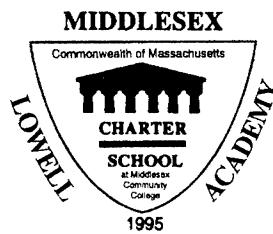


ANNUAL REPORT OF THE LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2012

Lowell Middlesex Academy Charter School (LMACS)

Middlesex Community College

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LMACS is accredited by the New England Association of Schools and Colleges (NEASC)

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Introduction

Entering its 18th year and the third year of its fourth Charter, the Lowell Middlesex Academy Charter School, located in Lowell, Massachusetts, is a public charter high school catering to students who have left their district high school prior to graduation and those significantly at risk of dropping out of these schools. We generally enroll students 16 to 21 years of age - primarily from Lowell - but also serve students from Billerica, Chelmsford, Dracut, Lawrence, Methuen, Tewksbury, Tyngsboro and Westford. The program has grown from a dropout recovery program to a comprehensive program serving up to 150 students. Our curriculum and interventions are designed to meet the needs of over age students enrolling with very little high school credit and those who have on-going obstacles to regular school attendance. The school defines success through the emotional and mental health of our students, as well as college and job readiness and test scores. The school does not ask students to apologize for past school failures, but we do hold them to high standards – standards that reflect academic achievement, progress toward 10 Ethical Values, and the ability to make an informed decision about educational and career options when they graduate.

July, 2012

Dear Friends of the Lowell Middlesex Academy Charter School,

It is my pleasure to report that this year the Charter School successfully completed its 17th year of operation in its fourth charter from the Massachusetts Department of Elementary and Secondary Education.

On June 7, 2012, 26 students graduated in a beautiful and emotional ceremony. Twenty-five students received diplomas having passed all MCAS exams and one student received a certificate of completion.

Since the purchase of the Pollard Building as the permanent home of the Lowell Middlesex Academy Charter School, the trustees have supported the exciting renovations to the building infrastructure and a total renovation to our first floor. Additionally, we were able to support a one-to-one iPad project that will be fully implemented during the 2012-2013 school year. Using iPads with students, teachers will be able to address multiple learning styles of students to improve learning and increase graduation rates.

We are grateful to the Mifflin Memorial Fund and the Theodore Edson Parker Foundation for their generous support for five teachers allowing them to attend workshops to learn the new Common Core curriculum standards and curriculum design. These workshops enabled our teachers to return to LMACS and share their new understandings with their colleagues. Teachers continue to redesign curriculum and lesson plans to meet the new goals set by the Department of Elementary and Secondary Education.

During the year, the LMACS welcomed a highly qualified math tutor and an outstanding social worker intern. The students were very welcoming of our new staff and benefitted greatly from their expertise. The 2011-2012 enrollment campaign resulted in a more stable student population. Students accepted throughout the school year participated in an extended orientation program that enabled faculty to properly place students and to develop programs designed to meet their specific educational needs.

The Accountability Plan included in the Annual Report received final approval from the Board of Trustees and the Charter School office. The newly instituted three phase curriculum model designed to increase the student graduation rate, appears to be achieving its goals. Finally, the Lowell Middlesex Academy Charter School and the TJX, Company partnership developed into a complete school/career project called the Youth Business Institute (YBI). All 26 graduates completed the program and, together with their parents, were treated to a graduation banquet in Burlington, MA at the conclusion of the program.

I know you join me in expressing my appreciation to the faculty and staff for another successful year.

Sincerely,

Carole A. Cowan, Ed.D.
President, Middlesex Community College
Chair, LMACS Board of Trustees

School Mission Statement

The mission of Lowell Middlesex Academy Charter School (LMACS) is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student's personal and cultural identity.

Our Vision

The curriculum of LMACS is built around a core of academic subject areas and is supplemented by required psycho-educational courses and groups. We require a school-to-work component, daily advising, and offer dual enrollment at Middlesex Community College. The LMACS curriculum reflects our small size and mission-driven culture. LMACS graduates will be able to:




- Read critically and analytically;
- Communicate effectively in writing and orally to a variety of audiences;
- Problem solve in a variety of circumstances;
- Use technology as a tool to gather, analyze and present information;
- Demonstrate a clear awareness of the rights and responsibilities of a community member;
- Demonstrate an understanding and knowledge of a career or educational option in order to develop a plan for the future.

LMACS is committed to the success of every student.

School Performance and Planning

The following sections outline the school's progress towards objectives and measures contained in the school's current accountability plan. For each listed measure, the school has provided evidence for whether the school has met (✓), is making progress toward meeting, or has not met the measure. In each section, LMACS provides information relative to both its accountability plan objectives that were developed by the school and accepted by the Charter School Office, and the Common School Performance Criteria required of all charter schools.

I. Faithfulness to Charter

| CRITERIA | OBJECTIVE | MEASURE | STATUS |
|--|--|---|--|
| <p>Mission, Vision and Educational Philosophy</p> | <p>The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).</p> | <p>1. Each year, the school will award diplomas only to those students who are prepared for an educational and career option and this preparation is outlined in each student’s individual Five-Year Plan.</p> <p>Academic: Over the course of a student’s time at LMACS, 100% of the graduates will pass all the graduation requirements as recorded on the student’s graduation requirement list with a grade of 70% or better.</p> <p>Social: 100% of LMACS graduates will complete a series of Life Skills classes with a grade of 70% or better.</p> <p>2. Each year, all graduates of the Lowell Middlesex Academy Charter School will have completed an application and a FAFSA form under the supervision of the school, so that they may enroll at any two or four-year college if they so choose.</p> | <p>1. </p> <p>Academic: For the 2011-12 academic year LMACS graduated 26 students. All students met the academic requirements with passing grades of 70% or better.</p> <p>Social: For the 2011-2012 academic year LMACS graduated 26 students. All students met the Life Skills requirements with passing grades of 70% or better.</p> <p>2. Making Progress</p> <p>All students completed a Middlesex Community College application and participated in a two day workshop provided by the Financial Aid department of Middlesex Community College and completed sections of the FAFSA application. However 1 out of 26 or 4% did not submit the FAFSA due to missing parental financial and/or tax information. During the 2011-2012 year, parents were invited to the FAFSA workshops.</p> |
| <p>Academic program</p> | <p>The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).</p> | <p>1. Each year, all graduates will satisfy the internship requirement by: completing the internship academic class with a grade of 70% or better and complete 50 hours at an internship placement site approved by the school and monitored by an on-site supervisor.</p> <p>2. Additionally, all students must pass the TJX Youth Business Institute workshops presented by TJX corporate managers. Students will receive a grade of Pass/Fail based on participation, attendance and completion of the workshops.</p> | <p>1. </p> <p>All graduating students successfully completed the Internship requirements of achieving a passing grade of 70% or better and completing at least 50 hours at an approved site.</p> <p>2. </p> <p>100% of students completed the TJX Youth Business Institute with a passing grade. Ten of the students received academic scholarships from TJX.</p> |

Common School Performance Criteria

Implementation of Mission, Vision, and Educational Philosophy:

Lowell Middlesex Academy Charter School (LMACS) is a school model distinct from traditional high schools and “No Excuses” charter schools. LMACS caters to over age students who leave their district high schools without a diploma. Sometimes misidentified as an alternative school, the mission of LMACS is broader than serving “at-risk” students. LMACS teachers are preparing students for college and for work. We are helping future citizens cope with difficult challenges in their personal lives as they learn to contribute to a democratic society. This is public education - not alternative schooling.

LMACS was chartered to support high school dropouts to become graduates - and to do it quickly. Many students at LMACS say that this is the first time in their lives that a school-based adult believes they have potential, but the teachers at LMACS have to meet the students where they are - a complicated task. On one end of the spectrum, there are students who arrive at LMACS with nearly enough credits to graduate from high school, but were never inspired to do so. On the other end are students who arrive at LMACS at a second-grade reading level and without knowledge of basic multiplication tables. To achieve the school’s mission, teachers ensure that each child has an advocate, and that students are prepared for future challenges. It is a school that defines success through emotional health and self-expression, as well as college readiness and test scores. The faculty holds students to high standards – standards that reflect academic achievement, progress towards 10 Ethical Values, and the ability to make a decision around educational and career options when they graduate. In order to support this mission, the school developed a school-wide academic and civic rubric for our learner expectations, approved by NEASC in 2005. (Appendix A)

II. Academic Program Success

| CRITERIA | OBJECTIVE | MEASURE | STATUS |
|--|---|---|---|
| MCAS - performance | Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes. | <p>1. The school shows an annual increase in its CPI score for the ELA MCAS in the aggregate.</p> <p>2. The school shows an annual increase in its CPI score for the mathematics MCAS in the aggregate.</p> | <p>1. ✓ The school showed an increase of 1.2 pts. in CPI score for the ELA MCAS from 86.3 in 2009-2010 to 87.5 in 2010-2011.</p> <p>2. ✓ The school showed an increase of .9 pts. in CPI score for the Math MCAS from 76.2 in 2009-2010 to 77.1 in 2010-2011.</p> |
| External assessments of student achievement | If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments. | 1. The school shows an annual increase in the Accuplacer Test ELA and mathematics in the aggregate and for all statistically significant subgroups. | <p>1. ✓ In ELA, new students enrolling Sept. 2011, (n=21) on average showed a two (2) point increase in their Accuplacer scores between September 1st and June 1st. In math, new students showed, on average, an eleven (11) point increase in scores over that time.</p> <p>In ELA, graduating seniors (n=25) on average showed a sixteen (16) point increase in their Accuplacer scores between entry (dates vary) and graduation (2012). In math, graduates showed, on average, a sixteen (16) point increase in scores over that time.</p> |

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| Curriculum | The school’s curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts. | 1. Each year, all of the school’s teachers will document how each unit of instruction, in all courses, is aligned to the Common Core Standards. The Director and Assistant Director will review curriculum binders in all subject areas to ensure that LMACS curriculum is aligned to Common Core Standards. An LMACS curriculum rubric will be published on the school website and in the LMACS Annual Report. | 1. Making Progress LMACS is developing a process for aligning current curriculum from the existing Massachusetts Frameworks to the Common Core Standards. Presently a curriculum committee of 5 teachers is participating in the Massachusetts DESE Race to the Top Projects. These teachers will lead professional development for colleagues. Utilization of the Achieve 3000 reading program and the implementation of iPads for students both provide excellent tools to support diverse learners. |
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Common School Performance Criteria

Curriculum:

At present the core curriculum of the Lowell Middlesex Academy Charter School is contained in content specific binders for English, mathematics, history and science and is aligned with the current Massachusetts Curriculum Frameworks. As Common Core Standards development proceeds, LMACS curriculum will be adapted to these new standards.

The charter school’s curriculum is consistently implemented around these frameworks in all subject areas. However, LMACS teachers are guided in their daily decisions for how they will plan for and deliver lessons by the six Learner Expectations that were developed in conjunction with the New England Association of School’s and Colleges in 2005.

See Appendix B for the 2011-2012 LMACS Course Offerings.

Instruction:

In addition to the school-wide rubric of Learner Expectations and Outcomes, all teachers use a Black Board Configuration with the following general structure:

- Do Now**
- Aim/Objective**
- Class Activity**
- Homework**

The Do Now signals the beginning of the class and is typically not more than five to ten minutes in length. Teachers use the Do Now to review previous content, ask students to write or reflect on what they already know, or to check for understanding from previous lessons. The Aim/Objective states the objective or learning standard that the lesson will address, and the class activity describes the tasks that students and teachers will actually complete together during the lesson.

Program evaluation:

Program evaluation is a regular, on-going process at Lowell Middlesex Academy Charter School. The school completed a comprehensive analysis in 2009 of all of our programs, constituents, and policies as part of our ten-year reaccreditation with the New England Association of School and Colleges. We administered surveys of students, teachers and the Board of Trustees and formed committees around the following NEASC standards:

Committees for NEASC's Teaching and Learning Standards

Mission and Expectations

Curriculum

Assessment

Instruction

Committees for NEASC's Support Standards

Leadership & Organization

School Resources for Learning

Community Resources for Learning

We reported the results of all of the surveys and the findings of the seven Committees to the Association in November of 2009 and received notice of reaccreditation in the spring of 2010.

However, the evaluation of our programs is not limited to these formal site visits. The school hosted faculty, doctoral, and master's degree candidates from the Harvard Graduate School of Education this year. Each observer provided written feedback to the Executive and Assistant Director in the form of brief memos that contained candid feedback on curriculum, instruction, and school culture.

School culture:

The school was founded on ten Ethical Values:

Respect

Courage

Responsibility

Truthfulness

Justice

Unity
Agape
Achievement
Freedom
Peace

The social/emotional committee (an outgrowth of the NEASC committee) holds “success” assemblies focused on these values. Each assembly begins with a “Town Meeting” and honors students AND teachers who provide concrete examples of our Ethical Values through ideas, cultural activities or community service.

The school admits new students three times per year, at the start of the trimester in August, November, and March. Part of our orientation activities for new students includes activities meant to enhance new students’ understanding of the Ethical Values and the school culture at LMACS that is supported by these values.

The school’s policies and procedures are rooted in the Ethical Value of mutual Respect, and we have taken a conscious step to implement policies and procedures that operate in ways distinct from both traditional high schools and “No Excuses” charter schools. To this end, the school does not require uniforms of any kind, and has chosen to avoid the use of detentions, demerits, or in-school suspensions to monitor or deter student misbehavior.

Still, there are some basic “Non-Negotiables” around which the school refuses to bend and that may result in suspension or expulsion. LMACS uses an Ethical Review as part of a due process for students who violate our “Non-negotiables” and that can result in suspension or expulsion for repeated or egregious behavior. In addition, all students sign, with their Advisor, an “Agreement for Success” that outlines some of our expectations for behavior and also explains the following:

LMACS Non-Negotiable Rules and Policies are founded on respect:

Respect Yourself:

To be part of the school, you must be working toward your goals for achieving a successful and healthy future.

Respect Others: You must treat all fellow students, LMACS staff, MCC staff, and school visitors with courtesy and respect.

Respect Property:

You must show care for all areas of the school, the college, and others' personal belongings.

Diverse learners:

In addition to the policies and procedures outlined in the school's Curriculum Accommodation Plan, the charter school has recently adopted several instructional technologies and strategies that increase the school's capacity for identifying, meeting the instructional needs, and assessing the progress of our students.

The school continues to use the Achieve 3000 instructional software purchased during the 2007-08 academic year. This program is designed to quickly assess student reading levels and provide reading selections that are on-grade level. The program also provides assessments for reading comprehension so that teachers can monitor our students' progress.

Over the 2011-2012 academic year, LMACS purchased iPads for students and began using them in the classroom. This will significantly enhance curriculum and instruction and aide in the development and implementation of lesson plans that meet the needs of our diverse student population.

In addition, the school offers coursework across a range of levels that meet our students' diverse needs. These course offerings include Dual Enrollment at Middlesex Community College, advanced coursework in English at the school, and Instructional Support for students with specific, individual needs.

Finally, all graduating students complete a Five-Year Plan, which is the culminating project for seniors and outlines the students' academic and career goals after they leave the charter school. This plan allows students with varying interests and abilities to showcase what they have learned, and are able to do, as well as what they have planned for their future. All graduating seniors also completed a 50-hour internship in a field placement of student choice.

Next year, LMACS plans to offer a credit recovery program utilizing Plato software. LMACS will offer this option to students who have failed a course or to students who need a directed study if a course is unavailable during a particular semester. Plato software may also be utilized for students who need additional support in the classroom if a student is struggling to learn the material that is being taught.

Professional development:

The faculty and staff are engaged in professional development and on-going collaborations in several areas. Each year, the charter school supervises graduate students in Social Work programs who





provide extremely valuable services to our students, and that contribute to our learning as well. Two students from Boston University completed internship placements over the past year.

Staff regularly attends professional development seminars in specific content areas. Several teachers are participating in the three year Race to the Top project aligning the current Massachusetts Framework to the Common Core Curriculum.

All faculty and staff members participate weekly in Instructional Rounds during the school year. Instructional Rounds is a process whereby specific problems in teaching and learning are observed and analyzed in teams with a focus on applying school-wide solutions. We believe Instructional Rounds are an appropriate professional outgrowth resulting from our successful reaccreditation with NEASC and 15-Year Charter Renewal with the Department of Elementary and Secondary Education.

Finally, the school continues to provide time and support for teachers to develop their own content-specific expertise. Staff members attended conferences on topics related to mental health, health, special education, and curriculum development. The school nurse attends regularly scheduled meetings with other Charter School nurses and works closely with the Board of Health in order to stay current with new medical updates and school requirements. One staff member attended restraint training and held a professional development with staff. Three staff members attended a seminar on bullying prevention education, and all staff attended an on-site bullying prevention and intervention program given by our social worker. Four faculty members recently completed a 12 hour certification course in Emergency Mental Health.

III. Organizational Viability

| CRITERIA | OBJECTIVE | MEASURE | STATUS |
|-------------------------------|--|---|---|
| Solvency and stability | <p>The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.</p> <p>The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</p> <p>The school's annual independent audit is free of material or repeated findings.</p> | <p>1. The school's annual budget is sustained by its enrollment beginning with the pre-enrollment report.</p> <p>2. Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations as reported in financial statements. The budget supports the academic program and consistently operates within budget.</p> <p>3. There is an absence of material or repeated audit findings in annual audits by qualified independent auditor</p> | <p>1.  The annual budget is developed based on pre-enrollment projections. For the 2011 -2012 this budget was sustained by actual average enrollment of 112 students.</p> <p>2.  As evidenced by Certified Financial Statements the school consistently demonstrates positive financial results, supports academic programs and operates within budgets.</p> <p>3.  As evidenced by accountants Certified Financial Statements there have been no material findings reported.</p> |
| Enrollment | <p>The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.</p> | <p>1. Each year, the school's social workers will enroll at least 10% of dropouts reported to us by counselors in the sending districts.</p> | <p>1.  For the 2011-2012 school year, 45% of the new students enrolled were dropouts referred to LMACS social workers by sending districts.</p> |

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| <p>Safety</p> | <p>The school establishes and maintains a physically safe environment for students and staff.</p> <p>The school establishes an environment free from harassment and discrimination for students and staff, and effectively addresses the social, emotional, and health needs of its students.</p> | <p>1. LMACS will have less than three incidents of violence (fighting, weapons) in the school per year as reported in discipline reports.</p> <p>2. Each year, LMACS will offer a series of student and teacher workshops. All students in the school will participate in the workshops and complete an evaluation report with at least 80% of the students reporting relevance of the topic to student's lives. Topics will include anti-bullying, harassment, depression, and substance abuse.</p> <p>3. Teachers actively monitor the school premises and report issues and survey students to determine their level of "feeling safe." At least 80% of students surveyed will report feeling safe in the school environment.</p> | <p>1. Did not meet LMACS had four incidents of violence as reported in discipline reports during the 2011-2012 school year. LMACS has seen an increase in students with serious mental health issues. Many of these students are being referred from the Molloy alternative school at LHS due to a recent policy change limiting time that students may attend the Molloy before returning back to LHS or seeking alternate placement.</p> <p>2. ✓ All students attended a "Bullying Prevention" workshop on 8/30/11, a "Youth Violence Prevention Day" with an anti-gang speaker on 9/20/11, and a "Born this Way" anti-bullying program on 3/12/12. All new students and parents receive an orientation with a review of the LMACS Bullying Prevention plan and a review of the LMACS no tolerance policy on violence and drugs. Cyber-bullying prevention education was integrated into the advising curriculum. Professional Development for staff on Bullying Prevention is done annually through on and off-site training.</p> <p>3. ✓ A student survey was conducted to assess student safety. 98% of students reported feeling safe in the school environment.</p> |
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Common School Performance Criteria

Policy decisions:

There were no major policy decisions by the LMACS Board of Trustees in 2011-2012.

Amendments to the charter:

There were no amendments to the LMACS charter filed in 2011-2012.

Complaints:

There were no official complaints filed to the Board of Trustees in 2011-2012.

Oversight:

The executive director presents an oral and written report to the Board of Trustees at each meeting. Board members routinely ask questions and offer suggestions to the director. Additionally, a parent and a student sit on the Board and are asked to provide their unique perspectives. The student representative provides an oral report on student activities including academic and social/cultural events. A member of the Board of Trustees writes a formal evaluation of the executive director and reports to the full Board.

Trustees serve on self-study committees that evaluate school performance and present evidence at reviews and site-visits by the Department of ESE.

Board planning:

LMACS is an established Charter School that has been fortunate enough to have stable board oversight throughout its existence. Goals outside of the Accountability Plan include tracking graduates to ensure that LMACS is preparing students for real life after high school. To that end, Board members regularly inquire about the alumni list. Each year, a student updates the alumni list with current telephone numbers, email address, and residences. However, Board members understand the issues around the transient nature of an at-risk population.

Family satisfaction:

During evening parent meetings, parents or designated adults of our students continue to indicate high levels of overall satisfaction with the school and its programs for supporting students. Social workers and advisors who have frequent conversations with parents also continue to report student and family satisfaction with the school. Parents are encouraged to attend meetings at least once per semester or three times annually during the academic year, as well as any time that an issue is of concern with a student or parent.

A parent involvement survey was completed in the spring of 2012. The survey was posted on the website and also sent home in a mailing to parents. Prior to conducting the surveys, parents were notified at parents meetings and by including notices in grade reports that are mailed home. Results of this survey were compiled by the DESE and a copy was e-mailed to the school director and Special Education Administrator. According to survey results, eight parents completed the survey; Six of the parents had general education students and two had special education students. Overall, LMACS parents showed an 87.5% satisfaction rate as compared to the state average of 85.3% agreeing with 9 or more survey items answered by all parents. In addition to this, 100% of parents surveyed felt that teachers were readily available to speak with and answer questions, interacted professionally, provided them with behavioral expectations and policies, and expected their child to succeed. LMACS will utilize this information to highlight areas of strength and make improvements to engage family members in the educational process with their children. As is often the case with our high risk population, parents are reluctant to complete surveys either sent to their homes with self-addressed return envelopes or posted to on the school's website.

Financial oversight:

LMACS budget development typically begins with the Executive Director chairing faculty discussions about curriculum and instruction priorities and needs. For example, for the 2011-12 budget year, teachers recommended to the Executive Director the purchase of iPads for student use and MacBook Pro laptops for teacher use. After consultation with the MCC IT Director and research in the current state-of-the-art, the Executive Director met with the finance sub-committee of the Board of Trustees to present a technology project plan. At the full meeting of the trustees, the 2010 draft budget was presented for full Board action.

2011-2012 Recruitment and Retention Plan Implementation Report

Recruitment Plan – Report on Implementation

| Group | Strategy | Evidence of Implementation | Change Strategy |
|--|---|---|---|
| <p>Demographic Group:</p> <p>A. Special education students</p> | <ul style="list-style-type: none"> - LMACS special education teachers attend city-wide SPED PAC meetings to attract parent interest. - Promote LMACS as actively seeking/able to meet the needs of SPED students in all advertisements. - Participate in informational/awareness discussions with local districts. | <p>In addition to the city-wide SPED Pac meetings, staff presented at the MassGrad Open House event at LMACS. SPED and Social Worker staff initiate communications with SPED departments in our area. LMACS SPED population is 23%.</p> | <p>Add Right to Attend document to application and post on website.</p> |
| <p>Demographic Group:</p> <p>B. Limited English-proficient students</p> | <ul style="list-style-type: none"> - Board members assist in recruitment in all ethnic groups throughout the region. Board members represent the Spanish, Portuguese, and Khmer speaking communities. They will promote LMACS at social, civil and religious events during discussions and by distributing printed materials. - Trustees will advertise LMACS in our language groups on radio and local cable TV. | <p>LMACS was able to recruit all ethnic groups in the appropriate native language,</p> <p>Many LMACS and their parents are bilingual. LMACS LEP population is 1%.</p> | <p>During the summer months, 2012, teachers, current student, and recent alums who speak Spanish and Khmer will recruit at the Lowell Folk Festival and the Asian Water Festival.</p> |
| <p>Demographic Group:</p> | <ul style="list-style-type: none"> - 55.4% of LMACS students are eligible for free lunch. | <p>Our demographics have not changed significantly,</p> | <p>No change.</p> |

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| <p>C. Students eligible for free lunch</p> | <ul style="list-style-type: none"> - We continue to post flyers at food banks, housing projects, and local homeless shelters. | <p>although the data shows a 3.5% increase in free lunch students.</p> | |
| <p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p> | <ul style="list-style-type: none"> - 8% of LMACS students are eligible for reduced lunch. - We continue to post flyers at food banks, housing projects, and local homeless shelters. | <p>Our demographics have not changed significantly, although the data shows an 8% decrease in reduced lunch students..</p> | <p>No change.</p> |
| <p>Demographic Group:</p> <p>E. Students who are sub-proficient</p> | <ul style="list-style-type: none"> - Presentations highlight our remedial services including required MCAS Prep classes in ELA, math and biology. - LMACS curriculum is taught using a tiered instructional model that provides scaffolding in all subject areas. | <p>Mass grad Open House experiences both as host and visitor were very successful.</p> <p>Achieve3000 continues to see student success.</p> | <p>-All students will be given an iPad to use during the academic classes to meet different learning styles.</p> <p>T-shirts, banners, and postcards were printed with our new “slogan” of <i>your 1rst choice for a 2nd chance.</i></p> |
| <p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p> | <ul style="list-style-type: none"> - Students at risk of dropping are our target audience. All our efforts are to support our mission of serving an at-risk population. | <p>Our demographics have not changed</p> | <p>-All students will be given an iPad to use during the academic classes to meet different learning styles.</p> <p>T-shirts, banners, and postcards were printed with our new “slogan” of <i>your 1rst choice for a 2nd chance.</i></p> |
| <p>Demographic Group:</p> <p>G. Students who have dropped out of school</p> | <ul style="list-style-type: none"> - Students who have dropped are our target audience. All our efforts are to support our mission of serving an at-risk population. - We meet regularly with representatives from: | <p>Our mission remains the same: serve over aged and under credited students.</p> | <p>-All students will be given an iPad to use during the academic classes to meet different learning styles. T-shirts, banners, and postcards were</p> |

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|---|--|---|---|
| | LPD, Juvenile Court, DSS, DYS, Youth Groups. | | printed with our new “slogan” of <i>your 1rst choice for a 2nd chance.</i> |
| <p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p> | <ul style="list-style-type: none"> - Students from typically underserved populations are our target population. We meet regularly with groups serving out Southeast Asian, Hispanic, and Black area youth. - LMACS is 41% white, 32% Hispanic, and 6% black, 17% Asian. - 83.2% of students report that English is their first language. - 16.7% of students report that English is their second language. | Our mission remains the same: serve over aged and under credited youth. | <p>-All students will be given an iPad to use during the academic classes to meet different learning styles.</p> <p>T-shirts, banners, and postcards were printed with our new “slogan” of <i>your 1rst choice for a 2nd chance.</i></p> |
| Student Retention Goal | | | |
| Educational | <ul style="list-style-type: none"> • Curriculum design to address huge gaps in students’ education. Differentiate instruction to meet all students’ needs. • Orientation and study skills classes to ensure success. • T1 program targeting students in their first term at LMACS. • MCAS and Accuplacer Prep classes to ensure academic success. | The T-1 program targeting students in their first term appears to have been successful in retaining new students. | <p>Ubiquitous technological learning tools to address varied learning styles.</p> <p>(iPads)</p> <ul style="list-style-type: none"> • Software to provide credit recovery opportunities. |
| Social/Emotional | <ul style="list-style-type: none"> • Rigorous Life Skills curriculum to address students’ social and emotional needs. • Mental Health | We continue to address the significant social/emotional needs of our | No change. |

| | | | |
|---------------------------|--|---|------------|
| | workshops lead by experts in their fields: Depression, anti-gang violence, substance abuse, bullying, etc. <ul style="list-style-type: none"> • After-school activities program. | students. | |
| Family Involvement | <ul style="list-style-type: none"> • Bi-weekly telephone calls top parents. • Evening parent workshops. • Timely parent notification to address absenteeism. | Encouraging parent involvement continues to be both a challenge and a priority. | No change. |

Lowell Middlesex Academy Charter School 2012-13 Recruitment and Retention Plan

I. Recruitment Plan

| General Recruitment Activities List recruitment activities undertaken each year which apply to all students. |
|---|
| <ul style="list-style-type: none"> - Advertise in all Middlesex Community College publications throughout the year; - Advertise by doing regular human interest stories on local radio shows; - Advertise/recruit at civic/social events throughout the region; - Encourage currently enrolled students to recruit friends; - Advertise by publishing human interest stories in the Lowell Sun; - Advertise in large storefront windows and using lawn signs; - Recruit students using LMACS.org website; - Meet regularly with school guidance counselors throughout the region. |

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending district(s). Create goals and strategies for each of the following categories:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of "Needs Improvement" or "Warning/Failing" on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school

H. Other subgroups of students who should be targeted to eliminate the achievement gap

| Recruitment Plan – Goals and Strategies List goals and strategies for recruitment activities for each demographic group. | |
|---|--|
| <p>Demographic Group:</p> <p>A. Special education students</p> | <ul style="list-style-type: none"> - LMACS special education teachers attend city-wide SPED PAC meetings to attract parent interest. - Promote LMACS as actively seeking/able to meet the needs of SPED students in all advertisements. - Participate in informational/awareness discussions with local districts. |
| <p>Demographic Group:</p> <p>B. Limited English-proficient students</p> | <ul style="list-style-type: none"> - Board members assist in recruitment in all ethnic groups throughout the region. Board members represent the Spanish, Portuguese, and Khmer speaking communities. They will promote LMACS at social, civil and religious events during discussions and by distributing printed materials. - Trustees will advertise LMACS in our language groups on radio and local cable TV. - Teachers, current students, and recent alums will recruit at the Lowell Folk Festival, the Southeast Asian Water Festival, and the LPD/UTEC Dance for Peace. - |
| <p>Demographic Group:</p> <p>C. Students eligible for free lunch</p> | <ul style="list-style-type: none"> - 55.4% of LMACS students are eligible for free lunch. - We continue to post flyers at food banks, housing projects, and local homeless shelters. |
| <p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p> | <ul style="list-style-type: none"> - 8% of LMACS students are eligible for reduced lunch. - We continue to post flyers at food banks, housing projects, and local homeless shelters. |

| | |
|---|--|
| <p>Demographic Group:</p> <p>E. Students who are sub-proficient</p> | <ul style="list-style-type: none"> - Presentations highlight our remedial services including required MCAS Prep classes in ELA, math and biology. - LMACS curriculum is taught using a tiered instructional model that provides scaffolding in all subject areas. - All students are given an iPad to use during the academic classes to meet different learning styles. - All students use Achieve 3000 (reading) and Study Island (math) to improve basic reading and math skills. |
| <p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p> | <ul style="list-style-type: none"> - Students at risk of dropping are our target audience. All our efforts are to support our mission of serving an at-risk population. - Social Workers and Administrator work closely with Guidance Counselors at LHS and high schools in the surrounding area. |
| <p>Demographic Group:</p> <p>G. Students who have dropped out of school</p> | <ul style="list-style-type: none"> - Students who have dropped are our target audience. All our efforts are to support our mission of serving an at-risk population. - We meet regularly with representatives from: LPD, Juvenile Court, DSS, DYS, Youth Groups, Lowell Community Health Center and UTEC. |
| <p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p> | <ul style="list-style-type: none"> - Students from typically underserved populations are our target population. We meet regularly with groups serving out Southeast Asian, Hispanic, and Black area youth. - LMACS is 41% white, 32% Hispanic, and 6% black, 17% Asian. - 83.2% of students report that English is their first language. - 16.7% of students report that English is their second language. |

II. Retention Plan

| Overall Student Retention Goal | |
|--|---|
| <p>Annual goal for student retention (percentage):</p> | <p>10% increase in retention rate per year <i>AY 2011-2012 79.5%</i></p> |
| Retention Plan Goals and Strategies – List goals and strategies for retention activities | |
| <p>Educational</p> | <ul style="list-style-type: none"> • Curriculum design to address huge gaps in students’ education. Differentiate instruction to meet all students needs. • Software to provide credit recovery opportunities. • Orientation and study skills classes to ensure success. |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> • T1 program targeting students in their first term at LMACS. • MCAS and Accuplacer Prep classes to ensure academic success. • Ubiquitous technological learning tools to address varied learning styles. (iPads) |
| Social/Emotional | <ul style="list-style-type: none"> • Rigorous Life Skills curriculum to address students’ social and emotional needs. • Mental Health workshops lead by experts in their fields: Depression, anti-gang violence, substance abuse, bullying, etc. • After-school activities program. |
| Family Involvement | <ul style="list-style-type: none"> • Bi-weekly telephone calls to parents. • Evening parent workshops. • Timely parent notification to address absenteeism. |

Dissemination

The school has regularly led or participated in a number of projects aimed at disseminating our support for students who have not previously been successful in high school. For example:

1. Staff participated in a MassGrad Open House hosting 15 colleagues from Lowell High School as well as other charter schools serving similar populations. The Open House included classroom visits and a discussion “best practice” with teachers and administration.
2. Five LMACS faculty visited other MassGrad Open Houses to share best practice for at-risk students.
3. Two open houses followed the initial MassGrad Open House designed specifically for Lowell High School housemasters.
4. LMACS staff regularly appeared on local radio and submitted editorials to local newspapers commenting on issues of importance to the school community.
5. LMACS is currently the subject of two doctoral dissertations. (Harvard University and University of Massachusetts Lowell)

Selected Financial Reports

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL
 Pre - Audit Draft Statement
 Statements of Revenues, Expenses, and Changes in Net Assets
 Years ended June 30, 2012 and 2011

| | 2012 | 2011 |
|--|--------------|--------------|
| Operating revenues: | | |
| Chapter 70 state tuition | \$ 1,426,770 | \$ 1,444,525 |
| In-kind contributions | \$ - | \$ - |
| Total operating revenues | \$ 1,426,770 | \$ 1,444,525 |
| Operating expenses: | | |
| Salaries | \$ 1,075,172 | \$ 1,070,478 |
| Payroll taxes | \$ 15,623 | \$ 12,815 |
| Unemployment taxes | \$ - | \$ - |
| Fringe benefits | \$ 171,447 | \$ 141,146 |
| Occupancy | \$ - | \$ - |
| Contracted services | \$ 41,761 | \$ 41,955 |
| Telephone and utilities | \$ 45,768 | \$ 47,693 |
| Food service program | \$ 41,687 | \$ 46,496 |
| Staff development (note 4) | \$ 4,281 | \$ 1,000 |
| Office supplies and materials | \$ 36,776 | \$ 29,221 |
| Computer equipment and classroom furnishings | \$ 102,137 | \$ 13,952 |
| Postage and shipping | \$ 137 | \$ 54 |
| Maintenance and repairs | \$ 22,232 | \$ 26,040 |
| Insurance | \$ 15,448 | \$ 15,183 |
| Travel | \$ 549 | \$ 512 |
| Student transportation | \$ 3,195 | \$ 3,140 |
| Dues and subscriptions | \$ 6,513 | \$ 6,418 |
| Scholarships | \$ 2,250 | \$ 3,820 |
| Miscellaneous | \$ 13,054 | \$ 5,244 |
| Real Estate Taxes | \$ - | \$ 8,737 |
| Depreciation | \$ - | \$ 61,661 |
| Base Building Improvements | \$ 424,186 | \$ 14,600 |
| Allocated Service charge | \$ 42,975 | \$ 83,567 |
| Total operating expenses | \$ 2,065,191 | \$ 1,633,732 |
| Operating loss / gain | \$ (638,421) | \$ (189,207) |
| Nonoperating revenues/(expenses): | | |
| State grants (note 10) | \$ 101,211 | \$ 123,385 |
| Private grants | \$ 30,066 | \$ 13,252 |
| Interest Income | \$ 1,784 | \$ 3,892 |
| Pollard Building Rental Income | \$ 139,071 | \$ 188,679 |
| Mortgage Interest | \$ (94,690) | \$ (96,270) |

| | | |
|--|--------------|------------|
| Federal School Lunch program | \$ 12,661 | \$ 16,039 |
| Nonoperating income | \$ 190,104 | \$ 248,977 |
| Increase / Decrease in net assets | \$ (448,318) | \$ 59,770 |
| Net assets, beginning of year | \$ 897,552 | \$ 837,782 |
| Net assets, end of year | \$ 449,234 | \$ 897,552 |

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Balance Sheet

Pre-Audit Draft Statement

June 30, 2012

(with comparative totals at June 30, 2011)

| Assets | Current Funds | | 2012 | 2011 |
|---|---------------|------------|-----------|-----------|
| | Unrestricted | Restricted | Total | Total |
| Current assets | | | | |
| Cash and cash equivalents | \$ 43,846 | 15,865 | 59,711 | 489,337 |
| Accounts Receivable | - | - | - | - |
| Grants receivable | - | 11,267 | 11,267 | 16,729 |
| Total current assets | \$ 43,846 | 27,132 | 70,978 | 506,066 |
| Noncurrent assets | | | | |
| Capital assets, net of accum depreciation | \$ 2,711,776 | - | 2,711,776 | 2,711,776 |
| Other noncurrent assets | 203,244 | - | 203,244 | 293,892 |
| Total noncurrent assets | \$ 2,915,020 | - | 2,915,020 | 3,005,668 |
| Total assets | 2,958,866 | 27,132 | 2,985,998 | 3,511,734 |
| | ===== | ===== | ===== | ===== |
| Liabilities and Fund Balances | | | | |
| Current liabilities | | | | |
| Accounts Payable | \$ 5,267 | 285 | 5,552 | 20,793 |
| Deferred grant revenue | - | 27,647 | 27,647 | 39,748 |
| Total current liabilities | \$ 5,267 | 27,932 | 33,199 | 60,541 |
| Noncurrent liabilities | | | | |
| Loans Payable | \$ 2,503,566 | - | 2,503,566 | 2,553,640 |
| Total noncurrent liabilities | \$ 2,503,566 | - | 2,503,566 | 2,553,640 |
| Total liabilities | 2,508,833 | 27,932 | 2,536,765 | 2,614,181 |
| | ===== | ===== | ===== | ===== |
| Fund balances | 450,034 | (800) | 449,234 | 897,552 |
| Total liabilities and fund balances | \$ 2,958,866 | 27,132 | 2,985,998 | 3,511,734 |

=====

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Statement of Changes in fund Balances
Pre-Audit Draft Statement
Year ended June 30, 2012
(with comparative totals at June 30, 2011)

| | <u>Current Funds</u> | | <u>2012</u> | <u>2011</u> |
|---|----------------------|-------------------|------------------|------------------|
| | <u>Unrestricted</u> | <u>Restricted</u> | <u>Total</u> | <u>Total</u> |
| Revenues and other additions: | | | | |
| Charter School tuition | \$ 1,426,770 | | 1,426,770 | 1,444,525 |
| Government grants and contracts | | 101,211 | 101,211 | 123,385 |
| Rental Income | 139,071 | | 139,071 | 188,679 |
| Private Grants | - | 30,066 | 30,066 | 13,252 |
| Interest Income | 1,784 | | 1,784 | 3,892 |
| School Lunch Program | 12,661 | - | 12,661 | 16,039 |
| Total revenues and other additions | <u>1,580,286</u> | <u>131,277</u> | <u>1,711,563</u> | <u>1,789,772</u> |
| Expenditures and other deductions: | | | | |
| Education and general expenditures | 1,430,948 | - | 1,430,948 | 1,302,610 |
| Private Grants | - | 30,066 | 30,066 | 12,752 |
| Pollard Building Operation | 77,981 | | 77,981 | 118,724 |
| Mortgage Interest Payments | 94,690 | | 94,690 | 96,270 |
| Depreciation | - | | - | 61,661 |
| Base Building Improvements | 424,186 | | 424,186 | 14,600 |
| Government grants and contracts | | 102,011 | 102,011 | 123,385 |
| Total expenditures and other deductions | <u>2,027,805</u> | <u>132,076</u> | <u>2,159,881</u> | <u>1,730,002</u> |
| Net increase/ decrease in fund balances | (447,519) | (800) | (448,318) | 59,770 |
| Fund balances at beginning of year | <u>897,552</u> | <u>-</u> | <u>897,552</u> | <u>837,782</u> |
| Fund balances at end of year | <u>\$ 450,033</u> | <u>\$ (800)</u> | <u>449,234</u> | <u>897,552</u> |

Fiscal Year 2013 approved school budget

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Fiscal Year 2013
Interim Spending Plan

TOTALS

Revenue

| | |
|-----------------------------------|--------------|
| Tuition - Chapter 70 | \$ 1,420,248 |
| DOE Title I Grant | \$ 46,048 |
| DOE Lunch Reimbursement | \$ 17,000 |
| Entitlement Grants | \$ 52,360 |
| Private Grants | \$ 20,000 |
| TJX Grant | \$ 15,000 |
| Building Operations Rental Income | \$ 139,683 |

Total Revenue \$ 1,710,339

School Operations Expenses

Personnel Costs

| | |
|-------------------------------------|--------------|
| Full-time Teachers/Counselors | \$ 782,932 |
| Full-time management staff contract | \$ 366,948 |
| Part-time Faculty/Staff | \$ 71,530 |
| Subtotal Personnel Costs | \$ 1,221,410 |

Direct Student Costs

| | |
|---|------------|
| Mortgage Allocation (40%) | \$ 57,906 |
| MCC Fiscal Agent & Financial Services Contract | \$ 85,951 |
| Other Contracted Services | \$ 34,230 |
| Telephone and Utilities | \$ 14,967 |
| Food Service Program | \$ 46,236 |
| Office Supplies and Student Materials | \$ 29,490 |
| Postage | \$ 150 |
| Maintenance and Repairs | \$ 13,747 |
| Insurance | \$ 13,621 |
| Staff Travel / Professional Development | \$ 4,500 |
| Student Travel | \$ 2,500 |
| Dues and Subscriptions | \$ 6,513 |
| TJX Scholarships | \$ - |
| LMACS Scholarships | \$ 2,250 |
| Miscellaneous(Scholarships,Student Activities,Printing,advertising) | \$ 8,165 |
| Subtotal Direct Student Costs | \$ 320,226 |

Total School Operations Expenses \$ 1,541,635

Pollard Building Operations Expenses

| | | |
|---------------------------|----|--------|
| Mortgage Allocation (60%) | \$ | 86,859 |
| Building Manager | \$ | 29,676 |
| Sprinkler Maintenance | \$ | 300 |
| Elevator Maintenance | \$ | 3,940 |
| Reserve for Repairs | \$ | 5,000 |
| Water/Sewer | \$ | 3,245 |
| Insurance | \$ | 7,817 |
| Utilities | \$ | 29,000 |
| Real Estate Taxes | \$ | - |

Total Building Operations Expenses \$ 165,836

Total Combined Operating Expenses \$ 1,707,471

Lowell Middlesex Academy Charter School Funders

Foundations

The TJX Foundation, Inc. \$ 9,280.00

Fiscal Year 2013 Capital Plan

On March 2, 2010, LMACS purchased the Pollard Building (so called) at 55-67 Middle Street in Lowell for \$2.6million. This is the same location that the school had been leasing for the previous twelve years. To fund the acquisition of the building including facility improvements the school borrowed \$2.9 million through the office of MassDevelopment. Since gaining ownership of the building the school has engaged a consultant and has developed a list of base building improvements. These improvements address life safety and code issues, building envelope and infrastructure as well as improvements to educational and teaching space. The following projects were completed in FY12 and others will need to be scheduled as funding permits.

FY12 projects (completion dates):

Fire Alarm system upgrades (8/1/11) \$90,135

| | |
|--|----------------|
| Classroom renovation and building access 1 st floor (11/11) (renovations, ADA and life safety improvements) | \$325,111 |
| Fire Protection /Sprinkler System upgrades (11/11) | <u>\$8,940</u> |
| Total FY12 | \$424,186 |

In addition to the above projects LMACS plans to continue to upgrade and improve the facility. These projects include additional renovations to the HVAC, energy conservation measures, lighting, signage, educational space and elevator improvements. These will be scheduled and implemented as funding permits.

To pay for the renovations the school has established a capital improvements escrow account in the amount of \$290,000 from the proceeds of the loan. FY11 projects totaling \$92,432 were charged against this account. The FY12 expenses totaling \$424,186 were paid for by utilizing the balance of the capital improvements escrow account in the amount of \$197,568. The balance of FY12 expenses totaling \$226,618 was paid for utilizing the school’s net assets as authorized by the LMACS Board of Trustees. In the fiscal year 2011 financial statements as a designation of unrestricted net assets, the school established a fund for technology upgrades and replacements, classroom furnishings and equipment, and classroom renovations in the amount of \$449,416.

Data section

| INSTRUCTIONAL TIME: | |
|---|-----|
| Total number of instructional days established in the school’s charter or subsequent amendments | 180 |

| | |
|---|------------------------------------|
| Total number of instructional days for the 2011-12 school year | 180 |
| First and last day of the 2011-12 school year | Aug 28- June 17 |
| Length of school day (please note if schedule varies throughout the week or the year) | M-Th 9am-3:30pm Friday 9am-12pm |
| STUDENT ENROLLMENT INFORMATION: | |
| Number of students who completed the 2010-11 school year but did not reenroll for the 2011-12 school year (excluding graduates) | 19 |
| Total number of students enrolled as of October 1, 2011 | 112 |
| Total number of students who enrolled during the 2011-12 school year after October 1, 2011 | 50 |
| Total number of students who left during the 2011-12 school year after October 1, 2011 | 52 |
| Total number of students enrolled as of the June 30, 2012 SIMS submission | 112 |
| Number of students who graduated at the end of the 2011-12 school year | 26 |
| Number of students on the waitlist as of June 30, 2012 | 0 |

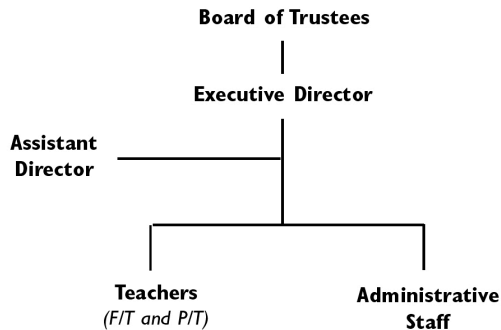
In addition to completing the table above, please provide a summary of the reasons for all student departures (excluding graduation). This list should include students who did not return for the 2011-12 school year (excluding graduates) as well as students who left the school during the 2011-12 school year.

| Reason for Departure | Number of Students |
|---|---------------------------|
| Number of students expelled | 1 |
| Number of students transferred – In state public | 8 |
| Number of students transferred – Out of state (public or private) | 2 |
| Number of students withdrawn – Pursuing GED | 40 |
| Number of students withdrawn – Entering Job Corps | 4 |
| Number of students withdrawn – Plans unknown | 18 |

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2012 SIMS submission) | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 7 | 6% |
| Asian | 19 | 17% |
| Hispanic | 36 | 32% |
| Native American | 0 | 0% |
| White | 43 | 39% |
| Native Hawaiian, Pacific Islander | 0 | 0% |
| Multi-race, non-Hispanic | 7 | 6% |
| Special education | 25 | 23% |
| Limited English proficient | 1 | 1% |
| Low income | 72 | 64% |

| ADMINISTRATIVE ROSTER FOR THE 2011-12 SCHOOL YEAR | | | |
|--|--|------------|--|
| Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
| Margaret McDevitt, Executive Director | The Executive Director is responsible for oversight of all personnel, programs, and activities of the Lowell Middlesex Academy Charter School. | 7/1/2004 | |
| Nancy Arseneaux, Assistant Director | Under the direction of the Executive Director of the Lowell Middlesex Academy Charter School, the Assistant Director is responsible for providing leadership, management, and coordination for the school. | 7/1/2008 | |

Organizational Chart



| TEACHERS AND STAFF ATTRITION FOR THE 2011-12 SCHOOL YEAR | | | |
|---|--|---|--|
| | Number as of the last day of the 2011-12 school year | Departures during the 2011-12 school year | Departures at the end of the school year |
| Teachers | 15 | 0 | 0 |
| Other Staff | 4 | 0 | 0 |

BOARD MEMBERS FOR THE 2011-12 SCHOOL YEAR

| Name | Position on the Board | Committee affiliation(s) | Area of expertise, and/or additional role at school (parent, staff member etc.) | - Number of terms served; - Length of each term, including date of election and expiration |
|---------------------|-----------------------|--|---|---|
| Cowan, Carole | President | | Academic | 10/5/94-6/30/95 7/1/95-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14 |
| Sheehy, Molly | Clerk | Personnel Committee Finance Committee Nominating Committee | Academic | 10/5/94-6/30/95 7/1/95-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14 |
| Linnehan Jr., James | Treasurer | Real Estate Committee Finance Committee | Administration and Finance | 10/5/94-6/30/95 7/1/95-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14 |
| Carvalho, Frank | Trustee | Real Estate Committee | Business | 9/12/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14 |
| Cooney, James | Trustee | Real Estate Committee | Business | 7/1/09-9/29/14 |
| Cunha, Maria | Trustee | Personnel Committee Nominating Committee | Community | 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14 |

| | | | | |
|---------------------|---------|---|-----------|--|
| Dauwer, Phyllis | Trustee | | Parent | 10/4/10-6/6/11 9/26/11-6/4/12 |
| Deschene, Keith | Trustee | | Alumni | 6/6/11-9/29/14 |
| Gagne, Rebecca | Trustee | | Student | 9/26/11-6/4/12 |
| Iem, Steven | Trustee | Finance Committee | Business | 3/23/11-9/29/14 |
| Khoeun, Samkhann | Trustee | | Academic | 2/7/96-6/30/97 7/1/97-6/30/99 7/1/99-6/30/01 7/1/01-6/30/02 9/17/07-6/30/09 7/1/09-9/29/14 |
| Lopez, Maria | Trustee | Personnel Committee Finance Committee Nominating Committee | Community | 9/17/07-6/30/09 7/1/09-9/29/14 |
| Meehan, Michelle | Trustee | | Community | 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14 |
| Mitchell, Kent | Trustee | | Academic | 11/11/00-6/30/01 7/1/01-6/30/03 7/1/03-6/30/05 7/1/05-6/30/07 7/1/07-6/30/09 7/1/09-9/29/14 |

PLEASE SEE PAGES 18 THROUGH 23 FOR RECRUITMENT AND RETENTION PLAN TEMPLATES.

RECRUITMENT AND RETENTION PLAN DATA

**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2012 SIMS submission)**

| Race/Ethnicity | # of students | % of entire student body |
|-----------------------------------|---------------|--------------------------|
| African-American | 7 | 6% |
| Asian | 19 | 17% |
| Hispanic | 36 | 32% |
| Native American | 0 | 0% |
| White | 43 | 39% |
| Native Hawaiian, Pacific Islander | 0 | 0% |
| Multi-race, non-Hispanic | 7 | 6% |
| Special education | 25 | 23% |
| Limited English proficient | 1 | 1% |
| Low income | 72 | 64% |

Appendix A

LEARNER EXPECTATION #1: Students will be able to read critically and analytically.

LEARNER OUTCOME #1: Identify and discuss the main idea in reading selections.

1. Cannot select main idea
2. Can partially select main idea
3. Can select the main idea and restate with clarity
4. Can select the main idea all of the time and make connections with other reading selections

LEARNER OUTCOME #2: Use advanced vocabulary from reading selections in ways that show understanding.

1. Has difficulty comprehending advanced vocabulary
2. Shows some comprehension of advanced vocabulary
3. Can use advanced vocabulary in limited ways
4. Uses advanced vocabulary to discuss reading selection

LEARNER OUTCOME #3: Determine a point of view, bias, values or intent underlying presented material.

1. Takes reading selection at face value without interpretation
2. Recognizes different points of view in a selection
3. Can articulate the background factors influencing point of view or intended consequences in a selection
4. Can articulate other or opposing points of view influencing a selection

LEARNER EXPECTATION #2: Students will be able to communicate effectively in writing and orally to a variety of audiences.

LEARNER OUTCOME #1: Use correct grammatical conventions including sentence and paragraph structure, punctuation, capitalization, and parts of speech.

1. Writing and oral presentations include basic errors of grammar
2. Makes few grammatical errors but with simple language and structure
3. Usually uses correct grammar and varies sentence structure to improve presentation
4. Consistently engages an audience by varying parts of speech and word choice

LEARNER OUTCOME #2: Present oral and written presentations in a way that suits the purpose of the writer and addresses the audience appropriately.

1. Material lacks clear focus, logically related ideas, and adequate details
2. Material reflects some clarity of purpose with some supporting details
3. Organizes written or spoken material with focus, related ideas, and adequate details.
6. Engages audience with clear focus, logically related ideas, and supporting details.

LEARNER EXPECTATION #3: Students will be able to problem solve in a variety of circumstances.

LEARNER OUTCOME #1: Organize information from a variety of sources.

1. Cannot identify useful sources
2. Can begin to identify and gather useful information

3. Can recognize patterns in information gathered from sources
4. Can categorize relevant information for optimal use

LEARNER OUTCOME #2: Interpret, analyze and evaluate information.

1. Cannot make use of information
2. Can interpret or paraphrase a problem but cannot structure a solution
3. Can analyze the problem and structure a solution without evaluation
4. Can evaluate the problem and potential solutions

LEARNER EXPECTATION #4: Students will be able to use technology as a tool to gather, analyze and present information.

LEARNER OUTCOME #1: Use Microsoft Word, Excel, and Power Point effectively.

1. Demonstrates some basic keyboarding and word processing for school reports
2. Can effectively and efficiently use Microsoft word
3. Can demonstrate basic functions and use of Excel and Power Point
4. Can effectively use Excel and Power Point to organize and present information

LEARNER OUTCOME #2: Utilize the Internet for gathering and selecting sources of information.

1. Demonstrates basic knowledge of the Internet
2. Is conversant with basic data gathering websites
3. Can conduct a search using websites
4. Can evaluate the usefulness of information found on websites

LEARNER EXPECTATION #5: Students will be able to demonstrate a clear awareness of the rights and responsibilities of a community member

LEARNER OUTCOME #1: Understands the school's Ethical Values: Respect, Courage, Responsibility, Truthfulness, Justice, Unity, Agape, Achievement, Freedom, and Peace and how each relates to the individual's rights and responsibilities as a community member.

1. Student is an uncooperative community member at times
2. Usually treats others with respect and accepts responsibility for their behavior
3. Treats others with respect, accepts responsibility for own behavior, and participates in some school activities in a meaningful way
4. Student is a school leader who understands and can model the school's Ethical Values

LEARNER EXPECTATION #6: Students will be able to demonstrate an understanding and knowledge of a career or educational option in order to develop a plan for the future

LEARNER OUTCOME #1: Complete an internship successfully.

1. Has not demonstrated success at the worksite
2. Has satisfactorily completed an internship
3. Has completed internship with distinction
4. Has completed a challenging internship that has led to a paying job at the site

LEARNER OUTCOME #2: Reflect on and evaluate past choices.

1. Is hesitant to identify past choices
2. Can identify past choices
3. Recognize the impact of past choices
4. Evaluate past choices in order to make new plans

LEARNER OUTCOME #3: Set goals for the future.

1. Five year plan is vague
2. Five year plan contains some goals and strategies for achieving them
3. Five year plan contains a clearly articulated pathway and goals
4. Student completed an excellent five-year plan, which has high expectations for the future

Appendix B

2011-2012 Course Offerings

English Language Arts

Literature and Composition
Advanced English
Creative Writing
Keeping it Reel
College English
Memoir
MCAS ELA
ELL

History and Social Science

World History
US History
Ethics
Senior Seminar
Senior Civics
Legacy

Health and Wellness

Life Choices
Healthy Lifestyles
Man in Society
Women in Society
Physical Education
Second Choices

Art

Studio Art
Advanced Studio Art
Honors Studio Art
Integrated Art

Mathematics

Pre-Algebra
Algebra I
Algebra II
MCAS Math
Financial Literacy
Fundamentals of Algebra
Geometry
Number Sense
Problem Solving
Math Applications

Science and Technology

Biology
MCAS Biology
CSI I
CSI II
Technology
Advanced Science
Bio Ethics

Career

Internship
Public Speaking
Right Start
Presentations

Student Support

Study Skills
Instructional Support Foundations
Instructional Support ELA
Instructional Support Practice
Practice