

*Lawrence Family Development
Charter School*



*Annual Report
2007-2008*

Class of 2008



Thank you for being part of this special moment where we are all remembering our years at LFDCS. As I am writing this speech, I had one question in mind, “Exactly what does graduation mean to each one of you?” To me it means finally being able to go to high school. To others it might mean the end or a rite of passage, but as we sit here, we can’t help wonder what high school will bring.

Many experiences have made our years here memorable. In the back of my mind I can remember when we played tag, hopscotch and laughed as we swung on the monkey bars. I remember a seventh grade trip to climb a mountain that took us a long time and a lot of sweat, but we did it! My most recent memory is our boat cruise in Boston Harbor. There was a sense of unity for our class as a whole.

We have made everlasting relationships with not only friends and peers but teachers as well. I think we have been pretty honored to have had teachers like ours. They have worked hours at home finding new and fun ways to teach us concepts. Our teachers work far beyond what is required. The teachers and staff always look out for us. It’s like we are family, and they only want the best for us. They tell us when they think we are slacking off, and their words of encouragement make us reach out for the stars. In my opinion a school is not a school without great teachers.

Can you imagine how far we have come since the first day until now? It’s as if we are whole new people. We are going to remember everyone and long for these good old times. I have many hopes for everyone to make new friends. Don’t be afraid to try something new...take advantage of new opportunities...explore the world.

So to my classmates I end with my beginning question: “What exactly does graduation mean?” Well, by the end of this speech I think I have an answer.

Graduation is when people gather together for one last time, to celebrate the completion of a long and hard journey together and to take small steps in preparation for life’s next journey. Graduation is not the beginning of the end; it’s the beginning of a whole new life full of empty pages ready to be filled.

*Arabelly Camillo, Class Speaker
LFDCS Class of 2008
Entering Brooks School, North Andover*

A Message from the President of the Board

The 2007-2008 school year, our thirteenth year of operation, was marked by a historic transition in leadership. The retirement of Patricia Karl, school founder and first Director/Superintendent, recalls a legacy of the profound impact of her work and commitment to quality and the promise of educational excellence to children in Lawrence. A scholarship endowment fund, established in her name, will grow during the next decade, providing funds to eliminate financial barriers in our graduates' "reach for the stars."

The appointment of Ralph Carrero, co-founder and board president for our first decade, as the second Director/Superintendent assured a seamless transition in mission and vision. Mr. Carrero's experience as an administrator at Greater Lawrence Technical High School and eleven years as a member of the Lawrence School Committee as well as his Latino heritage and leadership in the Lawrence community ushers in a new era for growth and success – rooted in the values of our founding.

Academic achievement was at the forefront of our accomplishments, making AYP in Math and ELA MCAS. With exceptional school-wide improvement in both areas, the 33% growth at grade six ELA earned commendation from the Commissioner's office at the fall MCAS announcement. Accelerated growth in Reading, bolstered by fidelity to the Reading First program in lower grades and introduction of the Striving Readers program at the Upper School, was evident across the grades in our combined emphasis of resources and training in both "Learning to Read" and "Reading to Learn." Consistent growth in reading resulted in individual progress in phonemic awareness, phonics and fluency in K-3. Developed by the school's Principal, the Reading First Coordinator and the Title 1 Coordinator, Response to Intervention (RTI) reviewed student progress on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Group Reading Assessment and Diagnostic Evaluation (GRADE) monthly with each instructor. This process allowed for designing immediate individual intervention response plans which helped to address and resolve gaps in learning. As a result, by spring '08, 87% of students in grades K-6 met national average on GRADE assessment with 31% at advanced.

The successful introduction of early kindergarten (K-1 for four year olds) in the 2006-2007 school year can be measured by the exceptional readiness of these students at K-2 with 57% of students attaining advanced in GRADE. Continued refinement of the K-1 program showed attainment of 87% K-2 benchmark as measured by DIBELS in the spring of 2008. Implementation of learning stations provided diverse opportunities for growth in Science and Writing with plans for use of advanced technology for K-1 in 2008-2009.

LFDCS has built exceptional partnerships with area colleges and secondary schools since its founding, providing quality resources of people, places and programs to enrich our education program. This year an exceptional partnership with Massachusetts Institute of Technology (MIT) inaugurated a three-year plan which brings eighth graders to the Cambridge campus each month, learning from MIT professors, growing in scientific knowledge and process and interest in Science. Additionally, MIT instructors and graduate students teach at LFDCS each month bringing hands-on lessons and training to staff and students.

This spring we celebrated the dedication of the Adamy Sisters Library, a gift from board member, Cynthia Mohr, providing for the first time library space and resources for our middle grade students. On behalf of the Board of Trustees, our gratitude to Eduardo Lebron for his time as Board President and to Don Argyrople who retired after four years as Head of Upper School – thank you for your commitment to education and the success of our students.

We, the members of the Board of Trustees, are grateful to all who help us build excellence at LFDCS. To our administrators, staff, students, families, friends, funders and partners – thank you...gracias!



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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**Please note:* The 2005-2010 Accountability Plan Goals have been restated to provide better clarity and consistency. Amended goals have been accepted by the Charter School office with anticipated approval by the Board of Trustees at its August 13, 2008 meeting.

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 Pre-K school experience. These cornerstones for success, established when our school was founded, provide the vision that continues to drive the work of our school.

- 1. Parents are a child's first teacher, and, as such, accept responsibility for the successful development of the child and transfer of the values of their culture.** 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.** We limit the size of classrooms to 20 students in K-2 – grade 6 and 15 students in K-1 and grades 7 - 8. We provide weekly time for grade-level curriculum planning, resources and opportunities for professional development through graduate courses, workshops, and nine paid work days 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.** 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.** Through partnerships with unique and generous educational and cultural organizations, our school is able to open doors to vistas and visions beyond our classrooms and our community borders.

EXECUTIVE SUMMARY

The key strategies to improve academic achievement for all students during 2007-2008 emphasized:

- ♦ use of the Response To Intervention (RTI) model providing immediate intervention following timely assessment enabling teachers to provide “catch-up growth” using research-based best practices.
- ♦ individualized professional development to teachers as part of the RTI model which enables gradual release of responsibility in interpreting test data to drive classroom instruction.
- ♦ targeted, consistent effort educating parents on implications of student attendance and tardiness related to student achievement (See Goal 5 - Attendance Measures).
- ♦ third-year focus on parent orientation to readiness and deeper understanding of MCAS prep providing strategies for home support.
- ♦ a partnership with TEACHERS ²¹, a new multi-year mentoring program, designed to attract, support and retain new teachers (1-3 years in profession) with in-depth training for veteran staff, building skills and leadership at all levels (See Dissemination).
- ♦ a partnership with Massachusetts Institute of Technology, a multi-year student research project, involving eighth grade students in year-long science education at LFDCS and MIT campuses which focused on analytical thinking, problem solving and broad scientific awareness (See Dissemination).
- ♦ advanced outcomes for inaugural class of K-1 students (four year olds in 2006-2007) evidenced in 57% of class achieving stanine 7 on national GRADE assessment (spring '08 as 5 year olds) which demonstrated urgency for academically-focused early education particularly in areas of urban poverty (See Accountability Goal 3).

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-2 through grade 4), 400 Haverhill Street (Grades 5-8) and 404 Haverhill Street (K-1) in Lawrence, Massachusetts. Beginning with the 2006-2007 school year, the school charter is approved for K-1 through grade 8 with an enrollment cap of 600 students, with 583 on October 1, 2007. This increase is aligned with the Board of Education approval to add a grade level: K-1 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:

	Afr. Amer.	Asian	Hispanic	White	SPED	Low Income
LFDCS	0.84%	0.00%	97.98%	1.18%	8.75%	89.86%
Lawrence Public Schools	2.10%	2.50%	88.20%	7.00%	18.90%	82.90%
State	8.10%	4.90%	13.90%	70.80%	16.90%	29.50%

Student Turnover Data

During the 2007-2008 academic year, a total of 15 students withdrew from school--one moved out of the country; four moved out of state; four transferred to other MA districts; and six transferred to the Lawrence public school system--to the best of our knowledge, all students who finished the school year intend to return to school. In 2007-2008, 95.3% were from Lawrence, 2.7% were from Methuen and 2.0% were from other districts. Only current, non cumulative numbers are shown in the waiting list below.

2007-2008 Enrollment Data					
Grade	Enrolled 2007-08			2008-09	
	Lawrence	Methuen	Other	Applications	Openings
K1	62	1	2	131	65
K2	61	0	2	43	2
1	59	1	1	12	1
2	61	1	1	5	1
3	55	3	2	7	0
4	57	1	2	9	1
5	55	4	1	1	0
6	55	1	-	4	1
7	50	1	1	NA	NA*
8	51	3	0	NA	NA*
Totals	566	16	12	212	70

Total Number of Students on Waiting List				
Grade	Lawrence	Methuen	Haverhill	Total
K1	59	3	0	62
K2	100	0	0	100
1	100	3	0	103
2	63	3	1	67
3	67	2	0	69
4	82	0	0	82
5	56	1	0	57
6	77	1	0	78
(7)*	-	-	-	-
(8)*	-	-	-	-
Totals	604	13	1	618

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

Staff Profiles

Director/Superintendent:	Ralph L. Carrero, M.Ed., Administration MA Certificates: Principal, 9-12
Principal:	Connie Tarsook, MA. Ed. Curriculum Design, CAGS Leadership Certificates: School Administration; Principal, K-8, Curriculum Specialist; Early Childhood Specialist; Behavior Specialist
Head of Lower School:	Shari Dennis-Belding, M.Ed. Elementary Education
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:	Katherine Allen, M.S. Ed.; MA Certificates: Elem. 1-6; Reading K-12
Special Education Director:	Susan Burgett, M.Ed., MA Certificates: Elementary K-8, Elementary K-6, Middle School 5-9 Special Needs, Pre-K-9; Special Ed. Administrator, all levels
Title One Coordinator:	Stephanie Cole, M.Ed.; MA Certificates: Elementary 1-6

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	31	17	25	31	4.5	3	27
4	Special Education	4	4	4	4	7.5	3.7	4
6	Spanish Language	6	3	2	6	8	5.5	5
2	Special Subjects	2	1	2	2	4	1.5	2
9	Support Services	9	7	8	9	11	4	9
52	Total Teaching Staff	52	32	30	52	6	3.5	47

Summary of Paraprofessional Qualifications

No.	Category	High School	48 Credits	Assoc. Degree	Bach. Degree	English Fluency	Avg. Yrs. Exp.	Avg. Yrs. @ LFDCS	NCLB Highly Qualified
11	Classroom Instruction Aides	11	11	7	3	9	5.3	3	11
2	Special Education One-On-One Aides	2	2	2	1	2	6	2.5	2
3	Physical Education	3	1	1	-	3	3	3	NA
3	ELE	3	3	2	1	3	3	3	3
19	Total Paraprofessionals	19	17	12	5	17	4.3	1.6	16

Full-Time Employed Teachers: 52

Full-Time Academic Paraprofessionals: 16

Teachers who left during 2007-2008 school year: 1

Teachers who completed school year not planning to return: 10

Positions cut due to budget restraints: 4

Summary of non-returning teachers: Three teachers non-renewed for performance; one teacher non-renewed due to budget cuts; two teachers resigned due to distance; three teachers resigned due to seeking positions at different grade levels; and one teacher resigned due to a family need

School Report Card

Lawrence Family Development Charter School (044540205)

Connie Tarsook, School Principal
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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 – 2007-2008

	School	District	State
Total Count	594	594	962,766
Race/Ethnicity (%)			
African American	0.7	0.7	8.1
Asian	0.0	0.0	4.9
Hispanic	98.5	98.5	13.9
Native American	0.0	0.0	0.3
White	0.8	0.8	70.8
Gender (%)			
Male	46.4	46.4	51.4
Female	53.4	53.4	48.6
Selected Populations (%)			
Limited English Proficiency	36.2	36.2	5.8
Low-income	79.3	79.3	29.5
Special Education	8.8	8.8	16.9
First Language not English	92.8	92.8	15.1
Grades Offered: K-1, K-2, 01, 02, 03, 04, 05, 06, 07, 08			

Teacher Data (2007-2008)

	School	District
Total # of Teachers	52	52
% of Teachers in Teaching Assignment	71.2	71.2
Total Number of Classes in Core Academic Areas	162	162
% of Core Academic Classes Taught by Teachers Who Are Highly Qualified	90.1	90.1
% of Core Academic Classes Taught by Teachers Who Are Not Highly Qualified	9.9	9.9
Student/Teacher Ratio	11.4 to 1	11.4 to 1

Additional Teacher Information

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

Note: Under requirements of NCLB, parents are herein notified that while LFDCS made Adequate Yearly Progress (AYP) in English Language Arts our school did not make AYP in one subgroup; therefore, parents who wish supplemental education services for their child may contact the Principal. The school provided 36 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.

2008 School Report Card – Lawrence Family Development Charter School
2008 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	339	338	100	Yes	338	76.8	No	72.0	3.5	73.0-78.0	Yes	96.6	0.8	Yes	Yes
Lim. English Prof.	158	158	100	Yes	158	71.4	No	66.0	4.3	67.8-72.8	Yes	96.7	1.3	Yes	Yes
Special Education	40	40	100	Yes	40	53.8	No	53.0	5.9	54.4-63.4	No	96.3	0.4	Yes	No
Low Income	303	302	100	Yes	302	76.7	No	71.6	3.6	72.7-77.7	Yes	96.6	0.9	Yes	Yes
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	332	331	100	Yes	331	76.7	No	72.0	3.5	73.0-78.0	Yes	96.6	0.9	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	338	338	100	Yes	338	71.4	No	60.3	5.0	62.8-67.8	Yes	96.6	0.8	Yes	Yes
Lim. English Prof.	157	157	100	Yes	157	64.5	No	57.4	5.3	60.2-65.2	Yes	96.7	1.3	Yes	Yes
Special Education	40	40	100	Yes	40	50.0	No	41.5	7.3	44.3-53.3	Yes	96.3	0.4	Yes	Yes
Low Income	302	302	100	Yes	302	71.1	No	59.9	5.0	62.4-67.4	Yes	96.6	0.9	Yes	Yes
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	331	331	100	Yes	331	71.3	No	60.0	5.0	62.5-67.5	Yes	96.6	0.9	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History											NCLB Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	2007	
ELA	Aggregate	No	No	No	No	Yes	No	No	No	Yes	Restructuring Year 2
	All Subgroups	-	-	-	-	Yes	No	No	No	No	
MATH	Aggregate	No	No	No	No	No	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	Yes	Yes	Yes	

Academic Program Goal 1

Students at Lawrence Family Development Charter School will become clear and effective writers and readers 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. Ninety-five percent (95%) of students will pass the MCAS English Arts Test by the year 2010 with the following expectation for achieving *proficient* or *advanced*:

BASELINE		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
3	31	40	30	45	38	50		60		70	
4	29	40	37	45	30	50		60		70	
5	-	40	31	45	34	50		60		70	
6	-	40	28	45	62	50		60		70	
7	44	40	41	45	49	50		60		70	
8	-	40	57	45	62	50		60		70	

Analysis/Statement

LFDCS made significant gains in the proficiency level at upper grades (6-7-8) and experienced a slight drop at grade 4. Nonetheless, aggregate scores, school wide resulted in LFDCS making AYP in ELA, turning around slow growth in the previous two years. Strategies to address identified gaps and continue upward growth will include: one-hour daily of "Read-About," a computer program targeting specific reading levels (all quarters) and supplemental tutoring in writing and reading to targeted students. Teacher turnover at grade 4 was identified as high impact on student learning; students were placed with most highly-qualified teaching in succeeding grade/year.

MCAS CPI COMPARISONS - ELA

Grade	2005-2006				2006-2007			
	LFDCS	LPS	DIF	*HISPANIC STATEWIDE	LFDCS	LPS	DIF	*HISPANIC STATEWIDE
3	74.2	63.0	11.2	66.2	75.4	66.2	9.2	68.2
4	69.3	59.9	9.4	62.2	66.7	64.7	2.0	64.6
5	68.3	62.6	5.7	65.6	66.9	63.4	3.5	68.3
6	66.8	66.3	.5	67.0	84.8	67.0	17.8	70.3
7	73.1	69.7	3.4	67.2	81.4	70.4	11.0	71.5
8	82.0	72.6	9.4	72.1	88.5	77.1	11.4	75.2

*LFDCS enrolls a student population that is 98% Hispanic with 90% – 95% of each student cohort entering our school with Spanish as their first or only language. Comparison of our scores in MCAS ELA with both the local district and Hispanic students statewide shows increasing annual improvement, particularly as students move into the upper grades where the cumulative impact of ELA and ELL instruction is evident as well as the success of utilizing a dual language program – solidifying native-language proficiency (see Dual-Language Proficiency, pgs. 18-19).

- 1B. **LFDCS will make AYP/Adequate Yearly Progress in English Language Arts in the aggregate and all subgroups.**

Year	CPI Goal	Aggregate Subgroups	Lim. English	Spec. Ed.	Low. Inc.	Hisp.
2005-06	70.2	No	No	-	No	No
2006-07	75.5	Yes	Yes	No	Yes	Yes
2007-08						
2008-09						
2009-10						

- 1C. **LFDCS will develop and administer an internal assessment that simulates the MCAS Long Composition at grade 4. This will be scored by a panel of teachers using the MCAS rubric.**

Newly implemented in the 2007-2008 school year for baseline comparisons--fourth graders achieved 67% passing with 21% scoring *proficient*. Additional attention will focus on sentence structure and grammar rules in the coming year at grades 2, 3, 4 to increase proficiency in Mechanics.

- 1D. **Seventh grade students will write a persuasive essay. The essay will be scored by a panel of trained teachers using an LFDCS rubric. Eighty-five percent (85%) will score passing with the following expectations for *proficient*:**

Year	% Passing	Actual	% Proficient	Content
2006-07	85%	49%	45%	9%
2007-08	85%	100%	50%	80%
2008-09	85%		60%	
2009-10	85%		70%	

TERRA NOVA - SCHOOL-WIDE LANGUAGE ARTS DATA COMPARISONS

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	LFDCS GOALS	NATIONAL GOALS
K	.9	1.6	1.4	2.3			1.9	.9
1	2.3	1.9	2.1	2.0			2.9	1.9
2	2.9	2.4	3.3	2.8			3.9	2.9
3	3.5	3.7	4.4	4.0			4.9	3.9
4	4.7	5.2	4.1	4.6			5.9	4.9
5	5.2	4.6	5.2	5.5			6.9	5.9
6	5.2	5.7	7.0	7.2			7.9	6.9
7	5.3	7.4	9.6	9.2			8.9	7.9

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.).

As seen in the chart above, Terra Nova ELA scores for spring 2008 show grades K, 1, 3, 6, 7 exceeding the national grade-level benchmarks, striving toward LFDCS's internal benchmark for 2010 with Kindergarten and grade 7 exceeding the 2010 goal. Student cohorts moving from grade 4 to 5 and 6 to 7 achieved over two years' growth. Specific interventions in language will be targeted to students in grades 2 through 5 during 2008-2009 to ensure "catch-up growth."

Academic Program Goal 2

Students at Lawrence Family Development Charter School will become fluent and proficient readers of English as measured by DIBELS and GRADE 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 through Grade 2 will meet established benchmarks on the indicators on the DIBELS.
- 2D. Eighty percent (80%) of students who complete K through Grade 3 will meet established benchmarks on the indicators on the DIBELS.

2007-2008 DIBELS Indicators of Reading First Progress

Grade Level	LFDCS Goal	Letter Name Fluency	Phoneme Segmentation	Nonsense Fluency	Oral Reading Fluency
K	70%	90%	92%	90%	--
1	70%	--	100%	95%	81%
2	75%	--	--	--	77%
3	80%	--	--	--	90%

Analysis of Reading First Data

DIBELS indicators continue to confirm that LFDCS meets all internal benchmarks. Based on the above strong performance, it appears that grade levels 1-3 will achieve 95% in oral reading fluency by 2010. A slight dip at grade two will be addressed with an interventionist being placed in their third grade classes for all targeted students.

- 2E. Eighth grade students at LFDCS will present individual oral presentations describing plot and character development from a selected list of novels. The presentations will be presented to a panel comprised of administrators, teachers and board members who will score from a rubric. One hundred percent (100%) will earn a *passing* score; seventy percent (70%) will earn *proficient*.

Year	100% Goal - Passing	70% Goal - Proficient
2007-08	100%	80%
2008-09		
2009-10		

Analysis/Statement

Grade 8 ELA instructor led student thinking and analysis to truly enter the plot and characters of each novel. A print-rich classroom environment completed each literary work, increasing the ability of students to interpret novels in depth.

	Baseline Data 2006-2007			2007-2008			2008-2009			2009-2010			GOAL 2010
Stanines	1-3	4-6	7+	1-3	4-6	7+	1-3	4-6	7+	1-3	4-6	7+	7+
K	15	68	17	5	38	57							50%
1	31	54	16	12	52	38							50%
2	16	71	12	18	66	16							60%
3	14	61	24	18	69	14							70%
4	39	45	15	17	68	16							80%
5	25	57	20	3	80	17							80%
6	18	61	22	16	61	24							80%
7	29	55	16	10	54	35							80%

GRADE: School-wide Reading Comprehension Assessments

The Massachusetts DESE reports that a student score at least 7 on the GRADE assessment has the best chance of reaching *proficiency* on the ELA MCAS. Students currently at stanine 4 to 6 meet the national benchmark, and the percentage at 7 and above our internal standard for success. Totals of students achieving 4-6 stanine and 7+ show the grade level total percentage of students on track for reaching ELA proficiency by 2010.

Analysis of 2007-2008 GRADE Data

Results show a significant trend shifting student achievement to the national average and above with every grade achieving 80% or better (stanine 4 or above). Exceptional achievement at K, grade 1 and grade 7 show improved percentages at advanced (stanine 7). Results at K, grades 1, 4, 5 and 7 greatly reduced the percentage of students at risk, evidence of curriculum and teaching improvements toward greater reading proficiency.

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

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	LFDCS GOALS	NATIONAL GOALS
K	.9	1.2	1.1	1.7			1.9	.9
1	2.0	1.8	1.8	1.7			2.9	1.9
2	2.8	2.6	2.6	2.5			3.9	2.9
3	3.1	4.0	4.2	3.7			4.9	3.9
4	4.9	4.8	4.7	4.6			5.9	4.9
5	5.2	5.3	5.0	5.5			6.9	5.9
6	5.0	5.5	7.2	6.2			7.9	6.9
7	6.7	7.3	8.7	10.2			8.9	7.9

Analysis of 2007-2008 TERRA NOVA Reading Data

Attention to curriculum and instruction at grades K-7 has supported student growth toward or exceeding the national grade level goal; however, results in grades 1-5 have remained flat and will require continued improvement of curriculum with specific attention to language. Additional time on understanding sentence structure and parts of speech will be monitored and supported by administrative modeling and walkthroughs. Grades 5, 6, and 7 at the Upper School continue to show the positive effects of sustained instruction and reading with cohort growth of 8 months, 1.2 years, 1.5 years respectively. Additionally, the grade 3 cohort at the Lower School attained 1.1 years of growth due to the precise implementation of interventions for targeted students.

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. Ninety-five percent (95%) of students will pass the MCAS Math Test by 2010 with the following expectation for achieving *proficient or advanced*, measured annually.

2005-2006-15% 2006-2007-20% 2007-2008-25% 2008-2009-30% 2009-2010-40%

PASSING		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
3	-	60	80	70	85	80		90		95	
4	73	60	70	70	77	80		90		95	
5	-	60	63	70	69	80		90		95	
6	70	60	60	70	79	80		90		95	
7	-	60	74	70	84	80		90		95	
8	52	60	68	70	84	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
3	-	15	28	20	60	25		30		30	
4	29	15	17	20	28	25		30		40	
5	-	15	29	20	27	25		30		40	
6	18	15	18	20	54	25		30		40	
7	-	15	21	20	40	25		30		40	
8	16	15	28	20	50	25		30		40	

- 3B. LFDCS will make AYP/Annual Yearly Progress in Math in the aggregate and subgroups.

YEAR	MATH AGGREGATE		SUBGROUPS LIMITED ENG. PROFICIENT	SPEC. ED.	LOW INC.	HISPANIC
2005-2006	57.2	Yes	Yes	-	Yes	Yes
2006-2007	65.3	Yes	Yes	Yes	Yes	Yes
2007-2008						
2008-2009						
2009-2010						

Analysis of MCAS Math Data

LFDCS continued to increase the percentage for students achieving *proficient* and *advanced* status exceeding all internal benchmarks except for a 1% miss at grade 5, to be addressed by a math specialist assigned to that cohort. Strong staff retention of highly-qualified math teachers has turned the low performance of previous years to one of high achievement. Continued accelerated growth in math for two consecutive years shows great overall promise for student success in secondary school at the upper grades

MCAS CPI COMPARISONS - MATH

Grade	2005-2006				2006-2007			
	LFDCS	LPS	DIF	*HISPANIC STATEWIDE	LFDCS	LPS	DIF	*HISPANIC STATEWIDE
3	67.1	53.6	13.5	60.1	81.0	59.4	21.6	63.3
4	58.6	51.8	6.8	57.0	62.5	68.2	2.3	61.2
5	59.6	42.2	17.4	50.4	59.3	48.4	10.9	57.5
6	53.0	45.6	7.4	48.7	75.4	49.7	25.7	55.1
7	56.1	40.5	15.6	44.5	73.2	49.0	24.2	49.9
8	68.0	42.1	25.9	45.0	79.6	47.5	31.5	49.0

*For our school, which enrolls 98% Hispanic students, it is instructive to also compare our student performance with Hispanic students statewide. We think the above comparisons show the positive impact of our academic program--in particular, middle school students achieving at levels defying trends across the country.

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

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	LFDCS GOALS	NATIONAL GOALS
K	1.0	1.7	1.7	2.6			1.9	.9
1	1.6	1.5	1.6	1.4			2.9	1.9
2	2.5	2.4	2.4	2.4			3.9	2.9
3	3.5	4.0	4.7	4.1			4.9	3.9
4	5.6	4.9	4.7	5.7			5.9	4.9
5	5.2	5.6	5.2	6.5			6.9	5.9
6	6.5	6.6	8.5	7.9			7.9	6.9
7	6.7	7.3	8.7	10.2			8.9	7.9

Analysis of Terra Nova Math Data

LFDCS has continued implementation of the Scott Foresman Math Curriculum and sees improved math skills and understanding with cumulative years of instruction. With the exception of grades 1 and 2, all grades have exceeded the national goal for proficiency. Exceptional achievement in Kindergarten and grade 7 place those grades above the 2010 target with grade 6 on target and grades 4 and 5 within reach. Special attention to increased use of manipulation and directed lesson plans at grades 1 and 2 in the 2008-2009 year is anticipated to improve growth in these cohorts.

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/Technology and History/Social Science.

Measures

- 4A. **Fourth grade and seventh grade students at LFDCS will research, craft and present an inquiry-based science project. Projects will be scored from an LFDCS rubric by outside judges.**

In 2007-2008, all fourth grade and seventh grade students completed the research and presentation of an inquiry-based science project. All were presented at a public demonstration of skills and oral knowledge judged by educators and external judges from the community, the Board of Trustees and the Massachusetts Institute of Technology.

At grade seven all students demonstrated proficiency with clear ability to discuss the project design, hypothesis and outcomes of their research as well as secondary hypothesis, a concept they now believe would produce specific results if the original hypothesis presented contrary outcomes. The news media covering the Science presentations reported outstanding demonstration of knowledge by both fourth and seventh graders. All fourth graders, piloting the inaugural year for public presentations received *passing* on a pass/fail rubric. An *advanced* category for grade seven will be added in 2008-2009.

- 4B. Fifth and eighth grade students at LFDCS will improve MCAS scores in Science with the following expectation for passing:**

Year	Expected Rate	Grade 5	Grade 8
2004-2004	BASELINE	52%	44%
2005-2006	55%	73%	56%
2006-2007	60%	63%	60%
2007-2008	65%		
2008-2009	70%		
2009-2010	75%		

- 4C. Fifth and seventh grade students will improve MCAS scores in History and Social Science with expectation for baseline to be set in 2009-2010.**

DESE currently does not provide scored data on this test to schools. Baseline data for future performance will be established as soon as feasible.

Organizational Viability – Goal 5

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

- 5A. Each year, LFDCS will maintain an average daily attendance of 95%.**

Outcomes:

2005-2006 – 95.6% 2006-2007 – 96.2% 2007-2008 – 97.1% 2008-2009 - 2009-2010 –

- 5B. LFDCS will enforce policies to eliminate unexcused absences so at least 95% of students will have attendance of 95% or better.**

Outcomes:

92.6% of students achieved 95% attendance

99.2% of students achieved 90% or better attendance

.8% of students (5) had absences resulting in less than 90% attendance

LFDCS Board of Trustees approved a policy requiring student attendance @ 95% or no more than nine days absence. This policy was a requirement toward honor roll and other recognitions beginning with the 2007-2008 school year. School administrators tracked attendance and tardiness monthly, met regularly with parents of identified students to increase regular, on-time attendance to commendable levels.

Organizational Viability – Goal 6

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

6A. Ninety-seven percent (97%) of classes will be taught by highly-qualified teachers.

Outcomes:

Ninety point one percent (90.1%) of teachers met highly-qualified Status of NCLB and 100% of paraprofessionals met the highly-qualified status. See staff summary charts on page 3.

6B. Teachers at LFDCS will annually meet or exceed 95% attendance.

Outcomes:

During 2007-2008, 84% of the teaching staff achieved 95% or better attendance, and 96.5% of teachers were in attendance 90% or more days.

6C. Ninety percent (90%) of staff at LFDCS will respond favorably to an annual survey measuring staff satisfaction with curriculum, communication, safety and opportunities for professional advancement.

Outcomes:

LFDCS conducted a teacher satisfaction survey in the spring of 2008 to measure goals of our Accountability Plan to provide input to the School Improvement Plan. All items were rated on a scale of 1 to 4 with 1 being the extreme negative choice and 4 being the extreme positive choice. Percent (%) denotes positive rating.

Survey Questions

- | | | |
|----|--|-----|
| 1. | <i>Rate your working relationship with grade level team.</i> | 98% |
| 2. | <i>Rate your working relationship with RTI team.</i> | 93% |
| 3. | <i>Rate value of professional development to improve teacher quality.</i> | 90% |
| 4. | <i>Rate administrative effectiveness in encouraging teachers to share.</i> | 78% |

Knowledge to improve instructions

- | | | |
|----|--|-----|
| 5. | <i>Rate adequacy of resources to implement your teaching.</i> | 81% |
| 6. | <i>Rate your sense of support by Head of School in discipline and behavior management.</i> | 59% |
| 7. | <i>Rate quality of your communication with Head of School.</i> | 91% |
| 8. | <i>Rate quality of professional, open communication with the Principal.</i> | 83% |
| 9. | <i>Rate your sense of being valued as a member of the LFDCS team.</i> | 79% |

PART II, Multiple Choice

1. Quality of Professional Development provided this year:

a.) *not useful* b.) *adequate* c.) *superior*

Results: 97% rated profession development adequate or better; 64% rated professional development superior.

2. Safety of School environment @ LFDCS:

a.) *do not feel safe* b.) *somewhat safe* c.) *secure and safe*

Results: 97% feel some level of safety; 81% feel secure and safe.

3. Curriculum improvement aligned with professional development:

a.) *not improved* b.) *somewhat improved* c.) *highly improved*

Results: 97% see some improvement; 64% indicate highly improved.

6D. **One-hundred percent (100%) of staff will set annual professional development goals which align with school goals.**

Outcomes:

Using the recommended state sample for documenting individual professional development goals, the Principal at LFDCS met with every member of the teaching and paraprofessional staff to discuss personal professional goals.

The process, one to two hours of one-on-one meetings, included reading of the school's charter Accountability Plan as well as the educational philosophy from our charter's founding as they related to personal professional goals. Discussion focused on our school's intent to support staff in attaining initial licensure and in moving from initial to professional license, and looking at where each teacher is in their professional status with written plans for the next five years.

Specific examples of Principal-Teacher discussion included:

- 1.) School, state and NCLB requirements for highly-qualified teachers—what steps, courses or tests are required to meet this--documenting action steps.
- 2.) In meeting state requirements for SEI training, closely related to school goals of dual-language proficiency and ELA proficiency, discussion to understand and document training for each completed category by 2010.
- 3.) LFDCS established a Beginning Teacher Induction and Mentor Program during 2007-2008 (see Dissemination, page 28) in part to provide required mentoring for staff to attain next levels of professional licensure. Individual teachers will receive Advanced Mentor, New Mentor and Mentee Training.
- 4.) All Professional Development Points (PDP's) are logged into the document for future reference/verification.
- 5.) When complete, the professional development plan is reviewed by the teacher and the principal and submitted to DESE. Each teacher has the original plan to be reviewed annually and updated every two years. The principal maintains a binder with copies for every teacher's plan.

Organizational Viability – Goal 7

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

- 7A. LFDCS will demonstrate sound financial management through its policies and practices as evidenced in an independent annual financial audit showing no controlled deficiencies and unqualified opinion.**

Outcomes:

Each year since its founding, LFDCS contracts with Walsh and Co. Accountants, to perform an annual audit. The most recent report, auditing FY'07 dated November 5, 2007 was accepted by the School's Board of Trustees on November 14, 2007. The cover letter identified the scope which reported on: statement of activities, changes in net assets, cash flow and functional expenses with the following unqualified opinion:

In our opinion, the financial statements and statements of functional expenses referred to above present fairly, in all material respects, the financial position of the Lawrence Family Development Charter School as of June 30, 2007 and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

- 7B. LFDCS will demonstrate careful management of resources sufficient to support effective education programs through balanced annual budgets.**

Outcomes:

In its statement of revenues and expenditures for the 2007-2008 school year (see page 24) LFDCS reports \$7,641,465 in revenue and \$7,307,424 in expenditures with remainder revenue of \$334,041. The approved budget for the 2008-2009 school (see page 25) is a balanced budget.

- 7C. LFDCS will demonstrate sound strategic planning by maintaining adequate reserves to meet financial obligations and emergencies by holding an amount equal to 5% of the annual budget in reserve.**

Outcomes:

As of June 30, 2008, LFDCS has total net assets of \$1,945,878.

Faithfulness to Charter – Goal 8

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

Measures

- 8A. Eighty-five percent (85%) of parents at LFDCS will meet at least three times annually with their child's teacher to review academic progress through discussion of grade-level standards.**

Outcomes:

	K1	K2	1	2	3	4	5	6	7	8
Fall Conference	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Winter Conference	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spring Conference	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LFDCS increased its required parent conferences to three sessions—one at the end of the 1st, 2nd and 3rd marking periods--and reached its goal of 100% at every grade level. Attendance is verified by signed conference sheets in each classroom.

- 8B. Ninety percent (90%) of parents at LFDCS will respond favorably to an annual survey measuring parent satisfaction with curriculum, communication, academic achievement, safety and attention to learning for each child.**

Outcomes:

Ninety-six point nine percent (96.9%) of parents or 412 out of 425 families completed an annual survey to measure parent satisfaction, Specific question results are as follows:

<u>Questions</u>	Yes	No
1. <i>Satisfaction with student progress over two-year emphasis on literacy</i>	98%	2%
2. <i>Satisfaction with parent-related activities: workshops, presentations parent-teacher conferences.</i>	96%	4%
3. <i>Knowledge/comfort level regarding MCAS requirements</i>	67%	33%
4. <i>Interest/willing to participate in MCAS testing/training</i>	90%	10%
5. <i>Does LFDCS provide safe environment for your child?</i>	97%	3%
6. <i>If your child receives school-provided transportation, are you satisfied with this service?</i>	90%	10%

Multiple Response Questions (listed by %)

1. *What is the biggest improvement you saw at LFDCS this year?*
 - *student grades/reports* 30%
 - *communication with classroom teachers* 24%
 - *MCAS scores* 18%
 - *consistent enforcement of rules* 16%
 - *buildings and grounds* 10%
2. *How can LFDCS best assist your child?*
 - *provide training/workshops to help parents support their child(ren)'s achievement* 34%
 - *provide after-school program support services* 26%
 - *provide information regarding community resources* 15%
 - *provide workshops addressing child behavior* 14%
 - *other topics/recommendations* 12%

3. What types of workshops are you interested in attending?
- high school selection 36%
 - literacy development 27%
 - behavior management 22%
 - MCAS 16%

- 8C. Parents of third grade students will attend MCAS Preparation nights to participate in completing and scoring Math and ELA release items. Participation will be measured using the following targets:

Outcomes:

YEAR	TARGET	OUTCOMES
2007-2008	55%	60%
2008-2009	60%	
2009-2010	65%	

- 8D. Parents of Kindergarten-1 students will have a home visit by the Student and Family Support Counselor to strengthen student transition to school. (Note: K-1 is a new grade level for LDFCS.)

2008-2009 - 80%

2009-2010 - 85%

Faithfulness to Charter – Goal 9

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

- 9A. At least seventy-five percent (75%) of all graduates will apply to selective high school(s). Fifty percent (50%) of graduates will be accepted at one or more selective high school(s).

Outcomes:

One-hundred percent (100%) of the 54 members of the Class of 2008 applied to one or more secondary schools with admissions criteria. Additionally, for the second consecutive year, 100% of the class were accepted at one or more schools.

Secondary School	Applications	Acceptances	% Accepted
Private (Prep)	12	8	67%
Private (Parochial)	78	46	59%
Vocational	51	42	82%

Members of the Class of 2008 continued to represent our school in the strong attention to the secondary school application process and recognition for scholarships and financial aid. A secondary school fair for LDFCS students and parents in the fall of 2007 attracted admissions directors from 18 schools from Massachusetts and throughout the New England region. The Class of 2008, which had attained 81.4 ELA CPI and 73.2 Math CPI in grade 7 MCAS were strong contenders for admissions. More than \$400,000 in scholarships and financial aid was awarded to these graduates, helping to make possible their acceptance.

Members of the Class of 2008 at LDFCS will attend Phillips Academy, Andover; Governor's Academy, Byfield; Brooks School, North Andover; Central Catholic High School, Lawrence; St. John's Preparatory School, Danvers; Notre Dame High School, Lawrence; Greater Lawrence Technical High School, Andover; and Whittier Technical School, Haverhill.

Dual-Language Proficiency – A Charter Goal

The attainment of parallel skills in all aspects of language use in English and Spanish remains a priority focus for research and teaching.

LFDCS continues to pursue strategies and refinements to its priority founding goal to develop academic proficiency in English and Spanish. LFDCS utilizes research-based models of instruction and extensive professional training to foster parallel acquisition of skills and high academic performance by language minority students.

Spanish language teachers at LFDCS use Mass. Curriculum Frameworks to design lesson plans with parallel requirements and outcomes as English Language Arts. With great emphasis on understanding cognates in vocabulary development, there is daily emphasis on phonemic awareness, words, sentences, passages and their grammatical and textual application in reading, speaking, writing and listening. Knowing that best practices cut across language barriers, staff adapt *Reading First* skills and strategies and utilize Spanish DIBELS to monitor skills and language growth.

Spanish language proficiency is assessed by Spanish IPT for all students, an assessment which mirrors our teaching practices and the proficiency test given to identified ELL students.

The IPT is measured by whole group and one on one for oral fluency with students demonstrating proficiency in an escalating series of tasks and questions requiring increased vocabulary and complexity of language.

What Have We Learned?

The greatest need is attention to improved writing instruction. Specific attention to writing in grades 5 and 6 showed significant gains and provides examples for expansion at other grades. Strong growth in reading in Spanish at the Upper School is attributable both to increased vocabulary and skill development and strong attention to Reading across the curriculum through our Striving Readers' grant.

The ELL program at LFDCS specifically serves students whose first language is other than English and identifies all incoming students in a home-language survey. Additionally every kindergarten student is considered at some ELL level and extensive English is provided. LFDCS utilizes extensive time on ELA for its entire school population from immersion in K-1 to sheltered English by trained educators in every classroom to specific, directed lessons based on groupings for ELL instruction.

IPT Spanish-Language Proficiency – Building on Native Language Skills

GRADE LEVELS	Total Number of Students Tested			Non-Spanish Proficiency			Fluent-Spanish Proficiency								
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	Reading			Writing			Oral		
							2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
K	61	60	63	0	0	0	-	*	n/a	-	-	-	22	36	34
1	59	60	60	1	0	0	-	-	n/a	-	-	-	38	35	18
2	59	59	63	0	0	0	39	36	17	37	38	9	33	37	5
3	60	59	60	0	0	0	35	34	15	39	26	8	35	30	24
4	57	60	58	0	0	1	40	46	22	28	11	0	35	37	29
5	60	59	59	0	0	0	29	31	41	13	4	23	34	35	41
6	59	56	53	0	0	0	39	34	41	24	3	24	24	48	37
7	54	55	49	0	0	0	22	37	42	23	22	22	35	30	30
8	50	50	54	0	0	0	22	37	38	23	22	17	35	30	31

2007 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 grade span, or one or more steps between grade spans from 2006 to 2007 on the Massachusetts English Proficiency Assessment (MEPA).

	2007 MEPA
State Target	60%
District Performance	62%
Number of Students Included	116

YES

Attainment:

of English Language Proficiency

Percent of LEP students who scored at the Transitioning performance level on the spring 20076 MEPA.

	Years in U.S. Schools				
	2	3	4	5+	Overall
District Target	50%	36%	44%	57%	54%
District Performance	-	-	38%	64%	56%
Number of Students Included	N<10	N<10	21	85	112

YES

2007AMAO for limited-English Proficient students shows that LFDCS exceeded the state target for the third consecutive year. Significant is that the state has increased the target each year and that large numbers of students have achieved transition out of the programs which is now serving those with larger gaps. LFDCS consistently increases the number of classroom teachers completing each category of ELL training, underscoring commitment to language proficiency.

1PT English Language Proficiency - Placement Results of ELL Students

	Total Number of ELL Students Serviced and Tested			Non-English Proficiency			Limited-English Proficiency			Fluent- English Proficiency		
GRADE LEVELS	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
K-2	60	60	63	0	0	0	31	20	27	29	40	36
1	16	31	22	0	0	0	16	24	11	0	5	11
2	12	17	34	0	0	1*	10	17	29	2	0	4
3	23	20	16	0	0	0	18	19	9	4	1	5
4	45	20	16	0	1	0	20	15	13	23	5	3
5	35	25	19	0	0	0	19	18	9	16	7	10
6	14	23	21	0	0	0	12	11	13	2	12	8
7	16	11	12 (13)	0	0	0	11	7	7	5	4	5
8	6	15	9	0	0	0	5	4	1	1	11	8

Non- Language Proficiency = Non-Language Proficiency in all modalities

Fluent-Language Proficiency = Fluent-Language Proficiency in all modalities

*IPT scores for K-2 through grade 2 are based only on speaking and listening scores--the reading and writing scores are still pending from the DOESE.

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	K-1– 8	K-1– 8		
Number of Students Enrolled	180 – 428	475 – 520	523	583	594		
Number of Classrooms	9 – 23	27– 28	28	32	32		
Maximum Number of Students in Classroom	20	20	20	20	21		
Number of Computers	19 – 59	71– 93	115	154	178		
Number of Students on Waiting List	90 – 111	198 – 315	387	551	618		
Total Number of Teachers/Counselors	11– 31	46 – 56	51	54	59		
Students to Teacher Ratio (overall)	12:1	10:1		11:1	10:1		
Students to Teacher Ratio (classroom)	20:1	K-6 – 20:1 7 & 8 – 14:1	K-6 – 20:1 7 & 8 – 14:1	K-1 – 15:1 K-6 – 20:1 7 & 8 – 14:1	K-1– 16:1 K-6 – 20:1 7 & 8 – 13:1		
Staff Turnover	30% – 24%	22% – 17%	12%	10%	7%		
Percentage of Certified Teachers	44% – 52%	61% – 61%	72%	92%	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	B \$36,000 M \$65,000		
Av. Per Pupil or State-Allocated Expenditure	\$6,125 – \$7,313	\$8,069 – \$9,674	\$10,260	\$10,951	\$11,285		
Average Daily Attendance	96% – 95%	96% – 95.1%	95.7%	96.2%	97.1%		
Average Number of Students in Attendance	178 – 423	473 – 492	517	582	594		
Students Receiving Special Ed. Services	3% – 7%	9% – 10%	12%	9.4%	8.8%		
Students Receiving 504 Services	0 – 3%	2% – 4%	3%	1%	2.6%		

BOARD OF TRUSTEES 2007-2008

NAME	AFFILIATION	TENURE
*Eduardo Lebron, President <i>Parent/LFDEF Representative Executive Committee</i>	Bilingual Counselor/Health Coordinator Community Action Council, Haverhill	Feb. 2004-Sept. 2007 1 st term
**John Housianitis, <i>Vice President/Clerk LFDEF Representative Executive Committee</i>	Social Studies Instructor Central Catholic High School 17 years - District School Committee	Oct. 1995 – Sept. 2010 6 th term
Ramona Andrickson <i>LFDEF Representative Personnel Committee</i>	Case Manager/Workshop Trainer Greater Lawrence Family Health Center	Oct. 1995 – Sept. 2010 6 th term
Nazario Esquea <i>Parent Representative</i>	Owner NAZTEL Communications	Oct. 2002 – Sept. 2008 2 nd term
Wendy Estrella, Esq. <i>Parent Representative Fundraising Committee</i>	Attorney Estrella Law Firm, Private Practice	Jun. 2005 – Sept. 2008 1 st term
Francisco Gomez <i>Parent Representative Personnel Committee</i>	Technical Support Infor Global Solutions	Oct. 2002 – Sept. 2008 2 nd term
Juliet Nagle <i>LFDEF Inc. Representative Curriculum Committee Fundraising Committee</i>	Retired Educator Reading Tutor LFDCS	Jan. 2006 – Sept. 2009 1 st term
Iris Inirio <i>Parent Representative</i>	Data Manager Lazarus House	Feb. 2007-Sept. 2009 1 st term
Ana Medina <i>LFDEF Representative</i>	Assistant. to Dean of Discipline Greater Lawrence Vocational Technical High School	Apr., 2007-Sept. 2010 1 st term
Ingrid Polanco <i>Parent Representative</i>	Property Assistant Manager Hadley West Apartments and Judson House Apartments, Haverhill, MA	Oct. 2007-Sept. 2010 1 st term
Howard Sticklor <i>LFDEF Representative</i>	Director Lawrence Youth Development (After-school Enrichment/HERC)	Feb. 2007-Sept. 2009 1 st term
Dania Ramos <i>Parent Representative School Site Council Co-Chair</i>	Case Manager Zwicker & Assoc.	Oct. 2007-Sept. 2008 annual appointment ex officio position
Nitza Tirado <i>Parent Representative</i>	Office Manager, Bilingual G Associates	Oct. 2007-Sept. 2010 1 st term

*resigned October, 2007

**moved into role as President October, 2007

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, 2007— Approved recommendation by subcommittee that position of Director/Superintendent of LFDCCS and Executive Director of LFDEF remain joined for continuity and duality of mission.

Approved recommendation that Ralph L. Carrero, founding board chair, be hired as Director/Superintendent of LFDCCS.

September, 2007 – Approved the following revisions to the Parent/Student Handbook: Attendance and Tardiness Policy to require 95% attendance (maximum of 9 absences) in keeping with the state requirement of 95% for AYP. School Discipline Procedures addressing students who engage in acts of aggression: removal from class/parent required to take child home/administrative team determines consequences. Civil Rights approved inclusion of student's statement right to be free from all forms of discrimination. School Homework approved specified time for increased homework and reading at each grade level.

October, 2007 – Approved Superintendent's recommendation that "Curriculum" be added as a regular item to board agenda for expanded board education regarding applications to Accountability Plan.

Accepted resignation of Board President for health reasons. Board Vice-President assumed role of President for remainder of year.

Approved creation of scholarship endowment fund honoring retired superintendent to provide scholarships in perpetuity for graduating eighth graders.

November, 2007 – Approved 2006-2007 Annual Report.

Approved FY'2007 financial report following presentation by external auditor highlighting "no findings."

Approved renewal of lease agreement for rental of school facilities from LFDEF, noting significant reduction in square footage cost to maintain school's positive financial stability.

Approved Superintendent's recommendation based on homework data from Principal to amend Homework Policy requiring additional assistance in homework completion at Saturday school.

December, 2007 – Curriculum presentation of annual measured program of English Language progress of limited English students.

January, 2008— Curriculum presentation on Title I strategies for "catch-up growth" achieved through RTI model.

Approved contract position for Technology Coordinator to address increased technology requirements of school.

Approved nurse's recommendation to request waiver of MGL 67 requiring annual vision/hearing tests assurance that all students, except grades 6 & 8, would be tested for vision; all but 4, 5, 6, 8 for hearing, plus all identified by teacher.

Approved inclusion of facilities and management to School Improvement Plan to ensure annual attention to safety, health, environment for learning.

Governance (con'td)

February, 2008 – Approved Superintendent's recommendation to award multi-year contracts to teachers meeting specific credentials with financial incentive (1%) for meeting CPI performance targets.

March, 2008 – Approved establishment of longevity pay scale to address teacher retention and encouraging pursuit of advanced degrees.

April, 2008 – Approved 2007-2008 site visit report by Charter School office, including positive findings that "the school's mission, vision and educational philosophy are clearly understood by all members of the school community and reflected in the day-to-day operations of the school."

May, 2008 – Approved Superintendent's recommendation of 2008-2009 school budget prepared by Comptroller and Administration Team.

Approved recommendation to add two new positions: Technology Coordinator and second Registered Nurse.

Approved report and survey results of first year Mentoring Program and plans for dissemination.

June, 2008 – Approved K-1 enrollment policy to address toileting as a requirement. Students with documented medical needs will be attended under a 504 plan.

Guidelines explained regarding Charter School Regulations of November, 2007 will require revised bylaws prior to 2010 re-chartering application. Draft to Board for August, 2008 for September, 2008 approval.



The above are summary descriptions of major policy decisions by the Board of Trustees during the 2007-2008 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 2007-2008.

Complaints: One official complaint was received by the Board of Trustees stating student was targeted by the Principal regarding assigned detention. Resolution by the Superintendent included mediation and re-assigned bus seating

Number of Instruction Days

During the 2007-2008 school year, LFDCS had 180 instruction days with an academic program from 7:45 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 September 4, 2007 and ended June 19, 2008.

Student Suspensions and Expulsions

Thirty-one (31) students (28 males, 3 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. LFDCS has zero tolerance towards physical aggression and maintains safety as number one priority.

Financial Information

STATEMENT OF REVENUES AND EXPENDITURES

Revenue

Tuition	\$6,654,364
Grant Income	804,405
Contributions	2,370
Miscellaneous Income	<u>180,326</u>
Total Revenue	\$7,641,465

Expenditures

Salaries	\$4,198,536
Benefits & Payroll Taxes	717,509
Contracts & Fees	610,329
Office Expenses	100,126
Occupancy	1,072,633
School Supplies & Equipment	369,801
Professional Services	229,531
Other	<u>8,959</u>
Total Expenditures	\$7,307,424

Total Revenue Over Expenditures \$334,041

Private Funds Received

LFDCS received \$154,742 in private funds during the 2007-2008 school year. The programs funded included: Summer School, After School, Math Mentoring, Class of 2008 Yearbook, and student scholarships.

BALANCE SHEET

Assets

Cash	\$2,222,480
Grants Receivable	118,731
Equipment-Net	<u>281,041</u>
Total Assets	\$2,622,252

Liabilities

Accounts Payable	\$123,016
Accrued Expenses Payable	549,958
Deferred Revenue	<u>3,400</u>

Total Liabilities \$676,374

Total Net Assets \$1,945,878

**Total Liabilities
And Net Assets \$2,622,252**

Education Grants Received

Title 1 & Title 1 Support	\$436,957
Reading First	114,000
Title II-A	57,068
SPED 94-142	120,024
Title II - D	3,358
Title III - ESL	46,322
SPED Program Improvement	4,800
Title V	2,122
SPED Middle School Reading	<u>8,000</u>

Total Public Funds Received \$792,651

Financial Information (continued)

APPROVED BUDGET – FY 2009

Revenue

Tuition	\$6,754,270
Grant Income	750,000
Miscellaneous Income	<u>150,000</u>
Total Revenue	\$7,654,270

Expenditures

Salaries	\$4,295,379
Benefits & Payroll Taxes	989,485
Contracts & Fees	651,714
Office Expenses	136,500
Occupancy	1,146,000
School Supplies & Equipment	120,000
Professional Services	263,949
Other	<u>46,000</u>
Total Expenditures	\$7,649,027

Total Revenue Over Expenditures **\$5,243**

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

PARTNERSHIPS

*Adelante Youth Center
Boston University – Sargent Center for
Outdoor Education
Brooks School – Robotics Program
Massachusetts Institute of Technology
Merrimack College/Service Learning Center
Northern Essex Community College
Phillips Academy Andover/Community Services
Phillips Academy Andover/Violin Program
The Governor's Academy – Project RISE
The Pingree School/Prep @ Pingree
UMASS @ Lowell – Science Camp
UMASS Nutrition Program
Youth Development Organization, Inc.*

PROFESSIONAL ADVISORS

*Doherty Insurance
Morris Rossi & Hayes
Trident Capital Enterprises
Michael Walsh, CPA*

IN-KIND GOODS AND PROFESSIONAL SERVICES

*A & Sam Woodworking
P. DiBurro & Sons, Inc.
Sal Lupoli, Lupoli Company
The Party Connection
Sandi Pilt
Top of the Scales Catering
Volunteer Readers for "Read Across America"
Michael Walsh, CPA
Wholesale Printing Specialists
YouthBuild-Lawrence*

Friends and Funders

<i>Adelante Youth Center</i>	<i>Ruth & Juan Cedeno</i>	<i>Essex Art Center</i>	<i>Jennifer Hanlon</i>
<i>Lisette Aquino</i>	<i>Central Catholic High School</i>	<i>Essex County Community</i>	<i>David Hartleb</i>
<i>John & Elizabeth Allen</i>	<i>Irene Chalek</i>	<i>Foundation</i>	<i>Victor & Grace Hatem</i>
<i>Katherine Allen</i>	<i>Richard Chavez</i>	<i>Estrella Law Offices</i>	<i>Jennifer Hawes</i>
<i>Amelia Peabody Foundation</i>	<i>Arthur Chilingarian</i>	<i>Joseph & Rose Faro</i>	<i>D. Thomas &</i>
<i>Ramona Andrickson</i>	<i>Clipper Ship Foundation</i>	<i>Larry & Kathleen Feltz</i>	<i>Monica Healey, Jr.</i>
<i>Arbella Charitable</i>	<i>Rosemarie & Paul Cogliano</i>	<i>John & Theresa Fenton</i>	<i>Anne Hemmer</i>
<i>Foundation</i>	<i>Stephanie Cole</i>	<i>Maria Figueroa</i>	<i>Highland Street Connection</i>
<i>Julie Ardini</i>	<i>John & Ann Collins</i>	<i>Steve Filosa</i>	<i>Debra Hilbert</i>
<i>Don & Angela Argyrople</i>	<i>Collins Charitable Trust</i>	<i>The Financial Advisors</i>	<i>Mr. & Mrs. Costas Housianitis</i>
<i>Ash Charitable Corp., Inc.</i>	<i>The Community Group</i>	<i>Genevieve Foley</i>	<i>John Housianitis</i>
<i>Vivian Baez</i>	<i>Conlin's Pharmacy, Inc.</i>	<i>Vincent & Jeanne Foley</i>	<i>Robert Hubbard</i>
<i>Daniel Bandar</i>	<i>Conlon Products, Inc.</i>	<i>Catherine Foley</i>	<i>Carter Hulings</i>
<i>Gino Baroni</i>	<i>Lawrence & Nancy Coolidge</i>	<i>Michael & Beth Foley</i>	<i>Lee Hulings</i>
<i>Marilyn & Kelli Barrett</i>	<i>Christopher Corbett</i>	<i>Michael & Ursula Foley</i>	<i>Elizabeth Hurley</i>
<i>Jeri Bayer</i>	<i>Richard & Barbara Corrente</i>	<i>Thomas Foley</i>	<i>Jackson Lumber &</i>
<i>Bear, Stearns & Co., Inc.</i>	<i>Carlos Cortes</i>	<i>Gable Family Foundation</i>	<i>Millwork Co.</i>
<i>James Beauchesne</i>	<i>Ila Cox</i>	<i>Haffner & Joanne Fournier</i>	<i>Kurt James</i>
<i>John & Judith Berger</i>	<i>Lucien & Jaye Courcy</i>	<i>John & Rita Fragala</i>	<i>William & Barbara Jensen</i>
<i>Les Bernal</i>	<i>Robert & Justine Croteau</i>	<i>Patricia Gaj Family</i>	<i>Peter & Mary Kamberelis</i>
<i>Dutchy & Julie Bernardin</i>	<i>Charles Daher</i>	<i>Brad Gatlin Family Fund</i>	<i>Kostas Kambourakis</i>
<i>Manny Berroa</i>	<i>Zori Davidovich</i>	<i>Jacqueline Gaudes</i>	<i>Stephen Karl</i>
<i>Harvin & Rita BeTournay</i>	<i>Dr. Eli Davidyan</i>	<i>Mark Gauwin</i>	<i>Niki & George Karipis</i>
<i>Boston Private Bank</i>	<i>John & Rosemary DeFlumeri</i>	<i>Tom & Dolores Gelinas</i>	<i>Russell & Patricia Karl</i>
<i>& Trust Company</i>	<i>Shari Dennis-Belding</i>	<i>Donald & Gladys George</i>	<i>Mary Claire Kennedy</i>
<i>Boston University</i>	<i>Rita DeRoche</i>	<i>Margaret Gibbons</i>	<i>Richard Kennicker</i>
<i>Eric Braude</i>	<i>Dalia Diaz</i>	<i>Joyce Gibson</i>	<i>Frances Keogh</i>
<i>David Breen</i>	<i>John & Carol Dickison</i>	<i>Larry & Eileen Giordano</i>	<i>Rev. Paul Keyes</i>
<i>Janis Brodeur</i>	<i>Millie & Ned DiSalvo</i>	<i>Andrew & Bettina Girdwood</i>	<i>Eileen Khoury</i>
<i>Jordan Burgess</i>	<i>Doherty Insurance Agency, Inc.</i>	<i>Armand & Mary Girouard</i>	<i>Elizabeth Kirk</i>
<i>Susan & Raymond Burgett</i>	<i>Donnelly's, Inc.</i>	<i>Carmen Gomez</i>	<i>Al Kountze</i>
<i>Thomas Burke, Esq.</i>	<i>Donovan's Trophy Outlet</i>	<i>Zoila Gomez</i>	<i>Robert Kfoury, Esq.</i>
<i>C & D Auto Glass & Repair</i>	<i>John & Mary Driscoll</i>	<i>Fr. Peter Gori, O.S.A.</i>	<i>Frank & Mary Kivell</i>
<i>Thomas & Eleanor Caffrey</i>	<i>John & Alex Driscoll</i>	<i>Edward & Mary Gotgart</i>	<i>Christine Kuzmitski</i>
<i>Dolores Calaf</i>	<i>Mary Driscoll</i>	<i>Barbara Grant</i>	<i>Benjamin & Jane Lacy</i>
<i>Donna Carbone</i>	<i>Mary & Dennis Dyer</i>	<i>Barbara Grasso</i>	<i>Lafond Insurance Agency</i>
<i>Kristin Karl Carnahan</i>	<i>Frank & Helen Eccles</i>	<i>Janit Greenwood</i>	<i>Fr. Joachim Lally, C.S.P.</i>
<i>Ralph Carrero</i>	<i>Michael & Maureen Ecker</i>	<i>Maria Guilfu</i>	<i>Sarah Lamitie</i>
<i>Caruso & Caruso, LLP</i>	<i>Elaine's Pizza</i>	<i>Dorothy Gulardo</i>	<i>George Langdon</i>
<i>Casa Dominicana, Inc.</i>	<i>Enterprise Bank</i>	<i>George & Marie Habib</i>	<i>Lawrence Savings Bank</i>
<i>Castillo Law Offices</i>	<i>Benny Espaillat</i>	<i>Robert Halprin</i>	<i>Karen Layous</i>

Friends and Funders (cont'd)

Alan LeBovidge	Katherine Norris	Rumbo Newspaper	Jennifer Sylvester
Zoraida LeBron	Northern Essex	Lynn Saladini	TD Banknorth
Eduardo Lebron	Community College	Judy & Joe Samuelman	Michael Tarshi, Esq.
Marie Leone	Northmark Bank	Scott San Jurjo	Dennis & Connie Tarsook
Rosemary Lewis	Notre Dame High School	Luz Santana	Madeline Taveras
R. John & Lillian Levesque	Alberto Nunez	Lillian Santiago	Teachers' Pet
The Liberty Square Group	William & Elizabeth	Anthony Sapienza	Jane Thieffels
Robert & Susan Lloyd	O'Heaney	The Savings Bank	Representative David
Allison Lynch	Sister Helen O'Leary	Kathleen Schoonmaker	Torrisi
Susan & Herbert Lynch	Ann O'Sullivan	Tony & Carmen Schumann	Joel Tragash
M. O'Mahoney Company	P.T. Trading Corp.	Jon Schwartz	Pamela Traver
Francis & Carol Mahoney	Mary Paolino	Sentry Glass Company	Trident Capital Enterprises
Judith & Stephen Marley	Joseph Parolisi	Bridget Shaheen	Trombly School Bus
Mary Immaculate	The Party Connection	Fred Shaheen	Company
Health Care	George Perrone	John Shaw III	Senator Susan Tucker
Mary McCabe, Esq.	Phelps Industries	Sidel Family Foundation	Kathleen & David Tyler
Catherine McCarthy	Donald Pierson	Dario & Julia Silverio	Nick Vogel
Memorial Trust Fund	Raymond &	Simmons College School	Kurtis Volk
Dennis McCarthy	Tien Thuy Ung Pillidge	of Social Work	Diane Walker
Charles McCrea	Sandi Pilt	Sisters of Charity of	Michael Walsh
Mike McDonald	Atty. James Polcari	Montreal "Grey Nuns"	Roger & Eileen Warburton
Jeanmine McEvoy	Mary Jane Powell	Kathleen Skala	James & Shirley Warren
Ana Medina	Presentation of Mary	John & Carolyn Skelton	Fr. William Waters
Claribel Melendez	Academy	Karen Smith	Kingman & Dee Webster
Isabel Melendez	The Pringle Foundation	Paul & Dolores Smith	Dean Webster
Andrew Mente	Richard Purinton	Sherry Soule	(Webster Family Fund)
Cynthia Mohr	Quintana Supply Company	Sovereign Bank	Teresa & Mary Anne
Bill & Claire Moody	Todd Rassiger	Suzanne Speciale	Wheeler
Frank & Wanda Moran	Raytheon Corporation	Cheryl Springer	The White Fund, Inc.
Carolyn Morse-Finn	Marta Rentas	Gregory Spurr	Wholesale Printing
Michael & Mary Joan	James & Anne Richie	St. Mary of the	Specialists
Morris	RiverBank	Assumption School	Steven Winter
Michael Morris, Jr.	Olga Roche	The Stevens Foundation	Pamela Yameen
Morris, Rossi & Hayes	Kretcha Roldan	Howard & Marilyn Sticklor	YWCA of Greater Lawrence
Gerald & Caroline Mulligan	Ana Rodriguez	Sister Barbara Sullivan	The Youth Development
Richard & Barbara Murdock	Janice Rogers	Joanne Sullivan	Organizations, Inc.
Fritz Murphy	Daniel & Mary Ann Rorke	Kelly Sullivan, Esq.	Dave Zagunis
Museum of Science	Rosman Family Fund	Kevin Sullivan	Barbara & Tony Zeimetz
Frederick & Juliet Nagle	Jonathan Rossi	Superior Cleaners &	Jamie Zarella
Robert & Karol Needham	Laurence Rossi	Tailors, Inc.	
Roy Nelson	Jim & Mary Ann Runa	Alberto Suris	

Best Practices Through Partnerships

1.) Supporting New Teachers Through Mentoring

LFDCS designed a comprehensive new teacher induction and mentoring program in partnership with TEACHERS 21 of Wellesley, MA and Simmons College to strengthen a school culture to best support professional growth of all staff and to establish best practices to recruit, attract and retain excellent teachers at our school.

Year 1 of this partnership concentrated on identification and training of highly-qualified veteran teachers who would mentor and support new colleagues either new to the profession or to our school through paired confidential relationships. Veteran staff modeled reflective teaching practices and decision making central to professional growth and practiced collegial coaching through ongoing meetings, journal reflection, classroom observations and use of the conferencing protocol.

At the request of TEACHERS 21, staff at LFDCS assisted in the dissemination of educational videos capturing best practices in the use of the conferencing protocol, encouraging thoughtful directed questioning and reflection among mentor teams. A mentor team participated in an actual classroom lesson framed by pre- and post-conferencing demonstrating focused collegial conversations. The DVD “Encouraging Reflection: an Elementary School Mentor and New Teacher Discuss Time Management,” filmed during the 2007-2008 school year will be used by TEACHERS 21 and Simmons College in their professional work with graduate students and school districts and will be commercially available to public schools and teacher training programs as an example of best practices in supporting teacher growth.

2.) Encouraging Interest – Building Skills – Increasing Knowledge Students and Science: Starlogo TNG@MIT.

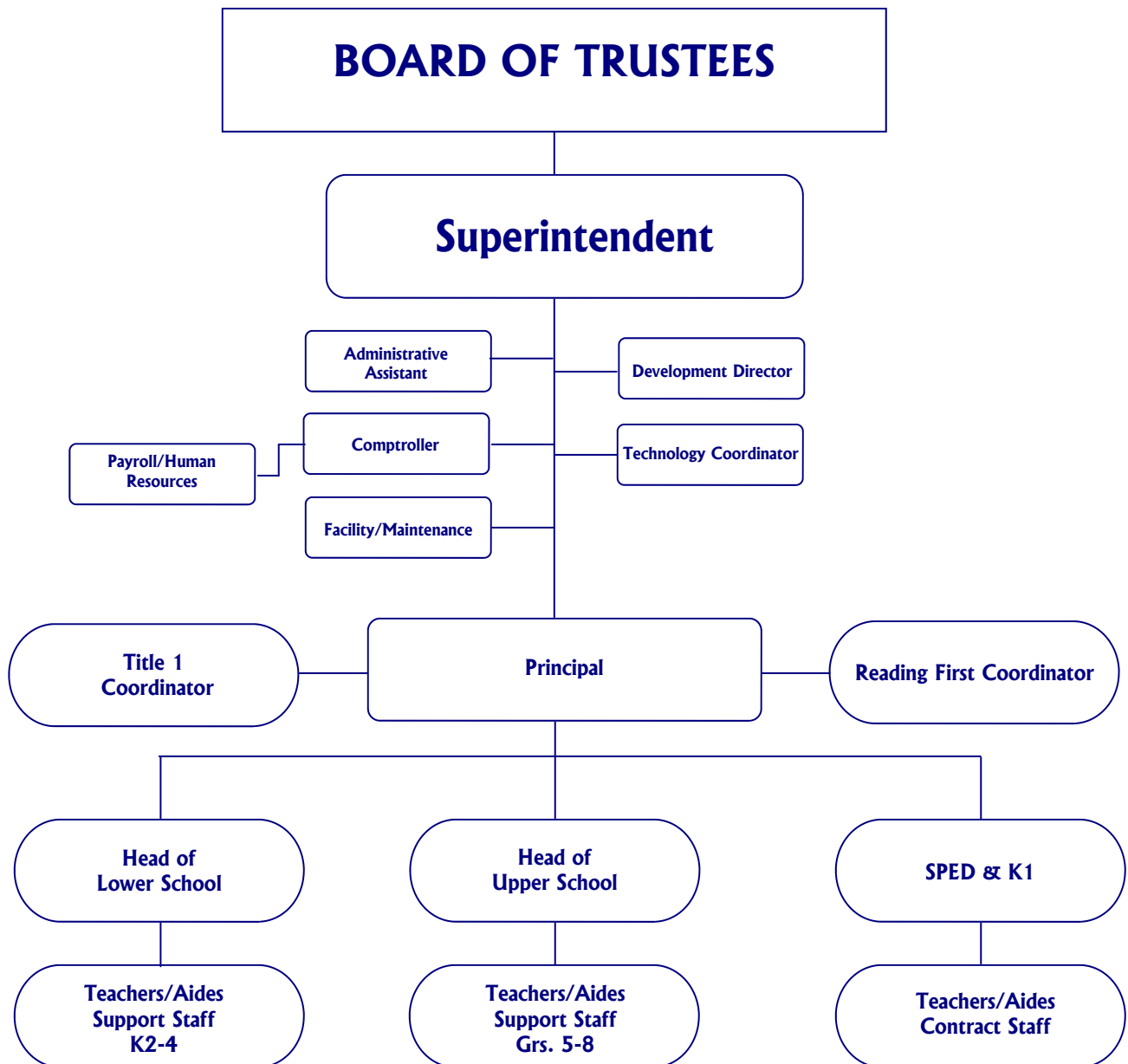
LFDCS, in seeking to expand opportunities for staff and students to acquire greater skills, knowledge and capacity for inquiry-based scientific thinking, formed a partnership with the Massachusetts Institute of Technology of Cambridge, MA. MIT @ Lawrence, the initial university outreach, connected our eighth grade students to a rotating monthly program on the MIT campus, introducing them to a range of science disciplines and learning resources – strongly encouraging awareness, interest and attention to science.

This multi-year, multi-outcome partnership has expanded to regular instruction at the Lawrence Family Development Charter School, including one of our Upper School science teachers in MIT’s educator program and a summer initiative for twenty talented incoming eighth graders using Starlogo TNG, an educational software package, designed at MIT that uses visual programming language. LFDCS students selected for this project will be introduced to powerful new technologies to learn science inquiry through using and building simulation models, will develop problem solving and logical thinking skills and deepen their understanding of curricular concepts in mathematics and science.

Participating students are anticipated to evidence increased interest and understanding of science as measured on informal, regular assessments using MCAS-type problems and internal assessments at LFDCS. Student interest, participation and focus groups will assist MIT, LFDCS and the broader educator community, on how to better understand how students learn science.

Lawrence Family Development Charter School.
‘strengthening families and building community through education’

ORGANIZATIONAL CHART



The 2007-2008 Annual Report was compiled by:

Connie Tarsook

Ralph L. Carrero

Roy Nelson

Sonia Miller

Susan Lyons

Jamie Wu

Peter Kamberelis

Susan Burgett

Kate Allen

Dan Rorke

Zori Davidovich

Patricia Karl

*Cover photo – MIT @ Lawrence/LFDCS Students at MIT
courtesy of Peter Kamberelis*

*Inside photo – Graduation: June 16, 2008
courtesy of Peter Kamberelis*



Lawrence Family Development Charter School

**K1: 404 Haverhill Street
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

*website: www.lfdcs.org
E-mail: rcarrero@lfdcs.org*