

Community Day Charter School

Annual Report 2002-2003

Community Day Charter School
Established 1995

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**Community Day Charter School
2002-2003**

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Executive Director*

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Head of Upper School*

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President
(Merrimack Valley Legal Services)*

*Gail Carey, 1996
Treasurer*

*Nestor Louis Torres, 1997
Clerk
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*Zoila R. Irizarry, 1997
(Van Insurance Agency)*

*Susan Chrisemer, 1995
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*William Webber, 1995
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Richard Harrigan

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Brenda Sullivan

Sonia Jaime

Nestor Louis Torres

Misael Martinez

Ramona Torres

Belgica Urbaez

July 2003

Dear friends,

I am pleased to offer this annual report for the 2002-2003 school year, the eighth year of operation of Community Day Charter School. Our school leaders, faculty, staff and students have once again worked very hard to promote excellence in every aspect of school life. Parent involvement continued to be a key element to our success. Parents served on the Parent Advisory Board, contributed many volunteer hours in a variety of school activities and achieved 100% participation at Parent Teacher Conferences. Board members provided strong leadership to ensure that the financial and academic foundations of our school remain strong. As in the past, the Board received no formal complaints of any kind.

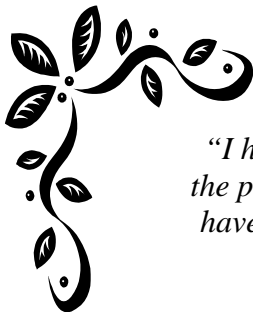
MCAS results and high school placement information included in this report give strong evidence that CDCS students are meeting the challenge to reach high levels of academic achievement. On June 20 we celebrated the fourth, and at 25 students, the largest graduation of eighth graders in the school's history. Once again, many of our graduates are going on to selective secondary schools, a testament to their efforts and to the hard work of their teachers, school administrators, parents, the Board of Trustees, and the many volunteers who are dedicated to preparing our students for future success.

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

Very truly yours,

Alcira Marin Kane

Alcira Marin Kane
President, Board of Trustees



"I have learned from my mistakes and I have grown...without the people in this school I would be another kid (whose) dreams have been lost"

German Luis Disla, Graduate Speaker
June 20, 2003

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EXECUTIVE SUMMARY

It is with great pride and appreciation that I write this letter regarding the Community Day Charter School year 2002/2003. In many ways this year was the culmination of seven years of development activities, hard work and shared dreams on the part of parents, board, teachers and school leaders and marked the first year of full student enrollment: 306 children.

As I look back to the early days of the school's founding, it becomes clear that the work of the school's founders in reaching out to the community for vision and support was integral to CDCS success. Put another way, market research and customer satisfaction guided many of the early decisions regarding all aspects of the school. In school year 2002-2003, parents spearheaded an effort to examine and update the school's Code of Conduct that was approved by the board of directors and will be promulgated for the coming year. Involving parents in meaningful ways to support the school's goals provides the basis of a partnership that continues today.

The cornerstone of the school's mission has been student academic achievement. Success in that area has been consistent and strong throughout the years. Once again standardized test scores (both the school's and the state MCAS) reflect that success. CDCS students continue to gain entrance and scholarships to competitive secondary schools and continue to have successful academic records at those schools.

CDCS has remained faithful to other core elements of its charter. English immersion is maintained in classroom teaching but Spanish is taught in every grade. Parent communication is in both English and Spanish. Holidays, food and the school's performing arts reflect the Caribbean and South American heritage of our families.

Individualized learning plans for all students support the school's belief that all children can be successful learners and that all children are special. When the usual teaching strategies fail, the faculty is charged with adopting new ways of helping children develop skills and master curriculum content. The school environment is rich with activities that expose students to a range of experiences: science club, chess, the arts, sports and field trips.

Community collaborations and partnerships remain strong. Lawrence district schools are generous in their sharing of athletic facilities. CDCS and the district partner on competitive state and federal grant opportunities. The city's ethnic clubs share resources with the school. Volunteer mentors from surrounding towns teach chess, head up science projects and provide tutoring to students and assistance to classroom teachers.

In all ways the school has been successful in achieving the goals set out in its original charter. We are very much still a work in progress. Academic achievement remains a steady challenge that inspires and demands continuous improvement in teaching strategies and curriculum design. Other aspects of the school have been targeted by our community as areas for future development. We look forward to next year's rechartering process and welcome the opportunity it offers for objective analysis and goal setting.

It is impossible to speak about the CDCS story without mention of our teachers who are the driving force for the school's success. I commend them for their willingness to take risks, for their openness to change and experimentation but above all for the hard work which sets a standard for students. We are proud to announce that Geoff Bruno, former CDCS science teacher has been appointed as head of upper school. He will be joined by veteran Margaret

Kramer, senior school leader and administrative mentor in providing leadership for the coming year.

CDCS continues to provide support for the dissemination of the school's best teaching practices. The summer of '03 marks its fifth year of successful curriculum institutes offered by CDCS faculty for teachers from charter and district schools. The school is on the cutting edge of using data from standardized test scores to inform teaching strategies and shape curriculum. This year's institute will also incorporate the use of technology in this process.

The school is also proud of the role it has played in charter school advocacy in Massachusetts. As active participants in the Massachusetts Charter School Association, CDCS lends support to the principles of school choice for all families of the commonwealth regardless of family income.

Charter schools are an essential component of education reform. To be effective they must meet the goals of their charters. Charter schools are hard work. To be successful, they take a community. Congratulations to the CDCS community and on to the next eight years!

Sincerely,

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

Sheila Balboni
Executive Director

ABOUT COMMUNITY DAY CHARTER SCHOOL

Mission Statement

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

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

- ◆ **Grades Served:** Our school serves Kindergarten 1 and Kindergarten 2 through grade 8 with an Upper School for grades 5 - 8 and a Lower School for grades K1 and K2 - 4. Our enrollment this past year was 306 students, 201 of whom were Spanish speaking. One hundred percent (100%) of the students came from Lawrence.
- ◆ **Calendar/ Hours of Operation:** The school opened on September 3rd and closed June 20th, for 185 scheduled teaching days. The school day is 8 hours, Monday through Friday, from 8:00 A.M. to 4:00 P.M. Before and after school child care is available to families for a nominal charge from 6:45 A.M. to 5:30 P.M. The school year was extended with a special summer session for 85 children during July to help them with remedial work in literacy, math and science. The calendar for 2003 - 2004 is September 2 - June 20, for 185 teaching days.
- ◆ **Library and Computer Resources:** The school has 8,000 titles in its library and a network supporting four computers in each classroom, all equipped with CD ROM, speakers and Internet access. The school maintains an up-to-date Web site, www.cdcs.chtr.k12.ma.us. CDCS has established an Intranet (an internal web site) that bookmarks particular age and subject appropriate sites for each curricular unit as well as allowing teachers and students to post and receive homework assignments from home.
- ◆ **Transportation Services:** Buses are available, free of charge, for students who live outside the two-mile limit from the school. There is a nominal charge for children who live within that range.
- ◆ **Food Services:** Breakfast and hot lunches, prepared at the school, are available daily.

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

The deadline for submission of applications for the 2003-2004 school year was March 4 and the lottery was held on March 11. Media advertising and open houses were used to reach new parents in the community. Youngsters were placed on the wait list according to the order drawn in the lottery. This wait list is maintained on a database. Siblings are given priority when openings are available. As in the past, the number of applicants far exceeds the openings available. Twelve students withdrew during the 2002-2003 school year because their families moved out of Lawrence. All openings that occurred during the school year were immediately filled with the next student on the wait list.

Grade	K 1	K 2	1	2	3	4	5	6	7	8	Totals
Applications Received Prior to Lottery	79	95	58	35	66	75	92	62	51	35	648
Wait List as of July 1, 2003	62	96	60	32	64	77	91	64	51	35	632

There were only seven openings for non-siblings in Kindergarten. Currently, there are twenty-six siblings on the wait list.

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

The Board of Directors addressed important topics this past year including: a review and revision of the CDCS Code of Conduct; and preparation and participation in the Massachusetts Department of Education’s Accountability Site Visit.

Board Meetings 2002-2003

October 23, 2002	March 19, 2003
December 4, 2002	April 9, 2003
January 8, 2003	May 21, 2003
February 5, 2003	June 19, 2003 (Annual Meeting)

Schedule for 2003-2004

To be determined



A COMMUNITY OF TEACHERS AND LEARNERS

Curriculum Design, Teaching Methodology & Academic Focus

CDCS designed its original curriculum, a series of integrated thematic units, based on the Modern Red Schoolhouse standards. As the Massachusetts Curriculum Frameworks have been approved and revised, the faculty have aligned the Modern Red Schoolhouse standards with them, writing their own performance levels for each grade level in every subject to meet the standards set by the state. The result is a carefully woven and well-articulated map to guide instruction in every core discipline at each grade level. The Massachusetts standards are widely acknowledged to be among the most rigorous and knowledge-based set of standards available for American schools. Consequently, the instructional framework, which guides teaching and learning at CDCS, is among the most challenging imaginable. Teachers use a variety of activities for instruction which integrate the various disciplines. Multi-week teaching units are entered into a database which tracks specific standards, assessments and activities. Learning English is a central task for students at CDCS. Teachers develop vocabulary lists and seek to promote fluency, orally as well as in written form.

- ◆ **Approach to Special Education:** CDCS develops a Personal Education Goal (PEG) for each student. When a student needs modifications due to special needs, those modifications are included in a plan of action approved by parents and the school. The plan of action becomes part of the PEG. All students participate in the regular curriculum. Students receive support to reach their potential through a variety of means -- tutoring, pull-out instruction, small group instruction and work with specialists. Specific support services provided include: speech and language therapy, counseling, physical therapy, occupational therapy and remedial academic instruction.

- ◆ **Approach to Bilingual Education:** In accordance with Chapter 71A of the General Laws of Massachusetts, by March 1 of each year Community Day Charter School determines the number of limited-English speaking students enrolled in the school. The Language Assessment Scale is used for this purpose. The state law requires that whenever a school has twenty or more students within the same language classification that it must provide a Transitional Bilingual Education (TBE) Program. In this program children are instructed in both their primary language and in English. Parents have the right to enroll their children in such a program if they so choose. If parents waive the right to the TBE program, their children are instructed in an English immersion program with all instruction provided in English. CDCS teachers have been trained to support second language learners. Bilingual staff members provide support to students who need extra help. During 2002-2003 all students were instructed in the English immersion program. All CDCS students take Spanish as a required subject with the goal that they will be able to speak and write Spanish by grade 8. The school as a whole values bilingual skills and encourages students to value their native language and culture. Parents receive communications in English and Spanish, and parent conferences are held in the native language of the parent.

- ◆ **Teacher to Student Ratio:** The average ratio is 1 Teacher to 11 Students.

◆ **Student Data:**

Racial /Ethnic Distribution:	Hispanic.....	249.....	81 %
	White41.....	13 %
	African American14.....	.5 %
	Asian.....	.2.....	.1 %
Gender Distribution:	Male.....	153.....	50 %
	Female	153.....	50 %
Limited English Proficient:44.....	14 %
Linguistic Minority.....	201.....	.66 %	
Lawrence Residents.....	100 %		
Students who received special services.....	.73.....	.24 %	
Qualified for free lunch	152.....	.50 %	
Qualified for reduced price lunch.....	.61.....	.20 %	
Average Attendance Rate	290.97...	95 %	
Average Membership Rate.....	306.00...	100 %	
Suspensions and Expulsions:			
	In-school Suspensions:	14	
	Out-of-School Suspensions:.....	15	
	Expulsions:.....	0	

◆ **Staff Information:**

Number of Full Time teachers:	33
Number of Part Time Teachers	3
Number of Assistant Teachers	5
Administrators and Other Instructional Staff	17
Staff Turnover	13 (23%)
Number of Highly Qualified Teachers*	31 (86%)

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

Performance Objectives 2002-2003

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

Method of Assessment

- Pre-Kindergarten Language Fluency Scale
- Brigance Screening for Kindergarten
- MCAS Test Results
- Teacher assessment / student portfolios
- Terra Nova Test

Summary of MCAS Results

MCAS 1999 Average Scaled Sores for Grade 4

	CDCS	Lawrence	State
English	226	222	231
Mathematics	227	220	235
Science and Technology	232	223	240

MCAS 2000 Average Scaled Sores for Grade 4

	CDCS	Lawrence	State
English	230	222	231
Mathematics	232	219	235
Science and Technology	239	224	241

MCAS 2000 Average Scaled Sores for Grade 8

	CDCS	Lawrence	State
English	247	226	240
Mathematics	236	210	228
Science and Technology	227	209	228
History and Social Science	227	209	221

MCAS 2001 Raw Scores for Grade 3

	CDCS	Lawrence	State
Reading	29	24	30

MCAS 2001 Average Scaled Sores for Grade 4

	CDCS	Lawrence	State
English	236	228	239
Mathematics	230	223	235

MCAS 2001 Average Scaled Sores for Grade 6

	CDCS	Lawrence	State
Mathematics	241	219	233

MCAS 2001 Average Scaled Sores for Grade 7

	CDCS	Lawrence	State
English	247	228	239

MCAS 2001 Average Scaled Sores for Grade 8

	CDCS	Lawrence	State
English	250	232	242
Mathematics	244	218	233
History and Social Science	229	216	224

MCAS 2002 Raw Scores for Grade 3

	CDCS	Lawrence	State
Reading	31	24	30

MCAS 2002 Average Scaled Sores for Grade 4

	CDCS	Lawrence	State
English	235	228	239
Mathematics	231	221	236

MCAS 2002 Average Scaled Sores for Grade 6

	CDCS	Lawrence	State
Mathematics	252	219	235

MCAS 2002 Average Scaled Sores for Grade 7

	CDCS	Lawrence	State
English	243	230	242

MCAS 2002 Average Scaled Sores for Grade 8

	CDCS	Lawrence	State
Mathematics	252	218	232
History and Social Science	240	215	224

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

The Massachusetts Department of Education Office of Educational Quality and Accountability has determined that Community Day Charter School has exceeded the state performance targets for Cycle II (2001-2002) in English Language Arts and Mathematics and therefore has made Adequate Yearly Progress (AYP).

	CDCS Cycle II Performance Index	State Cycle II Performance Target
English Language Arts	82.6	70.7
Mathematics	69.9	53.0

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

Method of Assessment

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

Summary of Terra Nova Results

Test results are often reported as Normal Curve Equivalent (NCE) scores in order to compare achievement across subject areas over time. The NCE is a standard score with a known mean (“middle” or “average”) and standard deviation (distribution of scores). NCE scores of 1, 50 and 99 correspond to percentile ranks of 1, 50, and 99 respectively. A comparison of the Terra Nova Test results for June 2002 and June 2003 are provided to demonstrate student progress from one year to the next.

**Terra Nova Grade Mean Normal Curve Equivalent Scores
Measuring Student Progress from previous grade (2002) to current grade (2003)**

Grade	K	K	1	1	2	2	3	3	4	4
Test Date	6/03	6/02	6/03	6/02	6/03	6/02	6/03	6/02	6/03	6/02
Reading	53.3	52.3	54.8	76.0	64.9	57.1	60.5	59.3	53.7	59.9
Language	54.6	62.2	62.8	72.0	64.4	54.4	62.0	61.5	59.5	59.0
Math	49.9	53.2	53.8	66.5	64.0	61.3	57.5	57.3	61.3	55.9
Science			43.8	66.6	54.9	57.3	49.0	48.5	51.5	51.7
Social Studies			51.5	53.2	73.4	57.0	49.5	50.3	50.0	49.2

Grade	5	5	6	6	7	7
Test Date	6/03	6/02	6/03	6/02	6/03	6/02
Reading	51.3	57.9	51.8	54.6	56.9	50.1
Language	49.6	57.4	58.8	57.2	58.4	50.8
Math	54.0	57.6	59.2	61.9	56.1	55.2
Science	52.0	56.6	52.9	54.6	50.8	46.7
Social Studies	46.7	52.8	52.0	52.6	52.7	46.9

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

Method of Assessment

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

Summary of Results

- Parents participated enthusiastically in many aspects of school life, including 100% participation in parent/teacher conferences.
- Parents provided the leadership and direction for the Parent Advisory Board, achieving a quorum 100% of the time.
- There were no violations of the CDCS Code of Conduct for use of tobacco, alcohol or other drugs, or instances of weapons or violence/serious fighting among students.
- The school counselor provided a range of services for students and their families, including consultation and counseling services, and referrals to appropriate health and human services providers.
- CDCS developed and implements a healthy food policy for all grades.
- A committee of parents, teachers and administrators worked together to review and revise the Code of Conduct to ensure that it reflects the values of the school.
- A bilingual (English/Spanish) Parent Educator facilitated monthly parent meetings in Spanish to address topics focused on strategies and activities that contribute to the healthy growth and development of their children.

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

Method of Assessment

- Teacher developed assessments to measure students' speaking, listening, reading and writing skills.

Summary of Results

- Two fluently bilingual Spanish teachers (one part time and one full time) provided Spanish instruction for all students in Kindergarten through Grade 8.

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

Method of Assessment

- Academic success as measured against assessment standards
- Measures of in-school suspensions
- Measures of student attendance

Summary of Results

- Carefully crafted assessments are the basis for individual goals set for each child in the form of a Personal Education Goal (PEG).
- In addition to setting individual goals, teachers write units which incorporate a variety of learning modalities in an attempt to motivate and engage as many students as possible.
- The school has developed additional opportunities for students to use academic skills in ways which maximize individual achievement, building leadership skills and providing opportunities for real life application of skills. As an example, students in grades 7 and 8 participated in a school-wide competition to design the *City of the Future for the National Engineers Week Future City Competition*. Students were responsible for generating a three-dimensional, to-scale model of a futuristic urban design, a comprehensive computer-based simulation of a working city, and a well-thought out essay outlining how their city will handle a specific environmental or health-related challenge. Students were challenged to apply content learned in mathematics, physical, life, and earth science as they engaged in hands-on experiences involving engineering and the design process, transportation technology, materials & design, bioengineering, and communications, incorporating the learning standards of the Massachusetts Curriculum Framework for Science and Technology/Engineering.
- Upper school students assist lower school students with reading, mathematics and utilization of computers.
- All students are provided opportunities to demonstrate learning through presentations during student assemblies and special events scheduled throughout the school year.
- Teacher/student ratio of 1:11 facilitates instruction that is highly individualized, maximizing opportunities for students to reach a high level of academic achievement.
- Teachers set achievement goals and identify instructional strategies based on a thorough analysis of test results for each grade, classroom and student.

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

Methods of Assessment

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

Summary of Results

- The school developed individualized plans for the professional development of all staff, assistant teachers and teachers.
- New Teachers are paired with an experienced Mentor Teacher who supports the new Teacher throughout the first year as he or she learns how to implement thematic,

standards-based teaching units; effectively manage the classroom and interactions with students; efficiently use technology for both instructional and administrative purposes; and address the individual needs of students.

- All administrators, teachers, assistant teachers and learning specialists participate in an intensive, annual professional development institute that includes presentations and hands-on activities that focus on the alignment of CDCS curriculum with the Massachusetts frameworks; development of standards-based curriculum units; assessment of student performance; individualizing instruction to meet student learning needs; and technology utilization and management.
- Throughout the year faculty and staff participate in professional development activities including workshops and conferences sponsored by the Massachusetts Department of Education; in-house trainings offered by qualified experts to facilitate the implementation of new programs; and courses or seminars offered by local colleges and universities in order to increase their content knowledge; enhance pedagogical skills; and obtain/retain licensure in the appropriate subject/grade.
- Faculty and staff of CDCS successfully secured a highly competitive Technology Enhancement Grant from the Massachusetts Department of Education to develop and implement the *Using Technology for Assessment, Data Gathering and Analysis* professional development institute to share its data-driven curriculum development model with other public school teachers throughout Massachusetts.

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

Method of Assessment

- Parent surveys
- Student turnover statistics
- Media Coverage

Summary of Results

- Parent responses to spring 2003 surveys indicate a high degree of satisfaction with the quality of teaching, school management, accessibility, school-home communication, class size and curriculum. Parents' responses to open-ended survey questions pointed to a range of programs and services that illustrate why CDCS has been the right choice for their children, citing the school as a reason for staying in the city.
- Less than 4% (12) of CDCS students withdrew during the 2002-2003 school year because their families moved out of Lawrence.
- The city has supported the School with funding and in-kind services.
- CDCS has been an active, participating member of the Lawrence Public Schools Agency Partnership Advisory Network (APAN). Under the leadership of the Lawrence Public Schools, APAN members collaborated on a U.S. Department of Education *Safe Schools/Healthy Students* application, which successfully secured a three-year \$7.5 Million grant to provide a comprehensive, integrated prevention and early intervention services delivery system that will provide Lawrence children and families with the services necessary to develop healthy, substance and violence free lifestyles.

A COMMUNITY OF PARENTS AND FAMILIES

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

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

During the 2002-2003 school year parents attended secondary school placement information nights and MCAS Test information meetings. Parents worked with both the governing board and the Parent Advisory Board in organizing and sponsoring a series of social, cultural and fund raising events including two successful golf tournaments and Scholastic Book Fairs, a Charter School Basketball Tournament, the Teacher Appreciation Breakfast, musical programs and the Winter Pot Luck Family Celebration. Volunteer activity on the part of parents also included assistance in the classroom, office, library, and on field trips. A conservative estimate of total parent volunteer time would exceed 1500 hours.

The Parent Advisory Board meets regularly, giving parents an opportunity to plan programs that encourage parental involvement in the school. The PAB addresses a range of issues from academics and curriculum to fundraising. The PAB seeks to represent the concerns of parents of all children at the school, special needs, at-risk, limited English proficient and high achievers. Meetings are open to all parents as well as to the general public and are held at 7 p.m. on the first Monday of each month, during the school year, in the Lower School. Spanish translation is provided at all meetings. The Parent Advisory Board includes representation for Special Education, Title I and Bilingual Programs. The goal of the PAB is to work together to address the needs of ALL students.

A COMMUNITY REACHING OUT

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

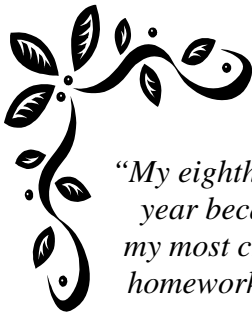
- ◆ CDCS students conducted a food drive for the Lazarus House Homeless Shelter and a clothing drive to support Planet Aid.
- ◆ Parents held a uniform exchange to benefit CDCS families.
- ◆ Mentors/Academic Tutors from the surrounding area, including members of the Gillette Retiree Outreach Program (GROUP) provided more than 500 hours of individual instruction.
- ◆ Lower School students enjoyed monthly visits from the Child Care Circuit's *Discovery Van*, a mini-museum, mobile resource room and lending library on wheels that provides multi-sensory, multi-disciplinary educational experiences that reinforce language and literacy development.
- ◆ Students took field trips to historic sites, museums and art centers including the Rogers Center for the Arts at Merrimack College.
- ◆ The Lawrence Public Schools shared athletic space for the CDCS basketball program.
- ◆ Students used city playing fields and frequently visited the Lawrence Public Library.
- ◆ Mayor Michael Sullivan spoke to CDCS students about the challenges involved in running their city.

High School Placement

Our third graduating class of grade 8 students had many options for secondary school enrollment with the majority of the nineteen graduates opting to attend private schools. We are most grateful to a local benefactor, and to the high schools themselves, for providing a combined total of \$265,000 (representing the first year of a four year commitment) in scholarships and financial assistance to the CDCS Class of 2003. High school plans for the graduating class of 2003 are as follows:

Central Catholic High School	1 student
The Dublin School	2 students
Essex Agricultural and Technical School	1 student
Georgetown High School	4 students
Lawrence High School	1 student
Noble & Greenough School	2 students
Pingree School	2 students
Presentation of Mary	3 students
Shackleton School	1 student
Whittier Regional Vocational Technical School	7 students
Undecided.....	1 student

Our congratulations to these outstanding young people; we wish them every success in high school and beyond.



“My eighth grade year was my best and most challenging year here. It was my best year because we had learned so much and had so many responsibilities. It was my most challenging year because I had to learn how to manage my time...we had homework for every class...we had to apply for high schools and do many essays. Thank you for your time everyone.”

German Luis Disla, Graduate Speaker
June 20, 2003

Financial Report

Statement of Operating Revenues and Operating Expenses Unaudited

	FY 03 Actual* (as of July 25, 2003)	FY 2004 Budget (July 1, 2003 – June 30, 2004)
<i>Revenue</i>		
Tuition	\$ 2,695,973	\$ 2,426,375
Grants	630,984	505,000
Lunch	97,023	97,000
Transportation and Other Fees	38,318	35,000
Donations	34,271	60,000
Other	3,369	5,000
<i>Total Operating Revenues</i>	\$ 3,499,938	\$ 3,128,375
<i>Expenses</i>		
Personnel	\$ 2,410,613	\$ 2,350,000
Other Direct Student Costs	311,152	320,000
Occupancy	261,369	275,000
Plant Renewal & Replacement	125,000	75,000
Other	231,838	245,280
<i>Total Operating Expenses</i>	\$ 3,339,972	\$ 3,265,280

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

Balance Sheet

Current Assets	\$ 988,266
Fixed Assets (net)	73,476
Other Assets	855,445
Total Assets	\$ 1,917,186
Current Liabilities	\$ 458,417
Net Assets	1,458,770
Total Liabilities and Fund Balance	\$ 1,917,186

Fundraising

The School raised funds for the following during the year ending June 30, 2003:

Library Program	1,000
Sports Program	8,911
Scholarships	104,510
Summer School	18,100
Grade 8 Trip	4,976
Music Program	3,000
Drama/chess/clubs	970
	\$ 141,467

Fiscal Year 2003 State and Federal Grants Received

Academic Support Services Program	2,200
Charter School Facilities Program	37,718
Early Childhood Mental Health Program	4,000
English Proficiency Assessment Testing	128
Enhancing Education Through Technology	4,067
Improving Educator Quality	27,691
Quality Full-Day Kindergarten Program	42,240
Safe and Drug-Free Schools Grant	3,468
Special Education Entitlement	50,646
Special Education Program Improvement	7,500
School Breakfast Program	11,760
Technology Enhancement Grant Program	76,000
Title I Basic and Concentration Grant	160,594
Title V Innovative Programs	3,543
U.S. Dept. of Education Elementary School Foreign Language Program	<u>6,361</u>
Total State & Federal Grants	<u><u>\$ 437,916</u></u>