

C O N S E R V A T O R Y L A B
C H A R T E R S C H O O L

Annual Report 2011

“Making Minds Sing”



A public school for learning through music

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3. Introductory Description

We are the only Boston elementary school that offers a project-based, music-infused, interdisciplinary academic curriculum that deepens students' appreciation of the role of music in the world and promotes opportunities for students to create, perform and achieve scholastic benchmarks. Conservatory Lab is the first U.S. public school to serve as the site for El Sistema within the school day.

Our students enter our elementary school by lottery. We have no auditions, entrance tests or fees of any kind. Our students are representative of the children of Boston. They start in pre-kindergarten at age four and, beginning this coming year, will continue through sixth grade.

At Conservatory Lab Charter School, music is not only taught during an isolated music block. Music is infused across the curriculum through three focused instructional models that each occurs on a daily basis.

Through the Listening Project, a new music appreciation curriculum launched this year, students recognize and respond to diverse musical styles and genres, including folk, country, Broadway musicals, jazz, rock and roll, the blues and classical music. During El Sistema, students receive music literacy, choral, and instrumental instruction and learn to perform together as an orchestra, both inside and outside the school. Finally, our interdisciplinary *Learning Through Music* expeditions connect music to academic content areas. In our social studies expeditions, music takes center stage, providing a soundtrack for investigations as students explore the history of local and global communities. In our science expeditions, students discover that the five processes of learning music (listening, questioning, creating, performing, and reflecting) are analogous to the scientific processes of observation, inquiry, discovery, invention, and evaluation. If you walk through the halls of our school, you will see these connections made visible in striking documentation panels that showcase students' learning process and products.

4. Letter from the Chair of the Board of Trustees

Dear Friends of Conservatory Lab,

It has been a year of new beginnings, proud moments, and lasting achievements at Conservatory Lab Charter School. With the launch of El Sistema, our music instruction has exploded into dynamic orchestral ensembles of strings, winds, and percussion, drawing national media attention and acclaim from throughout the Boston arts community. Through Expeditionary Learning, our students have created high-quality products presenting their knowledge of herpetology, the American Revolution, nutrition, and more. The many triumphs of this year point to a renaissance of the school's vision—we are more equipped than ever before to help our students reach the highest levels of academic achievement in the context of comprehensive musical instruction.

The El Sistema program has **brought** an unprecedented level of musical richness. We have extended the school day to provide three hours a day of music instruction. A staff of sixteen resident artists was hired to provide instrument technique, musical literacy, choral, and orchestral ensemble training. Through a joint process between student and resident artists, each child from kindergarten forward has been assigned an orchestral instrument. Students have participated in fourteen public performances this year and the musical progress has been profound.

But the success of the program must be measured in more than just beautiful sounds. El Sistema is bringing opportunities for social growth as well, as students learn what it means to put the orchestra's needs before individual desires, how to come prepared to a rehearsal, how to mentor one another, and how to accept help from each other. These are the skills, which augment the work our classroom teachers do to create an environment of mutual support and collegiality, where students are safe to experiment without the fear of making mistakes, and where peers encouragement brings out each student's best work.

At Conservatory Lab, music and academics are interconnected through unique *Learning Through Music* expeditions. For years, we have been the only Boston elementary school that offers a project-based, music-infused, interdisciplinary academic curriculum that deepens students' appreciation of the role of music in the world and promotes opportunities for students to create, perform and achieve scholastic benchmarks.

Now, through Expeditionary Learning, our curriculum has gained a new depth and dynamism, as students learn to harvest knowledge from its sources and create inspiring products to share their knowledge.

A prime example of this was the second grade expedition to discover the truth about snakes. Over several months, students conducted research to answer several guiding questions about snakes and their habitats. They interviewed experts, studied snakes in the wild and in captivity, read non-fiction books about snakes, and were the first young children invited to view the extensive snake collection at Harvard's renowned Museum of Comparative Zoology. Using their survey skills, they collected and analyzed data from inside and outside their classroom, examining public opinion and commonly held beliefs about snakes. They pulled together their knowledge and understanding to write an original song about Lily, their pet corn snake, which they then turned into a music video, now on YouTube. Finally, they wrote and illustrated a

beautiful bound book, What Snake Am I? A Clue Book of Snakes from Around the World, a copy of which is now a part of the library collection at the Harvard Museum of Natural History.

Another illustrative example is the 3rd grade expedition into the ecosystem of the Charles River, which culminated in a bound anthology of poems and watercolors about Charles River wildlife. Students conducted on-site fieldwork with experts to learn how the Charles River became polluted and to measure the water quality of the river at Brighton's Herter Park. They also studied science poems about the natural world, analyzing the tools that give sound and meaning to their favorite examples. The students used the five music processes to create their poetry and watercolors. Two of our students' poems won top prizes in a statewide science poetry contest.

In light of the innovative and successful work being done at Conservatory Lab, the Department of Elementary and Secondary Education has granted us the additional 15 seats needed to retain our current fifth grade class, adding a new upper school. This upper school will encompass next years fifth and sixth graders, combining best practices of the middle school model with the musically and academically rigorous interdisciplinary learning that is the hallmark of a Conservatory Lab education. Flexible groupings, differentiated instruction, and an advisory program will be among the new elements of the upper school.

The triumphs of this year are only a foreshadowing of what is possible as we broaden and deepen the scope of our vision. The talented staff, dedicated families, and hard-working students of Conservatory Lab have demonstrated an indefatigable energy that signals a bright and promising future.

Stephanie Perrin
Chairman, Board of Trustees

5. Mission Statement

Conservatory Lab's mission is embodied in our motto: *Making Minds Sing!* Conservatory Lab's goal is to implement our comprehensive *Learning Through Music* program, which consists of El Sistema, the Listening Project, and our interdisciplinary *Learning Through Music* expeditions. The school's mission is to use these innovative models to reach children from all backgrounds to help them achieve academic, creative and social success.

Learning Through Music is an interdisciplinary teaching approach where music plays an important role in students' individual academic and artistic development, and as a critical community-building strategy. The pedagogy most consistent with this approach is project/performance-based learning with clear standards and outcomes.

Learning Through Music is a flexible model that fosters music infusion, but does not require that every subject be taught every day through music. Music is a core subject taught daily as well as a core academic subject. *Learning Through Music* includes instrumental, choral and general music instruction, and extends beyond any individual classroom so that the whole school becomes music-infused. The five music processes—listening, questioning, creating, performing, and reflecting—are an effective tool for learning all subjects. Interdisciplinary teaching that includes music is more effective than teaching each subject in isolation.

The El Sistema program is a natural fit with our mission, existing programs and our student population. It is a defining force in our school culture, significantly increasing our students' musical and individual skill development, and increasing their excitement for school and learning overall. The goals of El Sistema are for every child to achieve musical excellence, experience increased academic success and feel like an asset within the community inside and outside of Conservatory Lab.

Learning in El Sistema is based on ensemble experience in which group achievement is balanced with individualized attention. The orchestra acts as a model society in which an atmosphere of competition between individuals is replaced by shared struggle.

We aspire to be an exemplary *Learning Through Music* school where we breathe, listen, perform, create and celebrate music across the curriculum and where every child is also achieving proficiency in all academic subjects. Every adult at Conservatory Lab is not only a teacher, but also a *teacher of music*, just as every adult is a *teacher of character* implicitly by example, and explicitly through conversations with students. Every adult at Conservatory Lab is expected to commit to our mission by sharing responsibility for instilling an appreciation and excitement for world music. Music appreciation, music history, chorus and voice, ensemble and orchestra performances and composition are variations on our central theme of tapping into the power of music to learn and build community.

Music is our shared passion at the Conservatory Lab Charter School. Music unites us and is a powerful means for us to reach out to families and community. Music is a social activity, and therefore a community builder. Music instills discipline and self-confidence. Equally important, one *plays* music whether as a listener or performer. Music performed well brings joy to performer and audience. Continuous assessment of performance ensures effective and authentic evaluation.

6. Performance and Plans Section

The goals listed below form the Conservatory Lab Charter School's accountability plan for 2009-2014.

The mission of the Conservatory Lab Charter School is to engage any child from anywhere, using the *Learning Through Music* curriculum model, to ensure every child's academic, artistic, creative, and social emotional success, as validated by qualitative and quantitative measures.

The Conservatory Lab Charter School will use the following measures as standards of success and measures of accountability for 2009-14.

a. Faithfulness to Charter

Objective 1: The CLCS will enable academic achievement for all students while implementing the Learning Through Music curriculum units.

1.1.1 At the end of the year, all students in grades 1-6 will score 80% on the Instrument Technique Proficiency Assessment at the appropriate level for each child.

Results: Met this objective. 87% of the students scored 80% or above in the ITP Assessment in the first year of implementation of El Sistema.

1.1.2 At the end of the year, all students will achieve proficiency as measured by the Music-In-Education National Consortium Music Literacy Skills Test at the appropriate level for each child.

Results: Partially met this objective in our first year of El Sistema. We tested 153 students; 132 students or 86.25% met or exceeded grade level MLST standards. Proficiency percentages by grade level: Pre-K-100%; K – 91.7%; Grade 1 – 92.3%; Grade 2 - 73.9%; Grade 3 - 87%; Grade 4 - 89.5%; Grade 5 - 57.1%.

1.1.3 All students will perform in front of an audience as a member of an orchestra (or other musical ensembles in K1 and K2) at least 6 times per year.

Results: Met this objective. All students performed in front of an audience at least 6 times during 2010- 2011 in weekly assemblies, school concerts, and off-site performances.

Objective 2: By the end of the summer 2010, all LTM units will have been written and most will have been edited at least once.

- 1.2.1 Over a three-year period, twenty-one LTM Units will have been written, piloted, edited and published by the spring of 2012. These units will include all project/presentation rubrics to assess student performance.
- 1.2.2 All units will have a culminating project/presentation.
- 1.2.3 At the end of every unit there will be an exhibition and parents will be invited to participate.

Results: Met this objective. Twenty-one LTM expeditions have been written, piloted and edited at least once. These units have culminating projects/presentations and appropriate presentation rubrics. Classroom-based exhibitions were held at the end of each unit.

Objective 3: The CLCS will assess and evaluate its program for potential dissemination and duplication in other schools.

- 1.3.1 All teachers implementing the LTM Units will keep a running record of content and implementation issues to address before publication of the units.
- 1.3.2 A National Institute for Learning Through Music will be organized for the Summer of 2012. The overall purpose of this Institute is to provide technical assistance to participants interested in creating/transforming a school by using CLCS' Learning Through Music model. CLCS will create a tool kit of best practices for all participants.

Results: All teachers implemented the LTM expeditions and reflected on the implementation of these expeditions both in writing and through interviews conducted by our senior editor. We are on target in planning for the National Institute to be held on June 1, 2012. We will have a tool kit per grade level that will consist of written curriculum for the LTM expeditions, including guided reading, resource and materials lists, reproducibles, and rubrics. The tool kit will also feature grade-level bibliographies for the genre-based Listening Project, as well as general planning documents and lesson plan templates.

Implementation of Mission, Vision and Educational Philosophy

The 2010-2011 year marked Conservatory Lab's twelfth year of serving the children of Boston. Having passed a significant milestone, we find that the work is more exciting, engaging, and as critical as it ever had been in our first decade. We continue to reflect and act on the important feedback from the Department of Elementary & Secondary Education's Inspection Team and find that their ideas and requests have driven us to be even more creative, exacting, and uncompromising in the ways we serve our students. To that end, Conservatory Lab launched and prepared major overhauls to the way we teach core concepts and competencies in our community.

Aligning with state standards and working with Expeditionary Learning Schools (a national professional development organization), each grade-level teacher implemented three extended *Learning Through Music* expeditions, segmenting the academic year into trimesters. Teachers continued to use what is already working well at Conservatory Lab, such as our leveled reading program and our mathematics program. *Learning Through Music*

expeditions are extended thematic studies that incorporate music into social studies, language arts and science, creating a music-infused curriculum and school culture. Through strong learning targets, teacher observation rubrics, student self-assessment rubrics, documentation panels, exhibitions and other authentic assessments, evidence of learning can be seen throughout the school.

Currently, school leaders, teachers, and EL School Designers are working cooperatively to create clear, rigorous, and developmentally appropriate assessments and standards to strengthen the extended interdisciplinary thematic units. In the piloting and editing process, teachers and designers are ensuring that the five music processes of listening, questioning, creating, performing, and reflecting are evident across the curriculum. Our long-term goal is dissemination and the more clear and rigorous our work is now the more quickly it can be implemented in other schools.

In 2010-2011, we added the Listening Project, an innovative and exciting curriculum that engages students in a yearlong study of a musical genre—from folk music in K-1 to classical music in Grade 5. During daily Listening Project blocks, the entire classroom community immerses themselves in studying the musical compositions, instruments, structures and artists that have come to define a musical genre. Over the course of their studies at Conservatory Lab, each student will become an expert in seven distinct musical genres. Teachers and administrators spent last summer preparing individual lesson plans for over 210 songs in the global music cannon.

Community partners play a vital role in Conservatory Lab's *Learning Through Music* program, providing teachers and students with important resources that enhance learning on all levels. We aim to invite professional quality music into Conservatory Lab and to extend our own ideas of classroom boundaries to include the wider Boston music community as part of Conservatory Lab. The school is fortunate to have continued partnerships with the New England Conservatory, Boston Symphony Orchestra, Community Music Center of Boston, Museum of Fine Arts, Young Audiences, Boston Youth Symphony Orchestra, Project STEP and numerous college-level music programs. Most recently, we have established a collaborative relationship with Longy School of Music in Cambridge, MA. Both of our end-of-year concerts were held at Longy's Pickman Concert Hall. Conversations have also been initiated to explore our school becoming the lab school for Longy students. Conservatory Lab is also fortunate to have a strong Parent Advisory Council that hosts community-building events, such as a Silent Auction, the June Jamboree, monthly meetings, raffles, and book fairs for the students and their families.

This year, with the implementation of El Sistema, the launching of the Listening Project, and the fine-tuning of our *Learning Through Music* expeditions, has yielded a major breakthrough in our work. Our goals have been and will continue to be that students at Conservatory Lab are an educated musical audience, can connect music to all academic areas, and are confident, poised and skilled performers of music. With those skills mastered, our students can achieve anything they set their minds to, charting a clear path to college.

b. Academic Program Success

The goal of the Conservatory Lab Charter School is to graduate 5th graders who are proficient or above in reading, writing, math, science, social studies, and music based on external measures.

Objective 1: CLCS will enable academic achievement for all students.

2.1.1 All fifth graders will present a graduation culminating multidisciplinary project that meets the “acceptable level” of an established performance rubric

Results: Met this objective. All 5th graders presented a culminating multidisciplinary project and all scored at the “Acceptable Level” based on a performance rubric. *100% of 5th graders would have presented, but one 5th grade student was absent during the project presentation days due to hip surgery.*

2.1.2 50% of the fifth graders will exceed the acceptable level of performance using the established rubric for the culminating project.

Results: Met this objective. 100% of the fifth graders who presented culminating multidisciplinary projects met or exceeded the “Acceptable Level” of performance using the established rubric for the culminating project. Of those students, 70% “Exceeded Targets” and 15% performed at the “Exemplary” level.

Objective 2: CLCS students will become proficient in the use of the English Language as demonstrated in one or more of the following measurements.

2.2.1 The school will make AYP in English Language Arts

Results: Met this objective for SY 10. Awaiting 2011 test results.

2.2.2 Using the school’s interim assessments (based on objective Fountas-Pinnell benchmarks), 90% of the students will make at least one year’s growth in reading or ELA in each academic year.

Results: Met this objective. 92.2% of the students are EITHER at/above grade level (84.5%) OR below grade level but made at least a full year of progress.

Objective 3: CLCS students will become proficient in the use of the mathematics as demonstrated in one or more of the following measurements.

2.3.1 The school will achieve AYP in mathematics.

Results. Partially met this objective. The school made AYP math in the aggregate category but not in the low-income subgroup category (SY2010). Awaiting 2011 test results.

2.3.2 Using the school’s interim assessments 90% of the students will make at least one year’s growth in math in each academic year.

Results: Met this objective. The percent of students who are EITHER Proficient OR has made a year's worth of growth is 93%. 68% of the student were Proficient or Above in Math at the end of June 2011. Of the 32% who were not, 74% demonstrated a year's worth of progress.

Objective 4: CLCS students will become proficient writers.

2.4.1 Using school writing prompts, 80% of students will show mastery of appropriate grade level skills by the end of the year.

Results: Did not meet this objective. 78% of students earned a level of proficient.

2.4.2 100% of the students will publish a piece of their writing in a school-wide anthology.

Results: Met this objective.

Objective 5: CLCS students will demonstrate mastery of content and skills in history/social sciences and science/technology as outlined in the Massachusetts state curriculum frameworks.

2.5.1 Individual student and group exhibitions will be held at the end of each trimester and 50% of the students will exceed the "acceptable level" of an established rubric for performance in CLCS multidisciplinary approach to history/social studies and science/technology.

Results: Met this objective. In grades K1-5, 78% of students scored Proficient (or at the acceptable level of performance) on an established performance rubric. 18% of students school-wide scored at the Advanced level and 4% scored in the Needs Improvement level. No child was At Risk in the content and skills areas in history/social sciences and science/technology.

2.5.2 Sixty percent of CLCS students will earn a level of proficient or advanced on the Science and Technology MCAS assessment in school year 2009-10 if enrolled at CLCS for at least two years. In each subsequent year the % of students scoring at the proficient or advanced level will increase by 10% until reaching 100% by the school year 2013-14.

Results: MCAS data not yet available.

Curriculum and Instruction

Conservatory Lab's curriculum follows the state standards in all subjects: reading/English Language Arts, math, science, social sciences and music. This year, Conservatory Lab built on its success in music education and deepened its impact on students by extending the school day and implementing El Sistema, an intensive, ensemble focused music education program designed to effect social change and nurture promising futures for underserved communities.

Learning in El Sistema is based on an ensemble experience in which group achievement is balanced with individualized attention. Intensity of study distinguishes El Sistema from other

children's orchestras: students engage in the program for three hours a day, five days a week. El Sistema provides a progressive method of music education experiences, supporting its students from pre-kindergarten through 5th grade. The program consists of sequential repertoire, orchestral levels, and pedagogical practices that create a through line for every child's learning. It includes general and instrumental music as well as full ensemble work, section work and individual lessons with continuity in instruction. El Sistema's intensive, comprehensive approach to music education, combined with its joyful *esprit de corps* enables students to progress quickly.

Performance is an integral component of El Sistema. Central to the El Sistema approach is the use of frequent, informal and even impromptu performances to help students feel at ease performing and allow performance to become a natural part of their musical life. Our students started performing as early as October 2010, only a few weeks after selecting and receiving their instruments. In addition to playing in over 10 formal performances for families and friends, students play informally several times a week for each other, their parents and anyone who visits the school.

The school's academic curriculum was nearly identical to that of 2009-2010 with a notable change. The core reading and math curricula, involving writers' and readers' workshop and the Think Math! programs, were used once again. This year, however, teachers were permitted to choose whether or not to use the ThinkMath! curriculum exclusively or create a math program based on a variety of resources and texts (including ThinkMath!) in an effort to determine what had the greatest impact on student achievement. Permission to stray from the program along with 52 hours of math professional development gave evidence that by diversifying materials and differentiating learning in math the school could make strong gains in mathematics learning school-wide. This effort also informed the work of the Professional Development Committee and plans for an intensive yearlong in-house PD on differentiating instruction is planned for the 2011-2012 school year.

In order to provide students with more substantial academic support, Conservatory Lab continued a math and literacy tutoring program in 2010-2011 through the organization *Tutors for All*. First, second, third, fourth and fifth grade students who scored below grade level on internal interim assessments were targeted for tutoring. They met with tutors individually during school for one hour four days per week. On the final math and literacy assessments of the year, these students showed marked progress, demonstrating the positive effects that the tutoring had on their math and literacy comprehension and abilities.

The most significant addition to the school's curricular and instructional core continues to be the implementation of Expeditionary Learning (EL). EL is based on the belief that the purpose of education is to unleash and cultivate the passion and genius of everyone and that schools ought to be organized expressly for this purpose. This is most effectively accomplished by providing authentic and tangible opportunities to experience the joy of learning and service. Expeditionary Learning is a primary framework around which a school community can organize itself without relying on exceptional physical facilities or unusual capital investments. With EL's assistance, we have designed our school's classroom culture from grades Pre-K to Grade 5 to offer a range of routes to knowledge, understanding and self-worth for students and the adults closest to them – teachers and parents. The ten core Expeditionary Learning Design Principles continue to guide the work.

Diverse Learners

Conservatory Lab employs a full-time Special Education Administrator and a part-time English Language Learner (ELL) Coordinator who work closely with students and teachers to provide support. Students needing special accommodations in either area are identified through discussions with parents, testing and through teacher referrals. Conservatory Lab's student support team (SST) reviews individual students' cases (see School Culture for more details) and helps determine each student's needs. The team meets repeatedly during the academic year to revisit cases and decide whether the accommodations provided are helping, or whether they need modification.

ELL screening is conducted through a Home Language Survey and informal student interviews with the ELL Coordinator. After assessing students with the LAS-Oral and either the Pre-LAS, LAS1 or LAS2, the Coordinator consults with the classroom teachers about each case. They decide on the type of services to provide and goals to set, for students designated as Limited English Proficient (LEP). The ELL coordinator monitors the students during the year and uses the MELA-O and MEPA assessments, and determines whether each student has met the language goals set by teachers and ELPBO (English Language Proficiency Benchmarks and Outcomes). If a student reaches these goals, s/he will be exited and monitored as a Formerly Limited English Proficient student (FLEP).

Learning Through Music

Learning Through Music encompasses the entire academic and artistic program at Conservatory Lab through three distinct but interrelated components—Music Instruction and Performance (El Sistema), Music Appreciation (Listening Project), and Connecting Music to Academic Content Areas (*Learning Through Music* Expeditions). It is a flexible model that fosters music infusion, but does not require that every subject be taught every day through music. Interdisciplinary teaching that includes music is more effective than teaching each subject in isolation. The pedagogy most consistent with this approach is project- and performance-based learning with clear standards and outcomes. The five music processes—listening, questioning, creating, performing, and reflecting—are evident across the curriculum.

Learning Through Music Expeditions

This school year, Conservatory Lab launched twenty-one *Learning Through Music* expeditions, our ongoing curriculum development project, merging our LTM philosophy with our adopted Expeditionary Learning framework. The twenty-one units (3 per grade level) are multidisciplinary learning expeditions, aligned with Massachusetts and Common Core standards that integrate social studies, science, English language arts, music, math, and art. Each extended learning expedition is based on an inquiry-based project and performance approach that incorporates the core practices of Expeditionary Learning: focused learning targets aligned with formative and summative assessments; fieldwork, local expertise, and service learning; producing and presenting high quality student work for real audiences; and learning in and through the arts.

In each learning expedition, music becomes a laboratory for teaching and learning across content areas. In social studies expeditions, students listen to, learn about, and perform musical traditions

and genres from the historical periods they are studying. Science expeditions incorporate the science of sound, from investigating the anatomy of a piano in a physical science unit on force and motion to exploring the sound qualities of rocks in an earth science expedition. ELA expeditions seamlessly integrate the natural connections between the rhythm and melody of language and music. Across disciplines, music provides an interpretive lens through which students can creatively express their ideas about a topic.

Reader's and Writer's Workshops are compatible within the LTM expeditions as students develop literacy skills across the content areas. Although mathematics stands alone as a sequential study supported by ThinkMath!, the LTM expeditions incorporate math concepts and lessons where appropriate. Interim assessments through the Achievement Network and MCAS results in ELA and mathematics will inform our practice, as will the ongoing professional development and support from Expeditionary Learning for implementing the *Learning Through* expeditions.

The five music or creative processes—listening, questioning, creating, performing, and reflecting—provide the foundation for Conservatory Lab's LTM expeditions. Each expedition's culminating project, whether it be an music video or a children's magazine, a musical or dramatic performance, a class book or a persuasive speech, incorporates these five stages to guide students through the process of creating quality products and performances that reflect original, critical thinking and a love of learning.

Program Evaluation

In 2010-2011, program evaluation at the Conservatory Lab has continued to be rigorous. Student MCAS scores along with feedback provided by the Department of Elementary & Secondary Education's Inspection Team continue to inform our work of providing the highest quality education to all students. We continue to endeavor to make our programs and systems as effective as possible. Under the continued leadership of Head of School Diana Lam, the Conservatory Lab has continued to grow as an Expeditionary Learning school, children are deeply engaged in the unique, interdisciplinary LTM expeditions, and we have welcomed El Sistema into the school. These programs—along with intensive professional development and critical reviews of student achievement- work in concert to create ample opportunities for high level engagement and thinking for all learners regardless of ability.

Tutorial

The Conservatory Lab hosted the *Tutors for All* program for a second year. The demand for the program continued and students in grades 1-5 were enrolled into the program, broadening the scope of the work and deepening impact school wide. Children enrolled showed steady improvement on both *Tutors for All's* Show What You Know (SWYK) reading and math assessments. The program was able to reach all first, second, third, fourth and fifth grade students who scored below grade level on internal interim assessments and state assessments (MCAS), target them for tutoring, and provided them with individual tutors during school for one hour four days per week. Leadership from *Tutors for All* and the Conservatory Lab met regularly to determine the impact that the tutorial program was having on children's academic improvement and social and emotional well being.

Professional Development

All Conservatory Lab teachers participated in a yearlong professional development series on teaching mathematics and becoming stronger mathematicians hosted in-house by the school's Math Coach, Steven Goldman. Over the 52 hours of PD time, teachers engaged in active problem solving, studied the Common Core Standards in math, looked critically at student data, learned how to make their classroom environments more math rich and accessible, and learned how subtle instructional shifts could garner strong student achievement gains.

All teachers also participated in a semester-long book club. Together, the staff read Teach Like a Champion, by Doug Lemov, implemented instructional strategies from the book, and came together to discuss implementation and impact on student achievement.

Additionally, teachers, coaches, and administration met tri-weekly to look closely at student data gathered from both in-class assessments of learning and assessments for learning. Working in teams (K1-K2, 1st-2nd, 3rd-5th), the student-focused conversations took into account performances on tests, responses to enrichment or intervention, and individual data such as ELL or Special Education status.

Teachers also continued their Expeditionary Learning professional development trainings this year, including ongoing investigations of the EL philosophy, best teaching practices, *Learning Through Music*, and community building over the course of the 2010-2011 school year. EL School Designers Jill Mirman and Steven Levy spent 28 days on-site working directly with teachers and staff to ensure that EL's best practices were not just being implemented, but implemented well school-wide. In addition, all teachers had the opportunity to participate in off-site EL PD opportunities, including:

- Site Seminars to two other high performing EL Schools in Upstate New York (2 administrators and 12 teachers), Rochester, NY, October 28-29, 2010
- National Conference (1 administrators and two teachers), Portland, OR, March 17-19, 2011)
- 3-Day Institutes (1 administrator and 7 teachers), Mathematics, Denver, Dec. 9-11, 2010; Creating Quality Assessments, Denver, Dec. 12-14, 2010; Leadership Cohort, Essex, MA, Jan. 13-14, 2011; Effective Differentiation in Special Education, Baltimore, MD, January 19-21, 2011; and Student Engaged Assessment, NYC, Feb. 3-5, 2011)
- 5-Day Institutes (2 administrators and 5 teachers, Primary Institute, Boston, July 18-22, 2011; Founding of a Nation, Boston, July 25-29, 2011)

Other PD opportunities afforded to teachers and resident artists this year were:

- On-site ELL Category 3 training.
- Off-site ELL Category 1 training
- Off-site ELL Category 2 training
- On-site technical assistance for Abreu Fellows and Resident Artists on early childhood issues
- On-site mentoring of Resident Artists by classroom teachers

School Culture

Conservatory Lab's strong school culture stems from a solid system of student support. At the end of our second school year with a pre-K program we feel more strongly than ever that the high quality education the children are receiving in the early childhood program not only better prepares students for a lifetime of learning, but positively impacts the work teachers do in our upper elementary classrooms as well. A belief adopted school-wide is that children are better prepared for 5th grade because of the skill building that happens in the early childhood setting. The students across the grades are very collaborative and it is common to see 5th graders reading with kindergarteners, 4th graders standing in awe before the K1 acrylic self-portraits, or all children simply helping each other with a great tenderness.

That said, the greatest impact on school culture has been the adoption of El Sistema and a longer school day. Children arrive at school at 8:15 each morning and leave at 5:15. Learning in El Sistema is based on ensemble experience in which group achievement is balanced with individual attention. The orchestra acts as a model society in which an atmosphere of competition between individuals is replaced by shared struggle. Nowhere is this more evident than in our four school orchestras. Intensity of study also distinguishes El Sistema from other children's orchestras: students engage in the program for three hours a day, five days a week.

The school's Student Support Team continued to meet regularly to discuss specific students' needs and ways of addressing them. The Social Work Team (one licensed social worker and two interns in 2010-2011) worked with individual students regularly, giving them a place to talk about social/emotional issues.

Academically, Conservatory Lab continued an in school-tutoring program and embarked upon a second year as an Expeditionary Learning school (see the "Curriculum" section above for details). The Conservatory Lab also worked collaboratively with the Museum of Fine Arts to strengthen the culminating projects from our *Learning Through Music* expeditions. Through the PlayWorks program students learned how to play on teams and how to resolve conflicts. Volunteers donated their time to work with students on reading, writing and art projects, enriching the students' education.

Conservatory Lab Co-Directors collected data on negative student behaviors during the year to track patterns and target ways of helping individual students. They consulted with doctors, hospitals, psychologists and the Department of Children and Families to gather information about the students' backgrounds to help in this process.

Classroom teachers continued to implement *Responsive Classroom*, **which** is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. The *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills. All El Sistema Resident Artists received a one-day *Responsive Classroom* intensive training in the summer of 2010.

Supervision/Evaluation of Teachers

All Conservatory Lab teachers were supervised and provided with significant feedback and guidance throughout the year through frequent, informal and formal observations and meetings. The Conservatory Lab continued to use Kim Marshall's rubric for teacher supervision and evaluation, adopted the previous year by the school's Professional Development Committee.

Each teacher participated in individual meetings to examine performance in relation to the adopted evaluation rubric, discuss the timeline for in-class observations, expectations and results. Formal 45-minute observations were made twice during the year and with timely follow-up conversations with individual teachers to provide prompt feedback. Frequent drop-in evaluations were also conducted with verbal feedback over the course of the year. Results of teacher evaluations were used to suggest areas for additional professional development and to structure professional development sessions with hired consultants. Final teacher evaluations were also used to make non-renewal decisions and place teachers within a level on the pay scale.

c. Organizational Viability

Objective 1: The Conservatory Lab Charter School will establish principles and procedures that will enable the school to operate in a financially viable and publicly transparent manner.

- 3.1.1 Each year, the school will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.
- 3.1.2 Unrestricted net assets will be equal to or exceed twenty-five percent of the school's operating budget for the upcoming year.
- 3.1.3 Each year the school will receive a clean audit report with no material weaknesses.

Results: The school operated a balanced budget during school year 2010-11 with the support of the Conservatory Lab Foundation. The Head of School and the Business Manager met monthly with the Board Finance sub-committee to review financial statements and projections. The Foundation's net assets exceed 25% of the school's operating budget and the school also received a clean audit report for the school year 2009-10.

Objective 2: The CLCS will successfully recruit students to meet enrollment levels as defined in the charter application and subsequent amendments.

- 3.2.1 Full-enrollment will be reached annually by the required filing date of the pre-enrollment report. Wait lists after the annual lottery will constitute no less than 75% of the total number of students in the student body.

Results: The demand for enrollment at Conservatory Lab is very strong. The school was fully enrolled in 2010-11 school year and it has over 500 students on the waitlist.

Objective 3: The CLCS will establish a strong management structure.

- 3.3.1 The CLCS Board of Trustees will represent the diverse skills and expertise required to meet the mission of the school as defined by the Governance Committee of the Board.
- 3.3.2 The CLCS Board of Trustees will continue its practice of oversight for all aspects of the school by actively participating in at least one board sub-committee.
- 3.3.3 The CLCS Board of Trustees will rate itself satisfactory or above as a result of participating in a self-assessment session.

Results: The Board of Directors is a diverse group of skilled individuals who enrich the school with their expertise in areas including law, financial management, education, early childhood development, technology, management, fundraising, school leadership and the arts.

The Board met nine times in 2010-11 and held two Board retreats. It also received frequent updates on all aspects of school operations. Board sub-committees met regularly to discuss topics in each of their areas of focus.

Policy Decisions

At their July 22, 2010 meeting, the Board of Trustees voted unanimously to adopt El Sistema Music Program and to lengthen the school day. The board also voted to submit an expansion amendment requesting 226 additional seats to expand to two classrooms per grade level and include the middle school grades.

Amendments to the Charter

The requests to amend the school charter by extending the school and implementing El Sistema were approved by the Department of Elementary and Secondary Education. This year was the first year that Conservatory Lab Charter School's day went from 8:15 a.m. to 5:15 p.m. DESE also approved 15 additional seats to create a 6th grade in the 2011-12 school year.

Complaints

There were no official complaints in 2010-11.

Oversight and Board Planning

Conservatory Lab's Board of Trustees met nine times in 2010-11 and also participated in two board retreats. They kept in close contact with Head of School Diana Lam, who sent frequent updates via e-mail. Subcommittees, including the executive, education and finance committees, met monthly and gathered detailed information about school activities from teachers and staff. The facilities sub-committee was also very active this school year in identifying potential sites for a new school and in negotiating an extension to our present lease. In this way, trustees were able to assess the school's performance on an ongoing basis. In addition, the Board evaluated the Head of School by using a comprehensive, anonymous survey that was available online or in hard copy. Requests to fill out this survey were sent by US mail and e-mail to all student families, staff and trustees. Responses were gathered and reviewed by a select group of trustees, who reported on the results to the full Board and to the Head of School directly.

The Governance Committee, as a follow-up of the Board's 2010 self-evaluation, worked on recruiting new board members and putting together a board member orientation packet. Four new board members were approved at the June 14, 2011 board meeting/retreat.

The Conservatory Lab Board of Trustees also approved the continuation of a Task Force, led by a board member, to monitor the implementation of El Sistema. The task force met several times, gathered information about the program, interviewed the school's music staff, worked in coordination with the Education Committee and made recommendations.

In 2006-07, the Board began the long-term process of finding Conservatory Lab a new building. The school's lease ends in 2012. In 2009-10, trustees were active in multiple areas related to this project: evaluating the school's needs (amount/type of space, best locations), locating available buildings, studying ways of paying for a new building. The Facilities Committee of the Board negotiated an extension to the present lease that allows Conservatory Lab to stay beyond 2012 and to place portables on the property if necessary.

Family Satisfaction

Conservatory Lab families were formally surveyed, over the winter holiday, about their satisfaction with the implementation of El Sistema, the use of uniforms and the overall discipline in the school. In December of 2010, each Conservatory Lab family with children in K1-Grade 5 was successfully contacted with the exception of ONE family.

Regarding uniforms, 72.07% of families were in favor, 16.88% were opposed, 10.38% could go either way and we did not reach 0.64% (1 parent). Parents who were in favor of school uniforms used the following phrases/words: *yes! yes, yes!, absolutely, definitely, in favor, easier, saves money, less stress in the mornings, support totally, would be nice, no hassles, great idea, sure, perfect, fine, love it, 100% behind it, strongly agree, better with uniforms.*

Regarding discipline 64.93% of the parents thought we had the right balance between being strict and caring, while 26.2% thought we needed to be stricter. Only 1.29% thought we were too strict, the rest didn't know and 1 parent was not reached. Even those that wanted us to be stricter were very specific about not wanting us to sacrifice the caring way we handle discipline. The most common words used to describe us in this area were: *balanced, kind, caring, fair, right tone, wonderful, on target, hitting the mark.*

Parents were overwhelmingly positive about the implementation of El Sistema with 92.85% expressing satisfaction. 3.24% of the parents voiced some concern, the rest did not know and 1 parent was not reached. People that felt positive about El Sistema used the following words: *fantastic, fabulous, love it, great, excellent, wonderful, exceptional, fascinating, enjoying it, exciting, different and unique, support the program, happy, thankful, the best, great amount of time, congratulations, enthusiastic, thrilled, more professional, amazing, pride, confidence builder.*

Financial Oversight

Each year, Conservatory Lab's Head of School and Business Manager, in partnership with the Treasurer of the Board and the Finance Committee of the Board, utilize a zero-based budgeting

process to determine the exact financial needs of the school. This group met frequently during to review and discuss the developing budget. The Board of Trustees approved unanimously the final school budget at the June 14, 2011 board meeting. Financial priorities are set and decisions are made in frequent meetings of the Finance Committee. Financial results are reported monthly and reviewed by the Finance Committee. Any event, which could affect the approved fiscal budget, must be brought up and approved by the Conservatory Lab Board.

7. Dissemination Efforts for School Year 2010-11

As a mission driven charter school, Conservatory Lab has been recognized for its pioneering work in implementing El Sistema, developing multidisciplinary, project-based expeditions, and introducing a Listening Project in all grade levels. We still receive many inquiries about our labor relations and contract negotiations, including the establishment of a professional development committee charged with drafting the rubric to measure quality teaching through the performance evaluation process.

Below are selected presentations, performances, papers and other dissemination activities that we have provided to foundations, schools, colleges and universities, and other educational organizations about our innovative LTM model, EL Sistema and our groundbreaking union contract. This year hundreds of educators and parents have visited our school to observe first-hand our innovative model in action.

In addition, we are currently implementing 21 LTM curriculum units. These units will form the centerpiece of a tool kit for best practices to be disseminated during a National *Learning Through Music* Institute to be held on June 1, 2012.

PRESENTATIONS

- Lesley College course, “Integrated Curriculum for Early Childhood,” Becca Iskrick, August and September 2010
- 21st Annual Literacy Conference and Reading Recovery Institute, Becca Iskrick, “Orchestrating Literacy: Music, Motivation and Mastery,” November 14, 2010
- Boston Center for Adult Education, Becca Iskrick, “Finding an early childhood classroom setting that is right for your child,” December 14, 2010
- The Boston Foundation, “Teacher Contracts,” Diana Lam, January 6, 2010
- Shady Hill, “On Charter Schools, El Sistema and Learning Through Music,” Diana Lam, May 5, 2011
- Angel Taveras, Mayor of Providence, RI, “How To Create a Network of Charter Schools, Best Practices, Interim Assessments,” Diana Lam, May 13, 2011
- Boston Public Schools, “Leadership Team, Innovation School and El Sistema,” Diana Lam, May 25, 2011
- Boston City Councilman John Connolly, “El Sistema and Facilities,” Diana Lam, June 22, 2011
- Gates Foundation, “BPS/Charter Schools Compact: A Joint Accountability Tool?” Diana Lam, June 24, 2011

STUDENT PERFORMANCES

- Muffy Glauber, Student Performance, October 21, 2010
- Edison Middle School, Winter Concert, December 17, 2010
- Pam Seigle, Student Performance, January 20, 2011
- Williams Hall at New England Conservatory, Citizens, Artists, Teachers, Scholars Concert, February 8, 2011
- 7th Day Adventist Church in Hyde Park, Fundraising Concert, March 13, 2011
- Rosie's Place Fundraiser in West Roxbury, April 9, 2011
- English High School, Haitian Flag Day Concert, May 14, 2011
- Pickman Hall at Longy, End-of-Year Performance, Kindergarten and Suzuki Orchestra, June 8, 2011
- WGBH Concert in Brighton, June 10, 2011
- State House, Welcome to Chris Wilkins, new conductor for the Landmark Orchestra, June 13, 2011
- Pickman Hall at Longy, End-of Year Performance, Abreu, Bernstein and Dudamel Orchestras, Grades 1-5, June 17, 2011

WRITING

- Co-wrote proposal for the Margarita Muniz Academy, a Dual Language Innovation High School within the Boston Public Schools that will also implement El Sistema
- Founding board member for the Margarita Muniz Academy, guiding the school's curriculum and the integration of the different student populations it will serve

COLLABORATIONS

- Boston Public Schools, member of the Citywide ELL Task Force, ongoing
- Caitlin Gavin, Museum of Fine Arts, *Learning Through Music* expeditions, ongoing
- Isabel Trautwein, Cleveland Symphony Orchestra, El Sistema, ongoing
- Adele Diamond, Developmental Neuroscientist, University of British Columbia in Vancouver, Canada, Participation in Research Study, El Sistema, September 28, 2010
- MIT graduate students, School Change Project, October 2010-January, 2011
- Expeditionary Learning: Honoring Our Roots and Thinking in a New Direction, Harvard Graduate School of Education, November 5, 2010
- Hannah Bartlett, Replication of El Sistema in Cleveland, Ohio, February 2, 2011
- Rainey Institute in Cleveland, Ohio, Pati Wylde, Implementation of El Sistema, March 2, 2011
- Ballet Rox, Tony Williams, joint summer project, March 8, 2011
- Claire Nivola, children's book writer and illustrator, March 23, 2011
- New Bedford Symphony Orchestra, Pati Wylde and others, El Sistema and Listening Project, April 13, 2011
- Frank Barnes, Chief Accountability Officer, Boston Public Schools, Joint Accountability Tool, on-going

- Landmark Orchestra, General Manager Virginia Hecker and Orchestra Director Chris Wilkins, to pursue Conservatory Lab and Landmark Orchestras playing together, June 27, 2011

SCHOOL VISITS AND SHARING OF MATERIALS

- Kate Carpenter-Bernier, MATCH Charter School, ELL students, September 23, 2010
- Susan Zeiger, Primary Source, *Learning Through Music* expeditions, Oct.12, 2010
- Joan Welton, Virginia Wellington Cabot Foundation, El Sistema, Oct. 20, 2010
- Kathleen Zapoticky, Adamsville School, MA, Learning Through Music, Nov. 8, 2010
- Betty Carhart, Lanoka Harbor School in NJ, *Learning Through Music*, Nov. 9, 2010
- Irwin Scott, BPS Chief Academic Officer, Best School Practices, Nov. 9, 2010
- Susan Grey, Hestia Fund, El Sistema, Nov. 17, 2010
- Franklin Headley, Voice Charter School, and Roberta Feldhusen, Music Coach, New York City, El Sistema and *Learning Through Music*, Nov. 19, 2010
- Nancy Coolidge, Arts Supporter, El Sistema, Nov. 30, 2010
- Bradley Richardson, Arts Supporter, El Sistema and LTM, Dec. 1, 2010
- Jeremy Eichler, Boston Globe, El Sistema, Dec. 2, 2010
- Caroline Schwarz Schastny and others, FAO Schwarz Family Foundation, El Sistema, Dec. 3, 2010
- Tony Woodcock, President, New England Conservatory, Dec. 6, 2010
- Muffy Glauber, Arts Supporter, El Sistema, Dec. 8, 2010
- Claudia Grosse, Arts Supporter, El Sistema, Dec. 9, 2010
- Julie Wilson, Arts Supporter, Innovative Practices, Dec. 15, 2010
- Akilah Robinson, Harvard University, Role of Music in Charter Schools, Jan. 13, 2011
- Dvora Goodman and Rachel Happel, Brandeis University, Expeditionary Learning, Jan. 20, 2011
- Ben Loeterman, Ben Loeterman Movie Productions, El Sistema, Jan. 31, 2011
- Heather Woodcock and Shady Hill Interns, multidisciplinary and project-based expeditions, March 14, 2011
- Ellen Winner, Boston College, potential research study, March 21, 2011
- Betty Hillman, Citywide Strings, El Sistema, March 23, 2011
- Miriam Eckelhoefer, Director of Community Programs, Longy, May 17, 2011.
- Jackie Jenkins-Scott, President, Wheelock College, Teacher Education and El Sistema, May 25, 2011
- Virginia Hecker and Chris Wilkins, Landmark Orchestra, June 27, 2011

8. Financial Reports

a. CLCS Fiscal Year 2011 Statement of Revenues, Expenses and Changes in Net Assets (Income Statement)

	<u>Jul '10 - Jun 11</u>
Ordinary Income/Expense	
Income	
4000-01 · Tuition	2,032,849.00
4100-03 · Grants - Federal (thru DESE)	236,990.00
4100-5a · Grants - Private – Designated	9,298.53
4200-06 · Nutrition Funding – State	2,268.86
4200-07 · Nutrition Funding – Federal	71,200.29
4200-08 · Nutrition Funding – Fees	10,496.12
4300-09 · Other Program / Student	2,302.37
4400-14 · Contributions - Component Unit	229,488.61
4500-11 · Medicaid Reimbursements	6,543.55
4700-16 · Interest / Investment Income	192.78
4900-19 · Miscellaneous Income	119.71
Total Income	<u>2,601,749.82</u>
Expense	
01 · Instructional Staff	990,091.65
05 · Administrative Staff	548,694.51
06 · Taxes and Benefits	224,182.48
09 · Professional Development	36,303.30
12 · Support Consultants	142,063.20
13 · Classroom Supplies Text & Tech	144,984.56
14 · Development	43,780.53
15 · Administrative Expenses	85,547.20
16 · Food for Nutrition	81,372.25
17 · Facilities	294,786.11
Total Expense	<u>2,591,805.79</u>
Net Ordinary Income	<u>9,944.03</u>
Net Income	<u><u>9,944.03</u></u>

b. CLCS Fiscal Year 2011 Statement of Net Assets (Balance Sheet)

	<u>Jun 30, 11</u>
Checking/Savings	
1000-01 · Cash and Cash Equivalents	560,899.98
Total Checking/Savings	<u>560,899.98</u>
Accounts Receivable	
1100-02 · Accounts Receivable	16,965.89
1100-04 · Grants Receivable – Federal	23,846.00
Total Accounts Receivable	<u>40,811.89</u>
1200-07 · Due from related parties	
1300-08 · Prepaid Expenses / Inventory	5,000.00
Total Other Current Assets	<u>5,000.00</u>
	606,711.87
1600-15 · Furniture and Equipment	220,573.82
1690-16 · Less Accumulated Depreciation	<u>-167,249.25</u>
	<u>53,324.57</u>
	 <u>660,036.44</u>
Current Liabilities	
Accounts Payable	
2000-24 · Accounts Payable	38,380.85
Total Accounts Payable	<u>38,380.85</u>
Other Current Liabilities	
2100-25 · Accrued Expenses/Accrued Payroll	113,722.58
2200-26 · Current Deferred Revenue	1,309.00
2300-27 · Due to related parties	10,472.90
Total Other Current Liabilities	<u>125,504.48</u>
Total Current Liabilities	<u>163,885.33</u>
	163,885.33
3000 · Opening Bal Equity	461,085.32
3900 · Retained Earnings	25,121.76
Net Income	9,944.03
	<u>496,151.11</u>
	 <u>660,036.44</u>

Note: The School's unrestricted net assets are approximately 17% of our budgeted operating expenses for the year ending June 30, 2012. However, when the unrestricted net assets of our component unit, the Conservatory Lab Charter School Foundation, Inc., are factored in, the ratio of unrestricted net assets to our budgeted operating expenses is approximately 25%.

c. CLCS Fiscal Year 2012* Approved School Budget
**in the official version, this is incorrectly listed as 2011*

Enrollment		169
Revenue		
	Tuition	2,163,200
	Nutrition Funding	98,038
	Medicaid Reimbursement	5,500
	Title I Grant	100,000
	Title II Grant	7,000
	SPED Grant	37,000
		<hr/>
Total Revenue		2,410,739
		<hr/>
Expenses		
	Instructional Staff	1,076,000
	Administrative Staff	456,000
	Total Staff	<hr/> 1,532,000
	Taxes and Benefits	245,603
	Professional Development	40,000
		<hr/> 285,604
	Total Staff Expenses	<hr/> 1,817,604
	Support Consultants	90,000
	Summer School	10,000
	Classroom Supplies, Textbooks, Technology	186,500
	Administrative Expenses	116,325
	Food for Nutrition	98,038
	Facilities	300,900
		<hr/>
	Total Expenses	801,763
		<hr/>
Total Staff and Expenses		2,619,367
		<hr/>
Net Income		<u><u>(208,500)</u></u>

9. Data Section

a. INSTRUCTIONAL TIME	
Total number of instructional days for the 2010-11 school year:	180
First and last day of the 2010-11 school year:	9/7/10 – 6/29/11
Length of school day (please note if schedule varies throughout the week or the year):	8:15 a.m. – 5:15 p.m.

b. 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):	12
Total number of students enrolled as of October 1, 2010:	154
Total number of students who enrolled during the 2010-11 school year, after October 1, 2010:	7
Total number of students who left during the 2010-11 school year, after October 1, 2010:	4
Total number of students enrolled as of the June 2011 SIMS submission:	155
Number of students who graduated at the end of the 2010-11 school year:	0*

*The school was granted an expansion through grade 6.

c. 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	61	39.4
Asian	14	9
Hispanic	41	26.5
Native American	1	0.6
White	31	20
Native Hawaiian, Pacific Islander	2	1.2
Multi-Race, Non-Hispanic	5	3.3
Special Education	17	11
Limited English Proficient	26	16.7
Low Income	102	66

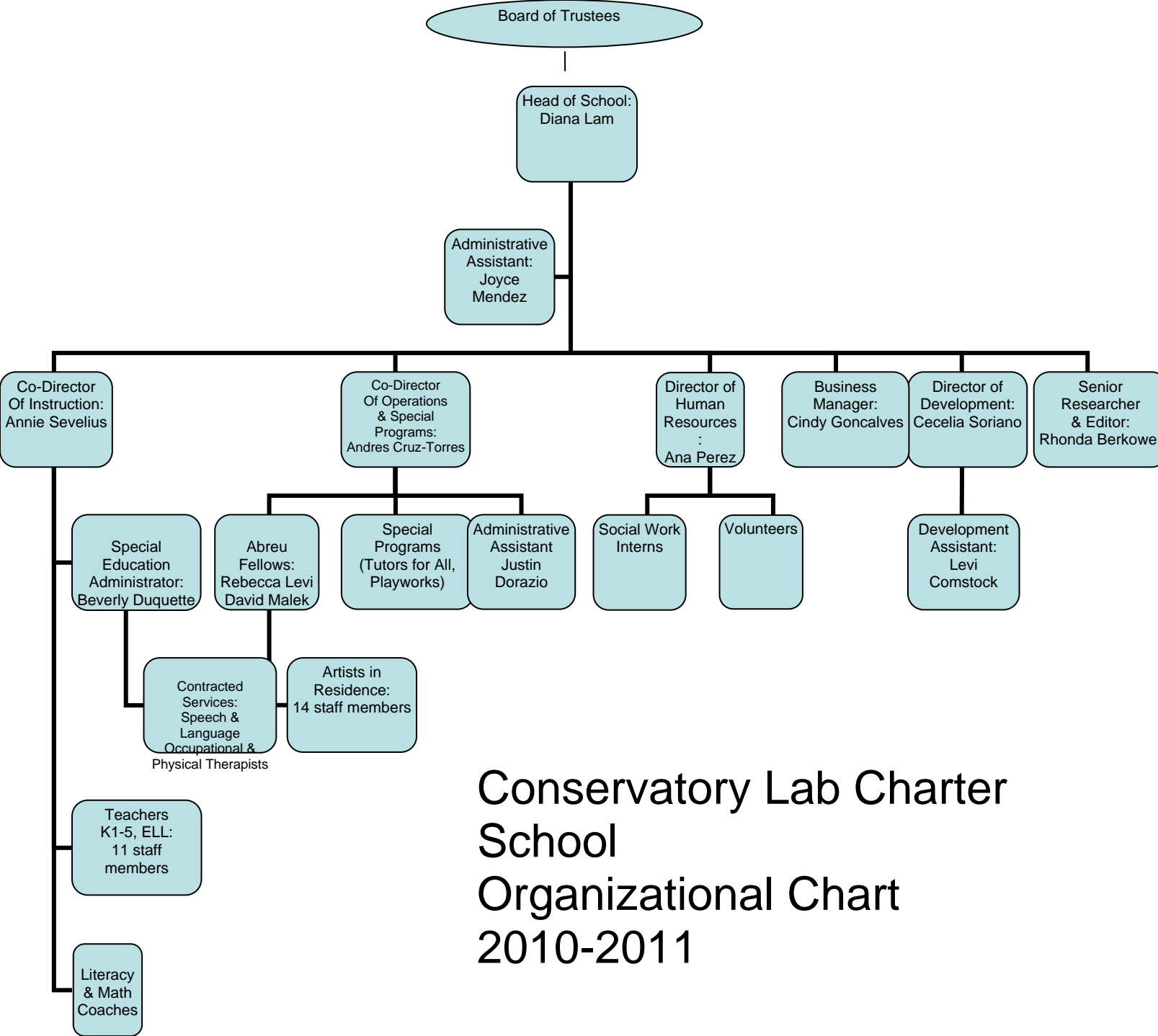
d. ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Diana Lam, Head of School	Responsible for all operational, instructional and development work	8/15/08	
Annie Sevelius, Co-Director	Responsible for teaching and learning, including student discipline, teacher supervision and evaluation.	9/1/04	
Andrés Cruz Torres, Co-Director	Responsible for school operations and implementation of El Sistema	7/1/09	
Cecilia Soriano Dir. of Communication, Marketing and Development	Responsible for fundraising and communication and marketing. Also works with the Board of Trustees.	7/1/10	
Ana Perez, Director of Human Services and Social work	Responsible for Human Resources and coordinating social work support and direct services.	8/1/09	*resigned in January 2011
Rhonda Berkower	Responsible for formatting, editing and publishing the Learning Through Music expeditions	9/09	
Justin Dorazio, Admin. Assistant	Responsible for food services program, student admissions, lottery and waitlist, purchasing, facilities.	8/1/2009	

e. TEACHERS AND STAFF ATTRITION FOR THE 2010-2011 SCHOOL YEAR			
	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	12	0	2*
Other Staff	10	1**	2***

* One teacher moved out of state and the other started her own Family Day-Care business.

** One staff member resigned to care for ailing husband.

*** One staff member is going to graduate school, the other returned to a teaching position.



Conservatory Lab Charter School

Organizational Chart

2010-2011

g. MEMBERS OF THE BOARD OF TRUSTEES FOR THE 2010-11 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Stephanie B. Perrin	Chair	Member of all committees	Arts education, school leadership	Terms: 5 Length: 3 yrs. Elected: Sept. 1998 Term Ending: June 2013
Gary F. Gut	Vice Chair	Executive, Education, Expansion Task Force	Entrepreneurship, fundraising, education	Terms: 4 Length: 3 yrs. Elected: Feb. 2002 Term Ending: June 2014
Katharine M. Pell	Vice Chair	Executive, Development, Finance, Governance	Fundraising, school leadership	Terms: 5 Length: 3 yrs. Elected: Sept. 1998 Term Ending: June 2013
Robert Grinberg	Treasurer	Executive, Finance, Expansion Task Force	Entrepreneurship, finance	Terms: 3 Length: 3 yrs. Elected: June 2003 Term Ending: June 2012
Betty Allen	Clerk	Executive, K1 Task Force	Early childhood education	Terms: 3 Length: 3 yrs. Elected: Jan. 2004 Term Ending: June 2011
Charles Bradley	Trustee	Expansion Task Force	Architecture	Terms: 3 Length: 3 yrs. Elected: Oct.2003 Term Ending: June 2012
Cheryl Render Brown	Trustee	Governance	Early childhood education	Terms: 3 Length: 3 yrs. Elected: Jan. 2004 Term Ending: June 2011
Andrew Cabot	Trustee	Finance and Expansion Task Force	Education, entrepreneurship	Terms: 2 Length: 3 yrs. Elected: May 2007 Term Ending: June 2013
Mark Churchill	Trustee	El Sistema Task Force	Arts education, school leadership	Terms: 5 Length: 3 yrs. Elected: Sept. 1998 Term Ending: June 2013

Adam F. Krauss	Trustee	Governance	Law	Terms: 2 Length: 3 yrs. Elected: June 2005 Term Ending: June 2011
Diana Lam	Ex officio	Member of all committees	Staff member, education, school leadership	Terms: 1 Length: 3 yr. Elected: Sept. 2008 Term Ending: June 2011
Danna Mauch	Trustee	Development, Research	Research, development, social services/healthcare	Terms: 2 Length: 3 yrs. Elected: June 2005 Term Ending: June 2011
Staverne Miller	Trustee	Governance	Social services, parent of student	Terms: 2 Length: 3 yrs. Elected: Sept. 2005 Term Ending: June 2011
Pamela Seigle	Trustee	Education, El Sistema Task Force	Education, social/emotional development	Terms: 2 Length: 3 yrs. Elected: May 2007 Term Ending: June 2013
Anne W. Snyder	Trustee	Executive, Education	Education, teacher training	Terms: 3 Length: 3 yrs. Elected: May 2005 Term Ending: June 2014