

1. School Contact Information: (Cover Page)

LOGO
2010 Annual Report

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3. 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 430 students in grades K-8. BFCCPS can enroll a maximum of 450 students. We plan to continue to strive to full enrollment in grades 5-8, bringing us closer to our maximum enrollment. Our waitlist has grown significantly at each grade level, except 8th. Currently class sizes are not maxed out at each grade level. The issue of class size and implications of adjusting it are considered each year. BFCCPS has just completed its fifteenth year of operation. BFCCPS was awarded its 3rd Charter Renewal during the 2009-2010 school year. The school can operate under this charter until 2015. The school is located in a former Catholic Parish School in Franklin.

4. Dear BFCCPS Community,

It is my pleasure to present the 2009-2010 Annual Report for BFCCPS. We've had another very successful year, and I'd like to highlight some of our accomplishments. This past year, we were excited to receive our third five-year charter renewal. Dr. O'Malley and his staff did an outstanding job during the renewal process, and have our grateful appreciation and recognition for this accomplishment.

A new ELA curriculum was chosen and the implementation process began. The teaching staff was highly involved in the selection process, and is excited to have one common curriculum. The role of school librarian is being augmented to that of a technologist/librarian for the upcoming year. The school will add a benchmark curriculum to define what students at each grade level will know.

Enrollment continued to increase, and we experienced our largest student body to date. We said good-bye to 43 eighth graders, our biggest graduating class yet. They will be attending a variety of public and private high schools, and we wish them much success.

The Board has continued to focus on investigating alternatives to our current location. While we are making progress with key decisions that help define what our needs will be in the future, we have not yet found a viable option. We continue to obtain professional advice and guidance, investigate opportunities that arise, and tour potential locations in Franklin. We have also engaged in lease negotiations with our current landlord over the past year.

The Board, through its Mission Committee, has developed documents defining each of our four pillars. These documents have been approved by the Board and will be combined into one policy. A great deal of research and work went into developing this information, and we are excited to have it completed.

We made several minor amendments to our by-laws in order to allow the Board to function more effectively. We reduced the number of elected trustees to a range of no fewer than seven and no more than 15; we eliminated the requirements to create a Nominating Committee annually, to fill a vacancy that may occur during the academic year within 30 days of such vacancy; and that committee chairpersons make a formal report of the committee's activities at each Board meeting.

The Faculty Input Team (FIT) continues to be a very valuable and successful tool, allowing teachers to share in the decision-making for issues that affect them directly. This very collaborative process has resulted in implementing some of the day-to-day processes that impact the teaching staff.

BFCCPS commissioned internationally recognized composer Robert W. Smith to write a piece of music for us. We invited the Franklin Public middle schools to collaborate with us on this project. The result was an outstanding concert during which this original piece, "Benjamin Franklin and the Art of Music", was premiered by a combined band composed of students from BFCCPS and each of the three middle schools in Franklin. We were honored to have Robert W. Smith and his family present for this event.

Thank you to retiring board members Tim Tracy and Cheryl O'Donnell for their valuable contributions to the Board, John Neas for his considerable contributions in serving the school as a member of the Board for the past five years, and to Gail Trotin for two years of bringing an invaluable staff perspective as the Board Faculty Representative. We welcome new trustees Lax Iyer, Jerry Cimmino, and Ed Callahan.

I would like to express appreciation for the contributions of those staff members who are leaving BFCCPS this year - Tina Hass, Matt Boday, Kevin Buckley, Kristina Salley, and Sarah Russell. We wish them the best in their future endeavors.

We welcomed five new staff members to the BFCCPS community this past year: Dr. Sandra Perry (Latin and French teacher), Lisa Langevin (Occupational Therapist), Kathleen Joyce (Math Specialist), Sarah Russell (Art teacher), and Suzanne Graham (Bookkeeper).

Finally, I offer a heartfelt thank you to Dr. O'Malley and the wonderful faculty, staff, students and parents who all contribute to the success of our school. Together we make BFCCPS the unique and special place it is. I look forward to another year of being the best we can be!

Sincerely,

Lori A. Clements
President, BFCCPS Board of Trustees

5. 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.”

6. PERFORMANCE AND PLANS SECTION

a. Faithfulness to Charter- Accountability Plan Objectives

Performance Objective 5: The school will provide students a classical education that is coupled with Character Development

- 100% of students in Kindergarten - Grade 4 will earn a leaf in the Forest of Virtues annually **(Table 6.1)- Objective Met**
- 85% of parents of students in Kindergarten - Grade 8 will indicate on a annual survey that character development opportunities have made a positive impact on their child’s personal growth, self esteem, habits of mind, sense of community, and behavior, and that their child understands the meaning of each virtue – **Objective Met**

Table 6.1 Forest Of Virtue Awards 2009/2010

Grade Level	Total Number of Students at Grade Level	Total Number of Students who received a Leaf	Met Goal
K	46	46	Yes
1	47	47	Yes
2	48	48	Yes
3	48	48	Yes
4	47	47	Yes

- 100% of students in Grades 6 - 8 will demonstrate character development by successfully completing projects through their individual advising groups **(Table 6.2)- Objective Met**

Table 6.2 6-8 Character Development Project Completion 2009-2010

Grade Level	Total Number of Students at Grade Level	Total Number of Students who completed a project	Examples of Projects	Met Goal
6	53	53	-Personnel Motto -Create a Character Ed Lesson Plan -Introduction to Middle School books for rising 6 th graders - Academic Goals - Organization/ Time Management	Yes
7	50	50	-Academic Goals - Brainstorm, research and proposal activities for individual capstone projects -Tolerance - Working with K/1 students to create projects/reading/writing -Worked with various classes to being a community garden	Yes
8	43	43	-Brainstorm, research and develop proposal, fulfill capstone projects. (see table 6.4 under Community Service for examples) -Academic Goal setting - working with K students to complete Mother's Day projects	Yes

- 85% of parents of students in Kindergarten - Grade 8 will indicate on an annual survey that character development opportunities have made a positive impact on their child's personal growth, self esteem, habits of mind, sense of community, and behavior, and that their child understands the meaning of each virtue –**Objective Met:**

Survey Response: Character Education

A survey for the 2009/2010 school year was disseminated to each family attending BFCCPS. Of the surveys returned, 100% of students and parents responded that character development opportunities have made a positive impact on their child's personal growth, self esteem, habits of mind, and sense of community. 100% of parents also responded that the character development had a positive impact on school culture. The Forrest of Virtue assemblies, as well as the newly implemented Character in Action Awards for middle school students were both mentioned as positive experiences for the students.

Performance Objective 6: BFCCPS will provide students with opportunities for Community Service

- 100% of students in Kindergarten - Grade 5 will complete monthly community service activities within their homerooms (**Table 6.3)- Objective Met**
- 100% of students in Grades 6 - 7 will complete service projects (**Table 6.3)- Objective Met**

Table 6.3 2007-8 K-8 Community Service Activities at BFCCPS

Grade	What community service program projects do you do at your grade level?
	- Bookmarks for the library

Grade	What community service program projects do you do at your grade level?
K	<ul style="list-style-type: none"> - Rake the leaves in the courtyard - Build bird feeders - Earth day trash cleanup - Library clean up - Clean classroom shelves - Movie Night with 5th grade buddies to benefit Heifer International - Book drive during Holiday season for local reading program - Toy drive for Toys for Tots - Canned food and toiletries drive for Franklin Food Pantry - Heifer International classroom fundraiser to benefit the Earthquake victims - Start seedlings for community garden
Grade 1	<p>Sept. – Review school rules (hallway, bathrooms, specialists’ rooms’, etc.); Establish and discuss classroom rules; discuss friendship (justice – virtue of the month). All done in class.</p> <p>Oct. – Bookmarks made for town of Franklin library patrons; cards made for firefighters expressing appreciation. Done in class and then delivered during “walking field trips.”</p> <p>Nov. – Cards made for Meals on Wheels recipients. Done in class.</p> <p>Dec. – Placemats made for patients at St. Jude’s Hospital. Done with partners from other first grade class.</p> <p>Jan. – Birdfeeders are made to help feed birds during winter. Done in class. In class fundraiser for Heifer International to raise money for Haiti Earthquake survivors.</p> <p>Feb. – Valentine’s Day cards made for Meals on Wheels recipients. (Last year we also collected supplies for soldier’s in Iraq.) Done in class.</p> <p>Mar. – St. Patrick’s Day cards made for Meals on Wheels recipients.</p> <p>April – Various projects are done around the school and at home in honor of Earth Day (i.e.: recycling, picking up trash at a playground, planting saplings provided by the Arbor Society, etc.) Done in class, within the school, and as homework. Read to Feed for Heifer International</p> <p>May/June – Students pair up with kindergarten friends, write a friendly letter to our friend and show them around the classrooms so that they have a better understanding of first grade. First grade teachers work with kindergarten teachers and plan an activity for students to work together in the first grade classroom so that the kindergarten children spend time in each first grade room with each teacher.</p>
Grade 2	<p>Meals on Wheels Monthly Cards Pennies for Patients (leukemia) Senior Center Partnership fulfill needs at their request Make cards and other items at the request of the Franklin Senior Center; cell phone and ink cartridge drive Read to Feed -Heifer International In class fundraiser for Heifer International to raise money for Haiti Earthquake survivors. Start seedlings for community garden</p>
Grade 3	<p>Every year, we serve as book buddies to 1st grade with input from parent reps; we take on a year long project. The third grade did two large community service projects this year. The first was to do various trips to the Forge Hill Assisted Living facility, where they did activities with the</p>

Grade	What community service program projects do you do at your grade level?
	residents. The third grade students visited the Assisted Living Facility every other month. They also organized a book and game sale at school to benefit Heifer International.
Grade 4	Book buddies Monthly cards for “Meals on Wheels” recipients Organized a book and game drive and then sale to benefit Heifer International
Grade 5	School Store Penny fight for Heifer International Hats Off for Cancer! Senior Center volunteers Relay for Life volunteers and participants Popsicle sale for Run to Home Base Kindergarten Buddies K/5 Movie Night to benefit Heifer International Introduction to 5 th grade books for 4 th graders rising to 5 th grade Start seedlings for community garden
Grade 6	Box tops for Education Franklin Senior Center
Grade 7	Food-pantry food drive Continuing Gym Uniform Recycling program started as a Capstone Project Begin Capstone Projects Begin a Service in Action calendar for sale to document various Service projects done throughout the year, for sale to benefit Heifer International
Grade 8	Capstone Projects (Vary each year) School helpers (Office w/tasks etc) Various drives (School supplies, gifts at Holiday time) Clean up courtyard, playground Begin an International cookbook for sale to benefit Heifer International
Faculty	“Ben’s Best”: Raise money for, and participate in the Walk for Hunger “Belle of the Ball” 12 faculty/staff members and their families participated in the Ball-gown day, where we helped match young girls with their dream prom gown. Community Garden Initiative- Began a community garden in conjunction with other Franklin institutions to supply fresh, local grown ingredients to the Franklin Food Pantry Walk to school Wednesdays: Coordinate student walking program to increase healthy living.

- 100% of students in Grade 8 will complete an approved yearlong Capstone service Project (**Table 6.4)- Objective Met**)

Table 6.4 Eighth Grade Capstone Projects for 2008-2009 school year:

Project/Organization
“Environment Movie Night”- created an environmental movie regarding some serious environmental issues. Presented the movie to students in grades 3-8.
“Purr-fect Cat Shelter”- made cat beds for the shelter to be given to the cats for their cages and to stay with them when they go to their adoptive families.
“Activity Bags for Pediatric Patients”- made activity bags for pediatric cancer patients at Milford Whitinsville Regional Hospital. Ran a donation drive for items to be included in the bags.
“BFCCPS Recycles” - A plastic bottle recycling program. The money raised was donated to Heifer International, our 2009-2010 School-wide community service project.
“Metacomet Land Trust”- Cleaned up the Metacomet Land Trust Area in the Franklin Woods development. Removed trash and debris from the woods, and raised money by selling “Trail-Mix” to purchase stepping stones to create a walking path .
“Soccer Camps”- Provided 2 soccer camps for children with disabilities. The first was a week long camp during

the summer of 2009. The second ran for 6 weeks during the fall. Students held a bake sale to raise money for equipment and prizes, and donated the rest to Special Olympics.
“Franklin Food Pantry”- requested canned items during Halloween Trick or Treating. Raised over 120 pounds of food, and donated to the food pantry. They donated their time to the food pantry as well.
“Physical Education Fields”- Cleaned and maintained the PE fields at the school.
“Citizens of Sderot, Israel”- Performed in skits and shows with others to raise money to help the citizens of Sderot. The money raised will help build a summer camp which will improve the lives of children living in fear of frequent attacks.
“Jen’s Jackets”- Collected coats at school and neighborhood businesses. Donated them to women’s shelters in Haverhill and Taunton.
“Children in Common/Knitting” – Taught after school knitting classes to make knitted goods to donate to Children in Common.
“Cancer Research/Pan Mass Challenge”-Students rode their bikes 48 miles in the Pan Mass Challenge to raise money for cancer research.
“Sarcoidosis”- Created a PowerPoint presentation to educate and raise awareness of this disease.
“Animal Shelter”- Students collected and donated items to the MSPCA.
“Big Brother/Big Sisters Shoe Drive”- Students started a shoe drive and donated their shoes to Big Brothers/Big Sisters.
“Sports Drive”- Ran an incredibly successful used sports equipment drive, and collected and donated items to Big Brothers/Big Sisters.
“Saddlebred Rescue” Ran numerous fund raisers for Saddlebred Rescue, and held activities to raise awareness for this organization, and to educate the student body on the mission of this organization.
“Project Happy”- raised money for Boston Children’s Hospital. Held a puzzle competition at school for students to create puzzles for the children at the Hospital to complete. They collected the puzzles and created puzzle books for the patients.
“ALS”- coordinated a walk to benefit ALS research.
“Babysitting for BFCCPS”- Students coordinated a school babysitting service for parents so that they could attend school functions (parent/teacher conferences, curriculum nights, PCO meetings, board meetings).
“Cranes for Cancer Research”- Worked with classmates on folding cranes and sold them to BFCCPS students. Money raised was donated to Dana Farber Cancer Research Center. The idea was inspired from the book <u>Sadako and the Thousand Paper Cranes</u> .
“Letters to Soldiers”- Coordinated a letter writing campaign for US Soldiers serving in Iraq and Afghanistan.
“YMCA Volunteer”- Volunteered to help children at the YMCA with special needs. Worked as a one-on-one to help integrate children into various Y activities.
“Alternative Gift Fair” Helped to create and organize an Alternative Gift Fair in order to inform community members of other ways of donating during the holiday season.
“Feeding America” Hosted several morning breakfast fundraisers to help educate students on healthy breakfast alternatives. The money she raised was donated to Feeding America.
“Homework Helper” Volunteered time in the 3,4 and 5 th grade homework club after school.
“Re-building Homes”: Researched, raised funds, and participated in a home-building trip to New Orleans to help rebuild homes destroyed by Hurricane Katrina.
“World Vision” Held fundraisers to raise money for World Vision, and organization that deals with poverty around the world.
“Kindergarten Helper” volunteered in each Kindergarten classroom once a week to help support teachers and students.

- | |
|---|
| <ul style="list-style-type: none"> • 85% of students in Kindergarten - Grade 8 will indicate on a year end survey that the community service opportunities have made a positive impact on their personal growth, self esteem, habits of mind, sense of community, and contribution to school culture • 85% of parents of students in Kindergarten – Grade 8 will indicate on a year end survey that the community service opportunities have made a positive impact on their child’s personal growth, self esteem, habits of mind, sense of community, and contribution to school culture. Objective Met |
|---|

Survey Response: Community Service

A survey for the 2009/2010 school year was disseminated to each family attending BFCCPS. Of the surveys returned, 100% of students and parents responded that community service opportunities have made a positive impact on their child’s personal growth, self esteem, habits of mind, and sense of community.

100% of parents also responded that the community service opportunities had a positive impact on school culture.

Performance Objective 7: BFCCPS will assist parents in their role of Primary Educator.

- | |
|---|
| <ul style="list-style-type: none">• 100% of parents of students in Kindergarten – Grade 8 will return a completed Family Pledge. Objective Met |
|---|

100% of parents of parents of students in Kindergarten – Grade 8 returned a completed Family Pledge as of November 30,2009.

- | |
|--|
| <ul style="list-style-type: none">• 85% of parents in Kindergarten – Grade 8 will indicate on an annual survey that the opportunities for Parents as Primary Educators were enhanced by the school. Objective Met |
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Survey Response: Parents as Primary Educator

A survey for the 2009/2010 school year was disseminated to each family attending BFCCPS. Of the surveys returned, 100% of parents responded that opportunities for Parents as Primary Educators, were enhanced by the school. They noted communication as one of the most successful aspects of the school. Communications mentioned included: Monthly Scope and Sequence, Pink Sheet calendar of events, EdLine teacher websites, and the new AlertNow mass communication system we implemented this year.

- **Common School Performance Criteria**

Implementation of Mission, Vision, and Educational Philosophy:

The mission of the Benjamin Franklin Classical Charter Public School is to assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development and community service. This mission rests on four pillars: Classical Education, Parents as Primary Educators, Community Service and Character Education. These four pillars are woven into an integrated curriculum, creating an education of the whole child.

The BFCCPS academic program, pedagogical approach, curriculum and assessment continue to be rooted in the unique education philosophy defined by our charter. BFCCPS was founded on the belief that a shared “classical” basis of knowledge makes schooling more effective by allowing students to build on a common base of knowledge. This was evidenced by our adoption of the Core Knowledge Sequence, and over our 14 year history has grown to effectively incorporate core knowledge with the Massachusetts State Frameworks for each subject area. We have resulted in a blended approach that both stays true the mission of our school, and serves our students as move through the Massachusetts public school system. For example, eighth grade English may use a suggested Core Knowledge text or poem to teach the comprehension skill set forth by the Massachusetts English Language Arts Frameworks. These alignments were generated over the years collaboratively between administration and staff, and continue to be refined for optimal results. As further evidence of our schools commitment to making this enriched curriculum successful, we commit professional development money to send a group of teachers to the National Core Knowledge Conference each year. In support of the “parents as primary educator” pillar these faculty members present their experience in a workshop open to the school community.

The academic program also supports the pedagogical approach of educating the whole child, as articulated in the school’s charter. An approach to a classical education not only includes the strong base of the Massachusetts Frameworks and Core Knowledge sequence, but also exposure to diverse Fine Arts and Foreign Language programming. Students at BFCCPS begin having French in Kindergarten, and Latin in third grade. Students also participate in Physical Education twice weekly, and Music and Art instruction weekly. Beginning in fourth grade students can choose to participate in instrumental band. BFCCPS has earned the unique national distinction of being named on of the tope 100 communities for Music Education. In grades 6-8 students participate in a fine arts double period self-selecting from a range of courses including music technology, advanced topics in art, and theater. In an effort to increase the classical nature of our curriculum, we have increased the amount of foreign languages our students study. All students grade 3-8 now study Latin at least once a week for 50 minutes. We also increased our French program to

include one more class of French instruction per week in the fifth grade. We see maintaining a pedagogical approach that emphasizes educating the whole child as key to the achieving the academic success BFCCPS has achieved.

Additionally Character education and community service continue to be key parts of the programming at BFCCPS. We are committed to developing the traits of character and habits in children that will help them to be successful and conscientious contributors to society. Character Education is infused into the delivery of all content areas. In grades K-4, class meeting and Responsive Classroom strategies have become a foundation piece that allows character education instruction and discussion to flourish. Community service occurs regularly, as is developmentally appropriate at each grade level. In grades 5-8, character education and community service are supported by an advising program. With support of our Parent Community Organization (PCO), and our Board of Trustees, we were able to purchase additional character education resources this year, to incorporate into our already existing curriculum. These additions have increased the caliber of Character Education instruction at BFCCPS.

The advising program continues to undergone some structural refinement. Each student is paired with a faculty or staff member who serves as advisor and provides small group character education and academic skill instruction to that group of students throughout grades 6-8. As a culminating project that highlights student achievement in both character development and community service, seventh grade students begin, and eighth grade students complete a self designed community service capstone project. Evidence that supports the K-8 specific achievements in the character education and community service are listed in the Accountability Plan section of the Annual Report.

The community service pillar of our mission has undergone refinement as well. In the spring of 2009, members of our FIT (Faculty Input Team) created a Community Service plan for the 2009-2010 school year. In conjunction with administration, FIT presented a 3-tier community service structure in which all students would be involved in at least 3 different types of community service initiatives. One school, one local (i.e. neighborhood, town, state, national) and one global project would be completed at each grade level. The global project would be voted on by the community at large, and would be treated as a whole school initiative. The community chose Heifer International as our whole school community service organization. Evidence of community service projects by grade level are listed in the Accountability section of the Annual Report.

A key piece of evidence that supports how we deliver our academic program as outlined in our charter is our monthly Scope and Sequence. The Scope and Sequence is a document generated by teachers that outlines the academic objectives for the upcoming month. This also helps to support a key aspect of our schools mission, the support of parents as the primary educators of their children. In an effort to increase communication with parents, these monthly Scope and Sequence documents are now emailed to each parent.

Strengthening the mission of the school includes strategies to systemically deliver character education, community service and content area concepts in a rigorous and thought provoking way. Curricular changes and text book adoptions will help to strengthen our academic program. This past year we successfully chose a new K-4 coordinated ELA program, and began training faculty and staff on its implementation. We are looking forward to a complete program rollout in 2010-2011. We have also supplemented our curriculum with technological supported text-books where possible. Students can now access their Math, Science, Social Studies, French, and ELA textbooks from any computer with internet access.

The mission committee of the Board of Trustees is actively working to support the mission and vision of the school. This past year they worked to create shared definitions of the four virtues that our character education system is based upon. In 2009-2010, this committee worked to revise the definition and scope of a Classical Education, as well as Parents as Primary Educator. A document was created explaining the BOT understanding of these pillars, and their plan to enhance and support them in the future.

BFCCPS recognizes the need for great leadership in a successful school. The Head of School, in conjunction with the Board of Trustees, has created a succession plan, as well as a reorganization of administration, in order to ensure a smooth and easy transition if any of the administrative team decided not to return to school in their current position. This reorganization and succession plan would ensure that the mission and the goals of the school be carried out by a person who is familiar with the school as well as someone the board had confidence in.

b. Academic Program Success- Accountability Plan Objectives

External Measures:

- MCAS
- ERB
- National Latin Exam
- Le Grand Concourse Exam (French)
- AYP reports

The BFCCPS Charter was renewed in January 2005. We administer the ERB’s in the fall and the MCAS in the spring. We make use of the data to inform and improve instruction, not just to measure student and school achievement.

Performance Objective 1: All students at BFCCPS will demonstrate competency in skills fundamental to academic success in English language arts and mathematics.

Annual Yearly Progress (AYP): (Table 6.5)

- BFCCPS will make AYP in the aggregate and for all statistically significant sub-groups.
Objective Met

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.

		2001	2002	2003	2004	2005	2006	2007	2008	2009		NCLB Accountability Status
ELA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
	-	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
MATH	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
	-	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		

*(taken directly from the MA DOE website)

- **Terra Nova Cat 6:** 85% of first and second grade students will meet or exceed the 75th percentile (MDNP Median National Percentile) in Reading/Language Arts on the Terra Nova CAT 6 **Terra Nova CAT 6 –Not Met**
- **Terra Nova Cat 6:** 85% of first and second grade students will meet or exceed the 75th percentile (MDNP Median National Percentile) in total Math on the Terra Nova CAT 6 **Not Met**

- **MCAS:** 85% of students in grade levels assessed by the MCAS will achieve Proficient or Advanced in Math and ELA **Making Progress**

When interpreting MCAS results keep in mind, BFCCPS is a small school with relative few students in each grade compared to most other schools.

Overall Ranking:

These results for Benjamin Franklin Classical Charter School, released in September of 2009, are for the MCAS exams taken in the Spring of 2009. Source: Massachusetts Department of Education.

Note: "Placement overall" ranks schools by combining the percentage of students who were either "Advanced" or "Proficient" and comparing that number for each subject and grade with schools across the state. *The ranking was done by Boston.com.*

Table 6.6 Overall MCAS Ranking

Grade/ Subject	% Adv	% Prof	%Adv + Prof	State % Adv+Prof	% Needs Improving	% Warning/ Failing	Students Tested	Placement Overall
3 rd Reading	23	52	75	57	23	2	48	176 of 980
3 rd Math	40	44	84	60	13	4	48	77 of 981
4 th English	6	74	80	53	19	0	47	86 of 967
4 th Math	43	30	73	48	26	2	47	93 of 967
5 th English	31	65	86	63	4	0	49	7 of 896
5 th Math	45	39	84	54	14	2	49	61 of 897
5 th Science	35	41	76	49	24	0	49	86 of 897
6 th English	21	72	93	66	8	0	53	14 of 565
6 th Math	55	23	78	57	21	2	53	77 of 565
7 th English	31	60	91	70	7	2	42	41 of 466
7 th Math	36	38	74	49	24	2	42	46 of 466
8 th English	49	44	93	78	5	3	39	62 of 464
8 th Math	60	28	88	48	8	5	40	8 of 464
8 th Science	15	63	78	39	13	10	40	7 of 464

Table 6.7 Longitudinal Class Trends in MCAS Performance

Year MCAS Taken	2006	2007	2008	2009
Class of '09 Eighth Grade	ELA: 90% Math: 62% 5th Grade	ELA:95% Math: 79% 6th Grade	ELA:88% Math: 75% 7th Grade	ELA:93% Math: 88% 8th Grade
Class of '10 Seventh Grade	ELA:86% Math: 80% 4th Grade	ELA:83% Math: 76% 5th Grade	ELA:91% Math: 76% 6th Grade	ELA: 91% Math:74% 7th Grade
Class of '11 Sixth Grade	Reading:76% 3rd Grade	ELA:85% Math: 76% 4th Grade	ELA:91% Math: 85% 5th Grade	ELA:93% Math: 78% 6th Grade
Class of '12 Fifth Grade		ELA:94% Math: 83% 3rd Grade	ELA:95% Math: 93% 4th Grade	ELA:95% Math: 93% 5th Grade
Class of '13 Fourth Grade			ELA:93% Math: 92% 3rd Grade	ELA: 86% Math: 84% 4th Grade
Class of '14 Third Grade				ELA:75% Math: 84% 3rd Grade

- ELA – English Language Arts
- M – Math
- R – Reading

Responses to MCAS Results

Response ELA:

- Our Reading Specialist has analyzed individual student MCAS data, identified weaknesses and is providing instructional support based on the analysis to teachers and students in K – 4.
- Teachers are analyzing test data for areas or trends that need addressing.

- Sample MCAS tests were administered.
- DIBELS testing is administered three times a year. Data derived from this is used to inform and improve our reading instruction in grades K-5.
- ELA Curriculum was redesigned and a new ELA coordinated text series was purchased for grades K-5
- Working on a coordinated writing program K-8

Response Math:

- Teachers analyzed test data for areas or trends that need addressing.
- Sample MCAS Tests were administered.
- A math specialist addressed needs in all grades and provided faculty and students with instructional support.
- Before and after school math support sessions were made available.
- Researched and began implementation of new math curriculum to achieve a closer alignment with the MCF.
- Prioritized professional development funds for math workshops and training.
- Increased training and support for new math program.

• **ERB:** 85% of fourth through eighth grade students will meet or exceed grade level criteria on the ERB. **Objective Met**

ERB Writing Exam

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:

Table 6.8 ERB Data

Scale Score	Goal	2009/2010	2008/2009	2007/2008	2006/2007	2005/2006
Grade 8	800	829	855 (gr7)	565 (gr6)	535 (gr5)	471 (gr4)
Grade 7	700	786	690 (gr6)	569 (gr5)	480 (gr4)	
Grade 6	600	661	672 (gr5)	456 (gr4)		
Grade 5	500	624	469 (gr4)			
Grade 4	400	486				

*Pink Shading indicates goals that were met or exceeded.

Overall Development	2009/2010	2008/2009	2007/2008	2006/2007	2005/2006
Grade 8	4.0	3.6 (gr7)	3.6 (gr6)	3.4 (gr5)	4.5 (gr4)
Grade 7	3.8	4.3 (gr6)	3.7 (gr5)	4.5 (gr4)	N/A
Grade 6	4.1	4.3 (gr5)	4.3 (gr4)	N/A	N/A
Grade 5	3.8	4.7 (gr4)	N/A	N/A	N/A
Grade 4	4.7	N/A	N/A	N/A	N/A

Organization	2009/2010	2008/2009	2007/2008	2006/2007	2005/2006
Grade 8	4.1	3.9 (gr7)	3.8 (gr6)	3.7 (gr5)	4.7 (gr4)
Grade 7	4.0	4.4 (gr6)	3.8 (gr5)	4.6 (gr4)	N/A

Grade 6	4.2	4.1 (gr5)	4.3 (gr4)	N/A	N/A
Grade 5	4.0	4.7 (gr4)	N/A	N/A	N/A
Grade 4	4.8	N/A			

Support	2009/2010	2008/2009	2007/2008	2006/2007	2005/2006
Grade 8	3.8	3.2 (gr7)	3.4 (gr6)	3.2 (gr5)	4.5 (gr4)
Grade 7	3.5	4.3 (gr6)	3.4 (gr5)	4.6 (gr4)	N/A
Grade 6	4.0	4.1 (gr5)	4.0 (gr4)	N/A	N/A
Grade 5	3.7	4.7 (gr4)	N/A	N/A	N/A
Grade 4	4.7	N/A	N/A	N/A	N/A

Sentence Structure	2009/2010	2008/2009	2007/2008	2006/2007	2005/2006
Grade 8	4.1	3.7 (gr7)	3.6 (gr6)	3.5 (gr5)	4.2 (gr4)
Grade 7	3.8	4.1 (gr6)	3.6 (gr5)	4.0 (gr4)	N/A
Grade 6	4.1	4.1 (gr5)	4.0 (gr4)	N/A	N/A
Grade 5	4.0	3.9 (gr4)	N/A	N/A	N/A
Grade 4	4.3	N/A			

Word Choice	2009/2010	2008/2009	2007/2008	2006/2007	2005/2006
Grade 8	4.1	3.9 (gr7)	3.8 (gr6)	3.7 (gr5)	4.4 (gr4)
Grade 7	4.0	4.3 (gr6)	3.9 (gr5)	4.4 (gr4)	N/A
Grade 6	4.3	4.3 (gr5)	4.3 (gr4)	N/A	N/A
Grade 5	4.1	4.5 (gr4)	N/A	N/A	N/A
Grade 4	4.8	N/A	N/A	N/A	N/A

Mechanics	2009/2010	2008/2009	2007/2008	2006/2007	2005/2006
Grade 8	4.1	3.8 (gr7)	3.8 (gr6)	3.6 (gr5)	4.2 (gr4)
Grade 7	4.0	4.5 (gr6)	3.8 (gr5)	4.1 (gr4)	N/A
Grade 6	4.3	4.3 (gr5)	4.0 (gr4)	N/A	N/A
Grade 5	4.1	4.1 (gr4)	N/A	N/A	N/A
Grade 4	4.4	N/A	N/A	N/A	N/A

Performance Objective 2: Students at BFCCPS will demonstrate competency as indicated by external measures in Science, Technology and Engineering.

- **MCAS:** 85% of students will achieve Proficient or Advanced on MCAS for each grade tested in Science, Technology and Engineering- **Making Progress**

EVIDENCE: Please see overall ranking (table 6.6) on page 12 of this Annual Report.

Response Science:

- Increased scheduled Science periods in grades K-4.
- K – 8 Faculty implemented Science benchmarks aligned with MA frameworks.

Performance Objective 3: Students at BFCCPS in Grades 6 – 8 will demonstrate competency as indicated by external measures in the classical curricular areas of French and Latin.

- **National Latin Exam:** 85% of our sixth graders and eighth graders will score at or above the 75% on the exam. **Met**
- **Le Grand Concourse Exam:** 85% of the sixth, seventh, and eighth graders will score at or above 75% on the exam. **Met**

Table 6.9 National Latin Exam Results 2009
Percentage of Students who scored above 75%

6 th Grade	8 th Grade
87%	95%

Goal was successfully met.

Table 6.10 Le Grand Concourse Exam Results 2009
Percentage of Students who scored above 75%

6 th Grade	7 th Grade	8 th Grade
94%	90%	93%

Goal was successfully met.

Response to Foreign Language: The foreign language department is working on a project over the summer to more closely align Latin and French curriculum across the grade levels. The Foreign Language department is also considering using new textbooks in the upcoming year. BFCCPS has also increased it's Latin program to include full 50 minute periods of Latin in grades 3 and 4 (previously 30 mins), as well as an additional 50 minutes a week in French for grade 5.

Performance Objective 4: BFCCPS students will demonstrate competency as indicated by internal measures in each of the curriculum areas of the BFCCPS classical curriculum.

Internal Measures:

- internally designed tests
- project based assessments
- school wide satisfaction survey results

<p>English Language Arts:</p> <ul style="list-style-type: none"> • 85% of students in Grades 1 - 8 will pass a year end grammar test with a score of 80% or higher. Making Progress • 85% of students in Grades 1 - 8 will achieve minimum benchmarks in written expression through the Six Traits Writing Program. Met • 85% of students in Kindergarten will achieve minimum benchmarks in the Wilson Foundations beginning reading and writing program Met <p>History and Social Studies:</p> <ul style="list-style-type: none"> • 85% of students in Grades 5 - 8 will pass a year end exam with a score of 80% or higher Making Progress • 85% of Students in Grades 5 - 8 will successfully complete a Geography Fair Project and Report: Met <p>Math:</p> <ul style="list-style-type: none"> • 85% of Kindergarten students will achieve 80% or higher in year end performance based assessments. Met • 85% of students in Grades 1 - 8 will pass a year end exam with a grade of 80% or higher. Making Progress <p>Science and Technology:</p> <ul style="list-style-type: none"> • 85% of students in Grades 1 - 8 will successfully complete a Science Fair Project and Report. Met • All students in Kindergarten – Grade 8 will successfully complete projects using one of the three computer labs. Met <p>French:</p> <ul style="list-style-type: none"> • 85% of students in Grades 5 - 8 will pass a year end exam with a grade of 80% or higher: Met <p>Latin:</p> <ul style="list-style-type: none"> • 85% of students in Grades 5 - 8 will pass a year end exam with a grade of 80% or higher. Met <p>General Music:</p> <ul style="list-style-type: none"> • 85% of all students in Kindergarten – Grade 8 will demonstrate mastery of CKS grade level music standards through performances, projects and content exams. Met <p>Instrumental Music:</p> <ul style="list-style-type: none"> • 80% of all students in Grades 4 - 8 will participate in Instrumental Lessons Making Progress <p>General Art and Art History:</p>
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- 85% of all students in Grades 5 - 8 will demonstrate mastery of grade level art standards through performances, projects and content exams. **Met**
 - 85% of students in Kindergarten – Grade 4 will demonstrate mastery of grade level art standards by applying art elements within student work. **Met**
- Library:**
- All students in Kindergarten – Grade 5 will demonstrate knowledge of basic Library Skills. **Met**
- Physical Education:**
- Students in Grades 3 – 8 will successfully complete the BFCCPS fitness challenge. **Met**

Teachers have developed tests and rubrics to measure student achievement in the following areas: Language Arts, History, Geography, Humanities, Math, Science, Latin, French, Art, Music, and Physical Education. Teachers submit rubrics, copies of tests, and samples of student work. The school is creating an archive of its work and standards. The table below depicts our progress towards our internal measurement goals. The percentages are provided per grade level when applicable, and goals are tallied as they are met.

Table 6.11: Internal Measures	K	1	2	3	4	5	6	7	8	Met Goal
English Language Arts: 85% of students in Grades 1- 8 will pass a year end grammar test with a score of 80% or higher		91%	87%	92%	94%	82%	81%	82%	83%	4/8
English Language Arts: 85% of students in Grades 1 - 8 will achieve minimum benchmarks in written expression through the Six Traits Writing Program		95%	97%	100%	99%	82%	92%	92%	87%	5/8
English Language Arts: 85% of students in Kindergarten will achieve minimum benchmarks in the Wilson Foundations beginning reading and writing program										
Letter Formation	95%									Yes
Phonological Awareness	89%									Yes
Sound Mastery	93%									Yes
Sight Words	89%									Yes
Comprehension	91%									Yes
Written Composition	91%									Yes
History: 85% of students in Grades 5 - 8 will pass a year end exam with a score of 80% or higher.						88%	80%	90%	91%	¾
Geography: 85% of students in grades 5-8 will successfully complete a geography fair project and report.						100%	100%	100%	100%	Yes
Mathematics: 85% of K students will achieve 80% or higher on a year end performance based assessment.										
Number Recognition	95%									Yes
Addition	91%									Yes
Subtraction	91%									Yes
Geometry	98%									Yes
Skip Counting	93%									Yes
Money	93%									Yes
Measurement	95%									Yes
Mathematics: 85% of students grades 1-8 will pass a year end exam with a grade of 80% or higher.		90%	89%	97%	96%	49%	62%	71%	44%	4/8
Science: 85% of 1-8 will successfully complete a Science Fair Project		100%	98%	100%	100%	93%	96%	95%	98%	Yes

and report. .											
Technology: All students K-8 will successfully complete a project using one of three computer labs	100%	100%	100%	100%	99%	100%	96%	100%	97%	Yes	
French: 85% of students in grades 5-8 will pass a year end exam with a grade of 80% or higher.						93%	94%	90%	93%	Yes	
Latin: 85% of students in grades 5-8 will pass a year end exam with a grade of 80% or higher.						87%	87%	96%	95%	Yes	
General Music: 85% of students K-8 will demonstrate mastery of CKS grade level music standards through performances, projects and, content exams.	100%	100%	100%	100%	100%	100%	100%	100%	100%	Yes	
Instrumental Music: 80% of students in grades 4-8 will participate in instrumental lessons.										Objective Not Met	
General Art and Art History: 85% of students K-8 will demonstrate mastery of grade level standards by applying art elements through student work, performances, projects and content exams.	100%	100%	100%	100%	100%	100%	100%	100%	100%	Yes	
Library: All students K–5 will demonstrate knowledge of basic library skills.	100%	100%	100%	100%	100%	100%				Yes	
Physical Education: Students in grades 3-8 will successfully complete the BFCCPS Fitness Challenge.				100%	100%	100%	100%	100%	100%	Yes	

- **Common School Performance Criteria**

Curriculum:

In order to maintain academic excellence in the wake of the No Child Left Behind (NCLB) legislation, BFCCPS has to continually review and revise the curriculum offered to our students. When BFCCPS opened its doors in 1995, teachers planned lessons based solely on the Core Knowledge sequence. As NCLB was passed, and accountability measures began to include the Massachusetts Comprehensive Assessment System (MCAS), it was evident that there were gaps between the material that the state test was based on (frameworks), and the spiraling concepts in the Core Knowledge Sequence. Faculty, staff and administrators have been working diligently to align the two into a cohesive curriculum that supports the mission as well as the educational philosophy and academic integrity of BFCCPS. The alignment of the curriculum began, during the 2006/2007 school year, with realigning of the core knowledge science concepts to better fit the Massachusetts frameworks so that students would be better prepared for the Science, Technology and Engineering MCAS in 5th and 8th grade. The document illustrates the broad topics, and specific learning objectives that teachers should cover in grades 3-8. Teachers use this document to plan their monthly scope and sequences as well as individual units and lessons. In doing so, they are sure to address student learning objectives from both Massachusetts Curriculum Frameworks as well as Core Knowledge Sequence concepts.

Both Math and History MCAS results showed not only the need for new textbooks in both areas, but also a need to examine the curriculum, and look at the possibility of realignment. In researching standards based math programs, it became clear that in most instances, Core Knowledge and Massachusetts Frameworks were already aligned. In some instances, Core Knowledge simply went more in depth and had higher student expectations than did Massachusetts Curriculum Frameworks. Faculty, staff and administration worked on a document outlining where the curricula were aligned, and where concepts or skills were taught out of sequence. With the adoption of Think Math and Holt Middle School Mathematics during

2007/2008 school year, and implementation in 2008/2009. 2009 saw an increase in our Math MCAS scores in our middle school. We believe that with this new program, and the increased practice our teachers have in delivering it, our students will continue grasp the conceptual nature of mathematics.

History MCAS results illustrated a dire need to revamp our History curriculum as well, especially in middle school, where students are tested on historical concepts. By taking a closer look at the multitude of paths history instruction could follow in high school, it was apparent that by strictly following the Core Knowledge sequence, students were not prepared for public high school in Massachusetts. Students needed an increased exposure to geography as well as ancient civilizations. We worked to closely realign the social studies curriculum so that students would be better prepared for their studies in high school. New Social Studies text books were ordered to support the 5-8 alignment, while supplemental materials were purchased to support the realignment for grades K-4.

BFCCPS has used this current academic year to closely look at the ELA curriculum with the same goal as the recent math, science and history realignment. By looking closely at MCAS scores and internal assessments, teachers and administrators have identified curricular weaknesses needing to be addressed in the adoption of a new ELA program. Then both the Massachusetts frameworks and the Core Knowledge Sequence documentation will be used to create a better aligned BFCCPS ELA curriculum. Through this work, a text book adoption committee comprised of faculty, staff and administrators worked diligently to adopt the Reading Street ELA program published by Pearson. Faculty and staff received intensive training, and the program was piloted in selected classrooms, with a full rollout of the program happening in the 2010/11 academic year.

Table 6.12 DESCRIPTION OF BFCCPS CURRICULA ELEMENTS 2009/10

Major Text and Resources	Content Area	Grade(s)
Wilson Foundations	ELA	Kindergarten
Finish Line	MCAS Prep	3-8
Open Court	ELA-Reading	K-4
Recipe for Spelling	ELA-Spelling	1-2
How to Spell	ELA Spelling	4
6 in 1 Traits	ELA-Writing	3-8
Writers Express	ELA-Writing	4
Write Source Skills Book	ELA-Grammar	3
Wordly Wise	ELA-Vocabulary	3-8
Think MATH!	Math	K-5
Holt Middle School Math	Math	6-8
Foss Science Kits	Science	3-8
Delta Science Kits	Science	3-8
Prentice Hall Science	Science	6-8
UC Berkeley Evolution Tutorial	Science	8 th
Learn to Type	Computer	3-8
Wise Quotes	Character Ed	K-8
Core Virtues/Character Ed Resource guide	Character Ed	K-8
Holt World Geography	History	6-7
Holt American History I	History (Up to 1877)	8
Holt World History	History	7

Geography Alive!	History	7-8
History Alive	History	5-8
Evan Moore Daily Geography	History	5-6
Character Counts	Character Education	K-8
Second Step	Character Education	K-5

Instruction:

The school wide instructional practice is designed to support the BFCCPS pedagogical approach of educating the whole child. Students are supported and challenged through a rigorous curriculum that blends the broadness of the Massachusetts curriculum frameworks with the specificity of the Core Knowledge sequence. Character education themes are embedded in lessons when applicable, and parents are recognized and supported in their role as the primary educator of their children.

Teachers use both the Massachusetts Frameworks and the Core Knowledge sequence, as well as internally created character education resource documents when creating student learning objectives and planning their lessons. These learning objectives and plans are shared with parents through monthly scope and sequence charts sent home and posted on teacher websites. These charts illustrate what will happen in each content area for the month, including character education, community service, foreign language, art, PE and music.

Various instructional practices are utilized throughout the building in order to address the diverse learning styles and needs of a K-8 student body. Whole group, group, and individual instruction are combined with exploratory, teacher directed, and hands-on learning experiences for students depending on the subject matter being taught. Songs are used in the first grade to introduce students to Mesopotamia and the 3 states of matter. In depth family research is conducted in the second grade in order to create extensive family trees as a culminating project to an immigration unit. Third grade students study the Food Chain first hand by growing plants, cultivating crickets and using those crickets to feed classroom salamanders. Students in the fourth grade create a business during their study of the economy to illustrate concepts such as supply and demand, as well as supporting mathematical skills such as multiplication and division of fractions, decimals and whole numbers. The monies raised are donated to a specific charity that the group has extensively researched. Fifth graders are introduced to the periodic table of elements by creating their own elemental t-shirts, and presenting them school wide in the annual BFCCPS Elemental fashion show. Sixth grade students compete in the annual BFCCPS racecar circuit by designing and racing their own model cars based on the scientific concepts of force and momentum. Seventh graders make the trek to the top of Mt. Everest in a lesson that makes geography come alive in the exploration of Tibetan geography. Eighth graders call upon their critical thinking skills, artistic talents, and writing traits that they have learned to rename, recover or reenact the literary classic To Kill a Mockingbird.

Student expectations are communicated in ways that support the various learning and teaching styles necessary for an inclusionary student population. Models include the posting of learning objectives on classroom boards, the use of a weekly syllabus, postings on teacher created websites, and within monthly scope and sequence documents. Discipline and behavior expectations are outlined in the teacher created discipline guide, and school wide student and family expectations are conveyed through the use of an extensive student and family handbook, the Family Pledge, and the Student Character Statement.

Clear expectations are conveyed to teachers through a number of venues. The year starts with a comprehensive faculty meeting, in which the instructional goals and expectations for the school year are articulated. A weekly faculty meeting schedule is devised to support the faculty in accomplishing goals and meeting or exceeding expectations. Faculty and staff have opportunities to meet not only as a full faculty, but also in section (K-4, 5-8), grade level, and as committees (Professional Development, Faculty Input Team). These meetings give the faculty and staff an opportunity to work on various projects, receive support, and communicate effectively with each other and administration.

Teachers plan and deliver lessons that support the BFCCPS philosophy of educating the whole child. Using various documents, including, but not limited to: The Massachusetts Frameworks (for all subjects K-4, then individual subjects 5-8), the Core Knowledge sequence, and the character resource guide, as well as their textbooks (teachers edition), and other supplemental resources, teachers create student objectives and plan units and lessons around reaching those objectives. These plans are shared with parents as the monthly scope

and sequence documents. This past year our school began using Edline, to create homeroom pages for every faculty member in the school. It was our goal to support each faculty member in setting up their page, and becoming familiar with the technology. The tool was used successfully by the staff and embraced by the school community. Many teachers used their sites to share news about class curriculum and events, as well as post homework.

The schools policies and structures ensure the classroom and school environment is orderly and supports the goal of student understanding, mastery of skills, and is consistent with the school's mission, are documented in both the Employee Hand Book, and Parent Handbook. Both documents are reviewed and by the Human Resource committee and school administration yearly, and updated to include any operational or policy changes. These handbooks are distributed to the parents and faculty at the beginning of each academic year, and reviewed with both new and returning faculty during orientation.

Program Evaluation:

The main mechanism the school uses to systematically review the quality and effectiveness of the academic program is the yearly accountability process resulting with an Annual Report. As part of this process formal and informal data including students work, testing data, and anecdotal data, is discussed and analyzed relative to our key academic accountability goals. The administrative team of the school is responsible for identifying areas of support and devising an action plan to address the needs. This process has provided a data driven method for systematic review of the quality and effectiveness of the academic program. One recent example of this process at work is the identification of Math as targeted area for improvement, and the subsequent selection of a new math curriculum, specifically targeted towards needs identified through this process.

BFCCPS also honors faculty feedback, and empowers teachers to play a key role in the review of the academic program. Teachers participate on two committees key to this task, the Professional Development committee, and the Faculty Input Team. Over the past charter term, the Professional Development committee has identified three key areas of need that could support the academic program: technology, ELA, and differentiated instruction. Each of these themes was designated a theme for the year, resulting in numerous workshops, training, and purchase of resources to support teachers in making the academic program successful. Through the Faculty Input Team, teachers are invited to discuss issues key to the school, including the academic program. Some of the topics covered by the Faculty Input Team this year included a revision of the Lunch and Recess guidelines, and our employee evaluation procedure.

A range of qualitative and quantitative evidence is used by teachers and school leaders to inform and guide instructional planning and practice. BFCCPS takes a data driven approach to guiding instructional planning and practice. Teachers have had a hand in creating our Accountability plan goals, and in collecting the evidence they demand. Teachers analyze these measures as a key indicator of the success of their instructional practice. These measures include data from standardized tests and internal measures.

Additionally the school began to use the Educational Data Warehouse to analyze and review data related to MCAS testing to drive instruction. Reports are given to teachers in order for them to identify and address areas of specific needs for individual students. The school administration uses this tool to identify grade level and school wide positive and negative trends. Analyzing this data has become a frequent activity on school wide professional development days.

Our year long professional development on Differentiated Instruction has also had a positive impact on illustrating for teachers how to use qualitative and quantitative evidence can be used to guide instructional planning and practice. Our ongoing professional development structure is in place to provide continued support in this area.

School Culture:

The BFCCPS Behavior Expectation and Discipline Procedures is another document that illustrates the policies and structures in support of the school mission and productive and safe learning environment. The Faculty Input Team took the lead in designing both a disciplinary philosophy statement, and student statement to provide a consistency of language and approach to how we build a positive culture and learning environment for our students. These two statements form the backbone of how build a positive climate and approach to discipline at BFCCPS. The student statement is posted throughout the common areas and in every classroom. The Discipline Philosophy statement reflects our schools emphasis on positive reinforcement and our commitment to our mission.

Our commitment to character education as part of the academic program is also key to how we establish a positive learning environment at BFCCPS. As a pillar of our school's mission, its pursuit directly impacts the policies and structures that ensure the classroom and school environment is orderly and supports student engagement.

Disciplinary issues are dealt with seriously, but treated as teachable moments, and time for self reflection on the students' part. A detention structure is in place for grades 5-8. In school and out of school suspensions are issued for instances of bullying or physical violence, as outlined in the Student Handbook.

Diverse Learners:

BFCCPS addresses diverse learners the following ways:

Student Support Team:

- This is a group of general and special education teachers, who meet twice a month (more frequently if needed) after school for one hour to discuss students who are having difficulty acquiring skills within the curriculum, whether it be social, emotional or academic. This Team offers suggestions to the classroom teacher for methodology, support personnel, materials to be put into place for a specific amount of time, preferably 6-8 weeks. The Team meets back at the end of this time frame to share data and to discuss the effectiveness of the interventions. It is at this time that it is decided if more interventions on the general education level are needed or if the student should be referred for evaluation.

RTI:

- In grades K & 1, the speech and language therapist and the occupational therapist provide instruction in the general education classroom, using specific methodology and the general education curriculum for the whole class or for specific centers.

Kindergarten Screening:

- All incoming Kindergarten students receive academic, language and motor screening in the Spring before entering. The results from this screening drive the kindergarten curriculum and general education supports that may be needed. At the time of screening a parent survey regarding their student is included as well as the home language survey.

Other ways diverse learners are addressed:

- Books on CD through RFB&D are provided as needed for students in the curriculum who are registered with RFB&D (with a documented disability).
- Homework Club is open to all students, grades 3-8, at BFCCPS (meets Monday, Tuesday and Thursday after school until 4:00 PM and is supervised by a teacher on staff)
- Agenda/planner provided to grades 2-8 (everyone uses) and is checked daily for those students who it is specified that this is done..
- Grades 5-8 (everyone) uses a specific organizational system that includes the daily agenda/planner
- Reading specialist (works with both high, average, and struggling readers)
- Math specialist (works with both high, average and struggling math students)
- Differentiation strategies (focus of 08-09 professional development)
- Lexia Reading Technology can be used by grades K-8:
 - Early Reading,
 - Primary Reading,
 - Strategies for Older Students.
- Inspiration – grades 5-8
- Kidspiration-grades K-4
- Study Island-grade 4 math and grades 7, 8 science and social studies.
- Type to Learn – 3 is used by all students at BFCCPS beginning in 3rd grade. For those students entering BFCCPS in a more advanced grade, effort is made to teach the incoming student to type.
- Kid Pix K-4

BFCCPS does an Institutional Self Evaluation, which helps to ensure proper accommodations are implemented and established.

Supervision and Evaluation of Teachers:

Informal teacher meetings occur normally at BFCCPS between the faculty and school administration. There is an open door policy initiated by the Head of School, who encourages faculty to stop by to discuss classroom practice and solicit feedback.

At BFCCPS, a formal teacher evaluation system is in place. New teachers are observed by an administrator three times, second year teachers two times, and veteran teachers once a year. The observations are scheduled and preceded by a conversation between the administrator and teacher being observed. The teacher being observed provides a lesson, and guiding questions they would like feedback on. Following the evaluation the administrator and teacher meet to discuss the lesson. The teacher is provided with written feedback. The evaluation results are often used to help teachers improve by being used to set specific goals, and identify areas in need of.

The HR committee chair and the Head of School asked the Faculty Input Team to research and submit recommendations to the employee evaluation system. Their suggestions included changing our practice to include more short, frequent observations, in a walk-through style, with administrators assigned to a particular staff member for the year. The administrator would work with the teacher to develop professional goals, and establish ways in which those goals can be reached. The administration plans on implementing these suggestions in the 2010-2011 school year.

Professional Development:

The school has an active professional development committee comprised of volunteer faculty members who work collaboratively with the school administration to identify the professional development theme for the year. The past year included two ambitious professional development activities in areas of critical need, ELA and differentiated instruction.

Table 6.13 Professional Development Activities for 2008/2009

Activity	Reason	Outcome
Advising Workshop	To train advisors in newly created Advising Program	Staff members were trained in new format, and were given time to plan activities for first trimester.
Think Math Curriculum Mapping	To support teachers in the creation of a curriculum map for Think Math	Teachers met over the summer to begin the map, and continued working on it over the course of the year.
Second Step	To understand the character education resource, and see ways to implement it in classroom teaching	Teacher and School Counselor co-taught the first few lessons, with the idea that the teacher would take over the lessons and use them throughout the year as they related to other character education activities.
Character Education	To disseminate and train teachers on updated character education resource guide for parents and teachers	Teachers were given time to plan in grade level teams, character ed lessons and activities for the year
EdLine	To train teachers to use the EdLine program	Teachers were supported in creating their own WebPages, and updating them
Mimio Training	To train all faculty and staff on the use of new Mimio technology	Introduced the Mimio interactive white board hardware and software. Trainer came back a second time later in the year to review and teach more advanced skills.
Science and Social Studies Planning	Teachers worked together to create a Science and Social Studies sequence of units	Science and Social Studies units more closely tied to grade level expectations.

Research Benchmarks	Teachers in grades 5-8 worked to establish and introduce research benchmarks to all teachers in that grade span	Teachers began using the research benchmarks to teach research skills to students in grades 5-8
Reading Street	Classroom teachers, SPED support staff and, and classroom aides received training in new ELA program.	Teachers were introduced to the new program, reviewed curricular materials, and began planning their first reading unit.
MCAS Analysis	Teachers were given time and support in analyzing MCAS scores	Teachers began to prepare students for Ben's Promise. Were able to create lesson maps based on student strengths and weaknesses
North Attelboro Public Schools	Teachers were invited to observe in the classrooms of teachers that have been successfully implementing the Reading Street program	Teachers were able to see the Reading Street lessons from beginning to end, and had an opportunity to ask questions of the teachers and students.
The Center For Charter School Excellence- Instructional Forum	Teachers and administrators attended sessions on topics ranging from Differentiated Instruction, using Technology in the classroom, to creating a positive working environment	Teachers and administrators were given an opportunity to network with other charter schools, as well as learn some valuable strategies for some classroom situations
The Center For Charter School Excellence- Administrators Forum	Administrators and Board of Trustee members attended sessions on topics ranging from audit preparation to building funding.	Administrators valuable strategies for audit planning, board viability, and capital planning.
Indian Culture	A professional speaker on Indian Heritage and culture was invited to the school to introduce the faculty and staff to the unique and fascinating culture of India, our second highest population of students in our school.	Faculty and staff were exposed to invaluable customs and traditions of the Indian heritage in an effort to reach out and include our ever growing Indian population at BFCCPS.

c. Organizational Viability

- **Accountability Plan Objectives**

Performance Objective 8: BFCCPS will maintain financial stability.

- BFCCPS will have an annual balanced budget. - **Please see Appendix D**
- BFCCPS will successfully complete an annual external audit. - **Please see Appendix E**
- Enrollment stability of BFCCPS.

Enrollment Waitlist Numbers

	K	1	2	3	4	5	6	7	8	Total
2005/6	47	22	26	28	6	0	0	0	0	129
2006/7	52	29	27	8	12	8	0	0	0	136
2007/8	34	33	16	8	11	16	0	0	0	118
2008/9	78	31	26	28	17	18	12	6	0	216

Performance Objective 9: BFCCPS will maintain organizational stability.

- The Board will meet a minimum of 10 times a year, will have regularly scheduled public elections and minutes will be provided and posted on the school website.

The board minimally meets every second Thursday of each month in the BFCCPS school library. The agenda and minutes are posted to the school website after each meeting.

<http://www.bfccps.org/main/Board/Meetings.asp>

- The BFCCPS website will be regularly maintained and kept current.

The website is constantly maintained and updated daily, by or web-master Ben Benjamin

- The Board will develop and meet annual goals of the Strategic Plan

The Strategic Plan has been approved by the Board of Trustees. We expect final approval at the September meeting of the board. This document like all policies and procedure of the school will be publicly posted at that time.

- The Board will recruit and retain qualified leadership and faculty

Please see items numbered 19 & 20 on page 26.

- The Board will review a third of board policies and bylaws annually

Under the leadership of Tim Tracey, the Governance committee chair. The board reviewed over forty percent of policies this year, and will continue this practice going forward. Updated policies and changes are posted on our website

- The board will develop task forces as situation deem them necessary

This continues to be a practice of the board.

- The Board will provide new members appropriate training

The board has always provided training for new board members. This year training was provided at our annual retreat on July 12th.

- **Common School Performance Criteria**

Policy decisions: There were no major policy decisions by the BFCCPS Board of Trustees during the 2009-2010 school year.

Amendments to the charter:

The Board of Trustees approved several minor amendments to the charter, which were subsequently approved by the Commissioner. We reduced the number of elected trustees to a range of no fewer than seven and no more than 15; we eliminated the requirement to create a Nominating Committee annually; we eliminated the requirement to fill a vacancy that may occur during the academic year within 30 days of such vacancy; and we eliminated the requirement that committee chairpersons make a formal report of the committee's activities at each Board meeting. These amendments will allow the board flexibility, which will enable us to function more effectively.

Complaints:

There were no official complaints filed with the Board of Trustees during the 2009-2010 school year.

Oversight:

The Board of Trustees uses several means to assess the performance of the school and school leader (Head of School). We consider our formal testing scores, such as MCAS and ERB Writing Assessments, and our AYP results. Student enrollment, student and staff turnover, waiting list status, recruitment results, and high school placements are also carefully evaluated as indicators of school performance.

The HOS presents an oral and written report to the Board at each monthly meeting, providing the opportunity for frequent dialogue. Trustees have the opportunity to offer feedback and ask questions. Additionally, there is a designated trustee position on the board that must be filled by a full-time staff member. Administration, faculty, staff, and parents serve on board level committees.

Trustees are present at school and school functions, volunteering in a number of capacities. This provides many opportunities for first-hand observation of the school leadership team and the students in the school environment. The board contracts annually with a qualified independent certified public accounting firm to conduct an audit of our financial statements. The audit results are also important in assessing the school's performance.

Our policy #17 dictates the process for assessing the performance of the Head of School (HOS). The HOS is involved in developing the measurable goals and objectives to be used by the board for evaluating job performance. A mid-year meeting between the HOS and the board's Human Resources Chair is held to examine the HOS' progress in meeting the established goals. This is an open meeting that anyone can attend. Feedback from this meeting is shared with the board. If necessary, the goals can be reevaluated or adjusted at this time. Additionally, the Board President and HOS meet monthly meeting to discuss school matters. These meetings are open for anyone to attend.

The entire staff is provided the opportunity to voice their opinion through the use of a questionnaire soliciting their input. The identity of the individual staff members protected and kept confidential. The information from the questionnaires is compiled by the HR Committee Chair (a trustee) into a report which is shared with both the HOS and the board at a board meeting.

The Trustees also each complete a separate questionnaire evaluating the HOS' performance. Again, this information is compiled into a single written report which is distributed to the board and discussed with the HOS at an open board meeting, which anyone may attend.

Board planning:

The Board of Trustees held two workshops this year that were dedicated to long-term strategic planning, with emphasis on our facility. We have outgrown the space we currently occupy and are in need of a larger, updated structure. The workshops helped us in identifying and making many of the decisions necessary in order to move forward with acquiring a facility that will adequately meet our increasing space needs. In addition to the workshops, we frequently had discussions on this topic at our regular monthly meetings.

The Board sought information and guidance from professionals in the facilities business. Some of us toured various available sites to determine their viability. We have explored space sharing with several organizations in the Franklin Community. While we are learning a great deal, we do not have any reportable results, nor have we launched initiatives as a result of our planning efforts.

We continue to monitor our strategic plan, which is comprised of five key goals that focus on the mission, academic program, facility, stability, and visibility of BFCCPS over a five year period. We are currently in year 2 of this plan. The Strategic Plan articulates both a timeline, and action plan to achieve each of these goals. At the Annual Board Retreat the Strategic plan goals are reviewed by the Board of Trustees and revised if necessary.

Family Satisfaction:

This information is referenced though an Accountability Plan objective, and discussed in that section of this report.

Financial Oversight: Our policy #25 is an extensive fiscal policy and procedures guide that describes our budget development. The Finance Committee prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. The Committee is chaired by the board Treasurer and its members include the Head of School (HOS), Business Manager, other staff, parents, and trustees. Revenue and expense projections are reviewed and approved by the board and modified as necessary. The prioritizing of expenditures occurs in the Finance Committee.

In preparation of the annual operating and capital budgets and cash flow projection, the Business Manager prepares preliminary budgets and projections for review by the HOS and the Finance Committee. To support those documents, the Business Manager also prepares current year-to-date financial data with projections of year-end totals. The HOS and the Finance Committee review the budgets and projections for accuracy and feasibility. The Board of Trustees approves and adopts the final budgets and projections. The adopted budgets totals are entered in the general ledger by the bookkeeper for the new fiscal year, in order to prepare budget to actual reports. Any budget amendments that exceed specific guidelines set forth in our policy #22 (Budget Amendments) are presented to the Board for review and approval/rejection.

Financial statements displaying budget vs. actual financial results and cash flow projections are prepared by the Bookkeeper, reviewed by the Assistant Head of School, and presented to the Board Treasurer and the Finance Committee for review before final presentation to the Board of Trustees at each monthly board meeting. Monthly managerial reports are prepared based on a predetermined schedule. The annual financial statements of the school are audited by a certified public accounting firm. The firm presents its findings and formal report to the board at a board meeting. Their recommendations are considered and necessary implementation steps are developed in the Finance Committee, and are shared with the board.

7. Recruitment and Retention Plan to be developed during the 2010/11 academic year

8. Dissemination

BFCCPS prides itself on our initiatives and outreaches to both celebrate the achievements of our staff and students, and disseminate our best practices. Our approach to dissemination is best characterized by our multiple examples of community outreach and collaboration. Listed below are the initiatives we've taken over the last charter term to build relationships with the district and region, and share our successes with the outside community.

As a recent example of collaboration between our school and community BFCCPS has worked closely with the Town of Franklin, to extend the lease of the historic Red Brick School house in Franklin. The beloved Red Brick School House was set to close, and the BFCCPS Board of Trustees saw an opportunity to give back to the town by agreeing to lease the School House on a trial basis. BFCCPS currently leases our school building and as a condition of the lease of some restrictions on the space we can use and time we can have activities in the building. Having the Red Brick School house provides an additional space for student activities, during the day and after school, and does not represent a change to the charter or academic program. This collaboration with the town of Franklin is emblematic of the type of collaboration and dissemination with the community BFCCPS strives for.

BFCCPS appreciates the need for charter schools to increase their dissemination practices. It is our goal to increase the amount of contact we have the town public schools, so that transition from one to another would run as smooth as possible for our students. While publications such as Ben's Best allow us to share curricular ideas and lessons with teachers in Franklin, and numerous professional developments presented by our faculty and staff, are some ways in which we currently disseminate our information. We would like to continue to work on ways in which we can solicit feedback of the Charter School, the program of study we offer, the amount of rigor there.

As part of our faculty leadership initiative the Faculty Input Team has taken a great deal of ownership of disseminating BFCCPS best practices. A team of teachers spent the 2008/09 year creating a best practice template for shared use in creating a draft of Ben's Best, a document illustration our most successful unique practices. Throughout this year this group met, helping colleagues clarify their vision, gathering supporting materials, and editing their work. This project was completed in December, and has been disseminated to charter schools, superintendents, and local schools.

The Final BFCCPS goal this year is to increase relationships with Franklin Town Public schools. Our 7th/8th grade Math Teacher hosted the chair of the Franklin High School Math department to strengthen understanding of the high school program and build an ongoing collaborative relationship. Our school counselor also worked closely with the High School guidance counselor meeting several times to discuss practice and help prepare our students for transition to high school. Our Director of Fine and Performing Arts partnered with the Band Director of the Franklin Public Schools to commission an original piece of music to be created for Franklin Students by world renowned composer Robert W. Smith. The Piece was inspired by Benjamin Franklin and his influence on American music. Students at BFCCPS and throughout the Franklin Middle Schools performed the piece together as part of a 180 student orchestra and band. Partnerships like these help us to offer programs to our students we previously couldn't due to low enrollment, and to meet the needs of students who are exceeding our expectations.

2009-2010

Student Art work on display:

- Franklin Public Library
- Art showcase Franklin YMCA
- Barnes and Noble Art Show

BFCCPS Music Recital

Student Solo and Duet performances for community

BFCCPS School Tours and presentations

BFCCPS Special Education Program Evaluation and Reports

Franklin Public Schools Lifelong Learning Summer Program:

- Art Class
- French Class

BFCCPS Summer Programs:

- Academic
- Enrichment
- Instrumental Lessons

Online exchange of information via BFCCPS Website www.bfccps.org

MA Charter School Association

BFCCPS named one of the "Top 100 Schools in America for Music Education" from the NAMM Foundation

Student Presentations and Dissemination Activities:

Franklin School of the Performing Arts student recitals

Math League

National Latin Exam

National French Contest (FLES Contest)

Destination Imagination, jointly with the Franklin Public Schools

Lego League Educational Enrichment Program Student participation

Barnes and Noble Events-Student Recital

Rube Goldberg Machine Contest/Fay School/MIT Program Partnership

Spring Musical "Aladdin Jr."

Board of Trustee's Presentations and Dissemination Activities:

Commonwealth of Massachusetts Department of Education Coordinated Program Review Mid-cycle Corrective Action Plan Progress Reports

Commonwealth of Massachusetts Department of Education BFCCPS Annual Report

Commonwealth of Massachusetts Department of Education BFCCPS Accountability Plan and Data

Online exchange of information via BFCCPS website www.bfccps.org

Commonwealth of Massachusetts Department of Education BFCCPS Annual Report Meetings-Worcester, MA

Commonwealth of Massachusetts Department of Education Annual Reports Meetings-Worcester Massachusetts

Educators or Community Members Who Have Formally Visited:

Collaboration with Dean College Education Department

Fire Chief: Gary McCarraher for Read Across America

Town Administrator: Jeffrey Roy for Read Across America

Meteorologist: Fox News Kevin Leamanowitz visits grade 4

Executive Director of the French Library Alliance (Francaise of Boston): Elain Uzan Leary: To speak with 7th & 8th graders
 PAC meeting with Franklin District Schools
 French Consul General at Boston: Francois Gauthier and Neil LeBlanc
 Officers Eric Cusson and Dan McLean on safety and bullying
 Brad Sidwell, Athletic Director at Franklin High
 Bart Pinchuck from the Franklin YMCA

Media Dissemination Activity:

American Association of Teachers 2nd place winner in grades 6-8 and honorable mention in the **National French Week Essay Contest**
 5th Grade Student Appears on Kids Jeopardy (and wins!!)
 5th Grade Student to State Spelling Bee (Placed 6 overall)
 2 French National Exam Gold Medalists (Perfect Score)
 1 Latin National Exam Gold Medalist
 2 Finalist in State wide Letter's to Authors competition

Memberships:

MCPSA: Massachusetts Charter Public School Association
 Association of Supervision and Curriculum?
 Franklin Chamber of Commerce
 Core Knowledge Foundation
 Massachusetts Music Educators Association (MMEA)
 Music Educators National Conference (MENC)
 Technology Institute for Music Educators (TIME)
 Association for Supervision and Curriculum Development (ASCD)
 National Association for Supervisors in Music Education (NASME)

Other:

Banking program with Dean Bank: "It Pays to Save" contest; 3 winners who received \$50.00 savings bond and \$5.00 for each high grade
 Art show at the Franklin YMCA
 "Charter Starters" participate in the annual American Cancer Relay for Life at Franklin High School- Parents and students
 "Ben's Best" participate in the annual Project Bread Walk for Hunger in Boston-Faculty and staff
 Marching band participate in Franklin's annual Memorial Day Parade
 Community Service Projects supported the following institutions:
 o Cradles to Crayons
 o Random Smiles
 o Empty Bowls
 o Franklin Senior Center
 High School Fair-Invited public, private and independent schools invited to show off their school, Invited Franklin district students to attend
 Parent Advisory Council Meeting information, dates of meetings, newsletter information was shared between BFCCPS Parent Advisory Council and Franklin SEPAC on an ongoing basis. We also contract (for a fee) for Extended School Year with the Town of Franklin Special Education Department as needed.

9. Financial Reports- Attached, Appendix A

- **FY10 Un-Audited Financial Reports**
- **FY10 Balance Statement**
- **FY11 Approved Budget**
- **Capital Plan:** The BFCCPS Board of Trustees has approved a 5 year strategic plan. This plan includes a goal and outcome measures around develop a capital plan.

Goal 3: By June 30, 2013, have a school facility that better meets the needs of the students, teachers, staff, and parents.					
Objective	Year 1	Year 2	Year 3	Year 4	Year 5
<u>Objective 1:</u> Determine which facility option will be pursued: new building on Washington St.; new building on another site; buying and renovating a building; establishing a long term lease and renovating the current building.	X	X			
<u>Objective 2:</u> Complete a design for the facility option chosen. Success will be evidenced by construction blueprints or other appropriate design document.		X	X		

<u>Objective 3:</u> Develop detailed financial plans for the facility option chosen. Completion will be evidenced by the creation and approval of construction and maintenance budgets.		X	X		
<u>Objective 4:</u> Embark on a capital campaign, as evidenced by the formation of a Capital Campaign Committee and a campaign plan.		X	X	X	X
<u>Objective 5:</u> Complete the planned facility. Completion will be measured by the ability of students and faculty to use the facility for educational purposes.			X	X	X

10. Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2008-09 school year:	180
First and last day of the 2008-09 school year:	8/25/09-6/18/09
Length of school day (please note if schedule varies throughout the week or the year):	K-5: 5.16 hrs 6-8: 6 hrs.

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	12
Total number of students enrolled as of October 1, 2008:	432
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	2
Total number of students who left during the 2008-09 school year, after October 1, 2008:	4
Total number of students enrolled as of the June 2009 SIMS submission:	430
Number of students who graduated at the end of the 2008-09 school year:	43
Number of students on the waitlist as of June 30, 2010	163

In addition to completing this table, please provide a summary of the reasons for student departures (excluding graduation).

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	2	<1
Asian	58	13
Hispanic	4	1
Native American	3	<1
White	353	82
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	10	2
Special Education	30	7
Limited English Proficient	0	0
Low Income	15	3.5

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR			
	Brief Job Description	Start date	End date (if no longer employed at the school)
Head of School	Oversees: Mission of the school, daily operations, hiring, evaluations, school planning	July '06	

Assistant Head of School	Oversees; Front office operations and reports, Personnel, curriculum, school communications, and assessments	July '07	
Director of School Operations & Student Activities	Oversees: Students Activities, and events, school operations, discipline, and facilities	July '08	
Director of Fine and Performing Arts	Oversees: Fine and Performing Arts personnel, programming, and curriculum.	July '99	
Director of Student Services	Oversees: students on IEPs, student service staff	July '05	

Add additional rows as necessary. **In addition to completing this table, please provide an organizational chart including administrators' names and titles.**

TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	35	0	5
Other Staff	25	0	0

In addition to completing this table, please provide a summary of the reasons for teacher and staff departures.

The five teachers and staff members who left BFCCPS left for personnel and professional reasons. The Art teacher was not issued a new contract, the library position has been modified to include a rigorous technology curriculum that the librarian did not choose to apply for, the Music, Middle School Science, and Middle School ELA teachers accepted positions in other schools (Milford, Shrewsbury, and King Phillip Public Schools).

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Lori Clements	President	HR Chairperson, Finance, Governance, Mission, Facilities	Lawyer, parent	- currently serving 2 nd three-year term from 7-1-09 thru 6-30-12, re-elected on 6-10-09 1 st term: 7-1-06 thru 6-30-09
Richard Frongillo	Vice President	Mission, Finance, Governance	Technology; parent	- currently serving 2 nd three-year term from 7-1-08 thru 6-30-11, re-elected on 6-11-08 1 st term: 7-1-05 thru 6-30-08;
Anna dos Santos	Treasurer	Finance, Facilities, Governance, Mission	Planning, Management, Policy Development; parent	- currently serving 2 nd three-year term from 7-1-09 thru 6-30-12, re-elected on 6-10-09 1 st term: 7-1-06 thru 6-30-09
Thomas Viveiros	Clerk		Technology, parent	- currently serving 1 st term; filled a vacated, unexpired term; elected 11-08-07 to serve from 11-08-07 thru 6-30-10
Nav Chander	Trustee	Finance, Annual Appeal	Technology; parent	- currently serving 1 st three-year term from 7-1-08 thru 6-30-11; elected 6-11-09
Stephan Katinas	Trustee	Governance	Healthcare	- currently serving 1 st term; filled

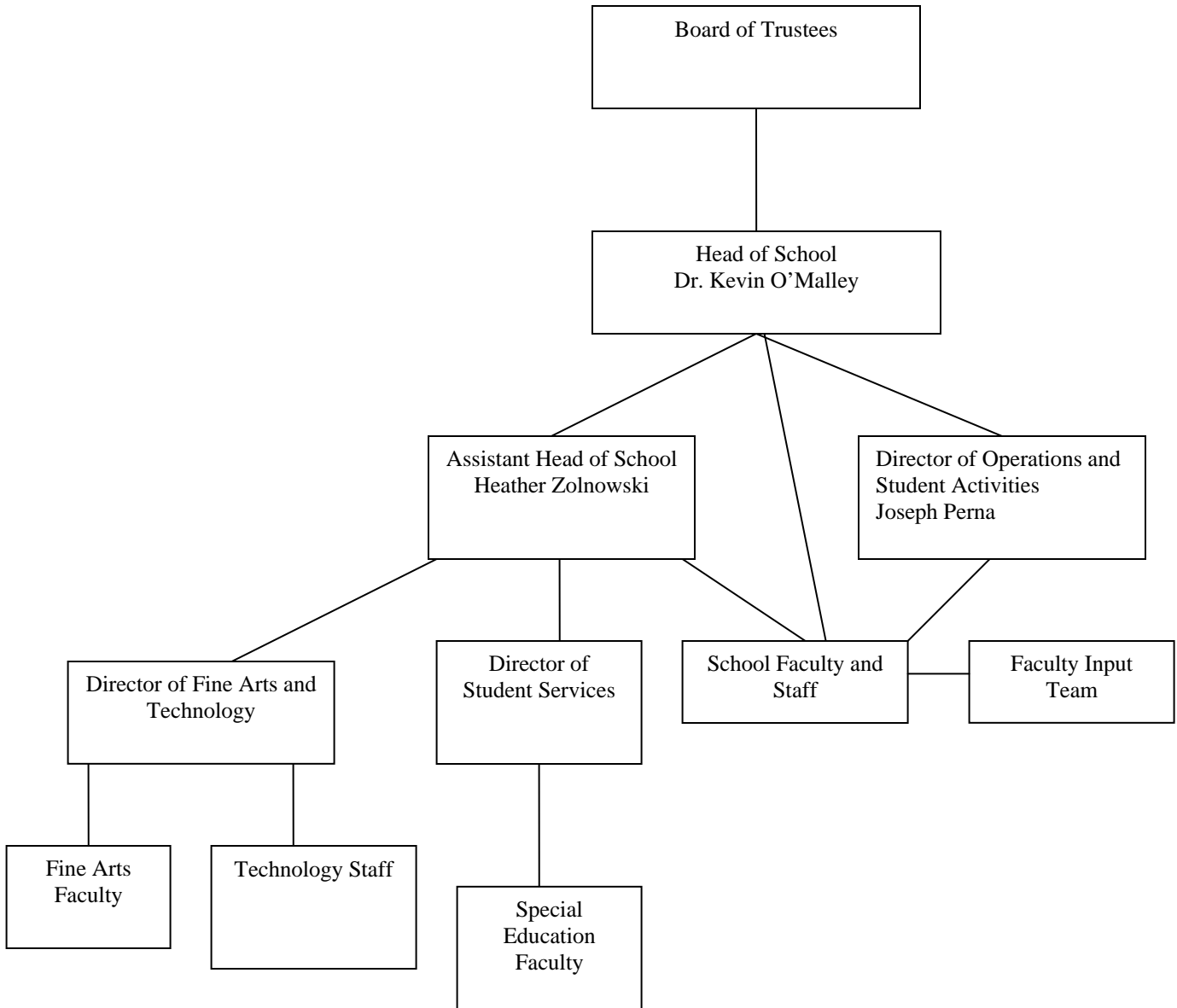
			administration; parent	a vacated, unexpired term; elected on 6-10-09 to serve from 6-10-09 to 6-30-11
John Neas	Trustee	Facilities, Finance	Real Estate Appraisal; parent	- resigned on 6-15-2010; was serving 2 nd three-year term from 7-1-08 thru 6-30-11, re-elected on 6-11-08 1 st term: 7-1-05 thru 6-30-08
Cheryl O'Donnell	Trustee		Banking	- currently serving 1 st term; filled a vacated, unexpired term; elected 8-9-07 to serve from 8-9-07 thru 6-30-10
Donald Tappin	Trustee	Facilities	Business Development Initiatives	- currently serving 1 st three-year term from 7-1-09 thru 6-30-12; elected on 6-10-09
Tim Tracy	Trustee	Governance, Finance	Financial analysis, parent	- currently serving 1 st three-year term from 7-1-07 thru 6-30-10; elected on 6-14-07
Gail Trotin	Trustee	Mission	Staff member	- currently serving 2 nd one-year term from 7-1-09 thru 6-30-10, re-elected 6-10-09 1 st term: 7-1-08 thru 6-30-09
Poh-Lin Yeoh	Trustee	Public Relations	Marketing, parent	- currently serving a 3-year term from 7-1-09 thru 6-30-12, re-elected 6-10-09 1 st term: 7-1-07 thru 6-30-09

10. Attachments

Appendix A; Financial Reports

Appendix B: Organizational Chart

Appendix B: BFCCPS Administrative Organizational Chart



Benjamin Franklin Classical Charter School
Profit & Loss
 July 2009 through June 2010

	<u>Jul '09 - Jun 10</u>
Ordinary Income/Expense	
Income	
4100 · Tuition	3,977,838.00
4200 · DOE Grants - Federal	
4210 · SPED	74,204.29
4220 · Teacher Quality	4,469.00
4230 · ARRA Stimulus funds	46,257.00
Total 4200 · DOE Grants - Federal	124,930.29
4300 · School Fundraising	
4350 · Contributions	3,315.07
4375 · Annual Fund	
4378 · Annual Fund 10	14,766.00
Total 4375 · Annual Fund	14,766.00
4500 · Grants - private	1,420.00
Total 4300 · School Fundraising	19,501.07
4400 · Student Fees	
9010 · Before School Revenue	13,660.00
9015 · Field Trip Revenue	
9015 GK · Field Trip - Kindergarten	1,022.16
9015 G1 · Field Trip - Grade One	2,557.77
9015 G2 · Field Trip - Grade two	1,650.91
9015 G3 · Field Trip - Grade Three	2,250.71
9015 G4 · Field Trip - Grade Four	2,057.16
9015 G5 · Field Trip - Grade Five	7,715.66
9015 G6 · Field Trip - Grade Six	11,523.16
9015 G7 · Field Trip - Grade Seven	1,726.66
9015 7Q · Field Trip - Grade 7 Quebec	26,665.35
9015 G8 · Field Trip - Grade Eight	3,070.16
9015 8W · Field Trip - Grade 8 Washington	31,222.22
9015 PE · Field Trip - Phys Ed	899.50
9015 · Field Trip Revenue - Other	1,553.50
Total 9015 · Field Trip Revenue	93,914.92
9020 · Fundraising Revenue	0.00
9021 · Pizza Fundraising	16,489.20
9026 · Music Income	42.95
9027 · Instrumental Music - Income	215.00
9028 · Drama Income	8,841.43
9030 · Gym Uniforms	2,223.00
9035 · Hot Lunch	29,049.28
9040 · Milk Income	15,136.75
Total 4400 · Student Fees	179,572.53
4810 · In Kind Transportation Revenue	120,000.00
4900 · Misc. Income	
4940 · Recycling Revenue	66.21
4900 · Misc. Income - Other	139.64
Total 4900 · Misc. Income	205.85
Total Income	4,422,047.74
Expense	
5000 · Salary and Benefits	
5100 · Payroll Expenses	
5120 · Payroll expense	2,868,115.41
5140 · Teacher Workshops	26,684.85
5150 · Stipend	385.00
5160 · Substitute	950.00
5170 · Vacation Accrual Expense	-14,087.72
5200 · Payroll tax expense (BFCCPS)	98,210.63
Total 5100 · Payroll Expenses	2,980,258.17
5300 · Fringe Benefits	
5400 · Tuition Teacher Reimbursement	14,216.72

Benjamin Franklin Classical Charter School
Profit & Loss
 July 2009 through June 2010

	<u>Jul '09 - Jun 10</u>
5500 · Ins Health	292,745.86
5600 · Ins Dental	37,986.02
5800 · Ins LTD, STD, Life	24,229.42
5900 · Ins Workers Comp	25,798.15
Total 5300 · Fringe Benefits	<u>394,976.17</u>
Total 5000 · Salary and Benefits	3,375,234.34
6000 · Instructional Costs	
6050 · Classroom Books and Supplies	
Books	
6100 · Books 5-8	
6151 · 51 Books	1,643.14
6152 · 52 Books	898.16
6161 · 61 Books	164.17
6162 · 62 Books	644.02
6171 · 71 Books	1,548.94
6172 · 72 Books	2,707.75
6181 · 81 Books	344.20
6182 · 82 Books	1,052.20
6100 · Books 5-8 - Other	64.98
Total 6100 · Books 5-8	<u>9,067.56</u>
6200 · Books K-4	
6201 · K1 Books	424.22
6202 · K2 Books	489.02
6211 · 11 Books	779.79
6212 · 12 Books	993.45
6221 · 21 Books	531.94
6222 · 22 Books	1,262.84
6231 · 31 Books	109.89
6232 · 32 Books	1,545.95
6241 · 41 Books	787.42
6242 · 42 Books	787.42
6200 · Books K-4 - Other	10,058.20
Total 6200 · Books K-4	<u>17,770.14</u>
6300 · Books - Other	1,872.69
Total Books	<u>28,710.39</u>
Supplies	
6400 · Ben's Best Grant	400.98
6500 · Supplies - Closet	2,213.39
6600 · Supplies - summer grants	172.05
6700 · Supplies 5 -8	
6721 · 21 Supplies	3.66
6751 · 51 Supplies	948.89
6752 · 52 Supplies	1,397.20
6761 · 61 Supplies	1,132.68
6762 · 62 Supplies	2,406.24
6771 · 71 Supplies	318.97
6772 · 72 Supplies	1,570.19
6781 · 81 Supplies	1,134.41
6782 · 82 Supplies	671.32
6700 · Supplies 5 -8 - Other	75.16
Total 6700 · Supplies 5 -8	<u>9,658.72</u>

Benjamin Franklin Classical Charter School
Profit & Loss
 July 2009 through June 2010

	<u>Jul '09 - Jun 10</u>
6800 · Supplies K-4	
6801 · K1 Supplies	754.58
6802 · K2 Supplies	651.50
6811 · 11 Supplies	486.49
6812 · 12 Supplies	611.10
6821 · 21 Supplies	628.49
6822 · 22 Supplies	1,412.36
6831 · 31 Supplies	1,399.15
6832 · 32 Supplies	3,220.10
6841 · 41 Supplies	1,544.61
6842 · 42 Supplies	2,259.25
6800 · Supplies K-4 - Other	274.87
Total 6800 · Supplies K-4	<u>13,242.50</u>
Total Supplies	25,687.64
6050 · Classroom Books and Supplies - Other	15.99
Total 6050 · Classroom Books and Supplies	<u>54,414.02</u>
7000 · Educational Programs	
7100 · Arts Block	407.11
6910 · Character Education	2,419.82
7150 · Drama	673.92
7200 · ELA FY10, Science FY10 programs	53,796.62
7250 · French	2,681.55
7300 · Instrumental Music	2,738.05
7350 · Latin	1,805.54
7400 · Library/Reading Specialist	2,407.25
7450 · Music	
7451 · Chorus	342.14
7450 · Music - Other	373.27
Total 7450 · Music	<u>715.41</u>
7500 · Nurse Supplies	3,819.49
7550 · Physical Education	1,952.34
7650 · SPED Consultants	6,132.27
7651 · SPED Supplies	4,941.55
7700 · Testing	5,345.31
7750 · Visual Arts	1,991.14
Total 7000 · Educational Programs	<u>91,827.37</u>
Total 6000 · Instructional Costs	146,241.39
9200 · Student Activity Expense	
6930 · Graduation	1,448.93
6940 · Middle School Sports	1,627.26
9210 · Band	210.00
9215 · Drama - Musical	4,200.70
9220 · Before School Expenses	131.13
9225 · Fundraising Expenses	0.00
9229 · Pizza Fundraising expenses	8,218.25
9230 · Gym Uniforms	1,917.20
9235 · Hot Lunch	29,167.88
9290 · Other Pass Through Expenses	151.53
9240 · MILK	10,268.78

Benjamin Franklin Classical Charter School
Profit & Loss
 July 2009 through June 2010

	<u>Jul '09 - Jun 10</u>
9260 · Field Trip	
9269 · K Field Trip	752.00
9261 · Grade 1 Field Trip	2,792.28
9262 · Grade 2 Field Trip	1,720.00
9263 · Grade 3 Field Trip	1,765.25
9264 · Grade 4 Field Trip	2,550.25
9265 · Grade 5 Field Trip	8,648.00
9266 · Grade 6 Field Trip	14,160.00
9267 · Grade 7 Field Trip	2,401.00
9268 · Grade 8 Field Trip	2,639.50
9277 · Grade 7 Quebec	32,598.00
9278 · Grade 8 Washington	36,730.00
9279 · Phys Ed Field Trip	917.00
9260 · Field Trip - Other	2,001.50
Total 9260 · Field Trip	109,674.78
Pass Through Expenses	0.00
Total 9200 · Student Activity Expense	167,016.44
6999 · In Kind Transportation Expense	120,000.00
8000 · Building and Facility Expenses	
8100 · Building	
8110 · Building Lease - St. Mary's	195,000.00
8120 · Building Utilities	
8121 · Telephone	5,359.50
8122 · Utl Electric	24,176.27
8123 · Utl Gas	21,034.35
8124 · Utl Water	5,175.14
Total 8120 · Building Utilities	55,745.26
8130 · Facility Expense	28,983.31
8140 · General Maintenance	87,378.08
Total 8100 · Building	367,106.65
Total 8000 · Building and Facility Expenses	367,106.65
8200 · Operations	
8250 · Insurance - Liability	9,410.96
8300 · Office Expense	
8310 · Office Supplies and Expenses	15,146.48
8320 · Copier	
8321 · Maintenance of Equipment	7,990.17
8322 · Lease of Equipment	32,877.65
Total 8320 · Copier	40,867.82
8350 · Postage	4,568.18
Total 8300 · Office Expense	60,582.48
8400 · Staff Expenses	
8410 · Prof Dev	10,986.54
8420 · Hospitality	860.09
Total 8400 · Staff Expenses	11,846.63
8600 · Technology	
8610 · Alert Now	205.68
8620 · Misc. Equipment	3,623.97
8630 · Network and Telecommunications	9,234.22
8640 · Technology lab	2,139.84
8650 · Technology - Classroom	975.60
8600 · Technology - Other	62.02
Total 8600 · Technology	16,241.33

Benjamin Franklin Classical Charter School
Profit & Loss
 July 2009 through June 2010

	<u>Jul '09 - Jun 10</u>
8700 · Professional Services	
8710 · Consultant- Human Resource	500.00
8715 · Accounting	34,885.03
8720 · Audit	24,236.00
8725 · Legal	4,682.00
8730 · Printing Services	3,660.79
8750 · Advertising	8,224.46
8700 · Professional Services - Other	330.00
Total 8700 · Professional Services	<u>76,518.28</u>
8800 · Fees, Dues and Memberships	
8810 · Bank Fees	1,141.60
8820 · Memberships/Subscriptions	10,986.14
8840 · Payroll Fee- Fox	4,631.51
8880 · interest expense	1,107.40
Total 8800 · Fees, Dues and Memberships	<u>17,866.65</u>
8900 · Other operating costs	
6920 · Food and cafeteria supplies	554.80
8910 · Board Expenses	1,137.81
Total 8900 · Other operating costs	<u>1,692.61</u>
Total 8200 · Operations	<u>194,158.94</u>
Total Expense	<u>4,369,757.76</u>
Net Ordinary Income	52,289.98
Other Income/Expense	
Other Income	
4800 · Investment Income	31,006.16
Total Other Income	<u>31,006.16</u>
Other Expense	
9100 · Other- Previous year adjustment	1,469.51
8160 · Depreciation Expense	78,147.75
Total Other Expense	<u>79,617.26</u>
Net Other Income	<u>-48,611.10</u>
Net Income	<u><u>3,678.88</u></u>

Benjamin Franklin Classical Charter School
Balance Sheet
 As of June 30, 2010

	<u>Jun 30, 10</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · BFCCPS	1,034,644.97
1030 · RBC Dain Raus	1,525,951.78
1040 · Money Market	0.08
Total Checking/Savings	<u>2,560,596.83</u>
Other Current Assets	
1150 · Other Receivables- ARRA 760	6,609.00
1160 · Other Receivables- Sped 240	19,249.29
1205 · RBC Estimated Accrued Interest-	3,172.54
1210 · Due from Foundation	3,188.00
1260 · Prepaid Health and Dental	41,739.38
1270 · Prepaid- Insurance	5,364.00
1280 · Prepaid- W. Comp.	6,123.60
1285 · Prepaid- Other	5,143.11
Total Other Current Assets	<u>90,588.92</u>
Total Current Assets	2,651,185.75
Fixed Assets	
1300 · Leasehold improvements - bldg	
1301 · Wheelchair lift	24,274.00
1300 · Leasehold improvements - bldg - Other	60,546.18
Total 1300 · Leasehold improvements - bldg	<u>84,820.18</u>
1320 · Modular Building	293,002.94
1330 · Furniture & Fixtures-Instrument	4,588.00
1340 · Instruments	19,299.37
1360 · Furniture and fixtures	90,756.90
1370 · Computer Equipment	
1380 · 99 Technology	1,905.00
1390 · Technology lab	78,072.17
1370 · Computer Equipment - Other	25,060.75
Total 1370 · Computer Equipment	<u>105,037.92</u>
1600 · Accumulated Depreciation	-560,043.75
Total Fixed Assets	<u>37,461.56</u>
TOTAL ASSETS	<u>2,688,647.31</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	86,910.92
Total Accounts Payable	<u>86,910.92</u>
Other Current Liabilities	
2040 · Student Council	1,023.03
2050 · Parent Advisory Council	391.59
2060 · Sunshine Club	512.43
2070 · Band Fundraising	260.00
2080 · School Store	210.42
2130 · Accrued expenses - payroll	318,025.12
2150 · Accrued Expenses	59,921.40
2200 · Rockland Trust Line of Credit	135,000.00
Total Other Current Liabilities	<u>515,343.99</u>
Total Current Liabilities	<u>602,254.91</u>
Total Liabilities	602,254.91

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Accrual Basis

Benjamin Franklin Classical Charter School

Balance Sheet

As of June 30, 2010

	<u>Jun 30, 10</u>
Equity	
3000 - Opening Bal Equity	14,853.75
3100 - Retained Earnings	2,030,398.21
3200 - Investment in Fixed Assets	37,461.56
Net Income	3,678.88
Total Equity	<u>2,086,392.40</u>
TOTAL LIABILITIES & EQUITY	<u><u>2,688,647.31</u></u>

