

Annual Report 2013-2014

Lowell Collegiate Charter School
25 Fr. John Sarantos Way
Lowell, MA 01854

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Table of Contents

Introduction to the School	1
Letter from the Board Chair	2
School Performance and Program Implementation	3
Faithfulness to Charter	3
Academic Program Success	15
Organizational Viability	16
Additional Information	20

<i>Lowell Collegiate Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	25 Fr. John Sarantos Way Lowell, MA 01854
Regional or Non- Regional?	Non-Regional	Districts in Region (if applicable)	
Year Opened	2013	Year(s) Renewed (if applicable)	
Maximum Enrollment	1200	Current Enrollment	350
Chartered Grade Span	K-12	Current Grade Span	K-4
# of Instructional Days per school year	180	Students on Waitlist	26
School Hours	8:30-4:00	Age of School	1 year
<p>Mission Statement</p> <p>The mission of the Lowell Collegiate Charter School is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, to be prepared for success in college, equipped with the ability and desire for lifelong learning, and develop strong civic, ethical, and moral values in a safe, caring, and rigorous environment built on a school ethos that emphasizes high behavioral and academic expectations.</p>			

July 21, 2014

Dear LCCS Community,

We can now celebrate the completion of our charter public school's first year of operation! Our new school has provided a fine educational choice for hundreds of parents and families in our community, and we are growing. We have successfully implemented the SABIS curriculum, as well as the assessment system that helps each student determine areas for improvement and receive prompt help from our teachers.

When the Dept. of Elementary and Secondary Education visited our school in December, they noted that the school's key design elements are being implemented and that overall relationships among students, faculty, and staff are positive and respectful. We are happy to report that we will continue building on this foundation as we move forward.

Some of the highlights of our past year included a spring talent show that featured full participation of our student body, a field day of games and athletic contests, and parent survey results that show over ninety-percent of responding parents happy with their child's academic and social progress at Lowell Collegiate.

As we look forward to a new academic year, I want to extend my sincere thanks to all of those in the school community who have made our inaugural year such a success. Let's get ready for another great year for all of our children and families!

Sincerely,

Kathleen McCarthy
President
LCCS Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Faithfulness to Charter	
As a college-prep school, 100% of graduates will successfully complete the school's graduation requirements and will meet or exceed Mass Core requirements in order to receive a diploma.	High School Graduation rates
College Acceptance: 100% of the senior students will gain admission to a minimum of one institution of higher learning by June 1 st of the year of their graduation.	College Admission Rates
Character Development: The average score earned by all students in grades 1 through 12 on the SABIS® code of conduct ¹ will be 75% or higher as determined by the teachers and reflected in the end of year report card.	School Report Card

Faithfulness to Charter

	2013-2014 Performance (Met/Partially Met/Not Met)	Evidence
Objective: 100% Graduation Requirements		
Measure: H.S. Graduation Requirement Rate	N/A	
Measure:		
Objective: 100% College Acceptance		
Measure: Admission Rates	N/A	
Measure:		
Objective: Character Development		
Measure: Average Scores above 75%	Met	89.3% (year-end reports)

Charter School Performance Criteria

Mission and Key Design Elements

- A high-expectations/no-excuses academic culture and a caring school climate
- Positive values, habits, character and community building
- Student Life activities that help teach confidence, initiative, and leadership
- An academy system that divides the larger school into smaller schools
- A longer school day with more time for critical learning
- A carefully sequenced curriculum, aligned with all state and common core standards
- Advanced Placement and college-level courses (in high school)
- Instructional groupings by students' level of standards mastery, not presumed ability
- Teacher training in, and use of, diverse pedagogies
- A novel system of class prefects and peer tutoring
- Extensive curriculum-aligned formative and through-course assessments
- A sophisticated academic performance monitoring and parental communication system
- Intensive teacher tutoring when a student exhibits difficulty mastering a standard
- Top quality educators who benefit by extensive professional development, carefully aligned with our school model

Implementation of Key Design Elements

In the past school year, Lowell Collegiate has implemented many of the key design elements listed in the charter application. As the school grows and attains its maturity, these elements will continue to be developed and broadened.

The school day ran from 8:30 am to 4:00 pm. and allowed for more learning time than the Lowell District schools.

All teachers and staff worked with students to encourage and model manners and good character traits. During the course of a typical day, teachers will routinely pause to compliment students on the use of good manners and offer practical advice on how to improve, if needed. The cumulative effect of these “teachable moments” is a training in small acts of kindness and consideration that

positively impacts school climate and culture. This habit-building element of character formation is a key component of the school's character program.

Teacher training days during the course of the year allowed for review and discussion of the SABIS point system and the SABIS performance monitoring system, so that each teacher would continue to improve the quality of teaching and student learning. Additionally, teachers are systematically given opportunities for observation of accomplished teachers on and off campus.

Regular assessments coupled with prompt feedback allowed teachers to give needed review in a timely way. The SABIS periodic and AMS exams provided weekly feedback through computer assisted data analysis. All exams are fully aligned with what is being taught in the classroom and modified as needed for changes in pacing or individual student needs.

Webschool, the SABIS computer system for keeping parents abreast of student grades, attendance and behavior, is being prepared for implementation.

Class prefects provided assistance to fellow students, while gaining a deeper grasp of the curriculum and growing in responsibility. Prefect development is monitored and encouraged by teachers through the course of the school year.

Amendments to the Charter

No amendments were requested during the 2013-14 school year.

Recruitment and Retention

Recruitment Plan
2014 – 2015

School Name: Lowell Collegiate Charter School

Date: 7/23/14

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

As a public charter school, Lowell Collegiate is open equally to all applicants without distinction. Through extensive outreach to the local community, the school publicized its opening year at local food stores, libraries, boys and girls clubs, City Hall, etc. The school also arranged for information sessions at the school scheduled at various times to accommodate different work schedules.

Recruitment Plan – Goals and Strategies

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

Demographic Group:

A. Special education students

Our goal is to implement an aggressive recruitment campaign that specifically targets students who are Special education.

Strategies:

Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.

Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who are special education.

Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who are special education including social service agencies, churches, government agencies, and housing projects.

	<p>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students who are special education.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students who are special education.</p> <p>Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.</p>
<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<p>Our goal is to implement an aggressive recruitment campaign that specifically targets students who are likely to be Limited English Proficient.</p> <p>Strategies:</p> <p>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.</p> <p>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who are Limited English Proficient.</p> <p>Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who are Limited English Proficient including social service agencies, churches, government agencies, and housing projects.</p> <p>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students who are Limited English Proficient.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students who are Limited English Proficient.</p>

	<p>Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.</p>
<p>Demographic Group:</p> <p>C. Students eligible for free lunch</p>	<p>Our goal is to implement an aggressive recruitment campaign that specifically targets students who are likely to be Students eligible for free lunch.</p> <p>Strategies:</p> <p>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.</p> <p>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students eligible for free lunch.</p> <p>Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students eligible for free lunch including social service agencies, churches, government agencies, and housing projects.</p> <p>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students eligible for free lunch.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students eligible for free lunch.</p> <p>Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.</p>
	<p>Our goal is to implement an aggressive recruitment campaign that</p>

<p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p>	<p>specifically targets students who are likely to be Students eligible for reduced price lunch.</p> <p>Strategies:</p> <p>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.</p> <p>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students eligible for reduced price lunch.</p> <p>Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students eligible for reduced price lunch including social service agencies, churches, government agencies, and housing projects.</p> <p>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students eligible for reduced price lunch.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students eligible for reduced price lunch.</p> <p>Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.</p>
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>Our goal is to implement an aggressive recruitment campaign that specifically targets students who are likely to be Students who are sub-proficient.</p> <p>Strategies:</p> <p>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school</p>

	<p>will be located.</p> <p>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who are sub-proficient.</p> <p>Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who are sub-proficient including social service agencies, churches, government agencies, and housing projects.</p> <p>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students who are sub-proficient.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students who are sub-proficient.</p> <p>Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.</p>
<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>Our goal is to implement an aggressive recruitment campaign that specifically targets students who are likely to be Students at risk of dropping out of school.</p> <p>Strategies:</p> <p>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.</p> <p>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students at</p>

	<p>risk of dropping out of school.</p> <p>Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students at risk of dropping out of school including social service agencies, churches, government agencies, and housing projects.</p> <p>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students at risk of dropping out of school.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students at risk of dropping out of school.</p> <p>Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.</p>
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>Our goal is to implement an aggressive recruitment campaign that specifically targets students who have dropped out of school (Note: our school will not serve this age group for several years.)</p> <p>Strategies:</p> <p>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.</p> <p>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who have dropped out of school.</p> <p>Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who have dropped out of school including social service agencies, churches, government agencies, and housing projects.</p>

	<p>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students who have dropped out of school.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students who have dropped out of school.</p> <p>Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Our goal is to implement an aggressive recruitment campaign that specifically targets racial and ethnic minority students who should be targeted to eliminate the achievement gap</p> <p>Strategies:</p> <p>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.</p> <p>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who are racial and ethnic minority students.</p> <p>Widely distributing the application and marketing materials in targeted areas which are likely to serve racial and ethnic minority families including social service agencies, churches, government agencies, and housing projects.</p> <p>Hosting information fairs at organizations, such as social service centers, which are likely to serve racial and ethnic minority families.</p> <p>Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by minority families.</p>

	Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.
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Retention Plan
2014 – 2015

Overall Student Retention Goal	
Annual goal for student retention (percentage):	Overall retention goal for all students is 95%
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
A. Special education students (95%)	The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This <i>real-time</i> data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.
B. Limited English-proficient students (95%)	The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This <i>real-time</i> data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.
C. Students eligible for free lunch (95%)	The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This <i>real-time</i> data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.
D. Students eligible for	The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point

reduced price lunch (95%)	academic weaknesses students may be developing. This <i>real-time</i> data is used by the school's staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.
E. Students who are sub-proficient (95%)	The SABIS® program's intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This <i>real-time</i> data is used by the school's staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.
F. Students at risk of dropping out of school (95%)	The SABIS® program's intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This <i>real-time</i> data is used by the school's staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.
G. Students who have dropped out of school (95%)	The SABIS® program's intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This <i>real-time</i> data is used by the school's staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.
H. Other subgroups of students who should be targeted to eliminate the achievement gap (95%)	The SABIS® program's intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This <i>real-time</i> data is used by the school's staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged and thus are less likely to leave the school or not return.

Retention rate for the 2013-14 school year: 94%

Dissemination Efforts

Lowell Collegiate officials have met with Lowell district officials to make their fellow educators aware of the benefits of our school’s innovative educational model. Additionally, Lowell Collegiate hosted our neighboring public school, Murkland School, for a visit and explanatory tour of our classes in session. The school has issued a standing invitation for tours and meetings to discuss our innovative school model with the Lowell district school officials and staff.

Academic Program Success

Academic Success	
The school will make annual proficiency (advanced/proficient) gains on all MCAS exams, and by the fifth year of the charter will achieve higher proficiency levels than Lowell Public Schools on all grades and subjects tested.	MCAS
The school will outperform the sending district as evidenced by Composite Performance Index scores in the aggregate in English Language Arts and Math.	Composite Performance Index

	2013 - 2014 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Advanced/Proficient Gains		
Measure: MCAS Advanced/Proficient %	Partially Met	ELA: 35% A/P Math: 62% A/P
Objective: CPI Outperforms Lowell		
Measure: CPI	Not Met (-4.4)	ELA: 69.1 Math: 80.9

Student Performance

Program Delivery

Student achievement trends for the 2013-14 school year are reflected in the cumulative internal exams administered at the end of the year. The key core subjects for SABIS schools are math and English. The following chart shows end-of-year (EOY) internal exam pass rates for each grade.

	Math	English
Grade 1	95%	96%
Grade 2	96%	94%
Grade 3	88%	82%

This data is used in recommending adjustments for the upcoming year, as well as for making retention decisions. Since English and math are core subject areas for the school, any failures in those areas factor heavily in retention conversations with parents.

Academic Monitoring System exams (AMS) are given weekly during the school year to assess progress in grades 3 and above. Periodic exams are given every four to six weeks for all grades (one or above) to assess academic progress.

Areas for improvement for the upcoming year will involve computerized recording of beginning of year diagnostic tests for comparison with end-of-year results going forward.

Organizational Viability

Governance

The school's board consists of eight community members with expertise and experience in various fields, including education, business, finance, accounting, construction, etc. For the school year 2013-14 the board engaged in a training conference on charter school governance presented by a national leader in the field. For the upcoming year, the board plans a similar event to provide for continuing development and growth.

Board meetings are held monthly at the school.

Complaints

No complaints were received by the school's board during the course of the 2013-14 school year.

Budget and Finance

Lowell Collegiate Charter School

Fiscal Year 2013-2014

Statement of Revenues and Expenses

Operating Revenue

Student Tuition	3,310,043
Federal Grants	161,088
State Grants	290,000
Food Service Income	116,678
After School Program	42,450
Other Income	1,417
TOTAL OPERATING REVENUES	3,921,676

Operating Expenses

Marketing & Recruitment	25,649
Bank Fees	100
Board & Trustees Expense	3,338
Classroom & Other Supplies	187,027
Food Service Purchased Service	116,747
Grants Program	161,088
Insurance	14,615
Interest	19,950
Purchased Instructional Services	264,803
Management Fee	198,603
Utilities	2,508
General Administrative, Office	
Supplies, Postage, Dues Etc.	30,456
Payroll Services	8,140
Professional Services	27,937
Repairs, Maint & Supplies	89,971
Salaries & Benefits	1,546,590
Staff Development	14,638
Special Education Outsource	72,102
Rent	1,078,305
Telephone	12,859
Computer Expenses	14,801

TOTAL OPERATING EXPENSES	3,890,226
Change in net assets	31,450
Net Assets, Beginning of Year	610
Net Assets, End of Year	32,060

Note: This Statement reflects preliminary unaudited numbers

Lowell Collegiate Charter School

Statement of Net Assets as of June 30, 2014

Assets

Current Assets

Cash & Cash Equivalents	108,402
Prepaid Expenses	75,000
Receivables	<u>716,708</u>
TOTAL CURRENT ASSETS	900,110

Capital Assets

Property & Equipment	<u>165,065</u>
TOTAL CAPITAL ASSETS	165,065

Total Assets 1,065,176

Liabilities

Accounts Payable	10,408
Accrued Compensation	160,344
Accrued Liability	182,363
Bonds & Notes Payable	<u>680,000</u>

Total Liabilities 1,033,115

Total Net Assets 32,061

Total Liabilities & Net Assets 1,065,176

Note: This Statement reflects preliminary unaudited numbers

LOWELL COLLEGIATE CHARTER SCHOOL

FISCAL YEAR 2014-2015 APPROVED SCHOOL BUDGET

Capital Budget

Furniture & Equipment	19,200
Computer Equipment & Software	4,600
Building and Grounds	- <u>25,000</u>
TOTAL CAPITAL OUTLAY	48,800
Operating Budget	
Operating Revenues	
Student Tuition	3,910,000
Federal Grants	191,384
State Grants	115,000
Interest Income	25
Food Service Income	145,250
After School Program	42,000
Miscellaneous	- <u>11,162</u>
TOTAL OPERATING REVENUES	4,414,821
Operating Expenses	
Marketing and Outreach	15,000
Bank Fees	250
Board of Trustees Expense	15,000
Classroom and Other Expenses	202,200
Food Service Purchased Service	154,700
Grants Program	191,384
Insurance	15,225
Interest	34,271
Purchased Instructional Services	312,800
Management Fee	234,600
Utilities	77,250
General Administrative, Office	
Supplies, Postage, Dues Etc.	29,120
Payroll Services	8,000
Professional Services	26,250
Repairs, Maint & Supplies	114,036
Salaries & Benefits	1,845,452
Staff Development	13,000
Special Education Outsource	90,000
Rent	462,000
Telephone	13,253
Computer Expenses	- <u>27,412</u>
TOTAL OPERATING EXPENSES	3,881,202
Change in Net Assets	533,619
Net Assets, Beginning of Year	- <u>32,060</u>
Net Assets, Ending of Year	565,679

FISCAL YEAR 2015 CAPITAL PLAN

Lowell Collegiate Charter School Capital Projects Planning Fiscal Year 2014-2015

Type	Description	Estimated Cost
Building		
	Building and Grounds	\$ 25,000
	<i>Leasehold Improvements (Lockers, Kitchen Etc.)</i>	
FF&E		
	Classroom Furniture (Desks and Chairs)	\$ 18,000
	Administrative Furniture (Desks & Chairs)	\$ 1,200
	Computer Equipment	\$ 4,600
TOTAL		\$ 48,800

Additional Information

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	35	13.1
Asian	62	23.1
Hispanic	78	29.1
Native American	0	0
White	63	23.5
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	30	11.2
Special education	34	12.7
Limited English proficient	52	19.4
Low income	160	59.7

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Joseph McCleary Director	Directs school operations	July 2013	
Ms. Kirsten Hunkapiller Academic Quality Controller	Directs academics and curriculum	July 2014	
Mr. Jerry Martin Business Manager	Manages business and finance	February 2014	

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	18	2	2	opportunities
Other Staff	18	0	2	opportunities

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Mrs. Kathleen McCarthy	President	Facilities	1	3 yrs.
Mr. Walter McGrail	Vice President	Membership, Academic	1	3 yrs.
Mr. William Merrill	Member		1	3 yrs.
Mr. Brian Chapman	Member	Governance, Finance, Facilities	1	3 yrs.
Mr. Alan Miller	Treasurer	Membership	1	3 yrs.
Dr. Raquel Bauman	Member	Academic	1	3 yrs.
Mr. Pravin Patel	Member	Finance, Governanc	1	3 yrs.
Ms. Erika Souza	Secretary	Academic	1	

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Mrs. Kathleen McCarthy
Charter School Leader	n/a
Assistant Charter School Leader	Ms. Kirsten Hunkapiller
Special Education Director	Ms. Amelia Armstrong
MCAS Test Coordinator	Ms. Kirsten Hunkapiller
SIMS Coordinator	n/a
English Language Learner Director	n/a

Facilities

The school has not relocated.

Enrollment

Action	Date(s)
Student Application Deadline	February 28, 2015
Lottery	March 7, 2015