

ANNUAL REPORT

2005-2006

CAPE COD LIGHTHOUSE CHARTER SCHOOL
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CAPE COD LIGHTHOUSE CHARTER SCHOOL

Introductory Description of the School

Grades and Age Levels served

Cape Cod Lighthouse Charter School is a regional, commonwealth charter school serving all of Cape Cod. It is a middle school offering grades six, seven, and eight. Students range in age from ten to fourteen. The school was fully enrolled with 196 students during the 2005-2006 school year, and will expand to serve 204 students in September of 2006. As the school acquired more space in the summer of 2005, class sizes were reduced from 20 to 17, and a fourth class of students was added to each of the sixth and seventh grades, increasing enrollment to 196 from 180 students. By admitting 68 students into the incoming sixth grade, graduating the 2005-2006 class of 60 eighth graders, and advancing last year's class of 68 seventh graders, the school will enroll 204 students for the 2006-2007 school year. The school's charter allows up to 400 students in order to allow for the eventual consideration of a high school level, or for possible expansion should space allow.

Letter from the Chair, Board of Trustees

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

July 28, 2005

Dear Friends:

Cape Cod Lighthouse Charter School was among the first charter schools established in Massachusetts in 1994. We are pleased to provide the attached Annual Report for the 2005-2006 school year, our eleventh, which describes the school's continued commitment to providing quality educational programs, and to developing highly effective and innovative approaches to education that are worthy of dissemination for the benefit of the broader educational community.

Cape Cod Lighthouse Charter School continues to offer a significant and valued middle school choice to the students and parents of Cape Cod in line with the school's mission of fostering academic achievement and intellectual development through interactive and interdisciplinary learning experiences and a strong respect for the unique natural resources of Cape Cod. The school's commitments to experiential education, integrated studies, partnerships with community resources, and respect for the environment continue to provide CCLCS with new opportunities for innovation and dissemination.

During the past year the Board of Trustees has continued in its role of providing support to the Director, faculty and staff, and of strengthening the school's systems of operation. Highlights of the 2005-06 school year include:

- Initiating three-year budget forecasting and financial planning to enhance our ability to plan for the school's financial future;
- Expanding enrollment by 16 students, enabling the addition of a new teaching positions and the ability to reduce class sizes in the sixth and seventh grades; and
- Enlarging the school's facilities to accommodate a larger student population. Plans are on-going to address the long-term facilities needs of the school.

Significantly this year the Board oversaw the selection of a new Director and a smooth leadership transition. We are delighted to welcome our new Director, Karim Ajania, who brings to the school community a strong background in program development, organizational leadership, communications, and resource development.

The school is well positioned to build on its successes in educational excellence and operational maturity in the coming year.

Sincerely,

Carole Ridley
Chair, Board of Trustees

Executive Summary

The Cape Cod Lighthouse Charter School (CCLCS) is a public middle school serving nearly 200 students from all over Barnstable County. Having just concluded its eleventh year of operation, the first year under its third charter cycle, the Lighthouse School balances elements of institutional maturity with a school culture that is driven to remain fresh by continuing to push the borders of innovation.

A close reading of this 2005-2006 Annual Report will leave no doubt that the Lighthouse Charter School continues to excel in the areas of academic success, organizational viability and faithfulness to the terms of its charter.

The academic program at CCLCS is rigorous, focusing on broad skill development and rich content from across the curricular spectrum. Teachers are free to innovate in designing and in developing methods of content delivery, and they do so expertly, guided by the principles laid out in the school's charter and mission statement. The school curriculum is aligned with the Massachusetts curriculum frameworks, but teachers routinely stretch beyond the content covered in the standardized testing regimes. Student performance rises to the levels mandated by the deep and innovative curriculum, as evidenced in this report's summaries of student performance on standardized tests, on school developed internal assessments and on class placements as 8th graders transition into area high schools.

The organizational infrastructures that support the programs at CCLCS are sophisticated and robust, reflective of the maturity that the school community has been able to attain in its eleven years of development. The committee structure and task calendar approach adopted several years ago by the Board of Trustees have allowed the Board to mature into a working group that can spend its considerable energy and talent accomplishing tasks of increasing sophistication instead of trying to figure out what they are supposed to be working on. It is no accident that the Board of Trustees in 2005-2006 was able to secure additional space so that the school could expand into a preferred configuration of smaller classes, with dedicated teachers for each major academic subject at every grade level; or that the school was able to orchestrate a smooth, well organized search for a new Executive Director ;or that the school was able to adopt a new three year advance planning budgetary process; or that the search for a new site has moved forward, driven by greater clarity and analytical rigor.

The educational practices and values elucidated in the CCLCS charter continue to be reflected in every office, hallway and classroom. The site-based management practices laid out in the school's charter continue to thrive, guided by a strong commitment to communication and consensus- driven meeting structures. The school's commitment to continuing teacher education, mentoring, and inclusive government combine with minimal staff turnover to create a culture in which the founding school values and practices are disseminated to new teachers, students and administrators. The school's best practice seminar program continues to serve as an educational beacon through which partnerships, deep project work, student research, and a full range of instructional strategies can be celebrated for nearly one hundred program hours each year. CCLCS students continue to reflect the school culture in their community leadership, through performances, service work, environmental stewardship and research projects. The CCLCS mission values jump out from the examples of student work that decorate the school walls and community library shelves, from the innovative practices that permeate the teachers' curriculum reports, from the wise decisions reflected in the Board of Trustees minutes, and from the descriptions of the activities listed in the 2005-2006 Annual Report.

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.

Summary of Educational Philosophy

Cape Cod Lighthouse Charter School was founded in the belief that middle school students have a tremendous capacity to learn and that a school that is devoid of excessive bureaucracy, that is teacher driven, and that engages parents in the educational process can be highly effective.

The CCLCS philosophy, mission, culture, and curriculum are based on key concepts:

- Intellectual development
- Academic achievement
- Project based interactive or experiential learning
- Interdisciplinary or integrated studies
- Respect for and understanding of the natural environment
- Utilization of community resource partners
- An ethical community

The curriculum is designed using a grade level approach combined with a subject-centered approach. All students take full programs in language arts, social studies, math, and science. In addition, they take studio art, health, and physical education once a week, and they have the option to participate in music. Sixth grade students also take reading and general music, and most seventh and eighth grade students take French or Spanish. Special education support is provided to students who have Individual Educational Plans or 504 plans, and CCLCS has its own system of devising Individual Success Plans for students who will benefit from extra support.

Curricular contents and skills are coordinated with the Massachusetts frameworks but then approached in ways that draw relationships between the practical and the theoretical

and that engage students in the process of discovery. When our students studied Shakespeare recently, they first saw a play performed by a professional touring group, participated in follow-up discussion groups, created models of an Elizabethan theater, then read the play in class and acted out parts of it in costume. A math class builds architectural models to learn about angles and areas, and a science class travels to a kettle pond to study water quality while another science class works with our writer-in-residence to produce the “Salmon Project,” a research paper that examines the political and economic implications as well as the biological phenomena of salmon migrations. Technology instruction is embedded in the fabric of ongoing classes. A language arts class creates Power Point presentations; a social studies class researches on the Internet, an acting seminar produces a digital video of its performance.

All students participate in Seminars all three terms in the school year. Seminars offer new opportunities for intensive, interactive study of subjects sometimes rarely offered in a traditional middle school curriculum. Astronomy, papermaking, Asian religions, and rock climbing are typical examples. In addition, students benefit from a variety of other enrichment programs including ecological site visits, a whale watch, outdoor leadership training, the Sea Camps and White Mountains orientation programs, day trips to museums and artistic performances, and extended travel opportunities.

Student government provides opportunities for student leadership and gives students a voice in the decision making process. A variety of extra curricular activities, community service programs, and social events engage students beyond the academic program, and a competitive athletic program for seventh and eighth grade students includes soccer, field hockey, basketball, baseball, and softball.

Summary of External Standardized Test Results

CCLCS administers the full battery of state mandated MCAS tests in addition to reading language arts and math assessments from the California Achievement Test, 5th Edition (CAT-5) each spring. This year 6th grade students took the CAT-5 tests in the fall as well as the spring. This regimen, which is expected to continue, allows for earlier diagnostic testing results that will help to target math and ELA instruction.

Student performance on these tests demonstrates that the challenging academic program at CCLCS is an unqualified success. CCLCS continues to outperform the state averages in all grade levels and ranks competitively amongst Cape Cod districts. Historically achievement has been especially strong in 7th grade language arts and 8th grade science/technology. Forty out of the 180 students (22%) in these testing cohorts received special educational services through IEP's or 504 plans, an increase of 29% over the 31 students receiving services in the previous academic year.

Yearly Comparative Analysis of MCAS Results

Comparative analysis of MCAS results by average scaled scores shows that CCLCS has performed consistently above the state average and has scored competitively with the composite sending districts, achieving a higher than average scaled score in some years and subjects and a slightly lower score in others. In 2005, CCLCS students ranked 6th out

of 15 Cape Cod districts on the 6th grade math test, 5th out of 14 districts on the 7th grade ELA test, 5th out of 14 districts on the 8th grade math test, and 3rd out of 14 districts on the 8th grade science and technology test. All students took the standard MCAS tests, with the exception of one 6th grade student who took the alternative assessment. Table 1 summarizes MCAS test results for students in each performance category.

**Table 1: Cape Cod Lighthouse Charter School - MCAS 2000-2005
Percentages of Students in Each MCAS Performance Category**

n = number of students tested; A = Advanced; P = Proficient; NI = Needs Improvement; W = Warning/Failing, SS = Average Scaled Score, discontinued by MA in 2002

Grade 6 Math						
Year	n	% A	% P	% NI	% W	SS
2001	57	11	37	37	14	238
2002	59	20	41	31	37	243
2003	60	5	33	42	37	n/a
2004	60	25	32	30	13	n/a
2005	59	18	45	20	17	n/a
Grade 7 English LA						
	n	% A	% P	% NI	% W	SS
2001	53	15	66	13	6	248
2002	59	8	69	22	0	246
2003	60	12	77	12	0	n/a
2004	60	7	70	23	0	n/a
2005	60	12	70	17	2	n/a
Grade 8 Math						
	n	% A	% P	% NI	% W	SS
2000	56	7	39	38	14	236
2001	57	21	42	32	5	245
2002	57	16	26	39	19	n/a
2003	59	12	37	42	8	n/a
2004	60	30	40	23	7	n/a
2005	60	17	33	35	15	n/a
Grade 8 English LA						
	n	A	P	NI	W	SS
2000	56	2	86	11	0	246
2001	57	5	91	4	0	251
Grade 8 Science and Technology						
	n	% A	% P	% NI	% W	SS
2000	59	8	36	41	15	240
2003	56	4	59	30	7	n/a
2004	60	17	47	32	5	n/a

2005	60	8	40	40	12	n/a
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Table 2: Yearly Comparative Analysis of MCAS Results by Average Scaled Scores 2000-2002

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

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

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

Massachusetts discontinued use of average scaled scores in 2002. Comparative analysis of MCAS results by Proficiency Index for 2003-2004 and by percentage Advanced plus Proficient for 2005 shows that CCLCS student performance continues to outrank state performance and ranks competitively within the Cape Cod sending districts.

Table 3: Yearly Comparative Analysis of MCAS Results by Proficiency Index and % Advanced plus Proficient

2003 Proficiency Index	Gr. 6 Math	Gr. 7 ELA	Gr. 8 Math	Gr. 8 Sci/Tech
CCLCS	69.6	96.7	76.7	73.7
Composite	69.2	88.6	67.5	67.2
State	68	85.2	63.2	61.7
2004 Proficiency Index	Gr. 6 Math	Gr. 7 ELA	Gr. 8 Math	Gr. 8 Sci/Tech
CCLCS	78.8	92.5	86.8	87.1
State	68.4	86.4	65.0	62.7

% Advanced + Proficient (2005)	Gr. 6 Math	Gr. 7 ELA	Gr. 8 Math	Gr. 8 Sci/Tech
CCLCS	63	82	50	48
Composite	64	82	47	45
State	46	66	39	33

**Table 4: 2003 - 2005 CCLCS Student MCAS Performance
Ranked Against All Other Cape Cod Schools for 2003-2005**

MCAS	2003 Rank	2004 Rank	2005 Rank
Gr. 6 Math	10 th of 15	9 th of 15	6 th of 15
Gr. 7 E.L.A.	1 st of 14	8 th of 14	5 th of 14
Gr. 8 Math	6 th of 14	1 st of 14	5 th of 14
Gr.8 Sci/Tech	5 th of 14	1 st of 14	3 rd of 14

Annual CAT-5 testing allows the tracking of students' progress while enrolled in the school. Analysis of this data demonstrates that students make adequate yearly progress as measured by Grade Equivalents (GE) and Normal Curve Equivalents (NCE)

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

Class of 2003	2001		2002		2003	
Reading	9.2 GE 58.2 NCE		10.9 GE 65.2 NCE		11.3 GE 65.6 NCE	
Language Arts	11.1 GE 64.7 NCE		11.0 GE 60.7 NCE		11.6 GE 60.3 NCE	
Mathematics	8.1 GE 55.9 NCE		10.9 GE 64.9 NCE		11.5 GE 62.1 NCE	
Class of 2004	2002		2003		2004	
Reading	10.5 GE 65.1 NCE		11.5 GE 70.3 NCE		11.8 GE 69.6 NCE	
Language Arts	11.2 GE 66.0 NCE		12.6 GE 67.4 NCE		12.9 GE 66.2 NCE	
Mathematics	9.2 GE 63.4 NCE		11.3 GE 68.3 NCE		12.9 GE 70.5 NCE	
Class of 2005	2003		2004		2005	
Reading	9.1 GE 59.1 NCE		10.9 GE 64.8 NCE		11.6 GE 67.6 NCE	
Language Arts	9.9 GE 60.7 NCE		11.3 GE 62.5 NCE		12.6 GE 63.5 NCE	
Mathematics	8.4 GE 60.3 NCE		10.3 GE 60.0 NCE		12.7 GE 64.7 NCE	
Class of 2006	2004		2005		2006	
Reading	9.4 GE	59.7 NCE	11.0 GE	65.0 NCE		
Language Arts	10.6 GE	62.0 NCE	11.0 GE	60.7 NCE		
Mathematics	9.2 GE	62.2 NCE	10.6 GE	61.7 NCE		

Summary of Internal Assessment Results

Internal assessment is based on specific **student performance benchmarks** for each academic discipline at each grade level, student “**authentic achievement**” performance, and **high school placements**.

Teachers in each academic discipline at each grade level have developed a curriculum that is based on the Massachusetts State Curriculum Frameworks and the CCLCS founding principles as outlined in the school mission statement. Teachers maintain a **curriculum overview** notebook in both hard copy and on the school’s electronic database for every main academic course they teach and **detailed curriculum unit** notebooks for each major content unit. The overview notebooks contain descriptions of the major units covered for each course, along with student benchmarks, state frameworks and the school “mission strands” covered in each unit. The detailed unit notebooks contain lesson plans, instructions for activities, handouts, assessments and rubrics used in each unit. These curricula are updated as teachers make minor adjustments each year, and generally undergo major review with each rechartering cycle. In the summer of 2004, each teacher completed a thorough update of the curriculum to ensure appropriate alignment with the state frameworks and the school mission, and to review unit pacing guidelines. Analysis of the student performance benchmarks, internal assessments and rubrics in the school’s curricular materials will show that the curriculum at CCLCS is rigorous and appropriately prepares students to succeed at the receiving high schools. Grades for each term are largely based on a student’s performance on internal assessments designed around the curricular benchmarks, and grade level advancement is based on student grades. In the spring of 2004 a new policy was instituted, calling for a child study meeting in the event that a student receive a failing grade in any one term.

Benchmarks have been developed for each major unit for each core discipline, and students must demonstrate mastery of these benchmarks before they progress to the next unit. Depending on the unit, these benchmarks can take the form of specific content benchmarks or skill based performance benchmarks. For example, students need to prove they understand key concepts in geography on a sixth grade social studies test, and they cannot move to the next unit until they demonstrate that they can pass the benchmark section of this geography test. In addition, all students in the eighth grade must prove that they can write a coherent, independent four-paragraph essay. If a student does not pass a specific benchmark, teachers give extra help to these students during tutorial time, before school, or after school. The students are then given additional chances to demonstrate that they have mastered the concept or skill.

Since its implementation, the benchmark system has been very successful. Students have worked hard to meet these benchmarks, and teachers have outlined the key concepts and skills for students to master within each discipline. Although we do not currently aggregate statistics on student benchmark performance, individual student records are kept in each teacher’s grade book, and performance is often referenced in the narrative section of each student’s quarterly progress report. The math department has developed clear benchmark grids showing the longitudinal skill development of each student.

Another internal assessment is the school's formal grading system. Though students are given letter grades each trimester, they also receive extensive narratives from individual teachers that describe specific concerns and areas of progress. After receiving these progress reports, students and parents are expected to respond to these reports in written form. Grades are based on class participation, homework, project work, and test and quiz performance. The weights given to each category vary with the class and the term.

School wide rubrics have been developed for grading different types of assignments. There are core rubrics for grading essays, lab reports, long-term projects, and oral presentations. Students can see how they progress through these rubrics, and teachers can assure a progressive intensification of the curriculum from sixth through eighth grade. Reflective and assessment portfolios are kept in some departments in order to track student development.

All students successfully completed their studies and were advanced to the next grade.

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

- Students in John Stewart's Mock Trial seminar have either won or been runners up in the Southeastern Massachusetts Middle School Mock Trial Competition each year of the school's nine years. In 2006 they were once again undefeated champions.
- Students from the school's Roots & Shoots Club worked with a sister school from Tanzania to produce presentations on poverty in their community. Students from CCLCS contributed hours of volunteer work, interviews and research to produce a photostory titled "The Two Sides of Cape Cod", which has been distributed to libraries throughout Cape Cod.
- Science students from all grades worked with professional scientists at the Cape Cod Museum of Natural History to serve as volunteer biodiversity monitors at a model "Bioblitz" that served as a demonstration for museum educators from around the country.
- Students from CCLCS completed their 8th year as water quality monitors, collecting professional quality samples for the Pleasant Bay Alliance.
- Several students worked with 7th grade social studies teacher Daniella Garran and participated in a public presentation about the Holocaust.
- Eighth grade social studies students monitor their spring town meetings to report on issues. In the spring of 2006, a student at the Wellfleet town meeting lobbied to assure funding for a local youth center, and an 8th grade boy in Eastham successfully worked to help pass a dog waste management bylaw.

- The CCLCS Select Chorus once again performed several times in concerts with the Chatham Chorale, a professional, Cape-wide, adult chorus, and has performed independently at churches, museums, libraries, and other venues throughout the Cape.
- Science teachers Peter Trull and Paul Niles and health teacher Allison Graham received a grant from the Friends of Pleasant Bay to track avian mortality along cell phone towers in the towns that border the bay.

High School Placement

One measure of student achievement is the high school placement level for each student in each core subject. Placement is handled differently for each receiving school and for each subject. Students attending Nauset Regional High School (n=37, or 62%) are placed through a combination of middle school grades and teacher recommendations, informed by placement tests in English Language Arts, history and world language. Students attending Cape Cod Regional Technical High School (n=9, or 15%) are placed based on spring placement exams. All students attending the Sturgis Charter School (n=4, or 7%) follow a course of studies that prepares them for an International Baccalaureate Degree. We assign class placement values to these students and students attending other public schools (n=7, or 12%) or private schools (n=3, or 5%) based on teacher recommendations informed by the students' relative standing to other graduating students. Honors level placement represents an accelerated program, "A" level represents a college preparatory class, and "B" represents a remedial level. In math, students eligible to take geometry in grade 9 are listed in "honors" placement and students eligible to take algebra are listed in "A" level placement. The table below summarizes the placements of CCLCS students from the eighth grade class of 2006:

	HONORS	"A" LEVEL	"B" LEVEL	NO PLACEMENT
SCIENCE	37% (n=22)	63% (n=38)	0%	0%
MATH	43% (n=26)	48% (n=29)	8% (n=5)	0%
LANGUAGE ARTS	33% (n=20)	63% (n=38)	3% (n=2)	0%
HISTORY	32% (n=19)	65% (n=39)	3% (n=2)	0%
WORLD LANGUAGE	34% (19/55)	60% (33/55)	5% (3/55)	8% (5/60)

Number of Instructional Days for the 2004 – 2005 school year

There were 180 instructional days completed in the 2005-2006 school year. The first day of school was on Tuesday, September 6, 2005, and the last day of school was on Tuesday, June 20, 2006. The school day begins at 8:55 AM and ends at 3:10 PM. Classes are held Monday through Friday except for holidays and vacations.

NCLB Report Card

Cape Cod Lighthouse Charter School does not receive Title I funds and did not receive an NCLB Report Card in 2005-2006.

Summary of Performance Relative to Accountability Plan Goals

The Success of the Academic Program

As discussed in the summary of internal and external assessments, the academic program at CCLCS continues to be highly successful. Achievement of these objectives has become the norm, an expected component of the culture of academic achievement at CCLCS. Below is a summary of student performance objectives from the school's Accountability Plan and a description of the school's performance relative to those objectives.

Student Performance Objective # 1:

All students at CCLCS will strengthen literary skills while acquiring higher-order thinking skills through an emphasis on reading, writing and speaking across the curriculum.

MEASURE 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS English Language Arts tests will be higher than the equivalent, weighted average scores in the sending districts.

CCLCS students matched the performance of students from the composite sending district, both achieving well ahead of state averages, with 82% in the Advanced or Proficient categories.

MEASURE2: Each class of students will show persistent strength through maintaining grade level or above Normal Curve Equivalents and yearly progress through a minimum of a one year improvement from year to year in averaged Grade Equivalents through their performance on the California Achievement Test in English Language Arts.

Although spring 2006 CAT-5 results are not yet available, analysis of results for the classes of 2005 and 2006 show clear progress, as evidenced in Table 5. The class of 2005 saw Grade Equivalent increases in Reading from 9.1 to 10.9 to 11.6, and NCE improvements from 59.1 to 64.8 to 67.6, and similar improvement in ELA (9.9 to 11.3 to 12.6 and 60.7 to 62.5 to 63.5). The class of 2006 improved Reading GE's from 9.4 to 11.0, and NCE's from 59.7 to 65.0. Their ELA profile only improved from 10.6 to 11.0 GCE, and the NCE dropped slightly to 60.7 from 62.0.

MEASURE 3: Eighty percent of students will demonstrate success on persuasive speech projects, informative oral presentations and dramatic interpretations by scoring in the "proficient" range in school-developed externally validated rubrics for oral presentations.

One hundred percent of CCLCS students scored in the "proficient" range in school-developed rubrics for oral presentations.

MEASURE 4: Students will demonstrate their ability to effectively write critical, creative, reflective, essay and poetic pieces, as evidenced by their performance on benchmark assignments assessed with externally validated school-developed rubrics.

One hundred percent of CCLCS students scored in the "proficient" range on their writing pieces, using school-developed rubrics.

Student Performance Objective # 2:

All students at CCLCS will demonstrate competency in the understanding and application of mathematical computation and problem solving.

MEASURE 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS mathematics tests will be higher than the equivalent, weighted average scores in the sending districts.

Sixty three percent of CCLCS 6th graders scored in the Advanced or Proficient ranges in the 2005 math MCAS versus 64% from the composite district, while CCLCS outperformed the composite at the 8th grade level 50% to 47%.

MEASURE 2: Each class of students will show persistent strength through maintaining grade level or above Normal Curve Equivalents and yearly progress through a minimum of a one year improvement from year to year in averaged Grade Equivalents through their performance on the California Achievement Test in mathematics.

Again, Table 5 demonstrates that CCLCS students are demonstrating yearly math progress as measured by the CAT-5 tests. In their three years at CCLCS, the class of 2005 improved their GE from 8.4 to 12.7, and their NCE from 60.3 to 64.7, while the class of 2006 improved their GE from 9.2 to 10.6 between 6th and 7th grade, and maintained a strong NCE, even though it dropped slightly to 61.7 from 62.2.

MEASURE 3: At least fifteen percent of the eighth grade students will meet eligibility requirements for taking Geometry in the 9th grade at their receiving high schools.

Twenty six out of sixty (43%) 8th grade students have met eligibility requirements for taking high school Geometry in the 9th grade.

MEASURE 4: At least seventy five percent of the eighth grade students from CCLCS will meet eligibility requirements for taking Algebra I at their receiving high schools.

Ninety two percent of 8th graders from CCLCS have met eligibility requirements for taking Algebra I or Geometry in the 9th grade at their receiving high schools.

MEASURE 5: At least ninety percent of students at each grade level will pass internally established, externally validated benchmark tests with a minimum score of seventy five percent.

Ninety three percent of 8th grade students scored at or above 75% on their final math assessment.

Student Performance Objective # 3:

Students will demonstrate competency in 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 applications.

MEASURE 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS science and technology tests will be higher than the equivalent, weighted average scores in the sending districts.

Forty eight percent of CCLCS students scored in the Advanced and Proficient categories of the Spring 2005 8th grade Science / Technology MCAS test, compared to 45% of students from the composite sending district.

MEASURE 2: At least ninety percent of students at each grade level will pass internally established, externally validated benchmark skill and topic tests with a minimum score of seventy five percent.

Ninety five percent of students passed internally established benchmark tests with scores at or above 75 percent.

MEASURE 3: At least ninety percent of students in the eighth grade will demonstrate the ability to design, organize, interpret and communicate the results of an original scientific investigation by scoring a minimum of seventy five percent on a school developed, externally validated rubric.

Fifty-nine out of sixty (98%) 8th grade students completed the final scientific investigation with grades at or above 75 percent.

MEASURE 4: At least ninety percent of the eighth grade students will meet eligibility requirements for taking “honors” or “A-level” equivalent science classes at their receiving high schools.

One hundred percent of 8th grade students have met eligibility requirements for taking “honors” (37%) or “A level” (63%) classes at their receiving high schools.

Student Performance Objective # 4:

Students will develop an understanding of the world, its people, their cultures and histories through examining both past and present societies and reflecting upon the impact of those cultures in the world today.

MEASURE 1: The percentage of CCLCS students scoring in the Advanced or Proficient categories combined on MCAS History and Social Science tests will be higher than the equivalent, weighted average scores in the sending districts.

There has been no test from which to make this comparison.

MEASURE 2: At least ninety percent of students at each grade level will pass internally established, externally validated benchmark tests with a minimum score of seventy five percent.

Ninety eight percent (59 out of 60) of 8th grade students met this benchmark, 100% of 7th grade students met this benchmark and 97% (66 out of 68) 6th grade students met this benchmark.

MEASURE 3: At least ninety percent of the eighth grade students will meet eligibility requirements for taking “honors” or “A-level” equivalent social studies classes at their receiving high schools.

Ninety seven percent of eighth grade students (32% honors, 65% “A” level) have met the eligibility requirements for these levels at their receiving high schools.

Student Performance Objective # 5:

Students will develop a foundation towards the successful mastery of a world language through demonstrating conversational proficiency and knowledge of grammatical structures at a novice level. They will also demonstrate an awareness of the diverse cultures and arts of countries where the languages are spoken.

MEASURE 1: At least seventy five percent of the eighth grade students will meet eligibility requirements for taking second level French or Spanish in the ninth grade.

Ninety five percent (52/55) of students taking a world language in 8th grade have met eligibility requirements for advancing to second level French or Spanish in 9th grade.

MEASURE 2: At least fifteen percent of the eighth grade students will meet eligibility requirements for taking second level French Honors or Spanish Honors in the ninth grade.

Thirty four percent (19/55) of students taking a world language in 8th grade have met eligibility requirements for taking honors level French or Spanish in the 9th grade.

MEASURE 3: At least ninety percent of students will demonstrate competency in written composition and oral communication by achieving the “proficiency” level on internally designed, externally validated rubrics.

Ninety eight percent (53/55) of 8th grade students and 100% of 7th grade students have met the communication benchmarks in their world language classes.

Student Performance Objective # 6:

Students will demonstrate a basic understanding of the physical self and of the skills necessary to pursue life long habits of good health and exercise.

MEASURE 1: At least ninety percent of students will show improvement from year to year on the “physical challenge inventory” developed by the CCLCS health committee.

This inventory has not yet been completed by the CCLCS health committee. It will be a committee goal to complete this inventory during the 2006-2007 school year.

MEASURE 2: At least ninety percent of students will demonstrate an understanding of basic health concepts by achieving the “proficiency” level on internally designed, externally validated rubrics.

One hundred percent of the student body met the requirements of the school’s health curriculum rubrics.

Student Performance Objective # 7:

Students will demonstrate an appreciation for the visual arts and their cultural place in the human experience through studio instruction.

MEASURE 1: At least ninety percent of students will demonstrate competency in basic artistic techniques by achieving the “proficiency” level on internally designed, externally validated visual arts rubrics at each grade level.

One hundred percent of the student body successfully satisfied the “proficiency” demands of the school’s visual arts rubric in the 2005-2006 school year.

Organizational Viability

School Performance Objectives

The school’s performance relative to these indicators is briefly described below, and more fully described in the Governance and Financial Profiles in this Annual Report.

School Performance Objective #1:

CCLCS will demonstrate strong organizational viability and responsible decision making that is guided by a sound strategic planning process, consistent with its mission, and faithful to its charter.

MEASURE 1: The Board of Trustees will review the school’s mission at a regular meeting at the beginning of each school year to ensure that the mission guides policy, procedures, and decision making.

Review of Board minutes demonstrates that the Board of Trustees deliberates carefully on all matters, and that its decisions are well informed by the school’s mission.

MEASURE 2: The Board of Trustees, which meets monthly, and its committees, which meet as needed, will maintain records of agendas and minutes. Review of these records will be used as evidence of sound governance and management.

The Board of Trustees clearly meet this goal with a full spectrum of active, productive committees, whose work is described in the “Governance Profile” section in this annual report.

MEASURE 3: The Board of Trustees will set annual goals at the beginning of each school year, and will assess its performance against these goals during the year and at the end of each school year.

Board minutes reveal that the Board of Trustees employs an annual Board calendar and an effective committee structure to accomplish these tasks.

MEASURE 4: The Executive Committee of the Board of Trustees will formally evaluate the Executive Director, using a predetermined protocol, on an annual basis and use the results to set performance goals for the Director.

The Board was especially active in this area during the past few years, resulting in the recruitment of a new Executive Director whose term began on July 1, 2006.

School Performance Objective #2:

CCLCS will demonstrate sound, sustainable financial practices.

MEASURE 1: Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.

MEASURE 2: Yearly balance sheets will show that the school is fiscally sound.

MEASURE 3: Yearly submission of audited financial statements will demonstrate that the school is responsible and prudent with public resources.

The school’s financial practices are sustainable and exemplary, and are well described in the Financial Profile in this report. One notable advance this year was the Finance Committee’s practice of creating a three-year planning budgetary tool.

School Performance Objective #3:

CCLCS will maintain its organizational viability by taking steps to assure that demand for its educational services remains strong in the community.

MEASURE 1: One hundred percent of available seats will remain filled throughout each school year.

This has been true throughout the entire history of CCLCS.

MEASURE 2: More than ninety-five percent of students eligible to remain enrolled in CCLCS during each school year and from one school year to the next will choose to remain enrolled.

The school has met this goal, as evidenced in the attrition breakdown in the “Student Profile” section of this Annual Report.

MEASURE 3: The number of students applying for admission to CCLCS each year will exceed the number of available seats, and the school will maintain a waiting list of applicants.

One hundred ten students applied for 68 available spaces into the 6th grade for the 2006-2007 academic year, a surplus of applicants in spite of the fact that student populations continue to decrease markedly on Cape Cod. The school maintains a strong waiting list, with 81 students listed as of July 18, 2006.

The Faithfulness of the School to the Terms of the Charter

As a mature charter school just completing its eleventh year of operation, the major tenets expressed in the school's charter are clearly embedded into the framework of the daily practices evident in classrooms, administrative offices, and boardrooms.

The CCLCS charter calls for “*challenging, interactive learning experiences that consistently bridge traditional disciplines...implemented with local resource partners*”, and the need to “*foster intellectual development and academic achievement...strengthening basic skills*”.

The school's mission statement calls for the school to employ “*an interdisciplinary approach that utilizes the unique natural resources on Cape Cod and is developed and implemented with local resource partners, (breaking) down the boundary between school and community...*” and the establishment of “*a community of learners*”.

The school has clearly continued to make progress in meeting these and other goals relating to the program's faithfulness to the terms of our charter. Evidence is discussed below, mostly in the form of descriptions of programs and accomplishments.

Bridging Traditional Disciplines: The traditional boundaries existing between disciplines are frequently blurred by the curriculum and the activities used to teach it. This occurs in the daily classroom experience and through the school's seminar program. Often, projects used to bridge traditional disciplines also serve the mission element of “breaking down the walls” and working with local resource partners.

- **The Seminar Program** – The school's seminar program, a cross-grade and cross-discipline system of classes, is pivotal to the school's academic mission. All students participate in the seminar program, which is taught all three terms, for ninety minutes twice a week. Taught by teachers and sometimes parents and community members, the seminar program allows teachers to connect with personal pedagogical passions outside of, or in combination with, traditional disciplines. The seminars also permit students a degree of choice to work in areas of interest or need that they would ordinarily not examine as closely within the regular curriculum. Seminars often incorporate work with a local resource partner, i.e., water quality experts from local water departments, naturalists from the Cape Cod Museum of Natural History, the Audubon Society, or the Cape Cod National Seashore, or area scientists, writers, and visual and performing artists. This close alliance with experts living and working in the surrounding communities further strengthens our academic program by providing students with opportunities to explore within their communities real-life applications of their learning. Frequently, the work begun in a seminar class carries over into an extracurricular activity that enhances the lives of teachers, students, and community members.
- **Water Quality Monitoring** – Students and teachers collect water quality samples from Lonnie's Pond in Orleans as part of the monitoring program overseen by the Pleasant Bay Alliance in this officially designated “Area of Critical Environmental Concern”. Ours is the only one of 16 collection sites monitored by children, and

collectors follow professional scientific protocol. The program began as a seminar in 1997, and has continued as a special program ever since.

- **Mock Trial Seminar** – Students involved in the Mock Trial Seminar compete each spring in the Southeastern Massachusetts Mock Trial Competition. Each year up to 15 students work with local attorneys to train for competition against middle schools throughout Southeastern Massachusetts. Students hone reading, writing and speaking skills as they prepare for trials. CCLCS students have won the competition 4 out of the last 5 years, and were runners up the fourth year. The 2006 team had an undefeated season, winning the regional championship.
- **Japanese Homestay** – Every other year, the students who participate in the Seminar on Japan take part in the Japanese Homestay for up to two weeks during the summer vacation. The students visit Matsuyama-machi, a town located in northwest Japan. While there, the students stay with Japanese families, eat Japanese food, and participate in cultural events, including a Japanese tea ceremony and meditation in a Buddhist temple. In alternate summers, students from the same community in Japan are hosted here with students and their families, for an introduction to American customs, culture, and the environment of Cape Cod. In the summer of 2005, students also visited the World Expo 2005, which focuses on environmental stewardship, a key curricular component at CCLCS. Our school will host 9 Japanese visitors in August 2006. In addition, the CCLCS community is hosting a Japanese teaching intern, from April 2006 through early 2007.
- **Community Service Seminar** – For several years, students have participated in community service seminars in which they work on such projects as planting gardens and doing yard work for the elderly, and reading and providing entertainment at senior centers. This year the group continued its tradition of planting daffodils at the graves of local service veterans in advance of Veteran’s Day. Students also worked as reading buddies at a local preschool.

Working with Local Resource Partners: The school maintains partnerships with several local agencies. Two major outcomes have emerged from these partnerships. First, the partnerships link theoretical classroom study with onsite field research, enriching students and the learning process. Second, the surrounding communities benefit from the scientific studies and cultural undertakings of the school's teachers and students. Below are descriptions of local resource partners and the jointly shared learning experiences.

- **Dolphin Fleet Whale Watch** – Since its first year, the school has had an informal relationship with the Center for Coastal Studies in Provincetown, a research center that focuses on endangered whales. The Center is a rich source of educational programs for students and teachers. This past spring the sixth grade again took its annual whale watch featuring CCS naturalists. One CCLCS alumni and 2006 8th grader are currently serving as the first student interns on the Dolphin Fleet, interpreting for the public and completing original research on board.

- **Academy of Performing Arts** – The Academy and CCLCS have joined forces in several activities. Recently, the school has focused on integrating dance, movement, and drama into the academic curriculum through participation with guest teachers from the Academy. This year students participated in a dance seminar at the Academy, learning modern choreographic techniques.
- **Cape Cod Museum of Natural History** – During the 2005-2006 academic year, this relationship was closer than ever. One seminar focused on doing curatorial work at the museum, and CCLCS students served as volunteer naturalists at the museum's demonstration biodiversity survey. Also this year, two prominent scientists made exclusive presentations to the students at CCLCS.
- **Cape Museum of Fine Arts** – Every year the 7th and 8th grade classes begin the school year with a visit to the museum. Taking a field trip during the first week of school reinforces our commitment to a "community of learning." The exhibitions on view stimulate and initiate writing and visual arts projects in our curriculum. Throughout the year, art, science, and writing classes view shows at the museum. It is the art teachers' goal that students and their families become familiar with art museums and initiate trips of their own.
- **Pleasant Bay Grant** – As mentioned in the "academic achievement" section, students worked with science teachers to complete an important study on the effect of cell towers on avian mortality.
- **Fisher Study** – Peter Trull and his Naturalist Club continued to search for the presence of the elusive fisher on Cape Cod. Peter's group took night photos and searched for the elusive predator during weekly after school field trips.

A Community of Learning: One of the unique aspects of our school's curriculum is the way student learning is embedded in the concept of community. The charter states: *"Essential to the achievement of our mission is the establishment of a community of learning - a community built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance. ... Lighthouse School will be a focus for activities which involve parents and community members, as well as teachers and students, in the education of our younger citizens."* Through the following all-grade or all-school activities, the concept of community has been constantly strengthened:

- **All-School Overnight at Cape Cod Sea Camps** – In October, the entire school community participates in an overnight camping experience at the Cape Cod Sea Camps nearby in Brewster. The primary purpose of the overnight is to foster a sense of community early in the year. Over two days and one night, students are randomly grouped across grade levels so that students become familiar with teachers and students in different grades. Parents assist as group leaders, and all family members are invited to a spaghetti dinner. Teachers lead the morning and afternoon activities, a mix of academic and recreational activities revolving around a central theme.
- **The School's Interscholastic Sports Program** – Built upon parent volunteers, the school's interscholastic sports program has become an integral part of school life for many students. Nearly half of the eligible (grades 7 and 8) student body plays on the

school's girls' and boys' soccer, basketball, baseball, softball, field hockey and cheerleading teams. The school has a policy of "no-cuts" so that all students who desire to play a sport can use these middle school years to become proficient. Parents support the teams through coaching, driving vans, and helping out with practices. The school pays a teacher a stipend for taking on the responsibility of Athletic Director, and hosts a weekend basketball tournament for ten area middle schools each winter. Having the teams has provided the school with a visible identity in the surrounding communities and has instilled additional pride in students for their school. Students become closer with peers and learn values such as sportsmanship, responsibility, and how to be an integral part of a team. It also builds qualities such as perseverance and integrity that assist students with their academics.

- **Extracurricular Activities** – The school offers many activities after school: *Roots & Shoots*, an environmental club that not only raises money for environmental concerns, but also sends students and chaperones to attend the North American Youth Summit each year. The students return ready to help others learn respect for the environment and all living things. This year five students from the club were selected to discuss the school's service work at a Congressional reception in Washington, D.C and to participate in a three-day Youth Action Summit. *Science Club*, a subset of Roots & Shoots, affords students the opportunity to do field research, most recently on three projects: coastal erosion, water quality monitoring, and salt marsh studies. *The Cape Cod Youth Council on Sustainability* includes CCLCS students, alumni and others from all over Cape Cod. This past year they maintained a demonstration sustainable garden and presented the first annual Sustainable Small Business Award at a public ceremony attended by 75 community members. For the past several years, the school has hosted *The Write Connection*, a journal of writing published several times a year by middle and high school students from all over the Cape and Islands. Our students and the school's writer-in-residence initiated this project. Other extracurricular activities are *Magic Club*, *Mountain Biking Club*, and *Walkers/Runners Club*. At any time, students or parents can propose the formation of a new team or club. In recent years, this process has led to the formation of cheerleading and field hockey teams. All of these activities provide additional ways for students to become members of their school community. This past year Peter Trull ran his avian and fisher studies groups as extracurricular clubs.
- **Ropes Course** – In an effort to build community on a smaller scale, each sixth grade homeroom visits a local ropes course with their teacher, our recreation director, and parent volunteers. The whole group addresses respect, teamwork, leadership, risk, communication, and community spirit on both low and high challenge elements. Dialogue on these topics occurs throughout the day, then upon returning to the school, students reflect on the experience in writing. The hope is that all participants are able to "bring the adventure home."
- **6th Grade Field Day** – Each spring the sixth grade builds community by participating in an annual field day, full of games, family fun and problem solving activities.
- **8th Grade Class Trips** – The 8th graders participate in a number of activities reserved especially for their final year. In the fall, they journey to the White Mountains for a two night camping and backpacking trip for environmental study

with their teachers and Appalachian Mountain Club staff, and a "winter conditions" stay in an A.M.C. hut. In the spring the students travel for five days to Gettysburg and Philadelphia, for firsthand, in-depth experience at the sites where so much of their study of American history, particularly the Civil War, took place.

- **Student as Community Member** – The concept of community is stressed to students within the school day. All indications are that most students understand and value the notion. Few serious behavior problems exist. There is very little vandalism. Class meetings are used as one means to discuss issues and solicit student opinions on how to rectify a problem. Security of personal belongings is not much of a problem in the school. Students have open cubbies instead of lockers, and in spite of their unsecured nature, there have been very few thefts. Each morning students meet for 20 minutes in homeroom groups to discuss issues and to review daily activities. The School maintains an active elected student government group and a peer mediation program. This past year the school introduced a school-wide behavioral rubric and held a successful songwriting contest that resulted in the adoption of a school song written by a 7th grade student.

Innovative Teaching Strategies: CCLCS teachers constantly use space, the curriculum, and community resource partners to provide highly innovative ways of teaching students their subject matter. Several examples are described below:

- **The School's Physical Education Program** – The nontraditional school space has spawned nontraditional programs. For example, in lieu of a school gym, the physical education program takes place mostly in the larger community. The program emphasizes mastery of lifelong, healthy, recreational activities. Students not only learn traditional games like soccer and basketball, but also have courses in biking, squash, fast walking, self-defense, aerobics, weight lifting, and cardiovascular training. After school and summer PE programs have introduced students to kayaking, mountain biking, cheer leading, and running.
- **8th Grade Social Studies** – Every spring, 8th grade students participate in the Town Meeting of the town in which they reside. Prior to Town Meeting, the students examine the warrant and choose specific articles to support. At Town Meeting students conduct surveys and sometimes are permitted to address Town Meeting about a particular article. During the Orleans Town Meeting in May 2002, two students spoke out eloquently for funding the annual town fireworks display by quoting John Adams and invoking the 1814 Battle of Rock Harbor. Prior to the students' address, voter sentiment was against funding the display. The students' speech was largely responsible for changing the vote to a positive one. This past year student work was a key component of important votes in Wellfleet and in Eastham.
- **Art** – The art teachers have developed a curriculum that encompasses different ways of learning: viewing (visiting art galleries to view art); writing to describe a visual experience or to develop a visual project; painting from life/what you see; constructing/ painting from the imagination; making an environment, or a 3-D space, with mixed media. Cross-curricular projects at each grade level help integrate the academic disciplines. Examples include color tessellations with 7th grade math; the Plankton Seminar (cross-grade), in which students recorded and interpreted their

observations of plankton (from water samples collected from Pleasant Bay) into two- and three-dimensional art; and 8th grade watercolor paintings (in the style of the 19th century romantic landscape painters) of a natural wonder in the state the student chose to research in social studies.

- **Music** – Under the direction of the school’s music director, the select chorus participated again this year in collaborative performances with the acclaimed Chatham Chorale.
- **Technology** – At CCLCS, technology is integrated into all facets of the school. Students use spreadsheets in math and science classes and convert data into usable graphs; create databases for storage and dissemination of information; use digital cameras for an art class and manipulate the images using various effects; word process; create brochures and newsletters; scan images; save and retrieve files to and from the network; create web pages for both personal sites and the school site; and use the Internet for research purposes and online projects such as Journey North. We have a bank of computers in one classroom for group training, at least one computer in every classroom, and several additional "floating" computers per grade. Additionally, we have a scanner and color printer, both transportable. In the summer of 2005 we acquired a third wireless computer cart, giving us a total of 40 laptops that hook up to the network through a wireless hub. A network coordinator maintains hardware, software, the network, and administrative databases. Technology is maintained as needed and teachers explore many different types of technology as they become more comfortable with integrating technology into their curriculum.
- **Science** – Examples of student participation in scientific fieldwork are mentioned throughout this report, and are a key component to the science education at CCLCS.

Governance Profile

Cape Cod Lighthouse Charter School is governed by a self-perpetuating Board of Trustees. The bylaws allow for 17 members including the Executive Director and two faculty members elected by the staff. The Board meets once each month except in July, typically from 6 to 8 PM on the third Monday of each month. Occasionally there will be an additional, special meeting of the Board. All meetings are conducted in accordance with public meeting laws and follow a Robert’s Rules of Order format. In compliance with open meeting laws all meetings are posted. Agendas and attachments are provided a week before each meeting.

Officers of the Board include a Chair, Vice-Chair, Secretary, and Treasurer. Standing committees include an Executive Committee, comprised of officers and committee chairs; a Nominating Committee; a Finance Committee chaired by the Treasurer; and Personnel Policies Committee. Special purpose committees have included the Legislative Advisory Committee and the Site Committee. The Director Search Committee of the Board was formed in the fall of 2005. A Parent Involvement Committee was created in June 2005. In January 2000, the Board created a separately incorporated 501(c) 3 Educational Foundation with an independent Board of Trustees in order to encourage advocacy, volunteerism, and philanthropic support for the school. The Foundation Board

functions in lieu of a Development Committee of the school's Board of Trustees. Committees typically meet monthly or on an as-needed basis, and the agenda for each full Board meeting includes reports from each of the committees.

Members of the Board are elected for terms of three years and may be reelected once. Officers are elected for terms of one year and may be reelected at the pleasure of the Board. The Nominating Committee seeks input from a variety of sources including faculty and parents, identifies potential trustees and officers, meets with prospective candidates, and then submits a slate for election by the full Board. The Nominating Committee has paid close attention to ensuring diversity of skills, interests, representation, and opinion on the Board and particularly has sought to maintain legal and financial skills representation as well as experience in education. Board tenure coincides with the July 1 - June 30 fiscal calendar. The Board holds its Annual Meeting in May, elects officers for the coming year at this meeting, and ensures that appropriate measures have been taken to maintain a nearly full complement of active Trustees.

CCLCS Board of Trustees 2005-2006

Brian Bates Orleans, MA Science Teacher	September 2005 – August 2006 Faculty Representative to the Board Finance Committee
Barbara Cardinal North Truro, MA Art Gallery Director Parent	November 2002 – June 2005 July 2005-June 2006 Secretary, Board of Trustees Nominating Committee Chair Executive Committee
Cathy Graham Harwichport, MA Former CCLCS Math Teacher	July 2005-June 2008
Kathleen Grenon Orleans, MA Banking	July 2005-June 2008 Finance Committee
Barbara Haines Dennis, MA CCLCS Founding teacher, retired	July 2005-June 2008 Nominating Committee
Marion Hobbs Brewster, MA Attorney	July 2005-June 2008
Richard Hersey Brewster, MA Business Executive Parent	July 2003 – June 2006 Chairman of the Board Executive Committee
Bernie Lynch Eastham, MA Retail manager Parent	July 2005-June 2008
Mary Lyttle East Orleans, MA Realtor / Caterer Parent	July 2003 – June 2006 Vice Chairman Executive Committee Site Committee Director Search Committee Chair

<p>Maggie Mack Wellfleet, MA Psychologist, Early Childhood Coordinator Parent</p>	<p>July 2004-June 2007 Parent Involvement Committee Chair Personnel Policy Committee</p>
<p>Sean O’Neil Brewster, MA CCLCS Executive Director</p>	<p>July 2002 – June 2006</p>
<p>Andrea Reed Orleans, MA Arts Administrator Parent</p>	<p>August 2003 – June 2006 Site Committee Foundation</p>
<p>Carole Ridley Harwich, MA Strategic planner Parent</p>	<p>July 2004-June 2007</p>
<p>John Kleshinski Chatham, MA</p>	<p>July 2004-June2007 Treasurer, Board of Trustees Executive Committee Finance Committee</p>
<p>Josh Stewart Orleans, MA Math Teacher</p>	<p>September 2005 – August 2006 Faculty Representative to the Board Site Committee</p>
<p>Bill Wibel Brewster, MA Educational Consultant</p>	<p>February 2004 – June 2007</p>
<p>Benjamin E. Zehnder, Esq. Orleans, MA Attorney at law</p>	<p>November 2002 –June 2006 Personnel Policy Committee Site Committee</p>
<p>Jeff Zinn Wellfleet, MA Theater Director Parent</p>	<p>July 2005-June 2008</p>

Summary of Major Policy Decisions made by the Board of Trustees

The Cape Cod Lighthouse Charter School has initiated new policy procedures, in the following specific areas:

Budgeting

The school has initiated a three-year budget forecasting and financial planning process in order to enhance our ability to plan for the school's financial future. This procedure also helps us to ascertain the feasibility of exploring a new building site for the school, and the financial impact of securing such a site.

Enrollment

Enrollment is gradually being expanded, moving from a student body of 196 in the year 2005, to 204 in the year 2006. Class sizes remain at an average of 17 pupils per class. It is a desirable policy to expand the enrollment at a pace that maintains the quality of education at the school, as well as the level of individual attention that students receive in order that they can progress in the areas of social and personal growth.

New Facilities

The school has initiated a process of exploring new facilities for the students and staff. These facilities are all within a short distance of the current facility at 225 Route 6A in Orleans, Massachusetts. The current facility, while adequate, does not meet the complete needs of the student population. For example, there is a lack of open space, playground and sports facilities, since the current site is located within a mini-mall. It is hoped that an active search for a more suitable facility will better suit the needs of the student body.

The financial feasibility of purchasing a new site, and thereby building equity – as opposed to paying rent – is being explored and discussed between the school's staff, parent body, school board and local community. A policy toward building equity as opposed to the paying of rent is a desirable policy shift for the school so long as that policy shift proves financially viable.

Student Profile

Student demographics

Total number of students enrolled: 196

Race: 95% of the students were identified by their parents as non Hispanic/white, one student (.5%) as black, 6 students were Hispanic (3%), one student (.5%) white/Asian and one student (.5%) white/Pacific Islander.

Gender:

Male:	(108)	55%
Female:	(88)	45%

Receiving Free/Reduced Lunch: (18) 9%

Special Education: Students on IEPs (32) 16%
 Students on 504 Plans (9) 5%

Limited English Proficiency: (0)

Linguistic minorities within the school population: (0)

Applications

An enrollment increase was instituted in the 2005-2006 school year. At the 6th grade level openings increased from 60 to 68 openings and 8 additional students were accepted into the 7th grade to bring the total to 68 students. Five new students were accepted into the 8th grade class due to three students who moved off Cape Cod over the summer and two students who chose to return to their local schools. Applications for admissions for the 2005-2006 school year:

6th grade:	97
7th grade:	54
8th grade:	<u>19</u>
	173

Town of Residence	Grade applied for		
	6th	7th	8th
Acton	0	1	0
Barnstable	2	1	1
Bourne	1	0	0
Brewster	25	15	4
Chatham	3	1	0
Dennis	8	5	1
Eastham	5	3	0
Harwich	9	8	5
Marstons Mills	2	2	0
Mashpee	0	0	1
Orleans	11	2	1
Provincetown	3	0	1
Sandwich	0	4	0
Truro	3	2	2
Wellfleet	12	7	0
Yarmouth	11	3	2
TOTAL	97	54	19

Student Turnover

During the school year one student left 6th grade to return to her friends at her local school. Following the close of the school year, rising 8th grade twin brothers have withdrawn due to a family emergency.

Disciplinary Action

Two students accumulated one-day, in-school suspensions each for disrespectful behavior. Two students received out-of-school suspensions (one a 10 day suspension for theft). The other student was suspended out of school on three separate occasions for hitting.

Attendance Rate

Average daily attendance: 185.74
Attendance rate: 94.8%

Staff Profile

Administration

Consistent with the history and culture of the school, the administrative structure is lean and the professional staff accepts significant responsibility for the smooth operation of the school. Administrative functioning has not seen significant changes in the past year. The Executive Director reports to the Board and is ultimately responsible for all operations on a day-to-day basis. The Executive Director delegates responsibility for the curriculum to the Associate Director, Paul Niles; responsibility for the professional development program to the Coordinator of Professional Development, Joan Barnatt; and responsibility for financial operations and facilities management to the Business Manager, Karen Scichilone, and the Administrative Assistant, Marion Lay. Instructional leadership for the school is overseen by the Associate Director and by the senior teacher at the school, Mr. Paul Niles. Mr. Niles is in charge of all curriculum and learning development at the school, and provides guidance and leadership in these areas for the entire school.

Summary of Teacher Qualifications

Full time teachers	16
Part time teachers	6
Full time intern	1
One-on-one aide	1
Total teaching personnel	24

Student to Teacher Classroom ratios:

Core Curriculum classes 8th grade	20:1 (will be reduced to 17:1 in coming year)
Core Curriculum classes 6&7th grades	17:1
World Language classes	14:1
Seminars	8:1

Average years teaching experience: 11.1

Average years of service at CCLCS: 5.5

Highly Qualified Teachers by NCLB Definition:

Full-time teachers: core curriculum: 15 of 16

Part-time teachers: core curriculum: 5 of 6

Teacher Attrition

No teacher left the school during the school year. The director has accepted another administrative position in another charter school. One full-time teacher is leaving to relocate to another part of the country. Two part time art teachers are leaving to expand their workload at the college level; they will be replaced by a single part time teacher.

One fulltime special education teacher is being added to staff. Two part time teachers will be moving to fulltime employment in the next year.

Financial Profile

Income Statement

Ordinary Income/Expense

Income

School Lunch Program-MA Portion 786.42

School Lunch Program-Fed Portio 6,561.48

Operating Income

Income - Summer Program 15,099.50

Income - Per Pupil Tuition 2,157,100.00

Income - Bank Interest 2,475.24

Income - Miscellaneous 3,673.99

Total Operating Income 2,178,348.73

Income - SPED Medicare Reimburs 10,204.58

Grants Income

Grants - Government

Current Yr 61,761.00

Total Grants - Government 61,761.00

Total Grants Income 61,761.00

Total Income 2,257,662.21

Gross Profit 2,257,662.21

Expense

Direct Student Costs

Computer - Internet Access 2,845.03

Computer Software 1,116.53

Computer Supplies & Repairs 3,334.65

Insurance Expense 24,935.00

Instructional Equipment 2,718.01

Instructional Expenses 334.91

Physical Education Expense	4,682.18
Team Sports Expense	5,825.73
Nursing Supplies	293.82
Seminar Expense	2,090.06
Special Needs	36,873.90
English Language Learners	2,100.00
State Mandated Assessment	953.18
Textbooks and Supplies	15,869.21
Transportation Costs	5,304.57
State Mandated Testing	<u>2,079.57</u>
Total Direct Student Costs	111,356.35
Occupancy	
Maintenance - Furniture & Fixtu	4,608.69
Maintenance - Site Prep	2,778.11
Alarm Service Fees	880.00
Auxiliary Site Rent	575.00
Custodial Outside Services	17,350.00
Maintenance - Building	14,423.22
Maintenance Site Supplies	2,914.55
Rent	266,515.51
Rubbish Removal	4,584.41
Utilities	<u>32,903.44</u>
Total Occupancy	347,532.93
Office	
Accounting Fees	11,750.00
Bank Charges	666.75
Equipment Lease, Repair & Maint.	11,009.57
Office Supplies and Expense	11,920.41
Payroll Service Fees	2,821.13
Postage and Shipping	2,590.61
Printing Expense	2,184.03
Admissions	7,788.26
Telephone Expense	<u>6,763.14</u>
Total Office	57,493.90
Personnel	
Salaries and Wages	1,409,826.36
Prof. Development - Staff	11,951.26
Payroll Tax (Employer Exp)	36,369.85
Insurance - Health	143,956.46
Employee Benefits	<u>29,836.31</u>
Total Personnel	1,631,940.24
Other Expenses	
Enrichments	31,736.55
Write Connection Expenses	36.00
Yearbook	1,054.18
Miscellaneous	325.50
Dues & Subscriptions	3,551.84
Fees and Licenses	197.00
Legal Fees	1,480.24

Recruitment	2,120.79
School Function	2,110.28
Total Other Expenses	<u>42,612.38</u>
Total Expense	<u>2,190,935.80</u>
Net Ordinary Income	66,726.41
Other Income/Expense	
Other Income	
Ski Fund Income	9,855.00
Healthy Nutrition Program	1,654.40
Total Other Income	<u>11,509.40</u>
Other Expense	
Ski Fund Activity	11,166.61
School Lunch Program	9,185.79
Engineering Consultant	7,405.83
Summer Enrichment Program	6,987.45
Director Search	2,998.86
Total Other Expense	<u>37,744.54</u>
Net Other Income/Expense	<u>-26,235.14</u>
Net Income	<u><u>40,491.27</u></u>

UNAUDITED

Balance Sheet

	<u>Jun 30, 06</u>
ASSETS	
Current Assets	
Checking/Savings	
CC5-School Lunch	852.26
CC5-Operating Depository Acct	527,114.21
CC5 Grants Account	18,206.99
CC5-Operating Vendor Acct	5,411.06
CCB&T All Accounts	9,553.28
Cash Petty Cash Fund	237.75
Total Checking/Savings	<u>561,375.55</u>
Accounts Receivable	
Due From Foundation	5,620.50
Federal Grant Receivable	20,039.00
Receivable - Miscellaneous	1,986.60
Total Accounts Receivable	<u>27,646.10</u>
Other Current Assets	
Prepaid Expenses	3,368.17
Prepaid Accounting Expense	2,850.00
Total Other Current Assets	<u>6,218.17</u>
Total Current Assets	595,239.82

Fixed Assets Net of Depreciation	200,274.33
Other Assets	
Legal & Engineering Fees	10,611.50
Accumulated Amortization	<u>-4,244.00</u>
Total Other Assets	<u>6,367.50</u>
TOTAL ASSETS	<u>801,881.65</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	<u>4,022.89</u>
Total Accounts Payable	4,022.89
Other Current Liabilities	
Def Income-Ski Fund	4,815.66
Accrued Accounting Fees	11,750.00
Accrued Expenses - Other	128,652.60
Grant - ECC Renewable Education	5,714.65
Grant - Salt Marsh	3,514.59
Grant - Friends of Pleasant Bay	2,259.53
Grant - Unrestricted Grants	5,824.59
Grant - Student Activities	<u>6,463.69</u>
Total Other Current Liabilities	<u>168,995.31</u>
Total Current Liabilities	<u>173,018.20</u>
Total Liabilities	173,018.20
Equity	
Fund Balance - Plant Fund	289,517.50
Fund Balance - Operating Fund	159,227.00
3900 - Retained Earnings	139,627.62
Net Income	<u>40,491.33</u>
Total Equity	<u>628,863.45</u>
TOTAL LIABILITIES & EQUITY	<u>801,881.65</u>

UNAUDITED

Budget 06-07

		Budget
		Jul '06-Jun 07
		<hr/>
Ordinary Income/Expense		
Income		204 Students
Operating Income		
Per Pupil Tuition	\$	2,284,000.00
Summer Program		15,000.00
Interest Income		2,000.00
Total Operating Income		<hr/> 2,301,000.00
Grants Income		
Grants - Government		
Current Year		<hr/> 30,000.00
Total Grants Income		30,000.00
Foundation Commitment		<hr/> 60,000.00
Total Income		2,391,000.00
Gross Profit		2,391,000.00
Expense		
Direct Student Costs		
Computer - Internet Access		2,700.00
Computer Software		2,600.00
Computer Supplies & Repairs		2,600.00
Consultants - Special Programs		2,100.00
Insurance Expense		27,000.00
Instructional Equipment		1,200.00
Physical Education Expense		4,600.00
Team Sports Expense		5,100.00
Nursing Supplies		500.00
Seminar Expense		1,500.00
Special Needs		30,000.00
English Language Learners		500.00
Textbooks and Supplies		8,500.00
Transportation Costs		
Vehicle Gas		3,600.00
Vehicle Repairs & Maintenance		<hr/> 3,000.00
Total Transportation Costs		6,600.00
State Mandated Testing		<hr/> 1,500.00
Total Direct Student Costs		97,000.00
		Budget
		Jul '06-Jun 07
		<hr/>
Occupancy		
Maintenance - Furniture & Fixtures		5,000.00
Maintenance - Site Prep		5,000.00
Alarm Service Fees		1,100.00
Auxiliary Site Rent		800.00
Custodial Outside Services		18,000.00
Maintenance - Building		7,500.00
Maintenance Site Supplies		5,000.00
Rent		283,600.00
Rubbish Removal		4,000.00

Utilities		<u>32,000.00</u>
Total Occupancy		362,000.00
Office		
Accounting Fees		13,000.00
Bank Charges		300.00
Equipment Lease, Repair & Maint.		8,600.00
Office Supplies and Expense		10,000.00
Payroll Service Fees		2,500.00
Postage and Shipping		3,200.00
Printing Expense		3,000.00
Admissions		6,200.00
Telephone Expense		<u>7,200.00</u>
Total Office		54,000.00
Personnel		
Salaries & Wages		1,489,000.00
Benefits		37,200.00
Prof. Development - Staff		12,500.00
Payroll Tax (Employer Exp)		44,700.00
Insurance - Health		<u>152,600.00</u>
Total Personnel	-	1,736,000.00
Other Expenses		
Summer Program		15,000.00
Enrichment and School Functions		<u>60,000.00</u>
Total Other Expenses		<u>75,000.00</u>
Total Expense	-	<u>2,324,000.00</u>
Net Income/(Loss)		<u><u>67,000.00</u></u>

Dissemination

Staff, students, Board members and CCLCS alumni have remained active in identifying and disseminating best practices during the past year. Evidence of dissemination exists across the curriculum and in a variety of venues, bringing rich and powerful examples of excellence to regional educators and districts.

Fine Arts

- For the fourth consecutive year, the Mural and Curatorial Seminar students curated and participated in a thematic exhibit at the Provincetown Art Association and Museum.
- Select chorus took part in inter-generational concerts in the local area.

Science

- Many of the school's environmental works are carried out through the Roots & Shoots Club, an affiliate of the Jane Goodall Institute (JGI). Students at CCLCS started the first Roots & Shoots chapter on Cape Cod, and as CCLCS alumni have moved on to their respective high schools they have started their own chapters. There are now ten Roots & Shoots chapters on Cape Cod, all directly resulting from dissemination by CCLCS teachers, students or alumni. This past year students from our school made presentations on promoting youth activism at the New England Regional Summit. Two school alumni currently serve on the JGI National Youth Leadership Council and three alumni serve on the New England Youth Leadership Council.
- Five CCLCS students were chosen to make a presentation about their service work focusing on the United Nations Millennium Development Goals at a Congressional reception in Washington, D.C. in April 2006.
- Alumni, students and school staff collaborated to form The Cape & Islands Youth Council on Sustainability, a youth-led program for middle and high school students that promotes youth activism. In the fall of 2003, the Council, which boasts members from schools across Cape Cod, wrote a "Sustainability Action Plan" for Cape Cod and the Islands. Since then, members have been engaged in activities designed to carry out the action plan. In 2006 students met monthly, working to maintain a demonstration sustainable garden. The group also sponsored and presented the first annual Sustainable Small Business Award at a ceremony attended by 75 people.
- The Massachusetts Audubon Society hosted website sharing information which included data and curriculum materials from CCLCS.
- The Naturalists Club and teacher Peter Trull reported on investigations into the presence of fisher cats on Cape Cod through local media.

Social Studies

- Collaboration with Bristol County District Attorney's Office to create Mock Trial competitions for middle schools in Southeast Massachusetts (our students are current champions).
- Eighth grade students work with Orleans Historical Society on artifact projects and local history documentation. Eighth grade Town Meeting projects require student

participation in local town meetings to support select agenda items through editorial letters, and participation in meetings (this year they worked with Dennis Police to help pass funding for the new station).

- Eight students worked with social studies teacher Daniella Garran to present at the Annual Holocaust Remembrance Event in partnership with the Interfaith Council on the Holocaust, Genocide and Human Rights.

Language Arts

- *The Write Connection* is a newspaper publication that was developed and established by the CCLCS Writer-in-Residence for students throughout Cape Cod. This program brings together students from five districts, and is currently distributed throughout the region. Two issues were produced and distributed this past school year.
- The Writer-in-Residence conducted poetry workshops at Orleans Elementary School and Cape Cod Vocational High School.

Math

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

Presentations

- One summer institute (two weeks) for 30 educators on Silk Road curriculum was coordinated and taught by staff member, Joan Barnatt.
- Three 6-hour workshops for educators on global education presented by Joan Barnatt
- Presentation on NBPTS certification to National Board teacher candidates.
- Science teachers Paul Niles and Peter Trull and health teacher Allison Graham won a grant to study avian mortality around cell phone towers on Pleasant Bay. The research was presented at the July 2006 meeting of the Friends of Pleasant Bay. The project curriculum has been accepted for publication in the fall of 2006.
- Science teachers Paul Niles and Peter Trull participated in a public lecture/forum discussion on the State of Cape Cod at the Brewster Ladies' Library in November 2005.

Papers

- Presentations on research in mentor practices at American Education Research Association and New England Education Research Organization by Joan Barnatt
- Massachusetts Charter Public School Association Fellowship paper (online publication) by Daniella Garran

School Wide Efforts

- Weekly articles in *The Cape Codder* highlight best practices in CCLCS curriculum.
- Roots & Shoots students produced a photostory book documenting poverty on Cape Cod as a companion to their sister school's video report on poverty in Tanzania. The book, titled "Another Side of Cape Cod", has been placed in libraries on Cape Cod.