

Martin Luther King, Jr.
Charter School of Excellence



Annual Report 2010-2011

SCHOOL ADDRESS/CONTACT INFORMATION

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INTRODUCTORY DESCRIPTION OF THE SCHOOL

Martin Luther King, Jr. Charter School of Excellence opened in Springfield in September, 2006. During the first year, MLK Charter School had 180 students in kindergarten through 2nd grades. The school's enrollment cap increased from 180 students at the rate of 60 students per year, reaching full enrollment as a 360-student, K-5 school for the 2009-2010 school year. The school has an enrollment bubble of 380 students for the 2010-2011 and the following school year. MLK Charter School moved into its permanent facility located at 285 Dorset Street during the summer of 2010.

Letter from Chair of the Board of Trustees

June 27, 2011

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

Dear Commissioner Chester:

2010-2011 was an exceptional year for Martin Luther King, Jr. Charter School of Excellence. The school's accomplishments include:

1. The Massachusetts Board of Elementary and Secondary Education granted MLK Charter School a second five-year charter.
2. MLK Charter School spent its first year in our newly-converted facility at 285 Dorset Street, Springfield. Construction was on time and within budget. The move at the end of the 2009-2010 school year went smoothly. The new school is a spacious building on 9.3 acres. The children enjoy their new learning environment and play and learning spaces outdoors.
3. The board of trustees is completing transition from a founding board to a sustaining board. Twelve new trustees have gradually replaced the founders, of whom three remain on the board.
4. MLK Charter School revamped its education program during 2010-2011, putting into place the elements of an academically high-performing school. Changes include:
 - The MLK Way, our school-wide culture of students focused on learning
 - Standards-based, data-driven instruction in partnership with Achievement Network
 - Expanded and reorganized special education and English-as-a-second-language support services
 - Revised schedule to achieve academic excellence in English language arts and math
 - Preparation for 2011-2012, including mapping MLK Charter School's core academic program and adopting lesson planning formats that ensure that children develop higher order thinking skills
 - Hiring for 2011-2012 our new instructional leader Melissa Earls following the 2010-2011 school year during which executive director Lan Katz served as our interim education leader guiding the creation of our road to academic excellence
 - Purchasing for 2011-2012 a school-wide writing program, a math program for 3rd-5th grades, and reading assessment and intervention programs

As president of the board of trustees, I am pleased to report confidently that MLK Charter School will accomplish its mission of academic excellence, character development, and aspiring to Dr. King's ideal of beloved community.

Serving for six-plus years as MLK Charter School's founding president has been a privilege for me. The school, the children, their families, the staff, and my board colleagues are a source of great satisfaction. I am sad that my service as board president will end on December 31. However, I eagerly anticipate my continued service as a trustee.

Sincerely,

Lisa Beth Wilkins Baker

Lisa Beth Wilkins Baker

SCHOOL MISSION STATEMENT

MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE

"Intelligence plus character – that is the goal of true education."
Dr. 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.

PERFORMANCE AND PLANS

FAITHFULNESS TO CHARTER

ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

Goal A: Parent involvement is consistent with parent/guardian contract

Measure A.1: Two-thirds of parents/guardians who conference with the school to address disruptive student behavior will partner with us to improve student behavior.

A.1 Results: We met this measure. In 2010-2011, more than two-thirds of parents/guardians who conferredenced with the school to address disruptive student behavior partnered with us to improve student behavior ($15/21 = 71\%$). Implementation of the MLK WAY, a school-wide system of expectations and rewards, helped us meet our goal.

Measure A.2: The parents/guardians of 80% of students will confirm that they are reading at home with their child-student at least four times every week.

A.2 Results: We did not meet this measure. However, as shown below, in 2010-2011 we significantly increased the percentage of students who read at home, and we approached our goal.

Average % of student body that met weekly goal									
Sep '09	Oct '09	Nov '09	Dec '09	Jan '10	Feb '10	Mar '10	Apr '10	May '10	June '10
54	59	41	38	42	41	49	49	50	43
Sep '10	Oct '10	Nov '10	Dec '10	Jan '11	Feb '11	Mar '11	Apr '11	May '11	June '11
64	73	66	69	73	72	76	72	75	62

In 2010-2011 we implemented the MLK WAY, a system of clear and consistent school-wide standards and expectations, including returning a signed reading log in order to be identified as an MLK Role Model, which encouraged reading at home.

Goal B: Building a beloved community

Measure B.1: MLKCSE will retain 90% of non-graduating students each year, excluding students who move out of the area or require a specialized placement.

B.1 Results: We met this measure every year. Our results demonstrate both parent satisfaction with the school and the school's dedication to its mission to serve the students of Springfield.

2010-2011: Enrollment was 391 students. Sixteen students left during the year. Of the 16, 13 moved out of the area and 3 chose other educational settings; therefore, we lost 3 students (1%) during the year, excluding students who moved. Without knowing how many students will return in the fall, our current retention rate appears to be 99%.

2009-2010: Over the 2010 summer, 34 students did not return for the 2010-2011 school year. Of the 34, 21 moved out of the area, 2 needed specialized services and 1 was a sibling moved to attend the same school; therefore, we lost 10 students (4%) over the summer excluding students who moved out of the area. Our retention for the school year was 92%.

2008-2009: Our retention for the school year was 93%.

2007-2008: Our retention for the school year was 93%.

Measure B.2: No more than 10% of faculty members leave annually because they are dissatisfied.

B.2 Results: We met this measure every year. Most turnover has been either because faculty members moved out of the area or because the school believed that the person was not a good fit for the school, with the following exception in 2010-2011: three teachers left because they were dissatisfied.

Goal C: **Community service learning**

Measure C.1: All students participate in at least one community service learning activity each year.

C.1 Results: We met this measure. All students K-5 participated in a community service learning activity this year. It is our intention to continue the tradition of annual community service learning activities for all students, serving our mission by promoting academic success, engaged citizenship, and community.

Measure C.2: All teachers report in their post-community-service teacher-reflection forms that community service learning supports academic achievement.

C.2 Results: We met this measure. All teachers completed teacher reflection forms after their community service learning projects, and all teachers reported that community service learning supports academic achievement.

COMMON SCHOOL PERFORMANCE CRITERIA

IMPLEMENTATION OF MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

MLKCSE is committed to achieving excellence in scholarship through a schedule that includes lengthy daily periods of both English language arts (reading, writing, and oral) and mathematics. Students devote part of the day to "special studies" periods, which further consolidate learning in English language arts and mathematics. The curriculum also includes social studies and a hands-on science program. Music, art, computer skills, and fitness instruction flow from our desire to motivate all students and provide a well-rounded education.

As described in our charter, MLKCSE is learner-centered, knowledge-centered, and assessment-centered. The school continues to be a place that aims to make student learners invested in their own education. To this end, the preferred instructional method is constructivist pedagogy. In this method, 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. Our average class size of 20 allows all children to feel a sense of belonging and to support and encourage each other in their individual goals toward a personal best. Assessment is an increasingly important aspect of our learning environment, as evidenced by our partnership with Achievement Network (ANet) in the 2010-2011 school year to facilitate our use of data-driven instruction.

MLKCSE, its students, and their parents and guardians support a culture of high expectations and a commitment that all of the children will successfully learn and develop their character. We believe that character development is an integral part of achieving academic excellence. Supplementing and enriching our academic curriculum, and as envisioned by our charter, students develop their characters by aspiring to the life and values of Dr. Martin Luther King, Jr. Each month the school focuses on one of the Dr. King Values:

September – *Respect*
October – *Cooperation*
November – *Responsibility*

December – *Learning*
January – *Social Justice*
February – *Service*

March – *Perseverance*
April – *Honesty*
May/June – *Beloved Community*

One benefit of a values education is that it may provide an antidote and alternative to internalized negative racial schemas. By examining values like social justice and beloved community, and by making character development a goal of education, students are able to see beyond racial stereotypes. Such an education helps them not only live up to their own potential, but also spread Dr. King's ideal of the beloved community.

IMPLEMENTATION OF THE GOVERNANCE/LEADERSHIP STRUCTURE

MLK Charter School has established itself as an operationally effective and financially sound organization. Purchase of a building in the school's third year, conversion of the building into a school during year four, and operation in the new building in year five are significant accomplishments. Leadership by the board of trustees and executive director contributes to these successes.

At the same time, academic challenges have revealed a need for improved instructional leadership. MLK Charter School identified this need as an opportunity for growth during 2009-2010 and began a leadership transition. Throughout the 2010-2011 school year, the administrative team has been putting into place the elements necessary to become an academically high-performing, urban charter school. The board has supported the school's transition as it makes the following improvements:

- We have evaluated and revised our organizational chart to better facilitate academic improvements.
- We have hired a new instructional leader to implement the school's academic program, supervise the faculty, and guide the school to overall academic excellence, including improved performance on MCAS.
- We are fully documenting and aligning all of our core curricula to the Massachusetts state standards.

At the same time, our board is transitioning from a founding board to a sustaining board. Throughout this process, they have continued to govern the school by, among other things, evaluating the executive director annually, approving the budget annually, and reviewing financial reports monthly.

ACADEMIC PROGRAM SUCCESS

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Goal A: Students will improve academic achievement over time against an objective standard.

Measure A: MLKCSE will meet the Composite Performance Index (CPI) targets for achieving AYP. MLKCSE will make AYP annually (aggregate and for significant sub-groups).

A Results: We partially met this measure. In 2010, we met AYP in ELA in the aggregate, but not for significant sub-groups; we did not meet AYP in Math.

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

Measure B: (2010) 3rd-5th grade ELA, math MCAS: top 30, top 50% of Springfield schools.

B Results: We did not meet this measure.

Goal C: Students will demonstrate progress over the course of the school year.

Measure C.1: 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.

C.1 Results: Not applicable. PALS and DRA were administered during the 2010-2011 school year. However, we did not use them to measure progress over the course of the year.

During 2010-2011 we began using Achievement Network (ANet) assessments in grades 3-5. During 2011-2012, in addition to grades 3-5 continuing ANet, all grades will implement the Fountas & Pinnell Benchmark Assessment System.

Measure C.2: The percentage of students in grades 3-5 meeting the benchmark on the Northwest Educational Assessment (NWEA) math will increase in comparison to that cohort's performance one year earlier.

C.2 Results: Not applicable. NWEA was administered during the fall to students in grades 1 and 2. NWEA was not administered to students in grades 3-5 during the 2010-2011 school year.

COMMON SCHOOL PERFORMANCE CRITERIA

MCAS

- (i) MLKCSE is making some progress towards meeting proficiency targets on state standards. Below, Table 1 shows the positive growth of two cohorts made between 2009 and 2010 in ELA (+6% for each cohort), and the positive growth of one cohort between 2009 and 2010 in Math (+10%). In order to report on all students assessed by MCAS in 2010, and not just the students in grades 4-5 whose scores can be compared to last year's, Table 2 shows the growth within grade 3 between 2009 and 2010, where, although we saw a decrease in the percent of students scoring Advanced or Proficient in Math, in ELA we saw a 10% increase.

Table 1: Growth within Cohorts, from 2009 to 2010

Students Scoring Advanced or Proficient on MCAS:		
2009	2010	% change
Grade 3 ELA 2009: 28	Grade 4 ELA 2010: 34	+ 6
Grade 3 Math 2009: 34	Grade 4 Math 2010: 7	- 27
Grade 4 ELA 2009: 40	Grade 5 ELA 2010: 46	+ 6
Grade 4 Math 2009: 12	Grade 5 Math 2010: 22	+ 10

Table 2: Growth within Grade 3, from 2009 to 2010

Students Scoring Advanced or Proficient on MCAS:		
2009	2010	% change
Grade 3 ELA 2009: 28	Grade 3 ELA 2010: 40	+ 10
Grade 3 Math 2009: 34	Grade 3 Math 2010: 27	- 7

In science, 14% of 5th graders demonstrated proficiency (see Table 3).

Table 3: Percent of Students at Each Performance Level

	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included	CPI	SGP	Included in SGP
GRADE 3 - READING	7	33	47	14	73	74	N/A	N/A
GRADE 3 - MATH	3	24	36	38	72	56.6	N/A	N/A
GRADE 4 - ELA	2	32	51	15	59	67.4	51.5	58
GRADE 4 - MATH	0	7	61	32	59	51.3	23	57
GRADE 5 - ELA	0	46	49	5	37	78.4	41	31
GRADE 5 - MATH	11	11	38	41	37	54.7	47	35
GRADE 5 - SCIENCE	0	14	70	16	37	60.8	N/A	N/A
ALL GRADES - ELA	4	36	49	12	169	72.6	44	89
ALL GRADES - MATH	4	15	45	36	168	54.3	32	92

- (ii) See Table 4 for SGP data. Of note, our aggregate Math SGP raised 5 points between 2009 (27) and 2010 (32), and ELA SGP for every subgroup except one was over 40, with an aggregate of 44.

Table 4: 2010 MCAS Results by Subgroup and Subject

Student Group	ALL GRADES – MATHEMATICS										ALL GRADES – ENGLISH LANGUAGE ARTS									
	School										School									
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP		
	#	%	A	P	NI	W				#	%	A	P	NI	W					
Stud. w/ Disab	19	100	0	5	32	63	35.5	N/A	7	19	100	0	0	58	42	43.4	N/A	6		
LEP/FLEP	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-		
Low-Income	140	100	2	12	45	41	51.1	28	77	140	100	2	35	49	14	71.4	44.5	74		
African American/Black	100	99	3	9	47	41	50	30	61	101	100	2	33	57	8	73.8	48	59		
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hispanic/Latino	55	100	2	25	40	33	58.6	38.5	24	55	100	5	38	35	22	69.5	27	23		
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
White	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-		
Male	84	100	1	18	40	40	53	30.5	44	84	100	4	25	54	18	66.4	42	42		
Female	84	99	6	12	50	32	55.7	32.5	48	85	100	4	46	44	7	78.8	45	47		
Title I	168	99	4	15	45	36	54.3	32	92	169	100	4	36	49	12	72.6	44	89		
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Non-Low Income	28	97	11	29	46	14	70.5	N/A	15	29	100	10	38	45	7	78.4	N/A	15		
LEP	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-		
FLEP	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-		
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Multi-race - Non-Hispanic/Latino	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-		
2010	168	99	4	15	45	36	54.3	32	92	169	100	4	36	49	12	72.6	44	89		
2009	99	99	3	22	42	32	59.8	27	37	96	96	1	31	56	11	71.1	48	34		

- (iii) See Table 5 for AYP information.

Table 5: Adequate Yearly Progress History

		2006	2007	2008	2009	2010	NCLB Accountability Status	
ELA	Aggregate	-	-	No	No	Yes	Improvement Year 2-subgroups	
	All Subgroups	-	-	-	No	No		
MATH	Aggregate	-	-	No	Yes	No	No Status	
	All Subgroups	-	-	-	Yes	No		

OTHER ACHIEVEMENT, IMPROVEMENT, OR ASSESSMENT MEASURES

During 2010-2011, we began our partnership with the Achievement Network (ANet), an organization that specializes in helping schools develop better data-driven instructional practices, and we benefited from the relationship in several key ways. Our instructional and administrative staff members learned how to analyze assessment results, identify gaps in student learning, and create and assess the effectiveness of action plans to address gaps. Our students became familiar with the test taking process and had the opportunity to practice test-taking skills in advance of the MCAS tests. ANet also provided us with useful, real-time data and resources that helped teachers plan lessons and remediation activities. This year our 3rd-5th grade students took four ELA interim assessments and five math interim assessments. The results and explanations are below.

Table 6: MLK ANet Averages (Grade Level)

Grade	Average		Interim 1		Interim 2		Interim 3		Interim 4		Interim 5	
	MATH	ELA	MATH	ELA								
Grade 3	<u>52%</u>	<u>53%</u>	<u>49%</u>	<u>51%</u>	<u>35%</u>	<u>51%</u>	<u>53%</u>	<u>53%</u>	<u>60%</u>	<u>56%</u>	61%	-
Grade 4	<u>54%</u>	<u>61%</u>	<u>54%</u>	<u>59%</u>	<u>55%</u>	<u>64%</u>	<u>51%</u>	<u>60%</u>	<u>50%</u>	<u>60%</u>	57%	-
Grade 5	<u>59%</u>	<u>68%</u>	<u>57%</u>	<u>64%</u>	<u>64%</u>	<u>66%</u>	-	<u>69%</u>	<u>60%</u>	<u>71%</u>	54%	-

ELA—Grade 3 showed consistent improvement in student averages: there was a 5% increase from interim 1 to interim 4. Grade 4 averages overall remained constant from interim to interim: the average student score was 61%. Grade 5 showed consistent improvement in student averages: there was a 7% increase from interim 1 to interim 4.

Math—Grade 3 made a significant jump (12% increase) from interim 1 (49%) to interim 5 (61%). Grade 4 averages remained fairly constant over the course of the year, although there was a 3% increase from interim 1 to interim 5. Grade 5 had an average score of 59%.

Table 7: ANet/MCAS Correlation

ANet	MCAS
65% +	Proficient
50% - 64%	Needs Improvement
49% -	Warning

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. In grade three we supplement instruction with the history text, *Massachusetts, Our Home*. Teachers supplement these programs as appropriate. During the 2010-2011 school year, we began planning and developing curriculum maps for ELA, math, science and social studies for all grade levels, which will be used during the 2011-2012 school year. We will also use a new math program, Houghton Mifflin Math Expressions, in grades 3–5, and Lucy Calkins Writing Program in all grade levels.

INSTRUCTION MLKCSE just completed its fifth year and is working towards enhancing teachers' classroom and instructional practices to ensure that all students are receiving the education that they need. We began our school year in August with workshops on classroom management and data-driven instruction. These workshops incorporated past trainings in assessment-driven instruction, comprehension, and differentiation. During the year, formal and informal teacher observations assessed the implementation of lessons learned at workshops. We hired two literacy specialists to join our current math specialists in

assisting teachers with understanding the Massachusetts Frameworks, data analysis and lesson planning in ELA and math. The specialists also modeled lessons and co-taught with teachers who requested their assistance. All instructional staff members (teachers, co-teachers, math and literacy specialists, SPED staff, ELL staff, and teaching partners) were formally observed by an education consultant who worked with them to set instructional goals. During the 2011-2012 school year, our instructional leader will conduct frequent walk-throughs and work directly with instructional staff members on enhancing their instructional practices. We will also use our assessment analysis and coaching framework to promote more differentiated instruction.

CLASSROOM AND SCHOOL ENVIRONMENT

We believe that in order for learning to take place students need to be in environments where they feel safe and that enable them to focus. During the 2010-2011 school year, we implemented our new school culture initiative called the MLK Way, which consists of three components: behavior management, routines/procedures and teaching techniques. The MLK Way has had a positive impact on our school climate, particularly in the classroom. All classrooms contain behavior management charts and role model criteria posters. All staff members hold students to the same high behavioral and academic expectations and use common language when communicating with students. Student behavior is tracked throughout the day using the green-yellow-red card system and the "MLK Way Behavior Management Daily or Weekly Tracking System." "Role Model" students are those who fulfill the following five criteria: 1. arrive on time in school uniform, 2. complete reading logs, class work and homework, 3. walk in an MLK line/respect personal space, 4. participate/cooperate respectfully all day, everywhere, and 5. dismiss safely. Students who consistently display role model behavior receive stars, certificates and invitations to quarterly role model parties. They are also acknowledged at assemblies and in their classroom award ceremonies. All stakeholders—students, staff, and families—are held to upholding the MLK Way and have signed the School-Family-Student Partnership Agreement.

Additionally, we have a Student Support Team comprised of a character development specialist, a student support associate, the school social worker, and four 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 classroom. The school social worker adapted an anti-bullying program for use in all classrooms, as well. When a student is unfocused or disruptive, we first rely on the adults in the class to redirect and deescalate. The Student Support Team provides the next level of support. When more interventions are required, we utilize in-school and out-of school suspensions, depending on the individual circumstances. 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 the Child Study Team, who makes recommendations for additional interventions, which may include small group support by the literacy and/or math teams, or screening by a 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 a 504 Plan or IEP is appropriate, it is created, and after parental consent, the IEP is 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.

PROFESSIONAL CLIMATE

- (i) The objective of supervision and evaluation at MLKCSE is to ensure high-quality instruction and to maximize successful student outcomes. We believe in utilizing the expertise of our staff 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 via 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.

With our new school culture initiative in place, we wanted to ensure that the MLK Way classroom management techniques were implemented successfully in all classrooms. Teachers were observed regularly between September and October and provided with written and verbal feedback regarding their use of the techniques. Teachers who required additional support with implementing the MLK Way received support through further observation, co-teaching and modeling. All instructional staff members were observed and worked with an education consultant to set instructional goals for themselves. These goals were reviewed by administration. Plans for the 2011-2012 school year will incorporate these goals.

- (ii) Our professional development activities focused on school culture and classroom management techniques, data analysis/data-driven instruction, instructional practices/techniques, lesson planning, anti-bullying, and the common core transition. These areas were chosen because of our desire to give teachers the tools to increase student learning and achievement. Our partnership with ANet allowed for regular ½-day PD sessions where teachers analyzed data and planned lessons and activities for their students. In response to new anti-bullying legislation, we provided professional development and implemented our bullying prevention and intervention plan. Finally, we provided professional development to educate teachers about the transition to the common core.

Classrooms were observed regularly to ensure that student engagement was high and classroom management techniques were used effectively. Math and literacy specialists helped teachers analyze data during grade level team and data meetings so that teachers effectively planned lessons and activities that would lead their students to success. In the upcoming year we will be focusing on enhancing data-driven instruction, instructional practices, lesson planning and classroom management.

- (iii) We encourage collaboration and provide teachers with many formal opportunities to do so. Teachers come together with administrators, SPED staff, and math and literacy specialists during thrice weekly grade level team meetings to plan lessons, share ideas, view and discuss student work, analyze data, etc. During data meetings, teachers review student assessment data with their colleagues and develop action plans to bring their students to mastery with specific concepts. Teachers also participate in grade level, cross grade-level and subject level workshops. Furthermore, teachers also come together informally to discuss students and to share ideas and feedback with one another.
- (iv) MLKCSE hires teachers who are dedicated to educating our students and talented at motivating these students. We seek to build a community of long-term teachers. We pay competitive wages and benefits, provide annual raises, develop teachers' professional skills, maintain a supportive work environment, and align our school culture with our mission. Building our community around Dr. Martin Luther King, Jr.'s ideal of beloved community motivates administrators, teachers, and staff, and strengthens their loyalty to the school. The intense focus on our road to academic excellence during 2010-2011 and the planning for 2011-2012 buttressed the purposeful learning environment and bolstered our committed faculty.

ASSESSMENT AND INSTRUCTIONAL DECISION-MAKING

Any data that we collect is used for planning, (re)teaching and (re)grouping students. In previous years, grades K-2 used the PALS and DRA to assess reading fluency. We began transitioning away from these programs in 2010-2011 and we plan to implement the Fountas & Pinnell Benchmark Assessment System (BAS) during 2011-2012. For math, K-2 used The Early Numeracy Assessment and Investigations End-of-Unit Assessments to determine our students' academic strengths and weaknesses. In grades 3-5, we used the ANet interim assessments and Investigations End-of-Unit Assessments as our primary tools. The data we received from the ANet interim assessments was often used to determine the learning needs for individuals and groups of students. If the data showed that a group of students struggled with a particular concept or question, the teacher, in conjunction with the specialists and academic coordinator, would identify the learning gaps and develop an "action plan" (plan for remediation). During the 2010-2011 school year we utilized a daily "Special Studies" intervention block that enabled teachers to implement their action plans and focus on individual and small group intervention/remediation. From 8:15-9:00 or 9:15-10:00, students worked in small groups on math or ELA concepts that were chosen based on student data and work.

**PROGRAM
EVALUATION**

Throughout 2010-2011, MLKCSE was in a process of evaluating and strengthening the academic program, including the following: our new partnership with ANet to enhance standards-based, data-driven instruction; our new school-wide cultural system, MLK Way, designed to help students improve their focus while teachers enhance the effectiveness of their classroom management and instruction; our newly expanded Special Education and English as a Second Language departments; and our revised schedule to facilitate math and literacy proficiency. Plans that will be implemented during 2011-2012 in response to evaluation during 2010-2011 include the following: curriculum maps in all grades for core academic subjects; a new lesson-planning format to lead students to higher order thinking; a school-wide writing program; a new math program for grades 3-5; expanded assessment of incoming kindergarten students; use of Fountas & Pinnell BAS school-wide; expanded literacy and math departments; a response to intervention approach with new intervention materials available for both special education and the literacy department; expanded English as a Second Language instruction; and expert support for the special education staff.

At the conclusion of each year we evaluate the effectiveness of some of our programming through what we call June working sessions. During these sessions, teachers reflect on successes and challenges throughout the year in content delivery, pedagogy, management, and school culture and climate. The teachers make recommendations to administration; administration then reviews and adopts those recommendations that are aligned with the school mission and philosophy, and which are feasible given the school's resources. The plans for 2011-2012 include the following: differentiating the management system for struggling students; revising the recess system; developing ways to engage families in the beginning of the school year; and utilizing common spaces and staff gatherings to build beloved community. The academic program is also assessed through observations, surveys, feedback during professional development and assessment results.

MLKCSE continuously strives to evaluate the effectiveness of the academic program by focusing on the progress of each individual student's academics and character development, a practice we will continue to enhance during 2011-2012.

ORGANIZATIONAL VIABILITY

ACCOUNTABILITY PLAN OBJECTIVES & 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:

Goal A: Ongoing active governance by the board of trustees:

A1. 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

A2. MLK Charter School has a long-term facility by the 2009-2010 school year.

A2. met

A3. Funds development adequately supports facility purchase, construction, and renovation.

A3. met

Goal B: Unwavering fiscal responsibility:

B1. 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

B2. The audit for each fiscal year will have no material findings.

B2. met

Goal C: Responsiveness to the families it serves:

C1. School will have enrollment of 99% of charter capacity each year.

C1. met

C2. 90% of parents/guardians responding to an annual survey will express overall satisfaction with MLK Charter School.

C2. met

COMMON SCHOOL PERFORMANCE CRITERIA

POLICY DECISIONS:

The strengths of the board's policy decisions include the following:

- Maintained strong finances despite difficult economic setting.
- Moved school into a newly-renovated long-term facility.
- Supported reorganization of school's administrative structure to facilitate academic improvements.
- Maintained consistent student enrollment.
- Maintained parent and staff support.
- Developed positive school culture that teaches values and strives to create Dr. King's ideal of the beloved community.

The challenge has been our relative lack of academic success, and the school has responded with these policies:

- Summer 2011: Fully documenting and aligning curricula to Massachusetts state standards.
- 2010-2011: Implemented partnership with Achievement Network (ANet). Expanded special education and ELL services. Implemented MLK Way to decrease disruptive student behavior and provide focus on student learning. Implemented after-school tutoring. Evaluated and revised organizational chart. Hired new instructional leader.
- 2009-2010: Evaluated academic program and instructional leadership. Removed Education Director from instructional leadership. Contracted with ANet for standards-based, data-driven instruction.

AMENDMENTS TO THE CHARTER:

There were no amendments to the charter during the 2010-2011 school year.

COMPLAINTS:

One parent complained about the treatment of a child by a teacher at dismissal. After considerable discussion, the child, parent, and teacher reached agreement about the incident. The parent dropped the complaint.

Another parent complained that her child was being bullied by students and harassed based on perceived sexual orientation. The school investigated the bullying complaint and took proper steps to ensure the ongoing safety of all students. The state found that the school had properly implemented its bullying prevention and intervention policy. The state found that the school did not sufficiently resolve the complaint regarding harassment, and the school is in the process of being in compliance with all non-harassment and non-discrimination state and federal laws by adding specific language to our student handbook and effectively training all staff.

OVERSIGHT:

The board of trustees' annual calendar is included below. During 2010-2011, 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.

January	New Board members and officers begin service
February	Mid-year Executive Director self-evaluation
March	Preliminary budget review; Personnel policy review
April	Review parent survey results
May	Adopt Budget; Board of Trustees self-evaluation; Executive director annual evaluation
August	Prior year financial review; Trustee disclosure of financial interest
September	Risk management/insurance policies
October	MCAS review; Audit review; Accountability plan review
November	Annual appeal
December	Election of new board members and officers; Legal review

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 2010-11 school year were:

Financial Management Goals for 2010-2011:

- Continue to operate at surplus
- Continue effective financial management
- Successful FY 2010 audit

Student Achievement Goals 2010-2011:

- Create an adult culture throughout MLK Charter School of high expectations and accountability.
- In partnership with Achievement Network, improve instruction by expanding our ability to implement standards-based, assessment-driven instruction.
- In partnership with Uncommon Schools' "taxonomy" professional development group, implement teaching techniques from Doug Lemov's taxonomy of teaching.
- Strengthen the MLK Charter School culture so that the norm throughout the school is students focused on learning.
- Implement new special education and English language education staffing with the result that MLK Charter School better meets the needs of disabled students and English language learners.
- Continue successful administration of the education program (efficient and effective management and movement toward academic excellence) while preparing to transition the management and leadership of the education program in 2011-2012.
- Ensure that the academic program implements the vision of Dr. King and the charter.

Personnel Goals for 2010-2011:

- Maintain successful personnel practices including hiring, promotion, and fostering staff morale.
- Build the capacity of the school's administration.
- Continue to convene volunteer staff committees to develop school practices.
- Increase school's ability to address the social emotional needs of the children.
- Expand special education, ELL, and literacy staff within the constraints of the budget.
- Ensure that all staff members who are responsible for managing student behavior do so effectively consistent with the MLK Charter School culture.

Operations Goals for 2010-2011:

- Continue smooth, efficient, friendly operations.
- Continue enrollment near capacity and strong parent/guardian satisfaction.
- Maintain program that is faithful to the mission and charter.
- Complete construction and move to 285 Dorset Street for the 2010-2011 school year.
- Smooth transition to 285 Dorset Street.
- Begin to address areas identified for improvement in Year 4 Site Visit Report.
- Hire new staff to maintain successful operations and develop the educational program within limits of funding constraints of recession.
- Apply for and receive charter renewal.
- Work with board of trustees to continue strong governance and ensure ongoing board capacity.

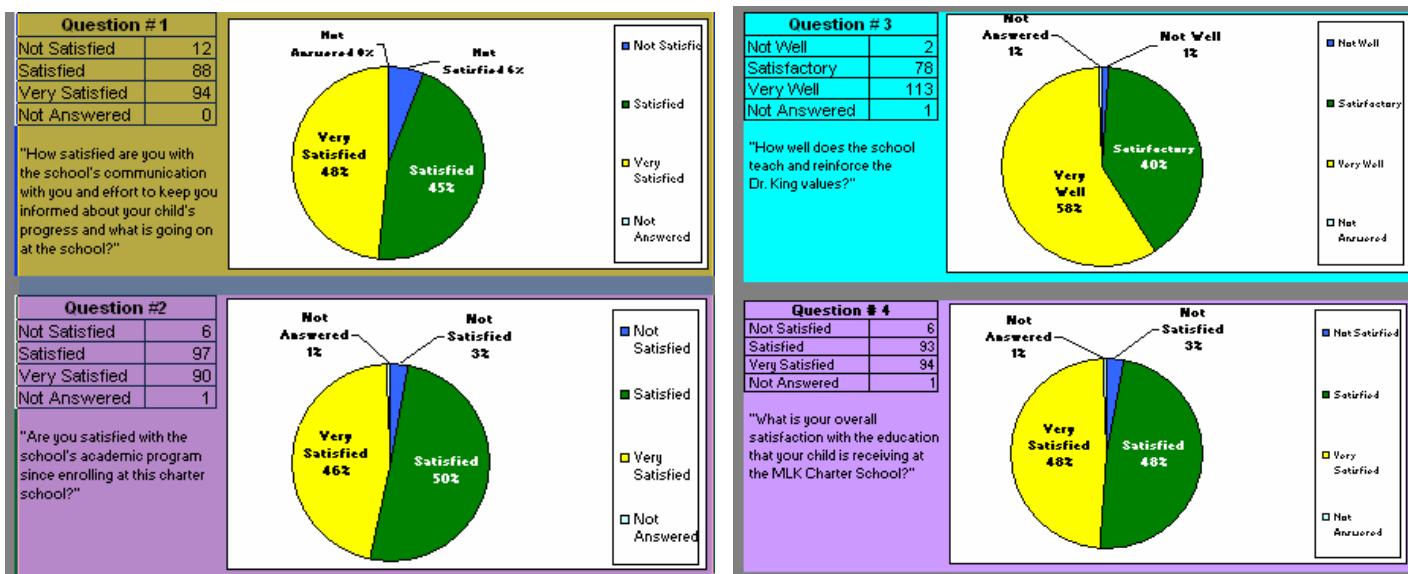
The executive director's mid-year and annual report about his performance specifically discuss progress toward each of these goals. The board's annual evaluation of the executive director explains the board's goals for the executive director for the upcoming year.

FAMILY ENGAGEMENT:

As reported above, the school met most of the measures of family satisfaction in the accountability plan, both in the Faithfulness to Charter section (parents conferred with the school, parents were encouraged to read with their children at home, and the school retains above 90% of non-graduating students each year), as well as in this Organizational Viability section. For the latter, MLK Charter School measures enrollment and the number of students whose families choose to withdraw. Enrollment exceeded the charter capacity for the 2010-2011 school

year. In addition, the school sends home a parent/guardian survey each year to assess family satisfaction. The results of the 2010-2011 annual parent/guardian survey are below. Finally, the faculty, office staff, and administration speak informally with parents, guardians, and students to assess the level of dissatisfaction and any concerns.

Surveys were sent home with students in March 2011. Sixty-five percent (65%) of families (194 / 298) returned the surveys. Ninety-six and four-tenths percent (96.4%) of families who returned the survey (187 / 194) were either satisfied or very satisfied overall with the school (see question #4).



SAFETY:

MLKCSE provides a safe environment that is free of harassment and discrimination. We have a full-time nurse and a full-time social worker on staff and in the building every day, in addition to social work interns and a Student Support Team. All students participate in facilitated conversations to learn social skills and how to maintain a safe environment at school, including through such programs as Safe and Caring Schools, and Second Step. Our Student Support Team (currently composed of three full-time staff: Social Worker, Character Development Specialist, and Student Support Associate) is available throughout the day to meet individually with students to address their social and emotional needs. In addition, our social work interns have regular scheduled meetings with specific students. Finally, in 2010-2011 we implemented our Bullying Prevention and Intervention Policy throughout the school, publicizing it to parents, training staff, and teaching and caring for students.

EMPLOYEE QUALIFICATIONS:

MLKCSE continued to provide the opportunity for developing teachers to work as co-teachers in 2010-2011. At the same time, the school paid for co-teachers to take courses to prepare for MTEL.

FINANCIAL OVERSIGHT:

The executive director and the accountant, Ken Mruk of NonProfit Data Management, prepared a proposed budget for fiscal year 2011. The proposed budget included the school's additional faculty in special education, replacement of literacy specialists following a year without the position, increased rent expense to pay for the expanded facility at Dorset Street, and money to pay for the elements of the new plan to achieve academic excellence. These priorities arise out of a synthesis of board and staff discussions. The board treasurer Beth deSousa and the Finance Committee requested changes in the 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 14, 2010, reviewed the budget proposals and agreed on the terms of a budget to present to the board of trustees. On June 23, 2010, the trustees approved the budget proposed by the Finance Committee.

RECRUITMENT, ENROLLMENT, AND RETENTION STRATEGIES FOR 2010-2011:

We used a variety of strategies to attract, enroll, and retain students. We recruit at local institutions such as pre-schools, sometimes sending bilingual/bicultural faculty and sometimes administrators. We also distribute flyers, pay for advertisements, and make applications readily available. Our positive school culture is a large factor in retaining the students we enroll, and we attempt to provide services to meet the needs of almost all of Springfield's children.

RECRUITMENT AND RETENTION PLAN 2011-2012

Name of School: Martin Luther King, Jr. Charter School of Excellence**Date: July 18, 2011****I. Recruitment Plan**

A. General Recruitment Activities List recruitment activities undertaken each year which apply to all students.	
• We announce to parents via ConnectEd calls and flyers sent home with students that we are accepting applications, when the application deadline is, and when the lottery date is.	• We schedule information sessions at pre-schools.

B. Recruitment Plan – Goals and Strategies List goals and strategies for recruitment activities for each demographic group.	
Demographic Group: A. Special education students *	In keeping with federal law, MLKCSE has a Child Study Team that assesses referred students to determine each individual student's needs. We have a low percentage of special-education students (9.8%), whereas our comparison schools have a median of 17.8%. We will implement the following strategies to attempt to have a more comparable demographic: <ul style="list-style-type: none">• On recruitment material, we will include that we provide special-education services.• We will send a special-education staff member to some pre-school information sessions.• We will send an annual notice to parents about a Parent Advisory Council.
Demographic Group: B. Limited English-proficient students *	For the LEP demographic, MLKCSE (7.1%) is below the median (13.5%) but not in the first quartile with our comparison schools. We will implement the following strategies to attempt to have a more comparable demographic: <ul style="list-style-type: none">• We will provide recruitment material in Spanish.• We will send a bilingual staff member to some pre-school information sessions.• We will distribute recruitment material at La Casa Hispana at 2335 Main Street in Springfield (North End, predominantly Latino).• We will distribute recruitment material to Blessed Sacrament Parish at 40 Waverly Street in Springfield (church with services in Spanish).• We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield. "The mission of the <u>New North Citizens' Council, Inc.</u> is to provide advocacy, public and human services to Hampden County residents with an emphasis on Hispanic/Latino community for the purpose of enhancing the preservation and support of the family resulting in the improvement of quality of life."

<p style="text-align: center;">B. Recruitment Plan – Goals and Strategies</p> <p style="text-align: center;">List goals and strategies for recruitment activities for each demographic group.</p>	
<p>Demographic Group:</p> <p>C. Students eligible for free lunch *</p> <p>* demographic data from DESE, for R&R Plan, sent 7/13/11</p>	<p>In the data provided by the DESE, MLKCSE is in the first quartile of the percentage of comparison schools regarding the percentage of students eligible for free lunch (73.2%). However, by the end of the 2010-2011 year, when we have more accurate financial documentation from parents, the percentage is 76.2%, which is above the first quartile and close to the median. Given that our percentage of students eligible for reduced-price lunch is well above the median, our combined percentage of low-income students is 83.8%, which is comparable to Springfield's 84.2% and our comparison schools' median of 84.5%. We will continue our recruitment strategies to attract low-income families in the following ways:</p> <p>We will distribute recruitment material at the following locations, which often cater to low-income families:</p> <ul style="list-style-type: none"> • Head Starts • Square Ones • Early Childhood Centers • Martin Luther King, Jr. Family Services, Inc. • Dunbar Community Center
<p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch *</p> <p>* demographic data from DESE, for R&R Plan, sent 7/13/11</p>	<p>The percentage of students eligible for reduced-price lunch at MLKCSE (10.6%) is well above the median (5.4%) of our comparison schools. We will continue our recruitment strategies to attract low-income families in the following ways:</p> <p>We will distribute recruitment material at the following locations, which often cater to low-income families:</p> <ul style="list-style-type: none"> • Head Starts • Square Ones • Early Childhood Centers • Martin Luther King, Jr. Family Services, Inc. • Dunbar Community Center
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>MLKCSE will practice the following recruitment strategies to attract students who are sub-proficient:</p> <ul style="list-style-type: none"> • We will distribute recruitment material at pre-schools where students may have learning difficulties (see bullets in C and D above). • On recruitment material, we will include that we provide regular-education academic support.
<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>MLKCSE will practice the following recruitment strategies to attract students who are at risk of dropping out of school:</p> <ul style="list-style-type: none"> • On recruitment material, we will include the short-hand of our mission— academic excellence, character development, and aspiring to Dr. King's ideal of a beloved community—which creates a positive, engaging learning community for students.
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>Not applicable.</p>

<p style="text-align: center;">B. Recruitment Plan – Goals and Strategies</p> <p>List goals and strategies for recruitment activities for <u>each</u> demographic group.</p>	
Demographic Group(s): H. Other subgroups of students who should be targeted to eliminate the achievement gap	<p>Given contemporary socio-economic and educational conditions in Massachusetts and the U.S. in general, African Americans and Hispanics may need to be targeted to eliminate the achievement gap. At MLKCSE, our combined percentage of African American and Hispanic students is 93%, which is much higher than Springfield's 79.7% (retrieved data from http://profiles.doe.mass.edu/profiles/ on 7/13/11). Specifically, our percentage of African American students is 54%, which is much higher than Springfield's 21.4%. Our percentage of Hispanic students is 39%, which is lower than Springfield's 58.3%, and therefore we will engage in the recruitment strategies of part B above, which may increase the number of Hispanic applicants. In addition, we will practice the following strategies:</p> <ul style="list-style-type: none"> • We will distribute recruitment materials at cultural centers and churches in Springfield.

II. Retention Plan

<p style="text-align: center;">Overall Student Retention Goal</p>	
Annual goal for student retention (percentage):	The 2008 stability rate for MLKCSE was 83.2%. The 2009 stability rate for MLKCSE was 93.0%. The 2010 stability rate for MLKCSE was 87.4%. Our annual goal for student retention (stability rate) is 85%.
<p style="text-align: center;">Retention Plan Goals and Strategies -- List goals and strategies for retention activities</p>	
Demographic Group: A. Special education students	<p>We provide academic, social, and emotional support for special-education students.</p> <ul style="list-style-type: none"> • Special-Education Staff: We have six full-time special-education teachers (one per grade, essentially), plus a part-time consultant and a Special Education Administrator. This department provides push-in and pull-out services that include all IEP services to which each child is entitled. • Social Work Team: We have a full-time social worker, in addition to four social work interns, who provide one-on-one counseling for select students, plus small-group and large-group work for all students on social skills, violence prevention, anti-bullying, our own <i>Creating a Just and Peaceful Beloved Community</i> curriculum, and, in general, how to be kind, ensure safety, and improve community. • Student Support Team: Our Student Support Team is composed of three full-time members: the School Social Worker, the Character Development Specialist, and the Student Support Advocate. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate community service learning activities and character development groups.
Demographic Group: B. Limited English-proficient students	<p>We provide academic services for LEP students, in addition to an LEP-friendly community.</p> <ul style="list-style-type: none"> • ELL staff: We have two ELL instructors, one full-time and one part-time. They provide English-language lessons to students as determined by students' English proficiency. • Bilingual staff: We have bilingual teachers, office staff, and support staff. The office is able to answer calls in Spanish, and parents and students are provided with a community that is able to communicate with them in Spanish while enabling students to become English-proficient.

<p>Demographic Groups: C and D. Students eligible for free and reduced price lunch</p>	<p>We have a non-discriminatory and non-exclusive school community in which all students regardless of income are able to participate in all school activities.</p> <ul style="list-style-type: none"> • Breakfast and lunch: We provide daily breakfast and lunch. • Uniform: The Martin Luther King, Jr. Charter School of Excellence values each student for who they are, not for how they look or what they wear. The school has a uniform policy that requires students to come to school in uniform at all times, except on scheduled non-uniform days or when special permission is granted by the administration. Uniforms instill pride in the school and give each child a feeling of being part of the school community. They also help eliminate peer pressure. Furthermore, uniforms are more cost efficient in the long run. All students are expected to wear uniforms all year long including the first day of school. School uniform items can be purchased at local stores such as Old Navy, Target, Sears, J. C. Penney, Wal-Mart, Kohl's and Burlington Coat Factory. • Field trips: Field trips are intended for all students and are not cost prohibitive.
<p>Demographic Groups: E and F. Students who are sub-proficient and Students at risk of dropping out of school</p>	<p>MLKCSE provides a positive, engaging learning environment that encourages students to learn and be engaged, which helps sub-proficient students become proficient, and helps all students remain in school.</p> <ul style="list-style-type: none"> • School Culture: We believe every child can succeed. Our School Culture is how we work peacefully together to create our beloved community. Students are empowered as active participants and rewarded with "Role Model" status. MLK Role Models live by our school culture throughout every day. • Values education: One of the three pillars of an MLKCSE education is learning the Dr. King Values, which help students be part of a united and supportive learning community. • Family engagement: We have a parent-led Family School Cooperative. The school is open to visits from families. Teachers maintain contact with parents, including providing weekly student progress reports. Family Nights (annual Literacy Night, Math Night, and Science Night) and thrice-annual Role Model Parties are popular ways to engage families in their students' education. • Programming: The following programming helps make school both fun and enriching: community service learning activities, field trips, after-school clubs, and the Dr. King Scholars program with its college scholarship.

DISSEMINATION AND SHARING OF INNOVATIVE PRACTICES

As a young school, we are beginning the process of sharing best practices. We will consider dissemination of some of our most innovative practices, including:

- acquiring a renovated facility in only our fourth year;
- pursuing Dr. King's ideal of the beloved community;
- employing a Character Development Specialist;
- creating the MLK Way, a school-wide cultural system designed to help students improve their focus while teachers enhance the effectiveness of their classroom management and instruction;
- providing college scholarships for some of our young scholars through the Dr. King Scholars Program.

FINANCIAL REPORTS

UNAUDITED FY11 STATEMENT

Revenues	State Sources	Per-Pupil Revenue	\$4,345,846
	Federal entitlement & Grants	DESE	\$642,322
	Other Revenue	OTHER	\$50,000
Total Revenues			\$5,048,410
Expenses	Salaries & Wages		\$2,914,757
	Fringe Benefits		\$398,314
	Contractual Consultant/Services		\$272,549
	Professional Development		\$64,410
	Instructional Supplies/Materials		\$333,381
	Student-Related Activities		\$4,860
	Transportation		\$928
	Maintenance & Grounds		\$688,010
	Insurance		\$22,010
	Depreciation		\$92,639
	Recruitment/Advertising		\$501
	Admin Expense & Supplies		\$64,050
	Other		\$14,267
Total Expenses			\$4,870,676
Net			\$177,734

FY11 STATEMENT OF NET ASSETS

Assets	Cash-Operating Funds	\$1,899,393
	Revenue Receivable	\$597,401
	Pre-paid Expenses	\$16,835
	Net Fixed Assets	\$661,680
Total Assets	\$3,175,309	
Liabilities	Accounts Payable	\$223,076
	Accrued Expenses	\$326,608
Total Liabilities	\$549,685	
Fund Balance	<b">\$2,625,624</b">	
Total Liabilities and Fund Balance	\$3,175,309	

FY12 APPROVED SCHOOL BUDGET

Revenue	State Sources	Per-Pupil Revenue	\$4,207,455
	FEDERAL ENTITLEMENTS & GRANTS	DESE	\$491,538
	OTHER REVENUE	OTHER	\$100,000
		OTHER	\$4,000
Total Revenues			\$4,802,993
Expenses	Salaries & Wages		\$3,064,000
	Fringe Benefits		\$446,425
	Contractual Consultants/Services		\$165,090
	Professional Development		\$30,000
	Instructional Supplies/Materials		\$256,000
	Student-Related Activities		\$4,900
	Testing & Assessment		\$5,000
	Transportation		\$1,000
	Maintenance & Grounds		\$641,000
	Insurance		\$25,000
	Depreciation		\$94,500
	Recruitment/Advertising		\$1,000
	Admin Expense & Supplies		\$64,200
	Other		\$4,878
Total Expenses			\$4,802,993
Net			\$0

FY12 CAPITAL PLAN

As of July 1, 2011 the School expects to complete the following Capital projects over the next 5 to 10 years:

Capital Project	Estimated Cost
New membrane roof on the School (includes removal of old roof)	\$1,020,000
Paving the School parking lot	\$45,000
Purchasing & installing playground equipment	\$25,000
Protective covering throughout School hallways	\$20,000
Signage in front of School	\$13,000
Architectural study on raising the roof of the School building to accommodate a gym or adding a gymnasium on to the building	\$40,000
Furnishings, equipment and collection for the School library	\$25,000
Total projected cost of current capital plan	\$1,188,000

This plan was approved by the Executive Committee on behalf of the Board of Trustees of the School on July 12, 2011.

DATA SECTION

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2010-11 school year Note: Significant number of snow days followed by the tornado on June 1.	178
First and last day of the 2010-11 school year	8/30/10 6/21/11
Length of school day (please note if schedule varies throughout the week or the year)	K – 8:00 a.m. to 2:45 p.m. Grades 1 to 5 - 8:00 a.m. to 3:30 p.m.

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	34
Total number of students enrolled as of October 1, 2010	407
Total number of students who enrolled during the 2010-11 school year after October 1, 2010	0
Total number of students who left during the 2010-11 school year after October 1, 2010	16
Total number of students enrolled as of the June 30, 2011 SIMS submission	391
Number of students who graduated at the end of the 2010-11 school year	67
Number of students on the waitlist as of June 30, 2011	110

REASON FOR DEPARTURE	NUMBER OF STUDENTS	
	Left during year	Did not reenroll for 2010-11
Moved out of the area	13	21
Needed specialized services		2
Chose other educational setting		
• School closer to home.....	1.....	7.....
• Desired K to 12 school.....		1.....
• Sibling needed special services, parent wanted both children in the same school.....		1.....
• Dissatisfied.....		2.....
• Unknown.....	2.....	

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	211	54
Asian	0	0
Hispanic	154	39
Native American	10	1
White	74	3
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	13	3
Special education	45	12
Limited English proficient	28	7
Low income	340	87

ADMINISTRATIVE ROSTER FOR THE 2010-11 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	10/15/2010
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	

TEACHERS AND STAFF ATTRITION FOR THE 2009/2010 SCHOOL YEAR			
	Number as of the last day of the 2010/2011 school year	Departures during the 2010/2011 school year	Departures at the end of the 2010/2011 school year
Classroom Teachers	14		1
Co-Teachers	10	1	4
Teaching Partners	13	2	3
Literacy Teachers	2		1
Math Teachers	2		1
MCAS/ELA Teacher	1		1
SpEd Teachers	5		2
Specials Teachers	4		0
Other Full Time Staff	11	2	0

Summary of Teacher/Staff Reasons for Departure:

- | | | |
|---|-------------|--|
| 6 | Termination | (unable to meet performance standard requirements) |
| 8 | Resignation | |
| 4 | Lay-off | |

BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR				* Founding Member Terms		
Name	Position on Board	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	As of 5/6/11 (3 yr term)	Date of Election	Date Term Ends
Lisa Baker*	President	Executive, Governance, Building	Springfield attorney and mother with governance experience and legal skills including analysis, drafting, advocacy, and children's legal issues.	3 rd term	2005	12-31-2013
Kisha Jones	Vice President	Executive, Governance	Springfield attorney	2 nd term	2007	7-12-2011
Beth deSousa*	Treasurer	Executive, Finance, Funds Development	Certified public accountant and audit manager for the accounting firm, Moriarty and Primack, P.C.	3 rd term	2005	12-31-2013
Legrand Hines, Jr.	Interim Clerk	Funds Development, Building	Former president and CEO of Martin Luther King, Jr. Family Services, Inc.	1 st term	2009	12-31-2012
Miguel Arce		Funds Development	Human Service Administrator/Educator and Consultant; Professor of Social Work at Springfield College.	2 nd term	2007	12-2010
Bridgette Baldwin			Law professor at Western New England College School of Law	1 st term	2011	12-31-2013
Jane DeGazon		Finance	Information technology – Systems Architect at MassMutual in Springfield.	2 nd term	2007	1-17-2011
Joe Ganesin*		Executive, Academic Excellence	Professor of Social Work at Springfield College.	2 nd term	2005	12-31-2010
Anne Harrison		Academic Excellence, Building	Professor of Education at Elms College, Chicopee, MA.	3 rd term	2005	5-2011
Denise Jordan*		Executive, Human Resources	Chief of Staff to the Mayor of the City of Springfield.	2 nd term	2005	12-31-2010
Arose Nielsen		Governance	Attorney representing parents and children in Juvenile Court matters.	1 st term	2010	6-7-2011
Gus Pesce*			Former school superintendent; a psychology and education professor and directs special education training at American International College in Springfield.	3 rd term	2005	12-31-2013
Lorraine Plasse		Academic Excellence	Educational consultant who retired from her position as director of English language arts for the Springfield Public Schools.	1 st term	2011	12-31-2013
John Roberson		Finance	Vice President, Children and Families at Center for Human Development, a non-profit agency in Springfield, MA	1 st term	2009	12-31-2010
Dora Robinson*		Funds Development	President and CEO of the United Way of the Pioneer Valley and is former president and CEO of Martin Luther King, Jr. Family Services.	1 st term (2 prior terms ended 9-23-09)	2005	12-31-2012
Rodney C. Scott		Finance	Sr. Vice President at TD Bank North, Springfield.	1 st term	2008	12-31-2010
Myra Smith*		Human Resources	Vice President at Springfield Technical Community College.	2 nd term	2005	12-31-2010
Marie Stebbins*		Funds Development	Community volunteer active in fundraising and governance for nonprofit organizations.	3 rd term	2005	12-31-2013
Elaine Vega		Human Resources	Director of Compliance for Housing Management Resources. She has worked in the field of affordable housing for 20 years.	1 st term	2009	7-6-2011
Terez Waldoch*		Academic Excellence	Retired Elementary School Principal.	2 nd term	2005	12-31-2010
James Ward		Finance	Executive director of the Early Childhood Centers of Greater Springfield, Inc.	1 st term	2011	12-31-2013
Carolyn Ware		Governance	Vice president and branch manager of Hampden Bank in Springfield.	1 st term	2011	12-31-2013
Sally Wittenberg		Academic Excellence	Retired following a career in education including serving as the director of the Springfield School Volunteers.	1 st term	2010	12-31-2013

* = Founding Member

ATTACHMENTS

MLK CHARTER SCHOOL ORGANIZATIONAL CHART 2011-2012

**Martin Luther King, Jr. Charter School of Excellence
Organizational Chart**

June 20, 2011

