



**CONSERVATORY LAB CHARTER SCHOOL
2120 DORCHESTER AVENUE
DORCHESTER, MA 02124**

ANNUAL REPORT 2015-2016

**DIANA LAM
HEAD OF SCHOOL
phone: (617) 254-8904
fax: (617) 254-8909
dlam@conservatorylab.org**

www.conservatorylab.org

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Introduction to the School

Name of School: Conservatory Lab Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston, MA
Regional or Non- Regional?	Non-Regional	Districts in Region (if applicable)	NA
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014
Maximum Enrollment	444	Current Enrollment	421
Chartered Grade Span	Pre-k to Grade 8	Current Grade Span	Pre-k to Grade 8
# of Instructional Days per school year	190	Students on Waitlist	591
School Hours	7:15 a.m. – 4:15 p.m.	Age of School	17 years
<p>Mission Statement</p> <p>Conservatory Lab Charter School empowers a diverse range of children as scholars, artists, and leaders through a unique and rigorous academic and music education. We enrich the larger community through performance, service, and collaboration. As a laboratory school, we develop and disseminate innovative educational approaches that will positively impact children in other schools and programs.</p>			

Letter from the Chair of the Board of Trustees

July 29, 2016

Dear Friends of Conservatory Lab,

As we close the 2015-2016 year, we celebrate the significant strides we've made in the relevance of our curriculum and programs to our students' lives.

It was a transformative year for our 20 eighth graders—twice the number of last year's class—who completed their studies this June. We are very pleased that over 50% of our students auditioned for and were admitted to Boston Arts Academy to pursue their music careers. The others chose and were admitted to other very good schools that match their skills and desires for future learning.

This year, 8th graders became civic activists as they engaged in a yearlong Humanities learning expedition, *From Frederick Douglass to Ferguson*, to discover the historical roots of the racial violence that headlines today's news and shapes students' daily lives. Their learning took on urgency as they sought answers to questions about race and power, oppression and resistance—and raised their voices to speak out and make a difference in their community. Students advocated for a statue of the abolitionist Frederick Douglass in Roxbury, arguing what the statue would mean to the city in general and children of color in particular. Their voices were heard! Largely as a result of their efforts, which drew the attention of the Boston Globe and Channel 5's WCVB CityLine, the Boston Art Commission is moving forward with plans to build a monument honoring this inspiring historical figure.

In Science, too, middle schoolers engaged with local and global environmental issues to advocate for change. While investigating the chemistry of plastics, 8th graders considered the ethics of disposing electronic waste in developing countries and created public service announcements (PSAs) about the social and environmental hazards of the electronics industry. 7th graders conducted water quality testing at nearby Savin Hill Cove and identified the sources of pollution that threaten the survival of this coastal ecosystem. Inspired by the work of an expert ecologist who advocates for nature-inspired solutions to environmental challenges, they created mini documentaries that chronicle the history of the Cove and propose an innovative solution to restore a healthy ecosystem—rebuilding oyster reefs.

As a music-infused laboratory school, we believe that music is a dynamic pathway for teaching and learning across content areas. This year, resident artists collaborated with classroom teachers to generate exciting curricular innovations. Kindergarteners learned and performed original songs about the school's five crew qualities, with lyrics based on interviews students conducted with primary school staff members. During a science expedition, first graders simulated a sound wave and made rubber band guitars, putting the bands in order so they sounded from low to high, just like their own four-string instruments. In Math, adding and subtracting with musical notations captivated students in a different way than the usual first-grade math lesson because their calculations were connected to something they care deeply about—music. In the upper grades, students connected major political and cultural events and movements through song. For example, as part of their immigration expedition, 5th graders interviewed family members about the music that shaped their youth, and discovered how

musical traditions create community across continents and time. They created a playlist with songs that illustrates the rich and diverse musical soundscape that has guided and shaped our students' lives.

Once again, we are extremely proud of our teachers who represented Conservatory Lab at the annual EL Education National Conference in San Diego in October 2105. In her keynote address, Dr. Camille Farrington, a Senior Research Associate at the University of Chicago renowned for her work on academic mindsets, highlighted the impressive work of Conservatory Lab second graders during the snake expedition as the best example she has seen of work that has enduring value and purpose for students. During the conference, Master Teacher Jenna Gampel, who created the snake expedition, gave a master class with EL Education's Chief Academic Officer, Ron Berger, that showed educators how day-to-day excellence leads to high-quality final products. In Jovanne Buckmire's master class, teachers busily built piggins with LEGO's and bridges with balsa wood. "This is the kind of work that reminds me why I work with children" remarked a participant. Valencia Patilla's master class, "From Frederick Douglass to Ferguson: Critical Conversations About Race in the Secondary Classroom," was equally inspiring and provocative. Participants were gripped by the opening activities that "activated a deep sense of empathy throughout the entire room."

In the midst of exciting teaching and learning, our school experienced a major disappointment. We had an incredible opportunity to meet and speak with many members of the Roxbury community around our vision for a new home for Conservatory Lab Charter School in Bartlett Place. These were vibrant discussions and our school community was richer for each and every one of them. While we had strong community support, the Board regrettably decided to withdraw our proposal because there were concerns about the process and the overall fit of school within the original development plan for Bartlett Place. A community dialogue around many of these topics is ongoing and we respect the integrity of that process.

Upon reaching our capacity of 444 students, we have finished our enrollment expansion. We have purchased a school building in Dorchester, and pre-K to grade 2 classes will be served in the upcoming year in this new location, as we will close our Brighton primary school site. The Board and leadership of Conservatory Lab remain committed to creating a school community, under one roof, that is welcoming and accessible to all children.

Sincerely,

Gary Gut, Chairman,
Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

The key design elements that distinguish Conservatory Lab and its mission are embodied in our innovative model that features two interrelated curricula programs: El Sistema and EL Education (formerly Expeditionary Learning). Together, these programs create a unique music-infused curriculum and school culture that promote creativity and critical thinking, active engagement and hands-on learning, and cooperation and collaboration.

Conservatory Lab is the only elementary/middle school in the country to offer El Sistema music instruction within the school day to every one of its 421 students. Now in its sixth year, our El Sistema program has expanded to include six full orchestras, ranging from our youngest Mingus Orchestra of first-grade string players to our most accomplished multi-grade Dudamel Orchestra, and our much-loved pre-k and kindergarten Rock Stars. With approximately two hours of daily music instruction by a group of talented and professionally trained resident artists and interns from local conservatories and universities, our students' skills have risen to impressive levels of precision and musical complexity. Our orchestras and ensembles perform masterworks alongside professional ensembles at large iconic venues, as well as high profile cultural events and activities throughout Boston. The breadth of this yearlong performance schedule (**see Attachment 1**) continues to make a mark on the local music and music-education community.

Our recent expansion to include a middle school was motivated, in part, to ensure that our students would have the opportunity to continue their music education through elementary and middle school to high school. We are happy to report that over 50% of our students auditioned for and were admitted to Boston Arts Academy and will be continuing their musical careers next year.

As an EL Education school, we believe that high-quality instruction puts children at the core of learning, actively engaging them through an experiential, constructivist, and collaborative model that is interdisciplinary, culturally responsive, and differentiated to the needs of all learners. Our learning community thrives on a performance and project-based culture in which students lead and take responsibility for their own learning. Projects, published products, fieldwork, service learning, and music performances inspire students to think and work as professionals, contributing enduring works of quality and beauty to audiences beyond the classroom.

In our seventh year as an EL Education school, Conservatory Lab's faculty has developed a body of extended interdisciplinary, thematic studies (expeditions) that promote deep learning and integrate music with the study of social studies, science, and language arts in innovative ways. As we move forward, we are continuing to enhance and deepen students' learning experiences by forging new ways to connect our El Sistema music curriculum and performances with our learning expeditions.

Dissemination is integral to our mission. Master classes by three of our outstanding teachers at the 2015 EL Education National Conference in San Diego generated accolades and requests for our curriculum. Throughout the year, we continued to welcome visitors from across the nation and the world, many of who are interested in implementing our innovative educational approaches and school design. This year also marked the final phase of the Transforming Literacy Project, funded by the Department of Elementary and Secondary Education, to work with kindergarten, first- and second-grade teachers in select Boston Public Schools. The dissemination report below provides further information on how we shared our practices, curriculum, and models with the Boston Public Schools, as well as educators from across the nation.

Amendments to the Charter

Date	Amendment Requested	Approved?
5/27/16	Expulsion Policy	6/27/16

Dissemination Efforts

Conservatory Lab continued its dissemination efforts through a high-profile presence at the EL Education National Conference held in San Diego in October 2015, and through the Transforming Literacy Project, an initiative funded by a substantial Massachusetts charter school dissemination grant to work with several struggling Boston Public schools on best practices in early literacy instruction. We maintained collaborations with professional orchestras and educational institutions and shared our curriculum and practices with the Boston Public Schools, schools within the EL Education network, and school districts from across the nation seeking to implement key elements of our unique model.

Music Collaborations and Partnerships: Our students' impressive level of artistry has allowed Conservatory Lab to forge enduring partnerships with professional orchestras and local cultural institutions. For a fourth consecutive year, our Dudamel Orchestra has collaborated with **The Landmarks Orchestra** to present a free summer concert at Boston's Hatch Shell. In another enduring collaboration, the Dudamel Orchestra performed three works with the **Pro Arte Chamber Orchestra** under Director Gisele Ben-Dor, described in the Boston Music Intelligencer as "bright, energetic and note-perfect."

Conservatory Lab's leadership in establishing and mentoring new El Sistema programs is having a profound impact, as evidenced by the **Fourth Annual El Sistema Showcase** on June 4, 2016. **The Boston Philharmonic Youth Crescendo Program** teamed up with our school to produce a daylong celebration of regional El Sistema programs. Over 1,000 people gathered at Boston Latin High School to rehearse, socialize, and perform together in three separate leveled orchestras. Conservatory Lab's Chris Schroeder conducted the symphony orchestra level.

Other partnerships include an ongoing collaboration with the **Children's Museum** that features a spring "Paper Orchestra" performance by kindergarten musicians, and an ongoing collaboration with **From the Top** that brought six high-school music students to Conservatory Lab in the fall to form a chamber music group with weekly student performances.

Examples of this year's community performances include the Dudamel Orchestra's Brass Ensembles participation in the HONK Festival, an annual event that brings together jazz and brass players from Jamaica Plain, Dorchester, Mattapan, Roxbury, and a performance by our Percussion and Wind Ensembles with Beat Bus on Boston's Greenway as part of ArtWeek, an award-winning bi-annual creative festival.

Academic Collaborations and Partnerships: Conservatory Lab has developed and deepened partnerships in the academic arena that provide ongoing opportunities to disseminate our best practices locally and across the nation, as well as to enhance our own teaching and learning. 2015-2016 marked the fourth and final year of our participation in an innovative, cross-sector partnership with the Edison K-8 and St. Columbkille schools that is part of the **Boston Compact** and supported by the Gates Foundation. The partnership between our three schools has functioned as a "mini-compact" to share successful lessons and best practices, consult about struggling students, and share instructional resources.

In our continuing partnership with **EL Education** (formerly Expeditionary Learning) Conservatory Lab has distinguished itself as a model of best practices and excellence in teaching and arts integration. Our

published student products are shared with other educators through the Center for Student Work, a collaboration between EL Education and Harvard Graduate School of Education. This year, Conservatory Lab was featured in a new EL Education video, “Teaching in and through the Arts –Three School Case Studies” that demonstrates the power of the arts to build richness and relevance in the classroom. Head of School, Diana Lam participated in an EL Education function in April 5, 2016, representing Conservatory Lab curriculum, instructional practices, and student products.

Presenting at Professional Conferences

Conservatory Lab’s teachers received high accolades for a series of master classes at the **EL Education National Conference** held in San Diego in October 2015. First-grade teacher Jovanné Buckmire engaged participants in stimulating hands-on engineering design challenges in a master class about the “Building with the Three Little Pigs” learning expedition. Master Teacher/Induction Coach Jenna Gampel joined EL Education’s Chief Academic Officer, Ron Berger, to give a master class that took participants behind the scenes of a quality-work classroom. Middle school Humanities teacher, Valencia Patilla, gave one of the few master classes that addressed how to engage secondary students in critical conversations about race.

Master Teacher Jenna Gampel once again co-presented with EL Education’s Ron Berger at the **Harvard Graduate School of Education’s Arts and Passion-Driven Learning Conference**, where her students’ striking products were featured as examples of what young children are capable of when engaged in high-quality, arts-integrated learning.

Transforming Literacy Project: In August 2014, Conservatory Lab launched the Transforming Literacy Project (TLP), funded by a grant from the Department of Elementary and Secondary Education to disseminate best practices in early literacy instruction. In this second phase of this 21-month grant, the TLP continued to work with kindergarten, 1st, and 2nd grade classrooms at the Kenny School, and with kindergarten and 1st grade classrooms at the P.A. Shaw, as well with kindergarten, 1st, and 2nd grade classrooms at Codman Academy Charter Public School. The TLP team gave several professional development sessions for each grade level, as well as facilitated classroom observations of best practices at our Brighton site. Each school received weekly embedded coaching that included common planning time, co-teaching, co-planning, teacher observation and feedback cycles, and looking at student work. 1st and 2nd grade classrooms at each school implemented Conservatory Lab’s interdisciplinary learning expeditions. Teachers reported an increase in student engagement, the use of academic and content vocabulary, and the amount and quality of student writing. With TLP support, classrooms published student products that were a source of great joy and pride for students and their families.

Technical Support and Sharing Resources: Conservatory Lab views its relationship with the Boston Public Schools as critical to fulfilling its mission to disseminate best practices. As in previous years, we continued to host visitors from the Boston area and across the nation interested in our programs, curriculum, and instructional design, including an educator team from Elkhart, Indiana Community Schools returning for their third consecutive year, and an educator team from the Fort Worth Independent School District, returning for their second year. Both programs are in the process of implementing key aspects of our school design and instructional approach. See **Attachment 2** for a list of selected professional presentations, school visits, technical support, and sharing of resources.

Future Vision: Conservatory Lab is committed to being a resource center for schools across the nation that desire to implement arts-based curricula. As a center of excellence in music-infused curricular programs, the school is open to visitors and trainees. Our expeditions and El Sistema materials developed by the staff are available for others to use. This year, we received tax-exempt non-profit status for Center for Artistry and Scholarship (CAS), a closely related but separate entity to provide research, ideas, and information on best practices, and to promote the role of arts in education.

Academic Program Success

Student Performance

MCAS Data: The link to Conservatory Lab Charter School's report card is:

http://profiles.doe.mass.edu/parcc/achievement_level.aspx?orgcode=04390050&fycode=2015&orgtypecode=6&

Internal and non-MCAS External Assessments: See Appendix A: Accountability Plan Evidence.

On average, our English Language Learners in grades K2 – 8 made a full year's progress in English language proficiency as measured by the ACCESS exam.

Program Delivery

To support an increasing population of students with learning differences, we developed inclusion protocols with our SpEd team and hired additional staff, including an interventionist to work with students in grades 5 – 8, a part-time reading specialist to provide small group instruction and Leveled Literacy intervention, and two student support aides to assist with behavioral issues in the classroom. For English language learners, we increased instructional hours through the addition of a part-time ESL instructor in grades 2 – 8, as well as a full-time ESL instructor for our primary grades (pre-K – 1).

The **STARI (Strategic Adolescent Reading Intervention)** program was used in small groups with middle school students who were reading 1 – 2 years below grade level. Using research-based practices and highly engaging texts, STARI addresses gaps in fluency, decoding, reading stamina, and basic comprehension, aiming to move struggling middle school students to higher levels of proficiency at the end of one year.

To support the needs of students who do not require special education but struggle for a variety of reasons to meet grade-level expectations, we provided targeted interventions using a variety of online interventions with the following reading and math programs:

Response to Intervention (RTI) Programs

- Fast Forward, an online brain training/language-based reading program was used with select students Grades 6-8, and select students in elementary grades, to address foundational reading gaps.
- ALEKS, a web-based math intervention, was used with select students in Grades 5-8 to meet their needs, both high and low. ALEKS addressed foundational math skill gaps as well as pushed advanced students to delve deeper in their concept application.
- Easy CBM was used to assess foundational reading/vocabulary and math skills (pre- and post-tests) to determine who met criteria for intervention with either FastForward or ALEKS.

Mathematics Curriculum

This year, Conservatory Lab rolled out a new mathematics curriculum, Engage NY, published by the New York State Education Department. Teachers in grades 2 - 8 were trained on the curriculum during summer professional development and met monthly with coaches to discuss any areas of difficulty or concern.

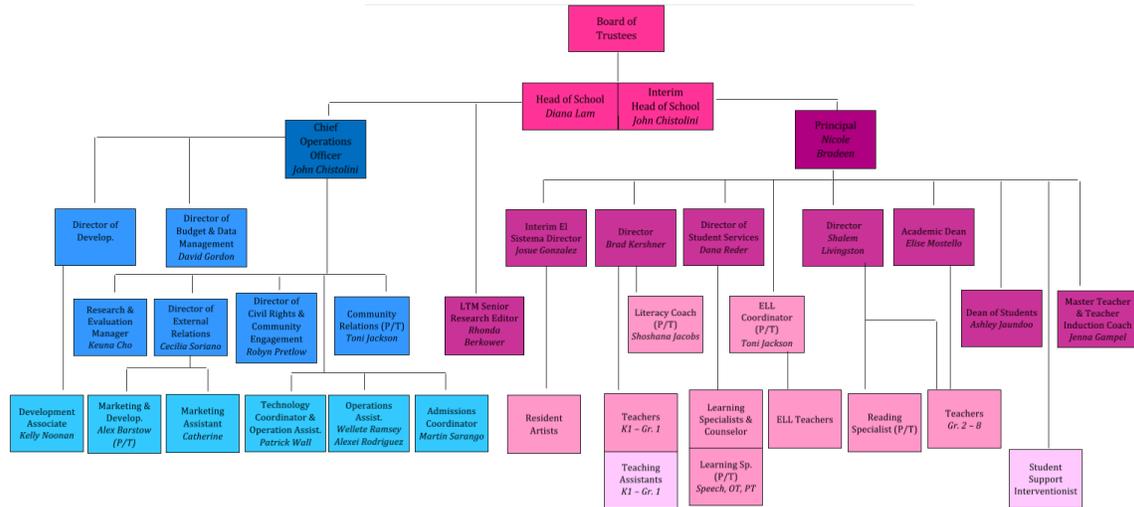
Organizational Viability

Organizational Structure of School

In 2015-2016, our leadership structure included a principal for grades pre-K - 8 who supervised the work of a primary school director at our Brighton site and a director for grades 2 – 8 at our Dorchester site. We anticipate a change in this organization structure for the upcoming 2016-2017 school year under the direction of a new principal, Nicole Mack, and Chief Operating Officer John Chistolini. Grades pre-K - 2 will relocate to a new facility at 131-133 Hancock Street, Dorchester, MA 02125 (see Appendix D).



Organizational Chart
School Year 2015 - 2016



Teacher Evaluation

This year, we added additional class benchmark growth measures to the teacher evaluation rubric. Using internal benchmarks (including Fountas and Pinnell, Achievement Network ELA and Math, and in-house math assessments) we compared students’ starting performance in September to their ending performance in June and calculated the grade-level growth made. The class mean was added to the end-of-year teacher evaluations.

Budget and Finance

CONSERVATORY LAB CHARTER SCHOOL
UNAUDITED STATEMENTS OF REVENUES, EXPENSES
AND CHANGES IN NET POSITION
YEAR ENDED JUNE 30, 2016

OPERATING REVENUES	
Tuition	6,470,059.00
State grants	8,532.07
Federal grants	516,511.00
Food service	263,975.80
Parent paid fees/other income	21,304.34
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TOTAL OPERATING REVENUE	7,280,382.21
OPERATING EXPENSES	
Contributions	
Salaries - instructors	3,716,859.93
Salaries - administrative	649,291.00
Payroll taxes	163,335.88
Fringe Benefits	242,130.51
Other non-salary compensation	280,657.19
Transportation	21,938.10
Rent	842,800.80
Facilities maintenance	165,351.87
Utilities	11,699.87
Textbooks and materials	42,956.46
Educational supplies and activities	56,860.83
Music equipment and supplies	82,699.45
Classroom computers and equipment	54,245.70
Professional fees	192,087.12
Advertising and fundraising	73,312.19
Staff recruiting	24,404.11
Office computers and equipment	18,950.64
Office supplies and expense	54,242.93
Insurance	57,986.90
Food service program	284,699.51
Conferences and training	19,425.86
Depreciation and amortization	57,492.00
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TOTAL OPERATING EXPENSE	7,113,428.85
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OPERATING INCOME	166,953.36
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CONSERVATORY LAB CHARTER SCHOOL
 UNAUDITED STATEMENTS OF NET POSITION
 JUNE 30, 2016

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	1,411,003.70
Accounts and other receivables	65,002.38
Grants receivable	-
Due from Conservatory Lab Charter School	191,956.29
Unconditional promises to give	-
Marketable securities	-
Prepaid expenses	<u>117,114.47</u>
TOTAL CURRENT ASSETS	<u>1,785,076.84</u>
 NON-CURRENT ASSETS	
Capital Assets, net	61,536.84
Security deposit	<u>24,800.00</u>
TOTAL NON-CURRENT ASSETS	<u>86,336.84</u>
TOTAL ASSETS	<u><u>1,871,413.68</u></u>

LIABILITIES AND NET POSITION

CURRENT LIABILITIES	
Accounts payable	69,791.56
Accrued expenses	108,561.68
Accrued payroll and payroll taxes	270,490.40
Prepaid rent	-
Due to Conservatory Lab Charter School Foundation, Inc.	<u>140,290.98</u>
TOTAL CURRENT LIABILITIES	<u>589,134.62</u>
 NET POSITION	
Invested in capital assets, net of related debt	90,335.90
Temporarily restricted	
Permanently restricted	
Unrestricted	<u>1,191,943.16</u>
TOTAL NET POSITION	<u>1,282,279.06</u>
TOTAL LIABILITIES AND NET POSITION	<u><u>1,871,413.68</u></u>

CONSERVATORY LAB CHARTER SCHOOL
 STATEMENTS OF REVENUES, EXPENSES
 AND CHANGES IN NET POSITION
 BUDGET FOR FISCAL YEAR 2017
 APPROVED ON JUNE 16, 2016

OPERATING REVENUES	
Tuition	6,272,388
Entitlement grants	206,675
Food service	281,043
Other income	<u>116,448</u>
TOTAL OPERATING REVENUE	<u>6,876,554</u>
OPERATING EXPENSES	
Salaries	4,392,993
Payroll taxes	215,100
Fringe Benefits	394,205
Program Expenses	468,941
Administrative Expenses	658,457
Facilities Expenses	<u>1,319,264.00</u>
TOTAL OPERATING EXPENSE	<u>7,448,960</u>
OPERATING DEFICIT	<u><u>(572,406)</u></u>

The Board of Trustees approved the FY17 budget on June 16, 2016.

Capital Plan for FY17 and beyond

Conservatory Lab envisions the following capital projects within a ten-year horizon to be able to serve our maximum enrollment of 444 students.

- Occupancy of incremental temporary space
- Purchase and construction/renovation of a permanent all-school facility

Occupancy of Temporary Space

- Conservatory Lab Foundation purchased the former Dorchester Collegiate Academy building on 131-133 Hancock Street in Dorchester in June 2016. This building is presently being prepared to welcome students from pre-K to Grade 2 in August for SY16-17. The major focus of the summer work at the Hancock site is to make it safe and secure. We are landscaping the outdoor space by planting trees, installing a new metal fence that is higher, creating a playground and preparing the ground for a student garden. Lights and cameras will also be installed.
- The Brighton site closed on June 30, 2016.
- Grades 3 to 8 are housed in Dorchester, next to Carney Hospital. More space was made available by moving the second grade classrooms to the Hancock Building and therefore accommodating the additional section of Grade 7. Regular summer work includes interior painting of the entire building and other minor repairs.
- The lease with Carney Hospital ends on June 30, 2017 and there is a possibility of extending the lease by one year, but not more than one year.
- Conservatory Lab has identified the Most Precious Blood school building in Hyde Park, as a possible site for Grades 3-8. This school will be empty by July 1, 2017 and it is possible to enter into a 5-year lease. This would mean not exercising the option to extend the lease with Carney Hospital and a move to the Hyde Park location.

Purchase and Construction or renovation of a permanent all-school facility

- In May, 2016, Conservatory Lab withdrew its amendment request to the BRA to build a permanent home at Bartlett Yard in Roxbury.
- Conservatory Lab is exploring other sites where to build and/or renovate the school that will reunite the students under one roof. The school expects to have a permanent single home by SY20.

Appendix A
Accountability Plan Evidence 2015 – 2016

Faithfulness to Charter

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Conservatory Lab will effectively support musical achievement for all students.		
Measure: All students will perform in front of an audience as a member of an ensemble at least 6 times per year.	MET	Including Winter and Spring concerts and the annual Spring Fling, as well as in-school performances for staff members, interested visitors, and families, all students performed in an ensemble at least 6 times. See Attachment 1: 2015-2016 List of Select Student Performances.
Measure: After two full years of music education, students will achieve proficiency at their level in their instrument.	MET	Internal Instrument Proficiency Assessment: Students were internally assessed on five areas of musical proficiency (pitch, rhythm, tone, technique, and posture) on a scale of 0-4, where 3 indicates grade-level mastery and 2 indicates that the student needs minimal support to meet the learning target. 63% of students in grades 2-8 achieved grade level mastery of their instruments without support, and an additional 32% were able to meet this goal with minimal support. Only 11 students scored below 2, and all of them have been receiving extra support. External Music Literacy Skills Test Report: 89.2% of CLCS students in grades K2 - 6 who were given the Music Literacy Skills Test (MLST) by the Center for Music in Education (CIME) in the Spring of 2016 met or exceeded grade level benchmarks. 83.8 % of all CLCS students given the MLST met or exceeded grade level benchmarks for music literacy skill development. As the MLST report indicates, students' ability to meet or exceed the grade level benchmarks is significantly influenced by the length of continuous enrollment at CLCS. The proportion of students that meet or exceed MLST benchmarks stabilizes at or near 100% after 3 or more years at CLCS. For a copy of the full report, go to https://www.researchgate.net/publication/304579808_Annual_Report_to_the_Massachusetts_Department_of_Education_An_Analysis_of_2016_Annual_Music_Literacy_Skills_Test_Results_at_the_Conservatory_Lab_Charter_School_CLCS
Objective: Conservatory Lab will share its interdisciplinary, project-based curriculum with interested educators through print materials, multi-media resources, classroom observations, and teacher presentations at local and national conferences.		
Measure: Conservatory Lab will share its written interdisciplinary presentations on our best practices in both academics and music, including music performances by students led by El Sistema staff.	MET	See Dissemination Report, above, Attachment 1: 2015-2016 List of Select Student Performances, and Attachment 2: 2015-2016 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources.

<p>Measure: Conservatory Lab will update and revise its written learning expeditions to align with changing state standards, to reflect updated teacher practices, to deepen music infusion, and to accommodate grade expansion.</p>	<p>MET</p>	<p>In 2015-2016, expedition curriculum and plans for grades 5 – 8 were updated and revised. New music integration curriculum was successfully piloted in Kindergarten (K2) and in Grade 1.</p>
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Academic Program Success

	<p>2014-2015 Performance (Met/Partially Met/ Not Met)</p>	<p>Evidence</p>
<p>Objective: Conservatory Lab will effectively implement rigorous academic programming with high achievement expectations for all students.</p>		
<p>Measure: Grade levels will achieve 70% advanced & proficient scores on PARCC exam.</p>	<p>PARCC – Held Harmless Year SY15</p>	<p>In 2015, Conservatory Lab signed on to the PARCC first year of testing as a pilot program, in which participating schools’ scores would be held harmless.</p> <p>2015 was the first year the school participated in PARCC testing and computerized testing. Moving from paper-based testing to computer-based testing was difficult for many students who are used to applying skills such as “marking up a text” which cannot be done on the computer test. Since 2015, we have added measures to address this issue, including computer lessons and use, increase of PARCC level conceptual thinking questions, and weekly teacher professional development.</p>
<p>Measure: The median PARCC Student Growth Percentile (SGP) score for ELA will increase by 10%.</p>	<p>Awaiting PARCC results for SY16</p>	<p>We do not yet have PARCC scores from 2016 to compare with 2015.</p>
<p>Measure: Using the school’s internal assessments, 85% of students will make at least one year’s growth in ELA and Mathematics.</p>	<p>PARTIALLY MET</p>	<p>92% of students in Grade 1, 88% of students in Grade 4, and 82% of students in Grade 5 were proficient and/or made a year’s growth in reading, according to the Fountas & Pinnell benchmark assessments administered in the beginning and end of the year.</p> <p>76% of students in K-5 were proficient and/or made a year of growth in reading, according to the Fountas & Pinnell benchmark assessments.</p> <p>64% of students in K-8 were proficient or advanced and/or made a year of growth in Mathematics.</p> <p>The school is working to accommodate an expanded student body with an increased percentage of special needs students. We accept new students at every grade level, including 8th grade. The new math curriculum and reading and math interventions that were put into place this past year will require an additional year of implementation to show substantial results in individual student achievement. A more rigorous ELA curriculum, as well as new assessment methods, will be implemented next year in tandem with teacher professional development on differentiated instruction and the use of data to inform instruction.</p>

Measure: Using the school's interim writing benchmarks, 85% of students will show mastery of the appropriate grade level skills by the end of the year.	NOT MET	63% of students in grades K-8 were proficient or above and/or made one year's growth in writing. See comment on ELA and Math assessments above. New assessment methods will be used in the upcoming year, in tandem with teacher professional development on the writing process, differentiated instruction, and the use of data to inform instruction.
Measure: 100% of 8 th grade students will complete a project based presentation sharing their culminating experience at CLCS, which meets proficiency or above according to performance rubric.	MET	All 8 th graders made presentations that met or exceeded proficiency according to a performance rubric.
Measure: All students at every grade level will participate in two interdisciplinary, project-based units that promote deep learning.	MET	Students in grades pre-K – 8 participated in one social studies and one science interdisciplinary, project-based unit.
Objective: Conservatory Lab will increase the proficiency scores of at risk groups by 10%.		
Measure: The identified group of Special Education will increase its PARCC proficiency scores by 10% school-wide.	Awaiting PARCC results for SY16	Goal cannot be measured until 2016-2017 when two years for PARCC scores are available.
Measure: The identified group of Hispanic boys will increase ELA PARCC proficiency scores by 10% school-wide.	Awaiting PARCC results for SY16	Goal cannot be measured until 2016-2017 when two years for PARCC scores are available.

Appendix B Recruitment Plan 2016 – 2017

School Name: Conservatory Lab Charter School
Date: July 27, 2016

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.

Implementation Summary: This year, Conservatory Lab continued to recruit a diverse student population. 90% of the students identified as non-Caucasian; slightly over 60% of students qualified for free or reduced-price lunch; 10.2% of our students had limited English proficiency, and 15.7% were on an IEP or 504 plans. (Note: The percentage of Special Education students and English Language Learners (ELL) differs from that posted in the Department of Elementary and Secondary Education's Enrollment Data in the Charter Analysis and Review Tool (CHART). This may be due to a reporting error that was recently corrected, but may not be reflected on the CHART. We have added strategies to our 2015-2016 Recruitment Plan for each of these demographic sub-groups).

To recruit a diverse student body, we distributed our admission materials to numerous locations around the city, especially facilities that serve homeless families, low-income families, and families from minority ethnic groups. We shared widely an engaging promotional video, highlighting our music-infused curriculum. We continued to engage with individuals at the Metropolitan Boston Housing Partnership and the Boston Housing Authority, as well as local Head Start programs, the Kroc Center, the Salvation Army, the YMCA, the Villa Victoria Center for the Arts, and the Haitian Multi-Service Center, and initiated a number of face-to-face meetings at these organizations.

In order to facilitate the application process for all families, regardless of language ability or Internet access, we continued to use high-quality translation services at UMass Boston to offer the application in the languages that all families use, including Spanish, Portuguese, Haitian Creole, Chinese, Vietnamese, and English. Admission applications were accepted in both paper form and online on our website in a simple and straightforward format; all information was maintained in a secure, encrypted, third-party database system. We offered biweekly informational tours, as well as monthly Open Houses, at which our ELL Coordinator and special education staff were present to answer questions about our services.

Given our move to Dorchester (grades 2 – 8), we targeted our recruitment efforts this past year on community organizations in Dorchester, Roxbury, and Mattapan, and successfully recruited many upper school students from Dorchester Collegiate Academy Charter School, which closed this year. As we are now relocating our primary school campus from Brighton to Dorchester’s Fields Corner neighborhood, we have added to our 2015-2016 Recruitment Plan one new and/or enhanced strategy for each demographic subgroup with a focus on neighborhood organizations that serve low-income populations and immigrant populations, particularly Haitian and Vietnamese. We will also schedule more 1-on-1 meetings and tours with potential students and their families.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities

1. Post all admissions information on the school website and promote on main web page. Include important dates and Q&As, along with downloadable applications and online application form in Spanish, Haitian Creole, Portuguese, Vietnamese, and simplified and traditional Chinese.
2. Post on school website and printed promotional materials information about school tours, informational sessions, and Open Houses that take place year-round for prospective families.
3. Mail application and information brochures to local Head Start programs, community organizations (including the Kroc Center, Horizons for the Homeless), after-school programs, libraries, nearby schools, and facilities that serve homeless, low-income, and minority families.
4. Participate in the annual Citywide Charter School Showcase.
5. Advertise admissions process, application deadlines, and information sessions by press release to the Boston Globe, local neighborhood newspapers, particularly in Roxbury, Dorchester, and Mattapan, and other kinds of media outlets, such as the school’s Facebook, Twitter, and YouTube pages.
6. Announce application deadlines, information sessions, and application methods in the school’s family newsletter (Family Notes), which is sent electronically to families and to the entire school community. Person-to-person communication through our parent liaison, families, board members, staff members, and musicians have proven to be an effective approach to communicate the launch of our application cycle.
7. Update the Conservatory Lab website link on the Boston Public Schools website pages.
8. Work with the Parent Advisory Council (PAC) and ask families to help with advertising the admissions process and promoting the school in their communities by sharing flyers through interpersonal communication.
9. Deliver live Q&A presentations about Conservatory Lab and distribute promotional materials to major community centers, such as the Kroc Center, Salvation Army, and YMCA locations throughout Boston, and particularly in Dorchester, Roxbury, and Mattapan neighborhoods.
10. Include admissions information during brief presentations at off-site Conservatory Lab concerts in the fall 2016 (before the admissions lottery) and disseminate admissions materials at each event.
11. Continue to emphasize our non-discriminatory policy, which welcomes and serves all students including those with disabilities and limited English language proficiency, on our website and in all admissions materials.
12. Disseminate promotional video to publicize Conservatory Lab, and include link to video in admissions materials sent to prospective parents.
13. Place copies of our application and admissions materials at Boston Public Schools (BPS) Welcome Centers in Dorchester, Roxbury, Mattapan, East Boston, and Roslindale.
14. Distribute copies of our application and admissions materials, with emphasis on our El Sistema music program, to Boston Public School elementary schools in Dorchester, Roxbury, Mattapan, and the South End that have music programs, including the Kenny School in Dorchester, the Hale School and the Mendell School in Roxbury, and the Blackstone School in the South End.

Recruitment Plan –Strategies

Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Bring at least one member of our Student Support Team, Director of Student Services, and representatives from the school’s SPECPAC (Special Education Parent Advisory Council) to the Charter School Showcase in January to answer questions about our capacity to serve students with high needs and highlight our support mechanisms and safety nets for this demographic. 2. Distribute our special education pamphlets and admissions information (in both English and Spanish) at the Charter School Showcase, at Head Start locations around the city, in shelters, boys and girls clubs, and community centers (Kroc, Boston Public Schools (BPS) Welcome Centers, Horizons for the Homeless), and through the mail. 3. Include members of the Student Support Team at open houses and information sessions and ensure that they have interpreters. 4. Partner with the Federation for Children with Special Needs and Massachusetts Parent Information and Resource Center to keep parents of special needs children informed of the services available at Conservatory Lab and of the activities that benefit their children. 5. Work with Mass Society for Prevention of Cruelty to Children (MSPCC) and Department of Children and Families (DCF) to seek referrals of Special Ed students. Target Dimock Early Intervention site in Roxbury. 6. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to distribute our application materials to families with children with special needs. 7. Student support service staff belong to several special-education related organizations and list serves at which they discuss opportunities for students at Conservatory Lab. 8. Work with Head Start programs in Roxbury, Dorchester, and Mattapan to set up face-to-face meetings between Conservatory Lab staff and families of student with special needs. 9. Collaborate with the Director of Family Programs and the Preschool Director at VietAID in Fields Corner, Dorchester to distribute admissions materials to families with children with special needs and to facilitate face-to-face informational meetings.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Make applications available in Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese in three different ways (online on our website, in paper form, and at fairs/community centers). 2. Engage staff and teachers who are fluent in more than one language to assist throughout the application and recruitment process, such as helping parents to complete applications and enrollment packets. 3. Provide interpreters and translation services at school events, open houses, and fairs for speakers of Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese. 4. Have bilingual staff available during the open houses and information sessions, as well as school admissions tours throughout the year. 5. Distribute admissions applications and materials in English, Spanish, Haitian Creole, Vietnamese, Portuguese, and Chinese to local Head Start programs, shelters, boys and girls clubs, and other community organizations serving non-English speaking populations, such as Villa Victoria Center for the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, and VietAID. 6. Provide families with children eligible for enrollment in our preschool program with information about the school and eligibility requirements (age 4 by September 1) by working with Nurtury, Inc. in Roxbury and Jamaica Plain, the Family Nurturing Center in Dorchester, Head Start preschools, and other early childhood organizations that serve communities predominately composed of immigrant and refugee families, and non- and limited-English speaking families. 7. Provide admissions applications and materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese to Action for Boston Community Development, Inc. central offices, and arrange face-to-face informational sessions at neighborhood Head Start programs in Roxbury, Dorchester, and Mattapan. 8. Place copies of our application, in seven languages, at the Boston Public Schools Welcome Centers in Dorchester, Roxbury, and Mattapan. 9. Work with Coordinator of Parent Groups at the Haitian Multi-Service Center in Dorchester to

	<p>provide application materials in Haitian Creole and to arrange face-to-face informational sessions with families of school-age children.</p> <p>10. Work with the Director of Family Programs at VietAID in Fields Corner, Dorchester to provide application materials in Vietnamese and to arrange face-to-face informational sessions with families whose children attend the VietAID preschool.</p> <p>11. Provide application and admissions materials to the Cape Verdean Family Nurturing Program in Dorchester.</p>
Students eligible for free or reduced lunch	<p>1. Visit and deliver brief presentations at community centers that specifically serve low-income families, such as homeless shelters, community centers (Kroc Center, YMCA, etc.), and community health centers such as Whittier Street Health Center and Dimock Community Health Center in Roxbury.</p> <p>2. Make applications and admission materials available to facilities that serve low-income families, such as the YMCA, and the Boys and Girls Club.</p> <p>3. Post promotional materials on bulletin boards, on our website, and in newsletters; hand out promotional materials; and arrange for a time to speak to families directly about our free music education, instruments, lunch, bus transportation, uniforms, and high-quality learning resources that aim to close the achievement gap.</p> <p>4. Contact representatives of Yawkey Boys and Girls Club in Roxbury, MA, who have received our applications materials in the past, to arrange an admissions presentation with staff and families.</p> <p>5. Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese and Chinese to the Uphams Corner Health Center in Dorchester; arrange to deliver brief presentations to interested family members.</p> <p>6. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to distribute our application and admission materials to low-income families.</p>
Students who are sub-proficient	<p>1. In admissions and promotional materials, emphasize the school's intervention, acceleration, tutoring, and pullout strategies and resources that aim at closing the achievement gap and preparing students for success through middle school and beyond.</p> <p>2. Highlight to families the addition of support and special education staff.</p> <p>3. Highlight in promotional materials, in person, during parent tours, and at fairs our inclusion model and our capacity to welcome and serve all students with targeted and individualized academic plans, social-emotional programs, and intensive ensemble-focused music instruction.</p> <p>4. Provide admissions applications and materials to the Madison Park Development Corporation, in Roxbury, MA, which provides afterschool and reading and math tutoring to community residents.</p> <p>5. Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese to neighborhood branches of the Boston Public Library, including the Uphams Corner and Fields Corner branches in Dorchester and the Mattapan branch.</p>
Students at risk of dropping out of school	<p>1. Make our admissions application and materials available to programs that service at-risk youth throughout the city, such as Friends of the Children, StandUp, and Boston Youth Sanctuary.</p> <p>2. Make admissions applications and materials available to the Dearborn Boys and Girls Club, Roxbury, MA, housed at the Dearborn Middle School.</p>
Students who have dropped out of school	<p>1. The school's Student Support Services team are equipped with recruitment information and trained to reach out to and engage children who have dropped out of school.</p> <p>2. Provide admissions applications and materials to Roxbury YouthWorks, Inc., an organization that serves youth in Boston's juvenile justice system.</p>

<p>Optional: Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> 1. Continue to recruit Latino and African American families from local community programs, especially those in Roxbury, Dorchester, and Mattapan, through outreach efforts, such as distributing flyers, holding information sessions, and attending fairs. 2. Visit the Native American Indian Center of Boston to offer admissions applications and materials to increase awareness of our school's music and academic programs. 3. Provide admission applications and materials to the Paul Robeson Institute for Positive Self-Development (PRI). 4. Include music and art electives for middle school students.
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Appendix B Retention Plan 2016 – 2017

<p>School Name: Conservatory Lab Charter School</p>
<p>Date: July 27, 2016</p>

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Summary: This year, our retention rate increased from 81.8% in 2014-2015 to 88%. As noted in last year's report, Conservatory Lab's elementary and middle schools moved from our Brighton location, which had been our home for over 10 years, to a new location in Dorchester in 2014. Our relocation resulted in a loss of some of our Brighton families concerned about the length of commute between their homes and our new Dorchester site. Our ongoing recruitment strategies and efforts, which have focused on the surrounding neighborhoods of Dorchester, Roxbury, and Mattapan, have brought our retention rates very close to our 90% goal.

Our unique, child-centered music and academic programs—El Sistema and Expeditionary Learning—continued to engage students and encourage active learning and a growth mindset. Our El Sistema program provides intensive, ensemble-based music education that gives children structures and training to enable them to become strong young adults and to develop self-confidence. The orchestras provide a positive and supportive social atmosphere that help keep students actively involved in school and plant the seeds for future success. Similarly, our learning expeditions are hands-on, inquiry-based interdisciplinary units that foster high student engagement through use of experts in the classroom, fieldwork outside school, community service, and arts integration. Our students are excited about and feel a deep connection to these tangible opportunities and proudly present their learning and final products to family and community members at well-attended celebrations of learning.

Our ELL Coordinator and teachers, as well as bilingual staff members, helped to make sure that our English Language Learners, as well as their parents and grandparents, feel comfortable at our school and are aware of their learning progress. Students who need extra support were provided intervention strategies, such as tutoring, computer-assisted instruction, mentoring, additional time on task, and small-group instruction. The Student Support Team (SST) continued to meet weekly to design strategies to support individual children both academically and emotionally. Teachers continued to help close the achievement gap by following up on ANet interim assessment results, tracking student achievement data, identifying areas of concern, and re-teaching material.

Students received systematic instruction in social-emotional skills through the Open Circle program in grades pre-K through 5. In the middle school, we provided a structured and enriching advisory at the beginning of the school day.

In 2016, we are moving our primary school to a second site in the Fields Corner neighborhood of Dorchester. We are anticipating the loss of some of our primary school Brighton families as a result of this relocation. Our recruitment plan for this year includes reaching out to community organizations in the Fields Corner and neighboring Dorchester, Mattapan, and Roxbury neighborhoods to inform families of young children about our new location.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Employ a Director of Student Services and a team of learning specialists to create and monitor IEP plans and goals, meet regularly with special education students, and evaluate new and improved software options. A new incoming principal is an inclusion specialist who will bring her extensive background to bear on our delivery of instruction and services to this population. 2. Employ and/or contract with a speech and language therapist, physical therapist, occupational therapist, and a counselor to provide additional related services. 3. Host open houses and information sessions for incoming families of students with special needs, in coordination with the Student Support Team, and offer information about our special education program and the SEPAC. 4. Increase the use of Chromebooks for writing and research in the middle school. 5. Include tutoring, computer-assisted instruction (particularly in preparation for the PARCC tests), peer mentoring, additional time on task, and small-group projects. 6. Systematically and explicitly teach social-emotional learning skills across all grade levels. 7. Organize informational sessions and workshops about our programs and curriculum for families of students with special needs. Interpreters and childcare will be provided.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Employ an ELL Coordinator, in addition to a full-time ELL instructor at the primary school and a part-time ELL instructor at the elementary and middle schools. 2. Continue to employ teachers, musicians, and staff with second language fluency. 3. Provide interpreters in French, Mandarin, and Vietnamese, in addition to Spanish, Haitian Creole, and Portuguese, during parent-teacher conferences, progress meetings, and intervention meetings. 4. Organize informational sessions and workshops for families of English Language Learners about our programs and curriculum. Interpreters and childcare will be provided.
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> 1. Continue to offer free and reduced-price breakfast and snacks, and free and reduced-price lunch to qualifying families. 2. Provide free bus transportation to qualifying families, as well as free MBTA passes to middle school students. 3. Continue to distribute free uniforms to students from low-income families. 4. Provide extra learning resources during the school year and the summer months.

Students who are sub-proficient	<ol style="list-style-type: none"> 1. Increase the amount of small group support time in Math and ELA for students not on IEP or 504 plans who need additional support. 2. Add intervention and acceleration into the schedule at several grade levels. This intervention will include technology programs as well as targeted 1:1 interventions. 3. Consistent review by the Student Support Team, particularly in the middle school, will help retain students who are sub-proficient. 4. Use interim assessments from the Achievement Network (ANet) for grades 2 – 8 to identify students who are sub-proficient through a cyclical assessment process. Reteach content, track student progress, and identify and close gaps in student learning. 5. Implement individualized intervention strategies and plans, such as in-school and home tutoring, to raise proficiency levels.
Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Through frequent parent-teacher conferences and reviews by the Student Support Team, teachers, counselors, administrators, and musicians will maintain constant communication with families to identify students at risk of dropping out and to develop intervention strategies. 2. Employ a counselor to work with individual students with social, emotional, and behavioral challenges to identify problems and design interventions. 3. The teachers, principal, counselors, and Director of Student Services, will work with families to problem solve, strategize, and advocate on behalf of students. 4. Continue to implement El Sistema, along with our extended school day, to create a strong incentive for students to stay engaged.
Students who have dropped out of school	We have not had any students drop out of our elementary or middle school.
<p>OPTIONAL</p> <p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> 1. Identify students who are underachieving and provide pullout tutoring and directed small-group instruction on a regular basis. 2. Expand collection of diverse, multicultural literature in learning expeditions, Readers Workshop, and classroom libraries to allow students of color to see themselves in the curriculum and personally identify with the content. 3. Add ELA units in the middle school that feature texts by African American, Latino, and other authors of color. 4. Provide professional development to build cultural competency in our teaching staff.

Appendix C

School and Student Data Tables

Conservatory Lab's profile can be found at
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04390000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	189	45%
Asian	20	4.8 %
Hispanic	150	35.7%
Native American	0	0.0%
White	42	10%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	19	4.5
Special education	66	15.7
Limited English proficient	60	10.2
Low income	258	61.4

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Diana Lam, Head of School	Responsible for the overall instructional programs, school operations, development and communication efforts, search for a permanent facility and building, and maintaining relationships with the parent community and external community-at-large	8/2008	7/1/2016
John Chistolini, Chief Operations Officer	Responsible for school operations including temporary facilities and admissions, retention and recruitment	1/2014	
Nicole Bradeen, Principal	Responsible for supervising curricular and instructional programs, and professional development	8/2015	7/1/2016
Cecilia Soriano, Director of and External Relations	Responsible for communication and marketing, as well as grant writing and events	7/2010	
Elise Mostello, Academic Dean	Provide leadership in curriculum planning, instruction, and assessment; coordinate administration of ANet assessments for grades 2 – 8, MCAS, and PARCC testing, and data organization from all assessments	7/2013	7/1/2016
Ashley Jaundoo, Dean of Students	Responsible for establishing a positive school culture and leading the implementation of the discipline code	12/2013	7/1/2016
Dana Reder Director of Student Support Services	Responsible leading student support services and administration of special education services for grades K1-8	7/2015	
Brad Kershner, Director, Primary School	Responsible for instructional programs in grades K-1 – 1, and professional development	7/2014	7/1/2016
Shalem Livingston, Director, Elementary School	Responsible for instructional programs in grades 2 – 5, and professional development	7/2014	7/1/2016
Robyn Pretlow, Director, Civic and Community Engagement	Overall responsibility for parent and community involvement.	7/2014	7/1/2016
Nefta Ramsey, Operations Assistant	Responsible for admissions, recruitment and retention, attendance and purchasing	1/2016	

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	35	2	7	*see below
Other Staff	27	1	2	*see below

*Our mid-year departures were due to teachers receiving offers from traditional school districts and leaving the field education. End-of-year departures were due to moving out-of-state, leaving education, accepting a position in another school district, and poor performance.

BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Gary F. Gut	Chair	All committees	4	Length of term: 3 years Elected: 6/2002 Ending: 6/2017
Katharine M. Pell	Vice Chair, Foundation Chair	Executive, Development, El Sistema	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2017
Robert Grinberg	Treasurer, Chair of Finance Committee	Executive, Finance, Facilities	4	Length of term: 3 years Elected: 6/2003 Ending: 6/2018
Danna Mauch	Clerk	Executive, Governance, Development	3	Length of term: 3 years Elected: 6/2005 Ending: 6/2017
Stephanie Perrin	Trustee	El Sistema, Governance	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2017
Anne W. Snyder	Trustee	Executive, Education, El Sistema	3	Length of term: 3 years Elected: 5/2005 Ending: 6/2017
Mark Churchill	Trustee	El Sistema, Governance	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2017
Pamela Seigle	Trustee	El Sistema, Education, Development	3	Length of term: 3 years Elected: 5/2007 Resigned: 5/2016
Anne Reenstierna	Trustee	Education, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 9/2016 (resigned)
Bradley Richardson	Trustee	Finance, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2017
Clay Rives	Trustee	Governance, Development, Parent Task Force.	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2017
Melanie Sheffield	Trustee	Development	1	Length of term: 3 years Elected: 11/2013 Ending: 11/2016
Lisa Wong	Trustee	Development, El Sistema	1	Length of term: 3 years Elected: 11/2013 Ending: 11/2016
Myriah Johnson	Trustee	Education, Parent Task Force	1	Length of term: 3 years Elected: 6/2014 (Parent Trustee) 6/2016 (Trustee) Ending: 6/2019
	Trustee	Development	1	Length of term: 3 years Elected: 6/2014 Ending: 6/2017
Staverne Miller	Emeritus Trustee	Parent Task Force		Elected: 6/2015 (Board Member Emeritus)
Reggie Jackson	Trustee			Elected: 9/2015 Resigned: 12/2015
Martha Kleinman	Trustee	Development, Governance		Length of term: 3 years Elected: 6/2015 Ending: 6/2018
Francisca Guevara	Trustee			Elected: 9/2015 Resigned: 6/2016
Keree Simmons	Trustee	Finance Committee and Parent Task Force		Length of term: 3 years Elected: 9/2015 Ending: 9/2018

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustee Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Principal	Nicole Bradeen
Special Education Director	Dana Reder
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

Location	Dates of Occupancy
2120 Dorchester Avenue, Dorchester, MA 02124	6/27/2014 - present
320 Washington Street, Brighton, MA 02135	9/1/2013 – 7/27/16
131-133 Hancock Street, Dorchester, MA 02125	7/28/16 - present

Enrollment

Action	Date(s)
Student Application Deadline	March 1, 2016
Lottery	March 15, 2016

Conditions

The school is operating without conditions.

Complaints

No official complaints were filed.

ATTACHMENT 1
2015-2016 List of Select Student Performances

Date	Performance/Venue	Student Performers
8/5/2015	HONK Festival, Jamaica Plain, MA, an annual event that brings together jazz and brass players from Jamaica Plain, Dorchester, Mattapan, Roxbury	Dudamel Orchestra's Brass Ensemble
9/12/2015	Memorial event for renowned artist and philanthropist, Faye Chandler, Boston Center for the Arts	Dudamel's Orchestra's Brass Ensemble
11/7/2015	Joint performance, Margarita Muniz Academy, Jamaica Plain, MA	Dudamel Orchestra
12/1/2015	Annual Mental Health Conference, JFK Presidential Library and Museum, Columbia Point, Boston	Dudamel Orchestra
12/8/2015	School Winter Concert I: Roxbury Community College, Roxbury, MA attended by 400 family and community members	K1 – Gr 2 orchestras and ensembles
12/10/2015	School Winter Concert II: Roxbury Community College, Roxbury, MA attended by close to 300 family and community members	Gr 3 – 5 orchestras and ensembles
12/11/2015	Massachusetts State House, by invitation of Dorchester State Senator Linda Dorcea-Forry	Dudamel Orchestra
12/12/2015	School Winter Concert III: Roxbury Community College, Roxbury, MA	Grades 6 – 8 orchestras and ensembles
12/18/2015	Pre-k classes perform original songs and Eric-Carle inspired play at Friday Finale at Brighton site, 320 Washington Street, Brighton, MA	Pre-k classes
1/6/2016	K-2 professionally records five original crew quality songs, Roxbury Community College, Roxbury, MA (songs are posted on school website)	K-2 classes
4/8/2016	Art Works End-Of-Program Celebration, home of Swanee Hunt, Cambridge, MA. Performance of "The Swan" by Camille Saint-Saens to an audience of over 250 art administrators	7 th grader Junior Fuentes, cellist and brother Jose Fuentes, violinist (recent graduate)
4/9/2016	6 th Annual Spring Fling!, schoolwide program organized by Parent Advisory Council at John Hancock Hall, Boston, attended by 1,100 people	Grades pre-K to 8 orchestras and ensembles
4/14/2016	Concert in Dorchester Park, Dorchester, adjacent to the upper school), attended by 75 family members	Abbado Orchestra
4/15/2016	Paper Orchestra performance, Boston Children's Museum, Boston, MA (4 th consecutive yearly performance at this venue)	K-2 Paper Orchestra
4/30/2016	Acapella performance of "Amazing Grace" with verses from "The Narrative Live of Frederick Douglass" for Boston Art Commission community meeting, Northeastern University	Small group of 7 th and 8 th graders
5/4/2016	Performance with Beat Bus at ArtWeek, an annual city-wide celebration of the arts, Boston Greenway at Dewey Square	Percussion and Wind Ensembles
5/7/2016	Joint concert with Pro Arte Chamber Orchestra, Sanders Theater, Harvard University, Cambridge, MA. (This is the 4 th year of this collaboration).	Dudamel Orchestra
5/27/2016	Pre-k performs original song, "What I Like About Me" at <i>Portrait of an Artist</i> expedition celebration, Brighton site	Pre-k classes
6/4/2016	4 th Annual El Sistema Showcase of Greater Boston, Boston Latin School	Various orchestras
6/14/2016	School June Concert I. Primary School, Pre-k – Grade 2. Roxbury Community College, Roxbury, MA. Attended by 400 family and community members	Pre-K to Grade 2 orchestras and ensembles
6/14/2016	Celebratory performance in honor of Head-of-School, Diana Lam, on the occasion of her retirement, Bruce C. Bolling Building, Roxbury. Over 200 people in attendance	Dudamel Orchestra
6/16/2016	School June Concert 2. Elementary School, Grades 3 – 5. Roxbury Community College, Roxbury, MA. Attended by 300 family members and community members	Grades 3 – 5 orchestras and ensembles
6/20/2016	School June Concert III. Middle School, Grades 6 – 8. Roxbury Community College, Roxbury, MA, along with 8 th grade graduation ceremony	6 th – 8 th grade Du Pre and Dudamel ensembles
7/13/2016	Performance with Landmarks Orchestra, Hatch Shell at the Esplanade, Boston. (This is the 4 th year of this collaboration).	Dudamel Orchestra

ATTACHMENT 2
**2015-2016 List of Select Professional Presentations, School Visits,
Technical Support, and Sharing Resources**

Selected Presentations at Professional Conferences

- Jenna Gampel, Master Teacher/Teacher Induction Coach, presentation at Arts and Passion-Driven Learning Conference, Silk Road Project and Harvard Graduate School of Education, Cambridge, MA, August 6, 2015
- Chris Schroeder, Resident Artist and Conductor, Dudamel Orchestra, “Raising the Bar: Taking Your Brass Students to the Next Level,” International “Take a Stand” Symposium, Los Angeles, California, October 5, 2015
- Jovanne Buckmire, 1st-grade teacher, “Full STEAM Ahead: Building Scientists, Engineers, Readers, and Performers with the Three Little Pigs,” EL Education National Conference, San Diego, CA, October 28, 2015
- Jenna Gampel, Master Teacher/Teacher Induction Coach with Ron Berger, Chief Academic Officer, EL Education, “Behind the Scenes of a Quality Work Classroom,” EL Education National Conference, San Diego, CA, October 29, 2015
- Valencia Patilla, middle school Humanities teacher, “From Frederick Douglass to Ferguson: Critical Conversations About Race in the Secondary Classroom,” EL Education National Conference, San Diego, CA, October 29, 2015
- Diana Lam, Head-of-School, “Art-infused Curriculum,” Ministry of Education, Lima, Peru, November, 2015
- Chris Schroeder, “Re-inventing pedagogy for social and musical outcomes with the performance ensemble,” Reframing Sistema Conference, Baltimore, MD, April 8, 2016
- Diana Lam, Head of School, delivered graduation address, Margarita Muniz School, Jamaica Plain, MA, June 9, 2016

Selected School Visits, Technical Support, and Sharing Resources

- Klarman Family Foundation visited to observe a Dudamel Orchestra rehearsal and meet with Head of School, Diana Lam, October 5, 2015
- Attorney Pablo Escamilla, National School Boards Association and Texas Association of School Boards Council of School Attorneys, visited Dorchester site, October 9, 2015
- Turkish educators Aysen Sikdiken, Academic Coordinator, and Nimet Sineim, middle school science teacher, visit to meet about curriculum design, student products, and implementation of EL Education and to observe academic classrooms, November 6, 2015 and November 12, 2015
- Shared Grade 1 expedition curriculum, “Building with the Three Little Pigs,” with Ashley Vonnahme, Green Woods Charter School, Philadelphia, PA, November 11, 2015
- Shared curriculum materials with Molly Brady, Polaris Elementary Charter Academy, Chicago, Illinois, November 16, 2015
- Members of the Kaufman Foundation, an educational research organization in Missouri, visited Dorchester site, November 13, 2015
- Jennifer Arnold, Principal, Scituate Public Schools; Hannah Kehn, Denver Public Schools; and Julia Badiali, Boston Public Schools visit Dorchester site to observe academic and El Sistema classrooms and to learn about implementing EL Education, February 23, 2016
- Shared Conservatory Lab’s Fieldwork Guide for Teachers and Fieldwork Protocols with Jennifer Arnold, Principal, Scituate Public Schools, February 23, 2016
- George Simpson, Cambridge Public Schools, visits Dorchester site to observe academic and El Sistema classrooms, February 26, 2016
- Andrea So, Boston Green Academy; and Nicole Mack and Hilary Shea, Inclusion Specialists, Boston Public Schools, visit Dorchester site, March 1, 2016

- Team of educators from for Elkhart, Indiana Community Schools visit Brighton and Dorchester sites to observe early childhood music classes, El Sistema orchestra rehearsals, academic classes, and learning expeditions in action, March 14 – 15, 2016
- Lisa Alisa, Mellon Foundation, visits Dorchester site as part of a national study on the effectiveness of music programs as an aid to student achievement, April 7, 2016
- Linde Family Foundation representatives meet with Diana Lam, Head of School, about curricular programs, April 28, 2016
- Lisa Buaea, CEO South County Community Health Center, East Palo Alto, California, received technical assistance from Diana Lam on how to initiate and maintain a school partnership, May 12, 2016
- Team from Fort Worth Independent School District (Valencia Rhines, principal of Como Elementary, Rachel Nave, 1st grade academic teacher, Crystle Morales, 3rd grade academic teacher) visit Brighton and Dorchester sites to observe music-infused curriculum in action and to receive technical assistance, May 23 – 25. Prior to the visit, Master Teacher Jenna Gampel conducted professional development session for B Sharp Youth Music program via Skype in April, 2016.
- Diana Lam, Head of School, co-founder and Board member of the Margarita Muniz School, Jamaica Plain, MA, ongoing
- Diana Lam, Head of School, member of the ELL Task Force of the Boston Public Schools, ongoing
- Share curriculum materials (grades K-2 – 5) with EL Education schools: Codman Academy Charter School, Dorchester, MA; Alma Del Mar Charter School, New Bedford, MA; Lebanon Elementary Schools, Lebanon, ME; West Bath School, West Bath, ME, ongoing

Research Projects

- WolfBrown and Longy School of Music, research project looks at Conservatory Lab and an array of other *El Sistema*-inspired music programs across the country, ongoing
- Department of Psychology, Boston College, three-year research project that tracks entering kindergartners at Conservatory Lab, as compared with a randomized control group of lottery applicants who did not gain admission, to evaluate whether intensive music instruction helps children develop executive function skills, ongoing