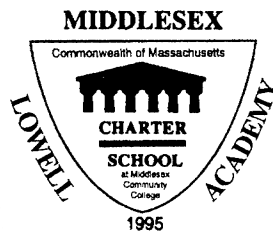


ANNUAL REPORT OF THE LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2010

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 16th year and the first 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, Rowley, 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.

Letter from the Chair of the Board of Trustees

July, 2010

Dear Friends of the Lowell Middlesex Academy Charter School,

It is my pleasure to report that this year the Charter School completed its 15th year of operation and was awarded its fourth charter from the Massachusetts Department of Elementary and Secondary Education. Additionally, LMACS was reaccredited by the New England Association of Schools and Colleges. Please join me in congratulating the staff, parents, and students on two very big jobs well done.

This June, 14 students graduated. Thirteen were awarded diplomas and, I am pleased to report, passed the MCAS in English Language Arts and Mathematics while one student received a Certificate of Attainment.

Perhaps the most exciting new from LMACS this year is that the Board of Trustees, after many months of due diligence, purchased the Pollard Building as the permanent home of the Lowell Middlesex Academy Charter School. The school will occupy the first two floors and lease the upper floors to Middlesex Community College and other non-profit agencies in Lowell.

The LMACS community welcomed four new teachers: English, Science, Special Education teachers and a new Social Worker. The students adjusted well and adapted to the new faces in faculty and as well as in the student ranks. After an aggressive enrollment campaign, the 2009-2010 school year saw an increased and 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.

Finally, I would like to announce a partnership between the Lowell Middlesex Academy Charter School and the TJX, Company. Through the generosity of the TJX Educational Foundation, this year's graduating students planning to attend college in the fall will receive a scholarship to defray costs and LMACS will be able to build an art gallery to display student work. However, as wonderful as this is, this is only the beginning of what we hope will be a long-term and mutually beneficial partnership.

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

Sincerely,

Carole A. Cowan, Ed.D.

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, approved 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 approved by the Charter School Office, and the Common School Performance Criteria required of all charter schools.

I. Faithfulness to Charter

Performance Objective 1: Lowell Middlesex Academy Charter School will receive positive site-visit reports from the Department of Education.

- ✓ **In January of 2010, the Massachusetts State Board of Education voted to renew the school's charter.**

Performance Objective 2: Lowell Middlesex Academy Charter School will report school performance to the Department of Education and to the public-at-large.

- ✓ **LMACS publishes and distributes an Annual Report in hard copy and posted on the school's website at www.lmacs.org**

Performance Objective 3: Lowell Middlesex Academy Charter School will request and receive feedback from parents on an annual basis and will report overall satisfaction with LMACS on an annual survey compared to their students' previous high school.

LMACS Annual Parent Survey Summary of Results:

✓ **Overall Parent Satisfaction**

The parents, designated adults, and guardians of our students continue to indicate very high levels of overall satisfaction with the school and its programs. In a survey of the parents and guardians of our students, we asked:

“On a scale of 1-10, how satisfied are you with the teaching and academics at LMACS?”

On average, parents or designated adults who responded to the survey gave LMACS 9.3 points, indicating they are very satisfied with the teaching and academics at LMACS. When we asked parents about how often the school contacts them, we collected the following survey information:

“About how many times per month do you receive a call from the school about your student?”

On average, parents or designated adults who responded to the survey indicated that they received 2.5 calls per month from the school. This number is lower than we would like and we are working to increase the number of calls going out to parents each month. In addition, six (6) parents/designated adults either did not respond to the question in our survey or did not know the name of their student's Advisor. This suggests an area of concern and improvement for us and a place to focus our efforts next academic year.

Performance Objective 4: LMACS will maintain its accreditation with the New England Association of Schools and Colleges (NEASC).

- ✓ **In April of 2010, the New England Association of Schools and Colleges voted to renew the school's accreditation.**

Performance Objective 5: LMACS will add to the body of knowledge for best practices for high school students who have previously dropped out of high school.

- ✓ **LMACS continued its relationship with the Project for School Innovation (PSI) as part of an "At-Risk Consortium" with three other charter public high schools in Massachusetts. The Consortium has developed a survey tool to develop assessments that measure sources of strengths and risk factors in our students. This work, Counting What Counts, was profiled in the Massachusetts EASE's *Charter School Best Practices Guide* for 2009.**

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 learning expectations, approved by NEASC in 2005:

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.
- 4 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

II. Academic Program Success

Performance Objective 1: LMACS will be designated as making Adequate Yearly Progress (AYP) on its annual report card issued by the Massachusetts Department of Education when adequate data (i.e. number of students taking MCAS) is available to make such a determination.

- ✓ **TARGET NOT MET: The school did not make AYP in English Language Arts or mathematics in the 2009-2010 academic year. However, the school was given a “High Performance” rating in English Language Arts and “Moderate Performance” rating in math. These designations suggest that while the school did not produce as much student growth as we would like during the academic year, our students continue to perform very well in the aggregate.**

Performance Objective 2: Graduates of the Lowell Middlesex Academy Charter School will be able to place into a college-level English course at Middlesex Community College. LMACS graduates will receive a reading comprehension score of 68 or greater as measured by the ACCUPLACER test.

Making Progress: The graduates in the class of 2010 scored, on average, a 70 on the most recent ACCUPLACER test of Reading Comprehension, which is higher than the required score of 68. However, three graduates did not receive scores above 68, meaning they would need to retest before entering Middlesex Community College.

Performance Objective 3: Graduates of the Lowell Middlesex Academy Charter School will be able to place into a college-level mathematics course at Middlesex Community College. LMACS graduates will receive an Algebra score of 55 or greater as measured by the ACCUPLACER test.

Making Progress: The graduates in the class of 2010 scored, on average, a 73 on the ACCUPLACER Test of Algebra, which is higher than the required score of 55. However, four graduates did not receive scores above 55, meaning they would need to retest before entering Middlesex Community College.

Performance Objective 4: Students at LMACS will improve reading skills during their first three trimesters at LMACS. They will demonstrate a 10% gain in their reading comprehension ACCUPLACER score during their first three semesters at LMACS.

TARGET NOT MET: New students entering the school in the Fall of 2009 demonstrated, on average, a decrease in Reading Comprehension scores during their first three trimesters at LMACS, from an average of 56 in the Fall to 53 in the spring of 2010.

Performance Objective 5: Students at Lowell Middlesex Academy Charter School will improve math skills during their first three trimesters at LMACS. They will demonstrate a 40% gain in their elementary algebra ACCUPLACER score during their first three trimesters at LMACS.

TARGET NOT MET: Students entering in the fall of 2009 demonstrated, on average, no change in Algebra scores after three trimesters at LMACS. These students' averaged 40 in both the Fall of 2009 and the Spring of 2010.

Performance Objective 6: Students at Lowell Middlesex Academy Charter School will demonstrate the ability to write coherent 5-paragraph essays. Using a rubric as an assessment tool, students will present a clear thesis, provide supporting evidence, use a proper format, articulate a strong conclusion, and apply appropriate mechanics.

MAKING PROGRESS: Although the school did not make AYP in 2009-2010, our school was given a "High Performance" rating in English Language Arts by the Department of Elementary and Secondary Education. This designation suggests our students continue to perform very well in the aggregate.

All teachers assign and grade five paragraph essays in every course, and use a rubric developed by the school and approved by the New England Association of Schools and Colleges (NEASC) in 2005.

Common School Performance Criteria

Curriculum:

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.

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.

2009-2010 Course Offerings

* (indicates required coursework for graduation)

English Language Arts

Literature and Composition*
Advanced English
Creative Writing
Critics Corner
Books
Developing Writers
Essay Writing
Learner's Permit
Memoir
Responding to Literature
College English

History and Social Science

World History*
US History*
Ethics*
Senior Seminar*
Senior Civics*

Health and Wellness

Family Community Health
Life Skills*
Healthy Lifestyles*
Man in Society
Women in Society
Physical Education*

Art

Studio Art
Advanced Studio Art
Honors Studio Art

Mathematics

Pre-Algebra
Algebra I*
Algebra II
MCAS Math*
Financial Literacy*
Foundations of Math
Accuplacer Prep
Geometry
Graphing/Statistics
Math Basics
Problem Solving

Science and Technology

Biology*
MCAS Biology
Environmental Studies
LMACS CSI I
LMACS CSI II

Career

Internship*
Career Prep
LMACS, Inc.
Right Start

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
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 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.

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.

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.

Our Executive Director, Assistant Director, along with three other teachers, attended the National Charter School Association Conference. Our Special Education Director attended several workshops hosted by the Department of Elementary and Secondary Education.

In addition, 12 teaching staff members participated in Instructional Rounds in the school during the winter and spring terms of 2009-2010 (*Instructional Rounds in Education*, Harvard Education Press, 2009). This group met regularly, completed a book study, and distributed binders with our school's MCAS data to the English, math, and biology teachers. 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 has continued to provide time and support for teachers to develop their own content-specific expertise. For example, our History teacher spends two weeks per year (one in the summer, one in the spring) studying with the US History Project. Four teachers attended a series of workshops focused on student behavior and motivation held in Massachusetts and New Hampshire. Two teachers participated in programs sponsored by Middlesex Community College.

III. Organizational Viability

Performance Objective 1: Lowell Middlesex Academy Charter School will have a student withdrawal rate comparable to the average for urban districts with high-risk populations similar to LMACS.

MAKING PROGRESS: The adjusted drop out rate at LMACS remained steady at 30% in 2009, an historical low for the school, and equivalent to the percentage who dropped out in 2008.

Performance Objective 2: Lowell Middlesex Academy Charter School will maintain a waiting list to ensure average yearly enrollment of at least 100 students. The school will establish and institutionalize the successful processes and procedures currently being explored with the community, schools, courts, and law enforcement groups to provide information to students who are currently not successful in their district high schools or are at-risk of dropping out.

- ✓ **The school maintained an average annual membership of 116 students during the 2009-2010 school year.**

Performance Objective 3: The school will improve student retention through improved attendance at LMACS. Students at LMACS will increase their attendance rate 2% each year as compared to the previous year, with the permanent goal of 90% or higher in accordance with NCLB.

TARGET NOT MET: The school's attendance rate was 74.6% in AY 2009-2010 as compared to 83.4% in AY 2008-2009.

Performance Objective 4: Each year, the Auditor of the Commonwealth will find that Lowell Middlesex Academy Charter School complies with the audit requirements promulgated by the OSA and EASE.

- ✓ **The school received an unqualified opinion in its annual audit and all financial reporting documents have been presented to and approved by the LMACS Board of Trustees and recorded in the minutes.**

Common School Performance Criteria

Policy decisions:

There were no major policy decisions by the LMACS Board of Trustees in 2009-2010.

Amendments to the charter:

There were no amendments to the LMACS charter filed in 2009-2010.

Complaints:

There were no official complaints filed to the Board of Trustees in 2009-2010.

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.

The school's lease expired June 30, 2009 and the Board members, after deliberate discussions and exercising due diligence, established a Real Estate Subcommittee and purchased the property at 67 Middle Street where the school formerly leased space.

Family satisfaction:

The parents, designated adults, and guardians of our students continue to indicate high levels of overall satisfaction with the school and its programs for supporting students. In addition to the general results of the parent survey reported in the Accountability Plan above, we collected the following additional survey information:

“On a scale of 1-10, how satisfied are you with the teaching and academics at LMACS?”

On average, parents or designated adults who responded to the survey gave LMACS 9.3 points, indicating they are very satisfied with the teaching and academics at LMACS. When we asked parents about how often the school contacts them, we collected the following survey information:

“About how many times per month do you receive a call from the school about your student?”

On average, parents or designated adults who responded to the survey indicated that they received 2.5 calls per month from the school. This number is lower than we would like and we are working to increase the number of calls going out to parents each month. In addition, six (6) parents/designated adults either did not respond to the question in our survey or did not know the name of their student's Advisor. This suggests an area of concern and improvement for us and a place to focus our efforts next academic year.

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 2010 budget year, teachers recommended to the Executive Director the renewal of *Achieve3000*, hiring an additional part time paraprofessional to staff a resource/student hall, and generally expanding the course offerings as a way to lower class size. With these recommendations, the Executive Director met with the finance sub-committee of the Board of Trustees to present a tentative (or draft) budget. At the full meeting of the trustees, the 2010 draft budget was presented for full Board action.

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. In addition to the two projects outlined in the Accountability Plan above, the school has also collaborated with the Project for School Innovation around the following publications:

Building Supportive High Schools: Modeled on Four Successful Horace Mann and Commonwealth Charter Schools in Massachusetts

Written by educators:

Jacqueline Elfiki, Ferdinand Fuentes, Margaret Maccini, Margaret McDevitt, John Roberts, and Virginia Warn

Supporting At-Risk Students: Based on a Successful Program at: Lowell Middlesex Academy Charter School

Written by teachers: Lorraine Bacos, Sarah Brock, Michael Chadwick, Paula Hamel, Reggina Kailin, Carole Levy, and Richard Phelps

Counting What Counts: *Assessments that Matter for At-Risk Students*- Research and Tools from the Field

Developed in conjunction with the Project for School Innovation and The Risk and Prevention Program at the Harvard Graduate School of Education.

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, 2010 and 2009

	2010	2009
Operating revenues:		
Chapter 70 state tuition	\$ 1,392,553	\$ 1,273,758
In-kind contributions	\$ -	\$ 3,900
Total operating revenues	\$ 1,392,553	\$ 1,277,658
Operating expenses:		
Salaries	\$ 914,190	\$ 743,594
Payroll taxes	\$ 9,197	\$ 8,114
Unemployment taxes	\$ 67	\$ 200
Fringe benefits	\$ 103,777	\$ 77,900
Occupancy	\$ 118,952	\$ 169,658
Contracted services	\$ 30,732	\$ 36,963
Telephone and utilities	\$ 23,518	\$ 14,384
Food service program	\$ 56,299	\$ 53,047
Staff development (note 4)	\$ 3,425	\$ 525
Office supplies and materials	\$ 27,259	\$ 25,062
Computer equipment and classroom furnishings	\$ 5,182	\$ 12,102
Postage and shipping	\$ 95	\$ 34
Maintenance and repairs	\$ 10,937	\$ 7,156
Insurance	\$ 19,143	\$ 8,919
Travel	\$ 5,425	\$ 309
Student transportation	\$ 1,515	\$ 1,575
Dues and subscriptions	\$ 13,223	\$ 5,610
Scholarships	\$ 1,500	\$ 1,250
Miscellaneous	\$ 7,682	\$ 7,392
Indirect cost	\$ 78,848	\$ 73,458
Total operating expenses	\$ 1,430,966	\$ 1,247,252
Operating loss / gain	\$ (38,413)	\$ 30,406
Nonoperating revenues/(expenses):		
State grants (note 10)	\$ 114,291	\$ 96,971
Private grants	\$ -	\$ 8,200
Unemployment Insurance Refund		\$ -
Other Income		\$ 124,887
Pollard Building Rental Income	\$ 47,744	
Mortgage Interest	\$ (16,263)	
Federal School Lunch program	\$ 17,408	\$ 16,931
Nonoperating income	\$ 163,180	\$ 246,989
Increase / Decrease in net assets	\$ 124,767	\$ 277,395
Net assets, beginning of year	\$ 744,322	\$ 466,927
Net assets, end of year	\$ 869,089	\$ 744,322

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Balance Sheet

Pre-Audit Draft Statement

June 30, 2010

(with comparative totals at June 30, 2009)

Assets	Current Funds		2010	2009
	Unrestricted	Restricted	Total	Total
Current assets				
Cash and cash equivalents	\$ 466,987	5,386	472,373	746,579
Accounts Receivable	-	-	-	-
Grants receivable	-	13,714	13,714	15,000
Total current assets	\$ 466,987	19,100	486,087	761,579
Noncurrent assets				
Capital assets, net of accum depreciation	\$ 3,016,435	-	3,016,435	-
Other noncurrent assets	290,000	-	290,000	-
Total noncurrent assets	\$ 3,306,435	-	3,306,435	-
Total assets	3,773,422	19,100	3,792,522	761,579
Liabilities and Fund Balances				
Current liabilities				
Accounts Payable	\$ 9,976	222	10,197	15,960
Deferred grant revenue	-	21,100	21,100	1,297
Total current liabilities	\$ 9,976	21,322	31,297	17,257
Noncurrent liabilities				
Loans Payable	\$ 2,602,135	-	2,602,135	-
LMACS capital improvements escrow	290,000	-	290,000	-
Total noncurrent liabilities	\$ 2,892,135	-	2,892,135	-
Total liabilities	2,902,111	21,322	2,923,432	17,257
Fund balances	871,311	(2,222)	869,089	744,322
Total liabilities and fund balances	\$ 3,773,422	19,100	3,792,522	778,836

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Statement of Changes in Fund Balances

Pre-Audit Draft Statement

Year ended June 30, 2010

(with comparative totals at June 30, 2009)

	<u>Current Funds</u>		<u>2010</u>	<u>2009</u>
	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>	<u>Total</u>
Revenues and other additions:				
Charter School tuition	\$ 1,392,553		1,392,553	1,273,758
Government grants and contracts		114,291	114,291	96,971
Rental Income	47,744		47,744	
Other Sources	<u>17,408</u>	<u>-</u>	<u>17,408</u>	<u>153,918</u>
Total revenues and other additions	<u>1,457,705</u>	<u>114,291</u>	<u>1,571,996</u>	<u>1,524,647</u>
Expenditures and other deductions:				
Education and general expenditures	1,306,242	-	1,306,242	1,150,281
Pollard Building Operation	8,211		8,211	
Mortgage Interest Payments	16,263		16,263	
Government grants and contracts		<u>116,513</u>	<u>116,513</u>	<u>96,971</u>
Total expenditures and other deductions	<u>1,330,716</u>	<u>116,513</u>	<u>1,447,229</u>	<u>1,247,252</u>
Net increase/decrease in fund balances	126,989	(2,222)	124,767	277,395
Fund balances at beginning of year	<u>744,322</u>	<u>-</u>	<u>744,322</u>	<u>466,927</u>
Fund balances at end of year	\$ <u>871,311</u>	\$ <u>(2,222)</u>	<u>869,089</u>	<u>744,322</u>

Fiscal Year 2011 approved school budget

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Fiscal Year 2011
Interim Spending Plan

	TOTALS
Revenue	
Tuition - Chapter 70	\$ 1,341,789
DOE Title I Grant	\$ 48,204
DOE Lunch Reimbursement	\$ 17,000
Entitlement Grants	\$ 71,939
Miscellaneous Grants	\$ 2,000
Total Revenue	<u>\$ 1,480,932</u>
Expenses	
Personnel Costs	
Full-time Teachers/Counselors	\$ 613,638
Full-time management staff contract	\$ 323,861
Part-time Faculty/Staff	\$ 60,706
Subtotal Personnel Costs	\$ 998,205
Direct Student Costs	
Mortgage Allocation (40%)	\$ 57,906
MCC Fiscal Agent Contract	\$ 78,848
Other Contracted Services	\$ 36,382
Telephone and Utilities	\$ 25,240
Food Service Program	\$ 74,550
Office Supplies and Student Materials	\$ 22,792
Postage	\$ 1,350
Maintenance and Repairs, Dumpster Service	\$ 13,800
Insurance	\$ 12,201
Staff Travel / Professional Development	\$ 4,000
Student Travel	\$ 2,500
Dues and Subscriptions	\$ 12,030
Miscellaneous(Scholarships, Student Activities, Printing, advertising)	\$ 10,815
Subtotal Direct Student Costs	\$ 352,413
Total Expenses	\$ 1,350,618

Lowell Middlesex Academy Charter School Funders

Foundations

TJX Foundation \$ 15,000.00

Fiscal Year 2011 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 past twelve years.

To fund the acquisition of the building as well as some proposed facility improvements the school borrowed \$2.9million through the office of MassDevelopment. The Lowell Middlesex Academy Charter School Board of Trustees approved this project and the financing on September 15, 2009 at a meeting held in compliance with the Open Meeting Law.

Since gaining ownership of the building in March, the school has engaged a consultant to develop a master plan. That plan is examining both short and long range capital improvements that will address infrastructure needs including roof, HVAC, telephone and data along with programmatic improvements to interior spaces to provide a better teaching and learning environment.

As of this report, the school is waiting for the consultant to conclude their work which is expected to be in a couple of weeks. That report will address the scope of work noted above as well as the cost estimates. It is anticipated that the recommendation will provide short term requirements for telephone and data, HVAC and roof improvements and those will be initiated soon. The internal space improvements and reconfigurations will need to be scheduled for the future.

The school has established a capital improvements escrow account in the amount of \$290,000 from the proceeds of the loan. Also, in the fiscal year 2009 Financial Statements, as a designation of unrestricted net assets, the school established a fund for renovations, furniture and equipment in the amount of \$350,000.

The next steps for the school regarding this capital plan are wholly dependent upon the consultant's report that will establish the scope and cost of the projects. Once determined the report will be presented to the subcommittee of the board specifically established for this purpose and to the full Board for the necessary reviews and approvals.

Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2009-10 school year:	180
First and last day of the 2009-10 school year:	Sept 1 - June 18
Length of school day:	M-Th 9am-3:30pm Friday 9am – 12pm

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2008-09 school year but did not reenroll for the 2008-09 school year (excluding graduates):	15
Total number of students enrolled as of October 1, 2009:	121
Total number of students who enrolled during the 2009-10 school year, after October 1, 2009:	44
Total number of students who left during the 2009-10 school year, after October 1, 2009:	57
Total number of students enrolled as of the June 2010 SIMS submission:	106
Number of students who graduated at the end of the 2009-10 school year:	14

SUMMARY OF REASONS FOR STUDENT DEPARTURES:	
Number of students expelled:	1
Number of students transferred – In state public:	7
Number of students transferred – Out of state (public or private):	2
Number of students withdrawn - Pursuing GED	35
Number of students withdrawn – Entered Job Corps	1
Number of students withdrawn – Due to employment	1
Number of students withdrawn – Plans unknown	27

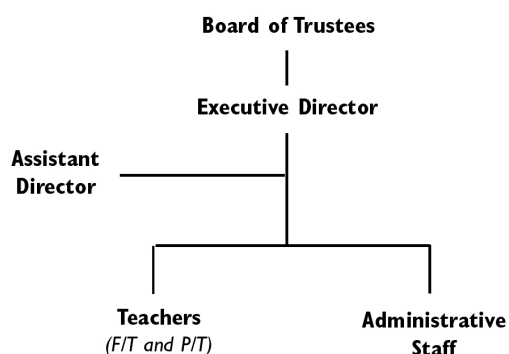
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2010 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
African-American	4	4
Asian	9	8
Hispanic	31	29
Native American	0	0
White	58	54
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	6	5
Special Education	21	19
Limited English Proficient	0	0
Low Income	75	69

ADMINISTRATIVE ROSTER FOR THE 2009-10 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 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 2009-10 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	14	0	0
Other Staff	4	0	0

BOARD MEMBERS FOR THE 2009-10 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	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
Coutu, JoAnn	Trustee		Parent	9/29/08-6/30/09
Cunha, Maria	Trustee	Personnel 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
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	Community	9/17/07-6/30/09 7/1/09-9/29/14
Meehan, Michelle	Trustee	Real Estate 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
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
Morales, Alyssa	Trustee		Student	9/28/09-6/30/10
Okafor, Cecelia	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
Paul, Gessie	Trustee		Parent	9/28/09-6/30/10