

ANNUAL REPORT

2002-2003

CAPE COD LIGHTHOUSE CHARTER SCHOOL

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CAPE COD LIGHTHOUSE CHARTER SCHOOL

July 28, 2003

Massachusetts Department of Education
Charter School Office
350 Main Street
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 2002-2003 school year, our eighth year, describes a school that continues to fulfill its promise. CCLCS has been successful in providing a quality educational program 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 has been an honor for me to serve as Chair of the Board of Trustees and to submit this report for the school.

Cape Cod Lighthouse Charter School's charter, philosophy, mission, and culture have not changed since the school's founding eight years ago. The school continues to offer a significant middle school choice to the students and parents of Cape Cod, and its commitment to experiential education, integrated studies, partnerships with community resources, and respect for the environment continues to provide CCLCS with new opportunities for dissemination. The primary role of the Board this year has been to support the new Director in his first year of administration and to strengthen the school's established systems of operations toward its becoming a more mature institutional presence.

The Board set and accomplished five major goals for the year: 1. To complete a strategic planning process; 2. To address short and longer term site issues in order to ensure appropriate facilities to support the school's program and growth; 3. To refine the administrative structure and relevant personnel policies; 4. To establish a substantially separate Board of Trustees for the CCLCS Education Foundation; 5. To revise the school's Accountability Plan for implementation in the 2003-2004 school year. With these complete, CCLCS is now positioned well to enter the charter renewal process for the next five-year period in its evolution.

Sincerely,

Olive Chase
Chair, Board of Trustee

Mission Statement
Cape Cod Lighthouse Charter School

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.

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Executive Summary

The 2002-2003 school year was an excellent year for the Cape Cod Lighthouse Charter School.

Internal and external assessments demonstrated that the academic program continues to be a success.

A strong Board of Trustees, new administrative structure, and stable financial position, and strong demand for admission demonstrated that the school is a viable organization.

Extensive programs involving experiential learning, integrated studies, community resources, and environmental themes demonstrated that the school remains faithful to its charter.

Multiple dissemination activities demonstrated that Cape Cod Lighthouse Charter School is fulfilling the responsibility of charter schools to contribute to the development of best practices for application in the broader public school community.

Highlights of this report include:

Capacity enrollment and plans to expand as space permits.

Consistent adherence to the school's original charter and mission.

Persistently strong performance on standardized tests.

An internal assessment system based on school wide rubrics and specific benchmarks.

A varied and comprehensive curricular program including the core academic subjects, the arts, physical education, and the seminar program enhanced by extensive field work and use of community resources.

An expanded and formalized professional development program.

Plans and preparations to improve the existing facilities and to move in to new facilities by September 2005.

Implementation of a new system for evaluation of the school's director.

Continued support for the school's Japan Homestay program promoting an appreciation of multiculturalism.

Implementation of the school's technology plan with the purchase of extensive new computer equipment.

An active, involved, and supportive Board of Trustees.

The absence of parental complaints, excessive student attrition, or unusual faculty attrition.

A stable financial profile despite an unexpected state reduction of \$75,000 in expected income on March 31 of the school year.

Extensive dissemination activities with plans to provide greater support for the dissemination process in future years.

Sean D. O'Neil
Executive Director
July 28, 2003

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 soon as additional space becomes available, the school plans to increase enrollment to 216 and then potentially to 240 by 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 or twice a week, and they have the option to participate in music. Sixth grade students also take reading, 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 during three of the four 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 MCAS and the reading, language and math assessments from the California Achievement Test, 5th edition (CAT-5) each spring. As has been the case historically at CCLCS, students continue to score well on the standardized tests. The last three years of MCAS testing are summarized below.

CCLCS MCAS Results by Performance Category, 2000-2002

Subject	Students Tested	Scaled Score	% Advanced	% Proficient	% Needs Improvement	% Warning/Failed
Grade 6 Math						
2002	59	243	20	41	31	8
2001	57	238	11	37	37	14
Grade 7 ELA						
2002	59	246	8	69	22	0
2001	53	248	15	66	13	6
Grade 8 ELA						
2001	57	251	5	91	4	0
2000	56	246	2	86	11	0
Grade 8 Math						
2002	57	237	16	26	39	19
2001	57	245	21	42	32	5
2000	56	236	7	39	38	14

While each class brings students with a unique spectrum of learning skills, making it difficult to generalize across classes from year to year, some trends are clear. ELA test scores in both 7th and 8th grade are persistently strong, with 77% and 96% of CCLCS students scoring in the Proficient or Advanced categories. Grade 6 math scores improved, with a near doubling of students in the Advanced category, with the number of

students in the Warning/Failed category almost cut in half (a 43% reduction). Grade 8 Math scores have been quite variable, with a large increase in the students scoring in the Warning/Failed category in 2002. We have addressed this performance issue by reorganizing some aspects of the 8th grade math program, targeting some students for a smaller (approximately 10 students) class that is less algebra based, as well as offering an after school math booster course in the spring before the MCAS testing.

A comparison of MCAS average scaled scores for CCLCS, a composite of sending districts, and the state is shown below:

MCAS Average Scaled Score Comparison, 2000-2002

2002	Gr. 6 Math	Gr. 7 ELA	Gr. 8 Math
CCLCS	243	246	237
Composite	239	249	239
State	235	242	232

2001	Gr. 6 Math	Gr. 7 ELA	Gr. 8 ELA	Gr. 8 Math
CCLCS	238	248	251	245
Composite	239	245	247	239
State	233	239	242	233

2000	Gr. 8 ELA	Gr. 8 Math
CCLCS	246	236
Composite	227	211
State	240	228

This comparison shows that CCLCS has performed consistently above the state average for the past three years and has scored comparably with the composite sending district.

Scores on the CAT-5 from 1999-2003 are presented below:

CAT-5 Results, Normal Curve Equivalent (NCE)

Reading	1999	2000	2001	2002	2003
Grade 6	67.1	65.7	53.6	65.1	59.1
Grade 7	71.3	69.4	68.9	65.2	70.3
Grade 8	72.4	69.9	71.9	66.1	65.6
Language					
Grade 6	67.7	69.9	64.7	66.0	60.7
Grade 7	63.7	70.5	69.7	60.7	67.4
Grade 8	71.6	65.2	67.4	64.3	60.3
Math					
Grade 6	62.1	61.0	55.9	63.4	60.3
Grade 7	65.6	65.6	68.9	64.0	68.3
Grade 8	67.4	63.6	62.7	59.5	62.1

These results show that students at CCLCS have consistently scored above the national norm of the 50th percentile over the past 5 years. The CAT tests provide the added analytic advantage of following the progress of a single class through its three years at CCLCS. By reading through the figures diagonally, it is easy to see that student cohorts maintain their advanced NCE status through their years at the school, clearly making adequate yearly progress. For example, the 8th grade class of 2002, cited above in the MCAS analysis for its 19% of students in scoring in the Warning/Failed category, scored a Grade Mean Equivalent of 8.1 (not shown in the chart) in the 6th grade, but left the school with a Grade Mean Equivalent (GME) of 11.1 in the 8th grade. The 8th grade class of 2003 tracked through the school with NCE Math scores of 55.9, 64.0 and 62.1, translating to GME ratings of 8.1, 10.9 and 11.5.

Summary of Internal Assessment Results

Within the Cape Cod Lighthouse Charter School, there are several internal assessments that are used school wide. 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, records are generally kept in each teacher's grade book, and performance is often referenced in the narrative section of each student's quarterly progress report. Even without clear aggregate records, we can safely state that a strong majority of the students in the school pass every performance benchmark. In the upcoming year, teachers are planning to develop a longitudinal system to carefully monitor the success of the implementation of these benchmarks. The school also would like to use the benchmark vocabulary more formally with students so that students are more involved in the process.

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.

Portfolios are kept within the school, but they are more reflective than evaluative. Sixth graders keep an electronic portfolio that documents their work toward the school's major mission strands, and they present this portfolio to parents and peers. Students also keep portfolios of math work to document progress and mastery of skills.

Number of Instruction Days for the 2002 – 2003 school year

There were 180 instructional days completed in the 2002-2003 school year. The first day of school was on Tuesday, September 3, 2002, and the last day of school was on Thursday, June 19, 2003. 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.

Facilities

Cape Cod Lighthouse Charter School currently leases approximately 13,500 square feet of commercial space in Bayberry Square, a commercial strip mall known locally as "the Underground Mall". Although the flow is interrupted by other tenants, the space includes 13 classrooms, a library, and 7 offices and conference rooms. The unique and somewhat Bohemian character of the space contributes to a sense of school culture that fosters camaraderie and more intimate personal relationships than might be the case in a more institutional building. The facilities, however, do not include an assembly space large enough for the school to gather together, gymnasium facilities, or playing fields. The school rents local gymnasium space and is fortunate to use nearby community facilities for outdoor sports. As indicated in other sections of this report, the school is seeking more appropriate space.

School Performance in Relation to the Accountability Plan

For the past four years, 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, and this achievement is reported in summary form below and in the Internal and External Assessment sections of the School Profile section of this report.

During the course of the past year, in preparation for the school's application for charter renewal, we have worked to create a new Accountability Plan that is more relevant to the school's needs today and that reflects the Department of Education's current thinking about accountability and its application to charter schools. This has been a collaborative process including the faculty and the Board of Trustees with input from students, parents, and alumni, and with counsel from the Director of Accountability at the DOE Charter School Office. This new Accountability Plan will be completed for implementation in September of 2003 for the 2003-2004 school year.

STUDENT PERFORMANCE 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.

Student progress is the most important indication of the success of any school, and students and the Lighthouse School continued to make significant academic gains in the 2002-2003 school year. Evidence for these gains is detailed in a discussion of the school's measurement systems and the results of these measures in the "School Profile" section of the Annual Report.

Goal #2: Students will develop an appreciation for the fine, applied and performing arts and an ability to express themselves in the arts. Students will develop habits of good health that can develop into life-long practices.

Each student at CCLCS takes health classes and 6th and 7th grade students may participate in the school's interscholastic boys and girls soccer, girls field hockey, boys and girls basketball, girls softball and boys baseball programs. This past year the school initiated a "Choose to Move" program, challenging each student and staff member to walk, run, swim or bike the equivalent of 100 walking miles over the last three months of the school year. Ninety percent of students and staff members participated in the voluntary program and more than half met the program's ambitious goals. In addition, over two thirds of eligible students participated in the school's interscholastic sports program.

Each student takes a visual arts class either once or twice per week. This year 100 percent of CCLCS students completed a visual arts portfolio demonstrating achievement of the art department's performance benchmarks.

Students have the opportunity to participate in several performing arts groups at the school. This year, 21 students (12% of the school community) participated in the school band, 12 students (7%) participated in the string ensemble and 37 (21%) participated in the school chorus.

Students have opportunities through seminars and class offerings to participate in theatrical performances. This year, all students created historical skits for the school's annual "Sea Camps" fall program and dozens more participated in school talent shows and coffeehouses. In addition, about half of the student body participated in performances of "Romeo and Juliet", "Fractured Fairy Tales", and plays of their own design.

CCLCS participated again this year in the "Arts Matters" partnership with the Academy of Performing Arts in Orleans. Through this program, an Academy dance teacher worked with seventh grade math classes to engage students in dance combinations that illustrated mathematical tessellations. An Academy drama teacher worked with groups of 7th grade Language Arts classes to create theatrical skits that reflected the cultures of their hometowns while reading the play *Our Town*. And an Academy music teacher provided live piano accompaniment for our chorus in a series of public performances for community organizations.

SCHOOL PERFORMANCE OBJECTIVES

Objective #1: The school will continue to develop its curricula, instructional program, and assessment processes.

The creation of a "community of scholars" at CCLCS is anchored by a strong curriculum that manages to fully embody the school's mission values while maintaining adherence to the Massachusetts curriculum frameworks. The excitement evident in the school's learning community is driven by instructional practices which stress experiential project based work and interdisciplinary studies with special areas of focus on environmental issues and collaborations with local resource partners. Assessment at CCLCS revolves around continually developing internal benchmarks for content and skills mastery, quarterly student progress reports that include letter grades as well as narrative descriptions of student performance, standard MCAS results, and yearly California Achievement Tests administered to each student in the areas of math and language arts.

As has been true since throughout the history of CCLCS, practices remain in place to assure continual development of curriculum, instruction and assessment at CCLCS. Weekly meeting within subject area departments, grade levels and the entire instructional staff assure that these practices are continuously reviewed and updated. The creation of two new part time administrative positions has allowed for greater scrutiny of these practices, and the school's curriculum reporting requirements (an electronic curriculum

database and a hard copy curriculum required from each teacher) ensure a high level of internal accountability. Specific indications of student and staff performance in these areas are spelled out more clearly in the “School Profile” section of this Annual Report.

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

The school increased its commitment to professional development in the 2002-2003 school year by doubling the money budgeted for it and by the appointment a Professional Development Coordinator as part of the administrative staff. The budget increased from \$5,000 to \$11,000, and Joan Barnatt, a master teacher, reduced her teaching responsibilities and dedicated one quarter of her time to supporting professional development. The school exceeded its state mandated financial commitment for this purpose.

The professional development program included three broad categories: 1. the development of individual plans with each faculty member to ensure continued state certification and advancement within the teaching profession; 2. Encouragement to attend and funds to support graduate school, workshops, conferences, and professional associations; 3. In-service training. During the year, five teachers took a total of thirteen graduate courses; nine people attended eighteen conferences; eight people attended seven workshops, and the entire faculty and Board of Trustees participated together in a half-day in-service workshop on character education run by the Center for Advancement of Ethics and Character at Boston University.

Plans for the 2003-2004 school year include implementation of a formalized, peer oriented faculty evaluation system intended as a non-threatening, support based program to encourage and support professional development.

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

The CCLCS community continued to fortify its exemplary practice of “breaking down the walls” between school and community through a wide array of service projects, partnerships and guest speakers during the 2002-2003 school year. A partial listing of these collaborations includes:

Working with personnel at the Orleans town transfer station to learn about recycling and waste disposal, and to plan and implement the school’s recycling program.

Working with personnel at the Orleans cemetery to plant geraniums on veteran’s graves for Memorial Day.

Working with personnel from the Massachusetts Department of Environmental Management to plan and implement wilderness survival and mountain biking seminars.

Working with personnel from Americorps to complete several service projects, including a marsh cleanup, blueberry bush planting at an organic farm, and participation in the Barnstable County Earth Day educational displays.

Working with personnel from the Orleans Water Commission to educate students to make a presentation in advance of an important Town Meeting vote on a water filtration plant. Thanks in part to the students' explanation of how the plan works and why it was needed, the plant was approved.

Participating with National Park Service personnel in celebrating the one hundredth anniversary of Guglielmo Marconi's wireless transmission across the Atlantic Ocean.

Working with personnel from North Atlantic Timber Works and the Timber Framers' Guild to build a storage shed without nails or power tools.

Planning and implementing a cleanup of a section of the bike trail in Orleans.

Working with state and local environmental officials to coordinate the Orleans leg of the International Coastsweep (We had the second highest participation totals in the state.)

Visiting residents of the Orleans Convalescent Home around the winter holidays.

Preparing and delivering gift baskets to a "half-way house" in Hyannis.

Working with the "Half the Sky" foundation to raise enough money to sponsor two nannies for a year in a Chinese orphanage.

Working with the Green Hotels' Association and the Hyannis Chamber of Commerce to recruit Cape Cod hotels to join the Green Hotels.

Recruiting guest speakers from the Massachusetts Water Resources Authority and the Center for Coastal Studies to teach students about the outfall pipe.

Working with the Cape Museum of Fine Arts and sculptor Paul Bowen.

Making quilts in seminars to donate to the Independence House in Hyannis.

Exhibiting student artwork at the Wellfleet Public Library and at the Provincetown Art Association and Museum.

Working with the Namequoit Sailing Association on a 10 week sailing seminar.

Working with the Waquoit Bay National Estuarine Research Reserve, Cape Self Reliance, and Cape Cod Community College to produce an alternative energy curriculum.

Working with personnel and facilities at Willy's Gym to deliver the health curriculum.

Working with the Academy of Performing Arts in Orleans to produce and deliver arts curriculum and to integrate arts into the math and language arts curricula.

Continuing an eight year partnership with Nauset Regional High School and the Shenandoah Shakespeare Express to provide interactive theater productions and workshops.

Spearheading a partnership with other local schools and libraries to bring a traveling theater group here for four performances of *The Last Bridge*, a play about an adolescent girl's experience during the Holocaust.

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

Summer preparations for the 2002-2003 school year included extensive painting, cleaning, floor stripping and waxing, furniture replacement. In addition, the school installed a new fire alarm system in a portion of the facilities known as "The Annex," which houses a classroom, a conference room, and an office. The school also engaged an architect, an engineer, and an attorney in order to renovate this space and secure the necessary permits from the Town of Orleans to use this space for students on a regular basis.

In addition, the school's Director has attended monthly meetings of a special committee in the nearby town of Brewster toward the possibility of leasing space in one of the two Brewster Elementary Schools beginning in August 2005. The school is also considering the possible purchase of the presently leased facilities, and the Board has created a Site Committee to work with the Director on exploring these issues. Finally, the school is also continuing conversations with the Department of Internal Management about the longer term possibility of leasing space at nearby Nickerson State Park and building a new school building there with the understanding that it could serve the Department as an environmental education center in the summers.

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

As indicated in the Governance Profile section of this report, the Board of Trustees set goals for the year, established committees, and met on a monthly basis. Standard at every

meeting were minutes of the previous meeting, invitation for public comment, review of progress on the year's goals, Finance Committee report, Faculty report, and Director's report. Additional topics and reports were part of the agendas as needed. The Board entered Executive Session twice in order to discuss potential real estate negotiations. In addition, the Board attended a special meeting to set goals in October, a Saturday morning workshop on Strategic Planning in February, a faculty workshop on character education in May, and a faculty/trustee social event in June. During the year, selected trustees attended meetings, workshops, and conferences sponsored by the Massachusetts Department of Education, the Southeast Consortium of Charter Schools, and the Massachusetts Charter School Association.

The Board of Trustees devised a new instrument for evaluation of the Director this year. This was a compilation and distillation of several evaluative instruments used by traditional public schools, other charter schools, and independent schools. It involved three separate questionnaires; one for trustees, one for faculty and staff, and one for parents. Each questionnaire asked for a variety of numerical rankings as well as narrative responses. The Executive Committee of the Board then collated the responses, wrote a report, reviewed it with the Director, and presented it to the Board. This evaluation was very positive in its judgment of the Director's performance this year, and the Board intends to use this evaluative instrument every year from now on.

The Board set the following five goals for the year:

1. To carry out a strategic planning process;
2. To address short term site issues including the Annex renovation and investigation of the Brewster school availability;
3. To refine the administrative structure, establish a personnel committee, and conduct an evaluation of the Director;
4. To establish a new and substantially separate Board of Trustees for the school's Education Foundation;
5. To create a new Accountability Plan for implementation in September 2003, and to prepare for the Charter renewal process.

The school has accomplished all of these goals.

School Performance Objective #6: The school will continue to strengthen its system for fulfilling the requirements of federal law 94-142 and state law chapter 766.

Cape Cod Lighthouse Charter School increased its commitment of faculty time to the Special Education Department here this past year with the return of Michele Brannigan, Director of the special ed program, in addition to full time specialist Julie Donnan, and two interns representing an additional full time equivalent tutor in the program. In addition, the school hired an experienced special ed administrator, Lynn Newton, to consult on a regular monthly basis and to work with the school's psychologist on testing. With the help of a state funded SPED Improvement grant, we were able to purchase new laptop computers and new software for tracking IEP's, and we supported faculty attendance at several conferences as well as in-service training sessions for the entire faculty.

School Performance Objective #7: The school will support initiatives to combat racism and classism within our school and promote understanding of diversity.

The school continued the implementation of ongoing initiatives designed to foster an appreciation for multiculturalism among students, staff and the school community and to ensure that the school culture complies with anti-bias practices both legally and in the spirit of day-to-day interactions. The CCLCS Asian studies program again provided a rich cultural exchange through the following programs:

A summer Homestay in which eight students and two teachers from Japan spent a week with host families from CCLCS.

The work of our Japanese intern, Misa Kuribayashi, who worked at the school from April 2002 through January 2003.

Two ten week elective seminars (including 24 students), one which focused on Asian history and culture, the other which prepared eight CCLCS students to participate in a two week Homestay in Japan during the summer of 2003.

The school continues to require teachers to describe the multicultural connections included in each unit as a part of the basic reporting format in the school's electronic curriculum database. A review of the curriculum reveals that teachers continue to include curriculum units and materials that promote student understanding of diversity.

School policies and publications were found to comply with all relevant civil rights regulations during a Coordinated Program Review during the 2001-2002 school year.

School Performance Objective # 8: The school will establish a school wide process for documenting student work and research projects accomplished in the areas of science and writing.

This has been ongoing and is addressed in the student performance objectives and the internal assessments sections.

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

Progress Reports with letter grades and paragraph length narrative comments are provided to parents four times a year. Parents are asked to complete response forms with each set of progress reports, and parents are invited to faculty conferences at specific times in the fall and winter as well as on an as needed basis throughout the year. School policy is for parents to feel free to call teachers on the phone whenever they feel the need.

In addition, parents and community members often and frequently assist teachers in classes and on field trips, and many teach seminar classes. This year, two parents taught knitting, quilting, and needlepoint; one taught therapeutic horseback riding; one taught sailing; one taught brass lantern making; and one taught cooking.

School Performance Objective #10: The school will attain school wide technology access, education, and utilization.

Cape Cod Lighthouse Charter School has a Technology Committee that oversees the implementation of technology in the curriculum. The school has one up-to-date-computer for every three students. This includes acquisition this year of 22 new E-Mac desktop computers and one mobile cart of ten wireless laptops in addition to three independent laptops purchased from the Special Ed Department. The entire school is equipped with digital wiring to support the computers and the internet is available throughout the school. The school's Technology Director is an 80% time position. Technology instruction is woven into the fabric of ongoing classes rather than taught as an isolated skill.

School Performance Objective # 11: The school will establish a smooth transition process to assist 8th grade students in preparing for high school.

The eighth grade curriculum is designed to ensure that students have acquired the necessary skills and information to be successful at the ninth grade level. The school enjoys a collegial relationship with the local public high school, Nauset Regional High School, and the eighth grade teachers meet annually for an afternoon workshop with the high school principal and department chairs to discuss the relationship of the CCLCS curriculum to the high school's.

In addition, CCLCS takes the eighth grade to Nauset High School for an annual "step up" day. We also take interested students for a similar day at the Cape Cod Regional Technical and Vocational High School in Harwich, and we host an evening meeting for interested students and parents with the Principal of the Sturgis Charter School in Hyannis. A senior faculty member in the eighth grade, John Stewart, maintains a library of materials on independent schools and counsels several students each year on the possibility of enrollment at high school level independent day and boarding schools.

Governance Profile

Cape Cod Lighthouse Charter School is governed by an independent, self-perpetuating Board of Trustees. The term of office for a trustee is three years, and a person may serve no more than two consecutive terms. Officers serve for one year at a time. The bylaws allow for up to 17 trustees including the Executive Director and two faculty representatives. Until recently, terms of office began and ended in November of each year, but this spring, the Board amended the bylaws so that terms run from July 1 through June 30. The Board meets monthly with the occasional exception of July. Meetings are usually the second or third Monday evening of the month and are open according to the terms of the "Open Meeting Law." In addition, a special meeting of the Board was held in early October of this year to set goals for the year, and a Saturday morning retreat was held in February to support the Strategic Planning process.

There are four standing Board committees; the Executive Committee, the Nominating Committee, the Finance Committee, and the Personnel Policy Committee. During the 2002-2003 year, there were two additional Board committees: the Site Committee and the Strategic Planning Committee. Except for the Executive Committee, which is made up of the Officers and the Executive Director, all Board Committees include non-trustees as well as trustees. For example, the Nominating Committee currently includes two of the school's founding faculty members; the Finance Committee includes the school's Business Manager; the Personnel Policy Committee includes a faculty representative, and the Site Committee and the Strategic Planning Committee both include parents and community members.

In lieu of a Development or Fund Raising Committee, Cape Cod Lighthouse Charter School has an independent, 501 (c) 3, Educational Foundation that carries out a variety of fund raising and public relations programs and donates funds regularly to the school. The Foundation is governed by a separate Board of Trustees that does not duplicate officers, and that includes fewer than 50% CCLCS trustees.

List of CCLCS Board of Trustees 2002-2003

Members

Olive Chase

Chair of the Board

Marston's Mills, MA

President, The Casual Gourmet

Parent: David, 8th Grade

Ex Officio all committees

Terms

November 2000 – June 2003

Barbara Cardinal November 2002 – June 2005
Secretary of the Board since February
North Truro, MA
Art Gallery Director
Parent: Julian, 8th Grade, Camille, 6th Grade
Nominating Committee, Personnel Policy Committee

Robin Davis September 2001 – June 2004
South Orleans, MA
Research Biologist
Parent: Brooke, 8th Grade, Skye, 6th Grade
Chair, Personnel Policy Committee

Molly Eldridge November 2001 – June 2004
Eastham, MA
Psychotherapist
Parent: Sophie, 7th Grade
Chair, Nominating Committee; Co-Chair, Strategic Planning Committee

Cirrus Farber November 2001 – September 2003
Orleans, MA
CCLCS Teacher
Faculty Rep

David Johnson December 2001 – June 2003 (Resigned, Moving to CA)
Vice Chair of the Board
Harwich, MA
Member Services Director, Cape Cod Times
Parent: Patrick, 7th Grade; Megan, 6th Grade
Finance Committee; Co-Chair, Strategic Planning Committee

Elaine Lipton November 2001 – February 2003 (Resigned)
Secretary, November – February
North Eastham, MA
Costume and Textile Conservator
Parent: Jemma, 8th Grade; Elliot, 6th Grade
Nominating Committee

Paul Niles November 2000 – September 2003
Eastham, MA
CCLCS Associate Director
Faculty Rep
Personnel Policy Committee; Strategic Planning Committee

of gravity in the van. The Board set a policy to limit each van to ten passengers and eliminate use of the furthest rear seat.

2. The Board had created the Cape Cod Lighthouse Charter School Education Foundation in 1999, but had not followed through on creating a substantially separate Board of Trustees to govern the Foundation. In December, the Board created a new, independent Board of Trustees for the foundation based on the policy that the officers of the school's Board would not be officers of the foundation's Board, and that fewer than 50% of the foundation's trustees would also be trustees of the school.
3. The school's lease on its current facilities expires in August 2005, and so the Board created a Site Committee to investigate options for the school afterward. Possibilities include purchasing or again leasing the present facilities; leasing space at one of two elementary schools in the Town of Brewster; or building a new building on a nearby site that the school uses for athletics. The Board accepted the following report from the Site Committee in February.

Our ultimate goal should be to design and build our own "green" building in a way that supports the culture and mission of the school.

Until our own building is possible, we should pursue a lease that provides the most stability for the school while also supporting our culture and mission for the next ten to fifteen years. Ideally, this would be a lease on the Eddy School in Brewster, but it could be on the Stony Brook School or an extension of the lease on our current site.

We should continue to pursue the use, stewardship, and potential lease of the Cape Rep / Nickerson Park site as a preferred site for construction of the school's own building.

4. As indicated above, the Board voted in April to change the terms of office for trustees from November anniversaries to July 1 through June 30 in order to coordinate the term of trusteeship with the fiscal year and the school year.
5. Until recently, the school's policy allowed full time employees 15 days each year as paid sick time or personal leave time. This leave time was cumulative and unlimited, and some employees have "banked" 60 to 75 days, which by policy they could take at any time for any reason. In June, the Board voted the following policy change: Effective July 1, 2003 accumulated, fully compensated leave time from previous years may be used only after the current year's leave has been used and only for reasons of extended illness or disability suffered by an employee or member of the employee's immediate family with written verification by the attending physician.

Summary of Official Complaints

There were no complaints of any kind during the 2002 – 2003 year

Staff Profile

Administration

Sean O’Neil was appointed Executive Director of the Cape Cod Lighthouse Charter School effective July 1, 2002. Mr. O’Neil is an experienced school leader with more than 30 years in teaching and administration.

Two new positions were created this year. Paul Niles, founding teacher and former Interim Director, was appointed Associate Director for Curriculum and Instruction. This is a part-time responsibility in addition to his 3/4 time teaching responsibilities. Joan Barnatt, an experienced master teacher, was appointed Professional Development Coordinator. This is also a part-time responsibility in addition to Mrs. Barnatt’s 3/4 time social studies classes. In addition, Karen Scichilone, part-time Business Manager, increased her hours from one day per week to four half days per week.

Summary of Teacher Qualifications

Full time teachers/aides:

13 full time teachers
6 part-time teachers
2 full time interns
21 teaching personnel

Full Time Equivalent Teachers and Interns 17.8

Student to Teacher Classroom ratios:

Core Curriculum classes	20:1
World Language classes	10:1
Reading Classes	15:1
Seminars	9.5:1

Average years teaching experience of staff: 14.4 years

Average years of service at CCLCS: 4.9 years

Highly Qualified Teachers by NCLB Definition:

Full time teachers: core curriculum: 12 teachers qualify; 1 does not
Part-time teachers: core curriculum: 6 teachers qualify
(Among these teachers, all have bachelor’s degrees, and 12 of the 19 have master’s degrees. All but one have majors in the areas in which they are teaching. Six of the nineteen have not yet taken the Massachusetts Test for Educator Licensure.)

Teacher Turnover Three of our nineteen teachers (16%) will not return next year. One is taking a leave to spend a year with her newborn child; one is taking a leave for Ph. D. program residency; and one has moved to Boston so that his wife could begin a graduate school program.

Student Profile

Student Demographics

Total number of students enrolled: 180

Students by race: White: (173) 96.1%
Black: (2) 1.1%
Native American: (1) .6%
Hispanic: (4) 2.2%

Ethnicity: not tracked

Gender: Male: (93) 52%
Female: (87) 48%

Students receiving Free/Reduced Lunch: (7) 3.9%

Special Education: Students on IEP's (22) 12.2%
Students on 504 Plans (10) 5.6%

Students with Limited English Proficiency: (0)
Linguistic minorities within the school population: (0)

Applications

Applications for admissions for the 2002-03 school year: 161

Applications for 6th grade: 146
for 7th grade: 6
for 8th grade: 9
161

Town of Residence	Grade applied for:		
	6th	7th	8th
Barnstable	5	1	
Brewster	39		1
Chatham	1		
Dennis	4		
Eastham	25	1	3
Harwich	17	4	2
Orleans	22		1
Provincetown	2		
Truro	4		1
Wellfleet	13		
Yarmouth	<u>14</u>	<u>—</u>	<u>1</u>
	<u>146</u>	<u>6</u>	<u>9</u>
Applications per opening:	2.4	6	4.5
Students on Waiting List:	19	14	14

Student turnover data

One student withdrew after two weeks because of transportation issues and the fact he missed his friends. Since the student resided outside of the Nauset School District and transportation was not provided, he had to be dropped at school on his mother's way to work and picked up at the end of her work day which added almost two hours to his day.

Three students completed the school year but have chosen not to return next year. A 6th grader will return to his local middle school to be with his friends. A 7th grader will transfer to her local middle school because her family feels the transition to high school will be easier for her from the larger school. Another 7th grader will transfer to the local middle school in order to be with friends, play hockey, and have what he hopes will be a less demanding academic program.

Suspensions / Expulsions

Thirteen students accumulated sixteen days' worth of in-school suspensions resulting from smoking on campus, fighting, leaving school without permission, bullying, harassment, and sending inappropriate email to a teacher. There were four out-of-school suspensions for three students. Out of school suspensions resulted from leaving school without permission, physical assault, and bullying. No students were expelled.

Financial Profile

Cape Cod Lighthouse Charter School
Profit & Loss Statement
July 2002 through June 2003

	Jul '02 - Jun 03
Ordinary Income/Expense	
Income	
Operating Income	
Income - Per Pupil Tuition	1,605,723.00
Income - Bank Interest	3,901.02
Income - Miscellaneous	14,859.72
Total Operating Income	1,624,483.74
Grants Income	
Private Grant Income	600.00
Grants - Government	
Current Yr	60,841.00
Total Grants - Government	60,841.00
Total Grants Income	61,441.00
Total Income	1,685,924.74
Gross Profit	1,685,924.74
Expense	
Direct Student Costs	
Computer - Maintenance Fee	350.00
Computer - Internet Access	2,820.00
Computer Software	209.95
Computer Supplies & Repairs	1,463.99
Insurance Expense	20,420.00
Instructional Equipment	898.97
Physical Education Expense	3,539.29
Team Sports Expense	6,060.70
Nursing Supplies	334.40
Seminar Expense	1,284.14
Special Needs	6,524.60
Textbooks and Supplies	9,823.37
Transportation Costs	
Vehicle Gas	2,510.17
Vehicle Repairs & Maintenance	4,793.06
Total Transportation Costs	7,303.23

State Mandated Testing	1,350.08
Total Direct Student Costs	<u>62,382.72</u>

Occupancy

Maintenance - Site Prep	1,055.00
Alarm Service Fees	741.00
Auxiliary Site Rent	1,240.00
Custodial Outside Services	17,060.17
Maintenance - Building	2,227.09
Maintenance Site Supplies	2,419.39
Rent	207,594.80
Rubbish Removal	2,936.35
Utilities	
Electric	19,331.98
Gas	<u>11,220.03</u>
Total Utilities	<u>30,552.01</u>

Total Occupancy	265,825.81
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Office

Accounting Fees	10,800.00
Bank Charges	134.32
Dues and Subscriptions	31.00
Equipment Lease, Repair & Maint.	
Computer	252.00
Copier	4,872.94
Facilities	231.60
Instructional	613.15
Equipment Lease, Repair & Maint. - Other	<u>344.74</u>
Total Equipment Lease, Repair & Maint.	6,314.43

Office Supplies and Expense	8,122.84
Payroll Service Fees	2,199.39
Postage and Shipping	2,317.85
Printing Expense	837.95
Telephone Expense	4,716.54
Travel/Mileage	<u>659.20</u>

Total Office	36,133.52
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Personnel

Salaries-Lunch/Pub Relations	4,250.00
Environ. Proj. Coord.-Grant	6,893.75
Salaries - Grant Work	7,780.00
Salaries - Summer Program	7,900.00
Salaries - Coaches	500.00
Salaries - Teachers	
Seminars	510.00
Tutors	2,250.00

Art	32,253.32
Full Time	531,139.39
Language	66,845.32
Music	
Salaries - Specialists	2,275.00
Music - Other	<u>13,973.08</u>
Total Music	16,248.08
Recreation	20,391.90
Substitute Teachers	5,880.77
Writer in Residence	25,499.98
Teacher Interns	<u>42,778.18</u>
Total Salaries - Teachers	743,796.94
Salaries - Director	87,242.08
Salaries - Administrative Asst	43,066.22
Salaries - Office Help	40,495.34
Salaries - Special Needs	75,606.28
Salaries - Counselors	14,161.18
Salaries - Nurse	39,478.10
Technical Assistants	39,759.08
Prof. Development - Staff	10,360.42
Payroll Tax (Employer Exp)	34,494.59
Insurance - Health	92,975.54
Personnel - Other	<u>0.00</u>
Total Personnel	1,248,759.52
Other Expenses	
Ski Club	(15.00)
Strategic Planning Facilitation	4,494.49
Field Trips	14,859.75
Yearbook	1,196.85
Team Bball Tournament	148.82
Miscellaneous	107.54
Dues & Subscriptions	1,894.28
Fees and Licenses	181.00
Legal Fees	3,240.00
Recruitment	1,981.84
School Function	<u>3,880.93</u>
Total Other Expenses	<u>31,970.50</u>
Total Expense	<u>1,645,072.07</u>
Net Ordinary Income	40,852.67
Other Income/Expense	
Other Expense	
SPED Grant Expenses	7,376.00
School Lunch Program	(1,366.80)

Engineering Consultant	6,293.50
Summer Enrichment Program	4,650.25
Capital Purchases - Current Year	19,494.10
Leasehold Improvements-Current	5,306.93
Payroll Clearing	<u>0.00</u>
Total Other Expense	<u>41,753.98</u>
 Net Other Income	 <u>(41,753.98)</u>
 Net Income	 <u><u>(901.31)</u></u>

--UNAUDITED STATEMENT--

Cape Cod Lighthouse Charter School
Balance Sheet
As of June 30, 2003

	Jun 30, 03
ASSETS	
Current Assets	
Checking/Savings	
Cash CCBT Operating	389,956.51
Cash CCBT Grants	16,518.21
Cash CCBT Savings	139,775.71
CCB&T-School Lunch	1,736.79
CCB&T - Summer Fund	151.68
CCB&T-Ski Fund	2,255.99
Cash CCBT Student Activities	5,198.61
Cash CCB&T Homestay	4,695.41
Cash CCB&T Toyota Tapestry	326.71
CCLCS-The Write Connection	354.37
Cash Petty Cash Fund	237.75
Total Checking/Savings	561,207.74
Accounts Receivable	
Due From Foundation	1,487.16
Receivable - Miscellaneous	262.00
Total Accounts Receivable	1,749.16
Other Current Assets	
Inventory-School Store	3,285.00
Prepaid Accounting Expense	1,000.00
Total Other Current Assets	4,285.00
Total Current Assets	567,241.90
Fixed Assets	
Acoustical Improvements	5,306.34
Library	3,160.67
Equipment	16,032.60
Equipment - Audiovisual	524.43
Furniture and Fixtures	5,724.19
Vehicles - RAM Vans	9,762.33
Leasehold Improvements	90,247.27
Site Preparation Fees	11,100.31
Total Fixed Assets	141,858.14
TOTAL ASSETS	709,100.04

LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

Accounts Payable	<u>4,728.50</u>
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Total Accounts Payable	4,728.50
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Other Current Liabilities

Def Income-Ski Fund	2,241.00
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Foundation Activity	8,023.38
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Accrued Accounting Fees	11,000.00
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403(b) Annuities	2,857.53
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Accrued Expenses - Other	106,008.70
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Grant - Mass Charter School	15,000.00
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Grant - ECC Renewable Education	7,096.66
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Grant - Design A House	-329.35
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Grant - Islam	119.88
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Grant - Salt Marsh	10,408.34
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Grant - Friends of Pleasant Bay	2,259.53
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Grant - Unrestricted Grants	4,232.64
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Grant - Student Activities	<u>6,685.77</u>
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Total Other Current Liabilities	<u>175,604.08</u>
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Total Current Liabilities	180,332.58
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Long Term Liabilities

Grant - Dissemination	-35.33
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Note Payable CCBT Vans #2	<u>22.62</u>
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Total Long Term Liabilities	<u>-12.71</u>
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Total Liabilities	180,319.87
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Equity

Fund Balance - Plant Fund	289,517.50
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Fund Balance - Operating Fund	159,227.00
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3900 - Retained Earnings	80,936.98
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Net Income	<u>-901.31</u>
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Total Equity	<u>528,780.17</u>
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TOTAL LIABILITIES & EQUITY	<u><u>709,100.04</u></u>
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--UNAUDITED STATEMENT--

Cape Cod Lighthouse Charter School
Budget
July 1, 2003 to June 30, 2004

	<u>Revised</u> <u>Jul '03-Jun 04</u>
Ordinary Income/Expense	
Income	
Operating Income	
Per Pupil Tuition	\$ 1,537,945.00
Summer Program	13,500.00
Interest Income	<u>2,500.00</u>
Total Operating Income	1,553,945.00
Grants Income	
Grants - Government	
Current Year	<u>46,308.00</u>
Total Grants Income	46,308.00
Total Income	<u>1,600,253.00</u>
Gross Profit	1,600,253.00
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	5,100.00
Team Sports Expense	5,100.00
Nursing Supplies	500.00
Seminar Expense	1,500.00
Special Needs	8,000.00
Textbooks and Supplies	8,000.00
Transportation Costs	
Van Payments-CCB&T	-
Vehicle Gas	3,200.00
Vehicle Repairs & Maintenance	<u>5,500.00</u>
Total Transportation Costs	8,700.00
State Mandated Testing	<u>1,500.00</u>
Total Direct Student Costs	68,200.00
Occupancy	
Maintenance - Furniture & Fixture	1,000.00
Maintenance - Site Prep	1,500.00

Alarm Service Fees	800.00
Auxiliary Site Rent	1,140.00
Custodial Outside Services	18,000.00
Maintenance - Building	3,100.00
Maintenance Site Supplies	2,800.00
Rent	206,220.00
Rubbish Removal	3,180.00
Utilities	<u>30,000.00</u>
Total Occupancy	267,740.00
Office	
Accounting Fees	13,750.00
Bank Charges	150.00
Equipment Lease, Repair & Maint.	7,300.00
Office Supplies and Expense	8,500.00
Payroll Service Fees	2,200.00
Postage and Shipping	2,800.00
Printing Expense	1,000.00
Admissions	1,000.00
Telephone Expense	<u>5,000.00</u>
Total Office	41,700.00
Total Personnel	1,233,713.00
Other Expenses	
SPED Grant Expenses	-
Summer Program	3,000.00
Miscellaneous	1,000.00
Enrichment	-
Dues & Subscriptions	1,900.00
Fees and Licenses	200.00
Legal Fees	3,500.00
Recruitment	1,800.00
School Function	2,500.00
Capital Purchases	<u>-</u>
Total Other Expenses	<u>13,900.00</u>
Total Expense	<u>1,625,253.00</u>
Net Income/(Loss)	(25,000.00)
Transfer Reserves	<u>25,000.00</u>
Revised Net	<u><u>\$ -</u></u>

Dissemination

Staff, students, Board members and CCLCS alumni have remained active in identifying and disseminating best practices during the 2002-2003 school year. Two main areas of excellence dominate the school's dissemination efforts: environmental education and Asian studies. Many of the school's environmental works are carried out through the Roots and Shoots Club, an affiliate of the Jane Goodall Institute. Students at CCLCS started the first Roots and Shoots chapter on Cape Cod, and as CCLCS alumni have moved on to their respective high schools and have started their own chapters. There are now eight Roots and Shoots chapters on Cape Cod, all directly resulting from dissemination by CCLCS teachers, students, or alumni.

Dissemination around the school's exemplary Asian studies program revolves around the school's active Homestay program, in which Japanese students visit Cape Cod one summer and CCLCS students visit Japan the next, the school's Japanese intern program, and the works of social studies teacher and professional development coordinator Joan Barnatt.

A partial listing of this year's dissemination efforts includes:

A presentation by the school's eighth grade science teacher, environmental projects coordinator and two Roots and Shoots alumni at the Massachusetts Environmental Educator's Annual Conference at Holy Cross College in Worcester, Ma, on fostering student activism around areas of environmental advocacy. The workshop received perfect scores from all attendees, including a comment from one teacher that "this workshop has changed my view of what kids can accomplish when given the proper support".

The formation by the school's eighth grade science teacher, environmental programs coordinator and current and alumni Roots and Shoots members of the Cape Cod Youth Council on Sustainability, an organization that has elicited participation from a dozen middle and high schools on Cape Cod with a mission to educate and empower youth on environmental issues of interest to them. The Council has attracted four separate grants and two awards, including the Nauset Rotary Club Environmental Award. The Council plans a fall 2003 Youth Summit at which participants will write an environmental action plan for Cape Cod. One 7th grade student from Marston's Mills Middle school wrote this about her first meeting with the Council: "It was so empowering to be present amongst people...who have highly set ambitions and lists of goals to reach. Afterwards, I remember feeling as though I could achieve anything...and now I believe I can. Not only have extravagant plans for the future blossomed ..., but newly rooted beliefs have developed within me, and I know that, together, the many members of the Cape Youth Council and I can contribute to the Cape's citizens the benefits they deserve." Members from the Council have made presentations at the Wellfleet Public Library, the Friends of Meeting House Pond annual meeting, the

Hyannis Yacht Club, at Cape Cod Community College, at the Jane Goodall Institute's annual Roots and Shoots summit in Minnesota and at several high schools and middle schools on Cape Cod.

Continued dissemination of the whole School Model paper written by former school Director and Trustee Pat Anthony and Associate Director and science teacher Paul Niles through the Massachusetts Charter School association's web site.

Publicity and the sharing of the school's innovative renewable energy curriculum through the Above and Beyond award granted to Associate Director and science teacher Paul Niles by the Massachusetts Software Council.

A grant awarded to Paul Niles by the Massachusetts Energy Collaborative that will allow the school to further develop its energy curriculum into a form that will be easier to share with other teachers.

Sharing of the energy curriculum with teachers from Mattacheese Middle School, Nauset Regional Middle School and Nauset Regional High School and students and teachers from several other schools through their participation in the Cape Cod Youth Council on sustainability.

Presentations about Japanese language and culture by our Japanese intern, Misa Kurybiashi, to students and teachers at Cape Cod Regional Technical High School, the Family School in Brewster, Orleans Elementary School and Nauset Regional High School.

A ten-hour teacher workshop presented by social studies teacher and professional development coordinator Joan Barnatt on "The Many Faces of China", presented at Cape Cod Community College through Clark University.

A 45 hour (3 graduate credit) NCTA seminar taught by social studies teacher and professional development coordinator Joan Barnatt through the Five College Center for East Asian Studies.

A 45 hour (3 graduate credit) course on the Silk Road presented through the Arts Alliance Council of New Hampshire Summer Institute by social studies teacher and professional development coordinator Joan Barnatt

Three days of workshops and private and public performances put on by the Shehendoah Shakespeare Express in partnership with Nauset Regional High School.

Four issues of *The Write Connection*, a teen issues magazine that employs professional writers as mentors for middle and high school students, were published by CCLCS writer-in-residence Rosalind Pace.

The school's eighth grade personal essay project was brought to the Rising Tide Charter School in Plymouth by writer-in-residence Rosalind Pace.

Seventh grade math Teacher Cathy Graham presented her collaborative dance/math project for the third consecutive year at the Academy of Performing Arts' "Arts Matters" conference.

Several Board members participated in workshops on governance and strategic planning held by the Southeastern Massachusetts Charter School Consortium.

Cape Cod Lighthouse Charter School takes its responsibility for dissemination seriously. We see it as an opportunity as well as a responsibility, and we recognize that there are three elements that must be in place to support dissemination efforts. One is empowerment: teachers need the freedom and the encouragement to experiment, take risks, and try new approaches. Another is time: people need time to plan, to discuss, to research, and to prepare. In our strategic planning process this year, we set a goal to examine our schedule and our expectations of teachers' time, and to seek ways to free up additional time for people to spend on potential dissemination activities. The third is money: fortunately there are many grants available from a variety of sources in support of programs worthy of dissemination. We hope that these funding opportunities will survive in our currently unstable economy, and we look forward to continuing our contributions to the library of best practices in the educational community.