

CONSERVATORY LAB
CHARTER SCHOOL

Annual Report 2008

“Making Minds Sing”



A public school for learning through music

25 Arlington Street
Brighton, MA 02135
T: 617-254-8904
F: 617-254-8909
office@conservatorylab.org
www.conservatorylab.org

Table of Contents

From the Chairman of the Board	3
Introductory Description	4
Philosophy of Learning Through Music	4
Assessment and Accountability	5
Accountability Plan	6
Number of Instructional Days	15
Partnerships	15
Staff and Student Data	16
Promotion Policy	17
Trustees' Policy Decisions, Charter Amendment Approvals & Complaints.....	19
Applications and Lottery	20
Finances.....	21
Board of Trustees.....	24
Advisory Board	24
Our Supporters.....	25
CLCS Staff	29
Organizational Structure.....	30
Addendum: No Child Left Behind Report Card.....	31

From the Chairman of the Board

Dear Friends,

This has been a very exciting year at the Conservatory Lab Charter School, and next year will be the 10th year since the founding of the school. The investments that have been made in improving academic performance over the last several years have really begun to pay off. Our extraordinary academic staff, working with innovative interim assessment tools, has again helped the school meet its annual yearly progress goals on the MCAS tests.

Our music program continues to bring us great satisfaction. The all-school concert at Jordan Hall this spring allowed our students to demonstrate the skills and self-confidence that they have developed through the violin and choral performance programs that they participate in. In addition, three CLCS students were selected to perform at the Organization of American Kodály Educators' conference in Denver as part of the National Children's Choir.

This year, the Massachusetts Department of Education approved our request to add an additional grade to the school. Beginning in fall 2009, we will add a Pre-Kindergarten. Nearly all recent research on schools has confirmed that the earlier the academic program reaches young children, the better the results will be. We are very excited to welcome this new group of younger students who will enrich the composition of the school at least as much as we hope to enrich their lives.

Lastly, the school continues to have one of the strongest volunteer boards that I have ever seen. Members work on at least one committee and the application of their skills and knowledge has made the school a much stronger institution than it would be without that input. Also through the diligent efforts of the board, the school has achieved its ambitious fund-raising goals for three years in a row.

We are all very proud of what a wonderful school CLCS has become, and how much potential it now has to achieve its expanded mission in the future.

Andy Snider
Chairman, Board of Trustees

July 24, 2008

Introductory Description

The Conservatory Lab Charter School (CLCS) is a public school in the Brighton neighborhood of Boston serving, in 2007-08, 132 children in grades K-5 from throughout the city (fully enrolled). The school received its charter in 1998 and opened in 1999. The school recently amended its charter to add a K1 class and increase its enrollment to 154 students.

CLCS supports 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 practicable. 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, they 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 embodied in our motto: *Making Minds Sing!*

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

The LTM model has three components:

- Music is taught as a core, daily subject to help children understand a systematic subject and to learn creativity.
- Musical learning is used as an approach in interdisciplinary lessons to improve children's learning in non-musical subjects.
- Performance is used as a tool to teach collaboration and persistence over time.

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. In 2007-08, 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.

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.

Two researchers from the Tufts University's Center for Reading and Language Research conducted a study in the school's kindergarten during the past two years on music and pre-reading skills. The results of this study show a strong correlation between rhythmic ability, word segmentation, phonemic skills, and rhyming skills. CLCS' students had significantly greater skills in these areas after being in our daily music classes, compared with children in a control school where music classes were offered once per week. Interest has already been expressed in Japan and Germany to replicate this study in those countries.

External Assessment & Accountability

The external assessment used at CLCS is the Massachusetts Comprehensive Assessment System (MCAS). These results 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.

Internal Assessments

The CLCS uses a series of internal assessments. 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 in more detail within the Accountability Plan summary that follows below.

It is our belief that all students can succeed with early intervention and increased support. One of the primary goals of the school's literacy 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 2007-2008 (which indicates MCAS results through spring 2007).

Accountability Plan

1. Is the academic program a success?

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

1.1 One hundred percent 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.

1.1 Results: We have discontinued the use of portfolios and this goal is no longer applicable. Our proposed accountability plan (Appendix E) reflects this change.

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

2.1 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%.

2.2 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%.

2.1, 2.2 Results: The following table demonstrates that we were approaching the goal in 2005, met the goal in 2006, and have not met this goal for 2007.

MCAS Reading and ELA Proficiency +

Subject	Students Tested	% Sum Adv & Prof	Target	Diff
Reading – Grade 3				
2007	19	48	60	-12
2006	21	60	48	12
2005	23	33	35	-2
ELA – Grade 4				
2007	12	41	55	-14
2006	23	57	40	17
2005	23	20	25	-5

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

2.3 Results: The following table demonstrates that we have consistently met this goal. CLCS' CPI has exceeded the CPI of Boston Public School students at the same grade levels in each year.

MCAS Reading and ELA Results (CLCS / Boston)

Subject	Students Tested	Conserv. Lab CPI	Boston CPI	Diff.
Reading – Grade 3				
2007	22	77.3	67.7	9.6
2006	21	82.1	65.8	16.3
ELA – Grade 4				
2007	22	70.5	64.3	6.2
2006	23	76.1	62.2	13.9
ELA - Grade 5				
2007	20	88.8	70.8	18
2006	14	69.6	68.6	1

2.4 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

2.4 Results: The following table demonstrates mixed performance on this benchmark. We have not yet met this ambitious goal.

MCAS Reading and ELA Results (CLCS / State)

Subject	Students Tested	Conserv. Lab CPI	State Target	Diff.
Reading – Grade 3				
2007	22	77.3	85.4	-8.1
2006	21	82.1	80.5	1.6
ELA – Grade 4				
2007	22	70.5	85.4	-14.9
2006	23	76.1	80.5	-4.4
ELA - Grade 5				
2007	20	88.8	85.4	3.4
2006	14	69.6	80.5	-10.9

2.5 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.

2.5 Results: *We have developed a series of interim assessments to use in place of the DRA. These quarterly assessments allow us to check student progress on a frequent basis, and provide specific interventions, supports or challenges for students according to their needs.*

Interim Assessments: Reading

Grade & Date	Proficient and Advanced	Grade & Date	Proficient and Advanced
Gr. 1 June 2008	68 % (15)	Gr. 4 June 2008	19% (4)
Gr. 1 June 2007	42% (10)	Gr. 4 June 2007	27% (6)
Gr. 2 June 2008	30% (7)	Gr. 5 June 2008	23% (5)
Gr. 2 June 2007	41% (9)	Gr. 5 June 2007	11% (2)
Gr. 3 June 2008	59% (13)	School-wide 6/08*	40% (44)
Gr. 3 June 2007	23% (5)	School-wide 6/07**	29% (32)

2.6 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.

2.6 Results: *The following table shows the results of our writing prompts at the end of the year.*

Interim Assessments: Writing

Grade & Date	Proficient and Advanced	Grade & Date	Proficient and Advanced
Gr. K June 2008	73% (17)	Gr. 3 June 2008	59% (12)
Gr. K June 2007	71% (17)	Gr. 3 June 2007	68% (15)
Gr. 1 June 2008	59% (12)	Gr. 4 June 2008	48% (9)
Gr. 1 June 2007	81% (17)	Gr. 4 June 2007	59% (13)
Gr. 2 June 2008	56% (11)	Gr. 5 June 2008	68% (14)
Gr. 2 June 2007	83% (20)	Gr. 5 June 2007	55% (12)

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

3.1: 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%.

3.1 Results: *The following table demonstrates that we have not yet met this goal. We have made significant progress over time but have not yet reached our ambitious targets.*

MCAS Math Results (Proficient & Advanced)

Subject	Students Tested	% Sum Adv & Prof	Target	Diff
Math – Grade 4				
2007	22	33	50	-17
2006	23	21	35	-14
2005	23	13	20	-7

3.2 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.

3.2 Results: *The following table demonstrates that we have met this goal.*

MCAS Math Results (CLCS v. Boston)

Subject	Students Tested	Conserv. Lab CPI	Boston CPI	Diff.
Math – Grade 3				
2007	22	65.9	64.7	1.2
2006	22	64.8	62.6	2.2
Math – Grade 4				
2007	22	64.8	62.3	2.5
2006	23	69.6	62	7.6
Math - Grade 5				
2007	20	80	62.3	17.7
2006	14	44.6	57.1	-12.5

3.3 The CLCS will meet or exceed state performance targets in Mathematics, represented as CPI (Composite Proficiency Index) for the MCAS exams, for grade 4 in each year, 2006-7-8-9

3.3 Results: The following table demonstrates that we are approaching this goal.

MCAS Math Results (CLCS v. State Target)

Subject	Students Tested	Conserv. Lab CPI	State Target	Diff.
Math – Grade 3				
2007	22	65.9	76.5	-10.6
2006	22	64.8	68.7	-3.9
Math – Grade 4				
2007	22	64.8	76.5	-11.7
2006	23	69.6	68.7	0.9
Math - Grade 5				
2007	20	80	76.5	3.5
2006	14	44.6	68.7	-24.1

3.4 Students will be performing at grade level as monitored by our internally developed math assessment for each grade.

3.4 Results: Our internal math assessments allow us to tailor instruction, supports and interventions to individual and groups of students over the course of the year.

Interim Assessments: Math - % of Students Proficient and Advanced

Grade & Date	Proficient and Advanced	Grade & Date	Proficient and Advanced
K June 2008	86%(19)	Gr. 3 June 2008	59% (13)
K June 2007	90%(19)	Gr. 3 June 2007	91% (20)
Gr. 1 June 2008	73 % (16)	Gr. 4 June 2008	19% (4)
Gr. 1 June 2007	70% (16)	Gr. 4 June 2007	28% (6)
Gr. 2 June 2008	70% (16)	Gr. 5 June 2008	28% (6)
Gr. 2 June 2007	60% (13)	Gr. 5 June 2007	32% (6)
		School-wide 6/08*	56% (74)
		School-wide 6/07**	62% (80)

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

4.1 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.

4.1 Results: Over the past two years our students have earned the following results.

**Interim Assessments: History and Social Science
% of Students Proficient and Advanced**

Grade	Social Studies	
	2006-07	2007-08
K	100%	100%
1	100%	100%
2	100%	100%
3	100%	100%
4	65%	67%
5	57%	55%

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

5.1 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.

5.1 Results: Over the past two years our students have earned the following results.

**Interim Assessments: Science
% of Students Proficient and Advanced**

Grade	Science	
	2006-07	2007-08
K	100%	100%
1	100%	100%
2	84%	87%
3	100%	100%
4	74%	71%
5	93%	95%

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.

6.1 Interim assessments 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 assessments are internally developed tests by the CLCS music faculty and the Learning Through Music Coordinator.

6.1 Results: These assessments are currently undergoing revision. We will have a full-time music coordinator at the school next year.

6.2 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.

6.2 Results: Sixty to ninety percent of our students have earned a score of 80% or above in this measure for each of the last four years.

6.3 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.

6.3 Results: 92-94% of students have reached this benchmark in the past two years.

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.

1.1 Maintain current sound fiscal policy that has resulted in a balanced budget and receiving an unqualified audit each year of operation.

1.1 Results: 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. The school has had a balanced budget and an unqualified audit in each year of its operation. We have met this goal.

1.2 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.

1.2 *Results: We have continued to meet this goal. The strategic planning process began on January 22, 2005, and will continue through the 2007-08 year. During the most recent annual retreat in 2007, the board chair continued to focus the work of the board on three areas of priority – academic achievement, Learning Through Music, and community strength. A smaller committee of board members has continued to pursue the goals of the retreat throughout the school year, culminating in decisions to pursue amendments to the charter for adding a K1 program and expanding the school.*

1.3 Submit annual reports and audits as required.

1.3 *Results: Annual reports and audits have been submitted as required, and thus we have achieved this goal.*

1.4 Build a strong system of external support to help meet the financial needs of the school.

1.4 *Results: The school has attracted annual investment of over three hundred thousand dollars. We have achieved this goal.*

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

2.1 Enrollment goals, defined as full-enrollment, will be reached annually by the required filing date of the pre-enrollment report.

2.2 Wait lists, after the annual lottery, will constitute no less than 75% of the total number of students in the student body.

2.1, 2.2 *Results: We have clearly met these goals. There is strong demand for CLCS and the school has operated at full enrollment in each of the past five years. The waitlist has grown each year and far exceeds the 75% threshold.*

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

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

3.2 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.

3.1, 3.2 *Results: The board is made up of a strong team of experienced and skilled individuals from a wide array of professions. The attached Board Membership and Turnover form documents this strength of the school. Subcommittees continue to remain active, and the board continues to add strong individuals who are passionate about the school. We have met these goals.*

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.

1.1 All students will show progress through assessment of musical skills as demonstrated on interim assessments and The Gordon Primary Measures of Music Audiation.

1.2 All students will show progress through assessment of violin skills as demonstrated on interim assessments and Progress through the 11 Violin level checklists.

1.3 All students will show progress in music through exemplary student work samples with attached rubrics from music portfolios.

1.4 All students will show progress in all core subject areas through interdisciplinary learning between music and reading, writing, mathematics, science, and social studies.

1.1-1.4 Results: Information on interim assessments and the Gordon Audiation assessments are provided in the academic section of this report.

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:

2.1 Evidence of learning transfer will be drawn from student portfolio work on Academic Enhancement Lessons with attached rubrics.

2.2 Evidence of learning transfer will be drawn from portfolio exemplary student work on Thematic Interdisciplinary Project lessons with attached rubrics.

2.3 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.

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

3.1 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.

2.1 – 2.3, 3.1 Results: During the current charter term CLCS has partnered with several organizations to develop and share our unique model. We received a grant from the Massachusetts Cultural Council for an artist-in-residence who taught multicultural music classes for our students. Through a grant from the Harvard Achievement Support Initiative, Young Audiences and the Museum of Fine Arts worked with CLCS' after-school students to make connections between visual arts and dance through hands-on activities. We have hosted hundreds of visitors who are interested in implementing our model. In addition, we have hosted visiting performers and Boston University students, both of whom have shared with our students and been inspired by our work.

In the past year's strategic planning process we have realized that strategic, institutional partnerships would better serve our dissemination efforts. In our exploration of this strategy we have been pleased by the apparent increased interest in partnering expressed by local institutions and foundations. We have been in conversation with institutions which offer LTM synergy or opportunity as well as foundations that are actively match-making between institutions to advance art for children.

In sum, we believe that with the right partner, the whole might well be larger than the sum of its parts. Improved curriculum, internships and professional development for teaching music in an urban school/environment; more attractive research opportunities by partnering with the 'Lab School' and vice versa; access to a diverse population; and hitherto unknown to CLCS initiatives that partners are considering or actively pursuing.

Number of Instructional Days

CLCS had 180 instructional days in 2007-08. School began on August 29, 2007 and ended on June 19, 2008. School hours ran from 8:15 a.m. – 4:00 p.m..

Partnerships

In 2007-08, CLCS continued to have a rich network of partnerships with numerous organizations. The New England Conservatory remained a strong partner by providing CLCS with the use of Jordan Hall for its student Spring Concert, and sending NEC students to perform through the excellent NEC Performance Outreach Office. Once again, the Boston Symphony Orchestra partnered with CLCS by sending BSO member Colin Davis (violin) to work with students, and a string quartet to perform at the school as well. They are also sponsoring many CLCS students at the Days in the Arts program at Tanglewood this summer, giving them the chance to see fantastic performances and to be with other artistic students of their own age.

Through a grant from the Harvard Achievement Support Initiative, teaching artists from Young Audiences and the Museum of Fine Arts worked with CLCS' after-school students throughout the school year on graphic arts and dance projects relating to African and Afro-Caribbean artistic traditions.

Student teachers from Wheelock College, Boston Conservatory, Boston University's School of Music, Education First and the Longy School of Music were active at CLCS during the year, helping teachers in the classrooms and working with students in subjects across the curriculum. Generous cultural organizations in Boston such as the Boston Lyric Opera, the Boston Youth Symphony Orchestras and the Berklee School of Music donated tickets for our students who were able to attend world class events free of charge.

Staff & Student Data

Staff

- *Administrative staff:* 6 full-time and 5 part-time administrative staff
- *CLCS administrative staff's years of service at CLCS:* 20 years combined, 1.8 years average

- *Academic staff:* 13 full-time and 7 part-time faculty members, including teachers and paraprofessionals
- *CLCS teachers' years of service at CLCS:* 68 years combined; 3.4 years average

- *Student to teacher ratio:* 6.7 students:1 adult educator
- *Average class size:* 22 students

- *Teacher attrition*
 - *During the year:* 1 Administrative Director, 1 Executive Assistant, 1 Speech Pathologist, 1 ELL Teacher
 - *At the end of the year:* 1 Business Manager, 1 After-School Coordinator, 1 School Nurse, 4 Lead Teachers, 1 Violin Coordinator

Student Information

- 134 students – grades Kindergarten through 5
- Kindergarten – 23 students; 1st Grade – 22 students; 2nd Grade – 23 students; 3rd Grade – 22 students; 4th Grade – 22 students; 5th Grade – 22 students
- *Demographics:*
 - *White:* 32 (23.8%)
 - *Black or African American:* 46 (34.4%)
 - *Asian:* 6 (4.6%)
 - *American Indian or Alaskan Native:* 2 (1.6%)
 - *Native Hawaiian or other Pacific Islander:* 1 (.7%)
 - *White & Black or African American:* 2 (1.6%)
 - *White & American Indian or Alaska Native:* 1 (.7%)
 - *Black or African American & American Indian or Asian:* 1 (.7%)
 - *Asian & Native Hawaiian or other Pacific Islander:* 1 (.7%)
 - *White & Black or African American & American Indian or Alaska Native:* 1 (.7%)
 - *White (Hispanic/Latino):* 5 (3.7%)
 - *Black or African American (Hispanic/Latino):* 2 (1.6%)
 - *Asian (Hispanic/Latino):* 1 (.7%)
 - *American Indian or Alaska Native (Hispanic/Latino):* 28 (20.9%)
 - *White & American Indian or Alaska Native (Hispanic/Latino):* 3 (2.2%)
 - *Black or African American & American Indian or Alaska Native (Hispanic/Latino):* 1 (.7%)
 - *White & Black or African American & American Indian or Alaska Native (Hispanic/Latino):* 1 (.7%)

- *Gender:* 68 (50.7%) Female, 66 (49.3%) Male
- *Eligible for federal free and reduced lunch programs:* 96 (71.6%)
- *Special Education:* 19 (14.1%)
- *Limited English Proficiency:* 29 (21.6%)
- *Linguistic Minorities:* 49 (36.6%)

Student population numbers account for all students who attended CLCS during the year.

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 Report Cards: 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 Report Card: 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 Report Card: 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 Attrition Data

Students who left CLCS during the school year: 3 total
All 3 transferred to other schools

Students who left CLCS at the end of the school year: 11 total
5 moved outside of Boston

6 transferred to other schools within Boston:
4 will attend other charter schools
1 will attend a Catholic school
1 was accepted into an advanced work program

Suspensions/Expulsions - CLCS had no reportable suspensions or expulsions in 2007-08.

Number of instructional days: 180
First day of school: August 29, 2007
Last day of school: June 19, 2008
Hours of operation: 8:20 a.m. – 3:45 p.m.

Number of faculty professional development days (additional to the normal instructional days):
10 full days and 16 half days

Board of Trustees' Major Policy Decisions

The CLCS Board of Trustees voted at its April 15, 2008 meeting to approve the submission of an application to the Department of Education requesting the addition of grade K1 to the school. At its June 10, 2008 meeting, the Board of Trustees voted to approve the submission of an application to the Department of Education requesting the expansion of the school.

Charter Amendment Approvals

The Board of Education voted at its June 16, 2008 meeting to approve CLCS' request to amend its charter to add grade K1 (pre-kindergarten) while the total student population remains as approved for 154 students.

Summary of Official Complaints

The CLCS Board of Trustees received no official complaints in 2007-08.

2007/08 Applications and Lottery

City	Grade	K2	1	2	3	4	5	Grand Total
Boston	Boston	10	1	2	1	1		15
	Brighton	13	1	2		1		17
	Charlestown	1						1
	Dorchester	19	6	7	2	5	2	41
	East Boston	3		2				5
	Hyde Park	3	2	3		3		11
	Jamaica Plain	15		1	1	1		18
	Mattapan	2		1	1	1		5
	Roslindale	3	1	2		1		7
	Roxbury	2	2	1				5
	South Boston	3						3
Boston Total		74	13	21	5	13	2	128
Non Boston	Arlington	1						1
	Braintree	1						1
	Chelsea	1						1
	Framingham	1						1
	Lynn	1						1
	Medford	1						1
	Quincy	1						1
	Revere	1						1
	Topsfield			1				1
Non-Boston Total		8		1				9
Grand Total		82	13	22	5	13	2	137

CLCS Siblings	Lottery/Waitlist
	8

Openings for lottery: 22

Ratio of applications to openings: 6.23:1

After the lottery, there were 436 students on the wait list: 56 Kindergarten; 60 first grade; 87 second grade; 84 third grade; 137 fourth grade; 12 fifth grade.

Finances

Balance Sheet*

<i>Assets</i>		
Cash		387,459
Grants and other receivables		30,500
Expenses Prepaid, Income Accrued		21,479
Fixed assets		131,305
Total assets		570,743
<i>Liabilities</i>		
Accounts payable		5,827
Accrued payroll		82,213
Accrued expenses		3,600
Payroll taxes accrued and withheld		12,810
Total liabilities		104,450
<i>Fund Equity</i>		
Fund balances:		
Undesignated		466,293
Total fund equity		466,293
Total liabilities and fund equity		570,743

** unaudited statement due to Annual Report deadline

Financial Statement of Revenue and Expenditures**

Revenue

Per pupil income	1,627,543
Federal/State meal reimbursement	65,773
Medicaid Reimbursement	17,286
Federal grants	99,855
State grants	18,837
Fundraising	296,867
Interest earned	1,178
Parent reimbursements (meals etc)	13,028
Total Revenue	2,140,367

Expenditures

Instructional staff	895,998
Administrative staff	396,282
Payroll taxes	47,341
Benefits	93,679
Non-salary compensation	98,795
Subtotal - Staff	1,532,095
Rent/mortgage/utilities	231,613
Maintenance	16,593
Insurance	7,940
Subtotal - Occupancy	256,146
Classroom materials/supplies	27,499
Classroom technology/activities	31,599
Music/art equipment & supplies	11,585
Subtotal - Educational Materials	70,683
Business services	56,114
Marketing	17,726
Staff recruiting	4,403
Office supplies/technology	18,393
Program and staff development	33,446
Food service	63,492
Subtotal - Support Services	193,574
Total Expenditures	2,052,498

** unaudited statement due to Annual Report deadline

Approved Budget FY08

Revenue

Federal source	179,432
State source	1,735,071
Fundraising	261,350
Other revenue	22,280
Total Revenue	2,198,133

Expenditures

<u>Salaries</u>	
Classroom Teachers	395,804
Music Teachers	238,160
Specialist Teachers	385,978
Administration	470,224
Subtotal - Salaries	1,490,166
Taxes and Benefits	186,986
Total Compensation	1,677,152
Facilities	251,335
Admin Non-Salary	215,684
Other	53,962
Total Expenditures	2,198,133
Net Income	0

Board of Trustees

Andrew Snider

Founder, Snider Associates
Chair
Oversight of all Board committees
Date elected: Oct. 2000
Term ending: June 2011

Gary Gut

Vice-Chairman
Development Committee
Education Committee
Date elected: Feb. 2002
Term ending: June 2009

Katharine M. Pell

Vice-Chairman
Co-Chair, Development Committee
Finance Committee
Governance Committee
Date elected: Sept. 1998
Term ending: June 2010

Robert Grinberg

Consultant
Treasurer
Chair, Finance Committee
Date elected: June 2003
Term ending: June 2009

Betty Allen

Lecturer, Child Development, Tufts University
Clerk
Co-Chair, Education Committee
Date elected: Jan. 2004
Term ending: June 2010

Judy Blackiemore

Development Assistant, Epiphany School
Date elected: May 2006
Term ending: June 2009

Molly Booth

Co-Chair, Development Committee
Date elected: Dec. 2004
Term ending: June 2011

Charles Bradley

Senior Architect, Stull and Lee, Inc.
Building Committee
Date elected: Oct. 2003
Term ending: June 2010

Cheryl Render Brown

Assoc. Prof. Early Childhood Education, Wheelock College
Education Committee
Governance Committee
Date elected: Jan. 2004
Term ending: June 2010

Andrew Cabot

Founder, Content Objects
Date elected: May 2007
Term ending: June 2010

Mark Churchill

Dean, Preparatory Division New England Conservatory
Event Committee
Date elected: Sept. 1998
Term ending: June 2011

Ronald E. Gwiazda

Educational Consultant
Education Committee
Date elected: Sept. 1998
Term ending: June 2010

Toni Jackson

Education Committee
Date elected: June 2005
Term ending: June 2011

Mark Jacobson, ex officio

Principal
Education Committee

Adam F. Krauss

Attorney, Covidien
Development Committee
Governance Committee
Date elected: June 2005
Term ending: June 2011

Kim Marshall

Consultant, New Leaders for New Schools
Co-Chair, Education Committee
Date elected: Oct. 2003
Term ending: June 2010

Danna Mauch

Researcher, Abt Associates, Inc.
Development Committee
Date elected: June 2005
Term ending: June 2011

Staverne Miller

Family Resource Supervisor, Boston Dept. of Social Services
Education Committee
Date elected: Sept. 2005
Term ending: June 2009

Stephanie B. Perrin

Head, Walnut Hill School
Chair, Governance Committee
Date elected: Sept. 1998
Term ending: June 2009

Adilene Santos

Manager, Real Cleaning Service
Date elected: June 2007
Term ending: June 2010

Pamela Seigle

Executive Director, Courage and Renewal Northeast
Date elected: May 2007
Term ending: June 2010

Anne W. Snyder

Former Teacher Training Course Director, Shady Hill School
Chair, Research Committee
Education Committee
Date elected: May 2005
Term ending: June 2011

Ellen Winner

Professor of Psychology, Boston College
Research Committee
Date elected: February 2007
Term ending: June 2010

Teacher Representatives

Afton Cotton, Christina Marasco

Advisory Board

Karen Arnold

Jeanne Bamberger

Alexander Bernstein

Lyle Davidson

Eleanor Duckworth

Harriet Fulbright

Martin Gardiner

Howard Gardner

Philip Glass

Susan Grilli

Roberta Guaspari-Tzavaras

Roger Harris

Jackie Jenkins-Scott

Keith Lockhart

Yo Yo Ma

Deborah Meier

Eric Oddleifson

Gerald Slavet

Frederica von Stade

Benjamin Zander

OUR SUPPORTERS

Corporations and Foundations

The Barrington Foundation, Inc.
Helene B. Black Charitable Foundation
Cabot Family Charitable Trust
Gentle Giant Moving Company
Goldman, Sachs & Co.
Greene-Milstein Family Foundation
Harman Family Foundation
Harvard Achievement Support Initiative
Hunt Alternatives Fund
Johnson String Instrument
Kingsbury Road Charitable Foundation
Klarman Family Foundation
Laurel Ball Committee
LLH/LHM Foundation
Massachusetts Cultural Council
Sean McDonough Charitable Foundation
Amelia Peabody Foundation
Virginia Wellington Cabot Foundation

Individuals

\$10,000 and up

Mr. & Mrs. William Booth
Mr. & Mrs. Anthony Pell
Ms. Joan Smith
Mr. & Mrs. Andrew Snider
Mrs. Joan Wheeler

\$5,000 – 9,999

Mrs. Aileen Adams
Mr. & Mrs. Louis W. Cabot
Dr. Christopher D.M. Fletcher
Mr. Bob Grinberg & Ms. Deborah Lewis
Mr. Gardner C. Hendrie & Ms. Karen Johansen
Dr. Nina Longtine
Mr. Daniel E. Rothenberg
Judge & Mrs. George R. Sprague

\$2,500 – 4,999

Ms. Nancy Adams
Mr. & Mrs. Blair Brown
Mr. Gary F. Gut & Ms. Patricia Casale
Dr. & Mrs. Louis W. Meeks
Mr. & Mrs. William Poorvu
Mr. & Mrs. David W. Scudder

\$1,000 – 2,499

Mr. & Mrs. Jesse Baker
Mr. & Mrs. John Clarkeson
Mr. John DeShazo & Ms. Janet Karger
Mr. & Mrs. Martin Hale
Mr. Benjamin Hron
Mr. & Mrs. Stuart Jackson
Mr. & Mrs. Joseph S. Junkin
Ms. Danna Mauch
Mr. & Mrs. Michael Moody
Ms. Ann Percival
Mr. Rob Perriello & Ms. Margarita Garriga
Mr. & Mrs. Lovett C. Peters
Mr. Samuel Plimpton & Ms. Wendy Shattuck
Mr. & Mrs. Gary Sharpless
Mr. Normand Smith & Mrs. Judy Reed Smith
Mr. & Mrs. Eliot Snider
Mr. & Mrs. Tom Snyder
Mr. Rick Teller & Ms. Kathleen Rogers
Mr. Peter Vermette
Ms. Clara Wainwright
Mr. & Mrs. Mark White

\$500 – 999

Mr. Richard Burnes
Mr. and Mrs. Mark Churchill
Ms. Leigh Creighton Kelter & Mr. Christopher Kelter
Drs. Peter & Anna Davol
Ms. Elizabeth V. Foote & Mr. Howell E. Jackson
Ms. Ellen Grinberg
Mr. & Mrs. C. Bruce Johnstone
Mr. & Mrs. Bill Karol
Mr. & Mrs. John Keane
Ms. Jane Manopoli & Mr. Robert Patterson

Mr. & Mrs. Eric Oddleifson
Mr. John S. Paoella & Ms. Elliot Bostwick Davis
Mr. & Mrs. Steven Passerman
Mr. Harold I. Pratt
Mr. & Mrs. Demetrius Quarles
Mr. Gary Saunders
Mr. & Mrs. Doug Sharon
Mr. Peter T. Wheeler & Ms. Elizabeth Munro

\$100 - 499

Mr. and Mrs. Robert W. Ackerman
Mr. Robert Adams
Mr. John E. Beard
Mr. & Mrs. Jeffrey Bloomberg
Mr. & Mrs. Sol Boucai
Mr. & Mrs. Leonard Brown
Ms. Anne Burling & Mr. Don Pfarrar
Dr. & Mrs. Sidney Busis
Mr. William Busis
Mr. & Mrs. Edmund A. Cabot
Ms. Barbara B. Clemson
Mr. & Mrs. Tom Coward
Mr. Michael J. Cowell
Mr. & Mrs. Charles Creighton
Mrs. Gretchen Curry
Ms. Barbara Feldman & Mr. Ross Howell
Mr. & Mrs. James Gerrity
Mr. Mark Goldman
Mr. & Mrs. Mark Goldweitz
Mr. Stephen Gordon
Mr. & Mrs. James Grandberg
Mrs. Dorothy A. Grinberg
Mr. & Mrs. Andrew Gutekunst
Mr. Myron Hamer
Ms. Wendy Sue Harper & Ms. Robin Hopps
Mr. & Mrs. Arthur Hodges
Mr. & Mrs. John Isaacson
Mr. Benjamin Jaramillo & Ms. Wendy Covell
Mr. Christopher L. Johnson
Ms. Jenifer Kasdon
Mr. & Mrs. Adam Krauss
Mr. Charlie Kravetz & Ms. Debbie Sinay
Mr. Paul Kussell
Mr. & Mrs. Edward Lampert

Mr. & Mrs. David Lawrence
Mr. & Mrs. Norman Levenson
Mr. & Mrs. Sean Mahoney
Mr. Kim Marshall
Mr. & Mrs. Jonathan Meier
Ms. Kyra Montagu
Mr. Philip Morgan
Mr. & Mrs. Alan Morse
Mr. & Mrs. Ellen Newman
Mr. & Mrs. William Nichols, Jr.
Mr. & Mrs. Geoffrey Nunes
Dr. & Mrs. Theodore Ongaro
Mr. Shippen Page & Ms. Anne St. Goar
Ms. Toni Passerman
Mr. George Pelz
Ms. Stephanie B. Perrin
Mr. & Mrs. James Righter
Mr. & Mrs. Lee Saltzman
Mr. Larry Gelb & Ms. Terry Schubach
Mr. & Mrs. Mark Schuster
Ms. Pamela Seigle
Ms. Stephanie Sonnabend & Mr. Greg Ciccolo
Ms. Emilie Steele
Mr. & Mrs. Robert T. Storer, III
Mr. & Mrs. Patrick Sullivan
Mr. William Swartz
Mr. Burton Tapper
Mr. & Mrs. James L. Terry
Mr. & Mrs. Paul Therrien
Mr. & Mrs. Nicholas Thorndike
Mrs. Mary Fran Townsend
Mr. W. David Verrill
Mr. Stanley Wachtenheim
Ms. Linda S. Waintrup
Mr. Max Warren
Mr. & Mrs. David Weener
Ms. Ellen Winner & Mr. Howard Gardner
Ms. Katherine Winter

In Kind and Others

Mrs. Mabel Cabot
Ms. Doris Corbo
Mr. & Mrs. Philip Isenberg
Johnson String Instrument

Magic Beans
Mrs. Kitty Pell
Mr. Don Schechter
Mr. JB Sweeney
Ms. Anne Yodowitz

Berklee School of Music
Boston Lyric Opera
Boston Youth Symphony Orchestras

Ms. Beverle Aceto
Ms. Linda Cabot Black
Mrs. Judy Blackiemore
Ms. Deborah Boyajian
Ms. Gail M. Casale
Dr. & Mrs. George DiDonna
Mr. & Mrs. C. Mitchell Draper, Jr.
Mrs. Nancy Eaton
Mr. John H. Finley IV & Mr. Stan McGee
Dr. & Mrs. Louis Fishman
Mr. Sam Fisk & Ms. Linda Coe
Ms. B. B. Foster
Mr. & Mrs. Paul Francisco
Mr. & Mrs. Robert Freeman
Mr. & Mrs. Bob Glauber
Mr. & Mrs. Harry Gorsky
Mr. Meyer Grinberg

Mr. Scott Groper
Mr. Peter Grose
Mr. & Mrs. John Hammerback
Mr. & Mrs. Alfred Harper
Mr. & Mrs. Peter Haynes
Ms. Miriam Hershman
Ms. Pauline Kane
Mr. & Mrs. Neal Katz
Mr. & Mrs. Joseph Klenk
Dr. Carol Langford
Mr. & Mrs. Robert Laskoff
Mr. & Mrs. Robert MacPherson
Ms. Jaqueline Campeau Merrill
Ms. Arlene Nickerson
Mr. & Mrs. Wendell P. Noble
Ms. Miriam O'Day
Mr. Paul Rausch
Ms. Kristina Ryan
Mr. Mike Shapiro
Ms. Jane Shapiro
Mr. J. Gregory Shea
Dr. & Mrs. John B. Stanbury
Ms. Margaret Igne
Mr. & Mrs. Eugene Taylor
Mrs. Mary E. Therrien
Ms. Joan P. Tilney
Mr. Robert Willis & Ms. Nancy Winslow
Mr. & Mrs. Edmund Wilson

Thank you, CLCS Family!

The Conservatory Lab Charter School is fortunate to have a committed group of students, parents, teachers, staff, volunteers, trustees and donors. Without the strong support of these people and organizations, CLCS would be unable to provide enriching and high-quality educational experiences for the students who attend the school every year.

As we enter the school's 10th academic year, we hope to provide a strong elementary education for increasing numbers of students, and a positive community for all everyone to enjoy. We thank the CLCS Parent Teacher Organization for helping to create this positive community through their meetings and fundraisers, and the Board of Directors for devoting an enormous amount of time and energy as they help the school to run effectively.

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.

Guest artists and speakers:

- Colin Davis and the Boston Symphony Orchestra String Quartet
- Author of "Everybody Breaks Bread" Norah Dooley
- Tanya Maggi, New England Conservatory Outreach Coordinator and artists from NEC
- Nick Page
- Kim Marshall
- Boston Police Department

Donors of tickets for CLCS students:

- Berklee School of Music
- Boston Lyric Opera
- Boston Youth Symphony Orchestras

Student teachers at CLCS:

- Boston Conservatory
- Boston University - School of Music
- Education First
- Longy School of Music
- Wheelock College

CLCS Staff

Mark Jacobson
Principal

Christopher Johnson
Administrative Director

Annie Sevelius
Assistant Principal

Leigh Creighton Kelter
Director of Development

Rosalie Stone
Business Manager

Rebecca Johnson
Executive Assistant

Helena Stilwell
Administrative Assistant

Donna Newbower
Nurse

Camille Thompson
After-School Coordinator

Kindergarten
Christina Marasco, Co-Teacher
Megan Howe, Co-Teacher

First Grade
Shalem Kaufer, Co-Teacher
Michelle Apazidis, Co-Teacher

Second Grade
Margaret Dunn

Third Grade
Althea Dias

Fourth Grade
Afton Cotton

Fifth Grade
Linda Wilson

Masami Rodriguez
Learning Through Music Specialist &
Violin Program Coordinator

Pampa Rotolo
Learning Through Music Specialist

Katherine Hakim
Music K-5 Teacher

Violin
Masami Rodriguez
Mona Rashad
Kristy Foye

Lisa Pacillo
Reading Specialist

Hannah Sherak
Math Specialist

Natalia Cepeda
ELL Teacher

Special Education
Erika Yoshida, Co-
Coordinator/Teacher
Janice Wood, Co-Coordinator/Teacher
Noreen Marden, Paraprofessional

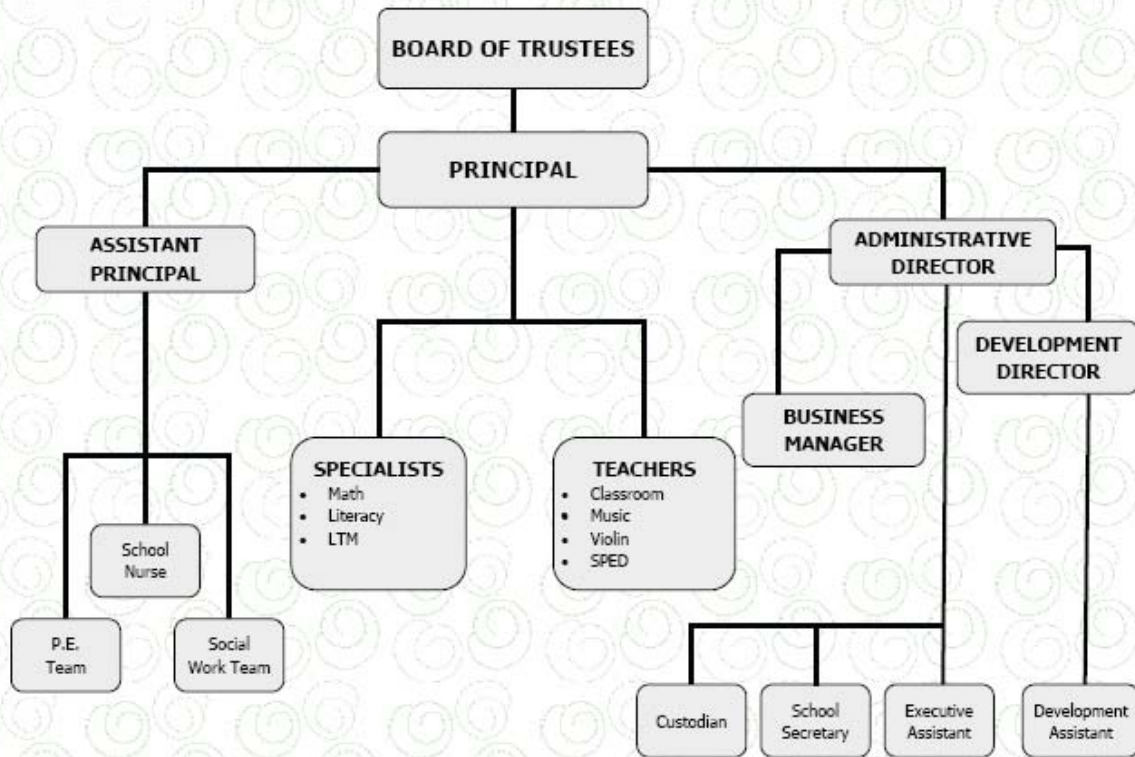
Craig Keefe
Social Worker

Kristin Mansfield
Speech and Language Pathologist

Eleanor Meyer
Occupational Therapy

Veronica Carney
Physical Education

Organizational Structure



Addendum: NCLB Report Card

2007-2008 NCLB Report Card - Conservatory Lab Charter (District)

Conservatory Lab Charter (District) (04390000)

Mark D Jacobson, 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 (NCLB) 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 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.

Enrollment - 2007-08		
	District	State
Total Count	133	962,766
Race/Ethnicity (%)		
African American or Black	34.6	8.1
Asian	4.5	4.9
Hispanic or Latino	30.8	13.9
Multi-race, Non-Hispanic	4.5	1.9
Native American	1.5	0.3
Native Hawaiian or Pacific Islander	0.8	0.1
White	23.3	70.8
Gender (%)		
Male	48.9	51.4

Female	51.1	48.6
Selected Populations (%)		
Limited English Proficiency	17.3	5.8
Low-Income	72.2	29.5
Special Education	13.5	16.9
First Language Not English	36.8	15.1

Grades Offered: K, 01, 02, 03, 04, 05

Total Schools	Schools with 2007-08 NCLB Accountability Status	
(#)	(#)	(%)
1	0	0.0

Educator Data - 2007-08			
	District		
Total # of Teachers	15		
Percentage of Teachers Licensed in Teaching Assignment	69.4		
Total Number of Classes in Core Academic Areas	68		
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	75.0		
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	25.0		
Student/Teacher Ratio	9.0 to 1		
	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	69.4	69.4	-
Percentage of Core Academic	75.0	75.0	-

Classes Taught by Teachers Who are Highly Qualified			
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	25.0	25.0	-

Additional Teacher Information
 The Conservatory Lab Charter School has a professional staff of 30 administrators, teachers, specialists, associate teachers, and special education paraprofessionals.

2007-08 NCLB Report Card - Conservatory Lab Charter (District)

Educator Quality Data for High-Poverty and Low-Poverty Conservatory Lab Charter (District) Public Schools			
School	Highly Qualified %	Not Highly Qualified %	Licensed %
High Poverty			
Conservatory Lab Charter School	75.0	25.0	69.4

Conservatory Lab Charter (District): 2007 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Moderate	On Target
MATHEMATICS	No Status	Low	On Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	78.5	Yes	1.8	Yes	95.5	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	100	No	75.0	Yes	2.9	Yes	95.4	Yes
Afr. Amer./Black	-	-	-	78.6	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	69.9	Yes	8.0	Yes	95.5	Yes
Lim. English	-	-	-	-	-	-	-	-	-

Prof.										
Special Education	-	-	-	-	-	-	-	-	-	-
Low Income	Yes	100	No	64.7	Yes	7.1	Yes	95.4	Yes	
Afr. Amer./Black	-	-	-	67.9	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-

**Conservatory Lab Charter (District):
AYP Data Detail**

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	64	64	100	Yes	64	78.5	No	76.7	2.9	76.7-84.1	Yes	95.5	0.2	Yes	Yes
Lim. English Prof.	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-
Special Education	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	46	46	100	Yes	46	75.0	No	72.1	3.5	72.1-80.1	Yes	95.4	0.1	Yes	Yes
Afr. Amer./Black	28	28	-	-	28	78.6	-	-	-	-	-	-	-	-	-
Asian or	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pacif. Isl.															
Hispanic	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-

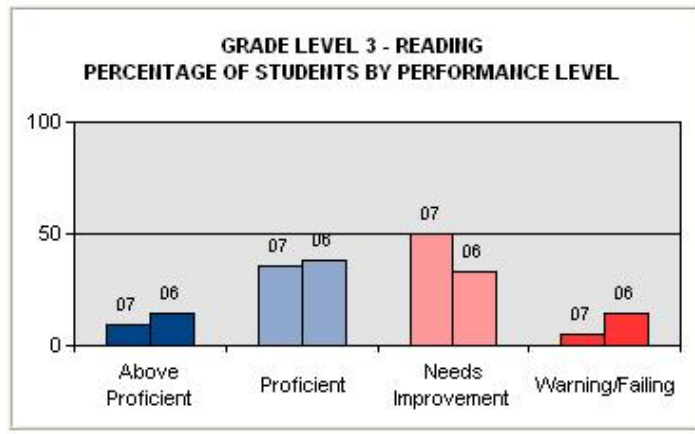
MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	64	64	100	Yes	64	69.9	No	61.9	4.8	62.2-71.2	Yes	95.5	0.2	Yes	Yes
Lim. English Prof.	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-
Special Education	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	46	46	100	Yes	46	64.7	No	57.6	5.3	58.4-67.4	Yes	95.4	0.1	Yes	Yes
Afr. Amer./ Black	28	28	-	-	28	67.9	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History											NCLB Accountability Status	
		1999	2000	2001	2002	2003	2004	2005	2006	2007		
ELA	Aggregate	-	-	-	-	No	No	No	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	No	-	-	-	Yes		
MATH	Aggregate	-	-	-	-	-	Yes	No	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	-	-	-	-	Yes		

**Conservatory Lab Charter (District):
2007 MCAS Data - By Grade, Subject and Subgroup**

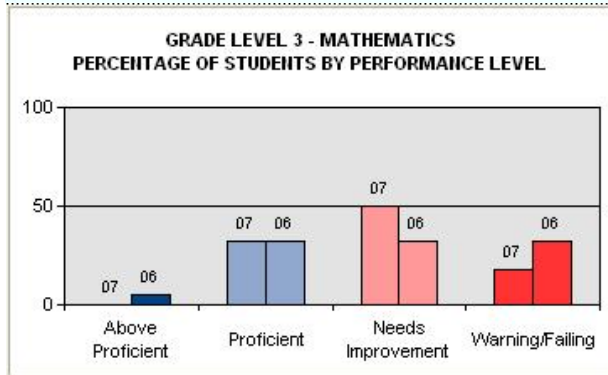
GRADE LEVEL 3 - READING																
Student Group	District								State							
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI		
			#	%	P+	P				NI	W	#	%		P+	P
AYP Subgroups																
Stud. w/ Disab.	2	-	-	-	-	-	-	12390	100	3	24	44	29	67.5		
LEP/FLEP	6	-	-	-	-	-	-	6712	100	4	25	46	25	64.9		
Low-Income	19	100	11	37	47	5	76.3	22293	100	4	32	46	18	71.7		
African American/Black	11	100	0	55	36	9	81.8	5577	100	5	31	47	18	71.5		
Asian	0	-	-	-	-	-	-	3456	100	20	44	28	8	85.5		
Hispanic/Latino	7	-	-	-	-	-	-	9641	100	4	28	46	22	68.2		
Native American	0	-	-	-	-	-	-	204	100	6	40	45	10	78.3		
White	3	-	-	-	-	-	-	50888	100	16	50	28	6	87.7		

Other Subgroups														
Male	14	100	0	43	50	7	75.0	36704	100	12	44	33	10	82.1
Female	8	-	-	-	-	-	-	34577	100	16	46	30	7	85.1
Title I	22	100	9	36	50	5	77.3	23029	100	5	33	45	17	72.5
Non-Title I	0	-	-	-	-	-	-	48252	100	18	51	26	5	88.8
Non-Low Income	3	-	-	-	-	-	-	48988	100	18	51	26	5	88.9
LEP	5	-	-	-	-	-	-	4799	100	2	20	48	30	60.3
FLEP	1	-	-	-	-	-	-	1913	100	8	36	42	13	76.3
1st Yr LEP*	0	-	-	-	-	-	-	540	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	21	100	5	57	33	5	81.0
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	166	100	14	48	32	7	86.1
Multi-race - Non- Hispanic/Latino	1	-	-	-	-	-	-	1349	100	13	45	33	9	83.0
All Students														
2007	22	100	9	36	50	5	77.3	71311	100	14	45	32	9	83.5
2006	21	100	14	38	33	14	82.1	70751	100	18	40	34	8	83.4



GRADE LEVEL 3 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	2	-	-	-	-	-	-	12365	100	5	23	30	42	62.1
LEP/FLEP	6	-	-	-	-	-	-	6710	100	7	28	29	36	63.1
Low-Income	19	100	0	26	53	21	61.8	22299	100	7	31	31	31	66.8
African American/Black	11	100	0	18	64	18	59.1	5575	100	6	29	32	33	64.6
Asian	0	-	-	-	-	-	-	3454	100	31	39	18	11	86.1
Hispanic/Latino	7	-	-	-	-	-	-	9648	100	7	28	31	35	63.6
Native American	0	-	-	-	-	-	-	202	99	10	41	29	20	74.5
White	3	-	-	-	-	-	-	50892	100	22	45	22	11	84.8

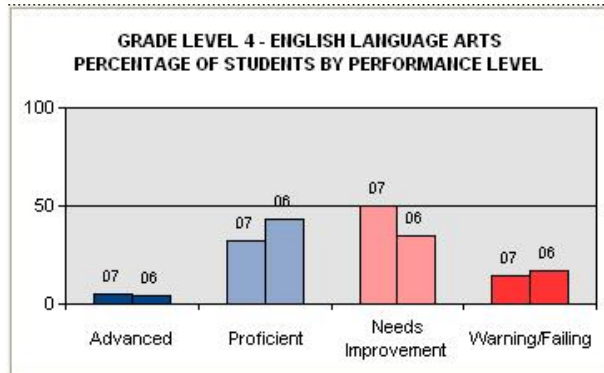
Other Subgroups														
Male	14	100	0	21	57	21	62.5	36728	100	20	40	24	16	80.6
Female	8	-	-	-	-	-	-	34561	100	18	42	25	16	80.0
Title I	22	100	0	32	50	18	65.9	23033	100	8	32	31	29	67.8
Non-Title I	0	-	-	-	-	-	-	48256	100	24	45	21	10	86.3
Non-Low Income	3	-	-	-	-	-	-	48990	100	24	46	21	9	86.5
LEP	5	-	-	-	-	-	-	4805	100	5	25	30	40	59.4
FLEP	1	-	-	-	-	-	-	1905	100	14	34	27	25	72.5
1st Yr LEP*	0	-	-	-	-	-	-	573	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	21	100	5	48	24	24	72.6
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	167	100	25	38	25	13	83.5
Multi-race - Non- Hispanic/Latino	1	-	-	-	-	-	-	1351	100	18	39	25	17	78.9
All Students														
2007	22	100	0	32	50	18	65.9	71323	100	19	41	24	16	80.3
2006	22	100	5	32	32	32	64.8	70741	100	4	48	32	16	78.0



* **Note:** The Above Proficient standard in grade 3 Mathematics was reset in 2007 to better discriminate student performance in the top reporting category. Therefore, comparisons should not be made between the percent Above Proficient in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring Proficient and Above Proficient in 2006 and 2007.

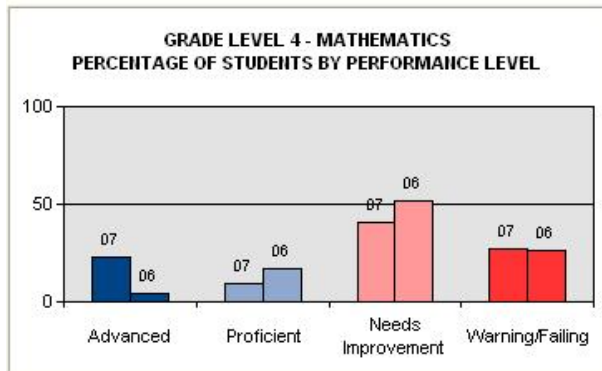
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	3	-	-	-	-	-	-	12827	100	1	18	47	34	61.5
LEP/FLEP	3	-	-	-	-	-	-	6127	99	3	24	46	28	62.2
Low-Income	14	100	0	21	57	21	64.3	21823	100	3	29	48	21	67.4
African American/Black	11	100	0	36	55	9	72.7	5436	100	3	29	48	21	67.1
Asian	0	-	-	-	-	-	-	3371	100	17	46	29	8	84.4
Hispanic/Latino	2	-	-	-	-	-	-	9220	100	2	26	47	25	64.6
Native American	2	-	-	-	-	-	-	232	100	4	38	43	15	73.9
White	6	-	-	-	-	-	-	50751	100	12	51	30	6	85.5

Other Subgroups														
Male	11	100	9	27	45	18	70.5	36215	100	7	43	38	12	78.4
Female	11	100	0	36	55	9	70.5	34277	100	14	48	30	8	84.2
Title I	22	100	5	32	50	14	70.5	22313	100	3	31	48	18	68.9
Non-Title I	0	-	-	-	-	-	-	48179	100	13	53	28	6	86.9
Non-Low Income	8	-	-	-	-	-	-	48669	100	13	54	28	5	87.4
LEP	2	-	-	-	-	-	-	3917	99	1	16	47	36	54.9
FLEP	1	-	-	-	-	-	-	2210	100	6	38	42	13	75.1
1st Yr LEP*	0	-	-	-	-	-	-	541	97	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	8	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	163	100	6	51	37	6	84.0
Multi-race - Non- Hispanic/Latino	1	-	-	-	-	-	-	1319	100	10	46	34	10	81.1
All Students														
2007	22	100	5	32	50	14	70.5	70517	100	10	46	34	10	81.2
2006	23	100	4	43	35	17	76.1	71277	100	8	42	39	12	78.8



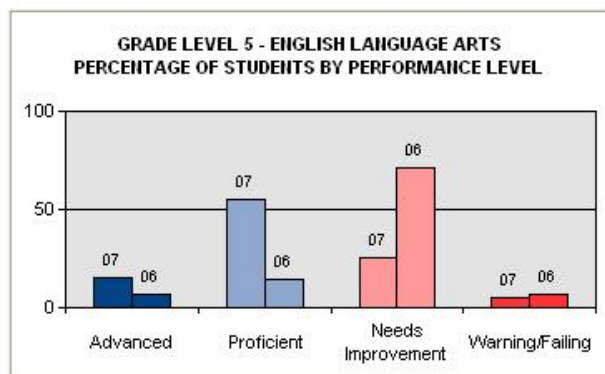
GRADE LEVEL 4 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	3	-	-	-	-	-	-	12858	100	4	13	46	37	59.6
LEP/FLEP	3	-	-	-	-	-	-	6149	100	8	18	45	29	61.0
Low-Income	14	100	14	7	43	36	58.9	21841	100	7	20	48	25	63.8
African American/Black	11	100	18	18	45	18	70.5	5433	100	6	17	50	27	60.4
Asian	0	-	-	-	-	-	-	3386	100	32	31	30	7	84.4
Hispanic/Latino	2	-	-	-	-	-	-	9238	100	6	18	48	28	61.2
Native American	2	-	-	-	-	-	-	229	100	10	21	50	19	68.1
White	6	-	-	-	-	-	-	50847	100	21	33	37	9	81.2

Other Subgroups														
Male	11	100	27	0	36	36	61.4	36269	100	19	30	39	13	77.4
Female	11	100	18	18	45	18	68.2	34348	100	18	29	40	13	76.7
Title I	22	100	23	9	41	27	64.8	22317	100	8	21	48	23	65.1
Non-Title I	0	-	-	-	-	-	-	48300	100	23	33	35	8	82.5
Non-Low Income	8	-	-	-	-	-	-	48776	100	24	34	35	7	83.0
LEP	2	-	-	-	-	-	-	3943	100	5	14	46	35	55.3
FLEP	1	-	-	-	-	-	-	2206	100	14	25	44	17	71.2
1st Yr LEP*	0	-	-	-	-	-	-	566	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	8	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	161	100	18	34	37	11	81.2
Multi-race - Non- Hispanic/Latino	1	-	-	-	-	-	-	1323	100	20	31	34	15	77.0
All Students														
2007	22	100	23	9	41	27	64.8	70645	100	19	29	39	13	77.0
2006	23	100	4	17	52	26	69.6	71417	100	15	25	45	15	73.3



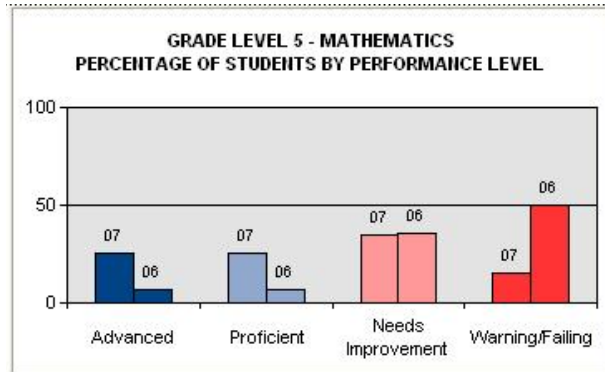
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS														
Student Group	District								State					
	Stud. Includ.	AYP Part,**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part,**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ <u>Disab</u>	3	-	-	-	-	-	-	13249	100	2	23	43	31	65.5
LEP/FLEP	3	-	-	-	-	-	-	5879	100	4	26	42	28	63.8
Low-Income	13	100	8	54	31	8	84.6	21867	100	4	34	43	18	72.0
African American/Black	5	-	-	-	-	-	-	5561	100	4	35	43	18	72.4
Asian	1	-	-	-	-	-	-	3438	100	23	45	25	7	86.6
Hispanic/Latino	9	-	-	-	-	-	-	9208	100	4	30	43	23	68.3
Native American	0	-	-	-	-	-	-	202	100	8	42	40	10	80.7
White	5	-	-	-	-	-	-	51496	100	17	53	24	5	88.7

Other Subgroups														
Male	5	-	-	-	-	-	-	36834	100	11	48	31	11	82.4
Female	15	100	13	53	27	7	86.7	34444	100	19	48	26	7	86.9
Title I	20	100	15	55	25	5	88.8	20864	100	5	35	42	17	72.9
Non-Title I	0	-	-	-	-	-	-	50414	100	19	53	23	5	89.4
Non-Low Income	7	-	-	-	-	-	-	49411	100	19	54	22	5	90.2
LEP	3	-	-	-	-	-	-	3235	100	1	15	43	41	53.0
FLEP	0	-	-	-	-	-	-	2644	100	6	39	42	12	77.0
1st Yr LEP*	0	-	-	-	-	-	-	499	98	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	14	100	0	14	57	29	53.6
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	173	100	8	50	28	15	81.2
Multi-race - Non- Hispanic/Latino	0	-	-	-	-	-	-	1200	100	14	46	32	8	84.0
All Students														
2007	20	100	15	55	25	5	88.8	71320	100	15	48	28	9	84.6
2006	14	100	7	14	71	7	69.6	72714	100	15	44	31	9	83.7



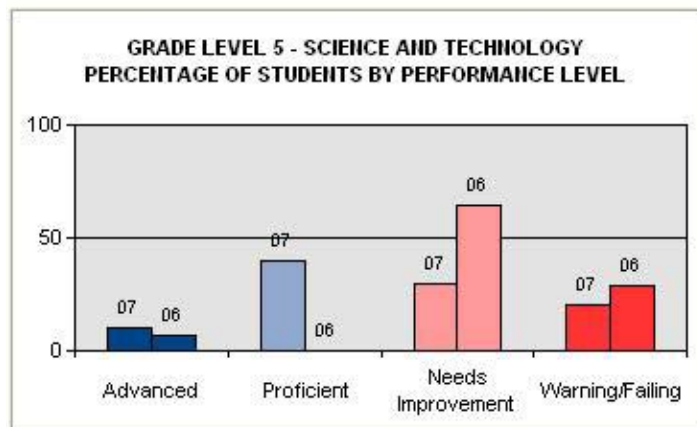
GRADE LEVEL 5 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ <u>Disab</u>	3	-	-	-	-	-	-	13249	100	3	14	33	50	53.8
LEP/FLEP	3	-	-	-	-	-	-	5888	100	8	21	33	38	58.5
Low-Income	13	100	8	31	38	23	75.0	21838	100	7	22	38	33	61.1
African American/Black	5	-	-	-	-	-	-	5560	100	5	20	38	36	59.0
Asian	1	-	-	-	-	-	-	3453	100	36	34	21	9	86.1
Hispanic/Latino	9	-	-	-	-	-	-	9224	100	6	20	36	39	57.5
Native American	0	-	-	-	-	-	-	200	100	12	34	30	25	71.1
White	5	-	-	-	-	-	-	51493	100	21	36	30	13	80.1

Other Subgroups														
Male	5	-	-	-	-	-	-	36843	100	20	33	30	18	76.5
Female	15	100	20	27	33	20	76.7	34459	100	18	32	32	18	74.8
Title I	20	100	25	25	35	15	80.0	20854	100	8	23	37	32	62.1
Non-Title I	0	-	-	-	-	-	-	50448	100	23	36	28	12	81.3
Non-Low Income	7	-	-	-	-	-	-	49464	100	24	37	28	11	82.1
LEP	3	-	-	-	-	-	-	3254	100	4	15	31	50	50.0
FLEP	0	-	-	-	-	-	-	2634	100	13	28	35	24	69.0
1st Yr LEP*	0	-	-	-	-	-	-	512	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	14	100	0	14	36	50	51.8
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	173	100	18	34	29	18	75.4
Multi-race - Non- Hispanic/Latino	0	-	-	-	-	-	-	1199	100	20	29	32	19	74.5
All Students														
2007	20	100	25	25	35	15	80.0	71352	100	19	32	31	18	75.7
2006	14	100	7	7	36	50	44.6	72798	100	17	26	34	23	70.2



GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	3	-	-	-	-	-	-	13245	100	3	18	45	33	63.0
LEP/FLEP	3	-	-	-	-	-	-	5885	100	3	16	46	36	56.1
Low-Income	13	100	8	23	46	23	69.2	21833	100	3	21	49	26	63.5
African American/Black	5	-	-	-	-	-	-	5560	100	2	18	50	30	59.4
Asian	1	-	-	-	-	-	-	3451	100	23	36	32	10	82.1
Hispanic/Latino	9	-	-	-	-	-	-	9219	100	3	17	49	31	59.5
Native American	0	-	-	-	-	-	-	199	99	6	32	45	17	73.1
White	5	-	-	-	-	-	-	51484	100	17	42	34	7	84.3

Other Subgroups														
Male	5	-	-	-	-	-	-	36839	100	14	38	36	12	79.7
Female	15	100	13	33	33	20	75.0	34447	100	14	35	38	12	78.0
Title I	20	100	10	40	30	20	76.3	20849	100	4	22	49	25	63.9
Non-Title I	0	-	-	-	-	-	-	50437	100	18	43	32	7	85.1
Non-Low Income	7	-	-	-	-	-	-	49453	100	19	43	32	6	85.7
LEP	3	-	-	-	-	-	-	3252	100	1	9	42	48	48.0
FLEP	0	-	-	-	-	-	-	2633	100	4	24	51	21	66.1
1st Yr LEP*	0	-	-	-	-	-	-	512	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	14	100	0	0	57	43	44.6
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	173	100	7	36	41	16	75.7
Multi-race - Non- Hispanic/Latino	0	-	-	-	-	-	-	1200	100	15	34	40	11	78.4
All Students														
2007	20	100	10	40	30	20	76.3	71338	100	14	37	37	12	78.9
2006	14	100	7	0	64	29	51.8	72769	100	17	33	39	11	78.0



About the Data

Student Groups (as of October 1, 2007)

African American or Black

A person having origins in any of the black racial groups of Africa.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic

A person selecting more than one racial category and non-Hispanic.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Limited English Proficient (LEP)

A student whose first language is a language other than English who is unable to perform ordinary classroom work in English

Low Income

An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Special Education

A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English

A student whose first language learned or used by the parent/guardian with the child is not English.

Migrant

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient

A student who has transitioned out of LEP status during the current school year or within the past two school years.

Title I

Student receives Title I services.

Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are teaching

The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. (Charter schools are not required to hire licensed teachers.)

Percentage of core academic classes taught by highly-qualified teachers

The percentage of core academic classes taught by highly-qualified teachers (defined as teachers holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. For more information on the definition and requirements of highly-qualified teachers, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

High-Poverty Schools

Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools

Schools in the top quartile statewide by low-income percentage.

MCAS Data (Spring 2007 Results)

Above Proficient (P+) | (Grades 3)

Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced (A) | (Grades 4-8, 10)

Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient (P) | (Grades 3-8, 10)

Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (NI) | (Grades 3-8, 10)

Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing (W/F) | (Grades 3-8, 10)

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Notes:

- * The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).
- ** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the *School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports* posted at http://www.doe.mass.edu/sda/ayp/2007_for_details.

Accountability Data (2007)

Adequate Yearly Progress

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts/reading (ELA) and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

No Status - No Accountability Status

II1-S - Identified for Improvement Year 1 - Subgroups

II1-A - Identified for Improvement Year 1

II2-S - Identified for Improvement Year 2 - Subgroups

II2-A - Identified for Improvement Year 2

CA-S - Identified for Corrective Action - Subgroups

CA-A - Identified for Corrective Action

RST1-S - Identified for Restructuring Year 1 - Subgroups

RST1-A - Identified for Restructuring Year 1

RST2-A - Identified for Restructuring Year 2

UR - Status Under Review

For More Information

Information for Parents on NCLB Requirements

<http://www.doe.mass.edu/nclb/parents.html> ...

Department of Elementary and Secondary Education Home Page

<http://www.doe.mass.edu/>

Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=04390000>



CONSERVATORY LAB
CHARTER SCHOOL

a public school for learning through music

25 Arlington Street
Brighton, MA 02135
phone 617-254-8904
fax 617-254-8909
office@conservatorylab.org
www.conservatorylab.org