

# Cape Cod Lighthouse Charter School 2011 Annual Report



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# Cape Cod Lighthouse Charter School Annual Report

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## **Introductory Description of the School**

Cape Cod Lighthouse Charter School (CCLCS), located in Orleans, MA, is a public middle school chartered for and currently serving students in grades six, seven, and eight from throughout Cape Cod (Barnstable County). It is a regional school chartered for a maximum enrollment of 400 students but due to building space constraints, current enrollment is 228. One of the first 14 charter schools approved in Massachusetts, CCLCS opened its doors in September 1995. The school has completed its 16th year of operation, and renewed its five-year charter in 2010. During the 2010-11 school year CCLCS served 228 students and is fully enrolled at 228 students as of August 1st, 2011.

## **Letter from the Chair of the Board of Trustees**

Dear Friends,

I am pleased to write this letter to accompany the 2010-2011 Annual Report of the Cape Cod Lighthouse Charter School. This was a challenging and exciting year for our school, highlighted by key changes in school leadership, continued development towards a long term facilities upgrade, and forward-looking improvements to our strong curricular program.

Our school community was stunned by the sudden death in February of school founder and 8th great social studies teacher John Stewart. John represented the strong entrepreneurial spirit that permeates our school culture. The outpouring of support from members of the school community after John's death was a source of great strength that we have carried forward. The school community faced another challenge when Executive Director Katherine McNamara, who worked for four years to spearhead our search for a new site, announced in April that she would resign at the end of the school year.

This summer I was delighted to announce the appointment of Paul Niles as the school's new Executive Director. Paul was a school founder, and has served as the school's Associate Director for the past dozen years. His vision, skill set and knowledge of our school and the community of stakeholders is exactly what our school needs as we continue to solidify the assets that make our school so strong, as well as analyze the steps we need to take to remain at the leading edge of educational innovation, even as we move into our 17th year. Paul is the right leader to facilitate a community-wide exploration of what the concept of "teacher-driven" truly means in terms of the nuts and bolts of school governance.

In another development designed to explore the boundaries of innovation in charter school governance, staff at our school voted this year to affiliate with the American Federation of Teachers. We are confident that this partnership will make us stronger by bringing structure to important relational issues at our school.

This year was marked by continued hard work in advancing our facilities project. We hired an Owner's Project Manager and an architectural firm with a goal of purchasing the Regal Theater complex in Harwich. This summer we continue to work on financing options, and, if the Board believes the value is right, we hope to move forward with the next phase of the project.

I am pleased to report that the Board of Trustees formed an Academic Affairs Committee this past school year to help oversee issues related to the school's new Accountability Plan. This group of Board members and teacher leaders initiated the math department's new benchmark initiative, and

was pleased to follow reports of the innovative work that the school is undertaking on project-based assessments, along with the Center for Collaborative Education. In addition to this, Board and staff members worked together with a consultant from the Massachusetts Center for Charter Public School Excellence to examine the school's organizational structures, making recommendations that are at different stages of implementation.

The school continues to be fully subscribed with a strong staff and a long waiting list. There is little student turnover, and very little staff attrition. We are financially sound, and I am fortunate to serve with a strong, professional group of Board colleagues. This is an exciting time at the Cape Cod Lighthouse Charter School, and I am proud to be a part of this strong school community.

Sincerely,

Norman Michaud, Board Chair

## **School Mission Statement**

Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.

We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.

Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.

## **Performance and plans section**

### ***Faithfulness to charter***

#### **Accountability Plan Objectives and Measures Mission, Vision and Educational Philosophy**

**Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).**

*Measures:*

- 1. One hundred percent of CCLCS students will meet or exceed expectations on internally developed performance rubrics in a community based seminar during their tenure at CCLCS.*

The school is making progress towards meeting this objective. Ninety six percent of outgoing

eighth grade students met these requirements.

2. *On a survey with at least a seventy five percent return rate sent to families of all CCLCS students, at least eighty percent of respondents will express satisfaction with the role of the school's community partnerships in the educational program.*

This goal was partially met. Although 92% of respondents agreed with this statement, only 60% of families responded to the survey.

### **Academic Program**

**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).**

*Measures:*

1. *One hundred percent of CCLCS students will meet or exceed expectations on internally developed performance rubrics in an environmental seminar during their tenure at CCLCS.*

The school is making progress in meeting this objective. This past year, 85% of graduating eighth grade students had successfully completed an environmentally themed seminar.

2. *On a survey with at least a seventy five percent return rate sent to families of all CCLCS students, at least eighty percent of respondents will express satisfaction with the role of the school's environmental programming.*

This goal was partially met. Although 96% of respondents expressed satisfaction with the school's environmental education programs, the response rate was only 60%.

### **Common School Performance Criteria**

#### **Implementation of mission, vision and educational philosophy**

A review of the measures included in the mission-related components of the Accountability Plan will show that the school is faithful to the mission, vision and educational philosophy defined in the charter application.

#### **Implementation of the governance/leadership structure**

A review of Board meeting minutes will show that the CCLCS The Board of Trustees skillfully implemented its role in the school governance structures. The Board initiated and participated in committees and retreats designed to assess and examine the effectiveness of school governance structures. Of particular note was the Organizational Development Committee, which examined school governance structures and made recommendations for areas of improvement.

#### **Contractual relationships**

The Cape Cod Lighthouse Charter School does not have a management company.

### **Academic Program Success**

#### **Accountability Plan Objectives and Measures**

**Objective 1: MCAS - performance. Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the**

**Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.**

*Measures:*

- 1. The school shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistically significant subgroups.*

ELA: Although the school’s Performance Rating in ELA remained “Very High”, this goal was not met for the aggregate in ELA, as the 2010 aggregate CPI was 95.5, compared to 96.1 in 2009. The goal was not met for Special Education students, whose CPI dropped from 89.5 to 82.8, nor for Low income students, whose CPI dropped from 96.7 to 95. This goal was met for Hispanic students, whose CPI raised to 100 from 90 in 2009. Other subgroups were not represented in statistically significant numbers.

**ELA CPI COMPARISONS 2009/2010**

<b>ELA 6 09</b>	<b>ELA 6 10</b>	<b>ELA 7 09</b>	<b>ELA 7 10</b>	<b>ELA 8 09</b>	<b>ELA 8 10</b>	<b>ELA CPI 09</b>	<b>ELA CPI 10</b>
94.5	96.1	95.5	94.3	98.2	96.1	96.1	95.5

MATHEMATICS: Although the school’s Performance Rating remained “High” in mathematics, this goal was not met for the aggregate, as the CPI dropped from 84.2 to 83.4. This goal was also not met for Special Education students, whose CPI dropped from 62.5 to 56. Low income students did reach this goal, as their CPI rose from 71.7 to 75. Hispanic students met this goal as well, with a CPI rise from 65 to 67.5.

**MATH CPI COMPARISONS 2009/2010**

<b>MATH 6 09</b>	<b>MATH 6 10</b>	<b>MATH 7 09</b>	<b>MATH 7 10</b>	<b>MATH 8 09</b>	<b>MATH 8 10</b>	<b>MATH CPI 09</b>	<b>MATH CPI 10</b>
84.9	88.2	79.8	81.3	88	80.6	84.2	83.4

- 2. The school shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS tests in ELA and mathematics in the aggregate and for all statistically significant subgroups.*

ELA: This goal was not achieved for the aggregate in ELA, as no students failed in 2009, but 2% failed in 2010. This goal was achieved for both Low income and Hispanic subgroups, as no student from those subgroups failed in either year. This goal was not reached for the Special Education subgroup, as 10% received “Warning” status in 2010, after none failed in 2009.

ENGLISH LANGUAGE ARTS WARNING/ FAILING % COMPARISONS 2009/2010

	ELA 6 09	ELA 6 10	ELA 7 09	ELA 7 10	ELA 8 09	ELA 8 10	ELA AVG 09	ELA AVG 10
Agg.	0	1	0	0	0	4	0	2
Sp.Ed.							0	10
Low Income							0	0
Hisp.							0	0

MATHEMATICS: This goal was not met for any math groups in 2010, as the Aggregate failures rose from 6 to 9%, Special Education “warning” rates increased from 23-34%, Low income failure rates increased from 7-20%. and Hispanic students’ failure rates remained at 30%.

MATH WARNING/ FAILING % COMPARISONS 2009/2010

	MATH6 09	MATH6 10	MATH7 09	MATH7 10	MATH8 09	MATH8 10	MATH AVG 09	MATH AVG 10
Agg.	4	3	8	12	7	13	6	9
Sp.Ed.							23	34
Low Income							7	20
Hisp.							30	30

**Objective 2: MCAS - growth. The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.**

*Measure: Each year, the median student growth percentile is 40 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes.*

This goal was met in the aggregate for ELA (44.5), but not for mathematics (33.5). This goal was not quite met for Special Education students in either ELA (31.5) or in mathematics (38). No other subgroup had statistically significant growth profile data.

STUDENT GROWTH PROFILE % 2010

	ELA 6	ELA 7	ELA 8	MATH 6	MATH 7	MATH 8	ELA ALL	MATH ALL
Agg.	49	32.5	49	23	33	46	44.5	33.5
Sp.Ed.							31.5	38

**Objective 3: AYP. The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. The school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.**

*Measures:*

1. Each year, the school makes AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.

ELA: The school exceeded the performance target (90.2) for the Aggregate in ELA with a CPI of 95.5. There was not enough data to make conclusions about subgroups.

MATHEMATICS: The school did not meet the performance target in the Aggregate for mathematics, scoring 83.4, short of the target of 84.3. There was not enough data to make conclusions about subgroups.

2. Each year, the school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.

The school has No Status for ELA, but is in “Improvement Year 1” for mathematics.

**Objective 4: Internal assessments of student achievement. Student performance is strong and demonstrates improvement on internally-developed assessments of academic achievement.**

*Measures:*

1. Ninety percent of eighth grade students will demonstrate proficiency in writing a literary analysis essay by scoring in the proficient range on the school's externally validated essay writing performance assessment rubric.

This goal was met. Ninety percent of eighth grade students passed this benchmark on the first try, and ninety eight percent passed after remediation.

2. One hundred percent of CCLCS students will demonstrate progress in their mathematics skills by passing ninety percent of the school's framework-aligned math assessments with scores of seventy five percent or better.

This goal is a work in progress. During the school year, CCLCS staff established clear sets of mathematics benchmarks at each grade level, along with measurement systems and remediation loops for students who fell short of those benchmarks. This past pilot year, 86% of CCLCS students passed all math benchmarks with grades of 75% or above. Our expectation is that implementation of the program from the first day of school will combine with greater efficiencies

in the program to increase performance for the 2011-2012 school year.

**Objective 5: Curriculum. The school's curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.**

*Measures:*

1. *As tracked by school administrators, curriculum notebooks for each core academic discipline will document alignment to state standards, vertical alignment across grade levels, along with benchmark assessments with student results.*

An annual review by school administrators shows that this goal is being met. Administrators are revising the curriculum notebook assessment rubric for the 2011-2012 school year to better align with this current Accountability Plan.

2. *Each elective seminar will be documented with a course description and rubric describing the skills and content that a student needs to master to successfully complete the seminar.*

The school is making progress towards meeting this newly developed objective. Approximately fifty percent of seminars met this documentation goal during the 2011-2012 school year.

### **Common School Performance Criteria**

**MCAS:** The school's performance with respect to proficiency targets, Student Growth Profiles and AYP are detailed in the adherence to the Accountability Plan section of this Annual Report.

**Other Achievement Measures:** The school's performance with respect to internal assessment measures in ELA and mathematics is detailed in the adherence to the Accountability Plan section of this Annual Report.

**Curriculum:** The academic program at The Cape Cod Lighthouse Charter School continues to be a success. Student performance in English Language Arts MCAS continues to be classified as "Very High," and student performance in mathematics is classified as "High." Even with these performances, we did not meet our performance goals in mathematics and have made programmatic changes to address this. Since the MCAS data in this report is from 2010, performance results that may have occurred as a result of changes initiated in the 2010-2011 school year are not reflected in these data. The following changes were made in the mathematics program this past year:

- A new curriculum was adopted that is better aligned with the Massachusetts Curriculum Frameworks. The previous curriculum had an emphasis on the school's mission elements of creative problem solving, interdisciplinary studies and project work. Although this prepared students well for many real-world and academic areas, it caused incomplete coverage of frameworks-related concepts. The new curriculum brings our mathematics instruction back in line with the material tested on the MCAS.
- A student benchmark system was initiated, which involves clearer cycles of measurement, instruction and remediation.

We look forward to furthering these initiatives in the 2011-2012 school year.

The school's academic goals revolve around the major traditional disciplines:

- strengthening **literacy skills** through an emphasis on reading and writing throughout the curriculum
- strengthening **mathematical skills** through an emphasis on building connections and applying mathematical ideas
- building **scientific literacy** through an emphasis on the local environment and connections to real world applications
- building an **understanding of the world, its people, their cultures and histories** through examining both past and present societies and reflecting upon the impact of those cultures in the world today
- developing a foundation for the successful mastery of a **world language**
- strengthening students' understanding of the **pathways to physical, mental and social health and wellness** through a comprehensive physical education program.
- developing students' **aesthetic awareness and artistic competencies** through a strong commitment to visual arts and music programming.

Teachers in each academic discipline at each grade level have developed a curriculum based on the Massachusetts State Curriculum Frameworks and the CCLCS fundamental principles as outlined in the school mission statement. Teachers maintain a curriculum overview notebook in both hard copy and on the school's electronic database for every main academic course they teach and detailed curriculum unit notebooks for each major content unit taught. The overview notebooks contain descriptions of the major units covered for each course, along with student benchmarks, state frameworks and the school "mission strands" covered in each unit. The detailed unit notebooks contain lesson plans, pacing guides, instructions for activities, handouts, assessments and rubrics used in each unit. Analysis of the student performance benchmarks, internal assessments and rubrics in the school's curricular materials will show that the curriculum at CCLCS is rigorous and appropriately prepares students to succeed at the receiving high schools. Grades for each term are largely based on a student's performance on internal assessments designed around the curricular benchmarks, and grade level advancement is based on student grades.

One area in which our school differs from surrounding district schools is in our interpretation of the state curriculum frameworks. Although our coverage of the concepts covered in the frameworks is thorough, as evidenced by analysis of the curriculum and by persistently strong standardized test scores, there are aspects to our curricular program that go beyond the frameworks to cover content and skills that we believe are essential to the cognitive, emotional and social development of middle school aged children. Although we believe that it is essential to cover "the basics," we believe that it is important to nurture the full spectrum of intelligences described in Howard Gardner's theories on multiple intelligences. Adherence to this belief leads us to provide programming in the arts, in health and physical education and in creative project work that reach beyond the frameworks areas covered in the standardized tests that our students take. Although teaching to a broad range of intelligences permeates all subject areas at CCLCS, our seminar program addresses these issues most directly. The seminar program devotes about 80 teaching hours each year to subjects that allow students to develop skills, passions and a depth of knowledge not accessible in the fast pace of a "regular" curriculum.

The overall curriculum is designed using a grade level approach combined with a subject-centered approach. All students take full programs in language arts, social studies, math, and science. In addition, they take studio art, health, and physical education once a week, and they have the option to participate in music. Sixth grade students also take general music and world language exploration, and most seventh and eighth grade students take French or Spanish. Special education support is provided to students who have Individual Educational Plans or 504 plans, and CCLCS has its own system of devising Individual Success Plans for students who will benefit from extra support.

Teachers plan and deliver lessons based on the curriculum units described above. Weekly grade level team meetings and monthly cross graded subject level meetings provide time for curricular coordination. Lesson delivery incorporates a wide range of techniques, including but not limited to lecture/discussion, cooperative group work, activities and experiments, student research and presentations. The curriculum is rich in project work and “hands on” experiences.

**Instruction:** Instructional practices at CCLCS are intentionally varied to address the full spectrum of learning pathways needed to efficiently and effectively reach the heterogeneous population of students at our school. Instructional methods include but are not limited to lecture/discussion, cooperative group work, student research and presentations, directed inquiry and mixed media presentations, with special emphases on student projects and writing across the curriculum. These varied methodologies assure adherence to the school design, largely by promoting academic rigor and facilitating a focus on “hands on” elements which allow easy integration of a wide range of content material, starting with the curriculum frameworks and extending into content that includes local civic and environmental topics. Curriculum unit design requires teachers to start with student learning objectives and to delineate the unit’s adherence to the frameworks and to the school’s mission strands. This helps to provide clear expectations for students and teachers, and results in purposeful, meaningful and exciting classroom instruction.

**Classroom and School Environment:** The main operational asset that drives the school’s disciplinary systems is an energetic, positive environment, in which students, staff and teachers love to come to school. The effective academic programming and the individual attention to the social and emotional development of students combine to create a climate in which disciplinary systems, although coherent and well developed, operate more in the background than in the foreground. Each student signs a behavioral contract in the fall, and participation in extracurricular activities is dependent on compliance with the contract.

Systems of organization that serve the school mission, the maintenance of a vibrant school culture, and clear and consistent methods of discipline are ongoing topics for discussion and action at CCLCS. Leadership work in these areas is accomplished by the Executive Director and the Director’s Advisory Group. The school disciplinary system is subject to annual review and revision each spring through a process that involves written reflections by staff, discussion at post-sessional staff meetings, and policy revisions based on these discussions.

### **Professional Climate**

**Teacher evaluation:** Informal collegial feedback of teachers occurs regularly at CCLCS. As a small, intimate school, teachers receive constant informal feedback from peers and administrators. Weekly grade level team meetings and weekly whole staff meetings provide a forum for these kinds of discussions. Teachers who have been at the school for fewer than three years receive both formal and informal feedback from an assigned mentor. These less formal interactions often include discussions

about strategies for succeeding with hard-to-reach students and about strategies for curricular integration.

Formal observation schedules vary depending on a teacher's level of seniority. All teachers with fewer than three years of experience at CCLCS receive a full evaluation each year, including at least one observation, pre and post observational meetings, and a checklist evaluation of the teacher's performance around non instructional duties. More senior teachers receive a full evaluation on a three year schedule. If the evaluation process reveals that a teacher is in need of a higher level of scrutiny, a more intensive mentoring process is used to identify and address issues that the teacher may be having. If this process does not result in satisfactory improvement, subsequent administrative interventions may include but not be limited to an action plan for improvement or dismissal. Historically, the strong hiring and mentoring processes in place at CCLCS have resulted in a highly competent staff.

CCLCS is hiring a new Associate Director for the 2011-12 school year. She will be in charge of professional development and teacher evaluations. We are looking forward to implementation of the new Teacher Evaluation Framework.

**Professional development:** Staff wide professional development focused mainly on the school's participation in the "Building Quality Performance Assessments Initiative" led by staff at the Center for Collaborative Education (CCE). The school's entire language arts department and the Associate Director attended 7 days of workshops focusing on constructing strong internal assessment systems. The CCE project director led the entire staff in a day-long workshop on building strong performance assessment systems, and expertise gained by the language arts staff and the Associate Director has increased our capacity for internal professional development around internal assessments. This process has created templates that all CCLCS teachers are now using to guide their performance assessments.

Teachers from all grades also received multi-day professional development in teaching to **English Language Learners:** This has resulted in expertise at each grade level, and more teachers will be trained in the coming school year.

Another professional development track revolved around meeting the needs of diverse learners. Other professional development initiatives were designed to meet state and federal guidelines for trainings in areas of special education, civil rights and anti-bullying policy.

**Structures for collaboration:** There are many structures for collaboration built into the schedule at CCLCS. The first involves weekly staff meetings- one hour and a half all-staff meeting after school, and one 45 minute grade level meeting before school. Once per month the weekly all-school meeting is given over to department meetings. In addition to these structures, every academic department takes a day-long retreat to create and check progress on yearly department goals. Also, child-centered strategy meetings take place on an as-needed basis at each grade level. This past year, teachers from the math department were given extra meeting time to plan and implement the school's enhanced math benchmark system. Several staff/ Board committees also provide collaborative structures. The most prominent is the Academic Affairs Committee, which has representatives from all academic departments, and oversees issues of curriculum, assessment and instruction.

**Appropriate professional climate:** Retention rates are very high for staff and teachers at CCLCS. This past year, no teachers or staff members left voluntarily. One teacher and an instructional aide did not have their contracts renewed for performance reasons and the Executive Director resigned at the end of her third year at the school. CCLCS has a “thin” administrative structure and a culture often described as “teacher driven”. Three Executive Directors have served for 13 of the school’s 16 years, but the last two permanent Directors have resigned after tenures of 4 and 3 years, respectively. This has prompted the school to examine school governance structures in an attempt to determine if these structures are contributing to administrator turnover. This past school year, school staff and Board members worked with the Center for Charter School Excellence in an “organizational development” process that resulted in several process-based recommendations that are being implemented. In addition to this process, the school expects to engage another consultant to examine the specific protocols that will serve to better define the “teacher driven” school philosophy.

**Assessment and instructional decision-making:** The school uses formative assessments to inform instruction in all departments, but most markedly in ELA and mathematics. In the ELA department, student writing assignments are carefully vertically aligned, resulting in a scaffolding that allows students to pass the rigorous literary analysis essay in the 8th grade. This process involves a series of formative assessments that provide data about students’ writing skills. Remediative processes bring student writing up to the high 8th grade exit benchmark.

The mathematics curriculum was redesigned around an enhanced benchmark system this past year. Each lesson is broken down into a series of student benchmark, and each unit test assesses students on their benchmark mastery. Students who do not master all benchmarks enter into a remediation loop that includes tutoring sessions before, during and after school.

In addition to these program elements, ELA, mathematics and STEM teachers analyze standardized test results each year and develop department Action Plans based on the data. Also, students who do not score “Proficient” in any test are placed on Student Success Plans.

**Program evaluation:** Even after fifteen successful years of serving students and their families, we still strive to be at the leading edge of educational innovation at CCLCS. As such, we encourage a culture of constant evaluation of instructional methods and their effectiveness. Some of the systems and structures we use to achieve this include:

- analysis of standardized test performance. The Curriculum and Assessment Committee and subject area teachers complete an annual analysis of student performance. This analysis results in a set of conclusions and an action plan which normally focuses on beefing up particular content areas or on adjusting specific instructional methods.
- analysis of alumni feedback. This qualitative feedback, collected annually through both informal and formal methods, has led to a greater emphasis on essay and research paper writing, and the inclusion of mid-year and final exams into the eighth grade curriculum.
- department retreats and annual goals. This year staff in all subject areas piloted a cycle of monthly department meetings (including a day-long retreat) and a goal setting process. This allowed each department the time and organizational resources to investigate their curriculum, instruction and assessment practices. At the end of the year, each department wrote a reflection on their progress towards meeting their goals, and the Associate Director reviewed the work and

will make suggestions that will help to determine practices for next year. This process was a great success and is expected to continue.

## **Organizational Viability**

### **Accountability Plan Objectives and Measures**

**Objective 1: Solvency and stability. The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. 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. The school's annual independent audit is free of material or repeated findings.**

*Measures:*

- 1. The school's annual budget is sustained by its enrollment.*
- 2. Each year, 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.*
- 3. There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.*

Examination of the accompanying budgetary material will show that the school's solvency and stability remain exemplary.

**Objective 2: Enrollment. 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.**

*Measures:*

- 1. One hundred percent of available seats will remain filled throughout each school year.*
- 2. More than ninety five percent of students eligible to remain enrolled in CCLCS during each school year and from one year to the next will remain enrolled.*

This has been true for the entire history of CCLCS. Attrition data for 2010-2011 can be found in the Student Profile section of this Annual Report.

**Objective 3: Family engagement. The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.**

*Measures:*

- 1. As measured by participation rosters, at least ninety percent of CCLCS families will participate in one or more school sponsored activities during the course of the school year.*

Participation rosters show that this goal was met, as 100% of CCLCS families participated in one or more school sponsored activities during the school year.

- 2. On a survey with at least a seventy five percent return rate sent to families of all CCLCS students, at least eighty percent of respondents will express satisfaction with the school's programs.*

This goal was partially met. While 96% of respondents to the year-end survey expressed satisfaction with the school's programs, there was only a 60% return rate for the survey.

## **Common School Performance Criteria**

**Policy decisions:** The CCLCS Board of Trustees made the following policy decisions during the 2010-2011 school year:

- At the September, 2010 meeting, the Board voted to instruct the school's Executive Director to move the deadline for the submission of staff reappointment letters from June 30th to April 15th.
- At the December, 2010 meeting, the Board approved the school's new Bullying Prevention and Intervention Plan.
- At the April, 2011 meeting, the Board approved the school's new Concussion Policy.
- At the July, 2011 meeting, the Board approved the school's new Accountability Plan.

**Amendments to the Charter:** There was one amendment to the school's charter during the 2010-2011 school year. At its November 16th meeting the state Board of Education amended the CCLCS charter to allow the school to move to Harwich, effective upon the actual relocation of the school.

**Complaints:** There were no official complaints received by the Board of Trustees during the 2010-2011 school year.

**Oversight:** In the spring of 2011, the Board conducted its annual review of the school's Executive Director. The review included surveys of Board members, staff members and parents. The school's Executive Director announced in April that she would be resigning at the end of her contract, effective June 30, 2011. The Board assigned a Search Committee comprised of Board members and representatives from faculty and staff, parents, alumni and the community to conduct a national search and recommend candidates to the Board. At the conclusion of the process, the Board hired the school's Associate Director to serve as the school's permanent Executive Director.

The Board received periodic updates on the school's progress on its Accountability Plans through several avenues. The first was through Board meeting reports from the Executive and Associate Directors. The second was through Board meeting reports from the staff representatives to the Board. The third was through reports from the Academic Affairs Committee, which is composed of Board members, the Executive and Associate Directors and staff members from across grade levels and across academic disciplines.

**Board Planning:** The Board initiated planning in several areas this past school year.

- The Board initiated and oversaw an Organizational Development process during the 2010-2011 school year. This involved hiring a consultant, John Tarvin from the Center for Charter School Excellence, and forming Board/management and faculty/staff representation to participate in a process that examined school governance practices, and made recommendations to the school community. At its December, 2010 meeting, the Board formally endorsed the committee's report and its recommendations. Several of the recommendations are being incorporated into the collective bargaining process currently underway with the school's union representatives. Other recommendations will be implemented this year.
- Board members participated in a joint Board/ staff planning retreat in May, 2011. Retreat discussion threads included the following six topics: the school's seminar program, an investigation of the school's strengths and weaknesses, school morale, communication,

curriculum and organizational issues. Short, medium and long term goals were generated and are in the process of being implemented.

- Board members authorized a capital campaign Feasibility Study that was completed by Design Solutions of New England during the 2010-2011 school year. The findings are being used to inform the ongoing work of the Capital Campaign Committee.
- The Board's Building Committee continued to plan and move forward the school's facilities goals during the 2010-2011 school year. This included following public processes to procure an Owner's Project Manager and an architectural firm. Currently, Board members are working with administrative staff to advance the project further, including attempts to procure appropriate financing for the project.

**Family Engagement:** The Board used the end-of-the year family survey to determine satisfaction with the school's programming. These results are detailed in the Accountability Plan section of this report. The Board includes a public comment period at every Board meeting, and publishes upcoming meetings on the school's website and in the weekly Notes-to-Home report. In addition, the Board chair and the school's Executive Director held a successful discussion forum at the end-of-the-year Open House. Over 40 parents attended this event. Open Houses, potluck dinners, volunteer opportunities, monthly newsletters and published contact informations all contribute to the partnership that the school builds with parents.

**Safety:** The school has several systems to ensure student safety and well being. A safety committee meets annually and as needed to review and set school policy with regards to safety issues. This has led to school policy changes including locking all doors and a new main entry security system. The school employs a full time nurse who chairs the school wellness committee. This group sets standards for snack, recess and other relevant areas. The school nurse also reviews student health records annually and publishes detailed student health issue sheets. The nurse also conducts trainings around how to respond to student and staff health needs. As a result of these practices, the school maintains a strict "no peanut" policy.

In addition to these measures, all staff and school volunteers must pass CORI criminal background checks before they are allowed to work with students.

Also, the school's full-time school psychologist works with all school personnel to ensure that the social and emotional needs of all students are met. Staff members receive high quality annual training on the school's Bullying Prevention and Intervention strategies. The school maintains strong and visible harassment and discrimination policies.

**Employee Qualifications:** The school maintains a database of staff credentials that is reviewed annually by school administrators. In addition, unqualified applicants are not considered for open positions.

**Financial Oversight:** The school budget was developed through a partnership amongst the school's administrators, business manager and the members of the Board's Finance Committee. This committee consists of Board members, administrators and teachers. Staffing priorities are set collaboratively by school staff, administrators and Board members through review of student performance indicators and school goals.

**Recruitment, Enrollment and Retention Strategies for prior school year:** The school used radio and print advertising to alert the community about enrollment season. In addition, the school held three Admissions Open Houses for potential incoming students. Incoming sixth grade students accepted through the February lottery process attend a June orientation day to introduce them to the school more formally. There are no special retention strategies, as that is not an issue for us at CCLCS.

## Recruitment and Retention Plan

### Recruitment Plan

<b>Recruitment activities undertaken each year which apply to all students.</b>
Admissions Open Houses held at the school
Radio advertisements on popular stations
Print advertisements in local newspapers

<b>Recruitment Plan</b>	
<b>Goals and strategies for recruitment activities by demographic group.</b>	
A. Special education students	<p>GOAL: Increase the percentage of special education students enrolled at the school.</p> <p>STRATEGIES: 1. Strategize with the Massachusetts Federation for Children with Special Needs to increase the school's visibility within families with children with special needs.</p> <p>2. Review recruitment materials to assure that we prominently state our services for students with special needs.</p> <p>3. Advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs</p>
B. Limited English-proficient students	<p>GOAL: Increase the percentage of Limited English-proficient students enrolled at the school.</p> <p>STRATEGIES: 1. Produce Portuguese-language promotional materials and disseminate them to community centers and churches in the Barnstable area</p> <p>2. Conduct outreach Open Houses in Portuguese cultural centers on Cape Cod.</p> <p>3. Investigate the economic consequences of running a fee-based school transportation program, with scholarships for qualified students.</p>
C. Students eligible for free lunch	<p>GOAL: Increase the percentage of students eligible for free lunch enrolled at the school.</p> <p>STRATEGIES: 1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod.</p> <p>2. Investigate the economic consequences of running a fee-based school transportation program, with scholarships for qualified students.</p>

D. Students eligible for reduced price lunch	<p>GOAL: Increase the percentage of students eligible for reduced price lunch enrolled at the school.</p> <p>STRATEGIES: 1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod.</p> <p>2. Investigate the economic consequences of running a fee-based school transportation program, with scholarships for qualified students.</p>
E. Students who are sub-proficient	<p>GOAL: Continue to recruit students whose academic performance is sub-proficient.</p> <p>STRATEGIES: 1. Provide district-wide mailings to 5th grade students that stress the school's strengths with students across the academic spectrum.</p> <p>2. Will use school communication vehicles to send out the Commissioner's link discussing the importance of the recruitment of sub-proficient students.</p> <p>3. Review recruitment materials to be sure to stress the school's strengths in teaching sub-proficient students.</p>
F. Students at risk of dropping out of school	<p>GOAL: Identify students at increased risk of dropping out of school and work with these students to increase their connection to and appreciation for education.</p> <p>STRATEGIES: 1. Review records of incoming students to identify students at increased risk of dropping out of school.</p> <p>2. The school psychologist will work with grade level teachers to create a Student Success Plan for identified students.</p>
G. Students who have dropped out of school	<p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
H. Other subgroups of students who should be targeted to eliminate the achievement gap	<p>GOAL: To recruit students who belong to other subgroups of students who should be targeted to eliminate the achievement gap.</p> <p>STRATEGIES: 1. Send mailings to district fifth grade families stressing the school's desire to serve the full spectrum of academic achievers.</p> <p>2. Review school recruitment material to ensure that practices are attractive to students across gender lines.</p>

## Retention Plan

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	Our goal is to retain above ninety percent of students who begin the year enrolled at the school, including retaining ninety percent of students from one academic year to the next.
<b>Retention Plan Goals and Strategies</b>	
GOAL: To identify students at risk of leaving the school.	STRATEGIES: 1. Review records of incoming students to identify students at increased risk of dropping out of school. 2. The school psychologist will work with grade level teachers to create a Student Success Plan for identified students.
GOAL: To retain 90% of our students with special needs	STRATEGIES: 1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with special needs. 3. Provide high quality professional development for classroom teachers on issues specific to students with special needs. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.
GOAL: To retain 90% of our students with limited English proficiency.	STRATEGIES: 1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with limited English proficiency. 3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. 5. Provide services in native languages for families of students with limited English proficiency.
GOAL: To retain 90% of our students eligible for free or reduced lunch.	STRATEGIES: 1. Investigate the budgetary consequences of providing free or reduced school transportation for families of students eligible for free or reduced lunch. 2. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch. 3. Provide free rehabilitated computers to families of students eligible for free or reduced lunch. 4. Provide before and after school extracurricular activities for students eligible for free or reduced lunch. 5. Provide free, donated musical instruments for students who qualify for free or reduced lunch.
GOAL: To retain 90% of our students who are sub-proficient.	STRATEGIES: 1. Create Student Success Plans addressing areas of remediation for students who are sub-proficient 2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation. 3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.

## Dissemination

Dissemination and sharing of innovative practices: Dissemination by staff and students takes many forms at CCLCS, and is engrained into the daily habits of mind that define the culture here. Sharing of practices and products takes many forms at CCLCS, including scholarly articles, professional presentations, hospitality to outside visitors or local outreach by students. Specific examples of dissemination this past school year follow:

- The school's continued participation in the Center for Collaborative Education's Building Quality initiative on performance assessments has been a strong source of internal professional development and external dissemination. The CCLCS Language Arts department has piloted, developed and made presentations on how to create and administer literary analysis essays of high technical quality. This includes in-house trainings and regional presentations on project design, frameworks alignment, mission goal alignment, rubric building, appropriate student scaffolding and maintaining technical quality in project scoring. The school has been selected to participate in this work for another 3 year grant cycle.
- The 8th grade Language Arts teacher Amy Woods contributed to Christopher Gallagher's soon-to-be-published text on assessment strategies.
- The 7th grade social studies teacher Daniella Garran published an article "Beyond the Classroom: Finding the First Cornerstone" in "The History Teacher"
- Associate Director and 8th grade science teacher Paul Niles was a featured speaker in the University of North Carolina's teacher education webinar series on the topic of "Using Informational Text in the Classroom."
- 7th grade science teacher Peter Trull published a book on whale ecology titled "Closer to the Great Whales."
- 7th grade teachers Daniella Garran and Peter Trull received a grant from the Cape Cod Five Cents Savings Bank and began working with students on a "Field Guide to Wing Island."
- Paul Niles and Peter Trull received a \$10,000 Toyota Tapestry Grant to work with staff from the Stellwagen Bank National Marine Sanctuary to produce a model whale studies curriculum. The work has begun this summer and will include many dissemination activities the next school year.
- Science teacher Brian Bates received a grant from The Friends of Pleasant Bay to study erosion rates at sensitive areas on the Bay.
- Art teacher Deborah Greenwood was named Arts Educator of the Year by the Arts Foundation of Cape Cod.
- Student art was exhibited at many locations on Cape Cod and beyond, including at the Provincetown Art Association and Museum, the Cape Cod Museum of Fine Arts, the Cultural Center of Cape Cod, the Cape Cod Museum of Natural History, the Cape Cod Times, the Fine Arts Work Center and the Stellwagen Bank National Marine Sanctuary.
- Student musicians and ensembles performed at many venues on Cape Cod during the school year.

## Financial Reports

### ***FY 2011 Statement of Revenues, Expenses and Changes in Net Assets (Income Statement)***

		<b>Jul '10 - Jun 11</b>
<b>Ordinary Income/Expense</b>		
Income		
Operating Income		
School Lunch Program-MA Portion		824.53
School Lunch Program-Fed Portion		11,103.26
School Lunch Program-Revenue		33,733.08
Income - Summer Program		9,200.00
Income - Per Pupil Tuition		2,984,919.00
Income - Bank Interest		2,699.12
Income - Miscellaneous		11,520.91
Circuit Breaker Payments		4,774.00
<b>Total Operating Income</b>		<b>3,046,846.11</b>
Grants Income		
Private Grant Income		17,820.00
Grants - Government		
Current Yr		120,152.00
<b>Total Grants - Government</b>		<b>120,152.00</b>
<b>Total Grants Income</b>		<b>137,972.00</b>
<b>Total Income</b>		<b>3,196,745.90</b>
<b>Gross Profit</b>		<b>3,196,745.90</b>
Expense		
Direct Student Costs		
Computer - Internet Access		1,008.00
Computer Supplies & Repairs		1,677.95
Insurance Expense		23,524.00
Instructional Equipment		1,018.96
Instructional Expenses		358.31
Physical Education Expense		2,673.75
Team Sports Expense		4,476.39
Nursing Supplies		90.56
Seminar Expense		2,258.88
Special Needs		32,408.02
State Mandated Assessment		2,020.41
Textbooks and Supplies		30,090.11
Transportation Costs		5,533.24
<b>Total Direct Student Costs</b>		<b>107,138.58</b>
Occupancy		

			<b>Maintenance - Furniture &amp; Fixture</b>	99.00
			<b>Maintenance - Site Prep</b>	680.00
			<b>Alarm Service Fees</b>	961.50
			<b>Auxiliary Site Rent</b>	475.00
			<b>Custodial Outside Services</b>	19,533.00
			<b>Maintenance - Building</b>	13,120.49
			<b>Maintenance Site Supplies</b>	3,375.31
			<b>Rent</b>	327,766.26
			<b>Rubbish Removal</b>	2,841.10
			<b>Utilities</b>	29,508.69
			<b>Total Occupancy</b>	398,360.35
			<b>Office</b>	
			<b>Equipment Lease, Repair &amp; Maint.</b>	
			<b>Copier</b>	7,657.74
			<b>Instructional</b>	129.99
			<b>Total Equipment Lease, Repair &amp; Maint.</b>	7,787.73
			<b>Office Supplies and Expense</b>	18,369.77
			<b>Payroll Service Fees</b>	2,765.25
			<b>Postage and Shipping</b>	2,603.06
			<b>Printing Expense</b>	289.01
			<b>Admissions</b>	3,260.60
			<b>Telephone Expense</b>	5,849.94
			<b>Total Office</b>	40,925.36
			<b>Personnel</b>	
			<b>Salaries and Wages</b>	1,944,935.55
			<b>Professional Development</b>	10,281.72
			<b>Payroll Tax (Employer Exp)</b>	57,320.12
			<b>Insurance - Health</b>	215,538.86
			<b>Employee Benefits</b>	38,946.85
			<b>Total Personnel</b>	2,267,023.10
			<b>Other Expenses</b>	
			<b>Website Development</b>	5,198.00
			<b>Enrichments</b>	39,476.18
			<b>Dues and Subscriptions</b>	1,323.22
			<b>Miscellaneous</b>	3,776.34
			<b>Dues &amp; Subscriptions</b>	5,912.00
			<b>Legal Fees</b>	26,025.85
			<b>Recruitment</b>	3,053.55
			<b>School Function</b>	20,620.03
			<b>School Lunch Program</b>	50,941.12
			<b>Summer Enrichment Program</b>	948.41
			<b>Accounting Fees</b>	15,045.00

		Total Other Expenses	172,319.70
		<b>Total Expenses</b>	<b>2,985,767.09</b>
		Net Ordinary Income	210,978.81
		Change in Net Assets	210,978.81
		Net Assets 6/30/2010 (Per Audit)	937,115.00
		Net Assets 6/30/2011	1,148,093.81

### ***FY 2011 Statement of Net Assets (Balance Sheet)***

			<b>Jun 30, 11</b>
<b>ASSETS</b>			
<b>Current Assets</b>			
<b>Checking/Savings</b>			
		CC5 Summer Acct	26,582.25
		CC5 Student Activity Acct	4,385.33
		CC5-School Lunch	2,797.31
		CC5-Operating Depository Acct	992,370.24
		CC5 Grants Account	20,547.49
		CC5-Operating Vendor Acct	107,755.90
		CCB&T-Ski Fund	1,884.49
		CCLCS-The Write Connection	644.57
		Cash Petty Cash Fund	236.85
		<b>Total Checking/Savings</b>	<b>1,157,204.43</b>
<b>Accounts Receivable</b>			
		Advance	3,500.00
		Federal Grant Receivable	83,512.00
		Receivable - Miscellaneous	575.32
		<b>Total Accounts Receivable</b>	<b>87,587.32</b>
<b>Other Current Assets</b>			
		Prepaid Expenses	6,080.00
		Prepaid Insurance	25,000.00
		Harwich Cinema Project	10,567.50
		<b>Total Other Current Assets</b>	<b>41,647.50</b>
		<b>Total Current Assets</b>	<b>1,286,439.25</b>
		Property, Plant and Equipment (Net)	100,519.50
		<b>TOTAL ASSETS</b>	<b>1,386,958.75</b>
<b>LIABILITIES &amp; EQUITY</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
		Accounts Payable	3,296.87
		Payroll Taxes Payable	186.56
		Accrued Accounting Fees	700.00

	Mass. Teachers Retire. Payable	6,370.76
	403(b) Annuities	302.81
	Accrued Expenses - Other	228,007.94
	<b>Total Current Liabilities</b>	<b>238,864.94</b>
	<b>Total Liabilities</b>	<b>238,864.94</b>
	<b>Net Assets</b>	
	Fund balance - Plant Fund	289,517.50
	Fund Balance - Operating Fund	159,294.00
	Temporary Restricted Net Assets	5,000.00
	Temporary Restricted Additions	-5,000.00
	Retained Earnings (Per FY 10 Audit)	488,303.50
	Net Income	210,978.81
	<b>Total Net Assets</b>	<b>1,148,093.81</b>
	<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>1,386,958.75</b>

### ***FY 2012 Approved School Budget***

<b>Cape Cod Lighthouse Charter School</b>			
<b>2012 Operating Budget</b>			
			<b>Budget</b>
			<b><u>FY 2012</u></b>
<b>Income</b>			
	<b>Operating Income</b>		
	Per Pupil Tuition		2,990,553
	Summer Program	\$	10,000
	Bank Interest		3,000
	<b>Total Operating Income</b>	\$	<b>3,003,553</b>
	<b>Grants Income</b>		
	Government grants		50,000
	<b>Total Grants Income</b>		<b>50,000</b>
	<b>Total Income</b>		<b>3,053,553</b>
<b>Expense</b>			
	<b>Personnel</b>		
	Salaries		1,864,000
	Prof. Development - Staff		12,500
	Payroll Tax (Employer Exp)		55,900

	Employee Benefits		266,210
	<b>Total Personnel</b>		<b>2,198,610</b>
	<b>Direct Student Costs</b>		
	Computer - Internet Access		2,950
	Computer Software		2,850
	Computer Supplies & Repairs		2,850
	Consultants - Special Programs		1,000
	Insurance Expense		26,000
	Instructional Equipment		1,250
	Physical Education Expense		3,800
	Team Sports Expense		5,400
	Nursing Supplies		550
	Seminar Expense		1,600
	Special Needs		28,000
	English Language Learners		550
	Textbooks and Supplies		12,000
	Transportation Costs		6,500
	State Mandated Testing		3,750
	<b>Total Direct Student Costs</b>		<b>99,050</b>
	<b>Occupancy</b>		
	Maintenance		24,000
	Alarm Service Fees		1,250
	Auxilliary Site Rent		850
	Custodial Outside Services		19,500
	Rent		363,000
	Utilities		34,000
	<b>Total Occupancy</b>		<b>442,600</b>
	<b>Other Operating Expenses</b>		
	Accounting Fees		16,000
	Legal fees		15,000
	Bank Charges		100
	Equipment Lease,Repair & Maint.		7,500
	Office Supplies and Expense		14,000
	Payroll Service Fees		3,700
	Postage and Shipping		3,000
	Printing Expense		2,500
	Admissions		4,000

	Telephone Expense	6,000
	<b>Total Office</b>	<b>71,800</b>
	<b>Other Expenses</b>	
	Enrichments	70,000
	<b>Total Other Expenses</b>	<b>70,000</b>
	<b>Total Expense</b>	<b>2,882,060</b>
	<b>Surplus/Deficit</b>	<b>171,493</b>

### ***FY12 Capital Plan***

For many years CCLCS has sought to purchase an appropriate facility for the school, after renting space in a strip mall for its entire 16 year history. Cape Cod does not have a large inventory of affordable, appropriate properties, so it has been a challenging process. In May 2010, the school executed a purchase and sale agreement to acquire a building in East Harwich, MA. The facility currently operates as a movie theatre. This past school year CCLCS advanced this project by hiring an Owner's Project Manager and an architect. As of this writing, the school is working to secure the necessary financing to continue to advance the building project, with an anticipating closing date for the site purchase later this summer.

### **Data Section**

#### ***Instructional Time***

<b>INSTRUCTIONAL TIME</b>	
Total number of instructional days for the 2010-11 year	180
First and last day of the 2010-11 year	September 7, 2010 - June 22, 2011
Length of school day	8:55 a.m. - 3:10 p.m. Five times during the year students were dismissed at 12:10 p.m. for staff in-services or parent conferences

## **Student Enrollment Information**

<b>STUDENT ENROLLMENT INFORMATION</b>	
Students who completed the 2009-10 school year but did not reenroll for 2010-11 school year (excluding graduates)	2
Total number of students enrolled as of October 1, 2010	228
Total number of students who enrolled after October 1, 2010	6 students enrolled after October 1 to replace withdrawn students
Total number of students who left during the 2010-11 school year after October 1, 2010	7
Total number of students enrolled as of June 30, 2010 SIMS submission	227
Number of students graduated at the end of 2010-11 school year	75
Number of students on the waitlist as of June 30, 2011	189
Reason for Departure	Number of students
Chose to return to local middle schools	6
Chose to enroll in private school	1

## **Student Demographic Information and Subgroup Information**

<b>Student Demographic and Subgroup Information</b>		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	1	1
Asian	0	0
Hispanic	1	1
Native American	0	0
White	213	94
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	12	5
Special Education	27	12
Limited English Proficiency	0	0
Low Income	27	12

## **Administrative Roster and Organizational Chart**

<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End Date</b>
Executive Director	Full time school leader, supports CCLCS educational mission, ensures DESE compliance, chief executive and financial officer, works closely with Board, faculty, parents, students	Jul 1, 2007	Mar 1, 2011
Associate Director	Part-time assists director, oversees curriculum development	Aug 1, 1995	March 2011 became Interim Director
Business Manager	Part-time manages day to day financial operations, works closely with executive director and board for budgeting decisions, financial compliance and oversight	Aug 1, 1998	

Director, Special Education	Contractual. Oversees Special Education program ensures compliance with state and federal laws	Sep 1, 2007	
Special Education Coordinator	Full time oversees day-to-day implementation of Special Education program in adherence with state and federal regulations. Responsible for staff Special Education in-service training.	Aug 29, 2005	

### **Organizational Chart**

#### **Board of Trustees**

#### **Executive Director**

Katharine B. McNamara through March 2011

#### **Associate Director**

Paul M. Niles through March 2011

Interim Director March 2011-July 2011 when he was named Executive Director

#### **Special Education Coordinator**

Jennifer Hyora-Williams

### **Teacher and Staff Attrition**

<b>TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR</b>			
	Number as of last day of 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	30	1	1
Other Staff	12	0	3

### **Members of the Board of Trustees**

<b>BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR</b>				
Name	Board position	Committee affiliations	Area of expertise/role at school	Number of terms served/length of term, date of election/expiration

<b>BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR</b>				
Norman Michaud	Chair	all ex officio; Academic Affairs, chair; Nominating; Building, Organizational Development	retired superintendent	T1 July 2009-June 2012
William Bogdanovich	Vice Chair	Building, chair; Organizational Development	nursing home executive/parent	T1 November 2007-June 2010 T2 July 2010-June 2013 (resigned 7/11)
Stefanie Fournier	Treasurer	Finance, chair	financial services, parent	T1 April 2007-June 2010 T2 July 2010-June 2013
Marion Hobbs	Clerk	Building, Organizational Development, Grievance Policy	lawyer, alumna parent	T1 July 2005-June 2008 T2 July 2008-June 2011
Scott Barron	Trustee	Building, Organizational Development	early board member/ alum parent	T1 1995-99 T2 February 2008-June 2010 T3 July 2010-June 2013
Thomas Berkley	Trustee		parent	T1 August 2010-June 2013
Robert Dwyer	Trustee	Nominating, chair; Capital Campaign, Organizational Development	museum director	T1 December 2008-June 2011 T2 July 2011-June 2014
Allison Graham	Faculty Representative		Rec/Health teacher	T1 September 2008-June 2009 T2 July 2009-June 2010 T3 September 2010-August 2011 (resigned 1/2011)
Kathleen Grenon	Trustee	Finance, Nominating, Grievance Policy	banking	T1 August 2005-June 2008 T2, July 2008-June 2011

<b>BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR</b>				
Lori LaBarge	Trustee	Capital Campaign, Organizational Development	real estate/ builder; parent	T1 July 2009-June 2012
Katharine McNamara	Executive Director	all ex officio	school director, parent	July 2007-March 2011
Paul Niles	Interim Director	all ex officio;	Science teacher/ Assoc. Director, alum parent	March 2011-June 2011 Executive Director, July 2011-
Catherine O'Leary	Faculty Representative	Academic Affairs, Grievance Policy	LA teacher	T1 January 2011-August 2011 (replaced Graham)
Sarah Porzig	Faculty Representative		special ed teacher	T1 April 2011-August 2011 (replaced Woods)
Carole Ridley	Trustee	Capital Campaign, Chair	environmental consultant, parent	T1 July 2004-June 2007 T2 July 2007-June 2008 T3 July 2009-June 2012 returned after one year off the board
Heidi Schmidt	Chair	Academic Affairs	writer/parent of alumna	T1 July 2006-June 2009 T2 July 2009-June 2012 (resigned 4/11)
Amy Woods	Faculty Representative	Academic Affairs	LA teacher	T1 September 2010-August 2011 (resigned 3/11)