

# Cape Cod Lighthouse Charter School

## 2014 Annual Report



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August 1, 2014

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## Introduction to the School

<b>Name of School</b> <i>Cape Cod Lighthouse Charter School</i>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	<b>Commonwealth</b>	<b>Location</b>	<b>Harwich</b>
<b>Regional or Non-Regional?</b>	Regional	<b>Districts in Region</b> (if applicable)	Sandwich, Bourne, Barnstable, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
<b>Year Opened</b>	1995	<b>Year(s) Renewed</b> (if applicable)	2000, 2005, 2010
<b>Maximum Enrollment</b>	400	<b>Current Enrollment</b>	240
<b>Chartered Grade Span</b>	6-8	<b>Current Grade Span</b>	6-8
<b># of Instructional Days per school year</b>	180	<b>Students on Waitlist</b>	260
<b>School Hours</b>	8:40AM- 2:55PM	<b>Age of School</b>	19 years
<p>Mission Statement: Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.</p> <p>We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.</p> <p>Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.</p>			

## **Letter from the Chair of the Board of Trustees**

Dear Friends,

On behalf of the Board of Trustees, I am pleased to write this letter to accompany the 2013-2014 Annual Report of the Cape Cod Lighthouse Charter School. It has been a successful and exciting year for our school.

We are continuing to enjoy our new facility in Harwich and look forward to the formal opening and dedication of our soccer field. We are pleased to report that our facility is working even better than expected. We are strong financially and have very little student and staff turnover.

At our first Board meeting in August, we welcomed new Board Members Marjorie Cook, a retired school administrator and volunteer at our school, and Paul Starobin, a prominent writer and parent of one of our students.

In February, the school received 173 applications for the 80 openings for the 2014-2015 school year. The school continues to attract many more applicants than the school can currently serve. Many discussions among staff and Board members led to the decision to maintain our current student body size so that we could continue to provide the best and most individualized support and education to our students.

In June, the annual evaluation of our Executive Director, Paul Niles, was conducted. He received exemplary grades from the staff, parents, and Board of Trustees. Also in June, Mr. Niles finished his 3 year contract and accepted a new contract for the ensuing three years. We continue to recognize his dedication, knowledge, and communication and leadership skills. We are very fortunate.

Beginning this year, we were able to hire a talented, experienced, and knowledgeable Associate Director in Catherine O'Leary. Her dedication and service to the school has been a great help.

As a result of core function committees, appointments of Department Heads were made. This has facilitated enhanced communication and coordination of curriculum in the various subject areas.

Our Destination Imagination Team of 8<sup>th</sup> Graders, coached by Board Member, Francis Smith competed in the World Tournament in Nashville, Tennessee and celebrated an 8<sup>th</sup> place win in their category.

As I complete my first year as Chairman of the Board of Trustees, I am proud of our school and the vision that has been established for its future academic growth. It has been a pleasure working with the Board of Trustees, the Administration and staff that is so committed to providing an outstanding middle school experience for the students of the Cape Cod Lighthouse Charter School.

Sincerely yours,  
Carol E. Olson  
Chairman, Board of Trustees

# School Performance and Program Implementation

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## Faithfulness to the Charter

### Accountability Plan Objectives and Measures

Accountability Plan Objectives and Measures	2013 - 2014 Performance (Met/Not Met)	Evidence
<b>Objective:</b> The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
<b>Measure:</b> <i>One hundred percent of CCLCS students will meet or exceed expectations on internally developed performance rubrics in a community based seminar during their tenure at CCLCS</i>	Met	Class Records
<b>Measure:</b> <i>On a survey with at least a seventy five percent return rate sent to families of all CCLCS students, at least eighty percent of respondents will express satisfaction with the role of the school's community partnerships in the educational program.</i>	Partially Met	Annual Survey results indicate high satisfaction, but only 50% of families responded.
<b>Objective:</b> The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).		
<b>Measure:</b> <i>One hundred percent of CCLCS students will meet or exceed expectations on internally developed performance rubrics in an environmental seminar during their tenure at CCLCS.</i>	Not met	Class Records
<b>Measure:</b> <i>On a survey with at least a seventy five percent return rate sent to families of all CCLCS students, at least eighty percent of respondents will express satisfaction with the role of the school's environmental programming.</i>	Partially Met	Annual Survey results indicate high satisfaction, but only 50% of families responded.

### Charter School Performance Criteria Relating to Faithfulness to the Charter

#### Mission and Key Design Elements

. A breakdown of the school's mission statement reveals the following components, which are fundamental to our school's operational philosophy:

1.) Providing an emotionally safe and supportive community: The following table summarizes the percentage of parents who agreed or strongly agreed that they and their children felt welcome, that their child was valued and that they felt safe at and going to and from school during the last five school years:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

<b>Table S-1</b>	2013-14
Felt welcome	81 (97)
Child valued	73 (96)
Felt safe	70 (96)

2.) Providing an academically rigorous curriculum: The following table summarizes the percentage of parents who agreed or strongly agreed that their students were learning a curriculum which prepared them for future success, and that CCLCS maintains high academic standards:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

<b>Table S-2</b>	2013-14
Curriculum for success	71 (98)
High academic standards	68 (97)

The CCLCS curriculum ensures rigor by following, and in some cases, going beyond, Massachusetts curriculum frameworks in all subject areas. Teachers and administrators are working hard to transition to new and emerging frameworks in all academic disciplines.

3.) Learning through experience (project-based learning): The following table summarizes the percentage of parents who agreed or strongly agreed that CCLCS maintains a challenging, hands-on curriculum and a rich project curriculum:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

<b>Table S-3</b>	2013-14
Challenging, hands on curriculum	76 (99)
Rich project curriculum	73 (98)

Additionally, analysis of curriculum notebooks in all subject areas shows our school's commitment to high quality project work.

4.) Collaborating with local partners,utilizing resources on Cape Cod (environmental education) and learning about global issues: The following table summarizes the percentage of parents who agreed or strongly agreed that the CCLCS curriculum provides valuable experiences with local resource partners, maintains a strong focus on the Cape Cod environment and teaches about global issues:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

<b>Table S-4</b>	2013-14
Resource partners	64 (96)
Cape Cod environment	70 (97)
Global focus	75 (100)

The final table shows the percentage of parents who agreed or strongly agreed that they were satisfied with their child’s education:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

<b>Table S-5</b>	2013-14
Satisfied with education	84 (99)

### **Amendments to the Charter**

The Board of Trustees did not request any amendments to the charter during the 2013-2014 school year.

### **Access and Equity: Recruitment and Retention Plan**

Cape Cod Lighthouse Charter School
August, 2014

### **RECRUITMENT**

<b>Please provide a brief narrative report on implementation of recruitment strategies from last year’s plan</b>
Data indicates that the recruitment of students with disabilities was successful this past year, as the percentage increased to 14.2 from 13.2. This was a higher percentage than the comparison index of 11.8. Data also indicates that the recruitment of English Language Learners and low income students was not successful. We still did not select an ELL student in our lottery, and our percentage remains at 0, compared to the index of 0.8 in our low incidence area. Our percentage of low income students decreased to 9.6 from 12.7. below the comparison index of 22.1.



**Describe the school’s general recruitment activities, i.e. those intended to reach all students.**

1. Admissions Open Houses held at school
2. Newspaper advertisements
3. Distribution of recruitment materials at targeted sites

### Recruitment Plan-strategies

Demographic Group	Strategies
Special education students  <b>GOAL: Increase the percentage of special education students enrolled at the school.</b>	<ol style="list-style-type: none"> <li>1. Check in annually with the Massachusetts Federation for Children with Special Needs to discuss strategies for increasing the school’s visibility within families of children with special needs.</li> <li>2. Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs.</li> <li>3. Continue to advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs.</li> <li>4. Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights.</li> <li>5. Assure that all applicants receive a hard copy or links to the “Special Education in Charter Schools Right to Attend” document.</li> <li>6. Assure that students with special needs participate in pre-enrollment Open House activities.</li> </ol>
Limited English-proficient students  <b>GOAL: Increase the percentage of Limited English-proficient students enrolled at the school.</b>	<ol style="list-style-type: none"> <li>1. Form an ELL Recruitment Committee with staff and Board members.</li> <li>2. Meet with leaders of Barnstable County Human Rights Commission to develop recruitment strategies</li> <li>3. Conduct an Open House for Brazilian cultural leaders to introduce them to our school and its services.</li> <li>4. Advertise in magazines targeted to the local Portuguese community.</li> <li>5. Staff a recruitment table at the annual Multi-cultural fair at Cape Cod Community College.</li> <li>6. Work with Portuguese cultural leaders to create a brochure targeting the local ELL community.</li> <li>7. Conduct a free soccer clinic on our new soccer field targeted towards the Brazilian immigrant community.</li> </ol>

Demographic Group	Strategies
<p>Students eligible for free or reduced lunch</p> <p><b>GOAL: Increase the percentage of students eligible for free lunch enrolled at the school.</b></p>	<ol style="list-style-type: none"> <li>1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod.</li> <li>2. Place applications and recruitment materials at local Food Banks.</li> <li>3. Place applications and recruitment materials at local homeless shelters.</li> <li>4. Create a transportation committee to examine ways to help low income families get to and from school.</li> </ol>
<p>Students who are sub-proficient</p> <p><b>GOAL: Continue to recruit students whose academic performance is sub-proficient.</b></p>	<ol style="list-style-type: none"> <li>1. Provide school promotional materials to local tutoring companies.</li> <li>2. Use school communication vehicles to send out the Commissioner’s link discussing the importance of the recruitment of sub-proficient students.</li> <li>3. Complete annual review and revision of recruitment materials to be sure to stress the school’s strengths in teaching sub-proficient students.</li> </ol>
<p>Students at risk of dropping out of school</p> <p><b>GOAL: Increase the percentage of applicants who are at risk of dropping out of school</b></p>	<ol style="list-style-type: none"> <li>1. Include testimonials from at-risk students who have found success at CCLCS in school promotional materials.</li> <li>2. Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.</li> </ol>
<p>Students who have dropped out of school</p>	<p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement</p> <p><b>GOAL: To recruit students who belong to other subgroups of students who should be targeted to eliminate the achievement gap.</b></p>	<ol style="list-style-type: none"> <li>1. Annually review and revise Open House Power Point to assure that it is stressing the school’s desire to serve the full spectrum of academic achievers.</li> <li>2. Annually review and revise school recruitment material to ensure that practices are attractive to students across all equity categories lines.</li> </ol>

## RETENTION

Please provide a brief narrative report on implementation of retention strategies from last year's plan
<p>For the first time in the 19 year history of CCLCS, we had a significant number of students (13) withdraw to return to district schools. In the past few years, several Cape Cod high schools have reorganized to include 8th graders. The bulk of these withdrawals were students who wanted to play on their high school sports teams beginning in 8th grade. Unfortunately, several of these students were in high needs demographic categories. As a consequence, we did not meet our goals of retaining 95% of our students in high need (82%), low income (78%) or special education (89%). The school did retain 94% of our students, meeting the overall goal.</p>

### Overall Student Retention Goal

Annual student retention goal	90%
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Demographic Group	Strategies
Special education students  <b>GOAL: Retain 90% of our students with special needs.</b>	<ol style="list-style-type: none"> <li>1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication.</li> <li>2. Provide flexible meeting hours for families of students with special needs.</li> <li>3. Provide high quality professional development for classroom teachers on issues specific to students with special needs.</li> <li>4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.</li> <li>5. Provide summer social events to maintain the connection between students and the school.</li> </ol>

Demographic Group	Strategies
<p>Limited English-proficient students</p> <p><b>GOAL: Retain 90% of our students with limited English proficiency</b></p>	<ol style="list-style-type: none"> <li>1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication.</li> <li>2. Provide flexible meeting hours for families of students with limited English proficiency.</li> <li>3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency.</li> <li>4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.</li> <li>5. Provide services in native languages for families of students with limited English proficiency.</li> </ol>
<p>Students eligible for free or reduced lunch</p> <p><b>GOAL: Retain 90% of our students eligible for free or reduced lunch.</b></p>	<ol style="list-style-type: none"> <li>1. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch.</li> <li>2. Provide free rehabilitated computers to families of students eligible for free or reduced lunch.</li> <li>3. Provide before and after school extracurricular activities for students eligible for free or reduced lunch.</li> <li>4. Provide free, donated musical instruments for students who qualify for free or reduced lunch.</li> <li>5. Provide scholarships for school sponsored summer camp for students eligible for free or reduced lunch in order to keep them connected to the school in summer.</li> </ol>
<p>Students who are sub-proficient</p> <p><b>GOAL: Retain 90% of our students who are sub-proficient.</b></p>	<ol style="list-style-type: none"> <li>1. Create Student Success Plans addressing areas of remediation for students who are sub-proficient</li> <li>2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation.</li> <li>3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.</li> </ol>
<p>Students at risk of dropping out of school</p> <p><b>GOAL: Retain 90% of our students who are at risk of dropping out.</b></p>	<ol style="list-style-type: none"> <li>1. Review records of incoming students to identify students at increased risk of dropping out of school.</li> <li>2. The school psychologist will work with grade level teachers to create Student Success Plans for identified students.</li> </ol>
<p>Students who have dropped out of school</p>	<p>As a school serving students in grade 6-8, this is not applicable to our school.</p>

Demographic Group	Strategies
<p>Other subgroups of students who should be targeted to eliminate the achievement gap.</p> <p><b>GOAL: To identify subgroups of students who should be targeted to eliminate the achievement gap, and to retain 90% of these students.</b></p>	<ol style="list-style-type: none"> <li>1. Review attendance, behavioral records and student grades to identify students who may not be identified for special programs.</li> <li>2. Convene monthly student services committee to identify and discuss strategies for students who may fit into this category.</li> <li>3. Create Student Success Plans for students in this category.</li> </ol>

**Dissemination Efforts**

CCLCS continues to be an educational leader in the Cape Cod community and beyond. The school strives to actively disseminate exemplary teaching units, best practices, and new initiatives. The following lists contains just some of the dissemination efforts during the 2013 - 2014 school year.

- The 6th and 7th grade Art teacher presented an interdisciplinary unit with the 7th grade Social Studies teacher at the Metropolitan Museum of Art “Educators Share Fair” in New York City.
- The 6th & 7th grade Art teacher served as juror for the Arts Foundation of Cape Cod at their Annual Art Exhibit.
- Art Spark students worked on the Woodcarving Project at CCLCS with Richard Noyes and Rebecca Burrill for the Fort Hill Project, "Language of Art, Spirit of Nature", in Eastham.
- Students and teachers participated in *Science in the Streets*, affiliated with the Boston Museum of Science & Cape Cod Museum of Natural History, which includes scientific demonstrations and instruction to “people on the streets” through educational displays and interactive exhibits.
- The 6th & 7th grade Art teacher coordinated the “Outside the Box” Exhibit and Scholarship Fundraiser for the Cape Cod and Islands Art Educators Association at the Cultural Center of Cape Cod in South Yarmouth.
- The 6th & 7th grade Art teacher served as Advisor for the National Junior Art Honor Society and helped to organize a community event, "Snacks With Santa", which served as a fundraiser for the Cape Cod Heart Foundation.
- The 7th grade “Collaborative Mural” created in art class was exhibited in Wellfleet’s 11th Annual Martin Luther King Day at Preservation Hall, in Wellfleet.
- The 6th & 7th grade Art teacher organized the Annual VISI Community Event at the Cotuit Center for the Arts sponsored by the Cape Cod and Islands Art Educators Association.

- Ten CCLCS students spent a day presenting school-based STEAM programming at a public event, including rocket building, 3D printing, spirograph art.
- Students in the Bird and Nature Club participated in the Massachusetts Audubon Society's Bird-A-Thon fundraiser.
- The Executive Director and 8th grade Science teacher served as a presenter on a panel for *Integrating Special Education* at the State Access and Equity conference.
- The 7th grade Social Studies teacher and 6th & 7th grade Art teacher published an article in the New England Journal of History titled, "*The Holocaust and Identity : An Interdisciplinary Approach for Middle School*" about their interdisciplinary Holocaust unit.

## Academic Program Success

### Accountability Plan Objectives and Measures

Accountability Plan Objectives and Measures	2013 - 2014 Performance (Met/Not Met)	Evidence
<b>Objective:</b> Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes. <sup>1</sup>		
<b>Measure:</b> <i>The school shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistically significant subgroups.</i>	Not met	<a href="http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;</a>
<b>Measure:</b> <i>The school shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS tests in ELA and mathematics in the aggregate and for all statistically significant subgroups.</i>	Not met <sup>2</sup>	<a href="http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;</a>
<b>Objective:</b> The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes. <sup>1</sup>		
<b>Measure:</b> <i>Each year, the median student growth percentile is 40 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes.</i>	Not met	<a href="http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;</a>
<b>Objective:</b> The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. <sup>1</sup>		

<b>Measure:</b> . <i>Each year, the school makes AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.</i>	Not met	<a href="http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;</a>
<b>Objective:</b> The school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring. <sup>1</sup>		
<b>Measure:</b> <i>Each year, the school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.</i>	Met	<a href="http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&amp;orgcode=04320530&amp;orgtypecode=6&amp;</a>

<b>Objective:</b> Student performance is strong and demonstrates improvement on internally-developed assessments of academic achievement.		
<b>Measure:</b> <i>Ninety percent of eighth grade students will demonstrate proficiency in writing a literary analysis essay by scoring in the proficient range on the school's externally validated essay writing performance assessment rubric.</i>	Met	Class records
<b>Measure:</b> <i>One hundred percent of CCLCS students will demonstrate progress in their mathematics skills by passing ninety percent of the school's framework-aligned math assessments with scores of seventy five percent or better.</i>	Met	Class records
<b>Objective:</b> The school's curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.		
<b>Measure:</b> <i>As tracked by school administrators, curriculum notebooks for each core academic discipline will document alignment to state standards, vertical alignment across grade levels, along with benchmark assessments with student results</i>	Met	Curriculum notebooks

<b>Measure:</b> <i>Each elective seminar will be documented with a course description and rubric describing the skills and content that a student needs to master to successfully complete the seminar.</i>	Met	Seminar curriculum notebook
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1. These reports are based on the latest publicly available standardized testing data from spring 2013
2. These targets were met in ELA, but not in math

### *Charter School Performance Criteria Relating to Academic Program Success*

#### **Student Performance**

Although students did not meet gap narrowing performance targets in ELA, overall performance remained strong. We expect this trend to continue as the department completes the transition to the Common Core-based Massachusetts frameworks.

Student performance in the mathematics MCAS lagged behind our expectations. The school's response to this is described in the "Program Delivery" section of this report. The CCLCS report card link is: <http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04320530&fycode=2013&orgtypecode=6&>

The following table compares the Spring 2013 performance of CCLCS students vs. the weighted average of students from a composite of the sending districts. The numbers show the increased percentage of CCLCS students scoring at the advanced and proficient levels as compared to the composite sending district:

<b>SUBJECT</b>	<b>increased CCLCS % P +A</b>
6 ELA	11
6 MATH	12
7 ELA	9
7 MATH	5
8 ELA	11
8 MATH	5
8 SCI/TECH	9

Student performance on internal benchmark assessment was strong during the 2013-14 school year, as seen in the Accountability Plan summary.

#### **Program Delivery**

We made several changes to the organization of our math program in response to the 2013 MCAS results:

1. A math Department Head was appointed to increase administrative capacity in the department.



2. The math Department Head provided weekly mentoring to every math teacher, providing support with pacing, curriculum development , assessment and classroom management.
3. Sixth grade classes were grouped homogeneously earlier in the school year.
4. An extra math teacher was hired to reduce the teaching load for all math teachers, allowing for mentoring and planning time.

Teachers in all departments have been working to update curriculum to remain current with new and emerging standards.

CCLCS underwent a Coordinated Program Review during the 2013-14 school year. The report indicated that CCLCS was compliant with all special education, civil rights and ELL components of the school’s programming.

### Organizational Viability

#### Accountability Plan Objectives and Measures

Accountability Plan Objectives and Measures	2012 - 2013 Performance (Met/Not Met)	Evidence
<b>Objective:</b> The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
<b>Measure:</b> <i>The school’s annual budget is sustained by its enrollment</i>	Met	Annual budgets, audit
<b>Objective:</b> The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
<b>Measure:</b> <i>. Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</i>	Met	Annual budgets, audit
<b>Objective:</b> The school’s annual independent audit is free of material or repeated findings.		
<b>Measure:</b> <i>There is an absence of material or repeated audit findings in annual audits by qualified independent auditor</i>	Met	Annual audits
<b>Objective:</b> The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plans, and as defined by statute and regulations.		
<b>Measure:</b> <i>One hundred percent of available seats will remain filled throughout each school year.</i>	Met	Enrollment records

<b>Measure:</b> <i>More than ninety five percent of students eligible to remain enrolled in CCLCS during each school year and from one year to the next will remain enrolled.</i>	Met	Enrollment records
<b>Objective:</b> The school involves parents/guardians as partners in the education of their children.		
<b>Measure:</b> <i>As measured by participation rosters, at least ninety percent of CCLCS families will participate in one or more school sponsored activities during the course of the school year.</i>	Met	Participation rosters, annual parent surveys
<b>Objective:</b> Families and students are satisfied with the school's program.		
<b>Measure:</b> <i>. On a survey with at least a seventy five percent return rate sent to families of all CCLCS students, at least eighty percent of respondents will express satisfaction with the school's programs.</i>	Partially met	Annual Survey results indicate high satisfaction, but only 50% of families responded.

### Charter School Performance Criteria Relating to Organizational Viability

#### Complaints

There were no official complaints registered with the board of trustees this school year.

#### Budget and Finance

Unaudited FY14 statement of revenues, expenses, and changes in net assets (income statement)

				Jun 30, 14
<b>ASSETS</b>				
<b>Current Assets</b>				
<b>Checking/Savings</b>				
		1009 · Treasury Direct Acct		100.00
		1000 · CC5 Summer Acct		60,458.65
		1001 · CC5 Student Activity Acct		8,771.66
		1002 · CC5-School Lunch		1,701.09
		1003 · CC5-Operating Depository Acct		419,402.91
		1004 · CC5 Grants Account		113,265.63
		1005 · CC5-Operating Vendor Acct		71,491.92
		1052 · Eastern Bank-Debt Service Acct		24,277.76
		1006 · CCB&T-Ski Fund		1,884.49
		1007 · CCLCS-The Write Connection		644.57
		1008 · Cash Petty Cash Fund		237.75
<b>Total Checking/Savings</b>				702,236.43

		<b>Accounts Receivable</b>	
		1103 · Tuition Receivable	809,014.00
		Employee Computer Purch Avance	7,163.13
		1100 · Federal Grant Receivable	52,374.00
		1101 · Receivable - Miscellaneous	575.32
		<b>Total Accounts Receivable</b>	<b>869,126.45</b>
		<b>Other Current Assets</b>	
		1102 · US Treasury Int Receivable	24,095.00
		1010 · Due from CCLCS Foundation	8,498.00
		1201 · Prepaid Insurance	15,274.00
		<b>Total Other Current Assets</b>	<b>47,867.00</b>
		<b>Total Current Assets</b>	<b>1,619,229.88</b>
		<b>Fixed Assets</b>	
		1326 · Soccer Field	104,625.00
		1325 · Land	905,000.00
		1320 · Harwich Cinema Property	958,857.00
		1323 · A/D - Harwich Cinema	-47,941.96
		1321 · 195 Route 137 Renovation	3,126,934.44
		1322 · A/D - 195 Route 137	-153,356.04
		Equipment	11,043.18
		Furniture and Fixtures	77.23
		1319 · Equipment-Mower	8,064.65
		<b>Total Fixed Assets</b>	<b>4,913,303.50</b>
		<b>Other Assets</b>	
		1400 · Financing Cost	54,624.00
		1402 · Accum Amort- Financing Costs	-9,839.00
		1317 · Legal & Engineering Fees	1,907.50
		1318 · Accumulated Amortization	-253.96
		<b>Total Other Assets</b>	<b>46,438.54</b>
		<b>TOTAL ASSETS</b>	<b>6,578,971.92</b>
		<b>LIABILITIES &amp; EQUITY</b>	
		<b>Liabilities</b>	
		<b>Current Liabilities</b>	
		<b>Accounts Payable</b>	
		2006 · Accounts Payable	119,369.03

			<b>Total Accounts Payable</b>	119,369.03
			<b>Other Current Liabilities</b>	
			<b>Union Dues Payable</b>	835.42
			<b>2201 · Interest Payable</b>	35,421.00
			<b>2004 · Payroll Taxes Payable</b>	10,296.08
			<b>2000 · Accrued Accounting Fees</b>	700.00
			<b>2007 · Mass. Teachers Retire. Payable</b>	14,272.39
			<b>2001 · 403(b) Annuities</b>	6,443.25
			<b>2005 · Accrued Expenses - Other</b>	229,632.44
			<b>Grant - ECC Renewable Education</b>	402.30
			<b>Grant - Student Activities</b>	2,029.11
			<b>Total Other Current Liabilities</b>	<b>300,031.99</b>
			<b>Total Current Liabilities</b>	<b>419,401.02</b>
			<b>Long Term Liabilities</b>	
			<b>2880 · Eastern Bank-Mass Dev Qual Sch</b>	1,133,340.98
			<b>2890 · NFF Loan</b>	385,416.80
			<b>2900 · Harwich Cinema Loan</b>	2,658,777.57
			<b>Total Long Term Liabilities</b>	<b>4,177,535.35</b>
			<b>Total Liabilities</b>	<b>4,596,936.37</b>
			<b>Equity</b>	
			<b>3002 · 3900 + Retained Earnings</b>	20,559.41
			<b>3000 · Fund balance - Plant Fund</b>	289,517.50
			<b>3001 · Fund Balance - Operating Fund</b>	159,294.00
			<b>3900 · Retained Earnings</b>	1,215,832.83
			<b>Net Income</b>	296,831.81
			<b>Total Equity</b>	<b>1,982,035.55</b>
			<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>6,578,971.92</b>

*Statement of net assets for FY14 (balance sheet)*

				<b>Jun 30, 14</b>
			<b>Current Assets</b>	
			<b>Checking/Savings</b>	
			<b>1009 · Treasury Direct Acct</b>	100.00
			<b>1000 · CC5 Summer Acct</b>	60,458.65

	1001 · CC5 Student Activity Acct	8,771.66
	1002 · CC5-School Lunch	1,701.09
	1003 · CC5-Operating Depository Acct	419,402.91
	1004 · CC5 Grants Account	113,265.63
	1005 · CC5-Operating Vendor Acct	71,491.92
	1052 · Eastern Bank-Debt Service Acct	24,277.76
	1006 · CCB&T-Ski Fund	1,884.49
	1007 · CCLCS-The Write Connection	644.57
	1008 · Cash Petty Cash Fund	237.75
	<b>Total Checking/Savings</b>	<b>702,236.43</b>
	<b>Accounts Receivable</b>	
	1103 · Tuition Receivable	809,014.00
	Employee Computer Purch Avance	7,163.13
	1100 · Federal Grant Receivable	52,374.00
	1101 · Receivable - Miscellaneous	575.32
	<b>Total Accounts Receivable</b>	<b>869,126.45</b>
	<b>Other Current Assets</b>	
	1102 · US Treasury Int Receivable	24,095.00
	1010 · Due from CCLCS Foundation	8,498.00
	1201 · Prepaid Insurance	15,274.00
	<b>Total Other Current Assets</b>	<b>47,867.00</b>
	<b>Total Current Assets</b>	<b>1,619,229.88</b>
	<b>Fixed Assets</b>	
	1326 · Soccer Field	104,625.00
	1325 · Land	905,000.00
	1320 · Harwich Cinema Property	958,857.00
	1323 · A/D - Harwich Cinema	-47,941.96
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	1322 · A/D - 195 Route 137	-153,356.04
	Equipment	11,043.18
	Furniture and Fixtures	77.23
	1319 · Equipment-Mower	8,064.65
	<b>Total Fixed Assets</b>	<b>4,913,303.50</b>
	<b>Other Assets</b>	
	1400 · Financing Cost	54,624.00
	1402 · Accum Amort- Financing Costs	-9,839.00
	1317 · Legal & Engineering Fees	1,907.50

	1318 · Accumulated Amortization	-253.96
<b>Total Other Assets</b>		<b>46,438.54</b>
		<b>6,578,971.92</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
<b>Accounts Payable</b>		
	2006 · Accounts Payable	119,369.03
<b>Total Accounts Payable</b>		<b>119,369.03</b>
<b>Other Current Liabilities</b>		
	Union Dues Payable	835.42
	2201 · Interest Payable	35,421.00
	2004 · Payroll Taxes Payable	10,296.08
	2000 · Accrued Accounting Fees	700.00
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	2001 · 403(b) Annuities	6,443.25
	2005 · Accrued Expenses - Other	229,632.44
	Grant - ECC Renewable Education	402.30
	Grant - Student Activities	2,029.11
<b>Total Other Current Liabilities</b>		<b>300,031.99</b>
<b>Total Current Liabilities</b>		<b>419,401.02</b>
<b>Long Term Liabilities</b>		
	2880 · Eastern Bank-Mass Dev Qual Sch	1,133,340.98
	2890 · NFF Loan	385,416.80
	2900 · Harwich Cinema Loan	2,658,777.57
<b>Total Long Term Liabilities</b>		<b>4,177,535.35</b>
<b>Total Liabilities</b>		<b>4,596,936.37</b>
<b>Equity</b>		
	3002 · 3900 + Retained Earnings	20,559.41
	3000 · Fund balance - Plant Fund	289,517.50
	3001 · Fund Balance - Operating Fund	159,294.00
	3900 · Retained Earnings	1,215,832.83
	Net Income	296,831.81
<b>Total Equity</b>		<b>1,982,035.55</b>

					<b>6,578,971.92</b>
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*Approved School Budget for FY15*

Cape Cod Lighthouse Charter School					
14-15 Operating Budget					
<b>Income</b>					
Operating Income					
Per Pupil Tuition					3,218,892
Summer Program					15,000
Bank Interest					2,500
<b>Total Operating Income</b>					<b>3,236,392</b>
Grant Income					
Government					50,000
Private					10,000
<b>Total Grant Income</b>					<b>60,000</b>
<b>Total Income</b>					<b>3,296,392</b>
<b>Expenses</b>					
Personnel					
Salaries					2,131,748
Professional Development					17,500
Payroll Tax (Employer Exp)					63,952
Employee Benefits					315,499
<b>Total Personnel</b>					<b>2,528,699</b>
Direct Student Costs					
Computer-Internet Access					3,100
Computer Software					3,000
Computer Supplies and Repairs					3,000
Consultants-Special Programs					1,200
Insurance Expense					37,000
Instructional Equipment					1,400
Physical Education Expense					4,000
Team Sports Expense					5,000
Nursing Supplies					600
Seminar Expense					2,000
Special Needs					28,500
English Language Learners					600
Textbooks and Supplies					15,000

	Transportation Costs	6,000
	<b>Total Direct Student Costs</b>	<b>110,400</b>
	<b>Occupancy</b>	
	Maintenance	30,000
	Alarm Service Fees	1,500
	Auxiliary Site Rent	500
	Custodial Outside Services	20,000
	Mortgage Interest	300,000
	Utilities	50,000
	<b>Total Occupancy</b>	<b>402,000</b>
	<b>Office Expenses</b>	
	Accounting Fees	20,000
	Legal Fees	5,000
	Bank Charges	100
	Equipment Lease and Maintenance	5,500
	Office Supplies and Expense	20,000
	Payroll Service Fees	3,500
	Postage and Shipping	3,000
	Printing Expense	1,500
	Admissions	2,500
	Telephone Expense	4,000
	<b>Total Office Expenses</b>	<b>65,100</b>
	<b>Other Expenses</b>	
	Dues and Subscriptions	9,000
	Enrichments	70,000
	Technology Fund	30,000
	Grounds Maintenance	10,000
	Snow Plow and Sanding	10,000
	Capital Purchase Fund	30,000
	Strategic Plan	20,000
	<b>Total Other Expenses</b>	<b>179,000</b>
	<b>Total Expenses</b>	<b>3,285,199</b>
	<b>Surplus/(Deficit)</b>	<b>11,193</b>

*Capital Plan for FY15*

1. Replacement of 1 HVAC unit each year for the next 3 years:



- \$16,000 FY 2014/15,
- \$17,000 FY 2015/16,
- \$18,000 FY 2016/17

2. Computer purchases: \$20,000 each fiscal year

### **Organizational Structure of the School**

Several improvements to the school's organizational structure were implemented this school year. A new Associate Director was hired at one hundred percent time, an increase from eighty percent. Also, Curriculum Leaders/ Department Heads were appointed in STEM, ELA/World Language, Social Studies and Seminars/Portfolios. These positions greatly improved the school's administrative capacity in areas of curriculum and assessment. The Portfolio curriculum leader spearheaded a successful pilot of a newly implemented student portfolio system that will be expanded for the 2015 SY.

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## Appendix C

### School and Student Data Tables

Student demographic information can be found on the Department’s website using your school’s profile. Please provide the link to your school’s profile on the Department’s website.

**Example:** Abby Kelley Foster Charter School’s school report card link would be as follows: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450105&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	5	2.1
Asian	4	1.7
Hispanic	5	2.1
Native American	0	0
White	216	90.4
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	9	3.8
Special education	34	14.2
Limited English proficient	0	0
Low income	23	9.6

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Paul Niles, Executive Director	Full time school leader, supports CCLCS educational mission, ensures DESE compliance, chief executive and financial officer, works closely with Board, faculty, parents, students	9/1/95	
Catherine O’Leary, Associate Director	Full time, assists director, oversees curriculum development, teacher evaluation, and works closely with faculty, parents students	7/1/13	
Jen Hyora-Williams, Special Education Coordinator	Contractual. Oversees Special Education program ensures compliance with state and federal laws	9/1/05	

\*Add additional rows as necessary

<b>TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2013-2014 school year</b>	<b>Departures during the 2013-2014 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	30	0	2	job change, retirement
Other Staff	9	0	0	

<b>BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation (s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Carol Olson	Chair	Finance Cmte	1	7/12-6/15
Frank Smith	Vice Chair	Strategic Planning Cmte	1	7/12-6/15
Paul Niles	Executive Director	Finance Cmte, Strategic Planning Cmte, Nominating Cmte, Facilities Cmte, ELL Recruitment Cmte	2	3/11-
Hannah Kast	Faculty Rep		2	7/12-6/14
Dana LedDuke	Faculty Rep		2	7/12-6/14
Lori LaBarge	Secretary	None	2	7/09-6/12, 7/12-6/15
Georgann Ramage	Treasurer	Finance Cmte (chair)	2	7/11-6/14, 7/14-6/17
Thomas Berkley	Trustee	Facilities Cmte	2	7/10-6/13, 7/13-6/14 (resigned)
Marjorie Cook	Trustee	None	1	7/13-6/16
Michael Marten	Trustee	Facilities Cmte	1	7/12-6/15
Norm Michaud	Trustee	Nominating Cmte, Finance Cmte, Facilities Cmte	2	7/09-6/12, 7/12-6/15
Paula Schnepf	Trustee	Finance Cmte, Strategic Planning Cmte	1	7/12-6/15
Paul Starobin	Trustee	ELL Recruitment Cmte	1	7/13-6/16

\* Add additional rows as necessary

## Appendix D

### Additional Required Information

A number of changes at a charter school may not require an amendment request but do require that the school inform the Department in a timely fashion. Please remember to provide the following information to keep the Office of Charter Schools and School Redesign up-to-date regarding changes in leadership and/or facilities. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

#### Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and please input any changes in this survey for the key positions listed below (and simply input "NA" if there is no change). Your directory administrator can contact Lee DeLorenzo at [ldelorenzo@doe.mass.edu](mailto:ldelorenzo@doe.mass.edu) or 781-338-3227 for assistance.

Position	Name
Board of Trustees Chairperson	Carol Olson
Charter School Leader	Paul Niles
Assistant Charter School Leader	Catherine O'Leary
Special Education Director	Jen Hyora-Williams
MCAS Test Coordinator	Catherine O'Leary
SIMS Coordinator	David Agnew
English Language Learner Director	Jen Hyora-Williams

#### Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality? (Please note: if you are relocating or acquiring a facility outside of your charter school's current municipality, this requires Commissioner approval. Please see the Amendment Guidelines for further details: <http://www.doe.mass.edu/charter/governance/?section=amendments>).

Location	Dates of Occupancy
N/A	

#### Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2015-2016 school year?

Action	Date(s)
Student Application Deadline	February 9th, 2015
Lottery	February 11th, 2015

# ORGANIZATIONAL CHART

