

# ANNUAL REPORT

2006-2007

CAPE COD LIGHTHOUSE CHARTER SCHOOL

225 ROUTE 6A

ORLEANS, MA 02653

508-240-2800

[www.lighthouse.chtr.k12.ma.us](http://www.lighthouse.chtr.k12.ma.us)

## Letter from the Chair, Board of Trustees

Dear Friends:

We are pleased to provide the Annual Report for the 2006-2007 school year, describing the school's continued commitment to providing quality educational programs, and to developing highly effective and innovative approaches to education that are worthy of dissemination for the benefit of the broader educational community.

Cape Cod Lighthouse Charter School was among the first charter schools established in Massachusetts in 1994. Now in our twelfth year, the school continues to offer a significant and valued middle school choice to the students and parents of Cape Cod in line with the school's mission of fostering academic achievement and intellectual development through interactive and interdisciplinary learning experiences and a strong respect for the unique natural resources of Cape Cod. The school's commitments to experiential education, integrated studies, partnerships with community resources, and respect for the environment continue to provide CCLCS with new opportunities for innovation and dissemination.

During the past year the Board of Trustees has continued in its role of providing support to the Director, faculty and staff, and of strengthening the school's systems of operation.

Highlights of the 2006-07 school year include:

- Thorough revision and adoption of our school's personnel policies;
- Continued budget forecasting and financial planning to enhance our ability to plan for the school's financial future;
- Research and resource development in support of long-term facilities needs of the school; and
- Enhancing the school's network of communications with the broader community.

This year the Board conducted a successful search for a new Director in light of familial responsibilities that prompted the resignation of our previous Director. We are delighted to welcome our new Director, Katharine B. McNamara, whose wealth of experience in strategic planning, communications and resource development in educational settings is a perfect complement to our strong faculty and administrative team.

The school is well positioned to build on its successes in educational excellence and operational maturity in the coming year.

Sincerely,

Carole Ridley  
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.

## Table of Contents

Letter from the Chair, Board of Trustees	2
CCLCS Mission Statement	3
Table of Contents	4
Executive Summary	5
School Profile	6
Grades and Age Levels Served	6
Educational Philosophy	6
External Standardized Test Results	7
Internal Assessment Results	12
Instructional Days in 2006-2007	14
NCLB Report Card	14
Accountability Plan Performance	14
Organizational Viability	14
Academic Program	16
Faithfulness to Charter	19
Governance Profile	25
Board of Trustees	26
Board's Major Policy Decisions	27
Official Complaints to the Board	28
Student Profile	28
Student Demographics	28
Student Applications	28
Student Turnover	29
Expulsions and Suspensions	29
Attendance Rate	29
Staff Profile	30
Administration	30
Teacher Qualifications	30
Teacher Turnover	31
Financial Profile	32
Budget for 2007-2008	32
Profit and Loss Statement for 2006-2007	34
Balance Sheet	36
Dissemination	38

## **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 twelfth year of operation, its second 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 that ensures responsible management. The administrative structure is clear. 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 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.

## **School Profile**

### **Grades and Age Levels served**

Cape Cod Lighthouse Charter School is a regional, Commonwealth charter school serving all of Cape Cod. It is a middle school offering grades six, seven, and eight. Students range in age from ten to fourteen. Two hundred four students were enrolled for the 2006-2007 academic season, and the school will expand to 216 next year, with four classes of 18 students at each grade level. The school's charter allows up to 400 students in order to provide for the eventual consideration of a high school level.

### **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. Astronomy, papermaking, Asian religions, 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.

### 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.

**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
Grade 6 English LA						
Year	n	%A	%P	%NI	%W	
2006	68	25	54	19	1	

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
Grade 7 Math						
Year	n	%A	%P	%NI	%W	
2006	68	13	35	32	19	
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
2004	60	30	40	23	7	n/a
2005	60	17	33	35	15	n/a
2006	60	10	40	32	18	N/a
Grade 8 English LA						
Year	n	A	P	NI	W	SS
2000	56	2	86	11	0	246
2001	57	5	91	4	0	251
2006	57	23	72	5	0	N/a
Grade 8 Science and Technology						
Year	n	% A	% P	% NI	% W	SS
2000	59	8	36	41	15	240
2003	56	4	59	30	7	n/a
2004	60	17	47	32	5	n/a
2005	60	8	40	40	12	n/a
2006	60	3	40	50	7	N/a

**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. 7ELA</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

Analysis of CCLCS scores against the composite sending districts were completed using weighted averages calculated by using actual percentages from the sending districts. Overall, CCLCS students outperformed the composite districts in ELA, but lagged in Math and less so on Science/Technology. After receiving these results in the fall of 2006, staff at CCLCS instituted a new MCAS results analysis procedure in order to more specifically identify areas of relative weakness. As a result of this analysis, more emphasis was put on integrating the teaching of answering open response questions in the 8<sup>th</sup> grade math and science classes. Although our small cohort sizes lead to natural variability in results from year to year that may be independent of program elements, we anticipate that this targeted instruction will lead to better scores when the 2007 results are released.

**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	
Oak Ridge	86	Wing	79
Chatham	83	Nauset	77
Nauset	83	Forestdale	72
Forestdale	83	Oak Ridge	61
Wing	82	Harwich	60
CCLCS	80	Chatham	59
Harwich	80	CCLCS	58
Barnstable	78	Falmouth	57
Mashpee	74	Barnstable	56
Falmouth	69	Mashpee	56
Bourne	68	Provincetown	54
Mattacheese	67	Wixon	49
Wixon	60	Bourne	46
Provincetown	45	Mattacheese	42
Composite	74	Composite	64

2006: 6th of 14

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

7 ELA		7 Math	
Chatham	94	Oak Ridge	77
Wing	89	Nauset	69
Nauset	88	Chatham	69
Oak Ridge	83	Wing	68
CCLCS	80	Falmouth	50
Mattacheese	79	Provincetown	50
Mashpee	71	Bourne	49
Provincetown	69	CCLCS	48
Falmouth	69	Forestdale	45
Barnstable	69	Mattacheese	43
Forestdale	68	Barnstable	41
Wixon	68	Mashpee	38
Bourne	66	Harwich	36
Harwich	62	Wixon	34
Composite	84	Composite	61

2006: 5 of 14  
 2005: 5 of 14  
 2004: 8 of 14  
 2003: 1 of 14

2006: 8 of 14

8 ELA		8 Math		8 Sci/Tech	
CCLCS	95	Wing	72	Oak Ridge	58
Oak Ridge	94	Oak Ridge	67	Nauset	52
Wing	90	Nauset	67	Wing	52
Forestdale	90	Harwich	66	Forestdale	51
Nauset	89	Forestdale	62	Wixon	51
Harwich	87	Chatham	51	Harwich	51

Falmouth	84	CCLCS	50	CCLCS	43
Chatham	83	Provincetown	50	Barnstable	39
Barnstable	81	Falmouth	47	Falmouth	34
Wixon	77	Wixon	43	Provincetown	32
Mattacheese	77	Barnstable	43	Mashpee	31
Mashpee	76	Mattacheese	38	Mattacheese	30
Bourne	72	Bourne	34	Bourne	28
Provincetown	59	Mashpee	33	Chatham	26
Composite	85	Composite	60	Composite	48
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 - Grade Mean Equivalence and NCEs**

<b>Class of 2005</b>			
	<b>2003</b>	<b>2004</b>	<b>2005</b>
Reading	9.1 GE 59.1 NCE	10.9 GE 64.8 NCE	11.6 GE 67.6 NCE
Language Arts	9.9 GE 60.7 NCE	11.3 GE 62.5 NCE	12.6 GE 63.5 NCE
Mathematics	8.4 GE 60.3 NCE	10.3 GE 60.0 NCE	12.7 GE 64.7 NCE
<b>Class of 2006</b>			
	<b>2004</b>	<b>2005</b>	<b>2006</b>
Reading	9.4 GE 59.7 NCE	11.0 GE 65.0 NCE	11.6 GE 67.9 NCE
Language Arts	10.6 GE 62.0 NCE	11.0 GE 60.7 NCE	12.6 GE 61.9 NCE
Mathematics	9.2 GE 62.2 NCE	10.6 GE 61.7 NCE	12.0 GE 62.8 NCE
<b>Class of 2007</b>			
	<b>2005</b>	<b>2006</b>	<b>2007</b>
Reading	10.3 GE 63.8 NCE	10.9 GE 64.8 NCE	Not available
Language Arts	11.1 GE 64.3 NCE	10.6 GE 60.3 NCE	Not available
Mathematics	8.8 GE 61.2 NCE	10.1 GE 59.1 NCE	Not available

The CAT-5 results show adequate progress by each cohort from year to year, and are discussed in the Accountability Plan section of this Annual Report.

### **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. 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. This spring 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 significant changes in the approach to each student’s program, leading to more successful results.

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 move to the next unit 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 quarterly 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=59, or 87%) are placed through a combination of middle school grades and teacher recommendations, informed by placement tests in math and world languages. Students attending Cape Cod Regional Technical High School (n=1, or 1%) are placed based on spring placement exams. All students attending the Sturgis Charter School (n=4, or 6%) 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=4, or 7%) 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 2007:

	HONORS	“A” LEVEL	“B” LEVEL	NO PLACEMENT
SCIENCE	50% (n=34)	49% (n=33)	1% (n=2)	0%
MATH	46% (n=31)	32% (n=22)	22% (n=15)	0%
LANGUAGE ARTS	44% (n=30)	32% (n=27)	16% (n=11)	0%

HISTORY	43% (n=29)	54% (n=37)	3% (n=1)	0%
WORLD LANGUAGE	34% (n=23)	53% (n=36)	4% (n=3)	9% (n=6)

**Number of Instructional Days for the 2006 – 2007 school year**

There were 180 instructional days completed in the 2006-2007 school year. The first day of school was on Tuesday, September 5, 2006, and the last day of school was on Thursday, June 14, 2007. The school day begins at 8:55 AM and ends at 3:10 PM. Classes are held Monday through Friday except for holidays and vacations.

**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 an evaluative processes to assess the school's Executive Director, hire an Interim Director for the remainder of the 2006-2007 school year, and hire a new Executive Director for the 2007-2008 school year. The fact that such active turnover could occur without affecting the day-to-day operations of the school in a negative way is a great testament to the Board's use of open and effective processes.

***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 12-year history of CCLCS.

**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 2006-2007 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 twenty students applied for 72 available spaces in next year's sixth grade class. This marks the highest number of applicants since 2002, despite the fact that the demographic numbers of students continue to fall on Cape Cod. The school maintains a strong waiting list for all grades, with 71 students as of July 25, 2007.

## **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 met in the sixth grade ELA test (80 vs. 74) and the eighth grade ELA tests (95 vs. 85), and nearly met in the seventh grade ELA test (80 vs. 84).

**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 class of 2006 showed steady improvement, improving from a GE of 9.4 to 11.6 and an NCE improvement from 59.7 to 67.6 in reading scores, and improvements from 9.9 GE to 12.6 GE and 60.7 NCE to 64.7 NCE in Language Arts during their tenure at CCLCS. The class of 2007 improved from 10.3 GE to 10.9 GE in reading scores from sixth to seventh grades, but fell from 11.1 to 10.6 GE and from 64.3 to 60.3 NCE in Language Arts scores between sixth and seventh grades.

**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.

***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 not met for the spring 2006 MCAS results, as CCLCS students outperformed the state averages at each level, but were outperformed by the composite district at each grade level (Sixth: 58 vs. 64, Seventh: 61 vs. 48, Eighth: 60 vs. 50). Please see the section on External Test Results for a discussion of these results.

**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.**

Although spring CAT-5 results are not yet available, the classes of 2006 and 2007 showed clear progress, as evidenced in Table 4. The class of 2006 improved from 9.2 GE in sixth grade, to 12.0 GE by spring of eighth grade, and maintained a strong NCE, improving from 62.2 to 62.8. The class of 2007 improved their math scores from an 8.8 GE in sixth grade to 10.1 GE in seventh grade.

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

**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 benchmark, 93% (63 of 68) of seventh graders met this benchmark and 99% (67 of 68) of eighth graders met this benchmark.

***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.** Forty-three percent of CCLCS students scored in the Proficient and Advanced categories vs. 48% from the composite district.

**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-six percent (195 out of 204) of students had averages above 75% on internal skill and benchmark tests.

**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-nine percent (67 of 68) of students scored above 75% on this rubric.

**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.**

Ninety-nine percent (67 of 68) of eighth grade students met eligibility requirements for taking “honors” or “A” level science classes at their receiving high schools.

***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%.**

One hundred percent of sixth graders met this goal, 93% (63 of 68) of seventh graders, and 100% of 8<sup>th</sup> 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-seven percent of eighth graders met the eligibility requirements for taking “honors” or “A” level equivalent social studies classes at their receiving high schools.

***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.**

Eighty-seven percent of eighth grade students 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.**

Thirty-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.**

Ninety-eight percent (119 of 122) of students met this benchmark.

***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.

**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 met the requirements

***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.

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

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

As a mature charter school just completing its twelfth 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.

***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. 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 all three terms, for ninety 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. Each year up to 16 students work with local attorneys to train for competition against middle schools throughout Southeastern Massachusetts. Students hone reading, writing and speaking skills as they prepare for trials. CCLCS students have won the competition 4 out of the last five years, and were runners up the fourth year. The 2007 team had an undefeated season, winning the regional championship.
- **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. This summer of 2007, eight students and two teachers from the school will visit Japan.

- **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.

***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. Below are descriptions of local resource partners and the jointly shared learning experiences.

- **Big and Small Puppetworks and the Orleans Council on Aging.** The students and seniors are participating in a year-long collaborative program sponsored by the Yarmouthport-based Big and Small Puppetworks, using the themes from the book "Two Old Women" Velma Wallis' retelling of the Athabaskan legend of survival. Every student received a copy of the book which was incorporated into the Language Arts curriculum. Over Thanksgiving break students interviewed a senior and created a project. On December 5<sup>th</sup> the school community hosted over 60 elders in small group discussions of age and ageism. Liz Smith, Orleans Senior Center Director remarked: The project continued with a Portrait/Maskmaking Seminar with students, Orleans Senior Center and Big and Small Puppet. for drawing and maskmaking. The culminating event of the collaboration will be a Fall 2007 production of Two Old Women, a pageant of masks, music and movement that brings the legend to life.
- **Cape Cod Museum of Natural History** – This relationship grew even stronger during the 2006-2007 school year through the school's participation in the Sylvia Howe Thompson pilot project, funded by a \$25,000 memorial gift in honor of Ms. Thompson. In this program, sixth grade students and teachers worked to further develop the school's site visit program. Through monthly field experiences developed with museum staff, students learned about the four major ecosystems on Cape Cod. This year's learning cycle culminated in an exhibition of student work at the museum. Teachers are working with museum staff this summer to write a curriculum based on this pilot project, as well as planning for phase two next year.

- **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 hosted first school musical: Guys and Dolls. Members of the theatre group lent their expertise with staging, sets, lighting, costumes. The partnership ended with 4 standing room only performances.
- **Fine Arts Work Center Artists-In-Residence** introduced an American Landscape unit to 8th Grade Art classes and discussed writing memoirs in preparation for the 8<sup>th</sup> grade Personal Essay project
- 
- **Pleasant Bay Grant** – As mentioned in the “academic achievement” section, students worked with science teachers to complete an important study on the distribution of an invasive alga in Pleasant Bay.
- **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.
- Illustration Seminar students collaborated with the **Edward Gorey House** and the **Boston Animal Rescue League** to create a mural for animal adoption day in July,2007.

***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** Thanks to a generous donor, 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 ten 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*, 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. 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. Other extracurricular activities are *Art Club, Magic 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 has led to the formation of cheerleading and field hockey teams. 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 for 20 minutes in homeroom groups to discuss issues and to review daily activities. The School maintains an active elected student government group and a peer mediation program.

***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, cheer leading, and running.
- **Seventh Grade Social Studies** - "Imperial Scrapbook Project" which 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. The Cape Codder newspaper did an article on the project and the reporter then wrote an editorial in which he noted: "These are not the uninvolved youth sometimes reported in the media or characterized by some adults."
- **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**. In response one anonymous

Epoch resident awarded three prize gift certificates and a donation of \$100 to CCLCS Visual Art program. Portrait Seminar Student Exhibit/Curating Session at **Provincetown Art Association Museum**. 6th Grade Art Exhibit at the **Cultural Center of Cape Cod** in South Yarmouth.

- **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.

## **CCLCS Board of Trustees 2006-2007**

### **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. the third Monday of each month, with occasional special meetings 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. A Director Search Committee had to be formed upon the December resignation of the Executive Director. 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 2007-2008 with a full complement of 17 trustees.

### **Board of Trustees 2006-2007**

**Karim Ajania**

**July 2006-December 2006**

Executive Director  
resigned position December 2006

**Daniel Dray**

**November 2006-June 2009**

Centerville, MA  
Economic Development Director  
Parent  
Search Committee, Chair

**Stefanie Fournier**

**March 2007-June 2010**

Brewster, MA  
CPA  
Finance Committee

**Daniella Garran**

**September 2006-August 2007**

Marstons Mills, MA  
Social Studies Teacher  
Faculty Representative

**Catherine Graham**

**July 2005-June 2008**

Harwichport, MA  
Former CCLCS Math Teacher

**Kathleen Grenon**

**July 2005-June 2008**

Orleans, MA  
Banking  
Finance Committee

**Barbara Haines**

**July 2005-June 2008**

Dennis, MA  
Founding teacher, retired  
Nominating Committee, Chair

**Marion Hobbs**

**July 2005-June 2008**

Brewster, MA  
Attorney  
ByLaws Committee, Chair

**John Kleshinski**

**July 2004-November 2006**

Chatham, MA  
Friend  
Treasurer, Board of Trustees  
Executive Committee  
Finance Committee, Chair  
Site Committee

**Bernie Lynch**

**July 2005-June 2008**

Eastham, MA  
Retail manager/Parent  
Vice Chair, Board of Trustees  
Executive Committee

**Maggie Mack**

**July 2004-June 2007**

Wellfleet, MA  
Early Childhood Coordinator  
Parent

Parent Involvement Committee Chair  
Personnel Policy Committee, Chair

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

**Elizabeth Moore**  
**September 2006-August 2007**  
Chatham, MA  
Math Teacher  
Faculty Representative

**Paul Niles**  
**January 2006-June 2007**  
Eastham, MA  
Science Teacher  
Interim Director

**Carole Ridley**  
**July 2004-June 2007**  
Harwich, MA  
Strategic planner/Parent  
Chair, Board of Trustees  
Executive Committee

Finance Committee  
Legislative Committee, Chair

**Sarah Robinson**  
**March 2007-June 2010**  
Brewster, MA  
Financial Planner  
Site Committee

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

**Bill Wibel**  
**February 2004 – June 2007**  
Brewster, MA  
Educational Consultant  
ByLaws Committee

**Jeff Zinn**  
**July 2005-June 2008**  
Wellfleet, MA  
Site Committee

### **2006-2007 Policy Votes by the Board of Trustees**

September 2006

Voted to accept Procurement Policy for Site Acquisition and Building

October 2006

Approved terms of a revised Purchase and Sales Agreement for the Allard property

Approved Official Attendance Policy

December 2006

Established scholarship awards to graduating eighth grade girl and boy in memory of Board treasurer John Kleshinski

Approved establishment of a \$50,000 line of credit to be used for shortfalls and repaid as soon as possible.

Accepted the FY2006 audit

January 2007

Accepted the resignation of Karim Ajania as Executive Director

Named Paul Niles Interim Director

February 2007  
Authorized the establishment of a Director Search Committee

Authorized the Site Committee to issue the Request for Bid for Site Feasibility Study

March 2007  
Adopted FY 2008 budget with no salary increases, stipulating the Board will review in the fall to revisit faculty and staff compensation in light of the budgetary considerations at that time

April 2007  
Approved changes to the Purchase and Sales agreement and authorized execution of the revised agreement

Voted Katharine McNamara Executive Director beginning July 1, 2007

June 2007  
Approved revised Personnel Policy

Approved 2007-2008 slate of officers

No **charter amendments** were sought.

### **Official Complaints to the Board**

There were no official complaints made to the Board

### **Student Profile**

#### **Student demographics**

Total number of students enrolled: 204

**Students by race:** 95% of the students were identified by their parents as non Hispanic/White, five students White Hispanic/Latino (2%), two students (1%) Asian, and one student each were identified as Black, White and Asian, White and American Indian, white and Pacific Islander (2%)

**Gender:** Male: (111) 54%  
Female: (93) 46%

**Students receiving Free/Reduced Lunch:** (16) 8 %

**Special Education:** Students on IEPs (40) 20%  
Students on 504 Plans (11) 5%

**Students with Limited English Proficiency:** (0)

**Linguistic minorities within the school population:** (0)

### **Applications**

Applications for admissions for the 2006-2007 school year:

6th grade: 110  
7th grade: 29  
8th grade: 44

<b>Town of Residence</b>	<b>Grade applied for</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>
Acton		0	0	1
Barnstable		7	4	3
Bourne		2	0	0
Brewster		20	4	12
Chatham		3	1	1
Dennis		5	0	3
Eastham		9	1	2
Harwich		17	4	8
Orleans		13	5	1
Provincetown		3	1	0
Sandwich		2	2	2
Truro		2	0	2
Wellfleet		13	3	4
Yarmouth		<u>14</u>	<u>4</u>	<u>4</u>
<b>TOTAL</b>		<b>110</b>	<b>29</b>	<b>44</b>

### **Student Turnover**

During the school year one student left sixth grade to return to his local school. There has been no official notification of students leaving over the course of the summer.

### **Disciplinary Action**

Five students accumulated in-school suspensions of one day each for disrespectful behavior, inappropriate language, fighting or theft. Eight students received out-of-school suspensions varying in length from one to ten days. Four students were suspended for bringing weapons (knife) to school, two for fighting, one for misuse of over the counter drugs. One student received three in-school and three out-of-school suspensions for misuse of over the counter drugs, bringing tobacco products to school, skipping school and disrespectful behavior.

### **Attendance Rate**

Average daily attendance: 197  
Attendance rate: 96.6

### **Staff Profile**

## Administration

The Executive Director, Karim Ajania, hired at the start of the 2006-2007 school year, resigned his position in December 2006, moving back to California due to a family crisis. The Associate Director, Paul Niles, was named Interim Director for the remainder of the school year. Additional support was provided by the Administrative Team composed of senior faculty representing each grade level, Special Education Coordinator, and School Psychologist. The team met weekly. A successful search was conducted through Spring 2007, resulting in the hiring of Katharine B. McNamara, who will join CCLCS in July 2007, as the new Executive Director.

Consistent with the history and culture of the school, the professional staff continues to accept significant responsibility for the smooth operation and decision making in the school. As in the past, the director reports to the Board and is ultimately responsible for all operations on a day-to-day basis. Responsibility for the professional development program and mentor supervision rests with the Coordinator of Professional Development, Joan Barnatt; responsibility for organization and development of the special education programming is delegated to Jennifer Hyora-Williams, Coordinator of Special Education; responsibility for financial operations and facilities management to the Business Manager, Karen Scichilone, and the Administrative Assistant, Marion Lay.

### Summary of Teacher Qualifications

Full time teachers:

Full time teachers	16
Full time Special Educators	3
Part time teachers	7
One-on-one aides	2

**Total teaching personnel 28**

Student to Teacher Classroom ratios:

Core Curriculum classes	17:1
World Language classes	14:1
Seminars	8:1

Average years teaching experience: 11.9

Average years of service at CCLCS: 5.6

Highly Qualified Teachers by NCLB Definition:

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

### Teacher Attrition

Three teachers took maternity leave in the final three months of the school year; all were

replaced by highly qualified teachers for the remainder of the year. Only one of these teachers has chosen to return in the next school year. One of the positions was permanently filled by the long-term substitute, and the other position has been filled by a highly qualified teacher. One teacher was not extended a renewal contract at the end of the school year; the position has been filled by a highly qualified teacher for the next school year.

# Financial Profile

Cape Cod  
Lighthouse  
Charter  
School  
Operating  
Budget  
July 1,  
2007 to  
June 30,  
2008

	<u>Jul '07-Jun 08</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
<b>Operating Income</b>	
Per Pupil Tuition	\$ 2,316,000.00
Summer Program	15,000.00
Interest Income	15,000.00
<b>Total Operating Income</b>	<u>2,346,000.00</u>
<b>Grants Income</b>	
Grants - Government	30,000.00
<b>Total Grants Income</b>	<u>30,000.00</u>
<b>Foundation Commitment</b>	<u>60,000.00</u>
<b>Total Income</b>	<u>2,436,000.00</u>
<b>Expense</b>	
<b>Direct Student Costs</b>	
Computer - Internet Access	2,800.00
Computer Software	2,700.00
Computer Supplies & Repairs	2,700.00
Consultants - Special Programs	2,200.00
Insurance Expense	29,000.00
Instructional Equipment	1,200.00
Physical Education Expense	3,500.00
Team Sports Expense	5,200.00
Nursing	
Supplies	500.00
Seminar	
Expense	1,500.00
Special Needs	35,000.00
English Language Learners	500.00
Textbooks and Supplies	8,500.00
<b>Transportation Costs</b>	
Vehicle Gas	2,700.00
Vehicle Repairs & Maintenance	3,000.00
<b>Total Transportation Costs</b>	<u>5,700.00</u>
<b>State Mandated Testing</b>	<u>3,500.00</u>
<b>Total Direct Student Costs</b>	<u>104,500.00</u>

<b>Occupancy</b>	
Maintenance - Furniture & Fixture	2,400.00
Maintenance - Site Prep	2,400.00
Alarm Service Fees	1,200.00
Auxiliary Site Rent	800.00
Custodial Outside Services	19,000.00
Maintenance - Building	8,500.00
Maintenance Site Supplies	5,500.00
Rent	290,700.00
Rubbish Removal	4,100.00
Utilities	34,000.00
<b>Total Occupancy</b>	<b>368,500.00</b>
<b>Office</b>	
Accounting Fees	13,000.00
Bank Charges	300.00
Equipment Lease, Repair & Maint.	8,700.00
Office Supplies and Expense	10,200.00
Payroll Service Fees	2,600.00
Postage and Shipping	3,400.00
Printing Expense	3,200.00
Admissions	6,400.00
Telephone Expense	7,400.00
<b>Total Office</b>	<b>55,200.00</b>
<b>Personnel</b>	
Salaries & Wages	1,553,400.00
Benefits	39,000.00
Prof. Development - Staff	12,500.00
Payroll Tax (Employer Exp)	46,800.00
Insurance - Health	178,500.00
<b>Total Personnel</b>	<b>1,830,200.00</b>
<b>Other Expenses</b>	
Summer Program	15,000.00
Enrichment and School Functions	60,000.00
<b>Total Other Expenses</b>	<b>75,000.00</b>
<b>Total Expense</b>	<b>2,433,400.00</b>
<b>Net Income/(Loss)</b>	<b>\$ 2,600.00</b>

**Lighthouse Charter School  
Profit and Loss Statement  
July 1, 2006 to June 30, 2007  
UNAUDITED**

	<b>Jul '06 - Jun 07</b>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
<b>Operating Income</b>	
Income - Summer Program	10,895.00
Income - Per Pupil Tuition	2,387,373.00
Income - Bank Interest	14,300.47
Income - Miscellaneous	2,282.97
<b>Total Operating Income</b>	2,414,851.44
Income - SPED Medicare Reimbursement	5,626.33
Income-Circuit Breaker Payments	7,855.00
Grants Income	45,923.00
<b>Total Income</b>	2,474,255.77
<b>Gross Profit</b>	2,474,255.77
<b>Expense</b>	
<b>Direct Student Costs</b>	
Computer - Maintenance Fee	162.75
Computer - Internet Access	1,570.27
Computer Software	1,751.50
Computer Supplies & Repairs	10,744.36
Insurance Expense	28,901.00
Instructional Expenses	311.80
Physical Education Expense	3,045.00
Team Sports Expense	5,919.56
Nursing Supplies	1,903.25
Seminar Expense	1,451.83
Special Needs	31,582.55
English Language Learners	2,065.00
State Mandated Assessment	3,043.89
Textbooks and Supplies	13,812.50
Transportation Costs	5,392.60
<b>Total Direct Student Costs</b>	111,657.86
<b>Occupancy</b>	
Maintenance - Site Prep	4,336.00
Alarm Service Fees	1,504.00
Auxiliary Site Rent	350.00
Custodial Outside Services	19,550.00
Maintenance - Building	14,874.84
Maintenance Site Supplies	2,578.54
Rent	289,198.24
Rubbish Removal	4,672.94
Utilities	27,732.93
<b>Total Occupancy</b>	364,797.49

<b>Office</b>	
Bank Charges	440.00
Computer Hardware	400.00
Equipment Lease, Repair & Maintenance	13,034.86
Miscellaneous Expenses	33.98
Office Supplies and Expense	9,778.41
Payroll Service Fees	3,184.95
Postage and Shipping	2,422.58
Printing Expense	3,421.67
Admissions	3,435.73
Telephone Expense	<u>6,767.23</u>
<b>Total Office</b>	<b>42,919.41</b>
<b>Personnel</b>	
Salaries	1,537,821.48
Prof. Development - Staff	9,706.14
Payroll Tax (Employer Exp)	41,491.38
Insurance - Health	173,803.87
Employee Benefits	<u>26,975.47</u>
<b>Total Personnel</b>	<b>1,789,798.34</b>
<b>Other Expenses</b>	
Enrichments	41,498.78
Yearbook	1,847.03
Miscellaneous	334.34
Dues & Subscriptions	3,627.94
Fees and Licenses	132.00
Legal Fees	7,830.23
Recruitment	2,660.45
School Function	<u>2,290.64</u>
<b>Total Other Expenses</b>	<b><u>60,221.41</u></b>
<b>Total Expense</b>	<b><u>2,369,394.51</u></b>
<b>Net Ordinary Income</b>	<b>104,861.26</b>
<b>Other Income/Expense</b>	
<b>Other Income</b>	
Ski Fund Income	5,651.00
Healthy Nutrition Program	<u>87.90</u>
<b>Total Other Income</b>	<b>5,738.90</b>
<b>Other Expense</b>	
Ski Fund Activity	7,426.50
School Lunch Program	188.33
Summer Enrichment Program	3,486.82
Director Search	<u>5,445.05</u>
<b>Total Other Expense</b>	<b><u>16,546.70</u></b>
<b>Net Other Income</b>	<b><u>-10,807.80</u></b>
<b>Net Income</b>	<b><u><u>94,053.46</u></u></b>

**Cape Cod Lighthouse Charter School  
Balance Sheet  
As of June 30, 2007  
UNAUDITED**

	<b>Jun 30, 07</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
CC5 Summer Acct	282.59
CC5 Student Activity Acct	1,171.04
CC5-School Lunch	3,053.11
	575,103.0
CC5-Operating Depository Acct	8
CC5 Grants Account	13,256.98
CC5-Operating Vendor Acct	79,497.27
CCB&T-Ski Fund	1,222.75
CCLCS-The Write Connection	644.57
Cash Petty Cash Fund	237.75
	674,469.1
<b>Total Checking/Savings</b>	4
<b>Accounts Receivable</b>	
Receivable - Miscellaneous	2,562.42
<b>Total Accounts Receivable</b>	2,562.42
<b>Other Current Assets</b>	
Prepaid Expenses	3,793.91
Prepaid Insurance	3,534.00
<b>Total Other Current Assets</b>	7,327.91
<b>Total Current Assets</b>	684,359.4
	7
<b>Fixed Assets-Net</b>	
Vehicles - 2005 Ford Vans	39,902.00
Vehicles - 2006 Ford Vans	39,902.00
Acoustical Improvements	3,351.34
Library	401.67
Equipment	47,527.06
Equipment - Audiovisual	1,828.23
Furniture and Fixtures	4,712.39
Leasehold Improvements	56,379.38
Site Preparation Fees	6,859.31
	200,863.3
<b>Total Fixed Assets-Net</b>	8
<b>Other Assets</b>	
Legal & Engineering Fees	10,611.50
Accumulated Amortization	-4,244.00
<b>Total Other Assets</b>	6,367.50
<b>TOTAL ASSETS</b>	<b>891,590.3</b>
	<b>5</b>

**LIABILITIES & EQUITY**

**Liabilities**

**Current Liabilities**

**Accounts Payable** 4,022.89

**Other Current Liabilities**

**Def Income-Ski Fund** 4,984.85

**Accrued Expenses - Other** 134,411.61

**Grant - ECC Renewable Education** 5,714.65

**Grant - Salt Marsh** 3,514.59

**Grant - Friends of Pleasant Bay** 2,259.53

**Grant - Unrestricted Grants** 5,824.59

**Grant - Student Activities** 6,754.06

163,463.8

**Total Other Current Liabilities** 8

167,486.7

**Total Current Liabilities** 7

167,486.7

**Total Liabilities** 7

**Equity**

289,517.5

**Fund Balance - Plant Fund** 0

159,227.0

**Fund Balance - Operating Fund** 0

181,305.6

**Retained Earnings** 2

94,053.46

**Net Income** 724,103.5

8

**Total Equity** 8

891,590.3

**TOTAL LIABILITIES & EQUITY** 5

## **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 intergenerational concerts in the local area
- Intergenerational clay workshop in collaboration with Brewster Council on Aging
- Sixth grade Art Exhibit at Epoch Assisted Living, Brewster
- Portrait Seminar Student Exhibit/Curating Session at Provincetown Art Association Museum
- Sixth grade Art Exhibit at the Cultural Center of Cape Cod, South Yarmouth.
- Intergenerational Portrait Seminar with Orleans Senior Center and Big and Small Puppet, Co. for drawing and mask-making
- Illustration Seminar students collaborated with the Edward Gorey House and the Boston Animal Rescue League to create a mural for animal adoption day

### **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 three 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 sixth grade classes. In the spring, students hosted an exhibition of their work at the museum, with more than 100 people in attendance.

### **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 Write Connection* is a newspaper publication that was developed and established by the CCLCS Writer-in-Residence for students throughout Cape Cod. This program brings together students from five districts, and is currently distributed throughout the region
- The Writer-in-Residence conducted poetry workshops at Orleans Elementary School and Cape Cod Vocational High School.
- Intergenerational, year long collaboration with Big and Small Puppetry and Orleans Council on Seniors resulted in a book study of *Two Old Women*, theater production, and fine arts collaboration through the academic year.

### **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.

### **Presentations**

- Social Studies teacher, Daniella Garran presented a best practice paper on the Imperial Scrapbook Project at the annual Massachusetts Charter Public School Association Conference, March 2007.
- Research Presentations on teacher inquiry, teaching for social justice, and pupil outcomes at American Education Research Association, Chicago; New England Education Research Organization, Portsmouth, NH; University of Pennsylvania Ethnography in Education Forum; TNE Evidence Forum, San Francisco; and Boston College Research Symposium by Joan Barnatt.
- Science teacher Paul Niles presented student research results on the incidence of invasive alga *Codium Fragile* in Pleasant Bay at the Friends of Pleasant Bay Annual Meeting in July 2007.

### **Papers**

- Article in Teacher Magazine by Daniella Garran featuring Egyptological Excavation project as a best practice.
- Joan Barnatt co-authored chapter, in-press:  
Cochran-Smith, M., Barnatt, J, Lahann, R., Shakman, K., Terrell, D .  
“Teacher Education for Social Justice: Critiquing The Critiques.” Westheimer, J. & Suurtamm, K., Eds. *The Handbook of Social Justice in Education*. New York: Taylor and Francis, Publishers.

### **School-Wide Efforts**

- Weekly articles in *The Cape Codder* highlight best practices in CCLCS curriculum.
- A contingent of eight CCLCS students will travel to Yamagata-ken, Japan as student

- diplomats to our sister school in Matsuyama-machi, in August 2007.
- Roots & Shoots students assisted CCLCS alumna Jessica Rimington in a presentation on student activism to Kofi Annan and a panel of United Nations Peace Ambassadors (including Yo Yo Ma, Michael Douglas, Jane Goodall and others) at the United Nations in New York in September 2006.
  - The One World Youth Project, a cultural exchange program uniting schools worldwide, held its Annual Summit at CCLCS in August 2006. The summit included youth from Africa, Asia, Europe and North America.