



LOWELL COMMUNITY CHARTER PUBLIC SCHOOL

Learning Together to Live Together

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Lowell, MA 01852
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Annual Report

2005-2006

Mr. Thel Sar, Chairman, Board of Trustees



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July 23, 2006

Dear LCCPS Community:

I am pleased to present to you the Lowell Community Charter Public School (LCCPS) 2005-2006 annual report.

On June 26, we concluded the school year with a great moment of pride and joy when 46 students celebrated their eighth grade graduation. This was LCCPS' first annual Middle School graduation. In a wonderful ceremony staged in the Cumnock Hall at the University of Massachusetts Lowell Campus, students, friends, parents and teachers clapped, laughed, and shared in this historic occasion together.

Our school is maturing and quickly becoming established as a significant component of the Greater Lowell area educational community. In the upcoming 2006-2007 school year, LCCPS will become the largest primary/middle school in the city with an enrollment of 894 students. This enrollment is sustained by a growing waiting list, a fact that says much about the confidence and trust that parents have in the school's ability to deliver a sound and vibrant education under a safe and caring environment. This education would not be possible without the uncompromised commitment of teachers, teachers' assistants, and administrative staff that is needed to sustain those deliverables. Each and every member of the LCCPS Board of Trustees feels flattered by such a showcase of faith and trust in our capacity and leadership to fulfill our many responsibilities. Many thanks to all!

This past school year was the first one the school operated with in-house management. By any standard, the transition from external management to self-management was smooth and well executed. As part of the school new organizational structure approved by Massachusetts Department of Education in June 27, 2005, the school is functioning with a Chief Executive Officer (CEO, school leader), Chief Operating Officer (COO), two academic principals, and a Chief Financial Officer (CFO). The positions of CEO, and academic principals were filled on an interim basis until the Board hired a permanent CEO. This happened in February 2006 when Mr. Carlos Aponte accepted the position. Mr. Aponte has brought extensive experience as an organizer and strategist that will serve LCCPS well. Additionally, the Board also promoted Mr. Rida Eng to the position of COO.

In continuing our process of developing a new internal leadership team, we have made the following leadership changes for the upcoming 2006-2007 school year:

1. Ms. Elizabeth Torosian – Academic Principal for the Primary (lower) School (Kindergarten through Grade 4)
2. Mr. Charles Pretti – Academic Principal for the Middle (upper) School (Grades 5 through 8)
3. Mr. Ralph Taylor – Dean of Students

We want to use the occasion to thank Mr. Charles Feeney who functioned until the end of the 2005-2006 school year as our CFO. Charles was responsible for the successful implementation of our current finance department and the accounting system we have today. We also want to thank Mr. Matthew Gallup for his services as the interim Academic Principal for the Primary School. Matthew resigned in late May 2006.

The Board has two new faces: Dr. Roger Boggs and Dr. Amy Cannon. We welcome both of them. Returning to the Board again is Mr. Richard Chavez. Richard is a school founder. We regret to announce the departure of Treasurer Mr. Dennis Demuth. Dennis was a key player and strategist in the transition to our self-management program. We indeed will miss Dennis' straight talk.

I certainly believe the school is in good and capable hands. It is part of the school's culture to have a responsible and sound finance program. We will continue with that trait as indicated in our finance report. We made strides in other areas. Following the LCCPS' staff completion of a survey, we oversaw the implementation of substantial changes in our Human Resources Department and subsequent staff hiring. The Parent and Educator Together (PET) program and school community involvement are moving to the next level in establishing a real educational partnership and in developing a highly functional communication system.

Our 2004-2005 MCAS results situated us within the better performing schools in Lowell. With the addition of the new leadership team, completion of the school's new organizational structure, and continuous support from parents and teachers, I believe we will be able to fulfill our founders' vision of LCCPS being the outstanding educational center they meant for it to be.

Again, thanks to all for the hard work throughout this school year, and for your proven commitment to ensure the success of LCCPS.

Sincerely,

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

Official Complaints Received During the 2005-2006 School Year:

There were no official complaints to the LCCPS Board of Trustees during this school year.

CONTENTS

INTRODUCTION	5
MISSION STATEMENT	6
EXECUTIVE SUMMARY	7 – 8
EDUCATIONAL PHILOSOPHY	9
SCHOOL PERFORMANCE	10 – 29
<i>Academic Program</i>	10
<i>Organizational Viability</i>	24
<u>SCHOOL PROFILE</u>	
OUR STUDENTS	30 – 31
<i>Student Demographics</i>	30
<i>Student Application, Waiting List and Turnover Data</i>	30
<i>School Report Card</i>	31
GOVERNANCE	32 – 34
<i>Board of Trustees</i>	32
<i>Board Committees and Members</i>	33
<i>Major Board Policy Decisions 2005-2006</i>	34
DISSEMINATION	35 – 38
<i>Faithfulness to the Charter</i>	35
OUR STAFF	39 – 40
<i>Staff Profile, Staff Turnover and Summary of Teacher Qualifications</i>	39
FINANCE	41 – 43
<i>Approved School Budget (Fiscal Year Ending June 30, 2007)</i>	41
<i>Financial Statement</i>	42
<i>Balance Sheet</i>	43

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 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 the charter, one additional grade has been added each year. It was intended that LCCPS would eventually become a K-12 school by the year 2010 enrolling approximately 1,300 students; however, the present charter only permits expansion through grade 8. LCCPS added grade 8 during the 2005-2006 school year. In Fall 2006, LCCPS intends to re-apply to the DOE to amend the charter to add grades 9 – 12. As of June 1, 2006, the number of students enrolled at LCCPS was 720. The enrollment cap for the 2005-2006 school year was 754, and will increase to 900 for 2006-2007.

Prior to the 2005-2006 school year, LCCPS completed significant renovations/expansions to the Middle School (Grades 5-8) area, including the addition of a gymnasium, five classrooms (ELL, art, accelerated teachers, after school), a cafeteria, a laptop laboratory, and a number of administrative offices. Additionally, all classrooms were provided computers and internet capabilities, and all Middle School classrooms were outfitted with a TV/VCR/DVD. For the upcoming 2006-2007 school year, LCCPS is expanding again to accommodate increased enrollment by adding seven classrooms (including three for Kindergarten, three for Grade 6), four bathrooms, four offices, and a Middle School reception area. Upon completion, LCCPS will have reached the full capacity of its leasing area (110,000 square feet) under the current lease. Because LCCPS has exhausted its space and plans to continue its growth, the LCCPS Board of Trustees is actively searching for a new building 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

Lowell Community Charter Public School (LCCPS) has completed its sixth year of preparing children from the Greater Lowell area to succeed as students and citizens. The 2005-2006 school year was a great milestone at LCCPS as we completed our first year under our renewed charter, under new internal leadership and management, and under a new 5-year Accountability Plan, which was approved by the DOE in October 2005. Additionally, we added Grade 8 to the LCCPS curriculum for the first time, and completed extensive building renovations/expansions. After an exhaustive search, the LCCPS Board of Trustees hired Mr. Carlos Aponte as the new CEO/Headmaster of the school in February 2006. Other leadership transitions occurred as well, as described in this report. In summary, it was a year filled with transition.

LCCPS enjoyed many other successes in 2005-2006, including: responding to demand by continuing to increase enrollment, completing our second annual summer school enrichment program and first annual summer outdoor sports camp, and continuing to lay the foundation for academic success for low-income immigrant children. However, 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 the school's sixth year, LCCPS has become the second largest school in Lowell, and it continues to emerge as a model for urban public school performance and reform. LCCPS will become the largest primary/middle school in Lowell in 2006-2007.

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 English-as-a-second-language learners. The percentage of these students at LCCPS (28%) is much greater than in nearly every public school in the Commonwealth, which creates specific 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.

Lowell Community Charter Public School is able to report on the successes of its academic programs. In most cases, students who have been educated at LCCPS since kindergarten have scored higher on internal and state-wide assessment tests as compared with students who have more recently been enrolled at LCCPS. LCCPS as a whole (aggregate) achieved Adequate Yearly Progress (AYP) for the second straight year in 2005; however, a few of our subgroups did not achieve AYP (e.g., Asian students for English Language Arts, Hispanic students for Mathematics). Spring 2006

MCAS testing results have not been received as of the writing of this report. The majority of students at LCCPS have increased their reading proficiency since entering the school.

During the 2005-2006 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 performing arts teacher was also hired. Additionally, LCCPS continued the employment of two full-time English Language Learners (ELL) teachers specifically to work with students for whom English is a second language. ELL teachers were successful 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.

Organizational viability continues as one of the school's most unique strengths. The school has smoothly handled continuous yearly growth (LCCPS has added a grade every year). Additionally, by the end of August 2006, the school will have fully completed renovation of all available building space under its lease, and will occupy a total of 110,000 square feet. LCCPS continues to steadily grow in its financial solvency and stability and has had no negative findings on its independent audits.

Those at Lowell Community Charter Public School look to its seventh year with eager anticipation and perhaps a little trepidation as our enrollment increases by over 150 students to 894 students. As the school grows, so does the strength of its programs. The needs of the students who reside in the city of Lowell will remain the same: they need and deserve excellent and committed teachers, strong academic programs, wrap-around social services, and the highest of expectations for their productivity and success. We are pleased to have an incredibly dedicated staff, and to have had the highest student and staff retention rates going into the 2006-2007 school year since our inception. We are also prepared for the hard work that lies ahead. The new Accountability Plan sets the benchmarks of academic achievement much higher overall and adds many new measures of academic progress. For many criteria, we must effect substantial improvement to attain these goals in the upcoming years.

EDUCATIONAL PHILOSOPHY

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 2005-2006, 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 visual and performing arts 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 teacher and parent. Typically, three to four times each year, every classroom teacher sits down with parents and their child to review three major documents: the quarterly report card (which includes student current reading level), the student's portfolio, (samples of student work) and the Quarterly Learning Contract. The QLC is a contract that is created by the teacher, parent, and student that sets academic or social/emotional goals for the student that will be worked on, evaluated, and reset each quarter. 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 200 students each day. Working parents may drop off their children 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 until 6:00 PM. In 2005-2006, all staff members serving in the After-School Program were qualified teachers who provided nurturing and student-centered after-school care and instruction.

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 to students who are working below-grade level with the help of newly hired accelerated learning teachers at each grade level.

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 2005-2006 Subtests (Kindergarten)

	Initial Sound Fluency	Letter Naming Fluency	Phonemic Segmentation Fluency	Nonsense Word Fluency
<i>FIRST SCREENING</i>	Fall 2005	Fall 2005	Winter 2005	Winter 2005
At Risk (Intervention)	28%	45%	6%	3%
Some Risk (Supplemental)	23%	12%	7%	6%
Low Risk (Core)	50%	43%	86%	92%
<i>SECOND SCREENING</i>	Winter 2005	Spring 2006	Spring 2006	Spring 2006
At Risk (Intervention)	6%	15%	0%	5%
Some Risk (Supplemental)	49%	21%	10%	11%
Low Risk (Core)	45%	64%	90%	84%

As shown in Table 1, Kindergarten students achieved the Accountability Plan goal for the subtests of Phonemic Segmentation Fluency (90% low risk) and Nonsense Word Fluency (84% low risk). Results for the other two tests were below the target. For the upcoming school year, Kindergarten teachers and assistants will 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
<i>FIRST SCREENING</i>	Fall 2005	Fall 2005	Winter 2005
At Risk (Intervention)	8%	12%	16%
Some Risk (Supplemental)	22%	19%	31%
Low Risk (Core)	70%	69%	53%
<i>SECOND SCREENING</i>	Spring 2006	Spring 2006	Spring 2006
At Risk (Intervention)	2%	6%	21%
Some Risk (Supplemental)	2%	25%	28%
Low Risk (Core)	96%	69%	51%

Table 2 shows that Grade 1 students have mastered Phonemic Segmentation Fluency, but improvement is needed for Nonsense Word Fluency and Oral Reading Fluency.

Table 3: DIBELS – 2005-2006 – Oral Reading Fluency (Grades 2-5)

	Grade 2	Grade 3	Grade 4	Grade 5
FALL 2005 TESTING				
At Risk (Intervention)	16%	18%	N/A	N/A
Some Risk (Supplemental)	25%	29%	N/A	N/A
Low Risk (Core)	59%	54%	N/A	N/A
SPRING 2006 TESTING				
At Risk (Intervention)	19%	19%	46%	37%
Some Risk (Supplemental)	22%	43%	30%	23%
Low Risk (Core)	59%	38%	24%	40%

Table 3 includes the results of the Fall 2005 and Spring 2006 DIBELS for Oral Reading Fluency for Grades 2 through 5. While Grade 2 students performed better than the other grades, the results show a clear need for greater intervention with underperforming students. LCCPS has already been tackling this challenge through the hire of Accelerated Learning Teachers during the 2005-2006 school year; however, in the 2006-2007 year, their primary focus will be with reading. Additionally, all grades will receive the DIBELS assessments on three occasions in 2006-2007 and LCCPS teachers will be trained in using Testwiz to access and analyze their classroom’s data to target students at risk and to drive instruction.

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.

- 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 (7-9), average (4-6), and below average (1-3). 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 indicates 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 2005 and Spring 2006 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)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	51 %	18 %	22 %
Average (4-6)	26 %	42 %	44 %
Strength (7-9)	23 %	40 %	34 %
6th Stanine or Higher	24 %	40 %	34 %

Table 4 shows that 34% of Kindergarten students in the control group scored in the 6th stanine or higher and that the control group scored slightly less than the group as a whole.

Table 5: GRADE – Total Test (Grade 1)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	56 %	28 %	18 %
Average (4-6)	41 %	50 %	53 %
Strength (7-9)	3 %	21 %	28 %
6th Stanine or Higher	7 %	40 %	51 %

Table 6: GRADE – Total Test (Grade 2)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	29 %	14 %	11 %
Average (4-6)	57 %	71 %	64 %
Strength (7-9)	14 %	16 %	24 %
6th Stanine or Higher	28 %	35 %	44 %

Tables 5 and 6 show the results for Grades 1 and 2. For both grades, the control group performed slightly better than the grade as a whole, an encouraging trend. However, only 51% of Grade 1 students and 44% of Grade 2 students in the control group scored at the 6th stanine or higher. Overall, students in Grades 1 and 2 performed better on the GRADE than the other grade levels.

Table 7: GRADE – Total Test (Grade 3)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	37 %	23 %	30 %
Average (4-6)	52 %	60 %	47 %
Strength (7-9)	11 %	16 %	23 %
6th Stanine or Higher	21 %	24 %	34 %

Table 8: GRADE – Total Test (Grade 4)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	39 %	48 %	39 %
Average (4-6)	45 %	38 %	40 %
Strength (7-9)	16 %	14 %	19 %
6th Stanine or Higher	26 %	20 %	23 %

Table 9: GRADE – Total Test (Grade 5)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	41 %	34 %	40 %
Average (4-6)	46 %	51 %	51 %
Strength (7-9)	13 %	15 %	10 %
6th Stanine or Higher	20 %	23 %	23 %

Table 10: GRADE – Total Test (Grade 6)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	31 %	24 %	30 %
Average (4-6)	62 %	67 %	59 %
Strength (7-9)	8 %	9 %	12 %
6th Stanine or Higher	18 %	20 %	18 %

Table 11: GRADE – Total Test (Grade 7)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	39 %	49 %	46 %
Average (4-6)	61 %	44 %	39 %
Strength (7-9)	0 %	7 %	15 %
6th Stanine or Higher	18 %	10 %	23 %

Table 12: GRADE – Total Test (Grade 8)

	Fall 2005	Spring 2006	Spring 2006 – control group
Weak (1-3)	35 %	40 %	21 %
Average (4-6)	60 %	60 %	79 %
Strength (7-9)	4 %	0 %	0 %
6th Stanine or Higher	8 %	11 %	0 %

Tables 7-12 show the GRADE Total Test results for grades 3 through 8. Students in the control group performed slightly better than the grades as a whole in Grades 3, 4, and 7, and similar to or slightly lower in Grades 5, 6, or 8. The percentages of students scoring at the 6th stanine or higher are as follows: Grade 3 – 34%, Grade 4 – 23%, Grade 5 – 23%, Grade 6 – 18%, Grade 7 – 23%, and Grade 8 – 0%. These results show the need for an even greater emphasis on reading 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 2005, as posted on DOE’s website. As shown in Table 13, LCCPS was pleased that it achieved AYP for ELA as a whole (aggregate) in 2005 (Mid-Cycle IV); however, AYP for ELA was not achieved by Asian students. The LCCPS leadership recognizes this deficiency, and will be putting special emphasis on increasing the English reading and writing skills of its Asian students.

Table 13: LCCPS 2005 Adequate Yearly Progress (AYP) Report - ELA

ENGLISH LANGUAGE ARTS													
Student Group	2005 Participation				Mid-Cycle IV (2005) Data Performance					2005 Attendance			AYP 2005
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
	Aggregate	227	222	98	Yes	222	64.2	No	4.4	Yes	94.1	0.7	
Lim. English Prof.	130	127	98	Yes	127	60	No	4	Yes	94.2	0.3	Yes	Yes
Spec. Ed.	20	20	-	-	20	50	-	-	-	94.1	0.5	-	-
Low Income	187	184	98	Yes	184	63.2	No	3.5	Yes	93.9	0.5	Yes	Yes
Afr. Amer./Black	23	22	-	-	22	71.6	-	-	-	93.5	0.6	-	-
Asian or Pacif. Isl.	70	68	97	Yes	68	58.5	No	-1.1	No	95	-0.2	Yes	No
Hispanic	90	89	99	Yes	89	62.9	No	9.2	Yes	93.6	0.8	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	43	43	100	Yes	43	72.1	No	1.4	Yes	94.1	1.8	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	N/A	N/A	N/A	N/A	No	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	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 Massachusetts Comprehensive Assessment System (MCAS) examinations have been administered to all third grade students at LCCPS for reading for six consecutive years, fourth grade students for five consecutive years, and seventh grade student beginning in Spring 2005, the first year that Grade 7 was offered at LCCPS. Please note that for the third grade as well as all other MCAS exams, results have only been posted by DOE through Spring 2005. Spring 2006 MCAS results are not expected to be officially issued until October 2006. As such, the Spring 2006 MCAS results will be presented and analyzed in the 2006-2007 annual report.

Table 14: Grade 3 - Reading - MCAS scores from Spring 2003 to Spring 2005

	Proficient	Needs Improvement	Warning
Spring 2005	32 %	43 %	25 %
Spring 2004	36 %	51 %	13 %
Spring 2003	7 %	56 %	37 %

Table 15: Grade 3 - Reading - Spring 2005 MCAS scores by subgroup

	Proficient	Needs Improvement	Warning
All Students	32 %	43 %	25 %
Students at LCCPS for 2 years	38 %	38 %	25 %
Students at LCCPS for 3+ years	37 %	42 %	21 %

Table 14 shows a three year trend of Grade 3 MCAS Reading scores from Spring 2003 to Spring 2005. While great progress was made from 2003 to 2004 (increase in proficiency from 7% to 36% and a decrease in students in the Warning category from 37% to 13%), the results were a little lower in Spring 2005. The Spring 2005 data are based on the scores and proficiency levels of 96 students as received from the Massachusetts Department of Education. For 2005, LCCPS established an internal goal of 50% of students scoring at the Proficient level, a 14% increase over last year. The school also had hoped for a 6% drop at the Needs Improvement level and a 9% drop at the Warning level. With such significant gains in 2004, these were high expectations. To help our Grade 3 students with reading and other literacy skills, LCCPS hired Accelerated Learning Teachers to assist classroom teachers by working with small groups of students performing below grade level during the 2005-2006 school year. Additionally, LCCPS began offering MCAS preparation sessions after school and on Saturdays.

Table 15 shows a comparison of the reading proficiency levels of all Grade 3 students to subgroups of students who have been instructed at LCCPS for two consecutive years and for three-or-more years. The students who have been at LCCPS the longest performed slightly better than the group as a whole.

Table 16: Grade 4 – English Language Arts – MCAS scores from Spring 2003 to Spring 2005

	Advanced	Proficient	Needs Improvement	Warning
Spring 2005	2 %	21 %	48 %	29 %
Spring 2004	3 %	30 %	43 %	25 %
Spring 2003	0 %	0 %	29 %	71 %

Table 17: Grade 4 – English Language Arts – Spring 2005 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	2 %	21 %	48 %	29 %
Students at LCCPS for 2 years	9 %	18 %	55 %	18 %
Students at LCCPS for 3+ years	2 %	23 %	46 %	29 %

Table 16 shows a three year trend of Grade 4 MCAS ELA scores from Spring 2003 to Spring 2005. While great progress was made from 2003 to 2004 (increase in proficient/advanced from 0% to 33% and a decrease in students in the Warning category from 71% to 25%), the results were a little lower in Spring 2005. The Spring 2005 data are based on the scores and proficiency levels of 97 students as received from the DOE. To help our Grade 4 students with ELA skills, LCCPS hired Accelerated Learning Teachers to assist classroom teachers by working with small groups of students performing below grade level during the 2005-2006 school year. Additionally, LCCPS began offering MCAS preparation sessions after school and on Saturdays.

Table 17 shows a comparison of the ELA proficiency levels of all Grade 4 students to subgroups of students who have been instructed at LCCPS for two consecutive years and for three-or-more years. The students who have been at LCCPS for two years performed better than either the three-or-more year students or the group as a whole.

Table 18: Grade 7 – English Language Arts – Spring 2005 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	0 %	34 %	56 %	10 %
Students at LCCPS for 2 years	0 %	25 %	63 %	13 %
Students at LCCPS for 3+ years	0 %	38 %	57 %	0 %

Table 18 shows a comparison of the ELA proficiency levels of all Grade 7 students to subgroups of students who have been instructed at LCCPS for two consecutive years and for three-or-more years. The Spring 2005 data are based on the scores and proficiency levels of 41 students as received from the Massachusetts Department of Education. We are pleased that all of the Grade 7 students who had been instructed at LCCPS for at least three years passed the Spring 2005 ELA MCAS, in the first year the test was administered at LCCPS.

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 subskills, 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 19: Spring 2006 Internal Reading Assessment Results (Grades 1-8)
Reading Below, At, or Above Grade Level

	Number of Students	BELOW Grade Level	Total AT or ABOVE Grade Level
Grade 1 (total)	103	47 %	53 %
Grade 2 (total)	95	23 %	77 %
Grade 3 (total)	86	23 %	77 %
Grade 4 (total)	90	49 %	51 %
Grade 5 (total)	94	45 %	55 %
Grade 6 (total)	45	61 %	39 %
Grade 7 (total)	41	49 %	51 %
Grade 8 (total)	45	67 %	33 %

At the time of report preparation, the Spring 2006 4Sight data disaggregated by control groups were not available. LCCPS will report on these data in next year's report. Table 19, above, shows the results of the Spring 2006 (last of five assessments) 4Sight reading assessment for all students at each grade level. As shown in Table 19, students in Grades 2 and 3 nearly achieved the Accountability Plan goal of 80%; however, students in the upper grades (particularly, Grades 6 and 8) demonstrate a need for greater literacy instruction. It is important to note, however, that

students in Grades 7 and 8 did not begin the 2005-2006 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

Thirty-eight percent (38%) 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 2005 to the Spring 2006 assessments. While this result is significantly below the benchmark set in the Accountability Plan, LCCPS faces the unique challenge of educating a much greater population of ELL students (over 28% of the student population) than most Massachusetts schools. However, as a result of this finding, LCCPS is currently in the process of securing additional support to its ELL team.

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 – 63% (5 of 8 students, 3 of whom were Proficient)
- Grade 4 ELA – 42% (5 of 12 students)
- Grade 4 Mathematics – 25% (3 of 12 students, 1 of whom was Advanced)
- Grade 5 Science – 0% (0 of 6 students)
- Grade 6 Mathematics – 0% (0 of 2 students)
- Grade 7 ELA – 100% (4 of 4 students)

While LCCPS is very encouraged that all of its Grade 7 special needs students passed the Spring 2005 MCAS for ELA and that three of eight special needs students in Grade 3 scored Proficient on the Reading MCAS (and five of eight overall passed), results for the other grades were well below the Accountability Plan benchmark. To help address these inadequacies, three additional special education teachers, a full-time speech therapist, a half-time speech therapist, and an administrative assistant were hired during the 2005-2006 school year. Additional hiring is planned in 2006-2007.

❖ 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 20, below, summarizes the calculation of Adequate Yearly Progress (AYP) for Mathematics at LCCPS for Spring 2005, as posted on DOE’s website. As shown in Table 20, LCCPS achieved AYP status for Mathematics as a whole (aggregate) for 2005 (Mid-Cycle IV); however, AYP in Mathematics was not achieved by Hispanic or low income 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.

Table 20: LCCPS 2005 Adequate Yearly Progress (AYP) Report - Mathematics													
MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	135	134	99	Yes	134	53.2	No	4.6	Yes	94.1	0.7	Yes	Yes
Lim. English Prof.	75	75	100	Yes	75	53	No	3	Yes/EB	94.2	0.3	Yes	Yes
Spec. Ed.	9	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	115	115	100	Yes	115	52.4	No	2.6	No	93.9	0.5	Yes	No
Afr. Amer./Black	13	13	-	-	13	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	42	42	100	Yes	42	56.5	No	9.6	Yes	95	-0.2	Yes	Yes
Hispanic	56	56	100	Yes	56	47.3	No	1.6	No	93.6	0.8	Yes	No
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	23	23	-	-	23	58.7	-	-	-	94.1	1.8	-	-

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
MATH	Aggregate	N/A	N/A	N/A	N/A	No	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	N/A	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 2005, the MCAS exam for Mathematics was administered to students in Grades 4 and 6 each year. Beginning in Spring 2006, the MCAS exam for Mathematics was also administered in Grade 3. 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.

Table 21: Grade 4 – Mathematics – MCAS scores from Spring 2003 to Spring 2005

	Advanced	Proficient	Needs Improvement	Warning
Spring 2005	10 %	14 %	39 %	36 %
Spring 2004	3 %	5 %	52 %	40 %
Spring 2003	0 %	0 %	36 %	64 %

Table 22: Grade 4 – Mathematics – Spring 2005 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	10 %	14 %	39 %	36 %
Students at LCCPS for 2 years	18 %	18 %	55 %	9 %
Students at LCCPS for 3+ years	10 %	17 %	35 %	18 %

Table 21 shows a three-year trend of Grade 4 Mathematics MCAS scores (from Spring 2003 to Spring 2005). The Spring 2005 data are based on the scores and proficiency levels of 97 students as received from the Massachusetts Department of Education. LCCPS is very proud of the considerable progress made over these three years, as 0% were advanced or proficient in Spring 2003, 8% in 2004, and 24% by 2005. Despite this progress, however, 36% of students did not pass the MCAS. As Table 22 shows, results for students who had been at LCCPS for two years or more were better, with only 9% failing from the two-year group (meeting the goal of <15%) and 18% failing from the three-or-more years group (above the goal of <5%, but substantially better than the entire grade). These results demonstrate that Grade 4 students who have been at LCCPS longer performed better in Mathematics.

Table 23: Grade 6 – Mathematics – MCAS scores from Spring 2003 to Spring 2005

	Advanced	Proficient	Needs Improvement	Warning
Spring 2005	3 %	11 %	21 %	66 %
Spring 2004	5 %	28 %	37 %	32 %
Spring 2003	N/A	N/A	N/A	N/A

Table 24: Grade 6 – Mathematics – Spring 2005 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	3 %	11 %	21 %	66 %
Students at LCCPS for 2 years	0 %	8 %	25 %	67 %
Students at LCCPS for 3+ years	0 %	12 %	35 %	53 %

Table 23 shows a two-year trend of Grade 6 Mathematics MCAS scores (from Spring 2004 to Spring 2005; the test was not administered in Spring 2003 because Grade 6 was not offered at LCCPS until 2003-2004). The Spring 2005 data are based on the scores and proficiency levels of 38 students as received from the Massachusetts Department of Education. The Spring 2005 results were disappointing, as 66% of all students scored at the Warning level, sharply lower than the 32% in Spring 2004. The scores for two-year and three-or-more year LCCPS students were similar to the results for the grade as a whole.

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.

- 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

Beginning in the 2005-2006 school year, LCCPS administered the Group Mathematics Assessment and Diagnostic Evaluation (G-MADE) test to students in Grades K through 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 will allow the school to use this tool to target students and instruction. This test replaces 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 2005 and Spring 2006. Table 25 below shows the total G-MADE Spring 2006 assessment results by stanine group (weak, average, strength, 6th stanine or higher) for each grade level. The table shows that the best results were in Grades Kindergarten, 3, 4, and 6, where 37-44% of students scored in the 6th stanine or higher. These results are below the Accountability Plan benchmark, indicating the need for greater emphasis on Mathematics, particularly in the upper grades.

Results are not available by control group at this time because the original disk used to score and analyze the data was inadvertently misplaced. LCCPS has contacted the company from which it obtains the G-MADE examination material, and is in the process of negotiating the procurement of an updated disk. As such, we cannot report on the G-MADE control groups at this time. We will conduct and present this analysis in next year's report.

Table 25: G-MADE – Spring 2006 – total scores by grade level for all students

	Weak (1-3)	Average (4-6)	Strength (7-9)	6 th Stanine or Higher
Grade K	18 %	66 %	16 %	44 %
Grade 1	31 %	66%	4 %	20 %
Grade 2 (only 4 of 5 classes available)	37 %	52 %	11 %	19 %
Grade 3	26 %	53 %	21 %	39 %
Grade 4	33 %	40 %	28 %	37 %
Grade 5	45 %	41 %	14 %	28 %
Grade 6	31 %	49 %	20 %	40 %
Grade 7	64 %	32 %	5 %	9 %
Grade 8	71 %	24 %	4 %	16 %

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 surplus balance on June 30, 2005 being \$2,009,446, as compared to an audited surplus balance on June 30, 2004 of \$1,378,174. Since carrying an audited deficit of (\$108,594) at June 30, 2000, LCCPS has had annual surpluses. Each year a balanced budget is presented for board's approval and for the last four (4) fiscal years the school has wisely expended its revenues to acquire more space, educate more students, employ more staff and create a surplus. Also, each year there is 3% of total revenue set aside for future plans to build/buy a building, which will further the school's stability. The school has a strong cash flow with an available line of credit, which is currently unused. The audited cash balance has increased from \$6,500 on June 30, 2001 to \$1,759,216 on June 30, 2005 (from cash and cash equivalents). There have been no negative findings noted during these independent audits. The accounting practices solidly in place include weekly reporting to the finance committee chair: weekly balance sheet reporting, monthly reporting on expenditures vs. cash flow, and the creation of annual budgets and 5-year extended forecasts.

For the 2005-2006 school year, total income from all sources at LCCPS was \$8,096,325, and total expenses were \$7,954,740. Therefore, total income exceeded total expenses by \$141,585.

Measure 2:

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

Affirmative Evidence

On November 17, 2005, the 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 years ending June 30, 2004 and June 30, 2005. 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, 2005 and June 30, 2004, and the results of its operations for the years then ended in conformity with accounting principles generally accepted in the United States of America."

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

Due to the transitioning of the school's leadership during 2005-2006, the LCCPS Board did not conduct a fundraising campaign; however, the Parent and Educators Together (PET) Committee did conduct a fundraiser on behalf of LCCPS in Spring 2006 that raised approximately, \$8,000 for the school and assisted with the purchase of uniforms for its basketball team.

❖ 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; the school included grades K-7 during the 2004-2005 academic year. 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 experience turnover each year. As families in Lowell often leave the town 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 effected by the high numbers of families living in poverty who are forced to move for 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 42 for the 2005-2006 school year, making demand nearly 1.4:1.

Table 26: LCCPS Enrollment History (2000 – 2006)

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

Table 26 illustrates the enrollment history and trends at LCCPS from its inaugural 2000-2001 school year through the 2005-2006 school year. Please note that enrollment figures during the 2005-2006 school year were higher than the final enrollment at the end of the year, 720, as the October 1, March 1, and June 1 values include students who attended LCCPS for only a portion of the year. The table also indicates that the school enrollment has been between 95% and 103% of its enrollment capacity in accordance with the charter. The enrollment cap for the 2006-2007 school year will increase to 894 students, 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 Board’s urgent focus on hiring a CEO and establishing an internal leadership and management team, the parent satisfaction survey was inadvertently omitted during the 2005-2006 school year. This omission has been noted by the school’s leadership, and the survey will be completed during the upcoming school year.

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 2005-2006 school year, LCCPS had an enrollment of 720 students. Of these, 25 (or 3.5%) have decided not to return to LCCPS for the 2006-2007 school year. Therefore, LCCPS has easily exceeded its goal of 90% reenrollment with a reenrollment rate of 96.5%. 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 not lose than five percent of its student body during the year. This calculation will not include students moving out of the Lowell area.

Affirmative Evidence

LCCPS lost 36 students during the 2005-2006 school year, or approximately 5% of its enrollment. Of these 36 students who left LCCPS, only 5 were due to parental dissatisfaction, 5 were due to additional needed student services not provided at LCCPS, and the remaining 26 were due to transportation or custody transfer issues.

❖ ***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 for the upcoming 2006-2007 school year. Because of this rapid growth, the LCCPS Board has been extremely busy addressing facility-related issues. It has overseen two large-scale expansion projects in the past two years, during which 12 classrooms, a gymnasium, a cafeteria, a computer laboratory, and numerous offices, bathrooms, and other ancillary facilities were constructed. As we approach the 2006-2007 school year, LCCPS will have expanded to its full capacity under its current lease, 110,000 square feet. These expansions, along with other smaller-scale renovations and maintenance, have been completed in large part due to the diligent effort of the Board in overcoming many obstacles along the way. During the upcoming year, the Board will focus its attention on identifying a suitable new facility to purchase in order to accommodate future growth at LCCPS for years to come.

Measure 3:

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

Affirmative Evidence

Traditionally, the LCCPS Board of Trustees works with the school's director toward completing a fair performance evaluation. This evaluation is based on the school's deliverables as delineated in its Accountability Plan and Mission Statement. Due to the long processes of searching and hiring a school CEO and transitioning of school leadership, there was no formal evaluation this year. Mr. Carlos Aponte was hired in February 2006 as the permanent LCCPS CEO. The Board is working diligently with its consultant coach to design and establish an appropriate evaluation process for the school's CEO.

❖ *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

Eighty-six percent (86%) of the instructional staff at LCCPS during 2005-2006 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 2005-2006 school year was 66. Of these, all 66 were offered new contracts. Six of the 66 teachers voluntarily decided to leave LCCPS after the 2005-2006 school year, for a voluntary teacher turnover rate of 9%. We are proud of the fact that this represents the lowest turnover rate experienced since the inception of LCCPS, and represents significant improvement from the 2004-2005 school year.

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, to date, 91% of teachers who were employed at LCCPS at the beginning of this charter will begin the 2006-2007 school year at LCCPS.

Measure 4:

The administration will provide appropriate oversight and support of new and returning teachers of 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 2005-2006 school year, LCCPS had 12 lead teachers who provided instructional and behavioral management support to members within their grade levels or on their team; each grade level was served by at least one lead teacher. Additionally, all LCCPS teachers participated in the peer coaching program. Teachers were provided with substitutes so they could observe their colleagues teaching various lessons within their classrooms and provide feedback to the teacher being observed. Each teacher was observed on 2-3 occasions during the year. Novice teachers were also provided with experienced teachers as mentors. Lead teachers also served as liaisons for their teammates, Parent and Educator Together committee and for the administrative team.

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 Professional Standards rubric and submitted this document to his/her immediate supervisor as part of the annual teacher evaluation process.

SCHOOL PROFILE

1. Student Demographics

In 2005-2006 Lowell Community Charter Public School served students in grades K-8. A demographic breakdown of the student population as of the end of the 2005-2006 school year is presented below in Table 27. LCCPS added grade 8 this past year, which is the highest grade permitted under the current charter. Table 28 further below shows student turnover data for 2005-2006.

Table 27: Student Demographics (2005 – 2006, end-of-year)

	Number	Percentage
Native American	4	0.6%
Native Hawaiian or Other Pacific Islander	2	0.3%
African American	58	8.1%
Asian	216	30.0%
Hispanic	285	39.6%
Caucasian	133	18.5%
White and Black; White and Asian; or White, Black, and Asian	22	3.1%
Limited English Proficient	204	28.3%
Free/Reduced Lunch	607	84.3%
Special Education	70	9.7%
Female	381	52.9%
Male	339	47.1%

Total number of instructional days: 190
Starting and ending dates (2005-2006): August 23, 2005 through June 23, 2006
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 2005-2006 school year was 155. The total kindergarten enrollment for 2005-2006 was 113, leaving 42 students on the waiting list for the 2005-2006 school year. Therefore, the number of applications compared to number of openings was $155/113 = 137\%$ (or demand was nearly 1.4 to 1). Table 27 below summarizes student turnover data during 2005-2006.

Table 28: Student Turnover Data (2005 – 2006)

Total Number of students who left during the 2005-2006 school year	57**
Total Number of students who finished the school year and chose not to return for the 2005-2006 school year	25

****Summary of withdrawals:**

- 21 Students moved away
- 5 Parents dissatisfied with program or longer day/year
- 5 Student needed or parents wanted smaller classes and/or more services
- 26 Transportation, custody transfers, other

Number of students expelled = 0
 Number placed in in-school suspension = 62
 Number placed in out of school suspension = 15
 Attendance Rate = 94.6%

3. School Report Card

Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 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.

Enrollment (2005-2006, end of year)			
	School	District	State
Race/Ethnicity			
White	18.5 %	18.5 %	N/A
African-American	8.1 %	8.1 %	N/A
Hispanic	39.6 %	39.6 %	N/A
Asian	30.0 %	30.0 %	N/A
Native American	0.3 %	0.3 %	N/A
Gender			
Male	47.1 %	47.1 %	N/A
Female	52.9 %	52.9 %	N/A
Selected Population Enrollment			
Limited English Proficiency	28.3 %	28.3 %	N/A
Low-income	84.3 %	84.3 %	N/A
Special Education	9.7%	9.7%	N/A
Migrant	1.1%	1.1 %	N/A
TOTAL COUNT	720	720	N/A

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

Percent of core academic classes taught by highly qualified teachers:
100%

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 66 teachers: 86% of them are highly qualified, 63% 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

Officials	Governance Expertise	Occupation	Term of Appointment
Chairman <i>Mr. Thel Sar</i> * Finance Subcommittee * Personnel Subcommittee	Expert on local family issues, Liaison to Cambodian community	Probation Officer Lowell District Court	1 st Term to end November 15, 2006
Vice Chairman <i>Mr. Michael Vann</i> *Recruitment Subcommittee * Personnel Subcommittee	Liaison to Cambodian youth and families	Juvenile Probation Officer	2 nd term to end January 19, 2007
Treasurer Dennis Demuth * Finance Subcommittee * Facility Subcommittee	Financial and investment management expert	2 nd Vice President Smith-Barney Investment and Financial Planning Officer	1 st Term to end August 24, 2007
Secretary <i>Ms. Susan Johnston*</i> *Personnel Subcommittee *Recruitment Subcommittee	Public school expert	Retired public school Speech and Language Pathologists.	2nd term to end February 25, 2009
Emeritus Roman Jaquez *Facility Subcommittee *Recruitment Subcommittee *Personnel Subcommittee	Extensive experience in business management and community service volunteer	Electrical Engineer and Business Owner	No expiration
Members	Governance Expertise	Occupation	Term of Appointment
<i>Mr. Richard Chavez</i> * Finance Subcommittee * Facility Subcommittee	Financial management expert.	Vice President Enterprise Bank & Trust	1 st term to end June 23, 2009
<i>Mr. Roger Boggs</i>	Expert on personnel educational hiring, Middle and High school	Research Professor	1 st term to end January 19, 2009
<i>Ms. Vichney Keo-Sam</i>	Expert on family services, Cambodian community	Casey Family Services, Social Worker	1 st term to end December 9, 2006
<i>Ms. Amy Cannon</i>	Expert on community outreach, High school math and science education	Professor & Consultant	1 st term to end February 21, 2009
<i>Dr. Allen Scheier</i>	Veteran public school teacher and advocate, Ed. Policy & Governance	High School Teacher, Mathematics	1 st term to end May 25, 2007
<i>Ms. Paulette Renault-Caragianes</i> *Finance Subcommittee	Expert on charter schools, management, governance	Lowell Community Health Center	1 st term ended on January 19, 2006

3. Major Board Policy Decisions 2005-2006

The following are the amendments and policy changes implemented during this 2005-2006 school year:

- Board voted to approved salary scale for the 2005-2006 school year
- Board voted to submit amendment for a High School program in LCCPS
- Board voted to increase student enrollment to 894 students for the 2006-2007 school year
- Board voted to submit resolution policy for bank checks signing for Enterprise Bank
- Board voted to pay off debt of about \$750,000 with NCB
- Board voted to enter on agreement with Enterprise Bank for loan agreement of about \$750,000
- Board voted to apply for line of credit at Enterprise Bank
- Board voted to hire Chief Executive Officer (CEO) Mr. Carlos Aponte
- Board voted to hire Chief Operating Officer (COO) Mr. Rida Eng
- Board voted to establish a Business/HR Office.
- Board voted to hire Alpha as the LCCPS cleaning company for the Primary School
- Board voted to hire Nautica as the LCCPS cleaning company for the Middle School
- Board voted to hire Rucci, Bardaro & Barnett, PC as the independent audit firm for fiscal year 2006

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 2005-2006, all LCCPS students participated in either a Khmer or Spanish class daily.

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

This measure will be more fully assessed upon completion of the parent satisfaction survey in the upcoming school year; however, LCCPS' continuing trends of enrollment and waiting list expansion speaks 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, science and students in all grades have one class daily in either Khmer or Spanish. Within these classes, students are exposed to the

language and respective political and social histories of Cambodia and Spanish speaking countries.

Latino Activities

During the academic school year 2005-2006, the following 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 first year that LCCPS has formally sponsored cultural activities. We sincerely hope this year will be the beginning of many successful programs that we present, the goal being that of raising the level of consciousness of our students as well as extending our reach out into the community.

October 2005: Celebration of Spanish Heritage Month

10/1 Ballet Folklórico of Colombia

Viewing of current Spanish films; courtesy of Chicago Latino Film Festival

Taller Borinqueno; Plena y Bomba of Puerto Rico

10/3 Copema, Music and dance of Peru

10/5 Mariachi Azteca of Mexico

10/7 Xuchipilli Dance & Culture, Traditions of Mexico

Berklee School of Music Jazz Band

December 2005:

12/16 Manuel Quiroz, Visiting Artist from the Dominican Republic

12/22 Hernan Sanchez, Colombian Guitarist; A Celebration of Spanish Christmas music.

May 2006: Pan American Month Celebration

Celebrating the Union of North, Central, and South America

5/1 Yarina, Indigenous musical group from Ecuador performed music of the Andes.

5/5 Xuchipilli Dance & Culture, Traditions of Mexico

5/18 & 5/19 Puppet Showplace Theatre of Brookline, MA; Workshop and performance

June 2006:

6/22 Animal Adventure Presentation; An opportunity to learn and interact with wildlife.

Asian Activities

In addition to the activities highlighting the Latino heritage as described above, students participated in a week-long celebration of the Cambodian New Year as well in April 2006. The highlights of this celebration occurred on Thursday, April 13 and on Saturday April 15, 2006

when all Cambodian staff at the LCCPS had the privilege of presenting and sharing in the tradition and excitement of Cambodian New Year. 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.

A special ceremony on Thursday, April 13 to commemorate the Cambodian New Year celebration took place at the Middle School Gym, including the following special activities:

- An opening ceremony and film highlighting Cambodia's history
- Cambodian traditional music and modern performance
- Khmer art demonstrations (clay and painting)
- Presentation of Cambodian foods
- Cambodian classical, folk, and popular dance
- Traditional games, including Boss Choung and Leak Kanseng

❖ ***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 establish this partnership during the 2005-2006 school year due to its significant transition in leadership and from external to internal management. We will endeavor to establish this connection in the upcoming year.

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

Lowell Community Charter Public School is a member of the Massachusetts Department of Education Title I Dissemination Project. Every year since 2002, LCCPS has been invited to disseminate its success at involving urban parents in the academic life of their child at school at the state's Annual Title One Conference in Hyannis. Due to the school's many transitions as noted elsewhere in this report, only Mr. Carlos Aponte, CEO, attended, but did not present at, this year's conference. LCCPS will endeavor to meet this goal in 2006-2007, as it had in years prior to 2005-2006.

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 alouds 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.
- Professors from the University of Massachusetts at Lowell conducted a presentation on the solar system.
- A local weatherman also visited LCCPS and taught students about the weather and how to conduct various simple weather-related experiments at home.

OUR STAFF

1. Staff Profile

Some key members of the leadership team at LCCPS have been at the school for several years; however, there were several new faces in 2005-2006. In February 2006, the LCCPS Board hired a new CEO/Headmaster, Mr. Carlos Aponte. Upon this hiring, Mr. Rida Eng, Interim CEO, transitioned to a new role as COO. Mr. Eng has been an integral member of the LCCPS leadership team since the school’s inaugural 2000-2001 year. There were additional changes in the school’s administration in the past year. Ms. Elizabeth Torosian was hired at the start of the 2005-2006 school year as Principal for the Middle School. Mr. Matthew Gallup, the Principal of the Primary School, resigned in May 2006, and Ms. Elizabeth Torosian served as principal for the Primary and Middle Schools for the remainder of the year. Mr. Ralph Taylor was hired in March 2006 as Dean of Students to oversee all student support services. Most recently, Mr. Charles Pretti was hired as Principal of the Middle School (Grades 5-8) for the 2006-2007 school year, and Ms. Elizabeth Torosian will serve as Principal of the Primary School (Grades K-4) for 2006-2007. Additionally, LCCPS completed its first year (2005-2006) without 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/Imagine Schools), the company that had managed the school since its opening.

Table 29: Classroom Teachers: Percentage Who Left After Each Year’s End

2002-2003	2003-2004	2004-2005	2005-2006
33%	25%	19%	9%

Table 30: Other Staff: Percentage Who Left After Each Year’s End

2002-2003	2003-2004	2004-2005	2005-2006
40%	10%	24%	11%

As Table 29 indicates, at the end of 2005-2006, 6 out of 66 teachers (9%) who finished the year chose not to return to LCCPS for the fall of 2006-2007, considerable improvement in the turnover rate as compared to previous years. As Table 30 indicates, 4 out of 35 (11%) other staff (all staff except classroom teachers) who finished the year chose not to return to LCCPS for the fall of 2006-2007, again, a significant improvement from 2004-2005. Additionally, one teacher left and was replaced during the 2005-2006 school year.

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 31 summarizes teacher qualifications during 2005-2006.

Table 31: Summary of Teacher Qualifications (2005 – 2006)

Position	Number of Staff Members	Percentage
Full time Teachers	66	
Full Time Teaching Assistants	5	
Number of Teaching Staff Designated as Highly Qualified	57	86 %
Number of Teaching Assistants Designated as Highly Qualified	5	100 %
Average Years Teaching Experience	5.5	
Average Years at LCCPS	2.3	

FINANCE

1. Approved School Budget (Fiscal Year Ending June 30, 2007)

**LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
APPROVED BUDGET FOR FISCAL YEAR ENDING
JUNE 30, 2007**

INCOME:

Per Pupil Tuition	\$	9,038,700
State and Federal Grants		836,923
Other Income		44,761
Interest Earned		12,000
TOTAL INCOME	\$	9,932,384

EXPENSES:

Salaries	\$	6,008,886
Rent		730,000
Benefits and Payroll Taxes		949,027
Educational Materials		404,200
Consultants		114,000
Depreciation		214,000
Repairs and Maintenance		230,000
Cleaning		155,000
Utilities		135,000
Supplies		92,000
Insurance		38,000
Recruiting and Development		31,000
Amortization		-
Interest Expense		72,000
Legal and Audit		35,000
Telephone		24,000
Other expenses		302,000
TOTAL EXPENSES	\$	9,534,113

NET INCOME	\$	398,271
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2. Financial Statement

**LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
FINANCIAL STATEMENT OF REVENUES AND
EXPENDITURES
FOR THE YEAR ENDING JUNE 30, 2006
(UNAUDITED)**

INCOME:

Per Pupil Tuition	\$	7,505,783
State and Federal Grants		500,693
Other Income		75,343
Interest Earned		14,506
TOTAL INCOME	\$	<u>8,096,325</u>

EXPENSES:

Salaries	\$	4,813,146
Rent		684,710
Benefits and Payroll Taxes		671,452
Educational Materials		372,901
Consultants		230,052
Depreciation		180,000
Repairs and Maintenance		165,509
Cleaning		164,214
Utilities		149,935
Supplies		81,511
Insurance		76,144
Recruiting and Development		69,519
Amortization		68,492
Interest Expense		50,976
Legal and Audit		37,561
Telephone		14,658
Other expenses		123,960
TOTAL EXPENSES	\$	<u>7,954,740</u>

NET INCOME	\$	<u>141,585</u>
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