

Cape Cod Lighthouse Charter School 2010 Annual Report

Cape Cod Lighthouse Charter School

225 Route 6A

Orleans, Massachusetts 02653

www.cclighthouseschool.org

508.240.2800

Katharine B. McNamara, Executive Director

km@cclighthouseschool.org

**Cape Cod Lighthouse Charter School
Annual Report**

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Introductory Description of the School

Cape Cod Lighthouse Charter School, located in Orleans, is a public middle school serving students in grades six, seven, and eight from throughout Cape Cod (Barnstable County). One of the first 14 charter schools approved in Massachusetts, CCLCS opened its doors in September 1995. The school has completed its 15th year of operation, and renewed its five-year charter this year. During 2009-10, CCLCS served 228 students.

Letter from the Chair of the Board of Trustees

Dear Friends,

Enclosed is the Cape Cod Lighthouse Charter School's Annual Report for the year 2009-10. CCLCS was one of the first charter schools established in Massachusetts, and as we complete our fifteenth year, we continue to offer an innovative, challenging interdisciplinary education that fosters intellectual growth and academic achievement for middle school students on Cape Cod.

We draw students from nearly every town on the peninsula, and make use of the Cape's vast natural resources in every way we can, partnering with regional organizations to study science, history and the arts, with a special focus on environmental issues. In keeping with our mission, we give students daily opportunities to work with the larger local world, whether gathering data on local ecosystems at the Cape Museum of Natural History, or working at a food pantry in Harwich.

As we start our fourth charter, we find ourselves preparing for a major move. When our plans to purchase and move into the Brewster Town Hall building were dashed in November 2009, we realized with some sadness that we would have to take our land search outside the Nauset District. Then, we were delighted to find a building with 9 acres of land, in East Harwich, less than a mile from the Nauset District and convenient to Route 6. At a cost less than we were prepared to spend, this building looks likely to become our future home.

We are completing our due diligence and beginning to plan the renovation. We are also preparing for a capital campaign, to ensure the school's financial strength in the future. As the recession loomed last year at this time we found ourselves forced to cut salaries 2% in order to avoid layoffs. By the end of the fiscal year we were healthy enough to rescind all cuts and offer a 3% raise retroactively. While this was a wonderful outcome, we had been through a sobering reminder that a charter school's fortunes are subject to sudden changes, changes that, as far as possible, we must ensure ourselves against.

Our academic reputation only gets stronger: the waiting list for seats at CCLCS is longer than ever. We have something priceless to offer: the kind of education that supports and builds on students' natural eagerness to learn and take their part in the world. It's an uncertain world these days, but we're working to secure the resources we need to fulfill that mission for many years to come.

Sincerely,

Heidi Jon Schmidt
Chair, Board of Trustees

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

Performance Objective #1: The school will demonstrate its commitment to global connections and civic awareness by providing learning opportunities that allow students to participate in experiences with global themes and partners.

Measure 1: One hundred percent of students will participate in a community service project during their CCLCS career through participation in Roots & Shoots, Charter Cares or community service seminar events.

This goal was met. The CCLCS community provides many opportunities for student participation in community service projects. Clubs, classes and seminars held the following community service events this past year:

- National Junior Honor Society sponsored two small but effective collection drives: one food drive to benefit the Lower Cape Outreach Council and another to collect school supplies for Cradles to Crayons.
- Helping Hands Seminar did a food and clothing drive, as well as a Bake Sale to benefit the Family Pantry. Students spent seminar hours helping out at the pantry doing various chores - sorting, stocking, cleaning, gardening, etc.
- The “Earthlings” seminar made organic dog biscuits that were sold at school. Proceeds were divided between animal rescue in Haiti and a local organic/free range farm. The other half of the biscuits were donated to the pooches at the Animal Rescue League in Brewster.
- Dream Weavers Seminar created and then donated handmade gift baskets to Independence House in Hyannis for distribution to their clients, primarily women in need.
- Several Art Spark students participated in the "Weekend of Hope" sponsored by the Lower Cape Outreach Council in Orleans. They created art around the theme of “hope,” and agreed to donate 50% of the proceeds from the sale of their paintings towards emergency food, clothing and financial assistance to Lower Cape families in need.
- Holiday Food Drive was organized and student government brought food to the Lower Cape Outreach Council for needy families for Thanksgiving holiday.
- Holiday Fundraiser for Needy Teens - holiday donations were collected for needy teens. Student Government was able to buy gift cards and gifts for four local teenagers for holiday gifts. Students brought gifts to Salvation Army collection site.
- Hearts for Haiti - Student Government sold candy hearts for \$1.00 each to raise funds for relief efforts after Haiti earthquake. CCLCS raised \$600-700.
- Roots & Shoots club organized the annual coastal cleanup at Nauset Beach in Orleans. More than 50 people collected nearly a quarter ton of trash.
- Roots & Shoots club planned and staffed an Energy and Sustainability Fair at the Cape Cod Museum of Natural History. More than 100 people attended.

Measure 2: *One hundred percent of eighth grade students will participate in a spring Town Meeting Project, and 90% of students will complete the project report with a grade of 80% or better.*

One hundred percent of the eighth grade students participated in this project, and 99% (75/76) passed with a score above 75%.

Measure 3: *The school will maintain its commitment to providing high quality World Language programming in French and Spanish by having 85% of students successfully complete a high school level French or Spanish I course by the end of eighth grade.*

This goal was met, as 89% of 8th grade students successfully completed a French or Spanish I course.

Measure 4: *At least 75% of respondents to the school's year end survey will express satisfaction with the school's commitment to global and civic education.*

This goal was met. 67% (66/99) strongly agreed and 29% (29/99) agreed, and 4% (4/99) were neutral in response to a question about their satisfaction with the school's commitment to global education.

Performance Objective #2: The school will demonstrate its commitment to environmental education by providing opportunities for students to learn about and gain appreciation for the local and global environments.

Measure 1: *One hundred percent of sixth grade students will learn about Cape Cod ecosystems through participation in the site visit project in partnership with the Cape Cod Museum of Natural History, and 90% of sixth graders will achieve a score of 75% or better on the final project assessment.*

This goal was met. 100% of the sixth grade students completed this project with a score of 75% or better.

Measure 2: *One hundred percent of CCLCS students will successfully complete an environmentally-based seminar in their three years at CCLCS.*

This goal was nearly met. 91% of the graduating 8th grade students participated in environmentally themed seminars in their 3 years at CCLCS. During this school year, 104 students participated in 10 environmentally themed seminars.

Measure 3: *At least 80% of respondents to the school's year end survey will express satisfaction with the school's commitment to environmental education.*

This goal was met. 62% (61/99) of respondents expressed strong satisfaction, 32% (32/99) expressed satisfaction, and 6% (6/99) were neutral.

Performance Objective #3: The school will demonstrate its commitment to breaking down the walls between school and community by continuing ongoing relationships with local community resource partners.

Measure 1: Each year the school will participate in at least two projects with local scientific institutions, two projects with local cultural institutions and two projects with local civic institutions.

This goal was easily met. A list of some of this year's partnership appears below.

- We have continued our ongoing partnership with the Museum of Natural History, involving monthly site visits where 6th grade students learn about the 4 major ecosystems on Cape Cod.
- Self selected seminar students continued to work with the Cornerstone Project, an ongoing scientific/ historical initiative that is researching methods that the Pilgrim elders used to make the first property boundaries on Cape Cod, and some of the first in the New World.
- A longstanding partnership continues with the Museum of Fine Arts in Dennis. All CCLCS students take a field trip to the museum during the first week of school, and complete associated projects afterward.
- The Select Chorus performed at the Cape Museum of Art in March, as part of their concert series, and will sing there again in August as part of the Cape Cod Chamber Music Festival.
- Our partnership with Cape Repertory Theater is an annual one for the school musical. This year the production, "Into the Woods," was attended by hundreds of theatergoers over four performances.
- IFAW Student Art Exhibit-all grade 6 students submitted work, one CCLCS student received honorable mention.
- Partnership with Orleans Council on Aging for the "Language of Nature and Art Intergenerational Workshop," funded by Orleans Cultural Council Grant. Students and senior citizens attended several dance/art workshops after school with a visiting artist and musician and performed at the Orleans Council on Aging.
- Claymates seminar students worked with Brewster Council on Aging senior citizens to create pottery through a Cape Cod 5 Charitable Foundation grant.
- Creative Critters seminar students viewed Thornton Burgess' animal characters at the Green Briar Nature Center in Sandwich and created their own original stories and illustrations inspired by "Mother West Wind" as a celebration of the 100 year anniversary of this classic.
- Art Spark and Dreamweavers seminars presented an exhibit at the Cultural Center of Cape Cod in Yarmouth.
- A Massachusetts Cultural Council Grant, "Yellow School Bus," provided partial funding for Art Spark and String Ensemble students to attend Boston Symphony and visit the Museum of Fine Arts.

- Teen Water Photo Workshop - a collaboration with CC Maritime Museum and Lewis Bay Research Center- students worked with photographer Dee Portnoy to study and photograph interaction of water with land and environmental issues in Hyannis Harbor. Student photographs will be included in the Wellfleet Harbor Conference, November 2010 and can be viewed at www.coldmeadow.com.
- A partnership with the Cape Light Compact and the Cape Cod Museum of Natural History resulted in the first annual Energy and Sustainability Fair, planned and staffed by CCLCS students.
- An ongoing partnership with International Coastsweep resulted in another successful beach cleanup at Nauset Beach in Orleans, with nearly 25% of the student body participating.
- Other partnerships are highlighted in the “Faithfulness to Charter/ Community Service” Accountability Plan , Performance Objective 1, Measure 1.

Measure 2: One hundred percent of CCLCS students will successfully complete a seminar taught in conjunction with a local community resource partner during their tenure at CCLCS.

This goal was nearly met. 93% of graduating 8th graders participated in a seminar taught in conjunction with a local resource partner during their tenure at CCLCS.

Measure 3: At least 80% of respondents to the school’s year end survey will express satisfaction with the school’s commitment to community partnerships.

This goal was met. 59% (59/100) of respondents expressed strong agreement, 38% (38/100) expressed agreement, 2% (2/100) were neutral and 1% (1/100) disagreed.

Performance Objective #4: The school will demonstrate its commitment to maintaining strong internal community and family relationships through active communications vehicles and a menu of vibrant community activities

Measure 1: At least 80% of respondents to the school’s year end survey will express satisfaction with internal school communications and will express satisfaction as a welcomed member of the community.

These goals were largely met. There were nine questions on the family satisfaction survey about school communications, and all showed family satisfaction. In a question about the school’s “School Reach” communication system, 97% of respondents expressed satisfaction or strong satisfaction with its effectiveness. Ninety six percent of families expressed satisfaction or strong satisfaction with the school’s “Notes-to-Home” communications vehicle. Seventy eight percent expressed satisfaction or strong satisfaction with the CCLCS website, 19% were neutral, and 3% expressed dissatisfaction. Eighty-seven percent of families expressed satisfaction or strong satisfaction with the school’s handbook, 12% were neutral and 1% expressed strong dissatisfaction. Sixty-nine percent were satisfied or strongly satisfied with the school’s communication around its service offerings, 22% were neutral, and 8% disagreed. Eighty percent of families were satisfied or strongly satisfied with communication around major curricular assignments, 15% was neutral and 5% were dissatisfied or strongly dissatisfied. Finally, 73% of

families were satisfied or strongly satisfied that teachers kept them informed about problems their child may have, 21% were neutral, and 6% were dissatisfied or strongly dissatisfied.

Implementation of mission, vision, and educational philosophy

This was our first year working under a revitalized mission statement, and a new Accountability Plan which included a section devoted to “faithfulness” elements. The evidence outlined above shows that the school is extremely faithful to its mission, vision and educational philosophy defined in our charter.

Academic program success

Accountability plan objectives and measures relating to academic program success

Organizational viability

Accountability plan objectives and measures relating to organizational viability

Student Performance Objective # 1: All students at CCLCS will strengthen literary skills while acquiring higher-order thinking skills through an emphasis on reading, writing and speaking across the curriculum.

Measure 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS English Language Arts tests will be higher than the equivalent, weighted average scores in the sending districts.

This goal was met. CCLCS students outperformed the composite sending district by 5 points in 6th grade, by 10 points in 7th grade and by 8 points in 8th grade.

Measure 2: Each class of students will show persistent strength through maintaining grade level or above Normal Curve Equivalent and yearly progress through a minimum of a one year improvement from year to year in averaged Grade Equivalents through their performance on the California Achievement Test in English Language Arts.

CAT-5 READING NCEs

CLASS	6 FALL	6 SPRING	7 SPRING	8 SPRING
2010		61.1	63.3	60.8
2011		63	67.3	
2012	69.8	65.3		

CAT-5 LANGUAGE NCEs

CLASS	6 FALL	6 SPRING	7 SPRING	8 SPRING
2010		63.3	58.5	57.1
2011		64.5	61.4	
2012	66.6	68.6		

This goal was not met. Eighth graders showed a slight decline in their NCEs from 7th grade, 7th graders showed an increase in reading but a decrease in language NCEs, while 6th graders showed an increase from the fall language scores, but a decrease in reading NCEs.

Measure 3: Eighty percent of students will demonstrate success on persuasive speech projects, informative oral presentations and dramatic interpretations by scoring in the “proficient” range in school-developed rubrics for oral presentations.

Informal accounting of several related project grades indicates that this goal was met. A goal for the upcoming school year involves the further development of assessments related to these oral performance goals.

Measure 4: One hundred percent of eighth grade students will demonstrate their ability to effectively write critical essays by scoring at least eighty percent on a school developed writing rubric.

This goal was met. The rubric and assignment guidelines for this benchmark assessment were externally validated through the school’s participation in a performance assessment initiative led by the Center for Collaborative Education in Boston. In fact, this assignment was used as an example of performance assessments that meet the highest standards for technical quality.

Measure 5: All measurable subsets of CCLCS students will achieve Adequate Yearly Progress on the annual MCAS Language Arts assessments.

This goal was met, as all measurable subgroups and the aggregate student body met AYP targets.

Student Performance Objective # 2: All students at CCLCS will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Measure 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS mathematics tests will be equal to or higher than the equivalent, weighted average scores in the sending districts.

This goal was met. Sixth (+3) and eighth grade (+10) Advanced and Proficient percentages both outperformed the composite sending districts, and seventh grade tied the composite sending districts.

Measure 2: Each class of students will show persistent strength through maintaining grade level or above Normal Curve Equivalent and yearly progress through a minimum of a one year improvement from year to year in averaged Grade Equivalents through their performance on the California Achievement Test in mathematics.

CAT-5 MATHEMATICS NCEs

CLASS	6 FALL	6 SPRING	7 SPRING	8 SPRING
2010		59.8	66.1	63.2
2011		63.2	62.8	
2012	72.9	65.9		

This goal was not met. All groups showed persistently high scores, but all scores were slightly lower than the year before.

Measure 3: At least 40% of the eighth grade students will meet eligibility requirements for taking Geometry in the 9th grade at their receiving high schools.

Measure 4: At least 90% of the eighth grade students from CCLCS will meet eligibility requirements for taking Algebra I at their receiving high schools.

This goal was met, as 43% of 8th grade students are eligible to take Geometry in 9th grade, an additional 54% were eligible to take Algebra I (for a total of 97% above this threshold) and 2% will take remedial math courses.

Measure 5: At least ninety percent of students at each grade level will pass internally established benchmark tests with a minimum score of seventy five percent.

This goal was met. 90.4% of students passed internal math tests with grades higher than 75 %.

Measure 6: All measurable subsets of CCLCS students will achieve Adequate Yearly Progress on the annual MCAS Mathematics assessments.

This goal was not met, as the aggregate student body fell 0.1 point short of the improvement target. The performance rating remains “High,” and there is no “NCLB Accountability Status.”

Student Performance Objective # 3: Students will demonstrate competency in the basic skills and patterns of thought necessary for acquiring scientific literacy with an emphasis on the application of the concepts of science to real world applications.

Measure 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS science and technology tests will be equal to or higher than the equivalent, weighted average scores in the sending districts.

This goal was met. CCLCS students had the highest Science and Technology/Engineering CPI on Cape Cod, and outscored the composite district by 19 points.

Measure 2: At least 90% of students at each grade level will pass internally established, externally validated benchmark skill and topic tests with a minimum score of 75%.

This goal was met, as 90% of CCLCS students passed science tests with scores of 75% or above.

Measure 3: At least 90% of students in the eighth grade will demonstrate the ability to design, organize, interpret and communicate the results of an original scientific investigation by scoring a minimum of 75% on a school developed rubric.

This goal was met, as 97% (76/78) students completed this investigation with a score above 75%.

Measure 4: At least 90% of eighth grade students will meet eligibility requirements for taking “honors” or “A-level” equivalent science classes at their receiving high schools.

This goal was met, as 41% of eighth graders are eligible to take honors courses at their high schools, 58% are eligible to take “A” level courses, and 1% will take a remedial course.

Student Performance Objective # 4: Students will develop 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.

Measure 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS History and Social Science tests will be equal to or higher than the equivalent, weighted average scores in the sending districts.

Measure 2: At least 90% of students at each grade level will pass internally established benchmark tests with a minimum score of 75%.

This goal was met. 92% of the students at CCLCS passed social studies tests with an average above 75%.

Measure 3: At least 90% of the eighth grade students will meet eligibility requirements for taking “honors” or “A-level” equivalent social studies classes at their receiving high schools.

This goal was met, as 34% of students are eligible for honors social studies courses, 63% for “A” level courses, and 3% for remedial social studies courses.

Student Performance Objective # 5: Students will develop a foundation towards the successful mastery of a world language through demonstrating conversational proficiency and knowledge of grammatical structures at a novice level. They will also demonstrate an awareness of the diverse cultures and arts of countries where the languages are spoken.

Measure 1: At least 85% of the eighth grade students will meet eligibility requirements for taking second level French or Spanish in the ninth grade.

This goal was not met. Seventy-two percent of students taking a world language met eligibility requirements for taking second level classes in 9th grade.

Measure 2: At least 90% of students will demonstrate competency in written composition and oral communication by achieving the “proficiency” level on internally designed rubrics.

This goal was not met. 84% of CCLCS students (123/146) taking French or Spanish class scored above 75% on internal exams.

Student Performance Objective # 6: Students will demonstrate a basic understanding of the physical self and of the skills necessary to pursue life long habits of good health and exercise.

Measure 1: At least 90% of students will show improvement from year-to-year on the “physical challenge inventory” developed by the CCLCS health committee.

There is insufficient data to determine whether this goal was met. This inventory was field tested this year, and we expect to have comparative data by next year.

Measure 2: At least 90% of students will demonstrate an understanding of basic health concepts by achieving the “proficiency” level on internally designed, externally validated rubrics.

One hundred percent of CCLCS students met this goal.

Student Performance Objective # 7: Students will demonstrate an appreciation for the visual arts and their cultural place in the human experience through studio instruction.

Measure 1: At least 90% of students will demonstrate competency in basic artistic techniques by achieving the “proficiency” level on internally designed, externally validated visual arts rubrics at each grade level.

This goal was met, as 100% of CCLCS students achieved this goal.

Student Performance Objective #8: Students will demonstrate competency in using basic educational technology through performance tasks embedded into classroom assessments.

Measure 1: At least ninety percent of students will achieve technological proficiency by successfully completing performance tasks detailed in the school’s technology inventory, which will be developed by the school’s technology committee.

We do not have sufficient data to determine if this goal was met. The technology inventory and ways to measure achievement related to the inventory are still in development.

Common school performance criteria - academic program success

Curriculum:

The academic program at The Cape Cod Lighthouse Charter School continues to be a great success, clearly meeting the goals set out in the school’s Accountability Plan. 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 that is 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 that are 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.

This year the school has benefited from one curricular change made during the 2008-2009 school year, strengthening its World Language programming with the addition of a world language component to the sixth grade exploratory class. This includes an introduction to both French and Spanish. The class is designed to give students a solid foundation from which to make their language choice in seventh grade. This allows the seventh grade French and Spanish teachers to begin their curriculum on Unit Two after an introductory review. This will allow these classes to cover more ground by the end of eighth grade, making for an even more successful transition into high school language courses.

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.

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.

School Culture: 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-session staff meetings, and policy revisions based on these discussions.

Diverse learners: CCLCS has a strong commitment to meeting the needs of all learners. The school’s 2008 Coordinated Program Review by the Department of Elementary and Secondary Education states: “The onsite Team observed a high degree of coordination between regular and special educators at the Cape Cod Lighthouse Charter School.” Since the school supports an inclusion model, special education staff members are readily accessible to school personnel, regardless of concern, and ensure that regular education teachers are knowledgeable regarding the appropriate implementation of each student’s IEP. Because each grade level has one special education liaison, who is present for all IEP Team meetings and meets weekly with other grade level teachers to discuss student progress, there is seamless collaboration between regular and special educators. This partnership ensures that students’ IEP goals are addressed across the curriculum.

The charter school has created a highly personalized and individualized learning experience for its students by maintaining small classroom sizes and low student to teacher ratios. These small class sizes provide all students, not just special needs students, with more individualized support.

In addition, the project-based learning philosophy of the school pushes students to use different learning modalities and styles to explore topics of interest. Seminar classes, an abbreviated course analogous to an elective, offer one more enrichment opportunity for students, which allow them to differentiate the general curriculum and expand their understanding of subjects that interest them.”

Supervision and evaluation of teachers: 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. Traditionally, 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.

This year, the three year evaluation cycle fell behind. A part time Professional Development Coordinator left to teach at a university, and her position was not filled. Other administrative staff had planned to conduct these observations, but did not have the time. This will be remedied next year, as the position has been refilled.

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. The 8th grade language arts teacher is working this summer to finish a model internal assessment system that will be used as a template for other teachers to follow.

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. Highlights in this area included two sessions by a neurobiologist focusing on brain development theory and its implications for teaching and learning, and a program on how to meet the needs of students with Downs Syndrome. Other professional development initiatives were designed to meet state and federal guidelines for trainings in areas of special education and civil rights.

School Performance Objectives

The school's performance relative to these indicators is briefly described below, and more fully described in the Governance and Financial Profiles in this Annual Report.

School Performance Objective #1: CCLCS will demonstrate strong organizational viability and responsible decision making that is guided by a sound strategic planning process, consistent with its mission, and faithful to its charter.

Measure 1: The Board of Trustees will review the school's mission at a regular meeting at the beginning of each school year to ensure that the mission guides policy, procedures, and decision making.

Review of Board minutes will clearly show that the CCLCS Board decisions are made carefully, and are always consistent with the school's mission.

Measure 2: The Board of Trustees, which meets monthly, and its committees, which meet regularly, will maintain records of agendas and minutes. Review of these records will be used as evidence of sound governance and management.

Review of Board and committee minutes will show an active committee structure designed around the key issues facing the school. This Board work demonstrates an appropriate due diligence by the Board, showing leadership on key issues, while allowing school management to do its job without overly intrusive interference.

Measure 3: The Board of Trustees will set annual goals at the beginning of each school year, and will assess its performance against these goals during the year and at the end of each school year.

Review of Board minutes will show an annual setting of goals in the fall followed by an assessment of progress against those goals in the spring.

Measure 4: The Executive Committee of the Board of Trustees will formally evaluate the Executive Director, using a predetermined protocol, on an annual basis and use the results to set performance goals for the Director.

The Board used a comprehensive evaluative processes to assess the school's Executive Director. Following performance surveys sent to parents, Board and staff members, the Board evaluated the results, reported the highly favorable results at a Board meeting, and used the data to set goals for the upcoming school year.

School Performance Objective #2: CCLCS will demonstrate sound, sustainable financial practices.

Measure 1: Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.

Measure 2: Yearly balance sheets will show that the school is fiscally sound.

Measure 3: Yearly submission of audited financial statements will demonstrate that the school is responsible and prudent with public resources.

The school's financial practices are exemplary, and are described in the Financial Section of the Annual Report.

School Performance Objective #3: CCLCS will maintain its organizational viability by taking steps to assure that demand for its educational services remains strong in the community.

Measure 1: One hundred percent of available seats will remain filled throughout each school year. This has been true for the entire history of CCLCS, and was true again this past year.

Measure 2: More than 95% of students eligible to remain enrolled in CCLCS during each school year and from one school year to the next will choose to remain enrolled.

This also has been true for the entire history of CCLCS. Attrition data for 2009-2010 can be found in the Student Profile section of this Annual Report.

Measure 3: The number of students applying for admission to CCLCS each year will exceed the number of available seats, and the school will maintain a waiting list of applicants.

One hundred sixty two students applied for 76 six seats in next year's sixth grade class. This marks continued strong demand, despite the fact that enrollment numbers are dropping in towns all across Cape Cod. The school maintains a strong waiting list for all grades, with 135 waitlisted students as of July 2010.

Common school performance criteria relating to organizational viability

Amendments to the charter: No amendments to the charter were requested or approved.

Complaints: In November 2009, a parent made a complaint about a classroom activity to the chair of the Board of Trustees. The information was shared with the full board, and it was deemed to be a management matter outside of the board's purview. In June 2010, the Board considered a complaint by a teacher about the executive director. The board voted to not to take any further action on this matter.

Oversight: The Board conducted its annual evaluation of the director, using a 360-degree evaluation tool. Parents, faculty, and all board members were given the opportunity to complete a thorough, written evaluation of the director. Areas covered in the evaluation include: director's support of various mission elements, ability to work with all constituent groups, communication and professional conduct, school environment issues, leadership and management issues. The Chair of the Board tabulated the results, keeping confidential the information, and provided a

report to the director and the board. In addition, the report was provided to faculty and interested parents. The highly favorable results will be used in goal setting with the director for the next academic year.

Board planning: The Board of Trustees conducted its regular planning and goal setting processes in September and October in subcommittees, as well as at the full board level. This planning process was mirrored by the administration and faculty. There continues to be a high level of collaboration between the board and faculty and administration. The major focus of the board's planning efforts continued to be devoted to searching for a new, appropriate facility for the school, to strengthen the school's programs and enhance the CCLCS experience for all constituencies. In the fall of 2009, citizens from the town of Brewster voted to approve the sale of the Brewster Town Hall building to CCLCS. Subsequently, the sale was not consummated due to issues pertaining to the Town's reimbursement from the Commonwealth for an elementary school in Brewster. In May, the school executed a purchase and sale agreement to acquire a building in East Harwich, MA. The facility is currently operated as a movie theatre. At this writing, the executive director and the Board are in the process of completing due diligence, including working with an architect on a feasibility analysis of the property.

During 2009-10, the board continued to disseminate a newsletter to all constituencies with information about new board members, goals, and progress in meeting goals. The newsletters are available on the school's website, along with minutes from monthly board meetings.

Family satisfaction: The annual parent survey targeted a range of topics, assessing satisfaction with the educational experience at the school. The survey addressed general environment, academics, resources and facility, safety, special services, communication, and adherence to the school's mission. Families were also given the opportunity to make comments on any aspect of the CCLCS experience. The survey results represented responses reflective of the experience of 105 current students from the total population of 228. Families were very positive in responding to the general environment of the school and the services provided. For example, 94% of respondents agreed that they felt welcome at CCLCS and 96% noted that teachers and staff were friendly and helpful. Additionally, parents noted that two children did not feel they were valued members of the school community, with five neutral on this item. The vast majority of comments added by respondents were very positive and complimentary remarks about the dedication of staff, descriptions about individual student growth, and satisfaction with CCLCS. The facilities did garner numerous negative comments that were matched with the desire for CCLCS to find a new home with adequate facilities in the near future.

Financial oversight: The Board's fiscal oversight of the school is handled by the Finance Committee, comprised of the Board Treasurer, the Business Manager, the Executive Director, one or more staff representatives, and additional Board representatives. The Finance Committee reviewed a variety of reports each month, and the group used this data to develop budgets, monitor cash flow and budgetary adherence, and to formulate effective short and long term planning decisions. As the recession loomed last year, the finance committee recommended and the board approved a cut in all staff salaries by 2% (and the director's by 4%) to avoid layoffs. By the end of the fiscal year the school was healthy enough for the board to rescind all cuts

and offer a 3% raise retroactively. The Finance Committee maintains three year budgetary projections, which the Board used to make decisions about enrollment, programming and long range planning.

Dissemination

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:

- Three students from each grade-exhibited at "Art Visions"- the Annual K-12 Student Art show at the Cape Cod Museum of Art in January.
- Twenty five students from grade 6,7 and 8 exhibited art in the Youth Art Show at the Orleans Town Hall.
- A CCLCS art teacher taught watercolor workshops at the Cultural Center of Cape Cod, Yarmouth in March.
- Students and a CCLCS art teacher exhibited in the "Mutual Muse" show - a collaboration with poets and visual artists in March.
- Students in the Journalism 101 seminar wrote letters to the editor to the Cape Cod Times about local issues
- A CCLCS social studies teacher had an article accepted into The History Teacher published by the Society for History Education (re: Cornerstone Project)
- A CCLCS social studies teacher had an article in Tufts University alumni magazine (re: Cornerstone Project)
- A CCLCS teacher filed permit with the Mass. Historical Society for protection of 2 local sites that had been researched by students in the Cornerstone seminar. (YxB & windmill)
- A CCLCS science teacher participated in a discussion on the Cornerstone project in a forum sponsored by the Orleans Conservation Trust.
- A public television production team filmed an 8th grade science class for a documentary on the future of alternative energy in the United States.
- A CCLCS language arts teacher presented her students' benchmark thesis essay project as a best practice performance assessment to teachers from 12 participating school through the Building Quality Performance Assessments Initiative sponsored by the Center for Collaborative Education. In addition, much of the school's work is featured on the project web site.
- Members of the school's Roots & Shoots club organized and staffed the Cape & Islands Sustainability Fair at the Museum of Natural History in Brewster. Nearly 200 visitors enjoyed the interactive exhibits. As a result of this and other work, the school was named Massachusetts Middle Level School of the Year by the National Energy Education Development Project.
- A CCLCS science teacher published a book on the biology of whales.

- Students from the school's Roots & Shoots club made a presentation about their energy saving work to an audience of several hundred, including Dr. Jane Goodall and her staff.
- Work from twelve 8th grade students' Body Biology projects was used as exemplars for a University of North Carolina research project on using non fiction textual material to teach for deep understanding.
- Art work from 6th grade students was displayed at the Fine Arts Work Center student exhibit in Provincetown. One student won honorable mention.
- In a partnership with Orleans Council on Aging for the "Language of Nature and Art Intergenerational Workshop", funded by Orleans Cultural Council Grant, students and senior citizens attended several dance/art workshops after school with a visiting artist and musician and performed at the Orleans Council on Aging.
- "Creative Critters" seminar students viewed Thornton Burgess' animal characters at the Green Briar Nature Center in Sandwich and presented their own original stories and illustrations inspired by "Mother West Wind" as a celebration of the 100 year anniversary of this classic.
- Student work from the "Art Spark" club and the "Dreamweavers" seminar was exhibited at the Cultural Center of Cape Cod in Yarmouth.
- Teen Water Photo Workshop - a collaboration with CC Maritime Museum and Lewis Bay Research Center- students worked with photographer Dee Portnoy to study and photograph interaction of water with land and environmental issues in Hyannis Harbor. Student photographs will be included in the Wellfleet Harbor Conference, November 2010 and can be viewed at www.coldmeadow.com.
- The Select Chorus performed at the Cape Museum of Art in March, as part of their concert series, and will sing there again in August as part of the Cape Cod Chamber Music Festival. Our partnership with Cape Repertory Theater is an annual one as the site of the school musical. The Executive Director began a three year term of service as a member of the Board of Trustees of the Brewster Ladies Library.

Financial Reports

FY 2010 Statement of Revenues, Expenses and Changes in Net Assets (Income Statement)

		Jul '09 - Jun 10
Ordinary Income/Expense		
Income		
	School Lunch Program-Revenue	44,262.11
	School Lunch Program-MA Portion	804.78
	School Lunch Program-Fed Portion	9,081.27
	Income - Summer Program	17,595.00
	Income - Per Pupil Tuition	2,751,132.00
	Income - SPED Medicare Reimbursement	<u>8,792.83</u>
	Income - Bank Interest	3,714.24
	Income - Miscellaneous	10,646.99
	Total Operating Income	2,791,881.06
Grants Income		
	Miscellaneous Grants	5,000.00
	Grants - Government	<u>58,534.00</u>
	Total Grants Income	63,534.00
	Total Income	2,909,563.22
Expense		
Direct Student Costs		
	Computer - Internet Access	1,617.64
	Computer Supplies & Repairs	247.34
	Insurance Expense	23,497.00
	Instructional Expenses	526.14
	Physical Education Expense	1,637.71
	Team Sports Expense	5,115.47
	Nursing Supplies	2,242.06
	Seminar Expense	981.27
	Special Needs	19,092.34
	State Mandated Assessment	2,698.59
	Textbooks and Supplies	8,620.83
	Transportation Costs	<u>5,984.42</u>
	Total Direct Student Costs	72,260.81
Occupancy		
	Maintenance - Furniture & Fixture	922.62
	Maintenance - Site Prep	635.00
	Alarm Service Fees	939.00
	Custodial Outside Services	16,928.00
	Maintenance - Building	13,097.51
	Maintenance Site Supplies	3,480.15
	Rent	<u>314,303.72</u>
	Rubbish Removal	3,122.33

	Utilities	26,666.28
	Total Occupancy	380,094.61
	Office	
	Equipment Lease,Repair & Maintenance	8,297.33
	Office Supplies and Expense	12,489.61
	Payroll Service Fees	3,216.05
	Postage and Shipping	2,583.55
	Printing Expense	1,860.50
	Admissions	3,527.26
	Telephone Expense	6,401.45
	Total Office	38,375.75
	Personnel	
	Salaries	1,802,941.35
	Prof. Development - Staff	8,464.10
	Payroll Tax (Employer Exp)	53,058.80
	Insurance - Health	183,241.81
	Employee Benefits	35,185.10
	Total Personnel	2,082,891.16
	Other Expenses	
	Enrichments	37,363.13
	Dues & Subscriptions	5,165.00
	Miscellaneous	11,483.88
	School Lunch Program	56,505.47
	Summer Enrichment Program	3,603.52
	Total Other Expenses	114,121.00
	Total Expense	2,687,743.33
	Net Ordinary Income	221,819.89
	Change in Net Assets	221,819.89
	Net Assets as of 6/30/2009	768,515.00
	Transfers:	
	Acquisitions Capitalized	17,091.93
	Net Assets as of 6/30/2010	1,007,426.82

FY 2010 Statement of Net Assets (Balance Sheet)

		Jun 30, 10
ASSETS		
Current Assets		
Checking/Savings		
	CC5 Summer Acct	18,159.80
	CC5 Student Activity Acct	3,205.40
	CC5-School Lunch	1,174.69
	CC5-Operating Depository Acct	882,070.47
	CC5 Grants Account	12,001.78
	CC5-Operating Vendor Acct	99,223.11
	CCB&T-Ski Fund	1,884.49

	CCLCS-The Write Connection	644.57
	Cash Petty Cash Fund	237.75
	Total Checking/Savings	1,018,602.06
	Accounts Receivable	
	Federal Grant Receivable	54,295.00
	Receivable - Miscellaneous	2,536.85
	Total Accounts Receivable	56,831.85
	Other Current Assets	
	Prepaid Expenses	16,947.95
	Prepaid Insurance	14,684.00
	Total Other Current Assets	31,631.95
	Total Current Assets	1,107,065.86
	Fixed Assets	
	Equipment	63,483.40
	Furniture and Fixtures	3,945.71
	Vehicles	13,301.33
	Leasehold Improvements	41,551.86
	Total Fixed Assets	122,282.30
	Other Assets	
	Legal & Engineering Fees	17,702.33
	Accumulated Amortization	-16,538.17
	Total Other Assets	1,164.16
	TOTAL ASSETS	1,230,512.32
	LIABILITIES & EQUITY	
	Liabilities	
	Current Liabilities	
	Deferred Income-Cabot Foundation	5,000.00
	Def Income-Ski Fund	1,884.49
	Payroll Taxes Payable	186.56
	Accrued Expenses	198,765.54
	Grant - ECC Renewable Education	5,714.65
	Grant - Salt Marsh	3,447.59
	Grant - Friends of Pleasant Bay	2,259.53
	Grant - Unrestricted Grants	5,824.59
	Grant - Student Activities	2.55
	Total Current Liabilities	223,085.50
	Total Liabilities	223,085.50
	Net Assets	
	Fund Balance - Plant Fund	289,517.50
	Fund Balance - Operating Fund	159,294.00
	Retained Earnings	336,795.43

	Net Income	221,819.89
	Total Net Assets	1,007,426.82
	TOTAL LIABILITIES & NET ASSETS	1,230,512.32

FY 2011 Approved School Budget

Cape Cod Lighthouse Charter School		
Profit-Loss Working Budget		
Fiscal Year 10-11		
Ordinary Income/Expense		
Income		
Operating Income		
	Income - Summer Program	\$ 18,000
	Income - Per Pupil Tuition	2,794,114
	Income - Bank Interest	5,000
	Total Operating Income	2,817,114
Grants Income		
	Grants - Government	50,000
	Total Grants Income	50,000
	Total Income	2,867,114
Expense		
Direct Student Costs		
	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	36,400
	English Language Learners	550
	Textbooks and Supplies	24,000
Transportation Costs		
	Vehicle Gas	3,000
	Vehicle Repairs & Maintenance	3,500
	Total Transportation Costs	6,500
	State Mandated Testing	3,750
	Total Direct Student Costs	119,450
Occupancy		
	Maintenance - Furniture & Fixtures	2,500
	Maintenance - Site Prep	2,500
	Alarm Service Fees	1,250
	Auxiliary Site Rent	850
	Custodial Outside Services	19,800

	Maintenance - Building	12,000		
	Maintenance Site Supplies	5,000		
	Rent	326,000		
	Rubbish Removal	4,000		
	Utilities	34,000		
	Total Occupancy	407,900		
	Office			
	Accounting Fees	15,000		
	Bank Charges	300		
	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	7,200		
	Total Office	57,200		
	Personnel			
	Salaries	1,757,000		
	Prof. Development - Staff	12,500		
	Payroll Tax (Employer Exp)	52,800		
	Insurance - Health	182,000		
	Employee Benefits	35,200		
	Total Personnel	2,039,500		
	Other Expenses			
	Enrichments	60,000		
	Total Other Expenses	60,000		
	Total Expense	2,684,050		
	Net Ordinary Income	183,064		
	Other Income/Expense			
	Other Expense			
	Summer Enrichment Program	\$ 18,000		
	Total Other Expense	\$ 18,000		
	Net Other Income	\$ (18,000)		
	Net Income	\$ 165,064		

FY 11 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 15 year history. Cape Cod does not have a large inventory of affordable, appropriate properties, so it has been a challenging process. In May, the school executed a purchase and sale agreement to acquire a building in East Harwich, MA. The facility currently operates as a movie theatre. As of this writing, we are conducting due diligence on the property, including a feasibility study by an architect. The project is very much in the incipient stages. As such, we are working to determine the costs to renovate the facility into a school. We anticipate later this year being able to develop an estimated budget and schedule for completion of the project.

Data Section

Instructional Time

INSTRUCTIONAL TIME	
Total number of instructional days for the 2009-10 year	180
First and last day of the 2009-10 year	September 8, 2009 - June 23, 2010
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

STUDENT ENROLLMENT INFORMATION	
Total number of instructional days for the 2009-10 year	180
First and last day of the 2009-10 year	September 8, 2009 - June 23, 2010
Students who completed the 2008-09 school year but did not reenroll	1 student withdrew from CCLCS 8th grade and returned to his local middle school. Another student was withdrawn rather than repeat 7th grade
Students enrolled as of October 1, 2009	228
Students who enrolled after October 1, 2009	4 students enrolled after October 1 to replace students who withdrew to be home schooled, placed in a residential setting, and two to middle schools
Students enrolled as of June 2010 SIMS	228
Number of students graduated at the end of 2009-10	76

Student Demographic Information

Student Demographic and Subgroup Information		
Race/Ethnicity	# of students	% of entire student body
African-American	1	<1
Asian	2	1
Hispanic	10	4
Native American	0	0
White	209	92
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	6	3
Special Education	29	13
Limited English Proficiency	0	0
Low Income	20	9

Administrative Roster and Organizational Chart

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, 2007	
Associate Director	Part-time assists director, oversees curriculum development	Aug 1, 1995	
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	

Organizational Chart

Board of Trustees

Executive Director

Katharine B. McNamara

Director's Advisory Group

Paul Niles, associate director and 8th grade science teacher

Daniella Garran, 7th grade social studies teacher

Jen Hyora-Williams, special education coordinator

Judy Stacy, school nurse

John Stewart, 8th grade social studies teacher

Brian Bates, 6th grade science teacher

Sandra Hemeon-McMahon, Spanish teacher

Mary Marvullo, school psychologist

Teacher and Staff Attrition

TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR			
	Number as of last day of 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	30	0	1
Other Staff	7	0	0

List of Members of Board of Trustees

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR				
Name	Board position	Committee affiliations	Area of expertise/role at school	Number of terms served/length of term, date of election/expiration
Heidi Schmidt	Chair	all ex officio	writer/parent of alumna	T1 July 2006-June 2009 T2 July 2009-June 2012

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR				
William Bogdanovich	Vice Chair	Building, chair; Capital Campaign	nursing home executive/ parent	T1 November 2007- June 2010
Stefanie Fournier	Treasurer	Finance, chair	Financial services, parent	T1 April 2007-June 2010
Diane Titcomb	Clerk		parent	T1 July 2008-June 2011 resigned May 2010
Scott Barron	Trustee	Building	A founder/ former Board member/parent of alumnus	T1 1995-99 T2 February 2008-June 2010
Robert Dwyer	Trustee	Nominating, chair; Capital Campaign	museum director	T1 December 2008- June 2011
Allison Graham	Trustee		faculty representative	T1 September 2008- June 2009 T2 July 2009-June 2010
Kathleen Grenon	Trustee	Finance, Nominating	banking	T1 August 2005-June 2008 T2, July 2008-June 2011
Marion Hobbs	Trustee	Building, Capital Campaign	lawyer, parent	T1 July 2004-June 2007 T2 July 2007- June 2010
Lori LaBarge	Trustee	Capital Campaign	real estate/ builder; parent	T1 July 2009-June 2012
Bernard Lynch	Trustee	Finance	retail manager/ parent of 3 alumni	T1 July 2006-June 2009 T2 July 2009-June 2012 resigned Jan 2010
Katharine McNamara	Executive Director	all ex officio	school director, parent	hired July 2007
Norman Michaud	Trustee	Academic Affairs, chair; Nominating; Building	retired superintendent	T1 July 2009-June 2012

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR

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
Joshua Stewart	Trustee		faculty representative	T1 September 2008- June 2009 T2 July 2009-June 2010
Christopher Wells	Trustee	Capital Planning	banker, parent	T1 February 2008-June 2010

MCAS Results

MCAS Tests of Spring 2009

Percent of Students at Each Performance Level for Cape Cod Lighthouse Charter School

- **NOTE:** Performance level percentages are not calculated if student group less than 10. Data Last Updated on September 24, 2009.
- **NOTE:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2006 are included in state-level results; only students enrolled in the same district since October 2006 are included in district-level results; only students enrolled in the same school since October 2006 are included in school-level results

Grade & Subject	Advanced / Above Proficient	Proficient	Needs Improvement	Warning / Failing	Students Included	CPI
Grade 06 - ELA	19	56	24	1	72	91.3
Grade 06 - Math	25	35	36	4	72	82.6
Grade 07 - ELA	26	61	13	0	70	96.4
Grade 07 Math	26	42	28	4	72	86.8
Grade 08 - ELA	32	54	13031	1	71	94.7
Grade 08 - Math	27	35	27	7	71	84.2
Grade 08 - Sci-Tech	7	61		6	71	86.6