



Annual Report 2012-2013

Community Day Charter Public School-Prospect
Community Day Charter Public School-Gateway
Community Day Charter Public School-R. Kingman
Webster

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Non Discrimination Statement

Community Day Charter Public Schools do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement in the administration of its admissions policies, educational policies, scholarship and loan programs, athletic and other school-administered programs.

Introduction to the Schools

Community Day Charter Public Schools			
Type of Charters	Commonwealth Charters	Location	Lawrence
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	
# of Instructional Days during the 2012-2013 school year	180	School Hours	8 AM – 4:00 PM
<i>Community Day Charter Public School-Prospect</i>			
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010
Maximum Enrollment	331	Current Enrollment	330
Number of students enrolled as of 8/1/2013	331	Students on Waitlist	824
Chartered Grade Span	K1-8	Current Grade Span	K1-8
<i>Community Day Charter Public School-Gateway</i>			
Year Opened	2012	Year(s) Renewed	Not applicable
Maximum Enrollment	400	Current Enrollment	120
Number of students enrolled as of 8/1/2013	160	Students on Waitlist	422
Chartered Grade Span	K1-8	Current Grade Span	K1-2
<i>Community Day Charter Public School-R. Kingman Webster</i>			
Year Opened	2012	Year(s) Renewed	Not applicable
Maximum Enrollment	400	Current Enrollment	120
Number of students enrolled as of 8/1/2013	160	Students on Waitlist	423
Chartered Grade Span	K1-8	Current Grade Span	K1-2
Mission Statement			
<p>The mission of Community Day Charter Public Schools is to provide a Kindergarten 1 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 School will reinforce the positive aspects of our city: its culture, art and economy, its working class history and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p>			

Executive Summary

The Annual Report for 2012-2013 represents the first time that we are reporting on the accomplishments of the three schools within the Community Day Charter Public School Network. On August 27, 2012 Community Day Charter Public School began its 18th year serving 331 students in Kindergarten 1-grade 8 with a new name: Community Day Charter Public School-Prospect. On the same day two new Community Day Charter Public Schools (CDCPS–Gateway and CDCPS-R. Kingman Webster) opened their doors with an initial enrollment of 240 Kindergarten 1-grade 1 students. Over the next seven years the new schools will add a grade and increase enrollment by 80 students per year until the schools reach a maximum Kindergarten 1-grade 8 enrollment of 800 students.

CDCPS–Gateway and R. Kingman Webster schools are replicating the educational programs of exceptional quality developed and field-tested at CDCPS-Prospect, a school that consistently draws praise from educators in Massachusetts and nationally. CDCPS-Prospect students' MCAS 2012 proficiency scores were 42 points higher in English, and 52 points higher in Math than Lawrence district students. CDCPS-Prospect students frequently achieve MCAS results that rank them among the top performers in the state; grade 6 students ranked 1st in the state on 2012 MCAS Math and English tests! Six CDCPS-Prospect students were also recognized for their creativity and writing skills in the 2013 *Scholastic Art and Writing Awards Competition*, the nation's most prestigious teen art and writing competition. Congratulations to Khalyl Negrón (a Gold Key winner in Poetry), Joannie Molina (a Silver Key winner in Flash Fiction), and the students receiving Honorable Mention, including: Marques Mendoza (Poetry), Sean Jiminez (Personal Essay), Melanio Vargas (Humor), and Nicole Rivera (Personal Essay and Flash Fiction).

In addition to replicating our best practices across our network of Community Day Charter Schools our efforts in the area of dissemination have been extensive and earned our schools national recognition. CDCPS operational management, instructional methods, teaching techniques, and parent engagement practices are key elements of the turnaround plan being implemented at the Arlington Elementary School, which has been renamed *Community Day Arlington Elementary School*. CDCPS is one of only seven charter organizations in the country to be awarded a U.S. Dept. of Education *Charter School Exemplary Collaboration Grant* in recognition of this innovative model of charter-district public school collaboration, made all the more unique as the Lawrence district is the first school district in Massachusetts placed into state receivership. In June we also hosted a team from the National Charter School Resource Center (NCSRC) who identified our schools for the high levels of academic achievement of our English language learners. The NCSRC team is creating a multimedia profile of our schools that will be made available on the NCSRC web site. We are grateful to current students and families and to alumni students and families who participated in the NCSRC visit.

These accomplishments are the result of board members, administrators, teachers, parents, and students who are dedicated to the achievement of high standards of educational excellence.

Sheila Balboni
Executive Director

Kennedy Hilario
Director of Charter Schools

School Performance and Program Implementation

Note: The Accountability Plan Objectives & Measures apply to CDCPS-Prospect. CDCPS-Gateway and CDCPS-R. Kingman Webster just completed their first year of operation and therefore *do not* report on the Accountability Plan.

Faithfulness to the Charter

Accountability Plan Objectives & Measures	2012 - 2013 Performance (Met/Not met)	Evidence
Objective #1: CDCPS-Prospect is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
<p>Measure #1-1: In an annual survey, 75% of public or private secondary school institutions that enroll CDCPS-Prospect graduates and that base their admission on student achievement will agree or strongly agree (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS-Prospect students whom they enrolled were well prepared for academic and personal success.</p>	Met	<p>84% of the public or private secondary school institutions that enrolled CDCPS-Prospect graduates and that based their admission on student achievement agreed or strongly agreed (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS-Prospect students whom they enrolled were well prepared for academic and personal success.</p>
<p>Measure: #1-2: Each year, as part of an anonymous survey, 75% of parents and 75% of faculty will agree or strongly agree (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS-Prospect consistently adheres to: 1) High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology; 2) Attention to the individual learning styles of each child; 3) Physical and emotional safety for each student and faculty member of the school community; and 4) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. The desired response rate for parents is 30% and the desired response rate for staff is 90%.</p>	Met	<p>69 (31%) parents and 41 (95%) faculty members were surveyed:</p> <p>97% of parents and 95% of faculty agree or strongly agree that CDCPS-Prospect consistently adheres to high scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology</p> <p>97% of parents and 100% of faculty agree or strongly agree that CDCPS-Prospect consistently adheres to attention to the individual learning styles of each child</p> <p>93% of parents and 90% of faculty agree or strongly agree that CDCPS-Prospect consistently adheres to physical and emotional safety for each student and faculty member of the school community</p> <p>91% of parents and 95% of faculty agree or strongly agree that CDCPS-Prospect consistently adheres to respect by students and faculty for the multi-cultural aspects of the Lawrence community</p>

Charter School Performance Criteria Relating to Faithfulness to Charter

Mission, Vision and Educational Philosophy

The educational philosophy of Community Day Charter Public Schools is grounded in the belief that *ALL* children can meet challenging standards and that some students will need more time and support than other students to meet the standards. A high degree of collaboration is expected between and among classroom teachers, special education teachers, ELL teachers and academic specialists to ensure that the diverse learning needs of all students are met. Our schools provide high-quality academic instruction, guidance and support services to ensure that our students are well prepared for high school. We have developed strong and positive relationships with public and private high schools, a generous local benefactor, and local scholarship programs to give our students and parents the opportunity to consider a range of secondary school choices. Half of the 20 8th graders that graduated from CDCPS-Prospect in 2012 enrolled in parochial and independent high schools.

Dissemination

The CDCPS Board of Trustees contracts with Community Day Care of Lawrence, known also as *The Community Group* (TCG), to provide development and supervision, human resources, finance, technology, fund raising, data analysis and other management services for the school. TCG's commitment to support the dissemination efforts of CDCPS been highly successful. A current example includes the agreement developed between TCG, which is pre-qualified by the Department of Elementary and Secondary to serve as a lead partner in the turnaround of struggling schools, and the Lawrence Public Schools, the first school district identified as chronically underperforming and placed into state receivership. The agreement includes the effort to dramatically improve student achievement at the Arlington Elementary School (renamed *Community Day Arlington Elementary School*) by replicating the operational management, instructional methods, teaching techniques, and parent engagement practices that have proven highly effective at Community Day Charters. Unlike the more traditional approach to turnaround in which the low-performing school is converted to a charter school, Community Day Arlington Elementary School is a Lawrence district school, which gives our turnaround model the potential to inform the dialogue regarding charter-district public school collaboration and the next phase of education reform. As one of only seven charter organizations in the country to be awarded a U.S. Dept. of Education *Charter School Exemplary Collaboration Grant* we have had the opportunity to share our work this past year with educators across the country who are struggling to successfully improve schools; especially in Gateway cities like Lawrence with significant numbers of immigrant and English language learning students.

In the coming months a multimedia profile of our schools, highlighting the high levels of achievement of our English Language Learners (ELLs), will be made available to educators across the country on the web site of the National Charter School Resource Center.

Academic Program Success

Accountability Plan Objectives & Measures	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective #2: Students at the CDCPS-Prospect demonstrate proficiency (includes attaining either proficient or advanced classification), or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes (any test at any grade level that “counts” toward AYP determination).		
Measure #2-1: Each year, the average ranking (for all MCAS ELA tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	Met	In 2012 , the average ranking (for MCAS ELA grades 3, 4, 5, 6, 7, and 8) of CDCPS-Prospect with all Lawrence public schools was in the top 12% , as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.
Measure #2-2: Each year, the average ranking (for all MCAS Math tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	Met	In 2012 , the average ranking (for MCAS Math grades 3, 4, 5, 6, 7, and 8) of CDCPS-Prospect with all Lawrence public schools was in the top 13% , as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.
Measure #2-3: Each year, the average ranking (for all MCAS Science tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	Met	In 2012 , the average ranking (for MCAS Science grades 5 and 8) of CDCPS-Prospect with all Lawrence public schools was in the top 8% , as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.
Objective #3: Externally developed assessments other than the MCAS are administered; student performance is strong and demonstrates improvement over time on those assessments.		
Measure#3-1: The average of the CDCPS grade 1 mean Normal Curve Equivalent score on the GRADE (Group Reading Assessment and Diagnostic Evaluation) test and CDCPS grade 2 mean Normal Curve Equivalent score on the GRADE test will equal at least 55.	Met	In 2012 , the average of the CDCPS grade 1 mean Normal Curve Equivalent score on the GRADE (Group Reading Assessment and Diagnostic Evaluation) test and CDCPS grade 2 mean Normal Curve Equivalent score on the GRADE test equaled 67.8 .

<p>Measure#3-2: The average of the CDCPS grade 1 mean Normal Curve Equivalent score on the GMADE (Group Mathematics Assessment and Diagnostic Evaluation) test and CDCPS grade 2 mean Normal Curve Equivalent score on the GMADE test will equal at least 50.</p>	<p>Met</p>	<p>In 2012, the average of the CDCPS grade 1 mean Normal Curve Equivalent score on the GMADE (Group Mathematics Assessment and Diagnostic Evaluation) test and CDCPS grade 2 mean Normal Curve Equivalent score on the GMADE test equaled 63.5.</p>
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Charter School Performance Criteria Relating to Faithfulness to Charter

Student Performance

MCAS 2012 data for CDCPS-Prospect can be accessed on the Department of Elementary and Secondary Education’s School and District Profiles web site using this link to the school’s 2012 Report Card:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04400205&fycode=2012&orgtypecode=6&>

CDCPS-Gateway and CDCPS-R. Kingman Webster just completed their first year of operation serving students in K1, K and grade1; therefore there are no MCAS 2012 results for these schools.

Achievement trends, how data was used to identify academic priorities

The Department of Elementary and Secondary Education’s new extensive accountability system released in September 2012 indicated that CDCPS-Prospect was a Level 1 school and was in the 94th percentile of schools in the state in our school’s grade span. The cumulative PPI (Progress and Performance Index) for all students was 100 and the PPI for High Needs students was 100. An extensive set of custom MCAS reports was given to each administrator and teacher (both electronically and hard copy binder) at the full-day inservice of October 8, 2012. Community Day educators spent the day analyzing MCAS data using a well-practiced uniform method - at the school, grade, teacher, and student level. For each of these levels, the MCAS reports showed overall performance, performance on each strand/standard, and performance on each question (with the actual questions shown). In addition to MCAS data, beginning of the year Anet, DIAL, and STEP results provided teachers with initial current readings on the proficiency of their students. During early-release professional development days in October and November data analyses reports for these assessments were used by teachers to guide discussions and determine instructional priorities.

Diverse Learners

Community Day Charter Public Schools provide services for all students, including English language learners and those with disabilities and/or special educational needs, as required by law. Community Day educators seek to discover the special characteristics and unique learning style of each student and to deliver the instructional and support services that respond to each student’s educational needs. Students with disabilities, limited English proficiency, and other learning needs are served in inclusive classrooms. Classroom teachers develop a PEG (personal education goals) for every student; each PEG identifies the student’s strengths in counterpoint to those areas in which he/she will need additional support to meet grade-level learning standards. The schools’ District Curriculum Accommodation Plans (DCAP) serve as a guide to faculty and staff as they work

to ensure that all possible efforts are made to accommodate the wide range of student learning needs in general education classrooms.

In 2012-2013 54 students received special education services. Section 504 accommodation plans were developed for 23 students with disabilities. Special education services were provided by special education teachers, a bilingual school psychologist, speech and language therapists, occupational and physical therapists. In-class accommodations were made for all students whenever possible in order to maintain momentum and focus throughout lessons and class activities. Accommodations included seating adjustments, additional time on task, varied book levels, audio books, and use of manipulatives. While most instructional supports were delivered in the regular education classroom via the inclusion model, some students received individualized instruction separate from the regular education classroom for short durations of time in order to strengthen specific areas of weakness, including reading, math, language, or social/emotional skills.

Services for English language learners comply with all state and federal requirements. Families new to our schools complete Home Language Surveys. We assess the language proficiency for a student when the family identifies a primary home language other than English using assessments that measure English skills in speaking, listening, reading, and writing. In 2012-2013 there were 262 students identified as English language learners (ELL). ELL students were placed in general education classroom and an ELL instructional plan was prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of the student. Classroom teachers, language support teachers, reading specialists, learning specialists, generalists and subject matter teachers worked together to provide the two components of effective Sheltered English Immersion (SEI) instruction: English as a Second Language, also known as English language development, to help students at the beginning and early intermediate levels of English proficiency to “catch up” to peers who are proficient in English; and sheltered content instruction, which includes a variety of approaches and strategies to make the content of lessons more comprehensible to ELL students. CDCPS monitors the progress of students who have exited the English learner education program for two years and we continued to provide these students with language and other support services as outlined in the District Curriculum Accommodation Plan (DCAP). ELL students also participate in the state’s ACCESS for ELL tests, which measures their progress in learning English.

Organizational Viability

Accountability Plan Objectives & Measures	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective #4: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure #4: The school's annual budget is sustained by its enrollment.	Met	The financial information provided for 2012-2013 demonstrates that the school's annual budget was sustained by its enrollment.
Objective#5: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
Measure#5: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	Met	The balance sheet provided in the financial reports demonstrates that CDCPS operated within budget with adequate cash flow to sustain operations and support the academic program.
Objective#6: The school's annual independent audit is free of material or repeated findings.		
Measure#6: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	The independent audited financial statements show that CDCPS follows sound practices and policies in managing public resources.
Objective #7: The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.		
Measure#7-1: Annually, CDCPS will maintain an enrollment at least 95% of capacity and a waiting list equivalent to at least 25% of the student population.	Met	In 2012-2013 an enrollment capacity of 100% of capacity was maintained; and the wait list is nearly 250% of the student population.
Measure#7-2: At least 95% of students will re-enroll at CDCPS each year, exclusive of those who move out of the Lawrence area.	Met	100% of the students re-enrolled for the 2012-2013 ; excluding the 5 students that moved with their families out of the Lawrence area.

Charter School Performance Criteria Relating to Organizational Viability

Amendments to the Charter

This past year the Board of Trustees requested an amendment to Community Day Charter Public School-Prospect's charter to increase the maximum enrollment of the school by 69 students, which will bring the total enrollment to 400 students in K1-grade 8. On February 26, 2013 the Board of Elementary and Secondary Education approved this request to expand enrollment.

Complaints

The Board of Trustees received one official written complaint from a parent relating to a child's admission to Community Day Charter Public School-R. Kingman Webster. The complaint was filed by a non-Lawrence resident parent concerning enrollment priority accorded to Lawrence residents. The Board of Trustees reviewed the complaint, met with the parent and provided the parent with a written response indicating the school's policy is to enroll students in the following order of priority: students who are siblings of children attending the school, students who are residents of Lawrence, students who are residents of other Massachusetts cities and towns.

Organizational Structure of the Schools

Each Community Day Charter Public School is organized into grade level clusters with fewer than 150 students per cluster. Each cluster is managed by a head of school and operations manager. The director of charter schools (see also Network Structure below) supervises and evaluates heads of school. The head of school is an instructional leader; the limited size of each cluster as well as the significant level of management support provided frees heads of school from unrelated but necessary administrative tasks allowing them to focus almost exclusively on classroom instruction and teacher, student, and parent relationships. There were no changes in the organizational structure of the schools made during the 2012-2013. No changes to the organizational structure of the schools are anticipated in the coming year.

Network Structure

The network of three Community Day Charter Public Schools includes the anchor school, now known as Community Day Charter Public School-Prospect, which opened in 1995, and Community Day Charter Public School-Gateway and Community Day Charter Public School-R. Kingman Webster, which have just completed their first year of operation in 2012-2013.

The structure of the network is consistent with the description provided in the final charter applications. The three schools are governed by one board of trustees. Board members are responsible for defining the school mission, developing policies to support the mission, hiring and evaluating management personnel and establishing systems of accountability. They will ensure that the school meets statutory and regulatory requirements as well as their schools' academic success, success as viable organizations, and the faithfulness of schools to their charters. To ensure the success of the network the board has continued to hire the non-profit agency, The Community Group, to provide leadership and management services for the network, including human resources, finance, technology, data reporting, fund raising and program development. Under the terms of the contract with the CDCPS board, TCG provides leadership for the network in the positions of Executive Director and Director of Charter Schools. The Executive Director reports to the CDCPS board president, works closely with the full board, and supervises the Director of Charter Schools. A committee of the board, headed by its President, evaluates the performance of the management services on an annual basis. (Please see Attachment 1 – Community Day Charter Public Schools Organizational Structure)

Recruitment and Retention Plan

School Name: Community Day Charter Public Schools

Date: July 18, 2013

Report on the implementation of the 2012-2013 Recruitment Plan:

During the 2012-13 school year, the schools conducted extensive outreach to the families of prospective students through a range of media and placements. Outreach activities included a mailing to students in the Lawrence Public Schools district; advertisements in print and on local radio; online and social media messages; and leaflets distributed to sites selected to target specific demographic groups as well as the population at large.

CDCPS-Gateway: Limited English Proficient students comprised 77.5% of the school's population, a rate greater than the comparison district's maximum school percentage of the same population. Free and Reduced Lunch, at 81.7% combined, is within 3.2 percentage points of the comparison district's median of 84.9%. The percentage of special education students, 8.3%, was 6 percentage points below the comparison median. However, grade 1 was the highest grade offered during 2012-13, a factor that may have had an impact on this number as it relates to that of the comparison group. The comparison group includes schools with student data from higher grades, which may have a greater number of students identified as needing special education services.

CDCPS-Prospect: Limited English Proficient students comprised 29.6 % of the school's population, a rate greater than the comparison district's median for the same population, 25.5%. Free and reduced lunch, at 74.3% combined, falls between the comparison district's minimum, 69.1%, and first quartile, 77.1%. Special education students, at 11.8% of the school's population, falls .7 percentage point below the comparison first quartile. Statistical variance appears to be a factor in this rate, as 35% of the departing grade 8 class in 2012 received special education services, whereas 9.5% of the departing grade 8 class in 2013 received special education services. Nevertheless, the availability of special education services at the school will be given greater emphasis in outreach materials during 2013-14.

CDCPS-Webster: Limited English Proficient students comprised 59.2% of the school's population, which is greater than the comparison district's maximum school percentage of the same population. Free and reduced lunch, at 79.2% combined, was within 5.7 % of the comparison district's median percentage of 84.9%. The percentage of special education students, 4.2%, was 10.1 percentage points below the comparison median. However, grade 1 was the highest grade offered during 2012-13, a factor that may have had an impact on this number as it relates to that of the comparison group. The comparison group includes schools with student data from higher grades, which may have a greater number of students identified as needing special education services.

Report on the implementation of the 2012-2013 Retention Plan:

The schools also continued to employ an array of retention strategies, including developing Personal Education Goals for each student; conducting academic progress monitoring; implementing Sheltered English Immersion in instruction; fostering character development through service learning opportunities, school themes such as My Responsibility that guide academic commitment and behavior, and the Model Student recognition program that acknowledges positive behavior and school citizenship; and holding an array of parent events and groups.

Stability rates for the schools, which exclude students who leave the Lawrence area, all met the goal of being within four percentage points of 97.9%: **CDCPS-Gateway:** 99.1%; **CDCPS-Prospect:** 100%; and **CDCPS-Webster:** 100%.

Recruitment Plan 2013 – 2014

General Recruitment Activities
<p>Advertising Prior to the lottery, the school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/Khmer/Vietnamese) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:</p> <ul style="list-style-type: none"> • A mailing to students in the sending district; • Local access channel 8 cable television; • radio station(s); • Newspaper advertising; • Leaflets distributed to families with children enrolled; • Leaflets distributed to businesses and social service agencies throughout the city; and • The school’s web site.
<p>Use of Third Party Mail House In accordance with 603 CMR 1.06 (g), the school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.</p>
<p>Limited English Proficient Students As the school is located in a district with 10 percent or more of students who are limited English proficient, communications with families will be in the most prevalent languages of the district.</p>

Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Goals and Strategies
Special education students	<p>The school will attract/enroll a population of students in need of special education services that is comparable to that of the Lawrence Public Schools district.</p> <ul style="list-style-type: none"> • Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services. • Leaflets will be distributed to the local Early Intervention program offices. • Information about special education at the school will be incorporated into information presented at open house events.

<p>Limited English-proficient students</p>	<p>The school will continue to attract/enroll a population of Limited English-proficient (LEP) students that is comparable to that of the Lawrence Public Schools district.</p> <ul style="list-style-type: none"> • Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include Spanish, Vietnamese and Khmer. • Media placement will include communication in Spanish. • Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh’s Salon.
<p>Students eligible for free or reduced lunch</p>	<p>The school will attract/enroll a population of students eligible for free lunch that is comparable to that of the Lawrence Public Schools district.</p> <ul style="list-style-type: none"> • A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. • Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). • Leaflet distribution will include students in preschool programs that serve a high percentage of students whose families qualify for financial assistance, including Community Day Learning.
<p>Students who are sub-proficient</p>	<p>The school will attract/enroll a population of students whose performance on MCAS is sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years) that compares to that of the Lawrence Public Schools district.</p> <p>Information distributed through a mail house mailing and leaflets will highlight the school’s success in helping students to achieve high scores on MCAS; the school’s focus on individual learning needs; and the free summer school program. Materials will also communicate that the school is public, open to all students living in Lawrence and that no testing is required for admission to the school.</p>
<p>Students at risk of dropping out of school</p>	<p>The school will attract/enroll a population of students who are at risk of dropping out of school, with risk factors¹ including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school.</p> <p>Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs as well as ValleyWorks Career Center.</p>

¹ Individual and family risk factors from Dropout Risk Factors and Exemplary Programs: A Technical Report (National Dropout Prevention Center/Network and Communities in Schools), May 2007; <http://wyoingdropoutprevention.org/wp-content/uploads/2010/09/Dropout-Risk-Factors-and-Exemplary-Programs-FINAL-5-16-07-bib.pdf>

Retention Plan 2013 – 2014

Overall Student Retention Goal	
Annual goal for student retention (percentage):	93.9% (exclusive of students who move out of the Lawrence area.)

Retention Plan – Goals and Strategies	
List goals and strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Goals and Strategies
Special education students	<p>Continue to retain a high percentage of students in need of special education services.</p> <ul style="list-style-type: none"> • Create Personal Educational Goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school’s approved Individual Student Success Plan (ISSP). • Continue to facilitate the Special Education Parent Advisory Council (Prospect). • Continue to offer an extended school day.
Limited English-proficient students	<p>Continue to retain a high percentage of students who enter as Limited English Proficient.</p> <ul style="list-style-type: none"> • Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students’ progress in developing listening, speaking, reading, and writing skills. • Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. • Facilitate the Association of Parents in Action, a bilingual group which meets to discuss topics related to children’s education and the community (Prospect).
Students eligible for free or reduced lunch	<p>Continue to retain a high percentage of students from Low-Income families.</p> <p>Hold a range of meetings and events to engage families and build school community. These include sharing students’ academic work, creating a forum for parents to give input through a Parent Advisory Board and planning social fundraising events.</p>

<p>Students who are sub-proficient</p>	<p>Continue to retain a high percentage of students who may be designated sub-proficient.</p> <ul style="list-style-type: none"> • Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction. • Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that “No child is left behind.”
<p>Students at risk of dropping out of school</p>	<p>Continue to retain a high percentage of students at risk of dropping out of school.</p> <ul style="list-style-type: none"> • Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. • Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (Prospect) • Expose students to a range of future career opportunities and related paths to prepare through a targeted career day event. (Prospect) • Offer a range of extracurricular activities and family events to promote engagement with school and the school community.

School and Student Data

Student Demographic Information

In addition to the Student Data Tables provided here we are also including links to each school's student information that can be found on the Department of Elementary and Secondary Education's School and District Profiles web site.

Community Day Charter Public School-Prospect		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2012-2013		
Race/Ethnicity	# of students	% of entire student body
African-American	5	1.5
Asian	4	1.2
Hispanic	300	90.6
Native American	0	0.0
White	22	6.6
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	39	11.8
Limited English proficient	98	29.6
Low income	246	74.3

Community Day Charter Public School-Prospect

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04400205&orgtypecode=6&>

Community Day Charter Public School-Gateway		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2012-2013		
Race/Ethnicity	# of students	% of entire student body
African-American	1	0.8
Asian	1	0.8
Hispanic	114	95.0
Native American	0	0.0
White	4	3.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	10	8.3
Limited English proficient	93	77.5
Low income	98	81.7

Community Day Charter Public School-Gateway

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04260000&orgtypecode=5&>

Community Day Charter Public School-R. Kingman Webster		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2012-2013		
Race/Ethnicity	# of students	% of entire student body
African-American	3	2.5
Asian	1	0.8
Hispanic	107	89.2
Native American	0	0.0
White	9	7.5
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	5	4.2
Limited English proficient	71	59.2
Low income	95	79.2

Community Day Charter Public School-R. Kingman Webster

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04310000&orgtypecode=5&>

ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Community Day Charter Public Schools			
Sheila Balboni, Executive Director	Overall management of the network of schools, implementation of school missions and accountability plans	August 1995	
Kennedy Hilario, Director of Charter Schools	Oversee school expansion, supervise and evaluate school leaders	February 2011	
Kimberly Lake, Director of Special Education	Oversee implementation of the State and Federal requirements of special education for each school	July 2012	June 2013
Community Day Charter Public School-Prospect			
Kathleen Shorter, Head of Early Learning Center	Supervise/evaluate faculty and programs at the early learning center	July 2012	
Erin Walsh, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	August 2010	June 2013
Mary Chance, Head of Upper School	Supervise/evaluate faculty and programs at the upper school	August 2006	
Community Day Charter Public School-Gateway			
Abby King, Head of School	Supervise/evaluate faculty and programs	July 2012	
Community Day Charter Public School-R. Kingman Webster			
Patricia Teichman, Head of School	Supervise/evaluate faculty and programs	August 2004	

TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR			
	Number as of the last day of the 2012-2013 school year	Departures during the 2012-2013 school year	Departures at the end of the school year
Community Day Charter Public School-Prospect			
Teachers	49	1	17
Other Staff	10	0	0
Community Day Charter Public School-Gateway			
Teachers	17	1	3
Other Staff	5	3	0
Community Day Charter Public School-R. Kingman Webster			
Teachers	16	0	2
Other Staff	3	1	0

Reasons for teacher departures included:

23 voluntary resignations for reasons that included moving out of state, accepting a position at another school, and exploring other careers; and

5 contracts were not renewed due to new requirements for position

Budget and Finance Reports: CDCPS-Prospect

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 13 Actual* (as of July 26, 2013)	FY 2014 Budget (July 1, 2013- June 30, 2014)
Revenue		
Tuition	\$ 4,021,465	\$ 4,101,965
Grants	455,491	346,092
Medicaid (SPED)	20,920	14,792
Nutrition Programs	155,386	153,172
Transportation and Other fees	61,248	70,459
Donations	280,155	370,000
Other	<u>0</u>	<u>1,000</u>
Total Operating Revenues	\$ 4,994,665	\$ 5,057,480
Expenses		
Personnel	\$ 3,702,074	\$ 3,791,269
Other Direct Student Costs	587,309	\$ 582,883
Occupancy	315,124	\$ 316,015
Equipment Renewal & Replacement	38,686	\$ 10,000
Other	<u>333,196</u>	<u>\$ 337,610</u>
Total Operating Expenses	\$ 4,976,389	\$ 4,892,900

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

Balance Sheet

Current Assets	\$ 2,277,600
Fixed Assets (net)	18,317
Other Assets	<u>200,000</u>
Total Assets	<u>\$ 2,495,917</u>
Current Liabilities	\$ 242,997
Net Assets	<u>2,252,920</u>
Total Liabilities and Fund Balance	<u>\$ 2,495,917</u>

Fundraising

The School raised the following during the year ended June 30, 2013:

Scholarship	\$ 171,907
Summer School	8,000
Mentor/Training Program	92,489
Curriculum & Science Equipment	868
General Support	<u>6,891</u>
	\$ 280,155

Budget and Finance Reports: CDCPS-Gateway

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 13 Actual* (as of July 26, 2013)	FY 2014 Budget (July 1, 2013- June 30, 2014)
Revenue		
Tuition	\$ 1,580,290	\$ 2,120,058
Grants	269,678	142,704
Medicaid (SPED)	2,578	3,333
Nutrition Programs	59,464	77,536
Transportation and Other fees	14,104	18,793
Donations	235	10,000
Other	<u>0</u>	<u>1,000</u>
Total Operating Revenues	\$ 1,926,349	\$ 2,372,424
Expenses		
Personnel	\$ 1,128,303	\$ 1,625,278
Other Direct Student Costs	291,419	\$ 268,724
Occupancy	103,417	\$ 244,943
Equipment Renewal & Replacement	58,273	\$ 25,000
Other	<u>\$ 112,611</u>	<u>\$ 180,487</u>
Total Operating Expenses	\$ 1,694,023	\$ 2,344,432

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

Balance Sheet

Current Assets	\$ 474,833
Fixed Assets (net)	8,640
Other Assets	<u>0</u>
Total Assets	<u>\$ 483,473</u>
Current Liabilities	\$ 263,997
Net Assets	<u>219,476</u>
Total Liabilities and Fund Balance	<u>\$ 483,473</u>

Fundraising

The School raised the following during the year ended June 30, 2013:

General Support	<u>235</u>
	\$ 235

Budget and Finance Reports: CDCPS-R. Kingman Webster

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 13 Actual* (as of July 26, 2013)	FY 2014 Budget (July 1, 2013- June 30, 2014)
Revenue		
Tuition	\$ 1,573,048	\$ 2,051,489
Grants	261,487	142,704
Medicaid (SPED)	2,526	3,333
Nutrition Programs	61,679	81,176
Transportation and Other fees	13,708	21,772
Donations	215	10,000
Other	<u>0</u>	<u>1,000</u>
Total Operating Revenues	\$ 1,912,663	\$ 2,311,474
Expenses		
Personnel	\$ 1,027,909	\$ 1,458,931
Other Direct Student Costs	297,003	\$ 283,723
Occupancy	106,819	\$ 286,471
Equipment Renewal & Replacement	58,061	\$ 25,000
Other	<u>\$ 115,243</u>	<u>\$ 176,980</u>
Total Operating Expenses	\$ 1,605,035	\$ 2,231,106

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

Balance Sheet

Current Assets	\$ 500,170
Fixed Assets (net)	8,640
Other Assets	<u>0</u>
Total Assets	<u>\$ 508,810</u>
Current Liabilities	\$ 244,383
Net Assets	<u>264,427</u>
Total Liabilities and Fund Balance	<u>\$ 508,810</u>

Fundraising

The School raised the following during the year ended June 30, 2013:

General Support	<u>215</u>
	\$ 215

Capital Plan for FY14

Beyond the routine repairs and maintenance projects that occur annually in the schools' existing facilities there are no capital projects planned to take place during FY14. Capital planning that will occur over the next year will focus on plans to ready eight (8) additional classrooms for school year 2016-2017 to accommodate the increased enrollment at CDCPS-Gateway and CDCPS-R. Kingman Webster. These schools have just completed the first year of operation with an enrollment of 120 students in grades K1, K2 and 1 in each school.

Community Day Charter Public Schools

Organizational Structure

