

# Seven Hills Charter Public School

2010-2011 Annual Report

*Krista Piazza, Superintendent*



51 Gage Street, Worcester, MA 01605

[kpiazza@sevenhillscharter.org](mailto:kpiazza@sevenhillscharter.org)

[www.sevenhillscharter.org](http://www.sevenhillscharter.org)

Phone: 508-799-7500 Fax: 508-753-9679

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## Introduction

Seven Hills Charter Public School was founded in 1996 by a group of private citizens who partnered with Edison Schools, Inc. to provide an alternative mode for public education in the City of Worcester. The doors opened to 524 K-7 students on September 11, 1996. As of August 1, 2011 the school holds our enrollment cap of 666 K-8 students and maintains a waitlist of approximately 250 students. Seven Hills is located at 51 Gage Street in Worcester.

In May of 2005, the Board of Trustees expressed confidence in the school's maturity and development, prompting state board of education's approval of a charter amendment for Seven Hills to operate independently of Edison Schools. We have since renewed our charter two more times, with the most recent renewal attaching probationary conditions and goals that must be met by December 2012. We are now in our 16<sup>th</sup> year of operation with the current charter term ending in 2016.

Seven Hills Charter Public School is proud to serve a diverse cross section of Worcester families. We do not discriminate on the basis of race, color, national origin, religion, sex, ethnicity, sexual orientation, age, ancestry, athletic performance, disability status, housing status, proficiency in the English language or a foreign language, or prior academic achievement.

The Seven Hills curriculum is aligned with the Massachusetts Curriculum Framework, and is tailored to meet the specific needs of each student. All students receive a well rounded education by integrating art, movement, music, technology and character education into all of the content areas. By using data to drive a three tiered model of instruction in both academics and character development, students receive opportunities for regular enrichment and remediation. It is our goal to prepare our children for success as students, workers and citizens.

Seven Hills Charter Public School provides a family oriented environment that strongly believes that the school-home partnership is an integral component for the academic success of each child. Family involvement is strongly encouraged and expected. We offer students and families:

- a safe and nurturing learning environment.
- a staff that puts children and families first by maintaining strong communication and access to support services.
- a highly qualified staff that is committed to ongoing professional development and collaboration.
- a longer school day and year that provides more dedicated learning time.
- a curriculum that is guided by clear and ambitious academic standards.
- well-rounded instructional programs that integrate art, music, technology and character education into everyday learning.
- foreign language, fine arts, health, fitness and guidance instruction starting in kindergarten.
- ongoing authentic assessment that allows teachers to tailor instruction to meet individual needs.
- opportunities to extend learning through assemblies, fieldtrips and after school activities.
- "Intensives" that unite the school around the study of engaging themes.
- a daily emphasis on the core values of wisdom, justice, courage, compassion, hope, respect, responsibility and integrity.

At Seven Hills Charter Public School, each child's intellectual capacity is respected and nurtured through Reading, Language Arts, Math, Social Studies, and Science. Students are challenged to excel in rigorous but absorbing programs of study featuring: direct instruction in phonics, fluency, comprehension and composition skills; immersion in various genres of classic and contemporary literature, math experiences that cultivate an intuitive sense of numbers and mathematical processes; and intentional inquiry into the Earth and its inhabitants.

Through Physical Education, Visual Arts, Music, World Language, and Character Education, students' creative capabilities are enhanced in an environment that prizes each member's unique strengths and talents through a quest for personal excellence.

August 1, 2011

Massachusetts Department of Elementary and Secondary Education, Charter School Office

75 Pleasant Street

Malden, MA 02148

To Whom It May Concern:

On behalf of the Seven Hills Charter Public School, I present this annual report as a testament to the hard work, accomplishments and reflective practice of the entire Seven Hills community. The SHCPS Board of Trustees would like to use this opportunity to convey a sense of urgency about the academic performance of our students and to express our support for the exciting changes that are in store for Seven Hills Charter Public School.

The Seven Hills Charter Public School Board of Trustees and School Administration recently completed an intensive “Best Practices” research project aimed at uncovering the “secrets” of high achieving charter schools. In addition to reading reports, articles, and data summaries, we visited schools across the country looking for common trends. What we saw was truly amazing and, while we have a lot of the pieces in place to match the performance of the schools we visited, we feel that, with a few changes, we too can see our academic achievement skyrocket!

A longer school day and year, a cross-curricular team teaching approach and a small school management model will give all members of the school community the support and levels of accountability necessary to bring out the best in each and every person. A rejuvenated emphasis on “college, career and beyond” will instill within every student a vision for the future and an eye on excellence.

For several years, Seven Hills has been on the verge of greatness. Now, our time has come. We are confident that, with the new structures we have put in place for the 2011-2012 school year, we will exceed the expectations outlined for us in our renewal conditions and will achieve our mission of preparing our children for success as students, workers and citizens.

Sincerely,

Carlton Watson, Chairperson

Seven Hills Charter Public School Board of Trustees

## School Mission Statement

The mission of Seven Hills Charter Public School is to prepare a diverse cross section of Worcester children for success as students, workers, and citizens by providing them a high quality education at prevailing public school costs.

### Performance and Plans

*(Faithfulness to Charter)*

#### **“...for success as workers...”**

1. The number of students eligible to participate in the Junior Academy Seven Hills Enrichment Learning Laboratory will increase each year and will not drop below 20%. **(goal met)**

- Although we met the eligibility goal outlined above (24% met the SHELL criteria (honor roll), we felt that many would be better served by additional targeted assistance rather than enrichment programming. Therefore, based on benchmarking data, thirty five JA students, representing six percent of the Junior Academy, were placed in enrichment programming, while all of the others received extra instruction on specific standards.

2. Seven Hills Charter Public School will host at least five community education opportunities per year in order to explore various occupations and higher education. **(goal met)**

- Through the Big Brother Big Sister program, Seven Hills students were partnered with Holy Cross students. They meet weekly to engage in mentoring activities which include campus visits and attendance at college based events.
- Simeon Mac Millen, a dedicated volunteer from WPI, completed his fourth year of presenting in Elementary and Junior Academy math classrooms and providing ongoing student mentoring about higher education and math and science career opportunities.
- Throughout the year, six Seven Hills alumni have addressed students at assemblies about goal setting, perseverance and college.
- This year, Seven Hills has hosted career related guest speakers from Fidelity Bank, Worcester and Auburn Police, Paramedic and Fire Departments, the District Attorney’s office, Nature’s Classroom, Broadmeadow Brook Conservatory, MEDA, United Bank, A Pro Builder, the District Attorney’s office, the Great Brook Valley Health Center, and more!
- With the support of Ms. Holton and classroom teachers, Elementary Academy students met with meteorologists from across the state and visited the local TV stations to watch “weather reporters” in action. Students then created projects and performances to share at the Ecotarium event, “Jammin’ in Our Wellies.”
- Several students visited the local radio stations to learn more about media production and to help advertize the Seven Hills fundraising events to support disaster relief projects in Japan.
- SHCPS students were partnered with St. Peter Marian high school students for Field Day and our spring production of “The Wizard of Oz.”

3. Seven Hills Charter Public School will participate in at least three community service projects per year in order to learn about ways to improve the quality of life for those around us. **(goal met)**

- Seven Hills is actively engaged in the community. In addition to participating in community clean ups and digital story book creation, our students regularly donate time and items to the Willis Foundation, the Southern Worcester County Neighborhood Center and the Masonic Home. Each year, students, staff and families participate “Pennies for Patients” drive for St. Jude’s Children’s Hospital and they the streets for the Annual Worcester Walk for the Homeless to raise awareness about this important issue. Eighth grader Tiana Felix, learned even more about giving back to our great state as she represented Seven Hills at the Governor’s Statewide Day of Service.

- Sometimes, community service comes in the form of sharing talent. The Seven Hills Beat Squad, Stomp Team and Show Choir spread good cheer throughout the community by sharing their talents at events such as the Stand Against Racism, World Smile Day, Canal Fest, the 2W Festival, Worcester PD Youth Summit, the African American Juneteenth Festival, the Boys' and Girls' Club, the Worcester Art Museum, the Worcester Public Library and more! The Stomp Team and Show Choir even performed on stage at Disneyworld!
- All National Junior Honor Society students members need to meet a volunteer requirement. Some students helped neighbors, volunteered through their churches or social service agencies. Others eagerly tutored peers and volunteered at the Ecotarium. They even helped our fine arts teachers prepare all K-8 students to prepare projects and presentations that were unveiled at the Ecotarium's unveiling of their new weather exhibit.
- Seven Hills is always ready to spring into action to support those in need. The school hosted a number of activities such as "Jump for Japan," "The Paper Crane Project" and "Songs from the Heart" to raise over \$5,000 for the Red Cross disaster relief efforts in Japan and western MA.
- Seven Hills board members, staff and families joined together with City View Elementary School and the Worcester Regional Environmental Council to kick off a Community Garden project, aimed at transforming a dumping ground into a plot of land that is rich for planting.

**"...for success as citizens..."**

4. At least 80% of SHCPS students will receive recognition for displaying characteristics of model citizenship throughout the school year. **(goal met)**

- Students receive Model Citizenship Awards based on SLC scores of 3 or 4 in Effort and Conduct in ALL classes. 328 students (49%) received this award this school year. Other recognitions include weekly Star Students and PBIS Community Tickets and "Blues". Over the course of the year, 9,684 PBIS tickets and 10,951 "blue notes" were awarded to 659 students (99%) for going above and beyond to be kind, safe and responsible and 420 students (63%) were recognized as star students for doing something remarkable to exemplify the school's core values.

**"...by providing a high quality education ..."**

5. Seven Hills Charter Public School will disseminate best practices to surrounding districts each year by hosting annual showcases, preparing publications or online tools to be shared, presenting at professional conferences and forming partnerships with other institutions. **(goal met)**

- SHCPS has, through a partnership with Ideal Consulting, shared best practices around differentiation, teaching routines and procedures and data driven instruction / response to intervention with teachers and administrators from the Auburn Public Schools.
- Another team of teachers and administrators from Auburn observed in third grade classrooms and met with teachers around best practices in reading instruction.
- Seven Hills teachers are often called upon to share best practices around implementation of Singapore Math strategies. Ms. Adams, Ms. Ambroise and Mr. Cabral have presented at Worcester State University and Boston College and several classrooms have hosted guest observers from the Sayles School in Connecticut.
- Ms. Riordan presented "Move It Or Lose It: The Importance of Kinesthetic Learning" at the Eagle Hill School. Ms. Cox is scheduled to present "What Would Brian Do?: Using Questions to Further Critical Thinking" later this year.
- First, fourth and fifth grade teachers hosted Linda Lipinski Fay, a Becker College pre-practicum student who was working on her Elementary Education certification.
- Jason Lessard, an intern from Cambridge College, is completed his guidance training under the supervision of our Guidance Director, Ms. Lisa Dirsra.

- Dynamy intern, Andrew Robinson, worked with our library and technology departments to learn more about integrating technology into instruction.
- Amity Conkright, a graduate student from Harvard University, studied under SHCPS Superintendent, Ms. Piazza, as part of her semester long internship for principal's licensure. A second principal's intern, Ms. Ellen Neeland, completed her principal's internship with Ms. Piazza this spring.
- Josh Key and Alyssa Zenitz, interns from Worcester State University, worked with teachers in regular education, special education and guidance programs as part of their "Sociology of Education" coursework.
- Ms. Colon and Ms. Cox presented "Using Questions to Further Critical Thinking" at the International Reading Conference held in Guatemala City.
- As part of a cultural and educational exchange, Ms. Krista Piazza and Ms. Kathy Holton presented a series of lessons about American pedagogical techniques to educators from Beijing, China.
- Students and teachers also collaborated, via SKYPE, with teachers and classes across the country to develop jointly created units about the regions of the United States. Because this project was so successful, other classes extended the project to connect with schools in France, Ghana and China.
- Ms. Piazza and a team of teachers from our Elementary Academy are participating in an ongoing exchange of best practices with a team from the Martin Luther King School in Cambridge, MA. They conducted classroom observations and feedback sessions around the guiding question, "What teacher practices promote higher order thinking?"
- Ms. Piazza and colleagues are regular presenters at monthly regional charter leader meetings. This year, topics have included "Meeting the Needs of Special Populations," "Best Practices in Business Management and HR" and "PBIS and Student Management Systems."
- A subcommittee of the Board of Trustees has completed a comprehensive study of best practices of high performing charter schools. The summary report has been shared with school leaders across the country.
- On March 11<sup>th</sup>, teachers from twelve districts across the state gathered at Seven Hills to participate in our Annual Showcase of Best Practice in Special Area Classes. Workshops included topics such as art integration, kinteshteic learning, sensory integration, technology enhanced instruction and much more.
- On April 15<sup>th</sup>, SHCPS partnered with the MA Center for Charter Public School Excellence and the Pioneer Valley Performing Arts School to host the first ever "Arts Integration Meeting (AIM)." Seven Hills specialists presented a variety of cross-curricular integrated arts projects and facilitated a "Best Practices Roundtable."
- With the support of Ms. Holton and Mr. Belanger, Primary and Elementary Academy teachers and students have facilitated distance learning partnerships with students in Florida, Ghana, and China. Teachers and students have prepared lessons and presentations around topics related to our science and social studies curriculums.
- Ms. Garland and Ms. Krackovic shared EPIMS tracking tools that they created with HR Knowledge, to be utilized by other clients across the state.
- On June 2<sup>nd</sup>, our guidance staff presented about our "Pride Program" at the Worcester Regional PBIS "Accessing Services and Supports for Students/ Families at Tiers 2 and 3" Conference held at the Worcester Technical High School.

6. Seven Hills Charter Public School Board of Trustees will participate in an annual reflective retreat with an independent consultant in order to evaluate the effectiveness of the school and their governance. The Board will review results of student, staff and parent satisfaction surveys and produce a summary report at the end of each retreat. **(goal met)**

- In the spring and summer of 2010, Schoolworks consultant, Kim Wechtenhiser, facilitated a series of meetings and retreats focused on self-evaluation and development as well as charter renewal preparation. One outcome of this process was the formulation of a subcommittee dedicated to studying the best practices of high performing charter schools.

- The Board’s midyear retreat, held in January, focused on the findings of the High Performing Schools subcommittee.
- In June, after the school completed preliminary work with John Tarvin from the MA Center for Charter School Excellence, Dr. Christopher Bogden, of Leadership K12, hosted two board retreats, one focusing on the SHCPS Self Evaluation and Corrective Action Plan and the Draft 2011-2016 School Accountability Plan and the second focusing on school and board goals, roles and responsibilities. Board member Kevin Bradley also provided a presentation of best practices shared at the National Charter Public School Conference.

7. The School Advisory Council, comprised of parents, staff and community members, will report to the Board of Trustees on the school’s achievement relative to their annual improvement plan. **(goal met)**

- This year, the SAC continued their focus on building cross-cultural understanding and supporting students and families who speak English as a second language. They hosted Parent ELL Classes and two staff and family “Cultural Competency” events. In addition, they completed their homework study and submitted a proposal for a policy revision and shared ideas for family support to increase quality homework completion.

### **Common School Performance Criteria**

**Implementation of mission, vision, and educational philosophy:** The mission of the Seven Hills Charter Public School is to prepare a diverse cross section of Worcester children for success as students, workers and citizens by providing them with a high quality education at prevailing public school costs. In alignment with this mission, all students not only participate in rigorous academic programs, but they also regularly experience lessons that integrate character education, the arts and technology. Students are given opportunities to explore various career options and to look for ways to give back to our community. Seven Hills prides itself in recognizing and valuing the unique talents and needs of each individual so that we can grow together as a community of learners.

Seven Hills has taken steps to enhance the achievement levels of our students in the years to come. In addition to using an Understanding by Design approach to transitioning to the new MA Curriculum Frameworks, beginning with the 2011-2012 school year, the school will employ a Coordinator of Higher Education and Multiculturalism. This person will play a key role in motivating students and families to pursue higher education options and to recognize that what students do in school today is key to their ability to access a lifetime of opportunities.

**Implementation of the governance/leadership structure:** The SHCPS Board of Trustees and school administration participated in a series of development activities over the course of the 2010-2011 school year. They strengthened the board subcommittee functions and implemented programming to ensure continuity in board membership and succession processes. In addition, they reflected heavily upon their roles and the performance of the school and examined their practices relative to those of other high performing charter schools. As a result of these examinations, the school filed for a charter amendment to redesign the leadership structure to be based upon a smaller “schools within a school” model, with each academy having its own head of school, dedicated to enhancing the support and accountability of all staff and students. In order to ensure continuity across academies, the superintendent, a new Coordinator of Curriculum and Assessment, and key personnel would serve as school wide support. To increase learning time and continuity, the school also filed for an amendment to alter the school calendar and schedule. All amendments have been approved by DESE and will be implemented beginning with the 2011-2012 school year.

**Performance and Plans**  
(Academic Program)

**“...for success as students...”**

1. Seven Hills Charter Public School will make AYP in ELA and math on the MCAS each year.(**goal not met**)

- The following table represents **Spring 2010** MCAS results.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate	Yes	98	No	71.4	No	0.8	Yes	95.9	No
Lim. English Prof.	Yes	96	No	57.5	No	-3.5	Yes	96.2	No
Special Education	Yes	96	No	53.3	Yes	9.2	Yes	94.9	Yes
Low Income	Yes	98	No	70.6	Yes	2.1	Yes	95.9	Yes
Afr. Amer./Black	Yes	99	No	75.5	Yes	1.2	Yes	97.2	Yes
Hispanic	Yes	98	No	66.4	No	-0.4	Yes	95.2	No
White	Yes	98	No	82.3	Yes	6.8	Yes	95.6	Yes
<b>MATHEMATICS</b>									
	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	100	No	60.2	No	1.2	Yes	95.9	No
Lim. English Prof.	Yes	100	No	48.1	No	0.5	Yes	96.2	No
Special Education	Yes	100	No	36.5	No	0.2	Yes	94.9	No
Low Income	Yes	100	No	58.2	No	0.9	Yes	95.9	No
Afr. Amer./Black	Yes	100	No	63.3	Yes	2.2	Yes	97.2	Yes
Hispanic	Yes	100	No	55.1	No	2.6	Yes	95.2	No
White	Yes	100	No	73.8	No	-1.7	Yes	95.6	No

2. Seven Hills Charter Public School students will earn MCAS scores at or above the state average and higher than those of the sending district.

- The following table represents **Spring 2010** MCAS results. (**goal not met**)

MCAS Assessment	SHCPS CPI	WPS CPI	State CPI	SHCPS SGP	WPS SGP
Grade 3-Reading	81.4	76.1	85.8	n/a	n/a
Grade 3-Math	83.3	72.3	83.8	n/a	49
Grade 4-ELA	53.9	68.9	80.1	16	51
Grade 4-Math	53.8	68.5	78.7	19	55
Grade 5-ELA	59.1	72.8	84.2	28	55
Grade 5-Math	44.7	66	77.4	34.5	55.5
Grade 5-Sci & Tech	56.3	65.4	79.7	n/a	n/a
Grade 6-ELA	73.6	79.5	86.8	54	64
Grade 6-Math	58.5	71	79.7	70.5	65
Grade 7-ELA	77.6	78.7	88.6	55	55

Grade 7-Math	60.6	62.6	76.1	46	47
Grade 8-Math	59.7	82	74.8	52	57
Grade 8-Sci & Tech	49.2	62.4	71	n/a	n/a

3. Using normed Curriculum Based Measures (CBM), 75% of Seven Hills students will reach reading and math benchmarks each year. **(goal not met)**

- In the aggregate, 73% of the students met the End of Year Benchmarks based on the Tests of Early Literacy (K,1), AIMS Web Oral Reading Fluency and Accuracy Probes (1-8) and the Scholastic Reading Inventory (2-8).
- In the aggregate, 63% of the students met the End of Year Benchmarks based on the Tests of Early Numeracy (K,1) and Yearly Progress Pro Benchmark Tests (2-8).

4. At least 85% of all Seven Hills Charter Public School parents will participate in at least one SLC conference or school meeting per year to discuss their child’s progress. **(goal met)**

- 100% of SHCPS families have participated in discussions around their child’s progress through at least one of the following methods: Family and Student Support Team (FASST) meetings, IEP or 504 meetings, Academic Probation meetings or parent / teacher meetings. 75% of our families attended regularly scheduled SLC conferences.

5. At least 85% of all Seven Hills Charter Public School students will work with staff and family members to develop and monitor a Student Learning Contract (SLC) goal each trimester. **(goal met)**

- 100% of SHCPS students set and monitor SLC goals. 583 students met at least one of their goals over the course of the year.

### Common School Performance Criteria

Massachusetts Comprehensive Assessment System (MCAS):

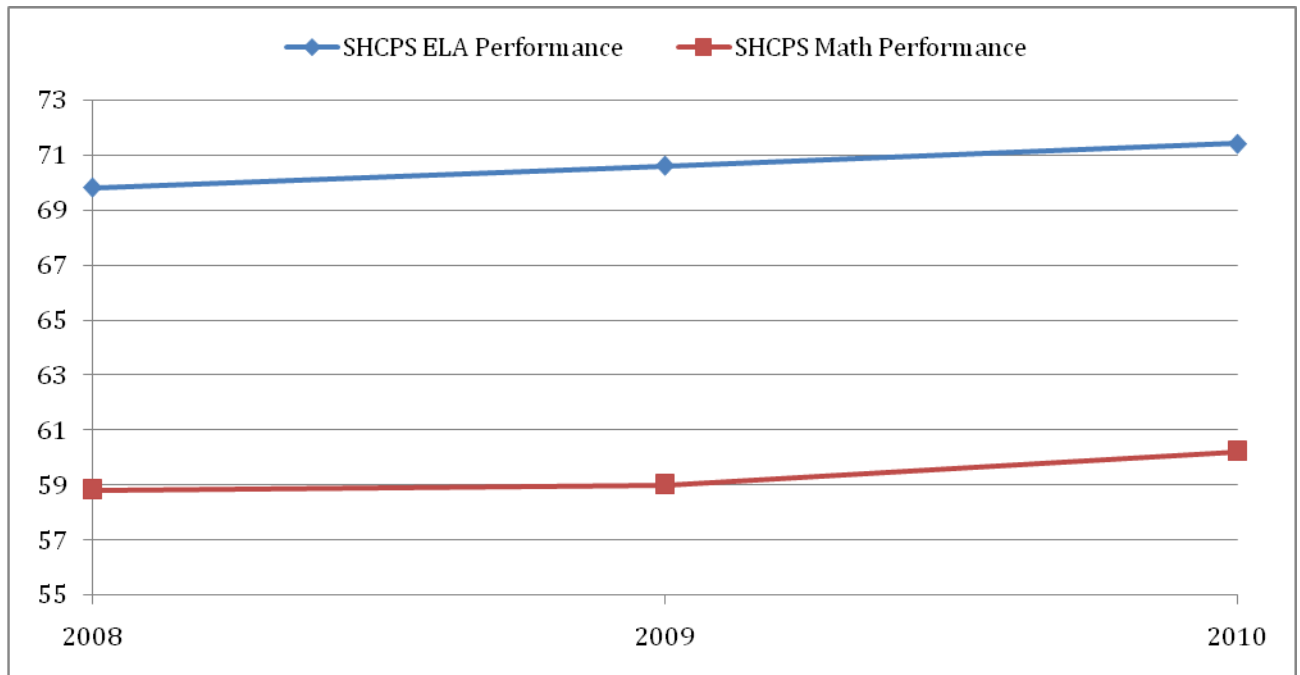
The following table represents Seven Hills’ Spring 2010 MCAS Performance (also included on page 9 of this report):

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate	Yes	98	No	71.4	No	0.8	Yes	95.9	No
Lim. English Prof.	Yes	96	No	57.5	No	-3.5	Yes	96.2	No
Special Education	Yes	96	No	53.3	Yes	9.2	Yes	94.9	Yes
Low Income	Yes	98	No	70.6	Yes	2.1	Yes	95.9	Yes
Afr. Amer./Black	Yes	99	No	75.5	Yes	1.2	Yes	97.2	Yes
Hispanic	Yes	98	No	66.4	No	-0.4	Yes	95.2	No
White	Yes	98	No	82.3	Yes	6.8	Yes	95.6	Yes
<b>MATHEMATICS</b>									
Aggregate	Yes	100	No	60.2	No	1.2	Yes	95.9	No
Lim. English Prof.	Yes	100	No	48.1	No	0.5	Yes	96.2	No

Special Education	Yes	100	No	36.5	No	0.2	Yes	94.9	No
Low Income	Yes	100	No	58.2	No	0.9	Yes	95.9	No
Afr. Amer./Black	Yes	100	No	63.3	Yes	2.2	Yes	97.2	Yes
Hispanic	Yes	100	No	55.1	No	2.6	Yes	95.2	No
White	Yes	100	No	73.8	No	-1.7	Yes	95.6	No

While Seven Hills did not make Adequate Yearly Progress in the aggregate for both ELA and Math, there are several subgroups where AYP was met. In ELA, these include students classified as Special Education, Low Income, African-American/Black, and White. In Math, these include students classified as African-American/Black.

The MCAS performance in both ELA and Math has increased since 2008, as represented by the following charts:



One of the most special aspects of Seven Hills is our diversity reflected in the wide array of cultures, ethnicities, and races of our bright-eyed students, many born in non-English speaking countries and/or raised in non-English speaking homes. A large proportion of our students – many who are relatively new to the United States as well as new to formal, comprehensive, rigorous education in immersive English – are finding it more and more difficult to achieve State performance targets as we approach 2014 when all students are expected to achieve proficiency on the MCAS exams. Nevertheless, we are committed to a “No Excuses” approach each and every day, and believe that all students can and will achieve. Our motto inspires this approach: “To College, Careers, and Beyond.”

The school's median student growth percentile (SGP) in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.

Please refer to the charts below:

ALL GRADES - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	46	96	0	20	41	39	53.3	38.0	40	46	96	0	20	41	39	53.3	38.0	40	89,969	98	2	26	42	30	67.3	41.0	65,554
ELL/Former ELL	50	96	0	16	56	28	57.5	33.0	36	50	96	0	16	56	28	57.5	33.0	36	39,253	98	3	29	43	26	66.1	51.0	25,279
Low-Income	348	98	3	38	41	19	70.6	39.5	270	348	98	3	38	41	19	70.6	39.5	270	169,152	99	5	42	37	16	76.5	46.0	127,715
African American/Black	149	99	4	47	34	15	75.5	43.5	112	149	99	4	47	34	15	75.5	43.5	112	39,877	99	5	42	37	16	76.6	46.0	29,830
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	25,580	99	26	49	19	6	89.8	59.0	19,755
Hispanic/Latino	206	98	0	31	47	22	66.4	32.0	167	206	98	0	31	47	22	66.4	32.0	167	70,278	99	5	38	38	19	73.6	47.0	51,676
Native American	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,265	99	10	49	30	11	82.5	45.0	993
White	41	98	5	49	44	2	82.3	50.0	30	41	98	5	49	44	2	82.3	50.0	30	350,089	99	19	57	20	5	90.5	50.0	285,376
<b>Other Subgroups</b>																											
Male	192	96	1	30	45	24	65.0	30.0	149	192	96	1	30	45	24	65.0	30.0	149	255,816	99	12	52	27	10	84.6	47.0	201,587
Female	235	100	5	44	39	12	76.6	47.0	184	235	100	5	44	39	12	76.6	47.0	184	242,687	99	20	53	21	6	89.3	53.0	194,491
Title I	427	98	3	38	41	18	71.4	40.0	333	427	98	3	38	41	18	71.4	40.0	333	144,544	99	5	42	38	15	76.4	46.0	107,227
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	354,124	99	20	57	18	5	91.1	51.0	288,851
Non-Low Income	79	99	5	38	46	11	74.7	42.0	63	79	99	5	38	46	11	74.7	42.0	63	329,516	99	21	58	17	4	92.2	52.0	268,363
ELL	36	95	0	17	56	28	55.6	35.0	28	36	95	0	17	56	28	55.6	35.0	28	27,116	98	1	21	46	32	59.8	50.0	16,011
Former ELL	14	100	0	14	57	29	62.5	N/A	8	14	100	0	14	57	29	62.5	N/A	8	12,137	99	7	46	36	11	80.1	55.0	9,268
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	559	99	14	50	25	11	85.5	50.0	391
Multi-race - Non-Hispanic/Latino	24	96	8	29	38	25	67.7	N/A	19	24	96	8	29	38	25	67.7	N/A	19	10,686	99	16	51	25	8	86.3	49.0	7,993
<b>All Students</b>																											
2010	427	98	3	38	41	18	71.4	40.0	333	427	98	3	38	41	18	71.4	40.0	333	498,668	99	16	52	24	8	86.9	50.0	396,078
2009	441	100	5	32	47	17	70.6	34.5	346	441	100	5	32	47	17	70.6	34.5	346	499,025	99	16	51	25	8	86.5	50.0	396,371

ALL GRADES - MATHEMATICS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	48	100	0	8	19	73	36.5	53.0	42	48	100	0	8	19	73	36.5	53.0	42	89,944	98	5	16	34	45	57.5	43.0	65,471
ELL/Former ELL	52	100	0	12	38	50	48.1	28.0	38	52	100	0	12	38	50	48.1	28.0	38	39,255	99	9	22	34	34	61.5	54.0	25,514
Low-Income	357	100	6	22	37	35	58.2	40.0	279	357	100	6	22	37	35	58.2	40.0	279	168,960	99	11	26	36	27	67.1	47.0	128,065
African American/Black	152	100	9	26	37	28	63.3	41.0	114	152	100	9	26	37	28	63.3	41.0	114	39,864	99	10	25	36	29	65.1	48.0	29,896
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	25,597	100	45	30	17	7	89.0	62.0	19,819
Hispanic/Latino	211	100	3	20	37	39	55.1	43.0	172	211	100	3	20	37	39	55.1	43.0	172	70,161	99	10	24	36	31	63.9	47.0	51,940
Native American	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,259	99	17	29	34	21	72.3	46.0	1,000
White	42	100	14	36	31	19	73.8	41.5	32	42	100	14	36	31	19	73.8	41.5	32	350,165	99	29	35	25	10	84.1	50.0	285,544
<b>Other Subgroups</b>																											
Male	200	100	6	21	39	35	58.1	37.5	158	200	100	6	21	39	35	58.1	37.5	158	255,808	99	26	32	27	16	79.5	50.0	201,997
Female	237	100	8	27	33	32	61.9	44.0	185	237	100	8	27	33	32	61.9	44.0	185	242,686	99	25	33	28	14	80.2	50.0	194,665
Title I	437	100	7	24	36	33	60.2	41.0	343	437	100	7	24	36	33	60.2	41.0	343	144,388	99	11	27	36	26	67.8	48.0	107,509
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	354,244	99	31	35	23	10	84.8	51.0	289,153
Non-Low Income	80	100	10	36	31	23	69.1	43.5	64	80	100	10	36	31	23	69.1	43.5	64	329,672	100	33	36	23	8	86.4	52.0	268,597
ELL	38	100	0	11	45	45	49.3	30.0	30	38	100	0	11	45	45	49.3	30.0	30	27,121	99	6	18	35	40	56.2	53.0	16,199
Former ELL	14	100	0	14	21	64	44.6	N/A	8	14	100	0	14	21	64	44.6	N/A	8	12,134	99	17	30	32	21	73.3	55.0	9,315
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	559	99	22	31	29	19	77.3	51.0	394
Multi-race - Non-Hispanic/Latino	25	100	4	28	28	40	55.0	23.0	20	25	100	4	28	28	40	55.0	23.0	20	10,707	99	24	31	29	15	78.6	48.0	8,008
<b>All Students</b>																											
2010	437	100	7	24	36	33	60.2	41.0	343	437	100	7	24	36	33	60.2	41.0	343	498,632	99	26	33	27	15	79.9	50.0	396,662
2009	442	100	9	19	37	35	59.0	42.0	348	442	100	9	19	37	35	59.0	42.0	348	499,717	99	23	32	28	16	78.5	50.0	397,572

Seven Hills has been designated as a school in Restructuring. On the Spring 2010 MCAS, as outlined in the charts included on pages 9 and 10-11, we have not met AYP in the aggregate in English language arts or mathematics. The following subgroups did meet the AYP improvement targets in ELA: Special Education, Low Income, African-American/Black, and White. Our African-American/Black students also met the AYP improvement target in math.

Seven Hills' Student Learning Contract (SLC) is a standards-based academic progress reporting system, or "standards-based report card." Teachers use common performance assessments and other forms of assessment to determine the level of mastery of each of the targeted MA Curriculum Framework standards.

We disseminate this data quickly and in a format that helps faculty make critical interventions and other educational decisions for the singular purpose of raising student achievement.

The following is a snapshot of this internal data based on 2011 end-of-year SLC's:

**MASTERY OF SLC STANDARDS, END-OF-YEAR 2011**

<b>Kindergarten:</b>	
ELA:	89.5%
Math:	85.4%
Science:	87%
Social Studies:	88.7%
Overall Mastery:	88.3%

<b>Grade 5:</b>	
ELA:	75.7%
Math:	75.1%
Science:	94.4%
Social Studies:	76%
Overall Mastery:	80.1%

<b>Grade 1:</b>	
ELA:	80.8%
Math:	83.3%
Science:	94.4%
Social Studies:	89.7%
Overall Mastery:	85.3%

<b>Grade 6:</b>	
ELA:	96.1%
Math:	71%
Science:	56.4%
Social Studies:	72.5%
Overall Mastery:	76.8%

<b>Grade 2:</b>	
ELA:	81.3%
Math:	76.7%
Science:	87.9%
Social Studies:	85.2%
Overall Mastery:	82.3%

<b>Grade 7:</b>	
ELA:	69.9%
Math:	74.9%
Science:	42.1%
Social Studies:	34.5%
Overall Mastery:	52.4%

<b>Grade 3:</b>	
ELA:	82.5%
Math:	83.4%
Science:	91.9%
Social Studies:	88.3%
Overall Mastery:	85.2%

<b>Grade 8:</b>	
ELA:	68.4%
Math:	42.2%
Science:	46%
Social Studies:	44.2%
Overall Mastery:	51.3%

<b>Grade 4:</b>	
ELA:	75%
Math:	80.7%
Science:	85.1%
Social Studies:	64.6%
Overall Mastery:	77.4%

<b>Aggregate:</b>	
<b>ELA:</b>	<b>79.9%</b>
<b>Math:</b>	<b>74.7%</b>
<b>Science:</b>	<b>76.1%</b>
<b>Social Studies:</b>	<b>71.5%</b>
<b>Overall Mastery:</b>	<b>75.5%</b>

**Curriculum:** Seven Hills Charter Public School offers a challenging, innovative and flexible curriculum that provides teachers and students with a program of distinction. We are committed to providing all students with an educational experience that helps them grow not only in knowledge and skill, but also in character. We select curriculums based on its ability to accurately reflect and appeal to our diverse population. Teachers regularly work with the administrative team to examine programs to identify stereotypes or biases and to ensure that the programs are respectful of differences in race, color, sex, religion, national origin or sexual orientation. We are proud of the way our school, staff and programs prepare our children for success as students, workers and citizens.

Seven Hills strives to help all students reach high levels of achievement and self-satisfaction by exposing them to a variety of instructional strategies designed to appeal to the wide range of learning paces and styles present in every classroom. We focus on fostering individual growth of students by identifying and nurturing their

talents, setting goals and monitoring progress toward achieving those goals. We constantly assess student learning and refine our programs to enhance opportunities for success. Our three-tiered curriculum model allows all students to access the skills and concepts outlined in the Massachusetts Curriculum Frameworks. Our core curriculum (Tier 1) consists of solid programming in all of the content areas. In addition, all students access supplemental programs (Tier 2) that are designed to target individual areas of strength and weaknesses. Students needing more intensive interventions may access a full range of services through special education and other individualized programming (Tier 3).

Technology plays a critical role in both instruction and assessment at Seven Hills. Lessons are designed to take advantage of the many tools we have available, including wireless laptops, Smartboards, Easyteach and Quizdom, interactive learning tools. Students regularly access online resources and curriculum supports and participate in computer based testing and instruction. In addition, assignments are designed to encourage students and staff to use technology to communicate with each other, prepare presentations, organize and interpret data and much more. Having the skills to “be connected” is critical to success in the 21st century.

### ***Mathematics***

SHCPS’s mathematics curriculum requires 60 minutes of daily math instruction, and an additional 30 minutes of targeted tutorial or enrichment opportunities. Our math program prepares children to solve problems flexibly, enables them to carry out tasks encountered in everyday life, fosters number and spatial sense, develops positive attitudes toward mathematics, and stimulates mathematical thinking. To achieve these goals, the curriculum stresses not only computation but also the full range of mathematics including data collection and analysis, probability and statistics, geometry, and algebra. The required core instructional programs are *Singapore Math (K-5)* and *Prentice Hall (6-8)*. Supplementary programming is available through the use of various enrichment materials, *Every day Math*, McGraw Hill’s online *Yearly Progress Pro*, *RM Math* and the University of Michigan’s *Classwide Peer Tutoring (CWPT)* model.

In Primary Academy, students learn math facts and how to compute with speed and accuracy. They also learn to apply addition, subtraction, multiplication, and division to real-world problems and situations. Through hands-on activities with manipulatives and projects, students apply and test their mathematical ideas and understandings. They work in pairs and in groups to make mathematical discoveries, develop mental math skills, explore mathematical relationships, and strengthen their thinking. This introduction helps ensure that they go through life confident in mathematics and capable of applying it to their daily lives. In addition to the curriculum based assessments, Primary Academy student progress is also tracked by our benchmarking and progress monitoring system using the *Test of Early Numeracy (TEN)* and computational fluency exams, *CBM*, are given a minimum of three times a year (more often for individual progress monitoring) in order to set goals and to guide the decision making process of student programming for the tutorial / enrichment block.

In Elementary Academy, the mathematics curriculum continues to balance concept instruction with meaningful application. Students apply their more advanced mathematical tools and techniques to a rich variety of cross-curricular projects and activities. They explore concepts such as decimals and percent; mean, median, and mode; ratio and proportion; and functions. They participate in wide-ranging discussions about math, engage in a variety of cooperative-learning projects, explore simulations, and make increasingly more sophisticated mathematical observations. Calculators and computers play important roles in both the Primary and Elementary academies because they greatly expand the range of math problems and calculations that students can perform. Of course, students still use pencil and paper to complete some algorithms, but the math program emphasizes choosing from a range of problem-solving methods and tools, including mental arithmetic. Additionally, we often ask students to explain why their calculated or computed answers are reasonable, thereby calling on their understanding of operations and strengthening their ability to judge the validity of answers. In the Elementary Academy, students participate in online assessments created by McGraw Hill. These assessments, *Yearly Progress Pro*, are aligned with the Massachusetts Curriculum Frameworks and are linked directly to online instruction designed to remediate gaps in learning. In addition, computational fluency exams, *CBM*, are given a

minimum of three times a year (more often for individual progress monitoring) in order to set goals and to guide the decision making process of student programming for the tutorial / enrichment block.

Three themes form the core of the mathematics curriculum at Junior Academy level: applied arithmetic, pre-algebra, and pre-geometry. These themes are fully integrated into the Academy's programs, *Prentice Hall Mathematics Courses 1, 2, and 3*. Concepts and ideas are consistently taught and elaborated upon through a spiral curriculum approach that takes students beyond rote learning to true mathematical understanding. In Junior Academy, students move toward a higher level of abstraction, developing their understanding of variables, generalizations, and informal proofs. By the end of their Junior Academy experience, students have learned to apply their arithmetic skills in a variety of real-world situations, to delve into problems involving all sorts of numbers, to think through different wordings and problem presentations, and to confront new contexts with confidence and understanding. They have also received the background in algebra and geometry necessary for more advanced work that lies ahead of them in their academic careers. Students who are able to move through the Junior Academy mathematics curriculum in only two years will be provided, in eighth grade, with *Prentice Hall Algebra*, using program materials and its tools and also students' work to investigate the mathematics inherent in real-world situations. High-interest projects and investigations, conducted individually or in cooperative teams, help students learn that by drawing on the ideas, tools, and techniques of mathematics, they can strengthen their thinking, communicate with greater precision, make important connections across the curriculum, and find solutions to perplexing questions and challenging problems. As with the Elementary Academy, Junior Academy teachers also use McGraw Hill's *Yearly Progress Pro* and *CBM* assessments to inform programming and offer regular feedback on student progress.

### ***Reading and Language Arts***

All Seven Hills students participate in a minimum of 90 minutes a day of English Language Arts instruction, with an opportunity for an additional 30 minutes of targeted tutorial or enrichment. SHCPS's reading programs emphasize a balanced approach to literacy instruction. We foster high levels of literacy in the areas of reading, writing, speaking, listening, and viewing. Our goal is to have every child reading on or above grade level by third grade. To meet this ambitious but essential goal, we utilize Scott Foresman's integrated literature program, *Reading Streets*, in the Primary and Elementary Academy. We selected this program based upon its strong balance between narrative and expository literature experiences that extend across all content areas, excellent vocabulary, oral language and comprehension development structures, embedded phonics instruction, built-in opportunities for differentiation and guidance for flexible grouping, corresponding leveled texts and decodables, corresponding intervention materials for struggling students, connected activities to support ELL students, online access for staff and families to the literature, teacher manuals, and student exercises. The Scott Foresman programs are supplemented by *Phonemic Awareness in Young Children (K) and Foundations (K-3)* as well as a variety of intervention programs focused on decoding, fluency, comprehension, and vocabulary.

The ability to read fluently and comprehend opens up vast new worlds for adolescent learners. Junior Academy reading is designed to help all students achieve the fluency required to explore these new worlds. The program offers students a rich variety of young adult novels and literature anthologies such as, Prentice Hall's *Choices in Literature*, that present new stories, new experiences, and complex worlds to adolescent readers. By combining the best in young adult novels with classic and contemporary poems, essays, biographies, memoirs, journalism, and short fiction, Junior Academy language arts not only provides students with a solid foundation in the power and value of the written word, but also builds a strong understanding of the structure of the English language that contributes to their fluency as readers, thinkers, and writers.

Seven Hills is committed to the writing process and the writing workshop approach to writing instruction. The goal of writing workshop is to develop proficiency while fostering an enthusiasm for writing as a form of communication, self-expression, and personal reflection. The writing process replicates the general stages through which all writers must successfully advance a piece of writing: prewriting, drafting, revising, editing and proofreading, publication. Topic selection, idea development, and organization are emphasized in the early

stages of the process; word choice, spelling, punctuation, grammar, and other writing conventions are emphasized in later stages. Writing workshop allows teachers to tailor whole-class instruction to common needs in brief and purposeful mini-lessons and to provide individual instruction and support on a regular basis during student writing and conferencing time. Mini-lessons are also used to introduce new writing genre, to focus on narrative and expository elements, rules of grammar and punctuation, etc. Writing workshop provides administrative supports through maintenance of student writing folders, which show development in writing process techniques. The writing workshop also encourages the development of peer editing skills, giving students the guidance and opportunity to be critical readers and supportive editors of each other's work. To promote self and peer editing, students are taught to use appropriate tools, such as dictionaries and thesauruses. Most importantly, writing workshop gives students ownership of their writing, allowing them to select topics and forms that engage their interest and challenge their skills. Teachers use student folders to monitor the responsibility of student choices, the variety of genre completed, and their overall progress in completing work. Students also complete regular writing-on-demand assignments.

At all levels, data is utilized to make determinations for supplementary and enrichment programming. Students in all grades participate in DIBELS testing a minimum of three times a year. Additional probes are used for survey level assessments and regular progress monitoring. The *Scholastic Reading Inventory* (SRI) determine vocabulary and comprehension skills and lexile levels. More intensive assessments are utilized on an as needed basis. Supplementary curriculums include *Read Naturally*, *Lexia Learning*, *Fluent Reading Trainer*, (technology based supports), *Project Read*, *Language!*, *Rev It Up*, *Flocabulary*, *Rewards*, and the *Elements of Reading Fluency and Vocabulary Kits*.

### ***Social Science***

The impulse to cover is the quicksand of history-social science instruction. This impulse has a tendency to overrule the better pedagogical judgments of teachers, who too often feel compelled to sacrifice depth for breadth, interest for information, and discussion activities and projects for a reliance on lectures and textbook readings in an effort to cover all the content associated with their assigned curriculum. SHCPS believes that a different commitment must drive instruction, a commitment to depth. Big ideas should shape research, projects, discussions, and other aspects of student investigation in the social sciences. Deep understanding, the product of varied instructional presentations and full student engagement, results in learning that endures beyond the Friday quiz and the quarterly exam. We do not identify every fact, name, date, and event that students should master before they are considered knowledgeable in this diverse and wide-ranging discipline. Facts are an essential means to a fruitful end, not the end themselves. Facts support an argument, describe an idea, put muscles, organs, and skin life on a skeleton that is otherwise dead and meaningless. Those are presented as examples in the context of a larger idea or understanding.

The goal of the social science curriculum in SHCPS Primary and Elementary academies is to awaken in the minds and imaginations of children an understanding of and appreciation for the subject of history and its related disciplines. To accomplish this goal, we have designed a learning environment that involves children as active learners. Instruction is project-based and features meaningful activities that apply key process skills to investigations of important content. Students work individually and in cooperative-learning groups on projects that are often cross-curricular. A multicultural perspective and respect for diversity pervade the curriculum, which is standards-based and uses authentic assessment to evaluate student performance and guide instruction. In addition to utilizing popular literature and primary source documents, teachers utilize the *History Alive* curriculum, created by the Teachers' Curriculum Institute. This program consists of a series of instructional practices that allow students of all abilities to "experience" history by applying the theories of Howard Gardner's multiple intelligences. Students have the opportunity to learn and exhibit their competencies in a variety ways. The spiraled curriculum is founded on the belief that all students can learn if a teacher shows them how to think and discover knowledge for themselves. In addition, students are guided through progressively more difficult concepts through a process of step-by-step discovery.

In Primary Academy, students encounter a wide variety of interesting people, places, cultures, and ideas through the themes, “My Family, My Community, and My World.” They have made a difference, and by exploring their own family histories, they learn to use maps and globes to identify places and to understand the impact of place on how people live. They are introduced to the institutions and symbols of American political processes and culture. Additionally, they grasp basic economic concepts in the context of learning about how people lived in the past, how they live in the present, and how they are likely to live in the future.

The Elementary Academy social science curriculum takes advantage of history’s narrative attributes and is structured around the topics of the Vikings to the westward movement, US civics, economy and government and US and world geography. The balanced breadth and depth of the curriculum strengthens students’ cultural understanding, develops their analytic thinking skills, leads to an appreciation for the excitement of history, and helps them understand the concept of place that is central to the study of geography.

The Junior Academy curriculum is based on the Massachusetts State Frameworks focusing on the five themes of geography: region, location, movement, place and human environmental interaction. These themes are embedded across all topics explored in the Junior Academy social science classes. Students begin sixth grade using resources from *History Alive*, *Message of Ancient Days*, and *Ancient World* (World Explorer Series) to study topics ranging from early man to early civilizations and cultures of Sumar, Mesopotamia, Israel, Egypt, Asia, Greece, and Rome. In seventh grade, students expand upon their understanding of the five themes of geography as they apply them to world geography units guided by tools such as the *Geography Tools and Concepts* (World Explorer series), *The Story of Money*, *World History*, *Across the Centuries*, Jr. Scholastic magazine. In eighth grade, students delve into an in-depth exploration American History from the Revolutionary War period through the Civil War and Reconstruction. The learning process is supported by the following texts: *The Story of America*, *History Alive*, *Adventure Tales America*, and *American Nation*.

### ***Science***

SHCPS offers students an engaging, challenging curriculum rooted in ambitious academic student standards, carefully selected core curricular materials, and a supportive pedagogy that encourages active student learning and meaningful project-based learning. We utilize a constructivist approach to teaching and learning science that promotes the development of critical thinking and problem-solving abilities.

At the Primary and Elementary Academy levels, the science curriculum is interwoven throughout all subject areas. In addition to utilizing literature and experience-based programming, students acquire sound knowledge of the scientific method by participating in activities found in various thematic kits developed by *Science through Inquiry (STC)*, *Delta Science Modules (DSM)* and *Science Through Experimentation Processes (STEP)*. These programs help students learn to collect, organize and analyze data and develop research skills that can be applied throughout each unit of study. Each unit, selected to be aligned with the Massachusetts frameworks, draws from a variety of resources to integrate math and language arts skills into the scientific process.

The core program for teaching science in the Junior Academy is *Glencoe / McGraw-Hill*. Each level of SHCPS’s three-year Junior Academy science program contains units from life, earth, and the physical sciences. These spiral in complexity and difficulty from year to year. The program goals are to instill an appreciation of how science, technology, and society are interrelated, promote and understanding of important science concepts processes and ideas, to apply the use of higher order thinking skills, to improve problem solving abilities and skills, and to improve the ability to apply scientific principles. The program is designed around the Constructivist Learning Model. Students “construct” an understanding of concepts step by step. This process begins in each unit when students answer “big picture” questions to identify what they know and believe about a topic. Within each chapter are opportunities for students to question their own knowledge and investigate ideas to form new knowledge through experimenting, reading, writing, and presenting information to their peers. Each unit concludes with an opportunity to relate the information to the student’s own life through thought provoking questions and research ideas. Additional resources are available that make the program as

rich and up-to-date as possible, an important aspect when the subjects are as dynamic as science and technology. Several web sites, including some exclusive to the program, provide easy links to additional information on every topic. The most exemplary of these is sciLinks, a web service developed and maintained by the National Science Teachers Association. This resource is referenced throughout the book and links students directly to well-researched sites on each topic. Students work both individually and in teams, depending upon the activity at hand. There are many opportunities and even suggestions for the teacher to assist in meeting individual student needs, showing cross-disciplinary relationships, highlighting the cultural diversity in science and integrating the areas of all the science disciplines.

Assessment is an interactive and on-going process between the teacher and the student, not a single event at the end of a given instructional sequence. A variety of assessment tasks and strategies that more accurately analyze the learning process of each student on a daily basis are provided in the curriculum. The process of embedded assessment allows the student and the teacher to have a more authentic measure of what the students know, value, and are able to do. For the teacher, this process helps determine the flow of the lessons. Students are encouraged to be responsible for their education, rather than accepting grades as an external consequence that is out of their control. Ongoing assessment helps students understand their progress, monitor their own growth, and develop specific skills.

### ***Physical Fitness and Health***

The road toward a lifetime of healthful habits begins in the Primary and Elementary academies. In the area of physical fitness, the emphasis at this level is on developing motor skills and aerobic capacity, targeted to individual levels and according to personal fitness plans. We aim to develop students' skills in sports and games, but we take great care not to overemphasize competition. Rather, we believe that learning basic motor skills provides the competence that leads to confidence and enjoyment of physical activities for a lifetime. During the crucial Junior Academy years, we guide students toward making wise choices as they negotiate the physical, social, and emotional changes associated with early adolescence. Through a varied program that stresses individualized fitness goals, we help all students understand the benefits of continuing the strenuous physical activity they enjoyed in earlier academies. In the Health program, we carefully link the health, science, and character and ethics curricula when dealing with issues that range from resolving personal conflicts to human reproduction. The main reference book for physical education teachers is *Dynamic Physical Education for Elementary School Children, 11th & 12th Eds.*, written by Dr. Bob Pangrazi of Arizona State University and published by Allyn and Bacon. The text is consistent with our state standards for physical education, and includes essential sections on activities for developing basic skills, wellness and developing a healthy lifestyle and sport-specific skills and drills.

In conjunction with the physical education, science and character and ethics curricula, Seven Hills also offers regular instruction in healthful living, with a special focus on the needs of students of different ages. We have carefully chosen components of *Health Wave* curriculum that are age-appropriate and that support our ambitious standards for each academy. This program emphasizes personal and mental health, stress management and suicide prevention, nutrition and fitness, human growth and sexuality, family life, disease prevention and AIDS, safety and injury prevention, violence prevention, community and consumer health, alcohol, tobacco and drugs.

### ***The Fine Arts***

The Seven Hills Fine Arts curriculum offers an ambitious program of instruction in music, visual arts, drama, and dance. Visual and performing arts are taught by specialists, who devote equal attention to history, performance, appreciation, and practice. To reinforce classroom learning, the fine arts specialists often connect their lessons to the programs of studies in the core classes. Whether integrated with other subjects in the curriculum or taught on their own, the arts provide innovative ways to enhance learning and creativity. The teachers pull from a variety of resources to ensure that all students receive a well-rounded experience. Among them are the Davis Publication entitled *Adventures in Art, Art: A Global Pursuit*, and *Art: A Community*

*Connection.* In addition, teacher pull from *Learning to Look and Create: the SPECTRA Program* from Dale Seymour Publications and Silver Burdett Ginn's *The Music Connection*.

In the Primary Academy, students begin formal studies in music through singing, playing simple instruments, and listening to a wide range of musical styles from many different cultures. They develop their art skills by using a variety of tools and materials to express ideas. They begin to recognize the basic elements of drama and have many opportunities to express their imaginations through dramatic play, puppetry, and storytelling. They are introduced to the elements of dance and learn to recognize those elements in the performances they view.

In the Elementary Academy, students create and perform a range of artistic works across the curriculum. They gain a wide understanding of various musical forms and styles, such as classical, jazz, blues, and rap and increase their knowledge of artistic principles, elements, and terminology and translate their observations into original artwork, often using multimedia and other audiovisual materials. They “do” and “view” drama and role-play a variety of characters from literature and history. And they increase their understanding and appreciation of creative movement as they explore traditional and contemporary dance forms.

The Junior Academy Fine Arts program continues offers a wide range of elective classes from which the students can choose. The offerings are designed to build upon the balanced, discipline-based and performance approach that students practiced in the earlier academies, including study of art history, criticism, aesthetics, and production. It is also closely integrated with the other subject areas in the Junior Academy curriculum to encourage cross-curricular projects that engage the whole academy. Students study the arts of diverse cultures and civilizations, making connections to their own lives and analyzing the contributions that societies made to the way people live today. They learn that the arts have always played an important, if not an essential, role in world history. Each student in this academy creates a time line, which serves as the glue that keeps the key events, people, and places in an organized and logical framework and provides an understanding of the big picture—how all people have the arts in common and all have a contribution to make.

The main goal of Seven Hills's emphasis on the fine arts is to develop student literacy and competency in the understanding and creating of art, music, drama, and dance. Just as *all* students in a physical education program can learn to participate in sports and healthful exercise, *all* students in a fine arts program can learn to draw, play an instrument, perform a role, and dance a jig. These are skills that can and should be taught to *all* students, not just the “talented” few. In today's rapidly changing world, technology and art are becoming increasingly intertwined. This connection has not only expanded the scope of our instruction at Seven Hills but it has also broadened student base to which the program appeals. Students now realize that there are many ways to produce art and tools that can help them find their own special style, be it through graphic design, animation or composing music, everyone can find an outlet for self-expression and creativity.

A well-rounded education has to include more than a limited arts appreciation component. It has to develop a deeper understanding of the purpose, value, and aesthetics of the arts and teach students the fundamental skills of self-expression.

### ***World Language***

Seven Hills is proud to offer second language instruction in Spanish beginning in kindergarten. Students explore not only the written and spoken word, but also put their learning in contexts of geography, history and culture. Our goal is to educate children on the value of diversity and the benefits of being able to communicate in multiple circles. At all grade levels, students learn through oral and written exercises, musical experiences, cultural explorations and a variety of interactive activities that enhance vocabulary, fluency and accuracy. In the Primary Academy, our Spanish teachers have designed units of study focusing on basic language skills and vocabulary. They have created work packets and activities utilizing music, games, puppets, artwork, storytelling and more. Elementary Academy students expand their learning through the use of *Viva el Espanol!* and the Junior Academy tops it off with *Paso a Paso*.

### ***Character and Ethics***

Character and ethics are a school wide responsibility centered around SHCPS's core values (wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity.) Teachers are expected to integrate character education goals into their regular instruction—both in terms of behavioral expectations and content-related instruction.

Education in character and ethics is about the application of student understandings to their own behavior. The core values provide a common set of attributes that can frame a lesson on moral questions behind a character's choices in a novel; the underlying principles behind a political idea, such as democracy or the creation of written laws; or the courage of individuals in challenging unjust systems. The core values also provide opportunities to explore the reasons behind particular school and class rules and to provide instruction and practice to help students successfully live up to these and other expectations. This goal of helping students apply values to their own behavior is the heart of the Seven Hills character education program.

The Seven Hills Code of Conduct is: *Be kind, Be Safe, Be Responsible*. This code is used to establish consistent school-wide expectations. Classroom teachers work with students to define each of the expectations by completing representation charts to show what being kind, safe and responsible looks, sounds, and feels like. In addition, students learn about the code by participating in role-play's and problem solving *sessions* using *Open Circle*, *Go Program*, and *Seven Habits of Highly Effective Teens* materials.

The Seven Hills Core Values of wisdom, justice, courage, compassion, hope, respect, responsibility and integrity are pervasive throughout the school. Students explore these values as themes in literature, history, science and sportsmanship. They look for exemplars throughout the school and society and do their best to see how people's own choices and behaviors impact themselves, others and the world around them.

### ***Advisory and Guidance***

Students participate in an advisory program that is delivered through "Morning Meeting" each day. Homeroom teachers are considered advisors for their homeroom students and are responsible for tracking attendance, setting and monitoring Student Learning Compact (SLC) goals, delivering the advisory curriculum and creating a safe environment for students to explore issues that are important to their well-being and academic growth. The recommended delivery models are those outlined through *Open Circle*, the *Responsive Classroom* program for Morning Meetings or the *Circle of Power and Respect*. Teachers also regularly draw upon the resources provided in student agenda books, Steven Covey's *Seven Habits of Highly Effective Teens*, and the *FISH!* Philosophy by Charhouse Communications.

In addition, students participate in classroom-based lessons led by our guidance staff. These lessons range in topic from goal setting, career awareness, bullying and teasing, appreciation of diversity, teambuilding, leadership, communication, conflict resolution, drug and alcohol awareness, healthy relationships, personal safety and more.

### ***Technology as a Second Language***

Just as our students acquire Spanish as a second language, through extensive use of technology, they acquire the vocabulary, skills and knowledge of concepts imbedded in the use of technology to support their learning. From interacting with programs and assessments in key learning areas, they gain mastery and confidence in their use of technology. As they increase their use of technology, they begin to expand their understanding and appreciation for how technology can enhance their learning and, in many ways, how technology can help make them more independent researchers, data collectors, and writers. Students participate in classroom based lessons on keyboarding and word processing, use of Microsoft Office software programs, internet safety and much more. Junior Academy students may also elect to take classes on computer programming and repair, web site design or video production.

**Instruction:** The Seven Hills Teacher Reflection Rubric outlines the school’s indicators of effective instruction. Teachers and administrators regularly utilize these standards in measuring quality of the educational experiences that we are providing for our children. Teachers have used these standards, under the umbrellas of planning and preparation, instruction, learning environment, and professional responsibility, to develop lesson dialog sheets, rounds observation plans and much more. Seven Hills teachers learn from one another and are always looking for ways to improve.

Thoughtful lesson planning is at the core of good instruction. When designing instruction, we ask teachers to start with these four guiding questions: “What do I want my students to learn? What will motivate my students to learn it? How will they learn it? How will I know if they have learned it?” “By focusing on these questions, teachers can design instruction that is grounded in clear and ambitious goals that are correlated with the MA Curriculum Frameworks, connected to student interests and needs and differentiated in terms of content, and assessed in a variety of ways.

All students in Seven Hills participate in a three-tiered instructional model, based on a common core curriculum and shared experiences followed up by individualized supplementary instruction and targeted intensive interventions. Our goal is not just to impart information but to teach students to think. We aim to create independent learners by using an “I do, we do, you do” approach to teaching comprehension and problem solving strategies and then encouraging students to question, explore, experiment with and defend their ideas. With two adults in each core classroom, it is our expectation that teachers use the models of co-teaching, as trained, to balance whole group instruction with small group and individualized learning experiences.

**Classroom and school environment:** Seven Hills participates in Positive Behavior Intervention Support (PBIS). All members of the Seven Hills Community treat each other with kindness, take responsibility for our actions, and maintain a safe and positive learning environment.

Consistency is the most important ingredient for a productive school climate. When all members of the school community share a common belief system, model and acknowledge positive behaviors and interactions, and enforce the rules fairly and consistently, students can focus on learning in a safe and comfortable environment. The SHCPS Code of Behavior and Respect was designed to prepare all students prepare all children for success as students, workers and citizens.

Seven Hills believes in a three pronged approach to developing and maintaining a safe and productive learning environment. First, we are committed to proactively teaching our school wide expectations and giving students, staff and families the tools and strategies they need to work and learn together. Students receive regular instruction in what it means to be kind, safe and responsible across all environments. They participate in character education classes, morning meeting advisory periods and health and guidance lessons around communication, conflict resolution, goal setting and bully prevention. Second, we are committed to stopping inappropriate or unproductive behaviors from occurring. The “Stoplight” system for redirecting students and the menu of consequences outlined in the SHCPS Code of Behavior and Respect was designed to provide guidance for immediate actions to be taken when infractions occur. Please understand that Seven Hills has a progressive discipline system. Repeated infractions result into higher levels of consequence. Third, we are committed to changing patterns of behaviors. The Apologies of Action listed in the SHCPS Code of Behavior and Respect provides examples of ways to turn “mistakes” or “errors in judgment” into learning experiences. In addition, the Family and Student Support Team (FASST) builds a bridge between home and school in order to collaborate around interventions to support struggling students. Together, we can understand and meet the unique needs of our diverse population in order to bring out the best in everyone.

**Diverse learners:** Students who have an English Language Development (ELD) receive direct instruction in the idiosyncrasies of the English language. After evaluating each student's needs, materials are selected to target specific goals. Among the resources used are Into English and specialized materials from Scholastic. Technology is regularly integrated into instruction through the use of interactive software and composition exercises. Our goal is for all students to be successful communicators in two languages by the time they graduate from Seven Hills.

Seven Hills is committed to providing quality, researched-based instruction to our English Language Learners. According to MA law, public school students who are not proficient in English must be placed in a Sheltered English Immersion (SEI) program. By using the home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons, the school identifies students whose dominant language may not be English. Those students are assessed in the areas of speaking, listening, reading and writing. If a student tests as "Limited English Proficient", she/he is accepted into the program. Following the assessment, a letter is sent, in the preferred home language, to all parents of assessed students to notify them of the results and inform them of their child's placement and service needs. Once the letter is signed by the parent and returned to the school, it is filed for future reference. Should a parent choose to deny services, a parent may request a waiver. The waiver allows parents to voluntarily choose the academic program for their child(ren). In order for a parent to request a waiver for a student under age ten, the student must have participated in the program for thirty calendar days. Students over ten can be waived out of the program at any time. Should a parent sign a waiver to opt out of the ELD / SEI program, the school must use alternative means to meet the child's needs.

Once a child is accepted in the ELL program, he /she will receive English Language Development (ELD) classes (as described above) based on the Massachusetts English Language Proficiency Benchmarks and Outcomes, and Sheltered English Immersion (SEI). Language development is designed to help the child to learn the English language rapidly so that he or she can be assimilated in the mainstream classroom and be able to do ordinary schoolwork. Sheltered instruction is designed to assist the child in assimilating content (math, science, history, etc.) using appropriate language acquisition strategies. Students receive direct language instruction through a Sheltered English Immersion program with teachers who have participated in staff development courses that focus on strategies and techniques for teaching English as a Second Language. All the instruction and materials in the SEI classroom are in English. English language learners, at their comprehension level, follow the rigorous and challenging grade level curriculum, utilizing instructional materials that have been adapted and modified to meet the students' needs.

Students participate in the ELL program until they test in English fluency and literacy at a proficient level. A student is considered proficient when his/her mastery of English enables him/her to access the regular classroom curriculum. In accordance with the No Child Left Behind Act, identified students are assessed annually to determine their level of proficiency in the English language. The child is assessed in the fall and in the spring using the Massachusetts English Proficiency Assessment (MEPA) as mandated by the Commonwealth of Massachusetts.

The results of the administration of these state assessments, combined with input from parents, teachers and other school professionals, will assist the ELL faculty to make a determination for the termination of language services. They are also regularly reported to the MA Department of Education. Even after a student exits the program, their progress is monitored to determine whether or not she /he is successfully participating in the school experience.

Seven Hills offers a multitude of services for students with special needs. We are committed to providing all children a free and appropriate education in the least restrictive environment. We are proud to serve our children in a highly engaging, inclusive environment. Classrooms are staffed with highly qualified teachers and assistants who are dedicated to supporting all learners. In addition, we have a talented team of special educators and clinicians who provide specialized instruction and work collaboratively with classroom teachers to better

serve all students. Our occupational therapist, school psychologist and speech and language specialists provide excellent services to students and serve as resources to our staff and families. The program is managed by our Student Support Manager. Parents are involved at each step of the referral process. Special education is provided in accordance with state and federal laws.

**Professional climate:**The entire Seven Hills staff is committed to ongoing reflection and improvement. Teachers are regularly observed by instructional coaches, administrators, and each other. Feedback is provided through informal conversations, emails and observation summaries or checklists as well as through formal processes aligned with the teacher performance rubrics and professional growth plan development and implementation process. All staff members receive a summative evaluation each year. This evaluation is based upon a final conference where all formal and informal observation findings, student achievement results, and the self-reflection rubric are discussed, and a presentation of a professional portfolio containing a professional growth plan and documentation of development toward established goals. In addition, the evaluation rating is impacted by attendance and punctuality records, fulfillment of professional responsibilities and client satisfaction. Raises, bonuses and contract renewals are based on the performance evaluation and the maintenance of necessary certifications and credentials.

Teachers model a life-long love of learning to our students. Our professional development initiatives for 2010-2011 were designed to increase teacher expertise in content knowledge, data driven differentiation strategies and incorporation of instruction in higher level thinking skills. Teachers worked with teams of experts throughout the year to examine proven strategies, implement and refine practices.

By working in collaborative teams, teachers regularly share resources and provide feedback to one another. To support this practice, all instructional teams share an hour a day of common planning time, in addition to our school wide professional development days. Teachers also regularly participate in “Data Days,” and “Lesson Studies” and conduct “Rounds” as models for peer observation and data driven action planning.

Seven Hills has established a newly invigorated emphasis on rigor and accountability. The school has established clear expectations for staff attitude and performance, aligned with achieving academic results. As part of a shift to a new school model for 2011-2012, including a longer school day and year, all staff members were asked to restate a commitment to the mission of the school and the families that it serves in order to be considered for rehired. This process enabled the school to be selective in their hiring process in order to attract and retain only those most suited to helping the school meet its goals.

**Assessment and instructional decision-making:** Seven Hills Charter Public School collects a variety of student assessment data each week, trimester, and year. These include results on such assessments as: DIBELS; SRI; Yearly Progress Pro; the Test of Early Numeracy; Standards Based Assessments (SBA’s); weekly and daily teacher-created assessments; and other commercially-created assessments that accompany the school’s curricular programs. In addition, each trimester, teachers record students’ progress toward meeting standards on the Student Learning Contracts (SLCs). Student assessment results are gathered and analyzed in Excel spreadsheets that are stored on the school’s shared server. All members of the staff have access to this data, and are expected to regularly access it to track and monitor the learning of individual students as well as groups of students. In addition, during grade level, academy, and whole school meetings, school leaders and coaches facilitate ongoing conversations related to student performance. During these conversations, teachers identify targeted student learning needs based on the data at hand. They then identify specific skills that need to be re-taught to the whole class, groups of students, or individual students. These conversations inform daily and weekly lesson planning.

In addition to this regular cycle of making day to day instructions based on student assessment results, Seven Hills strives to help all students reach high levels of achievement and self-satisfaction by exposing them to a variety of instructional strategies designed to appeal to the wide range of learning paces and styles present in every classroom. We focus on fostering individual growth of students by identifying and nurturing their talents, setting goals and monitoring progress toward achieving those goals. We constantly assess student learning and refine our programs to enhance opportunities for success. Our three-tiered curriculum model allows all students to access the skills and concepts outlined in the Massachusetts Curriculum Frameworks. Our core curriculum (Tier 1) consists of solid programming in all of the content areas. In addition, all students access supplemental programs (Tier 2) that are designed to target individual areas of strength and weaknesses. Students needing more intensive interventions may access a full range of services through special education and other individualized programming (Tier 3).

**Program evaluation:** Staff and members of the school's Board of Trustees regularly evaluate and monitor the quality of the academic program. Program evaluation is conducted at three essential levels. Through the regular collection and analysis of student assessment data, classroom teachers and curriculum and instruction coaches monitor the progress of students at the individual, class, and grade level. Weekly meetings are dedicated to reviewing new data and monitoring student progress toward standards, as well as evaluating the effectiveness of instructional techniques.

At weekly leadership team meetings, school leaders review and discuss this data. School-wide strategies, supports, and additional resources are identified to address areas of underperformance. In addition, the Superintendent and other members of the school's staff present the board of trustees with regular updates on the school's progress toward meeting accountability plan goals.

Seven Hills is committed to partnering with families to improve the educational experience for all children. The School Advisory Council and Special Education Parent Advisory Council play an active role in monitoring school programs and designing projects aimed at targeting areas identified as needing improvement.

During the course of the 2010-2011 school year, the SHCPS leadership team conducted an in depth comparison between our school and other high performing charter schools across the country. Findings revealed marked differences among leadership structures, an emphasis on cultural relevancy, and a pervasive culture of achievement focused on goal setting and academic attainment. The leadership team shared these differences with the school community and solicited their input in the development of a plan of action.

### **Performance and Plans** *(Organizational Viability)*

#### **“...preparing a diverse cross section of Worcester children ...”**

1. Seven Hills Charter Public School will maintain an enrollment level equal to or exceeding 90% capacity as defined by our yearly enrollment target as set by the Board of Trustees.

- Seven Hills reported a final average daily membership of 664.5 for the 2011-2012 school year, representing 99.7% of capacity. **(goal met)**

2. Seven Hills Charter Public School will maintain a waitlist equal to or exceeding 15% of the school's population.

- There are currently 257 students on the waitlist, representing 37% of the population. **(goal met)**

3. Seven Hills Charter Public School will develop a student body representing the diversity of the sending district. **(goal met)**

<b>Enrollment by Race/Ethnicity</b>			
<b>Race</b>	<b>% of WPS 2009-2010</b>	<b>% of State 2009-2010</b>	<b>% of SHCPS 2010-2011</b>
African American	13.6	8.2	39
Asian	7.9	5.1	1
Hispanic	36.4	14.3	43
Native American	0.4	0.3	.4
White	39	69.9	9
Native Hawaiian, Pacific Islander	0	0.1	.1
Multi-Race, Non-Hispanic	2.6	2	6
<b>Status</b>	<b>% of WPS 2009-2010</b>	<b>% of State 2009-2010</b>	<b>% of SHCPS 2010-2011</b>
Low Income	65.8	30.7	81%

**“...at prevailing public school costs...”**

*(Organizational Viability)*

4. Seven Hills Charter Public School Board of Trustees will approve a balanced budget each year that maintains integrity of the academic programming of the school. **(goal met)**

- Seven Hills prepares an annual budget that is designed with a focus on providing high quality educational experiences to our students. On April 6, 2010 a preliminary budget was approved to allow for creation of personnel contracts. On September 7, 2010 a final balanced budget was approved by the board. On May 31, 2011, the board approved an amended budget based upon the budget to actual analysis.

5. Seven Hills Charter Public School administrators will present balance sheets, budget to actual expenditures and current profit and loss statements to the Board of Trustees on a quarterly basis. **(goal met)**

- Financial statements that include the balance sheet and profit and loss statements are presented to the board on a monthly basis. FY2011’s first quarter ended 9/30/10 budget to actual will be presented at the 10/26/10 school board meeting. FY2011’s second quarter ended 12/31/2010 budget to actual was presented at the 01/25/2011 school board meeting. FY2011’s third quarter ended 3/31/2011 was presented at the May 31, 2011 school board meeting.

6. Seven Hills Charter Public School will apply for and receive entitlement and competitive grants on a yearly basis. **(goal met)**

- Seven Hills received 17 grants for the 2010-2011 school year, totaling \$996,304.

7. Seven Hills Charter Public School Parent Guild and Student Groups will facilitate fund-raisers in order to raise at least \$20,000 per year to support student activities and specialized purchases. **(goal met)**

- This year, \$52,092 has been raised through Parent Guild and student group fundraisers, the Scholastic Bookfair, Dress Down Days and in kind donations.

**Common School Performance Criteria**

**Policy decisions:** Over the course of the school year, the board voted upon and approved the following updated policies: Bullying Prevention and Intervention Plan, Wellness and Safety Policy, Train the Trainer Financial

Impact Policy, Experience Credit Cap for New Hires , Discretionary Time and Holiday Policy, School Uniform Policy, Homework Policy, Attendance Policy, Solicitation Policy, Educator Evaluation Protocol and the Grade Placement Policy for Students Seeking to Enroll in a District Schools.

The most recent policy decision was the adoption of a new Homework Policy. The School Advisory Council began this year by reviewing the results of the end of year parent survey given in June of 2010. The common theme among survey respondents was a failure to successfully complete homework on a regular basis. The SAC hosted a parent forum to discuss ideas and concerns, created a student and staff online survey to collect information from other constituencies, reviewed policies from other charter schools and read articles related to school homework policies and practices. Based upon the information that was gathered, the SAC drafted a revised SHCPS Homework Policy. This draft policy was presented at a staff meeting, emailed to all families, posted in the school newsletter and on the online discussion forum. Feedback was taken into consideration and a revised policy was presented to the school leadership team. The leadership team finalized the policy and presented it to all school members for a final vetting and then passed it on to the superintendent, who presented it for board approval.

**Amendments to the charter:**In the spring of 2010, the Board of Trustees of Seven Hills Charter Public School created a subcommittee focused on completing a study of best practices of high performing charter schools. This study uncovered trends in leadership, governance, academics and operations that we believe can help our school achieve its mission of *preparing a diverse cross-section of Worcester children for success as students, workers and citizens by providing them with a high quality education at prevailing public school costs.*

The resulting amendments were voted upon and approved by the Board of Trustees on January 25, 2011 at a meeting held in compliance with Massachusetts Open Meeting Law. Furthermore, the change to the leadership structure of the school is part of our school’s corrective action plan relative to our renewal with probationary conditions.

## I. Major Amendment

### Leadership Structure / Whole School Change Design

1. In an effort to intensify support and accountability by decreasing the number of students and staff supervised by an individual, Seven Hills will move from a three academy model to a four academy model, with each academy having its own Head of School.
2. The smaller school management structure will contain the following positions aimed at supporting a school-wide culture of achievement:
  - Superintendent – System wide strategic planning; Programmatic and fiscal oversight; Board, community and agency reporting and relations; Compliance with local, state and federal regulations
  - Coordinator of Curriculum and Assessment – Curriculum and Assessment Development and Monitoring, Professional Development
  - Heads of School – Support, supervision and evaluation of school staff; Student and family support
  - Student Support Director – Oversight of support services including special education, ELL, health and guidance; Compliance with local, state and federal regulations
  - Academy Director – Student discipline and management
  - Coordinator of Higher Education and Multiculturalism – High school, college and career coaching; Cultural competency training and support

## II. Minor Amendments

### a. School calendar

- i. The school calendar has been adjusted to ensure continuity of instruction and to limit regression due to consecutive out of school days during extend vacations. It will also

reflect an increase in time dedicated to staff development. The school calendar will be comprised of one hundred and ninety five student days (with no less than one hundred and ninety days in the event of up to five snow days) and two hundred and ten staff days.

b. School schedule

- i. The school schedule will reflect an increase in the length of the day (7:45-4:15) on Mondays through Thursdays to allow additional time for intervention delivery and socialization as well as to provide block scheduling to enhance cross-curricular learning and content area literacy and numeracy instruction. On Fridays, students will have an early dismissal (7:45-12:35) and attend only core classes (math, ELA, social studies, science) so that teachers can engage in additional professional development activities for the remainder of the day. Students will have the option of signing up for Friday afternoon activities such as academic support or enrichment, Club Invention (science camp), lego robotics, drama club, show choir, Stomp, art club, chess club, etc.

These amendments are aligned with a comprehensive set of initiatives aimed at increasing student achievement at Seven Hills. We have the utmost confidence that these changes will enable us to meet the requirements of our recent renewal with probationary conditions.

**Complaints:** The SHCPS Board of Trustees did not receive any official complaints.

**Oversight:** Describe how the board of trustees assessed the performance of the school and school leader(s) during the 2010-11 school year. Include information about which constituent groups in the school were involved in the evaluation process. The Board of Trustees evaluates the Superintendent each year, following the release of the MCAS scores. The evaluation is based upon performance criteria in the areas of instructional leadership, administrative responsibilities, parent / community relations and personnel. Trustees complete the evaluation, with input from school members and the superintendent's self reflection. The evaluation is completed at a public board meeting held in compliance with MA Open Meeting Laws.

**Board planning:** After a series of reflective and development retreats with an independent consultant, the board created a subcommittee focusing on Academic Excellence. This subcommittee designed a study aimed at identifying the best practices of high performing charter schools and was charged with working with the school leadership team to develop a plan, based upon these practices, to increase student achievement, board viability and leadership effectiveness and sustainability. The committee completed a "paper study" consisting of online research and phone interviews, visited selected schools and sustained relationships for continued collaboration with chosen schools. The results of this study served as the foundation for the school's corrective action plan and accompanying amendments.

**Family engagement:** Seven Hills is committed to partnering with families to help every child get the most out of his/her school experience. Parents and teachers communicate regularly through daily agenda books, phone calls, emails and conferences. Parents can also access information about a child's academic and behavioral performance through email alerts, text alerts, online grade books and personal outreach.

In addition to the formal involvement structures (i.e. Parent Guild, School Advisory Council, Special Education Parent Advisory Council, etc.), parents are regularly invited to participate in curriculum nights, academic, athletic and fine arts events, parent workshops and more.

Parent and student input is regularly solicited as school decisions are made. Weekly newsletters, autodials, email messages keep parents informed of school policies and events. Parent input is regularly solicited through each of these means. A formal survey was conducted to gather feedback about the school's ability to achieve its mission and to gauge support of the upcoming changes. We received seven hundred and forty four responses to the survey with the majority of respondents voicing support for the school and the new initiatives. Concerns

expressed included three complaints about having too much homework, two complaints about too many family events or obligations, three complaints about school uniforms, three concerns about the day being too long, eight concerns about access to childcare during school shut downs, two complaints about bus stop locations, one concern about students needing to complete missing homework during a recess block. One parent asked us to expand our instrumental music program, one asked for more sports opportunities for K-5, one asked for additional parent resources to better help her child and one asked about additional opportunities to recognize and challenge high achieving students. In addition to providing feedback regarding the school's performance and upcoming changes, families were also asked to share their visions related to the school's mission and their children's futures and to brainstorm ideas about ways the school could better embrace diversity and prepare students for success as students, workers and citizens. We received great responses with ideas ranging from topics such as volunteer coordination to academic celebrations, parent resource libraries and more. The topic most widely commented upon was a desire to continue to develop ways to embrace families from different cultures so that we can all learn about and from one another.

**Safety:** The Seven Hills Code of Conduct is Be kind. Be safe. Be responsible. As a Positive Behavior Intervention Supports (PBIS) school, we strive to ensure that "All members of the Seven Hills Community treat each other with kindness, take responsibility for our actions, and maintain a safe and positive learning environment.

Consistency is the most important ingredient for a productive school climate. When all members of the school community share a common belief system, model and acknowledge positive behaviors and interactions, and enforce the rules fairly and consistently, students can focus on learning in a safe and comfortable environment. Seven Hills believes in a "three pronged approach" to developing and maintaining a safe and productive learning environment. **First**, we are committed to proactively teaching our school wide expectations and giving students, staff and families the tools and strategies they need to work and learn together. **Second**, we are committed to stopping inappropriate or unproductive behaviors from occurring. The menu of consequences was designed to provide guidance for immediate actions to be taken when infractions occur. Seven Hills has a progressive discipline system. Repeated infractions result into higher levels of consequence. **Third**, we are committed to changing patterns of behaviors. We use "Apologies of Actions" as ways to turn "mistakes" or "errors in judgment" into learning experiences. In addition, the Family and Student Support Team (FASST) will be convened to brainstorm interventions to support struggling students. This is mandatory for any students receiving three or more suspensions.

Seven Hills takes a number of steps to prepare staff, students and families to take an active role in creating and maintaining a safe and productive learning environment. Throughout the year, all members of the school community participate in ongoing activities (including workshops, guest speakers, school-wide intensives, assemblies, etc.) aimed at helping everyone understand and implement our character education programs, anti-bullying plan and wellness and safety plan. In addition to receiving professional development classroom management and school safety protocols, all staff members receive instruction in preventative and de-escalation strategies as part of their Crisis Prevention Intervention (CPI) training.

**Employee qualifications:** As part of the hiring process, all candidates are screened to ensure that they meet the education, experience, certification and reference requirements and highly qualified status requirements for their jobs. All instructional staff credentials are confirmed with the DESE security portal's ELAR verification site.

**Financial oversight:** Each year, the Seven Hills Charter Public School Board of Trustees approves a balanced budget that maintains the integrity of the academic programming of the school. The school leadership team meets with staff to conduct an informal needs assessment so that the Superintendent and Business Service Manager can develop a draft budget to be presented to the Board of Trustees Finance Subcommittee, and then to the full Board. This draft contains several contingency plans to account for uncertainty of revenue streams. Human resources are our greatest asset at Seven Hills, with the bulk of the budget supporting salaries and

benefits. Additional financial allocations are prioritized according to direct impact on students, with curriculum, instructional materials and professional development being at the forefront of planning. Remaining expenditures are designed to meet necessary overhead expenses and fixed costs.

**Recruitment, enrollment, and retention strategies for prior school year:** Seven Hills is committed to attracting and retaining a diverse student body. For the 2010-2011 school year, we advertised our student lottery in our local newspaper, at area day care providers' locations, on the local access television station, on informational fliers distributed throughout the community, including churches, cultural centers, and within the school. Advertising and promotional materials were provided in Spanish and English. Seven Hills sought to retain students by providing a wide range of services to meet the varied needs of our population. In addition to offering high quality special education and ELL programming, Seven Hills implemented school- wide positive behavior intervention support programs and targeted tutorials and enrichment opportunities for all students. The school works closely with families to understand their challenges and provide access to supports throughout the school and community.

**Recruitment and Retention Plan**

**Name of School:** Seven Hills Charter Public School **Date** 8/1/2011

**I. Recruitment Plan**

<b>General Recruitment Activities</b>	
<b>List recruitment activities undertaken each year which apply to all students.</b>	
Post information and application on school website.	
Advertise application and lottery information in the Worcester Telegram and Gazette	
Advertise application and lottery information in the Bay State Parent Magazine	
Host Open Houses for prospective families.	

<b>Recruitment Plan – Goals and Strategies</b>	
<b>List goals and strategies for recruitment activities for each demographic group.</b>	
<p><b>Demographic Group:</b> A. Special education students</p>	<p>11.3% of SHCPS students currently receive special education services. To attract additional students with special needs (goal = 13%), the SHCPS Special Education Parent Advisory Council will host an information night for prospective families. In addition, school fliers and lottery announcements will be sent to Early Intervention. Promotional materials will include information regarding special education programming and services.</p>
<p><b>Demographic Group:</b> B. Limited English-proficient students</p>	<p>16.1% of SHCPS students are currently enrolled in ELL programs. To attract additional ELL students (goal = 18%), translated school fliers and lottery announcements will be sent to local cultural organizations Centro las Americas, the Southeast Asian Coalition, and the India Society of Worcester. Promotional materials will include information regarding ELL programs and services.</p>
<p><b>Demographic Group:</b> C. Students eligible for free lunch</p>	<p>72.7% of our students qualify for free lunch. Because this is a much higher percentage than the sending district, we will continue to use our current practices. We will also post fliers at local foodbanks, shelters and unemployment offices and host information sessions at public housing projects.</p>

<p><b>Demographic Group:</b></p> <p>D. Students eligible for reduced price lunch</p>	<p>10.2% of our students qualify for reduced lunch. Because this is a much higher percentage than the sending district, we will continue to use our current practices. We will also post fliers at local foodbanks, shelters and unemployment offices and host information sessions at public housing projects.</p>
<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<p>We are a K-8 school so most of our new students enter in kindergarten. Therefore, little data is available for incoming students.</p> <p>For openings at upper grade levels, we will advertize at local tutoring agencies such as Kumon and Club Z.</p>
<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school</p>	<p>Education level of parents and instability in homes are two factors that research has shown to predict school performance and completion. To attract students who may be at risk, we will advertize at GED programs, the Job Corp, and the Department of Child and Family Services.</p>
<p><b>Demographic Group:</b></p> <p>G. Students who have dropped out of school</p>	<p>N/A</p> <p>We are a K-8 school.</p>
<p><b>Demographic Group(s):</b></p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Compared to the state and sending district, Asian students are underrepresented at Seven Hills Charter Public Schools. Translated school fliers and lottery announcements will be sent to local cultural organizations such as the Southeast Asian Coalition, the Greater Boston Chinese Cultural Association and the India Society of Worcester.</p>

## 2. Retention Plan

Overall Student Retention Goal	
<p><b>Annual goal for student retention (percentage):</b></p>	<p>Seven Hills current stability rate is above that of Worcester Public Schools. We will work to increase the student stability rate from 91.3 to at least 93%.</p>
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
<p><b>Demographic Group:</b></p> <p>A. Special education students</p>	<p>Seven Hills will continue to maintain a full range of services for students on IEP's. Should a student continue to struggle, the school will hold "Failure to Progress" meetings to determine root causes of a lack of progress so that additional interventions can be tried. The SEPAC will reach out to parents to form a network of support.</p>
<p><b>Demographic Group:</b></p> <p>B. Limited English-proficient students</p>	<p>Seven Hills will continue to provide ELL, ELD and SEI programming for students. The school will help parents access adult ELL classes and an ELL Parent Advisory Group will be formed to reach out to parents to form a network of support.</p>

<p><b>Demographic Group:</b></p> <p>C. Students eligible for free lunch</p>	<p>Seven Hills provides support for families experiencing economic hardship including uniforms, food, book and household item drives, and distribution of holiday gifts and dinner baskets. The guidance office and school handbook also includes a wealth of information regarding community resources available for families experiencing hardship. These include 24 hour help lines, food pantries, counseling and advocacy agencies, among others. By offering these the school builds a partnership with these families so they feel comfortable and supported at Seven Hills.</p>
<p><b>Demographic Group:</b></p> <p>D. Students eligible for reduced price lunch</p>	<p>Seven Hills provides support for families experiencing economic hardship including uniforms, food, book and household item drives, and distribution of holiday gifts and dinner baskets. The guidance office and school handbook also includes a wealth of information regarding community resources available for families experiencing hardship. These include 24 hour help lines, food pantries, counseling and advocacy agencies, among others. By offering these the school builds a partnership with these families so they feel comfortable and supported at Seven Hills.</p>
<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<p>The SHCPS Academic and Behavior Support Guide (District Curriculum Accommodation Plan) outlines steps, strategies and supports available to support students who are struggling to meet the school's academic and behavioral standards. The DCAP provides guidance for the Family and Student Support Team (FASST) to work together to develop plans to support each learner.</p>
<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school</p>	<p>The SHCPS Academic and Behavior Support Guide (District Curriculum Accommodation Plan) outlines steps, strategies and supports available to support students who are struggling to meet the school's academic and behavioral standards. The DCAP provides guidance for the Family and Student Support Team (FASST) to work together to develop plans to support each learner.</p>
<p><b>Demographic Group:</b></p> <p>G. Students who have dropped out of school</p>	<p>N/A We are K-8 school.</p>
<p><b>Demographic Group(s):</b></p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap: Asian students</p>	<p>By increasing the Asian population at the school, students and families will feel more comfortable knowing that there is a representative peer group.</p>

### Dissemination

As described earlier in this report, Seven Hills actively disseminates best practices on the local, state and international level. We have regularly modeled programs and practices related to behavior intervention supports, data driven instruction and integration of the arts. Our teachers and school leadership team members regularly present at local universities and host observers and interns from a variety of fields.

### Financial reports

#### Unaudited FY11 statement of revenues, expenses, and changes in net assets.

Seven Hills Charter Public School Year End 6/30/2011	Jul '10 - Jun 11
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
41000 · Grants-State	35,000.00
41010 · Per Pupil Revenue	7,425,304.00

41500 · Grants-Federal	990,725.00
41800 · Grants-Private	1,000.00
42000 · Nutrition Funding State	26,276.37
42300 · Nutrition Funding-Federal	400,160.30
42600 · Nutrition Funding-Private	32,798.58
43000 · Program Fees	
42020 · After School Income	55,138.34
46010 · Activities Income	78,842.18
<b>Total 43000 · Program Fees</b>	<b>133,980.52</b>
44500 · Contributions, Other	38,139.75
45000 · Transportation Aid	5,369.28
45500 · Medicaid Reimbursement	37,685.45
<b>Total Income</b>	<b>9,126,439.25</b>
<b>Gross Profit</b>	<b>9,126,439.25</b>
<b>Expense</b>	
50000 · Total Payroll	
50720 · Workers Compensation Insurance	25,373.00
50700 · Benefits	
50710 · Payroll Benefits Exp 5225 DOE	
50713 · STD/LTD & Life Employee Benefit	61,747.09
50712 · Medical Employee Benefit	795,876.38
50711 · Dental Employee Benefit	60,553.76
<b>Total 50710 · Payroll Benefits Exp 5225 DOE</b>	<b>918,177.23</b>
50705 · 403(b) Employer Cost 5205 DOE	32,000.00
<b>Total 50700 · Benefits</b>	<b>950,177.23</b>
50500 · Employer Taxes(5205 DOE)	
50530 · Fica and Unemployment	219,919.96
<b>Total 50500 · Employer Taxes(5205 DOE)</b>	<b>219,919.96</b>
50100 · Wages	
50110 · Wages-Admin Professional	78,204.74
50210 · Salaries Admin Support/Clerical	254,869.24
50320 · Salaries-Teachers	2,504,173.81
50420 · Salaries Other Prof Instruction	
50425 · Salaries Technology	219,874.20
50420 · Salaries Other Prof Instruction - Other	437,300.77
<b>Total 50420 · Salaries Other Prof Instruction</b>	<b>657,174.97</b>
50520 · Salaries Paraprofessionals	887,122.04
50620 · Salaries Subs/Support/Clerical	
50625 · Wages Village	36,802.26

50620 · Salaries Subs/Support/Clerical - Other	106,088.24
<b>Total 50620 · Salaries Subs/Support/Clerical</b>	<b>142,890.50</b>
50730 · Salaries Other Student Services	466,568.45
50840 · Salaries Operation & Facilities	
50850 · Food Service	113,415.06
50845 · Salaries Overtime	9,328.91
50840 · Salaries Operation & Facilities - Other	167,488.86
<b>Total 50840 · Salaries Operation &amp; Facilities</b>	<b>290,232.83</b>
59620 · Staff Stipends	73,708.50
50220 · Bonus Wages	38,397.00
<b>Total 50100 · Wages</b>	<b>5,393,342.08</b>
<b>Total 50000 · Total Payroll</b>	<b>6,588,812.27</b>
86010 · Activities Expense	87,060.37
51000 · Contracted/Purchased Services	
51010 · Consultants	35,269.71
51060 · Facility Management Fee	813,800.00
<b>Total 51000 · Contracted/Purchased Services</b>	<b>849,069.71</b>
53011 · Business, Finance, HR and Legal	
52080 · Printed Mater. & Reprod. Costs	5,303.60
56115 · Admin Outside Services Purchase	75,682.56
51025 · Staffing Agency	1,753.85
52143 · Express Mail	6,652.52
53040 · Entertainment/Staff Appreciatio	8,988.34
56050 · Bank Service Charges	145.00
56070 · Miscellaneous	9,107.13
56100 · Legal Fees	7,236.98
56110 · Audit Fees	38,190.00
56140 · Taxes & Licenses/Permits	2,631.03
<b>Total 53011 · Business, Finance, HR and Legal</b>	<b>155,691.01</b>
53120 · Contracted Services, Instr	
51020 · Outside Services Purchased Inst	125,140.00
51030 · Pupil Special Services	7,023.32
51035 · Student Assessment Service	4,971.91
<b>Total 53120 · Contracted Services, Instr</b>	<b>137,135.23</b>
54011 · Professional Development Admin	32,553.04
54020 · Professional Development Instr	117,265.89
54210 · Dues, Licenses & Subscriptions	8,251.00
54220 · Dues, Licenses & Sub Instr	50.00
54310 · Office Supplies & Mat Admin	

52140 · Office /Misc. Supplies	21,477.30
54310 · Office Supplies & Mat Admin - Other	0.00
<b>Total 54310 · Office Supplies &amp; Mat Admin</b>	<b>21,477.30</b>
<b>54320 · Instructional Supplies &amp; Mat</b>	
52015 · Replacement Core Durable Curric	29,427.95
52020 · Core Curriculum Consumables	38,616.17
52030 · Classroom Supplies	35,998.69
52035 · Durable Learning Equipment	226.56
52050 · Athletic Supplies & Equipment	1,277.36
52070 · Paper Supplies - Copy Paper	14,093.19
52120 · Extracurricular Supplies	6,153.29
54320 · Instructional Supplies & Mat - Other	161.55
<b>Total 54320 · Instructional Supplies &amp; Mat</b>	<b>125,954.76</b>
54511 · Info Mgt & Tech Admin	4,326.23
54522 · Instructional Tech in Classroom	17,630.04
55000 · Repairs & Maintenance	
55040 · Maintenance of Equipment	1,216.01
<b>Total 55000 · Repairs &amp; Maintenance</b>	<b>1,216.01</b>
55140 · Maint Building & Grounds	
51040 · Facility & Ground Mtn Services	391.71
51072 · Alarm Services	2,094.78
51080 · Refuse/Trash	21,150.19
52150 · Custodial Supplies	24,813.64
55010 · Repairs & Maint. - Fac./Grounds	25,068.63
55050 · Maintenance Contract Agreements	46,029.13
55140 · Maint Building & Grounds - Other	5,425.95
<b>Total 55140 · Maint Building &amp; Grounds</b>	<b>124,974.03</b>
55540 · Utilities	
54015 · Communications -Internet Access	2,000.00
54010 · Communications - Phone/Fax	7,290.59
54510 · Water/Sewer	5,102.46
54520 · Gas/Electric	109,721.03
<b>Total 55540 · Utilities</b>	<b>124,114.08</b>
56000 · Other Expenses	
56010 · Employee Training & Development	162.00
56090 · Field Trips	13,856.22
<b>Total 56000 · Other Expenses</b>	<b>14,018.22</b>
56144 · Rental/Lease of Equipment	1,987.30
57050 · Depreciation Non Tech Equipment	3,268.00
57010 · Dep Information Tech Admin	10,752.24

57020 · Dep Instructional Technology	60,929.24
57030 · Depreciation of Furn & Fixtures	3,286.64
57040 · Dep of Curriculum	0.00
58230 · Food Services	
58235 · Sales Tax Food Program	214.18
58230 · Food Services – Other	367,187.90
<b>Total 58230 · Food Services</b>	<b>367,402.08</b>
58410 · Recruitment/Advertising Admin	10,984.10
<b>Total Expense</b>	<b>8,868,208.79</b>
<b>Net Ordinary Income</b>	<b>258,230.46</b>
<b>Other Income/Expense</b>	
<b>Other Income</b>	
49000 · Other Income	
60100 · Interest Income/Bank Accounts	19,542.50
60105 · Donated Transportation Income	618,112.00
60106 · On Behalf Revenue	49,033.44
<b>Total 49000 · Other Income</b>	<b>686,687.94</b>
<b>Total Other Income</b>	<b>686,687.94</b>
<b>Other Expense</b>	
57673 · In Kind Donation Expense	28,548.00
57670 · Long-Term Interest	23,927.78
57676 · Donated Transportation Expense	618,112.00
57680 · On Behalf Expense	49,033.44
<b>Total Other Expense</b>	<b>719,621.22</b>
<b>Net Other Income</b>	<b>-32,933.28</b>
<b>Net Income</b>	<b>225,297.18</b>

### FY11 statement of net assets (balance sheet)

Seven Hills Charter Public School Balance Sheet Year End 06/30/11		Jun 30, 11
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Checking/Savings</b>		
<b>10000 · Cash</b>		
10717 · Memorial Account		250.00
10719 · Sovereign Money Market		300,874.21
10726 · Sovereign Village Checking		132,666.82
10725 · Sovereign Food Checking		24,197.68

10724 · Sovereign Activity Checking	44,825.32
10723 · Sovereign Operating Checking	4,145,102.78
10720 · Sovereign MM Pledge Account	751,795.07
10800 · Petty Cash	350.00
<b>Total 10000 · Cash</b>	<b>5,400,061.88</b>
<b>Total Checking/Savings</b>	<b>5,400,061.88</b>
<b>Other Current Assets</b>	
12000 · Due from related parties	
12200 · Grant Funds Receivable	138,257.71
12300 · Other Funds Receivable	140,407.16
12400 · Funds Due From SHCS Inc.	11,367.68
<b>Total 12000 · Due from related parties</b>	<b>290,032.55</b>
13000 · Pre-Paid Expenses	
13025 · Pre-Paid Payroll Taxes	44,020.92
13020 · Pre-Paid Ins Employee Benefit	11,293.07
<b>Total 13000 · Pre-Paid Expenses</b>	<b>55,313.99</b>
<b>Total Other Current Assets</b>	<b>345,346.54</b>
<b>Total Current Assets</b>	<b>5,745,408.42</b>
<b>Fixed Assets</b>	
15400 · Furniture	89,036.43
15500 · Equipment	16,342.33
15600 · Computers	
15601 · Technology Capital Hardware	430,196.44
15602 · Technology Capital Software	73,051.95
<b>Total 15600 · Computers</b>	<b>503,248.39</b>
15700 · Durable Curriculum	58,736.00
16000 · Accumulated Depreciation	
16427 · Accum Dep Non Tech Equip	-12,801.33
16425 · Accum Dep Furniture & Fixtures	-32,486.64
16415 · Accum Dep Curriculum	-58,736.00
16421 · Accum Dep Tech Hardware	-299,308.27
16411 · Accum Dep Tech Software	-68,915.63
<b>Total 16000 · Accumulated Depreciation</b>	<b>-472,247.87</b>
<b>Total Fixed Assets</b>	<b>195,115.28</b>
<b>TOTAL ASSETS</b>	<b>5,940,523.70</b>

**LIABILITIES & EQUITY****Liabilities****Current Liabilities****Accounts Payable**

20020 · Accounts Payable 126,098.12

**Total Accounts Payable 126,098.12**

**Other Current Liabilities**

20058 · Due to Learning First Foundation 12,759.00

20059 · Due to Mass Teacher Retirement 28,858.36

**20060 · Due to Related Party**

20062 · Funding Due to Edison Principal 229,920.66

20066 · Interest Due to Edison 10,059.00

20065 · Recoverable Wages 48,196.49

**Total 20060 · Due to Related Party 288,176.15**

**21000 · Accrued Expenses**

20047 · Accrued Bonus 53,086.79

20046 · Accrued Summer Pay 522,337.73

20040 · Accrued Expense 174,756.70

20042 · Accrued Audit 38,440.00

20044 · Accrued Other 30,892.87

**Total 21000 · Accrued Expenses 819,514.09**

**23000 · Due to Related Parties**

20056 · Due to SHCS Inc. 203,450.00

**Total 23000 · Due to Related Parties 203,450.00**

**Total Other Current Liabilities 1,352,757.60**

**Total Current Liabilities 1,478,855.72**

**Total Liabilities 1,478,855.72**

**Equity**

30702 · Encumbrances 9,000.00

3001 · Opening Bal Equity -0.16

30701 · Investment in Fixed Assets 246,798.00

30700 · Retained Earnings 3,980,572.96

Net Income 225,297.18

**Total Equity 4,461,667.98**

**TOTAL LIABILITIES & EQUITY 5,940,523.70**

## FY12 approved school budget

Students	666
P/P Revenue	11,472.05
<b>Total PP Revenue</b>	<b>7,640,385.30</b>
Grants Entitlements	605,400.00
ARRA Grants	0.00
Competitive Grants	33,756.00
Contribution from Foundation	0.00
Food	421,000.00
Finance Revenue	30,000.00
Village	60,000.00
Activities	50,000.00
<b>Total Revenue</b>	<b>8,840,541.30</b>
Occupancy	813,800.00
Personnel Expenses	6,588,353.00
Longer Year Stipends	123,540.00
Non Personnel Expenses	1,264,103.00
Interst Income	-17,000.00
Activities	50,000.00
<b>Total Expenses</b>	<b>8,822,796.00</b>
<b>Net Income</b>	<b>17,745.30</b>
CASH Reserves targeted for projected loss	
<b>Capital Improvement/Tech/F&amp;F</b>	<b>73,000</b>

## Capital Plan

Project Description	Estimated FY2012 Cost	Current Status of Project	Estimated Scheduled Completion	Payment Method
Computer/Lap Top Upgrades/Replacement	30,000	Items Ordered	Receipt and distribution by 8/1/2011	Cash/not financed
Technology/Addition of Whiteboard	5,000	Items Ordered	Receipt and installation by 8/1/2011	Cash/not financed
Desks and Chairs new Kindergarten class	17,000	Items Ordered	Receipt and distribution by 8/1/2011	Cash/not financed
Lunch Tables for Gym	21,000	Items Ordered	Received July, in service August 2011	Cash/not financed
<b>Totals</b>	<b>73,000</b>			
<b>Capital reserve fund established at the end of FY2011 for FY2012</b>	<b>73,000</b>			

## Data section

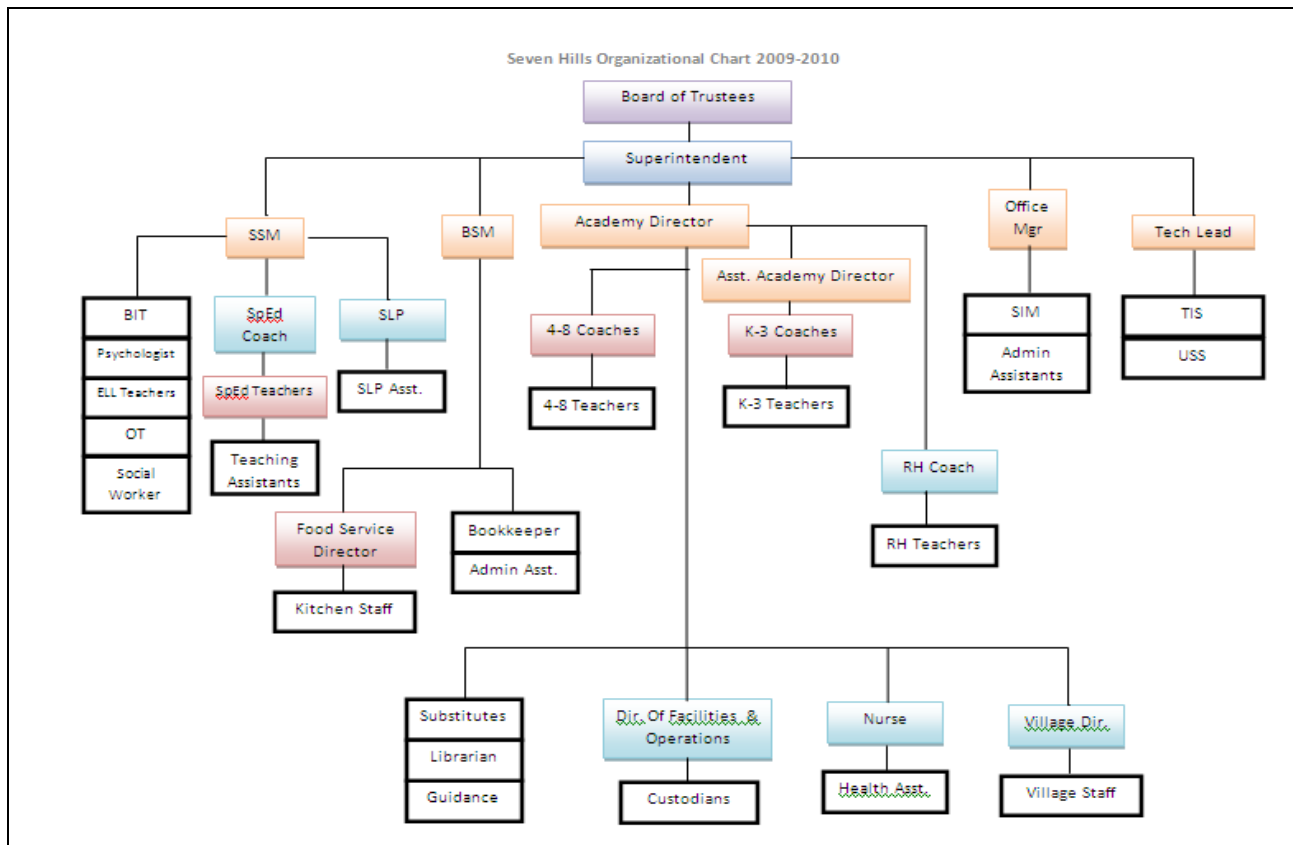
<b>Instructional Time:</b>	
Total number of instructional days for the 2010-11 school year	190
First and last day of the 2010-11 school year	8/23/10 06/29/11
Length of school day (please note if schedule varies throughout the week or the year)	7:45-2:55

<b>STUDENT Enrollment Information:</b>	
Number of students who completed the 2009-10 school year but did not reenroll for the 2009-10 school year (excluding graduates)	34
Total number of students enrolled as of October 1, 2010	671
Total number of students who enrolled during the 2010-11 school year after October 1, 2010	18
Total number of students who left during the 2010-11 school year after October 1, 2010	28
Total number of students enrolled as of the June 30, 2011 SIMS submission	680
Number of students who graduated at the end of the 2010-11 school year	55
Number of students on the waitlist as of June 30, 2011	257

<b>Reason for Departure</b>	<b>Number of Students</b>
Moved	19
Length of School Day / Year	15
Attending Religious School	8
Looking for School with High School Connection	7
Changes in School – Probationary Status	4
Attendance Concerns	2

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)</b>		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	260	39%
Asian	9	1%
Hispanic	288	43%
Native American	3	.4%
White	61	9%
Native Hawaiian, Pacific Islander	1	.1%
Multi-race, non-Hispanic	41	6%
Special education	68	10%
Limited English proficient	111	17%
Low income	538	81%

ADMINISTRATIVE ROSTER FOR THE 2009-10 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Krista Piazza, Superintendent	Strategic Planning, Curriculum and Instruction, Finance, Board and DOE Accountability, Daily Operations	July 2002	
Steve Colorio, Academy Director	Discipline	August 2010	
Lisa Dirsa, Guidance Director	Guidance K-8	August 1998	
Joshua Coyne, Tech Lead	Instructional and Informational Technology Planning, Training and Support	September 2005	
Sherry Trainque, Student Support Manager	Special Education, ELL	August 2004	
Cynthia Krackovic, Business Manager	Financial records maintenance, budgets and related reporting, HR and compliance.	December 2000	



## TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR

	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	44	1	19
Other Staff	66	5	19

Of the thirty eight staff members who left at the end of the 2010-2011 school year, three were due to the elimination of ARRA grant funded positions, six left to start families, two positions were eliminated, six staff members enrolled in graduate programs, three moved, and eighteen left to pursue other positions or due to non-renewals of contracts.

## BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Area of expertise and/or additional role at school	- Number of terms served - Length of each term, including date of election and expiration
Carlton Watson	Chair/Sept 2004/2007 new bylaw	Finance, Governance (Organizational Viability)	Finance, Social Services, Management, Prior Parent	2yr 1st term election 2007, 3rd term, 3yrs will end 2012
Suzanne Buglione	June 2009/Secretary and Clerk Dec 2009	Governance, Academic Excellence	Community Development, Higher Education, Health Services, Social Justice	1st term 3yrs, ends in 2015
Joanne Newcombe	Sept 2009/ViceChair Dec 2009	Finance	Educational Leadership / Accountability/ Teacher Preparation	1st term, 2yrs, ended in 2011
Kevin Bradley	Sept 2009/Treasurer Dec 2009	Finance, Academic Excellence	Mental Health Services / Education /Prior Parent	1st term, 3yrs, ends in 2015
Beverley Bell	Trustee/Oct 2009	Academic Excellence	Higher Education / Teacher Preparation	1st term, 2yrs, ended in 2011
Marianna Islam	Trustee/Dec 2009	Academic Excellence	Community Development	1st term, 2yrs, ended in 2011
Robert Ramirez	Trustee/Dec 2009	Governance	Parent/Hospitality Industry	1st term 3yrs, ends in 2014
Cheryl Tausky-Hollocher	Trustee/June 2010	Academic Excellence	Prior Staff/Special Education	1st term, 3yrs, ends in 2016
Christopher Young	Trustee/June 2011	Governance	Social Justice, Community Engagement, Law	1st term, 2yrs, ends in 2016

Joseph Hungler	Trustee/Dec 2009	Academic Excellence	Community Development/ Management	1st term, 2yrs, ended in 2010
Jane Kimani	Trustee/May 2011	TBD	Health Services, Multicultural	1st term, 3years, ends in 2017
Ligerta Vezuli	Trustee/May 2011	Finance	Finance	1st term. 3 years, ends in 2017
Chirag Parikh	Trustee/May 2011	TBD	Technology and Business	1st term, 3 years, ends in 2017
Carlos Espinoza	Trustee/May 2011	TBD	Parent, Healthcare	1st term, 2 years, ends in 2016

### 2010-2011 School Calendar

August							September							October								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9		
8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16		
15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23		
22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30		
29	30	31												31								
7 Student days/12 Staff days							20.5 Student days/21 Staff days							19 Student days/20 Staff days								
November							December							January								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
	1	2	3	4	5	6	5	6	7	8	9	10	11	2	3	4	5	6	7	8		
7	8	9	10	11	12	13	12	13	14	15	16	17	18	9	10	11	12	13	14	15		
14	15	16	17	18	19	20	19	20	21	22	23	24	25	16	17	18	19	20	21	22		
21	22	23	24	25	26	27	26	27	28	29	30	31		23	24	25	26	27	28	29		
28	29	30												30	31							
18 Student days/19 Staff days							17 Student days/17 Staff days							19 Student days/20 Staff days								
February							March							April								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
	1	2	3	4	5			1	2	3	4	5							1	2		
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
27	28						27	28	29	30	31			24	25	26	27	28	29	30		
15 Student days/15 Staff days							22.5 Student days/23 Staff days							16 Student days/16 Staff days								
May							June							July								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9		
8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16		
15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23		
22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30		
29	30	31												31								
20.5 Student days/21 Staff days							15.5 Student days/17 Staff days															
Lark Day if no snow days are used in June 22nd (23rd for staff) - With five snow days built in, lark day - June 29 for students (30th for staff)																						
Total student:	190					Total staff:	200					<b>BOLD MCAS</b>					BOLD MEPA & MELA-0					
<input type="checkbox"/> No School <input type="checkbox"/> Half Day <input type="checkbox"/> Teacher's PD Day <input type="checkbox"/> End of Term <input type="checkbox"/> 1st and Lark Day							<b>In order Night Monthly Meetings/Even State Assessment Dates</b> 1st Tue. Board of Trustees 6:00 PM     MCAS 3-22 to 4-4, 5-10 to 5-24 2nd Tue. Parent Guild 6:00 PM     MEPA 10-18 to 10-25, 3-7 to 3-14 3rd Tue. SAC/SPAC Meeting 6:00 PM     MELA-0 10-4-25, 2-4 to 3-14 4th Tue. Family Night 6:00 PM															