



Annual Report 2014-2015

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

Sheila Balboni, Executive Director
sbalboni@thecommunitygroupinc.org
190 Hampshire Street
Lawrence, MA 01840
Telephone: 978-682-6628
Fax: 978-682-1013
www.thecommunitygroupinc.org
July 31, 2015

Table of Contents	1
Introduction to the Schools.....	2
Executive Summary	3-4
<u>School Performance and Program Implementation</u>	
Faithfulness to the Charter	
Mission and Key Design Elements.....	5
Amendments to the Charter	5
Dissemination Efforts	6
Academic Program Success	
Student Performance.....	7
Program Delivery.....	7-8
Organizational Viability	
Organizational Structure of the Schools	9
Network Structure	9
Teacher Evaluation.....	9
Complaints.....	9
Budget and Finance Reports	10-12
Capital Plan for FY16	13
<u>Appendices</u>	
Appendix A, Accountability Plan Evidence.....	14-19
Appendix B, Recruitment and Retention Plans	20-25
Appendix C, School and Student Data Tables, Administrative Roster, Teachers and Staff Attrition, Board Members	26-29
Appendix D, Additional Required Information (Key Leadership Changes, Facilities, Enrollment.....	30

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	Location	Lawrence
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	NA
# of Instructional Days during the 2014-2015 school year	180	School Hours	8 AM – 4:00 PM
<i>Community Day Charter Public School-Prospect</i>			
Age of School (Year Opened)	1995	Year(s) Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	400	Current Enrollment	400
		Students on Waitlist	471
Chartered Grade Span	K1-8	Current Grade Span	K1-8
<i>Community Day Charter Public School-Gateway</i>			
Age of School (Year Opened)	2012	Year(s) Renewed	Not applicable
Maximum Enrollment	400	Current Enrollment	200
		Students on Waitlist	413
Chartered Grade Span	K1-8	Current Grade Span	K1-3
<i>Community Day Charter Public School-R. Kingman Webster</i>			
Age of School (Year Opened)	2012	Year(s) Renewed	Not applicable
Maximum Enrollment	400	Current Enrollment	200
		Students on Waitlist	397
Chartered Grade Span	K1-8	Current Grade Span	K1-3
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 2014-2015 Annual Report details significant progress in meeting charter accountability goals and common school performance criteria across the Community Day Charter Network.

Community Day Charter schools experienced significant increases in student enrollment; 800 students were enrolled in our network, an increase of 149 students from the previous school year. CDCPS-Gateway and CDCPS-R. Kingman Webster completed their 3rd year in operation with each school adding Grade 3 programs and serving a Kindergarten 1-Grade 3 enrollment of 200; an increase of 40 students in each school from the previous year. Implementation of a charter amendment approved by the Board of Elementary and Secondary Education in 2013 enabled CDCPS-Prospect to serve 400 students in Kindergarten 1-Grade 8, an increase of 69 from the previous year.

All schools in the Community Day Charter Network hold the same high expectations for student learning and are implementing the quality curriculum and instructional practices developed and proven highly successful at our flagship school, CDCPS-Prospect. Veteran CDCPS educators, who have demonstrated consistent student achievement results, provide curriculum resources, training and coaching supports for educators across our charter network and at Community Day Arlington, an elementary school within the Lawrence school district. As one of only two charter management organizations in the state engaged in school turnaround within a district environment, CDCPS is mapping new territory in the next phase of education reform. Moreover, the concentration of dissemination activities in Lawrence is an intentional strategy that reflects our commitment to support achievement gains for students across this Gateway city.

This was a momentous year for CDCPS-Prospect, which successfully renewed its charter for the five year term 2015-2020. At a ceremony held during National Charter Schools' Week in May CDCPS-Prospect was one of the 14 Massachusetts charter schools recognized by Secretary of Education James A. Peyser for 20 years of consistently producing, "some of the best academic results for a diverse cross-section of students."

The 2014 MCAS results once again found CDCPS-Prospect students among the top performers in the state. Grade 8 students ranked 1st in English, 2nd in Math, and 5th in Science. We are extremely proud that for the 7th consecutive year Hispanic students at CDCPS-Prospect, who represent more than 90% of our student population, not only closed the achievement gap but they earned proficiency scores on MCAS 2014 English and Math tests that averaged 12.9 points higher than the proficiency scores for all White students in the state.

In addition to their impressive MCAS results, CDCPS-Prospect Upper School students demonstrated creative writing acumen with six of our 7th & 8th graders receiving Gold Key, Silver Key or Honorable Mention awards in the highly prestigious *Scholastic Art & Writing Competition*, which is considered one of the most selective writing contests for teens in the country. This year's competition, run by the Museum of Fine Arts and the Boston Globe, received over 16,000 submissions in art and writing. Upper School students also received accolades for their many volunteer and community service activities in which they raised and donated funds for the Lawrence YWCA program for victims of breast cancer, collected and donated food for Neighbors in Need, and spent a cold spring Saturday helping to clean Pemberton Park as part of the Annual Comcast Cares Earth Day Clean-up.

The school year came to a close on June 19 with the 8th grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 44 students in the class of 2015. We are excited to see what the future holds for these young men and women as they head off to continue their educational careers in the following schools this fall: Abbott Lawrence Academy;

Central Catholic High School; Greater Lawrence Technical School; Hebron Academy; Lawrence High School; Notre Dame Cristo Rey High School; Phillips Andover Academy; Phillips Exeter Academy; Presentation of Mary Academy; and St. John's Preparatory School.

We are grateful as always to the board members, administrators, teachers, parents, and students who are dedicated to *going beyond* to achieve high standards of educational excellence at Community Day Charter Public Schools.

Sheila Balboni
Executive Director

Kennedy Hilario
Associate Executive Director of Schools

School Performance and Program Implementation

In addition to the detailed information provided in the Accountability Plan Evidence charts in Appendix A this section summarizes the progress of Community Day Charter Public Schools in three key areas: Faithfulness to the Charter; Success of the Academic Program; and Organizational Viability.

- **Faithfulness to the Charter**

Mission and Key Design Elements

Key design elements of Community Day Charter Public Schools reflect the core belief that *ALL* students can meet challenging standards and graduate from grade 8 prepared for success at the high school level. Our schools provide faculty and staff with the resources and supports necessary to ensure that high-quality academic programs aligned to the Common Core and state learning standards are implemented to meet the range of student learning needs in every classroom. Teachers understand that students will vary in the time and support needed to meet grade level learning goals. Student progress in relation to the standards is continuously monitored and instructional interventions based on assessment results are implemented by school leaders, classroom teachers, special education teachers, ELL teachers and academic specialists who collaborate extensively and share responsibility for each student's achievement. There is a true partnership with parents, who participate in activities and programs that contribute to a culture of collaboration, support for learning, and appreciation for the diversity of languages and cultures present in each school. Community Day Charter educators have developed relationships with public and private high schools, local philanthropists and scholarship organizations so that our families have access to the school and financial assistance information they need to consider a full range of secondary school options (comprehensive public high schools, regional vocational-technical high schools, independent private high schools) and to provide a positive transition from grade 8 to high schools chosen to meet students' educational needs and goals.

Amendments to the Charter

The following amendments were requested during the 2014-2015 school year.

Date	Amendment Requested	Approved?
June 17, 2015	The Community Day Charter Board of Trustees requested approval of an amendment to change Community Day Charter Public School-Prospect's Charter to include the Accountability Plan provisionally approved by DESE so as to comply with the requirement that Accountability Plans be DESE approved.	Pending
June 16, 2015	An amendment was submitted requesting a change in the enrollment policy for Community Day Charter Public Schools to comply with changes in charter school enrollment regulations (603 CMR 1.05: Student Recruitment, Enrollment, and Retention).	Pending

Dissemination Efforts

In school year 2014-2015 Community Day Charter concentrated dissemination efforts in the city of Lawrence to support the expansion of the newest schools in the Community Day Charter Network and our trailblazing school turnaround effort within the Lawrence school district. The turnaround initiative is being implemented in collaboration with *The Community Group* (TCG), our nonprofit management organization that is approved by the Department of Elementary and Secondary Education to provide targeted assistance services to schools and districts in Massachusetts.

Veteran CDCPS educators who have demonstrated consistent student achievement results have had opportunities this past year to provide training, technical assistance and curriculum resources for Kindergarten 1-Grade 3 educators at Community Day Charter-Gateway and Community Day Charter-Webster schools. Replication of curriculum mapping, instructional planning routines, ELL teaching strategies and differentiation to meet the needs of individual learners were key areas of focus for these schools, which implemented Grade 3 programs and MCAS testing for the first time.

School year 2014-2015 also marked the third year that CDCPS and TCG are collaborating to significantly improve student learning outcomes at the Community Day Arlington (the former Arlington Elementary School), a level 4 elementary school within the Lawrence school district where previous school improvement efforts had failed to boost student achievement. The turnaround plan being implemented at Community Day Arlington is informed by the understanding that building a culture of achievement at the school requires replication of multiple successful practices that encompass school operations, educational leadership, curriculum, instruction, assessment, and family engagement. Our experiences to date demonstrate the need to provide in-depth support and adaptations to replicate practices that will address the specific needs of children living in extreme poverty who enter Kindergarten in this neighborhood school with significant deficits in school readiness. Additionally at each grade in this K-4 school teachers require continued training and ongoing support in identifying access levels for students with highly diverse learning needs, from “newcomer” (recent immigrant) to advanced. This opportunity to share and refine best practices with Community Day Arlington has also afforded CDCPS educators with opportunities to expand their repertoire of teaching skills. They have researched and identified additional strategies like blended learning to provide a greater level of differentiation; they have also worked with *Guided Language Acquisition Design* consultants to provide additional instructional techniques and build cross-cultural skills that have demonstrated success in promoting English language acquisition and academic achievement in classrooms with highly diverse ELL student populations.

Community Day Charter’s intensive, multi-year dissemination efforts underway in Lawrence will contribute to improved quality of educational programs and services essential to meeting goals for student achievement articulated in the state-approved Turnaround Plan for the school district. Our work in Lawrence, historic as it represents the first time that a school district has opened its doors to successful charter management organizations to do turn-around within the school district environment, is providing unique opportunities to identify the ways charters and districts can work together to achieve long-term goals that benefit all children in a community. Identifying solutions that are innovative and attainable are highly relevant to other immigrant cities in Massachusetts and other states struggling to improve educational outcomes for students with highly diverse learning needs.

School Performance and Program Implementation

- **Academic Program Success**

Student Performance

CDCPS-Gateway and CDCPS-R. Kingman Webster just completed their third year of operation serving students in Kindergarten 1 – Grade 3; therefore there are no MCAS 2014 results for these schools. The MCAS 2014 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 2014 Report Card:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04400205&fycode=2014&orgtypecode=6&>

The 2014 MCAS performance of CDCPS-Prospect contributed to a Level 1 Accountability and Assistance Level. The school’s percentile rank of 92 placed them among the state’s highest performing schools, though 84.9% of our students are identified by the Department of Elementary and Secondary as “high needs” students (low income students, students with disabilities and English language learners). Despite these “high needs” risk factors CDCPS-Prospect students earned 2014 MCAS test scores that rank them with the top performers in the state. Grade 8 students ranked 1st in English, 2nd in Math, and 5th in Science. For the 7th consecutive year Hispanic students, who represent more than 90% of the student population, not only closed the achievement gap but they earned proficiency scores on MCAS 2014 English and Math tests that on the average are 12.9 points higher than the proficiency scores for all White students in the state.

Most (89%) of the public or private secondary school institutions that base admission on student achievement described their 9th Grade students who had graduated from CDCPS-Prospect in June 2014 as being “well prepared for academic and personal success.” Students who graduated from Grade 8 in June of 2015 had many options for high school and included graduates who earned acceptance to highly competitive independent schools. The high schools that members of the CDCPS-Prospect class of 2015 plan to attend this fall include: Abbott Lawrence Academy; Central Catholic High School; Greater Lawrence Technical School; Hebron Academy; Lawrence High School; Notre Dame Cristo Rey High School; Phillips Andover Academy; Phillips Exeter Academy; Presentation of Mary Academy; and St. John’s Preparatory School.

Program Delivery

Community Day Charter educators use student assessment data consistently throughout the year to identify academic priorities, and to plan, implement, and revise as necessary differentiated instructional interventions targeted to the diverse learning needs of our students. An extensive set of custom MCAS reports was given to each administrator and teacher (both electronically and hard copy binder) at the early release in-service day on September 9, 2014. Community Day educators spent the afternoon 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 released question (with the actual questions shown). In addition to CDCPS-Prospect’s MCAS data, educators in all three Community Day Charters received their students’ ACCESS and beginning of the year DIAL, GMADE and STEP results. 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.

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 guides 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.

Sixty-five (65) Community Day Charter students received special education services in school year 2014-2015. Section 504 accommodation plans were developed for 52 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 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 2014-2015 there were 407 students identified as English language learners (ELL). ELL students were placed in general education classrooms and ELL instructional plans were prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of each 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 continue to provide these students with language and other support services as outlined in the DCAP. ELL students also participate in the state's ACCESS for ELL tests, which measures their progress in learning English.

- **Organizational Viability**

Organizational Structure of the Schools

Each Community Day Charter Public School is organized into grade level clusters with approximately 150 students per cluster. Each cluster is managed by a head of school and operations manager. The associate executive director of 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 2014-2015. 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 opened in 2012. 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 ensure that the school meets statutory and regulatory requirements and charter accountability goals.

The board of trustees contracts with The Community Group (TCG), a nonprofit organization, 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 of trustees, TCG provides leadership for the network in the positions of Executive Director and Associate Executive Director of Schools. The Executive Director reports to the CDCPS board president, works closely with the full board, and supervises the Associate Executive Director of Schools. A committee of the Board, headed by its President, evaluates the performance of the management services on an annual basis.

The organizational structure of the network has not changed during the 2014-2015 school year and we do not currently anticipate changes for the upcoming school year.

Teacher Evaluation

Community Day Charter Public Schools use a modified version of the Massachusetts Model System of Educator Evaluation that meets the educator evaluation requirements for charter schools.

Complaints

The Board of Trustees did not receive any official written complaints pursuant to the state's charter school regulations, 603 CMR 1.09.

**Budget and Finance Reports: CDCPS-Prospect
Statement of Operating Revenues and Operating Expenses (Unaudited)**

	FY 15 Actual* (as of July 23 , 2015)	FY 2016 Budget (July 1, 2015-June 30, 2016) Approved by the Board of Trustees on May 14, 2015
Revenue		
Tuition	\$4,980,859	\$5,006,766
Grants (State & Federal)	368,101	360,000
Medicaid (SPED)	30,483	35,000
Nutrition Programs	182,999	185,000
Transportation and Other fees	66,066	65,000
Donations	360,463	250,000
Other	<u>44,799</u>	<u>25,000</u>
Total Operating Revenues	\$6,033,770	\$5,926,766
Expenses		
Personnel	\$4,570,596	\$4,799,126
Other Direct Student Costs	646,233	652,695
Occupancy	346,499	325,000
Equipment Renewal & Replacement	35,750	15,000
Other	<u>171,279</u>	<u>150,000</u>
Total Operating Expenses	\$5,770,357	\$5,941,821

* 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	\$1,926,089
Fixed Assets (net)	8,985
Other Assets	<u>700,000</u>
Total Assets	\$2,635,074
Current Liabilities	\$ 153,733
Net Assets	<u>2,481,341</u>
Total Liabilities and Fund Balance	\$2,635,074

Fundraising	
The School raised the following during the year ended June 30, 2015:	
Scholarships	\$201,818
Summer School	6,000
Curriculum & Science Equipment	9,895
Teacher Development	133,866
General Support	<u>8,883</u>
Total Fundraising	\$360,463

**Budget and Finance Reports: CDCPS-Gateway
Statement of Operating Revenues and Operating Expenses (Unaudited)**

	FY 15 Actual* (as of July 23 , 2015)	FY 2016 Budget (July 1, 2015-June 30, 2016) Approved by the Board of Trustees on May 14, 2015
Revenue		
Tuition	\$2,725,935	\$3,318,877
Grants (State & Federal)	178,302	185,000
Medicaid & Circuit Breaker (SPED)	25,232	25,000
Nutrition Programs	114,783	115,000
Transportation and Other fees	37,276	38,000
Donations	871	1,000
Other	<u>201</u>	<u>0</u>
Total Operating Revenues	\$3,082,600	\$3,682,877
Expenses		
Personnel	\$2,138,966	\$2,635,914
Other Direct Student Costs	323,055	376,898
Occupancy	226,791	249,470
Equipment Renewal & Replacement	20,429	40,000
Other	<u>60,509</u>	<u>85,000</u>
Total Operating Expenses	\$2,769,749	\$3,387,282

* 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	\$806,043
Fixed Assets (net)	24,284
Other Assets	<u>301,663</u>
Total Assets	\$1,131,990
Current Liabilities	\$110,233
Net Assets	<u>1,021,756</u>
Total Liabilities and Fund Balance	\$1,131,990

Fundraising	
The School raised the following during the year ended June 30, 2015:	
General Support	<u>\$871</u>
Total Fundraising	\$871

**Budget and Finance Reports: CDCPS-R. Kingman Webster
Statement of Operating Revenues and Operating Expenses (Unaudited)**

	FY 15 Actual* (as of July 23 , 2015)	FY 2016 Budget (July 1, 2015-June 30, 2016) Approved by the Board of Trustees on May 14, 2015
Revenue		
Tuition	\$2,633,216	\$3,158,693
Grants (State & Federal)	160,805	165,000
Medicaid (SPED)	9,275	9,500
Nutrition Programs	111,017	115,000
Transportation and Other fees	39,712	40,000
Donations	3,428	2,500
Other	<u>60</u>	<u>0</u>
Total Operating Revenues	\$2,957,513	\$3,490,693
Expenses		
Personnel	\$2,080,133	\$2,571,544
Other Direct Student Costs	328,362	361,198
Occupancy	232,105	255,316
Equipment Renewal & Replacement	22,681	25,000
Other	<u>75,416</u>	<u>85,000</u>
Total Operating Expenses	\$2,738,697	\$3,298,057

* 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	\$716,061
Fixed Assets (net)	27,659
Other Assets	<u>301,663</u>
Total Assets	\$1,045,383
Current Liabilities	\$ 82,638
Net Assets	<u>962,745</u>
Total Liabilities and Fund Balance	\$1,045,383

Fundraising	
The School raised the following during the year ended June 30, 2015:	
General Support	<u>\$3,428</u>
Total Fundraising	\$3,428

Capital Plan for FY16

The FY16 capital plan focuses on accommodating the increases in enrollment at CDCPS-Gateway and CDCPS-R. Kingman Webster. These schools just completed year 3 in operation with an enrollment of 200 students in Grades K1 – Grade 3 in each school. Their enrollment plans include the addition of a grade and 40 students each year until each reaches its charter maximum of 400 students in K1-Grade 8 in school year 2019-2020. Beginning in school year 2016-2017 it will be necessary to lease additional classroom and school building space to accommodate this growth.

An estimated budget of \$500,000 (\$250,000 for each school) has been developed for the major acquisitions of classroom furnishings and equipment, including technology, associated with the growth in enrollment that will occur over the next five years, with 40% expended in FY16, 40% expended in FY17, 10% expended in FY18, and 10% expended in FY19.

Appendix A

Accountability Plan Evidence 2014–15

Progress in relation to Accountability Plan objectives and measures is reported separately for schools where appropriate.

CDCPS-Prospect: Faithfulness to the Charter		
Accountability Plan Objectives & Measures	2014 - 2015 Performance (Met/Partially 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).		
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.	Met	89% 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.
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%.	Met	269 of 400 parents (67 %) and 49 of 54 faculty members (91%) were surveyed: 97% of parents and 94% 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 94% of parents and 94% of faculty agree or strongly agree that CDCPS-Prospect consistently adheres to attention to the individual learning styles of each child 93% of parents and 92% 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 97% of parents and 94% 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

CDCPS-Gateway and CDCPS-R. Kingman Webster:		Faithfulness to the Charter
Accountability Plan Objectives & Measures	2014-2015 Performance (Met/Partially Met/Not Met)	Evidence
Objective #1: CDCPS- Gateway and CDCPS R. Kingman Webster are faithful to the mission.		
<p>Measure #1-1: 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-Gateway consistently adheres to:</p> <p>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.</p> <p>The desired response rate for parents is 30% and the desired response rate for staff is 90%.</p>	Met	<p>CDCPS-Gateway: 141 of 200 parents (70 %) and 32 of 33 faculty members (97%) were surveyed.</p> <p>CDCPS-Webster: 140 of 200 parents (70%) and 24 of 26 faculty members (92%) were surveyed.</p> <p>CDCPS-Gateway- % who agree or strongly agree that CDCPS-Gateway consistently adheres to items 1-4 of Measure #1-1: Parents: 96% (item 1), 96% (item 2), 96% (item 3), and 96% (item 4). Faculty: 100% (item 1), 94% (item 2), 81% (item 3), and 91% (item 4).</p> <p>CDCPS-Webster-% who agree or strongly agree that CDCPS-Webster consistently adheres to items 1-4 of Measure #1-1: Parents: 96% (item 1), 93% (item 2), 96% (item 3), and 96% (item 4). Faculty: 100% (item 1), 92% (item 2), 79% (item 3), and 92% (item 4).</p>
Objective #2: The demographics of CDCPS-Gateway and CDCPS- R. Kingman Webster will mirror the demographics of the Lawrence district for Hispanic students, first language not English students, English language learner (ELL) students, and low income students.		
Measure #2-1: The Hispanic population of CDCPS-Gateway and CDCPS-Webster will be no lower than the Hispanic population of the Lawrence district minus 5 percentage points.	Met	Hispanic population in 2014-2015: Lawrence district = 91.3% CDCPS-Gateway = 94.0% CDCPS-Webster = 92.5%
Measure #2-2: The first language not English population of CDCPS-Gateway and CDCPS-Webster will be no lower than the first language not English population of the Lawrence district minus 10 percentage points.	Met	First Language Not English population in 2014-2015: Lawrence district = 70.0% CDCPS-Gateway = 82.5% CDCPS-Webster = 65.5%
Measure #2-3: The ELL population of CDCPS-Gateway and CDCPS-Webster will be no lower than the ELL population of the Lawrence district minus 5 percentage points.	Met	ELL population in 2014-2015: Lawrence district = 29.9% CDCPS-Gateway = 73.0% CDCPS-Webster = 53.0%
Measure #2-4: New Measure - The Economically Disadvantaged population of CDCPS-Gateway and CDCPS-Webster will be no lower than the Economically Disadvantaged population of the Lawrence district minus 15 percentage points.	Not Met	Economically Disadvantaged population 2014-2015: Lawrence district=61.7% CDCPS-Gateway = 55.0% CDCPS-Webster = 46.5%

CDCPS-Prospect: Academic Program Success		
Accountability Plan Objectives & Measures	2014-15 Performance (Met/ Partially 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 2014 , 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 9% 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 2014 , 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 9% 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 2014 , 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.

CDCPS-Prospect: Academic Program Success		
Accountability Plan Objectives & Measures	2014-15 Performance (Met/Partially Met/Not Met)	Evidence
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 (NCE) score on the GRADE (Group Reading Assessment and Diagnostic Evaluation) test and CDCPS grade 2 mean NCE score on the GRADE test will equal at least 55.	Not Met	CDCPS-Prospect did not administer the GRADE test in 2014-2015 . *See explanation below
<p>* In 2012-2013 CDCPS-Prospect began assessing the literacy progress of students in K1—Grade 4 using the STEP (Strategic Teaching Evaluation and Progress) assessment tool developed at the University of Chicago Urban Education Institute. University of Chicago consultants provided training in STEP administration and interpretation of the test data; they also met with school data teams and conducted classroom observations and teaching demonstrations using STEP results to adjust literacy instruction. CDCPS-Prospect educators believe that STEP provides them with a combination of well-defined literacy “steps” from pre-reading to reading proficiency and the data that allows them to quickly identify students lagging in their reading development and to target instruction to accelerate the development of literacy skills that build reading proficiency. CDCPS-Prospect began administering STEP, which measures the number of “steps” each student advances during a school year, instead of GRADE in school year 2013-2014.</p> <p>Measure #3-1 is replaced as follows: Annually, the average STEP change for Grade 1 plus Grade 2 will be 3.0 if 4 assessments are given, and 2.0 if 3 assessments are given.</p> <p>Evidence: In 2014-2015 the yearly STEP goal was 3.0, and the actual average for Grade 1 plus Grade 2 was 2.6.</p>		
Measure#3-2: The average of the CDCPS-Prospect Grade 1 mean Normal Curve Equivalent (NCE) score on the GMADE (Group Mathematics Assessment and Diagnostic Evaluation) test and CDCPS-Prospect Grade 2 mean NCE score on the GMADE test will equal at least 50.	Met	CDCPS-Prospect did not administer the GMADE test in 2014-2015 . *See explanation below
<p>In 2014-2015 CDCPS-Prospect began assessing the mathematics progress of students in Kindergarten 2 and Grade 1 using the Measures of Academic Progress (MAP) for Primary Grades, an assessment tool developed by the Northwest Evaluation Association. CDCPS-Prospect educators believe that MAP, which uses the RIT (Rasch Unit scale) to report scores, provides them with better indicators than the GMADE of students’ mathematics growth during Kindergarten 2 and Grade 1, grades that are critical to early mathematics skill and concept building. MAP also provides Percentile Ranks. In school year 2014-2015 CDCPS-Prospect administered MAP in the fall, winter, and spring, measuring percentile rank and growth.</p> <p>Measure #3-2 is replaced as follows: The average of the CDCPS-Prospect K2 average Percentile Rank on the MAP test and the CDCPS-Prospect Grade 1 average Percentile Rank on the MAP test will equal at least 50.</p> <p>Evidence: In 2014-2015 the average of the CDCPS-Prospect K2 average Percentile Rank on the MAP test and CDCPS-Prospect Grade 1 average Percentile Rank on the MAP test equaled 54.0.</p>		

CDCPS-Gateway and CDCPS-R. Kingman Webster:		Academic Program Success
Accountability Plan Objectives & Measures	2014-15 Performance (Met/ Partially Met/ Not Met)	Evidence
Objective #3: The special population of CDCPS-Gateway and CDCPS- R. Kingman Webster ELL and formerly ELL (FLEP) students will have high academic achievement as evidenced by the MCAS test.		
<p>Measure #3-1: The MCAS ELA CPI index for CDCPS-Gateway ELL/FLEP students will be 1) at least 15 points higher than the ELA index for Lawrence ELL/FLEP students and 2) at least 7.5 points higher than the ELA index for all ELL-FLEP students in the state.</p> <p>Measure #3-2: The MCAS Math CPI index for CDCPS-Gateway ELL/FLEP students will be 1) at least 15 points higher than the Math index for Lawrence ELL/FLEP students and 2) at least 7.5 points higher than the Math index for all ELL/FLEP students in the state.</p>	NA	CDCPS-Gateway and CDCPS-R. Kingman Webster just completed their third year of operation serving students in K1 – grade 3; therefore there are no MCAS 2014 results for these schools.

CDCPS-Prospect: Organizational Viability		
Accountability Plan Objectives & Measures	2014-15 Performance (Met/ Partially /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 2014-2015 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.

CDCPS-Prospect: Organizational Viability		
Accountability Plan Objectives & Measures	2014-15 Performance (Met/Partially /Met Not Met)	Evidence
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 2014-2015 an enrollment capacity of 100% of capacity was maintained; and the wait list is nearly 118 % 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 2014-2015; excluding the 5 students that moved with their families out of the Lawrence area.

Appendix B
Community Day Charter Public Schools Recruitment and Retention Plans

Recruitment Plans
2015 – 2016

School Name: Community Day Charter Public Schools

Date: July 21, 2015

Please provide a brief narrative report on implementation of recruitment strategies from last year’s plan.

Implementation Summary:

In school year 2014-15 recruitment plans for Community Day Charter schools were implemented for the 2015-2016 school year. The application deadline for the schools was February 10, 2015, followed by the lotteries that were held separately for each school on three consecutive days in March (3, 4, & 5) 2015. Students selected and accepting enrollment for school year 2015-2016 will not be enrolled until after August 1, 2015 thus we cannot report on their demographics. Instead, we can examine the implementation of the Recruitment Plans for 2013-2014, which resulted in Pre-K (Kindergarten 1) students being selected in the March 2014 lottery and beginning school in school year 2014-2015. We report on the Pre-K demographics of each school (based on March 2015 SIMS) as an indication of the success of the Recruitment Plan for each school.

During the 2013-14 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. We developed the following strategies to use with the three target groups:

For Students with Disabilities–Special Education Students: 1) Leaflets and the mailing to students in the sending district articulated that the school is public and services all students, including those in need of special education services. 2) Leaflets were distributed to the local Early Intervention program offices. 3) Information about special education at the school was incorporated into information presented at open house events.

For First Language Not English and English Language Learners: 1) Families with students in these groups were informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages included Spanish, Vietnamese and Khmer. 2) Media placement included communication in Spanish at 3 Spanish language radio stations and 1 Spanish language newspaper. 3) Leaflet distribution included local businesses, organizations, and events frequented by diverse cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh’s Salon.

For Economically Disadvantaged students: 1) A mailing advertising the school and application process was sent to families with students in the Lawrence Public Schools. 2) Leaflet/information distribution included postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). 3) Leaflet distribution included students in preschool programs that serve a high percentage of students whose families qualify for child care financial assistance, including Community Day Learning.

Target Group Percentages in Pre-K (Kindergarten 1) at CDCPS in 2014-2015:

The ELL percentages in K1 are 46.3% (19 /41) at Gateway, 80 % (40 /50) at Prospect, and 42.2% (19/42) at Webster. The Economically Disadvantaged percentages are 55 % at Gateway, 47.5% at Prospect, and 46.5% at Webster. (Economically Disadvantaged percentages are the state determined Economically Disadvantaged percentages for each entire school as the schools were unable to determine the actual K1 students who were Economically Disadvantaged in school year 2014-2015.) The Special Education percentages in K1 are 12.2% (5/41) at Gateway, 4.0% (2/50) at Prospect, and 2.4% (1 /42) at Webster.

State determined Comparison Index:

The ELL percentages are 33.7% for Gateway, 26.3% for Prospect, and 33.7% for Webster. The Economically Disadvantaged percentages are 55% for Gateway, 47.5% for Prospect, and 46.5% for Webster. The Special Education percentages are 5.1% for Gateway, 10.2% for Prospect, and 5.1% for Webster.

There are 9 possible comparisons (3 demographic groups at 3 schools), and 5 of the groups are higher than or comparable to the Comparison Index. The 4 areas that fall below the Comparison Index include Economically Disadvantaged subgroups at Prospect and Webster and Special Education subgroups at Prospect and Webster. The following Recruitment Plan includes enhanced strategies targeting the Economically Disadvantaged and Special Education populations.

Describe the school's general recruitment activities, i.e. those intended to reach all students.**General Recruitment Activities:**

Advertising: Prior to the lottery, each 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:

- A mailing to students in the sending district;
- Local access channel 8 cable television;
- 2 Spanish language radio station(s);
- 1 English and 1 Spanish language newspaper advertising;
- Leaflets distributed to families with children enrolled;
- Leaflets distributed to businesses and social service agencies throughout the city; and
- School web sites.

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), each 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.

Limited English Proficient Students: Since each 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.

Recruitment Plan –Strategies
List strategies for recruitment activities for each demographic group.

Demographic Group	Strategies
Special education students	<p>CHART comparison - Prospect is below, Gateway is above, and Webster is below</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, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services. • Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events. • Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities. • Enhance communications with Early Intervention at the Professional Center for Child Development. • Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.
Limited English-proficient students	<p>CHART comparison - Prospect is above, Gateway is above, and Webster is above.</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 the most prevalent languages of the district: Spanish, Vietnamese and Khmer. • Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. • 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.
Students eligible for free or reduced lunch	<p>We have included enhanced strategies for recruiting economically disadvantaged students as the CHART comparison indicates that Prospect, Gateway and Webster are below the comparison index.</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 families who qualify for financial assistance, including Community Day Learning. • Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2015.

Recruitment Plan –Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
	<ul style="list-style-type: none"> • Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. • Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA.
Students who are sub-proficient	<ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school’s use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school’s efforts to continuously monitor students’ academic progress and instructional methods to address the needs of any student who is not making adequate progress.
Students at risk of dropping out of school	<ul style="list-style-type: none"> • The school will attract/enroll a population of students who are at risk of dropping out of school, with risk factors 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. • 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.
Students who have dropped out of school	Not Applicable
Other subgroups of students who should be targeted to eliminate the achievement gap	Not Applicable

Retention Plan 2015 – 2016

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Summary:

We are reporting on the 2014-2015 Retention Rate (100% minus Attrition Rate) for each school:

ELL retention rates: 100% for Gateway, 95.3 %, for Prospect, and 95.6% for Webster.

Low Income retention rates: 98.1% for Gateway, 96.5%, for Prospect, and 97.8% for Webster.

Special Education retention rates: 100% for Gateway, 100%, for Prospect, and 100% for Webster.

All 9 rates are significantly higher than the state averages evidence that our strategies were generally successful for the 3 demographic groups in the three 3 schools.

Overall Student Retention Goal

Annual goal for student retention (percentage):

95%

The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.4%); Low Income (89.4%); and Special Education (90.2%).

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Demographic	Strategies
Special education students	<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. • Continue to offer an extended school day.

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Demographic	Strategies
Limited English-proficient students	<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.
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Hold meetings and other family events that build school community. Include activities in which students’ academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events.
Students who are sub-proficient	<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.”
Students at risk of dropping out of school	<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. (Community Day Charter-Prospect) • Implement activities like career days that expose students to a range of careers and the pathways to their attainment.(Community Day Charter-Prospect) • Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.
Students who have dropped out of school	Not Applicable
Other subgroups of students who should be targeted to eliminate the achievement gap	Not Applicable

Appendix C

School and Student Data Tables

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 2014-2015		
Race/Ethnicity	# of students	% of entire student body
African-American	6	1.5
Asian	3	0.8
Hispanic	372	93.0
Native American	0	0.0
White	19	4.8
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	37	9.3
Limited English proficient	155	38.8
Economically Disadvantaged	190	47.5

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 2014-2015		
Race/Ethnicity	# of students	% of entire student body
African-American	2	1.0
Asian	2	1.0
Hispanic	188	94.0
Native American	0	0.0
White	7	3.5
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	1	0.5
Special education	19	9.5
Limited English proficient	146	73.0
Economically Disadvantaged	110	55.0

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 2014-2015		
Race/Ethnicity	# of students	% of entire student body
African-American	2	1.0
Asian	2	1.0
Hispanic	185	92.5
Native American	0	0.0
White	11	5.5
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	9	4.5
Limited English proficient	106	53.0
Economically Disadvantaged	93	46.5

Community Day Charter Public School-R. Kingman Webster

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

ADMINISTRATIVE ROSTER FOR THE 2014-2015 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, Associate Executive Director of Charter Schools	Oversee school expansion, supervise and evaluate school leaders	February 2011	
Rebecca Morse, Director of Special Education and ELL	Oversee implementation of the State and Federal requirements of special education for each school	July 2013	
Community Day Charter Public School-Prospect			
Meghan Wilson, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	August 2013	
Kathleen Shorter, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2012	
Kelly Peake, Head of Upper School	Supervise/evaluate faculty and programs at the upper school	August 2013	
Mary Chance, Principal / Director of Curriculum	Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments	August 2006	

Community Day Charter Public School-Gateway			
Tanya Cloyd, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2014	
Abby King, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2012	June 2015
Community Day Charter Public School-R. Kingman Webster			
Patricia Teichman, Senior Head of School	Supervise/evaluate faculty and programs	August 2004	

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Community Day Charter Public School-Prospect				
Teachers	58	1*	12	1* moved out of state 2 staying home with children 4 contract not renewed 6 accepted another job
Other Staff	6	1*	1	1*accepted another job 1 accepted another job
Community Day Charter Public School-Gateway				
Teachers	31	1*	7	1*accepted another job 1 staying home with a newborn 2 contract not renewed 2 moved out of state 2 accepted another job
Other Staff	4	0	0	
Community Day Charter Public School-R. Kingman Webster				
Teachers	31	1*	12	1*accepted another job 3 moved out of state 7 accepted another job 1 contract not renewed 1 going back to school
Other Staff	4	0	0	

BOARD MEMBERS FOR THE 2014-15 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election & expiration)
Eric Stacey	President	Executive Committee	Currently serving 2 nd 5 year term	5 years (Current term: May 2010 – May 2015)
Priscilla Loring	Treasurer	Finance, Building, and Executive Committees	Currently serving 2 nd 5 year term	5 years (Current term: May 2011 – May 2016)
Jack Flynn	Clerk	Finance, Volunteer, Building, and Executive Committees	Currently serving 2 nd 5 year term	5 years (Current term: May 2011 – May 2016)
Gail Carey	Member		Currently serving 2 nd 5 year term	5 years (Current term: May 2010 – May 2015)
Myrta Cupeles	Member		Currently serving 2 nd 5 year term	5 years (Current term: May 2011 – May 2016)
Alcira Marin Kane	Member	Finance, Building, and Executive Committees	Currently serving 2 nd 5 year term	5 years (Current term: May 2011 – May 2016)
Patricia McGovern	Member		Currently serving first 5 year term	5 years (Current term: Jan. 2014 – May 2019)

Appendix D

Additional Required Information

Key Leadership Changes

There have been no leadership changes to report.

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

No Community Day Charter School has relocated or acquired a new facility within Lawrence. Locations of Community Day Charter Schools are listed on the table below.

Location	Dates of Occupancy
Community Day Charter Public School-Prospect: ELC: 190 Hampshire Street Lower & Upper Schools: 73 Prospect Street	190 Hampshire Street: 2001 73 Prospect Street: 1995
Community Day Charter Public School-Gateway: 9 Ballard Way	2012
Community Day Charter Public School-R. Kingman Webster: 50 Pleasant Street	2013

Enrollment

The estimated student application deadline and lottery dates for students who are interested in enrolling in Community Day Charter Public Schools for the 2016-2017 school year are provided as follows.

Action	Date(s)
Student Application Deadline	All Schools: February 9, 2016
Lottery	Lottery for each school: March 1 (Prospect), March 2 (Webster), and March 3 (Gateway), 2016