

Amesbury Academy Charter Public School

A Horace Mann Public Charter School – Established 2001

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2011 ANNUAL REPORT

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Description of the School

The Amesbury Academy Charter Public School (the Academy) was founded in 2001 to reach and inspire students who have not flourished in a traditional educational environment. Standards-based academics build competence in language arts, mathematics, social studies and science for at-risk high school students in this Horace Mann public charter school. The Academy is located in downtown Amesbury in a new facility as of January 2011. The charter was amended in the fall of 2009 to decrease grade span served from grades 7-12 to grades 9-12 only. The opportunity to attend is determined by open public lottery. Currently 50 students are enrolled.

Reaching disengaged students is a challenge facing every school. Too often they are left behind and may drop out of school. Without education and life skills it is very difficult to succeed. The Academy was created to serve these young people and help them develop into productive contributing adults. The school's support systems are based upon reality therapy and choice theory with underpinnings in the research of William Glasser.

Students, who have faced obstacles with mainstream education, engage in relevant hands-on study with project-based learning infused with technology, media literacy and critical thinking. Learning is based on individual needs and reinforced with relevant internships to develop potential and change lives.

Unique aspects of the Academy include:

- An innovative curriculum
- Trauma-informed practices guide instruction
- Arts and community service learning
- Individual Learning Plans guide progress
- Job readiness and career planning
- Internship and work-study to develop job skills
- Emotional/social skills development

Academy staff provides encouragement and structure to support paths for success. Students and educators collaborate to develop personalized approaches to goal achievement. Diverse programs are customized and include job skills training. Students are required to participate in an internship to foster problem solving and social skill building. It also serves to expose them to career paths and create connections to classroom learning. Students offer the community an enthusiastic entry-level workforce and partner with service organizations to complete school-based projects.

Attendance at the Academy contributes to better outcomes, which include lower student drop out rates, better employment opportunities for students and higher lifetime earnings potential. Community benefits include reduced reliance on welfare and other social services and opportunities to shape future generations' ability to contribute. The Academy strives to create aspirations for future success which may include higher education, technical training, military service and more.

Letter from the President of the Board of Trustees

July 2011

On behalf of the Board of Trustees, I am very pleased to report on another exciting and productive school year at the Amesbury Academy Charter Public School. On January 31, we were so pleased to see the community come together to join us for the dedication of our new school building. We had a large turnout for the dedication ceremony where all enthusiastic stakeholders joined in to celebrate the move to our new school on Friend Street. The event was extra special for the community at large where our dedication coincided with the 100th anniversary of the dedication of the original school building. The event was attended by students, parents, members of the School Committee, school administrators, teachers, members of the Chamber of Commerce, and representatives of the community at large.

We are so pleased to celebrate our 10th year as a Horace Mann Charter School. The Academy was recently awarded its third 5-year charter after a review to document compliance with our Accountability Plan. Our outstanding principal and staff have worked very hard to improve attendance, raise academic standards, and increase parent involvement. The school has a strong Community Service Learning Program where students take on internships that foster personal growth and make a significant difference in their community.

The Academy has a professional Board of Directors who believe in the school's mission. As a Board, we do everything possible to support the "can do" spirit of our principal and staff who work tirelessly on behalf the students. In June, we had a full house for our graduation ceremony where we awarded diplomas to our largest class to date. Most of these students will be furthering their education at trade/technical schools, community colleges, and four-year colleges.

The school has a strong balance sheet and finished the fiscal year within budget. The principal is to be commended for maximizing professional development, writing several competitive grants, and working diligently with the Foundation Board on two major fund raising events (The Father Daughter Dance and The Second Annual Ride for Education). These two events brought in a substantial sum of money that was used to support enrichment programs for our students.

The Board and staff are excited to begin the 2011-2012 school year in our newly renovated school building. We look forward to incorporating new on-line courses to enhance the Academy's curriculum. The Board and all stakeholders are eagerly anticipating another productive year where our talented staff will turn previously-reluctant-learners into proud high school graduates.

Yours truly,



Patricia A. Reblin, Ed.D.

School Mission Statement

The Amesbury Academy Charter Public School will exhibit unconditional commitment to every child, ensuring that all students experience success through the development of attitudes and skills necessary for life-long learning. We will provide the highest quality staff, meaningful learning experiences, and a vitally involved community. Our goals include achievement as well as mastery of the skills needed to become workers, parents and citizens in a democratic society.

School Performance and Plans

In measuring the performance of the Academy, many factors must be taken into consideration. The following tables, Table 1 and Table 2, illustrate the academic schedule and enrollment profile. Table 3 outlines the student demographics.

Table 1: INSTRUCTIONAL TIME	
Total number of instructional days for the 2010-11 school year	181
First and last day of the 2010-11 school year	9/7/10-6/24/11
Length of school day (consistent throughout the week or the year)	8:30 – 2:30 6 hours

Table 2: STUDENT ENROLLMENT	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	1
Total number of students enrolled as of October 1, 2010	49
Total number of students enrolled during 2010-11 school year after October 1, 2010	3
Total number of students who left during 2010-11 school year after October 1, 2010	3
Total number of students enrolled as of the June 30, 2011 SIMS submission	49
Number of students who graduated at the end of the 2010-11 school year	14
Number of students on the waitlist as of June 30, 2011	25

A summary of the reasons for all student departures (excluding graduation) is as follows:

Reason for Departure	Number of Students
Transferred to another district	1
Dropped out	2

Table 3: 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	1	2%
Asian	0	0
Hispanic	3	6%
Native American	0	0
White	44	90%
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	1	2%
Special Education	19	39%
Limited English Proficient	0	0
Low Income	30	61%

One overriding aspect is the demographics of the population the Academy serves. “Economically disadvantaged”, “Receiving free lunch” and “Students with disabilities” are at-risk factors, which are commonly accepted indicators of the challenges many students must overcome.

Students at the Academy have substantially higher rates of these markers as indicated in Table 4 below. Therefore the Academy faces an increased challenge to help these students meet state standards for academic proficiency and to achieve additional benchmarks as outlined in the charter.

Table 4: SCHOOL ENVIRONMENT DATA			
%	The Academy	District	State
Economically Disadvantaged	57	14	29.5
Receiving Free/Reduced Lunch	50	21.2	24.2
Students with Disabilities	36	14.4	15.9

Source: School Data Direct, (CCSSO’s State Education Data Center)

Faithfulness to Charter: Accountability plan objectives and measures related to faithfulness to charter

Goal 1: Amesbury Academy Charter Public School (the Academy) students will demonstrate growth in work place competencies.

Measure:

I. All students will complete quarterly journals reflecting on work-related experiences through internships, work-study and job-shadowing. Participation will be documented by completion of the Massachusetts Work-Based Learning Plan, weekly time sheets and/or visits to sites by the Outreach Coordinator.

Measure achieved.

All students completed quarterly journal entries reflecting on work-related experiences through the Advisor-Advisee program, which is part of the daily schedule at the Academy. Through journalizing and reflective writing students formulate questions related to the career and conduct Internet research which is shared with their peers through the advising program. This further achieves the charter vision that all students will increase proficiency as public speakers and presenters.

Students also participate in career workshops that are held in the school and at Northern Essex Community College. Documented curriculum includes study of relevant career paths related to the academic content areas. The guidance counselor teaches developmental guidance for one quarter to students in each of grades 9-12. Career exploration, writing and reflection are integrated into the developmental guidance curriculum. All seniors complete a number of assignments that consolidate their thinking and reflection regarding career paths as part of the senior seminar course. The public is invited to senior seminar presentations that culminate in a display, at graduation of all seniors' "Life is Beautiful" boards. This past year, all senior presentations were held in the new community room to an audience of all students in all grades. This will be continued as part of the school ceremonies of achievement.

II. Any student who is not in an internship or work placement will complete a program of study in Career Exploration at the ASL during internship/work hours.

Measure achieved.

The school to career coordinator at the Academy is responsible for placement of all students in a variety of work and internship placements. During the last five year charter, a number of internship partnerships have been developed that significantly contribute to the success of the program. A school to career curriculum has been developed for students who may experience temporary unemployment or inability to complete an internship. Factors that contribute to this primarily involve incarceration, homelessness or a lack of reliable transportation. Students complete the curriculum as an independent study under the supervision of the school to career coordinator. During the past year, 4 students have completed a career exploration unit during part of the school year. All other students were in work or internship placements for the duration of the school year.

III. Using an end of year evaluation, 80% of providers will report increased student achievement regarding the nine workplace competencies.

Measure achieved.

During the past charter cycle, students were placed in internships, job shadowing or paid employment, reaching an average 98% placement rate. An average of 98% of the providers reported increases in student achievement as measured against the 9 workplace competencies of the Massachusetts Work-Based Learning Plan. The competencies directly target the mission of the school to increase social skill development, career readiness and vocational training.

Student internships span industries including healthcare, sports and fitness, social services, food service industries, retail and manufacturing. Several students achieved promotions to

management due to outstanding performance. Internship placements incorporate service learning components that have been integrated into the curriculum of the school. Students who are in the specific placement become peer leaders for service learning projects that emerge from the placement experience. Three key community partnerships have evolved during the past charter cycle that include Pettengill House, a social service agency, Coastal Collaborative, a training and education facility for developmentally disabled adults, and Potlatch Studios, a local artists studio. This past year, Maggie Sunday catering and DCF blanket project were added. These partners continue to provide mentoring and internship opportunities that provide students with hands on learning and experience

Goal 2: Amesbury Academy Charter Public School Charter School students will take responsibility for their own academic and social growth.

I. Yearly, sixty percent of students at the Amesbury Academy Charter Public School Public Charter School will complete and receive a grade of 3 or better on his/her portfolio. The assessment is based on a rubric system that divides achievement into four categories: Exemplary (4), Proficient (3), Basic (2) and Needs Improvement (1).

Measure achieved.

4% of students received a (4), 60% received a (3), 30% received a (2) and 6% received a (1). Portfolios were restructured in 2009 based on teacher in-service training on effective portfolios. Student work was exhibited to the public in June 2009. Response to the first annual exhibition was positive. The second exhibition held in June 2010 was also positive. That exhibit showcased student work in English language arts, science and humanities. The June 2011 exhibition showcased student art and creative writing, craft and landscaping, representing community service learning projects and independent study.

Portfolio development continues to be a work in progress as teacher's gain experience and knowledge regarding evaluation of student academic and co-curricula performance. This past year, the guidance counselor was trained in the use of e-folios. She will train all staff in their use at the annual summer institute. The e-folio will replace the paper version and provide a flexible format for student archiving of important works. Additionally, this will facilitate the capture of year to year accomplishments that students determine to be fitting for e-folio inclusion.

II. Yearly, all students will complete an Individualized Learning Plan (ILP) in collaboration with the students' teachers, guidance staff, and parents/guardians. Eighty percent of the students will successfully accomplish the ILP goals by the end of the school year.

Measure achieved.

The use of ILP's to drive student goals and objectives, social skills development and career choices will continue to evolve as a viable, informative document that captures student achievement. The ILP document was again refined in 2009 and piloted with students during the last quarter of the 2009-2010 school years. Further refinements have been made this past year to reflect student needs. Student self-reports gleaned from focus groups conducted at the end of the 2011 school year during advising periods indicated that 94% of students had successfully achieved ILP goals. This is consistent with the 2009-2010 data.

During the fall of 2010 changes were implemented to enhance the practical application of the ILP. Each student created an individual student profile that incorporated academic assessment data, personal skills and interests and career exploration paths. Students devised a coherent set of understandings and commitments regarding their goals for success. They completed a variety of reflective writing assignments and developmental assessments that informed the ILP. Quarterly formative assessments allowed students to plot progress toward goal achievement. At end of year, each student met with his/her advisor to evaluate the ILP status and plan for the upcoming year. Graduating students created a transition plan similar to that required for students with special needs that outlined steps to success for intended post graduate plans. This practice will be incorporated into the Academy ILP design.

III. Eighty percent of the time, students will utilize reality therapy strategies for personal advocacy and problem resolution as measured by discipline records and staff/student self reports.

Measure achieved.

End of Year student surveys reveal that 98% of students feel safe at the Academy on a daily basis. 100% feel that issues can be resolved in a timely manner through problem solving and communication with staff. 98% stated that they are comfortable approaching staff and perceive the school as a “home” away from home. Guidance records indicate that all student referrals for student to student and student to teacher conflicts were resolved using reality therapy techniques that include assuming personal responsibility, making amends and making a plan to behave in a pro- active, civil manner in similar circumstances. Suspension rates have significantly declined over the past five years from a high of eleven students suspended in 2007 to a low of one suspension in 2011. That suspension was for violent behavior. (SIMS data and DESE school safety and discipline reports). There were five suspensions for any reason in 2010-2011.

IV. Using a pre and post standardized social development assessment, students will report increased competence in self regulation and self management skills.

Measure achieved.

Survey data averaged over five years indicates that 96% of students indicate that they communicate well with teachers and administrators. 98% revealed that they trust staff to assist them with personal issues should they seek help. 85% indicate that their ability to communicate well with peers has increased. These results were derived from a Developmental Assets survey administered each fall and spring. Additional data from Learn and Serve America pre and post survey, end of year student survey and the 2010-2011 pre and post Bullying survey supports student progress on social emotional development. Low suspension rates also suggest that students are using more effective skills to solve problems. The Academy principal is certified to use the Child and Adolescent Needs and Strengths (CANS) Assessment tool as a result of participation in training sponsored by the Trauma Center of the Justice Institute in 2009 and 2010. This instrument will be incorporated into the student assessment data pool to further document change over time regarding mental health, emotional, social development and skills. Implementation in 2010 was postponed to give full attention to the Academy move to a new

facility. The CANS will be incorporated into the Response to Intervention model that has become a cornerstone of the intervention practice at the Academy.

Common Core Performance Criteria: Faithfulness to Charter

Implementation of the mission, vision and educational philosophy

Reaching disengaged students is a challenge facing every school. Too often they are left behind and may drop out of school. Without education and life skills it is very difficult to succeed. The Academy was created to serve these young people and help them develop into productive contributing adults. The school's support systems are based upon reality therapy and choice theory with underpinnings in the research of William Glasser.

Students, who have faced obstacles with mainstream education, engage in relevant hands-on study with project-based learning infused with technology, media literacy and critical thinking. Learning is based on individual needs and reinforced with relevant internships to develop potential and change lives.

Unique aspects of the Academy include:

- An innovative curriculum is individualized to each student
- Trauma-informed practices guide instruction and behavior management
- Arts and community service learning empower students to leadership
- Individual Learning Plans guide progress in all aspects of student life
- Internship and work-study develop job skills and inspire passion for career paths
- Emotional/social skills development increases self regulation and competency

Academy staff provides encouragement and structure to support paths for success. Students and educators collaborate to develop personalized approaches to goal achievement. Diverse programs are customized and include job skills training. Students are required to participate in internships to foster problem solving and social skill building. They also serve to expose students to career paths and create connections to classroom learning. Students offer the community an enthusiastic entry-level workforce and partner with service organizations to complete school-based projects.

Attendance at the Academy contributes to better outcomes, which include lower student drop out rates, better employment opportunities for students and higher lifetime earnings potential. Community benefits include reduced reliance on welfare and other social services and opportunities to shape future generations' ability to contribute. The Academy strives to create aspirations for future success which may include higher education, technical training, military service and more.

The Academy program seeks to build student competency, with a laser- like focus on each student's strengths and skills. Deficits are to be overcome with hard work, determination and a fierce commitment to achieve required standards and personal goals.

Student Recruitment, Enrollment, and Retention Plan

Table 5 outlines the student recruitment, enrollment and retention plan

Table 5: STUDENT RECRUITMENT, ENROLLMENT & RETENTION PLAN	
Student Recruitment & Enrollment	
<p>Special Education students District (14.4%) Academy (36%)</p>	<p>Meet annually with the special education staffs at the Amesbury Middle and High School to define the academic program and supports that are available to special education students. Publicize through the Special Education Parent Advisory Council E-Newsletter when lotteries will be held and the unique qualities of an Academy education</p>
<p>Free Lunch District (16.5%) Academy (40%) Reduced Lunch District (4.7%) Academy (10.0%)</p>	<p>The Academy surpasses the district in these categories. The recruitment plan will include annual meetings to promote the Academy with the staff at the Amesbury Middle and Amesbury High Schools and selected community social service agencies that provide services to indigent populations. Notice of the lottery and applications will be made available to said agencies.</p>
<p>At-risk of dropping out</p>	<p>The current roster of students includes a majority who report readiness to drop out as a factor in choosing the school. As a school for at risk youth, all recruitment efforts are targeted toward this population. Bi -annual meetings will be held with the guidance departments of the Amesbury Middle and High Schools to identify students. Annual presentations to the school leadership team will be conducted by the school principal and annual televised information sessions on local cable.</p>
Student Retention	
<p>Annual goal for student retention:</p>	<p>To retain all students that enroll at the Academy until graduation or transfer.</p>
<p>Retention Activity 1</p>	<p>Create individual learning plans that accommodate student learning styles, strengths and ability. These plans will be reviewed by the student and his/her advisor to assess achievement of academic goals on a monthly basis.</p>
<p>Retention Activity 2</p>	<p>Provide home-school linkages through home visits, referrals and advocacy to ensure that families are stable, and able to provide for basic necessities to support their child’s education.</p>
<p>Retention Activity 3</p>	<p>Design credit recovery, remediation and acceleration plans for the academic and internship work placement components of the school requirements to ensure that students graduate in a timely manner.</p>
<p>Retention Activity 4</p>	<p>Design flexible scheduling from a menu of credit attainment options including core academics, distance and online learning, college courses and dual enrollment.</p>

Academic Program Success

	Number of Students	% Advanced	% Proficient	% Needs Improvement	% Warning	CPI*
ELA	12	0	42	58	0	n/a
Math	12	0	42	56	2	n/a
Bio	11	0	54	45	0	n/a

	Number of Students	% Advanced	% Proficient	% Needs Improvement	% Warning	CPI*
ELA	13	0	77	15	8	90.4
Math	12	0	50	33	17	77.1
Bio	9	0	44	56	0	n/a

Scores for MCAS in 2010 reflect fewer students who are failing. 2011 performance data is expected to demonstrate a positive trajectory. The addition of extended day intensive tutorials, targeted RTI accommodations and regularly scheduled formative assessments has contributed to improvements in failing cohorts. Significant attention has been directed to students who have achieved grade level mastery but have had little practice in using newly acquired skill. Trauma informed practice has been instrumental in assisting teachers with instructional change that accommodates students by creating an individual instructional niche to which they respond. It is expected that this will show improvement in achievement over time for the most disengaged learners.

Goal 1: All students at the Amesbury Academy Charter Public School Charter School will become proficient in the use of the English Language.

I. Seventy-five percent of students enrolled at the Amesbury Academy Charter Public School Charter School for one or more years will perform in the “needs improvement” or above level on English Language Arts MCAS Tests.

Measure achieved.

100% of students passed in the “needs improvement” or above range in 2010. 92% of students passed in the “needs improvement” or above range in 2009.

II. Those students who failed to reach proficiency on the grade 10 MCAS English Language Arts Test will show continuous progress toward proficiency in grades 11 and 12 as evidenced by the Individual Learning Plan (ILP).

Measure achieved.

All students who took the 2010 ELA MCAS exam passed. Those students who achieved “needs improvement” (7) have completed their individual academic requirements as set forth by the school as measured by a passing grade in ELA. This is consonant with the ILP goals for all students.

III. Eighty percent of students enrolled at the Amesbury Academy Charter Public School Charter School for one or more years, will perform in the 15 to 20 (proficient) ranges on the district writing assessment.

Measure achieved.

Three students received a 15-20 proficiency rating on the initial district writing assessment in the fall of 2010. The average score was 12, which is consistent with the average range of performance of students in the district high school (11-13). This assessment is intended to provide baseline data for grade nine students to identify needs for improvement. Those students who participated in the initial screening were assessed again in early spring 2011. One student received an 11. Six received a grade of 15. Two students received a grade of 16.

Goal 2: All students at the Amesbury Academy Charter Public School Charter School will achieve competency in the area of understanding and application of mathematical computation and problem solving and scientific inquiry.

I. Seventy-five percent of students enrolled at the Amesbury Academy Charter Public School Charter School for one or more years will perform in the “needs improvement” or above level on the grade 10 MCAS Mathematics and Science Tests.

Measure achieved.

As shown in tables 6 and 7 above, 98% received a score of “needs improvement” or above on the 2010 mathematics MCAS exam and 100% of students received a score of “needs improvement” or above on science MCAS in 2010; however, this data is not disaggregated to account for those students who had not attended the Academy for one or more years at the time of testing. All students are expected to pass both the math and science exams prior to exiting the Academy by the end of their senior year. Math instruction continues to be honed to meet the widely discrepant levels of performance that initial student intake data and assessment reveals. Changes made in the academic program in 2010-2011 are anticipated to reflect increased scores on Math MCAS. Academic and special education teachers provide intensive individualized tutoring and small group re-teaching to close the achievement gap for specific students.

II. Those students who do achieve proficient on the MCAS Math and Science Tests will show continuous improvement in grades 11 and 12 toward proficiency as evidenced by the ILP.

Measure achieved.

There were two students who participated in the fall 2010 re-test in Math. Both students passed Math MCAS with a score of proficient therefore negating the need for Educational Proficiency Plan (EPP). Continuous improvement is evaluated by the guidance counselor in collaboration with academic teachers. Improvement may require referral to the intervention team to assist with psycho-social and family issues that inhibit school success.

Common Core performance Criteria: Academic Program Success**Curriculum**

The school establishes the academic program using the charter application, Massachusetts Frameworks, district wide and school initiatives, standardized test results and student needs. As outlined in the charter application, the educational philosophy is based on the work of Dr. William Glasser. All teachers participated in training on the Glasser model (8/2008) and used training knowledge and skills to incorporate the choice theory into the academic program. This is scaffold by crisis prevention and intervention training (8/2009) and Response to Intervention (RTI) training (9/2009 and 11/2010) in which all staff participates. These models support choice theory and resolution of conflicts through dialogue and restitution. In addition, RTI provides a framework for academic supports that include individual accommodations to help each student succeed.

Academy student data revealed in *Second Chance High Schools* confirms the importance of the individualized attention, the opportunities to revise work until it is acceptable and the opportunity for tutoring and extra help before and after school that the Academy provides. Student assessments include MCAS, district writing assessment, unit tests, and project based learning assessments using rubrics. The academic program has evolved over the past five years to allow individualized instruction that meets student learning styles, life circumstances (i.e. homelessness) and ability and interests as well as goals for the future. Students who fail MCAS exams are placed in tutorial classes for intensive targeted instruction and practice. Staff and school size restrictions preclude the offering of numerous electives that would prepare students for post secondary study. Toward that end, the curriculum now includes opportunities for students to enroll in college courses at Northern Essex Community College and Salem State College and in online and college courses through the Massachusetts state college system.

Distance learning courses and online high school courses have been developed and piloted during the past year to accommodate the needs of students who cannot attend school on a regular basis (i.e. pregnant, parenting, house arrest). This past year, the Academy enrolled in the Virtual High School system to provide students with yet another avenue for completing credits. An academic teacher is being trained as a field supervisor to coordinate all virtual learning courses. The addition of Study Island for the next academic year will assist struggling or below level students with academic tutorials that are intended to bring them to grade level by honing only those skill areas that are deficient and providing practice time outside the regular school day.

The ambitious curriculum documentation plan initiated in 2009 in response to the 2008 site visit Massachusetts Department of Elementary and Secondary Education (DESE) Charter School office continues to be a work in progress. This plan documented curriculum in four core academic areas including English language arts, science, math and social studies. Units and lesson plans were developed using templates from the book, *Understanding Standards Based Education – A Practical Guide for Teachers and Administrators*. The principal participated in 5 days of extensive training with the authors of the book to lead the curriculum documentation process. The unit plans include standards from the MA Frameworks around essential questions that guide instruction.

Community Service Learning standards are imbedded in all curriculum areas. New elective courses developed in 2009 include Forensic Science and Psychology. A new Civics elective course was offered in spring 2010. All teachers have one hour of common planning time each day that allows for collaboration and curriculum evaluation. Teachers are required to teach four periods each day for a total of 250 instructional minutes. In addition, each teacher is required to facilitate a 20 minute social skills advising class each day that is comprised of a heterogeneous mixed grade group of students. This class is intended to achieve goals related to mastery of social-emotional competencies as they relate to school culture, workplace readiness and interpersonal development.

The independent learning component was significantly expanded during 2010-2011 to accommodate the needs of students who could not attend school regularly due to homelessness, hospitalization, family care obligations and mental illness. This ambitious undertaking was piloted by the humanities and ELA teachers with excellent initial success. Students completed academic work on a distance learning basis and met with the cooperating teacher weekly. This model will be expanded in 2011-2012 to accommodate the needs of students who cannot meet the demands of a typical school day schedule.

Instruction

As outlined in the charter, four themes drive instruction including:

The Arts: all students are required to complete art projects throughout the school year within the academic curriculum and as a component of community service learning. Students may choose photography, glasswork, ceramics, or mixed media to create pieces for exhibition, service projects, personal portfolios or gifting to community organizations.

Career Awareness: the school to career program is intended to build skills that are organized around the 9 workplace competencies outlined by the Mass Workforce Investment Board. This component of the school curriculum has presented challenges for younger students who cannot find paid employment or who seek placements in fields that have strict insurance and safety regulations that preclude mentoring interns.

Social Development: the Advising program is integral to the achievement of the social growth competencies that are embedded in the schools mission. All students establish a personal relationship with an adult advisor who facilitates the growth process with a small group of students for the duration of the school year. A social skills curriculum guides the advisor model providing consistent themes that are reinforced throughout the school year.

Strategic Learning and Motivation: The curriculum incorporates trauma-informed practices that assist students in attention, problem solving and emotional self regulation. ILP's guide progress and provide formative assessment.

Community service learning is infused into the curriculum providing real world applications of course content. Employment readiness and career planning are emphasized and reinforced through internships and work study experiences to develop job skills. The Work Place Learning Plan is the evaluation tool. Students must apply for college or advanced training as a requirement

during senior year. All seniors participate in a senior seminar that culminates with a presentation to staff and peers. Final projects are displayed at graduation.

At the Academy, all academic teachers have been trained in effective differentiated instruction practices through graduate course study. These practices have been incorporated in English language arts, math and science components of the curriculum. The John Collins writing model is the foundation of writing practices in all curriculum areas. This supports the district mandate. Several key expectations were devised for the writing program. These are incorporated into the teacher evaluation process. Again this past year, a DESE Literacy grant supported training in the Collins Writing program and staff received individual consultation and classroom observation.

School-wide instructional practice includes the use of Collins writing method, a common research project rubric and a standards based curriculum that is posted in each classroom identifying the relevant standards for the particular content being studied. All curriculum was revised in 2008-2009 using a standardized template for documentation. This template includes service learning integration, career exploration and social skill development. Those revisions were assessed again in 2010 and continue to be adapted to meet the individual learner needs. Curriculum revision for 2011-2012 will center on aligning the curriculum with the Common Core and increasing rigor in the academic program by incorporating research, primary source investigation, analysis and discussion which are targeted 21st century skills.

Additional Assessment and improvement measures

Evaluation is a key component to program success. A gap analysis is utilized annually to identify areas of strength and weakness in the strategic plan and programs. Participants include staff, members of the arts and human services sectors, students, partners and the Board of Trustees. This process results in the creation of program components that may not have otherwise come to fruition. Examples include, school-based support groups, therapeutic art internships, the advisory model, and numerous student inspired community service learning projects.

During the summer and fall of 2010, the Board of Trustees and Academy staff examined the DESE approved Accountability Plan to identify opportunities for improvement and recommend evaluation instruments to capture individual and whole-school progress for specific measures. This resulted in changes in the curriculum delivery to increase student performance on standardized tests. Formative assessments were integrated into all curriculum areas using past MCAS tests to chart student progress and highlight areas for targeted instruction.

In preparation for the charter renewal visit from the DESE team, the year 7 and year 8 DESE Site Visit Reports were carefully reviewed again. This resulted in review and revision of curriculum and instructional practice and, in the fall of 2010, improvement in classroom management through a commitment to consistent application of Reality Therapy and Choice Theory, completion of student ILP's, and progress using the portfolio model and aggressive formative assessments to guide instruction. The curriculum sub-committee of the Board of Trustees examined the Accountability Plan toward the goal of creating a viable, reliable set of accountability measures that both inform and guide the progress of the Academy instructional and social development model. This plan has been submitted to the DESE for approval.

Classroom and School Environment

The Academy is committed to the academic achievement, social skill development and vocational awareness of every student. School norms are based on the belief that every young person deserves respect and encouragement to use their strengths to achieve goals. Students are active participants in the development in the culture of caring that permeates the school.

Core values are integrity, honesty and courage. Student voice is integral to the Community Service Learning model. Students continue to design and execute exceptional community service projects that reflect a commitment to the tenets of civic duty and responsibility. Students report that the Academy is a “home away from home”.

Non-violent conflict resolution strategies are incorporated into the referral process for disciplinary infractions at the Academy. All students are encouraged to use restorative justice to repair damage caused by acting-out behaviors. This resulted in a significant reduction in disciplinary actions. The Bullying Plan adopted in December 2011 integrated student voice regarding the extent and implications of bullying in school. Students are now designing a third public billboard to inform the adult public about the devastating effects of bullying on growth and development. This exemplifies the culture of caring at the Academy that empowers students to take action to solve social problems with support from adult mentors.

This is a remarkable change for students who enter the school disengaged and as a last resort to dropping out. Only one student was suspended for violence in 2011. The probation department reports that Children in Need of Services (CHINS) petitions were reduced from 17 in 2009 to 2 by the spring of 2011. In addition, they report that student re-offenses are significantly diminished.

Attendance for 2010-2011 had slightly declined. Significant mental health issues also resulted in several students' inability to attend school consistently. Depression, medication complications and family discord were also reported by students as conditions that contributed to low attendance. The rates of homelessness for 2010-2011 were higher than in 2010. Seven students were homeless. Five students were homeless for the entire year (3 in 2010) with two students moving a minimum of three times each to different locations. Coupled with traumatic childhood experiences, this variable had a significant impact on student learning and emotional regulation. Pettengill House, a school linked social service provider has been intimately linked to the school community and Academy families toward the goal of stability around basic needs like food, clothing and shelter. This has been instrumental in keeping students in school.

Diverse Learners

As stated in the Academy charter, the core principle is, “unconditional commitment to every child, ensuring that all students experience success through the development of attitudes and skills necessary for life-long learning. This is accomplished through instructional practices that are tailored to the developmental and academic level of each student. Unique student demographics were presented in Table 3 that reflects the challenging diversity of needs.

The student's ILP incorporates a Learning Styles Inventory, Myers-Briggs Inventory, Developmental Asset survey and selected additional assessments that assist faculty in designing

effective instructional strategies. The schools curriculum articulates the skills and concepts that all students must know and be able to do. All students with individual education plans (IEP) have specific accommodations in the plan.

A variety of supports are available at the Academy which include:

- Individual and small group tutoring
- Project based learning
- Technology assisted learning
- Creative arts and therapies
- Distance learning
- Independent study

There are no ELL students at the Academy. Four staff including special education, guidance, math and ELA teachers, have been trained to serve ELL students as of the spring 2010.

The intervention team comprised of all staff meet weekly to review student progress and create action plans to intervene when a student fails to meet targeted goals. Community partners from the human service sector participate in these meetings to provide external home based family support when needed. An RTI model is the framework for all interventions that are incrementally increased in intensity and duration when a student fails to make progress.

Professional Climate

The Academy operates with a minimal staff to accomplish significant achievements for its students in a very cost-effective manner. The principal is responsible for all supervision and evaluation of teachers. The Amesbury Public Schools teachers union approved evaluation instrument is used to document all evaluations. Non-professional status teachers are evaluated four times yearly. Professional status teachers are evaluated on a rotating three year schedule.

The principle conducts daily walk-throughs in all classrooms. Informal, non-evaluative feedback is shared following the walk-throughs. All teachers at the Academy observe master teachers at district schools. All new teachers participate in a mandatory Mentor-Mentee Program through the Amesbury Public Schools. Professional development is strongly encouraged and supported. Working with at-risk youth is a challenging responsibility that includes the specific work hazard of compassion fatigue. As self-reported by exiting teachers, this has accounted for the teacher attrition over the past three years. During the ten years of the schools charter, seven of the eleven staff has been at the school for five or more years. Four have been employed for eight or more years.

Table 8 illustrates that retention rates at the Academy

Table 8: TEACHERS / STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR			
	Number as of the last day of 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	7	0	2
Other Staff	4	0	0

Professional Development

Professional development activities include a variety of opportunities including courses, workshops, study groups, and individualized training. These support the goals of the Academy charter to individualize instruction, create success plans for all students and instill a culture of care. Additionally, all staff meets weekly for two hours to collaborate on school improvement strategies, curriculum writing and review and effective behavior management.

To support the district goal of literacy for all, the Collins writing program is being implemented in all grades and all subjects. Through a grant from DESE, training and supervision from Collins Education Associates is assisting teachers with gaining proficiency in the use of the Collins program.

The literacy initiative will continue for the next academic year with a focus on reading. Through a trauma sensitive schools grant from DESE, staff has been studying and implementing best practices regarding childhood trauma. Staff is committed to creating a school culture that is responsive and pro active. Professional development has been targeted to achieve this goal. Teachers are encouraged to identify their own professional learning goals which are then supported by the principal through funding, compensation, leave time and materials and supplies. Professional development is evaluated using pre and post data, self report surveys and administrative observation.

Table 8: ACADEMY 2010-11 PROFESSIONAL DEVELOPMENT	
Graduate Courses	<ul style="list-style-type: none"> • Teaching Strategies • Helping Struggling Readers with Content Area Learning • John Collins Writing • Coaching and Character • Career Development and Competitive Employment • Post Secondary Education for Students with Disabilities • Universal Design Learning
Training	<ul style="list-style-type: none"> • Website – Beginner • Website – Advanced • X2 Grade Book • Building-Based School Improvement Plan • Skills and Strategies for Successfully Investigating Complaints and Reports of Harassment and Bullying in Schools • Meeting Teens Where They're At
Study Groups	<ul style="list-style-type: none"> • Charter School Renewal: Accountability Plan Rewrite
Workshops	<ul style="list-style-type: none"> • School Culture and Bullying Prevention • Community Service Development • Trauma & Conflict

	<ul style="list-style-type: none"> • Skillful Teacher I • Skillful Teacher II • Consumerism • Owning Up Curriculum • Write-On: Effective Math Teaching Strategies • Statewide Service Learning Conference • Effective Strategies for Preparing Students for the Biology MCAS
Teams	<ul style="list-style-type: none"> • District-wide Crisis Planning Team • Collaborative Intervention Team • District-wide Guidance Team • Leadership Team

Assessment and program evaluation

Professional development release days in August, October and November were used to review core curriculum, benchmarks, and qualitative and quantitative student performance data. The instructional program was modified to provide customized intensive supports to identified cohorts of students who required tier two or three academic interventions. All students completed standardized assessments in math and ELA at the start of the school year for baseline data, at mid point for corrective action and at end of year for summative evaluation and to set new benchmarks for the next year.

Organizational Viability

Accountability Plan Objectives and Measures Related to Organizational Viability

Goal 1: The Amesbury Academy Charter Public School Charter School will maintain strong organizational viability by demonstrating district, parent and community support.

I. Using a school survey distributed to district representation (school committee, administration, etc), eighty-five percent of those surveyed will comment in the above average range for school performance, communication and success with students.

This goal was completed via a focus group that included representation from partner agencies, which provide direct student services at the Academy and selected district administrators. Interviews revealed that the intended goal of increasing communication with the community and the district was significantly increased during the past four years. Feedback indicated that measures of student success included decreased CHINS petitions, increased attendance and fewer student problems in the community and significant increases in student service in the community.

II. Using a school culture survey distributed to staff of the Amesbury Academy Charter Public School Charter School, eighty percent of the staff will report positively in regards to staff development opportunities, board and director communication and overall effectiveness of the program.

Staff is supported with bi- weekly external supervision from an organizational psychologist. 96% of staff respondents reported positively with ratings of “satisfied” or “completely satisfied” for

all indicators. Staff reported cohesiveness as a team, support by the principal and multiple opportunities for professional development. Staff is now satisfied with the facility. The Academy took occupancy of a new building in January 2011 that has increased the space, privacy and opportunity for programs in physical education. Staff and students required an adjustment period that required numerous opportunities for discussion and review as new protocols and procedures were established.

III. At the Academy, ninety percent of the class will graduate from high school.

Fourteen out of fifteen seniors in the class of 2011 graduated in June 2011. One senior is returning in the fall of 2011 to complete a semester and retake the MCAS Math exam. Many students entering the Academy are at significant risk of dropping out due to family instability, mental health problems, prior retentions, teen pregnancy and addiction. The Academy staff extends services beyond the school day and academic program to offer extensive family supports in an effort to retain students through graduation. Students who have aged out of the normative high school population are particularly vulnerable as their developmental needs change with mental and physical maturation. This continues to be a challenge in a school that serves at risk youth. Numerous accommodations assist struggling seniors with the competing demands of work, family, child care and inadequate basic needs. Staff meets all students where they are in their individual life and crafts a program that allows them to demonstrate their proficiency and skill while fulfilling obligations.

IV. Using a school culture survey, distributed to parents of students attending the Amesbury Academy Charter Public School Charter School, eighty-five percent will respond above average in regards to academic programming, staff selection, and communication and student progress.

100% of respondents reported “satisfied” or “completely satisfied” with the effectiveness of the Academy in understanding and meeting the needs of the students it serves and in providing extensive support for their children’s success. Respondents were not satisfied with the facility.

Goal 2: The Academy will maintain strong organizational viability by demonstrating sound fiscal procedures and responsible decision-making.

Measure:

I. Yearly financial statements will show that the Academy is fiscally sound and has adequate financial resources.

Measure achieved.

The audit reports provided from 2009-2010 were positive with no material findings. Resources were adequate to meet the needs and fiscal outlook is favorable.

II. Measure Two: Annual approved budget for each school year will show appropriations that will ensure effective school programming aligned with school’s charter.

Measure achieved.

The approved budget for 2011-2012 reflects appropriations that ensure effective school programming. Due to the significant ratio of special education students, an additional special education position has been funded by the Amesbury Public School District.

III. Measure Three: Audited financial statements will demonstrate that the school is responsible and fiscally sound with available resources.

Measure achieved.

Audited financial statements from the past year demonstrate that the school is responsible and fiscally sound with available resources.

Common School Performance Criteria: Organizational Viability

Policy Decisions

Major policy decisions made by the Trustees include submission of a new *Memorandum of Agreement* between the Amesbury Public Schools and the Academy, which was submitted to the DESE. This document clarifies the financial and operational commitments of the Amesbury Public School System and the Academy. It ensures the future financial and operational viability as it begins a new five year charter renewal period. The Memorandum is reviewed yearly by the Superintendent of Schools, District Business Manager, Treasurer of the Board of Trustees and school Principal. The document is then forwarded to the district School Committee for review.

Amendments to the Charter

In July 2009, requests for both major and minor amendments were submitted to DESE. These amendments were endorsed by the Amesbury School Committee and the Amesbury Federation of Teachers (AFT) local #1033.

The approved major change is the grade level served. The proposal changed the grade span from grades 7-12 to grades 9-12; however, the total population of 50 students will remain. Narrowing the grade span will increase staff ability to foster a school culture that incorporates middle and late adolescent development issues. Further, it will allow targeted attention to the academic needs of students in grade 10 and 11 who participate in high-stakes testing. Reducing the school's service delivery capacity from a band of 6 grades to a band of 4 grades maximizes the limited resources and enhances the opportunity to fulfill the mission of the school to provide a robust educational program.

Minor changes requested included a name change. The Academy of Strategic Learning is now changed to Amesbury Academy Horace Mann Public Charter School. Hours of operation will no longer include scheduled after school activities from 5-7 PM as the majority of students are in job placement during this time of day which interferes with their ability to attend. The amendment was approved by the DESE in October 2009.

Complaints

No complaints were received by the board of trustees during the 2010-2011 school year.

Oversight

The Trustees formally assesses the school leader, principal Donna Georges, using the administrator evaluation instrument (Appendix B-11) developed by the Amesbury Public Schools. A variety of measures are evaluated and a composite score is devised. This evaluation is presented at a public Board of Trustees meeting during which public comment is invited. Additional information is captured from the parent, staff and student end of year evaluation surveys.

The Trustees meet monthly through out the year. In addition, individual subcommittees include Policy, Finance, Curriculum and Public Relations which meet regularly to fulfill the mission of the school. The Board also attends an annual retreat to develop operational goals and determine policy.

In August of 2010 the Board of Trustees retreat agenda included development of a strategic plan to ensure successful renewal of the charter slated for 2011 and long-term viability of the school. At that retreat, the Trustees reviewed goals and measures of success for the strategic vision of the Academy under the advisement of Dr. Ellen Wentland, a program evaluation specialist at Northern Essex Community College and a trustee. The trustees also examined the findings of the DESE report for charter renewal that held several recommendations for the Board of Trustees that will be addressed in the up coming year. The strategic vision for the school will drive the agenda of Board meetings and oversight of the school.

Board Planning

The Trustees meet monthly through out the year. In addition, individual subcommittees include Policy, Finance, Curriculum and Public Relations which meet regularly to fulfill the mission of the school. The Board also attends an annual retreat to develop operational goals and determine policy.

The major undertaking that the Board addressed this past year was the acquisition of a new facility to house the Academy. Negotiations required a significant investment of time and energy to draft a lease agreement and identify resources that would ensure that the school could meet its obligations. Additionally, the Board conducted aggressive oversight of the charter renewal process and participated actively in renewal and federal programs review. Lastly, the Board reviewed and revised the Accountability measures to be included in the new Accountability Plan forwarded to the DESE for approval in June 2011.

Table 9. BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Dr. Patricia Reblin	Chair	Curriculum	Retired Director of Student Services and Educator	1 term 4/9/08-6/30/11
Merin Gray	Vice-Chair	PR/Marketing	Marketing Specialist/Graphic Designer	1 term 11/10/07-6/30/11

Daniel E. Schaffner	Treasurer	Finance	CPA	1 term 3/11/09-6/30/11
Kevin Donovan	Secretary	Policy	Police Sergeant	1 term 1/17/07-6/30/11
G. David Jack	Ex-officio member		Supt. of Schools	1 term 6/30/09-6/30/11
Donna Georges	Ex-officio member	Curriculum, Finance, Policy	Principal	1 term 10/06 - resignation
Charles Diggs	Member	Curriculum	Director of Enrollment Services-Northern Essex Community College	1 term 9/10/08-6/30/11
Debra O'Malley	Member	Policy	Alumnus	1 term 9/10/08-6/30/11
Dr. Ellen Wentland	Member	Curriculum	Director of Academic Program Review-Northern Essex Community College	1 term 1/14/09-6/30/11
Alice Bettencourt	Member		Parent Representative	1 term 9/10-6/13

Family Engagement

A Parent Satisfaction survey is distributed to families in June each year. The 20% respondent rate is consistent. For several years, 100% of parents reported that they were “satisfied” or “completely satisfied” with the support and services provided. The same rating was received regarding the level of staff understanding and individualized goal setting strategies used to inform the commitment to student success. This favorable result indicates parents’ satisfaction.

The Parent Advisory Group held monthly meetings throughout the 2010-2011 year. Attendance was sporadic and low. This small but enthusiastic group remains committed to increasing parental involvement in all aspects of school operations. The second annual “Ride for Education” motorcycle ride fundraiser was held in September. Thirty motorcyclists participated, which is a smaller number than the previous year. The timing of the event was reported by participants to be problematic. The Ride in 2011-2012 has been altered to address that feedback in the hope that the event will be more broadly attended.

End of year exhibition and festivities have been relocated to a larger venue to accommodate the 100+ family and friends who attend. Family engagement activities continue to include family intake, referral and crisis supports that are coordinated with the Pettengill House, a social service agency that provides wrap around services including housing, medical and psycho-social referrals, evaluations and home visits. The agency is a member of the school crisis team and intervention team, working with staff to empower families to be self sustaining.

Family engagement activities have proven to be most successful on the individual as needed basis. Many Academy families suffer from drain and strain that accompanies life at or near poverty. Staff and community partners will continue to reach out in whatever form it takes to bring their young person to graduation and a chance at a viable adult life.

Safety

A wide variety of activities are undertaken each year to ensure a safe environment. All policies are reviewed with students. A Bullying Plan was approved in December 2011 by DESE. The Amesbury Police are active partners in promoting, and monitoring the Academy environment on a weekly basis. They are visible and provide instruction regarding harassment, cyber bullying, internet predators, dating violence and the law. The principal of the Academy is the former civil rights coordinator for the Amesbury Public Schools and takes very seriously, the need to do diligence regarding prevention and intervention around safety. She provides annual training to all students about discrimination and harassment based on ability, sexual orientation, race, class, and religion. Interpersonal violence prevention is a student driven, chosen theme for service learning.

Employee Qualifications

Each staff member at the Academy has an individual professional development plan that articulates their progress on meeting state and federal standards. Staff is supported through payment of fees for certification, for tutoring to pass standardized required exams, and for professional development to maintain licensure. All teaching staff meets the requirements of Highly Qualified for their content area as of 2010-2011. One instructional specialist who is a generalist not teaching a specific content area continues to retake the MTEL exam portion that has not been passed. Fees have been absorbed toward this end. All Para- professionals have passed Para pro. Several staff has completed appropriate levels of training to support ELL students who may enter the Academy.

Financial Oversight

The budget planning process is initiated by the trustees finance subcommittee in cooperation with the principal, who is responsible for day-to-day financial decisions. The sub-committee is chaired by the board treasurer who is a certified public accountant. Budgetary needs are prioritized based on direct instruction to students. A staffing plan is devised to meet the instructional needs of students in core curriculum areas. Additional support staff needs are identified based on the composition of the student population. Facilities and operational needs are calculated for inclusion in the budget. Financial reports are generated for each trustee meeting. The annual retreat for trustees includes examination of long rang financial needs and forecast of expected changes in expenditures. Cash reserves have increased yearly for five years.

The budget proposal is negotiated with the Amesbury Public Schools (APS) superintendent of schools, business manager and the trustees prior to presentation to the Amesbury Public Schools School Committee. The minimum budget is calculated using the student per capita rate comparable to that of the other schools in the APS. Special education services are in-kind contributions from the APS and include required paraprofessional teacher aides and instructional specialists and psychological testing services.

In-kind contributions from the Amesbury Public Schools and support from the Amesbury Academy Charter Public School Foundation supplement the approved budget. The Foundation has significantly increased cash revenues available to the Academy. The Annual Father Daughter Dance Fundraiser has become a widely anticipated event for girls in grades K-6 in the Amesbury Public Schools. Proceeds support a variety of needs including co-curricular activities, computer technology enhancements and school celebrations. Foundation funds are supplemental to the operational budget supporting co-curricula activities.

Local private grants have been secured to support operational funds. Competitive grants are solicited through out the year. These are researched and written by Academy personnel. Grant awards over the past five years include:

- DESE Community Service Learning Grant (CSL)
- Enhanced CSL Grants (2)
- DESE Safe and Supportive Learning Environments Grants
- Amesbury Educational Foundation Grants (4)
- AT&T Research Grant
- Forest Foundation Grants (3)
- DESE Academic Support Grants
- DESE Literacy Partnership Grants
- DESE Enhanced Academic Support grant

Many grants are competitive and represent a significant benefit to the students of the Academy.

Dissemination of Best Practices

The school has worked to disseminate best practices through several venues. Local dissemination has been achieved through televised school committee presentation, a leadership team workshop, and district-wide staff meetings conducted by Board of Trustees President, Dr. Patricia Reblin and Donna Georges, Principal of the Amesbury Academy Charter Public School. The Academy received ongoing positive local newspaper coverage in the Newburyport Daily News.

Last year the Academy was included in a follow up study of *Counting What Counts: Assessments that Matter for At Risk Youth*, under the continuing direction of Dr. Nakkula with support from an AT&T Grant. The final report entitled “In the Students’ Words: Findings from Three *Second Chance* Charter Schools” was released in July 2010. This ambitious project documents successful practices for at-risk high school aged students toward the goal of successful completion of high school, post high school education and viable employment.

The principal continues to teach a graduate level course entitled “Trauma Sensitive Practice in the School Setting” through Salem State College. The course was offered this past year at the Academy to 16 teachers including 6 Amesbury Public School teachers beginning in July 2011.

The Academy exemplary community service learning program *Think Globally Act Locally*, encompasses themes of environmental protection and child abuse prevention. Through an additional competitive grant award from the DESE, four exemplary modules from this curriculum have been disseminated through the Resources 21.org Contextual Learning portal. Copies of these modules are available for districts to access these curriculum tools and adapt them for local school use.

The Board of Trustees Public Relations Subcommittee produced a new school brochure and launched a new school website. These public relations tools will be used to promote the Academy. The Academy celebrated the dedication of the new school building in January 2011. The event was attended by over 150 Amesbury residents and dignitaries, which speaks to the headway that the Academy has made in publicizing its success.

Financial Reports are attached as follows in appendices number 1-4**Appendix 1: Fiscal Year 2011 Income Statement**

	<u>Jul '10 - Jun 11</u>
Ordinary Income/Expense	
Income	
4700.47 · SUMMER ACADEMIC SUPPORT 2010/11	5,000.00
4700.48 · 2010/2011 APS Tuition	512,260.54
4700.49 · 2010/2011 #240 SPED	14,718.00
4700.51 · 2010/2011 IN KIND CONTRIBUTION	67,928.05
4700.52 · 2010/2011 #305 TITLE I	657.00
4700.54 · 2010/2011 #738 Literacy Grant	9,000.00
4700.55 · 2010/2011 #354 Learn & Serve	4,000.00
4700.56 · 2010/2011 #791 Safe Environment	2,120.00
4700.57 · 2010/2011 #140 Teacher Quality	1,020.00
4700.58 · 2010/2011 #632 Academic Support	1,800.00
4700.59 · 2010/2011 #332 Drug Free	500.00
4700.60 · 2010/2011 #760 ARRA IDEA	14,340.00
4700.61 · 2010/2011 #770 ARRA Title 1	<u>11,659.00</u>
Total Income	<u>645,002.59</u>
Gross Profit	645,002.59
Expense	
5004.00 · Payroll - Staff	
Total 5004.00 · Payroll - Staff	419,085.54
5020.99 · "Other" Payroll Associated Cost	
Total 5020.99 · "Other" Payroll Associated Cost	41,907.60
5026.00 · District Expenses (In-Kind)	
5026.01 · Special Ed Director	5,333.34
5026.02 · Network Services	1,333.34
5026.03 · Hardware/Software Tech	1,666.67
5026.04 · Attendance Officer	3,333.34
5026.05 · Food Services/Acctg./Delivery	2,223.34
5026.06 · Special Ed. Evaluations	1,000.00
5026.07 · Transportation	2,000.00
5026.08 · SPED Salaries & Benefits	<u>15,704.68</u>
Total 5026.00 · District Expenses (In-Kind)	32,594.71
Total 5090.00 · SUPPLIES	8,296.93
Total 5210.00 · CONTRACTED	844.50
Total 5300.99 · FACILITIES	66,368.45
Total 5400.00 · BUSINESS EXPENSES	7,309.55
Total 5500.99 · CHARTER REQUIREMENTS	6,778.05
Total 5600.00 · STUDENT SERVICES . . .	1,322.25
7101.00 · 2010/2011 Title 1 #305	
Total 7101.00 · 2010/2011 Title 1 #305	657.00

7102.00 · 2010/2011 SPED #240	
Total 7102.00 · 2010/2011 SPED #240	14,466.00
7103.00 · 2010/2011 Literacy #738	
Total 7103.00 · 2010/2011 Literacy #738	8,999.99
7104.00 · 2010/2011 Learn & Serve #354	
Total 7104.00 · 2010/2011 Learn & Serve #354	4,000.00
7105.00 · 2010/2011 Safe Environment#791	
Total 7105.00 · 2010/2011 Safe Environment#791	2,120.00
7106.00 · 2010/2011 Teacher Quality #140	
Total 7106.00 · 2010/2011 Teacher Quality #140	1,020.00
7107.00 · 2010/2011 #632 Acad. Support	
Total 7107.00 · 2010/2011 #632 Acad. Support	1,800.00
7108.00 · 2010/2011 ARRA Idea #760	
Total 7108.00 · 2010/2011 ARRA Idea #760	14,340.00
7109.00 · 2010/2011 Drug Free #332	
Total 7109.00 · 2010/2011 Drug Free #332	500.00
7110.00 · 2010/2011 ARRA TITLE 1 #770	
Total 7110.00 · 2010/2011 ARRA TITLE 1 #770	<u>11,659.00</u>
Total Expense	<u>644,069.57</u>
Net Ordinary Income	933.02
Other Income/Expense	
Other Income	
9500.00 · Activities Donation	<u>633.80</u>
Total Other Income	633.80
Other Expense	
7100.00 · Summer Academic Supp. 2010/11	
7100.01 · Summer Acad. Professional Staff	4,396.45
7100.02 · Summer Academic Supplies & Mat.	<u>554.05</u>
Total 7100.00 · Summer Academic Supp. 2010/11	<u>4,950.50</u>
Total Other Expense	<u>4,950.50</u>
Net Other Income	<u>-4,316.70</u>
Net Income	<u><u>-3,383.68</u></u>

7/29/2011 unaudited

Appendix 2: Fiscal Year 2011 Statement of Net Assets as of 6/30/11

Jun 30, 11

ASSETS

Current Assets

Checking/Savings

1000.00 · Checking	1,094.23
1000.01 · Learning Student Activities Fund	262.63
1010.00 · Cash - Newburyport Five Cent	78,550.04
Total Checking/Savings	79,906.90

Accounts Receivable

1201.08 · A/R APS 2008/09 Tuition	268.88
Total Accounts Receivable	268.88

Total Current Assets 80,175.78

Fixed Assets

1410.00 · Equipment	23,644.00
1420.00 · Computer Equipment	70,684.74
1430.00 · Furniture & Fixtures	4,072.00
1500.00 · Accumulated Depreciation	-97,132.55
Total Fixed Assets	1,268.19

Other Assets

1600.05 · Security Deposit - 67 Friend St	5,000.00
2100.01 · Prepaid insurance	-260.04
2101.01 · Prepaid Rent - 9 Water Street	2,600.00
2101.05 · Prepaid Rent - 67 Friend St	5,000.00
Total Other Assets	12,339.96

TOTAL ASSETS 93,783.93

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

2000.00 · Accounts Payable	363.81
Total Accounts Payable	363.81

Other Current Liabilities

2100.00 · Accrued Expenses ~	2,599.69
2100.07 · Accrued expenses 07/08	0.27
2100.08 · Accrued P/R 2008/09	-0.04
Total Other Current Liabilities	2,599.92

Total Current Liabilities 2,963.73

Total Liabilities 2,963.73

Equity	
3000.00 · Opening Bal Equity	-10.00
3100.00 · Retained Earnings	94,213.88
Net Income	<u>-3,383.68</u>
Total Equity	<u>90,820.20</u>
 TOTAL LIABILITIES & EQUITY	 <u><u>93,783.93</u></u>

Appendix 3: Approved FY 2012 Budget

Jul '11 - Jun 12

Ordinary Income/Expense

Income

4700.21 · 11/12 APS TUITION	\$ 501,837
4700.23 · 11/12 #240 SPED	15,728
4700.24 · 11/12 CHOICE TUITION	25,000
4700.25 · 11/12 INKIND CONTRIBUTION	100,698
4700.28 · 08/09 #305 TITLE I	-
Grants	15,218

Total Income 658,481

Expense

5004.00 · Payroll - Staff	417,457
Total 5004.00 · Payroll - Staff	417,457
5020.99 · "Other" Payroll Associated Cost	
5017.01 · Substitute Teachers	500
5017.02 · Administrators Prof. Dev	2,575
5017.03 · After School Program	1,500
5020.00 · Summer stipend	1,800
5020.01 · Teacher stipend	500
5025.00 · Payroll benefits	40,713
5040.00 · MTRS	3,000
5040.02 · Bookkeeper - ASL	5,250
Total 5020.99 · "Other" Payroll Associated Cost	55,838

5026.00 · District Expenses (In-Kind)

Other In-Kind

5026.01 · Special Ed Director	2,000
5026.02 · Network Services	1,800
5026.03 · Hardware/Software Tech	1,900
5026.04 · Attendance Officer	500
5026.05 · Food Services/Acctg./Delivery	3,335
5026.06 · Special Ed. Evaluations	-
5026.07 · Transportation	15,000
5026.08 · SPED Salaries & Benefits	60,301
Total 5026.00 · District Expenses (In-Kind)	84,836

5070.00 · OUTREACH ACTIVITIES

5071.00 · Parent Council	-
Total 5070.00 · OUTREACH ACTIVITIES	-

5090.00 · SUPPLIES

5092.00 · Instructional Supplies	2,000
5092.01 · Textbooks Supplies	-
5093.00 · Inst. Tech. Supplies	1,000
5093.01 · Computer Supplies	500
5094.00 · Non-Instructional Supplies	3,500
5094.01 · Kitchen/Cleaning	1,500
5096.00 · Furniture & Fixtures Supplies	500
Total 5090.00 · SUPPLIES	9,000

5300.99 · FACILITIES

5001.01 · Building Preparation/Maintenance	3,000
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5075.00 · Space - Lease/CAM	60,000
5075.01 · Security System	250
5080.00 · Telephone	1,000
5085.01 · Heating	-
5085.02 · Electricity	-
5087.00 · Cleaning Services	500
5087.01 · Cleaning supplies	-
5088.00 · Equipment - maintenance	600
5325.01 · Inspection fees	200
5325.25 · Photocopier Lease	2,500
Total 5300.99 · FACILITIES	68,050
5400.00 · BUSINESS EXPENSES	
5001.00 · Advertising	-
5300.00 · Insurance - Liability	5,500
5350.00 · Travel - mileage & conf.	1,000
5400.01 · Membership	600
5410.01 · Postage	800
5410.05 · Petty Cash	500
Total 5400.00 · BUSINESS EXPENSES	8,400
5500 · CHARTER REQUIREMENTS	
5501.00 · Assessment	200
5503.00 · Reporting	200
5504.00 · Governance/Audit	11,700
5505.00 · Professional Development	1,500
Total 5500 · CHARTER REQUIREMENTS	13,600
5600.00 · STUDENT SERVICES . . .	
5606.00 · Legal	500
5601.02 - Graduation Supplies	500
5610.00 · E-Sped	300
Total 5600.00 · STUDENT SERVICES . . .	1,300
Other Expenses	
Total Expense	658,481
Net Ordinary Income	-
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Appendix 4: FY 2012 Capital Plan

There are no plans for capital expenditures in the near future.