

*Lawrence Family Development
Charter School*



*Annual Report
2005-2006*

Class of 2006



Honorable guests, respected teachers, parents, administrators, and my dear friends, I'm honored to be the Valedictorian of the Class of 2006. Today, as we graduate from LFDCS and move on, I feel sad to leave the school which has given us some wonderful memories. There are so many things I'm sure all of us will cherish.

At LFDCS, besides having fun, there were times to work hard. Some people got the facts right away, while others took a little longer, but everyone learned the subjects taught, and I am happy that all of us are graduating today. Sometimes people have difficulty knowing when to work hard and when to have fun. This is a major concept in the adult world. At work you can't always have fun; you have to be professional so they won't fire you. If you are always playing, the work you have to do will pile up and then you'll have a lot of problems. That's why there are certain times to work hard and certain times to have fun. As we go our separate paths, let's remember not to procrastinate in high school and meet our deadlines.

The experience that LFDCS has provided for us has made a positive impact on all of us. I thank the teachers in the eighth grade who have taught us in their diverse ways. Thanks to Mr. Jaime who brought out our traditions and for making us more fluent in reading, writing and speaking in Spanish. Mrs. Ranjan taught us to add details in ELA. Even though it was a lot of steps to the final draft, it was for the benefit of all of us. Mr. Melville taught us Social Studies, quite often acting out the historical characters we were learning about to make the stories come alive. Mr. Martz always had hands-on activities in every class so Science could be fun. Mrs. Raj was always encouraging and challenging those who were advanced. I would like to thank all the teachers and staff at LFDCS who have passed us--making an impact on us in their own special way.

Lawrence Family Development Charter School has been a second home to me for the last five years—for some of my peers a second home for 9 years. This school has given us a safe environment to grow and learn, teaching us everything from academics to sports. LFDCS has taught us to be fluent bilingually—opening up more opportunities. Last but not least, LFDCS has given us guidance and opportunities to learn about private, parochial and vocational high schools where we could further our talents and interests. I thank the board, the superintendent, the administration and most of all our parents for having chosen LFDCS as the school for us.

Life is a journey and we must go on. I will miss this school, my friends, my classmates and my teachers. We should all take the lessons, memories and experiences we have gained here and use these so we all have a good future. Good luck to everyone.

*Joandy Muñoz, Class Speaker
LFDCS Class of 2006
Entering Notre Dame High School*

A Message from the President of the Board

I am pleased to write my first letter as President of the Board of Trustees at Lawrence Family Development Charter School—also inaugurating the first report of our third charter. Our gratitude to Ralph Carrero, who, as the first president, led our school from its founding through the first decade. The mission and vision established during these years form the foundation upon which we are building the future.

The 2005-06 school year was memorable in many ways. As the first full year under the leadership of Connie Tarsook, Principal, the school and staff made deliberate gains in academic achievement with ongoing attention to data and course corrections as necessary. The early fall notification of attaining AYP/Adequate Yearly Progress in Mathematics for the second straight year removed the “corrective action” status from this subject. Similarly, failing to make AYP in English Language triggered an intensive response to implementing increased time devoted to ELA, staff training and strategies to ensure an immediate reversal.

The results of this corrective action plan could be assessed throughout the year in MELA-O Achievement and Reading First students in K and Grade 1 attaining benchmark. It is anticipated that 2006 ELA MCAS will show increased proficiency attainment.

The 2005-2006 school year included a site visit for a Coordinated Program Review. This extensive visit was planned and implemented with a review team from the Massachusetts Department of Education. This visit, conducted every six years in every school district, monitors school policies, practices and progress in all federally-mandated programs including: Special Education, Title I, English Language, Learner Programs and Civil Rights. The draft report noted five areas of commendation and zero deficiencies (every area of review either fully or partially implemented satisfactory). Credit and congratulations to all administrators and staff who insured compliance in these programs.

The Principal, with the School Site Council, prepared our most comprehensive School Improvement Plan. Tied to the renewal accountability plan, this plan will govern decisions and practices in the next four years.

In partnership with our founding organization, LFDEF, Inc., we have undertaken a major facility expansion which will enable us to carry forward the goals of our strategic plan. A former parochial school and convent adjacent to our Lower School site was purchased in December, and, as of this writing, is being transformed to house grades 5-8, a newly-approved early kindergarten program and an expanded family center to support the language, leadership and civic education goals for our families.

We are grateful to our families, staff, friends and foundations who have reached deeply for the resources that will help us complete this project and will bring our school to the next stage of excellence.

Eduardo Lebron

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 limited 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.

- 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 and 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.

The key strategies to improve academic achievement for all students in all grade levels include:

- ◆ Rigorous application of test data and research to decisions regarding curriculum instruction and intervention strategies.
- ◆ Ongoing research, awareness and application of best practice in language acquisition for English Language learners...this includes addressing different language needs in early education, primary and middle grades; substantial staff training and materials review.
- ◆ Policies which require small class sizes with student teacher ratios of 1:20 in K-6 with aide and tutor support, and 1:15 at grades 7 and 8 to support preparation for successful high school readiness, acceptance and transition.
- ◆ Curriculum coordinator to improve mathematics to insure teacher skill competence, staff training and coaching and annual review/recommendations of teaching materials and texts.
- ◆ Implementation of intensive *Reading First* Program (K-4), investment in additional supplemental materials and training for tutors to support specific skill deficiencies.
- ◆ 2nd year implementation of 3-year plan to increase daily access to computer technology in every classroom (2004-2005, grades K-2), (2005-2006, grades 3-4), (2006-2007, grades 5-8) and daily use of the Lexia Reading Skill Program for every student (K-8).
- ◆ Ongoing high-quality, school-sponsored staff training directed at needs identified by test data, student achievement, staff observation as well as investment in additional staff development plans and programs to improve identified needs.
- ◆ Developing standard-based reporting.

School Description and Demographics

Lawrence Family Development Charter School is a Commonwealth Public Charter School, initially chartered in 1995. It is located at 32 West Street (K-4) and 7 May Street (Grades 5-8) in Lawrence, Massachusetts. Currently the school charter is approved for grades K-8 with an enrollment cap of 540 students, with 517 on October 1, 2005. In October 2005, the Massachusetts Board of Education approved an amendment request to increase the enrollment cap to 600, effective 2006-07 school year. This increase is aligned with the Board of Education approval to add a grade level: K1. A full-day Level Kindergarten program for four year olds, with 60 students chosen by lottery, will open in a new facility in September, 2006.

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

	Afr. Amer.	Asian	Hispanic	White	SPED	Low Income
LFDCS	0.40%	0.00%	98.60%	1.00%	10.10%	87.90%
Lawrence Public Schools	2.20%	2.90%	86.30%	8.40%	18.10%	84.00%
State	8.30%	4.60%	12.90%	72.40%	16.50%	28.20%

Student Turnover Data

During the 2005-2006 academic year, a total of 38 students withdrew from school. Four moved out of the country; 12 moved out of state; 7 moved out of the city; 1 transferred to private school; 14 transferred to other school districts. LFDCS contacts parents annually to update our wait list. Only current, not cumulative, numbers are used. In 2005-06, 97.3% were from Lawrence, 2.7% from Methuen.

2005-2006 Enrollment Data				
Grade	Enrolled 2005-06		2006-07	
	Lawrence	Methuen	Applications	Openings
K1	-	-	84	60/0*
K2	59	1	116	60/0*
1	57	3	13	0
2	58	1	11	2
3	57	3	7	4
4	57	1	3	0
5	59	0	4	6
6	55	3	4	3
7	52	1	NA	NA**
8	49	1	NA	NA**
Totals	503	14	242	15

Total Number of Students on Waiting List			
Grade	Lawrence	Methuen	Total
K1	36	0	36
K2	64	0	64
1	45	0	45
2	69	0	69
3	56	1	57
4	62	1	63
5	21	0	21
6	32	0	32
(7)**	0	0	0
(8)**	0	0	0
Totals	385	2	387

* 60 available openings each at K1 & K2 filled by March lottery

** LFDCS does not enroll new students @ grades 7 and 8

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. MA Certificates: Elem. K-8, SS 7-12, Guidance Counselor, K-12 School Psychologist K-12, Principal K-8
Reading First Coordinator:	Cecilia DaSilveira, M.Ed. Curriculum & Instruction Certificates: K-3, Special Education
Special Education Director:	Susan Burgett, M.Ed., Mass. Certificates: Elementary K-8, Elementary K-6, Middle School 5-9 Special Needs, Pre-K-9; Special Ed. Administrator, all levels
Title One Coordinator:	Katherine Allen, MS. Ed., Mass. Certificates: Elem. 1-6; Reading K-12
Math Coordinator:	Kit Norris, MA, Educational Leadership

Summary of Teacher Qualifications

No.	Category	Bach. Degree	Mast. Degree	Mass. Cert.	English Fluency	Avg. Yrs. Tchg. Exp.	Avg. Yrs. LFDCS	NCLB Highly Qualified
28	Classroom Teachers	28	17	22	28	5	3	28
4	Special Education	4	3	3	4	8	3	4
6	Spanish Language	5	2	NA	6	6	5	5
2	Special Subjects	2	1	2	2	6	1.5	2
6	Support Services	6	4	6	6	7	2	6
46	Total Teaching Staff	45	27	33	46	5	3	45

Paraprofessional Qualifications Summary

No.	Category	High School	Assoc. Degree	Bach. Degree	English Fluent	Seeding Success Paraprof. Program	Avg. Yrs. Exp.	Avg. Yrs. @ LFDCS	NCLB Highly Qualified
6	Classroom Instruction Aides	6	1	1	3	5	6	6	6
2	Special Education One-On-One Aide	2	2	1	2	-	11	1.5	2
3	Physical Education	3	3	0	3	-	3.5	3.5	3
11	Total Paraprofessionals	11	6	2	8	5	7	4	11

Teachers who left during 2005-06 school year: 3

Teachers who completed school year not planning to return: 2

Positions cut due to budget restraints: 0

School Report Card

Lawrence Family Development Charter School (044540205)

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>

Report Card:

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.

Enrollment – 2005-2006

	School	District	State
Total Count	517	517	972,371
Race/Ethnicity (%)			
African American	0.4	0.4	8.3
Asian	0.0	0.0	4.6
Hispanic	98.6	98.6	12.9
Native American	0.0	0.0	0.3
White	1.0	1.0	72.4
Gender (%)			
Male	47.2	47.2	51.4
Female	52.8	52.8	48.6
Selected Populations (%)			
Limited English Proficiency	43.3	43.3	5.3
Low-income	83.4	83.4	28.2
Special Education	9.9	9.9	16.5
First Language not English	87.6	87.6	14.3
Migrant	0.0	0.0	0.1
Grades Offered:	K, 01, 02, 03, 04, 05, 06, 07, 08		

Teacher Data (2005-2006)

	School	District	State
Total # of Teachers	47	47	73,593
% of Teachers in Teaching Assignment	85.1	85.1	94.4
Total # of Teachers in Core Academic Areas	43	43	62,301
% of Core Academic Teachers Identified as Highly Qualified	93.0	93.0	93.8
Student/Teacher Ratio	11 to 1	11 to 1	13.2 to 1

Additional Teacher Information

Percent of Highly Qualified teachers: 96%
 Percent meet English Language Fluency: 98%
 Percent Holding Master's Degrees: 59%
 Class size student/teacher ratio: 20:1; Overall ratio: 11:1

Note: 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 20 hours of After-School preparation for ELA and 20 hours of Mathematics and provided 60 hours of summer remediation for all students who are not at proficiency in Reading and ELA.

*2005-2006 School Report Card – Lawrence Family Development Charter School
2005 Adequate Yearly Progress (AYP) Report*

ENGLISH LANGUAGE ARTS

Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	175	175	100	Yes	175	68.3	No	-2.4	No	95.4	-1.2	Yes	No
Lim. English Prof.	111	111	100	Yes	111	65.1	No	-5.4	No	95.4	-1.3	Yes	No
Spec. Ed.	31	31	-	-	31	43.5	-	-	-	95.0	-1	-	-
Low Income	142	142	100	Yes	142	69.2	No	-1.3	No	95.4	-1.3	Yes	No
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	170	170	100	Yes	170	68.4	No	-2.6	No	95.4	-1.2	Yes	No
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS

Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	162	162	100	Yes	162	54.8	No	5.7	Yes	95.4	-1.2	Yes	Yes
Lim. English Prof.	75	75	100	Yes	75	54.0	No	12.1	Yes	95.4	-1.3	Yes	Yes
Spec. Ed.	22	22	-	-	22	33.0	-	-	-	95.0	-1	-	-
Low Income	137	137	100	Yes	137	57.3	No	7.4	Yes	95.4	-1.3	Yes	Yes
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	160	160	100	Yes	160	55.0	No	5.8	Yes	95.4	-1.2	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History

Accountability Status

		1999	2000	2001	2002	2003	2004	2005					
ELA	Aggregate	No	No	No	No	Yes	No	No	Corrective Action				
	All subgroups	N/A	N/A	N/A	N/A	Yes	No	No					
MATH	Aggregate	No	No	No	No	No	Yes	Yes	No Status				
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	Yes					

Academic Program Goal 1

Students at Lawrence Family Development Charter School will become clear and effective writers of the English Language by mastering skills and knowledge outlined in the State Curriculum Frameworks and will improve academic achievement steadily over time.

Measures

- 1A.** Eighty-five percent of students who have attended LFDCS for three or more years will pass the MCAS English language essay with the following anticipated growth targets for achieving *proficient* or *advanced*: (current 84% passing, 26% proficient)

2005-06 – 40%; 2006-07 – 45%; 2007-08 – 50%; 2008-09 – 60%; 2009-10 – 70%

BASELINE		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
4	22	40		45		50		60		70	
7	40	40		45		50		60		70	

LFDCS exceeded the percentage of students achieving proficient or advanced in the 2005 MCAS at grade 7 and fell significantly short at grade 4. Our school developed a comprehensive corrective action plan for ELA (see response for 1B. below). We have contracted with Education Performance Systems, Inc. to reintroduce the LINKS Language Arts curriculum to ensure consistent implementation of the strategies initiated at LFDCS in 2002. LINKS trainers will provide two full days of ELA and writing instruction during August orientation week and throughout the school year. At mid year, they will evaluate implementation of the program. This assessment will inform necessary additional training or program adjustments. An additional Highly Qualified ELA instructor has been hired for grade 7 to augment the newly-required schedule for ELA. Setting apart a specific writing component daily will focus on increasing vocabulary and improving use of grammar.

- 1B.** During each 2-year cycle, LFDCS will make AYP/Adequate Yearly Progress in English Language Arts in each cycle.

LFDCS did not achieve AYP in ELA in 2005, triggering a corrective action status for the school. A plan was written, approved and implemented in January 2006. It included the following additions or improvements:

CURRICULUM

- ◆ Lexia/Computer Based Skills/phonemic awareness, grades K-4
- ◆ Lexia/Computer Based Skills/word building/fluency, grades 5-8
- ◆ ELL Santalana Kits for ELL students, includes writing, K-8

STAFF TRAINING

- ◆ K-2 teachers enrolled in Writing Basics workshop
- ◆ K teachers enrolled in Reading and Writing fluency in Early Ed
- ◆ Consultant hired; focus on differentiated instruction using ELA, all skills, grades 5, 6, 8; two workshops, weekly coaching
- ◆ ELL Specialist K-4, 1 full day Sheltered English Immersion Strategies

EXTENDED TIME

- ◆ Twenty minutes a day were added to instructional time for every grade with elimination of recess. Time specific to writing practice and written open response to questions to improve clarity of expression in writing.
- ◆ The school days were extended for 120 low performing students in grades 3, 4, 5, and 7; 12 weeks, 4 hours. ELA instruction
- ◆ Summer Program – 4 weeks, 3 hours daily, ELA grades K-4; at grades 5-7, 1 hour ELA, 1 Science, 1 Math; ELL Summer Pilot, 4 weeks, 3 hours, grades 4-6 (24 students)
- ◆ ELA Instructional block extended at all grades

- 1C.** Fourth grade students at LFDCS will write a well-developed essay in which they respond to a question in logical order using standard grammar and appropriate vocabulary. The essay will be scored using the LFDCS scoring rubric.

All 4th grade students devoted 30 minutes a day to writing essays with specific attention to transitions, vocabulary and grammar. LINKS consultants will assist in developing an improved rubric and train all staff to score using a MCAS-type scoring protocol.

- 1D.** Seventh grade students at LFDCS will write a persuasive essay in which they demonstrate ability to convince the reader of a position on a complex issue presenting in-depth understanding of both or multiple sides to the issue, using varying vocabulary and mature grammatical conventions. The essay will be scored by a panel of trained teachers using the LFDCS essay rubric.

All grade 7 students wrote persuasive essays and were peer scored--rewritten—and teacher scored. Rubrics for all ELA writing for grades 7 and 8 were under review/revision during the summer of 2006.

TERRA NOVA – SCHOOL-WIDE LANGUAGE ARTS DATA REVIEW

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10
K	.9	1.6				1.9
1	2.3	1.9				2.9
2	2.9	2.4				3.9
3	3.5	3.7				4.9
4	4.7	5.2				5.9
5	5.2	4.6				6.9
6	5.2	5.7				7.9
7	5.3	7.4				8.9
8	5.8	8.2				9.9

National benchmarks on the Terra Nova test are set at grade level + 9 months (i.e., Grade 1.9; Grade 2, 2.9). As seen in the above chart, Terra Nova ELA scores approached or exceeded the national benchmark of grade level proficiency in all but 2 grades (5 and 6). In addition, kindergarten and grade 4 results moved closer toward our expected goal of one year above grade level (insure MCAS proficiency).

In the 2006-2007 school year, one additional staff person will be hired for grades 5 and 6 to improve language development for ELL learners, providing explicit instruction in vocabulary and grammar. A rotational block has been set up for grades 5 and 6 to insure attention to these skills. We will expand the Reading First three-tier instruction model to grade 5 in 2006-07 and to grade 6 in 2007-08, providing a framework for large and small group instruction and will staff for re-teaching and supplemental skills.

Academic Program Goal 2

Students at Lawrence Family Development Charter School will become fluent and proficient readers of English by mastering skills outlined in the Massachusetts Curriculum Frameworks and will improve academic achievement steadily over time.

Measures

- 2A.** Seventy percent (70%) of students who complete kindergarten will meet established benchmarks on two out of three indicators* on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test.
- 2B.** Seventy percent (70%) of first graders will meet established benchmarks on two out of three indicators* on the DIBELS.
- 2C.** Seventy-five percent (75%) of students who complete K-2 will meet established benchmarks on the indicators* on the DIBELS.
- 2D.** Eighty percent (80%) of students who complete K-3 will meet established benchmarks on the indicators* on the DIBELS.

DIBELS Indicators of Reading First Progress

Grade Level	Letter Name Fluency	Phoneme Segmentation	Nonsense Fluency	Oral Reading Fluency
K	81%	*95%	86%	--
1	--	100%	*95%	54%
2	--	--	--	*70%
3	--	--	--	*73%

*indicator of state benchmark (Goal is 85% or higher)

Analysis of Reading First Data

The *Reading First* program, through consistent implementation by the *Reading First* Specialist over a two-year period, has exceeded goals 2A. and 2B. of the LFDCS Accountability Plan. These measures show the foundation and readiness of students in developing reading proficiency. Additionally, students in grades K and 1 significantly exceeded the state benchmark of 85% at pre-selected skills.

Students in grades 2 and 3 earned 70% and 73% proficiency against established goals of 75% and 80% respectively. These classes showed growth from the prior year but did not have the benefit of the rigorous reading curriculum currently in place. This resulted in weakness and gaps in foundation.

The Three-Tier instructional model for implementation of *Reading First* has shown its value and success in the attainment above. Our students have benefited immensely through the infusion of personnel resources including Title One teachers as well as eight City C.O.R.E. (AmeriCorps) tutors and community volunteers.

- 2E.** One hundred percent (100%) of members of each grade 8 class will present individual oral essays at 1 of 4 quarterly presentations describing plot and character development from a selected list of Nobels. In 2005-2006, 7th and 8th language students in both English and Spanish, read for plot and character development from the anthology literature. Students peer-scored one another's oral presentations using rubric standards of tone, intonation, depth of understanding, oral fluency and presentation skills. Eighth grade students presented oral essays scored by a panel of teachers.

In the 2006-2007 year, LFDCS will select appropriate novels for this exercise and review/enhance the rubric to include specific ELA standards on story elements, analysis of plot, character, mood and time, use of figurative language and setting.

TERRA NOVA TEST OF BASIC SKILLS
BASELINE DATA AND ANNUAL GROWTH - READING

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10
K	.9	1.2				1.9
1	2.0	1.8				2.9
2	2.8	2.6				3.9
3	3.1	4.0				4.9
4	4.9	4.8				5.9
5	5.2	5.3				6.9
6	5.0	5.5				7.9
7	5.1	5.8				8.9
8	6.4	8.2				9.9

Analysis of Terra Nova/Reading Data

In 2004-2005, LFDCS gave the Terra Nova test to all students to establish baseline data and built a system to track longitudinal growth of individual students and grade level cohorts as evidence of growth over time during the 2005-2010 charter period.

The above chart shows that 6 of 9 grade levels attained growth in a grade-to-grade comparison with all cohorts indicating improvement in a year's learning time ranging from less than 1 year to 3 years' growth for grade 8.

To address gaps where insufficient growth is shown, LFDCS has revamped scheduling in grades 7 and 8 to increase time for reading instruction and ELA to 120 minutes daily. Designated times have been established for vocabulary development, silent sustained reading, writing, grammar and literature to ensure a balanced literacy program. A Reading Specialist will work with ELA instructors for planning and weekly assessment of progress.

Grades 5 and 6 increased ELA time to 120 minutes in the current year. In 2006-2007 this will be segmented into prescribed times for each component of their balanced literacy program. Kindergarten through grade 4 will continue with the Three-Tier Instructional model of *Reading First*, working to refine their balanced literacy program.

LFDCS addressed access to print by increasing the classroom libraries in all classes kindergarten through grade 8 with multi-copies of literature for needs-based instruction. The Lower School library was expanded with content trade books for curriculum implementation. In the coming year, with the completion of a new Upper School (grades 5 through 8), attention will focus on adding content, literature and resource publications for students and staff.

Completion of new facilities will enable expansion of parent/family education with a series of reading and language parent-child activities planned for a new Family Literacy Center.

Academic Program Goal 3

Students at Lawrence Family Development Charter School will become proficient learners of mathematical competencies and problem solving, mastering the skills and knowledge outlined in the State Curriculum Frameworks and will improve their academic achievement steadily over time.

Measures

- 3A. During each year of the 2005-2010 charter, students who have attended LFDCS for 3 or more years anticipate meeting the MCAS Math test with the following expectations.

Passing: 2005-06 - 50% / 60% 2006-07 - 60% / **70%** 2007-08 - 65% / **80%** 2008-09 - 70% / 90% 2009-10 - 80% / **95%**
Prof./Advanced: 2005-06 - 15% / **20%** 2006-07 - 20% / **30%** 2007-08 - 25% / **40%** 2008-09 - 30% / **50%** 2009-10 - 40% / **60%**

PASSING		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
4	73	60		70		80		90		95	
6	70	60		70		80		90		95	
8	52	60		70		80		90		95	

PROFICIENT/ ADVANCED		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
4	29	20		30		40		50		60	
6	18	20		30		40		50		60	
8	16	20		30		40		50		60	

LFDCS improved Math performance in 2004-2005 in all but one category, exceeding initial goals for 2005 1 year ahead of the Accountability Plan. As a result of math achievement, the school has raised expectations for passing and proficiency from the percentage goals stated in the Accountability Plan. Those new internal goals are identified in bold; alongside approved measures. This growth enabled the school to make AYP for a 2nd consecutive year and remove corrective action status. Administration addressed the 2004-2005 grade 8 deficiency through staff changes.

During 2005-2006, LFDCS maintained its focus on math data, curriculum and teaching strategies in consultation with a math specialist. Analysis of identified gaps in student performance led to the following program adjustments:

1. Title One resources at the Upper School (grades 5-8) reduced student-teacher ratios and enabled re-clustering of students for in-class acceleration of missing skills.
2. To upgrade the math curriculum at grade 6, the newest version of Connected Math was introduced, laying a stronger foundation for performance in grades 7 and 8 currently using CM.
3. Math consultant assisted math instructors in grades 7 and 8 with lesson plans. Following the BBC format to include daily assessment, student outcomes informed teaching practice on a consistent basis.
4. The TERC math curriculum at LFDCS has been under review for the past 3 years. As a language-heavy math program, it appears to create a double barrier for success in a population of second-language learners. In a pilot comparison of a 6-week math unit introduced using TERC, students experienced overwhelming, positive results in a re-introduction using Scott Foresman. Students embraced the change enthusiastically, and the SF curriculum will be introduced in grades 1-4 in the fall of 2006.
5. The Kindergarten teachers, with our Math Consultant, used the SF Curriculum to create an in-house model, ensuring attention to each math benchmark. Student progress was remarkable, attaining grade 1.7 on Terra Nova. Overall Terra Nova math scores for the 2005-2006 year show growth toward the first level, reaching the national benchmarks and exceeding this at grades K, 3, 4 and 8. The student cohort at grade 8 showed a remarkable 3 years' growth from grade 7. Continued emphasis on improved math skills at every level will bring students to our school-wide goal of 1 year above the national average. This is expected to correlate with gaining proficiency status on MCAS.

TERRA NOVA TEST OF BASIC SKILLS
BASELINE DATA AND ANNUAL GROWTH - MATH

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10
K	1.0	1.7				1.9
1	1.6	1.5				2.9
2	2.5	2.4				3.9
3	3.5	4.0				4.9
4	5.6	4.9				5.9
5	5.2	5.6				6.9
6	6.5	6.6				7.9
7	6.7	7.3				8.9
8	7.8	9.5				9.9

Academic Program Goal 4

Students at Lawrence Family Development Charter School will master the skills and content knowledge outlined in the Massachusetts Curriculum Frameworks in Science and Technology.

Measures

- 4A.** Each student at LFDCS in grades 4 through 8 will research, craft and present an inquiry-based science project. In 2005-2006, the 7th and 8th grade inquiry-based Science projects were developed in manufacturing technology. In the coming year, the Science Fair will be re-introduced to ensure the requirements of research content, knowledge, analysis, hypothesis and public presentation--building an expectation for higher knowledge of science strands.

To address the underperformance indicated by MCAS results in Science, LFDCS administration and teaching staff revamped the instructional format for Science school-wide. The school went to a unit design and lesson plan format that promoted spiral learning. The standard clusters were broken down to look beneath the surface of each standard to identify and create learning experiences that build the prior knowledge to master the standard. Currently the Science curriculum is grouped in three grade level clusters: Pre-Kindergarten-2, 3-5 and 6-8. Each unit builds a foundation of knowledge and skills to support introduction of new information and concepts. Because of state emphasis on engineering and technology, LFDCS partnered with Northern Essex Community College to pilot a Summer Middle School Institute in this strand based upon the spiral-back plan (See Dissemination, page 26).

Academic Program Goal 5

Students at Lawrence Family Development Charter School will master the skills and content knowledge outlined in the Massachusetts Curriculum Framework in History and Social Studies.

Measures

- 5A.** During the 2005-2010 charter, LFDCS anticipates that the tryout/pilot status of Social Studies will be raised to scored and counted. LFDCS will note baseline data for 2005-2006 and strive for steadily increasing achievement in proficient and advanced, ranking in the top five schools in the city.

To prepare for proficiency in Social Studies content, LFDCS instituted a new unit design and lesson plan format where students are assessed daily. In response to state emphasis on U.S. History for grade 10, LFDCS has restricted content emphasis and hoped for alignment with MCAS testing.

- 5B.** Students in 3rd through 8th grade will demonstrate in-depth knowledge of an essential question through public presentation of a project integrating History and Social Studies, ELA and Math, assessed by the LFDCS History/SS rubric. Seventy percent (70%) of all students at LFDCS for 2 or more years will earn a score of proficient or advanced

Social Studies in the early grades will address strands and standards through use of content-based literature. Guided reading, using *Time Life* reading books and *National Geographic* will build an understanding of local, national and worldwide topics with opportunities for discussion and analysis guided by teachers.

LFDCS will address implementation of this measurement beginning with grades 7 and 8, including lower grades across 5 years. Teachers will identify the goal/purpose of each unit, and with students, write an essential question worthy of research. Students will research a question using a minimum of 4 media/sources—for example, text, diary, newspaper articles, prior research papers, summary articles, personal interviews, data, media, movies/videos. Rubric will include: a summary of steps to research; reason for choices; and a chart showing compare and contrast or pro and con statements. Students will present publicly and defend conclusion with reference.

Organizational Viability – Goal 6

Lawrence Family Development Charter School will ensure that each child has the full opportunity to learn by fostering regular and consistent attendance by all students and enforcing policies to support this goal.

Measures

6A. Each year, LFDCS will maintain an average daily attendance of at least 95%.

2005-2006 – 95.6% average daily attendance

6B. LFDCS will enforce policies to eliminate unexcused absences so at least 95% of students will have attendance of 95% or better.

2005-2006

68% of students achieved 95% attendance (excused and unexcused absences)
81% of students achieved 95% attendance (counting unexcused absences only)
97% of students achieved 90% or better attendance
3% of students (17) had unexcused absences with below 90% attendance

LFDCS has established strict attendance policies in the knowledge that students not in attendance are not presented with the full curriculum required to achieve proficiency under Mass. Curriculum Frameworks Standards.

LFDCS has taken a consistent, strict interpretation of attendance policies since 1999, pressing for timely arrival, limited dismissal and consequences for unexcused absences and “extended vacation” absences. Students who are not present 90% of the school year attend a requisite four-week summer program. If the student does not attend, the student is retained in grade. Students who are absent for ten consecutive days of unexcused travel may forfeit their seat.

Organizational Viability – Goal 7

Lawrence Family Development Charter School will demonstrate sound financial management of its resources.

Measures

Lawrence Family Development Charter School annual audits have shown that it has remained financially solvent and stable over the past 11 years due to a sound Board and administrative management and oversight of public funding. LFDCS’s Board and administration have established annual balanced budgets for the school and have also continued to show the ability to fundraise for building expansion and program support from private individuals and foundations.

Since the Charter School’s founding in 1995, we have accumulated annual excess revenue. As of June 30, 2006, we have over \$1,000,000 in reserves. This money is earmarked for educational opportunities, supplies and equipment necessary for innovative programs and emergencies.

Currently the Lawrence Family Development and Education Fund, Inc.’s Board of Trustees, LFDCS’s founding organization, is leading the effort to build and renovate a new facility, including a gymnasium, which LFDCS will lease. This new facility will allow LFDCS to expand its program with the addition of a 4-year-old Kindergarten. It will also allow adequate space for programs and staff that the current rented facility does not provide.

The strong financial position and long-term solvency of both LFDCS and its founding organization were essential for approval of a \$5.5M tax-exempt bond issued by Massachusetts Development and a mortgage to underwrite the facility expansion.

Organizational Viability – Goal 8

Lawrence Family Development Charter School will provide highly-qualified educators at every level committed to a culture of high expectations for self and student achievement.

Measures

8A. LFDCS is committed to provide highly-qualified staff to deliver instruction defined by NCLB. One hundred percent (100%) of teaching staff in all categories meet the Highly-Qualified Teacher status of NCLB.

One hundred percent (100%) of the paraprofessional staff in all categories meet the Highly-Qualified Paraprofessional requirements of NCLB. See staff summary charts on page 3.

8B. It is anticipated that teacher attendance will reach 95% or better insuring highly-qualified staff are present to deliver instruction.

During 2005-2006, teacher attendance was 97.5%, underscoring teacher commitment to the goals and mission of our school and helping to insure that instruction is delivered by highly-professional qualified professionals.

8C. Each year LFDCS will invest in staff development and advanced training for professional, paraprofessional and support staff tied to school improvement goals.

LFDCS invested in staff development through three avenues to advance professional and paraprofessional staff skills, content knowledge and to meet requirements for licensure. These included:

a. Coursework in Graduate and Undergraduate Programs in Higher Education.

LFDCS provides tuition reimbursement for two college courses annually for all staff (rate of 75% of coursework at UMASS Lowell). Programs included: Special Education, Early Childhood, Teaching of Mathematics, and Teaching of Science. Three staff completed Master's in Education through this investment.

In partnership with Northern Essex Community College, 7 paraprofessionals are enrolled in the Seeding Success Program, a federally-funded and approved program to meet NCLP requirements; 2 members completed this program.

Also in partnership with Northern Essex Community College, a course was designed and offered as a DOE summer Content for Middle School Science, attended by LFDCS staff to improve science instruction at LFDCS.

b. Workshops and On-Site Trainings

LFDCS contracted with qualified instructors to provide skills training, context knowledge and policy/procedure requirements on 8 (paid) staff development days, including 5 prior to fall opening. Staff participated as noted:

1. Reading

Dibels Foundations, Three-Tier Model for Reading First
Comprehensive Strategies, 7 Keys to Computer
Spelling Patterns and Assessments
ELL/English Language Learner
ESL Practical Strategies for Accelerating Literacy and Content Learning
Best Practices in Teaching English Language Learners
MELA-O certificate training

2. *Special Education*

Teacher Training: Student Success Plans and Reading IEP
Accommodations and Modifications for Students with Disabilities and ELL
Math Modifications for Special Education Students
Training for SPED protocol, policies and procedures
Effective Treatment for Anxiety Disorders
Practical Strategies to assess IEP Progress

3. *Math*

Curriculum Mapping and Unit Design in Math
Differentiated Instruction in Math
Making Math Work for Under Achieving Students

c. Mentoring/Coaching Staff

LFDCS provided 88 days of on-site math consultant support to grade level planning and K-8 class support. LFCS provided 40 days of on-site, in-class, support to model differentiated instruction (5-8).

d. Conferences

LFDCS provided substitute teachers and conference expenses for 59 staff members to attend professional training at conferences.

8D. One hundred percent (100%) of staff who have taught one or more full years at LFDCS will accurately define and describe curriculum and assessment expectations with evidence from their professional portfolio.

One hundred percent (100%) of staff accurately define and utilize curriculum framework lesson plans and assessment expectations. In 2006-07, staff will fully develop their professional portfolios and curriculum binders.

8E. Ninety percent (90%) of staff at LFDCS will respond favorably to an annual survey measuring satisfaction with their role and participation in the school's mission and culture:

1. Working relationship with colleagues.

99% of staff rate working relationships as collegial and supportive

2. Most important element to improving teacher quality.

*50% professional development opportunities
25% longevity
20% salary*

3. Best method to share teacher knowledge.

*40% in service training
40% peer observation
14% study group*

4. Most important factor to teacher delivery of quality instruction.

*58% mental preparation and lesson plans
30% time*

5. Most significant cause to distraction of teaching and learning.

81% student behavior

6. Positive, professional communication with school administration.

*86% with Heads of School
80% with Principal*

Faithfulness to Charter – Goal 9

Lawrence Family Development Charter School will involve parents in supporting the education of their children to increase academic achievement.

Measures

9A. LFDCS held 2 full conference sessions at the end of the 1st and 3rd marking period. These included a review of each child’s portfolio of selected work, examples of the expectations of student achievement, and time to discuss in detail student progress toward the benchmarks for each academic subject. Attendance and participation by parents is noted by grade level. Attendance is verified by signed conference sheets in each homeroom.

	K	1	2	3	4	5	6	7	8
Fall Conference	83%	98%	97%	93%	98%	88%	93%	82%	66%
Spring Conference	93%	NA	90%	90%	93%	NA	NA	NA	NA

9B. LFDCS conducted a written and telephone survey in the spring of 2006 designed to measure parent understanding of our curriculum and expectations to measure parent satisfaction with the academic program. Additionally, the survey collected data on current and future planning for parent/family education to improve skills and parent involvement. The survey, completed with parent volunteers, includes responses from 46% of LFDCS parents.

EXAMPLES OF SCHOOL IMPROVEMENT & STUDENT ACHIEVEMENT QUESTIONS

1. What is the biggest improvement @ LFDCS in 2005-06?

<i>Student Grades.....</i>	<i>69</i>
<i>Discipline/Rule Enforcement</i>	<i>55</i>
<i>Parent/Teacher Communication</i>	<i>47</i>
<i>MCAS Scores.....</i>	<i>42</i>

2. What are the curriculum needs that prioritize attention in the upcoming year?

<i>Math</i>	<i>73</i>
<i>Spanish.....</i>	<i>34</i>
<i>Science.....</i>	<i>33</i>

3. What classes would be of most interest to you (more than one response per person)?

<i>ESL Basic.....</i>	<i>63</i>
<i>ESL Advanced.....</i>	<i>39</i>
<i>Citizenship.....</i>	<i>36</i>
<i>Computer Skills.....</i>	<i>59</i>
<i>Family Literacy</i>	<i>48</i>

EXAMPLES OF PARENT INTEREST TRAININGS

	<u>Yes</u>	<u>No</u>
1. Would you attend a Parent Workshop on Saturday?	103	57
2. Would you participate in an MCAS test review?	125	35
3. Do you think workshops will improve student learning?	147	13

OTHER:

LFDCS welcomes and involves parents at all levels of school organization.

- ◆ 66% of Board of Trustees are parents, including the Board President.
- ◆ Parent members of the School Site Council created/translated monthly newsletter.
- ◆ Parent leadership of school rose over \$14,000 for new building campaign.
- ◆ Parent leaders of School Site Council raised funds for scholarships and cultural trips.
- ◆ Parents participated as readers in Read Across America.
- ◆ Parents assisted at every grade level with cultural contributions to Three Kings—Multi-Cultural Heritage Day.
- ◆ PAC for Special Education held monthly meetings.
- ◆ Parent volunteers contacted over 160 families in a telephone survey.

Faithfulness to Charter – Goal 10

Lawrence Family Development Charter School will support high academic achievement and high expectations for its students, resulting in admission and successful transition to high school for its graduates.

Measures

All students at LFDCS will have the opportunity to prepare for and apply to selective high schools. At least 50% of all graduates will apply to high schools with admission criteria. At least 1/3 of all graduates will be accepted at 1 or more of these high schools.

During the 2005-06 year, LFDCS strengthened its Guidance Placement program with the addition of a part-time counselor to design training for 7th and 8th grade students in life choices and planning for secondary education. This augmented a summer SSAT prep program and partnerships with Pingree School, Governor Dummer Academy and Phillips Academy, creating awareness and opportunity.

Of the 50 graduates of the Class of 2006, 42 or 84% applied to schools with admissions' criteria (private, parochial or vocational). Of these graduates, 70% received acceptances to one or more schools at the following rates:

<u>Secondary School</u>	<u>Applications</u>	<u>Acceptances</u>	<u>% Accepted</u>
Private	14	7	50%
Parochial	61	49	80%
Vocational	39	28	71%

Graduates were awarded over \$225,000 in scholarships and financial aid with admissions including: Governor Dummer Academy, Brooks School, Tilton Academy, Central Catholic High School, Notre Dame High School, Presentation of Mary Academy and St. John's Preparatory School.

Faithfulness to Charter – Goal 11

During the 2005-2010 Charter, LFDCS will continue to work toward its priority founding goal to identify and implement best practices in language acquisition to insure proficiency in English and Spanish. LFDCS will utilize external research-based models and results from internal program applications in pursuit of creating a dissemination model of high academic performance by language minority students.

Measures

LFDCS requires dual language proficiency in English and Spanish for every student. This is implemented through an evolving Sheltered English Immersion model, supporting vocabulary and content development in all subjects daily and an academic Spanish language curriculum one period daily taught by native language educators. All language instructors (Spanish and English) use Massachusetts Curriculum Frameworks ELA Standards to create lesson plans.

LFDCS introduced the IPT (Idea Proficiency Index) in 2004-2005 to assess language proficiency in English and Spanish. Oral skills are assessed one on one for each child with reading and writing tested by whole groups. As seen in the charts below, students scoring as limited English-proficient have decreased and fluent English-proficient have increased in 5 of the 8 grade levels.

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	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
Kindergarten	0	0	17	31	4	29	21	60
1 + T	0	0	13	16	1	0	14	16
2	0	0	11	10	7	2	18	12
3	0	0	22	18	24	4	46	23
4	0	1	23	20	16	23	39	45
5	0	0	8	19	3	16	11	35
6	0	0	19	12	1	2	20	14
7	0	0	7	11	1	5	8	16
8	0	0	8	5	0	1	8	6

*Beginning 2005-2006, LFDCS will assess every Kindergarten student.

LFDCS served 185 students in 2004-2005 (K-8) and 227 in 2005-2006 with the addition of a trained ESL paraprofessional. A second paraprofessional will increase staffing student time in ESL in 2006-2007. LFDCS notes two curriculum additions which were utilized by ESL staff and appear to have contributed to student growth.

Santillana Kits were used in small groups in an immersion setting offering vocabulary-rich instruction, supported by visuals to increase early vocabulary understanding (visual and auditory growth). An ESL specialist supplemented classroom/instruction time using National Geographic *Windows to Literary* series to provide visual examples of Tier Three (most challenging) vocabulary for Science and Social Studies content. This teaching model gives immediate access through visuals in context to word understanding making the connection to prior knowledge in English and native language vocabulary and removes language barriers.

This support model resulted in LFDCS exceeding the state target and state performance on the 2005 AMO (Annual Measurable Achievement Objectives) as seen in the following charts of MEPA results.

PROGRESS

2005 MEPA		AMAO ACHIEVED?
State Target	50%	YES
State Performance	57%	
District Performance*	81%	

81% of Limited English Proficient Students@ LFDCS whose language performance increased by 2 or more steps.

ATTAINMENT

	YEARS IN U.S. SCHOOLS			YES
	1	2	3+	
State Target	10%	25%	40%	
State Performance	17%	26%	48%	
District Performance*			75%	

75% of students attained the Transitioning Performance level capable to learn in English language classroom.

2005 - LFDCS Performance Summary

		Spring 2005 Performance Levels							
		Beginning		Early Intermediate		Intermediate	Transitioning		Total
		Step	1	2	3	4	5	6	7
Fall 2005 Performance Levels	Beginning					2			0
								1	3
	Early Intermediate					4			0
						1	2	3	6
	Intermediate				1	6	2	4	15
						2	7	27	56
	Transitioning						5	53	56
Total		0	0	0	1	15	14	88	118

Shaded sections indicate # of students who progressed by two or more steps in English Proficiency. Unshaded sections indicate only one progress step.

An important component of language acquisition growth is the continued strength of Spanish language proficiency as seen in the Spanish Language IPT comparisons.

Grade	Non-Spanish Proficient		Fluent Spanish Proficient						Total Number of Students Tested	
	04-05	05-06	Oral		Reading		Writing		04-05	05-06
			04-05	05-06	04-05	05-06	04-05	05-06		
K	2	0	21	22	-	-	-	-	56	61
1	2	1	14	38	-	-	-	-	67	59
2	1	0	7	33	18	39	16	37	58	59
3	0	0	19	35	29	35	25	39	61	60
4	0	0	31	35	39	40	28	28	59	57
5	0	0	32	34	22	29	9	13	54	60
6	0	0	40	24	33	39	15	24	59	59
7	0	0	28	38	14	10	15	23	55	54
8	0	0	32	35	19	22	10	23	45	50

Growth of our School at a Glance ~ ~ Charter Summaries (5-year spans)

	1995-2000	2000-05	2005-06	2006-07	2007-08	2008-09	2009-10
Grades Served	K-3—K-7	K-8	K-8				
Number of Students Enrolled	180—428	475—520	523				
Number of Classrooms	9—23	27—28	28				
Maximum Number of Students in Classroom	20	20	20				
Number of Computers	19—59	71—93	115				
Number of Students on Waiting List	90—111	198—315	387				
Total Number of Teachers/Counselors	11—31	46—56	51				
Students to Teacher Ratio (overall)	12:1	10:1					
Students to Teacher Ratio (classroom)	20:1	K-6 - 20:1 7 & 8 - 14:1					
Staff Turnover	30% — 24%	22% — 17%	12%				
Percentage of Certified Teachers	44% — 52%	61%— 61%	72%				
Teacher Salary Range	B \$25,000—\$26,490 M \$26,360—\$32,105	B \$26,460—\$32,105 M \$38,000—\$51,685	B \$32,555 M \$53,200				
Av. Per Pupil or State-Allocated Expenditure	\$6,125— \$7,313	\$8,069— \$9,674	\$10,260				
Average Daily Attendance	96% —95%	96% — 95.1%	95.7%				
Average Number of Students in Attendance	178—423	473—492	517				
Students Receiving Special Ed. Services	3%— 7%	9%— 10%	12%				
Students Receiving 504 Services	0—3%	2% — 4%	3%				

Governance Profile

BOARD OF TRUSTEES 2005-2006

<i>NAME</i>	<i>AFFILIATION</i>	<i>TENURE</i>
Eduardo Lebron, President <i>Parent/LFDEF Representative</i> <i>Executive Committee</i>	Bilingual Counselor/Health Coordinator Community Action Council, Haverhill	Feb. 2004 – Sept. 2007 1 st term
Mark Gauvin, Treasurer <i>LFDEF Representative</i> <i>Executive Committee</i> <i>Finance Committee</i>	Acoustical Products Sales Director Harvey Industries	Oct. 1998 – Sept. 2007 3 rd term
John Housianitis, Clerk <i>LFDEF Representative</i> <i>Executive Committee</i>	Director of Institutional Advancement Central Catholic High School 17 years - District School Committee	Oct. 1995 – Sept. 2007 4 th term
Ramona Andrickson <i>LFDEF Representative</i> <i>Personnel Committee</i>	Case Manager/Workshop Trainer Greater Lawrence Family Health Center	Oct. 1995 – Sept. 2005 4 th term
Aguedo Cotto <i>Parent Representative</i>	AmeriCorps Member City C.O.R.E.	Jan. 2005 – Sept. 2006 1 st term
Frank Eccles (d.) <i>LFDEF Representative</i> <i>Curriculum Committee</i>	Retired Educator Phillips Andover – Merrimack College Math Tutor - LFDCS	Oct. 2004 – Nov. 2006 (deceased) 1 st term
Nazario Esquea <i>Parent Representative</i>	Owner NAZTEL Communications	Oct. 2002 – Sept. 2008 2 nd term
Wendy Estrella, Esq. <i>Parent Representative</i> <i>Fundraising Committee</i>	Attorney Landy & Lara, Attys. at Law	Jun. 2005 – Sept. 2008 1 st term
Melitza Garcia <i>Parent Representative</i> <i>Personnel Committee</i>	Internal Revenue Service	Oct. 2005 – Sept. 2008 1 st term
Francisco Gomez <i>Parent Representative</i> <i>Personnel Committee</i>	Technical Support Infor Global Solutions	Oct. 2002 – Sept. 2008 2 nd term (on leave 2005-2006)
Juliet Nagle <i>LFDEF Inc. Representative</i> <i>Curriculum Committee</i> <i>Fundraising Committee</i>	Retired Educator Reading Tutor LFDCS	Jan. 2006 – Sept. 2009 1 st term
William O’Heaney <i>LFDEF Inc. Representative</i> <i>Fundraising Committee</i>	Foundation Trustee	Jan. 2006 – Sept. 2009 1 st term
Hilda Cora Ramos <i>Parent Representative</i> <i>Fundraising Committee</i>	Parent Volunteer LFDCS	Jan. 2006 – Sept. 2009 1 st term
Trevia Tate <i>School Site Council Co-Chair</i>	Early Education Student Northern Essex Community College After-School Aide - LFDCS	Oct. 2004 – Sept. 2006 2 nd term (annually appointed)

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

MAJOR POLICY DECISIONS BY BOARD OF TRUSTEES

August 2005—Approved resolution and request by LFDEF, Inc. and mortgage lenders for facility expansion that LFDCS be listed as a guarantor--LFDEF, Inc. is borrower of \$6.5M tax-exempt bond to finance purchase and construction of new Upper School (vote required for Massachusetts Board of Education). Resolution submitted to Mass. DOE with amendment request.

September 2005—Redefined intent of personal days. Confirmed that reason for requesting a personal day is personal and does not require approval. Reaffirmed that a personal day may not be taken adjacent to (before or after) a school holiday or vacation (*extenuating circumstances* will be taken under consideration by the Administrative Team and days would be taken without pay).

Approved a cell phone policy for student use. General rule: no cell phone permitted on person, in book bag, desk or locker. Ruling recognizes parent right to request, in writing, a waiver to address specific *extenuating circumstances* which impact student safety.

October 2005—Approved recommendation from Executive Board of LFDEF that when a school board member is elected to serve as a representative of LFDEF and they no longer serve on the Fund Board, they will no longer serve on the LFDCS school board.

November 2005—Approved FY'05 financial audit following presentation and discussion with Michael Walsh, CPA, external auditor.

Approved request by Principal and Head of Upper School to declare certain outdated textbooks as surplus, allowing for sale with funds deposited in school account.

Approved request by Principal and Head of Upper School to declare certain outdated textbook as unmarketable allowing for donation to non-profit organizations. Books donated to “Hands Across the Waters.”

January, 2006—Approved clarification of the Homeless Policy as required under the McKinney-Vento Act. To follow lottery requirements for charter school enrollment, LFDCS will assist new applicants to apply for the lottery/waiting list, while referring to resident district for immediate enrollment: Students currently enrolled who become homeless will remain at LFDCS, and the school will work collaboratively with the new resident district to share transportation costs. Approved incorporation of Homeless Policy into School’s Enrollment Policy.

February 2006—Approved that District Equal Access Policy is the revised Enrollment Policy plus the Homeless Policy as approved in January.

Approved language to define LFDCS educational services in institutional Setting (ESIS Policy: students receiving services under an IEP, if temporarily displaced, will receive services from institution if providers are available. If not available, LFDCS will provide services as appropriate. LFDCS coordinates implementations, reviews, 3-year evaluations and MCAS tests.

Approved Language-defining Policy that “support programs at LFDCS supplement and do not supplant student services.” Approved 3-year review and update of School Health Policies and Procedures prepared by school nurse and signed by the City Physician. Follows the requirement that policies and procedures require knowledge and approval of Board of Trustees.

March 2006—Approved corporate resolution for signing authority confirming policy on signators and amount limits.

April 2006—Approved the 2006 ELA Corrective Action Plan as prepared by the Superintendent and Principal in compliance with school not making AYP (Adequate Yearly Progress) in English Language Sets. Vote required for submission to DOE.

May 2006—Approved FY 2007 School Budget. Approved overnight out-of-state field trip for grade 8 to Camp Marist.

The above are summary descriptions of major policy decisions by
the Board of Trustees during the 2005-2006 school year.
Complete statements on approved policies are available for review
in the official minutes of the Board meetings.

Complaints: No official complaints were received by the Board of Trustees during the 2005-2006 school year.

CHARTER AMENDMENTS APPROVED BY COMMISSIONER OR MASSACHUSETTS BOARD OF EDUCATION

September 2005— Mass. Board of Education approved amendment request that LFDCS be listed as a guarantor with LFDEF, Inc., its founding organization as borrower, of \$6.5M tax-exempt bond and mortgage to finance the purchase and construction of a new Upper School facility.

October 2005— Mass. Board of Education approved an amendment request to increase the enrollment cap at LFDCS from 540 to 600 students effective 2006-2007 school year, and to increase the grade levels served from K-8 to K1-8 allowing the school to implement a Level 1 full-day kindergarten program for 4 year old students.

June 2006 – Commissioner of Education approved a waiver request from the 180-day requirement of school openings. The waiver was requested in response to 5 days of closing in Lawrence, Massachusetts due to unprecedented rainfall and flooding of 3 rivers. Students were allowed to have a 178-day year. Teachers were required to attend the waived student days and participate in approved staff development trainings.

Financial Information (unaudited)

STATEMENT OF REVENUES AND EXPENDITURES

<i>Revenue</i>	
Tuition	\$5,309,390
Grant Income	780,564
Contributions	6,500
Miscellaneous Income	<u>138,192</u>
Total Revenue	\$6,234,646

<i>Expenditures</i>	
Salaries	\$3,398,203
Benefits & Payroll Taxes	671,581
Contracts & Fees	696,332
Office Expenses	204,562
Occupancy	766,717
School Supplies & Equipment	133,051
Professional Services	191,817
Other	<u>22,687</u>
Total Expenditures	\$6,084,950

Total Revenue Over Expenditures **\$149,696**

Private Funds Received

LFDCS received \$129,489 in private funds during the 2005-2006 school year. The programs funded included: Summer School, Math Mentoring, Class of 2006 Yearbook, and student scholarships. New Type A computers were also purchased for our Upper School. A list of our supporters is detailed on the next page.

BALANCE SHEET

<i>Assets</i>	
Cash	\$1,646,485
Grants Receivable	75,385
Prepaid Expenses	989
Equipment-Net	<u>226,454</u>
Total Assets	\$1,949,313

<i>Liabilities</i>	
Accounts Payable	\$138,383
Accrued Expenses Payable	447,554
Deferred Revenue	<u>6,000</u>
Total Liabilities	\$591,937
Total Net Assets	<u>\$1,357,376</u>
Total Liabilities And Net Assets	\$1,949,313

Education Grants Received

Title 1 & Title 1 Support	\$306,265
Reading First	186,710
Title II-A	41,613
SPED 94-142	98,893
Title II - D	2,710
Title III - ESL	40,156
SPED Program Improvement	<u>2,500</u>

Total Public Funds Received **\$678,847**

Financial Information (continued)

APPROVED BUDGET – FY 2007

Revenue

Tuition	\$6,123,332
Grant Income	803,000
Contributions	20,000
Cash From Net Assets	250,000
Miscellaneous Income	<u>100,000</u>
Total Revenue	\$7,296,332

Expenditures

Salaries	\$3,914,633
Benefits & Payroll Taxes	1,015,190
Contracts & Fees	683,167
Office Expenses	241,500
Occupancy	995,870
School Supplies & Equipment	156,000
Professional Services	247,000
Other	<u>39,000</u>
Total Expenditures	\$7,292,360

Total Revenue Over Expenditures **\$3,972**

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

FINANCIAL SUPPORT

*Adelante Youth Center
Anonymous
Robert Ansin
Banknorth
Boston Private Bank & Trust Co.
C. E. Floyd Company, Inc.
Doherty Insurance
Enterprise Bank & Trust Co.
Essex County Community Foundation
Caruso & Caruso, LLP
Cutler Associates
Giordano Family Methuen Karate Association
John Housianitis
Jenjo Foundation
Fr. Joachim Lally
Highland Street Foundation
Lawrence Police Department Weed & Seed Program
LFDCS Parents' Association
Lucky's Pizza and Subs
MassDevelopment
Merrimack Valley Federal Credit Union
Morris Rossi & Hayes
Juliet Nagle
Non-Profit Finance Fund
Northern Essex Community College
Charles Pringle Foundation
Quintana Associates
Rumbo
Josephine Russell Trust/Artemas Stearns Trust
Sovereign Bank
Abbot & Dorothy H. Stevens Fund
"Summer in Greater Lawrence" Fund
Trident Advantage Group
Trombly -The School Bus Professionals
Walsh & Co.*

PARTNERSHIPS

*Adelante Youth Center
Camp Marist
James Desrosier's Growth -Co
Family Services Association/Discovery Corps
GLCAC-Pathways to Literacy
Lawrence Youth Commission City C.O.R.E.
Lawrence Youth Development Programs
Merrimack College/Service Learning Center
Northern Essex Community College
Phillips Academy Andover/Community Services
Spar and Spindle Girl Scout Council
The Pingree School/Prep @ Pingree
UMASS Nutrition Program
YWCA*

Dissemination

Community Outreach and Awareness/Kindergarten Lessons

During the 2005-2006 school year, LFDCS completed plans and received approval to open an early kindergarten program (K-1) for the 2006-2007 academic year. Integral to this project was a year-plus review of curriculum and planning to develop a two-year, full-day kindergarten program spanning the state early childhood goals for pre-school through readiness for 1st grade. Massachusetts Curriculum Framework standards were structured to phase in skills and content over a two-year period—allowing for introduction review and mastery in appropriate developmental time blocks.

Teaching staff in our current K and grade 1, along with reading specialists, special education staff and administration, created a series of example lessons to be presented in public forum in the community as part of outreach and enrollment. Two evenings and one Saturday session at the Lawrence Public Library introduced interested parents and other community members to the goals, expected outcomes and hands-on learning activities for parents and children.

Early childhood certified staff are completing lesson plans and activities during summer 2006 and will apply to be presenters at Massachusetts and national conferences during 2006-2007.

STEMS (Science, Technology, and Engineering for Middle Schools) Content Institute

Development and implementation of STEMS as a summer content institute through the Massachusetts Department of Education was designed in response to the school's underperformance in the science tests of MCAS. Review by school staff showed a fragmentation of curriculum presentations taken from the Massachusetts Curriculum Frameworks. Although lessons were aligned to the standards, the order of standards did not support a foundation and sequential introduction of content. The standards were re-ordered to spiral back from 8th grade to 7th grade to 6th grade. This framework was used to create the STEMS content institute in partnership with the Science/Technology Department at Northern Essex Community College where the staff training was designed and course offered. The 10-day summer 2006 institute will have 2 follow-up sessions in the fall of 2006 and on-line technical assistance during the year.

Course content: The STEMS (Science, Technology and Engineering for Middle School) Content Institute will provide educators in grades 6-8 with the content and context to offer Science and Engineering/Technology courses that meet the Massachusetts Curriculum Framework standards and that provide a solid integration of key scientific and mathematical concepts applied through the engineering design process. Key academic concepts addressed in this institute include: inquiry, heat transfer, physical sciences, materials and tools, engineering design, communication technologies, manufacturing technologies and construction technologies. The content institute will be organized and delivered using technology. LFDCS credits Michael Pelletier, Head of Science and Technology at Northern Essex Community College, for development and implementation of the LFDCS curriculum framework as a content institute for improving the teaching of middle school science.

Number of Instruction Days

During the 2005-2006 school year, LFDCS had 178 instruction days with an academic program from 8:00 a.m. to 3:00 p.m. and an extended day from 3:00 p.m. to 6:00 p.m. for homework assistance, remediation, and enrichment. The school year started August 31, 2005 and ended June 23, 2006. The final two class days were waived by Commissioner Driscoll due to excessive flooding and five days' cancellation in May 2006.

Student Suspensions and Expulsions

LFDCS expelled 1 student during 2005-2006; the first expulsion in its history. The cause was racist and threatening verbal remarks. Thirty-six students (24 males, 12 females) served out-of-school suspensions. Three resulted from use of a lighter on school property, all others resulted from physical aggressions. Suspensions ranged from one to five days. All included a parent meeting prior to return.

The 2005-2006 Annual Report was compiled by:

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Jamie Wu

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Susan Burgett

Kate Allen

*Cover photo—Staff and Students participating in the dedication of Juan Pablo Duarte Boulevard, May 6, 2006
courtesy of Alberto Suris, Rumbo Newspaper*

*Inside photo – Graduation: June 26, 2006
courtesy of Valdez Photo Studio*



Lawrence Family Development Charter School

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

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

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

Tel: (978) 738-0609 - Fax: (978) 738-0634

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