

Lawrence Family Development Charter School



*Annual Report
2002 - 2003*

A Message from the President of the Board

The 2002-03 school year was a time of review and renewal at Lawrence Family Development Charter School. As a school community, we embarked on a two-year process to revisit our curriculum to strengthen alignment with Massachusetts Curriculum Frameworks. A school-wide team of educators, along with a consultant, worked to shape the direction of curriculum, benchmarks, and a K-8 scope and sequence to insure the mastery of skills and knowledge to satisfy state expectations.

The entire teaching staff participated in eight accountability teams addressing student achievement through the objectives of school performance identified in our year 2000 charter renewal. Research and recommendations by staff are included in this annual report and will help inform our 2005 charter renewal application. Summer workshops will specifically address assessments, helping to create a comprehensive authentic assessment plan for the school effective September 2003. This will inform the design of a revised report card during the 2003-04 school year.

Fall 2002 brought news of significant improvement in MCAS scores—particularly grade four English Language Arts, with 91% of students passing—just *ahead* of the state average and eighth grade math with an average score of 230, a significant growth from previous years. Spring 2002 third grade MCAS reading showed 88% passing, including 40% in the *proficient* category.

Improved reading skills and our goal that all students read at or above grade level by third grade mirrors the national goals of *No Child Left Behind* and supported our strong application for a Reading First grant. LFDCS was one of 38 districts and 55 schools in Massachusetts awarded a six-year grant which will enable us to build a first class reading department with experienced leadership, expanded reading materials, and directed professional development opportunities for all K-3 teachers. Fourteen teachers will accompany our Principal and new Reading First Coordinator to a week-long training in August to prepare for implementation in September 2003.

Student success was measured not only by MCAS growth but through successful participation in special projects. A science lab partnership with Northern Essex Community College expanded to include all seventh and eighth graders—helping to instill an excitement for learning science. Our second annual Science Fair featured 150 young scientists from grades 6, 7, and 8 with four projects, earning the opportunity to represent the school at the statewide Middle School Science Fair in May. A team of eighth grade students took third place and two projects earned honorable mention in our first entry in state competition. Our current graduating class (June 2003) continued the record of their predecessors. With more than half of the graduating class (17 of 31) applying for acceptance at private or parochial schools, 16 were accepted at one or more schools with \$400,000 (for four years) in scholarships and financial aid being awarded.

LFDCS continued its efforts to disseminate effective practices as required by Charter School legislation. A two-year project to document effective practices in parent involvement in education was led by our Director of Development and outside consultants. A survey designed to gather data and perspectives on the importance of parent involvement as a factor in academic achievement gathered information from almost 1000 individuals, representing 24 charter schools state wide. A conference to present best practices will take place in October 2003. At LFDCS, the statewide survey was carried out by parent volunteers who also gathered opinions and data on parent satisfaction at our school. More than one third of our parents responded with 97% indicating satisfaction with their children's academic program.

On behalf of the Board of Trustees, I wish to express our gratitude and appreciation to the parents who entrust their children to our school and assist us as partners in their education. To the educators and administrators who help them learn and develop and to all who give of time, talent, and treasure as volunteers and funders, *gracias a todos!*

Ralph L. Carrero
President

Lawrence Family Development Charter School

BOARD OF TRUSTEES

School Year 2002-2003

<i>NAME</i>	<i>AFFILIATION</i>	<i>TENURE</i>
Ralph Carrero, <i>President</i> <i>LFDEF Representative/Parent</i>	-Coordinator of Student Services Gr. Lawrence Technical High School	Oct. 2001-Sept. 2004 3rd Term
Mark Gauvin, <i>Treasurer</i> <i>LFDEF Representative</i>	-Director of Facilities GenCorp, Inc./Lawrence	Oct. 2001-Sept. 2004 2nd Term
Ramona Andrickson <i>LFDEF Representative/Parent</i>	-Case Manager Gr. Lawrence Family Health Center	Oct. 2002-Sept. 2005 2nd Term
Nazario Esquea <i>Parent Representative</i>	-Owner NAZTEL Communications	Oct. 2002-Sept. 2005 1st Term
Maribel Garcia <i>Parent Representative</i>	-Case Worker Gr. Lawrence Family Health Center	Oct. 2002-Sept. 2005 1st Term
Francisco Gomez <i>Parent Representative</i>	-Technician Lilly Software	Oct. 2002-Sept. 2005 1st Full Term
John Housianitis <i>LFDEF Representative (President)</i>	-Director of Admissions Central Catholic High School	Oct. 2001-Sept. 2004 3rd Term
Alice Kubacki <i>LFDEF Representative</i>	-Regional Director Department of Social Services	May 2002-Sept. 2004 to complete Fr Lally's term
Pascual Lora <i>Parent Representative</i>	-Driver United Postal Service	Oct. 2002-Sept. 2005 2nd Term
Maria Rivera <i>Parent Representative</i>	-Teacher's Aide Gr. Lawr. Community Action Council	Oct. 2002-Sept. 2005 2nd Term
Grisel Caraballo Silva <i>School Site Council Representative</i>	-Secretary St. Mary's School	Annual 2nd Term
Joseph Sweeney <i>LFDEF Representative</i>	-Retired Dir. of Community Relations AT&T	Oct. 2001-Sept. 2004 3rd Term

According to our by-laws, the School Board is comprised of six members elected from the Lawrence Family Development & Education Fund, Inc. (LFDEF), the founding organization, six emmbers elected from parents of students enrolled at our school, and the parent co-chair of the School Site Council, who serves as an ex-officio member during his/her term.

Board members ar elected to 3-year terms or to complete unexpired terms.

The Board meets the second Wednesday of every month.

Executive Summary

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 increase annually levels of academic achievement for a student population that enters Kindergarten with limited English language and often with limited or no pre-K school experience.

LFDCS operates on four philosophies that guide our policies, program design, and professional development.

1. **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.** Developing skilled fluency in the birth language while providing strong, effective curriculum instruction increases language skills in both languages and increases cognitive development.
2. **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, schools allow the positive development of a child's education to continue and expand as children transition from home to the school environment. Schools must understand and value the cultural heritage of their members while providing new skills and education for parents to be effective partners in the culture of public education.
3. **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.
4. **Education is not the sole responsibility of schools and is enhanced and enriched in partnership with quality community partners 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.

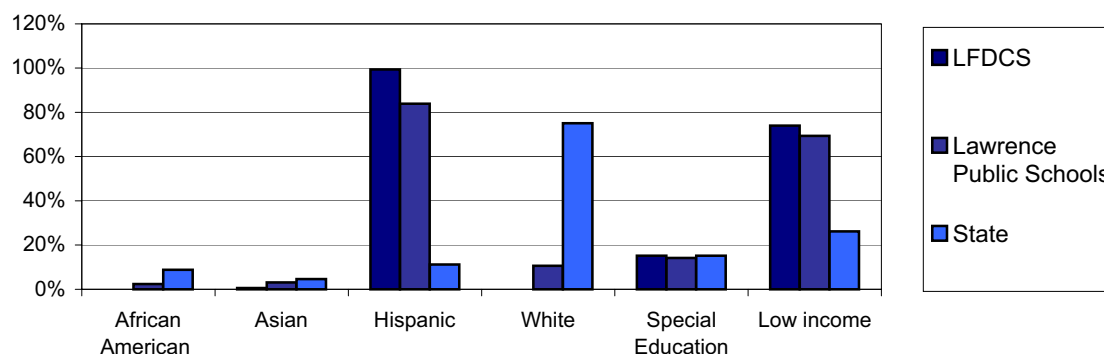
LFDCS has 180 class days with an academic program from 8:00-3:00 and an extended day from 3:00 to 6:00 for homework assistance, remediation, and enrichment. The school year started September 4 with the last day being June 24, 2003.

Our Students

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 of 491
- ◆ 54.8% girls; 45.2% boys
- ◆ 99.4% Hispanic, .6% Asian
- ◆ 75.2% Low Income
- ◆ 97% Linguistic Minorities
- ◆ 99.2% from Lawrence, .8% from Methuen

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



Student Turnover Data

During the 2002-2003 academic year, a total of 27 students withdrew from school. Four moved out of the country; 17 moved out of state; and 6 transferred to the Lawrence Public School system; LFDCS contacts parents annually to update our wait list. Only current, not cumulative, numbers are used.

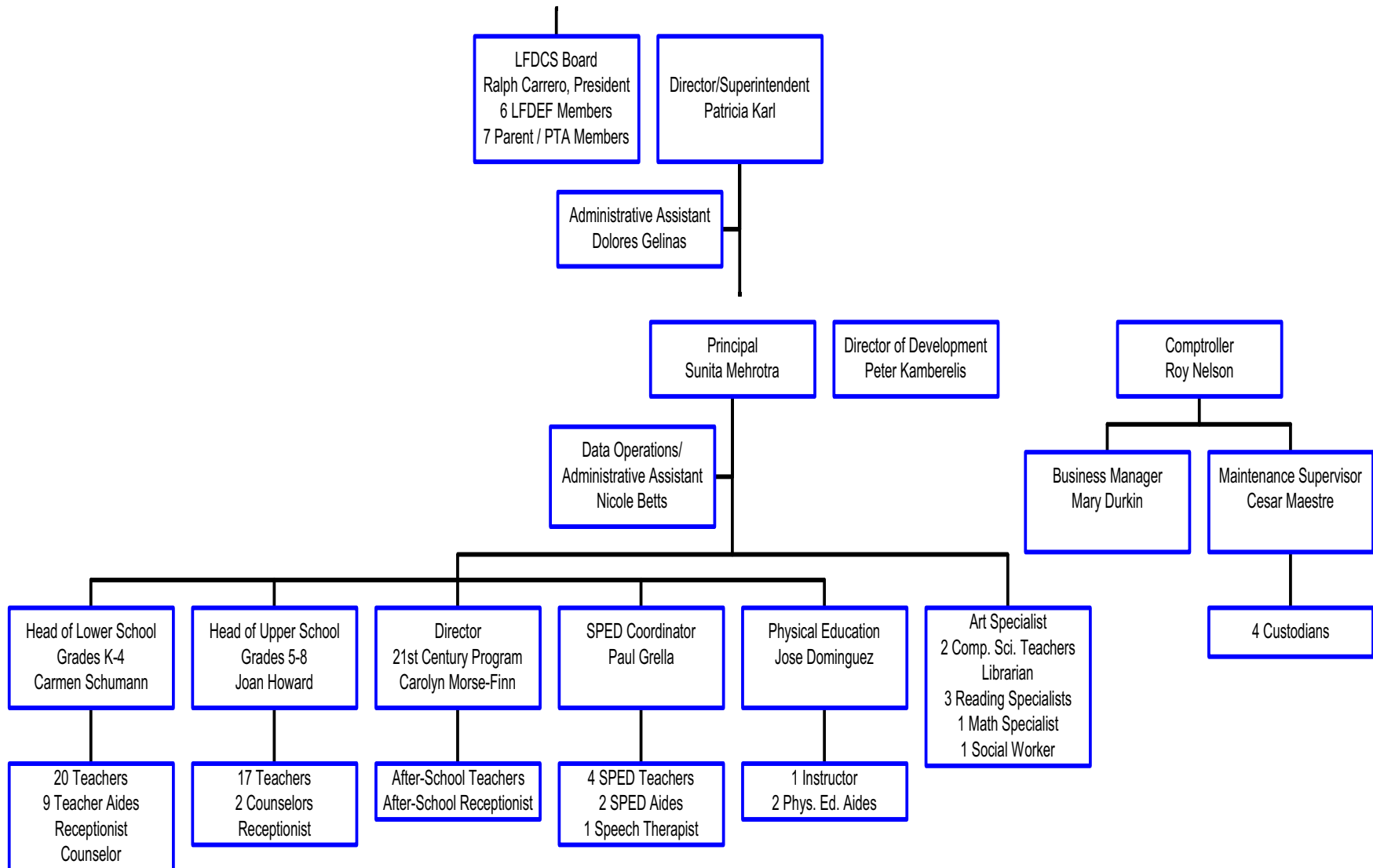
<i>Total Number of Students on the Waiting List</i>			
Grade	Lawrence	Methuen	Total
Kindergarten	25	0	25
First Grade	45	1	46
Second Grade	32	0	32
Third Grade	35	0	35
Fourth Grade	30	0	30
Fifth Grade	28	0	28
Sixth Grade	12	0	12
Seventh Grade	14	0	14
Totals	221	1	222

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Organizational Chart

Lawrence Family Development Charter School

2002-2003



Growth of Our School at a Glance

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Grades Served	K-3	K-4	K-5	K-6	K-7	K-8	K-8	K-8
Number of Students Enrolled	180	238	296	360	428	475	483	491
Number of Classrooms	9	12	15	18	23	27	29	29
Maximum Number of Students in Classroom	20	20	20	20	20	20	21	20
Number of Student Computers	19	24	27	50	59	71	84	84
Number of Students on Waiting List	90	165	216	111	111	198	139	222
Total Number of Teachers	11	14	21	26	31*	46	53.5	49
Student to Teacher Ratio (Professional Staff)	12 : 1	10 : 1	12 : 1	12 : 1	12.5 : 1	10.3 : 1	9:1	9:1
Student to Teacher Ratio (Class Size)	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%	22%
Percentage of Certified Teachers	44%	40%	59%	60%	52%	61%	67%	68%
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	\$31,615 - \$47,750	\$31,850-\$ 50,180
Average Per Pupil or State-Allocated Expenditure	\$6,125	\$6,242	\$6,398	\$6,723	\$7,312	\$8,069	\$8,635	\$9,795
Average Daily Attendance	96%	95%	95%	95%	95%	96%	95.8%	96%
Average Number of Students in Attendance	178.43	237.42	293.42	357.3	423.7	473.8	462.8	475.6
Students Receiving Special Ed. Services	3%	3%	4%	5%	7%	9%	12%	11%
Non IEP Students Receiving SPED Services	**	**	**	**	3%	2%	4%	4%

Student Performance

Academic Achievement – Assessment – Accountability

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.

Performance-based Evaluations

Accurate and effective student assessment is essential to determine progress toward standards. To ensure that all students gain access to instructional programs that best meet their needs and that students are on course to becoming literate and able participants in English-language classroom settings, LFDCS has utilized a combination of assessment practices. LFDCS uses standardized tests primarily for these purposes:

- ♦ **Screening and identification:** The Language Assessment Scales, an oral standardized test, is used to determine if students are eligible for special language and/or content area support programs. It is also used by the Special Education Department to determine if lack of student progress might be related to language acquisition issues.
- ♦ **Placement:** After the determination that students need extra help, various support programs are provided to help students come up to grade level participation. This could include referral to Title One tutoring, after-school assistance, or Summer Institute.
- ♦ **Reclassification:** The DRA Reading test is used to determine student progress and to determine if the student has gained the language skills and content area competencies necessary to benefit from instruction in grade level classrooms.
- ♦ **Accountability:** To guarantee that students attain expected educational goals or standards, including testing for placement in high school.
- ♦ **Curriculum Evaluation:** To identify strengths and gaps in curriculum and teaching materials and inform decisions on staffing, curriculum purchases, and necessary staff development.

Spring Testing

MCAS/Massachusetts Comprehensive Assessment System has increased its impact on school accountability and reporting practices. It has expanded from grades 4 and 8 to include differentiated testing at six grade levels. LFDCS continues to test all students annually to provide a consistent longitudinal picture of grade levels, student cohorts, and curriculum change.

The following is a vertical (grade level annually) and horizontal (student cohort grades 1-8) showing average grade-level scores in reading and math since spring 1997, our second year. While cohort scores do not account for either the variability of grade levels based on lottery selection or movement in or out by family transfers, they do provide a consistent focus on which to measure teaching effectiveness, student learning, and curricula strength or weakness.

Stanford 9 (NCE): Reading

YEAR	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. 7	GR. 8
1997	33	36	30	31				
1998	44.9	44	44	33	34			
1999	38.1	52.8	42	47	44	41		
2000	41.3	42	42.8	37	44	47	39	
2001	56.6	46.6	48.4	42.6	37	43	44	45
2002	46.8	51.8	47.1	44.6	42.8	45.5	41.9	49.9
2003	54.7	48.6	49	46.5	42.2	46.9	42.9	41.7
Change	+7.9	-3.2	+1.9	+1.9	-.6	+1.4	+1	-8.2

Stanford 9 (NCE): Math

YEAR	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. 7	GR. 8
1997	30	30	34	28				
1998	52.9	42	50	42	30			
1999	40.7	54.2	33	49	51	39		
2000	39.4	45.2	46.7	43	43	54	34	
2001	51.1	47.5	50.5	51	31	41	63	39
2002	35.4	45.9	51.5	52.5	45.1	41.5	36.5	64.4
2003	43.6	46.7	48.3	54.4	45.7	45.9	44.4	46
Change	+ 8.2	+ .8	-3.2	+ 1.9	+ .6	+ 4.4	+ 7.9	- 18.4

These charts indicate comparative progress at grade level, specifically noting the changes from the 2001-02 school year to the current 2002-03 year. With the exception of a significant decrease in comparing the two eighth grades, the picture is one of almost consistent upward trend. (Note: The eighth grade class of 2002 was a particularly strong student cohort with exceptional strength in math.) Although the current eighth grade math scores are lower than those in 2002, they represent almost a ten percentile gain for these students.

School-Wide Progress

A school goal has been to see the school-wide averages in all subject areas meet or exceed the 50th percentile for core subjects by the 2003-04 school year. This chart shows our progress toward this goal:

	1999-2000	2000-2001	2001-2002	2002-2003
Reading	41.8	45.4	45.1	46.6
Math	37.5	46.7	46.7	46.9

Results from the MCAS tests given in Spring 2002, reported in fall 2002, show improvement in every grade and subject area and strong progress in comparison with the public schools in Lawrence. The following successes should be noted:

Grade 4 ELA: 91% of our students passed, just *ahead* of state average (90%). Our score of 234 was 6 points *ahead* of all municipal public schools in the city.

Grade 4 Combined ELA/Math of 458 was *ahead* of all municipal public schools (449) and ranked 5th statewide for charter schools compared to local public schools.

Grade 6 Math at 221 was just into the passing average, but with 45% up from 19% in 2001.

Grade 7 English was at 233 with 73% passing--*ahead* of public schools at 230. Forty-one percent of our students scored in the *proficient* category.

Grade 8 Math score of 230 was only 2 points behind the state average of 232 and 12 points *ahead* of the local public schools at 218. More than one third of our students ranked *advanced* and *proficient*.

MCAS: Results by performance category for the past three years, as well as a comparison of school, sending district, and state average scaled scores are presented below.

3rd Grade Reading

Subject	Students Tested	Raw/ Scaled Score	%Proficient	%Needs Improvement	%warning Failed
2003	60		40	49	12
2002	59	25	36	54	10
2001	60	25	25	63	12

Third grade reading scores show an overall increase with the percentage of students scoring in the *warning/failed* category remaining constant and the percentage scoring *proficient* increasing from the 25th percentile to the 36th percentile to the 40th percentile.

4th Grade ELA

Subject	Students Tested	Raw/ Scaled Score	%Advanced	%Proficient	%Needs Improvement	%Warning Failed
2002	53	234	0	42	49	9
2001	56	230	2	23	61	14
2000	59	222	0	0	64	36

7th Grade ELA

Subject	Students Tested	Raw/ Scaled Score	%Advanced	%Proficient	%Needs Improvement	%Warning Failed
2002	34	233	3	41	29	26
2001	32	231	0	25	63	13

LFDCS is particularly pleased with the high rate of students passing ELA: Grade 4 -- 91%; Grade 7 -- 73%; and recent Grade 3 Reading scores showing 88% passing with 40% reading at a proficient level. LFDCS enrolls a student population that is 98% Latino with more than 90% entering with limited or no English skills. Student achievement in the MCAS, which compares against a statewide population of predominantly English speakers, shows the contribution of our dual language program building fluency and vocabulary in both languages.

Strategies to improve English Language Arts include:

- ♦ **Trophies Reading Program**, implemented in K-5, will include expanded materials and training through Reading First Grant.
- ♦ **Links Writing Program** gives students exposure to a variety of organizational charts for comprehension and writing. The school will institute Monthly Compositions as part of portfolio assessment and school-wide attention to curriculum outcomes.
- ♦ **Summer Academic Program**, small group instruction, targeted to students who have failed MCAS, using MCAS prep curricula.
- ♦ **Addition** of two Title One Reading Teachers to assess student progress and provide small group tutoring.

Grade 4 Math

Subject	Students Tested	Raw/ Scaled Score	% Advanced	% Proficient	% Needs Improvement	% Warning Failed
2002	53	224	0	6	60	34
2001	56	222	0	0	57	43
2000	59	217	0	7	32	61

Grade 6 Math

Subject	Students Tested	Raw/ Scaled Score	% Advanced	% Proficient	% Needs Improvement	% Warning Failed
2002	53	221	2	6	38	55
2001	37	217	0	0	19	81

Grade 8 Math

Subject	Students Tested	Raw/ Scaled Score	% Advanced	% Proficient	% Needs Improvement	% Warning Failed
2002	29	230	3	34	38	24
2001	32	216	0	0	9	91

As seen from these charts, LFDCS has differentiated progress in math instruction and learning. The spring 2002 math scores show a fourth grade class (66% passing) with one year using TERC, a research-based math curriculum introduced in fall 2001. Sixth grade shows very low scores with only 44% passing. New math curriculum and training had not been selected. Eighth grade math scores are stronger than any other grade. This was a particularly strong student cohort which benefitted from having the same math instructor from grades 4 through 8 who developed challenging lessons and individualized instruction as needed.

As an institution, LFDCS has initiated the following steps to address needed improvement in math:

- ♦ *Investigations by TERC* has been fully implemented by all K-5 teachers.
- ♦ *Connected Math* has been implemented in grade 6 and will be in grade 7 in 2003-04.
- ♦ All math instructors meet with Mimi Cooper, consultant through a NECC grant, to strengthen the mathematics program.
- ♦ All students enrolled in the Summer Institute had 1 1/2 hours daily for 6 weeks using MCAS math instruction material.
- ♦ LFDCS has hired one Title One math instructor to provide individual and small group attention. A second math instructor is our next priority.

A two-year comparison of the average scaled scores of LFDCS, Lawrence Public Schools, and the state average is shown below:

MCAS Average Scaled Score Comparison 2000-2002

2001	Gr. 4 ELA	Gr. 4 Math	Gr. 6 Math	Gr. 7 ELA	Gr. 8 ELA	Gr. 8 Math
Lawrence Family Development	230	222	217	231	231	216
Lawrence	228	223	219	228	232	218
State	239	235	233	239	242	233

2002	Gr. 4 ELA	Gr. 4 Math	Gr. 6 Math	Gr. 7 ELA	Gr. 8 Math
Lawrence Family Development	234	224	221	233	230
Lawrence	228	221	219	230	218
State	239	236	235	242	232

Student Performance Objective 2

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

At its founding, LFDCS chose a model of dual language acquisition for the dual purpose of enhancing the cultural heritage of its student majority and as a means toward enhanced cognitive development. Education research has shown that effective dual language programs, where students are taught by qualified native speakers in full immersion and sheltered immersion classrooms, increase the cognitive development of students. With more than 90% of incoming students at LFDCS speaking Spanish as the primary incoming language, we see the continued implementation of dual language as the most successful model to increase their ability to learn.

ASSESSMENT TOOLS

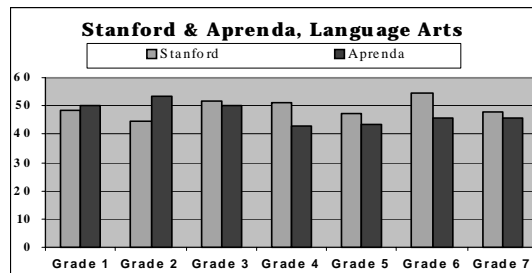
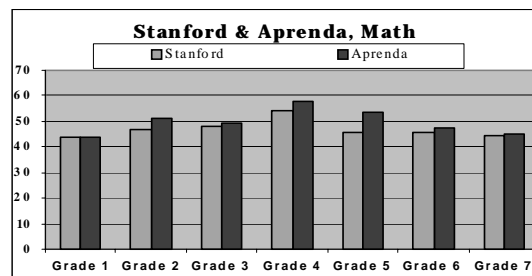
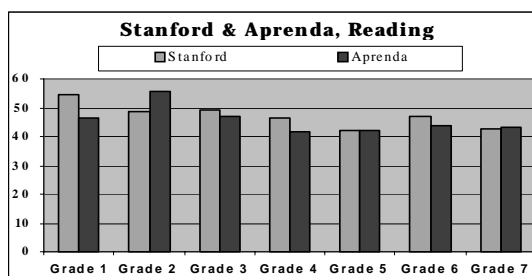
DIAL 3 (*Development Indicators for Assessment of Learning*): To assess incoming Kindergarten students, the school uses the Dial 3. Since the assessment can be given in English or Spanish, it allows us to determine each student's current level of learning as well as their dominant language.

Stanford 9/Aprenda: Aprenda is a norm-referenced battery of tests that are companion to the **Stanford 9**. This combination allows us to compare results between the two tests to evaluate student progress toward becoming fluent in both languages. These tests are administered at the end of the school year, starting at the Kindergarten level and going through grade eight.

The **LAS-O** (*Language Assessment Scales-Oral*) test is used by the Spanish-speaking Special Education teacher to identify the predominant language of children entering school in grades higher than first who are having difficulty learning. This test helps us determine whether the difficulties are caused by a lack of language skills or if we need to explore possible learning disabilities.

EFFECTIVE STRATEGIES

This year, we worked toward our goal of dual language acquisition by providing a daily one-hour class, instructing reading, grammar, and writing in the targeted language. Students are encouraged to speak in public. Throughout the grades, children read authentic literature; in seventh and eighth grades, they not only read Spanish literature, but they analyze and discuss it. This time is also used to develop greater knowledge of the diversity in Spanish-speaking countries. In grade four, students are asked to do research on a particular Latin American country and are asked to share their findings with the rest of the class—helping the children develop pride in Spanish authors and in their language.



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.

SUMMARY OF DATA:

An important goal of our school is establishing and maintaining a safe, healthy, and orderly environment for teaching and learning. As we have grown to include a larger student body and a wider age span, we have recognized the diverse issues requiring discipline, counseling, and prevention measures to meet these goals.

Central to establishing a culture of a respectful environment for learning is the seamless integration of programs that value and validate educational and support programs, thereby valuing the participants of each. The Student Support Center, Title One, Special Education, and After-School programs are recognized as necessary contributors to a full inclusion school. Each helps to establish an environment of community and discipline.

Student Support Centers

The emphasis at LFDCS is on respect--for self and others. The Student Support Centers serve specifically-identified students whose behavior of history or IEP plan warrants this intervention. If a verbal or violent outbreak occurs, the student is removed from the classroom (where he/she is a danger to others and has an audience) to the SSC where the atmosphere is calm and restrained. A team of pre-selected administrators, counselors, and the school nurse are available to support the SSC teacher who attempts to de-escalate the issue. When calm is restored, the teacher supervises the student for completion of academic work.

During 2002-03, the SSCs at both sites have been very effective in addressing individual issues and in reducing the amount of repeat visits for many students.

Inclusion Models and Teacher Assistance Team

The Special Education staff worked closely with Student Support teachers, school counselors, the nursing staff, and the school social worker to assist students whose behaviors interfered with their learning and the learning of their peers. These professionals worked collaboratively in meeting the academic, social, and medical needs of students in an effort to protect and preserve the integrity of the learning process and the learning environment.

The Special Education staff played an integral role in assisting regular educators with regular education students who were experiencing academic, social, emotional, or behavioral difficulties by suggesting various interventions or accommodations to be employed within the classroom. Teacher Assistance Teams (TAT), led by the school counselors, facilitated this process. In the event that interventions were ineffective, students were referred for Special Education evaluations when necessary. Other strategies were employed when students did not need a Special Education evaluation such as Student Success Plans, small group instruction, ESL classes, or counseling.

* * * * *

During the 2002-2003 school year, 5 students received in-house suspension, and 14 students received out-of-school suspensions due to various behavior issues such as hitting, fighting, swearing, being disrespectful toward a teacher, and throwing rocks. There were no expulsions.

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.

Andover/Lawrence Strings Program (Phillips Andover Academy)

This extraordinary program provided 32 of our students with music lessons by student musician-volunteers, along with violins and pianos to facilitate daily practice at home. There were four concerts held this year at Cochran Chapel, two in which the Andover students performed for our children and their families, and two in which our students performed for their parents. All members of this program are honors students in their grade levels. All eighth grade members applied to and were accepted at selective secondary schools.

Prep@Pingree (Summer SSAT prep for high-achieving seventh grade students)

This four-week academic and enrichment program prepared students to excel in the Secondary School Admissions Test. Seven LFDCS students attended during Summer 2002. All were accepted at one or more private or parochial schools; three were awarded full scholarships (\$30,000+ over four years) at private schools.

Northern Essex Community College Science Lab Partnership

The Northern Essex Science Department, in partnership with science teachers at LFDCS, provides weekly lab instruction on campus. Our students are highly motivated to study science and use the scientific method of inquiry. Additional grant funding by Verizon included seventh graders once each month. One hundred fifty-five students (98%) of grades 6, 7, and 8 participated in an inquiry-based science fair, using hypothesis guidelines from the Massachusetts Curriculum Frameworks. Five student science projects were selected to enter the Massachusetts Statewide Middle School Science Fair resulting in one third prize and three honorable mention awards.

Lawrence Youth Commission CityC.O.R.E., an Americorps program, led Youth Corps, an after-school community service program. Twenty-five seventh and eighth grade students participated in service learning programs, including Project LEER, after-school tutoring for primary grade students and as members of the *Green Team* environmental education and clean ups. Youth Corps members were evident by their leadership in all areas of the school and as members of the student council.

Adelante Youth Center has been a partner in academic and community service projects since our founding. It is the new site of our physical education program, a partner in Project Adventure trainings, and the after-school destination of many of our students. Three of our eighth graders earned four-year scholarships through the Project Adelante School Success program.

[**Merrimaction**](#), the volunteer program affiliated with **Merrimack College**, sent a student for the second year who devoted an afternoon a week to provide drama classes to students from grades 5-7. Group lessons and skill building activities lead students toward the goal of performing skits for their peers.

[**The MVCBA**](#) (Merrimack Valley Catholic Basketball Association) made it possible for our students to join in the full-fledged action of a small-school league. Our 5th and 6th grade boys' and girls' teams and our 7th and 8th grade girls' and boys' teams participated in our most active basketball season to date. This year we celebrated the first year of girl's basketball and look forward to many more! We finished the season with a full weekend at the second Charter School Basketball Cup tournament at the Parthum School in Lawrence, playing students from charter schools throughout the commonwealth. Go LFDCS Wolves!

[**Project Adventure**](#) is a program that develops skills for resilience in middle school age students. In its second year here at LFDCS, at least seventeen 7th and 8th grade students met once a week for two hours as they experienced activities meant to develop caring and support of their peers, problem solve as a team, and set goals critical to their lifelong development. Several of our eighth grade graduates completed two years in the program and enjoyed several leadership training days at the Moraine Farm Challenge Course in Beverly, MA, school-year overnight camping and week-long summer camping, and community service projects. Thanks to a generous grant, we were able to purchase equipment, books and training for many staff members. A trainer came from the Project Adventure Organization on three different occasions to train instructional aides and City C.O.R.E. volunteers for the *Peaceable Playground Program*, initiated to inspire adults supervising recess to lead non-competitive games and activities on the playground. We look forward to seeing our middle school students on a PA video giving them the opportunity to tell how Project Adventure has affected their lives. We are all thankful for the continuing training and opportunities that PA brings to LFDCS.

[**The Spar and Spindle Girl Scouts**](#) of North Andover drew 25 enthusiastic 5th and 6th grade girls for two, six-week sessions. The community leader used a curriculum that encourages girls to explore many areas of their lives and grow stronger. Several organizations serving girls organized two *Girls' Zone* events—a day of presentations, dance, and chat groups at the YWCA of Lawrence and a day at the outdoor adventure/challenge course at Camp Maude Eaton in North Andover. Several 5th and 6th grade girls formed our first Girl Scout Troop, # 9722, and participated in an overnight lock-in at the YMCA-North Andover with area troops. Two staff members took the basic *leaders training* to help girls work toward badges in Girl Scouting in the US, First Aid, and Sports. We are proud of the six girls who bridged from junior to cadet in the special ceremony held in June and those that became *girl leaders* and invested additional training to lead their peers in several activities.

[**Tufts University Omidyar Scholar**](#) students came to LFDCS as a part of the University College of Citizenship and Public Service program to offer Fun Fridays—a wide array of enrichment classes. For five fun-filled Fridays, over 15 students came to share their talents and teach our students French, cooking, photography, drama, big art, and dance.

[**The Methuen Karate Association**](#) has created a special after-school program with two teachers working with students in grades 2 -7 encouraging physical endurance and discipline in learning the meaning of self defense. This year instructors came to the Upper School for the fall term and to the Lower school for the winter and spring terms. Two demonstration sessions were held at the end of each session for parents and peers to see the progress made by the Karate students.

The Guidance Placement Program – Paths for their Futures

The Guidance Placement Program celebrated its third anniversary with impressive outcomes. Eighth graders achieved an overall 88% acceptance rate to private high schools with 53% obtaining financial aid and/or scholarships. Students initiated their hard work in the summer of 2002 by attending two preparatory programs—the Summer SSAT Prep Program here at LFDCS and Prep@Pingree in Hamilton. These programs served to initiate students to the complex process of being accepted at college preparatory high schools, including the taking of entrance exams, completing applications, conducting interviews, and submitting grades and letters of recommendation. Students received intensive instruction in Language Arts and Mathematics to help ensure successful outcomes to the entrance exams. They were also encouraged to apply to many private high schools such as Proctor Academy, Concord Academy, The Pingree School, Noble & Greenough, Brewster Academy, Phillips Academy, Kimball Union Academy, and The Putney School. During the fall, many guest speakers from parochial and private independent high schools came to talk to eighth graders about the expectations of private schools.

The placement program conducted nineteen group sessions after school twice a week for two hours to help students complete applications and edit essays. Three special meetings informed parents of the admission and financial aid processes and provided them with information on the overall progress of their children. Students were interviewed individually at least three times to monitor their academic and admission progress. Eighty-one applications were submitted to parochial, private independent high schools, vocational schools, and other schools of choice.

Financial Assistance

In order for students and parents to believe in the possibility of private school admission, sufficient financial aid must be obtained. This year, forty-five waivers were granted to cover application fees, entrance test registration, and financial aid reports for a total value of \$1,726. Additionally, our students received a total of \$109,000 in tuition assistance and scholarships. Three students obtained full financial aid for a total of \$94,000.

ACCEPTANCE RATE	2000-2001	2001-2002	2002-2003
Parochial High Schools	7 / 19 = 37%	12 / 19 = 63%	13 / 16 = 81%
Private High Schools	1 / 7 (waitlisted) = 14%	3 / 5 = 60%	6 / 10 = 60%
Vocational Schools	6 / 7 = 85%	8 / 8 = 100%	10 / 14 = 71%

ENROLLMENT RATE		SCHOOL PLACEMENT	
Parochial High Schools	6 / 16 = 38%	Central Catholic High School Lowell Catholic High School Presentation of Mary Academy	4 1 1
Private High Schools	4 / 10 = 40%	Proctor Academy Noble & Greenough The Putney School Community Christian Academy	1 1 1 1
Vocational High Schools	10 / 14 = 71%	Greater Lawrence Technical School	10
Other		Lawrence Public Schools ** Out of State	8 3

**Three students are still waiting for vocational school acceptance results.

The Summer Institute: Targeted Opportunities to Bridge School Years

The Summer Institute was created to fill the need for all LFDCS students to enter the next grade with the skills and abilities needed to be successful. This year, 130 students from Pre-Kindergarten through grade eight attended the program. Student selection is based on the results of standardized tests (MCAS and Stanford 9) along with teacher assessment.

The Summer Institute combines an extensive academic program from 9:00 a.m. – 12:00 noon with an after-noon enrichment program from 12:00 noon till 3:00 p.m. This summer, students were provided with new materials from Steck-Vaughn “designed to measurably reinforce and enhance reading and math skills and improve performance by blending proven learning strategies with high interest, appropriately challenging content.”

The enrichment program included karate lessons, Hip-Hop dance lessons, cooking and nutrition, volleyball, croquet, computers, walking trips to the public library, rocketry, games, swimming, Girl Scouts, Project Adventure and Travel Club.

The Summer Institute Program maintains intense academic achievement, a high rate of attendance, 100% participation, homework, and outside reading. Class sizes are small with a 6:1 student/teacher ratio, which enables us to provide individual instruction and close supervision of progress. The teaching staff is composed of current LFDCS teachers as well as outside educators who bring their educational skills and creative abilities to help create a dynamic professional team.

SSAT Prep is a four-week program involving intensive math preparation and vocabulary development for high-achieving 7th graders to assist in their preparation and application to private high schools. This program partners with the YWCA *Summer Travel Club*, connecting the students to enriching and educational field trips. This year, six of the seven participating students applied to private high schools, and five were accepted.

21st Century Partnership enables LFDCS to offer after school and summer programs as part of the *21st Century Learning Center* concept in partnership with the Lawrence Public Schools, Northern Essex Community College, and the YWCA of Greater Lawrence.

Kindergarten Prep is a four-week program for 20 of the incoming 60 kindergartners to introduce those who have not attended a pre-K program to the social and academic expectations of formal schooling.

Prep at Pingree enrolled six LFDCS high-achieving students to participate in a 6-week academic enrichment program designed to improve their math and English skills. Students also participated in enrichment activities such as sports, field trips, and school visits. All six participating students were accepted at either parochial high schools or private independent high schools. Out of the six, four (67%) are currently enrolled for this fall in private high schools including Central Catholic, Presentation of Mary, Noble & Greenough, and The Putney School.

Camp Marist provides camp scholarships enabling 15 students in grades 4-8 to spend two full weeks in various outdoor adventures in New Hampshire. Additionally, one boy was awarded The Fr. Terry Atridge Scholarship which allows him to attend camp for 3 additional weeks in August.

Camp YWCA is a weekly summer program providing 50 students the opportunity to enjoy recreational swimming at the local YWCA.

MSPCA Summer Camp offered 15 students the opportunity to care for horses, pigs, birds, dogs and cats at the animal shelter in Methuen. The two-week session provided them the opportunity to enjoy hands-on activities as they cleaned animals and cages, walked and fed animals, and learned about adoption and commitment to all creatures great and small.

B. SCHOOL PERFORMANCE

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.

Writing, designing, and implementing curriculum works best when teachers are directly involved in the process. While this may be a slow process, it is the most effective way to support ownership and to connect to expected benchmarks. Designing the assessment program gives teachers the means to connect their teaching practices to documented learning results.

- 1) Training was held for the curriculum team with K-5 grade-level representation and grade 6-8 content area representation in standards-based education. Teachers put together grade-level standards for each content area and mapped the standards--both skills and content--into curriculum units for both Science and Social Studies, identifying essential questions for each unit and content to be taught within the unit. Most of the grade-level units were for ten-week periods and will be used to create lesson plans for future implementation. Unit Planning and Lesson Plan creation was supported at the staff development held on the last day of school.
- 2) The curriculum team identified the need for integration of disciplines and sharing of responsibility to support skills and content across disciplines. The team worked to identify and map, by grade level, responsibilities as follows:
 - ◆ **IB:** Introduce and Build upon skills/knowledge
 - ◆ **M:** Mastery of skills/knowledge
 - ◆ **SE:** Support and Extend skills/knowledge

The resulting Scope and Sequence gives teachers focus and support in improving student learning and raises expectation for all students. All teachers attending the final day of staff development collaborated across grade levels to identify and agree upon grade-level responsibilities and expectations. Benchmarks are in place and will be an essential part of the assessment program designed by the Assessment Team.

- 3) In assessing student progress on standardized tests, LFDCS has identified the serious underpreparedness of entering kindergarten students as a factor requiring attention and interventions. In the previous two years (2000 and 2001), LFDCS created a K-1 transition class to identify kindergartners who were not ready for first grade and instituted Kindergarten Prep, a four-week program for students who did not pass the early spring screening. While each of these interventions has been beneficial for selected students, the school decided to address curriculum and teaching strategies for the incoming kindergarten classes.

Ms. Carolyn Morse-Finn, Director of the Extended Day/Extended Year Program and a member of the school's administrative team, served as mentor/curriculum director for kindergarten. Montessori trained and certified, she helped teachers create child-centered activities to balance the academic activities of

one class. Twice-weekly meetings allowed for curriculum review, goal setting, training in daily observations as assessment upon which to create lessons and intentional shifts in philosophy. Facilitator and teachers created new lessons to meet curriculum standard which balanced adult-directed instruction with child-centered exploration.

- 4) All teachers K-4 participated in a three-month planning process leading to our school's application for a Reading First grant. In concert with the school's superintendent, principal, and development director, teachers participated in a survey of attitudes, skills, and materials, as well as grade-level and group meetings to establish criteria for enhanced reading instruction in the lower school. Staff consensus was to retain *Trophies* as the strong, research-based phonics reading program and establish priorities for supplemental materials, library, and parent literacy resources and needs for professional development. This work resulted in well-informed reading teachers, the creation of a Reading First Vision Team, and a successful application to D.O.E. LFDCS has recently hired an experienced reading educator to lead this project and expects strong reading gains in the coming years.
- 5) All members of the eighth grade instructional team, led by the Placement Counselor, evaluated and strengthened rubrics and guidelines for the Eighth Grade Portfolios and public presentation—a graduation requirement. Designed in 2001 for our first graduating class, the utilization of portfolios as a formative assessment tool is most clear at eighth grade. Staff reviewed guidelines prior to the start of the school year and met with students and parents to clarify the process and importance of developing a portfolio of selected work with reflections on why each was chosen and the importance of what was learned. Portfolio presentations have become a rite of passage for our eighth graders who receive input from peers, parents, and support staff as they document their years at LFDCS.
- 6) As a continuum of services, the Special Education staff has added to the program an alternative method of performance for standardized tests such as the Stanford and the MCAS. In particular, when certain testing accommodations are clearly ineffective due to the nature and complexity of a student's learning disability, alternative assessment in the same subjects for which their grade-level peers were scheduled must be employed. Alternative assessment consists of a portfolio of materials that measures a student's knowledge of the key concepts and skills outlined in the learning standards of the Massachusetts Curriculum Frameworks. This method of assessment not only alleviates the unnecessary pressure and anxiety that students endure each testing cycle but is a more reliable indicator of what the student has learned during the course of the academic year.

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.

Children work successfully toward goals and values when they recognize that the attitudes and expectations of both home and school overlap. Children's academic achievement improves when families demonstrate their connection to school goals by encouraging their children's intellectual development, studying with them, showing approval of school activities, and respecting their children's efforts. The partnership of home-school-community will foster trust in and support for one another. Parents, teachers, and other partners in the community will learn from one another and support the academic achievement of the children in a united and positive way."

Charter School application 1995

Our Expectation

Lawrence Family Development Charter School was founded in partnership with parents and has centered its model on involving parents in the education of their children. We actively practice that parents are a child's first teacher and provide directed and ongoing training to assist in their continuing in the role of educator throughout the school years.

All parents are expected to participate by supporting the educational development of their child and to collaborate with the school in the development of policies and programs that advance the mission of the school and academic achievement of our students.

Practices and Outcomes of Parent Involvement at LFDCS

Governance: Parents serve as members of the School Site Council and the Board of Directors of our school. Parents represent 50% of the membership of the School Site Council which, along with teachers and the school principal, prepare and recommend the annual school improvement plan. The SSC actively planned family activities and fundraisers to support our mission, underwrite cultural events, and endow a scholarship.

Parents comprised 66% of the Board of Directors, including the Board President. They are effective and knowledgeable of school issues and consistently request information and documentation to inform votes on policies and hiring.

Kindergarten Parent Orientation

Parent interviews and new kindergarten student screening was held in April to orient parents to the expectations and policies of our school. At individual interviews with teachers and the Head of Lower School, parents were informed of our expectations for student work and parent participation and how the mission, policies, and programs assist with the development of their family.

MCAS Test Parent Workshops

The Home-School Coordinator and Head of Lower School prepared a series of informative workshops for parents to inform them of the various types of testing during April and May. Together, they explored different strategies to help students during the testing period.

Family Resources

LFDCS provides access to information and resources for all families, particularly immigrants and newcomers facing the poverty of economics, education, and experience that can make transition into the community difficult. As our mission states, parents are a vital link to the success of our school. Whether as members of our Board of Trustees or the School Linked Services Program, as volunteers in the classroom, on a field trip, or with a fundraising initiative, parents are expected to be active participants in the education of their children.

Parent Involvement Survey Results

During the 2002-2003 school year, LFDCS completed the research phase of a statewide parent involvement survey with 25 Massachusetts charter schools participating. The survey was designed to identify the most effective strategies for increasing parental involvement in children's education. We undertook this project because we believe parental involvement is strongly connected to improvement in student achievement, attendance, attitudes, and behavior. It also improves parent-child communication. The best practices identified by charter school parents, teachers, and administrators are now being shared with all charter and traditional public schools to help them achieve a higher level of parental involvement.

While almost 1,000 surveys were completed statewide giving us an excellent sample of the thinking on this important subject in the charter school community, this report highlights the results obtained from 182 Lawrence Family Development Charter School parents, teachers, and administrators. Eighteen parent volunteers were trained to conduct one-on-one telephone interviews and completed 140 parent surveys over a two-week period.

The survey consisted of thirty-eight (38) opinion questions and the collection of personal information needed to develop a profile of the respondents. The opinion questions address the following topics: Parenting Skills/Family Services, Communication, Volunteering, Learning at Home, Decision Making, Collaborating with the Community, and Obstacles to Parent Involvement.

LFDCS Survey Highlights

- Over 90% of respondents indicated their support for establishing a resource center in charter schools to provide information, materials, and resources for parents and the community.
- Eighty-nine percent believe charter schools should offer courses on parenting skills.
- Ninety-one percent agree that charter schools, parents, and students should sign a contract stating everyone's role in a student's education.
- Sixty-nine percent of parents favor monthly parent-teacher conferences.
- Almost ninety-four percent of respondents want frequently-scheduled meetings open to all parents to discuss issues and concerns.
- Ninety percent think charter schools should provide a full-time coordinator to actively encourage, nurture, and manage parent involvement. Almost 93% want to see expectations for parent involvement stated in a written policy.
- Ninety-five percent agree that charter schools should offer workshops to teach parents specific strategies to help their children learn.
- For important school policy decisions, over 80% of respondents believe parents should be equal partners or asked for input.
- Ninety-two percent support the idea of students doing community service as part of their learning experience.

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.

The Lawrence Family Development Charter School recognizes the triad partnership of family-school-community in developing the objectives and design of our school.

Charter Application 1995

Administration and staff will develop partnerships with educational, cultural and business institutions whose resources are compatible with our school's mission of strengthening family life and/or provide opportunities for enriching the educational and personal development of our students and staff.

Rechartering Application 2000

In addition to the partnerships, which expand and enrich the curriculum for our students, LFDSC is supported by partnerships to improve teacher effectiveness and parent/family development. During the 2002-2003 school year these included:

NELMS—The New England League of Middle Schools entered into a two-year contract to review our curriculum and in on-going meetings with staff, will publish a K-8 curriculum aligned with and drawn from the Massachusetts Curriculum Frameworks, grade level benchmarks (K-8) by which staff and parents can identify and track skills to be introduced and mastered, and a scope and sequence chart identifying the units of study.

Northern Essex Community College sought grant funding from Verizon to underwrite a second year of on-going staff training in math instruction for our teachers. This partnership recognizes flat performance in math in Stanford and MCAS tests and has provided school year and summer professional support to best implement TERC (K-5) and Connecting Math (6,7,8).

Northern Essex Community College in partnership with Middlesex Community College sought federal funding to establish a center for educating paraprofessional staff under the requirements of No Child Left Behind. Nine of ten paraprofessionals at LFDSC are enrolled in "Seeding Success", a multi

year directed program specifically planned to increase English language fluency for Spanish-speaking teacher year directed program specifically planned to increase English language fluency for Spanish-speaking teacher aides and introduce them to six core courses leading to an Associate Degree.

The University Extension Service of UMass Amherst has provided staff to come into the school to teach The Youth Nutrition Education Program. Funded by the USDA Food Stamp Program, children of many different grade levels and their parents were served. The Pre-K and Kindergarten students were taught tasting and vocabulary-building lessons from the "Five a Day-Let's Eat and Play," while students in grades 1-7 enjoyed cooking through the "Eat Smart-Play Hard." Parents were also able to take a 12-hour nutrition and cooking class through the "Expanded Food Nutrition Education Program," resulting in fifteen parents receiving their EFNEP Certificate. Nutritionists and summer interns in our classrooms have been a valuable resource that influence awareness and improved eating habits in the home and at school.

City C.O.R.E. (Community. Organizing. Revitalizing. Educating) is an AmeriCorps program sponsored by the Lawrence Youth Commission and Lawrence Family Development & Education Fund, Inc. City C.O.R.E. prepares young adults to assist teachers in the classroom and other school programs. This particular program makes a tremendous difference in our school by setting examples of leadership and community service for our students. City C.O.R.E. members served as invaluable classroom assistants in ten LFDCS classes, and contributed their personal talents to our After-School Program through homework assistance and enrichment classes such as Youth CORE encouraging community service, art, chorus, drama, Girl Scouting and Project LEER, a program that promotes the successes of reading from older 7th and 8th grade students to younger elementary-age students. During the 2002-2003 school year ten City C.O.R.E. members provided assistance to 200 students. They organized service-learning activities reaching over 80 Upper School students—encouraging the ethic of service.

Maria del Pilar Quintana Family Center—adjacent to our school is an integral partner in providing adult education for parents of our students and the broader community. Through the Quintana Center parents can enroll in basic and intermediate English-as-a-Second Language and U.S. Citizenship courses. These courses represent a direct effort to “Family Development,” the core of our school’s name.

Parents who learn or improve English language skills are more readily employed or advanced at work—reducing poverty for our families and more proficient in assisting their children with homework—resulting in student achievement. Attaining citizenship enables families to have a voice in their government—particularly at the local level, thereby improving this community. During the 2002-2003 school year 510 parents and other community members were enrolled in courses at the Quintana Family Center.

Jumas.Com is a bilingual computer education center that provides introductory computer instruction at our school for parents at half cost. LFDCS raises the necessary funds to encourage parent learning of computer skills—supporting homework and employment. During the 2002-2003 school year 12 parents and other community members completed computer training through this partnership.

Financial Information -- (unaudited)

STATEMENT OF REVENUES AND EXPENDITURES

Revenue

Tuition	\$4,509,157
Grant Income	794,757
Contributions	75,650
Special Events	9,835
Interest Income	62
Miscellaneous Income	<u>61,329</u>
Total Revenue	\$5,450,790

Expenditures

Salaries	\$2,912,242
Benefits & Payroll Taxes	476,012
Contracts & Fees	552,050
Office Expenses	59,215
Occupancy	631,365
School Supplies & Equipment	211,996
Professional Services	252,334
Other	<u>26,858</u>
Total Expenditures	\$5,122,072

Total Revenue Over Expenditures \$328,718

Private Funds Received

LFDCS received more than \$75,000 in private funds during the 2003 school year. The programs funded included: After School, Summer School, Artist in Residence, Director of Development, Placement Director, and Graduation. A list of our supporters is detailed on the following page.

BALANCE SHEET

Assets

Cash	\$1,391,440
Grants Receivable	26,776
Other Receivables	2,981
Prepaid Expenses	989
Equipment - Net	<u>17,998</u>
Total Assets	\$1,440,184

Liabilities

Accounts Payable	\$103,133
Accrued Expenses Payable	397,951
Deferred Revenue	<u>60,845</u>
Total Liabilities	\$561,929
Total Net Assets	<u>\$878,255</u>
Total Liabilities and Net Assets	\$1,440,184

Public Funds Received

Title I & Title I Support	\$377,429
21st Century	228,000
Charter School Facilities	64,874
SPED 94-142	35,704
Charter School Dissemination	<u>88,750</u>
Total Public Funds Received	\$794,757

Financial Information -- continued

APPROVED BUDGET FY 2003

Revenue

Tuition	\$4,577,760
Grant Income	737,500
Cash from Net Assets	220,000
Miscellaneous Income	____ 60,000
Total Revenue	\$5,595,260

Expenditures

Salaries	\$3,145,818
Benefits & Payroll Taxes	694,406
Contracts & Fees	594,288
Office Expenses	147,500
Occupancy	684,500
School Supplies & Equipment	90,000
Professional Services	217,000
Other	____ 20,500
Total Expenditures	\$5,594,012

Total Revenue over Expenditures \$1,248

With sincere appreciation to all who helped our school to grow

Anonymous
Josephine Russell Trust
Mass. Charter School Resource Center
Mass. Charter School Association
Marist Volunteer Program
Camp Marist, Ossipee, NH
Doherty Insurance Co.
GenCorp
Banknorth
First Essex Bank
Northmark Bank
Phillips Academy Community Service
Pingree School/Prep@Pingree
Merrimack College/Merrimacktion
Northern Essex Community College
Summer in Greater Lawrence Donor's Collaborative
Mass. Service Alliance/AmeriCorps
The Charlotte Home
Merrimack Valley Community Foundation
Abbot and Dorothy H. Stevens Foundation
Nathaniel & Elizabeth Stevens Foundation
Webster Family Foundation
E. Haffner Fournier & Staff
The White Fund
Forest Foundation
The TJX Foundation
Highland Street Connection
McCarthy Family Foundation
Massachusetts Department of Education
George H. & Jane A. Mifflin Memorial Fund
Telephone Pioneers of America, Ch. 131
Simon Youth Foundation
Quintana Associates, Inc.
Spar & Spindle Girl Scout Council
LFDCS Parents' Association
Walsh & Co. Accountants
Project Adventure
JENJO Foundation
I Have a Dream Foundation
Adelante Youth Center
Essex County Community Foundation
Catherine McCarthy Memorial Trust
Charles G. Pringle Foundation
Clipper Ship Foundation
L.G. Balfour Foundation/Fleet Bank
Nathaniel and Elizabeth Stevens Foundation
United Way of Merrimack Valley

Governance

August 2002—Redefined use of personal days for school staff. Adjusted for use with two days for undefined personal days and three for bereavement/funeral days for family members.

November 2002—Acknowledged requirements of No Child Left Behind apply to our school as a Title I recipient. LFDACS will advise all professional and paraprofessional staff of federal requirements of NCLB and implications on required degrees and evidence of English language fluency.

December 2002—Approved the Beginning Teacher Induction Program as required by the Department of Education prior to submission to DOE. Will provide orientation and training to new teachers to assist them in the practice of classroom teaching.

January 2003—Adopted a policy amendment to the school's pregnancy policy to meet requirements under the Civil Rights regulations of DOE. The guidelines remind staff of the need/right of students to confidentiality; the need/right of parents to be informed by the school in matters relating to their children, and the obligation of the school to respect/protect the needs/rights of students and parents.

February 2003—Adopted a non-discrimination notice and civil rights and safety information as required by the MADOE. The policy defines responsibilities of school personnel and students in relation to witnessed or reported bias and identifies steps for referral to law enforcement, record keeping, and dissemination of information. The policy identifies consequences for civil rights violations and failure to act as reported and designates a Civil Rights Administrator at the school. All information will be included in the Teachers' Handbook for the 2003-2004 school year.

March 2003—Approved a policy allowing for the self-administration of medications as recommended by new public health policies. LFDACS will insure age appropriate students will be allowed to self-administer medications including breathalyzers for asthma with the written consent of the medical provider on an approved form.

March 2003—Certified, "LFDACS has no policy that prevents or otherwise denies participation in constitutionally-protected prayer in public elementary and secondary schools, as detailed in the guidance provided by the U.S. Secretary of Education."

April 2003—Approved a revised District-Wide Student Success Plan incorporating plans for student identification, analysis of assessment data, use of individual Student Success Plans and instructional support strategies, parent outreach, and evaluation.

May 2003—Board approved a Section 125 Amendment to allow employees to drop out of a pre-tax plan at any time rather than at limited times as currently specified.

Dissemination

“... evidence that the charter school is developing or has provided models for replication and best practices in education.”

Charter School Legislation

PARENTAL INVOLVEMENT BEST PRACTICES

During the 2002-2003 school year, we completed the research phase of a project designed to identify parental involvement best practices employed by charter schools in Massachusetts. Twenty-five (25) schools participated and almost 1,000 surveys were completed. We believe parental involvement is strongly connected to improvement in student achievement, attendance, attitudes and behavior; and wanted to document the strategies used by charter schools to achieve a high level of participation.

Our findings are now being disseminated through the publication and distribution of a Best Practices Manual. We have also planned and will facilitate a parental involvement seminar on October 1, 2003 that is open to all charter school and traditional public school teachers, administrators, and parent volunteers. The seminar will feature expert speakers and a series of workshops facilitated by staff and parents from a number of charter schools employing successful parental involvement strategies. Additionally, we are establishing a web-based information linkage that will include our Best Practices Manual and other information on this important topic.

This project was funded through a competitive grant from the Massachusetts Department of Education's Charter School Office.

CORNERSTONES FOR SUCCESS

In 2002, the Massachusetts Charter School Association awarded the Lawrence Family Development Charter School a competitive grant under the Exemplary Whole School Model Dissemination Program. This funding allowed us to write a professional quality paper describing the combination of factors that make this school successful. The manuscript entitled *Cornerstones For Success* covers a wide range of subjects including the history, vision, goals and objectives of the school. Detailed information about our Dual Language Enrichment Model, After School and Summer Institute Programs, Curriculum Development, Counseling & Support Center Services, the Special Education Program, Guidance and Placement Services, Family Resources and Enhanced Parental Involvement, Community Partnerships, and Staff Professional Development is included to help enlighten the reader. The paper concludes with a discussion of our school-wide assessment efforts and an analysis of our current status.

A team from LFDCS comprised of the Superintendent, the Principal, the Head of School, the Director of Development, and teachers were invited to facilitate a panel discussion on our whole school model at the Massachusetts Charter School Association's Annual Showcase held at the Boston Renaissance Charter School on March 29, 2003.

The full manuscript is now available at the Massachusetts Charter School Association's website. You may also request a hard copy by contacting the Lawrence Family Development Charter School's Development Office.

List of Staff Members

Teachers			Years of Service		
Grade	Name	Certification	Degree	LFDCS	Total
K	Ana Romero		LL.M.	2	5
K	Carmen Maldonado		B.S.Ed.	1.5	1.5
K	Claribel Melendez	Pre-K/SPED	B.A.Ed.	1	6
1	Elsa Arias	Elem. (1-6)	B.S.Ed. Elem.	8	19
1	Kelly Sullivan	E.C. K-3 (prov)	B.S.Ed.	2	2
1	Stephanie Raphael	E.C. K-3	B.S.Ed.	2	2
Trans.	Susan Forrest	Elem. (1-6)	M.Ed. Elem.	5	6
2	Brenda Burns	E.C. K-3	B.A. (+21)	2	2
2	Crystal Chambers	Elem. (1-6)	B.A.Ed. E.C.	1	1
2	Emily Fuller	Elem. (1-6)	B.S.Ed. Elem.	1	2
3	Jennifer Ryan	Elem. (1-6)	M.Ed.	6	7
3	Katie Neylon	Elem. (1-6)	B.S. Psych.	2	2
3	Kimberly Sweet	Elem. (1-6)	M.Ed. SPED	1.5	4
4	Julie Goldbaum	Elem. (1-6)	B.S.Ed.	1	3
4	Meghan Schena	Elem. (1-6)	B.A. English	2	2
4	Susan Burgett	Elem. (1-6)	M.Ed.	4	11
5	Amy O'Brien	Elem. (1-6)	M.Ed. SPED (enr)	2	3
5	Lisa Rivers	Elem. (1-6)	M.Ed.	1	0.5
5	Sara Hoomis	Elem. (1-6)	B.S.Ed Elem.	3	3
6	Lee Johnson	Middle (5-9)	M.Ed. Curriculum	2	4
6	Patricia McGonagle	Middle (5-9)	B.S.	1.5	5
6	Shirley Daniels	Elem. (1-6)	M.Ed. Curriculum	3	9
7	Grace Davenport		M.Ed.	1	3
7	Paul McCarthy		M.Ed.	1	4
7	Samuel A Bragg	Hist. (5-12)	M.Ed. Curriculum	2	3
8	Kelly Moriaty		B.A.Ed. Elem.	1	5
8	Sudha Dharmaraj		M.A.	1	1
7-8 Sci.	Clayton Groves			3	3
Span.	Claribel Cabral		B.A. Span. Lit.	1	1
Span.	Cruz M. Figuereo	Span. K-12	B.S. Comp Eng	3	3
Span.	Elizabeth Zurita		B.A.	4	4
Span.	Maria Ramos		B.S. Psych.	4	9
Span.	Rudy Jaime	Middle (5-9)	B.A. Span. Lit.	3	3
Span.	Tomasa Cruz		B.A. History	2	4
Rdg.	Joanne Coburn		M.A.	1	1
Rdg.	Kristin Nelson	Elem. (1-6)	M.A.	1	3
Rdg.	Yasnanhia Cabral	Elem. (1-6)	M.Ed.	0.5	0.5
Math	Donna Carbone		M.Ed. SPED	2	8
Art	Rebecca Kowalski	Elem. (1-6)	B.A. Studio Art	2	4
Computers	Asia Zak			0.5	0.5
Computers	Stanley Froncki	Certified	B.A.	3	6
Library	Amanda Murphy	Certified	B.S. Spanish	5	6
Rsrc.	Natalia Elias Calles	Counseling	M.A.	2	2
Rsrc.	Theresa Pouliot	Certified	M.A. (enr)	2	5
Phys Ed	Jeffrey Fortier	Certified	B.S.	1	1

Professional Support Staff

Guid/Plcmnt	Kretcha M. Roldan		M.A.	3	
Counselor	Angel Morse	Elem. (1-6)	M.A.	1	6
Counselor	Jennifer Novick		M.Ed.	2	7
ScIWrkr	Jody Dominguez		B.A.	2	2
SPED	Anna Cappello	Elem. (1-6)	M.Ed. SPED	0.5	0.5
SPED	Debra Martin	Elem. (1-6)	B.S.	1	1
SPED	Jill Boehler	Elem. (1-6)	B.A.	2	2
SPED	Lisa Conran	Elem. (1-6)	B.A.Ed.	1	1
SPED	Miryam Hernandez		B.S. SPED	2	11

Instr'l Learning Assts	Grade
Maria Espinal	Kindergarten
Dilsa Toribio	Kindergarten
Belkys Sosa	Kindergarten
Marta Rentas	Kindergarten
Altagracia DePena	1st Grade
Maritza Perez	2nd Grade
Michael Camacho	2nd Grade
Milady Deschamps	3rd Grade
Santa Howard	4th Grade
Jeffrey Reddy	Special Education
Lourdes Santiago	Special Education
Souad Halloul	Special Education
Israel Franco	Phys Ed
Lupe Diaz	Phys Ed

Administrators

Patricia Karl	Superintendent
Sunita Mehrotra	Principal
Carmen Schumann	Head of Lower School
Joan Howard	Head of Upper School
Paul Grella	SPED Coordinator
Carolyn Morse-Finn	Dir. 21st Century Program
Dolores Gelinaz	Administrative Assistant
Roy Nelson	Comptroller
Mary Durkin	Business Manager
Peter Kamberelis	Director of Development
Norma Lyons, RN	Head School Nurse
Nicole Betts	Data/Operations
Cesar Maestre	Maintenance Supervisor

Support Staff

Ileana Borges, LPN	Health Services Provider
Ileana Garcia	Receptionist
Lizoette Rosario	Receptionist
Glennys Suero	After-School Receptionist
Lissette Aquino	Parent Liaison
Geraldo Feliciano	Custodian
Julia Torres	Custodian
Victor Vega	Custodian
Gonzalo DeLeon	Custodian

Staff Turnover

Fourteen members of the professional staff have left since publication of the last annual report, including two prior to the opening of the 2002-2003 school year. Three left during the school year; nine completed the year but have since resigned. Of these, five have relocated, two will remain at home with family, one will return to school, and four left due to discontent with school administration or salary. In addition, eight were not rehired due to lack of credentials, poor performance, or eliminated position.

The 2002-2003 Annual Report was compiled by:

Sunita Mehrotra

Patricia Karl

Roy Nelson

Carmen Schumann

Dolores Gelinas

Susan Burgett

Peter Kamberelis

Paul Grella

Lissette Aquino

Kretcha M. Roldán

Carolyn Morse-Finn

Nicole Betts

Cover photo: courtesy of Valdez Photo

GRADUATION — JUNE 14, 2003