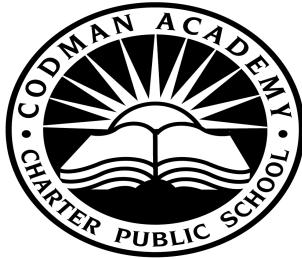


**Codman Academy Charter Public School**  
**Annual Report 2004-2005**  
**"To Learn, to Lead, and to Serve"**



***Our Mission:***

*Codman Academy Charter Public School's mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.*

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## Codman Academy Charter Public School Annual Report 2004-2005

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August 1, 2005

David Driscoll, Commissioner of Education  
The Commonwealth of Massachusetts  
Department of Education  
350 Main Street  
Malden, Massachusetts 02148-5023

*“At Codman, the principal and teachers were determined to prove that they could beat the odds stacked against low-income minority youth. They would get the students, all minorities except one, not just to enter college but to finish.”*

**Tracy Jan, The Boston Globe, June 20, 2005**

Dear Commissioner Driscoll:

On June 13, 2005, 19 proud Codman Seniors crossed the stage at the Huntington Theatre Company to receive their high school diplomas, yet their pursuit of an education does not end here. After four years of hard work and determination, Codman Academy Charter Public School has accomplished one of the most important goals set forth in its charter: that 100% of each graduating class be accepted to college. Each Senior overcame tremendous odds to earn this distinction, and each diploma signifies four years of a rigorous college preparatory education. On June 20, 2005, a week after our graduation ceremony, *The Boston Globe* celebrated our amazing 100% college acceptance rate with a front page feature article. National Public Radio (NPR) also found our graduates newsworthy and interviewed Head of School, Meg Campbell, for a section on its evening show *All Things Considered* that evening in response to our story in *The Boston Globe*.

As a school community, we pride ourselves not only in helping each student achieve his or her dream of receiving a college acceptance letter but also in preparing our graduates to face the challenges of higher education. As our Head of School, Meg Campbell, often says, “our job has only just begun.” An alumni support team of three administrative staff members has been formed to ensure that our graduates know how to navigate a college campus and make use of the academic resources and supports available for them. We also plan to partner with other Boston area charter schools to share best practices around alumni support.

The Class of 2005 set a precedent for those to follow with its 100% passage rate on the English/Language Arts exam. Furthermore, 100% of the Class of 2005 passed the Math portion by the end of the 12<sup>th</sup> grade. We are proud to report that the Class of 2006 kept with tradition and achieved a **100% passage rate on the English/Language Arts exam**. Math achievement, as measured by the Math MCAS, continues to improve. Results from the Class of 2006 demonstrate improvement among the proficiency quartiles, and all students passed the Math section by the end of the 11<sup>th</sup> grade. **100% of**

**the Class of 2006 has passed both sections of the MCAS.** Codman Academy internally administers the Degree of Reading Powers test to all students annually to measure their ability to comprehend increasingly difficulty prose. The Class of 2005 average on the DRP increased from 49 as 9<sup>th</sup> graders to 68 as 12<sup>th</sup> graders. The national average increase is 1-2 points per year, but Codman students have consistently made far greater gains on an annual basis. This year's freshmen, for example, gained on average 7.4 points.

Codman Academy is fully dedicated to the dissemination of its best practices, both inside and outside of the classroom. We share many others' dream to improve education on a local and national level. During the 2004-2005 school year, we established an official visitors program. Over 100 educators came to learn from our teachers and administrators with a particular focus in the areas of technology, communication with families, our college guidance program, and classroom learning expeditions. With the support of a state administered dissemination grant, Codman Academy made great strides in documenting its best practices and curriculum for other schools. Dr. George Brackett, technology consultant and one of the school's three founders, worked with teachers to develop web sites for the school's most successful classroom learning expeditions in literacy and math. This curriculum is now posted and accessible to all educators at our web site ([www.codmanacademy.org](http://www.codmanacademy.org)) and includes detailed lesson plans and project descriptions for other teachers to use.

MassInsight recognized Codman Academy as a 2005 Vanguard School and invited Head of School, Meg Campbell, to present several of our best practices around teaching and learning at the 5<sup>th</sup> Annual Building on Success Conference on June 6, 2005, at the Boston Hyatt Hotel. Codman Academy and several of its best practices are listed on MassInsight's web site at [www.buildingblocks.org](http://www.buildingblocks.org). Ms. Campbell spoke to an audience of over 300 educators from around the state. Also present with Ms. Campbell were two members of our first Senior class, Ronessa Herron '05 and Wodlande Cenafils '05.

The stellar content of learning expeditions in both Humanities and Mathematics developed by our teachers this year demonstrates that Codman Academy has indeed succeeded in completing the four-year implementation phase of the Expeditionary Learning Outward Bound (ELOB) reform model. Expeditionary Learning School Designer Kippy Smith completed the school's implementation review this year and remarked, "Codman's commitment to creating a personalized learning environment in which each student is known well and is well supported is apparent in several of the Core Practice areas. Additionally, Codman's rich connections to community resources, and educational and cultural institutions, provide students with powerful learning experiences.<sup>1</sup>"

One such community connection was the partnership that founding Humanities teacher Thabiti Brown forged with the Modern Boston Orchestra Project. During their Junior year the Class of 2005 wrote a modern opera recounting the most unfortunate and

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<sup>1</sup> Expeditionary Learning Outward Bound Implementation Review 2004-2005. Full text at [www.codmanacademy.org](http://www.codmanacademy.org)

unnecessary death of Amadou Diallo, a young African immigrant who was shot as he pulled identification from his coat pocket because police suspected he was retrieving a weapon. As Seniors, the Class of 2005 turned their lyrics into a staged production at the Huntington Theatre entitled, "Diallo: The Hip Hop Opera." Codman Academy will continue to work closely with Expeditionary Learning in the upcoming year and has signed a contract for continued coaching with EL school designers. Though the implementation phase has been very successful, our school community plans to deepen its Expeditionary Learning philosophy and continue to grow as a teachers and students. In the course of her evaluation process, EL Designer Kippy Smith found that "one teacher commented that Codman had room for growth in all Core Practice areas, yet another sign of the faculty's willingness to be ongoing learners."<sup>2</sup>

For the fourth year in a row, Codman Academy students achieved a 97% average daily attendance rate for our six day per week (Monday – Friday 9 am – 5 pm, Saturdays 9 am – noon) program. We also maintained our outstanding 100% guardian attendance rate at teacher/student/parent conferences. 100% of incoming parents/guardians attended a one hour individual meeting with their child and our licensed school Social Worker, establishing a relationship of mutual respect and communication between family and school. The 2004-2005 school year also saw a significant increase in parent voice, participation, and governance of the school. A formal Parents Council with elected officers was formed in September, and current parent Ms. Angela Spriggs was elected to the Board of Trustees.

Our mission clearly states our intention to involve the greater community in our work with the families of Dorchester. We look both close to home in Codman Square and across the city to build bridges and strong partnerships. For the second year in a row, Codman Academy received the Champion of Arts Education Award from the Massachusetts Cultural Council for its ground breaking work around literacy with the Huntington Theatre Company. State Senator Jack Hart visited the school for the official presentation. The Codman Square Health Center has officially appointed a liaison to focus on deepening the connection between the school and the Health Center in the upcoming year. Both organizations are committed to making headway addressing the mental and physical health concerns that pose challenges to our students' education. Dr. Susanna Bedell, MD, FACP, of Harvard Medical School, began a three phase research project at the school around the issue of obesity. Phase I, a Saturday seminar for one class of students, was completed this school year, and Phase II, a case control study of the incoming 9<sup>th</sup> grade class, will begin in September 2005.

In May, Codman Academy underwent an intense two day review by ClassMeasures, the team hired to conduct the site visit component of our charter renewal. The entire process—from writing the renewal application to participating in interviews with ClassMeasures—was a rewarding and satisfying experience for our entire community. It provided a time for parents, students, teachers, board members,

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<sup>2</sup> Expeditionary Learning Outward Bound Implementation Review 2004-2005. Full text at [www.codmanacademy.org](http://www.codmanacademy.org)

and the school's founders to reflect on how far we have come in four short years and to envision the school's next phase. In June, the Board of Trustees unanimously voted to undergo a strategic planning process with an outside consultant in order to address the pressing concerns and needs of the school during its next phase of growth. Securing a permanent facility that enables the school's program to reach its potential is among the chief concerns and goals for the next five years.

Each spring the 9<sup>th</sup> grade concludes the year with a final project entitled, "Letters to the 9<sup>th</sup> Graders." Their letters are part reflection, part advice for the next incoming class. Wellete Ramsay '08 remarked, "Success! Success is the biggest concept at this school. The first thing you all need to know is that this school is all about success...We would all like to see each one of you achieve success at this school." This is the very message we try so fervently to convey to all of our students before they graduate: With hard work and determination, they will succeed at Codman Academy and afterwards in college.

None of our accomplishments would be possible without the enormous dedication, skill and hard work of our faculty, adjunct faculty, interns, volunteers and donors. We thank each one of them for their imagination, kindness, compassion, patience and sense of humor.

Sincerely,

William J. Walczak  
President, Board of Trustees

## II. Executive Summary

### Mission:

*Codman Academy Charter Public School's mission is to prepare students for full participation in the intellectual, economic and civic life of society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.*

History: Codman Academy Charter Public School opened in September 2001 on the site of its primary partner, the Codman Square Health Center, in Dorchester at 637 Washington Street. This is Dorchester's first charter high school.

Students served during 2004-2005 school year: Codman Academy's charter permits an enrollment of up to 130 students. However, at this time current facilities adequately house approximately 110 students. 94 students completed the 2004-2005 school year (29 ninth graders, 25 tenth graders, 20 11<sup>th</sup> graders, and 20 12<sup>th</sup> graders), ages 14-18.

Gender: Boys: 48 (51%), Girls: (49%)

### Ethnicity:

2004-2005 School Year

Asian	2%
Black	86%
Caucasian	1%
Hispanic	11%

### Student Applications for the 2005-2006 school year:

(Codman Academy only accepts students in the ninth grade)

85 applications received for grade 9, all from Boston

2 applications per opening

23 students on wait list for grade 9 as of August 1, 2005

School hours/days: Monday through Friday, 9 am - 5 pm and Saturday, 9 am - noon.

Number of school days: 192 including Saturdays

### Faculty Qualifications:

#### **CODMAN ACADEMY CHARTER PUBLIC SCHOOL FACULTY STAFFING FOR 2004-2005 SCHOOL YEAR**

**Regan Brooks**  
Science

HIGHLY QUALIFIED  
(Degree in subject area)

Major in Government and Pre-Med, Masters in Botany  
B.A. from Cornell, M.Ed. from University of Vermont  
MTEL – yes  
Certification – has taken the Environmental Science test

**Thabiti Brown** HIGHLY QUALIFIED  
Humanities (English and History) (Degree in subject areas)  
Major in American Studies: History and English  
B.A. from Brown, M.Ed. from Columbia University  
MTEL – yes  
Certification in Social Studies (9-12) in MA and NY

**Karen Crouse** HIGHLY QUALIFIED  
Math and Special Education (Certified)  
Major in Mathematics  
B.A. from Wesleyan, M.Ed. from Harvard  
MTEL – yes  
Certification in Mathematics (5-12); Special Education is pending

**Mark Hughes** APPLICATION PENDING  
Special Education  
Major in Psychology  
B.A. from University of Oklahoma, M.Ed. from Simmons College  
MTEL – yes  
Certification in History (5-8); Special Education is pending

**Michael Kajen** HIGHLY QUALIFIED  
Mathematics (Certified)  
Major in Science, Graduate degree in Computer and Information Science  
B.A. and M.Ed. from Worcester Polytechnic Institute  
MTEL - yes  
Certification in Math (9-12)

**Roy Karp** HIGHLY QUALIFIED  
Social Studies (Certified)  
Major in History  
B.A. from Columbia, J.D. from Northeastern  
MTEL – yes  
Certification in History (9-12)

**Joshua Lavine** HIGHLY QUALIFIED  
Humanities (Degree in subject areas)  
Major in American Culture  
B.A. from Vassar, Graduate coursework at Harvard  
MTEL – not needed because of having been previously certified  
Certification in English (9-12)

**Penny Lawrence** APPLICATION PENDING  
Special Education  
Major in Classics, Elementary Education, Public Policy, Classical Civilizations

B.A. from Harvard-Radcliffe, M.S. from Wheelock, M.P.A. from San Diego State and M.A. from the University of Minnesota.

MTEL – not needed

Certification in Elementary Education and Early Childhood, Certification Pending in Moderate Disabilities

**Mbakwe Okabor**

EXEMPT

Physical Education

Major in English

B.A. from Holy Cross

**Griffin Rankin**

HIGHLY QUALIFIED

Reading Title I

(Certified)

Major in English

B.A. from Davidson College, M.Ed. from Harvard

MTEL – yes

Certification in English (8-12)

**Aaron Schildkrout**

HIGHLY QUALIFIED (Degree in Soc.St. and certified in English)

Humanities

Major in Social Studies

B.A. from Harvard

MTEL – yes

Certification in English (5-12)

**ADMINISTRATION**

**Meg Campbell**

Head of School

Major in History and Literature, Graduate degree in Elementary Ed and School Administration.

B.A. from Harvard, M.S. from Wheelock and C.A.S. from Harvard

**Janet Ferone**

Special Education Administrator

Major in Special Education

B.A. from Hartwick, M.S. from Hofstra

**SATURDAY ADJUNCT FACULTY  
2004-2005 SCHOOL YEAR**

**Samantha Allston, French**

B.A. completion expected by Spring 2005, Harvard

**Linda Carney-Goodrich, Technology**

B.S from Springfield College, M.Ed. from Harvard

**Joan Green, Watercolors**

B.A. from Stanford

**Erica Harth**, Immigrant Stories  
B.A. from Barnard, PhD from Columbia

**Penny Hauk**, Studio Art  
B.A. from Clarke University, MAT from George Washington University

**Alexa Miller**, Self-Portrait  
B.A. from Swarthmore, Wimbledon School of Art (MFA)

**Michele Rue**, Health  
Licensed Practical Nurse, Masters from Cambridge College

**Danielle Scott**, Songwriting  
B.A. from Berkley School of Music

**Lauren Thirer**, Sailing  
B.A. from Cornell

**Ann Walsh**, Politics  
B.A. from Quinnipiac University and M.Ed. from Harvard

Curriculum Design & Teaching Method: College preparatory courses which are project based and interdisciplinary, informed by the Expeditionary Learning Outward Bound (ELOB [www.elob.org](http://www.elob.org)) comprehensive school design and philosophy. Strong fieldwork with off campus work one day per week. Unique partnership developing drama-based Humanities program with The Huntington Theatre includes 20 on site days at the Huntington and a culminating Showcase Performance for both grades 9 and 10.

**Indicators of success:**

- **100% of the Classes of 2005 and 2006 have passed both the English/Language Arts and Math MCAS exams**
- 97% daily average attendance
- Significant class percentile gain on Degree of Reading Powers test
- 100% parent participation in Teacher/Student Conferences

Student Turnover Data:

Total number left during the school year: 13

Total number completed year, but not returning for 2005-2006 school year: 4

Suspensions:

In-school suspensions: 0

Out-of-school suspensions: 28; No student was suspended from school for more than three days due to suspensions or disciplinary action.

Expulsions: 0

Last year, with an enrollment of 83 students, we had 24 suspensions. This year, with an enrollment of 105 students, we had 28 suspensions. Nevertheless, we view this number as too high and are committed to reducing the suspension rate for the coming year.

Codman Square as well as our school community experienced an increase in violence as compared to years past. Not surprisingly, our students were impacted by their surroundings. Our Social Worker had several incidents of reported rape and domestic violence. In December, one 9<sup>th</sup> grade student was stabbed while walking home from school one evening. The assailants, though never fully identified and arrested, were alleged gang members. For several months this fall, Codman Academy experienced its first ever episode of gang tagging and active recruitment of gang members. The school swiftly responded in partnership with the City Police, the School Department Police and the Codman Square Health Center Security Team. The unusually high number of suspensions reflects these grave situations with which our community had to grapple this year. In addition, more training around the issue of classroom management and in-class preventative discipline measures is a high priority for the newly appointed Academic Dean.

After the challenges of the fall around neighborhood crime which we felt was adversely affecting our students' in school behavior, the school implemented a peer mediation program. Two staff members and 8 students were trained over February vacation to become Peer Mediators. The peer mediation program went into effect in March and was very successful. In June, the faculty developed a new accountability program will track each student's conduct daily in an on-line system available to all staff members and parents. This new system will be activated in September 2005.

**2004-2005 Suspension and Withdrawal Analysis**

<b>Grade Level</b>	<b>Total Suspensions by Grade Level</b>	<b>Percentage of Suspensions in Each Grade</b>	<b>Number of Students Suspended Once</b>	<b>Number of Students Suspended Twice</b>	<b>Number of Students to Withdraw after 1 or more Suspension Hearings</b>
<b>9</b>	11	39%	9	1	8
<b>10</b>	12	43%	4	4	0
<b>11</b>	2	7%	2	0	1
<b>12</b>	3	11%	3	0	0
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>18</b>	<b>5</b>	<b>9</b>

Analysis of the school's suspension data reveals that the vast majority of suspensions occur in grades 9 and 10. The school has long recognized that the transition from middle school to 9<sup>th</sup> grade at Codman Academy poses many challenges for incoming freshmen. An extensive 9<sup>th</sup> grade orientation has been developed for the upcoming school year and will strive to impress our expectations and customs upon the newest members of our community prior to the start of academic classes. Withdrawals are also much more common in the first year.

### **III. Academic Program Core Curriculum Requirements**

“Answers in the Toolbox,” a report by the U.S. Department of Education notes that particularly for African American and Latino students, a strong academic curriculum is the most significant predictor of success in college. A strong academic curriculum is more significant than class rank, test scores, grade point average or socio-economic status. Based on these research findings, we require our students to fulfill the following requirements or their equivalent for graduation credit:

- 4 years of English and History (Humanities)
- 3 years of Science
- 4 years of Math
- 2 years of a Foreign Language
- 4 years of Physical Education/Wellness
- 1 year of Art
- 2 school-approved summer Internships/programs
- 2 passage portfolio presentations during grade 12: Students choose to present two academic portfolios to a panel of judges, including two faculty members, one parent, and one peer.
- 8 Saturday Courses

All Codman Academy Charter Public School students must complete these core academic requirements by demonstrating their mastery of content through passage portfolios, exhibition/performances and passing MCAS tests. Learning expeditions are consistent with Massachusetts Curriculum State Frameworks for the secondary level.

In order to receive credit for any course, students must attain a grade of 70 which is equivalent to a C-. Any grade lower than a C- will be marked as No Credit (NC). Any 9<sup>th</sup> grade student not achieving a 70 or above for his/her year average must complete a mandatory summer session with core academic teachers. Any 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade student who does not complete the academic year with a 70 or better average is required to repeat the entire academic year. Academic subjects are the only courses offered for a letter grade. Other courses (Wellness, Saturday courses, etc.) are offered as Pass/No Credit.

#### **Passage Portfolio**

In order to complete the 10<sup>th</sup> grade year and proceed to the 11<sup>th</sup> grade, all students must complete the passage portfolio process. The portfolio process is designed as a way for students to demonstrate the skills and content they have mastered over the course of their first two years in Humanities, Math and Science. The portfolio process stresses the art of revision, and students spend 2-3 months preparing their binders for final evaluation. All three portfolios, including Math and Science, consist of stringent reading and writing requirements. Additionally, all portfolios are graded, and each student must choose one portfolio to present to a panel of 4-5 judges, including the core academic teacher of the subject being presented, a second Codman faculty member, a family member, and a fellow student. Judges assess the presenter on his/her mastery of

content, response to questions, and presentations skills. Students not receiving a passing grade from the judges must represent in order to complete the 10<sup>th</sup> grade. Student portfolio presentations are held to a high standard, and not all students pass their presentation on the first try.

The Passage Portfolio serves as gateway to the 11<sup>th</sup> and 12<sup>th</sup> grades, known as the Senior Institute, where students will be required to complete more long-term projects and make oral presentations on a regular basis. Successful completion of the Passage Portfolio (both written and presented work) and a Statement of Entry into the Senior Institute are prerequisites for promotion to the 11th grade. Students must successfully complete all core academic courses with a grade of C or higher, as well as the Passage Portfolio in order to be promoted to the Senior Institute.

**Performance goals**

1. By graduation, students should increase reading proficiency as assessed by Degree of Reading Powers (DRP) to read at or above grade level.

*Instrument:* Degree of Reading Power Test for all incoming students and every spring thereafter for all students. The DRP measures student improvement in the ability to process and understand increasingly difficult written prose. DRP unit scores are reported in accordance with the most difficult text the student can read on his or her own.

*Data:* DRP test results compiled twice annually for ninth graders and annually thereafter for students in grades ten through twelve to gauge progress. 85 % students at graduation shall complete goal of achieving a score of 65 or higher on the DRP.

**Current Status:**

The average DRP score gain for most high school students is 1 to 2 DRP points during the school year, whereas many Codman Academy students showed gains of 6 or 7 DRP points per year. The Class of 2008 (9<sup>th</sup> graders) had an average **increase of 7.4 points** over the course of their 9<sup>th</sup> grade year. Increases in average percentage score and continued movement out of the lowest quartile demonstrate gains among all ability levels, not simply the highest achieving students.

CACPS contracted a graduate student at the Harvard Graduate School of Education to conduct a study of the school’s first three years (2001-2004) of literacy growth as measured by the Degree of Reading Powers test. A hard copy has been submitted with this report as an attachment, and the report may also be found on our web site at [www.codmanacademy.org](http://www.codmanacademy.org). Spring 2005 results are as follows:

	<b>Class of 2005 (Seniors)</b>	<b>Class of 2006 (Juniors)</b>	<b>Class of 2007 (Sophomores)</b>	<b>Class of 2008 (Freshmen)</b>

<b>Average percentile '05</b>	59.37	52.55	45	40.3
<b>Average percentile '04</b>	56.68	50.26	38.6	31.9
<b>Average Percentile Gain over course of 2004-05 Academic Year</b>	2.7	2.2	6.4	8.4
<b>Average DRP score '05</b>	68	62.1	58.2	53.05
<b>Average DRP score '04</b>	63.05	60.3	53	46.1
<b>Average DRP score Gain over course of 2004-05 Academic Year</b>	4.5	1.8	5	7.4

2. Each Senior shall complete with a satisfactory self-evaluation and supervisor's evaluation a Learning Through Internship (LTI) of at least 30 hours as well as two summers of approved enrichment programming such as internships or courses. LTI's are apprenticeships focused in an area of student interest and career exploration. Their purpose is to connect academic learning and service by deepening both. (The term LTI comes from The Big Picture Company Initiative).

Instrument: Submission of Internship Report in loose-leaf notebook. Report shall include: (Adapted in part from Boston University College of Communications CM 471 Internship Report Format)

- o Brief profile of the agency: company or organization where student worked, organizational chart of where student worked, type of business, number of employees, geographic location, etc.
- o Narrative of what student did and learned: may be either chronological by project or kinds of tasks performed, describe chores/duties in detail.
- o Self-Evaluation: Student takes a good hard look at the experience and tells the good and bad of it. Writing is specific and detailed in describing experience.
- o Evaluation by Intern's Supervisor with recommended Passing/No Credit.
- o Internship Presentation to entire Senior Class and panel of judges, including LTI Supervisor, Head of School, and select faculty members. Presentation graded by panel of judges.

Data: 100% of students shall complete Learning Through Internship Reports at a satisfactory level in order to graduate.

Current status: All twenty students successfully completed their Senior Internship during the 2004-2005 school year at a variety of locations throughout Boston:

### 2004-2005 Internship Locations

- Miller Dyer and Spears (2 apprenticeships in architecture)
- Broadmeadow Elementary (4 apprenticeships in classroom teaching)
- From the Top Radio Program (1 apprenticeship in radio broadcasting and voice training)
- Aso Studios/Berlitz Language Center (1 apprenticeship in the study of Japanese language, culture and calligraphy)
- Huntington Theatre Company (1 apprenticeship in drama training; 1 apprenticeship in costume and set design)
- City Lab/Codman Square Health center (1 apprenticeship in medicine)
- Educational Development Center (2 apprenticeships in technology)
- The Charles Hotel, Henrietta's Restaurant (1 culinary arts apprenticeship)
- Roxbury District Court (1 apprenticeship with a district court judge)
- Office of Rep Marie St. Fleur (1 apprenticeship in civic education)
- Dorchester Reporter (1 apprenticeship as a reporter)
- Belmont Day School (1 apprenticeship as a physical education teacher)
- Angell Animal Medical Center (1 apprenticeship as a veterinary technician)

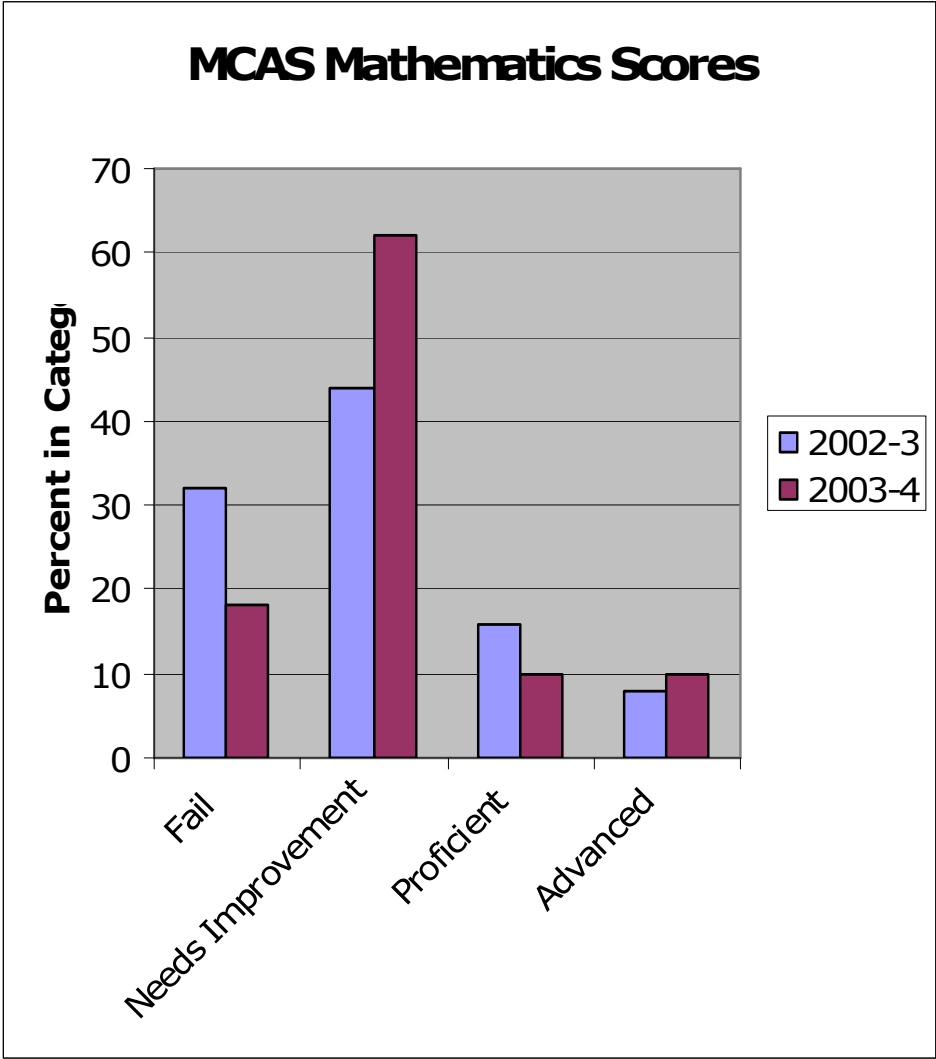
### 3. MCAS

Rationale: State requirement for diploma.

Goal: 75% students pass MCAS on first try.

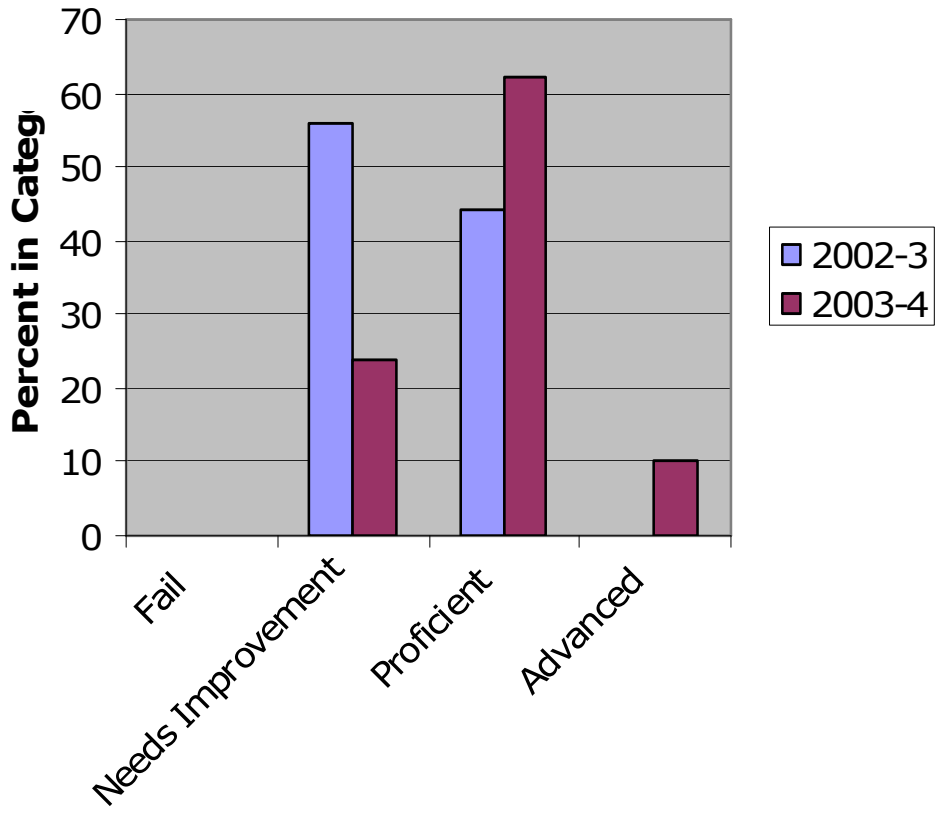
Current status: **100% of the Class of 2005 and the Class of 2006 passed the English /Language Arts MCAS on their first try.** 100% of the Class of 2005 and the Class of 2006 has passed the Math MCAS. One student received a special needs waiver for Math from the state.

Considerable progress has also been made in Mathematics into higher performance categories. The Class of 2006, the second class to pass through the Mathematics department at Codman, had fewer students in the Failing category and more students in the Advanced and Needs Improvement category. Likewise, the Class of 2006 also demonstrated higher proficiency levels in English when compared to their peers in the Class of 2005.

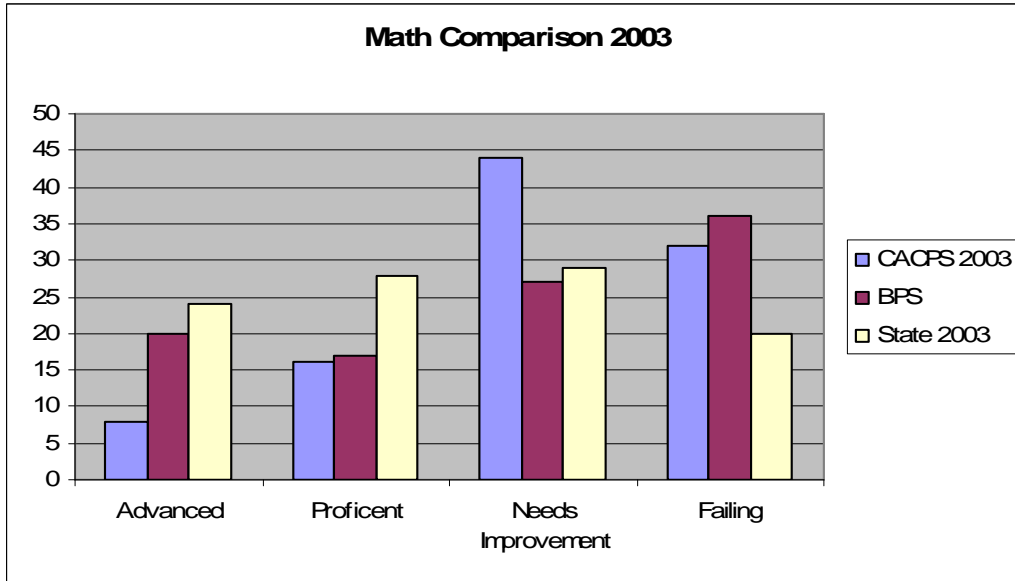


*Math scores for the Class of 2006 demonstrate improvement in passage rates and proficiency compared to their peers in the Class of 2005. Extended Math teaching time, after school tutoring, and improved curriculum contributed to this success.*

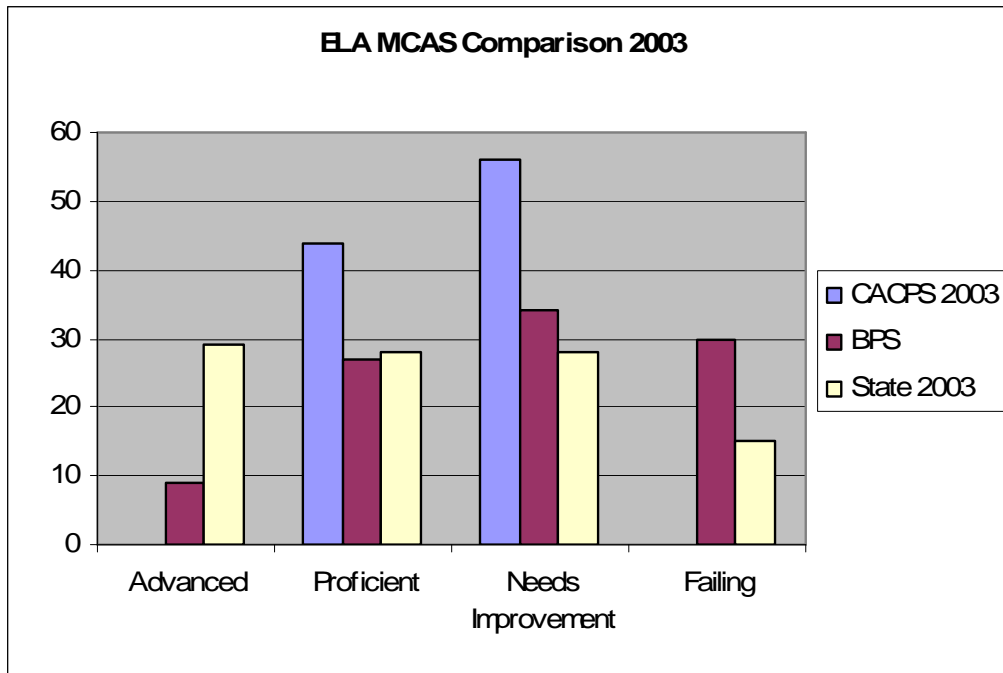
## MCAS English Language Arts Scores



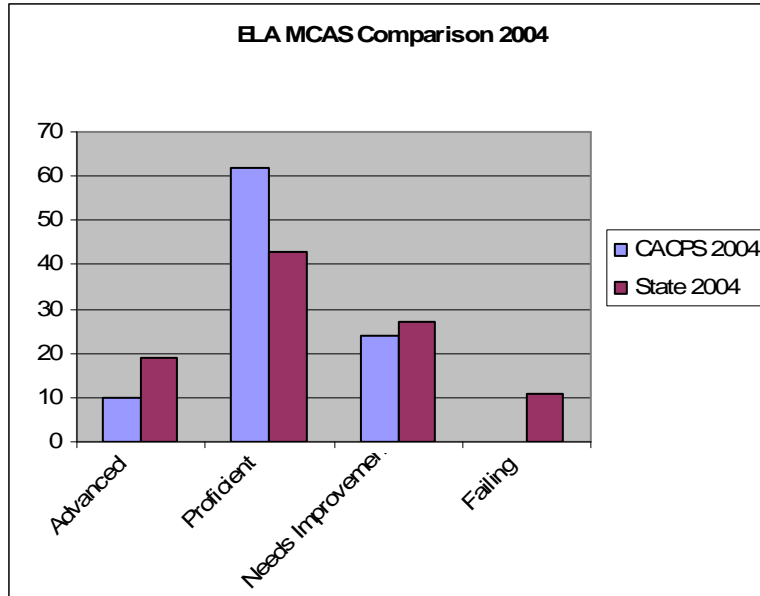
*100% of Codman students to take the English/Language Arts MCAS all passed. Again, the Class of 2006 demonstrates improvement when compared to their peers in the Class of 2005. 10% of the Class of 2006 is considered Advanced.*



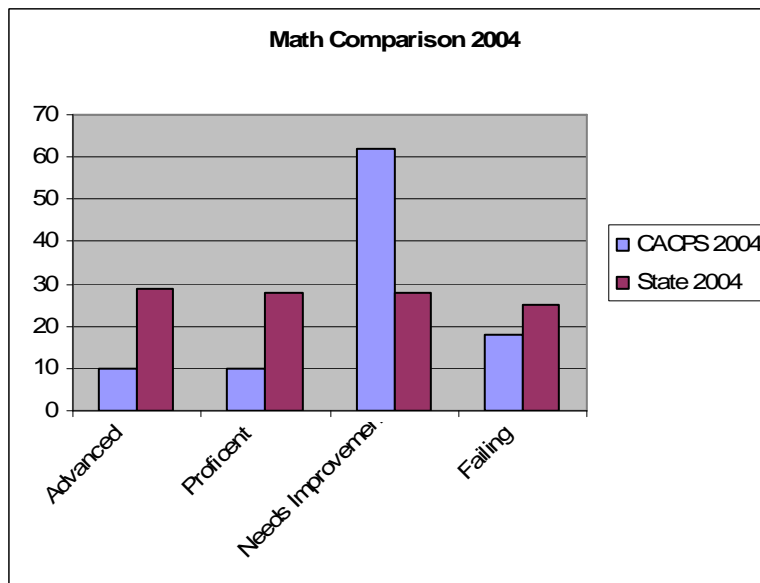
*The Class of 2005 Math MCAS scores demonstrate a smaller percentage of failing students when compared to the Boston Public School system but less favorable scores when compared to the state.*



*The Class of 2005 demonstrates very impressive scores when compared to both the Boston Public School and the state. 0% of the Codman Class of 2005 failed the ELA MCAS as compared to 30% in the BPS and 15% across the state. Furthermore, Codman demonstrates a greater percentage of students in the proficient category than both the BPS and the state.*



*The Class of 2006 demonstrates better scores than the state in all categories but Advanced, with over 60% in the Proficient category compared to only 42% in the proficient category across the state.*



*The Class of 2006 demonstrates a lower percentage of failing students than the state, but continues to work toward making more significant gains in the Advanced and Proficient categories.*

4. Each student shall complete with a satisfactory grade or higher the required academic curriculum requirements in order to achieve promotion to the next grade and to graduate.

Data: Promotion and graduation rates.

Instrument: Student report cards and portfolios.

Current status:

- 97% (29 out of 30 students) of the 9<sup>th</sup> grade class earned promotion to the 10<sup>th</sup> grade.
- 75% (19 out of 25 students) of the 10<sup>th</sup> grade earned promotion to the 11<sup>th</sup> grade.
- 95% (19 out of 20 students) of the 11<sup>th</sup> grade achieved promotion to the 12<sup>th</sup> grade.
- 100% (20 out of 20 students) of the 12<sup>th</sup> grade graduated from Codman Academy.

Freshmen who were retained did not pass Humanities (History and English) and/ or Algebra I due to a year average of 69 or lower. Sophomores who were retained did not successfully complete the Passage Portfolio requirement in Math and/or Humanities in and had a year average of 69 or lower. Juniors who were not promoted did not pass Humanities (History and English), Physics, or Algebra 2.

#### **IV. Organizational goals**

1. The Board of Trustees shall function in an effective manner to carry out the mission of the school and provide oversight of its academic and organizational goals.

Instrument: Board minutes. Annual board retreat to evaluate and set new goals. Annual independent evaluation conducted by Expeditionary Learning Outward Bound to determine the school's progress in implementing the five core benchmarks of Expeditionary Learning. The five benchmarks and their sub-categories are as follows:

- I. Learning Expeditions
  - a. Planning and teaching learning expeditions
  - b. Developing character
  - c. Expecting and attaining high achievement
  - d. Fostering strong literacy
  - e. Using community resources
- II. Reflection and Critique
  - a. Examining and assessing student work
  - b. Examining and assessing teacher work
  - c. Using portfolio assessment
- III. School Culture
  - a. Incorporating the design principles
  - b. Fostering service

- c. Experiencing Outward Bound
- d. Ensuring equity
- e. Fostering family participation
- IV. School Structures
  - a. Building and shared leadership
  - b. Instituting block scheduling
  - c. Using teams effectively
  - d. Providing and using common planning time
  - e. Fostering multi-year relationships
- V. School Review
  - a. Assessing school progress
  - b. Collecting and analyzing evidence
  - c. Creating an action plan

**Current status:** The one official complaint during the 2004-2005 school year was by a group of parents who did not agree with the school's policy regarding guests to the Junior / Senior Prom. The Board of Trustees maintained their position that any non-Codman Academy student attending the prom with a current student must be interviewed over the phone with the Head of School prior to attending the dance. Furthermore, former Codman students who had left the school as a result of disciplinary problems were not allowed to attend the prom. An independent evaluation was conducted by Expeditionary Learning Outward Bound with a favorable review. (The report is available at [www.codmanacademy.org](http://www.codmanacademy.org)). Lead evaluator and author of the 2004-2005 Expeditionary Learning Evaluation, Kippy Smith, noted, "Codman's teacher's strongly employ effective instructional practices, including teaching literacy skills through content-area classes, which impel students to take responsibility for their learning."<sup>3</sup>

Current Board Members are as follows:

- o Dorothea Engler, Educational Consultant
- o John Finley, IV, Head of Epiphany School – Board Clerk
- o Bear Hollis, President, Codman Academy Foundation Board
- o Angela Spriggs, Parent, Codman Academy Charter Public School
- o Peggy Kemp, Head of School, Fenway High School
- o Dawn Lewis, Co-Director, Boston Pilot School Network, Center for Collaborative Education
- o Bill Walczak, Executive Director of Codman Square Health Center – Board President
- o Meg Campbell (ex-officio), Head of School, Codman Academy Charter Public School

Terms for George Brackett, Alveta Haynes, and Jane Tewksbury ended at the close of the 2004-2005 school year. As of the submission of this report, the nominating committee is reviewing several candidates to fill the three open spaces.

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<sup>3</sup> Expeditionary Learning Outward Bound Implementation Review 2004-2005. Full text at [www.codmanacademy.org](http://www.codmanacademy.org)

*Additional goals for 2005-2006*

- Improve and perfect current successful learning expeditions and post to our public web site for dissemination purposes; Continue to document school's best practices, both inside and outside of the classroom, and share with other public schools.
- Continue to improve Mathematics achievement by expanding the Mathematics department to three full-time math teachers (increase from two), offering one high level Math course to Seniors ready for Pre-Calculus, and infusing Science instruction with math related topics.
- Outline a four year Science sequence for all students that includes Earth Science, Physics, Chemistry and Biology.
- Expand parent outreach and whole family programming, including parent participation in Saturday classes, increased attendance at monthly Parent Council meetings, implementation of new Parent Coffee with the Head of School one morning per month.
- 97% attendance or better for 2005-2006.
- Complete strategic planning process with outside consultant, Esther Kaplan of Kaplan Associates by November 1, 2005, Board of Trustees meeting.
- Raise \$250,000 from individuals and competitive grants to meet operating expenses for programs for extended hours and days.
- Have 100% college attendance rate for Class of 2006.
- Implement effective Alumni Support program for Class of 2005.

2. The school shall raise necessary funds and manage cash flow to meet expenses.

Instrument: Independent audit annually.

Data: Budget reports to Board of Trustees.

Current status: Alexander, Aronson, Finning & Co., P.C. completed the audit in August 2004, and we received favorable review by the State Auditor.

3. Facilities shall be obtained to carry out the school's mission. The school opened in September 2001 in a renovated space at 637 Washington Street. We also lease space from the Codman Square Health Center at 450 Washington Street.

Current Status:

Codman Academy currently occupies space at 637 Washington Street. For the upcoming year, additional space will be used in the Codman Square Health Center buildings while we continue to raise the necessary funds to begin construction on facilities expansion.

4. Attract outstanding faculty and support their professional development.

Instrument:

- a. Monthly faculty development meetings with Special Education Director
- b. Staff developer from the Harvard Graduate School of Education to work with faculty on curriculum development and issues around classroom management
- c. Use of funds for travel and professional development courses for faculty in 2005-2006.
- d. Annual Expeditionary Learning review includes self-evaluation by all faculty

Data: Rate of contracts offered to faculty and management

School Year	Number of Faculty	% of Returning Faculty	% of New Faculty
2001-02	5	N/A	N/A
2002-03	7	71%	29%
2003-04	10	60%	40%
2004-05	13	55%	45%

\*Note: Each year CACPS has added a grade and corresponding faculty and staff.

Current status: Codman Academy offers many professional development opportunities through the academic year and summer. In March 2005, four classroom teachers (two Humanities, two Math) attended the National Expeditionary Learning conference in Denver, CO to present their own work and attend pertinent workshops in their teaching field. Two teachers attended a four day Expeditionary Learning Reading/Literacy Institute in December 2004 and were able to apply it immediately to their classroom practice. Thabiti Brown, founding Humanities teacher, was promoted to the position of Academic Dean for the coming school year. Mr. Brown will oversee all teaching and learning activities and serve as direct supervisor to all classroom teachers. A substantial teacher observation schedule will be implemented for the new school year.

\* The student-to-teacher ratio is approximately 14 to 1.

**V. Are we true to our mission?**

“Codman Academy Charter Public School's mission is to prepare students for full participation in the intellectual, economic and civic life of society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.”

**Indicators of success:**

- 1. Annual independent evaluation and/or school review.

Rationale: Structured outside evaluation affords Codman Academy Charter Public School the opportunity to identify areas of strength as well as areas which need improvement.

Goal: Complete annually, report to Board.

Current status: Expeditionary Learning Outward Bound completed a Year End Assessment in April 2005. Evaluators observed classes, faculty meetings, school-wide meetings, and met individually with students, faculty and other key stakeholders in the school. Each faculty member completed a self-evaluation, and the Head of School completed a longer, more detailed evaluation that comprises nearly one third of the evaluator's report.

2. Offer rich interdisciplinary Expeditionary Learning education steeped in innovative literacy program, liberal and performing arts. Ensure that curriculum is rigorous and college preparatory in nature.

Rationale: Preparation for lifelong learning includes both the acquisition of skills and the development of an *appreciation* for learning. We hope that our students not only learn to read with deeper understanding but *want* to read for understanding by the time they graduate. Through Expeditionary Learning's focus on connecting content to real work experiences, we strive to impress upon our students the role an education plays in their lives outside the walls of our schoolhouse.

Goal: Offer rich interdisciplinary curriculum based on Expeditionary Learning Outward Bound design principles, including extensive field work in all core classes; interweave the use of technology into teaching and learning both inside and outside of the classroom.

Current status: All ninth graders are required to take science, Algebra I and Humanities. Tenth graders are required to take science, Geometry and Humanities. The Humanities course for ninth and tenth graders includes a unique field-based literacy through drama program at The Huntington Theatre with twenty on-site days. The Humanities curriculum culminates in two live performances, one in December and one in June. The 10<sup>th</sup> grade spring showcase is written and produced by the 10<sup>th</sup> graders themselves. Huntington days and field work aligns with Massachusetts curriculum frameworks.

We received the 2004 Massachusetts Alliance for Arts Education Award for Outstanding Arts Collaborative for our partnership with the Huntington Theatre, the second year in a row that we have received this honor. The award recognizes our outstanding support of arts education and our commitment to making art a part of every student's experience at Codman Academy.

The Math department, under the leadership of Mathematics Chair Karen Crouse, has developed a very strong learning expedition in grade 10 that tests students' proficiency in statistics, algebra, and geometry. Students spend several months collecting data about staircases throughout the city and evaluating them according to safety code. After several months of data collecting, students apply their knowledge of rise and run to redesign an "unsafe" staircase into one that complies with building code. The grade 9 Mathematics expedition brings algebra and the study of ratios and proportions to life when students design chairs for real clients. Local architects partner with the school to

assist in the teaching of this expedition. Students begin by designing small scale chairs in 2 – 3 person teams. Once they perfect their models, the students use their knowledge of ratios and proportions to create a life-size chair for their client out of cardboard.

Our students use technology every day. Our school currently has six desktop computers open to students, as well as four carts of wireless iBooks for a total of 54 student laptops. We will add 23 laptops (one laptop cart) for the 2005-2006 school year. Students use laptops in classes regularly and have access to email in our college guidance room before and after school and during study halls. Students are encouraged to use the computers for writing papers and for doing research. We have a school website, [www.codmanacademy.org](http://www.codmanacademy.org), that is updated daily, including a password-protected intranet site for parents, students and staff. Parents and students may check our on-line grading system daily for information relating to attendance, grading, projects and daily school-wide announcements, as well as for extracurricular activities and sports schedules.

Student use of technology inside the classroom increased significantly this year, especially in the Humanities 10 and Science courses, under the leadership of Humanities 10 teacher Aaron Schildkrout and Science teacher Regan Brooks. Both teachers employed web design as a means of teaching content in their related fields. Students designed web pages in both classes, and their web pages may be found on our home page at [www.codmnacademy.org](http://www.codmnacademy.org). With the financial support of a state administered dissemination grant, the school hired George Brackett, Ph.D., a experienced software developer, to prepare a “Best Practices” site on our home page for public viewing and sharing. Our most successful and developed learning expeditions have been posted for use by other educators: Humanities 10 Justice and Injustice, Math 10 Evaluating Staircases using the Algebraic and Geometric principles, and the school-wide interdisciplinary Model United Nations curriculum.

On Saturdays, students also had the opportunity to choose from among 15 different elective courses offered Pass/No Credit by Adjunct Faculty. These ranged from Studio Art to an intense investigation of Oedipus to sailing at the Courageous Sailing Center in Charlestown. French I and II were also offered for academic credit.

Our partnership with Codman Square Health Center continues to grow and deepen. A Health Center employee has been appointed to serve as an official liaison between the two organizations. The school now employs a full-time social worker who is mentored and supervised by the mental health department at the Health Center. Ever committed to the issue of pediatric and teenage obesity, we launched Phase I of a nutrition study with Professor Susanna E. Bedell, MD, FACP, of Harvard Medical School. Dr. Bedell piloted a Saturday course this spring with 12 students. The students learned how to read a nutrition label and participated in a competition whereby the team to develop the most nutritionally sound seven day menu for a family on food stamps would be hired to assist Dr. Bedell in Phase II of her project during the 2005-2006 school year. Dr. Bedell’s assistants will help turn the curriculum into a year-long course for all 9<sup>th</sup> graders. Our athletic program continues to grow under the leadership of a full-time Director. This past school year, all students participated in dance courses with our artists in residence,

Ms. Adrienne Hawkins. Having learned that student choice in activities can be a powerful motivator for participation, we have adjusted our schedule for the upcoming year to offer a wider variety of physical fitness courses during the school week. Sailing, for example, a most popular Saturday course among boys, will be offered during the week in partnership with Courageous Sailing.

3. Student attendance:

Rationale: Research indicates student attendance is a good predictor of student achievement.

Goal: 94% daily average attendance for 6 day school week.

Current status: 97% daily average attendance 6 days a week during the 2004-2005 school year.

4. Students develop positive attitude towards college:

Rationale: Motivation key predictor of completion of academic requirements.

Goal: 100% students apply for and are accepted to college.

Current status:

100% class of 2005 was accepted to four year colleges. See *The Boston Globe*, page one, June 20, 2005.

9<sup>th</sup> and 10<sup>th</sup> graders participate in monthly college visits. 11<sup>th</sup> and 12<sup>th</sup> graders meet frequently with the Dean of Enrichment on an individual basis.

5. Parent/Family members are active partners with Codman Academy Charter Public School

Rationale: Research shows students perform better who have parents or other significant family members who value education and also encourage and support their children's academic achievement.

Goal: 100% participation in Faculty/Student/Parent Conferences.

Data: 100% attendance at parent conference for the fourth year in a row.

Current status: All parents participated in student conferences with faculty members and students. Parents took an increasingly active role in the daily life of the school this year. The Parent's Council elected its own officers in October and were very vocal in shaping several school policies this year, including a new uniform policy and our new student accountability program. All parents (80 families total, excluding alumni families) with students in grades 9-11 received a school satisfaction survey in June. 63 Families responded within one month of receiving the survey. The results are as follows:

<b>Family Evaluation 2005</b>						
<b>All 80 families in grades 9-11 were polled; 63 families responded.</b>	79% response rate					
<b>What Grade would you give (CACPS)?</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		
	41%	50%	7%	2%		
<b>Is CACPS exceeding, meeting, or not meeting the expectations you had when you enrolled your child?</b>	<b>Exceeding</b>	<b>Meeting</b>	<b>Not Meeting</b>			
	17%	78%	3%			
<b>Is your child now performing better or worse academically than in his/her pervious school?</b>	<b>Better</b>	<b>About the same</b>	<b>Worse</b>	<b>Not sure</b>		
	66%	34%	0	0		
<b>Has your child's behavior in school gotten better or worse since enrolling in CACPS?</b>	<b>Better</b>	<b>About the same</b>	<b>Worse</b>	<b>Not sure</b>		
	49%	43%	7%	1%		
<b>Has your child's attitude toward school gotten better or worse since enrolling in CACPS?</b>	<b>Better</b>	<b>About the same</b>	<b>Worse</b>	<b>Not sure</b>		
	52%	45%	3%	0%		
<b>CACPS overall academic program is:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not sure</b>	
	41%	49%	8%	0%	2%	
<b>CACPS academic standards and expectations for its students are:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not sure</b>	
	49%	44%	5%	0%	2%	
<b>The quality and responsiveness of teachers at CACPS is:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not sure</b>	
	47%	45%	7%	1%	0%	
<b>The enthusiasm of the staff at CACPS is:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not sure</b>	
	34%	52%	10%	2%	2%	

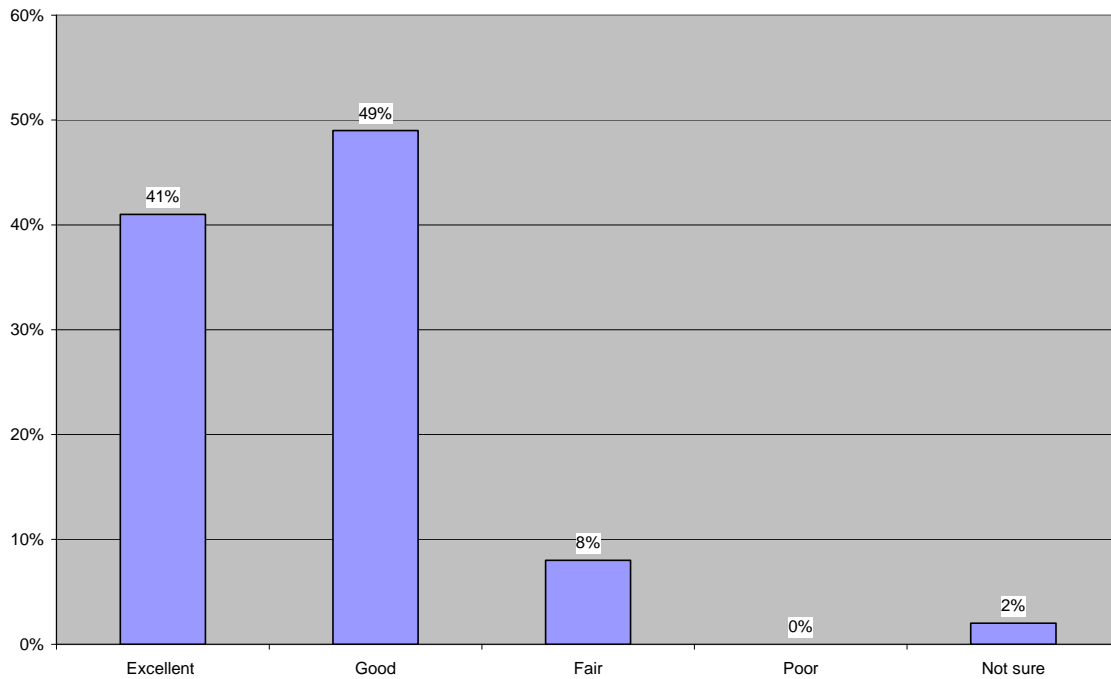
<b>The Quality of non-academic support at CACPS is:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not sure</b>	
	15%	63%	7%	8%	7%	
<b>The amount of information that CACPS provides you on report cards is:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not sure</b>	
	52%	40%	7%	1%	0%	
<b>The expectations and handling of discipline is:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not sure</b>	
	25%	38%	25%	8%	4%	
<b>CACPS' Code of Conduct is:</b>	<b>Too Strict</b>	<b>Just right</b>	<b>Not strict enough</b>	<b>Not sure</b>		
	10%	72%	7%	11%		
<b>About how many times have you had a face-to face meeting with at least on of your child's teachers (formal or informal)?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 or more</b>
	0%	10%	8%	36%	21%	25%
<b>About how many times have you had a phone conversation with at least one of your child's teachers?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 or more</b>
	3%	7%	13%	17%	28%	30%
<b>About how many time per month do you receive written communication from the school?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 or more</b>
	11%	33%	20%	17%	6%	13%
<b>How many family events have you attended at the school during the current year?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 or more</b>
	15%	19%	22%	15%	14%	14%
<b>How many Parents' Meeting have you attended during the current year?</b>	<b>None</b>	<b>one to three</b>	<b>four to six</b>	<b>seven to eight</b>	<b>All</b>	
	21%	48%	17%	10%	3%	

<b>Do you feel the family intake Meeting at the beginning of the year was helpful?</b>	<b>Very helpful</b>	<b>just right</b>	<b>not very helpful</b>	<b>not sure</b>		
	41%	41%	2%	16%		
<b>How helpful do you feel it is to be able to access your student's grades online?</b>	<b>Very helpful</b>	<b>just right</b>	<b>not very helpful</b>	<b>not sure</b>		
	69%	14%	7%	10%		
<b>Based on your experience with school staff, if you need to speak with someone at school do you find it easy or hard to get in touch with the school staff?</b>	<b>Easy</b>	<b>Hard</b>	<b>Not sure</b>	<b>Fair</b>		
	69%	21%	8%	2%		

**Parent satisfaction at Codman Academy is remarkably high:**

- 97% of parents polled said that CACPS is “meeting” or “exceeding” the expectations they had when they originally enrolled their children in the school.
- 90% of parents say that the CACPS overall academic program is “good” to “excellent.”
- 66% of parents say that their child is performing better academically at CACPS than in previous schools.
- No parent said that his or her child is performing worse than he/she did at previous schools.
- Over 50% of the parents polled said that their child’s attitude toward school has gotten better since enrolling in CACPS.

**CACPS overall academic program is:**



**Parent involvement at Codman Academy is also exceptional:**

- 85% of parents have attended at least one family event during the school year.
- 90% of all parents have had two or more face-to-face meetings with at least one of their children's teacher.
- 97% of all parents have had at least one phone conversation with a teacher.

6. Strong community partners

Rationale: Strong community partnerships extend our capacity to offer students and their families rich learning opportunities.

Goal: Maintain strong partnerships with *The Boston Globe*, Codman Square Health Center, Museum of Fine Arts, The Huntington Theatre, Epiphany School and Sportsmen's Tennis Center.

Current Status: Incoming students will receive free home delivery of *The Boston Globe* for the year. Students continue to receive superb tennis instruction at Sportsmen's Tennis Club, while Epiphany School allows use of their gym for physical fitness class. Our Humanities curriculum continued to include bi-monthly fieldwork visits to the Huntington Theatre. The Codman Square Health Center elected one of our faculty

members, Thabiti Brown to their Board of Trustees, and the Health Center assigned an official liaison to the school.

## VI. Dissemination

“While our core mission is the education of our students and their families, we also aspire to serve as an innovative laboratory for rethinking urban secondary education, particularly for new small high schools that are affiliated with community-based organizations. To the best of our knowledge, there is no existing small urban community based high school which provides a serious academic and character development program through a combination of on-line courses, academic learning expeditions and intensive family and community partnerships. Codman Academy Charter Public School’s unique design is a template for replication by other community-based organizations which are exploring starting charter schools and by existing districts seeking bold alternatives. As part of our commitment to continuous improvement, Codman Academy Charter Public School also plans to develop a professional development center for the preparation of new urban teachers.”

- *Codman Academy Charter Public School original Charter*

1. Document our learning as we go

*Instrument:* Video/DVD

*Current status:* A group of graduate students at the Harvard Graduate School of Education conducted a year-long research project on our dance program. A DVD documentary was completed and is shared with visitors.

2. Sharing Best Practices beyond our school

*Instrument:* Faculty participation and leadership in local and national educator networks. Learning Expeditions in Math, Science, Humanities, and Model United Nations are posted on our public web site.

*Data:* Documentation of participation type and extent: All publications of faculty are listed on our Web site in full at [www.codmanacademy.org](http://www.codmanacademy.org). All feature articles on Codman Academy Charter Public School in major news mediums are also posted on-line at our Web site.

*Current status:* 4 academic teachers attended the Expeditionary Learning Outward Bound. In addition, faculty members presented the numerous papers and received several honors this year:

- MassInsight named Codman Academy a Vanguard Model School, and Head of School, Meg Campbell, along with two Seniors spoke at their conference in June 2004. Our school model and “best practices” are posted on the MassInsight web site.

- Two faculty members, Humanities Teacher Aaron Schildkrout and Science Teacher Regan Brooks, were selected to present their papers at the Massachusetts Charter School Conference in April 2004.
- Dean of Enrichment, Abigayle Phillips was named to the New England Association of College Admission Counselors for Diversity Awareness Committee
- Massachusetts Cultural Council awarded our school a Creative Schools Award for the second year.

The school hosted over 100 visitors this year with a range of backgrounds and interests: reporters from The Boston Globe, members of South Africa Partners, educators from Ireland, faculty from the Harvard Graduate School of Education, staff from the Massachusetts Charter School Resource Center, international speakers during our school-wide Model United Nations, as well as educators from high schools in New York, Seattle, Portland, and many local area schools. Eight students and two faculty members traveled to South Africa for a learning exchange with an elementary school in Cape Town. It was the experience of a lifetime, and each student returned with a deeper appreciation for South Africa's amazingly rich culture and history. We plan to continue to raise funds to make this trip possible for Juniors and Seniors every other year.

Additionally, we offered technology support to various other schools, including educators from the Mission Hill School and Murdoch middle school. Both schools adopted php web sites similar to that of Codman Academy.

### 3. Teacher and Administrator Preparation and Education

*Instrument:* Field Experience Placements (FEP) through Harvard Graduate School of Education.

*Data:* Documentation by Harvard Graduate School of Education (HGSE) students of their work at Codman Academy Charter Public School.

*Current status:* 7 HGSE students completed Field Experience Program courses for academic credit from Harvard for their work at Codman Academy Charter Public School. Two student teachers from the Tufts University teacher preparation program completed their student teaching internships with Codman Academy. Both graduate students received full-time offers to join our staff for the 2005-2006 school year and accepted.

**Codman Academy Charter Public School and Affiliate**

**Combined Statement of Net Assets  
June 30, 2005**

**ASSETS**

**Current Assets**

Cash and cash equivalents	\$ 745,912
Due from Comm. of Massachusetts	240
Due from (to) Codman Academy Foundation	-
Due from others	87,500
Prepaid and other	25,737
Total current assets	<hr/> 859,389

**Fixed Assets**

Leasehold improvements	245,793
Furniture, equipment and computers	189,789
	<hr/> 435,582
Less: accumulated depreciation	(252,398)
Net fixed assets	<hr/> 183,184

Total assets	<hr/> <hr/> <b>\$ 1,042,573</b>
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**LIABILITIES AND NET ASSETS**

**Current Liabilities**

Accounts payable	\$ 32,970
Accrued expenses	44,011
Total current liabilities	<hr/> 76,981

Deferred grant revenue	165,888
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Total liabilities	<hr/> 242,869
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**Net Assets**

Operating	616,520
Invested in capital	183,184
Total net assets	<hr/> 799,704

Total liabilities and net assets	<hr/> <hr/> <b>\$ 1,042,573</b>
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**Codman Academy Charter Public School and Affiliate**

**Combined Statements of Revenues, Expenses, and Changes in Net Assets  
For the Twelve Months Ended June 30, 2005**

<b>Operating Revenue</b>		
Tuition	\$ 1,118,436	75.5%
Government grants	171,924	11.6%
Private support	178,243	12.0%
Program fees	12,371	0.8%
Total operating revenue	1,480,974	100.0%
 <b>Operating Expenses</b>		
Payroll	646,573	43.7%
Payroll taxes and benefits	54,941	3.7%
<i>Student Costs:</i>		
Consultants	110,545	7.5%
Contracted programs	76,255	5.1%
Saturday program	15,138	1.0%
Other student costs	144,264	9.7%
Total student costs	346,202	23.4%
Rent and Utilities	51,936	3.5%
Depreciation	86,343	5.8%
<i>Administrative Costs:</i>		
Consultants and professional services	40,688	2.7%
Insurance	12,968	0.9%
Other administrative	94,413	6.4%
Total administrative costs	148,069	10.0%
Total operating expenses	1,334,064	90.1%
Changes in net assets from operations	146,910	9.9%

<b>General Revenue</b>		
Interest	3,914	0.3%
Other	10,323	0.7%
	<hr/>	
Total general revenue	14,237	1.0%
	<hr/>	
Changes in net assets	161,147	10.9%
<b>Net Assets</b> , beginning of period	638,557	
	<hr/>	
<b>Net Assets</b> , end of period	\$ 799,704	
	<hr/> <hr/>	

**Codman Academy Charter Public School and Codman Academy Foundation  
Operating Budget  
Fiscal Year Ending June 30, 2006**

**Revenue**

State Allocation - tuition	\$1,114,600
Private Support from:	
grants	95,000
individuals	75,000
Government grants	135,000
School lunch reimbursement	10,000
Interest and other	5,000

<b>Total Revenue</b>	1,434,600
----------------------	-----------

**Expenses**

<b>Wages, Taxes, and Benefits</b>	1,006,500
-----------------------------------	-----------

**Student Costs:**

Consultants - Instructional	40,000
Special Ed	32,100
Contracted programs	29,000
Athletic programs	25,000
Other equipment and materials	20,250
Saturday program	20,000
School lunch	20,000
Student transportation	20,000
Classroom technology	15,000
Books and instructional materials	10,000
Classroom furniture and equipment	6,000
Field Work	2,000
Computer supplies	450
Assessment	250
Total Student Costs	240,050

**Occupancy:**

Rent	70,000
Utilities and other	2,500
Total Occupancy	72,500

**Administrative:**

Staff development, travel, meals	20,600
Postage, printing and photocopying	19,100
Marketing and development	10,000
Office supplies	10,000
Insurance	9,250
Audit and legal	8,500
Dues, memberships, licenses, &c.	5,250
Community outreach	5,100

Equipment maintenance and rentals	5,000
Office furniture and equipment	4,750
Communications	4,300
Consultants - non-instructional	3,000
Student and staff recruiting	2,000
Office and network technology	1,750
Miscellaneous	1,100
Payroll service	950
Bank charges	100
Total Administrative	<u>110,750</u>
<b>Total Expenses</b>	<u>1,429,800</u>
<b>Net Income</b>	<u><u>\$ 4,800</u></u>

## 2004-05 School Report Card - Codman Academy Charter Public School

### Codman Academy Charter Public School (04380505)

**Margaret M Campbell, Principal**

Mailing Address: 637 Washington Street

Dorchester, MA 02124

Phone: (617) 287-0700

FAX: (617) 287-9064

#### Overview:

This report card contains information required by the federal No Child Left Behind act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

#### Mission Statement:

Codman Academy Charter Public School's mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.

Enrollment - 2004-05				Teacher Data (2004-05)			
	School	District	State		School	District	State
Total Count	105	105	975,911	Total # of Teachers	11	11	73,394
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	66.7	66.7	93.9
African American	85.7	85.7	8.9	Total # of Teachers in Core Academic Areas	9	9	57,522
Asian	1.9	1.9	4.8	% of Core Academic Teachers Identified as Highly Qualified	80.0	80.0	93.0
Hispanic	11.4	11.4	11.8	Student/Teacher Ratio	9.3 to 1	9.3 to 1	13.3 to 1
Native American	0.0	0.0	0.3				
White	1.0	1.0	74.2				
Gender (%)							
Male	53.3	53.3	51.4				

Female	46.7	46.7	48.6
Selected Populations (%)			
Limited English Proficiency	0.0	0.0	5.1
Low-income	77.1	77.1	27.7
Special Education	16.2	16.2	15.9
First Language Not English	10.5	10.5	14.0
Migrant	0.0	0.0	0.1
<b>Grades Offered:</b>	09, 10, 11, 12		

**Additional Teacher Information**  
 Teachers' hold degrees from Brown, Harvard, Colby, Wesleyan, Boston College, Cornell, Princeton and University of Massachusetts at Amherst.

**Web Resources**  
 Massachusetts Department of Education:  
<http://www.doe.mass.edu/>  
 School and District Profiles:  
<http://profiles.doe.mass.edu/?orgcode=04380505>  
 Adequate Yearly Progress (AYP) Information:  
<http://www.doe.mass.edu/sda/ayp/cycleIII/>  
 Massachusetts No Child Left Behind website:  
<http://www.doe.mass.edu/nclb/>

**2004-05 School Report Card - Codman Academy Charter Public School**  
**Grade 10 - English Language Arts**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	17	100	12	76	12	0
Disabled	3	75				
<b>GENDER</b>						
Female	7	100				
Male	13	93	8	77	15	0
<b>RACE/ETHNICITY</b>						
African American/Black	17	94	12	71	18	0
Hispanic	3	100				
<b>LOW INCOME</b>	17	94	6	65	29	0
<b>ALL STUDENTS</b>						
2004	20	95	10	65	25	0
2003	25	100	0	44	56	0
<b>DISTRICT</b>						
2004	20	95	10	65	25	0
2003	25	100	0	44	56	0
<b>STATE</b>						
2004	69808	96	19	43	27	11
2003	69607	99	20	40	28	12
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

**2004-05 School Report Card - Codman Academy Charter Public School**  
**Grade 10 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	17	100	12	12	65	12
Disabled	4	100				
<b>GENDER</b>						
Female	7	100				
Male	14	100	14	14	57	14
<b>RACE/ETHNICITY</b>						
African American/Black	18	100	11	11	56	22
Hispanic	3	100				
<b>LOW INCOME</b>	18	100	6	6	67	22
<b>ALL STUDENTS</b>						
2004	21	100	10	10	62	19
2003	25	100	8	16	44	32
<b>DISTRICT</b>						
2004	21	100	10	10	62	19
2003	25	100	8	16	44	32
<b>STATE</b>						
2004	70293	97	29	28	28	15
2003	70263	100	24	27	28	21
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

**2004-05 School Report Card - Codman Academy Charter Public School**  
**2004 Adequate Yearly Progress (AYP) Report**

ENGLISH LANGUAGE ARTS													
Student Group	2004				Cycle III combined data for 2003 and 2004					2004			AYP 2004
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	20	20	100	Yes	45	85.6	Yes	-	-	96.9	2.6	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	3	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	17	17	-	-	36	85.4	-	-	-	96.7	2.9	-	-
Afr. Amer./Black	17	17	-	-	36	86.8	-	-	-	97.1	2.3	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS													
Student Group	2004				Cycle III combined data for 2003 and 2004					2004			AYP 2004
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	21	21	100	Yes	46	61.4	Yes	-	-	96.9	2.6	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	4	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	18	18	-	-	37	61.5	-	-	-	96.7	2.9	-	-
Afr.	18	18	-	-	37	60.1	-	-	-	97.1	2.3	-	-

Amer./Black													
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

		1999	2000	2001	2002	2003	2004			
ELA	Aggregate	N/A	N/A	N/A	N/A	Yes	Yes	No Status	High	
	All subgroups	N/A	N/A	N/A	N/A	N/A	N/A			
MATH	Aggregate	N/A	N/A	N/A	N/A	Yes	Yes	No Status	Low	
	All subgroups	N/A	N/A	N/A	N/A	N/A	N/A			

## ***Data Definitions***

### **Enrollment - This information reflects the public school enrollment on October 1, 2004.**

#### Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

#### Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students who have an Individualized Education Plan (IEP).

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

### **Educator Quality - Educator information is as of October 1, 2004.**

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics

and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

## **MCAS Results**

### Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

### Student Subgroup Definitions

Regular - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

Students with Disabilities - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficient, Race/Ethnicity, Low income, Migrant - See definitions under Enrollment.

\*2003 MCAS results may differ slightly from earlier published figures because Alternately Assessed students whose portfolios were incomplete have now been included.

**Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIII/>.**

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action  
RST Identified for Restructuring  
UR Status Under Review

**An Analysis of Reading Growth over Time at  
Codman Academy Charter Public School  
DRP Results Fall 2001 – Spring 2004**

Patricia Mora  
Ed.M. Candidate  
Harvard Graduate School of Education  
[morapa@gse.harvard.edu](mailto:morapa@gse.harvard.edu)

## Why Use the DRP?

Codman Academy Charter Public School (CACPS) administers the Degrees of Reading Power (DRP) test to all students in order to assess their achievement in reading. The Head of School, Meg Campbell, chose the DRP for several reasons. First, she was interested in a reliable, nationally normed test that specifically measured reading comprehension. She also needed a test that could be used to gather baseline data and measure school progress over time, as well as to help tailor instruction to individual students. Campbell decided on the DRP after reading an account of the test in the 2001 Harvard Educational Review article “Apprenticing Adolescent Readers to Academic Literacy,” by Greenleaf, Schoenbach, Cziko, and Mueller. Greenleaf et al. reported choosing the test in order to “measure changes in student reading comprehension *processes*” and because it required “little from the teachers in the way of time and interpretation, while yielding information useful in instructional decisionmaking.”<sup>4</sup>

As described in the DRP handbook, DRP tests, developed by Touchstone Applied Science Associates, Inc., “have a number of properties that distinguish them from all other reading tests.”<sup>5</sup> The following properties are quoted directly from the DRP handbook:

- The test items are designed so that the paragraph or passage in which they are embedded must be read and understood in order for the student to answer correctly...
- All of the content information that is needed to select the correct response is contained within the paragraph or passage. No prior familiarity with the subject matter is required to answer the embedded items correctly...
- Regardless of the difficulty of the prose paragraph or passage, all response options are common words—that is, they occur with extremely high frequency in written materials. Students should be able to recognize and understand the response options. Failure to respond correctly to test items can be attributed to a failure to comprehend the text in which they appear.
- Primary and Standard DRP paragraphs and passages are designed to reduce the likelihood that guessing strategies, associative processes, and other non-reading activities can be used to generate correct responses...
- Item difficulty is linked to test difficulty. The student should be able to respond correctly to most of the items in the test up to the point at which the student cannot understand the text of a passage well enough to decide which word is correct.

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<sup>4</sup> Greenleaf, C., Schoenbach, R., Cziko, C., and Mueller, F. Apprenticing Adolescent Readers to Academic Literacy. *Harvard Educational Review*, v. 71 (1), Spring 2001, p. 119.

<sup>5</sup> DRP Handbook, p. 2 (Touchstone Applied Science Associates, Inc., 2000)

- All Primary and Standard DRP tests are untimed...students who may be slower readers, as well as those who may become anxious because of a time limit, are not penalized.
- Primary and Standard DRP tests are particularly useful in measuring student progress because all forms and levels of Primary and Standard DRP tests measure the same construct of reading...
- Primary and Standard DRP tests are holistic measures. That is, they measure the process of comprehension rather than specific skills or strategies often associated with reading.<sup>6</sup>

As for measures of its reliability, the DRP uses the Kuder-Richardson (K-R 20) measure of internal consistency. “The K-R 20 coefficients range from .93 to .97 with 59 of the 72 coefficients equal to or greater than .95.”<sup>7</sup> (1.0 would be perfectly reliable). These coefficients are indicative of a highly reliable test using the measure of internal consistency.

### **The DRP Scale of Readability**

Additionally, the way the test is scaled can be especially helpful for teachers and parents, as the DRP Scale of Readability provides examples of texts that students should be able to read given their score on the scale (see Appendix A). DRP scores are reported “in terms of the most difficult text the student can read with a given level of comprehension.”<sup>8</sup> The DRP reports student performance in terms of the Independent Level (90% comprehension), the Instructional Level (75% comprehension), and the Frustration Level (50% comprehension). For example, a student scoring a 53 on the scale at the Independent Level should be able to read, without teacher assistance, elementary school textbooks and core literature at the level of Scott O’Dell’s *Island of the Blue Dolphins*. Knowing a student’s Independent Level of reading on the DRP should allow teachers to recommend appropriate reading materials to students for use outside the classroom. According to Campbell, Codman Academy’s goal is for all students to be able to read at the DRP Independent Level of 63 by graduation. On the DRP Scale of Readability, that would mean that students were able to independently read high school textbooks, driver’s license manuals, and core literature such as *2001: A Space Odyssey*. At the Instructional Level, meaning with some teacher assistance, students would be able to read such texts as *The Adventures of Don Quixote* and science periodicals. Using national norms gathered in the year 2000, a score of 63 would place Codman students at the 50<sup>th</sup> percentile rank nationally.<sup>9</sup> All the scores in this report are based on student performance at the Independent Level, or what students are able to read without teacher assistance. All the scores would appear approximately 10 points higher on the readability

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<sup>6</sup> Bullet points quoted directly from the DRP Handbook, pgs. 2 –3

<sup>7</sup> DRP Handbook, p. 58

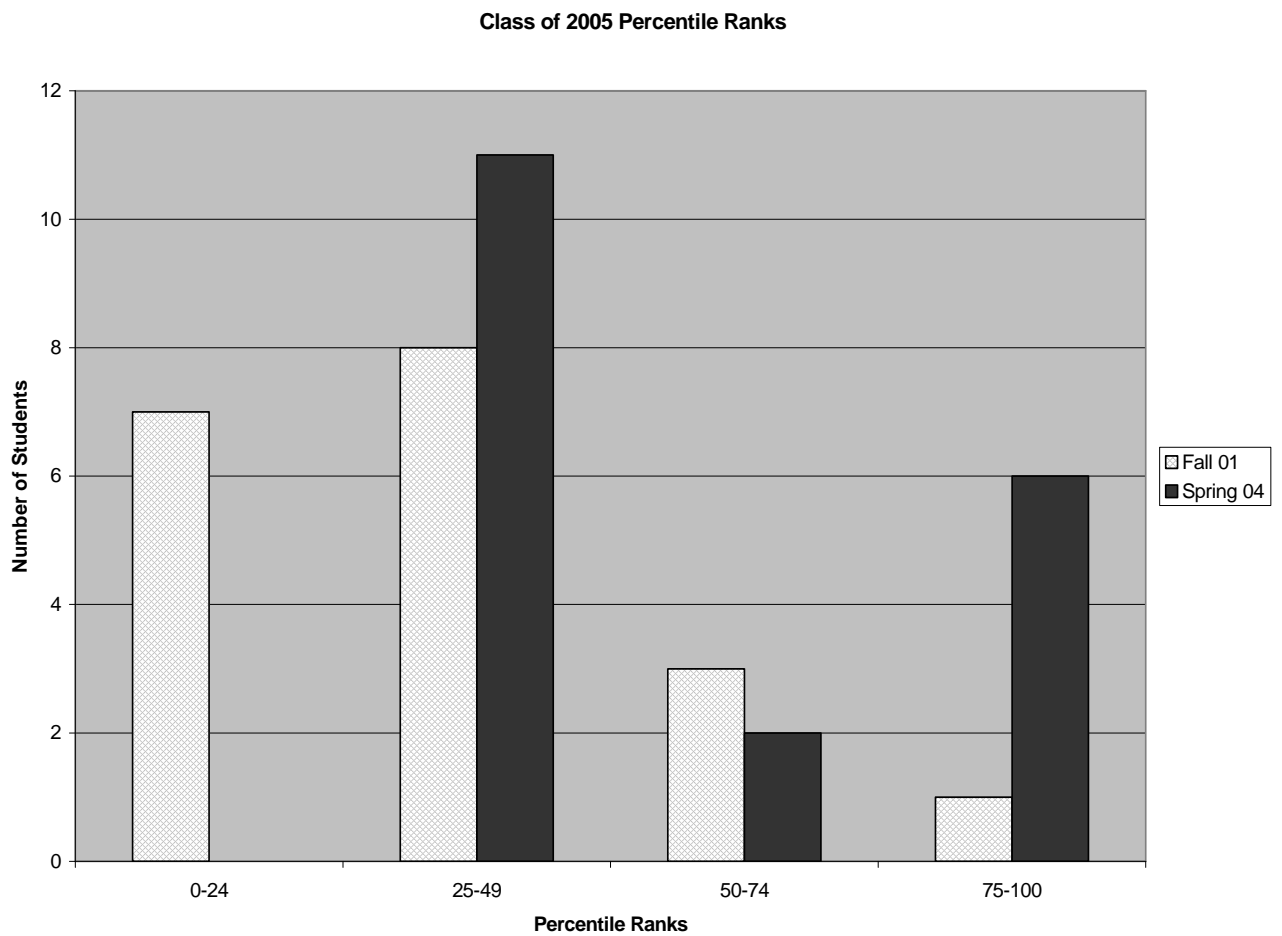
<sup>8</sup> DRP Handbook, p. 15

<sup>9</sup> DRP Handbook, p. 16

scale if one chose to look at what Codman students are capable of reading *with* teacher assistance.

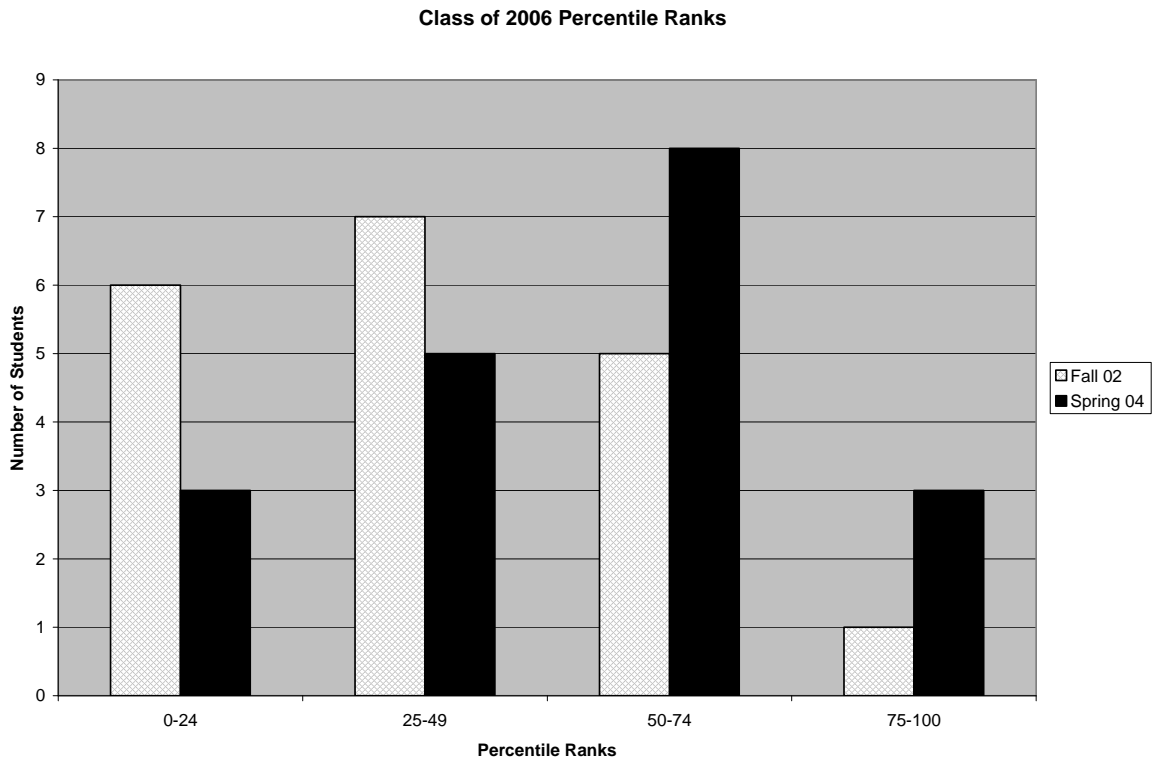
**Codman Students’ Growth**

At Codman Academy, all students take the DRP upon first entering the school and again each spring thereafter. The DRP is administered and scored by Penny Lawrence, a Special Education and former elementary school teacher. Per test instructions, students are given as much time as they need to complete the test during each administration. After scoring, the school’s instructional leaders use the results to gauge how classes are performing overall and to identify individual students who need additional assistance. The school especially focuses on coming to the aid of those students who fall beneath the 25<sup>th</sup> percentile rank. This strategy seems to be effective, as each cohort is demonstrating

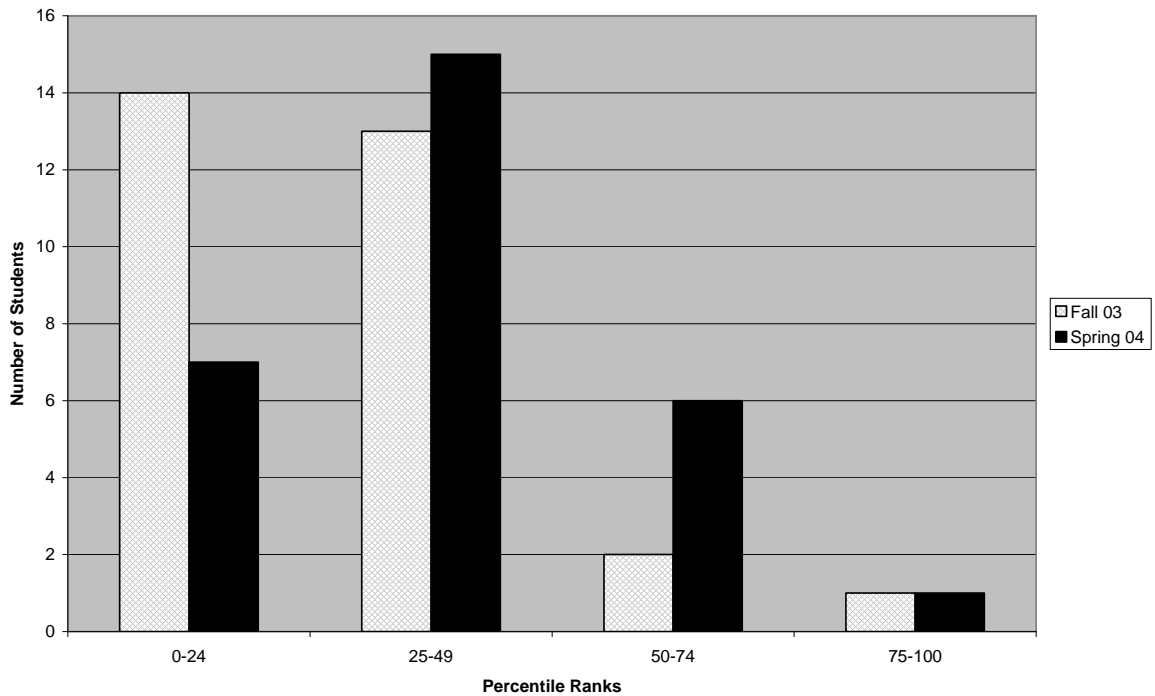


movement of its students out of the lowest quartile. In the fall of 2001, as the class of 2005 entered Codman, there were seven students falling beneath the 25<sup>th</sup> percentile rank. By the spring of 2004, the end of the class of 2005’s junior year, or 3<sup>rd</sup> year at Codman, zero students fell beneath the 25<sup>th</sup> percentile rank.

The classes of 2006 and 2007 also seem to be following that trend, as they have already cut the number of students in the lowest quartile in half.





Class of 2007 Percentile Ranks

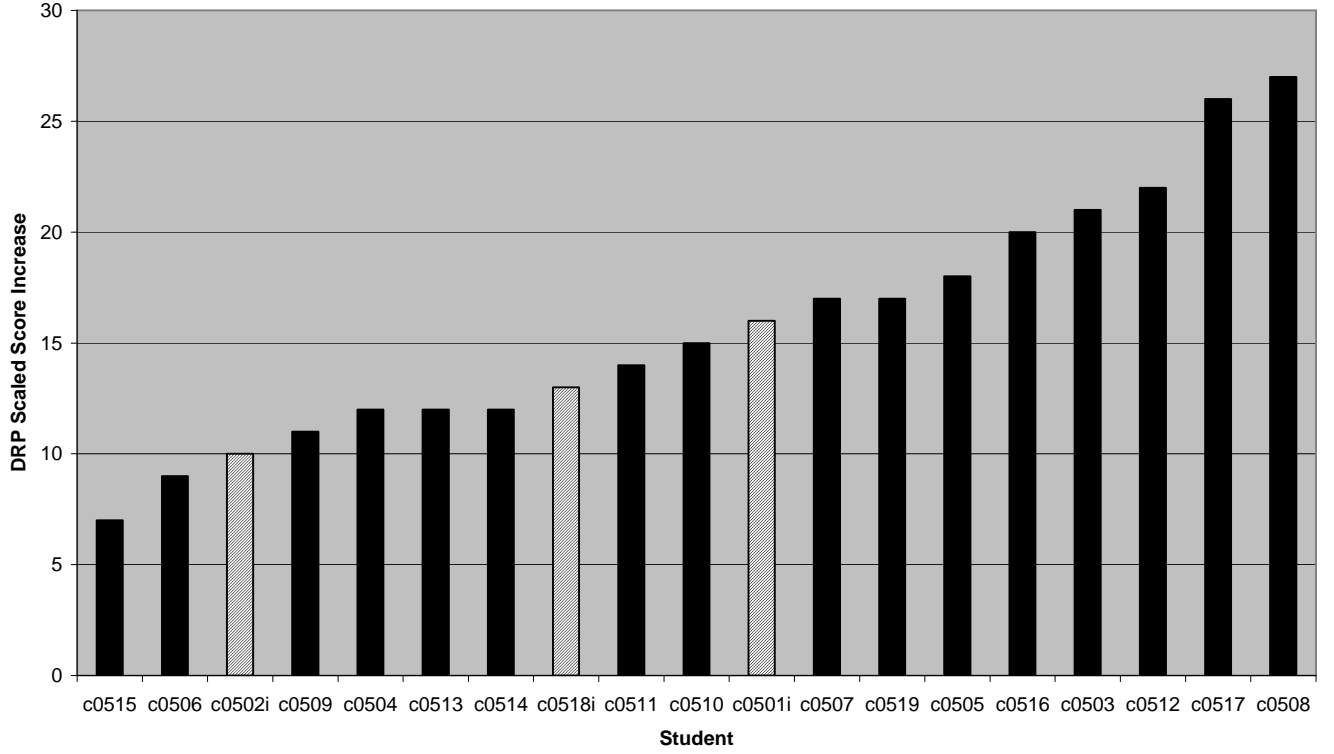


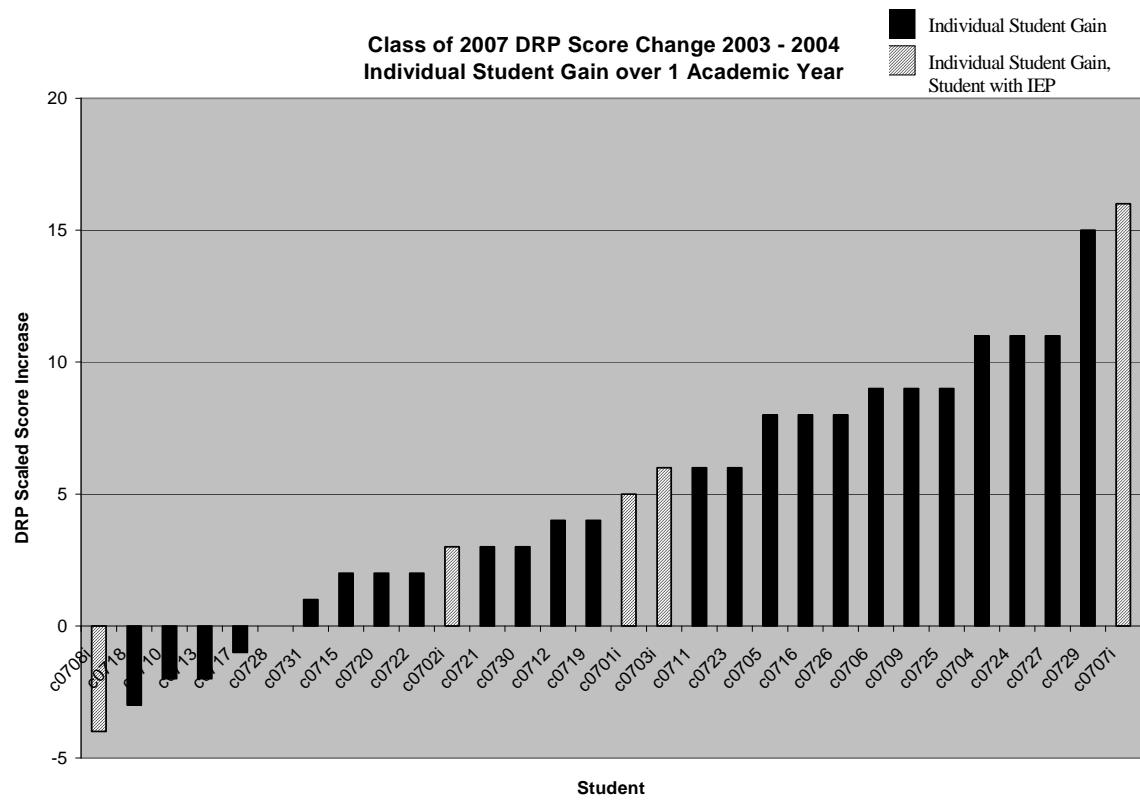
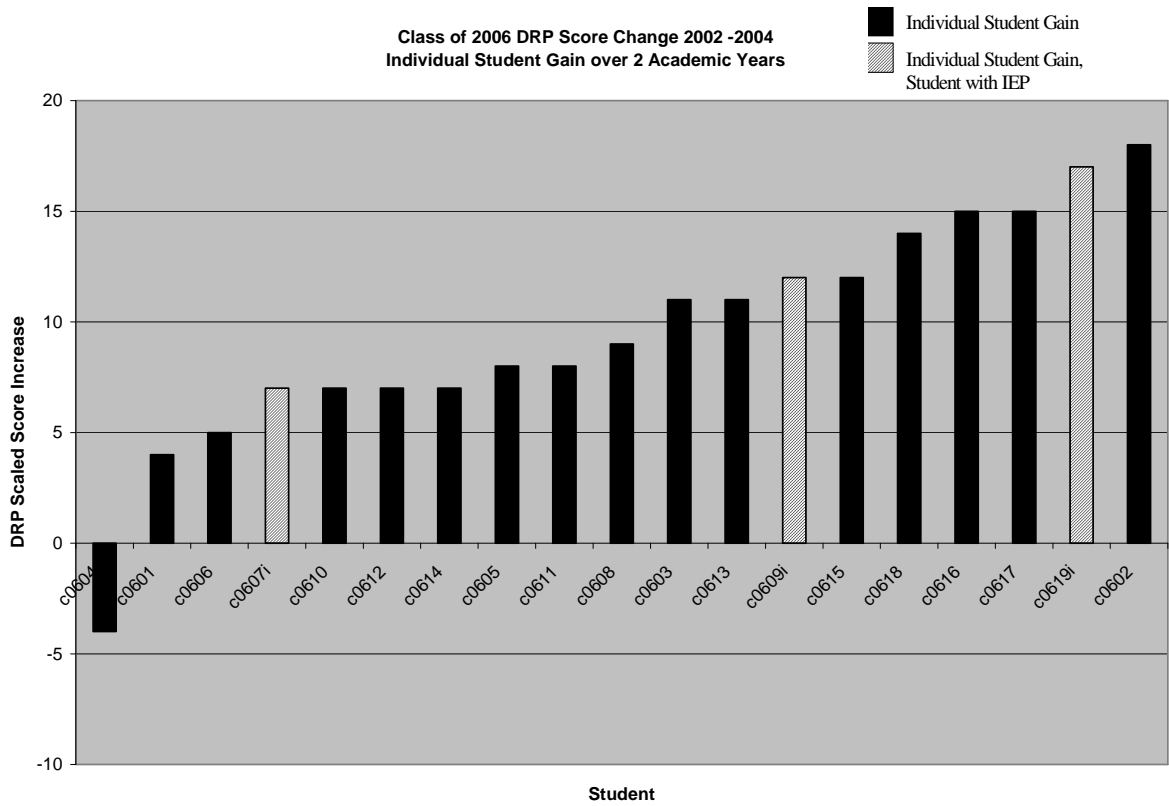
This is not to say that students in the higher quartiles are neglected. By no means does this appear to be the case. Students entering at all levels on the DRP scale show growth as they progress through the years at CACPS (See Appendix B).

- **100% of the Class of 2005 has improved in reading since they entered Codman in 2001.** In Fall 2001, 21% of the class was scoring at or above the 50<sup>th</sup> percentile rank. In Spring 2004, 42% of the class was scoring at or above the 50<sup>th</sup> percentile rank.
- **94% of the Class of 2006 has improved in reading since they entered Codman in 2002.** In Fall 2002, 32% of the class was scoring at or above the 50<sup>th</sup> percentile rank. In Spring 2004, 58% of the class was scoring at or above the 50<sup>th</sup> percentile rank.
- **80% of the Class of 2007 has improved in reading since they entered Codman in 2003.** In Fall 2003, 10% of the class was scoring at or above the 50<sup>th</sup> percentile rank. In Spring 2004, 24% of the class was scoring at or above the 50<sup>th</sup> percentile rank.

**Class of 2005 DRP Score Change 2001 - 2004  
Individual Student Gain over 3 Academic Years**

 Individual Student Gain  
 Individual Student Gain, Student with IEP





Furthermore, students are progressing faster than average. According to the DRP Handbook, average yearly growth on the DRP scale is 1-2 points. Codman students are progressing at a rate of about 5 points per year, or double the anticipated growth rate:

- The Class of 2005 entered in Fall 2001 with an average DRP score of 49. Their average DRP score in Spring 2004 was 63.5. As a class, they have improved by 14.5 points over the course of 3 years.
- The Class of 2006 entered in Fall 2002 with an average DRP score of 50. Their average DRP score in Spring 2004 was 60. As a class, they have improved by 10 points over the course of 2 years.
- The Class of 2007 entered in Fall 2003 with an average DRP score of 47. Their average DRP score in Spring 2004 was 52. As a class, they have improved by 5 points over the course of 1 year.

Codman student gains are all the more impressive when one takes into consideration the fact that many of these students are entering the school at an elementary reading level (See Appendix C). Over the course of 2 – 3 years, Codman students are managing to reach reading levels consistent with those of their peers around the country. They are, in effect, quickly recovering lost ground.

- In the fall of 2001, 63% of the class of 2005 was reading at an elementary school level. By the spring of 2004, their junior year, not a single student was reading at an elementary level. 37% were reading at a middle school level and 63% at a high school level.
- In the fall of 2002, 53% of the class of 2006 was reading at an elementary school level. By the spring of 2004, their sophomore year, only 16% of the class was reading at an elementary school level. 26% were reading at a middle school level and 58% were reading at a high school level.
- In the fall of 2003, 70% of the class of 2007 was reading at an elementary level, 23% were reading at a middle school level, and only 7% were reading at a high school level. In the spring of 2004, the end of their freshman year, only 42% of the class was still reading at an elementary level, while 35% were reading at a middle school level and 23% at a high school level.

Finally, Codman's Special Education students are among those demonstrating the most growth in reading.

- The students with IEPs in the Class of 2005 have an average improvement of 13 points over the course of 3 years.

- The students with IEPs in the Class of 2006 have an average improvement of 10 points over the course of 2 years.
- The students with IEPs in the Class of 2007 have an average improvement of 6 points over the course of 1 year.

Clearly, CACPS students are demonstrating substantial gains in reading comprehension during their time at the school, as measured by the DRP.

One caveat:

Given the small sample sizes, class averages, or means, could be significantly skewed by the high or low performance of a single student. That does not appear to be the case with Codman’s data, as the percentages, or actual numbers, of students improving are quite high. Furthermore, a look at the ranges and medians of the data also indicates substantial improvement:

Class of 2005

Range of Scores Fall 2001: 29 – 72	Median: 47
Range of Scores Spring 2004: 55 - 82	Median: 61

Class of 2006

Range of Scores Fall 2002: 37 – 68	Median: 50
Range of Scores Spring 2004: 48 - 75	Median: 61

Class of 2007

Range of Scores Fall 2003: 29 - 67	Median: 47
Range of Scores Spring 2004: 34 – 68	Median: 54

