

Lawrence Family Development Charter School



**SY'2012 -2013
ANNUAL REPORT**

Class of 2013



I have been blessed to have attended LFDCS for 9 years! These years at LFDCS have been full of successful moments not only in my life but also in my peers' lives as well. It is an honor to say that I will actually be graduating and soon become an alumnus. This school holds all of our treasured memories, ones that no other school could replace. At LFDCS we are taught to make the best out of every situation, and that is what we have all done to the best of our abilities, using the lessons that our teachers have imparted.

Lawrence is a city full of challenges, but it is amidst these challenges that LFDCS has instilled in us the motivation and desire to thrive and achieve so that we can grow up to become successful adults in this very community that provides us with such a tremendous education. I speak for my entire class when I say that none of us will let anything get in the way of reaching our goals.

Graduating from this institution demonstrates our success because of the high bar that has been set for us here every single step of the way. Success has not been handed to us here or given to us as a gift, success has been earned with our tireless efforts. Many of us students graduating today have achieved success and know very well that it is not easy.

A quote by Ralph Waldo Emerson richly describes our journey here at LFDCS. He said "Our greatest glory is not in never failing but in rising up every time we fail." Emerson was saying that our glory and our greatest accomplishments come from rising up after the falls we all will inevitably have.

There will always be times when we have to encounter challenges and learn how to overcome them while learning from them at the same time. The challenges one goes through have a reason and a meaning behind them. Those reasons are what make you the person you are today and help you become stronger along the way as well. Obstacles and challenges are not meant to be our enemy; when we learn from them they are our best teachers.

May we follow Emerson's advice as we become the leaders of the next generation of scholars at our high schools. Let us be a light to our communities, our peers, our families and our world just as our beautiful and beloved school has taught us. Because here, at LFDCS, we are THE BEST!!!

Thank you LFDCS for giving the Class of 2013 the chance to be successful!

**Nelselly Alsina, LFDCS Class of 2013
entering Central Catholic High School**

Lawrence Family Development Charter School

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A Message from the President of the Board

The 2012-2013 school year, our eighteenth year operating as a Commonwealth public charter school, was a year of attainment—reaching the established age of adulthood and new levels of responsibility and growth.

This past year was a year defined by new and renewal—we opened a new building: The *Academy of Early Academic Preparation* providing a bright and spacious facility at the site of our former Upper School for our youngest students—K-1, K-2 and Grade 1. Staffed by experienced educators, we were able to concentrate on ESL services to our largest group of English Language Learners (ELLs) and the best support for the academic and social advancement of young children.

Changes in school leadership welcomed a new Principal, the school’s founder and first superintendent, to help address important organizational issues and support rigor in all classrooms with a revitalized culture of valuing staff.

September was punctuated by the joyful opening for 635 students and recognition of LFDCS as a *Level One School*—ranking in the top 10% for Massachusetts schools for MCAS achievement. Additionally, LFDCS was named a *Commendation School* by the Massachusetts Department of Elementary and Secondary Education Commissioner of Education for raising the achievement level and closing the achievement gap for high-need students.

LFDCS established a renewed mentoring program led by a veteran teacher strengthening teaching and leadership skills at all levels. We addressed the new DESE teacher evaluation system by first educating the administrative staff in partnership with Teachers²¹ to prepare and practice staff observation protocol in readiness for SY’2013-14.

Attention to data and student learning was evident daily in classroom lessons defined by rigor and in monthly grade-level Response to Intervention (RTI) staff meetings. Two walls rise to the ceiling documenting student progress in ELA and Math and provide the backdrop and inspiration for attention to each student with planned interventions to address any identified gaps in learning.

LFDCS designed a “new” initiative to consolidate all components of high school transition. *“Opening Doors”* expanded the Placement Program and the role of Counselor—conducting school-day visits for grades 7 & 8 and leading parent workshops to explore and understand the opportunities and challenges of secondary school options. The addition of a full-time *Alumni Coordinator* ensures attention to 4 years of alumni while at high school—supporting and tracking their success and acting as a liaison to schools, students and families. Increased parent participation was a goal of “Opening Doors,” and visits to more than a dozen independent secondary schools opened new vistas for consideration. A panel of LFDCS parents, whose children now attend New England boarding schools, answered questions of current 7th and 8th grade parents on topics relevant to family issues and created a better understanding of opportunities.

Teachers helped to create their own professional development participating in vertical teams for each of the core academic offerings as they worked to incorporate Common Core Standards and build ladders of connection through the grades. This work provided a basis for a re-designed report card to be introduced in SY’2013-2014.

Partnerships in the arts and sciences expanded opportunities and new learning at every grade. Particularly exciting are multiple initiatives to plant, study, harvest and enjoy fresh fruits and vegetables and improve nutrition and knowledge in partnership with Groundwork Lawrence, Whole Foods, Harvard Health and our own food services and maintenance staff. Raised bed gardens have been built for every grade, and students and parents will weed, harvest and learn to prepare nutritious meals. These fruits and vegetables will be incorporated into our school lunch program and will also be a focus of science exploration.

Members of the Class of 2013 attained excellence in every category by outperforming the Commonwealth in ELA and Math MCAS and gaining admission to exceptional secondary schools with a record of over \$1.5 million in scholarships and financial aid for the next four years. An outstanding level of 16 students met strict 3-year requirements for academic achievement by earning the President’s Award for Academic Excellence. Additionally, ten students were recognized by the Boston Red Sox and *El Mundo* newspaper as high-achieving Latino students.

A series of science fairs, our first annual state fair, Bread Loaf writing dinners, music concerts, an art show, portfolio presentations, academic awards and graduations brought hundreds of parents and family members to LFDCS to value and applaud the achievement of their children—our students.

On behalf of the Board of Trustees of LFDCS, we applaud the efforts of our parents who support our mission by their presence and by supporting strict policies on attendance, homework and reading each night. We applaud academic and support staff for your dedication and commitment knowing each of you helped earn the Commendation title for LFDCS. Applause and gratitude to our friends and donors who provide financial assistance for special programs, enriching field trips and student scholarships which allows us to keep the promise of our charter and fulfill our mission every day.



John Housianitis
Board President

Introduction to the School

| | | | |
|--|--------------|--|--|
| Type of Charter (Commonwealth or Horace Mann) | Commonwealth | Location | Lawrence, MA |
| Regional or Non-Regional? | Non-Regional | Districts in Region <small>(if applicable)</small> | 1 |
| Year Opened | 1995 | Year(s) Renewed <small>(if applicable)</small> | 3 |
| Maximum Enrollment | 640 | Current Enrollment | 633 |
| Number of students enrolled as of 8/1/2013 | 655 | Students on Waitlist | 1253 |
| Chartered Grade Span | K-8 | Current Grade Span | K-8 |
| # of Instructional Days during the 2012-2013 school year | 180 | School Hours | K-1 8:00am-2:55pm K-2-Gr. 4 8:00am-3:00pm Grs. 5-8 8:00am-3:15pm |
| <p><u>Mission Statement</u></p> <p>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.</p> | | | |

I. Faithfulness to Charter

A. ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

| | 2012 - 2013 Performance (Met/Not Met) | Evidence |
|---|---|---|
| Objective 1: <i>The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).</i> | | |
| Measure: 1. Parents of K-1 students will have a home visit by the Student and Family Support personnel to ensure successful student transition to school. School target will be to visit ninety percent (90%) of parents of K-1 students each year. | Met | 100% Home Visits (Home Visit Surveys/ Staff Observation Forms) |
| Measure: 2. Ninety percent (90%) of K-1 parents will attend “Right from the Start” training resulting in eighty percent (80%) of K-1 students meeting Letter Naming and First Sound Fluency as measured by DIBELS next Spring benchmark each year. | Met | 91% “Right from the Start” (Attendance sheets and DIBELS – see pg. 26)) 96% LNF 95% FSF |
| Objective 2: <i>The school establishes an academic program that includes the pedagogical approach, curriculum, assessment and other unique elements defined in the charter application and any subsequent approved amendment(s).</i> | | |
| Measure: 1. Ninety percent (90%) of graduating eighth graders will apply to admissions-based high schools. | Met | Applications, 51 of 55 (93%) |
| Measure: 2. Ninety percent (90%) of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools. | Met | Acceptances/Enrollment 50/51 (98%) |

Objective 1 – Measure 1

LFDCS initiated visits to newly-enrolled K-1 students beginning in 2006 with the initial K-1 class. Visits by our Parent Liaison and K-1 Spanish Teacher establish a foundation for understanding and dialogue between school and home. Their representation of our school creates a positive relationship, helps answer important questions of parents and provides a welcoming environment when students enter school. Following enrollment of the incoming K-1 class for SY’2013-2014, it was decided to send the Head of School at the Academy for Early Academic Preparation with the Parent Liaison to specifically create dialogue with the school administration and address any potential conflicts over policy. For the incoming K-1 class of SY’2012-2013, 100% of families had home visits.

Objective 1 – Measure 2

“Right from the Start” workshops were held in the fall of 2012 for parents of new K-1 students. LFDCS met the Accountability Goal of 90% with 91% attending the workshop series. These workshops include academic preparedness and reading at home, behavior management skills, nutrition and new trainings conducted by Maria DeJesus, R.N., our school nurse. Measure 2 had a follow-up goal measuring Letter Naming and First Sound Fluency (DIBELS) in the Spring of the following year. For the K-1 class of 2012-2013 this was met with more than 80% reaching fluency in both assessments: Letter Naming Fluency: 96% and First Sound Fluency: 95%. This measures (LNF), 28 letters per minute and (FSF), 30 first sounds in a minute. Parents learn to practice these skills and support early phonics skills.

Objective 2 – Measure 1

LFDCS met and exceeded the 90% accountability goal with 93% of the graduates of the Class of 2013 applying to admissions-based secondary schools. SY'2012-2013 expanded the Guidance/Placement Office with new responsibilities to provide readiness and planning workshops during the school day with an additional staffing of a full-time Alumni Coordinator to support and track the academic and personal success of 45 graduates in private and religious-based secondary schools. All components of high school transition have been consolidated to a single program called “Opening Doors”— a vision of preparing middle school students and their parents to have the skills and perseverance to be ready for doors to open for their future. The Placement Counselor and Alumni Coordinator were pro-active in visiting more than 15 secondary schools throughout New England establishing contacts and connections and arranging for comprehensive visits for students and parents. This broadened awareness of secondary school options increasing the number and percent of applications. Foundation support from Liberty Mutual and Bank of America (William Wood Foundation) helped to underwrite school site visits, parent workshops and intensive SSAT prep and high school placement courses offered after school. A new partnership with the national ABC (A Better Chance) program saw 20 LFDCS applicants and 4 selections. LFDCS saw more than 85% of the 8th grade class take the December SSAT exam, prompting approval for LFDCS to become a test site. This will allow our students to take the exam in a familiar and less stressful environment.

Objective 2 – Measure 2

LFDCS had 98% of students who applied to admissions-based schools accepted at one or more schools. Parent-Student-Placement Counselor meetings in early spring and a review of financial aid and scholarship offers helped make best choices. A number of students earned multiple acceptances with significant aid and were encouraged to attend re-visit days to ensure that the final selection was best. The Class of 2013 earned more than \$1.5 million in financial aid and scholarships for the next four years and will attend the following schools in September: Phillips Academy-Exeter, Concord Academy, Berkshire School, Pingree School, Fryeburg Academy, Maine Central Institute, Wellesley High School (ABC), St. John’s Prep, Central Catholic High School, Notre Dame Cristo Rey High School, Presentation of Mary Academy, Bradford Christian Academy, Essex Agricultural School, Greater Lawrence Regional Vocational Technical High School, Whittier Regional Vocational Technical High School, Lawrence High School, Methuen High School and 2 out-of-state placements in North Carolina and Florida.

Dissemination

“Learning from successful practices of Lawrence charter schools in engaging parents and promoting educational excellence”

“There is a perception within the City of Lawrence that the charter schools have higher parent participation. There are varying opinions as to why this is—parents are strongly encouraged to participate; teachers and administration dedicate more time to reach out to parents—but a consensus is that they are doing something right when it comes to getting parents in the door.”

Excerpt from “*Opening the Circle*” *Parental Aspirations for Lawrence’s Schools*
The Executive Summary/Lawrence CommunityWorks

Following the declaration that Lawrence public schools were “chronically underperforming” (2011), the state appointed a receiver to create sweeping changes and develop a turnaround for the system.

Lawrence CommunityWorks, a local non profit, planned a series of Parent Circles—neighborhood gatherings to document parent thoughts and attitudes on education in the City. Similar in concept and intent to the Parent Mobilization Project of LFDEF, Inc. that identified parent involvement as a core principle of LFDCS, the outcome report, presented at the Lawrence Public Library, featured Ralph L. Carrero, LFDCS Superintendent, as a panelist. He was able to address all topics of parent involvement at our school and questions raised by the audience of over 200.

Dissemination of LFDCS’s parent participation model as a central aspect of student achievements was presented at this panel discussion presentation, through this published report, media coverage, a radio talk show and a conference for educators at Salem State University.

B. COMMON SCHOOL PERFORMANCE CRITERIA RELATING TO FAITHFULNESS TO THE CHARTER

Implementing the Mission

LFDCS is faithful to the mission, vision and educational philosophy as defined in our original (1995) charter application and each subsequent charter period. 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 early school experience. These cornerstones for success, established when our school was founded, provide the vision that continues to drive the work of our school.

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.

Attention to parent participation is at the core of LFDCS’ mission and engaging parents from enrollment through graduation is a prime importance to administration and staff. Parents continue to be involved in all aspects of the school from governance to recommendations for school improvement, to active participation in learning how to use scoring rubrics that evaluate student work.

LFDCS expanded the number of opportunities for parents to attend public presentations of student work and practice the use of rubrics--grade 2, biographies; grades 3 and 4, writing nights—part of the Bread Loaf Writing Program; grade 4, State Fair and Science Fair presentations; grade 6, Creative Writing in English and Spanish; and grades 7 and 8, Spanish language research and portfolio presentations. Grades 7 and 8 parents were actively involved in our expanded “Opening Doors” program, visiting more than a dozen independent boarding schools with their children and LFDCS staff to learn firsthand about secondary school opportunities.

Parents of our youngest students, who meet with school staff during summer home visits, participated in “Right from the Start”—a series of workshops designed to assist parents in supporting the academic and personal success of their K-1 student(s). Workshops included: *How to Read Daily Building Vocabulary, Nutrition, Health and Development* and *Positive Behavior Management*.

Through Title One, parents are eligible to attend ESL classes and computer training at the Maria del Pilar Quintana Family Center—forty-two parents completed programs during SY’2012-2013.

2. Effective, consistent, professional teaching is key to ensuring student learning.

The teaching staff at LFDCS was individually recognized by LFDCS in September 2012 for student achievement in every grade of MCAS results which propelled our school to Level One and Commendation status.

Teachers grew in professional status and skills during SY’2012-2013 resulting from individual course enrollment as well as school-wide attention to professional growth. Seven classroom teachers passed the ESL MTEL ensuring a strong Sheltered English Immersion curriculum in all subjects for students in Kindergarten and Grade 1; eleven teachers earned Master’s degrees, supported by LFDCS’ tuition reimbursement; and three teachers gained professional licenses.

The Response to Intervention (RTI) program provided ongoing staff development as individual student needs were discussed and interventions planned at monthly grade-level staff sessions. The addition of the Special Education Director in monthly RTI sessions helped identify potential learning disabilities early in the year and gathered appropriate examples of student work for IEP discussions.

Special Education training for all staff was carried out in SY’2012-2013 with two full days of workshops defining the legal responsibilities of school and staff, and in particular, educating non Special Education staff on their role in identifying possible learning disabilities, contributing to the student IEP and supporting Special Education staff in an inclusion classroom.

Science educators continued to learn strategies and skills in their field through participatory field trips at area colleges (Northern Essex Community College and UMass Lowell), Converse Engineering Department and Quarrybrook Environmental Learning Center.

A second year of teacher training with Lou Bernieri of Andover Bread Loaf prepared a second corps of teachers with new skills and writing experience while the SY'2011-2012 group worked with team leader, Kristine Ennis, to expand writing opportunities for their students.

The teacher mentoring program was re-designed by teacher/leader, Janis Brodeur, who developed workshops and outcomes to improve staff communication and laid the groundwork for the DESE staff evaluation process in SY'2013-2014. Additionally, the administrative staff practiced highly-focused staff observations under the direction of David Casteline of Teachers²¹. David will lead teacher workshops related to understanding the new evaluation process as part of Teacher Orientation for SY'2013-2014.

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.

LFDCS continues to educate a predominantly Hispanic student population (98.9%) of whom 72% were identified by their parents as having Spanish as their first language. These numbers help define our language development program particularly for our youngest students, ages 4, 5 & 6, at the newly-opened Academy for Early Academic Preparation. We have housed two ESL teachers in this building who provide substantial Sheltered English Immersion lessons—both pull-out and push-in. Additionally, seven Academy teachers have passed the ESL MTEL ensuring rich vocabulary and language development to emerging English speakers. Simultaneously all students take one class daily in academic Spanish learning the grammar and phonics foundations for the “native” language they have only learned auditorily. Students at every grade level are taught Spanish listening, speaking, reading and writing skills, progressing from foundation skills to an advanced ability to write essays, read novels and prepare technology presentation reports based on research regarding the teaching and learning of Spanish-speaking countries.

During SY'2012-2013, Spanish language teachers at grades 7 and 8, working with the Computer Instructor, to integrate technology and established rubrics and expectations for research projects (grade 7, Spanish-American persons of interest/grade 8, Spanish-speaking countries). Seventh grade students prepared a PowerPoint presentation, and eighth grade students were required to prepare a 5-minute video educating viewers (classmates, parents and staff) of their topic plus design a printed informative brochure. At grades 4 and 8 students participated in Spanish-led field trips to both *El Mundo* newspaper and the Museum of Fine Arts where paintings by Spanish-speaking artists were featured—such as, Pablo Picasso, Francisco Goya, Diego Rodriguez and Francisco Zurban.

SY'2012-2013 saw vertical teams of teachers working to connect levels of curriculum in all content areas. The focus was on academic language-based on WIDA standards for the language of Math, Science, Social Studies and Language Arts. For Spanish language staff this meant the opportunity to align the curriculum from K-8 and work with LFDCS/LFDEF, Inc. Board Member, Dr. Raquel Bauman, an ESL instructor and college professor, who provided direction and support throughout the year.

4. Education is not the sole responsibility of schools and is enhanced and enriched in partnerships with quality community organizations and resources.

LFDCS continued to build new partnerships to support and strengthen initiatives even as we worked with long-term partners whose commitment to our mission have allowed our school to offer extraordinary opportunities to our students by enriching their experiences and their lives.

A. Science Partnerships

LFDCS has increased science-related partnerships annually during the current (2010-2015) charter. SY'2012-2013 saw completion of the Quarry Brook Science Learning Center in Windham, NH.

Created and sponsored by the Ibrahim El-Hefni Foundation, this diverse landscape welcomed our students in grades two through eight every other month for half-day lesson-adventures in bio-diversity with hands-on activities to measure, compare and observe plants, wildlife and terrain. Well-prepared lessons delivered by experienced staff complemented the Common Core Standards.

UMass Lowell College of Engineering has provided both class-day and after-school projects for our seventh graders. This year the Bridge Building competition, led by UML students, attracted 45 sixth and seventh graders while, a new offering, “Future Cities,” part of a national competition to address water quality and recycling, engaged 28 students, working in teams, envision a community of the future.

Partnerships with Northern Essex Community College (grades 5-6) and MIT (grade 8) brought LFDSC students on site to college campuses learning not only Science but also envisioning a future path in their education.

Converse, located in North Andover, supported a second semester of hands-on engineering for eighth graders. Company engineers came to LFDSC and taught students how a sneaker goes from an idea to a real product. A competition between four homerooms to incorporate design with function resulted in four exceptional models for consideration by Converse. Students learned concepts and vocabulary which are assessed in the Grade 8 Science MCAS.

B. High School Placement

Expansion of our Placement Office and new staffing brought ABC (A Better Chance) into a partnership with LFDSC. Student/parent participation and strong applications led to a selection of four LFDSC eighth graders as ABC scholars who will have the opportunity to attend special programs throughout their secondary schooling. The addition of ABC was one of numerous new opportunities for students through “Opening Doors” sponsored by Liberty Mutual, Bank of America (Wood Foundation) and the Cummings Foundation. Expanded SSAT workshops (grades 7 & 8) and visits to secondary schools by students and parents resulted in exceptional admissions’ stories and scholarships for the Class of 2013.

Our summer secondary school readiness partnerships with Prep @ Pingree continued into year 11 and new, emerging partnerships with Governor’s Academy (Gov Plus), the University of Notre Dame (NDIgnite) and Central Catholic High School (Kid Central) allowed us to place many students in exceptional summer offerings.

C. The Arts

Phillips Academy-Andover, our longest partnership, saw three exceptional programs enrich our school during SY2012-2013. Andover-Lawrence Strings, founded by William Thomas in 1996, completed 17 years of PA student members of the orchestra providing weekly instruction in strings and piano. This May forty LFDSC students performed individual pieces on violin, cello or piano at Cochran Chapel for family and community.

The Philomathean Society and its student leaders once again led the LFDSC Debate Club for 25 seventh and eighth graders. Multiple skills honed during debate in oratory, confidence and thoughtful disagreement manifested throughout the year in oral reports, science fairs and portfolio presentations.

The Andover Bread Loaf Writing Program, led by Phillips Academy instructor Lou Bernieri, completed a second year of professional development workshops for a second corps of teachers. The first year group continued to meet monthly under the leadership of 4th grade teacher, Kristine Ennis. Teacher-led lessons in classrooms produced outstanding work and motivated student writing throughout the school. A third Bread Loaf cohort will be provided in SY2013-2014 completing the introductory program for all staff.

II. Academic Program Success

A. ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

| | 2012-2013 Performance (Met/Not Met) | Evidence |
|---|--|---|
| Objective 1: <i>Students at the school demonstrate proficiency or progress toward meeting proficiency targets on state standards as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels.</i> | | |
| Measure: 1. For each year the MCAS is given, LFDCS will have a CPI gain of 1.5 points in ELA based on the previous year's CPI. | Met | 2011/2012 MCAS Report Card/Chart (see pg. 26) 83.5-89.9 CPI Gain: 6.4 |
| Measure: 2. For each year the MCAS is given, LFDCS will have a CPI gain of 1.5 points in Math based on the previous year's CPI. | Met | 2011/2012 MCAS Report Card/Chart (see pg. 26) 82.7-86.6 CPI Gain: 3.9 |
| Objective 2: <i>The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.</i> | | |
| Measure: 1. For each year the MCAS is given, LFDCS will have a SGP of 40 or higher in ELA. | Met | 2011/2012 MCAS Report Card/Chart (see pg. 26) SGP: 75 |
| Measure: 2. For each year the MCAS is given, LFDCS will have a SGP of 40 or higher in Math. | Met | 2011/2012 MCAS Report Card/Chart (see pg. 26) SGP: 72 |
| Objective 3: <i>If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improved over time on those assessments.</i> | | |
| Measure: 1. Eighty-five percent (85%) of students who complete K-2 through grade two will be at or above grade level according to benchmark indicators as established by DIBELS Next. | Met Not Met Met | 2013 DIBELS (see pg. 27) K-2 Gr. 1 Gr. 2 |
| Measure: 2. Each year grades one and two will achieve a mean stanine of 5 on the GRADE assessment with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark GRADE data. | Met | 2013 GRADE (see pg. 27) |
| Measure: 3. Each year grades one and two will achieve a mean stanine of 5 on the GMADE assessment annually with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark GMADE data. | Met | 2013 GMADE (see pg. 27) |
| Objective 4: <i>The school student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.</i> | | |
| Measure: 1. Each year classes in grades three through six will demonstrate eighty percent (80%) proficiency by the Spring L-FAST benchmark. | Met | 2013 Spring L-FAST (see pg. 27) |

| | 2012 - 2013 Performance (Met/Not Met) | Evidence |
|--|---|---|
| Objective 5: <i>The school established a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.</i> | | |
| Measure: 1. Teachers at LFDACS will annually meet or exceed ninety-five percent (95%) attendance rate. | Met | Teacher Attendance/SIMS |
| Measure: 2. LFDACS will retain eighty percent (80%) of teachers who meet or exceed annual student performance measures as reported in their summative evaluation. | Met | <ul style="list-style-type: none"> • Teacher Evaluations • Renewal Contracts Signed |
| Objective 6: <i>The school uses qualitative and quantitative evidence to inform, guide and improve instructional planning and practice.</i> | | |
| Measure: 1. At each grade level fifty percent (50%) of students identified as performing below benchmark on the Fall GRADE will grow at least 13 NPR percentage points as measured by the Spring GRADE. | Met | Fall-Spring GRADE Comparisons (see pg. 28) |
| Measure: 2. At each grade level, fifty percent (50%) of students identified as performing below benchmark on the Fall GMADE will grow at least 13 NPR percentage points as measured by the Spring GMADE. | Met | Fall-Spring GMADE Comparisons (see pg. 28) |
| Measure: 3. Each year ninety percent (90%) of eighth grade students will be at or above benchmark as measured by the Spring GRADE. | Met | 2013 Spring GRADE (see pg. 28) 6 of 6 met benchmark |
| Measure: 4. Each year ninety percent (90%) of eighth grade students will be at or above benchmark as measured by the Spring GMADE. | Met | 2013 Spring GMADE (see pg. 28) 7 of 8 met benchmark (actual percentage 88%) |

Note: Data and charts used as evidence for meeting each of the Accountability Measure above, please see Attachments, pages 26-28.

B. COMMON SCHOOL PERFORMANCE CRITERIA RELATING TO ACADEMIC SUCCESS

- 1. Student Performance: MCAS data for Spring 2012 Assessments Lawrence Family Development Charter School's Report Card link is:**
<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04540205&fycode=2012&orgtypecode=6&>

- 2. Student Achievement Trends**

A review of student achievement at LFDACS during the current charter shows overall growth in every content area and every grade level.

Teacher attention to student improvement has raised outcomes in internal and external assessments with achievement on MCAS resulting in both Level One status and the Commendation School award in 2012. In ELA students at LFDACS outperformed the state average in 5 of 6 grade levels with a school-wide 76% at Proficient/Advanced and 4% (or 14 students) at Warning as seen in the following comparative chart.

2012 ELA MCAS COMPARISONS

| GRADE | GROUPS | PROF+ | ADVANCED | PROFICIENT | NEEDS IMPROVE-MENT | WARNING |
|-------------------------|----------------|--------------|-----------------|-------------------|---------------------------|----------------|
| 3 | LFDCS | 78% | 13 | 65 | 15 | 7 |
| | STATE-ALL | 61% | 15 | 46 | 30 | 9 |
| | STATE-HISPANIC | 36% | 5 | 31 | 44 | 20 |
| 4 | LFDCS | 70% | 11 | 59 | 21 | 8 |
| | STATE-ALL | 57% | 13 | 44 | 30 | 14 |
| | STATE-HISPANIC | 33% | 4 | 29 | 40 | 28 |
| 5 | LFDCS | 61% | 14 | 47 | 31 | 8 |
| | STATE-ALL | 61% | 17 | 44 | 28 | 11 |
| | STATE-HISPANIC | 36% | 6 | 30 | 40 | 24 |
| 6 | LFDCS | 64% | 11 | 53 | 35 | 2 |
| | STATE-ALL | 66% | 18 | 48 | 22 | 11 |
| | STATE-HISPANIC | 39% | 5 | 34 | 35 | 25 |
| 7 | LFDCS | 90% | 25 | 65 | 9 | 0 |
| | STATE-ALL | 71% | 15 | 56 | 21 | 7 |
| | STATE-HISPANIC | 48% | 4 | 44 | 35 | 18 |
| 8 | LFDCS | 94% | 7 | 87 | 6 | 0 |
| | STATE-ALL | 81% | 18 | 63 | 14 | 6 |
| | STATE-HISPANIC | 59% | 6 | 53 | 27 | 14 |
| LFDCS All Grades | | 76% | 14 | 62 | 19 | 4 |

2012 MATH MCAS COMPARISONS

| GRADE | GROUPS | PROF+ | ADVANCED | PROFICIENT | NEEDS IMPROVE-MENT | WARNING |
|-------------------------|----------------|--------------|-----------------|-------------------|---------------------------|----------------|
| 3 | LFDCS | 75% | 37 | 38 | 17 | 8 |
| | STATE-ALL | 61% | 27 | 34 | 25 | 14 |
| | STATE-HISPANIC | 37% | 11 | 26 | 34 | 29 |
| 4 | LFDCS | 64% | 16 | 48 | 33 | 3 |
| | STATE-ALL | 51% | 16 | 35 | 36 | 12 |
| | STATE-HISPANIC | 28% | 5 | 23 | 46 | 25 |
| 5 | LFDCS | 61% | 19 | 42 | 11 | 8 |
| | STATE-ALL | 57% | 25 | 32 | 26 | 17 |
| | STATE-HISPANIC | 32% | 9 | 23 | 34 | 34 |
| 6 | LFDCS | 61% | 16 | 45 | 38 | 0 |
| | STATE-ALL | 60% | 27 | 33 | 24 | 16 |
| | STATE-HISPANIC | 39% | 5 | 34 | 35 | 25 |
| 7 | LFDCS | 57% | 33 | 24 | 36 | 7 |
| | STATE-ALL | 51% | 20 | 31 | 30 | 18 |
| | STATE-HISPANIC | 26% | 7 | 19 | 36 | 38 |
| 8 | LFDCS | 81% | 44 | 37 | 19 | 0 |
| | STATE-ALL | 52% | 22 | 30 | 28 | 19 |
| | STATE-HISPANIC | 27% | 7 | 20 | 33 | 40 |
| LFDCS All Grades | | 66% | 27 | 39 | 29 | 5 |

2. Student Achievement Trends (cont'd)

Strategies implemented to increase achievement include building vocabulary, use of Accelerated Reader to encourage reading and accelerate levels, daily writing, literacy centers, whole group instruction followed by focused, independent practice, peer-to-peer practice, computer reading programs, use of Kindle and classroom technology, increasing content knowledge by building background knowledge.

Strategies and interventions to help close the achievement gap for high need students in ELA include: individual or small group re-teach, push-in/pull-out services, consistent interventions, vocabulary binders and reference sheets, Passport intervention, use of fluency drills, small group and one-on-one instruction and self-monitoring of reading progress in computer-based programs.

Implementation and expansion of the Andover Bread Loaf Writing Program has had significant impact on student writing—both the creative process and building interest and stamina.

Activities implemented included: Free Write Fridays, cross-level shares between grades 1 & 4, 2 & 5 and 3 & 6 and grade-level newsletters written by students in grades 1-8. The Accelerated Reader program promotes reaching for the next level in a book with a follow-up test to assess comprehension.

Improvement in Mathematics has been most dramatic with annual growth in both external and internal assessments. The school-wide CPI in 2012 Math was 86.6, a growth of 3.9 over the previous 82.7, which was a 3.6 growth over 2010 (79.1).

The 2012 Math MCAS showed LFDCS students outperforming the state median at every grade with grade 8 Proficient/Advanced at 81% pushing LFDCS to rank as the 14th highest district in the state. The school-wide Advanced/Proficient was 66% with 5% (or 14 students) at Warning.

LFDCS internal assessments (L-FAST for Math) show a 10% point growth in Math from the previous years which are a good predictor of continued strong growth in Math.

Strategies to improve Math achievement include: V-Math, including individual student competition, manipulatives and visuals for concept understanding, building capacity for multi-step word problems and daily homework practice of new concepts.

To help close the achievement gap, strategies begin in the early grades with number recognition drills and number value drills in daily intervention by paraprofessionals' peer-to-peer coaching (Tier I with Tier III), use of appropriate manipulatives, math games, computer problems to increase knowledge of number sense, facts and sequential problem solving.

At all grades and all content areas, vertical teams of teachers meet monthly to build connections between the grades ensuring that skills and content builds from K-8 seamlessly. Saturday Academy and Summer School initiatives help to close the achievement gap for Tier III students while Gifted and Promising (GAP) and "Opening Doors" raises the level of thinking and achieving for Tier I students during LFDCS's Summer Program.

Strategies that influence positive trends in student achievement also include the investment of LFDCS in our staff through tuition reimbursement and specialized training and staff investing in themselves and one another. ELL staff regularly support their colleagues; grade-level staff support one another through RTI and lesson plans; and Book Talk gathers all staff to learn from one another—building a culture of positive, motivated teachers who raise the bar daily on student achievement.

3. Diverse Learners

During SY'2012-2013, LFDCS provided services for all students including English Language Learners and Special Education students.

a. ELL Students

As Massachusetts unveils a multi-year plan to ensure that all teachers of students who are English Language Learners (ELLs) are taught by educators who are appropriately trained and endorsed as skilled in Sheltered English Immersion (SEI), LFDCS is pleased to report on its ongoing success, preparing a high enrollment of ELLs to transition out of ESL and succeed in standard classrooms. LFDCS enrolls a student body that is 98.9% Hispanic of whom 72% (SY'2012-2013) were identified that English was not their first language.

LFDCS recruits and enrolls only at K-1 (4 years old). Sixty out of eight-four K-1 students are ELLs annually requiring LFDCS to place the majority of ESL staff and resources at the Academy for Early Academic Preparation. Additionally 7 classroom teachers passed the ESL MTEL and/or earned ESL as an additional license creating a powerful language program for our youngest students. Strategies put in place by the ESL team include the following:

SEI

- ESL staff collaborate with teachers to share best practices and create SEI classrooms
- The RETELL initiative (beginning in SY'2013-2014) will ensure that all teachers are qualified to deliver SEI instruction
- ESL staff create monthly newsletters to update all staff on ESL strategies

WIDA Standards

- ESL staff have implemented WIDA standards into lesson plans through the creation of MPIs
- ESL staff uses WIDA Performance Levels to group students and differentiate instruction
- ESL staff use the CAN DO descriptors to evaluate students and send home quarterly progress reports aligned to these descriptors

ACCESS Testing

- ESL staff tested 123 ESL students this spring awaiting MEPA/ACCESS growth

ESL Staff and RTI Process

- ESL staff brings data to RTI meetings to demonstrate efficacy of interventions
- ESL staff uses data brought to RTI meetings to re-distribute groups and plan instruction

b. Special Education Students

LFDCS began the year with the addition of an experienced Special Education Director who came in to address issues on an official staff complaint and to address unresolved items on the Special Education portion of the Coordinated Program Review. The Director set a timeline for completion of all issues which was finished by November and then began a systematic re-training of all staff and attention to policies and procedures.

The resulting outcome included a better understanding of the role of classroom teacher in gathering student documentation which may result in an IEP as well as a stronger RTI program. RTI created a Tier IV category for Tier III students who do not respond to interventions. These steps have increased the number of students on an IEP as well as oversight that every aspect is followed.

LFDCS continues to have a low incidence Special Education population due to the success of the RTI program model at every grade level in which staff meticulously address student learning for all Tier III students on a monthly basis and either move a student toward an IEP or reduce all evidence of learning disabilities.

All Special Education students receive instruction in an inclusion classroom with pull-out support as indicated in their IEP. Special Education teachers modify lessons to address learning disabilities while supporting curriculum goals.

III. Organizational Viability

A. ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

| | 2012 - 2013 Performance (Met/Not Met) | Evidence |
|---|---|--|
| Objective 1: <i>The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievements.</i> | | |
| Measure: 1. The school's annual budget will be sustained by its enrollment. | Not Met | SY'2012-2013 Budget Board Vote for Reserves |
| Measure: 2. Each year the school will demonstrate a history of positive net assets, adequate cash flow to sustain operations and support the academic program and consistently operates within budget. | Met | SY'2012-2013 Revenue Statement |
| Measure: 3. LFDACS's annual independent audit will be free of material or repeated findings. | Met | SY'2011-2012 Audit Walsh & Co. Independent Audit SY'2012-2013 - Unaudited |
| Objective 2: <i>The school implements the student recruitment, retention and enrollment process intended in the charter, in the school's recruitment and retention plans and as defined by statute and regulations.</i> | | |
| Measure: 1. For each year of the charter, LFDACS will maintain an average daily student attendance of at least ninety-five percent (95%). | Met | SY'2012-2013 SIMS Report 97.89% |
| Objective 3: <i>Families and students are satisfied with the school's program.</i> | | |
| Measure: 1. Through an annual parent survey distributed to one hundred percent (100%) of families of LFDACS, with a fifty percent (50%) return rate, eighty percent (80%) of parents responding will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication. | Met | Annual Survey Results 87% Survey Return 96.8% Parent Satisfaction |
| Measure: 2. Eighty percent (80%) of the parents of the graduating eighth graders will attend high school orientation night in preparation of applying to admissions-based high schools resulting in eighty percent (80%) of students applying. | Met | 89% Parent Attendance High School Orientation/ Transition Workshops |

Objective 1 – Measure 1

LFDACS prepares an annual budget to be sustained by student enrollment, entitlement grants and private grants which support special projects and enrichment. Additionally, LFDACS is in year two of a board-approved action to access reserve funds to underwrite building improvements and redesign of a leased facility to house Kindergarten and Grade 1 classes. The Academy for Early Academic Preparation is the site for 252 students, increasing capacity at these grade levels by a total of 60 students. In 2011-2012 the Facilities and Finance Committee approved the use of surplus or reserve funds to build out the spaces prior to opening (September 2012).

All other costs have been kept in line with careful attention to line items, freezing staff step increases and aggressively seeking private funds. As the school increases enrollment each year through 2020, increased annual per pupil funding should eliminate the need to access reserve funds.

Objective 1 – Measure 2

From Statement of Revenues & Expenditures

| | <u>Revenue</u> | <u>Expenditures</u> | <u>Remainder of Revenue</u> |
|-----------|---|---------------------|-----------------------------|
| 2009-2010 | \$8,957,265 | \$7,993,260 | \$964,005 |
| 2010-2011 | \$8,799,120 | \$8,734,589 | \$64,531 |
| 2011-2012 | \$8,717,184 | \$8,720,237 | (\$3,053) |
| 2012-2013 | (will be audited during the fall of 2013) | | |

Objective 1 – Measure 3

LFDCS contracts with an annual independent auditing company, Walsh and Company. The SY’2011-2012 audit was presented to the school’s Board of Trustees on October 10, 2012 and was free from material findings. SY’2012-2013 fiscal expenditures will be audited during August, 2013 and will be presented to the school board at the October, 2013 meeting.

Objective 2 – Measure 1

LFDCS implements all aspects of the recruitment, retention and enrollment process as defined by the statute and regulations with particular attention to Goals of the Recruitment and Retention Plan (see pages 17-18). LFDCS recruits new students only for K-1 (four year olds). Annual applications for this full-day, academic early kindergarten program attract approximately 150 applications from Lawrence residents and a separate application pool for other communities. With 80 available seats, and generally 30 of these filled by siblings, 50 seats are available through the lottery. The lottery also establishes a waiting list (approximately 70 students at K-1). This list moves through the grades and is our only source of new student enrollment. LFDCS implements a very positive, family-centered school, and in SY’2012-2013 retained 99.8% (232 of 233 enrolled students). Daily attention to student attendance resulted in a 97.89% rate for SY’2012-2013.

Objective 3 – Measure 1

Engaging parents and families was at the forefront of our first charter application (1995) and has remained as a cornerstone of our efforts and annual progress. Parent participation is evident in every program and at every grade level (See Faithfulness to Charter, Accountability Plan page 3) including:

- Family home visits prior to school enrollment
- Parent workshops—English and Spanish—during K-1 for 100% of parents (“Right from the Start”)
- Parent involvement/leadership on School Site Council—well attended throughout the year
- Parent involvement/leadership on School Governance—Board of Trustees
- Parent-teacher communication by memo, e-mail, parent conferences (100% attendance, every grade, every quarter for the past 5 years)
- Parent participation in student presentations of research/writing trained to use teacher rubrics for better understanding of curriculum objectives
- Parent participation in all workshops/events related to “Opening Doors” and high school transition including: Grade 7/8 parent orientation, High School Fair, school-led visits to secondary schools and a parent-led panel discussion for other parents on pros and cons of boarding schools

Parent Surveys were distributed to 454 families (100%) with returns of 403 surveys (87%). Overall parent satisfaction rate was 96.8% with 62.9% most satisfied and 33.97% satisfied with the highest levels of satisfaction in the following categories:

- a. Parent-Teacher Conferences: 100% - 73/27
- b. Safe Learning Environment: 100% - 79/21
- c. Communication with Classroom Teacher: 99%

- d. Child’s Academic Progress in Math: 99% - 69/30
- e. Child’s Academic Progress in Reading: 99% - 66/33
- f. High School Information Night: 99% - 76/23

Objective 3 – Measure 2

Eighty-nine percent (89%) of eighth grade parents attended the high school orientation night as part of family participation in the high school admissions process which surpasses the Accountability Goal of 80%. Parent participation in this overall process included 100% of 8th grade parents during SY’2012-2013.

**B. COMMON SCHOOL PERFORMANCE CRITERIA
RELATING TO ORGANIZATIONAL VIABILITY**

Amendments to the Charter

No amendments were submitted or proposed during SY’2012-2013.

Complaints

No official complaints were received by the Board of Trustees during SY’2012-2013; however one official complaint was received by the Board of Trustees and the Charter School Office in the final days of SY’2011-2012 as reported in the SY’2011-2012 annual report. The complainant noted procedural inconsistencies with teacher evaluations and decisions not to renew contracts, Special Education conflicts, internal communications and 51A reporting protocols. The complaint was investigated during July, 2012 by a subcommittee of the Board of Trustees and the school’s legal counsel. A decision was made in August to change an administrative position, and the entire board met with legal counsel in August to draw up appropriate responses to be carried out during SY’2012-2013 by school administration. This 21-point document was approved by the individual issuing the complaint who has signed off on the complaint response and a copy was submitted to the Charter School Office. Of the items to correct, 20 items have been completed and 1 is outstanding with strict monitoring for compliance and implementation by the board through monthly updates at School board meetings.

Conditions

Not applicable.

Organizational Structure of the School

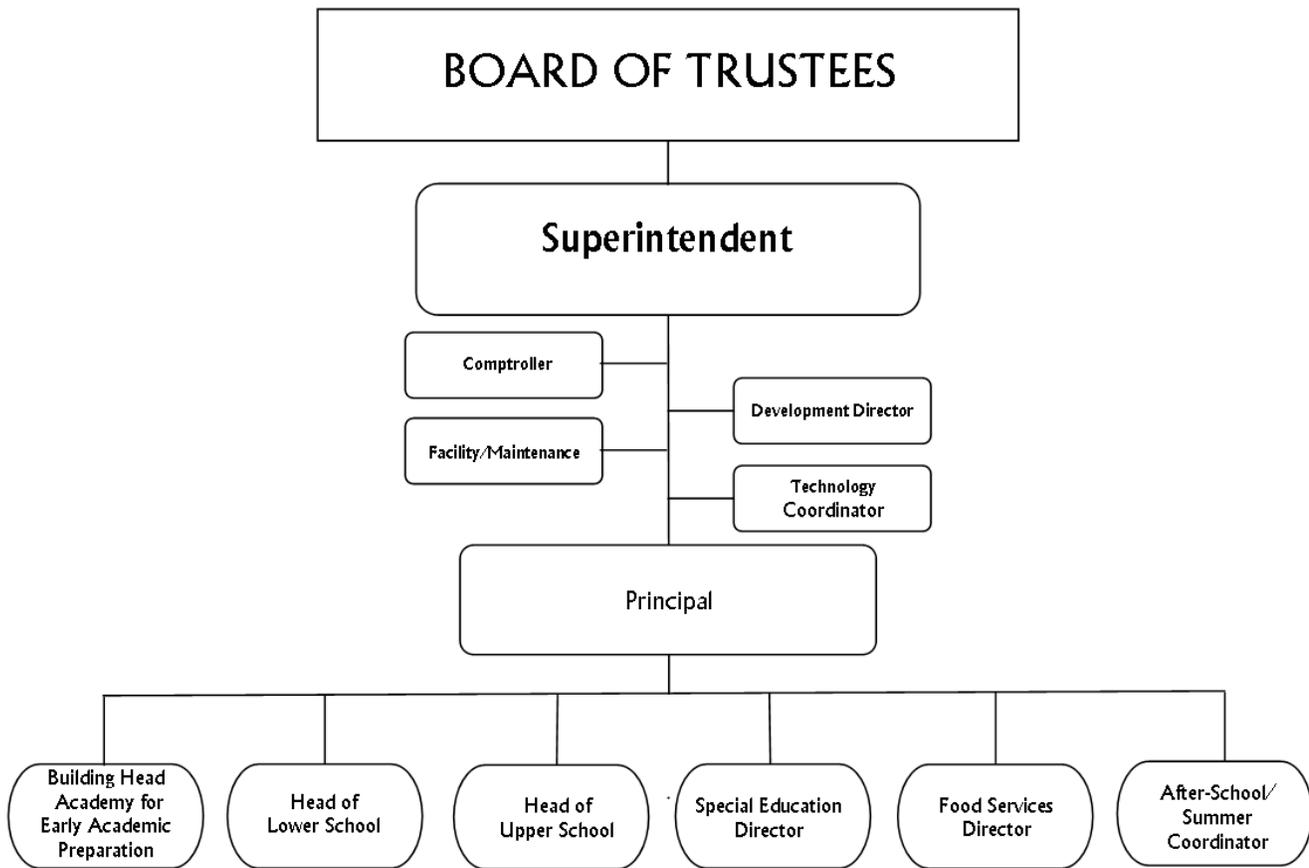
LFDCS made one significant change to the organizational structure of the school during SY’2012-2013 to accommodate the expansion approval of 2010, the grade-level grouping of building sites. These changes will be in place through 2020 and should ensure adequate classrooms and appropriate administration at all buildings.

LFDCS Facility and Grade Organizational Comparison

| SY’2011-2012 | | SY’2012-2013 | |
|----------------------|--|----------------------|---|
| Oversight | | Oversight | |
| K-1 Coordinator | K-1 – 404 Haverhill Street (separate facility) | Building Coordinator | K-1, K-2 & Grade 1 10 Railroad Street Academy for Early Academic Preparation |
| Head of Lower School | K-2 – 34 West Street (separate facility) | | |
| Head of Lower School | Grades 1-4 34 West Street Lower School | Head of Lower School | Grades 2-4 34 West Street Lower School |
| Head of Upper School | Grades 5-8 400 Haverhill Street Upper School | Head of Upper School | Grades 5-8 400 Haverhill Street Upper School |

Administrative Changes to Organizational Chart

| SY'2011-2012 | SY'2012-2013 |
|---|--|
| Principal/Special Education Director | Principal |
| Early Childhood Coordinator/SPED Team Chair | Director of Special Education (part time) |
| Director of Food Services/After-School-Summer Coor. | Building Coordinator (Academy)/SPED Team Chair |
| | Director of Food Services |
| | After-School/Summer Coordinator |



Additional Information – Recruitment & Retention Plan

LFDCS Recruitment Plan – SY'2013-2014

| General Recruitment Activities | |
|--|---|
| <p><i>LFDCS reaches out to every section of the City of Lawrence through advertisements in English and Spanish newspapers and posts all requirements and the application on its website in both Spanish and English. LFDCS distributes posters throughout the school, at the Maria del Pilar Quintana Family Center, with all stakeholders, throughout the business community and at the local district parent information center.</i></p> | |
| Recruitment Plan – Goals and Strategies | |
| Demographic Group | Goals and Strategies |
| Special education students | <p>LFDCS recognizes that we have a smaller percentage of Special Education than the City of Lawrence school district and the state. This is in largely part due to a comprehensive Response to Intervention from its K-1 to grade 8 program.</p> <p>The current goals and strategies are:</p> <ul style="list-style-type: none"> • Increase information at Special Education PAC meetings at LFDCS • Announce availability of seats at School Site Council meetings <p><u>NEW STRATEGY:</u></p> <ul style="list-style-type: none"> • Display posters regarding school’s program and enrollment at all early childhood centers in the City of Lawrence |
| Limited English-proficient students | <p>LFDCS only advertises and enrolls @ K-1 (4 years old). New student data of 39% LEP indicates that at K-1 it exceeds both the district and the state. LEP numbers are reduced significantly across the grades due to an effective ELL program and transitioning out.</p> <p>No change in strategies required.</p> |
| Students eligible for free or reduced lunch | <p>LFDCS has a long standing history of educating the poorest students based on free and reduced lunch. Current data indicates that LFDCS exceeds both city and state in educating students of poverty.</p> <p>No change in strategies required.</p> |
| Students who are sub-proficient | <p>LFDCS will continue to offer quality public independent education with full-day 2-year kindergarten including enrichment and nutrition to families.</p> <p><u>NEW STRATEGY:</u></p> <p>Program expansion to include:</p> <ul style="list-style-type: none"> • Health and nutrition • Full-day summer program (Summer 2014) |
| Students at risk of dropping out of school | Not applicable – we do not enroll students who are age-eligible to drop out. |
| Students who have dropped out of school | Not applicable – we do not enroll students who are age-eligible to drop out. |
| Other subgroups of students who should be targeted to eliminate the achievement gap | Homeless children are a potential subgroup to be targeted to reduce achievement gap. LFDCS will make specific outreach to area shelters and food pantries to provide information and applications. |

LFDCS Retention Plan – SY'2013-2014

| Overall Student Retention Goal | |
|---|----------------------|
| Annual goal for student retention (percentage): | 95% Actual: 99.8% |

| Retention Plan – Goals and Strategies | |
|---|---|
| Demographic Group | Goals and Strategies |
| Special education students | LFDCS has strengthened the K-1 enrolling class through summer home visits and now includes the School's Lead Administrator and a Special Education trained educator who participate in dialog with families to be best prepared for the school year. |
| Limited English-proficient students | Proposed strategies in SY'2011-2012 and SY'2012-2013 have been highly effective. Additionally 7 teachers at the Academy for Early Academic Preparation prepared for and passed the ESL MTEL enhancing the linguistics effective of daily instruction. |
| Students eligible for free or reduced lunch | Effective holistic school environment and programs that address poverty by reducing the achievement gap. <u>NEW STRATEGIES:</u> <ul style="list-style-type: none"> • Realignment of Title One dollars to have direct impact on entire student body • Access to all programs—LFDCS will enroll very low income students at no cost to the below programs: <ul style="list-style-type: none"> - After school - Summer programs |
| Students who are sub-proficient | <ul style="list-style-type: none"> • Saturday Academy • After-school/Extended day • Summer academics and enrichment • Monthly grade-level review of interventions <u>NEW STRATEGY:</u> When necessary, LFDCS will provide private transportation to summer school for especially needy students. |
| Students at risk of dropping out of school | LFDCS addresses the root causes of drop out in the middle grade years by working with local agencies that can provide appropriate counseling to students with social/emotional needs and attitudes which could lead to future dropping out of school. |
| Students who have dropped out of school | No Change. |
| Other subgroups of students who should be targeted to eliminate the achievement gap | If other subgroups are identified, appropriate strategies will be defined through the Response to Intervention program. <u>NEW STRATEGY:</u> LFDCS will provide after-school programs and summer enrichment for any enrolled homeless students. |

Additional Information – School and Student Data

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 4 | 0.6% |
| Asian | 0 | 0.0% |
| Hispanic | 623 | 98.9% |
| Native American | 0 | 0.0% |
| White | 3 | 0.3% |
| Native Hawaiian, Pacific Islander | 0 | 0.0% |
| Multi-race, non-Hispanic | 0 | 0.0% |
| Special education | 34 | 5.4% |
| Limited English proficient | 121 | 19.2% |
| Low income | 582 | 92.1% |

ADMINISTRATIVE ROSTER FOR SY'2012-2013

| Name, Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
|---|--|-------------------|--|
| Ralph Carrero, Superintendent | Chief Executive Officer – Responsible for implementation of mission, policies and budget | 8/07 | |
| Susan Burgett, Principal | Head of Educational Program – Hiring, supervision, training and evaluation of staff/curriculum | 5/09 | 8/12 |
| Patricia Karl, Principal | Head of Educational Program – Hiring, supervision, training and evaluation of staff/curriculum | 8/12 | |
| Roy Nelson, Comptroller | Chief Financial Officer – Responsible for fiscal management, oversight of budget and payroll | 9/96 | |
| Pater Kamberelis, Director of Development | Grant writing, fundraising & project management | 8/01 | 6/13 |
| Tony Schumann, Technology Coordinator | Oversight of all technology including networks, website, e-mail system and software | 5/11 | |
| Luis Nigaglione, Maintenance Supervisor | Building maintenance and custodial services | 3/09 | |
| Elizabeth Sipsey, Special Education Director | Responsible for oversight of Special Education program: staffing, IEPs, establish procedures, etc. | 8/12 | 6/13 |
| Katherine Allen, Head of Lower School (2-4) | Building operations, student behavior and discipline, schedules, parent communication | 8/08 | 6/13 |
| Stephanie Cole, Head of Upper School (5-8) | Building operations, student behavior and discipline, schedules, parent communication | 7/08 | |
| Lisa Conran, Special Education Team Chair/Academy for Early Academic Preparation Supervisor/Building Head | Responsible for oversight of Special Education program: staffing, IEPs, establish procedures, etc.—also Head of K-1 building and program | 8/09 | Position changed |
| Lisa Conran, Head of School, Academy for Early Academic Preparation | Building operations, student behavior and discipline, schedules, parent communication | 8/13 | |
| Shari Dennis Belding, Director of Student Support Services | Oversight of after-school program, summer enrichment, partnerships, food services | 8/08 | 8/12 |
| Mary Claire Kennedy, Food Services Director | Oversight of food services | 8/12 | |
| David Hildt, After-School Coordinator | Oversight of after-school program | 8/12 | |
| Stephanie Cross, Science Department Head | Oversight of Science curriculum—coordinate partnerships | 8/11 | |

| TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR | | | |
|---|---|--|---|
| | Number as of the last day of the 2012-2013 school year | Departures during the 2012-2013 school year | Departures at the end of the school year |
| Teachers | 54 | 4 resigned, 1 dismissed | 2 resigned, 2 non-renewals |
| Other Staff | 47 | 3 resigned, 2 dismissed | 2 non-renewals, 1 resigned, 1 retired |

| BOARD MEMBERS FOR THE 2012-13 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 |
| John Housianitis | President | LFDEF representative | Social Studies Teacher, Central Catholic High School; 21 years – District School Committee | 6 th term 10/1995-8/2013 |
| Juliet Nagle | Vice President | LFDEF representative | Retired Educator | 3 rd term 1/2006 – 8/2013 |
| Wendy Estrella, Esq. | Clerk | Parent representative | Attorney, Estrella Law Office | 3 rd term 6/2005-8/2014 |
| Anne Hemmer | Treasurer | LFDEF representative | Vice President, Peoples' United Bank | 1 st term 2/2010-8/2013 |
| Raquel Bauman | Member | LFDEF representative | Facilitator, Ayer Public School Adjunct Instructor, Cambridge College | 1 st term 2/2011-8/2014 |
| Donna Bertolino | Member | LFDEF representative | Director of Academic Placement & Testing Services Northern Essex Community College | 1 st term 2/2011-8/2014 |
| Dolores Calaf | Member | LFDEF representative | Director of Programs La Alianza Hispana | 1 st term 2/2011-8/2014 |
| Analuz Garcia | Member | Parent representative | Enrollment Counselor, Northern Essex Community College | 1 st term 4/2010-8/2013 |
| Ana Matos | School Site Council Co-Chair | Parent representative | Home Visitor, Greater Lawrence Community Action Council | 2 nd term 10/2008-8/2013 |
| Ilonka Mora | Member | Parent representative | Quality Control Clerk The Gem Group | 1 st term 12/2010-8/2013 |
| Miguelito Saldana | Member | Parent representative | Manager, Walgreen's | 1 st term 9/2012-9/2015 |
| Henry Vargas | Member | Parent representative | Paraprofessional St. Anne's School, Methuen, MA | 2 nd term 10/2009-8/2015 |

Additional Information – Budget and Finance Reports

FY'2012-2013 (UNAUDITED) STATEMENT OF REVENUES AND EXPENDITURES

BALANCE SHEET

Revenue

| | |
|----------------------|--------------------|
| Tuition | \$7,902,550 |
| Grant Income | \$512,927 |
| Food Services | \$425,614 |
| Miscellaneous Income | \$128,780 |
| Total Revenue | \$8,969,871 |

Assets

| | |
|---------------------|--------------------|
| Cash & Equivalents | \$2,441,037 |
| Accounts Receivable | \$358,897 |
| Equipment-Net | \$791,461 |
| Total Assets | \$3,591,395 |

Expenditures

| | |
|-----------------------------|--------------------|
| Salaries | \$5,210,901 |
| Benefits & Payroll Taxes | \$1,060,766 |
| Contracts & Fees | \$621,662 |
| Office Expenses | \$168,241 |
| Occupancy | \$1,541,780 |
| School Supplies & Equipment | \$284,835 |
| Professional Services | \$179,613 |
| Food Services | \$263,540 |
| Depreciation | \$147,900 |
| Other | \$25,947 |
| Total Expenditures | \$9,505,185 |

Liabilities

| | |
|--------------------------|--------------------|
| Accounts Payable | \$57,654 |
| & Accrued Expenses | |
| Wages & Related Payables | \$798,301 |
| Deferred Revenue | \$74,365 |
| Total Liabilities | \$930,320 |
| Total Net Assets | \$2,661,075 |
| Total Liabilities | |
| And Net Assets | \$3,485,731 |

Total Revenue Under Expenditures **(\$535,314)**

PRIVATE FUNDS RECEIVED

LFDCS received \$358,910 in private funds during SY'2012-2013. The programs funded included: Health & Nutrition Raised Bed Gardens, "Opening Doors" High School Readiness, PFK Scholarship Fund, Emergency Scholarship Fund, Playground Equipment, Educational Software, Summer Enrichment and Class of 2013 Yearbook.

EDUCATION GRANTS RECEIVED

| | <u>Allocated</u> | <u>Expensed</u> |
|------------------------------------|------------------|------------------|
| Title 1 & Title 1 Support | \$412,167 | \$315,424 |
| Title II-A | \$61,662 | \$61,662 |
| SPED | \$138,937 | \$125,812 |
| SPED Program Improvement | \$2,500 | \$2,500 |
| Total Public Funds Received | \$615,266 | \$505,398 |

Approved Budgets - FY'2010-2015

| | FY'2010 | FY'2011 | FY'2012 | FY'2013 | DRAFT FY'2014 | FY'2015 |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|----------------|
| REVENUE | | | | | | |
| Tuition | \$6,960,000 | \$7,442,850 | \$7,734,558 | \$8,051,800 | \$8,206,587 | |
| Grant Income | \$660,000 | \$770,000 | \$705,000 | \$650,000 | \$690,000 | |
| Cash from Net Assets | | | | | | |
| Food Services | \$300,000 | \$300,000 | \$350,000 | \$370,000 | \$440,000 | |
| Miscellaneous Income | \$150,000 | \$150,000 | \$150,000 | \$112,000 | \$112,000 | |
| TOTAL REVENUE | \$8,070,000 | \$8,662,850 | \$8,939,558 | \$9,183,800 | \$9,448,587 | |
| EXPENDITURES | | | | | | |
| Salaries | \$4,413,280 | \$4,628,032 | \$4,877,420 | \$5,057,773 | \$5,190,194 | |
| Benefits & Payroll Taxes | \$1,019,195 | \$1,087,474 | \$1,171,507 | \$1,132,780 | \$1,147,757 | |
| Contracts and Fees | \$655,000 | \$727,143 | \$764,728 | \$779,590 | \$758,329 | |
| Office Expenses | \$160,500 | \$195,000 | \$190,000 | \$201,500 | \$193,500 | |
| Occupancy | \$1,181,676 | \$1,211,676 | \$1,171,506 | \$1,571,360 | \$1,627,060 | |
| School Supplies & Equipment | \$100,000 | \$125,000 | \$130,000 | \$115,000 | \$83,000 | |
| Professional Services | \$193,500 | \$283,500 | \$308,500 | \$300,500 | \$230,500 | |
| Food Services | \$300,000 | \$300,000 | \$240,000 | \$275,000 | \$290,000 | |
| Other | \$46,000 | \$47,000 | \$69,500 | \$66,500 | \$46,500 | |
| TOTAL EXPENSES | \$8,069,151 | \$8,604,825 | \$8,922,751 | \$9,500,003 | \$9,566,840 | |
| Total Revenue Under/Over Expenditures | \$849 | \$58,025 | \$16,807 | (\$316,203) | (\$118,253) | |

Reserve Assets

| | | | | |
|-------------|-------------|-------------|----------------------------|--------|
| 2010 - | 2011 - | 2012 - | 2013 - | 2014 - |
| \$3,134,912 | \$3,199,443 | \$3,196,390 | \$2,671,840 (unaudited) | |

This identifies total net assets as of June 30th of the recent charter and represents the reserves available for emergencies and future leasehold improvements. LFDOS exceeds the financial goals established by the Charter School Office.

Draft budget for FY'2014 has been approved by the Finance Subcommittee on July 9, 2013 and will be presented to the full board for final vote on August 14, 2013.

DRAFT BUDGET - FY'2014

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

Revenue

| | |
|----------------------|--------------------|
| Tuition | \$8,206,587 |
| Grant Income | \$690,000 |
| Food Service | \$440,000 |
| Miscellaneous Income | \$112,000 |
| Total Revenue | \$9,448,587 |

Expenditures

| | |
|-----------------------------|--------------------|
| Salaries | \$5,190,194 |
| Benefits & Payroll Taxes | \$1,147,757 |
| Contracts & Fees | \$758,329 |
| Office Expenses | \$193,500 |
| Occupancy | \$1,627,060 |
| School Supplies & Equipment | \$83,000 |
| Program Services | \$230,500 |
| Food Services | \$290,000 |
| Other | \$46,500 |
| Total Expenditures | \$9,566,840 |

**Total Expenditures Under
Revenue** (\$118,253)

PARTNERSHIPS

*A Better Chance/ABC
Central Catholic High School "Kid Central"
Converse
Governor's Academy "Gov Plus"
Groundwork Lawrence
Maria del Pilar Quintana Family Center
Massachusetts Institute of Technology
Merrimack College/Service Learning Center
Northern Essex Community College
(Science partnership)
Phillips Academy-Andover/
Community Services
Phillips Academy-Andover/Violin Program
Pingree School/Prep @ Pingree
UMass @ Lowell College of Engineering
University of Notre Dame "NDIgnite"
Whole Foods Corporation
YouthBuild-Lawrence*

PROFESSIONAL ADVISORS

*Andover Bread Loaf Writing Workshop
APEX Computers
BlueSkies
Doherty Insurance
Morris, Rossi & Hayes
Michael Walsh, CPA
Teachers²¹*

**IN-KIND GOODS AND
PROFESSIONAL SERVICES**

*Central Catholic High School
(After-School Program)
Donnelly Uniforms
Trombly Bus Company
Volunteer Readers for "Read
Across America"
YouthBuild-Lawrence*

Capital Plan for FY2014

Background: In 2010, LFDCS proposed a capital improvement plan in anticipation of the school's submitted plan for expansion of enrollment to add 200 students through controlled growth of 20 students per year through 2020. As proposed in 2011, LFDCS renovated space in the Maria del Pilar Quintana Family Center creating one classroom for the additional 20 K-1 students which entered in September, 2011. This was completed in the summer of 2011 at an approximate cost of \$16,000. New state building requirements for charter schools to adhere to state public bidding laws, paying prevailing wages and limitations on architectural choices rendered previous construction plans null and void. The Facilities Committee turned its attention to identifying long-term rental opportunities within walking distance of the current site. The following is the current status on our facilities:

RAILROAD STREET MILL FOR EARLY CHILDHOOD GRADES

1. Description of Project

- In order to free classroom space at 34 West Street to accommodate 3 classrooms each for grade 2 (by 2014), grade 3 (by 2015) and grade 4 (by 2016), the administration and Facilities Committee determined to move both Kindergarten levels—K-1 and K-2—as well as grade 1 to a new site specifically for these early childhood grades. The former Emmons Mill, rented by LFDCS from 2000 through 2006 for grades 5-8, was a suitable, nearby facility. Highly favorable negotiations took place with the owner allowing early access to the facility to re-purpose spaces, especially bathrooms for use by younger students.

2. Current Status of Project: Completed and Operating

- The Maintenance staff at LFDCS redesigned space for younger students, rebuilt bathrooms and updated all safety signs and exits.

- Technology and utilities were installed to accommodate new technology and security requirements.

3. Estimated Schedule for Completion of Project - August 29, 2012 – Student occupancy date

4. Final Cost of Project - \$247,645 – Board of Trustees approved a budget for renovations and authorized expenditures from the capital reserve funds.

5. Project Financing – LFDCS paid for cost of renovations as leasehold improvements from the capital reserve funds.

6. Capital Reserve Account – Once renovations are completed, it will not be necessary to establish a separate capital reserve account for this project. Ongoing maintenance will be completed annually by the Maintenance staff.

7. A Playground was erected at this site in the Spring of 2013 paid by private donors.

34 WEST STREET, REAR (K-2 BUILDING) LOWER SCHOOL SCIENCE CENTER

1. Description of Project – This building was formerly industrial garages when used by Blue Seal Feed, and in 1996-1997 was renovated to create three kindergarten classrooms, winning a historic preservation award for its architectural design. With the kindergarten classes relocating to the Academy for Early Academic Preparation (see above), this building will again be re-purposed as a Science Education Center for grades 2, 3 and 4.

2. Current Status of Project – The LFDCS Science Department Head arranged to visit other school-based Science Centers for ideas to incorporate and invited educators from Boston's Museum of Science, UMass Lowell College of Engineering, NECC Science Department and Quarrybrook Learning Center to form an advisory group for recommendations on the best use and design for an elementary Science program.

3. Estimated Schedule for Completion of Project – Solar Energy Team from UMass Lowell measured building in the Spring of 2013. Student project will install solar panels during SY'2013-2014. LFDCS Maintenance staff built raised beds for vegetable garden project – Completed: July, 2013

4. Current Estimated Cost of Project – This building currently houses 3 classrooms, 3 children's bathrooms, 2 adult bathrooms and a teacher planning room/office. The building has heat, utilities, a technology infrastructure and plumbing; therefore, all major costs are in order. Current estimates on possible renovations range from \$150,000-\$200,000.

5. Project Financing - LFDCS intends to submit grant applications to foundations which have previously supported our capital campaign (example: 4 requests @ \$50,000) – Concept papers submitted August 2013.

6. Capital Reserve Account - Upon completion of this renovation, it will not be necessary to establish a capital reserve account.

Foundations, Friends and Family Donors

Maria Abascal
 Elaine Abry
 Elizabeth Allen
 Katherine Allen
 The Alma Fund
 Amelia Peabody Foundation
 Margaret & Frank Anderson
 The Andover Inn
 Anonymous
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 George Salas
 Miguelito Saldana
 Judy & Joe Samuelman
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 Kimberly Sapienza
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 Jane Shawcross
 Sidell Family
 Linda & Jurg Siegenthaler
 Dario & Julia Silverio
 Elizabeth Sipsey
 Sovereign Bank
 Travis Speck
 Gregory Spurr
 The Stevens Foundation
 Kelly Sullivan, Esq.
 Kevin Sullivan
 Marybeth Sullivan
 Richard & Lolli Sumberg
 Angela & Bob Sweeney
 Mike Sweeney
 TD Banknorth
 TD Insurance
 Shaheen Brothers, Inc.
 Sharon Tankel
 Jane Thiefsels
 Eric Thompson
 Joan Thompson
 Linda Todd
 Trident Building LLC
 Tripoli Bakery
 Trombly School Bus Company
 Roger Twomey
 Susan Tucker
 UMass Lowell
 Nick Vogel
 Diane Walker
 Alexander & Anne White
 The White Fund, Inc.
 White Street Paint & Wallpaper, Inc.
 Whole Foods Market
 William Wood Foundation
 Sam Williamson
 Pamela Yameen
 YouthBuild-Lawrence
 Nicholas Zaharias

Attachments

I. FAITHFULNESS TO CHARTER - OBJECTIVE 1, MEASURE 2

| K-1 DIBELS | LNF Goal = 28 Letters a Minute | FSF Goal = 30 First Sounds a Minute |
|-----------------------|--|---|
| Spring Benchmark 2013 | 96% | 95% |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 1, MEASURE 1

ELA MCAS Performance

GOAL = ANNUAL CPI GAIN OF 1.5

| Year 1 | CPI | Year 2 | CPI | Gain |
|---------------|------------|---------------|------------|-------------|
| 2010 | 81.3 | 2011 | 83.5 | +2.2 |
| 2011 | 83.5 | 2012 | 89.9 | +6.4 |
| 2012 | 89.9 | 2013 | | |
| 2013 | | 2014 | | |
| 2014 | | 2015 | | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 1, MEASURE 2

Math MCAS Performance

GOAL = ANNUAL CPI GAIN OF 1.5

| Year 1 | CPI | Year 2 | CPI | Gain |
|---------------|------------|---------------|------------|-------------|
| 2010 | 79.1 | 2011 | 82.7 | +3.6 |
| 2011 | 82.7 | 2012 | 86.6 | +3.9 |
| 2012 | 86.6 | 2013 | | |
| 2013 | | 2014 | | |
| 2014 | | 2015 | | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 2, MEASURE 1

ELA MCAS Student Growth

GOAL: SGP OF 40 OR HIGHER

| Goal Year | Actual SGP |
|------------------|-------------------|
| 2011 | 54.0 |
| 2012 | 75.0 |
| 2013 | |
| 2014 | |
| 2015 | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 2, MEASURE 2

MATH MCAS STUDENT GROWTH

GOAL: SGP OF 40 OR HIGHER

| Goal Year | Actual SGP |
|------------------|-------------------|
| 2011 | 66.0 |
| 2012 | 72.0 |
| 2013 | |
| 2014 | |
| 2015 | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 1

EXTERNAL ASSESSMENT/DIBELS SPRING BENCHMARK

K-2-GRADE 2

ANNUAL GOAL: 85%

| Year | Grade | Benchmark | Score | Grade | Benchmark | Score | Grade | Benchmark | Score |
|------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|
| 2011 | K-2 | NWF | 100% | 1 | DORF | 96% | 2 | DORF | 85% |
| 2012 | K-2 | NWF | 97% | 1 | DORF | 93% | 2 | DORF | 86% |
| 2013 | K-2 | NWF | 94% | 1 | DORF | 77% | 2 | DORF | 88% |
| 2014 | | | | | | | | | |
| 2015 | | | | | | | | | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 2

GRADE ELA Spring 2013 Mean Stanine

GOAL = STANINE 5/6 BY 2015

| Year | Grade Levels | | |
|------|--------------|----------|----------|
| | K-2 | Grade 1 | Grade 2 |
| 2011 | 7 | 7 | 5 |
| 2012 | 7 | 7 | 6 |
| 2013 | 6 | 6 | 6 |
| 2014 | | | |
| 2015 | | | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 3

GRADE Math Spring 2013 Mean Stanine

GOAL = STANINE 5/6 BY 2015

| Year | Grade Levels | | |
|------|--------------|----------|----------|
| | K-2 | Grade 1 | Grade 2 |
| 2011 | 7 | 6 | 7 |
| 2012 | 7 | 6 | 7 |
| 2013 | 6 | 5 | 7 |
| 2014 | | | |
| 2015 | | | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 4, MEASURE 1

Internal Assessments of Student Achievement

L-FAST Benchmark CPI

GOAL = 80% PROFICIENCY

| Year | ELA | | | | Math | | | |
|------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| 2011 | 79.2 | 87 | 81.4 | 84.21 | 84.18 | 80.74 | 87.9 | 77.0 |
| 2012 | 89.47 | 93.86 | 90.18 | 94.15 | 83.22 | 92.33 | 80.33 | 90.31 |
| 2013 | 84.7 | 95.61 | 86.1 | 93.56 | 96.07 | 91.02 | 94.8 | 102.32 |
| 2014 | | | | | | | | |
| 2015 | | | | | | | | |

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURE 1

GRADE - Accountability Goal: 90%

| Grade Level | # of Students Below Benchmark (36 NPR and lower) Fall 2012 | # of Students Making 13 NPR* gain Fall 2012 to Spring 2013 | % of Students Making 13 NPR* gain Fall 2012 to Spring 2013 |
|-------------|--|--|--|
| K-2 | 35 | 34 | 97% |
| Grade 1 | 14 | 9 | 64% |
| Grade 2 | 6 | 4 | 66% |
| Grade 3 | 18 | 15 | 83% |
| Grade 4 | 11 | 6 | 55% |
| Grade 5 | 17 | 15 | 88% |
| Grade 6 | 11 | 9 | 82% |
| Grade 7 | 12 | 6 | 50% |

**rule of thumb every 13 NPR is equivalent to one grade level as outlined by Kennebec School's Annual Growth, Catch up Growth*

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURE 2

GMADE - Accountability Goal: 50% of below benchmark make 13 NPR gain

| Grade Level | # of Students Below Benchmark (36 NPR and lower) Fall 2012 | # of Students Making 13 NPR* gain Fall 2012 to Spring 2013 | % of Students Making 13 NPR* gain Fall 2012 to Spring 2013 |
|-------------|--|--|--|
| K-2 | 19 | 15 | 79% |
| Grade 1 | 29 | 16 | 55% |
| Grade 2 | 25 | 24 | 96% |
| Grade 3 | 25 | 25 | 100% |
| Grade 4 | 27 | 25 | 93% |
| Grade 5 | 19 | 16 | 84% |
| Grade 6 | 10 | 7 | 70% |
| Grade 7 | 15 | 13 | 87% |

**rule of thumb every 13 NPR is equivalent to one grade level as outlined by Kennebec School's Annual Growth, Catch up Growth*

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURES 3 & 4

ELA/GRADE

| Year | Spring Goal | GRADE Achieved |
|------|-------------|----------------|
| 2011 | 90% | 88% |
| 2012 | 90% | 89% |
| 2013 | 90% | 100% 6 of 6 |
| 2014 | 90% | |
| 2015 | 90% | |

MATH/GMADE

| Year | Spring Goal | GMADE Achieved |
|------|-------------|----------------|
| 2011 | 90% | 94% |
| 2012 | 90% | 96% |
| 2013 | 90% | 88% 7 of 8 |
| 2014 | 90% | |
| 2015 | 90% | |

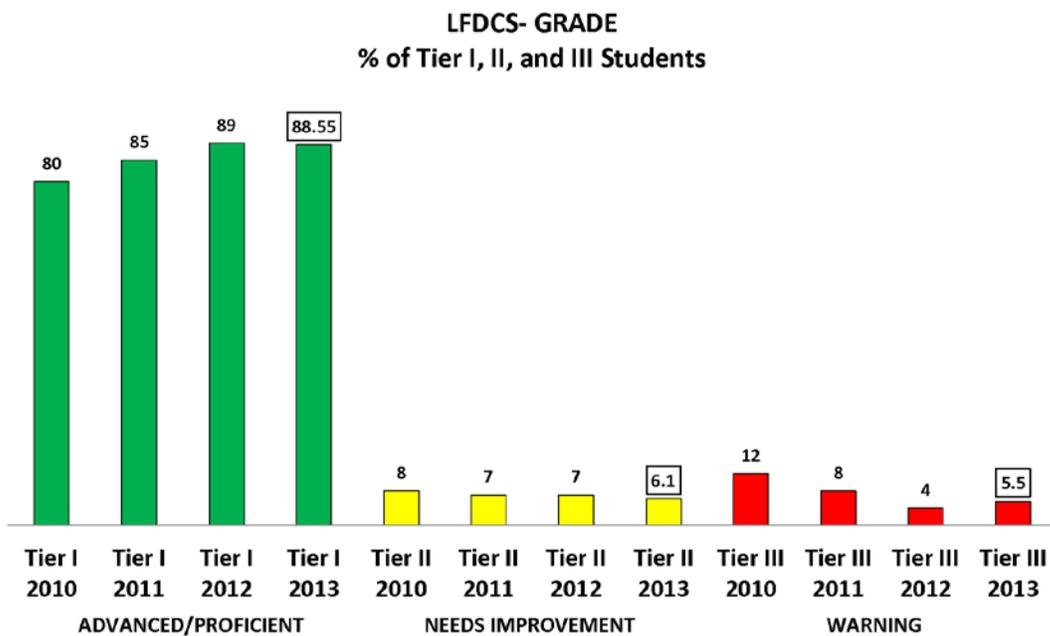
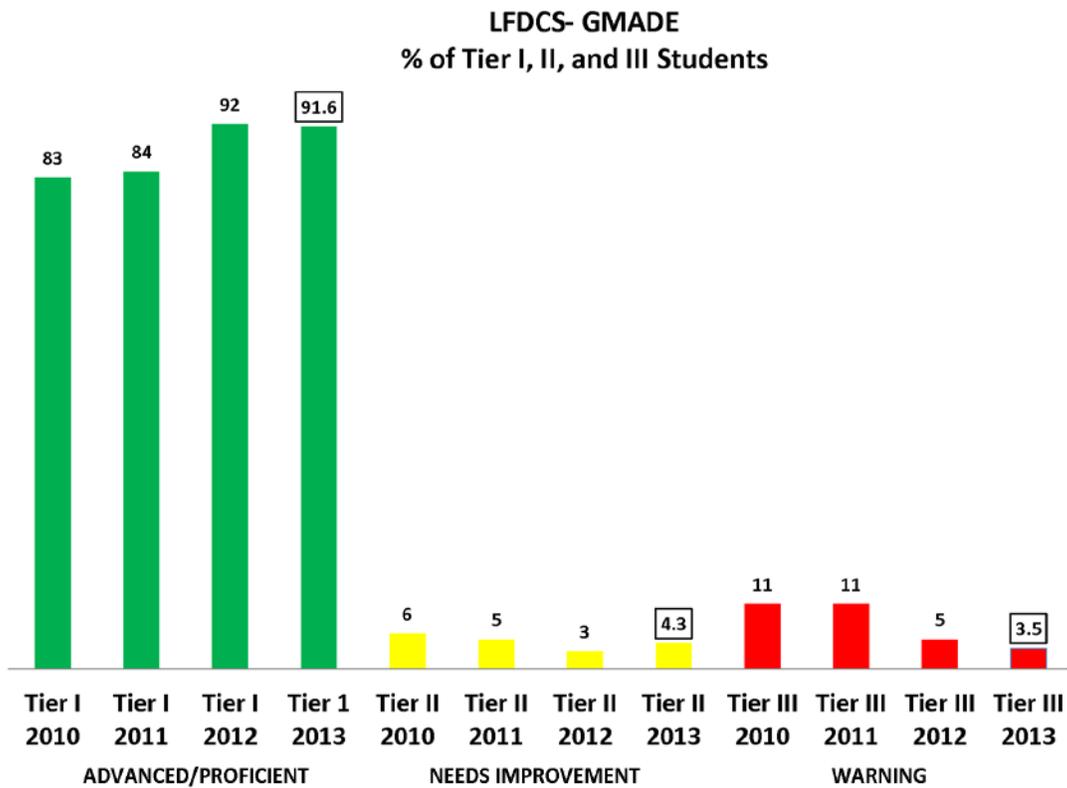
III. ORGANIZATIONAL VIABILITY – OBJECTIVE 2, MEASURE 1

| Year | Attendance Goal | Actual Student Attendance |
|-----------|-----------------|---------------------------|
| 2010-2011 | 95% | 97.8% |
| 2011-2012 | 95% | 98.07% |
| 2012-2013 | 95% | 97.89% |
| 2013-2014 | 95% | |
| 2014-2015 | 95% | |

OTHER ACHIEVEMENT, IMPROVEMENT OR ASSESSMENT MEASURES:

Response to Intervention

Attention to student academic improvement through monthly RTI meetings, discussion, identification and implementation of interventions. Over the past five years this process has been refined and improved—moving the majority of students at every grade level out of Tier III.



The 2012-2013 Annual Report was compiled by:

Kate Allen
Emily Banta
Ralph L. Carrero
Hali Castleman

Carlos Cedeño
Stephanie Cole
Zori Davidovich
Susan Lyons

Peter Kamberelis
Patricia Karl
Roy Nelson
Jamie Wu

*Cover photo – LFDCS 1ST Annual State Fair
courtesy of Peter Kamberelis*

*Inside photo – Eighth Grade Graduation: June 17, 2013
courtesy of Tony Schumann*



ACADEMY FOR EARLY ACADEMIC PREPARATION (K-1, K-2 & GRADE 1)
10 RAILROAD STREET, LAWRENCE, MA 01841
TEL: 978 258-6210

LOWER SCHOOL (GRADES 2-4), 34 WEST STREET, LAWRENCE, MA 01841
TEL: 978 689-9863 * FAX: 978 689-8133

UPPER SCHOOL (GRADES 5-8), 400 HAVERHILL STREET, LAWRENCE, MA 01841
TEL: 978 738-0609 * FAX: 978 738-0634

WEBSITE: WWW.LFDCS.ORG

RALPH L. CARRERO, DIRECTOR/SUPERINTENDENT, RCARRERO@LFDCS.ORG