*

In addition to the accomplishments mentioned above, we have continued work on fully implementing The Accountability Plan (attached to this Annual Report) that was adopted at the end of the 2001-2002 school years. 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 grades and each teacher's responsibilities under the plan were met.

For the Accountability Plan, 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 was that all elements of the Accountability Plan would be met in the 2003-2004 school year.

I am delighted to report that virtually all of the elements in that plan have been met this past year. The administration and teachers designed a clear system to ensure compliance. Each teacher was given a form for each element of the Accountability Plan for which the teacher would be held accountable, delineating

what needed to be reported, including copies of tests, rubrics, percentage of students who passed tests, reports on required projects, etc. These forms and additional materials have been submitted to the Head of School and provide the basis for reporting on the internal assessment parts of the Accountability Plan. In addition, these full and clear reports comprise a unique history of what has been accomplished in each grade, and will, over time, prove to be an invaluable record of school life at BFCCPS.

As a result of our extensive external and internal data, this Annual Report records that the following mission objectives in our Accountability Plan have been met, 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 three years and as President of the Board for the 2003-2004 school years. This is my last year on the Board, and I look forward to being part of the BFCCPS community as a parent and a volunteer.

Sincerely,

Daniel Serpico
President, Board of Trustees
June, 2004

Executive Summary

We have had another wonderful year at the Benjamin Franklin Classical Charter School (BFCCPS). This view of our year is supported both by MCAS scores, and by the extensive Renewal Inspection Report written this year as part of our application for a second charter renewal. BFCCPS is among the highest scoring schools in the Commonwealth on MCAS tests, often outscoring schools in the state that have per pupil expenditures that far exceed those of BFCCPS. Our MCAS scores have soared in the last four years, and now in six out of eight tests, BFCCPS'S MCAS scores exceed those from the Franklin School District (FSD).

The Renewal Extension Report provided compelling data and observations supporting the conclusion that the academic program is a success, that the school is a viable organization, and that the school is faithful to the terms of its charter. These are also the major questions to be answered in this Annual Report. The following comments on these three questions are directly from the Renewal Report, written by the visiting team.

Renewal Question 1: Is the Academic Program a Success?

1. Students at the Benjamin Franklin Classical Charter School (BFCCPS) outperformed students in the Franklin School District across grade levels on the ELA and mathematics test. With the exception of eighth grade science*, 75 – 85 percent of BFCCPS students scored in the combined advanced and proficient categories.
2. With few exceptions, students at BFCCPS rank at the 85th percentile on the California Achievement Tests (CAT).
3. Students at BFCCPS demonstrated strong writing skills by achieving and exceeding grade level criterion standards on the Educational Bureau Writing Assessment Program (ERB).
4. The combined teaching expertise, deep content knowledge, and dedication to the mission among the faculty at Benjamin Franklin have been instrumental in helping students become independent thinkers.

Renewal Question 2: Is the school a viable organization?

1. The leadership has created the conditions for the successful implementation of the school's mission.

Renewal Question 3: Is the school faithful to the terms of its charter?

1. BFCCPS has met most of the academic goals listed in the 2003 Accountability Plan for ELA, math, History, and science.

2. The school has met the majority of its school performance goals.
3. The school has successfully disseminated best practices by participating in workshops, presenting at conferences, and compiling a collection of K-8 interdisciplinary projects titled “Ben’s Best.”
 - See note in this Annual Report about efforts already underway to increase grade 8 science MCAS scores by aligning our grade 8 science curriculum with the Massachusetts Curriculum Frameworks.

This 2003-2004 Annual Report is also full of examples and data indicating that the school is fulfilling its mission by honoring the school’s four pillars: character education, community service, parents as primary educators, and the Core Knowledge Curriculum. With the school’s academic, artistic, and external testing successes, and with implementing the school’s four pillars, the school remains a thriving, happy, and successful place for children to learn and thrive. By creating a uniquely successful school and by disseminating best practices, the school is fulfilling its own mission and that of the charter school legislation.

This is my fourth and last year as Head of School. I have been honored and delighted to be part of both this school and of the experimentation in democracy and education that is at the heart of the charter movement.

Ruth Gass
Head of School
June 2000 – June 2004

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 emphasizes 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. BFCCPS prides itself on utilizing a variety of teaching methods, including active project-based learning. In addition, faculty creates integrated units, often in conjunction with other teachers that weave together 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 is 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 as a basis for awarding high school diplomas.

MCAS Goal from the BFCCPS 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."

In six out of eight MCAS tests, BFCCPS scored higher than the Franklin School District, including in math at every grade level. In addition, BFCCPS was fifth highest scoring district of all school districts in the state in both fifth grade science and in sixth grade math, out of several hundred school districts.

The comparison to Franklin Public Schools is based on the town of Franklin making up the largest student population at BFCCPS; 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) BFCCPS is a small school with relative few students in each grade compared to most other schools.
- 2) BFCCPS is a self-selecting population
- 3) As a Core Knowledge school the curriculum does not currently align in all aspects with the Massachusetts Curriculum Frameworks, efforts are currently underway to ensure alignment in areas where MCAS tests apply.

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

MCAS Data

In 2003 the Average Raw Scaled Score is recorded in terms of a Proficiency Index.

MCAS Grade 3 Reading

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															
1999															
2000															
2001				96%	80%	62%	4%	17%	31%	0%	2%	7%	36	33	30
2002				84%	80%	67%	13%	19%	27%	2%	2%	6%	33	33	30
2003				78%	75%	63%	22%	21%	30%	0%	3%	7%	94.0	91.4	85.2

BFCCPS proficiency index was 2.6 points higher than that of Franklin and 8.8 points higher than the State.

For the 2004 school year BFCCPS Grade 3 Reading are the only MCAS scores that we have received. The 2004 scores exceed those from the State, and the Franklin School District, scores are not yet on the public record.

The MCAS scores for 2003 –2004 for grade three are significantly higher than they were for the previous two years. Our extensive commitment to examining ELA may have helped these scores. In particular, our work in the third grade with the Writer’s Workshop Program helped improved our students’ skills as both writers and as readers.

MCAS Grade 4 English Language Arts

Number of BFCCS Students Tested in Current Year:

42

	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
2003	21%	14%	10%	64%	61%	45%	14%	22%	34%	0%	3%	10%	96.4	91.1	80.2

BFCCPS proficiency index was 5.3 points higher than that of Franklin and 16.2 points higher than the State.

On the MCAS 4 English Language Arts MCAS, BFCCPS outcores both the Franklin School District and the State in looking at the combined Advanced and Proficient Categories.

MCAS Grade 4 Mathematics

Number of BFCCS Students Tested in Current Year:

42

	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
2003	24%	24%	12%	55%	41%	28%	21%	31%	43%	0%	4%	16%	93.5	86.6	72.0

BFCCPS proficiency index was 6.9 points higher than that of Franklin and 21.5 points higher than the State.

BFCCPS outscored the Franklin School District when looking at the combined Advanced and Proficient Categories.

MCAS Grade 5 Science & Technology

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															
1999															
2000															
2001															
2002															
2003	30%	33%	18%	57%	40%	33%	13%	24%	34%	0%	3%	15%	96.7	88.9	76.7

BFCCPS proficiency index was 7.8 points higher than that of Franklin and 20 points higher than the State.

On the MCAS Grade 5 Science, BFCCPS outscored the Franklin School District based on the combined Advanced and Proficient categories. BFCCPS scored fifth highest of all the school districts in the Commonwealth on this test.

MCAS Grade 6 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															
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
2003	43%	16%	16%	43%	39%	26%	11%	36%	32%	0%	9%	26%	95.1	80.7	68.0

BFCCPS proficiency index was 14.4 points higher than that of Franklin and 27.1 points higher than the State.

On the MCAS Grade 6 Mathematics, BFCCPS outscored the Franklin School District based on the combined Advanced and Proficient categories

MCAS Grade 7 English Language Arts

Number of BFCCS Students Tested in Current Year:

30

	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
2003	3%	19%	8%	83%	71%	57%	13%	8%	28%	0%	1%	7%	95.0	96.8	85.2

BFCCPS proficiency index was 1.8 points lower than that of Franklin and 9.8 points higher than the State.

BFCCPS scores three percentage points lower than Franklin when looking at the combined Advanced and Proficient scores. However, the BFCCPS scores have increased for the past two years.

MCAS Grade 8 Mathematics

Number of BFCCS Students Tested in Current Year:

35

	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
2003	29%	14%	12%	46%	35%	25%	20%	37%	30%	6%	14%	33%	89.3	76.2	63.2

BFCCPS proficiency index was 13.1 points higher than that of Franklin and 26.1 points higher than the State.

BFCCPS outscores the Franklin School District when looking at the combined Advanced and Proficient scores.

MCAS Grade 8 Science & Technology

Number of BFCCS Students Tested in Current Year:

35

	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															
2003	0%	16%	4%	26%	53%	28%	71%	25%	37%	3%	6%	30%	68.6	87.2	61.7

BFCCPS proficiency index was 18.6 point lower than that of Franklin and 6.9 points higher than the State.

BFCCPS scores in Grade 8 Science and Technology were lower than those from the Franklin School District when looking at the combined Advanced and Proficient scores. Our science curriculum in grades 6-8 does not currently align with the Massachusetts Curriculum Frameworks upon which this test is based. The BFCCPS Board of Trustees has voted to implement a plan to align these curricula to help ensure higher scores in the future. This alignment process has already begun.

Additional Analysis of the MCAS Data

In this section, we examine our MCAS scores in more detail ways:

- Comparing our 2000 and 2003 (the years under our existing charter) scores with the Franklin School District (FSD)
- Comparing our 2003 scores with those from the thirteen school districts that send students to BFCCPS
- Comparing our 2003 scores with those from the top scoring schools in the state, looking at our own rise in scores over the last several years
- Examining cohorts in different years, i.e. how do our students' scores as eighth graders compare to their scores when they were sixth and fourth graders

- Reporting how we plan to address our eighth grade science MCAS scores, our lowest scores
- Reporting on our Adequate Yearly Progress (AYP)

Comparing BFCCPS and the Franklin School District (FSD) 2000 and 2003 MCAS scores:

There are many measures of the school's academic improvement and success. One dramatic measure is noted by comparing the MCAS scores for BFFCS and FSD for 2000 and 2003. As noted in the chart below, in 2000 all BFCCPS MCAS scores were below those from the Franklin School District; in 2003 BFCCPS scored higher than the FSD on six out of eight MCAS tests based on the combined advanced/proficient categories.

MCAS COMPARISON 2000 and 2003

TEST	Percentage Combined 2000 Advanced/ Proficient		Percentage Combined 2003 Advanced/ Proficient	
	BFCCS	Franklin	BFCCS	Franklin
Grade 3 Reading	*	*	78	75
Grade 4 ELA	14	40	85	75
Grade 4 Math	54	71	79	65
Grade 4 Science	79	85	*	*
Grade 5 Science	*	*	87	73
Grade 6 Math	*	*	86	54
Grade 7 ELA	*	*	86	90
Grade 8 ELA	79	82	*	*
Grade 8 Math	41	52	75	49
Grade 8 History	8	13	*	*
Grade 8 Science	*	*	26	69

*=No test given

Comparing BFCCPS 2003 MCAS scores with those from the Franklin School District (FSD) and from the five top scoring districts in the Commonwealth:

Percent of Advanced and Proficient Combined

MCAS 2003							
	BFCCS	Franklin	Wellesley 1	Winchester 2	Harvard 3	Westwood 4	Wayland 5
Grade 3 Reading	78	75	83	91	86	82	80
Grade 4 ELA	85	75	82	88	78	84	83
Grade 4 Math	79	65	68	78	62	65	73
Grade 5 Science	87	73	66	83	88	73	75
Grade 6 Math	88	55	84	82	78	82	82
Grade 7 English	86	90	93	93	81	89	95
Grade 8 Math	75	49	75	75	68	62	72
Grade 8 Science	26	69	62	70	49	60	75

BFCCPS, with far lower per pupil expenditure than the top five scoring school districts (based on rankings by the Boston Globe), frequently outscores these districts. BFCCPS had more students in the combined Proficient and Advanced category for fourth grade math than did either the FSD or any of the five highest scoring districts. In fourth grade ELA, BFCCPS ranked higher than the FSD and higher than all but one of the five top ranked school districts in the state.

In fifth grade science and in sixth grade math, BFCCPS ranked higher than Franklin and higher than each of the six top scoring MCAS school districts. (A fuller analysis of all state MCAS scores indicates that BFCCPS ranked fifth in the state for fifth grade math MCAS scores and fifth in the state for sixth grade

MCAS scores.) In eighth grade math, BFCCPS scored higher than the FSD and had the same top score as two of the six highest scoring districts.

In the 2003 MCAS tests, the FSD's math scores go down from fourth to sixth to eighth grades while the BFCCPS scores remain among the highest in the state in all grades. This is noteworthy since we are so frequently compared to the FSD and because our Accountability Plan states that we will score higher than the FSD in all MCAS tests.

In seventh grade ELA, BFCCPS had an impressive 86% of students in the combined Advanced or Proficient category. This is lower than the percent for the FSD (90%) and lower than the scores for all but one of the six top scoring districts. However, as will be seen when looking at our own test scores longitudinally, our seventh grade scores have gone up since the seventh grade test was introduced. Perhaps more impressively, as will be seen in the study of cohort groups, this group (admittedly with some changes in the cohort), increased from a combined Advanced and Proficient score of 18% as fourth graders in 2000 to a combined Advanced and Proficient score of 86% as seventh graders in 2003.

In the eighth grade science MCAS, 26% of the students scored in the Advanced/Proficient range. The school looked closely at this score, as it does with all MCAS scores, to determine what issues need to be addressed.

Our seventh and eighth grade science curricula, based on E.D. Hirsch's Core Knowledge curriculum, do not align with the Massachusetts Curriculum Frameworks (MCF). This year, the science faculty in grades 6-8, the Education Committee of the Board, and the entire Board addressed the issue of aligning the two curricula in a creative way that honors both Core Knowledge and the MCF. You will hear more about this in a later section in which we discuss plans for the future. Basically, we will be converting the eighth grade science curriculum to a more comprehensive project based curriculum that will allow us to incorporate the MCF that we do not currently teach with the Core Knowledge curriculum. We have hired a consultant to help us design this additional hands-on, project-based curriculum. Our eighth grade science teacher will be given a grant in the 2004 summer to start designing this curriculum.

Comparing BFCCPS' 2003 MCAS scores with those of the thirteen districts that send students to BFCCPS:

BFCCPS students have higher MCAS scores than each of the thirteen districts that send to us in Grade 4 ELA and Math, in Grade 5 Science, in Grade 6 Math, and in Grade 8 Math.

Advanced and Proficient Combined

MCAS 2003

	BFCOS	Fkln	No.Attbr	Bellhm	Fxboro	Holstrn	Hpkon	Mnslfd	Mdwy	Mlfd	Nlk	Pivrlle	Wrnthm	KP
Grade 3 Reading	78	75	81	73	83	73	78	78	77	62	79	60	81	0
Grade 4 ELA	85	75	74	54	84	61	81	66	65	49	80	66	78	0
Grade 4 Math	79	65	50	41	58	50	60	53	42	38	57	36	59	0
Grade 5 Science	87	73	73	65	71	71	79	65	76	54	76	64	78	0
Grade 6 Math	88	55	48	57	61	71	57	63	81	30	65	32	69	0
Grade 7 English	86	90	76	56	88	86	87	82	84	71	0	0	0	76
Grade 8 Math	75	49	45	33	57	66	62	49	68	35	0	0	0	55
Grade 8 Science	26	69	57	29	45	60	52	41	60	33	0	0	0	50

Comparing longitudinal MCAS scores:

A review of MCAS scores in each grade for tests given in 2003 and in previous years, shows increasingly strong performance or consistently high performance in recent years, except for eighth grade science which is discussed above.

Cohort Comparisons for MCAS scores, as available:

One of the most interesting comparisons that indicate both academic success and improvement is a review of cohort levels over time, even while acknowledging that there is some change in each cohort group over time. We only have comparative tests for grades eight, seven, and six.

1. Grade 8 Students (2002-2003)

Math

As eighth graders, 75% scored either Advanced or Proficient in the math MCAS.

As fourth graders in 1999, 47% scored either Advanced or Proficient in the math MCAS.

Science and Technology

As eighth graders, 26% scored in the Advanced or Proficient category. (As stated above, we are taking steps to assure future curricula alignment.

Interestingly, we analyzed this test to see how well students did in topics that were taught in eighth grade, and they do quite well when tested on materials they have studied.)

As fourth graders in 1999, 70% of them scored either Advanced or Proficient. (Our fourth grade curriculum aligns with the MCF.)

2. Seventh Grade Students (2002-2003)

ELA

As seventh graders, 75% scored either Advanced or Proficient in ELA

As fourth graders in 2000, 14% scored either Advanced or Proficient in ELA

3. Sixth Grade Students (2002-2003)

Math

As sixth grade students, 86% scored either Advanced or Proficient

As fourth graders in 2001, 61% scored either Advanced or Proficient

Adequate Yearly Progress (AYP) History

As indicated in the summary of our AYP provided by the DOE, we have met our AYP in every year.

Adequate Yearly Progress (AYP) History	English Language Arts					Math		
	1999	2000	2001	2002	2003	1999	2000	2001
Students 2002-2003								
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
All Sub-Groups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A

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 BFCCPS 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.”

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
03-04	4.4	4.6	4.5	4.0	4.5	3.8	475.0

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
03-04	3.8	3.8	3.7	3.6	3.9	3.8	590.0

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
03-04	4.4	4.3	4.2	4.1	4.3	4.2	674.0

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
03-04	3.9	4.1	3.7	3.9	4.0	4.0	817.0

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
03-04	3.7	4.2	3.4	3.8	3.9	3.8	780.0

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

	Grade	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score	Goal
99-00	4	-	-	-	-	-	-	469.0	400.0
00-01	5	3.8	3.8	3.9	3.9	4.0	4.0	538.6	500.0
01-02	6	4.9	4.8	4.8	4.8	4.7	4.7	674.2	600.0
02-03	7	4.2	4.2	4.1	4.1	4.0	4.0	851.0	700.0
03-04	8	3.7	4.2	3.4	3.8	3.9	3.8	780.0	800.0

All grades except grade eight met the standard for the grade. If one low score of a student in grade 8 who did not seem to take the test seriously (and who scored a “one”) were not counted (he wrote two sentences), the class would have met the goal. In a class of 25, one score can have that dramatic effect.

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 BFCCPS compare to a national norm in the areas of Reading Comprehension and Math Concepts and Applications.

Goal from the BFCCPS 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.

For the 2003-2004 school year, we have only received results for grades 1, 2, and 3. Grades 1-8 did take the test.

CAT Reading (regular conditions)

Grade	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
1	81.7	84.8	92.0	84.0	80.0	87.0	88.0	82.3
2	90.0	90.5	96.8	94.0	92.0	88.0	94.0	87.0
3	94.0	92.0	90.0	88.0	94.0	91.0	91.0	87.0
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	85.4

CAT Math (regular conditions)

Grade	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
1	82.0	77.0	90.0	86.0	84.0	83.0	92.0	88.0
2	94.8	95.0	98.4	96.0	90.0	87.0	71.0	90.0
3	73.5	93.0	87.7	85.0	91.0	89.0	91.0	88.0
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	88.7

The low math score in 2002-2003 for grade 2 math was improved in 2003-2004. Last years second graders as this years third graders scored in the 88% and this years second graders scored in the 90%.

This year BFCCPS students took a different version of the CAT than in previous years. We had been told by the testing company that the norms are harder to obtain under the newer version of the test, and we are delighted by our continuing high scores.

Internal Accountability Results

As was noted in the opening letter from the Board Chair, one of the major accomplishments of this past year was the collection of data on the internal aspects of the Accountability Plan. Each teacher was given a form for each section of the internal accountability plan for which each was held accountable. Teachers were asked to include rubrics, copies of tests, and samples of work, among other items. As a result, the school is beginning to collect an archive of its work and standards as well as a clear way to collect information needed for the internal parts of the Accountability Plan. The information below comes from that vast amount of data collected from the teachers.

Language Arts

Goal from the BFCCPS 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 BFCCPS 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 BFCCPS 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 BFCCPS Accountability Plan:

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

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

Last year the BFCCPS 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 invited teachers from other schools to learn more about these projects in a seminar presented at BFCCPS. The book, "Ben's Best", is enclosed with this Annual Report and that is a compilation of humanities projects reported in last year's Annual Report. We will disseminate this year's projects in some form.

Following is a list of this years humanities projects:

Kindergarten: Writing and illustrating books based on Aesop's Fables

First Grade: Writing and presenting a timeline of student's lives to help them understand the idea of chronology.

Second Grade: Completing a unit on Immigration during which students read from actual diaries about passages to America, recreated arriving at Ellis Island, wrote stories about their own families, and presented at an evening for parents.

Third Grade: Completed a reading project, scrapbook, and a “mad hatter tea party” based on reading, and then writing about “Alice in Wonderland.”

Fourth Grade: Wrote a series of letters from different points of view, including from serfs, noblemen, royalty, landowners, about events from the Middle Ages. Many events were written about from different points of view, including the Magna Carta, life in a castle, life on a farm, and going to a Fair. The students then read to an audience the varying accounts of the same event.

Fifth Grade: Held a Renaissance Fair where they read different reports they had written about the Renaissance, displayed different paintings and products from that time.

Sixth Grade: Held an Inventors Fair after studying the Industrial Revolution. Each student read about a different inventor, wrote about him or her, designed a display and explained why and how the invention changed lives and history.

Seventh Grade: Each student read about, researched, and wrote about an important person from the Jazz Age. Then, assuming that characters personality, students held discussions about that person’s life during that Jazz Age.

Eighth Grade: Each eighth grader put together a Civil Rights Tour Book/Guide Book of the cities where major events happened in the Civil Rights Movement. The books contained information about history, literature, philosophy, and geography of the Civil Rights Movement.

Mathematics

Goal from the BFCCPS 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.

On tests given in grade 6 and 8 more than eighty percent of the students achieved a score of 80% or better. In grade 7, 77% of the students scored 80% or better.

Fifty-two percent of the eighth grade students completed a full credit algebra one course.

Science

Goal from the BFCCPS 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: Most students developed a hypothesis for which they did not know the answer. (This was an important comment since last year's reviewers noted that most students picked hypotheses for which they did know the answer and this comment demonstrates that the students and teachers are learning from the outside evaluators and using their comments to improve the science fair process.) This year outside commentators reported that students need to understand better why they need to make multiple measurements for all tests. As with last year's comments, these comments will be incorporated into next year's science fair preparation. On a positive note, the outside commentators noted that the students really seemed to enjoy their projects and that they were knowledgeable and articulate.

Grade 6: Students need to understand better the need for a "blind test". They did know about the need for independent measurements and how to create a hypothesis. They were eager to consider how their experiments could have been done differently.

Grade 7: Students need to learn about observer bias and "blind testing." They understood how to create a hypothesis.

Grades 8: For the science fair this year, eighth graders had to improve upon an invention and present data to prove that there was an improvement. The outsider observer wrote; "The students had some clever ideas about modifying objects. The teachers are doing an excellent job of teaching the scientific method. The students are very enthused about science."

Latin

Goal from the BFCCPS 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

The American Classical League offers an Exploratory Latin national exam for student’s grade six. At BFCCPS, one sixth grader earned summa cum laude, with a perfect score, and eleven students earned cum laude, scoring at least ninety percent.

French

Goal from the BFCCPS 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 I be eligible to obtain a French I secondary school credit.

Goals met based on internal assessments, including test results and other assessments.

Eighty -five percent of students are eligible to obtain a French 1 credit for high school.

“Le Grand Concourse”, or National French Contest, is a national examination organized by the American Association of Teachers of French and given to seventh and eighth graders. Over 97,000 students took the test. At BFCCPS, one seventh graders was a National Winner scoring in the top ten places at the National level; two students were awarded Honors Certificates, scoring in the top

20th percentile; 7 students were awarded the Certificate of Success scoring in the top thirty percent, and 17 students were awarded the Certificate of Merit scoring in the top forty percent.

Fine Arts

Art

Goal from the BFCCPS 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.

Grades K-5: Representative results include drawings inspired by Georgia O’Keefe; still life paintings inspired by Cezanne; studying both Vermeer’s and Rembrandt’s portraits to understand use of shadows; creating large scale mural of United States, emphasizing landmarks.

Grades 6-8: Students wrote papers on artists, made posters and collages on each period covered.

Fine Arts Electives: portfolios created and they included batik, drawings, puppets, and paintings.

Music

Goal from the BFCCPS 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.*

K-5: Representative samples include studying Gregorian Chants when studying the Middle Ages; spirituals when studying slavery; and listening to folk music from around the world when learning about Folktales from around the world.

6-8: Internal assessments completed.

Choral Music

Goal from the BFCCPS 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 BFCCPS 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. Also the senior Symphonic band performed an original piece of music written for them by composer Bruce Pearson, the author of the students' instrumental instruction book.

Drama

Goal from the BFCCPS 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 Sound of Music.

Physical Education

Goal from the BFCCPS 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 BFCCPS 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.

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 BFCCPS, and these writings were used as the basis for the eighth grade graduation.

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.

BFCCPS has continued its established 9-year commitment to educate for character through the curriculum, relationships, ethos, service, and special projects. New faculty at BFCCPS 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. The entire staff participated in staff workshops on Character Education during the school year.

While BFCCPS 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 BFCCPS.

- 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 BFCCPS 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." BFCCPS 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
- Collections for newborns in need
- Cards to men and women in the military
- Project Comfort-sewing projects for local hospitals
- Food drive for Franklin Food Pantry.
- Cleaning school grounds
- Eighth grade Capstone Projects: Examples: performances at a local Senior Center; dinner to raise money for "Make-a-Wish" Foundation; cleaning service for homebound person; library volunteer; homework club; assistant coach for youth soccer.

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 BFCCPS 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 sent out The Family Pledge and over 90% of the parents, but not 100%, returned the pledge. (See attached family pledge.) 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:

- A series of evenings to participate in a video series on parenting by Mac Bledsoe, followed by parent discussions.
- A survey on what parents like and what they might like to see changed about grades 1-8.
- A survey to parents on how they see character education at school.
- A book fair for parents and students to purchase books which support the curriculum and pillars of the school.
- Parent/Student book clubs for different age groups to which the community at large was invited.

Governance

Mission Objective 5

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

Goal from the BFCCPS 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 except that the Board given all the agenda items this year, did not review 50% of its policies, and this part of the Accountability Plan may be revised by the Board.

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

2004-2005 School Year	K	1	2	3	4	5	6	7	8	Total
New Applications	79	31	24	9	6	6	8	6	1	170
Concurrent Applications (siblings of new applicants)	21	14	10	14	6	4	6	4	0	79
Sibling Applications	27	3	1	0	1	0	0	0	1	33
Total Applications	127	48	35	23	13	10	14	10	2	282
2004-2005 Openings	44	0	0	2	2	2	0	10	1	61
Total Openings Filled	44	0	0	2	2	2	0	3	1	54
Applications Per Opening	2.9	0.0	0.0	11.5	6.5	5.0	0.0	1.0	2.0	4.6

Total number of applications received by residence

Town	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Ashland						1		1
Attleboro	3	1	9	1	3	6	11	10
Bellingham		8	11	8	16	15	11	12
Blackstone		1	3	1	2	1		6
Brockton					1			
Burlington	3							
Canton	4	1		1				
Dedham						1		
Douglas								1
East Bridgewater			1					
Easton						2		1
Foxborough	117	22	13	22	11	1	1	3
Framingham						2	2	5
Franklin	39	89	191	89	146	163	172	177
Grafton								1
Holliston	1	4	3	4	3		1	2
Hopedale			3			1		
Hopkinton		4	5	4		1	1	2
Lakeville								1
Lowell			1					
Mansfield	19	9	16	9	3	5	3	4
Marlborough						1		
Medway	2	5	19	5	14	8	9	7
Mendon						1	1	1
Milford		4	14	4	4	9	2	1
Millbury		1		1				
Millis	2	2	8	2	4	8	12	7
Natick								3
Norfolk	1	5	20	6	38	20	17	13
Northborough			1					
Northbridge			2				2	
North Attleborough	5	4	14	4	4	4	5	2
Norton	5		9		2			5
Norwood	1	1	2	1		1	2	
Plainville	11	14	16	14	1	11	1	3
Sharon	2	2		2				
South Attleboro	1	2		2				
Stoughton								1
Taunton							2	
Upton			1			1		2
Uxbridge			1		2	1	1	
Walpole	3	1	1	1	1	1		1
Wellesley								1
West Brookfield			2					
Wrentham	6	11	21	11	23	7	12	11
Total	225	191	387	192	278	272	268	284

Number of students on waiting list 2002-2003 by residence

Town	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Ashland						1		1
Attleboro	3	1	10	1	2	6	11	3
Bellingham		6	11	6	4	11	10	10
Blackstone			3		1	1		
Douglas								1
East Bridgewater			1					
Easton						2		1
Foxborough	41	4	11	4		1	1	1
Framingham						2	2	4
Franklin		22	143	22	66	100	111	59
Holliston			2		2		1	
Hopedale			2			1		
Hopkinton		1	4	1			1	2
Lowell			1					
Mansfield	9	4	14	4	1	2	2	4
Marlborough								
Medway		4	14	4	7	6	9	3
Mendon							1	
Milford		2	12	2		6	3	
Millbury								
Millis	1		6		2	6	12	5
Natick								3
Needham		1		1				
Norfolk			14	2	12	15	16	3
North Attleborough	3	4	11	4	1	3	5	1
Northborough			1					
Northbridge			2				2	
Norfolk		2						5
Norton	1		9		1			2
Norwood							2	
Plainville	6	4	14	4	1	8		1
Sharon	1							
South Attleborough	1	2		2				
Stoughton								1
Taunton							2	
Upton			1			1		2
Uxbridge			1		1	1	1	
Walpole	1							1
Wellesley								1
Wrentham	2	6	12	6	10	3	9	9
Total	69	63	299	63	111	176	201	123

The option is given to parents to remain on the waitlist. Last year we had 201 students remain on the waitlist as compared to this year's 123.

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
03-04	2	1		1		4

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: BFCCPS.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, 2003. Applications were made available at various locations including the School Office beginning November 15, 2002. Enrollment applications and enrollment information is also made available at www.BFCCPS.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, 2003.

Summary of Curriculum Design and Teaching Methods

At BFCCPS, we promote a curriculum that honors inquiry and exploration through interdisciplinary studies and projects. The school is currently working on aligning those areas of MCAS testing where there is not current alignment. Our curriculum, based on E.D. Hirsch's Core Knowledge Sequence (CK) is blended with the Massachusetts Curriculum Frameworks (MCF) resulting in the blend of the two curricula. "We call this blending an enriched frameworks curriculum."

In today's educational world there is much conversation about the effect of standardized tests on teaching methods, with many fearing that creative education may be abandoned in the quest for strong test scores. BFCCPS proves to be an important example in this dialogue. We promote excellent test scores AND creative teaching, relying on projects, exploration, and interdisciplinary studies.

As mentioned above, we recently published a book called “Ben’s Best”, with a grant from the MA Charter School Office, on our best practices that contains examples of lessons that both promote creative teaching and are aligned with the state frameworks. We expect to continue to be leaders in sharing and promoting exciting, challenging curriculum that is aligned with the frameworks and that can also promote commendable MCAS scores.

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. BFCCPS 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 a musical 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	03-04
Kindergarten				
Students	40.0	40.0	40.0	44.0
Teachers & Aides	2.5	3.5	3.8	4.0
Ratio	16.0	11.4	10.7	11.0
Grade 1				
Students	42.0	42.0	42.0	44.0
Teachers & Aides	2.5	5.5	5.0	4.0
Ratio	16.8	7.6	8.4	11.0
Grade 2				
Students	42.0	44.0	41.0	44.0
Teachers & Aides	2.0	2.0	2.0	2.0
Ratio	21.0	22.0	20.5	22.0
Grade 3				
Students	46.0	46.0	46.0	44.0
Teachers & Aides	2.0	2.0	2.5	3.0
Ratio	23.0	23.0	18.4	14.7
Grade 4				
Students	46.0	46.0	42.0	46.0
Teachers & Aides	2.3	2.0	2.0	2.0
Ratio	20.0	23.0	21.0	23.0
Grade 5				
Students	45.0	46.0	46.0	48.0
Teachers & Aides	2.7	2.5	2.5	3.0
Ratio	16.7	18.4	18.4	16.0
Grade 6				
Students	43.0	33.0	46.0	38.0
Teachers & Aides	3.0	3.0	3.0	3.0
Ratio	14.6	11.0	15.3	12.7
Grade 7				
Students	39.0	39.0	31.0	47.0
Teachers & Aides	2.9	3.0	3.0	3.0
Ratio	13.4	13.0	10.3	15.7
Grade 8				
Students	40.0	36.0	35.0	25.0
Teachers & Aides	2.5	3.0	3.0	3.0
Ratio	16.0	12.0	11.7	8.3
Total				
Students	383.0	372.0	369.0	380.0
Teachers & Aides	22.4	26.5	26.8	27.0
Ratio	17.1	14.0	13.8	14.1

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

2003-2004 School Year and for the 2004-2005 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: 2003-2004 School Calendars

Attachment 2: 2004-2005 School Calendars

Finance

Financial Statement

Setting Forth by Appropriate Categories the Revenue and Expenditures for the Fiscal Year 2003-2004 (July 1, 2003 to June 30, 2004)

Attachment 3: Fiscal Year 2003-2004 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 2003-2004 Balance Sheet (unaudited)

State and Federal Grants

Attachment 5: Fiscal Year 2003-2004 State and Federal Grants

Approved School budget for Fiscal Year 2004- 2005

Attachment 6: Fiscal Year 2004-2005 Budget

Governance

Board of Trustees 2003-2004 School Year

Date elected and term expiration

D. Serpico, President, Parent, 2001 – 2004
S. Zatkowski, Vice President, Parent, 2001 – 2003
M. Kripp, Treasurer, Parent, 2003-2006
R. Gass, Head of School, ongoing
K. Olson, Teacher, Faculty Representative, 2003-2004
M. Stowe, Former Faculty Member, 2002 – 2004
D. Buckley, Parent, 10/03-6/04
K. Donovan, Parent, 2003-2006
J. Foley, Parent, 2003-2006
D. Hatch, Parent, 1998 - 2004
J. LaNeve, Parent, 2002 - 2005
J. Shaw, Parent, 2002 – 2005
L. Steel, Parent, 2001 – 2004, resigned 10/03
E. Williamson, Parent, 2002 – 2005

Board Committee Chairs

Character Education: C. Osgood
Community Service: E. Williamson/Janice Foley
Education: R. Gass/M. Stowe
Finance: M. Kripp
Human Resources: D. Hatch
Parent Enrichment: J. LaNeve/E. Williamson
Technology: J. Shaw

Board of Trustees' Meeting Schedule

2003-2004 and 2004-2005 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 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.

Two written complaints were resolved as follows:

The first was from a parent whose child was sent home from the eighth grade trip to Washington, D.C. for leaving the group. The head of the Board and the Head of the School met with the parent and resolved the issue to the satisfaction of the family.

The second complaint came from an eighth grade parent who decided to home school his child for part of the last school term, claiming that his child's learning needs were not being met. At the time the complaint was filed, the school was following all required protocols to determine if there were learning issues that required Special Education. The Head of the Board and the Head of School wrote to the parents asking them to discuss the parental concerns. The parents chose not to pursue their concerns further with the school.

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

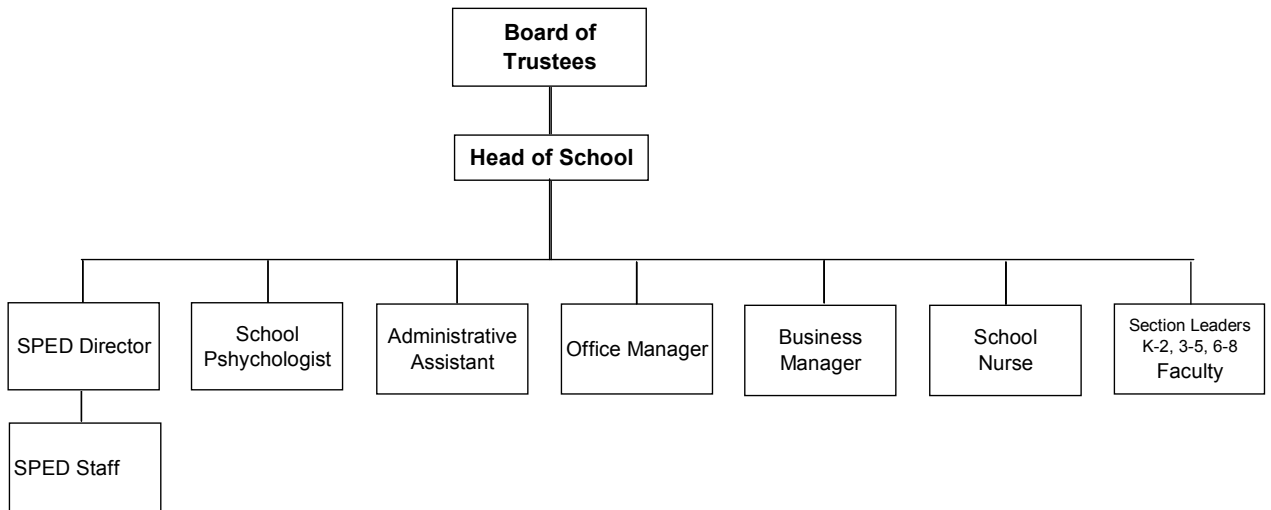
- Hiring new Head of School
- Approving a plan to align those sections of the Core Knowledge and Massachusetts Curriculum Frameworks that would affect MCAS scores. This will result in a program that the school will call “an enriched frameworks curriculum.” This plan involves alignment in grades 4-7 humanities and in grade 8 science.
- Budget approval
- Election of new board members.
- Submitting Charter Renewal Application

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	03-04
Classroom Faculty	11.0	13.0	17.0	26.0	18.0	18.0	18.0	18.0
Classroom Aides			1.0	1.4	1.0	2.5	3.7	5.0
French		0.3	0.7		1.2	1.2	1.2	1.2
Latin		0.2	0.3	0.2	0.5	0.5	0.5	0.5
Physical Education			0.5	0.3	1.5	1.5	1.5	1.5
Librarian		0.8	1.0		1.2	1.2	1.1	0.6
Student Newspaper					0.1			
Instrumental			1.0		2.0	2.0	2.0	2.0
Music	0.2	0.7	0.5		1.0	0.5	0.6	0.6
Drama			0.5	0.2	0.2	0.2	0.1	0.1
Art	0.2	0.7	0.8		1.0	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	4.6
SPED Aides			0.4	1.5	2.0	2.0	2.0	2.0
Speech Pathologist	0.1	0.7	1.0	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	38.1

Teacher Qualifications:

Name	Position/Subject	Year Joined	Yrs Exp	Certificate/Field	Education
Babineau,Carol	Music Education K-5 Choral Director 6-8	2003	12		B.A. Music Education, Westfield State College
Bell,Judith	Art Education	2004	10	Fine Arts K-12	B.F.A., University of Pennsylvania M.A.T. Visual Arts, University of the Arts Certificate, Pennsylvania Academy of the Fine Arts
Benjamin,Bernard	Music Education Director of Fine and Performing Arts	1998	23	Music PreK-12	B.A. Music, Westfield State College Fine Arts Director Certificate, Fitchburg State
Bergesen,Judith	Classroom Teacher - 4	1995	27	Elementary Education	B.A., Framingham State College M.A., Emmanuel College
Boday,Matthew	Music Education 6-8 Instrumental Brass	2003	0		B.A. Music Education, University of New Hampshire
Bower,Bernadette	Classroom Teacher - 7 Science/Math	2002	9		B.A., University of Oregon M.A. Teaching, Pacific University
Buckley,Michael	Classroom Teacher - 8 History 7/8	2001	5	Elementary Education Special Education	B.S., Rhode Island College
Burke,Marjorie	Physical Education	1997	6	Physical Education	B.A., Northeastern University
Cacciola, Veronica	Special Education	1996	18	State certified in SPED Certified in Orton-Gillingham and Advanced Orton-Gillingham Certified in Project Read	
Canning,Julie	Classroom Teacher - K	2000	10		M.Ed. Early Childhood Education
Canning,Laurie	Classroom Teacher - 4	1995	11	Elementary Education	B.A. French/Child Psychology, Tufts University M.Ed., Lesley College
Carroll,Dayle	Speech-Language Pathologist	2002	3	ASHA certified, State Licensed Speech-language Pathologist, DOE certified as a Teacher of the speech-language and hearing impaired	B.S. Special Education, Bridgewater State College M.S. Communication Disorders, Worcester State College
Chambers,Regina	Occupational Therapy	2003	10	Comprehensive Sensory Integration	B.S. Occupational Therapy, Quinnipiac College
Christensen,Julie M.	Classroom Teacher - 1	1995	28	Elementary Education 1-6	B.A. Elementary Education, College of Mt. St. Joseph
Clayton,Elizabeth	Classroom Teacher - 8 Science/Math	1999	8		A.B. Geology, Smith College M.S. Geological Studies, Indiana University
Clayton,Fred	Tech Support	2002	4		
Davis,Susan	Classroom Teacher - 4	2003	1	Elementary Education	B.A., Wellesley College Law Degree, Boston University
Dennis,Stacia	Classroom Teacher - K	1997	13	Early Childhood Education	B.S., Boston University
Dwyer,Lynn	Classroom Teacher - 3	1995	21	Mod. Spec. Needs K-12 Elementary Education K-5 Middle School 6-8 Guidance Counseling K-8	B.S. Special Education, Bridgewater State College M.Ed. Counseling Candidate, Bridgewater State College
Edgar,Catherine	Administration Office Manager	1995	15		
Fox,Ann	Aide - K	2000			B.S. Elementary Education, Boston State College
Gass,Ruth	Administration Head of School	2000	23	History, English, Science Middle School	B.A., Vassar College J.D., Boston University School of Law M.Ed., Harvard University Graduate School of Education
Geraci,Kara	Administration Business Manager	2000			B.A. Business Administration, Assumption College
Ginnetty,Katherine	Latin	1999	4		B.A. M.B.A.
Griffin,Karen	Classroom Teacher - 2	2000	9	Grades 1-6	B.S. Education, Lesley College
Grob,Monty	Classroom Teacher - 6 Science/Math	2001	5		B.A., University of Massachusetts M.Ed., University of Massachusetts, Lowell
Harpin,Tracy	Inclusion	1999	6	Elementary Education	B.S., Providence College Cand. M.Ed. Elementary Education, Lesley University
Hass,Tina	Aide - 1	2002	2		B.A., Connecticut College M.L.S., Simmons College
Henderson,Elizabeth	Classroom Teacher - 2	1995	31	Elementary Ed. K-3 Social Studies 5-12	B.A., Regis College M.A., Harvard University
Kanevski,Tara	Art Education	2001	8	Art/ Visual Art K-9, 7-12 Elementary 1-6	B.A. Graphic Design & Art Education, Westfield State College M.Ed. Curriculum and Instruction, Lesley College
Lehrman,Betty	Drama	2003	25	MA Certificate Theater K-12	B.S. Theatre, Northwestern University M.A. Theatre Education, New York University

Percent Staff Turnover:

September 2003 – June 2004 includes all teachers, inclusion, specialists, and aides:

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Total	12	18	27	34	39	37	37	49
Returning in the Fall	12	17	23	26	26	32	30	42
Not Returning	-	2	3	8	12	5	7	7
Promoted				-	1	-	-	-
Turnover	0.0%	9.0%	12.0%	24.0%	30.8%	13.5%	18.9%	13.6%

Between the 2002-2003 and 2003–2004 school years, 7.6 FTE teachers did not return to the school.

- For budgetary reasons a full time secretary and a part time librarian were not - rehired. (1.5 FTE)
- Three part time teachers decided to look for full-time positions. (1.1 FTE)
- One teacher accepted a position at an independent school outside of Massachusetts. (1 FTE)
- One teacher has left to teach at another public school after being offering a position that will utilize her computer training expertise .(1FTE)
- One teacher retired.(1FTE)
- Two teachers resigned to attend graduate school. (2 FTE)

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
03-04	383

Student Demographics

Enrollment by residence:

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Attleborough					9			-
Bellingham	4	3	3	4	5	1	1	6
Canton		1						-
Foxborough		23	22	22	23	16	15	5
Franklin	166	185	223	254	280	291	303	321
Holliston	2	2	3	4	4	2	2	1
Hopedale	2	2	2	3	3	3		-
Hopkinton			2	2	3	1	1	-
Mansfield			3	4	5	3	1	2
Medway	6	8	8	10	11	10	9	6
Milford	2		1	2	2	1	1	-
Millis	1	1	1	2	2	1		2
Norfolk	1	2	5	10	15	16	11	14
Northbridge								2
Norton		1	1					-
North Attleborough	4	7	6	8		6	4	3
Plainville	3	7	14	14	8	7	5	5
South Attlborough	2	2						-
Uxbridge								1
Walpole		1	1					-
Wrentham	5	9	14	20	22	16	20	15
Total	198	254	309	359	392	374	373	383

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
03-04	177	206	383

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
03-04	14	6	6	357	383

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%
03-04	-	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%
03-04	-	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%
03-04	41	11%

Number and Percentage of Students who Receive Special Services

Based on 504's

Special Services (504's)	# 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%
03-04	17	4%

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%
03-04	-	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%
03-04	367	96%

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%
03-04	383	100%

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
03-04	1	16	-	17

Reasons:

- Discipline
- Inappropriate physical contact
- Cheating
- Verbal abuse

Alumni Placements

Our fourth eighth grade class graduated on June 18, 2004. Their high school placements reflect their goals and strong academic success.

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	18	15	1	1	35
03-04	15	9		1	25
Current Year %	60%	36%	0%	4%	100%

Parents, teachers, and students participated in planning each students' transition to high schools. BFCCPS sent invitations to many area public and private high schools to come to an Information Night in September 2003. 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 2004.

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. The book is designed to demonstrate that a projects based curriculum is consistent with a standards based curriculum as judged by external testing. Almost every grade level and specialist teacher submitted an article. The book, called Ben's Best, is now distributed to legislators, parents, and schools. The school also held a day long seminar for visiting teachers on several of the activities in the book. (See copy of the best practices book called "Ben's Best" and the brochure for the seminar that are included with this Annual Report.)

Head of School consulted on math education with two schools three schools visited to learn about and observe our math program.

Three teachers presented at the National Core Knowledge Conference in Atlanta, Georgia.

One teacher presented at the Massachusetts Charter School Association annual spring conference.

School held parent/students book clubs and invited parents from outside the BFCCPS community to join, and some did. We hope to expand this program next year.

Community was invited to school concerts and plays.

End.