



LOWELL COMMUNITY CHARTER PUBLIC SCHOOL

*Learning Together to Live Together*

206 Jackson Street  
Lowell, MA 01852  
Phone (978) 323-0800  
Fax (978) 323-4600  
[www.lccps.org](http://www.lccps.org)

# Annual Report 2006-2007

**Mr. Thel Sar, Chairman, Board of Trustees**

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August 1, 2007

Dear Lowell Community Charter School Family and Friends:

On behalf of the Board of Trustees, I am pleased to present this 7<sup>th</sup> annual report of the LCCPS.

I am glad to report that facility renovations that began nearly a decade ago as a difficult and challenging task are today a completed reality. Our charter called for increasing student enrollment as we added grades. We started with about 300 students in Grades K-3. The goal was to have 900 students enrolled during the 2006-2007 school year. We just did that. Providing the space and facilities in order for teachers and administrators to carry on their tasks and responsibilities was certainly a challenge. Our space increased from 30,000 square feet to nearly 110,000 square feet over that period of time. We continue to expand and deepen our attention to the school's academic programs as we head toward the third year of our second charter term, which expires in 2010.

The 2006-2007 school year included a routine site visit from the Charter School Office of the Massachusetts Department of Education. The purpose of this visit was to ensure school compliance with State and Federal requirements. It also included a review of the school's progress toward achieving the goals set forth in the school's "Accountability Plan" for the period 2005-2010. Congratulations and many thanks to teaching staff and administrators for their hard work during this auditing time. The final Massachusetts Department of Education Site Visit Report for Spring, 2007 will soon be posted by them on the DOE website.

As we move forward, we place expansion and renovation on the back burner, and focus our undivided attention on our curriculum alignment both vertically and horizontally. We will be looking to reexamine our internal standards for student performance. We expect this to generate a dynamic that will have a major and positive impact in communicating with parents.

The school does not yet have the MCAS results for 2006-07. Nevertheless, results from the 2005-2006 school year show areas to work on, most notably: English Language Arts for Grades 3, 4, and 7, and Mathematics for Grades 4 and 7. We are increasing our efforts to reduce the percentage of students scoring in the Warning/Failing category to single digits. We will reassess our MCAS preparation strategy once we obtain the Spring 2007 results, expected this fall. In the meantime, we are continuing to strengthen our strategies for preparing students to succeed on the MCAS exams. One action item executed toward that direction was the creation, for the academic year 2007-08, of the office of Curriculum Development. We expect this office to rapidly provide data analysis and assessment of these strategies and how they align with Massachusetts Curriculum Frameworks, teacher pedagogy approaches and our student population needs. We will remain focused in order to

improve student performance in the Massachusetts Comprehensive Assessment System Tests (MCAS), achieve our school's Annual Yearly Progress (AYP) measures and meet Composite Performance Index (CPI) test targets for the upcoming cycle 5 of testing. Toward that end, CEO Carlos Aponte made the following leadership changes effective for the 2007-2008 school year:

- 1) Ms Noreen McAloon – Academic Principal for the Middle School (Grades 5-8)
- 2) Ms. Linda Curetty – Academic Principal for the Primary School (Grades K-4)
- 3) Ms. Elizabeth Torosian – Director of Curriculum Development
- 4) Dr. Charlene Spaulding – Coordinator, “Reading First” Literacy Program, (Grades K-3)
- 5) Ms. Sandra Cormier – Director Student Support and Development Services
- 6) Mr. David Ouellette – Facilities Supervisor

We also want to take this opportunity to welcome Mr. Jeovanny Rodriguez to our Board of Trustees.

On behalf of the Board of Trustees, I thank everyone at Lowell Community Charter Public School for their commitment and enthusiasm to see this school succeed and to be true to its charter.

Sincerely,

Thel Sar, Chairman  
Lowell Community Charter Public School Board of Trustees

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## INTRODUCTION

The Lowell Community Charter Public School (LCCPS) is presently a K-8 school servicing students of many ethnicities from Lowell and neighboring communities. LCCPS promotes students of different cultures learning together so that they can live together within their communities now and in the future. The school was founded in 2000, and is located at 206 Jackson Street in Lowell, Massachusetts. At the time of its founding, LCCPS was a K-3 school. In accordance with our Charter, one additional grade has been added each year until grade 8 was added during the 2005-2006 school year. LCCPS instructed students in grades K-8 again during 2006-2007, with LCCPS providing separate areas of its building for elementary and middle school students. As of June 19, 2007, the number of students enrolled at LCCPS was 822. The enrollment cap for the 2006-2007 school year was 900, and will remain at 900 through the end of the current charter, 2010.

During the past year, LCCPS expanded enrollment by adding three Kindergarten classrooms, one Grade 1 classroom, and three Grade 6 classrooms. Additionally, four administrative offices were added and other smaller renovations were made. Presently, LCCPS has maximized the full capacity of its current lease space (110,000 square feet). Because we have exhausted our current space and continue to grow, and due to the restrictions of our current space with regard to staff parking and outdoor student playground area, the LCCPS Board of Trustees actively continues its search for a new, larger facility and location to purchase.

## **MISSION STATEMENT**

The purpose of the Lowell Community Charter Public School is to prepare a diverse cross section of Lowell children for success as students, citizens and workers by providing them with a comprehensive curriculum in a supportive, challenging, multicultural learning environment. The school's highest priority is the promotion of academic achievement for all students in each of the areas addressed by the Massachusetts Curriculum Frameworks – including: English; reading and language arts; writing; mathematics; science; health and fitness; world languages; art; and music – as well as character and ethics. The Lowell Community Charter Public School will place special emphasis on the contributions that immigrants have made to American life and to Lowell's development over the years, and on the culture, language and history of the Southeast Asian and Latino peoples who comprise a substantial portion of Lowell's present day population.

The school will actively promote the joy of discovery and creativity in the learning process, and will integrate the use of technology into aspects of instruction. The opportunity for learning will be enhanced through a longer school day and an extended year. Student achievement will be demonstrated in measurable terms to parents, students, and the community at large.

## EXECUTIVE SUMMARY

The Lowell Community Charter Public School (LCCPS) has completed its seventh year of preparing children from the Greater Lowell area to succeed as students and citizens. The 2006-2007 school year was a great milestone at LCCPS as we completed our second year under our renewed charter, and under new internal leadership and management, approved by the DOE in October 2005. The CEO/Headmaster of the school, Mr. Carlos Aponte, continues to build the school's administrative and instructional leadership teams and organizational processes, as part of the strategic development plan for improving LCCPS' overall performance.

The Lowell Community Charter Public School is able to report on the successes of its academic programs. The majority of our students have increased their reading proficiency since entering LCCPS. In most cases, students who have been educated at LCCPS since Kindergarten have scored somewhat higher on internal and statewide assessment tests as compared with students who have more recently been enrolled at LCCPS. Overall, students performed somewhat better on internal assessment tests during 2006-2007 than in 2005-2006; however, results on the Spring 2006 MCAS were somewhat lower than in Spring 2005. The LCCPS leadership has invested substantial effort during 2006-2007 and also hired an independent consulting firm to prepare a complete disaggregation of MCAS test results to improve targeting of student instruction, based on analysis of their test data.

During the 2006-2007 school year, LCCPS added Accelerated Learning Teachers for Grades 1-8 to assist classroom teachers with helping small groups of students who are performing below grade-level. A music teacher was also hired. Additionally, LCCPS added a third full-time English Language Learners (ELL) teacher specifically to work with students for whom English is a second language. ELL teachers were successful in introducing a new standardized curriculum "Avenues" and in working with classroom teachers to provide more effective instruction to assist these students in developing literacy and communication skills.

LCCPS continues to implement the Reading First Initiative. This federally funded program, first awarded to the school in 2003, has provided the school with on-going high quality professional development and hundreds of thousands of dollars worth of teaching and reading materials. This program allowed the school to identify and utilize student achievement data to target instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. As we continue the school's second term with renewed focus on the five elements of reading instruction, we eagerly anticipate a more rapid increase in student achievement.

LCCPS enjoyed other successes in 2006-2007, including: responding to demand by continuing to increase enrollment, completing our third annual summer school enrichment program and first annual summer outdoor leadership program, and continuing to lay the foundation for academic success for low-income immigrant children. The summer program included two academic pilot projects in the areas of advanced learning: creative writing (to complement and enhance reading skills) and programmed robotics (to complement and enhance math skills). Both were such a success with average performing and gifted and talented students alike that the programs were continued during the school year.

We also continue to face many challenges, including: numerous issues associated with leasing an older, urban building, lack of student outdoor facilities for physical education and play, limited parking space for faculty and parents, instructing a student population with a large percentage of English-as-a second-language learners, and forging unity among a student body that is diverse in age, race, and economic status. At the close of our seventh year, LCCPS has become the largest primary/middle school in Lowell, and continues to emerge as a model for urban public school performance and reform.

Like many American urban public schools, at LCCPS, we are educating primarily first- and second-generation immigrant children, many of whom have parents who speak little or no English. We are providing rich academic instruction in English to ELL students (English-as-a-second-language learners). The percentage of these ELL students at LCCPS (29%) is much greater than in nearly every public school in the Commonwealth, which creates many challenges that the school is dedicated to overcoming. We expect our students to master the English language and all other appropriate and required academic content. At the same time, we provide them with daily World Language instruction that will allow them to develop the literacy and communication skills in their first language to perform as literate, bilingual citizens.

Our School Improvement Plan for 2007-08 includes piloting a new literacy program (Scotts-Foresman) for a comprehensive approach to reading in Grades 1-6 that more effectively integrates reading and writing with science, math and social studies while simultaneously addressing the needs of ELL students. The school has also embarked on a comprehensive program to 1) renew, strengthen and supplement our existing curriculum, 2) expand coaching of teaching practice, 3) develop individual learning plans for all students, 4) map and integrate the curriculum vertically and horizontally. The SFA reading program is being strengthened in the areas of writing, vocabulary, and fluency, and is being further standardized in implementation across classrooms. Additional writing programs “Empowered Writers” are being added for all grade levels, and greater emphasis on writing is being provided in the lower grades. Teachers are receiving expanded and more intensive professional development in analyzing student assessment data and coaching in modifying their instruction to be more data driven.

Organizational viability continues as one of the school’s greatest strengths. The school has smoothly handled continuous yearly growth (LCCPS has added a grade every year until 2005-2006, and has increased its enrollment every year). In August 2006, LCCPS completed substantial renovations to fully utilize the 110,000 square feet of available space under its current lease. LCCPS continues to steadily grow in its financial solvency and stability.

We look forward to beginning our eighth year of educating the next generation of productive and contributing citizens and leaders in Lowell. LCCPS continues to excel in its mission of bringing the diverse cultures of Lowell together under one-roof and having students of different backgrounds learn together to live together. In this way, LCCPS will play a key role in making Lowell more unified in the future and a better place for us all to live.



## **EDUCATIONAL PHILOSOPHY**

The Lowell Community Charter Public School is a school where all children are expected to succeed. It is the intent of the school that none of the students at our inner city school will drop out of school, and all will go on to higher education after graduation from LCCPS. Thus, the school's highest priority is the promotion of academic achievement for all students. For this academic success to occur, the school has focused on literacy first. Our primary task is to teach limited English speakers to read and write in English. Every student receives a minimum of 90 minutes of reading and 60 minutes of writing instruction each day.

Although LCCPS has a longer school day (7 hr 20 min) than all Lowell district schools, our students are expected to complete homework each night. In 2006-2007, students in all grades were required to read for twenty minutes each day and to complete writing and math homework daily. Our student's day is devoted to academics. The teaching schedule is designed for large, uninterrupted blocks of instruction in reading, writing, math, science, and social studies. Additionally, all students receive 30-45 minutes of instruction daily in Khmer or Spanish. Other "specials" include music, art and physical education. Finally, LCCPS continued its four-week summer academic enrichment program, first instituted during the summer of 2004.

One hallmark of the school is the relationship between teacher and student and between teacher and parent. Typically, three to four times each year, every classroom teacher sits down with parents and their child to review two major documents: the quarterly report card (which includes student current reading level) and the student's portfolio (samples of student work). Over 90% of our parents attend each of these quarterly conferences due to the commitment of the parents and that of the staff who make every effort to make themselves available to meet at the convenience of the parents. Staff members hold conferences at any time (day or night), and conduct them at the student's home if transportation is an issue for the family.

LCCPS acknowledges the needs of its families. In addition to a safe and productive school, our families appreciate other supports. We provide free before- and after-school care for over 300 students each day. Working parents may drop off their children beginning at 6:30 AM. At 7:30 AM, we serve breakfast to most of the students at the school. At the end of the day, students whose parents are still at work are enrolled in our free after-school program, which runs until 6:00 PM.

Teachers at Lowell Community Charter Public School utilize a variety of teaching methods, and cooperative learning dominates every classroom. Students work in teams of 3-5, and also work independently, depending on the task. Teams are encouraged to discuss the work and "think together". Teachers award team points to acknowledge success and to motivate students to share ideas and skills. The school also provides individual and small-group tutoring through its Accelerated Learning Teachers' program to students who are working below-grade level. These accelerated learning teachers (one per grade level in most grades during 2006-07) also assist the classroom teachers with student instruction. Finally, LCCPS provides an extensive special education program for students with various special needs.

## Curriculum

The mission of the LCCPS curriculum is three-fold: academic, behavioral and cultural. We treat the multilingual and multicultural aspects of the student as assets to be valued and strengthened as vehicles in the development of self-awareness, self esteem, self-confidence and strong character. Throughout this process, we develop in students a love of learning towards the end of achieving the highest possible academic performance.

All academic programs and planning at LCCPS are guided by and aligned to meet the Massachusetts Curriculum Frameworks. Curricular programs, plus supplemental materials, are used to encompass each standard. Because reading is the foundation of all subjects, it is an area of major focus across all grade levels.

**KinderCorner** is an integrated, hands on program in which the children begin writing from the very first day. It includes reading, science, social studies, math and citizenship.

**Reading** – Grades K-4 use the Success For All (SFA) reading program. Children in Grades 1 and 5 participate in a 90-minute SFA reading program at the beginning of every school day. The SFA program uses research-based strategies incorporating oral reading, silent reading, and vocabulary building and comprehension strategies. There is a focus on fluency, recognizing words quickly and accurately and reading aloud with expression. For Grades 1 and 2, beginning reading instruction components of letter identification and sound-symbol awareness are taught. Children are taught to recognize the individual sounds of spoken language, phonemic awareness.

Children are brought to knowledge and understanding of the relationships between letters and sounds and to recognize words, phonics instruction. The structured lessons make extensive use of cooperative learning, harnessing the strength of peer relationships and giving students powerful incentives to read and to help their teammates read.

**Reading for English Language Learners** – This year, “*Avenues*” was adopted as the reading program for ELL students in place of SFA. Their reading and writing growth was noticeable. A third ELL teacher was added to accommodate growing numbers of children.

**Assessment** – One component of SFA for Grades 1-8 is a periodic assessment every 8 weeks, followed by regrouping of students according to each child’s reading level. We measure progress with DIBELS and 4-Sight tests. The piloting of a basal reading program “Scots Foresman” for one homeroom in each grade from Grades 1-6 was investigated during 2006-2007, and will be put in place for the 2007-2008 school year. Grades 7-8 moved toward a reading/writing workshop, dividing the students into three homogeneous groups per grade.

**Writing** - Students in Grades K-3 implemented Writer’s workshop for the first time. Grades 3-8 implemented the “Empowering Writers” program for the first time to develop the process of writing. It includes the 6 + 1 traits of writing, helping children to consider the purpose of writing, the audience and tone of their writing, the details as well as typical mechanics of grammar. “Brody” paragraphing was introduced as a parent friendly writing format for those assisting their children with MCAS preparation at home.

**Everyday Math**, the mathematics program used in Grades 1-6, provides a connection to the real world by infusing the Mathematics Curriculum standards with regular computation skills. This approach fosters the inquiry and discovery of key concepts. Teachers in Grades 1-6 were re-trained in Everyday Math this past year. Grade 7 follows a traditional middle school math program and Grade 8 begins the study of algebraic concepts (pre-Algebra). Students in Grades 7-8 are divided into three homogeneous groups for math to provide math instruction better targeted to students' needs and strengths. In spring, all students take the GMADE standardized test to internally assess progress in learning mathematics.

**Social Studies** – Social Studies for Grades 1-2 consisted of teacher-created materials correlated with the MA frameworks. Grade 3 continued study of the historical and geographical perspectives of the state of Massachusetts, while Grades 4-8 used *History Alive* and *Geography Alive* for study. *History Alive* and *Geography Alive* provide an interactive standards-based approach whereby students understand and appreciate historical content and make profound personal connections to history.

**Science** – A new Scott-Foresman series was adopted for Grades 1-5 this year. It not only includes hands-on and motivational activities, but also provides different levels of reading material. There is a daily emphasis on science and a greater amount of instructional time than in prior years. In Grades 6-8, a Prentice Hall series was adopted which is a continuation of the Scott Foresman program, but with a greater emphasis on the specific strands of scientific study: Physical Science, Chemical Science, Biological Science and Earth Science and Technology.

**Character Development** – Students in Grades 5-8 physical education and world language classes participated in Help Increase the Peace (HIPP) training for the purpose of character development and community building as a basis for positive behavioral intervention.

**World Language** – Students choose to learn either Spanish or Khmer, consistent with the majority of our student population. Instruction begins in kindergarten through grade 5 for 30 minutes every day and continues in Grades 6-8 for 45 minutes each day. The “Wright Group” series were implemented for the first time for Grades 1-6, and “*En Español*” for Grades 7-8.

**Fine Arts** – The students participate in art classes and music classes, half of the year in each. Art is presented within the context of the “Eight Habits of Mind.” The art teacher also works on an interdisciplinary social studies unit with Grade 7 and a science unit with Grade 4. LCCPS was pleased to reinstate music classes this year, which included an instrumental element involving guitar and Cambodian musical instruments. Additionally, after school classes were offered for students to participate in chorus as well as Cambodian or Latin percussion groups.

**Physical Education** – Physical education classes were able to move onto the playground for the first time at the end of the year. Physical education opportunities were extended after school with the addition of new sports.

**Instructional Technology** – An instructional technology teacher was added this past year, who taught classes in the use of existing software as well as advised classes on the application of technology to other subject/content areas.

**Curriculum Mapping** – Teachers began the process of curriculum mapping to ensure that our students are held to the same standards and guidelines as other students in the state.

## **ENGLISH LANGUAGE LEARNER – ELL - PROFICIENCY**

### **ELL Student Initial Identification**

When students are registered for admission to the school, families are asked to complete a home language survey to help identify students that may be classified as English Language Learners for proper class placement. The survey indicates whether another language is spoken at home, or by the student and/or family. This information may also be obtained from previous school records, teachers, or language proficiency tests that the ELL department administers.

### **Kindergarten Structured English Immersion Program**

ELL students enrolled in the Kindergarten program receive “Sheltered” instruction in “Structured English Immersion” classrooms. All instruction and instructional materials are in English, and teachers make use of specific strategies to promote vocabulary, literacy, and English language skills. Bilingual teachers’ assistants are available for additional support. English Language Learners are identified through home language survey and the English language proficiency assessment, Pre-LAS. Low English language proficiency beginners receive these “pull out” services from the ELL department as well.

### **Elementary/Middle School, Structured English Immersion Program**

In Grades 1-8, English Language Learners also receive sheltered instruction in structured English immersion classrooms. The nature of instruction varies according to the English proficiency levels of the English Language Learners. Such instruction might include one or more of the following:

- Daily English Language development class that focuses on developing oral and literacy skills in English. This class is taught by a qualified ELL teacher.
- Daily sheltered content instruction that focuses on vocabulary and skill development in one or more of the following: math, science, and social studies. This class is taught by a qualified ELL teacher.
- Daily in-class support from a qualified ELL teacher and/or acceleration teacher.
- After school ELL tutoring and/or homework help.

## Example Science Lesson

Carey Reeve  
4<sup>th</sup> Grade 06-07



Chapter 8  
Lab Activity 3

**Subject:** Science

**Students:** 23 students, 5 groups of 4 and 1 group of 3

**Time:** one session / 45 minutes

**Topic:** Properties of Minerals

**MA Framework Standards:** Earth and Space Science  
Grades 3-5

### **Rocks and Their Properties**

1. Give a simple explanation of what a mineral is and some examples, e.g., quartz, mica
2. Identify the physical properties of minerals (hardness, luster, color, cleavage, and streak), and explain how minerals can be tested for these different physical properties.

**Objectives:** Students will use the properties of minerals to describe and identify specific mineral samples.

#### **Vocabulary:**

Mineral  
Mohs scale  
Scratch test  
Streak  
Luster  
Property

#### **Materials:**

6 samples of each mineral numbered 1-6  
rose quartz  
calcite  
feldspar  
mica  
hornblende  
pyrite

hand lens – 12  
streak plate – 6  
activity page 103 – 104  
mineral kit \*  
misc. mystery minerals \*  
rock and mineral identification book \*

### **Activity:**

1. Activate background knowledge -  
Discuss with students what they remember about Monday's activity when they created a list of properties after being given a group of rocks i.e. rock classification. Review the vocabulary and the scientific terminology associated with mineral identification. Make sure students know they will be using this language during the activity. It is important that they distinguish between identifying minerals during this activity and brainstorming ways to classify rocks.
2. Have each group select a spokesperson and a recorder. Give each group a set of minerals. Students need to investigate the properties of each mineral to discover its identity. They need to refer to page 250 in the textbook for a list of properties.
3. When all groups have finished and have identified ALL minerals, have the spokesperson discuss the results. Focus on 1. The properties used to identify the minerals and 2. Discuss whether groups found different properties more useful for different minerals. For example, did the color really stand out when identifying any of the minerals?

### **\*Extension for Advanced Learners:**

1. Have various minerals ready for the students to work with, such as fluorite and gypsum. Have them use a rock identification book and the internet to try to discover what the mystery minerals are.
2. Have a labeled mineral kit ready for students. Have them reverse the above activity. What properties make talc, talc? What other properties make apatite, apatite? How many properties can minerals share in common? What other objects can help identify hardness? How do you know?
3. Have students create their own mineral. What unique properties does it have? What other minerals is it similar to? Why?

### **Assessment:**

Students turn in the lab for a grade. The rubric includes completion of activity, teamwork, and understanding of topic. As part of the final unit test, students will be given a mystery mineral to identify given its properties.

# Lowell Community Charter Public School Annual Report

## Summary of Performance

### SCHOOL PERFORMANCE

#### 1. Academic Program

Following the renewal of its charter, Lowell Community Charter Public School (LCCPS) established the following academic goals in its revised Accountability Plan for 2005-2010, as approved by the Massachusetts Department of Education (DOE) in October 2005:

##### ❖ *Academic Goal 1*

*Students at LCCPS will be proficient readers & writers of the English language.*

##### *Measure 1:*

Spring DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results (K through 5) will indicate that 80% of students who started the year by October 8th at LCCPS will be scoring in the Low Risk category in all grade level specific subtests.

##### *Affirmative Evidence*

In 2003, LCCPS competed for and was awarded a 5-year, \$1.2M Reading First Grant. The purpose of this federal grant is to ensure that all students read at grade level by the end of third grade. The grant has provided the school with over \$200,000 worth of reading and teaching materials, new test instruments, technical support, and targeted professional development in the teaching of reading. The assessment tools employed within the Reading First initiative are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Group Reading Assessment and Diagnostic Evaluation (GRADE). The DIBELS assesses different skills at different grades. Oral Reading Fluency is assessed in the second through fifth grades. In Kindergarten and first grade, subtests include: Initial Sound Fluency, Letter Naming Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency. Student achievement is reported in three levels: Low Risk (students are meeting benchmarks through core reading program), Some Risk (students are slightly below benchmark and need supplemental instruction to progress) and High Risk (students are not progressing through the core and supplemental instruction and may require an intervention program to meet benchmarks and progress).

When looking at the DIBELS data, it is important to note that the subtests sometimes change or are not administered throughout the year. At a certain point, students are expected to have mastered that skill and are working on a different skill; therefore, you may see "N/A" (Not Administered) listed in a table. Also, the benchmark continually changes with each administration. The bar is set higher for that skill. As a result, data occasionally decline between benchmark dates as some students may have reached the benchmark in one administration, but not in the next one.

**Table 1: DIBELS 2006-2007 Subtests (Kindergarten)**

	Initial Sound Fluency	Letter Naming Fluency	Phonemic Segmentation Fluency	Nonsense Word Fluency
<b>FIRST SCREENING</b>	Fall 2006	Fall 2006	Winter 2006	Winter 2006
At Risk (Intervention)	23%	40%	14%	7%
Some Risk (Supplemental)	25%	14%	17%	7%
Low Risk (Core)	51%	46%	69%	86%
<b>SECOND SCREENING</b>	Winter 2006	Spring 2007	Spring 2007	Spring 2007
At Risk (Intervention)	12%	11%	4%	7%
Some Risk (Supplemental)	37%	15%	10%	10%
Low Risk (Core)	50%	74%	86%	83%

As shown in Table 1, Kindergarten students achieved the Accountability Plan goal for the subtests of Phonemic Segmentation Fluency (86% low risk) and Nonsense Word Fluency (83% low risk) during the Spring 2007 assessment. Results for the other two tests were somewhat below the target, but showed improvement over the results from Spring 2006. LCCPS' Kindergarten teachers and assistants will continue to place greater emphasis on Initial Sound Fluency and Letter Naming Fluency to improve these scores.

**Table 2: DIBELS 2005-2006 Subtests (Grade 1)**

	Phonemic Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
<b>FIRST SCREENING</b>	Fall 2006	Fall 2006	Fall 2006
At Risk (Intervention)	7%	9%	N/A
Some Risk (Supplemental)	14%	14%	N/A
Low Risk (Core)	79%	79%	N/A
<b>SECOND SCREENING</b>	Winter 2006	Winter 2006	Winter 2006
At Risk (Intervention)	6%	13%	9%
Some Risk (Supplemental)	8%	37%	38%
Low Risk (Core)	86%	50%	53%
<b>THIRD SCREENING</b>	Spring 2007	Spring 2007	Spring 2007
At Risk (Intervention)	2%	6%	19%
Some Risk (Supplemental)	4%	21%	31%
Low Risk (Core)	94%	73%	50%



Table 2 shows that Grade 1 students showed consistent progress during the school year and have mastered Phonemic Segmentation Fluency, but continued emphasis is needed for Nonsense Word Fluency and Oral Reading Fluency. As indicated in last year's report, LCCPS completed DIBELS assessments on three occasions during 2006-2007 school year (in previous years, DIBELS assessments were administered twice) to further assist teachers in targeting instruction by providing additional and more timely data. LCCPS will continue to target additional instruction in these areas in the coming 2007-2008 school year through its Accelerated Learning Teachers program. During the 2006-2007 school year, LCCPS trained its Lead Teachers for each grade in using Testwiz to access and analyze their classroom's data to target students at risk and to drive instruction. During 2007-2008, LCCPS will continue to train other teaching staff in using Testwiz as well as pilot a new program (Scott Foresman) for a comprehensive approach to reading in Grades 1-6 that more effectively integrates reading and writing with science, mathematics, and social studies.

**Table 3: DIBELS – 2006-2007 – Oral Reading Fluency (Grades 2-5)**

	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>FALL 2006 TESTING</i></b>				
<b>At Risk (Intervention)</b>	16%	12%	20%	37%
<b>Some Risk (Supplemental)</b>	23%	25%	27%	26%
<b>Low Risk (Core)</b>	60%	63%	53%	37%
<b><i>WINTER 2006 TESTING</i></b>				
<b>At Risk (Intervention)</b>	24%	14%	22%	39%
<b>Some Risk (Supplemental)</b>	15%	22%	24%	17%
<b>Low Risk (Core)</b>	61%	64%	54%	44%
<b><i>SPRING 2007 TESTING</i></b>				
<b>At Risk (Intervention)</b>	28%	13%	31%	35%
<b>Some Risk (Supplemental)</b>	20%	24%	32%	25%
<b>Low Risk (Core)</b>	52%	63%	37%	40%

Table 3 includes the results of the Fall 2006, Winter 2006, and Spring 2007 DIBELS for Oral Reading Fluency for Grades 2 through 5. Grade 3 students performed better than the other grades, and overall, the scores were higher this year than the DIBELS assessments in Spring 2006. While the progress is encouraging, the results still indicate a clear need for greater intervention with underperforming students. Through its Accelerated Learning Teachers program, first instituted in 2005-2006, LCCPS continues to tackle this challenge. As indicated in last year's report, LCCPS completed DIBELS assessments on three occasions during 2006-2007 school year (in previous years, DIBELS assessments were administered twice) to further assist teachers in targeting instruction by providing additional and more timely data. During the 2006-2007 school year, LCCPS trained its Lead Teachers for each grade in using Testwiz to access and analyze their classroom's data to target students at risk and to drive instruction. During 2007-2008, LCCPS will continue to train other teaching staff in using Testwiz as well as pilot a new program (Scott Foresman) for a comprehensive approach to reading in Grades 1-6 that more effectively integrates reading and writing with science, mathematics, and social studies.

### ***Measure 2:***

GRADE test results for controlled groups of students, as defined below, will indicate that 80% of students are scoring at the 6<sup>th</sup> stanine or higher.

- Grade K control group = students who spent entire kindergarten year at LCCPS
- Grades 1 & 2 control group = students who have been at LCCPS consistently since kindergarten
- Grades 3 – 8 control group = students who have been at LCCPS for at least three consecutive years

### ***Affirmative Evidence***

For Grades 1-8, the GRADE exam consists of several subtests in both Vocabulary (Word Reading, Word Meaning) and Comprehension (Passage Comprehension, Sentence Comprehension, and Listening Comprehension). For Kindergarten, only the Listening Comprehension subtest is used. The GRADE is administered two to three times per year at LCCPS as another internal assessment of literacy skills. Scores on each of the subtests are combined to yield a Total Test score that is converted/scaled to a stanine unit. Stanine is short for “standard nine-point scale”, ranging from 9 to 1. Typically, stanine scores are interpreted as above average/strength (7-9), average (4-6), and below average/weak (0-3). Using only nine numbers, stanine scoring is usually easier to understand than other scoring models. Stanine scores are also used to compare a student’s performance across different content areas. For example, a 6 in Mathematics and an 8 in Reading generally indicate a meaningful difference in a student’s learning for the two respective content areas. The following tables show GRADE Total Test results for the Fall 2006 and Spring 2007 test events. As well, the scores for the subset of students representing the control groups defined in Measure 2 above are also provided for each grade level.

**Table 4: GRADE – Listening Comprehension (Kindergarten)**

	<b>Fall 2006</b>	<b>Spring 2007</b>	<b>Spring 2007 – control group</b>
<b>Weak (0-3)</b>	<b>49 %</b>	<b>25 %</b>	<b>25 %</b>
<b>Average (4-6)</b>	<b>32 %</b>	<b>45 %</b>	<b>45 %</b>
<b>Strength (7-9)</b>	<b>18 %</b>	<b>31 %</b>	<b>31 %</b>
<b>6<sup>th</sup> Stanine or Higher</b>	<b>18 %</b>	<b>31 %</b>	<b>31 %</b>

Table 4 shows the results for the GRADE Listening Comprehension test for grade K for Fall 2006 and Spring 2007. The control group scores mirror the total student body scores because 165 of the 167 grade K students included in the Spring 2007 had attended LCCPS for the entire year (*i.e.*, they were in the control group). While the results improved from Fall 2006 to Spring 2007, they still indicate the need for further improvement in the coming school year.

**Table 5: GRADE – Total Test (Grade 1)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	47 %	24 %	25 %
Average (4-6)	48 %	55 %	52 %
Strength (7-9)	5 %	22 %	23 %
6 <sup>th</sup> Stanine or Higher	14%	39 %	38 %

**Table 6: GRADE – Total Test (Grade 2)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	37 %	21 %	19 %
Average (4-6)	60 %	70 %	75 %
Strength (7-9)	3 %	10 %	7 %
6 <sup>th</sup> Stanine or Higher	18 %	37 %	35 %

**Table 7: GRADE – Total Test (Grade 3)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	28 %	20 %	19 %
Average (4-6)	61 %	60 %	62 %
Strength (7-9)	11 %	20 %	19 %
6 <sup>th</sup> Stanine or Higher	24 %	42 %	40 %

**Table 8: GRADE – Total Test (Grade 4)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	27 %	34 %	32 %
Average (4-6)	65 %	52 %	52 %
Strength (7-9)	8 %	14 %	17 %
6 <sup>th</sup> Stanine or Higher	20 %	28 %	28 %

**Table 9: GRADE – Total Test (Grade 5)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	42 %	37 %	32 %
Average (4-6)	46 %	46 %	48 %
Strength (7-9)	12 %	18 %	20 %
6 <sup>th</sup> Stanine or Higher	26 %	32 %	34 %

**Table 10: GRADE – Total Test (Grade 6)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	29 %	26 %	23 %
Average (4-6)	56 %	55 %	59 %
Strength (7-9)	15 %	19 %	18 %
6 <sup>th</sup> Stanine or Higher	25 %	35 %	34 %

**Table 11: GRADE – Total Test (Grade 7)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	39 %	54 %	44 %
Average (4-6)	52 %	37 %	44 %
Strength (7-9)	9 %	10 %	12 %
6 <sup>th</sup> Stanine or Higher	20 %	20 %	24 %

**Table 12: GRADE – Total Test (Grade 8)**

	Fall 2006	Spring 2007	Spring 2007 – control group
Weak (0-3)	N/A	56 %	48 %
Average (4-6)	N/A	41 %	48 %
Strength (7-9)	N/A	2 %	3 %
6 <sup>th</sup> Stanine or Higher	N/A	10 %	14%

Tables 5-12 show the GRADE Total Test results for Grades 1-8 for Fall 2006 and Spring 2007. Students in the control group performed similar to or slightly better in the Spring 2007 assessment than the grades as a whole. The percentages of students scoring at the 6<sup>th</sup> stanine or higher are as follows: Grade 3 – 40%, Grade 4 – 28%, Grade 5 – 34%, Grade 6 – 34%, Grade 7 – 24%, and Grade 8 – 14%. These results are all somewhat improved over last year, but still indicate the need for an even greater emphasis on reading skills for the coming year, particularly in the upper grades.

***Measure 3:***

AYP and MCAS results will indicate the following:

- LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate for English Language Arts (ELA). CPI should be not less than targeted 79.9 for school year 2008-2009.
- LCCPS will make Adequate Yearly Progress (AYP) each upper-Mid-Cycle for each of its subgroups in ELA.
- Grade 3 Reading: Students will increase MCAS (Massachusetts Comprehensive Assessment System) scores consistently at the *proficient* level. Percentages will consistently decrease at the *Needs Improvement* level and the *Warning* level. No more than 8% of the students who have been at LCCPS for two years will score at the *Warning*

level. No student who has been at LCCPS consistently for three or more years will score at the *Warning* level.

- Grades 4-8 English/Language Arts: Students will increase MCAS scores consistently at the *proficient* level. Percentages will consistently decrease at the *Needs Improvement* level and the *Warning* level. No more than 10% of the students who have been at LCCPS for two years will score at the *Warning* level. No student who has been at LCCPS consistently for three or more years will score at the *Warning* level.

### *Affirmative Evidence*

#### **AYP Determination**

Table 13, below, summarizes the calculation of Adequate Yearly Progress (AYP) for English Language Arts (ELA) at LCCPS for Spring 2006, as posted on DOE's website. As shown in Table 13, LCCPS did not achieve AYP for ELA as a whole (aggregate) in 2006 (end of Cycle IV) or by individual subgroups. Essentially, CPI at the end of Cycle IV (2006) was unchanged from Mid-Cycle IV (2005). The LCCPS leadership recognizes this deficiency, which was discussed with DOE representatives during their Spring 2007 visit, and has aggressive plans to make progress in the coming year. As a start, LCCPS contracted with Community Team Initiative (CTI) of Lawrence, Massachusetts to completely disaggregate MCAS data by grade level and by individual student (*i.e.*, a full item analysis) to identify how the school and individual students were answering particular MCAS questions in comparison to the State as a whole. Each teacher was then provided a binder containing the information noted above, and multiple training sessions, to assist in guiding future instruction.

<b>Table 13: LCCPS 2006 Adequate Yearly Progress (AYP) Report - ELA</b>													
<b>ENGLISH LANGUAGE ARTS</b>													
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	409	406	99	Yes	436	60.6	No	0.8	No	94.6	0.5	Yes	No
Lim. English Prof.	183	181	99	Yes	218	54.7	No	-1.3	No	95.3	0.9	Yes	No
Spec. Ed.	48	48	-	-	48	44.8	-	-	-	93.7	-0.5	-	-
Low Income	344	341	99	Yes	364	60.0	No	0.3	No	94.5	0.5	Yes	No
Afr. Amer./Black	40	40	-	-	43	71.5	-	-	-	95.3	1.9	-	-
Asian or Pacif. Isl.	129	128	99	Yes	122	56.8	No	-2.8	No	95.6	0.5	Yes	No
Hispanic	154	153	99	Yes	185	57.4	No	3.7	No	94.1	0.4	Yes	No
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	82	81	99	Yes	83	67.8	No	-2.9	No	93.8	-0.1	Yes	No

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	-	-	-	-	No	Yes	Yes	No	Identified for Improvement - Subgroups
	All Subgroups	-	-	-	-	No	Yes	No	No	

Enrolled = students as of October 1

Assessed = # students enrolled at time of testing

N = # students tested as of October 1

CPI = Composite Performance Index

(measure of school performance based on MCAS results)

## MCAS Results

The English Language Arts (ELA) Massachusetts Comprehensive Assessment System (MCAS) examinations have been administered to all third grade students at LCCPS for reading for seven consecutive years, fourth grade students for six consecutive years, seventh grade student beginning in Spring 2005, and eighth grade students beginning in Spring 2006, corresponding to the first year that each grade was offered at LCCPS and/or the MCAS exam was first administered. Please note that for the third grade as well as all other MCAS exams, results have only been posted by DOE through Spring 2006. Spring 2007 MCAS results are not expected to be officially issued until October 2007. As such, the Spring 2007 MCAS results will be presented and analyzed in the 2007-2008 annual report.

**Table 14: Grade 3 - Reading - MCAS scores from Spring 2004 to Spring 2006**

	Proficient	Needs Improvement	Warning
Spring 2006	25 %	48 %	27 %
Spring 2005	32 %	43 %	25 %
Spring 2004	36 %	51 %	13 %

**Table 15: Grade 3 - Reading - Spring 2006 MCAS scores by subgroup**

	Proficient	Needs Improvement	Warning
All Students	25 %	48 %	27 %
Students at LCCPS for 2+ years	25 %	49 %	26 %
Students at LCCPS for 3+ years	27 %	48 %	25 %

Table 14 shows a three years trend of Grade 3 MCAS Reading scores from Spring 2004 to Spring 2006. These results show a slight decline over this 3-year period. Table 15 shows a comparison of the reading proficiency levels of all Grade 3 students to subgroups of students (control groups) who have been instructed at LCCPS for 2+ consecutive years and for 3+ consecutive years. Control group students performed slightly better; however, any differences between the control group and the total Grade 3 student body are diluted because the control groups include most of the Grade 3 students. Of the 84 total Grade 3 students included in MCAS exam reporting, 80 had attended LCCPS for at least 2 years, and 69 for 3+ years.

LCCPS has taken several steps to help our Grade 3 students with reading/literacy skills, including the use of Accelerated Learning Teachers to assist classroom teachers by working with small groups of students performing below grade level and the offering of MCAS preparation sessions after school and on Saturdays. For 2007-2008, our school improvement plan includes piloting a new program (Scott Foresman) for a comprehensive approach to reading in Grades 1-6 that more effectively integrates reading and writing with science, mathematics, and social studies. Additionally, as mentioned above, LCCPS teachers have received a complete disaggregation of MCAS data to assist in targeting future instruction. The LCCPS leadership will continue to assist staff in best utilizing the information from CTI and will continue to train staff in the use of Testwiz to access and analyze their classroom's data to target students at risk and to drive instruction.

**Table 16: Grade 4 – English Language Arts – MCAS scores from Spring 2004 to Spring 2006**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>Spring 2006</b>	<b>0 %</b>	<b>13 %</b>	<b>48 %</b>	<b>38 %</b>
<b>Spring 2005</b>	<b>2 %</b>	<b>21 %</b>	<b>48 %</b>	<b>29 %</b>
<b>Spring 2004</b>	<b>3 %</b>	<b>30 %</b>	<b>43 %</b>	<b>25 %</b>

**Table 17: Grade 4 – English Language Arts – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	<b>0 %</b>	<b>13 %</b>	<b>48 %</b>	<b>38 %</b>
<b>Students at LCCPS for 2+ years</b>	<b>0 %</b>	<b>14 %</b>	<b>46 %</b>	<b>40 %</b>
<b>Students at LCCPS for 3+ years</b>	<b>0 %</b>	<b>15 %</b>	<b>49 %</b>	<b>35 %</b>

**Table 18: Grade 5 – English Language Arts – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	<b>7 %</b>	<b>29 %</b>	<b>42 %</b>	<b>22 %</b>
<b>Students at LCCPS for 2+ years</b>	<b>7 %</b>	<b>29 %</b>	<b>42 %</b>	<b>22 %</b>
<b>Students at LCCPS for 3+ years</b>	<b>8 %</b>	<b>26 %</b>	<b>42 %</b>	<b>24 %</b>

**Table 19: Grade 6 – English Language Arts – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	<b>2 %</b>	<b>39 %</b>	<b>41 %</b>	<b>18 %</b>
<b>Students at LCCPS for 2+ years</b>	<b>2 %</b>	<b>37 %</b>	<b>44 %</b>	<b>17 %</b>
<b>Students at LCCPS for 3+ years</b>	<b>0 %</b>	<b>38 %</b>	<b>44 %</b>	<b>19%</b>

**Table 20: Grade 7 – English Language Arts – MCAS scores from Spring 2004 to Spring 2006**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>Spring 2006</b>	<b>0 %</b>	<b>21 %</b>	<b>42 %</b>	<b>37 %</b>
<b>Spring 2005</b>	<b>2 %</b>	<b>34 %</b>	<b>56 %</b>	<b>10 %</b>

**Table 21: Grade 7 – English Language Arts – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	<b>0 %</b>	<b>21 %</b>	<b>42 %</b>	<b>37 %</b>
<b>Students at LCCPS for 2+ years</b>	<b>0 %</b>	<b>21 %</b>	<b>42 %</b>	<b>37 %</b>
<b>Students at LCCPS for 3+ years</b>	<b>0 %</b>	<b>26 %</b>	<b>45 %</b>	<b>29 %</b>

**Table 22: Grade 8 – English Language Arts – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	<b>0 %</b>	<b>61 %</b>	<b>28 %</b>	<b>11 %</b>
<b>Students at LCCPS for 2+ years</b>	<b>0 %</b>	<b>20 %</b>	<b>39 %</b>	<b>34 %</b>
<b>Students at LCCPS for 3+ years</b>	<b>0 %</b>	<b>38 %</b>	<b>57 %</b>	<b>0 %</b>

Tables 16-22 show a three-year trend of MCAS ELA scores for Grade 4, a two-year trend of MCAS ELA scores for Grade 7, and a comparison of the ELA proficiency levels of all students in Grades 4-8 to subgroups of students (control groups) who have been instructed at LCCPS for 2+ consecutive years and for 3+ consecutive years. Students in Grades 5, 6, and 8 took the MCAS ELA exam for the first time in Spring 2006. LCCPS did not meet its Accountability Plan goals for MCAS ELA exams, but the control group students tended to perform either similarly or slightly better than the total student body in each grade. As discussed with the Grade 3 reading results, however, the comparison of the control groups with the total student body is less meaningful than in years past as the control groups constituted the majority of the student body in each grade:

- Grade 4 – 91 students included, 80 at LCCPS 2+ years, 65 at LCCPS 3+ years;
- Grade 5 – 90 students included, 86 at LCCPS 2+ years, 72 at LCCPS 3+ years;
- Grade 6 – 44 students included, 41 at LCCPS 2+ years, 32 at LCCPS 3+ years;
- Grade 7 – 38 students included, 38 at LCCPS 2+ years, 31 at LCCPS 3+ years;
- Grade 8 – 45 students included, 37 at LCCPS 2+ years; 28 at LCCPS 3+ years.

For 2007-2008, our school improvement plan includes piloting a new program (Scott Foresman) for a comprehensive approach to reading in Grades 1-6 that more effectively integrates reading and writing with science, mathematics, and social studies. Additionally, as mentioned above,



LCCPS teachers have received a complete disaggregation of MCAS data to assist in targeting future instruction. The LCCPS leadership will continue to assist staff in best utilizing the information from CTI and will continue to train staff in the use of Testwiz to access and analyze their classroom's data to target students at risk and to drive instruction.

#### ***Measure 4:***

Internal reading assessments (4SIGHT) and Success For All Reading Assessments will indicate that 80% of students who have been at LCCPS consistently for three or more years [*i.e.*, students in Grades 2 – 8 who have been at LCCPS for 3+ years] will be reading at or above their reading level.

#### ***Affirmative Evidence***

Success For All (SFA) is a scientifically research-based reading program that was developed at Johns Hopkins University, and is marketed and managed by The Success For All Foundation. The SFA model is an eclectic approach to the teaching of reading and incorporates whole class, small group, phonics, whole language, frequent testing, frequent regrouping, and one-to-one tutoring into its comprehensive program. SFA is used in schools throughout the United States, the UK, and Australia. The SFA model is in place at LCCPS in grades from K through 8. The Kindergarten program is an all-day SFA program called Kinder corner that encompasses reading, writing, math, discovery and social skills. Students in grades 1 through 8 are part of a 90-minute SFA reading block. Students at the first grade level are in the Roots program, and students reading at the second grade level or above are in the Wings program.

Approximately every 9 weeks, all students in grades 1 through 8 are tested by the reading facilitators, reading staff, or classroom teachers to determine growth for regrouping as well as to identify students whose progress is lagging and would benefit from supplemental instruction. Students in grades 1 and 2 are administered SFA assessments, and students in grades 3 through 8 are administered 4Sight, a new test created by SFA that was administered for the first time at the end of the 2004-2005 school year. LCCPS made the switch to the 4Sight test as it questioned the validity of the test it has been using and its lack of correlation between internal reading levels and performance outcomes on the MCAS. 4Sight assessments are one-hour tests that have a similar format, coverage, and structure as the MCAS. 4Sight scores are supposed to be a better predictor of performance on the MCAS. Furthermore, 4Sight produces scores on key reading sub skills, such as interpreting text, drawing conclusions, and purpose of text. These scores are used to tailor professional development for staff and to tailor instruction for students.

**Table 23: Spring 2007 Internal Reading Assessment Results (Grades 2-8 at LCCPS for 3+ Years) Reading Below, At, or Above Grade Level**

	Number of Students	BELOW Grade Level	Total AT or ABOVE Grade Level
Grade 2 (LCCPS 3+ yr)	57	23 %	77 %
Grade 3 (LCCPS 3+ yr)	65	31 %	69 %
Grade 4 (LCCPS 3+ yr)	60	53 %	47 %
Grade 5 (LCCPS 3+ yr)	50	56 %	44 %
Grade 6 (LCCPS 3+ yr)	56	54 %	46 %
Grade 7 (LCCPS 3+ yr)	26	31 %	69 %
Grade 8 (LCCPS 3+ yr)	32	63 %	37 %

Table 23 shows the results of the Spring 2007 (last of five assessments) 4Sight reading assessments for students in Grades 2-8 who have consistently attended LCCPS for 3+ years. Students in Grades 2, 3, and 7 performed best and nearly met the accountability goal. Students in Grades 4, 5, 6, and 8 did not perform as well, demonstrating the need for greater literacy instruction focus. Overall, this control group of students performed somewhat better than the total student body did in Spring 2006. It is important to note, however, that students in Grades 7 and 8 did not begin the 2006-2007 school year using the SFA reading curriculum, whereas students in other grades have used SFA for one or more years.

***Measure 5:***

75% of ELL (English Language Learner) students who have been at LCCPS for two or more years will advance at least one proficiency level on the MEPA (Massachusetts English Performance Assessment).

***Affirmative Evidence***

Eighty percent (80%) of ELL students who have been at LCCPS for at least 2 years advanced at least one proficiency level on the MEPA from the Fall 2006 to the Spring 2007 assessments. This represents substantial progress over last year and achieves our accountability goal. In response to last year’s annual report findings, during the 2006-2007 school year, LCCPS adopted a new language development curriculum for the ELL students. One additional full-time ELL teacher was hired for the 2006-2007 school year. An additional full-time ELL teacher has been hired for the upcoming 2007-2008 school year.

***Measure 6:***

75% of students with special needs will pass the MCAS at their grade level given their approved accommodations.

***Affirmative Evidence***

The following provides the MCAS passing rates (Needs Improvement or higher) for special needs students by grade level:

- Grade 3 Reading – 14% (1 of 7 students)
- Grade 3 Mathematics – 43% (3 of 7 students)
- Grade 4 ELA – 0% (0 of 14 students)
- Grade 4 Mathematics – 29% (4 of 14 students)
- Grade 5 ELA – 30% (3 of 10 students, 2 of whom were proficient)
- Grade 5 Mathematics – 20% (2 of 10 students, 1 of whom was proficient)
- Grade 6 ELA – 0% (0 of 1 student)
- Grade 6 Mathematics – 0% (0 of 1 student)
- Grade 7 ELA – 0% (0 of 6 students)
- Grade 7 Mathematics – 0% (0 of 6 students)
- Grade 8 ELA – 88% (7 of 8 students, 5 of whom were proficient)
- Grade 8 Mathematics – 57% (4 of 7 students, all of whom were proficient)

While LCCPS is very encouraged that nearly all of its Grade 8 special needs students passed the Spring 2006 MCAS for ELA (5 of 8 were scored proficient), 4 of 7 Grade 8 students scored proficient on the Spring 2006 MCAS for Mathematics, and that two of eight special needs students in Grade 5 scored Proficient on the Spring 2006 MCAS for ELA, results for the other grades were well below the Accountability Plan benchmark. To help address these inadequacies, LCCPS hired an additional special education teacher in 2006-2007, and employed four special education teachers overall. These teachers were assisted by a full-time speech therapist, a half-time speech therapist, and an administrative assistant.

## ❖ *Academic Goal 2*

*Students at LCCPS will be proficient in Mathematics.*

### *Measure 1:*

LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate for mathematics. CPI should not be less than targeted 74.3 for school year 2008-2009.

- LCCPS will make Adequate Yearly Progress (AYP) each upper-Mid-Cycle for each of its subgroups in Mathematics.
- Students to increase MCAS consistently at the *proficient* level. Percentages will consistently decrease at the *Needs Improvement* level and the *Warning* level. No more than 15% Students who have been at LCCPS for two years will score at the *Warning* level. No more than 5% of students who have been at LCCPS consistently for three or more years will score at the *Warning* level.

## *Affirmative Evidence*

### AYP Determination

Table 24, below, summarizes the calculation of Adequate Yearly Progress (AYP) for Mathematics at LCCPS for Spring 2006, as posted on DOE's website. As shown in Table 24, LCCPS did not achieve AYP statue for Mathematics as a whole (aggregate) for 2006 (end of Cycle IV); however, AYP in Mathematics was achieved by Asian students. The LCCPS leadership team has recognized this learning deficiency and is working to remedy the situation in the coming year with an overall greater emphasis on Mathematics at LCCPS. The LCCPS

leadership recognizes this deficiency, which was discussed with DOE representatives during their Spring 2007 visit. To begin addressing the deficiency, LCCPS contracted with Community Team Initiative (CTI) of Lawrence, Massachusetts to completely disaggregate MCAS data by grade level and by individual student (*i.e.*, a full item analysis) to identify how the school and individual students were answering particular MCAS questions in comparison to the State as a whole. Each teacher was then provided a binder containing the information noted above to assist in guiding future instruction.

**Table 24: LCCPS 2006 Adequate Yearly Progress (AYP) Report - Mathematics**

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	410	409	100	Yes	316	49.8	No	1.2	No	94.6	0.5	Yes	No
Lim. English Prof.	184	183	99	Yes	148	48.0	No	-2.0	No	95.3	0.9	Yes	No
Spec. Ed.	48	47	-	-	32	26.6	-	-	-	93.7	-0.5	-	-
Low Income	345	344	100	Yes	264	49.6	No	-0.2	No	94.5	0.5	Yes	No
Afr. Amer./Black	40	40	-	-	28	52.7	-	-	-	95.3	1.9	-	-
Asian or Pacif. Isl.	130	130	100	Yes	94	54.5	No	7.6	Yes/EB	95.6	0.5	Yes	Yes
Hispanic	154	153	99	Yes	124	44.2	No	-1.5	No	94.1	0.4	Yes	No
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	82	82	-	-	68	53.3	-	-	-	93.8	-0.1	-	-

Adequate Yearly Progress History										Accountability Status
	1999	2000	2001	2002	2003	2004	2005	2006	2006	
MATH Aggregate	-	-	-	-	No	Yes	Yes	No	Identified for Improvement - Subgroups	
All Subgroups	-	-	-	-	No	-	No	No		

Enrolled = students as of October 1

Assessed = # students enrolled at time of testing

N = # students tested as of October 1

CPI = Composite Performance Index

(measure of school performance based on MCAS results)

### **MCAS Results**

Through Spring 2006, the MCAS exam for Mathematics was administered to students in Grades 4 and 6 each year. At LCCPS, the MCAS for Grade 6 has only been administered since Spring 2004, the first year that Grade 6 was taught at the school. Beginning in Spring 2006, the MCAS exam for Mathematics was also administered in Grades 3, 7, and 8.

**Table 25: Grade 3 – Mathematics – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	1 %	20 %	36 %	42 %
<b>Students at LCCPS for 2+ years</b>	1 %	20 %	35 %	44 %
<b>Students at LCCPS for 3+ years</b>	1 %	22 %	38 %	39 %

**Table 26: Grade 4 – Mathematics – MCAS scores from Spring 2004 to Spring 2006**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>Spring 2006</b>	3 %	13 %	43 %	40 %
<b>Spring 2005</b>	10 %	14 %	39 %	36 %
<b>Spring 2004</b>	3 %	5 %	52 %	40 %

**Table 27: Grade 4 – Mathematics – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	3 %	13 %	43 %	40 %
<b>Students at LCCPS for 2+ years</b>	4 %	14 %	41 %	42 %
<b>Students at LCCPS for 3+ years</b>	5 %	15 %	41 %	39 %

**Table 28: Grade 5 – Mathematics – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	10 %	15 %	33 %	42 %
<b>Students at LCCPS for 2+ years</b>	10 %	16 %	32 %	41 %
<b>Students at LCCPS for 3+ years</b>	11 %	16 %	34 %	38 %

**Table 29: Grade 6 – Mathematics – MCAS scores from Spring 2004 to Spring 2006**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>Spring 2006</b>	4 %	2 %	49 %	44 %
<b>Spring 2005</b>	3 %	11 %	21 %	66 %
<b>Spring 2004</b>	5 %	28 %	37 %	32 %

**Table 30: Grade 6 – Mathematics – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	4 %	2 %	49 %	44 %
<b>Students at LCCPS for 2+ years</b>	5 %	0 %	48 %	48 %
<b>Students at LCCPS for 3+ years</b>	6 %	0 %	47 %	47 %

**Table 31: Grade 7 – Mathematics – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	<b>0 %</b>	<b>13 %</b>	<b>18 %</b>	<b>69 %</b>
<b>Students at LCCPS for 2+ years</b>	<b>0 %</b>	<b>13 %</b>	<b>18 %</b>	<b>69 %</b>
<b>Students at LCCPS for 3+ years</b>	<b>0 %</b>	<b>12 %</b>	<b>22 %</b>	<b>66 %</b>

**Table 32: Grade 8 – Mathematics – Spring 2006 MCAS scores by subgroup**

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Warning</b>
<b>All Students</b>	<b>0 %</b>	<b>9 %</b>	<b>31 %</b>	<b>60 %</b>
<b>Students at LCCPS for 2+ years</b>	<b>0 %</b>	<b>8 %</b>	<b>25 %</b>	<b>67 %</b>
<b>Students at LCCPS for 3+ years</b>	<b>0 %</b>	<b>12 %</b>	<b>35 %</b>	<b>53 %</b>

Tables 25-32 show a three-year trend of MCAS Mathematics scores for Grades 4 and 6 as well as a comparison of the Mathematics proficiency levels of all students in Grades 3-8 to subgroups of students (control groups) who have been instructed at LCCPS for 2+ consecutive years and for 3+ consecutive years. Students in Grades 3, 5, 7, and 8 took the MCAS Mathematics exam for the first time in Spring 2006. LCCPS did not meet its Accountability Plan goals for MCAS Mathematics exams, but the control group students tended to perform slightly better than the total student body in each grade. The comparison of the control groups with the total student body is less meaningful than in years past as the control groups constituted the majority of the student body in each grade:

- Grade 3 – 84 students included, 80 at LCCPS 2+ years, 65 at LCCPS 3+ years;
- Grade 4 – 91 students included, 81 at LCCPS 2+ years, 65 at LCCPS 3+ years;
- Grade 5 – 91 students included, 87 at LCCPS 2+ years, 73 at LCCPS 3+ years;
- Grade 6 – 45 students included, 42 at LCCPS 2+ years, 32 at LCCPS 3+ years;
- Grade 7 – 39 students included, 39 at LCCPS 2+ years, 32 at LCCPS 3+ years;
- Grade 8 – 44 students included, 37 at LCCPS 2+ years; 32 at LCCPS 3+ years.

For 2007-2008, our school improvement plan includes piloting a new program (Scott Foresman) for a comprehensive approach to reading in Grades 1-6 that more effectively integrates reading and writing with science, mathematics, and social studies. Additionally, as mentioned above, LCCPS teachers have received a complete disaggregation of MCAS data to assist in targeting future instruction. The LCCPS leadership will continue to assist staff in best utilizing the information from CTI and will continue to train staff in the use of Test Wiz to access and analyze their classroom's data to target students at risk and to drive instruction.

***Measure 2:***

G-MADE test results for controlled groups of students, as defined below, will indicate that 80% of students are scoring at the 6<sup>th</sup> stanine or higher.

- Grade K control group = students who spent entire kindergarten year at LCCPS

- Grades 1 & 2 control group = students who have been at LCCPS consistently since kindergarten
- Grades 3 – 8 control group = students who have been at LCCPS for at least three consecutive years

### ***Affirmative Evidence***

For the second consecutive year, LCCPS administered the Group Mathematics Assessment and Diagnostic Evaluation (G-MADE) test to students in Grades K-8 as an internal assessment tracking measure of mathematics skills during the year. The G-MADE is also designed to measure where students are at, not where they are supposed to be. This allows the school to use this tool to target students and instruction. This test replaced the formerly used mathematics section of the Terranova test. This test was administered twice during the year to allow the monitoring of student progress.

The G-MADE was administered to students in all grades (K-8) in Fall 2006 and Spring 2007. Table 33 below shows the total G-MADE Spring 2007 assessment results by stanine group (weak, average, strength, 6<sup>th</sup> stanine or higher) for each grade level. The table shows that students in Grades K, 3, and 6 scored highest, with 45%, 57%, and 47% of students scoring in the 6<sup>th</sup> stanine or higher, respectively. Students in these grades scored higher than last year. These results, however, are still below the Accountability Plan benchmark, indicating the need for greater emphasis on Mathematics, particularly in Grades 1, 2, 7, and 8.

Unfortunately, results are not available by control group at this time because LCCPS is still in the process of procuring a new disk to score and analyze the G-MADE data. As such, all of the scoring for the G-MADE was performed by hand. We will conduct and present this analysis in next year's report.

**Table 33: G-MADE – Spring 2007 – total test scores by grade level for all students**

	<b>Weak (1-3)</b>	<b>Average (4-6)</b>	<b>Strength (7-9)</b>	<b>6<sup>th</sup> Stanine or Higher</b>
<b>Grade K</b>	18%	67%	15%	45 %
<b>Grade 1</b>	60 %	38%	2 %	11 %
<b>Grade 2</b>	35 %	54 %	11 %	21 %
<b>Grade 3</b>	31 %	31 %	50 %	57 %
<b>Grade 4</b>	22 %	54 %	24 %	38%
<b>Grade 5</b>	33 %	42 %	25 %	38 %
<b>Grade 6</b>	24 %	44 %	32%	47 %
<b>Grade 7</b>	40 %	50 %	10 %	28 %
<b>Grade 8</b>	66 %	34 %	0 %	3 %

## **2. Organizational Viability**

### **❖ Viability Goal 1**

*The school will be fiscally solvent and sound.*

#### **Measure 1:**

Annual expenses will not exceed total income. [Please note that the LCCPS Accountability Plan incorrectly stated this as: *Annual expenses will not exceed net income.*]

#### **Affirmative Evidence**

Lowell Community Charter Public School is financially solvent and stable. This is evidenced by its audited positive fund balances of \$2,245,519 as of June 30, 2006, which represents an increase of \$236,073 over the same period from the previous fiscal year end. Each year a balanced budget is presented for The Board's approval, and for the last six (6) fiscal years the school has wisely expended its revenues to acquire more space, educate more students, employ more staff and create a surplus. Historically, the school has also allocated a percentage of revenues for future plans to build/buy a building, which will further the school's stability. The school has an adequate cash flow with an available line of credit, which is used sparingly to adjust end of quarter cash flow issues, which correspond to the DOE deposit schedules.

Audited June 30, 2006 financials indicated cash balances of \$1,606,849, a slight decrease of \$152,367 from audited June 30, 2005 financials. This decrease is attributed to the school's practice of funding year-to-year growth with proper planning and allocations of internal funds, instead of depending on external financing. Expenses associated with cash usage included (but were not limited to) substantial building expansion/renovations and computer and furniture purchases between June 30, 2005 and June 30, 2006. The accounting practices in place include monthly reporting to the finance committee chair.

Un-audited financials for fiscal year 2006-2007 indicate a surplus of \$479,672 on revenues of \$10,337,540. This represents the 7th consecutive year with annual surpluses.

#### **Measure 2: Auditing Report**

The school's annual independent audit will report no major findings.

#### **Affirmative Evidence**

On November 15, 2006, the independent auditing firm Rucci, Bardaro & Barnett, PC completed an independent audit of the basic financial statements (Statement of Net Assets, Statement of Revenues, Expenses and Changes in Net Assets, and Statement of Cash Flows) for the fiscal year ending June 30, 2006. We are pleased to report that the firm found no major findings, stating: "In our opinion the basic financial statements referred to above present fairly, in all material respects, the financial position of the Lowell Community Charter Public School as of June 30, 2006 and June 30, 2005, and the results of its operations for the years then ended in conformity with accounting principles generally accepted in the United States of America."



There are two minor findings from the last FY2006 audited report, that are described below. The corrective action plans are already in place.

Finding 06-01 Cash accounts were not properly reconciled to the bank statements for the last three months of the fiscal year ended June 30, 2006. *As described in the corrective action plan, LCCPS has hired additional personnel, which includes an outside accounting firm, to perform timely bank reconciliations, which are presented to the CEO on monthly bases. Reconciliations are up to date and the findings are not expected to be reported in the June 30, 2007 audit report.*

Finding 06-02 Grant revenue and expenses were not properly recorded into database as incurred. *As described in the corrective action plan, the LCCPS has already separated out grant revenue and expenses on a line item basis. Grant expenses and draws are reconciled on a monthly basis. The findings are not expected to be reported in the June 30, 2007 audit report.*

### ***Measure 3:***

The Board of Trustees will hold one major fund raising campaign each year, which will include annual targets recorded in the Board of Trustee meeting minutes.

### ***Affirmative Evidence***

The Board of Trustees has reconstituted the community based Friends of LCCPS, Inc. organization as a vehicle to help the school in fundraising and launching grant programs for the upcoming 2007-2008 academic year.

### **❖ *Viability Goal 2***

***Families will be satisfied with the education they receive at LCCPS.***

### ***Measure 1:***

The school will be fully enrolled each year, based on target enrollment figures (enrollment will increase annually to 900 in 2008).

### ***Affirmative Evidence***

Opening target enrollment figures and end-of-year enrollment figures will indicate full enrollment each year. Enrollment at LCCPS has been stable and near capacity since it opened in fall 2000. The school opened in the fall of 2000 as a K-3 elementary school and has added one grade per year through 2005-2006; the school included grades K-8 for the second consecutive year in 2006-2007. While the school desires all students return to LCCPS each consecutive school year, the transient nature of the Lowell population has meant the school has experienced turnover each year. As families in Lowell often leave the city for employment opportunities or for housing in other parts of the country, LCCPS has enrolled new students in each grade, each year. Enrollment at Lowell Community Charter Public School is especially affected by the high numbers of families living in poverty who are forced to move to find less expensive housing.

Historically, the school has been very successful at attracting approximately 115 new students annually: demand for the LCCPS kindergarten program is very high. The waiting list for the kindergarten program was 43 for the 2006-2007 school year, making demand 1.24 to 1.

**Table 34: LCCPS Enrollment History (2000-2001 through 2006-2007)**

School Year	Grades	Enrollment per Charter	Enrollment October 1	Enrollment December 1	Enrollment March 1	Enrollment June 1
2000 - 2001	K – 3	312	NA	NA	NA	NA
2001 - 2002	K – 4	392	360	354	354	357
2002 - 2003	K – 5	472	472	472	472	460
2003 - 2004	K – 6	552	549	550	535	523
2004 - 2005	K – 7	632	645	648	639	626
2005 - 2006	K – 8	754	742	N/A	739	740
2006 - 2007	K – 8	900	865	865	844	822

Table 34 illustrates the enrollment history and trends at LCCPS from its inaugural 2000-2001 school year through the 2006-2007 school year. Please note that enrollment figures during the 2006-2007 school year (October 1, December 1, and March 1) were higher than the final enrollment at the end of the year, 822, as these values included students who attended LCCPS for only a portion of the year. The table also indicates that the school enrollment has typically been between 95% and 103% of its enrollment capacity. Enrollment during 2006-2007 was somewhat lower than our charter allows due primarily to a greater number of students leaving the school during 2006-2007 primarily because of family-related issues. LCCPS expects to re-establish full/near full enrollment for the 2007-2008 school year, making LCCPS the largest primary/middle school in Lowell.

***Measure 2:***

The average score for each item on annual parent satisfaction survey will be 3.0 or higher (1-4 scale).

***Affirmative Evidence***

Due to the continuous changes associated with the ongoing transition from being externally managed to developing internally-generated systems and processes for taking the school to higher levels of organizational and academic performance, the development of surveys to capture parental involvement and valuation of school performance has been limited to informing parents of the publication of student performance on the standardized assessments and of the “Needs Improvement” status of the school based on its AYP status.

***Measure 3:***

Each year, ninety percent of LCCPS students who finish the school year will reenroll for the following academic year. This calculation will not include students moving out of the Lowell area.

***Affirmative Evidence***

At the end of the 2006-2007 school year, LCCPS had an enrollment of 822 students. Of these, 36 (or 4.4%) have decided not to return to LCCPS for the 2007-2008 school year. Therefore, LCCPS has easily exceeded its goal of 90% reenrollment with a reenrollment rate of 95.6%. Such a high reenrollment rate is testimony to the high degree of satisfaction of parents with the

education their children are receiving at LCCPS. LCCPS hopes to continue this very encouraging trend.

***Measure 4:***

The school will lose less than five percent of its student body during the year. This calculation will not include students moving out of the Lowell area.

***Affirmative Evidence***

From the beginning to the end of the 2006-07 school year, LCCPS lost a total of 54 students. Of these, 27 moved out of the area. The remaining 27 students (or 3% of the October 1<sup>st</sup> population of 865) were due to other reasons. Of these 27 other reasons, 10 were due to parental dissatisfaction, 4 were due to a need for more comprehensive special student services not provided at LCCPS and the remaining 13 were due to transportation or custody transfer issues. During the 2007-2008 school year, LCCPS will more actively solicit feedback from students' parents on how to improve the quality of education at LCCPS.

❖ ***Viability Goal 3***

***The Board of Trustees will be a strong governing organization of LCCPS.***

***Measure 1:***

The Board of Trustees' membership numbers will meet its by-law requirements.

***Affirmative Evidence***

The LCCPS Board of Trustees was fully staffed (10 members) in accordance with its by-law requirements (see Governance section).

***Measure 2:***

The Board of Trustees will provide adequate facility space for the school, including overseeing expansion plans, leases, and other necessary items.

***Affirmative Evidence***

LCCPS has nearly tripled its enrollment since it first opened its doors six years ago, from 312 in 2000-2001 to 894 at the start of the 2006-2007 school year. The LCCPS Board completed significant renovations in August 2006, fully utilizing the available space, 110,000 square feet, under its current lease. The Board also continues to successfully oversee the building lease and other facility issues, and has provided school administration with the resources and staffing that allowed for the addition of extra classrooms, offices, and recreation areas. During the upcoming year, the Board will continue its efforts to identify a suitable new facility to purchase to accommodate future growth at LCCPS, as well as the need for additional staff parking and student outdoor play areas.

***Measure 3:***

The Board of Trustees will complete an annual evaluation of the internal management services.

### ***Affirmative Evidence***

The Board is directing the responsibilities for management across the school into the hands of the CEO. The Board did a reflective evaluation of the school CEO in June 2007 before his contract renewal for the upcoming 2007-2008 school year. The Board is now exploring two evaluation instruments to be used to evaluate the CEO's job performance, and expects to complete this process soon.

### **❖ *Viability Goal 4***

***LCCPS will provide its students with a competent and consistent teaching staff.***

#### ***Measure 1:***

All teachers and teacher assistants will meet the requirements of NCLB.

### ***Affirmative Evidence***

Seventy-six (76%) of the instructional staff at LCCPS during 2006-2007 met or exceeded the requirements of *No Child Left Behind* (i.e., were highly qualified). LCCPS is working with remaining staff to complete the licensing process.

#### ***Measure 2:***

Voluntary teacher turnover will be under 20% annually. This percentage will not include teachers who are not offered new contracts.

### ***Affirmative Evidence***

The total number of teachers at LCCPS during the 2006-2007 school year was 83. Of these, only 1 was not offered a new contract for 2007-2008. As of June 30, 2007, 6 of the 82 teachers who completed the 2006-2007 school year voluntarily decided not to return to LCCPS for the 2007-2008 school year, a voluntary teacher turnover rate of 7%, meeting our accountability goal.

#### ***Measure 3:***

Fifty percent of teachers who are with LCCPS at the beginning of the 2005 – 2010 charter will be at the school at the end of the charter period. This percentage will not include teachers who are not offered new contracts.

### ***Affirmative Evidence***

This measure will be evaluated at the end of the 2009-2010 school year. However, as of June 30, 2007, 71% of teachers who were employed at LCCPS at the beginning of 2005-06 will begin the 2007-2008 school year at LCCPS.

#### ***Measure 4:***

The administration will provide appropriate oversight and support of new and returning teachers, including 3 observations per year, mentoring (new teachers), peer coaching, common planning time, grade level and lead teacher meetings, shadowing teachers and providing opportunities for teachers to shadow, and reviewing/completing the Professional Standards rubric.

### ***Affirmative Evidence***

During the 2006-2007 school year, LCCPS had one lead teacher per grade level who provided instructional and behavioral management support to the other teachers within the grade level. Lead teachers also served as liaisons for their teammates, Parent and Educator Together (PET) committee, and for the administrative team. Additionally, while LCCPS did not formally assign mentors to new teachers in 2006-2007, new teachers obtained necessary support from the lead teachers. In 2007-2008, LCCPS will reinstitute its formal new teacher mentoring program as well as peer coaching.

Each teacher was observed by the principal on approximately 3 occasions during the year. Most teachers had common planning time throughout the school year that allowed them to collaborate and plan various themed units and lessons within their grade levels, which was beneficial for the teachers involved as well as their students. Finally, each teacher completed a summative evaluation and submitted this document to his/her immediate supervisor as part of the annual teacher evaluation process.

# SCHOOL PROFILE

## 1. Student Demographics

For the second consecutive year, Lowell Community Charter Public School served students in grades K-8 during the 2006-2007 school year. A demographic breakdown of the student population as of the end of the 2006-2007 school year is presented below in Table 35. LCCPS added grade 8 during the 2005-2006 school year, which is the highest grade permitted under the current charter.

**Table 35: Student Demographics (2006 – 2007, end-of-year)**

	Number	Percentage
White	134	16.3%
Black or African American	74	9.0%
Asian	243	29.6%
Hispanic or Latino	330	40.1%
Native American or Alaska Native	10	1.2%
Native Hawaiian or Other Pacific Islander	5	0.6%
White and Black; White and Asian; or White, Black, and Asian	27	3.3%
Limited English Proficient	242	29.4%
Free/Reduced Lunch	612	74.5%
Special Education	99	12.0%
Female	424	51.6%
Male	398	48.4%

Total number of instructional days: 190  
Starting and ending dates (2006-2007): August 21, 2006 through June 19, 2007  
Hours of instruction: 8:00 AM – 3:20 PM

## 2. Student Application, Waiting List and Turnover Data

The total number of Kindergarten applications received for the 2006-2007 school year was 223. The total kindergarten enrollment beginning the 2006-2007 school year was 180, leaving 43 students on the waiting list for the 2006-2007 school year. Therefore, the number of applications compared to number of openings was  $223/180 = 124\%$  (or demand was 1.24 to 1). Table 36 below summarizes student turnover data during 2006-2007.

**Table 36: Student Turnover Data (2006 – 2007)**

<b>Total Number of students who left during the 2006-2007 school year</b>	<b>54**</b>
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**\*\*Summary of withdrawals:**

- 27 Students moved away
  - 10 Parents dissatisfied with school
  - 4 Students needed special student services not provided by LCCPS
  - 13 students had Transportation, custody or other issues
- 
- 54

Number of students expelled = 0  
 Number placed in in-school suspension = 79  
 Number placed in out of school suspension = 19  
 Student Attendance Rate = 94.14%

**3. School Report Card**

**Report Card:**

This report includes information on the school's performance on the 2006 Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the state and from Spring 2005 are also provided. In addition, this report includes other information as required by the federal “**No Child Left Behind**” Act.

**Mission Statement:**

The mission of the Lowell Community Charter Public School is to prepare children for success as students, citizens, and workers by providing a supportive, challenging, multicultural learning environment that integrates the strengths of Lowell’s diverse communities and cultures.

<b>Enrollment (2006-2007, end of year)</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
<b>Race/Ethnicity</b>			
White	16.3 %	16.3 %	71.5 %
African-American	9.0 %	9.0 %	8.2 %
Hispanic	40.1 %	40.1 %	13.3 %
Asian	29.6 %	29.6 %	4.8 %
Native American	1.2 %	1.2 %	0.3 %
<b>Gender</b>			
Male	48.4 %	48.4 %	51.4 %
Female	51.6 %	51.6 %	48.6 %
<b>Selected Population Enrollment</b>			
Limited English Proficiency	29.4 %	29.4 %	5.6 %
Low-income	74.5 %	74.5 %	28.9 %
Special Education	12.0%	12.0%	16.9 %
<b>TOTAL COUNT</b>	<b>822</b>	<b>822</b>	<b>968,661</b>

**Grades Offered:** K, 01, 02, 03, 04, 05,06, 07,08

**Percent of core academic classes taught by highly qualified teachers:** 91%

**Additional Teacher Information:**

The percent of core academic classes taught by highly qualified teachers includes both K-8 teachers and world language teachers.

There are a total of 83 full-time teachers: 78% of them are highly qualified, 34% have Master's Degrees.

# GOVERNANCE

## 1. Board of Trustees

LCCPS is characterized by strong organizational capacity. LCCPS was proposed by leaders of the Southeast Asian and Latino communities in an effort to address the unique needs of the city of Lowell, and in particular the needs of these immigrant groups who comprised a significant portion of Lowell's population. Up until the school opened in 2000, there was no school in Lowell dedicated to meeting the needs of the Southeast Asian and Latino students who were struggling and needed the special attention that the charter school provides.

At the time of the initial charter application, the founders hoped to create a school where students would “learn together to live together”, thus addressing gang violence that plagues Lowell. In 2000, school completion rates for Lowell students was unacceptably low; the dropout problem rendered too many young people – especially low income and minority students – woefully unprepared for the demands of productive employment and citizenship.

The founding board envisioned filling the needs of these students and their families by creating a model public school with features often resisted in traditional public school settings that include:

- An extended school day: free quality before and after school care
- An emphasis on technology
- Specific emphasis on immigrant culture and history
- Emphasis on Khmer and Spanish languages
- Instruction on character and ethics
- An emphasis on family and community engagement throughout the school

The founders designed a structure for the school that would be large enough to serve as many students as possible and simultaneously feel small. The charter describes a larger school that is divided up into smaller units, thus creating a sense of intimacy and connection.

A ten-member Board of Trustees governs the school. The Board of Trustees is responsible for policy governance and overall management and oversight of the school. Members of the board are carefully selected to represent the two major ethnic groups in Lowell and a wide array of political and organizational expertise and experience.



## 2. Board Committees and Members

<b>Officials</b>	<b>Governance Expertise</b>	<b>Occupation</b>	<b>Term of Appointment</b>
<b>Chairman</b> <i>Mr. Thel Sar</i> *All Subcommittees	Expert on local family issues, Liaison to Cambodian community expertise	Probation Officer Lowell District Court	2 <sup>nd</sup> term End November 15, 2009
<b>Vice Chairman</b> <i>Dr. Allen Scheier</i> * Academic Committee * Personnel Committee * Recruitment Committee	Veteran public school teacher and advocate, Education Policy & Governance expertise	High School Teacher, Mathematics	2 <sup>nd</sup> term End May 25, 2010
<b>Treasurer</b> Mr. Richard Chávez * Facility Committee * Finance Committee	Financial management expertise	Vice President Enterprise Bank & Trust	1 <sup>st</sup> term End June 23, 2009
<b>Secretary</b> <i>Ms. Susan Johnston</i> * Academic Committee * Parent Involvement Committee * Personnel Committee	Expertise in Special Education	Retired public school Speech and Language Pathologist.	2 <sup>nd</sup> term End February 25, 2009
<b>Members</b>	<b>Governance Expertise</b>	<b>Occupation</b>	<b>Term of Appointment</b>
Mr. Roman Jaquez * Facility Committee * Finance Committee * Personnel Committee * Recruitment Committee	Extensive experience in business management and community service volunteer	Electrical Engineer and Business Owner	1 <sup>st</sup> term End January 15, 2010
<i>Dr. Roger Boggs</i> * Academic Committee * Facility Committee * Finance Committee * Personnel Committee	Expert on personnel, educational hiring, middle school and high school	Research Professor	1 <sup>st</sup> term End January 19, 2009
<i>Ms. Vichney Keo-Sam</i> * Parent Involvement Committee * Personnel Committee	Expert on family services, Cambodian community	Casey Family Services, Social Worker	2 <sup>nd</sup> term End December 9, 2009
<i>Ms. Amy Cannon</i> * Parent Involvement Committee	Expert on community outreach, high school math and science education	Professor & Consultant	1 <sup>st</sup> term End February 21, 2009
<i>Mr. Michael Vann</i> * Facility Committee * Recruitment Committee	Liaison to Cambodian youth and families	Juvenile Probation Officer	2 <sup>nd</sup> term End January 19, 2008
<i>Mr. Jeovanny Rodriguez</i>	Expert in building design, facility, and traffic solutions	Transportation Engineer	1 <sup>st</sup> term End February 21, 2009

### **3. Major Board Policy Decisions 2006-2007**

The following are the amendments and policy changes implemented during this 2006-2007 school year:

- Board voted to approve a new Faculty Handbook
- Board updated and approved the Student and Family Handbook
- Board updated and approved the Employee and Benefits Handbooks
- Board voted to establish a new, independently-run food service operation within LCCPS
- Board voted to hire Rucci, Bardaro & Barnett, PC as the independent Accounting Firm for the fiscal year 2007-08.
- As of June 1<sup>st</sup>, 2007, the Board is in process of selecting and hiring an independent external auditing firm for the fiscal year 2006-07.
- Board voted to approve salary increases for teachers according to the salary scale in place this year at the school, and a 3% salary increase for all other administrative and support personnel for the 2006-2007 school year
- Board voted to sign into a Term Loan to finance leasehold improvement with Enterprise Bank and Trust Company in the amount of \$250,000
- Board approved to maximize student enrollment at 900 students for the 2007-2008 school year

#### **Official Complaints Received During the 2006-2007 School Year:**

1) The Board received a letter as per school grievance policy from a member of the teaching staff. The issue was the contesting of his personal performance evaluation results. The Board, through due process and acting upon the recommendation of the personnel committee, made a final decision to complete addressing of this grievance, at a Board meeting, in compliance with Massachusetts Open Meeting law.

2) The Board received a letter as per school grievance policy from a member of the teaching staff. The issue was the focus of use, by the school, of Grants obtained by the complaint submitter. The Personnel Committee, through due process, and after exhaustive investigation, prepared a satisfactory explanation of the focus of the grant use to the complaint submitter.

# DISSEMINATION

## ❖ *Faithfulness to the Charter Goal 1*

*LCCPS will place an academic emphasis on the culture, language, and history of the Southeast Asian and Latino peoples.*

### *Measure 1:*

All students in grades K-8 will take either a Khmer or Spanish class daily.

### *Affirmative Evidence*

During the 2006-2007, all LCCPS students participated in either a Khmer or Spanish class daily. Instruction begins in Grade K; students in Grades K-5 receive 30 minutes of instruction daily, and students in Grades 6-8 receive 45 minutes of instruction each day.

### *Measure 2:*

The academic program will be customized to include 3 Latino courses or major units each year and 3 Cambodian courses or major units each year.

### *Affirmative Evidence*

LCCPS met this goal by providing Khmer and Spanish language classes and several special events as noted later in this section.

### *Measure 3:*

Parents will agree that LCCPS offers their student significant opportunities to learn about the Southeast Asian and Latino cultures.

### *Affirmative Evidence*

LCCPS continues to highlight the Southeast Asian and Latino cultures with several special celebrations throughout the year (see Measure 4), including Cambodian New Year, Spanish Heritage Month, and Pan American Month. Additionally, LCCPS' continuing enrollment growth and waiting list speak to the satisfaction of parents with the unique cultural education opportunities at LCCPS.

### *Measure 4:*

The school will provide at least three activities done during the year that placed a specific emphasis on these two groups of people.

### *Affirmative Evidence*

LCCPS is wonderfully diverse, and its demographics are quite unique in Lowell and across the Commonwealth. The emphasis on the culture, language, and history of the Cambodian and Latino peoples is a natural part of LCCPS. The traditions, culture, and language of these two groups of people are "taught" as part of the daily curriculum at LCCPS. In addition to regular classroom instruction in language arts, reading, math, social studies, and science, students in all

grades have one class daily in either Khmer or Spanish. Within these classes, students are exposed to the culture, language, and respective political and social histories of Cambodia and Spanish-speaking countries.

### **Latino Activities**

During the academic school year 2006-2007, several cultural activities, music, art, dance, and film were provided for the students attending Lowell Community Charter Public School with the primary purpose of educating our youth to the richness of Spanish culture. For those youth that are of Latino heritage, our desire was to familiarize them with their national heritage and encourage them to be proud of their roots. We believe that it is extremely important to expose young people to their cultural background and have them acknowledge the accomplished artisans from their culture, providing role models and encouragement for them to reach beyond themselves. These activities were also intended to introduce the youth of other ethnicities to the Latino culture to encourage acceptance and understanding. Entertainment is an opportunity to engage our young people, teaching them to interact with the world in a positive manner and encouraging them to be the best that they can be. This is the second year that LCCPS has formally sponsored cultural activities.

During the Hispanic week, we presented to the kids stories of famous Latino people that have made great contributions to this country, some from the past and some contemporary, including inventors, artists, singers, politicians, etc. We also welcomed to LCCPS a group that presented Folkloric dances, songs and traditional dresses. It was based on *El Jibaro Puertorriqueño*.

We usually celebrate activities related to our school population, but also celebrate activities related to other Latino and non-Latino cultures. We also contributed to the LCCPS talent show and made the kids aware of different Latino celebrations by doing special activities to commemorate Hispanic Heritage Month and Pan American Month.

### **Asian Activities**

In addition to the activities highlighting the Latino heritage as described above, staff and students participated in a special celebration of the Cambodian New Year on April 13 as well as celebrating Cambodia month in April 2006. This holiday is the most popular and the joyous celebration in Cambodia. This year, our team tried very hard to make our New Year the Best of the Best for our school for our students, parents, and the community. The following activities were organized by our Khmer staff members and local community leaders:

1. Cambodia Flag rising in front of the Lowell City Hall. The Lowell mayor then issued a proclamation to the Cambodia community.
2. All Lowell schools dedicated time to educating students of different ethnicities about Cambodian culture and history.
3. An opera titled "*Where the Elephants Weep*" performed at the Lowell High School for 3, sold-out days. It was organized in part by UMASS Lowell, Middlesex Community College, Morgan Cultural Center, Lowell High School, LCCPS, and

other local agencies. People from across the state and country attended this special event.

4. For the Cambodian New Year celebration at LCCPS, we invited an opera musician from Cambodia to perform with the Angkor Dance Troupe, and had presentations of Cambodian classical, folk, and popular dance.
5. LCCPS introduced the first Khmer culture fashion show.
6. LCCPS began a Khmer music class, obtaining musical instruments from the Cambodian Mutual Assistance Association and Morgan Cultural Center.
7. LCCPS hired a music master, who resides in Lowell, to help plan the celebration.





❖ ***Faithfulness to Charter Goal 2***

***LCCPS will disseminate its best practices relative to English Language Learners, urban, and economically disadvantaged students and communities.***

***Measure 1:***

LCCPS will establish a partnership with a school in Lowell to begin to share best practices. Partnership activities will include observation opportunities, leading workshops, and sharing materials.

***Affirmative Evidence***

LCCPS was not able to fully establish this partnership during the 2006-2007 school year due its continued transition in leadership from external to internal management. LCCPS began to establish a connection with the Robinson School in Lowell, spending part of one day sharing information. During 2007-2008, LCCPS plans to establish a partnership with the University of Massachusetts at Lowell with a professor of Green Chemistry.

***Measure 2:***

Teachers, administrators, or students will disseminate at the local level two times each year. A LCCPS representative will disseminate at the state level once per year and the national level once per year.

***Affirmative Evidence***

LCCPS was not able to disseminate at the local, state, or national level during the 2006-2007 school year due to our focus on building and developing our new leadership team. Mr. Carlos Aponte, CEO, attended, but did not present at, the state's Annual Title One Conference. LCCPS plans to meet this goal in the coming school year.

### ***Measure 3:***

Teachers, administrators, and parent liaisons will establish increasing partnerships in the City of Lowell and the surrounding area to increase awareness of the school's mission and to provide community service opportunities for Middle School students.

### ***Affirmative Evidence***

LCCPS has established a partnership with several Greater Lowell area community groups and businesses. Examples of community involvement at LCCPS include:

- On Dr. Seuss Day, members of the community volunteered to do read aloud in all classrooms.
- Various community professionals (Lowell mayor, Lowell fire chief, Lowell City Councilor, Lowell judge, and representatives from the Lowell police department) visited LCCPS to discuss their respective careers.
- Professor Roger Boggs from the University of Massachusetts at Lowell conducted a presentation on global warming.

# OUR STAFF

## 1. Staff Profile

The 2006-2007 school year was one of transition, as new CEO/Headmaster, Mr. Carlos Aponte, who was hired in February 2006, continued to build and expand the LCCPS leadership team. During 2006-2007, Mr. Charles Pretti, Principal of the Middle School (Grades 5-8) was replaced by Dr. Noreen McAloon, and Mr. Ralph Taylor, Dean of Students, was replaced by Ms. Sandra Cormier, Director of Student Support Services. Most recently, Ms. Elizabeth Torosian, Principal of the Primary School (Grades K-4) decided to transition to a new position as Curriculum Coordinator for the 2007-2008 school year. LCCPS hired Ms. Linda Curetty as her replacement. Mr. Rida Eng, one of the founding leaders of LCCPS, continued in his role as Chief Operating Officer (COO) during 2006-2007, and will serve in this capacity during the coming school year. Finally, to address the growing facilities needs with a growing school, LCCPS hired Mr. David Oulette as Facilities Coordinator for the 2007-2008 school year.

During 2006-2007, LCCPS completed its second year (2006-2007) without the oversight of an external management company, following the LCCPS Board of Trustees' Spring 2005 vote not to renew the contract of Imagine Schools (formerly known as Chancellor Beacon Academies), the company that had managed the school since its opening. At the present time, LCCPS is developing a revised organizational structure to more efficiently facilitate the school's operation. The plan includes dividing LCCPS into 6 departments with department heads reporting to the CEO.

LCCPS continues to recognize its teaching and other support staff as the ones primarily responsible for the school's success, and values their retention greatly. As Table 37 indicates, at the end of 2006-2007, 7 out of 42 classroom teachers (17%) who finished the year chose not to return to LCCPS for the fall of 2007-2008. As Table 38 indicates, 5 out of 39 (13%) other staff (all, non-teaching full-time staff) who finished the year chose not to return to LCCPS for the fall of 2007-2008. Two teachers left and were replaced during the 2006-2007 school year.

**Table 37: Classroom Teachers: Percentage Who Left After Each Year's End**

2003-2004	2004-2005	2005-2006	2006-2007
25%	19%	9%	17%

**Table 38: Other Staff: Percentage Who Left After Each Year's End**

2003-2004	2004-2005	2005-2006	2006-2007
10%	24%	11%	13%

## Requirements of No Child Left Behind

Charter School Teacher Qualifications: a teacher in a charter school must have a Bachelors Degree and must either possess MA teacher certification or have taken and passed the MA Teacher Tests. Charter school teachers have 1 year from date of hire to pass the teacher test to remain at the school and be considered as Highly Qualified. Teacher Assistants must have



completed two years of college or hold an Associates Degree. Table 39 summarizes teacher qualifications during 2006-2007.

**Table 39: Summary of Teacher Qualifications (2006 – 2007)**

<b>Position</b>	<b>Number of Staff Members</b>	<b>Percentage</b>
<b>Full Time Teachers</b>	<b>76</b>	
<b>Full Time Teaching Assistants</b>	<b>10</b>	
<b>Number of Teaching Staff Designated as Highly Qualified</b>	<b>57</b>	<b>75 %</b>
<b>Number of Teaching Assistants Designated as Highly Qualified</b>	<b>7</b>	<b>70 %</b>
<b>Average Years Teaching Experience</b>	<b>5.6</b>	
<b>Average Years at LCCPS</b>	<b>2.3</b>	

# FINANCES

## 1. School Budget (Fiscal Year Ending June 30, 2008)

Proposed Budget 2007-08	Budget Fiscal Year Ending June 30, 2006	Budget FY Ending June 30, 2007	Budget FY Ending June 30, 2008
<b>REVENUE</b>			
TUITION RATE	10,287	10,890	11,072
NUMBER OF STUDENTS	705	830	840
TUITION - STATE FUNDS (@93% projected registration income)	<b>7,252,000</b>	<b>9,038,700</b>	<b>9,300,480</b>
<b>FEDERAL &amp; STATE GRANTS</b>			
TITLE I (Fund Code 305)	445,711	424,225	583,000
TITLE II - A (Teacher Quality Fund Code 140)	43,929	45,681	52,328
TITLE II D (Enhanced Educ. Tech. Fund Code 160)	6,737	3,995	5,564
TITLE III (ELL Fund Code 180)	42,666	39,217	50,421
TITLE IV Safe and Drug Free Schools (Fund Code 331)		8,073	10,790
TITLE V (Innovative Programs Fund Code 302)	4,413	2,699	3,454
SPECIAL EDUCATION (Fund Code 240)	121,660	151,153	172,572
SPED Program Improvement (Fund Code 274)		7,200	7,200
READING FIRST (Fund Code 728-A)	171,111	130,950	114,000
Singapore Math G/T Grant	43,000		
Javits G/T Grant (Fund Code 580)		25,000	35,000
Javits G/T Grant (Fund Code 584)			30,000
Service Learning Grant		1,500	1,500
Charter School Dissemination Grant		2,500	2,500
TOTAL Federal & State GRANT Revenue	<b>879,227</b>	<b>842,193</b>	<b>1,068,329</b>
<b>Other Grant &amp; Revenue Sources</b>			
Other Grants	0	0	20,000
Peabody Grant		0	45,000
Private Donation	2,000	20,000	20,000
Medicare Reimbursement		24,761	140,000
INTEREST INCOME	10,000	12,000	12,000
Food Services Reimbursement			400,000
ERate Telecommunications Reimbursement			35,000
Other Income (Fund Raising)	0	0	60,000
Sub-Total Other Revenue	12,000	56,761	667,000
<b>TOTAL REVENUES</b>	<b>8,143,227</b>	<b>9,937,654</b>	<b>11,035,809</b>

<b>EXPENSES</b>			
<b>SALARIES</b>			
ADMINISTRATIVE	441,156	673,510	692,528
FACILITIES	62,040	39,140	394,144
SPECIAL ED	300,273	318,658	476,200
STUDENT SERVICE STAFF	267,979	500,461	515,327
INSTRUCTIONAL	2,996,361	3,605,656	3,878,134
AFTER SCHOOL PROGRAM (State Funded)			168,751
<b>SUB TOTAL SALARIES:</b>	<b>4,067,809</b>	<b>5,137,425</b>	<b>6,125,084</b>
PAYROLL TAXES	170,000	279,027	208,865
WORKER'S COMP. INSURANCE	14,000	18,000	26,338
BENEFITS			
HEALTH INSURANCE	340,000	600,000	571,001
OTHER BENEFITS	60,000	70,000	61,251
<b>TOTAL PERSONNEL COSTS</b>	<b>4,651,809</b>	<b>6,104,452</b>	<b>6,992,539</b>
<b>FACILITY EXPENSES</b>			
RENT (assumes \$0.25/per sq. ft. increase)	480,000	560,000	631,250
RENT - CAM CHARGE	150,000	170,000	170,000
BUILDING REPAIRS	295,000	230,000	100,000
CLEANING Supplies	120,000	140,000	45,000
SECURITY	5,000	15,000	10,000
TELECOMMUNICATION	28,600	24,000	20,000
WASTE REMOVAL		15,000	15,000
INSURANCE	17,000	18,000	18,000
UTILITIES	135,000	135,000	135,000
MISCELLANEOUS	12,000	12,000	5,000
FOOD SERVICES	5,000	10,000	400,000
Teacher Laptop Computers		5,000	0
DEPRECIATION - LEASEHOLD	120,000	145,000	145,000
DEPRECIATION - FURN & EQUIPMENT	70,000	24,000	24,000
DEPRECIATION - COMPUTERS	115,000	45,000	45,000
<b>TOTAL FACILITIES</b>	<b>1,552,600</b>	<b>1,548,000</b>	<b>1,763,250</b>
<b>SPECIAL EDUCATION</b>			
SPECIALISTS & SERVICES	70,000	78,000	
Consultants (OT/PT/MED/Other)			55,000
Contract Psychological Testing Services			50,000
Copier Supplies	6,000	7,000	0
Copier Lease	2,000	4,000	0
LEGAL FEES FOR SPED	4,000	5,000	5,000
POSTAGE & FREIGHT	2,000	2,500	0
STAFF DEVELOPMENT	4,000	14,000	4,000
SUPPLIES	3,200	9,000	6,000
Workbooks Consumable			3,600
SPED Equipment			1,600
MISCELLANEOUS	12,000	14,000	1,000
<b>TOTAL SPECIAL EDUCATION</b>	<b>103,200</b>	<b>133,500</b>	<b>126,200</b>

<u>EDUCATIONAL PROGRAMS</u>			
TEXTBOOKS	118,000	60,000	60,000
TEXTBOOKS READING FIRST	15,700	0	
WORKBOOKS CONSUMABLE	27,000	6,000	45,000
CLASSROOM SUPPLIES (@\$76/PP 2008)	80,000	110,000	65,000
SUPPLIES - LIBRARY	7,200	7,200	7,200
SUPPLIES READING MIDDLE SCHOOL	32,500	0	15,000
SUPPLIES OTHER	6,000	6,000	0
SUPPLIES COPIER	30,000	21,000	23,000
SUPPLIES TITLE - I	40,000	0	0
SUPPLIES B/AFTER PROGRAM	10,000	18,000	5,000
COPIER LEASES	3,000	8,000	27,000
GRANT WRITING	30,000	16,000	10,000
CONSULTANTS	51,200	20,000	10,000
SFA FEES READING 1ST	16,300	0	0
STUDENT TRANSPORTATION	10,500	6,000	4,000
MEDIA EQUIPMENT	3,000	5,000	5,000
FURNITURE & EQUIPMENT	22,000	20,000	10,000
ASSESSMENTS	14,000	15,000	15,000
STUDENT ACTIVITIES	2,000	15,000	15,000
FIELD TRIPS (@\$30 PP/ 2008)	24,000	20,000	25,000
PHYSICAL EDUCATION			3,500
ATHLETIC PROGRAMS			20,000
TECHNICAL SUPPLIES (TONER, PRINTERS, ... FOR TEACHERS)			5,000
COMPUTER EQUIP. & SOFTWARE			10,000
STAFF ACTIVITIES	2,000	5,000	5,000
STAFF DEVELOPMENT	20,000	18,000	18,000
STAFF DEV. READING FIRST	2,000	0	
NURSE SUPPLIES	1,200	3,000	3,000
OTHER EXPENSES	30,000	15,000	5,000
<b>TOTAL EDUCATIONAL PROGRAMS</b>	<b>597,600</b>	<b>394,200</b>	<b>410,700</b>
<u>ADMINISTRATIVE EXPENSES</u>			
AUDIT	14,000	15,000	15,000
GOVERNANCE	14,000	14,000	14,000
ACCOUNTING FIRM FEE			54,000
LEGAL	10,000	20,000	50,000
BANK FEES	5,000	3,000	3,000
CONSULTANTS	0	36,000	35,000
COPIER LEASE	1,300	1,500	1,500
COPIER SUPPLIES	15,000	3,000	1,000
INSURANCE – UMBRELLA COVERAGE	4,800	5,000	26,000
INSURANCE - DIRECTORS	10,000	15,000	15,000
OFFICE EQUIPMENT MAINTENANCE	2,400	1,000	1,000
MARKETING/DEVELOPMENT	6,400	10,000	5,000
POSTAGE AND FREIGHT	6,000	12,000	12,000
PAYROLL PROCESSING	6,000	12,000	12,000
TECH SUPPLIES	6,000	60,000	2,500
PRINTING AND COPIER SUPPLIES	8,000	8,000	2,500
OFFICE SUPPLIES	21,000	21,000	10,000

STUDENT AND STAFF RECRUITMENT	18,000	0	0
STUDENT RECRUITMENT	0	10,000	5,000
STAFF RECRUITMENT	0	15,000	10,000
STAFF DEVELOPMENT	6,000	6,000	6,000
TRAVEL EXPENSES	3,600	10,000	5,000
INTEREST - NCB LOAN	66,000	0	
INTEREST - EB&T LOAN 750K (plus Principal 2008)		60,000	200,000
INTEREST - OTHER (plus principal 2008)	12,000	12,000	78,000
RESERVE	0	0	0
AMORTIZATION OF LOAN COSTS	8,000	0	0
FURNITURE ADDITIONS	20,000	24,000	10,000
COMPUTER EQUIP. & SOFTWARE	30,000	30,000	5,000
MISCELLANEOUS	28,000	29,000	20,000
HIGH SCHOOL PLANNING		50,000	0
<b>TOTAL ADMINISTRATIVE</b>	<b>321,500</b>	<b>482,500</b>	<b>598,500</b>
TITLE I (Fund Code 305)	445,711	424,225	583,000
TITLE II - A (Teacher Quality Fund Code 140)	43,929	45,681	52,328
TITLE II D (Enhanced Educ. Tech. Fund Code 160)	6,737	3,995	5,564
TITLE III (ELL Fund Code 180)	42,666	39,217	50,421
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Singapore Math G/T Grant	43,000		
Javits G/T Grant (Fund Code 580)		25,000	35,000
Javits G/T Grant (Fund Code 584)			30,000
Service Learning Grant		1,500	1,500
Charter School Dissemination Grant		2,500	2,500
	0	0	0
<b>TOTAL GRANT EXPENSE</b>	<b>879,227</b>	<b>842,193</b>	<b>1,068,329</b>
<b>TOTAL EXPENSES</b>	<b>8,105,936</b>	<b>9,504,845</b>	<b>10,959,518</b>
<b>BUDGET SURPLUS (DEFICIT)</b>	<b>37,291</b>	<b>432,809</b>	<b>76,291</b>
	<b>0.46%</b>	<b>4.36%</b>	<b>0.69%</b>
* Includes varying per pupil tuition allocation rates for 40 students residing in municipalities other than Lowell			

## 2. Financial Statement

**LOWELL COMMUNITY CHARTER PUBLIC SCHOOL  
FINANCIAL STATEMENT OF REVENUES AND EXPENDITURES  
FOR THE YEAR ENDING JUNE 30, 2007  
(UNAUDITED)**

### INCOME:

Per Pupil Tuition	\$	9,144,375
State and Federal Grants		906,726
Other Income		265,222
Interest Earned		21,217
<b>TOTAL INCOME</b>	<b>\$</b>	<b>10,337,540</b>

### EXPENSES:

Salaries	\$	6,146,845
Rent		745,750
Benefits and Payroll Taxes		821,515
Educational Materials		568,768
Consultants		483,846
Depreciation		233,458
Repairs and Maintenance		134,404
Cleaning		70,575
Utilities		136,280
Supplies		28,500
Insurance		17,467
Recruiting and Development		63,851
Interest Expense		28,244
Legal and Audit		179,277
Telephone		18,325
Other expenses		180,763
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>9,857,868</b>

<b>NET INCOME</b>	<b>\$</b>	<b>479,672</b>
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### 3. Balance Sheet

**LOWELL COMMUNITY CHARTER PUBLIC SCHOOL  
BALANCE SHEET  
(UNAUDITED)  
June 30, 2007**

**ASSETS**

**Current Assets:**

Cash	\$	1,979,653
Grants Receivables		241,772
Prepaid Expenses		57,610
Total Current Assets		<u>2,279,036</u>

**Plant & Equipment:**

Leasehold Improvements		2,244,394
Equipment and Furniture		970,236
Less Accumulated Depreciation		<u>(1,275,431)</u>
Total Plant & Equipment		<u>1,939,199</u>

**Other Assets:**

Security Deposits		<u>4,000</u>
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**TOTAL ASSETS** \$ 4,222,235

**LIABILITIES AND NET ASSETS**

**Current Liabilities:**

Accounts Payable	\$	355,333
Accrued Payroll		338,611
Accrued Expenses		58,866
Unearned Revenue		7,899
Total Current Liabilities		<u>760,709</u>

Note Payable		<u>736,337</u>
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**Total Liabilities** 1,497,046

**Total Net Assets** 2,725,189

**TOTAL LIABILITIES AND NET ASSETS** \$ 4,222,235