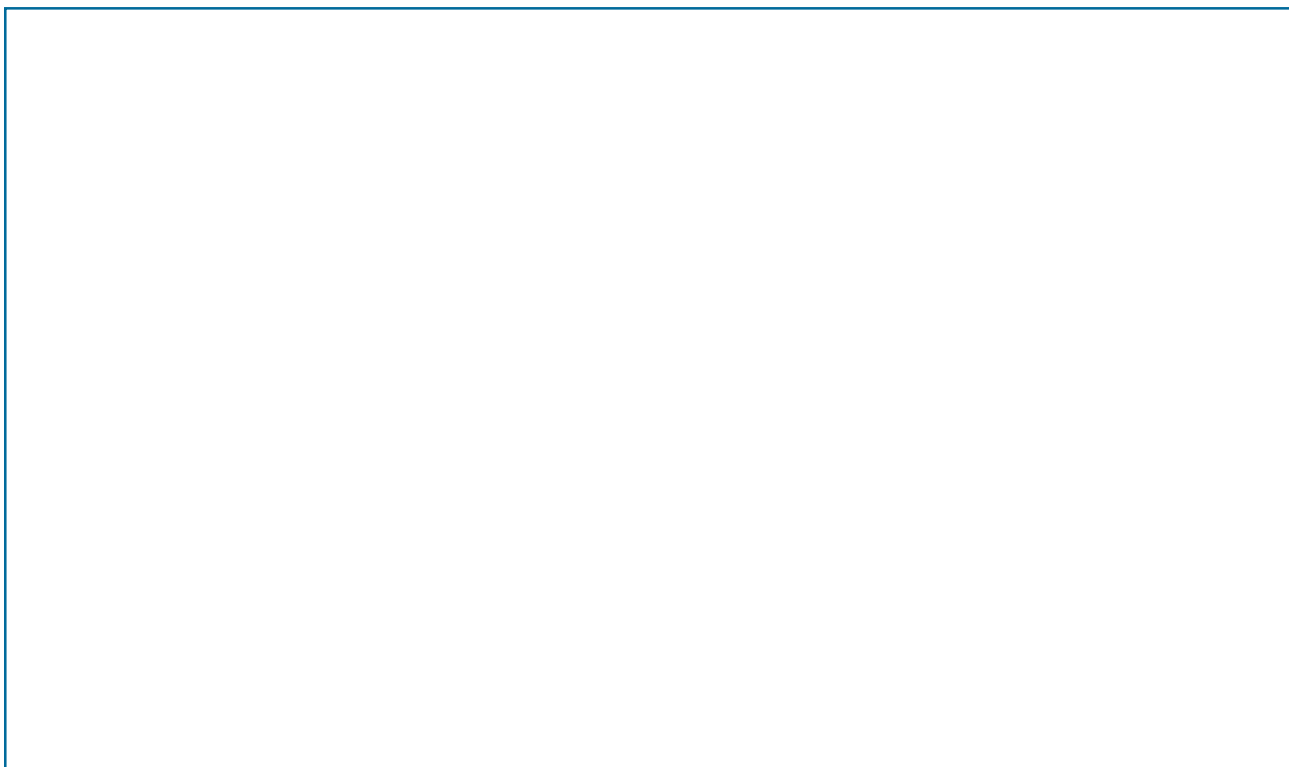
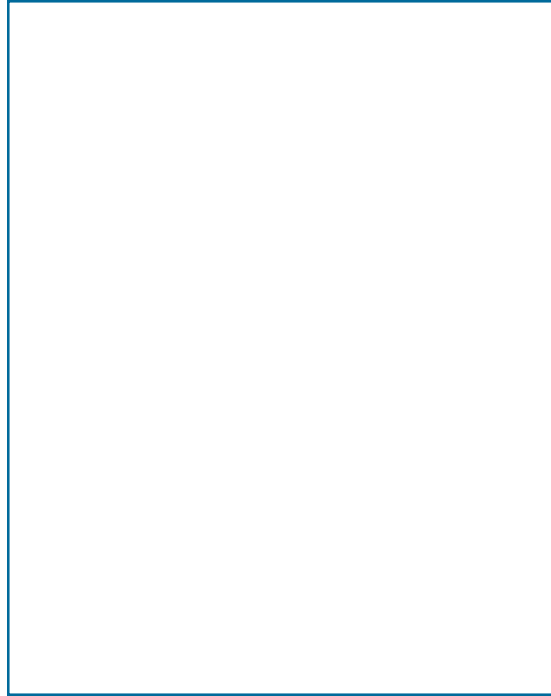


***Lawrence Family Development
Charter School***



***Annual Report
2001 - 2002***

In Memoriam



Radhames Marrero Jr.

Randy

July 21, 1993 – July 16, 2002

Randy Marrero filled our school with life. At the age of 3, as Evelyn and Radlyn's little brother, he played bongo drums in the Christmas pageant. He shared his love of music, reading, and baseball with everyone and captured the hearts of staff with a ready smile. In March, following the diagnosis of a brain tumor, he taught all of us about courage, faith and joy, and the value of every day. Randy's cause brought people together—focusing on how to help—and wanting to share in the strength and courage he exemplified.

On the last day of school, Randy joined his classmates for field day where he received a ribboned medal he proudly wore every day thereafter. Thank you to the Marrero family for entrusting your child and his education to our school. We are all grateful for the time we had and the lessons we learned.

Díos te Bendiga, Randy

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A Message from the President of our Board

The 2002-2003 school year was a time of new leadership and maturing for our school. Sunita Mehrotra, an experienced educator in language acquisition, became our school's principal while Carmen Schumann and Helvia Morera, integral staff members since our founding, accepted the positions of Head of Lower and Upper School respectively. Their leadership brought strength and stability to both sites and a deep commitment to the mission and values of our charter.

Our school moved beyond the borders of our neighborhood and community in many ways. A team of teachers enrolled in the National Standards Board Certification program, the first charter school team so enrolled. Our second grade entered an international cyberfair and their HEROES project—learning and writing about local Hispanic leaders—was awarded eighth place worldwide. Only three U.S. schools were among the fifteen finalists. Our students participated in cultural events that enriched and enthralled: a workshop for our instrumental students at Phillips Academy with Yo-Yo Ma, world-renowned cellist; a ten-week artist in residence program (funded by Massachusetts Cultural Council) produced an extraordinary student exhibit; and a three-year partnership began with Project Adventure in Beverly, brought our Upper School students and staff to new heights in team building and leadership.

Our first graduating class (2001) were high school freshman—returning to share stories of leadership positions earned on school council and freshman basketball, as well as honor roll placements. Our current graduating class (2002) set an accelerated pace for acceptances at private and parochial schools. Twenty-four acceptances were received by fifteen of our twenty-nine graduates and \$293,360 (for four years) in scholarships and aid were awarded. This class moves ahead on wings of competence and confidence firmly rooted in skills and responsibility.

Our teachers continued to grow as individuals and in grade-level teams. A formal mentoring program connected experienced teachers with new staff and established guidelines upon which to build. Teachers attended conferences and workshops as part of individual professional development plans, and a pair of new educators was awarded a Dissemination Grant to record the theory and practice of “token economy” in their classrooms.

Our parents continue to support the mission of the school and participate in the trainings and projects of family development which define our name and expectations to increase academic achievement. As partners, we share in setting a path for the education and care of our students—a precious and serious responsibility.

On behalf of the Board of Trustees, I wish to express our gratitude and appreciation to the families who entrust their children to our school, to the staff who help them learn and develop, and to the funders and volunteers who provide resources beyond measure. Gracias.

Ralph Carrero
President

Lawrence Family Development Charter School

MISSION STATEMENT

Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation, and personal fulfillment.

STATEMENT OF ORIGIN

The Lawrence Family Development Charter School (LFDCS) educates the children of Hispanic newcomers and immigrants and provides them and their families with better opportunities for the future. LFDCS was founded in 1995 by a coalition of Hispanic parents and community leaders who were dissatisfied with the local public school's inability to be responsive to the academic, language, cultural and developmental needs of their children. The founders of the Lawrence Family Development Charter School wanted to provide a choice for parents where none existed before.

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Lawrence Family Development Charter School
BOARD OF TRUSTEES
SCHOOL YEAR 2001-2002

<i>NAME</i>	<i>AFFILIATION</i>	<i>TERM</i>
Ralph Carrero, President <i>LFDEF Representative</i>	-Coordinator of Student Services Greater Lawrence Technical High School -Member, Lawrence Public School Committee	Oct. 2001-Sept. 2004 (3rd term)
Mark Gauvin, Treasurer <i>LFDEF Representative</i>	Director of Facilities GenCorp, Inc./Lawrence	Oct. 2001-Sept. 2004 (2nd term)
Eridania Reyes, Clerk <i>Parent Representative</i>	Laboratory Technician Teradyne/Nashua	Oct. 1999-Sept. 2002 (2nd term)
Marina Acosta <i>Parent Representative</i>	Counselor and Educator YWCA/Women's Resource Center	Oct. 2001-Sept. 2003 (2nd term)
Doris Anziani <i>Parent Representative</i>	Program Coordinator Family Service	Oct. 1999-Sept. 2002 (1st term)
Grisel Caraballo <i>School Site Council Rep.</i>	Secretary St. Mary's School	Oct. 2001-Sept. 2002 (annual elections)
Francisco Gomez <i>Parent Representative</i>	Quality Assurance Engineer Lilly Software Associates	Oct. 2001-Sept. 2002 to complete Migna Alecon's term
John Housianitis <i>LFDEF Representative</i>	-Teacher Central Catholic High School -President, LFDEF	Oct. 2001-Sept. 2004 (3rd term)
Fr. Joachim Lally <i>LFDEF Representative</i>	Executive Director Paulist HELP/JCA and Adelante/Lawrence Youth Center	Oct. 2001-Sept. 2004 (3rd term)
Pascual Lora <i>Parent Representative</i>	Mail Carrier United States Postal Service	Oct. 1999-Sept. 2002 (1st term)
Maria Rivera <i>Parent Representative</i>	Teacher's Aide Gr. Lawrence Community Action Council	Oct. 1999-Sept. 2002 (1st term)
Joseph Sweeney <i>LFDEF Representative</i>	Retired Director of Community Relations at AT&T	Oct. 2001-Sept. 2004 (3rd term)

According to our by-laws, the School Board is comprised of six members elected from the Lawrence Family Development & Education Fund, Inc. (LFDEF), the founding organization six members elected from parents at large, and one member from the School Site Council who serves as an ex-officio member during his/her term.

The Board meets the second Wednesday of every month

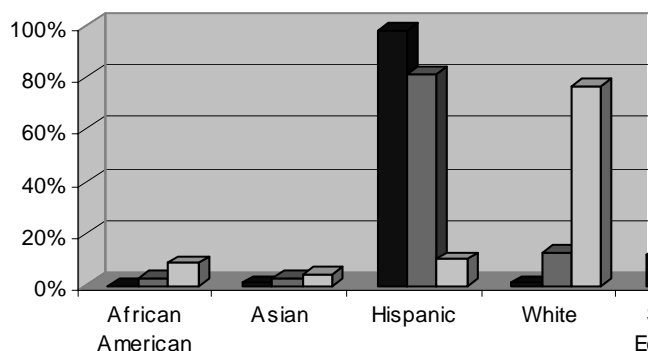
Executive Summary

Our Students

Students are selected by lottery. All students wear a uniform and are expected to be at school every day ready to learn.

- ◆ Total student body of 483
- ◆ 49.9% girls; 50.1% boys
- ◆ 98% Hispanic, 1% White, 1% Asian
- ◆ 88.2% Low Income
- ◆ 94.5% Linguistic Minorities
- ◆ 98% from Lawrence, 1.5% from Methuen, .5% from Haverhill

The Chart below characterizes our student demographics in comparison to those of the Lawrence Public Schools and the state:



Summary of Educational Philosophy

Our school program embraces the Hispanic community from which we draw most of our students. LFDCS provides a community-relevant curriculum that prepares students to excel in the 21st Century. Our primary goal is to provide a setting and school culture that values language and heritage by implementing the use of a dual language model where students learn in both Spanish and English and by including parents as partners in their child's education.

- ◆ Class size is limited to 20 students in K-6th grade and 14 students in 7th and 8th grade.
- ◆ Students who require remediation in reading and math are required to attend a 6-week summer institute as a condition of promotion.
- ◆ All curricula are regularly aligned with the Massachusetts Curriculum Frameworks which forms the base for our standards and assessments.
- ◆ Each class in K-4 is staffed by a full time teacher and a full time teacher's aide or a City C.O.R.E. member.
- ◆ Special Education is taught using a full inclusion model.
- ◆ Grade level teaching teams create thematic units integrating subjects across disciplines.
- ◆ Portfolio presentations to peers, staff, and parents by all eighth grade students are a requisite to graduation.
- ◆ LFDCS has 180 class days with an academic program from 8:00-3:00 and an extended day from 3:00 to 6:00 for homework assistance, remediation, and enrichment. The school year started September 5 with the last day being June 19, 2002.

Family Resources

LFDCS provides access to information and resources for all families, particularly immigrants and newcomers facing the poverty of economics, education, and experience that can make transition into the community difficult. As our mission states, parents are a vital link to the success of our school. Whether as members of our Board of Trustees or the School Linked Services Program, as volunteers in the classroom, on a field trip, or with a fundraising initiative, parents are expected to be active participants in the education of their children. All parents sign a contract that places high expectations on their participation both at school and at home. The following services provide parents and families with the skills and resources to become advocates for their children and partners with the school:

- ◆ breakfast and lunch every day for eligible students
- ◆ an after-school program focusing on enrichment activities from 3:00 – 6:00 at a cost of \$15 per week
- ◆ workshops for parents on discipline, children’s behavior, homework, testing, family literacy, and parenting
- ◆ referrals to social service agencies through our School Linked Services
- ◆ access to health and dental checkups for all children and complete care for those students who do not have health insurance
- ◆ access to ESL and citizenship classes
- ◆ computer classes — basic and intermediate — through partnership with Jumas.com and Lawrence Public Schools
- ◆ two full-time school nurses

Leadership: Governance & Administration

There is a strong link between school success and effective and consistent leadership. At LFDCS, the Board of Trustees—made up of parents and community members—provides valuable oversight that focuses on creating and upholding policies that support our students and their families. Our administrative structure includes a Principal, Curriculum Director, and Heads of both Upper and Lower schools to manage daily operations and discipline. This team provides instructional, organizational, administrative, and managerial leadership for staff and teachers. Leadership from the ranks of the teaching staff is highly evident with a core group of experienced teachers leading curriculum teams, participating in on-going review of standards and assessments, and training to be mentors to new staff.

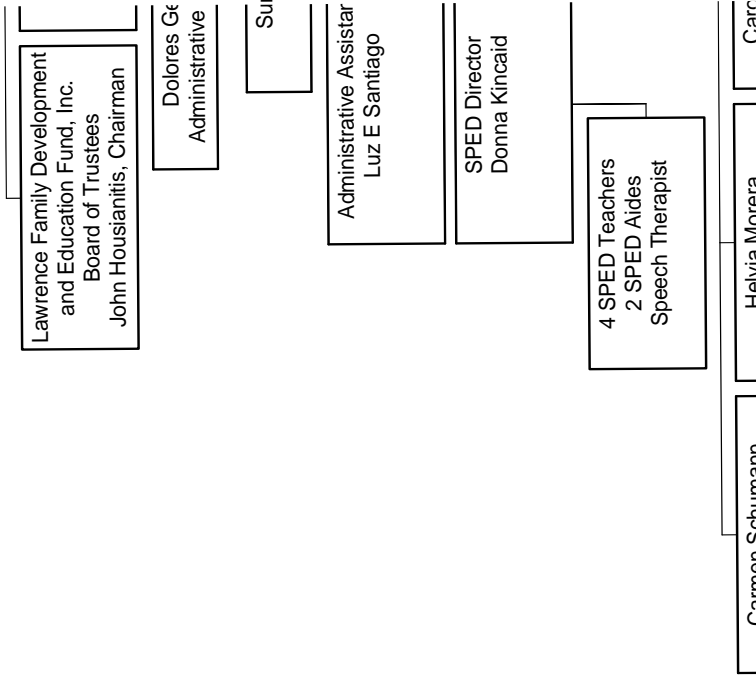
Community Partners

A unique characteristic of LFDCS is the quality and breadth of our community partnerships. These individuals and organizations provide the resources necessary to enhance and enrich the lives of our students with their expertise.

ADMINISTRATIVE TEAM

Director/Superintendent: Patricia Karl
Principal: Sunita Mehrotra
Head of Upper School: Helvia Morera
Head of Lower School: Carmen Schumann
Curriculum Director: Carol Stern

O
Lawrence Fami



Growth of Our School at a Glance

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Grades Served	K-3	K-4	K-5	K-6	K-7	K-8	K-8
Number of Students Enrolled	180	238	296	360	428	475	483
Number of Classrooms	9	12	15	18	23	27	29
Maximum Number of Students in Classroom	20	20	20	20	20	20	21
Number of Student Computers	19	24	27	50	59	71	84
Number of Students on Waiting List	90	165	216	111	111	198	139
Total Number of Teachers	11	14	21	26	31*	46	53.5
Student to Teacher Ratio	12 : 1	10 : 1	12 : 1	12 : 1	12.5 : 1	10.3 : 1	9:1
Staff Turnover	30%	27%	14%	8%	24%	22%	28.9%
Percentage of Certified Teachers	44%	40%	59%	60%	52%	61%	67%
Teacher Salary Range	\$25,000 - \$29,000	\$25,500 - \$29,580	\$26,000 - \$30,080	\$26,500 - \$31,090	\$26,490 - \$35,810	\$26,360 - \$38,000	\$31,615 - \$47,750
Average Per Pupil Tuition	\$6,125	\$6,242	\$6,398	\$6,723	\$7,312	\$8,069	\$8,635
Average Daily Attendance	96%	95%	95%	95%	95%	96%	
Average Number of Students in Attendance	178.43	237.42	293.42	357.3	423.7	473.8	
Students Receiving Special Ed. Services	3%	3%	4%	5%	7%	9%	12%
Non IEP Students Receiving SPED Services	**	**	**	**	3%	2%	4%

Community Partnerships -- Program Highlights

The second half of our mission, “*building community*,” supports our goal to bring the resources of our community into our school to expand the vision and viewpoint of our students as well as provide them with opportunities that might otherwise be unavailable to them.

Phillips Academy, an extraordinary and commendable partner, enables 32 of our students to participate in the Lawrence-Andover Music Project, held once a week at Phillips Academy. These students are provided with individual violin and piano classes and instruments to take home to ensure daily practices. Students are transported from our school to the Academy in Andover; 50% are returned home by bus while the other 50% are picked up by their parents. There were five great concerts held at the Cochran Chapel this year with many proud parents and school faculty in attendance.

Another significant component of our partnership with Phillips Academy is the Spanish program. PA students visit our school twice a week to work with our bilingual 5th graders—reading and talking together in Spanish, sharing written stories, letters, and books—thereby improving both groups’ Spanish language skills.

PA students enrolled in their Community Service Program provide for our school community: some students come twice a week to play international board games with after-school program students in grades 1-4. Other PA students studying Spanish visit our eighth grade Spanish class during the spring term for the analysis, comprehension and criticism of literary works of different Hispanic writers. Others come to the Parent Center during one of the ESL/Citizenship sessions and assist in citizenship classes to share with and learn from the Latino adults of many countries. Once a week other students come to interact with eighth graders for *Project Voice*, a student-generated program that investigates community issues. Teens of different backgrounds come together to share points of view and solve problems important to them.

Twenty-first Century Learning Center Partnership LFDCS completed the first year of its partnership project with the Lawrence Public Schools, Northern Essex Community College, and the YWCA. This partnership was awarded a three-year grant to create extended-day and extended-year Learning Centers at both school sites. It is part of a federal program to open school to the broader community, encouraging learning for all ages. Our Learning Center encompasses all after school and summer programs as well as adult/parent education classes in Citizenship, English, parenting skills, and computer skills.

Adelante Youth Center is the new site of our physical education program, a partner in Project Adventure trainings, and the after-school destination of many of our students. Five of our eighth graders earned four-year scholarships through the Project Adelante School Success program.

Northern Essex Community College: Seventh grade students participated in lab science classes at the local college campus—where college staff designed and taught the curriculum—one afternoon per week during the last third of the school year. NECC also sent work-study students who were instrumental in the after-school program grades K-4. They offered their assistance in homework club, recreational activities, and mentorships throughout the school year.

Lawrence Cultural Council awarded our school three *PASS Grants* this past year to fund cultural field trips. Fifty Upper School students participated in our first trip in November to the North Shore Music Theatre to see the musical version of *A Christmas Carol* by Charles Dickens. In April, 65 Lower School students traveled to Old Sturbridge Village to spend a day touring the museum and participating in a special educational program, and 65 Upper School students attended a performance of the Boston Symphony Orchestra's Youth and Family Concert Series.

City C.O.R.E. is an AmeriCorps program sponsored by the Lawrence Youth Commission and Lawrence Family Development & Education Fund, Inc. City C.O.R.E. prepares young adults to assist teachers in the classroom and other school programs. This particular program makes a difference in our school by setting examples of leadership and community service for our students. City C.O.R.E. members organized a clean-up day in a local park involving some of our upper grade students and collected clothing for a local homeless shelter.

Project Adventure, Inc. began its pilot program in the summer of 2001. Since then, it has followed its mission of fostering individual and team growth in an environment that's fun, safe and respectful. Every Tuesday, several 7th and 8th grade students were provided experiential activities and opportunities to gain self-confidence and learn skills that are critical to their lifelong development. They enjoyed several visits to the Moraine Farm Challenge Course in Beverly, MA for leadership training and overnight outdoor camping. Funded by a grant, five LFDCS staff members received a week's training to support this youth mission.

The Essex Art Center: has been a special partner in offering creative curriculum opportunities throughout the year. One class attends each week for a class in studio art. Students have the unique opportunity of exhibiting their work at the Essex Art Center Gallery during the school year.

The Methuen Karate Association has created a special after-school program with two teachers working with students in grades 5-7, encouraging physical endurance and discipline in learning the meaning of self-defense.

Merrimaction, the volunteer program affiliated with **Merrimack College**, sent a student who devoted two afternoons a week to provide drama classes to students from grades 5 to 7. After group lessons and skill-building activities, these children began rehearsing for the production of *The Snow Queen* which they presented in May in a small theater on the Merrimack College campus.

Community Partnerships -- Program Highlights (continued)

Artist in Residence Program: Through a grant from the Massachusetts Cultural Council, we were able to bring a visual artist to the school for 12 weeks to work with our fifth through eighth graders. The artist presented a participatory project designed to stimulate students' imaginations, build critical thinking skills, and broaden cultural experiences. Fifth grade students studying the Colonial Period of U.S. History were engaged in hands-on projects which helped them explore America's cultural roots and heritage. Sixth graders studying Ancient Civilizations, seventh graders early U.S. History, and eighth grade students studying 20th Century U.S. History were also challenged in a similar manner.

Integrating the arts into the history curriculum, as this program did, facilitated the learning process and provided students an opportunity to express their own voice through their creations. This very successful project concluded with an Art Celebration organized by the students with every participating student exhibiting at least one piece of work. This well-attended exhibit was open to family members as well as the general public.

The Spar and Spindle Girl Scouts of North Andover drew 35 enthusiastic girls from grades 5 and 6 to their program, encouraging students to explore many areas of their lives and grow stronger. Activities included peer team building projects, a visit to the Lowell Auditorium for a regional songfest, and a day at Maude Eaton Camp for volunteer community service in the nature reserve.

The University Extension Service of

UMass Amherst has provided two school-year programs. The Youth Nutrition Education Program, a USDA Food Stamp program, served all LFDCS kindergarten students and provided all children K-2 with a Nutrition Calendar. During Summer Institute, nutrition educators came into the Pre-K and Kindergarten classrooms to teach ten lessons on "Five a Day – Let's Eat and Play," while children in grades 1-7 enjoyed cooking through "Kids in the Kitchen." Several parents were also able to take a 12-hour nutrition and cooking class through the "Expanded Food Nutrition Education Program," resulting in six parents receiving their EFNEP Certificate. Having a nutritionist in the classroom has been a valuable resource, and our hope is that these lessons will influence awareness and improved eating habits.

Dissemination

Enhanced Parental Involvement

During the 2001-2002 school year, we began the first phase of a project designed to research and identify enhanced parental involvement best practices employed by Charter Schools in Massachusetts. Following this phase our findings will be disseminated through the publication and distribution of a Best Practices Manual, facilitation of a seminar open to all Charter School and Traditional Public School teachers and administrators, and the establishment of a web based information linkage. The best practices learned and shared will help all interested schools achieve a higher level of parental involvement. This endeavor has been funded through a competitive grant received from the Massachusetts Department of Education's Charter School Office.

Cornerstones For Success

The Massachusetts Charter School Association awarded a competitive grant under the Exemplary Whole School Model Dissemination Program to write a professional quality paper describing the combination of factors that make this school successful. The manuscript entitled "Cornerstones For Success" covers a wide range of subjects including the history, vision, goals and objectives of the school. Detailed information about our Dual Language Enrichment Model, After School and Summer Institute Programs, Curriculum Development, Counseling & Support Center Services, the Special Education Program, Guidance and Placement Services, Family Resources and Enhanced Parental Involvement, Community Partnerships, and Staff Professional Development is included to help enlighten the reader. The paper concludes with a discussion of our school-wide assessment efforts and an analysis of our current status.

This paper will be available at the Massachusetts Charter School Association's website by September 2002. You may also request a hard copy by contacting the Lawrence Family Development Charter School's Development Office.

Massachusetts Charter School Fellowship Program 2002

First grade teachers Kelly Sullivan and Derek Magnette received a fellowship from the Massachusetts Charter School Association to write a manuscript entitled "Token Economy: Success, Critics and the Weaning Process". This best practices paper describes the mission of our Student Support Center and our reasons for piloting a Token Economy System at the Charter School this year. The document also discusses program design and implementation, and outlines what we learned from this experience.

This report will be available at the Massachusetts Charter School Association's website by September 2002. Hard copies will also be available through our Development Office for anyone interested in this easily replicated program.

Parent Involvement

“Strong families, working in partnership with the school...”

Lawrence Family Development Charter School was founded with parent partners and continues this mission as central to our work. Our commitment is carried out through the active recruitment of parents as Board members and targeted training of parents in the skills and information necessary to be active advocates for their children’s progress. Parental commitment is carried out by the active participation of 35% of all parents as classroom volunteers and more than 80% as participants in one or more parent conference events.

Parent involvement during the past school year included the following special activities:

Coffee Breaks

Coffee breaks with parents were held every Tuesday morning from 8:00 to 9:00 AM at Maria Del Pilar Quintana Family Center. This was a special gathering for parents to relax and socialize with each other. Sometimes we discussed school policies and other particular concerns they had. This was a good approach to parental involvement that involves the School Nurse, the parent Liaison and sometimes the Special Education Department. This was an excellent opportunity for parents to establish communication bridges with the LFDCS Principal, Head of Lower School and other school personnel in a very safe and comfortable setting.

MCAS Test Parent Workshops

The Home-School Coordinator, Parent Liaison, and Head of Lower School prepared and implemented an informative workshop for the parents of our school for the express purpose of informing parents about the various types of testing, dates, and what to expect during the months of April and May. Together we explored different strategies to help our children during the testing period. From four to thirteen parents attended each of these sessions.

School Site Council

The School Site Council held 4 raffles to raise funds to support student activities. Each grade level chose a theme, with students and their families gathering items to fill a basket to be raffled off. Tickets were sold in a few days and the results were magnificent.

The 3rd grade staff and parents organized several bake sales and other activities to raise funds for one of our students who has been diagnosed with a brain tumor. Thanks to the cooperation of teachers and paraprofessionals, over \$400 were collected for the student’s family.

Parents as Substitute Teachers Training

To train a number of parents and a few members of the community, a series of workshops were held this past March and April. Sixteen adults participated in a 5 session program of 3 hours each to become classroom substitutes. We believe that parents benefit from skills learned at this particular training--skills that can also be used at home as a strategy to become fully involved in their children’s education. Some of the topics included: understanding the mission and goals of our school, emergency protocol, dress code, behavior management, Special Education students in the classroom, strategies for focusing and motivating students, and understanding learning disabilities.

Cultural Day

For the first time our school held a Cultural Day, celebrating the culture of some of the Spanish-speaking countries: Colombia, Dominican Republic, Ecuador, Guatemala, Mexico, Puerto Rico, Spain, and Venezuela. Students from various grade levels worked on those countries by researching geographic locations, music, food, flora, fauna, typical dress, national bird, and national flower. Colorful dance presentations took place at this event and diverse flags, maps, data and graphics were part of the exhibition. This activity was coordinated by the school Principal and the Spanish Language faculty and enjoyed by visitors and all students from both school sites. Parents were a critical component in providing information, designing costumes, bringing items to be exhibited, and donating typical food.

Kindergarten Parent Orientation

Parent interviews and new kindergarten student screening were held between April and June to inform parents and request their signatures on the School-Home Contract. All new kindergarten parents were required to meet the school team of teachers and other support staff, as well as the Head of Lower School. The purpose was to inform the parents about the school's mission, school expectations, and school programs. Other items included uniform, gym regulations, the meaning of recognition nights, and the importance of parent participation in their children's education.

GENERAL STUDENT ENROLLMENT INFORMATION

Student Turnover Data

During the 2001-2002 academic year, a total of 47 students withdrew from school. Twenty-five moved out of Lawrence and entered another public school district; four entered programs in the Lawrence Public Schools; four were enrolled in special schools; one child transferred to a private school; nine did not feel comfortable in the school environment; one was withdrawn as a result of transportation problems; one due to excessive absences; and two for unspecified reasons. LFDCS contacts parents annually to update our wait list. Only current, not cumulative, numbers are used.

<i>Total Number of Students on the Wait List</i>			
Grade	Lawrence	Methuen	Total
Kindergarten	21	3	24
First Grade	15	1	16
Second Grade	19		19
Third Grade	27	0	27
Fourth Grade	18	1	19
Fifth Grade	16	1	17
Sixth Grade	8	1	9
Seventh Grade	8	0	8
Eighth Grade *	0	0	0
Totals	132	7	139

Total Number of Student Applications Received				
Grade	Lawrence	Methuen	Total	Apps/ Openings
K	81	3	84	
1	18		18	6
2	27		27	3.3
3	35		35	4.37
4	32	1	33	2.2
5	30		30	2.14
6	20	1	21	1.5
7	17	1	18	1.8
8	4		4	2
Total	264	6	270	

* LFDCS does not accept new students for eighth grade wait list.

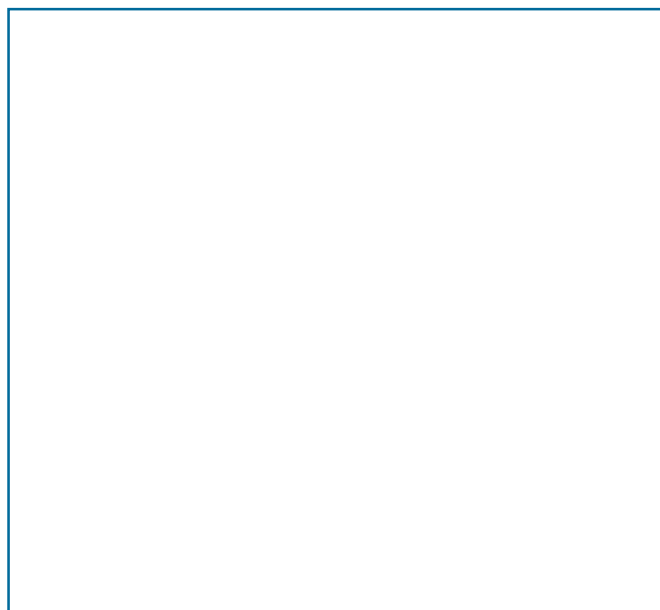
Special Education

Our goal at LFDCS is to support the inclusion model for Special Education services, which allows special needs students to learn with their peers in the regular classroom setting as much as possible. The Special Education teachers work collaboratively with the regular classroom teachers in order to teach these students in the least restrictive environment. This model allows us to reach more students in need of support and, of equal importance, provides classroom teachers with additional teaching strategies. The special education staff meets with and plans regularly with classroom teachers to more effectively coordinate both schedules and instruction which take place in the classroom and resource room settings.

During the 2001-2002 school year, the Special Education Department at LFDCS once again expanded in size and scope of services. Under the Director of Special Education, the staff included four full-time special education teachers, three full-time special education assistants, two part-time speech therapists, and one part-time occupational therapist. The speech and occupational therapists worked with students individually and in small groups and provided services in the classroom as well as outside of the classroom, depending on student needs. An outside psychologist was contracted with for psychological evaluations as necessary.

The position of Student Support Teacher was continued this year at both Lower and Upper Schools. These teachers assisted any student whose behaviors made it difficult to remain in the classroom. Working with students to set daily goals and designing individual and small group rewards for meeting the goals proved to be an important and successful component of the program this year.

The Special Education staff also worked very closely with the counselors at both schools, the social worker, and the nursing staff for close coordination of academic, social, home, and medical needs of students.



With Teacher Assistance Teams led by our counselors, students who were experiencing academic, social, emotional, or behavioral difficulties were identified early and referred for special education evaluations when necessary. Student success plans were developed for all other students who did not need an evaluation but rather additional regular education support services, such as small group math or reading, ESL classes, or counseling.

LFDCS continues to expand to provide the continuum of services needed for its special education population as required by law, without the isolation that often results from segregated programs.

The Guidance Placement Program – Paths for their Futures

Our school has experienced an exciting year as evidenced by all the great accomplishments of the 2002 graduating class. We have seen an increase in the acceptance rate of students to parochial and independent private high schools from 38% in 2001 to 45% this year. This success story began in the spring of 2001, when we started working with the then seventh graders and their parents through formal meetings and interviews. Students were quickly introduced to the expectations and demands of private education. During the summer of 2001, we launched the first

Summer SSAT Preparatory Program designed to prepare students for the entrance exams required by private independent schools. We also provided information to help guide students through the demanding admissions process. Of the 12 students who participated, 10 were accepted at parochial and/or private independent schools.

In the fall of 2001, eleven guest speakers from prestigious private schools such as Phillips Academy, Governor Dummer, Lawrence Academy and St Paul's came to our school to provide orientation sessions on their admissions processes, school requirements, and student life.

Parents, students and the Placement Counselor also had the opportunity to visit a total of 13 schools including 3 school fairs. During these field trips, they had the opportunity to gather information about the schools and saw first hand how students adapted in a new school environment. To keep parents and students involved and informed during this process the placement program had three informational meetings with parents and held sixteen group sessions to help students fill out applications.

Financial Assistance

To guarantee that students could apply to all the schools they were interested in, the placement program obtained twenty-nine fee waivers with a total cash value of \$1,542. These waivers were used towards application fees, test registration and submission of the Parents' Financial Statement. Fifty-four percent of the students accepted to private schools were granted financial aid through the schools or private entities. This year a total of \$73,590 was awarded in financial assistance and in scholarships..

Acceptance Rate	Enrollment Rate	School Placement
*Parochial Private High Schools 12/29: 41%	**Parochial Private High Schools 6/29: 21%	Central Catholic: 3 Presentation of Mary: 3
Independent Private High Schools 3/29: 10%	Independent Private High Schools 2/29: 7%	Phillips Academy: 1 The Pingree School: 1
Vocational & Technical Schools 8/29: 28%	Vocational & Technical Schools 5/29: 17%	Essex Agricultural Tech: 1 Lawrence Voc. Tech.: 4
Lawrence High School 7/29: 24%	Lawrence High School 14/29: 48%	Lawrence High School: 14
***Undecided 1/29: 3%	Undecided 2/29: 7%	Undecided: 2

*5 students were accepted at one or more schools. **4 students were not able to enroll due to financial or family matters. ***As of graduation date, two students had not made a final decision.

The Summer Institute: Targeted Opportunities to Bridge School Years

LFDCS *Summer Institute* was developed in response to the academic needs of our students as determined by teacher assessment and the results of standardized tests (*MCAS* and *Stanford 9*). The overall goal of the Summer Institute is to provide those students most in jeopardy of failing with the skills and confidence to enter the coming school year and meet with academic and personal success. LFDCS also seeks outside scholarships and programs to support our students.

Summer Institute 2002 combines an intensive academic program from 9:00 – 12:00 with an afternoon enrichment program (12:00 – 3:00), including computer lab and summer newsletter publication, nutrition awareness and cooking through the University Extension Service of UMass Amherst, dance through Lawrence Ballet Academy, karate through Methuen Karate Association, swimming through the YWCA, Project Adventure, sports, art, paper making, and aquatic ecology and rocketry through the Essex County Extension Service.

The summer program features intensive academic work and high expectations for attendance, participation, and outside reading. Class size is small with a 1:5 teacher:student ratio to provide close supervision of progress and full opportunity for student response. The teaching staff is composed of current LFDCS teachers as well as educators from other schools—creating a dynamic professional team to improve student learning.

Summer Institute 2002 offered additional programs to prepare students for important transitions in their education:

21st Century Partnership enables LFDCS to offer after school and summer programs as part of the *21st Century Learning Center* concept in partnership with the Lawrence Public Schools, Northern Essex Community College, and the YWCA of Greater Lawrence.

Kindergarten Prep is a four-week program for 20 of the incoming 60 kindergartners to introduce those who have not attended a pre-K program to the social and academic expectations of formal schooling.

Prep at Pingree is a new academic/enrichment program which included 6 incoming 8th grade students from LFDCS. Students are transported for a 6-week, full-day academic and enrichment program designed to prepare students to apply at rigorous high schools.

SSAT Prep is a four-week program involving intensive math preparation and vocabulary development for 7 high-achieving 7th graders to assist in their preparation and application to private high schools. This program partners with the YWCA *Summer Travel Club*, connecting the students to enriching and educational field trips.

ESL is a six-week program for students who need special attention in order to accelerate their English speaking and comprehension skills.

Camp Marist provides camp scholarships enabling 15 boys in grades 4-8 to spend two full weeks in various outdoor adventures in New Hampshire. Additionally, one boy was awarded The Fr. Terry Atridge Scholarship which allows him to attend camp for 3 additional weeks in August.

Camp YWCA is a twice weekly summer program providing 40 students the opportunity to enjoy recreational and synchronized swimming at the local YWCA.

MSPCA Summer Camp offered 15 students the opportunity to care for horses, pigs, birds, dogs and cats at the animal shelter in Methuen. The two-week session provided them the opportunity to enjoy hands-on activities as they cleaned animals and cages, walked and fed animals and learned about adoption and commitment to all creatures great and small.

School Performance

Academic Achievement – Assessment – Accountability

A. STUDENT ACHIEVEMENT

Objective 1

Students will demonstrate competence in challenging subject matter in mixed ability groups, where they will study English, Spanish, mathematics, history, geography, science, civics, social studies, economics and the arts.

Performance-based Evaluations

Accurate and effective student assessment is essential to determine progress toward standards. To ensure that all students gain access to instructional programs that best meet their needs and that students are on course to becoming literate and able participants in English-language classroom settings, LFDCS has utilized a combination of assessment practices. The standardized tests have an important role in at least four components of our overall testing program:

- ◆ To compare individual or group performance with an external normative group
- ◆ To identify relative strengths and weaknesses in skill areas
- ◆ To monitor annual growth in various skills
- ◆ To provide data for program evaluations.

LFDCS uses standardized tests primarily for these purposes:

- ◆ **Screening and identification:** The Language Assessment Scales, an oral standardized test, is used to determine if students are eligible for special language and/or content area support programs.
- ◆ **Placement:** After the determination that students need extra help, various support programs are provided to help students come up to grade level participation.
- ◆ **Reclassification:** The DRA Reading test is used to determine student progress and to determine if the student has gained the language skills and content area competencies necessary to benefit from instruction in grade level classrooms.
- ◆ **Accountability:** To guarantee that students attain expected educational goals or standards, including testing for placement in high school.
- ◆ **Curriculum Evaluation:** To identify strengths and gaps in curriculum and teaching materials.

MCAS

The current fifth grade (LFDCS graduating class of 2004) became the third group of students to participate in the MCAS tests during May of 2000. This class's results were issued in the fall of this past year. The following chart is a comparison of LFDCS scores with district and state scores over the past four years and shows marked improvement in all areas at fourth grade.

Subject	LFDCS				City of La	
	1998	1999	2000	2001	1998	1999
Language Arts	220	224	222	232	222	222
Mathematics	217	220	217	223	219	220

Results of the MCAS test show the difference between student cohorts—chosen at lottery and more open to variance. While fully appreciating the language challenges our students face in the test, it is clear from the math results that we must continue to invest in staff development and monitor teaching strategies to improve outcomes. The exceptional growth in Language Arts is evidence of improved curriculum and teaching and the increased hours devoted to Language Arts.

GRADE 8	English			Math			History/Social Science		
	LFDCS	State	City	LFDCS	State	City	LFDCS	State	City
Average Score	231	245	232	216	235	218	216	226	216
Average Hispanic Score	232	231		216	219		216	216	
Average Title I Score	231	233		231	233		217	217	
Av. Hisp. + Title I Score	231.5	232		223.5	226		216.5	216.5	

The class of 2001 was the first to take the eighth grade MCAS at LFDCS. The group scored lower than the state in all three categories; however, LFDCS ranked comparably to the City of Lawrence’s averages. When scores of the LFDCS population demographics (linguistic minority and economic) were compared to similar populations at the state level, the averages were very comparable.

LFDCS has taken the following steps to improve outcomes of the *MCAS* test in the coming year while improving teaching and learning at all levels:

Underprepared entering Kindergarten students (as identified by the DIAL 3 standardized test which is administered in both English and Spanish): *required to attend a four-week program.* Piloted during summer 2001, it provides a concentrated period of readiness and social skills.

Transition K-1 class: *up to twelve students whose class performance and Stanford testing indicate lack of readiness for Grade 1.* This year concentrates on social skills, discipline, and readiness to prepare them to work at grade level by Grade 1.

Middle Grade Students Testing below 220: *All current 5th, 6th, and 7th grade students who tested in one or more subjects below the 220 cut off in Grade 4 MCAS* have a *Student Support Plan* developed by their teachers this past year. The folder tracks all standardized tests and monitors attendance and assignment to After School, Summer School, and other supports to improve grades.

The Summer Institute: *110 students, including all students from the above category, were required to attend a six-week academic remediation program to move to the next grade level.* Students attended three hours daily for six weeks in small classes with a ratio of 1:5 and will be on a *Student Watch List* to allow monitoring of attendance, class work, homework, and other relevant factors.

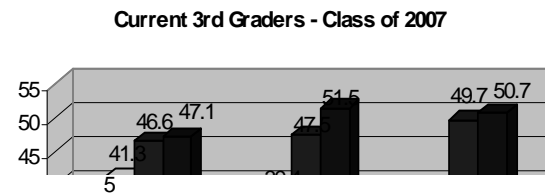
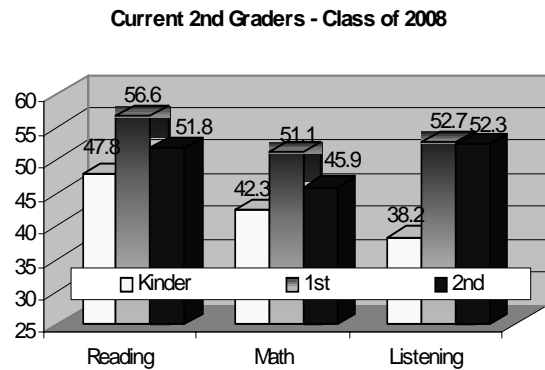
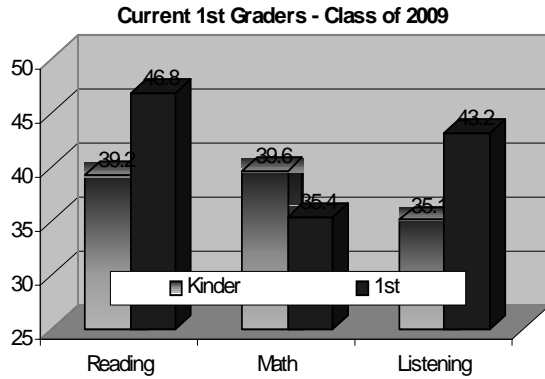
Standardized Testing

The following charts are a longitudinal profile of all students in grades one through eight. Each graph shows the students' performance as they have moved through the grades.

As a result of consistent grade-level meetings, staff training, and improved curriculum, a pattern of steady growth at most grade levels is evident by these graphs. Some variance at second grade is noted, particularly in math, where implementation of the new curriculum was not consistent. In the sixth grade, a trio of experienced teachers worked diligently to reverse the downward trend of the previous year. The current seventh grade class has not turned around or flattened out and is of serious concern. Administration has allocated additional Title I resources to this grade level for the coming year, and 23 out of 35 (or 66 % of the 7th grade students are enrolled in a summer program.

The most consistent progress can be seen in the third, sixth and eighth grades. This can be attributed to a veteran staff member in each of these grades and at least one teacher looping with the students. Another trend that shows strength in the LFDCS program is the Language Arts scores, which include both reading and language. A strong improvement can be seen in the first grade Language Arts scores even with a first grade staff consisting entirely of first year teachers.

Math was recognized as a significant barrier to student achievement during the past two years. Our Administrative Team reviewed curriculum options and selected Investigations by TERC for grades K-5. Through our Math/Science partnership with Northern Essex Community College, we were able to offer ongoing staff support in implementing the new curriculum. Nevertheless, it will take more than one year to redesign teaching strategies, vocabulary, and support materials to complement the new curriculum.



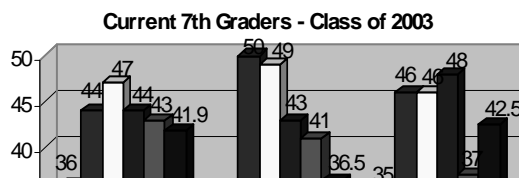
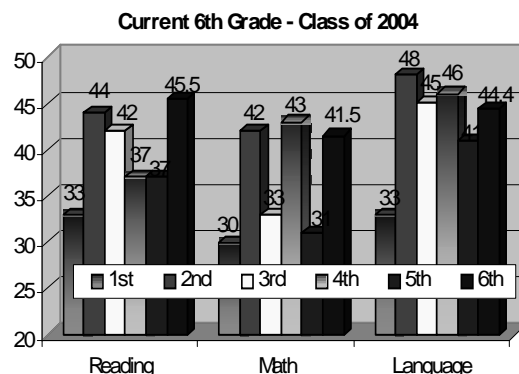
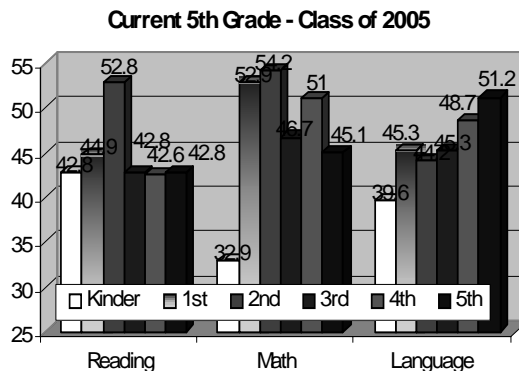
Using Testing to Improve Curriculum

In Summer 2001, LFDACS received recommendations on creating an in-house data analysis, thereby improving the infrastructure of the school and its ability to provide detailed information on each student and on each test item in standardized tests. A goal of the current school year was the creation of this capacity. Upon receipt of grade three MCAS performance data, this information was prepared to indicate the percentage of students answering each test item as compared to the state average for each question. These results will be used by the administration and grade-level teaching staff to pinpoint skills that are not adequately taught/learned through our curriculum. Teachers will add these skills or redefine how they are taught.

School-Wide Progress

A goal of our school is to see the average scores of the entire school above the 50th percentile in the coming year. With Hispanic students nationally averaging at the ___th percentile, this would be a significant achievement. The following percentiles (NCE) on *Stanford 9* show our three-year progress toward this goal:

	<u>Reading</u>	<u>Math</u>	<u>Language</u>
1999-2000	41.8	37.5	44.9
2000-2001	45.4	46.7	46.8
2001-2002	45.1	46.7	48.1



Objective 2

Students will achieve fluency in English and Spanish by graduation through a dual language program.

Ninety percent of incoming students at LFDCS speak Spanish as their primary language. To prepare them for fluency and achievement in English and Spanish, we use the strengths of the native language (Spanish) to develop literacy skills in English. This year, Spanish and English teachers worked collaboratively to define standards for the Spanish-language curriculum. The objective of this collaboration was to make the language acquisition process natural and integrated with other school programs.

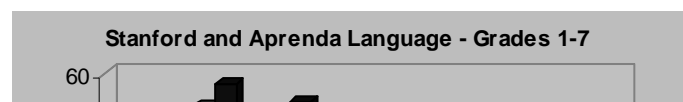
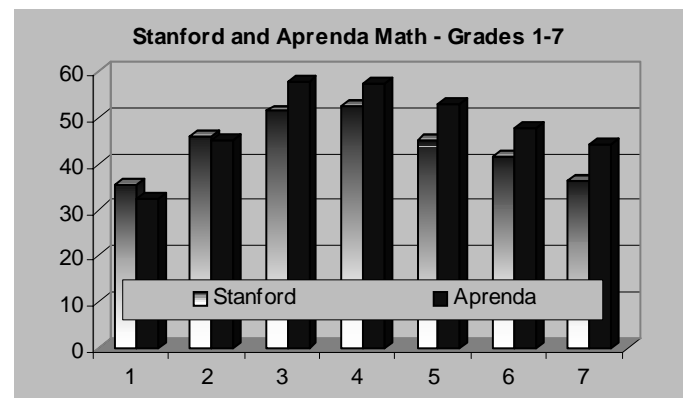
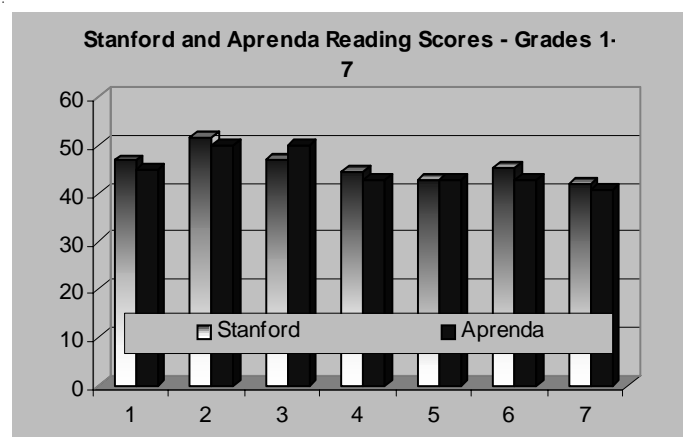
DIAL 3 (*Development Indicators for Assessment of Learning*) is an individually administered developmental screening test designed to assess motor, conceptual, and language behaviors. It was administered to all incoming Kindergarten students in both Spanish and English by the Kindergarten teachers and support staff under the supervision of the Principal, the Head of school and the Director of Special Education. We were able to determine the readiness needs of the preschoolers and designed the Summer school curriculum to meet those needs. It also gave us insight into curricular changes that needed to be made to the Kindergarten class. We strengthened the literacy program by training the teachers to use the sounds of the native language to develop phonemic awareness in the English Language.

The **LAS-O** (*Language Assessment Scales-Oral*) test was used to identify limited-English-proficient students who received English-language instruction in After-School and Summer Programs to build oral vocabulary.

Stanford 9/Aprenda

Evidence of student progress toward dual fluency is shown in the charts at right. With few variances, students in each cohort are achieving dual fluency.

By combining the results of traditional standardized tests and teacher observations or criterion-referenced testing, we have been able to provide teachers with knowledge of how students who are learning English function in a regular classroom, and what strategies and approaches teachers can use to assist students in achieving academic competence.



Objective 3

Students will demonstrate respect for each other, for staff, and for members of the community as an integral part of valuing education and developing personal discipline.

Tools: Discipline Code/Student Handbook
Student Support Centers – Upper and Lower Schools
Administration/Staff Leadership in Setting Tone for Consistent Discipline

SUMMARY OF DATA

An important goal of our school is establishing and maintaining a safe, healthy, and orderly environment for teaching and learning. As we have grown to include a larger student body and a wider age span, we have recognized the diverse issues requiring discipline, counseling, and prevention measures to meet these goals.

Student Support Center

The emphasis at LFDCS is on respect—for self and others. In the lower grades, the more serious discipline issues were seen in emotional outbursts and in an inability to control anger. In spring 2001, a school team, chaired by the Director of Special Education, sought and retained a behavior management consultant who visited the school, observed identified behavioral issues, and—with the school—designed a protocol for staff training and a Student Support Center for each building.

The Student Support Center completed its first full year serving specifically-identified students whose behavior of history or IEP plan warrants this intervention. If a verbal or violent outbreak occurs, the student is removed from the classroom (where he/she is a danger to others and has an audience) to the SSC where the atmosphere is calm and restrained. A team of pre-selected administrators, counselors, and the school nurse are available to support the SSC teacher who attempts to de-escalate the issue. When calm is restored, the teacher supervises the student for completion of academic work.

During 2001-2002, the SSCs at both sites have been very effective in addressing individual issues and in reducing the amount of repeat visits for many students.

Setting the Tone for Consistent Discipline

The Upper School Head and staff set a tone to follow school discipline policies and procedures. This helped to establish a conducive and safe learning environment for students and staff.

Activities that promoted discipline included: setting and implementing group goals; daily folders and student contracts; and rewards and reinforcement such as earning game time, breakfast club, classroom helpers, and stickers.

At the Lower School, two first-year first grade teachers attended a Best Practices conference and established a “Token Economy” program, helping very young students understand action and consequences. This effort and observations were recognized by award of a dissemination grant written in Summer 2002.

Both Heads of School hosted special luncheons each month to recognize students who had achieved high grades and positive discipline. This promoted an atmosphere which respected the goals of the school and a positive environment.

Peer Mediation

Eighth grade students were trained and supervised by Student Support personnel to help younger students deal with problems. The purpose was to use logical and non-violent strategies to solve peer problems and to involve students in solving them.

* * * * *

During the 2001-2002 school year, 38 students received in-house suspension, and 69 students received out-of-school suspensions. There were no expulsions.

Objective 4

Students will participate in the life of the broader community through involvement in community service as fundamental steps in developing the responsibility of citizenship.

Our students were involved in helping the community and learning the importance of leadership through service as members of Youth C.O.R.E., a service learning program established by our AmeriCorps volunteers, City C.O.R.E. These activities fostered leadership and creativity and built teamwork among students, staff, and families.

Thanksgiving Food Drive - November 20, 2001

Third and fourth grade Youth C.O.R.E. members collected 365 canned and boxed food items and a \$10 gift certificate to Star Market and donated the proceeds to Lazarus House.

Food/Clothes/Toy Drive – December 11 – 19th, 2001

Youth C.O.R.E. participants from the Upper and Lower school collected 35 food items, 3 bags of clothes and 40 toys and donated them to the Salvation Army.

Christmas Carols – December 13, 2001

26 participants from the Upper and Lower school Youth C.O.R.E. sang Christmas carols to the residents of the Mary Immaculate Nursing Home.

Bake Sale – December 2001

Youth C.O.R.E. participants ran a bake sale during lunch to raise money for the Lawrence Eagle Tribune's Santa Fund, a fund used to assist needy families in buying Christmas gifts for their children.

Drama Unit – December 2001

Youth C.O.R.E.'s Drama Unit participants studied drama, made costumes and scenery and performed the Nutcracker for parents, kindergarten students and staff.

Quilt – January 21, 2002

African American Studies – Participants researched influential African Americans, learned about the civil rights movement, created traditional African-American instruments and led discussions at a Martin Luther King Day event. At this event, a civil rights quilt was made to display at the City C.O.R.E. office.

Donation to the United Way – March 2002

Upper School Youth C.O.R.E. Dance – Participants organized a school dance, arranged to have food, decorations and entertainment donated. Tickets were sold for \$3 a person and a check for \$365 was donated to the United Way.

Family Literacy Night – February 12, 2002

Eighth grade students from the Upper School assisted City C.O.R.E. and the Science teacher in running events at a Family Literacy Night at the Lower School

Youth Week – April 2002

Over 65 students participated in the clean up of Den Rock Park on Route 114 with City C.O.R.E. members and the city of Lawrence's Department of Public Works. The clean up was to prepare for Den Rock Day.

B. TEACHING ACCOUNTABILITY

Objective 1

Teachers will receive ongoing professional development throughout the year to enhance their instructional, curriculum development, and assessment skills.

Lawrence Family Development Charter School began the school year with a new Principal and a Director of Faculty and Curriculum. This year's main objectives were to improve test scores in English/Language Arts and Math, and to strengthen the Dual Language Program.

To fulfill these objectives, LFDCS invested in new curriculum and in extensive staff training at all grade levels.

Our Curriculum Director established a mentor program. Three teachers, Susan Burgett, Jennifer Ryan, and Susan Forrest, qualified to apply for National Mentor certification. Nancy Finneran of the Andover Public Schools and Elizabeth Beane, two teachers who have received their National Certification, guided our teachers through the process and mentored new teachers during the school year. For the first time, LFDCS offered a formal mentoring program to provide support to new teachers, forming eight veteran/new pairs.

In an effort to refine the Dual Language Program, Jane Brauer addressed the staff on the use of native language to enhance the learning of a foreign language. Kindergarten and first grade teachers were introduced to the *Cancineros* program whose objective is to develop phonetic awareness.

Counselors and behavior specialists were encouraged to attend the annual conference for counselors in Hyannis. LFDCS was able to send five counselors to attend the two-day workshops.

Objective 2

The teaching and administrative staff will generate and evaluate curricula and assessment tools and participate in professional activities to enhance their skills in these areas.

The important task of mapping the curriculum is a challenge that was started last year with the goal of completion next year. This year the focus of grade-level meetings was to look at the frameworks and identify the “strands” pertaining to each grade level. Our Principal and Director of Curriculum participated in training programs focused on this subject. Under their guidance and with the assistance of the Heads of School, these “strands” were then formulated into teaching objectives and units. These sessions helped bring support and teaching staff together to articulate goals, identify needs, and further the integration of core and enrichment subject matter. A consultant will continue this work next year to help guide the process of completing the mapping of curriculum.

In the area of Language Arts two significant curriculum revisions were undertaken. The Links Program was introduced at all grade levels with its major emphasis on writing. This was expanded upon in the fourth grade with an MCAS Prep Program to teach brainstorming strategies and the use of good grammar. The Head of School sponsored a Writing Essay Contest to encourage the application of these skills. Eighth grade students presented portfolios based on revised rubrics and expectations including essays and journal reflections.

Analysis of standardized test results (MCAS and Stanford) influenced our decision to invest in new Math Curriculum. *Investigations* by TERC was introduced in grades K-5 with support training. Student acceptance of the new curriculum has been very encouraging. We will increase teacher training and support during the coming year. Math teachers in grades 6,7 and 8 reviewed three math curricula and selected the *Connecting Math Curriculum*, an extension of *Investigations*. A sixth grade math teacher is attending a summer training program at Merrimack College. RAISE is a “training the trainer” model, and the teacher will be responsible for staff development in math for the Upper School. Our fifth and sixth grade science teachers are likewise participating in the science component of RAISE.

Our School Nurses created and implemented health curriculum in collaboration with classroom teachers. Lessons included nutrition, diet, exercise, self-esteem, puberty, sex education and prevention of drug, alcohol and tobacco use.

Teachers worked at grade level teams to create integrated units of study on topics grounded in science or social studies with hands on and experiential learning. Our fifth grade students participated in an exceptional unit on U.S. History. They studied the causes of war and the roles of different governmental departments in defense. This culminated in an overnight trip aboard the USS Salem in Quincy Harbor. This event allowed students to role play and immerse themselves in the lives of 20th Century sailors.

Objective 3

The education program will address competencies in communications, including technology.

“In this age of rapidly changing information technology, students need to acquire technology skills in order to function effectively in their adult lives.” –David Driscoll, Commissioner of Education

Our school holds the highest commitment to technology and technology integration. During the 2001-2002 school year, the LFDCS computer network was upgraded. These upgrades included the installation of *Macintosh Manager* for both computer labs and *Windows 2000* server, which replaced the old NT environment. Our Internet system was also replaced for improved e-mail and web page management. For the past two years, the school’s library has successfully been using the electronic catalogue software *Athena*.

LFDCS has invested in different software packages and programs including *Plato* (an online program to aid eighth grade students with high school admission exams; *Rosetta Stone* (an intensive ESL software package that helps students who are not English proficient); and a new version of *Lexia* software used by the special education department and regular classroom teachers to help increase students’ reading skills and comprehension.

During the past year, the technology curriculum has been enhanced to better assist our students and teachers. The result of this change has been to meet the Massachusetts-recommended PreK-12 Instructional Technology Standards and the National Educational Technology Standards for Students (NETS).

Upper School students used the *Internet* for research and *Powerpoint*, *HyperStudio*, and *Microsoft Word* for creating electronic and hard copy presentations. Eighth grade students utilized desktop publishing software to create the portfolios required for graduation. *Internet Web Quests* was used to enhance subject area lessons. The Upper School offered membership in a technical club, *The Tech Team*, where members were involved with a variety of activities involving desktop publishing and hands-on experience with digital camera techniques. Also, teachers involved in the Mentor Teacher program had the ability to record themselves with our digital video camera. Teachers were also encouraged to document class activities with a digital camera. Computer class times were increased to insure each student a proper exposure to technology.

Financial Information (unaudited)

STATEMENT OF REVENUES AND EXPENDITURES

Revenue

Tuition	\$4,146,011
Grant Income	861,690
Contributions	804
Special Events	26,053
Interest Income	144
Miscellaneous Income	<u>44,187</u>
Total Revenue	\$5,078,889

Expenditures

Salaries	\$2,793,362
Benefits & Payroll Taxes	404,179
Contracts & Fees	502,250
Office Expenses	61,187
Occupancy	651,425
School Supplies & Equipment	282,836
Professional Services	218,382
Other	<u>27,497</u>
Total Expenditures	\$4,941,118

Total Revenue Over Expenditures \$137,771

Private Funds Received

LFDCS received more than \$112,000 in private funds during the 2002 school year. The programs funded included: After School, Summer School, Artist in Residence, Director of Development, Placement Director, and Graduation. A list of our supporters is detailed on the following page.

BALANCE SHEET

Assets

Cash	\$1,044,831
Grants Receivable	24,696
Other Receivables	4,041
Prepaid Expenses	<u>13,261</u>
Total Assets	\$1,086,829

Liabilities

Accounts Payable	\$74,304
Accrued Expenses Payable	369,739
Deferred Revenue	<u>70,300</u>
Total Liabilities	\$514,343

Total Net Assets \$572,486

**Total Liabilities
and Net Assets \$1,086,829**

Public Funds Received

Title I & Title I Support	\$285,437
21st Century	217,003
Charter School Facilities	105,318
Class Size Reduction	35,574
SPED 94-142	33,660
School Linked Services	15,000
Charter School Dissemination	18,750
Massachusetts Cultural Council	12,800
SPED Professional Development	7,500
Emergency Immigration Act	<u>1,445</u>
Total Public Funds Received	\$732,487

Financial Information (continued)

APPROVED BUDGET FY 2003

Revenue

Tuition	\$4,344,025
Grant Income	792,000
Cash from Net Assets	215,000
Miscellaneous Income	<u>50,000</u>
Total Revenue	\$5,401,025

Expenditures

Salaries	\$3,051,455
Benefits & Payroll Taxes	520,235
Contracts & Fees	613,000
Office Expenses	90,000
Occupancy	677,000
School Supplies & Equipment	150,000
Professional Services	275,201
Other	<u>20,500</u>
Total Expenditures	\$5,397,391

Total Revenue over Expenditures \$3,634

With sincere appreciation to all who helped our school to grow

Anonymous
Josephine Russell Trust
Lawrence Cultural Council
Massachusetts Cultural Council
Mass. Charter School Resource Center
Mass. Charter School Association
Marist Volunteer Program
Camp Marist, Ossipee, NH
Morris, Rossi & Hayes
GenCorp
Banknorth
First Essex Bank
Northmark Bank
Summer in Greater Lawrence Donor's Collaborative
Mass. Service Alliance/AmeriCorps
Louis S. Cox Trust
The Charlotte Home
Robert Birmingham Trust
Merrimack Valley Community Foundation
Abbot and Dorothy H. Stevens Foundation
Dean K. Webster
E. Haffner Fournier & Staff
The White Fund
Forest Foundation
The TJX Foundation
Highland Street Connection
McCarthy Family Foundation
Massachusetts Department of Education
George H. & Jane A. Mifflin Memorial Fund
Mabel Louise Riley Foundation
Quintana Associates, Inc.
Spar & Spindle Girl Scout Council
LFDCS Parents' Association
Walsh & Co.
Project Adventure
JENJO Foundation
I Have a Dream Foundation
Adelante Youth Center
Essex County Community Foundation
Catherine McCarthy Memorial Trust
Charles G. Pringle Foundation
Clipper Ship Foundation
L.G. Balfour Foundation/Fleet Bank
Nathaniel and Elizabeth Stevens Foundation
United Way of Merrimack Valley

Governance

Our **Board of Trustees** represents the primary stakeholders of our school—family and community members who act on behalf of our students. Parent participation on the Board is a fundamental goal of our charter. Leadership from within the community we serve brings cultural and family concerns to the table and insures that decisions made are consistent with the best interest and educational benefit of our students.

Policies enacted by the Board are written by the Director/Superintendent and presented to the Board for a first reading and discussion, with a second reading and vote the following month. Policy needs, however, can and do come from all constituencies in the school, including staff, students, and parents.

Board policy on hearing complaints has been an open forum of public comment prior to the start of each meeting. The Board received no official complaints during the 2001-2002 school year.

During the 2001-2002 school year, the Board of Trustees considered and approved the following policy decisions:

[Approval of Physical Restraint Policy](#)

LFDCS will follow the Physical Restraint Policy for crisis intervention as directed by the Department of Education. The policy requires six hours of training for all teaching and supervisory staff and renewal training annually. LFDCS has one certified trainer on staff who trained all other staff during Orientation Week.

[Approval of Student Health Policies](#)

At the request of the School Nurse, LFDCS will follow public health policy directives regarding student age and confidentiality related to potential teen pregnancy issues. The policy will be printed in the 2002-2003 Student and Teacher Handbooks.

[Approval of Amended Winter Dress Code](#)

At the request of the Upper School Student Council, LFDCS amended the pilot winter uniform policy of the previous year. From December 1 through March 31, female students may wear navy blue pants as an alternative to the standard skirt or jumper to protect their legs from the cold. Navy vest, sweater, or sweatshirt may also be worn. Boys' uniforms and gym uniforms will remain standard.

[Approval of Crisis Response Team](#)

In the aftermath of September 11 and published attacks on schools and other public places, our administration, health, and counseling team prepared a response plan and guidelines for staff in the event of a threat.

Appendix

- Volunteers
- List of Teachers/Qualifications & Other Personnel
- Lawrence Family Development Charter School in the News

Teachers		Teacher Aides				
Grade	Name	Certification	Degree			
		Years of Service				
		LFDCS	Total			
Kindergarten	Ana Romero	Masters in Law	1	4	Maria Espinal	Kindergarten
Kindergarten	Carmen Maldonado	B.S. Education	1	6	Dilisa Toribio	Kindergarten
Kindergarten	Enriqueta Salvatierra	B.A. Education	5	11	Belkis Rodrigues	Kindergarten
1st Grade	Derek Magnette	Pre-K/SPED	1	1	Milady Deschamps	1st Grade
1st Grade	Kelly Sullivan	Elem (1-6)	1	2	Hilda Rentas	1st Grade
1st Grade	Stephanie Raphael	E.C. K-3 (Prov)	1	2	Alta Gracia Depena	SPED
Transition	Susan Forrest	E.C. K-3	1	2	Maritza Perez	2nd Grade
2nd Grade	Janet Morris	Elem (1-6)	4	8	Santa Howard	3rd Grade
2nd Grade	Kathleen Neylon	ELEM (1-6)	4	17	Marta Rentas	SPED
2nd Grade	Brenda Burns	Elem (1-6)	1	1	Brenda Lopez	4th Grade
3rd Grade	Susan Burgett	E.C. K-3	2	2	Lourdes Santiago	SPED
3rd Grade	Jennifer Ryan	Elem (1-6)	4	11		
3rd Grade	Meghan Schena	Elem (1-6)	5	8		
4th Grade	Susan Jesser	Elem (1-6)	1	1	Administrators	
4th Grade	Julie Goldbaum	Elem (1-6)	1	2	Patricia Karl	Superintendent
4th Grade	Holly Wright	Elem (1-6)	1	3	Dolores Gelinaz	Adm. Assistant
5th Grade	Amy O'Brien	Elem (1-6)	4	4	Roy Nelson	Comptroller
5th Grade	Michele Lapham	Elem (1-6)	1	2	Mary Durkin	Business Manager
5th Grade	Sara Hoomis	Elem (1-6)	2	4	Peter Kamberelis	Director of Development
6th Grade	Shirley Daniels	Elem (1-6)	2	2	Sunita Mehrotra	Principal
6th Grade	Lee Johnson	Elem (1-6)	2	8	Carmen Schumann	Head of Lower School
6th Grade	Patricia McGonagle	Middle (5-9)	1	3	Helvia Morera	Head of Upper School
7th Grade	Andrew Law	Middle (5-9)	1	4	Carol Stern	Director of Curriculum
7th Grade	Samuel A Bragg	Middle (5-9)	1	1	Donna Kincaid	Director of Special Education
7th Grade	Anthony Fabrizio	History (5-12)	1	3	Mohit Mehrotra	Data/Operations Director
8th Grade	Margaret Ann Hentz	Elem (K-8)	2	2	Carolyn Morse-Finn	ctor, Extended Day-Extended Year Services
8th Grade	Jennifer Sylvester	Elem (K-8)	1	18	Norma Lyons, RN	Head School Nurse
8th Grade	Ciaribel Cabrera	Elem (K-8)	5	6	Orlando Carrillo	Maintenance Supervisor
7-8 Science	Clayton Groves	Elem (K-8)	7	10	Cesar Maestre	Maintenance Supervisor
Spanish	Maria Ramos	B.S.Psych	2	2		
Spanish	Elsa Arias	B.A.	4	9		
Spanish	Tomasa Cruz	B.A. History	7	7	Support Staff	
Spanish	Cruz M. Figueroa	B.S. Comp Eng	2	4	Jennifer De Santis	Lower School Counselor
Spanish	Martha Zuniga	M.Ed. Span Educ	3	3	Jennifer Novick	Upper School Counselor
Spanish	Elizabeth Zurita	B.A.	2	3	Jody Dominguez	Social Worker
Spanish	Rudy Jaime	Midd (5-9)	4	10	Kretcha M. Roldan	Placement Counselor
Reading	Yasnanhia Cabral	Elem 1-6	3	3	John Stender (Marist)	Lower After School Coordinator
Reading	Kimberly Sweet	Elem 1-6	1	1	Patricia Bean, LPN	Upper School Nurse
Math Instructor	Donna Carbone	Elem 1-6	0.5	0.5	Lucy Santiago	Adm. Assistant
Sped 1-2	Miryam Hernandez	SPED Pre K-9	0.5	0.5	Lizette Torres	Receptionist
Sped 3-4	Melissa Cardoza	Elem 1-6	3	3	Ileana Garcia	Receptionist
Sped	Anna Cappello	Elem 1-6	1	1	Lissette Aquino	Parent Liaison
Sped	Joanne Colburn	Elem 1-6	0.5	0.5	Julia Torres	Custodian
Art	Rebecca Stronach	Elem 1-6	3	4	Victor Vega	Custodian
Computer	Stanley Froncki	Elem 1-6	2	4	Gonzalo DeLeon	Custodian
Computer	Heidi Depotopulos	Comp K-12	2	20		
Music	Meagan Conlin	Comp K-12	2	2		
Library	Amanda Murphy	M.A. (Enrolled)	5	5		
Resource Teacher	Theresa Pouliot	M.A.	1	3		
Resource Teacher	Natalia Elias Calles	M.A.	2	2		

Volunteers

Parents

Argelia Javier	César Sánchez-Beras	Josefina Namias	Miriam Serrant
Adele Feliciano	Charles Borges	Kenia Fulcar	Mirreille Azzi
Alatagracia Vargas	Cruz Maria Figuereo	Linda Burgos	Nelson De La Cruz
Alexandra Montañez	Daisy Muñoz	Lissette Aquino	Nelson Silva
Ana Carrero	Daisy Ruiz	Lorenza Vazquez	Nerys Cruz
Ana De La Cruz	Domingo Henriquez	Luis Sánchez	Norma Figueroa
Ana Lopez	Doris Anziani	Lupe Diaz	Orlando Díaz
Ana Salcedo	Doris Torres	Luz Santiago	Olga Jimenez
Andres Damirón	Eduviges Pagan	Madeleine Santana	Patria Durán
Amnerys Nuñez	Ercilia de la Cruz	Manuel Saenz	Radhames Marrero
Annette Figueroa	Ericka Archila	Marcia Santos	Rafael Veloz
Aralis Guerra	Erison Pagan	Maria De La Cruz	Ramon Amparo
Argelia Javier	Evelyn Marrero	Maria Del Carmen Santana	Ramona Andrickson
Belkis Fermín	Fabia Santana	María Fernández	Roberto Santos
Belkis Rodriguez	Gail Harris	Maria Suarez	Saira Vazquez
Blanca Cruz	Grisel Caraballo	Marilyn Martinez	Senia Javier
Caly Damirón	Ileana Borges	Marina Acosta	Tomasa Cruz
Carmelina Castillo	Ingrid Guzman	Mario Lamarche	Victor Almanzar Cabral
Carmen Colon	Iris Inirio	Martires Santana	Victor Vega
Carmen Hidalgo	Jisel Velasquez	Mayra Villa	William Alvarez
Carmen Lamarche	Jody Dominguez	Mercedes Cruz	Yanelis Urena
	Jose Figuereo	Milagros Mejias	Zoila Silva

Lawrence Youth Commission/

CityC.O.R.E.

Lucas Boley	Borey Bou
Michael Camacho	Sonia Cancel
Sabrina Gonzalez	Carrie Harmon
Elaine Javier	Vladimir Lora
Josdimarie Rivera	Queyri Rondon
Lori Zimmermann	

School Site Council

Sunita Mehrotra, Co-Chair/Principal	
Grisel Caraballo, Co-Chair/Parent	
SusanBurgett	Sara Hoomis
Iris Inirio	Olga Jimenez
Alexandra Montanez	Maria Rivera
Belkis Rodriguez	Nelson Silva

MI/Nursing and Restorative Ctr.

Day of Caring

Lori Barrett	Kevin Hickey
Frank Tumera	Patricia Salach
Judy Talvacchia	Lee Fraser

Community

Peter Bidstrup
Rebecca Butler
Kathy Canzano
Joan Cashman
Jennifer Castillo
Sibyl Cohane
Kimberly Curtis
Donna Dube
Frank Eckles
Teresa Fajardo
Kelly Farrington
Steven Filosa
James Krupa
Alan LeBovidge
Paul Moran
Sandra Mouson
Roxanna Pacheco
Eric Osorio
Eric Stacey
Hero Toyota
Jim Ventri

Phillips Academy -

Faculty & Students

Mike Koehler &
Community Service Group
Rebecca McCann & SP 53
Margarita Curtis and SP 43
William Thomas & String Students
Chris Walters & Piano Students

Merrimack College/

Service Learning Center

Sr. Elaine Polcari
Erin Deakman & Merrimack
Villanova University
- Community Service Students &
- Campus Ministry Staff

NECC

Science & Math Programs

Francis Champoux
Kenneth Holden
Constantino Quispe

Marist Volunteer Program

John Stender

The 2001-2002 Annual Report was compiled by:

Sunita Mehrotra

Patricia Karl

Roy Nelson

Carmen Schumann

Dolores Gelinas

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Peter Kamberelis

Donna Kincaid

Stanley Froncki

Kretcha Roldán-Rodríguez

Carolyn Morse-Finn

Mohit Mehrotra

Cover photo: courtesy of Valdez Photo

GRADUATION — JUNE 22, 2002



Lawrence Family Development Charter School

**Kindergarten – Grade 4: 34 West Street
Lawrence, MA 01841**

Tel: (978) 689-9863 – Fax: (978) 689-8133

**Grades 5 – 8: 5 May Street
Lawrence, MA 01841**