



Community Day Charter Public
School
Annual Report
2006-2007

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Letter from the President of the Board of Trustees

July 2007

Dear Friends,

I am pleased to present the Community Day Charter Public School Annual Report for 2006-2007. This report provides a summary of our School's progress implementing its mission. The Report also includes the information contained in the *No Child Left Behind* Report Card. I am thankful for the countless hours that our parents, Board members, volunteers and teachers contribute to the school. I am also grateful for the support of many other community members that help make our School such a special place.

The MCAS results and high school placement information included in this report demonstrate that CDCPS students continue to meet the challenge of academic excellence. Our students, families, school leaders, faculty and staff members work very hard to create an environment where success and achievement are not only possible, but expected of each child.

It is my pleasure to serve as President of the Board of Trustees for the Community Day Charter Public School. Lawrence is fortunate to have public school options and we thank the Department of Education and the Commonwealth for their continued support of our efforts to serve this community.

Very truly yours,



Alcira Marin Kane
President, Board of Trustees

School Contact Information

Community Day Charter Public School

Mailing Address, Business Office and Early Learning Center:

190 Hampshire Street

Lawrence, MA 01840

Phone: 978-682-6628 Fax: 978-682-1013

Website: www.cdcp.org

Lower School and Upper School

73 Prospect Street

Lawrence, MA 01841

Community Day Charter Public School does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation. Sheila Balboni, Executive Director, coordinates compliance with equal protection laws and regulations including Title VI, Title IX, Section 504, and Section 5 of MGL Ch. 76.

Executive Summary

This past year brought several opportunities to reflect on our progress. In January a six member team from the Massachusetts Charter School Office conducted a Year 12 Site Visit to verify that we are working toward achieving the school's mission and accountability goals. During the visit the team members reviewed extensive curriculum and assessment data. They also observed classrooms throughout the school, in every grade and in all content areas, and conducted group and individual interviews with board members, administrators, teachers, parents, and students. The team concluded that our students are performing well above the average for students in Lawrence and, in most areas, well above the average for students in the state. They found that CDCPS is a school community that strives for continuous improvement and embraces the core belief that every student is important and can meet challenging standards.

CDCPS began its participation in *Keeping the Promise*, a three-year effort of the Massachusetts Charter Public School Association and Harvard University to identify the best practices in schools that successfully educate children in communities of high need. CDCPS is one of 5 successful schools (the others are Academy of the Pacific Rim, Boston Collegiate, MATCH, and Roxbury Preparatory) that will disseminate their findings to state and national audiences of educators and policy makers. *Keeping the Promise* is supported by a grant from the U.S. Department of Education.

In February the Massachusetts Department of Education released a report on high school graduation rates in the Commonwealth. The report indicated that while almost all students in affluent communities are graduating from high school on time (within four years), an average of only 62.3 percent of students in urban school systems graduate on time. In some cities the rate is even lower. Since our first grade 8 students had graduated in 2000 we had an opportunity to review their rate of high school graduation in 2004, 2005, and 2006 and compare the graduation rates of former CDCPS students with our local district and other districts in the state. We found that 91% of former CDCPS students have graduated from high school on time, as compared to the 62.3% for all urban districts, and the 41% for Lawrence. We also found that 80% of these high school graduates are now attending colleges and universities throughout the United States, from Bates College in Maine, to Pomona College in California.

In June we completed an internal study of our MCAS performance for the years 2004-2006, comparing our performance with all other elementary schools in the state with student populations that are comprised primarily of children from ethnic minority groups. We found that CDCPS was one of only three schools (out of 219 schools in total) whose MCAS proficiency percentage for African American and/or Hispanic students was higher than the state average for that demographic group for every subject and grade tested.

When parents, teachers and community leaders came together to found CDCPS they shared the dream of a school that would prepare children to be successful in high school and beyond. Due to the extraordinary efforts of board members, administrators, teachers, parents, and students this dream is a reality.

Sheila Balboni



Executive Director

Mission Statement

The mission of CDCPS 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 educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.

Introductory Description of the School

CDCPS was among the first Commonwealth Charters granted by the Massachusetts Board of Education in 1995. In May 2004 it became the first charter school in the state to be renewed for a second five-year term (2005-2010). CDCPS is located in Lawrence. Our school is comprised of three buildings that connect back to the history of the city, including two buildings in the neighborhood known as Prospect Hill that house Upper School and Lower School. The Early Learning Center is in the center of the city in a building that once housed Lawrence's first public library.

Grades Served

CDCPS serves Kindergarten – Grade 8. Kindergarten and grades 1-2 are located in the Early Learning Center, grades 3-5 in the Lower School and grade 6-8 in the Upper School. Enrollment this past year was at full capacity at 306 students. One hundred percent (100%) of the students came from Lawrence.

2006-2007 School Calendar/Number of Instructional Days

CDCPS opened on September 5, 2006 and closed June 21, 2007 for 180 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 59 children during July 2006 to help them with remedial work in English language arts and math. The calendar for 2007 – 2008 is September 4, 2007 – June 19, 2008 with a total of 183 scheduled teaching days.

Transportation Services

Buses are available, free of charge, for students who live outside the 1.5 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 each day.

Board of Trustees

Alcira Marin Kane, President
Merrimack Valley Legal Services
Board Member since 1995
Current Term Expires 2009

Gail Carey, Treasurer
Dakota Systems
Board Member since 1996
Current Term Expires 2008

Helen Torres-Rodriguez, Clerk
Parent
Board Member since 2005
Current Term Expires 2008

Susan Chrisemer
Elementary School Education and
Child Development Consultant
Board Member since 1996
Current Term Expires 2009

Myrta Cupeles
Merrimack Valley Legal Services
Board Member since 1995
Current Term Expires 2009

Verónica Darer, Ph.D
Wellesley College
Board member since 2005
Current Term Expires 2008

Jack Flynn
Gillette Company, Retired
Board Member since 2006
Current Term Expires 2011

Peter Kravchuk
The Governor's Academy
Board Member since 2006
Current Term Expires 2011

Priscilla Loring
Pike School
Board Member since 1995
Current Term Expires 2009

Eric Stacey
Pingree School
Board member since 2005
Current Term Expires 2009

Summary of the Board's Major Policy Decisions and Charter Amendments Approved by the Commissioner of Education

On October 24, 2006, in accordance with MGL chapter 71, section 89 and 603 CMR 1.00, the Commissioner of Education recommended, and the Massachusetts Board of Education voted unanimously to grant, the CDCPS Board of Trustees request to amend the Community Day Charter Public School's charter to increase enrollment from 306 to 331 students.

Summary of Official Complaints Received by the Board of Trustees

As in the past, the Board received no formal complaints of any kind.

Parent Advisory Board

The CDCPS Parent Advisory Board (PAB) provides a structure that encourages parental involvement in the school. The School's Bylaws stipulate that the members of the School's PAB serve on the Board of Trustees, giving parents an active and influential voice in the governance of the school. The PAB meets regularly, giving parents an opportunity to plan programs in response to the needs of the school. The PAB addresses a range of issues from academics and curriculum to fundraising. PAB 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.

Parent Advisory Board Members 2006-2007

Maritza Almodovar

Juana Anziani

Becky-Ann Bradley

Frank Bradley

Lorie Camire

Maria Castillo-Montero

William Caudill

Enid Collazo

Marelyn Cruz

Teresa Cueto

Niurka Diaz

Christine Gimas

Diana Godoy

Robyn Grealy

Michelle Hardcastle

Sonia Jaime

Glenda Javier

Nancy Johnson

Kimberly Kenny

Joselyn Marte

Misael Martinez

Mary Lou Moquete

Eileen Mugavero

Diego Neira

Patricia Norman

Olabisi Obasa

Nora Ortega

Susanne Petrakis

Angel Robles

Luz Rodriguez

Nitza Santiago

Helen Torres-Rodriguez

Maria Vargas

Educational Philosophy, Curriculum and Teaching Methods

“Standards-based curriculum is the centerpiece of the CDCPS academic program and provides the roadmap for day-to-day instruction. Teachers integrate extensive data analysis of students’ capabilities with the curriculum resources to create a rich and effective instructional program.”(SchoolWorks, 2004: Community Day Charter Public School Renewal Inspection Report).

The educational philosophy of CDCPS is grounded in the belief that *ALL* children can meet challenging standards and that good teaching and learning happens when clear, measurable standards are set and their achievement is continuously monitored. The core curriculum is comprised of teacher-developed curriculum units correlated to the Learning Standards of the Massachusetts Curriculum Frameworks. All units include assessment strategies to measure student mastery of specific learning standards. Teachers utilize a variety published materials and texts to augment the curriculum. Curriculum units are stored in a centralized database that is easily accessed by all members of the faculty. CDCPS has developed a data analysis model to review school performance results to enhance teaching and learning and support increased academic achievement for all students. MCAS and other student assessment results are analyzed to identify how individual students, classrooms, and grade levels perform in relation to grade-level learning standards. Faculty members use the assessment data to develop *action plans*, which describe how classroom practice and curriculum will be modified for their class as a whole and for individual students in need of additional instructional support. Teachers follow *curriculum maps* that outline the learning standards, skills, and subject matter content to be taught each month of the year, and meet throughout the year in grade-level teams to identify areas of weakness with regard to student performance on specific learning standards, identify solutions to improve instruction, differentiate curriculum implementation, and address specific needs of individual students.

Special Education

CDCPS holds high expectations for all students and offers programs and support services designed to maximize student performance and participation in the general curriculum. CDCPS implements a District Curriculum Accommodation Plan (DCAP) that describes the programs and services that support students’ achievement in accordance with the Massachusetts learning standards. The support includes remedial academic instruction in the form of one-to-one tutoring and small group instruction, speech and language therapy, counseling, physical therapy, and occupational therapy. A learning plan, or Personal Educational Goals (PEG) Plan, is developed for every child at CDCPS. The PEG outlines the responsibilities shared by teachers, parents, and the students themselves for achievement of learning objectives outlined in the PEG. CDCPS offers a full special education program to ensure that CDCPS students receive special education services designed to develop the student’s individual educational potential in the least restrictive environment in accordance with state and federal special education laws and regulations.

English Learner Education

CDCPS implements an English Learner Education Program in accordance with Chapter 71A of the General Laws of Massachusetts, the state law governing the education of limited English proficient students. New students whose parents/guardians identify a primary language other than English on the Home Language Survey are assessed to determine English proficiency using tests such as the Pre-LAS and LAS (Language Assessment Scales). Students learning English are placed in general education classrooms modified to provide effective sheltered English instruction. All reading, writing and subject matter is taught in English by teachers trained to help students develop the speaking, reading, and writing skills of English. Teachers, paraprofessionals and learning specialists work together to support English proficiency and provide extra help for students having difficulty meeting the learning standards for their grade, including instructional support and counseling in the native language when necessary. As required by the Department of Education, CDCPS annually assesses the English proficiency and educational progress of limited English proficient students by administering tests selected by the Massachusetts Board of Education, including the Massachusetts English Proficiency Assessment (MEPA) which assesses progress in reading and writing, the Massachusetts English Language Assessment–Oral (MELA-O), which assesses speaking and listening skills, and the Massachusetts Comprehensive Assessment System (MCAS) to measure progress in the attainment of grade level learning standards. CDCPS provides parents/guardians with information about their child’s progress written in the primary/home language, as well as in English, and during parent-teacher conferences held in the native language of the parent.

Title I

Community Day Charter Public School implements a Title I Schoolwide Program that is consistent with the School’s Charter School Accountability Plan. A Schoolwide Program permits a school to use Title I program funds to raise academic achievement for all students if at least 40% of the students enrolled in the school are from low-income families. Implementation of a Schoolwide Program follows a Plan that must be updated each year with input from staff, parents and others in the community that have a stake in the education of all students, including those students who have always been the intended beneficiaries of Title I: poor children, low-achieving children, homeless children, migrant children, children who are neglected or at risk of dropping out, and limited English proficient children. Title I grant funds alone do not pay for all of the activities outlined in the Plan, which addresses the required components that together describe how CDCPS will *increase the amount and quality of learning time and help to provide a high-quality curriculum for all students.*

Professional Development

CDCPS implements a cohesive and structured professional development program to enhance the capacity of administrators, teachers and assistant teachers (paraprofessionals) to deliver standards-based curriculum aligned to the Learning Standards of the Massachusetts Curriculum Frameworks and to achieve the goals of *No Child Left Behind*, which sets a benchmark of proficiency or better for all students in reading/English language arts and mathematics by 2013-2014. Professional development activities ensure that CDCPS faculty members are prepared to accommodate the diversity of students' learning needs in the regular classroom, to provide sheltered English immersion for students learning English as required by the amended MGL Chapter 71A, and to provide a range of special education services in accordance with the Individuals with Disabilities Act (IDEA). CDCPS professional development activities annually address:

- Aligning curriculum with the Massachusetts Curriculum Frameworks and English Language Proficiency Benchmarks and Outcomes
- Data Analysis/Assessment of Student Performance
- Individualizing instruction to meet student learning needs
- Differentiating Instruction
- Second language learning and teaching (sheltering content instruction, assessment of speaking and listening, teaching reading and writing to limited English proficient students)
- The five areas of reading, assessment and interventions
- Special Education
- Civil Rights
- Technology utilization and management

The professional development focus during 2006-2007 emphasized the year two implementation of *Reading First* in K-grade 3, as well as the evaluation of the benchmark assessment tests that were piloted in the 2005-2006 school year. Professional development pertaining to benchmarking has been extensive. Our teachers utilized new technology tools (ATI's Galileo, Princeton Review, ExamView, and EduSoft) and released questions from MCAS, to support the development of benchmark assessment tests for each grade 3-8 in English language arts and math. The tests were administered to all students in November 2006, February 2007 and April 2007. Benchmark test results were reported as scores that approximate MCAS performance categories (warning/failing, needs improvement, proficient, and advanced). Results were then used by teachers to chart the progress of individual students, and to make adjustments to further enhance student learning.

Staff Profile

School Leadership Team

Sheila Balboni, Executive Director
Patricia Teichman, Head of Early Learning Center
Brent Merten, Head of Lower School
Mary Chance, Head of Upper School
Carol Stern, Director of Special Education

Staffing Summary by FTE (full time equivalents)

Core Academic/Classroom Teachers: 36 (35 FTE)
Other Academic Teachers (Library, Music & Physical Education): 4 (2.5 FTE)
Instructional Paraprofessionals: 4 (3.5 FTE)
School Psychologist, Special Education Therapists and Teachers: 8 (5.5 FTE)
Operations, Food Services, Transportation & Maintenance: 9 (5 FTE)

Summary of Classroom Teacher Qualifications

Core Academic/Classroom Teachers: 36
All (100%) are Highly Qualified*
60% are Licensed in the Teaching Assignment
Average Years of Teaching Experience: 8.5 years
Average Years Teaching at CDCPS: 3.2 years
Average class size = 22 with an average Teacher to Student Ratio of 1:11

Teacher Attrition

Six (6) teachers, 16%, are not planning to return to CDCPS in 2007-2008.

*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). Teachers in Commonwealth charter public schools may meet the highly qualified standard by holding an active and valid Massachusetts teaching license; or by possessing a bachelor's degree and demonstrating competence in the subject area in which they teach by achieving a passing score on the appropriate MTEL (Massachusetts Tests for Educator Licensure) subject matter test (e.g., Early Childhood, General Curriculum, or other subject matter content).

Student Profile

Enrollment and Demographics

Number of Students Enrolled in Each Grade

K1	K2	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
38	46	25	23	24	44	38	21	21	26	306

Racial/Ethnic Distribution	Number	Percent
Hispanic	264	86%
White	32	11%
African American	7	2%
Asian	3	1%
Gender Distribution		
Male	160	52%
Female	146	48%
Limited English Proficient	63	21%
First Language Not English	256	84%
Students Receiving Special Education Services	65	21%
Qualified for Free Lunch	147	48%
Qualified for Reduced Price Lunch	54	18%
Average Attendance Rate	292.11	95.7%
Average Membership Rate	305.77	99.9%

Applications Received

As a public charter school, admission to CDCPS is through the lottery system. To be eligible for admission, 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 deadline for submission of applications for the 2007-2008 school year was March 2, 2007 and the lottery was held on March 7, 2007. 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 exceeded the available openings.

Grade	K1	K2	1	2	3	4	5	6	7	8	Total
Applications Received Prior to Lottery	73	86	95	113	149	108	66	49	60	83	882
Wait List as of July 1, 2007	35	86	91	113	148	108	66	49	60	80	836

Student Attrition Data

Three (3) students withdrew during the 2006-2007 school year because their families moved out of the area. All openings that occurred during the school year were filled with the next student on the wait list.

Suspensions and Expulsions

In-school Suspensions: 0

Out-of-school Suspensions: 0

Expulsions: 0

Summary of Performance Relative to Accountability Plan

This section outlines performance in relation to the nine educational and organizational goals identified in the approved CDCPS Accountability Plan 2005-2010.

Goals 1 - 4

Students at CDCPS will demonstrate steady improvement in their academic achievement and mastery of the skills and knowledge outlined in the Massachusetts Curriculum Frameworks for:

1. English Language Arts
2. Mathematics
3. Science and Technology/Engineering
4. History and Social Science

Assessment Measures: MCAS Test Results, Adequate Yearly Progress (AYP) Determination, Reading First Reading Assessments, and internally developed benchmark assessments.

Massachusetts Comprehensive Assessment System (MCAS) Test Results

The Massachusetts Comprehensive Assessment System (MCAS) tests all public school students in the Commonwealth, including students with disabilities and students with limited English proficiency. MCAS results are reported according to four performance levels: *Advanced* students demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems; *Proficient* students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems; *Needs Improvement* indicates a partial understanding of subject matter and ability to solve some simple problems; and *Warning/Failing* students do not solve simple problems and demonstrate a minimal understanding of subject matter. MCAS results measure performance based on the learning standards in the Massachusetts Curriculum Frameworks and progress in achieving No Child Left Behind (NCLB) proficiency goals in reading, English language arts and math (proficiency requires a score of proficient or advanced on MCAS).

2006 MCAS results indicate that CDCPS had a higher percentage of students scoring in the proficient and advanced levels than the Lawrence district average for every grade and every subject; and a lower failing percentage than the Lawrence district average for every grade and every subject. In 2006 CDCPS also had a higher percentage of students scoring in the proficient and advanced levels than the state average for 9 of the 14 tests; and a lower failing percentage than the state average for 11 of the 14 tests. Charts summarizing CDCPS MCAS results for the years 2006, 2005, and 2004 are provided and show consistently strong performance in each year.

CDCPS MCAS Results (Proficient and Advanced; Warning/Failing) For All Students on All Tests Compared to the State and Lawrence District Schools

2006 Tests	Percent of Scores in Proficient and Advanced Levels			Percent of Scores Warning/Failing Level		
	CDCPS	State Average	Lawrence District	CDCPS	State Average	Lawrence District
Grade 3 – Reading	41	58	24	4	8	26
Grade 4 – English	42	50	20	12	12	34
Grade 5 – English	43	59	24	5	9	29
Grade 6 – English	81	64	29	0	8	24
Grade 7 – English	84	65	37	0	9	23
Grade 8 – English	85	74	44	0	7	21
Grade 3 – Math	55	52	19	11	16	47
Grade 4 – Math	26	40	13	16	15	42
Grade 5 – Math	72	43	10	0	23	62
Grade 6 – Math	62	46	14	0	25	61
Grade 7 – Math	93	40	9	0	28	65
Grade 8 – Math	67	40	10	0	29	63
Grade 5 – Science	38	50	13	14	11	38
Grade 8 – Science	54	32	4	5	25	65
2005 Tests	Percent of Scores in Proficient and Advanced Levels			Percent of Scores Warning/Failing Level		
	CDCPS	State Average	Lawrence District	CDCPS	State Average	Lawrence District
Grade 3 – Reading	54	62	23	2	7	27
Grade 4 – English	43	50	17	4	11	32
Grade 7 – English	81	66	37	0	8	17
Grade 4 – Math	30	41	11	9	15	46
Grade 6 – Math	96	46	14	0	23	56
Grade 8 – Math	89	39	13	0	31	61
Grade 5 – Science	46	51	14	4	12	42
Grade 8 – Science	50	33	5	8	26	66
2004 Tests	Percent of Scores in Proficient and Advanced Levels			Percent of Scores Warning/Failing Level		
	CDCPS	State Average	Lawrence District	CDCPS	State Average	Lawrence District
Grade 3 – Reading	73	63	25	0	6	26
Grade 4 – English	47	56	19	0	9	34
Grade 7 – English	89	68	37	0	7	21
Grade 4 – Math	39	42	11	0	14	49
Grade 6 – Math	68	43	11	2	25	64
Grade 8 – Math	66	39	10	0	29	66
Grade 5 – Science	58	55	15	8	13	48
Grade 8 – Science	24	33	3	31	31	78

Adequate Yearly Progress (AYP)

MCAS results are used by the Massachusetts Department of Education to determine if schools are on schedule (*making AYP*) to meet the NCLB proficiency goal that all students score in the Proficient or Advanced categories on the MCAS English Language Arts and Mathematics exams by 2014. AYP determinations are made for all students (*the aggregate*) and for each subgroup of students (including limited English proficient, low-income, special education, and Hispanic students). The Composite Performance Index (CPI) is a 100-point index that the Department uses to measure the extent to which students are progressing toward proficiency. The following charts show the history of AYP determinations for CDCPS.

ENGLISH LANGUAGE ARTS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	196	196	100	Yes	227	83.4	Yes	-7.1	No	96.5	1.7	Yes	Yes
Lim. English Prof.	62	62	100	Yes	85	74.1	No	0.1	No	96.5	1.5	Yes	No
Spec. Ed.	45	45	-	-	41	70.1	-	-	-	95.5	2.3	-	-
Low Income	124	124	100	Yes	146	83.4	Yes	-6.3	No	96.5	1.5	Yes	Yes
Afr. Amer./Black	5	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	172	172	100	Yes	198	82.7	Yes	-6.4	No	96.6	1.4	Yes	Yes
Native Am.	0	-	-	-	-	-	-	-	-	-	-	-	-
White	18	18	-	-	22	84.1	-	-	-	95.4	3.0	-	-

MATHEMATICS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	196	196	100	Yes	179	83.0	Yes	-3.4	No	96.5	1.7	Yes	Yes
Lim. English Prof.	62	62	-	-	47	71.8	-	-	-	96.5	1.5	-	-
Spec. Ed.	45	45	-	-	42	81.5	-	-	-	95.5	2.3	-	-
Low Income	124	124	100	Yes	112	81.9	Yes	-4.1	No	96.5	1.5	Yes	Yes
Afr. Amer./Black	5	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	172	172	100	Yes	148	82.1	Yes	-2.8	No	96.6	1.4	Yes	Yes
Native Am.	0	-	-	-	-	-	-	-	-	-	-	-	-
White	18	18	-	-	21	84.5	-	-	-	95.4	3.0	-	-

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	

The data presented in the charts indicate that CDCPS has made AYP each year; however, in 2006 we did not make AYP in one subgroup (Limited English Proficient students). A closer examination of the CPI results for CDCPS as compared with those of the Lawrence district and the state provided in the table below indicates that at every grade level in both English language arts (ELA) and Math, CDCPS students score well above the averages for the Lawrence district. In ELA, the school's averages are also well above the averages for the state at Grades 6, 7, and 8, and just slightly lower than the averages for the state at Grades 3, 4, and 5. In Math, CDCPS students score well above state averages in Grades 5, 6, 7, and 8, and slightly above the state average at Grade 3. Grade 4 is the only grade at which the state CPI average is significantly higher (73.3) than the CPI for the school (64.5).

2006 Composite Performance Index (CPI) Comparison

	CDCPS	Lawrence	State
ELA			
Grade 3	78.3	63	83.4
Grade 4	75	59.9	78.8
Grade 5	81	62.6	83.7
Grade 6	94	66.3	84.9
Grade 7	93.3	69.7	84.5
Grade 8	95.5	72.6	88.3
Math			
Grade 3	81	53.6	78
Grade 4	64.5	51.8	73.3
Grade 5	89.3	42.2	70.2
Grade 6	86.9	45.6	70.5
Grade 7	96.2	40.5	66.6
Grade 8	87.8	42.1	66.3

CDCPS also conducted an internal study comparing our MCAS performance for the years 2004-2006 with all other elementary schools in the state with student populations that are comprised primarily of children from ethnic minority groups. We found that CDCPS was one of only three schools (out of 219 schools in total) whose MCAS proficiency percentage for African American and/or Hispanic students was higher than the state average for that demographic group for every subject and grade tested.

Reading First Reading Assessments

CDCPS began implementation of *Reading First* in 2005-2006. *Reading First* involves the use of scientifically based methods of reading instruction in K-3 classrooms in order to prevent reading difficulties and to ensure that all students will be fluent and proficient readers by the end of grade 3. CDCPS uses valid and reliable assessments including the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to monitor students' reading progress. Teachers use data collected from progress monitoring assessments to develop individualized learning goals for their students, to adjust reading groups and to recommend further diagnostic testing and interventions for students who are not experiencing progress. The following chart includes the final 2006-2007 results for the skills measured by DIBELS in each grade as compared to the benchmark (or score that students must achieve to be on track to becoming proficient readers) for each skill.

Grade	Measure	Benchmark	Average Raw Score Spring 2007
Kindergarten	Letter Naming Fluency	40	50
	Phoneme Segmentation Fluency	35	52
	Nonsense Word Fluency	25	40
First Grade	Phoneme Segmentation Fluency	35	57
	Nonsense Word Fluency	50	92
	Oral Reading Fluency	40	80
Second Grade	Oral Reading Fluency	90	98
Third Grade	Oral Reading Fluency	110	107

The spring 2007 results indicate that average student scores in Kindergarten, First, and Second Grade exceeded the benchmark for each DIBELS measure, and that average scores in Third Grade are just below the established benchmark.

Benchmark Assessment Tests

CDCPS discontinued annual administration of the *TerraNova* subject matter tests for grades 3-8 to coincide with the expanded MCAS testing in 2006. In school year 2006-2007 we began administration of benchmark assessment tests that were developed by CDCPS teachers highly knowledgeable with respect to the Curriculum Frameworks, grade level learning standards and MCAS. The benchmark tests included MCAS-like multiple choice and open response questions and were administered to students in November 2006, February 2007 and April 2007. Test results were strong across grades and subjects. Benchmark test results were reported as scores that approximate MCAS performance categories (warning/failing, needs improvement, proficient, and advanced), and teachers used the results to chart the progress of individual students and whole-classes, and to make adjustments to further enhance student learning. Benchmark testing provides more frequent monitoring of student progress in relation to the Massachusetts learning standards and allows teachers to make more timely adjustments in the classroom.

Goal 5: CDCPS will demonstrate strong community support reflected in high enrollment rates and low student turnover.

Assessment Measures/Results:

- Less than 1% (3) students withdrew during the 2006-2007 school year because their families moved out of the area.
- All openings that occurred during the school year were filled with the next student on the wait list.
- Applications for the 2007-2008 admission's lottery totaled 882, nearly three times the total enrollment capacity of 331.

Goal 6: CDCPS will ensure that each child has an opportunity to succeed by ensuring regular and consistent attendance by all students.

Assessment Measures/Results:

- The average daily attendance for 2006-2007 was 95.7%.

Goal 7: CDCPS will demonstrate sound use of financial resources and responsible financial decision-making.

Assessment Measures/Results:

- CDCPS annual budgets demonstrate management of resources sufficient to support effective school programs.
- Annual balance sheets document that CDCPS maintains adequate reserves to meet all payments and to continue as a going concern.
- Annual submission of audited financial statements shows that CDCPS follows sound practices and policies in managing public resources.

Goal 8: Students graduating from CDCPS will have choices for secondary school, including acceptance into secondary schools that base admission on student achievement, and adequate preparation once there.

Assessment Measures/Results:

- The Director of Placement provided students and parents with written materials about schools and assisted them throughout the application, selection and enrollment process.
- The Director of Placement worked with a local benefactor and the private high schools to assist parents of graduates who required scholarship assistance based on financial need.
- Forty-six percent (46%) of the 2006-2007 graduates are planning to attend secondary schools that base admission on student achievement.

Goal 9: CDCPS parents and faculty believe that the school consistently adheres to four essential elements of our charter: 1) High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies and Use of Technology; 2) Attention to the individual learning styles of each child; 3) Physical and emotional safety for each student and faculty member of the school community; and 4) Respect by students and faculty for the multi-cultural aspects of the Lawrence community.

Assessment Measures:

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

Summary of Results:

- Teachers devoted many professional development hours reviewing student assessment data to set achievement goals and to identify instructional strategies based on a thorough analysis of test results for each grade, classroom and student.
- Teachers utilized assessment data to develop a PEG (Personal Educational Goals), a document that identifies individual learning objectives for each student.
- Teachers prepared curriculum units that incorporated a variety of learning modalities in an attempt to motivate and engage students who possess a range of abilities and learning needs.
- A teacher/student ratio of 1:11 facilitated highly individualized instruction that maximized opportunities for students to reach a high level of academic achievement.
- A month-long summer program offered supplementary academic support to ensure that students meet the expectations of the regular classroom and the standards of the state curriculum frameworks.
- Learning specialists assisted students who required additional support in any area of their development and/or learning.
- There were zero (0) violations of CDCPS's Code of Conduct for use of tobacco or other drugs, or instances of weapons or violence/serious fighting among students.
- A fluently bilingual (English and Spanish) school psychologist provided a range of services for students and their families, including consultation and counseling services, and referrals to appropriate health and human services providers.
- CDCPS implemented a healthy food program that provided meals and snacks low in fat, salt and sugar content and emphasized whole grains and fresh produce.
- Students participated in before and after school programs that provided safe and appropriate environments during parents' working hours.
- Extracurricular programs gave opportunities for healthy physical activity and development of personal skills such as time management and the ability to work as a team.

- The school implemented a Code of Conduct that is reviewed and revised by parents, teachers and administrators who work together to ensure that it reflects the values of the school community.
- 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 at all PAB meetings.
- Parent responses to surveys indicate a high degree of satisfaction with the quality of teaching, school management, accessibility, school-home communication, class size and curriculum.
- A committee comprised of parents, teachers and administrators from throughout the school worked together to implement activities that enhanced students' sense of self by highlighting the strength of their cultural diversity.
- All students were provided opportunities to demonstrate learning through presentations during student assemblies and special events scheduled throughout the school year.
- School administrators and teachers worked together with community volunteers to provide service learning opportunities for students to apply academic skills in ways that maximized individual learning and the development of leadership skills.

High School Placement

On June 22, 2007 our 8th class of grade 8 students graduated with many options for secondary school enrollment. We are most grateful to a local benefactor, and to the private high schools themselves, for providing scholarships and financial assistance that make it possible for CDCPS graduates and their parents to consider private and public school options. Our congratulations to these outstanding young people; we wish them every success in high school and beyond. High school plans for the 26 graduates of the class of 2007 are:

Austin Preparatory High School	1 student
Central Catholic High School	1 student
Essex Agricultural and Technical High School	1 student
Greater Lawrence Technical High School	4 students
Hebron Academy	1 student
Lawrence High School	6 students
Methuen High School	1 student
Notre Dame High School	7 students
Pingree School	2 students
West Forsyth High School (North Carolina)	1 student
Whittier Regional Vocational Technical High School	1 student

Alumni News

Rate of High School Graduation for CDCPS Classes of 2000, 2001, and 2002

- 50 of 55 (91%) of former CDCPS students graduated on time from high school in 2004, 2005, 2006 as compared to 62.3% for all urban districts in the state and 41% for the Lawrence district

High Schools Attended by CDCPS Graduates:

Independent Schools

Austin Preparatory School
Brewster Academy
Brooks School
Darrow School
Dublin School
Groton School
Hebron Academy
Miss Hall's School
Nobles and Greenough School
Phillips Academy Andover
Phillips Exeter Academy
Pingree School
Proctor Academy
St. Paul's School
The Governor's Academy

Parochial Schools

Central Catholic High School
Notre Dame High School
Presentation of Mary Academy
St. John's Preparatory School

Public and Vocational Schools

Essex Agricultural and Technical School
Georgetown High School
Greater Lawrence Technical School
Haverhill High School
Lawrence High School
Methuen High School
North Andover High School
Whittier Regional Vocational Technical School

Colleges Attended by CDCPS Graduates:

- 40 (80%) of the 50 former CDCPS students who have graduated from high school are attending college

Bates College
Brigham Young University
Columbus College of Chicago
Emmanuel College
Florida Institute of Technology
Hesser College
Kalamazoo College
Lafayette College
Massachusetts College of Art
Middlesex Community College

Northern Essex Community College
Pomona College
Rivier College
Roger Williams University
St. Anselm's College
Temple University
University of Hartford
University of Massachusetts- Lowell
University of Massachusetts- Amherst
University of New Haven

An Interview with Ramon Tejada, CDCPS Class of 2001

Ramon moved to Lawrence from the Dominican Republic in 1996 and began his education in Massachusetts as a 5th grade student enrolled in the bilingual program at the Arlington School. In 1998 when he entered grade 6 at CDCPS he spoke very little English and remembers struggling with all of his schoolwork. Ramon does remember that there was one class in that first year where he felt successful: physical education. The praise and encouragement that he received from Mr. Lahaye meant a lot to him. Ramon also remembers his math teacher, Mr. E (Mr. Easley), with fondness as it was in this class that he discovered that math is a universal language. More than anyone else Ramon credits his substantial academic success to Mary Chance. He recalls the many times that Ms. Chance gave up her non-instructional time to work with him individually. He is greatly appreciative and says he would not have been successful without her consistent help.

Initially Ramon's grades were a great disappointment to him but by the 8th grade his grades were excellent and opportunities for high school were numerous. He was accepted to The Governor's Academy (formerly Governor Dummer Academy) where he attended as a boarding student. He appreciated the vigorous academics and supportive environment which he credits for his great success in high school. He remembers feeling privileged to be a part of the GDA community. Ramon chose to attend Lafayette College in Easton, Pennsylvania where he will begin his junior year in the fall of 2007. He is pursuing a double major that includes Economics/International Business and Spanish. He has also played on the Lafayette division one baseball team, and works for the college as a facilities supervisor!

Ramon believes that without the help of the CDCPS community he would not have been able to achieve this success. He believes that it is the small and supportive school community that provides students with individual attention that is the key to what makes CDCPS an outstanding school. Ramon expresses gratitude for the support he has continued to receive from both Ms. Balboni and Ms. Silverman.

Thanks to Ramon for participating in this interview. To say that he is a remarkable person is an understatement. We salute him as an outstanding member of our Alumni Community; thank you for being part of CDCPS – you are the best!

Dissemination Highlights

CDCPS has collaborated with our management agency (Community Day Care, Inc.) to establish mechanisms that enable faculty members to share their best practices and instructional methods, including the dynamic use of student assessment data to inform all areas of instruction, with other schools in Massachusetts and beyond. CDCPS is an approved professional development provider authorized to award professional development points required for Massachusetts teacher licensure. Faculty members demonstrate high levels of interest in sharing expertise acquired at CDCPS through their enthusiastic participation in trainings designed to hone presentation skills and prepare high-quality professional development materials. CDCPS faculty members work with Community Day Care managers to secure grants that offer financial resources to support the costs associated with the development of training content and materials required to provide high quality professional development services. Past competitive grants awarded by the Massachusetts Department of Education have included: *Technology Enhancement Competitive Grants*, *Charter School Dissemination Grants*, and *Case Study Seminars for Beginning Teachers Program Grants*. These grants supported the development and delivery of workshops, seminars and professional development institutes for educators from school districts and charter public schools. Highlights of dissemination activities in 2006-2007 included the following.

On November 2, 2006 our Data Analyst was part of a presentation team for the workshop titled, *The Latest in Charter School Research in MA and Beyond*, discussing CDCPS best practices for school-level research and data analysis for an audience of MA charter school leaders.

CDCPS began a 3-year collaboration with the Massachusetts Charter Public School Association to implement *Keeping the Promise: The Massachusetts Charter School Dissemination and Replication Project*. CDCPS is one of 5 schools (the others are Academy of the Pacific Rim, Boston Collegiate, MATCH, and Roxbury Preparatory) that have demonstrated great success educating students in communities of high need. Over the course of the project CDCPS will work with MCPSA and researchers from Harvard University to document, analyze and determine the elements of our success to disseminate these findings to other educators and policy makers. This first year involved the entire school community in a process of self-analysis that resulted in the identification of our school-wide goals and objectives; the strategies, practices, and structures critical to the school's success; as well as the systems of accountability and assessment key to implementation. We used this information to write a *whole school paper* that will soon be posted on the MCPSA Web site. In year 2 (2007-2008) we will support Harvard researchers and a documentary filmmaker as they work to preserve the results of the self-analysis and research components of the project in book and video formats; and our staff members will develop presentation materials for institutes and conferences, and gear up to host study tours for district schools and charter school-related organizations that will occur in year 3 (2008-2009). *Keeping the Promise* is funded in part with a grant from the U.S. Department of Education.

CDCPS and the Lawrence History Center partnered to secure a grant from the MA Department of Education, Massachusetts Service Alliance, and Learn and Serve America to disseminate practices and curriculum materials that use community-service learning as a method for implementing the learning standards of the *History and Social Science Curriculum Framework*. Our partnership worked closely with students and faculty at Lawrence Family Development Charter School and we are hosting a one-day seminar for Lawrence teachers that will take place on August 14, 2007.

Financial Report

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 07 Actual* (as of July 27, 2007)	FY 2008 Budget** (July 1, 2007- June 30, 2008)
Revenue		
Tuition	\$ 3,177,077	\$ 3,469,552
Grants	534,508	500,000
Medicad (SPED)	97,491	90,000
Lunch	119,147	115,000
Transportation and Other fees	47,076	46,000
Donations	268,777	200,000
Other	14,000	5,000
	<hr/>	<hr/>
Total Operating Revenues	\$ 4,258,075	\$ 4,425,552
	<hr/> <hr/>	<hr/> <hr/>
Expenses		
Personnel	\$ 3,081,220	\$ 3,204,469
Other Direct Student Costs	436,518	\$ 453,979
Occupancy	302,113	\$ 308,155
Equipment Renewal & Replacement	16,169	\$ 25,000
Other	422,512	\$ 430,962
	<hr/>	<hr/>
Total Operating Expenses	\$ 4,258,532	\$ 4,422,565
	<hr/> <hr/>	<hr/> <hr/>

* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement. **Also, the FY 2008 Budget reflects an increase in enrollment (306 to 331) per the school's charter amendment approved in October 2006.

Balance Sheet

Current Assets	\$ 1,335,566
Fixed Assets (net)	33,200
Other Assets	<hr/> 396,699
Total Assets	<hr/> \$ 1,765,465
Current Liabilities	\$ 191,687
Net Assets	<hr/> 1,573,778
Total Liabilities and Fund Balance	<hr/> \$ 1,765,465

Fundraising

The School raised the following during the year ended June 30, 2007:

Scholarship	135,547
Summer School	11,000
8th Grade Trip	2,420
General Operation	3,000
	<hr/>
	\$ 151,967
	<hr/>

Community Day Charter Public School thanks the generous contributors who provided grants and donations to support the school's development efforts.

Anonymous	Massachusetts Charter Public Schools
Brad Gatlin Family Fund	Association
Dusky Foundation	Procter & Gamble & the Gillette Retiree
Essex County Community Foundation –	Outreach Group
Greater Lawrence Summer Fund	Rogers Family Foundation
Family & Friends of Jack Flynn	Stevens Foundations
Forest Foundation	TJX Foundation
Highland Street Connection	Verizon

Fiscal Year 2007 State and Federal Education Grants Awarded

Grant:	Amount Awarded:
Community Service Learning School-based Program	\$7,000
Community Service Learning Partnership Grant	\$20,000
Early Childhood Special Education	\$1,610
Gifted and Talented	\$9,700
Quality Full-Day Kindergarten Program	\$22,400
Reading First	\$85,000
Safe and Drug-Free Schools Grant	\$2,590
Special Education Entitlement	\$96,545
Special Education Program Improvement	\$6,200
Technology Enhancement Competitive Grant	\$54,837
Title I Basic and Concentration Grant	\$161,215
Title II, Part A Improving Educator Quality	\$26,022
Title II, Part D Enhancing Education Through Technology	\$1,190
Title III, English Language Acquisition	\$19,324
Title V Innovative Programs	\$861
Total State & Federal Grants	\$514,494