

  
**HILL VIEW**  
**MONTESSORI**  
CHARTER Public School



**ANNUAL REPORT**  
**2007-2008 SCHOOL YEAR**

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## LETTER FROM THE BOARD OF TRUSTEES' CHAIR

July 17, 2008

This was a year of positive change at Hill View Montessori as we addressed our biggest challenges head-on, while continuing to advance the vision of our founders and the clear and simple set of Montessori's guiding principles: grace, courtesy, respect, and responsibility.

The Board of Trustees, seeing a trend of subpar academic performance in the 2006/2007 school year, based on MCAS scores and other assessments, asked the school for a plan to address the problems. The school's new Executive Director and her leadership team then proposed significant adjustments to the curriculum and assessment plan and introduced new academic measures to move our school forward. As examples, we developed and adopted an Internal Math Assessment aligned with MA Frameworks to improve math scores and we provided new reading curriculum materials and professional development in reading instruction.

We also stepped-up our efforts to seek a permanent facility and to raise the funds needed to purchase a facility and meet other long term goals. We recently made a deposit on a candidate facility that we feel is ideal for HVM's future. In parallel, we are examining many alternatives. Our development fundraising efforts have soared during this current year; about \$160,000 in gifts, grants and pledges were booked.

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,



John Michitson, Chair  
Board of Trustees

## EXECUTIVE SUMMARY

What a year of growth and learning it has been for Hill View Montessori- not only for our students, but for the staff and the whole HVM community! We have gone through tremendous change and been tested at every turn. We are happy to say we have come through with renewed energy for HVM's mission and an even stronger belief that we can make a difference in the lives of our students.

With a complete management team change since the end of last year, we have had the opportunity to reflect, reevaluate and grow. As a school, we know where we are and where we want to be. For our first three years, we were a startup organization focused on launching initial operations. Now, it is time to move the school to a new level of academic excellence. With this renewed focus, we have put plans into place to accentuate our strengths and address the challenges. Below is a summary of the strengths, weaknesses, and changes we have made. These provide a context for some of the things you will read in the following pages.

We hope you see the passion we have for continuing to offer Haverhill students a public Montessori education. We also hope you too, will feel the excitement and will join us in helping HVM's students attain high levels of personal, social and academic achievement and so prepared, become constructive contributors to our community.

### **Hill View Montessori Charter Public School's Strengths**

- ❖ Strong demand for this public Montessori option
- ❖ Numerous parents, staff, and community members who are dedicated to supporting the school
- ❖ Financially stable organization

### **Hill View Montessori Charter Public School's Challenges**

- ❖ Academic, personal and social achievements have not met our expectations
- ❖ Ineffective systems for assessing and reporting performance
- ❖ Inadequate planning and funding to provide for a permanent facility

### **Hill View Montessori Charter Public School's Progress**

- ❖ Better aligned Montessori and Massachusetts Frameworks and enhanced the curriculum where needed
- ❖ Improved special education services
- ❖ Enhanced and expanded our system of internal assessments
- ❖ Defined effective performance measurements in all areas of the organization
- ❖ Set up systems for recording and tracking assessments and other data
- ❖ Implemented a development plan resulting in about \$160,000 in gifts, grants and pledges booked this year

## SECTION I: SCHOOL PROFILE

### ◆ **DESCRIPTION OF THE SCHOOL**

#### Overview

Hill View Montessori Charter Public School (HVM) provides urban students from Haverhill, Massachusetts with a tuition-free, public Montessori education. Using the Montessori philosophy and methodology, and working in partnership with teachers and parents, HVM promotes academic excellence as well as personal and social achievement with the objective that students become constructive contributors of the community.

HVM was chartered by the Massachusetts Board of Education in 2003 and opened the following year to serve 122 students in grades K-3. Each subsequent year an additional grade has been added. For the 2007-08 school year, HVM enrolled 220 students in grades K-6. Full enrollment of 296 students with a K-8 grade span will be reached by 2010.

Information about the school is available by phone at 978-521-2616, through the HVM website at [www.hillviewmontessori.org](http://www.hillviewmontessori.org), or by attending one of the parent information sessions held throughout the year.

#### School Year

HVM's FY08 school year began on August 28, 2007. The last day of school was June 18, 2008. The school calendar was 180 days, and included eight parent conference days, six professional development days and 180 instructional days.

#### School Day

The school day began at 8:40 AM and ended at 3:40 PM.

- Students experienced an uninterrupted work period every morning with a lunch break and recess at midday.
- Afternoons in Lower Elementary and K were devoted to special classes consisting of Art, Fitness, Music and Spanish. This same process took place for Upper Elementary students at the end of the morning work cycle and into the afternoon. Assemblies, presentations, guest appearances and special events were generally scheduled for the afternoons.
- HVM teachers were provided with collaborative periods twice a week, while their students attended special classes. Collaborative periods were in addition to 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 allow more specialized instruction.

### ◆ **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.

## ◆ **VISION STATEMENT**

By embracing the Montessori educational philosophy enhanced to align with the MA Curriculum Frameworks, our students attain academic excellence and are intrinsically motivated, independent thinkers who love to learn. They are socially responsible and mature contributors to the world. Parental involvement in the educational process and a highly effective, committed staff are at the core of our community.

## ◆ **HILL VIEW MONTESSORI CORE VALUES**

**The HVM Core Values are drawn from the mission statement and are used as guiding principles.**

### **Preeminent Public Montessori**

- provide a free Montessori education enhanced to ensure alignment with the MA Curriculum Frameworks
- promote high levels of student achievement
- measure achievement in multiple ways and use assessment data to inform instruction
- promote a school-wide culture of respect, open and honest communication, high expectations, and continuous growth through self-reflection
- welcome learners representative of the diversity in Haverhill, including socio-economic, cultural, and learning needs and styles

### **Holistic Student Development**

- support students' personal, social, and academic development
- engage students in activities that teach them how to be competent, caring contributors to our community
- model and promote Montessori values of grace, courtesy, respect, and responsibility
- teach cooperative learning and conflict resolution skills
- respect each student's unique learning style by individually tailoring learning supports
- foster students' love for learning
- encourage students to take ownership for their academic and personal development

### **School-Strengthening Collaboration**

- create teacher-parent-student partnerships to support student learning
- involve and vest parents, teachers, and students in the school's decision making process and volunteer efforts
- develop partnerships with local agencies, community service organizations, and businesses to enhance children's health and learning (e.g. internships, service learning, etc)
- share information and best practices with other educators and community members

### **High Quality Staff**

- require lead teachers to hold Montessori certification and to obtain highly qualified status
- educate all staff regarding Montessori philosophy and HVM curriculum, culture and processes
- maintain high standards for accomplished teaching and learning, and provide adequate compensation

## ◆ 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 to participate and set 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 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.

## **SECTION II: ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES**

### **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 2007-2008 school year, the committee met to review progress toward the objectives in the Accountability Plan. The information included in this report reflects the progress made during the first four years of the school.

Below is each objective and measure contained in Hill View Montessori Charter Public School's (HVM) current, DOE-approved Accountability Plan relating to the school's faithfulness to the terms of its charter. HVM's current Accountability Plan uses the terms "goal" and "objective". For the purposes of this Annual Report, however, these terms will be replaced with "objective" and "measure" respectively. HVM's proposed Accountability Plan for the upcoming charter period will also use this updated terminology which has been recommended by the Charter School Office.

### **◆ ACADEMIC SUCCES**

|  |
|--|
| <b>Objective A1:</b> HVM students will demonstrate high levels of achievement in <b>reading</b> and <b>writing</b> . |
|--|

**Measure A1.1:** 85% or more of students in grades K, 1, 2 will demonstrate an annual growth rate of one or more years on the Developmental Reading Assessment.

**Progress:** *This measure cannot be reported on.* An explanation for this follows below. In addition, a section, **Progress Based on New Measure**, is included.



Last year's annual report indicated that staff was investigating an alternative assessment to the Developmental Reading Assessment (DRA) because this assessment was too time intensive. It was purported that the new assessment, the Wide Range Achievement Test (WRAT) would provide the same information in a shorter amount of time. In June 2007, prior to a change in administration, the WRAT was piloted. The HVM administration, newly hired in the summer of 2007, felt the WRAT was a less comprehensive assessment and decided to continue using the DRA. The new administration did, however, determine that there is no way to determine annual growth using the DRA. Pearson Learning Group, publishers of the DRA, recommends targeting grade level benchmarks rather than growth rates.

In light of this information, a new measure was created as follows: ***At least 85% of students at each grade level who have been enrolled at HVM for 2 or more years will be at least within the independent range in oral reading fluency and comprehension on the end-of-year Developmental Reading Assessment.*** To realize this measure prior to the end of the next charter period, HVM has set the following interim benchmarks:

**Interim DRA Benchmark Levels**

| <b>Year</b> | <b>Percentage of Students Scoring within the Independent Range</b> |
|-------------|--|
| <b>FY08</b> | 60%  |
| <b>FY09</b> | 70%  |
| <b>FY10</b> | 80%  |
| <b>FY11</b> | 85%  |

In keeping with the goal of using internal assessments to inform instruction, the school included all grade levels in the new measurement rather than just K-2. In order to implement this, the school ordered new DRA kits and learned the original DRA is no longer available. The DRA2 was ordered instead. In the course of using the new DRA2, it was determined that the two versions are not compatible and the original does not provide the level of data required for the new measure. Going forward, all students will be assessed using the DRA2. This year the K-3 teachers assessed using mostly the original DRA. Below are results for Upper Elementary students who were assessed using the DRA2, compared to the new interim benchmark. In future years, the school will be able to provide these results for every grade level.

**Progress Based on New Measure:** *HVM is making progress toward meeting this benchmark measure.* HVM's 6<sup>th</sup> graders far exceeded the FY08 benchmark. Although the 4<sup>th</sup> and 5<sup>th</sup> grade did not meet the 60% benchmark set for FY08, the results for 4<sup>th</sup> and 5<sup>th</sup> grade were not surprising because a number of programs and interventions were just established mid-year including:

- Implementation of a guided reading program
- Development of a literature circle program
- Additional student support from a Title I reading teacher.

Although these initiatives were added mid-year, the 4<sup>th</sup> and 5<sup>th</sup> grade results were within 6 percentage points of the FY08 benchmark. The school expects all students to meet the FY09 benchmark of 70%.

**FY08 DRA Interim Benchmark Results**

| <b>Grade</b>                | <b># Students at least within Independent Range</b> | <b># Students at HVM 2 or More Years</b> | <b>% of Students at HVM 2 or More Yrs. Scoring at least within Independent Range</b> |
|-----------------------------|---|--|--|
| <b>4<sup>th</sup> grade</b> | 15  | 28                                       | 54%  |
| <b>5<sup>th</sup> grade</b> | 12  | 22                                       | 55%  |
| <b>6<sup>th</sup> grade</b> | 5   | 6  | 83%  |

**Measure A1.2:** 85% or more of students in grades K, 1, 2 will demonstrate an annual growth rate of one or more years on HVM’s writing continuum.

**Progress:** *This measure cannot be reported on.* An explanation for this is below. In addition, a section, **Progress Based on New Measure**, follows.

Due to unclear school records and staff turnover between FY07 and FY08 when the majority of the current management team was hired, the means for measuring a year’s growth and whether it was done appropriately cannot be determined. Previously the school was using an internally developed writing assessment and there is no evidence that it was designed and validated to measure growth over time. HVM has now adopted the 6+1 Trait rubric and has identified a level of proficiency that reflects core standards in the Massachusetts ELA curriculum guidelines.

In light of this information, a new measure was created as follows: *At least 85% of students at each grade level who have been enrolled at HVM for 2 or more years will achieve a total score of 24 or higher based on adding the averaged score of two independent readers for each trait in the 6+1 Trait writing rubric (target is to have at least 4 out of 5 on each trait) on an end-of-year writing assignment using a prompt and associated genre that reflect state standards for the applicable grade level.*

To realize this measure prior to the end of the next charter period, HVM has set the following interim benchmarks for students attending the school for 2 or more years:

| <b>Year</b> | <b>Target Score Based on Averaged Score of Two Independent Readers</b> |
|-------------|--|
| <b>FY08</b> | 18   |
| <b>FY09</b> | 20   |
| <b>FY10</b> | 22   |
| <b>FY11</b> | 24   |

Implementation to support this new measure required professional development regarding the 6+1 Trait program. Initial training efforts focused on the Lower and Upper Elementary teams. Kindergarten teachers will be trained next year. The results below are based on the new measure but do not include K.

**Progress Based on New Measure:** *HVM is making progress toward meeting this benchmark measure.*

To date, only one grade level, 3<sup>rd</sup> grade, met the FY08 benchmark. Fifth grade nearly met this measure. Although the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> grade levels did not meet the benchmark set for FY08, the results were not surprising because a number of programs and interventions were just established mid-year including:

- Implementation of periodic writing prompts
- Adoption of 6+1 Trait rubric and associated professional development
- Additional student support from a writing specialist

Continued investment in the initiatives listed above will ensure students reach the FY09 benchmark.

**FY08 Percentage of Students Meeting Interim Benchmark Measurement**

| Grade Level           | # Students in Level | # Students at HVM 2 or More Years | % Students at HVM 2 or More Years Scoring 18 |
|-----------------------|---------------------|-----------------------------------|--|
| 1 <sup>st</sup> Grade | 34                  | 30                                | 43%  |
| 2 <sup>nd</sup> Grade | 32                  | 26                                | 62%  |
| 3 <sup>rd</sup> Grade | 38                  | 37                                | 89%  |
| 4 <sup>th</sup> Grade | 34                  | 26                                | 46%  |
| 5 <sup>th</sup> Grade | 29                  | 21                                | 81%  |
| 6 <sup>th</sup> Grade | 7                   | 6                                 | 67%  |

**Measure A1.3:** 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.

NOTE: There is significant evidence to indicate that a longitudinal comparison of the scores is invalid. Nonetheless, test score data from previous years is being reported exactly as reported in past annual reports. The asterisks in the following table relate to the invalidity of comparison. Explanation is provided below the table.

**Progress:** *HVM is making progress toward meeting this measure.* FY08 4<sup>th</sup> and 5<sup>th</sup> grade students met or nearly met the 80% measure. Third grade students clearly need additional support in the area of ELA. The 6<sup>th</sup> grade sample size is too small to be statistically valid. It does, however, indicate that 6<sup>th</sup> grade students need additional ELA support too. The results of past years, as well as this year’s testing are reported below by grade level.

**Percentage of Students at or above National Average on Terra Nova**

| Year  | 3 <sup>rd</sup> Grade |          | 4 <sup>th</sup> Grade |          | 5 <sup>th</sup> Grade |          | 6 <sup>th</sup> Grade |          |
|-------|-----------------------|----------|-----------------------|----------|-----------------------|----------|-----------------------|----------|
|       | Reading               | Language | Reading               | Language | Reading               | Language | Reading               | Language |
| *FY05 | 86%                   | 67%      | NA                    | NA       | NA                    | NA       | NA                    | NA       |
| *FY06 | 71%                   | 61%      | 79%                   | 74%      | NA                    | NA       | NA                    | NA       |
| *FY07 | 83%                   | 76%      | 68%                   | 72%      | 90%                   | 85%      | NA                    | NA       |
| FY08  | 60%                   | 57%      | 85%                   | 77%      | 86%                   | 86%      | 50%                   | 33%      |

**Indications of Invalidity of Longitudinal Comparison**

- Tests given in FY05, FY06 and FY07 were untimed. During the FY08 administration of the test, test timing was adhered to as indicated by Terra Nova.
- It appears that some of the previously reported scores were obtained by averaging the results of two different tests to yield an overall score. This is statistically incorrect.
- Students were given the equivalent ELA tests in FY05 and FY06 (called Reading/Vocabulary and Language Mechanics). Reading/Vocabulary and Language Mechanics tests were reported as being given in FY07 and a comparison of scores from previous years was drawn. However, in FY07 two different tests, reportedly called Reading and Language, were actually given making a longitudinal analysis of results inaccurate.
- Test results from FY05 and FY06 may be reasonably compared.
- Test results from FY06 and FY07 may be compared with the timing caveat.

The ELA Terra Nova test will not be used going forward because the resulting data isn’t as useful to teachers for planning as other internal measures. It is more effective to focus on periodic internal assessments (DRA will be done 2-3 times per year and the 6+1 Trait writing rubric will be done 3 times per year) to help guide instruction. Furthermore, a determination about the predictive nature of the DRA and its usefulness as a tool to project the outcome of future MCAS testing will be made.

**Measure A1.4a:** 70% or more of HVM students who have been enrolled for 2 or more years will demonstrate proficient or advanced levels of reading achievement on the Massachusetts Comprehensive Assessment System (MCAS) in grade 3.

**Progress:** *HVM is making progress toward meeting this measure.* Third grade students who have been enrolled for 2 or more years did not meet the measure. The results of the 3<sup>rd</sup> grade testing did however, show improvement from the previous year.

| <b>% Scoring Proficient or Advanced on MCAS 3<sup>rd</sup> Grade Reading</b> |  |
|--|--|
| <b>Year</b>  | <b>Percentage of Students Enrolled at HVM 2 or More Yrs.</b> |
| <b>Spring 2005</b>   | *64%   |
| <b>Spring 2006</b>   | *47%   |
| <b>Spring 2007</b>   | 53%  |

\*these students were not enrolled for two years as HVM was in its first two years.

**Measure A1.4b:** 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 4, 5, 6 and 7.

**Progress:** *This measure has not been met.* Fourth grade students who have been enrolled for 2 or more years did not meet this measure. In fact, results indicate that our students did poorer on the 2007 MCAS ELA assessments than in 2006. The deterioration of results can be attributed to the fact that the Montessori Method does not have a structured and direct writing program. (Instead writing is learned as a by-product of other curricular study in most Montessori classrooms.) As a result of the findings, HVM has adopted a structured writing curriculum. In addition, a commitment has been made to informally assess students throughout the year to track progress on this objective (via the scoring of writing prompts as described previously). The addition of this internal assessment will ensure that students who need increased instruction are identified earlier and receive appropriate intervention.

Fifth grade students did not meet this measure either. The results for the 5<sup>th</sup> grade are not as alarming. In addition, the same writing curriculum and internal assessment mentioned above will improve identification, intervention and future MCAS results.

| <b>% Scoring Proficient or Advanced on ELA MCAS</b> |                     |                    |
|---|---------------------|--------------------|
| <b>Year</b>   | <b>Fourth Grade</b> | <b>Fifth Grade</b> |
| <b>Spring 2006</b>                                  | 32%                 | NA                 |
| <b>Spring 2007</b>                                  | 19%                 | 58%                |

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

**Measure 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:** *This measure cannot be reported on.* An explanation for this is below. In addition, a section, **Progress Based on New Measure**, follows.

For the first three years of operation, HVM worked to develop an internal math assessment tool. This year a tool for grades 1-3 has been successfully piloted. This assessment is standards-based and cannot be used to determine a year's growth. Instead, the assessment and other information will be used to

determine the degree to which students are able to demonstrate mastery of the standards. A target proficiency rate of 80% of the standards on HVM’s tracking tool has been set.

In light of this information, a new measure was created as follows: *At least 80% of HVM students at each grade level who have been enrolled for 2 or more years will demonstrate proficiency on at least 70% of the standards on HVM’s Math Tracking Tool.*

To realize this measure prior to the end of the next charter period, HVM has set the following interim benchmarks for students attending the school for 2 or more years:

**Interim Benchmarks Levels for Math Assessment**

| Year | Percentage of Students Demonstrating Proficiency on 70% of Standards |
|------|--|
| FY08 | 50%  |
| FY09 | 60%  |
| FY10 | 70%  |
| FY11 | 80%  |

Since this tool was piloted for grades 1-3, the data below includes only students at those levels. However, the plan is to use similar assessments, and establish tracking tools, for grades 4-8 and K so it can be used at all grade levels going forward.

**Progress Based on New Measure:** *This measure has not been met consistently.* Second grade students met the interim benchmark. First and 3<sup>rd</sup> grade students did not meet the interim benchmark. From this initial assessment it was determined that the majority of Lower Elementary classrooms had not covered parts of the Massachusetts Curriculum Frameworks; either because the Montessori curriculum covered these areas in a different sequence or did not cover them at all. The gaps are being addressed through analysis of the alignment charts, sharing at collaborative sessions, and the purchase of supplemental materials. The same process is also being used to address the Upper Elementary curriculum and to ensure these students receive the appropriate instruction.

**FY08 Math Assessment Results**

| Grade                 | # Students Reaching Benchmark | # Students at HVM 2 or more Years | % of Students at HVM 2 or more Years Reaching Benchmark |
|-----------------------|-------------------------------|-----------------------------------|---|
| 1 <sup>st</sup> grade | 15                            | 36                                | 42%   |
| 2 <sup>nd</sup> grade | 14                            | 28                                | 50%   |
| 3 <sup>rd</sup> grade | 8                             | 31                                | 26%   |

**Measure 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.

NOTE: There is significant evidence to indicate that a longitudinal comparison of the scores is invalid. Nonetheless, test score data from previous years is reported exactly as it was reported in past annual reports. The asterisks in the following table relate to the invalidity of comparison. Further explanation follows the table.

**Progress:** *This measure has not been met consistently.* The results of past years, as well as this year’s testing are reported below by grade level. FY08 5<sup>th</sup> grade students met the 80% measure. Third grade

and 4<sup>th</sup> grade students need additional support in the area of mathematics if they are to meet the measure in future years. The 6<sup>th</sup> grade sample size is too small to be statistically valid. It does, however, indicate that 6<sup>th</sup> grade students clearly need additional mathematics support too.

**Percentage of Students Scoring at or above National Average on Terra Nova**

| Year         | 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade | 6 <sup>th</sup> Grade |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>FY05*</b> | 88%                   | NA                    | NA                    | NA                    |
| <b>FY06*</b> | 84%                   | 90%                   | NA                    | NA                    |
| <b>FY07</b>  | 62%                   | 84%                   | 80%                   | NA                    |
| <b>FY08</b>  | 60%                   | 70%                   | 81%                   | 33%                   |

**Indications of Invalidity of Longitudinal Comparison**

- Tests given in FY 05, 06 and 07 were inappropriately, untimed. During the FY08 administration of the test, the tests were timed as indicated by Terra Nova.
- It appears that some of the previously reported scores were obtained by averaging the results of two different tests to yield an overall score. This is statistically incorrect.

The Math Terra Nova test will not be used going forward because the resulting data isn't as useful to teachers for planning as other internal measures.

**Measure 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:** *This measure has not been met.* There are no results for 6<sup>th</sup> or 7<sup>th</sup> grade yet. None of the current grades met this measure. There was, however, significant improvement over previous years. The percentage of 3<sup>rd</sup> graders scoring proficient or advanced almost doubled. The percentage of 4<sup>th</sup> graders scoring proficient or advanced more than doubled.

**Percentage of Students Scoring Proficient or Advanced on MCAS**

| Year               | 3 <sup>rd</sup> Grade Math | 4 <sup>th</sup> Grade Math | 5 <sup>th</sup> Grade Math | 5 <sup>th</sup> Grade Science |
|--------------------|----------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Spring 2005</b> | NA                         | NA                         | NA                         | NA                            |
| <b>Spring 2006</b> | 26%                        | 10%                        | NA                         | NA                            |
| <b>Spring 2007</b> | 48%                        | 23%                        | 16%                        | 37%                           |

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

**Measure 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:** *This measure cannot be reported on.* Two of the five HVM benchmarks that were revised and implemented to date were actually a duplication of other assessments (one being the DRA and the other being the internal math assessment). The other three benchmarks used in the past have not been properly implemented and are not effective without additional professional development. It is more effective to put the benchmarks on hold and to focus on core curriculum initiatives and associated professional development. When these efforts are solidified, challenging and effective academic, personal and social learning benchmarks will be developed and implemented.

◆ **ORGANIZATIONAL VIABILITY**

**Objective B1:** HVM will maintain fiscally sound practices.

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

**Progress:** *This measure has been met consistently.* Every year of the charter, HVM has met this measure, with the audits being conducted by Rucci, Bardaro and Barrett, PC.

**Measure B1.2:** HVM Annual Balance Sheet will show that the school maintains 2-5% of its total budget as cash reserves.

**Progress:** *This measure has been met consistently every year.*

| Year        | Percentage of Total Budget Maintained as Cash Reserves |
|-------------|--|
| <b>FY05</b> | 2.6%   |
| <b>FY06</b> | 2.1%   |
| <b>FY07</b> | Excess of 5%   |
| <b>FY08</b> | Excess of 5%   |

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

**Measure B.2.1:** HVM will demonstrate parent demand and satisfaction by having average student enrollment meet at least 94% of the targets set forth in the accountability plan (See Appendix B).

**Progress:** *This measure has been met consistently.* HVM has consistently met or exceeded at least 94% of student enrollment targets since inception.

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

**Progress:** *This measure has been met consistently.* The applicants for Kindergarten have been at least double the number of slots available each year. The wait list for the remaining grades has exceeded 30% of the total slots for the remaining grades. For instance, the current wait list for other grades is 149% of the total number of slots in those grades

| Year        | K Applicants | K Slots | Combined Waitlist of Remaining Grades | Combined Slots of Remaining Grades | Percentage |
|-------------|--------------|---------|---------------------------------------|------------------------------------|------------|
| <b>FY05</b> | 109          | 35      | 30                                    | 87                                 | 34%        |
| <b>FY06</b> | 79           | 32      | 125                                   | 124                                | 101%       |
| <b>FY07</b> | 89           | 34      | 169                                   | 152                                | 111%       |
| <b>FY08</b> | 72           | 36      | 263                                   | 176                                | 149%       |

**Measure B2.3:** 80% of HVM families will indicate on the HVM Family Survey that they are satisfied with their child’s overall experience at HVM and with teacher communications regarding their child’s learning and progress.

**Progress:** *Progress toward meeting this measure is being made.* Every year 73% or more of HVM families have indicated satisfaction with their child’s overall experience at HVM. This has increased by 14 percentage points from last year and the measure was exceeded by 7 percentage points.

In previous years, reporting was done based on overall satisfaction with school communication even though the measure was related to satisfaction with overall experience and teachers’ communication regarding learning. This year, teachers’ communications were reported on with one change- parents with more than one child in the school didn’t have to answer the same questions multiple times for each child’s teacher. Therefore, the data speaks about good communication with all or some of the teachers. Based on this data and other data regarding communication with school administration, it appears that the majority of parents are happy with communication. Twenty-nine percent of parents are not satisfied with teacher communication with at least one of their child’s teachers. The school has been working with some staff members to improve parent communication and hopes to improve in this area next year.

**Family Survey Satisfaction Results**

| <b>Year</b> | <b>Overall Satisfaction with School Communication</b>   | <b>Satisfaction with Child’s Overall Experience</b> |
|-------------|---|---|
| <b>FY05</b> | 78%   | 93%   |
| <b>FY06</b> | 77%   | 77%   |
| <b>FY07</b> | 70%   | 73%   |
| <b>FY08</b> | 69% agree that they have good communication with all their children’s teachers<br>29% agree for some but disagree for others<br><br>85% satisfied w/ communication from school administration | 87%   |

**Measure B2.4:** 80% of HVM students will indicate on the HVM Student Survey that they are satisfied with their overall school experience.

**Progress:** *This measure cannot be reported on.* Over the past four years, data was not consistently collected on student’s overall satisfaction with school. Instead, the student survey has taken on various forms during these years. In FY05 and FY06 students did not complete a Student Survey. In FY07 members of the Upper Elementary classes interviewed every student in grades K-5 by asking “What do you like most about our school?” and “What is our school missing that we should have?” The interviewers compiled their results and made posters displaying graphs of their results.

In FY08, it was decided not to survey students in the lower grades because developmentally it would be unlikely that these students could accurately state satisfaction due to the subjectivity of the question as well as the inability not to be distracted by the events of the day. Students in the Upper Elementary classrooms, however, completed a *Teasing/Bullying Survey* in June of 2008. This survey was designed to gather data on three main topics:

- How students feel about being at school
- How they understand and define teasing and bullying
- Whether they have ever experienced or witnessed teasing or bullying in school



67% of students responded that they feel “very happy and good” or “sometimes happy and good” about being at school. This data does not meet the measure of 80% of students feeling satisfied with their school experience. The Upper Elementary teaching team will use the results of this survey as they collaborate to increase students’ positive feelings about school and ensure a safe learning environment. Further, the survey will be augmented to include questions that more directly answer the intended measurement.

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

**Measure B3.1:** 85% of HVM staff will meet Massachusetts Highly Qualified requirements and will meet or exceed proficiency criteria on the HVM Professional Staff Evaluation Rubric.

**Progress:** *The intent of this measure has been met in part.* At the end of FY08, 86% of staff met Massachusetts Highly Qualified Teacher (HQT) requirements. The remaining teachers, who have been employed by HVM for less than one year, have registered for the appropriate Massachusetts Tests for Educator Licensure (MTEL) to ensure future HQT status.

During FY07 and FY08 the HVM Professional Staff Evaluation Rubric was used as part of teacher evaluations. According to data collected in FY07, all classroom teachers exceeded or met proficiency criteria on the HVM evaluation. The evaluation, however, does not imply proficiency. It simply indicates areas of strength and areas that need further development.

In FY08, teachers who were invited back for the following year completed a self-evaluation and received an evaluation and feedback from the Educational Program Director. In the future, a new rubric or series of rubrics will be created which will be used throughout the year to assess teachers.

**Percentage of HQT and Teachers Meeting Proficiency on HVM Evaluation Rubric**

| Year | HQT Percentage | Proficiency Percentage        |
|------|----------------|-------------------------------|
| FY05 | 60%            | 100%                          |
| FY06 | 86%            | Not reported in annual report |
| FY07 | 79%            | 89%                           |
| FY08 | 86%            | NA                            |

**Measure 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:** *This measure has been met.* In previous years, HVM reported whether job satisfaction was greater than the previous year. This year, overall satisfaction as specified in the measure was reported. The measure was exceeded with 90% of HVM’s staff indicating overall satisfaction with their job this year.

**Job Satisfaction**

| Year | Survey Question                           | Percentage |
|------|---|------------|
| FY05 | Job satisfaction greater in FY06          | 67%        |
| FY06 | Job satisfaction greater in FY07          | 64%        |
| FY07 | Overall satisfaction with job at HVM FY08 | 90%        |

**Measure B3.3:** 80% of professional classroom teachers and administrative staff will choose to stay here three years or longer.

**Progress: *This measure has not been met.*** As of FY08, four teachers and one administrator have remained at HVM for three years or more. At the end of FY08, seven out of eight teachers as well as four administrators accepted invitations to return. Specific information on staff retention can be found on Form 7 in the Appendices.

**Measure B3.4:** 100% of the HVM professional classroom teachers and administrative staff will participate in at least 16 hours of professional development sessions offered through universities or professional organizations.

**Progress: *This measure has consistently been met.*** Each year 100% of HVM's professional classroom teachers and administrative staff have participated in at least 16 hours of professional development. The majority of teachers have participated in on-site workshops reflecting the needs of students and delivered by consultants from professional organizations.

**Measure B4.3:** The Board of Trustees will provide oversight of the school by providing feedback and a written annual evaluation to the Executive Director.

**Progress: *This measure has been met consistently.*** Every year of the charter the Board of Trustees has provided feedback and an annual written evaluation to the Executive Director (ED). In addition, the Board of Trustees assesses the ED's performance with informal measures on an ongoing basis.

#### ◆ **FAITHFULNESS TO THE CHARTER**

|  |
|--|
| <b>Objective C1:</b> HVM parents will demonstrate involvement in supporting student achievement. |
|--|

**Measure C1.1** 95% of parents will sign a parent understanding document indicating their familiarity and agreement with HVM parent understanding 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: *This measure has been exceeded in part.*** 100% of parents/guardians enrolling their children for each year of the charter have signed a Parent Understanding document (formerly called a Parent Expectations document).

To date HVM has not required parents to revisit/sign an additional parent understanding document at the beginning of each new program level (i.e., grades 1, 4, 7). Instead, HVM has created multiple opportunities for individualized contact with HVM families during which time two-way dialogue occurs. This ensures fuller understanding and a deeper commitment to the HVM program.

**Measure C1.2:** 95% of students will be represented by parent(s) or guardians at all parent-teacher or parent-student-teacher conferences and parents/guardians will indicate their support by signing the child's Individual Learning Agreement.

**Progress: *The intent of this measure has been met every year.*** The intent of this measure was to ensure parental support of student learning. Therefore, for FY08, alternative forms of parental communication related to support of learning were recorded as conferences if they occurred within the same trimester. It appears from prior years' annual report data that a similar approach was used to report parental support. In the coming years, there will be a more structured system for monitoring conference attendance and/or other similar two-way communication related to student learning.

**Percentage of Parents/Guardians Supporting Student Learning**

| <b>Year</b> | <b>Attendance at Conferences</b> | <b>Signed Individual Learning Agreements</b> |
|-------------|----------------------------------|--|
| <b>FY05</b> | 100%                             | 100%   |
| <b>FY06</b> | 99%                              | 100%   |
| <b>FY07</b> | 100%                             | 100%   |
| <b>FY08</b> | 95%                              | *  |

\*This year’s staff was not aware of this measure and did not request parental signatures. As indicated above, parental support was ascertained through other means.

**Measure C1.3:** 95% of HVM families will report that they contribute to the school annually, through at least one of the following activities: parent education, participation in a fundraising activity, a school event, a school committee or task force, attendance at student exhibitions, in-kind donations or in-school or at-home volunteering.

**Progress:** *This measure has been met for the last three years.* This year 95% percent of parents contributed to the school. Data to support this finding was collected from multiple sources including the HVM parent/teacher group, the Classroom Parent Volunteer Coordinator, a donor database, and through a written survey of teachers to determine the percentage of HVM families who contribute to the school.

**Percentage of Families Contributing Annually**

| <b>Year</b> | <b>Percentage Rates</b> |
|-------------|-------------------------|
| <b>FY05</b> | 92%                     |
| <b>FY06</b> | 98%                     |
| <b>FY07</b> | 98%                     |
| <b>FY08</b> | 95%                     |

The accountability plan for the next charter period proposes a change to this measure. While remaining committed to the importance of parental involvement because of its proven impact on student achievement, the time spent tracking this information from disparate sources detracts from time focused on education. HVM will continue to encourage and solicit parental involvement and will improve upon this further by identifying a Spanish speaking parent-liaison to improve communications with the non-English speaking segment.

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

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

**Progress:** *The intent of this measure has been met and will be improved upon.* Individual student participation has not been recorded during the last four years; however, classroom participation has been recorded. 100% of classrooms have participated in projects throughout the years such as collecting cans for the food pantry, recycling water bottles, raising money for Cystic Fibrosis Foundation, collecting jackets for disadvantaged families and planting trees and flowers to beautify the city grounds.

In reflecting on the past four years of community service activities, it has become apparent that some students may not have had the means to participate fully (e.g. students from low income families may have inadvertently been excluded from projects that involved fundraising). In the years to come, each classroom will be responsible for participating in at least one community service project of its choice. Furthermore, a critical eye will be used to ensure that all projects are accessible and reasonable for all

students in the school. In the Middle School, students will be supported individually to help them identify and complete 20 hours of community service per year.

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

**Progress:** *This measure has not been met.* The personal and social benchmarks have not been developed. The school recognized at this point in its existence that the time and effort required to develop personal and social benchmarks would negatively impact its focus on core curriculum initiatives and associated professional development. Once the current curriculum initiatives and measures are solidified, the school will re-focus on developing and implementing challenging and effective academic, personal and social learning benchmarks.

**Measure C2.3:** 100% of HVM students will receive weekly direct instruction in art, fitness, Spanish and music.

**Progress:** *This measure has been met.* 100% of HVM students have received weekly direct instruction in art, fitness, Spanish and music in all years of the charter.

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

**Measure 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 of the current applicant pool with each category on the district’s Enrollment by Race part of the Student Information Management System (SIMS) data from the previous school year.

**Progress:** *The intent of this measure has been met three out of four years.* The intent of this measure was to ensure that HVM’s racial diversity closely mirror that of the Haverhill Public School district (HPS). In the Haverhill community, the majority of non-white students are Hispanic. Other race/ethnicities comprise a small subset of the population. Going forward, HVM will report race data in two categories – white and non-white – and the school will continue to adjust its recruiting process to support the measure of mirroring the district.

**Comparison of Racial Diversity**

| Year        | White |     | Non-White |     |
|-------------|-------|-----|-----------|-----|
|             | HVM   | HPS | HVM       | HPS |
| <b>FY05</b> | 77%   | 76% | 23%       | 24% |
| <b>FY06</b> | 76%   | 74% | 23%       | 26% |
| <b>FY07</b> | 82%   | 80% | 18%       | 20% |
| <b>FY08</b> | 79%   | 72% | 21%       | 28% |

**Measure C3.2:** HVM’s student population will show economic diversity within 10% of the Haverhill District School’s diversity as measured by comparing low income SIMS data each year.

**Progress:** *HVM is making progress toward meeting this measure.* Although HVM’s percentage of low income students does not mirror the income levels of the Haverhill Public School district (HPS) (in FY08, 24% low income vs. 38% low income respectively), the growth in percentage of low income students attending HVM over the four year charter period has increased 82% while HPS’ low income growth has increased by less than 20%. With this rate of increase, HVM would mirror the percentage of low income students in the HPS district within two more years.

**Comparison of Percentage of Low Income Students**

| <b>Year</b> | <b>HVM</b> | <b>HPS</b> | <b>Difference in Percentage Points (HVM-HPS)</b> |
|-------------|------------|------------|--|
| <b>FY05</b> | 13%        | 32%        | -19  |
| <b>FY06</b> | 16%        | 32%        | -16  |
| <b>FY07</b> | 23%        | 35%        | -12  |
| <b>FY08</b> | 24%        | 38%        | -14  |

◆ NCLB REPORT CARD – AYP

**2007-2008 NCLB Report Card - Hill View Montessori Charter Public (District)  
Hill View Montessori Charter Public (District) (04550000)**

**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.

**Hill View Montessori Charter Public (District):  
2007 Adequate Yearly Progress (AYP) Data**

|                              | NCLB Accountability Status | Performance Rating | Improvement Rating |
|------------------------------|----------------------------|--------------------|--------------------|
| <b>ENGLISH LANGUAGE ARTS</b> | No Status                  | Moderate           | Above Target       |
| <b>MATHEMATICS</b>           | No Status                  | Low                | Above 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 |
|------------------------------|-------------------|--------|-----------------|--------|-----------------|------------------|----------------|--------|----------|
|                              | MetTarget         | Actual | MetTarget(85.4) | Actual | MetTarget       | Change from 2006 | MetTarget      | Actual |          |
| <b>ENGLISH LANGUAGE ARTS</b> |                   |        |                 |        |                 |                  |                |        |          |
| Aggregate                    | Yes               | 100    | No              | 77.6   | Yes             | 8.6              | Yes            | 95.7   | Yes      |
| Lim. English Prof.           | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Special Education            | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Low Income                   | -                 | -      | -               | 67.5   | -               | -                | -              | -      | -        |
| Afr. Amer./Black             | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Asian or Pacif. Isl.         | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Hispanic                     | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Native American              | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| White                        | Yes               | 100    | No              | 80.4   | Yes             | 10.3             | Yes            | 95.9   | Yes      |
| <b>MATHEMATICS</b>           |                   |        |                 |        |                 |                  |                |        |          |
| Aggregate                    | Yes               | 100    | No              | 66.6   | Yes             | 12.0             | Yes            | 95.7   | Yes      |
| Lim. English Prof.           | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Special Education            | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Low Income                   | -                 | -      | -               | 60.0   | -               | -                | -              | -      | -        |
| Afr. Amer./Black             | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Asian or Pacif. Isl.         | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Hispanic                     | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| Native American              | -                 | -      | -               | -      | -               | -                | -              | -      | -        |
| White                        | Yes               | 100    | No              | 71.4   | Yes             | 14.7             | Yes            | 95.9   | Yes      |

Hill View Montessori Charter Public (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             | 87                | 87       | 100 | Yes              | 87              | 77.6     | No                | 69.0                | 3.9         | 69.0-77.4       | Yes        | 95.7           | -0.9   | Yes        | Yes      |
| Lim. English Prof.    | 0                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Special Education     | 16                | 16       | -   | -                | 16              | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Low Income            | 20                | 20       | -   | -                | 20              | 67.5     | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Afr. Amer./Black      | 4                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Asian or Pacif. Isl.  | 2                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Hispanic              | 11                | 11       | -   | -                | 11              | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Native American       | 0                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| White                 | 70                | 70       | 100 | Yes              | 70              | 80.4     | No                | 70.1                | 3.7         | 70.1-78.3       | Yes        | 95.9           | -0.9   | Yes        | Yes      |

| 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            | 86                | 86       | 100 | Yes              | 86              | 66.6     | No                | 54.6                | 5.7         | 55.8-64.8       | Yes        | 95.7           | -0.9   | Yes        | Yes      |
| Lim. English Prof.   | 0                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Special Education    | 15                | 15       | -   | -                | 15              | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Low Income           | 20                | 20       | -   | -                | 20              | 60.0     | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Afr. Amer./Black     | 4                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Asian or Pacif. Isl. | 2                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Hispanic             | 11                | 11       | -   | -                | 11              | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| Native American      | 0                 | -        | -   | -                | -               | -        | -                 | -                   | -           | -               | -          | -              | -      | -          | -        |
| White                | 69                | 69       | 100 | Yes              | 69              | 71.4     | No                | 56.7                | 5.4         | 57.6-66.6       | Yes        | 95.9           | -0.9   | Yes        | Yes      |

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

### SECTION III: GOVERNANCE PROFILE

#### ◆ MEMBERS OF THE BOARD OF TRUSTEES

| Trustees           | Office              | Date of Election | Term Expires | Committees/Task Forces   | Employer/Expertise   |
|--------------------|---------------------|------------------|--------------|--|--|
| Paul Accardi       | Acting Treasurer    | June 03          | June 07      | Special Assistant to Board until new Treasurer found                 | Carr, Staples, and Accardi Certified Public Accountant             |
| Janet Begin        | Trustee, Ex-Officio | n/a              | n/a          | All  | Hill View Montessori Charter Public School Executive Director      |
| Michael Hoffman    | Trustee             | June 07          | June 10      | Development Committee Co-Chair                                       | Bob's Furniture Sales, Leadership, Fundraising                     |
| Ed Maguire         | Trustee             | June 06          | Jun 09       | BOT Retreat Task Force; Accountability Committee; Trustees Committee | Energy Sciences, Inc General Management, Sales, Marketing, Finance |
| Kelly Martin       | Vice Chair          | June 06          | Jun 08       | Trustees Committee Chair   | Freelance Marketing Marketing, Organization, Planning              |
| Jason Merchant     | Trustee             | June 07          | June 10      | Site Task Force Chair  | Verizon Planning, Technology                                       |
| John Michitson     | Chairman            | June 06          | Jun 09       | BOT Retreat Task Force   | MITRE Corporation Planning, Engineering, Leadership                |
| Dr. Charles Ormsby | Trustee             | June 07          | June 10      | Accountability Committee Chair                                       | Professor - UMass Lowell Science, Mathematics                      |
| Nandesh Palanisamy | Clerk               | Nov 04           | Jun 10       | Technology Task Force Chair  | Software Engineer, Alcatel-Lucent Technologies                     |
| Suzanne Rogers     | Trustee             | June 07          | June 08      | Development Committee Co-Chair                                       | Regan Ford Sales, Customer Service, Marketing                      |
| Shaw Rosen         | Trustee             | Jun 05           | June 08      | Trustees Committee   | Chief Operating Officer Real Estate Development                    |

#### **MAJOR POLICY DECISIONS (JULY 07-JUNE 08)**

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

- Approved the Annual Audit as presented by the Finance Committee
- Approved the FY09 School Budget as proposed by the Finance Committee
- Accepted and approved the Annual Report
- Approved School Goals
- Approved Board Goals
- Approved MCAS Improvement Plan and Curriculum Alignment Plan



- Approved postponement of the establishment of the middle school (7th and 8th grade) for the 2008 - 2009 school year
- Approved Hill View Montessori Vision and Core Values document
- Voted a slate of officers and four new board members
- Approved Development Plan
- Approved one year lease of Temple classrooms for FY09 kindergarten classes

Charter Amendments:

There were two amendments to the Charter filed this year.

- In October 2007, enrollment was increased from 243 to 296 by FY11 as grades 7 and 8 are added.
- In June 2008, enrollment policies and bylaws were amended. We are still awaiting approval from the Commissioner on this.

Complaints received by the Board of Trustees:

There were no official complaints received by the Board of Trustees.

## SECTION IV: STUDENT PROFILE

### ◆ DEMOGRAPHICS

Hill View Montessori Charter Public School had 220 students enrolled on October 1, 2007 and 212 enrolled on June 30, 2008. The student population is outlined below:

- Gender
  - Male                    107 students or 49%
  - Female                113 students or 51 %
- Class Size
  - Kindergarten:38 students
  - Lower Elementary: 104 students in four mixed age classrooms
    - ❖ First Year Students:            34
    - ❖ Second Year Students:        32
    - ❖ Third Year Students:           38
  - Upper Elementary: 70 students in two mixed age classrooms
    - ❖ Fourth Year Students:         35
    - ❖ Fifth Year Students:           28
    - ❖ Sixth Year Students:           7
- School Student/Teacher Ratio: 13:1
- Demographics

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

| <b>Demographics</b>               | <b>Number</b> | <b>%</b> |
|-----------------------------------|---------------|----------|
| <b>Race/Ethnicity</b>             |               |          |
| African/Black American            | 11            | 5%       |
| Asian                             | 3             | .5%      |
| Caucasian                         | 173           | 78%      |
| Hispanic                          | 29            | 14%      |
| Native American                   | 0             | 0        |
| Multi Race/ Non-Hispanic          | 3             | 1.5%     |
| Native Hawaiian                   | 0             | 0        |
| <b>Other Categories</b>           | 2             | 1%       |
| Low Income                        | 51            | 24%      |
| Special Education                 | 37            | 17%      |
| 504 Plans                         | 16            | 8%       |
| First Language Other than English | 20            | 9%       |
| English Language Learners         | 4             | .2%      |
| Title I                           | 32            | 1.5%     |

◆ **STUDENT ATTRITION**

The table below provides attrition data for HVM students from August 28, 2007 to June 18, 2008. Twenty-six students left during the year and 18 additional students will not be returning for FY09.

| Grade   | Entry Date | Withdrew | Reason for Leaving                                       |
|---|------------|----------|--|
| <b>Students Who Left During the School Year</b> |            |          |  |
| 6   | 8/28/07    | 9/9/07   | Needs more academic work                                 |
| 1   | 8/28/07    | 10/3/07  | No reason given  |
| 6   | 8/23/04    | 10/12/07 | No 7 <sup>th</sup> grade at HVM                          |
| 2   | 8/23/05    | 10/17/07 | Teacher retention, concerns over UE instruction          |
| 6   | 10/4/04    | 10/17/07 | No 7 <sup>th</sup> grade at HVM                          |
| 6   | 8/23/04    | 10/17/07 | No 7 <sup>th</sup> grade at HVM                          |
| 6   | 8/23/04    | 10/17/07 | No 7 <sup>th</sup> grade at HVM                          |
| K   | 8/28/07    | 10/26/07 | No reason given  |
| 5   | 10/29/07   | 11/30/07 | Wants to return to regular public school not Montessori  |
| 6   | 8/23/04    | 11/30/07 | No 7 <sup>th</sup> grade at HVM                          |
| 5   | 8/23/04    | 12/21/07 | No reason given  |
| 1   | 8/26/06    | 12/21/07 | Disconnect between school assessment & objective testing |
| 5   | 8/23/04    | 12/21/07 | No reason given  |
| 6   | 8/23/05    | 1/22/08  | No 7 <sup>th</sup> grade at HVM                          |
| 6   | 8/23/04    | 1/28/08  | No 7 <sup>th</sup> grade at HVM                          |
| 6   | 8/28/06    | 1/28/08  | No 7 <sup>th</sup> grade at HVM                          |
| 5   | 8/30/06    | 2/1/08   | No reason given  |
| 3   | 8/28/07    | 2/1/08   | No 7 <sup>th</sup> grade at HVM                          |
| 6   | 2/27/07    | 2/1/08   | No 7 <sup>th</sup> grade at HVM                          |
| 5   | 9/6/06     | 2/25/08  | Moved  |
| 3   | 8/28/07    | 2/25/08  | Moved  |
| K   | 8/28/07    | 2/25/08  | No reason given  |
| K   | 8/28/07    | 3/7/08   | Not happy with daughters progressing academically        |
| 4   | 8/23/05    | 3/7/08   | No reason given  |
| 2   | 8/28/06    | 3/13/08  | Moved  |
| 4   | 2/25/08    | 4/18/08  | Unhappy at HVM   |

| <b>Students Not Returning for the 2008-2009 School Year</b> |         |         |   |
|---|---------|---------|---|
| 5   | 8/23/04 | 6/18/08 | Moved   |
| 4   | 8/23/04 | 6/18/08 | Moved   |
| 4   | 8/23/04 | 6/18/08 | Moved   |
| 6   | 8/23/04 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 1   | 8/28/06 | 6/18/08 | Brother will be at another school, as HVM will not have 7 <sup>th</sup> grade |
| K   | 8/28/07 | 6/18/08 | No reason given   |
| 3   | 8/23/04 | 6/18/08 | No reason given   |
| 6   | 8/23/04 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 5   | 8/23/04 | 6/18/08 | Sister will be at another school, as HVM will not have 7 <sup>th</sup> grade  |
| 6   | 8/23/04 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 4   | 8/28/07 | 6/18/08 | Sister will be at another school, as HVM will not have 7 <sup>th</sup> grade  |
| 6   | 8/28/07 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 5   | 8/23/04 | 6/18/08 | No reason given   |
| 6   | 11/7/05 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 1   | 8/28/06 | 6/18/08 | Sister will be at another school, as HVM will not have 7 <sup>th</sup> grade  |
| 6   | 9/11/06 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 6   | 8/23/04 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 3   | 8/23/04 | 6/18/08 | Private Catholic school is better fit for our family                          |
| 6   | 11/7/05 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 1   | 8/28/06 | 6/18/08 | Sister will be at another school, as HVM will not have 7 <sup>th</sup> grade  |
| 6   | 9/11/06 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 6   | 8/23/04 | 6/18/08 | No 7 <sup>th</sup> grade at HVM   |
| 3   | 8/23/04 | 6/18/08 | Private Catholic school is better fit for our family                          |

◆ **SUSPENSIONS AND EXPULSION**

12 students were suspended for a total of 16.5 days for the following reasons:

- Fighting
- Inappropriate touching
- Stealing
- Violent behavior which threatened other students

## SECTION V: STAFF PROFILE

### ◆ ADMINISTRATION

*Executive Director* .....*Janet Begin*

Qualifications: BS in Computer Science, Rensselaer Polytechnic Institute; MS in Computer Engineering, Boston University; M.Ed. in Elementary Education, Lesley University; Massachusetts certification in Elementary Education, Middle School Math, Principal

*Manager of Teaching & Learning* .....*Kate Coltin*

Qualifications: Certificate of Advanced Graduate Studies, Plymouth State University, M.Ed. Curriculum and Instruction, Endicott College, BS Communication Disorders and Family Studies, AMS 3-6 Certification, Northeast Montessori Institute, AMS 6-12 Certification, Seacoast Center for Education, 6-12 Montessori teacher trainer, field supervisor and education consultant, Seacoast Center for Education

*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

The Manager of Assessment and Learning Differences (MALD) left in September 2007. We later changed the school's organizational structure (see attached organization chart) to remove the MALD position. The responsibilities of this position were redistributed to other members of the management team and to a new Learning Differences Coordinator who reports directly to the Manager of Teaching and Learning. This approach ensures more consistent oversight of curriculum and assessment since management of all education staff now resides with one educational manager. It also facilitates a more integrated approach to special education and regular education services because all education staff will be overseen by one manager rather than two.

We made several other shifts in our organizational structure in concert with these changes. This reorganization allows the Executive Director to focus on long-term facility needs, public relations, funding, and charter renewal (and less on day-to-day operations) and will increase our capacity to use data to make important decisions, including those directly influencing instruction and student learning. We believe these changes better serve HVM's students, provide efficiencies for the school, and contribute to a cohesive school-wide focus on student learning.

### ◆ SUPPORT STAFF

|                                |                    |
|--------------------------------|--------------------|
| Technology Specialist .....    | Adam Sablich       |
| Office Manager .....           | Andrea Kwiatkowski |
| Administrative Assistant.....  | Yazmin Bonilla     |
| Administrative Assistant ..... | Stacy Ross         |
| Administrative Assistant.....  | Marti Crommiller   |
| Nurse .....                    | Shanyn Toulouse    |
| Custodian .....                | Albert Sanchez     |

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

| <b>Grade/Subject</b>                       | <b>Teacher FTEs</b> | <b>Assistant Teacher FTEs</b> |
|--|---------------------|-------------------------------|
| Kindergarten                               | 2                   | 2                             |
| Lower Elementary                           | 4                   | 4                             |
| Upper Elementary                           | 4                   | 2                             |
| Specialists (Music, Art, Fitness, Spanish) | 4 (3 FTE)           | 0                             |
| SPED Teachers                              | 2                   | 2 (1.75 FTE)                  |
| Title I Teachers                           | 2 (1 FTE)           | 0                             |

◆ **TEACHER QUALIFICATIONS**

HVM employs 10 FTE teachers with an average of 6.7 years teaching experience and 1.7 years at HVM. HVM employs 8 assistant teachers with an average of 3.5 years experience and 1.3 years at HVM. In Upper Elementary and Lower Elementary, the average class size is 26 students. In Kindergarten, the average class size is 19.

◆ **STAFF ATTRITION**

The table below provides attrition information regarding the HVM faculty. Three Upper Elementary teachers and one assistant were no longer employed by HVM as of December 15, 2007. One Lower Elementary assistant left in January 2008 to complete student teaching for her M.Ed. During the school year, one assistant teacher moved into the role of a lead teacher and we hired a co-teacher rather than an assistant. Three teachers were not invited back at the end of the school year. Two assistants enrolled in full-time M.Ed programs and one accepted a middle school teaching position.

|                               | <b>Administrators</b>        | <b>Teachers Classroom &amp; Title I</b> | <b>Learning Differences Teacher</b> | <b>Specialists</b> | <b>Assistant Teachers</b>  |
|-------------------------------|------------------------------|---|-------------------------------------|--------------------|--|
| # in September 07             | 5                            | 9                                       | 2                                   | 4                  | 11   |
| # Left During the School Year | 1                            | 3                                       | 0                                   | 0                  | 3  |
| % Left During School Year     | 20%                          | 33%                                     | 0%                                  | 0%                 | 27%  |
| Reasons for leaving           | Dismissed during school year | Dismissed during school year            |                                     | 100%               | Resigned   |
| # in June 08                  | 4                            | 12                                      | 2                                   | 4                  | 10   |
| # Not returning               | 0                            | 1                                       | 2                                   | 0                  | 3  |
| % Not returning               | 0%                           | 8%                                      | 100%                                | 0%                 | 30%  |
| Reasons for leaving           |                              | Not invited back                        | Not invited back                    |                    | <ul style="list-style-type: none"> <li>• 2 Enrolled FT in M.Ed program</li> <li>• 1 Accepted MS teaching position</li> </ul> |

## SECTION VI: FINANCIAL PROFILE

### ◆ FY07 Statement Of Operating Revenues And Operating Expenses FY 2008 Budget (Unaudited)

|                                 | <u>FY08 Actual</u> | <u>FY09 Budget</u> |
|---------------------------------|--------------------|--------------------|
| <b>Ordinary Income/Expense</b>  |                    |                    |
| <b>Income</b>                   |                    |                    |
| Release of Temp Restr Funds     | 14,228             |                    |
| Revenues - State Sources        | 1,923,515          | 2,236,389          |
| Revenues - Federal Sources      | 82,741             | 80,000             |
| School Lunch - Fed & State      | 12,437             | 19,827             |
| Private Grants                  | 45,000             | 75,000             |
| Revenues - Local Sources        | 200                | 75,000             |
| Revenues - Student Services     | 66,065             | 89,301             |
| Revenues - Other Sources        | 4,463              | 18,000             |
| Miscellaneous Income            | 0                  |                    |
| <b>Total Income</b>             | <u>2,148,649</u>   | <u>2,593,517</u>   |
| <b>Expense</b>                  |                    |                    |
| Salaries and Wages              | 1,365,308          | 1,735,734          |
| Fringe Benefits                 | 135,831            | 191,745            |
| Administration                  | 28,806             | 38,200             |
| Professional Development        | 5,145              | 5,000              |
| Insurance                       | 27,724             | 33,521             |
| Instructional                   | 237,669            | 192,350            |
| Business Services               | 47,849             | 42,260             |
| Computer Expenses               | 1,219              | -                  |
| Operations & maintenance        | 29,328             | 53,500             |
| Physical Plant                  | 154,780            | 240,000            |
| Student Services                | 35,833             | 46,760             |
| Depreciation                    | 35,371             | -                  |
| <b>Total Operating Expenses</b> | <u>2,104,863</u>   | <u>2,579,070</u>   |
| <b>Net Operating Income</b>     | 43,786             | 14,447             |

◆ **FY07 Balance Sheet** (Unaudited)

|                                       |                       |
|---------------------------------------|-----------------------|
| <b>ASSETS</b>                         |                       |
| <b>Current Assets</b>                 |                       |
| Cash                                  | 693,797               |
| Accounts Receivable                   | 66,893                |
| Prepaid Expenses                      | <u>28,815</u>         |
| <b>Total Current Assets</b>           | 789,505               |
| <b>Fixed Assets</b>                   | <u>122,121</u>        |
| <b>Other Assets</b>                   | <u>8,333</u>          |
| <b>TOTAL ASSETS</b>                   | <u><u>919,959</u></u> |
| <b>LIABILITIES &amp; EQUITY</b>       |                       |
| <b>Current Liabilities</b>            |                       |
| Accounts Payable                      | 55,484                |
| Accrued Expenses                      | <u>204,196</u>        |
| <b>Total Current Liabilities</b>      | <u>259,680</u>        |
| <b>Net Assets</b>                     | <u>660,279</u>        |
| <b>TOTAL LIABILITIES &amp; EQUITY</b> | <u><u>919,959</u></u> |



## SECTION VII: DISSEMINATION

### ◆ **2007-2008 SCHOOL YEAR**

As a start-up school HVM is still honing best practices for larger scale dissemination. Below are some of the ways information has been disseminated during the 2007-08 school year:

- In 2007, an HVM Kindergarten teacher conducted a Saturday seminar in conjunction with Northern Essex Community College Early Childhood program regarding the Montessori Method of educating children. During FY08, two college students were hosted for a 4-day practicum in an HVM Kindergarten classroom.
- In 2008, staff from six Massachusetts public Montessori schools, both charter and district, held a daylong conference to share best practices.
- Other avenues of dissemination include: hosting visitors from other schools who are interested in learning more about our Montessori education; community tours that allow visitors to hear a brief presentation about charter schools, the Montessori Method and HVM specifically.

### ◆ **FUTURE DISSEMINATION GOALS**

Going forward, HVM is looking at the following options for dissemination of best practices:

- HVM Kindergarten teachers will continue to work with the Northern Essex Community College Early Childhood program to share information about Montessori education and will try to extend this type of partnership to other colleges
- Staff from the six Massachusetts public Montessori schools, both charter and district, will continue to meet to share best practices.
- We will continue to host visitors from other schools and provide community tours.
- HVM would like to share some of our best practices related to Montessori education such as hands-on learning and differentiated instruction. Once our practices of using assessment and reporting to inform school improvement are refined, we also hope to share them. We are considering applying for a DOE Dissemination grant in August 2009 to share some of these practices.

**ATTACHMENT**  
**Hill View Montessori Charter Public School Organizational Chart**

