

CONSERVATORY LAB CHARTER SCHOOL

Annual Report 2005

Making Minds Sing

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From the Chair of the Board

Dear Friends and Supporters,

Every year I look forward to writing this letter to our wonderful friends and supporters. For all of you interested in the Conservatory Lab Charter School, this has been another year of growth and marked successes.

The year began with the transition to a new leadership team. Jonathan Rappaport, the new Head of School, joined us on August 1st from a career as a music teacher and head of the Music program for all of the Worcester Public Schools. When he walked into the interview for the position a year ago his first words were: this is my dream job. During this very busy year, Jonathan has demonstrated his strong leadership abilities and has brought important experience, commitment and insight to his work at CLCS. He has spent the year building his team and working with the board of trustees to initiate a balanced scorecard approach to strategic planning that will guide the school over the next number of years. A retreat that included trustees, faculty, administration and parents kicked off the process at the end of January. In the next academic year, work will continue on this project. Our goal is to produce a working document defining our measures of success and bringing transparency and timeliness to the question of whether the school is meeting explicitly stated and agreed upon goals.

In addition to the change in leadership, I like to think of this last year as beginning and ending in Jordan Hall at the New England Conservatory. In October, a group of world-renowned artists including Frederica von Stade, Chris Brubeck, Rachel Luxon, Taylor Eigisti and Ben Zander donated a concert on behalf of the school. They came because they believe in the school and in its mission. The New England Conservatory of Music supported CLCS by allowing the school to use Jordan Hall for the concert and Williams and Brown Halls for the dinner beforehand.

People are still coming up to me, ten months later, and talking about what a unique evening it was. Magical, some even say. There was a special chemistry between the artists that night. The juxtaposition between the very young and diverse CLCS students who performed during dinner and the older, wonderfully gifted members of the NEC Youth Philharmonic Orchestra who performed later brought home to us all how the discipline and passion of music can shape young lives in profound ways. Words weren't

needed to explain why CLCS and its mission have such potential to change young lives and to help many different youngsters from many different backgrounds achieve success.

The concert was an extraordinary, sold-out success, and everyone involved deserves our appreciation and thanks.

The culmination of the year was another concert at Jordan Hall, this time with every child in the school performing for an audience filled with families and friends. As I watched these children stand up and perform, it was clear that our children are developing an uncommon poise and sense of confidence and that they take great pride in their musical and performing achievements. We have found that the children at CLCS develop a “taste” for excellence after major performances such as this one. This becomes a strong incentive for them to keep learning, improving, gaining skills, and succeeding.

The performing side is only one side of the story. Striving for excellence takes many forms at CLCS: encouraging musical literacy among our students while deepening and strengthening the integration of music into the academic disciplines; improving methods for assessing student progress and tying those assessments into improved student instruction and remedial work; increasing parental and family involvement; providing meaningful professional development for faculty and staff; improving information flow to the board and continuing to build a strong and involved board of trustees. The continued commitment to consider, reflect upon and consistently improve how we do things at CLCS is an important value of the CLCS community. We are committed to making minds sing.

As in years past, I want to thank everyone who has helped make this year such a success. Each of you is making a difference and we couldn't do it without you. Thank you.

Katharine M. Pell
Chair, Board of Trustees

July 22, 2005

Executive Summary

The Conservatory Lab Charter School (CLCS) is a public school in the Brighton neighborhood of Boston serving, in 2004/05, 132 children in grades K-5 from throughout the city. The school was founded in 1998 on the premise that music can provide a universal language of learning for all children and hopes to test the conclusions of a growing body of research suggesting that enhanced achievement in reading, math, science and social studies can be correlated with the study of music and thorough learning of musical literacy. Students are selected in a random, open lottery without the expectation for either academic or musical ability. Currently, there are about 460 children on the CLCS waiting lists.

The CLCS encourages high levels of achievement across a curriculum that fuses academic subjects and social/emotional development with musical studies. Children explore math, science, social studies, and language arts through musical projects and lessons. Teachers implement this instruction using the fundamental concepts that are shared between music and academic subjects to reinforce learning and to build *Learning Through Music* (LTM) lessons that explore and experiment with the many ways music stimulates and increases learning. Processes intrinsic to learning music – listening, questioning, creating, performing and reflecting – are used to enhance intellectual curiosity and the love of learning across all academic disciplines. Students study music daily as a core-curricular subject and starting in grade one, study violin twice weekly. Music is infused throughout the day, integral to the school's culture.

The CLCS is also committed, as a laboratory, to building a *Learning Through Music* (LTM) curriculum model that will be replicable in other schools. The school's long-term vision is to show how the LTM process makes learning relevant to one's daily life and community; to demonstrate the critical importance of daily arts instruction in public education; and to develop *Learning Through Music* curricular materials that other schools can utilize as a model for educational reform.

Mission Statement

The CLCS will engage all children by using the *Learning Through Music* curriculum model to ensure every child's academic, artistic, creative, and social/emotional success, as validated by qualitative and quantitative measures.

Learning Through Music

The CLCS is committed to building an outstanding public elementary school to serve children from the City of Boston. The curriculum model at the CLCS has evolved by organizing developmentally-appropriate learning activities and integrating these activities with music into lesson plans and interdisciplinary projects. Curriculum planning includes internally developing curricula for each grade by subject area, including music, which are aligned with the Massachusetts Curriculum Frameworks.

Curriculum development is conducted in the context of two primary operating principles. The first consists of *five learning processes* inherent in the study of music which are utilized across all academic subjects. These processes are as follows: the ability to *listen* and make distinctions; to *question* or formulate and investigate significant questions; to *create*, or invent, multiple solutions to problems; to *perform* and interpret information accurately and fairly; and to *reflect* and personalize learning by making learning relevant to one's daily life and community.

The second guiding principle involves *shared fundamental concepts*. Teachers consciously plan and implement lessons that incorporate fundamental concepts shared between music and other disciplines to strengthen learning across the curriculum. For example, learning in math and music is enhanced through shared fundamental concepts such as patterns, ratios, and measurement. Similarly, interdisciplinary lessons between English language arts and music might include such shared concepts as story elements, description, and compositional structure, which together reinforce both areas of study. Teachers write lesson plans that explicitly name the shared fundamental concepts being explored, reinforcing them for the students. The school is gradually testing and revising a closely-aligned body of lesson plans and units that can be implemented and adapted across the school to further support student achievement.

The ethos of the school that follows from these core values is one of respect for each other, respect for the multiple abilities of children, and a highly supportive environment where standards are high and support is given for maximum learning and achievement. Teachers and students alike are expected to be learners, and teachers are committed to continuing their own professional development as they encourage children to become life-long learners.

Music is not only integrated into academic lessons, but is also taught as a daily, core-curricular subject. The school is developing a comprehensive music program, teaching children to sing, move, play recorder, read music through solfège, and to compose. During 2004/05, the school increased the emphasis on developing true musical literacy—the ability to read music silently and imagine the sound in one's mind, much in the same way an educated person can read words silently. A growing body of research suggests that multiple literacies reinforce one another. In other words, children who learn how to decode music symbols with ease quite frequently learn to be more fluent readers and to use numbers with greater ease.

The CLCS believes that just as music can support academic achievement, music also has a powerful impact on social/emotional development. Since every child is required to participate in group violin classes, semi-private lessons, and to practice at home, children learn self-discipline and the meaning of being part of a group. The simple act of taking a bow together after a performance is a strong lesson in support of building community. Weekly assemblies also give every child opportunities to perform frequently, and to develop poise, confidence, and presentation skills.

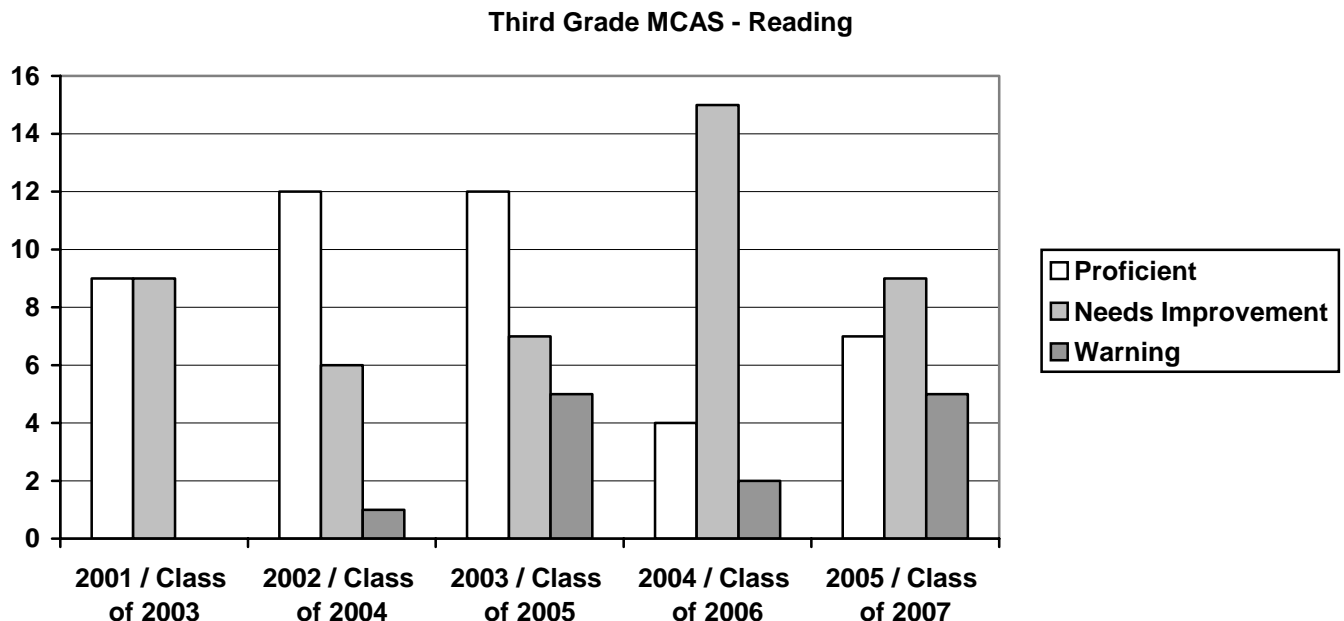
The CLCS is also committed to building a curriculum model that can be widely disseminated to other public schools. Through a comprehensive process of developing this model in close alignment with the Massachusetts Curriculum Frameworks, the school is creating materials that are accessible to others and which support these statewide curriculum requirements. In 2004/05, the CLCS Head of School, faculty, and children presented exemplary practices at the Massachusetts Music Educators Conference, the Organization of American Kodály Educators national conference, the MENC National Association for Music Education All-Eastern Conference, the Massachusetts Charter School Association Convention, and the Early Childhood Music and Movement Association conference.

External Assessment & Accountability

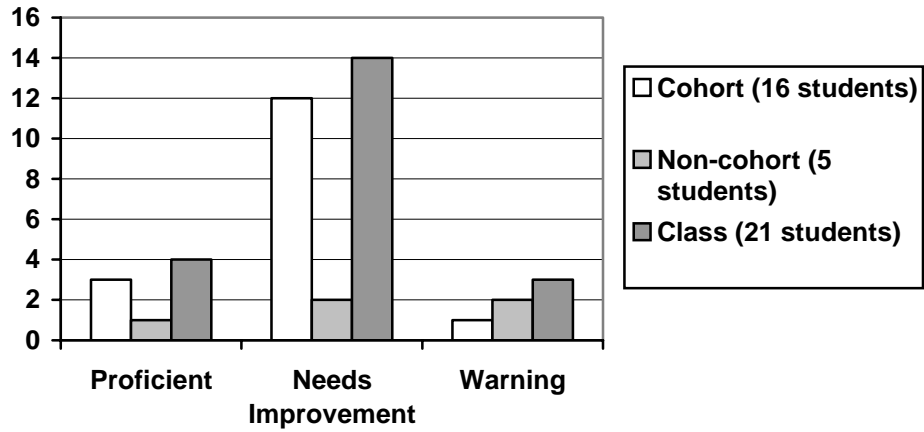
Two forms of external assessment are used at the CLCS: the Massachusetts Comprehensive Assessment System (MCAS) and, new for 2004/05, the Diagnostic Reading Assessment (DRA). The MCAS is a state-mandated test designed to measure individual student achievement against a state standard. The DRA is a nationally-normed assessment used as an internal benchmark of student success.

Massachusetts Comprehensive Assessment System

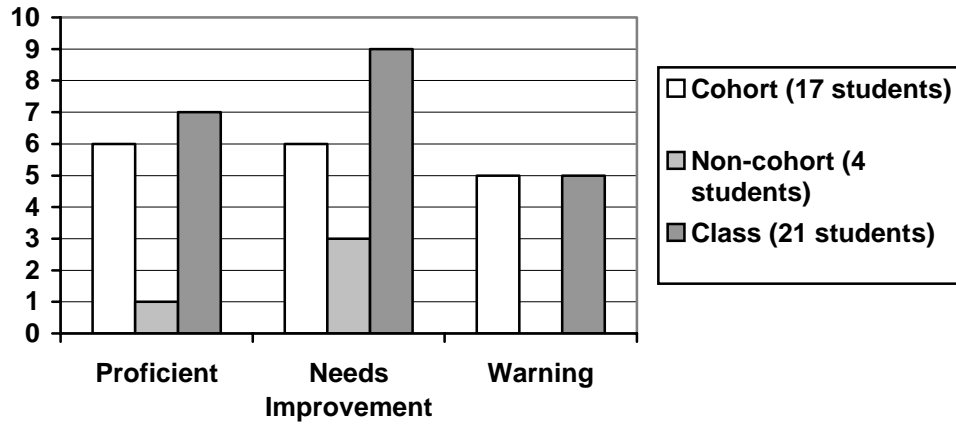
The goal for English language arts is that all students will become proficient in the use of the English language. According to our Accountability Plan, this goal will be demonstrated on the Grade 3 MCAS reading test by 80% of all students who enter the CLCS in or before September of second grade (the “cohort” group) achieving a rating of “Proficient” or higher by 2009. In addition, using the proficiency index, our Grade 3 MCAS index will exceed that of Boston Public School students at the same grade level. As shown in the data display below, we met our goal of exceeding the Boston Public Schools’ average scaled scores in both 2001 and 2002. In 2004 we were within one point of the Boston Public Schools’ proficiency index (in 2004 the State began using a proficiency index rather than an average scaled score). However, despite an initial gain between 2001 and 2002, the number of students scoring “Proficient” dropped between 2002 and 2003. In 2004 a significant percentage of students moved from “Warning” into the “Needs Improvement” category (it is important to remember that these scores measure the proficiency of totally different groups of students each year.) In 2005 the number of students scoring in the “Proficient” range improved dramatically to seven students. Six of those students are part of the Grade 3 “cohort” group. Class indicates the total group of students who took the test in a given year, regardless of when they started at the CLCS. This trend is good news for the school, which hopes to achieve Adequate Yearly Progress in English language arts for 2005.



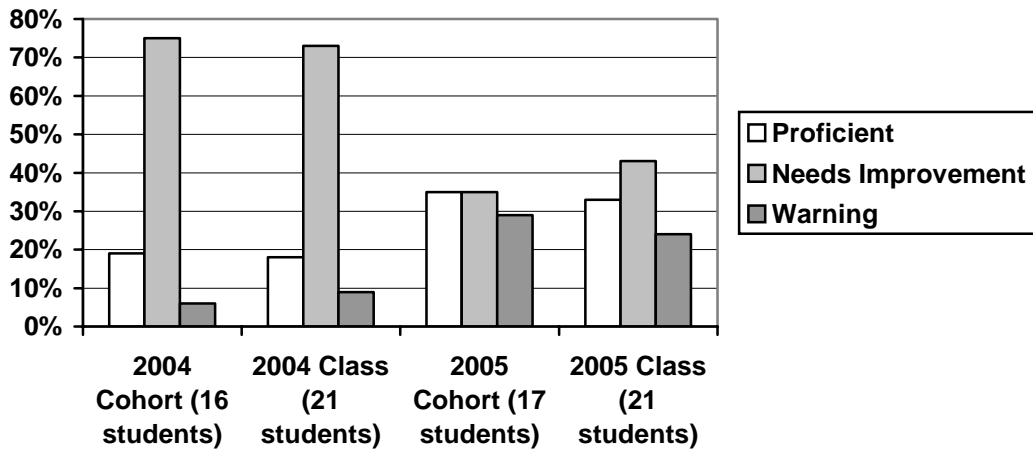
MCAS 3rd Grade Reading 2004 Comparison Between Cohort and Class (Class of 2006)



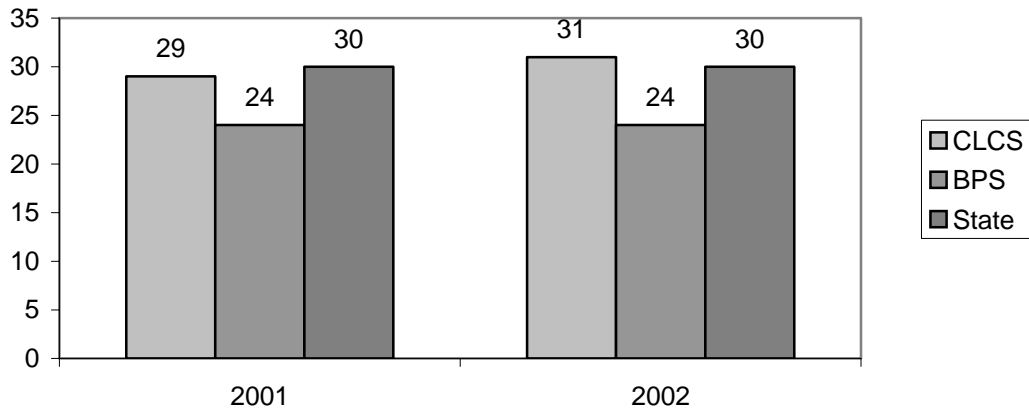
MCAS 3rd Grade Reading 2005 Comparison Between Cohort and Class (Class of 2007)



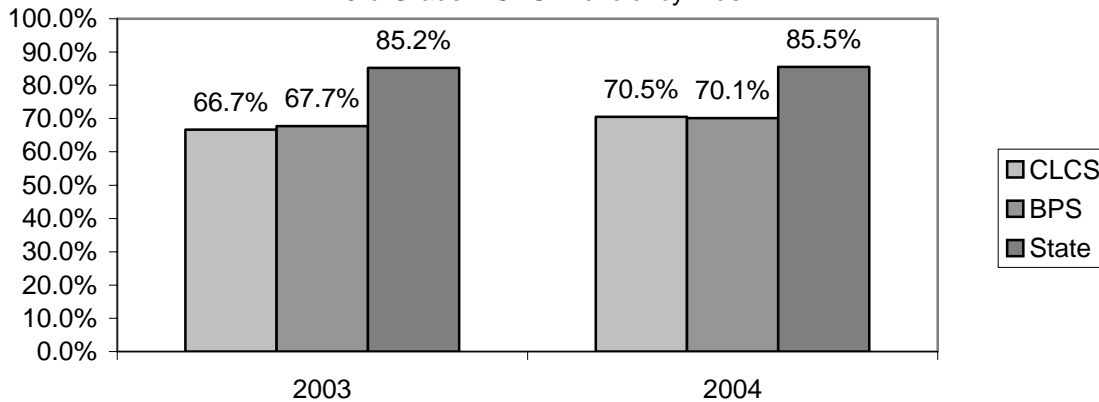
MCAS 3rd Grade Reading Comparison Between 2004 and 2005 Cohort and Class



Comparisons Among CLCS, BPS, and the State 2001, 2002
3rd Grade MCAS Average Raw Score



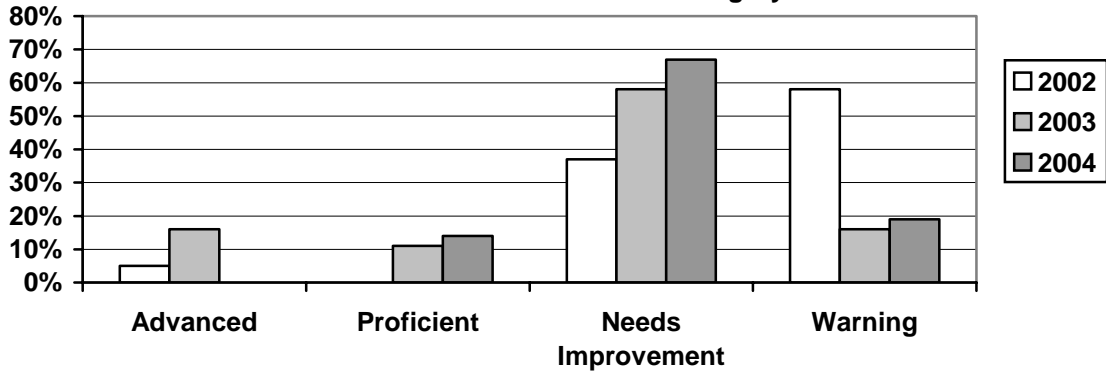
Comparison Among CLCS, BPS, and the State
3rd Grade MCAS Proficiency Index



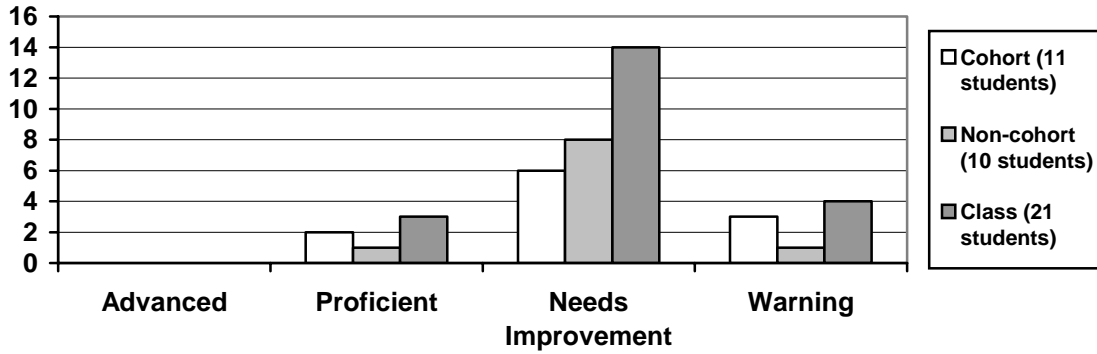
As the data above shows, we exceeded the Boston Public Schools in 2001 and 2002; in 2003 our proficiency index was within one point of the Boston Public Schools. In 2004 our proficiency index increased to 70.5%.

An additional goal stated in our accountability plan is that all students who enter the CLCS in or before September of the 2nd grade will achieve a rating of “Proficient” or “Advanced” on the 4th grade mathematics and English language arts MCAS and that using average scaled scores, the grade 4 scores will exceed those of the Boston Public Schools. As the following data shows, our students are making steady improvement in math. Our “Warning” rate has dropped, while we have seen an increase in the “Needs Improvement” category. In English language arts, we have shown an increase in the percentage of students in “Proficient” versus “Warning”. In 2002, 5% of our children received an “Advanced” or “Proficient” in mathematics. In 2003, 27% of our students received an “Advanced” or “Proficient” score. In 2002, 21% of our children received an “Advanced” or “Proficient” in English language arts. In 2003, 27% of our students received an “Advanced” or “Proficient” score. In 2004, 29% of our students received an “Advanced” or “Proficient” score for English language arts. In fact, the CLCS exceeded the state target for its composite proficiency index (CPI) easily achieving Adequate Yearly Progress in mathematics.

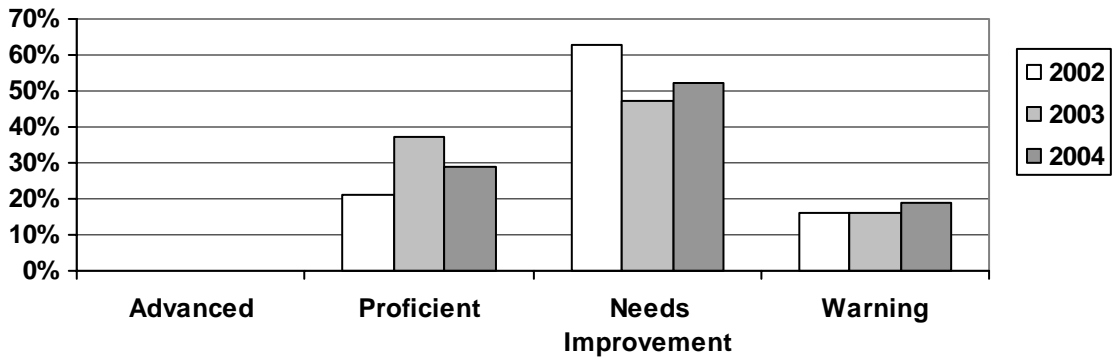
**CLCS Grade 4 MCAS Scores Mathematics
Percent of Students in Each Category**



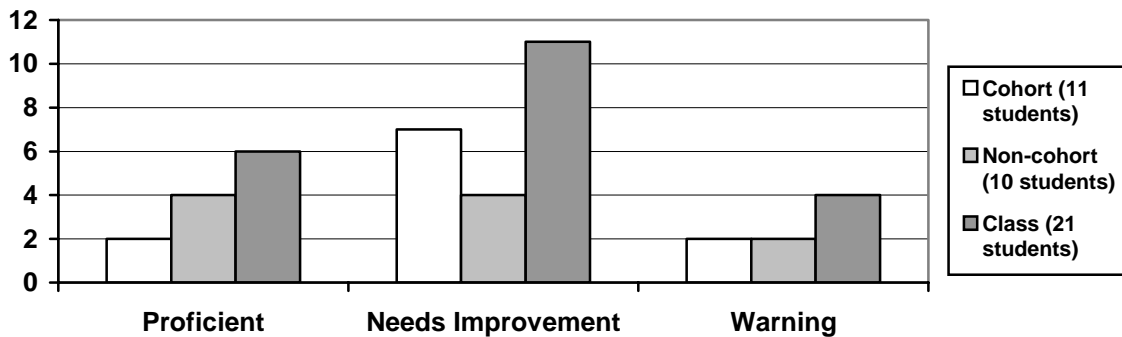
CLCS 2004 Grade 4 MCAS Scores Mathematics



**CLCS Grade 4 MCAS Scores ELA
Percent of Students in Each Category**

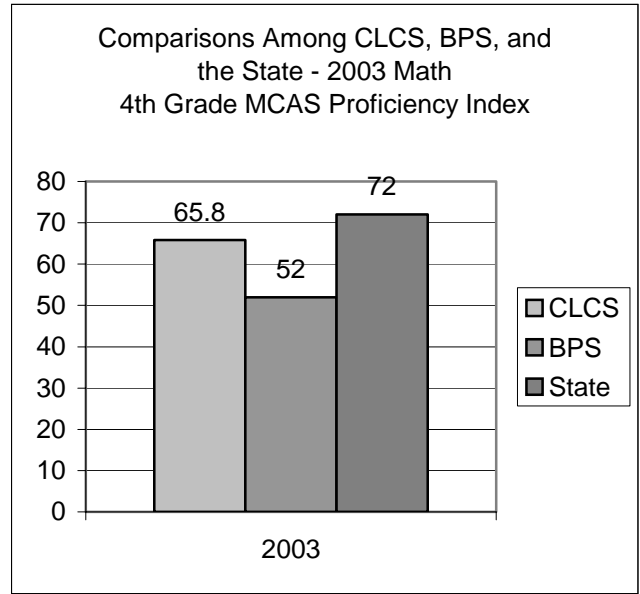
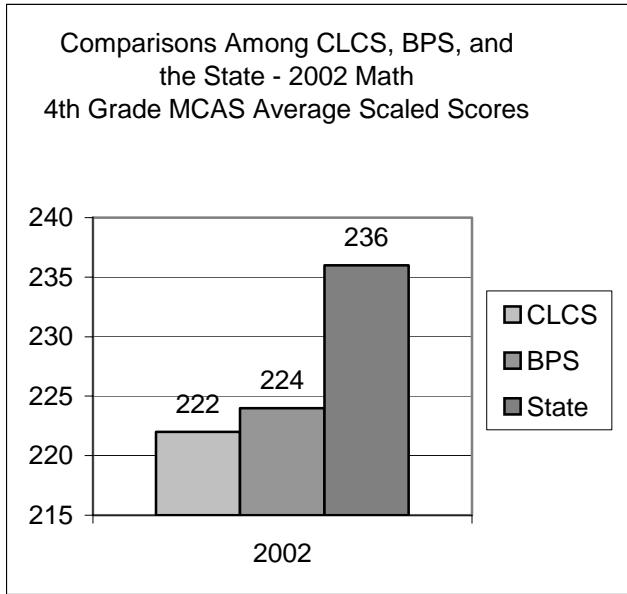


CLCS 2004 Grade 4 MCAS Scores ELA

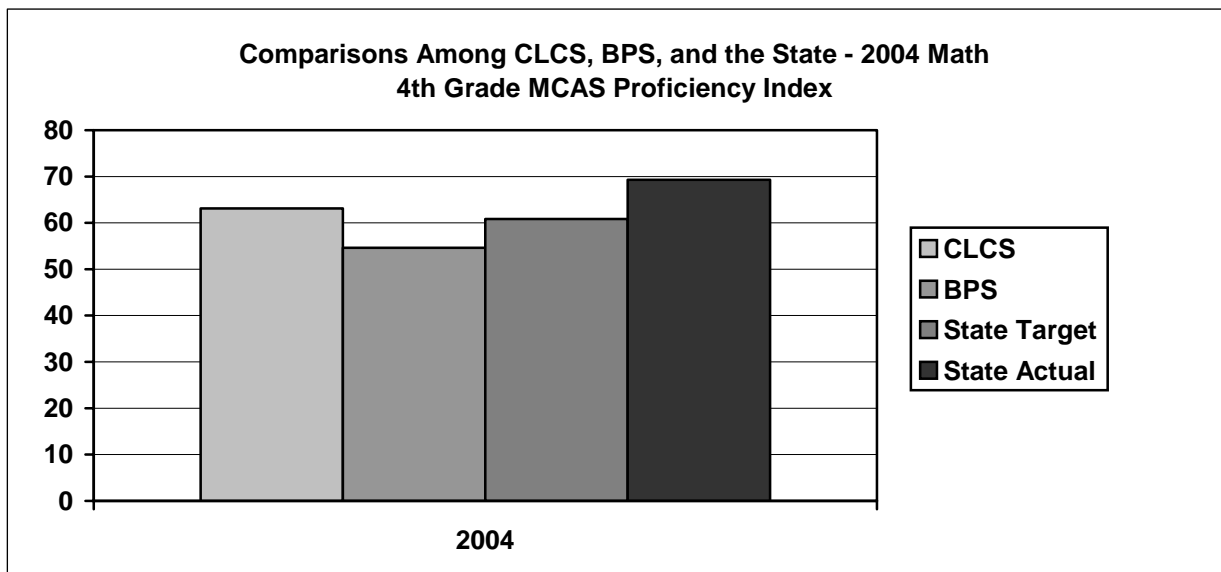


In 2003 we exceeded the Boston Public Schools' proficiency index in English language arts and math by a significant amount.

In 2004 the CLCS exceeded the Boston Public Schools' composite proficiency index.

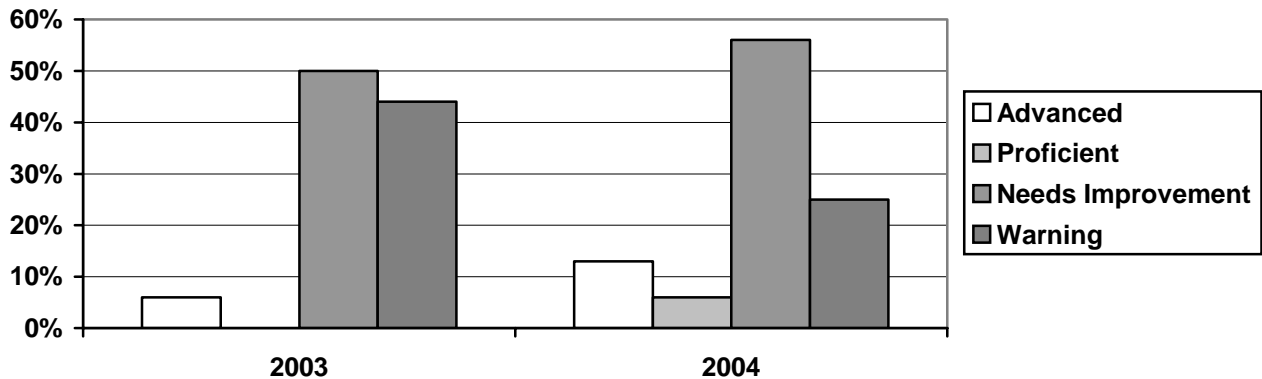


In 2004 the CLCS composite proficiency index in mathematics exceeded that of the Boston Public Schools and the statewide target.

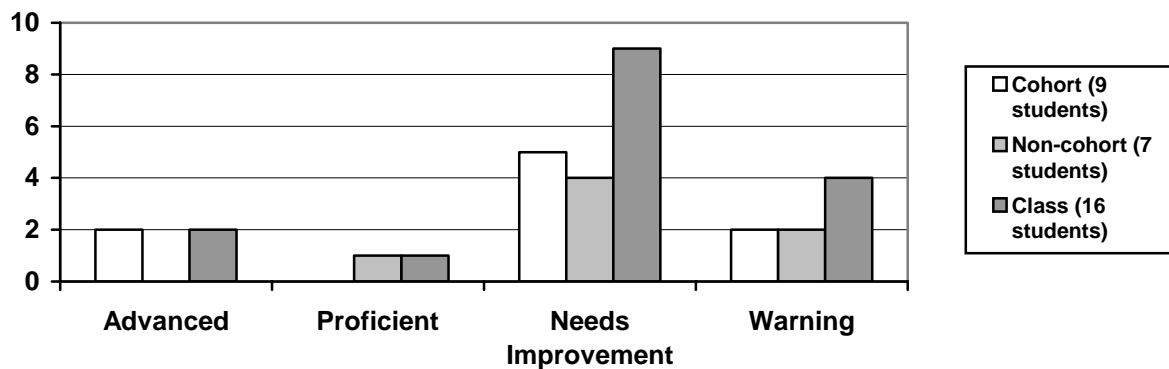


In 2004, the second year the MCAS was given for fifth grade science, the CLCS showed tremendous improvement from 2003. Three children received scores of “Advanced” or “Proficient” in 2004 compared to only one child in 2003; two of these children are part of the cohort. In 2003 eight children received scores of “Warning”, in 2004 that number decreased to 4.

**CLCS 2004 Grade 5 MCAS Scores Science
Percent of Students in Each Category**



CLCS 2004 Grade 5 MCAS Scores Science



Stanford 9 Tests

Starting with the 2004-2005 school year, the CLCS stopped administering the Stanford 9 achievement test. After careful analysis, it was determined that the areas assessed by the Stanford 9 were not in close alignment with the CLCS curricula or the Massachusetts Curriculum Frameworks. Additionally, because the Stanford 9 is a timed test, and the MCAS is not timed, we felt that this assessment was not a good match.

Diagnostic Reading Assessment

The DRA was instituted in 2004/05 on a trial basis in grades K-3. For 2005/06, the school will also administer the appropriate versions of this assessment in grades 4 and 5. This assessment was given three times during the year (September, February, June) and provided good internal data to help drive planning and instruction in reading.

Internal Assessments

The CLCS has developed a series of internal assessments called the Essential Skills Tests (ESTs). These are short-term tests designed to give rapid feedback to faculty about the academic achievement of their students in order to facilitate lesson planning and instruction. These assessments test students on mathematics, writing, music, and violin skills, and are given from 3 to 5 times during the year, depending upon the subject area. Faculty members meet to grade assessments as a group, and to immediately study the data from the assessments to determine trends and areas of weakness.

Literacy Challenge Program

The Literacy Challenge Program is designed to identify and increase the literacy skills of those students performing in the lowest 10% of the school. In some cases the program also serves as a pre-referral process for special education. Classroom teachers refer students to the Literacy Challenge Program. Once referred, a team reviews a student by examining his/her Exemplary Work Portfolio and internal Essential Skills Tests in English language arts, math, and music. Children are then ranked by need and provided with appropriate services in reading, math, and music. Student placement is reviewed every six to ten weeks. At the end of each cycle, a child may be phased out of the program because he/she has made adequate and appropriate progress, returned for another cycle, or referred to special education.

It is our belief that all students can succeed with early intervention and increased support. One of the primary goals of the Literacy Challenge Program is to help all children achieve at grade level.

No Child Left Behind Report Card

Please see the attached NCLB report card for more information on student performance at CLCS for 2004-2005.

Partnerships

In 2004/05, the CLCS has maintained existing partnerships and has developed new ones. First, the long-standing relationship with the New England Conservatory continued on several levels. NEC provided its facilities for a large fund-raising event with mezzo-soprano Frederica von Stade in October, and again in June for the annual CLCS student spring concert. The NEC Performance Outreach Office provided several outstanding performances held at CLCS by NEC student performers. NEC's provost, Dr. Robert Dodson, personally visited the school. The two institutions also partnered to sponsor the Kodály Music Institute, held each July at NEC, for music teachers and school-age choral students. This institute has been partially funded by the Massachusetts Department of Education content institute funds since 1999.

The Harvard After-School Initiative provided extensive funding and professional development for the CLCS Extended-Day and Late-Day programs for the second year in a row.

CLCS welcomed visitors from numerous universities and public schools during the year, including the Marblehead Public Schools, Boston University School of Music, the Yamaha Music Schools, Boston Conservatory, the Massachusetts Cultural Council, Tufts University, Berklee College of Music, Wheelock College, and Wheaton College. Visitors from as far away as Norway and Japan have also come to see the CLCS students and curriculum in action.

Two federal department of education grant opportunities provided CLCS with the incentive to forge partnerships with additional institutions, including the Somerville Public Schools, the Cambridge Public Schools, the Boston Public Schools, the Longy School of Music, the Massachusetts Cultural Council, and the MA Department of Education. We wish to thank all of our partners for sharing their expertise and offering their support to CLCS.

Staff & Students

Staff

- *Total teaching staff:* 18 full-time and 5 part-time faculty (equivalent of 2.5 positions) for a total of 20.5; 18 teachers; 2.5 paraprofessionals; highly qualified: 14 teachers
- *Experience:* 153 years combined total all teachers; 52.5 years lead and associate teachers, 47.5 years music teachers, and 53 years specialist teachers
- *Student to teacher ratio:* 6.4 students:1 teacher
- *CLCS teacher years of service at the CLCS:* 54 years combined
- *Turnover at the end of the year:* 1 music and 2 lead teachers on maternity leave, 2 lead teachers moved out of state, 1.5 paraprofessionals left (.5 became Dean of Students and 1 moved out of state); 1 specialist position was phased out; 1 associate was promoted to lead teacher; the Assistant Head of School left for another position; and the Dean of Students resigned

Student Information

- 132 students – grades Kindergarten through 5 (due to the turnover in students during the year, the total numbers below add up to 134, not 132)
- 55 (42%) African American, 41 (31%) Hispanic, 30 (23%) Caucasian, 3 (2%) Asian American, 3 (2%) Native American
- 69 (52%) Female, 63 (48%) Male
- 82 (62%) qualify for federal free and reduced lunch programs
- *Special Education:* 31 (24%) of total; 10 (8%) 504
- *Limited English Proficiency:* 24 (18%)
- *Linguistic Minorities:* 37 (28%)

Promotion Policy

It should be noted that the promotion policy, beginning in September of 2005, has been totally revised and strengthened to include higher expectations and will be reported in the 2005/06 Annual Report. Promotion from one grade level to the next in 2004/05 depended upon meeting at least three of the following factors.

- 1 Performance on report card of 3.0 (on a 5-point scale) or higher indicating that minimum CLCS standards in all academic areas have been met;
- 2 Performance on report card of 3.0 or higher indicating that minimum CLCS standards in emotional, social, and behavioral development have been met;
- 3 Completion of at least 75% of school work, as demonstrated by the student's portfolio, to show that minimum CLCS standards in all academic, art, and music have been met;
- 4 Evidence of minimum level performance on all standardized tests (overall average 50th percentile plus or minus one stamina or a performance score of 2.0 or higher, "needs improvement" or better on MCAS);
- 5 Sufficient reading level demonstrated (kindergarten through 2nd grade). If a student is judged to be at risk for meeting promotion requirements, the student's parents/guardians shall be so notified after winter recess. In January or February parents/guardians will have the opportunity to meet with the teacher to develop a plan together providing academic support to the student, including, for example, in-school tutoring and supplementary homework.

In April, teachers contact the parents/guardians of students who are still or newly at-risk, as judged by their portfolio work, tests, and classroom performance. At that time, parents/guardians are advised that the student is still not performing at grade level. The academic support plan will be reviewed (or implemented, if the student is newly identified) with the parents/guardians. Every effort to help students achieve promotion is made; students who need to repeat a year should only repeat once if possible.

In June, a final promotion decision is made after all internal assessments have been administered in May. The CLCS Assistant Head of School, in consultation with the student's teachers, makes the final decisions on promotion, with input from academic tutors, specialists, other administrators, and parents. They also consider special education modifications for identified special education students.

Students on Individualized Education or Section 504 Plans

Students with disabilities are expected to meet promotion and graduation requirements as stated in the student's Individualized Education Plan (IEP) or Section 504 Plan. The Plan will state the expected requirements and the school's academic support plan for meeting promotion goals. It will also describe the conditions under which the student will take standardized tests, Essential Skills Tests, and alternative classroom tests and will work on assignments.

Student Turnover Data

Students who left during year: 3 total

3 changed schools

End of year student turnover: 7 total

5 moved, 2 enrolled in middle school starting in 5th grade

Suspensions/Expulsions

In-school: 5; *Out-of-school:* 44; no expulsions

Number of instructional days: 180

Number of faculty professional development days (additional to the normal instructional days): 17

Board of Trustees Major Policy Decisions

In December 2004, the CLCS Board of Trustees voted to consider expanding the school and to submit an amendment to the school's charter stating this interest. No final decisions have been made regarding the timing or nature of the expansion, and the issue is currently under discussion.

The Board of Trustees received no official complaints.

2004/05 Applications and Lottery

Neighborhood	K	1	2	3	4	5
Allston	3	0	0	1	0	0
Boston	7	0	2	1	0	0
Brighton	10	1	2	3	1	1
Charlestown	1	0	0	0	0	0
Dorchester	11	18	4	5	3	1
East Boston	2	0	1	0	0	0
Hyde Park	5	3	0	0	2	1
Jamaica Plain	12	0	2	0	1	0
Kenmore	0	0	0	0	0	0
Mattapan	7	1	1	1	1	0
Roslindale	12	1	1	2	0	0
Roxbury	11	3	5	2	1	0
South Boston	9	2	0	0	0	0
West Roxbury	1	0	0	0	0	0
Grade Totals	91	29	18	15	9	3
Boston Total	165					
<i>Out of Boston</i>						
Chelsea	0	0	1	0	0	0
Chestnut Hill	2	0	0	0	0	0
Quincy	0	0	0	0	0	1
Revere	1	0	0	0	0	0
Boston (no proof of residence)	1	0	2	0	0	0
Out of Boston Total	8					
Sibling Applications	5					
GRAND TOTAL	178					

Openings for lottery: 22

Ratio of applications to openings: 20.9:1

After the lottery, there were 460 students on the wait list: 81 Kindergarten; 143 first grade; 68 second grade; 50 third grade; 97 fourth grade; 21 fifth grade

Finances

Balance Sheet

<i>Assets</i>	
Cash	336,925
Grants and other receivables	873
Fixed assets	76,016
Total assets	413,814
<i>Liabilities</i>	
Accounts payable	18,507
Accrued expenses	6,000
Accrued payroll	66,949
Payroll taxes accrued and withheld	918
Temporary advances	50,000
Total liabilities	142,374
<i>Fund Equity</i>	
Fund balances:	
Undesignated	271,440
Total fund equity	271,440
Total liabilities and fund equity	413,814

** unaudited statement due to Annual Report deadline

Financial Statement of Revenue and Expenditures

Revenue

Per pupil income	1,298,628
Federal/State meal reimbursement	47,704
Medicaid Reimbursement	13,621
Federal grants	77,574
State grants	121,845
Fundraising	249,046
Interest earned	186
Parent reimbursements (meals etc)	16,213
Total Revenue	1,824,817

Expenditures

Instructional staff	863,319
Administrative staff	373,836
Payroll taxes	47,300
Benefits	72,710
Non-salary compensation	70,453
Subtotal - Staff	1,427,618
Rent/mortgage/utilities	143,904
Maintenance	33,265
Insurance	7,111
Subtotal - Occupancy	184,280
Classroom materials/supplies	18,718
Classroom technology/activities	14,368
Music/art equipment & supplies	16,922
Subtotal - Educational Materials	50,008
Business services	18,856
Marketing	9,902
Staff recruiting	16,450
Office supplies/technology	23,864
Program and staff development	7,012
Food service	72,398
Subtotal - Support Services	148,482
Total Expenditures	1,810,388

** unaudited statement due to Annual Report deadline

Approved Budget FY 06

Revenue

State source	1,421,000
Fundraising	375,000
Other revenue	140,000
Total Revenue	1,936,000

Expenditures

<u>Salaries</u>	
Classroom Teachers	363,000
Music Teachers	195,000
Specialist Teachers	363,000
Administration	421,000
Subtotal - Salaries	1,342,000
Taxes and Benefits	158,000
Total Compensation	1,500,000
Facilities	216,000
Admin Non-Salary	127,000
Other	94,000
Total Expenditures	1,937,000
Net Income	-1,000

Board of Trustees

Katharine M. Pell

Chair
Oversight of all Board committees
Tenure: Sept. 1998

Andrew Snider

Founder, Snider Associates
Vice-Chairman
Development Committee
Search Committee
Tenure: Oct. 2000

Stephanie B. Perrin

Head, Walnut Hill School
Vice-Chairman
Governance Committee
Tenure: Sept. 1998

Salvatore J. Vinciguerra

CEO, Goddard Industries
Treasurer
Chair, Finance Committee
Tenure: Feb. 1999

Betty Allen

Lecturer, Child Development, Tufts
University
Clerk
Education Committee
Tenure: Jan. 2004

Molly Booth

Development Committee
Search Committee
Tenure: Dec. 2004

Deborah Beale

Music Teacher
Education Committee
Event Committee
Tenure: Jan. 2004 – Mar. 2005

Charles Bradley

Senior Architect, Stull and Lee, Inc.
Building Committee
Tenure: Oct. 2003

Cheryl Render Brown

Assoc. Prof. Early Childhood Education,
Wheelock College
Education Committee
Tenure: Jan. 2004

Mark Churchill

Dean, Preparatory Division New England
Conservatory
Event Committee
Tenure: Sept. 1998

Anna L. Davol

Retired physician
Development Committee
Education Committee
Tenure: Jan. 1999

Robert Grinberg

Consultant
Development Committee
Marketing Committee
Search Committee
Tenure: June 2003

Gary Gut

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Thank you, CLCS Family!

The CLCS family of students, parents, faculty, staff, trustees and donors form the heart and soul of our school, and each group is essential to the school's well-being. The **students** are the focus of all our work, as we provide them with the most enriching and enjoyable education possible. **Parents** play an important role in helping to organize and run events, such as the successful gala held in October 2004, the Winter Concert and the 1st annual *Jammin' June Jamboree* held in Franklin Park. This year, parents also participated in the school's strategic planning retreat and were members of multiple hiring committees. Their input was invaluable, and we sincerely appreciate their support of CLCS.

Each school has a **faculty** that teaches classes and supervises students. However, the faculty at CLCS is exceptional. This talented group of educators, musicians, aides, and specialists is truly dedicated to the school and to the students they work with, helping them individually each day to learn and grow. We admire and value their hard work and accomplishments. In support of the faculty and students, **staff** members provide the important infrastructure that keeps the school running smoothly. Thank you, faculty and staff!

The role of the **Board of Trustees** is critical to CLCS, and we cannot thank the trustees and representatives enough for devoting their time, energy and expertise to overseeing and guiding the development of our school. Similarly, it is impossible to express how grateful we are to have **donors** who believe in the school's mission and help support the students each year. Together, the individuals, corporations, foundations and businesses listed in this report have helped to provide 132 students with a full year of rigorous academic training combined with comprehensive musical training that will enable them to develop as successful students, musicians and young adults.

Thank you all for being part of the CLCS family!

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We want to thank the talented and generous people who took the time to visit CLCS, to perform for the students in special assemblies, and to provide important student health screenings. Thank you very much for supporting our students!

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NEC Honors Jazz Ensemble, performing
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NEC Touring Opera, performing *The Magic
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Montserrat Torras, music composition & Collage
New Music for funding her visit

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