



2008|2009 ANNUAL REPORT  
Foxborough Regional Charter School



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### Introductory Description of the School

Foxborough Regional Charter School is a K–12, college preparatory, public school located in Foxborough, Massachusetts. The school currently enrolls 1,085 students from 20 communities, including Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Raynham, Sharon, Stoughton, Walpole, West Bridgewater, and Wrentham.

### Non-Discrimination Policy

Foxborough Regional Charter School does not discriminate on the basis of race, religion, ethnicity, disability, gender, or sexual orientation in its educational programs and activities or in its employment practices and procedures.

## SCHOOL MISSION STATEMENT

The Foxborough Regional Charter School (FRCS) will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

The Foxborough Regional Charter School will promote positive ethical, moral, and civic values and will prepare students to serve their community as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.

The Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its teachers and staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our teachers and staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel.

## LETTER FROM THE BOARD CHAIR

**Dear Readers,** At the close of my first year in the role of Board Chair I would like to thank Mark Logan, our Executive Director, for his tireless efforts and solid leadership. Under Mark's direction, the school is moving forward on a new and exciting path. He and his team have spent many hours this year to restructure our leadership organization in a way that will more effectively serve our staff, students and families and will continue to drive our mission and provide students an outstanding academic program that focuses on high academic achievement, strong ethical, moral and civic values and leadership skills.

During the 2008–2009 school year we reorganized our leadership under four new divisions: Teaching and Learning, Students and Families, Development and Outreach and Operations. Each of these divisions will be lead by Directors who will report to the Executive Director. As we continually review, reflect and revise our program, we decided that this structure would provide more supports to staff, students and families and would enable the school to continue to build on its current successes.

Our new Teaching and Learning division will focus on curriculum, instruction, assessment and professional development. The Students and Families division will focus on school culture, discipline, and family outreach and support in a way that is unique to our school and provides resources, education, and support to families to ensure that children come to school each day prepared to learn. Our new Development and Outreach division will focus on building external relationships and community support, as well as educating the public on schools of choice and parental options. Finally, our Operations division will coordinate all business functions including human resources, transportation, food services and facilities management.

Leadership positions for this new structure were filled throughout the spring through a clearly defined and transparent process that included two interview subcommittees, consisting of teachers and parents, and a hiring committee that had representation from all school stakeholders.

In other areas, I would like to recognize staff, students and parents for their hard work and support. Two specific accomplishments this year which embody our continuous efforts to stay true to our mission include transportation and professional development opportunities.

This year we implemented 8 regional buses to transport students from 20 sending districts. The transportation program allows our school greater accessibility to families who may otherwise not be able to participate in our school choice program. Additionally, the transportation program allows our students to participate in after school enrichment activities that support our academic program.

I am also proud to announce our new partnership with Bay Path College which has allowed us to offer professional development through graduate courses onsite at our Foxborough campus. This opportunity is one component of a comprehensive school-wide professional development program which directly supports the overall goals of the school, as well as the individual needs of our faculty and staff.

Finally, I am happy to report that parents and families are showing great support of the school with over 90% indicating strong satisfaction in many areas on our annual parent survey.

I am thrilled to move ahead in this new direction and look forward to continued success.

Sincerely,  
Lori Rudd



## PERFORMANCE AND PLANS

### Faithfulness to the Terms of the Charter

**Dissemination of Practices Objective** Foxborough Regional Charter School will demonstrate its efforts to disseminate its model and/or best practices.

#### Accountability Plan Goal

VI.1 FRCS will provide the public with at least three opportunities annually to learn about its model and/or best practices in demonstrated areas of success. These practices will include, but may not be limited to student leadership programs, community service programs, professional development practices, and data analysis initiatives. FRCS met this goal.

The school embraces many opportunities throughout the year to disseminate information to the public. We consciously make an effort to share best practices in order to raise the level of effectiveness and efficiency of instruction and in turn increase academic achievement for all students.

This year, we are pleased to highlight three examples.

Foxborough Regional Charter School is proud to announce its participation this year with WestEd in the posting of information on the [buildingchoice.org](http://buildingchoice.org) website. This website is contracted by the Education Department and features FRCS policies, procedures and process maps specifically related to transportation, communication, enrollment and lottery as well as transition programs developed to assist new students as they transfer to our school.

Additionally, as a primary local source of dissemination, the school holds an annual Open House for the Public in January, prior to the February Lottery. The Open House is an opportunity for families and community members to hear about the mission and vision, as well as the academic and non academic goals of the school. Key speakers present information on best practices and guests are encouraged to tour the building and learn more about specific programming at information booths.

Finally, in the spring of 2009, the Upper School Administrator shared information on process and procedure for overnight trips with several Charter Schools including KIPP Academy Lynn, Christa McAuliffe Regional Public Charter School and North Central Charter Essential School. The discussions included the sharing of documented procedures, student handbooks, behavior contracts and parental permission forms.

### Faithfulness to the Terms of the Charter

**Mission Objective** Foxborough Regional Charter School will demonstrate faithfulness to its mission. All students at FRCS will be provided a quality education that prepares them for college. All students will be taught to perform to the best of their abilities and to achieve academic excellence in a global context. All students at FRCS will be provided with an education that promotes positive ethical, moral and civic values. All students will participate in student life and community service learning programs to prepare them to serve their community as leaders and contributing citizens.



## Accountability Plan Goals

VII.1 100% of the freshman class will complete a formal high school plan that includes academic, service, and leadership components, as well as preliminary college planning. FRCS met this goal.

All students participate in a planning process during the spring semester of 8<sup>th</sup> grade that maps out their high school career. At the beginning of their freshman year, each student meets with the guidance counselor to review their plan and create goals. 100% of this year's students participated in this process.

Additionally all 9<sup>th</sup> and 10<sup>th</sup> grade students participated in achievement team groups which met weekly with a staff advisor to discuss grades, strategies to improve GPA, and resources in the building to support academics as well as how to access them.

VII.2 100% of the junior class will develop a formal post-secondary career plan that includes college planning. FRCS met this goal.

100% of junior class students participated in a year-long weekly advising course. The class focused on college and career planning. Career interests were explored and the Common Application was completed and submitted for evaluation by the Guidance Department. During this class, students discussed career interests and completed a series of three web-based evaluations for career interests, skills and values through Kudor.com.

VII.3 100% of graduating seniors will meet the FRCS Leadership requirement. FRCS met this goal.

All seniors at FRCS have many opportunities to be a leader within the school and community settings. Through Student Life, Community Service Learning, athletics, and the mentoring and tutoring programs, students are encouraged to strengthen their leadership and organizational skills.

During the 2008–2009 school year, 100% of the graduating class was involved in at least one leadership opportunity.

- 52% initiated or led community service projects that supported the school and local community
- 18% initiated or led National Honor Society projects
- 18% initiated or led tutoring/mentoring activities
- 12% served as athletic team captains

VII.4 100% of students who reach voting age while enrolled at FRCS will register to vote. FRCS met this goal.

All students who reached voting age prior to the deadline for the 2008 Presidential election not only registered to vote but indicated to staff that they did vote. We will continue to build within our curriculum the importance of civic engagement and service.

All students at FRCS will be provided a quality education that prepares them for college.



VII.5 100% of students will meet the FRCS Community Service requirements by grade level standards and by graduation standards. FRCS met this goal.

The Community Service Learning program at Foxborough Regional Charter School combines service expectations with learning objectives, builds in time for student reflection on service and promotes the building of values, civic awareness, character growth and the opportunity to learn lessons from beyond the classroom walls.

FRCS offers a progressive program that introduces key concepts in several ways. Grade level standards are defined so that all students at all grade levels participate in meaningful and purposeful service activities that are integrated into their curriculum. All students participate in monthly spirit days which create awareness about and promote support for a different charity each month.

Instruction includes internal opportunities in the lower grades and progresses to more advanced integrated service projects in the upper grades through fundraising for student selected charities in conjunction with literature themes and social issues. In the 7<sup>th</sup> and 8<sup>th</sup> grades, students are able to select mini-electives that directly link with their interests. In the upper school, students are given many opportunities to use their developing skills to enhance the lives of others, by tutoring, mentoring, becoming involved in school community activities and becoming student leaders.



## Faithfulness to the Terms of the Charter Common School Performance Criteria

### Implementation of Mission, Vision, and Educational

**Philosophy** In direct support of its mission, Foxborough Regional Charter School challenges and supports all students to achieve to their highest potential. Academic expectations are high and students are assessed frequently to check for learning. Middle and high school students are actively engaged in tutoring and mentoring activities, promoting service and leadership as well as acting as role models to motivate younger students to strive for academic excellence.

Faculty and staff participate in a large range and variety of professional development opportunities including a full week of training prior to the start of each school year, monthly staff meetings, full professional development days during the school year and access to external trainings by request. Teachers are invited and encouraged to both sit on and lead the professional development committee which makes recommendations to Administration about needs and planning.

**F**oxborough Regional Charter School challenges and supports all students to achieve to their highest potential.

## Academic Program Success

### Massachusetts Comprehensive Assessment System

**(MCAS) Objective** Foxborough Regional Charter School (FRCS) will prepare all students to achieve proficiency in all major content and skill areas: English, history, mathematics and science, as measured by the MCAS tests. FRCS students will perform at a performance level that is equal to or greater than the performance level of their peers across the state and across the composite districts in all grades and on all subject tests as demonstrated by a greater percentage achieving proficiency on the MCAS performance levels. There will be no significant difference in test scores among subgroups.

### Accountability Plan Goals

- 1.1 The percentage of students scoring at or above proficient on the MCAS on all tests and in all grades will exceed or be equal to the proficiency level of the average composite of the sending districts and the average for the state. FRCS is making progress toward this goal. Plans are in place to restructure the administrative leadership model to provide additional supports to teachers in the areas of classroom instruction, curriculum alignment and student assessment.

Foxborough Regional Charter School Equaled or Exceeded the Composite Average of the Sending Districts on 10 of the 16 2008 MCAS Exams.

<b>Grade 3</b>							<b>Grade 6</b>						
	A/P	P+	Proficient	NI	Warning	NI/Warning		A/P	P+	Proficient	NI	Warning	NI/Warning
<b>Reading</b>							<b>ELA</b>						
FRCS	58	12	46	36	9	45	FRCS	71	14	57	21	9	30
Composite Districts	57	14	43	34	9	43	Composite Districts	72	15	57	21	7	28
Difference	1	-2	3	2	0	2	Difference	-1	-1	0	0	2	2
<b>Math</b>							<b>Math</b>						
FRCS	49	17	32	31	20	51	FRCS	56	15	41	22	22	44
Composite Districts	50	21	29	21	8	29	Composite Districts	45	19	26	21	14	35
Difference	-1	-4	3	10	12	22	Difference	11	-4	15	1	8	9
<b>Grade 4</b>							<b>Grade 7</b>						
	A/P	P+	Proficient	NI	Warning	NI/Warning		A/P	P+	Proficient	NI	Warning	NI/Warning
<b>ELA</b>							<b>ELA</b>						
FRCS	45	2	43	51	4	55	FRCS	66	3	63	30	3	33
Composite Districts	50	6	44	38	10	48	Composite Districts	73	11	62	21	6	27
Difference	-5	-4	-1	13	-6	7	Difference	-7	-8	1	9	-3	6
<b>Math</b>							<b>Math</b>						
FRCS	49	19	30	46	5	51	FRCS	56	15	41	22	22	44
Composite Districts	49	17	32	42	10	52	Composite Districts	51	17	34	29	20	49
Difference	0	2	-2	4	-5	-1	Difference	5	-2	7	-7	2	-5
<b>Grade 5</b>							<b>Grade 8</b>						
	A/P	P+	Proficient	NI	Warning	NI/Warning		A/P	P+	Proficient	NI	Warning	NI/Warning
<b>ELA</b>							<b>ELA</b>						
FRCS	73	6	67	27	0	27	FRCS	71	2	69	24	5	29
Composite Districts	62	12	50	30	7	37	Composite Districts	80	11	69	16	4	20
Difference	11	-6	17	-3	-7	-10	Difference	-9	-9	0	8	1	9
<b>Math</b>							<b>Math</b>						
FRCS	39	9	30	47	13	60	FRCS	34	0	34	61	5	66
Composite Districts	47	19	28	26	14	40	Composite Districts	41	2	39	42	17	59
Difference	-8	-10	2	21	-1	20	Difference	-7	-2	-5	19	-12	7
<b>Science</b>							<b>Science</b>						
FRCS	75	30	45	23	2	25	FRCS	34	0	34	61	5	66
Composite Districts	56	15	41	34	9	43	Composite Districts	41	2	39	42	17	59
Difference	19	15	4	-11	-7	-18	Difference	-7	-2	-5	19	-12	77
<b>Grade 10</b>							<b>Grade 10</b>						
	A/P	P+	Proficient	NI	Warning	NI/Warning		A/P	P+	Proficient	NI	Warning	NI/Warning
<b>ELA</b>							<b>ELA</b>						
FRCS	86	19	67	14	0	14	FRCS	86	19	67	14	0	14
Composite Districts	82	31	51	15	4	19	Composite Districts	82	31	51	15	4	19
Difference	4	-12	16	-1	-4	-5	Difference	4	-12	16	-1	-4	-5
<b>Math</b>							<b>Math</b>						
FRCS	86	47	39	8	6	14	FRCS	86	47	39	8	6	14
Composite Districts	75	47	28	18	7	25	Composite Districts	75	47	28	18	7	25
Difference	11	0	11	-10	-1	-11	Difference	11	0	11	-10	-1	-11

I.2 The percentage of students in subgroups scoring at or above proficient on the MCAS on all tests and in all grades will annually increase.

Foxborough Regional Charter School made progress toward but did not meet this goal in 2008 due to large increases in enrollment in each of the subgroup categories as noted below. In direct response to this challenge, the school has implemented a transition plan for new students that includes a pre and post test procedure for each student entering their first year at the school. The school has also developed academic support programs that are available before, during and after school and has implemented a regional transportation program to help all students access the academic support programs being offered.

Subgroup	2007	2008	Subgroup Increase
African American	127	144	13%
Asian	83	90	8%
Hispanic	28	36	29%
Low Income	102	108	6%
Special Education	72	112	56%

I.3 The percentage of students scoring at or above proficient on the MCAS on all tests and in all grades will be greater for the cohort of students enrolled in the school for three or more continuous years than students enrolled for less than three continuous years. FRCS met this goal.

In all three subject areas, students enrolled in FRCS for three or more years outperformed those students enrolled less than three years.

(P and P+/A)	Less than Three Years	Three or More Years
ELA	44%	67%
Math	40%	53%
Science	55%	62%

Students enrolled less than three years were twice as likely to fail (8%) the ELA subtest as those enrolled in FRCS for three or more years (4%). In math, those students enrolled less than three years were 1.7 times more likely to fail (24%) than students enrolled for three or more years (14%). In science, students enrolled less than three years were almost twice as likely to fail (5%) as those enrolled three or more years (3%).

I.4 Foxborough Regional Charter School will annually achieve Adequate Yearly Progress (AYP). FRCS did not meet this goal. Given the numbers of new students to the school each year within the various subgroups, FRCS is challenged with the transition process that will allow all students in all subgroups the opportunity in their first year at the school to score in the proficient category. This year, FRCS implemented a comprehensive diagnostic program to bring new students up to or exceeding grade level early, so that our current gap of performance between new and returning students will diminish. Several other initiatives are also underway to ensure continued progress toward this goal such as the hiring of math and literacy coaches to work directly in the classroom, co-teaching, improving instructional practices, and mentoring classroom teachers.

The school made Adequate Yearly Progress (AYP) based on its MCAS performance in the aggregate in ELA but not math in 2008. Students in the ELA aggregate scored a Composite Performance Index (CPI) of 86.6 for English Language Arts and 76.2 for mathematics. Districts that make AYP in consecutive years have no Accountability Status. FRCS has not made AYP in consecutive years.

CPI for the subgroups reported were: Special Education students 75.6 in ELA and 59.0 in mathematics; Low income students 85.9 in ELA and 58.2 in mathematics; African American/Black students 74.4 in ELA and 59 in mathematics; Asian or Pacific Island students 95.7 in ELA and 89.9 in mathematics. All subgroups made AYP in English Language Arts but did not make it in mathematics.

## Academic Program Success

**Graduating Seniors Objective** Foxborough Regional Charter School will prepare its graduates to succeed beyond high school. All students who graduate from FRCS will have completed a formal plan for success. All graduating seniors will meet the FRCS graduation standards, including standards of academic proficiency as measured by their MCAS scores, SATs, achievement tests, and college acceptances.

### Accountability Plan Goals

- II.1 80% of graduating seniors will demonstrate college level fluency in Spanish, as measured by a standardized assessment examination. FRCS is making progress toward meeting this goal. This is the first year of this assessment and based on the results the Spanish Department has implemented changes for the next school year in the delivery of instruction including small group settings, intensive classes for lower performing students and diagnostic software for self tutorial.



Thirty three graduating seniors took the exam this year. Seventy percent (70%) scored advanced or proficient, with twenty one percent (21%) scoring needs improvement, and the remaining nine percent (9%) performing at the warning level.

The tool used to measure Spanish language proficiency is the Spanish Exit Exam, which measures whether students have reached Ability Level Four according to designated Spanish Benchmarks in the Curriculum. The tool assesses students in vocabulary, reading comprehension, grammar, spelling, writing ability, and culture.

In order to align Exit Exams with existing curriculum, FRCS utilized Glencoe Publishers' resources and customized them to complement our curriculum. Spanish Language Benchmarks were created in the summer of 2007 by members of the World Languages department, the school's curriculum specialist, a special education liaison, and a former student. The Massachusetts Foreign Languages Curriculum Framework was utilized in order to create a balanced and supreme set of benchmarks that would guide the students towards the end goal of fluency in a foreign language. This is the first year that FRCS utilized this particular method to measure written fluency of graduating seniors who have attended FRCS for at least four years.

All students who graduate from FRCS will have completed a formal plan for success.

II.2 SAT scores of graduating seniors will meet or exceed the national, state and composite district average. FRCS met this goal.

During 2008–2009, the average of FRCS graduating seniors’ best composite SAT scores is above the 2007–2008 state and national averages. State and national averages for the class of 2008–2009 will not be published until late summer. Composite district data is not readily or reliably available.

2007–2008	Reading	Math	Writing	Total
FRCS Average	522	497	521	1540
MA State Average	514	525	513	1552
National Average	502	515	494	1511
2008–2009	Reading	Math	Writing	Total
FRCS Average	563	532	539	1634

II.3 100% of all graduating seniors will apply to a four-year public or private college or university. FRCS is making progress toward this goal.

During the 2008–2009 school year, Eighty eight percent (88%) of seniors applied to at least one four year public or private school. Twelve percent (12%) of seniors applied to a 2 year school public or private school.



# ACADEMIC PROGRAM SUCCESS COMMON SCHOOL PERFORMANCE CRITERIA

**Curriculum** Curriculum at Foxborough Regional Charter School is documented on curriculum maps by grade and content area. The maps outline the rationale and goals and objectives, as well as audience and pre-requisites. Additionally, each map contains the instructional plan, materials needed and assessment tools used for evaluation.

The curriculum is aligned to the Massachusetts state frameworks and is revisited, revised and adjusted as needed on an annual basis. In the 2008–2009 school year, 90-minute literacy blocks were implemented in the elementary grade levels to improve the time on learning and direct instruction in the classroom. The Foundation’s phonics program was also adopted to complement the guided reading program previously in place.

**Instruction** Foxborough Regional Charter School practices data driven instruction. Assessments are used as a frequent and ongoing component to measure growth and achievement.

During the 2008–2009 school year, reading progress in the elementary grade levels was assessed three times a year using DIBELS and Fontas and Pinelle running records. Teachers use differentiated and small group instruction to reach all learners in the classroom. In the 2008–2009 school year, math and reading coaches were hired to work with teachers on writing effective lesson plans, effectively delivering classroom instruction and efficiently managing classroom behavior.

**M**ath and reading coaches were hired to work with teachers on writing effective lesson plans, effectively delivering classroom instruction and efficiently managing classroom behavior.

**Program Evaluation** Throughout 2008 and 2009, FRCS contracted with external inspectors, based out of the Massachusetts Center for Charter Public School Excellence, to conduct a thorough evaluation of our school. The plan was and is to use their findings, their knowledge, and other best practices to help drive our school to a new level. Essentially, identify where we were, define where we want to be, and create the structure and plan to get us there.

In June 2008, the evaluative team spent eight cumulative school days observing classrooms and formally and informally interviewing constituencies at the school. Altogether they interviewed 30 parents, the administrative team (some for private follow-up interviews), all upper school department heads, and several upper school teachers. In the lower school they also spoke with two team leaders, six teachers for a group interview, and several of the intensive, Title 1 and reading specialist teachers. In addition they conducted many more casual, one-on-one conversations with instructional staff while in classrooms for observations. The team also interviewed fourteen students (7<sup>th</sup>–11<sup>th</sup> grades) and spoke with guidance and student life staff.

Throughout the summer, we continued our work together, reviewing the evaluative data, reviewing various student work and assessment data, and putting together action plans for the 2008–2009 school year. These action plans included working with teachers to analyze data, develop instructional strategies to address gaps, both at grade level and in academic subject areas, and identify appropriate and relevant professional development to provide teachers with the knowledge and skills to be successful in the classroom. Some school-wide initiatives developed as a result of this review and implemented early in the 2008–2009 school year included the literacy initiative, a more academically-focused schedule, our after school enrichment program, the new student transition plan, and our math and literacy coaching model.

Over the subsequent six months, the team expanded in the number of participants, yet also became focused on developing a plan that researched effective organizational structures which would complement our ever-evolving and growing school community. The team began to develop an effective K–12 instructional leadership model which would identify and implement a plan that directly supports student learning and teacher development and would identify and implement a plan that supports students and families in other non-academic settings.

Throughout our continuous review, we gathered additional information from the entire school community, reported findings along the way, and developed a recommended organizational structure that is highly supportive and accountable. We have provided progress reports throughout this process to staff, parents, and the board at monthly topic-specific meetings, general staff meetings, public board meetings, and the parent Breakfast Club sessions.



**School Culture** Foxborough Regional Charter School is a learning environment that encourages academic achievement, leadership, service and community engagement. The close personal relationships between staff and students are a testimony to the team atmosphere that is evident throughout the school. In order to create an environment that fosters a love of life-long learning the school works hard to structure its programs in a way that offers the right balance of motivation, encouragement and support. There are three specific areas that help us achieve this goal and each has its own impact on our school wide structure.

**Discipline** The school has a zero tolerance policy on bullying and other aggressive behaviors. The expectation of all students in the school is consistent with our Core Beliefs and revolves around respect for property and respect for others. The expectation of behavior in our classrooms, hallways and during all unstructured times is one that fosters a culture of teamwork, compassion and community. Classroom teachers participate in professional development to strengthen their management skills and are supported by Alternative Room staff members who work with students on behavior management strategies.

**Academic Support Programs** Foxborough Regional Charter School is an academically rigorous school with high expectations for academic achievement. In order to assist all students to reach these goals there are many academic support structures in place that are available to students before school, during school and after school. These programs are staffed by teachers and are available to all students.

**Student Life** The Student Life Organization serves as the primary leadership and support network for students, helping to drive a positive culture throughout the school community. In summary, this leadership initiative:

- Enriches School Life by engaging students in meaningful and purposeful activities that support students, staff and families
- Raises standards and expectations through mentoring and tutoring programs
- Develops positive student morale
- Creates service opportunities highlighting our school's character
- Engages students in solving problems and making decisions
- Builds Communication among Administration, staff and the student body
- Promotes School Spirit and Pride
- Develops Leadership Skills



**Diverse Learners** One hundred and twenty four (124) students— (11.4% of the student body)—received special education services with signed individual educational plans (IEP). The Special Education department has 25 referrals/initial evaluations in process. The Student Teacher Assistance Team has also referred seven students with the possibility of 25 more students for testing to determine eligibility of specially designed instruction. If all of these students qualify for special education services, our special education population will increase to 16.7% of the student body.

Current Special Education Population by Grade

Grade	Students	Grade	Students	Grade	Students
K	7	5	9	9	6
1	8	6	13	10	5
2	12	7	15	11	5
3	15	8	7	12	3
4	18				

**Current Staff Positions by Discipline** We currently employ the following positions to address our special education population (referrals stated above not included):

Position/Service	FTE
Occupational Therapy	2.0
Speech & Language	1.25
Physical Therapy	.2
Counseling	2.0
School Psychologist	1.5
SPED Teachers	5.0
SPED Paraprofessionals	6.0

Occupational Therapy and Speech Pathologists deliver services both in the classroom setting as well as on a one-to-one basis for explicit, direct instruction in skill set weakness. Students are seen once or twice a week. These specialists also provide related services within the classroom for handwriting and language development. In addition to these services the occupational therapists and speech pathologist provided terrific professional development workshops for our staff this year. Two specific trainings offered to staff were Sensory Integration and Brain Gym.

A Physical Therapist provides services one day a week to students who require thirty minutes of direct instruction in a skill weakness.

School Adjustment Counselors support students directly for both short and long term therapy. Some students are seen in small group social skill development settings, while others are seen individually in half hour increments for specific skill development. Students who are seen individually in some instances also participate in a Social Cognitive Group.

**F**oxborough Regional Charter School is an academically rigorous school with high expectations for academic achievement.

**Program Development** The Special Education Department continues to support positive student outcomes by supporting our current programs and meeting the needs of future students who enroll. The final report from the state as a result of our Coordinated Program Review has indicated that the department continues to meet the standards set by the state. At this time the predominant method of instruction is within an inclusive setting. The arrangement of more restrictive settings is determined on a case by case basis.

**Supervision and Evaluation of Teachers** Teacher evaluation at the Foxborough Regional Charter School is based upon performance in four major areas:

1. Excellence in Classroom Teaching/Instructional Methodologies
2. Contributing Member of Faculty
3. Communication with Parents
4. Commitment to Ongoing Professional Development

### 1. Excellence in Classroom Teaching/ Instructional Methodologies

a. Faculty members teaching at the school for fewer than three years are observed in the classroom by administrators and/or veteran faculty advisors at a minimum of two visits per school year. Reflections on classroom observations are summarized on a written evaluation form and discussed during a post-observation conference.

b. Faculty teaching at the school for three or more years may be observed through an alternative, yet comprehensive process. Developed in collaboration with the administrator and directly linked to the school's goals, faculty members design a proposal that reflects upon their own teaching.

### 2. Contributing Member of Faculty

Understanding and embracing one's role in the school community is an important way in which teachers expand as professionals. Observable actions outside of the classroom include but are not limited to:

- A teacher's presence and conduct at grade level, department, and school-wide meetings
- How he/she understands and promotes the school's emphasis on academic rigor, service learning, and student life
- How he/she interacts and shares with colleagues
- How he/she responsibly fulfills routine administrative duties
- How he/she reaches out to new members of the faculty, builds team spirit, and furthers the collaborative goals of the school
- How he/she contributes to the school environment as participants in committees, student advising, and other related activities

### 3. Communication with Parents

A critical component of teaching at the Foxborough Regional Charter School is the ability to communicate effectively with parents, both orally and in writing, about broad program goals and about individual student progress.

### 4. Commitment to Ongoing Professional Development

Teachers at Foxborough Regional Charter School are expected to be continuous learners, who utilize feedback and who are supported in efforts they make toward their professional growth. The evaluation process credits teachers who are actively pursuing new ideas and strategies and raises concerns with those who are not willing to seek and commit to opportunities for professional growth.

## Classroom Observation and Evaluation Steps Include:

**Initial Staff Development Meeting** Before October 1<sup>st</sup>, administrators meet with all first year and other teachers, as necessary, as a group to review the performance expectations and evaluation timelines. At this time, administrators provide teachers with copies of all evaluation forms.

**Individual Professional Development Plan** Administrators meet with each teacher to develop an Individual Development Plan, based upon the faculty expectations, the school's goals, and the teacher's professional growth plans.

**Formal Observations** Two formal observations are conducted before March 1<sup>st</sup>. At least one of these observations has a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at the conference(s). At least one of the formal observations is conducted before the end of the first semester.

One of the formal observations is of an extended duration. At the elementary level, this 2–3 hour observation includes classroom management and transition procedures. At the secondary level, the administrator observes the same class period across consecutive days.

Additional observations may be scheduled at the discretion of the administrator. The Classroom Observation Form is used for both types of observations.

Teachers at Foxborough Regional Charter School are expected to be continuous learners, who utilize feedback and who are supported in efforts they make toward their professional growth.

**Post-Observation Conferences** A post-observation conference is conducted within 3 working days of each of the observations. The purposes for the post-observation conferences are to:

1. Review the lesson(s) with a focus on student learning
2. Reinforce the strengths of the teaching performance
3. Identify areas for improvement
4. Offer specific feedback on classroom management
5. Review the professional development portfolio (if necessary)
6. Direct the teacher toward relevant professional development opportunities
7. Provide opportunities for self-reflection

**Evaluations** Evaluation forms are completed by the administrator following the conference with the teacher (Evaluation Form).

The administrator makes informal observations during the year which can also be used as sources of information for the evaluation. The administrator may also obtain additional performance information from other administrators, teacher leaders, department chairs, parents, students, etc. to be included within the evaluation.

**Professional Development** On Monday, November 10, 2008 and Friday, January 30, 2009, FRCS faculty and staff continued with school-wide professional development opportunities. These were built upon the week-long orientation program prior to the start of the school year. The workshops and training programs during the 2008–2009 school year included:

- Second Language Learning
- Writing across the Curriculum
- Project-based Learning
- Transforming Your Assessments
- Lexia and My Reading Coach
- Office 2007 & PC Skills Training
- New Developments in Treating Self- Injury
- Make, Take It Literacy Centers
- BrainPop and BrainPop, Jr.
- Incorporating Brain Gym
- Math Manipulatives
- Classroom Management
- PowerPoint Presentations
- The Visual Arts
- Streaming Video and AV in the Classroom



Workshops were facilitated by a combination of external consultants and FRCS faculty/staff members. Professional development needs were determined by the annual Needs Assessment Survey, completed in the spring of 2008, and the legal requirements necessary for certification and school development purposes.

As is typical at FRCS, following a professional development activity, all FRCS staff members are asked to complete a survey about the quality of the activity and provide any feedback regarding the day, as well as suggestions for future activities.

Overall, 78 people responded to the survey. The workshops were well received. 82% of the responses rated the workshops as Excellent or Good. Workshop ratings are below:

	Excellent	Good	Fair	Poor
Second Language Learning	0%	71%	29%	0%
Writing across the Curriculum	33%	42%	18%	6%
Project-based Learning	78%	22%	0%	0%
Transforming Your Assessments	43%	50%	7%	0%
Office 2007 & PC Skills	50%	50%	0%	0%
Self-Injury	80%	10%	10%	0%
Make It, Take It	100%	0%	0%	0%
Brain Pop	46%	53%	0%	0%
Brain Gym	53%	66%	0%	0%
Math Manipulatives	63%	32%	0%	5%
Classroom Management	54%	46%	0%	0%
PowerPoint Presentations	71%	29%	0%	0%
Visual Arts	75%	13%	13%	0%
Video Streaming and AV	33%	50%	8%	8%

This information is used to provide direction and support for our 2009–2010 professional development opportunities.

## Organizational Viability

### School Governance and Management Objective

Foxborough Regional Charter School's Board of Trustees will provide effective and sound oversight of the school.

### Accountability Plan Goals

- III.1 The Board will conduct an annual evaluation of the Executive Director. The evaluation will include the overall performance of the Director and the progress attained toward collaboratively-developed, individual and school goals. Additionally, the Board will periodically review the Executive Director's job description and the tool used to evaluate the school's leadership. FRCS met this goal.

The Board has developed an evaluation tool, based on the responsibilities in the job description, to review the Director's annual performance. The evaluation tool was used during the April Board Retreat to review, discuss and measure goals and achievements as well as to identify areas for improvement. The Director's formal written evaluation was reviewed and discussed at the public Board meeting held in June of 2009.

- III.2 The Board will conduct an annual self-evaluation. This evaluation will also review the effectiveness of each subcommittee and the process used to develop goals, measure outcomes, and report progress. FRCS met this goal.

At the September meeting the Board discussed each of the Board Committees; Finance, Board Development, Personnel, Facilities, Enrollment, and Development. At that time, committee chairs were selected. Committee chairs spent the month of September meeting with members, discussing goals and preparing a recommendation for the full board. All committee goals were presented to the full board at the public board meeting in October. Progress towards the goals was reported out monthly at board meetings and reviewed and evaluated at the Board retreat in April.

## Organizational Viability

### Staff Qualifications, Evaluation, and Professional

### Development Objective

Foxborough Regional Charter School will provide students with highly qualified teachers. Teachers will receive formative assessments and feedback to improve instructional practice.

### Accountability Plan Goals

- IV.1 100% of FRCS instructional staff will be highly qualified, as defined by NCLB guidelines. FRCS is making progress toward meeting this goal. All teachers who were not designated as highly qualified at the start of the 2008–2009 school year were responsible to write this goal into their personal professional development plans for the year with the goal being to reach HQ status before the start of the next school year. To assist teachers, FRCS offered MTEL prep courses on campus at a discounted rate and encouraged study groups among staff members.

Currently, ninety seven percent (97%) of faculty and one hundred percent (100%) of paraprofessionals are highly qualified. All others are on pace to achieve this designation by the end of the school year.

- IV.2 100% of staff will be evaluated annually. Evaluation measures will include formal observations, defined performance standards, and professional development plans to ensure the continuous improvement of skills and knowledge. FRCS met this goal.

During the 2008–2009 school year, all staff members were observed, evaluated and received verbal and written feedback on their performance in accordance with our formal observation and evaluation process.

- IV.3 100% of staff will be asked to complete annual and periodic surveys to elicit feedback, recommendations, and to give direct input to help determine the staff development opportunities at FRCS. FRCS met this goal.



During the 2008–2009 school year, FRCS had an active Professional Development Committee, co-chaired by two teachers, and representing the various teaching, paraprofessional, and support positions throughout the school. This committee helped determine priorities, obtained feedback from staff, and scheduled staff development opportunities.

In addition, all staff members were provided with surveys immediately following orientation and staff development workshops to help the committee and the administration evaluate the training programs. Most surveys were conducted on-line and provided us with immediate information.

## Organizational Viability

**Program Demand Objective** Foxborough Regional Charter School will demonstrate organizational viability through strong demand for its program.

### Accountability Plan Goals

V.1 FRCS will demonstrate that 85% or more of the school's families are satisfied with the school's program through an annual parent survey. The survey will include questions to help measure the quality of school personnel and teaching, a curriculum of high academic rigor, the level of student expectations, and a positive school climate and culture. FRCS met this goal.

2009 data demonstrated that we continue to meet this goal. The survey data were overwhelmingly positive about the school, its leadership and its academic program. Survey data indicated that a majority of respondents agree that 1) the school has high expectations for their child's learning—92% agreed; 2) the quality of teaching at FRCS is good—nearly 91%; 3) the school motivates their children to learn—more than 93% and 4) the school creates a good climate for their children—more than 89% agreed. Ninety one percent (91%) of the parents surveyed agree that the school's goals are clearly stated with parents. Ninety two percent (92%) of respondents are satisfied with their voluntary public school of choice decision.

V.2 FRCS will maintain an average attendance rate of 95% or higher. FRCS met this goal.

The average daily attendance at Foxborough Regional Charter School during the 2008–2009 school year was 96.04%.

V.3 FRCS will receive two or more applications for every student slot available. FRCS met this goal.

During the 2008–2009 school year, there were 133 positions available in grades 1–12 and 96 openings in kindergarten, for a total of 229 positions. Foxborough Regional Charter School received 558 applications for those positions, 2.58 applications for each available position.

V.4 Student withdrawals for reasons other than geographic relocation, transportation, or illness will not exceed 15% of the student body. FRCS met this goal.

There were 133 withdrawals during the 2008–2009 school year, totaling 12% of the student body.

## Organizational Viability

### Common School Performance Criteria

**Policy Decisions** The Board of Trustees voted to change the Enrollment Policy to assist families in the enrollment process. The Enrollment Committee made a recommendation to the Board of Trustees in March to allow siblings to be recognized as soon as an accepted student has submitted all registration materials. This change will allow families with siblings a greater opportunity for waitlisted students to be offered positions, therefore keeping families together at one school. The board is currently awaiting approval from the DESE.

**Amendments to the Charter** The 2008–2009 school year was the 11<sup>th</sup> year—the first year of our third 5-year charter. No amendments were made this year.

**Complaints** The board had no official complaints submitted in writing this year.

**Oversight** Board members serve on various committees and professional learning communities throughout the school. Members observe and provide input into the evaluation process through these interactions. In addition, the board utilizes a formal evaluative tool to formally evaluate the school leader, based upon the school's progress toward meeting the goals of the accountability plan, other school-wide goals, and individual, personal goals of the Director. The board uses data and input from all members of the school community in their assessment and evaluation.

**Board Planning** The board conducts two annual planning retreats, one in November and the other in April of each year. In November of 2008, the board was presented with a formal presentation by the Director on a major reorganization initiative, resulting in a strategic planning discussion and action plan. As a result of the initiative, we reorganized our leadership under four new divisions: Teaching and Learning, Students and Families, Development and Outreach and Operations. Each of these divisions will be lead by Directors who will report to the Executive Director. As we continually review, reflect and revise our program, we decided that this structure would provide more supports to staff, students and families and would enable the school to continue to build on its current successes.

The April retreat centered on a status report on the reorganization initiative, an evaluation of the school and the school leader, and the final budget development process for the fiscal year 2010. The board will be developing its specific goals at the beginning of the 2009–2010 school year in order to support the new reorganization initiative.

**Financial Oversight** The school administration began developing the budget in January of 2009, working with teachers and staff to identify required resources. The following calendar provides a summary of the process:

January 14, 2009	Budget calendar reviewed with administrative team
January 30, 2009	Budget forms and guidelines presented to staff at staff meeting
March 13, 2009	Instructional budgets due to administrative team Non-instructional (maintenance, support, utilities etc.) by business office
March 20, 2009	Staff level recommendations from administrative team Employee benefits estimates completed by business office
April 3, 2009	Preliminary budget to Finance Committee
April 14, 2009	Preliminary budget to Board of Trustees
April 21, 2009	Finance Committee work session to review budget, make necessary modifications, and set salary and other operational/ capital parameters
May 12, 2009	FY 2009 Budget adopted by Board of Trustees

# FINANCIAL REPORTS

## Net Assets—Unaudited

<b>ASSETS</b>	<b>2008–2009</b>	<b>LIABILITIES AND NET ASSETS</b>	<b>2008–2009</b>
<b>Current Assets</b>		<b>Current Liabilities</b>	
Cash and cash equivalents	\$ 4,874,518	Accounts payable	\$ 143,330
Accounts receivable:		Accrued expenses	242,03
Intergovernmental	108,805	Accrued compensation	685,010
Other	–	Other liabilities	2,540
Prepaid expenses	<u>26,596</u>	Deferred income	<u>20,464</u>
<b>Total current assets</b>	<u>5,009,919</u>	<b>Total current liabilities</b>	1,093,379
<b>Capital Assets</b>		Mortgage payable	7,244,026
Land/Buildings/Improvements	9,359,304	Capital lease payable	<u>–</u>
Modular Buildings	1,356,842	<b>Total Liabilities</b>	8,337,405
Furniture, equipment, and software	995,666	<b>Net Assets</b>	
Construction in progress	1,464,121	Investment in capital assets	3,114,549
Less: accumulated depreciation	<u>(2,817,358)</u>	Restricted - Capital Projects	1,356,940
<b>Total investment in capital assets</b>	<u>10,358,575</u>	Unrestricted	<u>2,559,600</u>
<b>TOTAL ASSETS</b>	<b>\$ 15,368,494</b>	<b>Total net assets</b>	7,031,089
		<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 15,368,494</b>

## FY 09 to Budget—Unaudited

REVENUES	Budget	Actual	
Per Pupil Tuition	\$ 10,427,500	\$ 10,687,261	102.49%
Federal Grants	238,646	238,666	100.01%
State Grants/Reimbursements	22,000	58,741	267.00%
Food Service Program	191,000	239,724	125.51%
Extended Day Program	190,000	186,209	98.00%
Transportation Program	–	156,383	–
Other Revenues	143,725	153,998	107.15%
<b>Total Revenues</b>	<b>\$ 11,212,871</b>	<b>\$ 11,720,982</b>	<b>104.53%</b>

This year's budget surplus is largely the result of delayed capital projects and refinancing debt. The surplus increased net assets, as seen on page 20.



EXPENSES	Budget	Actual	
<b>Personnel</b>			
Administration	428,600	450,328	105.07%
Instructional Services	5,042,896	4,936,512	97.89%
Student Life	48,220	47,920	99.38%
Other Student Services	399,690	397,935	99.56%
Operations	110,100	112,647	102.31%
Grants	11,000	26,969	245.17%
<b>Subtotal Personnel</b>	<b>6,040,506</b>	<b>5,972,311</b>	<b>98.87%</b>
<b>Operating Costs</b>			
Administration	338,900	288,686	85.18%
Instructional Services	798,400	734,411	91.99%
Student Life	77,700	73,371	94.43%
Other Student Services	344,000	302,223	87.86%
Operations	575,200	536,633	93.30%
Insurance & Benefits	867,925	853,396	98.33%
Grants	75,000	74,897	99.86%
<b>Subtotal Operating Costs</b>	<b>3,077,125</b>	<b>2,863,617</b>	<b>93.06%</b>
Capital Outlay	465,650	412,333	88.55%
Property Leases & Debt Service	1,107,225	954,066	86.17%
Property Acquisition/Expansion	817,350	815,410	99.76%
<b>Total Expenses</b>	<b>\$ 11,507,856</b>	<b>\$ 11,017,737</b>	<b>95.74%</b>
Property Expansion Reserve	295,000	293,060	
<b>NET BUDGET RESERVED</b>	<b>\$ 15</b>	<b>\$ 996,305</b>	

## Preliminary FY 2010 Budget

Number of Students	1,124
<b>REVENUES</b>	
Per Pupil Tuition	\$ 10,779,160
Federal Grants	238,646
State Grants/Reimbursements	–
Other Revenues	546,500
<b>Total Revenue</b>	<b>11,564,306</b>
<b>EXPENDITURES</b>	
Staff Cost	6,515,861
<b>Operating Expenses</b>	
Administration	332,450
Instructional Services	773,990
Other Student Services	366,700
Operations	602,750
Insurance & Benefits	1,018,070
<b>Sub-Total</b>	<b>3,093,960</b>
Debt Service	720,000
Total Expenditures	10,329,821
Gross Operating Surplus (Deficit)	1,234,485
<b>CAPITAL OUTLAY</b>	
Technology	152,000
Modular Buildings	232,884
Facility Improvements	349,200
Facility Expansion	500,000
<b>Total Capital Outlay</b>	<b>1,234,084</b>
Net Budget Reserved for contingency	\$ 401



# SCHOOL INFORMATION

## Instructional Time

Total number of instructional days for the 2008-09 school year	180
First and last day of the 2008-09 school year	09-02-08/06-22-09
Length of school day <i>(please note if schedule varies throughout the week or the year)</i>	7:30am–3:05pm

## Student Enrollment Information

Number of students who completed the 2007–2008 school year but did not reenroll for the 2008–2009 school year (excluding graduates)	64
Total number of students enrolled as of October 1, 2008	1,083
Total number of students who enrolled during the 2008–2009 school year, after October 1, 2008	39
Total number of students who left during the 2008–2009 school year, after October 1, 2008	21
Total number of students enrolled as of the June 2009 SIMS submission	1,077
Number of students who graduated at the end of the 2008–2009 school year	34

*21 Students withdrew during the school year after October 1, 2008. 5 students moved out of the state. 19 students returned to their sending district public schools. 7 of the 19 students stated transportation logistics as a reason for withdrawal.*

## Student Demographic and Subgroup Information

(for students enrolled as of the June 2009 SIMS submission)

Race/Ethnicity	# of Students	% of Entire Student Body
African-American	147	14
Asian	95	9
Hispanic	32	3
Native American	2	0
White	775	72
Native Hawaiian, Pacific Islander	1	0
Multi-Race, Non-Hispanic	25	2
Special Education	122	11
Limited English Proficient	6	0
Low Income	113	10



## Administrative Roster for the 2008–2009 School Year

Title	Brief Job Description	Start Date	End Date*
Executive Director	Oversight of all personnel, functions, and responsibilities	08-03	
Deputy Director	Oversight of discipline, facilities and transportation	08-06	06-09
Upper School Administrator	Oversight of grade 6-12 staff, instruction, professional development and school culture	07-00	
Lower School Administrator	Oversight of grades K-5 staff, instruction, professional development and school culture	08-03	06-09
Director of Special Education	Oversight of Special Education program, counseling and nursing	07-06	
Director of Curriculum	Oversight of curriculum, data assessment and professional development	08-04	06-09
Director of Technology	Oversight of technology and tech integration	03-06	
Director of Development	Oversight of marketing, communication and fundraising	08-98	

\* if no longer employed at the school

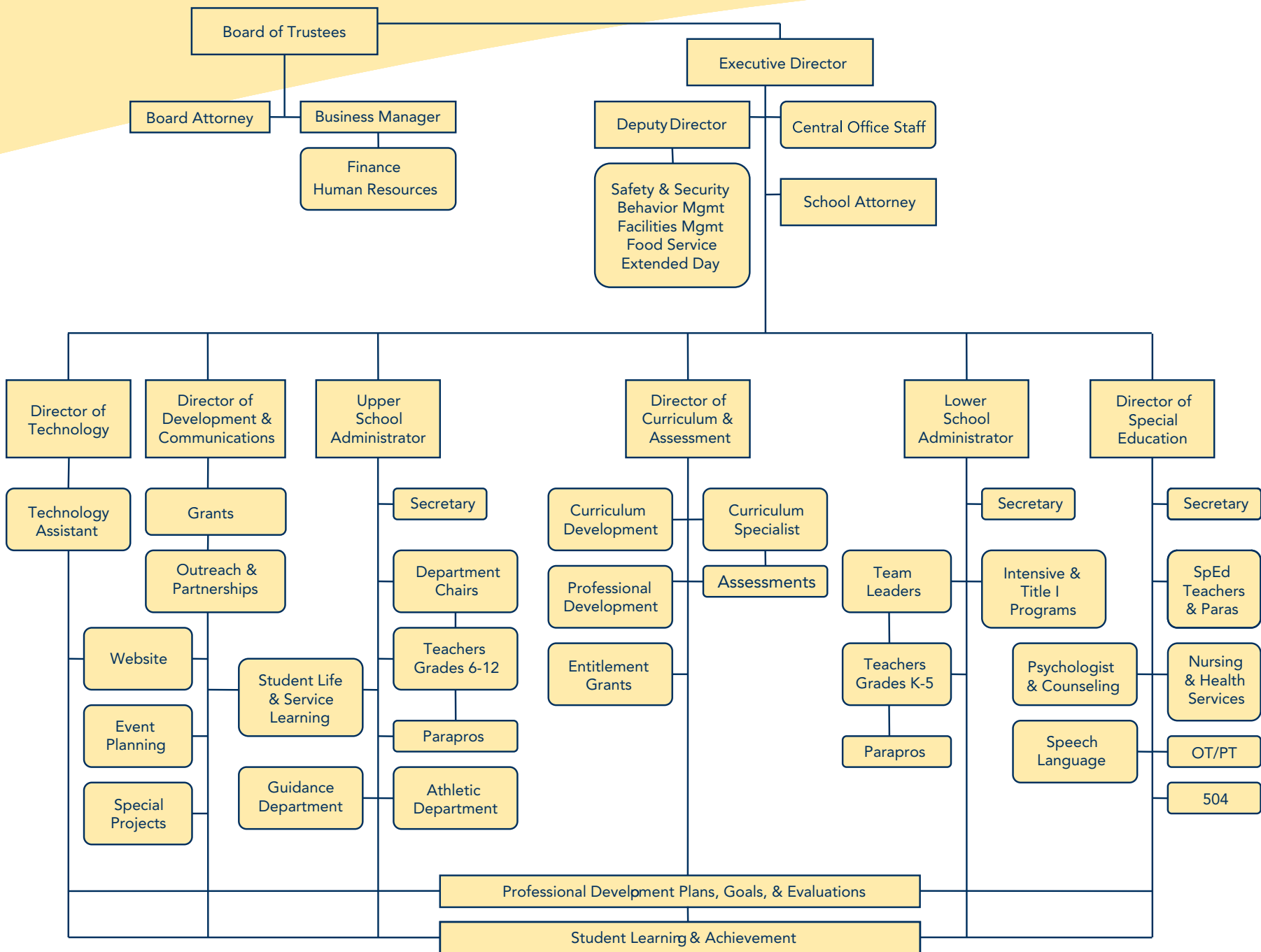
## Teachers and Staff Attrition for the 2008–2009 School Year

	Number as of the last day of the 2008-2009 school year	Departures during the 2008–2009 school year	Departures at the end of the school year
Teachers	85	1	2
Other Staff	61	0	3

During the 2008–2009 school year, teacher departures were due to relocation. Staff departures at the end of the year were due to the restructuring of the Administrative leadership model. All staff members were offered opportunities to apply and interview for new positions within the structure.

## Board Members for the 2008–2009 School Year

Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	Terms served; Length of each term, including date of election and expiration
Lori Rudd	Chair	Finance Committee	Mrs. Rudd is a parent and has a business background	Terms served: 4 Term Length: 3 years Election/Expiration 1997–2000 2000–2003 2003–2006 2006–2009
Kathleen Crawford	Vice Chair	Enrollment and Finance Committees	Ms. Crawford is a consultant with a background in finance and banking	Terms Served: 1 Term Length: 3 years Election/Expiration 2007–2010
Steven Steiner	Treasurer	Finance and Board Development Committees	Mr. Steiner is a parent and has a background in finance	Terms Served: 4 Term Length: 3 years Election/Expiration 1998–2001 2001–2004 2004–2007 2007–2010
William Buckley	Board Member	Facilities Committee	Mr. Buckley has a background in Engineering	Terms Served: 4 Term Length: 3 years Election/Expiration 1997–2000 2000–2003 2003–2006 2006–2009
Stephen DiPrete	Board Member	Personnel Committee	Mr. DiPrete's background is in banking	Terms Served: 1 Term Length: 3 years Election/Expiration 2007–2010



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