

Barnstable Horace Mann Charter School

Annual Report 2008-2009



Barnstable Horace Mann Charter School

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

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www.bhmcs.org**

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Description of the School

The Barnstable Horace Mann Charter School is located in the town of Barnstable on Cape Cod. It is a two-year school serving all fifth and sixth grade students who come from seven villages within the town of Barnstable: Barnstable, Centerville, Cotuit, Hyannis, Marstons Mills, Osterville, and West Barnstable. The school is located in Marstons Mills.

The Barnstable Horace Mann Charter School is the only school within the Barnstable Public School District that serves fifth and sixth grade students and therefore, it is the school's policy to accept all students from the town of Barnstable. Because the school accepts all fifth and sixth grade students in the town, to a maximum number of 1,200 students, there was not a wait list during the 2008–2009 school year. The 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.

In 1994 the Barnstable Public Schools school system created the first grade five Barnstable Horace Mann Charter School. The Barnstable Horace Mann Charter School received its charter in February 1998 and began as a charter school in July 1999. The school's charter was first renewed in 2004 to accommodate grade six and again granted a five-year charter from July 1, 2009 through June 30, 2014 to accommodate grades four and five.

Barnstable Horace Mann Charter School 730 Osterville-West Barnstable Road Marstons Mills, MA 02648		<u>Phone</u>	<u>FAX</u>
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	Guidance Office	(508) 420-0190	(508) 420-0229
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The school's website is www.bhmcs.org. From this site, the school can be contacted via email.

Administration: Kara Peterson, Principal
David Smith, Assistant Principal of Student Affairs
Peggy McEvoy, Assistant Principal of Academic Affairs

Mission Statement: EXCELLENCE FOR ALL!

The Barnstable Horace Mann Charter School serves all fifth and sixth graders in the town of Barnstable with innovative learning and assessments. *The mission of achieving excellence for all students is our goal.* We have a major impact on students' academic, individual, social, and technological skills by creating a school environment which provides a high quality curriculum and innovative instruction. The school demands excellence from all in order to prepare students for successful learning.

Excellence will be demonstrated by:

- a. Preparing students to meet rigorous academic standards and assessing their progress.
- b. Helping students to achieve high standards of social and civic responsibility.
- c. Involving parents in their child's educational program.
- d. Engaging the community in lifelong learning and in the success of the school.
- e. Using technology to enhance our instruction, management, and communication.

Letter from the Board of Trustees Chair

July 15, 2009

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 2008-2009 Annual Report.

This year has been one of the busiest and trying years in the school's history. In October, we underwent a three day site visit from the Charter School Office (CSO) in support of our Charter renewal application. Staff, students, parents, management, and board members were all involved in preparing for and participating in the visit. In December, we learned that the Barnstable Public School District was facing a significant reduction in the FY 2010 budget which would impact every school in the district, including BHMCS. Several board members participated in monthly District Leadership Team meetings and many attended regular School Committee Meetings in order to be part of the decision making process and remain informed. The Barnstable School Committee ultimately decided to close two elementary schools and change grades in other schools, including BHMCS, as one way to address this shortfall. After several months of discussion and staff feedback, the board voted to amend our charter, dropping grade 6 and adding grade 4. Within two months of receiving word that our Charter was renewed for an additional 5 years, a grade change amendment was submitted and approved. The school year ended with the board approving a new Accountability Plan, that incorporated grade 4, and the school preparing for the grade change.

We are all proud of how our school community came together during this difficult time. Although we are all saddened by the loss of our grade 6 family, we look forward to welcoming a whole new grade into the BHMCS way of life.

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

Performance and Plans

Faithfulness to Charter

Accountability Plan

Goal: 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 October, 2008 found that BHMCS “incorporates school-wide, standards-based, thematic instruction and assessment into its current program. The inspection team found evidence of standards-based and theme-based instruction and assessment in science, mathematics, social studies, and ELA curriculum binders.”

Goal: 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: The number of parent volunteers this year was 211. This represents 25% of the parents who volunteered to assist in classrooms, chaperone field trips, work at special events, and participate in fundraisers, so our goal was met. Total volunteer time for the 2008–2009 school year amounts to 772 recorded hours. There have been many annual school-community events, some hosted by the Parent Advisory Council (PAC), to welcome and inform families.

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

Results: Results of the June 2009 parent survey, to which 30% of parents responded, were strongly positive in virtually all areas. Of the 251 respondents, 138, or 55%, were from 5th grade parents/guardians; 85, or 34%, were from 6th grade parents/guardians. The surveys from 28 respondents, or 11%, did not indicate a grade level on their survey. (See Table 3)

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. A survey sent to parents in October 2008 invited comments on positive experiences and areas for improvement. Parents were enthusiastic in their responses, and included some suggestions for improvement. The school subsequently implements changes in processes and procedures as necessary to facilitate a safe, welcoming, educational environment.

The site visit report stated that “parents reported that the school leadership is continually soliciting parental input--formally and informally. School leadership encourages an open-door policy in which parents can acquire immediate feedback.”

The Board co-hosted a Welcome Back Cookout with the Parent Advisory Council (PAC) at the end of August 2008 for incoming fifth and sixth grade families. Many events were held for parents, students, and families including but not limited to Curriculum Night for all parents in September 2008, Math Family Fun Night, Winter and Spring Concerts, and “Are You Smarter than a BHMCS Student?”.

Goal: 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 October 2008 site visit report states that, “Overall, BHMCS is progressing toward a complete integration of technology into the curriculum.” The school is maintaining a web-based Curriculum Assessment Portal System (CAPS). Teachers use resources in CAPS to develop unit plans and supplement lessons with activities and assessments. Student and class internal and external performance data is tracked electronically and report cards are generated on a trimester system. The site visit report stated that “the majority of classrooms utilized a wealth of technological resources”.

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 2008 week-long Summer Institute, at in-service days throughout the school year, and periodically after school through a casual, optional format.

This was the second year using Brainchild, a program used primarily for mathematics; however, several teachers utilized the ELA programs as well. The pre and post tests of all students were completed in math for both grades. Classroom teachers also used it for unit pre-assessments and formative assessments with instructional modules accessed as needed by individual students.

During the 2008-2009 school year, the Scholastic Reading Inventory (SRI), a 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 school continued to utilize Study Island, a web-based MCAS preparation site. 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.

In addition, there is a Student Technology Team, which in 2008-2009 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.

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

Goal: 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 its efforts to disseminate best practices in the district. BHMCS presented the Annual Report to the School Committee in the fall of 2008. BHMCS administration has continued to collaborate with Barnstable Public School administration regularly throughout the school year at monthly Barnstable Leadership Team (BLT) meetings.

With many changes proposed for 2009-2010 due to redistricting and school closures, BHMCS administration has worked collaboratively with Barnstable Public School administrators to ensure for smooth transitions and optimal service delivery options for students.

The Assistant Principal for Student Affairs worked collaboratively with Barnstable Public School administrators on the creation of a new Intermediate School to include best practices from BHMCS. Input from our administrators and teachers served to promote development of student service delivery that would enhance the program and provide for a smooth transition.

The Assistant Principal for Academic Affairs worked collaboratively with Barnstable Public School administrators on a variety of endeavors including student transition challenges, writing of entitlement grants for the Department of Elementary and Secondary Education, and selection and delivery of Title I services.

Best practices were presented to schools outside of the district. BHMCS had extensive in-service and Summer Institute offerings available to other schools within the district and invitations were extended to private schools and other district schools in our area. Visitors from Acushnet Public Schools and the Latham School came to observe our students, on separate occasions, using the Promethean Boards and activote devices.

BHMCS Director of Technology was the lead of the COGNOS grant involving other districts and working to train staff and administrators. Best practices were shared with all districts and the presentation, at BHMCS, by a mathematics consultant was very successful.

Common School Performance Criteria

Implementation of Mission, Vision, and Educational Philosophy

MISSION: EXCELLENCE FOR ALL

The Barnstable Horace Mann Charter School serves all fifth and sixth graders in the town of Barnstable with innovative learning and assessments. *The mission of achieving excellence for all students is our goal.* We have a major impact on students' academic, individual, social, and technological skills by creating a school environment which provides a high quality curriculum and innovative instruction. The school demands excellence from all in order to prepare students for successful learning.

BHMCS is faithful to the mission of promoting excellence for all as the school utilized rigorous standards and assessments as documented in the Academic Program Success section which follows. The parent survey noted that 91% of the respondents claimed that the school has high expectations for their child's learning. An average of 25% of the parents actively participated in the school's volunteer opportunities which demonstrated that parents were engaged. The community was engaged as part of the "No Place for Hate" initiative, Globing the Water project, Cape Light Compact activities, and the Memorial Day ceremony, to name a few.

VISION - A SCHOOL WITH TOMORROW INSIDE

The vision of our school is to provide an educational environment for a lifelong community of learners, designed to educate all students to reach their full potential and be able to master the skills, knowledge, and understanding needed to be successful in the 21st century. Our school operates as the social, educational, and human resource center for the entire community. It is designed to teach all the technological, social, and higher order thinking skills that will enable children to be productive individuals. The school maintains an environment where high expectations for all translates into a place where students and staff learn to work together as critical thinkers and problem solvers, and where differences are respected and the community is enriched.

In the site visit report of October 2008, a parent noted that "teachers and administrators are 'phenomenal' and questioned, 'How do you duplicate this phenomenal school?' "

The technology integrated into lessons with the Promethean Boards and activote capabilities increased student engagement and encouraged more social aspects of learning. The parent survey showed 92% of respondents believed that students used technology regularly at school. The spirit of collaboration, with staff working together on Task Force committees and sharing lessons and resources on the curriculum portal (CAPS) on the Everyone Drive, was evidence of how everyone learns to work together as critical thinkers and problem solvers, where differences are respected, and where the community is enriched.

Our Philosophy

At the Barnstable Horace Mann Charter School, we believe that all of our students can master elementary academics, though not at the same time, the same way, or at the same pace. We also believe that our school is a place that fosters cultural literacy, special talents, character development, and civic responsibility so that our students will become educated, well-rounded individuals and contributing members to our democratic society. With a partnership comprised of students, parents, school, and community, we strive to construct a creative and exciting educational environment, which will prepare our students for lifelong learning.

We achieved this by:

- Academically preparing students to meet rigorous standards
- Assessing student progress using a variety of internal and external assessments
- 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

Academic Program Success

Accountability Plan

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

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

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 72%, which surpassed the state average by 11%. There were 77% of the sixth grade students who attained advanced or proficient, which exceeded the state average by 10%.

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.

Results: 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).

The average scores in the fall for students in grade five were 2.82 for topic and 2.56 for conventions. The spring scores were 3.86 for topic and 2.94 for conventions. They increased by 37% in topic and 15% in conventions, so fifth grade met the goal in both areas. The average scores in the fall for students in grade six were 3.26 for topic and 2.74 for conventions. The spring scores were 3.86 for topic and 2.90 for conventions. They increased by 19% in topic and 6% in conventions, so sixth grade met the goal in topic but fell short in the conventions gain. The fact that the conventions started at a higher score for sixth grade, and the highest score could be a 4.0, the 2.90 was considered to be a satisfactory result, but we will continue to strive for bigger improvements.

Last year, fifth grade went up by 28% in topic and this year the gain was 37%. The conventions gain went from 2% last year to 15% this year, showing the effects of improved instruction in both areas. Last year, the sixth grade went up 12% in topic and this year it went up 19%. The conventions gain was 4% last year and 6% this year, so improvement is continuing in both areas.

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.

Results: 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, they 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).

During the 2008-2009 school year, 76.7% of the fifth grade students and 63% of the sixth grade students taking the Language Arts standards-based internal assessments scored 80% or better. The grade five students exceeded the goal of 75% and the grade six students fell short of meeting the goal. It was an increase for the fifth grade from last year and the sixth grade was exactly the same. The revisions of the assessments are still ongoing as the Task Force and Curriculum Coordinator work to make them more in line with the MCAS expectations.

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

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

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: 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 59%, which surpassed the state average by 7%. There were 63% of the sixth grade students who attained advanced or proficient, which exceeded the state average by 7%.

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: The internal assessments for fifth grade averaged 64.8% for the number who scored 80% or better. This does not meet the goal of 75% and illustrates a further need to align the internal assessments more closely with MCAS. The sixth grade averaged 77.5% which does meet the goal for this measurement. Increased practice and the MCAS after school program may have been factors in meeting this goal. Both practices will continue in the future.

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: The fifth grade students who scored a 3 or better on the culminating activities averaged 67%. Sixth grade had 82% of the students achieving a 3 or better on the activities. Sixth grade met the goal while fifth grade fell short. Continued diligence toward achieving the benchmark goal will occur as students and teachers work to incorporate mathematical standards into projects.

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

Measurement: The combined percent of fifth 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 2008 exam was 55%. The state average for students scoring in the advanced and proficient categories was 50%. Therefore, Barnstable Horace Mann Charter School exceeded the state average by 5%, meeting our goal.

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: Both fifth and sixth grade met this goal in science. The fifth grade culminating activities showed 83% achieving a 3 or better. Sixth grade had 93% achieving a 3 or better. The hands-on activities incorporating the science standards have continued to be an area of strength at BHMCS.

Goal: 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: Eighty-three percent (83%) of the fifth grade students scored a 3 or better on the History and Social Science culminating activities. The number of sixth grade students who achieved a score of 3 or better averaged 75.54%, thus meeting the goal in both grades.

Common School Performance Criteria

Curriculum: 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. 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
Language <ul style="list-style-type: none"> ▪ Discussion/ Listening ▪ English Structure ▪ Word Study Reading & Literature <ul style="list-style-type: none"> ▪ Reading Strategies ▪ Genres: Fiction, Nonfiction, Poetry, Drama Composition <ul style="list-style-type: none"> ▪ Writing Process ▪ Standard English Conventions Media <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 	Skills of Inquiry and Technology/ Engineering <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

Instruction: 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.

Program Evaluation: As described above, in the Academic Program Success section of the Accountability Plan, much evidence exists documenting the review of the academic program for quality and effectiveness. Changes are implemented to ensure improvement. Data from results listed, informed and guided classroom instruction as teachers modified programs to meet the needs of individual students. SRI testing was used by teachers to form groupings in their three-tier teaching and ORF (Oral Reading Fluency) was utilized for RTI (Response to Intervention) implementation. Improved formative assessment was done using Brainchild, especially in the area of mathematics. The Data Team began meeting towards the end of the year, and further initiatives will be pursued by this group of instructional leaders.

The Title I program is reviewed each year for its effectiveness, and changes are made, as necessary, to meet the needs of our student population. Surveys are completed by parents and staff to assist with this review.

School Culture: 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.

Programs offered include: After School Program, Book Buddies (read with second grade students), Children Helping Children (service project), Gateway (Gifted and Talented Education with Able Youth), Green Machine (horticultural endeavors), Guidance Department offerings (one-on-one or group services addressing social, emotional, and behavioral needs of students outside of class), Main Street Learning (liaison between school and community representatives), MCAS After School Tutoring, Student Mentor Program (one-on-one student-staff member), Milestones (recognition of academic, social and cultural achievements), Recycling Team, and Technology Team.

The Prevention Office is responsible for accepting and dispensing of "Discipline Referrals", and determining the appropriate consequence. The intermediary step to discipline is the utilization of the "prevention pass". This step gives both the child and teacher an opportunity to intervene in hopes of a positive outcome, rather than only a consequence. There are two prevention specialists and an administrative assistant in the office to maintain records, correspondence, and daily attendance for all students. The Prevention Office maintains close contact with the Guidance Office and the Administrative staff. Weekly meetings within the school, inclusive of many service personnel, contribute to a better understanding of student issues as it relates to academic, social, and emotional development. Outside weekly meetings are attended with the Barnstable Police Department, the Department of Child and Family Services, Assistant District

Attorney's office, Barnstable County Deputy Sheriff's office, and other Barnstable School District personnel. Early intervention by the professional staff continued to impact student behaviors in a positive manner that showed in the continuation of dropping behavior referrals.

Diverse Learners: 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 teacher instructs students 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.

Supervision and Evaluation of Teachers: The evaluation tool and procedure, adopted by the Barnstable Teachers' Association and approved by the Barnstable School Committee, was utilized for the 2008-2009 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*. Pre-conferences were conducted before the observations to establish objectives and practices to be noted. The post-conference allowed time for reflection on one's teaching, feedback, and guidance.

Professional Development: Monthly staff meetings were designed with a focus on separate teaching practices and strategies. These meetings were created with time for interaction among colleagues as discussions were directed to enhance classroom lessons by analyzing instructional practices. This focus continued into the in-service programs for the rest of the year.

The first in-service program was held in November with the emphasis being on “Effective Teaching Practices at BHMCS”. The staff was split into three working groups for specific activities and convened as one large group at the beginning and end of the day. The goal of the day was to identify, describe, and then focus on the most effective practices that we would designate as our “tipping points” as a school. The interaction and collegiality created was equally as important as the focus of the discussions. Definitions and examples of exemplary teaching were investigated, articles were read on belief systems of intelligence, and discussions summarized how this all relates to the evaluation instrument used to document effective teaching. The outcome was the collaborative agreement of the three most important practices: classroom climate, effective planning, and personal relationships. A survey was distributed to evaluate the program and the favorable responses indicated the success of the day. Continued implementations of these practices were noted by administrators during observations throughout the year.

In January, all teachers had the opportunity to pursue individual workshops and courses that met their needs. The Cape Cod area had many offerings and teachers took advantage of the chance to enhance their learning and teaching through attendance at their choice of activity. An evaluation survey was completed by each teacher and submitted to the Barnstable Public Schools district.

Organizational Viability

Accountability Plan

Goal: The school will be fiscally sound.

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

Results: 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 Principles.

Results: The audit for the preceding year, 2007-2008, was completed September 30, 2008 and submitted to the Auditor General and the Charter School Office. In August of 2009, auditors will begin work on fiscal year 2008-2009.

Goal: 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 2008-2009 school year, a total of 14 trustees served on five board committees: Executive, Governance, Academic Affairs, Finance, and Development and Community Relations. The Board monitors progress toward the Accountability Plan throughout the school year and holds annual retreats each summer. Monthly Board of Trustees meetings keep trustees informed. In addition, the Vice Chair participates in weekly Management Team meetings in order to serve as a conduit of communication and facilitate teamwork toward improving student achievement.

The Board performed a self-evaluation during June 2009, and all 14 members responded. The results showed favorable responses in terms of consistent presentation and expectations of the Board. Understanding by the Board of certain issues was also favorable: Charter and requirements (86%), accountability plan (93%), budget and finances (100%), role of principal and board chair (93%), and assessments used (77%). The Board's performance was also rated highly: vision and mission understood (93%), understanding of responsibility to advocate for school publicly (100%), orientation (86%), supporting information provided (100%), strategic plan (100%), meetings organized (100%), strong attendance (92%), and structure supports decision and policy making process (86%). At the Board's June 25, 2009 annual meeting, five trustees were elected in order to compensate for loss in membership by members whose terms expired. The total number of trustees for the 2009-2010 school year is 13.

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

Results: The school has utilized Task Force Committees to facilitate progress against the Accountability Plan. Teachers participated in monthly afternoon Task Force meetings over the course of the year. Task Forces included; Curriculum and Instruction, Technology, Organization and Finance, Professional Development, Standards and Assessment, and Parent and Community Partnerships. Committee representatives reported and shared their work with teachers at various grade-level meetings and with the Management Team at various times throughout the year. This information was then reported to the Board of Trustees at their monthly meetings as a part of the Academic Affairs report.

The Management Team addressed organizational issues with input from the entire staff by utilizing formal and informal surveys, staff meeting time, and in-services. 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: 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 95.3%, exceeding NCLB requirements. The school is vigilant in its effort to ensure that student attendance is maintained and continues to improve. These efforts include monitoring and tracking absenteeism on a daily basis, encouraging parental support in attendance, discouraging absenteeism, pursuing chronic offenders, and monitoring students who do not attend school regularly.

Goal: 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 2008-2009 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 were alerted to IPDP status and submitted forms for approval by the Principal. As reported in the BHMCS 2008–2009 School Report Card, 98.5% 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: 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, for various course offerings which focused on technology, curriculum, and teaching strategies to enhance learning.

Staff meetings, November 4 workshop, and in-service programs were offered to all staff (as discussed previously in the Academic Program Success section on Professional Development). In addition to those offerings, MCAS analysis and how to use this information to guide instructional practices was offered at a staff meeting by the Curriculum Coordinator. An after-school workshop on the implementation of differentiated instruction was offered by the Assistant Principal of Academic Affairs. Throughout the academic year, staff also attended off-site professional development courses and workshops as offered through the district and independent contractors.

Common School Performance Criteria

Policy Decisions: 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 Elementary and Secondary 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.

Amendments to the Charter: Two amendments were proposed by the Board of Trustees and were approved by the DESE and CSO.

In October, 2008 an amendment to change our charter's enrollment policy was proposed. The policy includes school choice information, articulates the use of Student Information Management System data at the time of enrollment, and states that new enrollees take a home language survey and complete emergency card information.

In March, 2009 an amendment to change our charter to add grade 4 to the school and to eliminate grade 6 from the school was proposed. The change was due to whole-scale district reorganization and, as a result, BHMCS will serve all Grade 4 and 5 students in the Barnstable School District.

Complaints: There were no official complaints received by the Board of Trustees.

Oversight: The Board of Trustees assessed the performance of the school by monitoring all reports and committee activities throughout the year. The school leader was assessed using the evaluation tool offered by the Department of Elementary and Secondary Education and used by the Barnstable Public Schools district. The chair and vice-chair of the Board of Trustees collaborated on the written evaluation of the school leader in June, 2009.

Board Planning: The planning efforts of the Board of Trustees have been focused on the restructuring of the school. Grade configuration changes and staffing decisions due to budget cuts greatly influenced planning to ensure the future of our school.

Family Satisfaction: The school issued parent / guardian surveys at the beginning and end of the year. In addition, monthly held coffees and teas encouraged parent / guardian input. Results from surveys were positive, and June 2009 clearly demonstrates family satisfaction. (See survey in Table 3)

Financial Oversight: The school developed the budget by analyzing expenditures, expected salary and materials increases, and projected income. The budget planning process involves the administrative team, the staff accountant, and the finance committee. Annual budget workshops are held for the entire Board of Trustees ensuring a fully transparent budget process.

Table 3. Parent Survey Summary of Results 2008-2009

PARENT SURVEY RESULTS				
<i>30% response rate</i>				
5th and 6th Grade 2008-09	5th	6th	Anonymous	BHMCS Totals
My child is making academic progress at school.	97.8%	98.8%	96.4%	98.0%
The school motivates my child to learn.	91.3%	94.1%	89.3%	92.0%
The school creates a safe climate for my child to excel.	92.0%	100.0%	89.3%	94.4%
The school addresses my child's individual needs.	87.7%	88.2%	82.1%	87.2%
The school has high expectations for my child's learning.	89.1%	95.3%	85.7%	90.8%
The quality of teaching is both skilled and accomplished.	92.0%	92.9%	96.4%	92.8%
The school has improved my child's ability to integrate technology into their studies.	85.5%	88.2%	82.1%	86.0%
My child uses technology at school (computers, Smartboards, Mobile Labs) on a regular basis, etc.	92.0%	94.1%	89.3%	92.4%
The school's facilities meet the needs of my child.	94.2%	95.3%	96.4%	94.8%
I find at least one of the following modes of communication...	97.1%	98.8%	96.4%	97.6%
The school strongly encourages parental involvement.	85.5%	91.8%	85.7%	87.6%
The school is a welcoming place for parents.	91.3%	95.3%	92.9%	92.8%
I receive timely and high-quality information about my child's progress.	94.9%	90.6%	96.4%	93.6%
The school is responsive to my concerns.	92.0%	91.8%	82.1%	90.8%
Professionalism of the BHMCS administrative team is apparent and contributes to the success of the school.	91.3%	97.6%	82.1%	92.4%
School rules are easily understood and clearly outlined in the agenda book.	99.3%	97.6%	96.4%	98.4%
The school activities and events offered are informative and beneficial.	99.3%	90.6%	92.9%	95.6%

Dissemination

The Barnstable Horace Mann Charter School continues to serve as a model of site-based management throughout the Barnstable Public School District. Many of the following BHMCS practices have been adopted by contract schools.

BHMCS coordinated orientation visits for all in-coming students and teachers to our school. Students arrived and were given an informational presentation and a tour of the building by our fifth and sixth graders.

BHMCS hosted the Barnstable Intermediate School in our cafeteria to meet the fifth and sixth grade students who would be attending their school next year. Presentations to all students, in four separate meetings, oriented students to their new building. A video, prepared by seventh and eighth grade students, showed major areas of the building and answered frequently asked questions for the students. A question and answer period allowed for additional questions and this helped to ease their anxieties about the changes ahead of them.

The administrative team attended parent meetings offered by the Barnstable Public Schools to address concerns and establish communication. As part of the transition team, our Assistant Principal of Student Affairs was directly involved by disseminating our policies, activities, philosophies, and procedures with the new school's administrative team and constituents in several meetings. Our curriculum coordinator has been working closely with the district on curriculum and materials and has been an integral member of the team.

Our Summer Institute offerings in August 2008, were made available to a wider Barnstable County audience. A group of BHMCS teachers, the technology director and the technology department, the Special Education department, and invited professionals and educators provided workshops in many areas. Classes included Autism Spectrum, including non-verbal learning disabilities (NVLD) and Aspergers, Read and Write Gold, differentiated instruction, and formative assessments using Brainchild to name a few. Staff from neighboring districts and private schools were invited to participate in the workshops. Barnstable Public Schools have followed our lead and created their own "Summer Workshops" to be offered this August, 2009.

Dissemination of academic practices has taken place within our own building as teachers placed prepared lessons and resources on the Everyone Drive, allowing access for everyone. The sharing of best practices within the building is based on a trust and belief in collegiality which truly permeates the staff.

In October, the BHMCS Counseling department sponsored an evening with a child psychologist as a speaker on "How to Help Your Child with Homework". The invitation was extended to Barnstable Public Schools, St. Francis Xavier Preparatory School, and Cape Cod Academy. Again in December, they sponsored an "Internet Safety" parent workshop presented by the Barnstable Police Department, and invited other schools.

BHMCS participated in Peace Week in October, 2008 as part of our commitment to the "No Place for Hate" initiative in the town of Barnstable. The presentation of the projects students created was done with the community partnership at "Youth at Mall Night" through the Board of Trustees Development and Community Relations Committee.

BHMCS opened its doors to visitors to share our practices and answer questions. In October, BHMCS welcomed an assistant principal from Kilarney Heights Public School in Sydney, Australia. She was gathering information about education of bilingual and multilingual students around the world. She was also interested in the use of interactive whiteboards and conferencing software and the use of team-teaching opportunities. In December, four visitors from Acushnet Public Schools visited our school to observe the use of Promethean Boards and Activote devices used in the classrooms. After the visit, one person wrote, "Having the chance to see these boards in action, how the students responded, and how at ease your teachers were, made all the difference in my decision to go ahead with purchasing our own set." They visited three separate classrooms that were using the materials that day. A group from the Latham School also came in December to see the use of Promethean Boards in classrooms.

Away from our district, BHMCS has also had an impact on others. Our technology director was a featured speaker at the MassCUE Conference in November in Sturbridge, MA. She presented "Using New Technologies to Support and Improve Student Reading" sharing what we do at BHMCS. Three officers of the Cape Cod Council of the International Reading Association are teachers at BHMCS. One of our music teachers presented a workshop for the New England Chapter of the American Orff Schulewerk Association in Lexington, MA. The teacher has served as a guest clinician for several other music education organizations. Through her participation in regional meetings, the Assistant Principal of Academic Affairs has shared practices and specifically disseminated Title I evaluation forms and needs assessment surveys, for both parents and staff with other districts throughout the state. Both Assistant Principals hosted students from the Sturgis Charter Public School in May, as the four students shadowed them for the day.

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.

Financial Reports

Unaudited Balance Sheet As of June 30, 2009

Assets

Current Assets

Cash and Cash equivalents	
Cash – Town Treasury	\$1,323,858
Bank North Checking	5,000
Total Cash and Cash Equivalents	<u>1,328,858</u>
Grants Receivable	0
Other Receivables	0
Other Current Assets	
Petty Cash	5,000
Total Other Current Assets	<u>5,000</u>
Total Current Assets	<u>1,333,858</u>

Fixed Assets

Computer Equipment	497,554
Furniture and Fixtures	47,042
Total	<u>544,596</u>
Accumulated Depreciation	<u>(558,783)</u>
Net	<u>(14,187)</u>
Leasehold Improvements	92,780
Capital Leased Equipment	165,483
Accumulated Depreciation	<u>(139,607)</u>
Net	<u>118,656</u>
Total Fixed Assets	<u>104,469</u>
Total Assets	<u>\$1,438,327</u>

Liabilities & Equity

Liabilities

Current Liabilities	
Accounts Payable	0
Accrued Payroll	552,536
Capital Lease – ST	0
Total Current Liabilities	<u>552,536</u>
Long Term Liabilities	
Long Term Debt Obligation	0
Total Long Term Liabilities	<u>0</u>
Total Liabilities	<u>552,536</u>

Equity

Appropriation Control	7,754,436.00
Expenditure Control	(7,387,158.00)
Estimate Revenue Control	(6,152,169.00)
Revenue Control	7,267,098.00
Fund Balance – Unrestricted Funds	(872,572)
Investment in Fixed Assets	276,156
Total Equity	<u>885,791</u>

Total Liabilities & Equity	<u>\$1,438,327</u>
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Income and Expense Statement
2008-2009 Actual, Unaudited
As of June 30, 2009

Revenue	
District Allocation	\$6,605,393
Grants:	
SPED Entitlement	183,385
Title I	190,937
Teacher Quality	14,408
Safe and Drug Free Schools	4,741
Enhanced Education	2,207
COGNOS	53,417
SPED Program Improvement	2,700
	<u>451,795</u>
Interest Income	109,320
Other Income	
E-rate	<u>3,108.00</u>
	<u>7,169,616</u>
Expenses	
Compensation and Benefits:	
School Salaries	6,305,560
Health Insurance	475,523
Medicare	72,381
MTRS	22,658
	<u>6,876,122</u>
Operating Expenses:	
Advertising	500
After School Sessions	14,584
Audit	12,575
Conference Fees	670
Consulting Services	20,143
Dues	7,930
Equipment/Furnishings	2,233
Equipment Lease	3,099
Insurance	7,750
Legal	0
Maintenance/Repairs	3,087
Photocopy	16,098
Postage	5,676
Principal Expense	2,794
Printing	3,498
Publications/Subscriptions	500
Staff Development	2,378
Supplies and Materials	68,817
Technology	50,000
Travel	1,377
Utilities	199,935
	<u>423,644</u>
Total Operating Expenses	423,644
Total Compensation and Benefits	6,876,122
Total Expenses	<u>7,299,766</u>
Net Surplus (Deficit)	<u><u>(\$130,150)</u></u>

Fiscal Year 2010 Approved School Budget

Revenue	
District Allocation	\$6,000,000
Grants:	
SPED Entitlement	226,905
Title I	196,932
Teacher Quality	35,601
Safe and Drug Free Schools	4,741
Enhanced Education	2,207
SPED ARRA IDEA	109,306
Title 1 ARRA	57,962
Total Grants	633,654
Interest Income	85,000
Other Income	
E-rate	5,000
Total Revenues	6,723,654
Expenses	
Compensation and Benefits:	
School Salaries	5,899,279
Health Insurance	469,826
Medicare	83,675
MTRS	34,112
Total Compensation and Benefits	6,486,892
Operating Expenses:	
Advertising	250
After School Sessions	19,200
Audit	13,000
Conference Fees	5,000
Consulting Services	15,000
Dues	8,000
Equipment/Furnishings	3,000
Equipment Lease	5,000
Insurance	7,750
Legal	500
Maintenance/Repairs	7,500
Photocopy	18,000
Postage	5,000
Principal Expense	5,000
Printing	1,300
Publications/Subscriptions	500
Staff Development	3,000
Supplies and Materials	65,856
Technology	35,000
Travel	2,000
Utilities	215,000
Total Operating Expenses	434,856
Total Compensation and Benefits	6,486,892
Total Expenses	6,921,748
Net Surplus (Deficit)	(\$198,094)

Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2008-09 school year:	180
First and last day of the 2008-09 school year:	August 27, 2008 – June 19, 2009
Length of school day (please note if schedule varies throughout the week or the year):	8:00a.m. - 2:25p.m.

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2007-08 school year but did not re-enroll for the 2008-09 school year (excluding graduates):	14
Total number of students enrolled as of October 1, 2008:	841
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	22
Total number of students who left during the 2008-09 school year, after October 1, 2008:	38
Total number of students enrolled as of the June 2009 SIMS submission:	834
Number of students who graduated at the end of the 2008-09 school year:	N/A

Student departures due to moving out of district.

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission):		
Race/Ethnicity	# of students	% of entire student body
White	699	83.8%
Black or African American	40	4.7%
Asian	10	1.1%
American Indian or Alaskan Native	16	1.9%
Native Hawaiian or Other Pacific Islander	4	.47%
White & Black or African American	16	1.9%
White & Asian	3	.35%
White & American Indian or Alaska Native	13	1.5%
White & Native Hawaiian or Other Pacific Islander	1	.01%
Black or African American & American Indian or Alaska Native	1	.01%
White & Black or African & American Indian or Alaska Native	2	.02%
White (Hispanic/Latino)	22	2.6%

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (continued) (for students enrolled as of the June 2009 SIMS submission):		
Race/Ethnicity	# of students	% of entire student body
American Indian or Alaska Native (Hispanic/Latino)	1	.01%
White & Black or African American (Hispanic/Latino)	2	.02%
Special Education	123	14.7%
Limited English Proficient	21	25.1%
Low Income	249	29.8%

*ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR:			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kara Peterson (Principal)	Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment.	09/03/2003	Present
David Smith (Assistant Principal)	Responsible for leading policy, management, and classroom improvement related to student life and for supervising aspects of student life at BHMCS (from attendance, behavior and discipline to support and activities).	06/22/2004	06/30/2009
Peggy McEvoy (Assistant Principal)	Responsible for improving instruction, promoting high levels of student learning and achievement, maintaining good order and mutual respect among students, and working effectively with staff, parents, and community agencies to ensure success for all students.	12/18/2006	Present
Laurel Brown (Curriculum Coordinator)	Advise teaching and administrative staff in curriculum development, use of materials and equipment, and implementation of state and federal programs and procedures.	09/03/2003	Present
Dorothy Lindlau (Staff Accountant)	Apply principles of accounting to analyze financial information and prepare financial reports by compiling information, preparing profit and loss statements, and utilizing appropriate accounting control procedures	05/30/2006	Present
Ryan McGee (Director of Technology)	Responsibility is focused on the development, implementation, operation, monitoring, and evaluation of the technology program for the school system including hardware / software.	04/28/2009	Present
Betsy Cook (Director of Special Education)	Plan, organize, and direct (or oversee/approve) implementation of all special education activities.	09/03/2003	Present
Debora Morgan (Director of Technology)	Responsibility is focused on the development, implementation, operation, monitoring, and evaluation of the technology program for the school system including hardware / software.	09/03/2003	02/13/2009

*See Organizational Chart on page 30

TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR:			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	77	0	32
Other Staff	62	7	9

The restructuring of the school district caused many staff to be redistricted to other buildings within the Barnstable schools. In addition, some staff resigned to take positions elsewhere and others retired.

BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR:				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Lisa Miller	Chair	Board of Trustees	Director of Quality-Onset Computer Corp. (Parent)	July 1, 2005 – present
Susanne Leary	Vice Chair	Board of Trustees	Retired Principal (Community Representative)	July 1, 2006 – present
Alan Hidenfelter	Treasurer	Board of Trustees	Retired CFO (Community Representative)	July 1, 2006 – present
Christine Riley	Secretary	Board of Trustees	Cape Cod Advocate (Parent)	July 1, 2006 – June 30, 2009
Patty Ericson	Voting Member	Board of Trustees	Cape Cod 5 Cents Savings (Community Representative)	July 1, 2007 – present
Faith Ingalls	Voting Member	Board of Trustees	BHMCS (Teacher)	July 1, 2007 – June 30, 2009
Nancy Meagher	Voting Member	Board of Trustees	BHMCS (Teacher)	July 1, 2007 – June 30, 2009
Raquel Rodriguez	Voting Member	Board of Trustees	Site Coordinator, Lesley University (Parent)	July 1, 2007 – June 30, 2009
Graham Silliman	Voting Member	Board of Trustees	Better Food, LLC (Parent)	July 1, 2008-present
Kate McMahon	Voting Member	Board of Trustees	Cape Cod Times (Parent)	July 1, 2008-present
Elizabeth Rabideau	Voting Member	Board of Trustees	Rabideau Publishing (Parent)	July 1, 2008-present
Thomas Rugo	Voting Member	Board of Trustees	Attorney at Law (Parent)	July 1, 2007 – June 30, 2009
Richard Penn	Voting Member	Board of Trustees	President, Puritan of Cape Cod (Parent)	July 1, 2007 – June 30, 2009
Robert Rice	Voting Member	Board of Trustees	Merrill Lynch (Parent)	January 22, 2009-present

Organizational Chart of BHMCS

