

The Sturgis Mission

Sturgis Charter School exists to:

- Prepare **students** to meet world-class standards of academic achievement through strategies that address the strengths and weaknesses of individual students
- Enable **teachers** to contribute to the best practices of their profession by defending the integrity of the academic day and the priority of the school's academic mission; respecting the ability of experienced teachers to manage the academic resources of the school; maintaining a collegial work environment, and providing opportunities for professional development
- Support **parents** in raising their children as responsible adults by providing "responsible rites of passage" designed to challenge the assumptions, stretch the minds, and excite the imaginations of all students through exploration of our marine environment, investigation of our maritime heritage, and pursuit of excellence in competitive athletics and the studio and performing arts
- Engage the **community** in thoughtful discussion of the goals and methods of public education by serving as a laboratory of innovation, testing and adaptation of strategies for successful teaching and learning

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Letter from the President of the Board of Trustees

Sturgis Charter School has now completed its fourth year and graduated its first class in June 2002. The school is still working diligently toward fulfilling its ambitious goals as stated in the charter. Sturgis has also continued to strengthen the financial stability established in the previous year. Development of more financial and operating controls have contributed to the process of Sturgis' becoming financially sound.

This year Sturgis submitted its Charter renewal application to the Department of Education. The School Works review team visited the school to analyze the operations from a financial, educational and organizational viewpoint. The positive report from the School Works Organization was submitted to the DOE as one of the pieces of data to be utilized in making a decision for re-chartering. As of this writing we do not have a decision. A positive recommendation was presented by Commissioner of Education, David P. Driscoll, at the June 25, 2002 Board of Education meeting. Although there were some follow-up questions from the Board, the Sturgis Board of Trustees is confident the charter will be renewed at one of the Board of Education's upcoming meetings in the fall.

The Board of Trustees elected new officers during the year and continued the existing leadership style as outlined in John Carver's "board governance approach." The board continued its development of policies to direct and monitor the operational aspects of the school. Board members have attended seminars specific to the operation of charter schools, such as a seminar on "Facilities Planning and Funding" conducted by the Department of Education.

No new members were added to the Board and no members left during the current year. A new officer position of "Past President" was created to assist in the transition of the new president.

Another year of renovations was completed before the school opened its doors in the fall. The funding of the renovations was within budget and completed on schedule. The school's operation surplus from the previous year was allocated to the funding of the renovations.

Academically the school has continued to improve. Again our students performed outstandingly on both the MCAS and National Latin Exams. The Board remains committed to the school's entry into the International Baccalaureate Organization as stated in the original charter. The Principal has appointed an IB Coordinator for the coming year. Faculty, administration and the IB Coordinator have all attended IB training in preparation for acceptance as an IB school. The official application will be submitted in June 2003.

David Crellin, the school's principal and academic leader, has continued to meet the high expectations of the board. Dr. Crellin has continued to develop lines of communication with parents, students, the Board and the community. The results of his implementation of the advisor/advisee system have been successful. Board members and Dr. Crellin have attended a charter school seminar to develop lines of communication among charter schools so we can all learn and benefit from each other's unique experiences.

Sturgis has continued to become a positive contributing member of the community. Again there have been many positive articles published in the local papers. Students continue to be involved in many community programs in the area.

Board subcommittees have been active in the oversight of school operations. The newly created Education Committee has worked closely with Dr. Crellin in the development of his goals and other educational issues. The Finance committee has continued to work with Dr. Crellin and

the school's Business Manager to ensure we adhere to the Board established budget and other financial policies. The Fund Raising Committee again has run a successful auction and other fund raising activities. We recognize that we need to take the next step in fund raising to possibly enlist the services of a paid fundraiser or grant writer. This is presently under development. The newly created Board Development Committee has been given the responsibility to recruit new members as well as develop codes of conduct for board members and organize training for new and existing board members.

In conclusion, the Board of Trustees recognizes that Sturgis has not reached all of its goals established in the original charter. However the Board along with the cooperation of the Administration and Faculty has made continuing progress toward meeting those goals. We are confident that we will meet all the goals within the next charter period.

Respectfully submitted,

Paul W. Soares
President, Board of Trustees
Sturgis Charter School

Executive Summary

Sturgis Charter School completed its fourth year in June 2001 with 264 students in grades nine through twelve and graduated its first senior class. Their record of college acceptances (94% applied to institutions of higher education with a 98% acceptance rate) and scholarship awards served as a fitting tribute to Sturgis' commitment to high academic aspirations for its students. Now preparing to enter the final year of our first charter, we look forward to submitting our application to join the International Baccalaureate Organisation in June 2003 as the next step in fulfilling our charter's commitment to academic excellence. We believe that holding all students to the highest standards for depth and breadth in their academic careers has well prepared us for the future we envision for our school. All students, it is important to remember, must pass four years each of English, history, mathematics, science, and French; two years of Latin, art appreciation and music appreciation, and electives chosen from the areas of Latin, mathematics, science, music, art, creative writing, and theater arts. Because we are also committed to developing the content of student's characters, moreover, we expect them to contribute time and talent to the service of their school and larger communities each year and to take personal responsibility for the quality of life in our school community.

Our Accountability Plan establishes goals and performance standards for student achievement and organizational viability that will guide us toward fulfilling our mission. The results we report this year reveal continued progress in virtually every area but also suggest instances in which modifications of our original plan are appropriate. Those refinements were reflected in both our application for the renewal of our charter, submitted in November 2001, and the accountability plan which accompanied it.

Student Achievement

Students' academic achievement was assessed by both external and internal measures. Our second set of MCAS results reflected improvement in the percentages of students who scored in the Advanced and Proficient categories on both the English/Language Arts and Mathematics tests. We exceeded our standard of 80% scoring in the top two categories in English/Language Arts by improving from 74% to 84%, and while we did not meet the standard in Mathematics, we still improved from 61% to 66%.

Our students' record of progress on the High School Placement and Educational Development Series tests was more mixed. Once again we did not reach our goal of at least a full year's gain for *every* student in the tests' reading, mathematics and language sub-scores. Given the high level of initial achievement for many of our students, however, we have been informed by test publishers that full year gains are not to be as consistently expected as we had held them to be. While still far above national averages moreover, our juniors' and seniors' percentile scores slipped in several instances from their previous years' level of achievement relative to national norms. Our small populations of test takers in each group, however, make the results extremely sensitive to the effects of even several students' performance, we were also informed, and the degree of decline is too small to be a cause of concern as a reflection on our program.

Beyond these external measures, we also assess our progress on a number of internal criteria. Over 99% of our students not on I.E.P.s took the full compliment of courses prescribed by our curriculum. The percentage of students meeting our hoped for standard of 80% or better as a final grade in each course improved from last year to this but is still far lower than our expectation. This year we carried out two further analyses of students' final grades and found that many more, though still not enough, of our students are succeeding on our internal measures related to grades.

In the area of non-academic performance, many students exceeded our standard of twenty-five hours of school and community service. Their contributions of time and talent to organizations such as Habitat for Humanity, Independence House, and Best Buddies and to the school in hosting prospective students, tutoring, and fund-raising were important in the life of the school and the community. Our rate of participation in athletics and other school activities such as chorus and drama increased significantly but still challenges us to raise the level of everyone's participation to meet our criterion. Finally our efforts to implement Jim Fitzpatrick's "Teaching Kids Responsible Behavior" program continued to reduce discipline referrals to the lowest rate ever.

School Performance

Five separate sets of goals and expectations defined our approach to assuring the school's "organizational viability." The renovation of our building's second floor proceeded with the addition of seven new classrooms for use in 2001 and another four, plus a faculty room and office for September 2002. Windows in five rooms on the second floor, new tile in the main hallway, and painting now underway has kept our development of the facility on schedule and budget. We have also continued to pay our construction loans on schedule, even earning a reduction in our interest rate as an expression of our lenders' confidence in our financial viability.

We expect to welcome a full incoming freshmen class in September and are gratified to see continued reduction in our rates of attrition at all grade levels. Our goal of a student body whose diversity reflects that of Barnstable seems ever less likely as the school's population draws increasingly from other towns with less diverse populations. We are still committed to a student population, however, that mirrors the richness of the cultures in our larger community and will continue our efforts to reach out to groups not well represented at Sturgis this year. Our daily attendance rate improved slightly this year but still remains over two percentage points lower than our goal of 97%. A systematic analysis of absentee rates, however, has revealed more precisely where we need to target our efforts to improve our attendance and suggested approaches we can try.

The Board of Trustees has benefited from increased stability of membership. No members left the Board this year and no new ones were added, though a tentative decision to increase the Board's size makes an upcoming influx of new members likely. A Board Development Committee

has addressed not only issues of size but also the needs for further training to help the group integrate new members and begin its creation of a strategic plan related to future programs and facilities they will require.

Eighteen staff members traveled to Pittsburgh and Toronto for International Baccalaureate weekend training sessions this year. It was an essential staff development initiative as we prepare to write our application in the year ahead, and send eight teachers joining the staff in the fall for the same training. In addition, a graduate course, *Studying Successful Teaching*, will offer the entire staff at one time, an opportunity to grow and work together on key issues in teaching and learning. This year continued the pattern of stability among our staff as the percentage of teachers leaving was reduced to its lowest level ever. Only five teachers will not return in September and thus, with our three and one-half new positions, only nine out of thirty-three staff members will be new to Sturgis.

A final set of goals stressed the crucial role of parental involvement in assuring the school's viability. Our third parent survey reflected an even higher level of parent support for the school's academic standards and attention to individual students' needs than that established last year. Parents contributed their time and energy to the school in many ways this year. A Library Committee has continued its progress toward creating a beginning collection of books and periodicals for September. This year, the entire proceeds of the second annual auction fundraiser, over \$13,000, went toward the opening of our library. The parent newsletter continued to be a source of important communication from school to home.

School Performance Objectives

Our Accountability Plan, submitted in August 1999, commits us to achieving specific objectives in two main areas: 1. Academic and non-academic programs and 2. Organizational viability including fiscal management, student enrollment and daily attendance, school governance and management, staff competency and development, and parental involvement and attitudes. Each area is developed by a series of measurable performance standards, methods of assessment, and an assessment schedule.

Student Performance

Academic Performance Objectives

Student academic performance this year has been measured by both external and internal measures. The first external measure is our MCAS results, from the administration of the test in the spring of 2001 to the class of 2003. Our performance standard was that 80% of our students would score in the "Advanced" and "Proficient" categories in all areas tested. As the graphs on page 10 reveal, we exceeded that standard in English/language Arts, where 84% of our students (compared to 50% statewide) scored in the top two categories but not in Mathematics, where 66% (compared to 45% statewide) achieved the level we had established. It is also important to note that our percentages of students in the top two categories of both tests increased this year by ten percentage points (74%--84%) in English/Language Arts and by five points (61%--66%) in Mathematics.

Comparing the MCAS scores of our sophomores for whom we have grade eight scores gives further significance to their results. Their average scaled scores improved by 8.9 points (245.8—254.7) in English/Language Arts and by 11.2 points (234.9—245.8) in Mathematics. We regard a

cumulative gain of 20.1 points on the two tests as an important reflection of our program's contribution to students' achievement.

In addition to the MCAS, we also administer norm-referenced tests, the High School Placement Test by Scholastic Testing Service, Inc., to in-coming ninth graders in the spring of grade eight, and the appropriate Educational Development Series test (also by STS) in the spring of the ninth, eleventh and twelfth grades. Our performance standard was that every student would gain *at least* one full year's grade equivalent between grades eight and nine, ten and eleven, and eleven and twelve in *reading, mathematics, and either language or verbal* scores. (*Language* scores were not available for present grade twelve students when they took the High School Placement test as eighth graders. As a result *verbal* scores have been used subsequently as a measure of their progress. For all other classes, beginning with 2003, the *verbal* score has been replaced with the *language* score.)

It is important to note that we did not administer the E.D.S. test to sophomores this year as we have in the past and as our accountability plan prescribed. Our reason for abandoning the test in the sophomore year was the unreasonable burden of testing imposed by the requirement for students to take both it and the MCAS tests only two weeks earlier. Parents of sophomores in the class of 2003 complained about the amount of instructional time consumed by the administration of both tests in the spring of 2000 in addition to the effect of the testing on their children. Teachers also expressed concern about the loss of instructional time at the year's end, and our own perceptions supported both parents' and teachers' positions. We have adjusted our performance standard for the coming year, therefore, to establish a goal of two years' growth between the freshman and junior years.

Our results were that not all students made at least one year's gain in each of the three areas. For all three classes combined, 23% met the standard for at least a full year's gain in all three areas; 41% gained at least a full year in two areas, and 24% did so in one area. Eleven percent failed to make a full year's gain in any of the three areas. These percentages were computed separately for each of the three classes and examined for significant differences among them, but none were found.

In interpreting these results, it should be noted, in the first place, that some students who failed to make a full year's gain achieved grade equivalent scores on the first of their two measures far above their actual grade level. Even at that many made substantial gains, though less than a full year. (One senior, for example, in eleventh grade, had recorded grade equivalents of 13.6 verbal, 13.4 reading, and 12.0 mathematics. With scores this year of 14.3, 14.0, 12.7, she did not meet the standard in any area. She is, however, an obviously very successful student and actually represents many more students in her own and the two other classes.)

Equally important is the fact that the *average* score gains met the standard in eight of the nine possible instances: freshmen 9.2—10.4 reading, 8.8—10.2 language, and 8.5—9.7 mathematics; juniors 11.5—12.6 reading, and 11.4—12.4 language; seniors 12.8—13.9 reading, 12.9—14.2 verbal, and 12.2—13.2 mathematics. Only juniors, in the area of mathematics (11.2—11.9), failed to make a full year's gain. Two factors we believe explain this finding. The first is that as we adjust our curriculum in mathematics to meet the changing Massachusetts Frameworks, we diverge from the areas covered most heavily in the E.D.S. test. The second is disruption in the mathematics experience of juniors caused by the presence of substitute teachers for substantial portions of the year.

Finally, the graphs on pages 11-17 provided by the test publisher, Educational Development Service, reveal our students' progress as reflected in gains in percentile scores, year by year.

The graph on page 11 shows our incoming ninth graders' scores on the High School Placement Test. These scores, however, serve as "baseline" indicators in only three areas, as was indicated earlier: reading, language, and mathematics. Though produced by the same publisher, this test does not yield scores in all the same areas as the Educational Development Series, used in grades nine and above. As a result, we regard our students' grade nine scores, in the graphs on pages 12 and 13, as our true baseline from which to measure their progress in subsequent years.

The graphs for our present juniors, on pages 14 and 15, and our seniors, on pages 16 and 17 indicate, in both cases, uneven progress, at least as measured by this test. Whereas the juniors had improved their standing relative to national norms in seven instances between grades nine and ten, they improved in only four instances this year. The seniors, moreover, who had improved steadily from grade nine to grade eleven, slipped in all but one area, reading. The scores are still all above national norms, substantially so in virtually all cases. They are offset by the more than one year's gain in grade level equivalent scores students, on average, in both groups achieved, but they are a cause for further investigation.

An official of the testing company responded to our questions about reasons for differences in the pattern of results we observed this year from that of former years with several explanations. The most important is the effect of a very small number of scores when the total number of test takers is as limited as it is in our case. Even three or four scores can dramatically affect the group profile, he said, when the total number in the group is only forty to fifty. Seniors everywhere, in the company's experience, he further explained, demonstrate the same pattern of falling off in the level of their performance. After the testing experience this year we are well aware that the time of the testing, in early June as in the past, was a factor because of seniors' early departure. A small but significant number of senior parents refused permission to have their children take the test because they believed taking it would affect their children's ability to complete their required course work successfully. Several other parents gave their children permission to stay home from school during the testing, presumably to work on class assignments. As a result of their actions, unfortunately, the integrity of the testing situation for essentially all seniors, and juniors as well, was adversely affected.

An additional factor, which needs to be more fully investigated, concerns the content of the test items. The science portion of the test, for example, leans heavily on biology and to a lesser extent on geology and meteorology. Thirty-nine of the sub-test's sixty items are drawn from these three areas, which our seniors have not studied in at least two years and our juniors in one. In history, twenty-three of the sixty questions are drawn from world history/geography and economics. Our seniors, however, have focused on the history of the Americas exclusively for two years, and our juniors for one, while not a single question from the test asked about Latin America or Canada.

There is no desire on anyone's part to attempt to explain away declining academic performance. Our goals are to hold students to the highest levels of expectation. If these test results truly indicate a falling away from the standards toward which our students' performance had been heading, we need to discover the reasons why and take corrective action. At the same time, our seniors' accomplishments, particularly, on SAT and SAT II tests and their college acceptances, convey a sharply contrasting impression. The most important outcome from our results on these tests this year will be a reexamination of the tests we give, the time and circumstances of their administration, and our internal standards.

In addition to these external measures, our Accountability Plan also established criteria for academic success based on internal indicators. The first internal measure, for example, regards the percentage of students who take the full complement of seven academic subjects. Our performance standard prescribes that *all* students not exempted by an I.E.P. will experience this

demanding program. Our data reveal that 99.6% of our students took the full compliment of courses prescribed for their grade level. An exception was made for just one student with an extenuating circumstance.

A second internal expectation is that 80% of students will receive final course grades of 80 or higher in all academic subjects. This is a particularly challenging expectation in a school committed, on the one hand, to the success of each student, but on the other, to high academic expectations and the elimination of "grade inflation." Our actual results were that only 23% of our students met this expectation. That result is up slightly over last year's figure of 19% but still well below our standard. After three years' experience, this standard, is clearly one that needs to be set at a more appropriate level. For the first time this year, we also determined the number of students whose final grades *averaged* 80 or higher—and in most cases had only one grade below 80. Nineteen percent fell into that still very commendable category of academic achievement, bringing to 42% the number of students we believe are meeting an extremely high level of expectation. We further looked, for the first time, at the percentage of students who had no final grade below 70. In that case 52% of the students met the standard. It is not that we are satisfied with the level of all students' academic accomplishments by any means. We believe that many of our students have risen outstandingly to meet the challenge of our demanding program. But others, despite our efforts to stimulate their interest and commitment to academic success have not satisfactorily responded.

One significant insight into the issues raised by this discrepancy between our standard and our experience, however, is provided by the results of this year's parent and student surveys, both completed in June 2002. On both questionnaire surveys, we asked about students' learning and their achievement at Sturgis, compared to that at their previous schools. The responses of both groups were unequivocal. Eighty-four percent of the parents saw their children as learning at least "somewhat more" at Sturgis with 38% in the "learning much more" category. Students themselves, at the rate of 81% viewed themselves as learning more. Both groups' perceptions of achievement, however, were substantially different. Only 47% of the parents and 43% of the students felt they were "performing better" in our classrooms.

In their comments on survey forms parents continue to give us accolades for the quality of our academic expectations, the richness of our classroom experiences and the support we provide our students. Next year, we will reduce teaching loads even further so that *all* teachers will teach just four classes, and can give even more time and attention to individual needs. We are refining our District Curriculum Accommodation Plan this summer in the light of last year's experience with it, and our entire faculty will take a graduate course, *Studying Successful, Teaching*, focused on effective instructional strategies for all students, beginning this summer and continuing throughout the fall semester. We will continue to seek and implement all available strategies to support student achievement, but it may simply be that we can not expect to have both the very high standards to which we aspire *and* the level of achievement indicated by this standard.

Non-Academic Performance Objectives

Four performance standards defined our objectives for students' non-academic progress. All have to do with students' involvement in the life of the school and their sense of responsibility for the quality of life around them. All are measurable with quantifiable data.

Our first standard regarded students' service to both their school and larger communities with contributions of their time and energy. Our standard of twenty-five hours was exceeded on average by almost six hours (30.9). Fifty-one percent of the students met the standard, with some contributing as many as a hundred or more hours to causes or organizations with which they were associated. One group of students raised over \$11,000 as participants in the Relay for Life and received not only the top Youth Organization award but came in second of fifty-four teams for the overall award for fundraising. Other civic organizations in which students participated included Habitat for Humanity, Best Buddies, The Salvation Army, ARC of Cape Cod, Big Brothers Big Sisters, Special Olympics, and Independence House. Students supported their school by working at the SPA auction, stuffing envelopes, organizing a Green Action recycling project, tutoring, organizing books for the library, moving bookshelves donated by Barnes and Noble, working at the Christmas Stroll, and cleaning rooms. Others babysat and did yard work for neighbors or contributed their time to their synagogue or church. Other students, however, fell far short of the standard, and we know, as a result, we must do more to establish this kind of commitment as a part of citizenship in our school.

A second performance standard concerned students' participation in athletics or other extra-curricular activities. Our intention has been that every student participate on one of our teams or in one of the clubs, such as chorus, drama, Diversity Committee, writing club, Student Advisory Council, running club, weight lifting, yearbook, or Gay/Straight Student Alliance for which our parents and teachers provide leadership. By year's end, fifty-four percent of our students had participated in at least one sport or activity. That number is up substantially from last year, when just over a third of our students recorded some participation, but it is still well below our standard. Two factors, however, need to be taken into consideration by way of putting these results into proper perspective. The first is that it is simply not possible for many students, without extraordinary difficulty, to remain after school or arrive early enough to participate in a club, whatever their level of interest in the activity. Many students, in the second place, actively participate in non-school related activities, including sports, music groups and religious organizations.

Next year our plans are to move to a more IBO based model for Creativity, Action and Service, which combines the hours for all three areas into one total. There will be guidelines that encourage students to accumulate hours in each area but give them greater discretion about where they will concentrate their efforts.

Finally, we sought continued reduction in the number of students referred to the principal or associate principal for discipline as an indication of progress in the area of student responsibility. We continued our work this year with our consultant, Jim Fitzpatrick, helping us to implement his program, "Teaching Kids Responsible Behavior." The program's goal is to make fundamental changes in the way we deal with issues of student conduct by employing a "responsibility" rather than a "consequence" based approach. Instead of imposing sanctions such as detentions, we ask our students to reflect on and make plans for changing their behavior. We do not have a detention system beyond individual teachers' requiring students to meet with them to discuss problems related to conduct. A small number of students was suspended, as our data in "Student Characteristics" will show but the number was reduced by one-third this year, from eighteen to twelve, even as our enrollment increased from 204 to 276. We are determined to prove that a secondary school in the year 2002 can operate on the basis of students' doing what

is right not because they fear the consequences of wrongful behavior but because they have accepted the responsibility of being good citizens.

School Performance

Five sets of goals and expectations/performance standards in our Accountability Plan were developed to guide us toward assuring "organizational viability."

Fiscal Management

The first set dealt with the Board of Trustees' role in providing an adequate facility, developing a multi-year operational budget that supports the school's program goals, and assuring both appropriate financial oversight and reporting of the school's financial position. The Board has approved an operational budget that supports our program goals and provides for debt service on our construction loans. Construction of seven additional classrooms took place during the summer of 2001 and five additional rooms are presently under construction for the fall of 2002. Windows are also being added to five classrooms on the second floor this summer. An independent audit by the firm of Gianni and Freda completed in January 2002 found all our accounting procedures and standards acceptable.

Enrollment and Daily Attendance

The second set of goals and expectations concerning our viability dealt with student enrollment and attendance. Five group information sessions presented by administrators, teachers, students, and parents were designed to assure that prospective applicants were ever more aware of our core value that effort, not innate ability, determines academic success. Our charter's goal of attracting an applicant pool that represents the diversity of Barnstable is still unmet. Our new accountability plan, developed in conjunction with our application for charter renewal, however, acknowledges the fact that since we cannot determine the localities from which our applicants come, this goal is not appropriate for the school. We propose, therefore, the goal of attracting an applicant pool resembling the demographics of the districts where our students reside. At the same time, however, we are committed to achieving greater racial and ethnic diversity in our student population. We attempted to reach out to community organizations that would enable us to contact students who might not otherwise find their way to our doors and will continue those efforts in the future.

Our goal for average daily attendance was 97%. Our actual figure of 94.1% was up a fraction of one point from last year. The addition of a second member to the main office staff provided assurance that calls were made, without exception, to the homes of absent (and tardy) students. Patterns of chronic absence for a number of our students have remained a perplexing problem, however, despite our continual efforts to work with them and their parents. Twenty-five percent (664) of our total days of absence, for example, were recorded by the eight percent (23) of our students who were absent twenty days or more. Those students' cumulative absences slightly exceeded the total of the 139 students who had eight or fewer absences. Of equal concern, however are the sixty students who were absent between twelve and nineteen days each, for a total of 896 days. Much more than a matter of numbers, absence is about achievement. A program as demanding as ours simply requires that students attend regularly in order to have reasonable chances for success. It is an issue we will continue to work on with both parents and students.

School Governance

The third set of goals regards the Board of Trustees' effectiveness in providing leadership and oversight for the school's operation beyond its fiscal affairs. Seven specific expectations were designed to reflect progress toward these goals. They included the Board's establishing a size and structure for itself suitable for achieving its purposes; its formally studying issues of Board governance; its setting annual goals for its work; its formally reviewing accomplishments at the year's end; its creating standing and ad hoc committees necessary to support its effective functioning, and its publishing a manual of policies in all areas of school governance.

For the first time, the Board, this year, formally set annual goals for itself and reviewed its progress toward meeting those goals at the year's end. Their progress in meeting each of their seven goals is as follows: 1. The Board continued the development of Board Policies. The policies are organized into a Policy Manual and are dated as to when they are approved. Establishing Board Policies is an on going process and the Board hopes to have all essential policies approved and implemented in the next school year. 2. The Board did set up a Board Development Committee for the purpose of recruiting new Board members. Two Trustees have been assigned as Co-Chairs. Additional purposes of the committee are to develop an educational plan for new recruits and continuing education for existing members. To this end, the committee is planning educational seminars on Board Governance and other Board development activities. 3. As stated above the Board Development Committee is developing a training program for new Board members as well as continuing education programs for existing Board members through workshops and seminars. 4. The Board is continuing to assist the principal and his staff in attaining International Baccalaureate (IB) accreditation. This is an on going activity and will continue until the IB application is submitted in June 2003. 5. The Board set up a committee, the Re-chartering Committee, to assist in the completion of the Application for Renewal of the Sturgis Charter. This activity was completed and the renewal application was submitted to the DOE in November 2001. 6. The Board is still reviewing and revising the process of evaluating the principal through the work of the Education Committee. This will be completed in the next school year. 7. The Board reorganized the Fund Raising Committee under the Board. A chairperson was named and a new mission established to create a continuing year round fund-raising strategy. Members have been recruited and fund raising activities have been developed and will continue to be developed on an ongoing basis.

Staff Competency and Development

Expectations in this area were designed to produce an outstanding staff, who were dedicated to the Sturgis mission, who grew professionally throughout the year by participation in individual and collective staff development activities, and whose efforts were systematically evaluated as the basis for decisions about retention.

The staff grew to twenty-five full time teaching positions, including a special needs coordinator-teacher, along with a principal, an associate principal, a business manager/athletic director, a nurse, a registrar, a secretary/receptionist, and a custodian. Five teachers left at the end of the year. Those who fill their positions will be joined by three and a half additional teaching staff in order to reduce teaching loads to four classes for all teachers and augment the services provided to students with special needs.

Staff development this year was directed toward two goals. The first was our preparation for entrance into the International Baccalaureate Organisation. Eighteen staff members attended two-day I.B. workshops in either Pittsburgh or Toronto to qualify them to write the curriculum descriptions that will accompany our application for membership in June 2003. The second goal was our continuing effort to institute a "responsibility" rather than a "consequence" based approach to dealing with student conduct. The staff completed a workshop with Jim Fitzpatrick,

a well-known authority on this topic. They will continue their work with Mr. Fitzpatrick for a fourth year in 2002-03.

Professional evaluation continued the pattern of having staff set professional growth goals and receive evaluations in six areas of their work: planning and organizing for instruction, conduct of instruction in the classroom, assessment of student progress, support for individual students, contributions to the life of the school, and professional growth. Each of the six areas was defined by a number of specific performance standards. Written evaluations were included in each member's personnel folder and will be used as the basis of goal setting and evaluation in the future.

Parent Participation

Finally, parental participation/school environment goals were developed as part of our work in the area of organizational viability. Our expectations were that parents' attitudes toward the school would be favorable, and that parents would support the school with contributions of time and financial resources in response to annual giving campaigns.

Parents' attitudes about the school were surveyed for the third time in June 2002. Results of the survey were compared with those from the first and second administrations of the survey in October 1999 and May 2001. Our standard calls for progressive increases, which we observed in almost every instance as the chart below indicates, in parents' level of satisfaction about the school. It represents data from a question which presents a list of features of the school and five response choices: *very satisfied*, *somewhat satisfied*, *uncertain*, *not too satisfied*, and *quite dissatisfied*. The data in the chart represent the percentages responding *very satisfied* or *somewhat satisfied*:

	1999	2001	2002	% change '01-'02
Curriculum	89%	96%	99%	+3
Individual attention by teachers	92	93	99	+6
Class size	82	95	100	+5
School size	90	88	100	+12
Sports program	52	56	70	+14
Other extra-curricular activities	42	66	64	-2
Administration	74	80	90	+10
Board of Trustees	56	70	70	----
Opportunities for parents to participate	88	88	91	+3
Academic standards for students	93	92	96	+4
Quality of teaching	92	95	93	-2
School facilities	58	49	73	+24
Accessibility and openness	84	94	95	+1
Information provided to parents		87	92	+5
Lunch arrangements		80	86	+6

Of the 2449 responses recorded for this question, only forty-seven (less than 2%) were in the "not too satisfied" and "quite dissatisfied" categories. With these progressive increases in parental satisfaction in each of the past two years, and their responses to other items our parent community continues to express broad and deep levels of support for our efforts. Increases in the areas of "School facilities" and "Sports program" are particularly significant for their magnitude and their recognition of our efforts to improve two important aspects of our program.

The Sturgis Parent Association board, consisting of two co-chairs, treasurer, recording and corresponding secretaries, met ten times during the school year with an average attendance of fifteen people per meeting. In addition to this group, parent involvement includes many volunteers who contribute weekly at the school and for various school functions when needed. This year's fundraisers included summer car washes, selling Sturgis Savings Cards, a Learn How to Faux Paint evening, along with selling school snacks. SPA raised approximately \$4000. Approximately \$3000 was used to provide teachers with school supplies, classroom equipment, and enrichment programs. The SPA established a system for communication with teachers and their wish lists, rewrote the bylaws, published the school's newsletter, and began to establish protocol for working with the principal.

Summary of External Standardized Test Results

Please see "Student Performance" (Academic Performance) pp. 10--17 for a presentation of students' performance on the MCAS, High School Placement Test and Educational Development Series tests.

Enrollment

Student Applications

We received 130 applications for grade nine. Our applications to openings ratio is 1.18. The table below presents this data by grade and residence. We presently have no students on our waiting list.

Barnstable	40
Bourne	7
Dennis	23
Fairhaven	1
Falmouth	10
Harwich	6
Mashpee	8
Brewster	3
Plymouth	2
Sandwich	6
Yarmouth	24

Student Turnover

The total number of students who left during the school year was thirty-three. Since the end of the school year twelve additional students have withdrawn. The reasons for withdrawal were as follows:

	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Academic Difficulty	7	6	8	
Commuting	3			
G.E.D.		1	3	
Moving out of state	3		2	

Transfer to Voc/Tech	3		
Insufficient credits For graduation			4
Home schooling		1	
Parental preference For District school	1		3

Summary of Official Complaints Received by the Board of Trustees

During the 2001-2002 academic year, the Board received one complaint. The letter was from the parents of a Sturgis senior concerning issues related to class rank, grade weighting, transcripts and advanced class designation on transcripts. The parents asked the Board to make the Principal adhere to their request on changes to the above issues. Upon receipt of this letter, the Board President met with the Principal and Associate Principal of the school to review and respond to the issues. The Board declined to honor their request because it considered the issues operational in nature. That is the responsibility of the administration of the school. It is the Board's responsibility to consider any complaint or grievance brought to it and to oversee the investigation and response to any such complaint or grievance. On this complaint the Principal again responded to the parents and we have heard no other complaint since.

School Program

Grades/Levels Served and Student/Teacher Ratio

Sturgis opened this fall with four grades: nine through twelve. Our student/teacher ratio this year was 11.1/1 based on an average membership of 276.5 and 25 FTE teaching staff.

Eligibility Requirements and Policy for Enrollment

One of Sturgis' guiding principles is that the best school is not the school that selects the best students; the best school is the school that inspires the best performance in the students who select it. With this in mind, Sturgis' enrollment process is designed to help students and their families decide whether Sturgis is the right choice for them. In doing so, we ask that they consider the school's academic focus and high expectations for student effort and responsibility.

Successful completion of the eighth grade is a condition for admission to the school, and all prospective students must complete the following four steps within an announced enrollment period in order to be eligible for enrollment. Again, all phases of the process are aimed at helping the family make an informed decision.

- Step One Enrollment Registration: The student and/or her/his family comes to the school, fills out a simple form, picks up an application and schedules an admissions meeting.
- Step Two Written Application: All items must be completed, including the composition of two essays. Completed applications are in no way judged as criteria for admission. They can, however, help a student determine if Sturgis is the best choice for her/him.

- Step Three Attendance at a Scheduled Admissions Meeting: The student and his/her parent/guardians will meet with either the principal or associate principal. The goal of the meeting is ensure that questions about the school are answered.
- Step Four Contract: Students and families are informed of their enrollment status directly following the close of an enrollment period and are asked to confirm their enrollment by signing and returning a contract by a specified date.

We held two enrollment periods this year: from December 3, 2001 through January 18, 2002, and February 6, through March 1, 2002. In addition to running ads in the Cape Cod Times and in the sidebar of their Sunday education section, we posted announcements in libraries and other public buildings across the Cape. We held five information sessions at the school and one at the Rising Tide Charter School in Plymouth. We also attended a high school fair at St. Francis Preparatory in Hyannis. All prospective students were invited to shadow a Sturgis student for a day.

Should the number of eligible applicants exceed the number of available spaces in a given enrollment period, a lottery will be held on a publicly announced date in the school's lobby. Students who have completed the enrollment process are placed in three pools, listed below in order of priority:

- Siblings of current Sturgis students
- Residents of the town of Barnstable
- Non-Barnstable residents

The name of each student who has completed the enrollment process will be placed on an index card and put in a secure container for the appropriate lottery pool. If a lottery is required for any of the applicant pools, sequential numbers will be assigned to each name, until all names are drawn. The assigned numbers will correspond with the available spaces being filled. Once the spaces have been filled, the remaining names will be placed on the waiting list in the order in which the names were drawn. Results of the lottery will be mailed to all applicants and will also be posted at Sturgis Charter School. Students who apply after the end of the last enrollment period will be accepted in chronological order of the receipt of their applications.

Curriculum Design and Teaching Methods

Our charter is unequivocal about the school's commitment to our curriculum and goals for instruction. Sturgis, it says, will offer students "...an intellectually rigorous education in the tradition of the liberal arts and sciences, a course of study aimed at independence of thought and generosity of spirit." Accordingly, all students are required to take and pass four years of each of the core disciplines: English, history, mathematics, and science. In addition, we require four years of French and two years of Latin, as well as two years each of art appreciation and music appreciation, which are taken as minor subjects in the first two years. Required electives in the last two years give students the opportunity to take additional course work in Latin, science, mathematics, music, art, creative writing, and theater arts.

Instruction is designed to challenge all students to think independently, to express their thinking effectively in both speaking and writing, to learn from productive participation in small group interaction and problem solving, and to take responsibility for everyone's learning in their classrooms by thoughtfully listening and responding to others' ideas. Writing, both in and out of class, is used extensively as a vehicle for exploring and clarifying ideas as well as demonstrating the quality of one's understanding. Individual and group projects provide further opportunities for students to demonstrate the creativity and independence of thought we prize so highly.

TYPICAL PROGRAMS AT EACH GRADE LEVEL

The following are typical student schedules for each grade.

A 9th Grade Program

- ❖ English I
- ❖ Geometry
- ❖ World History
- ❖ Environmental Science
- ❖ French I (or appropriate level)
- ❖ Latin I (or appropriate level)
- ❖ Art Appreciation (one semester)
- ❖ Music Appreciation (one semester)

A 10th Grade Program

- ❖ English II
- ❖ Algebra II or Algebra II with Trigonometry
- ❖ Modern World History
- ❖ Biology
- ❖ French II (or appropriate level)
- ❖ Latin II (or appropriate level)
- ❖ Art Appreciation (one semester)
- ❖ Music Appreciation (one semester)

An 11th Grade Program

- ❖ English III
- ❖ Functions, Statistics and Trigonometry or Contemporary Precalculus
- ❖ History of the Americas
- ❖ Chemistry
- ❖ French III (or appropriate level)
- ❖ One elective each semester
- ❖ Additional elective each semester or a daily directed study (directed study assigned with parental permission only)

A 12th Grade Program

- ❖ English IV
- ❖ Advanced Statistics and Probability or Calculus
- ❖ History of the Americas (second year)
- ❖ Physics or Advanced Chemistry
- ❖ French IV
- ❖ One elective each semester
- ❖ An additional elective each semester or a daily directed study (directed study assigned with parental permission only)

Special Education

The Sturgis Charter School Special Education Department complied with all Massachusetts and Federal Laws and Regulations in providing special needs students with comprehensive, individualized services. The Sturgis Charter School Special Education staff consisted of a

contracted part-time Special Needs Administrator, a Special Needs Coordinator / teacher and a part-time Speech and Language Therapist.

During the 2001 - 2002 school year twenty-six students in the school were identified as having some type of disability. Of these students, sixteen were on IEP's. Parents, regular education teachers, the special needs teacher, the student and administrators met as a team to decide the best model and methods to use to provide services in the least restrictive environment for each child. Services were provided both within the general education classroom setting and in the resource room. At Sturgis Charter School, all students are presumed able, given the necessary supports and services, to successfully access and progress through the general educational program.

During the 2001-2002 school year, the Special Education Department:

- accessed state and federal entitlement monies;
- acquired needed instructional and testing materials;
- obtained membership to Recordings for the Blind and Dyslexic;
- presented workshops on Special Education law and its impact in the classroom;
- attended training workshops sponsored by the Massachusetts Department of Education;
- worked regularly with staff to adapt and modify curriculum and assessment;
- created and presented documentation pertinent to re-chartering;
- worked with school administration and a team of general education teachers in designing and instituting a District Curriculum Accommodation Plan;
- organized and participated in the Sturgis Charter School Special Education Parent Advisory Council (C-Pac).

Code of Conduct

The Sturgis Charter School community values intellectual curiosity and the life of the mind, believing academic achievement to be the result of serious, persistent effort, rather than innate ability or socio-economic advantage. Sturgis also prizes individual responsibility and initiative, respect for self and others, self-discipline and moral integrity, creativity and leadership. These values are articulated in the "Sturgis Compact," the principles that guided the formation of the school.

Beyond these shared attitudes, beliefs, and values, Sturgis cultivates in its students an esprit de corps—"a sense of union and of common interests and responsibilities"—that will encourage students to support each other through four years of challenging academic work leading to high-stakes exams.

The Sturgis Code of Conduct supports the kind of educational environment the trustees and faculty believe is essential to achieving the mission of the school. In keeping with the school's maritime inspiration, Sturgis uses the analogy of a ship and its crew to illustrate what can be accomplished when everyone works together to reach a common destination. For Sturgis students, the common goal is meeting world-class standards of academic achievement while growing in individual curiosity, character, and courage. Such a goal is achievable only in an environment where there is absolute adherence to respect, responsibility, and safety for self, for others, and for the school and larger community.

Rules for Everyone to Live By

All within the Sturgis Charter School community agree to support the school's vision, mission, and guiding principles (Sturgis Compact). We also agree to follow these basic rules of behavior.

1. Be a person of integrity. Act honorably.
2. Be kind and polite at all times. Treat everyone with dignity and respect.
3. Strive for excellence without arrogance. Do your best.
4. Don't do anything you wouldn't want your parents to know about.
5. Respect the positions and ideas of those around you, even if you don't like them. Keep an open mind.
6. Allow for imperfections in others; you're not perfect yourself. Tolerate honest mistakes from people that are doing their best.
7. Meet the standards you hold others to. Lead by example.
8. Speak well of others; gossip undermines human dignity.
9. Seek the truth in all matters.
10. Live and learn, but teach others as well.

These rules reflect in part the character guidelines written by Admiral Charles R. Larson of the U.S. Naval Academy and the Academy's Character Development Program.

Consequences of Student Misconduct or Disobedience

Any student who engages in misconduct or disobedience may be suspended or expelled from school, depending on the severity of the misconduct or disobedience and the student's past disciplinary record. Misconduct means intentional wrongdoing or conduct that a student knows or reasonably ought to know is wrong or prohibited, and includes a violation of the rules of behavior as stated above. Disobedience means refusing or neglecting to follow the lawful instructions of an administrator, teacher, or other school employee.

Promotion and Graduation Requirements

Because of current changes in the structure of our program graduation and promotion policies differ slightly for the classes of 2002 and subsequent classes. Members of the class of 2002 needed 25 credits in order to earn a Sturgis diploma. Beginning with the class of 2003 that number will increase to 26. Those requirements are achieved as follows: four credits each of English, mathematics, science, history, and French; two credits each of Latin and electives, .50 credits of art appreciation and music appreciation (class of 2002) and 1.00 credits of art appreciation and music appreciation (subsequent classes).

Students receive seven credits for passing all courses each year. A student must accumulate the following minimum number of credits to maintain class status:

Sophomore Status:	6 credits
Junior Status:	13 credits
Senior Status:	18 credits for the class of 2002
	19 credits for the class of 2003 and subsequent classes

Hours of Operation and Number of Instructional Days

Our charter commits us to 187 instructional days. In the 2001-2002 school year, we began on September 4 and ended on June 24. This year our hours of operation were 8:00 a.m. to 4:30 p.m., though students and their families were often at the school beyond these hours for sports and other extra-curricular activities. The first class each day begins at 8:20 and the last class is dismissed at 3:15. Homework Club meets from 3:30 until 4:30 three days each week.

Sports and Extra-Curricular Activities

Our sports program to date has many of the features of programs at small independent schools who provide at least some of our regular competition. Those institutions typically offer one or at most two sports for each gender during each season. This year, for example, we offered the following sports, with the levels of participation indicated: Fall: boys' soccer (19), field hockey (20), boys' golf (14), boys'/girls' cross-country (19); Winter: boys' basketball (12), girls' basketball (16); Spring: baseball (14). Girls' softball was cancelled for want of sufficient players, and two girls played on the baseball team.

This year, for the first year, we competed at the varsity level in all sports as a result of our having been accepted for membership into the Massachusetts Interscholastic Athletic Association. The boys' golf and baseball teams both qualified for post season tournaments.

A series of clubs constituted our extra-curricular program. They included Chorus, Drama, Running, Weight Lifting, Diversity, Gay/Straight Student Alliance, Student Advisory Council, and Yearbook.

Partnership with OceanQuest

Our most important partnership, with OceanQuest, helps give our program the marine environmental focus to which our charter commits us. OceanQuest staff have involved us in the Coastsweeps program, trained students to monitor water quality in Hyannis Harbor, taught lessons in our biology classes and consulted with staff as we have developed our science curriculum.

Finance

The following Profit and Loss statement and Balance Sheets reflect the school's financial position through June 30, 2002. They are accompanied by the budget approved by the Board of Trustees for the '02—'03 academic year.

Fund Raising

The school raised \$171,885 in private funds during the past school year. These funds are being used to support the training of staff by the International Baccalaureate Organisation, the addition of a computer lab and a library, the writing of curricula in preparation for our application to the IBO, and the purchase of equipment for our chemistry and physics laboratories.

State and Federal Grants Received in FY02

State Charter School Start-up	64,589
IDEA Special Education Entitlement	7,500
SPED Support	13,625
Title VI	483
Class Size Reduction	1,047
D.D. Eisenhower Professional Development	525
Enhanced Health Services	9,000
Safe Schools	2,500
Lighthouse Charter School Dissemination	1,000

Governance

Sturgis Charter School Board of Trustees

Harvey Auerbach, M.D.	1998-
Eileen Elias	1998-
Frederick Tirrell, Ed. D.	1998-
Paul Raymer	1999-
Paul Soares	2000-
Rafi Chaprut	2001-
Fred Work	2001-
Robert Wygonski, D.M.D.	2001-

Committees of the Board

Committees of the Board report at monthly Board meetings. Regularly scheduled, monthly Board meetings are held at the school on the second Thursday of each month.

Finance Committee: Eileen Elias, Chair

The Finance Committee is comprised of a banker, W. Welch; Paul W. Soares (President of the Board); David Crellin (Principal of Sturgis); Richard Dalrymple (Business Manager of Sturgis), and Donald Kethro. The committee continues to provide careful oversight of all financial matters. All financial considerations of contractual agreements are reviewed by the committee before presentation to the Board for approval. The committee reviews actual vs budgeted numbers monthly with the Business Manager and presents this information to the Board at each Board meeting. All capital improvement needs are reviewed and planned with the Business Manager and Principal before being brought before the Board for approval. Due to the fiscal restraints in place, Sturgis has been able to continue to afford renovations necessary for both increased enrollment and to provide necessary funds to continue to prepare the faculty and staff for International Baccalaureate Program application coming up in June 2003.

Education Committee: Fred Tirrell, Chair

The Education Committee is comprised of the former superintendent of schools from Needham, Dr. Tirrell; Harvey Auerbach and Fred Work. This committee is charged by the Board with evaluating the performance of the principal. The committee assists in goal development with the Principal. When both agree on the goals for the new year they are presented to the Board for review. The committee has not yet completed its development of a more extensive evaluation process that will have input from other members of the Sturgis community. The Education Committee has also taken on other tasks to assist the principal on educational issues involving the International Baccalaureate Program in order to prepare the Sturgis community to take this next important step.

Building Committee: David Crellin, Richard Dalrymple, Co-Chairs

The Building Committee is comprised of David Crellin, Richard Dalrymple and members of the Sturgis community with experience in the construction trade, (Glen MacKenzie). The Building Committee is no longer a Board Committee. It now falls under the Principal of Sturgis. This gives the Principal more flexibility in dealing with the day to day facility needs of the school without having to wait for a once a month Board meeting to have a maintenance item approved

by the Board. All capital improvement recommendations are developed by the Committee and presented to the Board for approval. The Board President must sign off on all contractual agreements on capital improvements approved by the board. The Committee Co-Chairs are not allowed to enter into any capital improvement obligations.

Fundraising Committee: Ann Rowland, Chair

The Fundraising Committee is comprised of Anne H. Rowland, John Temple, Alyson Wygonski, Stan Elias, Ray Ruggles, Michael Gross and Paul Soares. The Fundraising Committee has had success with the annual auction. The committee is now investigating engaging professional fund raisers or grant writers.

Board Development Committee: Robert Wygonski, Harvey Auerbach, Co-Chairs

The Board Development Committee is a newly formed committee with the mission of developing the criteria, code of conduct and continuing education for newly elected Board members and existing Board members. New members will be recruited, interviewed and presented to the Board for approval by this committee. At present this committee is recruiting one to three new Board members. This committee is also addressing the question of the size of the Board for the future as well as the establishment of an Executive Committee to be made up of the Officers of the Board.

Policy Governing Advisory Committees of the Board

The following policies govern the appointment and functioning of advisory committees to the Board of Trustees.

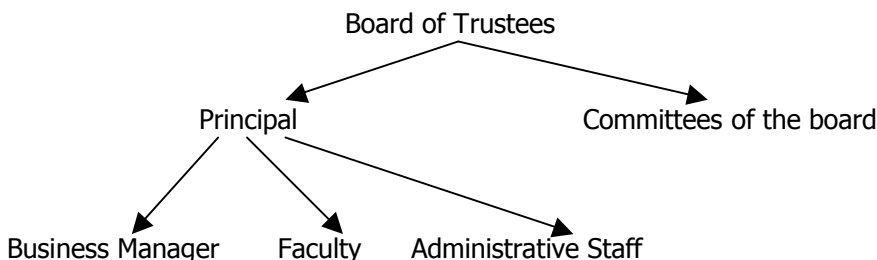
1. Advisory committees may be created by the Board to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. The finance, education and development committees will be the three standing advisory committees to the Board.
2. The composition of task forces and any other advisory committees will be broadly representative of the school and community and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants as found desirable.
3. The President of the Board will choose the chair of a committee. The chair of the committee will make appointments to such committees. The chair of the committee upon recommendation of the Principal will make appointment of staff members to such committees.
4. Tenure of committee members will be one year only unless the member is reappointed.

Each committee will be clearly instructed as to:

- a) The length of time each member is being asked to serve.
- b) The assignment the Board wishes the committee to fulfill and the extent and limitations of its responsibilities.
- c) The resources the Board will provide.
- d) The approximate dates on which the Board wishes to receive major reports.
- e) Board policies governing all committee members.
- f) Responsibilities for the release of information to the press.

All recommendations of an advisory committee must be submitted to the Board. The Board of Trustees will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

ORGANIZATIONAL STRUCTURE



The organizational structure is defined by function, and is determined by the Board of Trustees. The charge of the Board is to set policy, insure financial stability, and maintain adherence to the school's charter. The principal reports to the Board and is responsible for the administration and the operation of the school. It is expected that the faculty and administration will work together to carry out Board policies as communicated from the principal.

Further Organizational and Structural Policies

Performance Expectations of the Board of Trustees

At the first Board of Trustees meeting of each school year, the Board will set for itself realistic objectives for the upcoming year(s). These objectives will be posted in the school. The Board will evaluate whether or not these objectives have been met prior to the first Board of Trustees meeting of the subsequent school year.

Election of Officers of the Board of Trustees

As of this year Officers of the Board of Trustees will serve for a two-year term, and can be reelected for one additional term. The President of the Board will appoint two Trustees to serve as a nominating committee. The nominating committee will develop a list of no more than two nominees for each office, and will present this list to all Trustees for consideration before the May Board meeting. Trustees will vote for all officers during the May Board meeting. The newly elected officers will begin their terms as of the June Board of Trustees meeting.

Election of Trustees to the Board

The Board Development Committee was established and consists of two Trustees. The Committee receives nominations for new trustees throughout the year. Nominations can be presented to the Board Development Committee by anyone within the Sturgis community. The Board Development Committee will interview each candidate and present each candidate a packet containing the Sturgis Charter, Bylaws, Board Policies and other information the Committee deems pertinent to Sturgis and policy governance issues. The Board Development Committee will present the acceptable candidates at the monthly Board of Trustees meeting following the acceptance of that candidate. The newly elected officers will begin their terms as of the date specified by the Board Development Committee at the Board of Trustees meeting they are presented at.

The three-year tenure of Trustees will be staggered such that at least three but less than a majority of Trustees will end their term during any one year.

Officer Responsibilities and Term of Office

Officers of the Board are in the service of the Board. As such they are bound by Board wishes and by the limits of Board authority. The Officers may meet as a group with the Principal for purposes of preparing agenda and other pre-Board work, but they may not act in place of the Board, except as it specifically delegates. Officers of the Board serve a term of two years, as stated in the bylaws. Officers may be re-elected for a second term at the Board's discretion.

President

Assures the integrity of Board process including effectiveness of meetings and the Board's adherence to its own rules.

Develops the agenda for meetings, the content of which will be issues that clearly belong to the Board to decide, not the Principal.

Facilitates board meetings in a manner that assures deliberations will be fair and open, efficient, timely and orderly.

Serves as spokesperson for the Board.

Vice President

Substitutes for the President when the President is not available.

Treasurer

Performs duties in connection with finances of the organization as may be required by the Board. Duties of the Treasurer will neither lessen nor add to the Principal's accountability to (and only to) Board policies on fiscal conditions and budgeting.

Secretary

Attests formally to the legitimacy of Board documents by affixing his/her signature.

Reports on and notes any inconsistencies in Board actions to the Board.

Grievance Review

A grievance review committee, composed of one member of the Board, one member of the faculty, and one parent from the school community, will be convened at the discretion of the President of the Board and/or the Principal to resolve disputes within the Sturgis community. The members of the committee will be chosen as follows:

Board member – selected by the President of the Board

Faculty member – selected by the Principal

Parent member – selected by the President of the Sturgis Parent Association

The committee will meet with the parties involved and render a written response outlining the facts that have been found and suggest resolution to the complaint, allegation or dispute. That written response is forwarded to the party lodging the grievance, the party or parties against whom the grievance has been lodged, and to the Board of Trustees. In the event any party is dissatisfied with the results of the fact finding and/or grievance resolution proposed by the grievance review committee, they have a right to further pursue the grievance and/or allegation by way of appeal directly to the Board of Trustees. The decision by the Board of Trustees will be final, and will be forwarded to the Department of Education.

Summary of Major Policy Decisions of the Board of Trustees

The Board has continued to embrace the governance approach of John Carver. Due to a year filled with major tasks to be completed (i.e.; Re-chartering Application, Response to State Auditors Report) the Board did not schedule any workshops on "Board Governance." However the Board still recognizes that it speaks through policy decisions and does not get involved in operational issues of the day to day managing of the school. The Board drafted, reviewed and approved many policies that define a framework within which the governance approach can continue to flourish. Many of the policies drafted last year were approved this year. Policies were drafted in the following areas.

Sturgis Charter School Officers and Trustees

- Election of Trustees of the Board
- Election of Officers of the Board of Trustees
- Officers of the Board of Trustees for Sturgis Charter School
- Officer Responsibilities and Term of Office

Sturgis Charter School Governing

- Governing Approach Policy
- Policy on Governing Manners

Sturgis Charter School Principal

- Principal Evaluation
- Principal and Board Relationship

Sturgis Charter School Finance Committee

- Board Delegation to Finance Committee
- Executive Limitations Policy – Budgeting
- Executive Limitations Policy – Financial Condition

Sturgis Charter School Fund Raising

- Fund Raising Policy

Meeting Schedule of the Board of Trustees

Regularly scheduled, monthly Board meetings are generally held at the school on the second Thursday of each month. The principal and associate principal regularly attend the Board meetings, and the principal presents a formal report as a part of each meeting's agenda. Board of Trustees meetings were held in 2001-2002 as follows: August 9, September 13, October 11,

November 8, December 13, January 10, February 14, March 14, April 11, May 9, and June 14. During the coming year, meetings are scheduled for July 11, September 12, October 10, November 14, December 12, January 9, February 13, March 13, April 10, May 8, and June 12. All meetings are open to the public.

Staff

Full-time Equivalent Teachers by Subject Area

English	4.75
Math	4.25
Science	4.0
History	3.2
French	3.2
Latin	2.6
Music	1.0
Art	1.0
SPED	1.0

Summary of Teacher Qualifications

Name	Position	Degree	Years Teaching	Years in School	Certification
David Crellin	Principal	Ed.D	28	3	Principal
Elizabeth Orvis	Assoc. Principal	M.A.T.	10	3	English
Richard Dalrymple	Bus. Manager/ Athletic Dir.	B.S.	10	3	
Charles Bihler	Music	Ed. M.	42	3	Music
Gretchen Buntschuh	English	M.Ed.	25	1	English
Julie Carmen	English	M.A.	14	1	
Patrick Colgan	Latin	B.A.	1	1	
Henry Evans	History/French	M.A.	2	2	
Robert Fuller	Science	M.S.	6	1	Biology
Catherine Garry	SPED	M.A.	26	3	S.P.E.D.
Richard Gifford	Science	M.A.	1	1	Pending
Karl Heilmann	French	B.A.	1	.8	Pending
Gary Johnson	Mathematics	M.Sc.	1	1	Pending
William Knittle	Science	M.A.	15	2	Chemistry
Julie Lariviere	Mathematics	B.S.	14	3	Elementary
Jane LeJeune	French	B.A.	.2	.2	
Maureen Leveroni	English	M.A.	7	3	English
Jeffrey Lyman	English	M.Ed.	11	2	
Catherine Moye	Art	B.F.A.	1	1	
Ani Mukherji	History	M.A.	21	2	Pending
Neena Nihalani	Mathematics	M.A.	3	.5	
Pauline O'Keefe	French	B.A.	12	.8	
Patricia O'Toole	Nurse	B.S.	19	3	
Samuel Patterson	Science	M.S.	8	1	Physics
Pauline Pichon	French	M.A.	1	1	
Velma Potash	Mathematics	S.M.	.5	.5	
Heloise Seailles	Latin/French	Ph.D.	14	1	Latin/French
Kathleen Shean	French	M.A.	23	.2	French

Mary Carroll Smith	Latin	Ph.D.	29	1	
Jennifer Stinson	History	MFA	2	2	
Kelly Terrenzi	Mathematics	B.S.	8	4	Mathematics
Lauren Wolk	English	B.A.	2	2	Pending

Percent of Staff Turnover

We began the school year with twenty-nine full-time staff, an increase of six full time positions over the previous school year. Of our staff, fourteen were new to Sturgis. Three teachers left during the school year. One left for health reasons, one left for personal reasons, and one was terminated. Of the teachers who completed the school year, four are not returning for the 2002—2003 year. One is moving to another location, one is retiring, and two were not rehired. The percent of staff turnover is 24%.

Student Characteristics

We ended the year with 264 students enrolled. The demographics of our student body are represented as follows:

Race

Caucasian	255	97%
African-American	3	1%
Hispanic	4	1%
Asian	2	1%

Gender

Girls	155	59%
Boys	109	41%

Residence

Barnstable	105	40%
Dennis	20	7.5%
Yarmouth	48	18%
Bourne	8	3%
Brewster	9	3%
Chatham	2	1%
Eastham	1	.5%
Falmouth	29	11%
Sandwich	21	8%
Mashpee	4	1.5%
Harwich	11	4%
Orleans	2	1%
Plymouth	4	1.5%
Carver	1	.5%
Fairhaven	1	.5%

<u>Limited English Proficient</u>	0	0%
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- Sixteen students with formal I.E.Ps received special education services. Eleven would be classified as 502.2s, and five would be classified as a 502.1. This group comprised six percent of the student population.
- Nine students who were not on formal I.E.Ps also received special education services. They accounted for 3.3% of the student population.
- Our average daily attendance rate was 260.2
- Our average membership rate was 276.5
- One student qualified for free or reduced lunch.
- No students were placed on internal suspension. Twelve students were placed on external suspension for reasons including possession of alcohol or a controlled substance, smoking, truancy, insubordination, fighting, and disruption of the learning process. No students were expelled.

College Plans of the Class of 2002

Of fifty-three graduates, forty-nine will attend college in the 2002-2003 academic year. Seventy-five percent will attend four-year schools, and seventeen percent will attend two-year schools. The following list presents the college each student will attend.

Massachusetts Maritime Academy, Northeastern University, Cape Cod Community College, University of Massachusetts at Amherst, Elmira College, Carnegie Mellon University, Wellesley College, Cape Cod Community College, Rollins College, Cape Cod Community College, Savannah College of Art and Design, Smith College, Coker College, Cape Cod Community College, Boston University, Regis College, Boston College, Lasell College, Becker College, Framingham State College, Framingham State College, Simmons College, University of Vermont, Wheaton College, Mount Holyoke College, Regis College, Roanoke College, Montserrat College of Art, Bryant College, Springfield College, University of Hartford, Clark University, Pine Manor College, University of Massachusetts at Amherst, Cape Cod Community College, Florida Southern College, Grove City College, California Institute of Technology, Johnson and Wales University, Cape Cod Community College (winter semester), Commonwealth College at U. Mass Amherst, Cape Cod Community College, Queens University of Charlotte, Florida Southern University, Wesleyan University, Cape Cod Community College, Mount Holyoke College, Marquette University, Plymouth State College, Alfred University

Dissemination of Best Practices

We have, in our first three years, spent far more time and energy on establishing our school and solidifying our best practices than we have on disseminating those practices to others. The approaches to leadership, curriculum, and pedagogy that seem, at least at this point, clearly to be emerging as best practices were only recently experiments, tentative solutions to problems, and conjectures. They concerned ways of doing things that would be better, we hoped, than practices we had known in the situations from which we had come. Still in the earliest years of our life, however, we take our responsibilities in the area of dissemination with the utmost seriousness. We have begun to initiate dissemination activities as well as to participate in dissemination projects undertaken by our colleagues in other charter schools.

Significant among our participatory activities has been our involvement with other charter schools in the southeast region of the state including the Cape and Martha's Vineyard. Under the auspices of a dissemination grant awarded to the Cape Cod Lighthouse Charter School, we have

hosted leaders and teachers from other schools in order to demonstrate our best practices and have submitted articles describing these practices to a publication now in press. One of the best practices in question is our regular use of faculty meetings as professional development opportunities by having teachers present model lessons and then critiquing and discussing the applicability of the teaching strategies involved to other disciplines. A second best practice shared via classroom demonstrations is our use of Socratic Seminars as a dialectical process of inquiry students learn to use and then evaluate.

Sturgis science teachers also participated in a dissemination project sponsored by the same grant and shared the project based curriculum they developed to use the local environment in teaching science concepts from the Massachusetts Science/Technology Framework. Using the proceeds from two grants awarded the science department, these same staff members developed a web-page which provides access for all educators on their innovative curriculum.

In the area of special needs education, our S.P.E.D. teacher/coordinator has presented our approach to inclusion in the context of a highly academic program at the state Title I conference. She is now using her designation as a Trainer of Teachers under the state's C.S.P.D. grant to work with both teachers and school administrators in implementing changes in the special education law. Her presentations focus heavily on the ways we support students in the regular education program as a best practice we have worked diligently to establish through training she has provided to our staff and through efforts of the school's leaders.

Among the most distinguishing features of the Sturgis school culture is the climate of responsibility and respect we have worked unremittingly to establish and nurture. Few secondary schools have managed, as we have, to conduct their daily life without resorting to techniques such as detention, in-house suspension, and Saturday school in order to maintain discipline. We consider our achievement in this area one of our most significant best practices. It will be featured as one of our contributions to the publication referred to above, but even more importantly, Elizabeth Orvis, our associate principal, was awarded a Charter School Association fellowship during the summer of 2001 to write an extended paper about it. She will present her paper at forums throughout the state and the paper will be published on the Massachusetts Charter School Association web-site. A recent feature about Sturgis produced by WCAI, a local National Public Radio affiliate, also paid public tribute to the qualities of school culture that have grown from our commitment to a non-consequence based approach to discipline, and we will present our work at the M.C.S.A conference in March.