

**BARNSTABLE HORACE MANN
CHARTER SCHOOL**

Annual Report

2005 – 2006



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Marstons Mills, Massachusetts 02648**

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www.bhmcs.org

Barnstable Horace Mann Charter School

Letter to DOE from Board of Trustees Chair

August 1, 2006

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

Dear Commissioner Driscoll:

On behalf of the Board of Trustees Barnstable Horace Mann Charter School, it is with great pleasure that I forward to you our 2005-2006 Annual Report.

During this past year there were a number of events and changes that I'd like to bring to your attention that we feel impacted the school.

First, we underwent three extensive site visits during the year – Equity Office in October, CPR (Coordinated Program Review) in November, and the DOE Charter Site Visit in February. The Site Visit Team gave us overall high marks - the only substantive comment was that we needed a long-term strategic plan. We are working on one now.

In addition, we added an assistant principal for academic affairs to our management team. This was a significant addition as with close to 1000 students we now have a principal, and two assistant principals. With the addition of this position, the management team members have been able to shift responsibilities and, with one individual specifically responsible for academic concerns, devote more time to addressing patterns of student achievement.

The staff benefit from a high number of professional development days during the school year. We were able to bring in outside speakers and programs as well as hold several facilitated sharing workshops – differentiated instruction, use of data, best practices in reading, and technology.

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,

Peter M. Daigle
Chairman

cc: Board of Trustees
Barnstable School Committee

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

Officers

Peter Daigle, Chairperson Attorney
Kathryn Byrnes, Vice Chair Parent
Lisa Miller, Secretary/Clerk Parent, Dir. Quality - Onset Computer Corp.
Roger Henson, Treasurer Parent

Trustees

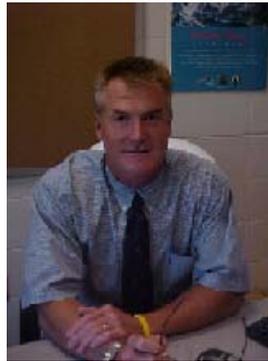
Domenic BotolinoTeacher - BHMCS
Peter Crowell Teacher - Sandwich Public Schools
Jeanmarie Fraser Librarian - Cape Cod Community College
Emily Mezzetti Parent, Principal - Mattacheese Middle School
Jeffrey MorassiTeacher - BHMCS
Richard Penn Parent, President - Puritan of Cape Cod
Warren Rutherford Parent
Robert Talerman Parent, Sr. V.P. - TD Banknorth
Peter Winfield Acct. Exec. - Comcast Spotlight

Management Team

Kara Peterson, Principal
David Smith, Assistant Principal
Trina Camarao, Assistant Principal
Laurel Brown, Curriculum Coordinator
Kathryn Byrnes, Vice Chair – Board of Trustees
Kathy Harrington, Bookkeeper/Purchasing Agent
Debora Morgan, Director of Technology



Kara Peterson,
Principal



David Smith,
Assistant Principal for
Student Affairs



Trina Camarao,
Assistant Principal for
Academic Affairs



Laurel Brown,
Curriculum
Coordinator



Kathy Harrington,
Bookkeeper/
Purchasing Agent



Debora Morgan,
Director of Technology



Kathryn Byrnes,
Vice Chair – Board of
Trustees

Letter from the Principal

August 1, 2006

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

The 2005-2006 school year at Barnstable Horace Mann Charter School was filled with exciting challenges. In only our third year of operating as a two year school, serving all fifth and sixth grade students in Barnstable, we continued to build upon our mission of *Excellence For All, Excellence By All*. The year was highlighted by three important site visits, a continued emphasis on the unification of the school community, and the building of extracurricular programs.

The school year began with a Coordinated Program Review, conducted by the Massachusetts Department of Education. The review focused on several key compliance areas as outlined in the site visit process. Also in the fall, our school hosted staff from the New England Equity Institute Center from the Education Alliance at Brown University. The site visit team observed classrooms, held parent, student, and staff focus groups, and drafted an *equity needs assessment* report. Finally, the Massachusetts Charter School Office conducted a one day site visit to BHMCS as part of the seven year site visit protocol.

With a strong administrative team in place and continued support from the Board of Trustees, the charge of unifying the school community continued. The dedicated faculty and staff worked to solidify the grades five and six scope and sequence in order to provide a rigorous and thematic approach to instruction. Professional development opportunities focused on providing student-centered lessons with an emphasis on data-driven, differentiated instruction. While the staff worked toward curriculum objectives, students and community members were engaged in a variety of service learning opportunities and school wide events.

The year began with a *Welcome Back Cookout* in the late summer. *Open Houses* and monthly *Principal Coffee Hours* and *Principal Teas*, created an open door policy for all stakeholders. *Winter and Spring Concerts, Variety Show, Family Math Nights, Transition Night*, and the *Fine and Performing Arts Extravaganza* were all well attended. A theme of charitable giving emerged throughout the school community through the *Children Helping Children* program, *Food Pantry* donations, *Pennies for Patients*, and the staff initiated *Relay for Life*.

Finally, student-centered programs were introduced in both the academic and social arenas. Student achievement was highlighted each marking period through our *Milestones* recognition program, while students in need of *MCAS Remediation* were given instruction after school. The *Mentor Program*, pairing staff with students, began early in the year while students wishing for social involvement enjoyed our first ever *Animal Club, second annual Fifth and Sixth Grade Dance* and our horticultural club, *The Green Machine*.

Overall, 2005-2006 brought together faculty, staff, students, and the community here at Barnstable Horace Mann Charter School. Solid leadership and governance, continued focus on student learning, and implementation of differentiated instruction ensured a successful year at Barnstable Horace Mann Charter School!

Sincerely,

Kara Peterson
Principal

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. During the 2005 – 2006 school year, per June 2006 data, enrollment was 927 students.

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 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 village schools 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 2005 – 2006 school year.

Teacher to Student Ratio

The average ratio at BHMCS is 1 teacher to 22 students. The school employed 42 full time equivalent classroom teachers serving a student population of 927. For more detail regarding staffing, see page 36.

Number of Instructional Days

The school day begins at 8:00 a.m. and ends at 2:25 p.m. **The year began on August 31, 2005** and ended on **June 16, 2006**. There were 180 instructional days during the **2005 – 2006** school year.

Dissemination

Due to the nature of the Barnstable Horace Mann Charter School, much dissemination takes place within the school's sending district. See Goal 12 for a description of dissemination within the Barnstable Public Schools.

In addition:

The school's principal, Kara Peterson, collaborated with members of the Barnstable Public School's administrative team to produce and present an informational workshop on site-based management and accountability plans to the Cape and Islands Principals Association.

Members of the management team have been contacted by other schools throughout the commonwealth, and within Barnstable, and asked to share best practices on a variety of levels.

- One principal from Springfield, MA, obtained permission from Kara Peterson, Principal of BHMCS, to reproduce at least one of our monthly newsletters, almost in entirety, for her school community.
- The Curriculum Coordinator was contacted by an interim Elementary Principal and asked to share her expertise regarding the development of Science curriculum.
- Our Technology Director is currently involved in a grant with three other districts (Bourne, Dartmouth and Wareham) working to improve the housing of, and the use of data to drive instruction. For a second year in a row, the Director of Technology has been asked to present the school's use of the CAST grant funds at the Massachusetts Department of Education's Educational Technology Conference in the spring of 2005. The Director of Technology has also presented on technological topics to Barnstable's Elementary Administrative Council and to Barnstable's Food Service Committee.

Plans for Dissemination

A group of BHMCS teachers, in conjunction with the management team have secured a national presenter, Dr. Roger Taylor, to facilitate a week long course in writing curriculum for differentiated instruction during August of 2006. The course has been advertised both locally and nationally.

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, continue to revise and develop new units of instruction along with corresponding assessments.

The result is a well-articulated set of teaching units that guides instruction in every core subject. 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 & Heredity ▪ 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 for them; the regular education classroom as much as possible, 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, it offers 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 p.m. – 5:30 p.m. where students are provided homework assistance, participate in a variety of activities, and receive supervised childcare.

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, motivated students. 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. Gateway serviced 162 students at BHMCS during the 2005-2006 school year.

Green Machine

The Green Machine is a group of students who work with a science consultant throughout the year to maintain the school's courtyard, catalogue equipment, and perform other environmentally related tasks. Approximately 18 students participated on the 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 that serves as a conduit between the school and the community. During the 2005 – 2006 school year, MSL sponsored projects such as a fundraiser for the hurricane and earthquake relief efforts, a canned food drive at Thanksgiving, the Variety Show, and Milestones, a quarterly recognition program. The proceeds from the school's dance and Variety Show were donated to the American Cancer Society's Relay for Life.

MCAS After School Tutoring Program

The MCAS After School Tutoring program was expanded to include English/language arts support, in addition to Mathematics support during the 2005 – 2006 school year. Supplemental tutoring was provided to targeted students to assist them with academic skills and preparation for the MCAS exams. Fifth grade students targeted for support in reading received small-group and individualized instruction from one of 5 teachers after school twice a week for a total of 12 days. This program ran twice, being offered to different students each time, with the exception of English language learners who were invited to attend both sessions. Over 100 different students received support through the ELA MCAS After School Tutoring Program. Sixth grade students targeted for support in mathematics received small-group and individualized instruction from one of 6 teachers after school twice a week for two weeks. Over 70 students 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 the nine-week period.

Mentor Program

During the 2005 – 2006 school year, the school continued and expanded its Mentor Program. 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. This year the program began with an After School orientation for teachers, facilitated by a group of mentors from Barnstable Middle School, a school with a successful mentor program for more than 20 years. Also this year, the BHMCS mentor program established a working board consisting of 4 volunteer staff members. 47 students benefited from this initiative during the school year; this program touched more than twice as many students as it did during the 2004-2005 school year. All participants of the Mentor Program celebrated the end of the year with an ice cream social.

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 on their report card, ten or more "Good Kid" cards, 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.

Student Ambassadors

A Student Ambassador is a student chosen from each fifth and sixth grade classroom to represent that class and act as a liaison between the school and the community. Student Ambassadors meet on a consistent, periodic basis throughout the school year. Activities included visiting the town's elementary schools to inform incoming fourth graders about the Barnstable Horace Mann Charter School, facilitating a school-wide food drive, and participating at open houses as tour guides and greeters. There were 42 student ambassadors representing the school this year.

Technology Team

The Technology Team is comprised of students who have been trained in the use of the school's mobile wireless labs. The team's role is to assist teachers and classmates with the use of the hardware within the lab. Specifically, team members are responsible for trouble-shooting the mobile lab by learning skills such as how to connect to a projector, add paper, and locating consumables such as ink, batteries, etc. 143 students participated on the Technology Team during the 2005 – 2006 school year. 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

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, and will be updating the school's assessment plan during the 2006-2007 school-year. One focus of professional development for teachers this past year was using data to inform instruction, and to assess the effects of instruction. This work has helped BHMCS teachers see the need for a shift in instructional practices and assessment in English Language Arts (ELA).

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: The first non-trial administration of the English Language Arts MCAS for both 5th and 6th grade students took place in spring 2006. Because the MCAS results are not published until August of each year, this information will be reported during the 2006 – 2007 school year.

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. The winter administration that had been done in addition to the fall and spring was eliminated this year due to the constraints of increased MCAS testing, and the inclination teachers had to do more informal assessments. This elimination has not had a negative impact on student learning and achievement on this measure. 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 increased by 39% and 19% for topic and conventions, respectively, on the school-wide writing prompt. Similarly, the average scores for students in grade six increased by 23% and 11% for topic and conventions, respectively. See Figure 1 & 2 below.

Figure 1. Average Scores for Fifth Grade Writing Prompts

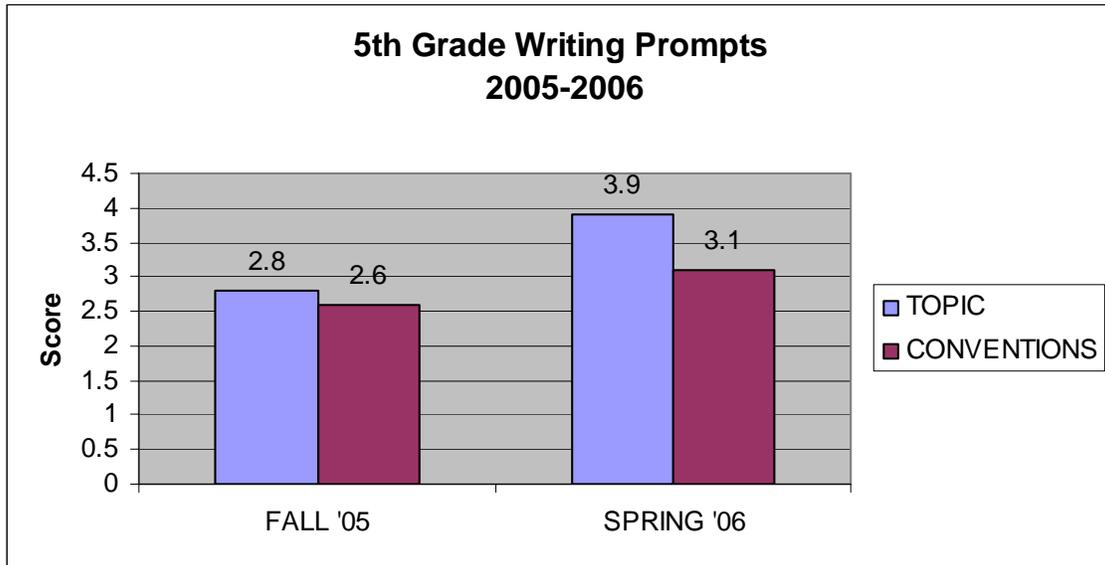


Figure 2. Average Scores for Sixth Grade Writing Prompts

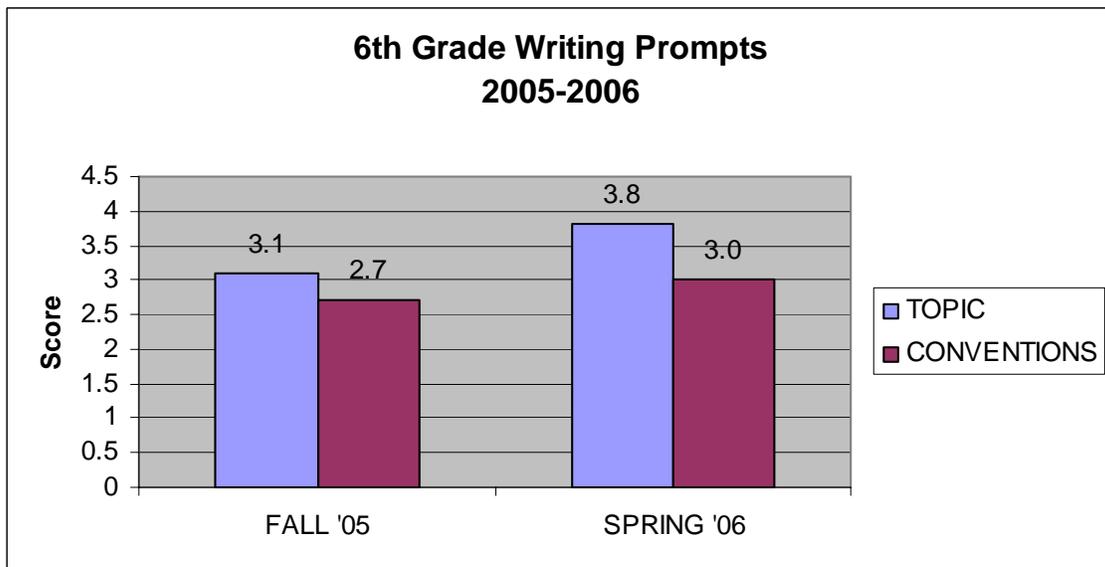


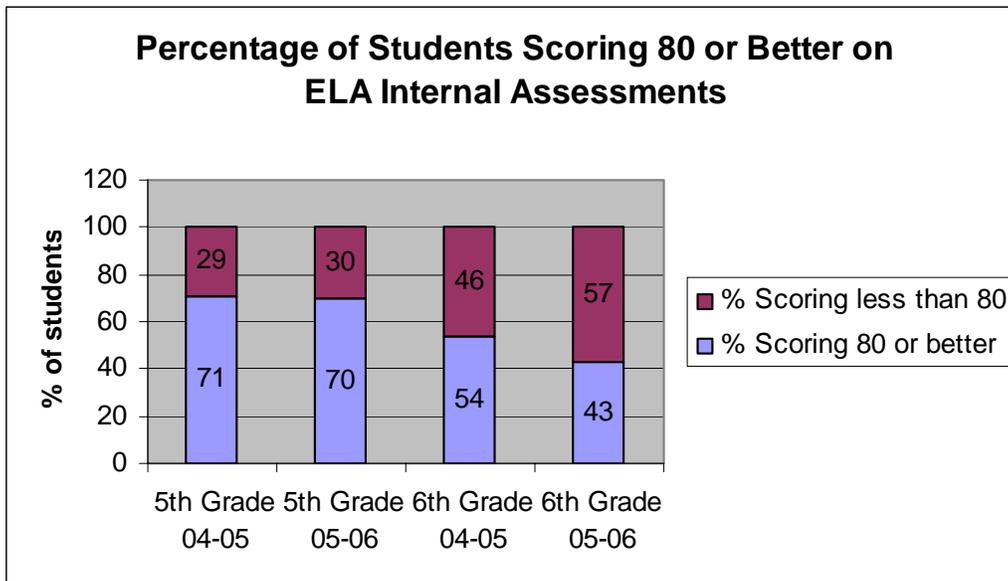
Figure 1 indicates that 5th grade students showed growth from fall 2005 to spring 2006 in their Topic Development average score from 2.8 to 3.9 and advanced from an average score of 2.6 to

3.1 in Standard English Conventions, over the same time period, an increase of 39% and 19%, respectively. Scores in Figure 2 indicate that 6th grade students showed growth from fall 2005 to spring 2006 in their Topic Development average score of 3.1 to 3.8 and advanced from an average score of 2.7 to 3.0 in Standard English Conventions, over the same time period, an advance of 23% and 11%, respectively. Average scores of the fifth grade increased by well over 10% in both topic and conventions on the school-wide writing prompt. The sixth grade exceeded its goal of increasing its scores by 10% in the Conventions portion of the writing prompt, and significantly exceeded the 10% goal for Topic Development.

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).

Figure 3. Percentage of Fifth and Sixth Grade Students Scoring 80 or Better on ELA Internal Assessments.



Note: The ELA assessment content differed significantly between the 2004-2005 and the 2005-2006 school-year.

Results: Only 70% of the fifth grade students and 43% of the sixth grade students taking the Language Arts standards-based internal assessments scored 80% or better during the 2005-2006 school year. As Figure 3 indicates, 29% and 57% of fifth

and sixth grade students, respectively, scored less than 80 (out of a possible 100) on these ELA internal assessments. Though the lack of progress on this goal, as indicated by this measure is discouraging, it is noteworthy that the tests were not identical between the two school years. However, the BHMCS staff is aware that English/Language Arts, as measured by this indicator, is a relative weakness for our students. It is also noteworthy that this weakness has been noted over the past few school years in the Stanford 9 results as well. The BHMCS staff is committed to tackling this problem and working to improve learning outcomes in English Language Arts for all students.

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.

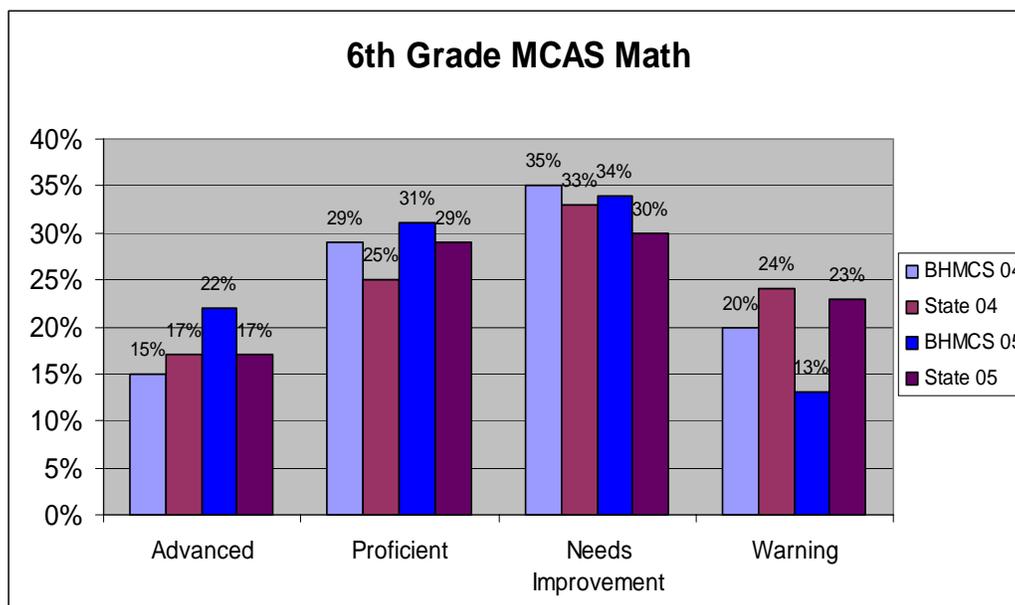
This measure did not provide teachers with data to inform instruction, nor is there large-scale, peer-reviewed, research-based evidence of a strong correlation between student achievement on Stanford 9, and student achievement on the MCAS exams.

One focus of professional development for teachers this past year was using data to inform instruction, and to assess the effects of instruction. A number of teachers conducted independent informal action-research projects which involved continual collection of daily, weekly or monthly assessment information and subsequent adjustments to instruction. Many teachers also continued to work with a math consultant hired by BHMCS in order to teach students to utilize mathematical thinking and creative problem solving. These initiatives have proved effective at improving math MCAS scores for the sixth grade students, the only grade in our building for which MCAS math scores are available, as indicated below.

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 combined percentage of students scoring in the advanced and proficient categories for the spring 2005 exam was 53% (22% advanced and 31% proficient). The state average for students scoring in the advanced and proficient categories was 46%. Therefore, Barnstable Horace Mann Charter School exceeded the state average by 7%, exceeding the standard set in the accountability plan for this measure. Also noteworthy is the fact that in 2005 BHMCS sixth grade students performed at a higher level than did the sixth grade class in 2004. Figure 4 on the next page shows this comparison.

Figure 4. BHMCS Math MCAS Results versus the State's Math MCAS Results for Sixth Grade



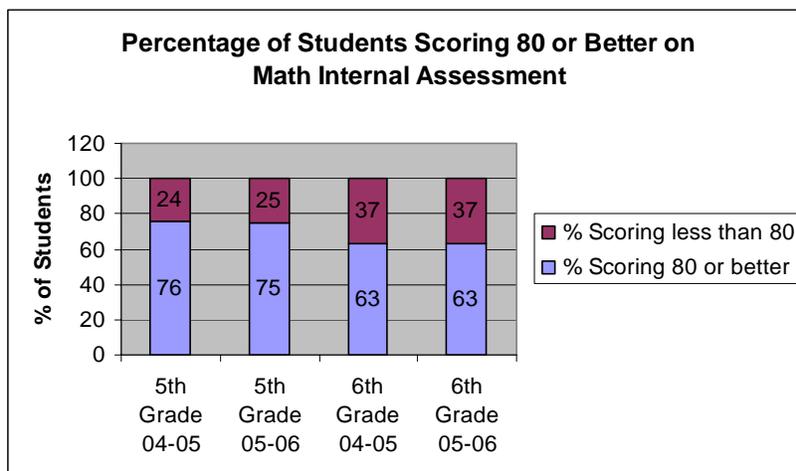
The positive results shown in figure 4 are a tribute to the BHMCS initiatives in professional development in mathematics, as well as an after school tutoring program for MCAS math preparation. A combination of small-group instruction, individualized instruction, and the use of Plato, a software application 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: Seventy-five percent of fifth grade students scored 80 or better on the school's Mathematics standards-based internal assessments. However, only 63% of sixth grade students scored similarly. These results are extremely similar to last year's results; the inability of students in grade six to succeed as defined by this measurement two years in a row poses concerns, especially in light of the same grade level's pattern of achievement on the MCAS exams. It will be a part of the Math Task Force's responsibility to investigate this phenomenon during the 2006-2007 school year, when they will also have access to the Spring 2006 MCAS mathematics exam results. Figure 5 on the next page highlights the results described here.

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. (See pages 12 and 13 for the curriculum units for the fifth and sixth grade, respectively.) As Figure 5 indicates, 25% and 37% of fifth and sixth grade students, respectively, scored less than 80 (out of a possible 100) on these Mathematics internal assessments.

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



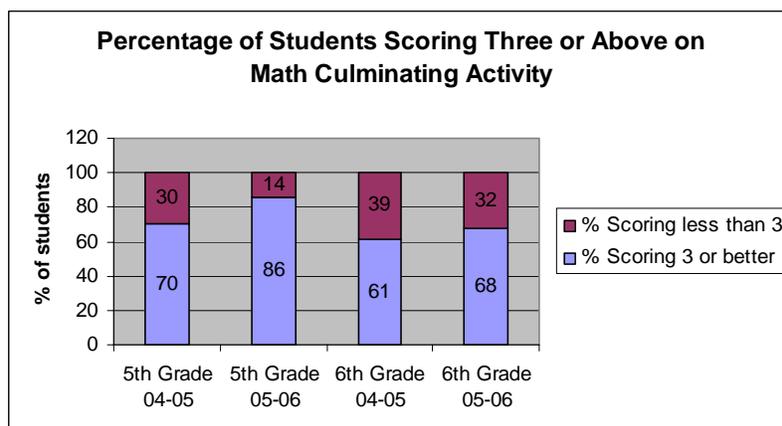
Measurement: At least 75 % of all students in each grade will score a 3 or better on the school’s Mathematics culminating activities scored on a 1 – 4 rubric.

Result: 86% of the fifth grade students scored a 3 or better on the school’s Mathematics culminating activities. This meets the standard set for this measurement, and it represents a 22.8% improvement in fifth grade scores from the 2004-2005 school year. Though only 68% of the sixth grade students taking the Mathematics culminating activities scored a 3 or better, this still represents an 11.4% improvement over the 2004-2005 scores for the sixth grade.

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

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

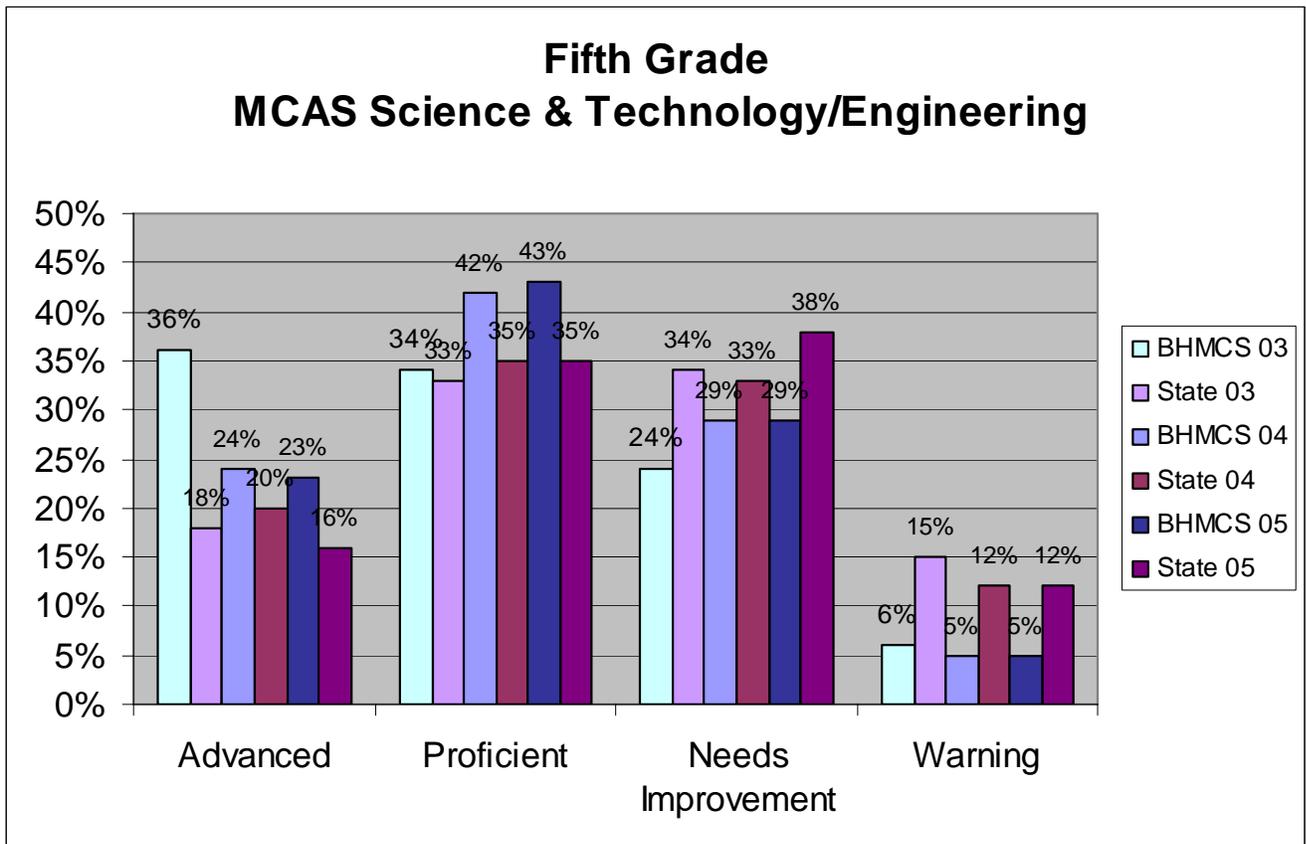
Figure 6. Percentage of Students Scoring Three or Above on Math Culminating Activities



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%.

Result: The combined percentage of students scoring in the advanced and proficient categories for the spring 2005 exam was 66% (23% advanced and 43% proficient). 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 11%. Figure 7 on the next page documents these results along with the trend of BHMCS fifth grade students exceeding the state’s performance on the Science and Technology/Engineering MCAS exam for the past 3 years.

Figure 7. BHMCS Science and Technology/Engineering MCAS Results versus the State’s MCAS Results for Fifth Grade

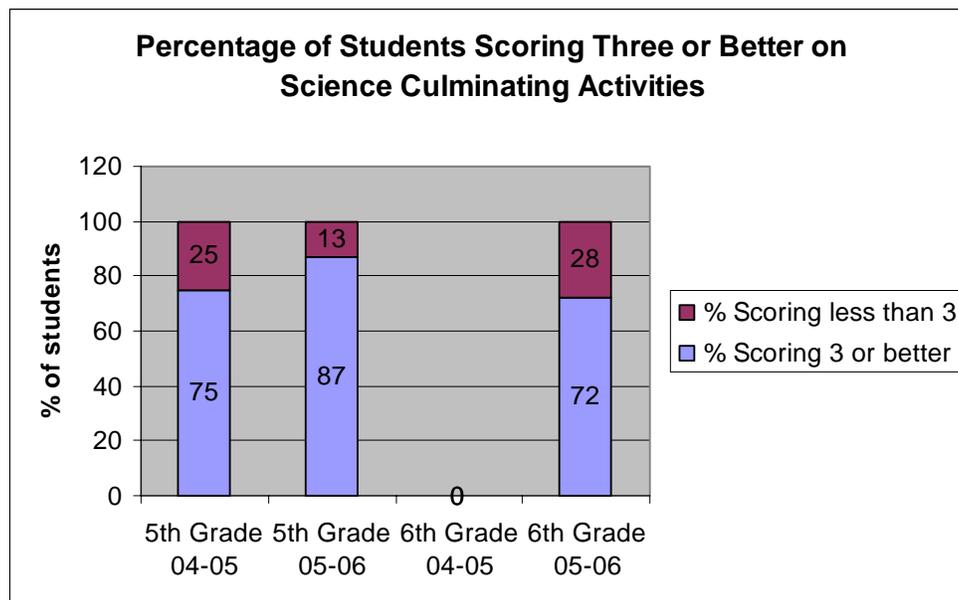


Measurement: At least 75% of all students will score a 3 or better on the school’s Science culminating activities scored on a 1-4 rubric.

Result: Eighty seven percent (87%) of the fifth grade students scored 3 or better on the Science culminating activities. Seventy two percent (72%) of the sixth grade students scored 3 or better on the Science culminating activities. Measuring

culminating activities for the sixth grade occurred for the first time during the 2004 – 2005 year, as a trial only. Thus, this is the first year for which these scores have been reported for the sixth grade students. Though the sixth grade students did not achieve the level of performance stipulated for success on this measurement, they have come within three percentage points of the goal in only the first year of its measurement. Figure 8 outlines these results. The Science Task Force will use these data to examine those actions that had a positive effect and those that could be improved.

Figure 8. 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%.

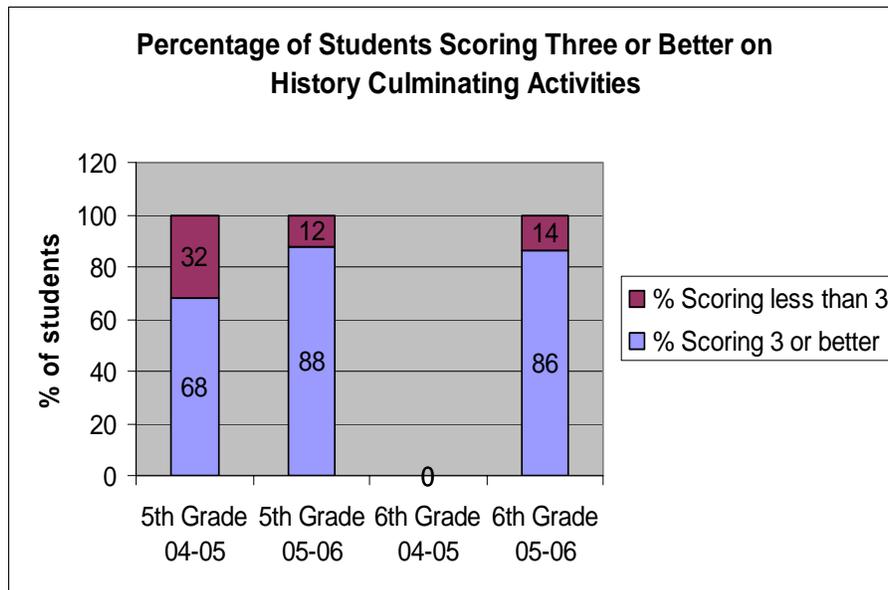
The History and Social Science MCAS exam is administered at this time to only fifth grade students, and it is done on a trial basis. No results are reported to schools at this time.

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 eight percent (88%) of the fifth grade students scored a 3 or better on the History and Social Science culminating activities. This represents a 29% increase in success over the results from the 2004-2005 school year. Eighty six percent (86%) of sixth grade students scored a 3 or better on the History and Social Science culminating activities. This was the first year that the History

and Social Science culminating activities were scored for reporting purposes at the sixth grade level. Both grades five and six students succeeded in accomplishing goal 4, according to this measurement. Figure 9 highlights these results.

Figure 9. History & Social Science Culminating Activity Scores



The faculty has developed standards-based units of instruction. For each unit they also have created standards-based assessments that include unit tests measuring the students' mastery of both content (multiple choice) and application (culminating activities).

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

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 following 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 budget. Additionally, financial statements indicate that, as it has in the past, the school was able to end the year with a surplus.

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

Results: The audit for the preceding year, 2004-2005, was completed and submitted to the Auditor General and the Charter School Office in December 2005. The only finding was that the school needs to be maintaining time and effort and activity reports for employees funded by federal grant programs. This was been done for employees being paid under the Title I grant, prior to the finding. Following the finding, a procedure was initiated for expanding the reporting already in place to include all employees paid, in part or in full, by federal funds.

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 2005-2006 school year, a total of 13 trustees served on 5 board committees; Executive, Governance, Academic Affairs, Finance, and Development and Community Relations. The Annual Retreat was held in August 2005 during which the Board set its goals for the year. The Board monitors the successful progress of those 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 2005, the results of which are included in Appendix A. At the board's June 29, 2006 annual meeting, 8 new trustees were elected to fill positions left vacant by members whose terms had expired, bringing the current number of trustees for the 2006-2007 school year to 13.

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, though the format for these groups was altered. In the past teachers were required to participate in a task force. Instead, this year teachers were given the option to participate in these meetings, occurring approximately once a month during the school day. Task Force leaders reported to members of the Management Team, 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 School Organization group did not meet formally, as 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. The technology group did not meet formally, though technology has been integrated thoroughly into the life of the school; technology is a tool used for instruction, assisting students in the learning process, and a means for improving the capacity of the school as an organization. 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 over 95%, equal to last year's attendance rate, and 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: A new evaluation tool and procedure, adopted by the Barnstable Teacher's Association and approved by the Barnstable School Committee, was utilized for the first time during the 2005-2006 school year. Under the new guidelines 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 relationship 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.

Result: 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. The principal collected and signed attestation forms, modeled after a sample found on the State of Massachusetts' website, in order to establish an accurate understanding of the staff's highly qualified status and provide options for teachers still needing to become highly qualified.

As reported in the BHMCS 2005 – 2006 School Report Card, 97.4% 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: Results of surveys conducted prior to the start of the 2005-2006 school-year, as well as surveys during this school year, contributed to the development of a comprehensive program of in-house professional development for the staff. Offerings included a whole-school workshops on data-driven instruction, sessions of in-house staff facilitated sharing of best practices, and a motivational speaker. Offerings from in-house experts included, but were not limited to, using technology to enhance instruction, using data to drive instruction, differentiating instruction, reaching English language learners, teaching open response questions and working with parents. A large group of teachers opted to take an on-site mathematics course for college credit taught by a consultant who also works with many of our math teachers during the school day via a contract with SchoolWorks, a consulting company. SchoolWorks also provided professional development to the management team. Throughout the academic year staff also attended off-site professional development courses and workshops as offered through the district and independent contractors. All staff was invited to the 2005-2006 BHMCS Summer Institute, which focused on the integration of technology into curriculum planning and instruction.

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: This year's Charter School Office visit found that overall the school is faithful to the terms of the charter. The CSO Site Visit Report notes the following in Section 3, addressing faithfulness to the terms of the charter:

- BHMCS recently received a Coordinated Program Review from the Department of Education and is awaiting the state's final findings (still waiting at the time of this report).
- BHMCS is able to use its unique position as a sole district school for grades 5 and 6 to share best practices with other district and state schools, particularly in the area of technology.
- BHMCS has achieved or made strong progress towards achieving most Accountability Plan objectives.
- While there is not a common definition among stakeholders of "excellence for all," members of the school community do see the Horace Mann designation giving them on site autonomy that is now being replicated throughout the district.

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.

At least 278 parents, or 30%, volunteered to assist in classrooms, chaperone field trips, work at special events, and participate in fundraisers. Total volunteer time for the 2005 – 2006 school year amounts to 2,017.5 hours.

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

The school sent out its annual parent survey in June and 20% of parents/guardians responded. Of the 187 respondents, 79, or 42% percent, were from 5th grade parents/guardians; 88, or 47% percent, were from 6th grade parents/guardians. The surveys from 20 respondents, or 9.4%, 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.

Table 3. Parent Survey Summary of Results

<i>Question</i>	<i>5th Grade</i>	<i>6th Grade</i>	<i>Total</i>
Percentage of respondents who agree that their child is doing well at BHMCS.	98.7%	92%	95.4%
Percentage of respondents who agree that the school motivates their child to learn.	92.8%	86%	89.9%
Percentage of respondents who agree that the school creates a good, safe climate for their child to excel.	96%	92%	94%
Percentage of respondents who agree that the school addresses their child's individual needs.	91%	79.5%	85.25%
Percentage of respondents who agree that the school has high expectations for their child's learning.	90.7%	85%	87.5%
Percentage of respondents who agree that the quality of teaching is both skilled and accomplished.	94.9%	87.5%	91.2%
Percentage of respondents who agree that the school has improved their child's ability to integrate technology into their studies.	86%	89.8%	87.9%
Percentage of respondents who agree that their child uses technology on a regular basis.	82%	89.8%	85.9%
Percentage of respondents who agree that the school's facilities meet the needs of their child.	93.7%	88.6%	91.1%
Percentage of respondents who agree that parents have appropriate input into school decisions and planning.	76.8%	81%	78.9%
Percentage of respondents who agree that the school communicates that parental involvement and volunteering is strongly encouraged.	89.9%	89.8%	89.85%
Percentage of respondents who agree that the school is a welcoming place for parents.	92%	89.8%	90.9%
Percentage of respondents who agree that they receive timely and high-quality information about their child's progress.	89.9%	87.6%	88.7%
Percentage of respondents who agree that the school is responsive to their concerns.	93.7%	86%	89.85%
Percentage of respondents who agree that the school has good leadership as evidenced by the professional behaviors of the Principal and Assistant Principal.	93.8%	94%	93.9%
Percentage of respondents who agree that the school is equitable in its approach to discipline and resolves matters fairly.	68%	79.5%	73.25%
Percentage of respondents who agree that the non-academic activities and events that they attend are informative and beneficial.	86%	83%	84.5%

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.

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 2005 for incoming fifth and sixth grade families. Curriculum Nights for all parents were held in September 2005, and a Spring Transition Night for incoming fifth grade students and parents was held in June of 2006. Both the Annual Curriculum Night and the Spring Transition Night events were co-hosted by the Parent Advisory Council.

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

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

Results: 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 2005 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'.

The school continues to use Plato Learning, a subject-based, thematic courseware, to ensure that technology is infused within the curriculum implementation, and Plato Link, an online assessment and diagnostic tool, the results of which provide individualized courseware programs for students. In addition, the school purchased, and utilized extensively, the Study Island MCAS preparation site-license as a part of the second year's funding of the CAST Grant Program. 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.

The CAST project's overall goals were to use technology to create a comprehensive assessment, data gathering and analysis system to inform, enhance, and instruct teaching and learning. Through the use of mobile labs equipped with laptops, students complete assessments based on the Massachusetts State Frameworks. Those test results are compiled in a relational database with results available to classroom teachers, administration, and parents. Data analysis tools are used to inform teaching and school improvement. Professional development funded by the grant, in addition to the use of technology, focused on the school's ability to read the data, create meaningful reports using the data, develop classroom strategies according to the findings of the data, implement strategies necessary to address student needs, and assess the effectiveness of the intervention strategies. 2005 – 2006 was the second and final year of the grant.

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

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

The faculty and staff of Barnstable Horace Mann Charter School continued in the effort to disseminate best practices in the district. BHMCS presented its annual report to the School Committee in the fall of 2005. BHMCS administration has continued to collaborate with Barnstable Public School administration regularly throughout the school-year at monthly Administrative Council meetings; this was the first school year that the Barnstable Public Schools experimented with having 'Contract Schools' executing site-based management.

Various staff members have also collaborated with district staff from sending and receiving schools on what academic issues including what standards are being taught and assessed. This year, with the addition of a number of new curriculum positions within the Barnstable Public Schools, BHMCS had the opportunity to share its internal assessments, assessment data and curriculum with the BPS English/Language Arts Coordinator, Math Coordinator and District-Wide Curriculum Coordinator. Also this year, the Assistant Principal for Academic Affairs (a newly created position) worked collaboratively with Barnstable Public School administrators on a variety of endeavors including preparation for Coordinated Program Reviews, obtaining Highly Qualified Attestations from staff, and the writing of entitlement grants for the Department of Education. Positive working relationships between the new members of the Barnstable Public Schools administration and the members of the BHMCS Management Team have been fostered this year.

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 2005 – 2006 School Year

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

- Amended the by-laws to update the board committee structure
- Voted to extend the trial period for MUNIS, the district's financial accounting system

Summary of Official Complaints received by the Board of Trustees

There were no official complaints.

Board of Trustees Roles and Terms

Domenic Botolino July 1, 2005 – June 30, 2006	Lisa Miller, Secretary / Clerk July 1, 2005 – June 30, 2008
Kathryn Byrnes, Vice Chair July 1, 2004 – June 30, 2006	Jeffrey Morassi July 1, 2005 – June 30, 2007
Peter Crowell October 1, 2004 – June 30, 2008	Richard Penn July 1, 2004 – June 30, 2007
Peter Daigle, Chair July 1, 2004 – June 30, 2006	Warren Rutherford July 1, 2005 – June 30, 2007
Jeanmarie Fraser July 1, 2005 – June 30, 2007	Robert Talerman, Treasurer July 1, 2004 – June 30, 2006
Roger Henson, Treasurer October 1, 2004 – June 30, 2006	Peter Winfield, Secretary July 1, 2004 – June 30, 2006
Emily Mezzetti July 1, 2004 – June 30, 2007	

Board Meeting**Dates:**

August 25, 2005

Annual Retreat

September 29, 2005 February 16, 2006

October 27, 2005 March 30, 2006

November 17, 2005 April 27, 2006

December 22, 2005 May 25, 2006

January 26, 2006 June 29, 2006

Board Workshop Dates:

May 9, 2006

*Budget – 2006-2007***Tentative Board Meeting Dates For the 2006 – 2007 School Year**August 16, 2006 (*Board Retreat*)

September 28, 2006

October 26, 2006

November 16, 2006

December 21, 2006**January 25, 2007**

February 15, 2007

March 29, 2007

April 26, 2007

May 24, 2007

June 28, 2007

*Annual Meeting***Board Committees and Members*****Executive Committee***

Peter Daigle, Chair

Kathryn Byrnes

Kara Peterson

Roger Henson

Lisa Miller

Finance Committee

Roger Henson, Chair

Warren Rutherford

Kathy Harrington

Kara Peterson

Robert Talerman

Governance Committee

Emily Mezzetti, Chair

Peter Daigle

Peter Winfield

Peter Crowell

Domenic Botolino

Development/Community Relations

Domenic Botolino, Chair

Richard Penn

Jeanmarie Fraser

Jeffrey Morassi

Academic Affairs

Peter Crowell, Chair

Kathryn Byrnes

Lisa Miller

Trina Camarao

Laurel Brown

William Russell

Kathleen Casey

Nancy Meagher

Student Body Profile

Student Demographic Data for the 2005-2006 School Year

	<i>(Using SIMS Data From June 2006)</i>	Number of Students	% of Population
Total Number of Students		927	100%
By Race/Ethnicity:			
	Black or African American	35	3.8%
	Asian	20	2.2%
	American Indian or Native Alaskan	19	2.0%
	White & Black or African American	6	0.7%
	White & Asian	1	0.1%
	White (Hispanic/Latino)	40	4.3%
	White & Am. Indian or Alaskan Native	3	0.3%
	Asian & Native Hawaiian or Pac. Isl.	1	0.1%
	Am. Indian or Alaskan Nat. (Hisp./Lat.)	2	0.2%
	White	800	86.3%
By Gender:			
	Female	465	50.2%
	Male	462	50.8%
Home Language:			
	Portuguese	53	5.7%
	Spanish	16	1.7%
	Urdu	5	0.5%
	Vietnamese	3	0.3%
	American Sign	1	0.1%
	Cantonese Dialect	1	0.1%
	Gujarati	1	0.1%
	Italian	1	0.1%
	Nepali	1	0.1%
	Punjabi	1	0.1%
	Thai	1	0.1%
	Total (Home Language not English)	84	9.0%
	English	843	90%
Special Education Placement			
	General Education Modified	74	8.0%
	Integrated, up to 25% Separate	57	6.1%
	Separate Class	5	0.5%
	Total	136	14.7%

	<i>(Using SIMS Data From June 2006)</i>	Number of Students	% of Population
<i>Student Support Services</i>			
	Title One Reading	61	6.6%
	Remedial Reading	29	3.1%
	Title One Math	49	5.3%
	ELL-Sheltered English Immersion	26	2.8%
<i>Gateway</i>			
	Weekly	124	
	2-3 times per week	2	
	Daily	36	
	Total	162	
<i>Students qualifying for free and reduced price meals:</i>			
	Reduced Price Meals	50	
	Free Meals	132	
	Total	182	
	<i>Average daily attendance:</i>	874.81	95%
	<i>Average membership rate:</i>	920.87	
<i>Suspensions</i>			<u>Days</u>
	In-school suspension		40
	Out-of-school suspension		43
	Total		83
<i>Student Turnover Data:</i>		<u>Students</u>	
	Transferred out of school	71	
	Transferred into school	47	

District Report Card

Barnstable Horace Mann Charter (District) (04230000)

Kara M Peterson, Charter School Leader

Mailing Address: 730 Osterville-W. Barnstable Road

Marstons Mills, MA 02648

Phone: (508) 420-2272

FAX: (508) 420-0185

Website: <http://www.bhmcs.org/>

Enrollment by Gender (2005-06)				Indicators (2004-05)			
	School	District	State		School	District	State
Male	454	454	499,986	Grade 9-12 Dropout Rate	-	-	-
Female	465	465	472,385	Attendance Rate	94.7	94.7	94.4
Total	919	919	972,371	Average # of days absent	9.1	9.1	9.4
				In-School Suspension Rate	4.7	4.7	3.5
				Out-of-School Suspension Rate	5.3	5.3	6.0
				Retention Rate	0.4	0.4	2.6

Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	78	78	73,593
% of Teachers Licensed in Teaching Assignment	97.4	97.4	94.4
Total # of Teachers in Core Academic Areas	67	67	62,301
% of Core Academic Teachers Identified as Highly Qualified	100.0	100.0	93.8
Student/Teacher Ratio	11.8 to 1	11.8 to 1	13.2 to 1

Selected Populations (2005-06)			
Title	% of School	% of District	% of State
First Language not English	9.2	9.2	14.3
Limited English Proficient	2.7	2.7	5.3
Low-income	21.1	21.1	28.2
Special Education	14.9	14.9	16.5

Technology (2004-05)			
	School	District	State
Students per "modern" Computer	3.0	3.0	4.9
Classrooms on the Internet (%)	100.0	100.0	98.0

2005-2006 District Report Card & 2005 AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	0	-	-	-	-	-	-	-	-	-	-	-	-
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	0	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	418	418	100	Yes	418	76.6	Yes	7.1	Yes	94.7	0.5	Yes	Yes
Lim. English Prof.	25	25	-	-	25	58.0	-	-	-	93.6	0.7	-	-
Spec. Ed.	60	60	100	Yes	60	48.3	No	9.9	Yes	92.8	0.8	Yes	Yes
Low Income	94	94	100	Yes	94	64.6	No	12.8	Yes	92.7	0.9	Yes	Yes
Afr. Amer./Black	24	24	-	-	24	72.9	-	-	-	95.1	3.2	-	-
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	13	13	-	-	13	-	-	-	-	-	-	-	-
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-
White	372	372	100	Yes	372	78.4	Yes	5.8	Yes	94.9	0.4	Yes	Yes

Adequate Yearly Progress History									Accountability Status	
		1999	2000	2001	2002	2003	2004	2005		
ELA	Aggregate	N/A	No Status							
	All subgroups	N/A								
MATH	Aggregate	N/A	N/A	N/A	N/A	N/A	Yes	Yes	No Status	
	All subgroups	N/A	N/A	N/A	N/A	N/A	N/A	Yes		

2005 MCAS Results by Race, Gender, Special Education, Low Income & Migratory Status - Barnstable HMCS School by Grade then Subject

GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	388	84	26	47	25	3
DISABLED	67	15	7	27	48	18
LIMITED ENGLISH PROFICIENT	6	1	-	-	-	-
GENDER						
FEMALE	231	50	23	42	31	5
MALE	230	50	23	45	27	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	18	4	11	6	72	11
ASIAN OR PACIFIC ISLANDER	7	2	-	-	-	-
HISPANIC	18	4	11	33	44	11
NATIVE AMERICAN	8	2	-	-	-	-
WHITE	410	89	24	46	26	4
LOW INCOME						
YES	98	21	10	32	47	11
MIGRANT STUDENT						
YES	2	0	-	-	-	-
GRADE LEVEL 6 - MATHEMATICS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	341	82	26	34	34	6
DISABLED	66	16	5	18	35	42
LIMITED ENGLISH PROFICIENT	11	3	0	9	27	64
GENDER						
FEMALE	200	48	19	34	37	11
MALE	218	52	24	28	31	16
RACE/ETHNICITY						
AFRICAN-AMERICAN	24	6	8	38	42	13
ASIAN OR PACIFIC ISLANDER	4	1	-	-	-	-
HISPANIC	13	3	0	23	31	46
NATIVE AMERICAN	5	1	-	-	-	-

WHITE	372	89	24	31	33	12
LOW INCOME						
YES	94	22	13	21	45	21
MIGRANT STUDENT						
YES	2	0	-	-	-	-

NOTE: Performance level percentages are not calculated if student group less than 10.

NOTE: Student Status, F/RP Lunch, Migrant, Gender, and Race/Ethnicity information reflects the status indicated in the official enrollment submitted by districts.

Data Last Updated on January 30, 2006

Staff Profile

Staff Profile

Classroom teachers	46
Teacher assistants	17
Enrichment teachers	15
SPED Teachers	13
Administrators and support staff	10
Guidance and Prevention	8
Cafeteria Staff	7
Maintenance	6
Management Team	5
Gateway	4
Title I teachers	4
Technology staff	4
Reading specialists	2
Librarians	2
Nurses	2
Behavior specialists	1
ELL	1
Tutor	1
Total Staff	<u>148</u>

Number of Highly Qualified Teachers	71
Average Number of Years Teaching	15
Average Number of Years Teaching at BHMCS	3

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

The school has only been a grade 5 and 6-school for three years.

Teacher Turnover

The school had one teacher leave at the end of the school year due to retirement.

Administrative Turnover

There was not turnover on the administrative team.

Financial Profile

Barnstable Horace Mann Charter School Unaudited Balance Sheet As of June 30, 2006

	As of June 30, 2006
Assets	
Current Assets	
Cash and Cash equivalents	
Cash – Town Treasury	\$1,452,439
BankNorth Checking	6,466
Total Cash and Cash Equivalents	<u>1,458,905</u>
Grants Receivable	1,889
Other Receivables	3,755
Other Current Assets	
Petty Cash	5,000
Total Other Current Assets	<u>10,644</u>
Total Current Assets	<u>1,469,549</u>
Fixed Assets	
Computer Equipment	403,703
Furniture and Fixtures	47,042
Total	<u>450,745</u>
Accumulated Depreciation	<u>(304,525)</u>
Net	<u>146,220</u>
Leasehold Improvements	104,924
Capital Leased Equipment	165,483
Accumulated Depreciation	<u>(133,497)</u>
Net	<u>136,910</u>
Total Fixed Assets	<u>283,130</u>
Total Assets	<u><u>\$1,752,679</u></u>
Liabilities & Equity	
Liabilities	
Current Liabilities	
Accounts Payable	(3,742)
Accrued Payroll	555,197
Capital Lease – ST	3,099
Total Current Liabilities	<u>554,554</u>
Long Term Liabilities	
Long Term Debt Obligation	3,875
Total Long Term Liabilities	<u>3,875</u>
Total Liabilities	<u>558,429</u>
Equity	
Appropriation Control	7,409,480
Expenditure Control	(7,227,103)
Estimate Revenue Control	(7,381,280)
Revenue Control	7,164,555
Fund Balance – Unrestricted Funds	952,442
Investment in Fixed Assets	276,156
Total Equity	<u>1,194,250</u>
Total Liabilities & Equity	<u><u>\$1,752,679</u></u>

Barnstable Horace Mann Charter School
Income and Expense Statement
2006 – 2007 Budget and 2005 – 2006 Actual, Unaudited

	2006 – 2007 Budget	% of Total Revenue	2005 – 2006 Actual, Unaudited	% of Total Revenue
Revenue				
District Allocation	\$6,779,439	92.4%	\$6,484,963	90.22%
Grants:				
SPED Entitlement	184,042	2.5%	184,042	2.56%
Title I	158,853	2.2%	176,503	2.46%
Teacher Quality	36,676	.5%	36,676	.51%
Safe and Drug Free Schools	4,517	.1%	4,517	.06%
Enhanced Education	4,671	.1%	4,671	.06%
Title V	3,606	0%	3,606	.05%
CAST Grant	0	0%	100,000	1.39%
SPED Program Improvement	5,000	.1%	5,000	.07%
Total Grants	<u>397,365</u>	<u>5.4%</u>	<u>515,015</u>	<u>7.16%</u>
Interest Income	150,000	2%	187,026	2.6%
Other Income			1,200	.02%
E-rate	7,853	.1%	0	0%
Total Revenues	<u>7,334,657</u>	<u>100%</u>	<u>7,188,204</u>	<u>100.0%</u>
Expenses				
Compensation and Benefits:				
School Salaries	6,444,214	87.9%	6,136,699	85.4%
Health Insurance	508,464	6.9%	437,551	6.1%
Medicare	70,463	1%	66,917	.9%
MTRS	28,669	.4%	27,663	.4%
Total Compensation and Benefits	<u>7,051,809</u>	<u>96.2%</u>	<u>6,668,830</u>	<u>92.8%</u>
Operating Expenses:				
Advertising	500	0%	0	0%
After School Sessions	10,000	.1%	7,635	.1%
Audit	11,500	.2%	11,500	.2%
Conference Fees	12,500	.2%	10,144	.1%
Consulting Services	48,350	.7%	51,021	.7%
Dues	13,000	.2%	13,164	.2%
Equipment	15,000	.2%	13,205	.2%
Equipment Lease	3,100	.0%	3,099	0%
Furnishings	0	.0%	7,125	.1%
Insurance	7,750	.1%	7,672	.1%
Legal	500	.0%	90	0%

	2006 – 2007 Budget	% of Total Revenue	2005 – 2006 Actual, Unaudited	% of Total Revenue
Maintenance/Repairs	13,500	.2%	21,625	.3%
Photocopy	12,000	.2%	13,794	.2%
Postage	4,000	.1%	2,982	.0%
Principal Expense	5,000	.1%	5,788	.1%
Printing	900	.0%	0	.0%
Publications/Subscriptions	500	.0%	294	.0%
Staff Development	13,145	.2%	37,843	.5%
Supplies and Materials	97,545	1.3%	88,861	1.2%
Technology	75,147	1%	117,815	1.6%
Travel	5,600	.1%	5,869	.1%
Utilities	<u>191,705</u>	<u>2.6</u>	<u>192,956</u>	<u>2.7%</u>
Total Operating Expenses	541,242	7.4%	612,484	8.5%
Total Compensation and Benefits	7,051,809	96.1%	6,668,831	92.8%
Total Expenses	<u>7,593,051</u>	<u>103.5%</u>	<u>7,281,315</u>	<u>101.3%</u>
Net Surplus (Deficit)	<u>(\$258,394)</u>	<u>(3.5)%</u>	<u>(\$93,111)</u>	<u>(1.3%)</u>

Appendix A

Barnstable Horace Mann Charter School Summary of Board Self-Evaluation Survey June 2006

Overview

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

Most of members, regardless of how long they have served on the board, indicated that they understood the expectations, time commitment and had an understanding of the school's successes and challenges. Expectations with respect to the specific skill(s) to be use during their tenure, was not clear for the majority of members, regardless of the length of time served.

Board Effectiveness

All board members agree that the recruitment process for new members ensures that the board is comprised of experienced individuals to guarantee effectiveness and continuity. The majority of members agree that the Board is representative of the school's constituency and that the board as a whole has a clear understanding of its responsibility to advocate for the school publicly. Members generally agree that education and training opportunities are provided to build board members skills and knowledge and supporting information that is provided such as by-laws, accountability plan, and trustee guidebooks are useful. All members agreed that the committee structure supports and facilitates the decision and policy making process.

Area for improvement:

Most members noted that the board does not have a strategic plan that includes goals, action steps, financial projections, and a process for monitoring progress and performance. This will begin to be rectified starting with a facilitated planning session at the 2006 Annual Summer Retreat, and continuing on at the 2006 November workshop. A strategic planning task force is expected to be formed and work between and after sessions to finalize a draft plan for full board approval by January 2007.

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

All or most members indicated they had an understanding of the charter, bylaws, accountability plan, budget and finances. Areas noted as needing improvement included the curriculum, Modern Red Schoolhouse, and assessments used to evaluate school performance. A workshop, focused on these areas is planned for the Fall of 2006.