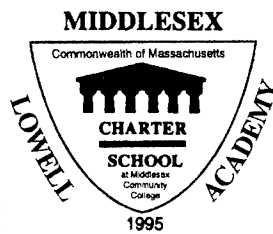


ANNUAL REPORT OF THE
LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2013

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 to the School

<i>Lowell Middlesex Academy Charter School</i>			
Type of Charter	Commonwealth	Location	67 Middle Street Lowell, MA 01852
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010
Maximum Enrollment	150	Current Enrollment	109
Number of students enrolled as of 8/1/2013	97	Students on Waitlist	0
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days during the 2012-2013 school year	180	School Hours	M-Th 9am-3:30pm Friday 9am-12pm
<p>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.</p>			

Letter from the Chair of the Board of Trustees

June 2013

Dear Friends of the Lowell Middlesex Academy Charter School,

It is my pleasure to report that this year the Charter School successfully completed its 18th year of operation in its fourth charter from the Massachusetts Department of Elementary and Secondary Education.

On June 6, 2013, 10 students graduated in a beautiful and emotional ceremony. All ten students received diplomas having passed all MCAS exams including one student who received a John and Abigail Adams Scholarship.

As detailed in the 2012 Annual Report, we were able to support a one-to-one iPad project that was fully implemented during the 2012-2013 school year. Using iPads with students, teachers were able to address multiple learning styles of students to improve learning. Further evaluation is necessary to learn the total impact of the iPads on student success.

The Department of Elementary and Secondary Education completed two comprehensive studies of LMACS. I am very pleased to report that the Coordinated Program Review of the school's Special Education, Civil Rights, and English Language Learners programs was outstanding. The Department noted an exceptional faculty and solid student learning outcomes at LMACS. Likewise, the 18-year Charter School site visit reported that LMACS continues to meet the needs of our students and test scores indicate a high level of student growth.

During the year, LMACS continued its partnership with the TJX Co., Inc. Through the company's Youth Business Institute (YBI) our seniors participated in a 10-week intensive business/career exploration program that culminated in a luncheon where 11 students received scholarships and four students were given part-time jobs.

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

Sincerely,

Carole A. Cowan, Ed.D.
President, Middlesex Community College

Faithfulness to the Charter

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision, and educational philosophy defined in the charter application and any subsequent approved amendment (s).		
<p>Measure: 1. Each year the school will award diplomas only to those students who are prepared for an educational and career option and this preparation is outlined in each student’s individual Five-Year plan.</p> <p>Academic: Over the course of a student’s time at LMACS, 100% of the graduates will pass all the requirements as recorded on the student’s graduation requirement list with a grade of 70% or better.</p> <p>Social: 100% of LMACS graduates will complete a series of Life Skills classes with a grade of 70% or better.</p>	Met	<p>1. Academic: For the 2012-2013 year, LMACS graduated 12 students. All students met the academic requirements with passing grades of 70% or better.</p> <p>Social: For the 2012-2013 academic year, LMACS graduated 12 students. All students met the Life Skills requirements with a passing score of 70% or better.</p>
<p>Measure: : 2. Each year, all graduates of the Lowell Middlesex Academy Charter School will have completed an application and a FAFSA form under the supervision of the school, so that they may enroll in a two or four-year college if they so choose.</p>	Met	<p>2. All graduating students completed a college application and a FAFSA form.</p>
Objective: The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).		
<p>Measure: 1. Each year, all graduates will satisfy the internship requirement by: completing the internship academic class with a grade of 70% or better and completing 50 hours at an internship placement site approved by the school and monitored by the internship supervisor.</p>	Met	<p>1. All graduating students successfully completed the internship requirements of achieving a passing score of 70% or better and all students completed a 50 hour internship at an approved site.</p>
<p>Measure: 2. All students must pass the TJX Youth Business Institute workshops presented by TJX corporate managers. Students will receive a grade of Pass/Fail based on participation, attendance and completion of workshops.</p>	Met	<p>2. 100% of students completed the TJX Youth Business Institute with a passing grade. Ten of the students received academic scholarships from TJX.</p>

*Add rows as necessary

Charter School Performance Criteria Relating to Faithfulness to Charter

Mission, Vision, and Educational Philosophy

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.

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, Vision, and Educational Philosophy

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.

During the 2012-2013 school-year, Lowell Middlesex Academy Charter School fully implemented the use of iPads in the classroom. Each student and teacher has been assigned an iPad to utilize throughout the day expanding access to technology and greatly improving the ability to access current information in a rapidly changing world. Teachers were provided professional development opportunities in order to become knowledgeable about utilizing the iPad effectively to enhance curriculum development. Because many of our students are from low income families and do not have computer access at home, the use of iPads has proven to be a vital tool to encourage the excitement of learning as well as improve reading, writing, and critical thinking skills.

A credit recovery option was also added during the 2012-2013 school year. Plato software was purchased to promote an on-line program for overage and under-credited students to utilize in order to advance toward graduation at a quicker pace. Additionally, the Plato coursework is used in traditional classes to supplement instruction and to bring students up to speed if they were absent for more than a day or two. A staff member was hired to coordinate the program and assist students who are involved in the program. Additionally, professional development on the use of Plato software to enhance and supplement course work was made available to all staff members.

Dissemination Efforts:

- LMACS participated in the Department of Education's MassGrad Open House Week in February 2013. MA schools were invited to rotate through classroom demonstrations in small groups learning how the Phase Program is implemented and how it addresses student progress and engagement.
- Several teachers participated in the Race to the Top project planning and developing model curriculum units based on Common Core Curriculum and assessments methods. (Laura McGuigan, Jill Pedersen, Mike Kaminski)
- Director Marge McDevitt went to Phoenix Academy in Chelsea, MA for an on-site review and shared LMACS' innovative models for replication and best practices.
- Jill Pedersen participated in a NEASC visit to Francis W. Parker Charter Essential School in Devens, MA. Staff evaluated institutions according to the Standards for Accreditation and shared best practices learned from visit.
- Dave Daniel participated in NEASC reaccreditation Amistad First in New Haven Connecticut.
- Erika Lanier participated in the Massachusetts Charter Public School Association's Community of Practice for ELL Coordinators and Directors, which met several times over the course of the school year to discuss Best Practices as they relate to the programming, scheduling and teaching of ELL students in Charter Schools.
- Nancy Arseneaux and Marge McDevitt participated in a DESE meeting with a Federal Program Director to consider evaluation criteria for at-risk schools.
- The Assistant Director represents LMACS at the monthly SOC (System of Care) meetings with other providers in and around the city of Lowell.

Academic Program Success

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.		
Measure: 1. The school shows an annual increase in its CPI score for the ELA MCAS in the aggregate.	Met	The school showed an increase of 10.9 pts. in CPI score for the ELA MCAS from 87.5 in 2010-2011 to 98.4 in 2011-2012.
Measure: 2. The school shows an annual increase in its CPI score for the mathematics MCAS in the aggregate.	Met	The school showed an increase of 3.7 pts. in CPI score for the Math MCAS from 77.1 in 2010-2011 to 80.8 in 2011-2012.
Objective: If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.		
Measure: 1. The school shows an annual increase in the Accuplacer Test ELA and mathematics in the aggregate and for all statistically significant subgroups.	Met	<ol style="list-style-type: none"> 1. In ELA, new students enrolling September 2012, (n=18), on average showed a 6 point increase in Accuplacer scores between September 1st and June 1st. In math, new students showed on average of a 14 point increase in scores over that time. 2. In ELA, graduating seniors (n=12) on average showed a 26 point increase in their Accuplacer scores between entry (dates vary) and graduation (2013). In math, graduates showed, on average, a 28 point increase in scores over that time.
Objective: The school's curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.		
Measure: 1. Each year, all of the school's teachers will document how each unit of instruction in all courses, is aligned to the Common Core Standards. The Director and Assistant Director will review curriculum binders in all subject areas to ensure that LMACS is aligned to Common Core Standards. An LMACS curriculum rubric will be published on the school website and in the LMACS annual report.	Making Progress	<ol style="list-style-type: none"> 1. LMACS held a professional development for teachers and is in the process of aligning current curriculum from the existing Massachusetts Frameworks to the Common Core Standards. Five teachers participated in Race to the Top projects and are sharing information with colleagues.

	Utilization of Achieve 3000 reading program, iPads for students, and the Plato credit recovery program provide excellent tools to support diverse learners
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For MCAS data see Lowell Middlesex Academy Charter School Report Card: <http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04580505&fycode=2012&orgtypecode=6&>

Charter School Performance Criteria Relating to Academic Program Success

Student Achievement Trends/Academic Priorities Identified

MCAS scores at LMACS have shown a considerable improvement, with a 10.9 point increase for ELA and a 3.7 point increase for Math. LMACS continues to improve its successful MCAS Prep program, both by identifying the needs of the current students through regular assessments and also by examining the results of previous MCAS exams, thus ensuring all aspects of the standards are effectively taught and reviewed.

An interpretation of student attendance data showed a troubling decrease in student attendance after the release of midterm grades. One concern is that many students are not successful at midterm and therefore decide to “come back next term” instead. As a result, LMACS faculty and staff have evaluated the current trimester schedule and have begun to implement a 6-term school year, allowing students an opportunity for a “fresh start” at the mid-term in an effort to retain students who might otherwise have left. LMACS will assess the effectiveness of this change on student retention at the end of 2013-2014 school year.

LMACS implemented an online credit recovery and attainment program during the 2012-2013 school year in an effort to assist students in moving toward graduation at a faster rate. These online courses were offered to students who failed a class more than once, new students who were entering and had a need for math and English courses, and for students who needed additional assistance with classroom content. Students at LMACS often come to us with reading levels much lower than high school level and with

significant gaps in their math education, and it was determined that the students struggled considerably with the reading level of the program. As a result, LMACS is researching other online course recovery options and is planning on using the Odyssey program beginning Fall 2013, and will continue to use the Achieve3000 reading program, in addition to classes that focus on developing the necessary reading and math skills.

In an effort to further develop students' critical thinking skills, LMACS has made a significant effort to focus on cross-curricular and project based learning. Several classes were offered over the course of the year that combined different disciplines in order to assist students in making connections, thinking critically about content and developing both content-specific vocabulary and the language necessary to examine, discuss and debate a broader understanding of the disciplines. In addition to these offerings, several classes joined efforts at the end of the term to focus on hands-on, project-based learning that incorporated skills learned in their courses over the term. Math and Science classes worked together on an egg-drop contest; art and science teamed up for a pinhole camera project; history and Life Skills worked together on examining *Maus*, a graphic novel about the Holocaust, and then worked with the art department in developing their own graphics about the Holocaust. These opportunities engaged the students in looking at the content from several different angles and provided the ability to express their understanding of the content in several different ways.

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.

Over the 2012-2013 academic year, LMACS implemented an iPad program for students and began using them in the classroom. This has significantly enhanced curriculum and instruction and aids in the development and implementation of lesson plans that meet the needs of our diverse population. In addition to this, Plato software was also added as a credit recovery option for students who are overage and under-credited or for students who may require supplemental course work.

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.

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. English language learners are assessed upon entering the school and are provided additional support with a qualified instructor who has had training and is current with legal mandates.

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.

Organizational Viability

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure: The school's annual budget is sustained by its enrollment beginning with the pre-enrollment report.	Met	The annual budget is developed based on pre-enrollment projections. For the 2012-2013 this budget was sustained by actual average enrollment of 114 students.
Objective: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations as reported in financial statements. The budget supports the academic program and consistently operates within budget.	Met	As evidenced by Certified Financial Statements the school consistently demonstrates positive financial results, supports academic programs and operates within budgets.
Objective: The school's annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	As evidenced by accountants Certified Financial Statements

		there have been no material finding reported.
Objective: The school implements the student recruitment, retention and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.		
Measure: Each year, the school's social workers will enroll at least 10% of dropouts reported to us by counselors in sending districts.	Met	For the 2012-2013 school year, 50% of the new students enrolled were dropouts referred to LMACS social workers by sending districts.
Objective: The school establishes and maintains a physically safe environment for students and staff.		
Measure: LMACS will have less than three incidents of violence (fighting, weapons) in the school per year as reported in discipline reports.	Met	LMACS had two incidents of violence as reported in discipline reports during 2012-2013 school year. LMACS has seen an increase in students with serious mental health issues.
Objective: The school establishes an environment free from harassment and discrimination for students and staff, and effectively addresses the social, emotional, and health needs of its students.		
Measure 1: Each year, LMACS will offer a series of student and teacher workshops. All students in the school will participate in the workshops and complete an evaluation report with at least 80% of the students reporting relevance of the topic to student's lives. Topics include anti-bullying, harassment, depression, and substance abuse.	Met	All students attended a "Bullying Prevention" workshop on 8/29/12, "Goal Setting" workshop with a motivational speaker on 8/30/13, "Finding Kind" award winning anti-bullying documentary and discussion on 10/5/13, Michael Patrick Macdonald, author of All Souls presentation on 11/27/12, an "Anti-Violence" workshop with a Suffolk County DA Officer on 3/19/13, a "Courage to Speak" workshop with a substance abuse prevention speaker on 4/3/13. All new students and parents receive an orientation with a review of the LMACS Bullying Prevention plan and a review of the LMACS no tolerance policy on violence and drugs. Cyber-bullying prevention education was integrated into the advising curriculum. Professional Development for staff on Bullying is done annually through on and off-site training.
	Met	A bullying survey was

<p>Measure 2: Teachers actively monitor the school premises and report issues and survey students to determine their level of “feeling safe.” At least 80% of students surveyed will report feeling safe in the school environment.</p>		<p>distributed to students after the “Finding Kind” documentary held in October 2012 with 98% of students stating that they felt safe and free of harassment in the LMACS school environment.</p>
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Charter School Performance Criteria Relating to Organizational Viability

Amendments to the Charter

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

Complaints

There were no official complaints filed to the Board of Trustees in 2011-2-12

Organizational Structure of School

There have been no changes to the LMACS organizational structure.

Recruitment and Retention

2012-0213 Recruitment Implementation Report

During the 2012-2013 school year, LMACS used many strategies in an effort to recruit new students. During the summer prior to the school year, faculty and students recruited during many of Lowell’s largest events - the Lowell Folk Festival, the Southeast Asian Water Festival and Dance 4 Peace - both through informational tables and by meeting and talking with potential students around the festivals. An LMACS Facebook page was created specifically to recruit new students and to connect with former students as a means to recruit new students. Additionally, thousands of targeted mailings were sent to all homes in Lowell and the sending towns with children between the ages of 15 and 18. Nancy Arseneaux, Assistant Director, established membership in the Greater Lowell System of Care group that meets monthly to share information and resources.

LMACS hosted a MassGrad Open House, where guidance counselors and faculty from Lowell and surrounding schools were invited to come and tour the school, observe classes and discuss “best practice” with teachers and administrators. 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 it’s 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. 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.

In addition to continuing the above recruitment activities, LMACS has hired personnel specifically for recruiting purposes. The recruiter regularly visits social service agencies, counseling centers, churches, pools, the city's Parks & Recreation program, the Juvenile Court, local stores and restaurants frequented by our target population. In addition to speaking with relevant personnel and potential students, the recruiter provides informational brochures, flyers and handouts to display in these organizations.

2012-2013 Retention Implementation report

During the 2012-2013 school year, LMACS implemented the "Term 1" (T1) program. This program was specifically designed to target incoming students and provide them with the educational and socio-emotional skills necessary to give them a foundation before beginning the majority of their core academic classes. These courses, which include Study Skills, Integrated Art and Life Choices, follow the same model as the rest of the curriculum; instruction is differentiated to meet all student needs. This program also includes several days of Orientation for incoming students, to help students become familiarized with the culture and expectations at LMACS.

For the upcoming 2013-2014 school-year, LMACS has begun to implement changes in the schedule in an effort to retain students. Currently, we have three semesters a year; as we find that many students leave at midterm, we are shifting to six smaller terms in the hopes that students who are not successful at midterm can return sooner, and with an opportunity to start new. LMACS continues to explore Credit Recovery options to provide students with alternate ways of completing graduation requirements. Faculty has adopted the Understanding by Design method of creating curriculum to ensure that differentiation in the classroom meets the needs of all students.

Students who are at risk of dropping out are identified by the Student Advisor or other faculty and referred to a staff Social Worker; there is continued communication between the parent or Designated Adult and the Student Advisor. Timely parent notification occurs to address absenteeism. 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.

Recruitment and Retention Plan

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2013

Recruitment Plan 2013 – 2014

General Recruitment Activities

1. Advertise in all MCC publications throughout the year
2. Advertise by doing regular human interest stories on local radio shows
3. Advertise/recruit at civic/social events throughout the region
4. Encourage currently enrolled students to recruit friends
5. Advertise by publishing human interest stories in the Lowell Sun
6. Advertise in large storefront windows and using lawn signs
7. Recruit using the lmacs.org website and LMACS Facebook pages
8. Meet regularly with school guidance counselors through the region
9. Use a Recruiter to target locations frequently by our student population to provide information and applications

Recruitment Plan – Goals and Strategies

List goals and strategies for recruitment activities for each demographic group.

Demographic Group	Goals and Strategies
Special education students	<ol style="list-style-type: none"> 1. LMACS special education teachers attend city-wide SPED PAC meetings to attract parent interest. 2. Promote LMACS as actively seeking/able to meet the needs of SPED students in all advertisements 3. Participate in informational/awareness discussions with local districts.

Limited English-proficient students	<ol style="list-style-type: none"> 1. Board members assist in recruitment in all ethnic groups throughout the region. Board members represent the Spanish, Portuguese and Khmer speaking communities. They will promote LMACS at social, civil and religious events during discussions and by distributing printed materials. 2. Trustees will advertise LMACS in our language groups on radio and local cable TV. 3. Teachers, current students and recent alums will recruit at the Lowell Folk Festival, the Southeast Asian Water Festival and the LPD/UTEC Dance 4 Peace
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> 1. 55.4% of LMACS students are eligible for free lunch. 2. We continue to post flyers at food banks, housing projects and local homeless shelters.
Students who are sub-proficient	<ol style="list-style-type: none"> 1. LMACS will continue to post flyers that highlight remedial strategies. 2. Continue hosting Open Houses and developing connections with local Guidance Counselors at area schools
Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Students at risk of dropping out are our target audience. All our efforts are to support our mission of serving an at-risk population.
Students who have dropped out of school	<ol style="list-style-type: none"> 2. Students who have dropped out are our target audience. All our efforts are to support our mission of serving and at-risk population. 3. We meet regularly with representatives from LPD, Juvenile Court, DSS, DYS, Youth Groups, Lowell Community Health Center and UTEC.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Students from typically underserved populations are our target population. 2. We meet regularly with groups servings Southeast Asian, Hispanic and Black area youth.

Retention Plan
2013 – 2014

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include

activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	10% increase in retention rate per year.

Retention Plan – Goals and Strategies	
List goals and strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Goals and Strategies
Special education students	<ol style="list-style-type: none"> 1. Team meeting as soon as possible for all new students 2. Evaluations of students each trimester 3. All teachers have copies of accommodations 4. Weekly check-ins with teachers of Sped students to
Limited English-proficient students	<ol style="list-style-type: none"> 1. Small, ELL groupings for push-in and pull-out assistance 2. Weekly check-ins with teachers of ELL students to identify and address any concerns 3. Bi-weekly phone calls to parents 4. Continue to encourage parents to join ELL PAC
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> 1. Provide free breakfast before the school day
Students who are sub-proficient	<ol style="list-style-type: none"> 1. Targeted MCAS Prep classes for ELA, Math and Biology 2. Adopting Common Core & UBD for planning curriculum that addresses different learning styles 3. Use of Achieve3000 (reading) and Study Island (math) to improve basic reading and math skills. 4. LMACS curriculum is taught using a tiered instructional model that provides scaffolding in all subject areas. 5. All students are given an iPad to use during the academic classes to meet different learning styles.

Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Bi-weekly phone calls to parents 2. Rigorous Life Skills curriculum to address students' social and emotional needs 3. Connect students with resources outside the school to address social and emotional needs. 4. Extracurricular activities provide students with connections to, and support from, staff outside the classroom setting.
Students who have dropped out of school	<ol style="list-style-type: none"> 1. Continued phone calls and check-ins 2. Home visits by social workers on staff 3. Implementation of shorter terms provide opportunities to return to school sooner
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Any and all of the above as warranted.

School and Student Data

Lowell Middlesex Academy Charter School report card link:

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	3	3
Asian	16	15
Hispanic	40	37
Native American	0	0
White	42	38
Native Hawaiian, Pacific Islander	1	1
Multi-race, non-Hispanic	7	6
Special education	25	23
Limited English proficient	3	3
Low income	86	79

ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR			
Name, 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	7/1/2004	

	activities of the Lowell Middlesex Academy Charter School.		
Nancy Arseneaux, Assistant Director	Under the direction of the Executive Director of the Lowell Middlesex Academy Charter School, the Assistant Director is responsible for providing leadership, management, and coordination for the school.	7/1/2008	

TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR			
	Number as of the last day of the 2012-2013 school year	Departures during the 2012-2013 school year	Departures at the end of the school year
Teachers	15	1	0
Other Staff	4	0	0

One teacher left LMACS before the start of the Winter Term, 2012.

Budget and Finance Reports

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, 2013 and 2012

	2013	2012
Operating revenues:		
Chapter 70 state tuition	\$ 1,448,984	\$ 1,426,770
In-kind contributions	\$ -	\$ -
Total operating revenues	\$ 1,448,984	\$ 1,426,770
Operating expenses:		
Salaries	\$ 1,074,573	\$ 1,075,172
Payroll taxes	\$ 10,263	\$ 15,623
Unemployment taxes	\$ -	\$ -
Fringe benefits	\$ 168,092	\$ 171,447
Occupancy	\$ -	\$ -
Contracted services	\$ 50,334	\$ 41,761
Telephone and utilities	\$ 54,266	\$ 45,768
Food service program	\$ 42,845	\$ 42,050
Staff development (note 4)	\$ 1,235	\$ 4,281
Office supplies and materials	\$ 30,015	\$ 37,186
Computer equipment and classroom furnishings	\$ 10,000	\$ 102,137
Postage and shipping	\$ 746	\$ 137

Maintenance and repairs	\$	26,828	\$	22,293
Insurance	\$	15,270	\$	15,448
Travel	\$	718	\$	549
Student transportation	\$	3,735	\$	3,195
Dues and subscriptions	\$	6,650	\$	6,513
Scholarships	\$	1,000	\$	2,250
Miscellaneous	\$	7,760	\$	13,121
Real Estate Taxes	\$	-	\$	-
Depreciation	\$	78,924	\$	70,293
Base Building Improvements	\$	-	\$	-
Allocated Service charge	\$	57,929	\$	42,975
		<hr/>		<hr/>
Total operating expenses	\$	1,641,182	\$	1,712,199
		<hr/>		<hr/>
Operating loss / gain	\$	(192,198)	\$	(285,429)
		<hr/>		<hr/>
Nonoperating revenues/(expenses):				
State grants (note 10)	\$	96,457	\$	101,211
Private grants	\$	16,463	\$	30,066
Misc Income	\$	176	\$	-
Interest Income	\$	-	\$	1,874
Pollard Building Rental Income	\$	170,602	\$	139,071
Mortgage interest	\$	(92,530)	\$	(94,690)
Federal School Lunch program	\$	13,964	\$	12,661
		<hr/>		<hr/>
Nonoperating income	\$	205,131	\$	190,193
Increase / Decrease in net assets	\$	12,933	\$	(95,236)
		<hr/>		<hr/>
Net assets, beginning of year	\$	802,316	\$	897,552
		<hr/>		<hr/>
Net assets, end of year	\$	815,249	\$	802,316
		<hr/> <hr/>		<hr/> <hr/>

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Balance Sheet
Pre-Audit Draft Statement
June 30, 2013
(with comparative totals at June 30, 2012)

Assets	Current Funds		2013	2012
	Unrestricted	Restricted	Total	Total
Current assets				
Cash and cash equivalents	\$ 383,352	7,824	391,176	263,703
Accounts Receivable	-	-	-	-
Grants receivable	-	9,450	9,450	11,267
		<hr/>	<hr/>	<hr/>
Total current assets	\$ 383,352	17,274	400,626	274,970
		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

Noncurrent assets:					
Capital assets, net of accum depreciation	\$	2,986,744	-	2,986,744	3,065,669
Other noncurrent assets		<u>-</u>	<u>-</u>	<u>-</u>	<u>90</u>
Total noncurrent assets	\$	<u>2,986,744</u>	<u>-</u>	<u>2,986,744</u>	<u>3,065,759</u>
Total assets		<u><u>3,370,096</u></u>	<u><u>17,274</u></u>	<u><u>3,387,370</u></u>	<u><u>3,340,729</u></u>
Liabilities and Fund Balances					
Current liabilities					
Accounts payable	\$	100,557	-	100,557	7,201
Deferred grant revenue		<u>-</u>	<u>20,233</u>	<u>20,233</u>	<u>27,647</u>
Total current liabilities	\$	<u>100,557</u>	<u>20,233</u>	<u>120,790</u>	<u>34,848</u>
Noncurrent liabilities					
Loans payable	\$	2,451,331	-	2,451,331	2,503,566
Total noncurrent liabilities		<u>2,451,331</u>	<u>-</u>	<u>2,451,331</u>	<u>2,503,566</u>
Total liabilities	\$	<u><u>2,551,888</u></u>	<u><u>20,233</u></u>	<u><u>2,572,121</u></u>	<u><u>2,538,413</u></u>
Fund balances		<u>818,208</u>	<u>(2,959)</u>	<u>815,249</u>	<u>802,316</u>
Total liabilities and fund balances	\$	<u><u>3,370,096</u></u>	<u><u>17,274</u></u>	<u><u>3,387,370</u></u>	<u><u>3,340,729</u></u>

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Statement of Changes in Fund Balances
 Pre-Audit Draft Statement
 Year ended June 30, 2013
 (with comparative totals at June 30, 2012)

	<u>Current Funds</u>		<u>2013</u>	<u>2012</u>
	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>	<u>Total</u>
Revenues and other additions:				
Charter School tuition	\$ 1,448,984		1,448,984	1,426,770
Government grants and contracts		96,457	96,457	101,211
Rental Income	170,602		170,602	139,071
Private Grants	-	16,463	16,463	30,066
Misc Income	176	-	176	-
Interest Income	-		-	1,874
School Lunch Program	13,964	-	13,964	12,661
Total revenues and other additions	<u>1,633,726</u>	<u>112,920</u>	<u>1,746,64</u>	<u>1,711,653</u>
Expenditures and other deductions:				
Education and general expenditures	1,386,571	-	1,386,571	1,431,848
Private Grants	-	16,463	16,463	30,066
Pollard Building Operation	60,608		60,608	77,981
Mortgage Interest Payments	92,530		92,530	94,690
Depreciation	78,924		78,924	70,293
Base Building Improvements	-		-	-
Government grants and contracts		98,616	98,616	102,011
Total expenditures and other deductions	<u>1,618,634</u>	<u>115,079</u>	<u>1,733,713</u>	<u>1,806,889</u>
Net increase/ decrease in fund balances	15,092	(2,159)	12,933	(95,236)
Fund balances at beginning of year	<u>803,116</u>	<u>(800)</u>	<u>802,316</u>	<u>897,552</u>
Fund balances at end of year	\$ <u><u>818,208</u></u>	\$ <u><u>(2,959)</u></u>	<u><u>815,249</u></u>	<u><u>802,316</u></u>

Fiscal Year 2014 approved school budget

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Fiscal Year 2014
Interim Spending Plan

TOTALS

Revenue

Tuition - Chapter 70	\$ 1,446,770
DOE Title I Grant	\$ 44,280
DOE Lunch Reimbursement	\$ 15,000
Entitlement Grants	\$ 50,078
Private Grants	\$ 12,100
TJX Grant	\$ 14,363
Building Operations Rental Income	\$ 168,214
Total Revenue	<u>\$ 1,750,804</u>

School Operations Expenses

Personnel Costs

Full-time Teachers/Counselors	\$ 795,403
Full-time management staff contract	\$ 358,742
Part-time Faculty/Staff	\$ 97,694
Subtotal Personnel Costs	\$ 1,251,839

Direct Student Costs

Mortgage Allocation (40%)	\$ 57,906
MCC Fiscal Agent & Financial Services Contract	\$ 57,929
Other Contracted Services	\$ 45,814
Telephone and Utilities	\$ 15,500
Food Service Program	\$ 45,000
Office Supplies and Student Materials	\$ 34,517
Maintenance and Repairs	\$ 13,912
Insurance	\$ 14,203
Staff Travel / Professional Development	\$ 4,500
Student Travel	\$ 3,335
Dues and Subscriptions	\$ 6,650
LMACS Scholarships	\$ 2,250
Miscellaneous(Scholarships,Student Activities,Printing,advertising)	\$ 11,154
Subtotal Direct Student Costs	\$ 312,670

Total School Operations Expenses \$ 1,564,509

Pollard Building Operations Expenses

Mortgage Allocation (60%)	\$ 86,859
Sprinkler Maintenance	\$ 300
Elevator Maintenance	\$ 4,740
Reserve for Repairs	\$ 2,500
Water/Sewer	\$ 3,700
Water Treatment Services	\$ 5,255

Insurance	\$ 8,320
Utilities	\$ <u>32,000</u>
Total Building Operations Expenses	\$ 143,674
Total Combined Operating Expenses	\$ 1,708,183

Lowell Middlesex Academy Charter School Funders

Foundations

The TJX Foundation, Inc.	\$ 14,363.00
The Mifflin Memorial Fund	\$ 2,100.00
The Mark and Elisia Saab Family Fund	\$ 10,000.00

Fiscal Year 2014 Capital Plan

On March 2, 2010, LMACS purchased the Pollard Building (so called) at 55-67 Middle Street in Lowell for \$2.6million. This is the same location that the school had been leasing for the previous twelve years. To fund the acquisition of the building including facility improvements the school borrowed \$2.9 million through the office of MassDevelopment. Since gaining ownership of the building the school has engaged a consultant and has developed a list of base building improvements. These improvements address life safety and code issues, building envelope and infrastructure as well as improvements to educational and teaching space. The following projects were completed in FY12: 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 FY13.

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.

