



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

ANNUAL REPORT 2013-14

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

www.conservatorylab.org

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TABLE OF CONTENTS

Table of Contents	1
Introduction to the School.....	2
Letter from the Chair of the Board of Trustees.....	3
School Performance and Program Implementation.....	4
Faithfulness to Charter	
Accountability Plan Objectives and Measures.....	4
Charter School Performance Criteria.....	5
Amendments to the Charter.....	6
Recruitment Plan.....	6
Retention Plan.....	9
Dissemination Efforts.....	12
Academic Program Success	
Accountability Plan Objectives and Measures.....	15
Charter School Performance Criteria.....	16
Organizational Viability	
Accountability Plan Objectives and Measures.....	17
Charter School Performance Criteria.....	18
Budget and Finance	
Income Statement.....	19
Balance Sheet.....	20
Budget FY15.....	21
Capital Plan FY15.....	22
Additional Information	
School and Student Data.....	22

Student Information.....	Demographic	and	Subgroup	22
Administrative Year.....	Roster	for the	2013-2014 School	23
Teachers and Staff Year.....	Attrition	for	2013-2014 School	23
Board Members Year.....	for the	2013-2014 School		24
Key Leadership Changes.....				25
Facilities.....				25
Enrollment.....				25
Appendix A.....				26
Appendix B.....				27
Appendix C.....				31
Appendix D.....				33

Introduction to the School

Name of School: Conservatory Lab Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	NA
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014
Maximum Enrollment	444	Current Enrollment	311
Chartered Grade Span	PreK to Grade 8	Current Grade Span	PreK to Grade 7
# of Instructional Days per school year	180	Students on Waitlist	1561
School Hours	8:15 a.m. to 5:15 p.m.	Age of School	15
Mission Statement Conservatory Lab Charter School empowers a diverse range of children as scholars, artists, and leaders through a unique and rigorous academic and music education. We enrich the			

larger community through performance, service, and collaboration. As a laboratory school, we develop and disseminate innovative educational approaches that will positively impact children in other schools and programs.

Letter from the Chair of the Board of Trustees

August 1, 2014

Dear Friends of Conservatory Lab,

This past academic year was one of expansion, renewal, and transformation. Our student body increased by 84% from 169 to 311 students. The DESE approved our charter for the third time and particularly commended us for our efforts in two areas: the dissemination of best practices, as well as continued, consistent, and collaborative engagement with our parents. Our Spring Fling concert was made possible by the generosity and volunteerism of 90 parents, who helped with the event from beginning to end. We also had the distinct pleasure of having Chris Lydon from Radio Open Source be the Master of Ceremonies at the event.

Our faculty, musicians, and staff continued to present high-quality learning expeditions and phenomenal concerts to both the local community and the city at large. Students performed at a number of community and citywide events throughout the year, including the 2nd Annual El Sistema Showcase, the Longy Side by Side Orchestra concert, and a performance with the Landmarks Orchestra at the Hatch Shell by the Esplanade. Students also had the opportunity to engage in numerous partnerships and mentorships, most notably with youth from the Boston Philharmonic Youth Orchestra and From the Top.

A number of special guests visited our school this year, including State Secretary of Education Matt Malone and Governor Dukakis, as well as leading educators and musicians from all over the United States, China, and Korea.

We also made progress on our facilities this year, having identified a temporary location in Dorchester to house the expanding student body and provide more space for classroom learning and orchestra rehearsals. We plan to operate out of two sites (PreK-Grade 1 in Brighton, Grades 2-8 in Dorchester) until our permanent site is built.

We look forward to the continued impact that this school will make in the lives of young children, who each deserve the chance to pursue their dreams and be equipped to adapt and thrive in tomorrow's world.

Sincerely,

Stephanie Perrin
Chairman, Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Accountability Plan Objectives and Measures

	2013-2014 Performance (Met/Partially Met/Not Met)	Evidence
Objective 1: CLCS will enable musical achievement for all students.		
Measure: At the end of the year, all students in grades 1-7 will score 80% on the Instrument Technique Proficiency Assessment at the appropriate level for each child.	Met	85% of students in grades 1-7 achieved proficiency goals in the ITPA. The ITPA uses students' instruments to test. A large number of new students, especially in grades 2, 6, and 7, tested as beginners but had greater fine motor control than younger beginners and were proficient for their level (beginner).
Measure: At the end of the year, all students will achieve proficiency as measured by the Music-In-Education National Consortium Music Literacy Skills Test at the appropriate level for each child.	Not Met	71% of the 308 students assessed met or exceeded the established grade-level benchmarks. Grade level proficiency percentages: Pre-K – 84%; K2 – 86%; Gr1 – 80%; Gr2 – 67%; Gr3 – 73%; Gr4 – 79%; Gr5 56%; Gr6 – 43%; Gr7-55%. Due to the high number of new students enrolled in the school, especially grades 2, 6, and 7, numbers were significantly down this year. See Appendix A for data graphics.
Measure: All students will perform in front of an audience as a member of an orchestra (or other musical ensembles in K1 and K2) at least 6 times per year.	Met	All students performed in front of an audience six or more times in SY14. See Appendix B for a list of student performances.
Objective 2: The school will complete the creation of its revised LTM curriculum.		
Measure: By the end of the summer 2010, all LTM units will have been written and most will have been edited at least once.	Met	All LTM unties have been written and edited.
Measure: 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.	Met	Over 21 units have been written, piloted and edited, with project/presentation assessment rubrics. We are in the process of refining units and aligning with Common Core standards.
Measure: All units will have a culminating project/presentation.	Met	All units have final projects or performances. Final products this year included: a musical theater performance of an original play incorporating engineering concepts (Gr1); a turnaround book about the Wampanoag and the Pilgrims (Gr3); a climate change fair and original climate change rap (Gr5); and a musical theater production of an Ancient Chinese folk tale

		(Gr 6).
Measure: At the end of every unit there will be an exhibition and parents will be invited to participate.	Met	Parents were invited to attend culminating exhibitions, and we had nearly 100% attendance.
Objective 3: The CLCS will assess and evaluate its program for potential dissemination and duplication in other schools.		
Measure: All teachers implementing the LTM Units will keep a running record of content and implementation issues to address before publication of the units.	Met	Records are kept by teachers and/or through reports to Senior Editor and Researcher.
Measure: 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.	Met	Our National Institute for Learning Through Music, entitled "Music Moves Minds," was held at the Conservatory Lab on June 1, 2012 and received superlative reviews. Each of the 75 participants received a flash drive toolkit containing over 1,000 pages of curriculum materials.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

The key design elements that distinguish Conservatory Lab are embodied in its comprehensive Learning Through Music model that features three distinct but interrelated programs: El Sistema, Expeditionary Learning, and the Listening Project. Together, these three programs create a music-infused curriculum and school culture that promote creativity and critical thinking, active engagement and hands-on learning, and cooperation and collaboration.

Conservatory Lab continues to be the only elementary school in the country to offer El Sistema music instruction within the school day to every one of its 311 students. Now in its fourth year, our El Sistema program has expanded to include five orchestras, a brass band, and two ensembles. With 2.5 hours of daily music instruction by fourteen talented and professionally trained musicians, our students' skills have risen to astonishing levels of precision and musical complexity. Our orchestras and ensembles are in high demand to perform masterworks alongside professional ensembles at large iconic venues, as well as to perform at high profile cultural events and activities throughout Boston. See Appendix B for a listing of our students' performances. The breadth and depth of this yearlong performance schedule represents an extraordinary accomplishment that has made its mark on the local music and music-education community.

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

In our fifth year as an Expeditionary Learning school, Conservatory Lab's faculty has developed twenty-one extended, interdisciplinary, thematic studies (expeditions) that promote deep learning and incorporate music into the content areas. This year, we received a grant from the National Endowment of the Arts that allowed us to enhance two of our signature expeditions, as well as to create an exciting new middle school expedition. These expeditions integrate music with the study of social studies, science, and language arts in innovative ways. For example, our 1st-grade expedition, "Building with the Three Little Pigs," culminated in an original "Broadway" musical that seamlessly integrated literacy, science, and engineering knowledge and skills. Our 6th grade expedition on Ancient China and the Silk Road

culminated in a theatrical production of an ancient Chinese folktale entitled “The Wild and Wonderful Monkey King” that combined Chinese musical, dance, martial arts, and theatrical traditions in a Beijing Opera style extravaganza. The production featured an original score composed by an El Sistema resident artist and performed by our Dudamel Orchestra musicians. As we move forward, we are continuing to find new ways to enhance and deepen students’ learning experiences by integrating our El Sistema and Listening Project programming with our expeditions.

This year, Conservatory Lab added a new program that furthers our mission to create caring, compassionate, and responsible citizens, as well as accomplished scholars and musicians. Through the Open Circle program in grades K1-5 and Second Step in grades 6-8, students are systematically taught social-emotional skills. Students put these skills into practice on a daily basis as they collaborate as members of an orchestra and work together on expedition products and performances that demand perseverance, cooperation, and responsibility. In every sense of the phrase, our students are crew, not passengers.

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
4/15/2014	Governance Structure	Yes
11/18/2013	Bylaws	Yes
11/18/2013	Enrollment Process	Yes

Access and Equity: Recruitment and Retention Plan

**Recruitment Plan
2014 – 2015**

School Name: Conservatory Lab Charter School
Date: August 1, 2014

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

Implementation Summary: This year, Conservatory Lab successfully recruited a diverse student population. 82% of the students identified as non-Caucasian; almost 64% of students qualified for free or reduced-price lunch; 17% of our students have limited English proficiency, and 16% are on an IEP or 504 plan. We distributed our admission materials to numerous locations around the city, especially facilities that serve homeless families, low-income families, and families from minority ethnic groups. We continued to engage with individuals at the Metropolitan Boston Housing Partnership and the Boston Housing Authority, as well as all local Head Start programs, the Kroc Center, the Salvation Army, the YMCA, the Villa Victoria Center for the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, the Literacy Connection, and the Native American Indian Center of Boston.

In order to facilitate the application process for all families, regardless of language ability or Internet access, we used high-quality translation services at UMass Boston to offer the application in the

languages that all families use, including Spanish, Portuguese, Haitian Creole, Simplified Chinese, Traditional Chinese, Vietnamese, and English. The admission applications were available and accepted in both paper form and online on our website in a simple and straightforward format; all information was maintained in a secure, encrypted, third-party database system. The application design went through several iterations with feedback from many departments at the school, as well as the PAC, in order to make it as user-friendly as possible. At the Boston Citywide Charter School fair, we also provided paper applications for parents to fill out on the spot and gave parents the flexibility and time to return their supporting documents.

Finally, we offered biweekly informational tours, as well as monthly Open Houses and enrollment days at the school for prospective parents to learn more about the school, its student support services, as well as an opportunity to complete the enrollment packet. Translation services are on-site at all events. Our ELL coordinator and SPED staff are also available at these events to answer questions about our services.

A few areas of improvement for 2014-2015 include disseminating materials and conducting live presentations at after-school programs, libraries, and nearby schools. We could have also publicized the launch of our admissions cycle more frequently and aggressively through more social media outlets, such as creating a promotional video to share with external constituencies, especially in the Dorchester neighborhood. We also hope to establish a closer partnership with the Federation for Children with Special Needs and Massachusetts Parent Information and Resource Center to keep parents updated on the offerings at our school.

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

1. Post on the school website all admissions information and promote on main web page. Include important dates and Q&As, along with downloadable applications and online application form in Spanish, Haitian Creole, Portuguese, Vietnamese, simplified and traditional Chinese.
2. Post of school website and printed promotional materials about information sessions, school tours, and Open Houses that take place year-round for prospective families.
3. Mail application and information brochures to all local Head Start programs, community organizations (including the Kroc Center, Horizons for the Homeless, and East Learning Zone), after-school programs, libraries, nearby schools, and facilities that serve homeless, low-income, and minority families.
4. Participate in the annual Citywide Charter School Showcase and invite our Dudamel Orchestra students to perform. Provide scanners and printers on-site to facilitate admission applications.
5. Advertise admissions process, application deadlines, and information sessions by press release to the Boston Globe, local neighborhood newspapers, and other kinds of media outlets, such as the school's Facebook, Twitter, and YouTube.
6. Announce application deadlines, information sessions, and application methods in the school's family newsletter (Family Notes), which is sent electronically to families and to the entire school community. Person-to-person communication through our parent liaison, families, board members, staff members, and musicians have proven to be an effective approach to communicate the launch of our application cycle.
7. Work closely with the Parent Advisory Council (PAC) and ask families to help with advertising the admissions process and promoting the school in their communities by sharing flyers through interpersonal communication and via email.
8. Update the Conservatory Lab website link on the BPS website pages.
9. Deliver live Q&A presentations about Conservatory Lab and distribute promotional materials to major community centers, such as the Kroc Center, Salvation Army, and YMCA locations throughout Boston.
10. Include admissions information during brief presentations at most Conservatory Lab concerts in the

summer 2014 and fall 2014 and disseminate admissions materials at each event.
 11. Create and disseminate promotional videos to publicize Conservatory Lab, and include link in admissions materials to prospective parents.

Recruitment Plan –Strategies	
List strategies for recruitment activities for each demographic group.	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Contact the Federation for Children with Special Needs (http://fcsn.org/index.php) and the Massachusetts PIRC (http://www.pplace.org) to find out if the Admissions team can make promotional materials available in their newsletters and bulletin boards, as well as deliver presentations about our school and our special education resources. 2. Bring at least one member of our Student Support Team, Special Education Director, and representatives from the school’s SPECPAC (special education parent advisory council) to the Charter School Showcase in January to answer questions on-site about our capacity to serve students with high needs and highlight our support mechanisms and safety nets for this demographic. 3. Continue to distribute our special education pamphlets and admissions information (in both English and Spanish) at the Charter School Showcase, at Head Start locations around the city, in shelters, boys and girls clubs, and community centers (Kroc, East Learning Zone, Horizons for the Homeless), and through the mail. 4. Continue to emphasize our non-discriminatory policy, which welcomes and serves all students including those with disabilities and limited English language proficiency, on our website and in all admissions materials. 5. Continue to include members of the Student Support Team at open houses and information sessions and ensure that they have interpreters. 6. Continue to partner with the Federation for Children with Special Needs and Massachusetts Parent Information and Resource Center to keep parents of special needs children informed of the services available at Conservatory Lab and of the activities that benefit their children. 7. Continue to work with MSPCCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to continue seeking referrals of Special Ed students. Target one specific Early Intervention site and build relationship there. 8. Collaborate with the Multicultural Wellness Center (MWC) to provide enrollment information for families that have children with special needs. 9. All recruitment materials state in the languages spoken by the families that Conservatory Lab does not discriminate based on special needs. 10. Leave translated copies of our flyers and applications at adult ESL programs in the community.

<p>Limited English-proficient students</p>	<ol style="list-style-type: none"> 1. Make applications available in Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese (both simplified and traditional), and in three different ways (online on our website, in paper form, and at fairs/community centers). 2. Employ an additional part-time ELL teachers, as well as operations assistants and teachers and staff, who are fluent in more than one language to assist throughout the application and recruitment process, such as by helping parents to complete applications and enrollment packets. 3. Provide interpreters and translation services at school events, open houses, and fairs for speakers of Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese. 4. Bilingual or Multilingual staff are available during the open houses and information sessions, as well as school admissions tours. 5. Continue to distribute admissions applications and materials in English, Spanish, Haitian Creole, Vietnamese, Portuguese, and traditional and simplified Chinese to local Head Start programs, shelters, boys and girls clubs, and other community organizations serving non-English speaking populations, such as Villa Victoria Center for the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, and the Literacy Connections. 6. We will place copies of our application at the East Zone Family Resource Center of the Boston Public Schools and in neighborhoods that are densely populated by families that speak languages other than English, such as Mattapan, Fields Corner, and Chinatown. 7. We will reach out to the following community organizations that serve non-English speaking populations: Viet-AID, the Haitian Multi-Service Center, the Massachusetts Alliance of Portuguese Speakers, and the Boston Chinatown Neighborhood Center. 8. Provide preschool students eligible for enrollment in PreK at our school with information about the school and eligibility (age 4 by September 1) by continuing to work with Associated Early Care and education, the Family Nurturing Center, HeadStart preschools operated by Action for Boston Community Development, Inc., and other early childhood organizations such as VietAid that serve communities predominately composed of immigrant families, refugee families and non- and limited-English speaking families. 9. Leave translated copies of our flyers and applications at adult ESL programs in the community.
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<p>Students eligible for free or reduced lunch</p>	<ol style="list-style-type: none"> 1. Visit and deliver brief presentations at community centers that specifically serve low-income families, such as homeless shelters, community centers (Kroc Center, YMCA, etc.), and first-generation immigrant communities. 2. Continue to make applications and admission materials available to facilities that serve low-income families in several foreign languages. 3. Continue to promotional materials on bulletin boards, on our website, and in newsletters; hand out promotional materials; and arrange for a time to speak to families directly about our free music education, instruments, lunch, bus transportation, uniforms, and high-quality learning resources that aim to close the achievement gap. 4. Post flyers at the Boys and Girls Club, the MetroWest YMCA, and Suburban Athletics, community programs that tend to service lower income families and their children. 5. Make contact with community resources used by low income families, including SNAP (Supplemental Nutritional Assistance Program) and WIC(Women, Infants, and Children) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. Provide rides to information sessions from these locations. 6. Provide refreshments and child care at one or more information sessions. 7. We will provide application materials to neighborhood ACBD sites such as the Asian American Civic Association, the Citywide Boston Hispanic Center, the Dorchester Neighborhood Service Center, and the Mattapan Family Service Center. 8. We will contact the Department of Transitional Assistance in Boston and provide them with application information.
<p>Students who are sub-proficient</p>	<ol style="list-style-type: none"> 1. In admissions and promotional materials, emphasize the school’s intervention, tutoring, and pull-out strategies and resources that aim at closing the achievement gap and preparing students for success in our school community and beyond. 2. Highlight in promotional materials, in person, during parent tours, and at fairs our inclusion model and our capacity to welcome and serve all students with targeted and individualized academic plans, social-emotional programs, and intensive ensemble-focused music instruction 2 hours/day, every day.
<p>Students at risk of dropping out of school</p>	<ol style="list-style-type: none"> 1. Continue to engage parents and encourage their involvement and support through constant communication with the Student Support Team, which will identify students at risk of dropping out, as well as intervention strategies.
<p>Students who have dropped out of school</p>	<ol style="list-style-type: none"> 1. Our promotional materials are designed to encourage all families to apply to our school. So far, no student has dropped out of either our elementary grades or our middle school.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> 1. Visit the Native American Indian Center of Boston to deliver presentations and offer recruitment materials to increase family awareness of our school’s diverse, multicultural literature and learning resources, as well as to explore fieldwork opportunities, community service, and work with experts. 2. Continue to recruit Hispanic and African American families from local community programs through outreach efforts, such as distributing flyers, information sessions, and attending fairs.

**Retention Plan
2014 – 2015**

School Name: Conservatory Lab Charter School

Date: August 1, 2014

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

Implementation Summary: This year, Conservatory Lab achieved its retention goals. Our retention rate of 91.4% was the highest since 2010, thanks to a variety of new and improved strategies, targeted particularly at high-needs students and students with limited English proficiency.

We employed two full-time special education teachers and administrators, who regularly served students on IEP plans and communicated with their families. We hosted several Open Houses and enrollment information sessions, where incoming families of students with special needs had the opportunity to ask questions to a team of specialists and special education teachers. Information about our special education services and about SEPAC were also included in these events.

A full-time ELL teacher and multiple bilingual staff members, teachers, and musicians have also helped to make sure that LEP students, as well as their parents and grandparents, feel comfortable at our school and are aware of their learning progress. Interpreters in Spanish, Haitian Creole, and Portuguese were also present at each intervention meeting for parents to help parents understand their children's needs and the available resources at our school. They continue to work closely with our children to improve their abilities to communicate in English, and to accommodate their learning in the classroom.

Students who are sub-proficient or who need extra support have been provided intervention strategies, such as tutoring, computer-assisted instruction, mentoring, additional time on task, small-group projects, and research projects using Chromebooks, particularly in the middle-school grades. In the early grades, the Student Support Team (SST) continued to meet weekly to consider the areas of strengths and concerns of individual children and design strategies to support these particular children both academically and emotionally. (The SST is a group of school community members, such as social worker, school administration, specialists, and teachers.)

Teachers continued to help close the achievement gap between subgroups of students by following up on ANet interim assessment results, tracking student achievement data, identifying areas of concern, re-teaching material, and creating directed small-group instruction with tutors. Diverse and multicultural literature in Learning Through Music expeditions and Readers' Workshop also served to provide minority students with characters and situations that they could personally identify with and be inspired by.

In service of students who were eligible for free or reduced-price lunch, we continued to offer free breakfast and snacks, as well as free or reduced-priced lunch and school uniforms for needy families. School vacation periods were also used for targeted individual tutoring, including summer homework, home tutoring, and extra learning resources.

All students received systematic, explicit, and consistent instruction in social-emotional skills through Open Circle in grades K1 through 5 and Second Step in the middle school. Crew (advisory time) was also implemented in the middle school. We hope to start the new year with a more structured and enriching advisory time at the beginning of the school day. Next year, we also hope to have a summer school to keep students intellectually engaged throughout the entire year; this year, because of our move to Dorchester in July 2014, we were unable to offer a summer school program.

Finally, we were able to secure a new temporary facility closer to our students' communities in grades 2-8, which will provide them will more spacious classrooms for individualized and personalized learning, as well as large rehearsal rooms dedicated to performance and artistry. We have also identified a new permanent site in Roxbury and signed a letter of intent for it.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	93%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Employ a Director of Special Programs and two interventionists, in addition to the currently employed full-time special education staff members, to create and monitor IEP plans and goals, meet regularly with special education students, and evaluate new and improved software options after the end of our contract with eSped next school year. 2. Continue to host open houses and information sessions incoming families of students with special needs, in coordination with the Student Support Team, and offer information about our special education program and the SEPAC. 3. Increase the use of Chromebooks for writing and research in the upper school. 4. Continue to include tutoring, computer-assisted instruction (particularly in preparation for the PARCC tests), peer mentoring, additional time on task, small-group projects. 5. Continue to systematically and explicitly teach social-emotional learning skills across all grade levels. Open Circle, our social-emotional curriculum for PreK-5, provides heavy professional development, ongoing monitoring and support of programming for teachers and administration. In our second year, Open Circle will also launch its parent training component to equip parents with skills to enrich students social-emotionally at home.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Employ a Director of Special Programs, in addition to the full-time ELL teacher currently employed, as well as musicians, teachers, and staff with second language fluency. 2. Provide interpreters in French, Mandarin, and Vietnamese, in addition to Spanish, Haitian Creole, and Portuguese, during parent-teacher conferences, progress meetings, and intervention meetings.

<p>Students eligible for free or reduced lunch</p>	<ol style="list-style-type: none"> 1. Continue to offer free breakfast and snacks, and free and reduced-price lunch to qualifying families. 2. Provide free bus transportation to qualifying families, as well as free MBTA passes to 7th and 8th graders. 3. Continue to distribute free uniforms and clean socks to students from low-income families. 4. Provide extra learning resources, such as summer homework for students to engage in home tutoring over the summer. 5. Continue to implement EL Sistema orchestra program. El Sistema is a unique program designed to effect social change and nurture promising futures for underserved communities through intensive, ensemble-focused music education. While El Sistema is a music program, it is also considered a youth development program since it provides children with structures and training that enable them to become strong young adults. El Sistema can offer middle school students critical support in a time of emotional transition. The early teen years are a time when children grapple with issues of identity, conformity, and autonomy. El Sistema orchestra and band programs provides a positive and supportive social atmosphere, the development of self-confidence through learning a useful skill, and a powerful emotional outlet. These are the factors that keep students actively involved in school and plant the seeds for future success.
<p>Students who are sub-proficient</p>	<ol style="list-style-type: none"> 1. Increase the amount of student support time in math and ELA in small groups of 2 to 4 with non-IEP kids, 3 times a week. 2. Hire additional paraprofessionals and interventionists to meet with students consistently and regularly. 3. Consistent review by the Student Support Team, particularly in the middle school, will continue to help retain students who are sub-proficient. 4. Continue to use interim assessments from the Achievement Network (ANet) to identify students who are sub-proficient through a cyclical assessment process. 5. Continue to implement individualized intervention strategies and plans, such as in-school and home tutoring, to raise proficiency levels. 6. Continue to align curriculum with Common Core standards.
<p>Students at risk of dropping out of school</p>	<ol style="list-style-type: none"> 1. Continue to implement El Sistema, our music program, along with our extended school day create a strong incentive for students to stay engaged. Once they commit to a role in the orchestra, students stay engaged in order to support the entire ensemble. 2. Through frequent parent-teacher conferences, reviews by the Student Support Team in both the elementary and middle schools, as well as quarterly progress reports, teachers, administrators, and musicians will maintain constant communication with student families to minimize the chances of dropout. 3. Continue to work hard with families to problem-solve, strategize, and advocate on behalf of students. 4. Continue to use ANet Interim Assessments for grades 2-7 to gather data, reteach content, and track student progress, and to identify and close gaps in student learning.
<p>Students who have dropped out of school</p>	<ol style="list-style-type: none"> 1. We have not had any students drop out of our elementary and middle schools.

<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> 1. Identify students who are underachieving and provide pull-out tutoring and directed small-group instruction twice a week. 2. Maintain and expand the school library collection of diverse literature. 3. Continue to include diverse, multicultural literature in <i>Learning Through Music</i> expeditions and Readers Workshop to allow minority students to envision themselves in the curriculum and personally identify with the content. 3. Implement <i>Learning Through Music</i> expeditions (two per grade). These expeditions are hands-on, inquiry-based interdisciplinary units that foster high student engagement through use of experts in the classroom, fieldwork outside school, community service, and arts integration including visual art, drama, as well as music. Students produce products and performances for audiences outside the classroom and are highly motivated to work together to produce high-quality work. Students feel a depth and connection to these tangible opportunities that allow them to experience the joy of deep learning and service. 4. Continue to allow students who have moved outside of the school municipality to attend. 5. Continue to implement classroom enrichment strategies for students who excel academically in ELA or Math.
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Dissemination Efforts (Appendix B)

Conservatory Lab continues to be recognized for its exemplary work in implementing El Sistema, developing multidisciplinary, project-based learning expeditions, and introducing a Listening Project to deepen all students’ music literacy and appreciation. As a result of our highly successful dissemination efforts over the past few years, the DESE recently awarded Conservatory Lab a substantial Massachusetts Charter School dissemination grant to work with select Boston Public schools to improve early literacy practices in Grades K2, 1, and 2 over the next 18 months.

This year, Conservatory Lab enhanced its dissemination efforts by developing and maintaining long-term collaborations with professional orchestras and educational institutions and by sharing our curriculum units and practices with the Boston Public Schools and schools within the Expeditionary Learning network. Our practices are being recognized nationwide. We were designated a 2014-2016 exemplary school by the Arts School Network, and our El Sistema program was featured on Christopher Lydon’s first Radio Open Source program on WBUR in January 2014.

Music Collaborations and Partnerships: Our students’ impressive level of artistry has allowed Conservatory Lab to forge enduring partnerships with professional orchestras and local cultural institutions. For a second consecutive year, Conservatory Lab’s Dudamel Orchestra is collaborating with **The Landmarks Orchestra** to present a free summer concert to a diverse audience at Boston’s Hatch Shell. Throughout the year, students have rehearsed *Fiesta de Los Mayas* by Mexican composer Sylvestre Revueltas. They will perform the piece with the Landmarks Orchestra on July 24, 2014 as part of a series of masterworks entitled *Fiesta Sinfónica*.

The impact of Conservatory Lab’s leadership in establishing and mentoring new El Sistema programs has grown in the past year. On May 31, 2014, Conservatory Lab and nine other El Sistema programs participated in the Second Annual El Sistema Showcase. Over 1,000 audience members gathered at the Franklin Institute to support the performances of young emerging musicians, as well as the masterful showmanship accomplished by the side-by-side collaboration of our Dudamel Orchestra with the **Boston Philharmonic Youth Orchestra**. The **Massachusetts Cultural Alliance** also collaborated in this remarkable event to foster more youth-development-through-music programs across the state.

Other partnerships include an ongoing collaboration with the **Children’s Museum** that featured a series of performances at the Museum by our youngest K2 musicians, culminating in a “Paper Orchestra” performance in the spring, as well as an ongoing collaboration with **From the Top** that brought high-

school music students to Conservatory Lab to work alongside our Dudamel Orchestra to develop string ensembles.

Conservatory Lab's student musicians and resident artists are always happy to bring their joyful music to different events in the city. This year, our students participated in several outstanding cultural events. On September 29, 2013, Conservatory Lab's Dudamel Brass Ensemble spent most of the day performing in a parade and at different locations along Blue Hill Avenue as part of a free **Circle the City** program sponsored by the Emerald Necklace Conservancy and Boston's Open Streets, Open Parks. The event transformed Blue Hill Avenue into a paved park, featuring fitness clinics, biking and walking tours, kids' games, yoga, art activities, live music, and dance classes. Our students also participated in the **Celebrity Series'** 75th Anniversary Celebration, featuring a citywide event called "Play Me, I'm Yours" that took place between September 27 and October 14, 2013. The event included a Public Art Piano installation of 75 pianos sponsored by different art, cultural, and educational organizations. Conservatory Lab donated a piano that was painted by a local artist and was set on the corner of Sparhawk and Cambridge Streets near our Brighton location. On Saturday, October 5th, 2013, Conservatory Lab's Brass Ensemble performed at several locations in and around Copley Square where other painted pianos were located.

Academic Collaborations and Partnerships: Conservatory Lab has also developed and deepened partnerships in the academic arena that provide ongoing opportunities to enhance our teaching and learning, as well as to disseminate our best practices locally and across the nation. 2013-2014 marked the second year of our participation in an innovative, cross-sector partnership with the Edison K-8 and St. Columbkille schools that is part of the **Boston Compact** and supported by the Gates Foundation. This year's goal focused on how to better serve ELL students and Black and Latino boys in our school communities. Activities included peer observations, instructional rounds, ANet data support, and cycles of joint professional development targeted at ELL initiatives and the sharing of best practices. In our continuing partnership with **Expeditionary Learning**, Conservatory Lab has distinguished itself as a model of best practices and excellence in teaching and arts integration. We are very proud of the outstanding professional development video series entitled "Inspiring Excellence" that Expeditionary Learning produced this year, featuring teacher Jenna Gampel and her second-grade classroom. The series, which showcases exemplary practices in reading, writing, science, music, and art, lives up to its title, and we intend to use it to inspire BPS teachers in our dissemination work this year. Ms. Gampel's work has inspired countless educators around the nation. Our Grade 2 music video, "Snakes Are Born This Way" was shown for the second year in a row at the plenary session of the August 2013 "Arts and Passion-Driven Learning Conference," sponsored by the Silk Road Project and the Harvard Graduate School of Education. Ms. Gampel presented on the snake expedition and her students' extraordinary products at both the Expeditionary Learning National Conference in Atlanta in October 2013 and in a Designing Learning Expeditions Institute held in Springfield, MA in January 2014.

All of our high-quality student products are showcased on our website and displayed at presentations and conferences as exemplars to inspire educators and students. This year's highlights include our pre-K students' remarkable 3-D self-portraits, inspired by their wish for two blind parents to experience the portraits through touch; a unique turnaround book that narrates Massachusetts' early history through two perspectives (the Wampanoag and the Pilgrims); and a dazzling videotaped theatrical performance of an ancient Chinese folktale featuring Chinese artistic, musical, dance, and martial arts traditions.

Muestras: This year, Conservatory Lab held a series of three "muestras" (showcases) featuring presentations by administrators, classroom teachers, and resident artists, as well as performances by our various El Sistema orchestras, to give diverse audiences of educators and educational advocates an inside view of how the design elements that distinguish our program work in tandem to enrich our unique academic and music curriculum.

Technical Support: Conservatory Lab views its relationship with the Boston Public Schools as critical to

fulfilling the spirit of the charter school legislation to disseminate best practices. We shared our curriculum with the BPS Deputy Superintendent of Academics, as well as with key literacy leaders. We have continued to provide technical support to the Margarita Muñiz Academy, a dual language (Spanish/English) high school that Conservatory Lab helped to found, and to Codman Academy Charter School, particularly its new preschool program. We continued to host a large and diverse group of visitors interested in our programs and instructional design. See **Appendix B** for a list of selected presentations, performances, and other dissemination activities.

Future Vision: Beyond the greater Boston area, Conservatory Lab has the ability and responsibility to be a resource center for other schools that choose arts-based curricula. As a center of excellence in music-infused curricular programs, the school is open to visitors and trainees. Learning Through Music Expeditions, Listening Project, and El Sistema materials developed by the staff are available for others to use. However, there remains a need for a central organization to provide research, ideas, and information on best practices. Conservatory Lab is exploring the possibility of establishing a related, but separate, entity with independent funding and staffing to fulfill this aspect of the mission and to manage and direct efforts to further promote the role of arts in education.

Academic Program Success

Accountability Plan Objectives and Measures

	2013-2014 Performance (Met/Not Met)	Evidence
Objective 1: CLCS will enable academic achievement for all students.		
Measure: All fifth graders will present a graduation culminating multi-disciplinary project that meets the “acceptable level” of an established performance rubric.	Met	On June 23rd, 2014, all fifth graders presented poems and collages that represented their school experiences and met the acceptable level based on a performance rubric.
Measure: 50% of the fifth graders will exceed the acceptable level of performance using the established rubric for the culminating project.	Met	57% of fifth graders exceeded the acceptable level of performance for the final project presentations in June 2014.
Objective 2: CLCS students will become proficient in the use of the English Language as demonstrated in one or more of the following measurements.		
Measure: The school will achieve AYP in English Language Arts.	*	*AYP measurements discontinued. Conservatory Lab ranked a Level 1 school at end of SY13.
Measure: 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.	Not Met	80% of Conservatory Lab K2-Grade 5 students either read on grade level or above and/or made a year’s worth of growth.

Objective 3: CLCS students will become proficient in the use of the mathematics as demonstrated in one or more of the following measurements.		
Measure: The school will achieve AYP in mathematics.	*	*AYP measurements discontinued. Conservatory Lab ranked a Level 1 school at end of SY13.
Measure: Using the school’s interim assessments, 90% of the students will make at least one year’s growth in math in each academic year.	Not Met	In SY14, on average, 79% of students in grades Pre-k–7 are proficient or above. We are currently trying to gauge how best to measure growth in mathematics with new CCSS and to prepare for the PARCC assessments.
Objective 4: CLCS students will become proficient writers.		
Measure: Using the CLCS writing assessments, 80% of students (K-7) will show mastery of appropriate grade level skills by the end of the year.	Not Met	74% of students (K-7) at the Conservatory Lab showed mastery of appropriate grade level writing skills by the end of the year.
Measure: 100% of the students will publish a piece of their writing in a school-wide anthology.	Met	Conservatory Lab student anthologies, including the 2014 anthology, are available on our website.
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.		
Measure: 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 history/social studies and science/technology	Met	Our goal was met with an average of 96.2% of students at “acceptable level” (i.e., Proficient or above).
Measure: 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.	Not Met, however our CPI was higher than the State CPI. Awaiting MCAS data for SY14*	In SY13, 46% of 5 th graders scored Proficient or above on the Science & Technology MCAS; 50% were Needs Improvement. Our CPI was 80.7; this CPI was 2.2 points higher than the State (78.5). Conservatory Lab ranked a Level 1 school at end of SY13. *Awaiting MCAS data for SY14.

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

The link to Conservatory Lab Charter School’s report card is:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04390050&fycode=2013&orgtypecode=6&>

Academic Trends (Measured by MCAS)

ELA

In SY10 the ELA CPI was 82.2 (high performing). In SY11, the ELA CPI was 80.7, also high performing, but not sufficiently advanced to make a new AYP. Conservatory Lab was ranked a Level 1 school at the end of both SY12 and SY13. We await data regarding this year’s CPR in ELA (SY14).

Math

In SY10, the school made AYP math in the aggregate category, but not in the low-income subgroup category. In SY10, the math CPI was 73.3. In SY11, the math CPI was 84.2 (high performing), but not sufficiently advanced to make a new AYP. Conservatory Lab was ranked a Level 1 school at the end of both SY12 and SY13. We await data regarding this year's CPR in ELA (SY14).

Science & Technology

In SY13, 46% of 5th graders scored Proficient or above on the Science & Technology MCAS; 50% were Needs Improvement. Our CPI was 80.7; this CPI was 2.2 points higher than the State (78.5). Conservatory Lab ranked a Level 1 school at end of SY13.

Internal and non-MCAS External Assessments

A chart documenting and analyzing academic trends measured by internal and non-MCAS assessments is provided in **Appendix C** below. Extensive analysis of this data by the Principal and teachers resulted in setting academic priorities, as described below, for the upcoming school year (SY15).

Our own Early Childhood Scope & Sequence and Schedule of Assessed Standards has driven our collective early childhood work this school year. The PreK-2 assessment cycle and data review process, including, but not limited to, our in-house Early Literacy Assessment (Pre-K and Kindergarten only) and 10 Questions Math Assessment (Pre-K - Grade 1 only), mirrors the ANet cycle in an effort to better prepare our young scholars to tackle problem solving with curiosity, perseverance, and skill.

End of year writing data, gathered through writing prompts, student work, and end of term projects, signals that a focus on ELL students is essential next year and in years to come.

Program Delivery: Academic priorities for SY15

Two school-wide goals drove our collective work this school year: improved student achievement scores in targeted priority academic areas for high needs students (student achievement goal) and sustained and refined structures that build a professional learning community to focus on student achievement and support the growth of the school over time (school conditions goal). These goals are multi-year as we expand our school from 169 students (SY13) to 396 students (SY15). Additionally, in SY15 the school will invest significant time and funding into high-quality professional development through the Expeditionary Learning network in an effort to ensure every student at the school receives high impact, hands-on, inter-disciplinary academic and musical experiences. We will continue to focus on the understanding and implementation of the Common Core standards in both ELA and math and to prepare our students to master the PARCC tests in the upcoming year. Our mission to close the achievement gap remains our North Star and the common thread in every conversation.

Practices that support diverse learners

As part of the Gates Foundation Boston Compact, Conservatory Lab continued to partner with the Edison K-8 (Boston Public Schools) and the Saint Columbkille Partnership School (Catholic) with the specific goal of better serving ELLs and Black and Latino boys in our school communities. The collaboration included, but was not limited to, peer observations, instructional rounds, ANet data support, and cycles of joint professional development targeted at ELL initiatives and the sharing of best practices.

Joint professional development sessions occurred frequently through the school year and led by experts from QTEL (English language learners) and the Achievement Network (interim data review). The intent of the work continues to be the collective understanding and sharing of best practices in order to better serve high needs populations of our student bodies.

Additionally, Conservatory Lab Charter School and the Edison K-8 launched Open Circle at our schools. Two days of Open Circle training in August 2013 launched our yearlong Professional Development cycle in SEL. The elementary principals, specialists, all classroom teachers, teacher assistants, and musicians

(from Conservatory Lab) participated in the training. This initiative launched year two of our collaboration through the Gates Foundation Compact, and ushered in a multi-year partnership in examining SEL best practices and the impact of Open Circle on our collective work.

Organizational Viability

Accountability Plan Objectives and Measures

	2013-2014 Performance (Met/Not Met)	Evidence
Objective 1: CLCS will establish principles and procedures that will enable the school to operate in a financially viable and publicly transparent manner.		
Measure: Each year, the school will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.	Met	The school operated a balanced budget this year with the support of the Conservatory Lab Foundation. (See Budget and Finance Reports section below.)
Measure: Unrestricted net assets will be equal to or exceed twenty-five percent of the school's operating budget for the upcoming year.	Met	The Foundation's net assets exceeded 25% of the school's operating budget. See Budget and Finance Reports section below).
Each year the school will receive a clean audit report with no material weaknesses.	Met	The school received a clean audit report this year.
Objective 2: CLCS will successfully recruit students to meet enrollment levels as defined in the charter application and subsequent amendments.		
Measure: 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	The school was fully enrolled for 2013-2014 and continues to maintain a strong waitlist.
Objective 3: CLCS will establish a strong management structure.		
Measure: The Conservatory Lab 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	The Board of Trustees is a diverse group of skilled individuals who enrich the school with their expertise in areas including law, financial management, education, technology, management, fundraising, school leadership, and the arts.
Measure: The Conservatory Lab 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	Each board member participates in at least one board sub-committee. The Board of Trustees met 8 times in 2013-2014.
Measure: The Conservatory Lab Board of Trustees will rate itself satisfactory or above as a result of participating in a self-assessment session.	Met	On June 17, 2014, the board assessed its performance and rated itself to be performing satisfactorily.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Complaints No official complaints were filed.

Conditions The school is operating without conditions.

Organizational Structure of the School 2013-14 (See Appendix D)

Budget and Finance

Conservatory Lab Charter School
Income Statement (Unaudited)
July 2013 through June 2014

	Jul '13 - Jun 14
Income	
Tuition	4,584,219
Governmental Grants	339,478
Nutrition Funding	122,624
Medicaid Reimbursements	10,835
Miscellaneous Income	7,790
Total Income	5,044,944
Expense	
Personnel Costs	2,652,350
El Sistema	418,694
Learning through Music	115,806
Support Consultants	178,939
Classroom Supplies Text & Tech	254,352
Development	55,039
Administrative Expenses	210,037
Food for Nutrition	143,338
Facilities	931,675
Total Expense	4,960,230
Net Income	84,713

Conservatory Lab Charter School
Balance Sheet (Unaudited)
As of June 30, 2014

	Jun 30, 14
ASSETS	
Current Assets	
Checking/Savings	
Cash and Cash Equivalents	148,881
Total Checking/Savings	148,881
Other Current Assets	
Receivable - State	1,160,519
Receivable - Federal	10,813
Total Other Current Assets	1,171,332
Total Current Assets	1,320,213
Fixed Assets	
Furniture and Equipment	220,574
Less Accumulated Depreciation	(218,971)
Total Fixed Assets	1,603
Other Assets	
Security Deposit	24,800
Total Other Assets	24,800
TOTAL ASSETS	1,346,616
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	112,723
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	263,063
Due to related parties	294,854
Total Other Current Liabilities	557,917
Total Current Liabilities	670,640
Total Liabilities	670,640
Equity	
General Fund	591,263
Net Income	84,712
Total Equity	675,975
TOTAL LIABILITIES & EQUITY	1,346,615

Conservatory Lab Charter School
Approved Budget

		FY15 Budget
Enrollment		396
Revenue		
	Tuition	5,761,404
	Nutrition Funding	176,062
	Federal Grants	297,000
	Miscellaneous Income	9,567
		6,244,033
Expenses		
	Personnel Costs	3,413,296
	LTM	40,000
	El Sistema	654,220
	Support Consultants	243,500
	Classroom Supplies, Textbooks, Technology	221,715
	Development	50,000
	Administrative Expenses	224,634
	Food for Nutrition	176,951
	Facilities	1,001,485
		2,612,505
	Total Expenses	2,612,505
Total Personnel and Expenses		6,025,801
Net Income		218,231

Capital Plan FY15

Conservatory Lab envisions two capital projects within a ten-year horizon to facilitate the school's increased enrollment from 169 to 444 students:

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

	Occupancy of incremental temporary space	Purchase and construction or renovation of a permanent all-school facility
Description	Refresh painting and floors of rented space; provide any missing furnishings	Acquire land/building; design and secure approvals; demolition, construction and renovation as appropriate for an essentially 100% new ~55,000 SF school facility; furnishing of fixtures and equipment; and related outdoor space for playground and parking.
Current status	Real estate search and negotiations in process	Real estate search underway
Estimated completion	September 30, 2014	June 30, 2016
Current estimated cost	Less than \$500,000	Approximately \$25-30 million; scope may be adjusted to reflect nature of property selected
Financing	Contribution from related but independent 501c3 foundation	20% to 33 1/3% contribution from related but independent 501c3; balance to be provided by private debt financing with the aid of government subsidy programs for tax free status
Reserve account	None	None

Additional Information

School and Student Data

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04390000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	115	36.9
Asian	17	5.4
Hispanic	96	30.8
Native American	0	0.0
White	60	19.2
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	24	7.7
Special education	38	12.1
Limited English proficient	53	17.0
Low income	198	63.5

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Diana Lam, Head of School	Responsible for the overall instructional programs, school operations, development and communication efforts and building and maintaining relationships with the parent community and external community-at-large.	8/2008	
Annie Sevelius, Elementary School Principal	Responsible for instructional programs in grades K1-2, and professional development	9/2004, 8/2011 as principal	6/30/2014
Andres Cruz Torres, Middle School Principal	Responsible for instructional programs in grades 3-7, and professional development	7/2009, 8/2013 as principal	12/2013
Cecilia Soriano, Director of Marketing, Communications, and External Relations	Responsible for communication and marketing, as well as grant-writing and events.	7/2010	
Kelly Greene, Director of Development	Responsible for fundraising for Annual Fund and Capital Campaign, as well as events.	5/2013	
John Chistolini, Chief Operations Officer	Responsible for school operations and securing the new temporary facility, as well as the permanent facility	2/2014	
Marianne Xu, Director of Data Management	Responsible for state reporting, HR, SchoolBrains, claims, and executive assistance.	8/2013	
Adam Eccleston, Part-time Operations Assistant	Responsible for food services program, purchasing, facilities maintenance, and mail	8/2010	
Osiel Gonzalez, Admissions Coordinator	Responsible for admissions, lottery and waitlist, recruitment, and enrollment	9/2012	6/26/2014
Martin Sarango, Operations Assistant	Responsible for taking over food services program, purchasing, mail, and facilities maintenance from Adam Eccleston, who will transition to full-time musician next year.	6/2014	

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR

	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	18	2	5	Relocation or new life-stage
Other Staff	49	1	3	Relocation or new life-stage

This year was one of transition and expansion. The student body increased by 84%, and the school moved to Dorchester. Midyear personnel departures were due to health reasons, and end of year departures were attributed to out-of-state relocations, employment at public school districts, and returning to school.

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Stephanie B. Perrin	Chair	All committees	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2014
Gary F. Gut	Vice Chair, Chair of Building Committee	Executive, Education, Facilities, Development	4	Length of term: 3 years Elected: 2/2002 Ending: 6/2014
Katharine M. Pell	Vice Chair, Foundation Chair	Executive, Development, El Sistema	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2014
Robert Grinberg	Treasurer, Chair of Finance Committee	Executive, Finance, Facilities, Development	4	Length of term: 3 years Elected: 6/2003 Ending: 6/2015
Danna Mauch	Clerk	Executive, Governance, Facilities, Development	3	Length of term: 3 years Elected: 6/2005 Ending: 6/2014
Anne W. Snyder	Trustee	Executive, Education, El Sistema	3	Length of term: 3 years Elected: 5/2005 Ending: 6/2014
Mark Churchill	Trustee	El Sistema, Governance	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2014
Pamela Seigle	Trustee	El Sistema, Education, Development	2	Length of term: 3 years Elected: 5/2007 Ending: 6/2014
Anne Reenstierna	Trustee	Education, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2014
Bradley Richardson	Trustee	Finance, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2014
Clay Rives	Trustee	Governance, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2014
Melanie Sheffield	Trustee	Development	1	Length of term: 3 years Elected: 11/2013 Ending: 11/2016
Lisa Wong	Trustee	Development	1	Length of term: 3 years Elected: 11/2013 Ending: 11/2016
Barbara Glauber	Trustee	El Sistema, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2014

Myriah Johnson	Parent Trustee		1	Length of term: 1 year Elected: 6/2013 Ending: 6/2014
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Key Leadership Changes

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

Location	Dates of Occupancy
25 Arlington Street, Brighton, MA 02135	6/15/2002-6/30/2014
320 Washington Street, Brighton, MA 02135	9/1/2013-

Enrollment

Action	Date(s)
Student Application Deadline	3/1/2014
Lottery	3/7/2014

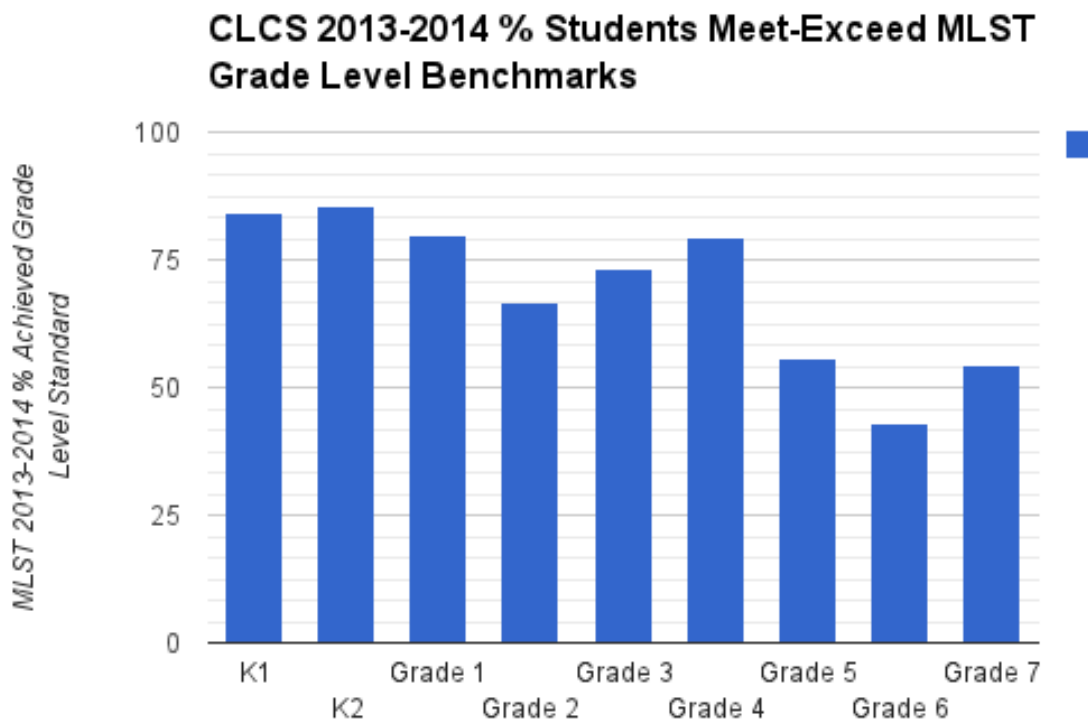
APPENDIX A

CMIE Report: 2013-2014 Music Literacy Skills Test (MLST) Grade Level Achievement Benchmarks at the CLCS

At Conservatory Lab Charter School (CLCS), the Musical Literacy Skills Test (MLST) Battery is used to establish grade level benchmarks for musical proficiency in music. The MLST is designed to be a standards-based assessment measure of preK-7 students' abilities to demonstrate a comprehensive understanding of elements of musical literacy.

Overall, 217 out of 308 (71%) CLCS students assessed in the spring of 2014 met or exceeded the established grade-level benchmarks for musical literacy skill development, down from 165/176 (93.8%) in 2013 and 154/169 (91.1%) in 2012. Figure 1 below shows the breakdown by grade level for 2014.

Figure 1: Percentage of CLCS Students Who Meet or Exceed 2014 Music Literacy Skills Grade-Level Benchmark Standards



Appendix B (Faithfulness to Charter)
**2013-2014 List of Selected Presentations, Performances, Technical Assistance,
School Visits, Sharing of Materials**

Selected Off-site Presentations

- Grade 2 music video, “Snakes Are Born This Way” shown at Plenary Session, “Arts and Passion-Driven Learning Conference,” Silk Road Project and Harvard Graduate School of Education, August 8, 2013.
- Diana Lam, Cecilia Soriano, Chris Schroeder, presentations, Arts School Network Conference, New York, New York, October 22 – 24, 2013.
- Diana Lam, recipient of Inspiring Leader Award, Hyde Square Task Force, Jamaica Plain, MA, October 30, 2013.
- Jenna Gampel, Grade 2 Teacher, “Deeper Learning Through the Common Core,” Expeditionary Learning National Conference, Atlanta, GA, October 25, 2013.
- Kat Jara, El Sistema Co-Director, “El Sistema: Music Lessons to Rebuild the World”, an on-air interview with Howard Gardner and Lawrence Scripp by Christopher Lydon, Radio Open Source, WBUR, January 2, 2014 (<http://radioopensource.org/lab-charter/>)
- Jenna Gampel, Grade 2 Teacher, presentation on “Don’t Be S-s-scared: The Truth About Snakes” learning expedition at Designing Learning Expeditions Institute, Springfield, MA, January 24, 2014.

On-Site Presentations

- Muestra (Showcase) for educators, educational advocates, educational consultants, and others with presentations by administrators, classroom teachers, El Sistema directors, and performances by Abbado Orchestra, Ives Winds, Clarinet Ensemble, Dudamel Winds, Dudamel Strings, and Dudamel Orchestra, March 6, 2014.
- Muestra (Showcase) for Barr Foundation representatives, with presentations by K1, Gr 1, and Gr 2 classroom teachers and performances by Dudamel Winds and Dudamel Orchestra, April 2, 2014.
- Muestra (Showcase) for educators, educational advocates, educational consultants, and others with presentations by administrators, classroom teachers, and El Sistema directors, as well as performances by Abbado and Dudamel Orchestras June 4, 2014.

Musical Performances

- Brass Ensemble, performance with Landmarks Orchestra, Charlestown, MA, July 10, 2013.
- Brass Ensemble, performance with Landmarks Orchestra, Jamaica Plain, MA, July 14, 2013.
- Dudamel Orchestra, performance with Landmarks Orchestra at Hatch Shell, Boston, MA, July 24, 2013.
- Bernstein Orchestra, performance with singer Joanne Hammill at concert to commemorate the 50th anniversary of the March on Washington, First Baptist Church, Newton, MA, August 28, 2013.
- Dudamel Brass, performance for Circle the City community event sponsored by the Emerald Necklace Conservancy and Boston’s Open Streets, Open Parks, Blue Hill Ave., Dorchester, MA, September 29, 2013.
- Representatives from Abreu Orchestra, Bernstein Orchestra, Dudamel Orchestra, Dudamel Brass, and Flute Ensemble perform for Klarman Foundation, Conservatory Lab, Upper School, October 3, 2013.
- Dudamel Brass, performance at Celebrity Series “Play Me, I’m Yours’ piano event in Copley Square, Boston, MA, October 5, 2013.

- Dudamel Brass, performance with Landmark Orchestra at media event sponsored by Santander Bank, Hatch Shell, Boston, MA, October 18, 2013.
- Abbado Orchestra, Dudamel Orchestra, and Ives Ensemble perform for Hestia Fund, Conservatory Lab, Upper School, October 29, 2014.
- Dudamel Orchestra performs for Harron Ellison and Christopher Wilkins, Landmarks Orchestra directors, Conservatory Lab, Upper School, November 4, 2013.
- Dudamel Orchestra musicians' rehearsals and performance with From the Top, Conservatory Lab, Upper School, November 18-22, 2013.
- Dudamel Orchestra performance for Ann Sagan, Sposato Graduate School of Education Director and Trustee, Conservatory Lab, Upper School, November 1, 2013.
- K1 and K2 classes perform for Governor Dukakis and wife, Conservatory Lab, Lower School, December 6, 2013.
- Winter Concert I: grades Pre-K-2, Benjamin Franklin Institute, Boston, MA, December 10, 2013.
- Representatives from Bernstein Orchestra and Abreu Orchestra present for Linde Family Foundation, December 16, 2013.
- Winter Concert II: grades 3-6, Benjamin Franklin Institute, Boston, MA, December 19, 2013.
- K2 students, Early Childhood Music Program, series of concerts at the Children's Museum, Boston, MA, January 15, 2014, April 15, 2014.
- 4th-grade students, performance at Neighborhood House Charter School, Dorchester, MA in honor of Martin Richard (delivery of *Martin's Inspiring Words* written by Conservatory Lab students), January 24, 2014.
- Dudamel Orchestra performance for Christopher Wilkins, Landmark Orchestra for planning summer repertoire, Conservatory Lab, Upper School, January 30, 2014.
- Dudamel Orchestra and Dudamel Winds perform for Kevin Sharer, Chief Executive Officer, Amgen, Inc., Conservatory Lab, Upper School, February 25, 2014.
- Abbado Orchestra, Ives Ensemble, Dudamel Orchestra, and Dudamel Winds perform at St. Botolph Club, March 6, 2014.
- Dudamel Orchestra students perform at culmination of From the Top Residency, Conservatory Lab, Upper School, March 14, 2014.
- Grade 5 performance of original climate change rap song or Climate Change Fair, Conservatory Lab, Brighton, MA, March 21, 2014; music video of climate change rap shown at "Climate Change and Environmental Stewardship" a public forum presented by Partners for America and Stetson University, Miami, Florida, April 4, 2014.
- Dudamel Orchestra, performance with Conductor Gustavo Dudamel through Longy School of Music's "Sistema Side by Side Series," MIT's Kresge Auditorium, Cambridge, MA, March 22, 2014.
- 4th Annual Spring Fling! Parent Fundraiser, Strand Theater, Dorchester, MA, April 6, 2013 (over 1,000 attendees).
- Dudamel Orchestra, State Charter Renewal Ceremony with Massachusetts Secretary of Education, Conservatory Lab Charter School, Upper School, May 5, 2014.
- K2 students, song performance for Mayor Marty Walsh at Joyce Park, Brighton, MA, May 21, 2014.
- El Sistema, Bernstein and Dudamel Orchestras, 2nd Annual Greater Boston El Sistema Showcase, in collaboration with Boston Philharmonic Youth Orchestra and Massachusetts Cultural Council, Benjamin Franklin Institute, Boston, MA, May 31, 2014
- Brass Fanfare, Abbado and Dudamel Orchestras, Muestra (Showcase) Presentation of Conservatory Lab Program, June 4, 2014.
- 6th grade performance of an original play, "The Wild and Wonderful Monkey King," Roxbury Community College, June 6, 2014.
- Spring Concert I: grades preK-2, Benjamin Franklin Institute, Boston, MA, June 18, 2014
- Spring Concert II: grades 3-6, Benjamin Franklin Institute, Boston, MA, June 18 2014.

- K2 performance of song “We Are Healthy” at Celebration of Learning, Conservatory Lab, Brighton, MA, June 19, 2014 and June 23, 2014.
- K1 song performance at expedition Celebration of Learning, Conservatory Lab, Brighton, MA, July 20, 2014.
- Grade 3 song performance of a medley of life cycle songs at expedition Celebration of Learning, Conservatory Lab, Brighton, MA, June 19, 2014.
- 1st-grade performance of original musical, “The Three Little Pigs: The Musical,” Veronica B. Smith Senior Center, Brighton, MA, June 20, 2014.

Technical Assistance, School Visits, and Sharing of Materials

- Qian Chen, Head of El Sistema in Beijing, China, visits El Sistema program, October 8, 2013.
- South Shore Community College educators visit, October 8, 2013.
- Lily Newman, Northeast Regional Director, Expeditionary Learning, October 16, 2013.
- Maite Iturri, El Sistema Program, California, visits El Sistema Early Childhood Music Program, Lower School, October 21, 2013.
- Sharing LTME curriculum materials (Grades K-1, K-2, Gr4 with Expeditionary Learning schools, including Codman Academy, Lebanon Elementary School in Maine, Alma del Mar Charter School, New Bedford, ongoing).
- Longy School of Music students, visit K-1 classroom, Lower School, November 18, 2013
- Technical assistance to Codman Academy; teacher teams visit K1 and K2 classrooms, November 22, 2013.
- Five educators from Harvard Graduate School of Education visit Lower School, November 25, 2013.
- Educators from CASA Academy, Arizona, visit Lower School, November 24, 2013.
- Educator and students from Margarita Muñiz Academy visit Lower School, December 5, 2013.
- Superintendent from Washington State, January 30, 2014.
- Cindy Loring and teachers from Presumpscot School, Portland, ME visit Upper and Lower Schools – shared K1, K2, Gr 1 and Gr 2 LTME curriculum, January 30, 2014.
- Kindergarten teachers from Brooke School visit Lower School, January 31, 2014.
- Paul Wood, Principal, and four teachers, International School, Beijing, China, visit Upper School, February 13, 2014.
- Rumi Nato, El Sistema Director, Japan, visits El Sistema Early Childhood Program, Lower School, February 26, 2014.
- Jan Mani, founder of the Heritage School, India, visits Upper and Lower Schools, February 26, 2014.
- Jason Sachs, Director of Early Childhood, Boston Public Schools, and staff observe Jenna Gampel’s Grade 2 classroom, February 26, 2014.
- Meeting with Ben Russell, Senior Program Director, Literacy and Curriculum Design (K1-5), BPS and Nicole Mack, K-12 ELA Curriculum Design Director, BPS, provided technical assistance and sharing curriculum materials (LTME curriculum for K1, K2, Gr1, Gr2, Gr3, and Gr4 as well as K1-5 curriculum maps).
- Brian Diebe, Executive Director, Horizon Education Alliance, Elkhart County, Indiana and six teachers tour Upper School, March 6, 2014.
- Six educators, Arts Magnet School, CT, visit Upper and Lower Schools, March 7, 2014.
- Dudamel Orchestra presentation to Kingsbury Road Trust Foundation, Conservatory Lab, Upper School, March 19, 2014.
- Students from YOLA, Los Angeles visit Dudamel Orchestra, March 21, 2014.
- Teachers from St. Michael’s School, Newport, RI visit Lower and Upper Schools, April 11, 2014.
- Tina Young, Kevin Cao and Nicole Alimena, Boston College music students, observe El Sistema music program, May 2, 2014.
- Elizabeth Nava, Simmons College student, visit to Lower School, June 3, 2014.

- Rachel Weinstein and Noe Medina from the Boston Compact attend presentation at Lower School, June 6, 2014.
- Principal Akosua Osie-Bobie and K2 teacher Alicia Carroll, PA Shaw School (BPS) visit Lower School, June 9, 2014.

Press, Public Figures and Officials

- Dolores Handy-Brown, WBUR, September 18, 2013.
- Christopher Lydon, Open Source Radio, WBUR, observes and records Dudamel Orchestra, Abbado Orchestra, and Ives Ensemble, October 4, 2014, October 10, 2014.
- Michael and Kitty Dukakis, former MA governor and wife, December 6, 2013.
- Gary Dunning, Executive Director, Celebrity Series, February 27, 2014.
- Matt Malone, Massachusetts Secretary of Education, March 11, 2014.
- Ed Merritt, Barr Foundation, April 3, 2014.

Research Projects

- Pavithra Arvind, PhD, Graduate School of Education, University of Exeter, UK, ethnographic study exploring Conservatory Lab culture and community, ongoing.

Appendix C (Academic Program Success) Internal and non-MCAS External Assessments

Assessment Name: Achievement Network (Math and ELA)	Grades Assessed: Grades 2-7
Date Implemented: September 2011	Date Discontinued: n/a
<p><u>MATH</u></p> <p>2011-2012: In Grades 2-6, an average of 72.8% of students scored 60 or higher on interim assessments provided by The Achievement Network. 100% of 2nd graders score 60 or higher on every interim.</p> <ul style="list-style-type: none"> We were able to correlate individual growth on successive ANet tests with success on MCAS. <p>2012-2013: In Grades 2-6, an average of 80% of students scored 70 or higher on interim assessments provided by The Achievement Network; the exception was grade 3 which did not, as a class, break 60 on average for the year. 100% of 2nd graders score 84 or higher on every interim.</p> <p>2013-2014: In Grades 2-7, an average of 55% of students scored 60 or higher on interim assessments provide by the Achievement Network.</p> <ul style="list-style-type: none"> We are closely examining this data and its possible relationship to the implementation of the PARCC and/or its relation to our expansion this year. <p><u>ELA</u></p> <p>2011-2012: In Grades 2, 4, 5, and 6, an average of 74.7% of students scored 60 or higher on interim assessments provided by The Achievement Network. 92% of 2nd graders scored 60 or higher on every interim.</p> <p>2012-2013: In Grades 2-6, an average of 68% of students scored 60 or higher on interim assessments provided by The Achievement Network.</p> <p>2013-2014: In Grades 2-7, an average of 63% of students scored 60 or higher on interim assessments provide by the Achievement Network.</p> <ul style="list-style-type: none"> We are closely examining this data and its possible relationship to the implementation of the PARCC and/or its relation to our expansion this year. <p>Note:</p> <ul style="list-style-type: none"> Interim assessments in math and ELA happened 5 times a year, both years, leading up to the MCAS testing in the spring, approximately every 6 weeks. ANet does not support the school with writing or writing scoring (see below in 6+1 Traits of Writing section). 	

Assessment Name: Fountas & Pinnell Benchmark Assessment System (reading)	Grades Assessed: K-6
Date Implemented: Fall 2006	
<p>In SY11, 92.2% of the students are EITHER at/above grade level (84.5%) OR below grade level but made at least a full year of progress.</p> <p>In SY12, in Grades 1 - 6, 95.1% of students are EITHER at or above grade level (91.8%) OR are below grade level but made at least a full year of progress.</p> <p>In SY 13, 90.7% of students grades K-6 read at grade level or above and /or have made one year's worth of growth. *</p> <p>In SY 14, 80% of students K-5 read at grade level or above and/or have made one year of growth. A disproportionate number of the students that did not make adequate progress were either new to our school, ELLs, or receiving special education services.</p>	

Assessment Name: 6+1 Traits of Writing	Grades Assessed: K-6
Estimated Implementation: Fall 2006	Date Discontinued: N/A
<p>In SY11, 78% of students earned a level of Proficient.</p> <p>In SY12, 81.3% of students earned a level of Proficient.</p> <p>In SY13, 80% or more of grades K–6 students reached proficient on internal writing assessments. The exact percentage is difficult to ascertain while we are in the midst of creating our writing rubric.*</p> <p>In SY14, 82% of students K-5 earned a level of Proficient or above. In 6th grade, 46% earned a level of Proficient or Above. All total, 76% of students K-6 are Proficient or Above in writing.*</p> <p>* In SY 2013-2014 we focused on the four types of writing put forth in the Common Core: opinion/argument, informative/explanatory, narrative, and poetry. Within these units, rubrics specific to the type of writing were used to make sure that students met the goals of the standards.</p>	

Assessment Name: ELL Assessments: ACCESS	Grades Assessed: K-7
Date Implemented: January 2014	
<p>Our ACCESS scores this year show that universally our students do well in the Speaking and Listening sections of the assessment. This can be attributed, we believe, to our insistence that– when able– students speak in complete sentences and engage in deep peer-to-peer feedback sessions regularly.</p> <p>A focus of the work this year in our Early Childhood program was how to best transition students out of their “silent period” with confidence and support. Vocabulary use, pre-speaking exercises, sentence frames, one-on-one support with teachers, and more, allowed these students to prepare to respond in a whole-class setting with confidence and ease.</p> <p>ELL students in grades K-7 scored, typically, higher in reading than in writing. This shows that students are strong in the productive domains that are easily assessed and academically rigorous. Our intent is to pinpoint how to bring the strengths these students have in reading to their writing through vocabulary buildings, strong ties to the CCS, and ensuring our expeditions offer rigorous opportunities for writing and revision.</p> <p>Additionally, students who are both ELL and have an educational plan in place need more specialized support and in SY15 we have hired new professionals to meet these needs and goals.</p>	

Appendix D: Organizational Chart

