

**C O N S E R V A T O R Y   L A B  
C H A R T E R   S C H O O L**

**Annual Report 2010**

*“Making Minds Sing”*

*A public school for learning through music*

# 1. Conservatory Lab Charter School

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### 3. Letter from the Chair of the Board of Trustees

Dear Friends,

Last June, at one of our evening functions, many of our donors and board members were delighted by a 4<sup>th</sup> grade string chamber ensemble playing Vivaldi's "Spring" from *The Four Seasons*. We were in awe at how lovely the music sounded and by the joy and concentration we saw on students' faces. They played with confidence and care. The music was theirs to explore and to share. This moment captured what I think is special about Conservatory Lab Charter School (CLCS)—the experience of our hearts leaping up at the creation of beautiful music played by our students.

We are the only Boston elementary school that offers a project-based, music-infused, interdisciplinary academic curriculum that deepens students' appreciation of the role of music in the world and promotes opportunities for students to create, perform and achieve scholastic benchmarks. We believe in the power of music to transform children and adolescents' lives and this coming Fall 2010, CLCS will be the first elementary school in the country to incorporate El Sistema program and methods into its core school day. El Sistema is a unique program designed to effect social change and nurture promising futures for underserved communities through intensive, ensemble-focused music education. Music at CLCS is like a heart that pumps and beats to infuse vitality into all the aspects of the school community.

The 2009-2010 school year was one of achievement, new initiatives, and ground-breaking "firsts" at the Conservatory Lab Charter School. The new Learning Through Music (LTM) curriculum was completed, a revolutionary new teacher's union contract was drafted and signed. Under Diana Lam's stable, balanced and experienced leadership, the accomplishments are as follows:

We joined the Expeditionary Learning national network through the generosity of the Barr Foundation. Our teachers all agreed that the Expeditionary Learning framework was closely aligned to the commitments made in the original charter to interdisciplinary, project-based pedagogy and believed it would also strengthen the quality of their work.

At Conservatory Lab Charter School, music is not only taught during music class. Music is infused across the academic curriculum through a focused, daily block of interdisciplinary *Learning Through Music* expeditions. We have been a laboratory of curriculum development and have developed 21 Learning Through Music (LTM) expeditions (3 per grade level) that reflect our unique identity as a music-infused charter school. These expeditions were developed through an evolving collaboration between classroom teachers, music specialists, and Expeditionary Learning school designers. In each learning expedition, music becomes a laboratory for teaching and learning across content areas. In our social studies expeditions, music takes center stage, providing a soundtrack for investigations as students explore the history of local and global communities. Our students listen to, learn about, and perform musical traditions and genres from the historical periods they are studying. In our science expeditions, students discover that the five processes of learning music (listening, questioning, creating, performing, and reflecting) are analogous to the scientific processes of observation, inquiry, discovery, invention, and evaluation. Our ELA-based expeditions seamlessly integrate the natural connections between the rhythm and melody of language and music. If you walk through the halls of our school, you will see these connections made visible in striking documentation panels that showcase students' learning process and products.

Here are a couple examples from this past year's expeditions.

Second graders took a critical look at how our perspectives frame the way we record history through case studies of Boston's three historic trails—the Freedom Trail, the Black Heritage Trail, and the Women's Heritage Trail. The Black Heritage Trail guides were so impressed by the depth of our students'

knowledge and curiosity, they invited students to write and record their own descriptions of the trail stops for the Museum of African American History website. The expedition extended the “trail” model of investigating history to take students on a Jazz Trail—a historic, geographic, and musical journey that immersed students in this distinctively American genre. The music of Louis Armstrong, Benny Goodman, Duke Ellington, Charlie Parker, and Ella Fitzgerald animated the classroom this spring as students unveiled the trail they co-constructed to eager audiences of families, students, and teachers.

Stand up and sing out! Fifth graders explored American history through the lens of movements for social change. From the Boston Tea Party, to the Underground Railroad, to the struggle for racial equality, students discovered the democratic ideals that have inspired people to confront injustice and transform our nation. Music was the soul of these movements. Students sang spirituals and code songs that gave voice to the struggles of enslaved people. They sang the songs at the heart of the Civil Rights movement, and led the school in a moving performance of a freedom song during the annual Martin Luther King, Jr. assembly this winter.

I hope these examples illustrate the ways music is infused throughout our curriculum and culture in imaginative ways that give our students knowledge and experiences that enhance their academic skills and musicianship.

This year, CLCS also had the opportunity to discover what is possible in negotiating and agreeing on a union contract when there is a shared school mission including commitment to quality of instruction and no previous binding agreements. Our groundbreaking contract was possible because we are a charter school and we are intended to be laboratories for innovation and research. The flexible and creative approach by both teachers and management enabled the team to reach successful negotiations consistent with our charter school culture and values. This is the first union contract in the United States which includes performance based compensation for all teachers! It explicitly professionalizes teaching and strengthens the professional development committee as an ongoing partner with management focused on improving student achievement. Evidence of teaching performance is the only mechanism for increased pay for all teachers. Seniority and pay based on the number of courses or degrees held are absent from this contract.

Thanks to the rigorous oversight of the school’s Finance and Audit Committee, consisting of members of the Board of Trustees, the Head of School and the Business Manager, well-defined processes are in place for requesting purchases and for maintaining a balanced budget. In FY 2010 Foundation assets have increased. The School is in sound financial shape.

As an established, always improving, charter school, CLCS continues to be a beacon of educational and artistic innovation. My appreciation goes to the families, students, teachers and staff that breathe life and enthusiasm to this remarkable organization.

**Stephanie Perrin**  
**Chairman, Board of Trustees**  
July 22, 2010.

#### **4. Introductory Description**

The Conservatory Lab Charter School is located in Brighton, MA and is the only Boston elementary school that offers a project-based, music-infused, interdisciplinary academic curriculum that deepens students' appreciation of the role of music in the world and promotes opportunities for students to create, perform and achieve scholastic benchmarks. The school has been in operation since 1999 and its charter has been renewed until 2014. Our enrollment cap is 154 students in grades pre-K-Grade 5. Our students enter our elementary school by lottery. We have no auditions, entrance tests or fees of any kind. Our students are representative of the children of Boston.

At Conservatory Lab Charter School, music is not only taught during music class. Music is infused across the academic curriculum through a focused, daily block of interdisciplinary *Learning Through Music* expeditions. In our social studies expeditions, music takes center stage, providing a soundtrack for investigations as students explore the history of local and global communities. In our science expeditions, students discover that the five processes of learning music (listening, questioning, creating, performing, and reflecting) are analogous to the scientific processes of observation, inquiry, discovery, invention, and evaluation. Our ELA-based expeditions seamlessly integrate the natural connections between the rhythm and melody of language and music. If you walk through the halls of our school, you will see these connections made visible in striking documentation panels that showcase students' learning process and products.

#### **5. Mission Statement**

The CLCS mission is embodied in our motto: *Making Minds Sing!*

The purpose of the Conservatory Lab Charter School is to provide an opportunity for inner city children to achieve the highest standards of academic achievement in the context of continuous and comprehensive study of music. This public school is not intended to serve a limited population of musically gifted children, but to provide a learning community where all public school children will have a chance to learn academic skills in conjunction with developing musical listening, performance, composition and literacy skills. Accordingly, all Boston public school students may apply to become part of this charter school and will be chosen randomly from the pool of applicants that will undoubtedly reflect the diversity of this city. Based on a growing body of research which suggests that achievement in reading, math and science is enhanced dramatically through association with the continuous study of music, this school will provide a model school community in which music is used to transform even at-risk children into high achieving learners parents into effective partners in both academic and music learning processes, and teachers into action researchers and collaborators who will work with highly experienced consultants to design a fully accountable "music centric" elementary school curriculum that is adaptable to other public school settings. Within its Learning through Music program, the Conservatory Lab Charter School will use Expeditionary Learning as a framework for the continued development and implementation of the LTM curriculum units.

## 6. Performance and Plans

*The goals listed below form the Conservatory Lab Charter School's accountability plan for 2009-2014.*

The mission of the Conservatory Lab Charter School is to engage any child from anywhere, 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.

The Conservatory Lab Charter School will use the following measures as standards of success and measures of accountability for 2009-14.

### a. Faithfulness to Charter

#### **Objective 1: The CLCS will enable musical achievement for all students.**

**1.1.1 All students will achieve a score of 70% or higher at the end of the school year on the Violin Benchmark Assessment in the appropriate level for that child.**

Met this objective as 89% of all students scored at the proficient or above that level.

**1.1.2 All students will exceed the Massachusetts general music standards.**

Made progress in meeting this objective as 73% of all students scored at a proficient or above that level.

**1.1.3 All students will perform individually and as a group in front of an audience at least 6 times per year.**

Met this objective.

#### **Objective 2: The school will complete the creation of its revised LTM curriculum.**

**1.2.1 By the end of the summer 2010, all LTM units will have been written and most will have been edited at least once.**

Met this objective.

**1.2.2. Over a three-year period, twenty-one LTM Units will have been written, piloted, edited and published by the spring of 2012. These units will include all project/presentation rubrics to assess student performance.**

Made progress in meeting this objective. LTM units have been written and piloted and have been edited at least once. We are still working on the rubrics to assess student performance.

**1.2.3 All units will have a culminating project/presentation.**

Met this objective.

**1.2.4 At the end of every unit there will be an exhibition and parents will be invited to participate.**

Met this objective.

**Objective 3: The CLCS will assess and evaluate its program for potential dissemination and duplication in other schools.**

**1.3.1 All teachers implementing the LTM Units will keep a running record of content and implementation issues to address before publication of the units.**

Met this objective.

**1.3.2 A National Institute for Learning Through Music will be organized for the Summer of 2012. The overall purpose of this Institute is to provide technical assistance to participants interested in creating/transforming a school by using CLCS' Learning Through Music model. CLCS will create a tool kit of best practices for all participants.**

Made progress in meeting this objective by writing the LTM expeditions and starting the tool kit of best practices.

**Implementation of Mission, Vision and Educational Philosophy**

The 2009-2010 year marked the CLCS' eleventh year of serving the children of Boston. Having passed a significant milestone, we find that the work is more exciting, engaging, and as critical as it ever had been in our first decade. We continue to reflect and act on the important feedback from the Department of Elementary & Secondary Education's Inspection Team and find that their ideas and requests have driven us to be even more creative, exacting, and uncompromising in the ways we serve our students. To that end, the CLCS launched and prepared for major overhauls to the way we teach core concepts and competencies in our community.

Aligning with state standards and working with Expeditionary Learning Schools (a national professional development organization), our teachers implemented three extended Learning Through Music "learning expeditions" for each grade, segmenting the academic year into trimesters. Teachers continued to use what is already working well at CLCS such as our leveled reading program and mathematics program. Learning expeditions, or extended thematic studies, incorporate music into social studies, language arts and science, creating a music infused curriculum and school culture. Through strong learning targets, teacher observation

rubrics, student self-assessment rubrics, documentation panels, exhibitions and other authentic assessments for all classes, evidence of learning can be seen through the school.

Currently, school leaders, teachers, and EL School Designers are working cooperatively to create clear, rigorous, and developmentally appropriate assessments and standards to strengthen the multi-disciplinary extended thematic units. In the piloting and editing process, teachers and designers are ensuring that the five music processes of Questioning, Listening, Creating, Performing, and Reflecting are evident across the curriculum. Our long term goal is dissemination and the more clear and rigorous our work is now the more quickly it can be implemented in other schools.

An exciting addition to the CLCS day in 2010-2011 will be the Listening Project, a curriculum designed to occur daily and be a focused time in which the entire classroom community can immerse themselves in the investigation into a piece of music, its structure, and the artist. Over the course of their studies at the CLCS a student will be immersed in seven genres of music ranging from Country & Bluegrass to Classical. Teachers and administrators are spending the summer preparing individual lesson plans for over 210 songs in the global cannon of music.

Community partners play a vital role in CLCS' Learning Through Music program, providing teachers and students with important resources that enhance learning on all levels. We aim to invite professional quality music into CLCS and to extend our own ideas of classroom boundaries to include the wider Boston music community as part of CLCS. The school is fortunate to have continued partnerships with the New England Conservatory, Boston Symphony Orchestra, Community Music Center of Boston, Museum of Fine Arts, Young Audiences, Boston Youth Symphony Orchestra, Boston Lyric Opera, Project STEP and numerous college-level music programs. CLCS is also fortunate to have a strong Parent Advisory Council that hosts community-building events, such as a Silent Auction, the June Jamboree, monthly meetings, raffles, and Diversity Night, for the students and their families.

The major work is underway, and we are confident that the school's Learning Through Music program will be stronger and more effective in coming years than it has ever been. Our goals have been and will continue to be that students at the CLCS are an educated musical audience, can connect music to all academic areas, and are confident, poised and skilled performers of music. With those skills mastered, our students can achieve anything they set their minds to, charting a clear path to college.

## b. Academic Program Success.

The goal of the Conservatory Lab Charter School is to graduate 5<sup>th</sup> graders who are proficient or above in reading, writing, math, science, social studies, and music based on external measures.

### **Objective 1: CLCS will enable academic achievement for all students.**

**2.1.1 All fifth graders will present a graduation culminating multidisciplinary project that meets the "acceptable level" of an established performance rubric**



Made progress as 95% of the 5<sup>th</sup> graders earned an acceptable level in their projects.

**2.1.2 50% of the fifth graders will exceed the acceptable level of performance using the established rubric for the culminating project.**

Met this objective. 79% of the students exceeded the acceptable level.

**Objective 2: CLCS students will become proficient in the use of the English Language as demonstrated in one or more of the following measurements.**

**2.2.1 The school will make AYP in English Language Arts**

Met this objective (SY2009)

**2.2.2 Using the school's interim assessments (based on objective Fountas-Pinnell benchmarks,) 90% of the students will make at least one year's growth in reading or ELA in each academic year.**

Met this objective. 97.1% of the students are EITHER at/above grade level (86.3%) OR below grade level but made at least a full year of progress.

**Objective 3: CLCS students will become proficient in the use of mathematics as demonstrated in one or more of the following measurements.**

**2.3.1 The school will achieve AYP in mathematics.**

Made progress in meeting this objective. The school met AYP math in the subgroup category but not in the aggregate category (SY2009).

**2.3.2 Using the school's interim assessments 90% of the students will make at least one year's growth in math in each academic year.**

Met this objective. 91% of the students were EITHER proficient OR had made a year of progress by the end of the school year.

**Objective 4: CLCS students will become proficient writers.**

**2.4.1 Using school writing prompts, 80% of students will show mastery of appropriate grade level skills by the end of the year.**

Met this objective as 87% of students earned a level of proficient.

**2.4.2 100% of the students will publish a piece of their writing in a school-wide anthology.**

Made progress and the anthology needs to be formatted and published.

**Objective 5: CLCS students will demonstrate mastery of content and skills in history/social sciences and science/technology as outlined in the Massachusetts state curriculum frameworks.**

**2.5.1 Individual student and group exhibitions will be held at the end of each trimester and 50% of the students will exceed the “acceptable level” of an established rubric for performance in CLCS multidisciplinary approach to history/social studies and science/technology.**

Made progress in meeting this objective and we are still working on revising and fine tuning the assessment rubrics.

**2.5.2 Sixty percent of CLCS students will earn a level of proficient or advanced on the Science and Technology MCAS assessment in school year 2009-10 if enrolled at CLCS for at least two years. In each subsequent year the % of students scoring at the proficient or advanced level will increase by 10% until reaching 100% by the school year 2013-14.**

MCAS data is not available yet.

**Curriculum and Instruction**

CLCS’ curriculum follows the state standards in all subjects: reading/English Language Arts, math, science, social sciences and music. At CLCS, students in grades 1-5 also receive violin lessons twice per week. Children in K1 and K2 received violin instruction once per week.

In 2009-2010, the school’s ELA and Math curricula was similar to that of 2008-2009 with some notable changes. The core reading and math curricula, involving writers’ workshop and the Think Math! programs were used once again but these disciplines and practices also appeared in the Learning Through Music Expeditions. The school also contracted with Mary Ellen Giacobbe, author of Talking, Drawing, and Writing, as CLCS’ primary advisor in the area of early writing skills acquisition. Ms. Giacobbe provided 20+ hours of direct professional development to teachers in grades K1-2 (7 teachers total), the CLCS Literacy Coach, and school Co-Director. And teachers implemented *Foundations*, a phonological/phonemic awareness, phonics and spelling program after extensive training in 2008-2009. The LTM expeditions were piloted in every grade level. These are multidisciplinary and project-based units that integrate science, social studies, ELA and music standards.

In order to provide students with more substantial academic support, CLCS instituted a math and literacy tutoring program in 2009-2010 through the organization **Tutors for All**. Second, third, fourth and fifth grade students who scored below grade level on internal interim assessments were targeted for tutoring. They met with tutors individually during school for one hour four days per week. On the final math and literacy assessments of the year, these students showed marked progress, demonstrating the positive effects that the tutoring had on their math and literacy comprehension and abilities.

Perhaps the most significant addition to the school’s curricular and instructional core was the implementation of **Expeditionary Learning (EL)**. EL is based on the belief that the purpose of education is to unleash and cultivate the passion and genius of everyone and that schools ought

to be organized expressly for this purpose. This is most effectively accomplished by providing authentic and tangible opportunities to experience the joy of learning and service. Expeditionary Learning is a primary framework around which a school community can organize itself without relying on exceptional physical facilities or unusual capital investments. With EL's assistance we design our school's classroom culture from grades Pre-K to Grade 5 to offer a range of routes to knowledge, understanding and self-worth for students and the adults closest to them – teachers and parents.

There are ten principles that guide the work:

- The Primacy of Self-Discovery – Learning needs emotion and challenge. People discover their abilities, talents and grand passions in environments that offer adventure and the unexpected and require perseverance, fitness, craftsmanship, self-discipline and real achievement. The primary job of an educator is to help students overcome fear, discover who they are and find they have more in them than what they think.
- Empathy and Caring – Learning is fostered best in small groups where there is trust, sustained caring and mutual respect between teachers and students, and among all members of the learning community. For example, at CLCS we will loop K1-K2, Grade 1 and 2, and Grade 3, 4, and 5.
- The Having of Wonderful Ideas – Teaching so as to build on children's curiosity around the world by creating learning situations that provide them with matter to think about, time to experiment, and time to make sense of what is observed. Foster a community where students' ideas are respected.
- Success and Failure – Students must have the experience of setting ambitious goals and meeting them with a fair assurance of success to gain confidence and the capacity for undertaking increasingly difficult challenges. At the same time, your disability is your opportunity. Working to overcome adversity or weakness or falling short of personal or group goals can teach even more powerful lessons in courage, compassion and commitment.
- Responsibility for Learning – Students take responsibility for their own learning by asking questions, finding information, demonstrating what they have learned in oral and written presentations. They are able to assess the quality of their work by referring to the rubrics and by listening to their peers' feedback.
- Collaboration and Competition – Teach so as to join individual and group development with the value of friendship and trust made manifest. Encourage students to compete not against each other but with their own personal best.
- Diversity and Inclusion – Diversity and inclusivity dramatically increase the richness, creative power, compassion and problem-solving ability of groups. Students discover these when teachers encourage them to investigate, value and draw upon the different histories, talents and resources of their own and of other communities and cultures.
- The Natural World – A direct and respectful relationship with the natural world refreshes the human spirit and reveals the important lessons of recurring cycles and cause and effect. Students learn to become stewards on the earth and of generations to come.
- The Solitude of Reflection – Solitude, reflection and silence are important elements in the construction of meaning. Time away from our task replenishes our energy and opens our minds. Time alone encourages us to explore our own thoughts, make our own connections, and create our own ideas.

- Service and Compassion – We are crew, not passengers. We are strengthened by acts of consequential service to others.

These are unlike the traditional principles underlying assumptions that have governed and shaped public schools for the last century. Courage, intellect and compassion are the guideposts. Expeditionary Learning assumes not only that every child can learn but that all children can reach their fullest potential as persons.

### **Diverse Learners**

CLCS employs a full-time Special Education Coordinator and a part-time English Language Learner (ELL) Coordinator who work closely with students and teachers to provide support. Students needing special accommodations in either area are identified through discussions with parents, testing and through teacher referrals. CLCS' student support team (SST) reviews individual students' cases (see School Culture for more details) and helps determine each student's needs. The team meets repeatedly during the academic year to revisit cases and decide whether the accommodations provided are helping, or whether they need modification.

ELL screening is conducted through a Home Language Survey and informal student interviews with the ELL Coordinator. After assessing students with the LAS-Oral and either the Pre-LAS, LAS1 or LAS2, the Coordinator consults with the classroom teachers about each case. They decide on the type of services to provide and goals to set, for students designated as Limited English Proficient (LEP). Students are monitored during the year by the ELL Coordinator who uses the MELA-O and MEPA assessments, and determines whether each student has met the language goals set by teachers and ELPBO (English Language Proficiency Benchmarks and Outcomes). If a student does reach these goals, s/he will be exited and monitored as a Formerly Limited English Proficient student (FLEP).

### **Learning Through Music**

Learning Through Music (LTM) is a flexible model which fosters music infusion, but does not require that every subject be taught every day through music. Interdisciplinary teaching which includes music is more effective than teaching each subject in isolation. The pedagogy most consistent with this approach is project and performance based learning with clear standards and outcomes. Learning Through Music encompasses the entire academic and artistic program. Characteristics of LTM include:

- Written, multi-disciplinary extended thematic units (3 units per year, per grade level) with clear assessments and standards. These 21 units are being piloted with the goal of publication after appropriate revisions in time for the National LTM Institute to be held in the summer of 2012.
- Five music processes are evident across curriculum (questioning, creating, listening, performing, and reflecting).
- The curriculum units are not prescriptive. It offers teachers a menu of options for lessons.
- Reading and Writer's Workshops are compatible within these units.
- Mathematics stands alone as sequential study supported by Think Math. The curriculum unit will include additional mathematics where appropriate. Interim assessments and MCAS results in ELA and mathematics will inform our practice.

- Ongoing professional development and support for Learning Through Music implementation.

(See “Program Evaluation” below for more details.)

### **Program Evaluation**

In 2009-2010, program evaluation at CLCS has continued to be rigorous. Student MCAS scores along with feedback provided by the Department of Elementary & Secondary Education’s Inspection Team continue to inform our work of providing the highest quality education to all students. We continue to endeavor to make our programs and systems as effective as possible. Under the continued leadership of Head of School Diana Lam, the CLCS became an Expeditionary Learning school, launched our unique 21 LTM Expedition Units, and welcomed a targeted tutorial program into the school. These programs- along with intensive professional development- work in concert to create ample opportunities for high level engagement and thinking for all learners regardless of ability.

### **Learning Through Music Expeditions**

This school year the CLCS launched 21 **Learning Through Music Expeditions**, our ongoing curriculum development project, merging our LTM philosophy with our newly adopted **Expeditionary Learning** framework. The twenty-one units are multidisciplinary learning expeditions, aligned to Massachusetts standards that integrate social studies, science, English language arts, music and art. Each three-month learning expedition is based on an inquiry-based project and performance approach that incorporates the core practices of Expeditionary Learning: fieldwork, local expertise, and service learning; producing and presenting high quality student work; and learning in and through the arts.

In each learning expedition, music becomes a laboratory for teaching and learning across content areas. In social studies expeditions, students listen to, learn about, and perform musical traditions and genres from the historical periods they are studying. Science expeditions incorporate the science of sound, from investigating the anatomy of a piano in a physical science unit on movement to creating water-based instruments during a study of the water cycle. ELA expeditions seamlessly integrate the natural connections between the rhythm and melody of language and music. Across disciplines, music provides an interpretive lens through which students can creatively express their ideas about a topic.

The five music or creative processes—listening, questioning, creating, performing, and reflecting—provide the foundation for CLCS’ LTM expeditions. Each expedition’s culminating project, whether it be an oral or multimedia presentation, a musical or dramatic performance, a pamphlet, or a persuasive speech, incorporates these five stages to guide students through the process of creating quality products and performances that reflect original, critical thinking and a love of learning.

### **Tutorial**

When interim assessments showed that a number of students in grades 3, 4 and 5 were falling behind in math during the 2008-2009 school year, the CLCS launched a math tutoring program (see 2008-2009 Annual Report). The demand for the program was great and children enrolled

showed steady improvement on math assessments. In an effort to continue this success for a greater number of children, the CLCS welcomed *Tutors for All* into the school. The program was able to reach all second, third, fourth and fifth grade students who scored below grade level on internal interim assessments, target them for tutoring, and provided them with individual tutors during school for one hour four days per week. Leadership from *Tutors for All* and the CLCS met frequently to determine the impact that the tutorial program was having on children's academic improvement and social and emotional well being. (See "Curriculum" above for more details.)

The schedule of faculty professional development for the year was designed to focus on areas where students and teachers needed support, as determined by the spring 2009 MCAS test scores, the addition of a K1 classroom, and the implementation of Expeditionary Learning. (See "Professional Development" below for more details.)

### **Professional Development**

With the addition of our K1 classroom, the CLCS administration believed it critical that the K1-2<sup>nd</sup> grade teachers have a common language and skill set in early literacy skills acquisition. The 20+ hours of work that our early childhood educators did with Mary Ellen Giacobbe, author of Talking, Drawing, and Writing, provided consistent training and reinforcement in creating literacy rich classroom environments, interactive reading and writing, teacher story telling, conferencing, and critical early reading and writing skills.

With the implementation of the Expeditionary Learning (EL) program, the CLCS engaged in over 72 hours of on-site professional development including investigations of the EL philosophy, best teaching practices, Learning Through Music, and community building over the course of the 2009-2010 school year. In addition, all teachers had the opportunity to participate in off-site EL PD opportunities, including:

- The week long Primary Institute (5 teachers- Kansas City, MO, July 19-23, 2010),
- National Conference (2 administrators and one teacher- Kansas City, MO, March 24-26, 2010),
- 3-Day Institutes (2 administrators and 6 teachers - Differentiating Instruction, Atlanta, Oct. 15-17; Writing in ELS schools for Grades 3-12, Richmond, March 10-12, 2010; Using Data to Inform T&L, Charlotte, Nov 12-14; and Designing Learning Expeditions and High Quality Products, Milwaukee, WI, August 4-6, 2010),
- Learning Expeditions for Educators (3 teachers- Civil Rights, Little Rock, July 6-10, 2010 and Physiology and Fitness, Estes Park, CO, July 6-10, 2010),
- And Site Seminars to other high performing EL Schools in Upstate New York and Colorado (1 administrator and 7 teachers).

Other PD opportunities afforded teachers this year were:

- MA Educators Association Conference, Boston, MA, March 17-20, 2010.
- YOLA (El Sistema) Conference, Los Angeles, CA, May 5-7, 2010.
- Think Math Conference, Newton, MA, June 14-16, 2010.
- On site ELL Category 2 training.

### **School Culture**

CLCS' strong school culture stems from a solid system of student support. Adding 26 young students in our new K1 classroom did not impact the ability of all teachers and students to know each other and work to help each other. Rather, the addition of these four and five year olds helped to make clear how necessary it is for everyone to work collaboratively to create and protect a safe, warm, and joyful school environment.

The school's **Student Support Team** (one administrator, classroom teacher, social worker, special educator, specialists) continue to meet regularly to discuss specific students' needs and ways of addressing them. The social work team (one licensed social worker and five interns) works with individual students regularly, giving them a place to talk about social/emotional issues. Academically, CLCS instituted a strong tutoring program during in-school and the CLCS implemented Expeditionary Learning (see the "Curriculum" section above for details). Through the Sports4Kids program- now called **PlayWorks**- students learned how to play on teams and how to resolve conflicts. Volunteers donated their time to work with students on reading, writing and art projects, enriching the students' education.

The CLCS Co-Directors and Director of Human Services (including Social Work) collected data on negative student behaviors during the year to track patterns and target ways of helping individual students. They consulted with doctors, hospitals, psychologists and the Department of Children and Families to gather information about the students' backgrounds to help in this process.

A majority of the CLCS teaching staff received training in **Responsive Classroom which** is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. The *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills.

### **Supervision/Evaluation of Teachers**

All CLCS teachers were supervised by one of the school leaders. They provided teachers with significant feedback and guidance throughout the year through frequent, informal formal observations and meetings. At the beginning of the year, the CLCS Professional Development Committee designed an evaluation rubric, point scale, and evaluation timeline to be used school wide and with all teachers. The CLCS PD Committee worked to create an evaluation rubric from scratch, but soon found that the wisest course would be to continue to use the evaluation rubric developed by former CLCS trustee and veteran educator Kim Marshall, and involve ongoing discussions between teachers and administrators concerning the results of interim assessments, which were used to inform teaching practices, along with the more formal observations and conferences. Once the criteria for evaluation was established, each teacher attended individual meetings with school leaders to examine performance in relation to the adopted evaluation rubric, discuss the timeline for in-class observations, expectations and results. The Co-Directors conducted in-class 45-minute observations twice during the year and had follow-up conversations with individual teachers to provide feedback quickly. The Co-Directors also conducted frequent drop in evaluations with verbal feedback over the course of the year. Results of teacher evaluations were used to suggest areas for additional professional development and to structure professional development sessions with hired consultants. Final

teacher evaluations were also used to make non-renewal decisions and place teachers within a level on the pay scale.

In addition, the **Mentoring Program** was launched in 2009-2010 with the purpose of offering guidance and support, facilitating the integration of new staff into the school community, to answer questions, observe classes, problem solve and talk confidentially about issues in the classroom, and maximize effectiveness in the classroom. The mentor pairings can design and implement a teacher/staff leadership collaborative projects and the school committed to provide up to \$1,000 in funding. It is also possible for two pairings to work together, in which case the school could provide up to \$2,000.

### **c. Organizational Viability**

**Objective 1: The Conservatory Lab Charter School will establish principles and procedures that will enable the school to operate in a financially viable and publicly transparent manner.**

**3.1.1 Each year, the school will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.**

Met this objective as we operated a balanced budget with the support of the CLCS Foundation. Financial statements and projections are reviewed on a monthly basis.

**3.1.2 Unrestricted net assets will be equal to or exceed twenty-five percent of the school's operating budget for the upcoming year.**

Met this objective. The Foundation's net assets exceed 25% of the school's operating budget.

**3.1.3 Each year the school will receive a clean audit report with no material weaknesses.**

Met this objective. The school received a clean audit report for the school year 2008-2009.

**Objective 2: The CLCS will successfully recruit students to meet enrollment levels as defined in the charter application and subsequent amendments.**

**3.2.1 Full-enrollment will be reached annually by the required filing date of the pre-enrollment report. Wait lists after the annual lottery will constitute no less than 75% of the total number of students in the student body.**

Met this objective. The demand for enrollment at CLCS is very strong. The school was fully enrolled in 2009-10 school year and it has over 600 students on the waitlist.

**Objective 3: The CLCS will establish a strong management structure.**



**3.3.1 The CLCS Board of Trustees will represent the diverse skills and expertise required to meet the mission of the school as defined by the Governance Committee of the Board.**

Met this objective.

**3.3.2 The CLCS Board of Trustees will continue its practice of oversight for all aspects of the school by actively participating in at least one board sub-committee.**

Met this objective.

**3.3.3 The CLCS Board of Trustees will rate itself satisfactory or above as a result of participating in a self-assessment session.**

Met this objective.

### **Policy Decisions**

At their March 4, 2010 meeting, the Board of Trustees voted unanimously to adopt El Sistema Music Program and to lengthen the school day. At their June 8, 2010 meeting, the Education sub-committee presented its findings and made the recommendation to increase the school's student enrollment and create 2 classes per grade from Pre-K to Grade 8. The Board of Trustees voted unanimously to submit an expansion proposal to DESE at their July 22, 2010 meeting.

### **Amendments to the Charter**

The request to amend the school charter by redefining Learning Through Music was approved by the Department of Elementary and Secondary Education. Our faculty, in collaboration with others, produced 21 LTM multidisciplinary expeditions to move towards the plan outlined in the original charter. In addition we have submitted two additional amendments for the school year 2010-11: one that will allow the implementation of El Sistema Music Program and the other will allow us to lengthen our school day by 1 hour and 45 minutes.

### **Complaints**

There were no official complaints in 2009-10.

### **Oversight and Board Planning**

CLCS' Board of Trustees met 7 times in 2009-10 and also participated in 2 Board retreats. They kept in close contact with Head of School Diana Lam who sent frequent updates via e-mail. Subcommittees including the executive, education and finance committees met monthly, and gathered detailed information about school activities from teachers and staff. The facilities sub-committee was also very active this school year in identifying potential sites for a new school and in negotiating an extension to our present lease. In this way, trustees were able to assess the school's performance on an ongoing basis. In addition, the board evaluated the Head of School by using a comprehensive, anonymous survey that was available online or in hard copy. Requests to fill out this survey were sent by US mail and e-mail to all families of students, staff and trustees. Responses were gathered and reviewed by a select group of trustees, who reported on the results to the full Board and to the Head of School directly.

The Governance Committee, as part of the Board's self-evaluation issued a survey followed up by a one-on-one interview in the Spring. The data gathered was reported and discussed at a later time during a board retreat. There was significant consistency in the answers by the participating Board members. Based on the survey and interview data, the Board as a whole approved the recommendations made by the Governance Committee. These recommendations centered around communications, participation in sub-committees and the role of these committees, and a succession plan for the Head of School.

The CLCS Board of Trustees also created a Task Force, led by a board member, to study El Sistema. The task force met several times, gathered information about the program, interviewed the school's music staff, worked in coordination with the Education Committee and made recommendations to the entire board.

In 2006-07, the Board began the long-term process of finding CLCS a new building. The school's lease ends in 2012. In 2009-10, trustees were active in multiple areas related to this project: evaluating the school's needs (amount/type of space, best locations), locating available buildings, studying ways of paying for a new building. The Facilities Committee of the Board is in the process of negotiating an extension to the present lease that would allow CLCS to stay beyond 2012 and to place portables in the property if our proposal to increase student enrollment is approved by DESE. The facilities work will continue in 2010-11.

### **Family Satisfaction**

During the 2009-2010 school year, CLCS families were formally surveyed about two potential programmatic changes that could occur in the school, the adoption of the El Sistema program and the expansion of the school.

In December of 2009, each CLCS family with children in grades K1-4<sup>th</sup> grade was contacted about the adoption and implementation of the El Sistema program in the school. The move to adopt El Sistema as the umbrella for all music learning at CLCS requires the lengthening of the students' schedule from 8:30 to 5:30 p.m. to allow children to play a variety of musical instruments and participate in a youth orchestra. 91.89% of our families supported the lengthening of the school day and 91% of the families thought every student should participate.

Parents had this to say about the possibility of El Sistema:

- Having a choice of instruments is good and it is a good opportunity for students
- Yes, I want it!
- Feel that if it is going to become part of the mission of the school all should have to participate
- Muy buena oportunidad para que aprendan mas y esten mas interesados

In April of 2010, each CLCS family with children in grades K1-4<sup>th</sup> grade was contacted for their ideas and opinions for school expansion. Of these families, 90% responded. When asked whether we should expand or not 88.61% of the families said *yes*. Opinions were more varied when asked about the perfect size of the school with 29.35% feeling that 350 was a good size, and 52.29% believing that 450 students was just right. 65.13% of the families believed the CLCS should grow out and up, adding a 6-8 and another classroom in each grade K1-8. When asked when to start the growth, 74.31% of the families wanted to start immediately.

A few of the comments gathered through the process were:

- Adding an additional grade each year is beautiful. There is a huge burden to try to find another charter school with similar curriculum (the option to play an instrument). Sometimes it is hard to just find another charter school for middle school aged students.
- We think the school is great and the expansion will be good to do as soon as possible.
- Small is very nice but it is more important for school to be stable. It is best to grow slowly. We are excited/relieved that CLCS is considering expansion. It's great that the school asks everyone their opinions – including families.

### **Financial Oversight**

Each year, CLCS' Head of School and Business Manager, in partnership with the Treasurer of the Board and the Finance Committee of the Board, utilize a zero-based budgeting process to determine the exact financial needs of the school. This group met frequently during late winter/early spring 2010, to review and discuss the developing budget. The final budget was approved unanimously by the Board of Trustees at the June 8, 2010 meeting. Financial priorities are set and decisions are made in frequent meetings of the Finance Committee. Financial results are reported monthly and reviewed by the Finance committee. Any event which could affect the approved fiscal budget must be brought up and approved by the CLCS Board.

## **7. Recruitment and Retention Plan**

### **I. Student Recruitment Plan - List recruitment activities for each demographic group**

Demographic Group #1 - Limited-English proficient students

- Translated materials, i.e. school description, school visits, enrollment services and lottery
- Translated Application
- Hired staff with multi-lingual capacity: Spanish, Chinese, Haitian Creole
- Hired ELL teacher for students
- Provided interpreting services
- Focused on Head Start programs serving immigrant children
- Advertised in community-based media outlets and organizations
- Attended the Charter School Fair

Demographic Group #2 - Students Eligible for Free Lunch

- Sent information to all Head Start programs in the city
- Utilized community based media outlets
- Emphasized the free aspect of all our music education and activities
- Attended the Charter School Fair

Demographic Group #3 - African American and Latino students

- Advertised in community-based media outlets and neighborhood organizations serving these groups of students.
- Asking our current African American and Latino parents to disseminate information about our school.
- Attended the Charter School Fair

#### Demographic Group #4 - Special Education students

- Hired Special Education teacher and administrator
- Offered inclusion model
- Provided one-on-one aide
- Provided services – speech pathology, occupational therapy, physical therapy
- Hired a social worker
- Contracted services from the Academy of Physical and Social Development
- Offered home tutoring

## II. Student Retention Plan

Most of our students leave the school for the following reasons: move to a different city/town or admittance to Advanced Work Class or to another charter school that guarantees them a seat in middle and/or high school grades.

Retention Activity 1 - Submitted an expansion proposal to add the middle school grades.

Retention Activity 2 – Implemented Expeditionary Learning and the Learning through music expeditions. These focus on student engagement, use of experts in the classroom, field work outside school and community service. High degree of satisfaction with these two programs.

Retention Activity 3 - Planned the implementation of EL Sistema orchestra program to enhance our music program.

Retention Activity 4 – Created an enrichment period for students who excelled academically.

Retention Activity 5 – Offered one-on-one tutoring 4 days a week for an hour each day.

In addition, we are looking for space to build and/or renovate a school that is located closer to the communities where most of our low-income, minority children come from.

## 8. Dissemination Efforts for School Year 2009-10

As a mission driven charter school, the CLCS has been recognized for its pioneering work in labor relations and contract negotiations, including the establishment of a professional development committee charged with drafting the rubric to measure quality teaching through the performance evaluation process. Below are presentations, performances, papers and other

dissemination activities that we have provided to foundations, schools, colleges and universities, and other educational organizations about our innovative LTM model, EL Sistema and our groundbreaking union contract. This year hundreds of educators and parents have visited our school to observe first-hand our innovative model in action.

In addition, we are currently implementing 21 LTM curriculum units. The units will form the centerpiece of a tool kit for best practices to be disseminated during a National Learning Through Music Institute in the summer of 2012.

## PRESENTATIONS

- Presentation at the Boston Foundation, Union Contract, October 16, 2009
- Presentation MCPA, Union contract, Jan 28, 2010
- Stamford Achieves, Teaching and Learning in Heterogeneous Groups, Feb 24, 2010
- Barr Foundation, Learning Through Music and Labor Negotiations, March 2, 2010
- Wheelock College, Winter Policy Talk: Union Contracts in Charter Schools, with teacher Michelle Marzi, March 16, 2010
- Boston Landmark Orchestra, LTM and El Sistema, March 22, 2010
- Boston Plan for Excellence, LTM and Union Contract, March 23, 2010
- Forum at Boston Foundation, Challenges to Ed. Reform, April 15, 2010
- Lecture at Simmons College, Labor Issues and Performance Pay, May 1, 2010
- Presentation by teacher Rebecca Iskrick, Rennie Center Panel on Teacher Evaluation, June 3, 2010
- End-of-Year Address to NEC Faculty, Learning Through Music, scheduled for June 4, 2010

## OTHER

- CLCS students performed at Blooming Arts donor event, October 3, 2009.
- Center for Reinventing Public Education, Charter School Unionization National Study, January 5, 2010- ongoing.
- TESOL, Students' Presentation, Convention Center, March 24, 2010.
- CLCS students (will) perform at the Boston Foundation's [Rogerson Legacy Society Cruise](#) focusing on education, June 8, 2010.

## WRITING

- "Revamped Recess Puts the Focus on the Physical," *Boston Globe*, September 8, 2009.
- "Conservatory Lab Charter School Students Learn Music is Important," *Allston/Brighton TAB*, November 5, 2009.
- Learning Through Music Concept Paper, December 2008.
- "Charters and the Contract Conversation: A Groundbreaking Case Study," *Education Week*, January 20, 2010.
- El Sistema Motion, Background Information, April 1, 2010.
- New Third Way in Teacher Contracts: A Different Heartbeat, January 25, 2010.

- “Conservatory Lab Charter School Students Get Visit from Colin Davis,” *Allston/Brighton TAB*, March 8, 2010.
- Thinking Aloud: Some strategies for Contract Negotiations, March 22, 2010.

## COLLABORATIONS

- Cathy Fuller, Invitation to live Concert at WGBH and Luncheon, October 22, 2009.
- Boston Women’s Heritage Trail, LTM units, December 6, 2009.
- Boston Arts Academy, exploration of possible joint facilities with BAA board members, December 16, 2009.
- Gretchen Nielsen, Director of Education, Los Angeles Philharmonic, Jan 28, 2010, LTM and El Sistema.
- Susan Siman, Miami Symphony Orchestra and director of Children’s’ Orchestra in Miami, Jan 28, 2010-on-going, LTM and El Sistema. Demonstration lessons using CLCS students to train El Sistema Abreu Fellows from New England Conservatory.
- Jesse Solomon, Boston Teacher Residency Program, March 30, 2010, partnership to become a training site.
- Jesse Solomon and Staff, school visit, April 13, 2010, initial assessment for becoming a lab site.
- Head of School appointed by the Boston School Board to be a member of the Local Stakeholder Group at the Dever School, which has an emerging strings program, April 16, 2010.

## SCHOOL VISITS:

- Laura Sherman and Kim McCabe, Klarman Foundation, LTM and El Sistema, October 15, 2009.
- [Atheline Nixon](#), [Lucy Henderson](#), [Brit D'Arbeloff](#), Hestia Fund, LTM and El Sistema, October 21, 2009.
- [Roger Hunt](#), [Sarah Hunt Broughel](#) and [James Cameron](#), [Kingsbury Road Charitable Foundation](#), LTM and El Sistema, November 20, 2009.
- State Representative Michael Moran, LTM model, November 23, 2010.
- Dennis Sullivan (Trustee, New England Conservatory), LTM and El Sistema, visited classes and met with staff, February 5, 2010.
- [Carole Brandon](#), [Lesley College](#), Music-Infused School, LTM, [Teacher training](#), February 22, 2010.
- Ann Higgins & Hanna Bartlett, LTM and El Sistema, visited classes and met with staff and watched a student assembly, March 19, 2010.
- E.V. Sweeney visited classes and met with staff on March 29, 2010.
- Brian Potts, Margaret Stewart Lindsay Foundation, LTM and El Sistema, visited classes and met with staff, April 3, 2010.
- Wendy & Clark Grew, LTM Units and El Sistema, visited classes and met with staff, April 13, 2010.
- Sister Anne Cox, LTM and Music Program, April 26, 2010.
- Juliette and Watson Reid, LTM Units and El Sistema, visited classes and met with staff, April 26, 2010.

- Carolyn Mattin and two teachers, Shady Hill School in Cambridge, Music Infused School and LTM units, April 30, 2010.

## SHARING OF MATERIALS

- Robin Urquhart and Gina Fardi, Technical Assistance offered on how to start a music-infused charter school in NYC and sharing of the LTM, El Sistema and other documents, November 24, 2009 and email follow-up
- Tom Payzant and Harry Spence, Harvard Graduate School of Education, Union Contract, Annotated Notes and Strategies, January 2010.
- Martha Pierce, Educational Advisor to Mayor Menino, January 2010.
- Ralph Mario, San Antonio, Texas, LTM and the Arts, January 24, 2010.
- Bob Hasson, Superintendent, Union Contract, January 25, 2010.
- Julie Fahey, Chicago Talent Development High School (sponsored by three unions), Union Contract and Performance Pay, February 10, 2010.
- Christopher Vicks, Technical Assistance offered on how to start an Arts Charter School, February 11, 2010 with follow-up in April and sharing of documents.
- Thabiti Brown, Codman Academy Charter School, Performance Evaluation and Teacher Contract, March 3, 2010.
- Rebecca Riekert, Seacoast Charter School, Kingston, New Hampshire, Student Progress Reports, April 26, 2010.
- Mike Sorum, Deputy Superintendent in Fort Worth ISD, Texas, LTM, El Sistema and Union Contract. April 15, 2010.
- Andres Alonso, Superintendent in Baltimore City, MD, LTM and Union contract., April 16, 2010
- Susan Lusi, Superintendent, Westerly, RI, LTM and Union Contract, April 16, 2010
- Steve Zimmerman, Director of Special Projects, Our World Neighborhood Charter School, New York City, NY, May 10, 2010, Union Contract.

## 9. Financial Reports

### a. CLCS Fiscal Year 2010 Statement of Revenues, Expenses & Changes in Net Assets – Income Statement

	<u>Jul '09 - Jun 10</u>
<b>Income</b>	
4000-01 · Tuition	1,964,452.00
4100-03 · Grants - Federal (thru DESE)	237,494.00
4100-5a · Grants - Private - Designated	8,750.00
4200-06 · Nutrition Funding - State	829.37
4200-07 · Nutrition Funding - Federal	65,387.71
4200-08 · Nutrition Funding - Fees	12,280.46
4300-09 · Other Program / Student	1,563.20
4400-14 · Contributions - Component Unit	150,000.00
4400-15 · Contributions - Fundraising	30.00
4500-11 · Medicaid Reimbursements	7,855.98

4700-16 · Interest / Investment Income	178.17
4900-19 · Miscellaneous Income	<u>1,492.29</u>
<b>Total Income</b>	<b>2,450,313.18</b>
<b>Expense</b>	
5100-21 · Administration	189,898.40
5200-22 · Instructional Services	1,698,458.53
5300-23 · Pupil Services	107,627.45
5400-24 · Operation/Maintenance of Plant	70,751.80
5500-25 · Benefits & Other Fixed Charges	158,446.54
5700-27 · Non-Operating Finance Expenses	<u>213,342.04</u>
<b>Total Expense</b>	<b><u>2,438,524.76</u></b>
<b>Net Income</b>	<b><u><u>11,788.42</u></u></b>

b. CLCS Fiscal Year 2010 Statement of Net Assets – Balance Sheet  
**Jun 30, 10**

<b>ASSETS</b>	
<b>Current Assets</b>	
Checking/Savings	
1000-01 · Cash and Cash Equivalents	<u>545,126.57</u>
Total Checking/Savings	<u>545,126.57</u>
Other Current Assets	
1300-08 Prepaid Expenses	<u>40,493.18</u>
Total Other Current Assets	<u>40,493.18</u>
<b>Total Current Assets</b>	<b>585,619.75</b>
<b>Fixed Assets</b>	
1600-15 · Furniture and Equipment	220,573.82
1690-16 · Less Accumulated Depreciation	<u>-168,125.25</u>
<b>Total Fixed Assets</b>	<b><u>52,448.57</u></b>
<b>TOTAL ASSETS</b>	<b><u><u>638,068.32</u></u></b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
Current Liabilities	
Accounts Payable	
2000-24 · Accounts Payable	<u>25,546.13</u>
Total Accounts Payable	<u>25,546.13</u>



Other Current Liabilities	
2100-25 · Accrued Expenses/Accrued Payroll	96,110.05
2300-27 · Due to related parties	43,538.40
Total Other Current Liabilities	<u>139,648.45</u>
Total Current Liabilities	<u>165,194.58</u>
<b>Total Liabilities</b>	165,194.58
<b>Equity</b>	
3000 · Opening Bal Equity	422,463.80
3900 · Retained Earnings	38,621.52
Net Income	11,788.42
<b>Total Equity</b>	<u>472,873.74</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><b>638,068.32</b></u>

c. CLCS Fiscal Year 2011 approved school budget

<b>INCOME</b>	
Tuition (incl. facilities grant)	1,948,254
State Meal Reimbursement	840
Medicaid Reimbursement	3,000
Federal Meal Reimbursement	64,416
Parent Meal Payments	7,990
Federal Title I Grant	160,000
Federal Title IIA Grant	8,500
SPED	55,000

<b>TOTAL INCOME</b>	<b>2,248,000</b>
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**EXPENSES**

Total Instructional Staff	939,000
Total Administrative Staff	703,642
Total Taxes and Benefits	185,452
Total Non-Salary Compensation	107,500
Total Instructional Program	183,371
Total Administration	160,135
Total Facilities	255,900

<b>TOTAL EXPENSES</b>	<b>2,538,000</b>
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<b>NET INCOME/(LOSS)</b>	<b>(290,000)</b>
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d. **Capital Plan** -We have been looking at possible school sites in case our expansion proposal is approved.

## 10. Data section

<b>a. Instructional Time:</b>	
Total number of instructional days for the 2009-10 school year:	180
First and last day of the 2009-10 school year:	8/31/09 – 6/22/10
Length of school day (please note if schedule varies throughout the week or the year):	8:15 a.m. – 3:45 p.m.

<b>b. STUDENT Enrollment Information:</b>	
Number of students who completed the 2008-09 school year but did not reenroll for the 2009-10 school year (excluding graduates):	17
Total number of students enrolled as of October 1, 2009:	153
Total number of students who enrolled during the 2009-10 school year, after October 1, 2009:	10
Total number of students who left during the 2009-10 school year, after October 1, 2009:	8
Total number of students enrolled as of the June 2010 SIMS submission:	155
Number of students who graduated at the end of the 2009-10 school year:	19

Four of the 17 non-returning students moved out of the district, two went to a METCO program and two to a private school. The rest transferred to other schools in the district. One of the 8 students who left during the year moved out of the district and the others transferred to other schools in the district.

<b>c. STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2010 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	61	40
Asian	5	3
Hispanic	25	16
Native American	15	10
White	40	25.5
Native Hawaiian, Pacific Islander	1	0.5
Multi-Race, Non-Hispanic	8	5
Special Education	16	10
Limited English Proficient	20	13
Low Income	108	70

<b>d. ADMINISTRATIVE ROSTER FOR THE 2009-10 SCHOOL YEAR</b>			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Diana Lam, Head of School	Responsible for all operational, instructional and development work	8/15/08	
Annie Sevelius, Co-Director	Responsible for teaching and learning, including student discipline, teacher supervision and evaluation. Grades PK-2.	9/1/04	
Andres Cruz Torres, Co-Director	Responsible for teaching and learning, including student discipline, teacher supervision and evaluation. Grades 3-5.	7/1/2009	
Leigh Creighton Kelter, Dir. of Development	Responsible for fundraising and public relations and with assisting the Boards of Trustees.	3/20/05	5/19/2010
Ana Peres, Director of Human Services and Social work	Responsible for Human Resources and coordinating social work support and direct services.	8/1/2009	
Justin Dorazio, Admin. Assistant	Responsible for food services program, student admissions, lottery and waitlist, purchasing, facilities.	8/1/2009	

<b>e. TEACHERS AND STAFF ATTRITION FOR THE 2009-2010 SCHOOL YEAR</b>			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	19	1*	8**
Other Staff	8	0	0

\* 1 Teacher resigned during the school year for childbirth and child care.

\*\* 1 Teacher resigned for childbirth and child care; 4 moved out of state, 1 is pursuing a doctorate, and 2 teachers' contracts were not renewed.

# Board of Trustees

Head of School  
Diana Lam

Co-Director  
Annie Sevelius

Co-Director  
Andres Cruz  
Torres

Director of  
Human Resources  
Ana Perez

Business Manager  
Cindy Goncalves

Director of  
Development  
Leigh  
Craighton-Keller

Senior  
Researcher  
& Editor  
Rhonda Berkower

Special Education  
Coordinator  
Lauren Ingram

Director of Music  
Sabrina Quintana

3<sup>rd</sup> Grade Teacher  
Michelle Marzi

4<sup>th</sup> Grade Teacher  
Rachel Cates

5<sup>th</sup> Grade teacher  
Ivy Delany

Admin Assistant  
Aamir Poonawala

Admin Assistant  
Justin Dorazio

Math Coach  
Steven Goldman

Speech &  
Language  
Mary Ann Rufo

Learning through  
Music Specialist  
Victoria Wepler

Occupational &  
Physical  
Therapists  
Contracted

Violin Teacher  
Kristen Drymala

Paraprofessional  
Noreen Marden

Violin Teacher  
Karl Orvik

K1 Teaching  
Team  
Becca Iskrac &  
Christina Marsano

K2 Teaching  
Team  
Jen Gionfriddo &  
Janice Wood

1<sup>st</sup> Grade  
Teaching  
Team  
Jenna Gamel &

2<sup>nd</sup> Grade  
Teacher  
Shalem Kaufer

ELL Teacher  
Lisa Lopez

PlayWorks/  
AmeriCorps  
Dana Pulda

Administrative  
Assistant  
Joyce Mendes

Literacy Coach  
Shoshana Jacobs

## Conservatory Lab Charter School Organizational Chart 2009-2010

<b>g. BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Area of expertise, and/or additional role at school (parent, staff member etc.)</b>	<b>- Number of terms served; - Length of each term, including date of election and expiration</b>
Stephanie B. Perrin	Chair	Member of all committees	Arts education, school leadership	Terms: 4 Length: 3 yrs. Elected: Sept. 1998 Term Ending: June 2013
Gary F. Gut	Vice Chair	Executive, Development, Education, Expansion Task Force	Entrepreneurship, fundraising, education	Terms: 2 Length: 3 yrs. Elected: Feb. 2002 Term Ending: June 2012
Katharine M. Pell	Vice Chair	Executive, Development, Finance, Governance, Expansion Task Force	Fundraising, school leadership	Terms: 4 Length: 3 yrs. Elected: Sept. 1998 Term Ending: June 2013
Robert Grinberg	Treasurer	Executive, Finance, Expansion Task Force	Entrepreneurship, finance	Terms: 2 Length: 3 yrs. Elected: June 2003 Term Ending: June 2012
Betty Allen	Clerk	Executive, K1 Task Force	Early childhood education	Terms: 2 Length: 3 yrs. Elected: Jan. 2004 Term Ending: June 2013
Charles Bradley	Trustee	Expansion Task Force	Architecture	Terms: 2 Length: 3 yrs. Elected: Oct.2003 Term ending: June 2013
Cheryl Render Brown	Trustee	Governance	Early childhood education	Terms: 2 Length: 3 yrs. Elected: Jan. 2004 Term Ending: June 2013
Andrew Cabot	Trustee	Research, Expansion Task Force	Education, entrepreneurship	Terms: 2 Length: 3 yrs. Elected: May 2007 Term Ending: June 2013
Mark Churchill	Trustee		Arts education, school leadership	Terms: 4 Length: 3 yrs. Elected: Sept. 1998 Term

				Ending: June 2013
Ronald E. Gwiazda	Trustee	Human Resources, Education	Technology, education	Terms: 3 Length: 3 yrs. Elected: Sept. 1998 Term Ending: June 2010
Toni Jackson  *Resigned in June	Trustee	Education, Expansion Task Force	Education	Terms: 2 Length: 3 yrs. Elected: June 2005 Term Ending: June 2011
Adam F. Krauss	Trustee	Governance	Law	Terms: 2 Length: 3 yrs. Elected: June 2005 Term Ending: June 2011
Diana Lam	Ex officio	Member of all committees	Staff member, Education, school leadership	Terms: 1 Length: 3 yr. Elected: Sept. 2008 Term Ending: June 2011
Kim Marshall	Trustee	Education	Education, training school administrators	Terms: 2 Length: 3 yrs. Elected: Oct. 2003 Term Ending: June 2010
Danna Mauch	Trustee	Development , Research	Research, development, social services/healthcare	Terms: 2 Length: 3 yrs. Elected: June 2005 Term Ending: June 2011
Staverne Miller	Trustee		Social services, parent of student	Terms: 2 Length: 3 yrs. Elected: Sept. 2005 Term Ending: June 2012
Adilene Santos	Trustee		Entrepreneurship, parent of student	Terms: 1 Length: 3 yrs. Elected: June 2007 Term Ending: June 2010
Pamela Seigle	Trustee	Education	Education, social/emotional development	Terms: 2 Length: 3 yrs. Elected: May 2007 Term Ending: June 2013
Andrew Snider  *Resigned in June.	Trustee	Research	Entrepreneurship, development, leadership	Terms: 3 Length: 3 yrs. Elected: Oct. 2000 Term Ending: June 2011
Anne W. Snyder	Trustee	Executive, Education	Education, teacher training	Terms: 2 Length: 3 yrs. Elected: May 2005 Term Ending: June 2011

