


HILL VIEW MONTESSORI
CHARTER Public School

Annual Report
2008-2009 School Year



**P.O. Box 1545
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Haverhill, Massachusetts 01830**

Table of Contents

School Address and Contact Information	1
Description of School	1
Mission Statement	1
Letter from the Board of Trustees' Chair	2
Performance and Plans	
<i>Faithfulness to Charter</i>	3
<i>Academic Program Success</i>	9
<i>Organizational Viability</i>	18
Dissemination	23
Financial Reports	24
Data Section	
<i>Instructional Time</i>	26
<i>Student Enrollment Information</i>	26
<i>Student Demographic and Subgroup Information</i>	26
<i>Teachers and Staff Attrition</i>	27
<i>MCAS Results</i>	27
<i>Organizational Chart</i>	28
<i>Administrative Roster</i>	29
<i>Board Members</i>	29

School Address and Contact Information

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Description of School

Hill View Montessori Charter Public School (HVM) provides students residing in the Haverhill Public School district a grade K-8 public education that promotes academic excellence using the Montessori philosophy. The school 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 such that full enrollment of 296 students with a K-8 grade span will be reached by FY11.

Two hundred forty-four grade K-6 students attended HVM during FY09 and there is a waitlist of nearly 300 students spanning all grades.

Mission Statement

The mission of the 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 attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

Letter from the Board of Trustees' Chair

July 17, 2008

During this past year, Hill View Montessori Charter Public School (HVM) advanced to a new level and is prepared to continue this trajectory toward an even stronger future! The school's charter was renewed without conditions ensuring that HVM's students can continue to benefit from a public Montessori education. The energy expended to start our middle school is coming to fruition and the likelihood that we acquire a permanent facility in fiscal year 2010 is high! Most importantly though, the vision of the founders is strong and our students and staff follow Montessori's clear and simple guiding principles: grace, courtesy, respect, and responsibility.

Receiving unconditional renewal of the school's charter was a community accomplishment. The school at large, under the direction of the Executive Director, made significant adjustments to the school's curriculum and assessment plan and introduced new academic measures at all levels. Undoubtedly these initiatives were key factors in the Board of Education's decision to extend HVM's charter for another five years. The caliber of the entire school community, including a large group of active parents and a strong and dedicated board of trustees, was another key factor in achieving unconditional renewal.

During the last school year, time and energy was invested to plan the launch of HVM's middle school in August of 2009. A middle school planner was hired and a cross-constituent middle school committee was formed to research and prepare for this new program. We have hired three middle school staff and are looking forward to starting the program with our upcoming seventh graders.

Finally, this year we have made great strides in securing a permanent home for the school. In the spring a purchase and sales agreement was signed for a facility that meets the future needs of HVM and is within our means. We are currently undergoing all the activities necessary to verify the site's compatibility and to raise the funds needed to complete the purchase. If all goes well, we will transition to the new facility in 2010.

The tremendous effort and time dedicated to the students of HVM are paying off. It is with great confidence that HVM enters its sixth year!

Sincerely,
John Michitson
Chairperson, Board of Trustees

Performance and Plans

The following information and supporting data summarize HVM's achievements during the FY09 school year based on HVM's current accountability plan as well as the State's Common School Performance Criteria. The HVM Accountability Plan was revised from the school's first five-year plan to reflect a renewed commitment to the school's mission and organizational excellence. The HVM Board of Trustees approved the revised accountability plan in May 2009. The plan was submitted to the Charter School Office and received approval in June 2009.

Faithfulness to Charter

Objective F1: HVM will be a preeminent public Montessori school.

Measurement F1.1: HVM will create and maintain alignment charts describing Montessori and supplemental curriculum that addresses each of the Massachusetts Frameworks standards in Mathematics, English Language Arts and cultural subjects (Science and Social Studies/History).

Progress: HVM has met this measure.

Over the last two years, HVM has committed resources and time to better aligning the Montessori lessons with the Massachusetts Curriculum Frameworks and augmenting where needed. This alignment has been documented and gaps have been identified; new curriculum has been developed or purchased; professional development programs have begun.

Alignment charts exist in the mathematics and Montessori cultural curricular areas (which include science and history/social studies) for grades K-6. Curriculum binders which contain supplemental curriculum to augment areas where the Montessori curriculum does not address Massachusetts standards are readily available to all teachers in grades K-6. They are updated and supplemented as needed and reviewed on a regular basis.

A different approach has been taken in the ELA curricular area. The Montessori philosophy views reading and writing as an integral part of all learning rather than as an independent subject area to be taught unto itself. Therefore ELA instruction is integrated into all other subject areas of the curriculum. During the last year it was determined that teachers needed more support in implementing hands-on activities that would aid students in acquiring the necessary ELA skills. As such, additional ELA resources were introduced and associated professional development was provided during the FY09 school year. These efforts will continue and be further augmented through the support of a fulltime literacy specialist who will train teachers to fully integrate ELA instruction into the overall curriculum.

Measurement F1.2: HVM will hire an outside Montessori consultant to conduct an audit every two years to evaluate its program and any findings will be addressed within six months.

Progress: HVM is making progress toward meeting this measure.

This measurement calls for an outside audit every other year; FY10 will be the first year of the audit. The Educational Program Director who has worked as an independent consultant conducting similar audits nationally will identify a consultant for HVM's FY10 audit. The current expectation is to hire a consultant who has both public school and Montessori experience. The auditor will spend 1½ days observing classrooms and a ½ day oral report-out as well as a written summary of findings.

Objective F2: HVM will focus on holistic student development.

Measurement F2.1: At least 85% of HVM students will usually or consistently demonstrate personal, social and emotional attributes on the Personal and Social Growth and Work Habits section of the end-of-year progress report.

Progress: HVM has met this measure in ten of eleven areas.

The HVM progress report assesses personal and social growth as well as the work habits of students in eleven areas as listed below. In all but one of the eleven areas, 87-93% of HVM students usually or consistently realized personal and social growth and demonstrated appropriate work habits. In the one area of the eleven where students did not meet the goal, “asks for help when necessary,” attainment was missed by only one percentage point; 84% of students met the measurement in this area. Overall results for students in grades 1-6 are summarized below.

Students Usually or Consistently Demonstrating Achievement

<i>Personal and Social Growth</i>	
Acts age-appropriately	93%
Accepts responsibility for own actions	91%
Displays a positive attitude	93%
Communicates appropriately with adults and peers	93%
Helps others	90%
Shows compassion	93%
<i>Work Habits</i>	
Is attentive and responsive to adults	92%
Follows directions	89%
Asks for help when necessary	84%
Shows best effort in daily work	91%
Completes assignments in a timely manner	87%

Measurement F2.2: Annually, each K-6 classroom will participate in at least one community service project; each middle school student will complete 20 community service hours.

Progress: HVM has met this measure for all of its current grades.

Following is a description of the community service projects for each of HVM’s ten classrooms. HVM does not currently have a middle school and therefore cannot report on this portion of the measurement.

<i>Kindergarten 1</i>	Stuffed envelopes for American Cancer Society Survivors’ Program
<i>Kindergarten 2</i>	Collected items for families in need for winter holidays on “Mitten Tree”
<i>Lower Elementary 1</i>	Hat and mitten drive for local shelter
<i>Lower Elementary 2</i>	Hat and mitten drive for local shelter
<i>Lower Elementary 3</i>	Canned food drive for food pantry
<i>Lower Elementary 4</i>	Canned food drive for food pantry; singing at local nursing home
<i>Upper Elementary 1</i>	“Pass it On” holiday giving project in support of local soldiers
<i>Upper Elementary 2</i>	Recycled bottles and paper for entire school
<i>Upper Elementary 3</i>	Cystic Fibrosis drive
<i>Upper Elementary 4</i>	Recycled bottles and paper for entire school

Objective F3: HVM will work collaboratively with its various constituents.

Measurement F3.1: 95% of students will be represented by parent(s) or guardian(s) at all parent-teacher or parent-student-teacher conferences or through some other form of communication with the teacher about their child’s learning during the time period covered by each conference.

Progress: HVM has met this measure overall but not consistently across all classrooms.

Data to support the attainment of this measure was derived by collecting regularly scheduled parent-teacher conference attendance information and reports of parent-teacher meetings not arranged specifically during the week-long conference block for each of the three conference time periods.

This measure was met at the two kindergarten level classrooms, at three (of four) Lower Elementary level classrooms (grades 1-3) and at three (of four) Upper Elementary level classrooms. Conference attendance rates for the third upper elementary classroom however, is based on only two periods because the classroom teacher departed during the third trimester and the third conference was made optional. During the third trimester, there were a number of whole group and individual meetings with families for this classroom which substituted for third trimester conference attendance for a number of families.

Going forward, HVM will be hosting one less conference; eliminating the year-end conference. Experience indicates that this is the least effective time to hold parent-teacher conferences.

Families Communicating with Child’s Classroom Teacher Three Times/FY09 Year

	<i>Classroom 1</i>	<i>Classroom 2</i>	<i>Classroom 3</i>	<i>Classroom 4</i>
<i>Kindergarten</i>	95%	96%	NA	NA
<i>Lower Elementary</i>	98%	90%	96%	100%
<i>Upper Elementary</i>	90%	95%	*96%	96%

*Reflects attendance for two conference periods as noted above. The rate for 3 periods is 89%.

Measurement F3.2 To provide an avenue for input, annual parent and staff surveys will be administered and summary results made available to the entire school community.

Progress: HVM has met this measure.

Parent and staff surveys were conducted via Survey Monkey, an online survey tool, beginning February 2009. Staff survey results were compiled and all results that related to the Executive Director and the school at large were shared with the Board of Trustees at a public meeting. Based on the findings, the Executive Director created a plan to address the major issues and shared this with the staff as well as the Board. Findings related to the other three members of the administrative team were shared with their supervisor, the Executive Director, for use in their ongoing supervision.

Summary results from the parent survey were shared with the greater community via the school’s website. Additionally, parent survey data was considered by the Board in their evaluation of the Executive Director.

Objective F4: HVM will campaign to enroll a student population that reflects the diverse economic and racial make-up of the district schools.

Measurement F4.1: HVM will adjust its advertising and recruitment campaign each year in an effort to attain racial diversity, in terms of its white vs. non-white student population, which is within 5 percentage points of the Haverhill District School’s racial diversity as measured by comparing Student Information Management System (SIMS) data each year.

Progress: HVM has met this measure.

Knowing that HVM has historically had less racial diversity than the Haverhill Public Schools, HVM has continuously reviewed its methods of advertising to address this. This year HVM’s enrollment campaign was targeted to include more of the overall population as well as the non-white segment specifically via advertising at six Spanish bodegas, two Spanish restaurants, Community Action, Inc. (Woman/Infant/Children, Haverhill Family Network), the Boys Club, and Girls, Inc. The campaign successfully reached the non-white population with 80 applicants overall for grades K-7. Forty-four percent of these applicants indicated on the Student Enrollment Forms that they were non-white. This compares to HVM’s FY09 non-white student population of 23% and the local district’s 38%.

In comparison to the local district’s elementary schools, four of eight public elementary schools had more non-white students than HVM. The demographics for HVM and the Haverhill district, as well as the local elementary schools specifically, are highlighted below.

Non-White Students FY09

Hill View Montessori Charter Public School	23%
FY10 Non white applicants as % of total applicants	44%
Haverhill Public School District-wide	
Crowell Elementary School	8%
Walnut Square Elementary School	11%
Bradford Elementary School	13%
Greenleaf Elementary School	13%
Silver Hill Horace Mann Charter	29%
Pentucket Lake Elementary School	32%
Golden Hill Elementary School	36%
Tilton Elementary School	39%

Measurement F4.2: HVM will adjust its advertising and recruitment campaign each year in an effort to attain economic diversity of its student population that is within 5 percentage points of the Haverhill District School’s economic diversity as measured by comparing Student Information Management System (SIMS) data each year.

Progress: HVM has met this measure.

HVM continues to adjust its advertising and recruitment efforts to address the fact that it has historically had less economic diversity than the Haverhill Public School district. It is difficult however, to determine the exact effect of HVM’s most recent recruitment campaign as it pertains to economic demographics until school opens in August because it is not until this time that new families apply for the Federal Free and Reduced Lunch program (FRL).

At year-end FY09, 25% of HVM kindergarten students qualified for the FRL lunch program. This compares to the previous year, when 16% of kindergarteners participated in FRL, indicating an

increase in the number of low income students entering/qualifying since the prior year. Twenty four percent of the entire FY09 HVM student population participated in the FRL program this past year.

Economic demographics of the Haverhill Public Schools as well as the local elementary schools individually are highlighted below. Five of Haverhill Public School’s eight elementary schools had economic diversity greater than that of HVM.

Low Income Students FY09

<i>Hill View Montessori Charter Public School</i>	24%
<i>Haverhill Public School</i>	41%
Walnut Square Elementary School	16%
Greenleaf Elementary School	17%
Crowell Elementary School	17%
Bradford Elementary School	26%
Silver Hill Horace Mann Charter Public School	46%
Golden Hill Elementary School	46%
Pentucket Lake Elementary School	50%
Tilton Elementary School	60%

Common School Performance Criteria

Implementation of Mission, Vision, and Educational Philosophy

The mission of the school is to provide a 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.

The school is committed to this mission and the vision as set forth in the HVM charter. As part of the school’s ongoing efforts to revisit and reconfirm its commitment to its mission and the charter, a retreat was held last year to create a set of core values that captures the key elements of the charter. Below are the core values with evidence of how HVM remains faithful to them.

Core Value 1: Preeminent Public Montessori

The HVM administrative team is comprised of individuals who have demonstrated a firm commitment to providing Montessori education in the public school sector. The Executive Director and Data and Development Director are both founders of public Montessori schools. Further, both have been committed to Montessori education for more than ten years serving as board members, committee members, teachers, grant writers, and project managers.

The Educational Program Director has been a lead Montessori teacher in grades PK-6 both in the United States and internationally. She is a certified Montessori trainer and evaluator, and as such, is able to provide on-site professional development to the HVM faculty and to continuously and informally assess delivery of the Montessori program at HVM.

The HVM commitment to public Montessori is also demonstrated by the addition of two goals to the new Accountability Plan: one, to track the alignment of Montessori curriculum with the Massachusetts Frameworks and the other, to conduct bi-annual Montessori audits. In addition, goals aimed at ensuring that students attain the high levels of academic, social and personal achievement exist and support HVM as a preeminent public Montessori school.

Core Value 2: Holistic Student Development

HVM is committed to the development of the whole child and believes that it is necessary to provide a holistic approach to education for a child to learn and achieve. Without feeling safe, understood, valued and able to make and grow from mistakes, a child may learn skills but will not reach his or her full potential as a critical thinker and competent problem solver. During FY09 HVM developed and launched a section of the progress report to assess the development of the whole child. Data relating to the holistic development of the child was collected and reported on three times during the course of the school year as well as being monitored as part of the Accountability Plan.

Other indicators of the school's commitment to the whole child exist. For example, HVM formed an ad hoc committee to review its lunch program during the summer of 2008. The committee reviewed potential lunch vendors and conducted research into the general effects of nutrition on student learning. With the support of the Board as well as fiscal subsidy, the school contracted with a new lunch vendor and began offering students a more nutritious lunch (including fresh fruits and vegetables, whole grains, reduced salt and sugar). Feedback from families, students and staff has been positive.

HVM continues to evaluate additional ways in which to support the development of the whole child. During FY10, the school will be offering three 8-9 week Elective Blocks (free of charge) to students in grades 1-6. The weekly two-hour afternoon sessions are being offered through collaboration with the local community and will provide students an opportunity to pursue areas of interest such as swimming, woodworking, journalism, science, outdoor sports, etc.

Lastly, the Montessori philosophy equips students with 21st century skills such as self-direction, teamwork, critical thinking and problem solving skills as well as a love of learning that will empower them throughout their life. HVM recently submitted a letter to the Department of Elementary and Secondary Education suggesting the school be viewed as a model of 21st Century Learning.

Core Value 3: School-Strengthening Collaboration

Parental involvement has always been a hallmark of HVM and is evidenced by the large number of parents participating in school activities including parent-teacher conferences. Nearly 200 members of the HVM community, primarily families, volunteered time and/or donated in-kind items this past school year. HVM also supports a number of community partnerships and hopes to grow these in the upcoming years. In particular and during the upcoming year the introduction of the "Elective Blocks" (referenced above), will further its collaboration with the greater community.

Core Value 4: High Quality Staff

HVM has made a commitment to employing Montessori certified lead teachers who also meet federal standards for high quality teachers. Many teachers who are Massachusetts trained have limited Montessori experience. Since it is difficult to find teachers who have both skill sets, the school budgeted and paid stipends for both Montessori training and other professional development to ensure all lead teachers are fully competent and trained in both Montessori philosophy and Massachusetts Curriculum Frameworks.

HVM's greatest challenge will likely continue to be its ability to combine public school requirements with Montessori education. HVM will continue to invest resources to make sure that teachers have training to ensure high levels of academic, personal and social instruction aligned with state

guidelines. As we address this challenge, we have the opportunity to graduate well-rounded students who love to learn and are constructive contributors to the community.

Academic Program Success

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

Measurement A1.1: At least 85% of students at each grade level will reach their grade level benchmark (i.e. be at least within the Independent range in Oral Reading Fluency and Comprehension on a grade-level appropriate text) on the end-of-year Developmental Reading Assessment. To realize this goal prior to the end of the next charter period, HVM has set 70% as SY08-09 end-of-year interim benchmark.

Progress: HVM has not met this measure at four of six grades levels.

On year end DRA assessments, two grade levels have met the 70% interim benchmark; grades 2 and 3. Grade 5 nearly met the benchmark with 69% of students. Grades 1, 4 and 6 did not meet the interim benchmark.

Percentage of Students Reaching FY09 Interim Benchmark

	<i>Students</i>
Grade 1	51%
Grade 2	70%
Grade 3	79%
Grade 4	57%
Grade 5	69%
Grade 6	57%

Plans to strengthen our reading achievement include the support of two ELA Title I teachers as well as the addition of a fulltime literacy specialist. The literacy specialist has been hired and will focus her support in the Upper Elementary classrooms supporting students as well as helping teachers learn how to better teach reading skills. HVM also hired a trained Orton Gillingham teacher who is providing increased assistance to struggling readers.

Measurement A1.2: At least 85% of students at the end of each level (Lower and Upper Elementary) will achieve a total score of 27 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 3.5, 4 and 4.5 out of 5 at each successive grade within a level on each trait for a total of 21, 24 and 27 for students at the first, second and third years of a level respectively) 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 goal prior to the end of the next charter period, HVM has set an interim benchmark of 14, 17, and 20 or higher (for each successive grade in a level).

Progress: HVM has not met this measure in five out of the six grade levels.

At the Lower Elementary level, grade 3 reached the interim benchmark and grades 1 and 2 nearly met it. At the Upper Elementary level, none of the grades met the interim benchmark with 6th graders performing the lowest.

Percentage of Students Reaching FY09 Interim Benchmark

	<i>Students</i>	<i>Interim Benchmark Score</i>
<i>Grade 1</i>	76%	14
<i>Grade 2</i>	76%	17
<i>Grade 3</i>	85%	20
<i>Grade 4</i>	57%	14
<i>Grade 5</i>	51%	17
<i>Grade 6</i>	43%	20

Plans to address the inadequate achievement in writing include the addition of a literacy specialist (as cited above), the addition of standardized and formal in-class writing practice for students, and monthly collaborative time for teachers to discuss writing results as well as confer on strategies for improved writing instruction.

Measurement A1.3: HVM will meet annual academic growth targets in ELA as established by the Department of Elementary and Secondary Education, or achieve Adequate Yearly Progress in the aggregate and for all statistically significant subgroups.

Progress: HVM has not met this measure.

AYP data released in the fall of 2008 indicated that HVM has not met this measure. Preliminary, yet-to-be-released, FY09 MCAS data suggests that there will be significant improvement in ELA results for grades 3-6. The addition of the initiatives cited above, coupled with the initiatives begun last year, are anticipated to result in continued improvement in the area of ELA.

Objective A2: HVM students will demonstrate high levels of achievement in mathematics.

Measurement A2.1: At least 85% of HVM students at each grade level will demonstrate proficiency on at least 70% of the standards on HVM's Math Tracking Tool. HVM has set 65% of students as an interim benchmark for SY08-09.

Progress: HVM has met this measure at the Lower Elementary level but has not met this measure at the Upper Elementary level.

Students Demonstrating 70% Proficiency on FY09 Interim Benchmark

	<i>Students</i>
<i>Grade 1</i>	84%
<i>Grade 2</i>	91%
<i>Grade 3</i>	79%
<i>Grade 4</i>	38%
<i>Grade 5</i>	43%
<i>Grade 6</i>	33%

Students in grades 1-3 significantly exceeded the benchmark of 65%. Students in grades 4-6 appear to not have a strong enough foundation in math as indicated by a lack of concept retention of previously mastered skills. Plans for addressing mathematical shortfalls include continued support by a full-time Title I math specialist who was hired part way through last school year as well as increased and formalized mentoring of teachers by the Educational Program Director (whose time is

being freed up to attend to this as a result of the addition of a literacy specialist for next year). Mentoring will specifically focus on the use of Montessori materials as a means to strengthen student understanding of mathematical concepts. In addition, teachers will receive significant training in “spiraling” the curriculum as a means to addressing retention issues among Upper Elementary students.

Measurement A2.2: HVM will meet annual academic growth targets in mathematics as established by the Department of Elementary and Secondary Education, or achieve Adequate Yearly Progress in the aggregate and for all statistically significant subgroups.

Progress: HVM has not met this measure.

AYP data released in the fall of 2008 indicated that HVM has not met this measure. Unfortunately, data for this measure lags by nearly one year. Therefore, the results of extra support and initiatives that were put into place during the FY09 year are not yet available. As seen in the ELA results, HVM anticipates improvements in mathematics. Plans to continue bolstering achievement in mathematics include the initiatives described above (mentoring, better utilization of Montessori materials, spiraling the curriculum).

Objective A3: HVM students will demonstrate high levels of achievement in science and engineering/technology, and history and social studies.
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Measurement A3.1: At least 70% of HVM students will demonstrate proficient or advanced levels of achievement on MCAS for science and engineering/technology, and history and social studies in grades 5 and 7. HVM has set 50% as an interim benchmark for SY08-09.

Progress: HVM has not met this measure.

In FY08 32% of HVM’s students who took the Science and Technology MCAS scored in the Advanced or Proficient categories. Plans to address the shortfall in student science and engineering and history/social studies achievement are being address in two ways. Upper Elementary teachers will be meeting during the 2009 summer to work on the science and technology curriculum. HVM is also ordering additional science curriculum for all grades.

Common School Performance Criteria

Curriculum

HVM’s curriculum has been developed by aligning the Montessori Scope and Sequence with the Massachusetts Curriculum Frameworks and identifying supplemental resources and materials where needed to ensure that all standards are addressed. The combined curriculum is delivered through a Montessori approach which embraces concrete, hands-on learning using Montessori manipulatives as well as supplemental, non-Montessori materials.

In addition to the core academic areas of Mathematics, English Language Arts, and the Cultural Curriculum (Science and Social Studies/History), students at HVM also receive instruction in Health and Fitness, and the Arts. Each of these curriculum areas is described below.

Mathematics: Students in grades K-6 use Montessori mathematics manipulatives and supplemental materials to explore concepts in concrete form before abstracting. The curriculum is based on lessons as outlined in alignment charts developed by HVM. Concepts taught include number sense and operations; patterns, relations and algebra, measurement; geometry; data analysis; probability and statistics; problem solving; fractions and money.

In the upper grades, HVM piloted an online AI-based mathematics software application aligned with the Massachusetts Frameworks. Using artificial intelligence, this program is individualized to each student and can be used for supplemental in-class work, assessment and generating custom homework.

Upper Elementary students further apply their math skills to real-life situations by actively engaging in practical life activities. For example, during FY09 students organized a “pizza club” which met weekly to organize and order pizza for their classmates. This included distributing an order form, collecting money and giving change, ordering a determined amount of pizzas, etc.

English Language Arts: Students in grades K-6 use Montessori and non-Montessori materials to learn how to read, read for meaning, engage in literature circles/discussions and express themselves through written expression. Phonemic awareness, phonics, whole word reading techniques, grammar, and vocabulary development are a large part of the Montessori ELA curriculum. In addition to the Montessori materials, teachers at the lower grades have used the Rigby Reader Series to assist with teaching reading comprehension skills and strategies. Scholastic Leveled Readers have been purchased for grades K-6 for this same purpose.

All classes (grades 1-6) implemented the Four Square Writing model to assist students in writing multi-paragraph essays. This model helps students eliminate common errors. It also helps students become better writers by providing them with a way to organize their thoughts in the pre-writing stage of the writing process. Students first use a variety of activities and approaches to spark their creative writing interest. Brainstorming on a topic using a graphic organizer or sensory map is one example and is completed before organizing with the Four Square model.

Cultural Curriculum - Science and Social Studies/History: Students at HVM are introduced to Montessori’s five *Great Lessons* which are a series of stories and lessons designed to provide an understanding of the history of the universe with a focus on humankind's place in that continuing story. These lessons are revisited and built upon throughout the grades, and provide overarching, “big picture” stories that inspire more specific study of subjects such as physics, botany, world cultures and ancient history.

In Lower Elementary, teachers are able to weave concepts required by the Massachusetts Frameworks into the Montessori lessons as well as deliver a sensorial perspective to the more advanced concepts that are not introduced by lower grade Massachusetts Frameworks. In Upper Elementary, the same sensorial lessons are revisited to teach concepts as well as to extend the lower elementary Montessori curriculum. Upper Elementary teachers use the Massachusetts Frameworks as their guide to create supplemental lessons for Science and Social Studies.

For FY09 Upper Elementary teachers developed and taught lessons in particular subject areas in a more traditional fashion. For example, one teacher taught US history, one taught science, and one taught geography to all Upper Elementary students ensuring every student received direct instruction in each of these areas. This will continue as a short term approach to teaching the Upper Elementary cultural curriculum until all lead teachers have been fully trained and practiced in delivering all components of the curriculum.

The following subjects, which are typically part of an integrated Montessori classroom, were taught to HVM students through non-integrated instruction:

Visual and Performing Arts: Students in grades K-6 receive instruction in art and music each week. These classes are taught by teachers with Massachusetts certification in these areas and they reference the Massachusetts Frameworks on a regular basis to develop their lessons. Over the long term, HVM hopes to provide specialist teachers with formal instruction in Montessori's philosophy with the intent that they will strive to implement lessons in a more Montessori fashion. HVM began this process last year by providing specialists with an overview of the Montessori theory and planes of development.

In FY09, theater was added to the arts curriculum, providing another avenue for learning that allowed for expression and creativity. Students created and participated in a production which incorporated concepts from other curriculum areas. Students developed a script, designed costumes and the set, and learned technical aspects as well as marketing and performance skills.

Health and Fitness: Students in grades K-6 participate in fitness classes twice each week. These classes are taught by a certified physical education teacher and lessons are developed based on the Massachusetts Frameworks. HVM students also received periodic health lessons from the school nurse. Younger students receive instruction related to human health and nutrition and older students learn about human growth and development, reproduction and sexuality. These lessons are also based on the Massachusetts Frameworks. Over time, the health curriculum may be integrated into the general Montessori classroom as well.

Instruction

The HVM learning environment is based on Montessori's philosophy; one that fosters the intellectual, social, emotional and physical development of each student. Teachers reference alignment charts as well as observational notes to determine when children are ready to learn new skills, be introduced to new concepts as well as transition to working in the abstract.

Teachers refer to the alignment charts as well as their Montessori curriculum albums to identify the skills and knowledge to be taught and a logical, developmental sequence in which they should be taught. Students receive skill lessons primarily in small groups. Content curriculum is delivered primarily in whole group lessons. In all curriculum areas, teachers use a variety of manipulatives, novels, journals, texts and internet sources as resources to aid with instruction. Teachers do not rely on textbooks to directly instruct students.

A commitment to data-driven instruction began over the summer prior to the start of the FY09 school year. The Executive Director, the Educational Program Director and the Upper Elementary Curriculum Coordinator attended a Rick and Becky DeFour Collaborative Learning Communities Conference. Additional workshops, in the areas of data-warehousing and data-driven instruction, were also attended by members of the administrative team. Finally, the structure of the school day was organized to allow for extended blocks of time for teacher collaboration at each of the levels (Upper Elementary, Lower Elementary, Kindergarten).

Teachers were given data three times per year about three specific curricular areas- reading, writing and mathematics. The data provided teachers with specific information about their individual students as well as aggregated whole-school and level data that would then indicate internal resources teachers could use to support areas where they need to bolster student achievement. In Upper Elementary, the use of ALEKS (a previously referenced AI-based math software application) expanded both the teacher's and the student's ability to track progress made on math standards. Standards-based student progress reports which include the tri-annual formative assessment data

were piloted this year so that parents could be made aware of expectations as well as student performance relative to the expectations.

Throughout the school year, HVM teachers met twice a week for approximately 1¾ hours by level. The time was used to reflect upon assessment results, discuss what is working well, and determine areas where more instruction was needed. Teaching teams also used this time to devise lesson plans, offer assistance to one another and share teaching strategies. Teachers used the 6 +1 Trait Writing and associated rubrics during collaborative time. DRA results were also communicated and teachers with a literacy background shared teaching strategies, resource books, and lesson plans.

Going forward, other structural changes are being made to further support instruction. In FY10 the Special Education department will restructure in order to better meet the needs of low performing students. The Special Education model will transition to a case manager model, better enabling special education staff and general education staff to work in unison. One teacher/manger will be assigned to approximately 12 students and will be responsible for service delivery, annual goals and the IEP process. Further, HVM hired a trained Orton Gillingham teacher who is providing increased instruction to struggling readers.

Last year, the Educational Program Director focused a significant amount of her effort on the Lower Elementary area. In FY10, she will change her focus to the Upper Elementary and will increase mentoring and modeling of instructional practices with this team.

Program Evaluation

Qualitative and quantitative evidence is used by teachers and school leaders to inform and guide instructional planning and practice in a variety of ways. Qualitative evidence is used every day by Montessori teachers who are trained to be careful observers of children and their work. Teachers keep both objective and anecdotal records and use those in planning lessons for students.

More formal evidence is also used to inform instruction. In particular, internal formative assessments for reading, writing and mathematics are administered three times throughout the school year. Systems to collect, track and aggregate and disaggregate the data for the purpose of informing instruction, as well as providing overall program improvements, have been piloted. This information is shared with the Board of Trustees at least three times per year in the form of a “dashboard”. The dashboard provides information related to all of the accountability goals. The data is further disaggregated to provide the Board with grade level data for each of the three assessment periods. Where indicated, the Board requested corrective action plans.

The greatest challenge as it relates to program evaluation came from the time commitment and labor intensity of administering assessments, collecting and manipulating the data, and then translating it into a user-friendly format for teachers, administration and board. HVM continues to investigate mechanisms that will make this process more effective and efficient including use of the State’s data warehouse.

School Culture

The HVM learning environment is based on Maria Montessori’s philosophy and fosters the intellectual, social, emotional and physical development of each student. Children are placed in multi-age classrooms and engage in lessons that are developmentally appropriate. Montessori education is based on observation. The teacher’s role is to carefully observe each child in the classroom, prepare the environment to engage the child, and guide him/her through the work

available within that environment. Student behavior is addressed most typically on an individual basis with the goal of developing self control within the child.

At the beginning of the school year, students meet on a classroom by classroom basis to create a set of guidelines for classroom behavior as well as the consequences for not staying within the guidelines. Depending on the classroom and the skill level of the students, the teacher either guides, coaches, or if necessary, directs the students in the creation of customs for the classroom. Over time, the expectation is for students to monitor and support peer behavior, increasingly without teacher intervention.

For students with more specific and individual behavioral needs, HVM employs a fulltime licensed social worker. She works with students individually and in small groups. Where indicated, she also coordinates with outside agencies to provide additional student support including individual and family counseling.

The school culture is HVM's most notable strength. Community members from the greater Haverhill community who have attended the school's bi-monthly tours repeatedly comment about the tone and tenor of classrooms. During this school year, more than two dozen individuals not directly affiliated with the school toured. HVM recently offered itself as a model of 21st Century Learning and hopes to share its expertise in creating independent, motivated, self-directed students.

Diverse Learners

The Montessori philosophy recognizes the strengths and challenges of each individual and focuses on individualized, differentiated instruction. If a student appears to need additional support, he/she is referred to the Teacher Assistance Team (TAT) to provide evidence-based interventions for the student. The TAT team meets weekly to adjust the intensity and nature of those interventions depending on the student's responsiveness. Classroom teachers are required to make modifications to the classroom environment and/or their teaching style to accommodate the needs of the student, and data is collected. If, after these interventions, the child is still not making progress, he/she may be referred for Special Education testing in the area(s) of suspected disability. If the child qualifies for services, an Individualized Education Plan is designed and implemented by the Team.

Beginning in 2007, HVM started providing services for Title I students. Criteria were established to identify students who were in danger of failing. Small group or individualized instruction is being provided to these children by Title I teachers during the school day in individual and small group sessions.

Last year, HVM also initiated services for English Language Learners. A number of students were tested. To date, seven students have been identified as Limited English Proficient (LEP) and qualify for direct English instruction. During the school year, the seven identified students worked with a teacher in a small group and one-on-one to receive direct English instruction. These students were also pre-taught vocabulary and concepts as well as provided with tools/techniques to assist with their language development. In grades 4-6, the 45 minute directed study period allowed time for LEP students to receive additional support from a math and writing specialist, general education teacher and/or special education teacher. Some students were supported in the general education class while others met in the library or in a special education classroom.

Other FY09 initiatives to address the needs of LEP students included training 15 staff members in Category 1; six staff members in Category 2; two staff members in Category 3.

Student Services

As defined in the charter application and required by law, HVM provides services for all students including those with special education needs, Limited English Proficiency, as well as Title I students who are struggling. All students access the general education curriculum through guided instruction and independent work in the general education classroom. If the nature or severity of a disability is such that education in regular classes cannot be achieved satisfactorily, even with the use of supplementary aids and services, then the school offers specialized instruction in a resource room. The child's placement and the services he/she receives are dependent on the child's individual needs as mandated by the Individual with Disabilities Education Act. Instruction in other settings is used to modify, supplement and support the standard HVM educational program.

Title I eligible students have been identified based on multiple academic measures as well as a teacher assessment. Individualized and small group support is provided by reading, writing and math specialists based on a child's individual area of need. Related service providers such as speech pathologists, and physical and occupational therapists are available for therapeutic, diagnostic and evaluation purposes. HVM also employs a school counselor who provides social skills groups for students who would benefit, as well as support services for students and families with social service needs.

Supervision and Evaluation of Teachers

As documented in the *Hill View Montessori Charter Public School Staff Supervision and Evaluation Plan*, a process is in place for developing and retaining high quality staff. Supervision and evaluation of teachers is designed to be done on an annual and differentiated basis. The current plan called for the supervision and evaluation of teachers via a beginning-of-year goal setting conference, two formal observations during the year and a final review at year end.

During FY09, all teachers met with their supervisor to establish goals for the year. The goals aligned with the school's overall goals, the school's accountability plan as well as the school-wide professional development plan. In the area of observations, the plan was followed in a less prescribed manner so that newer teachers or those teachers who were new to HVM, and who needed more support than veteran teachers, received more supervision and feedback.

During the school year, all teachers were observed at least one time midyear. Then, in the spring, the majority of teachers had a more formalized observation. Teachers received written feedback on these observations. Data related to the implementation of the plan is further reported on in an accountability measure in the Organizational Viability section following.

Going forward, the plan is to better tailor supervision and evaluation to the needs of the teachers. For teachers new to teaching, or new to HVM, there will be a goal-setting conference at the beginning of the year, for the first two years, between the teacher and her immediate supervisor. Those teachers will also have two formal observations during the year and a final written evaluation. This process will then occur for teachers every third year. In the off years, i.e., the 3rd & 4th, 6th & 7th, 9th & 10th, etc. teachers will have a goal setting meeting at the beginning of the year, one documented, but less formal check-in and a formal final year-end evaluation.

Professional Development

One of HVM's strengths is that it has a small, collaborative professional community where staff feel committed to working together. Further, the HVM administration believes that good teaching thrives

in a supportive learning environment created by teachers and school leaders working together to improve learning. Therefore, structures have been established to support this collaborative work. In particular, lead classroom teachers are given approximately two hours, twice a week, to meet with colleagues from their level (sometimes including special education teachers) to discuss curriculum, assessment objectives, student learning and/or concerns, teaching strategies, and classroom management techniques.

In addition to collaborative professional development time, this year's more formal professional development activities included the following:

<i>Literacy instruction (started with writing, added reading)</i>
<ul style="list-style-type: none"> • Introduction to 6 +1 Trait rubric – collaborative sessions in spring 2008-09 (all teachers) • Instructional strategies to implement the traits – ongoing for 2008-09 (all teachers) • Lucy Caulkins writing workshop – September 2008 (all teachers) • Wilson Language Training for Special Education teachers spring and summer 2009 (3 teachers) • DRA 2 Webinar (6 teachers) • Literacy Centers and Guided Reading 2 day seminar (5 teachers + 1 administrator)
<i>Classroom culture, supporting for the social/emotional needs of students</i>
<ul style="list-style-type: none"> • Half-day seminar on Understanding and Addressing Social/Emotional/Behavioral Issues in the Classroom - November 2008 • Creating a Safe School Environment- Essex County Commissioner- April 2009 (administrator and school counselor)
<i>Montessori training for non-Montessori trained teachers</i>
<ul style="list-style-type: none"> • Montessori Philosophy course - August 2008 (all teachers) • Montessori Math workshop - August 2008 (all assistants and any teachers who have not had this type of training) • Montessori Schools of Massachusetts Seminar- January 2009 • Montessori Elementary I training- Summer 2008 and 2009 (1 teacher) • Montessori Upper Elementary training seminars - Summer 2008 & 2009 (3 teachers)
<i>Teachers tools to better support students with Special Needs</i>
<ul style="list-style-type: none"> • Full day seminars on Executive Functioning Disorder - March 2009 • Full-day workshop regarding special education laws and classroom teachers' responsibility - April 2009 • Full-day seminar on Rick Lavoie's <i>Breakthrough Motivation</i> • Woodcock Johnson Cognitive Battery, Diagnostic Supplement and Interpretation Workshops- March & May 2009 (special education teachers)

Training is evaluated in two ways. First, during teacher observation and evaluations, the Educational Program Director looks for evidence of application of the skills taught whether it is Montessori lessons, writing instruction, or addressing the social/emotional needs of students. Second, the impact on student performance compared to prior years is used to gauge training effectiveness. In particular, the administration will look closely at formative writing assessments and MCAS ELA scores, especially the Long Composition to determine training impact. The team will also look at the progress of specific subgroups including special education students, Title I, LEP, etc.

Next year, HVM will further strengthen its commitment to and use of data for the purpose of improved instruction. Administration and teaching staff (including special education) will be involved in a year-long professional development initiative around data-driven instruction.

Professional development will include monthly training with real-life application tasks in between each session as well as monthly coaching by level. An outside consulting company that specializes in data-driven instruction has been retained to provide these services.

Organizational Viability

Objective O1: HVM will be fiscally sound.

Measurement O1.1: An annual independent external audit will be conducted and quarterly (unaudited) financial reports presented to show that HVM is maintaining and operating within an accurate, balanced budget.

Progress: HVM has met this measure.

An independent external review for the 2007-2008 school year was conducted by Rucci, Bardaro & Barrett, P.C., Malden, MA 02148. HVM received an unqualified audit opinion. In addition, during FY09, quarterly financial reports showing that HVM is maintaining and operating within an accurate, balanced budget were presented to, and approved by, the HVM Board of Trustees.

Objective O2: HVM will be fully enrolled and have an ample pool of student applicants.

Measurement O2.1: The number of applicants for admission to Kindergarten each year will be at least 65. There will be a combined wait list of at least 100 students for grades 1-8.

Progress: HVM did not meet the measure for the number of applicants (at time of writing) but has met the measure for the waitlist.

There were 61 applicants to kindergarten during the March 2009 lottery. An additional lottery will be held in August 2009. Based on attendance rates at current enrollment information sessions, it is expected that there will be ample kindergarten applicants to increase the number of applicants to meet the goal. The waitlist is currently 286 grade 1-7 students plus 24 kindergarten students.

Objective O3: HVM will have highly qualified professional staff.

Measurement O3.1: Annually, HVM will retain 90% of the lead teaching staff who have received positive evaluations and whose life circumstances allow them to continue teaching at Hill View Montessori Charter Public School.

Progress: HVM has met this measure.

Ninety four percent of lead teaching staff who had positive evaluations and whose life circumstances did not preclude them, are returning to HVM for the FY10 school year. HVM had 12 lead general education teaching staff, two special education and two Title I teachers this past year. Of these 16 fulltime teaching staff, three will not be returning to HVM for the 09-10 school year; two chose voluntarily not to renew their contracts and one was not offered a contract.

Measurement O3.2: 100% of HVM teaching staff will have two documented observations and a written evaluation every year.

Progress: HVM has partially met this measure.

All members of the teaching staff had beginning-year goal setting meetings, a formal documented observation by her supervisor and numerous documented informal observations. All general education teaching staff, with the exception of two seasoned kindergarten teachers had an additional documented observation and feedback by the end of the school year.

Objective O4: The HVM Board of Trustees (BOT) will demonstrate effective governance of the school.

Measurement O4.1: The BOT will provide effective oversight of the school's progress toward the Accountability Plan by reviewing applicable measurable data at least three times per year.

Progress: HVM has met this measure.

A "dashboard" was developed this year to provide a concise update of HVM's results compared to benchmarks for achieving accountability goals. This tool was presented at various times throughout the year to the Accountability Committee who shared it with the Board. The Board reviewed the dashboard data for each of the three formative assessment periods (fall, winter and spring).

Measurement O4.2: The BOT will ensure that the annual operations and facilities fundraising goals, as documented in the HVM Development Plan, are met.

Progress: HVM has not met this measure.

The Board set very aggressive development goals this year anticipating a need for additional funding to close on a new building in June. The goal for this past year was to raise \$126,000 from Foundations and \$189,000 from individuals and corporations. HVM secured a \$15,000 grant (to be used during FY10) and a \$75,000 grant for purchase of a building that will also be used in FY10. Approximately \$60,000 was raised from the individual category during FY09.

Although the fundraising goal was not met, HVM was fortunate that the closing on the building was delayed to September and therefore, the school was not negatively impacted by its failure to meet this measure in the short term. This summer the Board is bolstering its fundraising efforts while simultaneously researching alternative sources for the building down payment. This summer's plans include a dozen "road shows" about the new building presented to HVM constituents as part of a strategy for securing the funds needed for the down payment.

Measurement O4.3: The BOT will generate an outside evaluation of BOT operations every two years and self-evaluations in-between and will respond to all findings within six months.

Progress: HVM has met this measure.

The Board of Trustees will be conducting outside evaluations in FY10, FY12 and FY14. Therefore, during FY09 only an internal evaluation was completed. One of the Board's major focuses this year has been to work on obtaining a permanent site including securing the funding necessary to do so. In support of this focus, the Board decided not to conduct a full self-evaluation but to create a shorter evaluation targeted at items related to development. The goal was to use the results from this self evaluation/survey to provide insight and motivation for the Board going forward.

The self evaluation was conducted in November 2008 and the results indicated that there was room for growth in this area. To address this, the Board and HVM Foundation held a joint retreat to discuss the development plan and how the boards could improve support in this area. One initiative taken was to hold a second joint meeting where a development consultant worked with the boards and HVM administrative staff to provide development support. The joint meeting included interactive group work and additional planning designed to move HVM fundraising efforts forward. The survey data is also being considered in the creation of the FY10 Development Plan as well as the Board's fall planning.

Policy Decisions

During the 2008-09 school year, the HVM Board of Trustees made decisions in the following areas:

Procurement of a New Site

- Vote to put \$60,000 in reserve funds for facility.
- Vote to support permanent site negotiations for the intended purchase of 75 Foundation Avenue, Haverhill.
- Vote to send a letter to the Department of Elementary and Secondary Education requesting a loan beyond the terms of HVM's charter.
- Vote to spend no more than \$20,000/month for rent to the HVM Foundation for the building at 75 Foundation Avenue should they purchase it.
- Vote to allow the Executive Director to move forward with preparing a lease agreement for the building including payment of no more than \$120,000 to the HVM Foundation to renovate the building as specified by the school.

Policies

The Board approved policies related to Student Records, Code of Conduct and Finance. They also approved a Medication administration policy authorizing trained staff to administer as recommended by the school's nurse.

Personnel

The Executive Director received approval for a salary scale that provided additional compensation for certifications and advanced degrees. This scale went into effect for the 2009-2010 school year. The Board also conducted an evaluation of the school's Executive Director and voted to extend her contract for another two years.

Accountability

The Board voted to submit the Charter Renewal Application and the Annual Report to the Department of Elementary and Secondary Education. They also approved a new Accountability Plan.

School Operations

Recognizing the importance of nutritious meals, the Board motioned to authorize the Executive Director to sign a contract with Sidekim for lunches although this company was more expensive than the previous vendor. It also voted to offer lunches for \$3.00 resulting in revenue loss and the need for lunch subsidization.

The Board also agreed to a minor reduction in kindergarten school day hours and an adjustment to the calendar since the kindergarten classrooms were relocated to a second facility for this school year. Finally, the Board approved the FY10 school calendar.

Amendments to the Charter

There were no amendments to the HVM charter this year. During the previous school year, the Board voted to hold off on starting the middle school and allow more time for planning to ensure a stronger initiation of this program. A middle school planner has worked during this school year preparing launch of the 7th grade in August 2009 and adding 8th grade the following year. Although a

deviation from the original charter, this will result in a stronger middle school and better adherence to HVM's mission of helping students attain high levels of personal, social and academic excellence.

Complaints

One official complaint was received in writing by the Board of Trustees from an employee who recently left the school. Since the school's grievance policy calls for presenting complaints first to the school's Executive Director, the Board suggested to the initiator of the complaint that it be brought to the Executive Director first. The Executive Director responded to the grievance but it is being resent to the Board for follow-up.

The HVM Grievance Policy has been an effective vehicle for individuals to have their concerns heard at the appropriate level. HVM continues to improve opportunities to work directly with its constituents so that they are able to have their concerns heard without having to exercise the formal grievance mechanism.

Oversight

The Board of Trustees assessed the Executive Director's (ED) performance throughout the year with both informal and formal measures. In terms of informal feedback, HVM is a collaborative environment where many of the Board members have regular contact with the school and participate in school activities. In this context, Board members received feedback from parents in an informal manner during the school year. This was used as the basis for providing regular feedback to the ED.

The Board of Trustees also provided a formal annual review for the Executive Director. Various sources of information were used as input to this evaluation. In particular, performance was based on detailed and separate surveys of the parents, staff and board members as well as a self-evaluation done by the ED. In addition, the annual audit and periodic dashboard reports were used as indications of the performance of the school and its leader. Based on this information, the Board gave feedback to the ED and voted to extend her contract with increased compensation for the future.

Board Planning

During FY09, the Board built on its previous year's goals for improving academic achievement and securing a permanent site for the school. In support of the academic achievement goal, the accountability committee oversaw the development of a "dashboard" tool to periodically provide updates to the Board compared to Accountability Plan measures. This tool was piloted and refined during the course of the year to track progress throughout the year not only on academic achievement but also on non-academic goals. The dashboard will continue to be presented to the Board three times per year via the accountability committee. This will allow board members to track HVM's progress towards meeting its goals and request plans for improvement when goals are not being met.

The Board's second major goal for this year was to support the Foundation Board's effort toward securing a permanent site for the school. In support of this work, the Board of Trustees and HVM Foundation Board held a half-day off site meeting to jointly discuss and plan for securing and funding a new building. This included voting on a joint Development Plan as well as approving Site Committee work to move forward.

To support joint work on these goals, the Development Committee was co-chaired by one member from each of the two boards. Similarly, a representative from the Foundation took an active role on the site committee, a subcommittee of the Board of Trustees. The development and site goals were overseen by the committees and monitored by the Board through monthly reports given by the board committee chair.

Family Satisfaction

Each year since the school has opened, HVM has conducted family and staff surveys. During the past school year, both surveys were administered in February 2009. Survey participants were given approximately two weeks to complete the survey and were given the option to do it electronically or in hard copy.

Results from the family survey were positive and included that 100% percent of families who answered the survey would recommend HVM to other parents in the community. Staff survey results were also positive overall. A sample of some of the results from both surveys follow:

Selected FY09 Family Survey Results

Survey Questions*	Satisfied or Very Satisfied
Overall experience at HVM	100%
Overall academic program	96%
Overall standards and expectations for students	100%
Quality of Executive Director	100%
Quality of Educational Program Director	100%
Quality of Classroom Teachers	93%
School Facility	59%
Lunch program	79%
<i>*tabulations exclude survey respondents who indicated N/A</i>	

Fewer families participated in this year’s survey than in past years. Going forward, HVM will work to increase participation rates. A possible explanation for the decreased participation rates may result from the fact that HVM has worked to provide other effective avenues for individuals to voice their opinions. The school has created a number of forums to encourage open communication and collaborative decision making including: a middle school planning task force, a personnel policy task force, and nut policy task force. Going forward, task forces will continue to be used to gather information.

Selected FY09 Staff Survey Results

Survey Questions	Agree or Strongly Agree
The HVM mission and core values are clear to me	100%
I feel personally committed to my work at HVM and want to return next year	97%
Overall I am satisfied with my job at HVM	97%
The Executive Director conveys high academic, social and personal expectations for ALL students	91%
I feel that the school community (staff, parents, board, etc.) is working together toward common goals	86%
I understand the role of the HVM Board of Trustees	79%
I am satisfied with my pay and benefits at HVM	66%

The staff survey was completed by 85% of the HVM staff and included open comment sections as well as multiple choice answers. Based on the results of both the staff and parent surveys, plans have been made to address some of the areas the were a concern for a large percentage of people.

Financial Oversight

When preparing the budget, the HVM administrative team typically seeks input from staff in informal ways. Knowing that cuts would be needed for the 2009-10 fiscal year, an online survey was sent to staff to get input on their funding priorities. An overwhelming majority of staff expressed a preference for maintaining/increasing salaries versus maintaining/increasing professional development and classroom budget funding.

Taking this input into account, HVM's Executive Director, with input from the rest of the school's administrative team, prepared an annual operating budget of revenues and expenses, and a capital budget reflecting the needs of both the academic and administrative areas of the school. Priorities were set based on the school's core values. In particular, close consideration was given to retaining and hiring highly qualified teachers and staff members with the goal of supporting high levels of student achievement. Special attention was given to ensuring that the FY10 budget incorporates the rent and maintenance costs for a new facility. The draft budget was reviewed and approved by the Finance Committee, then sent to the Board of Trustees where it was reviewed and modified as necessary, before final approval was given.

HVM's biggest challenge with respect to budget is its low per pupil tuition resulting from the very low 'above foundation' funding provided by the primary sending district. The upside of this challenge is that HVM was less impacted by the current economic situation because the school operates close to foundation funding and therefore did not receive deep cuts during the FY09 year.

Dissemination

During the 2008-09 school year, HVM disseminated its work in the following ways:

- Submitted letter of interest to the Department of Elementary and Secondary Education about having HVM serve as a model of 21st Century Learning.
- Shared the HVM Dashboard with the Massachusetts Center for Charter Public School Excellence so it could be shared with other schools.
- An HVM kindergarten classroom hosted students from Northern Essex Community College.
- An intern worked at HVM one full day per week reading and doing projects with kindergarten students in two classrooms.
- Shared information about HVM's startup as part of doctoral research aimed at providing insight to facilitate smoother start-up of new charter schools.
- The Educational Program Director shared her experiences with eight schools nationally as part of her work conducting Montessori observations.
- HVM shared alignment charts, tracking forms and assessment information with a peer Montessori school.
- Hosted visitors from other schools who are interested in learning more about Montessori education
- Held bi-monthly community tours that allow visitors to hear a brief presentation about charter schools, the Montessori Method, and HVM specifically.

FY09 Statement Of Operating Revenues & Expenses and FY10 Budget
(unaudited)

Income Statement

	<u>FY09</u>	<u>FY10 Budget</u>
Ordinary Income/Expense		
Income		
4000 · State Sources	\$ 2,316,178	\$ 2,574,752
4200 · Federal Sources	76,563	145,000
4300 · Private Grants	41,378	75,000
4400 · HVM Foundation	0	0
4700 · Student Services Income	62,256	84,242
4800 · Other Sources	29,042	25,280
Total Income	<u>2,525,417</u>	<u>2,904,274</u>
Expense		
5000 · Salaries and Wages	1,644,241	1,895,141
5050 · Payroll Taxes	82,789	77,543
5100 · Employee Benefits	91,037	91,200
5150 · Advertising	384	2,000
5200 · BOT (Governance)	0	2,000
5250 · Consultants	119,850	125,500
5300 · Equipment & Furniture	8,988	9,200
5350 · Facilities	176,035	317,000
5400 · Fees, Licenses & Memberships	8,234	8,000
5450 · Insurance	30,769	38,034
5500 · Marketing/Public Relations	2,018	5,000
5550 · Materials & Supplies	34,672	29,000
5600 · Office Expenses	4,479	6,500
5650 · Professional Development	30,444	46,700
5700 · Outside Business Services	72,107	65,060
5750 · Student Services Expenses	53,965	63,273
5800 · Tech/ Telecommunications	25,154	36,000
Total Expense	<u>2,385,166.00</u>	<u>2,817,151.23</u>
Net Ordinary Income	140,251	87,122
Other Income/Expense		
Other Income	<u>3,670</u>	<u>3,000</u>
Other Expense	<u>52,216</u>	<u>40,000</u>
Net Other Income	<u>(48,546)</u>	<u>(37,000)</u>
Net Income	<u><u>\$ 91,705</u></u>	<u><u>\$ 50,122</u></u>

Hill View Montessori Charter Public School FY09 Balance Sheet (unaudited)

ASSETS

Current Assets	
Cash - Checking/Savings	\$ 804,536
Accounts Receivable	16,613
Other Current Assets	<u>65,341</u>
Total Current Assets	886,490
Fixed Assets	98,210
Other Assets	<u>10,870</u>
TOTAL ASSETS	<u>\$ 995,570</u>

LIABILITIES & EQUITY

Liabilities	
Current Liabilities	
Accounts Payable	3,163
Other Current Liabilities	<u>282,226</u>
Total Current Liabilities	<u>285,389</u>
Total Liabilities	285,389
Equity	
Prior Period Adjustments	20,942
Retained Earnings	597,534
Net Income	<u>91,705</u>
Total Equity	<u>710,181</u>
TOTAL LIABILITIES & EQUITY	<u>\$ 995,570</u>

Data Section

INSTRUCTIONAL TIME	
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Total number of instructional days for the 2008-09 school year: Note: Kindergarten attended for 178 days (due to site closure for Jewish holidays and assessments for incoming SY09-10 K students)	180
First and last day of the 2008-09 school year:	8/25/08-6/23/09
Length of school day: Exceptions: Kindergarten day was 6.5 hours; 10 early release days of 3.5 hours; K students also had the first 8 days as early release days for a total of 18	7 hours

STUDENT ENROLLMENT INFORMATION	
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Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	23
Total number of students enrolled as of October 1, 2008:	244
Total number of students who enrolled during the 2008-09 school year, after Oct. 1, 2008:	5
Total number of students who left during the 2008-09 school year, after Oct. 1, 2008:	6
Total number of students enrolled as of the June 2009 SIMS submission:	242
Number of students who graduated at the end of the 2008-09 school year:	NA

Most student departures during the summer of 2008 were a direct result of HVM's decision to postpone initiation of the middle school. Other departures were related to moves out of state and lack of fit (determined after 1-2 days attendance).

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)		
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Race/Ethnicity	# of students	% of entire student body
African-American	12	5%
Asian	4	2%
Hispanic	35	14%
Native American	1	<1%
White	187	77%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	4	2%
Special Education	38	16%
Limited English Proficient	7	3%
Low Income	59	24%

TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	19	0	3
Other Staff	26	2	3

Three teachers are leaving; two voluntarily and one who was not offered a new contract. Five non-teaching staff members are leaving; three voluntarily and two due to elimination of positions.

MCAS RESULTS SPRING 2008						
Grade and Subject	Advanced/ Above Proficient	Proficient	Needs Improvement	Warning/ Failing	Students Included	CPI
Grade 3 - Reading	3	45	34	18	38	73.7
Grade 3 - Mathematics	13	29	37	21	38	69.1
Grade 4 – English Language Arts	0	26	62	12	34	72.1
Grade 4 - Mathematics	0	34	37	29	35	65.0
Grade 5 - English Language Arts	0	46	39	14	28	75.0
Grade 5 - Mathematics	7	11	57	25	28	57.1
Grade 5 – Science and Technology	11	21	54	14	28	69.6
Grade 6 - English Language Arts					7	
Grade 6 - Mathematics					7	

Hill View Montessori Charter Public School Organizational Chart

Board of Trustees
Chair, John Michitson

Executive Director
Janet Begin

Finance Personnel
Contracted Bookkeepers

Personnel & Operations Director
Andrea Kwiatkowski

Educational Program Director
Kate Coltin

Data & Development Director
Jonnie Lyn Evans

Health Professionals
S. Toulouse

Facilities
A. Sanchez

Development Assistant
Subcontractor

Technology Specialist
A. Sablich

Administrative Assistants
Y. Bonilla, S. Scott, M. Crommiller

Upper Elementary Coordinator
L. Bergen

Learning Differences Coordinator
M. Roy

School Counselor
N. Modlish

Specialized Teachers
Art, Music, Spanish,
Fitness, Title I, ELL

Classroom Lead Teachers and Assistant Teachers
K-3

Classroom Lead Teachers and Assistant Teachers
Gr. 4-6

Student Services Specialists
SPED Teachers & Assistants, OT, Speech, Psychologist

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date
Janet Begin	Executive Director	May '07	NA
Kate Coltin	Educational Program Director	Sept '07	NA
Jonnie Lyn Evans	Data and Development Director	Aug '07	NA
Andrea Kwiatkowski	Personnel and Operations Director	May '08	NA

BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Michael Hoffman	Trustee	Site Task Force	Corporate management Parent of public Montessori K-8 students	Serving first 3-yr term, 7/07-6/10
Risobel Laracuenta	Treasurer	Finance	Parent Finance	Serving first 3-yr term, 8/8-6/11
Ed Maguire	Trustee	Accountability	Parent	Completed one 3-yr term, 7/06-7/09
Jason Merchant	Trustee	Site Task Force	Parent Telecommunications	Served 7/07-10/08
John Michitson	Chairperson	ED Evaluation Task Force	Engineer Local government	Serving second 3-yr term, 1/07-6/12
Charles Ormsby	Trustee	Accountability	Higher Education	Served 8/07-12/08
Nandesh Palinsamy	Clerk	Technology Task Force	Engineering Parent	Serving second 3-yr term, 1/05-6/10
Suzanne Rogers	Trustee	Development	Parent Sales	Completed second non-consecutive 2-yr term, 7/07-6/09
Shaw Rosen	Trustee	Trustees	Real estate Public school board	Serving second 3-yr term, 1/06-6/11
James Vanderpol	Trustee	Finance	CPA Non-profit management	Serving first term, 1.5 yr term 2/09-6/10
Janet Begin	Ex-officio	All	Executive Director	Served 04-06 as Trustee, Serving hire

