

***BARNSTABLE HORACE MANN
CHARTER SCHOOL***

***ANNUAL REPORT
2003-2004***



***730 OSTERVILLE-WEST BARNSTABLE ROAD
MARSTONS MILLS, MA 02648***

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Barnstable Horace Mann Charter School
730 Osterville-West Barnstable Road
Marstons Mills, MA 02648

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August 28, 2004

David P. Driscoll, Commissioner
Department of Education
Commonwealth of Massachusetts
350 Main Street
Malden, MA 02148

Dear Commissioner Driscoll:

On behalf of the Board of Trustees Barnstable Horace Mann Charter School, it is with great pleasure that I forward to you our 2003-2004 Annual Report.

This has been an exciting year at BHMCS. We've relocated to our new building and successfully integrated Grade 6 into our program. The 6th graders and staff have embraced the Horace Mann charter and the staff has worked diligently over the summer to develop curriculum units and assessments modeled after those we have used successfully in the 5th grade. This is a work in progress but we believe we have made great strides to date.

In addition, we've had our charter renewed for another five years. The feedback from the renewal inspection team was met with a welcome response from our board and we are looking forward to implementing the findings of the team into positive changes for our school.

There were changes in the District this year as well, as the superintendent resigned and our principal, Tom McDonald, took a one-year leave of absence to become Interim Superintendent. This is exciting for us to have such an advocate of the charter school model in this important position. Considering that Mr. McDonald will probably not be back we are embarking on a search for a new principal which we expect will take us the better part of the school year.

Should you or any member of your staff have any questions concerning the Annual Report, please do not hesitate to contact me or any other member of the Board of Trustees.

Sincerely yours,


Peter M. Daigle
Chairman

cc: Board of Trustees
Barnstable School Committee

EXECUTIVE SUMMARY

This was a year of significant changes and great accomplishments for the Barnstable Horace Mann Charter School. An amendment was filed with the Department of Education in April 2003 to change the name of the school from the Barnstable Grade 5 Horace Mann Charter School to the Barnstable Horace Mann Charter School, relocate to a new facility, and add sixth grade. The amendment was granted and plans were put in place to move forward. Our student population grew from 526 to 961 this year. In addition, our staff and budget nearly doubled. All of these changes happened in a matter of months. At the same time, the school was eligible for renewal and submitted its application to the Department of Education in August 2003. The school underwent a five-day site visit in November 2003 and received approval for renewal from the Board of Education in the spring of 2004.

At the end of the school year, the founding principal, Mr. Thomas McDonald, requested a leave of absence to become the Interim Superintendent for the Barnstable Public Schools and the board appointed the Assistant Principal as the Interim Principal for 2004-2005.

The Board of Trustees elected six new members for 2003-2004 and created several new board committees. For the first time, the board now has an Academic Affairs Committee to oversee and monitor the success of its academic programs. The Governance Committee worked diligently to develop a board of trustees job description and self-evaluation tool, and recruited new members for 2004-2005. The Governance Committee also began developing a process to use for the principal search that will be undertaken during the 2004-2005 school year.

Finances remained stable during this year due to the planning and foresight of the Finance Committee. This allowed the school to expend funds on purchases related to the move including additional computers for the sixth grade staff, supplies, furniture, equipment, text materials, and facilities improvements. The school also entered into a contract for training of the sixth grade staff as well as continued professional development for the fifth grade faculty.

This year has been very successful despite being extraordinarily busy and, at times, challenging. The transition to the new location is now complete, faculty and staff from three different schools have blended, and the charter was renewed. The Barnstable Horace Mann Charter School now looks forward to continuing its progress in meeting its goals as outlined in the charter and accountability plan.

WHAT'S IN A NAME ?

*Our school is named after our town, Barnstable, and **Horace Mann**, the Father of American Public Education. Horace was born in Franklin, Massachusetts in 1796, twenty 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 an education law that said all children must go to school and could not stay home and work. He believed that our new democratic country could not stay free and ignorant, and so he supported starting a state "normal school" which trained teachers. During the mid 1800's only men were teachers, but Horace argued that women should also be able to teach. After working on the board for ten 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." Horace Mann is now known as 'The Father of American Public Education'.

Mission Statement

“Achieve Excellence for All”

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, and innovative creative instruction, and engage parents and the community to prepare all 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, and 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 manage curriculum and assessment and to enhance instruction and communication, both internally and externally.*

SCHOOL PROFILE

Contacting Our School

*Barnstable Horace Mann Charter School
730 Osterville-West Barnstable Road
Marstons Mills, MA 02648*

508 420-2272

508 420-0190

508 420-9054

Main Office

Guidance Office

Nurse's Office

FAX 508 420-0185

Enrollment

The Barnstable Horace Mann Charter School is the only school within the Barnstable Public School district that serves fifth and sixth grade students. Therefore, it is our policy to accept all students who apply to the school. The students come from seven village schools located in Cotuit, Marstons Mills, Centerville, Hyannis, Barnstable, West Barnstable, and Osterville.

Grades and Age Levels Served

The Barnstable Horace Mann Charter School serves all fifth and sixth grade students in the Town of Barnstable. The ages of those students range from ten to twelve years.

Approach to Special Education

Barnstable Horace Mann Charter School's special education faculty develops an Instructional Education Plan (IEP) for each special education student. Parents and the Special Education Director for the Barnstable Public schools approve the plan. All students participate in the regular education classroom and their curriculum may be modified to meet the student's needs. Students receive support through tutoring, pullout instruction, small group instruction, and work with teaching assistants. Support services include: speech and language therapy, physical therapy, occupational therapy, and remedial academic instruction.

English as a Second Language Program

State law, under Chapter 71A of the General Laws of Massachusetts, provides the guidance for teaching limited-English speaking learners. In this program students are taught in English by a bilingual teacher.

Teacher to Student Ratio

The average ratio at BHMCS is 1 teacher to 23 students. The school employed 64 full time equivalent teachers serving a student population of 961. The school also had 19 teacher assistants working in classrooms to assist the Special Education teacher and those students on Individual Education Plans. Our guidance department consists of a Director of Guidance, two part-time counselors, a part-time adjustment counselor and a school psychologist. The school also has two special education instructors dedicated to severely emotionally disabled students, as well as a prevention specialist and a prevention assistant.

Number of Instructional Days

The school day begins at 8:00 a.m. and ends at 2:25 p.m. The year began on September 3, 2003 and there were 180 instructional days during 2003-2004. The school provides an after school program from 2:30 p.m. – 5:30 p.m. where students receive homework assistance and participate in a variety of activities.

Curriculum Design, Teaching Methodology

The Barnstable Horace Mann Charter School designed its own curriculum, a series of integrated thematic units, based on the Modern Red Schoolhouse design. These units are aligned with the Massachusetts Curriculum Frameworks. As these frameworks are approved and revised, the Curriculum Coordinator, along with the faculty, continue to revise and develop new units of instruction along with corresponding assessments.

The result is a well-articulated set of teaching units that guides instruction in every core subject (See chart on Page 10). Teachers use a wide variety of activities for instruction that incorporates the various disciplines. This thematic approach provides teachers with the opportunity to collaborate and design curriculum as a team. Since staff teaches the same unit at approximately the same time, they have a greater opportunity to share ideas and resources. The thematic approach also allows students throughout the school to share their learning experiences with students in other classrooms. The results of each unit's assessments are entered into a database that tracks how students are mastering the Massachusetts State Frameworks. Students also are assessed on their writing skills three times a year.

Curriculum Units Grouped by Themes for Fifth Grade

EXPLORE OUR SURROUNDINGS	WEATHERING A NEW LAND	REVOLUTIONARY IDEAS	EXPAND YOUR HORIZONS
Theme One	Theme Two	Theme Three	Theme Four
<i>Exploration & Settlement</i> <i>The Earth in Our Solar System</i> <i>Data, Probability & Statistics</i> <i>Number Sense & the Operation of Addition and Subtraction</i> <i>Multiplication</i>	<i>European Settlement</i> <i>The 13 Colonies</i> <i>Weather</i> <i>Data, Probability & Statistics</i> <i>Division</i> <i>Fractions & Ratios</i>	<i>The American Revolution</i> <i>Matter & Forms of Energy</i> <i>Number Sense</i> <i>Fractions, Ratios, and Percent</i>	<i>A New Nation</i> <i>Our Nation Grows: Expansion and Conflict</i> <i>Ecology</i> <i>Geometry and Measurement</i>

Below is the organization chart for sixth grade core subjects. Sixth Grade staff are currently developing a thematic unit chart similar to the chart above.

Grade 6 Organization of Core Subjects

English Language Arts	Math	Science & Technology Engineering	History and Social Sciences
Language <i>Discussion/Listening</i> <i>English Structure</i> <i>Word Study</i> Reading & Literature <i>Reading Strategies</i> <i>Genres: Fiction, Nonfiction,</i> <i>Poetry, Drama</i> Composition <i>Writing Process</i> <i>Standard English</i> <i>Conventions</i>	<i>Data & Statistics</i> <i>Decimals-Addition,</i> <i>Subtraction, Multiplication,</i> <i>Division</i> <i>Fractions</i> <i>Integers</i> <i>Measurement</i> <i>Ratios & Percent</i> <i>Geometry</i> <i>Problem Solving &</i> <i>Equations</i> <i>Probability</i>	<i>Living Things</i> <i>Cells & Heredity</i> <i>The Earth</i>	<i>Africa</i> <i>Western Asia</i> <i>Central &</i> <i>Southern Asia</i> <i>Southeast Asia</i> <i>and Oceania</i> <i>North & East</i> <i>Asia</i>

PERFORMANCE OBJECTIVES

I. IS THE SCHOOL AN ACADEMIC SUCCESS?

Goal 1: Students will make continual progress toward becoming proficient readers and writers of the English language.

Measurement: Students will advance at least 2 NCE points on the Stanford 9 Reading Test.

Table 1. Stanford 9 Reading Scores

<i>NCE Scores and percentage of Change</i>						
<i>School Year</i>	<i>5th Grade Pre Test</i>	<i>5th Grade Post Test</i>	<i>% of Change</i>	<i>6th Grade Pre Test</i>	<i>6th Grade Post Test</i>	<i>% of Change</i>
<i>*2003-2004</i>	<i>57.8</i>	<i>58.0</i>	<i>0.2</i>	<i>58.6</i>	<i>57.4</i>	<i>-1.2</i>
<i>*2002-2003</i>	<i>58.4</i>	<i>58.6</i>	<i>0.2</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>2001-2002</i>	<i>60.4</i>	<i>62.3</i>	<i>1.9</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>2000-2001</i>	<i>58.1</i>	<i>60.4</i>	<i>2.3</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>1999-2000</i>	<i>55.3</i>	<i>57.0</i>	<i>1.7</i>	<i>0</i>	<i>0</i>	<i>0</i>

**NOTE: Based on 2000 norms*

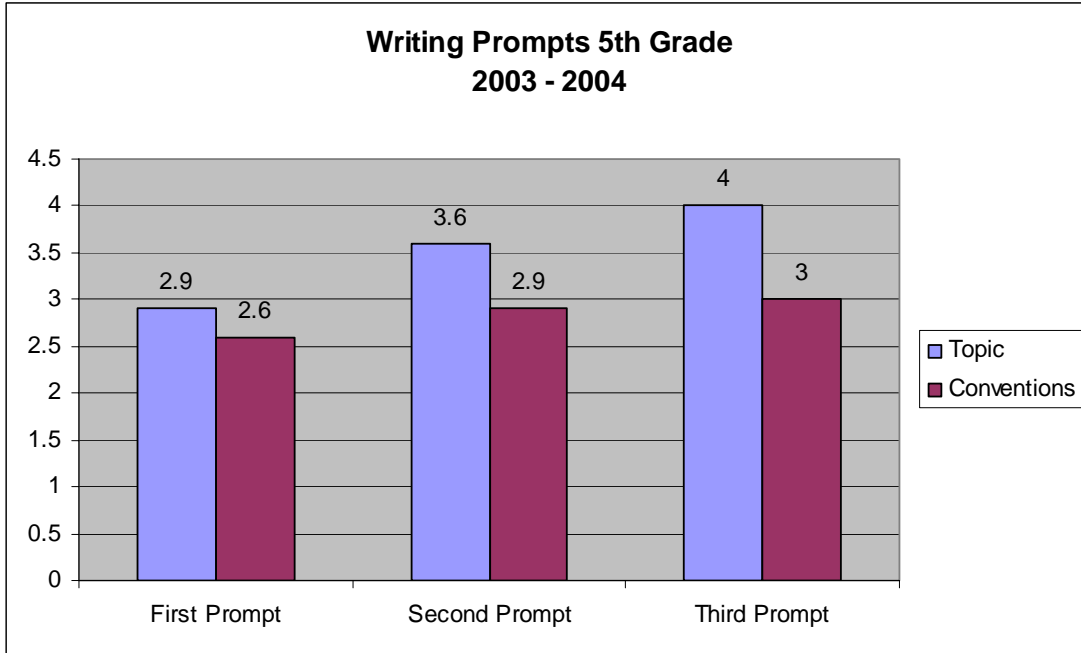
Table 1 illustrates the percentage of change in the Stanford 9 Achievement Tests for fifth and sixth grade. For the 2003-2004 academic year, the percentage of change from the 5th grade first administration to the 5th grade second administration was 0.2 percentage points, while the percentage of change for 6th grade was – 1.2 percentage points from the first administration to the second.

The school’s goal is to increase two NCE points from one administration to the next; scores above show that we have not yet been successful at achieving that. The focus of the professional development for teachers this past year was English Language Arts and Math. The staff worked with consultants to update and strengthen the school’s current English Language Arts curriculum and to:

- Deepen their own content knowledge;*
- Apply this knowledge to their current curriculum and classroom practice;*
- Create channels for English language arts discourse across grade levels;*
- Streamline curriculum to ensure coverage and avoid duplication;*
- Investigate research-based best practice models for instruction in reading and writing.*

Measurement: *The average scores for students in grades five and six will increase by 10% in both topic and conventions on the school-wide writing prompt.*

Figure 1. *Trimester Writing Prompts for Fifth Grade.*



The writing prompt was administered to 5th graders three times during the year and was scored using a rubric based on the MCAS long composition rubric. The rubric for Topic Development is scored 1 through 6 and Standard English Conventions is scored 1 through 4. The scores in Figure 1 indicate that the 5th grade students showed growth from an average score of 2.9 to 4 in Topic Development and advanced from an average score of 2.6 to 3 in Standard English Conventions indicating that the school met its goal. Grade 6 did not participate in school-wide writing prompts due to the transition year. Grade 6 will begin writing prompts in 2004-2005.

Goal 2: Students will make continual progress toward becoming mathematically literate.

Measurement: Students will demonstrate an increase of at least 2 NCE points in Math on the Stanford 9 Achievement Test.

Table 2. Stanford 9 Math Scores

Change over Five Year Using NCE						
Year	Pre test Math 5th	Post Test Math 5th	% of change	Pre test Math 6th	Post Test Math 6th	% of change
2003-2004	57.2	62.0	4.8	60.1	59.3	-.8
2002-2003	55.9	60.1	4.1	0	0	0
2001-2002	57.5	66.3	8.8	0	0	0
2000-2001	52.6	62.3	9.7	0	0	0
1999-2000	48.4	59.8	11.4	0	0	0

Table 2 illustrates that the school far exceeded its goal of advancing 2 NCE points in the math scores for fifth grade. However, in sixth grade the average scores decreased by 2.7 percentage points. As the sixth grade staff was new to the school in 2003-2004, they have not yet developed units of instruction and corresponding assessments using elements of the Modern Red Schoolhouse design. Both the fifth and sixth grade staff received training from consultants this past year to update and strengthen their current Mathematics curriculum. They worked on the following to:

- Deepen their own mathematics content knowledge;
- Apply this knowledge to their current curriculum and classroom practices;
- Create channels for mathematical discourse across grade levels;
- Streamline curriculum to insure coverage and avoid duplication;
- Investigate research-based best practice models for instruction in mathematics and determine how to best integrate these practices into the classroom consistently;
- Determine what changes need to be considered in curriculum development in order that planning in the 2004-2005 school year can begin with informed intent.

Measurement: At least 75 % of all students in each grade will score a 3 or better on the school's Mathematics culminating activities scored on a 1 – 4 rubric.

Figure 2. Culminating Activity Math Scores for Fifth Grade

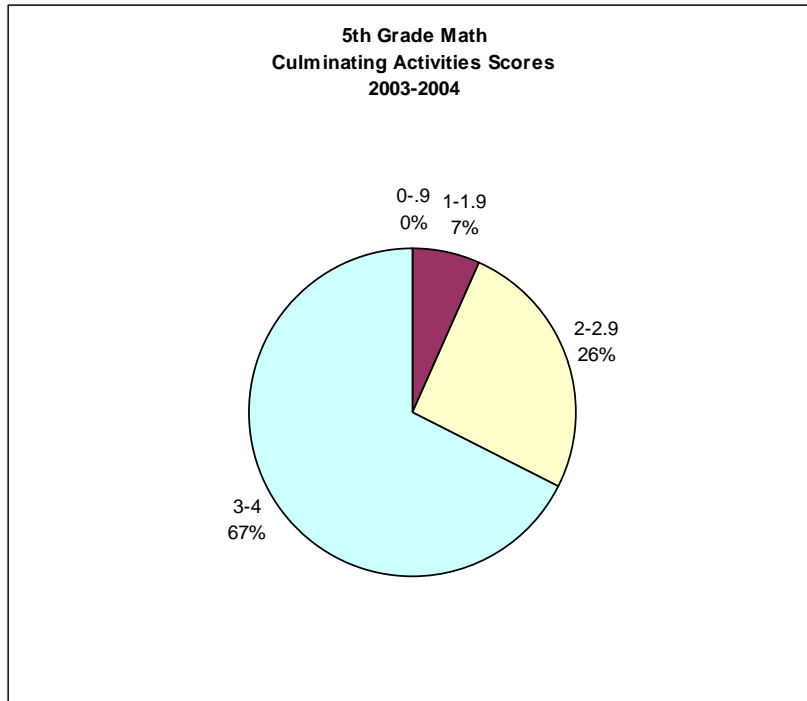


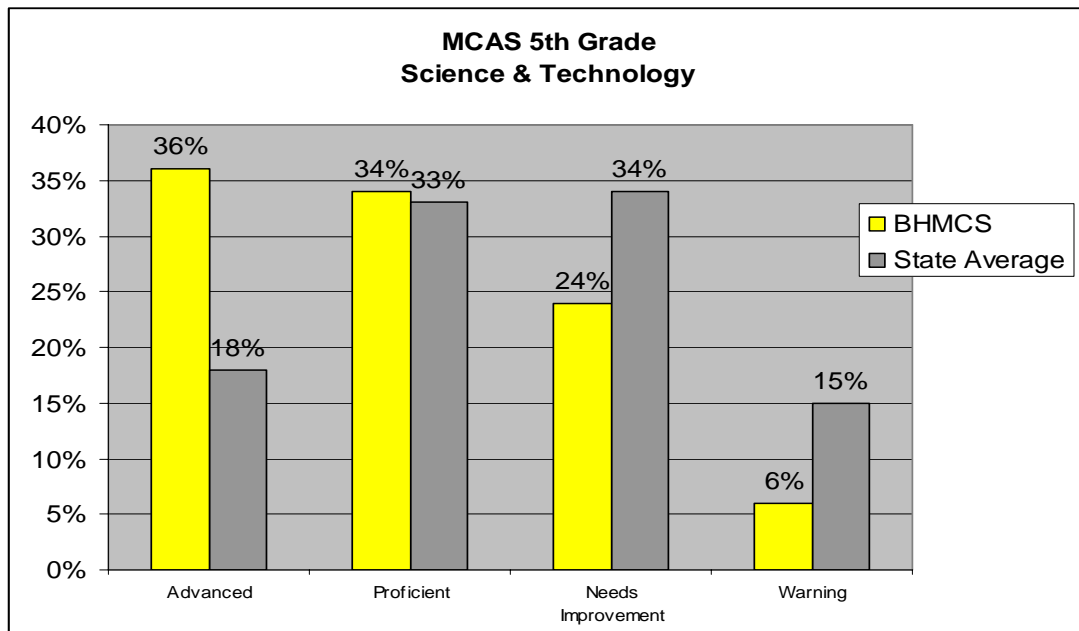
Figure 2 above shows that 67% of our students scored 3 or better on the school's Mathematics culminating activities. The Math Task Force will use these data to review the units and assessments for possible revision.

Goal 3: Students will make continual progress toward mastery of the state standards in Science and Technology/Engineering.

Measurement: The combined percent of 5th grade students scoring in the advanced and proficient categories on the Science and Technology/ Engineering MCAS will exceed the state average by 5%.

Figure 3 indicates that 36% of our fifth grade students scored in the advanced category and 34% scored in the proficient category on the Science and Technology/Engineering 2003 MCAS. The combined percent of students scoring in the advanced and proficient categories was 70%, exceeding the state average of 51% by 19.

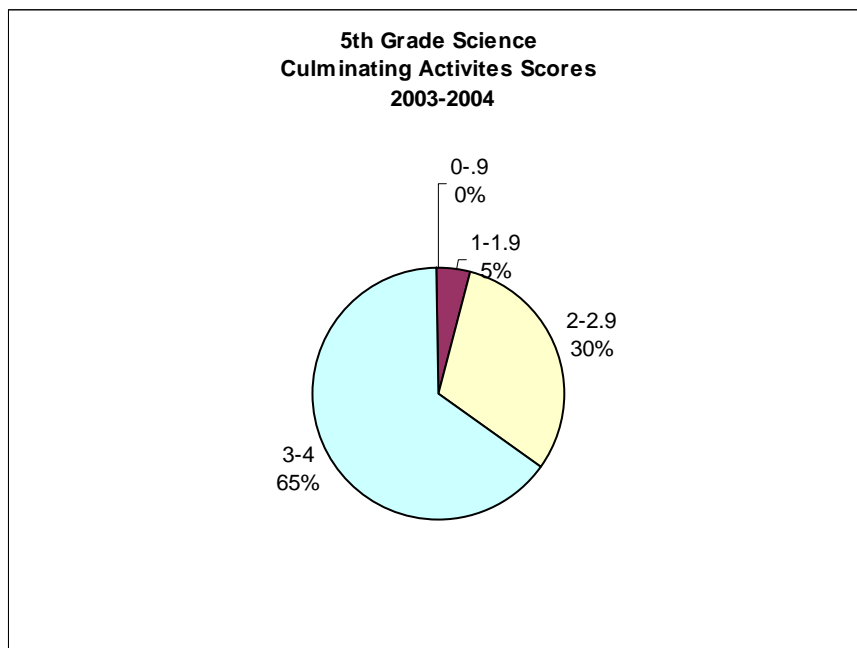
Figure 3. MCAS scores for 5th grade in Science and Technology/Engineering



Measurement: *At least 75% of all students will score a 3 or better on the school's Science culminating activities scored on a 1-4 rubric.*

Figure 4 indicates that 65% of our students received a 3 or better on the science culminating activities. The Science Task Force will use these data to examine the rigor of the units and assessments for possible revision.

Figure 4. Culminating Activity Science and Technology/Engineering Scores for Fifth Grade



Goal 4: *Students will make continual progress toward mastery of the state standards in History and Social Science.*

Measurement: *At least 75% of students in each grade will score a 3 or better in the core subjects on the school's History and Social Science standards-based culminating activities scored on a 1 – 4 rubric.*

Figure 5. Culminating Activity History & Social Science Scores for Fifth Grade

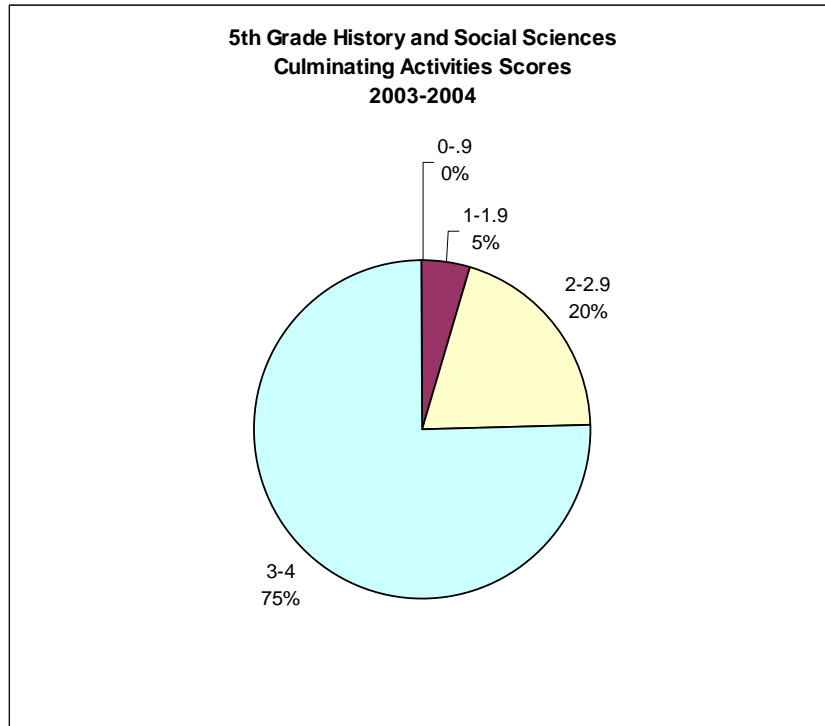
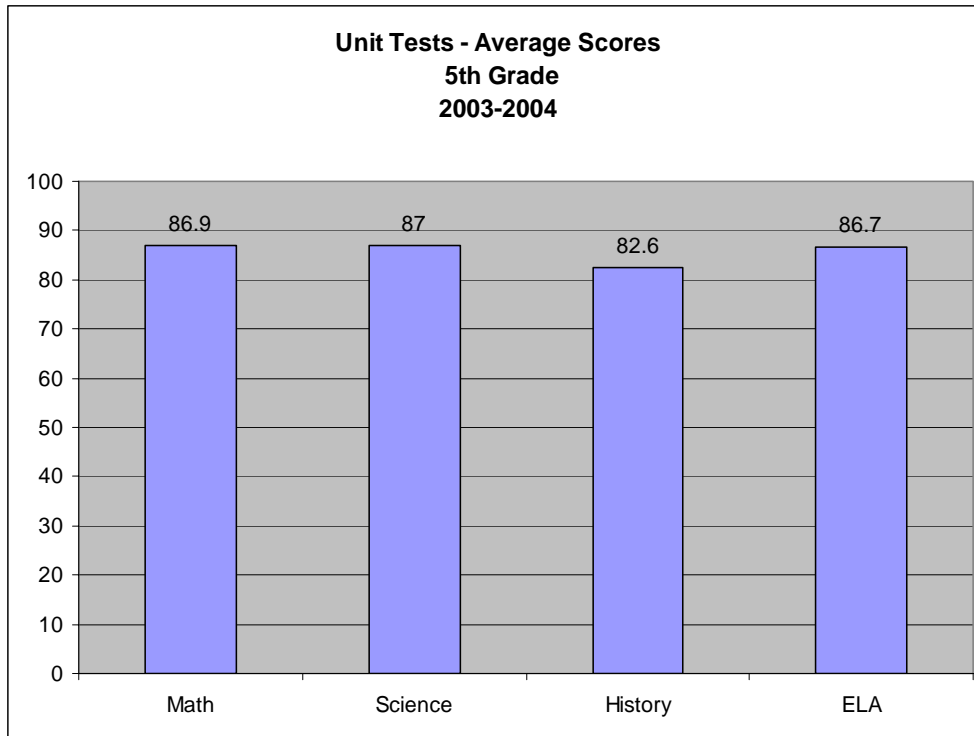


Figure 5 above indicates that 75% of our students scored a 3 or better on the school's culminating activities in History and Science. These scores demonstrate that the school met its goal.

The fifth grade faculty has, over the past few years, developed standards-based units of instruction. For each unit they also have created standards-based assessments that include unit tests measuring the students' mastery of both content (multiple choice) and application (culminating activities). For purposes of summary the internal assessment scores, measuring content, have been grouped together to show the four content areas.

Figure 6 illustrates that fifth grade students are averaging above 82% on all unit tests measuring content knowledge in Math, Science, History & Social Science and English Language Arts. The percentage of students with average scores above 80% on Math unit tests was 82% and 79% of students averaged above 80% on English Language Arts tests.

Figure 6. Unit Assessments in History & Social Science



The school has set high standards for itself and while it may not have met all of them, as defined in its accountability plan, the yearend data will be used to analyze why and what can be done to improve student achievement. The school views this as an opportunity for improvement. The availability of the data along with the analysis allows the school to make informed decisions.

As this was a transition year for the new sixth grade staff, instructional units and corresponding unit assessments have not yet been developed. Sixth grade staff will continue to receive training in standards-based instruction and will begin writing new units and assessments during the 2004-2005 school year.

II. IS THE SCHOOL A VIABLE ORGANIZATION?

Goal 5: The school will be fiscally sound.

Measurement: A balanced budget will be developed annually and will be monitored by the Board of Trustees.

A budget was developed by management and approved by the finance committee and then presented to the Board of Trustees for approval in June for the following year. Resources are linked to the accountability plan and the goals of the charter. Our finance statements indicate that the school was able to end the year with a surplus.

Measurement: A yearly independent audit will show the school has followed fiscally prudent practices and has acted in accordance with Generally Accepted Accounting Practices.

The audit for the preceding year, 2002-2003, was completed without findings and submitted to the Auditor General and the Charter School Office in December 2003.

Goal 6: The Board of Trustees will provide effective and sound governance and will work collaboratively with the Leadership Team to improve student achievement.

Measurement: The Board of Trustees will maintain a membership size that will enable it to fulfill its goals and establish terms and committee appointments that will ensure both renewal and continuity.

The board elected six new members to the Board of Trustees to fill positions left vacant by members whose terms had expired. The Governance Committee developed job descriptions for the board members as well as a board evaluation tool. The Annual Retreat was held in July 2003 and the board set its goals for the year. The board monitors the successful progress of those goals during the school year.

Measurement: The Leadership Team and Board of Trustees will monitor progress of the school against the Accountability Plan.

The school, using the Modern Red Schoolhouse design as a model, created Task Forces for Math, English Language Arts, Science, and Social Studies, as well as School Organization. Approximately 80% of all faculty volunteered to participate in one of those task forces. Task forces met monthly throughout the year. Chairs of the task forces reported progress to the Leadership Team (comprised of task force chairs and administrative staff) at quarterly meetings. The Leadership Team then informed the Board of Trustees of all progress and any recommendations requiring approval of the board.

Goal 7: Student attendance will be maintained at a level consistent with, or higher than, state averages and NCLB.

The school maintained an average daily attendance of 94% which exceeds NCLB requirements.

Goal 8: *The faculty will demonstrate competency in curriculum, instructional methods, and assessment as stated in the charter through ongoing professional development.*

Measurement: *Observations and evaluations of the faculty will provide feedback on planning, evaluating, teaching methodology, classroom climate, classroom management, progress through the curriculum, and implementation of standards-based instruction and assessment using best practices.*

Measurement: *Each teacher will receive approval for an Individual Professional Development Plan (IPDP) from the principal which will meet the goals and mission of the school and the requirements of No Child Left Behind.*

Measurement: *The school will provide ongoing professional development opportunities for staff as determined by staff surveys, task force reports, and management team meetings.*

The teaching staff was observed and evaluated according to standards set forth by the Barnstable Teachers Association. The Math and the English Language Arts Task Forces received professional development throughout the year as well as during the Summer Institutes. The 2004 Summer Institute was designed based on the needs of all teachers and the goals of the school as well as the recommendations of the Renewal Site Visit Report. During 2003-2004 staff and administrators received a total of 46.5 days on training from SchoolWorks.

III. IS THE SCHOOL FAITHFUL TO THE TERMS OF THE CHARTER?

Goal 9: *The school will adhere to the design elements of the Modern Red Schoolhouse design as stated in the Charter.*

Measurement: *Annual charter school site visit reports by the Charter School Office will demonstrate school-wide, standards-based, thematic instruction and assessment.*

The school submitted its Renewal Application on August 1, 2003 and underwent its five-day renewal site visit through the Department of Education in November 2003. The Massachusetts Board of Education granted the renewal for 2004-2009 in February 2004 and the Charter was presented to the school in May in a ceremony with Governor Romney and Commissioner David Driscoll.

Goal 10: *The school will actively involve parents and community members in the development of the school and in the education of their children.*

Measurement: A minimum of 25% of parents will volunteer in some capacity at the school.

This past year our Volunteer Coordinator worked along with our Parent Advisory Council to help parents become more involved in the school. More than 350 parents volunteered to assist in classrooms, chaperone field trips, work at special events, and participate in fundraisers. Total volunteer hours for 2003-2004 were 1,050.

Measurement: Parent surveys will be conducted annually and the board and management team will use the results for future planning.

The school sent out its annual parent survey in May and 34% of parents responded. The results were as follows:

1. 93% felt we are doing a good job teaching math and reading.
2. 86% felt that their child is challenged to meet high standards.
3. 86% felt that their child receives sufficient homework.
4. 81% felt their child can perform homework without frustration.
5. 87% felt that their child has adequate access to technology
6. 83% felt the school does a good job teaching cultural diversity.
7. 90% felt their child's teacher communicates and maintains clear rules and procedures in the classroom.
8. 79% felt that the Stanford 9 results are helpful
9. 44% felt that having access to Edline was helpful.
10. 75% felt that the teachers are concerned about their child as an individual.
11. 91% felt that the school is a safe place for their child.
12. 88% felt that the school creates a positive environment.
13. 88% are aware of the school's goals.
14. 89% felt that the Principal and the Assistant Principal take an active interest in the well being students, parents, and teachers.
15. 96% support our discipline policy.
16. 76% felt behavior issues are communicated between home and school.
17. 85% felt that the school encourages and supports parental involvement.

The Board of Trustees and the Leadership Team review data from the surveys during their annual retreat and use results to plan for the upcoming year.

Last year the school hosted a Spring Transition Night and an Open House at the end of the summer for incoming fifth grade students, as well as an Annual Curriculum night for both fifth and sixth grade parents in September. More than 425 families attended each of these three functions. Both events are also co-hosted by the Parent Advisory Council.

Goal 11: Technology will be infused within the curriculum: planning, implementation and assessment.

Measurement: *The school will maintain a data-informed, decision-making system to track student progress and data as required under NCLB.*

The school's Technology Coordinator provides training and support to staff in the use of technology in their classrooms. A five-day summer institute scheduled for August 2004 will focus exclusively on software applications, data assessment, and infusing technology in the classroom. This year the technology coordinator was certified in the use of QSP, a new data assessment system, developed by UCLA. This software system will manage the school's assessment data and curriculum.

Edline, a classroom web page and an online student reporting system, is maintained by classroom teachers to provide information to parents about their child's progress. The school maintains a website to disseminate information including announcements, school events, curriculum unit overviews, board activities, and annual reports.

The Virtual Education Space (VES), a free program offered by the Department of Education, provides teachers with access to curriculum and activities from a large database. The school also purchased Plato Learning Comprehensive courseware. The subject based, and thematic courseware has been configured on a client-based web server. This allows students and staff to access the learning modules through any Internet enabled computer using a secure username and password. The school also purchased Plato Link, an online assessment and diagnostic tool, powered by Princeton Review. Plato Link results provide individualized courseware programs for the students using Plato Learning courseware.

Goal 12: *The Barnstable Horace Mann Charter School will communicate its mission and educational program throughout the School District with assistance from the Barnstable Public Schools School Committee as mandated through MA Department of Education and the Charter School Office.*

Measurement: *Faculty and staff will present best practices to schools within and outside the district.*

The school, through a second year Dissemination Grant from the Department of Education, provided technical assistance to two elementary schools in Barnstable to assist them in developing Horace Mann charter applications. The school worked with them throughout the process of gaining staff buy-in and application development. One of the two schools, Marstons Mills East Elementary Horace Mann Charter School, was awarded a charter and opened in July 2004. The school also assisted them during their start-up phase. Members of the Barnstable Horace Mann Staff have also been invited to visit other schools in the state to discuss the process of applying for a Horace Mann charter.

Several members of the school also participate on a district-wide committee exploring the possibilities of creating a charter or contract school district. Barnstable Horace Mann Charter School was instrumental in hosting a conference held by the Education Commission of the States in May 2004, to discuss charter district initiatives that are underway nationally. Earlier in the year, the school also worked with state legislators and the Education Commission of the States to host a conference at the statehouse for leaders statewide to discuss the Barnstable Public Schools' initiative. The school's principal and the school's Director of Management & Finance, along with the Chair of the Barnstable Schools Committee, and the President of the Barnstable Teachers Association are members of a committee sponsored by the Education of the States that is examining charter initiatives across the country.

Faculty from the school has met with other teachers in the district to explain how they have developed standards-based instruction and assessments at the school. They have also collaborated with district staff from sending and receiving schools on what standards are being taught and assessed.

GOVERNANCE PROFILE

The Barnstable Horace Mann Charter School is governed by a Board of Trustees responsible for approval of budgets, curriculum, and all major policy decisions that impact the vision and goals articulated in the Charter.

Summary of Major Policy Decisions

The Board of Trustees addressed several important issues this past year including: filing an amendment to our charter to include sixth grade, relocating our school from Hyannis to Marstons Mills, and preparing for and participating in the filing of the renewal application and site visit that was conducted by the Research Management Corporation, an educational consulting firm, contracted by the Department of Education.

Prior to the end of the school year, the school's principal requested a leave of absence to accept the position of Interim Superintendent with the Barnstable Public Schools. The Assistant Principal was appointed as Interim Principal for the 2004-2005 school year.

Summary of Official Complaints received by the Board of Trustees

There were no official complaints filed with the school during 2003-2004.

Board of Trustee Terms

Kathryn Byrnes, Chair
July 1, 2002 – June 30, 2005

Peter Daigle
July 1, 2003 – June 30, 2005

Peter Winfield, Vice Chair
July 1, 2002 – June 30, 2005

Wendy Kingman
July 1, 2003 – June 30, 2004

Kathleen Cunningham, Secretary
July 1, 2003 – June 30, 2004

Thomas McDonald
July 1, 2003 – June 30, 2005

Susan Dahn, Treasurer
July 1, 2003 – June 30, 2005

Mary McDonough
July 1, 2003 – June 30, 2004

Glen Anderson
July 1, 2003 – June 30, 2006

Richard Penn
July 1, 2003 – June 30, 2006

Donald Bidgood
July 1, 2003 – June 30, 2006

Laura Shufelt
July 1, 2003 – June 30, 2006

Dr. Henry Casey
July 1, 2003 – June 30, 2006

Robert Talerman
July 1, 2003 – June 30, 2004

Patricia Connor
July 1, 2003 – June 30, 2004

Board Meetings 2003-2004

July 18, 2003 Annual Retreat
September 25, 2003
October 23, 2003
November 20, 2003
December 18, 2003

January 22, 2004
February 26, 2004
March 25, 2004
April 29, 2004
May 27, 2004
June 24, 2004 Annual Meeting

Schedule for 2004-2005

July 29, 2004
August 11, 2004
September 16, 2004
October 7, 2004
November 4, 2004
December 2, 2004

January 6, 2005
February 5, 2005
March 3, 2005
April 7, 2005
May 5, 2005
June 2, 2005 Annual Meeting

Board Committees

Executive Committee

Finance Committee

*Kathryn Byrnes
Peter Winfield
Kathleen Cunningham
Thomas McDonald
Susan Dahn*

*Robert Talerma
Richard Penn
Thomas McDonald
Susan Dahn*

Governance Committee

*Kathleen Cunningham
Peter Daigle
Kathryn Byrnes
Wendy Kingman
Thomas McDonald
Susan Dahn*

Development / Community Relations

*Peter Winfield
Henry Casey, Jr.
Susan Dahn
Lisa Nickerson, Parent
Anna Snow, Volunteer Coordinator*

Academic Affairs

*Kathryn Byrnes
Thomas McDonald
Patricia Connor
Kara Peterson, Assistant Principal
Laurel Brown, Curriculum Coordinator*

Audit Committee

*Robert Talerma
Thomas McDonald
Susan Dahn
Richard Penn
Peter Winfield*

Every board member volunteers to serve on one or more board committees to provide their individual skills and knowledge to support the goals of the charter. Some of the committees also seek community representatives and staff to participate as well.

STUDENT PROFILE

Student Demographic Data 2003-2004

		<i>Number of Students</i>		
<i>1. Number of Students Enrolled</i>		961		
<i>2. Student Demographics:</i>				
<i>Race Ethnicity:</i>				
	<i>American Indian</i>	10		1%
	<i>Black</i>	49		5%
	<i>Asian</i>	7		1%
	<i>Hispanic</i>	29		3%
	<i>White</i>	866		90%
<i>Gender:</i>				
	<i>Boys</i>	503		52%
	<i>Girls</i>	458		48%
<i>3. First Language not English</i>		68		7%
	<i>Portuguese</i>	61		6%
	<i>Spanish</i>	7		1%
<i>4. Students who cannot perform ordinary classroom work in English</i>		35		4%
	<i>Portuguese</i>	31		3%
	<i>Spanish</i>	2		0%
<i>5. Students who are linguistic minorities</i>		4		0%
<i>6. Special Need Students by Special Education Prototype:</i>				
<i>General Education classroom</i>		10		1.9%
<i>Out of General Classroom less than 21%</i>		35		4%
<i>Out of General Classroom 21% 60%</i>		117		12%
<i>Public Separate School (Day)</i>		0		0%
<i>Private Separate School (Day)</i>		0		0%
<i>Residential Facility</i>		0		0.0%
<i>Homebound</i>		0		0.0%
	<i>Total</i>	154		16%

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<i>7. Students who receive special services, but are not on formal IEPs:</i>				
<i>Title One Math</i>		109		11%
<i>Title One Reading</i>		140		14%
<i>Remedial Reading</i>		19		2%
<i>Gateway-Gifted Students Program</i>		225		23%
	<i>Total</i>	292		30%
<i>8. Students qualifying for the free price meals, and qualifying for reduced price meals:</i>				
<i>Free Price Meals</i>		166		17%
<i>Reduced Price Meals</i>		69		7%
	<i>Total</i>	235		24%
<i>9. Average daily attendance:</i>	<i>Total</i>	913.7		94%
<i>10. Average membership rate:</i>	<i>Total</i>	969.7		
<i>11. Students placed on in -school suspension, out-of-school suspension, or expelled:</i>				
<i>In-school suspensions</i>		62	<i>Days</i>	
<i>Out-of-school suspensions</i>		131	<i>Days</i>	
	<i>Total</i>	194	<i>Days</i>	
<i>12. Student Turnover Data</i>				
<i>Total number of students who left the school during the school year:</i>				
<i>Number who moved out of district:</i>		50		
<i>Number transferred to private school:</i>		8		
	<i>Total</i>	58		

<i>Total number of students who transferred into the school:</i>				
<i>Number who moved into the district:</i>		75		
<i>Number who transferred in from private school</i>		4		
<i>Number who transferred from Home School</i>		1		
	<i>Total</i>	80		

District Report Card - Barnstable HMCS

Barnstable HMCS (04230000)

Thomas F McDonald, District Superintendent
 Mailing Address: 730 Osterville-W. Barnstable Road
 Marstons Mills, MA 02648
 Phone: (508) 420-2272
 FAX: (508) 420-0185
 Website: <http://www.barnhoracemann.org>

Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2003 are also provided. In addition, this report includes other information as required by the federal No Child Left Behind act.

Enrollment - 2004		
	District	State
Race/Ethnicity		
<i>African American</i>	5.1 %	8.8 %
<i>Asian</i>	0.8 %	4.7 %
<i>Hispanic</i>	3.0 %	11.5 %
<i>Native American</i>	1.0 %	0.3 %
<i>White</i>	90.0 %	74.6 %
Gender		
<i>Male</i>	52.3 %	51.5 %
<i>Female</i>	47.7 %	48.5 %
Selected Population Enrollment		
<i>Limited English Proficiency</i>	4.6 %	5.0 %
<i>Low-income</i>	14.3 %	27.1 %
<i>Special Education</i>	15.4 %	15.6 %
<i>Migrant</i>	0.4 %	0.2 %
TOTAL COUNT	961	980,842

Grades Offered: 05, 06

Percent of teachers licensed: 93.68%

Percent of teachers in core academic subject areas who are Highly Qualified: 97.06%

STAFF PROFILE

Principal
Thomas McDonald

Curriculum Coordinator
Laurel Brown

Assistant Principal
Kara Peterson

Technology Coordinator
Debora Morgan

Director Management & Finance
Susan Dahn

The school hired an Assistant Principal for the 2003-2004 school year. There was not any turnover in Administrative Staff

<i>Number of full time equivalent teachers</i>	64
<i>Number of Teacher Assistants</i>	19
<i>Administrators and Administrative Support Staff</i>	8
<i>Number of Highly Qualified Teachers*</i>	62 (97.06%)
<i>Average number of years teaching</i>	15
<i>Average number of years teaching at our School</i>	6

**The No Child Left Behind federal legislation requires that all students be taught by highly qualified teachers in the core academic subjects by the end of the 2005-2006 school year. A Highly Qualified Teacher is a teacher with a bachelor's degree who has demonstrated subject matter competency in the areas that they teach.*

Teacher Turnover

The school had six teachers leave, two to return to Graduate School, three due to retirement and one due to maternity leave.

Financial Profile

Income & Expense Statement - Unaudited

Jul '03 - Jun 04

Ordinary Income/Expense

Income

1032 · District Appropriation	6,220,727.00
1062 · Interest	56,990.53
1030 · State Grants	465,072.50
1036 · Cobb Grants	703.75
1034.2 · Private Funds	35,000.00
1120 · E-RATE	3,755.00
1122 · Cape Light Compact	75,000.00
1035 · Music Fees	40,675.00
1037 · Globing a Pond	1,500.00
1090 · Other Income	24,455.41

Total Income 6,923,879.19

Gross Profit 6,923,879.19

Expense

2002 · Salary School	5,030,847.67
2585 · Unemployment	3,991.00
2586 Longevity	-46,126.88
2590.1 · MTRS	22,731.00
2580 · Medicare	50,805.03
2570 · Health & Life Ins.	<u>362,327.47</u>
Total 2000 · Total School Salary	5,424,575.29

3500 · Expenses

3503 · Advertising	346.43
3510 · Audit	8,555.00
3520 · Board of Trustees	2,803.60
3530 · Conference Fees	<u>10,935.00</u>
Total 3533 · Consulting	144,066.05
3540 · Dues	5,227.00
3700 · Equipment	36,138.71
3702 · Equipment Lease	32,469.65
3616 · Furnishings	2,553.99
3560 · Insurance	10,837.00
3180 · Legal	706.50
3570 · Maintenance	<u>102,585.19</u>
3546 · Moving Expenses	313,058.33
3590 · Postage	6,845.52
3640 Principal Expense	4,328.89
3610 · Printing	2,027.76
3612 · Publications & Subscriptions	103.95

3635 · Staff Development	104,369.03
3650 · Stanford 9	12,305.60
3655 · Stipend	75,073.72
3670 · Substitutes	<u>5,590.00</u>
3690 · Supplies/materials	118,539.91
3695 · Technology	41,867.10
3710 · Text Materials	44,941.24
3170 · Travel	7,798.18
3720 · Utilities	
3721 · Electricity	124,142.85
3723 · Sewer	472.52
3724 · Telephone	7,611.23
3725 · Gas	39,474.08
3726 · Water	<u>2,189.80</u>
Total 3720 · Utilities	173,890.48
Total 3500 · Expenses	<u>1,267,963.83</u>
Total 3800 · Other Expense	<u>17,065.87</u>
Total Expense	<u>6,709,604.99</u>
Net Ordinary Income	<u>214,274.20</u>
Net Income	<u><u>214,274.20</u></u>

Balance Sheet 03-04 Unaudited

ASSETS	Jun 30, 04
Current Assets	
Checking/Savings	
101 · CCB&T Checking	153,064.46
104 · MMDT	102,806.98
105 · CCBT Govt Investment	<u>818,903.79</u>
Total Checking/Savings	1,074,775.23
Accounts Receivable	
1500 · Grants Receivable	<u>149,373.39</u>
Total Accounts Receivable	149,373.39
Other Current Assets	
Payroll Deposit	250,000.00
1498 · Petty Cash	<u>50.00</u>
Total Other Current Assets	<u>250,050.00</u>
Total Current Assets	1,474,198.62
Fixed Assets	
152 · Amt for Long Term Debt	11,260.44
160 · Computer Equipment	128,515.00
162 · Furniture & Fixtures	12,917.00
163 · Fixed Asset Depreciation	-138,431.00
164 · Leasehold Improvements	12,143.00
165 · Capital Leased Equipment	192,586.97
166 · Capital Leased Equip Depr	<u>-130,086.00</u>
Total Fixed Assets	<u>88,905.41</u>
TOTAL ASSETS	<u><u>1,563,104.03</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2001 · Accounts Payable	<u>203,389.30</u>
Total Accounts Payable	203,389.30
Other Current Liabilities	
2005 · Deferred Revenue	<u>20,315.35</u>
Total Other Current Liabilities	<u>20,315.35</u>
Total Current Liabilities	223,704.65
Long Term Liabilities	
2003 · Long Term Debt Obligation	<u>11,260.44</u>
Total Long Term Liabilities	<u>11,260.44</u>
Total Liabilities	234,965.09
Equity	
935 · Fund Bal. Unrestricted Funds	1,050,974.68
936 · Investment in Fixed Assets	62,890.06
Net Income	<u>214,274.20</u>
Total Equity	<u>1,328,138.94</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,563,104.03</u></u>

Budget 2004-2005

2004-2005

REVENUE:

<i>District</i>	5,900,000
<i>Private Foundation</i>	
<i>Interest Income</i>	20,000
<i>Book Fair</i>	6,000
<i>Cobb Fund</i>	5,700
<i>DOE Dissem. Grant</i>	35,000
<i>DOE Sped Entitle</i>	182,903
<i>Drug Free Schools</i>	6,007
<i>Sped Program Imprvmt</i>	5,000
<i>Title V</i>	5,299
<i>Teacher Quality</i>	40,000
<i>Enhanced Education</i>	5,704
<i>Title I</i>	164,777
<i>E-Rate</i>	3,905
<i>Other</i>	18,000
<i>Music Fees</i>	30,000
Sub-Total	6,428,295
Unrestricted fund source	300,000
Total Resources	6,728,295

EXPENSES:

<i>School Salaries</i>	5,478,298
<i>Health/Life</i>	392,507
<i>Medicare</i>	69,574
<i>Retirement /MTRS</i>	41,963
Sub-Total	5,982,342

School Operating

<i>Advertising</i>	8,000
<i>Audit</i>	9,800
<i>Bank Charges</i>	1,000
<i>Board Expense</i>	8,000
<i>Conference Fees</i>	12,500
<i>Consulting Services</i>	60,000
<i>Dues</i>	10,000

<i>Utilities</i>	
	<i>Electricity</i> 115,000
	<i>Sewer</i> 1,000
	<i>Tele</i> 10,000
	<i>Water</i> 1,800
	<i>Gas</i> 45,000
<i>Equipment</i>	7,500
<i>Equipment Lease</i>	4,000
<i>Furnishings</i>	6,000
<i>Insurance</i>	14,000
<i>Legal</i>	2,000
<i>Maintenance/Repairs</i>	40,000
<i>Principal Exp.</i>	5,000
<i>Postage</i>	6,500
<i>Printing</i>	7,500
<i>Pub/Sub.</i>	1,000
<i>Staff Development</i>	75,000
<i>Stanford 9</i>	16,000
<i>Stipend</i>	90,000
<i>Substitutes</i>	6,500
<i>Supplies</i>	90,000
<i>Technology</i>	50,000
<i>Text Materials</i>	20,000
<i>Travel</i>	5,000
<i>Other</i>	13,000
<hr/>	
<i>Sub-Total</i>	741,100
<i>Total Expense</i>	6,723,442
<hr/>	
<i>Surplus/Deficit</i>	4,853