

*Lawrence Family Development  
Charter School*



*Annual Report  
2006-2007*

## *Class of 2007*



I would like to begin with a quote from Henry Ford who said: "Coming together is a beginning, staying together is progress, and working together is success." When I came across this quote, I was immediately reminded of LFDCS and our mission statement. LFDCS is about being a community that comes together, stays together, and works together to not only produce success but to be a paradigm for the city of Lawrence. Here we have achieved academic success together, built and shaped our character both individually and collectively, and built relationships with teachers and peers that will last a lifetime.

This quote also speaks about a beginning. LFDCS has made many changes throughout the years, but the greatest change and accomplishment is having the opportunity to move into the wonderful, new upper school building. Moving into the building began an era of success; it is the beginning of a new learning environment that will mold the youth who will grow to be the next leaders making our city great.

We also remember one of our classmates, Randy Marrero, who lost a courageous battle with cancer in third grade, and we continued forward in memory and in honor of him. That is all we can do, live the best life we can for him.

I know LFDCS will continue to grow as one of the finest schools in the area, preparing each class of graduates for successful futures. I hope that the students continue to appreciate the great school that they attend. I would also like to say that I hope every student graduating will have an opportunity to pursue their hopes and dreams in the future.

*Kayla Rosario, Class Speaker  
LFDCS Class of 2007  
Phillips Academy, Andover*

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

*The 2006-2007 school year, our twelfth year of operation, was a time of growth and maturity. Supported by valuable resources, new opportunities, a united community and consistent attention to data and discipline, we continued to move forward from “good to great.”*

*“From Good to Great” requires a commitment at every level to work for achievement and decisions which have intentional focus on outcomes with a plan to succeed. Decisions, actions and outcomes of the 2006-2007 year at LFDCS show a continuum of attention by the Board of Trustees, administration, staff and students to increase student achievement in an environment of discipline and respect.*

*The year began with the introduction of our early-kindergarten program (K1) providing a full-day academic program for four year olds. Students are engaged in learning through centers, group instruction and play throughout the day – exceeding expectations by every measure. Ninety-seven percent (97%) scored at state benchmark in a phonemic awareness assessment geared for five year olds.*

*Reading was a priority focus at every grade level. The “Reading First” program, in its third year, attained full implementation status and shows promise that early readers have the foundation skills to continue toward proficiency and fluency. LFDCS received a planning grant from “Reading Next” which will place attention and resources on reading across the curriculum in the Upper School.*

*October saw the completion of long-awaited new facilities and a community celebration of the accomplishments of the school and its contributions and commitment to education in the Lawrence community. In addition to a new learning center for K1, the school relocated grades 5-8 to a fully-restored/updated facility with a library, labs, space for specialized and support programs, our first gymnasium and a new Family Education Center. Students, staff and families rejoiced at the opportunities the new facilities provided. Special recognition to our parents and staff for their generous support of our capital campaign for these new facilities.*

*LFDCS has built a history of valuable partnerships which support our mission. An exciting new partnership with Boston University began this year. A pilot February vacation week Science Exploration Camp, involving 50 fifth and sixth graders, is the foundation for future programs and collaboration.*

*In the accounting of official school visits, LFDCS completed a Coordinated Program Review with zero deficiencies and a twelve-year site visit with positive findings in every aspect of charter review. The school made AYP in Math and focused extensive attention and resources on English Language Arts as you will discover in reading our report.*

*In conclusion, it is a great pleasure and responsibility to serve as President of our Board of Trustees. In the name of all of our Board members, we are grateful to all who have made this growth possible – administration, teachers, staff, students, families, friends and funders – your attention to excellence and achievement will continue our journey from “Good to Great.”*

*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*

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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 during 2006-2007 emphasized:**

- ◆ introduction of a new early-kindergarten program for four year olds. Full-day academic program addresses lack of pre-school readiness, increases social development and English language acquisition.
- ◆ continued rigorous application of test data in decision making of research-based curriculum.
- ◆ support development of bi-lingual proficiency in reading, writing and speaking. Spanish language instruction is based in MA ELA framework developing all lessons from those standards.
- ◆ class size policies with low student-teacher ratios in K-grade 6, and ratios of 1:16 in K1 and grades 7-8, supporting foundation skills, attention to student needs and a strong high school readiness program.
- ◆ laser focus on students exhibiting any level of academic risk for reading failure. LFDCS' Response to Intervention model addressed gaps in early reading skills with individualized action plans bridging all reading skill deficiencies.
- ◆ fourth year implementation to increase access to computer technology in every classroom resulted in the purchase of two Type A student-use computers for each grade 5 and 6 classroom. This ensures ready access to Response to Intervention Lexia lessons during needs-based groups.
- ◆ invested staff development resources to drive school improvement plan. Funds invested in state-mandated improvement requirements, teacher-identified goals and staff survey priorities.



## School Description and Demographics

Lawrence Family Development Charter School is a Commonwealth Public Charter School, initially chartered in 1995. It is located at 34 West Street (K-4), 400 Haverhill Street (Grades 5-8) and 404 Haverhill Street (K1) in Lawrence, Massachusetts. Beginning with the 2006-2007 school year, the school charter is approved for K1-grade 8 with an enrollment cap of 600 students, with 583 on October 1, 2005. This increase is aligned with the Board of Education approval to add a grade level: K1 full-day Kindergarten program for four year olds, with 60 students chosen by lottery which opened 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:

	<b>Afr. Amer.</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>SPED</b>	<b>Low Income</b>
LFDCS	0.90%	0.00%	98.30%	0.80%	9.30%	87.50%
Lawrence Public Schools	2.20%	2.70%	87.40%	7.60%	18.90%	83.10%
State	8.20%	4.80%	13.30%	71.50%	16.90%	28.90%

### Student Turnover Data

During the 2006-2007 academic year, a total of 15 students withdrew from school. One moved out of the country; five moved out of state; one transferred to a private school; and eight transferred to the Lawrence public school system. In 2006-2007, 96.2% were from Lawrence, 2.9% were from Methuen and .9% were from other districts. Only current, non cumulative numbers are shown in the waiting list below.

<b>2006-2007 Enrollment Data</b>						<b>Total Number of Students on Waiting List</b>				
<b>Grade</b>	<b>Enrolled 2006-07</b>			<b>2007-08</b>		<b>Grade</b>	<b>Lawrence</b>	<b>Methuen</b>	<b>Haverhill</b>	<b>Total</b>
	<b>Lawrence</b>	<b>Methuen</b>	<b>Other</b>	<b>Applications</b>	<b>Openings</b>					
K1	57	-	2	120	65	K1	64	0	0	64
K2	59	1	-	39	3	K2	89	4	0	93
1	57	2	-	13	5	1	69	3	0	72
2	55	4	1	16	1	2	60	2	0	62
3	57	1	-	7	2	3	79	0	0	79
4	56	3	1	12	3	4	58	1	0	59
5	58	1	-	8	1	5	73	1	0	74
6	54	1	1	1	0	6	10	1	0	11
7	52	3	-	NA	NA*	(7)*	-	-	-	-
8	49	1	-	NA	NA*	(8)*	-	-	-	-
<b>Totals</b>	<b>554</b>	<b>17</b>	<b>5</b>	<b>216</b>	<b>80</b>	<b>Totals</b>	<b>502</b>	<b>12</b>	<b>0</b>	<b>514</b>

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

## Staff Profiles

<b>Director/Superintendent:</b>	Patricia Karl, M.Ed., Administration Director/Superintendent since 1995; Certificates: K-8, K-6, 6-9
<b>Principal:</b>	Connie Tarsook, MA El. Ed./Curriculum Design, CAGS Certificates: School Administration; Curriculum Specialist; Early Childhood Specialist; Behavior Specialist
<b>Head of Lower School:</b>	Carmen Schumann, M.S. Human Service Administration Part of School's Administration Team since 1995
<b>Head of Upper School:</b>	Anthony Argyrople, M.Ed. MA Certificates: Elem. K-8, SS 7-12, Guidance Counselor, K-12 School Psychologist K-12, Principal K-8
<b>Reading First Coordinator:</b>	Katherine Allen, M.S. Ed., Mass. Certificates: Elem. 1-6; Reading K-12
<b>Special Education Director:</b>	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
<b>Title One Coordinator:</b>	Stephanie Cole, M.Ed., Mass. Certificates: Elementary 1-6, Reading

### Summary of Teacher Qualifications

No.	Category	Bach. Degree	Mast. Degree	Mass. Cert.	English Fluency	Avg. Yrs. Tchg. Exp.	Avg. Yrs. @ LFDCS	NCLB Highly Qualified
31	Classroom Teachers	30	17	26	31	6	3	31
5	Special Education	5	5	5	5	6	3	5
5	Spanish Language	5	3	NA	5	10	6.5	NA
3	Special Subjects	3	3	3	3	6	1	3
7	Support Services	7	7	7	7	4.5	3	7
51	Total Teaching Staff	50	35	41	51	6	3.5	46

### Summary of Paraprofessional Qualifications

No.	Category	High School	Assoc. Degree	Bach. Degree	English Fluency	Avg. Yrs. Exp.	Avg. Yrs. @ LFDCS	NCLB Highly Qualified
10	Classroom Instruction Aides	10	10	3	7	4	4	7
2	Special Education One-On-One Aide	2	2	1	2	7	2	2
3	Physical Education	3	3	0	3	2.5	2	NA
11	Total Paraprofessionals	15	15	4	12	4	3.5	9

Teachers who left during 2006-2007 school year: 3

Teachers who completed school year not planning to return: 4

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 – 2006-2007

	School	District	State
Total Count	582	582	968,661
<b>Race/Ethnicity (%)</b>			
African American	0.9	0.9	8.2
Asian	0.0	0.0	4.8
Hispanic	98.3	98.3	13.3
Native American	0.0	0.0	0.3
White	0.8	0.8	71.5
<b>Gender (%)</b>			
Male	46.4	46.4	48.6
Female	53.6	53.6	51.4
<b>Selected Populations (%)</b>			
Limited English Proficiency	38.8	38.8	5.6
Low-income	87.5	87.5	28.9
Special Education	9.3	9.3	16.9
First Language not English	90.9	90.9	14.9
Migrant	0.0	0.0	0.1
Grades Offered: K, 01, 02, 03, 04, 05, 06, 07, 08			

#### Teacher Data (2006-2007)

	School	District	State
Total # of Teachers	51	51	73,176
% of Teachers in Teaching Assignment	51	51	95.4
Total # of Teachers in Core Academic Areas	51	51	60,604
% of Core Academic Teachers Identified as Highly-Qualified	51	51	95.1
Student/Teacher Ratio	14 to 1	14 to 1	13.2 to 1

#### Additional Teacher Information

Percent of Highly Qualified teachers: 100%  
Percent meet English Language Fluency: 98%  
Percent Holding Master's Degrees: 59%  
Class size student/teacher ratio: 17.5:1 Overall ratio: 14:1

**Note:** Under requirements of NCLB, parents are herein notified that LFDSC 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.



*2006-2007 School Report Card – Lawrence Family Development Charter School*  
*2006 Adequate Yearly Progress (AYP) Report*

## ENGLISH LANGUAGE ARTS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	339	338	100	Yes	345	70.2	No	-0.5	No	95.8	0.4	Yes	No
Lim. English Prof.	149	148	99	Yes	199	66.7	No	-3.8	No	95.4	0.0	Yes	No
Spec. Ed.	41	41	-	-	48	44.8	-	-	-	95.9	0.9	-	-
Low Income	290	289	100	Yes	293	70.9	No	0.4	No	95.7	0.3	Yes	No
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	332	331	100	Yes	333	70.2	No	-0.8	No	95.7	0.3	Yes	No
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

## MATHEMATICS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	339	339	100	Yes	328	57.2	No	8.1	Yes	95.8	0.4	Yes	Yes
Lim. English Prof.	149	149	100	Yes	145	54.3	No	12.4	Yes	95.4	0.0	Yes	Yes
Spec. Ed.	41	41	-	-	45	38.9	-	-	-	95.9	0.9	-	-
Low Income	290	290	100	Yes	276	58.2	No	8.3	Yes	95.7	0.3	Yes	Yes
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	332	332	100	Yes	322	57.1	No	7.9	Yes	95.7	0.3	Yes	Yes
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

### Adequate Yearly Progress History

### Accountability Status

		1999	2000	2001	2002	2003	2004	2005	2006				
ELA	Aggregate	No	No	No	No	Yes	No	No	No	Restructuring			
	All subgroups	N/A	N/A	N/A	N/A	Yes	No	No	No				
MATH	Aggregate	No	No	No	No	No	Yes	Yes	Yes	No Status			
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	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 as noted in the chart anticipated growth targets for achieving proficient or advanced: (current - 84% passing, 26% proficient)**

<b>BASELINE</b>		<b>2005-06</b>		<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>	
<b>Grade</b>	<b>2004-05</b>	<b>Goal</b>	<b>Achieved</b>	<b>Goal</b>	<b>Achieved</b>	<b>Goal</b>	<b>Achieved</b>	<b>Goal</b>	<b>Achieved</b>	<b>Goal</b>	<b>Achieved</b>
4	22	40	37	45		50		60		70	
7	40	40	40	45		50		60		70	

LFDCS made significant gains in the proficiency level at grade 4 and remained stable, meeting our internal benchmark at grade 7. Nonetheless, our school fell short of the expected proficiency index by 6.26 points, triggering a “Restructuring Status” for ELA. This deficiency was addressed with the following measures.

- ♦ Educational Performance Systems were contracted to provide extensive training in writing through the LINKS curriculum for teachers in grades K-6 during August orientation.
- ♦ Second-tier training provided in November, grades 5-8, using a system tool to teach cross-curricular writing, enabling students to have a common template to frame thoughts.
- ♦ A second ELA instructor was hired at grade 7, breaking class size to 1:7 to accelerate student learning.
- ♦ After-School ELA MCAS preparation was provided twice weekly for every 7<sup>th</sup> grader who had not achieved proficiency as sixth graders.
- ♦ Success of these measures has been demonstrated by students at grade 7 achieving a 3-year, 9-month gain in ELA on Spring Terra Nova.

- 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 2006, triggering a Restructuring status for the school. A draft Restructuring Plan was written by school administration, approved by the Board of Trustees, for submission to DOE if requested, with implementation beginning in November, 2006. The enhanced ELA program includes the following

#### **CURRICULUM (TO BRIDGE GAPS IN ELA CURRICULUM)**

- ♦ LINKS – common template to frame thoughts in writing, K-8.
- ♦ FOUNDATIONS – researched-based program to address gaps in core, K-3
- ♦ WILSON – individualized ELA instruction fluency-practice, grades 1-6
- ♦ QUIK-WORKS – screening to identify individual gaps in student phonological awareness (words to print)

#### **STAFF TRAINING**

- ♦ LINKS Training – September & November, address teaching of writing
- ♦ Writing Scoring – using release items from MCAS/DOE website and 7<sup>th</sup> grade group persuasive essay.

### **EXTENDED TIME (DAILY, AFTER-SCHOOL - 3:00-5:30 PM)**

- ◆ Seventh grade, an additional 60 hours weekly on instruction and tutoring on writing skills
- ◆ Instruction carried out by English Language, Spanish Language, Computer, ELL, Special Education and Science Instructors

- 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.**

Writing rubrics were posted in all classrooms in response to LINKS Consultant and MCAS training. Students wrote in response to reading everyday. A new initiative to accelerate writing in 2007-2008 will be a Writer's Workshop.

- 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.**

Persuasive Essay was written by all 7<sup>th</sup> grade students as part of Social Studies class where students identified 3 major influences of ancient Greek civilization on today's society.

Students presented three topics in rough draft, final draft and oral presentation. All teachers (grades 3-8) were trained using the rubric and scored all essays with the following results:

<b>RESULTS</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement (High)</b>	<b>Needs Improvement (Low)</b>	<b>Warning</b>
<b>Content</b>	0	9	27	13	4
<b>Mechanics</b>	0	3	23	23	5

National benchmarks on the Terra Nova tests are set at grade level plus nine months (i.e., grade 1 is at 1.9, grade 2 at 2.9). LFDCS established a five-year goal to reach an additional year beyond the national benchmark to equal the rigorous goal of MCAS proficiency (i.e., grade 1 to reach 2.9; grade 2 to reach 3.9, etc.)

### **TERRA NOVA – SCHOOL-WIDE LANGUAGE ARTS DATA COMPARISONS**

<b>Grades</b>	<b>Baseline</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>GOALS</b>
K	.9	<b>1.6</b>	1.4				1.9
1	2.3	1.9	<b>2.1</b>				2.9
2	2.9	2.4	<b>3.3</b>				3.9
3	3.5	<b>3.7</b>	<b>4.4</b>				4.9
4	4.7	<b>5.2</b>	4.1				5.9
5	5.2	4.6	<b>5.2</b>				6.9
6	5.2	<b>5.7</b>	<b>7.0</b>				7.9
7	5.3	<b>7.4</b>	<b>9.6</b>				8.9
8	5.8	<b>8.2</b>					9.9

As seen in the chart above, Terra Nova ELA scores of spring 2007 approached or exceeded the national benchmarks for grade level proficiency except for grades 4 and 5--with grade 7 exceeding the internal benchmark set for 2010. Terra Nova was not administered at grade 8 due to extensive academic requirements for graduation.

## 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.

### 2006-2007 DIBELS Indicators of Reading First Progress

Grade Level	Letter Name Fluency	Phoneme Segmentation	Nonsense Fluency	Oral Reading Fluency
K	97%	*93%	98%	--
1	--	100%	*95%	78%
2	--	--	--	*83%
3	--	--	--	*84%

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

### Analysis of Reading First Data

DIBELS indicators shown above confirm that LFDCS met all measures of these outcomes in 2006-2007. Based on this strong performance, we propose to change the accountability measures to include all students at each grade regardless of their enrollment year at LFDCS. In addition, LFDCS proposes to raise the goal to 85% on two out of three indicators to match the state benchmark, and to increase 2B. from 70% to 80% of grade 2 students and 85% of grade 3 students to achieve proficiency in oral reading at the completion of their grade.

- 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 novels.

During 2006-2007, students in both English and Spanish Language Arts classes read for plot and character from self-selected literature, and peers scored one another's essays. To strengthen outcomes in the future, LFDCS administration and teaching staff extracted lists of authors and novels that span grade levels from which selections will be made.

### 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	1.1			1.9
1	2.0	1.8	1.8			2.9
2	2.8	2.6	2.6			3.9
3	3.1	4.0	4.2			4.9
4	4.9	4.8	4.7			5.9
5	5.2	5.3	5.0			6.9
6	5.0	5.5	7.2			7.9
7	5.1	5.8	8.2			8.9
8	6.4	8.2				9.9

### Analysis of Terra Nova/Reading Data

In 2006-2007, incoming kindergarten students attained 1.1 year growth as new students without prior reading skills. The first grade cohort, which only shows six-month's growth, had sizable gains on the *Reading First* indicators. Higher level of fidelity to the core in the coming year should improve growth for this cohort.

Grade 2, closely following the core, earned close to one year's growth, with accelerated growth at 1 year six months for grade 3. Initiatives developed across the year included reciprocal teaching, attention to the core and a strong Response to Intervention process.

At grade 4, variables in both staffing and attention to the core program resulted in mixed results over the course of the year. Excellence at mid year contributed to the seven-month gain. Despite multiple interventions at grade 5 and specialist support to intensify instruction, students failed to achieve gains, remaining flat from prior years' scores. Sixth grade, however, is a tremendous success story of 1 year 9 months' growth attributed to needs-based grouping with special support during the reading block, consistent implementation of Isabel Beck Vocabulary Instruction and strong attention to English Immersion.

A spectacular 2 year 7 month growth for grade 7 students resulted from the addition of a second instructor through the ELA block and purchase of precise reading materials (*National Geographic's* content texts). Students also benefited from vocabulary development and writing from October to March in an after-school preparation program supported from SES funding.

### GRADE: School-wide Reading Comprehension Assessments

LFDCS will add an internal accountability goal to our annual report as part of our work in expanding *Reading First* success to an anticipated Striving Readers' Program. The Massachusetts Department of Education reports that a student must score at least 7 on the GRADE assessment in order to have the best chance of reaching proficiency on the ELA MCAS. LFDCS, therefore, provides the following baseline data from 2006-2007 GRADE Reading Comprehension Assessments showing the percentage of students attaining each of the stanine groups. The students currently at stanine 5 and 6 meet the national benchmark, and the percentage at 7 and above our internal standard for success. It is anticipated that reading strategies and explicit attention to individual student gaps will propel student proficiency to the 80% or better at stanine 7 by 2010. **Note:** Totals of students achieving 5-6 stanine and 7+ shows the grade level total percentage of students on track for reaching ELA proficiency by 2010.

	2006-2007			2007-2008			2008-2009			2009-2010			GOAL 2010
	1-4	5-6	7+	1-4	5-6	7+	1-4	5-6	7+	1-4	5-6	7+	7+
<b>K</b>	43	41	16										50%
<b>1</b>	29	41	30										50%
<b>2</b>	35	53	12										60%
<b>3</b>	41	44	15										70%
<b>4</b>	26	57	17										80%
<b>5</b>	40	40	20										80%
<b>6</b>	41	35	24										80%
<b>7</b>	29	55	16										80%
<b>8</b>													80%

### 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	70		80		90		95	
6	70	60	60	70		80		90		95	
8	52	60	68	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	17	30		40		50		60	
6	18	20	18	30		40		50		60	
8	16	20	28	30		40		50		60	

LFDCS continued to increase the percentage of students passing Math MCAS, meeting or exceeding internal goals of the five-year plan but fell short of goals for proficiency/advanced in grades 4 and 6. Accelerated growth at grade 8 shows results from strong teaching and investments in curriculum materials, staff training and intense MCAS preparation.

Lagging numbers of proficient/advanced students at grade 4 prompted a deeper analysis of current math curriculum and resulting selection of a research-based math core—Scott Foresman. This series balances instruction in skills and reasoning ability with strong attention to open response problem solving.



## 2005-2006 CPI COMPARISONS - MCAS MATH

Grade	LFDCS CPI	LPS CPI	Difference
3	67.1	53.6	13.5
4	58.6	51.8	6.8
5	59.6	42.2	17.4
6	53.0	45.6	7.4
7	56.1	40.5	15.6
8	68.0	42.1	25.9

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

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	GOAL
K	1.0	<b>1.7</b>	1.7				1.9
1	1.6	1.5	1.6				2.9
2	2.5	2.4	2.4				3.9
3	3.5	<b>4.0</b>	4.7				4.9
4	5.6	<b>4.9</b>	4.7				5.9
5	5.2	5.6	5.2				6.9
6	6.5	<b>6.6</b>	8.5				7.9
7	6.7	<b>7.3</b>	8.7				8.9
8	7.8	<b>9.5</b>					9.9

LFDCS began the implementation of a new Scott Foresman math curriculum, completing the school-wide turnover from previous tests. Multiple interventions in coaching and added resources to supplement the previous curriculum did not have the desired outcomes in grades 1 and 2. Specific, daily attention to curriculum and in-class supervision anticipates a positive change for 2007-2008. Grade 3 students showed 2 years, 3 months growth. Grades 4 and 5 lost ground however. Increased attention to lessons and revised staff is planned to boost student performance with raised expectations at all grade levels.

The exceptional growth at grades 6 and 7 in Mathematics signals what high expectations and teacher commitment can accomplish. Students in grade 6 experienced 2.9 years growth while students in grade 7 showed 2.1 years growth. While LFDCS continues to see mixed results school wide in math achievement, these scores in middle school grades defy national statistics on middle school slump and will be monitored closely for continued positive data and potential dissemination of practice.

#### **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 2006-2007, all grade 7 students completed inquiry-based science projects from self-selected strands. Projects were scored by a team of external judges, using a rubric drawn from cross-cutting standards

Students received a comprehensive protocol for their project including a task timeline and completion checklist. Each student was given time to review each of the science strands for project selection. Each student developed a hypothesis, researched content and related data using print and technology resources, conducted a series of documented experiments to test their hypothesis and reported their findings in an essay.

All projects were displayed for school and community viewing and scored by invited independent judges. Students were scored on competence in all required areas of presentation, their understanding of either positive or negative results of their hypothesis and their written composition. In 2007-2008, grade 4 students will also participate.

#### **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.**

No baseline data was available for 2005-2006 tryout MCAS assessment in Social Studies.

**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**

In 2006-2007, LFDCS required grade 7 students to demonstrate in-depth knowledge of an essential question in a project integrating skills and content knowledge in History/Social Studies, ELA, Math, Technology and Art. A Social Studies unit on ancient Greece researched key structures within Greek civilization as a basis for content understanding and to develop awareness of the complex issues in human organizations.

Each student selected three components within ancient Greek civilization which they believed most contributed to society today (i.e., education, architecture, religion, military, arts, sports, etc.). Persuasive essays were scored for proficiency using the MCAS rubric with more than 70% scoring passing.

In 2007-2008, students in grades 7 and 8 will participate in this process, preparing both written and oral presentations throughout all grades. Social Studies is integrated with ELA skills in Reading and Writing. Students are being taught to consider the many sides to events and content ideas, responding to an essential question that has an impact on life.

### 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%      2006-2007 – 96.2%      2007-2008 –      2008-2009-      2009-2010 –

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

#### 2006-2007

75% of students achieved 95% attendance

95% of students achieved 90% or better attendance

5% of students (29) had 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. Heads of School reviewed attendance at each quarter and met with parents of any students in excess of 5 days absence.

Recognizing that MA DOE requires 95% attendance as a factor in AYP, the Board of Trustees approved language requiring student attendance at 95% or no more than 9 days absence. (This will be a requirement for honor roll recognition.)

### 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 12 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 fund raise 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.

In FY'2007, LFDCS moved into a renovated facility, which includes a gymnasium and a large space for our new 4-year-old kindergarten program. This new facility also provided for larger classrooms and separate space for additional programs and staff. LFDCS leases this space from its founding organization, Lawrence Family Development and Education Fund, Inc.

LFDCS, in collaboration with LFDEF, Inc., raised \$1.4 M in private contributions from foundations, businesses and individual donors, including staff of the school and families of our students. This community effort was strong evidence to external donors of the value of this educational institution to the growth and future of the city. Please see pages 24-25 for details on financial resources.

## **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 teachers met Highly-Qualified Teacher Status of NCLB. One hundred percent (100%) of paraprofessionals met Highly-Qualified status of NCLB. See staff summary charts on page 3.

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

During 2006-2007, 70% of the teaching staff maintained 95% or better attendance, with 87% at 93% and 100% at 90% or better.

**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 to advance professional and paraprofessional staff skills, content knowledge and to meet requirements for licensure. These included:

#### **Staff Orientation**

- August professional development
- 2 days Writing Proficiency
- LINKS, Educational Performance System
- CPR training for teachers and paraprofessionals
- Restraint training for teachers and paraprofessionals
- Goal Setting – Jim Desrosiers
- Differentiated Instruction – Developing the Framework
- ELL/Second Language Teaching and Learning Category 1

#### **Content and Content Pedagogy – On-site workshops/coaching**

- Reading: Test Wiz
- *Reading First*, advanced training
- Increasing Effectiveness
- Informational Literacy
- 72 Small Group or Grade Level Reading Skill Trainings for Teachers complementing *Reading First*

#### **ELA – Follow up LINKS trainings, all grade levels**

- Early Language Skills
- Six Super Strategies to Promote Thinking (Comprehensions)

#### **Math**

- Curriculum Content by grade level; 6 sessions each grade
- Best Strategies for Teaching Math Facts
- Helping Students Master Math Skills (year-long math support, Kit Norris, Consultant)

#### **Special Education**

- MCAS Alternative Training
- Practical Strategies for Increasing Academic and Social Success for Students with Oppositional, Defiant Conduct or Anxiety Disorders
- Successful Inclusion Strategies to meet IEP Requirements

### Spanish

- Accessing Language Differences vs. Learning Disabilities
- Portfolio Documentation of Student Performance

### Differentiated Instruction

- Year-long consultant support and coaching, Jane Martin

### Mentoring/Coaching Staff

- LFDCS provided 21 days of an on-site Math consultant support to grade level planning and K-8 class support.
- LFDCS provided 26 days of on-site, in-class, support to model differentiated instruction (5-8).

- 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 and developed 5-year plans.

- 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.**

*93% of staff rate working relationships as collegial and supportive*

**2. Most important element to improving teacher quality.**

*69% professional development opportunities (increased - 48% in 2005-2006)*

*14% longevity (decreased - 28% in 2005-2006)*

*6% salary (decreased - 20% in 2005-2006)*

**3. Best method to share teacher knowledge.**

*26% in-service training*

*37% peer observation*

*26% study group*

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

*41% mental preparation and lesson plans*

*59% instructional planning time*

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

*51% student behavior (decreased - 81% in 2005-2006)*

**6. Positive, professional communication with school administration.**

*89% with Heads of School (improved - 86% in 2005-2006)*

*89% with Principal (improved - 80% in 2005-2006)*

## **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 holds 2 full conference sessions at the end of the 1st and 3rd marking period. These include 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.

	K1	K2	1	2	3	4	5	6	7	8
Fall Conference	100%	87%	96%	98%	96%	90%	95%	96%	91%	92%
Spring Conference	100%	87%	97%	100%	87%	93%	90%	84%	84%	70%

The Parent-Teacher conference is a school priority for building parent involvement, improving communication and increasing student achievement.

- 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..

The 2006-2007 survey measured parent understanding of our mission and goals, specifically parent understanding of and involvement in homework as a factor in student achievement. The survey completed with parent volunteers included responses from 286 parents or 69% of our families.

**1. Do you regularly assist or supervise your child's homework?**

Yes ..... 233  
No ..... 8  
Sometimes..... 45

**2. What subject areas are you likely to help (check all that apply)?**

Reading..... 251  
Math ..... 210  
Spanish..... 185  
Spelling..... 176  
Special Projects..... 45

**3. Do you have educational resources in your home such as dictionaries, encyclopedias, internet access?**

Yes ..... 249  
No ..... 39

**4. How do you supervise your child's homework (answer all that apply)?**

Sitting alongside child while doing ..... 148  
Checking papers when they finish ..... 174  
Do it for them when they don't know..... 98  
Ask an older sibling to help student..... 70  
Seek assistance from the teacher ..... 0



## 5. Is there a space set aside for homework?

Yes ..... 234  
No ..... 26

### *Where is homework done?*

▲ In front of television ..... 12  
▲ With other children in home ..... 10  
▲ In an after-school program ..... 70  
▲ At the kitchen or dining room table ..... 177

## 6. What subject area seems to be the most difficult for your child?

Math ..... 103	Reading ..... 13
Science ..... 17	Spanish ..... 103
Social Studies ..... 18	Writing ..... 69

## 7. What are the barriers to helping your child with homework?

Lack of time ..... 24  
Lack of patience ..... 11  
Inability to speak English ..... 59

### **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.

Secondary School	Applications	Acceptances	% Accepted	% Wait List and/or Accepted*
Private (Prep)	17	7	41%	82%
Private (Parochial)	80	51	63%	93%
Vocational	32	32	100%	-

\*This % shows combined wait list/acceptance %

The class of 2007 set new school benchmarks for attention to the high school transition process, applications and acceptances at secondary schools. One hundred percent (100%) of the fifty members of the class applied to and were accepted at one or more secondary schools requiring admissions testing and applications. Eighty percent (80%) of the students were accepted at one or more private or parochial schools with more than \$400,000 offered in scholarships and financial aide.

Members of the class of 2007 at LFDCS will attend Phillips Academy, Andover, Governor's Academy, Byfield, St. John's Preparatory School, Danvers, Central Catholic High School, Presentation of Mary Academy, Notre Dame High School, Greater Lawrence Technical High School, Whittier Technical School, Lawrence High School and Methuen High 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 ensure 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 introduced the IPT (IDEA Proficiency Tests) 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.**

Literacy and fluency in Spanish and English are priority goals for families and charter accountability at LFDCS.

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 served 232 ELL students in 2006-2007, compared to 185 in 2004-2005 and 227 in 2005-2006. Instruction was augmented with the addition of a second ESL paraprofessional, continued use of Santillana Kits and small groups in immersion settings. Staff continued to provide vocabulary-rich instructional support enhanced by visuals to increase vocabulary expansion and comprehension. Students identified as Beginner and Early Intermediate were most successfully served by the Highly-Qualified ESL teacher in small, pull-out instruction using research-based materials such as *National Geographic's Windows to Literacy* series

The Spanish Language curriculum is aligned with the state's English Language Arts frameworks, intending to parallel skills in both languages and increasing cognitive development through rigorous exposure to two languages from the earliest grades. Spanish classes serve to reinforce students' literacy skills in two languages.

LFDCS utilizes IPT Spanish to assess performance of our dual-language program--2006-2007 scores indicate stability and some growth in Reading and Speaking. Attention to writing skills in Spanish will be a priority in 2007-2008. Professional staff development in Spanish language instruction at the Bureau of Educational Research provided valuable introductory coursework. Increased sessions in educational pedagogy in the upcoming year will add to these skills.

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 as tested on IPT English. Overall fluency in Spanish is detailed in the second chart.

### *IPT English Language Proficiency - Placement Results of ELL Students*

GRADE LEVELS	Total Number of ELL Students Serviced and Tested			Non-English Proficiency			Limited English Proficiency			Fluent English Proficiency		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
K	21	60	60	0	0	0	17	31	20	4	29	40
1	14	16	31	0	0	0	13	16	24	1	0	5
2	18	12	17	0	0	0	11	10	17	7	2	0
3	46	23	20	0	0	0	22	18	19	24	4	1
4	39	45	20	0	1	0	23	20	15	16	23	5
5	11	35	25	0	0	0	8	19	18	3	16	7
6	20	14	23	0	0	0	19	12	11	1	2	12
7	8	16	11	0	0	0	7	11	7	1	5	4
8	8	6	15	0	0	0	8	5	4	0	1	11

## 2006 Annual Measurable Achievement Objectives (AMAOs) Limited English Proficient Students

### Lawrence Family Development Charter School

**AMAO  
Achieved?**

#### Progress:

Percent of limited English proficient (LEP) students in Grades 3-12 whose performance increased by two or more steps in the same grades pan, or one or more steps between grade spans from 2005 to 2006 on the Massachusetts English Proficiency Assessment (MEPA).

	2006 MEPA
State Target	55%
District Performance	71%
Number of Students Included	133

**YES**

#### Attainment: of English Language Proficiency

Percent of LEP students who scored at the Transitioning performance level on the spring 2006 MEPA.

	Years in U.S. Schools				
	2	3	4	5+	Overall
State Target	10%	53%	43%	66%	62%
District Performance	-	-	52%	70%	66%
Number of Students Included	N<10	N<10	21	107	133

**YES**

Prescribed efforts of English Language instruction for identified ELL students, training and staff certification in all available categories and increased use of Sheltered English Immersion strategies school wide resulted in LFDCS making progress and attainment that exceeded the state target and performance for two consecutive years.

### *IPT Spanish Language Proficiency – Building on Native Language Skills*

GRADE LEVELS	Total Number of Students Tested			Non Spanish Proficient			Fluent Spanish Proficient								
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	Reading			Writing			Oral		
							2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
K	56	61	60	2	0	0	-	-	*	-	-	-	21	22	36
1	67	59	60	2	1	0	-	-	-	-	-	-	14	38	35
2	58	59	59	1	0	0	18	39	36	16	37	38	7	33	37
3	61	60	59	0	0	0	29	35	34	25	39	26	19	35	30
4	59	57	60	0	0	0	39	40	46	28	28	11	31	35	37
5	54	60	59	0	0	0	22	29	31	9	13	4	32	34	35
6	59	59	56	0	0	0	33	39	34	15	24	3	40	24	48
7	55	54	55	0	0	0	19	22	37	10	23	22	32	35	30
8	45	50	50	0	0	0	19	22	37	10	23	22	32	35	30

## *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	K1-8			
Number of Students Enrolled	180 – 428	475 – 520	523	583			
Number of Classrooms	9 – 23	27 – 28	28	32			
Maximum Number of Students in Classroom	20	20	20	20			
Number of Computers	19 – 59	71 – 93	115	154			
Number of Students on Waiting List	90 – 111	198 – 315	387	551			
Total Number of Teachers/Counselors	11 – 31	46 – 56	51	54			
Students to Teacher Ratio (overall)	12:1	10:1		11:1			
Students to Teacher Ratio (classroom)	20:1	K-6 - 20:1 7 & 8 - 14:1	K-6 - 20:1 7 & 8 - 14:1	K1 - 15-1 K-6 - 20:1 7 & 8 - 14:1			
Staff Turnover	30% – 24%	22% – 17%	12%	10%			
Percentage of Certified Teachers	44% – 52%	61% – 61%	72%	92%			
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	B \$33,532 M \$54,996			
Av. Per Pupil or State-Allocated Expenditure	\$6,125 – \$7,313	\$8,069 – \$9,674	\$10,260	\$10,951			
Average Daily Attendance	96% – 95%	96% – 95.1%	95.7%	96.2%			
Average Number of Students in Attendance	178 – 423	473 – 492	517	582			
Students Receiving Special Ed. Services	3% – 7%	9% – 10%	12%	9.4%			
Students Receiving 504 Services	0 – 3%	2% – 4%	3%	1%			

### BOARD OF TRUSTEES 2006-2007

NAME	AFFILIATION	TENURE
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 <sup>st</sup> term
John Housianitis, Clerk <i>LFDEF Representative</i> <i>Executive Committee</i>	Social Studies Instructor Central Catholic High School 18 years - District School Committee	Oct. 1995 – Sept. 2007 4 <sup>th</sup> term
Ramona Andrickson <i>LFDEF Representative</i> <i>Personnel Committee</i>	Case Manager/Workshop Trainer Greater Lawrence Family Health Center	Oct. 1995 – Sept. 2008 5 <sup>th</sup> term
Nazario Esquea <i>Parent Representative</i>	Owner NAZTEL Communications	Oct. 2002 – Sept. 2008 2 <sup>nd</sup> term
Wendy Estrella, Esq. <i>Parent Representative</i> <i>Fundraising Committee</i>	Attorney Estrella Law Firm, Private Practice	Jun. 2005 – Sept. 2008 1 <sup>st</sup> term
Francisco Gomez <i>Parent Representative</i> <i>Personnel Committee</i>	Technical Support Infor Global Solutions	Oct. 2002 – Sept. 2008 2 <sup>nd</sup> term (on leave 2005-2006)
Juliet Nagle LFDEF Inc. Representative <i>Curriculum Committee</i> <i>Fundraising Committee</i>	Retired Educator Reading Tutor LFDCS	Jan. 2006 – Sept. 2009 1 <sup>st</sup> term
Hilda Cora Ramos <i>Parent Representative</i> <i>Fundraising Committee</i>	Parent Volunteer LFDCS	Jan. 2006 – Sept. 2009 1 <sup>st</sup> term
Jennifer Ayala <i>Parent Representative</i> <i>School Site Council Co-Chair</i>	Clerical Worker (Volunteer) LFDCS	Oct. 2006 – Sept. 2007 1 <sup>st</sup> term (annually appointed)
Iris Inirio <i>Parent Representative</i>	Data Manager Lazarus House	Feb. 2007 – Sept. 2009 1 <sup>st</sup> term
Ana Medina <i>LFDEF Representative</i>	Asst. Director of Discipline Greater Lawrence Vocational Technical High School	Apr. 2007 – Sept. 2010 1 <sup>st</sup> term
Howard Sticklor <i>LFDEF Representative</i>	Director Lawrence Youth Development (After-school Enrichment/HERC)	Feb. 2007 – Sept. 2010 1 <sup>st</sup> term

LFDCS is governed by a thirteen-member board comprised of six members elected from LFDEF, the founding organization, and six parents elected by the School Site Council. The parent co-chair of the School Site Council serves ex-officio, elected annually. Board members are elected to three-year renewable terms or to complete unexpired terms.

The Board meets the second Wednesday of every month. Board education is 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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### MAJOR POLICY DECISIONS BY BOARD OF TRUSTEES

**August 2006** – Approved a resolution, recommended by legal counsel, to elect parent board members to three-year terms as is the policy of LFDEF, Inc. Review terms by counsel identified difference between written by-laws and practice.

Approved a resolution, forwarded by Parent Liaison and School Site Council for consideration to create a waiting list for bus transportation.

**Part I** – Returning families who do not register children for rider ship by the June 30 deadline, if registration exceeds the transportation seats available, will be placed on a wait list.

**Part II** – New students enrolled from the school's waiting list during July and August will precede returning students on the list, as they had not had the opportunity to request transportation by June 30 deadline.

Approved resolution to waive six-month leave from board for ex-officio board member (School Site Council Representative) to allow for consideration of employment.

**September, 2006** – Approved a resolution recommended by school administration that LFDCS make decisions and announcements related to snow and other weather-related emergencies related to school cancellation (past practice followed Lawrence Public School).

**October, 2006** – Approved the revised Emergency Management Protocol, first presented at the September meeting. The document includes procedures regarding medical emergencies, threat of suicide, threat of violence, entry, exit, sign-ins and alarms at school entries. Further, the board created a safety committee to review and regularly report on all access, safety and emergency issues.

**November, 2006** – Approved annual audit of school's financial position with an unqualified opinion, the highest grade from our external audit. The board also accepted Mr. Walsh's recommendation to create Document Retention and Whistleblower Protection policies in compliance with the Sarbanes-Oxley Law.

**December, 2006** – Approved two new leases as part of the school expansion to occupy two renovated buildings for student use: 400 Haverhill Street, for grades 5 to 8, and 404 Haverhill Street (rear) for newly-opened Kindergarten 1.

**January, 2007** – Approved addendum to enrollment policy, as required by Massachusetts Department of Education Charter School Office, to notify parents of students who had been on sibling preference waiting list that "sibling preference" expires when the enrolled sibling is no longer enrolled as a student, i.e., graduation, expulsion, transfer or other reason.

**March 2007** – Approved a restructuring plan for professional salary scales, including a five-year plan to eliminate one step annually for Master's maximum from fifteen years to ten years.

**May 2007** – Approved Whistleblower Policy as recommended by Michael Walsh, Auditor, protecting employees who report possible violations of regulations or policies.

Approved a Records Retention Policy following federal guidelines on financial, legal and personnel records.

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The above are summary descriptions of major policy decisions by the Board of Trustees during the 2006-2007 school year. Complete statements on approved policies are available for review in the official minutes of the Board meetings.

**CHARTER AMENDMENTS** – No charter amendments were presented to the Commissioner or Board of Education by LFDCS in 2006-2007.

**Complaints:** No official complaints were received by the Board of Trustees during the 2006-2007 school year.



## *Dissemination*

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### *English Language Learners – Meeting the Growing Need: Facilitating True Language Acquisition*

LFDCS wrote two priority goals into its original charter—both directly connected to the needs of the Lawrence community. Parent involvement and the educational development of families, particularly new immigrant families, is at the heart of our mission. The second goal is development and implementation of effective practices to support language acquisition based on research, practice and refinement, to create a model for academic success at LFDCS and ultimately to the broader state and national audience through dissemination and publication.

During 2006-2007, LFDCS took the first step in dissemination of our dual language model, presenting at the Massachusetts Charter School Association conference in March. We also applied to present at the National Charter Conference and will refine this application in the hope of selection for 2008. Sonia Miller, ESL Teacher and ELL Program Coordinator and Rudy Jaime, Spanish Language Teacher developed a dissemination presentation of the philosophy, research and process that created our school and our dual language curriculum.

The presentation introduces the educator/audience with an immersion lesson in a foreign language, Croatian, with an expectation for participation and language development intended to replicate on an adult level, the frustrations faced by new ELL students.

The dissemination project presents the following:

- ⤴ English Language Learners struggle in school due to multiple issues, particularly the extent of their language development in their native, birth or home language (L1).
- ⤴ Research of Wayne Thomas and Virginia Collier of George Mason University which followed student cohorts from kindergarten to high school graduation. Research shows that the academic second language L2 acquisition takes 5-10 years and is most successful when balanced with continued development of L1.
- ⤴ Understanding the levels and layers of language acquisition—essential for educators instructing ELL students.
- ⤴ Family support of language acquisition strengthens the program and the skills of each child.
- ⤴ Rigorous standards in ELA and Spanish support MA Curriculum Frameworks and the school's commitment to high expectations for all.
- ⤴ Collecting language data in English and Spanish through IPT assessments in both languages determines true primary language, individual and grade level strengths and weaknesses. Information used to create a stronger curriculum for students

#### *Number of Instruction Days*

During the 2006-2007 school year, LFDCS had 180 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, MCAS readiness and enrichment. The school year started August 30, 2006 and ended June 15, 2007.

#### *Student Suspensions and Expulsions*

LFDCS expelled 1 student during 2006-2007; the second expulsion in its history. The cause was due to a serious threat of harm on another student. Forty-nine (49) students (40 males, 9 females) served out-of school suspensions and all resulted from physical aggression. The administrative staff met to discuss establishing a zero tolerance for physical aggression. Approximately 70% of the suspensions happened prior to the 2<sup>nd</sup> half of the year. Suspensions ranged from one to five days. All included a parent meeting prior to return.

## *Financial Information (unaudited)*

### STATEMENT OF REVENUES AND EXPENDITURES

#### Revenue

Tuition	\$6,370,886
Grant Income	829,270
Contributions	4,537
Miscellaneous Income	<u>163,422</u>
<b>Total Revenue</b>	<b>\$7,368,115</b>

#### Expenditures

Salaries	\$3,894,847
Benefits & Payroll Taxes	811,835
Contracts & Fees	716,244
Office Expenses	92,062
Occupancy	992,032
School Supplies & Equipment	320,437
Professional Services	209,271
Other	<u>15,702</u>
<b>Total Expenditures</b>	<b>\$7,052,430</b>

**Total Revenue Over Expenditures      \$315,685**

#### *Private Funds Received*

LFDCS received \$145,450 in private funds during the 2006-2007 school year. The programs funded included: Summer School, After School, Math Mentoring, Class of 2007 Yearbook, and student scholarships.

### BALANCE SHEET

#### Assets

Cash	\$1,893,477
Grants Receivable	262,362
Prepaid Expenses	2,994
Equipment-Net	<u>240,647</u>
<b>Total Assets</b>	<b>\$2,399,480</b>

#### Liabilities

Accounts Payable	\$152,191
Accrued Expenses Payable	553,548
Deferred Revenue	<u>1,625</u>
<b>Total Liabilities</b>	<b>\$707,364</b>
<b>Total Net Assets</b>	<b><u>\$1,692,116</u></b>
<b>Total Liabilities And Net Assets</b>	<b>\$2,399,480</b>

#### *Education Grants Received*

Title 1 & Title 1 Support	\$417,153
Reading First	105,000
Title II-A	67,712
SPED 94-142	146,698
Title II - D	5,280
Title III - ESL	42,816
SPED Program Improvement	7,200
Title V	1,775
SPED Middle School Reading	<u>8,260</u>

**Total Public Funds Received      \$801,894**

## Financial Information (continued)

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### APPROVED BUDGET – FY 2008

#### *Revenue*

Tuition	\$6,490,000
Grant Income	780,000
Cash From Net Assets	240,000
Miscellaneous Income	<u>100,000</u>
<b>Total Revenue</b>	<b>\$7,610,000</b>

#### *Expenditures*

Salaries	\$4,230,495
Benefits & Payroll Taxes	1,013,376
Contracts & Fees	664,000
Office Expenses	202,500
Occupancy	1,166,000
School Supplies & Equipment	120,000
Professional Services	166,500
Other	<u>46,000</u>
<b>Total Expenditures</b>	<b>\$7,608,871</b>

**Total Revenue Over Expenditures**      **\$1,129**

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

#### PARTNERSHIPS

*Adelante Youth Center  
Boston University – Metropolitan College  
Boston University – Sargent Center for  
Outdoor Education  
Brooks School – Robotics Program  
Giordano Family – Methuen Karate Association  
Merrimack College/Service Learning Center  
Northern Essex Community College  
Phillips Academy Andover/Community Services  
Phillips Academy Andover/Violin Program  
Spar and Spindle Girl Scout Council  
The Governor's Academy – Project RISE  
The Pingree School/Prep @ Pingree  
UMASS @ Lowell – Science Camp  
UMASS Nutrition Program  
Youth Development Organization, Inc.*

#### PROFESSIONAL ADVISORS

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Morris Rossi & Hayes  
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Michael Walsh, CPA*

#### IN-KIND GOODS AND PROFESSIONAL SERVICES

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The Party Connection  
Sandi Pilt  
Tony Schumann  
Top of the Scales Catering  
Michael Walsh, CPA  
Wholesale Printing Specialists*

## *Friends and Funders*

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Elaine's Pizza	LFDCS Parents	Ana Rodriquez	Dean Webster
Enterprise Bank	LFDCS Staff	Janice Rogers	(Webster Family Fund)
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*Cover photo – LFDCS Student Ambassadors courtesy of Peter Kamberelis*

*Inside photo – Graduation: June 15, 2007  
courtesy of Valdez Photo Studio*



*Lawrence Family Development Charter School*

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Lawrence, MA 01841**

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

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

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

**Grades 5 – 8: 400 Haverhill Street  
Lawrence, MA 01841**

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

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