



Foxborough Regional Charter School

2010 | 2011 ANNUAL REPORT

Foxborough Regional Charter School

IS A K-12, COLLEGE

PREPARATORY, PUBLIC SCHOOL OF CHOICE LOCATED IN FOXBOROUGH, MASSACHUSETTS. THE SCHOOL OPENED IN 1998 AND HAS BEEN OPEN FOR 13 YEARS. THE SCHOOL IS CURRENTLY OPERATING UNDER ITS 3RD FIVE YEAR CHARTER TERM, WHICH RUNS FROM 2008-2013. AT THIS TIME, THE SCHOOL ENROLLS 1,182 STUDENTS FROM 20 COMMUNITIES, INCLUDING ATTLEBORO, AVON, BROCKTON, CANTON, EASTON, FOXBOROUGH, MANSFIELD, MEDFIELD, MEDWAY, MILLIS, NORFOLK, NORTH ATTLEBORO, NORTON, NORWOOD, PLAINVILLE, SHARON, STOUGHTON, WALPOLE, WEST BRIDGEWATER, AND WRENTHAM. THE SCHOOL WILL REACH ITS CURRENT CAP OF 1,200 STUDENTS IN THE FALL OF 2011.

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“FOXBOROUGH REGIONAL CHARTER SCHOOL WILL PROVIDE STUDENTS A CHALLENGING ACADEMIC PROGRAM TO PREPARE THEM FOR COLLEGE BY STRESSING ACHIEVEMENT, DISCIPLINE, HARD WORK AND ACCOUNTABILITY.”

SCHOOL MISSION STATEMENT

Foxborough Regional Charter School 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.

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.

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.

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.



Letter from the Board of Trustees Chair

DEAR READERS,

I must first thank my colleagues on the Board, our Executive Director, Mark Logan, and our Business Manager, Todd Hassett, for their incredible teamwork this year which has resulted in the groundbreaking and erection of our new facilities expansion project. It is the goal of the Foxborough Regional Charter School Board of Trustees to provide the best facility possible so that our staff has the resources necessary to offer the highest level of education to our students. I am pleased to announce that we broke ground on December 1, 2010 on our addition and renovation project which will afford us 27 new classrooms and new administrative offices, a new gymnasium, a renovated cafeteria and a media center. We look forward to the anticipated opening of our new building in early 2012.

Enrollment during the 2010–2011 school year was 1,182 by October 1. This year, the school received 734 applications for enrollment. 303 of those were for kindergarten spots. After the March lottery, our waitlist stood at an all-time high of 1,754!

I am proud to celebrate one of our 2011 graduates who graduated FRCS this year with an Associate degree from Massasoit Community College. She will enter college full time in the fall as a first semester junior.

Equally as significant, of the 168 college decisions received by our senior class this year, I am proud to report there were 109 acceptances (65% acceptance rate), 1 deferral and 9 wait lists. Seventeen students received scholarship awards of \$5,000 or more; Of those, 10 with awards of \$10,000 or more; Of those, 3 with awards of \$20,000 or more; One received a full scholarship of \$40,000. Five of our graduates received acceptances into one or more Honors Programs!

These accomplishments are a reflection of the hard work and dedication of our teachers and the commitment of our families to create a strong school-home partnership. We continue to focus on providing a rigorous academic program and to supporting our students in their journey as they prepare for their post-secondary education, by instilling a love of life-long learning.

Warm Regards,
Lori Rudd
Board Chair



Performance and Plans

FAITHFULNESS TO THE CHARTER

Dissemination of Practices Objectives and Goals

- *Accountability Plan Dissemination Practices 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, 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.

We are pleased to highlight the following examples:

As a primary local source of dissemination, the school holds an annual Open House for the Public in January, prior to the March 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. Over 400 families attended the January 2011 Open Houses and 734 applications were processed through the Lottery.

Public building tours were held on the second Friday of each month to share information about our curriculum, programming and school culture.

To disseminate information regarding our World Languages program, all sending districts were invited to attend a workshop on our implementation strategies to transition new students entering the school into a fluid moving K-12 Spanish program.

WE CONSCIOUSLY MAKE AN EFFORT TO
SHARE BEST PRACTICES IN ORDER TO RAISE
THE LEVEL OF EFFECTIVENESS AND
EFFICIENCY OF INSTRUCTION...



Mission Objectives and Goals

- ***Accountability Plan Mission Goal 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 8th grade which maps their high school career. At the beginning of freshman year, each student meets with the guidance counselor to review their plan and to create goals. 100% of the students participated in this process during the 2010–2011 school year.

- ***Accountability Plan Mission Goal 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.

- ***Accountability Plan Mission Goal VII.3***

100% of graduating seniors will meet the FRCS Leadership requirement.

FRCS met this goal.

The Student Life Organization was in its second year under a new leadership structure. This year, student involvement in leadership grew tremendously. With 100% participation, the Senior Class set a positive example for the underclassmen.

- ***Accountability Plan Mission Goal VII.4***

100% of students who reach voting age while enrolled at FRCS will register to vote.

FRCS met this goal.

During Advising class, the Guidance Counselor and Student Life Advisor discussed the requirement to register for selective service. In addition, they reviewed the guidelines on how to register to vote. The Counselors reviewed the steps on how to register to vote and the importance of being an active part of the voting community.

- ***Accountability Plan Mission Goal 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.

ACADEMIC EXPECTATIONS ARE HIGH AND STUDENTS ARE ASSESSED FREQUENTLY TO CHECK FOR LEARNING.

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 personnel and related sub-committees which make recommendations to Administration about needs and planning.

ACADEMIC PROGRAM SUCCESS

MCAS Objectives and Goals

Massachusetts Comprehensive Assessment System (MCAS) Objective

Foxborough Regional Charter School (FRCS) prepares all students to achieve proficiency in all major content and skill areas: English, history, mathematics and science, as measured by the state MCAS tests.

- *Accountability Plan MCAS Goal I.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.

FRCS continues to move all students toward proficiency. To support this goal, FRCS provides targeted instruction to struggling students both during and after school. In addition, our Instructional Leaders coach teachers on best practices and instructional strategies to effectively reach all learners.

Grade 03 Reading	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	73	13	60	24	3	27
Sending Districts	70	17	53	25	6	31
State	63	14	49	30	8	38

Grade 03 Math	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	63	16	47	29	8	37
Sending Districts	72	32	40	20	8	28
State	65	25	40	24	11	36

Grade 04 ELA	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	63	12	51	33	5	38
Sending Districts	61	12	49	31	7	38
State	54	11	43	35	12	47

Grade 04 Math	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	53	19	34	44	3	47
Sending Districts	55	18	37	38	7	45
State	48	16	32	41	11	52

Grade 05 ELA	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	59	5	54	36	5	41
Sending Districts	70	19	51	23	8	31
State	63	16	47	28	10	38

Grade 05 Math	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	47	14	33	34	19	53
Sending Districts	61	28	33	26	12	38
State	55	25	30	28	17	45

Grade 05 Science	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	68	25	43	28	5	33
Sending Districts	62	18	44	31	7	38
State	53	15	38	36	11	47

Grade 06 ELA	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	77	16	61	17	5	22
Sending Districts	77	18	59	20	5	25
State	69	15	54	21	9	30

Grade 06 Math	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	54	15	39	32	14	46
Sending Districts	68	33	35	22	11	33
State	59	27	32	25	16	41

Grade 07 ELA	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	74	5	69	23	2	25
Sending Districts	77	12	65	17	5	22
State	72	11	61	21	7	28

Grade 07 Math	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	46	8	38	35	19	54
Sending Districts	56	14	42	28	16	44
State	53	14	39	27	19	46

Grade 08 ELA	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	83	15	68	10	6	16
Sending Districts	83	20	63	12	5	17
State	78	17	61	16	7	23

Grade 08 Math	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	44	20	24	36	19	55
Sending District	55	22	33	26	16	42
State	51	22	29	28	21	49

Grade 08 Science	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	45	3	42	43	12	55
Sending District	51	9	42	41	13	53
State	40	4	36	41	19	60

Grade 10 ELA	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	97	16	81	3	0	3
Sending District	85	32	53	13	2	15
State	78	26	52	18	4	22

Grade 10 Math	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	91	66	25	9	0	9
Sending District	81	55	26	14	5	19
State	75	50	25	17	7	24

Grade 10 Science	A/P	P+	Proficient	NI	Warning	NI/W
FRCS	78	28	50	22	0	22
Sending District	72	22	50	24	4	28
State	65	18	47	28	8	36

- **Accountability Plan MCAS Goal 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.

FRCS is making progress toward this goal.

FRCS met all of the state subgroup targets in ELA but fell short of meeting all targets in mathematics. To increase learning and to improve scores in this area, the school has developed academic support programs that are available before, during and after school. Additionally, to encourage participation, the school offers a regional transportation program to remove barriers so all students can access the programs that are offered outside of school hours. In addition, to improve and develop programming and to ensure all students experience success, the school has created a position to directly monitor, support and oversee at-risk subgroups.

The chart below illustrates the performance and growth of students in a number of statistically relevant subgroups. It identifies each group's growth

percentile (how students have improved compared to how other similar students have improved from year to year) as well as the overall percentage of students achieving advanced or proficient performance categories.

FRCS has seen growth in a number of subgroups, particularly in ELA. Special Education, Low Income, gender and racial subgroups benefited from a student focused benchmarking system combined with additional direct and small group instruction after school. In addition, subgroup students benefited from direct teacher coaching by a highly qualified ELA Instructional Leader with a focus on differentiating instruction to meet students' academic needs.

The school focus going into the 2011–2012 academic year is mathematics. While math subgroup students also benefited from after-school support, inconsistencies in Math Instructional Leadership did not offer the teacher coaching and consistency seen in the ELA program. With a new Mathematics Instructional Leader for 2011, FRCS is eager to take on the challenge of uniformly supporting our subgroup students in mathematics and help close the achievement gap for these students.

FRCS STUDENT GROWTH PERCENTILE (SGP) & % ADVANCED/PROFICIENT (%AP)

ELA	Year	Low Income		SPED		Black		Asian		White		Female		Male	
		SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP
	2008	40.5	42	46	42	44.5	37	54.5	87	45	67	46	70	46	58
	2009	35	46	44	36	41	38	43	93	52	73	56	75	38	61
	2010	48	59	50	48	43.5	52	51	85	54	77	54	81	50	65

Math	Year	Low Income		SPED		Black		Asian		White		Female		Male	
		SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP	SGP	% AP
	2008	38	28	38	27	43.5	29	64.5	75	43	54	46.5	53	40.5	52
	2009	46.5	26	55	22	47	27	53	82	51	56	44.5	55	55	51
	2010	39.5	27	45	25	39	27	51	73	47	60	46	59	44	48

- **Accountability Plan MCAS Goal 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.

(A/P+/P)	Less Than 3 Years	3 or More Years
ELA	16.6%	83.3%
Math	18.5%	81.5%
Science	15.0%	85.0%

- **Accountability Plan MCAS Goal I.4**

Foxborough Regional Charter School will annually achieve Adequate Yearly Progress (AYP).

FRCS met this goal in ELA and is making progress toward this goal in Mathematics

With a focus on building college ready writing skills, FRCS made AYP for English Language Arts. Teachers focused on the writing process as a vital component to the curriculum in all grade levels. Mathematics continues to move toward this goal. A new Math Instructional Leader will be hired during the 2011–2012 to help us reach this goal.

In 2010, FRCS earned AYP across the aggregate and all subgroups in ELA. In particular, a significant school wide effort was made to close the achievement gap for special education students when it comes to writing across all content areas.

For the upcoming year, a school wide focus will be placed on strengthening our mathematics curriculum, instruction, achievement monitoring program and student support programs for all students.



TEACHERS FOCUSED ON THE WRITING PROCESS AS A VITAL COMPONENT TO THE CURRICULUM IN ALL GRADE LEVELS.



2010 AYP STATUS FOR AGGREGATE AND ALL APPLICABLE SUBGROUPS

Student Group

English Language Arts	AYP 2010
Aggregate	Yes
Special Education	Yes
Low Income	Yes
African American/Black	Yes
Asian or Pacific Islander	Yes
White	Yes

Mathematics	AYP 2010
Aggregate	No
Special Education	No
Low Income	No
African American/Black	No
Asian or Pacific Islander	Yes
White	Yes

AYP HISTORY & STATUS FOR PAST 5 YEARS

	06	07	08	09	10	
ELA Aggregate	Yes	Yes	Yes	Yes	Yes	Improvement Year 1—Subgroups
All Subgroups	Yes	Yes	No	No	Yes	

Math Aggregate	Yes	Yes	No	Yes	No	Improvement Year 2—Subgroups
All Subgroups	No	Yes	No	No	No	

Graduating Seniors Objectives and Goals

- **Accountability Plan Graduating Seniors Goal 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 this goal.

FRCS uses the National Spanish Exam (NSE) to evaluate fluency. The exam measures 'Fluency' based on a score range in the 75th percentile or above. During the 2010–2011 school year 78% of students earned a medal for their scores on the National Spanish Exam.

Level	National Average (regular)	FRCS Average (regular)	National Average (bilingual)	FRCS Average (bilingual)
01	217	279	280	355
1	239	320	296	364
2	217	288	280	351
3	222	276	289	N/A
4	216	278	263	N/A

- **Accountability Plan Graduating Seniors Goal II.2**

SAT scores of graduating seniors will meet or exceed the national, state and composite district average.

FRCS met this goal.

During 2010–2011, the average of FRCS graduating seniors' best composite SAT scores is above the 2009–2010 state and national averages. State and national averages for the class of 2010–2011 will not be published until late summer. Composite district data is not readily or reliably available.

			Reading	Math	Writing	Total
08–09	FRCS	Average:	563	532	539	1634
	MA State	Average:	514	526	510	1550
	National	Average:	501	515	493	1509
09–10	FRCS	Average:	568	542	546	1656
	MA State	Average:	512	526	509	1547
	National	Average:	501	516	492	1509
10–11	FRCS	Average:	556	525	531	1612

- **Accountability Plan Graduating Seniors Goal 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.

Students at FRCS are encouraged in a variety of ways to aspire to four year college programs. 26 of 30 seniors in the class of 2011 submitted applications to four year colleges; 5 seniors submitted applications to two year colleges; 29 out of 30 seniors have plans on attending college in the fall. One senior has decided to join the Army as his career path and attend the Valley Forge Military Academy and College.

ACADEMIC PROGRAM SUCCESS

Common School Performance Criteria

Curriculum

FRCS offers a comprehensive and highly rigorous K–12 curriculum. Each content area is vertically and horizontally aligned to provide students with a cogent and increasingly challenging academic experience as they progress from kindergarten through to high school graduation.

The FRCS curriculum is directly linked to all state and national standards in every content area and is designed to provide further academic challenge beyond the state expectations. Some examples include: Spanish Language instruction for all students starting in kindergarten, Community Service Learning projects embedded in our middle school curriculum, and four year mathematics, ELA and World Language requirements for all high school students. Our curriculum is also punctuated with a number of academic events and competitions. These include an annual Science Fair, Poetry Competition, Geography Bee, Art Competition and the state's first and only Spanish Spelling Bee.

Instruction

Instructional practices vary based on grade level and content area, but are designed to give all students, regardless of learning style, opportunities for success. Practices include the integration of instructional technology to provide visual supports as needed and service and leadership projects are integrated into instructional experiences throughout the year.

Elementary Instructional Practices: Elementary instruction is designed to ensure all students learn vital literacy skills in English, Spanish and mathematics. English literacy instruction is built in tiers to address literacy gaps through small group instruction. Students receive whole group immersive Spanish instruction focused on speaking fluency.

Middle School Instructional Practices: Students new to our middle school receive 'catch up' instruction in Spanish, through self-directed work on Rosetta Stone, while continuing students receive varying levels of immersion language instruction. Mathematics and ELA follow a similar instructional model. Students entering FRCS with significant learning gaps in mathematics and ELA receive direct small group instruction from transition teachers. Mathematics instruction is focused on student practice and problem sets while ELA includes a variety of writer's workshop strategies aimed at improving research and writing skills. History instruction often integrates technology to provide period examples, maps and other visuals while science integrates experimentation and analysis strategies into instruction. Teachers also facilitate student leadership in a number of community service experiences in which they design and lead projects.

High School Instructional Practices: High school instruction is focused on college preparation, both in terms of the academic content as well as preparation for the college application experience. High school instructional strategies are varied based on the course of study, but all include opportunities for students to take ownership and responsibility of their own learning, either through projects, writing assignments or class discussions. Over two thirds of FRCS high school seniors take at least one AP course and all are mentored in leadership skills through leading peers in charity fundraising, school event planning or developing their own personalized curriculum (Senior Independent Enrichment) with an advisor.



FRCS OFFERS A COMPREHENSIVE AND
HIGHLY RIGOROUS K–12 CURRICULUM.

Diverse Learners

FRCS employs a variety of student support structures that work in concert to ensure that all students can access our curriculum and develop the skills they need to be successful. We support diverse learners with a combination of support programming, specialized instruction and highly trained teachers.

Primary instruction for English Language Learners (ELL) is inclusive with their peers and provided by classroom teachers. While FRCS continues to train all instructors in the Massachusetts ELL Category Training, ELL students are supported with specialized instruction from an ELL Instructor.

Special Education students participate in an inclusive model of instruction. Special Education staff, comprised of liaisons and paraprofessionals, support students in an inclusive education model by working side by side with teachers in the classrooms in small groups. Students additionally have access to an academic resource room, staffed by special education staff and designed to support the development of key academic skills.

To facilitate and lead the development of a unified, coherent and well-structured support program, FRCS hired a Support & Enrichment Instructional Leader. This Instructional Leader is working towards creating a streamlined system of assessment and support structures to identify achievement gaps and allocate resources, programming and other supports to ensure student success.

Program Evaluation

Instructional Leaders evaluate the academic program annually to monitor progress toward our goals as a school as well as goals for each of our academic departments. The analysis covers seven major aspects of the K–12 program:

- *Curriculum & Instruction*
- *Assessment & Data Analysis*
- *Support Programming*
- *Mechanisms for Showcasing Student Achievement*
- *Communication*
- *Professional Development*
- *Budget & Alternative Funding Sources*



Classroom and School Environment

Foxborough Regional Charter School is a learning environment that encourages academic achievement, leadership, service and community engagement. During the 2010–2011 school year, the Director of Students and Families worked closely with discipline staff, teachers, and Instructional Leaders to increase behavior management and classroom management skills throughout the school. Trainings in de-escalation techniques, daily routine building, and the creation of classroom expectations that complement our school core beliefs were offered. School adjustment counselors partnered with elementary teachers and integrated the 2nd Step program into the curriculum. Guidance counselors worked with middle and high school teachers to incorporate social skills, study skills, career planning, and college preparation into their weekly plans. The Alternative Room staff roles and responsibilities were restructured to offer more support to teachers in light of a new bullying policy approved during the 2010–2011 school year. The new structure included counselors and the Director of Students and Families, in the process of investigating complaints of bullying, threats, and harassment. Any founded allegations were subject to suspensions.

Safety

Physical safety is a priority at FRCS. All doors are locked and not accessible to entry except for the Central office door. Each student in grade 6–12 and all staff members have key cards to enter buildings across the campus as necessary. Cameras are strategically placed and monitored in hallways and on all school buses. In addition to physical safety measures, the school employs 2 adjustment counselors, 2 guidance counselors, 2 nurses, a school psychologist and a behavior specialist to work with students and staff to identify harmful, dangerous or discriminatory behaviors so that all students and staff feel safe in our school environment.

Assessment and Instructional Decision Making

Instructional decision making is driven through a K–12, real time benchmark and assessment program. While the program is slated to be completed in 2012, it is already effectively in use throughout much of the district. In grades K–4, classroom and intensive instructors utilize trimester reading data to drive an RTI based instructional strategy for all students. In middle and high school (grades 5–12), a comprehensive benchmarking system is utilized in each of the major academic subjects. The data from these trimester assessments are utilized by teachers to identify standards and skills in need of review and better support student growth. In addition, this data is analyzed by each subject Instructional Leader to assess the effectiveness of not only the class to class instruction but also the subject curriculum at each grade level, by standard, skill and concept.

Professional Development

Professional Development (PD) at FRCS is driven by our instructor’s needs and coordinated through three major elements. First, our Instructional Leadership Team identifies PD necessary to achieve departmental goals, improve instruction or comply with state mandates. Second our PD Committee (comprised of the Director for Teaching & Learning and classroom teachers) identify additional staff PD needs through annually surveying all staff members. Finally, a combined effort between the PD Committee and the IL team identify professional development themes and projects for the year. This year’s theme was: “Using data to develop plans for student success (ISSPs for all content areas and grade levels).”

GUIDANCE COUNSELORS WORKED WITH MIDDLE AND HIGH SCHOOL TEACHERS TO INCORPORATE SOCIAL SKILLS, STUDY SKILLS, CAREER PLANNING, AND COLLEGE PREPARATION INTO THEIR WEEKLY PLANS.



Our district wide professional development days are broken into two parts. The first half of the day is focused entirely on the annual PD theme. To address this year's theme, staff worked in small grade level/department level groups to analyze student achievement data (benchmark assessment data and MCAS data) to develop ISSPs for selected students. The second half of our professional development days were used to address requested PD needs. They were comprised of a variety of workshops and trainings led by FRCS staff, outside trainers and consultants as appropriate for the topic. In addition to our unique approach to professional development days, our Professional Development Committee embarked on two district wide projects: "Developing FRCS specific Educator Standards" and an update of our Induction and Mentoring program.

FRCS Educator Standards

To improve our current professional development and evaluation program, our district embarked on a two year initiative to develop FRCS Educator Standards. The goal of this project is to create a set of standards that define the FRCS educator. The standards will reflect our charter, mission and core values. Once completed, these standards will help drive our hiring criteria, professional development and evaluation processes.

During the 2010–2011 academic year, our entire staff has played an active part in the development of our draft standards. Led by our Professional Development Committee, our staff outlined a draft of core standards accompanied by specific, measurable examples of each. We repeated a process of input and feedback several times and have synthesized our fourth draft. We also surveyed our community for input into developing these standards. Our next step is to use the community input and feedback from our latest staff meeting to tweak the standards in preparation for our Staff Orientation Week this August. At that point, the entire FRCS staff will again have an opportunity to provide feedback on our educator standards. If the staff is supportive of our 5th draft, we will ratify it and begin the process of incorporating it into our evaluation and professional development programs.

ORGANIZATIONAL VIABILITY

School Governance and Management Objectives and Goals

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

- ***Accountability Plan School Governance and Management Goal 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 May of 2011.

- ***Accountability Plan School Governance and Management Goal 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, and Facilities. 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.

Staff Qualifications, Evaluation, and Professional Development Objectives and Goals

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



- ***Accountability Plan Staff Qualifications, Evaluation and Professional Development Goal IV.1***

100% of FRCS instructional staff will be highly qualified, as defined by NCLB guidelines.

FRCS is making continuous progress toward this goal.

94% Teachers are Highly Qualified

100% Paraprofessionals are Highly Qualified

For those not Highly Qualified:

There are 5 teachers who are not considered Highly Qualified; Two of which are currently working towards Massachusetts Certification; 1 is working 50% out of HQ status but the position has been adjusted so this teacher will be back to 100% HQ in the 2011–2012 school year; 1 teacher is certified in a subject area outside of what they teach and has accepted a non-teaching position within the school for the 2011–2012 school year.

During the 2010–2011 school year, the school identified all teachers not designated Highly Qualified and offered peer to peer coaching, mentoring assignments, tutoring, and MTEL courses both on campus and online.

- ***Accountability Plan Staff Qualifications, Evaluation and Professional Development Goal 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 2010–2011 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.

Supervision and Evaluation

The FRCS Evaluation program 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*

Annually, each staff member is observed and evaluated by his or her direct supervisor. The FRCS staff evaluation process consists of the following elements:

1. *Initial Staff Development Meeting*
2. *Individual Professional Development Plan*
3. *Pre-observation Meetings (one for each formal evaluation)*
4. *Formal Observations (two annually)*
5. *Post-observation Meetings (at least one for each formal evaluation)*
6. *Summative Evaluation (one annually)*
7. *Post Summative Evaluation Meeting*
8. *Professional Improvement Plan*

Initial Staff Development Meeting

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 Professional Development Plan, based upon the faculty expectations, the school's goals, and the staff member's individual professional growth goals. This plan helps guide the staff's professional development for the year.

Formal Observations

Two formal observations are conducted annually. Each formal observation 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).

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*

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

Summative Evaluation

Summative evaluations are completed for all staff members. The summative evaluation is a cumulative evaluation of all formal and informal observations throughout the year. The administrator may also obtain additional performance information from other administrators, teacher leaders, department chairs, parents, students, etc. to be included within the summative evaluation.

Professional Improvement Plan: (as needed)

If a staff member's professional performance is not up to the FRCS standards, the staff member will collaborate with his or her administrator to develop a professional improvement plan. The plan includes concrete, measureable goals for the staff member as well as specific supports for each goal to be provided by his or her supervisor.

The school established an appropriate professional climate that resulted in a purposeful learning environment and reasonable rates of retention for administrators, staff and students by restructuring its management team to offer more intensive support for staff in the areas of curriculum development and alignment, professional development and classroom support. Additionally, the Instructional Leader model allows for more structure and support for vertical and horizontal collaboration.

- ***Accountability Plan Staff Qualifications, Evaluation and Professional Development Goal 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.

The entire FRCS staff is surveyed before each major professional development day to provide specific input and feedback for professional development (PD) opportunities. Surveys request staff input to drive the determination of PD needs. Staff then has the opportunity to request and/or lead specific PD workshops. Following each professional development day, the entire staff is again surveyed to solicit feedback on the specific workshops and trainings provided.

Program Demand Objectives and Goals

Foxborough Regional Charter School will demonstrate organizational viability through strong demand for its program.

- *Accountability Plan Program Demand Goal 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.

Survey data indicate that the overwhelming majority of respondents believe that FRCS motivates their children to learn (nearly 93 percent), has high expectations for children's learning (more than 94 percent), and provides a safe place for their children (93 percent). Data also indicate that parents and guardians feel that FRCS offers quality teaching and instruction (nearly 92 percent) and that the school provides a rigorous curriculum (over 94 percent). Over eighty-five percent of parents responded that the school clearly and consistently communicates with families. More than eighty-seven percent of parents who completed the survey reported that the school is a welcoming place for parents, and over eighty-nine percent reported that the school was welcoming upon initial enrolment and provided a smooth transitional experience. Overall, more than ninety-five percent of parents responding are satisfied with the choice of FRCS for their children's education. Survey results are based on data from 276 surveys received, representing 430 students.

Parents were encouraged to partner with the school as room parents, library helpers, career/college classrooms speakers and through other key volunteer positions.

“THE SCHOOL ESTABLISHED AN APPROPRIATE PROFESSIONAL CLIMATE THAT RESULTED IN A PURPOSEFUL LEARNING ENVIRONMENT AND REASONABLE RATES OF RETENTION FOR ADMINISTRATORS, STAFF AND STUDENTS...”

- ***Accountability Plan Program Demand Goal 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 2010–2011 school year was 96.23%, up 2/10 from last year’s rate.

- ***Accountability Plan Program Demand Goal V.3***

FRCS will receive two or more applications for every student slot available.

FRCS met this goal.

The school exceeded this organizational viability goal in the 2010–2011 school year. This year’s lottery was held on March 9, 2011. The standard amount of positions open each year are 96 kindergarten spaces and 16 first grade slots for a total of 112 positions. This year we received 734 applications; almost 6 applications for each available position. Additionally significant to note is that the school received 558 applications in 2009, 669 applications in 2010 and 734 applications in 2011.

- ***Accountability Plan Program Demand Goal 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 a total of 152 withdrawals during the 2010–2011 school year, totaling 12% of the student body. This withdrawal rate is consistent with that during the 2009–2010 school year.

ORGANIZATIONAL VIABILITY

Common School Performance Criteria

Policy Decisions

Bully Prevention and Intervention Policy—approved by the Board of Trustees on May 21, 2010 for the 2010–2011 school year.


Foxborough Regional Charter School (FRCS) is committed to providing our students equal educational opportunities and a safe learning environment free from bullying. This policy is an integral part of the Foxborough Regional Charter School’s comprehensive effort to promote learning and eliminate all forms of violent, harmful and disruptive behavior.

Amendments to the Charter

There was one amendment to the charter during the 2010–2011 school year. Through an oversight, the town of Easton, included in the school’s original application for a charter, was omitted from the list of sending districts. The school submitted a charter amendment to the state to officially include the Town of Easton as a formal charter district. It was approved.

Complaints

The Board had one written complaint this year. The complaint was based on an enrollment issue that questioned the sibling preference as it related to foster children. The issue was resolved with no further action.



FOXBOROUGH REGIONAL CHARTER SCHOOL
(FRCS) IS COMMITTED TO PROVIDING
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ENVIRONMENT FREE FROM BULLYING.

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 FRCS board of trustees consists of five members, in compliance with the school's bylaws which state that membership should be between three and fifteen members. Their role is to set policies that support the mission of the school, and they expect the school's administrators to implement the policies. The board holds two annual retreats, in November and April. The November meeting focuses on assessment of performance from the previous school year and determines priorities, while the April meeting focuses on whether the priorities are being met and whether adjustments are necessary. The board has three committees in the areas of finance, board development, and facilities. Committees support the work of the board and include other stakeholders such as parents and staff.

The board is currently focused on the expansion of the school's facilities. Board members work to support the school's executive director and business manager in this process of financing and construction.

During the 2010–2011 school year, construction of the facilities expansion project broke ground and attention of the Board was focused on securing funding, awarding construction bids and oversight of the construction timelines and budgets.



Financial Reports

NET ASSETS—UNAUDITED

Assets	2010-2011	Liabilities and Net Assets	2010-2011
Current Assets		Current Liabilities	
Cash—unrestricted	\$ 7,155,446	Accounts payable—operating	\$ 384,080
Cash—project fund	11,358,542	Accounts payable—building project	1,322,208
Cash—debt service	3,256,176	Accounts payable—debt service	1,055,989
Accounts receivable:		Accrued expenses	498,179
Intergovernmental	98,702	Accrued compensation	683,547
Other	—	Other liabilities	4,206
Prepaid expenses	<u>27,345</u>	Deferred income	<u>22,293</u>
Total Current Assets	<u>21,896,211</u>	Total Current Liabilities	3,970,502
Capital Assets		Bonds Payable	26,600,000
Land/Buildings/Improvements	10,625,391	Less: Discount on Bonds	<u>(133,266)</u>
Modular Buildings	1,356,842	Total Noncurrent Liabilities	<u>26,466,734</u>
Furniture, equipment, and software	1,173,430	Total Liabilities	30,437,236
Construction in progress	8,590,216	Net Assets	
Less: accumulated depreciation	<u>(3,679,566)</u>	Investment in capital assets	3,836,100
Total Investment in Capital Assets	<u>18,066,313</u>	Restricted—Board Capital	3,446,660
Total Assets	\$ 39,962,524	Restricted—Transportation	215,548
		Unrestricted	<u>2,026,980</u>
		Total Net Assets	<u>9,525,288</u>
		Total Liabilities and Net Assets	\$ 39,962,524

FY 2011 TO BUDGET—UNAUDITED

Revenues	Budget	Actual	
Per Pupil Tuition	\$11,750,000	\$ 11,898,419	101.26%
Federal Grants/ Reimbursements	378,887	374,390	98.81%
State Grants/ Reimbursements	—	—	—
Food Service Program	275,000	290,475	105.63%
Extended Day Program	180,000	139,493	77.50%
Transportation Program	190,000	197,863	104.14%
Other Revenues	110,500	141,682	128.22%
Total Revenues	\$12,884,387	\$ 13,042,322	101.23%

Expenses

Personnel

Administration & Finance \$	190,735	\$ 193,312	101.35%
Teaching & Learning	5,235,615	5,113,360	97.66%
Students & Families	827,712	817,283	98.74%
Outreach & Development	130,545	130,545	100.00%
Operations	520,703	507,144	97.40%
Grants	13,500	20,320	150.52%
Subtotal Personnel	\$ 6,918,810	\$ 6,781,964	98.02%

	Budget	Actual	
Operating Costs			
Administration & Finance \$	297,670	\$ 287,137	96.46%
Teaching & Learning	542,079	461,132	85.07%
Students & Families	165,500	160,817	97.17%
Outreach & Development	16,450	9,424	57.29%
Operations	1,222,625	1,249,746	102.22%
Insurance & Benefits	1,171,400	1,067,278	91.11%
Grants	77,000	108,645	141.10%
Subtotal			
Operating Costs	\$ 3,492,724	\$ 3,344,179	95.75%
Capital Outlay	1,035,554	946,049	91.36%
Property Leases & Debt Service	561,088	514,739	91.74%
Property Acquisition/ Expansion	1,675,984	1,440,273	85.94%
Total Expenses	\$13,684,160	\$ 13,027,204	95.20%
Board of Trustees' Capital Reserve	800,000	760,280	
Net Budget Reserved	\$ 227	\$ 775,398	



PRELIMINARY FY 2012 BUDGET

Number of Students	1,200	Debt Service	\$ 1,825,000
Revenues		Total Expenditures	12,352,272
Per Pupil Tuition	\$ 12,000,000	Gross Operating Surplus (Deficit)	640,228
Federal Grants	245,500	Capital Outlay	
State Grants/Reimbursements	—	Technology	113,000
Other Revenues	<u>747,000</u>	Equipment	62,000
Total Revenue	12,992,500	Modular Buildings	475,206
Expenditures		Facility Improvements	70,000
Staff Cost		Facility Expansion	<u>—</u>
Operating Expenses	7,096,142	Total Capital Outlay	720,206
Administration & Finance	376,420	Use of Board Capital Reserve	<u>80,000</u>
Teaching & Learning	555,500	Net Budget Reserved	\$ 22
Students & Families	135,500		
Outreach & Development	9,650		
Operations	1,223,510		
Employee Benefits	<u>1,130,550</u>		
Subtotal	3,431,130		

CAPITAL PLAN

Building Expansion/Renovation Project

- Description:** Build 26 new Middle School and High School classrooms; new Administration area; new Gym; and renovate the existing Gym/Cafeteria, Auditorium/Media Center areas.
- Status:** In progress
- Completion:** July 2012
- Estimated Cost:** \$18.3M
- Finance:** Bond Issued
- Capital Project Reserve Account:** Yes; balance as of June 30, 2011 = \$9.7M

New High School Modular

- Description:** Install new 10 classroom modular for High School to be used for temporary classroom space during construction/renovation.
- Status:** In progress
- Completion:** August 2010
- Estimated Cost:** \$600K
- Finance:** 24 Month Lease
- Capital Project Reserve Account:** No

HVAC Project

- Description:** Replace remaining old HVAC systems in the original Elementary School building.
- Status:** In progress
- Completion:** August 2013
- Estimated Cost:** \$2.3M
- Finance:** Capital Budget
- Capital Project Reserve Account:** Yes; balance as of June 30, 2011 = \$1.6M

Technology

- Description:** Obtain new servers, desktop/laptop PCs, printers, AV technology, and network infrastructure equipment on an annual basis.
- Status:** In progress
- Completion:** Ongoing
- Estimated Cost:** \$115K–\$150K Annually
- Finance:** Capital Budget
- Capital Project Reserve Account:** No

Access Control & Video Security System

- Description:** Install new access control (door security) and install new security cameras throughout our campus and on our regional buses.
- Status:** In progress
- Completion:** September 2015
- Estimated Cost:** \$250K
- Finance:** Capita Budget; Grants
- Capital Project Reserve Account:** No

Tiling/Flooring

- Description:** Install tiling in classrooms & office areas where carpeting is in place now.
- Status:** In progress
- Completion:** September 2013
- Estimated Cost:** \$50K
- Finance:** Capital Budget
- Capital Project Reserve Account:** No

Furniture & Other FF&E Items

- Description:** Obtain new equipment, furniture to outfit the new & renovated building areas.
- Status:** In progress
- Completion:** September 2012
- Estimated Cost:** \$1M
- Finance:** Bond Issued; Capital Budget
- Capital Project Reserve Account:** Yes; balance as of June 30, 2011 = \$1M

Fencing

- Description:** Repair fencing and add privacy fencing as needed around our property.
- Status:** In progress
- Completion:** September 2012
- Estimated Cost:** \$20K–\$25K
- Finance:** Capital Budget
- Capital Project Reserve Account:** No

Classroom Intruder Protection

- Description:** Install intruder protection cores/locking mechanisms in all classrooms.
- Status:** Completed
- Completion:** September 2011
- Estimated Cost:** \$23K
- Finance:** Capital Budget
- Capital Project Reserve Account:** No

Acquire/Develop Land

- Description:** Acquire and develop adjacent land for expanded school program support (Physical Education, Wellness, Athletic Fields, Open Space and Science/Curricular Purposes).
- Status:** Researching options
- Completion:** TBD
- Estimated Cost:** \$400K–\$750K
- Finance:** Capital Budget
- Capital Project Reserve Account:** Yes; balance as of June 30, 2011 = \$0

Financial Software

- Description:** Obtain new financial packages to perform GL (General Ledger); AP (Accounts Payable); AR (Accounts Receivable); PO (Purchasing/Procurement); budgeting; e-signatures; e-faxing; reporting; online/credit card payments; as well as other financial functions & features.
- Status:** In progress
- Completion:** September 2011
- Estimated Cost:** \$50K
- Finance:** Capital Budget
- Capital Project Reserve Account:** No

Roof Replacement

- Description:** Replace/repair the current flat roof on the original Elementary School building.
- Status:** On hold until construction completion
- Completion:** September 2015
- Estimated Cost:** \$2M
- Finance:** Capital Budget
- Capital Project Reserve Account:** Yes; balance as of June 30, 2011 = \$0

Data Section

INSTRUCTIONAL TIME

Total number of instructional days for the 2010–2011 school year:	180
First and last day of the 2010–2011 school year:	September 7, 2010 June 24, 2011
Length of school day (please note if schedule varies throughout the week or the year):	7:30am–3:05pm

STUDENT ENROLLMENT INFORMATION

Number of students who completed the 2009–2010 school year but did not reenroll for the 2010–2011 school year (excluding graduates):	123
Total number of students enrolled as of October 1, 2010:	1,179
Total number of students who enrolled during the 2010–2011 school year, after October 1, 2010:	25
Total number of students who left during the 2010–2011 school year, after October 1, 2010:	16
Total number of students enrolled as of the June 2011 SIMS submission:	1,179
Number of students who graduated at the end of the 2010–2011 school year:	28

Student withdrawals are due to a mix of reasons. There is a natural attrition in 8th grade moving on to 9th grade where students leave FRCS to attend a number of private high schools. General attrition at other grade levels can be attributed to family relocation and transportation issues. Other families choose to return their children to their local school system for personal reasons.

STUDENT DEPARTURES

Reason for Departure	# of Students
Transferred to a public school	86
Transferred to a private school	24
Transportation was an issue	7
Moved out of state	8
Enrolled but never started	15
Other/Reason unknown	12

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)

Race/Ethnicity	# of Students	% of Entire Student Body
African-American	232	20%
Asian	107	9%
Hispanic	57	5%
Native American	17	1%
White	743	63%
Native Hawaiian, Pacific Islander	14	1%
Multi-Race, Non-Hispanic	47	4%
Special Education	148	13%
Limited English Proficient	36	3%
Low Income	158	13%

2010–2011 ADMINISTRATIVE ROSTER

Title	Brief Job Description	Start Date
Executive Director	Oversight of all personnel, facilities, budget and school management	8/03
Director of Teaching and Learning	Oversight of all curriculum, pedagogy, and professional development	7/09
Director of Students and Families	Oversight of all guidance, nursing, counseling, student life and extra curricular programming	7/00
Director of Outreach and Development	Oversight of state reporting, enrollment, fundraising, communication and marketing	7/98
Director of Operations	Oversight of facilities, human resources, food services, and transportation	03/06

TEACHERS AND STAFF ATTRITION FOR THE 2010–2011 SCHOOL YEAR

	Number as of the last day of the 2010–2011 school year	Departures during the 2010–2011 school year	Departures at the end of the school year
Teachers	84	0	6
Other Staff	67	3	3

Staff that departed during the school year:

1 Staff member left to pursue other options and 2 Staff members left for personal reasons

Staff that departed at the end of the school year:

1 Teacher not asked to return, 1 Teacher retired, 1 Teaching position restructured, and 3 Teachers left to pursue other options.

1 Staff left to pursue other options, 1 Other Staff position was restructured and 1 Other Staff completed a 1 year grant position.



2010–2011 BOARD MEMBERS

Name	Position on the Board	Committee Affiliation(s)	Area of Expertise, and/or Additional Role at School	- Number of Terms Served; - Length of Each Term - Date of Election and Expiration
Lori Rudd	Chair	Finance	Mrs. Rudd is a parent and has a business background	Terms Served: 5 Length: 3 years Election/Expiration: 1997–2000 2000–2003 2003–2006 2006–2009 2009–2012
Stephen DiPrete	Vice Chair	Personnel Committee	Mr. DiPrete's background is in banking	Terms Served: 2 Length: 3 years Election/Expiration: 2007–2010 2010–2013
Kathleen Crawford	Treasurer	Finance Committee, Enrollment Committee	Ms. Crawford is an internal auditor	Terms Served: 2 Length: 3 years Election/Expiration: 2007–2010 2010–2013
William Buckley	Board Member	Facilities Committee	Mr. Buckley has a background in Engineering	Terms Served: 5 Length: 3 years Election/Expiration: 1997–2000 2000–2003 2003–2006 2006–2009 2009–2012
Reem Ozone	Board Member	Enrollment Committee	Ms. Ozone is an attorney specializing in immigration and real estate law.	Terms Served: 1 Length: 3 years Election/Expiration: 2009–2012

RECRUITMENT PLAN

General Recruitment Activities

The school holds an Annual Open House on two consecutive dates in January. Participation at these events averages 600–800 guests total.

The school annually sends approximately 17,000 direct mail post cards to families with children between the ages of 4 and 12 in all twenty sending districts.

The school distributes lottery and enrollment information to all district legislators, school superintendents and school councils as well as to all town libraries.

Recruitment Goals and Strategies

Demographic Group	Goals and Strategies
Special Education student	<p>The FRCS special education student population reflects the demographics of the sending districts. The school will continue to recruit, conduct outreach, and educate students through a variety of strategies, including:</p> <p>Outreach efforts through the Special Education Parent Advisory Committee, the Federation for Children with Special Needs, sending district SPED Directors and regional workshops.</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offering Annual Open Houses in January</i> • <i>Offering Monthly Public Building Tours and opportunities to meet with the Special Education Director.</i> • <i>Attending Regional workshops to build rapport with sending districts</i> • <i>Working with SEPA</i>

Demographic Group	Goals and Strategies
<p>Limited English-proficient students (LEP)</p>	<p>The FRCS LEP student population reflects the demographics of the sending districts. The school will continue to recruit, conduct outreach, and educate students through a variety of strategies, including:</p> <p>Outreach efforts through regional parent workshops, an active parent ambassador program and communication through community based places of worship.</p> <p>Include this demographic group by:</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offer Annual Open Houses in January</i> • <i>Offer Monthly Public Building Tours</i> • <i>Providing informational flyers in numerous languages</i> • <i>Increasing the number of languages available on the school website</i>

Demographic Group	Goals and Strategies
<p>Students eligible for free lunch</p>	<p>The FRCS student population eligible for free lunch reflects the demographics of the sending districts. The school will continue to recruit, conduct outreach, and educate students through a variety of strategies, including:</p> <p>Outreach to daycares/preschools accepting federal assistance, regional community based houses of worship, and pediatricians in low socioeconomic communities.</p> <p>Include this demographic group by:</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offer Annual Open Houses in January</i> • <i>Offer Monthly Public Building Tours</i> • <i>Providing informational flyers in numerous languages</i> • <i>Increasing the number of languages available on the school website</i>
<p>Students eligible for reduced price lunch</p>	<p>The FRCS student population eligible for reduced lunch reflects the demographics of the sending districts. The school will continue to recruit, conduct outreach, and educate students through a variety of strategies, including:</p> <p>Include this demographic group by:</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offer Annual Open Houses in January</i> • <i>Offer Monthly Public Building Tours</i> • <i>Providing informational flyers in numerous languages</i> • <i>Increasing the number of languages available on the school website</i>

Demographic Group	Goals and Strategies
Students who are sub-proficient	<p>The FRCS student population, who are sub-proficient, reflects the demographics of the sending districts. The school will continue to recruit, conduct outreach, and educate students through a variety of strategies, including:</p> <p>Include this demographic group by:</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offer Annual Open Houses in January</i> • <i>Offer Monthly Public Building Tours</i> • <i>Providing informational flyers in numerous languages</i> • <i>Increasing the number of languages available on the school website</i>
Students at risk of dropping out of school	<p>The FRCS student population at risk of dropping out of school reflects the demographics of the sending districts. The school will continue to recruit, conduct outreach, and educate students through a variety of strategies, including:</p> <p>District profiles of sending district dropout rates vary greatly. The school will communicate to families through places of worship and directly to households to reach this group.</p> <p>Include this demographic group by:</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offer Annual Open Houses in January</i> • <i>Offer Monthly Public Building Tours</i> • <i>Providing informational flyers in numerous languages</i> • <i>Increasing the number of languages available on the school website</i>

Demographic Group	Goals and Strategies
Students who have dropped out of school	<p>The FRCS student drop-out rate is 0%. It is the lowest of all sending district rates. The school will continue to recruit, conduct outreach, and educate students through a variety of strategies, including:</p> <p>Outreach to community resources centers and non-profit organizations.</p> <p>Include this demographic group by:</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offer Annual Open Houses in January</i> • <i>Offer Monthly Public Building Tours</i> • <i>Providing informational flyers in numerous languages</i> • <i>Increasing the number of languages available on the school website</i>
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>The FRCS student racial subgroup percentage exceeds that of the sending districts. The school will continue to address the achievement gap issue that arises from racial and cultural differences.</p> <p>Include this demographic group by:</p> <ul style="list-style-type: none"> • <i>Targeting all children living in households in sending districts.</i> • <i>Offer Annual Open Houses in January</i> • <i>Offer Monthly Public Building Tours</i> • <i>Providing informational flyers in numerous languages</i> • <i>Increasing the number of languages available on the school website</i>

RETENTION PLAN

Overall Student Retention Goal

Annual goal for student retention (percentage):	To maintain enrollment at 1,200 students, maintain a drop-out rate of 0% and maintain the current stability rate of 95.5% .
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Retention Plan Goals and Strategies

Goals	Strategies
<p>To continuously involve students in college and career planning exercises to stress the importance of higher education.</p>	<ul style="list-style-type: none"> • 100% of students participate in a planning process during the spring semester of 8th grade which maps their high school career. At the beginning of freshman year, each student will meet with the guidance counselor to review their plan and to create goals. • 100% of 9th and 10th grade students will participate in achievement team groups which will meet 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. • 100% of junior and senior class students will participate in a year-long weekly advising course. The class will focus on college and career planning. Career interests will be explored and the Common Application will be completed and submitted for evaluation by the Guidance Department. During this class, students will discuss career interests and complete a series of web-based evaluations for career interests, skills and values through Kudor.com. • An academic enrichment period will be held during and after school to support struggling students. • Summer school will be offered to struggling/failing students each summer.

Goals	Strategies
<p>To continuously engage parents in activities that support families in their efforts to support and motivate their children to achieve academically.</p>	<ul style="list-style-type: none"> • The school will create a parent ambassador network to welcome new families into the school. • The school will hold a monthly parent café to host families at the school to talk about student achievement issues and solutions. • The school will hold workshops to provide parents with skills they need to support and motivate their children • The Parent Organization will hold social activities to build relationships and a sense of community. • The SEPAC will offer workshops on parenting children with special needs.
<p>To offer ongoing communication to parents to build the strongest partnerships possible with families.</p>	<ul style="list-style-type: none"> • A weekly e-mail newsletter will be sent to all families to keep them informed of school activities, news, and parenting tips. • Edline will be used by all teachers to keep information on grades current on a two week cycle. • The Director will hold a monthly breakfast meeting with parents to discuss school wide initiatives and school/ family partnership opportunities. • The school website will be available in all of the languages necessary to reach parents effectively, as identified through the home language survey.

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