

The Benjamin Franklin Classical Charter Public School



"1995 – 2005 Celebrating A Decade of Education"

2004 – 2005

Annual Report

201 Main Street
Franklin, MA 02038
www.BFCCPS.org

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Introduction

Letter from Board of Trustee's Chair:



**The Benjamin Franklin Classical Charter Public School
201 Main Street
Franklin, MA 02038**

July 2004

I am pleased to present to you the 2004-2005 Annual Report and provide a brief overview from the President. It was a year of firsts in that it was my first year serving as President and for Robin Coyne, as it was her first year as our Head of School. There are many accomplishments which will now prepare us for the challenges of the future as we begin working under our third charter which will commence with the coming 2005-2006 academic year.

The highlight of the year was of course having the charter renewed for the second time. While the actual review was conducted in the previous year, there were some final items that required attention prior to the final vote of the Department of Education which took place in November, 2004. Many of this year's accomplishments were products of the charter renewal process. Recommendations relating to our organization provided by the renewal team encouraged us to look into areas that were in need of attention. Their comments as well as those of our other stakeholders in this organization prompted actions some which I would like to note:

- Our by-laws were examined and re-written to comply with updated state regulations and changes within our own institution. Modifications in language as well as policy were made based on the state's own guidelines as to what should be contained within any organization's by-laws. Subsequently, our current policies and procedures will receive the same scrutiny to insure consistency with recommended by-law requirements. This will be an on-going effort with set annual goals coordinated by a newly formed Governance Committee.
- In regard to support issues for students with special needs, the need for additional administrative help was approved. This was of critical importance to the institution in order to better service the reporting needs prescribed by the Massachusetts Department of Education.
- Through the installation of a chair lift, handicapped access was increased to afford greater use of the fine arts resources of our facility.
- Recommendations to the procedures regarding budget were implemented that increased tracking and accountability as to how funds were being utilized to support the academic

endeavors within individual classrooms. This took the form of a new procurement policy. Secondly, policy was established in an effort to provide direct guidelines as to what level of fund expenditure required discussion at the Board level. This related to actual expenditures as well as modifications to approved budget line items made necessary during the course of the academic year.

- In concert with The Benjamin Franklin Education Foundation, a feasibility study relating to a development campaign to address the future facility needs of the school was completed. From that study, we have initiated a strategic planning effort that speaks to all aspects of our institution that will encourage the institution to continue its self-examination and position us for the future.
- Efforts have been made to formalize board training through the use of resources offered by the Massachusetts Charter School Association. This has been of benefit for it has provided board members with access to an outside perspective, the degree of which had been lacking in the past. Topics have included board organization and assessment tools used to determine board effectiveness.
- A new grievance policy was established to better utilize available resources to address concerns of the school's stakeholders.
- The Human Resources Committee was exceptionally busy this past year establishing policy and procedure relating to the evaluation of the head of school and in conjunction with the Finance Committee, developed a more equitable salary grid. In relation to the former item, a form was created to provide staff and faculty direct input to the evaluation procedure of the head of school. These comments were then incorporated into the HR committee's overall evaluation.

The work on the salary grid provided staff with two outcomes. Adjustments within the grid allowed for more predictable salary adjustments from year to year and with the forecasting capabilities of the Finance Committee, the new grid structure received a three-year commitment from the Board.

As mentioned earlier, many of these initiatives were prompted by the self-evaluation conducted via the charter renewal process. There were also items that were a result of recommendations from our new head of school. A fresh perspective will often prompt suggestions for and encourage the enactment of change.

Much has been accomplished this year and many of these accomplishments lay the groundwork for solutions to future challenges, known and unknown. It has been a pleasure to be involved with the Board as its president and I look forward to continuing that association.

Sincerely,

Stanley Zatkowski
President, Board of Trustees

Introductory Description of the School:

The Benjamin Franklin Classical Charter Public School (BFCCPS) opened in 1995 with 150 students in grades K-4. The school added a grade each year until it arrived at its current enrollment of 400 students in grades K-8. BFCCPS can enroll a maximum of 425 students. BFCCPS just completed its tenth year of operation and has been renewed for its second charter renewal. The school is located in a former Catholic Parish School in Franklin, MA. The mission of BFCCPS is "To assist parents in their role as primary educators of their children by providing a classical academic education coupled with sound character development and opportunities for community service."

The demographic makeup of the current student body is 0.8% African American, 4.3% Asian, 1.8% Hispanic, 0.3 Native American and 93.7% Caucasian. BFCCPS recruits students from Franklin and neighboring districts such as Wrentham, Medway, Walpole, and Foxboro.

School Address/Contact Information:

The Benjamin Franklin Classical Charter Public School
201 Main Street
Franklin, MA 02038

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School 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."

Accountability Plan Goals and Objectives

Summary of Performance Relative to Accountability Plan Objectives

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 and Draft Accountability Plan that was adopted in 2003 by the Board of Trustees. All of the external standards are reported on in this Annual Report. A new revised Accountability Plan will be submitted to DOE in August 2005 for approval.

Internal Accountability

Teachers have developed tests and rubrics to measure student achievement the following areas: Language Arts, History, Geography, Humanities, Math, Science, Latin, French, Art, Music, and Physical Education.

External Standardized Tests

The school performance reviewed in this section is based on the Accountability Plan adopted in 2003 under our previous charter by our Board of Trustees. BFCCPS Charter was renewed in January 2005 and a new Accountability Plan will be in place for our new charter. As we move forward, we have made some adjustments to our external testing schedule. We now administer the ERB's and the Terra Nova second edition CAT in the fall. These tests were previously given every spring. We will still use the results as part of our Accountability Plan, but we now, also, make use of the data to inform and improve instruction, not just to measure student and school achievement. The Terra Nova and ERB results reported in this Annual Report reflect this scheduling change.

Currently BFCCPS measures student performance through the following External Tests:

MCAS Grades 3–8 or as required: Spring

Educational Records Bureau Writing Assessment Program Grades 4-8: Fall

Terra Nova CAT Complete Battery Grades 1-8: Fall

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.

When interpreting these results keep in mind:

- 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 align grade by grade with the Massachusetts Curriculum Frameworks, but does cover over 90% of the Frameworks over the course of these grades.

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

MCAS 2004 Narrative Explanation of the Attached Tables

According to 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 School.

The state does not use the term "grade level score". The above goal can be restated as:

The average percentage score of the combined advanced and proficient performance levels of BFCCPS students in a given grade and subject area will exceed the average percentage score of the combined advanced and proficient performance levels of the District of Franklin's students in a given grade and subject.

For the purpose of this report we will refer to the second statement. For each grade a table has been formulated that segregates the scores by grade, test subject, the overall District of Franklin scores for that grade, the BFCCPS scores, and the individual schools scores within Franklin. The comment section will evaluate how BFCCPS met the accountability goal of exceeding the overall district scores for that grade and that test.

Overall, BFCCPS met the school's MCAS Accountability goal in seven out of the eight MCAS tests. This is an increase over 2003 when the school scored higher in only six out of eight. The only 2004 MCAS test the school did not outscore the district of Franklin was the Fourth Grade Math test. The school tied with the sending district at 66% for Advanced or Proficient performance levels in Fourth Grade Math. BFCCPS scored slightly higher in Third Grade Reading, Fourth Grade ELA, Seventh Grade ELA, and Eighth Grade Science and Technology. These scores were not statistically significant, averaging 3% above the district of Franklin. BFCCPS scores in Fifth Grade Science and Technology, Sixth Grade Math, and Eighth Grade Math demonstrated an impressive lead over the district of Franklin. Our Fifth Graders scored 10% higher in Science and Technology. Our Sixth Graders scored 20% higher in Math. Our Eighth Grade Math students scored 7% higher than the district of Franklin.

The tables show that the school did not consistently outscore each elementary school within the town of Franklin. It is important to note that in three out of four MCAS our 6,7 and 8th grade students exceeded the scores of the two middle schools within the town of Franklin. In the fourth test, Science, Technology and Engineering BFCCPS tied with Remington. That is significant because BFCCPS has no dedicated science space and little technology.

Grade 3 Test 2004 MCAS Reading	# of STU	% PROF	% NI	% W	Rank compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	549	72	23	4	95%
BFCCPS	44	89	9	2	98% 2
Jefferson	98	80	19	1	98% 2
Helen Keller	105	81	16	3	97% 3
JFK	98	77	23	0	100% 1
Oak Street	92	75	23	2	98% 2
Parmenter	89	70	27	3	97% 3
Davis Thayer	61	46	41	13	87% 4

Comments: BFCCPS outscored the District of Franklin by 3%. BFCCPS met the goal set forth in the Accountability Plan.

Grade 4 Test 2004 MCAS ELA	# of STU	% ADV	% PROF	% NI	% W	Rank compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	465	19	57	22	2	76%
BFCCPS	46	15	65	17	2	80% 5
Jefferson	80	19	65	15	1	84% 3
Helen Keller	93	11	70	18	1	81% 4
Oak Street	81	19	54	25	2	74% 6
JFK	86	33	56	12	0	89% 1
Parmenter	73	12	47	37	4	85% 2
Davis Thayer	49	20	47	31	2	67% 7

Comments: BFCCPS outscored the District of Franklin by 4%. BFCCPS met the goal set forth in the Accountability Plan.

Grade 4 Test 2004 MCAS Math	# of STU	% ADV	% PROF	% NI	% W	Rank compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	466	30	36	30	4	66%
BFCCPS	46	33	33	33	2	66% 4
Jefferson	80	43	35	18	5	78% 1
Helen Keller	93	23	44	32	1	67% 3
JFK	85	45	29	26	0	74% 2
Oak Street	81	27	36	32	5	63% 5
Parmenter	73	19	34	40	7	53% 7
Davis Thayer	51	25	35	35	4	60% 6

Comments: BFCCPS and the District of Franklin obtained the same average score. BFCCPS did **not** meet the goal set forth in the Accountability Plan.

Grade 5 2004 MCAS Science and Technology/ Engineering	# of STU	% ADV	% PROF	% NI	% W	Rank Compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	483	31	40	25	4	71%
BFCCPS	48	33	48	15	4	81% 1
Jefferson	76	34	46	14	5	80% 2
Helen Keller	103	38	40	19	3	78% 3
JFK	87	45	32	22	1	75% 4
Oak Street	93	20	48	27	4	68% 5
Parmenter	60	18	33	47	2	51% 7
Davis Thayer	60	23	42	30	5	65% 6
Comments: BFCCPS outscored the District of Franklin by 10%. BFCCPS met the goal set forth in the Accountability Plan.						

Grade 6 2004 MCAS Test Mathematics	# of STU	% ADV	% PROF	% NI	% W	Rank compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	476	36	34	24	7	70%
BFCCPS	38	45	45	11	0	90% 1
Horace Mann	284	33	39	21	7	72% 2
Remington Middle	190	41	26	27	6	67% 3
Comment: BFCCPS outscored the District of Franklin by 20%, a statistically significant increase. BFCCPS met the goal set forth in the Accountability Plan.						

Grade 7 2004 MCAS Test English Language Arts	# of STU	% ADV	% PROF	% NI	% W	Rank compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	423	21	67	10	2	88%
BFCCPS	47	13	79	6	2	92% 1
Horace Mann	247	25	66	8	1	91% 2
Remington Middle	170	16	71	12	1	87% 3
Comments; BFCCPS outscored the District of Franklin by 4%. BFCCPS met the goal set forth in the Accountability Plan.						

Grade 8 Test Mathematics 2004 MCAS	# of STU	% ADV	% PROF	% NI	% W	Rank compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	478	18	33	37	12	51%
BFCCPS	25	20	44	28	8	64% 1
Horace Mann	269	21	33	36	9	54% 2
Remington Middle	203	14	33	38	14	47% 3
Comments; BFCCPS outscored the District of Franklin by 7%. BFCCPS met the goal set forth in the Accountability Plan.						

Grade 8 Test Science and Technology /Engineering 2004 MCAS	# of STU	% ADV	% PROF	% NI	% W	Rank compared to Franklin Schools based on % ADV + %PROV
Franklin Average of Entire District per grade	478	12	49	29	10	61%
BFCCPS	25	16	48	32	4	64% 1
Horace Mann	269	10	49	32	9	59% 2
Remington Middle	203	15	49	26	10	64% 1
Comments: BFCCPS outscored the District of Franklin by 3%. BFCCPS met the goal set forth in the Accountability Plan.						

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.

*(taken directly from the MA DOE website)

Adequate Yearly Progress History								Accountability Status
		1999	2000	2001	2002	2003	2004	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	

The Educational Records Bureau Writing Assessment Program (ERB)

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."

The ERB Data Tables below give evidence that 90% of our students in grades 4-8 achieved grade-level criterion on or above. The goal was met even though the school administered the test in early fall, and not in late spring as was done in previous years.

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

ERB Data

Scaled Score Goal: 400.0

Grade 4	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
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
04-05	4.3	4.5	4.4	3.9	4.3	4.1	471.0

Scaled Score Goal: 500.0

Grade 5	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
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
04-05	4.1	4.3	4.0	3.7	4.2	3.9	628.0

Scaled Score Goal: 600.0

Grade 6	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
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
04-05	4.3	4.5	4.4	4.3	4.5	4.3	677.0

Scaled Score Goal: 700.0

Grade 7	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
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
04-05	3.5	3.8	3.4	3.7	4.0	4.0	750.0

Scaled Score Goal: 800.0

Grade 8	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
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	865.2
03-04	3.7	4.2	3.4	3.8	3.9	3.8	780.0
04-05	3.8	4.0	3.5	3.9	4.0	4.0	805.0

ERB Longitudinal Scores for 2004/2005 Grades 4 - 8

Year	Grade	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score	Goal
00-01	4	3.4	3.4	3.5	3.5	3.7	3.6	452.8	400
01-02	5	3.8	3.8	3.9	3.9	4.0	4.0	538.6	500
02-03	6	4.7	4.7	4.5	4.5	4.5	4.6	722.0	600
03-04	7	3.9	4.1	3.7	3.9	4.0	4.0	817.0	700
04-05	8	3.6	4.0	3.5	3.9	4.0	4.0	805.0	800

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.

Terra Nova CAT Complete Battery

As part of the shift to our new accountability plan BFCCPS replaced the 1991 standardized CAT 5 with the more current 1999/2000 standardized Terra Nova CAT. The testing battery includes an integrated Reading /Language Arts test as well as mathematics for grades 1 through 8. Testing is now scheduled for the last week of October and results are received in late November.

Teachers are immediately given these results. They are able to get base line data on newly enrolled students and identify returning students that may be in need of support. Parents, also, receive the results and can support their child as well.

Goal from BFCCPS Accountability Plan

80% of the students who take the TerraNova CAT6 will achieve an 85th percentile* or better. The percentile is based on MDNP (Median National Percentile).

This goal was met.

CAT Reading (regular conditions)

Grade	00-01	01-02	02-03	May 04	Oct 04
1	80.0	87.0	88.0	82.3	91.0
2	92.0	88.0	94.0	87.0	86.0
3	94.0	91.0	91.0	87.0	85.7
4	92.0	92.0	93.0		90.7
5	84.0	85.0	83.0		85.5
6	80.0	93.0	89.0		86.8
7	86.0	84.0	88.0		87.0
8	87.0	84.0	78.0		91.4
Mean	86.9	88.0	88.0	85.4	

CAT Math (regular conditions)

Grade	00-01	01-02	02-03	May 04	Oct 04
1	84.0	83.0	92.0	88.0	82.5
2	90.0	87.0	71.0	90.0	83
3	91.0	89.0	91.0	88.0	85
4	91.0	94.0	94.0		89.5
5	91.0	94.0	93.0		79.0
6	91.0	95.0	96.0		90.2
7	85.0	93.0	93.0		88.3
8	80.0	92.0	93.0		92.6
Mean	87.9	90.9	90.4	88.7	

Internal Accountability Results

Each teacher is given criteria 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.

Accountability Mission Objective	Grade K-2	Grade 3-4	Grade 5	Grade 6	Grade 7	Grade 8	Met Goal
1. Provide a Challenging And Classical Curriculum for All Students.							
Language Arts: 75% of tested students will score 80% or higher on an internally designed grammar exam.	Incomplete Data	Incomplete Data	Incomplete Data	72%	80%	76%	Partial
History: 75% of tested students will score 80% or higher on an internally designed year end CKS based history test.	Incomplete Data	Incomplete Data	Incomplete Data	77%	80%	89%	Met
Geography: 80% of tested students will score 85% or higher on an internally designed.	85%	NA	NA	NA	NA	93%	Met
Humanities: 80% of students will master skill elements articulated by individual rubrics.	NA	NA	Incomplete Data	91%	91.6%	91%	Met
Mathematics: 80% of 6-8 will earn a grade of 80 % or better.	NA	NA	80%	88%	64%	59%	Partial
50% of 8 th Graders will complete a full Algebra 1 course.						74%	Met
Science: 80% of 5-8 will present a Science Fair Project. Master 80% of skills required in rubric.	NA	NA	98%	98%	60%	100%	Partial
French: 80% of students taking French will master basic standards.	NA	NA	93%	95%	94%	98%	Met
80 % of 8th graders taking French will be eligible for French 1 secondary credit.						70%	Met

The following objectives are not currently written in a measurable format. Standards based rubrics and/ or comprehensive tests are still under development. Anecdotal reports are presented in narrative form in the Accountability Results section of the annual report. Please refer.

Latin Goals:

See narrative in Accountability Results Section.

Music CK:

K-2 80% can recognize, discuss musicians and sing CKS musical selections.

3-5 80% can recognize, discuss musicians and sing CKS musical selections and analyze and describe music of others.

6-8 80% will be able to identify music periods, composers, musical forms, count and play basic rhythms, describe and analyze music of others.

Instrumental Music:

6-8 100% of students taking this elective will be able to read standard notation, sight read with accuracy and expression, and compose short pieces.

Fine Arts:

K-5 100% will be introduced to line, shape form space light texture and color.

6-8 80% can identify art periods from CKS.

6-8 80% of Fine Arts elective students will develop a portfolio.

Drama:

100% of students taking this elective will be able to identify basic theatre terms, understand improvisation, tell a story using vocal physical and presentation skills, integrate direction into individual and group work.

Physical Education:

100% of students will demonstrate proper technique, learn basic skills and function as a team demonstrating cooperation, listening and respect.

Language Arts

Goal from the BFCCPS Accountability Plan

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

At the time of this report data was incomplete from grades 1-5.

Grade 6 did not meet the goal, with 72% passing this internal test.

Grade 7 & 8 met the goal.

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.

This goal was met by grades 6-8.

Geography

Goal from the BFCCPS Accountability Plan

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

Although the data is incomplete for some grades, overall the students met this goal.

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.

This goal was met.

Mathematics

Goal from the BFCCPS Accountability Plan

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.

This goal was met with 74% of the students completing the 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.

The goal was met by all grades except seventh grade.

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*

Accountability Plan Checklist – Latin 2004-2005

1. Reading ability in Latin is evidenced by:
6th Grade: reading aloud, assessed internally and demonstrated publicly at assemblies
7th Grade: reading aloud, assessed internally
8th Grade: reading aloud, assessed internally and demonstrated publicly performed drama
2. The ability to comprehend Latin text is evidenced by:
6th Grade: National ACL examination

- 7th Grade: Internal assessment of translation of Cinderella; unit tests
 8th Grade: Examination from Ecce Romani and Aesopius Hodie texts
3. Oral and written expression is evidenced by:
 - 6th Grade: Puppet project
 - 7th Grade: Middle ages coat of arms project
 - 8th Grade: Dramatic interpretations
 4. An understanding of Ancient Roman Culture is evidenced by:
 - 6th Grade: Examination by the American Classical League
 - 7th Grade: Original presentations based on Livy's Histories
 - 8th Grade: Internal assessment of class projects
 5. Students' recognition of elements of Latin in the English language is evidenced by:
 - 6th Grade: Examination by the American Classical League
 - 7th Grade: Text assessments
 - 8th Grade: Derivative writing assignment, assessed internally
 6. Core Knowledge integration is evidenced by internal assessment of:
 - 6th Grade: Space unit family and home unit, core art project
 - 7th Grade: Vocabulary words and foreign expressions
 - 8th Grade: Literature connections, state mottoes project

National Latin Exam

The National Latin Exam is administered by the American Classical League and the test consists of 50 multiple choice questions.

Our 6th Graders took the elementary Latin exam along with 1,700 students from public, private schools, and home schooled. The test was administered in 26 states and Australia.

We had one of our students received a perfect score.

Sum Cum Laude:	1 Student	Above 95%
Magna Cum Laude:	10 Students	85-95%
Cum Laude:	15 Students	8-85%

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 be eligible to obtain a French 1 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 103,000 students took the test. Six of our students placed nationally, earning among the top

scores in the nation for their level and division. Eleven 7th graders and ten of our 8th graders ranked in the top 20%, earning honors. None of our students failed the exam and all placed above the 65% level.

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.

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 ***Bye Bye Birdie***.

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 Development

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

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 10-year commitment to educate for character through the curriculum, relationships, ethos, service, and special projects. The entire staff participated in staff workshops on Character Development during the school year.

We continue to weave character development 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 development 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 development 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 Pennies for Leukemia; senior goodie bags; book buddies; wrote the troops in Iraq; made placemats for St. Jude's Research Hospital; band and chorus played and sang at Forge Hill Assisted Living; collected money through a scarf business and donated profits to local homeless shelter; Newborns in Need – collected baby clothes and accessories; and Pickles for Paws.

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:

- Franklin Senior Center
- Fundraising for local animal shelters
- Collections for patients in hospitals
- Cards to men and women in the military – Valentines for Vets
- Project Comfort-sewing projects for local hospitals
- Food drive for Franklin Food Pantry.
- Cleaning school grounds
- Toys for Teens Drive
- Lids for Lives
- Tsunami Relief
- 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; blankets for Turning Point Shelter; volunteer at Rosie's Place; library volunteer; donations to Milford Hospital; clothing collection; blood drive; and a toy drive for Boston Children's Hospital.

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; over 90% of the parents, but not 100%, returned the 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 6th Grade survey to parents on character based advising.
- 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.

Family Oriented Activities:

- Family Game Night
- Parents served on Faculty Search Committees
- Family Fun Night – Hollywood

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 on this goal.

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 on this goal.

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.
- Dissemination of Best Practices.

All expectations were met except that the Board, did not review 50% of its policies, although their accomplishments were impressive. The Board rewrote the by-laws, enrollment policy, HOS Review, created a new salary structure and grid and initiated a strategic plan.

School Profile

Summary of Educational Philosophy

At BFCCPS, we promote a curriculum that honors inquiry and exploration through interdisciplinary studies and projects. Our curriculum, based on E.D. Hirsch's Core Knowledge Sequence (CK) is coupled 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.

The Benjamin Franklin Classical Charter Public School was founded on four pillars: Classical Education, Parents as Primary Educators, Community Service and Character Education and often integrated creating an education of the whole child.

The Core Knowledge Curriculum is a curriculum based on the work of E.D. Hirsch which emphasizes a classical 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.

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 begin French instruction in kindergarten and Latin in the sixth grade. Physical Education, Music, and Art also begin 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 Development: 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.

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 encourages parental participation in all phases, from the application process, to providing additional academic challenge, and to helping with remediation when needed.

Number of Instructional Days for the 2004 – 2005 School Year

The total number of instructional days for the 2004 – 2005 school year were 181 days.

Start date for the school year was September 1, 2004, and the end date was June 21, 2005.

Hours of operation are 9:00 a.m. – 3:10 p.m. for grades K – 5; and 8:20 a.m. – 3:10 p.m. for grades 6 – 8.

NCLB Report Card

We did not receive any Title 1 funds during the 2004 – 2005 school year.

GOVERNANCE PROFILE

List of Members of the Board of Trustees

Name	Employer Or Expertise	Board Position	Term Of Appointment	Board Committee
Zatkowski, Stan	Boston College Admissions	President	July 2003 – June 2006	
Foley, Janice	Fidelity Investments VP of Communications	Vice President	July 2003 – June 2006	Public Relations Strategic Planning
Kripp, Mark	Oxfam	Treasurer	July 2003 – June 2006	Finance
Williamson, Ellen	Administrative	Secretary/Clerk	July 2002 – June 2005	Parent Enrichment
Brown, Colleen	Lawyer		July 2003 – June 2006	Human Resource
Donovan, Katy	Peabody Terrace Children's Center		July 2003 – June 2006	Community Service
Dwyer, Lynn	Teacher	Faculty Representative	July 2004 – June 2005	
Ginnetty, Katherine	Teacher		July 2004 – June 2007* Resigned in 2004	
Hass, William	US National Grid		July 2004 – June 2007	Human Resource
LaGanke, Virginia	IDC		July 2004 – June 2007* Joined Board as an alternate for resigned Board Member	
LaNeve, Jackie	Physical Therapist		July 2002 – June 2005	Parent Enrichment
Osgood, Carolyn			July 2003 – June 2006	Character Education
Pfizenmaier, Laureen	Gillette		July 2004 – June 2007	Finance
Shaw, Jen	HR/Benefits Technology Consultant		July 2003 – June 2005	Technology

Summary of Major Policy Decisions Made by the Board of Trustees

Meeting Dates	Major Policy Decisions
July 8, 2004	<p>Motion to Post Civil Rights position with a stipend not to exceed \$500.00; approved.</p> <p>Motion to instruct HOS to make an offer to a faculty member to attend Restraint Training and then train entire faculty with a stipend of \$250.00; approved.</p> <p>Motion to approve a moment of Silence at the beginning of every board meeting; approved.</p> <p>Motion for the Board to address at the August meeting a process for reading lists on informed consent; approved.</p>
August 19, 2004	No policy decisions approved.
September 8, 2004	Motion for the Board to authorized the HOS to purchase the wheelchair lift and other projects necessary to comply with ADA regulations; approved.
September 16, 2004	No policy decisions approved.
October 21, 2004	<p>Motion to approve Enrollment Policy; approved.</p> <p>Motion to approve Grievance Policy; approved.</p> <p>Motion to approve World Series Fundraiser for the Jimmy Fund; approved.</p>
November 18, 2004	<p>Motion to approve acceptance of Final Audit Report; approved.</p> <p>Motion to approve Budget Amendment Process; approved.</p> <p>Motion to approve the Budget Amendment on Teacher Tuition Reimbursement by Financial Committee's recommendation to increase Tuition Reimbursement Line Item by \$7,000.00 with the representation from the Financial Committee that will not increase all expenditure and will not exceed previous approved budget; approved.</p>
December 16, 2004	No policy decisions approved.
January 20, 2005	<p>Motion to accept request from HOS to increase Core Knowledge line item by \$3,000.00 to allow three additional attendees to the Core Knowledge Conference; approved.</p> <p>Motion was made to restrict modular use/exclusive to school sponsored activities; citing liability concerns as the main driver of the committee's position; Denied until further review.</p> <p>Motion to move into Executive Session at 8:30 pm to hear Dane Presentation; approved.</p> <p>Motion to move out of Executive Session at 9:30 pm; approved.</p>
February 17, 2005	Motion made to go to June 20, 2005 in order to make up snow days. Motion seconded; and approved.
March 17, 2005	<p>Motion to approve a Red Sox Fundraiser for an 8th grade Capstone project with funds going to the Tsunami Relief Fund; approved.</p> <p>Motion to approve an increase in the Facility Expense Line Item by \$16,500.00 to cover library renovation for the purpose of creating a combined library and media lab and Consultant Line Item increase of \$25,000.00 to cover fees for CRESA Group to act as a tenant consultant for lease negotiations and retain a strategic planning consultant. A total of \$41,500.00 increase which will be funded from the projected surplus; approved.</p>
April 28, 2005	Motion to approve School Calendar for the year 2005-2006; approved.

Meeting Dates	Major Policy Decisions
	<p>Motion to increase Technology spending by \$73,500.00 to bring School to DOE Standards; approved.</p> <p>Motion to fund in full \$50,500.00 to cover expenses these expenses are: Cafeteria tables; \$5,000.00, K-4 Core Knowledge Sequence Books; \$8,800.00, Cognitive Test for Children Under Age 6; \$1,000.00, and Books & Supplies (incl. New Science test books for grades 7 & 8); \$35,700.00; approved.</p> <p>Motion to approve HOS Performance Review Policy; approved.</p>
May 19, 2005	<p>Motion to approve Spirit week (June 6); approved.</p> <p>Motion from the Finance Committee to Board to approve and retain the Auditor Alexander, Aronson & Fining for the auditing services for the years 2005-2007; approved.</p> <p>Finance Committee recommends to the Board the approval of the Procurement policy; approved.</p> <p>Finance Committee recommends to the Board the approval of the Fiscal Year Budget for 2006; approved.</p> <p>Motion to approve By-Laws; approved.</p> <p>Motion from the Nominating Committee to accept the slate of Board nominees; approved.</p>
June 9, 2005	<p>Motion from the Finance Committee to develop a bonus as outlined in proposal; approved.</p> <p>Motion to accept Nomination of Board Officers for the 2005-2006 year; approved.</p> <p>Motion to accept Board Meeting Schedule for the 2005 - 2006; approved.</p>

Summary of Official Complaints Received by the Board of Trustees

The Board of Trustees received no complaints for the school year 2004 – 2005.

Student Profile

Student Demographics

Students Enrolled by Grade

K	1	2	3	4	5	6	7	8	Total
44	45	44	46	45	47	44	37	48	400

Enrollment by Race/Ethnicity

Year	African American	Asian	Hispanic	Native American	White
04-05	0.8	4.3	1.8	0.3	93.0

Enrollment by Gender

Year	Male	Female	Total
04-05	187	213	400

Enrollment of Low Income Status

Year	Percentage
04-05	0.0%

Special Education Status

Percentage of Students Classified as English Language Learners (ELL)

Year	Percentage
04-05	0.5%

Percentage of Students Classified as Limited English Proficient (LEP)

Year	Percentage
04-05	0%

Total Number of Student Applications Received

Total Number of Student Applications Received by Grade for the 2004 – 2005 Year

Grade	K	1	2	3	4	5	6	7	8
# of Apps Received	133	31	37	35	12	15	13	6	2

Total Number of Student Applications Received by Residence for the 2004 – 2005 Year

Residence	Number of Applications
Ashland	2
Attleboro	3
Bellingham	32
Blackstone	3
Canton	1
Easton	1
Foxborough	2
Franklin	170
Holliston	6
Mansfield	3
Medway	12
Mendon	1
Milford	2
Millis	8
Norfolk	9
North Attleborough	5
Norwood	2
Plainville	5
Sharon	1
Stoughton	4
Upton	2
Uxbridge	5
Wrentham	6
TOTAL	285

Total Number of Applications Received Compared to the Number of Openings

Grade	K	1	2	3	4	5	6	7	8
# of Apps Received	133	31	37	35	12	15	13	6	2
# of Openings	44	0	0	2	0	5	4	5	12

Student Attrition Data

Students Who Left During the School Year

Grade	Students Who Left During the School Year	Reason
K	1	Moved out of state.
1	1	SPED student better served at another local public school.
2	1	Moved out of state.
3	2	Moved out of state.
5	3	Moved out of state.
6	2	Moved out of state and preferred other public school.
7	1	Preferred other public school.
8	2	Preferred other local public school and moved out of state.
TOTAL ATTRITION	13	

As of October 1, 2004, we had a total membership of 403 students enrolled. As of June 30, 2005, we had 13 students who left the school leaving us with a total of 390 students.

Students Who Finished the Year, but are Not Returning

Grade	Students Who Finished the Year But Are Not Returning	Reason
3	1	Relocated out of town.
5	7	Public school preference.
6	3	Public school preference. Independent school. Parochial school.
7	2	Public school preference.
	3	Parochial school.
	1	Relocated out of town.
TOTAL	17	

Number of Students Who Have Been Expelled and Who Have Served In-School and Out-of-School Suspensions

In-School Suspension	Out-of-School Suspension	Expelled	Total	Reasons
0	9	0	9	Inappropriate physical contact. Fighting. Repeated disruptive and uncooperative behavior. Possession of unknown medication.

Staff Profile

Name of School Leader(s), Including Instructional Leaders(s)

School Leaders:

- Robin L. Coyne, Head of School
- William K. Miller, Director of SPED

Instructional Leaders

- Bernard Benjamin, Director of Fine and Performing Arts
- Elizabeth Henderson, Section Coordinator K-2
- Judith Bergesen, Section Coordinator 3-5
- Elizabeth Clayton, Section Coordinator 6-8

Administrative Support

- Deborah Schwab, Administrative Assistant to HOS
- Kate Edgar, Office Manager
- Kara Geraci, Business Manager
- Ellen M. Williamson, Administrative Assist to Student Services

Summary of Classroom Teacher Qualifications

Name/ Email	Position/ Subject	Year Joined	Years Exper.	Certificate /Field	Education
Babineau, Carol cbabineau@bfccps.org	Music Education Grade K-5 Choral Director Grade 6-8	2003	14	Music K-12	B.A. Music Education Westfield State College
Benjamin, Bernard bbenjamin@bfccps.org	Music Education Director of Fine and Performing Arts	1998	25	Music Pre K- 12	B.A. Music Westfield State College Fine Arts Director Certificate Fitchburg State
Bergesen, Judith jbergesen@bfccps.org	Classroom Teacher Grade 4	1995	29	Elementary Education K- 8	B.A. Framingham State College M.A. Emmanuel College
Boday, Matthew mboday@bfccps.org	Music Education Grade 6-8 Instrumental Brass	2003	2		B.A. Music Education University of New Hampshire Currently enrolled in Masters Program
Bower, Bernadette bbower@bfccps.org	Classroom Teacher Science/Math Grade 7	2002	11		B.A. University of Oregon M.A. Teaching Pacific University
Buckley, Michael mbuckley@bfccps.org	Classroom Teacher Grade 8 History Grade 7-8	2001	7	Elementary Education 1- 6 SPED Pre K- 9	B.S. Rhode Island College Masters – American History
Burke, Marjorie mburke@bfccps.org	Physical Education	1997	8	Physical Education K- 9	B.A. Northeastern University
Cacciola, Ronnie rcacciola@bfccps.org	Special Education	1996	14	State certified in SPED K-12 Certified in Orton	

Name/ Email	Position/ Subject	Year Joined	Years Exper.	Certificate /Field	Education
Cacciola, Ronnie rcacciola@bfccps.org				Gillingham and Advance Orton- Gilligham Certified in Project Read	
Canning, Julie jcanning@bfccps.org	Classroom Teacher Grade K	2000	12	Early Childhood K- 3	M.Ed. Early Childhood Education
Canning, Laurie lcanning@bfccps.org	French Grade K-1	1995	13	Elementary Education	B.A. French/Child Psychology Tufts University M.Ed. Lesley College
Carroll, Dayle dcarroll@bfccps.org	Speech- Language Pathologist	2002	5	Speech, Language & Hearing Disorders, all levels	B.S. Special Education Bridgewater State College M.S. Communication Disorders Worcester State College
Chambers, Regina rhambers@bfccps.org	Occupational Therapist	2003	12	Occupational Therapy	B.S. Occupational Therapy Quinnipiac College
Christensen, Julie M. jchristensen@bfccps.org	Classroom Teacher Grade 1	1999	30	Elementary Education 1- 6	B.A. Elementary Education College of Mt. St. Joseph
Clayton, Elizabeth eclayton@bfccps.org	Classroom Teacher Grade 8 Science/Math	1999	10	MTEL Passed 05/05	A.B. Geology Smith College M.S. Geological Studies Indiana University
Coyne, Robin L. rcoyne@bfccps.org	Head of School	2004	10	Elementary Education 1-6	B.A. University of New Hampshire English M.Ed. – Bridgewater State
Davis, Susan sdavis@bfccps.org	Classroom Teacher Grade 4	2003	3	Elementary Education 1- 6	B.A. Wellesley College Law Degree Boston University
DeFriez, Rachel rdefriez@bfccps.org	French Grade 2-4	2002	8		B.A. French & English Brigham Young University Cum Laude
Dennis, Stacia sdennis@bfccps.org	Classroom Teacher Grade K	1997	15	Early Childhood Education K- 3	B.S. Boston University
Dwyer, Lynn ldwyer@bfccps.org	Classroom Teacher Grade 3	1995	23	Mod. Spec. Needs Grade K-12 Elementary Education Grade K-8 Guidance Counseling Grade K-8	B.S. Special Education Bridgewater State College M.Ed. Counseling Candidate Bridgewater State College
Edgar, Catherine kedgar@bfccps.org	Administration Office Manager	1995	17		
Fairbanks, Jennifer jfairbanks@bfccps.org	Special Education Grade K-5	2005	4	Elementary Education 1- 6	B.S. Family Studies University of Connecticut M.S. Elementary Ed. Whelock College
Fox, Ann afox@bfccps.org	Aide – K	2000	5		B.S. Elementary education Boston State College
Geraci, Kara kgeraci@bfccps.org	Administration Business Manager	2000	5		B.A. Business Administration Assumption College

Name/ Email	Position/ Subject	Year Joined	Years Exper.	Certificate /Field	Education
Ginnetty, Katherine kginnetty@bfccps.org	Latin	1999	6		M.B.A. Providence College A.B. cum laude Smith College M.B.A.
Grob, Monty mgrob@bfccps.org	Classroom Teacher Grade 6 Science/Math	2001	7	Middle School 5-9 History 5-9 Social Studies 5-9	B.A. University of Massachusetts M.Ed. University of Massachusetts, Lowell
Harpin, Tracy tharpin@bfccps.org	Inclusion	1999	8	Elementary Education 1- 6	B.S. Providence College M.Ed. Elementary Education Lesley University
Hass, Tina	Aide Grade 1	2002	4		B.A. Connecticut College M.L.S. Simmons College
Henderson, Elizabeth ehenderson@bfccps.org	Classroom Teacher Grade 2 K-2 Section Coordinator	1995	33	Early Childhood PreK-3 Social Studies 5-12	B.A. Regis College Ed.M. Harvard University
LaPlaca, Karen klaplaca@bfccps.org	Classroom Teacher Grade 2	2000	11	Elementary Education 1- 6	B.S. Education Lesley College
Lariviere, Susan	Inclusion	2001	11	Elementary Education K- 8	B.S. Elementary Education Gordon College
Lehrman, Betty blehrman@bfccps.org	Drama	2003	27	Theater K- 12	B.S. Theatre Northwestern University M.A. theatre Education New York University
Malouf, Mireille mmalouf@bfccps.org	French Grade 5-8	2003	23	MTEL – French Passed 05/05	B.A. Education Melbourne University
Maurer, Donna dmaurer@bfccps.org	Aide Grade 1	2002	6		
Mayer, Robin	Classroom Teacher Grade 3	2004	3	Early Childhood PreK-3	B.S. Sociology Framingham State
Miller, William K. wmliller@bfccps.org	Special Education Director	1999	26	Special Education	B.A. University of Northern Iowa M.A. Bridgewater College
Ng, Anna ang@bfccps.org	Nurse	1996	31	Commonwe alth of Massachuse tts Registered Nurse	Nursing Centennial College Psychology York University
O'Connor, Reina roconnor@bfccps.org	Classroom Teacher Grade 6 Humanities	2004	8	Elementary education 1- 6	B.A. Psychology University of California M.Ed. Lesley College
Owens, Laurie lowens@bfccps.org	IT Support	2004	10		B.S. Biology Worcester State Tech Courses Northeastern University
Perna, Joseph jperna@bfccps.org	Art Education	2004	4	Visual Art PreK-8	B.A. Clark University M.A. Clark University
Peters, Pamela-Anne ppeters@bfccps.org	Inclusion Grade t	2001	7	Pending	B.A. Modern Languages Beloit College M.S. Special Ed Fordham University

Name/ Email	Position/ Subject	Year Joined	Years Exper.	Certificate /Field	Education
Powar, Melissa mpowar@bfccps.org	Classroom Teacher Grade 7 History/English	2003	1	Middle School English 5-8	B.A. American Studies/American Literature Amherst College Law Degree University of Chicago M.Ed. Middle School English Lesley College
Priest, Heather hpriest@bfccps.org	Special Education Grade K-5	1997	9	Elementary Education 1- 6 Special Needs PreK- 9	B.A. Special & Regular Education Calvin College
Scharlacken, Darla Dscharlacken@bfccps.org	Librarian	1996	9	Elementary Education 1- 6	B.A. Texas A&M University M.A. Bridgewater College
Schwab, Deborah dschwab@bfccps.org	Administration Assistant Head of School	2001	4		B.S. Management Bryant College
Sette, Jeanmarie isette@bfccps.org	Kindergarten Aide	2004	9		B.S. M.A. Early Childhood Education K-3 Lesley College M.Ed. Lesley College
Sharistianian, Beth bsharistianian@bfccps.org	Classroom Teacher Grade 5	2002	7	Moderate Special Needs PreK- 8	B.A. Psychology Hobart & William Smith Colleges
Simpson, Diane dsimpson@bfccps.org	Physical Education	2000	6		
Slobodkin, Jodi jslobodkin@bfccps.org	Inclusion	2004	3	Special Needs PreK- 9, 5-12	B.S. Special Education Boston University M.Ed. Simmons College
Urkevic, Kathy kurkevic@bfccps.org	Classroom Teacher Grade 5 History/English	2003	2	Elementary Education 1- 6	B.A. Social Work Boston University M.Ed. Lesley University
Weidman, Susan sweidman@bfccps.org	Classroom Teacher Grade 1	2002	3	Elementary Education 1- 6	B.S. Elementary Education Interdisciplinary Degree in Behavioral Science
Whitney, Edith ewhitney@bfccps.org	Psychologist	2000	26	Licensed Educ. Psychologist, marriage/fam ily therapist, mental health counselor Cert. School Psychologist	B.S. University of Hartford M.S. University of Rhode Island
Williamson, Ellen ewilliamson@bfccps.org	Administration Administrative Assistant Student Service Office	2004	16		Boston Business School Mass Bay Community College

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

Faculty Positions	Total
Classroom Faculty	18.0
Classroom Aides	4.0
French	1.3
Latin	.5
Physical Education	1.5
Librarian	.6
Student Newspaper	0.0
Instrumental	2.0
Music	.6
Drama	.1
Art	1.
Dance	0.0
SPED Teachers	4.0
SPED Aides	3.0
Speech Pathologist	1.0
Reading Specialist	0.0
Total	37.6

Percentage of Teaching Faculty Designated as Highly Qualified:

88% or 16 out of 18 of our FT Classroom Teachers are considered highly qualified.

The average class size is 22 students.

Teacher attrition

The percentage of Teaching Faculty employed by the school that have left since the beginning of the school year is: .03%

- 1 classroom teacher left for maternity leave
- 1 FT Inclusion teacher left for maternity leave

Out of all FTE 37.6 - 13% will not return.

- 2 Faculty members on maternity leave decided not to return
- 2 Student Service Staff left
- 1 Classroom Teacher left
- 0 Specialists

Financial Profile

Financial Statement for FY05 (unaudited, if necessary)

See attachment "A" in Excel for the Draft Financial Statement for the Fiscal Year 2005.

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

See attachment "B" in Excel for the Draft Balance Sheet for the Fiscal Year 2005.

Approved School Budget for FY06

See attachment "C" in Excel for the approved School Budget for the Fiscal Year 2006.

Dissemination

Please Describe What The School Has Done To Define Best Practices And Disseminate Them To The Public

HOS and Faculty Presentation and Dissemination Activities

- Walk for Hunger: On May 1, 2005, the School's Team "Ben's Best" consisted of 17 Faculty and Staff and raised close to \$3,000.00
- Massachusetts Reading Association Presenter, Teamwork Builds Literacy: Karen LaPlaca
- Bridgewater State College, Gearing Up for Education Job Market Event: Deb Schwab and Robin Coyne
- MCSA Convention and Best Practices Showcase: Volunteers Ellen Williamson and Robin Coyne
- Core Knowledge National Conference Presentation: Robin Coyne
- Dean College informal partnership: Robin Coyne met throughout the year with the following community leaders and organizations:
 - Paula Rooney
 - Sherry Mylott, Vice President of Institutional Advancement
 - Francine Stark Dean of Continuing Education
 - Franklin Downtown District
 - Mass Development
 - Cresna Group
- DOE Site Visit Inspector: Robin Coyne
- Resource Center Study: Robin Coyne
- Center for Study of Charter Schools Student Disability Survey: All Faculty
- Renewal Ceremonies: Judy Bergesen
- Foxboro shared Community Service Faculty Day
- HOS met with Cindy Kozilt and Katie Watkins at Dean College on Student life and what they could implement here with their plays etc
- Franklin High Seniors came to interview HOS on "How the budget supports the Charter School."
- Consultation with Deborah Farmer on Character Education
- William Miller and Ellen Williamson to Bridgewater State for Homelessness Training
- Andrea Emond contacted the American Heart Association for curriculum and is being discussed with Diane Simpson and Margie Burke
- PCO officers attending PCC meetings in the elementary and middle schools in Franklin and collaborating arts enrichments with them
- Attleboro Visiting Nurse Association came and did a talk on Bereavement Support Programs and how to talk with families and children
- Mass Railway-talk about Rail crossing safety

Board of Trustee Presentations and Dissemination Activities

- MCSA 10th Anniversary Celebration, Boston MA
- Nominating Committee Outreach
- MCSA Delegate Assembly
- DOE Leadership Workshops
- The Dane Group for Strategic Planning

Visitors and Outreach to the Community

- Art's Enrichment Committee outreach with Franklin Public Schools Arts Enrichment Group
- Enrollment Open Houses and Advertising
- Fall Family Picnic, guests included:
 - Scott Brown, State Senator
 - James Vallee, State Representative
 - Jim Coffey, State Senator Candidate
- High School Fair: 25 Schools were represented at the fair
- 10th Anniversary Celebration honoring community members:
 - James Valle, State Representative
 - Robert Valle
 - Paula Rooney, President Dean College
 - Linda Brown
 - Edward Kirby
 - BJ Steinbrook
 - Karen Bohlin
- William Schwartz, HOS - Foxboro
- Ted Hirsch, Core Knowledge Foundation Board Member and National Presenter
- Franklin Senior Center
- Bonnie Sullivan, Mass Development
- Lester Long, Fellow Building Excellent Schools
- Ronald Irwin, Canadian Consul General
- Feasibility Study
- Michelle Pearl, Monster.com – Career Presenter
- Chuck Mayo, Oncology – Radiologist – Career Presenter
- John Berg, Inventor – Inventor - Career Presenter
- Liz Gray, Uphams Corner Charter School to Observed Latin Program

Student Presentations and Dissemination Activities

- Participation in Fourth Grade NAEP test
- Massachusetts Music Educators Central District Band Orchestra and Chorus
- Dean Bank: Millionaire for a Day and Luncheon
- Red Sox Day: Press release distributed. Raised \$400 for Red Sox Foundation
- Participation in the World's Largest Concert
- American Association of French Le Grand Concourse - 6 students placed nationally
- John Hopkins University: CTY Talent Search
- Participation in MEFA Second Annual College Savings Art Program
- Participation in National Latin Exam

Media

- Article in Massachusetts Music Review Fall 2004 on Bruce Pearson's visit to BFCCPS
- "Honoring Their Successes": Ronald Irwin, Canadian Consul General visits school, Milford Daily News May 14, 2005
- Student: Alexander Vitti's work featured in Arts and Activities, the nation's leading art education magazine, November 2004
- "Charter School Shares Stories" with Seniors, Milford Daily News
- Press Release: Governor Mitt Romney Celebrates Decade of Charter School Success, May 5, 2005

- "Local Musicians to Perform with Youth Symphony" February 11, 2005, The Country Gazette
- "Bye, Bye Dolly, They're Good", April 8, 2005, The Country Gazette

Memberships

- MCSA
- Franklin Downtown Partnership
- ACSD
- National Middle School Association
- Mass Assoc of Spec Ed Parent Advisory Councils
- School Library Journal
- Core Knowledge Foundation