

# ANNUAL REPORT

2004-2005

CAPE COD LIGHTHOUSE CHARTER SCHOOL

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# CAPE COD LIGHTHOUSE CHARTER SCHOOL

*Letter from the Chair, Board of Trustees*

July 15, 2005

Massachusetts Department of Education  
Charter School Office  
350 Main Street, 5<sup>th</sup> Floor  
Malden, MA 02148-5023

Dear Friends:

Cape Cod Lighthouse Charter School was among the first charter schools established in Massachusetts in 1994. The attached Annual Report for the 2004-2005 school year, our tenth year, describes a school that continues to fulfill its promise. CCLCS has been successful in providing quality educational programs for the students in its care, and it has developed highly effective and innovative approaches to education that are worthy of dissemination for the benefit of the educational community. It is an honor for me to serve as Chair of the Board of Trustees.

Cape Cod Lighthouse Charter School's charter, philosophy, mission, and culture have not changed since the school's founding ten years ago. The school continues to offer a significant middle school choice to the students and parents 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 dissemination. The primary roles of the Board this past year have been to oversee the charter renewal process, to support the faculty and staff in their good work, and to strengthen the school's established systems of operations toward its becoming a mature institutional presence.

The Board set and accomplished five major goals for the year: 1. To ensure renewal of the school's charter; 2. To explore the relationship between school culture and leadership; 3. To expand available teaching space and increase enrollment proportionately; 4. To strengthen administrative infrastructure with respect specifically to admissions and staff retention; 5. To improve the school's institutional advancement program in concert with celebration of the tenth anniversary. With these complete, CCLCS is now positioned well to enter its third, five-year charter.

Sincerely,

Richard Hersey  
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	9
Instruction Days in 2003-2004	11
NCLB Report Card	11
Accountability Plan Performance	12
Academic Program	12
Organizational Viability	13
Faithfulness to Charter	15
Governance Profile	22
Board of Trustees	23
Board's Major Policy Decisions	25
Official Complaints to the Board	27
Student Profile	27
Student Demographics	27
Student Applications	27
Student Turnover	28
Expulsions and Suspensions	28
Attendance Rate	28
Staff Profile	29
Administration	29
Teacher Qualifications	29
Teacher Turnover	29
Financial Profile	30
Financial Statement for 2003-2004	30
Balance Sheet	33
Budget for 2004-2005	35
Dissemination	37

## **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 tenth year of operation, its fifth year in its second, 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, internal assessments, student performance benchmarks, authentic achievement, and high school placements.

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. Much of what we do touches on several of these objectives, and as we illustrate the achievement of these objectives, with reference to our Accountability Plan Goals, throughout this report, there will be frequent reference to key programs.

As we approach 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. Current enrollment is 180 students, the maximum that currently available space will allow. As space becomes available this summer, the school will increase enrollment to 196 in September and then to 204 by reducing class size to 17 students but adding another full class to each of the sixth, seventh, and eighth grades. The school's charter allows up to 400 students in order to allow 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 and that engage 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 our writer-in-residence to produce the "Salmon Project," a research paper that examines the political and economic implications as well as the biological phenomena of salmon migrations.

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 all three terms in the school year. Seminars offer new opportunities for intensive, interactive study of subjects sometimes rarely offered in a traditional middle school curriculum. Astronomy, papermaking, Asian religions, and rock climbing 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 7<sup>th</sup> grade language arts and 8<sup>th</sup> grade science/ technology.

Table 1 summarizes MCAS test results for students in each performance category.

**Table 1: Cape Cod Lighthouse Charter School - MCAS 2000-2004**  
Percentages of Students in Each MCAS Performance Category

<b>Grade 6 Math</b>						
	<b>n</b>	<b>% A</b>	<b>% P</b>	<b>% NI</b>	<b>% W</b>	<b>SS</b>
<b>2001</b>	57	11	37	37	14	238
<b>2002</b>	59	20	41	31	37	243
<b>2003</b>	60	5	33	42	37	n/a
<b>2004</b>	60	25	32	30	13	n/a
<b>Grade 7 English LA</b>						
	<b>n</b>	<b>% A</b>	<b>% P</b>	<b>% NI</b>	<b>% W</b>	<b>SS</b>
<b>2001</b>	53	15	66	13	6	248
<b>2002</b>	59	8	69	22	0	246
<b>2003</b>	60	12	77	12	0	n/a
<b>2004</b>	60	7	70	23	0	n/a

Grade 8 Math						
	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
Grade 8 English LA						
	n	A	P	NI	W	SS
2000	56	2	86	11	0	246
2001	57	5	91	4	0	251
Grade 8 Science and Technology						
	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

n = number of students tested; A = Advanced; P = Proficient; NI = Needs Improvement;

W = Warning/Failing, SS = Average Scaled Score, discontinued by MA in 2002.

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

Comparative analysis of MCAS results by average scaled scores shows that CCLCS has performed consistently above the state average and has scored competitively with the composite sending districts, achieving a higher than average scaled score in some years and subjects and a lower score in others. In 2004, CCLCS students were ranked first on Cape Cod in 8<sup>th</sup> grade mathematics and 8<sup>th</sup> grade science/ technology. All CCLCS students participated in 2004 MCAS testing, including 31 students (17%) with disabilities.

**Table 2: Yearly Comparative Analysis of MCAS Results by Average Scaled Scores**

2000 Average Scaled Score	Gr. 8 ELA	Grade 8 Math
CCLCS	246	236
Composite	227	211
State	240	228

2001 Average Scaled Score	Gr. 6 Math	Gr. 7 ELA	Gr. 8 ELA	Gr. 8 Math
CCLCS	246	236	251	245
Composite	227	211	247	239
State	240	228	242	233

<b>2002 Average Scaled Score</b>	<b>Gr. 6 Math</b>	<b>Gr. 7 ELA</b>	<b>Gr. 8 Math</b>
CCLCS	243	246	237
Composite	239	249	239
State	235	242	232

Massachusetts discontinued use of average scaled scores in 2002. Comparative analysis of MCAS results by Proficiency Index shows that CCLCS student performance continues to outrank state performance and ranks competitively within the Cape Cod sending districts.

**Table 3: Yearly Comparative Analysis of MCAS Results by Proficiency Index**

<b>2003 Proficiency Index</b>	<b>Gr. 6 Math</b>	<b>Gr. 7 ELA</b>	<b>Gr. 8 Math</b>	<b>Gr. 8 Sci/Tech</b>
CCLCS	69.6	96.7	76.7	73.7
Composite	69.2	88.6	67.5	67.2
State	68	85.2	63.2	61.7

<b>2004 Proficiency Index</b>	<b>Gr. 6 Math</b>	<b>Gr. 7 ELA</b>	<b>Gr. 8 Math</b>	<b>Gr. 8 Sci/Tech</b>
CCLCS	78.8	92.5	86.8	87.1
Composite	na	Na	na	Na
State	68.4	86.4	65.0	62.7

**Table 4: 2003 and 2004 CCLCS Student MCAS Performance Ranked Against All Other Cape Cod Schools for 2003-2004**

<b>MCAS</b>	<b>2003 Ranking</b>	<b>2004 Ranking</b>
Gr. 6 Math	10 <sup>th</sup> of 15	9 <sup>th</sup> of 15
Gr. 7 Language Arts	1 <sup>st</sup> of 14	8 <sup>th</sup> of 14
Gr. 8 Math	6 <sup>th</sup> of 14	1 <sup>st</sup> of 14
Gr. 8 Science and Technology	5 <sup>th</sup> of 14	1 <sup>st</sup> of 14

All CCLCS students participated in 2004 MCAS testing, including 31 students (17%) with disabilities.

Annual CAT-5 testing allows us to track students' progress while enrolled in the school. Analysis of this data demonstrates that students make adequate yearly progress as measured by Normal Curve Equivalence (NCE)

**Table 5: CAT/5 Cohort Analysis - Grade Mean Equivalence and NCEs**

<b>Class of 2002</b>			
	<b>2000</b>	<b>2001</b>	<b>2002</b>
Reading	10.0 GE 65.7 NCE	11.3 GE 68.9 NCE	11.4 GE 66.1 NCE
Language Arts	11.9 GE 69.9 NCE	12.9 GE 69.7 NCE	12.9 GE 64.3 NCE
Mathematics	8.0 GE 61.0 NCE	11.8 GE 68.9 NCE	11.1 GE 59.5 NCE
<b>Class of 2003</b>			
	<b>2001</b>	<b>2002</b>	<b>2003</b>
Reading	9.2 GE 58.2 NCE	10.9 GE 65.2 NCE	11.3 GE 65.6 NCE
Language Arts	11.1 GE 64.7 NCE	11.0 GE 60.7 NCE	11.6 GE 60.3 NCE
Mathematics	8.1 GE 55.9 NCE	10.9 GE 64.9 NCE	11.5 GE 62.1 NCE
<b>Class of 2004</b>			
	<b>2002</b>	<b>2003</b>	<b>2004</b>
Reading	10.5 GE 65.1 NCE	11.5 GE 70.3 NCE	11.8 GE 69.6 NCE
Language Arts	11.2 GE 66.0 NCE	12.6 GE 67.4 NCE	12.9GE 66.2 NCE
Mathematics	9.2 GE 63.4 NCE	11.3 GE 68.3 NCE	12.9 GE 70.5 NCE
<b>Class of 2005</b>			
	<b>2003</b>	<b>2004</b>	
Reading	9.1 GE 59.1 NCE	10.9 GE 64.8 NCE	
Language Arts	9.9 GE 60.7 NCE	11.3 GE 62.5 NCE	
Mathematics	8.4 GE 60.3 NCE	10.3 GE 60.0 NCE	

### **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 rechartering 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 receive a failing grade in any one term.

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 that 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 that they have mastered 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, 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. The math department is leading the way this summer with the development of clear benchmark grids showing the longitudinal skill development of each student.

Another internal assessment is 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.

Reflective and assessment portfolios are kept in some departments in order to track student development. This past year, the math department began the development of an assessment portfolio to track student skill development.

We consider “authentic achievement” to include presentations, publications, performances, awards and other types of civic participation that students and alumni become involved in, often as a direct result of the school’s curriculum. Although we have not developed a formal system for measuring these achievements, they serve both as vehicles for dissemination, a vital charter school function, and as validation for aspects of the curriculum. A few are listed here:

- Students from Paul Niles’ eighth grade science class had their science essays on Pleasant Bay published in The Write Connection.
- Students in John Stewart’s Mock Trial seminar have either won or been runners up in the Southeastern Massachusetts Middle School Mock Trial Competition each year of the school’s nine years. In 2004 they were the undefeated champions.
- Alumni and current students have won several awards through the work of the Cape Cod Youth Council on Sustainability, an organization founded by students, teachers and alumni from CCLCS. Among the awards: Nauset Rotary Club Environmental Award, Governor Romney’s *Points of Light* Award, and the *Do Something BRICK Award*. In 2004 the group used over 300 hours of volunteer labor to design and implement a 260-plant sustainable demonstration landscape at the Massachusetts Society for the Prevention of Cruelty offices in Hyannis.
- Seventh grade science teacher Peter Trull implemented a *Toyota Tapestry* award for innovative science curriculum. Students in his avian studies program discovered a major roosting area in Pleasant Bay for the common golden eye duck, and discovered undocumented nests of the piping plover, an endangered species.
- Several students worked with 7<sup>th</sup> grade social studies teacher Daniella Garran and participated in a public presentation about the Holocaust.
- Eighth grade social studies students routinely monitor their town meetings to report on issues. In spring of 2004, two students at the Wellfleet town meeting were credited with saving funding for a local youth center, and an 8<sup>th</sup> grade boy served a key role in an organization that worked to defeat a controversial development proposal.
- The CCLCS Select Chorus has performed several times in concerts with the Chatham Chorale, a professional, Cape-wide, adult chorus, and has performed independently at churches, museums, libraries, and other venues throughout the Cape. Highlights this past year included the Chorus participation in “Tales From the Ark”, a major multi-organization performance at Mattacheese Middle School in Yarmouth.
- Science teachers Peter Trull and Paul Niles and health teacher Allison Graham received a grant from the Friends of Pleasant Bay to track avian mortality along cell phone towers in the towns that border the bay.

## 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=42, or 70%) 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=9, or 15%) are placed based on spring placement exams. All students attending the Sturgis Charter School (n=5, or 8%) 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 2005:

	HONORS	"A" LEVEL	"B" LEVEL	NO PLACEMENT
SCIENCE	23% (n=14)	77% (n=46)	0%	0%
MATH	17% (n=10)	78% (n=47)	5% (n=3)	0%
LANGUAGE ARTS	17% (n=10)	80% (n=48)	3% (n=2)	0%
HISTORY	22% (n=13)	77% (n=46)	1% (n=1)	0%
WORLD LANGUAGE	20% (n=12)	50% (n=30)	7% (n=4)	23% (n=14)

### **Number of Instruction Days for the 2004 – 2005 school year**

There were 180 instructional days completed in the 2004-2005 school year. The first day of school was on Tuesday, September 7, 2004, and the last day of school was on Friday, June 24, 2005. 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 2003-2004.

## Summary of Performance Relative to Accountability Plan Goals

### The Success of the Academic Program

As discussed in the summary of internal and external assessments, the academic program at CCLCS is clearly a success. For the past five years, the Cape Cod Lighthouse Charter School has been working with an accountability plan that was appropriate for the school at the time that it was written and that has served the school well. It is divided into two sections, one of Student Performance Objectives and one of School Performance Objectives. Over the years, the achievement of many of these objectives has become a normal and expected part of the school's every day program. The main academic Student Performance Objectives from the school's Accountability Plan are listed below

#### Accountability Plan, Academic Goals and Objectives

Goal # 1: Students will strengthen basic skills and develop higher order thinking skills through a program of studies that stresses thematic units focused on local resources.

Objective 1. Students will strengthen **literacy skills** while acquiring higher-order thinking skills through an emphasis on writing and reading across the curriculum.

Objective 2. Students will strengthen basic **mathematical skills** while acquiring higher-order mathematical concepts through an emphasis on building connections and applying mathematical ideas across individual math subjects.

Objective 3. Students will develop 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 situations.

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 these cultures in the world today.

Objective 5. Students will develop a foundation for the successful mastery of a **world language**.

Clearly, students' persistently high performance on MCAS tests in math, English Language Arts, science and history and social science demonstrates that Objectives 1 through 4 are being met. Students' year-to-year improvement on CAT-5 Tests in math and English Language Arts provides further evidence that Objectives 1 and 2 are being met. Student performance on internal assessments designed around the school's rigorous curriculum and Student Performance Benchmarks further reinforces these conclusions. Finally, student high school placements, based on student grades, teacher recommendations and, in some cases, placement tests, provide further evidence that the CCLCS academic program is a success.

### **The Viability of the Organization**

The Accountability Plan that has been in place for the past four years includes the following School Performance Objectives that relate to organizational viability. These were written in June 2000 as areas in which the school needed to improve.

#### **School Performance Objective 2. The school will support the professional development of all school community members.**

The school has increased its professional development budget each year, appointed a part-time Professional Development Coordinator, and implemented a professional development program with the following elements: A. mentoring new teachers and teachers in need of support; B. peer evaluation of teaching performance, unrelated to the hiring process, for the purpose of supporting improved effectiveness; C. guidance regarding certification requirements and procedures; D. guidance regarding continuing education and funds available for graduate work; E. time and funds available for workshops and conferences; F. in-service training. G. mini-sabbaticals from Tuesday/Thursday afternoon teaching obligations for professional development projects.

#### **School Performance Objective 3. The school will broaden and improve outreach to the surrounding communities and school districts.**

The school has arranged with the local newspaper for a weekly column, and faculty members take turns writing the article depending on what interesting things are happening here each week. In addition, we have made a conscious effort to provide feature articles and/or invite reporters here for newsworthy programs and events, and this has resulted in reasonably frequent coverage. We invite all who are interested in enrollment to come for a personalized, 30 minute visit with a tour and a conference with one of our faculty members. In addition we host two Open House programs here in the winter, and this past year we increased our advertising to include additional newspapers and more frequent ads, and we extended the application period. Our current year lottery results reflect an increase for next year of out-of-district students from 38% to 42%; an increase in Low Income students from 5.6% to 6.6%; and an increase in SPED students from 10.6% to 13.9%. In addition, we have negotiated improved public bus service directly to the school from the mid-Cape communities as far as Hyannis, and we are looking forward to a new “flex-route” public bus service from the school to Provincetown beginning a year from now. The School’s work with community resource partners is also relevant to this Objective and is addressed as “faithfulness to the school’s charter.”

#### **School Performance Objective 4. The school will continue to improve its physical facilities and resources.**

The school is located in an underground strip mall and leases 14,200 square feet of space in three separate sections of the building. Enrollment is currently limited to 180 students only because of lack of space to expand. This summer, we will add another 900 square foot classroom, and that will enable us to accommodate an increase of 16 students for next year. Over the past four years, most classrooms have been outfitted with new

furniture, marker boards, etc. The school has made major investments in computer equipment including 30 new desktop computers and two mobile carts with 10 wireless laptop computers each. Although somewhat crowded and “Bohemian” in nature, the space works well and may even contribute to a family style sense of community within the school. The lease, however, is expensive, approximately \$1,200 per student, and the space lacks a variety of amenities as well as athletic and assembly facilities. Fortunately, the nature of the school program is to utilize community resources extensively, and in practical terms, that has enabled the school to access facilities, such as museums and environmental centers, that are lacking at our own site. In addition, local towns, schools, and organizations have been generous in lending us the use of athletic fields and theater and gymnasium space, and we have developed reciprocal agreements with the Academy of Performing Arts, trading classroom and studio spaces.

In an effort to find a more appropriate and larger space, the Board created a Site Committee whose charge is to pursue alternatives. To protect our school’s future, however, the Board signed a new three-year lease to begin August 2005 with two options to renew on the present facility. The Site Committee has determined that the best possible approach is to acquire land in this general area and to build a new school building. Toward that end, the Committee has contacted land owners and developers in the area, has begun interviewing architectural firms, and is moving toward the goal of having a new building.

**School Performance Objective 5. The School will enhance and improve the performance of its Board and Director.**

Early in the first year of the school’s current Accountability Plan, when this objective was written, a local business executive, Olive Chase, emerged as a leader among the members of the Board and led the Trustees through a Board Strengthening Project sponsored by the Pioneer Institute. Mrs. Chase served as Treasurer of the Cape Cod Lighthouse Board in 2000-2001 and then as Board Chair in 2001-2002 and 2002-2003. She focused her efforts on creating the basic infrastructure needed for the school to become self-sustaining. She recruited new Board members who brought skills in finance, law, business development, and educational administration. She created a Business Manager’s position and a Finance Committee that meets monthly, reviews standardized financial reports, and develops operating and capital budget projections. She retained legal counsel to review and develop new salary and benefit structures, personnel policy statements, contracts, and job descriptions. After the Director, Patricia Anthony, resigned to accept a college professorship, Mrs. Chase chaired a search committee to retain a new Executive Director of the school, and in the new Director’s first year she developed a Director’s Evaluation process, and she supported a Strategic Planning process. As demonstrated in the Governance Profile later in this report, the Board of Trustees has enhanced and improved its performance dramatically.

In addition, the Board has continued to work with the Executive Director to define his role, set goals and expectations, and evaluate his performance. As a matter of routine at each monthly Board meeting, the Director provides a status report on each of the goals

that have been defined for the year. In the spring of this year, the Board conducted an evaluation with the following format. The Board chair circulated an evaluation questionnaire to all parents, Trustees, and staff; tabulated the results; and reviewed them with the Director. He then distributed the results to the full Board and urged each Board member to visit and speak with the faculty and staff in order to be prepared for a discussion of the evaluation at the May meeting. The Board invited the Director to address the evaluation results at that meeting, and then the Board entered Executive Session and agreed to the terms of a contract offer for the next year.

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

As a mature school in its tenth 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. While the entire Accountability Plan logically stems from the principles espoused in the school's charter, some of the performance objectives from the Accountability Plan relate more directly to specific methods outlined in the school mission statement.

#### **Student Performance Objective 1. Students will strengthen basic skills and develop higher-order thinking skills through a program of studies that stresses thematic units focused on local resources.**

This goal flows directly from language in the charter which call for "*challenging, interactive learning experiences that consistently bridge traditional disciplines...implemented with local resource partners*", and the call to "*foster intellectual development and academic achievement...*". *Strengthening Basic Skills*: Student accomplishments in this area are clearly discussed in the application's response to questions 1A and 1B about the academic program.

#### **School Performance Objective 3. The Lighthouse Charter School will broaden and improve outreach to the surrounding communities and school districts.**

This goal is based on the mission statement call 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...*"

#### **School Performance Objective 9. The school will involve parents and community members in their learning.**

This relates to the establishment of "*a community of learners*" as expressed in the mission statement.

The school has clearly continued to make progress in meeting these and other goals which relate 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, i.e., 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 15 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 3 out of the last 4 years, and were runners up the fourth year.
- **Japanese Homestay** - Every other year, the students who participate in the Seminar on Japan take part in the Japanese Homestay for 10 days 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.

- **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.

***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.

- **Center for Coastal Studies** - Since its first year, the school has had an informal relationship with the Center for Coastal Studies in Provincetown, a research center that focuses on endangered whales. The Center is a rich source of educational programs for students and teachers. This past spring the school co-hosted, along with the Center, the Jane Goodall Institute's Roots & Shoots Annual North American Youth Summit. (Roots and Shoots is an environmental club started by the Institute with over 10,000 members around the world). The school was awarded this opportunity because of its ongoing involvement in environmental issues on Cape Cod.
- **Massachusetts Audubon Society** - CCLCS has a formal partnership with the local chapter of the Massachusetts Audubon Society in Wellfleet. Students are currently studying the effects of the invasive plant species of phragmites on Cape Cod.
- **Cape Cod National Seashore** - CCLCS works with the National Seashore in many ways ranging from one-time visits from rangers to long-term project work. This past school year a ranger worked with sixth graders on their monthly site visits. Last summer, a CCLCS science teacher worked with seashore and NASA scientists to develop salt marsh research protocol. Teachers and students used that protocol to begin a long-term study on the effects of tidal flow restoration on a degraded salt marsh in Eastham.
- **Academy of Performing Arts** - The Academy and CCLCS have joined forces in several activities. Recently, the school has focused on integrating dance, movement, and drama into the academic curriculum through participation with guest teachers from the Academy. This year students are participating in an after-school program, "Common Time", initiated by the Academy, in which the students work on writing, performing, and art projects with seniors from the Council on Aging. This summer, a partnership allows the Academy to use CCLCS classrooms in exchange for our use of their studio space during the school year.
- **Cape Cod Museum of Natural History** - Naturalists from the museum work with the 6th grade on site visits; and CCLCS teachers and museum educators collaborated

on several projects, including an exhibit on the plankton in Pleasant Bay in the fall of 2000.

- **Cape Museum of Fine Arts** - Every year the 7th and 8th grade classes begin the school year with a visit to the museum. Spending the first day away from our school building 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.
- **Provincetown Art Association and Museum** - In 2003 and 2004, the students in the Mural Seminar were invited to curate a show from the collection of the Museum, as part of their Student Curatorial Program. Their written responses to the works they selected were included in the exhibition checklist. They were also invited to exhibit their own work as well.
- **The Friends of Pleasant Bay**- This past year CCLCS received a grant from the Friends to institute a scientific essay program that focuses on students' experiences on Pleasant Bay. The grant paid for a student kayak trip and for writing mentors to work with students. In July 2004, students presented their work at the Friends' Annual Meeting.

***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:

- **All-School Overnight at Cape Cod Sea Camps** - Every 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 that students 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 upon 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, field hockey and

cheerleading 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 we host 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 the school was invited to host the 2004 Summit on Cape Cod. *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. For the past several years, the school has hosted *The Write Connection*, a journal of writing published several times a year by middle and high school students from all over the Cape and Islands. This project was initiated by our students and the school's writer-in-residence. Other extracurricular activities are *Magic Club*, *Mountain Biking Club*, and *Walkers 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.
- **Ropes Course** - In an effort to build community on a smaller scale, each sixth grade homeroom visits a local ropes course with their teacher, our recreation director, and parent volunteers. The whole group addresses respect, teamwork, leadership, risk, communication, and community spirit on both low and high challenge elements. Dialogue on these topics occurs throughout the day, then upon returning to the school, students reflect on the experience in writing. The hope is that all participants are able to "bring the adventure home."
- **7th Grade Dune Trek** - Each spring, 7th grade students and teachers complete a four-mile dune trek around Great Island in Wellfleet. The dune trek fulfills two purposes: (1) it promotes a sense of community and identity for the seventh grade class; and (2) it helps students to gain a direct appreciation and understanding of the Cape's unique and precious natural resources.
- **8th Grade Class Trips** - The 8th 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 Philadelphia, 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 teaching students their subject matter. Several examples are described below:

- **Sixth Grade Site Visits** - The 6th grade site visits make up a year-long interdisciplinary experience, which fulfills a portion of the charter: *"to interact with the environment of Cape Cod, to better understand it."* For one afternoon each month the 6th grade sets out in three groups, accompanied by parent volunteers and naturalists, to outdoor sites. Habitats of pond, salt marsh, and beach have all been studied. Students work in small groups with a parent advisor and practice honing their skills in data recording and observations. Using compass bearings, taking temperatures, mapping small sites, drawing transects, measuring dune profiles, and estimating wind velocities are among the many science skills practiced each month. Lessons in tides, dune formation, changes in the hours of daylight, and animal migration are also discussed back in the classroom to further the understanding of the whole picture at the barrier beaches. Slide shows and guest speakers illustrate further to the students the history of the regions they are studying. The changes students see in one month's time are often dramatic. Students use art and writing skills to communicate the observations made at their sites, and to make predictions of what they might encounter at a future site visit. Students write descriptive paragraphs and poems inspired by their experience. Digital cameras allow us to keep a video history of the year's changes. Each season a plankton tow is taken at each site and students use microscopes to observe and identify the rich varieties of plankton just off our barrier beaches. At the end of the year student groups make presentations of their observations to the whole class. Communications skills are stressed. Many students create graphs, murals, videos, multimedia pieces and plays to show the rest of the students their creative approach to monitoring changes at their site.
- **The School's Physical Education Program** - The nontraditional school space has spawned nontraditional programs. For example, in lieu of a school gym, the phys ed 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 PE programs have introduced students to kayaking, mountain biking, cheer leading, and running.

- **8th Grade Social Studies** - Every spring, 8th 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. During the Orleans Town Meeting in May 2002, two students spoke out eloquently for funding the annual town fireworks display by quoting John Adams and invoking the 1814 Battle of Rock Harbor. Prior to the students' address, voter sentiment was against funding the display. The students' speech was largely responsible for changing the vote to a positive one.
- **Language Arts** - Each fall all students study Shakespeare. This is followed by a visit by the Shenandoah Shakespeare Express, a professional Shakespearean acting troupe. The actors meet with small groups of students demonstrating and involving students in aspects of Shakespearean acting. The entire school attends the troupe's performance at a local theater.
- **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. Cross-curricular projects at each grade level help integrate the academic disciplines. Examples include color tessellations with 7th grade math; the Plankton Seminar (cross-grade), in which students recorded and interpreted their observations of plankton (from water samples collected from Pleasant Bay) into two- and three-dimensional art; and 8th grade watercolor paintings (in the style of the 19th century romantic landscape painters) of a natural wonder in the state the student chose to research in social studies.
- **Music** - Under the direction of the school's music director, the select chorus participated this April in the acclaimed Chatham Chorale's performance of Paul Winter's "Missa Gaia", along with members of the Paul Winter Consort. Students and teachers operated life-sized puppets, some of which were designed and made in the sixth grade art classes, in the multimedia performance.
- **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 learn to manipulate the images using various effects with Adobe Photo Deluxe; create Hyper Studio stacks in social studies, math, and language arts; word process; create brochures and newsletters; scan images; save and retrieve files from and to 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 now have a bank of computers in one classroom for group training, at least one computer in every classroom, and several additional "floating" computers per grade. Additionally, we have a scanner and color printer, both transportable. By fall 2004 we expect to have a second wireless cart, giving us a total of more than 20 laptops that hook up to the network through a wireless hub. A network coordinator maintains hardware, the network, and administrative databases. The library has an automated card catalog along with two computers and a scanner, all of which are available to students and staff along with three digital cameras. Teachers share web site recommendations. Several community members have given us computers which we have available for students who need to use an IBM compatible. Two printers are available for these computers. Technology is maintained as needed and teachers explore many different types of technology as they become more comfortable with integrating technology into their curriculum.

## **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 once each month except in July, typically from 6:30 to 8:00 PM in a large classroom on the third Monday of each month. Occasionally there will be an additional, special meeting of the Board. All meetings are conducted in accordance with public meeting laws and follow a Robert's Rules of Order format. Agendas and attachments are provided a 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 a Personnel Policies Committee. Special purpose committees have included the Strategic Planning Committee, the Site Committee, and the Director Search Committee. In January 2000, the Board created a separately incorporated 501(c)3 Educational Foundation with an independent Board of Trustees in order to encourage advocacy, volunteerism, and philanthropic support for the school. The Foundation Board functions in lieu of a Development Committee of the school's Board of Trustees. Committees typically meet monthly or on an as-needed basis, and the agenda for each full Board meeting includes reports from each of the committees.

Members of the Board are elected for terms of three years and may be reelected once. Officers are elected for terms of one year and may be reelected at the pleasure of the Board. The Nominating Committee seeks input from a variety of sources including faculty and parents, identifies potential trustees and officers, meets with prospective candidates, and then submits a slate for election by the full Board. The Nominating Committee has paid close attention to ensuring diversity of skills, interests, representation, and opinion on the Board and particularly has sought to maintain legal and financial skills representation as well as experience in education. Board tenure

coincides with the July 1 - June 30 fiscal calendar. The Board holds its Annual Meeting in May, elects officers for the coming year at this meeting, and ensures that appropriate measures have been taken to maintain a nearly full complement of active Trustees.

**CCLCS Board of Trustees  
2003- 2004**

**Barbara Cardinal**  
North Truro, MA  
Art Gallery Director  
Parent

November 2002 – June 2005  
Secretary, Board of Trustees  
Nominating Committee Chair  
Executive Committee

**Anathea Chartrand**  
Somerville, MA  
Educational Textbook Editor  
Friend

January 2004 – June 2007  
Personnel Policy Committee

**Robin Davis**  
South Orleans, MA  
Research Biologist  
Parent

September 2001 – June 2004 – June 2005  
Personnel Policy Committee Chair

**Molly Eldridge**  
Eastham, MA  
Psychotherapist  
Parent

November 2001 – June 2004  
Chair, Board of Trustees  
Executive Committee

**Cathy Graham**  
Harwichport, MA  
Math Teacher

September 2003 – June 2004  
Faculty Representative to the Board

**Gabriele Gossner**  
North Chatham, MA  
Development Consultant  
Friend

July 2003 – June 2006  
Nominating Committee

**Richard Hersey**  
Brewster, MA  
Business Executive  
Parent

July 2003 – June 2006  
Finance Committee  
Site Committee

**Mary Lyttle**  
East Orleans, MA

July 2003 – June 2006  
Nominating Committee

Realtor / Caterer  
Parent

Site Committee

**Sean O'Neil**  
Brewster, MA  
CCLCS Executive Director

July 2002 – June 2005

**Emily Paul**  
Boston and Chatham, MA  
Accountant  
Friend

May 2002 – June 2005  
Finance Committee

**Andrea Reed**  
Orleans, MA  
Arts Administrator  
Parent

August 2003 – June 2006  
Site Committee

**Rob Reisner**  
Brewster, MA  
Commercial Banking  
Parent

November 2000 – June 2003 – June 2006  
Treasurer, Board of Trustees  
Finance Committee  
Executive Committee

**Josh Stewart**  
Orleans, MA  
Math Teacher

September 2003 – June 2004  
Faculty Representative to the Board  
Site Committee

**Bill Wibel**  
Brewster, MA  
Educational Consultant  
Friend

February 2004 – June 2007  
Executive Committee

**Seth Wilkinson**  
Orleans, MA  
Conservation Consultant  
Friend

November 2001 – June 2004  
Site Committee Chair

**Benjamin E. Zehnder, Esq.**  
Orleans, MA  
Attorney at law  
Friend

November 2002 – June 2006  
Personnel Policy Committee  
Executive Committee

## **Summary of Major Policy Decisions made by the Board of Trustees**

The Board of Trustees remained busy throughout the year with several items of important business, some of which may be described as major policy decisions and some simply as elements of responsible governance. Early in the year, the Board set goals relative to the following areas:

- Development of a new Accountability Plan
- Renewal of the School's Charter.
- Facilities
- Finances
- Strategic Plan implementation

In addition, the Board made a decision to put high priority on improving faculty salaries and benefits.

### **Accountability Plan**

In preparation for the school's Charter Renewal application and recognizing that the school's current Accountability Plan was well established and had become an on-going part of the program, the Board worked with faculty and administration on the development of a new Accountability Plan that is focused on measurable outcomes that reflect the effectiveness of the academic program, the viability of the school as an organization, and faithfulness to the school's charter. After many revisions, the Board voted to accept the new Accountability Plan and it was submitted to the Department of Education for approval as part of the Charter Renewal application.

### **Charter Renewal**

The school has now completed the fourth year of its second, five-year charter. Completion of the Charter Renewal application has been important business for the faculty and for the Board throughout the year. The faculty and staff participated on multiple sub-committees to work on sections of the application, and the Board discussed progress on the project at each of its monthly meetings. Trustee committees and individual trustees provided appropriate input, and the final product is the collective work of the adult school community.

### **Facilities**

The school is currently in the fourth year of a five-year lease at Bayberry Square, an underground strip mall in Orleans, MA. The flow of space is interrupted by other tenants, and the school would benefit from more space than is available. In an effort to provide for the school's future, the Board pursued three options during the course of the year. One was to lease space in one of the two elementary schools in the neighboring Town of Brewster. Another was to purchase Bayberry Square and expand within the existing facilities. The third was to renew our current lease with options to expand. The Brewster School Committee ultimately voted not to lease out any space in its buildings; a developer bought the mall; and the Board voted to enter a new, three-year lease on the existing premises.

The lease provides the option to renew for two more three-year terms afterward. In addition, the lease gives the school first option on any other spaces in the mall that may become available, and we will exercise this option to add one more classroom for this

coming September. An additional space will become available next summer, and it is likely that the school will lease this as well assuming there are no significant changes to the funding formula that we are anticipating.

For the long term, the school hopes to find land and build its own building. The Board of Trustees Site Committee is pursuing this aggressively, and the hope is that it may be accomplished by the end of the current lease period, which would be after year three of the new charter. Our success in this effort will depend heavily on our ability to find a suitable location in this area and on our ability to finance the project. In the meantime, the school is comfortable in its present facilities and secure in terms of the protections afforded by the current lease.

### **Finances**

The Board has made a commitment to pay close attention to the school's financial affairs. The Board's Finance Committee meets monthly, develops annual operating and capital budgets, monitors budget performance, shares monthly management reports with the entire Board, ensures compliance with state and federal policies and procedures, and works with other Board committees to make recommendations that involve budget implications.

### **Strategic Plan**

In June 2003, the Board voted to accept a Strategic Plan that had been developed during the course of the 2002-2003 year. The plan includes a variety of action steps intended to achieve specific objectives and to address broad goals. These are in six major categories:

- Location, Facilities, and Equipment
- Educational Program
- Human Resources
- Governance and Administration
- Communications, Marketing, and Development
- Finances

With input from a variety of sources including trustee committees, the Executive Director, faculty, and staff, the Board monitored implementation of the Strategic Plan on a monthly basis throughout the 2003-2004 school year.

### **Salaries and Benefits**

Perhaps most significant, the Board placed priority for the year on improving faculty salaries and benefits. Specifically, the Board addressed two issues. One was simply that the school had not been able to honor the annual faculty salary increases that had been hoped for when the original salary scale was established. As a result, salaries had dropped considerably below levels at area district schools, and internal inequities had developed as a product of the hiring process. In response, the Board restored the current year's salary increase that had been deleted, and the Board allocated sufficient funds within the 2003-2004 budget to restore previously deleted increases, address inequities, and bring the entire scale to a more competitive level.

The second issue involved health insurance in retirement. Since teachers in district schools are municipal employees, they are entitled to the retirement benefits provided by the towns in which they are employed. These include a percentage, anywhere from 50% to 90%, of the cost of health insurance premiums. This benefit may begin as early as age 55, and it lasts a lifetime. It represents a significant amount of money. When a teacher leaves a district school to teach at a charter school, that teacher gives up this benefit. Recognizing that it would be impossible for a charter school, with funding that is tenuous each year, to commit to an unpredictable and uncapped lifetime benefit, the Board voted to establish an independent retirement annuity fund for each employee, and allocated 2% of the 2003-2004 salary budget to get it started. Employees will have the option to contribute as well, and the school may increase its contribution in future years. The resulting annuity will be available for retirees to use toward health insurance premiums if they wish or for any other purpose of their choice.

In addition, the Board voted to implement long-term disability insurance for all employees at the school's expense.

### **Summary of Official Complaints Received by the Board of Trustees**

The Board of Trustees received no complaints during the 2003-2004 school year.

## **Student Profile**

### **Student demographics**

Total number of students enrolled: 180

Students by race:	Asian:	(1)	0.5%
	Black:	(2)	1%
	Hispanic:	(4)	2%
	White:	(172)	96%
	Native American:	(1)	0.5%

Ethnicity is not tracked

Gender:	Male:	(98)	54%
	Female:	(82)	46%

Students receiving Free/Reduced Lunch: (11) 6%

Special Education:	Students on IEPs	(19)	11%
	Students on 504 Plans	(16)	9%

Students with Limited English Proficiency: (0)

Linguistic minorities within the school population: (0)

## Applications

Applications for admissions for the 2003-04 school year: 128

6 <sup>th</sup> grade:	101
7 <sup>th</sup> grade:	12
8 <sup>th</sup> grade:	<u>15</u>
	128

Town of Residence	Grade applied for	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Barnstable		4	1	0
Brewster		34	2	2
Chatham		0	1	0
Dennis		2	2	0
Eastham		18	0	4
Harwich		5	3	3
Marstons Mills		3	1	0
Mashpee		2	0	1
Orleans		11	1	3
Provincetown		3	0	0
Truro		2	0	1
Wellfleet		5	1	0
Yarmouth		<u>12</u>	<u>0</u>	<u>1</u>
TOTAL		101	12	15

## Student Turnover

During the school year one student left 6<sup>th</sup> grade due to transportation difficulties and a 7<sup>th</sup> grader moved to Florida. Following the close of the school year, one 7<sup>th</sup> grader withdrew to move to western Massachusetts and another enrolled at a local private school. Two 8<sup>th</sup> graders will not return in September, one due to a move to western Massachusetts. The other will return to the local middle school because her family feels the transition to high school will be easier from the larger school.

## Disciplinary Action

Five students accumulated eight days' worth of in-school suspensions for cheating, destruction of school property, bullying, offensive behavior, and a trust violation. One student received an out of school suspension for reportedly bringing a knife to school.

## Attendance Rate

Average daily attendance:	173.91
Attendance rate:	96.6%

## Staff Profile

## Administration

Consistent with the culture of the school, the administrative structure is lean and the professional staff accepts significant responsibility for the smooth operation of the school. The Executive Director, Sean O'Neil, reports to the Board and is ultimately responsible for all operations on a day-to-day basis. The Executive Director delegates responsibility for the curriculum to the Associate Director, Paul Niles; responsibility for the professional development program to the Coordinator of Professional Development, Joan Barnatt; and 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/aides:

Full time teachers	13
Part time teachers	9
Full time intern	<u>1</u>
Total teaching personnel	23

Full Time Equivalent Teachers and Interns: 18.48

Student to Teacher Classroom ratios:

Core Curriculum classes	20:1
World Language classes	14:1
Reading classes	15:1
Seminars	8:1

Average years teaching experience: 12.26

Average years of service at CCLCS: 5.1

Highly Qualified Teachers by NCLB Definition:

Full-time teachers: core curriculum:	9
Part-time teachers: core curriculum:	<u>7</u>
	16

Of these teachers, all have bachelor's degrees and 11 have master's degrees. Three full-time, core curriculum teachers do not meet the Highly Qualified definition. Two have master's degrees and are certified; one has a bachelor's degree and is waiting for his MTEL results. All three expect to take the subject matter competency tests during the new school year.

## Teacher Turnover

No teacher left the school during the course of the school year. Three full-time teachers and one part-time teacher (17%) are leaving after the 2003-04 school year. One is returning to the local high school to oversee an alternative learning program. The second is moving off Cape and will take a year to be at home with a newborn child. The third is moving off Cape due to her husband's job change. The part-time teacher will not return

because her position has been eliminated. In addition, our full-time special education intern is leaving to pursue higher education.

## Financial Profile

The Cape Cod Lighthouse Charter School has consistently managed its finances in a responsible manner. The school is in full compliance with GASB No. 34, The Commonwealth of Massachusetts Charter School Recommended Audit Guide, and The Recommended Fiscal Policies and Procedures Guide. The school follows MGL, Chapter 30B and exhibits sound business practices when procuring goods and services. The school has adopted the Cape Cod Lighthouse Charter School Fiscal Policies and Procedures Guide by which the financial management of the school is run. This guide ensures that the administration exhibits sound internal control and clear segregation of duties necessary in a small organization.

The school has been able to maintain its cash flow with no short-term borrowing. At this time the Cape Cod Lighthouse Charter School is debt free and has enjoyed a positive relationship with its local banking community. The school does possess a \$100,000 letter of credit from Banknorth should it be necessary to access additional funds.

## Financial Statement for the Fiscal Year 2004 (Unaudited)

**Cape Cod Lighthouse Charter School  
Profit & Loss  
For the Year Ended June 30, 2004**

	<b>Jul '03 - Jun 04</b>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
<b>Operating Income</b>	
Income - Summer Program	\$ 14,440.00
Income - Per Pupil Tuition	1,698,981.00
Income - Bank Interest	1,542.98
Income - Miscellaneous	10,839.21
Total Operating Income	1,725,803.19
<b>Grants Income</b>	
<b>Grants - Government</b>	
Current Yr	72,372.00
Total Grants - Government	72,372.00
Total Grants Income	72,372.00
Total Income	1,798,175.19
<b>Gross Profit</b>	1,798,175.19
<b>Expense</b>	

<b>Direct Student Costs</b>	
Computer - Internet Access	2,020.00
Computer Software	2,201.92
Computer Supplies & Repairs	5,046.86
Insurance Expense	17,844.00
Instructional Equipment	438.66
Instructional Expenses	49.20
Physical Education Expense	3,608.69
Team Sports Expense	5,546.23
Nursing Supplies	1,226.25
Seminar Expense	1,198.02
Special Needs	5,264.42
State Mandated Assessment	1,448.36
Textbooks and Supplies	8,311.31
<b>Transportation Costs</b>	
Vehicle Gas	2,671.96
Vehicle Repairs & Maintenance	<u>5,897.18</u>
Total Transportation Costs	8,569.14
State Mandated Testing	<u>175.50</u>
<b>Total Direct Student Costs</b>	<b>62,948.56</b>
<b>Occupancy</b>	
Maintenance - Site Prep	1,619.72
Alarm Service Fees	1,035.00
Auxilliary Site Rent	1,219.00
Custodial Outside Services	16,849.45
Maintenance - Building	1,569.41
Maintenance Site Supplies	3,270.48
Rent	208,282.30
Rubbish Removal	3,186.16
<b>Utilities</b>	
Electric	19,481.31
Gas	<u>3,964.42</u>
Total Utilities	<u>23,445.73</u>
<b>Total Occupancy</b>	<b>260,477.25</b>
<b>Office</b>	
Accounting Fees	-
Bank Charges	387.75
Dues and Subscriptions	5,000.00
<b>Equipment Lease,Repair &amp; Maint.</b>	
Computer	107.19
Copier	7,697.48
Facilities	143.00
Instructional	<u>391.40</u>

<b>Total Equipment Lease,Repair &amp; Maint.</b>	8,339.07
<b>Office Supplies and Expense</b>	7,478.47
<b>Payroll Service Fees</b>	2,460.29
<b>Postage and Shipping</b>	2,080.03
<b>Printing Expense</b>	2,611.75
<b>Admissions</b>	-
<b>Telephone Expense</b>	5,938.22
<b>Travel/Mileage</b>	<u>314.88</u>
<b>Total Office</b>	34,610.46
<b>Personnel</b>	
<b>Wild Cape Cod</b>	260.00
<b>Salaries-Lunch Staff</b>	8,156.00
<b>Salaries - Grant Work</b>	9,675.00
<b>Salaries - Summer Program</b>	8,800.00
<b>Salaries - Coaches</b>	1,000.00
<b>Salaries - Teachers</b>	
<b>Tutors</b>	2,200.00
<b>Art</b>	35,191.93
<b>Full Time</b>	558,303.22
<b>Language</b>	71,837.47
<b>Music</b>	
<b>Salaries - Specialists</b>	2,548.00
<b>Music - Other</b>	<u>14,531.64</u>
<b>Total Music</b>	17,079.64
<b>Recreation</b>	32,178.75
<b>Sustitute Teachers</b>	9,315.00
<b>Writer in Residence</b>	26,519.92
<b>Teacher Interns</b>	<u>18,721.04</u>
<b>Total Salaries - Teachers</b>	771,346.97
<b>Salaries - Director</b>	77,884.55
<b>Salaries - Administrative Asst</b>	44,857.10
<b>Salaries - Office Help</b>	46,548.92
<b>Salaries - Special Needs</b>	87,725.69
<b>Salaries - Counselors</b>	19,284.23
<b>Salaries - Nurse</b>	43,275.17
<b>Technical Assistants</b>	
<b>Summer Work</b>	3,299.24
<b>Technical Assistants - Other</b>	<u>38,770.57</u>
<b>Total Technical Assistants</b>	42,069.81
<b>Prof. Development - Staff</b>	11,648.57
<b>Payroll Tax (Employer Exp)</b>	35,480.49
<b>Insurance - Health</b>	115,735.69
<b>Personnel - Other</b>	<u>-</u>

Total Personnel	1,323,748.19
<b>Other Expenses</b>	
Ski Club	(1,321.86)
Field Trips	22,877.29
Write Connection Expenses	1,662.80
Yearbook	2,111.61
Team Bball Tournament	526.00
Miscellaneous	265.77
Dues & Subscriptions	2,529.79
Fees and Licenses	280.00
Legal Fees	1,188.41
Recruitment	5,767.12
School Function	8,883.70
<b>Total Other Expenses</b>	<u>44,770.63</u>
<b>Total Expense</b>	<u>1,726,555.09</u>
<b>Net Ordinary Income</b>	71,620.10
<b>Other Income/Expense</b>	
<b>Other Expense</b>	
School Lunch Program	(1,734.24)
Summer Enrichment Program	6,365.85
Capital Purchases - Current Year	3,576.51
Capital Purchases - Last Year	14,705.00
Leasehold Improvements-Current	6,833.83
Payroll Clearing	-
Suspense	(394.45)
<b>Total Other Expense</b>	<u>29,352.50</u>
<b>Net Other Income</b>	<u>(29,352.50)</u>
<b>Net Income</b>	<u><u>\$ 42,267.60</u></u>

Unaudited

## Balance Sheet, June 30, 2004 (Unaudited)

Cape Cod Lighthouse Charter School

### Balance Sheet

As of June 30, 2004

	<u>Jun 30, 04</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Checking/Savings	
Cash CCBT Operating	479,521.99
Cash CCBT Grants	17,312.66

Cash CCBT Savings	71,286.94
CCB&T-School Lunch	2,756.82
CCB&T - Summer Fund	2,513.43
CCB&T-Ski Fund	3,577.85
Cash CCBT Student Activities	4,087.30
Cas CCB&T Toyota Tapestry	296.71
CCLCS-The Write Connection	155.57
Cash Petty Cash Fund	<u>237.75</u>
Total Checking/Savings	581,747.02
Accounts Receivable	
Receivable - Miscellaneous	<u>27.94</u>
Total Accounts Receivable	27.94
Other Current Assets	
Inventory-School Store	3,051.43
Prepaid Accounting Expense	<u>2,350.00</u>
Total Other Current Assets	<u>5,401.43</u>
Total Current Assets	587,176.39
Fixed Assets	
Acoustical Improvements	5,306.34
Library	1,520.67
Equipment	37,829.66
Equipment - Audiovisual	524.43
Furniture and Fixtures	3,714.17
Vehicles - RAM Vans	4,425.33
Leasehold Improvements	65,637.27
Site Preparation Fees	<u>11,100.31</u>
Total Fixed Assets	130,058.18
Other Assets	
Unamortized Fees	<u>10,611.50</u>
Total Other Assets	<u>10,611.50</u>
<b>TOTAL ASSETS</b>	<b><u><u>727,846.07</u></u></b>
<b>LIABILITIES &amp; EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	<u>21,167.46</u>
Total Accounts Payable	21,167.46
Other Current Liabilities	
Def Income-Ski Fund	2,255.99
Foundation Activity	703.34

403(b) Annuities	87.17
Accrued Expenses - Other	93,692.02
Grant - Federal SPED	1,963.82
Grant - ECC Renewable Education	7,096.66
Grant - Salt Marsh	3,514.59
Grant - Friends of Pleasant Bay	2,259.53
Grant - Unrestricted Grants	6,113.59
Grant - Student Activities	<u>4,087.30</u>
<b>Total Other Current Liabilities</b>	<u>121,774.01</u>
<b>Total Current Liabilities</b>	142,941.47
<b>Long Term Liabilities</b>	
Grant - SPED Corrective Action	<u>2,000.00</u>
<b>Total Long Term Liabilities</b>	<u>2,000.00</u>
<b>Total Liabilities</b>	144,941.47
<b>Equity</b>	
Fund Balance - Plant Fund	289,517.50
Fund Balance - Operating Fund	159,227.00
3900 - Retained Earnings	91,892.50
Net Income	<u>42,267.60</u>
<b>Total Equity</b>	<u>582,904.60</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>727,846.07</u></u>

Unaudited

### Approved School Budget for Fiscal Year 2005

	<b>Budget</b>
	<u>Jul '04-Jun 05</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
<b>Operating Income</b>	
Per Pupil Tuition	\$ 1,698,000.00
Summer Program	15,000.00
Interest Income	<u>2,000.00</u>
<b>Total Operating Income</b>	1,715,000.00
<b>Grants Income</b>	
Grants - Government	

Current Year	<u>50,000.00</u>
Total Grants Income	50,000.00
Foundation Commitment	60,000.00
Total Income	<u>1,825,000.00</u>
Gross Profit	1,825,000.00

**Expense**

**Direct Student Costs**

Computer - Internet Access	3,000.00
Computer Software	2,000.00
Computer Supplies & Repairs	2,000.00
Consultants - Special Programs	1,000.00
Insurance Expense	21,000.00
Instructional Equipment	800.00
Physical Education Expense	5,150.00
Team Sports Expense	5,150.00
Nursing Supplies	500.00
Seminar Expense	1,500.00
Special Needs	8,150.00
Textbooks and Supplies	8,150.00
Transportation Costs	
Vehicle Gas	3,300.00
Vehicle Repairs & Maintenance	<u>5,000.00</u>
Total Transportation Costs	8,300.00
State Mandated Testing	<u>1,300.00</u>
Total Direct Student Costs	68,000.00

**Occupancy**

Maintenance - Furniture & Fixtu	1,000.00
Maintenance - Site Prep	1,800.00
Alarm Service Fees	1,200.00
Auxilliary Site Rent	1,200.00
Custodial Outside Services	18,000.00
Maintenance - Building	2,400.00
Maintenance Site Supplies	2,900.00
Rent	214,200.00
Rubbish Removal	3,300.00
Utilities	<u>30,000.00</u>
Total Occupancy	276,000.00

**Budget**

Jul '04-Jun 05

**Office**

Accounting Fees	14,500.00
Bank Charges	300.00

Equipment Lease,Repair & Maint.	8,500.00
Office Supplies and Expense	8,700.00
Payroll Service Fees	2,400.00
Postage and Shipping	3,000.00
Printing Expense	2,800.00
Admissions	1,000.00
Telephone Expense	5,800.00
<b>Total Office</b>	<b>47,000.00</b>
<b>Personnel</b>	
Salaries & Wages	1,157,000.00
Benefits	28,000.00
Prof. Development - Staff	12,000.00
Payroll Tax (Employer Exp)	35,000.00
Insurance - Health	127,000.00
<b>Total Personnel</b>	<b>1,359,000.00</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>1,825,000.00</b>
<b>Net Income/(Loss)</b>	<b>-</b>

## 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

- For the third consecutive year, the Mural and Curatorial Seminar students curated and participated in a thematic exhibit at the Provincetown Art Association and Museum.

### Science

- Many of the school's environmental works are carried out through the Roots & Shoots Club, an affiliate of the Jane Goodall Institute. 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 ten Roots & Shoots chapters on Cape Cod, all directly resulting from dissemination by CCLCS teachers, students or alumni. This past spring our school hosted the 2004 Jane Goodall Institute's (JGI) North American Youth Summit. This involved arranging housing and programming for 120 youth leaders and their chaperones for six days. This year's summit included the first ever, public event associated with the

JGI, a full day fair celebrating youth activism held in conjunction with the Town of Provincetown. We expect to make this day an annual event.

- Alumni, students and school staff collaborated to form The Cape & Islands Youth Council on Sustainability, a youth-led program for middle and high school students that promotes youth activism. In the fall of 2003, the Council, which boasts members from schools across Cape Cod, wrote a “Sustainability Action Plan” for Cape Cod and the Islands. Since then, members have been engaged in activities designed to carry out the action plan, such as passing out “sustainability starter kits”, designing and installing a sustainable landscaping plot at the Mass. Society for the Prevention of Cruelty to Children (MSPCC) offices in Hyannis, and converting a member’s diesel truck to run on vegetable oil. This year alone, the Sustainability Council has won three environmental awards.
- CCLCS science staff wrote and piloted a curriculum on alternative energy through a grant from the Massachusetts Renewable Energy Trust for publication in the region. This grant also funded interactive programming at three area middle schools.
- The Massachusetts Audubon Society hosted website sharing information which included data and curriculum materials from CCLCS.
- A CCLCS health education teacher presented “Lessons for Hope”, a curriculum designed by the Jane Goodall Institute, at the National Science Teachers’ Association Conference in Atlanta, GA.
- The CCLCS 8<sup>th</sup> grade science teacher and Associate Director has participated in two panel discussions on “best practices” in the No Child Left Behind teaching environment at the Department of Education in Washington, DC.
- CCLCS 8<sup>th</sup> grade science students presented their “scientific essays” on Pleasant Bay at the Friends of Pleasant Bay Annual Meeting in July, 2004. The 60 student essays are in the process of being bound for publication at local libraries.

### **Social Studies**

- Six publications (two articles in *Education About Asia*, three web based publications and two educator resource books) have been published in the last several years.
- A number of teacher institutes have been held across the region to model best practices in Asian Studies to K-12 educators (East Asia in the Geography Frameworks 10 hours; Many Faces of China 10 hours; Understanding East Asia 45 hours; ) as well as in-service presentations at regional and national levels.
- CCLCS resident Japanese intern brought cultural lessons to four local school districts this past year.

- A CCLCS social studies teacher has appeared on the local cable station C3TV's program *On Good Faith* where she discussed Holocaust pedagogy as well as her seminar students' participation in the first annual exhibition entitled "Remembering the Holocaust". Her students' project work was part of a Holocaust exhibit at a local church.

### **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. Two issues were produced and distributed this past school year.
- *The Write Connection* has received a grant from the Cape Cod Community Foundation to expand its network to three additional schools.
- The Writer-in-Residence conducted poetry workshops at Orleans Elementary School.
- CCLCS has a long-standing relationship with the Shenandoah Shakespeare Express from Staunton, VA. This is the only middle school that they include in their tours. This past year they provided workshops and performances for CCLCS and for Nauset Regional High School.

### **Math**

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

### **World Language**

- The CCLCS French language teacher has recently modeled strategies and lessons for inclusive world language classrooms at a regional conference.

### **School Wide Efforts**

- CCLCS staff facilitated regional mentoring groups for teacher candidates of National Board for Professional Certification for the third consecutive year. This is a standards based professional development program for identification and support of excellence in teaching.
- Weekly articles in *The Cape Codder* highlight best practices in CCLCS curriculum.

**End of Report  
July 23, 2004**