

Cape Cod Lighthouse Charter School 2012 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 17th year of operation, and renewed its five-year charter in 2010. During the 2011-12 school year CCLCS served 228 students and is fully enrolled at 228 students as of August 1st, 2012.

Letter from the Chair of the Board of Trustees

COPY NORM'S TEXT, THEN TRIPLE-CLICK THIS PARAGRAPH AND PRESS CMD-OPT-SHIFT-V. INSERT PAGE BREAK IF NECESSARY to ensure that " School Mission Statement" begins on a new page (else the remaining page breaks will be weird).

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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.*

CCLCS has met this objective. 100% of graduating 8th graders successfully completed a community based seminar during their tenure at CCLCS. Most completed more than one.

- 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 98% 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.*

CCLCS did not meet this objective, as 81% of graduating 8th graders successfully completed an environmentally themed seminar during their tenure at the school. However, 100% of students successfully completed environmentally themed units in their standard classes.

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 95% 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.

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 CPI COMPARISONS 2010/2011

ELA 6 10	ELA 6 11	ELA 7 10	ELA 7 11	ELA 8 10	ELA 8 11	ELA CPI 10	ELA CPI 11
96.1	93.1	94.3	97.4	96.1	98.7	95.5	96.4

ELA: Overall, the school's CPI in ELA improved from 95.5 to 96.4 in the latest comparative data available.

MATH CPI COMPARISONS 2010/2011

MATH 6 10	MATH 6 11	MATH 7 10	MATH 7 11	MATH 8 10	MATH 8 11	MATH CPI 10	MATH CPI 11
88.2	84.5	81.3	89.5	80.6	78.7	83.4	84.3

MATHEMATICS: Overall, the school's aggregate CPI improved from 83.4 to 84.3 in Mathematics in the latest comparative data available.

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.*

ENGLISH LANGUAGE ARTS WARNING/ FAILING % COMPARISONS 2010/2011

	ELA 6 10	ELA 6 11	ELA 7 10	ELA 7 11	ELA 8 10	ELA 8 11	ELA AVG 10	ELA AVG 11
Agg.	1	1	0	3	4	0	1.7	1.3
Sp.Ed.							10	11
Low Income							0	0
Hisp.							0	N/A

ELA: The school met this goal for the aggregate, with a drop from 1.7 % to 1.3%. The school did not meet this goal for Special Education students, where the failure rate increased from 10% to 11%. The school continued to have a 0% failure rate amongst Low Income students.

MATH WARNING/ FAILING % COMPARISONS 2010/2011

	MATH6 10	MATH6 11	MATH7 10	MATH7 11	MATH8 10	MATH8 11	MATH AVG 10	MATH AVG 11
Agg.	3	8	12	5	13	16	9.3	9.6

	MATH6 10	MATH6 11	MATH7 10	MATH7 11	MATH8 10	MATH8 11	MATH AVG 10	MATH AVG 11
Sp.Ed.							34	39
Low Income							20	26
Hisp.							30	N/A

MATHEMATICS: The school did not meet these goals in Mathematics. The aggregate failure rate increased from 9.3% to 9.6%, the Special Education rate increased from 34% to 39%, and the Low Income rate increased from 20 to 26%.

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.

STUDENT GROWTH PROFILE % 2011

	ELA 6	ELA 7	ELA 8	MATH 6	MATH 7	MATH 8	ELA ALL	MATH ALL
Agg.	58.5	36	50.5	44.5	57	42	49	47
Sp.Ed.							57	39
Low Inc.							56	32

The school met these goals in the aggregate, with a growth percentile of 49 in ELA, and of 47 in Math. In ELA, both statistically significant groups met these goals, with a growth percentile of 57 for Special Education students, and 56 for Low Income students. In Math, Special Education students fell just short at 39, and Low Income students had a percentile of 32.

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 (95.1) for the Aggregate in ELA with a CPI of 96.4. 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 84.3, short of the target of 92.2. 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 accountability status is provisionally classified as “Level 2”.

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 five percent of eighth grade students passed this benchmark on the first try, and one hundred 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 remains a work in progress. The transition to the Common Core math curriculum has created a set of moving targets. The department’s benchmarks are in the process of being redrawn as a result. The school’s math teachers are participating in curriculum work this summer (2012) designed to further the new curriculum writing. This will include the adjustment of the benchmarks to result in clearer measurement systems for 2012-13.

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. Department level meetings are leading to curriculum revisions based on the new Common Core curricula in Math and ELA. The World Language Department will be reviewing its curriculum in 2012-13 in response to a shift in the demographics of our receiving high schools. In addition, the Science Department has begun planning for anticipated shifts in the national and state science standards.

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 continued progress towards meeting this objective. Greater than fifty

percent of seminars met this documentation goal during the 2011-2012 school year. For the 2012-13 school year, teachers will be required to provide this documentation before a course proposal is accepted.

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. Several curricular changes were initiated during the 2011-12 academic year:

- -The 6th grade Exploratory program was adjusted to include more Instructional Technology.
- -Math teachers participated in intensive workshops to further the transition to the Common Core.
- -Math teachers developed new internal assessments based on the Common Core, with the goal of aiding in student class placement.
- The 7th grade science class transferred a major physical science unit on electricity and magnetism to 8th grade, and the 7th grade adopted units on classification and comparative anatomy.
- The multi-graded Health curriculum evolved to cover relational dynamics and bullying units in greater depth.

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.

Diverse learners: English Language Learners: The school appointed a new ELL director this past year, removing the responsibility from the Executive Director. The ELL Director is undergoing training in the new WIDA systems this summer, and will use this training to direct the staff's approach in the coming school year.

The school continued to have a fully staffed Special Education department this past school year. Every grade level was led by a full time, certified Special Education teacher and several paraprofessionals. These staffing levels are determined by annual analysis of IEP needs. In addition, CCLCS continues to employ a full time School Psychologist, full time School Nurse and a full time Speech Pathologist. The school also employs a part time PT/OT specialist, and hires specialists when needed.

All school staff participated in professional development initiatives designed to meet state and federal guidelines for training in areas of special education, civil rights and anti-bullying policy.

Professional Climate:

i) **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 hired a new Associate Director for the 2011-12 school year. She was in charge of professional development and teacher evaluations. She worked to implement the first phases of the new Teacher Evaluation System, which has been universally embraced and adopted by staff as evidenced by its acceptance in the collectively bargained teacher contract.

- ii) **Professional development:** Professional development revolved around several themes and issues during the 2011-12 school year. Staff continued to work on building high quality performance evaluations in our collaboration with Center for Collaborative Education. In addition, several PD sessions revolved around the new Common Core curriculum in ELA and Mathematics. Every year, several training sessions are dedicated to issues of Special Education, civil rights and anti-bullying. This year staff received special training in suicide prevention as well. Each individual staff member created personal and school-related goals, which were monitored by the school's Associate Director.
- iii) **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.
- iv) **Appropriate professional climate:** Retention rates are very high for staff and teachers at CCLCS. This past year, no teachers or staff members left . CCLCS has a "thin" administrative structure and a culture often described as "teacher driven". Internal issues are usually solved at the many meeting times available for processing. Administrators attend grade level team meetings, and have an "open door" policy designed to maintain a healthy relational climate. 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.

In the Math department, each lesson is broken down into a series of student benchmarks, 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.

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.

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Program evaluation: Even after seventeen 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.*
This was true for the 2011-2012 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 2011-2012 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. As evidenced by the chart below, the satisfaction percentages in this goal were met. The participation goal was not met, as sixty percent of families responded.*

PROGRAM	% SATISFACTION
English Language Arts	98%
Math	96%
Social Studies	96%
Science	99%
World Language	83%
Fine Arts	95%
Physical/ Health Ed	92%
Computer Skills	85%
Seminars	96%
Overall Curriculum	98%
Instructional Materials	86%
Extracurriculars	92%
Academic Standards	95%

Common School Performance Criteria

Policy decisions: The CCLCS Board of Trustees made the following policy decisions during the 2011-2012 school year:

- The Board voted to purchase the new school facility and proceed with construction of the site at 195 Route 137 in Harwich, MA.

Amendments to the Charter: There were no amendments to the charter this past school year.

Complaints: There were no official complaints received by the Board of Trustees during the 2011-2012 school year.

Oversight: The Board completed its annual Executive Director evaluation in April of 2012. Separate surveys were disseminated to parents, Board members and staff members. The surveys were analyzed at a public meeting, and the Board used the data generated to set staff goals for the Executive Director for the 2012-2013 school year.

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

- Facilities: The Board and school staff participated in working committees designed to insure a smooth transition into the school's new facility in the 2012-13 school year.

- **Nominating:** The Board initiated aggressive recruitment strategies that resulted in the addition of four new Board members, who started their terms in the summer of 2012.
- **Technology:** The Board is working with the Executive Director and school staff to develop a process that will result in an assessment of the school's technology use, which will result in a set of recommendations for the 2013-2014 school year and beyond.
- **Capital Campaign:** The Board is working with the Executive Director and staff to plan for a future "campus vision" and Capital Campaign to help realize that vision.

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. 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 training 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.

Dissemination and sharing of innovative practices

Dissemination takes many forms at CCLCS, ranging from student and staff presentations, to consultations with outside educators, to publications from staff and students. Some examples from the 2011-2012 school year follow:

- The continued partnership with the Center for Collaborative Education (CCE) has resulted in the publication of a book and an article, both which feature our school's work on developing high quality assessment. The book, authored by Daniel Gallagher, the Director of the Writing Program at Northeastern University, focuses on building high quality performance assessments and features excerpts from 8th grade ELA teacher Amy Woods. In addition, an article published by Christina Brown of CCE, titled **Quality Performance Assessments: Harnessing the Power of Student and Teacher Learning**, highlights the CCLCS assessment program.
- Students from Peter Trull's 7th grade science classroom worked with videographer Bill Burke to produce videos on whale anatomy and physiology that will be featured at the Stellwagen Bank National Marine Sanctuary museum and website.
- Peter Trull and 8th grade science teacher and produced a written curriculum (Studying Our Whales, Understanding Ourselves), through a Toyota Tapestry grant. The curriculum will be translated into Spanish and disseminated by the Stellwagen Bank National Marine Sanctuary.
- Art teacher Deb Greenwood and 7th grade Social Studies teacher Daniella Garran presented their integrated project work at the Metropolitan Museum of Arts Educator Share Fair in October.
- Science teacher Brian Bates and Math teacher Josh Stewart received a \$1000 grant from the Nauset Garden Club to plan and build a garden at the new school site next year.
- The school received a \$2400 grant from Fuel Up to Play 60 (FUTP60) for planning and holding a health fair. The fair included presentations from local businesses and community members on healthy eating and lifestyle habits. The details of this collaborative effort will be published on the FUTP60 website.
- Students and 7th grade Social Studies teacher Daniella Garran worked with local architects on the Wing Island Archaeology Project in Brewster, a collaboration that was highlighted in local newspapers.
- Student artists participated in several exhibits, including the Wellfleet, Provincetown, and Orleans Public Libraries, the Orleans Town Hall, the Orleans Cultural Council, the Cape Cod Museum of Natural History, the Provincetown Art Association, and the Cape Museum of Fine Arts.
- Art teacher Deb Greenwood received a grant from the Arts Foundation of Cape Cod for a traveling exhibit of Art Educators that took place at the Cultural Center of Cape Cod and the Falmouth Arts Center.
- Social Studies teacher Daniella Garran made a presentation on correlating educational standards and international travel at the Explorica Teachers' Convention.
- Student musicians performed at many venues on Cape Cod this past school year. Included were collaborative efforts with the Chatham Chorale, the Cape Cod Orchestra and the Cape Cod Chamber Music Ensemble.

- Student actors presented several public performances of “The Music Man” in collaboration with the Cape Repertory Theater in Brewster.
- Students worked together with senior citizens from Orleans to create a “Peace-It-Together” peace banner that was displayed at the Annual Martin Luther King Parade in Wellfleet, through a grant from Cape Cod 5 Cents Savings Bank.
- Executive Director Paul Niles served on the Massachusetts Public Charter School Association’s facilities task force to analyze the state of charter school facilities in Massachusetts.

Financial Reports

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

FY 2012 Statement of Revenues, Expenses and Changes in Net Assets (Income Statement) **UNAUDITED**

	<u>Jul '11 - Jun 12</u>
Ordinary Income/Expense	
Income	
Per Pupil Tuition	3,027,716.00
Grants-Government	73,248.00
Grants-Others	9,550.00
Program Fees and Others	110,691.55
Bank Interest	3,703.55
Total Operating Income	3,224,909.10
Operating Expenses	
Personnel and Related	
Salaries	1,960,216.39
Payroll Taxes and Fringe Benefits	351,109.48
Total Personnel and Related	2,311,325.87
Direct Student Costs	
School Instructional Program Expenses	42,443.62
Program Supplies	22,205.10
Travel	4,054.56
Technology	2,784.25
Total Direct Student Costs	71,487.53
Occupancy	
Rent	362,065.18
Building Operating Costs and Utilities	25,772.77
Maintenance and Equipment rentals	37,223.87
Total Occupancy	425,061.82
Other Operating Expenses	
Interest Expense-Long Term Loans	164,794.00
Less: US Treasury Subsidy	-73,461.60
Real Estate Taxes	5,164.89
Postage and Shipping	2,937.73
Printing Expense	2,665.89
Admissions	2,588.45
Telephone Expense	6,347.38
Enrichments	6,093.40
Office Expenses	42,193.50
Accounting Fees	24,367.00
Dues & Subscriptions	6,440.00
Legal Fees	40,338.77
School Lunch Expenses	47,071.99
Grant Expenses	6,561.18
Miscellaneous	66,281.29
Total Other Operating Expenses	350,383.87
Total Operating Expenses	3,158,259.09
Change in Net Assets	66,650.01

FY 2011 Statement of Net Assets (Balance Sheet)

FY 2012 Statement of Net Assets (Balance Sheet) *UNAUDITED*

	Jun 30, 12
ASSETS	
Current Assets	
Cash and Cash Equivalents	2,029,096.22
Accounts Receivable	26,073.62
Prepaid Expenses	23,604.84
Total Current Assets	2,078,774.68
Property, Plant and Equipment (net)	
Equipment	6,784.26
Furniture and Fixtures	869.59
Leasehold Improvements	6,387.55
Harwich Cinema Property	1,863,857.00
195 Route 137 Renovation	2,223,359.39
Total Property, Plant and Equipment (net)	4,101,257.79
TOTAL ASSETS	6,180,032.47
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable and Accrued Expenses	603,166.77
Total Current Liabilities	603,166.77
Long Term Liabilities	
2880 · Eastern Bank-Mass Dev Qual Sch	1,197,824.00
2890 · NFF Loan	500,000.00
2900 · Harwich Cinema Loan	2,762,176.00
Total Long Term Liabilities	4,460,000.00
Total Liabilities	5,063,166.77
Net Assets	
3003 · Temporary Restricted Net Assets	5,000.00
3004 · Temporary Restricted Additions	-5,000.00
3900 · Retained Earnings	1,050,215.69
Net Income	66,650.01
Total Net Assets	1,116,865.70
TOTAL LIABILITIES AND NET ASSETS	6,180,032.47

FY 2012 Approved School Budget

Cape Cod Lighthouse Charter School 2013 Operating Budget

Income	
Operating Income	
Per Pupil Tuition	3,139,404
Summer Program	15,000
Bank Interest	<u>5,000</u>
Total Operating Income	3,159,404
Grant Income	
Government	50,000
Private	10,000
Total Grant Income	<u>60,000</u>
Total Income	3,219,404
Expenses	
Personnel	
Salaries	1,977,518
Salaries Programming Change	27,000
Professional Development	17,500
Payroll Tax (Employer Exp)	59,326
Employee Benefits	240,054
Total Personnel	2,321,398
Direct Student Costs	
Computer-Internet Access	3,000
Computer Software	2,900
Computer Supplies and Repairs	2,900
Consultants-Special Programs	1,100
Insurance Expense	30,000
Instructional Equipment	1,300
Physical Education Expense	4,000
Team Sports Expense	5,000
Nursing Supplies	600
Seminar Expense	1,800
Special Needs	28,500
English Language Learners	600
Textbooks and Supplies	12,500
Transportation Costs	5,000
Total Direct Student Costs	99,200
Occupancy	
Maintenance	30,000
Alarm Service Fees	2,500
Auxiliary Site Rent	500
Custodial Outside Services	25,000
Rent	61,500
Mortgage Interest	300,000
Utilities	62,000
Total Occupancy	481,500
Office Expenses	
Accounting Fees	18,000
Legal Fees	20,000
Bank Charges	100
Equipment Lease and Maintenance	7,500
Office Supplies and Expense	15,000
Payroll Service Fees	3,800
Postage and Shipping	3,000
Printing Expense	2,500
Admissions	4,000
Telephone Expense	6,000
Total Office Expenses	79,900
Other Expenses	
Enrichments	70,000
Maintenance-225 Route 6A	15,000
Capital Purchase Fund	50,000
Total Other Expenses	135,000
Total Expenses	3,116,998
Surplus/Deficit	102,406

FY 13 Capital Plan

The school will receive an Occupancy Permit for its new school facility in August 2012, and will hold classes there starting in September 2012. Careful capital planning was necessary for the school to reach this long-sought after goal.

The next phase of capital planning will involve the development of long term maintenance and technology plans. In addition, the Board of Trustees is working with the school community to develop a long range “campus plan” for the new nine acre site. This phase of long term planning is likely to include a Capital Campaign.

Data Section

Instructional Time

INSTRUCTIONAL TIME	
Total number of instructional days for the 2011-12 year	180
First and last day of the 2011-12 year	September 6, 2011 - June 14, 2012
Length of school day School hours were changed in 2011-12 to coordinate with a change to the Nauset Regional School District schedules	8:25 a.m. - 2:40 p.m. Five times during the year students were dismissed at 11:30 p.m. for staff in-services or parent conferences

Student Enrollment Information

STUDENT ENROLLMENT INFORMATION	
Students who completed the 2010-11 school year but did not reenroll for 2011-12 school year (excluding graduates)	3
Total number of students enrolled as of October 1, 2011	227
Total number of students enrolled after October 1, 2011	3
Total number of students who left during the 2011-12 school year after October 1, 2011	2
Total number of students enrolled as of June 30, 2012 SIMS submission	228
Number of students graduated at the end of 2011-12 school year	76
Number of students on the waitlist as of June 30, 2012	243

STUDENT ENROLLMENT INFORMATION	
Reason for Departure	Number of students
Returned to local middle school	3
Chose to home school	1
Moved out of state	1

Student Demographic Information

Student Demographic and Subgroup Information		
Race/Ethnicity	# of students	% of entire student body
African-American	2	1
Asian	1	1
Hispanic	5	2
Native American	0	0
White	214	94
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	6	2
Special Education	31	14
Limited English Proficiency	0	0
Low Income	24	11

Administrative Roster For the 2011-12 School Year

Title	Brief Job Description	Start date	End Date
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, 2011	
Associate Director	Part-time assists director, oversees curriculum development	Sept 2011	

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

Paul M. Niles

Associate Director

Joanne Amaru

Special Education Coordinator

Jennifer Hyora-Williams

Teacher and Staff Attrition

TEACHERS AND STAFF ATTRITION FOR THE 2011-12 SCHOOL YEAR			
	Number as of last day of 2011-12 school year	Departures during the 2011-12 school year	Departures at the end of the school year
Teachers	31	0	0
Other Staff	10	0	0

List of Members of Board of Trustees

BOARD MEMBERS FOR THE 2011-12 SCHOOL YEAR				
Name	Board position	Committee affiliations	Area of expertise/role at school	Number of terms served/length of term, date of election/expiration
Norman Michaud	Chair	all ex officio; Academic Affairs, chair; Nominating; Building,	retired superintendent	T1 July 2009-June 2012 T2 July 2012-June 2015
Robert Dwyer	Vice Chair	Nominating, chair; Capital Campaign,	museum director	T1 December 2008-June 2011 T2 July 2011-June 2014
Stefanie Fournier	Treasurer June-Dec	Finance, chair	financial services/ alum parent	T1 April 2007-June 2010 T2 July 2010-June 2013 resigned 1/2012
Georgann Ramage	Treasurer Dec.-	Finance, chair	Legal accounting; parent	T1 Sept 2011-June 2014
Lori LaBarge	Clerk	Capital Campaign	real estate/ builder; parent	T1 July 2009-June 2012 T2 July 2012-June 2015
Scott Barron	Trustee	Finance	early Board member/ alum parent	T1 1995-99 T2 February 2008-June 2010 T3 July 2010-June 2013
Thomas Berkley	Trustee	Building	Design project manager/ parent	T1 August 2010-June 2013
Paul Niles	Executive Director	all ex officio;	Science teacher/alum parent	March 2011-June 2011 Executive Director, July 2011-
Catherine O'Leary	Faculty Representative	Academic Affairs	6th grade LA teacher	T1 January 2011-August 2011 T2 Sept 2011-June 2012

BOARD MEMBERS FOR THE 2011-12 SCHOOL YEAR				
Sarah Porzig	Faculty Representative		special ed teacher	T1 April 2011-August 2011 (replaced Woods) T2 Sept 2011-June 2012
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
Christopher Wells	Trustee	Finance	banker/ alum parent	T1 July 2009-June 2012

Recruitment and Retention Plan

Reflection

Strategy		Evidence of Implementation	Proposed Changes for SY 12-13
Demographic Group: A. Special education students	<ol style="list-style-type: none"> 1. Strategize with the Massachusetts Federation for Children with Special Needs to increase the school's visibility within families with children with special needs. 2. Review recruitment materials to assure that we prominently state our services for students with special needs. 3. Advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs 	<p>The school's Executive Director consulted with personnel from the Federation, who recommended the school increase visibility on local special education advocate websites. The Executive Director spoke with the region's leading advocate, who agreed to include us on her group's website, and through their referral system.</p> <p>This review led to an added page on the school Open House Power Point, and a more explicit statement on the school Web site.</p> <p>See #1 above</p>	<p>Continue annual contact</p> <p>Review annually</p>

<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<p>1. Produce Portuguese-language promotional materials and disseminate them to community centers and churches in the Barnstable area Conduct outreach Open Houses in Portuguese cultural centers on Cape Cod. Investigate the economic consequences of running a fee-based school transportation program, with scholarships for qualified students.</p>	<p>This is in the process of being produced. It was not disseminated during the 2011-12 SY. These were not conducted, as these connections were difficult to establish. The school business manager has taken over administration of a fee-based transportation program, starting in SY 12-13.</p>	<p>Complete this process by August 2012. Executive Director will meet with cultural leaders to plan this initiative by October 2012. Use data generated from the program to budget for scholarships in SY 12-13.</p>
<p>Demographic Group:</p> <p>C. Students eligible for free lunch</p>	<p>1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod. 2. Investigate the economic consequences of running a fee-based school transportation program, with scholarships for qualified students.</p>	<p>Outreach materials were placed in 3 preschools and 2 outreach centers on the Lower Cape. The school business manager has taken over administration of a fee-based transportation program, starting in SY 12-13.</p>	<p>Meet with directors of these locations to explain the rationale for this outreach, and expand to more centers. Use data generated from the program to budget for scholarships in SY 12-13.</p>
<p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p>	<p>1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod. 2. Investigate the economic consequences of running a fee-based school transportation program, with scholarships for qualified students.</p>	<p>See analysis above</p>	
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>1. Provide district-wide mailings to 5th grade students that stress the school's strengths with students across the academic spectrum. Will use school communication vehicles to send out the Commissioner's link discussing the importance of the recruitment of sub-proficient students. Review recruitment materials to be sure to stress the school's strengths in teaching sub-proficient students.</p>	<p>Local districts were unwilling to share their mailing lists, citing us as competitors. A School Reach email was sent in December with the Commissioner's message. A page was added to the Open House Power Point stressing this point.</p>	<p>1. Eliminate this strategy. Continue this practice. Review annually.</p>

<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>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>	<p>The school psychologist completed this review in August 2012.</p> <p>The school psychologist organized Student Support Advisory groups designed to identify and work through issues with identified students.</p>	<p>Continue this practice Expand to include all students.</p>
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>As a school serving students in grade 6-8, this is not applicable to our school.</p>		
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>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>	<p>Local districts were unwilling to share their mailing lists, citing us as competitors.</p> <p>The Open House Power Point and handouts were reviewed in November 2011.</p>	<p>1. Eliminate this strategy.</p> <p>2. Review annually.</p>

Recruitment Plan

General Recruitment Activities List recruitment activities undertaken each year which apply to all students.
1. Admissions Open Houses held at the school
2. Radio advertisements on popular stations
3. Newspaper advertisements
3. Distribution of recruitment materials at targeted sites

Recruitment Plan – Goals and Strategies List goals and strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group: 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>Advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs</p> <p>Special education staff and Representatives from the Special Education Parent Advisory Council will attend all school information nights.</p> <p>All applicants will receive the “Special Education in Charter Schools Right to Attend” document.</p>
Demographic Group: 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>Hold an Open House for Portuguese cultural leaders to introduce them to our school and its services.</p> <p>Conduct outreach Open Houses in Portuguese cultural centers on Cape Cod.</p>
Demographic Group: 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>
Demographic Group: 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 food banks 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>

<p>Demographic Group: E. Students who are sub-proficient</p>	<p>GOAL: Continue to recruit students whose academic performance is sub-proficient. STRATEGIES: 1. Provide school promotional materials to Will use school communication vehicles to send out the Commissioner’s link discussing the importance of the recruitment of sub-proficient students. Review recruitment materials to be sure to stress the school’s strengths in teaching sub-proficient students.</p>
<p>Demographic Group: F. Students at risk of dropping out of school</p>	<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. STRATEGIES: 1. Review records of incoming students to identify students at increased risk of dropping out of school. The school psychologist will work with grade level teachers to create a Student Success Plan for identified students. Conduct periodic Advisory Group meetings to identify and address issues that may affect student attitudes towards school.</p>
<p>Demographic Group: G. Students who have dropped out of school</p>	<p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>Demographic Group(s): H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>GOAL: To recruit students who belong to other subgroups of students who should be targeted to eliminate the achievement gap. STRATEGIES: 1. Send mailings to district fifth grade families stressing the school’s desire to serve the full spectrum of academic achievers. 2. Review school recruitment material to ensure that practices are attractive to students across gender lines.</p>

Retention Plan

Overall Student Retention Goal	
Annual goal for student retention (percentage):	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.
Retention Plan Goals and Strategies	
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.