

EXECUTIVE SUMMARY

The Barnstable Horace Mann Charter School

**ANNUAL REPORT
2000-2001**

What's In a Name?

Our school is named after our town and **HORACE MANN**, the Father of American Public Education. He was born in Franklin, Massachusetts in 1796, and 20 years after the Declaration of Independence was signed. His family was very poor, and Horace could not attend private school, so he taught himself to read and write by going to the town library. Sometimes, a traveling schoolteacher would help him. Horace studied very hard, and went to college and then to law school. After he graduated, he became a lawyer and worked in the Boston area.

Horace Mann had many accomplishments. He was elected to our state's House of Representatives and Senate. While there, he spoke up for mentally ill people and urged the state to open up a hospital for them. In addition, he started our state's first Board of Education, where he said that there would be free public schools for all children. At that time, only wealthy children went to school, and Horace sponsored a compulsory education law that said all children had to go to school and could not stay home and work. He thought that our new democratic country could not stay free and ignorant. Horace Mann thought that teachers should be well trained, and so he supported starting a state "normal school". At that time, only men were teachers, but Horace argued that women should also be able to teach. After working on the board for 10 years, he was elected to the U. S. Congress, where he took John Quincy Adams's place. There he opposed slavery, and said that all people should have equality. Later, he became president of a college in Ohio. Two months before he died in 1859, Horace Mann said to his students, "Be ashamed to die until you have won some victory for humanity."

The Barnstable Horace Mann Charter School received its charter in February 1998 and began as a charter school in July 1999. Prior to becoming a Horace Mann Charter School, it was a fifth grade school created in 1994 by the Barnstable Public School system. The school is a one-year school serving all fifth graders in the Town of Barnstable. This past year we had an enrollment of 615 students. As a one-year school we face the challenge of having our students for only 180 days before they transition to one of the two public middle schools in Barnstable. To meet this unique challenge we have adopted the following mission statement:

Mission Statement

Achieve Excellence for All Students!

“Our mission is to inspire all students, faculty, parents, and community members to achieve excellence by creating a school environment that provides high quality education. We utilize rigorous standards, assessments, innovative and creative instruction, and engage parents and the community to prepare students for lifelong learning.”

Our Philosophy

The Barnstable Horace Mann Charter School provides creative and rigorous educational programs using high quality curricula, innovative instruction, thorough assessment, advanced technology, active parent and community involvement. Our school develops a working partnership with students, teachers, parents, and the community. The school is committed to excellence, high academic standards, and the development of moral character and civic responsibility.

We will achieve this by:

- Academically preparing students to meet rigorous standards using the Modern Red Schoolhouse Institute’s standards driven design;
- Assessing student progress using a variety of internal and external assessments including the Stanford 9 Achievement Pre and Post test;
- Helping students to achieve high standards of social and civic responsibility;
- Involving parents/guardians in their child’s educational program;
- Engaging the community in lifelong learning and in the success of the school;
- Using technology to enhance instruction, manage curriculum, assessment, and communication both internally and externally.

Vision: A School with Tomorrow Inside2

The vision of our school is that of an educational environment for a community of lifelong learners. Our school is designed to educate all people so that they may reach their full potential, and to be able to master the skills, knowledge, and understandings conducive to success in the 21st century. Our school operates as an educational, social, and human resource center for the entire community. Our school teaches the technological, social, and higher order thinking skills that will enable students to be productive individuals.

Our environment, with high expectations for all, translates into a place where people learn to work together as critical thinkers and problem solvers, and where differences are respected, and where the community is enriched.

SCHOOL PERFORMANCE

Our Accountability Plan, submitted in September 2000, commits us to achieving specific goals in the following three areas: 1. The School’s Academic Success including student performance and professional development and, 2. The Viability of the Organization, including fiscal management, board of trustee’s development, the involvement of staff members in planning and decision-making, and 3. Monitoring our School’s Faithfulness to our Charter.

Each area was developed using measurable performance standards and methods of measurement for each year of our charter. As we developed our set of criteria for achievement we had to consider the fact that we receive a new student body annually and therefore only have 180 days to impact their achievement levels before they leave for middle school. We wanted to set high goals but not so high as to be unable to achieve them in one year’s time.

In spite of the unusual set of circumstances inherent with a one-year school, we still believe that it is important to aspire to higher standards knowing that we may have to make adjustments as we move forward. Another critical factor to be aware of, as a one-year school, is that our longitudinal studies are also complicated by the fact that we are comparing different sets of students each year.

The process of change is a slow and challenging one. It is important to note that the task of reorganizing a school using a comprehensive whole school design model is a multi year process. Our goal is to achieve full implementation by 2003. However, we are pleased with the accomplishments made to date.

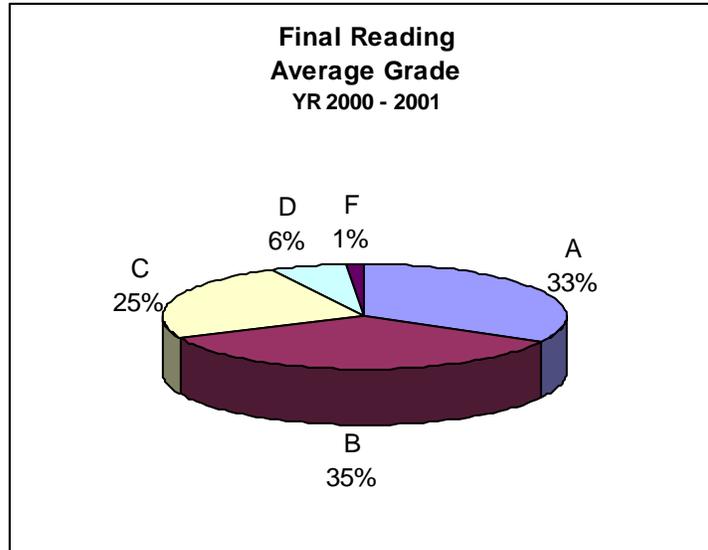
Summary of Performance Relative to Student and School Performance Objectives

Students demonstrated academic achievement through their performance on classroom assessments on a regular basis as documented on their Individual Progress Reports to parents, as well as on our external assessment tool, the Stanford 9 Achievement Test.

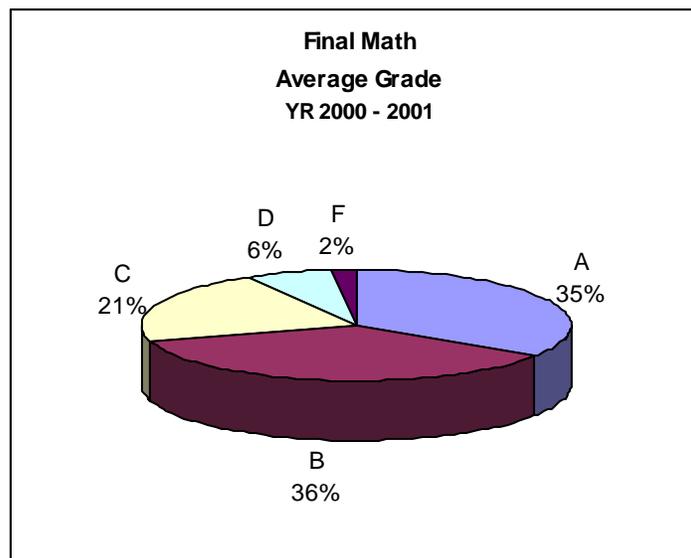
Internal Reporting Data

Final Grade - Reading												
	A		B		C		D		F			%
All Students	201	33%	213	35%	149	25%	37	6%	8	1%	608	100%
Title One Math	4	2%	13	6%	14	7%	1	0%	0	0%	32	5%
Title One Reading	2	1%	8	4%	4	2%	6	3%	1	0%	21	3%
Remedial Reading	1	0%	6	3%	12	6%	3	1%	0	0%	22	4%
Gateway**	115	57%	11	5%	0	0%	0	0%	1	0%	127	21%
SPED	5	2%	27	13%	59	29%	17	8%	2	1%	110	18%

**Gateway refers to high achieving students

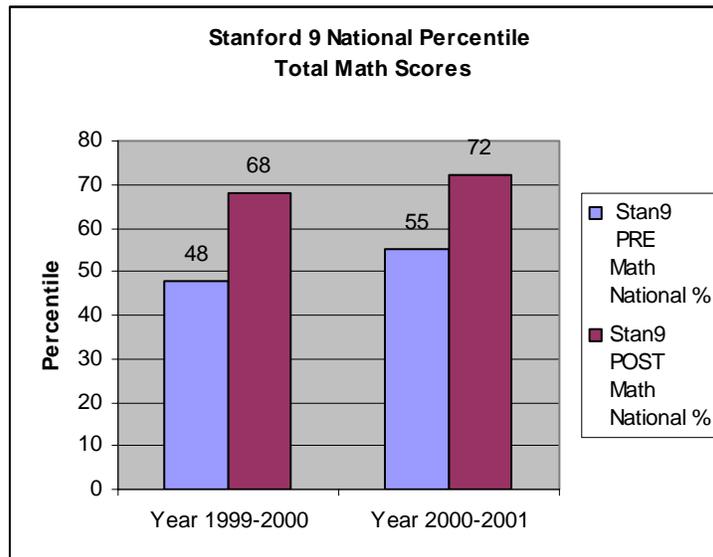
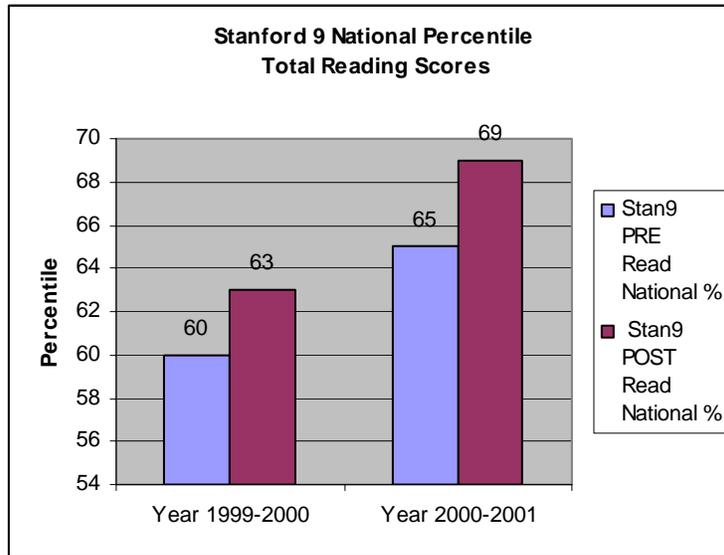


Final Grade - Math											
	A		B		C		D		F		
All Students	210	35%	218	36%	130	21%	39	6%	11	2%	608
Title One Math	6	3%	13	6%	13	6%	0	0%	0	0%	32
Title One Reading	1	0%	9	4%	8	4%	3	1%	0	0%	21
Remedial Reading	2	1%	9	4%	4	2%	6	3%	1	0%	22
Gateway	104	52%	18	9%	4	2%	0	0%	1	0%	127
SPED	7	3%	29	14%	52	26%	18	9%	4	2%	110



Stanford 9 Results Including Longitudinal Comparisons

Percentage Change Over Two Years Using National Student Percentile						
Student Data	Stan9 PRE Read National %	Stan9 POST Read National %	% change	Stan9 PRE Math National %	Stan9 POST Math National %	% change
Year 1999-2000	60	63	5%	48	68	29%
Year 2000-2001	65	69	6%	55	72	24%



See Appendix A for Stanford 9 Results from Harcourt Brace

Percentage Change By Special Services Using National Student Percentile						
Student Data Year 00-01	Stan9 PRE Read National %	Stan9 POST Read National %	% change	Stan9 PRE Math National %	Stan9 POST Math National %	% change
Title One Math	45	56	20%	27	57	53%
Title One Reading	27	44	39%	38	40	5%
Remedial Reading	22	41	46%	32	49	35%
Gateway	88	91	3%	80	94	15%
SPED	30	33	9%	25	31	19%

The above chart breaks out those students who are in special programs as indicated. The scores show that the school is having a very positive impact on those students represented above. Our Gateway program (High Achieving students) are not making the same progress as other students but that may be because they already are at such high levels.

While we are pleased generally very pleased with the results indicating substantial growth in Math but we do no fair as well in our reading scores. Our Curriculum and Standards and Assessment Task Forces are using this data to focus their planning on ways to improve for next year. As a one-year school this will continue to be a challenge for us. We are, however, hopeful that with the implementation of the Modern Red Standards Driven Design we can and will achieve excellence for all our students.

The results of the Stanford 9 tests are provided to both the elementary and the middle schools in the Barnstable Public School system for their analysis and use. We feel a strong sense of responsibility to work in partnership with the schools within the Barnstable Public School System. It is also our goal to work with the two middle schools to which we send our students after graduating from our school to monitor our students' progress throughout their middle and high school years.

The following report is a comprehensive analysis of our Stanford 9 scores using **Scaled Scores**. Marilyn Nouri, CS2 Entrepreneur for Education Research and Evaluation for the Barnstable Public School System prepared this report. Ms. Nouri is working on compiling all Stanford 9 data throughout the district. Students in the 3rd through 7th grades are now taking the Stanford 9 tests.

Another measure of performance for the students that we are using to assess progress toward our objectives is the Stanford 9 using scaled scores. Starting Academic Year 2000¹ our students take the Stanford test during the spring of the year previous to attending Grade Five (pre-test), and then again at the end of the year they spend with us (post-test). The academic year 2000 serves as a base year prior to changes being made, and we would expect significantly greater improvements in scores pre to post after the implementation of Modern Red Schoolhouse Design than was found

¹ Post-testing data exists for academic year 1999; however, that is not very helpful unless the pre-testing data that is now incomplete can be located. If it is, that year will be added to the analysis.

during the base year. However, because it is taking several years to put all the proposed changes into place, academic year 2001 should be considered a transition year.

Three approaches to measuring improvement in Stanford 9 scores that are used in this report are:

- A collective improvement in scores measured by a rate of improvement in the average (mean) score from the pre-test to the post-test. This would indicate that the school as a whole is reaching higher standards.
- An increased percent of students improving from pre-test to post-test. This would indicate that the school improving the education of a higher percent of its students.
- Students are improving from pre-test to post-test regardless of their pre-test score. This would indicate that the new program is effectively educating students of all abilities.

The best approach for talking about both the performance of students and the performance of the school as a whole are through the use of scaled scores². This way the students' pre and posttests can be compared to measure growth within the school only as scaled scores are standardized and are not compared to different sets of students nation wide. However, it is also important to remember that scaled scores cannot be compared across content areas, so, for example a score in reading cannot be compared to a score in math.

Academic Year 2001 Data:

Students do move into and out of school districts, and this is true of the Horace Mann Charter School students as well. In Table 1, we can see the number of students that received scores for each of the tests and the number that received scores for both. The analysis of Academic Year 2001 data is based on the students that received scores for both exams

Table 1. Number of students taking each of the Stanford 9 tests, Horace Mann 5 students, 2001

	Total Reading: # taking	Total Math: # taking
Pretest	561	574
Post-test	583	586
Both	489	501

² As is written in the technical report put out by Hartcourt Brace Educational Measurement:

The Stanford scaled-score system links together both forms and all thirteen levels of the series, making it possible to compare scores in a given content area from form to form and from level to level. Once a raw score has been converted to its scaled-score equivalent, there is not need to be concerned with the level or form administered in obtaining the percentile rank, stanine, or grade equivalent for that score. This makes scaled scores especially suitable for comparing results when different forms or levels of the test have been administered and for studying change in performance over time (1997: 32).

Total Reading

The total reading score combines reading vocabulary and reading comprehension into one score. In Figures 1 and 2 the pre and post-performances of the students that took both exams are given. As can be seen, the distribution has moved upward on the scale, which means that the post scores were better than the pre scores. As a class, the Grade 5

Figure 1. Distribution of total reading scaled scores taken at the end of the 4th year for academic year 2001 students

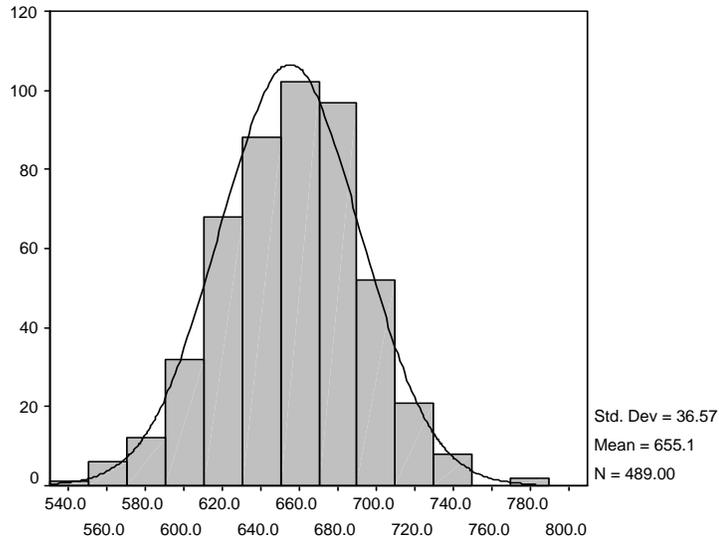
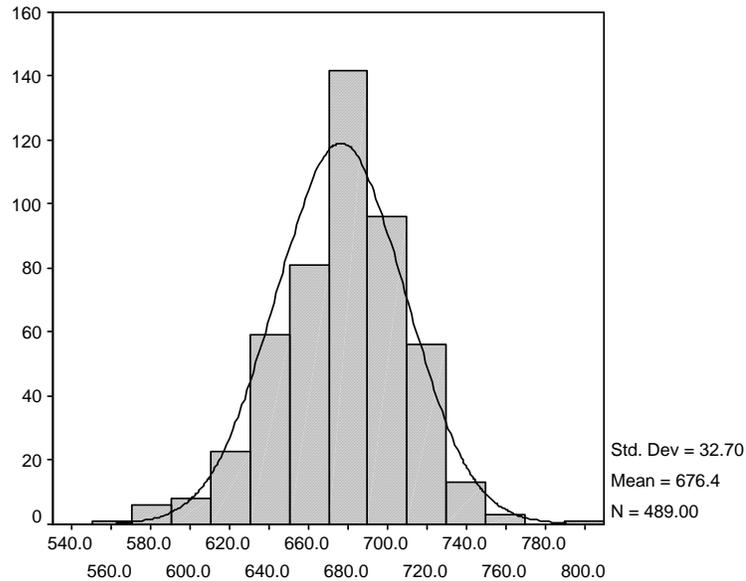


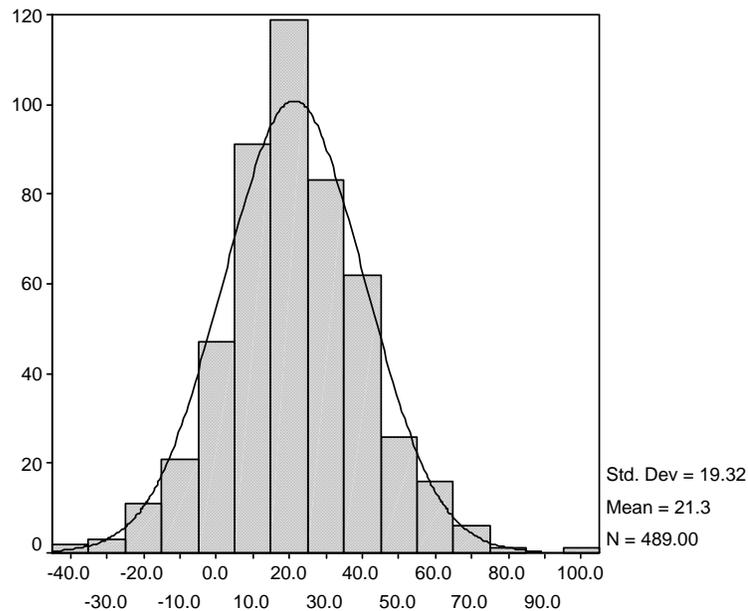
Figure 2. Distribution of total reading scaled scores taken at the end of the 5th year, academic year 2001



students' mean score rose from 655.1 to 676.4, a 21.3 point improvement (this represents a 3.3 % rate of improvement)³.

An even more accurate picture can be given by examining individual student improvement. In other words, pairing the scores of the individual students to see the percent of students that improved and by how much. That result is given in Figure 3. The histogram shows that many more students improved their scores relative to their grade level than declined, and some did so by quite a dramatic amount. In fact, only 11.5 percent declined or stayed the same, while 88.5 percent improved.

3. Distribution of number of students improving or declining in total reading scores as measured in pre and post-testing, academic year 2001



To see if the distribution of improvement versus decline was concentrated or tended to reach students of all abilities, a correlation analysis was run between students' pre and post-scores and the amount and direction of the difference each student scored. The results are given in Table 2. There is a fairly strong negative association between pre-test scores and improvement, but a small positive association between post-test scores and improvement. Essentially this means that the weaker students were more likely to improve and improved more than the stronger students as measured at pre-test time. At post-test time, the students with the higher scores had improved, but only very slightly.

³ The rate of improvement is the meaningful term here. The number of points of improvement is tied to the range of the scale, and so can seem to the large when in fact it may not be. The rate of improvement is calculated by dividing the amount of improvement by the pre-test score, and, of course, the value falls somewhere between 0 and 100, so that it is not subject to being influenced by the range of the scale.

Table 2. Association between test scores and rate and direction of Change in scores from pre to post-testing, total reading, academic year 2001

Tests involved	Correlation Coefficient	Level of Significance
Pre-test total reading score With amount of improvement or decline between tests	-.454	Significant at .01 level of confidence
Post-test total reading score With amount of improvement or decline between tests	.083	Significant at .05 level of confidence

This finding requires further investigation, as it is important that the curriculum changes being made are effective for students at all academic levels. Stanford 9 provides another measurement of student performance, something they call performance levels or categories. They are defined as follows:

- Below basic:** Less than partial mastery
- Basic:** Partial mastery of the knowledge and skills that are fundamental for satisfactory work
- Proficient:** Solid academic performance, indicating that students are prepared for the next grade
- Advanced:** Superior performance, beyond grade-level mastery.

They are criterion-based scores that represent “a level of mastery based upon the judgment of teachers, and provides information about what students should know and be able to do.”⁴

In Table 3, those performance categories are associated with change from pre to post-testing. As can be seen, students that scored at the advanced level in pre-testing were somewhat more likely to decline than were students that had scored less well.

Table 3. Association between student’s performance category at pre-testing and likelihood of improving or declining from pre to post-testing, total reading

Change from pre to post-testing	Performance Category at Pre-testing				Total
	Below basic	Basic	Proficient	Advanced	
Scores declined or remained the same	2	8	18	28	56
	4.2%	5.9%	8.7%	28.3%	11.5%
Scores improved	46	128	188	71	433
	95.8%	94.1%	91.3%	71.7%	88.5%
Total	48	136	206	99	489
	100.0%	100.0%	100.0%	100.0%	100.0%

⁴ Ibid., p. 41

Alternately, students that scored below basic at pre-testing were very likely to have improved (96 percent did). Table 4 gives the number and percent of students in each

Table 4. Number and percent of students in each performance category, pre and post-tests compared, total reading, academic year 2001

Performance Category	Below basic	Basic	Proficient	Advanced	Total
Pre-test	48 9.8%	136 27.8%	206 42.1%	99 20.2%	489 100%
Post-test	23 4.7%	155 31.7%	254 51.9%	57 11.7%	489 100%

performance category at pre-testing and at post-testing. What has happened is that the students have moved from the extreme groups toward the middle. Pre-testing scores indicate that 57 students fell in the below basic category, while in post-testing only 23 students remained in that category. The advanced group declined from 99 students to 57 students. The proficient group increased by nearly 50 students.

One further step informs this analysis a little more. The average (mean) amount of improvement for each pre-test performance category is given in Table 5. As can be seen,

Table 5. Average (mean) amount of improvement for students from pre-test to post-test by performance category in pre-test, total reading, academic year 2001

Performance Category	Number	Average (x) amount of improvement	Standard deviation	Rate of Improvement
Below basic	48	37.9	21.89	6.4%
Basic	136	26.7	17.86	4.3%
Proficient	206	20.6	15.30	3.1%
Advanced	99	7.5	18.16	1.6%
Total	489	21.4	19.32	3.3%

all performance categories, on average improved, but there is less improvement as the scores move up the categories. It may indicate that the weaker students are catching up rather than stronger students are doing less well. Students that are behind might, on the average, be more likely to do that than students that are already ahead. Whether this is the case or not will take more analysis than can be completed for this preliminary report.⁵

⁵ When a scatterplot is created with this data, there is indication of “outliers,” which are cases that are quite distinct from most others. A few outliers can have a dramatic effect on correlations and means because of their “mathematical weight.” Identifying those students and introducing other information into the analysis will further inform our understanding of the impact of the curriculum on students. The same analysis was run on the two sections of reading, word/vocabulary and sentence composition. Similar patterns were found with both parts of the reading test that were found when they were combined, although there were also some interesting variations. Those results will be reported on later.

Total Math

The total math score combines problem-solving and math processes into one score. In Figures 4 and 5 the distributions of the pre and post-performance of the students that took both Stanford 9 exams is given. Again, as in reading, the distribution has moved up the scale, which means that the post scores were better than the pre-test scores. The mean scaled score rose from 631⁶ to 671, an increase of 40 points (representing a 6.3 rate of improvement).⁷

Figure 4. Distribution of total math scaled scores taken at the end of the 4th year, for academic year 2001 students

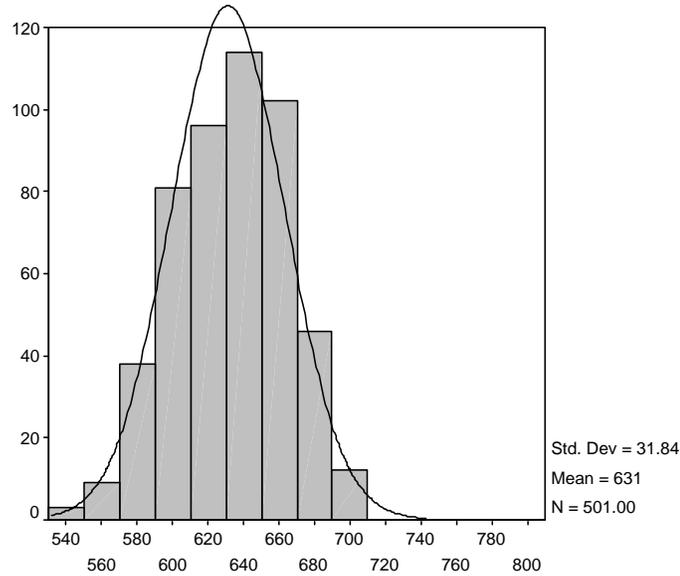
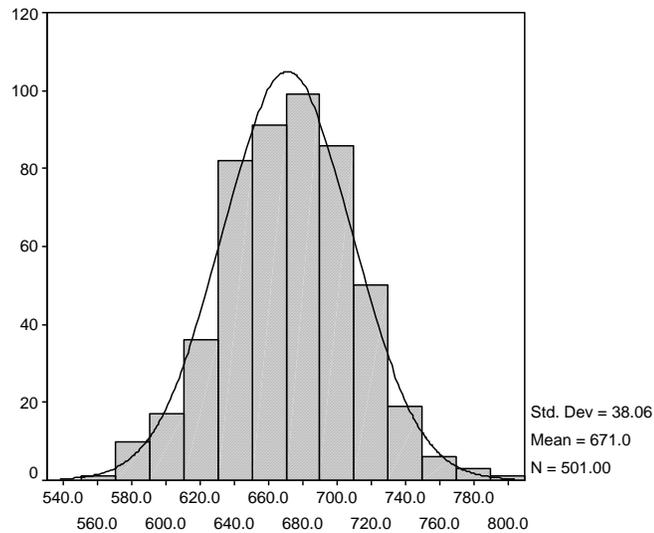


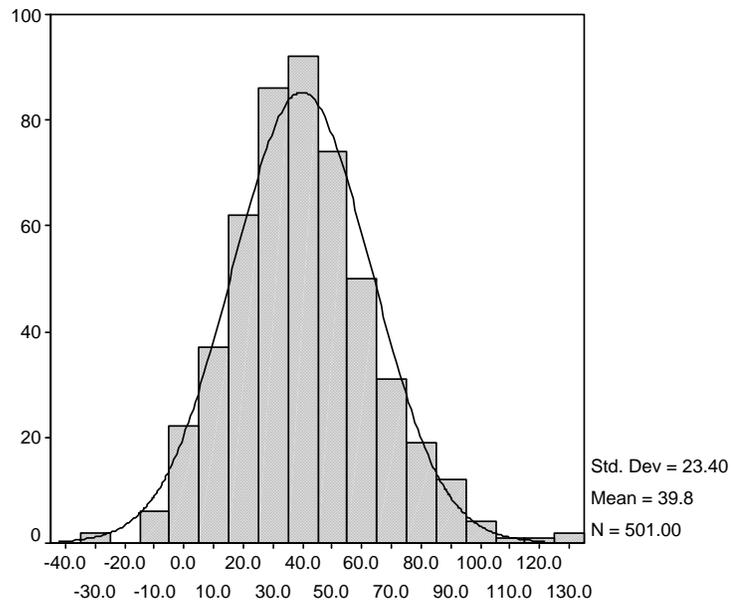
Figure 5. Distribution of the total math scaled scores taken at the end of the 5th year, academic year 2001



⁷ One cannot compare scaled scores in total math and total reading.

Figure 6 presents the distribution of the amount of difference from pre to post-testing by students gotten by subtracting their pre-test scaled score from their post-test scaled score. The good news is that 96.4 percent of the students improved on their Stanford 9 performance in math, an even slightly higher percent than was found in the analysis of total reading scores.

Figure 6. Distribution of number of students improving or declining in total math scores as measured in pre and post-testing, academic year 2001



Again, to see if the benefits of Grade 5 education are distributed evenly or concentrated with some students more than others, a correlation analysis was run between pre and post-test scores and the amount and direction of change. The results are given in Table 6.

Table 6. Association between test scores and rate and direction of change in scores from pre to post-testing

Tests involved	Correlation Coefficient	Level of Significance
Pre-test total math score with amount of improvement or decline between tests	-.076	No significant relationship
Post-test total math score with amount of improvement or decline between tests	.551	Significant at the .01 level of confidence

There is no relationship between the pre-test scores in total math and the amount of improvement or decline by post-testing, which means that no particular group was advantaged. This is the ideal result, as one of the goals of the Modern Red Design is to enable all students to advance. A post-test correlation would be expected in this situation, since the measure of differences is derived from the pre and post scores. When outcomes

are correlated with improvement, it suggests good benefits are coming from the process rather than being predetermined by ability upon arrival to the program. To further check if the benefits are truly going to all groups, the performance categories are used, this time in math. The association between those performance categories and improvement is given in Table 7. This time, because so few students declined, performance categories were associated with whether or not a student improved more or less than the median for the group. About half of the students in each of the first three groups fell below the median and about half fell above. This would be expected if

Table 7. Association between student’s performance category at pre-testing and likelihood of improving more in post-testing, total math, academic year 2001

Change from pre to post-testing		Performance categories				Total
		Below basic	Basic	Proficient	Advanced	
Level of improvement below median		46	96	93	19	254
		47.9%	47.8%	52.0%	76.0%	50.7%
Level of improvement above median		50	105	86	6	247
		52.1%	52.2%	48.0%	24.0%	49.3%
Total		96	201	179	25	501
		100.0%	100.0%	100.0%	100.0%	100.0%

there is no association between performance category at pre-testing and outcome. Only in the advanced group were their more students falling below or at the mean. However, since there are such a small number of students in the advanced grouping, one cannot generalize very much.

The percent of students in each performance category made a shift upward from pre to post-testing, as can be seen in Table 8. The percent in both below basic and basic declined while the percent in proficient and advanced increased.

Table 8. Number and percent of students in each performance category, pre and post-tests in mathematics compared, academic year 2001

Performance Category	Below basic	Basic	Proficient	Advanced	Total
Pre-test	96	201	179	25	501
	19.2%	40.1%	35.7%	5.0%	100%
Post-test	69	149	204	79	501
	13.8%	29.7%	40.7%	15.8%	100%

Table 9 gives the average (mean) amount of improvement for each performance category from pre-testing to post-testing. Even in the advanced group the rate of improvement is quite substantial given they were already doing very well, and the evenness of the distribution among the other performance categories does suggest, that, in general, most students are benefiting.

Table 9. Average (mean) amount of improvement for students from pre-test to post-test by performance category in pre-test, total math, academic year 2001

Performance Category	Number	Average (mean) score on pre-test in total math	Average (mean) amount of improvement	Standard deviation	Rate of Improvement
Below basic	96	584.6	39.8	21.47	6.8 %
Basic	201	622.1	41.4	23.06	6.7%
Proficient	179	658.1	39.8	23.95	6.1 %
Advanced	25	690.7	25.7	25.90	3.7 %
Total	501	631.2	39.7	23.40	6.3 %

Summary: Academic Year 2001

Using Stanford 9 data, what conclusions can be drawn about the Horace Mann students during academic year 2001? The basic findings of this analysis are given below:

- **In total reading:**
 - The students improved their collective average (mean) scaled score by 21.3 points (pre-test mean = 655.1; post-test mean = 676.4), a collective rate of improvement of 3.3 percent from pre-testing at the end of the 4th year to post-testing at the end of the 5th year.
 - 88.5 percent of the students improved their scaled score; 11.5 percent declined or remained the same.
 - Students that did not do as well in the pre-test were more likely to improve their scaled score in the post test than were students that did better ($r = -.454$; $R^2 = 21\%$). The advanced students, in particular, were somewhat less likely to improve.
 - When students are grouped into their performance categories as measured by pre-testing, all four groups improve their collective average (mean) scores from pre to post-testing. For below basic students, the rate of improvement was 6.4 percent, for basic students it was 4.3 percent, for proficient students it was 3.1 percent, and the advanced students improved by a rate of 1.6 percent.
 - When the percent of students in the four performance categories was compared pre to post-testing, it was found that the below basic declined by 5.1 percent, the basic increased by 2.9 percent, the proficient increased by 9.8 percent and the advanced declined by 8.5 percent.

- **In total math:**
 - The students improved their collective average (mean) scaled score by 40 points (pre-test mean = 631; post-test mean = 671), a collective rate of improvement of 6.3 percent from pre-testing at the end of the 4th year to post-testing at the end of the 5th year.
 - 96.4 percent of the students improved their scaled score; 3.6 percent either declined or remained the same.
 - The improvements in total math were not associated with ability level as measured by pre-testing which means that all students were benefiting from the educational process ($r = -.076$). Of course, this is due, in part, to the high percent

of students that improved. The advanced students were only slightly less likely to improve as much as the other performance groupings.

- When students are grouped into their performance categories as measured by pre-testing, all four groups improve their collective average (mean) scores from pre to post-testing. For below basic students, the rate of improvement was 6.8 percent, for basic students it was 6.7 percent, for proficient students it was 6.1 percent, and the advanced students improved by a rate of 3.7 percent.
- When the percent of students in each of the performance categories was compared pre to post-testing, it was found that the percent in below basic declined 5.4 percent, in basic the decline was 10.4 percent, in proficient the increase was 5 percent, and the advanced group increased by 10.8 percent.

Comparison of Academic Year 2000 with Academic Year 2001:

Now that the findings have been summarized for each subject in each academic year, it is time to draw comparisons. Is there anything to learn from the data analysis that can inform the process of the reorganization and are there any improvements from 2000 to 2001? Prior to moving ahead, however, one reservation needs to be offered. Trends take longer than one year to be established. Changes from 2000 to 2001 could be just a matter of natural fluctuation or they could be indicators of a trend to be established in years to come. Trend analysis is best if it is based on at least five years of data collection. This analysis represents a good starting point from which to look and from which to anticipate. Findings can also be used to inform the process as Horace Mann 5 moves ahead with its reorganization.

• **In total reading:**

- The pre and post-test mean scaled scores in reading were very similar for academic years 2000 and 2001. The rate of improvement in 2000 was 3.1 percent compared to 3.3 percent in 2001.
- In 2001, 88.5 percent of the students improved their scaled score; in 2000, 82.7 percent did the same. The differences, here are great enough to suggest the beginning point of a possible trend, that more students are benefiting from the educational methods of 2001 than did so in 2000.
- The negative correlation between pre-test scaled scores and amount of improvement or decline from pre to post-test suggests that where one is in their reading skills upon arriving at Horace Mann 5 has more to do with their improvement path than does the education received during the fifth year. This pattern was found in both 2000 and 2001 at similar levels. The R² value is 23 percent in 2000 and 21 percent in 2001, similar but at least going in the right direction. The R² value tells us what percent of the variation in improvement or decline is explained by the score one received on the pretest.
- During both years all four performance categories improved their average (mean) score from pre-testing to post-testing. A comparison of the scores is offered in Table 19:

Table 19. Comparison of rate of improvement in average (mean) scaled scores in reading by performance category, 2001 to 2000

Performance Category:	2001	2000	
Below basic	6.4%	588.7	6.7%
Basic	4.3%	628.1	4.1%
Proficient	3.1%	664.3	2.3%
Advanced	1.6%	704.5	.75%
Total	3.3%	650	3.1%

The rates in 2001 are too similar to the rates in 2000 to be able to see any trends. It is interesting to note that all the categories improved their rates except below basic, which already had and has the highest rate.

- Table 19 compares the percent of students in each performance category as well as giving the percent change:

Table 20. Comparison of percent in each performance category in reading during pre and post-testing, 2000 and 2001

Performance Category:	2001			2000		
	Pre-test	Post-test	Change	Pre-test	Post-test	Change
Below basic	9.8%	4.7%	-5.1%	14.0%	6.4%	-7.6
Basic	27.8%	31.7%	+2.9%	29.8%	43.6%	+13.8%
Proficient	42.1%	51.9%	+9.8%	38.2%	38.2%	0
Advanced	20.2%	11.7%	-8.5%	18.0%	11.8%	-6.2%

It is difficult to see definitive patterns in Table 19, but there are some interesting ones. In 2000, all the growth occurred in the Basic group, not the group one might hope to expand. However, in 2001, the growth occurred in both the basic and proficient, and more in the proficient, a better trend. It is also important to look at the relative sizes of the groups' pre and post-testing. The students in 2001 started out higher than the students in 2000 and ended slightly higher as well, another positive trend. Since the starting point tends to predict the ending point in total reading it is important to keep track of that fact when looking at the outcomes.

- **In Total Math:**

- The pre-test average (mean) score in total math was 7 points lower in 2000 than it was in 2001 and it was 5 points lower at post-testing. The rate of improvement in 2000 was 7.4 percent while it was 6.3 percent in 2001. The slightly smaller rate of improvement may in fact be a result of the students starting at a somewhat higher point when they entered in 2001.
- During both years 96 percent of the students improved. This is such a high percent of the students improving that there is not much room for going up any more.
- In 2000 the improvements in math were slightly correlated to their pre-test scores; by 2001 that association had disappeared. This means that what is happening at Horace Mann 5 is making more of a difference in determining growth than is a student's pre-test score. This is a positive starting point that will hopefully continue.
- During both years students in all four performance categories improved their average (mean) score from pre-testing to post-testing. A comparison of the scores is offered in Table 21:

Table 21. Comparison of rate of improvement in average (mean) scaled scores in math by performance category, 2001 to 2000

Performance Category	2001		2000	
	Pre-test average	Improve ment rate	Pre-test average	Improve ment rate
Below basic	584.6	6.8%	581.0	8.0%
Basic	622.1	6.7%	622.1	6.4%
Proficient	658.1	6.1%	655.9	6.5%
Advanced	690.7	3.7%	692.0	3.0%
Total	631.2	6.3%	624.1	6.7%

- As in total reading, there are not definitive patterns in Table 20, but again, some numbers look promising. In 2001, the rates of improvement were more equally distributed among all groups than in 2000. The lower rate of improvement in below basic in 2001 may be due to a higher starting point.
- Table 22 compares the percent of students in each performance category as well as giving the percent change:

Table 22. Comparison of percent in each performance category in math during pre and post-testing, 2000 and 2001

Performance Category:	2001			2000		
	Pre-test	Post-test	Change	Pre-test	Post-test	Change
Below basic	19.2%	13.8%	-5.4%	22.7%	16.3%	-6.4%
Basic	40.1%	29.7%	-10.4%	46.1%	35.5%	-10.6%
Proficient	35.7%	40.7%	+5.0%	28.3%	35.0%	+6.7%
Advanced	5.0%	15.8%	+10.8%	2.3%	13.2%	+10.9%

In both 2000 and 2001, the progress of the students in mathematics was high. Both of the lower performance levels declined and both the higher performance categories improved. This is important, as there seems to be a strong correspondence between the performance categories in Stanford 9 and the MCAS proficiency levels.

Conclusions

Three questions guided the analysis of Stanford 9 scores presented in this report. Each is restated here and the answers given by the data are discussed.

- Is there a collective improvement in scores measured by a rate of improvement in the average (mean) score from the pre-test to the post-test? This would indicate that the school as a whole is reaching higher standards.
 - There were no significant differences in either total math or total reading in the rate of improvement of the class of 2001 as compared to the class of 2000. The small differences found are likely to be due to natural fluctuations.

- Is there an increased percent of students improving from pre-test to post-test? This would indicate that the school improving the education of a higher percent of its students.
 - There was an improvement of ~6 points in the percent of students that improved their score in total reading from 2000 to 2001. There were no differences in total math in the percent of students that improved, but the rate is already so high that there is not much margin for improvement.

- Are students improving from pre-test to post-test regardless of their pre-test score? This would indicate that the new program is effectively educating students of all abilities.
 - The analysis suggests that there is some reason for concern that in reading the education received by the students at Horace Mann 5 is not quite as beneficial for stronger students than it is for weaker students. In total math, the benefits are fairly equally distributed. There were very small changes in these patterns from 2000 to 2001, not enough to be significant, but they were in the right direction.
 - In total reading from pre to post-testing the students tended to move away from below basic and advanced performance categories toward basic and/or proficient. The movement was more toward basic in 2000, and toward both, basic and proficient in 2001, a small improvement. In mathematics, students tended to move upward. Similar patterns were observed both years.

Since this is only the second year of a five-year implementation plan, the findings of this report would seem to be about what might be expected. As more changes are introduced and the teachers are comfortable with their use, we will better be able to analyze the use of the Modern Red Schoolhouse Design. Thus far, administrators and staff feel that once we are at full implementation we will see significant student achievement.

Summary of Alumni Placements and School Transfer Placements

All of our students graduated to one of two middle schools in the Town of Barnstable or chose to enter a middle school charter school or a private institution.

Summary of Official Complaints Received by the Board of Trustees

The Board of Trustees did not receive any official complaints this year.

Total Number of Student Applications Received

As a Horace Mann Charter School serving all fifth graders in the Town of Barnstable every child that did not transfer out of the district before entering fifth grade was accepted at our school. Total enrollment was 614 as of February 15, 2001.

Number of Students on Waiting List

Due to available capacity and our unique nature we do not have a waiting list.

Student Turnover Data

Total number of students who left the school during the school year: 41
 Number who moved out of the district: 34
 Number who transferred to private school: 7

Total number of students who transferred into the school: 35
 Number who moved into the district: 34
 Number who transferred in from private school: 1

SCHOOL PROGRAM: GENERAL INFORMATION

Contacting our School

The Barnstable Horace Mann Charter School is located at:
 120 High School Road
 Hyannis, MA 02601

508 790-6473 Main Office FAX 508 790-6434
 508 790-6234 Business and administrative offices FAX 508 790-6373

Grades and Age Levels Served and Description of Eligibility Requirements for Enrollment

The Barnstable Horace Mann Charter School is a one-year school serving all fifth grade students in the Town of Barnstable regardless of number of students.

Summary of Curriculum Design

Our school has adopted the comprehensive whole school design model created by the Modern Red Schoolhouse Institute. This whole school standards based design provides us with a framework that allows us to achieve consistency in what students are being taught and how they are being assessed. The staff is in the 3rd year of writing new units to meet the Massachusetts Standards using a thematic approach.

Curriculum Units Grouped by Themes

EXPLORE OUR ENVIRONMENT	WEATHERING A NEW LAND	REVOLUTIONARY IDEAS	EXPAND YOUR HORIZONS
Geography ❖ Those Who Were Here: Native Americans ❖ Those Who Came: European Explorers Solar System	European Settlement The 13 Colonies Matter – Geology Division Fractions	Causes of the American Revolution The Revolutionary War Electricity and Magnetism Decimals	Our Founding Documents Our Nation Grows: Expansion and Conflict Ecology Data, Probability and

Weather		Percent and Ratios	Statistics
Numeration Multiplication			Geometry and Measurement

This thematic approach provides teachers with the opportunity to collaborate and design curriculum as a team. Since all staff will teach the same unit at approximately the same time, they will have greater opportunity to share ideas and resources. The thematic approach allows all students classrooms throughout the school to share their learning experiences with other students outside of their classrooms.

ENGLISH LANGUAGE ARTS

Language Strand

- ▶ Discussion/listening rules, questions, interviews, and oral presentations
- ▶ English Structure: 8 parts of speech, verb tenses, simple/compound sentences, and mechanics
- ▶ Word study: vocabulary, Greek and Latin roots, prefixes, suffixes, homophones, context clues, dictionary and thesaurus skills

Reading and Literature Strand

- ▶ Reading strategies for imaginative/ literary and informal/expository text: techniques, and graphic organizers
- ▶ Genres: identify, analyze, and apply knowledge of characteristics of...
 - Fiction (plot, character, setting, conflict) in myth, traditional narrative, classical literature, historical fiction, and **realistic** fiction...
 - Nonfiction (textual, graphic, and structure) in content subjects, biography...
 - Poetry (theme, structure, elements) of framework poets and own poems
 - Drama (theme, structure, elements) of plays and performance skills

Composition Strand

- ▶ Writing Process (focus, draft, revise, edit, publish) for fiction and nonfiction: coherent paragraphs, summaries, and a research paper
- ▶ Standard English Conventions: mechanics (punctuation), structure (complete sentences), and spelling (homophones)
- ▶ Rubrics (scoring tables) to improve writing

Media Strand

- ▶ Software, websites, and reference material
- ▶ Media production

MATHEMATICS

Number Sense and Operation Strand

- ▶ Place value of whole numbers to billions
- ▶ Place value of decimals to thousandths
- ▶ Prime and composite numbers, prime factorization Greatest common factor, least common multiple
- ▶ Divisibility rules
- ▶ Fractions, decimals, and percents
- ▶ Problem solving and computation using addition, subtraction, multiplication, and division
- ▶ Estimation, the reasonableness of estimates

Patterns, Relations, and Algebra Strand

- ▶ Patterns and progressions
- ▶ Variables
- ▶ Linear Equations
- ▶ Mathematical relationships using models, tables, graphs, and symbols

Geometry Strand

- ▶ Polygons, angles, points, lines, and planes
- ▶ Symmetry and congruence
- ▶ Translations, rotations, and reflections
- ▶ Three-dimensional shapes, edges, and faces

Measurement Strand

- ▶ Perimeter and area
- ▶ Measurement of angles, triangles, and quadrilaterals
- ▶ Measurement of circles, radius, diameter, and circumference
- ▶ Volume and surface areas of rectangular prisms
- ▶ Same system unit conversions (customary or metric)

Data Analysis, Statistics, and Probability

Strand

- ▶ Concepts of median, mean, mode, and range
- ▶ Stem-and-leaf plots, line plots, and graphs, lists, and tables
- ▶ Probability of outcomes
- ▶ Ratio

HISTORY AND SOCIAL SCIENCE

History Strand

- ▶ Chronology and cause
- ▶ Historical understanding
- ▶ Research, evidence, point-of-view, society, and diversity
- ▶ Interdisciplinary Learning: literature, science, mathematics, and technology

Geography Strand

- ▶ Physical spaces of the earth
- ▶ Places, regions of the world
- ▶ Effects of geography
- ▶ Human alteration of environments

Economics Strand

- ▶ Basic economic concepts and reasoning
- ▶ History

Civics and Government Strand

- ▶ Authority, responsibility, and power
- ▶ The Founding Documents
- ▶ Principles and Practices of American Government
- ▶ Forms of Government
- ▶ Citizenship

SCIENCE AND TECHNOLOGY

Earth and Space Science Strand

- ▶ Earth's history (rocks, soil, and erosion)
- ▶ Weather
- ▶ Water Cycle
- ▶ Earth in the solar system

Life Science Strand

- ▶ Characteristics and adaptations of living things
- ▶ Energy and living things (food chain)

Physical Sciences Strand

States of matter (solids, liquids, and gases)

- ▶ Forms of energy (light, sound, heat, electrical, and magnetic)

Technology/Engineering Strand

- ▶ Materials and tools
- ▶ Engineering design

COMPUTER TECHNOLOGY

Operating A Computer System

- ▶ Starting programs
- ▶ Saving, finding, and opening programs
- ▶ Monitoring the computer

Surfing The Internet

- ▶ Parts of a browser window
- ▶ Ethics and Safety
- ▶ Research

Application-Task-Oriented Software

- ▶ Word processing and using Alpha-Smarts
- ▶ Electronic spreadsheets and charts
- ▶ Multimedia presentation

MUSIC EXPLORATION

- ▶ Mastery of music terminology
- ▶ Appreciation of all types of music
- ▶ Ability to perform

PHYSICAL EDUCATION

- ▶ Basic skills of team sports
- ▶ Physical fitness activities and exercises
- ▶ Lifetime sport skills

HEALTH

- ▶ Nutrition and fitness
- ▶ Disease prevention
- ▶ Personal and mental health
- ▶ Family life
- ▶ Safety and first aid
- ▶ Human sexuality
- ▶ Drug and violence prevention
- ▶ Personal safety

ART EXPLORATION

- ▶ Students will participate in clay, fiber, paint, and mixed media projects, which will stress imagination, drawing skills, and an overall appreciation of art.

FOREIGN LANGUAGE

- ▶ Introduction to Spanish

DARE

- ▶ Substance abuse and violence prevention

All units of instruction are written based upon the Massachusetts Curriculum Frameworks. Each unit of instruction has high, clear expectation for all students. The teachers address and assess each standard throughout the unit being taught. At the end of each unit, all students must

complete a “Culminating Activity”, which is project based and measures whether they have mastered the standards. Each lesson will ultimately be modified to fit the learning styles and ability of special education, bilingual students, and high achieving students.

Currently, we have written 16 out of 24 units using the standards based Modern Red Schoolhouse design. Some were piloted during 2000-2001 and others will be piloted in 2001-2002. Rubrics for assessment are also being written and piloted for each culminating activity. All units are revised, based on teacher feedback and student data, during the Annual Summer Institute for teachers.

Prior to starting a unit of study a Parent Overview Form (See Appendix B) is sent home so that parents can see what their child will be learning. This overview form also shows what the parent/guardian can do to support the student’s learning at home.

School Code of Conduct

Barnstable Horace Mann Charter School maintains the highest expectations and recognizes the potential of all students. To help achieve this, the school expects cooperation and respect among all members of the school community, including students, parents, teachers, and administrators. There are three rules that are encouraged every day and are part of our morning announcements:

1. Treat others the way you would want to be treated.
2. Respect, self, others, and your surroundings.
3. Take responsibility for yourself and your actions.

Students are responsible for their own individual and group actions. They are expected to respect the rights of all other students and school staff members. Furthermore, students are required to attend school regularly, arrive on time, bring appropriate materials, participate in class, and complete their homework assignments. Any student who engages in any misconduct or disobedience may be suspended or expelled from school, depending on the severity of the action and the student’s past behavior. Misconduct or disobedience means refusing to follow any lawful instruction of a teacher, administrator, or any other school employee.

Summary of Graduation/Promotion Requirements

At the end of fourth grade, all students are given the Stanford 9 pre-test in their respective elementary schools. This information is used, along with their 4th grad teacher input, to determine which students would benefit from the summer school program prior to entering our school.

At the end of fifth grade, students are administered the Stanford 9 post-test. Using this information, along with teacher recommendations, students are again invited to attend summer school and they may also be retained.

Student/Teacher Ratio

The Barnstable Horace Mann Charter School employed 42 full time equivalent teachers serving a student population of 614 students. The student to teacher ratio was 15:1. We also have 11 teacher assistants working in classrooms to assist the Special Education teacher and those students on Individual Education Plans. Our guidance department consists of one counselor and a school psychologist, a behavior specialist, and a prevention specialist.

School Calendar 2000-2001

Students at the Barnstable Horace Mann charter School attend school for 180 days. As a Horace Mann Charter School we observe the same schedule that the Barnstable Public School System has established. Students are in school from 8:30 a.m. to 3:05 p.m. Parents have an opportunity to send their child to an after-school program that offers homework assistance and enrichment activities. The after-school program is in session from 3:15 p.m. to 5:30 p.m. Monday through Friday.

September 5:	School Opens
October 9:	Columbus Day
November 10:	Veterans Day
November 22:	Thanksgiving Holiday Break – ½ day for students
November 23:	Thanksgiving Day
November 24:	Thanksgiving Holiday Break
December 25:	Winter Break
January 2:	School Reopens
January 22:	Martin Luther King Day – School Closed
February 21:	February Vacation
February 28	School Reopens
April 13:	Good Friday - School Closed
April 16:	School closes for April Vacation Break
April 23:	School Reopens
May 28:	Memorial Day
June 21:	Final day for students,* includes 5 days for inclement weather

School Calendar for 2001-2002

September 4:	School Opens
October 8:	Columbus Day
November 12:	Veterans Day
November 21:	Thanksgiving Holiday Break – ½ day for students
November 22:	Thanksgiving Day
November 23:	Thanksgiving Holiday Break
December 24:	School closed for December break
January 2:	School Reopens
January 21:	Martin Luther King Day – School closed
February 18:	February Vacation
February 25:	School Reopens
April 13:	Good Friday (School Closed)
April 16:	School closes for April Vacation Break
April 23:	School Reopens
May 28:	Memorial Day
June 21:	Final day for students,* includes 5 days for inclement weather

FINANCE

The following unaudited Financial Statements reflect the school's financial position for 2000-2001. They are followed by the 2001-2002 budget that was approved by the Board of Trustees.

FINANCE STATEMENT 2000-2001 - UNAUDITED

Profit and Loss Statement

July 2000 through June 2001

	<u>Jul '00 - Jun '01</u>
Ordinary Income/Expense	
Income	
1032 · District Appr. - Grade 5	3,637,062
1032A · Eisenhower Grant	4,000
1033 · District Appr. - Transportation	182,442
1054 · CSRD Yr 3	50,100
1110 · County EDC	9,630
1120 · E-RATE	2,387
1055 · DOE Yr 3	146,160
1100 · DOE Technology	29,404
1062 · Interest	94,833
1090 · Other Income	9,764
Total Income	<u>4,165,782</u>
Expense	
Salaries & Benefits	
2590 · Retirement	32,004
2580 · Medicare	26,495
2570 · Health & Life Ins.	154,403
2002 · Salary School	2,406,693
2500 · Salary District	287,076
Total Salaries & Benefits	2,906,671
3000 · District Expenses	
3010 · Admin	39,526
3080 · Enrichment	36
3030 · SPED Dist	188,160
3160 · Transportation	182,520
Total 3000 · District Expenses	410,242
3500 · Expenses	
3502 · Accounting	23,367
3503 · Advertising	3,017
3510 · Audit	4,550
3513 · Bank Charges	201
3520 · Board of Trustees	9,018
3530 · Conference Fees	3,113
3533 · Consulting	57,045
3070 · Course Reimbursement	8,598

3540 · Dues	331
3702 · Equipment Lease	29,229
3616 · Furnishings	4,925
3560 · Insurance	3,495
3180 · Legal	12,368
3570 · Maintenance	36,258
3640 · Misc/Principal	1,326
3590 · Postage	2,795
3610 · Printing	3,432
3612 · Publications & Subscriptions	3,439
3650 · Stanford 9	3,296
3655 · Stipend	18,242
3670 · Substitutes	6,069
3690 · Supplies/materials	60,524
3695 · Technology	68,929
3710 · Text Materials	35,000
3170 · Travel	3,759
3720 · Utilities	
3721 · Electricity	41,800
3723 · Sewer	1,654
3724 · Telephone	5,588
3725 · Gas	34,004
3726 · Water	1,675
Total 3720 · Utilities	84,721
Total 3500 · Expenses	487,047
Total 3800 · Other Expense	5,997
Total Expense	3,809,957
Net Ordinary Income	355,825

Grants Received 2000-2001

The school received the following State Grants:

Start up Funds Year 3	\$ 146,100	
CSRD year 3	50,000	
Title I	115,000	Provided to us through the District
IDEA	120,000	Provided to us through the District
DOE Technology grant	29,404	

These grants were used to pay salaries for Title I Reading and Math teachers, provide training from the Modern Red Schoolhouse Institute to pay for materials, substitutes, and stipends for teachers to participate in the training and work on developing new curriculum during the school year as well as the Summer Institute. We also purchased equipment and trained staff in the use of technology in their classrooms.

BARNSTABLE HORACE MANN CHARTER SCHOOL
Balance Sheet as of June 30, 2001

	<u>Jun 30, '01</u>
ASSETS	
Current Assets	
Checking/Savings	
101 · CCB&T Checking	57,650.83
102 · - CCB&T Investment	<u>650,710.00</u>
Total Checking/Savings	708,360.83
 Accounts Receivable	
1200 · Accounts Receivable	87,353.00
1500 · Grants Receivable	<u>9,602.00</u>
Total Accounts Receivable	<u>96,955.00</u>
 Total Current Assets	<u>805,315.83</u>
 TOTAL ASSETS	 <u><u>805,315.83</u></u>
 LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2001 · Accounts Payable	<u>126,499.69</u>
Total Accounts Payable	126,499.69
 Other Current Liabilities	
2005 · Deferred Revenue	<u>83,353.00</u>
Total Other Current Liabilities	<u>83,353.00</u>
 Total Current Liabilities	<u>209,852.69</u>
 Total Liabilities	209,852.69
 Equity	
915 · Fund Bal. DOE Yr2	20,163.22
935 · Fund Bal. Unrestricted Funds	219,474.05
Net Income	<u>355,825.87</u>
Total Equity	<u>595,463.14</u>
 TOTAL LIABILITIES & EQUITY	 <u><u>805,315.83</u></u>

**BARNSTABLE HORACE MANN CHARTER SCHOOL
2001-2002 BUDGET**

	Jul '01 - Jun '02
Ordinary Income/Expense	
Income	
1030 · Unrestricted Funds/State Grants	100,000.00
1032 · District Appr. - Grade 5	3,683,110.00
1033 · District Appr. - Transportation	150,965.00
1062 · Interest	110,000.00
1080 · Mifflin Foundation	10,000.00
1090 · Other Income	0.00
Total Income	4,054,075.00
Expense	
Salaries & Benefits	
2590 · Retirement	33,680.00
2580 · Medicare	25,938.00
2570 · Health & Life Ins.	215,618.00
2002 · Salary School	2,478,332.00
2500 · Salary District	164,459.00
Total Salaries & Benefits	3,030,565.00
3000 · District Expenses	
3010 · Admin	50,000.00
3030 · SPED Dist	185,934.00
3140 · Summer School	7,000.00
3160 · Transportation	150,965.00
Total 3000 · District Expenses	393,899.00
3500 · Expenses	
3502 · Accounting	37,000.00
3503 · Advertising	3,500.00
3510 · Audit	6,000.00
3513 · Bank Charges	500.00
3520 · Board of Trustees	3,000.00
3533 · Consulting	45,000.00
3070 · Course Reimbursement	8,830.00
3540 · Dues	500.00
3700 · Equipment	15,000.00
3702 · Equipment Lease	32,144.00
3616 · Furnishings	5,000.00
3560 · Insurance	3,500.00
3180 · Legal	15,000.00
3570 · Maintenance	40,000.00

GOVERNANCE

The Board of Trustees is comprised of 14 members. They are elected to staggered terms of one, two, or three years.

/

Chair	John D. O'Brien, CEO Cape Cod Chamber of Commerce	3 years
Vice Chair	Patrick Butler, Vice Chair, Attorney, Nutter, McClennen & Fish, LLP	3 years
Secretary	Olive Chase, Parent, Owner, Casual Gourmet	3 years
Treasurer	Susan Dahn, Administrator, Barnstable Horace Mann Charter School	3 years
Member	Ruthanne Allen, Director Gateway Program Barnstable Public School	2 years
Member	Karen Anderson, Classroom Teacher, BHMCS	2 years
Member	Dr. Russell Dever, Superintendent of Barnstable Public Schools	1 year
Member	John Girvin, American Express Financial Advisors	1 year
Member	Suzanne Leary, Principal, Cotuit/Marstons Mills Elementary	2 years
Member	Thomas McDonald, Principal, Barnstable Horace Mann Charter School	3 years
Member	Karen Menz, Guidance Counselor, Hyannis Middle School	2 years
Member	Peter Meyer, General Manager, Cape Cod Times Newspaper	2 years
Member	Susan Peters, Teacher, Barnstable Horace Mann Charter School	1 year
Member	John Seyffert, PAC, Chair, Owner of Flower & Fern	1 year

Board of Trustees Committees and Members

The Board of Trustees has four committees:

Executive Committee: John O'Brien, Chair
Patrick Butler, Vice Chair
Susan Dahn, Treasurer
Olive Chase, Secretary

Finance Committee: Peter Meyer
Susan Dahn
Tom McDonald

Nominating Committee: Pat Butler
Susan Dahn
Susan Peters

Personnel Committee: Pat Butler
Tom McDonald
Olive Chase
Peter Meyer

Strategic Planning: Tom McDonald, Susan Dahn, Jack McCarthy, Kathy Cunningham, Parent, Wendy Kingman, Teacher, Susan Peters, John O'Brien, and Pat Butler

The Board of Trustees meets the fourth Wednesday of the month at 7:30 a.m. in the school library. The dates are posted in Town Hall. The following was the schedule for 2000-2001:

Wednesday, July 26, 2000
August Meeting - Canceled
Wednesday, September 27, 2000
Wednesday, October 25, 2000

Board Meeting Dates – continued

Wednesday, November 29, 2000 (Revised)
Wednesday, December 20, 2000 (Revised)
Wednesday January 24, 2001
Wednesday, February 28, 2001
Wednesday, March 28, 2001
Wednesday, April 25, 2001
Wednesday, May 23, 2001
Wednesday, June 27, 2001

The Board of Trustees is governed by a set of bylaws that set forth the organizational guide lines with reference to governance and decision-making.

The Board of Trustees held an Annual Retreat in August and from that meeting, formed a Strategic Planning Committee whose charge it was to layout both a short and long-term plan for the board and the school. The Strategic Plan was completed in March 2001 (**See Attachment C**). The Board is working on implementing the plan and monitoring the progress toward the goals.

The Board also adopted also adopted an Internal Control Plan for management of the schools finances and was reviewed by our auditors. The Board developed a Memorandum of Understanding (MOU) with the Barnstable School Committee to delineate roles and responsibilities and how the district allocation is calculated and the timing of the payments as well as any services that the school chooses to purchase from the district. The Chair of the Board of Trustees and the Chair of the School Committee signs the MOU annually. (**See Attachment D**)

Grievance Review

The Barnstable Horace Mann Charter School is bound by the contract with the Barnstable Teachers Association. The Board of Trustees has set policy for all other grievances of non-contract employees to be put in writing and sent to the board. If the grievance is with a staff member they must first meet with the principal. If the employee is still not satisfied then they may request a meeting with the Board after the grievance is received in writing. To date there have not been any grievances filed with the Board of Trustees.

STAFF

The staff consisted of two administrators, 42 FTE teachers, eleven teacher assistants, a prevention specialist, a behavior specialist, one guidance counselor and one school psychologist, a nurse and a nurses assistant, two secretaries, one administrative assistant, one curriculum coordinator, one technology coordinator, four custodians and four cafeteria workers. Total staff employed by the school including part-time employees was 83 with an average of 20 years experience. The teaching staff are all certified and 38% have a bachelor's degree while 62% have a master's degree plus.

Principal: Tom McDonald

Director Finance and Management: Susan Dahn

Staff Turnover

The school had two teachers leave due to retirement and a maternity leave and those positions were not filled due to decreased enrollment

Student Characteristics

As of February 14, 2001 we had a student population of 614. The following is a breakdown of our student demographics.

Student Characteristics

	Number of Students	%
1. Number of Students Enrolled	614	
2. Student Demographics:		
Race/Ethnicity:		%
American Indian	4	0.7%
Black	44	7.2%
Asian	3	0.5%
Hispanic	10	1.6%
White	553	90.1%
Gender:		
Boys	313	51.0%
Girls	301	49.0%
Residence:		
Barnstable	614	100.0%
3.& 4. Students classified as limited English proficient (LEP):	3	0.5%
5. Students who are linguistic minorities:	15	2.4%
6. Special Need Students by Special Education Prototype:		
General Education Classroom	25	4.1%
Resource Room	84	13.7%
Separate Classroom	0	0.0%
Public Separate School (Day)	0	0.0%
Private Separate School (Day)	0	0.0%
Residential Facility	0	0.0%
Homebound	0	0.0%
Total	109	17.8%
7. Students who receive special services, but are not on formal IEPs:		
Title One Math	31	5.0%
Title One Reading	21	3.4%
Remedial Reading	22	3.6%
Gateway-Gifted Students Program	127	20.7%

Total	201	32.7%
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8. Students qualifying for the free price meals, and qualifying for reduced price meals:

Free Price Meals	108	17.6%
Reduced Price Meals	57	9.3%
Total	165	26.9%

9. Average daily attendance: 564.8 91.9%

10. Average membership rate: 595.4 96.8%

11. Students placed on in-school suspension, out-of-school suspension, or expelled:

In-school suspension	18
Out-of-school suspension	33

The general reasons for suspensions and expulsions are: fighting, physical assault, assault of a staff member, distribution or possession of fireworks, racial slurs, destruction of property, stealing and possession or threat of possession of a weapon.

PARENTAL INVOLVEMENT

This past year we worked diligently with our Parent Advisory Council (PAC) to assist us in helping parents become more involved in our school. To assist us with this we conduct Parent Surveys annually. The following are the results:

1. 90% felt we are doing a good job teaching math and reading.
2. 86% felt that their child is challenged to meet high standards.
3. 90% feel their child receives sufficient homework.
4. 75% felt their child can perform homework without frustration
5. 81% felt the school does a good job teaching cultural diversity.
6. 93% felt their child's teacher communicates and maintains clear rules in the classroom.
7. 73% felt that Stanford 9 results are helpful.
8. 90% felt the teachers are concerned about their child as an individual.
9. 87% felt the school is a safe place for children.
10. 90% felt that the school creates a positive environment
11. 58% favor a dress code.
12. 93% are aware of the school's goals.
13. 93% felt the principal cares about their child.
14. 87% support our discipline policy.
15. 79% felt behavior issues are communicated between home and school.
16. 88% felt the school encourages parental involvement.

The Board of Trustees and the Leadership Team of the school uses this data to make improvements. Many parents felt that they are encouraged to help but once they offered no one contacted them. We felt that this was a major weakness that we needed to correct that. One strong recommendation for next year is to hire a volunteer coordinator so we can better utilize the parent volunteers.

See Attachment E for both Parent and Staff Surveys.

SUMMARY

The school has made great strides in meeting the goals set forth in its Accountability Plan and we look forward to continuing to implement the Modern Red Schoolhouse Design. We have planned an additional 25 days of training with Modern Red Staff in 2001-2002. As stated earlier, as a one year school, our challenges are greater than most as we are only able to work with our students for 180 days. Every year we transition approximately 1,200 students in the Fall and Spring. We have set high standards for ourselves and we expect to **"Achieve Excellence for All"**.