

*Lawrence Family Development  
Charter School*



*Annual Report*  
2004 - 2005

## *Class of 2005*



Listen carefully, class of 2005, for the sounds you hear tonight will last a lifetime. Store them up and save them in your hearts, for they are priceless. Each whisper, each tick of the clock is a reminder of something you've gained . . . all that we have accomplished--far outnumber the seconds that have elapsed while we were here.

We have worked hard through the years and now have the honor of receiving our diplomas. Our achievements, successes and failures at LFDCS in studies and sports mean that we have the skills to learn, aptitude to succeed, abilities and creativity to make a difference, to work, to meet the needs and assist in solving the problems that face society. We hope to come back and share our success stories at the place where our dreams began to bud--at LFDCS--at the school that has taught us the elements of character that facilitates success.

This school experience has allowed us to begin the process of defining ourselves as independent human beings. In our midst I see the first Hispanic President, I see professional basketball players, "American Idols," and great dancers. There are strong, intelligent, and committed souls among us. We have the potential; we have the drive. We know how to do things, and how to do them well and, finally, our chance to do this has come. As we set out on different paths, think of the past, which holds the key to the future. Congratulations to the Class of 2005.

*Robeisy Sanchez, Class Speaker  
LFDCS Class of 2005  
Entering Central Catholic High School*

I have been at Lawrence Family Development Charter School for nine years. I remember coming the first day of kindergarten insecure, scared, and having no friends. As the years went by, I became more confident and began to start friendships that may last a lifetime. I'm happy that I'm in this school but I didn't find that out until a couple of weeks ago. Before I thought of doing this speech, I always took LFDCS for granted. But now I know that I will always miss this school and everybody in it.

Throughout our years at LFDCS, we have learned many things from our daily classes. We have (also) learned to be a family, to be respectful and responsible, and to be positive. We have learned these other things because of our teachers who always treated us like students, young adults, and family.

It's going to be very hard to leave this school behind. I always thought that it would take a lot of time for me to graduate, but as you can see, it didn't take much time at all. I would like to share with you a phrase (to) live by. It's "Carpe Diem," which means to seize the day and live life to the fullest. Every day that we have had at LFDCS has been preparation for the future. There may be some who have not taken advantage of that, but, remember, next September is a fresh start for everyone. I hope my fellow classmates and everybody here are prepared for their future, but if not, remember my phrase, "Carpe Diem."

*Jonathan Guzman, Class Speaker  
LFDCS Class of 2005  
Entering Central Catholic High School*

## *A Message from the President of the Board*

The 2004-05 school year marks a historic milestone for charter school public education in the Commonwealth of Massachusetts and for LFDCS. Founded in 1995, LFDCS was one of the original charter schools and, in 2005, marked its tenth anniversary. Members of our eighth grade class who had attended since kindergarten joined board, administrators, and teachers in marking this occasion--along with Governor Romney--at Boston's Park Plaza.

As in reaching all milestones along a journey, it provides the opportunity to take stock of challenges and achievements and to evaluate progress. We were not alone in this endeavor. As part of the state's rigorous accountability, LFDCS completed an internal assessment of its progress, submitting a renewal application during the previous school year. This was followed by a four-day visit from evaluators/educators from SchoolWorks who inspected documents from more than thirty summary notebooks, observed every classroom twice, and met with focus groups of students, teachers, parents, administrators, and board members. The inspection report concluded that "LFDCS has substantially met the student performance objectives established in its Accountability Plan and exceeded its defined school performance goals in terms of services and opportunities for students, family, and staff--both within the school and the larger community." This inspection, along with a Charter School Office review of the past five years, resulted in the recharter of our school without conditions for the period July 1, 2005 - June 30, 2010. This third charter period will address areas of challenge and deficiency identified in the renewal and by the school--of limited proficiency in math, less than satisfactory staff evaluation and mentoring, and staff turnover. These issues, along with rigorous quantifiable academic achievement targets in all academic areas, are part of the Accountability Plan that will form the core of our actions, as well as the focus of this annual report during the next five years.

In January, Connie Tarsook was hired as the fourth principal of our school. Ms. Tarsook brings 14 years of strong classroom instruction, curriculum design, and mentoring in both Maine and Massachusetts. Her knowledge of Mass. Curriculum Frameworks and effective classroom instruction and coaching brings leadership for achievement to the forefront of our school. Ms. Tarsook has built a strong administrative team and teacher-leaders--essentially promoting from within. The addition of a new Reading First Coordinator and the second year of a Math Coordinator will provide staff and students with leadership and coaching to support the high expectations of our Accountability Plan.

We look to the coming year as a time of unparalleled growth in the construction of a new Upper School and the anticipated introduction of an early (age 4) kindergarten, as well as consistent growth in proficiency in English Language Arts and Math for all students.

In June, fellow ten-year board member John Housianitis and I recognized four 10-year staff members for their contributions and commitment to the mission of our school: Cesar Maestre, Maintenance Supervisor; Dilsa Toribio, Kindergarten Aide; Carmen Schumann, Head of Lower School; and Patricia Karl, Founder/Superintendent. To each of them, our gratitude and appreciation. To all the staff and board who have been a part of our ten-year history, thank you for choosing to share your time and talents with the students of LFDCS. To the parents of our students, volunteers and donors, thank you for being our partners in education~~gracias a todos !

*Ralph L. Carrero*  
President

# Lawrence Family Development Charter School

## MISSION STATEMENT

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

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## *Summary of Educational Philosophy*

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

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

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

### Number of Instruction Days

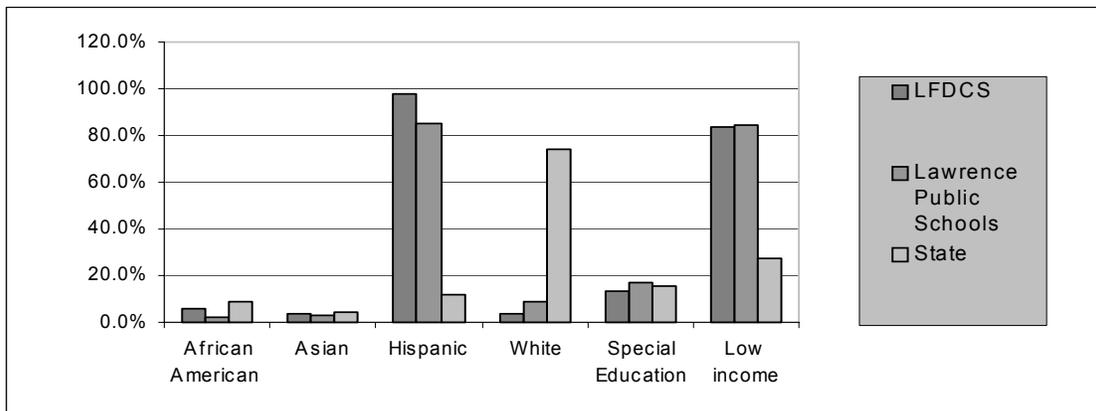
During the 2004-05 school year, LFDCS had 180 instruction days with an academic program from 8:00 to 3:00 and an extended day from 3:00 to 6:00 for homework assistance, remediation, and enrichment. The school year started September 8, 2004 and ended July 1, 2005.

## STUDENT DEMOGRAPHICS

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

- ◆ Total student body is 520
- ◆ 51.3% girls; 48.7% boys
- ◆ 97.9% Hispanic; .4% Asian; .6% African American; .8% Native American; .4% White
- ◆ 96.2% linguistic minorities
- ◆ 97.3% from Lawrence; 2.5% from Methuen
- ◆ 83.7% low income

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



### Student Turnover Data

During the 2004-05 academic year, a total of 26 students withdrew from school. One moved out of the country; fourteen moved out of state; three moved out of the city; one transferred to a private school; seven transferred to the Public School system. LFDCS contacts parents annually to update its wait list. Only current, not cumulative, numbers are used.

<i>Total Number of New Student Applications Received</i>				
Grade	Lawrence	Methuen	Total	Apps/ Openings
<b>K</b>	79	0	79	60
<b>1</b>	11	0	11	0
<b>2</b>	9	0	9	5
<b>3</b>	10	0	10	2
<b>4</b>	4	0	4	0
<b>5</b>	6	0	6	4
<b>6</b>	6	0	6	5
<b>7</b>	4	0	4	0
<b>Totals</b>	<b>129</b>	<b>0</b>	<b>129</b>	<b>76</b>

<i>Total Number of Students on Waiting List</i>			
Grade	Lawrence	Methuen	Total
<b>K</b>	19	0	19
<b>1</b>	54	0	54
<b>2</b>	43	1	43
<b>3</b>	52	1	53
<b>4</b>	46	0	46
<b>5</b>	37	0	37
<b>6</b>	32	0	32
<b>7</b>	31	0	31
<b>Totals</b>	<b>314</b>	<b>1</b>	<b>315</b>

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

## *Growth of Our School at a Glance ~ the first ten years*

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Grades Served	K-3	K-4	K-5	K-6	K-7	K-8	K-8	K-8	K-8	K-8
Number of Students Enrolled	180	238	296	360	428	475	483	491	514	520
Number of Classrooms	9	12	15	18	23	27	29	29	30	28
Maximum Number of Students in Classroom	20	20	20	20	20	20	21	20	20	20
Number of Student Computers	19	24	27	50	59	71	84	84	83	93
Number of Students on Waiting List	90	165	216	111	111	198	139	222	272	315
Total Number of Teachers	11	14	21	26	31*	46	53.5	49	52	51
Student to Teacher Ratio (overall)	12 : 1	10 : 1	12 : 1	12 : 1	12.5 : 1	10.3 : 1	9 : 1	10 : 1	10 : 1	10.1
Student to Teacher Ratio (classroom)	20 : 1	20:1	20:1	20:1	~~	(20 : 1	K-6 -	15 : 1	7 & 8 )	~~
Staff Turnover	30%	27%	14%	8%	24%	22%	28.9%	18%	28%	17%
Percentage of Certified Teachers	44%	40%	59%	60%	52%	61%	67%	68%	80%	61%
Teacher Salary Range	\$25,000- \$29,000	\$25,500- \$29,580	\$26,000- \$30,080	\$26,500- \$31,090	\$26,490- \$35,810	\$26,360- \$38,000	\$30,115- \$38,680	\$31,615- \$47,750	\$31,850- \$50,180	\$32,105- \$51,685
Av. Per Pupil or State-Allocated Expenditure	\$6,125	\$6,242	\$6,398	\$6,723	\$7,312	\$8,069	\$8,635	\$9,333	\$9,260	\$9,674
Average Daily Attendance	96%	95%	95%	95%	95%	96%	95.8%	96%	96.5%	95.1%
Average Number of Students in Attendance	178.43	237.42	298.42	357.3	423.7	473.8	462.8	475.6	486.5	491.6
Students Receiving Special Ed. Services	3%	3%	4%	5%	7%	9%	12%	15%	13%	10.1%
Non IEP Students Receiving SPED Services	**	**	**	**	3%	2%	4%	4%	2.4%	3.6%

## STAFF PROFILE

**Director/Superintendent:** Patricia Karl, M.Ed., Administration  
 Director/Superintendent since 1995; Certificates: K-8, K-6, 6-9

**Principal:** Connie Tarsook, MA El. Ed./Curriculum Design, CAGS  
 Certificates: School Administration; Curriculum Specialist;  
 Early Childhood Specialist; Behavior Specialist

**Head of Lower School:** Carmen Schumann, M.S. Human Service Administration  
 Part of School's Administration Team since 1995

**Head of Upper School:** Anthony Argyrople, M. Ed.

**Reading First Coordinator:** Marguerite Sciuto, M. Ed. Reading/Literacy (thru December 2004)  
 Certificates: Reading/Literacy (pending); School Counseling/Psychology  
 Connie Tarsook, Interim (Jan. - June)

**Special Education Director:** Susan Burgett, M. Ed, Special Education  
 Certificates: K-8; Special Needs PreK-9, 5-12; K-6, 5-9

**Math Coordinator:** Kit Norris, MA, Educational Leadership

### Summary of Teacher Qualifications

No.	Category	Bachelor's	Master's	Mass Cert.	English Fluency	Avg. Yrs. Tchg. Exp.	Avg. Yrs. LFDCS	NCLB Highly Qualified
28	Classroom Teachers	28	22	24	28	5	2	28
5	Special Education	5	3	5 *W	5	8.4	2	3
6	Spanish Language	5	0	25 **P	6	6	4	5
10	Special Subjects	10	6	6	10	6	2	9
5	Support Services	5	4	5	5	3	2	5
54	Teachers/Counselors	53	35	35+	54	5.7	2.4	50

\* Waivered \*\* pending

### Paraprofessional Qualifications Summary

No.	Category	High School	Assoc. Degree	English Fluent	Seeding Success Paraprof. Program	Avg. Yrs. Exp.	Avg. Yrs. @LFDCS
5	Classroom Instruction Aides	5	1	4	5	5	4.2
2	Special Education One on one Aide	1	1	1	1	6.5	1.5
3	Physical Education	-	2	2	-	3.1	3

Teachers who left during 2004-05 school year: 3 (5%)

Teachers who completed school year not planning to return: 10 (18%)

Positions cut due to budget restraints: 3 (1 Art; 1 Computer Lab Aide; 1 SPED Aide)

# School Report Card

## Lawrence Family Development Charter School (04540205)

### Connie Tarsook, School Principal

Mailing Address: 34 West Street

Lawrence, MA 01841

Phone: (978) 689-9863

FAX: (978) 689-8133

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

### Overview:

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

### Mission Statement:

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.

<b>Enrollment - 2004-05</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
Total Count	520	520	975,911
<b>Race/Ethnicity (%)</b>			
African American	0.6	0.6	8.9
Asian	0.4	0.4	4.8
Hispanic	97.9	97.9	11.8
Native American	0.8	0.8	0.3
White	0.4	0.4	74.2
<b>Gender (%)</b>			
Male	48.7	48.7	51.4
Female	51.3	51.3	48.6
<b>Selected Populations (%)</b>			
Limited English Proficiency	33.7	33.7	5.1
Low-income	83.7	83.7	27.7
Special Education	13.5	13.5	15.9
First Language not English	87.9	87.9	14.0
Migrant	0.0	0.0	0.1
Grades Offered: K, 01, 02, 03, 04, 05, 06, 07, 08			

### Teacher Data (2004 - 2005)

	<b>School</b>	<b>District</b>	<b>State</b>
Total # of Teachers	54	54	73,394
% of Teachers Licensed in Teaching Assignment	63.2	63.2	93.9
Total # of Teachers in Core Academic Areas	42	42	57,522
% of Core Academic Teachers Identified as Highly Qualified	97.1	97.1	93.0
Student/Teacher Ratio	9.7 to 1	9.7 to 1	13.3 to 1

### Additional Teacher Information

Percent of Highly Qualified teachers: 100%;  
 Percent meet English Language Fluency: 97%  
 Percent Holding Master's Degrees: 59%  
 Class size student-teacher ratio: 20:1; Overall ratio: 10:1

Under requirements of NCLB, parents are herein notified that LFDCS did not make Adequate Yearly Progress in English Language Arts. Parents who wish supplemental education services for their child may contact the Principal. The school provided 12 hours of After-School preparation for ELA and 12 of Mathematics and is providing 60 hours of summer remediation for all students who are not at proficiency.

**2004-05 School Report Card - Lawrence Family Development Charter School  
2004 Adequate Yearly Progress (AYP) Report**

<b>ENGLISH LANGUAGE ARTS</b>													
<b>Student Group</b>	2004				Cycle III combined data for 2003 and 2004					2004			AYP 2004
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	159	159	100	Yes	331	70.7	No	1.5	No	96.6	-0.3	Yes	No
Lim. English Prof.	56	56	-	-	72	70.5	-	-	-	96.7	-0.2	-	-
Spec. Ed.	23	23	-	-	54	48.6	-	16.5	-	96.0	-1.7	-	-
Low Income	119	119	100	Yes	245	70.5	No	1.1	No	96.6	-0.2	Yes	No
Afr. Amer./ Black	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	158	158	100	Yes	328	71.0	No	1.9	No	96.6	-0.7	Yes	No
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

<b>MATHEMATICS</b>													
<b>Student Group</b>	2004				Cycle III combined data for 2003 and 2004					2004			AYP 2004
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	156	156	100	Yes	300	49.1	No	7.4	Yes	96.6	-0.3	Yes	Yes
Lim. English Prof.	16	16	-	-	31	41.9	-	-	-	96.7	-0.2	-	-
Spec. Ed.	28	28	-	-	53	30.7	-	5.7	-	96.0	-1.7	-	-
Low Income	120	120	100	Yes	219	49.9	No	7.8	Yes	96.6	-0.2	Yes	Yes
Afr. Amer./ Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	156	156	100	Yes	299	49.2	No	7.0	Yes	96.6	-0.7	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

<b>Adequate Yearly Progress History</b>								<b>2004</b>	<b>Cycle III</b>	<b>Cycle III</b>
		1999	2000	2001	2002	2003	2004	<b>Accountability Status</b>	<b>Performance Rating</b>	<b>Improvement Rating</b>
ELA	Aggregate	No	No	No	No	Yes	No	Identified for Improvement	Moderate	No Change
	All subgroups	N/A	N/A	N/A	N/A	Yes	No			
MATH	Aggregate	No	No	No	No	No	Yes	Identified for Corrective Action	Very Low	On Target
	All subgroups	N/A	N/A	N/A	N/A	No	Yes			

## SUMMARY OF MCAS SCORES

	Students Tested	%Advanced	%Proficient	%Needs Improvement	%Warning/Failed	CPI
<b>Reading - Grade 3</b>						
2004	57	NA	39	49	12	75.9
2003	60	NA	40	48	12	73.8
2002	59	NA	36	54	10	73.7
2001	58	NA	26	66	9	68.5
<b>ELA - Grade 4</b>						
2004	52	2	29	44	25	64.9
2003	57	0	19	60	21	61.4
2002	53	0	42	49	9	72.6
2001	56	2	23	61	14	65.2
<b>Math - Grade 4</b>						
2004	52	4	10	56	31	54.3
2003	58	0	3	57	40	44.4
2002	53	0	6	60	34	49.1
2001	56	0	0	57	43	43.8
<b>Math - Grade 6</b>						
2004	52	8	15	48	29	60.1
2003	54	0	9	33	57	41.2
2002	53	2	6	38	55	39.2
2001	37	0	0	19	81	27.7
<b>ELA - Grade 7</b>						
2004	50	0	32	58	10	72.0
2003	55	0	47	42	11	75.9
2002	34	3	41	29	26	70.6
2001*	31	0	26	55	19	61.7
<b>Math - Grade 8</b>						
2004	52	2	12	50	37	51.0
2003	32	0	9	28	63	41.4
2002	29	3	34	38	24	63.8
2001	31	0	0	10	90	25.8

\* These are the Grade 8 ELA scores from 2001, as those scores were used to determine AYP status.

The above chart is a summary of LFDCS MCAS scores during the current charter through 2004 (last available scores). The chart notes the number of students tested, the percentage of students in each proficiency category, and the CPI or Composite Proficiency Index.

The CPI trend has generally increased across the span of 2001 to 2004. As analyzed for the renewal report, the CPI for LFDCS has improved and stayed above the CPI from the municipal district over the four years. Students have performed below the CPI level of students in the state.

LFDCS acknowledges the challenges of student performance – particularly in math – and has implemented a two-year corrective action plan, including the hiring of a math coordinator. As an example of improvement, we note that although LFDCS' CPI was below that of Lawrence Public Schools in 2001 (grade 6 math), in 2004, it was almost 21 points higher.

## TERRA NOVA TEST OF BASIC SKILLS

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LFDCS will implement the Terra Nova test to all students in May of each school year to track longitudinal growth of individual students and grade levels as evidence of growth over time during the 2005-2010 Accountability Plan/charter period. This test was administered for the first time in 2004-05 to provide baseline data for the next five years.

### BASELINE DATA AND GROWTH PROJECTIONS

<u>Grade</u>	<u>Reading</u>	<u>Language</u>	<u>Math</u>	<u>2010 Goal 1 yr above grade level</u>
<b>K</b>	.9 (+1.0)	1.0 (+.9)	1.0 (+0.9)	1.9
<b>1</b>	2.0 (+0.9)	2.3 (+.6)	1.6 (+1.3)	2.9
<b>2</b>	2.8 (+1.1)	2.9 (+1.0)	2.5 (+1.4)	3.9
<b>3</b>	3.1 (+1.8)	3.5 (+1.4)	3.5 (+1.4)	4.9
<b>4</b>	4.9 (+1.0)	4.7 (+1.2)	5.6 (+0.3)	5.9
<b>5</b>	5.2 (+1.7)	5.2 (+1.7)	5.2 (+1.7)	6.9
<b>6</b>	5.0 (+2.9)	5.2 (+2.7)	6.5 (+1.4)	7.9
<b>7</b>	5.1 (+3.8)	5.3 (+3.6)	6.7 (+2.2)	8.9
<b>8</b>	6.4 (+3.5)	5.8 (+4.1)	7.8 (+2.1)	9.9

If LFDCS were comparing results to the national average, scores at the early grades meet or exceed grade level. However, it is our goal to move student proficiency to the level of high stakes testing in line with Massachusetts Curriculum Frameworks. We have, therefore, set the bar for 2010. The parenthetical growth indicates the improvement required over the next five years to meet this standard.

Baseline Data shows that students in Grades K-4 evidence strength in the foundation skills and allow us to project higher levels of proficiency during the next five years.

A gap in grade level achievement is evident in stagnant or declining scores, particularly in Grades 5-8 in Reading/Language Arts.

For every grade level whose scores do not at least meet the national average, an in-school corrective action plan will be implemented to ensure student success.

## SUMMARY OF IPT TESTING

LFDCS has introduced the IPT (IDEA Proficiency Test) to assess language proficiency skills in three competencies: oral (listening & speaking), reading, and writing. Oral skills are assessed one-on-one for every child. Reading and writing tests are given to whole groups. All students with accommodations receive these according to their plan. 2004-05 is the first year using IPT to assess language proficiency and will provide comparative data during the 2005-2010 charter.

### *IPT English Language Proficiency Placement Results*

	Non English Proficiency	Limited English Proficiency	Fluent English Proficiency	Total Number of ELL Students Served and Tested 2004-05
Kindergarten	0	17	4	21
1+T	0	13	1	14
2	0	11	7	18
3	0	22	24	46
4	0	23	16	39
5	0	8	3	11
6	0	19	1	20
7	0	7	1	8
8	0	8	0	8

IPT English tests all students identified for potential limited proficiency. Results place students in one of three levels: Non-English Proficiency, Limited English Proficiency, or Fluent English Proficiency and allows for monitoring progress with differentiated instruction.

Students scoring as LEP will have a daily 30-minute ESL class provided by a certified instructor and additional time at a language center with a trained tutor. New curriculum materials were piloted during summer 2005.

### *IPT Spanish Language Proficiency Placement Results*

	Non Spanish Proficiency	Fluent Spanish Proficiency			Total Number of Students 2004 -2005
		Oral	Reading	Writing	
Kindergarten	2	21	--	--	56
1+T	2	14	--	--	67
2	1	7	18	16	58
3	0	19	29	25	61
4	0	31	39	28	59
5	0	32	22	9	54
6	0	40	33	15	59
7	0	28	14	15	55
8	0	32	19	10	45

The IPT Spanish Language Fluency Test assesses student proficiency in all aspects of the application of Spanish language skills. The goal is to develop academic fluency in both English and Spanish leading to advanced course levels in high school, college, and careers. Baseline data in this pilot year identify a need for increased attention to vocabulary and writing to the 2005-06 curriculum.

## ASSESSMENT ~ ~ READING FIRST

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LFDCS completed its second year of implementing the Reading First Program--an intensive instruction, research-based phonics reading program. Based on first-year data (2003-04) and well into 2004-05, LFDCS was identified as an *at risk* school. Gains in the second half of 2004-05 resulting from implementation of our tier 3 model to differentiate instruction for students moves LFDCS to a *some risk* category. The following charts define this model which tailors individualized programs to individual learners--ensuring more explicit instruction.

### Three Tier Instruction Plan

#### Tier I: 105 minutes--uninterrupted

*Core instruction for all*

Differentiated instruction w/ classroom teacher  
 45 minutes -- whole group  
 30 minutes -- phonics  
 30 minutes -- English Language Arts

### Three Tier Progress

#### Tier I Benchmark Testing

All students tested in fall, winter, spring  
 DIBELS (Dynamic Indicators of Basic Early Literacy Skills)  
 Grade (Reading Comprehension)  
 Administered by Assessment Team

#### Tier II: 60 minutes supplemental instruction

*for "some risk" students*

Small group differentiated instruction / Center  
 w/ classroom teacher, Title I teacher, paraprofessional

#### Tier II Progress Monitoring

*for all supplemental/"some risk" students:*

Assessed bi-weekly/regular intervals  
 Below benchmark skills only  
 Administered by classroom teacher

#### Tier III: 30 minutes intensive instruction

*for "at-risk" students*

provided by Title I teacher and Special Ed Teacher

#### Tier III Program Monitoring

*for all "at-risk" students*

assessed bi-weekly/regular intervals  
 Below benchmark skills only  
 Administered by classroom teacher & Title I teacher

### 2004-2005 DIBELS TESTING -- STUDENTS AT BENCHMARK

Grade	<u>FALL</u>			<u>WINTER</u>			<u>SPRING</u>		
	#Students	Test	Bench.	#Students	Test	Bench.	#Students	Test	Bench.
K	67	—	—	67	PSF	58%	65	PSF	75%
1	50	NWF	64%	58	NWF	55%	58	NWF	78%
2	56	ORF	36%	59	ORF	46%	58	ORF	53%
3	54	ORF	43%	62	ORF	44%	61	ORF	52%

**PSF:** Phoneme Segmentation Fluency

**NWF:** Nonsense Word Fluency

**ORF:** Oral Reading Fluency

## Student Performance Objective 1

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

### Strategies for Attainment/ Benchmark Indicators

1. LFDCS expects professional staff to prepare well-planned, challenging lessons in all subjects and to regularly assess student progress toward state standards.
  - > Following a detailed template that includes essential components, daily lesson plans are prepared collaboratively to address the standards.
  - > Lesson plans are submitted weekly to administration for review and feedback.
  - > Two and a half hours of weekly common planning time ensures:
    - all students receive same diet of curricula
    - Lead Teachers provide guidance during lesson prep for less experienced teachers.
  - > Student work is assessed:
    - to measure student progress towards mastery of the Mass Curriculum Frameworks;
    - as an informative vehicle in the lesson planning process.
2. LFDCS assessment design incorporates:
  - > Summative assessments include national and state standardized testing, portfolios, unit content tests, and learning demonstrations.
  - > Formative assessment including daily individual accountability on lesson content, teacher observations, student discussions, journals, quizzes, and tests.
  - > Seventh and eighth grades create an inquiry-based science project judged by external judges (e.g. community members, educators, corporate engineers).
  - > Every eighth grader presents a required graduation portfolio for staff, peers, and invited community and family members.
3. Our school established an assessment team as part of our Reading First program, comprised of a Lead Teacher and a Title I Reading teacher, to administer state-selected assessment to establish baseline data for student performance in Reading (K-3).
  - > All students in grades K-3 read orally each day and complete tasks in planned learning centers.
  - > A mandated set of state assessments for MRFP is given in the Fall and the Spring. The DIBELS test, administered in Fall 2003 and January 2004, give comparative results, are analyzed to inform teacher practice, and determine need for supplemental materials. Note: Progress monitoring tools for DIBELS allow ongoing assessment for students who show limited growth on benchmark assessments. Progress monitoring assessments are administered every two weeks for students who do not meet predetermined benchmarks.
  - > All students below benchmark in Reading--K-8--participates in a pilot using Lexia as an instructional and assessment tool.
4. Math assessment is based on Math Curriculum Frameworks. Staff is designing a benchmarking system that measures student competencies in the five math strands. We continue to implement math assessment strategies consistent with the D.O.E. Corrective Action Plan.

## Student Performance Objective 2

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

### Strategies for Attainment/ Benchmark Indicators

1. Students are held to standards for Spanish-Language proficiency comparable to English-Language proficiency for each grade level.
  - Spanish language instructors use ELA standards of the Mass. Curriculum Frameworks to plan lessons using the LFDSC unit design.
  - Each student at LFDSC is tested annually to assess fluency in listening, speaking, reading, and writing. In 2004-05, LFDSC introduced IPT as the assessment for these skills, which will provide the baseline for monitoring progress during the next five years.
2. LFDSC provides teaching materials, library books, and computer programs in two languages and different genres toward supporting academic achievement standards.
  - Staff have selected high-quality Spanish-language teaching materials that parallel English-language texts, library books, and computer programs.
  - Students read authentic Spanish-language literature, written by authors from many Spanish cultures.
3. All teachers of core subjects for Grades 1-8 teach in English and are native speakers of English; all teachers for Grades 1-8 who teach Spanish language and grammar are native speakers of Spanish.
  - Students are provided language instruction by qualified instructors.
4. LFDSC develops linkages with area colleges to increase English-language skills of Spanish-speaking staff and expanded professional skills.

Spanish-speaking instructors are enrolled in for-credit English-as-a-Second Language programs at Northern Essex Community College through the "Seeding Success" Program.
5. LFDSC monitors the language needs of limited-English-proficient students.
  - LFDSC has a full-time, certified ESL teacher to oversee the language instruction program for identified students. Two staff are certified by D.O.E. as trainers who have further trained 16 staff to use MELA-O as an observational tool in the classroom.
  - LFDSC assesses all identified ELL (English-Limited Learners) with the MEPA to assess progress toward English proficiency.
  - IPT is used as a measure to assess annual growth of each student.
6. LFDSC provides appropriate time to learn with authentic materials.
  - Students have a one hour block four days per week of Spanish-language instruction using authentic literature.
  - ESL instruction is provided for Level 2 & 3 learners using TPR, CALLA, and Scott Foresman edition literature.

### Student Performance Objective 3

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

#### Strategies for Attainment/ Benchmark Indicators

1. LFDCS developed Student Support Centers at both the Upper and the Lower School. The centers provide in-school academic settings for specifically-identified students whose history of behavior or IEP plan warrants this intervention.
  - LFDCS employs two full-time teachers responsible for Functional Behavior Analysis of emotionally disturbed students. Based on F.B.A., they create behavior intervention plans which include goal setting and the organizational skills to be successful in the classroom. Students who achieve 100% of their goals are recognized in a monthly recognition celebration.
2. The Discipline Code is reviewed annually to ensure that the expectations of our school regarding student behavior are clearly stated for accountability.
  - LFDCS administration, teachers, and parent members of the School Site Council review the code annually and recommend changes to address current issues.
  - The administration team meets weekly to address any violations of the discipline code.
3. A full-time school counselor works with small groups of identified individuals and teaches weekly workshops addressing issues of respect, responsibility, goal-setting, integrity, and self control, and advises parents regarding counseling services in the community.
  - Guidance provides all LFDCS students with community-building workshops as a means of integrating learning and respect of others into our school culture.
  - School administration and Guidance identified target students who had difficulty with respect and responsibility to lead clubs. This promoted respectful and responsible treatment of others in school.
  - 100% of each 8<sup>th</sup> grade graduation class completed a minimum of 40 hours of service in grade 8 and presented a public paper on service as a graduation requirement. Their projects included tutoring younger students, assisting elder immigrants to become U.S. citizens, raising funds for Tsunami victims, and collecting supplies for a pre-school in the Dominican Republic.
4. External visitors to LFDCS, in formal and informal observations, note respect between students and students and staff.
  - "A Code of Conduct is communicated to all students and families on an annual basis. Systems are in place to ensure good communication between the home and school regarding issues with student behavior. Systems are in place to document detentions and in-school suspensions and, if desired, can be used to track student behavior."
  - Classrooms create and post a proactive agenda of expectations for class participation that prompts respect, responsibility, and caring.

## Student Performance Objective 4

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

### Strategies for Attainment/ Benchmark Indicators

1. To extend learning and assist families, LFDCS provides after-school programs – a safe and appropriate environment for homework assistance and enrichment.
  - During 2004-05, 130 students (25%) participated in a daily extended-day program which included tutoring, science clubs, scouting, computer labs, art, athletics, Project Adventure, and community service.
2. In partnership with Phillips Academy, students participate in quality instrument music lessons.
  - Thirty students in grades 3-8 studied string instruments; ten participated in weekly piano lessons. Our students practice – one on one – with P.A. student members of the Chamber Orchestra.
3. LFDCS seeks partnerships with area colleges to enhance opportunities for authentic science learning in laboratories, from advanced professionals.
  - In partnership with Merrimack College, students were selected for an advanced science and math summer program in July 2004.
4. In partnership with Pingree School, high-achieving seventh grade students participate in a four-week summer prep program to help prepare them for application/ acceptance at admission-criteria high schools.
  - Four members of the class of 2005 participated in Prep @ Pingree in Summer 2004. Each was accepted to one or more high schools. They will attend: Central Catholic High School, Notre Dame High School, and the ROTC Honors program at Lowell Catholic High School.
5. LFDCS offers SSAT Prep at our school for an additional fifteen seventh graders annually, expanding their awareness of rigorous high schools and preparing them for transition into high school.
  - Twelve members of the class of 2005 attended SSAT Prep in Summer 2004; eleven were accepted at one or more schools. They will attend: Central Catholic High School (5), Notre Dame High School (4), Lowell Catholic High School (1), Whittier Technical School (1), and Lawrence High School (1).
  - Nine students received academic scholarships to assist with tuition.
6. LFDCS provides an annual summer program of academic and enrichment opportunities to bridge learning for most at-risk students .
  - 160 students participated in Summer 2004 with 90% attendance; 117 are enrolled in 2005.
  - Summer 2004 and 2005 enrolled all tier II and tier III readers in an intensive Reading First clinic.
7. In partnership with area camps, LFDCS secures camp scholarships for day and overnight summer programs annually.

SchoolWorks' renewal inspection report noted that "LFDCS exceeded its defined school performance goals in terms of services and opportunities for students, family, and staff--both within the school and the larger community.

## **School Performance Objective 1**

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

### Strategies for Attainment/Benchmark Indicators

1. LFDCS hired a principal certified and experienced in curriculum design, assessment, and in using data as a tool to improve instruction.
  - All teachers participated in calendar mapping to create a timeline that ensures that MCF strands are addressed.
  - Unit Design--including rationale, standards, weekly and daily goals, and specific lesson plan templates--were presented, explained, and implemented in K - 8.
  - Professional Development workshops and in-service training were provided for all staff to deepen understanding and implementation of Unit Design.
  - Lead teachers were identified to facilitate communication between teachers and administration to help implement Unit Design and to promote effective and collaborative team work.
2. Teachers participated in subject-specific planning and training to share experience and expertise to create depth within content areas.
  - All K - 3 classroom teachers participated in Reading First.
  - Lead teachers were assigned to the school's Literacy Team.
  - Lead teachers reviewed Reading First teacher strategies and supported their team members in the effective use of centers during the ELA block.
  - An experienced mathematics consultant supported each grade level team with pedagogical strategies and developmentally appropriate content.
3. LFDCS, in partnership with each teacher, develops plans for professional development.
  - Every professional and paraprofessional may attend outside workshops and trainings to support their professional development plan and the mission of the school and may take two undergraduate or graduate-level courses, reimbursed by LFDCS at 75% of state higher education tuition rate. Staff were enrolled in graduate level courses, paraprofessionals were enrolled in year long courses at NECC.
  - Lead Teachers attended the Association of Teachers of Mathematics in Massachusetts for a full-day professional development workshop.
  - A team of outside professional development providers modeled lessons and demonstrated the use of manipulatives in K - 4 classrooms.
  - Lead Teachers attended D.O.E. trainings in ELA and Reading First then trained their teams to incorporate the acquired knowledge into their planning.
  - Professional Development workshops emphasizing behavior management strategies were attended by support staff, new teachers, and specialized personnel.
  - Professional Development seminars were attended by administrative staff in the areas of SPED law, MCAS and MEPA administration, Reading First implementation, Title I school-wide programming, and effective leadership.
4. All school staff (administrators, professionals, and paraprofessionals) participated in nine days of professional training which includes presentation and hands-on activities related to alignment of curriculum with Massachusetts Curriculum Frameworks, standards-based curriculum units, student assessment, and implementation of effective teaching strategies for Special Education students in a regular classroom, legal issues in education, role of a mandated reporter (51-A) and required restraint training. Teacher contracts include nine paid days for school-wide or grade-level staff development, including six days prior to the opening of school. Teacher contracts include nine paid days for school-wide or grade-level staff development, including six days prior to opening of school.

## School Performance Objective 2

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

### Strategies for Attainment/ Benchmark Indicators

1. LFDCS reaches out to all parents: from enrollment of their child, parent interviews, and regular communication, all serve to reinforce our expectation that parents actively participate to support the educational development and academic achievement of their child.
  - Head of Lower School and Parent Liaison review home-school contract and school policies with individual parents at spring Kindergarten screening.
  - School Nurse reviews health history and assesses needs with parent at Kindergarten screening.
  - SPED Coordinator conducts interviews with all parents, according to Child Find, to identify possible learning disabilities.
  - Guidance/Placement counselor conducts informational workshops and individual session with every 7th and 8th grade parent to assist with appropriate planning, applications, and transition to high school.
2. LFDCS disseminates informational packets in June to each family to prepare for the following school year, including:
  - opening day information, transportation, and after-school enrollment
  - school calendars to allow vacation planning at non-instructional times
  - school policies and program information to keep parents informed of school expectations and opportunities
  - parent feedback is requested in surveys and meetings
3. Our school actively includes parents in school governance to ensure that the expectations and values of home and school are congruent.

Parents comprise 66% of the school's Board of Trustees, including the Board president. They are effective and knowledgeable on school issues and request information and documentation to inform their votes on programs, policies, and hiring. The parent co-chair of the School Site Council represents parent issues on the Board.
4. LFDCS reaches out to all parents to allow open discussion regarding educational and policy issues.
  - bi-weekly parent coffee breaks planned by Parent Liaison encouraged parents to discuss homework, curriculum, etc.
  - parent attendance at board meetings to hear presentations on new programs, providing input to planning and use of resources
5. Parents at LFDCS are encouraged to share time and talent to improve opportunities for students.
  - Two school-wide book fairs were supported by parent involvement, providing literature for homes and classrooms.
  - Parents participated as readers in Read Across America, making home-school connections in literacy.
  - Parents and teachers built a float celebrating the rechartering of our school for the Hispanic Week parade--taking first prize.
  - Parents assisted at many grade levels in the annual Three Kings Multi-Cultural Heritage Day.
6. LFDCS instituted a Parent Advisory Council for Special Education to open a forum for discussion and awareness of key issues regarding students with special needs.
  - Monthly meetings were held for parents.
  - An attorney was provided to answer questions.

### School Performance Objective 3

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

#### Strategies for Attainment/ Benchmark Indicators

1. LFDCS extends learning and enrichment opportunities for our students through high quality partnerships consistent with goals of academic achievement and personal development.
  - HOPE (Hispanic Office of Planning and Development) provided Educational Talent Search workshops for grades 6-8 as a gateway to financial planning for Hispanic families to access scholarship aid for high school and college and career planning.
  - Merrimack College and Phillips Andover Academy students provided enrichment activities and homework support to K-8 students in the After-School program.
  - Lawrence Math Partnerships provides science enrichment to grade 5-8 girls in the After-School program.
2. LFDCS, in partnership with Northern Essex Community College, provides ongoing staff development consistent with the needs of our school.
  - NECC received state and federal funding in 2002 to enroll paraprofessionals to meet the language and degree requirements of NCLB (No Child Left Behind). Nine of our ten instructional learning assistants are enrolled in the Seeding Success program during 2004-05. One has completed the Associates Level and has enrolled in the Bachelors Program at Salem State College.
3. LFDCS offers a summer enrichment program in cooking, sports, karate, wood shop, theater, and art to 84 students--through the services of community providers, including Girl Scouts, Giordano Family Methuen Karate Association, and UMass Nutrition Program.
4. LFDCS, in partnership with Lawrence Family Development & Education Fund, Inc., provides English as a Second Language, citizenship, literacy, computer literacy and leadership training through the Maria Quintana Family Center adjacent to the school.
  - Each year of the current charter, the Maria Quintana Family Center has provided English as a Second Language classes to 30 or more parents or adult family members of our school.
5. LFDCS, in partnership with MESPA (Massachusetts Elementary School Principals Association), has provided 40 hours of intensive expert training in math content and instruction skills to staff, addressing identified gaps to improve math instruction and learning consistent with the D.O.E. Corrective Action Plan.
  - Four Lead Teachers attended the National Math Alliance Conference to bring back teaching strategies to all staff.
6. LFDCS, in partnership with CityCORE, an AmeriCorps program, increases the number of volunteer classroom and after-school aides at our school. CityCORE members assist classroom teachers and the After-School Director to support student learning in K-3 learning centers, computer lab and homework tutoring.
  - In summer 2005, eight CityCORE members helped deliver small-group instruction.

**BOARD OF TRUSTEES 2004-2005**

<b>NAME</b>	<b>AFFILIATION</b>	<b>TENURE</b>
Ralph Carrero, President <i>LFDEF Representative Executive Committee</i>	- Coordinator of Student Services Greater Lawrence Technical High School - 10 yrs on District School Committee	Oct. 1995 – Sept. 2007 4 <sup>th</sup> term
Mark Gauvin, Treasurer <i>LFDEF Representative Executive Committee</i>	Director of Facilities GenCorp, Inc., Lawrence	Oct. 1998 – Sept. 2007 4 <sup>th</sup> term
Ramona Andrickson <i>LFDEF Representative</i>	Case Manager/Counselor/Workshop Trainer Greater Lawrence Family Health Center	Oct. 1995 – Sept. 2005 2nd term
Aguedo Cotto <i>Parent Representative</i>	Full-time Student Cambridge College	Jan. 2005 – Sept. 2007 1 <sup>st</sup> term
Frank Eccles <i>LFDEF Representative</i>	Retired Educator Phillips Andover – Merrimack College	Oct. 2004 – Sept. 2007 1 <sup>st</sup> term
Nazario Esquea <i>Parent Representative</i>	Owner NAZTEL Communications	Oct. 2002 – Sept. 2005 1 <sup>st</sup> term
Wendy Estrella <i>Parent Representative</i>	Attorney Landy & Lara, Attys. at Law	Jun. 2005 – Sept. 2005 1 <sup>st</sup> term <i>to complete Carmen Polanco's term</i>
Francisco Gomez <i>Parent Representative</i>	File Clerk National Visa Center	Oct. 2002 – Sept. 2005 1 <sup>st</sup> term
Barbara Gonzalez <i>LFDEF Representative</i>	Site Coordinator for Computer Security/ Desktop Publishing Bristol-Myers Squibb, Billerica	Feb. 2005 – Sept. 2007 1 <sup>st</sup> term <i>*to complete Alice Kubacki's term</i>
John Housianitis <i>LFDEF Representative, President Executive Committee</i>	- Director of Institutional Advancement Central Catholic High School - 17 years on District School Committee	Oct. 1995 – Sept. 2007 4 <sup>th</sup> term
Alice Kubacki <i>LFDEF Representative</i>	- Regional Director (retired December 2003) Department of Social Services	May 2002 – Sept. 2007 4 <sup>th</sup> term
Eduardo LeBron <i>Parent Representative Personnel Committee</i>	Community Action Council, Inc. Bilingual Counselor/Health Coordinator	Feb. 2004 – Sept. 2007 1 <sup>st</sup> term
Josefina Namias <i>Parent Representative Personnel Committee</i>	United Way of the Merrimack Valley Program Assistant / Information & Referral Specialist	Oct. 2003 – Sept. 2006 1 <sup>st</sup> term
Trevia Tate <i>Parent Representative School Site Council Co-chair</i>	After-school Aide LFDCS	Oct. 2004 – Sept. 2005 1 <sup>st</sup> term annual appointment

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

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

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

The Board meets the second Wednesday of every month. Board education is provided in the opening format of each meeting, with presentations by staff or students, relating to areas of curriculum or policies to assure informed decisions relative to staff competency, program quality, and utilization of resources to benefit student achievement.

## GOVERNANCE

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**August 2004** -- Approved corporate resolution renewal of check and financial signing authority. Over \$15,000 requires two signatures. Superintendent, President, and Treasurer authorized to sign.

**September 2004** -- Approved FY 2004 Annual Audit, presented and explained by Mike Walsh, CPA of Walsh and Company.

**December 2004** -- Approved request from Upper School Student Council to adopt cold weather uniform for female students, effective December 1 to March 30.

**January 2005** -- Approved revised Enrollment Policy, as required by updated Charter School Regulations in 2004. Policy revisions specify: a) when a sibling is officially designated as such on the waiting list; b) added statement that non-resident student applicants for whom enrollment would cause the sending district to exceed the 9% tuition cap may not be offered admission, and: c) that subsequent lotteries will be held if required to establish or add waiting lists rather than add names to waiting list after March 15 annual lottery--as was the former practice.

- Approved request for amendment regarding Enrollment Policy. Board authorized to send to Department of Education for approval.

**February 2005** -- Approved By-Laws for School Site Council (Procedures and Policies to ensure council implements expectations of Massachusetts School Site Council authorization).

- Approved pilot plan for Teacher as Mentor Leader Project.

**March 2005** -- Approved plan to change entry age for Kindergarten to age 4 on September 1st--contingent upon approval of two-year Kindergarten program to begin September 2006.

- Approved amendment to increase enrollment by 60 students beginning with 2006-07 school year for purpose of operating a two-year Kindergarten program (K-1 for 4-year-olds; K-2 for 5-year-olds).

**April 2005** -- Approved policy change to staff benefits: to reimburse staff development @ 75% of cost of coursework (UMass/Lowell rate) rather than 75% of tuition.

- Approved policy clarification, restating use of personal days adjacent to holiday/vacation.
- Approved recommendation to extend school calendar until July 1, necessitated by excessive snow days.

**May 2005** -- Approved five-year management contract between school and LFDEF, Inc., concurrent with charter (2005-2010).

- Approved FY '06 budget.

**June 2005** -- Approved amendment to 403(b) pension plan, allowing plan to close out employees to an IRA.

- Approved program design--with parent and board input--for Title I and Title III grant applications.

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**Complaints:** No official complaints were received by the Board of Trustees during the 2004-05 school year.

*FINANCIAL INFORMATION -- (UNAUDITED)*

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**STATEMENT OF REVENUES  
AND EXPENDITURES**

**Revenue**

Tuition	\$4,998,828
Grant Income	888,843
Contributions	750
Miscellaneous Income	<u>97,557</u>
<b>Total Revenue</b>	<b>\$5,985,978</b>

**Expenditures**

Salaries	\$3,221,931
Benefits & Payroll Taxes	607,225
Contracts & Fees	704,663
Office Expenses	150,915
Occupancy	685,250
School Supplies & Equipment	227,382
Professional Services	193,947
Other	<u>7,942</u>
<b>Total Expenditures</b>	<b>\$5,799,255</b>

**Total Revenue Over Expenditures \$186,723**

**Private Funds Received**

LFDCS received more than \$78,000 in private funds during the 2004 -05 school year. The programs funded included: After School, Summer School, Math Mentoring, and Graduation. A list of our supporters is detailed on the next page.

**BALANCE SHEET**

**Assets**

Cash	\$1,716,012
Grants Receivable	175
Prepaid Expenses	989
Equipment - Net	<u>75,953</u>
<b>Total Assets</b>	<b>\$1,793,129</b>

**Liabilities**

Accounts Payable	\$47,761
Accrued Expenses Payable	453,261
Deferred Revenue	<u>26,000</u>
<b>Total Liabilities</b>	<b>\$527,022</b>

**Total Net Assets \$1,266,107**

**Total Liabilities  
and Net Assets \$1,793,129**

**Public Funds Received**

Title I & Title I Support	\$368,816
Reading First	149,986
Title II-A	112,052
Charter School Facilities	60,404
SPED 94-142	90,101
Title II-D	6,879
Title V	19,305
SPED Program Improvement	5,000

**Total Public Funds Received \$812,543**

*FINANCIAL INFORMATION -- CONTINUED*

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

APPROVED BUDGET - FY 2006

Revenue

Tuition	\$5,148,000
Grant Income	690,000
Contributions	83,000
Cash From Net Assets	235,000
Miscellaneous Income	100,000
	-----
<b>Total Revenues</b>	<b>\$6,256,000</b>

Expenditures

Salaries	\$3,391,905
Benefits & Payroll Taxes	819,730
Contracts & Fees	645,700
Office Expenses	185,000
Occupancy	757,000
School Supplies & Equipment	150,000
Professional Services	270,900
Other	31,500
	-----
<b>Total Expenses</b>	<b>\$6,252,235</b>

**Total Revenue Over Expenditures      \$3,765**

FINANCIAL SUPPORT

Adelante Youth Center  
Anonymous  
Robert Ansin  
C. E. Floyd Company, Inc.  
DEC-TAM Corporation  
De Jesus & Associates, Inc.  
Doherty Insurance  
Donovan's Trophy Outlet  
Frank Eccles  
Essex Art Center  
Essex County Community Foundation  
GenCorp Foundation  
Giordano Family Methuen Karate Association  
Barbara Gonzales  
John Housianitis  
"I Have a Dream" Foundation  
Jenjo Foundation  
Robert Kfoury  
Fr. Joachim Lally  
LFDCS Parents' Association  
Lucky's Pizza and Subs  
Morris Rossi & Hayes  
Juliet Nagle  
Charles Pringle Foundation  
Quintana Associates  
Josephine Russell Trust/Artemas Stearns Trust  
Sovereign Bank  
Abbot & Dorothy H. Stevens Foundation  
"Summer in Greater Lawrence" Fund  
The Teachers' Pet  
Trombly--The School Bus Professionals  
Walsh & Co.  
Gary Wolf Architects, Inc.

PARTNERSHIPS

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

## DISSEMINATION

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### *Debut of New Website*

Lawrence Family Development Charter School's launching of Phase I of its new website ([www.lfdcs.org](http://www.lfdcs.org)) during the 2004-2005 school year was made possible through a technology grant from Massachusetts Department of Education. It establishes a professional, engaging, and easy to navigate website that addresses the interests of the school community, including staff and parents, and external visitors looking for information about our school. Internally developed information related to parent involvement best practices, including our 120-page manual "The Many Faces of Family Development," is currently available on the site. This manual provides detailed information about parent involvement activities in use at six Massachusetts charter schools that can be easily replicated at other schools looking for ways to enhance their programs.

The 2005-2006 school year will see the completion of pages currently under construction and the addition of other content designed to make the site more dynamic. For example, student homework assignments may be posted so parents can track what is required of their children. Additionally, links will be established that will allow visitors to effortlessly connect to other sites featuring educational topics and information.

### *Pathways to Family Success Program*

With funding support provided by Greater Lawrence Community Action Council through their Pathways to Family Success Grant, Lawrence Family Development Charter School implemented a family literacy program based on the "Reading Party" model. Seventy-one (71) parents of students enrolled at our school participated with their children in this program. Through their participation, parents became more aware of their influence and responsibility towards their children's development.

During the school year a total of eight (8) Reading Parties were held, four (4) in our school library and four (4) hosted by parents in their homes. At these events, parents demonstrated and practiced read-aloud skills, participated in discussions revolving around parenting or educational topics, and learned activities they could replicate in their homes with their children. Parents were provided free copies of the books that were read at the parties and packets containing projects for home activities with their children. They also worked together to build cohorts of parent-neighbors who would support each other and act as leaders in increasing literacy in the broader community.

This program disseminated best practices information to parents about the importance of family literacy and the role families play in the education of their children. Plans are currently being made to replicate this program in the 2005-2006 school year.

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*Cover photo--Rechartering Ceremony: courtesy of Abby Brack, State House Photographer*

*Inside photo--Graduation: June 29, 2005*



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