

Annual Report 2006

“Making Minds Sing”



a public school for learning through music

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From the Chair of the Board

Dear Friends and Supporters,

Every year I look forward to writing this letter to our wonderful friends and supporters. I consider each one of you a part of the CLCS team, and we couldn't succeed without you.

As we do every year, we ended 2005-06 with a Spring Concert on the stage of the New England Conservatory's Jordan Hall. With the entire student body performing in this special concert, the audience at Jordan Hall was filled with family and friends who came to celebrate our children and our school. Each time I attend this end-of-year concert, the regular Friday morning assemblies or special performances such as the Kindergartener's rendition of Peter and the Wolf, I am always impressed with the poise and self-confidence that these children demonstrate. I am also impressed with the respect with which they treat each other. Whether the child performing is one of the school's most promising musicians, or one of our students with severe disabilities, the student audience listens quietly, respectfully and with total focus during any performance. The entire school community applauds every student's musical and performing achievements.

Although performance is an important aspect of CLCS, it is only one part of our core Learning Through Music curriculum. This year we have continued to focus on ways to help our students gain proficiency and demonstrate progress academically as well as musically—a central element of our commitment and accountability as a Charter Public School. Besides providing students with a foundation of musical literacy and strengthening the integration of music into the academic disciplines, new programs supporting literacy and math have been developed. Committees led by CLCS literacy and math specialists now enable teachers to identify problems collaboratively and to address them through creative teaching. Methods of assessing student progress have been improved and linked more closely to faculty professional development, student instruction and remedial work. CLCS' annual Reading Week has

continued, and teachers have started a Buddy Reading program matching younger students with older ones who read to them on a regular basis. Older students take this responsibility seriously, while the younger ones, who often bond with their mentors, gain experience in reading and listening.

Recognizing that parental involvement is key to a successful school, CLCS continues to support parents and to encourage them to get involved as partners in their children's education. Over the last year, CLCS welcomed three parents as full trustees. This important and long overdue step reflects the belief and commitment of the board to work toward a school community that reflects the racial and cultural diversity of the CLCS students and their families. Parents provide important support to the school. Over the last year, they have spearheaded the development of the school's new website (www.conservatorylab.org), have organized many community-building events, and have taken the lead in developing the school's technology plan. They also support the school through various fund-raising initiatives.

Finally, CLCS is a lab school and to this end, the school has collaborated with a number of prestigious organizations to conduct research and to share best practices. Two researchers from Tufts Center for Reading and Language Research are currently analyzing the effect of musical study on early pre-literacy skills among kindergarteners at CLCS. In addition, Project Zero at Harvard is partnering with CLCS in a professional-development initiative to link six charter public schools with six traditional district public schools to share best practices around group learning and other innovative teaching methods.

This is my last letter as Chairman of the Board. While I will remain an active Trustee, I have stepped down as Chair and Andy Snider has assumed the Chairmanship. The school is in good hands. Andy brings the kind of skills that the school needs now in its development. I have loved my time as Chair as I have had the privilege of working with a very special community of people: board members, financial supporters, parents, faculty and school leadership. Together we have taken an idea and transformed that idea into a thriving, successful school. Few people have that privilege. I look forward to continuing my involvement as the school evolves. Thank you all.

Katharine M. Pell
Past Chairman, Board of Trustees

July 24, 2006



CLCS
students and
parents
performing
violin on the
stage of
Jordan Hall,
Boston,
June 1, 2006

Executive Summary

The Conservatory Lab Charter School (CLCS) is a public school in the Brighton neighborhood of Boston serving, in 2005-06, 130 children in grades K-5 from throughout the city. The school was founded in 1998 on the premise that music can provide a universal language of learning for all children and hopes to test the conclusions of a growing body of research suggesting that enhanced achievement in reading, math, science and social studies can be correlated with the study of music and thorough learning of musical literacy. Students are selected in a random, open lottery without the expectation for either academic or musical ability. Currently, there are about 480 children on the CLCS waiting lists.

The CLCS encourages high levels of achievement across a curriculum that not only teaches traditional academic subjects as important, independent areas of study, but also fuses these subjects and social/emotional development with musical studies. Children explore math, language arts, science, and social studies through musical projects and lessons whenever such interdisciplinary study is natural and powerful. Teachers implement this instruction using the fundamental concepts that are shared between music and academic subjects to reinforce learning in all areas and to build *Learning Through Music* (LTM) lessons that explore and experiment with the many ways music stimulates and increases learning. Processes intrinsic to learning music – listening, questioning, creating, performing and reflecting – are used to enhance intellectual curiosity and the love of learning across all academic disciplines. Students study music daily as a core-curricular subject, and starting in grade one, study violin twice weekly. Music is infused daily and is integral to the school's culture.

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

Mission Statement

The CLCS Mission is *Making Minds Sing!*

CLCS's goal is to develop and utilize a new educational model called *Learning Through Music* (LTM).

- The LTM model views music as (1) a core, daily subject and (2) a powerful resource for learning across the curriculum.
- The school's mission is to use this innovative model to reach children from all backgrounds to help them achieve academic, creative and social success

Philosophy of Learning Through Music

The CLCS is committed to building an outstanding public elementary school to serve children from the City of Boston. The curriculum model at the CLCS has evolved into two distinctive but mutually-supportive strands: (1) teaching academic subjects in traditional, domain-based learning, and (2) integrating developmentally-appropriate learning activities with music into lesson plans and interdisciplinary projects wherever possible to enhance academic and musical learning. Curriculum planning includes internally-developed curricula for each grade by subject area, including music, which are aligned with the Massachusetts Curriculum Frameworks.

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

The second guiding principle is that of *shared fundamental concepts*. Teachers consciously plan and implement instruction that incorporates fundamental concepts shared between music and other

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

Music is not only integrated into academic lessons, but is also taught as a daily, core-curricular subject. The school is developing a comprehensive music program, teaching children to sing, move, play recorder, read and decode musical sound through solfège, and to compose. During 2005-06, the school has continued to emphasize the development of true musical literacy—the ability to read music silently and imagine the sound in one’s mind, much in the same way an educated person can read words silently. A growing body of research suggests that the development of multiple literacies reinforces one another. In other words, children who learn how to decode music symbols with ease quite frequently learn to be more fluent readers and to use numbers more capably and easily.

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

These core values and principles have contributed to a school culture that embraces student respect for one another, respect for the multiple abilities of children from administrators and teachers, and a highly supportive environment where maximum learning and achievement is essential. Teachers and students alike are expected to be learners, and teachers are committed to continuing their own professional development as they encourage children to become life-long learners.

The CLCS is also committed to building a curriculum model that can be widely disseminated to other public schools. Through a comprehensive process of developing this model in close alignment with the Massachusetts Curriculum Frameworks, the school is creating materials that are accessible to others and support these statewide curriculum requirements. In 2005-06, the CLCS Head of School and faculty presented the LTM curriculum model at the Massachusetts Charter Public School Association (MCPSA) Convention and for the faculty at the New England Conservatory Preparatory School.

The school was the recipient of a Massachusetts Department of Education Charter School Dissemination Grant in partnership with Project Zero from Harvard University and the MCPSA. This grant, which has brought together 6 charter schools and 6 district schools, will facilitate in sharing best practices of group learning in a project called “Making Learning Visible.” This project has culminated in a three-day summer institute, July, 2006. Additionally, Jonathan Rappaport, CLCS Head of School, will have a chapter published in a nationally distributed book entitled *Teaching Music in the Urban Classroom: A Guide to Survival, Success, and Reform*. His chapter is “Learning Through Music Creates Learning for Life,” and the book is expected to be published summer, 2006.

Finally, two researchers from the Tufts University’s Center for Reading and Language Research have been conducting a study in the school’s kindergarten this year regarding *Music and Pre-Reading Skills*. Hopefully the results of this study, due in late summer, 2006, will give an indication regarding any correlation between musical study and academic achievement. Interest has already been expressed in Japan and Germany to replicate this study in those countries.

External Assessment & Accountability

Two forms of external assessment are used at the CLCS: the Massachusetts Comprehensive Assessment System (MCAS) and, beginning in 2004/05, the Developmental Reading Assessment (DRA). The results of these assessments are fully reported in the Accountability Plan summary that follows below.

Massachusetts Comprehensive Assessment System

The MCAS is a state-mandated test designed to measure individual student achievement against a state standard. The MCAS is administered to grades 3, 4, and 5 each year. During 2005-06, the MCAS has expanded to include English Language Arts and Math for each of these grades, and social studies has been added to grade 5 in addition to the already existing grade 5 Science and Technology MCAS.

Developmental Reading Assessment

The DRA is a nationally-normed assessment used as an internal benchmark of student success. The DRA was instituted in 2004/05 on a trial basis in grades K-3. For 2005/06, the school has also administered the appropriate versions of this assessment in grades 4 and 5. This assessment was given three times during the year (September, February, June) and provided good internal data to help drive planning and instruction in reading. This data is reported comprehensively in the Accountability Plan summary that follows below.

Internal Assessments

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

Literacy Challenge Program

The Literacy Challenge Program is designed to identify and increase the literacy skills of those students performing in the lowest 10% of the school. In some cases the program also serves as a pre-referral process for special education. Classroom teachers refer students to the Literacy Challenge Program. Once referred, a team reviews a student by examining academic progress as indicated through portfolios, external assessments, and internal assessments in English language arts, math, and music. Children are then ranked by need and provided with appropriate services in reading, math, and music. Student placement is reviewed every six to ten weeks. At the end of each cycle, a child may be phased out of the program because he/she has made adequate and appropriate progress, returned for another cycle, or referred to special education. During 2005-06, extra math and literacy groups were developed for those children who were below grade level, with additional instruction offered by the Assistant Head of School, the Reading Specialist, and the Math Specialist.

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

No Child Left Behind Report Card

Please see the attached NCLB report card for more information on student performance at CLCS for 2005-2006 (which indicates MCAS results through 2005).

Accountability Plan

1. Is the academic program a success?

The academic program at CLCS has undergone a significant overhaul throughout the course of this year. There have been significant changes made to the English Language Arts and Math programs. In both cases many of the necessary change will be fully implemented in the coming academic year. The reading program has been formed into a cohesive whole, incorporating current comprehensive reading materials (*Houghton Mifflin*) with a *Guided Reading* approach. The school has developed a year-long assessment plan to track students' progress and their attainment of the fundamental skills needed to reach grade level reading.

CLCS adopted the Northwest Regional Educational Laboratory (NWREL) 6+1 Trait Analytic Writing Scoring Guide Rubric to score writing prompts and track students' progress in the six key areas of writing, including voice, ideas, organization, word choice, sentence fluency, conventions, plus presentations (optional).

After a close examination of the math program (*Investigations in Number, Data, and Space*), CLCS has carefully selected the essential components from it and combined them with other excellent materials (e.g. Kathy Richardson's *Developing Number Concepts*) to form a comprehensive math program that will help students develop the necessary fundamental skills in math. The predominant focus areas will be number sense, measurement, and data analysis, with problem solving as the core process of the curriculum. In math, too, there is now a year-long interim assessment plan in place.

The Conservatory Lab Charter School will use the following measures as standards of success and measures of accountability for 2004-2009.

Goal 1: All students will demonstrate progress in academic achievement.

- *100% of students will demonstrate progress in academic achievement, regardless of scores on tests, through analysis of portfolios, showing evidence of engagement, progress and/or achievement in all subject areas. This assessment will be completed by both teachers and external evaluators. The portfolio process is described in the CLCS Promotion Policy and the CLCS Family Handbook and has been revised for 2005-06.*

RESULTS for 2005-06: Through tracking student progress through the DRA, Writing Prompts, Testing Early Numeracy, Curriculum Based Management (Math) assessments, Gordon Primary Measures of Audiation (Music), portfolios, and Essential Skills Tests in music and violin, students across the school have demonstrated a year or more of growth.

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

- *The CLCS will meet or exceed state performance targets in English Language Arts, represented as CPI (Composite Proficiency Index) for the MCAS exams, for grades 3-4 in each year, 2006-7-8-9*

RESULTS for 2004-2005—the school's CPI was 65.2. Though below the target of 80.5, it is anticipated that many gains will occur in next year's scores following the full implementation of the revised reading program described above.

- *Grade 3 MCAS reading test: For the cohort of students who enter CLCS in or before September of 2nd grade, the following percentages will achieve a proficient score or higher for each of the following years: 2005, 35%; 2006, 48%; 2007, 60%; 2008, 70%; 2009 80%.*

RESULTS for 2005-06: CLCS is very close to meeting this goal with 33% of the cohort group achieving a proficient score on the grade 3 MCAS (since the school's sample is small—approximately 20 students—each student represents 5% of the whole.).

- *Grade 4 MCAS English Language Arts test: For the cohort of students who enter CLCS in or before September of 2nd grade, the following percentages will achieve a proficient score or higher for each of the following years: 2005, 25%; 2006, 40%; 2007, 55%; 2008, 68%; 2009 80%.*

RESULTS for 2005: 20% of our 4th grade students achieved a proficient score on English Language Arts MCAS, just 5% below the targeted goal. Since the school's sample is small (approximately 20 students) each student represents 5% of the whole. Therefore the 4th grade is quite close to reaching the goal of 25% proficiency.

- *Comparison to Boston Public Schools: Using the CPI, CLCS grades 3, 4, and MCAS scores will exceed those of Boston Public School students at the same grade levels.*

RESULTS for 2005: Our English Language Arts CPI score was 65.2 as compared to the Boston Public Schools' score which was 68.4. These are relatively equal though Boston slightly outsourced CLCS.

- *Developmental Reading Assessment (DRA): The school will track improvement through pre- and post-tests in each grade, with the goal of students reading on grade-level.*

RESULTS for 2005-06: The percentages of CLCS students who are reading at or above grade level are as follows:

Kindergarten:	100% of our students are at or above grade level
Grade 1:	43% of our students are at or above grade level
Grade 2:	83% of our students are at or above grade level
Grade 3:	82% of our students are at or above grade level
Grade 4:	63% of our students are at or above grade level
Grade 5:	62% of our students are at or above grade level

We have shown much success. Overall, a large percentage of our students are reading at or above grade level at the current time. Our new reading initiatives are expected to propel student achievement in 2006-07 well beyond their current levels.

- CLCS Writing Prompts: Internally-developed CLCS Writing Prompts are given four times yearly in all grades. Students will demonstrate grade-level proficiency on the CLCS writing prompts, which are linked to the CLCS promotion policy. The CLCS promotion policy is included in the CLCS Family Handbook and is posted on the CLCS website.

Writing samples were scored using the Northwest Regional Educational Laboratory (NWREL) 6+1 Trait Analytic Writing Scoring Guide Rubric. Those scored as “Developing” and almost at the “Competent” level were considered to be at “Just Below Grade Level.”

RESULTS for 2005-06:

	Below Grade Level	Just Below Grade Level	At Grade Level	Above Grade Level
Grade 2	48%	0%	39%	13%
Grade 3	71%	10%	19%	0%
Grade 4	59%	18%	5%	18%
Grade 5	14%	43%	21%	22%

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

- The CLCS will meet or exceed state performance targets in Mathematics, represented as CPI for the MCAS exams, for grade 4 in each year, 2006-7-8-9.*
- Grade 4 MCAS Mathematics test: For the cohort of students who enter CLCS in or before September of 2nd grade, the following percentages will achieve a proficient score or higher for each of the following years: 2005, 20%; 2006, 35%; 2007, 50%; 2008, 65%; 2009 80%.*

RESULTS for 2005: 13% of CLCS 4th-grade students achieved a proficient score on the Math MCAS, which falls short of the 20% goal. Note: the differential represents less than two students in the cohort sample.

- Comparison to Boston Public Schools: Using the Composite Proficiency Index, CLCS MCAS scores will exceed those of Boston Public School students at the same grade levels.*

RESULTS for 2004-05: The CLCS Math CPI score was 54.3 as compared to the Boston Public Schools’ score, which was 57. These are relatively equal though Boston slightly outscored CLCS. The state target is 68.7.

- CBM (Curriculum-Based Measurement). Students will be performing at grade level as monitored by administering this assessment in mathematics in each grade at least three times yearly.*

RESULTS for 2005-06:

	Below Grade Level	At Grade Level
Kindergarten	17%	83%
Grade 1	52%	48%
Grade 2	27%	73%
Grade 3	29%	71%
Grade 4	52%	48%
Grade 5	57%	43%

While CLCS has seen varying successes this past year, the school is greatly encouraged by the promising changes made recently to its academic program. These changes provide rigor, structure, and clarity necessary for all students to succeed.

Data will play an integral and continuing part of the instructional program. The school's new interim assessment system will carefully track student progress and will indicate those students who are struggling. The data generated will likewise inform staff regarding any further instruction that is needed.

The school looks forward to the coming years with high expectations. This newly solidified program will bring the necessary changes to allow for all CLCS students to succeed.

Goal 4: CLCS students will demonstrate mastery of content and skills in History and Social Sciences, as outlined in the Massachusetts state curriculum frameworks.

- *Internal unit assessments accompanied by rubrics will demonstrate achievement sufficient to progress to the next grade, using CLCS guidelines for promotion. The CLCS promotion policy is included in the CLCS Family Handbook and is posted on the CLCS website.*

RESULTS for 2005:06: The CLCS units are currently undergoing revision and this area of the accountability plan will be fully implemented in 2006-07, with results announced for the 2007 Annual Report.

Goal 5: CLCS students will demonstrate mastery of content and skills in Science and Technology, as outlined in the Massachusetts state curriculum frameworks.

- *Internal unit assessments accompanied by rubrics will demonstrate achievement sufficient to progress to the next grade, using CLCS guidelines for promotion. The CLCS promotion policy is included in the CLCS Family Handbook and will be posted on the CLCS website.*

RESULTS for 2005:06: The CLCS units are currently undergoing revision and this area of the accountability plan will be fully implemented in 2006-07, with results announced for the 2007 Annual Report. However, the 2005 Grade 5 Science and Technology MCAS results for the CLCS are significantly higher than the Boston Public Schools. CLCS had 35% of its students at the proficient or advanced level, compared with Boston Public Schools at 17%. In converse, CLCS had 18% in the "warning" category compared to BPS 36%.

Goal 6: CLCS students will demonstrate mastery of content and skills in general music and violin, as outlined in the CLCS Scopes and Sequences for those subject areas.

- *Essential Skills Tests in music: 80% of all students who enter CLCS in or before September of 2nd grade will achieve a secure or mastery score based upon internally-developed rubrics at the end of each school year for each grade, K-5. The essential skills tests are internally developed tests by the CLCS Music Faculty and the Learning Through Music Coordinator.*

RESULTS for 2005-06: Children are consistently achieving proficient (3) or mastery (4) levels at rates of 80% annually based upon a 4-point rubric. The few children who are below the 3-point level are just slightly under, such as 2.75.

- *The Gordon Primary Measures of Music Audiation are given twice yearly to assess rhythmic and melodic audiation skills. These tests are primarily used as a diagnostic tool and for research purposes.*

RESULTS for 2005-06: It is interesting to note that all CLCS students consistently score well above the 50%tile level. For example, this year's Grade 2 ranged from one student at 46%tile, the next lowest score was 66%tile, and the remaining 21 students ranged from 70%tile to 100%tile, with 14 children scoring at 90%tile or higher. This is a clear indication that the CLCS music program is producing impressive results in music "audiation" (or inner hearing) for listening and differentiation skills of both pitch and rhythm.

- *Violin benchmark levels: 80% of all CLCS students who enter the CLCS in or before September of 1st grade will achieve a score of 70% or higher at the end of each school year in the appropriate level for that child.*

RESULTS for 2005-06: CLCS is well beyond this benchmark goal, with 92% of all children (both cohort and non-cohort) scoring over 70% on the Violin ESTs, and 87% scoring over 80%.

2. Is the school a viable organization?

Goal 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.

- *Maintain current sound fiscal policy that has resulted in a balanced budget and receiving an unqualified audit each year of operation. The Finance and Audit Committee of the Board of Trustees reviews financial statements on a monthly basis and provides strong oversight of this function of the school's operations.*
- *Continue the strategic planning process that focuses on development, financial planning, and academic and musical achievement to build financial stability and academic excellence for the school. The strategic planning process began on January 22, 2005, and will continue through to June, 2006. Goals include both effective ongoing financial management structures and the creation of endowment or cash reserve funds to support the school.*
- *Submit annual reports and audits as required.*
- *Build a strong system of external support to help meet the financial needs of the school. The school is currently in the middle of a five-year capital campaign of \$3 million to be raised by June, 2007.*

RESULTS for 2005-06: The school has received an unqualified audit each year of operation. The Board and school community had a second strategic planning retreat in September, 2005, which more clearly focused on three major areas of emphasis to be (1) improving academic achievement, (2) the further development of the school's unique learning through music program, and (3) building community. The school has made significant progress throughout this year in laying the foundation for success in all three areas in the upcoming school year and beyond. The school's foundation received several significant challenge matching grants during this year, including a \$100,000 pledge for an endowment fund that must be matched by another \$100,000 during future years. This year also saw a dramatic increase in foundation support for the school, with major grants helping strategic planning, learning through music curriculum development, purchase of violins, and for operations.

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

- *Enrollment goals, defined as 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.*

RESULTS for 2005-06: The school has operated below full enrollment for the past school year, ending the school year at 130 students instead of the enrollment goal of 132. More fifth graders than anticipated transferred to schools that begin in the fifth grade. New policies have been put into place to better track student transfer and withdrawal, and it is expected that we will begin the school year fully enrolled.

Waitlists account for far more than the required 75% of students in the student body. After our March 2006 Lottery, over 480 children were on the waitlist.

Goal 3: The CLCS will establish a strong management structure.

- *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.*
- *The CLCS Board of Trustees will continue its practice of oversight for all aspects of the school, including maintaining active Board subcommittees for Finance and Audit, Education, Governance, Development, and Research/Replication.*

RESULTS for 2005-06: During the past year, the CLCS Board of Trustees has invited three current CLCS parents to join the Board as full Trustees, adding a new and important dimension to the school's governance. The board membership represents a broad range of skills, from professional educators, musicians, lawyers, business experts and leaders, and community volunteers. This year the school continued with the following ongoing committees: Executive, Finance and Audit, Education, Governance, and Development. Towards the end of the school year, the school adopted new research protocols and a Research Committee has been formed.

3. Is the school faithful to the terms of its charter?

Goal 1: The CLCS will enable academic achievement for all students in the context of the continuous and comprehensive study of music.

- *All students will show progress through assessment of musical skills as demonstrated on internal Essential Skills Tests and The Gordon Primary Measures of Music Audiation.*
- *All students will show progress through assessment of violin skills as demonstrated on internal Essential Skills Tests and Progress through the 11 Violin level checklists.*
- *All students will show progress in music through exemplary student work samples with attached rubrics from music portfolios.*
- *All students will show progress in all core subject areas through interdisciplinary learning between music and reading, writing, mathematics, science, and social studies.*

RESULTS for 2005-06: The results of the Essential Skills Tests and the Gordon Audiation assessments have been reported above.

The Violin level checklists have been condensed into 6 comprehensive levels from the previous 11.

Violin portfolios this year have been digitalized so that the school maintains sound recordings of each child's violin progress and level by the end of the year. Results of the violin Essential Skills Tests have been reported above in section I of the Accountability Plan.

The school has totally revised and adopted new curricula for both general music and violin.

For this current school year, CLCS re-created the position of *Learning Through Music Coordinator* in order to fully implement interdisciplinary lessons, revise existing lessons and units, and to create new lessons and units. The LTM Coordinator met this year with grade level teams weekly. Each team consisted of the LTM Coordinator, the grade-level classroom teacher, the corresponding general music teacher. These teams co-planned interdisciplinary lessons which were then co-taught on average of twice weekly by the classroom and music teachers. The LTM Coordinator also observed many of these lessons for feedback and further discussion as to how the lessons and units could be strengthened or revised. Teachers report that these lessons added significantly to student knowledge, comprehension, retention, and engagement in learning.

Goal 2: The CLCS will assess and evaluate its program for potential dissemination and duplication in other schools. The impact of comprehensive music study will be evaluated and the findings will be disseminated through collaborations, conference presentations, dissemination grant applications, and scholarly articles and publications. Lessons learned from such evaluations may include the following:

- *Evidence of learning transfer will be drawn from student portfolio work on Academic Enhancement Lessons with attached rubrics.*
- *Evidence of learning transfer will be drawn from portfolio exemplary student work on Thematic Interdisciplinary Project lessons with attached rubrics.*
- *Evidence of learning transfer will be drawn from documentation of social/emotional development using data from report cards, the music listening program, and behavioral information.*

RESULTS for 2005-06: Detailed information regarding the dissemination of CLCS programs has been addressed in the Executive Summary above. Additionally, CLCS has collected a great deal of the data required for the analysis of learning outcomes, and will begin to address these areas during the next two years.

Goal 3: Development of a model Learning Through Music program.

- *The Conservatory Lab Charter School will develop descriptive statistics that define the parameters and quality of the Learning Through Music program. As such, the School will foster collaborations between the School and educational researchers to scientifically validate the effects of the LTM program. Such research will lead to the dissemination of the LTM program and then to replicating LTM to other locations both locally and nationally.*

RESULTS: During this year, the CLCS Board of Trustees adopted a *Research Protocol* for assessing research proposals by outside agencies. This Protocol requires the formation of a Research Committee comprised of faculty, parents, administration, and board. This committee was recently formed. One of its first tasks will be to formulate questions that the CLCS is intensely interested in investigating in order to communicate our research needs more clearly to the research community. This will happen during the beginning of the 2006-07 school year.

Partnerships

In 2005-06, the CLCS has continued existing partnerships as well as developed new ones. First, the long-standing relationship with the New England Conservatory continued on several levels. NEC provided its facilities in June for the annual CLCS student spring concert. The NEC Performance Outreach Office provided several outstanding performances, held at CLCS, by NEC student performers. The two institutions also partnered for sponsoring the Kodály Music Institute, held each July at NEC, for music teachers and school-age choral students. One CLCS music teacher attended KMI, and ten (10) CLCS students participated in the Vocal Vacation children's choral camp division of KMI. This institute has been partially funded by the MA DOE content institute funds since 1999.

A new collaboration was begun with Boston University music education department. A highlight of this program was the placement of eight BU music education college students as interns during 10 Friday mornings, spring semester, 2006. They were placed in academic classes to observe how elementary students learn throughout the day while providing assistance to the teachers.

CLCS welcomed visitors from numerous universities and public schools during the year, including Boston University School of Music, Boston Conservatory, Tufts University, Berklee College of Music, Northeastern University, New England Conservatory, Project Zero of Harvard University, Harvard Business School, Longy School of Music, and several cultural organizations such as Greater Boston Youth Symphony Orchestras, Revels, Planned Parenthood, and the Combined Jewish Philanthropies.

As previously mentioned, two researchers from the Tufts University's Center for Reading and Language Research have been conducting a study in the school's kindergarten this year regarding Music and Pre-Reading Skills.



Grade 4 CLCS students performing Morris Dance at Jordan Hall, Boston
June, 2006

Staff & Student Data

Staff

- *Total administrative staff:* 6 full-time and 4 part-time (equivalent of 2.3 positions) for a total of 8.3 FTE
- *Experience:* 149.5 years combined total all administrative staff members
- *CLCS administrative years of service at the CLCS:* 21 years combined
- *Total teaching staff:* 16 full-time and 8 part-time faculty (equivalent of 4.1 positions) for a total of 20.1; 17.6 teachers; 2.5 paraprofessionals; highly qualified: 20.1 FTE teachers and paraprofessionals
- *Experience:* 131.5 years combined total all teachers, 13 years paraprofessionals
- *Student to teacher ratio:* 6.5 students:1 adult educator
- *CLCS teacher years of service at the CLCS:* 54 years combined
- *Turnover at the end of the year:* Two lead teachers (one on maternity leave will be returning; other teacher relocating), Math specialist and Reading specialist (both relocating), 1 paraprofessional (career change); 1 part-time violin teacher (relocating). One music position eliminated for next year.

Student Information

- 130 students – grades Kindergarten through 5
- 47 (36%) African American, 43 (33%) Latino, 26 (20%) Caucasian, 10 (8%) Asian American, 4 (3%) Native American
- 65 (50%) Female, 65 (50%) Male
- 95 (73%) qualify for federal free and reduced lunch programs
- *Special Education:* 28 (22%) of total; 14 (10.76%) 502.2; 14 (10.76%) 504
- *Limited English Proficiency:* 22 (16.9%)
- *Linguistic Minorities:* 49 (37.7%)

Promotion Policy

It should be noted that the promotion policy, beginning in September of 2005, has been totally revised and strengthened to include higher expectations of student learning outcomes and achievement in all subjects.

Promotion from one grade level to the next and graduation from grade 5 depends upon meeting the following factors in all CLCS subjects. The CLCS reserves the right to retain students who fail to meet one or more of the following criteria:

- (1) Grade K: Performance on report card of 2+ or higher (on a 4-point rubric) in the areas of social values and work habits, indicating that minimum CLCS standards have been met.
- (2) Grades K-5: Performance on report card of 2+ or higher (on a 4-point rubric) in the areas of reading, writing, math, music, violin (grades 1-5 only), indicating that minimum CLCS academic standards have been met. For students who enter the CLCS after grade one, students are expected to reach the appropriate grade-level benchmarks on violin by the end of their third year attending the school.
- (3) Grades 3-5: Performance on report card of 2+ or higher (on a 4-point rubric) in the area of history & social sciences, and science & technology, indicating that minimum CLCS academic standards have been met.

Family Responsibilities for At-Risk Students:

November and January Marking Periods: If a student is judged to be “at risk” for meeting promotion requirements, the student’s parents/guardians shall be so notified in the November Progress Report or the January Report Card. Parents/guardians will have a mandatory family/teacher conference to develop a plan that will provide academic support to the student, including, for example, in-school tutoring and supplementary homework.

April Marking Period: The April Progress Report will indicate to parents/guardians if a student is still or newly at-risk, as judged by classroom work and assessments. At that time, parents/guardians will be advised that the student is still not performing at grade level. The academic support plan will be reviewed (or implemented, if the student is newly identified) with the parents/guardians at a mandatory meeting. It is important to make every effort to help students achieve promotion.

June Marking Period: In June, a final promotion decision will be made after final assessments are administered. The CLCS Assistant Head of School, in consultation with the student's teachers, will make final decisions on promotion, with input from academic tutors, specialists, other administrators, and parents. Every effort to help students achieve promotion is made; students who need to repeat a year should only repeat once if possible.

Students on an Individualized Education or Section 504 Plan: Students with disabilities are expected to meet promotion and graduation requirements as stated above, unless there are alternative learning benchmarks stated in the student's Individualized Education Plan (IEP) or Section 504 Plan which vary from the CLCS grade-level benchmarks. The Plan will state the expected requirements and the school's strategies for meeting promotion goals. It will also describe any special conditions or accommodations by which the student will take MCAS tests, standardized tests, Essential Skills Tests, and alternative classroom tests and assignments.

Student Turnover Data

Students who left during summer: 18 total
8 enrolled in middle schools starting in the 5th grade
10 changed schools
Students who left during school year: 6 total
2 moved, 4 switched schools

Suspensions/Expulsions

In-school: 1; *Out-of-school:* 4; no expulsions

Number of instructional days: 180
Number of faculty professional development days (additional to the normal instructional days): 10, plus 16 half days

Charter Amendment Approvals

On August 1, 2005, the CLCS submitted a charter amendment request to expand the school to grade 6 for the 2007-08 school year. The Board of Education approved this request in October, 2005.

Board of Trustees Major Policy Decisions

In April 2006, the CLCS Board of Trustees voted to expand the school day by 45 minutes. This charter amendment was filed with the MA Department of Education in June, 2006, and was approved in July, 2006.

In June 2006, the CLCS Board of trustees voted to restructure the school's administration from Head of School and Assistant Head of School, to Executive Director and Principal, with both administrators reporting directly to the Board of Trustees.

The Board of Trustees received no official complaints.

2006/07 Applications and Lottery

Neighborhood	K	1	2	3	4	5
Allston	6	3	0	0	0	0
Boston	10	8	1	3	1	0
Brighton	13	0	0	0	0	0
Dorchester	21	6	6	5	1	1
East Boston	2	0	1	0	0	0
Hyde Park	6	2	2	0	2	0
Jamaica Plain	6	0	1	0	3	0
Mattapan	3	1	2	0	1	0
Roslindale	7	0	1	0	0	0
Roxbury	2	0	1	0	2	0
South Boston	1	1	0	0	0	0
West Roxbury	2	0	0	1	0	0
Grade Totals	79	21	15	9	10	1
Boston Total	135					
<i>Out of Boston</i>						
Chestnut Hill	1	0	0	0	0	0
Randolph	0	1	0	0	0	0
Out of Boston Total	2					
Sibling Applications	6					
GRAND TOTAL	137					

Openings for lottery: 16

Ratio of applications to openings: 8.56:1

After the lottery, there were 482 students on the wait list: 62 Kindergarten; 69 first grade; 145 second grade; 67 third grade; 47 fourth grade; 92 fifth grade.

CLCS
Percussion
Ensemble at
Jordan Hall,
Boston
June, 2006



Finances

Balance Sheet

<i>Assets</i>	
Cash	371,142
Grants and other receivables	1,097
Fixed assets	73,512
Total assets	445,751
<i>Liabilities</i>	
Accounts payable	50,502
Accrued expenses	-
Accrued payroll	75,443
Payroll taxes accrued and withheld	7,080
Temporary advances	50,000
Total liabilities	183,025
<i>Fund Equity</i>	
Fund balances:	
Undesignated	262,726
Total fund equity	262,726
Total liabilities and fund equity	445,751

** unaudited statement due to Annual Report deadline

Financial Statement of Revenue and Expenditures

Revenue

Per pupil income	1,318,948
Federal/State meal reimbursement	59,682
Medicaid Reimbursement	19,391
Federal grants	84,669
State grants	107,152
Fundraising	363,390
Interest earned	267
Parent reimbursements (meals etc)	13,581
Total Revenue	1,967,080

Expenditures

Instructional staff	914,997
Administrative staff	412,965
Payroll taxes	54,314
Benefits	82,765
Non-salary compensation	53,535
Subtotal - Staff	1,518,576
Rent/mortgage/utilities	186,095
Maintenance	31,618
Insurance	6,899
Subtotal - Occupancy	224,612
Classroom materials/supplies	27,024
Classroom technology/activities	9,554
Music/art equipment & supplies	11,641
Subtotal - Educational Materials	48,219
Business services	25,118
Marketing	13,034
Staff recruiting	3,524
Office supplies/technology	24,464
Program and staff development	16,859
Food service	74,423
Subtotal - Support Services	157,422
Total Expenditures	1,948,829

** unaudited statement due to Annual Report deadline

Approved Budget FY 07

Revenue

Federal source	163,000
State source	1,520,000
Fundraising	318,000
Other revenue	32,000
Total Revenue	2,033,000

Expenditures

<u>Salaries</u>	
Classroom Teachers	365,000
Music Teachers	202,000
Specialist Teachers	355,000
Administration	474,000
Subtotal - Salaries	1,396,000
Taxes and Benefits	163,000
Total Compensation	1,559,000
Facilities	224,000
Admin Non-Salary	128,000
Other	123,000
Total Expenditures	2,034,000
Net Income	-1,000

Board of Trustees

Katharine M. Pell

Chair
Oversight of all Board committees
Tenure: Sept. 1998

Stephanie B. Perrin

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

Andrew Snider

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

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

Betty Allen

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

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Tenure: May 2006

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Co-Chair, Development Committee
Tenure: Dec. 2004

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

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

Mark Churchill

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

Anna L. Davol

Retired physician
Governance Committee
Education Committee
Tenure: Jan. 1999

Robert Grinberg

Consultant
Finance Committee
Marketing Committee
Tenure: June 2003

Gary Gut

Co-Chair, Development Committee
Education Committee
Tenure: Feb. 2002

Ronald E. Gwiazda

Educational Consultant
Education Committee
Tenure: Sept. 1998

Toni Jackson

Education Committee
Tenure: June 2005

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Lawyer, Kirkpatrick & Lockhart Nicholson
Graham LLP
Development Committee
Tenure: June 2005

Kim Marshall

Consultant, New Leaders for New
Schools
Co-Chair, Education Committee
Tenure: Oct. 2003

Danna Mauch

Researcher, Abt Associates, Inc.
Development Committee
Tenure: June 2005

Staverne Miller

Family Resource Supervisor, Boston
Dept. of Social Services
Education Committee
Tenure: Sept. 2005

Sharyn Hiter Neble

Development Committee
Finance Committee
Tenure: April 2001

Jonathan C. Rappaport, ex officio

Head of School

Anne W. Snyder

Former Teacher Training Course Director,
Shady Hill School
Education Committee
Tenure: May 2005

Parent Representatives

Lisa Flanagan, Eva Katz

Teacher Representatives

**Solen Artug
Katherine Hakim
Masami Stampf
Janice Wood**

Advisory Board

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Individuals

\$10,000 and up

Molly and William Booth
Susan M. Halby
Anthony and Katharine M. Pell
Joan Smith
Joan and Henry Wheeler

\$5,000 – 9,999

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Anna and Peter Davol
John Deshazo and Jake Karger
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Jane Manopoli and Robert
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Patricia and David B. Maddox
Ruth and Lovett C. Peters
Tracey and Demetrius Quarles
Robert Radloff and Ann Beha
Rick Teller and Kathleen Rogers

\$100 – 499

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Laura and Walter Von Bosau
Zhi Wan and Xiansi Zhao
Stephanie and Jonathan Warburg

Newbury Comics
New England Aquarium
New England Conservatory of Music
Wainwright Bank

The Conservatory Lab Charter School would like to thank the following organizations and their funders for providing CLCS students and staff scholarship money to participate in their programs:

- The Boston Children's Choir
- The Kodály Music Institute at New England Conservatory
- Project STEP
- Preparatory School of the New England Conservatory
- Vocal Vacation at New England Conservatory

Thank you, CLCS Family!

At the Conservatory Lab Charter School, children from all over the city of Boston come together to study academics and music in a creative environment that helps each one of them to learn. Coming from diverse backgrounds, the students and their families form a strong school community that enriches CLCS' classrooms. The Parent and Family Organization provides an important network for families and supports CLCS by hosting a book fair, raising funds and organizing community-building events each year.

The CLCS community also benefits from a skilled faculty and staff that work very hard to provide students with the educational tools and guidance they need. They are supported by a strongly committed Board of Trustees that volunteers their time and expertise to help the school and its students to flourish. Contributions made by generous individuals, foundations and corporations each year enable the school to continue developing the *Learning Through Music* curriculum and offering students a solid academic and musical education.

We wish to thank each member of the CLCS community that has helped the school to become a place where young minds can learn, thrive and sing.

Thank you for helping us to *make minds sing!*

Volunteers and Visiting Artists

The talented group of volunteers listed below devoted their time and energy to helping students learn, and we cannot thank them enough.

- Kim Marshall
- Christina Patterson
- Tanya Maggi, New England Conservatory Outreach Coordinator
- NEC Outreach performers:
 - NEC Touring Opera; "Senor Deluso"
 - Eliot Gattegno, saxophonist
 - NEC Jazz Quartet
- Boston Police Department
- Vox Lucens (early music a cappella singing group)
- Afro-Caribbean Percussionist Duo, Steve Leicach and Jay Cook (Brattleboro VT)
- Dave Carrol, guitarist and singer (Boston University intern)
- Alhaji Dolsi-Naa Abubakari Lunna, Ghanaian drummer (Tufts University), with CLCS staff member Leigh Creighton
- Manny Singer

CLCS Staff

Jonathan Rappaport
Head of School

Mark Jacobson
Assistant Head of School

Annie Sevelius
Dean of Students

Masami Stampf
Learning Through Music
Coordinator

Leigh Creighton
Director of Development

Rosalie Stone
Business Manager

Rebecca Johnson
Executive Assistant

Odalis Fox
Administrative Assistant

Rosemary DePaola
Nurse

Joshua Jade
After-School Coordinator

Kindergarten
Althea Dias, Lead
Shalem Kaufer, Associate

First Grade
Kelly Timmons, Lead
Michelle Cooper, Associate

Second Grade
Margaret Dunn

Third Grade
Miriam Steinberg

Fourth Grade
Sara Hazel

Grade Five
Linda Wilson

Music K-2
Katherine Hakim

Music 3-5
Victoria Cope

Violin
Masami Stampf
Deborah Greenebaum
Mona Rashad
Kristy Foye

Reading Specialist
Kelly Tulisiak

Math Specialist
Solen Artug

ESL
Sasha Yin

Special Education
Erika Yoshida, Co-Coord./Teacher
Janice Wood, Co-Coord./Teacher
Noreen Marden, Paraprofessional
Caitlin Duffy, Paraprofessional
Joshua Jade, Paraprofessional

Psychologist
Susan Baceski

Social Worker
Craig Keefe

**Speech and Language
Pathologist**
Kristin Mansfield

Occupational Therapy
Eleanor Meyer

Late-Day Teacher
Joshua Jade

Physical Education
Veronica Carney

Addendum: NCLB Report Card

2005-06 District Report Card - Conservatory Lab Charter (District)

Conservatory Lab Charter (District) (04390000)

Jonathan C Rappaport, Charter School Leader

Mailing Address: 25 Arlington Street

Brighton, MA 02135

Phone: (617) 254-8904

FAX: (617) 254-8909

Website: <http://www.conservatorylab.org>

Overview:

This report card contains information required by the federal No Child Left Behind Act for our district and its schools including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

The Conservatory Lab Charter School will engage all children by using the "Learning Through Music" Curriculum model to ensure every child's academic, creative, and social success, as validated by qualitative and quantitative measures.

Enrollment - 2005-06			Teacher Data (2005-06)		
	District	State		District	State
Total Count	127	N/A	Total # of Teachers	17	N/A
Race/Ethnicity (%)			% of Teachers Licensed in Teaching Assignment		
African American	35.4	N/A	Total # of Teachers in Core Academic Areas	16	N/A
Asian	5.5	N/A	% of Core Academic Teachers Identified as Highly Qualified		
Hispanic	33.1	N/A	Student/Teacher Ratio	- to 1	N/A
Native American	0.8	N/A	Additional Teacher Information The Conservatory Lab Charter School has a professional staff of 30 administrators, teachers, specialists, associate teachers, and special education paraprofessionals. 24 staff members have master's or higher degrees (80%) and have a cumulative experience of 245 years in the profession.		
White	19.7	N/A			
Native Hawaiian, Pacific Islander	0.8	N/A	Web Resources Massachusetts Department of Education: http://www.doe.mass.edu/		
Multi-Race	4.7	N/A	School and District Profiles: http://profiles.doe.mass.edu/?orgcode=04390000		
Gender (%)			Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycle1Vmid/		
Male	49.6	N/A	Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/		
Female	50.4	N/A			
Selected Populations (%)					
Limited English Proficiency	17.3	N/A			
Low-income	73.2	N/A			
Special Education	11.0	N/A			
First Language Not English	38.6	N/A			
Migrant	0.0	N/A			
Grades Offered: K, 01, 02, 03, 04, 05					

**2005-06 District Report Card - Conservatory Lab Charter (District)
GRADE LEVEL 3 – READING**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	18	78	NA	39	50	11
DISABLED	3	13	NA	-	-	-
LIMITED ENGLISH PROFICIENT	2	9	NA	-	-	-
GENDER						
FEMALE	16	70	NA	31	38	31
MALE	7	30	NA	-	-	-
RACE/ETHNICITY						
AFRICAN-AMERICAN	6	26	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	1	4	NA	-	-	-
HISPANIC	10	43	NA	10	30	60
NATIVE AMERICAN	1	4	NA	-	-	-
WHITE	5	22	NA	-	-	-
LOW INCOME	19	83	NA	16	47	37
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
ALL STUDENT						
2005	23	100	NA	30	39	30
2004	21	100	NA	19	71	10
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

Grade 3 READING
% Compared to Boston and State

	CLCS			BOSTON			STATE		
	P	NI	W	P	NI	W	P	NI	W
2001	50	50	0	30	50	19	62	31	7
2002	79	16	5	35	48	17	67	27	6
2003	48	19	33	32	47	21	63	31	6
2004	18	73	9	35	46	18	63	30	7
2005	30	39	30	31	48	21	62	31	7

P = Proficient NI = Needs Improvement W = Warning

**2005-06 District Report Card - Conservatory Lab Charter (District)
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	13	57	0	38	46	15
DISABLED	10	43	0	10	60	30
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	9	39	-	-	-	-
MALE	13	57	0	23	46	31
RACE/ETHNICITY						
AFRICAN-AMERICAN	10	43	0	10	50	40
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	5	22	-	-	-	-
NATIVE AMERICAN	1	4	-	-	-	-
WHITE	7	30	-	-	-	-
LOW INCOME	15	65	0	20	53	27
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
ALL STUDENT						
2005	23	100	0	26	52	22
2004	21	100	0	29	52	19
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

**Grade 4 English Language Arts
% Compared to Boston and State**

	CLCS				BOSTON				STATE			
	A	P	NI	W	A	P	NI	W	A	P	NI	W
2002	0	21	63	16	2	22	49	26	8	46	37	10
2003	0	37	47	16	3	24	45	28	10	46	34	9
2004	0	29	52	19	4	26	46	23	11	45	35	10
2005	0	22	57	22	3	22	48	27	10	40	40	11

A = Advanced P = Proficient NI = Needs Improvement W = Warning

**2005-06 District Report Card - Conservatory Lab Charter (District)
GRADE LEVEL 4 – MATHEMATICS**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	13	57	8	15	46	31
DISABLED	10	43	0	0	60	40
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	9	39	-	-	-	-
MALE	13	57	0	15	46	38
RACE/ETHNICITY						
AFRICAN-AMERICAN	10	43	0	0	40	60
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	5	22	-	-	-	-
NATIVE AMERICAN	1	4	-	-	-	-
WHITE	7	30	-	-	-	-
LOW INCOME	15	65	0	0	53	47
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
ALL STUDENT						
2005	23	100	4	9	52	35
2004	21	100	0	14	67	19
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

Grade 4 MATH
% Compared Boston and State

	CLCS				BOSTON				STATE			
	A	P	NI	W	A	P	NI	W	A	P	NI	W
2002	5	0	37	58	3	12	40	45	12	27	42	19
2003	16	11	58	16	4	12	46	38	12	28	44	16
2004	0	14	67	19	6	16	48	30	14	28	44	14
2005	4	9	52	35	5	16	47	32	14	26	44	15

A = Advanced P = Proficient NI = Needs Improvement W = Warning

**2005-06 District Report Card - Conservatory Lab Charter (District)
GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	10	59	10	50	40	0
DISABLED	4	24	-	-	-	-
LIMITED ENGLISH PROFICIENT	3	18	-	-	-	-
GENDER						
FEMALE	9	53	-	-	-	-
MALE	8	47	-	-	-	-
RACE/ETHNICITY						
AFRICAN-AMERICAN	9	53	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	5	29	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	3	18	-	-	-	-
LOW INCOME	10	59	0	0	70	30
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
ALL STUDENT						
2005	17	100	6	29	47	18
2004	16	100	13	6	56	25
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

Grade 5 SCIENCE
% Compared to Boston and State

	CLCS				BOSTON				STATE			
	A	P	NI	W	A	P	NI	W	A	P	NI	W
2003	6	0	47	47	4	13	41	42	19	33	34	14
2004	13	6	56	25	5	17	42	36	20	35	33	13
2005	6	29	47	18	3	14	47	36	16	35	38	12

A = Advanced P = Proficient NI = Needs Improvement W = Warning

**2005-06 District Report Card - Conservatory Lab Charter (District)
2005 Adequate Yearly Progress (AYP) Report**

ENGLISH LANGUAGE ARTS														
Student Group	2005				Mid-Cycle IV (2005) Data					2005				AYP 2005
	Participation				Performance		Improvement			Attendance				
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target		
Aggregate	46	46	100	Yes	46	65.2	No	-3.7	No	94.6	0.9	Yes	No	
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-	-	
Spec. Ed.	10	10	-	-	10	-	-	-	-	-	-	-	-	
Low Income	34	34	-	-	34	60.3	-	-	-	94.8	1.5	-	-	
Afr. Amer./Black	16	16	-	-	16	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	15	15	-	-	15	-	-	-	-	-	-	-	-	
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	
White	12	12	-	-	12	-	-	-	-	-	-	-	-	

MATHEMATICS														
Student Group	2005				Mid-Cycle IV (2005) Data					2005				AYP 2005
	Participation				Performance		Improvement			Attendance				
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target		
Aggregate	23	23	100	Yes	23	54.3	No	-8.8	No	94.6	0.9	Yes	No	
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	
Spec. Ed.	7	-	-	-	-	-	-	-	-	-	-	-	-	
Low Income	15	15	-	-	15	-	-	-	-	-	-	-	-	
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	5	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	
White	7	-	-	-	-	-	-	-	-	-	-	-	-	

Adequate Yearly Progress History									Accountability Status							
		1999	2000	2001	2002	2003	2004	2005								
ELA	Aggregate	N/A	N/A	N/A	N/A	No	No	No	Identified for Improvement							
	All subgroups	N/A	N/A	N/A	N/A	No	N/A	N/A								
MATH	Aggregate	N/A	N/A	N/A	N/A	N/A	Yes	No	No Status							
	All subgroups	N/A	N/A	N/A	N/A	N/A	N/A	N/A								

Schools Identified for Improvement Conservatory Lab Charter (District) Public Schools																
School	English Language Arts								Mathematics							
	1999	2000	2001	2002	2003	2004	2005	Status	1999	2000	2001	2002	2003	2004	2005	Status
Conservatory Lab Charter School	N/A	N/A	N/A	N/A	No	No	No	II-A	N/A	N/A	N/A	N/A	N/A	Yes	No	



CONSERVATORY LAB
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