

Cape Cod Lighthouse Charter School 2013 Annual Report



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**Cape Cod Lighthouse Charter School
Annual Report**

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Introduction to the school

<i>Cape Cod Lighthouse Charter School</i>			
Type of Charter	Commonwealth	Location	Harwich
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Sandwich, Bourne, Barnstable, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010
Maximum Enrollment	400	Current Enrollment	240
Number of students enrolled as of 8/1/2013	240	Students on Waitlist	260
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days during the 2012-2013 school year	180	School Hours	8:40-2:55
<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 2012-2013 Annual Report of the Cape Cod Lighthouse Charter School. Overall the year was exciting for our school.

In August, we opened the new school year in our new facility in Harwich after spending our first seventeen years in a shopping plaza in Orleans. The new facility provides us additional and upgraded educational space for the delivery of our school's outstanding academic offering. The nine-acre site has also provided us the opportunity to develop soccer fields for our students, which should be ready for use in the spring of 2014.

At our first Board meeting in August, Frank Smith and Paula Schnepf, parents of two of our current students, Carol Olson, a retired teacher, Michael Marten, a retired military administrator and Dana LedDuke and Hannah Kast, two current teachers on our staff attended their first meeting as Trustees. All of them have been strong members of the Board and have been major contributors to the Board's deliberations during the year.

In September, several staff committees were formed to evaluate the school's administrative structure, the structure of the school day, instructional technology and all of the school's academic programs. As a result of the committee's work, several recommendations concerning the school's administrative structure and modifications of the school's curriculum offering were made to the Board of Trustees for their ultimate approval. Evaluation of the school's instructional technology program and the structure of the school day will continue through the next academic year.

In February, the school received 173 applications for the 76 openings for the 2013-2014 school year. The school continues to attract many more applicants than the school can currently serve. As a result, the staff in conjunction with the Trustees will evaluate the feasibility of potentially expanding in the future.

In April, the annual evaluation of our Executive Director, Paul Niles, was conducted. He received high grades from the staff, parents and the Board of Trustees. We all recognized how fortunate we are to have him as our school leader.

At our annual meeting in June, we recognized the service of two retiring Trustees, Bob Dwyer and Tom Berkley and the appointment of two new Trustees, Paul Starobin, a prominent writer and parent of one of our students, and Marjorie Cook, a retired school administrator and volunteer at our school. The school continues to be sound financially and maintains a solid reserve.

As I finish my third and final year as Chairman of the Board of Trustees, I am proud of our school and the vision that has been established for the future academic growth and facility expansion of our school. 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,

Norman T. Michaud, Ed.D
Chairman, Board of Trustees

School Performance and Program Implementation

Faithfulness to the Charter

Accountability Plan

Accountability Plan Objectives and Measures	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: <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
Measure: <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	99% of families "Strongly agreed" or "Agreed" on the Annual Parent Survey, but only 50% of families responded.
Objective: 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).		
Measure: <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	90% - from class records
Measure: <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	98% of families "Strongly agreed" or "Agreed" on the Annual Parent Survey, but only 50% of families responded.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission, Vision and Educational Philosophy

A review of the measures included in the mission-related components of the Accountability Plan will show that the school is faithful to the mission, vision and educational philosophy defined in the charter application.

Dissemination Efforts

Staff at CCLCS continued their tradition of active dissemination during the 2012/13 school year. Our expertise in high quality performance assessment and in exemplary teaching units that reach across disciplines continue to draw the attention of educators beyond our school community. The following is a partial listing of dissemination efforts during the 2012/13 school year:

- The Executive Director presented the 8th grade capstone “Body Biology” project to a group of math and science teachers from throughout New England at a symposium at the Center for Collaborative Education. The project is being adopted as an exemplar of high quality interdisciplinary performance assessment for dissemination by the collaborative.
- The 7th grade social studies teacher was interviewed for an article in Teaching Tolerance magazine (<http://www.tolerance.org/magazine/number-44-summer-2013/feature/set-stone>)
- The art and 7th grade social studies teachers presented the “Mesopotamia” project at an Educator Fair Share at the Metropolitan Museum of Art in New York.
- Student work on the “Mesopotamia” project was featured on the Metropolitan Museum’s web site: (<https://www.facebook.com/media/set/?set=a.431256863601838.99006.142992469094947&type=1>)
- The “Treasure Trunk” archaeological project video and article were published at: http://www.youtube.com/watch?feature=player_embedded&v=1EAeE1moxSY
- 7th grade students gave an archaeological presentation at the Cape Cod Museum of Natural History’s “Science in the Streets” fair.
- The 7th grade science teacher presented the whale/human comparative anatomy and physiology curriculum at the Massachusetts Marine Educator’s Conference in Boston.
- Students in the Bird and Nature Club participated in the Massachusetts Audubon Society’s Bird-A-Thon fundraiser, and were interviewed on the local National Public Radio station.
- The 7th grade science teacher has lectured to several groups statewide on “The Symbiotic Relationship Between Humpback Whales and Marine Birds”.
- The school’s musical ensembles made several public appearances across Cape Cod, including joint appearances with the Chatham Chorale and with members of the Cape Cod Symphony Orchestra.
- The school’s assessment validation protocol is highlighted on the DESE’s website (<http://www.doe.mass.edu/edeval/model/>) on page 13 of the document “Massachusetts Model System for Educator Evaluation- Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning, Growth and Achievement”.

Academic Program Success

Accountability Plan Objectives and Measures	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: 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.		
Measure: <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 ¹	http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04320530&orgtypecode=6&
Measure: <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>	Partially met ²	http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04320530&orgtypecode=6&
Objective: 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.		
Measure: <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>	Partially met ³	http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04320530&orgtypecode=6&
Objective: The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.		
Measure: <i>. Each year, the school makes AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.</i>	N/A ⁴	http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04320530&orgtypecode=6&
Objective: The school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.		
Measure: <i>Each year, the school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.</i>	Met ⁵	http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04320530&orgtypecode=6&

Objective: Student performance is strong and demonstrates improvement on internally-developed assessments of academic achievement.		
Measure: <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- 100%	ELA gradebook
Measure: <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	Math gradebooks
Objective: 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.		
Measure: <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
Measure: <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 notebooks

Footnotes for Academic Program Success

1. CPI for ELA Aggregate declined 0.7 points, from 96.4 to 95.7. CPI for ELA High Needs declined 3.3 points to 89.8. CPI for Math Aggregate declined 1.8 points to 82.5. CPI For High Needs Math declined by 3.7 points to 66.7.
2. The Warning percentages improved in all areas except for Low Income ELA.
3. Met for Aggregate ELA (45), Special Education ELA (55), Low Income ELA (55), High Need ELA (55), Low Income Math (45). Not met for Aggregate Math (34), Special Education Math (20), and High Need Math (31)
4. AYP goals have been replaced by Gap Narrowing goals. CCLCS is "On Target" for Aggregate ELA, "Declined" in High Needs ELA, had "No Change" for Aggregate Math and "Declined" in High Needs Math.
5. The school's Accountability Status is Level 2, with an overall rating of 67.

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

Student MCAS performance data can be accessed at: http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04320000&orgtypecode=5&

Students continue to perform well academically at CCLCS, significantly outperforming sending districts. On spring 2012 MCAS tests, CCLCS students outperformed students from a composite weighted average of the sending districts by 13 CPI points in ELA and 23 CPI points in Science/Technology. CCLCS students were even to the sending districts in Mathematics.

We made several changes designed to improve students' math performance for the 2012/13 school year. Over the summer of 2012, we paid math teachers to update the math curriculum to align with the Common Core. We also created pacing guides and systems to assure adherence to those guides. Math teachers worked with science teachers to create more interdisciplinary work that put mathematical concepts in action beyond the math classrooms. In addition, low performing students participated in special "Math in Action" seminars. Also, the school invested in the on-line IXL math program, which allows students to practice math skills more systematically than through previous curricula. These changes have allowed for better cycling of formative assessments and remediation based on those assessments. We are confident that the spring 2013 MCAS data will show significant improvement in mathematics.

Diverse Learners

CCLCS serves diverse learners very well. Despite being a small school, we have a full time school psychologist, a full time school nurse, a full time speech pathologist, a Lead Special Education teacher at each grade level, several instructional learning specialists, and part time reading specialists and occupational and physical therapists. The Parent Survey at the end of the school year indicated a high level of satisfaction with our school's service to diverse learners.

Although our school resides in a very-low-incidence area with respect to ELL students, we continue to work to build capacity and to attempt to recruit such students.

Organizational Viability

Accountability Plan Objectives and Measures	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure: <i>The school's annual budget is sustained by its enrollment</i>	Met	Attached budget

Objective: 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.		
Measure: . <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	Attached budget
Objective: The school's annual independent audit is free of material or repeated findings.		
Measure: <i>There is an absence of material or repeated audit findings in annual audits by qualified independent auditor</i>	Met	Met for latest audit; current audit in process
Objective: 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.		
Measure: <i>One hundred percent of available seats will remain filled throughout each school year.</i>	Met	Enrollment data
Measure: <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 data- 3 students (1.2%) withdrew this year.
Objective: The school involves parents/guardians as partners in the education of their children.		
Measure: <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
Objective: Families and students are satisfied with the school's program.		
Measure: . <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	The Annual Parent Survey shows greater than 90% of families are satisfied with all of the school's programming, but only 50% of families responded.

Charter School Performance Criteria Relating to Organizational Viability

Amendments to Charter

There were no amendments to the charter during the 2012-2013 school year.

Complaints

There were no formal complaints filed with the Board of Trustees for the 2012- 2013 school year.

Conditions

The Cape Cod Lighthouse Charter School has not been placed on conditions.

Organizational Structure of the School

During the 2012-2013 school year, Core Function Committees met to examine all aspects of the school's Academic Programs, Administrative Structure and Scheduling. This will lead to several minor changes in the administrative structure of the school. First, the Associate Director position will increase from eighty percent to one hundred percent. Secondly, we are creating four teacher Curriculum Leadership positions across academic disciplines. This will allow us to build capacity for more innovative curricular initiatives.

Network Structure

The Cape Cod Lighthouse Charter School is not affiliated with a network.

Additional Information

Recruitment and Retention Plan

Implementation of 2012-2013 recruitment plan

Data indicates that several components of the recruitment plan were effective this past year. From the 2011/12 to the 2012/13 school year, the special education population increased by 25%, the free lunch population increased by 22%, the low income population increased by 18%, and the reduced lunch population increased by 100%.

Strategies to recruit more non-native English speakers have been ineffective in our low-incidence district. We are currently working with a Portuguese language radio station to produce Portuguese radio advertisements for next year's admissions cycle. Staff will be completing ELL training during the 2013/14 school year in a program run through Brown University.

Implementation of 2012-2013 retention plan

The school retained 100% of the students in the recruitment and retention categories this past school year.

Recruitment Plan 2013-2014

General Recruitment Activities	
1. Admissions Open Houses held at the school 2. Radio advertisements on popular stations 3. Newspaper advertisements 3. Distribution of recruitment materials at targeted sites	
Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Goals and Strategies
Special education students	<p>GOAL: Increase the percentage of special education students enrolled at the school.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Strategize with the Massachusetts Federation for Children with Special Needs to increase the school’s visibility within families with children with special needs. 2. Review recruitment materials to assure that we prominently state our services for students with special needs. 3. Advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs 4. Special education staff and Representatives from the Special Education Parent Advisory Council will attend all school information nights. 5. All applicants will receive the “Special Education in Charter Schools Right to Attend” document.
Limited English-proficient students	<p>GOAL: Increase the percentage of Limited English-proficient students enrolled at the school.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Produce Portuguese-language promotional materials and disseminate them to community centers and churches in the Barnstable area 2. Hold an Open House for Portuguese cultural leaders to introduce them to our school and its services. 3. Conduct outreach Open Houses in Portuguese cultural centers on Cape Cod. 4. Produce and broadcast Portuguese language radio ads for the admission’s cycle.
Students eligible for free or reduced lunch	<p>GOAL: Increase the percentage of students eligible for free lunch enrolled at the school.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod. 2. Investigate the economic consequences of running a fee-based school transportation program, with scholarships for qualified students.

Students who are sub-proficient	<p>GOAL: Continue to recruit students whose academic performance is sub-proficient.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Provide school promotional materials to local tutoring companies. 2. Use school communication vehicles to send out the Commissioner's link discussing the importance of the recruitment of sub-proficient students. 3. Review recruitment materials to be sure to stress the school's strengths in teaching sub-proficient students.
Students at risk of dropping out of school	<p>GOAL: Identify students at increased risk of dropping out of school and work with these students to increase their connection to and appreciation for education.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Review records of incoming students to identify students at increased risk of dropping out of school. 2. The school psychologist will work with grade level teachers to create a Student Success Plan for identified students. 3. Conduct periodic Advisory Group meetings to identify and address issues that may affect student attitudes towards school.
Students who have dropped out of school	As a school serving students in grade 6-8, this is not applicable to our school.
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>GOAL: To recruit students who belong to other subgroups of students who should be targeted to eliminate the achievement gap.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Send mailings to district fifth grade families stressing the school's desire to serve the full spectrum of academic achievers. 2. Review school recruitment material to ensure that practices are attractive to students across gender lines.

Retention Plan 2013-2014

Overall Student Retention Goal	
Annual goal for student retention:	90%

Retention Plan – Goals and Strategies	
List goals and strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Goals and Strategies
Special education students	<p>GOAL: To retain 90% of our students with special needs.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with special needs. 3. Provide high quality professional development for classroom teachers on issues specific to students with special needs. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.
Limited English-proficient students	<p>GOAL: To retain 90% of our students with limited English proficiency.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with limited English proficiency. 3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. 5. Provide services in native languages for families of students with limited English proficiency.

Students eligible for free or reduced lunch	<p>GOAL: To retain 90% of our students eligible for free or reduced lunch.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Investigate the budgetary consequences of providing free or reduced school transportation for families of students eligible for free or reduced lunch. 2. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch. 3. Provide free rehabilitated computers to families of students eligible for free or reduced lunch. 4. Provide before and after school extracurricular activities for students eligible for free or reduced lunch. 5. Provide free, donated musical instruments for students who qualify for free or reduced lunch.
Students who are sub-proficient	<p>GOAL: To retain 90% of our students who are sub-proficient.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Create Student Success Plans addressing areas of remediation for students who are sub-proficient 2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation. 3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.
Students at risk of dropping out of school	<p>GOAL: To identify students at risk of leaving the school, and retain 90% of these students.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Review records of incoming students to identify students at increased risk of dropping out of school. 2. The school psychologist will work with grade level teachers to create a Student Success Plan for identified students.
Students who have dropped out of school	This is not an issue for us, since we are a middle school.
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>GOAL: To identify subgroups of students who should be targeted to eliminate the achievement gap, and to retain 90% of these students.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Review attendance, behavioral records and student grades to identify students who may not be identified for special programs. 2. Convene monthly student services committee to identify and discuss strategies for students who may fit into this category. 2. Create Student Success Plans for students in this category.

School and Student Data

Our student demographic information is at <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04320000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	3	1.3
Asian	2	0.9
Hispanic	6	2.6
Native American	0	0
White	208	91.2
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	9	3.9
Special education	30	13.2
Limited English proficient	0	0
Low income	29	12.7

ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Paul Niles	Executive Director	1995	
Joanne Amaru	Associate Director	1996	
Jennifer Hyora-Williams	Special Education Director	2005	

Traditionally we have very little teacher attrition. This year the only teacher who left was promoted to Associate Director. Teacher information is at <http://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=04320000&orgtypecode=5&>

TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR			
	Number as of the last day of the 2012-2013 school year	Departures during the 2012-2013 school year	Departures at the end of the school year
Teachers	31	0	1
Other Staff	10	1	0

Budget and Finance Reports

Unaudited FY13 statement of revenues, expenses, and changes in net assets (income statement)

	<u>Jul '12 - Jun 13</u>
Ordinary Income/Expense	
Income	
Per Pupil Tuition	3,169,604.00
Grants-Government	94,212.00
Grants-Others	550.00
Program Fees and Others	72,156.42
Bank Interest	1,551.03
Total Operating Income	<u>3,338,073.45</u>
Operating Expenses	
Personnel and Related	
Salaries	2,011,120.49
Payroll Taxes and Fringe Benefits	386,311.21
Total Personnel and Related	<u>2,397,431.70</u>
Direct Student Costs	
School Instructional Program Expenses	126,662.05
Program Supplies	15,581.16
Travel	11,606.01
Technology	33,464.29
Total Direct Student Costs	<u>187,313.51</u>
Occupancy	
Rent	186,500.00
Building Operating Costs and Utilities	38,413.57
Maintenance and Equipment rentals	59,316.15
Total Occupancy	<u>284,229.72</u>
Other Operating Expenses	
Interest Expense-Long Term Loans	303,378.38
Less: US Treasury Subsidy	-140,162.74
Postage and Shipping	2,621.75
Printing Expense	2,627.97
Admissions	2,294.27
Telephone Expense	5,651.71
Enrichments	6,093.40
Office Expenses	19,570.96
Accounting Fees	13,370.00
Dues & Subscriptions	15,676.99
Legal Fees	23,190.58
School Lunch Expenses	41,946.48
Grant Expenses	5,974.96
Miscellaneous	77,130.27
Total Other Operating Expenses	<u>379,364.98</u>
Total Operating Expenses	<u>3,248,339.91</u>
Change in Net Assets	<u>89,733.54</u>

Statement of net assets for FY 13 (balance sheet)

	<u>Jun 30, 13</u>
ASSETS	
Current Assets	
Cash and Cash Equivalents	1,240,615.29
Accounts Receivable	104,124.32
Prepaid Expenses	<u>37,189.62</u>
Total Current Assets	1,381,929.23
Property, Plant and Equipment (net)	
Equipment	32,410.18
Furniture and Fixtures	471.19
Leasehold Improvements	2,152.27
Harwich Cinema Property	1,863,857.00
195 Route 137 Renovation	<u>3,099,625.17</u>
Total Property, Plant and Equipment (net)	4,998,515.81
Financing costs & Engineering (net)	<u>54,103.50</u>
TOTAL ASSETS	<u>6,434,548.54</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable and Accrued Expenses	<u>318,881.60</u>
Total Current Liabilities	318,881.60
Long Term Liabilities	
2880 · Eastern Bank-Mass Dev Qual Sch	1,174,530.51
2890 · NFF Loan	444,778.06
2900 · Harwich Cinema Loan	<u>2,728,435.49</u>
Total Long Term Liabilities	<u>4,347,744.06</u>
Total Liabilities	4,666,625.66
Net Assets	
3003 · Temporary Restricted Net Assets	5,000.00
3004 · Temporary Restricted Additions	-5,000.00
3900 · Retained Earnings	1,678,189.34
Net Income	<u>89,733.54</u>
Total Net Assets	<u>1,767,922.88</u>
TOTAL LIABILITIES AND NET ASSETS	<u>6,434,548.54</u>

Approved School Budget for FY14

Cape Cod Lighthouse Charter School			
13-14 Operating Budget			
Income			2013-2014
Operating Income			
	Per Pupil Tuition		3,176,518
	Summer Program		15,000
	Bank Interest		3,500
Total Operating Income			3,195,018
Grant Income			
	Government		50,000
	Private		10,000
Total Grant Income			60,000
Total Income			3,255,018
Expenses			
Personnel			
	Salaries		2,040,336
	Professional Development		17,500
	Payroll Tax (Employer Exp)		61,210
	Employee Benefits		284,950
Total Personnel			2,403,996
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		35,000
	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		12,500
	Transportation Costs		6,000
Total Direct Student Costs			105,900
Occupancy			
	Maintenance		30,000
	Alarm Service Fees		2,500
	Auxiliary Site Rent		500
	Custodial Outside Services		25,000
	Mortgage Interest		300,000
	Utilities		62,000
Total Occupancy			420,000
Office Expenses			
	Accounting Fees		20,000
	Legal Fees		20,000
	Bank Charges		100
	Equipment Lease and Maintenance		7,500
	Office Supplies and Expense		16,000
	Payroll Service Fees		4,000
	Postage and Shipping		3,000
	Printing Expense		2,500
	Admissions		4,000
	Telephone Expense		6,000
Total Office Expenses			83,100
Other Expenses			
	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		50,000
Total Other Expenses			179,000
Total Expenses			3,191,996
Surplus/Deficit			63,022

Capital Plan for FY14

1. Replacement of 1 HVAC unit each year for the next 3 years:
 - \$15,000 FY 2013/14,
 - \$16,000 FY 2014/15,
 - \$17,000 FY 2015/16
2. Computer purchases: \$20,000 each fiscal year
3. Soccer Field construction: \$8,000 in FY 2013/14. Field completion in the spring of 2014
4. Mower Purchase: FY 2013/14: \$5,000

Since the 2012/13 FY was our first in the new facility, a longer range Capital Plan is under development.