

**BARNSTABLE HORACE MANN
CHARTER SCHOOL**

Annual Report

2007–2008



**730 Osterville-West Barnstable Road
Marstons Mills, Massachusetts 02648**

**Phone: (508) 420-2272 ~ FAX: (508) 420-0185
www.bhmcs.org**

Barnstable Horace Mann Charter School

Table of Contents

Letter from the Board of Trustees Chair	3
Board of Trustees.....	4
Letter from the Principal	5
Management Team	6
Organizational Flow Chart	8
Mission Statement.....	9
Educational Philosophy	9
Roles and Relationships of Board, Management Team, and School Committee.....	11
School Profile.....	12
Dissemination.....	13
Curriculum Design and Teaching Methodology	15
Supplemental Activities	18
Performance Objectives	21
Is the School an academic success?	21
Is the School a viable organization?	33
Is the School faithful to the terms of the charter?	36
Governance Profile	41
Student Body Profile.....	43
Staff Profile.....	45
NCLB Report Card.....	46
Financial Profile	53
Fiscal Year 2008 Balance Sheet	53
Fiscal Year 2008 Income and Expense Statement	54
Fiscal Year 2008-2009 Approved Budget	54
Appendices.....	56
Appendix A: Board of Trustee Self-Evaluation Survey Results	56

Letter to DOE from Board of Trustees Chair

August 1, 2008

Mitchell D. Chester, Commissioner
Department of Elementary and Secondary Education
Commonwealth of Massachusetts
350 Main Street
Malden, MA 02148

Dear Commissioner Chester:

On behalf of the Board of Trustees (BOT) Barnstable Horace Mann Charter School (BHMCS), it is with great pleasure that I forward to you our 2007-2008 Annual Report.

The most significant event to impact our school this year was preparing for our charter renewal. This process began at the BOT annual retreat in August 2007 and culminated with obtaining the Barnstable Public School Committee and Barnstable Teacher Association approvals needed for submittal in July, 2008. In between, our Charter Renewal Team, which consisted of BOT members, staff, and management, worked hard to involve and include all our school's constituents in developing a vision for the next five years and a new accountability plan. This was done through staff in-service days, Parent Advisory Council meetings, and BOT workshops.

In addition to preparing for the renewal of our charter, the BOT has remained focused on the goals outlined in our Strategic Plan. Our Community Relations and Development Committee has been very active in working with the Town of Barnstable's "No Place for Hate" Committee which has included student participation and community outreach. They also researched various development policies from similar organizations in preparation for drafting a policy to enhance our school's financial reserves. Our Finance Committee performed a review of our Internal Financial Control Plan and our Academic Affairs Committee has improved its oversight of the academic goals listed in our Accountability Plan and reporting structure to the Board.

We are all proud of these accomplishments. 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,

Lisa A. Miller
Chair, BHMCS BOT

cc: Board of Trustees
Barnstable School Committee

**Barnstable Horace Mann Charter School
Board of Trustees**

Officers

Lisa Miller, Chairperson Director of Quality - Onset Computer Corp.
Susanne Leary, Vice Chair Retired Principal
Christine Riley, Secretary/Clerk Parent, Cape Cod Advocacy
Alan Hidenfelter, Treasurer Retired CFO

Trustees

Peter Leveroni Parent, Attorney
Richard Penn Parent, President, Puritan of Cape Cod
Raquel Rodriguez Parent, Lesley University
Thomas Rugo Parent, Attorney
Karen Ryder Parent, Marketing Manager - Cape Cod Times
Patricia Erickson Community Representative, Cape Cod 5 Cent Savings Bank
Faith Ingalls Teacher, BHMCS
Nancy Meagher Teacher, BHMCS

Letter from the Principal

Dear Friends and Families of the Barnstable Horace Mann Charter School:

The 2007-2008 school year at Barnstable Horace Mann Charter School represented our fifth year of operation as the district-wide grades five and six school here in Barnstable. The year focused in on continuing efforts to increase student achievement and unify all stakeholders with our mission of *Excellence for All!* Highlights of the year included multiple levels of staff development and completing the process of our charter renewal.

Over the course of the school year, staff participated in a variety of professional development opportunities focused on increasing student achievement. The school calendar included four half and two full days devoted to in-service training for *all* staff. Themes included *guided reading, graphic organizers, classroom management, three-tier instruction, MCAS data analysis*, and more. Teachers, paraprofessionals, and administrators participated in the trainings and the time was well spent. Clearly the level of commitment on the part of all staff demonstrated our continued commitment to our mission of *Excellence for All!*

Early in the fall, in preparation for renewing our charter, a Charter Renewal Team was formed. The Team consisted of members of the Board, administrators, classroom teachers, and support staff. The charge was clear and the group worked cooperatively to complete the challenges of developing the Renewal Application. Parents, community members, staff, and the Barnstable Public Schools School Committee were all participants in the process and rallied behind the group. After many hours of hard work and collaborations, the BHMCS Charter Renewal Team presented our application to the Barnstable Public Schools School Committee for approval. I am pleased to report that the Renewal Application was endorsed by the School Committee as well as the Barnstable Teachers' Association on July 22, 2008.

While in-depth professional development and the Charter Renewal flavored our school year, students, staff, and stakeholders continued to enjoy our tried and true system of maintaining a small school feel in a large building. Parent and family feedback was positive and shined a positive light on BHMCS. The *Welcome Back Cookout, Open Houses, monthly Principal Coffee Hours and Principal Teas, Winter and Spring Concerts, Variety Show, Family Math Nights, Book Buddies, Mentor Program, Green Machine, Philanthropy Day, Milestones, Transition Night, and Fine and Performing Arts Extravaganza* were all well attended and contributed to our positive school culture. As always, a theme of charitable giving emerged with *Children Helping Children, Food Pantry donations, Read to Feed, Hero Packs*, and the staff-initiated *Relay for Life*.

With the 2008-2009 school year around the corner, our thoughts move forward to the hopes, expectations, and desires for a successful Charter Renewal and Site Visit and successful 2008-2009. On behalf of the Barnstable Horace Mann Charter School Staff and Board of Trustees, I want to thank all of our students, parents / guardians, and community members for the continued support shown to BHMCS.

Sincerely,

Kara Peterson, Principal

Management Team

Kara Peterson, Principal
David Smith, Assistant Principal
Peggy McEvoy, Assistant Principal
Laurel Brown, Curriculum Coordinator
Susanne Leary, Vice Chair – Board of Trustees
Dorothy Lindlau, Staff Accountant
Debora Morgan, Director of Technology
Betsy Cook, Director of Special Education
Dr. Keith Clarke, Director of Guidance



Kara Peterson,
Principal



David Smith,
*Assistant Principal of
Student Affairs*



Peggy McEvoy,
*Assistant Principal of
Academic Affairs*



Laurel Brown,
Curriculum Coordinator



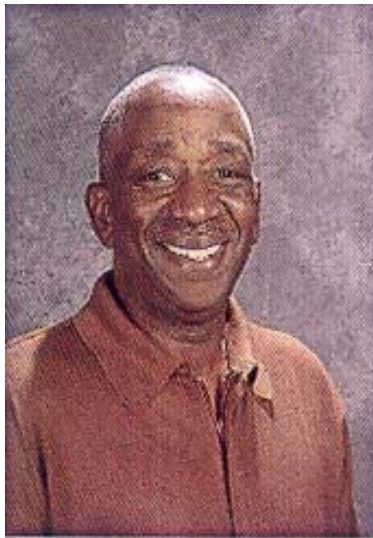
Susanne Leary,
*Vice Chair,
Board of Trustees*



Debora Morgan,
*Director of
Technology*



Dorothy Lindlau,
Staff Accountant

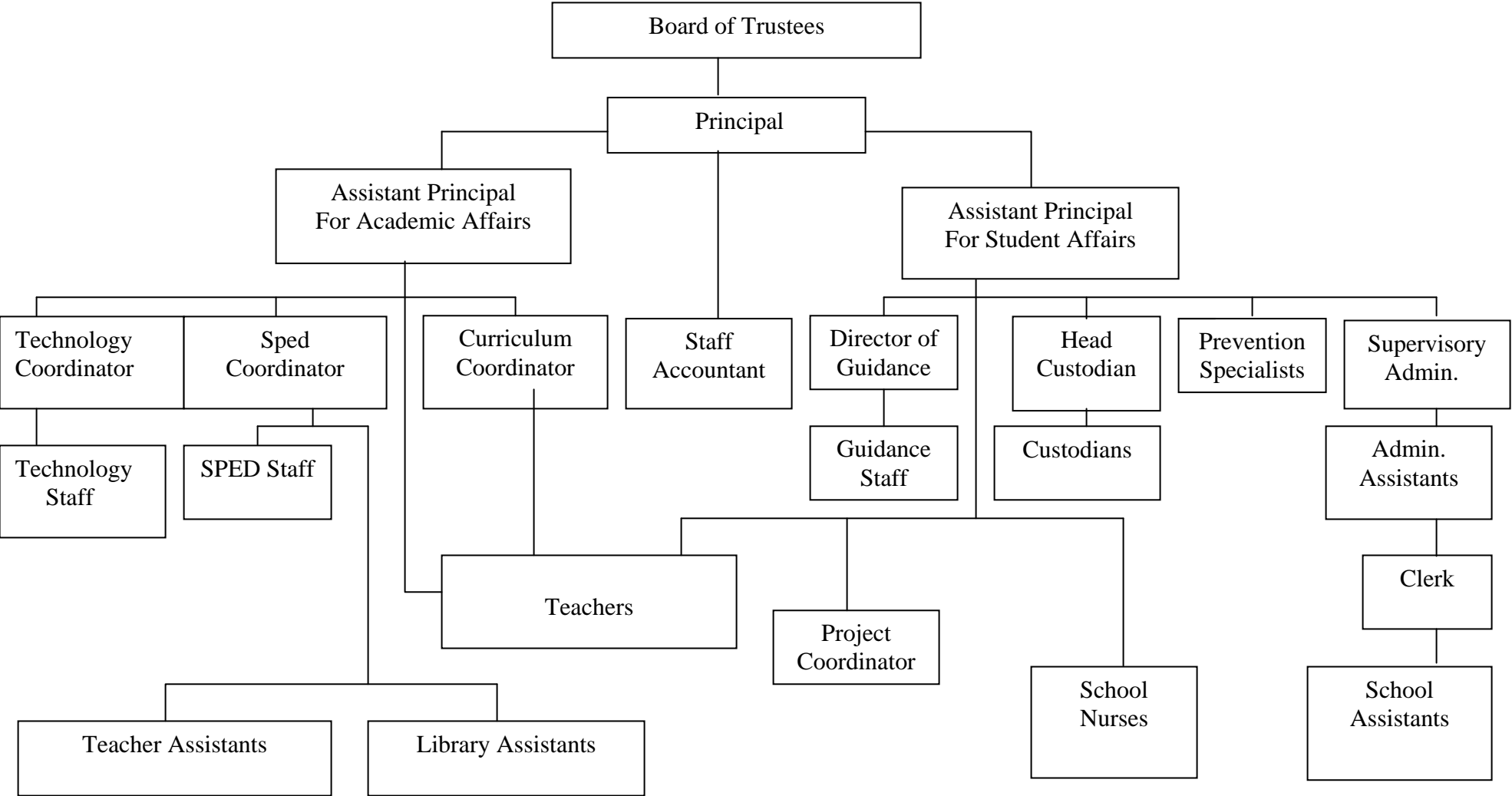


Keith Clarke,
*Director of
Guidance*



Betsy Cook,
*Director of
Special Education*

Barnstable Horace Mann Charter School Flow Chart



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, 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 based on components of the Modern Red Schoolhouse Institute's standards driven design;
- Assessing student progress using a variety of internal and external assessments including unit tests, culminating activities, writing prompts, and the state's MCAS exams;
- 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.

Vision: A School with Tomorrow Inside

The vision of our school is that of an educational environment for a community of lifelong learners. Our school is designed to educate all students so that they may reach their full potential, and 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 everyone learns to work together as critical thinkers and problem solvers, where differences are respected, and where the community is enriched.

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 a hospital for them. In addition, he started our state's first Board of Education, where he advocated for free public schools for all children. At that time, only wealthy children went to school. 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'.

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 Schools school system. The school's charter was renewed in February 2004 and is currently a two-year school serving all fifth and sixth grade students in the town of Barnstable.

Roles of and Relationships among the Board of Trustees, the Management Team, and the Barnstable School Committee

The effective governance, management and daily operations of the school require an intricate balance among the Board of Trustees, the Management Team, and the Barnstable School Committee.

The Board of Trustees is responsible for the governance of the school. Its responsibilities include setting policy, reviewing financial statements, approving curriculum, and reviewing academic data. The Board of Trustees collaborates with the Barnstable School Committee and reports to the Massachusetts Department of Education who grants the school's charter to the Board.

The Management Team is responsible for the management of the school. It provides the leadership for the daily operation of the school, designs and implements the Board-approved curriculum, services the immediate needs of the students, staff, and parents, and prepares the annual budget. The Management Team reports to the Board of Trustees.

The School Committee funds the school in the same manner in which all other Barnstable public schools are funded. A Memorandum of Understanding (MOU) is developed annually between the Board of Trustees and the School Committee defining the financial and legal responsibilities of the school district and the school. The School Committee reports to the Town Manager and the citizens of the town of Barnstable.

These three entities work collaboratively for the effective operation, management, and governance of the school.

Horace Mann Charter Schools and Commonwealth Charter Schools

A Horace Mann charter school differs from a commonwealth charter school primarily in its relationship with the district in which it resides. Under both a Horace Mann charter and a commonwealth charter, the board of trustees is deemed to be a public agent authorized by the commonwealth to supervise and control the charter school. A commonwealth charter, however, is separate and distinct from the district. Accordingly, commonwealth charter schools are funded by the state and not bound to follow the districts' various union affiliations. Under a Horace Mann charter, the board of trustees is independent from the school committee in that it is separately governed. However, it is still linked to the district and the town. As such, the local collective bargaining agents, as well as the local school committee, must approve the charter. Additionally, the school committee must approve all charter renewal applications.

School Profile

Contacting Our School

The school is located in Marstons Mills, Massachusetts. Its address is:

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

	<u>Phone</u>	<u>FAX</u>
Main Office	(508) 420-2272	(508) 420-0185
Guidance Office	(508) 420-0190	(508) 420-0229
Nurse's Office	(508) 420-9054	

The school's website is www.bhmcs.org. From this site, the school can be contacted via email.

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 the school's policy to accept all students who apply from the town of Barnstable. Barnstable Horace Mann Charter School does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when accepting students.

The students come from the seven villages within the town of Barnstable: Barnstable, Centerville, Cotuit, Hyannis, Marstons Mills, Osterville, and West Barnstable.

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. Because the school accepts all fifth and sixth grade students in the town, there was not a wait list during the 2007–2008 school year.

Teacher to Student Ratio

The average ratio at BHMCS is 1 teacher to 21 students. The school employed 40 full time homeroom classroom teachers serving a student population of 854.

Number of Instructional Days

The school day begins at 7:45 a.m. and ends at 2:25 p.m. The year began on August 29, 2007 and ended on June 17, 2008. There were 180 instructional days during the 2007–2008 school year.

Dissemination

The Barnstable Horace Mann Charter School's nature is to disseminate best practices and researched information within the school's sending district schools. Barnstable Horace Mann Charter School has also extended this practice outside the town's borders including other school districts as well as private academies of learning.

Barnstable Horace Mann Charter School continues as a model of site based management now being incorporated throughout the Barnstable Public School District in the capacity of the organization of Contract Schools.

Like our school, the Barnstable Public School District has created curriculum coordinators, and is in the process of creating common assessments throughout the grade levels.

We established with the principals of the sending elementary schools to coordinate an orientation visit to BHMCS. Students were bused to the BHMCS site from their elementary schools and were given an informational presentation by current fifth and sixth graders followed by lunch at the BHMCS cafeteria and a guided tour of the building. This opportunity is provided to ease the transition between grade 4 and 5.

Dissemination of academic practices has taken place within our own building to facilitate the scope and sequence of curricula between the two grades: 5 and 6. The curricula is based on the Massachusetts State Frameworks, all units are done at approximately the same time allowing for sharing of best practices, and common assessments in all areas have been and continue to be designed for accuracy of evaluation.

BHMCS has always been willing to share our curriculum, organizational design, and best practices within the BPS district. Our student discipline policy was recently reviewed with the principal of the Barnstable Middle School and the procedures of Charter Renewal with the Marstons Mills East Horace Mann Charter Public School at Marstons Mills. Our dedication to safety and security was modeled by conducting a simulated Lock-Down Drill with outside district institutions. Cape Cod Academy attended and was very impressed with the simulation.

An annual program of workshops entitled, Summer Institute at BHMCS, was offered to a Barnstable County audience. Schools within the county participated in August 2007. A group of BHMCS teachers, in conjunction with the Management Team, provided workshops in technology, assessments, differentiated instruction, strategies for ELL instruction, and Read and Write Gold, to name a few. Staff from neighboring districts and private schools were invited to participate in the workshops. A January workshop was hosted at BHMCS as we sponsored the Boston Children's Museum presentation on life in China and Japan. This was attended by educators outside of our school and district.

Our technology director, Debora Morgan, was a featured speaker at the MRA Exemplary Reading Program Annual Conference in April of 2008. Her presentation was on Using New Technologies to Support and Improve Student Reading.

Our assistant principal, Peggy McEvoy, continues to serve on the advisory board for Cape Light Compact. She also facilitated and hosted workshops at the annual Energy Conference, and

coordinated with the state Executive Office of Energy and Environmental Affairs. We piloted energy lessons in our school as part of the Governor's Mass SERVE program.

As a member of CACE, the assistant principal also shared Title I letters and forms with other districts throughout the state. The findings, after a search for a mathematics assessment and web-based instruction program, were also shared with other districts by request.

As requested by the Sr. Associate Commissioner, Bob Bickerton, BHMCS shared best practices with the Educator Preparation & Quality Department as a result of our status in meeting the Highly Qualified Teacher (HQT) goal of 100%.

Our assistant principal, Dave Smith, has continued to expand the participation of the Book Buddies program, involving BHMCS students going to MMEHMCPS to read and do study skills activities with the staff and students of the second grade.

Our curriculum coordinator, Laurel Brown, has been working closely with the district on curriculum alignment and has been an integral member of the team examining science curriculum at the elementary schools.

The creation of the Cobb Grant forms, used at BHMCS, were disseminated to the other schools in the district as the process for applying, receiving, and evaluating these grants was revised by the Barnstable Public Schools.

Plans for Dissemination

The Summer Institute will continue to provide educational opportunities to the staff at BHMCS and will also offer this opportunity to staff at other schools, both within and outside the district, including private schools in the area. This not only increases the participation in the course, but it helps to foster a spirit of community and willingness to share with other schools who service similar children.

Administration and staff are anticipating meaningful involvement with the "No Place for Hate" campaign that is taking place in the community. Many different factions will be coming together to work for a common goal of increased tolerance and understanding and appreciation of diversity and what it can offer, in a positive way, to our community. In June 2008, posters produced by the students of BHMCS were displayed at the State Conference for No Place for Hate Communities, in Boston. Future use of these student depictions are planned for display at the Barnstable Community Center, now under construction.

Staff members and sitting members of the Board of Trustees are encouraged to share their collective and individual talents with the public as they participate in organizations that have an impact on the community, the environment, and society in general. All activities and involvements will seek to perpetuate and build upon our goal for lifelong learning, for ourselves and our students.

Curriculum Design and Teaching Methodology

The Barnstable Horace Mann Charter School designed its own curriculum, a series of integrated thematic units, based on certain components of 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, continues 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. 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 in each grade level 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 twice a year.

Table 1 lists fifth grade curriculum units grouped by themes. Sixth grade curriculum is organized based on core subjects as detailed in Table 2.

Table 1. Curriculum Units Grouped by Themes for Fifth Grade

Explore Our Surroundings	Weathering a New Land	Revolutionary Ideas	Expand Your Horizons
<i>Theme One</i>	<i>Theme Two</i>	<i>Theme Three</i>	<i>Theme Four</i>
<ul style="list-style-type: none"> ▪ Exploration & Settlement ▪ The Earth in Our Solar System ▪ Data, Probability & Statistics ▪ Number Sense and the Operations of Addition and Subtraction of whole numbers and decimals 	<ul style="list-style-type: none"> ▪ The 13 Colonies ▪ Weather ▪ Number Sense and the Operations of Multiplication and Division of whole numbers and decimals 	<ul style="list-style-type: none"> ▪ The American Revolution ▪ Matter & Forms of Energy ▪ Number Sense: Fractions, Ratios, and Percent 	<ul style="list-style-type: none"> ▪ A New Nation ▪ Our Nation Grows: Expansion and Conflict ▪ Ecology ▪ Geometry and Measurement
English Language Arts: Language, Reading & Literature, Composition, Media throughout the year			
Math: Geometry, Measurement, Probability & Patterns, Relations, and Algebra throughout the year			
Science & Technology Engineering: Skills of Inquiry and Technology/Engineering throughout the year			

Table 2. Organization of Core Subjects for Sixth Grade

English Language Arts	Math	Science & Technology Engineering	History and Social Sciences
<p>Language</p> <ul style="list-style-type: none"> ▪ Discussion/ Listening ▪ English Structure ▪ Word Study <p>Reading & Literature</p> <ul style="list-style-type: none"> ▪ Reading Strategies ▪ Genres: Fiction, Nonfiction, Poetry, Drama <p>Composition</p> <ul style="list-style-type: none"> ▪ Writing Process ▪ Standard English Conventions <p>Media</p> <ul style="list-style-type: none"> ▪ Analysis ▪ Media Production 	<ul style="list-style-type: none"> ▪ Data and Statistics ▪ Decimals ▪ Problem Solving and Equations ▪ Fractions ▪ Ratios and Percents ▪ Probability ▪ Geometry and Measurement ▪ Integers ▪ Applied Mathematics Projects 	<p>Skills of Inquiry and Technology/ Engineering</p> <ul style="list-style-type: none"> ▪ Living Things ▪ Cells ▪ The Earth 	<ul style="list-style-type: none"> ▪ South America ▪ Europe ▪ Asia (Western Asia [the Middle East], Central and Southern Asia, Southeast Asia and Oceania, North and East Asia) ▪ Africa

In addition to the curriculum described above, the school provides the following in accordance with federal and state mandates:

- **504s**

Students qualifying as individuals with disabilities are provided additional services under the laws of the Individuals with Disabilities Act, Section 504.

- **English Language Learners Program**

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

- **Special Education**

Barnstable Horace Mann Charter School's special education faculty develops an Instructional Education Plan (IEP) for each special education student in accordance with Massachusetts General Laws. Parents and the Special Education Director for the Barnstable Public Schools approve the plan. All students participate in the least restrictive environment in accordance with IEPs. 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 available as indicated on IEPs include: speech and language therapy, physical therapy, occupational therapy, and remedial academic instruction.

- **Title I Services**

Students are offered additional math and reading services under the laws of Title I. Students are identified for these services based on multiple objective academic criteria. The program is reviewed each year for its effectiveness, and changes are made as necessary to meet the needs of our student population.

Supplemental Activities Offered to Students

Barnstable Horace Mann Charter School strives to serve the needs of all students. Accordingly, we offer a multitude of academic and social supplemental activities that not only accommodate those various needs but also provide an environment in which students can grow and mature as civic-minded individuals. Although not every child will participate in these offerings, the school hopes that each child is impacted by the positive environment these programs create.

After School Program

The school provides a daily after school program, from 2:30–5:30 p.m., where students are provided homework assistance, participate in a variety of activities, and receive supervised childcare.

Book Buddies

The Book Buddies program is a group of student volunteers in fifth and sixth grade who take time to read and incorporate study skills with second grade students at MMEHMCPS. Students walk to MMEHMCPS and spend 40 minutes with their selected students. The program begins in October and continues throughout the school year. The first session begins in October and ends at the December holiday recess. The second session begins in February and ends May 1st. During the 2007-2008 school year, a total of 131 BHMCS students were involved in the program.

Children Helping Children

Children Helping Children (CHC) is a service project where individual classrooms anonymously adopt local families in need and provide them with a variety of items during the holiday season. Students in each classroom coordinate and arrange for delivery of donations.

Gateway

The Gifted and Talented Education with Able Youth Program, or Gateway, supplements the unmet academic needs of capable and motivated students. Gateway serviced 163 students at BHMCS during the 2007-2008 school year. Students are involved in Gateway in accordance with their abilities and need for challenge. Their commitment varies from once a week per term to multiple class sessions per week. Students can participate in programs such as critical and creative thinking, stock market studies, advanced research, math, literature clubs, creative writing, architecture, Future Problem Solving, independent projects, Touchstones reading/discussion, Mock Trial, science, and other opportunities. Most programs run during the school day and are taught by trained enrichment specialists. Gateway also sponsors and supports Destination Imagination, a creative problem-solving team competition.

Green Machine

The Green Machine is a group of students who volunteer to care for the school plants and learn horticultural techniques associated with this endeavor. They experience growing tomato and papaya trees, as well as tasting other exotic fruits that could be easily grown. The main criteria are the student must love plants and be willing to be actively involved in the entire process. Approximately 30 students participated in Green Machine during the year.

Guidance Department Offerings

The Guidance Department of Barnstable Horace Mann Charter School offers a multitude of one-on-one or group services to address the social, emotional, and behavioral needs of students outside the classroom. Examples of these services include High Flight (co-sponsored by the YMCA), the Divorce Group, Alateen (co-sponsored by A.A.), the Bereavement Group, the Friendship Group, and the Mentor Program. Hundreds of students are seen by the staff of the Guidance Department regularly or on a one-time basis throughout the school year.

Main Street Learning

Main Street Learning (MSL) is a non-profit entity within the Barnstable Horace Mann Charter School. Students are chosen from each fifth and sixth grade classroom to represent that class and act as a liaison between the school and the community. These students meet on a consistent, periodic basis throughout the school year. During the 2007–2008 school year, MSL sponsored projects such as a canned food drive at Super Bowl time, the Variety Show, and Milestones, a quarterly recognition program. The proceeds from the school's dance, Variety Show, and Hat Day were donated to the American Cancer Society's Relay for Life. Sales of *Expect Miracles* bracelets went to the Make-a-Wish Foundation. Selected students from this Main Street Learning group met with the town's elementary school fourth graders at the Barnstable Horace Mann Charter School to inform them about the school, give a tour, and answer questions. They also participated at open houses as tour guides and greeters.

MCAS After School Tutoring Program

The MCAS After School Tutoring Program included English/language arts and mathematics support during the 2007–2008 school year. Supplemental tutoring was provided to targeted students to assist them with academic skills and preparation for the MCAS exams. Students targeted for support in reading received small-group and individualized instruction after school two days a week for a total of 14 days. There were 165 students accepted into the program who received support through the ELA MCAS After School Tutoring Program. Students targeted for support in mathematics received small-group and individualized instruction after school three days a week for a total of 14 sessions. There were 111 students who received support through the Mathematics MCAS After School Tutoring Program. The teachers in both programs utilized a variety of instructional techniques and materials including Study Island, a web-based MCAS preparation program. Dramatic increases in Study Island test scores were noted during each period.

Student Mentor Program

During the 2007–2008 school year, the school continued and expanded its Student Mentor Program (SMP). Under this program, students with various social needs are given the opportunity to meet at least weekly with an adult staff member for one-on-one mentoring for academic and/or social growth. The program began with an orientation for staff, included two training meetings during the year, and concluded with the end of the year social event for mentors and mentees. This year the organization redefined the board as a steering committee, consisting of four staff members. Their agenda included the development of goals, review referrals, recruit staff, and meet with members as needed. The main objective of the steering committee is to match mentors with mentees using data collected from staff referrals. Over sixty students benefited from this initiative during the school year. All participants of the Student Mentor Program celebrated the end of the year with an ice cream social and further recognition was given to participating mentors at the final staff meeting.

Milestones

Milestones is a quarterly program sponsored by Main Street Learning that recognizes the academic, social, and cultural achievements made by students each term. Students who receive all A's and/or B's in their core academic subjects, ten or more Milestones Citizenship tickets, or the "High Five" award (given to the one student in each classroom who has gone above and beyond expectations) are acknowledged for their accomplishments. Approximately 500 students were awarded Milestones recognition each term this year.

Recycling Team

One student from each class is selected to act as the representative for the homeroom. This student is in charge of all recycling efforts for that room. They meet, as a group, periodically to discuss current practices and possible future efforts and initiatives within the school and community. Through the initiative of a staff member and cooperation of the teaching staff, a recycling program provided two on-site containers; one for paper products and the other for plastic.

Technology Team

The Technology Team is comprised of a minimum of 3-4 students from each homeroom who have been trained in the use of the school's mobile wireless labs, digital and video cameras, Smartboards, and projectors. During the 2007–2008 school year, 150 students participated on the Technology Team. The team's role is to deliver and set up the equipment in classrooms where it is required, and to assist teachers and classmates with the use of the hardware within the classroom. Specifically, team members are responsible for troubleshooting the mobile lab by learning skills such as how to connect to a projector, add paper, and locating consumables, such as ink, batteries, etc. The team was responsible for weekly lab cleanings as well as technical assistance via a 'Special Forces Squad'.

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: The following measurement is no longer used: Students will advance at least 2 Normal Curve Equivalent (NCE) points on the Stanford 9 Reading Test.

Results: This measure did not provide teachers with data to inform instruction, nor is there large-scale, peer-reviewed, research-based evidence of a strong correlation between student achievement on Stanford 9, and student achievement on the MCAS exams. BHMCS has been piloting the use of various measures to document student achievement in English language arts, with a specific emphasis on reading.

Measurement: The combined percent of students scoring in the advanced and proficient categories on the English Language Arts MCAS will exceed the state average by 5%.

Results: Both grades attained the desired measurement and exceeded the state average by more than 5%. Fifth grade students combined advanced and proficient categories for a total of 70%, which surpassed the state average by 7%. There were 75% of the sixth grade students who attained advanced or proficient, which exceeded the state average by 8%. See Figures 1 and 2 on the following page.

Figure 1. BHMCS 5th Grade MCAS results versus the State's results

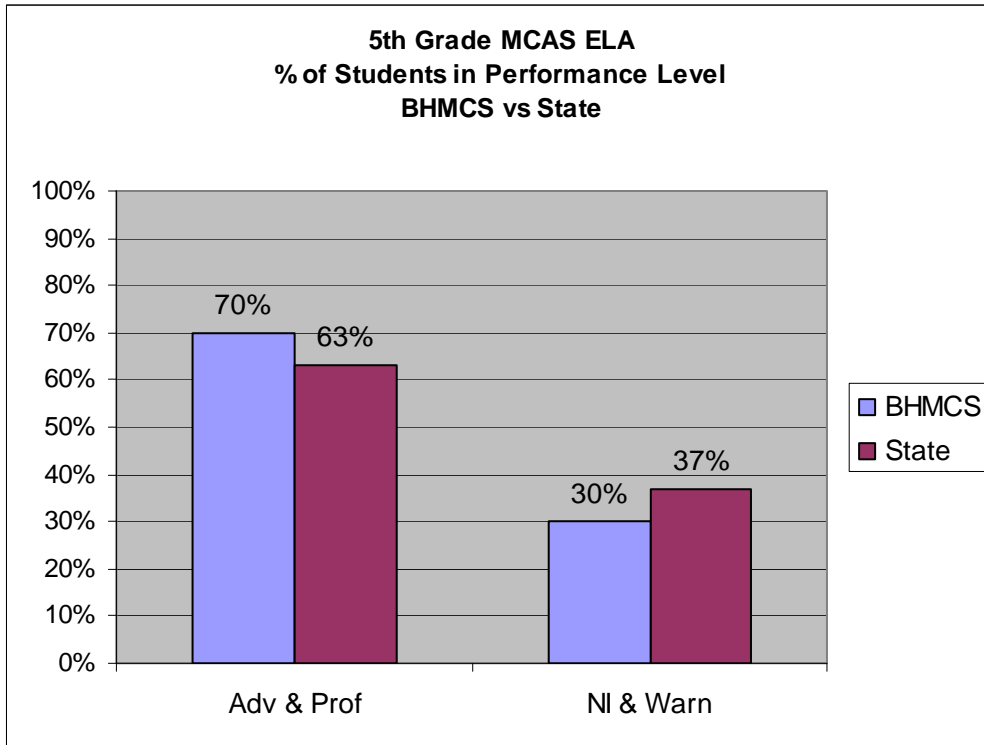
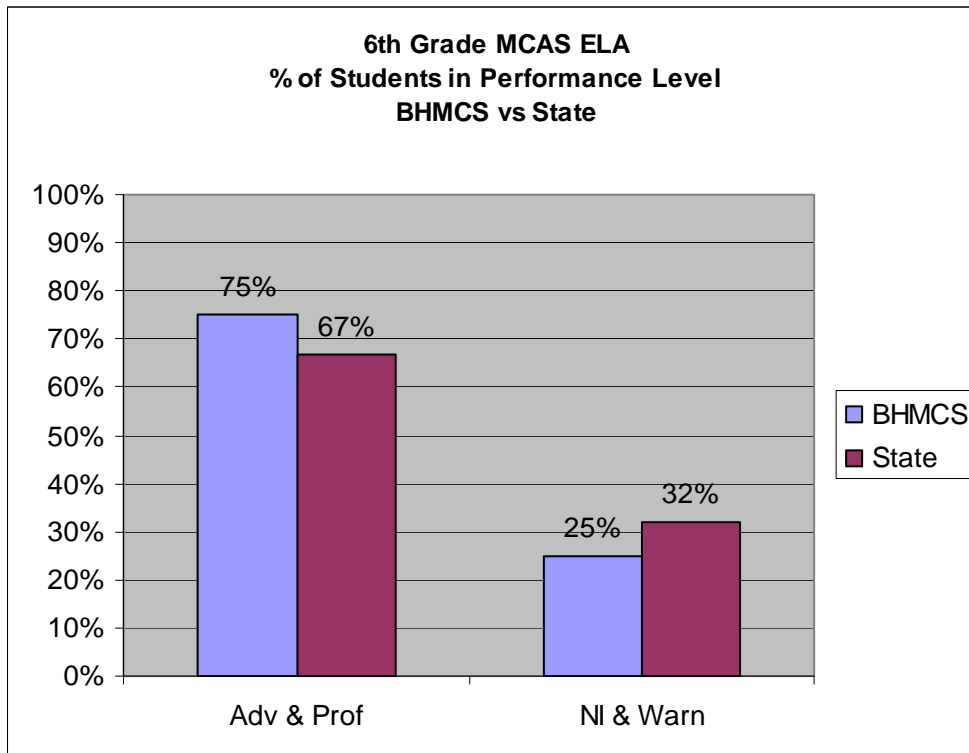


Figure 2. BHMCS 6th Grade MCAS results versus the State's results



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.

Writing prompts are administered to students of both grades twice during the year: fall, and spring. Writing prompts are scored blindly by teachers (not scoring their own classes' prompts), and in addition, they are scored twice, the second scoring completed by a reading specialist. The prompts are scored using a rubric (a scoring tool, or set of criteria, used to evaluate a student's test performance) based on the MCAS long composition rubric. The writing prompt measures performance in Topic Development (the overall effect of the paper, its organization, and the level to which details and vocabulary are included) and Standard English Conventions (the use of English language mechanics such as punctuation, spelling, and grammar). The rubric for Topic Development is scored on a basis of 1 (lowest) through 6 (highest) and Standard English Conventions is scored 1 (lowest) through 4 (highest).

Results: The average scores for students in grade five met the goal to have scores increase by 10% in topic, but fell short in the area of conventions. The fifth grade topic scores increased dramatically by 28%, while the conventions only increased by 2%. Similarly, sixth grade scores followed the same pattern. They exceeded the goal for topic development but did not reach a 10% gain in conventions. The average scores for students in grade six increased by 12% in topic development and increased by only 4% in conventions on the school-wide writing prompts.

Figure 3 indicates that 5th grade students showed growth from fall 2007 to spring 2008 in their Topic Development average score from 2.98 to 3.82 and advanced from an average score of 2.97 to 3.03 in standard English conventions, over the same time period, an increase of 28% and 2%, respectively. Scores in Figure 4 indicate that 6th grade students showed growth from fall 2007 to spring 2008 in their Topic Development average score of 3.23 to 3.63 and advanced from an average score of 2.69 to 2.8 in standard English conventions, over the same time period, an advance of 12% and 4%, respectively. The average scores of the fifth grade increased dramatically in topic development, which can be attributed to the increased emphasis on this area of writing in the classroom. The sixth grade exceeded its goal of increasing its scores by 10% in the Topic portion of the writing prompt as well. The increase of 12% shows growth, but it is important to note that the fall scores were much higher this year than last, as a result of their fifth grade exposure to topic development work in the classroom. Both grades fell short of the 10% increase in conventions which necessitates that this issue be addressed by the Task Force. The fact that conventions are not emphasized on MCAS assessments may be cause for the increased emphasis on topic development at the expense of increased instruction about standard English conventions in writing.

Figure 3. Average Scores for Fifth Grade Writing Prompts

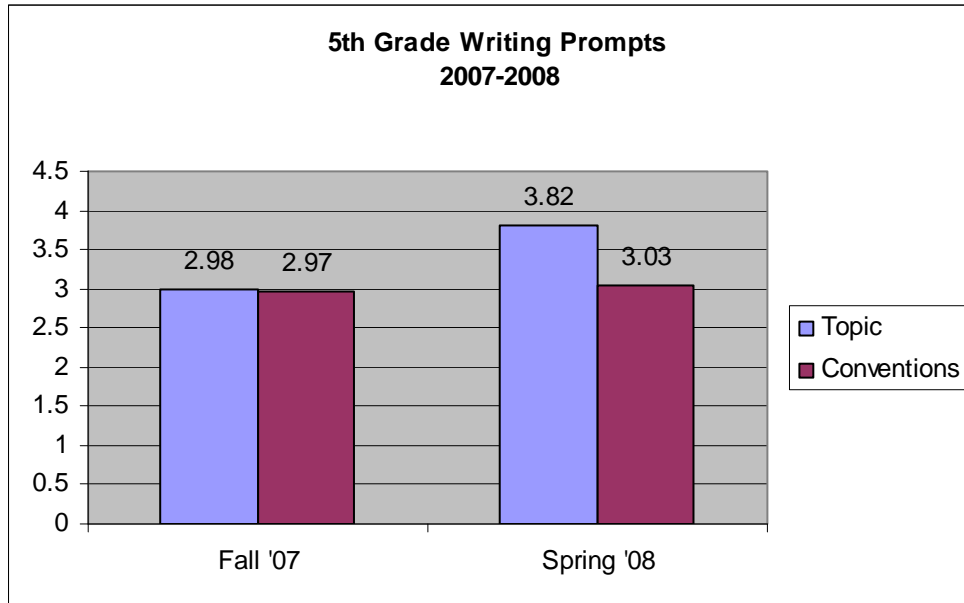
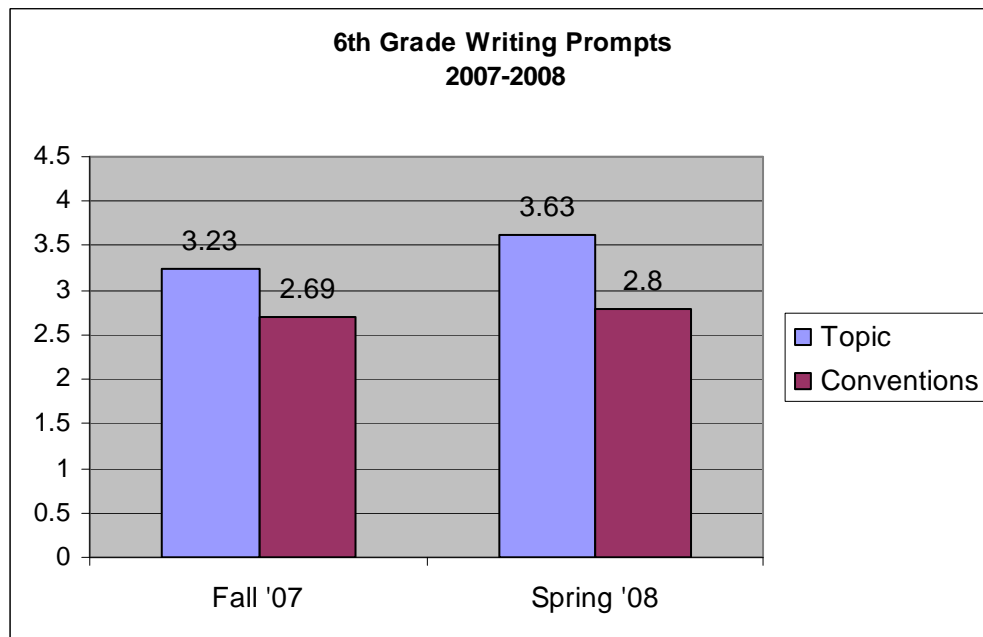


Figure 4. Average Scores for Sixth Grade Writing Prompts

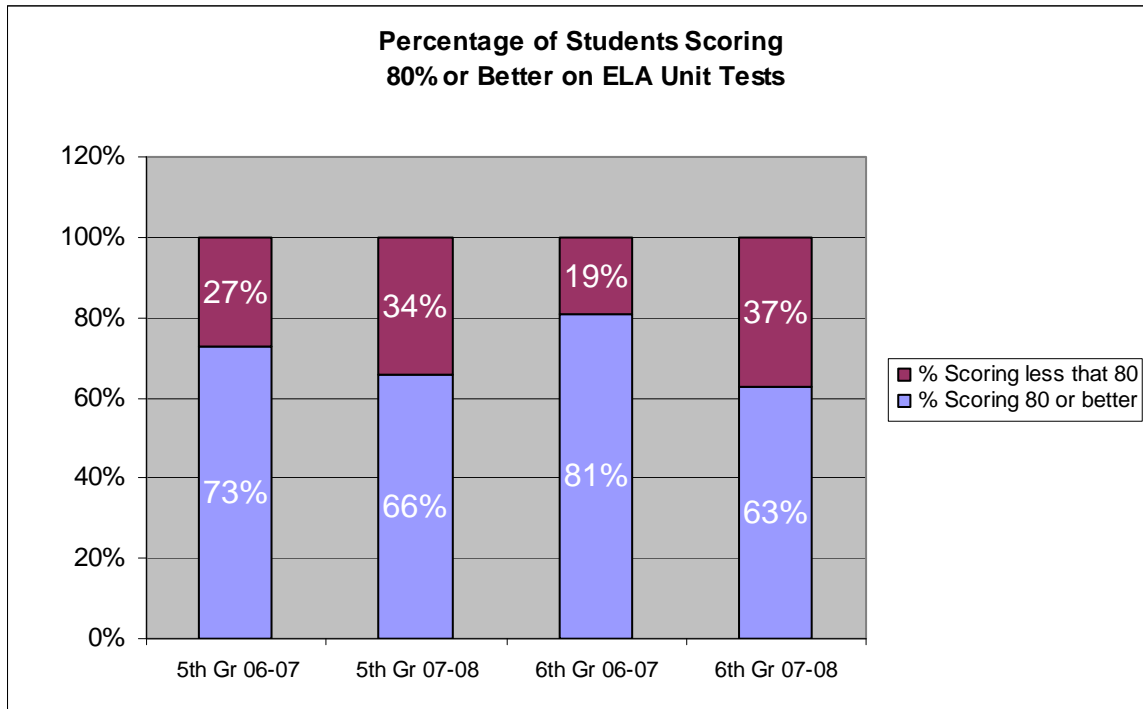


Measurement: At least 75% of all students in each grade will score 80% or better on the school's Language Arts standards-based internal assessments.

Quarterly Assessments are the basis for the school's standards-based internal assessments for English Language Arts. These assessments are given at the end of each quarter for both 5th and 6th grade. Reading comprehension, vocabulary, and language conventions are each tested. These assessments mirror the format of the MCAS tests, and have been created by BHMCS teachers, including professionals specializing in literacy and special education, as a part of the work of the English Language Arts Curriculum Task Force. Each year, the English Language Arts Quarterly Assessments have been refined to make them more rigorous so that they more closely mirror the type of assessment on which students will need to perform to show competency at the state level (MCAS Exams).

Results: During the 2007-2008 school year, 66% of the fifth grade students and 63% of the sixth grade students taking the Language Arts standards-based internal assessments scored 80% or better. As Figure 5 indicates, 34% and 37% of fifth and sixth grade students, respectively, scored less than 80 (out of a possible 100) on these ELA internal assessments. This shows a regression from last year as grade five went down 7% and grade six went down 18%. The grade five students in 06-07 scored 73% and those same students, now as sixth grade students, scored 63%. These results need to be evaluated by the Task Force to examine the causes resulting in these lower scores. These internal assessments are in the process of being refined and scoring is being examined to determine areas of need. The rigorous standards set for our internal assessments are not reflective of state MCAS results, as both grades exceeded state averages by 7 and 8% respectively.

Figure 5. Percentage of Fifth and Sixth Grade Students Scoring 80 or Better on ELA Internal Assessments.



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

Measurement: The following measurement is no longer used: Students will demonstrate an increase of at least 2 NCE points in Math on the Stanford 9 Achievement Test.

Results: This measure did not provide teachers with data to inform instruction, nor is there large-scale, peer-reviewed, research-based evidence of a strong correlation between student achievement on Stanford 9, and student achievement on the MCAS exams.

Measurement: The combined percent of students scoring in the advanced and proficient categories on the Math MCAS will exceed the state average by 5%.

Results: The grade five students in BHMCS scoring in the advanced and proficient categories for the spring 2007 exam had 56 % scoring in the advanced and proficient levels while the state average was 51%. BHMCS exceeded the state average by exactly 5% (See Figure 6 for results). The combined percentage in the advanced and proficient categories of sixth grade students was 63%. The state average for grade six students scoring in the advanced and proficient categories was 52%. Therefore, Barnstable Horace Mann Charter School exceeded the state average by 11%, clearly meeting the standard set in the Accountability Plan for this measure, which required exceeding the state by 5% (See Figure 7 for results).

Figure 6. BHMCS Math MCAS Results versus the State's Math MCAS Results for Fifth Grade

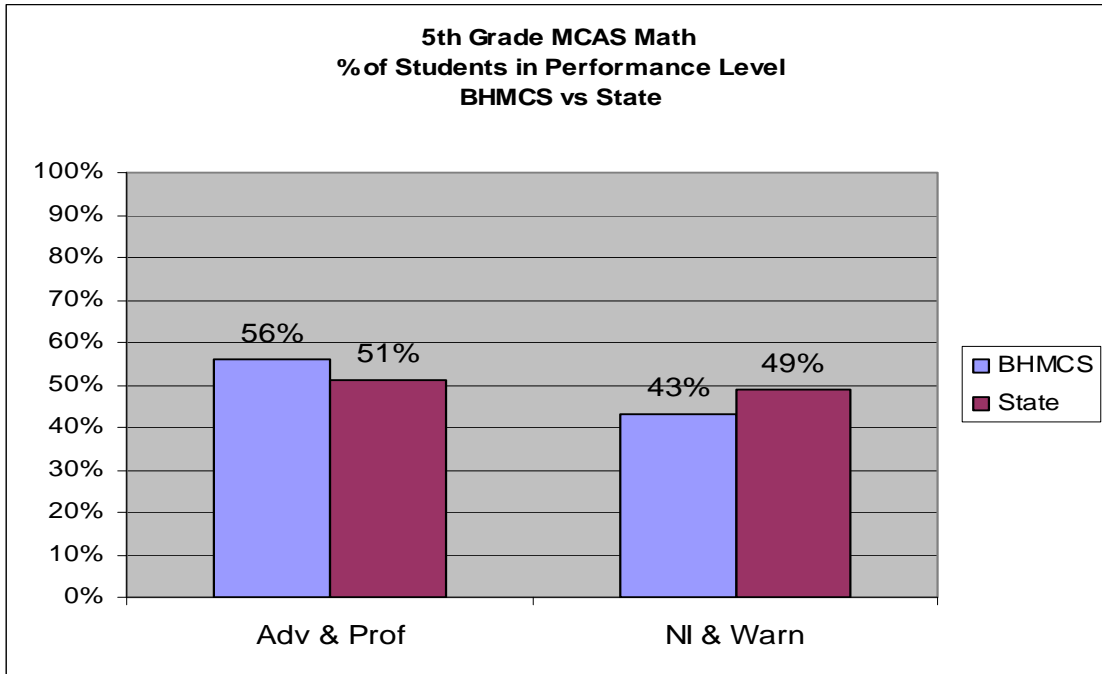
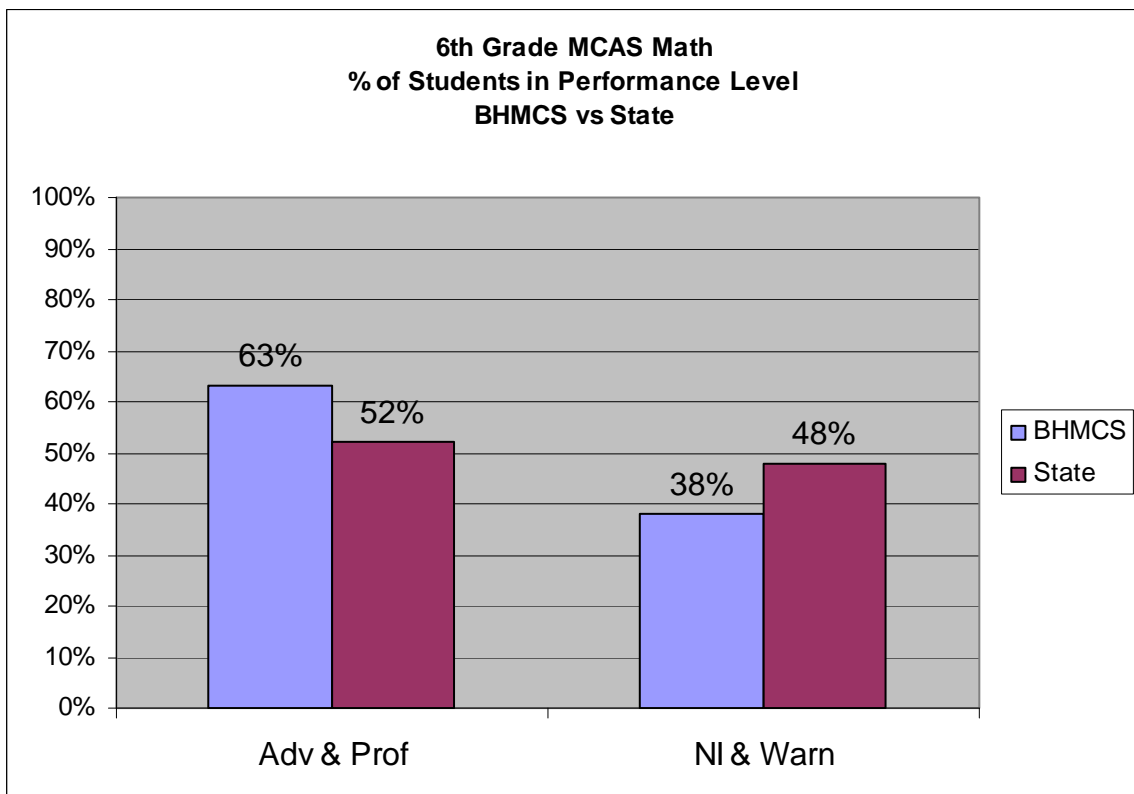


Figure 7. BHMCS Math MCAS Results versus the State's Math MCAS Results for Sixth Grade

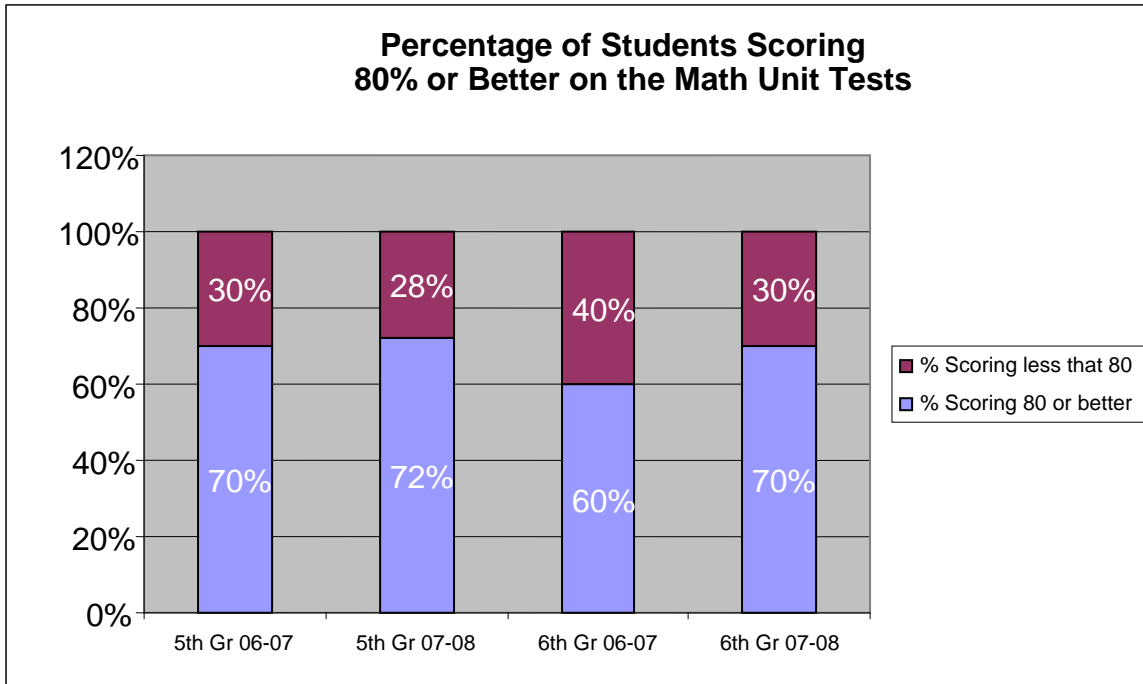


The positive results shown in figures 6 and 7 are a tribute to the BHMCS initiatives in professional development in mathematics, as well as to the after school tutoring program for MCAS math preparation. A combination of small-group instruction, individualized instruction, and the use of Study Island, a software application that directs the student towards specific areas of instruction based on the identified needs of that student, was used both during the school day, and in the after school program.

Measurement: At least 75% of all students in each grade will score 80% or better on the school's Mathematics standards-based internal assessments.

Results: Unit tests are the basis for the school's standards-based internal assessments for Mathematics. These unit tests are given at the end of each curriculum unit for both 5th and 6th grade. As Figure 8 indicates, 28% and 30% of fifth and sixth grade students, respectively, scored less than 80 (out of a possible 100) on these Mathematics internal assessments. Exactly 72% of fifth grade students scored 80 or better on the school's Mathematics standards-based internal assessments. This is up slightly from the previous year. 70% of sixth grade students scored similarly. These results are promising as they are both improvements over last year's percentages. Although neither meets the desired goal of 75% of all students attaining the score of 80%, it is to be considered that the internal assessments are much more rigorous than the MCAS tests. Although fifth and sixth grade MCAS scores were 5% and 11% respectively better than the state, we need to improve these scores. These same students have surpassed the desired MCAS goal which demonstrates achievement above the state average scores; yet, our own internal assessments are rigorous and the measurement goal is difficult to attain.

Figure 8. Percentage of Fifth and Sixth Grade Students Scoring 80 or Better on Mathematics Internal Assessments

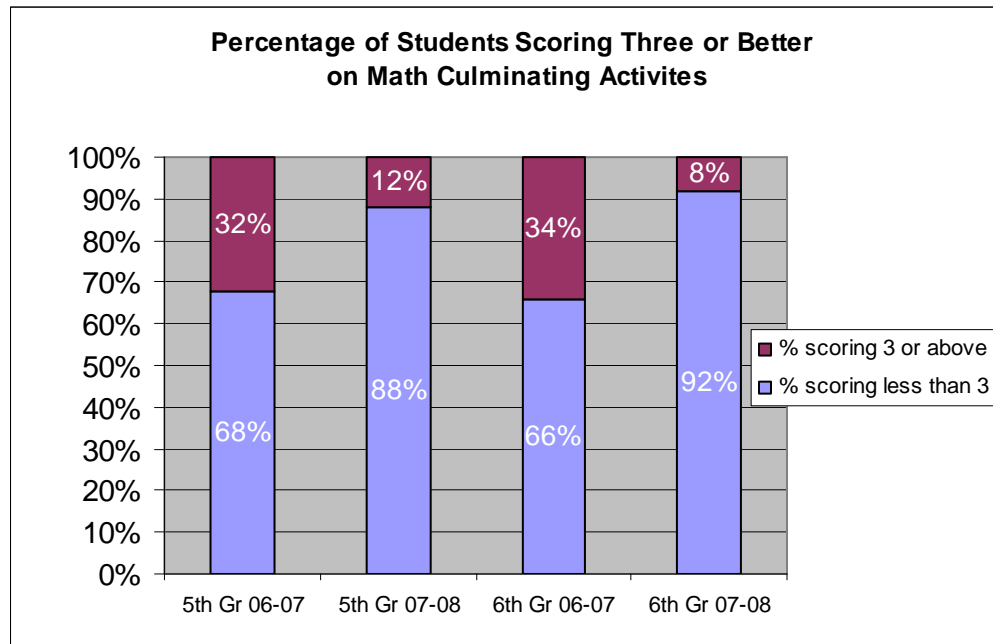


Measurement: At least 75% of all students in each grade will score a 3 or better on the school’s Mathematics culminating activities scored on a 1–4 rubric.

Results: A dramatic increase was seen in these scores this year, as a result of much analysis by the math task force. By analyzing the scores by individual units, teachers were able to discern problem areas and address them accordingly. As a result, 88% of the fifth grade students scored a 3 or better on the school’s Mathematics culminating activities. This exceeds the standard set for this measurement, and it represents a 20% increase in fifth grade scores from the 2006-2007 school year. A similar result was seen in sixth grade students, as 92% taking the Mathematics culminating activities scored a 3 or better. This represents a 26% increase from the 2006-2007 scores for the sixth grade. The dramatic increase in scores for both grades serves as a catalyst for continued examination of data. See Figure 9 for comparative results.

The Mathematics culminating activity is scored on a rubric using a basis of 1 (lowest) to 4 (highest). The Math Task Force will use this data, along with the data from the unit assessments and MCAS exams, to continually review the units, assessments and instructional practice.

Figure 9. Percentage of Students Scoring Three or Above on Math Culminating Activities

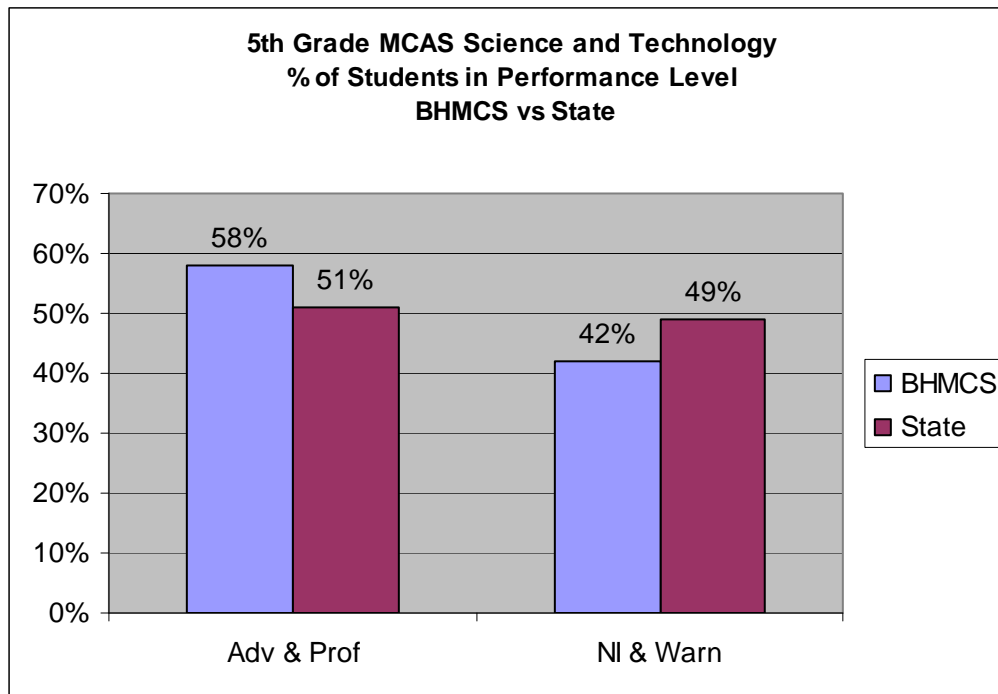


Goal 3: Students will make continual progress toward mastery of the state standards in Science and Technology/Engineering.

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%.

Results: The combined percentage of students scoring in the advanced and proficient categories for the spring 2007 exam was 58%. The state average for students scoring in the advanced and proficient categories was 51%. Therefore, Barnstable Horace Mann Charter School exceeded the state average by 7%. Figure 10 documents these results. BHMCS fifth grade students have exceeded the state's performance on the Science and Technology/Engineering MCAS exam for the past 5 years.

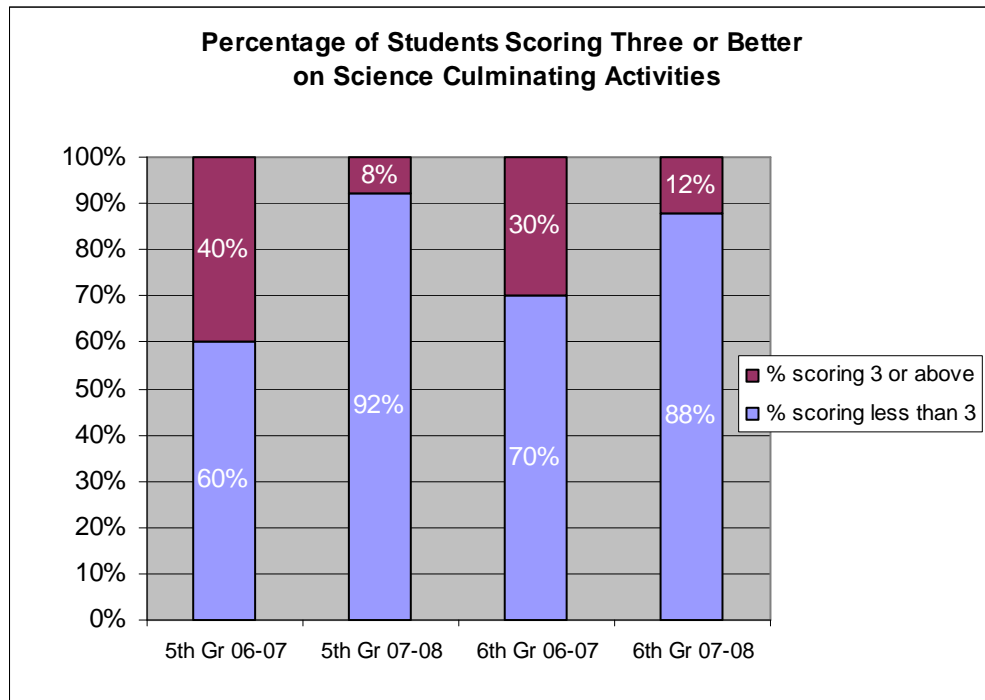
Figure 10. BHMCS Science and Technology/Engineering MCAS Results versus the State's MCAS Results for Fifth Grade



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.

Results: As a result of the science task force examination of these activities and their consequent revision, classes utilized consistent programs of assessment. Past results were analyzed and units were aligned to better evaluate performance and exhibit mastery of content. In the fifth grade, 92% of students scored 3 or better on the Science culminating activities. Sixth grade students also met the challenge, as 88% scored 3 or better on the Science culminating activities. Last year, the results were 60% scoring a 3 or better for the fifth grade, and this year they increased to 92%, a 32% improvement. Those same students, as sixth grade students this year, went from 60% to 88% and exceeded the goal by 13%. Figure 11 outlines these results.

Figure 11. Culminating Activity Science and Technology/Engineering Scores



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

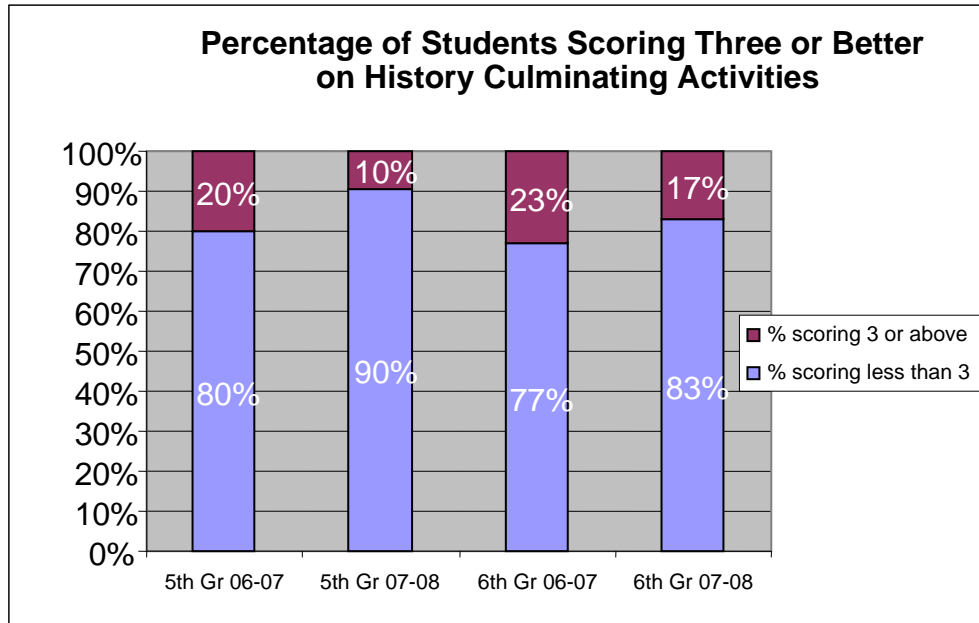
Measurement: The combined percent of students in grade five scoring in the advanced and proficient categories on the History and Social Science MCAS will exceed the state average by 5%.

Results: The History and Social Science MCAS results are not reported to schools at this time.

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

Results: Both grades five and six students succeeded in accomplishing goal 4, according to this measurement. Ninety percent (90%) of the fifth grade students scored a 3 or better on the History and Social Science culminating activities. This represents a 10% increase in success rates from the results of the 2006-2007 school year. Eighty-three percent (83%) of sixth grade students scored a 3 or better on the History and Social Science culminating activities. This represents a 6% increase in success rates from the results of the 2006-2007 school year. Figure 12 highlights these results.

Figure 12. History & Social Science Culminating Activity Scores



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.

Results: A budget was developed by the Management Team, approved by the Finance Committee, and then presented to the Board of Trustees for approval in June for the 2008-2009 school year. Resources are linked to the Accountability Plan and the goals of the charter. The Finance Committee meets on a monthly basis and reviews current financial statements to ensure that actual and anticipated expenditures are within the budget. Additionally, financial statements indicate that, as it has been in the past, the school has been able to maintain a reserve balance.

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

Results: The audit for the preceding year, 2006-2007, was completed December 17, 2007 and submitted to the Auditor General and the Charter School Office.

Goal 6: The Board of Trustees will provide effective and sound governance and will work collaboratively with the Management 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.

Results: During the 2007-2008 school year, a total of 12 trustees served on five board committees; Executive, Governance, Academic Affairs, Finance, and Development and Community Relations. The Annual Retreat was held in August 2007 during which the Board began preparing for the charter renewal by reviewing and assessing our vision for the charter. The renewal process continued throughout the year, with bi-monthly meetings of the Charter Renewal Team to complete the application. It was followed by a vote to accept the charter renewal application at the June meeting. The Board monitors the successful progress of goals throughout the school year. It meets formally on a monthly basis as a Board and with the Management Team to affect those goals. To further the relationship of the Board and the Management Team, the Vice Chair sits on the Management Team and participates formally in weekly meetings with the Team. The Board performed a self-evaluation during June 2008, the results of which are included in Appendix A. At the Board's June 26, 2008 annual meeting, two new trustees were elected to fill positions left vacant by members whose terms had expired, bringing the current number of trustees for the 2008-2009 school year to 12.

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

Results: The school has maintained its Task Forces for Math, English Language Arts, Science, and Social Studies. Teachers were encouraged to participate in these meetings, occurring once a month after the school day. Task Force leaders reported and shared their work with teachers at various grade-level meetings. All teachers were required to participate in monthly Curriculum/Department meetings to ensure similar pacing and equity for students in their access to the common curriculum. The Management Team elected to address organizational issues with input from the entire staff by utilizing formal and informal surveys and by dedicating time at faculty and in-service meetings to these matters. Members of the Management Team, as well as teacher representatives, reported to the Board's Academic Affairs Committee. The committee addressed areas in need of improvement, using a data-driven approach, and 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 No Child Left Behind (NCLB).

Results: The school maintained an average daily attendance of 95.26%, exceeding the NCLB requirements.

The school is vigilant in its efforts to ensure that student attendance is maintained and continues to improve. These efforts include monitoring and tracking absentees on a daily basis; encouraging parental support in attendance; discouraging absenteeism; pursuing chronic offenders; and monitoring students who do not attend school regularly.

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.

Results: The evaluation tool and procedure, adopted by the Barnstable Teachers' Association and approved by the Barnstable School Committee, was utilized for the 2007-2008 school year. Teachers were placed on one of four different tiers: observation year, professional growth year 1, evaluation year, and professional growth year 2. Formal observation write-ups done for those on their observation and evaluation year were done with reference to principles of effective teaching as outlined in the evaluation documents, and modeled after Research for Better Teaching's (John Saphier's) *The Skillful Teacher*.

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.

Results: All teachers' professional development progress was monitored this year through the process the school, in conjunction with the Barnstable Public School District, used to ascertain the highly qualified status of professional staff members. As reported in the BHMCS 2007–2008 School Report Card, 97.7% of teachers are licensed in his/her teaching assignment and 100% of core academic teachers are highly qualified.

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

Results: In-house professional development is driven by school-wide improvement efforts, such as those from the literacy committee and task force committees. Input from teachers and ongoing initiatives contributed to the development of a comprehensive program of in-house professional development for the staff. The staff was invited to the BHMCS Summer Institute, a week in August of various course offerings which focused on the integration of technology into curriculum planning and instruction. Other offerings addressed Connected Math activities, motivational methodology, science of energy, differentiated lesson planning, strategies for teaching ELL, and guided reading. In-service training was

provided on the English Language Arts assessments, how they are used school-wide, and how they impact all learners and influence instruction in all areas. Other training included MCAS analysis and how to use this information to guide instructional practices. A lesson on guided reading strategies was facilitated by staff members to see how to best implement it in the classroom. The director of the Dissemination Project, Stuart Peskin, presented a workshop on the three-tier classroom and differentiated instruction. He discussed how students learn and how it affects differentiation, including anchor activities and a review of tiering. Due to the charter renewal process, staff met for a visioning exercise leading to development of common elements between the Board, administration, and staff. A whole day seminar by the Boston Children's Museum on China and Japan was hosted by BHMCS in January. This customized workshop addressed areas required by sixth grade social studies frameworks and was opened to other districts. Additional workshops were attended during the district-wide in-service day which participants chose according to their interests and subject areas. Throughout the academic year, staff also attended off-site professional development courses and workshops as offered through the district and independent contractors.

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.

Results: The Charter School Office visit in April, 2007 found that “BHMCS is becoming the school it promised to be in its charter. All stakeholders are actively implementing the school’s mission of ‘excellence for all.’ Teachers are dedicated, collegial, and interested in continuous improvement. Administrators are effective and supportive ‘cheerleaders’ for the school. Parents feel welcome; they appreciate the school’s many outreach efforts, and its efforts to provide ways for all children to be recognized. Students feel both challenged and encouraged. The Board, clear about its governance role, takes responsibility for overseeing the achievement of the school’s goals. Curriculum is documented and standards-based; results of continual assessment of student performance drive revision of curriculum and instruction.” More specifically, the adherence to the design elements of the Modern Red Schoolhouse model has been modified over time. Many elements of the original design, initially used to unify and coherently develop curriculum, continue to be embedded in the culture of the school, such as backwards-designed curriculum and standards-based units. Other elements, such as mandatory task force membership, have been modified to meet the changing needs of the school community. The site visit report states succinctly, “with some modification, the school has met the faithfulness to charter goals set out in its Accountability Plan.” This continues to be the case, as BHMCS upholds the school-wide, standards-based, thematic instruction and assessments.

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.

Results: At least 174 parents, or 21%, volunteered to assist in classrooms, chaperone field trips, work at special events, and participate in fundraisers. Total volunteer time for the 2007–2008 school year amounts to 430 recorded hours. There have been many annual school-community events, some hosted by the Parent Advisory Council (PAC), to welcome and inform families. There have also been community activities such as “Globing the Water” and the “Moon Party,” which highlighted project-based learning in science.

Measurement: Parent surveys will be conducted annually and the Board and Management Team will use the results for future planning.

Results: A survey sent to parents in October 2007 invited comments on positive experiences and areas for improvement. Parents were enthusiastic in their responses, and included some suggestions for improvement. Results of the June 2008 parent survey, to which 26% of parents responded, were strongly positive in virtually all areas. Of the 222 respondents, 79, or 36%, were from 5th grade parents/guardians; 101, or 45%, were from 6th grade parents/guardians. The surveys from 42 respondents, or 19%, did not indicate a grade level on their survey. The results, by grade and in total, are listed in Table 3 on the next page.

An informal survey is also distributed to parents/guardians in the fall of each year to gauge how the opening of the new school year progressed. The school subsequently implements changes in processes and procedures as necessary to facilitate a safe, welcoming, educational environment.

The Board co-hosted a Welcome Back Cookout, also co-hosted by the school’s Parent Advisory Council (PAC), at the end of August 2007 for incoming fifth and sixth grade families. Curriculum Nights for all parents were held in September 2007, and a Spring Transition Night for incoming fifth grade students and parents was held in June 2008. Both the Annual Curriculum Night and the Spring Transition Night events were co-hosted by the Parent Advisory Council.

Table 3. Parent Survey Summary of Results 2007-2008

PARENT SURVEY RESULTS			
5th and 6th Grade 2007-08	5TH	6TH	TOTAL
My child is making academic progress at school.	100%	97%	99%
The school motivates my child to learn.	96%	96%	96%
The school creates a safe climate for my child to excel.	99%	96%	99%
The school addresses my child's individual needs.	89%	80%	86%
The school has high expectations for my child's learning.	90%	97%	94%
The quality of teaching as I understand it is both skilled and accomplished.	90%	93%	94%
The school has improved my child's ability to integrate technology (i.e. Study Island, BrainPOP, Word, PowerPoint, Keyboarding, Plato, Timeliner, Internet) into their studies.	82%	98%	95%
My child uses technology at school (computers, Smartboards, Mobile Labs) on a regular basis, etc.	87%	88%	95%
The school's facilities meet the needs of my child.	97%	97%	97%
I find at least one of the following modes of communication...	99%	97%	98%
The school strongly encourages parental involvement.	92%	90%	91%
The school is a welcoming place for parents.	95%	93%	95%
I receive timely and high-quality information about my child's progress.	88%	88%	89%
The school is responsive to my concerns.	89%	88%	92%
Professionalism of the BHMCS administrative team is apparent and contributes to the success of the school.	97%	95%	96%
School rules are easily understood and clearly outlined in the agenda book.	99%	99%	98%
The school activities and events offered are informative and beneficial.	91%	96%	95%

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

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.

Results: The April 2007 site visit report states that “Technology is used extensively and effectively throughout the school to support instruction and remediation, to develop, document, and revise curriculum, to communicate with parents and staff, and to track student progress on external and internal assessments.”

Using a customized version of Microsoft Class Server, the school is currently building a portal that will include lessons, activities, and assessments, as well as student and class data. The school’s Director of Technology provides training and support to all staff. In addition, there is a Student Technology Team, which in 2007-2008 included 150 students. The Student Technology Team consists of 3-4 students from each classroom. The students are trained to troubleshoot computer and printer problems, set up and maintain mobile laptop labs, projectors, and interactive whiteboards.

To ensure that technology is infused within curriculum planning, the school’s Director of Technology provides training and support to staff in the use of technology in their classrooms. Technology workshops were offered during the 2007 week-long Summer Institute, at in-service days throughout the school year, and periodically after school through a casual, optional format entitled ‘Tuesdays with Technology’.

During the 2007-2008 school year, the Scholastic Reading Inventory (SRI) program was implemented school wide. This computer-based network program was implemented on three separate occasions. The program provided teachers with their students’ Lexile scores and performance indicators, students with appropriate textbooks for their reading level, and parents with at-home support documentation to participate in their child’s reading literacy success. In conjunction with SRI, the Read About program was implemented for 80 at-risk readers. This program uses the results of the SRI test to allow the student to self-manage content and vocabulary to improve their reading ability. The students loved the program. The school is planning on expanding the number of licenses for the upcoming school year.

In addition, the school continued to utilize extensively, the Study Island MCAS preparation site license. Since it is a web-based program, Study Island was used by students during the school day, at after school programs, and at home. A Study Island incentive program for classrooms helped to encourage students to use this test-preparation and academic practice tool. During the 2007-2008 school year, students at BHMCS answered over 850,000 practice MCAS questions, averaging approximately 1,000 questions per student.

BHMCS as the lead school has submitted a grant proposal in collaboration with Barnstable, Dennis-Yarmouth, Falmouth and Sandwich Public Schools. The proposal would form a professional development consortium for the training of staff in the use of the new statewide data warehouse program developed through the DESE.

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.

Results: The faculty and staff of Barnstable Horace Mann Charter School continued in the effort to disseminate best practices in the district. There have been several examples of dissemination within the Barnstable district, including presenting the BHMCS Annual Report to the School Committee in the fall of 2007 and sharing curriculum and internal assessment strategies with Barnstable administrators. Also shared with other administrators in the district were forms created to address the new distribution of the Cobb Mini-Grants. There are also some examples of dissemination outside the district, including a presentation by the BHMCS Director of Technology at the Massachusetts Reading Association annual conference in Sturbridge about using new technologies to support and improve student reading. Also, there was the inclusion of other districts at our in-service and Summer Institute offerings. BHMCS administration has continued to collaborate with Barnstable Public School administration regularly throughout the school year at monthly Barnstable Leadership Team (BLT) meetings.

The Assistant Principal for Academic Affairs worked collaboratively with Barnstable Public School administrators on a variety of endeavors including curriculum mapping across grade levels, student transition challenges, writing of entitlement grants for the Department of Education, and new ways of sharing data electronically between schools.

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 during the 2007–2008 School Year

The Board of Trustees addressed several important issues during this past year including:

- Completing the Charter Renewal Application and voting on its approval
- Amending the By-Laws to incorporate language required by the Department of Education
- Beginning the process to establish an endowment fund for the school
- Performing a review of the Internal Financial Control Plan

Charter amendments approved by the Commissioner or Board of Education

There were no charter amendments during the 2007–2008 school year.

Summary of Official Complaints received by the Board of Trustees

There were no official complaints received by the Board of Trustees during the 2007–2008 school year.

Board of Trustees Roles and Terms

Lisa Miller, Chair
July 1, 2005 – June 30, 2009

Richard Penn
July 1, 2007 – June 30, 2009

Patricia Erickson
July 1, 2007 – June 30, 2009

Christine Riley, Secretary
July 1, 2006 – June 30, 2009

Alan Hidenfelter, Treasurer
July 1, 2006 – June 30, 2008

Raquel Rodriguez
July 1, 2007 – June 30, 2008

Susanne H. Leary, Vice Chair
July 1, 2006 – June 30, 2008

Thomas Rugo
July 1, 2007 – June 30, 2008

Peter Leveroni
July 1, 2006 – June 30, 2008

Karen Ryder
July 1, 2006 – June 30, 2008

Faith Ingalls
July 1, 2007 – June 30, 2008

Nancy Meagher
July 1, 2007 – June 30, 2008

Board Meeting Dates:

August 23, 2007, Annual Retreat
 September 27, 2007
 October 25, 2007
 November 29, 2007
 December 20, 2007
 January 31, 2008
 February 28, 2008
 March 27, 2008
 April 17, 2008
 May 29, 2008
 June 26, 2008, Annual Meeting

Board Workshop Dates

October 23, 2007
New Member Orientation

 November 13, 2007
Charter Renewal Team

 February 6, 2008
*Charter Renewal w/ School
 Committee and Admin.*

 May 8, 2008
FY 09 Budget

Tentative Board Meeting Dates for the 2008–2009 School Year

August 20, 2008, Annual Retreat	February 26, 2009
September 25, 2008	March 26, 2009
October 30, 2008	April 30, 2009
November 20, 2008	May 28, 2009
December 18, 2008	June 25, 2009, Annual Meeting
January 29, 2009	

2007–2008 Board Committees and Members***Executive Committee***

Lisa Miller, Chair
 Susanne Leary, Vice Chair
 Kara Peterson
 Alan Hidenfelter, Treasurer
 Christine Riley, Secretary

Finance Committee

Alan Hidenfelter, Chair
 Richard Penn
 Dorothy Lindlau
 Kara Peterson
 Patricia Erickson

Governance Committee

Lisa Miller
 Christine Riley
 Thomas Rugo

Development/Community Relations

Nancy Meagher, Chair
 Peter Leveroni
 Raquel Rodriguez

Academic Affairs

Susanne Leary, Chair
 Laurel Brown
 Peggy McEvoy
 Faith Ingalls

Betsy Cook
 Karen Ryder
 Bill Russell

Every Board member volunteers to serve on one or more 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 Body Profile

Student Demographic Data for the 2007-2008 School Year

	<i>(Using SIMS Data From June 2008)</i>	Number of Students	% of Population
Total Number of Students:		845	100%
By Race/Ethnicity:			
	Black or African American	35	4.1%
	Asian	11	1.3%
	American Indian or Native Alaskan	15	1.8%
	Native Hawaiian or Other Pacific Islander	2	0.2%
	White & Black or African American	18	2.1%
	White & Asian	3	0.4%
	White (Hispanic/Latino)	42	5.0%
	White & American Indian or Alaskan Native	12	1.4%
	White & Native Hawaiian or Other Pacific Islander	3	0.4%
	White (Hispanic/Latino)	4	0.5%
	Black or African American (Hispanic/Latino)	4	0.5%
	Am. Indian or Alaska Native (Hispanic /Latino)	4	0.5%
	White	696	82.4%
By Gender:			
	Female	406	48.0%
	Male	439	52.0%
Home Language:			
	Portuguese	44	5.2%
	Spanish	10	1.2%
	Gujarti	1	0.1%
	Total (Home Language not English)	55	6.5%
	English	790	93.5%
Special Education:			
	General Education Modified	77	9.1%
	Integrated, up to 25% Separate	27	3.2%
	Separate Class	7	0.8%
	Total	111	13.1%

Student Demographic Data Continued

Number of
Students

% of Population

Student Support Services:			
	Title One Reading	46	5.4%
	Remedial Reading	93	11.0%
	Title One Math	33	3.9%
	ELL-Sheltered English Immersion	27	3.2%
	Title One Reading and Math	16	1.9%
	Total	215	25.4%
Gateway:			
	Weekly	143	16.9%
	Daily	20	2.4%
	Total	163	19.3%
Students qualifying for free and reduced price meals:			
	Reduced Price Meals	64	7.6%
	Free Meals	170	20.1%
	Total	217	25.7%
	Average daily attendance:	806.73	95.25%
	Average membership rate:	846.97	
Suspensions:			<u>Days</u>
	In-school suspension	9	14
	Out-of-school suspension	28	52
	Total	37	66
Student Turnover Data:		<u>Students</u>	
	Transferred out of school	85	
	Transferred into school	55	

Staff Profile

Classroom teachers	44
Teacher assistants	16
Enrichment teachers	16
SPED teachers	13
Administrators and support staff	11
Guidance and Prevention	7
Cafeteria staff	7
Maintenance	7
Gateway	4
Title I teachers	4
Technology staff	4
Reading specialists	2
Librarian assistants	2
Nurses	2
ELL teacher	1
Reading tutor	1
Total Staff	141

Number of Highly Qualified Teachers	66
Average Number of Years Teaching	16
Average Number of Years Teaching at BHMCS	5

A Highly Qualified Teacher is a teacher with a bachelor’s degree who has demonstrated subject matter competency in the areas that he/she teaches.

Teacher Turnover

The school had three teachers leave at the end of the school year due to retirement or resignation. Two additional teachers were non-renewed due to district-wide reorganization of staff.

Administrative Turnover

There were no turnovers on the administrative team.

NCLB Report Card
Barnstable Horace Mann Charter School Enrollment / Indicators

Enrollment by Race/Ethnicity (2007-08)			
Race	% of School	% of District	% of State
African American	4.2	4.2	8.1
Asian	1.2	1.2	4.9
Hispanic	6.2	6.2	13.9
Native American	1.9	1.9	0.3
White	82.1	82.1	70.8
Native Hawaiian, Pacific Islander	0.2	0.2	0.1
Multi-Race, Non-Hispanic	4.2	4.2	1.9

Enrollment by Gender (2007-08)			
	School	District	State
Male	451	451	494,970
Female	403	403	467,796
Total	854	854	962,766

	School	District	State
Attendance Rate	95.2	95.2	94.6
Average # of days absent	8.3	8.3	9.3
In-School Suspension Rate	2.7	2.7	3.2
Out-of-School Suspension Rate	3.4	3.4	5.8

Teacher Data (2007-08)			
	School	District	State
Total # of Teachers	66	66	70,717
% of Teachers Licensed in Teaching Assignment	97.7	97.7	95.8
Total # of Classes in Core Academic Areas	125	125	275,949
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	95.7
Student/Teacher Ratio	12.9 to 1	12.9 to 1	13.6 to 1

**Barnstable Horace Mann Charter (District):
2007 Adequate Yearly Progress (AYP) Data**

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	Improvement Year 1 – Subgroups	High	On Target

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	Yes	89.1	Yes	0.8	Yes	95.2	Yes
Lim. English Prof.	Yes	100	No	72.8	No	-3.2	Yes	93.4	No
Special Education	Yes	98	No	65.1	No	1.5	Yes	94.4	No
Low Income	Yes	100	No	80.3	No	-0.7	Yes	93.7	No
Afr. Amer./Black	Yes	100	No	76.6	Yes	2.2	Yes	94.3	Yes
Asian or Pacif. Isl.	-	-	-	81.8	-	-	-	-	-
Hispanic	Yes	100	No	81.4	Yes	3.5	Yes	94.3	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	91.1	Yes	1.0	Yes	95.3	Yes
MATHEMATICS									
Aggregate	Yes	100	Yes	80.2	Yes	4.7	Yes	95.2	Yes
Lim. English Prof.	Yes	100	No	62.1	No	-2.8	Yes	93.4	No
Special Education	Yes	100	No	51.1	Yes	6.7	Yes	94.4	Yes
Low Income	Yes	100	No	68.3	Yes	4.7	Yes	93.7	Yes
Afr. Amer./Black	Yes	100	No	62.8	Yes	6.1	Yes	94.3	Yes
Asian or Pacif. Isl.	-	-	-	81.8	-	-	-	-	-
Hispanic	Yes	100	No	69.9	Yes	8.5	Yes	94.3	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	82.5	Yes	4.6	Yes	95.3	Yes

**Barnstable Horace Mann Charter (District):
2007 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	57	97	0	25	44	32	67.1	13249	100	2	23	43	31	65.5
LEP/FLEP	35	100	3	31	49	17	70.0	5879	100	4	26	42	28	63.8
Low-Income	97	100	4	35	46	14	74.2	21867	100	4	34	43	18	72.0
African American/Black	17	100	6	29	53	12	76.5	5561	100	4	35	43	18	72.4
Asian	6	-	-	-	-	-	-	3438	100	23	45	25	7	86.6
Hispanic/Latino	18	100	11	17	61	11	76.4	9208	100	4	30	43	23	68.3
Native American	9	-	-	-	-	-	-	202	100	8	42	40	10	80.7
White	374	99	13	63	19	5	91.0	51496	100	17	53	24	5	88.7
Other Subgroups														
Male	245	99	7	57	29	8	85.6	36834	100	11	48	31	11	82.4
Female	196	100	19	59	18	4	92.2	34444	100	19	48	26	7	86.9
Title I	47	100	0	49	43	9	80.3	20864	100	5	35	42	17	72.9
Non-Title I	394	100	14	59	22	6	89.5	50414	100	19	53	23	5	89.4
Non-Low Income	344	99	15	64	17	4	92.6	49411	100	19	54	22	5	90.2
LEP	21	100	0	24	52	24	64.3	3235	100	1	15	43	41	53.0
FLEP	14	100	7	43	43	7	78.6	2644	100	6	39	42	12	77.0
1st Yr LEP*	4	-	-	-	-	-	-	499	98	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	14	100	0	14	57	29	53.6
Native Hawaiian/ Pacific Islander	1	-	-	-	-	-	-	173	100	8	50	28	15	81.2
Multi-race - Non-Hispanic/Latino	16	100	6	50	31	13	85.9	1200	100	14	46	32	8	84.0
All Students														
2007	441	100	12	58	24	6	88.5	71320	100	15	48	28	9	84.6
2006	447	99	13	53	27	8	85.5	72714	100	15	44	31	9	83.7



GRADE LEVEL 5 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	59	100	5	15	29	51	54.2	13249	100	3	14	33	50	53.8
LEP/FLEP	35	100	9	26	31	34	59.3	5888	100	8	21	33	38	58.5
Low-Income	97	100	7	23	39	31	62.1	21838	100	7	22	38	33	61.1
African American/Black	17	100	0	24	29	47	58.8	5560	100	5	20	38	36	59.0
Asian	6	-	-	-	-	-	-	3453	100	36	34	21	9	86.1
Hispanic/Latino	18	100	17	17	33	33	65.3	9224	100	6	20	36	39	57.5
Native American	9	-	-	-	-	-	-	200	100	12	34	30	25	71.1
White	378	100	19	42	29	10	81.8	51493	100	21	36	30	13	80.1
Other Subgroups														
Male	247	100	18	40	28	15	79.1	36843	100	20	33	30	18	76.5
Female	198	100	17	39	32	12	79.5	34459	100	18	32	32	18	74.8
Title I	47	100	2	21	64	13	66.0	20854	100	8	23	37	32	62.1
Non-Title I	398	100	19	41	26	14	80.9	50448	100	23	36	28	12	81.3
Non-Low Income	348	100	20	44	27	9	84.1	49464	100	24	37	28	11	82.1
LEP	21	100	0	19	48	33	52.4	3254	100	4	15	31	50	50.0
FLEP	14	100	21	36	7	36	69.6	2634	100	13	28	35	24	69.0
1st Yr LEP*	4	-	-	-	-	-	-	512	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	14	100	0	14	36	50	51.8
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	173	100	18	34	29	18	75.4
Multi-race - Non-Hispanic/Latino	16	100	13	25	50	13	76.6	1199	100	20	29	32	19	74.5
All Students														
2007	446	100	17	39	30	13	79.4	71352	100	19	32	31	18	75.7
2006	450	100	17	31	34	18	73.9	72798	100	17	26	34	23	70.2

GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	59	100	3	19	47	31	68.6	13245	100	3	18	45	33	63.0
LEP/FLEP	35	100	3	23	40	34	58.6	5885	100	3	16	46	36	56.1
Low-Income	97	100	4	24	49	23	68.0	21833	100	3	21	49	26	63.5
African American/Black	17	100	0	29	41	29	66.2	5560	100	2	18	50	30	59.4
Asian	6	-	-	-	-	-	-	3451	100	23	36	32	10	82.1
Hispanic/Latino	18	100	11	11	72	6	73.6	9219	100	3	17	49	31	59.5
Native American	9	-	-	-	-	-	-	199	99	6	32	45	17	73.1
White	378	100	15	48	31	6	86.2	51484	100	17	42	34	7	84.3
Other Subgroups														
Male	247	100	14	44	34	9	83.9	36839	100	14	38	36	12	79.7
Female	198	100	14	45	33	9	83.8	34447	100	14	35	38	12	78.0
Title I	47	100	2	34	53	11	75.5	20849	100	4	22	49	25	63.9
Non-Title I	398	100	15	46	31	8	84.9	50437	100	18	43	32	7	85.1
Non-Low Income	348	100	16	50	29	5	88.3	49453	100	19	43	32	6	85.7
LEP	21	100	0	10	43	48	47.6	3252	100	1	9	42	48	48.0
FLEP	14	100	7	43	36	14	75.0	2633	100	4	24	51	21	66.1
1st Yr LEP*	4	-	-	-	-	-	-	512	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	14	100	0	0	57	43	44.6
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	173	100	7	36	41	16	75.7
Multi-race - Non-Hispanic/Latino	16	100	0	44	38	19	78.1	1200	100	15	34	40	11	78.4
All Students														
2007	446	100	14	44	33	9	83.9	71338	100	14	37	37	12	78.9
2006	452	100	19	39	34	9	82.0	72769	100	17	33	39	11	78.0

GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Include.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	74	100	1	31	38	30	63.5	13657	99	1	26	45	28	66.9
LEP/FLEP	33	100	0	39	52	9	75.8	4641	99	1	26	44	29	62.7
Low-Income	101	100	6	59	29	6	86.1	22513	100	2	40	42	16	74.1
African American/Black	22	100	0	50	36	14	76.1	6109	100	3	40	43	15	74.2
Asian	13	100	8	54	38	0	84.6	3328	100	17	55	22	6	88.6
Hispanic/Latino	24	100	4	50	42	4	85.4	9312	99	2	36	42	20	70.3
Native American	7	-	-	-	-	-	-	226	100	4	48	37	11	79.4
White	377	100	12	68	15	6	91.0	52437	100	11	64	21	4	90.6
Other Subgroups														
Male	223	100	7	61	25	8	86.1	37591	100	6	56	29	9	83.9
Female	226	100	14	70	13	4	93.0	35257	100	13	60	22	5	89.0
Title I	42	100	0	62	38	0	85.7	19370	100	3	41	41	15	74.4
Non-Title I	407	100	11	66	17	6	90.0	53478	100	12	64	20	5	90.7
Non-Low Income	348	100	11	67	16	5	90.6	50335	100	12	66	18	4	91.9
LEP	23	100	0	26	61	13	69.6	2657	99	0	15	44	40	52.9
FLEP	10	100	0	70	30	0	90.0	1984	100	2	42	43	13	75.8
1st Yr LEP*	3	-	-	-	-	-	-	488	97	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	12	100	0	8	50	42	50.0
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	164	99	6	55	26	13	83.1
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	1272	99	12	55	26	7	86.7
All Students														
2007	449	100	10	65	19	6	89.6	72887	100	9	58	25	7	86.4
2006	463	100	16	62	19	3	91.0	73382	100	10	54	28	8	84.9

GRADE LEVEL 6 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	74	100	1	20	27	51	48.6	13618	99	3	13	30	54	51.3
LEP/FLEP	33	100	12	27	27	33	65.2	4672	100	6	17	28	48	52.3
Low-Income	101	100	16	37	28	20	74.3	22492	100	7	22	33	38	59.0
African American/Black	22	100	9	23	32	36	61.4	6091	100	6	21	33	41	56.7
Asian	13	100	8	69	15	8	86.5	3337	100	40	31	19	10	86.2
Hispanic/Latino	25	100	4	48	28	20	74.0	9336	100	6	19	32	44	55.1
Native American	7	-	-	-	-	-	-	226	100	10	23	34	34	63.2
White	378	100	25	40	25	10	82.8	52421	100	24	36	27	13	80.8
Other Subgroups														
Male	225	100	23	38	23	16	78.9	37588	100	21	31	27	20	75.3
Female	226	100	21	43	27	10	82.7	35259	100	20	33	28	19	75.7
Title I	42	100	2	21	60	17	63.1	19385	100	8	22	33	37	59.3
Non-Title I	409	100	24	43	21	12	82.6	53462	100	25	36	26	13	81.4
Non-Low Income	350	100	24	42	24	11	82.7	50355	100	26	37	25	11	82.9
LEP	23	100	13	26	17	43	59.8	2700	100	4	11	25	59	44.0
FLEP	10	100	10	30	50	10	77.5	1972	100	10	25	33	33	63.5
1st Yr LEP*	4	-	-	-	-	-	-	509	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	12	100	0	0	58	42	45.8
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	164	99	16	28	32	24	69.7
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	1272	100	22	31	27	21	74.4
All Students														
2007	451	100	22	41	25	13	80.8	72889	100	20	32	28	20	75.5
2006	466	100	21	35	28	16	77.1	73470	100	17	29	29	25	70.5

Financial Profile

Barnstable Horace Mann Charter School Unaudited Balance Sheet As of June 30, 2008

	As of June 30, 2008
Assets	
Current Assets	
Cash and Cash equivalents	
Cash – Town Treasury	\$1,515,061
Bank North Checking	5000
Total Cash and Cash Equivalents	1,520,061
Grants Receivable	0
Other Receivables	0
Other Current Assets	
Petty Cash	5,000
Total Other Current Assets	5,000
Total Current Assets	1,525,061
Fixed Assets	
Computer Equipment	486,683
Furniture and Fixtures	47,042
Total	533,725
Accumulated Depreciation	(505,347)
Net	28,378
Leasehold Improvements	92,781
Capital Leased Equipment	165,483
Accumulated Depreciation	(137,571)
Net	120,693
Total Fixed Assets	149,071
Total Assets	\$1,674,132
Liabilities & Equity	
Liabilities	
Current Liabilities	
Accounts Payable	0
Accrued Payroll	597,997
Capital Lease – ST	1,034
Total Current Liabilities	599,031
Long Term Liabilities	
Long Term Debt Obligation	0
Total Long Term Liabilities	0
Total Liabilities	599,031
Equity	
Appropriation Control	7,633,324
Expenditure Control	(7,389,134)
Estimate Revenue Control	(7,090,094)
Revenue Control	7,347,012
Fund Balance – Unrestricted Funds	297,837
Investment in Fixed Assets	276,156
Total Equity	1,075,101
Total Liabilities & Equity	\$1,674,132

**Barnstable Horace Mann Charter School
Income and Expense Statement
2008–2009 Budget and 2007–2008 Actual, Unaudited**

	2008–2009 Budget	% of Total Revenue	2007–2008 Actual, Unaudited	% of Total Revenue
Revenue				
District Allocation	\$6,705,393	91.5%	\$6,590,187	91.3%
Grants:				
SPED Entitlement	220,201	3.1%	198,422	2.8%
Title I	196,324	2.7%	178,177	2.5%
Teacher Quality	34,828	.5%	14,738	.2%
Safe and Drug Free Schools	4,808	.1%	4,808	.1%
Enhanced Education	2,199	0%	2,199	0%
Title V	1,700	0%	1,700	0%
CAST Grant	0	0%	0	0%
SPED Program Improvement	5,403	0%	4,203	0%
Total Grants	<u>465,463</u>	<u>6.4%</u>	<u>404,247</u>	<u>5.6%</u>
Interest Income	150,000	2%	222,107	3.1%
Other Income			0	0%
E-rate	7,367	.1%	3,066	0%
Total Revenues	<u>7,328,223</u>	<u>100%</u>	<u>7,219,607</u>	<u>100%</u>
Expenses				
Compensation and Benefits:				
School Salaries	6,419,607	87.6%	6,266,268	86.8%
Health Insurance	560,195	7.7%	415,697	5.8%
Medicare	90,226	1.2%	88,036	1.2%
MTRS	31,633	.4%	22,941	.3%
Total Compensation and Benefits	<u>7,101,661</u>	<u>96.9%</u>	<u>6,792,942</u>	<u>94.1%</u>
Operating Expenses:				
Advertising	500	0%	44	0%
After School Sessions	19,200	.3%	14,732	.2%
Audit	12,500	.2%	12,000	.2%
Conference Fees	5,000	.1%	6,385	.1%
Consulting Services	15,000	.2%	19,629	.3%
Dues	10,000	.1%	5,873	.1%
Equipment/Furnishings	5,000	.1%	14,982	.2%
Equipment Lease	3,100	0%	3,100	0%
Insurance	7,750	.1%	7,412	.1%
Legal	500	0%	0	0%
Maintenance/Repairs	7,500	.1%	6,081	.1%

	2008–2009 Budget	% of Total Revenue	2007–2008 Actual, Unaudited	% of Total Revenue
Photocopy	18,000	.2%	18,366	.3%
Postage	6,500	.1%	4,446	.1%
Principal Expense	5,000	.1%	4,408	.1%
Printing	1,300	0%	1,179	0%
Publications/Subscriptions	500	0%	392	0%
Staff Development	4,000	.1%	9,750	.1%
Supplies and Materials	83,000	1.1%	123,626	1.7%
Technology	50,000	.7%	59,638	.8%
Travel	2,500	0%	2,838	0%
Utilities	<u>209,074</u>	<u>2.9%</u>	<u>188,837</u>	<u>2.6%</u>
Total Operating Expenses	465,924	6.4%	503,718	7.0%
Total Compensation and Benefits	7,101,661	96.9%	6,792,942	94.1%
Total Expenses	<u>7,567,585</u>	<u>103.3%</u>	<u>7,296,660</u>	<u>101.1%</u>
Net Surplus (Deficit)	<u>(\$239,362)</u>	<u>(3)%</u>	<u>(\$77,053)</u>	<u>1.1%</u>

Appendix A

Barnstable Horace Mann Charter School Summary of Board Self-Evaluation Survey June 2008

Overview

As in previous years, the Board of Trustees completed a self-evaluation survey. Eleven out of the twelve members, or 92%, participated.

Most of the members, regardless of how long they have served on the board, indicated that they understood the expectations and the time commitment needed to be an effective member. As done in previous years, an October workshop dedicated to orienting new members and re-educating returning members to the school's successes and challenges was held.

Board Effectiveness

The school's vision and mission were understood by all responding Board members and all had a clear understanding of their responsibility to advocate for the school publicly. All agreed that Board orientation includes discussion of such items as roles and responsibilities of staff and Board, committee operations, and strategic issues. All responding members agreed that education and training opportunities are provided to build Board members' skills and knowledge and all agreed that the committee structure supports and facilitates the decision and policy making process. Finally, all respondents agreed that there is a strategic plan that includes goals, action steps, financial projections, and a process to monitor progress and performance against the Accountability Plan.

Area for Improvement

The one area that responding members thought could use improvement was attendance at Board meetings. Throughout the year, the Board, although always maintaining a quorum, failed to have all members attend monthly meetings. It is anticipated that a change in meeting times for the school year beginning in the fall of 2008 will rectify the situation.

Board Meetings

All Board members who participated in the survey are positive about how Board meetings are run and feel that there is ample opportunity to speak freely and bring up new ideas. Other areas of strength include leadership, advance information, committee structure, attendance, organization, and focus.

Individual Performance

Members were asked to rate their understanding of the charter, bylaws, curriculum, assessment, accountability plan, role of principal and board chair, budget, and finances. All or most members indicated they had an understanding of these areas.