

2003-2004 Annual Report

Lowell Community Charter Public School

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August 25, 2004

Dear LCCPS Community:

Each school year has had a significant theme at Lowell Community Charter Public School. During the 2003-04 school year we reflected on our first four years of operation and focused our attention on the school's future. The results of our reflections are summarized by our first charter re-certification application which has been submitted to the Massachusetts Department of Education (DOE). We look forward with excitement and optimism to the DOE's recognition of the hard work we are doing here culminating in the renewal of our charter.

I believe we are transitioning out a time of questioning and uncertainty regarding our capacity to deliver a comprehensive educational program for our largely minority population of Hispanic, Cambodian and African-American students. Our MCAS results indicate we are moving in the right direction. This is evident in the results of the most recent test where 89% of our 3rd grade students scored a passing grade on the 3rd grade MCAS Reading Exam, a significant improvement from the 63% who received a passing score the previous year. In other areas, the percentage of LCCPS students achieving a passing score increased by at least 18% in each of the areas tested by MCAS.

We have momentum and we are not going to look back, as we focus on the tasks ahead of us. We will continue to build on our strong reading curriculum. A *Success For All* internal assessment conducted in the winter of 2003 showed over 85% of our students reading at or above grade level. We will continue to reinforce our students' ethnic background with their native languages and cultures. We continue with our trademark policy of teaching a second language to all our students starting in kindergarten. Our 7.5 school hour daily program and two week extended school year should enable us to continue to improve on all aspects of MCAS.

Our financial health and viability as a school remain strong. Our enrollment went from 470 in school year 2002-03 to 554 in 2003-04. For the upcoming year enrollment will be 651. As per our charter, we will continue to expand by one grade each year. For the 2004-05 school year, we have added a 7th grade component to our school. We will continue to add a grade each year until we are a fully functioning school serving students from kindergarten through grade 12. The Board has secured space, in the same facility, to accommodate this growth.

The following are the amendments and major policies changes implemented during the 2003-04 school year:

- The Board voted to change policies as indicated in our Personnel Handbook related to:
 - Grievance procedures
 - Sick/personal days for faculty and staff
- Expanded/improved benefits for teachers and staff.
- Temporary establishment of a primary school leader.
- Submitted re-certification charter application.
- The Board voted to add the word “Public” to the school’s name; adopting the name: “Lowell Community Charter Public School”
- The Board signed agreement with the school’s present lessor (Appleton Mill No.5 Realty Trust) to exercise leasing contract to extend leasing period. An addendum to the existing lease will provide necessary space for five extra classrooms and several offices.

The accomplishments presented here reflect the dedication and commitment of all the members of the Lowell Community Charter Public School’s community. This community has set high expectations for the School. By remaining focused and working as a team we will exceed those expectations and succeed in our mission to fulfill our vision. We shall not fail our children.

Thanks to the tireless staff, teachers, parents and Board of Trustees for their dedication to making this school a success.

Con sinceridad y afecto,

Roman B. Jaquez/ Chairman



Official/written complaints received by the Board

The Board received two letters from outside the school.

- The Board received one complaint letter on October 19, 2003 from a community individual and former school teacher who was concerned with the school’s level of respect for cultural diversity. The school staff and Board of Trustees are participating in diversity sensitivity training scheduled for September 2004.
- The Board received a letter from PET (Parents and Educators Together) expressing their concern with the safety of students crossing the street outside of the school. The School has hired a permanent person to direct traffic during the opening and closing of the school day.

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MISSION STATEMENT

The purpose of the Lowell Community Charter Public School is to prepare a diverse cross section of Lowell children for success as students, citizens and workers by providing them with a comprehensive curriculum in a supportive, challenging, multicultural learning environment. The school's highest priority is the promotion of academic achievement for all students in each of the areas addressed by the Massachusetts Curriculum Frameworks – including English; reading and language arts; writing; mathematics; science; health and fitness; world languages; art; and music – as well as character and ethics. The Lowell Community Charter Public School will place special emphasis on the contributions that immigrants have made to American life and to Lowell's development over the years, and on the culture, language and history of the Southeast Asian and Latino peoples who comprise a substantial portion of Lowell's present day population.

The school will actively promote the joy of discovery and creativity in the learning process, and will integrate the use of technology into aspects of instruction. The opportunity for learning will be enhanced through a longer school day and an extended year. Student achievement will be demonstrated in measurable terms to parents, students, and the community at large.

EXECUTIVE SUMMARY

Lowell Community Charter Public School (LCCPS) has completed its fourth year of preparing children of Lowell to succeed as students and citizens. In four years, LCCPS has celebrated numerous successes while facing many challenges. The successes include responding to demand by doubling enrollment, overwhelming parent satisfaction, and laying the foundation for academic success for low-income immigrant children. The challenges have ranged from those inherent in creating a new charter school from the ground up, and others that appear to be more unique to LCCPS in particular. At the close of the school's fourth year, LCCPS is emerging as a model for urban public school performance and reform.

Like many American urban public schools, at LCCPS we are educating first and second generation immigrant children. Simply, we are providing rich academic instruction in English to English-as-a-second-language learners. The percentage of these students at LCCPS is much greater than in nearly every public school in the Commonwealth. This creates specific challenges that the school is dedicated to working past. We expect our students to master the English language and all other appropriate academic content. At the same time we provide them with daily World Language instruction that will allow them to develop the literacy skills in their first language to perform as literate bilingual citizens.

LowellCommunity Charter Public School is able to report on the success of its academic programs. The vast majority of students at LCCPS have increased their reading proficiency since entering the school. In the winter of the school's fourth year over 85% of all students are reading at or above grade level based on the Spring Success For All assessments. The school has three years of TerraNova data that indicates that most LCCPS students are progressing at the national average. In addition, data for students who have been at the school the longest indicates consistent growth towards Proficient on the MCAS as described by the state of Massachusetts.

The Spring MCAS results show dramatic improvement in every area and in every grade over the 2003 results. Notably, in 2003 37% of students in grade 3 failed the reading test; in 2004 12% failed. Also in 2003 7% scored in the Proficient category, and in 2004 that percentage increased to 36%. Most remarkably, 4th grade ELA scores jumped from a 71% failing rate in 2003 to 29% failure rate in 2004.

One of the most significant modifications of the program in the 2003-2004 school year has been the implementation of the Reading First Initiative. This federally funded program has provided the school with on-going high quality professional development and hundreds of thousands of dollars worth of teaching and reading materials. This program allowed the school to identify and utilize student achievement data to target instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. As we enter the school's second term with renewed focus on the five elements of reading instruction, we eagerly anticipate a more rapid increase in student achievement.

At the writing of this Annual Report, LCCPS has preliminary MCAS results from the 2004 spring administration. The results indicate that LCC PS has "turned the corner" on state mandated assessments and is clearly demonstrating that students are learning at our school.

Organizational viability continues as one of the school's most unique strengths. The school has smoothly handled continuous yearly growth (LCCPS has added a grade every year). In the summer of 2004, the board is renovating Mill 5, the mill adjacent to its current location will eventually double the physical space of the school.

Those at Lowell Community Charter Public School look to the fifth year of its original charter with eager anticipation. As the school grows, so does the strength of its programs. The needs of the

students who reside in the city of Lowell will remain the same: they need and deserve excellent and committed teachers, strong academic programs, wrap-around social services, and the highest of expectations for their productivity and success.

EDUCATIONAL PHILOSOPHY

Lowell Community Charter School is a school where all children are expected to succeed. It is the intent of the school that none of the students at our inner city school will drop out of school and all will go on to higher education after graduation from LCCS, thus, the school's highest priority is the promotion of academic achievement for all students. For this academic success to occur, the school has focused on literacy first. Our primary task is to teach limited English speakers to read and write in English. Every student receives a minimum of 135 minutes of reading and writing instruction each day.

Although LCCS has a longer school day than all Lowell district schools, our students are expected to complete homework each night. In 2003–2004, all students in grades were required to read for twenty minutes each day and to complete writing and math homework daily. Our student's day is devoted to academics. The teaching schedule is designed for large uninterrupted blocks of instruction in reading, writing, math, science, and social studies. Additionally, all students receive daily instruction in Khmer or Spanish. Other "specials" include art and physical education.

One hallmark of the school is the relationship between teacher and student and teacher and parent. Four times each year, every classroom teacher sits down with parents and their child to review three major documents: the quarterly report card (which includes student current reading level), the student's portfolio, (samples of student work) and the Quarterly Learning Contract. The QLC is a contract that is created by the teacher, parent, and student that sets academic or social/emotional goals for the student that will be worked on, evaluated, and reset each quarter. Over 90% of our parents attend each of these quarterly conferences due to the commitment of the parents and that of the staff who "bend over backwards" to make themselves available to meet at the convenience of the parents. Staff holds conferences at any time (day or night) and conducts them at the student's home if transportation is an issue for the family.

LCCS acknowledges the needs of its families. In addition to a safe and productive school, our families appreciate other supports. We provide *free* before and after school care for over 130 students each day. Working parents may drop off their children at 6:15AM. At 7:30AM we serve breakfast to most of the students at the school. At the end of the day, students whose parents are still at work are enrolled in our *free* after school program until 6:00PM. In 2003-2004, all staff in the After School Program were qualified teachers who provided nurturing and student-centered after school care and instruction.

Teachers at Lowell Community Charter School utilize a variety of teaching methods, and cooperative learning dominates every classroom. Students work in teams of 3-5, and also work independently depending on the task. Teams are encouraged to discuss the work and "think together." Teachers award team points to acknowledge success and to motivate students to

share ideas and skills. The school also provides individual and small group tutoring to students who are working below grade level.

Lowell Community Charter Public School Annual Report

Summary of Performance

SCHOOL PERFORMANCE

1. Academic Success and Accountability

Lowell Community Charter Public School has established the following academic goals in its revised Accountability Plan, approved June 2003:

◆ **Academic Goal 1**

Students who have been at the school since kindergarten, or for three consecutive years, will demonstrate progressive improvement of reading skills on the MCAS, TerraNova, Success for All quarterly assessments, and Reading First assessments.

Measurement

Progress will be measured against current and previous annual results for each student.

Affirmative Evidence

1) **MCAS:** The MCAS has been given to all students in the 3rd grade at LCCPS for 4 consecutive years. This multiple-choice exam consists of approximately 40 questions. The majority of the questions are based on reading passages which include legends, poetry, non-fiction, and fiction.

A substantial gain was made on the 2004 MCAS reading test. Specifically, the 2004 MCAS reading results for LCCPS revealed that 36% of the students scored at the proficient level. The school posted a gain of 29 percentage points in the amount of students scoring at the proficiency level from the 2003 administration when only 7% scored in the Proficient range. Moreover, on the 2004 MCAS reading assessment, the school posted an impressive decrease in the amount of students scoring at the warning/failing level. Specifically, the amount of students scoring at the warning/failing level decreased from 37% to 12% from the '03 to the '04 MCAS administrations.

2) **TerraNova:** The students at LCCPS have demonstrated growth and continual progress on this nationally recognized, standardized, norm referenced assessment tool. The TerraNova is a highly reputable assessment tool made by CTB McGraw Hill and has been widely used in American public schools for over 50 years. It is a comprehensive test of basic skills and content that reflects national standards.

The TerraNova has been administered to students annually each Spring. In the school's 4th year, the test was given in the Fall and Spring. For three years the school monitored student growth from year-end to year-end; beginning in year four (and going forward) the school will also monitor and report Fall to Spring growth.

A cross-sectional analysis of all students indicates that except for students in grade 1, the performance of the students at LCCPS has significantly improved in the area of reading, as noted by the Median National Percentile (MDNP) gains posted from Spring'01 to Spring '03. The academic gains demonstrated by the students at LCCPS are further enhanced by the fact that the composition of the norming group used by the TerraNova does not reflect the ethnic composition of the school. In other words, the percentage of Asian and Hispanic students attending the school is significantly larger than the percentage of such students in the norming group, yet this group still showed gains.

An examination of the outcomes for students who have remained in the school from Spring '01 to Spring '04 revealed that 43 of 87 students posted gains in reading based on Normal Curve Equivalents (NCE). The average gain in reading was 1.2 NCE's. Moreover, a comparison of the individual student results from the Spring '03 to Spring '04 revealed that 139 out of 237 students (who have been at the school for 3 years) posted gains in reading. The average gain in reading was 4.4 NCE's. (Any gain over 3 NCE's is considered highly statistically significant). A 4.4 NCE gain represents superlative improvement in one year.

The computed growth rates in reading (TerraNova) from the 2001-2002 to the 2002-2003 academic years demonstrate that (except for students in grade 3 in the 2002-2003 academic year), the remaining groups match the national growth rates. Specifically, the academic growth rate for K to 1 was 88% and for 1 to 2 was approximately 97%.

Further analysis of the TerraNova outcomes was conducted in order to assess to what extent three or more years of continuous enrollment at LCCPS effects achievement. The analysis indicated that based on the Spring '01 and '03 TerraNova, 5th grade students who enrolled in '00 demonstrated impressive gains of up to 25 NCE's in reading. Nine students out of eleven made gains over their three years enrolled at Lowell Community Charter Public School.

3) Success For All Reading Assessments: Success For All (SFA) is a scientifically research-based reading program Reading which was developed at Johns Hopkins University and is marketed and managed by The Success For All Foundation. The SFA model is an eclectic approach to the teaching of reading and incorporates whole class, small group, phonics, whole language, frequent testing, frequent regrouping, and one to one tutoring into its comprehensive program. SFA is used in schools throughout the United States, the UK, and Australia. The SFA model is in place at LCCPS in all grades beginning in Kindergarten. Approximately every 9 weeks all students are tested by the reading facilitators and reading staff to determine growth for regrouping or lack of progress to identify students who would benefit from supplemental instruction.

A school based analysis of the SFA reading assessments showed that students who have been enrolled in the school since kindergarten outperform students who enrolled later and have not had the benefits of our consistently applied reading program. Of the current student body, 105 students have been enrolled at LCCPS and in our reading program for three years. According to the final 2003-2004 SFA assessment, 89% of those students are reading at or above their grade level. Comparatively, 74% of the students who have joined the school later and have fewer years with the SFA program are reading at or above grade level. (Students who have remained at LCCPS since 2000 and are participants of the Success for All (SFA) program, N=105, outscored students who joined the program in 2001. Specifically, on the January 2004 SFA assessment administration, the 2000 cohort ("cohort" refers to a group of students who enrolled at the beginning of the same academic year, the 2000 cohort has been enrolled 1 year longer than the 2001 cohort) displayed a higher performance in reading than the 2001 cohort, that is, 86.7% of the students from the 2000 cohort scored at or above mastery where as 63.6% of the students from the 2001 cohort scored at or above mastery) Moreover, the percent of students from the 2000 cohort scoring at the above mastery level far exceeds the amount of students from the 2001 cohort, that is, on the January 2004 SFA assessment 61% of the students from the 2000 cohort scored at the above mastery level where as 20% of the 2001 cohort scored at this level.

Following is an analysis of the SFA assessment outcomes, specifically, a comparison of the achievement levels between the cohorts of students who enrolled in 2000 vs. 2001.

This table shows that the percent of students from the 2000 cohort who scored at or above mastery, on the August 2003 SFA assessment, far exceeds the amount of students in the 2001 cohort who scored at the same level. Specifically, the percent of students in the 2000 cohort who scored at or above mastery is 83.8%, where as 56.4% of the 2001 cohort students scored at or above mastery.

Table 1: Comparison of Cohort Reading Results (SFA)

Year	% At Mastery	% Above Mastery	Combined Total %
2000	44.8	39.0	83.8
2001	40.0	16.4	56.4

The 2000 cohort exceeded the performance of the 2001 cohort by 25.7 percentage points. This data indicates that the longer a student is enrolled at LCCPS, the better they achieve on reading assessments.

Table 2: Percentage of Students Reading At or Above Grade Level Based on Time Enrolled at LCCPS (January 2004 Data)

Time enrolled at LCCPS	Percentage Reading at or above grade level
4 years	90.0
3 years	(Sample too small, under 10 students)
2 years	72.0
1 year	70.5

On the Spring 2004 administration of the SFA assessments, the outcomes showed that overall more students are scoring at the mastery and above mastery levels, however, there is a significant difference in performance between the 2000 and 2001 cohorts. Specifically, 89% of the 2000 cohort students scored at or above mastery levels, where as, 74.5% of the 2001 cohort students scored at or above mastery levels.

Table 3: Percentage of Students At or Above Grade Level Based on Time Enrolled at LCCPS (January 2004 data)

Year	% At Mastery	% Above Mastery	Combined Total %
2000	23.8	65.3	89.1
2001	38.9	35.1	74.0

A note about enrollment: LCCPS is committed to welcoming new members to its student body in all grades to give all children the chance they deserve. While trying to raise all scores, disaggregating data to look at performance over time gives a richer picture of the school's successes with students who have been enrolled longer.

4) Reading First Assessments: In 2003 LCCPS competed for and was awarded a 5-year \$1.2M Reading First Grant. The purpose of this federal grant is to ensure that all students read at grade level by the end of third grade. The grant has provided the school with over \$200,000 worth of reading and teaching materials, new test instruments, technical support, and targeted professional development in the teaching of reading. The assessment tools employed within the Reading First initiative are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Group Reading Assessment Diagnostic Evaluation (GRADE). The DIBELS assesses different skills at different grades. Oral Reading Fluency is assessed in the third grade. In Kindergarten through second grade subtests include: Initial Sound Fluency, Letter Naming Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency. Student achievement is reported in three levels: Low Risk (students are meeting benchmarks through core reading program), Some Risk (students are slightly below benchmark and need supplemental instruction to progress) and High

Risk (students are not progressing through the core and supplemental instruction and may require an intervention program to meet benchmarks and progress).

Students in third grade who have been at LCCPS since 2000 have shown significant progress in the area of Oral Reading Fluency (ORF) based on Fall 2003 and Spring 2004 data. The cohort group consists of 59 students. The table below illustrates the percentage of students at each performance level in Fall 2003 (pre) and Spring 2004 (post): according to this data at the beginning of the year, 32% of the students in grade 3 were at the high-risk and at the end of the year that percentage had dropped to 22%.

Table 4: Percentage of Students at Each Performance Level on the DIBELS Oral Reading Fluency (Present Grade 3, 2000 Cohort Group)

Performance Level	Pre - Fall 2003	Post - Spring 2004	Change
Low Risk (<i>Core</i>)	27	34	+ 7
Some Risk (<i>Supplemental</i>)	41	44	+3
High Risk (<i>Intervention</i>)	32	22	-10

The GRADE, another Reading First assessment, was administered in both the Fall 2003 and Spring 2004. GRADE subtests include Vocabulary (word reading, vocabulary) and Comprehension (sentence and passage comprehension). Again, the third grade cohort group showed significant progress when comparing fall and spring data.

Table 5: GRADE Average NCE Comparison (Grade 3 Cohort Group)

Subtest	Pre - Fall 2003	Post - Spring 2004	Change
Vocabulary	35	43	+ 8
Comprehension	34	44	+10

While the assessments from for Reading First grant are relatively new to the school, initial results are promising. The school intends to continue tracking these results for students in K-3 to measure our progress in helping each child read.

◆ **Academic Goal 2**

Students who have been at the school since kindergarten, or for three consecutive years, will demonstrate progressive improvement in mathematics on the 1) MCAS, and 2) TerraNova.

Measurement

Progress will be measured against current and previous annual results for each student.

Affirmative Evidence

1) **MCAS:** Students in grades 4 and 6 are tested in math with the MCAS test. The table below demonstrates the “value added” to our students who enrolled and persisted at Lowell Community Charter Public School for three year or more.

Table 6: Comparison of MCAS Results Based on Years of Enrollment

[Please Note: The data for this comparison is very interesting and promising, however the number of students in this study is very small, thus no results are being included in this report.]

Year of Administration	Grade 4: 3-4 years at	Grade 4: Less than 3	Grade 6: 3-4 years at	Grade 6: Less than 3
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	LCCPS				years at LCCPS				LCCPS				years at LCCPS			
	A	P	NI	W	A	P	NI	W	A	P	NI	W	A	P	NI	W
2002 *																
2003 *																

*** sample size under 10 in each group**

- 2) **TerraNova:** Analysis of the Spring '03 TerraNova outcomes revealed that 3rd grade students who remained at LCCPS for 3 years outscored students who had just one or two years at LCCPS. Specifically, the mean NCE score in mathematics for students at LCCPS for 3 years was 41.1. The mean NCE scores for students at LCCPS for two years was 23.7 and for 1 year was 11.5. Caution must be exercised when making inferences from these data since the sample size for each comparison group was 19 and below.

Table 7: Comparison of Spring 03 TerraNova NCE Results for Grade 3 in Math

	3 Years at LCCPS	2 Years at LCCPS	1 Year at LCCPS
NCE	41.1	23.7	11.5

A comparison of the Spring '03 TerraNova outcomes from students who were in the 5th grade in Spring '03 by enrollment year revealed that the math composite score for 16 students who had been attending the school for at least 4 years was significantly higher than the composite score for students who had enrolled in '03. Specifically, the mean NCE scores were 44.6 and 36.2 respectively

Table 8: Comparison of Spring 03 TerraNova NCE Results for Grade 5 in Math

	4 Years at LCCPS	3 Years at LCCPS
NCE	44.6	36.2

Most remarkably, outcomes of the Spring '01 and '03 administrations of the TerraNova, revealed that 5th grade students who enrolled in '00 demonstrated gains of up to 32 NCE's in mathematics. This rate of growth is exceptionally steep and rapid.

Further analysis of the Spring'04 TerraNova outcomes by enrollment year revealed the average mean in mathematics for students in the 4-year cohort is higher than the mean for students who have been at the school for 1 year or less. Specifically, the mean for the 4-year cohort group in math was 43.2 and for the 1-year cohort group was 39.9.

Table 9: Comparison of Spring 04 TerraNova NCE Results for Grade 5 in Math

	4 Years at LCCPS	1 Year or less
NCE	43.2	39.9

Academic Growth Rates

1) **MCAS:** The table below shows the baseline levels of academic achievement established during the 2001 academic year in comparison to the academic achievement levels obtained in subsequent years: 2002 and 2003 and 2004. Continuing longitudinal examination of the levels of academic achievement was performed to establish rates of academic improvement of the same students while attending the Charter School. Following are the MCAS summary outcomes for all LCCPS students for the 2001 through 2004 spring administrations by proficiency level, grade and subject area:

Additionally, according to the 2004 MCAS reading outcomes for grade 3, students who have been at the school for 3 years or more, a total of 44 students, outscored students who have been enrolled for less than 3 years, a total of 9 students. Specifically, all the students who had been at the school for less than 3 years scored at the "Needs Improvement" category, where as, 36% of the students with the longer tenure scored at the "Proficiency" level. The data shows that the longer students are enrolled at LCCPS perform at a higher level than those who have not been enrolled as long.

Table 10: MCAS Results for Total Student Population (2001 - 2004)

	Percentage Advanced				Percentage Proficient				Percentage Needs Improvement				Percentage Warning/Failure			
	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Grade 3: Reading	N/A	N/A	N/A	N/A	23	17	7	33 +26	48	47	56	46 -10	29	37	37	11 -26
Grade 4: ELA	x	0	0	2 +2	x	7	0	29 +29	x	50	29	40 +11	x	43	71	29 -42
Grade 4: Math	x	0	0	2 +2	x	3	0	5 +5	x	39	37	54 +17	x	58	63	39 -24
Grade 5: Sci/Tech	x	x	0	0	x	x	2	15 +13	x	x	36	41 +5	x	x	62	44 -18
Grade 6: Math	x	x	x	4	x	x	x	27	x	x	x	38	x	x	x	31

Key: N/A = Not Applicable: "Advanced" Score does not exist on Grade 3 Reading Test

x = No students enrolled in these grades in these years

2) **TerraNova:** The rates of academic improvement of the students at LCCPS on the TerraNova is strong. Looking at scores over time, the school established used a national progress rate. To do this, the national norm was defined based on two points in time when norm-referenced standardized tests were administered. The computed gain based on the scale score was plotted in a graph that

demonstrates the national growth rate. Using the available data from the fall and spring administrations, we computed the gain for our students and used the results to determine the improvement rate based on the national gain. We will continue this process longitudinally in subsequent years.

Figure 1: Academic Growth Rates on the TerraNova Reading Test from Spring 02 - Spring 03

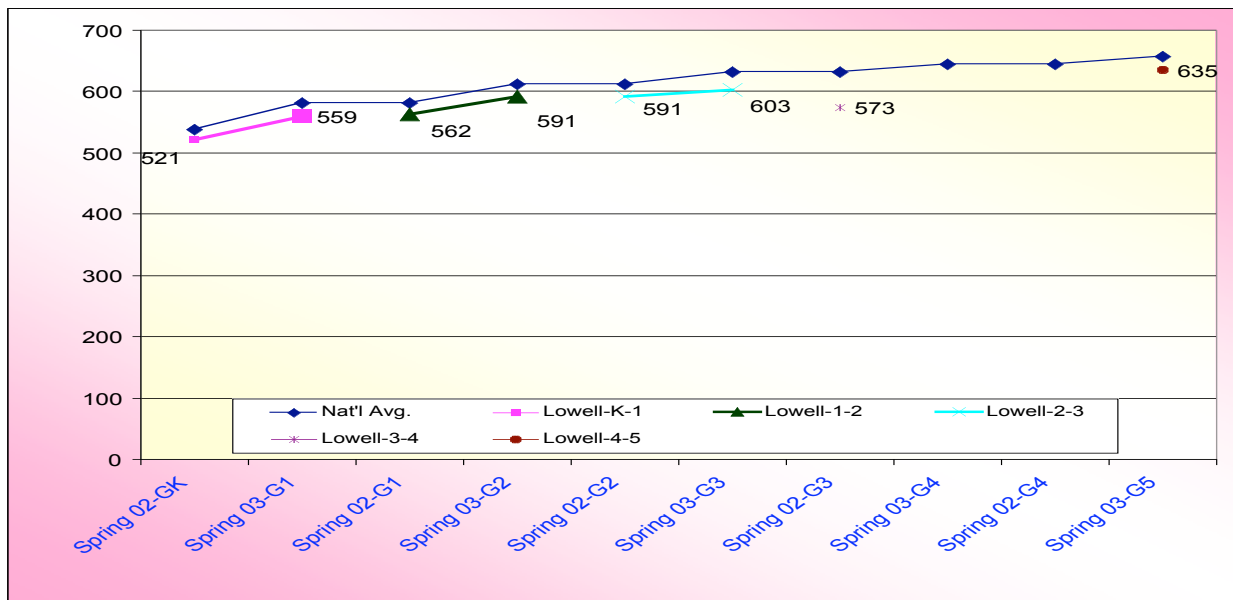


Table 11: Scale Score Comparisons on the TerraNova Reading Test

Grade	Nat 02 Scale Score	Nat 03 Scale Score	Diff	Nat Rate	LCCPS 02 Scale Score	LCCPS 03 Scale Score	Diff	Rate
K-1	538	581	43	100	521	559	38	88.37209
1-2	581	611	30	100	562	591	29	96.66667
2-3	611	631	20	100	591	603	12	60

The computed growth rates in reading for the students at Lowell from the 2001-2002 to the 2002-2003 academic years demonstrate that except for students in grade 3 in the 2002-2003 academic year, the remaining groups almost match the national growth rates. Specifically, the academic growth rate for K-1 was 88% and for 1-2 was approximately 97%.

Figure 2: Academic Growth Rates on the TerraNova Mathematics Test from Spring 02 - Spring 03

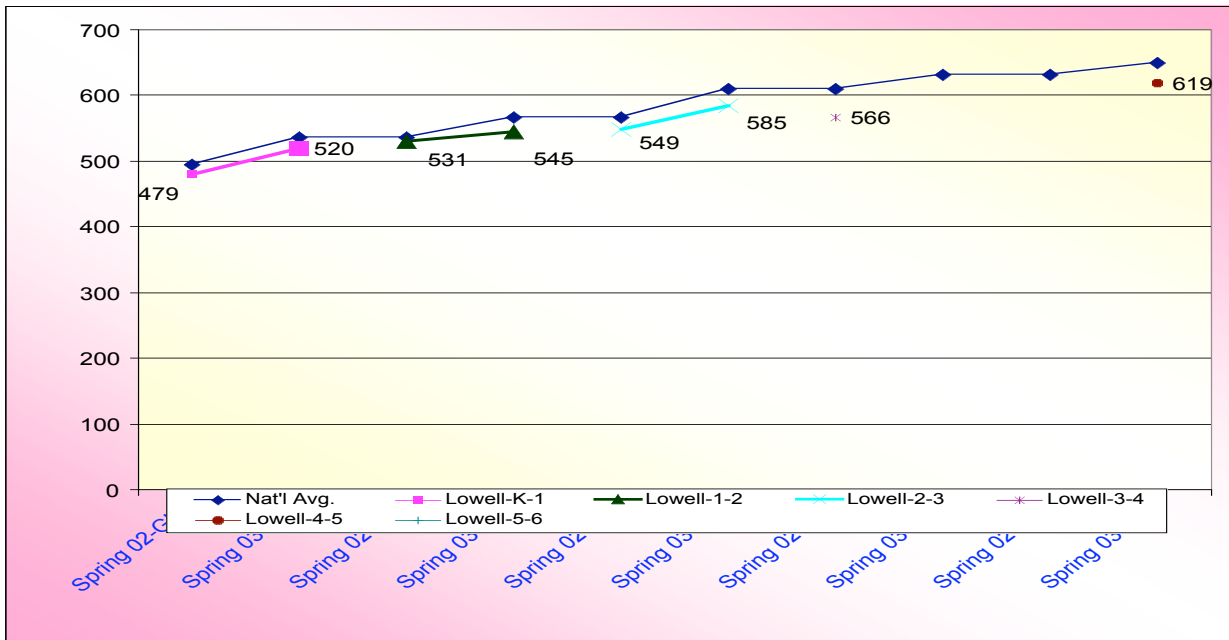


Table 12: Scale Score Comparisons on the TerraNova Mathematics Test

Grade	Nat 02 Scale Score	Nat 03 Scale Score	Diff	Nat Rate	LCCPS 02 Scale Score	LCCPS 03 Scale Score	Diff	Rate
K-1	494	535	41	100	479	520	41	100
1-2	535	566	31	100	531	545	14	45.16129
2-3	566	609	43	100	549	585	35	83.72093

The computed growth rates in mathematics for the students at Lowell from the 2001-2002 to the 2002-2003 academic years demonstrate that except for students in grade 2 in the 2002-2003 academic year, the remaining groups matched or approached the national growth rates. Specifically, the academic growth rate for K-1 was 100% and for 2-3 was approximately 84%.

2. Organizational Viability

◆ Viability Goal 1

The school will be fully enrolled each year.

Measurement

Opening target enrollment figures and end-of-year enrollment figures will indicate full enrollment each year. Enrollment at LCCPS has been stable and near capacity since it opened in fall 2000. The school opened in the fall of 2000 as a K-3 elementary school and has added one

grade per year. While the school desires all students return to LCCPS each consecutive school year, the transient nature of the Lowell population has meant the school has experience turnover each year. As families in Lowell often leave the town for employment opportunities or for housing in other parts of the country, LCCPS has enrolled new students in each grade each year. Enrollment at Lowell Community Charter Public School is especially effected by the high numbers of families living in poverty who are forced to move for less expensive housing.

Historically, the school has been very successful at attracting 115 new students annually: demand for the LCCPS kindergarten program is very strong. The waiting list for the kindergarten program is approximately 45 students each year making demand nearly 2:1.

Affirmative Evidence

Table 15: LCCPS Enrollment History (2000 – 2004)

School Year	Grades	Enrollment per Charter	Enrollment October 1	Enrollment December 1	Enrollment March 1	Enrollment June 1
2000 - 2001	K – 3	312				
2001 - 2002	K – 4	392	360	354	354	357
2002 - 2003	K – 5	472	472	472	472	460
2003 - 2004	K – 6	552	549	550	535	523

Table 21 illustrates the enrollment history and trends at LCCPS from the 2000-2001 school year through the 2003-2004 school year. LCCPS added a third social worker in the 2003-2004 school year to address the daily attendance issues of some students who created an incentive program which recognized homeroom classes for days of 100% attendance.

◆ ***Viability Goal 2***

The average daily attendance rate will meet or exceed similar local schools.

Measurement

The school will measure its attendance to three Lowell Schools: the Pyne, the Varnum, and the Murkland.

Affirmative Evidence

Table 16: Comparison of Attendance Percentages Lowell Public Schools

School	Year 3 (2002 – 2003)	Year 4 (2003 – 2004)
LCCPS	91.6	93.4
LPS: Pyne	94.6	*
LPS: Varnum	94.9	*
LPS: Murkland	94.5	*

* Data was unavailable at the time this report was written.

◆ ***Viability Goal 3***

The school will be fiscally sound as reported in the school’s annual audits.

Measurement

Expenses will not exceed net income.

Affirmative Evidence

Lowell Community Charter Public School is financially solvent and stable. This is evidenced by their audited surplus balance at June 30, 2003 being \$796,938. Since carrying an audited deficit of (\$108,594) at June 30, 2000 LCCPS has had annual surpluses. Each year a balanced budget is presented for board approval and for the last three (3) fiscal years the school has wisely expended its revenues to acquire more space, educate more students, employ more staff and create a surplus. Also, each year there is 3% of total revenue set aside for future plans to build/buy a building, which will further the school's stability. The school has a strong cash flow with an available line of credit, which is currently unused. The audited cash balance has increased from \$6,500 on 6/30/01 to \$1,234,483 on 6/30/03. There have been no negative findings as a result of the independent audits. The accounting practices solidly in place include weekly reporting to the finance committee chair: weekly balance sheet reporting, monthly reporting on expenditures vs. cash flow, the creation of annual budgets and 5 year extended forecasts.

◆ ***Viability Goal 4***

The annual parent satisfaction survey will indicate strong support and satisfaction.

Measurement

3.0 or higher

Affirmative Evidence

The Parent Satisfaction Survey, administered annually, is one of the measures that illustrates that the school is fulfilling its viability and mission. The overwhelmingly positive responses to each and every question indicate that LCCPS parents are very satisfied with all major aspects of the school in each of the school's four years of existence. Survey topics include satisfaction with academic program, mission of the school, performance of staff, communication and overall atmosphere of the school. See Attachment for survey results for all four years.

◆ ***Viability Goal 5***

The re-enrollment rate will be high.

Measurement

90% of the students will remain at the school from year to year.

Affirmative Evidence

Table 17: Percentage of Students Re-enrolling Each Year

Year 3 (2002-2003)	Year 4 (2003-2004)	Year 5 (2004-2005)
97.40	93.0	Not Available

◆ ***Viability Goal 6***

Professional staff will be competent, content experts, and highly skilled.

Measurement

Staff will meet or exceed NCLB requirements.

Affirmative Evidence

All instructional staff at LCCPS meet or exceed the requirements of *No Child Left Behind*.

SCHOOL PROFILE

OUR STUDENTS

1. Student Demographics

In 2003-2004 Lowell Community Charter Public School served students in grades K-6. LCCPS will add a grade each year to grade 12. The school will be fully formed in 2010 and will enroll 1300 students.

Table 13: Student Demographics (2003 – 2004)

	Number	Percentage
Native American	3	5
African	50	9.6
Asian	149	28.7
Hispanic	231	44.5
Caucasian	86	16.5
Limited Eng Proficient	244	47
Free/Reduced Lunch	415	79
Special Education	35	6.7
Female	260	50.09
Male	259	49.0

2. Application, Waiting List and Turnover Data

Total Number of Kindergarten applications received in 2003-2004 for 2003-2004 school year:135
Number of applications compared to number of openings: $135 / 115 = 1.17$

Table 14: Student Turnover Data (2003 – 2004)

Total Number of students who left during the 2003-2004 school year	93**
Total Number of students who finished the school year and choose not to return for the 2004-2005 school year	41

****Summary of withdrawals:**

- 43** Students moved away
- 3** Parents did not like longer day, year
- 27** Student needed or parents wanted smaller classes and/or more services
- 7** Parent dissatisfied with program, efforts to manage behavior, social concerns
- 13** Transportation, custody transfers, other

Number of students expelled = 0
 Number placed in in-school suspension = 69
 Number placed in out of school suspension = 41

Attendance Rate = 93.23
 Number of Instructional days = 190

3. School Report Card

Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal **No Child Left Behind** act.

Mission Statement:

The mission of the Lowell Community Charter School is to prepare children for success as students, citizens, and workers by providing a supportive, challenging, multicultural learning environment that integrates the strengths of Lowell's diverse communities and cultures.

Enrollment (2002-2003)		School	District	State
Race/Ethnicity				
White		13.0 %	13.0 %	75.1 %
African-American		11.0 %	11.0 %	8.8 %
Hispanic		45.9 %	45.9 %	11.2 %
Asian		29.9 %	29.9 %	4.6 %
Native American		0.2 %	0.2 %	0.3 %
Gender				
Male		49.3 %	49.3 %	51.5 %
Female		50.7 %	50.7 %	48.6 %
Selected Population Enrollment				
Limited English Proficiency		4.3 %	4.3 %	5.3 %
Low-income		79.5 %	79.5 %	26.2 %

Grades Offered: K, 01, 02, 03, 04, 05,06

Percent of core academic classes taught by highly qualified teachers: 100%

Additional Teacher Information:

The percent of core academic classes taught by highly qualified teachers includes both K-6 classroom teachers and world language teachers.

There are 26 classroom teachers: 100% of them are highly qualified, 10 have Master's Degrees.

Special Education	5.9 %	5.9 %	15.2 %
Migrant	0.2 %	0.2 %	0.2 %
TOTAL COUNT	438	438	982,152

GOVERNANCE

1. Board of Trustees

LCCPS is characterized by strong organizational capacity. LCCPS was proposed by leaders of the Southeast Asian and Latino communities in an effort to address the unique needs of the city of Lowell, and in particular the needs of these immigrant groups who comprised a significant portion of Lowell’s population. . Up until the school opened in 2000, there was no school in Lowell dedicated to meeting the needs of the Southeast Asian and Latino students who were struggling and needed the special attention that the charter school provides.

At the time of the initial charter application, the founders hope to create a school where students would “learn together to live together”, thus addressing gang violence that plagues Lowell. In 2000, school completion rates for Lowell students was unacceptably low; the dropout problem rendered too many young people –especially low income and minority students – woefully unprepared for the demands of productive employment and citizenship.

The founding board envisioned filling the needs of these students and their families by creating a model public school with features often resisted in traditional public school settings that include:

- An Extended school day: free quality before and after school care
- An emphasis on technology
- Specific emphasis on immigrant culture and history
- Emphasis on Khmer and Spanish languages
- Instruction on character and ethics
- An emphasis on family and community engagement throughout the school

The founders designed a structure for the school that would be large enough to serve as many students as possible and simultaneously feel small. The charter describes a larger school that is divided up into smaller units, thus creating a sense of intimacy and connection.

A ten member Board of Trustees governs the school. The Board of Trustees is responsible for policy governance and overall management and oversight of the school. Members of the board are carefully selected to represent the two major ethnic groups in Lowell and a wide array of political and organizational expertise and experience.

2. Board Committee and Members

Officials	Governance Expertise	Occupation	Term of Appointment
Chairman <i>Mr. Roman Jaquez</i> * Finance Subcommittee * Facility Subcommittee	Extensive experience in business management and community service volunteer	Electrical Engineer and Business Owner	2 nd Term to end January 19, 2005
Vice Chairman <i>Mr. Thel Sar</i> * Personnel Subcommittee	Expert on local family issues, Liaison to Cambodian community	Probation Officer	1 st Term to end November 15, 2005
Treasurer Dennis Demuth * Finance Subcommittee	Financial and investment management expert	Investment and Financial Planning Officer	1 st Term to end August 24, 2007
Secretary <i>Ms. Susan Johnston*</i> Personnel Subcommittee	Public school expert	Retired public school Speech and Language Pathologists.	1 st term to end February 25, 2006
Consultant <i>Mr. Richard Chavez</i> (ex officio) * Finance Subcommittee * Facility Subcommittee	Financial management expert	Commercial Lending Officer	No expiration
Members	Governance Expertise	Occupation	
<i>Dr. Heli Hernandez</i> Personnel Subcommittee Recruitment Subcommittee	Liaison to higher education, liaison to Hispanic community	Professor of Spanish Literature	2 nd term to end January 19, 2005
<i>Mr. Pahim Kay</i>	Liaison to Cambodian community and culture	Health Advocate	2 nd term to end January 19, 2005
<i>Mr. Michael Vann</i> Personnel Subcommittee Recruitment Subcommittee	Liaison to Cambodian youth and families.	Juvenile Probation Officer	2 nd term to end January 19, 2007
<i>Ms. Paulette Renault-Caragianes</i> * Finance Subcommittee	Expert on charter schools, management, governance	Lowell Community Health Center	1 st term to end December 9, 2006
<i>Ms. Vichney Keo-Sam</i> * Personnel Subcommittee	Expert on family services, Cambodian community	Casey Family Services, Social Worker	1 st term to end December 9, 2006
<i>Dr. Allen Scheier,</i> * Finance Subcommittee * Personnel Subcommittee*	Veteran public school teacher and advocate, Ed. Policy & Governance	High School Teacher, Mathematics	1 st term to end May 25, 2007

3. Major Board Policies

The following is a summary of the types of policies approved by the board in its first 4 years of the schools operation.

◆ ***Governance Policies:***

The Board voted to submit a request to amend the Charter to the Department of Education. The amendment would modify the original charter in regard to: (i) school schedule and calendar; (ii) students of Limited English Proficiency (LEP); (iii) enrollment (age); (iv) a day in the life of a student and (v) lead teacher qualification requirement. A Charter amendment was submitted to alter the permissible number of board members. A revised school accountability plan was submitted to and approved by the DOE. A review of the existing Board of Trustees bylaws was conducted.

◆ ***Compliance and Liability Policies:***

Content filtering policy (internet policy) was adopted by the board on June 26, 2001. This policy ensures precautions to “restrict access” on the Internet by the students and staff. Title I Policies regarding parental involvement and use of funds were approved.

◆ ***Personnel Policies***

The board adopted a Personnel Pay Scale for the teachers for the 2001-2002 school year. The scale is based on degree and the number of year(s) of teaching experience. The scale has been amended for use in other years. Another policy established a signing bonus for outstanding teachers. Another policy allows the staff to rollover the sick days that have not been used to next year, take up to 10 sick/personal days per year. The Board of Trustees voted to adopt a short-term disability policy as a benefit to the LCCPS employees, beginning with the 2002-2003 school year.

◆ ***Student and Staff Policies:***

The student and personnel handbooks were revised and approved. The Board adopted a dress code policy that requires students to wear uniforms. The Board approved a Student Retention Policy.

◆ ***Management Policies:***

The Board of Trustees voted to change the school’s organizational structure to adopt school houses and extended tutorial programs. A new structure and staffing model was adopted for the free after school program to be implemented in the 2003-2004 school year.

DISSEMINATION

❖ ***Faithfulness to the Charter Goal 1***

LCCPS will place heavy emphasis on the culture, language, history, and contributions of Southeast Asian and Latino peoples.

Measurement

Parents and students will participate in no fewer than six significant cultural events/seminars each year.

Affirmative Evidence

LCCPS is wonderfully diverse, and as noted in other sections of this Application for Renewal, the demographics at LCCPS are quite unique in Lowell and across the Commonwealth. The emphasis on the culture, language, and history of the Cambodian and Latino peoples is a natural part of LCCPS. The traditions, culture, and language of these two groups of people are “taught” as part of the daily curriculum at LCCPS. In addition to regular classroom instruction in language arts, reading, math, science and students in all grades have one class daily in either

Khmer or Spanish. Within these classes, students are exposed to the language and respective political and social histories of Cambodia and Spanish speaking countries. Parents join us each year as the whole school acknowledges the major cultural holidays such as the Cambodian New Year, Cinco de Mayo, and Day of the Dead. In 2004, students studied and “replicated” Angkor Wat, created sculptural effigies of deceased family members for Day of the Dead, celebrated the Cambodian New Year with our Cambodian Dance Troupe, and were entertained by Inca Sun, a Latino musical group.

❖ ***Faithfulness to Charter Goal 2***

LCCPS will disseminate best practices relative to ELL, urban, and economically disadvantaged communities.

Measurement

LCCPS will collect and report feedback on the dissemination efforts.

Affirmative Evidence

Title I Dissemination Project: Lowell Community Charter Public School is a member of the Massachusetts Department of Education Title I Dissemination Project. Every year since 2002, LCCPS has been invited to disseminate its success at involving urban parents in the academic life of their child at school at the state’s Annual Title One Conference in Hyannis. Three staff members have created a 90-minute presentation on the effects of generational poverty, a school’s subtle barriers to parents, and how to get 100% parent participation. In May of 2004, over 74 teachers and school administrators from across the state packed the conference room; 47 of them completed the workshop evaluation form and nearly unanimously rated the presentation as effective.

LCCPS has developed a series of positive re-enforcement strategies that have been highly successful when implemented by classroom teachers. These plans consist of student selected goals and rewards that are monitored and rewarded frequently. Many struggling students have learned how to delay gratification, extend time on task, increase coping skills, and increase productivity using LCCPS Behavior Plans. These plans were disseminated to Lowell Middlesex Academy in 2002-2003.

OUR STAFF

1. Staff Profile

Key members of the leadership team at the school have been at the school for several years. The school's Director, Sue Jamback joined the school at the beginning of the school's second year. The school's Assistant Headmaster, Rida Eng has been at the school since the school opened. There has been no turnover at the school at the administrative level in the past 3 years.

Table 15: Classroom Teachers: Percentage Who Left Each Year's End

2000-2001	2001-2002	2002-2003	2003-2004
16%	60%	33%	25%

Table 16: Other Staff: Percentage Who Left Each Year

2000-2001	2001-2002	2002-2003	2003-2004
0%	37%	40%	10%

At the end of 2003-2004, 6 out of 26 classroom teachers who finished the year chose not to return to LCCPS for the fall of 2004-2005. None left during the school year.

Requirements of No Child Left Behind

Charter School Teacher Qualifications: a teacher in a charter school must have a Bachelors Degree and must either possess MA teacher certification or have taken and passed the MA Teacher Tests. Charter school teachers have 1 year from date of hire to pass the teacher test to remain at the school and be considered as Highly Qualified. Teacher Assistants must have completed two years of college or hold an Associates Degree.

Table 17: Summary of Teacher Qualifications (2003 – 2004)

Position	Number of Staff Members	Percentage
Full time Classroom Teachers	26	
Full Time Teaching Assistants	6	
Number of Teaching Staff Designated as Highly Qualified	26	100*
Number of Teaching Assistants Designated as Highly Qualified	6	100
Average Years Teaching Experience	3.3	
Average Years at LCCPS	1.7	

FINANCE

1. Approved School Budget

Lowell Community Charter School (04-05 Budget)

	<u>03-04</u> <u>Budget</u>	<u>04-05</u> <u>Budget</u>
Revenue:		
Per Pupil Allocations		
Tuition-State Funds	4,223,518	5,109,174
TOTAL Per Pupil Allocations	4,223,518	5,109,174
Federal & State Awards		
Title I (305)	314,258	341,082
Title III		44,718
Special Education (240)	67,700	67,700
Title V (302)	6,320	6,320
Special Ed Prof Dev (274)	6,000	6,000
Lowell Technology Grant (160)	7,984	7,984
Teacher Quality (140)	41,943	41,943
Mental Health Grant (216)	-	-
Facility Grant (533)	77,183	77,183
Other Revenue	239,025	-
TOTAL Federal & State Awards	760,413	592,930
Private Foundation Grants		
Private Funds	-	-
Reading 1st Grant (728)	369,736	210,000
Walton Grant	47,932	47,068
TOTAL Private Foundation Grants	417,668	257,068
Other Revenue		
Interest Income	5,000	5,000
TOTAL Other Revenue	5,000	5,000
TOTAL Revenue	5,406,599	5,964,172
Expenses:		
Salaries		
Headmaster	92,700	95,481
Assistant Headmaster	59,483	62,186
Office Manager	40,600	41,818
Office Assistants	48,390	49,842

Title I Administrator	-	-
Teachers (FT)	1,039,813	1,384,184
Asst Teachers - Title I	132,000	135,960
Special Education Teacher(s)	26,500	86,172
SPED Teacher (Grant 240)	53,426	61,607
Asst. Director - Elementary	31,687	35,332
Asst. Elem Director (Walton)	44,363	47,068
Specialists - Reading Teacher Specialists	152,846	175,455
Specialists - Grant 240	466,759	517,766
SFA Coordinator	21,744	-
SFA Coord - Title I	27,523	43,238
Reading First Facilitator - RE	62,733	61,800
Substitutes	24,320	40,000
Substitutes - Grant 274	1,680	-
Substitutes - Grant 140	1,000	-
Substitutes - Reading 1st	5,000	-
Nurse	20,000	20,600
Counselor (FT)	23,000	66,950
Counselor Title I	91,000	71,070
Librarian	47,697	49,128
Technology Specialist (PT)	58,000	59,740
Other Stipends	5,000	22,004
Stipends - Grant 140 (T2)	39,000	21,000
Stipends - Grant 160	-	1,996
Stipends - Reading 1st grant	24,050	-
Lunch Monitors		30,000
Bonuses	10,000	12,000
Stipend-Leader	14,000	15,000
Stipend Leader - Walton	-	-
Stipends - Saturday Teachers	9,000	20,000

TOTAL Salaries	2,673,314	3,227,397
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Benefits		
Payroll Taxes-FUTA/SUTA	51,300	30,099
PR taxes - FUTA/SUTA (Walton)	700	-
FICA/ Medicare	34,759	56,506
FICA/ Medicare (Title I)	16,960	6,589
FICA/Medicare (Grant 240)	5,386	2,300
FICA/Medicare (Walton Grant)	643	-
FICA/Medicare -RE grant	2,925	-
Health Insurance	201,046	251,561
Health Ins (Title I)	17,286	-
Health Insurance (Walton)	2,226	-
Health Insurance-RE grant	4,485	-
Life & Disability Insurance	30,000	25,462
Retirement Benefit	-	9,689

Retirement - Title I	10,667	24,204
Retirement - Title III		4,025
Retirement (Grant 240)	4,808	5,545
Retirement (Reading Grant)	535	5,562
Worker's Comp	17,791	15,937
Worker's Comp (title 1)	1,754	-
Worker's Comp (Reading Grant)	455	-

TOTAL Benefits	403,726	437,478
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Contracted Services		
Audit	12,000	12,000
Governance	10,000	10,000
CBA Fee - (i.e. HR&Payroll processing / Accounting&Budgeting / Purchasing Contracts / Grant Dev / e-rate / facility consultation and lease neg / etc.	385,000	385,000
Cleaning Service & Supplies	120,000	86,000
Consultants	-	-
Consultants - OT/PT		30,000
Consultants - Speech Therapy		60,000
Consultants - Psychologist		30,000
Consultants - Title I	8,000	-
Consultant Grant 274	3,100	-
Consultant Grant 140	-	-
Consultants - Reading 1st	25,000	-
Lunch Service & Food	-	-
Legal	10,000	10,000
After School (Girl Scout) exp	-	-
OT/PT/Speech Therapy	60,000	-
Translations	-	-
Student Transportation	-	32,000
Tech Support	5,000	5,000
SFA fee- reading 1st	23,600	23,600

TOTAL Contracted Services	661,700	683,600
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Educational Expenses		
Classroom supplies	42,429	66,250
Classroom supplies T-1	2,068	-
Supplies - SPED	-	-
Classroom Supplies - Grant 14	1,943	-
Supplies/Reading 1st (728)	50,000	-
Non-instructional supplies -R	5,000	-
Supplies-After/Before School	-	-
Assessment	-	25,000
Field Trips/Student Activitie	10,488	12,040
Nurse Supplies	1,000	1,000

Staff Development	-	9,157
Staff Development - Grant 274		6,000
Staff Development - Grant 140		20,943
Staff Development - Reading 1	-	-
Curriculum Dev-Success For All	-	-
Textbooks	13,680	30,000
Textbooks - Title I (305)	7,000	14,534
Textbooks (T-5)	6,320	6,320
Textbooks - Reading 1st	86,945	-
Other direct educational expenses (Reading Grant)		142,638
Success For All - Text	20,000	30,000
	<hr/>	<hr/>
TOTAL Educational Expenses	246,873	363,882
Facility Costs		
Rent	237,817	252,817
Rent - Facilities (533)	77,183	77,183
Rent-landlord renovations	227,025	140,000
Rent - CAM charges	100,000	100,000
Telecommunications	15,000	16,500
Telecommunications-Fed S/U	-	-
Internet Access	-	-
Maintenance-Building	26,250	28,875
Janitorial Supplies	5,000	7,000
Utilities	72,000	72,000
Security	5,000	5,000
Waste Removal	9,000	9,000
	<hr/>	<hr/>
TOTAL Facility Costs	774,275	708,375
Administrative Costs		
Misc. Admin Expense	10,000	11,025
Bank charges	500	-
Copier Lease	4,200	4,200
Insurance	30,000	31,500
Maintenance - Office Equip	7,200	7,560
Marketing/Development	7,000	20,000
Postage	7,500	7,875
Printing & Copier Supplies	6,000	11,315
Printing&CopySupp-Reading 1st	4,776	-
Office Supplies	15,750	16,538
Student & Staff Recruitment	1,500	5,000
Student /Staff Recruit-Fed S/	-	-
Travel & Mileage	3,675	19,225
Travel-Grant 274	1,220	-
Travel - Reading 1st	14,330	-
Contingency	-	-
	<hr/>	<hr/>

TOTAL Administrative Costs	113,651	134,237
Capital Purchases		
Reserve Fund	135,165	153,275
NCB Loan (P & I)	135,320	135,320
CBA Loan (P & I)	42,733	42,733
GE Capital Lease	30,561	-
Non-instruc. eq. - Reading 1s	5,000	-
Furniture Additions	20,000	5,000
Computer equip & software	10,016	15,000
Instructional tech supplies T	-	-
Computer software-T-2.d	7,984	5,988
Instructional Technology-RE	54,902	-
Instructional Tech - Grant 24	4,080	-
Technology Start-Up Lease	64,024	-
Furniture Use Agreement (CBA)	15,816	15,816
TOTAL Capital Purchases	525,601	373,132
TOTAL Expenses	5,399,140	5,928,102
Net Income from Operation	7,459	36,070

2. Financial Statement

Income Statements

	GAAP Accounting	GAAP Accounting	GAAP Accounting
	Year ended <u>6/30/03</u>	Year ended <u>6/30/02</u>	Year ended <u>6/30/01</u>
ENROLLMENT GRADES	464 K-5	355 K-4	300 K-3
Support and revenue			
Revenue-resident student enrollment	\$ 3,849,546	\$ 2,995,477	\$ 2,385,032
State grants & federal grants	546,356	441,816	451,606
Private grants	90,264	35,000	222,500
Food program	-	109,114	-
Other income	55,399	26,051	104,298
Total unrestricted support & revenue	4,541,565	3,607,458	3,163,436

2

Expenses			
Salaries	2,246,280	1,493,121	1,272,383
Payroll taxes and benefits	342,785	203,725	190,309
Contracted services	643,153	574,984	428,764
Educational expenses	211,598	172,361	171,020
Facility costs	525,859	496,792	569,014
Administrative costs	104,665	106,057	69,528
	4,074,340	3,047,040	2,701,018
Interest Expense	59,002	14,894	55,377
Depreciation and amortization	165,416	148,710	141,128
	224,418	163,604	196,505
Total Expenses	4,298,758	3,210,644	2,897,523
Net Income	\$ 242,807	\$ 396,814	\$ 265,913

3. Balance Sheet

Lowell Community Charter School
Run Date: 08/26/04 BS
G/L Date: 08/26/04
Time: 09:17 AM

JULY 31, 2004

ASSETS

Cash

Cash-Fleet-OP 27430778	9,156.02
Cash-Enterprise-Imprest 167529	842.45
Cash-Fleet-MM 9429269329	986,437.13
Cash Clearing	1,254.69

TOTAL Cash

997,690.29

Other Current Assets

Grant Rec-Enhance Ed thru Tech	4,329.00
Grant Rec-SPED 94-142 allocation	30,004.00
Grant Rec-Title I	99,573.00
Accounts Receivable-RE grant	153,180.00
Prepaid Expense	11,328.38

TOTAL Other Current Assets

298,414.38

Fixed Assets

Bldg/Leasehold Improvements	1,120,500.25	
Computer Equipment & Software	336,049.50	
Telephone Equipment	34,337.86	
Furniture & Fixtures	293,134.49	
Accumulated Depreciation	(611,749.42)	

TOTAL Fixed Assets		1,172,283.18

Other assets

Security deposits	4,000.00	
NCB Closing Costs	68,159.03	

TOTAL Other Assets		72,159.03
		=====
TOTAL ASSETS		2,540,546.88

LIABILITIES and EQUITY

Accounts Payable & Acc Exp

Accounts Payable	48,699.56	
Accrued Expenses	66,691.84	
Accrued Payroll, Taxes & Benefits	5,000.00	
Employee MTRS & 403b w/h	224.58	
Current Portion Long Term Debt	110,498.33	

TOTAL Accounts Payable & Acc Exp		231,114.31

Deferred Revenue

Deferred Rev-Walton Grant	40,401.25	
Def Revenue-Reading Grant	90,628.81	

TOTAL Deferred Revenue		131,030.06

Long-Term Liabilities

Term Loan Payable-CBA FL	269,858.16	
Use Agreement-CBA	20,555.52	
Note Payable-NCB	855,082.23	
Less: Current Portion LTD	(110,498.33)	

TOTAL Long-Term Liabilities		1,034,997.58

TOTAL LIABILITIES		1,397,141.95

Equity

Retained Earnings-Beginning		1,024,046.24
Retained Earnings-Current Year		(179,594.31)
Board Designated Restricted NA		298,953.00

TOTAL EQUITY		1,143,404.93
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TOTAL LIABILITIES AND EQUITY		2,540,546.88