

**ANNUAL**  
**REPORT**  
**2001-2002**

**CAPE COD LIGHTHOUSE  
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July 30, 2000

Massachusetts Department of Education  
Charter School Office  
350 Main Street  
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Dear Friends:

Cape Cod Lighthouse Charter School was among the first charter schools established in Massachusetts in 1994. The attached Annual Report for the 2001-2002 School Year, our seventh year, describes a school that has fulfilled 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 is an honor for me to serve as Chair of the Board of Trustees and to submit this report for the school.

The mission of the Cape Cod Lighthouse Charter School, its character, and its culture have not changed since its founding. The 2001-2002 year was one of transition only in the sense that there were changes in leadership in both administration and governance. Former Director, Dr. Patricia Anthony left the school after five years to accept a college professorship. Paul Niles, one of our founding, master teachers, served as Interim Director, and the Board of Trustees focused much of its attention during the year on a search for a new director. The search process involved committees of the Board, of faculty, and of parents and was a collaborative and democratic process that sought universal consensus. In May of 2002, the Board appointed Sean O'Neil to the position of Executive Director for the coming year and employed Mr. O'Neil as Director Elect from mid-May through June to facilitate the transition.

Mick Rudd, parent of a 1998 graduate, stepped down as Chairman of the Board after serving for three years, and I was elected to the position at the Annual Meeting in November, 2002. New trustees include Robin Davis, a research biologist; Molly Eldridge, a psychotherapist; David Johnson, a newspaper executive, and Seth Wilkinson, a conservation officer and ecologist. Dr. Davis, Ms. Eldridge, and Mr. Johnson are parents of current students.

The Board made a commitment to inclusion of parents and community members on its various committees and has taken a pro-active approach to planning and governance. The Finance Committee has implemented new software systems to improve its financial management and reporting procedures, and a Site Committee has been formed to begin the process of finding more spacious and appropriate facilities for a growing school. The Trustees established a separate bank account for the CCLCS Education Foundation, Inc. and carried out three successful fund raising programs including an Annual Fund drive, an auction, and a magazine drive. The Board also defined a process for evaluating the Director's performance and carried out the evaluation of Mr. Niles' interim directorship in the spring.

Since its beginning, the great strength of the Cape Cod Lighthouse Charter School has been in the talent, creativity, and dedication of its faculty. Five new teachers and two interns joined the faculty in the 2001-2002 year. Maggie Bossi, Director of the Chatham Chorale, became the school's Music Director. Mrs. Bossi is well known throughout Cape Cod as a musician of incomparable talent, and she has given new life to the CCLCS chorus and orchestra. The school has been fortunate to attract professional artists as teachers in studio arts, music, theater, dance, and writing, much as a result of our location as well as the culture of the school. This is a community that values personal expression and diversity.

CCLCS has benefitted this year from a grant in support of a partnership with the Academy of Performing Arts in Orleans. The program teams professional artists with math and science classes to explore the relationships and real life applications of academic disciplines and the arts. Other grants this past year have sponsored programs in Asian Studies, in exploration of alternative energy sources, and in a partnership with the National Audubon Society. Students, parents, teachers, and community members work together to help CCLCS students understand their place in the natural world around them as well as their responsibilities to their society and to their environment.

The Cape Cod Lighthouse Charter School is a vibrant and exciting work in progress, clear in its mission, focused on carefully defined goals, humane, and passionate in its commitment to the education of young people. I am grateful that my son has had the opportunity to attend this school, and I extend thanks on behalf of the CCLCS community for the Department of Education's vision and support that allows this and other charter schools to flourish.

Sincerely,

Olive Chase  
Chair  
CCLCS Board of Trustees

**Executive Summary  
of the  
Annual Report  
2001-2002  
Cape Cod Lighthouse Charter School**

The 2001-'02 school year marked the seventh year of operation for the Cape Cod Lighthouse Charter School. The school, located in Orleans, MA, is a middle school comprised of sixth, seventh, and eighth grades. There are 175 students attending the school. Admission to the school is by lottery and is open to any middle school aged child residing in Barnstable County. There is no town preference for students from Orleans. This year was marked by *introspection*, as the Interim Director and Board Chair led the staff in assessing and restructuring the school's basic administrative setup. This year was also marked by *inspection*, as the State Department of Education conducted a Coordinated Program Review and SchoolWorks conducted a Year 7 Site Visit. Both reports validated that the school remains on an exciting, innovative course and serves as a great asset to the educational community on Cape Cod.

In reviewing this edition of the school's *Annual Report*, several points should be noted:

- The school's mission - emphasizing a community of learners motivated by an interdisciplinary curriculum in which the natural environment and resources of the Cape are a pivotal focus - continues to be implemented exceptionally well.
- The staff continues to be comprised of a deeply committed, extremely skilled mix of experienced and novice teachers.
- Curriculum development conducted by the teachers continues to emphasize in-depth research projects that integrate several disciplines while simultaneously adhering to the content of the state curriculum frameworks.
- The school's standardized test scores demonstrate continued achievement over the course of the 2001-'02 school year, with each grade achieving above grade level.
- Assessment procedures alternative to standardized testing are being developed and implemented by teachers.
- Students requiring special education services are receiving exemplary services while fully included in regular classes.
- Parent involvement remains at a very high level as methods of inviting parents to participate in important school roles continue to evolve.
- The school's technology resources are well integrated into the day-to-day curriculum.
- The school's staff participates in many professional development activities both for their own personal growth and also by presenting their knowledge to others.
- The school's resource partners (community-based partnerships) continue to expand to include many additional organizations.
- The school continues to practice sound, fiscal management as evidenced by the yearly budgets and audits, with the emphasis being placed upon enhancing student learning.
- The school's governance continues to thrive under the leadership of the Board of Trustees who provide for teacher autonomy and enable the school to be a "teacher driven school."
- The school's Board of Trustees has made a successful transition from the founding Board to a strong, task oriented group ready to lead the school through a strategic planning process.
- The school's relationship with the surrounding district and the community-at-large is as solid as ever- CCLCS is viewed as an asset to the community.

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# **Annual Report**

**2001-2002**

## **The Cape Cod Lighthouse Charter School**

**A public middle school serving  
Cape Cod students in  
grades 6, 7, and 8**

### **I. SCHOOL PROFILE**

#### **I. (a) The School Mission**

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 which utilizes the unique natural resources on Cape Cod and which are 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.

The Cape Cod Lighthouse Charter School is a public middle school serving Cape Cod students in grades six, seven, and eight. The students range in age from eleven years old to fifteen years of age.

#### **I. (b) The Annual Calendar**

The Lighthouse Charter School operates on the same yearly calendar as the Nauset Regional School District. Students attend school from 8:55 a.m. to 3:10 p.m. daily, 180 days per year. A copy of the school's calendar for the 2001-'02 school year is provided in **Appendix A**.

#### **I. (c) The School Program**

##### **I. (c-1) The Curriculum, Philosophy and School Community**

### **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 which is described below.

**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 three of the four academic 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 ordinarily would 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, local astronomers from the Cape Cod Astronomical Society, naturalists from the Cape Cod Museum of Natural History and the Audubon Society, or area scientists and artists. This close alliance with experts living and working in 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 extra-curricular activity that enhances the lives of teachers, students, and community members. Examples of this carryover are:

- **Timber Framing Seminar** – Students worked for a second consecutive year with a local contractor to build a wooden storage shed without using power tools. As was the case last year, the shed will be sold at the school's fall auction. The contractor, the parent of an 8th grade student in the school next year, is researching the possibility of including the students in a Habitat for Humanity building project in Orleans next year.

- **Water Quality Testing Seminar** – Students who originally learned the correct method for collecting water samples in their Water Quality Seminar continue to perform water quality tests on local bodies of water, providing towns with data on environmental issues such as the effect of nitrogen run-off on Cape waters. The students and their teacher work with the Pleasant Bay Alliance and are an integral part of a larger volunteer effort formed to provide critical information on the salt ponds of Pleasant Bay.

- **Mock Trial Seminar** – Students involved in the Mock Trial seminar compete each spring against other middle schools. The CCLCS team has consistently placed first in competition against other area middle schools on the Cape and in the Fall River/New Bedford area.

- **Japanese Homestay Seminar** – Ten students who participated in the Seminar on Japan took part in a Japanese Homestay during Summer 2001. The students visited Matsuyama-machi, a town located in the Northwest section of Japan. While in Japan students stayed with Japanese families, ate Japanese food, and participated in cultural events, including a Japanese tea ceremony and meditation in a Buddhist temple. Several of these students then hosted Japanese students from Matsuyama-machi Junior High in the summer of 2002 for a homestay held here at our school.

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

The school maintains both formal and informal partnerships with several local agencies. Two major outcomes have emerged from these partnerships. First, linking theoretical classroom study with on-site field research enriches 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 some of the local resource partners and the jointly shared learning experiences.

**Castle Hill Center for the Arts**. Four of CCLCS teachers have ties with Castle Hill Center for the Arts: Jim Peters (currently on leave), Vicky Tomayko, Susan Lyman, (the school's art

teachers) and Rosalind Pace (the school's writer-in-residence). Teachers and students have participated in summer courses at Castle Hill and some of them have received scholarships to attend.

**Massachusetts Audubon Society.** CCLCS has a formal partnership with the local chapter of the Massachusetts Audubon Society in Wellfleet. This past year students and teachers from CCLCS worked with state and local Audubon staff to begin a study of the effects of the invasive plant *phragmites* on a local salt marsh. Students from our school also participate in the Wellfleet Audubon Society's summer program scholarship awards.

**Cape Cod National Seashore.** Although CCLCS and the National Seashore do not currently have a formal partnership, the school uses the park frequently for school projects. Classes have camped at the Coast Guard facility on Coast Guard Beach, participating in nature programs during the day. Field trips occur throughout the school year as students explore the natural habitats of animals and marine life. One of the park rangers has worked as a naturalist for the 6th grade site visits.

**Orleans Academy of Performing Arts.** The Academy and CCLCS have joined forces in several activities. The school, under the auspices of the Academy, staged an all-school musical during school year 1996-'97. The performances were open to the public. "The Monkey King" was performed at the Academy for the whole school as part of our *Teach Asia* grant. This past year, faculty members from the Academy worked with classroom teachers to integrate dance, drama and the performing arts into academic activities in the second year of a three year grant initiative. Two CCLCS staff also participated as presenters at the Academy's newly launched summer arts conference in July 2002. Several Academy artists taught seminars at CCLCS this year, including offerings on drama, dance, and piano playing. CCLCS and the Academy applied jointly for a "Creative Schools" program grant for the 2002-03 school year designed to deepen the partnership. We were informed that we are finalists for the grant and will learn the outcome in September 2002.

**Cape Cod Museum of Natural History.** An informal partnership exists between the Museum of Natural History and the school. Naturalists from the Museum have worked with the 6th grade collaborating on several projects. Educators from the school and the Museum are also exploring ways to collaborate on grants that would be beneficial to the Museum, the school, and other schools.

**Local Municipalities.** Several projects were completed with the help of partnerships with local municipal agencies during the 2001-'02 school year. One recurring project involves 8th grade students following issues at their towns' annual spring meetings. In some cases, this involves working with selectboards and town moderators in order to get permission for students to speak in support of an issue at the meeting. Highlights this past year included an impassioned speech by two students in Orleans to secure funds for the annual July 4th fireworks and a student's presentation of statistical information about the use of the regional teen center by youths from Wellfleet in order to clarify a misconception that threatened to jeopardize funding.

In a partnership with the Orleans Water Department, students attended several meetings and field trips and scientists and engineers made presentations at the school in order to teach students about a cutting edge technology iron- manganese filtration plant proposed for the Town of Orleans. Students are working to produce educational materials designed to inform the town citizenry about the project in advance of a fall 2002 special town meeting.

In a partnership with the Orleans Pond Coalition, a group of seventh grade students was trained to demonstrate issues related to water tables and hydraulic flow. They then performed a demonstration of the model for adult representatives from the coalition. The students have been asked to demonstrate the model at a local middle school in the fall of 2002.

As mentioned in the seminar descriptions, students continue to work with staff to monitor water quality at one of 15 sites for the Pleasant Bay Alliance's Water Quality Initiative, a program



that meets federal standards for its scientific protocol.

**Cape Cod Astronomical Society.** The school has maintained a partnership with the Cape Cod Astronomical Society since the initial “Telescope Seminar” during school year 1996-’97. Forty student seminar participants constructed their own “Dobsonian” telescopes with the assistance of teachers, family members, and Astronomical Society members. Members funded a six-week residency of astronomer John Dobson who taught twice-weekly fall evening seminars held at the school and opened to the public. Mr. Dobson was also on hand for the completion of the telescopes and the school’s first “star party” where students and Astronomical Society members positioned their telescopes on a neighboring beach and invited the public to view the stars.

During winter 1999, 30 additional students constructed telescopes and participated in the Telescope Seminar. Eighth grade science teacher Paul Niles was awarded a national grant, the Toyota Grant, which enabled the school to once again bring astronomer John Dobson to the school, as well as provide other essential ingredients of the telescope program.

During the 2001-'02 school year, astronomers from the club gave several presentations to students on topics ranging from sunspots to a virtual tour of the cosmos. Club members also donated optical equipment to the school.

**The Waquoit Bay National Estuarine Research Reserve** The Lighthouse School's new environmental projects coordinator, Barbara Haines, initiated a strong relationship with WBNERR staff this past year. Nine CCLCS teachers participated in workshops at the Reserve, and three staff members from the Reserve participated in activities at CCLCS. The interim director taught a session at the reserve on a summer course on alternative energy curriculum. The Reserve is serving as a partner in the school’s alternative energy grant.

### **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 a two day experience at the Cape Cod Sea Camps nearby in Brewster. The primary purpose is to foster a sense of community early in the year. Over two days 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 which are a mix of academic and recreational.

**The school’s interscholastic sports program.** When the school was first conceived there was no thought given to fielding an interscholastic sports program. During the initial year, it became apparent that such a program was desired. Built upon parent volunteers, the sports program has become an integral part of school life for many students. Over a third of the student body plays on the school’s girls and boys soccer, basketball, and baseball and softball teams. During the 2001-'02 school year, a field hockey and cheerleading teams were started up. They operated as clubs and will compete interscholastically during the coming school year. 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 in a particular sport. 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.

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 that assist students with their academics: perseverance and integrity.

**Extra-curricular activities.** The school offers many activities after school: *Roots and Shoots*, an environmental club that not only raises money for environmental concerns, but also sends four students with a parent chaperone to attend the North American Youth Summit. The past six sites have been San Francisco, Colorado, New York, Oregon, Montreal, and Florida. The students return ready to help others learn respect for the environment and all living things. *Mock Trial* involves a competition where the students work with local attorneys to acquire trial skills and learn about court proceedings in order to take the “cases” to competition in courthouses all over the state. *Science Club* affords students the opportunity to do field research, most recently on two projects: coastal erosion and water quality monitoring. Other extracurricular activities are *Magic Club*, *Drama Club*, *Animation Club*, *Runners' Club*, *Mountain Bike Club*, and *The Write Connection*. All of these activities provide additional ways for students to become members of their school community.

**7th grade dune trek.** During late Spring, 7th grade students and teachers completed a four-mile dune trek out along the dunes and beaches of Truro. The dune trek fulfills two purposes: (1) it promotes a sense of community and identity for the seventh grade class which will be the school's leaders for the next year; and (2) it helps students to gain through a different method, an appreciation and understanding of the Cape's unique and precious natural resources. Students are divided into groups. Two staff members accompany each group. Using the natural surroundings as a metaphor, students are introduced to the concepts of community and what it means to be a working member of a group. Teachers discuss with the students the interdependency of nature, leading into discussions about the interdependency of the class and each student's responsibility for each other. Staff also point out the fragility of the dunes topography and the students' responsibility in protecting their environment.

**8th grade class trips.** The 8th graders participate in a number of activities reserved especially for their final year. During October, the class visits the International Exposition in Boston. They also journey to the White Mountains for a two night camping and backpacking trip for environmental study with Appalachian Mountain Club staff and a stay in an A.M.C. hut at the top of the mountain. In spring, after the 8th grade has covered most of the American History curriculum, the students, teachers, parent chaperones, and Director take a trip designed to give students a first hand look at key locations in U.S. history. Locations have included Washington, D.C. and, last year, Philadelphia and Gettysburg.

**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 items lost.

### **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.*” One afternoon a 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 were studied during the first two years of the school, while for the past four years, three

different barrier beach systems have been compared.

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 dunes 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, which might encompass the past 100 years. The changes students see in one month's time are often as dramatic, after a single winter storm.

Art and writing are skills frequently used to communicate the observations students make at their sites, and are also part of students' predictions of what they might encounter at a future site visit. Students, in the footsteps of the great nature writers, write descriptive paragraphs and poems inspired by their experience. Digital cameras allow us to keep a video history of the year's changes.

Observing signs of life is particularly interesting in the microscopic realm. A plankton tow is completed at each site each month, and once they return to the classroom, students 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. Communication skills are stressed. Many students create graphs, murals, videos, multi-media 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 non-traditional school space has spawned non-traditional programs. For example, in lieu of a school gym, the PE program takes place mostly in the larger community. The program emphasizes mastery of lifelong healthy, recreational activities. Students not only learn the game of soccer, 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 and scuba diving.

**7th grade social studies.** One 7th grade social studies project is a "Personal Belief Systems" project that requires students to generate an "image box," written work (personal philosophy essay), and oral interviews of the community. The students' finished products are then posted on an intra-net website.

**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 Wellfleet Town Meeting in May 2000, two students spoke out eloquently for funding a community skateboard park. Prior to the students' address, voter sentiment was against funding the park. The students' speech was largely responsible for changing the vote to a positive one. Our students have had this happen each year at one of the towns' Town Meetings including this past year when an eloquent student speech recalling the Battle at Rock Harbor to save the saltworks was used as inspiration to secure funding for July 4th fireworks over that very harbor.

**7th and 8th grade language arts.** Each fall 7th and 8th grade students study Shakespeare. During October or November, the *Shenandoah Shakespeare Express*, a professional Shakespearean acting troupe, visits the school, providing workshops to all classes. The actors meet with small groups of students throughout the morning, demonstrating and involving students in aspects of Shakespearean acting. In the afternoon the entire school attends the troupe's performance at a local outdoor theater.

**Art.** Art students visit an art museum specifically to view a 3-D exhibition (e.g., stage set designs/models). Students then go to a location in the community, such as the State Park, where

there are ponds and woods. At the location students do landscape paintings using watercolor, tempura, etc. When students return to the art classroom, each constructs a shallow stage (14"x11"x3"), and uses the landscape paintings in their entirety or cut up as back drops and side screens for the stage. The students then construct the foreground, characters, and other props using cardboard, wire, cloth, cotton balls, and clear plastic. Each student writes a script--either a dialogue or descriptive introduction--for the stage scene they have created. The art teachers attempt to create art projects that encompass different ways of learning: viewing (visiting art galleries to view art); painting from life/what you see; constructing/ painting from imagination; making an environment, a 3-D space, with mixed media; and writing to describe or project from a visual experience.

**Music.** Under the direction of the school's music director, the chorus participated in the acclaimed *Chatham Chorale's* spring performance, and the school band participated in the Wellfleet Memorial Day ceremony

### **I. (c-2) Courses Required**

Students attending the Lighthouse School are required to take Math, Science, Language Arts, Social Studies and three term-long seminars each year. In math, students are offered PreAlgebra, Algebra, and occasionally Geometry, according to their mastery of mathematics standards. Additionally, beginning in Grade 7, all students take either French or Spanish, with a few students taking both languages. Every student takes PE and Health all three years, as well as Art. Grade 6 students take reading classes, and all students are offered the opportunity to participate in chorus, band, and musicals or various dramatic/music productions. Student performance objectives for each subject are available as an appendix to the school's 2000-'01 annual report and are on file at the school.

### **I. (d) Special Education**

Special Education services for students at the school are provided on a continuum of placement options as described in Chapter 5 of the 766 Regulations. Within the guidelines of the Charter School law, CCLCS provides all "Special Education and Related Services" which a student with special needs may require. However, CCLCS does much more than merely fulfill requirements. This year the school underwent a Coordinated Program Review of its special education services and its civil rights methods of administration.

**Provision of services.** The special needs teachers ensures that the Individual Education Plan of each special needs student is being carried out at the school. Special education services for students who have a 502.1 prototype are provided in the following ways. First, the special education teacher consults with the regular classroom teachers on ways to modify classroom and homework assignments, curriculum units or lessons, and behavior problems a student might be evincing. Second, the special education teacher goes into the regular education classroom and works side-by-side with the regular classroom teacher. The special education teacher may work one-to-one with the student receiving services or with a small group of students of which the special needs student is one.

Special education services provided for students who have a 502.2 prototype include all of the above, plus at least one support hour outside the regular classroom time during which the special education teacher works one-to-one with a student or with a small group of students all of whom have special needs.

Although some of the students may have previously been identified as needing more restrictive prototypes, the school's staff believes that the students' needs can be met within 502.1 or 502.2 programs for several reasons. First, the size of individual classes is very small, with no more than 20 students per class. Second, there are often two to three teachers and/or teacher assistants in

a regular classroom containing students with special needs. Both of these facts make it an extremely supportive and least restrictive environment for students with special needs. Related services such as speech therapy are provided on a case-by-case basis through contractual arrangements with local services providers. In some cases collaboration with various local human service agencies or individual contractors has been and will continue to be part of our efforts to maintain student progress.

**Special Education Faculty.** The special needs staff consisted of a part-time certified special education administrator retained by the school to oversee the program and provide consultation and technical assistance; a 20% -time special education coordinator/teacher, a full time special education teacher, and a full-time special education teaching assistant. The school contracts with reading and math specialists, a speech pathologist, an occupational therapist, and a school psychologist to meet individual student's needs. Furthermore, as needs arise through IEP meetings, additional services will be made available to the student(s).

Every special education and regular education teacher has participated in professional development programs, and/or conferences provided at the school on special education regulations, local policy/procedures, and regulations around confidentiality. Certain teachers and support staff have attended workshops and completed coursework on inclusion, instructional strategies, technology, curriculum frameworks, and curriculum modifications.

The special education staff also builds teacher capacity in the areas of inclusion and responding to the diverse needs of student in several ways. First, during regular Thursday morning faculty meetings and/or weekly grade level meetings, time is set aside to discuss individual students' progress and needs. Because CCLCS is a small school with a small faculty, it is possible to communicate easily with each other regarding problems, issues of concern, and methods of providing for specific students' needs.

#### **I. (e) Limited English Proficiency**

We have as a consultant one ESL-certified teacher. At present there are no students who are of Limited English Proficiency, but should the need arise, arrangements will be made on a case-by-case basis.

#### **I. (f) Other Essential Facts**

##### **I. (f-1) Parent Involvement**

Parents are involved in multitudinous ways at the CCLCS. If they hold expertise in a particular area, they are invited to share that knowledge with students in classes. Parents also lead seminars in areas of interest to them or in which they have particular expertise. For example, parents have led a Shakespeare seminar, a bookbinding seminar, chess, care of horses, sign language, a stock market seminar, and a timber framing seminar. Parents have assisted with the music program during the school's first year of operation. Parents coach interscholastic sports teams: baseball, basketball, softball and soccer. Parents serve on committees pertaining to every facet of the school: fundraising, library, school handbook, technology, and recreation. They drive school vans on field trips, assist with overnight camping trips, help out in the office, and serve as cafeteria help in a school that has no cafeteria. They are an essential ingredient to the school's success. See accountability objective #8 for more on this area.

##### **I. (f-2) Extra-curricular Activities**

During the 2001-'02 school year, the school offered many extra-curricular activities: Roots

and Shoots (an environmental club), The Write Connection, Mock Trial, Runner's Club, Mountain Bike Club, Student Government, Science Club, Animation Club, Magic Cards Club, as well as dances, a talent show, and a lip sync contest.

### **I. (f-3) Library Resources**

During summer 1997, approximately 1500 books were ordered for the school library. Reference materials, both in hard copy and on CD Rom were also ordered. Donated books have been cataloged and incorporated into the data base of the library. During the 1998-'99 school year, fundraising monies were used to computerize the library so that students can access its holdings via their classroom computers. Funds are used each year to buy additional software and books for the library.

Since the school year 2000-'01, the library has been overseen by our Curriculum Technology Coordinator who worked with staff in ordering and obtaining necessary research materials for the library. These materials were specifically tied to units that they were doing in their classrooms, and were materials that were used by students on-line or were reference books, etc., that were shelved in the library to be used in the classroom or in the library. The presence of the Curriculum Technology Coordinator and several computer stations has transformed the library into more of a media center.

In addition to the centralized library, several teachers have developed specialized libraries that are housed in their classrooms. For example, the 8th grade science teacher has a collection of several hundred books specific to units that he covers. In addition, the 7th grade social studies teacher possesses a regionally acclaimed set of resources on Asian studies.

### **I. (g) Dissemination**

Staff at CCLCS have been very active in identifying and disseminating best practices historically, and the 2001-'02 school year was marked by several successful dissemination activities.

**Asian Studies:** Seventh grade social studies teacher Joan Barnatt has assumed a lead role in disseminating practices around the school's Asian Studies program, identified as a best practice through the Massachusetts Charter School's Fellowship Program. Joan's activity this year included:

- completion of a Web-published fellowship paper and a presentation at the annual Massachusetts Charter School Conference
- teaching 75 teachers about the silk road project at a symposium at Carnegie Hall
- authorship of a silk road curriculum for the Asia Society
- teaching an online course for 45 teachers around the country through Yale's Asian Studies Programs
- facilitating an NCTA seminar for 22 teachers

**Renewable Energy:** Teachers and administrators at the school developed a curriculum on energy education that was disseminated through several avenues:

- The school received a grant through the Barnstable County Economic Development Council to develop a curriculum on alternative energy and to work with several schools across Cape Cod to refine and publicize the curriculum.
- Interim Director Paul Niles taught a seminar on the new curriculum to 13 teachers at the Waquoit Bay National Estuarine Reserve.
- Staff at the school are working with the Cape Cod Center for Sustainability in planning a regional approach to renewable energy education.

### **Other Initiatives:**

- Board member Patricia Anthony and Interim Director Paul Niles received a grant to write a paper describing CCLCS as part of the Massachusetts Charter School Association's whole school model dissemination program. They are working this summer to write the paper, which describes the history, structure and reasons for the school's success in a way that is designed to be instructive to other schools.

- The school continues to participate in dissemination activities of the Southeastern Charter School Consortium, a group that was founded through a dissemination grant won by CCLCS.

- Rosalind Pace, the school's writer-in residence, continues to publish the teen issues magazine *The Write Connection* in partnership with CCLCS.

- Cathy Graham was honored with the *Above and Beyond Award* by the Massachusetts Software Council. Her project on designing energy efficient model homes was cited publicly and is a part of the school's renewable energy curriculum which is being taught to teachers at MITS workshops at the Waquoit Bay National Estuarine Reserve.

- Cathy Graham and Paul Niles both served as presenters on integrating the arts into the curriculum at the Orleans Academy of Performing Arts first annual *Arts Matters* Conference attended by over 50 teachers in Orleans.

- Paul Niles, Pat Anthony and Board member Elaine Lipton teamed with Jill Crafts, Director of Rising Tide Charter School, to give a presentation on identifying and disseminating best practices at the Massachusetts Charter School Annual Meeting.

## II. STAFF PROFILE

**The Director.** The Interim Director of the school for the 2001-2002 school year was Mr. Paul Niles. One of the founding teachers at CCLCS, Mr. Niles holds a BA in French language and literature from Holy Cross College, as well as a BS in zoology and an MEd from the University of Massachusetts at Amherst. Mr. Niles has 20 years of experience in education, including work in special education, test development and curriculum design in addition to his primary work as a science teacher.

The Director of the school is the administrator and one of the educational leaders of the school. He is responsible for the day-to-day management and operation of the school. The Director reports directly to the Board and advises it on the school's short- and long-term needs. He is a member of committees and works closely with the Treasurer and Budget Committee to prepare the annual budget.

The Director's role at CCLCS differs from the "traditional" role of principal in that his dealings with the staff are more democratic and collegial. He consults with senior staff on nearly all major decisions concerning the school. In addition, he works closely with the staff developing curriculum, schedules, professional development opportunities, and community activities. He is an avid supporter of all school events and knows each and every student in the school. It is not unusual for students to seek him out to confer on some matter. He is accessible to all.

**The teaching staff.** CCLCS is distinguished as an outstanding place of education because of its teachers. Their knowledge, commitment, and dedication are key to the success of the school and its students. Teacher autonomy is the foundation for governance at the school. Corresponding to that autonomy is a sense of responsibility necessary for the school to function well. Staff members believe in the mission of the school and take their responsibility in fulfilling it very seriously.

There are currently 19 full-time teacher equivalents (including the special education and part time art and band teachers) at CCLCS, for a student: teacher ratio of 9:1. Six of the teachers are from the original group of founding teachers. Thirteen of the sixteen full-time teachers hold

Massachusetts teaching certificates. (See **Appendix F**)

What makes our staff remarkable, however, is the broad variety and depth of experiences they bring to their work. For example, our science department is anchored by two dynamic and experienced science teachers, both of whom were recognized publicly as outstanding teachers at their former schools. The eighth grade science teacher has been awarded four different science-related grants since coming to CCLCS: one national, one state, and two local. The environmental programs coordinator was awarded a local grant that integrated the arts with science through the study of plankton in Pleasant Bay. Both she and the 8th grade science teacher/ associate director act as mentors to the science department's novice teacher.

The school's seventh grade Social Studies teacher is an expert in Asian Cultures and was awarded a Fullbright Fellowship to study in Japan three summers ago. She also spent six weeks in China two summer ago. Last summer she spent five weeks studying in Mongolia and this summer she received a fellowship to study in Korea.

Other unique faculty members are the school's music teacher and writer-in-residence. Each of these individuals is a recognized artist in the greater Cape community. The school's music director is the director of the *Chatham Chorale*, a group well-known across the Cape and Commonwealth.

The school's writer-in-residence, who works with all classes to promote writing across the curriculum, is a nationally known poet. She leads student writing seminars during the school year and has provided writing workshops for teachers from all over the Cape during past summers. Summer 1999, she worked with four other teachers as a member of the school's Assessment Committee in developing a school-wide assessment program. More recently she teamed up with school staff to found *The Write Connection*, an acclaimed Cape and Islands teen issues magazine through which professional writers mentor middle and high school teen writers.

One of CCLCS' former novice teachers, who taught in China and Japan and is now at Yale in a doctoral program, began the school's Japanese Homestay program and worked with two senior teachers on implementing a \$25,000 *TeachAsia* grant. Through the Homestay program, Japanese middle school students visited our school during four past summers; and CCLCS students made their second trip to Japan this in July 2001. The *TeachAsia* grant enabled teachers to infuse Asian studies into the curriculum and to establish a library of Asian studies materials at the school.

Other current and former teachers and assistants bring experience from all over the country and world. CCLCS has staff who are bilingual; who are musicians, artists, athletes. The range of ages spans 35 years, with a similar range of teaching experience.

**Teaching staff turnover data.** At the end of the 2001-02 school year, 1 staff member left. The special education assistant teacher left to pursue an advanced degree. Her position will be filled by an increase from part to full time of our lead special education teacher.

**Non-teaching staff members.** In addition to the Director and teaching staff, there are seven nonteaching staff members. Two are full-time: the school nurse, and the Administrative Assistant. Five are part-time: an office worker, an accountant, and two technology assistants – one who assists teachers with integrating technology into the curriculum and another who performs all the school's programming.

**Administrative staff changes.** As of July 1, 2002, Mr. Paul Niles, the Interim Director, assumed the position of Associate Director, allowing him to teach 8th grade science classes and oversee the school's curriculum and assessment initiatives. Mr. Sean O'Neil, formerly head of the Chauncy Hill School in Waltham, Ma, and development director of the Cambridge School in Weston, assumed the position of Executive Director. Ms. Joan Barnatt, a founding teacher at CCLCS and a national board certified teacher, will assume the position of Professional Development Coordinator/



Lead Mentor in addition to teaching seventh grade social studies.

**Organizational chart.** The school's organizational chart is simple by design. Teachers report to the Director who reports to the Board of Trustees. Each grade level has a senior teacher who chairs grade level meetings. The special education coordinator is in charge of maintaining compliance with all special education regulations. She reports to the Director. The business manager and the administrative assistant / office manager both report to the Director. The Director also handles teacher evaluations. Next year there will be a slight shifting of some of the job responsibilities, with the addition of a teaching Associate Director and a Professional Development coordinator to the administrative team.

### III. STUDENT PROFILE

#### III. (a) Admissions

**Description of eligibility requirements for enrollment.** As required by the Education Reform Act of 1993, the school utilizes a lottery to admit students. During the 1996-'97 school year, the school sought designation as a regional school which eliminated preference in admissions for Town of Orleans students. The lottery is open to all students on the Cape. There are no eligibility requirements for enrollment. Students complete an application form to begin the admissions process. (See **Appendix B**)

**2001-'02 admissions process.** Prospective students for the lottery held during the 2001-'02 school year were made aware of the application process in a variety of ways. Press releases indicating that the school was accepting applications beginning December 3, 2001, were placed in the local newspapers in November 2001. Applications were available at the school and at several other locations around the Cape. Admissions information meetings were set up with all interested students and their parents from the beginning of the application period until the end (February 4). Staff met individually with families to describe the school's program, give them a short tour around the building, and to answer any questions. Additionally, two Open Houses for interested students were held on January 8 and January 23. Students and their parents had an opportunity to visit classrooms and meet current Lighthouse students, teachers, and parents. Applications had to be completed and postmarked by February 4, 2002. All applications received after that date were automatically placed on a "Late Waiting List."

The lottery was held on February 11, 2002 at 6 p.m. All prospective students and their parents were notified and invited to attend if they desired. Each student's randomly assigned number was placed in a container and a local banker unaffiliated with the school drew each of the names out. All students were officially notified by letter and were asked to confirm that they would be attending the school for school year 2002-'03. If a student's number was not pulled in the lottery, he/she was notified and offered a position on the school's waiting list. Any spaces that became available were then allotted through a lottery of the names on the waiting list.

**Applications received.** For the 2002-'03 school year, 167 applications were received. Sixth grade applicants were put into the lottery; seventh and eighth grade applicants were put on waiting lists since there were no spaces available in those grade. As spaces become available, names are chosen by lottery. Each lottery is videotaped- the tapes are stored in the Director's office.

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For **sixth grade**, the breakdown of applicants according to towns was:

Barnstable -14  
Brewster -39

Hyannis -1  
Orleans -14

Centerville -0	Provincetown -1
Dennis -5	Truro -2
Eastham -30	Wellfleet -13
Harwich -21	Yarmouth -15

**Total # of sixth grade applicants: 155**

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For **seventh grade**, the breakdown of applicants was:

Barnstable -1	Mashpee -1
Brewster -1	Orleans -1
Eastham -3	Wellfleet -1

**Total # of seventh grade applicants: 8**

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For **eighth grade**, the breakdown of applicants was:

Dennis -1
Eastham -3

**Total # of eighth grade applicants: 4**

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**Number of students on waiting list.** Students who are not chosen through the lottery are eligible for the waiting list. The total number of students on waiting lists is 77. Below is listed the breakdown of waiting lists by town and grade.

The breakdown of students on the waiting list for **sixth grade** is:

Barnstable	4	Orleans	13
Brewster	19	Wellfleet	6
Eastham	6	Yarmouth	7
Harwich	8		

**Total # of applicants on sixth grade waiting list: 65**

The breakdown of students on the waiting list for **seventh grade** is:

Brewster	1	Truro	1
Eastham	2	Yarmouth	1
Harwich	2		
Orleans	1		

**Total # of applicants on seventh grade waiting list: 8**

The breakdown of students on the waiting list for **eighth grade** is:

Barnstable	1
Harwich	2
Orleans	1

**Total # of applicants on eighth grade waiting list: 4**

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**Towns of students enrolled.** The breakdown of students enrolled in the school for the 2001-'02 school year, by town is provided below:

Barnstable	7	Orleans	26
Brewster	47	Provincetown	3
Chatham	1	Truro	3
Dennis	3	Wellfleet	17
Eastham	41	Yarmouth	14
Harwich	13		

**Total number of students = 175**

### **III. (b) Student characteristics**

**Number of students enrolled.** For the 2001-'02 school year there were 175 students enrolled.

**Student demographics.** For the 2001-'02 school year 167 of the students (95%) were Caucasian, 1 was of Asian origin, 2 (1%) were African American, 3 (2%) were Hispanic and 2 (1%) were Native American.

**Number of LEP students.** The school has no LEP students.

**Percentage of special education students.** During the 2001-'02 school year, 15 students (9% of the student population) were on IEPs. Additionally, 12 students were on *504 Plans*, and several other students received small group or 1:1 assistance from the special education teachers on a consistent basis to assist their learning.

**Percentage of students receiving free lunch.** 3 students (2%) were identified as eligible to receive free or reduced lunch.

**Average daily attendance.** The school's average daily attendance rate for the 2001-'02 school year was 167 students (95%).

**Average membership rate.** The average membership rate for the school was 174.9.

**Number of students placed on suspension or expelled.** Eight students served suspensions during the 2001-'02 school year. Three were external, for smoking on school grounds and for writing a disrespectful note. Five were internal.

**Student turnover data.** Four students withdrew from the school prior to the 2001-'02 school year, one to return to "her friends" at the local middle school, one to accept a scholarship at a private

school that begins in grade 8, one to attend school closer to home (Chatham) and two because their families moved out of state. One student left in September due to the long commute on public transportation. All spots were filled via lottery from names on the waiting lists.

## **IV. PERFORMANCE INDICATORS**

### **IV. (a) Assessment Tools and Process**

The academic program at CCLCS is comprehensive and challenging as demonstrated by the standards set forth for student performance in the school's *Accountability Plan*. Students are academically successful as evident when annual standardized testing (MCAS and CAT/5), academic achievement in high school, and measures of community scholarly recognition are examined. Academic support through help sessions and special education also contribute to student academic success.

### **IV. (b) Summary of Student Standardized Assessment Results**

In order to gain an unbiased, objective measure for determining student achievement, all CCLCS students are tested annually on California Achievement Test (CAT/5). In April and May of this year, our 8th graders took the Massachusetts Comprehensive Assessment System tests in History and Social Science, Mathematics, and Science and Technology. The sixth grade took the MCAS in Math and the seventh grade took the MCAS in Language Arts.

**MCAS.** The results of the school's 2002 MCAS assessment are not yet available. The results of the 2001 MCAS assessment demonstrate that the 8th grade class of CCLCS placed once again in the "high" category as a school with its scores. (Please see **Appendix C.**) Overall average student scores were all within the Proficient Performance Level. In every subject level a higher percentage of CCLCS students scored at the Proficient and Advanced levels in relation to students across the state, and fewer students fell into the Needs Improvement and Warning categories. The school's overall average MCAS scaled scores (adding the average scaled score of each test reported in grades 6, 7 and 8) were the highest of any charter middle school in Massachusetts or of any middle school on Cape Cod. Especially impressive were the results that 96% of our 8th grade students performed at Proficient or Advanced in English Language Arts (vs. 67% statewide and 72% at Nauset) while none of our students scored at the Warning level. Also impressive was the fact that 63% of our 8th graders scored at the Proficient or Advanced level in Math, (vs. 34% statewide and 51% at Nauset) and only 5% scored in the Warning category (vs. 31% statewide and 14% at Nauset).

**CAT/5.** The testing results from the 2001-'02 CAT/5's indicate that students in all grades are achieving above or significantly above grade level. A cohort analysis shows that students who came into the 6th grade with high scores maintained their strength (e.g., the '02 8th grade group scored 11.9 in language in grade 6 and exited grade 8 at 12.9. The data also shows that 6th grade groups that scored lower showed dramatic improvement. For example, the '02 7th grade group advanced 2.8 grade level equivalents in math this past year and 1.7 grade equivalents in reading. (See Table below.)

### **CAT/5 COHORT ANALYSIS**

#### **Grade mean equivalents and normal curve equivalents**

<b><u>8th Grade:</u></b>	<b><u>2000</u></b>	<b><u>2001</u></b>	<b><u>2002</u></b>
<b>Reading:</b>	10.0 (65.7)	11.3 (68.9)	11.4 (66.1)
<b>Language:</b>	11.9 (69.9)	12.9 (69.7)	12.9 (64.3)
<b>Math:</b>	8.0 (61.0)	11.8 (68.9)	11.1 (59.5)
<b><u>7th Grade:</u></b>			
<b>Reading:</b>	9.2 (58.3)	10.9 (65.2)	
<b>Language:</b>	11.1 (64.7)	11.0 (60.7)	
<b>Math:</b>	8.1 (55.9)	10.9 (64.0)	
<b><u>6th Grade:</u></b>			
<b>Reading:</b>			10.5 (65.1)
<b>Language:</b>			11.2 (66.0)
<b>Math:</b>			9.2 (63.4)

#### **IV. (c) Secondary School Experiences of CCLCS Alumni**

Fifty three ( 93%) of CCLCS 2002 graduates are attending public high schools, with the majority enrolling at Nauset Regional High School (75%), some through the school choice program. Three students are attending their district high school; six students are attending the Cape Cod Technical High School; one student is attending the Sturgis Charter School, a public charter school in Hyannis; and four students are attending private high schools.

#### **IV. (d) Scholarly Recognition**

Throughout its six years, CCLCS students regularly have received awards and recognition for outstanding academic achievement. These honors include recognition of students by community groups, scholarships awarded to attend private secondary schools, and awards won in educational competitions.

**Scholarships to private secondary schools.** In the last six years 18 CCLCS students were recipients of partial or full scholarships to private secondary schools: Choate Rosemary Hall (1 full scholarship), Northfield-Mount Herman (4 partial scholarships), Cape Cod Academy (4 full scholarships, 2 partial), Williston Northhampton (3 full scholarships), Avon Old Farms (1 partial scholarship) and Tabor Academy (2 partial and 1 full scholarship). This year one student from the class of 2002 received a full scholarship to attend Proctor Academy. Other students from the class will attend Sacred Heart High School of Kingston, Cape Cod Academy and the Marvelwood School.

**IV. (e) Internal assessment measures.** Each academic department is always in the process of developing or refining assessment procedures. Every department's assessment plan includes components from each of the following assessment categories: teacher tests, portfolios, and projects/performances. All departments are involved in carrying out this plan. For example, the . this past September the math department instituted testing of all students on an instrument reflecting competencies with matching standards developed by the department last year. All students were tested during the first weeks of school. During the 2000-'01 school year, the Math Department, with the assistance of a math consultant, developed benchmarks for each of the three grades. Students will not be able to continue on in math until they are able to achieve each benchmark. In both math and science classes, students must pass a final exam in each unit in order to advance.

Students who fail are given extra help until they are able to pass the test.

The Language Arts Department met two years ago with a writing assessment expert from Boston University to develop rubrics and standards for all student writing across the curriculum. The department developed scoring guides for student writing assignments to be implemented across grades and curricula. The teachers piloted the scoring guides on an 8th grade essay assignment to determine how well the scoring guides work, and then took the instrument to the faculty, requesting that faculty members practice at a faculty meeting using the instrument. This trial went well, and provided important feedback to the teachers on how to improve the instrument. The department now uses these rubric-based assessments as benchmarks that students must succeed on in order to advance. For example, students cannot pass 8th grade language arts until they achieve a certain score on the 4 paragraph essay format.

All departments require students to preserve their benchmark work in student portfolios. Additionally, the 6th grade initiated an electronic portfolio system where students use Power Point to demonstrate progress made towards achieving the goals laid out in the school's mission strands.

#### **IV. (f) Summary of School Performance Relative to the School's Accountability Plan Objectives**

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

Narrative: The school has made considerable progress towards its curriculum, instructional and assessment goals during the 2001-'02 academic year. This year saw the school move closer to full implementation of a revised electronic curriculum reporting format, a system through which all units are described in a school wide database. In planning the format, faculty and administration worked for many hours to distill the school's mission statements into six basic "mission strands" - interdisciplinary, multicultural, environmental, aesthetic, civic-minded and content skills. The format requires teachers to cross reference each unit to the mission strands involved and to areas in the Massachusetts Curriculum Frameworks. The reports also make reference to specific instructional and assessment strategies and resources used in the unit and where such items are stored. For most units, copies of student work and assessment results are referenced. This curriculum reporting system allows us to easily analyze the school's curricular inputs in order to determine if they are consistent with school philosophies. The school also continued to update its internal assessment practices through the use of portfolios and internal exams. The 6th grade introduced an electronic portfolio designed to allow students to reflect upon and show evidence of growth with respect to the areas described in the school's mission strands.

Assessment tools used: \*MCAS: 6th grade math, 7th grade English language arts, 8th grade math, science, history and social science

\*CAT tests, 6th 7th 8th grades math and English language arts

\*Informal administrative review of curriculum reports to reflect adherence to mission and frameworks

\*Year 7 Site Visit, conducted by SchoolWorks on April 4, 2002

\*Coordinated Program Review, conducted by the Department of Education in March 2002

\*Staff, student and parent interviews

Summary of data generated: The MCAS and CAT test results are reviewed and interpreted more completely in the summary of "Student Performance Objectives" in this annual report. *We interpret the students' persistently strong performance in standardized tests historically at our school and specifically in the 2001-'02 school year to be an indication of a strong curriculum and*

*an excellent instructional program.*

A close reading of our curriculum reports reveals several curricular and instructional initiatives that have served to meet our goal of continued improvements that are consistent with the school's educational philosophies. Here are just a few examples:

- 7th grade science teachers worked with several research partners (Waquoit Bay National Estuarine Research Reserve, Cape Cod Center for Sustainability, Cape Cod Regional Technical High School) to design an "alternative energy" curriculum that was put into practice in the spring of 2002. This work was supported by a competitive grant award of nearly \$18,000 from the Cape Cod Economic Development Council.

- 6th grade teachers improved their monthly "site visit" curriculum through training in scientific field protocol gained from a workshop at the Waquoit Bay National Estuarine Research Reserve.

- The seminar program and the 7th grade language arts, social studies and math curricula were all improved through collaborations with artists from the Orleans Academy for the Performing Arts.

- The seminar programs were enhanced through several collaborations with parents and other community partners, strengthening or making possible curriculum in the following areas: mock trial, metalworking, pastry cooking, international cooking, aromatherapy and quilting.

- The 8th grade science curriculum was enhanced by including a study on a proposed iron/manganese filtration plant in the water issues unit. This included several field trips and guest speakers, made possible in part through a collaboration with the Orleans Water Advisory Board.

- The 7th grade science curriculum was enhanced through a study on the effects of the invasive marsh plant Phragmites on a local salt marsh. This study was made possible by a grant received in partnership with the Massachusetts Audubon Society.

The year 7 site visit gave the CCLCS curriculum high marks. In answer to the essential question "Is the school's curriculum based on high academic standards, both in terms of content and performance?" the report answers emphatically:

"Yes. The CCLCS written curriculum consists of an extensive series of units and projects designed, adapted and implemented by CCL faculty over the course of its existence. Each activity or unit includes references and links to the essential proficiencies defined in the MA Curriculum Frameworks and in national frameworks. Each activity also contains specific references to the CCLCS mission. Project materials include learning objectives, assessment samples, and samples of student work from previous years. Teachers are invited to modify and supplement the core materials with new ideas..."

**Objective #2: The school will establish a school-wide process for documenting student work and research projects accomplished in the areas of science and writing.**

Narrative: Documentation of research projects can be problematic, especially when the products are difficult to capture and store. The school continued its progress in these areas this past school year, most specifically through the benchmark salmon essay in the 6th grade, a project in which students must consolidate complex information from several points of view into a cogent position essay. Teachers continued to refine rubrics around writing and project based assignments. Continued use of the school's curriculum database has improved the documentation of research projects, enhancing the ability of teachers to build on lessons learned from teaching a unit from one year to the next, and improving the possibility of disseminating research practices to other schools or to new teachers. The school continued to use the services of a writer-in-residence to work with science teachers in designing, carrying out and assessing writing projects.

Assessment tools used: \*Rubrics

- \*Student reflections
- \*Informal administrative review of the curriculum database
- \*Portfolios, including the newly introduced electronic portfolio
- \*Staff, student and parent interviews

Summary of data generated: A review of the rubrics and the actual salmon essays indicates that this project has maintained its status as a high quality, high impact benchmark assignment. Copies of each student's essay are maintained in school files. The impact of this project was evident in several comments by students and parents in interviews. One parent remarked about the difficult reading assignments that accompany the project and agreed to assist the teachers in reviewing and researching more material. One parent described a conversation he had with the CEO of a national biotechnology firm after his daughter, a 7th grade student at CCLCS, delivered what the CEO had described as an impressive essay on a passage from the Torah at her Bat Mitzvah. "It was easy to write", the student remarked, "after having done the salmon essay".

An 8th grade science teacher recently developed a detailed student reflection that students complete after their month-long research project following some aspect of their own body's biology. While the projects themselves are difficult to document, the reflections allow for a manageable way to assess and demonstrate learning outcomes from the project.

At the end of the 2001-'02 school year, two teachers received a grant that will allow us to purchase a new digital video camera. We hope to be able to use this to improve our electronic portfolio capabilities.

### **Objective #3: The school will support the professional development of all school community members.**

Narrative: CCLCS staff continued to be active in professional development activities during the 2001-'02 school year. Each staff member set individual professional goals. Some staff members gave presentations at national and regional conferences. Others wrote papers for dissemination. Several staff members participated in dissemination activities organized by the Southeast Charter School Consortium, an organization founded through a dissemination grant at CCLCS and continued through a grant administered by the Rising Tide Charter School. Each staff member attended conferences specific to their disciplines at least once during the course of the school year. Several informal mentoring relationships were supported through release time that allowed teachers to observe each others' classes. Internal workshops were given to the entire staff around issues of special education regulations and practices, compliance with civil rights legislation, and multi-cultural/ anti-bias curriculum.

The school plans to further structure its approach to professional development during the 2002-'03 school year through the appointment of one of our veteran teachers ( a National Board Certified Teacher) as coordinator of professional development. This will allow for better coordination around issues of mentoring and professional development.

Assessment tools used: \*Interviews with teachers, board members and administrator  
 \*Review of goals statements  
 \*Coordinated Program Review by Massachusetts Department of Education

Summary of data generated: Interviews with staff indicate a general feeling of support around issues of professional development. The school has a collegial atmosphere where the exchange of ideas is encouraged. Staff feels that there is an abundance of meeting time for internal professional issue discussion and development to occur. The Interim Director, staff and Board all agreed that the creation of the Coordinator position will serve to better focus the school's professional



development resources.

The Coordinated Program Review complimented the school's internal professional development around issues of special education and civil rights.

**Objective #4: The school will broaden and improve outreach to the surrounding communities and neighboring school districts.**

Narrative: The school continued to broaden and improve outreach to the surrounding communities and school districts during the 2001-'02 school year in several ways. For the first time, CCLCS students were allowed to participate in drama productions at the Nauset Regional Middle School. CCLCS students also participated in joint arts assemblies with the Nauset Regional Middle School through a grant secured in partnership with the Academy of Performing Arts. CCLCS also worked with the Nauset Regional High School to bring back the Shakespeare Shenandoah Express, a teaching and performing troupe of actors. CCLCS students also gave drama performances and did tutoring at several area elementary schools. As he has for the past several years, the 8th grade science teacher continued to guest teach at the Eastham Elementary School at the request of school staff. Eighth graders continued to have an impact on their town politics through participation at their spring town meetings. This year's highlight involved an impassioned plea from students to secure funding for the Town of Orleans Independence Day fireworks display.

The school employed for the first time a grant-funded Environmental Projects Coordinator, whose job was to foster environmental education initiatives with local community groups. She was able to initiate several outreach projects, including partnerships with the Waquoit Bay National Estuarine Research Reserve, the Orleans Water Department, the Wellfleet Audubon Sanctuary, the Orleans Pond Coalition and the Cape Cod Astronomical Society.

In addition, the school administration now communicates regularly with administrators from the Nauset Regional School District. These communications are likely to be enhanced under the guidance of the school's new Executive Director.

The school's interscholastic sports program was expanded during the 2001-'02 school year through the student-inspired additions of field hockey and cheerleading teams.

Assessment tools used: \*Interviews with staff, students, parents and Board members

\*Review of curriculum database to assess the "civic" strand offerings

\*Year 7 site visit

Summary of data generated: Interviews with all of the school's constituency groups seem to indicate that CCLCS is well integrated into the surrounding community. The curriculum database is full of examples of community-based projects and the site visit report states that "CCLCS students are avid participants in the local community chorus, engage in regular community service projects in area nursing homes and day care centers and projects often invite speakers from the community to share experiences with the students."

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

Narrative: The performance of the Board of Trustees was significantly strengthened this year. The

Board concluded its Board Strengthening Project in conjunction with the Pioneer Institute. The Board recommitted itself to a strong committee-based organizational system and was strengthened through several key additions made possible by the work of the Nominating Committee. The Board created an Agenda Calendar to guide its yearly planning. It set goals in the summer of 2001 and assessed its performance against those goals. The Board made an important decision to hire a senior teacher as Interim Director and use the time gained to conduct a thorough national search for a permanent Executive Director instead of conducting a rushed search in the summer of 2001.

The Interim Director was one of the school's founding teachers, and had the respect of all constituencies in the school community. This allowed for a smooth and efficient transition into the school year. It also allowed the school's stakeholders to spend valuable meeting time discussing the qualities needed in a permanent Director. The Interim Director worked closely with the staff and the Board of Trustees to facilitate the continued strength of the educational program and to shape an improved governance structure that will ensure that the school can meet its future goals.

Assessment tools used: \*Staff, parent, student, Board interviews

\* Year 7 site visit

\* Director evaluation process

\* Board goal setting and evaluation

\* Board minutes

Summary of data generated: The CCLCS Board of Trustees achieved its major goals for the 2001-'02 school year. The successful search for a permanent director was perhaps the Board's most important accomplishment of the year. The carefully designed process was directed by a Board committee chaired by the Board President Olive Chase. The search process involved input from all of the school's constituency groups. It was thorough and ultimately productive. The Board showed patience in extending the search through a second cycle instead of settling for an inferior candidate.

The 7 year site visit praises the school's governance structure, stating that the school "is governed by an energetic Board of Trustees consisting of parents who are also community members, business people, attorneys, financial services providers and scientists. The collaborative culture of the school begins with the Board ....".

Board minutes reflect the new practice of setting goals and then assessing those goals. Several Board committees had strong participation, and addressed key issues to school functioning. To name a few, the Personnel Policies Committee negotiated a teacher's compensation package for the 2002-'03 school year, the Nominating Committee worked to fill out and strengthen the Board, the Finance Committee reorganized the financial reporting practices and helped the Director oversee a healthy budgetary surplus, and the Director Search Committee found a highly qualified Executive Director who accepted the position.

Interviews and the Director Evaluation summary indicate that the Interim Director was highly effective in leading the school this past year. He oversaw a Coordinated Program Review and a Year 7 Site Visit, both highly successful. He worked closely with the Board to help organize the reinvigorated committee structure, and received high marks for his leadership and communication from staff, Board members, parents and students. The school climate is highly positive- only one staff member is leaving after the 2001-'02 school year (to attend graduate school), and her duties will be filled by increased time from a more experienced teacher who had previously worked part time.

**Objective #6: The school will continue to strengthen its system for fulfilling the requirements of IDEA, section 504, and Ch. 766.**

Narrative: The Lighthouse School continues to provide a strong educational program to students with special needs. During the 2001-'02 year, school staff gave in-service training on all relevant aspects of special education and civil rights law. The school also participated in a Coordinated Programs Review of its special education programming and its civil rights methods of administration.

Assessment tools used: \*Staff, parent, student, Board interviews  
\*Coordinated Program Review

Summary of data generated: As detailed in the Coordinated Program Review, CCLCS does an excellent job in serving students with disabilities. The review stated that:

*“CCLCS is commended for the quality of their individual diagnostic evaluations of students suspected of having a learning disability. The staff developed comprehensive policies and procedures regarding the identification of students suspected of having a learning disability...*

*CCLCS is commended for the development of an educationally rich environment that is inclusive of students with special needs.”*

Areas needing attention were minor and centered around procedural issues that have already been corrected through the school's Corrective Action Plan.

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

Narrative: The school continued several initiatives designed to foster an appreciation for multi-culturalism this year. An anti-bias committee formed early in the year to review the school's policies, procedures and cultural practices. A plan was formulated and implemented. The results are described in the “summary” section that follows. The school's curriculum reporting format that was further implemented this year requires teachers to reference areas where the curriculum involves material pertinent to the school's “multi-cultural” mission strand. The school continues to strengthen its Asian studies program. A Japanese intern came to the school in April 2002 and will teach units on Japanese culture until January 2003. The summer of 2002 will see a visit from 8 students from our Homestay exchange city of Matsuyama-Machi, Japan.

Assessment tools used: \*Staff, parent, student, Board interviews  
\*Coordinated Program Review  
\*Anti-bias Committee Review  
\* Review of curriculum database to assess “multicultural” strand offerings

Summary of data generated: The anti-bias committee reviewed school policy and concluded that the school climate was very welcoming and open towards a diversity of cultures. A mailing sent home to incoming 6th grade families was revised to be more sensitive towards families that might have trouble affording a wide range of back-to-school supplies. Actions following the plan involved:

-a review of the school's written materials for signs of bias and for full compliance with civil rights laws (the Coordinated Program review found our materials and practices in full compliance, with only the addition of a testing instrument on hand to determine limited English proficiency for incoming students)

- the establishment (largely through a generous donation) of a lending library on issues of

multi-culturalism

- the establishment of a faculty committee to plan and assess the school's efforts at multi-culturalism (to reconvene at presessional meetings in the summer of 2002 in order to plan for the 2002-'03 school year)

- the planning and implementation of an anti-bias training inservice that occurred in spring 2002.

**Objective #8: The school will involve parents and community members in their children's learning.**

Narrative: The school continues to have several avenues that foster communication and involvement with parents and community members. A brief summary follows:

- two Open Houses describing school culture, policies and procedures are held for students and their parents planning to apply for admission to the school

- parents and students applying for admission attend an individual informational session hosted by a member of the school staff

- an early fall pot luck/Open House is held each year to familiarize parents with each grade's teachers and programs

- two formal parent conference times are made available for parents each year, and parents are provided with a school handbook containing all staff's home and work phone numbers. Teachers are available any time for consultation.

- an Open House is held each spring to review many of the year's academic and cultural highlights

- a "Notes to Home" newsletter is sent home to parents each week, detailing news from the school and key upcoming assignments

- a quarterly newsletter is sent home to describe issues in more detail

- Parents are expected to provide an average of 3 hours per month volunteering at the school. A menu of volunteer opportunities is made available to parents and each family contributes to a volunteer database. These opportunities vary in nature, ranging from chairing the Board of Trustees to scrubbing classroom walls to teaching classes.

Assessment tools used: \*Staff, parent, student, Board interviews

\*Year 7 Site Visit

\* Coordinated Program Review

Summary of data generated: Parents continue to be integrated (by design) into every level of the school's operation. One calculation estimates that the school received over \$100,000 in free services from parents this past school year. Parent interviews reveal a high level of satisfaction with the school, partly due to the high level of parental involvement allowed. The low student dropout rate would tend to support this view.

**Objective #9: The school will continue to improve its physical facilities and resources.**

Narrative: The 2001-'02 school year marked the second year of a 5 year lease at our current

facility. This time frame was designed to match the terms of the school's charter as well as to allow time for longer term planning. This planning continued in the 2001-'02 school year through the continued work of the Board's facilities committee. Upkeep of the facility was enhanced this year through the formation of a volunteer group of parents who formed a "clean team" on alternate weekends. The practice of renting outside facilities for sports teams, performances, physical education classes and large meetings continued, with the addition of a few new spaces in the school's menu of options. The school expanded its use of alternative spaces for seminar classes through donated space at a local restaurant, an artisan's workshop and at several area businesses.

Assessment tools used: \*Staff, parent, student, Board interviews

\* Year 7 Site Visit

\* Coordinated Program Review

\* Committee agendas and minutes

Summary of data generated: A review of committee agendas and minutes reveal that CCLCS officials are actively pursuing two main facilities options into the future. This activity is expected to intensify next year and beyond, as the school nears the end of its current lease. In the meantime, staff and students continue to turn the unique nature of the current facilities situation into an asset. The SchoolWorks Year 7 Site Visit report states:

"Concerns about the facilities limitations... are minimized because of the school's abundant use of the larger Cape Cod community to house many of the school's learning experiences. Local marshes and seashores serve as science labs, cemeteries are used to study history, bike trails allow art students to examine natural forms, and math students survey building sites to reinforce their measurement skills."

The Coordinated Program Review determined that the Cape Cod Lighthouse School meets all criteria relevant to "whether the district maintains facilities that are conducive to learning..." in the areas of Special Education and Civil Rights Methods of Administration.

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

Narrative: The school's technology plan was approved by the state in March 1998 and was updated in the spring of 2001. The school continued its implementation of the plan during the 2001-'02 school year along several fronts. We purchased several new iMac computers and 2 IBM machines, to bring the school's total computer count up to 58. Of these, 50 are available for student use and 8 are used primarily by staff. Older PowerMac computers are gradually being replaced by iMac machines. All of the classrooms have Internet access, which is heavily used. The school continues to employ a technology curriculum specialist and Website operator at 80% time and a hardware system/ database manager at 40% time. Keyboarding instruction was shifted to the enhanced 6th grade reading curriculum this past year. The technology expectations were more formalized this school year to the point that all 6th grade students were required to produce a Power Point portfolio presentation reflecting on their growth with respect to the school's mission strands. The school acquired a new digital video recorder and a fourth digital camera.

Assessment tools used: \*Staff, parent, student, Board interviews

\* Year 7 Site Visit

\* Coordinated Program Review

Summary of data generated: Use of technology across the curriculum continues to be strong at the Lighthouse School, as evidenced by a review of the files stored in the student folders in the school's central database. All staff have active Email accounts and the school Website is actively maintained. Teachers received individualized training on the use of digital cameras, Power Point and many other technology issues through the expertise of our technology curriculum specialist, who also teaches for Lesley University. Students participated for the third consecutive year in a pilot project in partnership with the Harvard/ Smithsonian Center for Astrophysics, controlling telescopes around the world through the Internet in order to learn about astronomy and the nature of science. Both the Coordinated Program Review and the Year 7 Site Visit Report complemented the school for its innovative development of the curriculum reporting database.

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

Narrative: Lighthouse school students continue to transition smoothly into area high schools. Guidance counselors from area high schools make presentations to students and their families in advance of registration. Teachers regularly consult with parents and students during the course selection process. All students attend step-up days at their high schools, and each year a panel discussion is held at the school between our current 8th graders and several of our alumni from area schools. Teachers meet as needed with members of the faculty from Nauset High School to assure that the curriculum is well aligned. Ninth grade alumni regularly attend a reunion day held at the school the day after Thanksgiving.

Assessment tools used: \*Staff, parent, student, Board interviews

\* Year 7 Site Visit

\* Ninth Grade Reunion Questionnaire

Summary of data generated: Student responses from the 9th grade reunion questionnaire indicate that over 90% of students feel as though they were well prepared for high school. All report that the transition activities of spring 2002 served to lessen their anxiety about high school. The fact that 11 alumni in the last 2 eighth grade classes have chosen to attend the regional technical school indicates that this choice is being better described in our transition activities.

## **V. Finance**

Financial information for the Cape Cod Lighthouse Charter School is provided in **Appendix D**. A copy of the school's budget for 2000-'01 and the budget for 2001-'02 are provided, as well as copies of the school's independent audit for FY 2000-'01. The audit for the 2001-'02 school year is in progress and will be completed by late Fall 2001.

The FY 2001-'02 budget reflects changes in the administration of the school, including funding for an Interim Director and the Director during Summer 2001, and funding for additional time for the school's Accountant and the Administrative Assistant.

## VI. Governance

The Cape Cod Lighthouse Charter School is governed by a Board of Trustees. Board meetings are held on the third Monday of each month. The school's charter allows for 17 Trustees. The trustees for the 2001-'02 school year are listed with their terms and committee assignments in **Appendix E**.

**Board committees and members.** For the 2001-'02 school year, there were four standing committees whose members were appointed by the Director. They were in some cases individuals who were not serving on the Board but held knowledge and skills needed:

Finance Committee (review and determine budget)    --    Pat Woodbury  
Paul Niles  
Karen Scichilone (school Acct.)  
Rob Reisner  
David Johnson  
Emily Paul

Personnel Committee ( negotiate teacher contract and review personnel policies)

Paul Niles  
Pat Woodbury  
Rob Reisner  
David Johnson  
Robin Davis  
Cirrus Farber  
Joanne Amaru  
Joan Barnatt  
Cathy Graham

Nominating Committee (to nominate new trustees to board)

--    Barbara Haines  
Olive Chase  
John Stewart

Site Committee                    (to explore and then develop plans for a new site for the school)

--    Mick Rudd  
Pat Woodbury  
David Chase  
Paul Niles  
Seth Wilkinson (chair)

Executive Committee    (to set Board meeting agendas and support Director)

Paul Niles  
Olive Chase  
Rob Reisner  
Pat Woodbury  
David Johnson

Director Search Committee

Olive Chase  
Bob Moore  
Paula Miner  
Jim Chudomel  
John Stewart  
Jeff Drake

Grants Committee

Pat Anthony  
Paul Niles

**Advisory committees.** There were two advisory committees, the names of which and committee chairs are listed below:

Fundraising	--	Bernie Lynch
Technology	--	David Agnew

**Summary of major policy decisions.** During the 2001-'02 school year the Board underwent a successful search for an Executive Director and approved a personnel restructuring plan for the upcoming school year. The bylaws were amended to move the monthly meeting to the third Monday so that the previous month's financial data would be available.

**Summary of official complaints.** There were no official complaints made to the Board of Trustees in the 2001-'02 academic year.





## **APPENDIX A**

### **SCHOOL CALENDAR 2001-2002**

# CAPE COD LIGHTHOUSE CHARTER SCHOOL

## SCHOOL YEAR 2001-2002

### SCHOOL CALENDAR

Because Cape Cod Lighthouse Charter School students residing in the Nauset Regional School District are transported on District buses, CCLCS follows the Nauset Regional School District calendar for most school days. There are days throughout the year, however, when our schedules differ, beginning with the first day of school--we start September 4, they start September 6th. Because CCLCS staff report to school for a full week before Labor Day, we are ready to get our year started on the Tuesday after Labor Day;

There are days we have early dismissal and Nauset does not and others when they have no school and we are in session. On these days there will be 3 special bus routes devised for our students--Wellfleet/ Eastham, Eastham/Orleans, Brewster/Orleans. Details of these routes will be sent home in a late August mailing.

<b>September 4 and 5</b>	<b>Full days of school for CCLCS students *</b>
<b>October 5</b>	<b>12 noon dismissal-Staff Development**</b>
October 8	No School - Columbus Day
November 12	No School Veteran's Day
November 21-25	Closed Thanksgiving Break
November 27, 28, or 29	12 noon dismissal-Parent Conferences (date to be determined by Nauset Middle School)
<b>December 12</b>	<b>12 noon dismissal-Staff Development**</b>
December 22-Jan 1	Closed - Holiday Vacation
<b>January 18</b>	<b>Full Day of School CCLCS*</b>
January 21	No School Martin Luther King Day
<b>January 22</b>	<b>Full Day of School CCLCS*</b>
February 12, 13 or 14	12 noon dismissal-Parent Conferences (date to be determined by Nauset Middle School)
February 16-24	Winter Vacation
<b>March 11</b>	<b>12 noon dismissal-Staff Development**</b>
April 13-21	No School Spring Vacation
<b>May 8</b>	<b>12 noon dismissal-Staff Development**</b>
May 27	No School - Memorial Day
June 22	Last Day of School (if 5 snow days used)

\*Special CCLCS bus routes will apply both morning and afternoon.

\*\*Special CCLCS bus routes will apply *afternoon only*. Students will ride to school on their regular morning buses. Parents whose students do not reside in the Nauset District will have to make their own arrangements for early pick-up.

## APPENDIX B

### NEW STUDENT APPLICATION FORM



PO Box 195  
Orleans, MA 02653

Phone: 508 240.2800  
Fax: 508 240.3583

### ADMISSIONS APPLICATION 2001-2002

This application must be completed and brought to your admissions meeting.  
Admissions meetings can be scheduled on sign-up sheets outside the CCLCS Office.

**Applications will only be accepted at or after an informational meeting.**

*Note: Completed applications cannot in any way be judged or regarded as criteria for admission; however, this application in conjunction with the admissions meeting can help you determine if the Cape Cod Lighthouse Charter School is the best choice for you.*

Date of application: \_\_\_\_\_

Student's name \_\_\_\_\_ Nickname \_\_\_\_\_

Sex: M   F      Date of Birth: \_\_\_\_\_      City of Birth: \_\_\_\_\_

Mailing Address \_\_\_\_\_ Town \_\_\_\_\_ Zip \_\_\_\_\_

Street Address \_\_\_\_\_ Town \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone: \_\_\_\_\_

Current School \_\_\_\_\_ Current Grade \_\_\_\_\_

Name(s) of Parent/Guardian

Mother: \_\_\_\_\_ Father: \_\_\_\_\_

Mother's Work Phone: \_\_\_\_\_ Father's Work Phone: \_\_\_\_\_

Mother's Home Address (if different than above)      Father's Home Address (if different than above)

\_\_\_\_\_  
\_\_\_\_\_

Name(s) of siblings presently attending Cape Cod Lighthouse Charter School:

1. \_\_\_\_\_ Grade \_\_\_\_\_

2. \_\_\_\_\_ Grade \_\_\_\_\_

To be filled out by the student (please print): Please answer the following questions (if you need more room, you may use another sheet of paper)

1. Why do you want to attend the Cape Cod Lighthouse Charter School?

\_\_\_\_\_  
\_\_\_\_\_

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2. Please tell us about a project or accomplishment (academic or non academic) that you're proud of:

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3. Describe a project you would be excited about working on in the future:

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*The Cape Cod Lighthouse Charter School does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation or physical impairment.*

*As mandated by state law, siblings of students presently enrolled in the Cape Cod Lighthouse Charter School are automatically admitted.*

---

Student's signature

**I understand that it is my responsibility to meet all application deadline requirements.**

---

Parent's/guardian's signature

---

Date

**IMPORTANT:**

**Public Open Houses will be held on January 10 and 24, 2001 at 6:30 p.m.**

**Attendance at one or the other of the open houses is suggested but not required.**

## APPENDIX C

### STANDARDIZED TEST SCORES MCAS CAT/5

# EVALUATION SUMMARY

DISTRICT: CAPE COD GRADE: 5

	NUMBER OF STUDENTS	GRADE EQUIVALENT		NORMAL CURVE EQUIVALENT		SCALE SCORES	
		GRADE MEAN EQUIVALENT	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION
READ VOCABULARY	58	9.5	2.7	81.2	18.2	755.3	40.4
READ COMPREHENSION	59	11.0	2.3	87.5	14.9	773.3	26.0
TOTAL READING	59	10.5	2.4	85.1	16.4	765.6	30.1
LANGUAGE MECHANICS	59	11.5	2.0	94.2	10.6	793.0	27.5
LANGUAGE EXPRESSION	59	11.2	2.1	92.3	17.4	782.8	30.1
TOTAL LANGUAGE	59	11.2	2.8	93.5	15.7	764.1	25.3
MATH COMPUTATION	58	7.5	2.3	58.8	16.0	757.0	31.3
MATH CONCEPTS & APPL.	58	11.0	2.5	88.9	17.7	779.3	34.6
TOTAL MATHEMATICS	58	9.2	2.5	83.4	16.7	768.0	28.5
TOTAL BATTERY	59	10.4	2.4	85.4	16.0	767.4	25.3
SPELLING	59	7.8	2.5	54.5	18.5	754.9	37.6

FORMULET: 5/18/94  
 FORMS FROM: 1991  
 TEST DATE: 02/27/92  
 GRADE: 5  
 QUARTER MONTH: 05  
 CITY: CAPE COD  
 STATE: MA

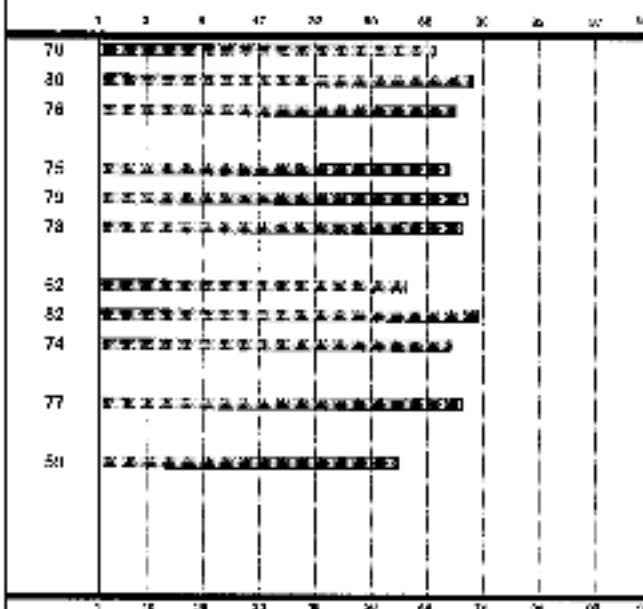


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PAGE: 1

NATIONAL CENTER FOR EDUCATION STATISTICS  
NATIONAL CURVE SCALE

## NP OF THE MEAN NCE



MEAN NORMAL CURVE EQUIVALENT

The graph above shows how your students did in comparison with the National Norm Group according to two scales: the NP of the Mean NCE (National Percentile of the Normal Curve Equivalent) Scale is shown at the top, and the Mean Normal Curve Equivalent Scale is shown at the bottom.

CTDID: 001070055100001-01-00001-100100





CAT/5

EVALUATION SUMMARY (FIFTH EDITION)

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PAGE 1

## EVALUATION SUMMARY

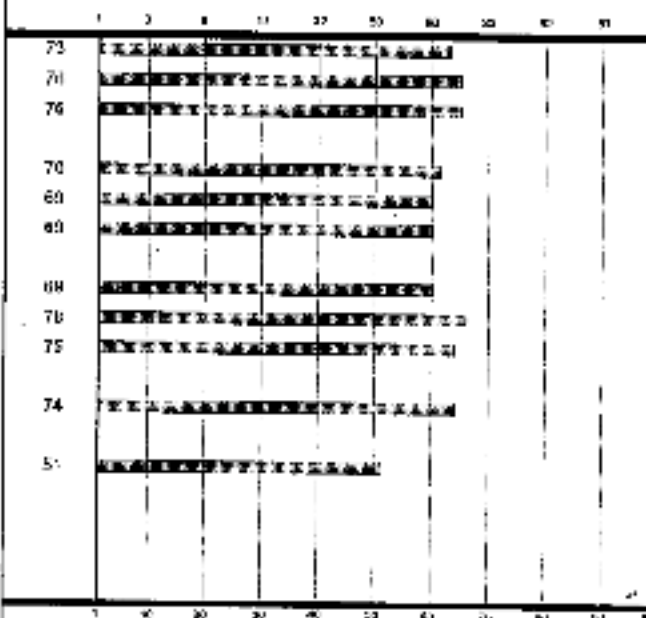
DISTRICT: CAPE COD

GRADE: 7

NATIONAL PAPER-BASED TEST OF THE  
MEAN NORMAL CURVE EQUIVALENT

	NUMBER OF STUDENTS	GRADE EQUIVALENT		NORMAL CURVE EQUIVALENT		SCALE SCORES	
		MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION
READ VOCABULARY	56	10.7	2.4	63.2	17.7	775.8	36.1
READ COMPREHENSION	56	11.1	2.4	66.2	15.7	773.6	31.6
TOTAL READING	56	10.9	2.3	65.2	16.4	775.1	31.7
LANGUAGE MECHANICS	56	11.6	2.8	81.2	16.6	780.7	30.4
LANGUAGE EXPRESSION	56	10.7	3.2	60.2	15.9	763.0	38.1
TOTAL LANGUAGE	56	11.0	2.8	60.7	17.2	762.5	35.4
MATH COMPUTATION	58	10.1	2.9	60.3	15.8	722.6	34.8
MATH CONCEPTS & APPL	58	11.4	2.2	89.9	10.2	736.5	33.9
TOTAL MATHEMATICS	58	10.3	2.3	64.0	15.7	734.8	32.3
TOTAL BATTERY	56	11.0	2.4	63.7	15.9	775.3	29.6
SPELLING	56	8.9	2.8	50.9	19.0	761.2	34.8

## NP OF THE MEAN NCE



MEAN NORMAL CURVE EQUIVALENT

FORM: 10-17  
 TEST DATE: 10/17/02  
 SCORING: PATTERN (IRT)  
 DISTRICT: CAPE COD  
 CITY: ORLEANS  
 STATE: MA

The graph above shows how your students did in comparison with the National Norm Group according to two scales: the NP of the Mean NCE (National Percentile of the Mean Normal Curve Equivalent) Scale is shown at the top, and the Mean Normal Curve Equivalent Scale is shown at the bottom.

CTED: 02-17-2002 10:10:10 AM - 00001-002228

CTB  
 10-17-02

10-17-02 10:10:10 AM - 00001-002228

# EVALUATION SUMMARY

DISTRICT: **CARF COB** GRADE: **3**



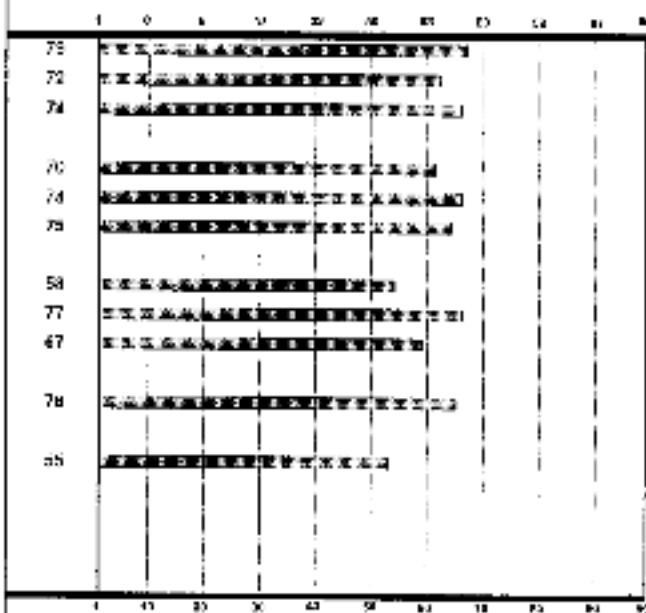
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**CO** NATIONAL PUBLISHED BY THE  
OFFICE OF THE STATE EDUCATION

	NUMBER OF STUDENTS	GRADE EQUIVALENT		NORMAL CURVE EQUIVALENT		SCALE SCORES	
		MEAN- EQUIVALENT	STANDARD DEVIATION	MEAN- EQUIVALENT	STANDARD DEVIATION	MEAN- EQUIVALENT	STANDARD DEVIATION
READ VOCABULARY	58	11.0	2.1	86.9	13.0	792.0	40.5
READ COMPREHENSION	58	11.2	2.0	82.5	17.0	775.4	32.9
TOTAL READING	58	11.4	2.1	84.1	13.0	783.8	34.0
LANGUAGE MECHANICS	58	12.8	3.4	91.1	21.0	765.3	49.8
LANGUAGE EXPRESSION	58	12.8	3.1	88.3	22.2	782.6	41.8
TOTAL LANGUAGE	58	12.8	3.1	84.3	21.7	774.7	42.1
MATH COMPUTATION	58	10.2	2.8	54.5	19.2	701.5	46.4
MATH CONCEPTS & APPL	58	11.8	2.8	68.4	21.6	700.8	45.6
TOTAL MATHEMATICS	58	11.1	2.8	59.5	20.4	707.5	43.0
TOTAL BATTERY	58	11.5	2.7	65.1	20.7	762.3	36.1
SPELLING	58	9.3	3.0	52.4	21.1	778.0	47.8

## NP OF THE MEAN NCE



MEAN NORMAL CURVE EQUIVALENT

FORM LEVEL: **3**  
 ITEMS FROM: **100**  
 TEST DATE: **10/01/00**  
 INSTRUMENT: **PATTERN (NCE)**  
 JUDGING MONTH: **10**  
 CITY: **COLORADO**  
 STATE: **CO**

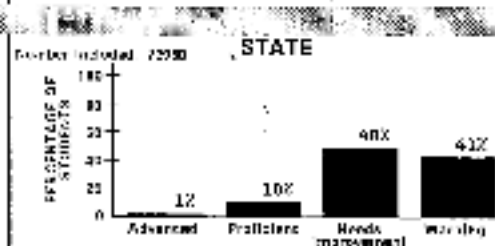
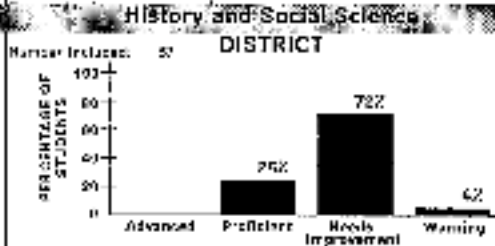
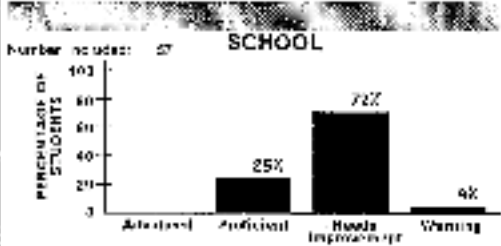
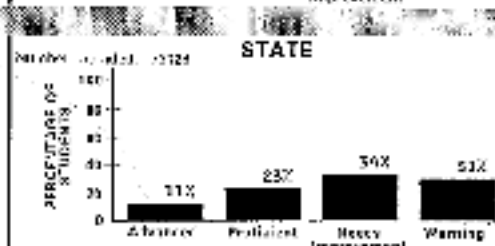
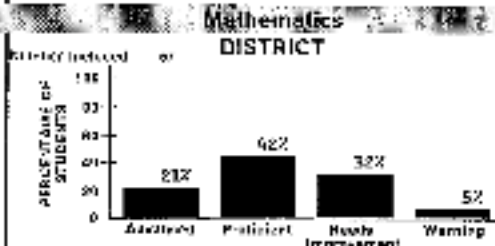
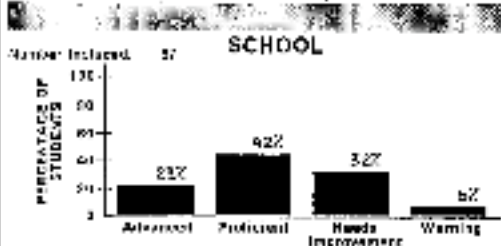
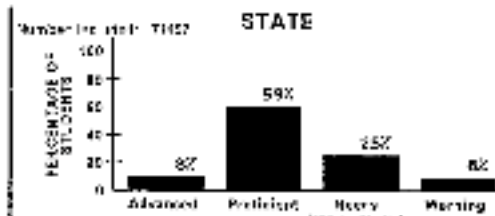
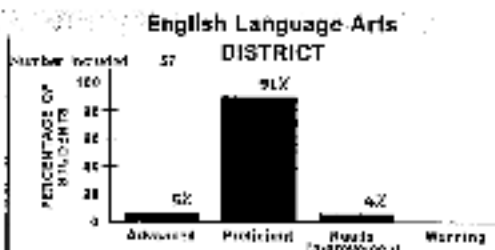
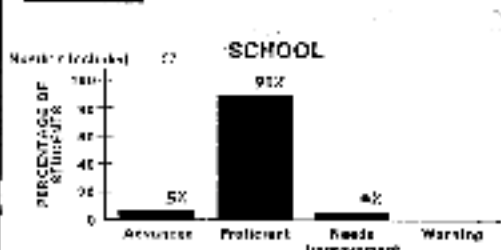
The graph above shows how your students did in comparison with the National Norm Group according to two scales: the NP of the Mean NCE (National Percentile of the Normal Curve Equivalent) Scale is shown at the top, and the Mean Normal Curve Equivalent Scale is shown at the bottom.

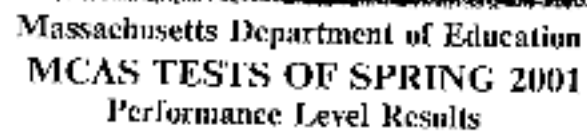
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Massachusetts Department of Education  
MCAS TESTS OF SPRING 2001  
Performance Level Results

SCHOOL: CAPE COD LIGHTHOUSE IS  
SCHOOL ID #: 427522  
DISTRICT: CAPE COD LIGHTHOUSE  
GRADE: 6





GRADE:	?
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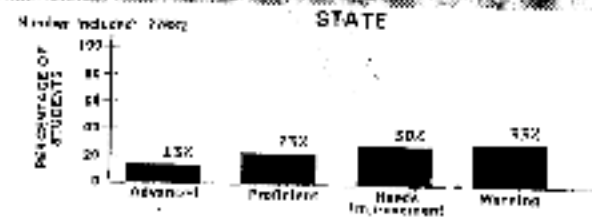
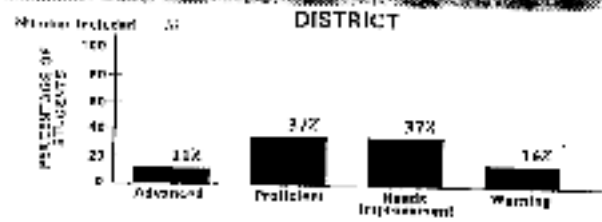




# Massachusetts Department of Education **MCAS TESTS OF SPRING 2001** Performance Level Results

DISTRICT: CAPE COD LIGHTHOUSE  
 DISTRICT ID #: 433  
 GRADE: 5

## Mathematics

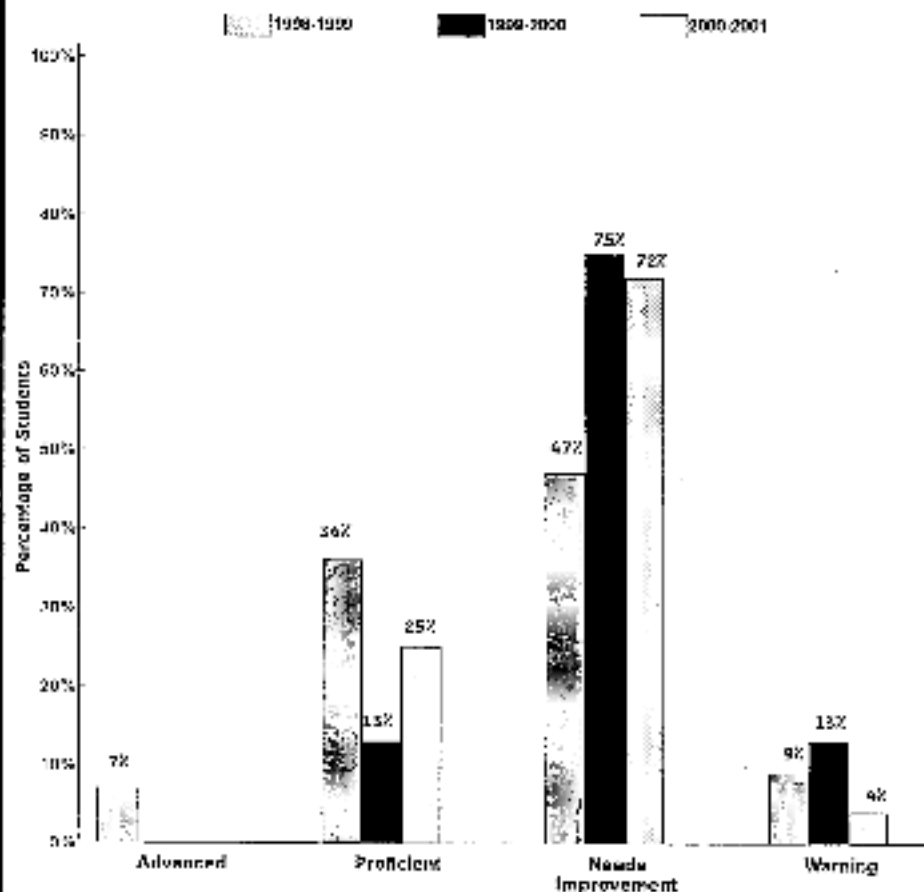




Massachusetts Department of Education  
**MCAS TESTS OF SPRING 2001**  
 Three-Year Comparison of School Results  
 History and Social Science

SCHOOL: CAPE COD LIGHTHOUSE DS  
 SCHOOL ID #: 439930  
 DISTRICT: CAPE COD LIGHTHOUSE  
 GRADE: 8

**PERFORMANCE LEVEL RESULTS**



**DISTRIBUTION OF RESULTS  
 ON STANDARD TEST  
 BY SCALED SCORE INTERVAL**

		History and Social Science					
	Scaled Score	1998-1999		1999-2000		2000-2001	
		Number	Percent	Number	Percent	Number	Percent
Advanced	276 - 280	0	0	0	0	0	0
	272 - 275	1	2	0	0	0	0
	268 - 271	0	0	0	0	0	0
	264 - 267	3	5	0	0	0	0
	260 - 263	0	0	0	0	0	0
Proficient	256 - 259	4	5	1	2	0	0
	252 - 255	2	4	1	2	1	2
	248 - 251	7	13	0	0	3	5
	244 - 247	1	2	0	0	6	11
	240 - 243	7	13	5	9	4	7
Needs Improvement	236 - 239	0	0	6	11	7	12
	232 - 235	10	18	10	18	7	12
	228 - 231	5	9	5	9	13	23
	224 - 227	9	16	15	27	4	7
	220 - 223	2	4	5	9	10	18
Warning	216 - 219	4	7	2	4	1	2
	212 - 215	0	0	1	2	1	2
	208 - 211	1	2	3	5	0	0
	204 - 207	0	0	0	0	0	0
	200 - 203	0	0	1	2	0	0
Total Students		55		55		57	
Average Score		237		223		232	

**FOOTNOTE:**

Scaled score results are based only on students who completed the standard MCAS tests within the (school/district). Scaled score results from 2001 are not directly comparable to scaled scores in previous years due to changes in the calculation of scaled scores below 200 and above 250. Performance level results for the 2001 MCAS tests include students who participated in MCAS through the Alternate Assessment.

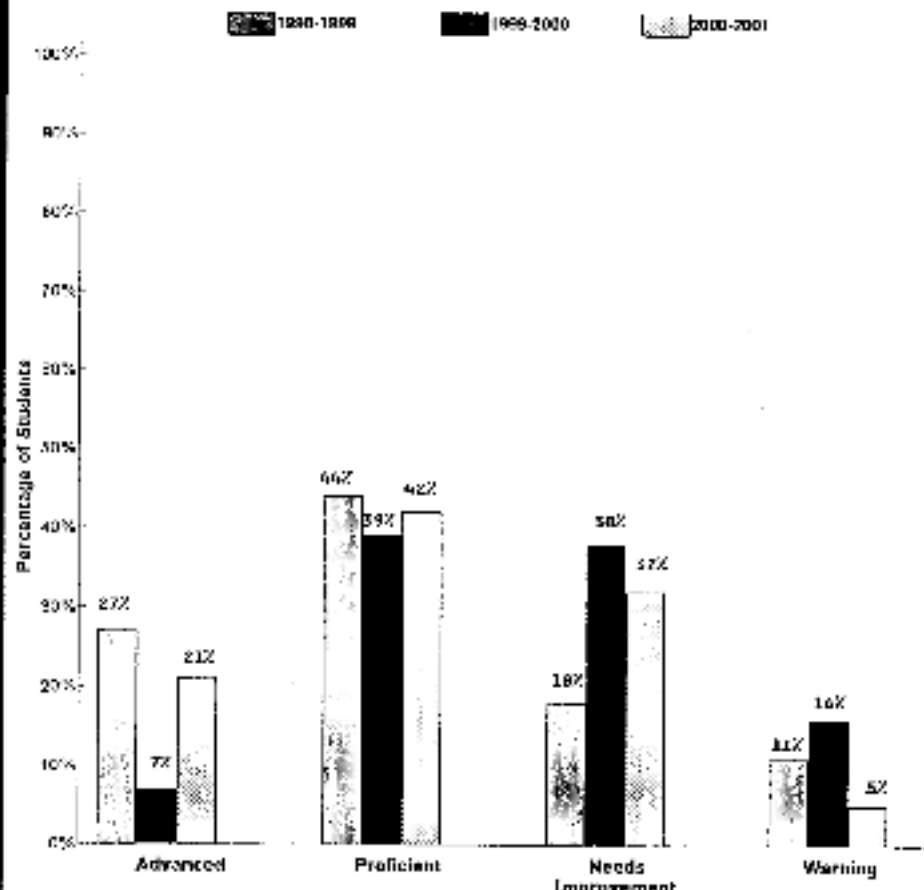




# Massachusetts Department of Education MCAS TESTS OF SPRING 2001 Three-Year Comparison of School Results Mathematics

SCHOOL: TAPE COO LIGHTHOUSE  
SCHOOL ID #: 482530  
DISTRICT: TAPE COO LIGHTHOUSE  
GRADE: 5

## PERFORMANCE LEVEL RESULTS



## DISTRIBUTION OF RESULTS ON STANDARD TEST BY SCALED SCORE INTERVAL

		Mathematics					
	Scaled Score	1998-1999		1999-2000		2000-2001	
		Number	Percent	Number	Percent	Number	Percent
Advanced	276 - 280	0	0	0	0	0	0
	272 - 275	0	0	0	0	0	0
	268 - 271	1	5	2	4	2	4
	264 - 267	4	7	3	6	3	6
Proficient	260 - 263	8	15	5	10	7	12
	256 - 259	6	11	7	13	4	7
	252 - 255	4	7	6	9	3	5
	248 - 251	4	7	1	2	5	9
Needs Improvement	244 - 247	6	11	2	4	7	12
	240 - 243	6	7	7	15	6	9
	236 - 239	2	4	6	9	7	12
	232 - 235	3	6	7	13	6	9
Warning	228 - 231	2	4	1	2	3	5
	224 - 227	2	4	6	9	2	4
	220 - 223	1	2	3	5	1	2
	216 - 219	1	2	1	2	1	2
	212 - 215	1	2	1	2	0	0
	208 - 211	1	2	1	2	0	0
	204 - 207	1	2	0	0	0	0
	200 - 203	2	4	6	11	0	0
Total Students		55		56		57	
Average Score		245		236		245	

### FOOTNOTE:

Scaled score results are based only on students who completed the standard MCAS tests within the (warning/proficient). Scaled score results from 2001 are not directly comparable to scaled scores in previous years due to changes in the computation of scaled scores below 220 and above 250. Performance level results for the 2001 MCAS tests include students who participated in MCAS through the Alternative Assessment.

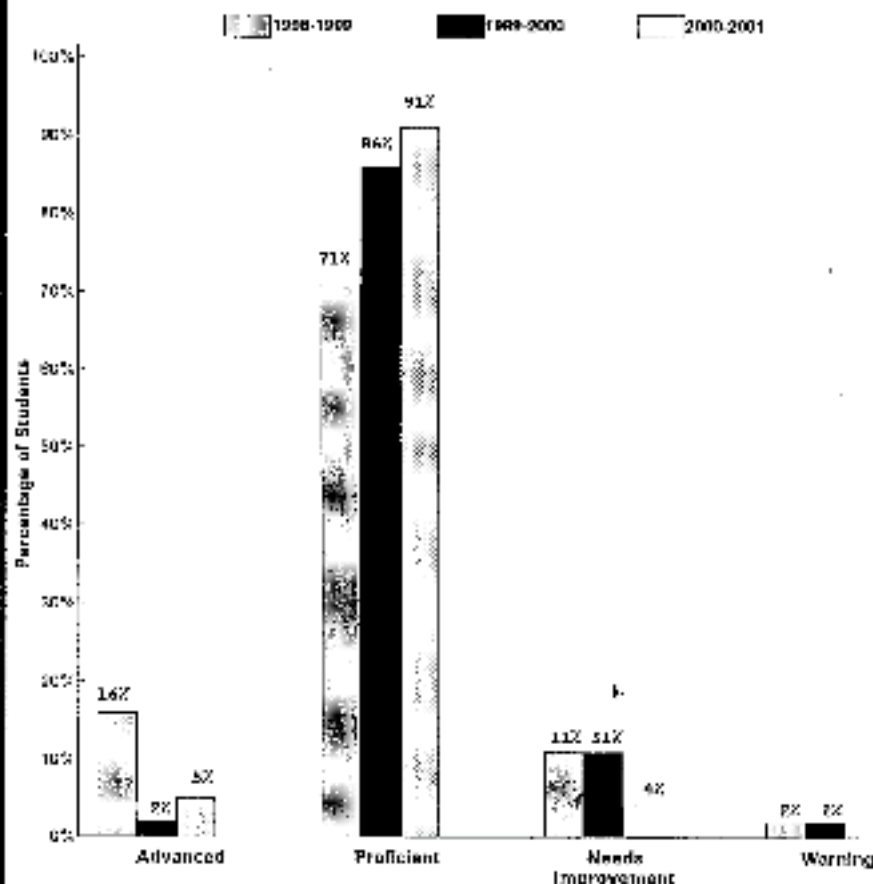
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# Massachusetts Department of Education MCAS TESTS OF SPRING 2001 Three-Year Comparison of School Results English Language Arts

SCHOOL: CAPE COD LANTHOUSE CM  
SCHOOL ID #: 43257C  
DISTRICT: CAPE COD LANTHOUSE  
GRADE: 5

## PERFORMANCE LEVEL RESULTS



## DISTRIBUTION OF RESULTS ON STANDARD TEST BY SCALED SCORE INTERVAL

		English Language Arts					
	Scaled Score	1998-1999		1999-2000		2000-2001	
		Number	Percent	Number	Percent	Number	Percent
Advanced	276 - 280	0	0	0	0	0	0
	272 - 275	0	0	0	0	1	2
	268 - 271	1	2	0	0	0	0
	264 - 267	3	5	0	0	0	0
	260 - 263	0	0	1	2	2	4
Proficient	256 - 259	9	16	4	7	11	19
	252 - 255	10	18	6	11	15	23
	248 - 251	8	15	21	38	16	26
	244 - 247	8	15	11	23	6	11
	240 - 243	4	7	0	0	7	12
Needs Improvement	236 - 239	3	5	4	7	1	2
	232 - 235	1	2	1	2	1	2
	228 - 231	1	2	0	0	0	0
	224 - 227	1	2	1	2	0	0
	220 - 223	0	0	0	0	0	0
Warning	216 - 219	1	2	0	0	0	0
	212 - 215	0	0	0	0	0	0
	208 - 211	0	0	0	0	0	0
	204 - 207	0	0	0	0	0	0
	200 - 203	0	0	1	2	0	0
Total Students		55		56		57	
Average Score		250		246		251	

### FOOTNOTE:

Scaled score results are based only on students who completed the standard MCAS tests within the school/district. Scaled score results from 2001 are not directly comparable to scaled scores in previous years due to changes in the composition of scaled scores below 220 and above 250. Performance level results for the 2001 MCAS tests include students who participated in MCAS through the Alternate Assessment.



# APPENDIX D

## FINANCIAL REPORTS

## Independent Auditors' Report

To the Board of Directors  
The Cape Cod Lighthouse Charter School

We have audited the accompanying statement of financial position of The Cape Cod Lighthouse Charter School as of June 30, 2001 and the related statements of activities, cash flows and functional expenses for the year then ended. These financial statements are the responsibility of the management of The Cape Cod Lighthouse Charter School. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test bases, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Cape Cod Lighthouse Charter School as of June 30, 2001, and the results of its operations and its cash flows for the year then ended in conformity with generally accepted accounting principles.

In accordance with Government Auditing Standards, we have also issued a report dated December 10, 2001 on our consideration of The Cape Cod Lighthouse Charter School's internal control structure and a report dated December 10, 2001 on its compliance with laws and regulations.

Elizabeth A. Pineault, P.C.  
Certified Public Accountant

Marshfield, Massachusetts  
December 10, 2001

## Independent Auditors' Report

To the Board of Directors  
The Cape Cod Lighthouse Charter School

We have audited the financial statements of The Cape Cod Lighthouse Charter School as of June 30, 2001, and have issued our report thereon dated December 10, 2001.

We conducted our audit in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

The management of The Cape Cod Lighthouse Charter School is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

In planning and performing our audit of the financial statements of The Cape Cod Lighthouse Charter School for the year ended June 30, 2001, we obtained an understanding of the internal control structure. With respect to the internal control structure, we obtained an understanding of the design of relevant policies and procedures and whether they have been placed in operation, and we assessed control risk in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control structure. Accordingly, we do not express such an opinion.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the internal control structure elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving internal control structure and its operation that we consider to be material weaknesses as defined above.

We also noted other matters involving the internal control structure and its operation that we have communicated to the management of The Cape Cod Lighthouse Charter School in a separate letter dated December 10, 2001.

This report is intended for the information of the Board of Directors, Management, and the Commonwealth of Massachusetts. However, this report is a matter of public record and its distribution is not limited.

Elizabeth A. Pineault, P.C.  
Certified Public Accountant

Marshfield, Massachusetts  
December 10, 2001

Independent Auditors' Report

To the Board of Directors  
The Cape Cod Lighthouse Charter School

We have audited the financial statements of The Cape Cod Lighthouse Charter School as of June 30, 2001, and have issued our report thereon dated December 10, 2001.

We conducted our audit in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

Compliance with laws, regulations, contracts, and grants applicable to The Cape Cod Lighthouse Charter School is the responsibility of the management of The Cape Cod Lighthouse Charter School. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of The Cape Cod Lighthouse Charter School's compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on overall compliance with such provisions was not an objective of our audit of the financial statements. Accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance that are required to be reported herein under Government Auditing Standards.

This report is intended for the information of the Board of Directors, Management, and the Commonwealth of Massachusetts. However, this report is a matter of public record and its distribution is not limited.

Elizabeth A. Pineault, P.C.  
Certified Public Accountant

Marshfield, Massachusetts  
December 10, 2001

THE CAPE COD LIGHTHOUSE CHARTER SCHOOL  
STATEMENT OF FINANCIAL POSITION  
FOR THE YEARS ENDED JUNE 30, 2001 AND 2000

ASSETS

	OPERATING FUND	PLANT FUND	TOTAL 6/30/01	TOTAL 6/30/00
Current assets:				
Cash-operating funds	\$ 319,260	\$ -	\$ 319,260	\$ 320,000
Cash-fundraising			-	27
Cash-grants	123,104	-	123,104	81
Cash-Homestay			-	
Cash-student activity	3,512	-	3,512	1
Grants receivable	32,328	-	32,328	47
Inventory-school store	1,131	-	1,131	1
Deposit on leasehold-short term portion	-	-	-	27
Total current assets	<u>479,335</u>	<u>-</u>	<u>479,335</u>	<u>507</u>
Property, plant and equipment less accumulated depreciation:	<u>-</u>	<u>\$ 179,396</u>	<u>179,396</u>	<u>226</u>
Total assets	<u>\$ 479,335</u>	<u>\$ 179,396</u>	<u>\$ 658,731</u>	<u>\$ 734</u>

LIABILITIES AND  
FUND BALANCES

Current liabilities:				
Accounts payable	\$ 12,862	\$ -	\$ 12,862	\$ 5
Accrued expenses	102,633	-	102,633	122
Deferred revenue-grants	123,104	-	123,104	136
Deferred revenue-student activities	3,512	-	3,512	1
Notes payable-short term portion	10,022	-	10,022	15
Current portion-term debt	-	-	-	
Total current liabilities	<u>252,133</u>	<u>-</u>	<u>252,133</u>	<u>281</u>
Long-term liabilities:				
Notes payable-long term portion	1,930	-	1,930	11
Long-term portion-term debt	-	-	-	
Long-term liabilities	<u>1,930</u>	<u>-</u>	<u>1,930</u>	<u>11</u>
Fund balances:				
Operating fund	225,272	-	225,272	214
Plant fund	<u>-</u>	<u>\$ 179,396</u>	<u>179,396</u>	<u>226</u>
Total fund balances	<u>225,272</u>	<u>179,396</u>	<u>404,668</u>	<u>441</u>

Total liabilities and fund balances	\$	<u>479,335</u>	\$	<u>179,396</u>	\$	<u>658,731</u>	\$	<u>734</u>
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See auditor's report and accompanying notes.

THE CAPE COD LIGHTHOUSE CHARTER SCHOOL  
STATEMENT OF SUPPORT AND REVENUE, EXPENDITURES,  
CAPITAL ADDITIONS AND CHANGES IN FUND BALANCES  
FOR THE YEARS ENDED JUNE 30, 2001 AND 2000

	OPERATING FUND	PLANT FUND	TOTAL 6/30/01	TOTAL 6/30/00
Support and revenue:				
Tuition and fees	\$ 1,428,500		\$ 1,428,500	\$ 1,392,004
Grants-government-unrestricted	36,746		36,746	42,024
Grants-government-unrestricted-utilized	(36,746)		(36,746)	(42,024)
Grants-government-restricted	63,477		63,477	26,627
Grants-government-restricted-utilized	(63,477)		(63,477)	(26,627)
Grants-private-restricted	6,739		6,739	12,670
Grants-private-restricted-utilized	(6,739)		(6,739)	(12,670)
Grants-private-unrestricted	342		342	2,396
Grants-private-unrestricted-utilized	(342)		(342)	(2,396)
Miscellaneous income	1,338		1,338	2,813
Fundraising-general				12,087
Fundraising-auction (net)				11,046
Fundraising-auction-utilized				(11,046)
Total operating revenue	<u>1,429,838</u>		<u>1,429,838</u>	<u>1,406,904</u>
Expenditures:				
Program-instruction / student activities	918,281		918,281	921,806
Special education	64,479		64,479	60,663
Administrative services-general	223,663		223,663	199,176
Fundraising projects and expenses			- 0.0E+01	1,306
Plant expenses	263,035	57,426	320,461	342,305
Other services	64,895		64,895	44,284
Fundraising utilized for expenditures				(9,857)
Grants utilized for expenditures	<u>(115,434)</u>		<u>(115,434)</u>	<u>(82,654)</u>
Total program and administrative	<u>1,418,919</u>	<u>57,426</u>	<u>1,476,345</u>	<u>1,477,029</u>
Excess operating revenues over expenditures	10,919	(57,426)	(46,507)	(70,125)
Grant income utilized for asset acquisitions	8,130	- 0.0E+01	8,130	1,063
Interest income	<u>1,705</u>	<u>- 0.0E+01</u>	<u>1,705</u>	<u>3,559</u>
Excess support and revenues	20,754	(57,426)	(36,672)	(65,503)
Fund balances, beginning	214,584	226,756	441,340	506,843
Transfers:				
Grant transfers for capitalized acquisitions	(8,130)	8,130	- 0.0E+01	- 0.0E+01
Acquisitions capitalized	<u>(1,936)</u>	<u>1,936</u>	<u>- 0.0E+01</u>	<u>- 0.0E+01</u>

Fund balances, ending	\$ <u>225,272</u>	\$ <u>179,396</u>	\$ <u>404,668</u>	\$ <u>441,340</u>
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See auditor's report and accompanying notes.



	OPERATING FUND	PLANT FUND	TOTAL 6/30/01	TOTAL 6/30/00
CASH FLOWS FROM OPERATING ACTIVITIES				
Excess of support and revenue over expenditures after capital additions	\$ 20,754	\$ (57,426)	\$ (36,672)	\$ (65,503)
Adjustments to reconcile excess revenues over expenses to cash provided by operations:				
Depreciation		57,426	57,426	65,578
Amortization	-	-	-	517
(Increase) decrease in:				
Misc. and revenue receivable	-	-	-	2,344
Grants receivable	14,921	-	14,921	(26,927)
Prepaid expenses	27,500	-	27,500	-
Other assets	300	-	300	27,728
Increase (decrease) in:				
Accounts payable	7,156	-	7,156	3,086
Accrued expenditures	(19,860)	-	(19,860)	34,497
Deferred revenue	(10,801)	-	(10,801)	53,744
CASH FLOWS FROM OPERATING ACTIVITIES	39,970	-	39,970	95,064
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchases of equipment		(10,066)	(10,066)	(26,721)
CASH FLOWS FROM FINANCING ACTIVITIES				
Proceeds from short-term debt	-	-	-	166,145
Payment of short-term debt	(5,470)	-	(5,470)	(235,517)
Proceeds from long-term debt	-	-	-	14,215
Payment of long-term debt	(10,022)	-	(10,022)	(10,239)
CASH FLOWS FROM FINANCING ACTIVITIES	(15,492)	-	(15,492)	(65,396)
NET INCREASE (DECREASE) IN CASH	24,478	(10,066)	14,412	2,947
CASH AT BEGINNING OF YEAR	431,464	-	431,464	428,517
CASH AT END OF YEAR	\$ 455,942	\$ (10,066)	\$ 445,876	\$ 431,464

Other Information

Cash paid during the year for interest	\$ <u>2,234</u>	\$ <u>6,212</u>
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See auditor's report and accompanying notes.

THE CAPE COD LIGHTHOUSE CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2001

Note 7 - Grants-Government

Commonwealth of Massachusetts Grants - Department of Education

The School was awarded grants from the Commonwealth of Massachusetts in the amounts of: \$1,141 (Class Size Reduction), \$36,746 (Facilities Expenses), \$19,090 (Special Education), \$127 (Teamworks), \$380 (Title VI), \$423 (Eisenhower Grant for science projects). All amounts for the above grants were utilized as of June 30, 2001.

The School received a Dissemination Grant from the Department of Education in the amount of \$59,687 in fiscal 2000. The amount utilized in fiscal June 30, 2001 is \$27,305. A second Dissemination Grant was received in fiscal 2001 in the amount of \$42,085. The amount utilized as of June 30, 2001 is \$23,141. The amounts not utilized as of June 30, 2001 are \$31,487 and \$18,944 respectively.

Note 8 - Private Grants and Other Accounts

Friends of Pleasant Bay

The School received a grant in fiscal 1999 in the amount of \$4,000 from the Friends of Pleasant Bay, Inc. to promote environmental science education with a focus on the Pleasant Bay estuary. The amount utilized in the current fiscal year was \$342, leaving a remaining balance of \$2,270.

Merrimack Charitable Trust

The School has received unrestricted grants from the Merrimack Charitable Trust. The amount utilized in the current fiscal year was \$6,739, leaving a remaining balance of \$13,851.

Seacall Farms

The School received a restricted grant in fiscal 1999 in the amount of \$50,000 from Seacall Farms. The grant balance of \$56,552, including accrued interest, has not been utilized as of June 30, 2001.

Total private grant monies not utilized as of June 30, 2001 amounted to \$72,673.

Student Activities Fund

The students maintain a student activities fund. The amount remaining in this account as of June 30, 2001 is \$3,512.

	PROGRAM ACTIVITY	SPECIAL EDUCATION	ADMIN	PLANT	OTHER	20 TOT
Computer consultants	37,488					
Computer internet access	3,439					
Computer supplies and repairs	6,327					
Consultants-educational	2,566					
Instructional equipment and textbooks	25,067					
Recreation					10,724	
Salaries and wages	710,353	52,295	141,335		50,318	
Seminars,field trips,special programs	35,467	6,956				
School functions	5,201		1,933			
Staff development	4,542					
Van lease						
Accounting			8,800			
Amortization						
Assessment-Comm of MA	1,460					
Bank charges			677			
Custodial services				19,846		
Dues and subscriptions			1,434			
Fees and licenses			47			
Insurance-automobile			3,566			
Insurance-liability			6,666			
Insurance-error and omissions			1,000			
Insurance-health	57,791	3,853	12,483		3,853	
Insurance-workers compensation			5,108			
Interest expense	1,974		260			
Lease-main facilities				200,144		
Lease-offsite facilities				1,223		
Legal			1,164			
Maintenance-facilities				8,547		
Maintenance-office equipment			9,578			
Maintenance-vehicles	5,437					
Office expense			9,322			
Payroll service			2,264			
Payroll taxes	21,169	1,375	3,574	1,374		
Postage and shipping			2,261			
Printing			784			
Recruitment			1,078			
Supplies-maintenance				1,968		
Telephone			10,329			
Travel						
Utilities				29,933		

Total	918,281	64,479	223,663	263,035	64,895	1,
Depreciation	<u>0</u>	<u></u>	<u>0</u>	<u>57,426</u>	<u></u>	<u></u>
Total expenditures	<u><u>918,281</u></u>	<u><u>64,479</u></u>	<u><u>223,663</u></u>	<u><u>320,461</u></u>	<u><u>64,895</u></u>	<u><u>1,</u></u>

	Fall 2000 Yr6	%	Fall 2001 Yr7	%
<b>REVENUE # Students</b>				
Per Pupil Tuition Revenue	1,417,936		1,433,963	
Grants - State	71,217	5.0%	71,217	5.0%
Bank Interest		0.0%	511	
Miscellaneous Grants	500			
Other Grants	25,000	1.8%	20,000	1.4%
<b>TOTAL REVENUES</b>	<b>1,514,653</b>	<b>106.8%</b>	<b>1,525,691</b>	<b>106.4%</b>

## EXPENSES

### Personnel

Salaries - Director	67,600	4.8%	72,600	5.1%
Salaries - Teachers-Full Time	421,279	29.7%	426,869	29.8%
Salaries - Arts	28,377	2.0%	30,448	2.1%
Salaries - Music	45,188	3.2%	23,550	1.6%
Salaries - Writer in Residence	24,053	1.7%	25,951	1.8%
Salaries - Language	74,602	5.3%	79,147	5.5%
Salaries - Recreation	36,733	2.6%	34,493	2.3%
Salaries - Nurse	34,611	2.4%	36,000	2.5%
Salaries - Office Manager	33,280	2.3%	42,000	2.9%
Salaries - Custodians				
Salaries - Aides				
Salaries - Substitute Teachers	2,080	0.1%	5,000	0.3%
Salaries - Staff BC/BS	69,680	4.9%	113,000	7.9%
Salaries - Asst. Teacher/Intern	37,000	2.6%	36,000	2.5%
Retirement Health Benefits		0.0%	0	0.0%
Salaries - Math Facilitator				
Athletic Director	3,120	0.2%	3,244	0.2%
Health Curriculum				
Professional Development	14,756	1.0%	5,875	0.4%
Office Help	26,052	1.8%	32,682	2.3%
Special Needs Personnel	66,848	4.7%	71,380	5.0%
Technical Assistants	38,938	2.7%	42,286	2.9%
Counsellors	13,000	0.9%	13,520	0.9%
Curriculum days		0.0%	0	0.0%
Payroll Taxes	30,000	2.1%	30,900	2.2%
<b>TOTAL PERSONNEL</b>	<b>1,067,197</b>	<b>75.3%</b>	<b>1,122,945</b>	<b>78.3%</b>

### Occupancy

Rent - 8,700 sq. ft/11,500 sq. ft	199,350	14.1%	199,350	13.9%
Rent Rebate	-27,000			
Deferred Start-up Costs				

Auxilliary Site Rent	1,000	0.1%	100	0.0%
Alarm servc.fee	535	0.0%	551	0.0%
Utilities	35,020	2.5%	51,071	3.6%
Spray Ceiling/Sound				
Maintenance Site Supplies	4,120	0.3%	4,244	0.3%
Site Prep (shelves, coatracks, etc.)	1,500	0.1%	1,000	0.1%
Rubbish Removal	2,440	0.2%	3,000	0.2%
Building Maintenance	10,300	0.7%	5,609	0.4%
Custodial Outside Services	14,325	1.0%	20,000	1.4%
Leasehold Improvements	5,150	0.4%		0.0%
<b>TOTAL OCCUPANCY</b>	<b>246,740</b>	<b>17.4%</b>	<b>284,924</b>	<b>19.9%</b>

#### **OFFICE**

Computer Technology				
Supplies	8,000	0.6%	8,240	0.6%
Equipment Rental & Maintenance	6,592	0.5%	6,790	0.5%
Telephone Communications	6,180	0.4%	6,365	0.4%
Accounting	8,240	0.6%	8,487	0.6%
Payroll	2,369	0.2%	2,440	0.2%
Printing	2,060	0.1%	2,122	0.1%
Postage & Shipping	2,884	0.2%	2,971	0.2%
<b>TOTAL OFFICE</b>	<b>36,325</b>	<b>2.6%</b>	<b>37,415</b>	<b>2.6%</b>

#### **DIRECT STUDENT COSTS**

Computer Tech Assistance				
Computer Software	3,090	0.2%	3,183	0.2%
Leases	5,000	0.4%		0.0%
Supplies and Texts	15,000	1.1%	8,000	0.6%
Computers & Materials	3,640	0.3%	3,000	0.2%
Computer Internet Access	7,210	0.5%	5,000	0.3%
Computer Maintenance Fee	1,030	0.1%		0.0%
Field Trips	1,000	0.1%		0.0%
Transportation Van Lease	23,690	1.7%	11,853	0.8%
Transportation Gas	2,000	0.1%	3,800	0.3%
Transportation Van	1,000	0.1%	4,000	0.3%
Maintenance				
Classroom Furniture and Fixtures	1,030	0.1%	1,500	0.1%
Insurance Expense	17,265	1.2%	18,128	1.3%
State Mandated Testing	1,000	0.1%	250	0.0%
Physical Education	5,720	0.4%	5,000	0.3%
Instructional Equipment	2,060	0.1%	1,000	0.1%
Special Needs Account	5,000	0.4%	8,000	0.6%
Team Sports	5,150	0.4%	4,000	0.3%
Seminar	3,090	0.2%	1,500	0.1%
Consultants for Special Programs	400	0.0%	412	0.0%

Library	2,060	0.1%		0.0%
Sea Camps	0	0.0%	0	0.0%
Nursing Supplies	721	0.1%	743	0.1%
Yearbook	824	0.1%		0.0%
<b>TOTAL DIRECT STUDENT COSTS</b>	<b>106,980</b>	<b>7.5%</b>	<b>79,369</b>	<b>5.5%</b>

#### **OTHER**

Depreciation				
Principle Loan Repayment				
Interest on Bank Line of Credit				
Engineers & Architects				
Legal	1,545	0.1%	1,591	0.1%
Consultants		0.0%		0.0%
Repayment of Bank Note		0.0%		0.0%
Excess & Deficiency		0.0%		0.0%
Miscellaneous Expenses	1,000	0.1%	1,000	0.1%
Recruitment	500	0.0%	0	0.0%
Fees & Licenses	258	0.0%	266	0.0%
Dues & Subscriptions	618	0.0%	1,500	0.1%
<b>TOTAL OTHER</b>	<b>3,921</b>	<b>0.3%</b>	<b>4,357</b>	<b>0.3%</b>

<b>TOTAL EXPENSES</b>	<b>1,461,162</b>	<b>103.0%</b>	<b>1,529,010</b>	<b>106.6%</b>
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<b>EXCESS (DEFICIENCY)</b>	<b>53,491</b>	<b>3.8%</b>	<b>-3,319</b>	<b>-0.2%</b>
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<b>FACULTY STUDENTS</b>	<b>0</b>	<b>0.0%</b>	<b>22,683</b>	<b>1.6%</b>
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<b>EXCESS (DEFICIENCY)</b>	<b>53,491</b>	<b>3.8%</b>	<b>19,364</b>	<b>1.4%</b>
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**2002/2003 Proposed Budget  
Summary**

3/11/02

	01/02 Budget		02/03 Projected		Difference
Total Revenues	\$1,548,377.96		\$1,584,166.00	(180 Students)	\$35,788.04
Total Direct Student Costs	\$77,824.96		\$71,299.40		(\$6,525.56)
Occupancy	\$286,425.12		\$276,693.00		(\$9,732.12)
Office	\$37,414.92		\$39,704.52		\$2,289.60
Personnel	\$1,122,942.88		\$1,162,691.06		\$39,748.18
Other Expenses	\$4,357.00		\$8,516.04		\$4,159.04
Total Expenses	\$1,528,964.88		\$1,558,904.02		\$29,939.14
Excess	\$19,413.08		\$25,261.98		\$5,848.90

**CCLCS 02/03 Budget Projected  
Revenues**

	Budget 01/02	Budget 02/03	
Ordinary Income			
Income			
Operating Income			
Faculty Students	\$22,683.00	(\$3.00)	
Charter Sch. Reimbur			
Income- Per Pupil Tuition	\$1,433,964.00	\$1,512,946.00	6 Staff Children and 3
Income- Bank Interest	\$510.96		Additional Students
Income Misc			(180 students)
Total Operating Income		\$1,457,157.96	\$1,512,946.00
Grants Income			
Misc Grants	\$20,000.00		
Grants State Assess	\$71,220.00	\$71,220.00	
Total Revenues	\$1,548,377.96	\$1,584,166.00	2.31% Incr

Proposed Expense Budget for CCLCS 02/03 Year

3/11/02

		01/02 Budget	Proposed Budget 02/03	
Direct Student Costs				0.04
Computer	Maintenance Fee			
	Internet Access	\$4,992.00	\$4,000.00	
	Software	\$3,147.00	\$3,272.88	0.04
	Supplies & Repairs	\$3,000.00	\$3,120.00	
	Lease Payments			
Consultants	Special Programs	\$411.96	\$1,000.00	dispute Res.
Insurance	Expense	\$18,128.00	\$19,930.05	0.05
Instructional	Equip	\$999.96	\$750.00	Overhead, microscope repair, telescp.
Physical Ed	Exp	\$5,000.00	\$5,000.00	bowl, Willy's, Norsmr
Phys Ed	Team Sp equip			
	Team Sp. Exp	\$4,000.00	\$5,000.00	coach, ref.
Team Sport	Director			moved to team sp. exp
Nursing	supplies	\$743.04	\$772.76	0.04
Seminar		\$1,500.00	\$1,500.00	
Special Needs		\$8,000.00	\$8,000.00	
State Mandated	Assess	\$250.00		see below
Textbooks and	Suppl	\$8,000.00	\$8,000.00	
Transportation				
	Van Lease Paymt		\$653.71	Last 2 vans paid off 7
	Van Payments	\$11,853.00		
	Gas	\$3,800.00	\$3,800.00	
	Repairs and Maint	\$4,000.00	\$5,000.00	
Total Transpo			\$19,653.00	
State Mandated	Testing		\$1,500.00	
Total Direct	Student Costs	\$77,824.96	\$71,299.40	

		01/02 Budget	Budget 02/03	
Occupancy				
Maint. Furn. Fix		\$1,500.00	\$1,000.00	Tables, chairs, etc
Maint site prep		\$1,000.00	\$1,500.00	Painting, maint.
Alarm Svc Fee		\$551.04	\$573.08	0.04 svc +
Aux site rent		\$100.00	\$500.00	rent for assembly/ co
Custodial Outside Svc		\$20,000.00	\$20,800.00	0.04
Mainten. Bldg		\$5,609.04	\$5,100.00	locksmith, custodial s
				cooling
Maint site		\$4,244.04	\$3,000.00	
suppl.				
Rent		\$199,350.00	\$206,220.00	
Rubbish		\$3,000.00	\$3,000.00	
Removal				
Utilities				
	Electric			

	Gas			
	Utilities-Other			
Total Utilities		\$51,071.00	\$35,000.00	0.1
Total Occupancy		\$286,425.12	\$276,693.08	
		Budget 01/02	Budget 02/03	
Office	Expenses- Office			
	Acctng Fees	\$8,487.00	\$10,000.00	
	Bank Charges		\$150.00	
	Equipment Repair and Maint			
	Computer			
	Copier			
	Facilities			
	Instructional			
	Equipment Repair and maint	\$6,789.96		
	Total Eq. R+M		\$6,789.96	\$7,061.56 0.04
	Office Suppl and Exp	\$8,240.04	\$8,569.64	0.04
	Payroll Svc Fee	\$2,439.96	\$2,537.56	0.04
	Postage and Shipp	\$2,970.96	\$3,178.93	0.07
	Printing Exp	\$2,121.96	\$2,206.84	0.04
	Admissions		\$1,000.00	changed from recruit. admiss.
	Telephone Exp	\$6,365.04	\$5,000.00	renegotiated
	Travel/Mileage			
Total Office		\$37,414.92	\$39,704.52	
		01/02 Budget	Budget 02/03	
Personnel				
	Write Connection		\$3,550.00	
	Salaries Teachers			
	Tutors		\$1,000.00	
	Art	\$30,447.96	\$31,566.96	
	Full time	\$426,869.04	\$501,820.62	
	Language	\$79,146.96	\$72,657.66	
	Music	\$23,550.00	\$15,606.00	
	Recreation	\$32,493.00	\$34,004.88	
	Athletic Director	\$3,240.00		
	Substitute Teachers	\$5,000.00	\$3,000.00	
	Writer in Residence	\$25,950.96		
	Teacher Interns	\$36,000.00	\$28,589.46	
	Total Sal. Teach.		#####	\$688,245.58
	Salaries Director	\$72,602.04	\$72,000.00	
	Salaries- Director's Assistant	\$42,000.00	\$42,840.00	
	Salaries Office Help	\$32,682.00	\$36,008.04	
	Salaries Special Needs	\$71,379.96	\$73,827.60	
	Salaries Counselors	\$13,520.04	\$17,000.00	

Salaries Nurse	\$36,000.00	\$36,720.00	
Health Curriculum		in rec.	
Technical assist	\$42,285.96	\$41,303.88	
Prof Devel	\$5,874.96	\$11,059.96	0.04
Staff			
Payroll Tax (Employ Exp)	\$30,900.00	\$32,136.00	0.04
Insurance	\$113,000.00	\$108,000.00	
Health			
Personnel- Other			
Total Personnel	\$1,122,942.88	\$1,162,691.06	
Other Expenses	Budget 01/02	Budget 02/03	
Miscellaneous	\$1,000.00	\$1,000.00	
Dues and Subscript.	\$1,500.00	\$1,500.00	
Fees and Licens.	\$266.04	\$266.04	charter sch. assoc, mo
Legal Fees	\$1,590.96	\$4,000.00	
Recruitment		\$1,000.00	
School Function		\$750.00	
Total Other	\$4,357.00	\$8,516.04	
Total Expense	\$1,528,964.88	\$1,558,904.11	

## Appendix E

### BOARD OF TRUSTEES TABLE

## Cape Cod Lighthouse Charter School Board of Trustee Responsibilities 2001-02

Trustee	Term	Office Held	Finance	Foundation	Facilities	Personnel Policy	Executive	Grants
Anthony, Patricia	11/01-01-04							X
Chase, Olive	11/00-10/03	President		X			X	
Davis, Robin	10/-01-10/04					X		
Eldridge, Molly	11/01-10/03							
Farber, Cirrus	11/00-10/03	Teacher Rep				X		
Gwilliam, Maurine	07/01-10/03	Teacher Rep						
Kraft, Monica	11/00-10/03							
Johnson, David	11/01-10/04		X			X		
Lipton, Elaine	11/01-10/04	Clerk						
Niles, Paul	08/01-08/02	Director	X	X	X	X	X	X
Paul, Emily	05/02-		X					
Reisner, Rob	11/00-10/03		X		X		X	
Rowe, Jane	11/00-10/03							
Rudd, Mick	11/01-10/04				X			
Wilkinson, Seth	11/01-10/04				X			
Woodbury, Pat	11/99-10/02	Treasurer	X	X		X	X	

## APPENDIX F

### STAFF CREDENTIALS CHART



# Cape Cod Lighthouse Charter School

## Staff experience: 2001-2002

	Yrs in CCLCS Education	Yrs in Education	Degrees	Certifications
<b>Agnew, David</b>				
<b>Amaru, Joanne E</b>				
	6	17	BA / Social Science;MA/ Educational Tecnology	Social Studies 7-12; Elementary 1-6
<b>Barnatt, Joan P</b>				
	7	13	BA / Psychology & English;MEd	Elementary (1-6)and Middle (5-9);Master Teacher
<b>Bates, Brian W</b>				
6XYZ Reading 6XYZ Science	2	12	BA in Business	None
<b>Bossi, Margaret T</b>				
All Band All Chorus	4	14	BA / Music;MA + 30	Certification lapsed
<b>Brannigan, Michele</b>				
All Special Ed	4	12	BA / Education MA / Educational Admin.	Special Needs Education
<b>Davies, Paul</b>				
8Y Language Arts 8Z Language Arts 8X Science 8Y Science	7 mos	24	BA / Liberal Arts;MA / Technology	Secondary English /Biology
<b>Donnan, Julie L</b>				
All Special Ed	4	11	BA in Psych & Elementary Ed	Elementary and Special Ed
<b>Eggemeier, Christopher M</b>				
7XYZ Language Arts 7Y Science	7 mos	3	BA in Religious Studies;MEd/ Elementary	K-6;Middle School pending
<b>Farber, Cirrus R</b>				
6XYZ Language Arts	4	6	BS / Elementary Education	Elem. Education K-6
<b>Gould, Marie C</b>				
All Coordinator	5	11	BA / Middle School/Sp. Ed MA / Tech. in Education	Middle School Special Education

**Graham, Catherine M**

7XYZ Math	2	16	BS;MEd / Instructional Tech General K-9	
7X Science				

**Graham, Allison J**

All Health	7 mos	9	working towards BA	None
All Rec/PhysEd				

**Gray, Edward**

All Special Education	7 mos	3	BA / English	Elementary Certification
			BA / Education	

**Gwilliam, Maureen M**

All Health/Rec	3.5	5	BA/Psychology/ English;MEd	Middle School Generalist;Special Needs
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**Hemeon-McMahon, Sandra**

8X Spanish	6 mos	4	BA / English;MA / Spanish	Certification pending
8Y Spanish				
8Z Spanish				
7X Spanish				
7Z Spanish				

**Lay, Marion J****Lyman, Susan**

All Art	3	12	BFA;MFA	No Certification
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**MacKenzie, Pia C**

7Y French	7	10	BFA	No Certification
7Z French				
8Y French				
8Z French				

**Niles, Paul M**

	7	17	BA / French;BA / Zoology;MEd	Secondary Science/Biology
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**O'Neil, Sean D****Pace, Rosalind**

Writer in Resid.	7	40	BA / American Literature;MA / English	No Certification
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**Payne, Richard L**

<b>Peters, Eric A</b>				
8XYZ Math	4	15	BS	No Certification
<b>Scichilone, Karen E</b>				
<b>Stacy, Judith K</b>				
	5	11	BS / Nursing	Certified School Nurse
<b>Stewart, John T</b>				
8XYZ Central Subject	7	34	BA + 50 hours/ American	Secondary Social Studies and English
8X Language Arts			Studies	
<b>Stewart, Lynda A</b>				
<b>Stewart, Joshua</b>				
6XYZ Math	5	6	BA / History and Art;MEd	Middle School generalist
6XYZ Reading				
<b>Tomayko, Vicky A</b>				
6XYZ Art	5	7	BFA;MFA	No Certification
7Z Art				