



# Annual Report 2013-2014

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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

<b>Community Day Charter Public Schools</b>			
<b>Type of Charters</b>	Commonwealth	<b>Location</b>	Lawrence
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region (if applicable)</b>	NA
<b># of Instructional Days during the 2013-2014 school year</b>	183	<b>School Hours</b>	8 AM – 4:00 PM
<b><i>Community Day Charter Public School-Prospect</i></b>			
<b>Age of School (Year Opened)</b>	1995	<b>Year(s) Renewed</b>	2000, 2005, 2010
<b>Maximum Enrollment</b>	400	<b>Current Enrollment</b>	331
		<b>Students on Waitlist</b>	458
<b>Chartered Grade Span</b>	K1-8	<b>Current Grade Span</b>	K1-8
<b><i>Community Day Charter Public School-Gateway</i></b>			
<b>Age of School (Year Opened)</b>	2012	<b>Year(s) Renewed</b>	Not applicable
<b>Maximum Enrollment</b>	400	<b>Current Enrollment</b>	160
		<b>Students on Waitlist</b>	384
<b>Chartered Grade Span</b>	K1-8	<b>Current Grade Span</b>	K1-2
<b><i>Community Day Charter Public School-R. Kingman Webster</i></b>			
<b>Age of School (Year Opened)</b>	2012	<b>Year(s) Renewed</b>	Not applicable
<b>Maximum Enrollment</b>	400	<b>Current Enrollment</b>	160
		<b>Students on Waitlist</b>	381
<b>Chartered Grade Span</b>	K1-8	<b>Current Grade Span</b>	K1-2
<b>Mission Statement</b>			
<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 2013-2014 Annual Report details significant progress in meeting charter accountability goals and common school performance criteria in the network of three Community Day Charter Public Schools.

CDCPS-Gateway and CDCPS-R. Kingman Webster completed their second year in operation; each school served 160 students in Kindergarten 1-Grade 2. After sharing space with CDCPS-Gateway at the Community Day Ballard Way Campus in 2012-2013, CDCPS-Webster students and teachers began school year 2013-2014 with great excitement in the beautifully renovated classrooms of the former Charles S. Storrow School on Pleasant Street. CDCPS-Gateway and CDCPS-Webster enrollments will continue to grow over the next six years as each school adds a grade each year until reaching a maximum of 400 Kindergarten 1-Grade 8 students. CDCPS-Prospect, the flagship of the Community Day Charter Network, completed its 19<sup>th</sup> year in operation with a K1-Grade 8 enrollment of 331. CDCPS-Prospect's enrollment will also increase in school year 2014-2015 to reflect a new maximum of 400 students resulting from a charter amendment request approved by the Board of Elementary and Secondary Education in February of 2013.

Each Community Day Charter School is implementing the programs and instructional practices that have been developed and proven highly successful at CDCPS-Prospect. **The 2013 MCAS results once again found Prospect students among the top performers in the state. Grade 3 students ranked 1<sup>st</sup> in Math; grade 7 students ranked 1<sup>st</sup> in Math and English, and grade 8 students ranked 1<sup>st</sup> in Science and 2<sup>nd</sup> in English.** We are extremely proud that for the 6<sup>th</sup> consecutive year Hispanic students at CDCPS-Prospect, which represent 90% of the student population, not only closed the achievement gap but they earned proficiency scores on MCAS 2013 English and Math tests that averaged 18.6 points higher than the proficiency scores for all White students in the state. In addition to MCAS, CDCPS-Prospect Upper School students earned other important recognitions. In March seven of our 7<sup>th</sup> & 8<sup>th</sup> graders received Gold Key, Silver Key or Honorable Mention awards for writing in the highly prestigious *2014 Boston Globe Scholastic Art & Writing Competition*. In April TheBestSchools.org ranked Community Day #1 in the article titled "*The 50 Best Middle Schools in the U.S.*" based on the strong performance of 7<sup>th</sup> and 8<sup>th</sup> graders in areas that included academic excellence, state assessment scores, awards, rankings, and reputation.

CDCPS's innovative partnership with the Lawrence Public School district, which includes the turnaround of Arlington Elementary School (now the *Community Day Arlington Elementary School*) offers a new archetype for charter-district public school collaboration that is setting the pace for the next phase of education reform. CDCPS educators are highly engaged in training and coaching educators in charter and district public schools who are replicating areas of practice that have demonstrated strong achievement outcomes for low income and English language learners.

As school year 2013-2014 drew to a close we began the Charter Renewal Application for CDCPS-Prospect's next five year term. The renewal process requires that we examine past progress and establish goals for the future. Former students like Keeanna Abreu (Class of 2010) remind us of the high value that Lawrence families place on a Community Day Charter education. When a team from the Pioneer Institute visited Prospect in June 2013 to interview parents, current and former students, teachers and school staff about their experiences at CDCPS, they frequently heard the school described as one that "goes beyond." When asked to define what this phrase meant to her, Keeanna replied, "the teachers always taught us to put our best foot forward in the toughest situations, not just settle for passing or having average grades, but to excel." We thank the board members, administrators, teachers, parents, and students who are dedicated to *going beyond* to achieve high standards of educational excellence.

Sheila Balboni  
Executive Director

Kennedy Hilario  
Associate Executive Director of Schools

## School Performance and Program Implementation

- **Faithfulness to the Charter**

**Accountability Plan Objectives and Measures**

(Progress reported separately for schools where appropriate)

<b>CDCPS-Prospect: Faithfulness to the Charter</b>		
<b>Accountability Plan Objectives &amp; Measures</b>	<b>2013 - 2014 Performance (Met/Not met)</b>	<b>Evidence</b>
<b>Objective #1: CDCPS-Prospect is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).</b>		
<b>Measure #1-1:</b> 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.	<b>Met</b>	<b>92%</b> 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.
<b>Measure: #1-2:</b> 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%.	<b>Met</b>	<b>75 of 228</b> parents ( <b>33 %</b> ) and <b>40 of 43</b> faculty members ( <b>93%</b> ) were surveyed: <b>99%</b> of parents and <b>88%</b> 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 <b>95%</b> of parents and <b>90%</b> of faculty agree or strongly agree that CDCPS-Prospect consistently adheres to attention to the individual learning styles of each child <b>91%</b> of parents and <b>85%</b> 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 <b>97%</b> of parents and <b>88%</b> 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	2013 - 2014 Performance (Met/Not Met)	Evidence
<b>Objective #1: CDCPS- Gateway and CDCPS R. Kingman Webster are faithful to the mission.</b>		
<p><b>Measure #1-1:</b> 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;</p> <p>2) Attention to the individual learning styles of each child;</p> <p>3) Physical and emotional safety for each student and faculty member of the school community; and</p> <p>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>	<b>Met</b>	<p><b>CDCPS-Gateway: 63 of 148</b> parents (43 %) and <b>23 of 25</b> faculty members (92%) were surveyed.</p> <p><b>CDCPS-Webster: 56 of 150</b> parents (37%) and <b>21 of 23</b> faculty members (91%) were surveyed.</p> <p><b>CDCPS-Gateway-</b> % who agree or strongly agree that CDCPS-Gateway consistently adheres to items 1-4 of Measure #1-1:  <b>Parents:</b> 94% (item 1), 92% (item 2), 94% (item 3), and 97% (item 4).  <b>Faculty:</b> 100% (item 1), 100% (item 2), 91% (item 3), and 91% (item 4).</p> <p><b>CDCPS-Webster-</b>% who agree or strongly agree that CDCPS-Webster consistently adheres to items 1-4 of Measure #1-1:  <b>Parents:</b> 96% (item 1), 93% (item 2), 91% (item 3), and 95% (item 4).  <b>Faculty:</b> 95% (item 1), 100% (item 2), 81% (item 3), and 100% (item 4).</p>
<b>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.</b>		
<b>Measure #2-1:</b> 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.	<b>Met</b>	<b>Hispanic population in 2013-2014:</b> Lawrence district = 90.6% CDCPS-Gateway = 93.8% CDCPS-Webster = 90.6%
<b>Measure #2-2:</b> 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.	<b>Met</b>	<b>First Language Not English population in 2013-2014:</b> Lawrence district = 71.9% CDCPS-Gateway = 83.8% CDCPS-Webster = 74.4%
<b>Measure #2-3:</b> 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.	<b>Met</b>	<b>ELL population in 2013-2014:</b> Lawrence district = 28.2% CDCPS-Gateway = 80.6% CDCPS-Webster = 58.1%
<b>Measure #2-4:</b> The low income population of CDCPS-Gateway and CDCPS-Webster will be no lower than the low income population of the Lawrence district minus 15 percentage points.	<b>Met</b>	<b>Low Income population 2013-2014:</b> Lawrence district=92.4%(using new federal Community Eligibility model, which is not a valid comparison) CDCPS-Gateway = 84.4% CDCPS-Webster = 76.9%

## **Charter School Performance Criteria Relating to Faithfulness to 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**

No major or minor amendments were requested by the Board of Trustees this year. An amendment to increase enrollment at Community Day Charter-Prospect by 69 students was approved by the Board of Elementary and Secondary Education last year (on February 26, 2013). The additional 69 openings were filled via the lottery held on March 4, 2014. Community Day Charter-Prospect's enrollment in school year 2014-2015 will reflect the new maximum enrollment of 400 students in the K1-grade 8 grade span.

### **Access and Equity: Recruitment and Retention Plan**

The Appendix B template in the Annual Report Guidelines has been completed (see pages 17-21) to provide a report on the implementation of the schools' 2013-2014 recruitment and retention plans, and the updated recruitment and retention plans for school year 2014-2015.

### **Dissemination**

Management services provided by *The Community Group* (TCG), a nonprofit organization that has been approved by the Department of Elementary and Secondary Education to provide targeted assistance services to schools and districts in Massachusetts, have contributed to Community Day Charter's capacity to share proven practices with other urban public schools. TCG is contracting with the Lawrence Public Schools to replicate Community Day Charter's successful practices in the areas of operational management, instruction, assessment, and parent engagement in an innovative effort to turnaround Arlington Elementary, a persistently low-performing K-Grade 4 district school. Highly-experienced CDCPS-Prospect educators have had opportunities this year to provide training and technical assistance for Arlington Elementary school leaders and teachers, as well as K1-Grade 2 educators at Community Day Charter-Gateway and Webster schools. As the school year progressed educators from the Guilmette Elementary, another Lawrence district school, requested training and technical support to implement CDCPS's formative assessment tools and strategies, which utilize Exam View for test creation and Edusoft as a platform to generate student data reports.

## School Performance and Program Implementation

- **Academic Program Success**

**Accountability Plan Objectives and Measures**

(Progress reported separately for schools where appropriate)

<b>CDCPS-Prospect: Academic Program Success</b>		
<b>Accountability Plan Objectives &amp; Measures</b>	<b>2013 - 2014 Performance (Met/Not Met)</b>	<b>Evidence</b>
<b>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).</b>		
<b>Measure #2-1:</b> 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.	<b>Met</b>	In <b>2013</b> , 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 <b>8%</b> as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.
<b>Measure #2-2:</b> 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.	<b>Met</b>	In <b>2013</b> , 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 <b>8%</b> as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.
<b>Measure #2-3:</b> 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.	<b>Met</b>	In <b>2013</b> , the average ranking (for MCAS Science grades 5 and 8) of CDCPS-Prospect with all Lawrence public schools was in the top <b>8%</b> 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	2013 - 2014 Performance (Met/Not Met)	Evidence
<b>Objective #3: Externally developed assessments other than the MCAS are administered; student performance is strong and demonstrates improvement over time on those assessments.</b>		
<b>Measure#3-1:</b> 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.	<b>Not Met</b>	In <b>2013-2014</b> the school did not administer the GRADE test. *See explanation below
<p>* In 2012-2013 Community Day Charter-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. 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. In school year 2013-2014 Community Day Charter-Prospect administered STEP, which measures the number of “steps” each student advances during a school year, instead of GRADE.</p> <p><b>Measure #3-1 is replaced as follows:</b> 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><b>Evidence:</b> In 2013-2014 the yearly STEP goal was 2.0, and the actual average for grade 1 plus grade 2 was 1.9.</p>		
<b>Measure#3-2:</b> 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.	<b>Met</b>	In <b>2013-2014</b> 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 <b>54.0</b> .

CDCPS-Gateway and CDCPS-R. Kingman Webster:		Academic Program Success
Accountability Plan Objectives & Measures	2013 - 2014 Performance (Met/Not Met)	Evidence
<b>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.</b>		
<b>Measure #3-1:</b> 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. <b>Measure #3-2:</b> 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.	NA	CDCPS-Gateway and CDCPS-R. Kingman Webster just completed their second year of operation serving students in K1 – grade 2; therefore there are no MCAS 2013 results for these schools.

## **Charter School Performance Criteria Relating to Academic Program Success**

### **Student Performance**

MCAS 2013 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 2013 Report Card:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04400205&fycode=2013&orgtypecode=6&>

### **Program Delivery**

*Achievement trends, use of data to identify academic priorities, instructional models and assessment methods, supports for diverse learners*

The 2013 MCAS performance of CDCPS-Prospect contributed to a Level 1 Accountability and Assistance Level. The school is at the 95<sup>th</sup> percentile and earned a commendation from the Department of Elementary and Secondary Education for *high achievement and narrowing proficiency gaps*. Analysis reveals that despite a student population that is both low income (81%) and has a first language other than English (80%) CDCPS-Prospect students earned 2013 MCAS test scores that rank them with the top performers in the state. The Grade 3 students ranked 1<sup>st</sup> in Math; grade 7 students ranked 1<sup>st</sup> in Math and English, and grade 8 students ranked 1<sup>st</sup> in Science and 2<sup>nd</sup> in English. For the 6<sup>th</sup> consecutive year Hispanic students, who represent 90% of the student population, not only closed the achievement gap but they earned proficiency scores on MCAS 2013 English and Math tests that on the average are 18.6 points higher than the proficiency scores for all White students in the state. Grade 8 students demonstrated that they were well-prepared for high school; the class of 2014 had many options for high school and included graduates who earned acceptance to highly competitive independent schools.

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 14, 2013. 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 Prospect's MCAS data, educators in all three Community Day Charters received their students' ACCESS and beginning of the year DIAL 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.

In school year 2013-2014 58 students received special education services. Section 504 accommodation plans were developed for 33 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 2013-2014 there were 310 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 DCAP. ELL students also participate in the state's ACCESS for ELL tests, which measures their progress in learning English.

## School Performance and Program Implementation

- **Organizational Viability**

**Accountability Plan Objectives and Measures**

(Progress reported separately for schools where appropriate)

<b>CDCPS-Prospect: Organizational Viability</b>		
<b>Accountability Plan Objectives &amp; Measures</b>	<b>2013 - 2014 Performance (Met/Not Met)</b>	<b>Evidence</b>
<b>Objective #4:</b> The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
<b>Measure #4:</b> The school's annual budget is sustained by its enrollment.	<b>Met</b>	The financial information provided for 2013-2014 demonstrates that the school's annual budget was sustained by its enrollment.
<b>Objective#5:</b> 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.		
<b>Measure#5:</b> 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.	<b>Met</b>	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.
<b>Objective#6:</b> The school's annual independent audit is free of material or repeated findings.		
<b>Measure#6:</b> There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	<b>Met</b>	The independent audited financial statements show that CDCPS follows sound practices and policies in managing public resources.
<b>Objective #7:</b> 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.		
<b>Measure#7-1:</b> Annually, CDCPS will maintain an enrollment at least 95% of capacity and a waiting list equivalent to at least 25% of the student population.	<b>Met</b>	In 2013-2014 an enrollment capacity of <b>100%</b> of capacity was maintained; and the wait list is nearly <b>138 %</b> of the student population.
<b>Measure#7-2:</b> At least 95% of students will re-enroll at CDCPS each year, exclusive of those who move out of the Lawrence area.	<b>Met</b>	<b>100%</b> of the students re-enrolled for the <b>2013-2014</b> ; excluding <b>the 1 student</b> that moved with their families out of the Lawrence area.

### **Charter School Performance Criteria Relating to Organizational Viability**

#### **Complaints**

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

## **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 2013-2014. 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, 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 2013-2014 school year and we do not currently anticipate changes for the upcoming school year.

**Budget and Finance Reports: CDCPS-Prospect**

**Statement of Operating Revenues and Operating Expenses (Unaudited)**

	FY 14 Actual* (as of July 18 , 2014)	FY 2015 Budget (July 1, 2014-June 30, 2015)
<b>Revenue</b>		
Tuition	\$4,076,503	\$4,938,080
Grants (State & Federal)	454,872	301,457
Medicaid (SPED)	38,996	46,442
Nutrition Programs	171,516	199,353
Transportation and Other fees	44,796	63,114
Donations	205,854	213,000
Other	<u>225,000</u>	<u>0</u>
<b>Total Operating Revenues</b>	<b>\$5,217,537</b>	<b>\$5,761,446</b>
<b>Expenses</b>		
Personnel	\$3,869,410	\$4,272,403
Other Direct Student Costs	657,466	\$706,600
Occupancy	277,403	\$311,221
Equipment Renewal & Replacement	37,848	\$47,875
Other	<u>192,214</u>	<u>239,098</u>
<b>Total Operating Expenses</b>	<b>\$5,034,341</b>	<b>\$5,577,197</b>

\* 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	\$2,407,798
Fixed Assets (net)	13,565
Other Assets	<u>200,000</u>
<b>Total Assets</b>	<b>\$2,621,362</b>
Current Liabilities	\$843,833
Net Assets	<u>1,777,529</u>
<b>Total Liabilities and Fund Balance</b>	<b>\$2,621,362</b>

**Fundraising**

The School raised the following during the year ended June 30, 2014:

Scholarship	\$172,704
Summer School	25,637
Curriculum & Science Equipment	741
General Support	<u>6,771</u>
<b>Total Fundraising</b>	<b>\$205,854</b>

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

	FY 14 Actual* (as of July 18 , 2014)	FY 2015 Budget (July 1, 2014- June 30, 2015)
<b>Revenue</b>		
Tuition	\$2,213,957	\$2,721,125
Grants (State & Federal)	259,182	111,698
Medicaid (SPED)	4,652	5,094
Nutrition Programs	94,360	111,022
Transportation and Other fees	13,446	18,553
Donations	1,397	0
Other	<u>0</u>	<u>0</u>
<b>Total Operating Revenues</b>	<b>\$2,586,994</b>	<b>\$2,967,492</b>
<b>Expenses</b>		
Personnel	\$1,552,060	\$2,073,277
Other Direct Student Costs	\$254,600	\$346,646
Occupancy	167,287	\$202,821
Equipment Renewal & Replacement	55,395	\$63,970
Other	<u>\$122,452</u>	<u>\$146,642</u>
<b>Total Operating Expenses</b>	<b>\$2,151,794</b>	<b>\$2,833,356</b>

\* 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.

<b>Balance Sheet</b>	
Current Assets	\$649,264
Fixed Assets (net)	29,929
Other Assets	<u>100,159</u>
Total Assets	\$779,352
Current Liabilities	\$257,946
Net Assets	<u>521,406</u>
Total Liabilities and Fund Balance	\$779,352

**Fundraising**

The School raised the following during the year ended June 30, 2014:

General Support	<u>\$488</u>
Total Fundraising	\$488

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

	FY 14 Actual* (as of July 18 , 2014)	FY 2015 Budget (July 1, 2014- June 30, 2015)
<b>Revenue</b>		
Tuition	\$2,085,852	\$2,618,948
Grants (State & Federal)	252,225	104,058
Medicaid (SPED)	3,887	2,301
Nutrition Programs	79,848	104,305
Transportation and Other fees	27,014	42,231
Donations	1,681	0
Other	<u>0</u>	<u>0</u>
<b>Total Operating Revenues</b>	<b>\$2,450,507</b>	<b>\$2,871,843</b>
<b>Expenses</b>		
Personnel	\$1,378,792	\$1,982,518
Other Direct Student Costs	\$290,327	\$346,090
Occupancy	238,149	\$247,924
Equipment Renewal & Replacement	65,120	\$69,908
Other	<u>\$114,791</u>	<u>\$139,665</u>
<b>Total Operating Expenses</b>	<b>\$2,087,179</b>	<b>\$2,786,105</b>

\* 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	\$715,240
Fixed Assets (net)	34,657
Other Assets	<u>100,159</u>
Total Assets	\$850,057
Current Liabilities	\$212,880
Net Assets	<u>637,177</u>
Total Liabilities and Fund Balance	\$850,057

**Fundraising**

The School raised the following during the year ended June 30, 2014:

General Support	<u>\$1,681</u>
Total Fundraising	\$1,681



## **Capital Plan for FY15**

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 FY15. Capital planning that will occur over the next year will focus on plans to ready 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 their second year of operation with an enrollment of 160 students in Grades K1, K2, 1 and 2 in each school.

# Recruitment Plan

## 2014 – 2015

School Name: Community Day Charter Public Schools

Date: July 1, 2014

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

### Implementation Summary:

The 2013-2014 Recruitment Plans for Community Day Charter schools were implemented for the 2014-2015 application deadline of February 11, 2014, which was followed by the lotteries held separately for each school on three consecutive days in March (4,5 & 6) 2014. Students selected and accepting enrollment for school year 2014-2015 will not be enrolled until after August 1, 2014 thus we cannot report on their demographics. Instead, we can examine the implementation of the Recruitment Plans for 2012-2013, which resulted in Pre-K (Kindergarten 1) students being selected in the March 2013 lottery and beginning school in school year 2013-2014. We report on the Pre-K demographics of each school (based on March 2014 SIMS) as an indication of the success of the Recruitment Plan for each school.

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. 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 Low Income 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 2013-2014:

The ELL percentages are 88% (35/40) at Gateway, 56% (10/18) at Prospect, and 50% (22/44) at Webster. The Low Income percentages are 83% (33/40) at Gateway, 100% (18/18) at Prospect, and 68% (30/44) at Webster. The Special Education percentages are 5% (2/40) at Gateway, 6% (1/18) at Prospect, and 7% (3/44) at Webster.

### State determined Comparison Index:

The ELL percentages are 35.2 for Gateway, 25.2 for Prospect, and 36.0 for Webster. The Low Income percentages are 81.5 for Gateway, 86.9 for Prospect, and 81.8 for Webster. The SPED percentages are 6.7 for Gateway, 12.5 for Prospect, and 6.8 for Webster.

*(continued on next page)*

There are 9 possible comparisons (3 demographic groups at 3 schools), and 7 of the groups are higher than or comparable to the Comparison Index. The 2 areas that are significantly lower than the Comparison Index are Low Income at Webster and Special Education at Prospect. Our leaflets at Early Intervention may need to be supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services. The Low Income difference may be a result of the Lawrence district using the new federal Community Eligibility model (percent of students directly certified x 1.6 multiplier) and may not be a valid comparison.

**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
- The school’s web site.

**Use of Third Party Mail House:** In accordance with 603 CMR 1.06 (g), 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.

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Special education students	CHART comparison - Prospect is below, Gateway is above, and Webster is below <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 SPED services.</li> <li>• 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.</li> </ul>

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Limited English-proficient students	<p>CHART comparison - Prospect is above, Gateway is above, and Webster is above.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.</li> <li>• 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.</li> </ul>
Students eligible for free or reduced lunch	<p>CHART comparison - Prospect is below, Gateway is above, and Webster is below. The Low Income differences may be a result of the Lawrence district using the new federal Community Eligibility model (percent of students directly certified x 1.6 multiplier) and may not be a valid comparison.</p> <ul style="list-style-type: none"> <li>• A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools.</li> <li>• 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).</li> <li>• 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.</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• Leaflets/information distributed will highlight the school’s use of assessment data to identify and respond to the learning needs of every student.</li> <li>• 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.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
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 2014 – 2015

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

### Implementation Summary:

We are reporting on the 2013-2014 Retention Rate (100% minus Attrition Rate) for each school:

**ELL retention rates:** 97.8% for Gateway, 99.0%, for Prospect, and 97.2% for Webster.

**Low Income retention rates:** 95.1% for Gateway, 99.6%, for Prospect, and 95.7% for Webster.

**Special Education retention rates:** 92.9% for Gateway, 100%, for Prospect, and 100% for Webster.

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

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	95%
	The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.2%); Low Income (89.6%); and Special Education (90.3%).

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Continue to facilitate the Special Education Parent Advisory Council (Prospect).</li> <li>• Continue to offer an extended school day.</li> </ul>

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Limited English-proficient students	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed.</li> <li>• Facilitate the Association of Parents in Action, a bilingual group which meets to discuss topics related to children’s education and the community.</li> </ul>
Students eligible for free or reduced lunch	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.
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction.</li> <li>• 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.”</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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)</li> <li>• Expose students to a range of future career opportunities and related paths to prepare through a targeted career day event.(Prospect)</li> <li>• Offer a range of extracurricular activities and family events to promote engagement with school and the school community.</li> </ul>
Students who have dropped out of school	Not Applicable
Other subgroups of students who should be targeted to eliminate the achievement gap	Not Applicable

## Additional Information

### 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.

<b>Community Day Charter Public School-Prospect</b>		
<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2013-2014</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	5	1.5
Asian	4	1.2
Hispanic	302	91.2
Native American	0	0.0
White	20	6.0
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	36	10.9
Limited English proficient	95	28.7
Low income	268	80.9

Community Day Charter Public School-Prospect

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

<b>Community Day Charter Public School-Gateway</b>		
<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2013-2014</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	2	1.2
Asian	2	1.2
Hispanic	150	93.8
Native American	0	0.0
White	5	3.1
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	1	0.6
Special education	12	7.5
Limited English proficient	129	80.6
Low income	135	84.4

Community Day Charter Public School-Gateway

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

<b>Community Day Charter Public School-R. Kingman Webster</b>		
<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2013-2014</b>		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	3	1.9
Asian	1	0.6
Hispanic	145	90.6
Native American	0	0.0
White	11	6.9
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	8	5.0
Limited English proficient	93	58.1
Low income	123	76.9

Community Day Charter Public School-R. Kingman Webster

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



<b>ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
<b>Community Day Charter Public Schools</b>			
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	
Rebecca Morse, Director of Special Education and ELL	Oversee implementation of the State and Federal requirements of special education for each school	July 2013	
<b>Community Day Charter Public School-Prospect</b>			
Meghan Wilson, Head of 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	
<b>Community Day Charter Public School-Gateway</b>			
Abby King, Head of School	Supervise/evaluate faculty and programs	July 2012	
<b>Community Day Charter Public School-R. Kingman Webster</b>			
Patricia Teichman, Head of School	Supervise/evaluate faculty and programs	August 2004	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2013-2014 school year</b>	<b>Departures during the 2013-2014 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Community Day Charter Public School-Prospect				
Teachers	52	1*	4	*stayed home after maternity leave 3 moved out of state 1 contract not renewed
Other Staff	6	1*	2	*accepted another job 2 moved out of state
Community Day Charter Public School-Gateway				
Teachers	26	0	7	1 staying home with newborn 2 contracts were 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	26	0	11	5 moved out of state 6 accepted another job
Other Staff	4	0	0	

<b>BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election &amp; expiration)</b>
Eric Stacey	President	Executive Committee	Currently serving 2 <sup>nd</sup> 5 year term	5 years (Current term: May 2010 – May 2015)
Priscilla Loring	Treasurer	Finance, Building, and Executive Committees	Currently serving 2 <sup>nd</sup> 5 year term	5 years (Current term: May 2011 – May 2016)
Jack Flynn	Clerk	Finance, Volunteer, Building, and Executive Committees	Currently serving 2 <sup>nd</sup> 5 year term	5 years (Current term: May 2011 – May 2016)
Gail Carey	Member		Currently serving 2 <sup>nd</sup> 5 year term	5 years (Current term: May 2010 – May 2015)
Myrta Cupeles	Member		Currently serving 2 <sup>nd</sup> 5 year term	5 years (Current term: May 2011 – May 2016)
Alcira Marin Kane	Member	Finance, Building, and Executive Committees	Currently serving 2 <sup>nd</sup> 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)

## 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 2015-2016 school year are provided as follows.

Action	Date(s)
Student Application Deadline	All Schools: February 10, 2015
Lottery	Lottery for each school: March 3 (Prospect), March 4 (Webster), and March 5 (Gateway), 2015