



Annual Report

2009-2010

Contact Information

Lowell Community Charter Public School

Mailing Address: 206 Jackson Street
Lowell, MA 01852

Telephone: 978-323-0800

Fax number: 978-323-4600

Website: www.lccps.org

Table of Contents

Introductory Description of the School	1
Letter from the Chair of the Board of Trustees	2-3
Mission Statement	4
Summary of Performance Relative to the Accountability Plan and Common School Performance Criteria	5-9
Faithfulness to Charter	
Accountability Goals and Measures	
Implementation of Mission, Vision and Philosophy	
Academic Program Success	9-29
Accountability Goals and Measures	
Curriculum	
Instruction	
Program Evaluation	
School Culture	
Diverse Learners	
Supervision and Evaluation of Teachers	
Professional Development	
Organizational Viability	30-33
Accountability Goals and Measures	
Policy Decisions	
Oversight	
Board Planning	
Family Satisfaction	
Financial Oversight	
Financial Reports	34-35
Data Section	36-38
Student Enrollment and Demographic Information	
Instructional Time	
Administrative Roster, Teacher and Staff Attrition	
Organizational Chart	
Board of Trustees	
Attachments	39-44

Introductory Description of the School

The Lowell Community Charter Public School (LCCPS) is a Commonwealth Charter School granted by the Massachusetts Board of Elementary and Secondary Education in 2000. This past year, our school provided education to students in grades kindergarten through grade 8 and serviced students of many ethnicities of the Greater Lowell area, including the communities of Lowell, Billerica, Dracut, Tyngsboro, Lawrence, Methuen, Wilmington, Chelmsford and Medford. The school was founded in 2000 and is located at 206 Jackson Street in a building which once housed the Appleton Mills. During this past year, our school applied for the second renewal of its charter and received renewal for the next five years with provisional conditions. Originally, the school founders applied to offer an education for students enrolled in kindergarten through grade 8 with an enrollment cap of 900 students. At the end of this past school year, our student enrollment included 906 students.

As part of the provisions for charter renewal for 2010-2015, LCCPS will cut back their grade span to include students from kindergarten through grade 6 with a full capacity of enrollment at 800 students. In March, 2010, parents received "Intent to Return" forms so that the registrar could begin the enrollment process for the 2010-2011 school year. Out of 706 intent forms, 634 families confirmed re-enrollment while 72 declined with 10 families not filing an intent form for re-enrollment. According to the enrollment tracker, our school will have 36 classrooms for the grade span K-6 with an average class size of 22-23 students per classroom. Additionally, we have a waiting list of 75 students: 47 students for kindergarten, 11 students for grade 1, 8 students for grade 2, 3 students for grade 5 and 6 students for grade 6.



July, 2010

Dear Friends,

On behalf of the Board of Trustees, I am pleased to present this 10th annual report for our school community.

The 2009-2010 school year started at full enrollment with a waiting list of approximately 60 students. All teachers met the requirements for being highly qualified pursuant to the regulations of *No Child Left Behind*. The Board had eleven members, meeting its minimum membership requirement of five members. There were a number of major events taking place as the new school year began. Notably, LCCPS was in its final stages of its search to hire its new Executive Director, and the Board's Building Committee was moving full steam ahead with the school's plan to purchase the Prince Building located in South Lowell.

The pivotal changing point for LCCPS came on December 4, 2009, when the Department of Elementary and Secondary Education informed the Board of Trustees that the Commissioner of Education planned to not renew our charter due to low performance on MCAS. This news was a catalyst for an exhaustive and unbending effort by students, staff, friends, families and board members to change the commissioner's course of action. The tireless efforts of the LCCPS community proved successful as the commissioner reconsidered his decision for non-renewal. However, the commissioner stipulated several conditions for us to meet; including a reduction in grade levels from K-8 to K-4 over a period of two years as well as hiring a school management company which has school turnaround experience.

After careful consideration and with input from the school community, the Board voted to contract with Renaissance School Services, a New Jersey-based company that specializes in school turnarounds. Richard O'Neill, president of RSS, began work with our school immediately on a consulting basis until his company's contract was approved by the Department of Education on June 30, 2010. The effort spearheaded by Mr. O'Neill included a reassessment of the entire staff, hiring replacements for those whose contract would not be renewed for the upcoming school year, and a search for a new school leader, now titled as Head of School. Approximately 2,000 resumes were received for teaching and administrative positions. A nationwide search for the Head of School position led to the hiring of Ms. Kathy Egmont. Ms. Egmont comes to our school with a wealth of experience as she was a founding member of the first accredited charter school in Massachusetts, Community Day Charter Public School of Lawrence. Before joining our school and for the past ten years, Ms. Egmont was head of school at The Children's Storefront School, a K-8 independent, private school located in Harlem, New York. During her tenure at this school, she transformed the school into a high-performing, academically focused environment. These are only some of the examples of the experience Ms. Egmont brings to our school.

The Board of Trustees underwent major changes as well. It engaged the services of Mr. John Tarvin of the Massachusetts Center for Charter Public School Excellence. Mr. Tarvin developed a plan to completely reconstitute the Board and ultimately replace it with all new members by the beginning of the 2010-2011 school year. This plan is presently in its final stages as thus far, nine eager, community-minded and passionate individuals have been voted on to the Board. As of this date, only two board members from the prior board remain and by the end of August, they will tender their resignations. On behalf of the members of the LCCPS Board of Trustees, I am deeply appreciative of the tireless efforts of our students, staff, families and friends during this past year. The transformation that the school is presently undergoing has only made it stronger and more resilient. Our students deserve a top-notch education and with everyone's continued hard work, they will receive it.

Best,

Pon Nokham, Chair
Lowell Community Charter Public School
Board of Trustees

Lowell Community Charter Public School 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.

Summary of Performance Relative to the Accountability Plan and Common School Performance Criteria

This section of the Annual Report outlines progress in meeting the goals of the School's approved Accountability Plan 2005-2010 and in relation to the areas of faithfulness to charter, academic program and organizational viability as identified in the Massachusetts Charter School Common School Performance Criteria.

Faithfulness to Charter: Accountability Plan Goals and Measures

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 Khmer or Spanish class daily.

Affirmative Evidence: During the 2009-2010 school year, all LCCPS students were enrolled in either a Khmer or Spanish class. Students in kindergarten through grade 2 receive 30 minutes of daily instruction in the target language. Students in grades 3 through 8 receive 45 minutes of daily instruction.

One change that was implemented this year began in January when due to the need to focus more attention to MCAS preparation, there was a reduction in minutes of instruction for World Languages from daily classes to three times per week. World Language teachers assisted in these sessions devoted to MCAS preparation and were particularly instrumental in assisting English Language Learners. They developed lessons for small group instruction and focused on both vocabulary and skill development in areas identified through data analysis in conjunction with grade-level teachers.

Measure 2: The academic program will be customized to include three Latino courses or major units each year and three Cambodian courses or major units each year.

Affirmative Evidence: LCCPS met this goal by providing World Language classes in Spanish and Khmer which represent our two dominant sub-groups of our student population. Additionally, our Music and Visual Arts teachers provided cross-curricular units of instruction reflective of these two cultures. As we prepare for our annual Hispanic Heritage (October) and Cambodian New Year (April) celebrations, World Language teachers have developed instructional units with performance-based projects that were integrated into these cultural events both at the school and at outside community performances. Additionally, middle school teachers of English Language Arts developed thematic units centered on the history and literature of our multicultural groups.

Measure 3: Parents will agree that LCCPS offers their student significant opportunities to learn about the Southeast Asian and Latino cultures.

Affirmative Evidence: Each year, parents are provided with the opportunity to respond to their satisfaction relative to multicultural learning experiences on the Parent Satisfaction survey. For the measure: The school offers my child opportunities to learn about the Southeast Asian and Latino cultures, 51% agreed and 45% strongly agreed. In planning for the learning experiences, our school

solicits parent input and participation in the organization of special events as well as having parents share cultural artifacts and background for enriching learning about multiculturalism. In interviewing potential families for registration, parents are asked as to why they are interested in our school and most often the response is the opportunity to learn a foreign language beginning in kindergarten as well as the respect for other cultures which is an integral part of our school's mission.

Measure 4 : The school will provide at least three activities during the year that placed a specific emphasis on these two groups of people.

Affirmative Evidence: Students are exposed to numerous activities and thematic units relative to the multicultural impact of these ethnicities (Cambodian and Hispanic cultures) in World Language classes as well as in the Arts, Social Studies and English Language Arts classes. The activities offered during the After-School program were provided through two grants: one a cultural block grant through the city of Lowell and the other was a continuation of funding provided by a grant from the Parker Foundation. For Latino activities, we once again contracted with various cultural organizations who could present and demonstrate the contributions of the Latino culture and heritage. As part of our After-School Arts program, students were able to participate in Latin American dance and instrumental/percussion classes. During musical expositions, these student groups, along with their counterparts for Cambodian and African-American cultures, displayed art projects as well as performed instrumental and dance pieces for parent and community audiences.

For Cambodian activities, LCCPS once again was invited to provide the cultural program relative to the celebration of Khmer New Year during the month of April. Our music and dance groups performed cultural-specific dance and music pieces in authentic costume and with authentic instruments. The mayor of Lowell and US Representative Niki Tsongas presented proclamations to our school community in recognition of the cultural contributions to the city. Our music and dance groups have received invitations to perform at multicultural exhibitions in Massachusetts.

As we have a nationally recognized Cambodian artist on staff, our children received instruction in the arts with an emphasis on ceramics and sculpting. Mr. Yary and Mr. Orie, our Music teacher, developed co-curricular units where the students crafted musical instruments and were then able to perform cultural musical pieces.

Our enrollment of students representing a variety of African nations has continued to increase on a yearly basis. For this year's African celebration, we had much parental involvement in the planning of the annual celebration. They not only contributed to the assembly program for students, but were instrumental in providing a cultural artifacts display in order to teach students about their heritage. They organized a procession of students being led to the assembly program by African students in native costume. Each classroom was assigned an African nation to research and provide a class display with important background information.

As with the Latino and Cambodian performing groups, student performances in dance, percussion and native costume were showcased during assembly programming.

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: Although LCCPS had begun a partnership with Lowell Public Schools, specifically with one of the elementary schools relative to the Reading program, this was not continued this past year.

Measure 2: Teachers, administrators or students will disseminate at the local level two times each year. An LCCPS representative will disseminate at the state level once per year and at the national level once per year.

Affirmative Evidence: Our art teacher, Ms. Sharron Cajolet, published an article entitled “Documentation in the Visual Arts: Embedding a Common Language from Research” for the publication: *Theory Into Practice*. This article illustrates the effects of embedding a common language derived from research, conducted through Project Zero at the Harvard Graduate School of Education, into teachers' documentations of classroom experiences. It suggests that documentation can be enhanced by using shared professional vocabularies that describe categories important in quality classroom experiences. For educators from diverse communities, roles, and regions, such common vocabularies can facilitate understanding of the sophisticated images and stories about teaching and learning that teachers represent in documentation.

Sharron has also connected our students with the DeCordova Museum in learning about sculpture and our students were given the opportunity to create their own sculpture designs. A small exhibition of student work occurred this spring with representatives from the DeCordova Museum on hand to compliment our students' accomplishments and to photograph our student work for a showcase at the museum.

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: As noted above, our dance and musician groups have performed several times regionally. We have established partnerships with volunteer organizations, particularly with National Senior Citizens Network, in order to provide volunteers who can assist teachers as aides in the regular classroom. We have been fortunate to have had one volunteer who has worked at our school for the past six years and it is interesting to note that many of our senior volunteers thoroughly enjoy working with our children.

This year, we continued our partnership with the *Get Real* program (designed and funded by Wellesley College and Planned Parenthood) in order to continue to provide health information and instruction to our middle school students. Two of our Physical Education staff members have received training in the curriculum so that they can provide this instruction to subsequent groups of middle school students. Our parent liaisons continued to network with various social service agencies throughout the city in assisting our families in need of counseling, food, clothing and shelter and also assist in providing translation services where necessary. Along with our school adjustment counselors, parents received beneficial services to assist in parenting issues as well as locating family service providers.

Common School Performance Criteria

Lowell Community Charter Public School was founded on the premise to create a school where students would “learn together to live together” and with this vision, would be able to address the gang violence

issue that has continuously plagued the city of Lowell. Likewise, the school founders observed that the school completion rates for Lowell students was very low as the dropout problem rendered too many young people-particularly from low income and minority backgrounds-unprepared for the demands of finding gainful employment and becoming productive citizens of the community.

The founding board envisioned creating a school that would serve to enhance students and families from diverse backgrounds and would become a powerful resource for bolstering student learning and focus on creating powerful parent relationships.

The charter stipulated that the following components be addressed as we develop as a charter school and it is noteworthy to report that we strive to continuously develop these areas:

- An extended school day with free quality before and after-school care. This has been bolstered with funding by a community arts grant and private foundation money for providing multicultural arts instruction. Additionally, we have provided a Summer Academy to continue to build upon reading and math skills as well as providing engaging enrichment activities that build upon a child's background schema and vocabulary base.
- An emphasis on technology: Each classroom has computers for both teacher and student use. Two computer labs along with mobile carts provide additional terminals for student usage. With Title 1 ARRA stimulus funding, we have purchased SMART boards and additional InFocus projectors for integration of technology into the curriculum. Our website continues to be updated by one of our technology employees.
- Specific emphasis on immigrant culture and history. This is evidenced in the multicultural facets of our curriculum. Our teachers use the city and national parks resources in enriching the curriculum as Lowell was once a center of the Industrial Revolution. Units of instruction in the arts also showcase this emphasis through project-based learning.
- Emphasis on Khmer and Spanish languages: As noted above, instruction in foreign languages for all students in either Khmer or Spanish. It is important to recognize that as our students move on to the high school level, many of them are enrolled in the upper levels of language classes due to our early preparation program in early language development.
- Instruction on character and ethics: This melds with our vision of students learning together to live together. Student behavioral expectations focus on conflict resolution and the ability to earn "golden tickets" which recognize positive student behaviors where students exhibit the attributes of respect, responsibility and safety. Teachers award golden tickets and an accounting for each classroom is based on rewarding those classrooms per primary, elementary and middle school divisions earning the most tickets per month.
- An emphasis on family and community engagement: Opportunities are provided for parents to become involved in their child/ren's education. This year, we provided a day before the beginning of the school year where parents came in to meet their child's teacher and have a personal conversation about their expectations for their child's education.

We continue to meet with members of JAMBRA, the local community group, so as to partner in various activities and to become actively engaged in the urban renewal of the Hamilton Canal district. It is our goal to become re-involved in a playground development project so as to provide a safe space for our students as well as being a community playground during other times. We are also looking forward to having the Revolving Art Museum located in our building so as to strengthen our relationship with their staff as their focus is on developing the artistic talents of local youth.

Since the initial year of the school, our staff has provided services for Special needs and English Language Learners. Four years ago, we recognized the need to also service gifted and talented students as children in urban centers and from low-income families tend to be under identified as gifted learners. This year, one full-time and two part-time teachers provided instruction for gifted students in grades two through seven. Likewise, to provide enrichment to all students, we again hosted enrichment clusters as multi-level, multi-age and heterogeneous instructional activities developed upon teacher and student interest. Students have been involved in a variety of activities based upon student interests in such areas as robotics, biology, crime scene investigation, journalism, scrapbooking, wood working, knitting and sewing, animal care, yoga and ballroom dancing-to name a few. The focus is upon talent development and creative investigation for students with guidance from teachers.

As our students leave us at the end of their eighth grade year, we have further endeavored on behalf of our charter for providing students with opportunities to view their options for high school. Again, certain staff members have mentored eighth grade students as they plan for their next four years of education in high school. They not only guide students in locating a school which would be a good fit, but also provide assistance in completing the application and assist parents in completing financial aid documents in anticipation of receiving grants as well as student loans. Representatives from a variety of private schools have come to LCCPS to both show students what their school has to offer as well as interview potential candidates for admission. We had several acceptances as well as students who received wait list status and, most importantly, we had one student who received a prestigious offer of a four-year scholarship to Phillips Academy in Andover.

Academic Program Success: Accountability Goals and Measures

This section of the Annual Report outlines progress in meeting the educational goals in the School's approved Accountability Plan. The focus is on results from external assessments and from the Massachusetts Comprehensive Assessment System (MCAS) along with the Massachusetts English Proficiency Assessment (MEPA) in measuring student achievement and growth in the areas of Reading/English Language Arts and mathematics.

Academic Goal 1: Students at LCCPS will be proficient readers and writers of the English language.

Measure 1: Spring DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results (K through 6) 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.

Rationale: The DIBELS assesses different skills at different grade levels three times per year. Oral Reading Fluency (ORF) is assessed in grades 2-5 and once at the end of the first grade year. In kindergarten and first grade, subtests include: Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF). Student achievement is reported in three levels: Low Risk (students are meeting benchmarks through the core reading program), Some Risk (students are slightly below benchmark and need supplemental instruction to ensure progress) and At Risk (students are not progressing through

the core and supplemental instruction at a sufficient rate and may require an intervention program in order to make progress and meet benchmarks). When examining the DIBELS data, it is important to note that the subtests sometimes change or are not administered throughout the year. At a certain point, the students are expected to have mastered that skill and are working on a different skill. Also, the benchmark continually changes with each test administration. The bar is set higher for that skill. As a result, data results occasionally decline between benchmark dates as some students may have reached the benchmark for one administration, but not for a subsequent administration.

**DIBELS 2009-2010 Results for Kindergarten
108 students assessed**

Spring, 2010 Results	Letter Naming Fluency	Phonemic Segmentation Fluency	Nonsense Word Fluency
Low Risk (core)	80	72	74
Some Risk (supplemental)	12	24	18
At Risk (intervention)	16	12	16

By Percentage

Spring, 2010 Results	Letter Naming Fluency	Phonemic Segmentation Fluency	Nonsense Word Fluency
Low Risk (core)	74	67	69
Some Risk (supplemental)	11	22	16
At Risk (intervention)	15	11	15

According to the results recorded above, kindergarten students did not meet the 80% benchmark on any of the subtests for DIBELS. The closest to the benchmark is for the LNF subtest. Upon further inspection, the following information can be garnered from the results:

1. 60 students scored at “low risk” for all 3 subtests
2. 1 student scored at “some risk” for all 3 subtests
3. 3 students scored at “at risk” for all 3 subtests
4. 18 students scored at “low risk” for 2 subtests and at “some risk” for 1 subtest
5. 5 students scored at “low risk” for 2 subtests and “at risk” for 1 subtest
6. 7 students scored at “low risk” for 1 subtest, at “some risk” for 1 subtest and “at risk” for 1 subtest
7. 4 students scored at “some risk” for 2 subtests and at “low risk” for 1 subtest
8. 2 students scored at “some risk” for 2 subtests and “at risk” for 1 subtest
9. 6 students scored “at risk” for 2 subtests and at “some risk” for 1 subtest
10. 2 students scored “at risk” for 2 subtests and at “low risk” for 1 subtest

**DIBELS 2009-2010 Results for First Grade
135 students assessed**

Spring, 2010 Results	Phonemic Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
Low Risk (core)	129	103	84
Some Risk (supplemental)	6	27	41
At Risk (intervention)	0	5	9

By Percentage

Spring, 2010 Results	Phonemic Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
Low Risk (core)	96	76	63
Some Risk (supplemental)	4	20	31
At Risk (intervention)	0	4	7

First Grade Results over the course of the year

Low Risk; by percentage

	Fall	Winter	Spring
PSF	79	93	96
NWF	83	55	76
ORF		60	63

Some Risk; by percentage

	Fall	Winter	Spring
PSF	12	7	4
NWF	15	39	20
ORF		34	31

Low Risk; by percentage

	Fall	Winter	Spring
PSF	8	0	0
NWF	2	6	4
ORF		7	7

First grade students successfully met the 80% benchmark for phonemic segmentation fluency and were very close for nonsense word fluency. The closest to the benchmark is for the LNF subtest. Upon further inspection, the following information can be garnered from the results:

1. 78 students scored at “low risk” for all 3 subtests
2. 1 student scored at “some risk” for all 3 subtests
3. No student scored at “at risk” for all 3 subtests
4. 26 students scored at “low risk” for 2 subtests and at “some risk” for 1 subtest
5. 3 students scored at “low risk” for 2 subtests and “at risk” for 1 subtest
6. 8 students scored at “low risk” for 1 subtest, at “some risk” for 1 subtest and “at risk” for 1 subtest

7. 14 students scored at “some risk” for 2 subtests and at “low risk” for 1 subtest
8. No student scored at “some risk” for 2 subtests and “at risk” for 1 subtest
9. 1 student scored “at risk” for 2 subtests and at “some risk” for 1 subtest
10. No students scored “at risk” for 2 subtests and at “low risk” for 1 subtest

DIBELS: Oral Reading Fluency (Grades 2-6)
By percentage

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Fall, 2009					
Low Risk	60	62	47	62	78
Some Risk	30	24	23	17	12
At Risk	10	14	30	21	10
Winter, 2010					
Low Risk	70	56	47	62	72
Some Risk	15	30	27	17	18
At Risk	15	14	26	21	10
Spring, 2010					
Low Risk	60	58	46	59	57
Some Risk	22	31	28	21	18
At Risk	18	11	26	21	25

Grade 6 scored very close to the 80% benchmark, but in the fall administration. Many of the percentages remained constant over time with decreases in the percentages particularly between the winter and spring administrations. However, in reviewing the 2009 data as reported in the former Annual Report, the percentage of students attaining “low risk” at the spring administration has increased. Students at “some risk” received supplemental instruction in a small group setting and led by Title 1 Acceleration teachers and tutors. Teachers utilized the materials from *My Sidewalks* which correlates with the Scott Foresman *Reading Streets* program. Teachers monitored progress and followed the guidelines for minutes of supplemental instruction as prescribed by the LCCPS Response-to-Intervention model. Students “at risk” received more intense instruction as many of these students receive special education services. For students in grades 1 through 3, we also administered the Rigby Reading Survey in order for teachers to view each child’s independent reading level. The results of this assessment assisted teachers as they guided students in the selection of independent reading books for DEAR (Drop Everything And Read) time.

Measure 2: GRADE test results for controlled groups of students, as defined below, will indicate that 80% of students are scoring at the 6th stanine or higher.

- Kindergarten control group=students who spent the 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

For grades 1-8, the GRADE test consists of several subtests in both vocabulary (word reading, word meaning) and comprehension (passage comprehension, sentence comprehension and listening comprehension). For kindergarten, teachers only administer the “listening comprehension” subtest. The GRADE test is administered two times per year (fall and spring) as

an internal assessment of literacy skills. Scores on each of the subtests are combined to yield a “total test” score that is converted to a “stanine” score. Stanine is short for “standard nine point scale”, ranging from 9 to 1. Typically, stanine scores are interpreted as “above average/strength” (stanines 7-9), average (stanines 4-6) and below average/weak (stanines 1-3). The following tables display the stanine scores for the spring administration for all students as well as for the cohort control groups.

GRADE: Listening Comprehension (Kindergarten)

110 students assessed	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	20	18	20	18
Average (4-6)	39	35	39	35
Strength (7-9)	51	46	51	46
6 th Stanine or higher	51	46	51	46

As can be seen by the above data table, kindergarten students did not achieve the 80% objective. These results indicate that vocabulary and lack of conceptual knowledge may be problematic as many of these students are English Language Learners. As this is a first school experience for many of these children, attention and unfamiliarity with the task may be contributing factors. Instructional implications include regular exposure to quality literature and informational texts through read-aloud’s, systematic instruction of vocabulary and rigorous literacy instruction throughout the school day.

GRADE: Total Test (Grade 1)

131 students assessed 116 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	14	18	13	15
Average (4-6)	48	63	51	59
Strength (7-9)	39	50	36	42
6 th Stanine or higher	59	76	58	67

GRADE: Total Test (Grade 2)

123 students assessed 96 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	15	19	13	12
Average (4-6)	64	79	67	64
Strength (7-9)	21	25	21	20
6 th Stanine or higher	44	53	47	45

GRADE: Total Test (Grade 3)

126 students assessed 107 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	12	15	12	13
Average (4-6)	65	82	67	72
Strength (7-9)	23	29	24	26
6th Stanine or higher	49	62	54	58

GRADE: Total Test (Grade 4)

77 students assessed 67 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	34	26	31	21
Average (4-6)	46	35	46	31
Strength (7-9)	21	16	21	14
6th Stanine or higher	37	28	36	24

GRADE: Total Test (Grade 5)

81 students assessed 67 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	18	15	19	13
Average (4-6)	55	45	54	36
Strength (7-9)	25	21	27	18
6th Stanine or higher	47	39	51	34

GRADE: Total Test (Grade 6)

66 students assessed 46 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	18	12	15	7
Average (4-6)	56	37	57	26
Strength (7-9)	26	17	28	13
6th Stanine or higher	44	29	50	23

GRADE: Total Test (Grade 7)

73 students assessed 64 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	20	15	19	12
Average (4-6)	60	44	59	38
Strength (7-9)	19	14	27	14
6th Stanine or higher	33	24	36	23

GRADE: Total Test (Grade 8)

48 students assessed 42 students=control group	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	29	14	26	11
Average (4-6)	52	25	55	23
Strength (7-9)	18	9	21	9
6th Stanine or higher	30	15	36	15

Overall, none of the control groups for each grade level reached the 80% mark for the sixth stanine and above level. As the test is comprised of several subtests, it would be useful to further examine which subtests tend to be problematic for students. This data is only used for pre and post testing results for students receiving supplemental educational services as Club Z measures progress based on the GRADE test and utilized an accompanying skill workbook for addressing specific areas in building vocabulary and comprehension strategies. Teachers utilize the results of benchmark tests that accompany our core scientifically research-based program, *Reading Streets*, which also assists assigning students for Tier 2 and Tier 3 instructional groups. These tests provided by the publisher give definitive benchmarks for designing instruction using specific instructional materials (*My Sidewalks*) that correlate with the core instruction all students receive during the 90 minute literacy block.

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).
- LCCPS will make AYP each upper mid-cycle for each of its subgroups in ELA.
- Grade 3 Reading: 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 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.

In 2009, LCCPS did not make AYP in the aggregate for English Language Arts and the NCLB Accountability Status is restructuring year 1 -subgroups. The CPI target for the 2009 was 77.3 while the actual CPI for the aggregate was 67.8. The chart below details the CPI per grade level with only five classrooms (one in grade five, one in grade 6 and three in grade 8) where the target CPI was achieved.

English Language Arts: CPI per grade level

Grade	CPI
3	60.67
4	55.6
5	71.73
6	68.7
7	66.0
8	84.3

For MCAS results, scores are reported for seven subgroups: Limited English Proficient, Special Education, Low Income, African-American/Black, Asian/Pacific Island, Hispanic and White. The only two subgroups to reach their target for CPI were the White subgroup at 77.0 with a positive change of 7.0 from 2008 and Special Education at 44.9 with a positive change of 7.4 from 2008. Only one subgroup (African American/Black) decreased their level of achievement while the other subgroups showed only some progress. It is interesting to note that while the African American showed a decrease in CPI, the demographic percentage for this subgroup has grown substantially over the past three years. Many students from African nations have newly enrolled in our school and it is questionable as to their level of standard English proficiency.

ELA: CPI by subgroup

Subgroup	CPI	Change from 2008
Limited English Proficient	53.7	+1.0
Special Education	44.9	+7.4
Low Income	64.9	+3.2
African American/Black	65.8	-4.3
Asian/Pacific Island	66.4	+1.6
Hispanic	61.7	+0.9
White	77.0	+7.0

MCAS Annual comparisons:

Grade 3 ELA

Performance Level	2006	2007	2008	2009
Above Proficient	4	2	1	2
Proficient	21	40	26	20
Needs Improvement	48	36	40	52
Warning	27	22	32	2

Grade 4 ELA

Performance Level	2006	2007	2008	2009
Advanced	0	0	2	3
Proficient	13	16	15	13
Needs Improvement	48	57	43	51
Warning	38	27	40	33

Grade 5 ELA

Performance Level	2006	2007	2008	2009
Advanced	7	6	1	1
Proficient	29	25	23	29
Needs Improvement	42	37	56	59
Warning	22	32	20	11

Grade 6 ELA

Performance Level	2006	2007	2008	2009
Advanced	2	4	4	6
Proficient	39	43	25	29
Needs Improvement	41	38	36	45
Warning	18	15	35	19

Grade 7 ELA

Performance Level	2006	2007	2008	2009
Advanced	0	2	1	5
Proficient	21	41	54	28
Needs Improvement	42	39	38	47
Warning	37	17	6	19

Grade 8 ELA

Performance Level	2006	2007	2008	2009
Advanced	0	0	0	4
Proficient	61	24	50	63
Needs Improvement	28	46	28	21
Warning	11	29	23	12

The only grade level that increased the percentage of students in “advanced” and “proficient” and decreased the percentage of students in “needs improvement” and “warning” was grade 8. There are also fewer new students at this level which can be seen when looking at the results by cohort groups. It appears that over time, LCCPS students improve in MCAS ELA as correlated to the number of years enrolled in our school.

MCAS results for students at LCCPS for 2 years. No more than 15% of the students who have been at LCCPS for two years will score at the *Warning* level.

Grade	Number of Students in cohort	Number of Students at Warning	Percentage
3	8	1	12.5
4	13	4	31
5	5	1	20
6	13	4	31
7	7	2	29
8	7	1	14

Two grade levels met this measure: grades 3 and 8.

MCAS results for students at LCCPS for 3 or more years. . No more than 5% of students who have been at LCCPS consistently for three or more years will score at the *Warning* level.

Grade	Number of Students in cohort	Number of Students at Warning	Percentage
3	80	20	25
4	66	22	33
5	58	7	12
6	59	10	17
7	49	7	14
8	61	6	10

This measure was not met. **MCAS results for students at LCCPS for 3 or more years.** . No more than 5% of students who have been at LCCPS consistently for three or more years will score at the *Warning* level.

Grade	Number of Students in cohort	Number of Students at Warning	Percentage
3	80	26	33
4	66	18	27
5	58	18	31
6	59	24	41
7	49	17	35
8	61	21	34

This measure was not met.

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 will be reading at or above their reading level.

N.B. As per a change to the scientifically research-based reading program that is utilized by LCCPS, no report can be filed for this measure. We are utilizing the benchmark assessments which accompany the Scott-Foresman *Reading Streets* program and the data from these assessments are utilized in determining students in need of strategic interventions for improving reading skills.

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).

Kindergarten results (105 students assessed)

Level 1	11
Level 2	35
Level 3	46
Level 4	11

Of the 105 students, two students had been retained in kindergarten with one student improving by one level and the other student improving by two levels.

First Grade results (47 students assessed)

Remained at the same proficiency level	2
Moved up one proficiency level	31
Moved up two proficiency levels	12
Moved up three proficiency levels	2
Moved down a proficiency level	0

Second Grade results (22 students assessed; 1 student absent)

Remained at the same proficiency level	6
Moved up one proficiency level	10
Moved up two proficiency levels	5
Moved up three proficiency levels	0
Moved down a proficiency level	0

Third Grade results (24 students assessed)

Remained at the same proficiency level	6
Moved up one proficiency level	4
Moved up two proficiency levels	0
Moved up three proficiency levels	0
Moved down a proficiency level	14

Fourth Grade results (11 students assessed)

Remained at the same proficiency level	8
Moved up one proficiency level	3
Moved up two proficiency levels	0
Moved up three proficiency levels	0
Moved down a proficiency level	0

Fifth Grade results (6 students assessed)

Remained at the same proficiency level	1
Moved up one proficiency level	3
Moved up two proficiency levels	1
Moved up three proficiency levels	0
Moved down a proficiency level	0

Sixth Grade results (3 students assessed)

Remained at the same proficiency level	1
Moved up one proficiency level	2
Moved up two proficiency levels	0
Moved up three proficiency levels	0
Moved down a proficiency level	0

Seventh Grade results (6 students assessed)

Remained at the same proficiency level	5
Moved up one proficiency level	1
Moved up two proficiency levels	0
Moved up three proficiency levels	0
Moved down a proficiency level	0

Eighth Grade results (2 students assessed)

Remained at the same proficiency level	0
Moved up one proficiency level	1
Moved up two proficiency levels	1
Moved up three proficiency levels	0
Moved down a proficiency level	0

Evidence: This measure has been met with the exception of grade 3. However, it is difficult to adequately assess this grade level as students going from grade 2 to grade 3 experience a different type of test which may account for so many students not making progress, but actually moving down one proficiency level. At the grade seven level, all ELL students are at level 4 or 5 of the proficiency benchmarks.

Measure 6: 75% of students with special needs will pass the MCAS at their grade level given their approved accommodations.

The following table provides the MCAS passing rates by percentage (Needs Improvement or higher) for special education students by grade level and by subject area test.

Grade/Subject	Passing Rate	P+/Advanced	Proficient	Needs Improvement	Warning
3 rd grade Reading	55	0	0	55	45
3 rd grade Math	27	0	9	18	73
4 th grade ELA	23	8	0	15	77
4 th grade Math	31	8	0	23	69
5 th grade ELA	75	0	8	67	25

	Passing Rate	P+/Advanced	Proficient	Needs Improvement	Warning
5th grade Math	33	0	0	33	67
6th grade ELA	59	6	12	41	41
6th grade Math	31	6	6	18	71
7th Grade ELA	67	0	0	67	33
7th Grade Math	0	0	0	0	100
8th Grade ELA	50	0	0	50	50
8th Grade Math	50	0	0	50	50

This measure was not met. However, as a subgroup, special education students did make AYP as designated for our school's CPI goal by safe harbor (within the CPI target within a band of error). For the 2009-2010 school year, the Special Education department will be following a co-teaching inclusionary model where there will be one designated classroom per grade level (grades 1-8) where a special education teacher or tutor will be co-planning and co-teaching the class with a higher concentration of special needs students. Additionally, there will be some pull-out instruction based on the needs prescribed in student IEP's. Students who are below grade level in reading will receive Tier 3 strategic intervention and some students will be taught utilizing the Orton-Gillingham model for reading instruction.

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.

- LCCPS will make AYP each upper-mid-cycle for each of its subgroups in mathematics.
- Student MCAS scores will increase consistently at the *proficient* level. Percentages will decrease at the *Needs Improvement* level and the *Warning* level. No more than 15% of the 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.

In 2009, LCCPS did not make AYP in the aggregate for mathematics and the NCLB Accountability Status is corrective action for subgroups. The CPI target for the 2009 was 68.3 while the actual CPI for the aggregate was 56.2. The chart below details the CPI per grade level with only two classrooms (one in grade three and one in grade 5) where the target CPI was achieved.

Math: CPI per grade level

Grade	CPI
3	59.7
4	55.4
5	60.3
6	55
7	51.5
8	55.6

MCAS scores are reported for seven subgroups: Limited English Proficient, Special Education, Low Income, African-American/Black, Asian/Pacific Island, Hispanic and White. The only subgroup to reach their target for CPI was the White subgroup at 67.2 with a positive change of 5.1 from 2008.

Math: CPI by subgroup

Subgroup	CPI	Change from 2008
Limited English Proficient	49.6	-0.1
Special Education	39.6	-3.3
Low Income	55.4	-1.1
African American/Black	52.7	-6.3
Asian/Pacific Island	57.4	-5.5
Hispanic	52.9	-0.7
White	67.2	+5.1

MCAS Annual comparisons:

Grade 3 Math

Performance Level	2006	2007	2008	2009
Advanced	1	5	9	7
Proficient	20	32	25	24
Needs Improvement	36	27	33	35
Warning	42	35	32	34

Grade 4 Math

Performance Level	2006	2007	2008	2009
Advanced	3	5	13	7
Proficient	13	11	16	10
Needs Improvement	43	50	38	51
Warning	40	34	33	31

Grade 5 Math

Performance Level	2006	2007	2008	2009
Advanced	10	8	9	9
Proficient	15	30	22	21
Needs Improvement	33	29	37	37
Warning	42	33	32	33

Grade 6 Math

Performance Level	2006	2007	2008	2009
Advanced	4	7	12	8
Proficient	2	25	15	17
Needs Improvement	49	39	27	33
Warning	44	29	45	42

Grade 7 Math

Performance Level	2006	2007	2008	2009
Advanced	0	5	3	9
Proficient	13	15	24	16
Needs Improvement	18	45	31	30
Warning	69	35	42	46

Grade 8 Math

Performance Level	2006	2007	2008	2009
Advanced	0	0	5	6
Proficient	9	5	18	21
Needs Improvement	31	22	48	34
Warning	60	73	30	40

In looking at growth in the areas of “advanced” and “proficient” while decreasing in the areas of “needs improvement” and “warning”, the only grade level that has realized this growth has been at grade 8 although the rate of students at warning did increase from 2008 to 2009. However, over the past four years, the percentage of students at “warning” has decreased by nearly 50%.

MCAS results for students at LCCPS for 2 years. No more than 15% of the students who have been at LCCPS for two years will score at the *Warning* level.

Grade	Number of Students in cohort	Number of Students at Warning	Percentage
3	8	3	38
4	13	5	38
5	5	3	60
6	13	4	31
7	7	4	57
8	7	6	86

This measure was not met.

MCAS results for students at LCCPS for 3 or more years. . No more than 5% of students who have been at LCCPS consistently for three or more years will score at the *Warning* level.

Grade	Number of Students in cohort	Number of Students at Warning	Percentage
3	80	26	33
4	66	18	27
5	58	18	31
6	59	24	41
7	49	17	35
8	61	21	34

This measure was not met.

Measure 2: G-MADE test results for controlled groups of students, as defined below, will indicate that 80% of students are scoring at the 6th stanine or higher.

- Kindergarten control group=students who spent the 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

The *Group Mathematics Assessment and Diagnostic Evaluation* (G-MADE) is a norm-referenced, standards-based assessment of mathematical skills. Due to the wide range and multiple (9) levels, this test can be easily administered for use with kindergarten through high school students. Eight of the nine test levels contain three sections or subtests: Concepts and Communication, Operations and Computation, Process and Applications. (The “R” level for kindergarten does not contain a section for Operations and Computation.) The following data charts pertain to the total school population as well as for the control groups as defined in the above measure.

G-MADE: Test Results (Kindergarten)

151 students assessed Total test	Spring, 2010		Spring, 2010 control group	
	Percent	Number	Percent	Number
Weak (0-3)	30	46	30	46
Average (4-6)	61	92	61	92
Strength (7-9)	8	13	8	13
6 th Stanine or higher	26	40	26	40

The G-MADE test for kindergarten is divided into 2 sub-tests: Concepts and Communication and Process and Applications. In reviewing the subtest data, only 23% (Concepts and Communication) and 21% (Process and Applications) scored at the 6th stanine or better. Upon further review, most of the kindergarten students scored at the 5th stanine which is in the average range.

G-MADE: Test Results (First Grade)

136 students assessed Total test	Spring, 2010		Spring, 2010 control group (120 students)	
	Percent	Number	Percent	Number
Weak (0-3)	29	38	28	33
Average (4-6)	60	81	62	74
Strength (7-9)	12	17	11	13
6 th Stanine or higher	36	49	33	40

G-MADE: Test Results (Second Grade)

127 students assessed Total test	Spring, 2010		Spring, 2010 control group (99 students)	
	Percent	Number	Percent	Number
Weak (0-3)	17	21	14	14
Average (4-6)	59	76	63	64
Strength (7-9)	24	30	23	22
6 th Stanine or higher	41	52	41	41

G-MADE: Test Results (Third Grade)

123 students assessed Total test	Spring, 2010		Spring, 2010 control group (107 students)	
	Percent	Number	Percent	Number
Weak (0-3)	12	15	11	12
Average (4-6)	54	67	53	57
Strength (7-9)	34	41	36	38
6 th Stanine or higher	55	67	56	60

G-MADE: Test Results (Fourth Grade)

83 students assessed Total test	Spring, 2010		Spring, 2010 control group (71 students)	
	Percent	Number	Percent	Number
Weak (0-3)	17	14	18	13
Average (4-6)	59	49	54	38
Strength (7-9)	24	20	28	20
6 th Stanine or higher	37	31	42	30

G-MADE: Test Results (Fifth Grade)

81 students assessed Total test	Spring, 2010		Spring, 2010 control group (66 students)	
	Percent	Number	Percent	Number
Weak (0-3)	30	24	27	18
Average (4-6)	47	38	48	32
Strength (7-9)	23	19	20	13
6 th Stanine or higher	33	33	48	32

G-MADE: Test Results (Sixth Grade)

66 students assessed Total test	Spring, 2010		Spring, 2010 control group (46 students)	
	Percent	Number	Percent	Number
Weak (0-3)	17	11	15	7
Average (4-6)	50	33	46	21
Strength (7-9)	33	22	39	18
6 th Stanine or higher	45	30	54	25

G-MADE: Test Results (Seventh Grade)

73 students assessed Total test	Spring, 2010		Spring, 2010 control group (63 students)	
	Percent	Number	Percent	Number
Weak (0-3)	48	35	44	28
Average (4-6)	31	23	33	21
Strength (7-9)	21	15	22	14
6 th Stanine or higher	29	27	41	26

G-MADE: Test Results (Eighth Grade)

54 students assessed Total test	Spring, 2010		Spring, 2010 control group (47 students)	
	Percent	Number	Percent	Number
Weak (0-3)	46	25	45	21
Average (4-6)	39	21	40	19
Strength (7-9)	15	8	17	8
6 th Stanine or higher	28	15	30	14

We did not meet this measure for attaining 80% of our students scoring in the 6th stanine or higher. However, upon further analysis, we are close to achieving the benchmark when examining the percentage of students who were at the 5th stanine or higher which is in the average range. This assessment tool does not emulate the MCAS design as the test is comprised solely of multiple choice questions as there are no short answer or open response type questions. Another example of a discrepancy is the alignment with curriculum, particularly in the first

subtest which examines the comprehension of mathematical vocabulary. There are mathematical terms which are outdated or not encountered in MCAS tests nor in the *Everyday Math* program. We have used this assessment tool as a diagnostic examination of students who transfer into our school at grades 1 through 8. It is useful in assessing computation skills as well as the ability to complete one-step and two-step problem solving.

For the purposes of supplemental educational services, tutors from Club Z utilized the data for diagnosing where students encounter problems and work to remediate those issues. For instructional materials, the tutors utilize an accompanying workbook which is aligned with the G-MADE test.

Common School Performance

Curriculum: In the alignment of our Reading/Language Arts curricula, benchmarks that adhere to the Massachusetts curriculum frameworks were clearly defined for each grade level. Teacher representatives from each grade level designed curriculum maps with a common outline tool which included the content and skills for each unit. Upon completion of the maps, teachers further examined the units to ensure that the essential standards as listed in the frameworks were addressed. In going forward, thematic units of instruction and common assessments will be added to the maps as well as the design of benchmarks and maps for the other core curriculum areas. Likewise, the maps will be customized using a mapping software tool. The benchmarks and maps are published on our school website.

Instruction: In the area of mathematics, the Math coach provided many opportunities for the improvement of instruction. Teachers were able to observe model lessons, co-teach lessons and receive feedback on progress in their instructional practices relative to mathematics.

As data is so vital in informing instruction, the TRAC office provided valuable data for teachers to examine as a way to focus on areas in need of reteaching. During team meetings, grade-level teachers constructed common assessments in Math that would address both math concepts along with the design of open response questions.

Additional SMART boards and InFocus projectors were purchased this year so that teachers could utilize more technology as a teaching tool.

During monthly faculty meetings, administrators led the discussion on best instructional practices through the use of Dr. Robert Marzano's research (identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions, and advance organizers).

Program Evaluation: At the beginning of the year, the Leadership Team identified as a goal the improvement of the teaching of writing. MCAS data had shown that LCCPS students needed to improve their answers for open response questions. While our seventh grade students had average scores for their long compositions, fourth grade students had many areas of weakness. In conversations with Lead Teachers, the common response pointed to the need for a commonality in instructional practice along with establishing a common vocabulary and scoring rubric. LCCPS was awarded a literacy grant and with those monies, we partnered with *Empowering Writers* who has extensive success with the work they have done in professional

development training in the areas of narrative, expository and persuasive writing. We also implemented the protocol for quarterly writing samples. Each grade-level team developed the prompt and each team was then responsible for double scoring the student work using the common rubric.

As we began the second year of implementation of the Scott –Foresman reading program, *Reading Streets*, we continue to review the implementation of the program by teachers, student data results from the benchmark tests and speak with a company consultant. For the purposes of RTI, Acceleration teachers focus on the benchmark data in determining students in need of supplemental instruction. The consultant has assisted in how to use the supplemental program, *My Sidewalks*, for providing parallel instruction and how to progress monitor as it relates to exiting students from the supplemental program.

In order to support Math teachers, we hired a Math coach who has an extensive background with the *Everyday Math* program. She worked with teachers to improve the quality of instruction as well as helping grade-level teams in designing common unit assessments.

School Culture: The three key words for defining our school culture center upon the words: respect, responsibility and safety. Additionally, a group of teachers devised the Golden Ticket plan for fostering these three attributes for student expectations. Students were rewarded for positively exhibiting these three watch words and on a monthly basis, the whole school was informed of the highest ticket counts in the primary, elementary and middle school grades. For middle school students, there were assemblies focused on anti-bullying. In the fall, both parents and students took part in a special assembly program based on the work of Erahm Christopher. *Teen Truth Live: Bully & School Violence* is an interactive, multi-media assembly experience that combines motivational presentations with a 22-minute film that was created by students. The award winning film, *Teen Truth Live: Bully & School Violence*, focuses on social issues that can lead to serious consequences while the presentation challenges students to think about how their reactions to these issues impact the lives of those around them. Using storytelling, humor, real world examples and audience participation, *Teen Truth Live: Bully & School Violence* teaches students to identify the different forms of bullying, understand how bullying can lead to serious consequences, and motivate students to stop bullying from happening in their school.

As our school is representative of diverse cultures, our main focus is on the promotion and respect for diversity. Our school community has many opportunities for appreciating the various cultures in a variety of ways. This is our way of practicing the vision of our school: Learning Together to Live Together.

Diverse Learners: For meeting the needs of our special education students, special education staff received training in the co-teaching model and at each grade level, there was a pairing of a regular education teacher with a special education teacher or paraprofessional.

The Child Study team assisted teachers who had concerns about particular students in need of support for academic, social, emotional and behavioral concerns. The Response-to-Intervention model also assists in using data to identify students in need of supplemental instruction as well as more intense interventions for Reading.

Our gifted and talented program continues to identify students, particularly using assessments that are of a non-verbal nature as many of our students are limited English proficient. Students in grades three through seven receive daily instruction aimed at fostering critical thinking and

advancement in content-based thematic instruction. Students at younger grades join special classes for project-based learning on a weekly basis.

With the addition of two more ELL teachers, limited English proficient students continue to receive additional minutes of instruction in content areas. As noted in this report, ELL students continue to make progress and exceed the established goal for achievement in the MEPA testing.

Supervision and Evaluation of Teachers In March, we began to work with Renaissance School Services who has installed its own proprietary teacher evaluation system. This system relies on a numeric scale correlated to rubrics with multiple observers providing ratings which are then recalibrated on a consensus basis among the observers. This evaluation system was administered for the first time this spring and has resulted in decisions about which faculty will remain with the school and which faculty will not. Decisions have been made with approximately 50% of the staff not having their contracts.

Professional Development: Our goals for professional development centered on improving the quality of teaching. The year began with the introduction of the GANAG lesson plan template as formulated by the professional work of Dr. Jane E. Pollock (*Improving Student Learning: One Teacher at a Time; Improving Student Learning: One Principal at a Time*). The expectation was for teachers to employ this template which stresses the **G**oal of the lesson and communicating the goal to students, **A**ccessing prior knowledge as it relates to the **N**ew information being presented. The second, **A**pplication is for allowing plenty of time for students to practice the new information being presented in a variety of ways with **G**eneralization as a way for wrapping up the lesson and checking in with students to ensure understanding of the goal by listening to their lesson summary.

Another area where professional development was provided was in the instruction of writing: narrative and expository. Through a literacy grant, teachers were provided with training and opportunities to observe model lessons provided by representatives of *Empowering Writers* with whom we partnered for this grant.

With the assistance of the Math coach, teachers had the opportunity to join a study group in relation to best practices in instruction. This was particularly helpful as teachers shared their experiences and received feedback from colleagues about teaching strategies.

Most importantly, much time was devoted to designing ways to assist students with MCAS preparation. During early release time, teachers met at grade level to discuss results of practice MCAS tests in order to plan effective small group lessons centered on areas identified in need of improvement. Not only did teachers from grades 3 through 8 meet but teachers in the younger grades worked on skill development that they deemed was critical as a result of examining the results of common assessments. Likewise, as this was a school wide effort, teachers from the special areas of the curriculum engaged in assisting classroom teachers in both the planning and delivery of small group instruction for MCAS preparation.

At the end of the school year, more of our teachers completed their category trainings for ELL. Twenty teachers completed the category 2 training for sheltered instruction. With two MELA-O trainers on staff, the remaining teachers in need of category 3 training were able to complete the coursework and complete the necessary assessment in gauging student competence in listening and speaking.

Organizational Viability

Viability Goal 1: The school will be fiscally solvent and sound.

Measure 1: Annual expenses will not exceed total income.

Evidence: Please see budget information in appendix that verifies fiscal information.

Measure2: The school's annual independent audit will report no major findings.

Evidence: There were no major findings in the independent auditor's 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 Trustees meeting minutes.

Evidence: Although the Board of Trustees did not hold a major fundraising campaign this year, they located a permanent location for the school. On behalf of the Board of Trustees, the Building Sub-Committee signed a Purchase and Sales agreement with the owner of the Prince Building located in South Lowell. Architectural drawings for the renovation of the site had begun when the plan had to be terminated due to the decision of the commissioner to not renew the school's charter.

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.

Evidence: The enrollment cap for our school is 900 students. At the beginning of the school year, the total student enrollment was at 1001 students. This number was inaccurate as there were some parents who did not confirm their re-enrollment status. As of the October 1st SIMS report, the student enrollment was at 947 students with 924 students as of March 1st and 906 students by the end of the school year.

Moving forward, we are utilizing an enrollment tracker system which will provide up-to-date enrollment figures by grade level and an accurate accounting of students leaving and re-enrolling. This tool will also assist in accounting for teacher: pupil ratios.

Measure 2: The average score for each item on the annual parent satisfaction survey will be 3.0 or higher (1-4 scale).

Evidence: This measure has been met. Please refer to the table at the end of the report which details the survey statements and how parents responded.

Measure 3: Each year, ninety percent of LCCPS students who finish the school year will re-enroll for the following academic year. This calculation will not include students moving out of the Lowell area.

Evidence: It is important to note that the grade configuration for next year will only include grades kindergarten through grade 6. For intent to re-enroll, we received 634 affirmative requests for students returning next year. We received 72 replies confirming that their child will not be returning to LCCPS for the next school year.

Measure 4: The school will not lose more than five percent of its student body during the year. This calculation will not include students moving out of the Lowell area.

Evidence: Due to the status of the school as being provisionally renewed, some families opted to enroll their students in a Lowell Public School in order to guarantee a school of choice. However, this number of students is less than 5% of the total student enrollment.

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.

Evidence: According to the by-law requirement, there are to be at least five active members on the Board. During the past school year, there were eleven official Board members. Please refer to the roster of members in the appendix.

In the transformation process of the Board (a requirement set forth by the conditions of renewal), the 2009-2010 Board of Trustees was dissolved. By August, 2010, the membership of the Board of Trustees of LCCPS will consist of nine new board members. Mr. John Tarvin, Executive Director of MCCPSE, constructed a Board Transition Plan which consisted of a process for naming five 2009-2010 board members as the transitional Board of Trustees and for recruiting and selecting new board members.

Measure 2: The Board of Trustees will provide adequate facility space for the school, including overseeing expansion plans, leases and other necessary items.

Evidence: The Board has renewed the lease of space at the Appleton Mill with the owner for the 2010-2011 school year. It has entrusted negotiations with the building owner in regard to the maintenance and repairs to the rental space and the overseeing the daily operation of the school plant to Mr. Brian Campbell, Chief Operations Officer.

Measure 3: The Board of Trustees will complete an annual evaluation of the internal management services.

Evidence: The Board entered into a contract with the firm of Isaacson Miller in its search for a new Executive Director. This position was filled in November. However, the Director tendered his resignation in March. With the conditional renewal of the charter, the Board actively searched for an educational management company and entered negotiations (ultimate approval of the RSS contract on June 30, 2010) with Renaissance School Services. Mr. Richard O'Neill, President of RSS, immediately began the process for the search of a new Head of School and named Ms. Kathy Egmont to that position effective July 1, 2010.

Viability Goal 4: LCCPS will provide its students with a competent and consistent teaching staff.

Measure 1: All teachers and teaching assistants will meet the requirements of NCLB.

Evidence: According to our EPIMS report, our “highly qualified” status for teachers was between 95-97% with two staff members working toward HQT. By the end of the year, one staff member received the highly qualified status while the other staff member was not renewed for rehire.

For future hiring, candidates must meet HQT status in order to be considered for a teaching position.

Measure 2: Voluntary teacher turnover will be under 20% annually. This percentage will not include teachers who are not offered new contracts.

Evidence: Only five teachers selected to resign at the end of the school year. This is under the 20% mark.

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.

Evidence: This is difficult to assess since the grade configuration for 2010-2011 is for grades K-6.

Measure 4: The administration will provide appropriate oversight and support of new and returning teachers, including three 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.

Evidence: During the 2009-2010 school year, LCCPS continued to have Lead Teachers at each grade level who assisted in providing instructional and behavioral management support to the teachers at their grade level. One of the main priorities for this year was to plan for an improvement in MCAS performance. Some of the team meeting time as well as early release time was devoted to creating an action plan for ameliorating this situation and to plan for effective strategies in test preparation and skill development. This planning process also included Title 1 teachers and tutors, World Language, ELL and Special Education staff who assisted in co-teaching lessons twice per week.

Teachers began the year by creating personal and professional improvement goals as it related to their professional performance and fulfillment of their responsibility. Administration completed formal and informal observations and looked for the elements of the GANAG template, specifically the posting of the goal for the lesson.

For new staff members, these teachers were given release time to observe veteran teachers as it particularly related to the teaching of reading. This assisted new staff in building their repertoire of best practices. Also this year, our Math coach provided support to teachers in the proper

implementation of the *Everyday Math* program. She co-planned and co-taught lessons as well as provided feedback to teachers on their delivery of instruction. Additionally, she held a study group for teachers who wanted the opportunity to work together to learn about new strategies and to test them in their classrooms. This provided a forum for teachers to collaborate and evaluate what has been effective in their classrooms.

Common School Performance Criteria

Policy decisions: There were no major policy decisions made by the school's Board of Trustees during the 2009-2010 school year.

Amendments to the charter: There were no major or minor amendments to the charter proposed by the board of trustees.

Complaints: There were no official complaints received by the Board of Trustees.

Oversight: The Board actively participated in the charter renewal site visit in September. Upon hearing in early December that the charter would not be renewed, the Board quickly acted in finding ways to change the non-renewal status. As previously stated, they sought a management company with extensive experience in turning around school performance and also hired Mr. John Tarvin who led the process in transforming the board.

Board planning: The major planning effort undertaken by the board was in securing a permanent location for the school. However, with the conditional renewal of the school charter, this effort was terminated.

Financial Oversight: For FY2011, the initial budget is developed by a budget committee comprised of the President of Renaissance School Services, the Treasurer of the Board of Trustees and the school controller. During the budget process, the tuition revenue budget for the coming fiscal year is developed based on estimates from the Charter School Office. In FY2011, LCCPS will have an enrollment of 792 students with over 55 students on the waiting list. For budgetary purposes, the budget committee uses an average enrollment of 792 students for the coming year. The following monetary projections are configured into the budget model:

- All projected federal and state grant monies for FY11 along with remaining grant monies from FY10.
- Non-payroll related expense requests submitted by department heads
- Payroll related expenses in accordance with staffing needs

Once the initial budget is created, the Academic Leadership Team reviews the budget and submits changes based on staff and program needs for the coming fiscal year. The technology, administrative, operations and athletic departments also submit their budget requests at this time. All requests are configured into the budget model and reviewed by the Leadership Team in conjunction with the budget committee. If the budget reflects a deficit based on requests, all departments are required to reduce expenses in order to ensure a surplus for the coming fiscal year. The budget committee presents the final budget to the Board of Trustees for approval. If

the Board rejects the proposed budget, the budget committee meets with the Leadership Team to resolve any issues that the Board of Trustees has raised. The Board of Trustees must approve the budget prior to the beginning of the new fiscal year.

FY2011 budget highlights: On June 21, 2010, the FY2011 budget was approved by the LCCPS Board of Trustees. As of this date, the tuition reimbursement figures from the Commonwealth of Massachusetts had not been finalized. The FY11 budget includes the following revenues and expenses:

Revenues: \$11,079,512 (including grant monies)

Expenses: \$10,949,078 (net change in assets totaling \$130,434)

\$7,352,750	Salary/Payroll taxes and employee benefits
280,000	Depreciation expense
85,000	Non-grant related Special Education expenses
1,088,000	Lease and occupancy costs
494,000	Instructional expenses
201,421	Program expenses

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
2011 BUDGET

INCOME:	
	BUDGET
TUITION	9,107,057
FOOD PROGRAM	388,667
FEDERAL & STATE GRANTS	1,530,900
OTHER INCOME	43,888
INTEREST INCOME	9,000
TOTAL INCOME	11,079,512

OPERATING EXPENSES:

	BUDGET
SALARIES	6,001,000
PAYROLL TAXES	224,000
BENEFITS	1,013,750
WORKERS COMP INSURANCE	54,000
INSTRUCTIONAL EXPENSE	494,690
PROGRAM EXPENSE	201,421
TECHNOLOGY EXPENSES	170,750
HUMAN RESOURCES	6,000
ADMINISTRATIVE/OPERATIONS	867,067
SPECIAL EDUCATION (NON GRANT)	85,000
STUDENT SUPPORT	32,400
FOOD SERVICES	371,000
FACILITIES	1,088,000
MTRS FROM GRANTS	60,000
TOTAL EXPENSE OPERATING	10,669,078
SURPLUS(LOSS)	410,434

OTHER INCOME / EXPENSES:

	BUDGET
MISC INCOME	0
INTEREST EXPENSE	0
AMORTIZATION EXP	0
DEPRECIATION EXP	280,000
TOTAL OTHER INC/EXP	(280,000)

SURPLUS(LOSS) FY 2010	130,434
------------------------------	----------------

Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2009-10 school year	190
First and last day of the 2009-10 school year	Aug. 25, 2009-June 23, 2010
Length of school day (please note if schedule varies throughout the week or the year)	7.5 hours 8AM-3:30PM ½ day each month for professional development

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2009-10 school year but did not reenroll for the 2009-10 school year (excluding graduates)	72
Total number of students enrolled as of October 1, 2009	947
Total number of students who enrolled during the 2009-10 school year after October 1, 2009	5
Total number of students who left during the 2009-10 school year after October 1, 2009	41
Total number of students enrolled as of the June 30, 2010 SIMS submission	906
Number of students who graduated at the end of the 2009-10 school year	55
Number of students on the waitlist as of June 30, 2010	75

Reason for Departure	Number of Students
School status	30
Move out of area	10
Expulsion	1
Transportation/school location	2
Other	3

**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2010 SIMS submission)**

Race/Ethnicity	# of students	% of entire student body
African-American	177	19.5
Asian	249	27.5
Hispanic	360	39.7
Native American	1	.1
White	85	9.4
Native Hawaiian, Pacific Islander	3	.3
Multi-race, non-Hispanic	31	3.4
Special education	111	12.3
Limited English proficient	228	25.2
Low income	735	81.1

ADMINISTRATIVE ROSTER FOR THE 2009-10 SCHOOL YEAR

Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Campbell, Brian	Controller	04/01/2009	
Eng, Rida	Chief Operations Officer	05/18/2000	03/18/10
Holt, William	Middle School Assistant Principal	08/04/2008	06/30/10
Merrick, Kimberly	Director of Special Education	11/10/2008	06/30/10
Paulino, Elvira	Director of Human Resources and Diversity	05/01/2009	
Portnoy, Jeff	Informational Technology Manager	06/01/2005	
Reeve, Carey	Gifted and Talented Coordinator	08/01/2005	
Scheier, Allen	Interim Executive Director	03/17/2010	
Smith, Julie	Lower School Assistant Principal	08/04/2008	
Torosian, Elizabeth	Academic Principal	08/01/2005	

TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	81	3	32
Other Staff	22	7	15

With the need for transformational change, there were 52 non-renewal of contracts. Three teachers resigned and two other teachers resigned due to maternity leave and wanting to extend their time at home for child rearing.

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR			
Officials	Governance Expertise	Occupation	TERM
Ms. Pon Nokham Chair Personnel Committee	Legal	Attorney	September 2009-2010
Dr. Allen Scheier, Ed.D Former Chair * Academic Committee * Personnel Committee * Governance Committee	Veteran public school teacher and advocate, Education Policy & Governance	High School Teacher, Mathematics	Resigned March 2010
Dr. Roger Boggs Former Treasurer * Academic Committee * Development Committee * Finance Committee * Personnel Committee	Expert on personnel educational hiring, middle school and high school	Research Professor	Resigned February 2010
Vesna Nuon Secretary * Governance Committee * Personnel Committee	Liaison to the Cambodian community	MA Sex Offender Registry Board	Resigned June 2010
Mr. Richard Chávez Current Treasurer * Development Committee * Finance Committee	Financial management expert	Vice President Enterprise Bank & Trust Company	End September 2010
William Merrill * Academic Committee * Governance Committee * Personnel Committee	Public school expert	Retired public school	1 st term Resigned February 2010
Mr. Michael Vann * Development Committee * Recruitment Committee * Personnel Committee	Liaison to Cambodian youth and families	Juvenile Probation Officer	1 st term Resigned February 2010
Mr. Marcos Devers	Liaison to Hispanic Community in Lawrence	Former Teacher Politician	1 st term Resigned July 2010
Mr. Jeovanny Rodriguez * Development Committee	Expert in building design, facility, and traffic solutions	Transportation Engineer	1 st term Resigned July 2010
Ms. Thuy Cao Finance Committee	Finance	Financial Analyst	1 st Term Resigned July 2010
Ms. Kathleen McCarthy Member	Public School Liaison to the Lowell Community	Operate and run preschool	1 st Term Resigned February 2010

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
2010 BUDGET COMPARATIVE
AS OF: JUNE 30, 2010
Unaudited

INCOME:

	JUNE 2010			% OF	2010 YEAR TO DATE			% OF
	ACTUAL	BUDGET	DELTA	BUDGET	ACTUAL	BUDGET	DELTA	BUDGET
TUITION	916,311	842,792	73,519	108.7%	10,448,678	10,113,500	335,178	103.3%
FOOD PROGRAM	47,901	35,000	12,901	136.9%	428,161	420,000	8,161	101.9%
MISC INCOME	4,749	12,100	(7,351)	39.3%	50,494	155,200	(104,706)	32.5%
TOTAL INCOME	968,961	889,892	79,069	108.9%	10,927,334	10,688,700	238,634	102.2%

EXPENSES:

	ACTUAL	BUDGET	DELTA	BUDGET	ACTUAL	BUDGET	DELTA	BUDGET
SALARIES	552,411	531,408	21,003	104.0%	6,465,039	6,536,400	(71,361)	98.9%
PAYROLL TAXES	21,472	20,250	1,222	106.0%	252,762	243,000	9,762	104.0%
BENEFITS	69,501	59,167	10,334	117.5%	906,364	710,000	196,364	127.7%
WORKERS COMP	5,623	5,000	623	112.5%	65,818	60,000	5,818	109.7%
MANAGEMENT SERVICES	90,000	0	90,000	0.0%	360,000	0	360,000	0.0%
FACILITY EXPENSE	125,654	91,375	34,279	137.5%	1,087,948	1,099,000	(11,052)	99.0%
UTILITIES	8,219	14,167	(5,948)	58.0%	126,260	170,000	(43,740)	74.3%
TELECOMMUNICATIONS	2,484	3,333	(849)	74.5%	32,167	40,000	(7,833)	80.4%
INFO & TECH MGMT	5,179	6,667	(1,488)	77.7%	49,572	80,000	(30,428)	62.0%
SPED EXPENSES	29,882	6,667	23,215	448.2%	328,378	80,000	248,378	410.5%
ACADEMIC PROGRAMS	30,421	36,500	(6,079)	83.3%	294,608	473,000	(178,392)	62.3%
STAFF DEVELOPMENT	3,311	1,000	2,311	331.1%	32,231	12,000	20,231	268.6%
ADMIN & OPS EXPENSE	3,964	3,998	(34)	99.2%	57,579	48,000	9,579	120.0%
BANK CHARGES	50	208	(158)	24.2%	1,147	2,500	(1,353)	45.9%
CONTRACTED SERVICES	5,616	8,168	(2,552)	68.8%	143,324	98,000	45,324	146.2%
INSURANCE EXPENSE	3,636	2,917	719	124.6%	34,722	35,000	(278)	99.2%
FOOD PROGRAM SUPPLY	31,814	35,000	(3,186)	90.9%	419,969	420,000	(31)	100.0%
NEW SCHOOL EXPENSE	0	0	0	0.0%	151,053	0	151,053	0.0%
OTHER EXPENSES	6,602	3,250	3,352	203.2%	31,601	39,000	(7,399)	81.0%
TOTAL EXPENSE	995,840	829,075	166,765	120.1%	10,840,541	10,145,900	694,641	106.8%

SURPLUS(LOSS)	(26,878)	60,817	(87,695)	-44.2%	86,793	542,800	(456,007)	16.0%
----------------------	-----------------	---------------	-----------------	---------------	---------------	----------------	------------------	--------------

OTHER INCOME / EXPENSES:

	ACTUAL	BUDGET	DELTA	BUDGET	ACTUAL	BUDGET	DELTA	BUDGET
INTEREST INCOME	1,107	750	357	147.6%	16,417	9,000	7,417	182.4%
GRANT INCOME	97,121	0	97,121	0.0%	1,074,585	0	1,074,585	0.0%
MISC INCOME	0	0	0	0.0%	0	0	0	0.0%
INTEREST EXPENSE	239	2,500	(2,261)	9.6%	10,460	30,000	(19,540)	34.9%
AMORTIZATION EXP	0	0	0	0.0%	0	0	0	0.0%

DEPRECIATION EXP	30,196	27,500	2,696	109.8%	349,675	330,000	19,675	106.0%
GRANT EXPENSE	65,944	0	65,944	0.0%	976,185	0	976,185	0.0%
RESERVE	0	0	0	0.0%	0	0	0	0.0%
TOTAL OTHER INC/EXP	1,849	(29,250)	31,099	-6.3%	(245,317)	(351,000)	105,683	69.9%
SURPLUS(LOSS)	(25,029)	31,567	(56,596)	-79.3%	(158,525)	191,800	(350,325)	-82.7%

Parent Satisfaction Survey

One hundred twenty-three families responded to our annual Parent Satisfaction survey. The results by percentages for the 27 measures are recorded in the following table.

1. I am satisfied with the school's academic program.					
Strongly disagree	1	Disagree	2	Agree 54	Strongly Agree 43
2. The school is fulfilling the mission outlined in the charter.					
Strongly disagree	2	Disagree	4	Agree 57	Strongly Agree 38
3. I am satisfied with the quality of instruction that our children receive at the school.					
Strongly disagree	0	Disagree	3	Agree 52	Strongly Agree 45
4. I am satisfied with the school's efforts to manage student behavior.					
Strongly disagree	0	Disagree	7	Agree 42	Strongly Agree 50
5. The school has provided a safe atmosphere for my child/ren.					
Strongly disagree	0	Disagree	4	Agree 48	Strongly Agree 48
6. Homework helps my child do better in class.					
Strongly disagree	0	Disagree	2	Agree 34	Strongly Agree 63
7. I am satisfied with the performance of the teachers who offer instruction in the core content areas (Reading, Math, Science, Social Studies).					
Strongly disagree	0	Disagree	3	Agree 41	Strongly Agree 56
8. I am satisfied with the school's efforts to communicate with families.					
Strongly disagree	1	Disagree	2	Agree 54	Strongly Agree 43
9. I am satisfied with the performance of the teachers who offer instruction in the enrichment areas (Physical Education, World Languages, Art and Music).					
Strongly disagree	0	Disagree	4	Agree 50	Strongly Agree 46
10. My questions are responded to in a timely and friendly manner.					
Strongly disagree	2	Disagree	8	Agree 41	Strongly Agree 49
11. I am satisfied with the overall performance of the school.					
Strongly disagree	1	Disagree	2	Agree 54	Strongly Agree 43
12. I would like for my son/daughter to receive more instructional time in reading and mathematics.					
Strongly disagree	1	Disagree	2	Agree 54	Strongly Agree 43
13. People who work in the school office are friendly and welcoming.					
Strongly disagree	2	Disagree	6	Agree 35	Strongly Agree 57
14. I am satisfied with the performance of the principals.					
Strongly disagree	1	Disagree	6	Agree 46	Strongly Agree 47
15. I support the uniform policy.					
Strongly disagree	2	Disagree	5	Agree 28	Strongly Agree 65
16. I am pleased with the food service program.					
Strongly disagree	5	Disagree	11	Agree 50	Strongly Agree 34
17. I am likely to recommend this school to others.					
Strongly disagree	1	Disagree	4	Agree 40	Strongly Agree 55
18. The school building and grounds are well maintained.					
Strongly disagree	5	Disagree	6	Agree 59	Strongly Agree 30
19. Staff at the school care about my child's progress.					
Strongly disagree	2	Disagree	4	Agree 54	Strongly Agree 40
20. My child's teacher knows my child and focuses on him/her as an individual.					

Strongly disagree 2	Disagree 3	Agree 39	Strongly Agree 56
----------------------------	-------------------	-----------------	--------------------------

21. I am satisfied with my child's exposure to technology.

Strongly disagree 2	Disagree 5	Agree 47	Strongly Agree 46
----------------------------	-------------------	-----------------	--------------------------

22. The school is proactive with communicating important issues regarding my child.

Strongly disagree 1	Disagree 2	Agree 46	Strongly Agree 51
----------------------------	-------------------	-----------------	--------------------------

23. My child's teacher communicates with me regularly about my child's progress.

Strongly disagree 1	Disagree 4	Agree 40	Strongly Agree 55
----------------------------	-------------------	-----------------	--------------------------

24. I feel comfortable speaking to my child's teacher about something I disagree with.

Strongly disagree 1	Disagree 1	Agree 34	Strongly Agree 64
----------------------------	-------------------	-----------------	--------------------------

25. The principals are accessible to parents.

Strongly disagree 0	Disagree 4	Agree 48	Strongly Agree 48
----------------------------	-------------------	-----------------	--------------------------

26. The school has communicated ways for me to get involved in my child's education.

Strongly disagree 0	Disagree 4	Agree 36	Strongly Agree 60
----------------------------	-------------------	-----------------	--------------------------

27. The school offers my child opportunities to learn about the Southeast Asian and Latino cultures.

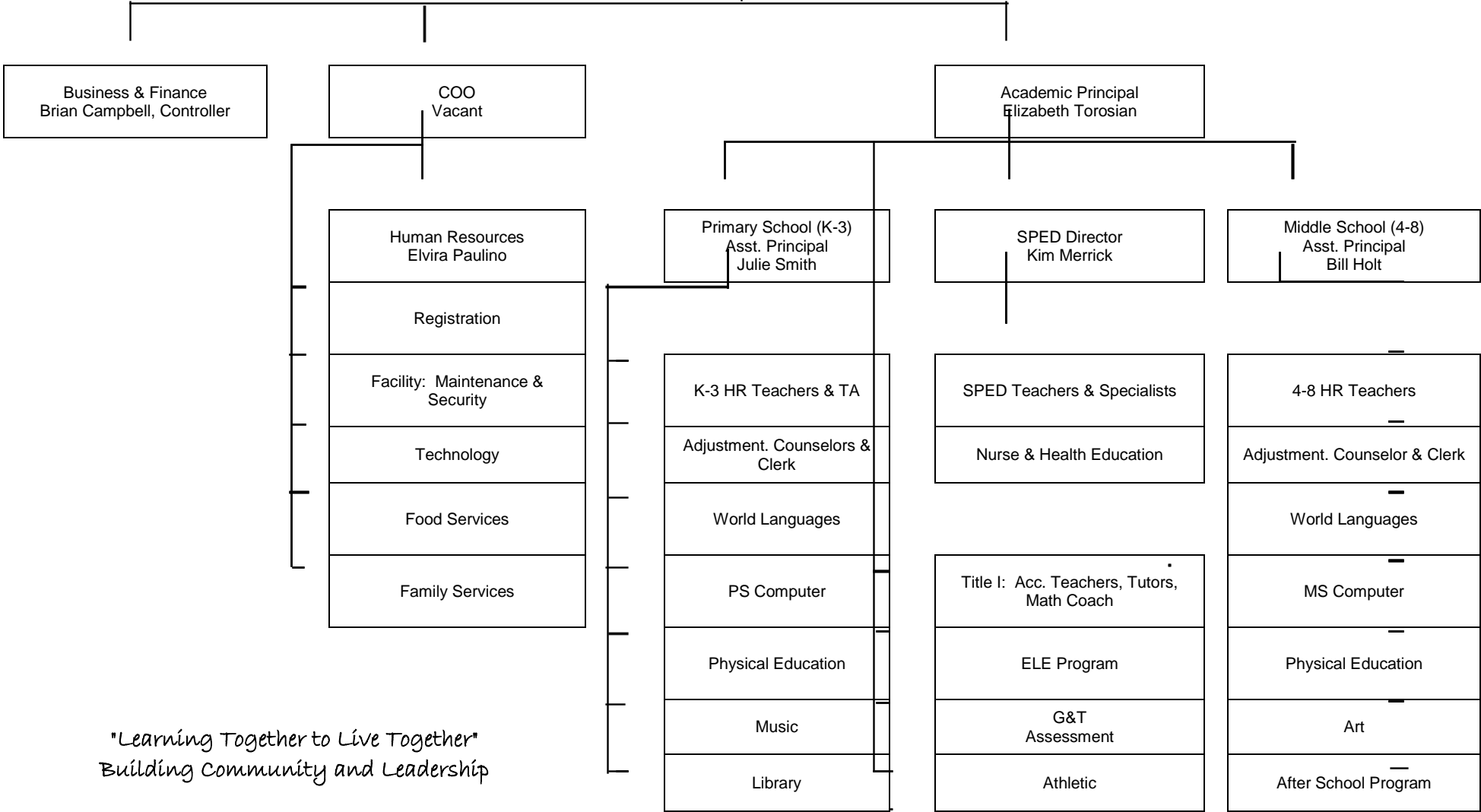
Strongly disagree 0	Disagree 4	Agree 40	Strongly Agree 56
----------------------------	-------------------	-----------------	--------------------------



Lowell Community Charter Public School Organizational Chart 2010

LCCPS
Board of Trustees

Executive Director
Rida Eng, Acting



*"Learning Together to Live Together"
Building Community and Leadership*