



# Lawrence Family Development

## CHARTER SCHOOL

[OUR SCHOOL](#)

[OUR PROGRAM](#)

[FOR FAMILIES & STUDENTS](#)

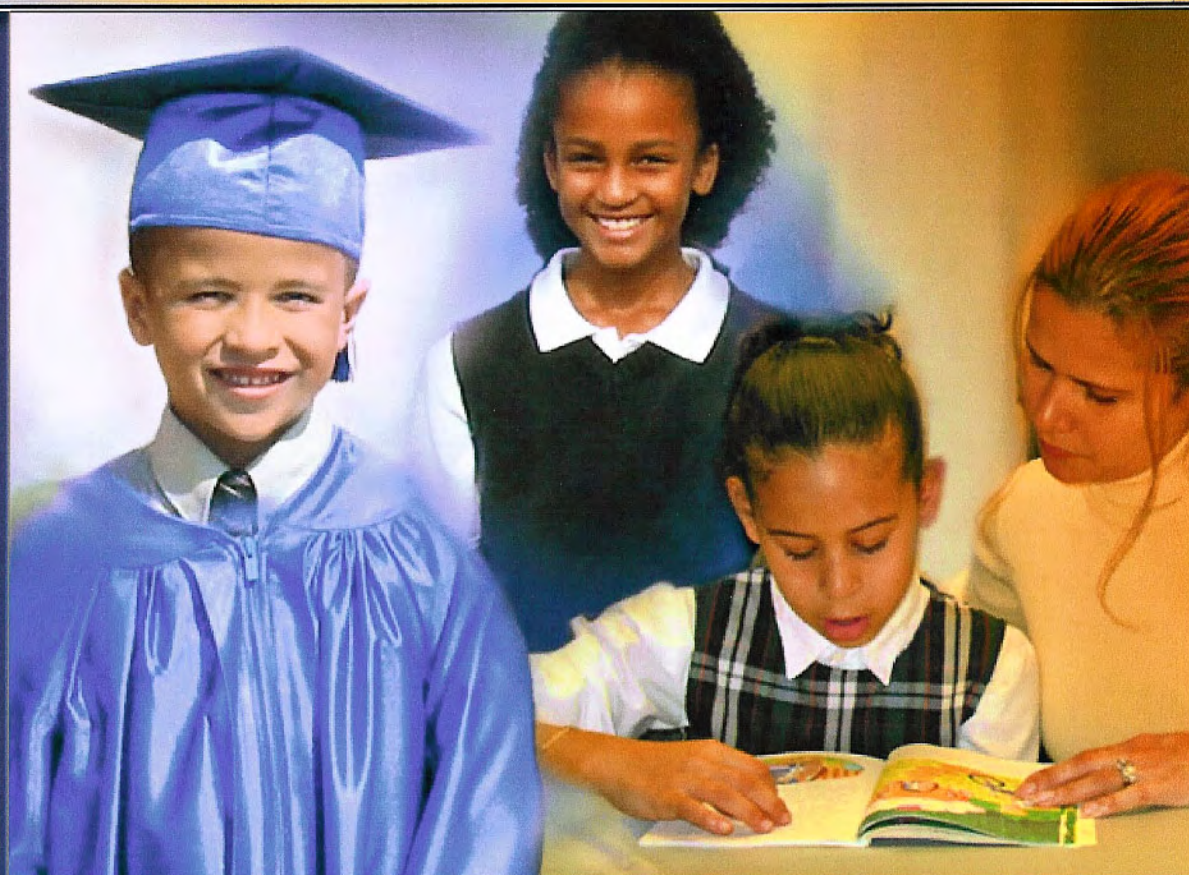
[SCHOOL NEWS](#)

[SUPPORT US](#)

[ADMISSIONS](#)

[EMPLOYMENT](#)

[CONTACT US](#)



## Graduation Photo

My name is Joe Figuereo. I have been in this school for a long time, nine years to be exact. I have been here since 1995, the year this school opened its doors. This graduating class will be the first group to graduate that has been in this school since kindergarten.

We feel proud of this school because it has made us who we are today. It has prepared us for the future in many ways. One important way is teaching us to become fluent speakers of the two languages. Being bilingual gives us more opportunities no matter what profession each of us chooses. It has also taught us to be respectful and more mature than other people our age. We will be able to participate in many activities because of our good attitude towards everyone.

In school we learned things that are really beneficial for our futures. A few of them are: how to research information on the Internet, how to write compositions in English and Spanish, and how to paraphrase and summarize information in both languages. We will need these skills for the rest of the years we are students in order to be successful.

I came up here to send you all a special message. Stay in school and never give up. If you are having trouble with something, keep trying. You see, we hold the future in our hands. Whatever you do in the future, no matter how little you think the job is, you still make a difference.

You see, everything you do in the present can alter the future. There is a saying in Latin that might interest you all, “*finis origine pendet*”. It means the end is determined by the beginning. Everything you do makes a difference. You can be whatever you want in the future. All you have to do is never give up.

A few of you might not be thinking about the future and what you want to be when you grow up. Well, now is the time to start. At least have an idea so you can set a goal for yourself. If you do that, you will overcome any obstacles that will be in your way. If you set goals and motivate yourself to reach them, drugs and alcohol won't get in your way. You won't have time for it if you are focused on being a better person.

If you think you can't set a long term goal, set a lot of short term goals like Ms. Dozois said. Do everything possible to reach your goal, even if it means taking “baby steps” to get it. All that matters is getting where you want to go.

*Antes de terminar, quiero dar gracias a esta escuela y a mis padres por la excelente formacion academica, social y familiar que me han dado, la cual permanecera conmigo por el resto de mi vida.* Before I finish, I want to thank the school and my parents for the great education, morals and family values that they have taught me. What they have taught me will stay with me for the rest of my life. Thank you.

Joe Figuereo, Class Speaker  
LFDCS Class of 2004  
Entering Central Catholic High School

# *Lawrence Family Development Charter School*

## **MISSION STATEMENT**

*Strong families, working in partnership with the school  
as advocates for academic achievement,  
will create an environment where every child  
has the opportunity to acquire the foundation skills  
and habits of mind that foster life-long learning,  
citizenship participation, and personal fulfillment.*

---

## **TABLE OF CONTENTS**

Summary of Educational Philosophy .....	1	Student Performance .....	
Student Demographics .....	2	Objectives and Outcomes .....	15-18
School Growth Data .....	3	School Performance .....	
Staff Profile, Credentials, and /Turnover Data .....	4	Objectives and Outcomes .....	19-21
School Report Card .....		Governance .....	22-23
and Progress Assessment .....	5-11	Financial Information .....	24-25
Student Assessment Data .....	12-14	Dissemination .....	26

## **Summary of Educational Philosophy**

LFDCS is committed to the belief that all children can learn and accepts responsibility to develop models of curriculum, staffing, and professional development to annually increase the level of academic achievement for a student population that enters Kindergarten with limited English language skills and often with limited or no pre-K school experience.

The cornerstones for success, established when our school was founded, provide the vision that continues to drive the work of our school. As guiding principles and practices, they are the rallying points for administration, board, and parents attracting quality and like-minded professionals to our school who form a hard-working team focused on providing quality education for our students.

- 1. Parents are a child's first teacher and, as such, accept responsibility for the successful development of the child and transfer of the values of their culture.** Recognizing and validating this role, LFDCS allows the positive development of a child's education to continue and expand as children transition from home to the school environment. We strive to understand and value the cultural heritage of our students while providing new skills and education for parents to be effective partners in the culture and expectations of public education.
- 2. Effective, consistent, professional teaching is key to ensuring student learning.** To assist teachers to prepare and implement effective lessons in accord with the Massachusetts Curriculum Frameworks, we limit the size of classrooms to 20 students in K-6 and 15 students in grades 7-8; provide weekly time for grade-level curriculum planning; resources and opportunities for professional development through graduate courses, workshops, and nine paid work days annually for orientation, induction, and staff development.
- 3. Dual language acquisition is the most effective model for educating young children who are not native English speakers to achieve academically in English-speaking classrooms.** Acquiring functional proficiency in two languages enhances cognitive development, promotes understanding and appreciation of cultures, and builds skills to learn and communicate effectively throughout their lives.
- 4. Education is not the sole responsibility of schools and is enhanced and enriched in partnership with quality community organizations and resources.** LFDCS embraces the broader community of educational and cultural institutions which provide depth and opportunities for our students, staff, and families. Through a variety of unique and generous partners, our school is able to open doors to vistas and visions beyond our classrooms and our community borders.

### **Number of Instruction Days**

In the 2003-2004 school year, LFDCS had 180 instruction days with an academic program from 8:00-3:00 and an extended day from 3:00 to 6:00 for homework assistance, remediation, and enrichment. The school year started September 1, 2003 with the last day being June 25, 2004.

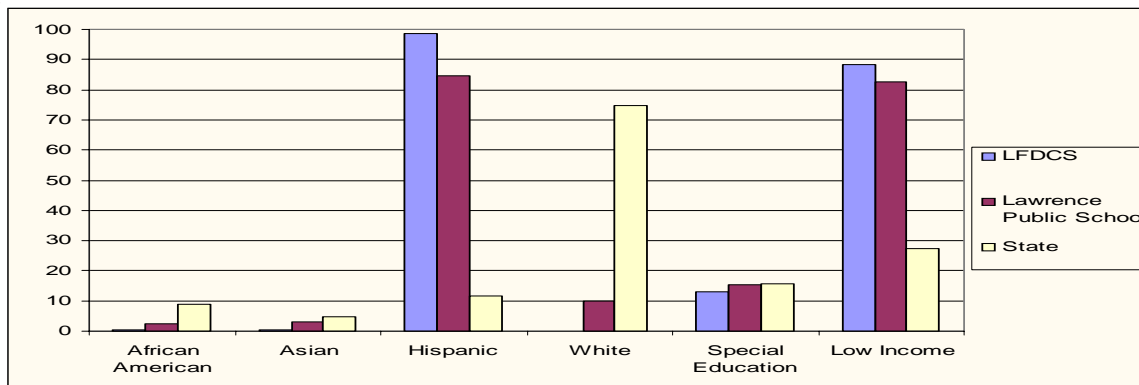


## Student Demographics

Students are selected by lottery. All students wear a uniform and are expected to be at school every day ready to learn.

- ◆ Total student body is 514
- ◆ 53.1% girls; 46.9% boys
- ◆ 98.8% Hispanic; 0.4% Asian; 0.4% African American; 0.4% Native American
- ◆ 95.3% linguistic minorities
- ◆ 98.1% from Lawrence; 1.9% from Methuen
- ◆ 88.4% low income

The chart below characterizes our student demographics in comparison to those of the Lawrence Public Schools and the state:



## Student Turnover Data

During the 2003-04 academic year, a total of 34 students withdrew from school. Three moved out of country; seven moved out of state; five moved to another Massachusetts community; two transferred to private schools; 17 transferred to the Public School system; LFDCS contacts parents annually to update its wait list. Only current, not cumulative, numbers are used.

Total Number of New Student Applications Received					Total Number of Students on Waiting List			
Grade	Lawrence	Methuen	Total	Apps/ Openings	Grade	Lawrence	Methuen	Total
<b>K</b>	98	0	98	0	<b>K</b>	38	0	38
<b>1</b>	13	0	13	0	<b>1</b>	40	0	40
<b>2</b>	11	0	11	4	<b>2</b>	42	1	43
<b>3</b>	10	0	10	1	<b>3</b>	41	0	41
<b>4</b>	7	0	7	3	<b>4</b>	34	0	34
<b>5</b>	9	0	9	3	<b>5</b>	30	0	30
<b>6</b>	5	0	5	3	<b>6</b>	30	0	30
<b>7</b>	6	0	6	5	<b>7</b>	16	0	16
<b>Totals</b>	<b>159</b>	<b>0</b>	<b>159</b>	<b>19</b>	<b>Totals</b>	<b>271</b>	<b>1</b>	<b>272</b>

**\*\* New Applications Not Accepted for Grade 8 \*\***

## *Growth of Our School at a Glance*

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grades Served	K-3	K-4	K-5	K-6	K-7	K-8	K-8	K-8	K-8
Number of Students Enrolled	180	238	296	360	428	475	483	491	514
Number of Classrooms	9	12	15	18	23	27	29	29	30
Maximum Number of Students in Classroom	20	20	20	20	20	20	21	20	20
Number of Student Computers	19	24	27	50	59	71	84	84	83
Number of Students on Waiting List	90	165	216	111	111	198	139	222	272
Total Number of Teachers	11	14	21	26	31*	46	53.5	49	52
Student to Teacher Ratio (overall)	12 : 1	10 : 1	12 : 1	12 : 1	12.5 : 1	10.3 : 1	9 : 1	10 : 1	10 : 1
Student to Teacher Ratio (classroom)	20 : 1	20:1	20:1	20:1	( 20 : 1	K-6 -	15 : 1	7&8 )	
Staff Turnover	30%	27%	14%	8%	24%	22%	28.9%	18%	28%
Percentage of Certified Teachers	44%	40%	59%	60%	52%	61%	67%	68%	80%
Teacher Salary Range	\$25,000- \$29,000	\$25,500- \$29,580	\$26,000- \$30,080	\$26,500- \$31,090	\$26,490- \$35,810	\$26,360- \$38,000	\$30,115- \$38,680	\$31,615- \$47,750	\$31,850- \$50,180
Av. Per Pupil or State-Allocated Expenditure	\$6,125	\$6,242	\$6,398	\$6,723	\$7,312	\$8,069	\$8,635	\$9,333	\$9,260
Average Daily Attendance	96%	95%	95%	95%	95%	96%	95.8%	96%	96.5%
Average Number of Students in Attendance	178.43	237.42	293.42	357.3	423.7	473.8	462.8	475.6	486.5
Students Receiving Special Ed. Services	3%	3%	4%	5%	7%	9%	12%	15%	13%
Non IEP Students Receiving SPED Services	**	**	**	**	3%	2%	4%	4%	2.4%

## Staff Profile

---

**Director/Superintendent:** Patricia Karl, M.Ed., Administration

Director/Superintendent since 1995; Certificates: K-8, K-6, 6-9

**Principal:** Sunita Mehrotra, M. Ed., AM, CAGS

Certificates: School Administration, Special Needs, Language Acquisition,  
Principal since 2001

**Head of Lower School:** Carmen Schumann, M.S. Human Service Administration

Part of School's Administration Team since 1995

**Head of Upper School:** Enerolina Vasquez, M. Ed., (2003-04)

**Reading First Coordinator:** Linda Cornell, M. Ed. Reading

Certificates: K-8, Reading (all Levels), Special Needs (K-8)

### **Summary of Teacher Qualifications**

No.	Category	Bachelor's	Master's	Mass Cert.	English Fluency	Avg. Yrs. Tchg. Exp.	Avg. Yrs. LFDCS
29	Classroom Teachers	29	17	24	29	5	2.5
4	Special Education	4	3	3	3	11	2
6	Spanish Language	5	1	1	4	6	4
8	Special Subjects	8	3	6	8	4	3
5	Support Services	5	4	3	5	5	3
52	Teachers/Counselors	51	28	37	49	6.2	3

### **Paraprofessional Qualifications Summary**

No.	Category	High School	Assoc. Degree	English Fluent	Seeding Success	Average Years Exp.	Average Years @ LFDCS
7	Classroom Instruction Aides	7	0	6	5	4.2	4.2
3	Special Education One on one Aide	2	1	1	3	2.5	2.5
2	Physical Education	1	1	---	1	3	3

Teachers who left during 2003-04 school year: 5

Teachers who completed school year not planning to return: 10

Positions cut due to budget restraints: 5 (1 each Computer, Music, Social Worker; 2 Classroom Aides)

## School Report Card

### Lawrence Family Development Charter School (04540205)

Sunita Mehrotra, School Principal

Mailing Address: 34 West Street

Lawrence, MA 01841

Phone: (978) 689-9863

FAX: (978) 689-8133

Website: <http://www.lfdcs.org>

### Lawrence Family Development Charter School (04540205)

#### Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2003 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

#### Mission Statement:

Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation, and personal fulfillment.

#### Enrollment - 2004

	School	District	State
<b>Race/Ethnicity</b>			
African American	0.4%	0.4%	8.8%
Asian	0.4%	0.4%	4.7%
Hispanic	98.8%	98.8%	11.5%
Native American	0.4%	0.4%	0.3%
White	0.0%	0.0%	74.6%
<b>Gender</b>			
Male	46.9%	46.9%	51.5%
Female	53.1%	53.1%	48.5%
<b>Selected Population Enrollment</b>			
Limited English Proficiency	19.8%	19.8%	5.0%
Low-income	88.4%	88.4%	27.2%
Special Education	13%	13%	15.6%
Migrant	0.0%	0.0%	0.2%
<b>TOTAL COUNT</b>	<b>514</b>	<b>514</b>	<b>980,818</b>

**Grades Offered:** K, 01, 02, 03, 04,  
05, 06, 07, 08

**Percent of teachers licensed: 93.33%**

**Percent of teachers in core academic subject areas who are Highly Qualified: 0%**

#### Additional Teacher Information:

Percent of **Highly Qualified** Teachers: 100%;  
Percent meeting English Language Fluency: 97%;  
Percent holding Master's Degrees: 59%;  
Class size/student-teacher ratio is 20:1;  
Overall ratio is 10:1

Under requirements of NCLB, parents are herein notified that LFDCS did not make Adequate Yearly Progress in Mathematics. The school's efforts to improve math learning can be found on page 11. Parents who wish supplemental education services for their child may contact the Principal.



## Mid-Cycle AYP Report

### School Report Card - Lawrence Family Development Charter School Mid-Cycle AYP Report

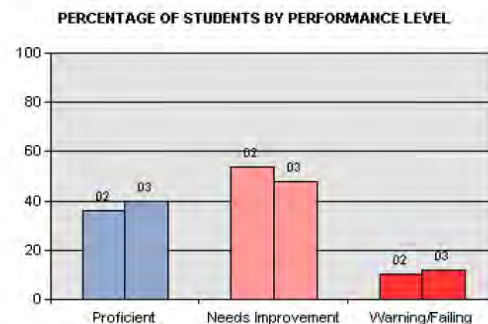
ENGLISH LANGUAGE ARTS													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	172	172	100	Yes	172	70.3	No	1.1	Yes	96.9	-0.5	Yes	Yes
Lim. English Prof.	4	4	-	-	4	-	-	-	-	-	-	-	-
Spec. Ed.	31	31	100	Yes	31	46.8	No	14.7	Yes	97.7	0.3	Yes	Yes
Free Lunch	126	126	100	Yes	126	70.8	No	1.4	Yes	96.8	-0.6	Yes	Yes
Afr. Amer./Black	1	1	-	-	1	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-	-
Hispanic	170	170	100	Yes	170	70.7	No	1.6	Yes	97.3	-0.1	Yes	Yes
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	0	0	-	-	0	-	-	-	-	-	-	-	-

MATHEMATICS													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	144	144	100	Yes	144	42.5	No	0.8	No	96.9	-0.5	Yes	No
Lim. English Prof.	5	5	-	-	5	-	-	-	-	-	-	-	-
Spec. Ed.	25	25	100	Yes	25	26.0	No	1.0	No	97.7	0.3	Yes	No
Free Lunch	99	99	100	Yes	99	42.2	No	0.1	No	96.8	-0.6	Yes	No
Afr. Amer./Black	0	0	-	-	0	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-	-
Hispanic	143	143	100	Yes	143	42.8	No	0.6	No	97.3	-0.1	Yes	No
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	0	0	-	-	0	-	-	-	-	-	-	-	-

Adequate Yearly Progress History										
	English Language Arts					Mathematics				
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Aggregate	No	No	No	No	Yes	No	No	No	No	No
All subgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	No

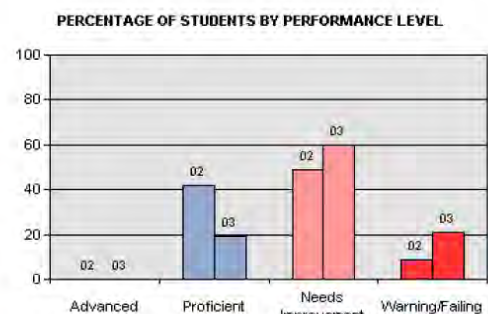
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Disabled	11	100	NA	18	36	45
Limited English Proficient	1	100	NA			
<b>GENDER</b>						
Female	29	100	NA	41	52	7
Male	30	100	NA	37	47	17
<b>RACE/ETHNICITY</b>						
African American/Black	1	100	NA			
Hispanic	59	100	NA	41	47	12
LOW INCOME	45	100	NA	38	51	11
<b>ALL STUDENTS</b>						
2003	60	100	NA	40	48	12
2002	59	98	NA	36	54	10
<b>DISTRICT</b>						
2003	60	100	NA	40	48	12
2002	59	98	NA	36	54	10
<b>STATE</b>						
2003	74114	100	NA	62	30	7
2002	74143	98	NA	67	27	6
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

## Grade 03 - Reading



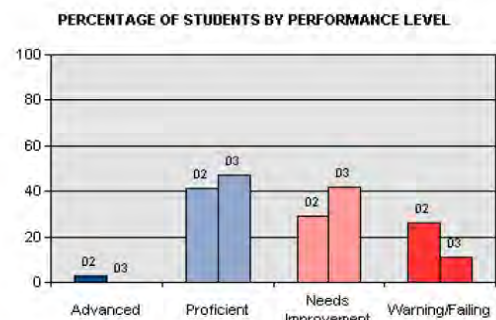
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Disabled	11	100		18	36	45
Limited English Proficient	2	100				
<b>GENDER</b>						
Female	29	100		28	55	17
Male	28	100		11	64	25
<b>RACE/ETHNICITY</b>						
Asian or Pacific Islander	1	100				
Hispanic	56	100		20	61	20
LOW INCOME	45	100		20	60	20
<b>ALL STUDENTS</b>						
2003	57	100		19	60	21
2002	53	96	0	42	49	9
<b>DISTRICT</b>						
2003	57	100		19	60	21
2002	53	96	0	42	49	9
<b>STATE</b>						
2003	75024	99	10	45	34	10
2002	75008	97	8	46	37	10
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

## Grade 04 – English Language Arts



	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Disabled	9	100				
Limited English Proficient	1	100				
<b>GENDER</b>						
Female	32	100		50	44	6
Male	23	100		43	39	17
<b>RACE/ETHNICITY</b>						
Hispanic	55	100		47	42	11
LOW INCOME	36	100		50	39	11
<b>ALL STUDENTS</b>						
2003	55	100		47	42	11
2002	34	97	3	41	29	26
<b>DISTRICT</b>						
2003	55	100		47	42	11
2002	34	97	3	41	29	26
<b>STATE</b>						
2003	79345	99	8	57	28	7
2002	76710	97	9	55	28	8
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

## Grade 07 – English Language Arts



## ***Effective Progress in Language and Literacy***

---

LFDCS can identify four strong indicators of student progress and proficiency in English Language Arts. LFDCS enrolled 98.8% Latino students in 2003-04 of whom 95.3% entered as Linguistic Minority or Limited English Proficient students, speaking Spanish as their first or home language. During each year of our charter, LFDCS has worked to increase student skills in Reading, vocabulary, and effective writing as priority essential skills for student competencies in all academic subjects. This goal has been supported by classroom aides in primary grades; a dual language fluency requirement where students acquire parallel skills in native language and English language acquisition; sheltered English support for emerging vocabulary skills and recognition of cognates; Family Literacy Programs, Title One and Reading First (introduced September 2003).

### ***1) MCAS - Improved Performance***

English Language Arts proficiency can be seen in Cycle II and Mid-cycle III ELA MCAS. LFDCS significantly exceeded the school's target range during Cycle II. A result of expanded testing covering more grades and the high performance during Cycle II, the school's targets were moved up approaching the state's targets. The new Cycle III target based on Cycle II performance is 74.3, up from the projected target of 67.6 based on 1999-2000 performance.

LFDCS made AYP in Cycle II and Mid-cycle III, reaching 70.3. LFDCS also made AYP in three significant subgroups: Special Education, Free and Reduced Lunch, and Hispanic students. LFDCS is confident that school-wide instruction of English Language Arts and Reading, targeted ESL instruction for LEP students, and additional training (through Community Partners, Inc.) to set Five Year Scaled Score Goals for each student will result in continued positive ELA performance during the next charter term.

### ***2) LEP Students - Competent Literate Students***

New regulations resulting from Question 2 require annual testing of all previously identified LEP (Limited English Proficient) students in grades 3-8. Results of Spring 2004 show impressive gains in language competency for our students. Only two third-grade students (or less than 1% of all students grades 3-8) tested as *non-literate*; thirty-four students (or 9% of all students grades 3-8) tested *limited literate* and are receiving intensive separate language instruction. All other LEP students tested *competent literate*. These results of language competency are strong indicators of improved student progress over time.

### ***3) Stanford 9 Reading Scores***

Stanford 9 results from May 2004 correlate with student skills measured in DIBELS (Reading First indicators). Stanine distribution of student achievement in total reading indicate the majority of all students K-3 are reading average and above. Kindergarten and Grade 1 scores correlate with Reading First scores.

<u>Grade level</u>	<u>Above Average</u>	<u>Average</u>	<u>Total Ave. &amp; Above</u>	<u>Below Average</u>
K	22%	66%	88%	12%
1	20%	69%	89%	11%
2	10%	64%	74%	26%
3	17%	54%	71%	29%

### ***4) Reading First - Investing in the Foundation***

Please see Page 9 for complete information.

#### 4) Reading First - Investing in the Foundation

LFDCS introduced a comprehensive K-3 research-based reading program in September 2003. State/Federal funding of this six-year initiative invested in extensive training for all staff whose efforts in implementation are commended in this excerpt from the May 2004 review of first-year implementation.

*“Many Reading First practices are being well implemented at the school. The implementation of Harcourt Trophies’ core program in grade 1 is an excellent representation of skills-based instruction. Grade 1 children are learning the foundation skills that will prepare them well for success in learning to read. The grade 2 program also revealed many high quality practices associated with skills-based instruction. The classroom teachers work with small, homogeneous groups of students and differentiate instruction using Harcourt Trophies’ leveled readers for all students. When not working with the classroom teacher, students were observed in learning centers working with an aide in grade 1 on such skills as practice reading of isolated sight words, phonics games, audio books, and independent reading. In grade 2, a number of students were reading at or above grade level, and I observed students reading high quality children’s literature and engaged in writing activities. Teachers are devoting a minimum of 90 minutes per day to reading and language arts, and children seem to be happily engaged in learning.”*

The following chart depicts the results of the spring 2004 administration of the DIBELS at Lawrence Family Development Charter School. The chart displays the average raw score achieved by students according to grade level on the various subtests of the DIBELS. Included for comparison are the predetermined benchmarks: the raw scores that students must achieve by the end of their respective grade levels to be *on track* toward becoming proficient and fluent readers. For example, by the end of Kindergarten, a student should receive a minimum raw score of 35 (benchmark) on the Phoneme Segmentation Fluency (PSF) measure to be considered on grade level.

Grade	Subtest	Average Raw Score	Benchmark
Kindergarten	PSF	50	35
	LN F	39	40
	NW F	31	25
Grade 1	PSF	57	35
	NW F	62	50
	ORF	47	40
Grade 2	ORF	75	90
Grade 3	ORF	105	110

The above chart clearly illustrates that the average raw scores of students at the Lawrence Family Development Charter School in Kindergarten and Grade 1 meet or exceed the benchmarks for their DIBELS measures. Grades 2 and 3 have made progress in approaching their respective benchmarks. The Reading First grant has enabled LFDCS to use the results of this data to plan instruction to address the literacy needs in Grades K-3. During weekly grade level meetings, classroom teachers and literacy specialists meet to discuss student progress and implement strategies designed to address the needs identified by the results of the DIBELS.

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Disabled	11	100			45	55
Limited English Proficient	2	100				
<b>GENDER</b>						
Female	30	100		7	60	33
Male	28	100			54	46
<b>RACE/ETHNICITY</b>						
African American/Black	1	100				
Hispanic	57	100		4	58	39
LOW INCOME	46	100		4	57	39
<b>ALL STUDENTS</b>						
2003	58	100		3	57	40
2002	53	96	0	6	60	34
<b>DISTRICT</b>						
2003	58	100		3	57	40
2002	53	96	0	6	60	34
<b>STATE</b>						
2003	75339	100	12	28	43	16
2002	75682	98	12	27	42	19

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Disabled	8	100				
Limited English Proficient	2	100				
<b>GENDER</b>						
Female	27	100		11	37	52
Male	27	100		7	30	63
<b>RACE/ETHNICITY</b>						
Hispanic	54	100		9	33	57
LOW INCOME	36	100		8	28	64
<b>ALL STUDENTS</b>						
2003	54	100		9	33	57
2002	53	100	2	6	38	55
<b>DISTRICT</b>						
2003	54	100		9	33	57
2002	53	100	2	6	38	55
<b>STATE</b>						
2003	78040	100	16	26	32	26
2002	78561	99	13	28	29	29

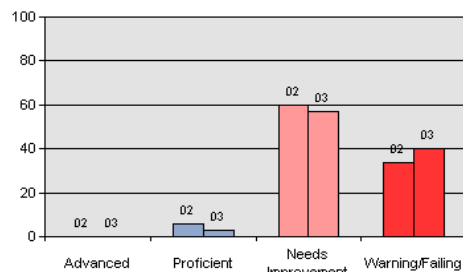
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Disabled	6	100				
Limited English Proficient	1	100				
<b>GENDER</b>						
Female	19	100		16	32	53
Male	13	100			23	77
<b>RACE/ETHNICITY</b>						
Hispanic	32	100		9	28	63
LOW INCOME	17	100		18	12	71
<b>ALL STUDENTS</b>						
2003	32	100		9	28	63
2002	29	100	3	34	38	24
<b>DISTRICT</b>						
2003	32	100		9	28	63
2002	29	100	3	34	38	24
<b>STATE</b>						
2003	78589	99	12	25	30	33
2002	74890	98	11	23	33	33

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

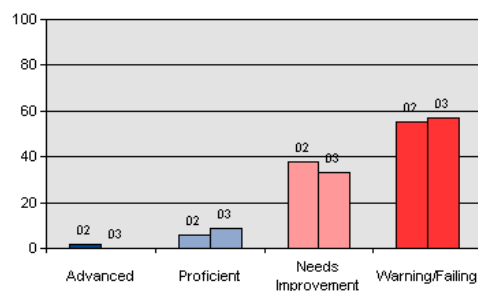
## Grade 04 – Mathematics

PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL



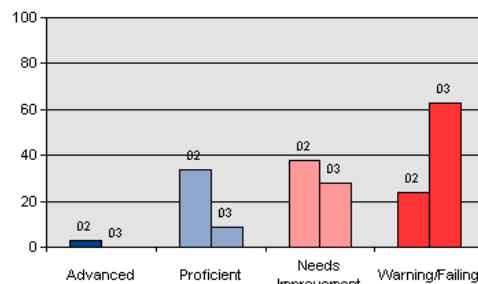
## Grade 06 – Mathematics

PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL



## Grade 08 – Mathematics

PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL





## *Addressing Deficiencies in Mathematics*

---

In contrast to the strong performance in English Language Arts, LFDCS has not shown similar progress in Mathematics as measured by MCAS performance during the past two years. In Math MCAS overall, LFDCS met the Improved Below Target level, not sufficient however, to achieve AYP. Fourth grade scores showed a significant improvement going from a 1999-2000 average of 41.1 to a 2001-2002 average of 46.3—only .7 below the target range—meeting AYP criteria. However, since our school did not have seventh and eighth grade students during the base period, the 2001-2002 performance was evaluated relative to the state targets. Our seventh and eighth grade CPI of 44.2 was 6.3 points below the state target range, and so did not achieve AYP. As a result, our school as a whole was deemed to not have achieved AYP. Because of the low performance and to account for the testing of additional grades, the school's targets were recalculated using 2001-2002 data as a base. The new base is 41.7. The target for Cycle III was decreased from 57.9 to 51.4, and the Improved Below Target threshold is 44.2. In the first half of Cycle III, our composite scores declined to 42.5. To meet the Improved Below Target criteria, the 2004 composite score must be 45.9.

Analysis of MCAS data for Math under-performance identified the significant disparity regarding math performance of Special Education and non-Special Education students. The 2003 average score of the 119 non-Special Education students was 46 which met the Improved-Below-Target threshold. So, while all math scores need improvement, a critical improvement must focus on special needs students, their math instruction and assessment. To address this 1.) The SPED Director with TEAM will review all students IEP's to insure that goals of IEP's meet the ability of student-with-disability to perform at grade level. 2.) The TEAM will determine if alternative assessment is needed to demonstrate mastery of IEP goals and objectives. 3.) Special Education students who will take MCAS with

regular ed. Students will be provided individualized and small group instruction as directed by the IEP. 4.) For state mandated standardized tests, TEAM will consider all possible accommodations keeping in mind the disability of the student.

Prior to December 2003, notification by MADOE that our school had been identified for Corrective Action in Math, LFDCS had undertaken additional steps to meet this serious challenge to our education program, including consultant data analysis support for the school in Fall 2003, followed by six grade-level focus groups with three multi-grade teams to discuss and interpret findings and provide information for teachers to make instructional changes.

LFDCS Administration and our Board have addressed each of the major issues identified through this analysis of data: language/vocabulary deficiencies; curriculum gaps, and staff inexperience in math instruction. Directed efforts and additional resources have been committed to responded to all deficiencies and specific objectives toward math proficiency written into the Accountability Plan for the 2005-2010 charter. Our school has contracted with CPI/Community Partners Inc. to provide extensive training for administrators and all teaching staff to better interpret and analyze data to improve instruction and goal setting for our students.

LFDCS obtained external funding (December 2003) to hire an experienced math educator to serve as Math Coordinator (.50 FTE) effective July 2004. The Math Coordinator will oversee goals and action steps of the Corrective Action plan; provide professional development and in-class coaching for staff; offer parent night workshops; assist staff and administration to analyze standardized test data to ensure that appropriate learning goals in Mathematics are established for each student.

# Assessment

---

## Spring Testing - Stanford 9

### Horizontal and Vertical Assessment

The following tables present the normalized Stanford 9 for the total Reading and total Mathematics test results, by grade, between 1997 and 2004. Although there has been some recent reduction in scores, as can be seen in the tables, the general trend has been a steady increase in test scores. The scores for grades where the curriculum is well established and is being refined over time have shown a particularly strong improvement over time. Scores reflect the stronger asset base of the Lower School in terms of consistent leadership and staffing, veteran staff, and a higher incidence of parental involvement. Addressing staff training and retention in grades 5-8 anticipates improved environment and expectations at middle grades.

#### Stanford 9 (NCE): Reading

<b>Year</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Gr. 4</b>	<b>Gr. 5</b>	<b>Gr. 6</b>	<b>Gr. 7</b>	<b>Gr. 8</b>
<b>1997</b>	33.0	36.0	30.0	31.0				
<b>1998</b>	44.9	44.0	44.0	33.0	34.0			
<b>1999</b>	38.1	52.8	42.0	47.0	44.0	41.0		
<b>2000</b>	41.3	42.0	42.8	37.0	44.0	47.0	39.0	
<b>2001</b>	56.6	46.6	48.4	42.6	37.0	43.0	44.0	45.0
<b>2002</b>	46.8	51.8	47.1	44.6	42.8	45.5	41.9	49.9
<b>2003</b>	54.7	48.6	49.0	46.5	42.2	46.9	42.9	41.7
<b>2004</b>	53.9	45.2	45.6	43.3	40.4	44.3	33.8	37.8

#### Stanford 9 (NCE): Mathematics

<b>Year</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Gr. 4</b>	<b>Gr. 5</b>	<b>Gr. 6</b>	<b>Gr. 7</b>	<b>Gr. 8</b>
<b>1997</b>	30.0	30.0	34.0	28.0				
<b>1998</b>	52.9	42.0	50.0	42.0	30.0			
<b>1999</b>	40.7	54.2	33.0	49.0	51.0	39.0		
<b>2000</b>	39.4	45.2	46.7	43.0	43.0	54.0	34.0	
<b>2001</b>	51.1	47.5	50.5	51.0	31.0	41.0	63.0	39.0
<b>2002</b>	35.4	45.9	51.5	52.5	45.1	41.5	36.5	64.4
<b>2003</b>	43.6	46.7	48.3	54.4	45.7	45.9	44.4	46.0
<b>2004</b>	48.7	46.8	45.8	52.0	46.8	49.1	34.8	43.9

# Assessment

## Stanford 9 Results by Class

The following tables present the Stanford 9 results by grade, organized by year of graduation. This past year was the first where the graduating class included students who have been tested in all eight grades. In both Reading and Mathematics, this class' test results show fluctuation over time but overall, especially in Mathematics, an upward trend. These scores also reflect the different levels of readiness in small group class cohorts determined by lottery.

### Stanford 9 (NCE): Reading

<b>Year</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Gr. 4</b>	<b>Gr. 5</b>	<b>Gr. 6</b>	<b>Gr. 7</b>	<b>Gr. 8</b>
<b>2001</b>				31.0	34.0	41.0	39.0	45.0
<b>2002</b>			30.0	33.0	44.0	47.0	44.0	49.9
<b>2003</b>		36.0	44.0	47.0	44.0	43.0	41.9	41.7
<b>2004</b>	33.0	44.0	42.0	37.0	37.0	45.5	42.9	37.8
<b>2005</b>	44.9	52.8	42.8	42.6	42.8	46.9	33.8	
<b>2006</b>	38.1	42.0	48.4	44.6	42.2	44.3		
<b>2007</b>	41.3	46.6	47.1	46.5	40.4			
<b>2008</b>	56.6	51.8	49.0	43.3				
<b>2009</b>	46.8	48.6	45.6					
<b>2010</b>	54.7	45.2						
<b>2011</b>	53.9							

### Stanford 9 (NCE): Mathematics

<b>Year</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Gr. 4</b>	<b>Gr. 5</b>	<b>Gr. 6</b>	<b>Gr. 7</b>	<b>Gr. 8</b>
<b>2001</b>				28.0	30.0	39.0	34.0	39.0
<b>2002</b>			34.0	42.0	51.0	54.0	63.0	64.4
<b>2003</b>		30.0	50.0	49.0	43.0	41.0	36.5	46.0
<b>2004</b>	30.0	42.0	33.0	43.0	31.0	41.5	44.4	43.9
<b>2005</b>	52.9	54.2	46.7	51.0	45.1	45.9	34.8	
<b>2006</b>	40.7	45.2	50.5	52.5	45.7	49.1		
<b>2007</b>	39.4	47.5	51.5	54.5	43.8			
<b>2008</b>	51.1	45.9	48.3	52.0				
<b>2009</b>	35.4	46.7	45.8					
<b>2010</b>	43.6	46.8						
<b>2011</b>	48.7							

### **Progress over Time: Cohort Comparisons -- Class of 2004**

The following tables compare the 21-member cohort of the class of 2004 who entered LFDCS in Kindergarten or Grade 1 and attended through graduation in Grade 8 of 2004. This cohort is measured against the class membership, including students who enrolled K-1 and left and students who entered during subsequent years. In every instance, except Grade 8 Reading, the students who have been enrolled throughout the years (41% of the graduating class) clearly outperformed the overall class membership.

A second comparison is a subset within the cohort separating the 16 students who are not special needs students, showing strong academic performance.

#### **Stanford 9 - Reading**

	<u>Gr. 1</u>	<u>Gr. 2</u>	<u>Gr. 3</u>	<u>Gr. 4</u>	<u>Gr. 5</u>	<u>Gr. 6</u>	<u>Gr. 7</u>	<u>Gr. 8</u>
<b>All members</b>	33.0	44.0	42.0	37.0	37.0	45.0	42.0	49.0
<b>2004 - K-8 cohort</b>	38.9	54.3	48.5	40.3	41.6	48.8	45.4	43.8
<b>K-8 cohort/non-SPED</b>	42.2	59.5	54.7	44.5	47.3	54.4	51.6	47.3

#### **Stanford 9 - Math**

	<u>Gr. 1</u>	<u>Gr. 2</u>	<u>Gr. 3</u>	<u>Gr. 4</u>	<u>Gr. 5</u>	<u>Gr. 6</u>	<u>Gr. 7</u>	<u>Gr. 8</u>
<b>All members</b>	30.0	42.0	33.0	43.0	31.0	41.0	36.5	46.0
<b>2004 - K-8 cohort</b>	38.0	47.8	40.3	51.5	40.0	46.4	48.5	48.5
<b>K-8 cohort/non-SPED</b>	47.3	52.5	44.9	59.0	48.1	50.4	51.8	54.7

### **Student Performance Objective 1**

***Students will demonstrate competence in challenging subject matter in mixed ability groups, where they will study English, Spanish, mathematics, history, geography, science, civics, social studies, economics and the arts.***

#### **Strategies for Attainment / Benchmark Indicators**

- 1.** LFDCS expects professional staff to prepare well-planned, challenging lessons in all subjects and to regularly assess student progress toward state standards.
  - Student work is assessed on how individuals perform with the published school curriculum and standards aligned with Massachusetts Curriculum Frameworks. Lesson plans addressing the standards are submitted weekly for accountability and reviewed by school administration.
  - Two and a half hour weekly Common Planning Time supports integration of content standards into units of study at all grade levels.
- 2.** LFDCS Authentic Assessment design incorporates summative and formative assessments such as rubrics, standardized testing, portfolios, learning demonstrations, student and teacher-led conferences, progress reports, and report cards as a means of providing all students with the means and opportunity to demonstrate successful learning.
  - Examples of selected student work with student reflection on the standard are evidence of student learning in teacher-parent conferences.
  - Teachers were trained to use assessment data to plan instruction and measure progress toward school, class, and individual learning goals.
- 3.** Our school provides opportunities for students to demonstrate learning competencies, with specific rubrics, in public demonstrations.
  - Seventh and eighth grade students create an inquiry-based science project judged by external judges (such as community members, educators, corporate engineers), and every eighth grader presents a required graduation portfolio for staff, peers, and invited community and family members.
- 4.** Our school established an assessment team as part of our Reading First program to administer state-selected assessment to establish baseline data for student performance in Reading (K-3).
  - All students in grades K-3 read orally each day and complete tasks in planned learning centers.
  - A mandated set of state assessments for MRFP is given in the Fall and the Spring. The DIBELS test, administered in Fall 2003 and January 2004, give comparative results, are analyzed to inform teacher practice, and determine need for supplemental materials. Note: Progress monitoring tools for DIBELS allow ongoing assessment for students who show limited growth on benchmark assessments. Progress monitoring assessments are administered every two weeks for students who do not meet predetermined benchmarks.
- 5.** Math assessment is based on Math programs assigned to Grades K-5 and 6-8 and math standards identified for mastery at each level. We are implementing Math Assessment strategies consistent with the D.O.E. Corrective Action Plan in Mathematics. In 2004, LFDCS implemented a school-wide homework survey, tracking student participation and collecting homework to be evaluated for alignment with the curriculum standards, fostering high expectations.



## **Student Performance Objective 2**

***Students will achieve fluency in English and Spanish by graduation through a dual language program.***

### **Strategies for Attainment / Benchmark Indicators**

- 1.** Students are held to standards for Spanish-Language proficiency comparable to English-Language proficiency for each grade level.
  - Grade-level staff plan together; Spanish-language instructors use English-language benchmarks of Massachusetts Curriculum Frameworks to plan lessons.
  - Each student at LFDCS is tested annually in both Stanford-9 and Aprenda to assess dual language fluency.
  - Aprenda/Stanford 9 correlations show student progress in English and Spanish literacy.
- 2.** LFDCS provides teaching materials, library books, and computer programs in two languages and different genres toward supporting academic achievement standards.
  - Staff have selected high-quality Spanish-language teaching materials that parallel English-language texts, library books, and computer programs.
  - During 2003-04 LFDCS implemented Trophies Literacy in Spanish for Spanish-Language instruction in grades 3, 4, 5, and 6, providing comparable skills in fluency, vocabulary, and comprehension which parallels the English-language research-based reading program Trophies.
  - Students read authentic Spanish-language literature, written by authors from many Spanish cultures.
- 3.** LFDCS requires native language fluency for all language instruction to help students attain the strongest language fluency and vocabulary development.

All teachers of core subjects for Grades 1-8 teach in English and are native speakers of English; all teachers for Grades 1-8 who teach Spanish language and grammar are native speakers of Spanish.
- 4.** LFDCS develops linkages with area colleges to increase English-language skills of Spanish-speaking staff and expanded professional skills.

Spanish-speaking instructors are enrolled in for-credit English-as-a-Second Language programs at Northern Essex Community College through the "Seeding Success" Program.
- 5.** LFDCS monitors the language needs of limited-English-proficient students.

LFDCS has hired a full-time, certified ESL teacher to oversee the language instruction program for identified students. Three staff are certified by D.O.E. as trainers who have further trained 15 staff to use MELA-O as an observational tool in the classroom.
- 6.** LFDCS provides appropriate time to learn with authentic materials.
  - All students have one daily block of Spanish-language instruction using authentic literature.
  - The MESPA 2004 Site Visit noted: "Although Spanish literacy (reading, writing, and speaking) classes are a part of the academic curriculum, it is important to point out that this can also be considered an enrichment program in that it is not mandated by the state and is not available to students in any of the Lawrence Public Schools." The MESPA 2004 Site Visit also noted: "There are an insufficient number of leveled books in classroom libraries in Spanish. Spanish literacy is a very important component of the school mission from the parent, administration, and trustees' perspectives."

### **Student Performance Objective 3**

***Students will demonstrate respect for each other, for staff, and for members of the community as an integral part of valuing education and developing personal discipline and the responsibilities of citizenship.***

#### **Strategies for Attainment / Benchmark Indicators**

1. LFDCS developed Student Support Centers at both the Upper and the Lower School. The centers provide in-school academic settings for specifically-identified students whose history of behavior or IEP plan warrants this intervention.
  - LFDCS employs two full-time teachers responsible for Functional Behavior Analysis of emotionally disturbed students. Based on F.B.A., they create behavior intervention plans which include a good setting and the organizational skills to be successful in the classroom. Students who achieve 100% of their goals are recognized in a monthly breakfast and earn the privilege to participate in a special annual trip.
2. The Discipline Code is reviewed annually to ensure that the expectations of our school regarding student behavior are clearly stated for accountability.
  - LFDCS administration, teachers, and parent members of the School Site Council review the code annually and recommend changes to address current issues.
3. A full-time school counselor works with small groups of identified individuals and teaches weekly workshops addressing issues of respect, responsibility, goal-setting, integrity, and self control, and advises parents regarding counseling services in the community.
  - LFDCS expects students at all levels to participate in community service projects as a means of integrating learning and respect of others into our school culture.
  - 100% of each 8<sup>th</sup> grade graduation class completed a minimum of 40 hours of service in grade 8 and presented a public paper on service as a graduation requirement.
4. External visitors to LFDCS, in formal and informal observations, note respect between students and students and staff.

The May 2004 site visit from MESPA/Massachusetts Elementary School Principal's Association noted and the Review Team observed: "Evidence of student respect for each other, for staff, and for visitors to the school was observed in almost all instances. In general, students at the LFDCS have an understanding of the expectations for good behavior and the consequences for not following directions and rules. Overall, students at LFDCS are well behaved and respectful."

"The Review Team observed all K-4 classrooms and the general areas throughout the school, including the playground, library, hallways and reception area. At most times, students were well behaved and responsive to teacher redirects regarding their behavior when needed. All classrooms had evidence of proactive systems for classroom management and most were effectively implemented. Most classrooms had Rules and Consequences and/or Behavior Charts posted. Children were appropriately redirected when not on task. Small groups and individual students were positively acknowledged when they were observed as modeling expected behaviors."

"A Code of Conduct is communicated to all students and families on an annual basis. Systems are in place to ensure good communication between the home and school regarding issues with student behavior. Systems are in place to document detentions and in-school suspensions and, if desired, can be used to track student behavior."

#### **Student Performance Objective 4**

*The school will provide opportunities for learning and cultural enrichment beyond the basic academic curriculum to expand the experiences of our students and to awaken the genius of creativity.*

#### **Strategies for Attainment / Benchmark Indicators**

1. LFDSCS provides after-school programs—a safe and appropriate environment for homework assistance and enrichment.  
During 2003-04, 145 students (28%) participated in a daily extended-day program which included tutoring, science clubs, scouting, computer labs, art, Project Adventure, and community service.
2. In partnership with Phillips Academy, students participate in quality instrument music lessons.
  - Thirty students in grades 3-8 studied string instruments; ten participated in weekly piano lessons. Our students practice—one on one—with P.A. student members of the Chamber Orchestra.
  - Members of the Andover/Lawrence Strings who have taken instrumental lessons for four or more years have been accepted at private or parochial high schools upon reaching eighth grade.
3. LFDSCS seeks partnerships with area colleges to enhance opportunities for authentic science learning in laboratories, from advanced professionals.
  - In partnership with Merrimack College, seven students were selected for an advanced science and math summer program in July 2004.
  - In partnership with NECC, all students in grades 7 & 8 had the opportunity to participate in weekly lab instruction with college professors.
4. In partnership with Pingree School, high-achieving seventh grade students participate in a four-week summer prep program.  
Six members of the class of 2004 participated in Prep @ Pingree in Summer 2003. Each was accepted to one or more high schools. They will attend: Brooks School, Pingree School, Central Catholic High School, Presentation of Mary Academy, and Notre Dame High School.
5. LFDSCS offers SSAT Prep at our school for an additional twelve to fifteen seventh graders annually, expanding their awareness of rigorous high schools.  
Twelve members of the class of 2004 attended SSAT Prep in Summer 2003, ten were accepted at one or more schools, they will attend: Central Catholic High School, Notre Dame High School, Lowell Catholic, and Boston Arts Academy.
6. LFDSCS provides an annual summer program of academic and enrichment opportunities to bridge learning for most at-risk students .
  - 125 students participated in Summer 2003 with 90% attendance; 160 are enrolled in 2004.
  - 85% of students show improved learning from pre-test to post-test.
7. In partnership with area camps, LFDSCS secures camp scholarships for day and overnight summer programs annually.

Twenty students attended Camp Marist in Ossipee, NH for two weeks; fifteen at MSPCA camp for two weeks; and ten at Girl Scout Camp Maude Eaton for two weeks. This year provided the opportunity to send up to ten students to Ironstone Farm, Andover, to provide therapeutic horseback riding for physically or emotionally handicapped students. This program will be a pilot for the 2004-05 school year.

MESPA Spring 2004 Report noted: "Evidence of partnerships and programs that provide opportunities for learning and cultural enrichment was found. Students are able to participate in these programs both during the day, in the after-school program, and during the summer session."

## **School Performance Objective 1**

***The teaching and administrative staff will generate and evaluate curricula and assessment tools and participate in professional activities to enhance their skills in these areas.***

### **Strategies for Attainment / Benchmark Indicators**

- 1.** LFDCS contracted with an experienced curriculum consultant/school administrator to lead a 2½ year realignment of curriculum to institutionalize standards-based education in every classroom.
  - Every teacher participated in the curriculum project, defining and piloting all units.
  - All teachers in K – 8 use this curriculum to write unit plans and weekly lesson plans.
- 2.** The Curriculum Leader and a team of experienced cross-grade-level teachers established procedures and rubrics to standardize the implementation of portfolio assessment throughout the school.

All teachers assemble quarterly portfolios of student work with reflection sheets as a basis for grading student progress and as evidence to share with parents of progress toward meeting state standards. This was expanded school wide in 2003-04. Teachers are learning to create professional portfolios of their work which will be included in LFDCS' Library of Curriculum Units (2004).
- 3.** The curriculum leader and curriculum team identified the need for identifying responsibility for introducing skills and content.
  - In 2002-03, team identified and mapped—by grade level and content area—a Scope and Sequence which includes these identifiers: IB (Introduce and Build; M (Mastery of Skills/Knowledge); SE (Support and Extend Skills and Knowledge).
  - Scope and Sequence guides grade level teaching in Curriculum design across two year grade level assignments.
- 4.** Teachers participate in subject-specific planning and training to share experience and expertise and create depth within a content area.
  - All classroom teachers in K – 4 assisted LFDCS to write its Reading First grant and have participated in in-depth training prior to and throughout the 2003-04 school year, to ensure that our school continues to make annual progress in reading fluency and comprehension.
  - Teachers in grades K – 4 volunteered to participate in the school's Literacy Team. Teacher leaders developed strategies for improved instruction and parent education.
- 5.** LFDCS, in partnership with each teacher, develops plans for professional development.

Every professional and paraprofessional may attend outside workshops and trainings to support their professional development plan and the mission of the school and may take two undergraduate or graduate-level course, reimbursed by LFDCS at 75% of state higher education tuition rate. Staff were enrolled in graduate level courses, paraprofessionals were enrolled in year long courses at NECC.
- 6.** All school staff (administrators, professionals, and paraprofessionals) participated in nine days of professional training which includes presentation and hands-on activities related to alignment of curriculum with Massachusetts Curriculum Frameworks, standards-based curriculum units, student assessment, and implementation of effective teaching strategies for Special Education students in a regular classroom, legal issues in education, role of a mandated reporter (51-A) and required restraint training. Teacher contracts include nine paid days for school-wide or grade-level staff development, including six days prior to the opening of school. Teacher contracts include nine paid days for school-wide or grade-level staff development, including six days prior to opening of school.

## **School Performance Objective 2**

*Parents will be involved in the school at all levels to assure cooperative planning for each child to reach his/her educational potential.*

### **Strategies for Attainment / Benchmark Indicators**

1. LFDCS reaches out to all parents: from enrollment of their child, parent interviews, and regular communication, all serve to reinforce our expectation that parents actively participate to support the educational development and academic achievement of their child.

Lower school administrators meet with the parents of each kindergarten student during April screening.

2. LFDCS surveys parents to gather timely, accurate information to ensure that parent opinions count in developing programs and procedures.

The 2003 parent survey of 135 parents collected positive and informative feedback on the following parenting skills, learning at home, decision making, school environment, communication, resources for parents—with 97% indicating satisfaction with the school.

3. Our school actively includes parents in school governance to ensure that the expectations and values of home and school are congruent.

Parents comprise 66% of the school's Board of Trustees, including the Board president. They are effective and knowledgeable on school issues and request information and documentation to inform their votes on programs, policies, and hiring. The co-chair of the School Site Council represents all parents on the Board.

4. Our school regularly provides opportunities for training, workshops and conferences to increase parent understanding of curriculum, resources, and expectations of mandated testing.

- In 2003-2004, twenty-two LFDCS parents attended a statewide conference on parent involvement.

- Workshops were held for parents as part of our commitment to Family Development:

<b><u>Topic</u></b>	<b><u>Provider</u></b>	<b><u>No. in Attendance</u></b>
MCAS Information Series	Head of Lower School	62
Leadership Development	Head of Lower School - Parent Coord.	20
Substitute Teacher Seminar	Zoraida LeBron	36
UMass Amherst Nutrition	Jeanne Baranek - Belkys Fermin	15
Environmental Ed./Recycling	Marta Rentas - Maria Figuereo	105
Reading First Home Literacy	Kristin Nelson - Yasnanhia Cabral	63
Title I Information Sessions	School Administration	78
Read Across America	Reading First - Title I Staff-Parent Coord.	65
Special Needs Awareness	School Admn. - SPED Staff	20

5. LFDCS designed and implemented a skills training that encourages parents to serve as emergency substitute teachers and to be parent/educators in the home.

During the 2003-04 school year, fourteen parents completed an eight-week course taught by school staff covering topics such as discipline, encouraging good study habits, and effective strategies in reading, writing, and math problem solving. Parents who completed this training are informed regarding Special Education and how to prepare students for state-wide assessments, assisting as volunteer tutors, after-school aides, or emergency substitutes in the classroom and more effectively support student learning in the home.



### **School Performance Objective 3**

*Student, Staff, and families will be connected to our community and its resources through partnerships that enhance and support the mission of our school.*

#### **Strategies for Attainment / Benchmark Indicators**

1. LFDCS extends learning and enrichment opportunities for our students through high quality partnerships consistent with goals of academic achievement and personal development.
2. LFDCS, in partnership with NELMS (New England League of Middle Schools), is involved in a three-year project to review our curriculum and related documents to assure full alignment with the expectations of Massachusetts Curriculum Frameworks.

The curriculum consultant and staff have aligned all core aspects of our curriculum, established a K-8 scope and sequence, and published grade-level benchmarks to monitor student progress. The consultant provided approximately 30 hours of coaching per grade level.

3. LFDCS, in partnership with Northern Essex Community College, provides ongoing staff development consistent with the needs of our school.
  - NECC received grant funding for the third year to support a math specialist from PALMS to assist teachers in grades K-8 to improve math instruction.
  - NECC received state and federal funding in 2002 to enroll paraprofessionals to meet the language and degree requirements of NCLB (No Child Left Behind). Nine of our ten instructional learning assistants are enrolled in the Seeding Success program during 2003-04. One has completed the Associates Level and has enrolled in the Bachelors Program at Salem State College.
4. LFDCS, in partnership with UMass Extension, provides health and nutrition training for parents and students.

Fifteen parents received Family Nutrition Education certificates in 2003.

5. LFDCS, in partnership with Lawrence Family Development & Education Fund, Inc., provides English as a Second Language, citizenship, literacy, computer literacy and leadership training through the Maria Quintana Family Center adjacent to the school.
  - Each year of the current charter, the Maria Quintana Family Center has provided English as a Second Language classes to 30 or more parents or adult family members of our school.
  - For two years, we have provided computer classes to 24 parents of our students.
6. LFDCS developed a new partnership with University of Massachusetts/Lowell College of Education to provide mentoring to the School Principal in the evaluation of math instruction.

The Director of the Graduate Program for Math and Science Instruction will meet quarterly with the Principal to create and assess teacher evaluation rubrics to improve math instruction.

7. LFDCS, in partnership with MESPA (Massachusetts Elementary School Principals Association), has provided 40 hours of intensive expert training in math content and instruction skills to staff, addressing identified gaps to improve math instruction and learning consistent with the D.O.E. Corrective Action Plan.

## Governance Profile

### BOARD OF TRUSTEES 2003-2004

NAME	AFFILIATION	TENURE
Ralph Carrero, President <i>LFDEF Representative/Parent Executive Committee</i>	- Coordinator of Student Services Greater Lawrence Technical High School - 10 yrs on District School Committee	Oct. 2001 – Sept. 2004 3rd term
Mark Gauvin, Treasurer <i>LFDEF Representative Executive Committee</i>	Director of Facilities GenCorp, Inc., Lawrence	Oct. 2001 – Sept. 2004 3rd term
Ramona Andrickson <i>LFDEF Representative /Parent</i>	Case Manager Greater Lawrence Family Health Center Counselor/Workshop Trainer	Oct. 2002 – Sept. 2005 2nd term
Nazario Esquea <i>Parent Representative</i>	Owner NAZTEL Communications	Oct. 2002 – Sept. 2005 1st term
Francisco Gomez <i>Parent Representative</i>	Technician Lilly Software Technology	Oct. 2002 – Sept. 2005 1st term
Maximo Guerrero <i>Parent Representative School Site Council President</i>	Expeditors International Export Supervisor	Oct. 2003 – Sept. 2004 1st term annual appointment
John Housianitis <i>LFDEF Representative, President Executive Committee</i>	- Director of Admissions Central Catholic High School - 17 years on District School Committee	Oct. 2001 – Sept. 2004 3rd term
Alice Kubacki <i>LFDEF Representative Executive /Personnel Committees</i>	- Regional Director ( <i>retired December 2003</i> ) Department of Social Services	May 2002 – Sept. 2004 3rd term
Pascual Lora * <i>Parent Representative</i>	Driver, United Postal Service <i>Resigned from Board in January 2004</i>	Oct. 2001 – Sept. 2004 3rd term
Eduardo LeBron <i>Parent Representative Personnel Committee</i>	Bilingual Counselor/Health Coordinator Community Action Council, Inc.	Feb. 2004 – Sept. 2004 3rd term <i>* to complete Pascual Lora's term</i>
Josefina Namias <i>Parent Representative Personnel Committee</i>	United Way of the Merrimack Valley Program Assistant / Information & Referral Specialist	Oct. 2003 – Sept. 2006 1st term
Carmen Polanco <i>Parent Representative</i>	Parent Advocate Head Start	Oct. 2004 – Sept. 2005 1st term <i>** to complete Maria Rivera's term</i>
Maria Rivera ** <i>Parent Representative</i>	Teacher's Aide Greater Lawrence Community Action Moved and resigned from Board	Oct. 2002 – Sept. 2005 3rd term
Joseph Sweeney <i>LFDEF Representative</i>	Director of Community Relations, Retired AT&T	Oct. 2001 – Sept. 2004 3rd term

*LFDCS is governed by a thirteen-member board comprised of six members elected from LFDEF, the founding organization, and six parents elected by the School Site Council.*

*The parent co-chair of the School Site Council serves ex-officio, elected annually.*

*Board members are elected to three-year renewable terms or to complete unexpired terms.*

---

The Board meets the second Wednesday of every month. Board education is the opening format of each meeting, with presentations by staff or students, relating to areas of curriculum or policies to

## Governance

---

**August 2003** - Approved DPH (Dept. of Public Health) and School nurse recommendation to allow upper grade students to self administer medications with parent/physician written approval.

- Approved recommendation of Comptroller to bring School Site Council checking account under title and fiscal management of LFDCS. This follows recommendation of auditor.

**September 2003** - Approved recommendations of Superintendent to hire consultant to conduct data analysis of Math MCAS results and lead multigrade-level teacher groups to discuss findings, identify reasons for student responses, and make recommendations for student, staff and school-wide improvement.

**October 2003** - To address staff turnover, the Board President appointed a Personnel subcommittee to assist administration in designing an Exit Interview Questionnaire and procedures. Alice Kubacki and Josefina Namias were appointed to this task.

**November 2003** - Approved draft Exit Interview Questionnaire, directed Superintendent to send to staff upon resignation, and collect data.

**December 2003** - Approved request from Director/Superintendent to concentrate on research necessary for renewal application during two month period of January - February 2004.

- Approved recommendation of Director/Superintendent that Board Member Alice Kubacki be appointed to interim director to ensure effective supervision of programs and personnel during this two month period.
- Approved recommendation of Superintendent and School Nurse that school health policies be signed by the city physician, Dr. Jose Silva, specifically to add that the nursing assistant works under the license and supervision of the school nurse. This designates the RN's license for the distribution of medications.

**January 2004** - Approved recommendations from Comptroller to increase mileage reimbursement for staff travel from 31cents to 37.5, effective March 1, which will correspond with federal rate.

**March 2004** - Approved Corrective Action Plan by Superintendent in response to designation by Mass DOE for underperformance on Math MCAS tests. Corrective Action Plan includes additional staff training; additional classroom instruction time; required after-school math in grades 4, 6 and 8.

- Board recommended an external review team be established to review Corrective Action Plan implementation and recommend additional interventions.

**April 2004** - Board President appointed Board member Eduardo LeBron to Personnel Subcommittee and directed subcommittee to survey staff on identified staff retention issues.

**May 2004** - Approved goals and objectives for 2004-05 School Improvement Plan presented by Principal and Parent Co-Chair.

- Approved Five Year Accountability Goals for the Renewal Application.

**June 2004** - Approved recommendations of Superintendent to eliminate four positions planned for next school year due to budget limitations. They are: additional Reading First Teacher, Social Worker, Upper School Computer Teacher, and Music Teacher.

- Approved the Renewal Application Narrative for Rechartering.
- Accepted NELMS and MESPA site visit reports. Discussed impact of recommendations for 2004-05 school year.

## Financial Information -- (unaudited)

---

### STATEMENT OF REVENUES AND EXPENDITURES

#### Revenue

Tuition	\$4,681,891
Grant Income	1,127,761
Contributions	1,075
Miscellaneous Income	<u>60,050</u>
<b>Total Revenue</b>	<b>\$5,870,777</b>

#### Expenditures

Salaries	\$3,201,742
Benefits & Payroll Taxes	527,987
Contracts & Fees	558,194
Office Expenses	142,552
Occupancy	668,241
School Supplies & Equipment	306,193
Professional Services	230,334
Other	<u>24,258</u>
<b>Total Expenditures</b>	<b>\$5,659,501</b>

**Total Revenue Over Expenditures    \$211,276**

#### Private Funds Received

LFDCS received more than \$25,000 in private funds during the 2004 school year. The programs funded included: After School, Summer School, Family Literacy, and Mentoring. Additionally, over \$175,000 was received or pledged for our capital campaign. A list of our supporters is detailed on the next page.

### BALANCE SHEET

#### Assets

Cash	\$1,595,646
Grants Receivable	6,179
Prepaid Expenses	989
Equipment - Net	<u>48,111</u>
<b>Total Assets</b>	<b>\$1,650,925</b>

#### Liabilities

Accounts Payable	\$104,274
Accrued Expenses Payable	442,337
Deferred Revenue	<u>14,783</u>

**Total Liabilities                                \$561,394**

**Total Net Assets                                \$1,089,531**

**Total Liabilities  
and Net Assets                                \$1,650,925**

#### Public Funds Received

Title I & Title I Support	\$388,530
Reading First	224,650
21st Century	212,928
Charter School Facilities	73,827
SPED 94-142	74,071
Charter School Dissemination	32,500
Summer Academic Support	17,700
School Support	7,161
SPED Program Improvement	6,000
Chapter I Program Improvement	5,690

**Total Public Funds Received                \$1,043,057**

## *Financial Information -- continued*

### APPROVED BUDGET - FY 2005

*With sincere appreciation to all who  
helped our school to grow*

#### Revenue

Tuition	\$4,902,000
Grant Income	685,000
Cash From Net Assets	260,000
Miscellaneous Income	68,000

---

<b>Total Revenues</b>	<b>\$5,915,000</b>
-----------------------	--------------------

#### Expenditures

Salaries	\$3,340,472
Benefits & Payroll Taxes	694,659
Contracts & Fees	563,500
Office Expenses	145,000
Occupancy	732,000
School Supplies & Equipment	150,000
Professional Services	258,100
Other	29,000

---

<b>Total Expenses</b>	<b>\$5,912,731</b>
-----------------------	--------------------

<b>Total Revenue Over Expenditures</b>	<b>\$2,269</b>
--	----------------

#### FINANCIAL SUPPORT

Anonymous  
Barbara Gonzales  
Juliet Nagle  
Leonard Wilson  
Banknorth  
Clipper Ship Foundation  
The Charlotte Home  
Doherty Insurance  
Essex County Community Foundation  
Forest Foundation  
GenCorp Foundation  
"I Have a Dream" Foundation  
Jenjo Foundation  
LFDCA Parents' Association  
George H. and Jane A. Mifflin Foundation  
Charles Pringle Foundation  
Quintana Associates  
Josephine Russell Trust  
"Summer in Greater Lawrence" Fund  
United Way of Merrimack Valley  
White Fund  
Nathaniel & Elizabeth Stevens Fund  
Abbot & Dorothy H. Stevens Fund

#### PARTNERSHIPS

Adelante Youth Center  
Camp Marist  
Family Services Association  
GLCAC-Pathways to Literacy  
Northern Essex Community College  
Merrimack College  
UMASS @ Lowell  
Phillips Academy Andover/Community Services  
The Pingree School / Prep @ Pingree  
Spar and Spindle Girl Scout Council  
UMASS Nutrition Program  
YWCA

#### PROFESSIONAL ADVISORS

Doherty Insurance  
Building Better Schools  
Morris Rossi & Hayes  
First Essex / Sovereign Bank  
MassDevelopment  
Walsh & Co.  
NELMS  
MESPA



# *Dissemination*

---

## ***The Many Faces of Parent Involvement***

During the 2003-2004 school year, Lawrence Family Development Charter School published a parental involvement best practices manual entitled, “The Many Faces of Parent Involvement.” The focus of this 120-page publication is on successful parental involvement activities in use at six Massachusetts charter schools. We believe the strategies highlighted in this manual can be easily replicated at other schools looking for ways to have a positive impact on their parent involvement programs.

Parental involvement should be an important element of every school’s efforts to improve their students’ academic achievement levels because engaged parents impact their children’s development and learning in a positive way. Our school and the others featured in this manual are constantly working to reach out to families; and we encourage all parents to participate with their children’s schools in this effort. We hope the information contained in this manual will provide ideas and guidelines that can be used by all schools and parents interested in this topic.

On October 1, 2003, Lawrence Family Development Charter School facilitated a daylong statewide conference in Worcester, Massachusetts, open to all charter and traditional public school teachers, administrators, and parent volunteers. Approximately 100 people attended from both sectors of the public education community. The conference offered a series of breakout sessions conducted by the six charter schools featured in “The Many Faces of Parent Involvement” manual.

In addition to the breakout sessions, two distinguished guests spoke on the topic of parental involvement in general sessions:

Holly Kreider, Ed.D., from the Harvard Family Research Project, set the tone in her morning presentation “Reframing Parent Involvement.” Through her research at the Harvard School of Education, she described the changes in concepts of parent involvement over the years. She concluded by discussing how parent involvement has now been reframed to focus on knowing families, listening to their histories, learning about cultures, and helping parents work with children in the home.

In the afternoon session, Anne Greenbaum, MSW, Director of Boston Excels, delivered an interactive and energizing presentation on the family support approach used under the Community Schools model. She highlighted the need for onsite social services, mental health services, community development, family literacy, staff development, and prevention programs aimed at addressing both academic and non-academic barriers to learning.

More information on these topics, including our best practices manual, may be found and downloaded at our new website [www.lfdcs.org](http://www.lfdcs.org).

*The 2003-2004 Annual Report was compiled by:*

Sunita Mehrotra

Patricia Karl

Roy Nelson

Carmen Schumann

Dolores Gelinas

Jamie Wu

Peter Kamberelis

Diane Sachs

Lissette Aquino

Linda Cornell

Hayley Yaffe

John Corliss

*Cover design by: Lauren Bessen  
for LFDCS website  
[www.lfdcs.org](http://www.lfdcs.org)*

*Inside cover photo: courtesy of Valdez Photo*  
GRADUATION — JUNE 26, 2004



## *Lawrence Family Development Charter School*

**Kindergarten – Grade 4: 34 West Street  
Lawrence, MA 01841**

***Tel: (978) 689-9863 – Fax: (978) 689-8133***

**Grades 5 – 8: 5 May Street  
Lawrence, MA 01841**

***Tel: (978) 738-0609 - Fax: (978) 738-0634  
website: [www.lfdcs.org](http://www.lfdcs.org)***

***E-mail: [pkarl@lfdcs.org](mailto:pkarl@lfdcs.org)***