

**Cape Cod Lighthouse Charter School
225 Rt. 6A
at Bayberry Square
Orleans, MA 02653**

Mission Statement:

The mission of the Cape Cod Lighthouse Charter School is to foster intellectual development and academic achievement by providing a school centered around challenging, interactive learning experiences that consistently bridge traditional disciplines. Employing an interdisciplinary approach that utilizes the unique natural resources on Cape Cod and is developed and implemented with local resource partners, the school's approach breaks down the boundary between school and community, practical and theoretical. As students develop basic problem-solving skills while studying thematic units focused, in large part, upon these local resources, they will recognize that real life cuts across disciplines, combines the practical and theoretical, and can be enhanced through education. Essential to the achievement of this mission is the establishment of a community of learning – a community built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance.

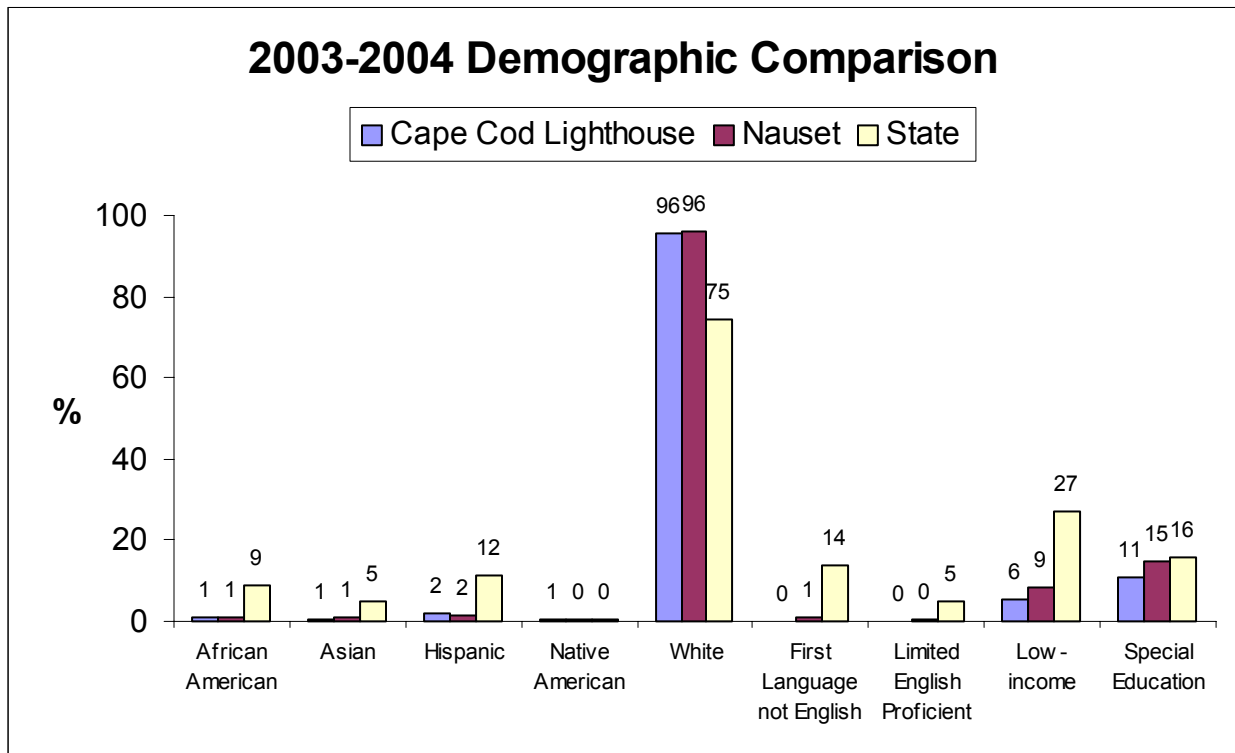
I. School Profile and Demographics

To support its mission, Cape Cod Lighthouse Charter School (CCLCS) has “compiled a rich and challenging curriculum that is aligned to the Massachusetts Frameworks and captures the principles of learning outlined in the school’s mission” (Renewal Inspection Report, page 12). Students and staff experience the academic program both in the classroom and in the community of Orleans and Cape Cod, traveling off-site frequently for fieldwork and community service learning. Teaching and learning at CCLCS is interdisciplinary and dependent on students engaging with themes and material and taking responsibility for their own learning. Teachers “use traditional and innovative methods to introduce content knowledge and [in] creating learning experiences” (Renewal Inspection Report, page 14). The use of differentiated instruction ensures that all students can access the curriculum and experience academic success.

The school is located in a strip mall in Orleans and currently serves 180 students in grades 6, 7, and 8. The school holds a charter for grades 6 through 12, has an enrollment cap of 400 students, and is regional, drawing students primarily from Barnstable county. Due to the space limitations of its facility, the school cannot expand beyond its middle school program at this time. The school is in its tenth year of operation in the 2004-2005 school year.

<i>General School Information</i>	
Enrollment (October 1, 2004)	180
Grades Served	6-8
Students on Waiting List (April 1, 2004)	72
School Days and Hours (2004-2005)	180; 8:55 am to 3:10 pm
Year Opened	1995
Attendance Rate (2003-2004)	94.8%

The school draws a majority of its students from the Nauset Schools, so the local demographic comparison here is made between CCLCS students and students from the Nauset Schools. It is important to note that the student population in Barnstable County does not match the statewide student demographic profile. The Renewal Inspection Team noted that “while the demographics of enrollment are similar to neighboring sending districts, CCLCS serves a largely homogeneous student body that does not reflect state averages for minority, low-income and LEP students. The school does not receive Title I funds” (Renewal Inspection Report, page 8).



II. Summary of Evidence

The following provides a summary of evidence regarding the success of the school’s academic program, its viability as an organization, and its faithfulness to the terms of its charter. Sources of evidence that serve as the basis for the Department’s review of each school’s application include the following:

1. Annual Reports (submitted by the school each year)
2. Department site-visit reports (2nd and 3rd year of the charter)
3. Written application for renewal
4. Independent financial audits
5. Renewal Inspection Report
6. Other relevant documents

A. Academic Program

Teaching and learning at CCLCS is interdisciplinary and dependent on students engaging with themes and material as well as taking responsibility for their own learning. Teachers “use traditional and innovative methods to introduce content knowledge and [in] creating learning experiences” (Renewal Inspection Report, page 14).

CCLCS tracks academic performance using the Massachusetts Comprehensive Assessment System (MCAS) and the California Achievement Test, 5th edition (CAT-5) as external measures. The school tracks student performance internally against a school wide set of skill and content benchmarks in each academic discipline.

A. 1. Curriculum and Instruction

The Renewal Inspection Team reports that, “over almost a decade, CCLCS teachers have compiled a rich and challenging curriculum that is aligned to the Massachusetts Frameworks and captures the principles of learning outlined in the school’s mission” (Renewal Inspection Report, page 12). Curriculum documents are continuously updated and revised and contain thematic units and lessons produced by current and former teachers. Teachers document and plan through curriculum overview notebooks and detailed curriculum unit notebooks that are also posted on the school’s on-line database for schoolwide use.

Curriculum overview notebooks in both hard copy and on the school’s electronic database include:

- Descriptions of the major unit covered for each course
- Student benchmarks
- State frameworks
- School “mission strands” covered in each unit

Detailed curriculum unit notebooks for each major content unit include:

- Lesson plans
- Instructions for activities, handouts, assessments, and rubrics used in each unit

Implementation of curriculum

The Renewal Inspection Team found that “while impressive on paper, the CCLCS curriculum comes alive in the classroom” (Renewal Inspection Report, page 12). Interdisciplinary teaching, combined with the use of community resources, creates an engaging and lively environment for teachers and students. The school’s Application for Renewal and the Renewal Inspection Report contain numerous examples of how teachers build learning experiences for their students.

During the Renewal Inspection Visit, the Team observed “French students engaged in history, social studies, and language arts simultaneously by a visit to a cemetery” and “students [forming] hypotheses to explain a segment of migratory progress of the Monarch butterfly and interpreted actual data from graphs and charts to test their theories” (Renewal Inspection Report, pages 12 and 13).

A unique aspect of the curriculum at CCLCS is the seminar program that provides students with about 100 hours of intensive interactive study opportunities each year. Seminars are developed and constructed to provide students with opportunities to develop cognitive, social, and emotional skills outside of the regular curriculum at the school. Students work together in multi-age groupings and choose from a variety of seminars each year, including rock climbing, papermaking, and astronomy. Many of the school's community, national, and international connections are fostered through seminars. One example is the Brick Project that "uses advanced computer technology to link middle school students from developed and developing countries through computer video conferencing and global-spanning email matches. The Brick Project employs literature as a common thread to bring students together, even though separated by geography, culture and demographics" (Renewal Inspection Report, page 13).

Teaching and learning

Teachers at CCLCS ensure that all students can access the curriculum at the school and employ a variety of teaching and classroom organization strategies to set expectations for the work of their classrooms. Differentiated instruction and full integration of all students into regular education classrooms creates a community of learners who experience the CCLCS curriculum.

During classroom visits, the Renewal Inspection Team observed teachers using "traditional and innovative methods to introduce content knowledge and [to] create learning experiences" (Renewal Inspection Report, page 14). These methods include short lectures, demonstrations and modeling, questioning and guided discussion, independent and group student projects, and peer-to-peer instruction. A key finding by the Renewal Inspection Team is that "differentiated instruction is accomplished through teachers' emphasis on multiple learning modalities and teaching strategies. Students are encouraged to express mastery through traditional and innovative learning products" (Renewal Inspection Report, page 14). Special needs students receive additional support in classrooms from the school's special education staff. Special education staff work in tandem with subject teachers to adapt and modify lessons and students receive additional subject area instruction in small groups when needed.

Students are expected to engage in all aspects of the curriculum and often take responsibility for guiding their own work. During classroom visits, the Renewal Inspection Team observed "many teachers stated or posted clear expectations for the day's lesson and students' opportunity for active participation" and "high rates of student engagement across subjects and grade levels" (Renewal Inspection Report, page 13). Students expressed to the Renewal Inspection Team that they know what is expected of them and that teachers "stick with us until we really know it" (Renewal Inspection Report, page 10).

A. 2. Student performance on the MCAS

CCLCS students took the MCAS English Language Arts exam in Grade 7 from 2001 through 2004. Grade 6 and 8 students took the MCAS mathematics exam from 2001 through 2004. CCLCS is a regional charter school, drawing students from Barnstable county. The majority (68 percent) of CCLCS students come from the sending regional district of Nauset, so academic

performance comparisons in this section will be made between CCLCS and Nauset school students.

The following analysis presents student performance data in two ways:

1. The percentage of CCLCS students scoring in the Advanced and Proficient categories combined on the MCAS exams, in comparison to students in Nauset regional schools and students in the state.
2. The Composite Performance Index (CPI) for CCLCS students in comparison to the CPI at each grade level tested in ELA and mathematics for students in the Nauset regional schools and students in the state. The CPI reflects the distribution of student scores over the four MCAS performance categories. Massachusetts uses the CPI to measure the extent to which students are progressing toward proficiency in ELA and mathematics, respectively. The CPI is a 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alternate Assessment.

Students at CCLCS consistently perform above state achievement averages in English language arts (ELA) and mathematics as measured by the MCAS. The Renewal Inspection Team notes that “CCLCS is outperforming the state average in all grade levels, based on MCAS 2004 assessment results in English [and] Math Achievement has been consistently strong in MCAS performance during the charter period” (Renewal Inspection Report, page 6).

English Language Arts

Grade 7 English Language Arts - MCAS

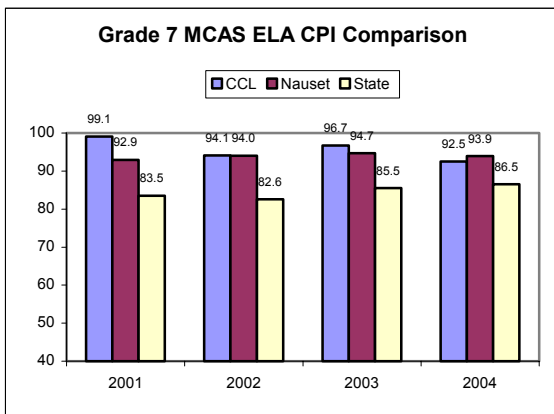
Year		N	A%	P%	NI%	W%
2001 ¹	CCLCS	57	5	91	4	0
	Nauset	241	15	67	15	2
	State		6	49	32	12
2002	CCLCS	59	8	69	22	0
	Nauset	273	23	64	10	3
	State		9	55	28	8
2003	CCLCS	60	12	77	12	0
	Nauset	235	20	61	16	3
	State		8	57	28	7
2004	CCLCS	60	7	70	23	0
	Nauset	227	14	70	13	3
	State		9	59	25	7

N= Number of students tested A=Advanced P= Proficient NI= Needs Improvement W= Warning

Trends: The CCLCS Grade 7 MCAS exam results for ELA show steady performance from 2001 to 2004, as measured by the percentage of students scoring in the Advanced and Proficient categories. The percentage of students scoring in the Proficient and Needs Improvement categories has fluctuated. Over the past four years, no student has scored in the Warning category.

Comparison to Nauset Schools: From 2001 through 2004, CCLCS students scored about even with students from Nauset Schools as evidenced by the percentage of students scoring in the Advanced and Proficient categories combined.

Comparison to the State: Over the last four years, CCLCS Grade 7 students scored well above students in the state as evidenced by the percentage of students scoring in the Advanced and Proficient categories.



CPI: The CPI for CCLCS students dropped slightly from 2001 to 2004. This slight decline reflects the increased percentage of students scoring in the Needs Improvement category from 2001 to 2004. The CCLCS CPI is about even with the CPI of Grade 7 students in the Nauset Schools, reflecting similar distribution of students over the four performance categories. Over the four year period, the CPI for CCLCS students is higher than the CPI of students in the state.

¹ Note: Through 2001 Grade 8 students were assessed in ELA; in subsequent years this test has been administered in Grade 7. For simplicity, 2001 Grade 8 ELA results are grouped with Grade 7 ELA results.

Mathematics

Grade 6 Mathematics - MCAS results

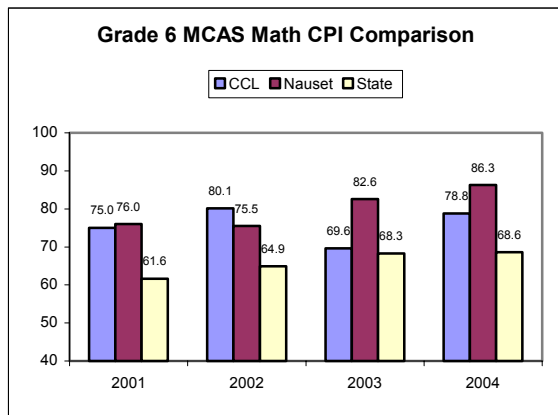
Year		N	A%	P%	NI%	W%
2001	CCLCS	57	11	37	37	16
	Nauset	266	21	32	31	16
	State		13	23	30	33
2002	CCLCS	59	20	41	31	8
	Nauset	223	16	38	26	21
	State		13	28	29	29
2003	CCLCS	60	5	33	42	20
	Nauset	231	26	36	26	12
	State		16	26	32	26
2004	CCLCS	60	25	32	30	13
	Nauset	214	30	36	29	6
	State		17	25	32	25

N= Number of students tested A=Advanced P= Proficient NI= Needs Improvement W= Warning

Trends: CCLCS Grade 6 students had variable results on the mathematics exam from 2001 to 2004. Scores ranged from a high of 61 percent of students in the Advanced and Proficient categories combined in 2002, to a low of 38 percent of students scoring in these two categories in 2003. Overall, the percentage of students scoring in the top two performance categories increased from 48 percent to 57 percent over the four years.

Comparison to Nauset Schools: Over the past four testing years, CCLCS students scored on par with or below students in the Nauset Schools as evidenced by the percentage of students scoring in the Advanced and Proficient categories combined.

Comparison to the State: In 2001, 2002, and 2004, CCLCS students scored above students in the state as evidenced by the percentage of students scoring in the Advanced and Proficient categories combined.



CPI: The overall increase in the CPI for CCLCS Grade 7 students from 2001 to 2004 reflects the increase in students scoring in the Advanced and Proficient categories combined over the four years. Overall, the CPI trend has been variable, but in 2003 and 2004 it has been below the CPI of students from Nauset Schools. The CPI for CCLCS students is between 13 and 18 points above the CPI of students in the state over the last four years.

Grade 8 Mathematics - MCAS results

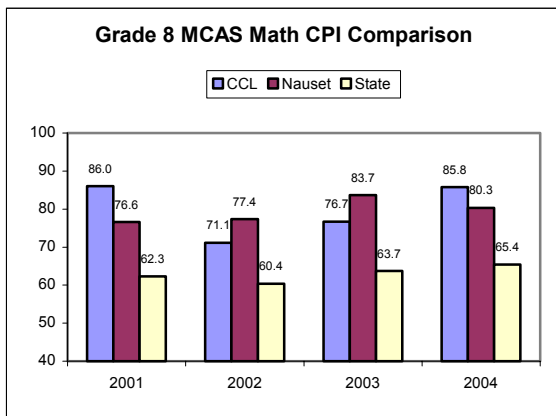
Year		N	A%	P%	NI%	W%
2001	CCLCS	57	21	42	32	5
	Nauset	246	18	33	35	14
	State		8	59	25	8
2002	CCLCS	57	16	26	39	19
	Nauset	266	21	34	32	13
	State		11	23	33	33
2003	CCLCS	59	12	37	42	8
	Nauset	272	26	37	28	9
	State		12	25	30	33
2004	CCLCS	60	30	40	23	7
	Nauset	239	20	38	30	12
	State		13	26	32	29

N= Number of students tested A=Advanced P= Proficient NI= Needs Improvement W= Warning

Trends: The performance of CCLCS students on the Grade 8 MCAS mathematics exam fell from 63 percent of students in the Advanced and Proficient categories combined in 2001 to 42 percent of students scoring in these two categories in 2002. After this decline, the percentage of students scoring in the top two performance categories steadily increased from 2002 to 2004.

Comparison to Nauset Schools: In 2001, CCLCS students scored above students in Nauset Schools as evidenced by the percentage of students scoring in the Advanced and Proficient categories combined. In 2002 and 2003, a greater percentage of Nauset Schools students scored in the top two performance categories than did CCLCS students. In 2004, CCLCS students again outperformed students from Nauset Schools.

Comparison to the State: In 2002 through 2004, CCLCS students scored above students in the state as evidenced by the percentage of students scoring in the Advanced and Proficient categories combined. In 2004, 31 percent more CCLCS students scored in the top two performance categories than did students in the state.



CPI: The overall CPI for CCLCS students from 2001 to 2004 reflects an initial decline then subsequent improvement in the percentage of students scoring in the Advanced and Proficient categories. In 2004 the CPI for CCLCS students was slightly higher than the CPI of students from Nauset Schools. The CPI for CCLCS students is significantly higher than the CPI of students in the state – between 10 and 24 points over the last four years.

Adequate Yearly Progress

CCLCS students have made Adequate Yearly Progress (AYP) in the aggregate for ELA from 1999 through 2002. CCLCS students made AYP in the aggregate and for White students as the subgroup with statistically significant numbers in 2003 and 2004. On the Cycle III Accountability Report, the school received a performance rating of “very high” and an improvement rating of “no change” and does not have an accountability status. This means that the school has not been Identified for Improvement, Corrective Action, or Restructuring for Accountability Purposes.

For mathematics, CCLCS students have made AYP in the aggregate from 1999 through 2002. CCLCS students made AYP in the aggregate and for White students as the subgroup with statistically significant numbers in 2003 and 2004. On the Cycle III Accountability Report, the school received a performance rating of “moderate” and an improvement rating of “no change” and does not have an accountability status (see AYP summary on page 18).

A. 3. Student performance on other external assessments

External assessments, such as the Iowa Test of Basic Skills, Stanford 9, and the CAT-5 allow schools to track student academic achievement over time and to identify performance trends among cohorts of students. A school’s ability to show how its students are improving over time is a critical factor when attempting to draw conclusions about the success of the academic program. During the current charter term, CCLCS tracked student performance in reading, language, and math using the CAT-5, a norm-referenced test.

The Renewal Inspection Team analyzed CAT-5 data and determined that:

- “students are entering the school above grade-level and continue to achieve at high levels, making adequate yearly progress as measured by Grade Equivalence; and
- while overall performance is well above the national NCE average of 50, performance over time shows a more variable pattern across cohorts and subjects, with the classes of 2003 and 2004 showing more consistent gains” (Renewal Inspection Report, page 9).

A. 4. Student performance on internal assessments

CCLCS has developed a system of internal assessments that is based on student performance and skill benchmarks for each academic discipline. The school reports that “each teacher creates assignments designed to assess student performance relative to the benchmarks designed in each class. Students who do not achieve school benchmarks receive extra help until they do pass each benchmark. If a student fails to pass major benchmarks after remediation, the student may be held back from advancing to the next grade level” (Application for Renewal, page 9).

Attainment of performance and skill benchmarks is assessed against schoolwide rubrics and student work is collected in portfolios. The Year 8 Site Visit Team notes that “these portfolios serve as a tool for teachers, students, and parents to communicate about individual student attainment of school standards” but cautions that they “do not produce aggregate data on student achievement” (Year 8 Site Visit Report, page 2). The school plans to strengthen the system of

benchmarks by formalizing them across classrooms and tying them to external measures of student performance.

A. 5. Meeting Accountability Plan Goals

CCLCS's Accountability Plan contains the following Performance Goals and Objectives for student academic success:

- *Students will strengthen basic skills and develop higher order thinking skills through a program of studies that stresses thematic units focused on local resources.*
 1. Students will strengthen literacy skills while acquiring higher-order thinking skills through an emphasis on writing and reading across the curriculum.
 2. Students will strengthen basic mathematical skills while acquiring higher-order mathematical concepts through an emphasis on building connections and applying mathematical ideas across individual math subjects.
 3. Students will develop the basic skills and patterns of thought necessary for acquiring scientific literacy with an emphasis on the application of the concepts of science to real world situations.
 4. Students will develop an understanding of the world, its people, their cultures, and histories through examining both past and present societies and reflecting upon the impact of these cultures in the world today.
 5. Students will develop a foundation for the successful mastery of a world language.

The Renewal Inspection Team did not make a summative statement that the school met its five student academic success objectives but, rather, provided numerous examples of how students have realized success through strong performance on the MCAS and CAT-5 exams, achievement of student performance benchmarks in the academic disciplines, and authentic achievement successes.

B. Organizational Viability

School governance

CCLCS has developed a form of governance that is driven by participatory leadership and consensus decision-making. The Board of Trustees, school leadership, teachers, students, families, and community partners share a commitment to and implementation of the school's mission. The Board of Trustees and school administration provide support for the work of teachers and students both in and outside of the classroom by "researching options and accessing resources" (Renewal Inspection Report, page 16). During a parent focus group interview, one parent reported to the Renewal Inspection Team that "teachers are the engine that drive the school and administration is the support staff that clears away the obstacles" (Renewal Inspection Report, page 16).

A Board of Trustees comprised of 17 members governs the school. The Board has representation from community partners, teachers, and parents of current and alumni students. The Board meets eleven times each year (once per month, except for July). Standing committees of the Board include the Executive Committee, the Nominating Committee, the Finance

Committee, and the Personnel Policies Committee. Early in this charter term, the Board underwent a Board Strengthening Project sponsored by the Pioneer Institute, with the intent to develop a strategic plan, become a self-sustaining Board, and to establish major goals for the school that could be monitored by the Board (Application for Renewal, pages 16 and 17). As a result of the Board Strengthening Project, a comprehensive strategic plan now guides Board decision making and helps to set priorities and goals for Board action.

Monitoring of financial and student academic performance data is a primary responsibility of the Board. Recently, the Board has also focused its efforts on identifying and securing a permanent facility for the school and on improving staff salaries and establishing a retirement annuity plan for staff. During the Year 8 Site Visit, Board members reported that “they base their evaluation of the school on a variety of sources of information, including the analysis of standardized test scores, reports from the executive director and from faculty members, and through their own visits to the school and perspective as parents” (Year 8 Site Visit Report, page 5). This continues to be the case, as the Renewal Inspection Team notes that “students and faculty communicate regularly with the Board, by demonstrating projects, reporting on activities, or raising issues for consideration” (Renewal Inspection Report, page 17).

School leadership

At the school building, the Executive Director and administrative team manage day-to-day activities. The Executive Director, who was appointed in July 2002, is responsible for all school operations; the Associate Director is responsible for the schoolwide curriculum; the Coordinator of Professional Development is responsible for the professional development and mentoring programs; and the Business Manager and Administrative Assistant are responsible for financial operations and facility management (Application for Renewal, page 18). General leadership and decision-making is led by the Executive Director and a team of senior faculty. This team works collaboratively to address all issues of managing a school, from the hiring of new faculty to creating and revising the curriculum with the aim of improving student academic performance. Faculty on the leadership team reported to the Renewal Inspection Team that the Executive Director plays a critical role in enabling the school to continue its tradition of collaborative leadership (Renewal Inspection Report, page 17). Students participate in school leadership through student government and by presenting their work to the school community, the Board of Trustees, and community partners.

Structures to support teachers

CCLCS has built a system for supporting and guiding teachers new to the school and teaching profession as well as veteran staff. School “leadership has created a supportive mentoring system and refines the capabilities of senior staff” (Renewal Inspection Report, page 18). Considerable time and financial resources are devoted to supporting the staff at the school. The school’s Coordinator of Professional Development, who is also a teacher, leads a mentoring program that partners new teachers with veteran staff. Through the mentoring program, teacher mentors meet weekly with their new teacher partners to discuss curriculum content and teaching and learning practices. Mentor teachers observe new teacher classes, help them integrate rubrics and assessments into their lessons, track student progress through various forms of assessment, and internalize content standards and the Frameworks. Daily check-ins between new teachers

and mentor teachers are frequent and common. New teachers are mentored through the mentoring program for three years.

The school reports that it provides “guidance regarding certification requirements and procedures, guidance regarding continuing education and funds available for graduate work, time and funds available for workshops and conferences, in-service training, and mini-sabbaticals from Tuesday/Thursday afternoon teaching obligations for professional development projects” (Application for Renewal, page 10).

The school day is scheduled to allow teachers to work collaboratively. Teachers meet twice weekly in formal sessions for subject and grade level planning. Teachers plan curriculum, work to align interdisciplinary projects, and improve instructional practice.

Enrollment

CCLCS holds a charter for grades 6 through 12 and has an enrollment cap of 400 students. Due to the space limitations of its facility, the school cannot expand beyond its middle school program at this time and currently enrolls 180 students, approximately 60 students per grade. As of April 1, 2004, 72 students were on the waiting list for enrollment (April 1, 2004 Pre-enrollment Report). The school reports that student turnover is minimal, with approximately two percent of students leaving each school year (Renewal Inspection Report, page 4 and Application for Renewal, page 14).

Teaching staff qualifications

CCLCS employs approximately 30 full-time and part-time staff. Of these staff, 14.5 full-time equivalents (FTE) are classroom teachers, 2.3 FTE are special educators, 2.0 are teaching assistants, 1.0 is a school nurse, and 5.0 are full or part-time specialists for non-core subjects (Renewal Inspection Report, page 4). The school reports that all classroom teachers have bachelor’s degrees and eleven hold master’s degrees. Classroom teachers have, on average, over 12 years of teaching experience and have been at the school for an average of five years (2003-2004 Annual Report, page 29). The school reports that the teaching staff has remained stable over the course of the current charter term, with little turnover. At the end of the 2003-2004 school year, three teachers, one intern, and one part-time tutor left the school (Application for Renewal, page 19).

Financial viability and school facilities

CCLCS is financially sound and stable. The school has received unqualified opinions on their independent audits since FY00 with no findings or questioned costs reported. The school has increased its net assets each year since FY01 and they had net assets of \$569,458 at June 30, 2004 (FY04 Audit, page 5). The school projects a balanced budget for FY05 (2004 Annual Report, page 37).

In January 2000, the Board created an Educational Foundation with an independent Board of Trustees. This Foundation supports philanthropic activities for the school.

CCCLCS is housed in a strip mall in Orleans and currently occupies 13,500 square feet of space in three sections of the mall. Over the last ten years, the school has renovated and reconfigured

their space, creating a flexible but somewhat chaotic learning space for their students. There are many limitations of “living” in a strip mall, including lack of athletic and assembly facilities, but the school has used the lack of space as a way to strengthen its commitment to experiential education opportunities for its students. Students and staff access local museums, environmental centers, gyms, and outdoor space extensively to augment their programs. This configuration and lack of space has limited student enrollment to 180 students. The Board of Trustees, community partners, and school leadership are committed to finding a permanent space for the school with more space and amenities. The Board has created a Site Committee charged with exploring all options for a new location. While options are considered, the school holds a lease with the owner of the strip mall that ends in August 2008. CCLCS plans on having a new site ready when the current lease ends (Application for Renewal, page 10).

Meeting Accountability Plan Goals

CCLCS reports on progress towards meeting its Accountability Plan goals in Annual Reports submitted to the Department and distributed publicly each summer. The Renewal Inspection Team did not make a summative statement that the school met its individual School Performance Objectives but, rather, provided numerous examples of how the school has supported and strengthened its organizational viability. CCLCS’s Accountability Plan contains the following School Performance Objectives for organizational viability:

- The school will support the professional development of all school community members.
- The school will broaden and improve outreach to the surrounding communities and school districts.
- The school will continue to improve its physical facilities and resources.
- The school will enhance and improve the performance of its Board and Director (2003-2004 Annual Report, pages 13 and 14).

C. Faithful to the Terms of its Charter

Cape Cod Lighthouse Charter School has been faithful to the term of its charter by adhering to its mission statement; meeting organizational Accountability Plan goals; sharing best practices and student success on local, national, and international levels; and meeting the academic needs of all students. The Year 7 Site Visit Report found that the CCLCS program aligns with the key elements of its mission through its integrated projects, its emphasis on the local environment, its community connections, and the strong enthusiasm for learning throughout the school community. Interviews with administrators and Board members during the Year 8 Site Visit “reflected a commitment to the principles of the mission” (Year 8 Site Visit Report, pages 6-7).

The findings from the Renewal Inspection Report corroborate those of the Year 7 and Year 8 Site Visit Reports. The Renewal Inspection Team found that “the words of the mission are expressed in the actions of the school learning community. The mission comes alive through the school’s interdisciplinary curriculum, theme-based projects, community partner connections and shared values” (Renewal Inspection Report, page 17).

A unique aspect of the school’s mission, the connection with the community and the utilization of the resources and experiences of Cape Cod, is strengthened and supported by the Board, school staff, and community partners. The range and variety of community partnerships are

documented in the school's Annual Reports and Application for Renewal and in the Renewal Inspection Report. Many partnerships encourage student leadership and community exploration, and have naturally led to dissemination of the life and work of CCLCS to a wider community of students and adults. During focus group interviews with community partners, the Renewal Inspection Team gathered the examples that follow of the CCLCS connection to Cape Cod and the community of Orleans:

- The director of a Council on Aging described programs where the students met regularly with elderly citizens for recreation and conversation. In the first year of this program, CCLCS students painted portraits of the residents which are hanging in the retirement home.
- A former board member has contributed his expertise for the school's committee to find or build a "green building" as a permanent school facility. He has organized student field trips through a "green" house built with recycled, low impact materials and using renewable energy.
- As a final shining example, a recent high school graduate and CCLCS alumni has leveraged her experience in Roots and Shoots into creating the One World Youth Project, a non-profit organization that involves 22 schools, coordinated by five youth ambassadors. Through the project, CCLCS is linked with a sister school in Tanzania. In order to communicate through technology, the Tanzanian school needs a \$1,500 internet connection. Students from that school have produced art, which CCLCS students are selling on the Cape to raise the needed funds (Renewal Inspection Report, page 20).

The school has virtually eliminated the distinction between community partnerships and dissemination of best practices as it "breaks down the boundary between school and community, practical and theoretical." Many community partnerships involve CCLCS staff and students sharing their work and school lives with other educators and learners. The school's dissemination efforts are grounded in the community work that staff and students engage in and the school's approach to teaching and learning.

Dissemination

CCLCS has made various efforts to disseminate best practices, innovative programs, and news of the school to school districts on the Cape, the broader national educational community, and internationally. The school reports many recent examples of best practice dissemination, including:

- In connection with their Writer-in-Residence, CCLCS has arranged with a local newspaper to host a weekly column that reports the news of the school.
- Development of curriculum on alternative energy through the Barnstable County Economic Development Council and the Massachusetts Renewable Energy Trust for publication in the region. This grant funded interactive programming is in use at three area middle schools.
- A Massachusetts Charter School Dissemination Grant allowed CCLCS to host a two year effort that brought together six charter schools from the Southeast region of Massachusetts to develop curricular and administrative programs and share best practices.
- CCLCS staff have facilitated regional mentoring groups for teacher candidates of National Board for Professional Certification for three years. This is a standards

based professional development program for identification and support of excellence in teaching (Application for Renewal, pages 26-29).

Meeting Accountability Plan Goals

CCLCS reports on progress towards meeting its Accountability Plan goals in Annual Reports submitted to the Department and distributed publicly each summer. The Renewal Inspection Team did not make a summative statement that the school met its individual School and Student Performance Objectives but, rather, provided numerous examples of how the school has supported and strengthened the terms of its charter and mission. The CCLCS Accountability Plan contains the following School Performance Objectives for faithfulness to charter:

- Students will strengthen basic skills and develop higher-order thinking skills through a program of studies that stresses thematic units focused on local resources.
- The Lighthouse Charter School will broaden and improve outreach to the surrounding communities.
- The school will involve parents and community members in [student's] learning (2003-2004 Annual Report, page 15).

Compliance

CCLCS underwent a full Coordinated Program Review (CPR) conducted by Program Quality Assurance (PQA) in March 2002 that reviewed the school's program in the areas of special education and civil rights methods of administration. The results of the review indicated that the school is implementing a special education program that operates at a high level of efficiency in all areas reviewed. Assessments of students with disabilities, eligibility determinations, placement decisions, and service delivery were all found to meet applicable requirements. All staff were appropriately credentialed. Procedures for evaluating students who were potentially Limited English Proficient were not adequate, however, and the school was directed to modify its assessment procedures in this area.

CCLCS was commended in several areas relating to the challenging curriculum, effective inclusion practices for students with special needs, and implementation of ample support services to all students in an effort to maximize student success. The school is located in an accessible facility.

The next Mid-Cycle CPR visit for CCLCS is scheduled for March 2005. This visit will assess the degree to which the school has addressed any deficiencies identified in the March 2002 visit.

III. Summary of Cape Cod Lighthouse Charter School MCAS scores

	Students Tested	% Advanced	% Proficient	% Needs Improvement	% Warning/Failed	CPI
Math - Grade 6						
2004	60	25	32	30	13	78.8
2003	60	5	33	42	20	69.6
2002	59	20	41	31	8	80.1
2001	57	11	37	37	16	75.0
ELA - Grade 7						
2004	60	7	70	23	0	92.5
2003	60	12	77	12	0	96.7
2002	59	8	69	22	0	94.1
2001*	57	5	91	4	0	99.1
Math - Grade 8						
2004	60	30	40	23	7	85.8
2003	59	12	37	42	8	76.7
2002	57	16	26	39	19	71.1
2001	57	21	42	32	5	86.0

* These are the Grade 8 ELA scores from 2001, as those scores were used to determine AYP status.

IV. Summary of Cape Cod Lighthouse Charter School Adequate Yearly Progress

Performance and improvement ratings for Massachusetts public schools and districts are issued every two years. Ratings are based on aggregate student performance on Massachusetts Comprehensive Assessment System (MCAS) tests. Performance is measured using a Composite Performance Index (CPI), a measure of the distribution of student performance relative to attaining proficiency.

Ratings are used to track schools' progress toward meeting the goal of all students achieving proficiency in English language arts and mathematics. The following is the **Cycle III Accountability Report** for Cape Cod Lighthouse Charter School.

English Language Arts						
Cycle III Performance Rating:	VERY HIGH		Performance Data:	State Target	Cycle III CPI	
				75.6	94.6	
Cycle III Improvement Rating:	NO CHANGE		Improvement Data:	Baseline CPI	Gain Target	On Target Range
				96.6	0.6	96.6-99.7
Cycle III AYP (Aggregate):	2003	2004	Accountability Status:	No Status		
	Yes	Yes				
Mathematics						
Cycle III Performance Rating:	MODERATE		Performance Data:	State Target	Cycle III CPI	
				60.8	77.7	
Cycle III Improvement Rating:	NO CHANGE		Improvement Data:	Baseline CPI	Gain Target	On Target Range
				78.1	3.7	79.3-84.3
Cycle III AYP (Aggregate):	2003	2004	Accountability Status:	No Status		
	Yes	Yes				

The following table presents the past two years of Adequate Yearly Progress history for Cape Cod Lighthouse Charter School. For accountability purposes, White students are the students at the school with statistically significant numbers

Adequate Yearly Progress History							Accountability Status
	1999	2000	2001	2002	2003	2004	
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	N/A	N/A	N/A	N/A	Yes	Yes	
All subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	N/A	N/A	N/A	N/A	Yes	Yes	