



ANNUAL REPORT
2006-2007 SCHOOL YEAR

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LETTER FROM THE BOARD OF TRUSTEES' CHAIR

June 30, 2007

As I prepared to write this, I reviewed letters written in previous years by Hill View Montessori Charter Public School's Board of Trustees' Chair. The letters are hopeful and full of talk of beginnings, dreams, and the school's promise for children. They are letters written about a start up school.

If one thing was proven during this year, it is that Hill View is no longer a start up school. It is a school that has matured. It is a school that is growing. Most importantly, it is a school that is being shaped by the vision of its founders and the clear and simple set of Montessori's guiding principles: grace, courtesy, respect, and responsibility.

The 2006/2007 school year saw the school receive its first set of baseline MCAS scores, deal with a public controversy around its plans to expand, receive the resignation of its first executive director, and the selection of a new executive director who is also one of its founders. None of these issues were easy. There was active debate in the school community about them, and the conflicts have been resolved. Why? Ultimately, and wisely, the behavior of the Board and school leaders has been guided by the Montessori principles.

Staying true to a set of values in the face of change and challenge has been the key to navigating them and building a strong, cohesive school that continues to get better and better at serving the children who attend here.

Sincerely,

Shaw Rosen, Chair
Board of Trustees

EXECUTIVE SUMMARY

June 30, 2007

Change is a process, not a happening. We deal with it throughout our lives. In the start-up years of a charter school, change is the rule not the exception. Every year, a new grade is added, additional staff hired, classrooms readied and materials and furniture purchased. It has been a challenge, but one that I would not have missed for the world.

It has been my privilege and pleasure to have been the executive director of HVM for almost 4 years. We have come from a point of nonexistence to that of a vibrant school. When I came on board, what existed was a plan (the charter) and a dream. From there, we have grown into a school of 190 students in grades K-5, with a committed staff and supportive parents. Our building is old, but has a quaint charm that welcomes you in and makes you feel at home.

Financially, HVM is in a good position. We came to a place this year, where increased base salaries for teachers as well as annual increases were possible. A retirement plan in which HVM matches 3%-4% of staff contributions was established, and a dental plan and an Employee Assistance Program have been inaugurated.

Site continues to be a huge challenge. Negotiations for a second site are being finalized. Next year, Upper Elementary students will be at the Smiley School while Kindergarten and Lower Elementary students will remain at the current site. This is a temporary fix that will provide homes for HVM until the permanent site is found. To that end, the Site Task Force continues to look at land and buildings in Haverhill and is working with an agricultural company to find space to co-locate.

While students are progressing well in the classroom, the MCAS scores for HVM's second year were disappointing. Once the results were scrutinized, a plan was developed to address areas of concern and to develop the life skills necessary for test taking. Next year's results will hopefully bear the fruits of the work that was done.

However, success and excellence cannot be defined in a span of two or even five years. It is important to remember that all charter schools exist for one reason: to provide effective alternative approaches to educating children and to share these options with the greater community. Establishing such a program and ensuring that it is working well takes time.

During that time, the school needs support and encouragement. When a baby is learning to walk, we do not wait until she is running across the room before we acknowledge her accomplishments. We encourage her to stand, clap for her first step, and hold out our hands to entice her to walk to us. A new school needs the same encouragement and support. HVM is no different. We have witnessed many small successes since we opened our doors in 2004 and they will multiply in the years to come. At HVM, the children are learning and developing into caring, confident and resourceful human beings.

Today, we are not instituting change; we are in the middle of change. We can look back to see how far we have come, because we now have a history. We can also look ahead to see where we are going and we can do that with confidence because we have tasted success.

Moving on is a bittersweet experience, but is made easier knowing that HVM is an established entity and does not rely on the efforts of any one person to keep growing. I wish the students, parents and staff the best. There will always be a part of me with you.

ADDENDUM FROM THE NEW EXECUTIVE DIRECTOR:

The previous letter was written for the annual report by HVM's former Executive Director, Peg Roberts, who resigned from the school effective June 15, 2007. As the Executive Director for the 2006-07 school year, Peg authored most of the annual report and then we recently added a few items that were not available before June 15th. We'd like to thank Peg for all her work on this report as well as her hard work and dedication to the school over the past four years.

As the school's new Executive Director, I'd like to share my thoughts about HVM's future. As Peg mentioned, last year's MCAS results were disappointing but action was taken this year to address the areas of concern and we look forward to continuing these improvement efforts. Some of the school's internal measures of progress were disappointing, as well, and work has started to analyze those results, update our improvement strategies, and evaluate the quality and usefulness of the measures themselves.

As part of my entry into the school, I am currently engaged in a structured approach to collecting data from a representative cross-section of HVM's constituents regarding their perceptions of the school's strengths and areas of need. In addition, I am reviewing current school operations as well as past assessment and survey data. This compiled information will be used in July by a cross-constituent team to generate an initial set of suggestions for addressing HVM's priority areas of need. Using this input, the HVM management team will develop a detailed action plan by the start of the 2007-08 school year to advance the school's goals, most importantly those that directly affect student learning. The entry plan is proceeding well and we are confident that, with the guidance of a detailed action plan, HVM will achieve its mission of providing a public Montessori education that promotes academic excellence for all of our students. I am looking forward to working with HVM's dedicated team of teachers, staff, parents, and board members. We have a rare opportunity to provide the incredible learning opportunities of a public Montessori education to the children of Haverhill, and as Executive Director, I dedicate myself to working with the teachers and community to ensure a vibrant education for the whole child.

Sincerely,

Janet Begin
Executive Director

SECTION I: SCHOOL PROFILE

◆ DESCRIPTION OF THE SCHOOL

Location

Hill View Montessori Charter Public School is located at 551 Washington Street, Haverhill in a former Haverhill District School. HVM opened on August 23, 2004 with 122 students in grades K-3. The maximum number of students is 243. For the 2006-2007 school year, HVM served 190 students in grades K-5. An additional grade will be added each year until the school serves children in grades K-8. An Amendment is pending to increase the maximum student capacity to 296 students.

On October 1, 2006 there were 189 children registered as full time students at HVM.

Information about the school is available by phone at 978.521.2616, by fax at 978.521.2656, through the HVM website www.hillviewmontessori.org, or by attending one of the parent information sessions held throughout the year.

Contacts for the 2006-2007 school year were Peg Roberts, Executive Director and Melanie Wilson, Manager of Teaching & Learning. Contacts for the 2007-2008 school year are Janet Begin, Executive Director, ext. 100 and the Manager of Teaching & Learning, ext. 102.

School Year

HVM's school year began on August 23, 2006. The last day of school was June 19, 2007. The school calendar was 190 days, which included four parent conference days, four professional development days and 180 instructional days.

School Day

The school day began at 8:30 AM and ended at 3:45 PM.

- Students experienced an uninterrupted work period every morning with a lunch break and recess at midday.
- Afternoons were devoted to special classes consisting of Art, Fitness, Music and Spanish. Assemblies, presentations, guest appearances and special events were generally scheduled for the afternoons. There were also additional uninterrupted work periods on some afternoons.
- HVM teachers were provided with collaborative periods twice a week, while their students attended special classes. Collaborative periods were in addition to their preparation time.
- Special Education services were scheduled during the uninterrupted work period to allow therapists and Special Education staff to work within the classrooms on lessons being presented by the teachers. This provided the teachers and therapists an opportunity to collaborate and exchange strategies, techniques and information. In addition, therapists provided small group and individual services in a separate setting to afford more specialized instruction.

◆ EDUCATIONAL PHILOSOPHY

The HVM mission statement commits to preparing students to be constructive contributors in our community by focusing on academic, personal, and social development. The HVM learning environment is based on the Montessori philosophy because of its emphasis on the development of the whole child. It recognizes that children have a desire to learn and, given the proper environment, they develop intellectually, socially, emotionally, and physically. This "prepared environment", as Dr. Montessori called it, includes not only the classroom and materials, but the social setting or

atmosphere. It is imperative that all these things support the child. Furthermore, the Montessori philosophy, initially developed for underprivileged children, specifically addresses the diversity in our community by providing a child-centered, individualized approach to teaching and learning. The educational tenets of the Montessori philosophy that support HVM's mission and distinguish this school are:

Individualized, Differentiated Learning

Montessori education is built upon the tenet that all learners are individuals - in style, pace, and interests. HVM's individualized curriculum allows children to strive for their own personal best.

Mixed-age Classes

Students are grouped into mixed-age classes that span three years in the elementary program and two in the middle school program. Mixed classrooms provide numerous benefits including a greater range of curriculum options and reduced competition. Older children teach younger children, which builds confidence and competence. Peer tutoring also promotes cooperation and a sense of community.

Prepared Environment

Montessori instruction progresses from concrete explorations and concept development to abstract understandings. Therefore, elementary classrooms have an abundance of carefully sequenced Montessori materials to support this learning progression. As children progress toward middle school and develop higher-level thinking, Montessori materials are increasingly reinforced by research and reference materials, and information technology, used to pursue independent research projects.

Parent Involvement

HVM considers all caregivers as vital partners in the education of their children. Therefore, parents are welcome at HVM and are given many opportunities for participating in and setting the direction of school life. In conjunction with teachers and students, parents provide input to, and important feedback on, the Individual Learning Agreements and Work Plans including a commitment to doing their part at home to ensure their children's success.

Teacher's Role

HVM teachers facilitate learning by carefully observing each child's behavior and growth, then guiding each child using changes in the environment, invitations for inquiry and direct instruction. Teachers work to create and sustain a classroom and school culture where demonstrations of respect, initiative, risk-taking and persistence in learning are the norm. In the younger grades, teachers work with individuals or small groups of children. In the Middle School, teachers will provide more whole class instruction, but will challenge and extend the self-directed habits of the elementary years as students begin to direct the development of their Individual Learning Agreements and pursue research and service learning projects.

Character Education

Personal and social education is integrated into HVM's learning program. Classroom life emphasizes the Montessori values of grace, courtesy, respect and responsibility. Teachers model these values and expect them from students throughout the school.

Integrated Teaching and Learning

Montessori education emphasizes interdisciplinary teaching to encourage connections across the curriculum and to students' personal lives. Emphasis is placed on projects that require open-ended research and in-depth study using primary and secondary sources as well as other materials. When

students understand the purpose for and connection among their activities, they become motivated learners.

Community Connection

As children grow, they learn and contribute to increasingly expansive and diverse human and environmental communities. Students at HVM first come to understand the world and their part in it by discovering community within the classroom, then by contributing to the life of the school and caring for the surrounding plant and animal habitats, and finally, by supporting the improvement of the larger community beyond the school. As a result, community service and learning is an important part of the curriculum throughout HVM, culminating in fully developed student service projects for the middle school students.

◆ **MISSION STATEMENT**

The mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children will attain high levels of academic, personal, and social achievement and so prepared, become constructive contributors to our community.

◆ **HILL VIEW MONTESSORI TENETS**

The HVM Tenets are drawn from the mission statement and are used as guiding principles.

Montessori education as a public option

Ensuring access to a high quality education for all students by:

- Providing a free Montessori education as an effective learning option;
- Promoting the development of competent, caring contributors for our community;
- Welcoming the diverse learners, representative of diversity in Haverhill, including economic diversity, cultural diversity, family diversity, and diversity in learning needs and styles; and
- Engaging educators and community members in a continuing dialogue through a process of collaboration and sharing of information.

Supporting the whole child

Ensuring children learn to use all parts of their minds well, attending to:

- Personal, social, and academic growth;
- Montessori values of grace, courtesy, respect, and responsibility;
- Education in core academic skills;
- Cooperative learning and conflict resolution skills and attitudes;
- Learning in foreign language, art, music, and physical education; and
- Each child's unique learning style, educational strengths and weaknesses, and pace of learning while promoting positive self-esteem.

Teacher-parent-student partnerships for learning

Engaging families in support of student learning through partnerships that:

- Acknowledge a common agenda and provide complementary learning commitments and supports;
- Provide parent education about Montessori and HVM;

- Involve and vest parents, teachers, and students in the school's decision making process and volunteer efforts; and
- Convey and strive for high expectations.

High levels of student achievement

Ensuring high levels of student achievement by:

- Providing effective Montessori instruction and materials;
- Tailoring learning supports so every child gets what he or she needs to succeed;
- Developing students' love for learning by providing engaging materials and work;
- Measuring achievement in multiple ways and using multiple assessment data to inform instruction; and
- Demonstrating continuous academic improvement.

Attracting, developing, and retaining high quality staff

Supporting high quality staff in their best efforts for children by:

- Attracting accomplished college graduates to teach within the school;
- Requiring lead teachers to hold Montessori certification and to pass the state's teacher licensure tests within first year of employment;
- Providing Montessori training within the first year of employment for all staff without prior Montessori training or experience;
- Maintaining high standards for accomplished teaching and learning, and paying adequate compensation;
- Providing time and structures for ongoing professional development and collaborative work during and beyond the school day; and
- Treating staff with respect and ensuring a culture that promotes open and honest discussion.

School-Community Partnerships

Encouraging students to become constructive contributors to our community by:

- Teaching students about many types of communities and their place within them;
- Engaging students in community service projects and/or internships; and
- Developing partnerships with local environmental agencies, community service organizations, and businesses to support children's health and learning.

SECTION II: ACCOUNTABILITY PLAN GOALS AND OBJECTIVES

Summary of Performance relative to the Accountability Plan Objectives

The Accountability Committee, a standing committee of the Board of Trustees, submitted the HVM Accountability Plan in 2005. The plan was approved on January 17, 2006. During the 2006-2007 school year, the committee met to review progress toward the goals in the Accountability Plan. The information included in this report reflects the progress made during the first three years of the school.

A. Academic Success

Goal A1: HVM students will demonstrate high levels of achievement in **reading** and **writing**.

Objective A1.1: 85% or more of students in grades K, 1 and 2 will demonstrate an annual growth rate of one or more years on classroom-based Developmental Reading Assessment.

Progress: The Developmental Reading Assessment tool has been used to determine academic progress in grades 1 and 2. This is the first year that Kindergarten students were assessed using the DRA. Assessments are done in the fall and in the spring. During the 2006-2007 school year, 67% of the students in grades K, 1 and 2 demonstrated an annual growth rate of one or more years.

After using the DRA for three years, the staff and administration did an analysis of this assessment tool. The DRA is administered individually to each child in the class. It takes from 1-1 ½ hours to administer each assessment to Lower Elementary students. In reviewing the assessments, it was noted that since all assessments were not given by the same person, scoring was subjective. While the overall data it provides is valuable, to complete the assessment twice a year is extremely time intensive (average 75 hours per year of class time) and scoring wasn't always uniform. The staff is investigating an alternative assessment that will provide the same information in a shorter amount of time. The DRA will not be discarded, but will be used with children who need more individualized assessment of reading skills.

Kindergarten Reading Assessment.

Kindergarten students were assessed using the DRA in the fall and a grade level equivalent was established. A new assessment, the Wide Range Achievement Test, was piloted in June. The WRAT was chosen because it gives a baseline measurement for each child's reading, spelling and sentence comprehension skills. A comparison of grade equivalents from the two assessments was used to determine whether or not Kindergarten students had made 1 year's progress in reading.

2006-2007 Developmental Reading Assessment/Wide Range Achievement Test				
Year	# Students	# Achieving Growth of 1 or More Year	% Achieving Growth of 1 or More Year	# Not Included *
K	34	24	72%	0
1st	31	21	68%	0
2nd	34	21	62%	0

Comparison of Results					
School Year	Year	# Students	# Achieving Growth of 1 or More Year	% Achieving Growth of 1 or More Year	# Not Included *
04-05	1	35	20	62.5%	3
05-06	1	33	25	76.0%	0
06-07	1	31	21	68.0%	0
04-05	2	30	20	69.0%	1
05-06	2	31	28	90.0%	0
06-07	2	34	26	62.0%	0

- ★ Reasons students were not included in results:
1. Student left HVM before Spring Assessment
 2. Student entered HVM after the Fall Assessment
 3. Student reached the highest level on the Fall Assessment

Objective AI.2: Beginning in Year 2, 85% or more of students in Grades K, 1 and 2 will demonstrate an annual growth rate of one or more years on HVM’s Writing Continuum.

Progress: During the 2005-2007 school year, the HVM Writing Continuum was administered for the second time. The first assessment was done in the spring of 2006 to determine grades levels for children in grades K-3. The baseline information was used to track the progress each child made from the spring of 2006 to the spring of 2007.

HVM Writing Continuum

Comparison of 2005-2006 & 2006-2007 Results

School Year	Year	# Students	# Achieving Growth of 1 or More Years	% Achieving Growth of 1 or More Years	# Not Included *
05-06	K	34	28	82%	0
06-07	K	34	33	97%	0
05-06	LE-1	33	13	39%	0
06-07	LE-1	34	11	33%	0
05-06	LE-2	35	7	20%	0
06-07	LE-2	35	12	34%	0
05-06	LE-3	30	3	10%	0
06-07	LE-3	36	9	36%	0

Objective AI.3: 80% or more of HVM students in grades 3, 4, 5, 6, and 7 who have been enrolled for 2 or more years will perform at or above the national average for their grade level on Fall-administered English/Language Arts Terra Nova tests.

Progress: The results of the Terra Nova tests are used to inform instruction. This year, 30 of 35 third grade students, 25 of 29 fourth grade students and 20 of 23 fifth graders had been enrolled at HVM for two years. Overall, 80% of third graders, 70% of fourth graders and 87.5% of fifth graders who have been at HVM for two years were at or above the National Average.

Figures 1-3 show a comparison of the three third grades that have taken the Terra Nova since the school opened.

Figure 1

Comparison of Third Grade Students	At or Above National Average		
	2004	2005	2006
Reading/Vocabulary	86%	79%	83%
Language Mechanics	67%	72%	76%

Figure 2

Comparison of Fourth Grade Students	At or Above National Average		
	2004	2005	2006
Reading/Vocabulary	NA	79%	68%
Language Mechanics	NA	72%	72%

Figure 3

Base Line Fifth Grade Students	At or Above National Average		
	2004	2005	2006
Reading/Vocabulary	NA	NA	90%
Language Mechanics	NA	NA	85%

Figures 4-5 show the progress of cohorts of children over time.

Figure 4

Cohort Comparison			
Year	Grade	Reading	Language
2004	Third	86	67
2005	Fourth	79	72
2006	Fifth	90	85

Figure 5

Cohort Comparison			
Year	Grade	Reading	Language
2005	Third	79	72
2006	Fourth	68	72

Objective AI.4: 70% or more of HVM students who have been enrolled for 2 or more years will demonstrate proficient or advanced levels of English/ Language Arts achievement on the Massachusetts Comprehensive Assessment System (MCAS) in grades 3, 4, 5, 6, and 7.

Progress: Based on the 2004-2005 school year MCAS Reading results for grade 3, the percentage for this objective was amended from 65% to 70%. The MCAS third grade reading and fourth grade English/Language Arts (ELA) results for 2005-2006 are shown below. Areas where the children did not perform well included answering open-ended

questions. Test taking skills have been added to the curriculum this year for all students in grades 3 and up.

Reading	Proficient/Proficient+	Needs Improvement	Warning/Failing
Grade 3	44%	41%	15%

ELA	Proficient/Proficient+	Needs Improvement	Warning/Failing
Grade 4	32%	53%	16%

Goal A2: HVM students will demonstrate high levels of achievement in Mathematics and Science.

Objective A2.1: 85% or more of HVM students in grade K, 1 and 2 will demonstrate an annual growth rate of one or more years on classroom-based HVM Primary Math Assessment Tool.

Progress: HVM Mathematics Assessment, 2006-2007 - The assessment was derived from a material called Insights into Math Concepts published by Conceptual Learning Materials. We believed it would coordinate well with HVM’s curriculum as it was based on the use of Montessori materials and included practice activities for students. However, the assessment itself did not allow for the use of Montessori materials. All third grade students took the HVM mathematics assessment in mid January. Students who scored below 80% were given further instruction and practice and then given a second assessment in mid February. (See Objective A3.1-Benchmark Assessment #1 for results)

After reviewing the process, the Manager of Teaching and Learning and the Lower Elementary teachers determined that the assessment was not a good fit for HVM. The written instructions provided to students were too sparse and a few of the word problems were outdated. It was also determined that if our third grade students who are nearing abstraction struggled with this abstract assessment, then our K-2 students would find it even more difficult to manage. The staff is in the process of selecting new materials for the assessment to be piloted in the fall of 2007. Materials under review include: the Albanesi Curriculum Program Achievement Tests, the WRAT (Wide Range Achievement Test) in mathematics and Saxon Mathematics Placement Tests.

Objective A2.2: 80% or more of HVM students who have been enrolled for 2 or more years in grades 3, 4, 5, 6, and 7 will perform at or above the national average for their grade level on Fall-administered Mathematics Terra Nova tests.

Progress: The results of this assessment are used to inform instruction. This year, 30 of 35 third grade students, 25 of 29 fourth grade and 20 of 23 fifth grade students had been enrolled at HVM for two years. Overall, 62% of third graders, 84% of fourth graders and 80% of fifth graders were at or above the National Average.

Figures 6-8 show a comparison of the three third grades that have taken the Terra Nova since the school opened.

Figure 6

Third Grade Students	At or Above National Average		
	2004	2005	2006
Math	88%	84%	62%

Figure 7

Fourth Grade Students	At or Above National Average		
	2004	2005	2006
Math	NA	90%	84%

Figure 8

Fifth Grade Students	At or Above National Average		
	2004	2005	2006
Math	NA	NA	80%

Figures 9-10 show the progress of cohorts of children over time.

Figure 9

Cohort Comparison		
Year	Grade	Math
2004	Third	88%
2005	Fourth	90%
2006	Fifth	80%

Figure 10

Cohort Comparison		
Year	Grade	Math
2005	Third	84%
2006	Fourth	84%

Objective A2.3: 70% or more of HVM students who have been enrolled for 2 or more years will demonstrate proficient or advanced levels of achievement on the MCAS in grades 3, 4, 5, 6, and 7 in mathematics and grades 5, 6, and 7 in science.

Progress: The results of the Math MCAS for 2005-2006 were the first received for both grades and serve as a baseline. Results are shown below for students enrolled for 2 or more years at HVM. These are the first MCAS math scores for HVM.

Math	Proficient/Proficient+	Needs Improvement	Warning/Failing
Grade 3	26%	37%	37%

Math	Proficient/Proficient+	Needs Improvement	Warning/Failing
Grade 4	10%	58%	32%

Ninety-nine percent of students that entered HVM in 2004 and 2005 had no Montessori background. For the first two years, student emphasis was on learning the Montessori math

materials. Children learn math processes using concrete materials. In Montessori schools, students move naturally from using the materials to doing abstract math when they are developmentally ready. Often, students are not ready to abstract until they are in fourth grade. During the 2006-2007 school year, emphasis was placed on teaching the life skills necessary for test taking and math fact drills were added. Any positive effect on test scores will be realized in the results of the 2007 MCAS scores.

Goal A3: HVM students will demonstrate high levels of achievement on the HVM academic benchmarks.

Objective A3.1: 90% of students who have been enrolled at HVM for 2 or more years will successfully complete 75% or more of the HVM benchmarks by the close of grades 3 and 6.

Progress: During the first two school years, benchmarks were piloted, reviewed and revised. Final revisions were completed this year. The reports below show how students in grades three did on the first five benchmarks. 96% of HVM’s third grade students who have been enrolled for 2 or more years successfully completed 75% or more of the HVM Benchmarks.

<u>Benchmark #1 – Mathematics</u>	Proficient	Unsuccessful
Total Students Assessed -28	9 students	19 students
% of Student Achievement	32%	68%

As stated in Objective A2.1, it was determined that the above math assessment was a poor fit for HVM for several reasons, notably that students took the assessment midway through their third grade year and many were just beginning to work abstractly.

<u>Benchmark #2a- English Language Arts- Research/Letter Writing</u>	Proficient	Unsuccessful
Total Students Assessed -28	26 students	2 students
% of Student Achievement	93%	7%
<u>Benchmark #2b- English Language Arts- Oral Presentation</u>	Proficient	Unsuccessful
Total Students Assessed -28	26 students	2 students
% of Student Achievement	93%	7%

<u>Benchmark #3-Geometry</u>	Proficient	Unsuccessful
Total Students Assessed -26	22 students	4 students
% of Student Achievement	85%	15%

<u>Benchmark #4-Mathematics: Problem Solving</u>	Proficient	Unsuccessful
Total Students Assessed -28	27 students	1 students
% of Student Achievement	96%	4%

Note: The DRA benchmark measures students who have been enrolled at HVM for 2 or more years and who have made at least 1 year’s progress in reading.

<u>Benchmark #5-Developmental Reading Assessment</u>	Proficient	Unsuccessful
Total Students Assessed -28	23	5
% of Student Achievement	82%	18%

- * 1 student did not participate in the Benchmark Assessments.
- 2 students participated in only 4 of 5 Benchmark Assessments.
- Reasons why students did not participate in Benchmark assessments include learning differences and excessive absence.

B: Organizational Viability

Goal B1: HVM will maintain fiscally sound practices.

Objective B1.1: An annual independent external audit will be conducted to show that HVM is maintaining and operating within an accurate, balanced budget.

Progress: An independent external review for the 2005-2006 school year was conducted by Rucci, Bardaro & Barrett, P.C., 919 Eastern Avenue, Malden, MA 02148. HVM received an unqualified audit opinion. Unaudited financial statements for FY07 are included in *Section VI, Financial Profile*.

Objective B1.2: The HVM annual balance sheet shows that the school maintains 2-5% of its total budget as cash reserves.

Progress: The HVM annual balance sheet shows that the cash reserves are in excess of 5% of the total budget. Financial Statements are included in Section VI, Financial Profile.

Goal B2: HVM will enjoy full enrollment and a robust pool of student applicants.

Objective B2.1: HVM will demonstrate parent demand and satisfaction by having student enrollment meet at least 94% of the targets set forth below:

Year one:	122 students in grades K-3
Year two:	156 students in grades K-4
Year three:	188 students in grades K-5
Year four:	218 students in grades K-6
Year five:	242 students in grades K-7

Progress: For Year Three, the SIMS data showed that HVM had 190 students enrolled for the year, which is above the projected total enrollment possible.

Objective B2.2: The number of applicants for admission to Kindergarten each year will be at least equal to double the number of students' slots available. There will be a wait list of an average of 30% of the total number of slots of the remaining grades.

Progress: To recruit students for the 2006-2007 school year, HVM held 10 parent information sessions. Materials were targeted to Haverhill's diverse ethnic and economic community and produced in English and Spanish. Child care was provided at all sessions. The chart below shows the number of applications received for each grade, the number

enrolled for 2006-2007 and the number of students on the wait list as of August 2006 and June 2007. (R – Resident; NR – Non-resident)

For 2006-2007, 34 students were enrolled in Kindergarten. Of that number, 14 were siblings of currently enrolled students. A total of 69 enrollment forms were received for the remaining 20 slots.

Grade	Applications Received	Enrolled for 2006-2007	Wait List 8/06	Wait List 6/07
K	89	34	51 R & 2NR	51 R & 2 NR
1	21	35	61 R & 6NR	51 R & 6NR
2	6	35	73 R & 1 NR	72 R & 1 NR
3	10	30	39 R & 4 NR	35 R & 4 NR
4	3	29	6 R & 2 NR	0 R & 0 NR
5	4	23		
Total	133	190	200 R & 15 NR	179 R & 13 NR

Objective B2.3: 80% of HVM families will indicate an overall satisfaction rate with school and teacher communications regarding student learning and their child’s overall experience on the HVM Parent School Satisfaction Surveys.

Progress: Of those parents that responded, 70.0% reported overall satisfaction with the school communication and 73.4% reported an overall satisfaction rate for their child’s experience at HVM.

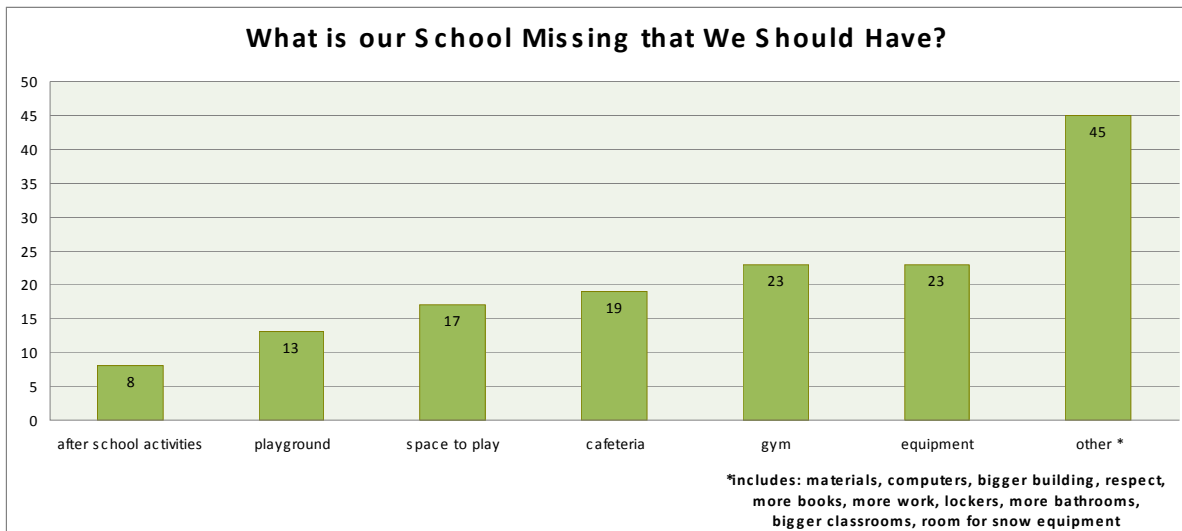
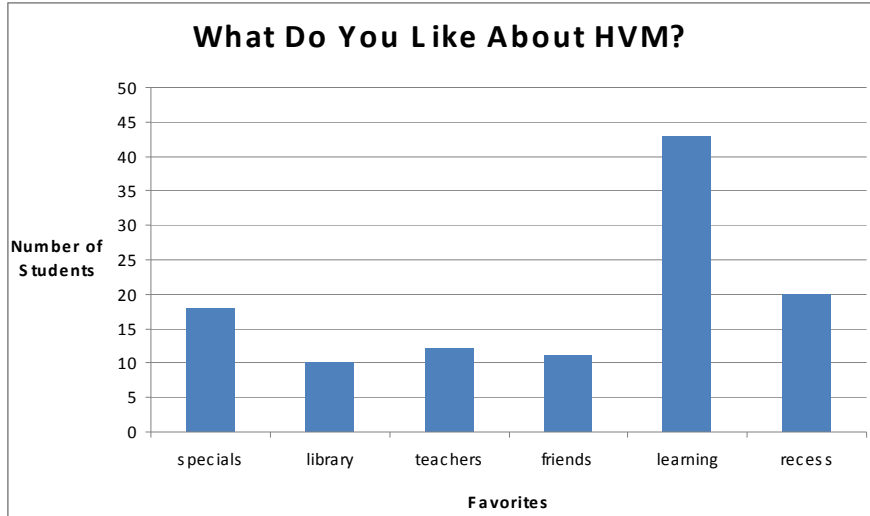
Area	2004-2005	2005-2006	2006-2007
Overall satisfaction with school communication	78%	77%	70%
Satisfaction with child’s overall experience at HVM	93%	77%	73%

Objective B2.4: HVM Student School Satisfaction Surveys will indicate a 75% or greater overall satisfaction rate with school experience.

Progress: A Student Satisfaction Survey was not done for the 2006-07 school year but will be done next year to have data for this objective. Instead, in March 2007, members of the two Upper Elementary classes went to each classroom and interviewed every student in grades K-5. The questions they asked were:

1. “What do you like most about our school?”
2. “What is our school missing that we should have?”

The interviewers compiled their results and made colorful posters displaying graphs of their results. The results they reported were:



Goal B3: HVM will retain and develop high quality professional staff.

Objective B3.1: Staff will meet Massachusetts Highly Qualified requirements and will meet or exceed proficiency criteria on the HVM Professional Staff Evaluation Rubric.

Progress: Seven of the eight classroom teachers are Highly Qualified. The remaining staff member who is not HQ has passed the General Curriculum MTEL but will not be returning to HVM next year. Seven of the eight Assistant Teachers are Highly Qualified. One of our Specialist Teachers (art, music, fitness, and Spanish) is HQ, another has her MA license pending, another has taken the MTEL and is awaiting the results and one is not HQ. All classroom teachers exceeded or met proficiency criteria on the HVM Teacher Evaluation. One Assistant Teacher and one Specialist Teacher did not meet the criteria and are not returning to HVM next year.

Objective B3.2: 75% or more of all administrators, professional staff, and support staff, respectively, will indicate overall job satisfaction on annual Professional Staff School Satisfaction Surveys.

Progress: Working in an expanding charter school is exciting, but challenging, especially for staff who come from a private school setting to teach in a public Montessori school. The goal in Year 2 was to provide a more stable atmosphere. The chart below shows that 67% of staff who had been here for the first two years indicated an improvement in job satisfaction from Year 1 to Year 2. The chart also shows that 64% of staff indicated additional improvement in job satisfaction from Year 2 to Year 3.

Job satisfaction greater in 05-06 than 04-05	67%
Job satisfaction greater in 06-07 than 05-06	64%

Objective B3.3: Professional classroom teachers and administrative staff will choose to stay for three years or longer.

Progress: Three teachers and three administrators have remained at HVM for three years or more. Information on staff retention can be found in *Section VI, Staff Profile*.

Objective B3.4: 100% of the HVM staff will participate in at least 16 hours of professional development sessions offered through universities or professional organizations.

Progress: 100% of the staff participated in a minimum of 16 hours of professional development sessions offered through universities or professional organizations.

Goal B4: The HVM Board of Trustees (BOT) will demonstrate effective governance of the school.

Objective B4.1: As per its bylaws, the HVM BOT will consist of nine to fifteen board members and all Trustees will attend at least three-quarters of all regularly scheduled and special meetings of the BOT.

Progress: In June, there were nine board members. One person resigned in December, leaving eight board members. New board members are expected to be presented for acceptance in July 2007. Five of eight board members or 62.5% attended at least three quarters of the regularly scheduled and special meetings of the board.

Objective B4.2: All HVM BOT members will demonstrate their commitment by contributing financially to the school and serving on at least one Board committee or task force each year.

Progress: All of the HVM BOT members gave in a cash form, an auction donation, or an auction purchase and all members gave extensively of their time including membership on at least one board committee or task force. Next year we want to clarify that in the future all BOT members should give an unrestricted cash donation even if they've donated in some other way.

Objective B4.2: The BOT will provide oversight of the school by providing feedback and a written annual evaluation to the Executive Director.

Progress: The current ED resigned in February 2007, effective June 30, 2007. Therefore no evaluation of the ED was done this year.

C: Faithfulness to the Charter

Goal C1: HVM parents will demonstrate involvement in supporting student achievement.

Objective C1.1: 100% of parents will sign a parent expectations document indicating their familiarity and agreement with HVM parent expectations for involvement in children's learning at the initial enrollment and at the beginning of each new program (Lower Elementary, Upper Elementary and Middle School).

Progress: One hundred percent of HVM parents signed the Parent Agreement Form prior to enrolling their children.

Objective C1.2: 95% of students will have parent(s) or guardian(s) attend both fall and spring parent-teacher or parent-student-teacher conferences and indicate their support by signing the child's Individual Learning Agreement.

Progress: 99.9% of families attended two parent-teacher conferences and signed the child's Individual Learning Agreement. In the fall of 2006, 99.9% of parents/guardians met with the classroom teacher to set goals and sign an Individual Learning Agreement. The agreement included academic, social and personal goals for the child. At the two follow up conferences, 99.9% of parents met with the teacher to look at progress toward the goals.

Objective C1.3: 95% of HVM families will contribute to the school annually, through at least one of the following activities: participation in a fundraising activity, school social events, student exhibitions, serving on a committee or task force, or in-school or at-home volunteering.

Progress: Using school records, it was determined that 98% of families participated in one of the following ways: 1) attending school functions such as the spaghetti supper, book fair, spring picnic or the Kindergarten Crossing Over; 2) donating books or equipment to HVM, supporting HVM monetarily, participating in the HOPE golf tournament, attending restaurant nights, providing individual classroom needs or purchasing products; 3) volunteering time by serving on the HVM Board of Trustees, Site Task Force, Technology Task Force, PAC, Finance Committee, Advisory Committee or as HVM Community Partnership officers, committee members or meeting attendees; working in the library, serving lunch when needed, collaborating on special classroom projects, chaperoning field trips and helping out in the office.

Goal C2: HVM will provide instruction and assessment focused on developing high levels of *personal growth and social responsibility*.

Objective C2.1: 100% of HVM students will participate in at least one school sponsored community service project during each school year.

Progress: 100% of HVM students participated in a community service project. Projects for the 2006-2007 school year included a food drive, a coat drive, and the Santa Fund drive.

Objective C2.2: 90% of students will successfully complete the HVM personal and social benchmarks by the close of grades 3 and 6.

Progress: The personal and social benchmarks will be piloted during Years 4 and 5 of the charter. In Year 3, both upper elementary classes participated in a conflict resolution program and the DARE program.

Objective C2.3: 100% of HVM students will receive direct instruction in Art, Fitness, Spanish and Music.

Progress: HVM staff provided students with Art, Music, Spanish and Fitness per the chart below.

Class	Frequency	Kindergarten	Lower Elementary	Upper Elementary
Art	Once a week	40 minutes	40 minutes	40 minutes
Fitness	Twice a week	40 minutes	40 minutes	40 minutes
Music	Twice a week	40 minutes	40 minutes	40 minutes
Spanish	Twice a week	40 minutes	40 minutes	40 minutes

Goal C3: The student population will reflect the diverse socio-economic and ethnic character of the community.

Objective C3.1: HVM’s student applicant pool as of the first day of school each year will show racial diversity within 3% of the Haverhill District School’s diversity as measured by comparing race information on the current applicant pool with each category on the district’s Enrollment by Race part of the SIMS data from the previous school year.

Progress: HVM Racial Diversity

Ethnicity	HVM %	Haverhill District Schools %
African American	5.7	3.1
Asian	1.5	1.7
Caucasian	79.4	80.0
Hispanic	12.6	15.2
Native American	0.8	0.0

Objective C3.2: HVM’s student population will show economic diversity within 8% of the Haverhill District School’s diversity as measure by comparing low income SIMS data each year.

Progress: The March 2007 SIMS Report showed that 22.80% of students enrolled at HVM were classified as low income vs. 35.3% at the Haverhill District Schools. This is an increase of 6.7% from last year when the HVM low income population was 16.03%.

◆ **NCLB REPORT CARD**

Hill View Montessori Charter Public School

Janet Begin, Executive Director

Mailing Address: 551 Washington Street

Haverhill, MA 01830

Phone: 978-521-2616

Fax: 9789521-2656

Website: www.hillviewmontessori.org

E-mail: info@hillviewmontessori.org

Overview:

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

Mission Statement:

To provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

Enrollment by Grade (2006-07)																	
	pk	k	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	-	34	34	33	36	29	23	-	-	-	-	-	-	-	0	-	189
School	-	34	34	33	36	29	23	-	-	-	-	-	-	-	0	-	189

Enrollment by Race/Ethnicity (2006-07)			
Race	% of School	% of District	% of State
African American	3.7	3.7	8.2
Asian	1.6	1.6	4.8
Hispanic	11.6	11.6	13.3
Native American	0.0	0.0	0.3
White	82.0	82.0	71.5
Native Hawaiian, Pacific Islander	0.0	0.0	0.2
Multi-Race, Non-Hispanic	1.1	1.1	1.7

Selected Populations (2006-07)		
% of School	% of District	% of State
2.1	2.1	14.9
0.0	0.0	5.6
22.8	22.8	28.9
10.6	10.6	16.9

Technology (2005-06)			
	School	District	State
Students per "modern" Computer	8.7	8.7	3.8
Classrooms on the Internet (%)	100.0	100.0	97.9

Enrollment by Gender (2006-07)			
	School	District	State
Male	96	96	498,243
Female	93	93	470,418
Total	189	189	968,661

Indicators (2005-06)			
	School	District	State
Grade 9-12 Dropout Rate	-	-	3.3
Attendance Rate	96.3	96.3	94.5
Average # of days absent	6.5	6.5	9.4
In-School Suspension Rate	0.0	0.0	3.4
Out-of-School Suspension Rate	2.6	2.6	5.8
Retention Rate	-	-	-

Teacher Data (2006-07)			
	School	District	State
Total # of Teachers	11	11	73,176
% of Teachers Licensed in Teaching Assignment	37.0	37.0	95.4
Total # of Teachers in Core Academic Areas	9	9	60,604
% of Core Academic Teachers Identified as Highly Qualified	64.9	64.9	95.1
Student/Teacher Ratio	17.5 to 1	17.5 to 1	13.2 to 1

2006 MCAS - Test Results

MCAS Tests of Spring 2006 Percent of Students at Each Performance Level										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State		
GRADE 03 - READING	17	18	30	40	37	34	17	8	30	73.3
GRADE 03 - MATHEMATICS	0	4	27	48	33	32	40	16	30	55.8
GRADE 04 - ENGLISH LANGUAGE ARTS	0	8	25	42	63	39	13	12	24	63.5
GRADE 04 - MATHEMATICS	4	15	4	25	63	45	29	15	24	53.1

2006 Adequate Yearly Progress (AYP) Data

GRADE 4 - ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	54	54	100	Yes	76	74.0	No	-	-	96.6	1.5	Yes	No
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	6	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	9	9	-	-	13	-	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	9	9	-	-	14	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	41	41	-	-	55	74.5	-	-	-	96.8	1.3	-	-

GRADE 4 - MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	54	54	100	Yes	24	53.1	No	-	-	96.6	1.5	Yes	No
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	6	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	9	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	9	-	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	41	41	-	-	17	-	-	-	-	-	-	-	-

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

SECTION III: GOVERNANCE PROFILE

◆ MEMBERS OF THE BOARD OF TRUSTEES

Trustee	Office	Date of Election	Term Expires	Committees/Task Forces	Employer/Expertise
Paul Accardi	Treasurer	June 03	Jun-07	Finance Committee Chair	Certified Public Accountant for firm of Carr, Staples and Accardi
Ed Maguire	Trustee	June 06	Jun-09	BOT Retreat Task Force	General Manager, Energy Sciences Inc.
Kelly Martin	Vice Chair	June 06	Jun-08	Development Committee Chair	MBA and over 15 years experience in marketing for high tech companies
John Michitson	Trustee	June 06	Jun 09	BOT Retreat Task Force	Project Leader for MITRE Corporation
Veronica O'Brien	Trustee	June 06	Jun-09	Site Task Force Chair Trustees Committee	Real Estate Project Manager
Nandesh Palanisamy	Clerk	Nov. 04	Jun-07	Technology Task Force Chair	Software Engineer, Lucent Technologies
Ross Povenmire	Trustee	Nov.04	Jun-07	Accountability Committee Chair	Director of Conservation, Town of Boxford, MA, also an attorney and a landscape architect
Shaw Rosen	Trustee	Oct. 05	Jun-08	Board Chair Trustees Committee	Marketing Consultant

◆ MAJOR POLICY DECISIONS (JULY 06-JUNE 07)

The Board of Trustees made the following major policy decisions this year:

- Approved these policies during FY07:
 - Confidentiality Policy
 - Revision of the Public Participation Policy
- Terminated exclusive real estate agreement with CRESA Partners
- Approved the Charter Promises document
- Approved the Annual Audit as presented by the Finance Committee
- Approved the FY08 school budget as proposed by the Finance Committee
- Approved lease of the Smiley School for two years
- Accepted and approved the Annual Report
- Approved addition of the following staff benefits as presented by the Finance Committee:
 - 403(b) retirement plan through Lincoln Investments;
 - An Employee Assistance Program through Family Services, Inc;
 - A dental plan with Delta Dental through HR Knowledge
- Approved goals in the areas of academics and communications
- Approved the updated Technology Plan
- Voted a slate of officers and four new board members
- Hired a new Executive Director

◆ **CHARTER AMENDMENTS**

There were no amendments to the HVM Charter.

◆ **COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES**

The board received one official complaint in 2006-2007 from a family regarding bullying. Resolution of the issue was already underway when the written complaint was received. Following a meeting with the administration and family, a letter outlining steps that had been and would be taken was sent to the parents.

SECTION IV: STUDENT PROFILE

◆ DEMOGRAPHICS

Hill View Montessori Charter Public School had 189 students enrolled on October 1, 2005 and 190 enrolled on June 20, 2007. The student population is outlined below:

- Gender
 - Male - 94 students or 49.5%
 - Female - 96 students or 50.5%
- Class Size
 - Kindergarten: 34 students
 - Lower Elementary: 104 students in four mixed age classrooms
 - ❖ First Year Students: 34
 - ❖ Second Year Students: 35
 - ❖ Third Year Students: 35
 - Upper Elementary: 52 students in two mixed age classrooms
 - ❖ Fourth Year Students: 29
 - ❖ Fifth Year Students: 23
- School Student/Teacher Ratio: 11:1
- Demographics

The following table shows the demographics information determined by an end of the year report from the school's Power School database program.

Demographics	Number	%
Race/Ethnicity		
African/Black American	11	5.7
Asian	3	1.5
Caucasian	151	79.4
Hispanic	24	12.6
Native American	1	0.8
Other Categories		
Low Income	46	24.2
Special Education	28	14.7
504 Plans	15	7.8
English Language Learners	2	1.0
Title I	22	11.5

◆ **STUDENT ATTRITION**

The table below provides attrition data for HVM students from August 23, 2006 to June 19, 2007. Seven students left during the year and nine additional students will not be returning for the 2007-2008 school year.

Grade	Entry Date	Exit Date	Exit Reason
Students Who Left During the School Year			
3	8/23/04	10/31/06	Moved out of the area
5	8/23/04	11/22/06	Returned to district school
1	8/22/05	11/22/06	Returned to private school to be with siblings
1	8/22/05	11/22/06	Moved to another state
1	8/28/06	12/22/06	Returned to district school
5	8/23/05	2/16/07	Moved to another state
3	11/01/06	1/08/07	Returned to district school
Students Not Returning for the 2007-2008 School Year			
5	8/23/04	6/19/07	Returned to district school; student wants to participate in extra curricula activities, such as sports, school dances and class trip
5	8/23/04	6/19/07	Returned to district school; student wants to participate in extra curricula activities, such as sports, and band
5	8/23/04	6/19/07	Returned to district school; student misses friends and sports, musical instruments and resources
5	8/23/05	6/19/07	Moving back to another state
4	8/23/04	6/19/07	Returned to district school; student misses friends and wants to participate in sports and band
4	8/23/04	6/19/07	Returned to district school
3	8/23/04	6/19/07	Returned to district school for more specialized SPED program
3	2/13/06	6/19/07	Returned to district school for more specialized SPED program
3	8/28/06	6/19/07	Moved to another state

◆ **SUSPENSIONS AND EXPULSION**

Twelve students were suspended for a total of 20 days for the following reasons:

- Aggressive behavior
- Fighting
- Spitting
- Disorderly/Disreputable Conduct

One student was permanently excluded and placed in an alternative educational setting for the remainder of the school year. The student will be attending an alternative educational program next year.

SECTION V: STAFF PROFILE

◆ **ADMINISTRATION**

Executive Director*Peg Roberts*
 Qualifications: M.S., School Administration, Salem State College; B.S., Elementary Education, Salem State College

Manager of Teaching & Learning*Melanie Wilson*
 Qualifications: B.A. Visual Arts, University of Texas-Dallas, Cum Laude; M.E. Curriculum & Instruction, Cleveland State University; AMI Elementary (6-12) Diploma, Toronto Montessori Institute, Toronto, Ontario, Canada

Manager of Assessment & Learning Differences*Nancy Parshley*
 Qualifications: M.A., Creative Arts and Learning/Curriculum Development, Lesley University; B.S., Elementary Education and General Special Education, Lesley College; Associates Degree, Liberal Arts, Northern Essex Community College; Certification, Elementary and Middle School Education, MA Certification, Special Education, all grades; MA Reading Specialist Certification

Manager of Business & Finance.....*Heidi Steen-Johnsen*
 Qualifications: BSBA, Concentration in Accounting, Salem State College

Manager of Development.....*Jonnie Lyn Evans*
 Qualifications: M.B.A., Northeastern University; B.B.A, University of Massachusetts Amherst

◆ **SUPPORT STAFF**

Technology Specialist Adam Sablich
 Administrative Assistant..... Yazmin Bonilla
 Administrative Assistant Stacy Ross
 Nurse Shanyn Toulouse
 Custodians Albert Sanchez, Josue Sanchez

◆ **FULL-TIME EQUIVALENT (FTE) TEACHERS AND ASSISTANTS**

Grade/Subject	Teacher FTEs	Assistant Teacher FTEs
Kindergarten	2	2
Lower Elementary	4	4
Upper Elementary	2	2
Specialists (Music, Art, Fitness, Spanish)	1.75	0
SPED Teachers	1	1.5

◆ **TEACHER QUALIFICATIONS**

HVM employs 12 FTE teachers with an average of 10 years teaching experience and 2 years at HVM. HVM employs 8 assistant teachers with an average of 2 years experience and 1 year at HVM. The average class size is 24 students.

◆ **TEACHER ATTRITION**

The table below provides attrition information regarding the HVM faculty. One assistant teacher and one special teacher left during the school year. Two teachers resigned at the end of the school year. Of the two, one was not satisfied with the atmosphere outside and one did not choose to take Montessori training.

	Administrators	Classroom Teachers	Specialists	Assistant Teachers
# Left During the School Year	0	0	1	1
% Left During the School Year	0%	0%	25%	12.5%
# Returning	2	5	1	5
% Returning	50%	62.5%	25%	62.5%
# Not Returning	2	3	3	3
% Not Returning	50%	37.5%	75%	37.5%
Reasons for Not Returning Maternity leave Returning to traditional school Not satisfied with HVM experience	Not satisfied with work environment Accepted another position	Maternity leave Wants to return to traditional school (not willing to take Montessori training) Not satisfied with HVM experience	<ul style="list-style-type: none"> • Accepted another position • Not rehired • Accepted a different HVM position 	<ul style="list-style-type: none"> • Hired for HVM lead teacher position • Not rehired • Moving out of state • Personal reasons

SECTION VI: FINANCIAL PROFILE

Hill View Montessori Charter Public School

◆ FY07 Statement Of Operating Revenues And Operating Expenses FY 2008 Budget

Unaudited

	FY 2007 Actual	FY 2008 Budget
Revenue		
Revenues - State Sources	1,583,322	1,896,575
Revenues - Federal Sources	55,296	77,760
Revenues - Local Sources	6,198	100,000
	64,049	
Revenues-Student Services		89,958
	5,180	9,500
Revenues - Other		
	30,493	
Releases from temporarily restricted funds		-
Total Operating Revenues	<u>1,744,538</u>	<u>2,173,793</u>
Expenses		
Salaries and Wages	1,011,707	1,410,838
Fringe Benefits	125,748	164,716
Administration	47,847	26,000
Professional Development	12,630	29,000
Insurance	26,148	35,807
Instructional	112,032	146,450
Business Services	31,019	40,850
Operations and Maintenance	19,705	37,750
Physical Plant	129,898	198,409
Student Services	35,257	48,724
Total Operating Expenses	<u>1,551,991</u>	<u>2,138,544</u>
Net Operating Income	<u>192,547</u>	<u>\$35,249</u>

Hill View Montessori Charter Public School

◆ **FY07 Balance Sheet**

(Unaudited)

ASSETS

Current Assets

Cash 574,446

Accounts Receivable 108,080

Prepaid Expenses 29,085

Total Current Assets 711,611

Fixed Assets (net of depreciation) 77,240

TOTAL ASSETS 788,851

LIABILITIES & EQUITY

Current Liabilities

Accounts Payable 39,167

Accrued Expenses 128,453

Total Current Liabilities 167,620

Net Assets 621,231

TOTAL LIABILITIES AND ASSETS 788,851

◆ **FEDERAL AND STATE GRANTS**

Hill View Montessori received several state and federal grants during FY2007:

Special Education Entitlement 28,420

Title II Part A - Improving Educator Quality 3,799

Title I 16,341

Special Education-Program Improvement 5,500

Early Childhood-Special Education Allocation 1,507

Special Education-Corrective Action Grant 4,998

◆ **FUNDRAISING**

In partnership with our fundraising foundation, Haverhill Options for Public Education, Inc., (HOPE) the school raised \$16,874 during the year ended June 30, 2007.

SECTION VII: DISSEMINATION

During the 2006-2007 school year:

1. For the second year, Kindergarten teacher, Louise Morin, was asked to participate in course work for students in Northern Essex Community College Early Childhood program. She conducted a 5 hour Saturday session in April 2007, at HVM, regarding the Montessori Method of educating children.
2. In March 2007, Kathy Dixon, a Human Resources Task Force volunteer and Peg Roberts, Executive Director, were presenters at the Massachusetts Charter Public School Association Annual Conference. *Personnel Policies that Meet Legal and Organizational Requirements* was developed to provide insight into the importance of establishing and administering personnel policies.
3. Other avenues of dissemination regarding what is happening at HVM include:
 - a. Dissemination of HVM information through Parent Information Sessions for families that want their children to attend HVM. The presentation includes information about charter schools and parent and staff discussions about the curriculum and school experiences. The history of the Montessori Method is given and a video showing three different Montessori schools is shown. During the video, explanations and rationales of lessons are discussed. Further discussion takes place afterwards and questions are answered.
 - b. At Board of Trustees' meetings, students give presentations on the use of Montessori on materials. Questions, comments and an opportunity to further explore are offered at the end of the presentation.
 - c. Point of Entry tours of the school are given to city officials, community leaders and business people to share the Montessori philosophy and see it in action. Visitors hear a brief presentation about charter schools, the Montessori Method and HVM. They then visit three classrooms to see Montessori in action. Following the tour, 2-4 students make a small presentation to the group and answer questions about their materials demonstration and/or their experience at HVM.
 - d. Presentations about HVM and the Montessori philosophy are also given to community groups such as the Exchange Club and Kiwanis.

Future Dissemination Goals:

For the 2007-2008 school year, HVM is looking at the following options for dissemination of best practices:

1. HVM is considering applying for a DOE Dissemination grant in August 2007.
2. HVM is proposing to collaborate with another elementary school to do cross observations and then come together to share best practices on a common professional development day.
3. In February 2008, the staffs of River Valley Charter School and HVM will meet to share best practices.
4. Administrators and teachers will be presented with opportunities to do presentations at the Massachusetts Charter Public School Association annual conference and/or the American Montessori Society conference.