

Martin Luther King, Jr. Charter School of Excellence

Annual Report 2008-2009

Martin Luther King, Jr. Charter School of Excellence

1. School Address/Contact Information

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Executive Director: Alan M. Katz
Director of Education: Jamel Adkins-Sharif

2. Table of Contents

1. School Address and Contact Information	2
2. Table of Contents and Page Numbers	3
3. Introductory Description of the School	4
4. Letter from Chair of the Board of Trustees	4
5. School Mission Statement	5
6. Performance and Plans Section.....	6
7. Dissemination.....	16
8. Financial Reports	16
9. Data Section	27
10. Attachments	37

3. Introductory Description of the School

Martin Luther King, Jr. Charter School of Excellence opened in Springfield in September, 2006. During this third year, MLK Charter School had 300 students in kindergarten through 4th grades. The school's enrollment cap increases at the rate of 60 students per year, reaching full enrollment as a 360-student, K-5 school for the 2009-2010 school year.

4. Letter from Chair of the Board of Trustees

July 31, 2009

Commissioner Mitchell D. Chester
Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148-5023

Dear Commissioner Chester:

2008-2009 was the third operational year for Martin Luther King, Jr. Charter School of Excellence. The school expanded to include 4th grade in addition to K-3. The school has been fully enrolled since it opened. The school's annual parent satisfaction survey found that, universally, parents are satisfied with the school overall, and are satisfied with the school's academic program and teaching and reinforcing of the Dr. King values.

All members of our school community strive to build Dr. King's beloved community. Throughout every school day and throughout the school building, adults are helping children understand and live the Dr. King values. The children are making consistent progress toward their goals of academic excellence and character development.

The board of trustees is pleased with the school's organizational structure, curriculum, and instructional methods. The third year brought no significant changes in the philosophy of the school.

During the third year, MLK Charter School continued to innovate to strengthen the school culture and academic program while maintaining the commitment to the school's mission and existing structure. Trustees have had the great pleasure this year of visiting MLK Charter School and experiencing the school culture that we envisioned: friendly, loving, very positive, and respectful with high standards and expectations throughout. We are impressed by and proud of the students and the staff.

On June 15, 2009, the Friends of Martin Luther King, Jr. Charter School of Excellence, Inc. purchased 285 Dorset Street, Springfield. This 67,000 square foot building on 9.3 acres in a residential neighborhood will be the long-term home of the school. During the 2008-09 school year, the board of trustees and the executive director devoted much time and energy to completing the purchase and preparing to convert the building into a school. While this undertaking inevitably commanded a disproportionate amount of attention, the advantages of consolidating MLK Charter School into one building with outdoor space fully justify the undertaking.

Sincerely,

Lisa Beth Wilkins Baker

Lisa Beth Wilkins Baker

5. School Mission Statement

MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE Mission Statement

“Intelligence plus character – that is the goal of true education.”

Martin Luther King, Jr.

Martin Luther King, Jr. Charter School of Excellence prepares kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King's commitment to the highest standards in scholarship, civic participation and the ideal of the beloved community.

6. Performance and Plans Section

FAITHFULNESS TO CHARTER

Progress Toward Meeting Accountability Plan Objectives and Measures

MLK Charter School will be the school envisioned in the charter.

A. Parent involvement consistent with parent/guardian contract

2/3 of parents/guardians who conference with the school to address disruptive student behavior will partner with us to improve behavior

A1. making progress toward meeting

Parent/guardian confirmation of reading at home with 80% of students four times per week –

A2. making progress toward meeting

B. Building a beloved community

MLK will retain 90% of non-graduating students each year, excluding students who move out of the area or require a specialized placement

B1. met

No more than 10% of faculty members leave annually because they are dissatisfied

B2. met

C. Community service learning

All students participate in at least one community service learning activity each year

C1. making progress toward meeting

All teachers report in their post-community-service, teacher reflection forms that the community service learning specifically supports at least one area of core academic achievement

C2. met

MLK Charter School chose the two parent involvement measures because they directly measure two necessary elements for academic success. When parents read with their children and partner with the school to address disruptive behavior, children are likely to succeed. However, these are challenging measures, largely because some parents and guardians do not fully appreciate the importance of this support. In the 2008-09 school year, MLK Charter School implemented more effective systems to track these measures. The school is falling far short of the 80% of parents/guardians reading. The school fell just short of the measure of 2/3 of parents implementing an agreed goal set at a conference with the school (see chart below). MLK Charter School is working on a plan to make the parent/guardian contract more of a living document during the 2009-10 school year. The school is also striving to set a clear, measurable parent/guardian goal at each conference that focuses on disruptive behavior.

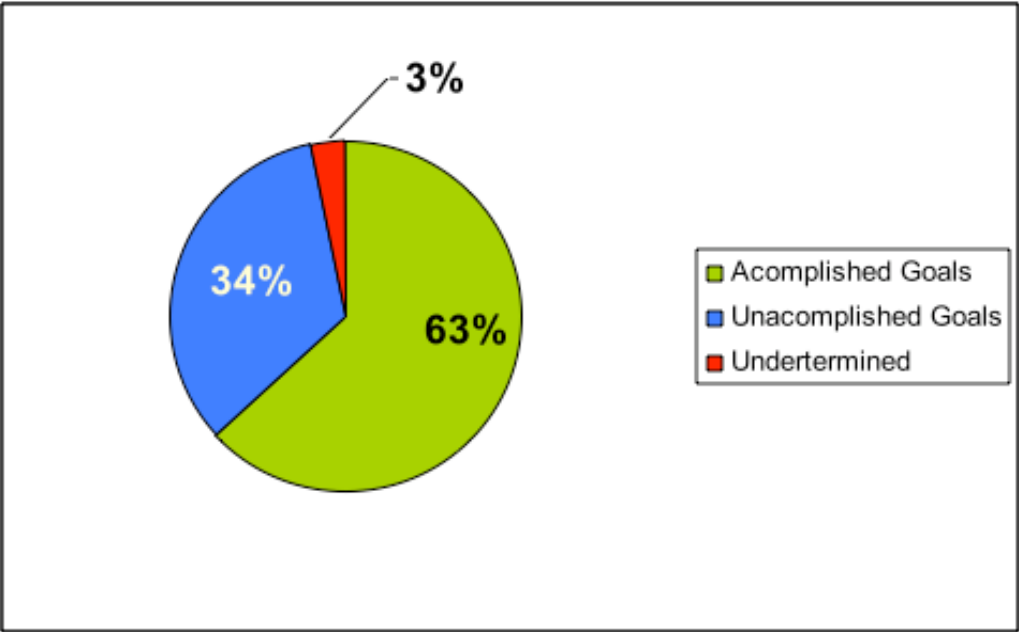
MLK Charter School continues to meet its goals for student and faculty retention. From July 2008-June 2009, 22 students (7%) withdrew for reasons other than moving out of the area or needing a specialized setting. No faculty left because of dissatisfaction following 2007-08 or during 2008-09. One faculty member chose not to return for 2009-10.

In contrast to prior years, during 2008-09, all students in 1st, 2nd, 3rd, and 4th grades participated in community service learning projects. The teachers, in their reflection forms, verified that the community service learning supports core academic achievement. We plan to expand community service learning to kindergarten.

**Parent Conference Goals
Accomplished Goals**

Parent Conference Goals			
Accomplished Goals	Unaccomplished Goals	Undetermined	Total # Goals
41	22	2	65

Accomplished Goals



Implementation of Mission, Vision, and Educational Philosophy

The children, families, board of trustees, and staff of MLK Charter School aspire to Martin Luther King, Jr.'s ideal of beloved community. The adults model respectful, nonviolent community and the children strive to achieve this vision. The school provides opportunities for them to work together and develop cooperative relationships. Parents note that the school aims to develop students' intellect and provides students with tools to build a strong community. The school works to create a culture of academic

success, communicates the expectation that all of its students will go onto college, and offers opportunities for students to visit a different college each academic year.

The school highlights one of Dr. King’s values each month. The children read multi-cultural books that align with Dr. King’s values of respect, cooperation, responsibility, learning, social justice, service, perseverance, honesty, and beloved community. The Dr. King’s values are posted in classrooms and throughout the school.

MLK Charter School aims to develop students’ social awareness and implemented several community service learning programs this school year. All students in grades one through four are involved in service projects that are connected to school-wide academic goals. For example, the school held a “Pennies for Peace” penny drive to support the Central Asia Institute, a non profit organization that promotes community-based education and literacy programs in remote regions of Central Asia.

ACADEMIC PROGRAM SUCCESS

Progress Toward Meeting Accountability Plan Objectives and Measures

Academic Performance Goals: As excellent scholars, all students will (1) read and write proficiently and (2) accurately apply mathematical principles.

Our accountability plan measures and targets are:

Students will improve academic achievement over time against an objective standard. MLK Charter School will meet the Composite Performance Index (CPI) targets for achieving AYP. MLK Charter School will make AYP annually (aggregate and for significant sub-groups).

A. has not met

Students will demonstrate academic achievement relative to similar students (by sub-group):

3 rd grade reading /math MCAS:	top 40/60% of Springfield schools (2008) top 35/55% of Springfield schools (2009) top 30/50% of Springfield schools (2010) top 25/45% of Springfield schools (2011)
4 th grade ELA/ math MCAS:	top 35/55% of Springfield schools (2009) top 30/50 % of Springfield schools (2010) top 25/45 % of Springfield schools (2011)
5 th grade ELA /math MCAS:	top 30/50 % of Springfield schools (2010) top 25/40% of Springfield schools (2011)

B. met (ELA)/has not met (math) [2008 3rd grade only]

Students will demonstrate progress over the course of the school year:

The percentage of students in each grade meeting the benchmark on PALS and DRA will increase over the course of each academic year and in comparison to that cohort’s performance one year earlier.

C1. making progress toward meeting

The percentage of students in grades 3-5 meeting the benchmark on the Northwest Educational Assessment math will increase in comparison to that cohort's performance one year earlier.

C2. First administration of NWEA will be September, 2009

MLK Charter School students first took MCAS in spring, 2008. The 3rd grade students took English Language Arts and math MCAS. The school did not make adequate yearly progress (AYP). Although attendance and MCAS participation satisfied AYP requirements, the MCAS composite performance index (CPI) was too low to make AYP. Since this was MLK Charter School's first MCAS, MLK Charter School could only make AYP if the school met the statewide CPI target.

The school met the measure of scoring in the top 40% of Springfield schools on 3rd grade ELA MCAS. The school did not meet the measure of scoring in the top 60% of Springfield schools on 3rd grade math MCAS. MLK Charter School is in the early stages of teaching children to demonstrate their proficiency on MCAS.

MLK Charter School administers Phonological Awareness Literacy Screening (PALS) primarily to assess children's mastery of the mechanics of reading. During 2008-09, kindergarten, 2nd, and 3rd grades met the measure of increasing the percentage of students who met the benchmarks over the course of the school year. 1st grade did not. In the spring, the 2nd grade cohort met the measure of increasing the percentage of students who met the benchmarks when compared with their performance the previous spring. 3rd grade's rate of meeting the benchmarks was the same as the previous spring. 1st grade did not meet the measure.

MLK Charter School administers Developmental Reading Assessment (DRA) primarily to assess children's reading comprehension. The percentage of children meeting the benchmarks from fall 2008 to spring 2009 decreased in kindergarten, 1st, 2nd, and 3rd grades. The children in 4th grade met the measure by increasing from fall to spring the percent meeting the benchmarks. The percent of the cohorts in 1st, 2nd, and 3rd grade meeting the benchmarks in spring 2009 increased from a year earlier, thereby meeting the measure. The 4th grade did not meet this measure.

Academic Program

At MLK Charter School of Excellence, our teaching approach is constructivist. This means teachers support the natural learning process in which students construct knowledge from their experience by structuring learning activities based on the big ideas or concepts. For optimal success, students need a variety of learning modes, including direct instruction, team and partner work, discussion and oral presentation, problem-based learning activities, and opportunities to apply knowledge and skills in real world contexts. Consideration is also given to instructional activities that support audio, visual, and kinesthetic learners.

Curriculum

English Language Arts, Math, Science, and Social Studies are taught from purchased instructional programs, each with a scope and sequence aligned with the Massachusetts

Frameworks. We use Houghton Mifflin Reading, TERC's Investigations, Science and Technology for Children, and Social Studies Alive!, respectively. Teachers supplement these programs as appropriate. During the 2009-2010 school year, we phased in Empowering Writers to strengthen our students' writing skills.

Instruction

We are a school that just completed its third year, with teachers who have a wide range of experience and familiarity with constructivism. To align our practice with the philosophy articulated in our mission, we began our school year in August with workshops on constructivism. During the year, formal and informal observations were made of teaching that incorporated that approach. The director of education models constructivist teaching in classes. We conducted literature studies on the subject. We will continue these practices in the upcoming year, including peer observations and lesson study of constructivist teaching.

Program Evaluation

We evaluate the effectiveness of our academic program at the year's end through our June working sessions. During these sessions, teachers reflect on success and challenges throughout the year in content delivery, pedagogy, management, and school culture and climate. The teachers make recommendations to administration, which reviews and adopts those things which are aligned with the school mission and philosophy, and which are feasible given the school's resources. The plans created in 2007/2008 by committees and during the June, 2008 working sessions resulted in implementing many significant initiatives during 2008/2009. These include the Working Toward Excellence initiative, improved communication and cooperation in the classroom between teachers and teaching partners, development of the co-teacher role, community service learning in all classrooms except kindergarten, special studies clubs for 1st-4th grades, and school-wide definitions of the Dr. King Values, among other programs. The academic program is also assessed through observations, surveys, feedback during professional development, and assessment results. MLK Charter School continuously evaluates the effectiveness of the academic program by focusing on the progress of each individual student's academics and character development.

School Culture

All students, staff, and families sign the School-Family-Student Partnership Agreement and review its contents. Our school culture initiative details the specific expectations about student conduct within our culture. It is a building wide document that focuses on six areas: how we learn, how we treat each other, how we dress, how we walk in halls, how we eat in the cafeteria, and how we dismiss. The language of the document is used consistently by all staff throughout the building. Posters adorn the walls with the language, and students are recognized by staff when they live by the culture guidelines. We recognize students for meeting those expectations during assemblies, in class, during awards ceremonies, and in everyday communications in hallways and throughout the school. Additionally, we have a Student Support Team comprised of a character development specialist, a beloved community advocate, an academic advocate, the school social worker, and several social work interns, all of whom

work to help students effectively handle emotional and social skills issues. Also, we incorporate the Second Step violence prevention program in our social studies learning in every class. When a student is unfocused or disruptive, we first rely on the two adults in the class to redirect and deescalate. Many (this has not been a school-wide expectation) classes use a red-yellow-green behavior tracking system, and the teachers make use of daily and or weekly behavior and academic progress reports. When more interventions are required, we utilize in-school and out-of school suspensions, depending on the individual circumstances. Suspensions primarily occur only when a student has caused physical harm to someone in the school community. At parent conferences to address ongoing behavior issues, the school and parent agree upon goals for the school, parent, and child. Our Child Study Team and Student Support Team design additional interventions.

Diverse Learners

All students at our school receive an education appropriate to their learning needs. If a student is struggling, the teachers first attempt a variety of instructional interventions. Next, they refer students to Child Study Team, who makes recommendations for additional interventions, which may include small group support by the Literacy team, or screening by the special educator. If that proves insufficient, the relevant staff or the family may request an evaluation for determination of special needs. If that goes forward, a core evaluation is completed, and a team meeting is held. If it is agreed that an IEP is appropriate, it is created, and after parental consent, the IEP implemented by the special education team. Interventions occur in small group push-in, pull-out, or individually. Services are offered on site for speech, counseling, and occupational therapy. We provide sheltered English immersion and English language instruction for children who are learning English.

Supervision and Evaluation of teachers

The objective of supervision and evaluation at the Martin Luther King Jr. Charter School is to ensure high quality instruction and maximize successful student outcomes. We believe in utilizing the substantial knowledge base and employing best practices for instruction and assessment. We value collaboration and teamwork among educators, and are committed to an ongoing cycle of reflection and refinement of the teaching and learning process. Supervision and evaluation take place through walk-throughs, formal and informal observations, conferences, examination of student work, and summative evaluations. The results of these practices inform how professional development is tailored for teachers, or how an improvement plan is developed.

Professional Development

Our professional development activities focused on constructivism and strengthening math instruction. Those areas were chosen because our teachers had widely disparate understandings and proficiencies in constructivist teaching, and our third grade students did not perform well on the 2008 mathematics MCAS. We completed sessions on constructivism and did practice lessons, did literature studies on the subject, and used formal observations to assess teachers' adoption of the approach. We also purchased math manipulatives and

instructional guides to support hands-on math instruction, used professional development time to development plans for math instruction, and contracted for consulting services to strengthen our math instruction. The primary way the activities were assessed is through observations of increased teacher proficiency in the methodology, and of increased comfort by staff in student-centered learning and willingness to take intellectual risks. In the upcoming year we will be focusing on how assessment data can help us target our interventions in math and other areas, and how constructivist teaching can support student achievement on MCAS and other standardized assessments.

ORGANIZATIONAL VIABILITY

Progress Toward Meeting Accountability Plan Objectives and Measures

Organizational Viability Goals: The school will demonstrate its organizational viability by the board's ongoing, active governance, unwavering fiscal responsibility, and the school's demonstrated responsiveness to its customers. Measures of progress on the accountability plan are:

Ongoing active governance by the board of trustees:

The board will meet at least 10 times yearly and review issues identified in the board calendar including approval of the budget, evaluation of the executive director, the accountability plan, MCAS results, legal issues, and insurance coverage.

A1. met

MLK Charter School has a long-term facility by the 2009-2010 school year.

A2. met (or making progress toward meeting)

Funds development adequately supports facility purchase, construction, and renovation.

A3. met

B. Unwavering fiscal responsibility:

The audit for each fiscal year will confirm an operating surplus or 2:1 ratio of current assets to liabilities on the combined balance sheets of the school and the Friends of Martin Luther King, Jr. Charter School of Excellence, Inc.

B1. met

The audit for each fiscal year will have no material findings.

B2. met

C. Responsiveness to the families it serves:

School will have enrollment of 99% of charter capacity each year.

C1. met

90% of parents/guardians responding to an annual survey will express overall satisfaction with MLK Charter School.

C2. met

The board of trustees implemented its annual board calendar of eleven monthly meetings performing all of the listed tasks. The school and the Friends obtained a financing package that resulted in purchase of a long-term facility on June 15, 2009. The public bidding process for conversion of the building into a school was complete in April, 2009. The financing adequately supports the construction and renovation. Although the scheduled completion date for the conversion is February, 2010, MLK Charter School does not plan to move until June, 2010 because of the difficulty of coordinating a move during the school year.

The fiscal year 2008 audit confirmed MLK Charter School's operating surplus and strong balance sheet position. The audit had no material findings. The school's strong financial position and financial management were crucial to obtaining financing for the purchase and conversion of the long-term facility.

MLK Charter School again enrolled 100% of the charter capacity. The capacity was 300 students during 2008-09. The annual parent satisfaction survey results (included in this annual report) demonstrated that 97% of the parent/guardians are satisfied overall with MLK Charter School.

Policy decisions: The major policy decisions made by the school's board of trustees during 2008-09 were:

- The board, working with the Friends of Martin Luther King, Jr. Charter School of Excellence, Inc., made multiple significant decisions in the process of purchasing 285 Dorset Street, Springfield and preparing to convert that site into a school.
- The board approved a policy in regard to the qualifications of teachers requiring that teachers be licensed and reaffirming MLK Charter School's innovative practice of employing co-teachers for some classrooms.
- The board approved an amended accountability plan with measures based on the experience of the school's first two years of experience with the challenge of educating a student body, primarily made up of low income children.
- The board approved an amendment to the charter to accommodate a twenty-student bubble for the 2010-11 and 2011-12 school years.
- The board approved an employee handbook in the fall and minor changes to the handbook in the spring.
- The board supported a hiring freeze during the 2008-09 school year and approved the budget for fiscal year 2010.

Amendments to the charter: None

Complaints: The board of trustees received one complaint. A parent complained that a teacher spoke inappropriately to the parent's child. The trustees reviewed and approved of the administration's handling of the incident. The board president sent a letter to the parent stating the board's conclusion.

Oversight: The board of trustees' annual calendar is included below. During 2008-09, the board reviewed the performance of the school and the executive director according to this calendar. The board also carefully reviews each annual DESE site visit report. Board members rely on information distributed and discussed at board and committee meetings, weekly written updates from the executive director, personal involvement and observation by individual trustees of the school and school-related activities, and informal conversation with constituents including staff, students, parents, and community members.

Board of Trustees Annual Calendar

Month	Calendar Item	Responsibility
January	Mid-year executive director evaluation	President
February	Preliminary budget review	Finance Committee
March	Personnel policy review	Human Resources Comm.
April	Adopt budget Send parent surveys	Finance Committee Executive Director
May	Board of Trustees self-evaluation Executive director annual evaluation	Governance Committee President
June	Election of officers Annual meeting	Governance Committee President
July		
August	Prior year budget review Trustee disclosure of financial interest	Finance Committee Clerk
September	Risk management/insurance policies	Finance Committee
October	MCAS review Audit review Accountability plan review	Education Committee Finance Committee President
November	Annual appeal	Funds Development Comm.
December	Election of new board members Legal review	Governance Committee Executive Director

Board planning: The board of trustees continuously plans MLK Charter School's future. One tool is inclusion of goals in the executive director's annual evaluation. Trustees specifically review progress on those goals during the mid-year and annual evaluations of the executive director. Those goals for the 2008-09 school year were:

Financial Management Goals for 2008-2009:

Continue to operate at surplus
Continue effective financial management
Successful FY 2008 audit

Student Achievement Goals for 2008-2009:

Broaden and deepen the educational program to achieve our mission
Ensure alignment of the curriculum with the Massachusetts Curriculum Frameworks
Expand our ability to implement assessment-driven instruction
Strengthen differentiation of instruction
Modify education program to address concerns raised by MCAS results

Personnel Goals for 2008-2009:

Maintain our successful personnel practices including hiring, promotion, and fostering staff morale
Enhance the performance of administration
Continue to convene volunteer staff committees to develop school practices
Increase our ability to address the social emotional needs of the children through more services including support for parents/guardians

Operations Goals for 2008-2009:

Continue smooth, efficient, friendly operations
Continue enrollment near capacity and strong parent/guardian satisfaction
Maintain overall quality while adding 4th grade, employing additional staff, and expanding the 2nd site
Find satisfactory facility for 2009-2010 and make progress toward a long-term facility
Positive findings in Year 3 Site Visit Report including progress in areas identified for improvement in Year 2. Continue to position the Friends and the school to raise sufficient money to support the school's needs
Hire additional staff to maintain successful operations and develop the educational program
The executive director's mid-year and annual report about his performance specifically discuss progress toward each of these goals.

Family satisfaction: The school met the two measures of family satisfaction in the accountability plan. MLK Charter School measures enrollment and the number of students whose families choose to withdraw. Enrollment exceeded the charter capacity throughout the 2008-09 school year. For each student who withdraws, the school office records the reason for the withdrawal. The results of the 2008-09 annual parent/guardian survey are attached. The faculty, office staff, and administration frequently speak informally with parents, guardians, and students to assess the level of dissatisfaction and any concerns.

Financial oversight: The executive director and the accountant, Ken Mruk of NonProfit Data Management, prepared a proposed budget for fiscal year 2010. The proposed budget included the school's first math specialist, an additional faculty member in special education, funds for an expanded

facility to accommodate the new 5th grade in 2009-10, and money to cover unanticipated expenses associated with conversion of 285 Dorset Street into a school. These priorities arise out of a synthesis of board and staff discussions. The board treasurer Beth deSousa also prepared a proposed budget. The potential impact of the economic uncertainty on the amount of tuition added force to MLK Charter School's commitment to budget conservatively. The Finance Committee met on April 16, 2009, reviewed the budget proposals and agreed on the terms of a budget to present to the board of trustees. On May 6, 2009, the trustees approved the budget proposed by the Finance Committee.

7. Dissemination

As a young school, we are in the early stages of disseminating our best practices. We do not want to disseminate practices until we are certain that the practices are successful over the long haul. Nonetheless, our director of education, Jamel Adkins-Sharif, published an article about our first year. In March and April, 2009, MLK Charter School and Jackson Street School in the Northampton district had a teacher exchange. MLK Charter School faculty shared our experience at a statewide community-service-learning conference in 2009. During the 2009-10 school year, MLK Charter School will be a site for student teachers for the first time. The school is already an established field site for graduate students in social work, occupational therapy, and mental health counseling.

8. Financial Reports

Financial Report Fiscal Year 2008/2009 Unaudited Income and Expenses
Statement of Revenues, Expenses, Changes in Net Assets
(Income Statement)

REVENUES

STATE SOURCES

PER-PUPIL REVENUE \$3,643,732

FEDERAL ENTITLEMENTS & GRANTS

DEPARTMENT OF EDUCATION \$503,179

OTHER REVENUE

OTHER \$13,700

TOTAL REVENUES \$4,160,611

EXPENSES

SALARIES & WAGES \$2,279,957

FRINGE BENEFITS \$282,209

CONTRACTUAL CONSULTANTS/SERVICES \$149,490

PROFESSIONAL DEVELOPMENT \$32,800

HEALTH SERVICES \$53,876

INSTRUCTIONAL SUPPLIES & MATERIALS \$196,250

STUDENT RELATED ACTIVITIES \$9,710

TESTING & ASSESSMENT \$5,000

TRANSPORTATION \$4,000

MAINTENANCE & GROUNDS \$675,555

INSURANCE \$9,915

DEPRECIATION \$162,500

RECRUITMENT/ADVERTISING \$3,000

ADMIN EXPENSE & SUPPLIES \$55,200

OTHER \$241,149

TOTAL EXPENSES \$4,160,611

NET -\$0

Financial Report Fiscal Year 2008/2009 Unaudited Income and Expenses					
Statement of Revenues, Expenses, Changes in Net Assets					
(Income Statement)					
REVENUES					
		STATE SOURCES			
		PER-PUPIL REVENUE		\$3,275,040	
		FEDERAL ENTITLEMENTS & GRANTS			
		DEPARTMENT OF EDUCATION		\$344,020	
		OTHER REVENUE			
		OTHER		\$22,590	
TOTAL REVENUES					\$3,641,651
EXPENSES					
		SALARIES & WAGES		\$2,030,074	
		FRINGE BENEFITS		\$251,219	
		CONTRACTUAL CONSULTANTS/SERVICES		\$130,861	
		PROFESSIONAL DEVELOPMENT		\$18,703	
		HEALTH SERVICES		\$55,024	
		INSTRUCTIONAL SUPPLIES/MATERIALS		\$159,480	
		STUDENT RELATED ACTIVITIES		\$576	
		TRANSPORTATION		\$4,760	
		MAINTENANCE & GROUNDS		\$394,801	
		INSURANCE		\$6,582	
		DEPRECIATION		\$160,256	
		RECRUITMENT/ADVERTISING		\$1,384	
		ADMIN EXPENSE & SUPPLIES		\$37,840	
		OTHER		\$19,438	
TOTAL EXPENSES					\$3,270,999
NET					\$370,652

Fiscal Year 2010 Approved School Budget					FY 2010
					Budget
INSTRUCTIONAL MATERIAL & SUPPLIES					
INSTRUCTIONAL MATERIAL & SUPPLIES					130,000
EQUIPMENT & FURNITURE					36,250
NON-INSTRUCTIONAL EQUIPMENT					0
INFORMATION MANAGEMENT & TECHNOLOGY					20,000
COMPUTER SUPPLIES & REPAIRS					8,000
LIBRARY					2,000
NON-INSTRUCTIONAL SUPPLIES					0
TOTAL INSTRUCTIONAL MATERIAL & SUPPLIES					196,250
MAINTENANCE OF BUILDINGS & GROUNDS					
MAINTENANCE OF EQUIPMENT					5,000
MAINTENANCE OF BUILDINGS & GROUNDS					200,000
BUILDING RENOVATION/CONSTRUCTION					12,500
UTILITIES					15,600
RENTAL/LEASE OF PERMANENT BUILDINGS & GROUNDS					120,000
RENTAL/LEASE OF BUILDINGS & GROUNDS					322,455
TOTAL MAINTENANCE OF BUILDINGS & GROUNDS					675,555
DEPRECIATION EXPENSE					
DEPRECIATION FOR INFORMATION TECHNOLOGY					30,000
DEPRECIATION OF FURNITURE					27,500
DEPRECIATION OF EQUIPMENT/BUILDING/GROUNDS					105,000
TOTAL DEPRECIATION EXPENSE					162,500
TRANSPORTATION EXPENSES					
STUDENT TRANSPORTATION					3,000
INKIND STUDENT TRANSPORTATION					0
TRAVEL EXPENSES					1,000
TOTAL TRANSPORTATION EXPENSES					4,000

Fiscal Year 2010 Approved School Budget							
							FY 2010
							Budget
STUDENT RELATED ACTIVITIES							
STUDENT FOOD SERVICES							2,835
INKIND FOOD SERVICES/MEALS							0
ATHLETIC SERVICES							0
PARENT FUNCTIONS							3,875
FIELD TRIPS/RECREATION							3,000
TOTAL STUDENT RELATED ACTIVITIES							9,710
RECRUITMENT/ADVERTISING							
RECRUITMENT/ADVERTISING							3,000
INSURANCE EXPENSE							
INSURANCE							7,500
DIRECTORS & OFFICERS							2,415
PROPERTY/LIABILITY							0
VEHICLE INSURANCE							0
TOTAL INSURANCE EXPENSE							9,915
FUNDRAISING EXPENSES							
FUNDRAISING - SCHOOL							1,000
OTHER EXPENSES							
STAFF STIPENDS							0
WORKSHOPS & CONFERENCES							2,000
BOARD EXPENSES							1,000
CONTINGENCY FUND							229,648
OTHER							7,500
TOTAL OTHER EXPENSES							240,148
TOTAL EXPENSES							4,160,610
NET SURPLUS/(DEFICIT)							0

9. Data Section

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Annual Report 2008/2009

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2008-09 school year:	180
First and last day of the 2008-09 school year:	First Day - 09/02/2008 Last Day - 06/25/2009
Length of school day (please note if schedule varies throughout the week or the year):	8:00 a.m. to 2:45 p.m. for K 8:00 a.m. to 3:45 p.m. for grades 1,2,3,4

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Annual Report 2008/2009

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	19
Total number of students enrolled as of October 1, 2008:	311
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	8
Total number of students who left during the 2008-09 school year, after October 1, 2008:	14
Total number of students enrolled as of the June 2009 SIMS submission:	305
Number of students who graduated at the end of the 2008-09 school year:	n/a

Summary of Reasons for Student Departures:

Moved out of the area	5
Required specialized placement	5
Desired K to 12 school	2
Transportation Problems	2
Chose other educational setting	19

Martin Luther King, Jr. Charter School
Annual Report 2008/2009

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2009 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
African-American, Non-Hispanic	176	57%
Asian	0	
Hispanic – all races	106	34%
Native American, Non-Hispanic	4	1%
White, Non-Hispanic	8	2%
Native Hawaiian, Pacific Islander	0	
Multi-Race, Non-Hispanic	11	3%
Special Education	34	11%
Limited English Proficient	10	3%
Low Income	252	82%

Martin Luther King, Jr. Charter School
Annual Report 2008/2009

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	Administrative oversight of all aspects of the school	09/01/2005	
Director of Education	Instructional Leader	12/01/2005	
Daily Operations Supervisor	Ensure safe and orderly daily operations of the school	05/15/2006	
Business Manager Contracted NonProfit Data Management	Accounting, bookkeeping and producing financial reports	October, 2005	
SpEd Administrator Contracted	Manages special education program	August, 2006	

Martin Luther King, Jr. Charter School
Annual Report 2008/2009

TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Classroom Teachers	12		2
Co-Teachers	8		
Teaching Partners	13		2
Literacy Teachers	2		
SpEd Teachers	1		
Specials Teachers	5		2
Other Full Time Staff	7	1	

Summary of Teacher/Staff Reasons for Departure:

Moved out of state	3
Reasonable Assurance Not Extended	2
Termination	1
Resignation	1

Martin Luther King, Jr. Charter School of Excellence

Board Members for the 2008/2009 School Year

Name * Indicates founding member	Position on the Board	Committee Affiliation(s)	Area of Expertise	As of 4-1-09	Date term ends
Lisa Baker*	President	Executive, Governance	Springfield attorney and mother with governance experience and legal skills including analysis, drafting, advocacy, and children's legal issues.	2 nd term	12-31-2010
Joe Giancesin*	Vice President	Executive, Governance	Springfield College social work professor and education consultant with experience as a school social worker and principal.	2 nd term	12-31-2010

Beth deSousa	Treasurer	Executive, Finance, Funds Development	Certified public accountant and audit manager for the accounting firm, Moriarty and Primack, P.C.	2 nd term	12-31-2010
Denise Jordan*	Clerk	Executive, Human Resources	A civil rights officer for the Massachusetts Executive Office of Health and Human Services, has fundraising and governance experience with nonprofits.	2 nd term	12-31-2010
Miguel Arce		Funds Development	Miguel Arce is an Assistant Professor of Social Work at Springfield College. Miguel has a special interest in community practice.	1 st term	12-31-2009

Janet DeGazon		Finance	Worked at MassMutual Financial Group for 31 years in IT. Currently works in the Enterprise Technology Organization as a Systems Architect.	1 st term	12-31-2009
Anne Harrison*		Finance, Academic Excellence	Former elementary school teacher and professor of education, is vice president for academic affairs of Elms College.	2 nd term	12-31-2010
Kisha Jones		Governance	Springfield attorney	1 st term	12-31-2009

Gus Pesce*		Facility	Former school superintendent, is a psychology and education professor and directs special education training at American International College in Springfield.	2 nd term	12-31-2010
John Roberson			Vice president of the Center for Human Development	1 st term	12-31-2011
Dora Robinson*		Funds Development	Executive director of MLK Community Center, has management, finance, governance, organizing, and education skills, and extensive contacts in Springfield.	2 nd term	12-31-2010

Rodney C. Scott		Finance	Senior vice president and commercial relationship manager for Sovereign Bank in Springfield	1 st term	12-31-2010
Myra Smith*		Human Resources	Vice president of human resources and multicultural affairs at Springfield Technical Community College.	2 nd term	12-31-2010
Marie Stebbins*		Funds Development	Community volunteer active in fundraising and governance for nonprofit organizations.	2 nd term	12-31-2010
Elaine Vega				1 st term	12-31-2011
Terez Waldoch*		Academic Excellence	Retired in July, 2004 after having been an elementary school teacher and administrator, and most recently as principal of an elementary school.	2 nd term	12-31-2010

MCAS Results

<u>Org Name</u>	<u>Org Code</u>	<u>Subject</u>	<u>P+/A #</u>	<u>P+/A %</u>	<u>P #</u>	<u>P %</u>	<u>NI #</u>	<u>NI %</u>	<u>W/F #</u>	<u>W/F %</u>	<u>CPI</u>	<u>Tot #</u>
Martin Luther King Jr. Charter School of Excellence (District)	04920000	ELA	2	5	14	35	21	53	3	8	78.8	40
Martin Luther King Jr. Charter School of Excellence (District)	04920000	MTH	1	3	5	13	17	44	16	41	51.9	39

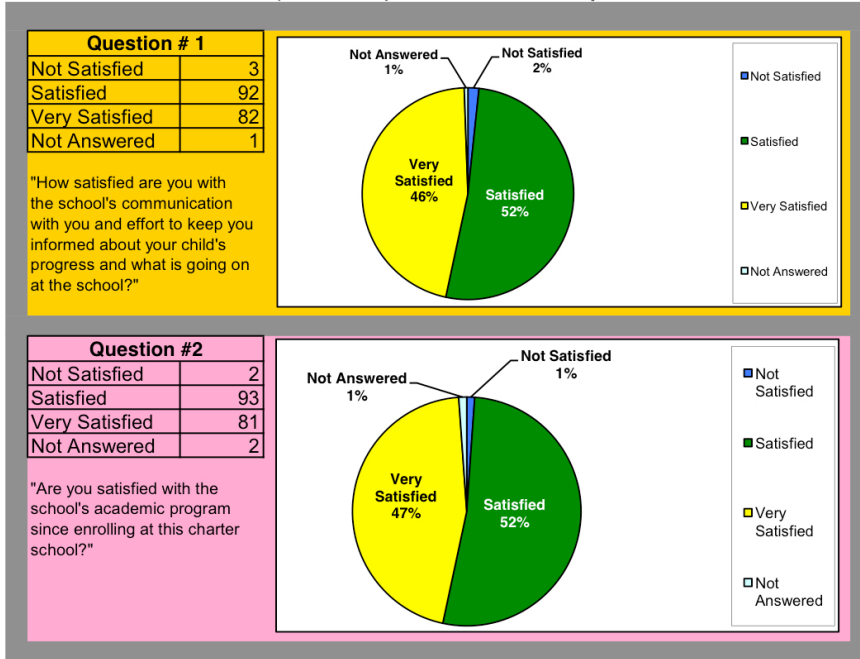
10. Attachments

Martin Luther King, Jr. Charter School of Excellence

Parent Satisfaction Survey

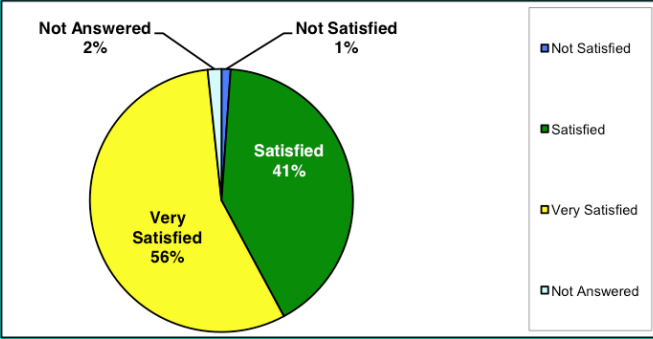
Surveys were sent home with students in April 2009

58% (178 of 306) were returned completed



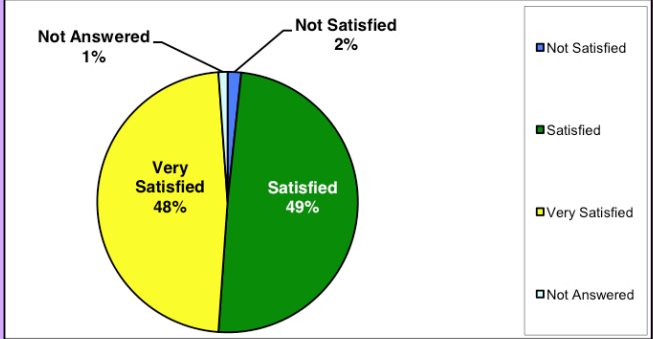
Question # 3	
Not Satisfied	2
Satisfied	73
Very Satisfied	100
Not Answered	3

"How well does the school teach and reinforce the Dr. King values?"



Question # 4	
Not Satisfied	3
Satisfied	88
Very Satisfied	85
Not Answered	2

"What is your overall satisfaction with the education that your child is receiving at the MLK Charter School?"



April, 2009, Parent Satisfaction Survey