

Community Day Charter Public School

Lawrence, MA



Annual Report 2003-2004



Community Day Charter Public School
Established 1995

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Community Day Charter Public School does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation. Lisa Murphy, 190 Hampshire Street, Lawrence, MA 01840, 978-682-6628, coordinates compliance with equal protection laws and regulations including Title VI, Title IX, Section 504, and Section 5 of MGL Ch. 76.

***Community Day Charter Public School
2003-2004***

*Sheila Balboni
Executive Director*

*Margaret Kramer
Head of Lower School*

*Geoff Bruno
Head of Upper School*

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(Merrimack Valley Legal Services)*

*Gail Carey, 1996
Treasurer*

*Nestor Louis Torres, 1997
Clerk
(Lawrence General Hospital)*

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(Merrimack Valley Legal Services)*

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(Van Insurance Agency)*

*Susan Chrisemer, 1995
(Elementary School Education
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Norma Ortega

Raul Ortega

Awilda Perez

Olga Perez

Luz Rodriguez

Marie Scuderi

Brenda Sullivan

Nestor Louis Torres

Maria Vargas

Jerra Verrette

July 2004

Dear friends,

I am pleased to offer this annual report for the 2003-2004 school year, the ninth year of operation of Community Day Charter Public School. The annual report also includes the information necessary to meet the report card requirements for No Child Left Behind. Our school leaders, faculty, staff and students have once again worked very hard to promote excellence in every aspect of school life. Parent involvement continued to be a key element to our success. Parents served on the Parent Advisory Board, contributed many volunteer hours in a variety of school activities and achieved 100% participation at Parent Teacher Conferences. Board members provided strong leadership to ensure that the financial and academic foundations of our school remain strong. As in the past, the Board received no formal complaints of any kind.

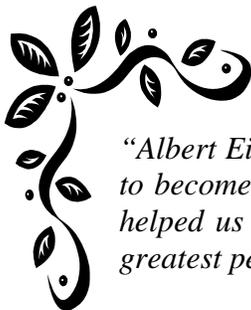
MCAS results and high school placement information included in this report give strong evidence that CDCPS students are meeting the challenge to reach high levels of academic achievement. On June 22 we celebrated the fifth, and at 29 students, the largest graduation of eighth graders in the school's history. Once again, many of our graduates are going on to selective secondary schools, a testament to their efforts and to the hard work of their teachers, school administrators, parents, the Board of Trustees, and the many volunteers who are dedicated to preparing our students for future success.

On behalf of the Board, I want to thank the Commonwealth and the Department of Education for their continued support of our efforts to offer an outstanding public school option for Lawrence families.

Very truly yours,

Alcira Marin Kane

Alcira Marin Kane
President, Board of Trustees



“Albert Einstein once said, ‘Try not to become a person of success, but rather try to become a person of value.’ This school has fully developed this idea and has helped us to understand it, because the greatest success in life is to become the greatest person you can be.”

Dhariana Gonzalez, Graduate Speaker
June 22, 2004

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EXECUTIVE SUMMARY

During school year 2003-2004 Community Day Charter Public School reached significant milestones. The first students to graduate from the school are now high school graduates. We wish these young men and women much success as they head off to college this fall. We know that they will continue to demonstrate their ability to excel as they pursue their academic and career goals.

On May 25, 2004 CDCPS became the first charter school to be renewed for a second five-year term (2005-2010) by the Massachusetts Board of Education! Board of Education Chairman James Peyser commended the school for its extraordinary track record preparing its students for academic success in high school and beyond. The charter renewal process is an intensive one. The preparation of the renewal application is followed by a comprehensive site visit conducted by an independent evaluation team of educators for the purpose of verifying progress in the attainment of the school's performance objectives with regard to academic achievement of students, application/enrollment/wait list information, parent satisfaction, and financial viability of the school. An evaluation team assembled by SchoolWorks, a consulting company selected by the Massachusetts Department of Education's Charter School Office, completed the on-site visit in January. During the visit team members conducted an extensive document review, interviewed students, faculty and staff, parents, and board members, and observed classrooms. In its written report the evaluation team found that the "standards-based curriculum is the centerpiece of the CDCS academic program and provides the roadmap for day-to-day instruction. Teachers integrate extensive data analysis of students' capabilities with the curriculum resources to create a rich and effective instructional program." This finding echoes the report issued in connection to the school's first five-year charter renewal for the years 2000-2005 wherein the evaluation team noted that, "Every instructional activity at CDCS is carefully referenced against the standards of the *Massachusetts Curriculum Frameworks*. Assessments are similarly aligned and the curriculum scope and sequence insures both breadth and depth of coverage. The use of computer software to establish and monitor instruction ... provides the entire faculty, old and new, with a remarkably clear and precise guide to the development and delivery of the K-8 program of study."

Reaching these milestones was the result of the hard work of teachers, board members, parents and students who share a commitment to meet the highest standards of achievement. Congratulations to you all.

While we look back with immense satisfaction at the successes realized during the past nine years, we must also look forward to the next five years with a renewed commitment and energy to providing our students and families with a public school option of the highest quality. Academic achievement remains our focus, requiring a continuous effort to improve our teaching strategies and methods to facilitate learning. We will continue to celebrate the individuality of each student, which requires the willingness to change in order to meet a student's needs, and as always we will work in partnership with parents to impart the values and ideals that will inspire our students to be good and caring citizens.

Once again CDCPS contributed to the energetic advocacy of the charter public school movement in Massachusetts during yet another difficult budget year. Advocacy efforts involved ongoing communication with the State Legislature as well as the public-at-large. As part of its effort to educate the public about charter schools, this past April the Massachusetts Charter School Association officially changed its name to the Massachusetts Charter Public School Association. At the Annual Meeting held May 20, 2004 our Board of Trustees voted to change our school name to **Community Day Charter Public School**. This change does not alter the School's mission, organizational structure or educational program. It is made to ensure that all members of the community understand that the school is a public school worthy of the same funding and support as district public schools. While voted upon by our Board of Trustees this name change will be final pending approval by the Department of Education.

In closing I want to thank the parents, teachers and administrators of CDCPS who worked hard with area legislators to avoid the moratorium on charter school development and unfavorable changes to the funding formula that supports our school.

Sincerely,

A handwritten signature in cursive script that reads "Sheila Balboni".

Sheila Balboni
Executive Director

ABOUT COMMUNITY DAY CHARTER PUBLIC SCHOOL

Mission Statement

Our mission is to provide a kindergarten through grade eight school that will draw upon our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The curriculum will be embedded in the reality of city life and will reinforce the positive aspects of our city: its culture, art and economy, its working class history and strong work ethic.

Our philosophy is informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning possible for the child.

- ◆ **Grades Served:** Our school serves Kindergarten 1 and Kindergarten 2 through grade 8 with an Upper School for grades 5 - 8 and a Lower School for grades K1 and K2 - 4. Our enrollment this past year was 306 students. One hundred percent (100%) of the students came from Lawrence.
- ◆ **Calendar/ Hours of Operation:** The school opened on September 2nd and closed June 22nd, for 185 scheduled teaching days. The school day is 8 hours, Monday through Friday, from 8:00 A.M. to 4:00 P.M. Before and after school child care is available to families for a nominal charge from 6:45 A.M. to 5:30 P.M. The school year was extended with a special summer session for 84 children during July 2003 to help them with remedial work in English language arts and math. The calendar for 2004 - 2005 is September 7 - June 22, for 185 teaching days.
- ◆ **Library and Computer Resources:** The school has 16,800 volumes and 8,465 titles in its library. The library is fully automated with a professionally maintained catalog and circulation system. Teachers and students have the capability of conducting catalog searches from their classroom computers, which are linked to the library's automated catalog, and the library's unlimited site license to *World Book Online* (©World Book, Inc.) can be accessed from classrooms as well as the students' home. A network supporting four computers in each classroom, all equipped with CD ROM, speakers and Internet access. The school maintains an up-to-date Web site, www.cdcs-ma.org. CDCPS has established an Intranet (an internal web site) that bookmarks particular age and subject appropriate sites for each curricular unit as well as allowing teachers and students to post and receive homework assignments from home.
- ◆ **Transportation Services:** Buses are available, free of charge, for students who live outside the 1.5 mile limit from the school. There is a nominal charge for children who live within that range.
- ◆ **Food Services:** Breakfast and hot lunches, prepared at the school, are available daily.

- ◆ **Admissions:** As a public charter school, admission is through the lottery system. To be eligible for admission to CDCPS, Kindergarten 1 students must be four years of age by September 1st. All interested parents must complete an application before the lottery takes place. The school interviews all students chosen in the lottery prior to their admission. The interview provides an opportunity to explain the school's mission and philosophy to parents and children. Our goal is to educate and empower parents to choose a school for their child.

The deadline for submission of applications for the 2004-2005 school year was March 4 and the lottery was held on March 11. Media advertising and open houses were used to reach new parents in the community. Youngsters were placed on the wait list according to the order drawn in the lottery. This wait list is maintained on a database. Siblings are given priority when openings are available. As in the past, the number of applicants far exceeded the 34 openings available. Five students withdrew during the 2003-2004 school year because their families moved out of Lawrence. All openings that occurred during the school year were immediately filled with the next student on the wait list.

Grade	K 1	K 2	1	2	3	4	5	6	7	8	Totals
Applications Received Prior to Lottery	64	130	113	68	38	67	91	99	59	46	775
Wait List as of July 1, 2004	42	127	109	60	33	65	90	96	59	46	724

- ◆ **Governance:** Community Day Charter Public School's governing board is responsible for approval of all major policy decisions that impact the goals established in its Charter.

The Board of Directors addressed important topics this past year including completion of the Massachusetts Public Charter School Renewal Process for the years 2005-2010.

Board Meetings 2003-2004*

October 23, 2003 November 20, 2003
 December 18, 2003 January 15, 2004
 February 26, 2004 March 19, 2004
 May 20, 2004 (Annual Meeting)

*Working committee meetings are not included in this schedule.

Schedule for 2004-2005

To be determined



A COMMUNITY OF TEACHERS AND LEARNERS

Educational Philosophy, Curriculum Design, & Teaching Methods

The philosophy of CDCPS is grounded in the belief that ALL children can meet challenging standards and that good teaching and learning happens when clear, measurable standards are set and their achievement is continuously monitored. CDCPS designed its original curriculum, a series of integrated thematic units, based on the Modern Red Schoolhouse standards. As the Massachusetts Curriculum Frameworks have been approved and revised, the faculty have aligned the Modern Red Schoolhouse standards with them, writing their own performance levels for each grade level in every subject to meet the standards set by the state. The result is a carefully woven and well-articulated map to guide instruction in every core discipline at each grade level. The Massachusetts standards are widely acknowledged to be among the most rigorous and knowledge-based set of standards available for American schools. Consequently, the instructional framework, which guides teaching and learning at CDCPS, is among the most challenging imaginable. Teachers use a variety of activities for instruction which integrate the various disciplines. Multi-week teaching units are entered into a database which tracks specific standards, assessments and activities.

◆ Special Education

CDCPS holds high expectations for all students and offers programs and support services designed to maximize student performance and participation in the general curriculum. A learning plan, or Personal Educational Goals (PEG) Plan, is developed for every child at CDCPS. The PEG outlines the responsibilities shared by teachers, parents, and the students themselves for achievement of learning objectives outlined in the PEG. CDCPS implements a District Curriculum Accommodation Plan (DCAP) that describes the programs and services that support students' achievement in accordance with the Massachusetts learning standards. The support includes remedial academic instruction in the form of one-to-one tutoring and small group instruction, speech and language therapy, counseling, physical therapy, and occupational therapy. CDCPS offers a full special education program to ensure that CDCPS students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with state and federal special education laws and regulations.

◆ English Learner Education

Since CDCPS has implemented an English immersion model that includes instructional support in the native language to ensure that limited English proficient (LEP) students achieve English language fluency. The language proficiency for all new students whose families identify a primary language other than English is assessed using the Pre-LAS and LAS (Language Assessment Scales). The majority of students identified as limited English proficient attain oral fluency in English by the end of their first year at CDCPS. Beginning in school year 2003-2004 CDCPS implemented the English immersion model in accordance with the amendments to Chapter 71A of the General Laws of Massachusetts, the state law governing the education of LEP students. The amended law mandates that LEP students receive sheltered English immersion instruction until they are proficient in English. As required by the Department of Education, CDCPS utilized the MELA-O, LAS-R and LAS-W instruments to assess English language proficiency and identify LEP students. CDCPS teachers have been trained to support second language learners. Bilingual staff members provide academic support and counseling services to students who require extra help. The school as a whole values bilingual capability. All students take Spanish as a required subject and students are encouraged to value and share their native languages and cultures. Parents receive communications in English and Spanish, and parent conferences are held in the native language of the parent.

◆ **Student Profile:**

Racial /Ethnic Distribution:	Hispanic	252.....	82 %
	White.....	41.....	13 %
	African American.....	11.....	4 %
	Asian	2.....	1 %
Gender Distribution:	Male	158.....	52 %
	Female.....	148.....	48 %
Limited English Proficient:.....	19.....	6%	
Linguistic Minority	257.....	84 %	
Lawrence Residents	100 %		
Students who received special services	69.....	23 %	
Qualified for free lunch.....	146.....	48 %	
Qualified for reduced price lunch	65.....	21 %	
Average Attendance Rate.....	291.73....	95 %	
Average Membership Rate.....	306.00....	100 %	
Suspensions and Expulsions:			
In-school Suspensions:	13 students	(total of 22 days)	
Out-of-School Suspensions:.....	14 students	(total of 17 days)	
Expulsions:.....	0		

◆ **Staff Profile:**

Administrators and Support Staff = 13 (10.7 FTE)
Core Academic Teachers = 33 (29.1 FTE)
Other Academic Teachers (Library, Music & Physical Education) = 5 (3.2 FTE)
Instructional Paraprofessionals = 4 (3.1 FTE)
Operations (Food Services, Transportation & Maintenance) = 8 (4.6 FTE)

◆ **Teacher Qualifications:**

76% of teachers have 5 years or more of teaching experience
Average Years of Teaching Experience for All Teachers is 8.3 years
Average Years Teaching at CDCPS for All Teachers is 3.2 years
Highly Qualified Core Academic Teachers* 29 (94%)
Average class size = 22 with an average Teacher to Student Ratio of 1:11

◆ **Teacher Turnover:**

3 Teachers (8%) left CDCPS during 2003-2004
5 Teachers (14%) are not planning to return to CDCPS in 2004-2005

*The *No Child Left Behind* federal legislation requires that all students be taught by highly qualified teachers in the core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography) by the end of the 2005-2006 school year. A Highly Qualified Teacher in a charter school is a teacher with a bachelor's degree who has demonstrated subject matter competency in the areas that they teach.

Performance Relative to Accountability Plan 2003-2004

❖ *Goal: Each student in grades K – 8 will acquire a basic mastery of academic achievement in Math, English, Science and Social Studies.*

Method of Assessment

- MCAS Test Results
- Teacher assessment / student portfolios
- Terra Nova Test

CDCPS MCAS Results Compared to the State as a Whole

Comparisons of CDCPS MCAS results with those of the state as a whole from 2001-2003 show that CDCPS students have significantly improved their proficiency on the MCAS over time; and in most cases have bettered the state averages for students scoring in the advanced and proficient categories. The percentage of CDCPS students who fail the test is substantially lower than the state averages in most cases.

MCAS Subject and Grade	Year	CDCPS Percent Advanced + Proficient	State Average Percent Advanced + Proficient	CDCPS Percent Failing	State Average Percent Failing
English					
Grade 3	2001	50	62	2	7
	2002	77	67	5	6
	2003	75	63	0	6
Grade 4	2001	41	51	3	11
	2002	40	54	5	10
	2003	47	55	0	10
Grade 7	2001	95	55	0	12
	2002	78	64	4	8
	2003	78	65	0	7
Math					
Grade 4	2001	21	34	24	19
	2002	24	39	26	19
	2003	48	40	0	16
Grade 6	2001	54	36	21	33
	2002	72	41	6	29
	2003	68	42	0	26
Grade 8	2001	66	34	11	31
	2002	77	34	0	33
	2003	73	37	4	33
Science					
Grade 5	2003	43	51	11	15
Grade 8	2003	50	32	12	31

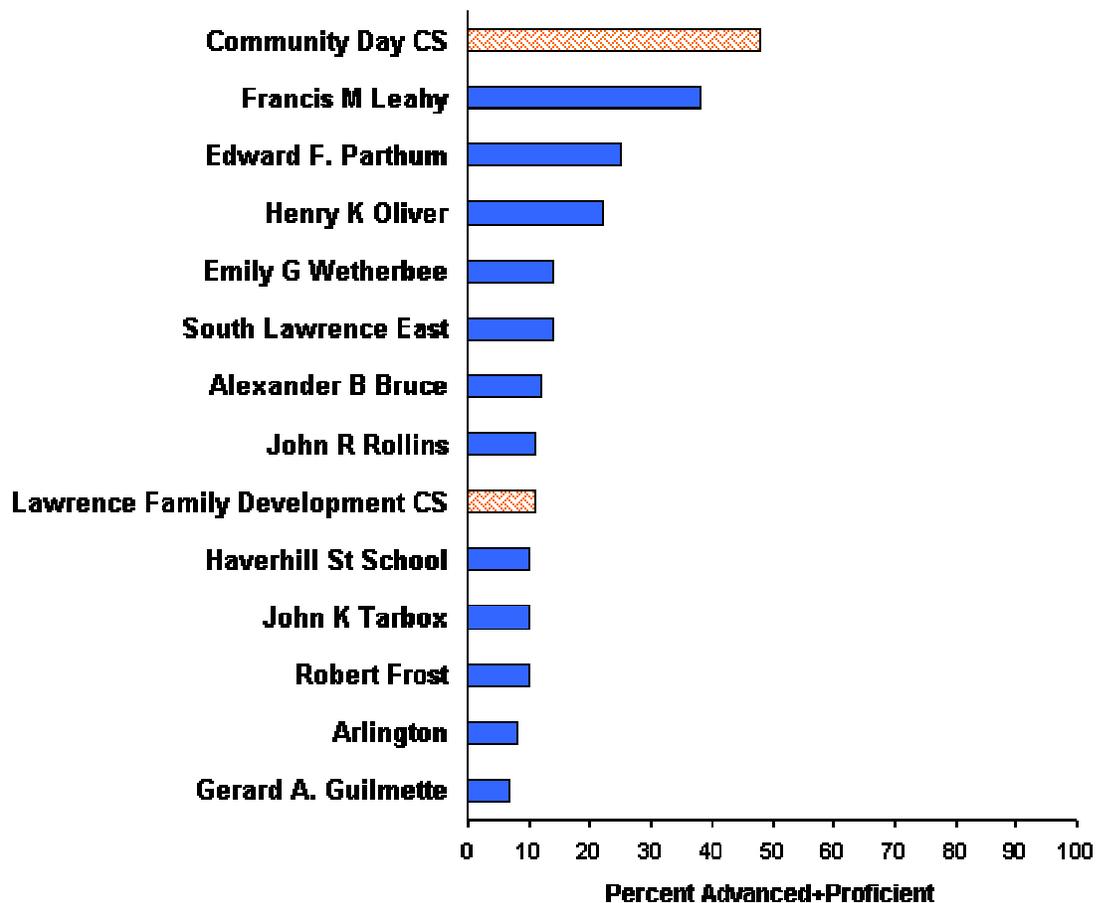
CDCPS MCAS Results Compared to all Public Schools in Lawrence

Comparisons of CDCPS 2003 MCAS results in English language arts and math with those of all public schools in Lawrence show that CDCPS students outperformed all public schools in Lawrence.

Lawrence: 4th Grade English and Math – 2003 MCAS

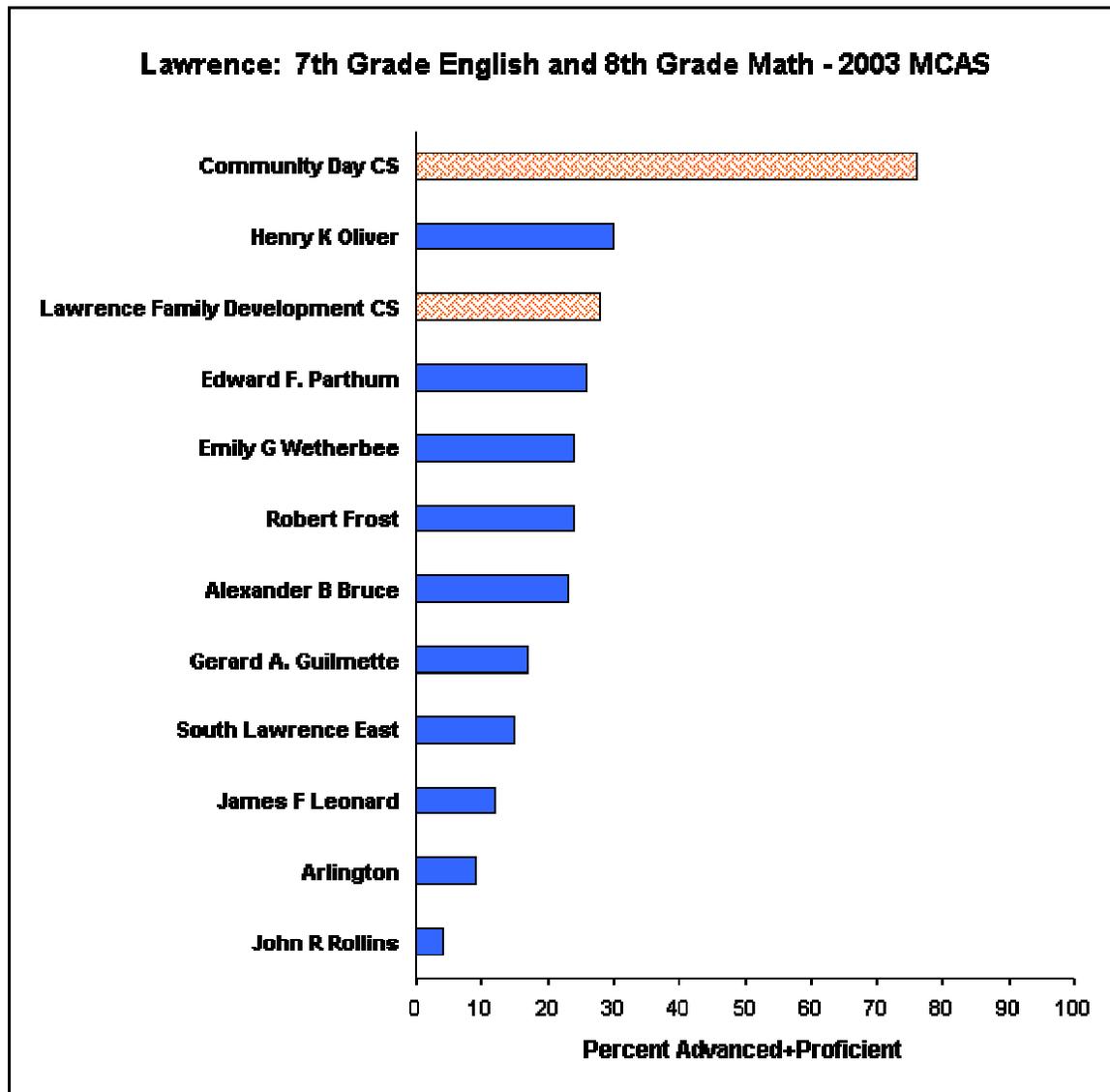
#	Rank	School	Percent Advanced+Proficient		
			Average English+Math	English	Math
1	1	Community Day CS	48	47	48
2	2	Francis M Leahy	38	46	29
3	3	Edward F. Parthum	25	32	17
4	4	Henry K Oliver	22	32	11
5	5	Emily G Wetherbee	14	16	11
6	5	South Lawrence East	14	17	10
7	7	Alexander B Bruce	12	19	4
8	8	John R Rollins	11	7	14
9	8	Lawrence Family Development CS	11	19	3
10	10	Haverhill St School	10	10	10
11	10	John K Tarbox	10	19	0
12	10	Robert Frost	10	13	6
13	13	Arlington	8	12	3
14	14	Gerard A. Guilmette	7	8	5

Lawrence: 4th Grade English and Math - 2003 MCAS



Lawrence: 7th Grade English and 8th Grade Math – 2003 MCAS

#	Rank	School	Percent Advanced+Proficient		
			Average English+Math	English Grade 7	Math Grade 8
1	1	Community Day CS	76	78	73
2	2	Henry K Oliver	30	34	25
3	3	Lawrence Family Development CS	28	47	9
4	4	Edward F. Parthum	26	37	15
5	5	Emily G Wetherbee	24	40	8
6	5	Robert Frost	24	34	13
7	7	Alexander B Bruce	23	37	8
8	8	Gerard A. Guilmette	17	26	7
9	9	South Lawrence East	15	23	7
10	10	James F Leonard	12	19	5
11	11	Arlington	9	14	4
12	12	John R Rollins	4	7	0



No Child Left Behind Massachusetts Department of Education Adequate Yearly Progress (AYP) Performance Targets

CDCPS is required by *NCLB* to make Adequate Yearly Progress (AYP) in English Language Arts and Mathematics each year. The Massachusetts Department of Education Office of Educational Quality and Accountability has determined that CDCPS exceeded the state performance targets for all student demographic subgroups.

Year 2003	CDCPS Performance Index	State Performance Target
English Language Arts		
All Students	90.0	75.6
Students with Disabilities	81.3	75.6
Low Income Students	90.0	75.6
Hispanic Students	88.5	75.6
Mathematics		
All Students	86.6	60.8
Students with Disabilities	80.4	60.8
Low Income Students	86.6	60.8
Hispanic Students	85.4	60.8

❖ *Goal: Students will achieve a year’s progress each year.*

Method of Assessment

- Terra Nova Test Results
- Meeting Criteria for Promotion:
 - Consistent attendance with no more than seven absences per six-month period
 - Demonstrated progress in the critical skill areas associated with curriculum standards
 - Completion of assigned work
 - Social / emotional maturity, consistent with grade level

Summary of Terra Nova Results

Test results are often reported as Normal Curve Equivalent (NCE) in order to compare achievement across subject areas over time. The NCE is a standard score with a known mean (“middle” or “average”) and standard deviation (distribution of scores). NCE scores of 1, 50 and 99 correspond to percentile ranks of 1, 50, and 99 respectively. A comparison of the Terra Nova Test results for June 2003 and June 2004 are provided to demonstrate student progress from one year to the next.

**Terra Nova Grade Mean Normal Curve Equivalent Scores
Measuring Student Progress from previous grade (2003) to current grade (2004)**

Grade	K	K	1	1	2	2	3	3	4
Test Date	6/04	6/03	6/04	6/03	6/04	6/03	6/04	6/03	6/04
Reading	58.6	53.3	48.1	54.8	63.8	64.9	60.5	60.5	57.4
Language	67.5	54.6	51.7	62.8	65.5	64.4	60.8	62.0	59.2
Math	68.3	49.9	46.7	53.8	60.3	64.0	60.1	57.5	62.3
Science			46.3	43.8	55.9	54.9	55.3	49.0	53.8
Social Studies			50.2	51.5	59.7	73.4	54.5	49.5	52.0

Grade	4	5	5	6	6	7	7
Test Date	6/03	6/04	6/03	6/04	6/03	6/04	6/03
Reading	53.7	57.6	51.3	56.2	51.8	61.3	56.9
Language	59.5	55.7	49.6	57.5	58.8	58.7	58.4
Math	61.3	58.8	54.0	60.5	59.2	55.6	56.1
Science	51.5	54.5	52.0	55.0	52.9	51.7	50.8
Social Studies	50.0	52.6	46.7	53.7	52.0	55.0	52.7

❖ *Goal: CDCPS will maximize families' abilities to provide healthy environments that promote academic success at school for their children.*

Method of Assessment

- Level of parent participation in school life
- Student turnover rate and dropout rate
- Student academic achievement
- Documentation of student violations of CDCPS's Code of Conduct for use of tobacco or other drugs, or instances of weapons or violence/serious fighting among students.

Summary of Results

- Parents participated enthusiastically in many aspects of school life, including 100% participation in parent/teacher conferences.
- Parents provided the leadership and direction for the Parent Advisory Board, achieving a quorum at all PAB meetings.
- Violations of CDCPS's Code of Conduct for use of tobacco or other drugs, or instances of weapons or violence/serious fighting among students: 2 grade 7 students were caught smoking cigarettes on school property; 2 grade 6 students were involved in a physical confrontation.
- A fluently bilingual (English and Spanish) school counselor provided a range of services for students and their families, including consultation and counseling services, and referrals to appropriate health and human services providers.
- CDCPS developed and implements a healthy food program, which supports meals and snacks that are low in fat, salt and sugar content. Whole grains and fresh produce are served consistently.
- The school implements a Code of Conduct that is reviewed and revised by parents, teachers and administrators who work together to ensure that it reflects the values of the school.

- A bilingual (English/Spanish) Parent Educator facilitated monthly parent meetings and training sessions in Spanish to address topics focused on strategies and activities that contribute to the healthy growth and development and school success of their children.
- Before and after school programs provide safe and appropriate environments for students while parents are in the workplace.
- Sports programs allow students an opportunity for healthy physical activity and promote the skills required for team play.
- Parents participate in the Child Care Circuit's Family Resource Center, which provides a range of parent education and family support activities, including playgroups for young children run in conjunction with early intervention specialists, educational resources and referrals.

❖ ***Goal: All students in grade 8 will be able to speak and write Spanish.***

Method of Assessment

- Teacher developed assessments to measure students' speaking, listening, reading and writing skills.
- Follow-up of CDCPS graduates who enroll in Spanish language courses in high school.

Summary of Results

- Two fluently bilingual Spanish teachers (one part time and one full time) provided Spanish instruction for all students in Kindergarten through Grade 8.
- 91% of CDCPS alumni from the classes of 2000-2003 earned a grade of C or better in Spanish during the freshman year of high school.

❖ ***Goal: Community Day Charter Public School will maximize the success of each individual child at the school according to his/her individual and unique strengths and needs.***

Method of Assessment

- Academic success as measured against assessment standards
- Measures of in-school suspensions
- Promotion, retention, and secondary school enrollment information

Summary of Results

- Teachers set achievement goals and identify instructional strategies based on a thorough analysis of test results for each grade, classroom and student.
- Carefully crafted assessments are the basis for individual goals set for each child in the form of a Personal Education Goal (PEG).
- In addition to setting individual goals, teachers prepare curriculum units that incorporate a variety of learning modalities in an attempt to motivate and engage students who possess a range of abilities and learning needs.
- The school has developed additional opportunities for students to use academic skills in ways that maximize individual achievement, building leadership skills and providing opportunities for real life application of skills. An example includes student participation in the "City of the Future for the National Engineers Week- Future City Competition." This competition challenges students to apply content learned in mathematics, physical,

life, and earth science as they engaged in hands-on experiences involving engineering and the design process, transportation technology, materials & design, bioengineering, and communications, incorporating the learning standards of the Massachusetts Curriculum Framework for Science and Technology/Engineering.

- Upper school students assist lower school students with reading, mathematics and utilization of computers.
- All students are provided opportunities to demonstrate learning through presentations during student assemblies and special events scheduled throughout the school year.
- Teacher/student ratio of 1:11 facilitates instruction that is highly individualized, maximizing opportunities for students to reach a high level of academic achievement.
- A month-long summer program offers supplementary academic support to ensure that students meet the expectations of the regular classroom and the standards of the state curriculum frameworks.
- Learning specialists are available in all grades to assist students who need additional support in any area of their development and/or learning.

❖ *Goal: The school will ensure that all staff have maximum opportunity for developing professional competence in the area of education of elementary school students.*

Methods of Assessment

- Student achievement, as measured by assessment tools, indicating increased teacher competency in delivering standards based curriculum to their classes
- Formal evaluation of teacher performance conducted by the Heads of School
- Evidence of increased classroom responsibilities assumed by assistant teachers and teachers

Summary of Results

- The school developed individualized plans for the professional development of all staff, assistant teachers and teachers.
- New Teachers were paired with an experienced Mentor Teacher who supports the new Teacher throughout the first year as he or she learns how to implement thematic, standards-based teaching units; effectively manage the classroom and interactions with students; efficiently use technology for both instructional and administrative purposes; and address the individual needs of students.
- All administrators, teachers, assistant teachers and learning specialists participate in an intensive, annual professional development institute that includes presentations and hands-on activities that focus on the alignment of CDCPS curriculum with the Massachusetts frameworks; development of standards-based curriculum units; assessment of student performance; individualizing instruction to meet student learning needs; and technology utilization and management.
- Throughout the year faculty and staff participate in professional development activities including workshops and conferences sponsored by the Massachusetts Department of Education; in-house trainings offered by qualified experts to facilitate the implementation of new programs; and courses or seminars offered by local colleges and universities in order to increase their content knowledge; enhance pedagogical skills; and obtain/retain licensure in the appropriate subject/grade.
- Faculty and staff of CDCPS successfully implemented the second year of a two-year Competitive Technology Enhancement Grant awarded by the Massachusetts Department of Education to develop and implement the *Using Technology for Assessment, Data Gathering and Analysis* professional development institute to

share its data-driven curriculum development model with other public school teachers throughout Massachusetts.

- In January 2003 CDCPS was awarded funds from the Massachusetts Department of Education to design and develop a program that will prepare teacher candidates to obtain an initial license as an Early Childhood Teacher (PreK – Grade 2) or Elementary Teacher (Grades 1-6) in accordance with the new Regulations. On May 17, 2004 CDCS was notified by the MA DOE that it had successfully completed the informal review process for these two licensure areas.

❖ *Goal: CDCPS will strengthen the quality of life and the reputation of the City of Lawrence.*

Method of Assessment

- Parent surveys
- Student turnover statistics
- Media Coverage

Summary of Results

- Parent responses to spring 2003 surveys indicate a high degree of satisfaction with the quality of teaching, school management, accessibility, school-home communication, class size and curriculum. Parents' responses to open-ended survey questions pointed to a range of programs and services that illustrate why CDCPS has been the right choice for their children, citing the school as a reason for staying in the city.
- Less than 1% (5) of CDCPS students withdrew during the 2003-2004 school year because their families moved out of Lawrence.
- The city has supported the School with funding and in-kind services.
- CDCPS has been an active, participating member of the Lawrence Public Schools Agency Partnership Advisory Network (APAN). Under the leadership of the Lawrence Public Schools, APAN members collaborated on a U.S. Department of Education *Safe Schools/Healthy Students* application, which successfully secured a three-year \$7.5 Million grant to provide a comprehensive, integrated prevention and early intervention services delivery system that will provide Lawrence children and families with the services necessary to develop healthy, substance and violence free lifestyles.

A COMMUNITY OF PARENTS AND FAMILIES

***Our school is a community based, grass roots neighborhood,
developed and supported by parents.***

Parents are actively involved in the life of the school, taking great interest in their children's education, and in turn enriching their family lives in Lawrence. Parents and staff work together to create a community where learning and hard work are valued. We expect parents to communicate regularly with their children's teachers, to participate in parent meetings and parent/teacher conferences, to support the school's code of conduct and to work with the school in solving any problems that develop.

During the 2003-2004 school year parents attended secondary school placement information nights and MCAS Test information meetings. Parents worked with both the governing board and the Parent Advisory Board in organizing and sponsoring a series of social, cultural and fund raising events including a golf tournament, Jazz Brunch, Scholastic Book Fairs, a Charter School Basketball Tournament, the Teacher Appreciation Breakfast, musical programs and the Winter Pot Luck Family Celebration. Volunteer activity on the part of parents also included assistance in the classroom, office, library, and on field trips. A conservative estimate of total parent volunteer time would exceed 1500 hours.

The Parent Advisory Board meets regularly, giving parents an opportunity to plan programs that encourage parental involvement in the school. The PAB addresses a range of issues from academics and curriculum to fundraising. The goal of the PAB is to work together to address the needs of ALL students. The PAB seeks to represent the concerns of parents of all children at the school, special needs, at-risk, limited English proficient and high achievers. Meetings are open to all parents as well as to the general public and are held at 7 p.m. on the first Monday of each month, during the school year, in the Lower School. Spanish translation is provided at all meetings. The Parent Advisory Board includes representation across grade levels and programs. The Parent Advisory Board Sub-Council on Special Education ensures parent participation in the planning, development and evaluation of the school's special education program as mandated by the laws that govern special education.

A COMMUNITY REACHING OUT

The school reaches out to and is nourished by community relationships.

- ◆ CDCPS students supported food drives for the Lazarus House Homeless Shelter.
- ◆ Mentors/Academic Tutors from the surrounding area, including members of the Gillette Retiree Outreach Program (GROUP) provided more than 500 hours of individual instruction.
- ◆ Royall Mack, Corporate Vice President for Civic Affairs at Gillette visited CDCPS to speak to students and present a grant to support the Accelerated Reader Program.
- ◆ Musicians from the Andover Chamber Music Series Outreach Program visited CDCPS to perform chamber works and provide students with an opportunity to play musical instruments.
- ◆ WBA Welterweight Boxing Champion Jose “El Gallo” Rivera visited the school as part of the YES (*Youth Education on Success*) Program to inspire students to work toward the achievement of their goals.
- ◆ Artists from the Essex Art Center provided art classes and mentored Upper School students.
- ◆ CDCPS students visited the Lawrence Fire Department to honor fire fighters on September 11.
- ◆ The Child Care Circuit’s *Discovery Van*, a mini-museum, mobile resource room and lending library on wheels, visited CDCPS classrooms to provide multi-sensory, multi-disciplinary educational experiences to reinforce language and literacy development.
- ◆ The Lawrence Public Schools shared athletic space for the CDCPS basketball program.
- ◆ Students used city playing fields and frequently visited the Lawrence Public Library.
- ◆ Giovanna Negretti, Executive Director of *¿Oíste?* and keynote speaker at the CDCPS graduation, urged graduates to work to create positive change in the world.

Dissemination

Community Day Charter Public School has been extraordinarily successful in disseminating best practices and program models for replication. Experienced teachers have demonstrated a high level of interest in sharing the expertise that they have acquired at CDCPS with other public school educators in Massachusetts and beyond. Technical assistance and training provided by Community Day Care’s Deputy Director of Education and Program Development have helped CDCPS teachers and administrators to become skilled presenters able to enthusiastically and successfully share their knowledge with their peers. The school has been awarded grants by the Massachusetts Board of Education to disseminate its best practices and train other teachers throughout the state to develop and implement standards-based curriculum. These grants include: *Technology Enhancement Competitive Grants* (FY 2003, FY 2004), *Charter School Dissemination Grant* (FY 2002, FY 2001), and *Case Study Seminars for Beginning Teachers Program* (FY 2001, FY 2000).

Examples of dissemination activities implemented in 2003-2004 include the provision of a weeklong professional development institute focused on data driven curriculum development, which took place at CDCPS August 11 – 15, 2003. Thirty-three Massachusetts educators representing 11 school districts and 4 independent charter public schools participated in the institute. In the fall of 2003 CDCPS was selected by the Massachusetts Charter School Association to participate in the *Charter School Leaders’ Institute*, a 2-year effort that is providing opportunities for CDCPS faculty to further enhance their ability to share the data analysis model through training and consultation services provided to other Massachusetts charter public schools.

High School Placement

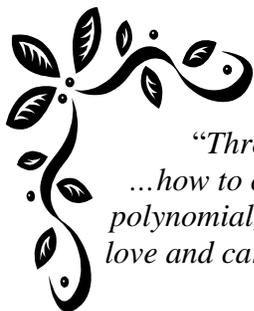
Our fourth graduating class of grade 8 students had many options for secondary school enrollment. We are most grateful to a local benefactor, and to the private high schools themselves, for providing the scholarships and financial assistance that make it possible for CDCPS graduates and their parents to consider private and public school options. Our congratulations to these outstanding young people; we wish them every success in high school and beyond. High school plans for the 29 graduates of the class of 2004 are:

Central Catholic High School	3 students
The Dublin School	1 student
Essex Agricultural and Technical School	2 students
Georgetown High School.....	6 students
Governor Dummer Academy.....	1 student
Lawrence High School.....	2 students
Miss Hall's School.....	1 student
New Dimensions Charter High School in Florida.....	1 student
Notre Dame High School.....	3 students
Phillips Andover Academy	1 student
Phillips Exeter Academy.....	1 student
Pingree School	1 student
Presentation of Mary.....	3 students
St. Paul's School	1 student
Whittier Regional Vocational Technical School.....	2 students

◆ An Update on the Class of 2000

The class of 2000 was the first class of grade 8 students to graduate from CDCPS and they continue to share the pride and good wishes of the entire CDCPS community. In June 2004 these students became the first CDCPS students to graduate from high school! Fourteen of the seventeen grads have shared their post high school plans with us:

Massachusetts Community Colleges - 4 students
Massachusetts 4-year Colleges and Universities - 4 students
Private 4-year Colleges and Universities in Massachusetts and beyond - 6 students



“Through the years we have learned many things that we are now taking with us ...how to conduct an experiment, how to run a presidential election, how to solve a polynomial, and most importantly, how to make a friendship last. We have learned to love and care for our classmates as more than friends, but as brothers and sisters, and today we leave each other with the promise to meet again.”

*Dhariana Gonzalez, Graduate Speaker
June 22, 2004*

Financial Report

Statement of Operating Revenues and Operating Expenses Unaudited

	FY 04 Actual* (as of July 28, 2004)	FY 2005 Budget (July 1, 2004 – June 30, 2005)
Revenue		
Tuition	\$ 2,811,712	\$ 2,502,424
Grants	511,813	447,979
Lunch	76,965	97,000
Transportation and Other Fees	25,311	35,000
Donations	120,527	60,000
Other	60	5,000
Total Operating Revenues	\$ 3,546,387	\$ 3,147,403
Expenses		
Personnel	\$ 2,479,476	\$ 2,350,000
Other Direct Student Costs	375,496	320,000
Occupancy	281,367	275,000
Plant Renewal & Replacement	125,000	75,000
Other	349,949	245,280
Total Operating Expenses	\$ 3,611,288	\$ 3,265,280

*Please note that this statement is preliminary. The school's fiscal year ends June 30; the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

Balance Sheet

Current Assets	\$ 1,034,086
Fixed Assets (net)	95,548
Other Assets	950,678
Total Assets	\$ 2,080,312
Current Liabilities	\$ 196,361
Net Assets	1,883,952
Total Liabilities and Fund Balance	\$ 2,080,312

Fundraising

The School raised funds for the following during the year ending June 30, 2004:

Sports Program	863
Scholarships	114,243
Summer School	7,000
Grade 8 Trip	5,110
Music Program	1,813
Library Program	3,357
Dissemination	185,000
Drama/chess/clubs	1,696
	\$ 319,082

Fiscal Year 2004 State and Federal Grants Received

Charter School Facilities Program	42,786
Enhancing Education Through Technology	5,100
Improving Educator Quality	29,456
Quality Full-Day Kindergarten Program	24,289
Safe and Drug-Free Schools Grant	3,712
Special Education Entitlement	46,993
Early Childhood Special Education	195
Special Education Program Improvement	6,000
Technology Enhancement Competitive Grant Program	124,000
Title I Basic and Concentration Grant	216,693
Title V Innovative Programs	<u>3,837</u>
 Total State & Federal Grants	 <u>\$ 503,061</u>