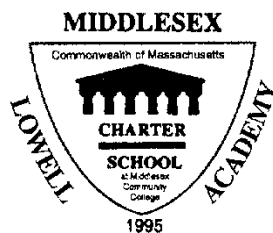


ANNUAL REPORT OF THE  
LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2017

**Lowell Middlesex Academy Charter School (LMACS)**

Middlesex Community College

67 Middle Street • Lowell, MA 01852 • 978-656-3165

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

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## Introduction to the School

<b>Lowell Middlesex Academy Charter School</b>			
<b>Type of Charter</b>	Commonwealth	<b>Location</b>	67 Middle Street Lowell, MA 01852
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	
<b>Year Opened</b>	1995	<b>Year(s) Renewed</b> (if applicable)	2000, 2005, 2010, 2015
<b>Maximum Enrollment</b>	150	<b>Current Enrollment</b>	105
<b>Chartered Grade Span</b>	9-12	<b>Students on Waitlist</b>	0
<b># Instructional days per school year</b>	180	<b>Current Grade Span</b>	9-12
<b>School Hours</b>	M-Th. 8:30am – 3:00pm Friday 8:30am – 11:30am	<b>Age of School</b>	22
<b>Mission Statement</b>			
<p>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.</p>			

# Faithfulness to Charter

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

### **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 and pedagogical approach 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;
- Work in teams;
- 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.

### **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.

## Implementation of Mission and Key Design Elements

LMACS's Key Design Elements have been created with the goals and mission of the original charter, which are centered on academic, social and career success. More specifically, the KDE keep in mind the original objective to develop in each student the proper ways of thinking, learning, communicating and conducting oneself, as well as a broad range of skills and abilities necessary for a full, meaningful life as a citizen in contemporary society.

- To meet the school's mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education;
- To meet the school's mission of social success, LMACS will expand their strong social-emotional commitment to student health and well-being, and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society;
- To meet the school's mission of career success, LMACS will provide internships, research and service learning projects to provide students experiential -learning opportunities in order to create individuals who are career-ready.

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 math skills. To achieve the school's mission, teachers ensure that each child has an advocate through an advisory program, 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.

LMACS strives to meet its mission in many different ways; in addition to strong and challenging curriculum and in-house socioemotional support, our partnerships are invaluable in providing our students with the myriad of supports needed to develop successful students. During the 2016-2017 school year, LMACS continued its partnerships with several local schools and agencies, including the Lowell Police Department, Juvenile Court, Department of Social Services, Department of Youth Services, and the Lowell Community Health Center. The Assistant Director participates in the monthly System of Care (SOC) meetings with other providers in and around the City of Lowell. The school nurse and health teacher serves on the Lowell Teen Pregnancy Prevention Task Force

and the Monthly Substance Prevention Task Force. Newly established this year are our partnerships with the Lowell National Parks and Gulf of Maine Institute, as well as membership in the Middlesex Partnership for Youth.

The partnership with Lowell Historic National Parks began in January 2017 as part of their Active Trails grant, and will continue through December 2017. The Active Trails program strengthens relations between parks and community members and organizations, and supports individual growth and well-being. The program worked to connect students with the history of Lowell while simultaneously working on physical and emotional health. Student activities included guided tours of the city, hands-on Cambodian kiln pottery projects and active roleplays that engaged students in historical issues surrounding the development of the Mill City.

Another exciting new partnership this year was with the Gulf of Maine Institute. Two STEM faculty attended workshops and trainings to design and implement community-based place-based learning experiences for students. Specifically, faculty worked closely with other schools from the greater New England area to develop activities surrounding environmental stewardship. These hands-on activities culminated in the student creation of an Ocean Drifter, a GPS-enabled structure that will track ocean currents. The drifter was released into the Atlantic Ocean in June 2017, and data will be reviewed and stored by NOAA for research purposes.

LMACS also joined the Middlesex Partnership for Youth, which provides training, fosters collaboration, and develops programming to increase the health and safety of students in Middlesex County. As a result, faculty, staff and students participated in several presentations and trainings on a wide range of topics, including preventing teen sexting, gangs in our community, anxiety and school performance, and implementing restorative justice in the school community.

LMACS continues to participate in a TJX, Inc. program called *YBI...Youth Business Institute*. A ten-week program, YBI supports the schools' efforts to prepare students for college and career. TJX employees present workshops on finding and keeping a job, interviewing skills, resumes and cover letters, and other important work skills. Students participate in off-site activities, such as Dress for Success and Job Shadow Day. After successfully completing the program, TJX provides scholarships to students who matriculate into an accredited post-secondary school or college. This year, 4 college-bound graduating seniors were awarded \$2500 scholarships each.

LMACS continued its Tutoring program, which is a partnership with Middlesex Community College and UMass Lowell. College student works with LMACS students during assigned class periods, tutoring them on content concepts, assisting students with developing and editing writing assignments, addressing difficult math concepts and helping those students who have been absent to understand topics as well as to complete assignments that have been missed. This is significant, as LMACS students often struggle with consistent attendance.

LMACS continued its partnership with UMass Lowell this year. PhD candidates in the UMass Lowell Graduate Physical Therapy program presented weekly throughout the fall term to all LMACS students on a variety of health and wellness topics such as substance abuse, nutrition, exercise and meditation. These topics were identified by

LMACS students as issues of concern and/or interest in their personal lives, and the graduate students created units that met these identified needs. This has proven to be an important and successful partnership – one that is both educational and engaging for our students.

Boston University also continues to provide a valuable partnership; in addition to offering professional development for our social workers, as well as placing interns from their Social Work program at LMACS, BU also provides access to and support for speakers for all-school sessions.

### **Amendments to the Charter**

LMACS did not request any amendments to the Charter for the 2016-2017 school year.

## Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	Criteria	With whom did the school disseminate its best practices?	Result of dissemination
Curriculum development and instructional practices for diverse learners	Workshop	Melissa Chen, STEM Instructor Jacob Williams, STEM Instructor	Supports for Diverse Learners	Gulf of Maine Institute, Squam Lake Wilderness Center, Holderness, NH and Kennebunkport Conservation Trust, ME	Sea drifter program
Identifying and creating educational structures to meet the needs of youth struggling with addiction	Several meetings	Anne Monoxelos, Assistant Director Amy Hendl, Nurse	Social, Emotional, Health Needs	Megan's House, Lowell MA	Developing a partnership that would allow young women to complete their education at LMACS while completing treatment.
Addressing the health needs of at-risk youth and the impact of those needs on retention and graduation	Monthly meetings	Amy Hendl, Nurse	Social, Emotional, Health Needs	Lowell Teen Pregnancy Prevention Task Force	Materials and professional development regarding changing needs of Lowell's at-risk youth.
Improve access to treatment and reentry into school/diploma program	Monthly meetings	Amy Hendl, Nurse	Social, Emotional, Health Needs	Substance Use and Prevention Task Force	Meeting agendas and notes
Including the parents in the LMACS community to encourage parental involvement	Parent Orientations	Tracy David, Social Worker	Family Engagement	Parents of incoming LMACS students	Orientation materials



Identifying strategies schools could implement to better meet the needs of at-risk students.	Tours	Daroth Yann, STEM Instructor and Recruitment Coordinator	Mission and Key Design Elements	Teachers, Administrators of local schools	Brochures Description of programs and services
Identifying potential dropouts, developing strategies across schools to meet those needs	Collaborative meetings	Margaret McDevitt, Executive Director	School Leadership	Administrators, LMACS and Lowell High School	Agendas
Developing social and career skills for at-risk youth	Planning committees	Ryan Lamey, Humanities Instructor Amy Hendl, Nurse	Mission and Key Design Elements	Lowell National Parks, area organizations	Collaborative events
Identifying strengths and areas of development in planning and assessing education programs	Planning committees Assessment committees	Laura McGuigan, STEM Instructor	Assessment and Program Evaluation	NEASC planning meetings	Meeting agendas

# Academic Program Success

## Charter School Performance Criteria Relating to Academic Program Success

### Accountability Plan Objectives and Measures

- ☐ See Appendix A

### Student Performance:

For MCAS data see Lowell Middlesex Academy Charter School Report Card:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04580000&orgtypecode=5&>

### Program Delivery

As the needs of our student population are ever-changing, we continue to evolve our program to better serve our students. This year, we adjusted the start and end times for the school day, moving both times back by half an hour. Students had been struggling with the 3:30pm end, as many rely on afterschool jobs to support themselves and their families and found it difficult to make it to work for the 4pm shift. We continued with the trimester format and returned the 6-course, 7 period schedule. Embedded in these 6 courses are both an Electives period, with the additional period comprised of an Academic Block.

For the third year LMACS continued its Electives program, which seeks to encourage students to further develop and use higher order thinking skills through non-traditional approaches to core subjects. Elective course offerings this year included Mass Crimes, Creative Writing, Political Science, Nailed It (math through carpentry), Female Voices, Issues in Contemporary Society, Headbanger's Ball, CSI, Agape, Food & Nutrition. This required period offers students a range of cross-curricular courses that allows students to make connections across disciplines and apply previous and new knowledge to hands-on, real world situations.

Academic Block is a 30 minute period in the middle of the school day that provides students with in-school time to work closely with teachers and tutors on coursework; this extra time allows students to practice the content and skills learned during class time under the guidance of instructors.

Fridays are half-days, allowing for extended and enrichment activities in two classes per week, with an additional check-in time for students and instructors. Each Friday morning, students rotate through their course schedule for 10 minutes in each course, during which time instructors either sign off the student's agenda or note which assignments were still unfinished. This allows for frequent and regular communication between student and instructor, as well as provides the student's Advisor greater insight into the student's progress. This progress is communicated to the parent or Designated Adult bi-weekly. Fridays also allow the opportunity for guest speakers, weekly health and wellness programs and additional tutoring.

LMACS continues to utilize and refine its "Term 1 (T1)" program in order to provide incoming students with the skills and support necessary to being successful in high school. Traditionally, LMACS students struggle with significant gaps in learning, preventing them from being successful in grade-level courses. Previous data showed that students who successfully completed three or more

courses during their first term at LMACS were much more likely to graduate. This year, LMACS restructured both its Humanities and STEM course structures and paths. The reason for this was two-fold: it would allow for new students (Term 1, or “T1”) to be placed in skill-building classes during their first term, and it allowed for the development of new courses to strengthen the skills built as a student moves through the course paths. These new T1 courses (STEM Readiness and Get It Write) are required courses that allow instructors to better assess student strengths and weaknesses in core subjects, identifying gaps in learning that may impede on the student’s success in school and addressing them before transitioning students to the general curriculum. An additional T1 course, LMACS Seminar, was introduced this year as well. This course addresses all three elements of LMACS’ mission - social, academic and career success – through cohort building activities and lessons that include ethical values, identifying personal strengths, resume writing and interview skills. The T1 program works to develop a cohort among each incoming class, providing not only the academic skills, but also the ability to develop healthy and supportive interpersonal relationships with peers. In addition to focusing on developing relationships with these new students, LMACS continued its Orientation program specifically for parents of incoming students. This program emphasizes the key characteristics of successful LMACS students and introduces parents to the expectations and culture of the school.

LMACS continued to utilize TeenBiz3000 as a tool to monitor and improve student reading skills. Through a dedicated effort to create a culture of reading in the school, every student worked on their TeenBiz articles during a dedicated time on Fridays. As a result, LMACS saw an increase in the number of students who completed the required 40 activities, and those students saw an average increase in their Lexile scores. However, as we are not seeing the gains we had hoped to see, we are currently exploring other programs that might better engage and encourage student investment in developing stronger reading comprehension skills, as well as incorporate more independent reading strategies.

LMACS continues its “green sheet” program that allows students to identify and reflect on problem behaviors in the classroom. This program empowers students to take responsibility for their choices; there has been a marked decrease in the number of inappropriate classroom behaviors and behavioral incidents. Students are aware of the choices they’ve made, the power to make such choices and the consequences of such choices, which is crucial to developing the ability to participate appropriately in civic and social events. There has been a significant decline in the number of behavioral incidents in the classroom; we continue to emphasize our belief that teachers need time to teach and students need time to learn, and anyone interfering with that will be asked to leave. This “green sheet” culture has created safe, engaging spaces in which students can learn. LMACS continues to use the Rediker software to track discipline reports.

LMACS acknowledges the revised changes to the Massachusetts Standards for Science and Technology; as we are continuously adapting our curriculum to meet the needs of each incoming class, course are regularly revisited and adjusted to ensure the content and assessments meet the state requirements.

LMACS continues to review and address the changing needs of the at-risk population to ensure that all students are being served in a welcoming, challenging and supportive environment.

# Organizational Viability

## Charter School Performance Criteria Relating to Organizational Viability

### **Organizational Structure of the School**

There were no changes made to the organizational structure during the 2016-2017 school year.

### **Teacher Evaluation**

There were no changes made to the Teacher Evaluation process during the 2016-2017 school year.

### **Complaints**

There were no official complaints filed to the Board of Trustees in 2016-2017.

## Budget and Finance

### Statements of Revenues, Expenses, and Changes in Net Assets Pre-Audit Draft Statement June 30, 2017 (with comparative totals at June 30, 2016)

	2017	2016
<b>Operating Revenues:</b>		
Chapter 70 State tuition	<u>\$1,488,639</u>	<u>\$1,448,535</u>
Total Operating Revenues	<u>\$1,488,639</u>	<u>\$1,448,535</u>
<b>Operating Expenses:</b>		
Salaries	\$1,159,691	\$1,117,005
Fringe benefits	\$302,594	\$283,014
Office supplies and materials	\$29,140	\$102,290
Depreciation	\$78,924	\$78,924
Telephone and utilities	\$75,281	\$73,351
Allocated Service charge	\$61,735	\$67,897
Food service program	\$43,882	\$42,924
Contracted services	\$21,874	\$42,360
Maintenance and repairs	\$20,701	\$21,596
Insurance	\$17,111	\$20,134
Compensated absences	\$1,352	\$14,870
Payroll taxes	\$14,999	\$13,314
Computer equipment and classroom furnishings	\$1,650	\$12,510
Miscellaneous	\$11,809	\$10,494
Dues and subscriptions	\$7,414	\$6,919
Student transportation	\$5,360	\$4,085
Staff development	\$4,616	\$3,183
Scholarships	\$500	\$1,000
Travel	<u>\$64</u>	<u>\$765</u>
<b>Total operating expenses</b>	<u>\$1,858,699</u>	<u>\$1,916,635</u>
Operating loss / gain	<u>\$(370,060)</u>	<u>\$(468,100)</u>
Nonoperating revenues/(expenses):		
Rental Income	\$222,798	\$222,591
State grants	\$79,434	\$188,177
Other Income(Pension)	\$128,881	\$112,485
Federal School Lunch program	\$22,766	\$17,954
Private grants	\$10,996	\$6,961
Loan interest	<u>\$(63,529)</u>	<u>\$(66,097)</u>
Nonoperating Revenues	<u>\$401,345</u>	<u>\$482,071</u>
<b>Increase / Decrease in net     position</b>	\$31,285	\$13,971
Net assets, beginning of year	<u>\$999,078</u>	<u>\$985,107</u>
Net assets, end of year	<u>\$1,030,362</u>	<u>\$999,078</u>

**Balance Sheet**  
**Pre-Audit Draft Statement**  
**Year ended June 30, 2017 (with comparative totals at June 30, 2016)**

	<b>2017</b>	<b>2016</b>
Assets:		
Current assets:		
Cash and cash equivalents	\$583,007	\$501,440
Grants receivable	\$6,502	\$87,294
Accounts receivable	\$-	\$-
Total current assets	\$589,509	\$588,734
Noncurrent assets:		
Land and buildings	\$2,671,046	\$2,749,973
Deposits with bond trustee, restricted	\$-	\$-
Total noncurrent assets	\$2,671,046	\$2,749,973
Total assets	3,260,555	3,338,707
Liabilities and net assets:		
Current liabilities:		
Accounts payable and accrued liabilities	\$5,484	\$40,506
Compensated absences current	\$-	\$7,845
Deferred revenue	\$19,138	\$19,430
Loans payable, current	\$67,132	\$67,134
Total current liabilities	\$91,753	\$134,915
Noncurrent liabilities:		
Compensated absences noncurrent	\$11,330.37	\$9,978
Loans payable	\$2,127,110	\$2,194,736
Total noncurrent liabilities	2,138,440	2,204,714
Total liabilities	2,230,193	2,339,629
Net position:		
Invested in capital assets, net of related debt	476,805	488,103
Unrestricted	553,557	510,975
Total net position	1,030,362	999,078

See accompanying notes to financial statements.

## Interim School Budget for FY18

### Revenue

Tuition - Chapter 70	\$1,542,422
DOE Title I Grant	\$57,745
DOE Lunch Reimbursement	\$18,000
Entitlement Grants	\$28,437
Private Grants	\$19,430
Building Operations Rental Income	\$222,798
<b>Total Revenue</b>	<b>\$1,888,831</b>

### School Operations Expenses

#### Personnel Costs

Full-time Teachers/Counselors	\$911,709
Full-time management staff contract	\$357,695
Part-time Faculty/Staff	\$70,981
Subtotal Personnel Costs	\$1,340,385

#### Direct Student Costs

Mortgage Allocation (30%)	\$39,347
MCC Fiscal Agent & Financial Services Contract	\$61,735
Other Contracted Services	\$45,650
Telephone and Utilities	\$24,410
Food Service Program	\$54,400
Office Supplies and Student Materials	\$26,525
Maintenance and Repairs	\$14,396
Insurance	\$16,619
Staff Travel / Professional Development	\$3,000
Student Travel	\$4,000
Dues and Subscriptions	\$7,145
LMACS Scholarships	\$2,000
Miscellaneous(Scholarships,Student Activities,Printing,advertising)	\$14,527
Subtotal Direct Student Costs	\$313,754

**Total School Operations Expenses** \$1,654,139

#### Pollard Building Operations Expenses

Mortgage Allocation (70%)	\$91,811
Sprinkler Maintenance	\$300
Elevator Maintenance	\$7,180
Reserve for Repairs	\$6,000
Water/Sewer	\$7,000
Water Treatment Services	\$6,300
Certificate of Inspection	\$100

## **Approved School Budget for FY18**

Please see the Board of Trustees minutes for June 2017 for budget approval.

## **Fiscal Year 2017 Capital Plan**

LMACS does not have a Capital Plan for FY18.

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: Fire Alarm system upgrades, classroom renovation and building access to comply with ADA and fire protection/sprinkler system upgrades. No capital projects were completed in FY17. 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. LMACS is in the process of determining the projected project expenses and they will be scheduled and implemented as funding permits.

## **Organizational Structure**

There were no changes to the organizational structure in 2016-2017.



## Appendix A

### Accountability Plan Evidence

<p><b>Objective:</b> To meet the school’s mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education.</p>		
<p><b>Measure:</b> All teachers will work to create individual and cross-curricular courses and learning modules and unit plans that are aligned with the Common Core standards, to be maintained in Curriculum binders and assessed by the Director and/or the Assistant Director.</p>	<p><b>Met</b></p>	<p>All curricula are maintained in binders and reviewed by the Executive Director during the course of the school year, as well as at the end of the school year. Developing courses that are aligned to Common Core and use the UBD model is a key component of teacher evaluations.</p>
<p><b>Measure:</b> Over the course of a student’s time at LMACS, 100% of the graduates will pass all the course requirements as recorded on the student’s graduation requirement list with a grade of 70% or better.</p>	<p><b>Met</b></p>	<p>LMACS graduated 17 students in June 2017, all of whom met the course requirements as is noted on the student transcript.</p>
<p><b>Measure:</b> 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.</p>	<p><b>Met</b></p>	<p>All curricula are maintained in binders and reviewed by the Executive Director at the end of the school year, as well as during the course of the year. Developing courses that are aligned to Common Core and use the UBD model are a key component of teacher evaluations.</p>
<p><b>Objective:</b> To meet the school’s mission of social success, LMACS will expand their strong social-emotional commitment to student health and well-being, and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society.</p>		
<p><b>Measure:</b> Families will receive notification if a student misses 5 days of school. If student behavior and attendance does not improve, social workers will contact 100% of the students and Designated Adults to create an appropriate intervention plan.</p>	<p><b>Met</b></p>	<p>Social workers made attempts to contact the families 100% of the time; this is documented in phone logs in binders maintained by the Assistant Director.</p>
<p><b>Measure:</b> Graduating students will have completed 100% of the required Life Skills curriculum requirements as recorded on the student’s graduation requirement list with a grade of 70% or better.</p>	<p><b>Met</b></p>	<p>LMACS graduated 17 students in June 2017, all of whom met the course requirements as is noted on the student transcript.</p>
<p><b>Measure:</b> The life skills developed during the course of a student’s time at LMACS will be reflected successful completion (70% or better) of Parts 1 (Where Have I Been?) and 4 (What Kind of Citizen Do I Want to Be?) of the students’ Five Year Plan, written during their Senior Year.</p>	<p><b>Met</b></p>	<p>LMACS graduated 17 students in June 2017, all of whom successfully completed all parts of the Five Year Plan.</p>
<p><b>Objective:</b> To meet the school’s mission of career success, Internships, research and service learning projects provide students experiential-learning opportunities in order to create individuals who are career-ready.</p>		
<p><b>Measure:</b> Each year, all graduates will satisfy the internship requirement by: completing the internship academic class with a grade of 70% or better.</p>	<p><b>Met</b></p>	<p>LMACS graduated 17 students in June 2017, all of whom met the course requirements as is noted on the student transcript.</p>

<b>Measure:</b> Each year, all graduates will satisfy the 50 hour career exploration and work experience requirement; experience and learning will be reflected in successful completion (70% or better) of parts 2 and 3 (Where Am I Going, and How Will I Get There?) of the Five Year Plan, written during a student's Senior Year.	<b>Met</b>	LMACS graduated 17 students in June 2017, all of whom successfully completed all parts of the Five Year Plan.

Objective and Measures related to Dissemination (*required*):

<b>Objective:</b> LMACS administration and faculty will participate in the dissemination of Best Practices as it pertains to working with at-risk students.		
<b>Measure:</b> LMACS administration will participate in the development of the Career Academy Innovation Schools Grant in order to work with Lowell Public Schools to share Best Practices as they pertain to the recruitment, retention, placement and education of at-risk students.	<b>In progress</b>	As the Lowell Public Schools have chosen a different direction with regards to the Career Academy grant, LMACS will need to revisit this particular measure. However, please refer to the Dissemination Efforts for evidence of how LMACS administration shared Best Practices within the Lowell Community, including Lowell Public Schools.
<b>Measure:</b> Each month, the Social Work staff will work with System of Care regarding Best Practices as they pertain to the social and emotional health of at-risk students.	<b>Met</b>	The Assistant Director met 4 times of the course of the year with System of Care. Details are available in the minutes from each meeting.

Reach Objectives and Measures related to Mission and Key Design Elements (*optional*):

<b>Objective:</b> LMACS will work to modify student exposure to career and post-secondary educational options as they best suit the needs of the students.		
<b>Measure:</b> 100% of graduates will have either a) attained a required number of credits necessary for completion of a college certificate for graduation from LMACS or b) complete a required number of job shadow hours in a professional setting by graduation, as identified by the student's chosen career goals. Completion of either path will result in a High School diploma.	<b>In progress</b>	As this is a reach goal, LMACS is currently in the process of refining the Internship to better assist students in successful completion of a college certificate or to have a greater understanding of the expectations in a work/career setting. We are also revisiting the required course paths to better prepare students for college-level writing and math.

Additional Objectives and Measures Related to Student Performance (required for alternative schools, optional for other schools):

<p><b>Objective:</b> LMACS will utilize Achieve3000 and ACCUPLACER to monitor and track student success as it pertains to the development and enhancement of reading and math skills.</p>		
<p><b>Measure:</b> LMACS will continue to use the Achieve3000 program in order to improve student reading for all students. Achieve3000 is an online reading comprehension program that delivers daily differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile® reading level. Students who complete the 40-activity requirement will show an average gain of 80 Lexile points per school year.</p>	<p><b>Not Met</b></p>	<p>LMACS continues to struggle with consistent student attendance; this impacts student ability to achieve the gains we hope to see. We are reviewing the effectiveness of Achieve 3000 and are exploring other platforms that might better meets the needs of our students. We are also revisiting how the reading program is incorporated into the school schedule, with the goal of including the program more effectively throughout the school week.</p>
<p><b>Measure:</b> 75% of self-identified college-bound students will score high enough to place into college level classes as defined by the post-secondary institution of their choosing.</p>	<p><b>Not Met</b></p>	<p>We continue to revise the senior program to better meet the needs of college-bound students, particularly with regards to ACCUPLACER and test-taking strategies.</p>

## Appendix B

### Charter School Recruitment and Retention Plan

#### Recruitment Plan

2016-2017

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2017

#### Implementation Summary:

LMACS strengthened its already considerable relationships with other community agencies that work with at-risk students. Routine phone calls, emails and other networking tools were used with greater frequency in order to develop new relationships with school personnel at area schools. A database of these contacts continues to be updated and utilized to advertise upcoming Open Houses and other tours at LMACS. LMACS's Recruitment and Retention Coordinator continues to develop and strengthen relationships with local school agencies, administration and guidance counselors. In addition to emails and phone calls, the R&R faculty provides regular tours of the school, as well as meets with contacts at local schools to further disseminate information about our program.

LMACS continues to use Constant Contact as a means of disseminating information about the school. This tool allows us to reach out to specific groups – for example, all administrators or all alumni – as an additional means to not only recruit new students, but also to ensure that local schools and organizations are aware of the events and successes of our school. This ensures that a greater number of community members not only see LMACS as a potential option for their struggling students, but also gain a greater understanding of the specifics of the programs we offer.

LMACS social workers and administration work closely with Guidance Counselors at LHS and high schools in the surrounding area in an effort to enroll potential dropouts from these schools. Tours were provided to the Community Counseling program, and the school strengthened its vibrant association with Lowell Community Health Center and the Teen Health Department. LMACS continues to advertise regularly in MCC publications, through displays in the storefront windows, by using lawn signs and through the school website. Flyers are posted throughout the city at food banks, housing projects, community organizations and local homeless shelters.

Board members represent the Spanish, Portuguese and Khmer speaking communities, and they promote LMACS at social, civil and religious events. Trustees, faculty and administrators spoke on local radio shows about the school, and administrators meet regularly with representatives from LPD, Juvenile Court, DSS, DYS, Youth Groups and UTEC.

LMACS also continues to use the school website, Twitter feed and the Facebook page as a means for recruitment.

#### General Recruitment Activities

- Advertise in all MCC 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 using the [lmacs.org](http://lmacs.org) website and LMACS Facebook pages
- Meet regularly with school guidance counselors through the region
- Use a Recruiter to target locations frequently by our student population to provide information and applications
- Work with surrounding schools on developing a Lowell Reengagement Center
- Utilize the new Recruitment and Retention staff position to strengthen relationships with schools and community organizations
- Utilize Constant Contact to create effective and targeted email and marketing campaigns

**Recruitment Plan – Goals and Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(b) 2017-2018 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed

**(a) CHART data**

School percentage: 27%  
 GNT percentage: 7%  
 CI percentage: 14.5%

The school is above CI percentages

**Limited English-proficient students/English learners**

**(b) 2016-2017 Strategies**

- Did not meet GNT/CI: additional and/or enhanced strategies below:
  - assist Board Members in recruitment across 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;
  - establish relationships with parochial schools. The school plans to advertise in other local churches including St. Patrick's;
  - make school information available in newspapers published in target languages, and on radio stations broadcasted in targeted languages;
  - recruit at the Southeast Asian Water and other cultural celebrations;
  - provide translation services at recruitment events;
  - reach out to community organizations that serve non-English speaking populations, such as the Cambodian Mutual Assistance Center, the International Institute, and the Portuguese Club, to provide information and applications in several different languages present in Lowell;
  - recruit potential students from popular youth locations within the city, particularly the pools, basketball courts and other youth organizations;
  - place copies of our applications at the Alternative schools, Lowell Public Schools and in neighborhoods that are densely populated by families that speak languages other than English;
  - utilize Constant Contact to create effective and targeted email and marketing campaigns.

**(a) CHART data**

School percentage: 1%  
 GNT percentage: 2.2%  
 CI percentage: 4.3%

The school is below GNT percentages and below CI percentages

**(c) 2017-2018 Additional Strategy(ies), if needed**

Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

LMACS will:

- will attend and distribute materials at organizations throughout the city that provide adult ESL classes that serve non-English speaking families, including the English Learner Institute at MCC and the Pollard Memorial Library Adult Literacy Program;

	<ul style="list-style-type: none"> <li>• contact and provide translated recruitment materials to organizations from the Greater Lowell area, including the Merrimack Valley Immigrant &amp; Education Center in Lawrence, the Massachusetts Alliance of Portuguese Speakers' Immigration Integration Program and other local programs that assist with the needs of non-English speaking families.</li> </ul> <p>We anticipate the data will change in two years.</p>
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**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 66%  GNT percentage: 34%  CI percentage: 8.6%</p> <p>The school is above CI percentages</p>	<p align="center"><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
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<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2016-2017 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• identify tutoring services in the community and make contact with them to inform them about the school, and provide them with flyers and notices to share with their clients;</li> <li>• continue to post flyers that highlight remedial strategies, tutoring and support services in our advertisements;</li> <li>• continue hosting Open Houses and developing connections with local Guidance Counselors at area schools;</li> <li>• establish relationships with local middle schools and high schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS;</li> <li>• post a link on the school website that highlights the unique characteristics of the charter school and benefits for students who may be in jeopardy of failing;</li> <li>• utilize Constant Contact to create effective and targeted email and marketing campaigns.</li> </ul>
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<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2016-2017 Strategies</b></p> <p><b>Students at risk of dropping out are our target audience. All our efforts are to support our mission of serving an at-risk population.</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• profile selected students in our advertising; we will include such students as speakers in our information sessions, and will invite at risk students to shadow formerly at-risk students for a class day at LMACS;</li> <li>• build and maintain an active relationship with probation officers and the court system, and actively recruit in these places. Post flyers and applications in the juvenile probation offices;</li> <li>• host tables and/or hold information sessions at the local vocational technical high schools;</li> <li>• hold an appreciation luncheon for community agencies that work to support students in our area, including those at risk of dropping out of school;</li> </ul>
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	<ul style="list-style-type: none"> <li>• hold an information session at the GRIP Project that works with students at risk of dropping out of school;</li> <li>• leave brochures with juvenile probation officers and at juvenile court;</li> <li>• develop and maintain relationships with and leave brochures at places that work with students at the age of dropout, such as YouthBuild, JobCorps, GED programs and drop- in youth centers;</li> <li>• utilize Constant Contact to create effective and targeted email and marketing campaigns.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies</b></p> <p><b>Students who have dropped out are our target audience. All our efforts are to support our mission of serving and at-risk population.</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• meet regularly with representatives from LPD, Juvenile Court, DSS, DYS, Youth Groups, Lowell Community Health Center and UTEC;</li> <li>• make contact with juvenile justice representatives, homeless shelters and others who might be aware of students who have dropped out, to inform them about our school and encourage them to connect us with students who have dropped out to apply;</li> <li>• collaborate with the guidance departments at sending schools as a primary method of identifying students who have dropped out, are not in a GED program, have not aged out of high school and who may be appropriate candidates for the charter school;</li> <li>• continue to equip the Student Support Services team with recruitment information and train them to reach out to and engage students who have dropped out of school.</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <p><b>Students from typically underserved populations are our target population.</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• meet regularly with groups servings Southeast Asian, Hispanic and Black area youth;</li> <li>• assist students in obtaining daycare vouchers through the social work department;</li> <li>• establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion;</li> <li>• work closely with DCF workers who refer students who are pregnant or parenting to our school;</li> <li>• recruit young men of color by recruiting through inner-city sports organizations, and by contacting coaches in neighborhoods densely populated by families of color;</li> <li>• help students obtain daycare vouchers through the social work department, and establish systems for students who receive vouchers so that they can be processed and paperwork submitted in a timely fashion;</li> <li>• distribute information to homeless families and ensure that these families understand that the school will provide support and services.</li> </ul>

# Retention Plan

2017-2018

## Implementation Summary:

As the needs of our population are ever-changing, LMACS continues to refine its program to ensure that we meet the needs of all students. To do so effectively, we make decisions guided by our mission: academic, social and career success. While we continued with the trimester format this year, we adjusted our start and end times to better assist students who need to work after school. This change allowed students to start work earlier in the afternoon, thus ending earlier in the evening. Coupled with our Breakfast Café (see Social Success), we saw an increase in the number of students who arrived on time or early for the school day. We continued our Academic Block, which provides students with time in school to school to *practice* and *prepare* for their courses; they had access not only to the instructors of their courses, but also to tutors for each of the subjects. As many of our students struggle with difficulties outside of the school setting, homework is often not a priority. Academic Block ensured that not only was homework being completed, but that it was done under the guidance of faculty who could best assist with the material. Instructors noted an increase in the number of students completing work; there was a significant increase in the number of students passing 3 or more classes.

LMACS also began its Professional Learning Community program for faculty this year. This program allows teachers to observe each other's classroom and lessons, with a focus on student engagement and higher order thinking. Teachers share the observations with each other, as well as the instructor, in order to reflect on effective teaching practices as they pertain to our students' success in the classroom. This program began in early spring; the eventual goal is a collection of Best Practices that can be applied across the disciplines when working with diverse, struggling and at-risk learners. Ultimately, a cohesive collection of strategies will positively impact academic success school-wide.

The change in start time provided us with the ability to create a Breakfast Café before school, which encouraged students to take advantage of a healthy breakfast while also using the time to develop connections with peers and faculty. As two-thirds of our students qualify for free or reduced lunch, the Breakfast Café provided students with a healthy and nutritious start to the school day; this time also provided the opportunity to model social skills such as reading and discussing the news, interacting with adults in appropriate and respectful conversation and properly managing and maintaining a communal eating area. The Breakfast Café has become a popular and positive addition to our school culture.

Timely parent notification occurs to address absenteeism, and meetings are scheduled regularly with parents and students to address attendance, behavioral, or academic concerns. Regular mental health workshops, led by experts, address many of the topics that lead to a student dropping out – depression, gang violence, substance abuse, bullying – and are followed up by Advisors and Social Workers. Extracurricular activities are encouraged as a means of connecting students to faculty and to other students; by addressing all aspects of the student's lives, we hope to minimize the likelihood that a student will leave school. Thanks to the Circle Health Community Initiatives Grant, we were able to continue our Speaker Series. Presentations included topics such as opioid addiction, domestic violence, impaired driving and suicide prevention. Presenters included Chris Herren of The Purple Project, Cliff Crosby, The Yellow Dress Domestic Violence Prevention Program, and Kevin Brook and Cara Filler of the Drive To Save Lives Tour. These events were structured to allow both pre- and post-speaker discussion and reflections, both individually and in small peer groups. As these topics continue to impact student success in school, social workers worked closely with students to address personal concerns and identify supports and plans to assist the student in managing these challenges.

Additionally, we continue to provide access to field trips to enhance student learning, as well as offer opportunities to engage and model for students appropriate social skills needed for real-world success. Trips include the Wachusett Mountain hike, the Camp Massapoag field days, a visit to the Holocaust Memorial and the Museum of Fine Arts, as well as several cultural and educational events at Middlesex Community College. We also continue to establish and strengthen relationships with organizations that provide academic experiences beyond the classroom walls. The Lowell National Parks Service was instrumental in connecting students with the history of their community. Additionally, the Gulf of Maine project provided students a hands-on understanding of the importance of environmental stewardship. Students understand that part of the LMACS culture is the ability to take part in these programs; they provide a learning environment that engages students in non-traditional ways. Students consistently highlight these opportunities as reasons why they choose to attend school; it is our goal to identify additional programs as a means not only to retain students, but also to strengthen our mission of student academic, social and career success.



Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	2% increase in retention rate per year.

As LMACS specifically serves students who are at-risk of dropping out or students who have already dropped out, we are facing unique challenges with regards to retention. We consistently review and revise our policies and procedures to best meet the needs of our students. Attendance is consistently a struggle with this particular population; as they have withdrawn from the school system before coming to us, many of the strategies typically used to address many of the factors that cause students at this age to drop-out – factors such as substance use, poverty, gang involvement, and mental health concerns – aren't as effective. Unless these needs are addressed outside the school, success in school will prove difficult regardless of how much support a school provides. LMACS consistently adapts to find the best ways to provide access to resources to assist students and families, and we pride ourselves in adjusting what we do and how we do it to ensure that the greatest number of students receive the as much support as possible. As we are a small school, we make every effort to meet the needs of each individual student *where they are* and we are fortunate that we can provide opportunities to address all aspects of a student's needs; unfortunately, as a small school, this also impacts the data, as a small number of students can greatly change the data from year to year.

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<b>Special education students/students with disabilities</b>	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 58% <b>Third Quartile:</b> 19%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• schedule team meeting as soon as possible for all new students;</li> <li>• complete evaluations of students each trimester;</li> <li>• ensure that all teachers have copies of accommodations;</li> <li>• provide weekly check-ins with teachers of Sped students to identify and address any concerns;</li> <li>• continue bi-weekly phone calls to parents;</li> <li>• continue to encourage parents to join Sped PAC.</li> </ul>
	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><b>LMACS will:</b></p> <ul style="list-style-type: none"> <li>• cluster content department classrooms together and assign a Special Education teacher to work directly within the cluster throughout the day.</li> </ul> <p>We anticipate the data will change in two years.</p>
<b>Limited English-proficient students/English learners</b>	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 17% <b>Third Quartile:</b> 5%</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• schedule small ELL classes to ensure emphasis on individual skill development;</li> </ul>

<p>The school is above third quartile percentages.</p>	<ul style="list-style-type: none"> <li>• provide weekly check-ins with teachers of ELL students to identify and address any concerns;</li> <li>• provide immediate intensive help for ELL students through push-in and pull-out assistance;</li> <li>• continue bi-weekly phone calls to parents;</li> <li>• continue to encourage parents to join ELL PAC.</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><b>LMACS will:</b></p> <ul style="list-style-type: none"> <li>• use Academic Block as additional ELL support, providing additional opportunities for ELL students to meet with language instructors;</li> <li>• utilize the reading comprehension program in a one-on-one capacity to enhance background knowledge and language development;</li> <li>• connect with organizations in the community that are involved with the ELL students to help encourage regular school attendance.</li> </ul> <p>We anticipate the data will change in two years.</p>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p style="text-align: center;"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 62% <b>Third Quartile:</b> 13%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• provide free breakfast before the school day</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><b>LMACS will:</b></p> <ul style="list-style-type: none"> <li>• revise the attendance policy to better meet the needs of students;</li> <li>• implement a Mindfulness program to assist students with managing stress;</li> <li>• create a student-led leadership team to identify and address issues preventing student success;</li> <li>• connect students with local organizations to address specific student needs inhibiting their success;</li> <li>• collaborate with local organizations to identify additional school support structures needed by the student in order to achieve success.</li> </ul> <p>We anticipate the data will change in 2-3 years.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• provide targeted MCAS Prep classes for ELA, Math and Biology;</li> <li>• utilize Common Core &amp; UBD for planning curriculum that addresses different learning styles;</li> <li>• make use of Achieve3000 to improve basic reading skills;</li> </ul>

	<ul style="list-style-type: none"> <li>• develop, implement and support curriculum that is taught using a tiered instructional model that provides scaffolding in all subject areas;</li> <li>• use iPads during the academic classes to meet different learning styles.</li> <li>• strengthen and increase student participation in tutoring/mentoring program with MCC and UML;</li> <li>• focus on implementation of the SMART 7 reading comprehension technique across all courses.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• provide a rigorous Life Skills curriculum to address students’ social and emotional needs;</li> <li>• connect students with resources outside the school to address social and emotional needs;</li> <li>• develop extracurricular activities that provide students with connections to, and support from, staff outside the classroom setting;</li> <li>• develop Electives courses to increase student interest in attending school daily;</li> <li>• connect students with hands-on work experiences through partnership with TJX Corporations.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>• continue bi-weekly phone calls to parents;</li> <li>• schedule appointments with parent and student to develop alternate educational plan (GED, Youth Build, Job Corps);</li> <li>• review the schedule structure to identify provide opportunities to return to school sooner;</li> </ul>

**Lowell Middlesex Academy Charter School's Report Card:**

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04580505&orgtypecode=6&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	2	2%
Asian	24	23%
Hispanic	30	29%
Native American	0	0%
White	43	41%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	6	6%
Special education	30	29%
Limited English proficient	1	1%
Low income	105	100%

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
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	
Anne Monoxelos 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.	4/1/2016	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2016-2017 school year</b>	<b>Departures during the 2016-2017 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	12	1	3	Job change Retirement
Other Staff	6	1	0	Retirement

BOARD MEMBERS FOR THE 2016-2017				
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
Mabry, James*	Chair	Finance	Academic MCC President	3/30/15 – 6/30/16 9/29/16 – 6/30/17
Brady, Thomas	Student Trustee		LMACS Student	9/28/15 – 6/30/16
Cox, Colleen	Clerk		Academic MCC Dean, Lowell Campus Manager	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17
Daniel, David	Trustee		Former LMACS Instructor	9/29/16 – 6/30/17
Iem, Steven	Trustee	Finance Committee	Business MCC Alumni PriceWaterhouseCoopers	3/23/11-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17
Khoeun, Samkhann	Trustee		Academic Advisor MCC TRiO Program at LHS	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 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17
Kirori, Moses	Trustee	Consultant	Academic	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17
Larocque, Daniel	Trustee		LPD	9/30/13-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17
Learned, Betty Ann*	Treasurer	Finance	Middlesex Community College, Executive Vice-President, Administration & Finance	9/28/15 – 6/30/16 9/29/16 – 6/30/17
Lopez, Maria	Trustee	Personnel Committee Finance Committee Nominating Committee	Community Merrimack Valley Housing Partnership	9/17/07-6/30/09 7/1/09-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17
Saab, Analise	Trustee		Community	9/30/13- 9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17
Tejeda, Jeffrey	Trustee		Academic Assistant Director Admissions/Student Recruitment	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17

\* By-Laws provide that the President and CFO of Middlesex Community College shall be standing members of the Board of Trustees.

**Appendix D**  
Additional Required Information

**Key Leadership Changes**

There were no Key Leadership changes for the 2016-2017 school year.

**Facilities**

LMACS has not relocated or acquired a new facility during the 2016-2017 school year.

**Enrollment**

Action	Date(s)
Student Application Deadline	8/1/2017, 10/13/2017, 2/2/2018
Lottery	10/20/2017, 2/9/2018