

# ANNUAL REPORT

2007-2008

CAPE COD LIGHTHOUSE CHARTER SCHOOL

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## Letter from the Chair, Board of Trustees

Dear Friends,

Enclosed is Cape Cod Lighthouse Charter School's Annual Report for the school year 2007-08. CCLCS was one of the first charter schools established in Massachusetts, and as we enter our fourteenth 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 every town on the peninsula, and make use of the Cape's vast natural and human 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 to offer an interactive, experiential education, we give students daily opportunities to work with the larger local world, whether learning about ecosystems with the Cape Cod Museum of Natural History, studying creative writing with Fellows from the Fine Arts Work Center in Provincetown, or organizing the "Charter Cares" program, which raised funds for former students facing hardships due to illness and accidents. One special instance this year was the "Finding the Cornerstone" seminar, in which students and teachers worked to unravel a mystery of underwater archaeology: did the Pilgrims sink a "cornerstone" rock in the center of Cape Cod Bay, determining the boundaries of Cape towns by the compass points that radiated from the stone? They found some evidence to suggest that the answer may be yes, and are awaiting permission from the Massachusetts Board of Underwater Archaeology to take the next steps.

The Board of Trustees began the year with a great stroke of good fortune: our new Director, Katharine B. McNamara, arrived with a great breadth of experience in education, communication, and strategic planning, and immediately put her skills to full use. She has been a perfect complement to our vital faculty, solidifying an already strong organization, opening up new avenues in the community and addressing important issues of long-term planning, both educational and logistic.

Building and site issues continue to pose a challenge. Our search for a site for a new school is at times frustrating, but the Board continues tirelessly to pursue this quest. One measure of success might be the number of people who volunteer time and expertise of every kind to the Site Committee. This is a constant reminder of our value to the community.

We will begin the new school year on solid educational and financial ground, with the knowledge that our biggest challenge is to find a permanent home for the school, and our biggest asset is a wonderfully energetic, committed, and capable faculty and administration, and a community that takes pride in our educational leadership.

Sincerely,

Heidi Jon Schmidt  
Chair, Board of Trustees

## **Cape Cod Lighthouse Charter School Mission Statement**

The mission of the Cape Cod Lighthouse Charter School is to foster intellectual development and academic achievement by providing a school centered around challenging interactive learning experiences that consistently bridge traditional disciplines.

Employing an interdisciplinary approach that utilizes the unique natural resources on Cape Cod and is developed and implemented with local resource partners, the school's approach breaks down the boundary between school and community, practical and theoretical. As students develop basic problem-solving skills while studying thematic units focused in large part upon these local resources, they will recognize that real life cuts across disciplines, combines the practical and theoretical, and can be enhanced through education.

Essential to the achievement of this mission is the establishment of a community of learning – a community built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance.

# School Profile

## ***Executive Summary***

The Cape Cod Lighthouse Charter School is a public middle school serving students in grades six, seven, and eight from throughout Cape Cod. It was one of the first 14 charter schools approved in Massachusetts and opened its doors in September 1995. CCLCS now has completed its thirteenth year of operation, its third year in its third, five-year charter.

Cape Cod Lighthouse Charter School has demonstrated success in its academic program. The program is well grounded in the Massachusetts frameworks and enhanced by a variety of creative and innovative strategies that reflect the philosophy of our mission and that are quantified in our Accountability Plan. Evidence of our success is presented here in the form of standardized test results, high school placements, summaries of student performance on curricular benchmarks, internal assessments and “authentic” achievements.

The Cape Cod Lighthouse Charter School is a viable organization. Governance is provided by a stable, active, and competent Board of Trustees guided by an established infrastructure, ensuring responsible management. The administrative structure is clear, with an executive director who has completed her first year at the school. Faculty members accept significant responsibility for decision-making and daily operations of the school, and turnover is minimal. Enrollment is strong with high demand for limited spaces; attrition is minimal. Financial operations are in full compliance with all applicable standards; financial management is responsible; and the school is financially stable.

The Cape Cod Lighthouse Charter School is faithful to its charter. Beyond academic achievement and intellectual development, the school is committed to experiential, project-based programs; integrated studies; utilization of community resources; environmental studies; and the development of ethical values. A careful reading of this report will reveal that school programs are anchored in these values and practices first delineated by the school charter.

As we continue to fulfill our third, five-year charter, we seek to continue to refine our program, to increase and diversify our dissemination activities, to become an exemplary charter school, and to achieve a position of leadership in middle school education.

## ***Summary of Educational Philosophy***

Cape Cod Lighthouse Charter School was founded in the belief that middle school students have a tremendous capacity to learn and that a school that is devoid of excessive bureaucracy, that is teacher driven, and that engages parents in the educational process can be highly effective.

The CCLCS philosophy, mission, culture, and curriculum are based on key concepts:

- Intellectual development
- Academic achievement
- Project based interactive or experiential learning
- Interdisciplinary or integrated studies

- Respect for and understanding of the natural environment
- Utilization of community resource partners
- An ethical community

The 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 reading and general music, 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.

Curricular contents and skills are coordinated with the Massachusetts frameworks but then approached in ways that draw relationships between the practical and the theoretical, engaging students in the process of discovery. When our students studied Shakespeare recently, they first saw a play performed by a professional touring group, participated in follow-up discussion groups, created models of an Elizabethan theater, then read the play in class and acted out parts of it in costume. A math class builds architectural models to learn about angles and areas, and a science class travels to a kettle pond to study water quality while another science class works with staff from the local natural history museum to collect field data designed to teach about the four major ecosystems on Cape Cod.

Technology instruction is embedded in the fabric of ongoing classes. A language arts class creates power point presentations; a social studies class researches on the Internet, an acting seminar produces a digital video of its performance.

All students participate in Seminars each of the three terms in the school year. Seminars offer new opportunities for intensive, interactive study of subjects rarely offered in a traditional middle school curriculum. Pin-hole photography, ham radio, quantum physics, and Atlantic Challenge rowing are typical examples. In addition, students benefit from a variety of other enrichment programs including ecological site visits, a whale watch, outdoor leadership training, the Sea Camps and White Mountains orientation programs, day trips to museums and artistic performances, and extended travel opportunities.

Student government provides opportunities for student leadership and gives students a voice in the decision making process. A variety of extra curricular activities, community service programs, and social events engage students beyond the academic program, and a competitive athletic program for seventh and eighth grade students includes soccer, field hockey, basketball, baseball, and softball.

### ***NCLB Report Card***

Cape Cod Lighthouse Charter School does not receive Title I funds and did not receive an NCLB Report Card in 2006-2007. Summary of Performance Relative to Accountability Plan Goals

## ***Organizational Viability***

### **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 as needed, 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 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 throughout the thirteen year history of CCLCS, with one minor exception. This spring, an eighth grade student was removed from his home on Cape Cod and moved several hundred miles away as the result of a custody matter. Even though there were students on the waiting list, the school chose not to fill the position, as the potential new student would have been at the school for less than two months before graduating.

**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 2007-2008 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 seven students applied for 72 available spaces 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 85 waitlisted students as of July 2008.

### **Academic Program Goals and Faithfulness to the School's Charter Student Performance Objectives**

***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 not met in the sixth grade ELA test (77 vs.79) , performances matched up evenly in the seventh grade ELA test (83) and the goal was met in the eighth grade ELA test (87 vs. 86).

**Measure 2: Each class of students will show persistent strength through maintaining grade level or above Normal Curve Equivalents 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.**

As seen in Table 4, the classes have maintained their strong academic standing as measured by their CAT test National Curve Equivalent performances. Changes greater than +/- 7 points are considered

significant. Thus students at CCLCS are maintaining their strong relative standing in English Language Arts. Following the advice of experts in test analysis, we are no longer analyzing Grade Equivalents, which are seen as an inferior measure to Normal Curve Equivalents.

**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 externally validated rubrics for oral presentations.**

One hundred percent of CCLCS students scored in the “proficient” range in school-developed rubrics for oral presentations.

**Measure 4: Students will demonstrate their ability to effectively write critical, creative, reflective, essay and poetic pieces, as evidenced by their performance on benchmark assignments assessed with externally validated school-developed rubrics.**

One hundred percent of CCLCS students scored in the “proficient” range on their writing pieces using school-developed rubrics.

In addition to these measures, in the 2007-2008 CCLCS Parent Survey, 93% of respondents expressed satisfaction with their child's language arts program, 7% of respondents were neutral, and no respondent expressed dissatisfaction.

***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 higher than the equivalent, weighted average scores in the sending districts.**

This goal was nearly met this year, reversing a disappointing relative performance last year. Our sixth graders outperformed the sending district by four points (69 vs. 65) after lagging behind by six points the year before. Seventh graders equalled the district performance (66), making up a 13 point deficit in the previous year's seventh grade performance. Eighth graders trailed the district by three points (57 vs. 60), closing a 10 point gap from the year before.

**Measure 2: Each class of students will show persistent strength through maintaining grade level or above Normal Curve Equivalents 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.**

As seen in Table 4, the classes have maintained their strong academic standing as measured by their CAT test National Curve Equivalent performances. Changes greater than +/- 7 points are considered significant. Thus students at CCLCS are maintaining their strong relative standing in Mathematics. Following the advice of experts in test analysis, we are no longer analyzing Grade Equivalents, which are seen as an inferior measure to Normal Curve Equivalents

**Measure 3: At least 15% of the eighth grade students will meet eligibility requirements for taking Geometry in the ninth grade at their receiving high schools.**

Fifty-three percent of eighth grade students meet the requirements to take Geometry in their receiving high schools.

**Measure 4: At least 75% of the eighth grade students from CCLCS will meet eligibility requirements for taking Algebra I at their receiving high schools.**

Eighty-eight percent of eighth grade students have met eligibility requirements to take Algebra I or higher placement at their receiving high schools.

In addition to these measures, in the 2007-2008 CCLCS Parent Survey, 92% of respondents expressed satisfaction with their child's math program, 7% percent of respondents were neutral, and 1% expressed dissatisfaction.

**Measure 5: At least 90% of students at each grade level will pass internally established, externally validated benchmark tests with a minimum score of 75%.**

One hundred percent of sixth graders met this goal, 99% (71/72) of seventh graders met this goal, and 97% (70/72) of eighth graders met this goal.

***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 higher than the equivalent, weighted average scores in the sending districts.**

This goal was met, as 50% of CCLCS students scored Advanced or Proficient against 49% from the sending districts.

**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%.**

Ninety-seven percent (70/72) of sixth graders met this goal, and 100% of seventh and eighth graders met this goal.

**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, externally validated rubric.**

Ninety-six percent (72 of 75) of students scored above 75% on this rubric. The three students who did not all scored between 70% and 74%.

**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.**

One hundred percent of eighth grade students met eligibility requirements for taking “honors” or “A” level science classes at their receiving high schools.

In addition to these measures, in the 2007-2008 CCLCS Parent Survey, 98% of respondents expressed satisfaction with their child's science program, 2% of respondents were neutral, and no respondent expressed dissatisfaction.

***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 higher than the equivalent, weighted average scores in the sending districts.**

There are no test results from which to make this comparison.

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

Ninety nine percent of sixth graders (71/72) met this goal, 96% (69/72) of seventh graders met this goal, and 100% of eighth graders met this goal.

**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.**

Ninety four percent of eighth graders met the eligibility requirements for taking “honors” or “A” level equivalent social studies classes at their receiving high schools.

In addition to these measures, in the 2007-2008 CCLCS Parent Survey, 98% of respondents expressed satisfaction with their child's social studies program, 2% of respondents were neutral, and no respondent expressed dissatisfaction.

***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 75% of the eighth grade students will meet eligibility requirements for taking second level French or Spanish in the ninth grade.**

Seventy two percent of eighth grade students who take a world language met eligibility requirements for taking second level world language in ninth grade.

**Measure 2: At least 15% of the eighth grade students will meet eligibility requirements for taking second level French Honors or Spanish Honors in the ninth grade.**

Twenty four percent of eighth grade students met eligibility requirements for taking honors level world language in ninth grade.

**Measure 3: At least 90% of students will demonstrate competency in written composition and oral communication by achieving the “proficiency” level on internally designed, externally validated rubrics.**

One hundred percent of seventh graders taking a world language met this goal, and 98% (64/65) of eighth graders taking a world language met this goal.

In addition to these measures, in the 2007-2008 CCLCS Parent Survey, 95% of respondents expressed satisfaction with their child's world language program, 4% of respondents were neutral, and 1% of respondents expressed dissatisfaction.

***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.**

This inventory has not been completed by the CCLCS Health Committee. One hundred percent of all students successfully completed physical education classes this 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 students in each grade 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.**

One hundred percent of students successfully satisfied the “proficiency” demands of the school’s visual arts rubrics.

In addition to these measures, in the 2007-2008 CCLCS Parent Survey, 85% of respondents expressed satisfaction with their child's language arts program, 15% of respondents were neutral, and no respondent expressed dissatisfaction.

### ***The Faithfulness of the School to the Terms of the Charter***

As a mature charter school just completing its thirteenth year of operation, the major tenets expressed in the school’s charter are clearly embedded into the framework of the daily practices evident in classrooms, administrative offices, and boardrooms.

The CCLCS charter calls for “*challenging, interactive learning experiences that consistently bridge traditional disciplines...implemented with local resource partners,*” and the need to “*foster intellectual development and academic achievement...strengthening basic skills.*”

The school’s mission statement calls for the school to employ “*an interdisciplinary approach that utilizes the unique natural resources on Cape Cod and is developed and implemented with local resource partners, (breaking) down the boundary between school and community...*” and the establishment of “*a community of learners.*”

The school has clearly continued to make progress in meeting these and other goals relating to the program’s faithfulness to the terms of our charter. Evidence is discussed below, mostly in the form of descriptions of programs and accomplishments.

In the 2007-2008 CCLCS Parent Survey, 96% of respondents agreed with the statement that “CCLCS fosters intellectual development and academic achievement through high standards,” while 4% of respondents were neutral and none disagreed.

## ***Bridging Traditional Disciplines***

The traditional boundaries existing between disciplines are frequently blurred by the curriculum and the activities used to teach it. This occurs in the daily classroom experience and through the school's seminar program. In the 2007-2008 CCLCS Parent Survey, 100% of respondents agreed with the statement that "CCLCS provides challenging, hands-on, interdisciplinary learning experiences." Often, projects used to bridge traditional disciplines also serve the mission element of "breaking down the walls" and working with local resource partners.

- **The Seminar Program** – The school's seminar program, a cross-grade and cross-discipline system of classes, is pivotal to the school's academic mission. All students participate in the seminar program, which is taught in eight to ten week bursts within all three terms, for 90 minutes twice a week. Taught by teachers and sometimes parents and community members, the seminar program allows teachers to connect with personal pedagogical passions outside of, or in combination with, traditional disciplines. The seminars also permit students a degree of choice to work in areas of interest or need that they would ordinarily not examine as closely within the regular curriculum. Seminars often incorporate work with a local resource partner, e.g., water quality experts from local water departments, naturalists from the Cape Cod Museum of Natural History, the Audubon Society, or the Cape Cod National Seashore, or area scientists, writers, and visual and performing artists. This close alliance with experts living and working in the surrounding communities further strengthens our academic program by providing students with opportunities to explore within their communities real-life applications of their learning. Frequently, the work begun in a seminar class carries over into an extracurricular activity that enhances the lives of teachers, students, and community members.
- **Water Quality Monitoring** – Students and teachers collect water quality samples from Lonnie's Pond in Orleans as part of the monitoring program overseen by the Pleasant Bay Alliance in this officially designated "Area of Critical Environmental Concern." Ours is the only one of 16 collection sites monitored by children, and collectors follow professional scientific protocol. The program began as a seminar in 1997, and has continued as a special program ever since.
- **Mock Trial Seminar** – Students involved in the Mock Trial Seminar compete each spring in the Southeastern Massachusetts Mock Trial Competition. This past year 16 students worked with local attorneys to train for competition against middle schools throughout Southeastern Massachusetts. Students honed reading, writing and speaking skills in preparation for the trials. CCLCS students have won the competition five out of the last six years, and were runners up the fourth year. The 2008 team won four out of five trials.
- **Japanese Homestay** – Every other year, the students who participate in the Seminar on Japan take part in the Japanese Homestay for up to two weeks during the summer vacation. The students visit Matsuyama-machi, a town located in northwest Japan. While there, the students stay with Japanese families, eat Japanese food, and participate in cultural events, including a Japanese tea ceremony and meditation in a Buddhist temple. In alternate summers, students from the same community in Japan are hosted here with students and their families, for an introduction to American customs, culture, and the environment of Cape Cod. Our school hosted 10 Japanese visitors in August 2006. In addition, the CCLCS community hosted a Japanese teaching intern, from April 2006 through May 2007. During the summer of 2007, eight students and two teachers from the school visited Japan. This summer (2008), nine students and two adults from Japan will visit Cape Cod.

- **Community Service Seminar** – For several years, students have participated in community service seminars in which they work on such projects as planting gardens and doing yard work for the elderly, and reading and providing entertainment at senior centers. The group continued its tradition of planting geraniums at the graves of local service veterans in advance of Memorial Day. This year students made puzzle pins to raise money for and awareness of autism. Three other seminars worked on art and service projects with local nursing homes.

### ***Working with Local Resource Partners***

The school maintains partnerships with several local agencies. Two major outcomes have emerged from these partnerships. First, the partnerships link theoretical classroom study with onsite field research, enriching students and the learning process. Second, the surrounding communities benefit from the scientific studies and cultural undertakings of the school's teachers and students. In the 2007-2008 CCLCS Parent Survey, 92% of respondents agreed with the statement that “CCLCS maintains relationships with local resource partners that provide unique learning opportunities,” while 8% of respondents were neutral and none disagreed. Below are descriptions of local resource partners and the jointly shared learning experiences.

- **Big and Small Puppetworks**- This year students from the school's select chorus participated in a major performance of “Missa Gaia” in conjunction with the Puppetworks. Art students created set props, and a few students and teachers served as performers in the play.
- **Cape Cod Museum of Natural History** – This relationship continued to mature during the 2007-2008 school year, mainly through the ongoing sixth grade site visit project. This past summer museum and school staff decided to keep the program moving forward after last year's successful pilot experience. The curriculum developed last year was used to direct this year's monthly field experiences at the museum. A standing steering committee continues to oversee this partnership.
- **Cape Museum of Fine Arts** – Every year the seventh and eighth grade classes begin the school year with a visit to the museum. Taking a field trip during the first week of school reinforces our commitment to a "community of learning." The exhibitions on view stimulate and initiate writing and visual arts projects in our curriculum. Throughout the year, art, science, and writing classes view shows at the museum. It is the art teachers' goal that students and their families become familiar with art museums and initiate trips of their own.
- **Cape Repertory Theater** –This winter the Theater hosted the school's second annual school musical, “Bye, Bye, Birdie.” Members of the theater group lent their expertise with staging, sets, lighting, costumes. The partnership ended with four standing room only performances.
- **Fine Arts Work Center** Artists-In-Residence from the Provincetown Fine Arts Work Center presented units to all CCLCS art classes and presented a poetry unit to Language Arts classes.
- **Coyote Study** – Peter Trull and his Naturalist Club invited local residents to phone in coyote sightings this spring. Members of the club then interviewed callers and collected data on time of day, location, behavior observations. The data is being mapped to form a picture of coyote den site areas from Harwich to Provincetown.
- **Cornerstone Project** - This past spring students and teachers began a collaboration with local surveyors, architects, archaeologists, attorneys and scientists in order to test a hypothesis about the way that the Pilgrims set the original town boundary lines on Cape Cod. Students and teachers presented their findings at a public forum in Wellfleet along with noted author William Martin and

others. The school has applied to the Massachusetts Bureau of Underwater Archaeological Research for a special use permit to proceed with original research on the project.

### ***A Community of Learning***

One of the unique aspects of our school's curriculum is the way student learning is embedded in the concept of community. The charter states: *"Essential to the achievement of our mission is the establishment of a community of learning – a community built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance."* "... *Lighthouse School will be a focus for activities which involve parents and community members, as well as teachers and students, in the education of our younger citizens."*

Through the following all-grade or all-school activities, the concept of community has been constantly strengthened:

- **Nature's Classroom** For the second consecutive year, the 6th grade class spent a week in New Hampshire, camping together in cabins, hiking, and studying ecology and the environment in their 326-acre "classroom" of wetlands and deciduous forest. The activities emphasized teamwork and bonding-- a great way for the new class to begin their CCLCS careers.
- **All-School Overnight at Cape Cod Sea Camps** – In October, the entire school community participates in an overnight camping experience at the Cape Cod Sea Camps nearby in Brewster. The primary purpose of the overnight is to foster a sense of community early in the year. Over two days and one night, students are randomly grouped across grade levels so they become familiar with teachers and students in different grades. Parents assist as group leaders, and all family members are invited to a spaghetti dinner. Teachers lead the morning and afternoon activities, a mix of academic and recreational activities revolving around a central theme.
- **The School's Interscholastic Sports Program** – Built and sustained by parent volunteers, the school's interscholastic sports program has become an integral part of school life for many students. Nearly half of the eligible (grades 7 and 8) student body plays on the school's girls' and boys' soccer, basketball, baseball, softball and field hockey teams. The school has a policy of "no-cuts" so that all students who desire to play a sport can use these middle school years to become proficient. Parents support the teams through coaching, driving vans, and helping out with practices. The school pays a teacher a stipend for taking on the responsibility of athletic director, and hosts a weekend basketball tournament for 10 area middle schools each winter. Having the teams has provided the school with a visible identity in the surrounding communities and has instilled additional pride in students for their school. Students become closer with peers and learn values such as sportsmanship, responsibility, and how to be an integral part of a team. It also builds qualities such as perseverance and integrity that assist students with their academics.
- **Extracurricular Activities** – The school offers many activities after school: ***Roots & Shoots*** is an environmental club that not only raises money for environmental concerns, but also sends students and chaperones to attend the North American Youth Summit each year. The students return ready to help others learn respect for the environment and all living things. This year five students from the club were selected to discuss the school's service work at a Congressional reception in Washington, D.C., and to participate in a three-day Youth Action Summit. For the 10<sup>th</sup> consecutive year, Roots & Shoots club members coordinated the International Coastsweep coastal cleanup at Nauset Beach in Orleans. Ten students were invited to participate in discussion groups at the United Nations for International Peace Day in September. ***Science Club***, a subset of Roots & Shoots, affords students the opportunity to do field research, most recently on three projects: coastal erosion, water quality

monitoring, and salt marsh studies. *The Cape Cod Youth Council on Sustainability* includes CCLCS students, alumni and others from all over Cape Cod. This past year the Council awarded its second annual Sustainable Small Business Award to a design firm from Hyannis. Other extracurricular activities are *Art Club, Mountain Biking Club, Naturalist Club, and Walkers/Runners Club*. At any time, students or parents can propose the formation of a new team or club. In recent years, this process led to the formation of a field hockey team. All of these activities provide additional ways for students to become members of their school community.

- **Eighth Grade Class Trips** – The eighth graders participate in a number of activities reserved especially for their final year. In the fall, they journey to the White Mountains for a two-night camping and backpacking trip for environmental study with their teachers and Appalachian Mountain Club staff, and a "winter conditions" stay in an A.M.C. hut. In the spring the students travel for five days to Gettysburg and Washington, D.C., for firsthand, in-depth experience at the sites where so much of their study of American history, particularly the Civil War, took place.
- **Student as Community Member** – The concept of community is stressed to students within the school day. All indications are that most students understand and value the notion. Few serious behavior problems exist. There is very little vandalism. Class meetings are used as one means to discuss issues and solicit student opinions on how to rectify a problem. Security of personal belongings is not much of a problem in the school. Students have open cubbies instead of lockers, and in spite of their unsecured nature, there have been very few thefts. Each morning students meet in homeroom groups to discuss issues and to review daily activities. The School maintains an active elected student government group. This year the student government launched the "Charter Cares" initiative. Through this program, students held fundraising events for four former students who were suffering hardships due to accidents, a house fire and an illness.

### ***Innovative Teaching Strategies***

CCLCS teachers constantly use space, the curriculum, and community resource partners to provide highly innovative ways of presenting their subject matter. Several examples are described below:

- **The School's Physical Education Program** – The nontraditional school space has spawned nontraditional programs. For example, in lieu of a school gym, the physical education program takes place mostly in the larger community. The program emphasizes mastery of lifelong, healthy, recreational activities. Students not only learn traditional games like soccer and basketball, but also have courses in biking, squash, fast walking, self-defense, aerobics, weight lifting, and cardiovascular training. After-school and summer PE programs have introduced students to kayaking, mountain biking, and running.
- **Seventh Grade Social Studies** - "Imperial Scrapbook Project" helps students "think like historians" while studying ancient Rome. As part of their project research, they consider the emperor's impact on Rome's economy, military conquests or losses, international relations, patronage of the arts, changes in government, and so on. Once students have synthesized the relevant information and have developed an understanding of the emperor's role within Rome's history, they must then write a narrative in the first person, thus creating an authentic, "primary resource." By writing from the perspective of the emperor in the first person and creating artifacts and souvenirs, students will truly understand the importance of primary sources to the historian and how the use of secondary sources alone is not an effective way to study.

- **Eighth Grade Social Studies** – Every spring, eighth grade students participate in the Town Meeting of the town in which they reside. Prior to Town Meeting, the students examine the warrant and choose specific articles to support. At Town Meeting students conduct surveys and sometimes are permitted to address Town Meeting about a particular article. This past year student work was a key component of important votes in Wellfleet and in Eastham. Two students in Wellfleet were credited in a local newspaper with “turning the tide” in favor of a community-oriented article, and two eighth graders from Eastham won awards from the Eastham Historical Society for their local research.
- **Art** – The art teachers have developed a curriculum that encompasses different ways of learning: viewing (visiting art galleries to view art); writing to describe a visual experience or to develop a visual project; painting from life/what you see; constructing/ painting from the imagination; making an environment, or a 3-D space, with mixed media. Community Arts Education projects this year included: 6th Grade Art Exhibit at **Epoch Assisted Living in Brewster**.
- **Music** – Under the direction of the school’s music director, the select chorus participated again this year in collaborative performances with the acclaimed Chatham Chorale and the Cape Symphony Orchestra.
- **Technology** – At CCLCS, technology is integrated into all facets of the school. Students use spreadsheets in math and science classes and convert data into usable graphs; create databases for storage and dissemination of information; use digital cameras for an art class and manipulate the images using various effects; word process; create brochures and newsletters; scan images; save and retrieve files to and from the network; create web pages for both personal sites and the school site; and use the Internet for research purposes and online projects such as Journey North. We have a bank of computers in one classroom for group training, at least one computer cart of 10 laptops "floating" per grade. Additionally, we have a scanner and color printer, both transportable. A network coordinator maintains hardware, software, the network, and administrative databases. Technology is maintained as needed and teachers explore many different types of technology as they become more comfortable with integrating technology into their curriculum.
- **Science** – Examples of student participation in scientific fieldwork are mentioned throughout this report, and are a key component to the science education at CCLCS.

### ***Dissemination***

Staff, students, Board members and CCLCS alumni have remained active in identifying and disseminating best practices during the past year. Evidence of dissemination exists across the curriculum and in a variety of venues, bringing rich and powerful examples of excellence to regional educators and districts.

## **Fine Arts**

Select chorus took part in several inter-generational concerts in the local area.

Students and staff led an intergenerational clay workshop seminar in collaboration with Brewster Council on Aging.

The sixth grade held an Art Exhibit at Epoch Assisted Living, Brewster.

Several staff members participated in a Faculty Exhibit/Curating Session by at the Provincetown Art Association Museum.

The sixth grade held an Art Exhibit at the Cultural Center of Cape Cod, South Yarmouth.

Faculty and students led a Side-by-Side Clay seminar with the Orleans Senior Center.

## **Science**

Many of the school's environmental works are carried out through the Roots & Shoots Club, an affiliate of the Jane Goodall Institute (JGI). Students at CCLCS started the first Roots & Shoots chapter on Cape Cod, and as CCLCS alumni have moved on to their respective high schools they have started their own chapters. There are now 10 Roots & Shoots chapters on Cape Cod, all directly resulting from dissemination by CCLCS teachers, students or alumni. This past year students from our school made presentations on promoting youth activism at the New England Regional Summit. Two school alumni currently serve on the JGI National Youth Leadership Council and two alumni serve on the New England Youth Leadership Council.

Renewed partnership with the Cape Cod Museum of Natural History resulted in educational programming, site visits, lecture series and exhibitions that were organized by museum staff, local community, CCLCS faculty, and 6th grade classes.

## **Social Studies**

Collaboration with Bristol County District Attorney's Office to create Mock Trial competitions for middle schools in Southeast Massachusetts (our students are current champions).

Eighth grade Town Meeting projects require student participation in local town meetings to support select agenda items through editorial letters, and participation in meetings.

CCLCS resident Japanese intern brought cultural lessons to two local school districts this past year.

Seventh Grade unit on the Holocaust was highlighted in Teaching Tolerance Magazine and in online website.

## **Language Arts**

The eighth grade Language Arts teacher partnered with the Brewster Ladies' Library for a library 2.0 seminar. Included teaching the community new technological tools for interfacing with the library and library community, redesigning the teen room, helping to select books, and volunteering at gaming night. The Writer-in-Residence conducted poetry workshops at Orleans Elementary School and Cape Cod Vocational High School.

## **Math**

CCLCS math department has been working collegially with the local town district to share best practices, develop curriculum links, and strengthen programming across the middle schools in readiness for transition to high school.

## **Papers/Presentations**

Joan Barnatt

Project adviser for text, dvd, and website:

The Asian Society. (2007) *Interweaving Cultures: Islam in Southeast Asia: A Guide for Teachers and Students.*

Joan Barnatt, Project Adviser

The Asian Society, (2007). *Creating a Chinese Language Program in Your School: An Introductory Guide.* New York.

In press:

Cochran-Smith, M., Jong, Shakman, D., Barnatt, J., & K., C., Terrell, McQuillan, P. (2008). *Reclaiming teacher quality: The case for social justice.* *American Journal of Education.*

Barnatt, J. (2008, March). *But are they learning? Pre-service teachers' use of inquiry focused on student outcomes.* Paper presented at American Educational Research Association Annual Meeting, New York, NY.

Barnatt, J (2008, April). *Teacher inquiry and pupil learning.* New England Educational Research Organization, Hyannis, MA.

Garran, Daniella. "Implementing Project-Based Learning to Create Authentic Resources: The Egyptological Excavation and Imperial Scrapbook Projects at the Cape Cod Lighthouse Charter School," *The History Teacher.* May 2008 (Published by Society for History Education, The History Teacher California State University, Long Beach).

This dig was funded by the Biblical Archaeological Society and included the following blog. <http://www.findadig.com/blog/28> This would also technically qualify as a partnership with the Bulgarian Archaeological Association.

“The Cornerstone Challenge” public forum, Wellfleet Public Library, July, 2008 – Science teacher Paul Niles served on the panel along with authors William Martin and Seth Rolbein.

## **School-wide Efforts**

Weekly articles in The Cape Codder newspaper highlight best practices in CCLCS curriculum.

## **Summary of External Standardized Test Results**

CCLCS administers the full battery of state mandated MCAS tests in addition to reading, language arts and math assessments from the California Achievement Test, 5<sup>th</sup> Edition (CAT-5) each spring. Student performance on these tests demonstrates that the challenging academic program at CCLCS is an unqualified success. CCLCS continues to outperform the state averages in all grade levels and ranks

competitively amongst Cape Cod districts. Historically achievement has been especially strong in Language Arts and Science/ Technology. This year the math scores were dramatically improved at every grade level.

**Table 1** summarizes MCAS test results for students in each performance category. Notable areas of success include the reduced percentage of students in the warning category for sixth grade math and eighth grade Science/Technology, as well as overall strong ELA performances. Areas of concern are discussed after Table 2.

**Yearly Comparative Analysis of MCAS Results by Average Scaled Scores or Proficiency Index**

Grade 6 Math						
Year	n	% A	% P	% NI	% W	SS
2001	57	11	37	37	14	238
2002	59	20	41	31	37	243
2003	60	5	33	42	37	n/a
2004	60	25	32	30	13	n/a
2005	59	18	45	20	17	n/a
2006	68	25	54	19	1	N/a
2007	68	41	28	25	6	
Grade 6 English LA						
Year	n	%A	%P	%NI	%W	
2006	68	25	54	19	1	
2007	68	15	62	24	0	
Grade 7 English LA						
Year	n	% A	% P	% NI	% W	SS
2001	53	15	66	13	6	248
2002	59	8	69	22	0	246
2003	60	12	77	12	0	n/a
2004	60	7	70	23	0	n/a
2005	60	12	70	17	2	n/a
2006	65	20	60	14	6	N/a
2007	68	21	62	15	3	
Grade 7 Math						
Year	n	%A	%P	%NI	%W	
2006	68	13	35	32	19	
2007	68	28	38	19	15	
Grade 8 Math						
Year	n	% A	% P	% NI	% W	SS
2000	56	7	39	38	14	236
2001	57	21	42	32	5	245
2002	57	16	26	39	19	n/a
2003	59	12	37	42	8	n/a

<b>2004</b>	60	30	40	23	7	n/a
<b>2005</b>	60	17	33	35	15	n/a
<b>2006</b>	60	10	40	32	18	N/a
<b>2007</b>	68	22	35	22	21	
<b>Grade 8 English LA</b>						
Year	n	%A	%P	%NI	%W	SS
<b>2000</b>	56	2	86	11	0	246
<b>2001</b>	57	5	91	4	0	251
<b>2006</b>	57	23	72	5	0	N/a
<b>2007</b>	68	25	62	12	1	
<b>Grade 8 Science and Technology</b>						
Year	n	% A	% P	% NI	% W	SS
<b>2000</b>	59	8	36	41	15	240
<b>2003</b>	56	4	59	30	7	n/a
<b>2004</b>	60	17	47	32	5	n/a
<b>2005</b>	60	8	40	40	12	n/a
<b>2006</b>	60	3	40	50	7	N/a
<b>2007</b>	68	0	50	41	9	

**Table 2: Yearly Comparative Analysis of MCAS Results by Proficiency Index**

<b>2003 Proficiency Index</b>	<b>Gr. 6 Math</b>	<b>Gr. 7 ELA</b>	<b>Gr. 8 Math</b>	<b>Gr. 8 Sci/Tech</b>
CCLCS	69.6	96.7	76.7	73.7
Composite	69.2	88.6	67.5	67.2
State	68	85.2	63.2	61.7
<b>2004 Proficiency Index</b>	<b>Gr. 6 Math</b>	<b>Gr. 7 ELA</b>	<b>Gr. 8 Math</b>	<b>Gr. 8 Sci/Tech</b>
CCLCS	78.8	92.5	86.8	87.1
State	68.4	86.4	65.0	62.7

<b>% Advanced + Proficient (2005)</b>	<b>CCLCS</b>	<b>Composite</b>	<b>State</b>
Grade 6 Math	63	64	46
Grade 7 ELA	82	82	66
Grade 8 Math	50	47	39
Grade 8 Science	48	45	33

<b>% Advanced + Proficient (2006)</b>	<b>CCLCS</b>	<b>Composite</b>	<b>State</b>
Grade 6 Math	58	64	46
Grade 6 ELA	79	74	64
Grade 7 Math	48	61	40
Grade 7 ELA	80	84	65
Grade 8 Math	50	60	40
Grade 8 ELA	95	85	74
Grade 8 Science	43	48	32

<b>% Advanced + Proficient (2007)</b>	<b>CCLCS</b>	<b>Composite</b>	<b>State</b>
Grade 6 Math	69	65	52
Grade 6 ELA	77	79	67
Grade 7 Math	66	66	46
Grade 7 ELA	83	83	69
Grade 8 Math	57	60	45
Grade 8 ELA	87	86	75
Grade 8 Science	50	49	33

In 2005 and 2006, analysis of CCLCS scores against the composite sending districts were completed by school personnel using weighted averages calculated by using actual percentages from the sending districts. In 2007, data was taken from an analysis done by the Massachusetts Charter Public School Association's Community Partners Initiative. Table 2 shows dramatic improvements in CCLCS' comparative performances as compared to the previous year. In 2006, CCLCS was outperformed by the composite district in five out of seven categories, but in 2007, CCLCS outperformed or equalled the composite district in five out of seven categories. CCLCS' proficiency index improved 11 points in 6<sup>th</sup> grade math, 18 points in 7<sup>th</sup> grade math, and seven points in both 8<sup>th</sup> grade math and 8<sup>th</sup> grade science. As noted in last year's annual report, school staff initiated a new MCAS results protocol in 2006, leading to a more specific identification of areas of relative strengths and weaknesses. This, in turn, led to a fine tuning of several curricular units. Although it is logical to assume that the 2007 improved results stem from these changes, staff understands that our small cohort sizes lead to natural variability from year to year that may be independent of program elements.

Department analysis of 2007 results yielded the following conclusions and action steps:

**Grade 6, 2007 MCAS Math**

**Conclusions:**

1. Relatively strong performance in all topic areas, with particular strength in measurement, geometry, data analysis, statistics and probability

**Action Plan:**

1. Explicitly review short answer question strategies with students
  2. Review number line and prime number concepts with students

## **Grade 6, 2007 MCAS ELA**

### **Conclusions:**

1. Generally strong performance overall
2. Strongest performance in Language area
3. OR questions continue to be area of greatest need for improvement
4. Students demonstrated a range of support needs on MC items including: Poetry, Elements of Fiction and Non-Fiction, and Dramatic Literature.

### **Action Plan:**

1. Provide additional support and practice with OR items
  - A standard template/rubric has been established for use.
  - ELA teachers will review the curriculum plan across grade levels to target specific areas where additional OR questions will be used to support the development of these skills.
  - Teachers across the curriculum areas will work to identify units where OR questions can be embedded into the curriculum in nonfictional contexts.
2. Students require support in identifying elements of various genres.
  - Curriculum review will be conducted to determine if students are being exposed to the full range of genres.
  - Poetry selections will be interspersed with other units throughout the school year, to support students' abilities to provide concrete and interpretive responses.
  - A full unit on poetry with the writer-in-residence will be re-engineered to specifically target interpretive elements of poetry.

## **Grade 7, 2007 MCAS Math**

### **Conclusions:**

1. Relatively strong performance on Number sense and Operations
2. Strongest performances on patterns, Relations & Algebra; Geometry & Data; Statistics & Probability
3. Strong performance on open response questions.
4. Weaker performance on short answer questions

### **Action Plan**

1. Explicitly review short answer question strategies with students
2. Review and reinforce measurement concepts with student

## **Grade 7, 2007 MCAS ELA**

### **Conclusions:**

1. Overall strong performance, as compared to state averages
2. Strongest performance in the areas of Language and Standard English Usage.
3. Strong performance on multiple choice formats, as compared with other question forms.
4. Open response question continue to be the area with greatest need for improvement, consistent with state level findings for all students.
5. Target areas for improvement on multiple choice responses identified two items that were below standard, though there was no apparent pattern to be discerned. Students demonstrated good performance overall.

### **Action Plan:**

1. Students will receive additional support and practice with Open Response Items.
2. A standard template/rubric has been established for use.

3. ELA teachers will review the curriculum plan across the grade levels to target specific areas where additional open response questions will be utilized to support the development of these skills beginning in 6th grade.
4. In 8th grade, in particular, open response questions will be regularly integrated into ELA guided reading activities through the school year.
5. Team teachers (teachers across curriculum areas and Special Educators) will work collaboratively to identify units where open response questions can be embedded into the curriculum in nonfiction text.

### **Grade 8, 2007, MCAS Math**

#### **Conclusions:**

1. Relatively strong performances on Patterns, Relations and Algebra, Measurement, and Short Answer formats.
2. Weaker performances on Number Sense and Operations, Geometry, and Data Analysis, Statistics and Probability.

#### **Action Plan:**

1. Review Curriculum coverage of number sense and operations, Geometry, Data Analysis, Statistics and Probability including an item-by-item analysis of student performance on these questions on the test to identify specific areas of weakness in the curriculum.

### **Grade 8, 2007, MCAS Science**

#### **Conclusions:**

1. Improved performance on OR questions
2. Best MC performance in physical science, not as strong in earth, life

#### **Action Plan:**

1. Continue successful strategies for OR questions
2. Review curriculum to address earth and life science performances.

### **Grade 8, 2007, MCAS ELA**

#### **Conclusions:**

1. Overall a strong performance
2. Strongest performance on multiple choice formats
3. Open response question continue to be the area with greatest need for improvement, consistent with state level findings for all students.
4. Target area identified for improvement on multiple choice responses was in Non-fiction where four of the item responses were below standard.

#### **Action Plan:**

1. Students require additional support and practice with Open Response Items.

A standard template/rubric has been established for use.

ELA teachers will review the curriculum plan across the grade levels to target specific areas where additional open response questions will be utilized to support the development of these skills beginning in 6th grade.

In 8th grade, in particular, open response questions will be regularly integrated into ELA guided reading activities through the school year.

Eighth grade team (teachers across curriculum areas and Special Educators) will work collaboratively to identify units where open response questions can be embedded into the curriculum in nonfiction text.

2. Teachers will examine curriculum at a team level to identify places in all content areas that provide

opportunities to respond to nonfiction text as a part of regular classroom activities. Particularly in science and social studies, teachers will target passages for comprehension checks.

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**Table 3: 2006 CCLCS Student MCAS Performance  
Ranked Against All Other Cape Cod Schools (% Advanced & Proficient)**

Spring '06 MCAS Cape Comparisons

6 ELA		6 Math	
Chatham	86	Nauset	76
Nauset	85	Wing	74
Wing	80	CCLCS	69
Harwich	78	Falmouth	67
Forestdale	77	Barnstable	63
CCLCS	77	Wixon	61
Mashpee	76	Harwich	59
Barnstable	75	Oak Ridge	58
Bourne	74	Chatham	57
Falmouth	74	Mattacheese	54
Oak Ridge	72	Forestdale	54
Mattacheese	72	Bourne	52
Wixon	72	Provincetown	44
Provincetown	63	Mashpee	41

2007: 5 of 14  
2006: 6 of 14

2007: 3 of 14  
2006: 7 of 14  
2005: 6 of 15  
2004: 9 of 15  
2003: 10 of 15

7 ELA		7 Math	
Wing	93	Nauset	82
Nauset	90	Wing	75
Forestdale	90	CCLCS	66
Chatham	88	Barnstable	60
Oak Ridge	87	Chatham	60
CCLCS	83	Oak Ridge	60
Mattacheese	80	Bourne	58
Barnstable	79	Forestdale	57
Harwich	79	Falmouth	57
Bourne	76	Provincetown	50
Falmouth	76	Mattacheese	49
Wixon	66	Harwich	47
Provincetown	59	Wixon	34

2007: 6 of 13  
2006: 5 of 14  
2005: 5 of 14  
2004: 8 of 14  
2003: 1 of 14

2007: 3 of 13  
2006: 8 of 14

8 ELA		8 Math		8 Sci/Tech	
Wing	93	Wing	88	Nauset	65
Nauset	92	Nauset	77	Wing	54
Oak Ridge	91	Oak Ridge	76	Chatham	53
CCLCS	87	Chatham	62	CCLCS	50
Forestdale	85	Forestdale	60	Oak Ridge	48
Provincetown	85	CCLCS	57	Barnstable	39
Falmouth	85	Barnstable	55	Wixon	39
Harwich	82	Bourne	54	Bourne	36
Barnstable	80	Falmouth	54	Mattacheese	36
Mattacheese	79	Wixon	48	Falmouth	35
Wixon	76	Mattacheese	45	Harwich	32
Bourne	73	Provincetown	43	Forestdale	30
Chatham	71	Harwich	33	Provincetown	29
2007: 4 of 13		2007: 6 of 13		2007: 4 of 13	
2006: 1 of 14		2006: 7 of 14		2006: 7 of 14	
		2005: 5 of 14		2005: 3 of 14	
		2004: 1 of 14		2004: 1 of 14	
		2003: 6 of 14		2003: 5 of 14	

**Table 4: CAT/5 Cohort Analysis – National Curve Equivalent- NCEs**

<b>Class of 2005</b>			
	<b>2003</b>	<b>2004</b>	<b>2005</b>
Reading	59.1	64.8	67.6
Language Arts	60.7	62.5	63.5
Mathematics	60.3	60.0	64.7
<b>Class of 2006</b>			
	<b>2004</b>	<b>2005</b>	<b>2006</b>
Reading	59.7	65	67.9
Language Arts	62	60.7	61.9
Mathematics	62.2	61.7	62.8
<b>Class of 2007</b>			
	<b>2005</b>	<b>2006</b>	<b>2007</b>
Reading	63.8	64.8	62.3
Language Arts	64.3	60.3	55.6
Mathematics	61.2	59.1	60.7

Class of 2008			
	2006	2007	2008
Reading	64.7	67.2	67.6
Language Arts	65.3	66.2	60.8
Mathematics	67.4	65	64.1

Class of 2009			
	2007	2008	2009
Reading	64.4	65.4	
Language Arts	68.1	65.4	
Mathematics	66.5	68.4	

Class of 2010			
	2008	2009	2010
Reading	61.1		
Language Arts	65.1		
Mathematics	59.8		

Table 4 shows student progress in the three years that each class was enrolled at CCLCS for every cohort class since 2005. These tests show that students perform significantly above national norms on these tests, and that students maintain their strong standing throughout their three years, indicating that they are making adequate yearly progress.

### **Summary of Internal Assessment Results**

Internal assessment is based on specific **student performance benchmarks** for each academic discipline at each grade level, student “**authentic achievement**” performance, and **high school placements**.

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 founding 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. 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, instructions for activities, handouts, assessments and rubrics used in each unit.

These curricula are updated as teachers make minor adjustments each year, and generally undergo major review with each re-chartering cycle. In the summer of 2004, each teacher completed a thorough update of the curriculum to ensure appropriate alignment with the state frameworks and the school

mission, and to review unit pacing guidelines. In the fall of 2007, the school's curriculum coordinator conducted an audit of each teacher's curriculum notebook and electronic database.

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. In the spring of 2006, a new policy was instituted calling for a child study meeting in the event that a student receives a failing grade in any one term. On two occasions this past school year, these meetings resulted in the formation of Student Success Plans that led to significant changes in the approach to each student's program. Each student went on to improve his/her performance significantly.

Benchmarks have been developed for each major unit for each core discipline, and students must demonstrate mastery of these benchmarks before they progress to the next unit. Depending on the unit, these benchmarks can take the form of specific content benchmarks or skill based performance benchmarks. For example, students need to prove they understand key concepts in geography on a sixth grade social studies test, and they cannot leave that unit behind until they demonstrate that they can pass the benchmark section of this geography test. In addition, all students in the eighth grade must prove they can write a coherent, independent four-paragraph essay. If a student does not pass a specific benchmark, teachers give extra help to these students during tutorial time, before school, or after school. The students are then given additional chances to demonstrate mastery of the concept or skill.

Since its implementation, the benchmark system has been very successful. Students have worked hard to meet these benchmarks, and teachers have outlined the key concepts and skills for students to master within each discipline. Although we do not currently aggregate statistics on student benchmark performance for each specific benchmark, individual student records are kept in each teacher's grade book, and performance is often referenced in the narrative section of each student's term ending progress report.

Comprehensive internal assessment occurs from within the structure of the school's extensive grading system. Though students are given letter grades, they also receive extensive narratives from individual teachers that describe specific concerns and areas of progress. After receiving these progress reports, students and parents are expected to respond to these reports in written form. Grades are based on class participation, homework, project work, and test and quiz performance.

School-wide rubrics have been developed for grading different types of assignments. There are core rubrics for grading essays, lab reports, long-term projects, and oral presentations. Students can see how they progress through these rubrics, and teachers can assure a progressive intensification of the curriculum from sixth through eighth grade.

Aggregate student performance on internal assessments is detailed in the Accountability Plan section of this Annual Report.

## High School Placement

One measure of student achievement is the high school placement level for each student in each core subject. Placement is handled differently for each receiving school and for each subject. Students attending Nauset Regional High School (n=46, or 64%) are placed through a combination of middle school grades and teacher recommendations, informed by placement tests in history, English language arts and world languages. Students attending Cape Cod Regional Technical High School (n=9, or 13%) are placed based on spring placement exams. All students attending the Sturgis Charter School (n=11, or 15%) follow a course of studies that prepares them for an International Baccalaureate Degree. We assign class placement values to these students and students attending other schools (n=6, or 8%) based on teacher recommendations informed by the students' relative standing to other graduating students. Honors level placement represents an accelerated program, "A" level represents a college preparatory class, and "B" represents a remedial level. The table below summarizes the placements of CCLCS students from the eighth grade class of 2008:

	HONORS	"A" LEVEL	"B" LEVEL	NO PLACEMENT
SCIENCE	47% (n=34)	53% (n=38)	0%	0%
MATH	53% (n=38)	35% (n=25)	12% (n=9)	0%
LANGUAGE ARTS	35% (n=25)	58% (n=42)	7% (n=5)	0%
HISTORY	31% (n=22)	63% (n=45)	7% (n=5)	0%
WORLD LANGUAGE	24% (n=17)	42% (n=30)	25% (n=18)	10% (n=7)

## Governance Profile

Cape Cod Lighthouse Charter School is governed by a self-perpetuating Board of Trustees. The bylaws allow for 17 members including the Executive Director and two faculty members elected by the staff. The Board meets monthly except in July, typically from 6 to 8 p.m. In July 2008 the Board voted to change regular monthly meetings from the third Monday of each month to the fourth Monday beginning August 2008. Special meetings are called as necessary. All meetings are posted in compliance with open meeting laws and are conducted in accordance with public meeting laws and follow a Robert's Rules of Order format. Agendas and attachments are mailed the week before each meeting.

Officers of the Board include a Chair, Vice-Chair, Secretary, and Treasurer. Standing committees include an Executive Committee, comprised of officers and committee chairs; a Nominating Committee; a Finance Committee chaired by the Treasurer; and Personnel Policies Committee. Special purpose committees include the Legislative Advisory, the Site Committee, and the Bylaw Revision Committee. In January 2000, the Board created a separately incorporated 501( c ) 3 Educational Foundation with an independent Board of Trustees in order to encourage advocacy, volunteerism, and philanthropic support for the school. The Foundation Board functions in lieu of a Development Committee of the school's Board of Trustees. Committees typically meet monthly or on an as-needed basis, and the agenda for each full Board meeting includes reports from each of the committees.

Members of the Board are elected for terms of three years and may be reelected once. Board tenure coincides with the July 1 - June 30 fiscal calendar; openings which occur in the middle of a term are

filled as soon as possible to maintain a nearly full complement of active Trustees. Nominations are sought from a variety of sources including faculty and parents. The Nominating Committee works to maintain a diversity of skills, interests, representation, and opinion on the Board and particularly has sought to assure legal and financial skills representation as well as experience in education. Once potential trustees and officers have been identified, the Nominating Committee meets with prospective candidates, then submits a slate for election by the full Board. Officers are elected for terms of one year and may be reelected at the pleasure of the Board. The Board held its Annual Meeting in June, elected officers for the coming year and begins 2008-2009 with a full complement of 17 trustees.

### ***List of Members of Board of Trustees***

**Scott Barron**

**February 2008-June 2010**

Orleans, MA

Founding Board Member/parent

**William Bogdanovich**

**November 2007-June 2010**

Brewster, MA

Nursing Home Executive/parent

**Daniel Dray**

**November 2006-June 2009**

Centerville, MA

Economic Development Director/parent

Public Relations Committee

**Stefanie Fournier**

**March 2007-June 2010**

Brewster, MA

CPA

Treasurer, Board of Trustees

Finance Committee

**Daniella Garran**

**September 2007-August 2008**

Marstons Mills, MA

7th Grade Social Studies Teacher

Faculty Representative

**Kathleen Grenon**

**July 2005-June 2008**

Orleans, MA

Banking

Finance Committee

**Catherine Graham**

**July 2005-October 2007**

Harwichport, MA

Former CCLCS Math Teacher

Resigned to accept long-term substitute position at the school

**Barbara Haines**

**July 2005-June 2008**

Dennis, MA

Founding teacher, retired

Clerk, Board of Trustees

Nominating Committee, Chair

**Marion Hobbs**

**July 2005-June 2008**

Brewster, MA

Attorney

ByLaws Committee, Chair

Site Committee, Chair

**Bernard Lynch**

**July 2005-June 2008**

Eastham, MA

Retail manager/parent

Finance Committee

**Katharine McNamara**

**July 2007-**

Brewster, MA

CCLCS Executive Director

Finance, Site Committees

**Amy Mesirow**  
**July 2006-June 2009**  
Marstons Mills, MA  
Consultant/Parent  
Site Committee

**Elizabeth Moore**  
**September 2007-August 2008**  
Chatham, MA  
8th Grade Math Teacher  
Faculty Representative

**Carole Ridley**  
**July 2007-June 2008**  
Harwich, MA  
Strategic planner/Parent  
Chair, Board of Trustees  
Finance, Site Committees

**Heidi Schmidt**  
**July 2006-June 2009**  
Provincetown, MA  
Writer/Parent  
Vice Chair  
Publicity Committee, Chair

**Sarah Turano-Flores**  
**February 2008-June 2010**  
Brewster, MA  
Lawyer/Parent  
Site Committee  
resigned March 2008

**Christopher Wells**  
**February 2008-June 2010**  
Banker/parent

**Jeff Zinn**  
**July 2005-June 2008**  
Orleans, MA  
Theater Director/parent  
Site Committee

### ***Summary of major policy decisions made by the Board of Trustees.***

- Authorized lease renewal through August 31, 2011.
- Authorized \$10,000 to upgrade security.
- Adopted Committee Goals for 2007-2008.
- Authorized initiation of real estate negotiations on a property in Brewster.
- Accepted the 2006-07 audit and authorized submission to the DOE and State Auditor's Office.
- Approved retroactive 2007-2008 faculty raises.
- Approved 2008-09 budget with a motion to revisit faculty pay raises in the fall.
- Approved the Student Pregnancy Policy.
- Approved the Policy on health insurance for retirees..
- Changed Board meeting date from the third to the fourth Monday of each month beginning August 2008.

***There were no official complaints received by the Board of Trustees.***

***No charter amendments were requested or approved.***

## Student Profile

### ***Student demographics***

Total number of students enrolled as of June 30, 2008: 215

Town of Residence	Grade 6	Grade 7	Grade 8
Barnstable	5	6	2
Bourne	0	1	1
Brewster	9	12	18
Chatham	1	3	3
Dennis	9	4	8
Eastham	1	7	2
Harwich	12	12	5
Orleans	6	6	6
Provincetown	0	3	3
Sandwich	2	1	1
Truro	3	1	3
Wellfleet	6	8	10
Yarmouth	18	8	9
<b>TOTAL</b>	<b>72</b>	<b>72</b>	<b>71</b>

Students by race: 199 or 93% of the students were identified by their parents as non-Hispanic/white, seven students (3%) White Hispanic/Latino, four students (2%) Asian and two students (1%) black. One student each (2%) were identified as, white and Asian, white and American Indian, white and Pacific Islander.

Gender:        Male:            115    (53%)  
                   Female:          100    (47%)

Students receiving Free/Reduced Lunch: 15 (7 %)

Special Education:    Students on IEPs    40    (19%)  
                                   Students on 504 Plans 10    (5%)

Students with Limited English Proficiency: 0

Linguistic minorities within the school population: 0

**Attendance rate: an average of 95.1% students were in attendance each day.**

**Total number of student applications received.**

Applications for admissions for the 2007-2008 school year:

Town of Residence	Grade 6	Grade 7	Grade 8
Barnstable	8	2	4
Bourne	0	1	0
Brewster	16	9	5
Chatham	3	1	2
Dennis	13	2	0
Eastham	4	3	1
Harwich	21	4	4
Orleans	10	7	5
Provincetown	4	0	1
Sandwich	2	1	2
Truro	5	1	0
Wellfleet	7	5	4
Yarmouth	30	5	5
TOTAL	123	41	33

**Student Turnover**

During the school year two students left 7th grade to return to their local schools. One student left 8<sup>th</sup> grade to return to his local school and one 8<sup>th</sup> grader move off Cape in April and was not replaced. There has been no official notification of students leaving over the course of the summer.

**Disciplinary Action**

Four students received in-school suspensions for offenses including disrespectful behavior, inappropriate language, fighting and making a threatening phone call. The only out-of-school suspension was for verbal assault on a teacher. One student received a 10-day in-school suspension for misuse of prescription drugs. No students were expelled.

**Days in Session**

During the 2007-2008 school year there were 179 school days. The Department of Education issued a one-day waiver for May 16 when the school was closed at the request of the Orleans Fire Department due to a paint thinner leak on the roof.

## Staff Profile

### ***Cape Cod Lighthouse Charter School Administration Organizational Chart***



### ***Summary of classroom teacher qualifications***

Full time teachers:	16
Full time Special Educators:	3
Part time teachers:	10
One-to-one aides:	2
<b>Total teaching personnel:</b>	<b>31</b>

### **Student to Teacher classroom ratios:**

Core Curriculum classes	18:1
World Language classes	16:1
Seminars	11:1

Average years of teaching experience:	13.8
Average years at CCLCS	7.1

### **Highly Qualified Teachers by NCLB Definition:**

Full-time teachers core curriculum:	100% compliance
Part-time teachers core curriculum:	100% compliance

### ***Teacher Attrition***

Two teachers on maternity leave at the end of last year chose not to return. Both were replaced by highly qualified teachers. Two Special Education teachers resigned at the end of the year and were replaced by highly qualified teachers. In October one staff member resigned for personal reasons and was replaced by a highly qualified long-term substitute teacher.

**Financials**  
**Balance Sheet**

	<u>Jun 30, 08</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
Cape Cod Five-All Accounts	699,364.83
BankNorth-All Accounts	1,867.32
Petty Cash	<u>237.75</u>
<b>Total Checking/Savings</b>	701,469.90
<b>Accounts Receivable</b>	
Federal Grant Receivable	29,638.00
Receivable - Miscellaneous	<u>2,951.82</u>
<b>Total Accounts Receivable</b>	32,589.82
<b>Other Current Assets</b>	
Prepaid Expenses	2,461.94
Prepaid Insurance	21,854.00
Prepaid Accounting Expense	<u>3,000.00</u>
<b>Total Other Current Assets</b>	<u>27,315.94</u>
<b>Total Current Assets</b>	761,375.66
<b>Fixed Assets</b>	
Equipment	69,547.71
Equipment - Audiovisual	1,257.21
Furniture and Fixtures	5,705.39
Vehicles	45,222.33
Leasehold Improvements	43,323.86
<b>Total Fixed Assets</b>	165,056.50
<b>Other Assets</b>	
Legal & Engineering Fees	18,017.33
Accumulated Amortization	<u>-11,453.17</u>
<b>Total Other Assets</b>	<u>6,564.16</u>
<b>TOTAL ASSETS</b>	<b><u>932,996.32</u></b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	2,198.72
Accrued Expenses	165,764.76
<b>Other Current Liabilities</b>	
Deferred Income-Summer Program	8,615.00
Def Income-Ski Fund	1,222.75
Deferred Grant Income	<u>17,989.68</u>
<b>Total Other Current Liabilities</b>	<u>27,827.43</u>
<b>Total Current Liabilities</b>	<u>195,790.91</u>
<b>Total Liabilities</b>	195,790.91
<b>Equity</b>	
Fund Balance - Plant Fund	289,517.50
Fund Balance - Operating Fund	159,227.00
3900 - Retained Earnings	224,500.71
Net Income	<u>63,960.20</u>
<b>Total Equity</b>	<u>737,205.41</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u>932,996.32</u></b>

# Income Statement, pg. 1

**Jul '07 - Jun 08**

Ordinary Income/Expense	
Income	
Operating Income	
Income - SPED Medicare Reimburs	5,887.08
Income-Circuit Breaker Payments	5,583.00
Income - Summer Program	13,842.00
Income - Per Pupil Tuition	2,449,426.00
Income - Bank Interest	13,517.94
Income - Miscellaneous	2,186.47
Total Operating Income	<u>2,484,555.41</u>
Grants Income	
Private Grant Income-Foundation	39,080.92
Grants - Government	67,290.00
Total Grants - Government	<u>67,290.00</u>
Total Grants Income	<u>106,370.92</u>
Total Income	<u>2,596,813.41</u>
Gross Profit	2,596,813.41
Expense	
Direct Student Costs	
Tuition Out	2,500.00
Computer - Internet Access	1,332.46
Computer Supplies & Repairs	6,719.07
Insurance Expense	30,223.00
Instructional Equipment	481.28
Instructional Expenses	163.09
Physical Education Expense	1,010.00
Team Sports Expense	6,197.68
Nursing Supplies	217.01
Seminar Expense	1,101.74
Special Needs	41,537.73
State Mandated Assessment	1,844.40
Textbooks and Supplies	8,573.89
Transportation Costs	5,669.78
Total Direct Student Costs	<u>107,571.13</u>
Occupancy	
Maintenance - Furniture & Fixtu	258.61
Maintenance - Site Prep	1,025.00
Alarm Service Fees	1,697.05
Auxilliary Site Rent	509.00
Custodial Outside Services	16,484.90
Maintenance - Building	14,556.80
Maintenance Site Supplies	3,174.83
Rent	294,851.96
Rubbish Removal	4,903.19
Utilities	35,582.35
Total Occupancy	<u>373,043.69</u>

## Income Statement, pg. 2

<b>Office</b>	
Equipment Lease,Repair & Maint.	
Copier	8,775.74
Instructional	229.00
Equipment Lease,Repair & Maint. - Other	1,915.16
<b>Total Equipment Lease,Repair &amp; Maint.</b>	<b>10,919.90</b>
Office Supplies and Expense	11,669.35
Payroll Service Fees	3,258.91
Postage and Shipping	1,925.15
Printing Expense	2,218.30
Admissions	2,469.89
Telephone Expense	6,504.24
<b>Total Office</b>	<b>38,965.74</b>
<b>Personnel</b>	
Salaries and Wages	1,667,001.70
Prof. Development - Staff	10,603.69
Payroll Tax (Employer Exp)	44,921.30
Insurance - Health	198,364.64
Employee Benefits	27,275.20
<b>Total Personnel</b>	<b>1,948,166.53</b>
<b>Other Expenses</b>	
Enrichments	38,534.07
Yearbook	1,311.95
Miscellaneous	217.41
Dues & Subscriptions	3,769.00
Fees and Licenses	82.00
Legal Fees	8,259.90
Recruitment	4,054.86
School Function	3,092.74
<b>Total Other Expenses</b>	<b>59,321.93</b>
<b>Total Expense</b>	<b>2,527,069.02</b>
<b>Net Ordinary Income</b>	<b>69,744.39</b>
<b>Other Expense</b>	
Healthy Nutrition Program	172.45
School Lunch Program	2,733.24
Summer Enrichment Program	2,878.50
<b>Total Other Expense</b>	<b>5,784.19</b>
<b>Net Income</b>	<b>63,960.20</b>

**Budget for 2008-2009, pg. 1**

	<b>Budget</b>
	<b>Jul 08-Jun 09</b>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
<b>Operating Income</b>	
Income - Summer Program	15,000.00
Income - Per Pupil Tuition	2,469,840.00
Income - Bank Interest	15,000.00
<b>Total Operating Income</b>	<u>2,499,840.00</u>
<b>Grants Income</b>	
Grants - Government	30,000.00
<b>Total Grants Income</b>	<u>30,000.00</u>
<b>Total Income</b>	<u>2,529,840.00</u>
<b>Gross Profit</b>	<u>2,529,840.00</u>
<b>Expense</b>	
<b>Direct Student Costs</b>	
Computer - Internet Access	2,850.00
Computer Software	2,750.00
Computer Supplies & Repairs	2,750.00
Consultants - Special Programs	2,250.00
Insurance Expense	29,580.00
Instructional Equipment	1,225.00
Physical Education Expense	3,570.00
Team Sports Expense	5,300.00
Nursing Supplies	510.00
Seminar Expense	1,530.00
Special Needs	35,700.00
English Language Learners	510.00
Textbooks and Supplies	8,670.00
<b>Transportation Costs</b>	
Vehicle Gas	2,750.00
Vehicle Repairs & Maintenance	3,060.00
<b>Total Transportation Costs</b>	<u>5,810.00</u>
State Mandated Testing	3,675.00
<b>Total Direct Student Costs</b>	<u>106,680.00</u>

**Budget for 2008-2009, pg. 2**

Occupancy	
Maintenance - Furniture & Fixtu	2,450.00
Maintenance - Site Prep	2,450.00
Alarm Service Fees	1,225.00
Auxilliary Site Rent	810.00
Custodial Outside Services	19,380.00
Maintenance - Building	8,670.00
Maintenance Site Supplies	5,610.00
Rent	293,015.00
Rubbish Removal	4,715.00
Utilities	34,680.00
<b>Total Occupancy</b>	<b>373,005.00</b>
Office	
Accounting Fees	13,000.00
Bank Charges	300.00
Equipment Lease,Repair & Maint.	8,875.00
Office Supplies and Expense	10,400.00
Payroll Service Fees	2,650.00
Postage and Shipping	3,450.00
Printing Expense	3,250.00
Admissions	6,500.00
Telephone Expense	7,550.00
<b>Total Office</b>	<b>55,975.00</b>
Personnel	
Salaries	1,606,900.00
Prof. Development - Staff	12,500.00
Payroll Tax (Employer Exp)	44,300.00
Insurance - Health	218,160.00
Employee Benefits	30,000.00
<b>Total Personnel</b>	<b>1,911,860.00</b>
Other Expenses	
Tuition Out	
Enrichments	60,000.00
<b>Total Other Expenses</b>	<b>60,000.00</b>
<b>Total Expense</b>	<b>2,507,520.00</b>
<b>Net Ordinary Income</b>	<b>22,320.00</b>
Other Income/Expense	
Other Expense	
Summer Enrichment Program	15,000.00
<b>Total Other Expense</b>	<b>15,000.00</b>
<b>Net Other Income</b>	<b>(15,000.00)</b>
<b>Net Income</b>	<b>7,320.00</b>