

Cape Cod Lighthouse Charter School 2009 Annual Report

Cape Cod Lighthouse Charter School

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**Cape Cod Lighthouse Charter School
Annual Report**

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Introductory Description of the School

Cape Cod Lighthouse Charter School, 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 14th year of operation, its fourth year in its third, five-year charter. During 2008-09, CCLCS served 216 students. Enrollment will be increased to 228 students for the coming academic year. The school is chartered to enroll 400 students, however, due to constraints of the facility, 228 will be the likely maximum until a new facility is acquired.

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 2008-09. CCLCS was one of the first charter schools established in Massachusetts, and as we enter 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 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 studying television production at Cape Cod's public access TV station. This year we were lucky to reach well beyond Cape Cod, as we welcomed Abdu Mohamed as a visiting intern from our One World Youth Project sister school in Arusha, Tanzania. Abdu's participation brought a very different perspective to some of our classes, and his seminar on African dance was a joyful introduction to a new culture.

Our local involvement has had an unexpected benefit: the town of Brewster has included us in a massive reorganization plan for its town buildings. We hope to be able to buy and renovate the Brewster Town Hall (formerly a school), which would mean we will finally own our own home, a building large enough, light enough, and surrounded by playing fields. We have many more hurdles before this becomes reality, but the offer itself testifies to the strength of our community ties.

The last year has been a whirlwind of political and economic change and we are still unsure what its effects will be. Our academic reputation only gets stronger: the waiting list for seats at CCLCS is longer than ever, and we've been able to offset some of the effect of the drastic state budget cuts by adding a few more students. Still we share the nationwide economic pain, and are bracing for more to come. But President Obama's support for Charter Schools gives us great hope for the future. 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. We're confident that we'll find 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

Accountability plan objectives and measures relating to faithfulness to charter

One consistent observation made by students, families, staff members and visitors to CCLCS throughout our fourteen year history is how visibly the mission elements delineated in our charter stand out in the daily life of our school. This has been so obvious to us that we have not focused on collecting “hard data” about our adherence to charter. In fact, our previous Accountability Plan was so pared down that it did not even include a “Faithfulness” section. The new Accountability Plan includes several Performance Objectives and Measures designed to address this issue. For this reason, we will use the new Accountability Plan to reflect our current status on Faithfulness to Charter. Please bear in mind that we are just beginning to collect cumulative data on these more formal measures. This data will clearly indicate that this is an area of considerable strength at CCLCS. Although hard data does not extend back in time longitudinally, historical Site Visit Reports, in conjunction with high demand and low turnover should provide strong evidence for a strong adherence to the school’s mission elements.

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.

We have not begun to collect cumulative data on individual student participation in community service projects, but an analysis of the community service opportunities made available to students and gross participation numbers indicates that we are on target with this goal. Seven different seminars enrolling a total of 93 students completed community service projects. The school’s Roots & Shoots Club enrolled more than 30 students who participated in several service projects, and the 24 representatives to student government completed several service projects for the Charter Cares initiative. In addition, we were fortunate to have with us this spring an intern from Tanzania. Abdu Mohamed works at our One World Youth Project sister school. He joined us for the third term of the school year, and co-taught a seminar on African dance.

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.

This goal was met, as 100% of eighth graders participated in their town meetings, and 97% of students completed their projects with grades of 80% or better.

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 eighth grade students successfully completed a high school level 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, as 96% of respondents expressed satisfaction with the school's commitment to global and civic 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, as 100% of CCLCS sixth graders successfully achieved a score of 75% or above on the final project assessment.

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

Although we have not yet begun to track individual student achievement in this area, analysis of current participation leads us to believe that we are on track with this goal. During the 2008-2009 school year, 79 students successfully completed seven different environmentally-based seminar offerings.

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 target was met, as 97% of respondents expressed satisfaction with the school's environmental educational offerings.

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 clearly met, with at least 18 successful projects identified as being completed with local resource partners. Of these, 10 could be classified as civic, four as cultural, and four as scientific.

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.

Although individual student data is not yet being tracked in this area, analysis of gross participation data indicates that this goal is being met. This past school year, 252 students successfully completed 17 seminars that involved working with resource partners. Obviously, many students completed more than one of these seminars.

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, as 96% of respondents expressed satisfaction with the school's community partnerships.

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.

This goal was largely met. There were nine separate questions about a variety of communications vehicles on the survey. On aggregate, 81% of respondents expressed satisfaction with the communication between families and CCLCS. Of the remaining 19%, 15% were neutral and only 4% expressed dissatisfaction with school communication. Despite these largely successful results, school staff is analyzing this data more closely in order to make recommendations for improvement.

Common school performance criteria-faithfulness to charter

This evidence is described in the section above, detailing CCLCS's faithfulness to charter as reflected in the performance against Accountability Plan objectives.

Academic program success

Accountability plan objectives and measures relating to academic program success

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 largely met, with the sixth grade two points below the composite, the seventh grade eight points above, and the eighth grade two points above. The three grade average for CCLCS was 82.3, compared to 79.6 for the composite.

ELA TEST RESULTS: CCLCS VS. COMPOSITE DISTRICT

| YEAR | GRADE | CCLCS | COMPOSITE |
|------|-------|-------|-----------|
| 2008 | 6 | 75 | 77 |
| | 7 | 87 | 79 |
| | 8 | 85 | 83 |

***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.*

This goal is being met. As seen in the tables below, 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.

CAT-5 SPRING READING NORMAL CURVE EQUIVALENTS

| CCLCS CLASS | 6TH GRADE | 7TH GRADE | 8TH GRADE |
|-------------|-----------|-----------|-----------|
| 2005 | 59.1 | 64.8 | 67.6 |
| 2006 | 59.7 | 65 | 67.9 |
| 2007 | 63.8 | 64.8 | 62.3 |
| 2008 | 64.7 | 67.2 | 67.6 |

CAT-5 SPRING LANGUAGE ARTS NORMAL CURVE EQUIVALENTS

| CCLCS CLASS | 6TH GRADE | 7TH GRADE | 8TH GRADE |
|-------------|-----------|-----------|-----------|
| 2005 | 60.7 | 62.5 | 63.5 |
| 2006 | 62 | 60.7 | 61.9 |
| 2007 | 64.3 | 60.3 | 55.6 |
| 2008 | 65.3 | 66.2 | 60.8 |

***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 eighth grade students scored in the “proficient” range on their four paragraph benchmark essay writing pieces using school-developed rubrics. Based on feedback from graduated students’ high school performances, success in the essay benchmark has become an “exit requirement” for eighth grade students. Other writing formats are still used and measured, but are not used as key benchmark points.

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 target was largely met. CCLCS sixth graders tied the composite district, CCLCS seventh graders beat the composite by 10 points, and CCLCS eighth graders fell two points below the composite. The CCLCS three grade average was 63.6, compared to 61 for the composite district.

MATH TEST RESULTS: CCLCS VS. COMPOSITE DISTRICT

| YEAR | GRADE | CCLCS | COMPOSITE |
|------|-------|-------|-----------|
| 2008 | 6 | 61 | 61 |
| | 7 | 68 | 58 |
| | 8 | 62 | 64 |

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.*

As seen in the table below, 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.

CAT-5 SPRING MATH NORMAL CURVE EQUIVALENTS

| CCLCS CLASS | 6TH GRADE | 7TH GRADE | 8TH GRADE |
|-------------|-----------|-----------|-----------|
| 2005 | 60.3 | 60 | 64.7 |
| 2006 | 62.2 | 61.7 | 62.8 |

| | | | |
|------|------|------|------|
| 2007 | 61.2 | 59.1 | 60.7 |
| 2008 | 67.4 | 65 | 64.1 |

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.*

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.*

These targets were met, as 50% of eighth grade students were placed into Geometry classes, 49% were placed into Algebra classes, and one student was placed into a Pre-Algebra class.

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%.*

This goal was met, as 100% of sixth grade students, 96% of seventh grade students, and 99% of eighth grade students met these proficiencies.

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 CCLCS students outperformed the composite district by 10 percentage 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 99% of sixth graders, 97% of seventh graders and 100% of eighth graders met these proficiencies.

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.*

This goal was met by 93% of the eighth grade students at CCLCS this year.

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 target was met, as 51% of the eighth graders will be placed into Honors Level science classes, and 49% will be placed into “A-level” college preparatory classes at their receiving high school.

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%.

This goal was met by 99% of the sixth grade students, 94% of seventh grade students and 100 % of eighth grade students.

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 target was met, as 46% of the eighth graders will be placed into Honors Level social studies classes, and 54% will be placed into “A-level” college preparatory classes at their receiving high school.

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.

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.

These targets were met, as 33% of eighth graders will be placed into Level II honors classes, 40% will be placed into Level II Standard classes, 16% will be placed into Level I classes, and 11% will not take a World Language class.

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.

This goal was met by 99% of the students who took a World Language.

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 met this goal.

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 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 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 nearly 100 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 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, 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 occasional 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.

The school made one major curricular change 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. We also expect this to allow the seventh grade French and Spanish teachers to begin their curriculum on Unit Two. 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 fourteen successful years of serving students and their families, we still consider ourselves 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 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.

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 which 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, the Director’s Advisory Group and the Discipline Committee. The school disciplinary system is subject to annual review and revision each spring through a process that involves written reflections by staff, discussion at post-sessional staff meetings, and policy revisions based on these discussions.

Diverse learners: 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.”

The table below summarizes the Legal Standards met by CCLCS in this review:

| AREA | IMPLEMENTED | PARTIALLY IMPLEMENTED | NOT IMPLEMENTED |
|---------------------------|-------------|-----------------------|-----------------|
| SPECIAL EDUCATION | 39 (76%) | 11 (22%) | 1 (2%) |
| CIVIL RIGHTS | 22 (88%) | 2 (8%) | 1 (4%) |
| ENGLISH LANGUAGE LEARNERS | 5 (83%) | 1 (17%) | 0 |

Supervision and evaluation of teachers: Informal collegial feedback and formal evaluations of teachers occur regularly at CCLCS. As a small, intimate school, teachers receive constant informal feedback from peers and administrators. Weekly grade level team meetings and weekly whole staff meetings provide a forum for these kinds of discussions. Teachers who have been at the school for fewer than three years receive both formal and informal feedback from an

assigned mentor. These less formal interactions often include discussions about strategies for succeeding with hard-to-reach students and about strategies for curricular integration.

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

Professional development: Professional development initiatives were varied this school year, with diverse areas of focus. As we finish our third charter cycle, we have found that it is helpful to focus on internal systems in advance of completing a renewal application. In this light, considerable professional development time was spent in planning, holding and managing the output from a late fall staff retreat designed to examine the deep organizational structure and operations at CCLCS. This process resulted in a new school mission statement and a new school Accountability Plan. In addition, changes were made to staff meeting procedures and to the structure of the school's student internal assessment system ("progress reports"). Also, the Executive Director's Administrative Team was reorganized as an Advisory Group.

Of course, professional development around serving the needs of diverse students, and the full range of staff trainings required by state and federal statutes around civil rights and special education were also part of the year's calendar.

Organizational viability

Accountability plan objectives and measures relating to 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 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 2008-2009 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 2009.

Common school performance criteria relating to organizational viability

Policy decisions:

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

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

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 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 Board conducted a thorough review and major revision of the school's bylaws, seeking input from all constituencies.

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. During the first half of 2009, considerable time was devoted to working with the Town of Brewster to act upon a proposal to sell the Town Hall building to CCLCS. This exciting development is moving on a fast track, though many hurdles remain before this becomes reality. During 2008-09, the board began disseminating 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: We conducted an online (and print version) parent survey targeted at 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 91 current students from the total population of 216. Families were very positive in responding to the general environment of the school and the

services provided. For example, 95% of respondents agreed that they felt welcome at CCLCS and noted that teachers and staff were friendly and helpful. Two parents indicated that they did not feel like a valued member of the school community, and two respondents were neutral to the statement. Additionally, parents noted that four children did not feel valued, with two 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: In 2008, the Nonprofit Finance Fund conducted a Nonprofit Business Analysis of CCLCS, that provided a most favorable portrait of the school's financial outlook. Examining the past five years, the NFF report showed CCLCS's operating revenue is consistently higher than its operating expenses, while its assets and liabilities have remained steady. The report offered recommendations for consideration, particularly relevant to the school's efforts to acquire a permanent, appropriate new facility.

The Board's fiscal oversight of the school is handled by the Finance Committee, which consists 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.

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. Whether sharing takes the form of scholarly articles, professional presentations, hospitality to outside visitors or local outreach by students, disseminating our practices is a common occurrence at CCLCS. Specific examples of dissemination this past school year follow:

- Select chorus took part in several intergenerational concerts in the local area.
- The sixth grade held an Art Exhibit at Epoch Assisted Living, Brewster.
- The art department held an Art Exhibit at the Cultural Center of Cape Cod, South Yarmouth.
- The "Nature's Sketchbook" seminar created artwork that was displayed at the Cape Cod Museum of Natural History in Brewster.
- 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 in Boston.
- Two school alumni currently serve on the JGI National Youth Leadership Council and two alumni serve on the New England Youth Leadership Council.
- The curriculum piloted by the sixth grade faculty continues to be used as a model for visiting school groups at the Cape Cod Museum of Natural History in Brewster.
- The “Nature Trail” seminar completed a field guide and made educational signage for conservation land in Orleans.
- 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 African intern brought cultural lessons to four local school districts this past year, as well as to several community groups.
- The CCLCS International Programs produced a community concert of music performed by visiting bands from Zimbabwe
- The “Preschool Book Buddies” seminar completed shared reading projects with a preschool in Brewster.
- CCLCS math department has been continuing to work 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.
- The “Adopt-A-Grandparent” seminar worked with a local retirement community to link students with senior citizens in planning and carrying out enrichment activities.
- Students and faculty participated in a public presentation on the Cornerstone Project in December, 2008.
- Students and faculty were interviewed on the Spectrum Radio show about the Cornerstone Project in December 2008.
- The Cornerstone Project was featured in newspaper articles in The Cape Cod Times in November and December 2008 and in April 2009.
- The Cornerstone Project was featured in a Cape Cast Online broadcast in December 2008.
- The Cornerstone Project was featured in an article in a national surveyors magazine in spring 2009.
- A social studies and a science teacher gave a joint presentation on the Cornerstone Project at the New England Regional Council on the Social Studies Conference in Boston in March, 2009.
- Student work was submitted to the DESE Performance Standards Project in spring 2009.

- Exemplary student work was submitted to the National Energy Education Development Collaborative in the fall of 2008.
- Students began production of a historical driving tour of Orleans that will be disseminated to tourists and other interested parties when production is completed.
- A CCLCS alumna worked with faculty to produce a presentation on our school that was made to education officials in China in the summer of 2009.
- A CCLCS science teacher produced and hosted several community television shows on the local environment, including one that includes students from the school's Science and Nature club teaching about vernal pools.

Financial Reports

FY 2009 Statement of Revenues, Expenses and Changes in Net Assets (Income Statement)

| | | Jul '08 - Jun 09 |
|--------------------------------|--------------------------------------|-------------------------|
| Ordinary Income/Expense | | |
| Income | | |
| | Income-Circuit Breaker Payments | 1,655.00 |
| Operating Income | | |
| | Income - Summer Program | 36,526.73 |
| | Income - Per Pupil Tuition | 2,677,896.00 |
| | Income - Bank Interest | 5,912.58 |
| | Income - Miscellaneous | 3,229.51 |
| | Total Operating Income | 2,723,564.82 |
| | Income - SPED Medicare Reimbursement | 7,054.56 |
| Grants Income | | |
| | Private Grant Income-Foundation | 5,455.99 |
| | Miscellaneous Grants | 9,980.40 |
| | Grants - Government | 70,284.00 |
| | Total Grants Income | 85,720.39 |
| | Gross Profit | 2,816,339.77 |
| Expense | | |
| Direct Student Costs | | |
| | Computer - Internet Access | 1,008.00 |
| | Computer Supplies & Repairs | 5,041.11 |
| | Insurance Expense | 22,402.00 |
| | Instructional Expenses | 185.14 |
| | Physical Education Expense | 2,468.00 |
| | Team Sports Expense | 4,549.82 |
| | Nursing Supplies | 415.40 |
| | Seminar Expense | 545.78 |
| | Special Needs | 33,598.34 |
| | State Mandated Assessment | 5,009.71 |
| | Textbooks and Supplies | 7,539.59 |

| | | | | | | |
|--|--|--|--|--|---------------------------------------|---------------------|
| | | | | | Transportation Costs | 6,706.05 |
| | | | | | Total Direct Student Costs | 89,468.94 |
| | | | | | Occupancy | |
| | | | | | Alarm Service Fees | 1,064.00 |
| | | | | | Auxiliary Site Rent | 689.00 |
| | | | | | Custodial Outside Services | 16,890.00 |
| | | | | | Maintenance - Building | 20,906.27 |
| | | | | | Rent | 307,949.88 |
| | | | | | Rubbish Removal | 3,422.32 |
| | | | | | Utilities | 28,740.42 |
| | | | | | Total Occupancy | 379,661.89 |
| | | | | | Office | |
| | | | | | Accounting Fees | 11,850.00 |
| | | | | | Equipment Lease, Repair & Maintenance | 10,487.87 |
| | | | | | Office Supplies and Expense | 10,007.18 |
| | | | | | Payroll Service Fees | 3,238.64 |
| | | | | | Postage and Shipping | 2,291.97 |
| | | | | | Printing Expense | 1,133.00 |
| | | | | | Admissions | 3,455.89 |
| | | | | | Telephone Expense | 6,686.91 |
| | | | | | Total Office | 49,151.46 |
| | | | | | Personnel | |
| | | | | | Salaries | 1,760,856.32 |
| | | | | | Prof. Development - Staff | 9,212.01 |
| | | | | | Payroll Tax (Employer Exp) | 53,982.45 |
| | | | | | Insurance - Health | 215,467.84 |
| | | | | | Employee Benefits | 29,600.38 |
| | | | | | Total Personnel | 2,069,119.00 |
| | | | | | Other Expenses | |
| | | | | | Enrichments | 38,005.73 |
| | | | | | Yearbook | 580.07 |
| | | | | | Miscellaneous | 274.80 |
| | | | | | Dues & Subscriptions | 4,575.95 |
| | | | | | Fees and Licenses | 82.00 |
| | | | | | Legal Fees | 7,357.74 |
| | | | | | Recruitment | 1,825.90 |
| | | | | | School Function | 5,599.60 |
| | | | | | Total Other Expenses | 58,301.79 |
| | | | | | Total Expense | 2,645,703.08 |
| | | | | | Net Income | 170,636.69 |

FY 2009 Statement of Net Assets (Balance Sheet)

| | | | | | Jun 30, 09 |
|-----------------------|--|--|--|--|-------------------|
| ASSETS | | | | | |
| Current Assets | | | | | |
| Checking/Savings | | | | | |

| | | |
|--|-----------------------------------|---------------------|
| | CC5 Summer Acct | 1,516.27 |
| | CC5 Student Activity Acct | 4,067.30 |
| | CC5-School Lunch | 7,101.55 |
| | CC5-Operating Depository Acct | 761,232.89 |
| | CC5 Grants Account | 13,916.59 |
| | CC5-Operating Vendor Acct | 19,440.99 |
| | CCB&T-Ski Fund | 1,884.49 |
| | CCLCS-The Write Connection | 644.57 |
| | Cash Petty Cash Fund | 237.75 |
| | Total Checking/Savings | 810,042.40 |
| | Accounts Receivable | |
| | Federal Grant Receivable | 69,275.00 |
| | Receivable - Miscellaneous | 2,093.82 |
| | Total Accounts Receivable | 71,368.82 |
| | Other Current Assets | |
| | Prepaid Expenses | 10,357.28 |
| | Prepaid Insurance | 21,711.00 |
| | Prepaid Accounting Expense | 2,950.00 |
| | Total Other Current Assets | 35,018.28 |
| | Total Current Assets | 916,429.50 |
| | Fixed Assets | |
| | Equipment | 66,902.58 |
| | Equipment - Audiovisual | 848.21 |
| | Furniture and Fixtures | 4,887.39 |
| | Vehicles - RAM Vans | 29,262.33 |
| | Leasehold Improvements | 49,699.86 |
| | Total Fixed Assets | 151,600.37 |
| | Other Assets | |
| | Legal & Engineering Fees | 17,702.33 |
| | Accumulated Amortization | -15,057.17 |
| | Total Other Assets | 2,645.16 |
| | TOTAL ASSETS | 1,070,675.03 |
| | LIABILITIES & EQUITY | |
| | Liabilities | |
| | Current Liabilities | |
| | Other Current Liabilities | |
| | Def Income-Ski Fund | 1,222.75 |
| | Payroll Taxes Payable | 186.56 |
| | Accrued Accounting Fees | 11,700.00 |
| | 403(b) Annuities | 2,423.01 |
| | Accrued Expenses - Other | 174,318.52 |
| | 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 | 872.67 |
| | Total Other Current Liabilities | 207,969.87 |
| | Total Current Liabilities | 207,969.87 |
| | Total Liabilities | 207,969.87 |
| | Equity | |
| | Fund Balance - Plant Fund | 289,517.50 |
| | Fund Balance - Operating Fund | 159,294.00 |
| | 3900 - Retained Earnings | 243,256.97 |
| | Net Income | 170,636.69 |
| | Total Equity | 862,705.16 |
| | TOTAL LIABILITIES & EQUITY | 1,070,675.03 |

FY 2010 Approved School Budget

| | | |
|--|---|------------------|
| | Cape Cod Lighthouse Charter School | |
| | Profit-Loss Working Budget | |
| | Fiscal Year 09-10 | |
| | Ordinary Income/Expense | |
| | Income | |
| | Operating Income | |
| | Income - Summer Program | \$ 36,000 |
| | Income - Per Pupil Tuition | 2,421,488 |
| | Income - Bank Interest | 5,000 |
| | Total Operating Income | 2,462,488 |
| | Grants Income | |
| | Grants - Government | 57,000 |
| | Grants - Foundation | 60,000 |
| | Total Grants Income | 117,000 |
| | Total Income | 2,579,488 |
| | Gross Profit | |
| | Expense | |
| | Direct Student Costs | |
| | Computer - Internet Access | 2,900 |
| | Computer Software | 2,800 |
| | Computer Supplies & Repairs | 2,800 |
| | Consultants - Special Programs | 1,000 |
| | Insurance Expense | 28,000 |
| | Instructional Equipment | 1,250 |
| | Physical Education Expense | 3,825 |
| | Team Sports Expense | 5,400 |
| | Nursing Supplies | 520 |
| | Seminar Expense | 1,530 |
| | Special Needs | 36,400 |

| | | |
|--|---|-----------|
| | English Language Learners | 520 |
| | Textbooks and Supplies | 8,840 |
| | Transportation Costs | |
| | Vehicle Gas | 2,800 |
| | Vehicle Repairs & Maintenance | 3,125 |
| | Total Transportation Costs | 5,925 |
| | State Mandated Testing | 3,750 |
| | Total Direct Student Costs | 105,460 |
| | Occupancy | |
| | Maintenance - Furniture & Fixtures | 2,500 |
| | Maintenance - Site Prep | 2,500 |
| | Alarm Service Fees | 1,250 |
| | Auxiliary Site Rent | 825 |
| | Custodial Outside Services | 19,800 |
| | Maintenance - Building | 8,840 |
| | Maintenance Site Supplies | 5,700 |
| | Rent | 312,000 |
| | Rubbish Removal | 4,800 |
| | Utilities | 34,000 |
| | Total Occupancy | 392,215 |
| | Office | |
| | Accounting Fees | 11,500 |
| | Bank Charges | 300 |
| | Equipment Lease, Repair & Maint. | 9,050 |
| | Office Supplies and Expense | 10,600 |
| | Payroll Service Fees | 3,700 |
| | Postage and Shipping | 3,500 |
| | Printing Expense | 2,500 |
| | Admissions | 4,500 |
| | Telephone Expense | 7,700 |
| | Total Office | 53,350 |
| | Personnel | |
| | Salaries | 1,642,800 |
| | Prof. Development - Staff | 12,500 |
| | Payroll Tax (Employer Exp) | 51,000 |
| | Insurance - Health | 191,000 |
| | Employee Benefits | 34,000 |
| | Total Personnel | 1,931,300 |
| | Other Expenses | |
| | Enrichments | 60,000 |
| | Summer Program | 36,000 |
| | Total Other Expenses | 96,000 |
| | Total Expense | 2,578,325 |
| | Net Ordinary Income | \$ 1,163 |

Data Section

Instructional Time

| INSTRUCTIONAL TIME | |
|---|--|
| Total number of instructional days for the 2008-09 year | 180 |
| First and last day of the 2008-09 year | September 2, 2008 - June 22, 2009 |
| 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 2008-09 year | 180 |
| First and last day of the 2008-09 year | September 2, 2008 - June 22, 2009 |
| Students who completed the 2007-08 school year but did not reenroll | 4 students withdrew from CCLCS 8th grade and returned to their local middle schools. 1 8th grader was withdrawn for home schooling |
| Students enrolled as of October 1, 2008 | 216 |
| Students who enrolled after October 1, 2008 | 1 student withdrew in December 2008 to move out of state. He was replaced by another student |
| Students enrolled as of June 2009 SIMS | 216 |
| Number of students graduated at the end of 2008-09 | 70 |

Student Demographic Information

| Student Demographic and Subgroup Information | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 3 | 1 |
| Asian | 4 | 2 |
| Hispanic | 9 | 4 |
| Native American | 0 | 0 |
| White | 195 | 90 |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-Race, Non-Hispanic | 6 | 3 |
| Special Education | 31 | 14 |
| Limited English Proficient | 0 | 0 |
| Low Income | 15 | 0 |

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 | |
| Professional Development Coordinator | Part time overseer of staff professional development/licensure compliance/ mentoring | Aug 1, 1995 | Jun 1, 2009 |

| | | | |
|-----------------------------|--|-------------|--|
| 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
 Joan Barnatt, professional development and mentor supervisor

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

Cate Graham, 7th grade math teacher

Mary Marvullo, school psychologist

Teacher and Staff Attrition

| TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR | | | |
|---|--|---|--|
| | Number as of last day of 2008-09 school year | Departures during the 2008-09 school year | Departures at the end of the school year |
| Teachers | 31 | 2 | 2 |
| Other Staff | 8 | 0 | 0 |

List of Members of Board of Trustees

| BOARD MEMBERS FOR THE 2008-09 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 alum | T1 July 2006-June 2009 T2 July 2009-June 2012 |
| Amy Mesirow | Vice Chair/ Clerk | Site, Director Evaluation | consultant/ parent | T1 July 2006-June 2009 did not accept a 2nd term |
| Stefanie Fournier | Treasurer | Finance | CPA | T1 April 2007-June 2010 |
| Scott Barron | Trustee | Site, Capital Planning | Founder/ former Board member/parent of alum | T1 February 2008-June 2010 Founding Board 1995-99, Treasurer |
| William Bogdanovich | Trustee | Bylaws, Site, Capital Planning, Director Evaluation | nursing home executive/ parent | T1 November 2007-June 2010 |
| Daniel Dray | Trustee | economic development director | parent | T1 November 2006-July 2009 resigned Jan 2009 |
| Robert Dwyer | Trustee | | museum director | T1 December 2008-June 2011 |
| Allison Graham | Trustee | | faculty representative | T1 September 2008-June 2009 T2 July 2009-June 2010 |

| BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR | | | | |
|--|--------------------|--------------------------------|--------------------------------------|---|
| Kathleen Grenon | Trustee | Finance, Bylaws, Nominating | banking | T1 August 2005-June 2008 T2, July 2008-June 2011 |
| Barbara Haines | Trustee | Nominating | found teacher, retired | T2 July 2008-June 2011 resigned April 2009 |
| Marion Hobbs | Trustee | Bylaws, Site, Capital Planning | lawyer | T1 November 2005-June 2008 T2 July 2008-June 2011 |
| Bernard Lynch | Trustee | Finance | retail manager/ parent of 3 alums | T1 July 2006-June 2009 T2 July 2009-June 2012 |
| Katharine McNamara | Executive Director | all ex officio | school director | hired July 2007 |
| Joshua Stewart | Trustee | | faculty representative | T1 September 2008-June 2009 T2 July 2009-June 2010 |
| Diane Titcomb | Trustee | | parent | T1 July 2008-June 2011 |
| Christopher Wells | Trustee | Capital Planning | banker, parent | T1 February 2008-June 2010 |

MCAS Results

Cape Cod Lighthouse Charter School

MCAS Tests of Spring 2008

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, 2008.
- **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 |
|------------------|-----------------------------|------------|-------------------|-------------------|-------------------|------|
| Grd 06 - ELA | 19 | 56 | 24 | 1 | 72 | 91.3 |
| Grd 06 - Math | 25 | 35 | 36 | 4 | 72 | 82.6 |
| Grd 07 - ELA | 26 | 61 | 13 | 0 | 70 | 96.4 |
| Grd 07 Math | 26 | 42 | 28 | 4 | 72 | 86.8 |
| Grd 08 - ELA | 32 | 54 | 13031 | 1 | 71 | 94.7 |
| Grd 08 - Math | 27 | 35 | 27 | 7 | 71 | 84.2 |
| Grd 08 - SciTech | 7 | 61 | | 6 | 71 | 86.6 |