

BARNSTABLE HORACE MANN CHARTER SCHOOL

Annual Report

2006 – 2007



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**Barnstable Horace Mann Charter School
Letter to DOE from Board of Trustees Chair**

August 1, 2007

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 (BOT) Barnstable Horace Mann Charter School (BHMCS), it is with great pleasure that I forward to you our 2006-2007 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:

- The BOT began a strategic planning process at the annual retreat in August, 2006, and continued to work throughout the fall. Our goal was to develop a multi-year plan that would guide us in our role of governance and continue the success of our school. The final outcome was approved at the Board's regular monthly meeting in March 2007.
- Our Assistant Principal for Academic Affairs left unexpectedly this fall, for another position in a nearby district. Despite losing a significant member so early in the school year, the management team rose to the challenge and the operation of the school remained smooth. We welcomed our new Assistant Principal, Peggy McEvoy, to our school in December, who quickly became an integral part of team.
- We underwent our year eight site visit in April. The Site Visit Team gave us overall high marks – an accomplishment made possible by the participation of a variety of stakeholders, and through the dedication of the entire school community.
- During the final months of the school year, the BHMCS staff voted to change part of the collective bargaining contract in order to provide longer periods of instruction for students. Both the management team and BOT supported this effort. This change, which was approved by the Barnstable Teachers' Association Board of Directors as well as the Barnstable School Committee, will take effect in the 2007-2008 school year.

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

Sincerely yours,

Lisa A. Miller
Chair, BHMCS BOT

cc: Board of Trustees
Barnstable School Committee

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

Officers

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

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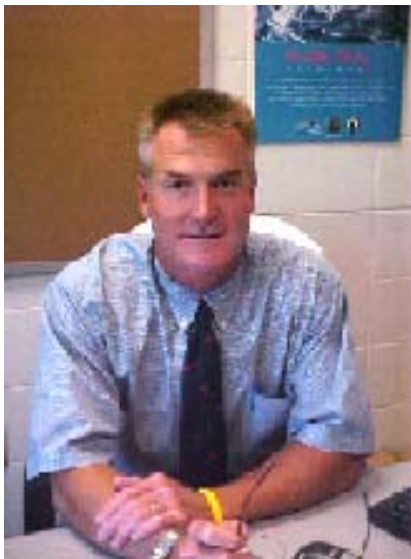
Peter Crowell Parent, Principal - Dennis-Yarmouth Public Schools
Jeanmarie Fraser Librarian - Cape Cod Community College
Alan Hidenfelter Retired CFO
Peter Leveroni Parent, Attorney
Jeffrey Morassi Teacher - BHMCS
Richard Penn President - Puritan of Cape Cod
Raquel Rodriguez Parent, Lesley University
Thomas Rugo Parent, Attorney
Karen Ryder Parent, Marketing Manager - Cape Cod Times

Management Team

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



Kara Peterson
Principal



David Smith
*Assistant Principal of
Student Affairs*



Peggy McEvoy
*Assistant Principal of
Academic Affairs*



Laurel Brown
Curriculum Coordinator



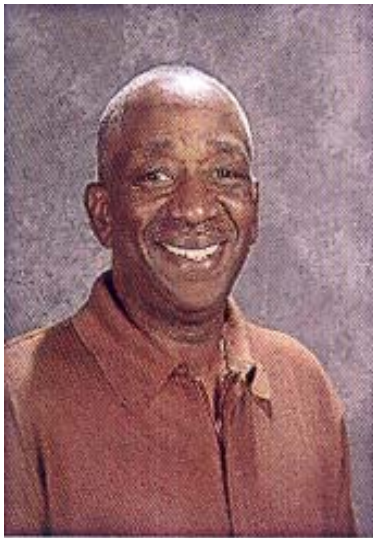
Susanne Leary
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Debora Morgan
*Director of
Technology*



Dorothy Lindlau
Staff Accountant



Keith Clarke
*Director of
Guidance*



Betsy Cook
*Director of
Special Education*

August 1, 2007

Letter from the Principal

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

The 2006-2007 school year at Barnstable Horace Mann Charter School was filled with exciting challenges and changes. In our fourth year of operation as a district-wide grades 5 & 6 Horace Mann Charter School, BHMCS continued to focus on unifying all stakeholders and building upon our mission of *Excellence For All, Excellence By All*. The year was highlighted by staff changes, a *Year Eight Site Visit* by the MA Charter School Office, and a staff-implemented daily schedule change.

The school year began with a change in the Administrative Team in November. Unexpectedly, the Assistant Principal for Academic Affairs departed for a central office position in a local district. The gap in the administrative team made for challenges in maintaining continued levels of service in the absence of one key stakeholder. After a broad search and intense interview process, Ms. Peggy McEvoy was named Assistant Principal of Academic Affairs in December of 2006. With the Administrative Team once again intact, the work of developing a strong working partnership among students, staff, parents, community members, and district personnel began.

With a strong administrative team in place and continued support from the Board of Trustees, we underwent the *Year Eight Site Visit* in April of 2007. Dedicated faculty and staff worked to showcase our school, while parents and community members stepped forward to share their thoughts. A six member team reviewed data compiled by the school in order to corroborate information found in the 2005-2006 Annual Report, checked progress on the Accountability Plan, and determined whether or not the school continued faithfulness to the charter, assured academic success for students, and maintained organizational viability. The findings of the team were concise and maintained that, indeed, Barnstable Horace Mann Charter School is the school it promises to be!

In the spring of 2007, BHMCS staff rallied to change part of the collective bargaining contract in order to provide longer periods of instruction for students. The process began with a unified staff vote which went to the Association Board of Directors for a vote and then, ultimately, to the Barnstable School Committee for affirmation. Staff dedication for students was apparent and the focused charge was dramatic!

While change and challenge flavored the school year, our tried and true system of maintaining a small school feel in a large building consistently surfaced. The *Welcome Back Cookout*, *Open Houses*, monthly *Principal Coffee Hours* and *Principal Teas*, *Winter and Spring Concerts*, *Variety Show*, *Family Math Nights*, *Book Buddies*, *Mentor Program*, *Green Machine*, *Philanthropy Day*, *Milestones*, *Transition Night*, and *Fine and Performing Arts Extravaganza* were all well attended and an enjoyable part of our school culture. As always, a theme of charitable giving emerged with *Children Helping Children*, *Packages to Iraq*, *Food Pantry* donations, *Pennies for ALS*, *Read to Feed*, *Hero Packs*, and the staff-initiated *Relay for Life*.

With the close of 2006-2007, our thoughts move forward to the hopes, expectations, and desires for a successful 2007-2008 school year. Solid leadership and governance, continued focus on student learning, and implementation of our mission will ensure that Barnstable Horace Mann Charter School continues with *Excellence For All, Excellence By All!*

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 2006–2007 school year, per June 2007 data, enrollment was 903 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 the town of Barnstable. Barnstable Horace Mann Charter School does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when accepting students.

The students come from the seven 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 2006–2007 school year.

Teacher to Student Ratio

The average ratio at BHMCS is 1 teacher to 21.5 students. The school employed 42 full time equivalent classroom teachers serving a student population of 903.

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 30, 2006** and ended on **June 13, 2007**. There were 180 instructional days during the **2006 – 2007** 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.

Barnstable Horace Mann Charter School is the model of site based management now being incorporated throughout the Barnstable Public School District.

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

We have met with the district-wide Curriculum Coordinator, Technology Director, and Data Specialist to share ideas for improving education for all students in Barnstable. We have upcoming meetings scheduled with the Math and English/Language Arts Curriculum Coordinators to work on facilitating the transition between grade 4 and 5, and likewise the transition from grade 6 to 7.

Dissemination of academic practices has largely taken place within our own building due to the fact that the sixth grade became a part of the Horace Mann Charter for the first time during the 2003-2004 school year. As the sixth grade staff is relatively new to our charter, we have spent our time incorporating the Modern Red design of standards based units into our sixth grade program. Now, curricula is based on the Massachusetts State Frameworks, all units are done at approximately the same time allowing for sharing of best practices, and common assessments in all areas have been designed.

A Differentiated Curriculum workshop was hosted by BHMCS and offered to a national audience August 7-11, 2006. A group of BHMCS teachers, in conjunction with the Management Team, secured a national presenter, Dr. T. Roger Taylor, to facilitate a week long course in writing curriculum for differentiated instruction. The course was advertised both locally and nationally. Dr. T. Roger Taylor presented a 5-day curriculum writing institute for grades K-12, using a differentiated curriculum model for at-risk, gifted, struggling, and in-between students.

Our Technology Director, Debora Morgan, is a member of the Steering Committee for the Department of Education Statewide Data Warehouse Committee. This involvement leads to improved housing and use of data to drive instruction. Ms. Morgan provided multiple opportunities for other schools to participate in various trainings and programs offered on and off site.

Our Assistant Principal, Peggy McEvoy, served on the Cape Light Compact Advisory Board where she participated in the planning of the first Cape-Wide Energy Education conference, March 8, 2007. She was also a presenter at the conference.

Our Assistant Principal, Dave Smith, participated in the Book Buddies program, which involved BHMCS students going to Marstons Mills East Elementary School to read and do study skills activities with second graders.

Listed below are extensive dissemination efforts in the area of technology:

- Allowed Technology equipment to be borrowed on several occasions.
- Shared access to Study Island Website with MMEHMCS for use with their high-achieving students.
- Purchased, configured and trained BWB in the use of Study Island.
- Opened all technology related in-service to the BPS staff.
- Trained all Health Care offices in the use of the initial health care program. Transferred all schools data to prepare for next school year. Complete support and maintenance of BHMCS Health Care office (BPS)

Plans for Dissemination

The Summer Institute, educational opportunities open to staff at BHMCS, will also be offered to other schools within the district and to private schools in the area. This not only increases the participation in the courses, but it helps to foster a spirit of community and willingness to share with other schools who service similar children.

Administration and staff are anticipating meaningful involvement with the “No Place for Hate” campaign that is taking place in the community. Many different factions will be coming together to work for a common goal of increased tolerance, understanding, and appreciation of diversity and what it can offer, in a positive way, to our community.

Staff members 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 life-long learning, for ourselves and our students.

Curriculum Design and Teaching Methodology

The Barnstable Horace Mann Charter School designed its own curriculum, a series of integrated thematic units, based on certain components of the Modern Red Schoolhouse design. These units are aligned with the Massachusetts Curriculum Frameworks. As these frameworks are approved and revised, the Curriculum Coordinator, along with the faculty, 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 ▪ 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, identified students are instructed 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. Students remain in 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 academic instruction.

- **Title I Services**

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

Supplemental Activities Offered to Students

Barnstable Horace Mann Charter School strives to serve the needs of all students. Accordingly, we offer a multitude of academic and social supplemental activities that not only accommodate 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.

Book Buddies

The Book Buddies program is a group of student volunteers in fifth and sixth grade who take time to read and incorporate study skills with second grade students at Marstons Mills East Horace Mann Charter Public School. Students spend 30-40 minutes with their selected students. The program begins in October and continues throughout the school year. During the 2006-2007 school year approximately 45 BHMCS students were involved in two sessions of the program.

Children Helping Children

Children Helping Children 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 174 students at BHMCS during the 2006-2007 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 28 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 and 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 throughout the school year.

Main Street Learning

Main Street Learning (MSL) is a non-profit entity within the Barnstable Horace Mann Charter School. Students are chosen from each fifth and sixth grade classroom to represent that class and act as a liaison between the school and the community. These students meet on a consistent, periodic basis throughout the school year. During the 2006–2007 school year, MSL sponsored projects such as 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. Selected students from this Main Street Learning group visited the town's elementary schools to inform incoming fourth graders about the Barnstable Horace Mann Charter School and participated at open houses as tour guides and greeters.

MCAS After School Tutoring Program

The MCAS After School Tutoring program included English/Language Arts and Mathematics support during the 2006–2007 school year. Supplemental tutoring was provided to targeted students to assist them with academic skills and preparation for the MCAS exams. Students targeted for support in reading received small-group and individualized instruction after school three days a week for a total of 12 days. There were 99 students who received support through the ELA MCAS After School Tutoring Program. Students targeted for support in mathematics received small-group and individualized instruction after school three days a week for a total of 12 sessions. Over 100 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 each period.

Mentor Program

During the 2006–2007 school year, the school continued and expanded its Mentor Program. Under this program, students with various social needs were 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 5 staff members. Fifty students benefited from this initiative during the 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" tickets, or the "High Five" award (given to the one student in each classroom who has gone above and beyond expectations) are acknowledged for their accomplishments. Approximately 500 students were awarded Milestones recognition each term this year.

Recycling Team

One student from each class is selected to act as the representative for the homeroom. This student is in charge of all recycling efforts for that room. Periodically students meet as a group to discuss current practices, possible future efforts, and initiatives within the school and community.

Technology Team

The Technology Team is comprised of a minimum of 3-4 students from each homeroom who have been trained in the use of the school's mobile wireless labs, digital and video cameras, Smartboards, and projectors. During the 2006–2007 school year, approximately 150 students participated on the Technology Team. The team's role is to deliver and set up the equipment to classrooms where it is required, and to assist teachers and classmates with the use of the hardware within the classroom. Specifically, team members are responsible for trouble-shooting the mobile lab by learning skills such as how to connect to a projector, add paper, and locate consumables such as ink, batteries, etc. The team was responsible for weekly lab cleanings as well as technical assistance via a 'Special Forces Squad'. For the first time, the team members attended the Emerging Technology Leaders Conference in the spring of 2007. This one-day conference at BHMCS trained students on additional technology equipment, focusing on use of the interactive white boards in the classrooms.

Performance Objectives

I. IS THE SCHOOL AN ACADEMIC SUCCESS?

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

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

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

Measurement: The combined percentage 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 5%. Fifth grade students combined advanced and proficient categories for a total of 66%, which surpassed the state average by 7%. There were 78% of the sixth grade students who attained advanced or proficient, which exceeded the state average by 14%. See Figures 1 and 2 below.

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

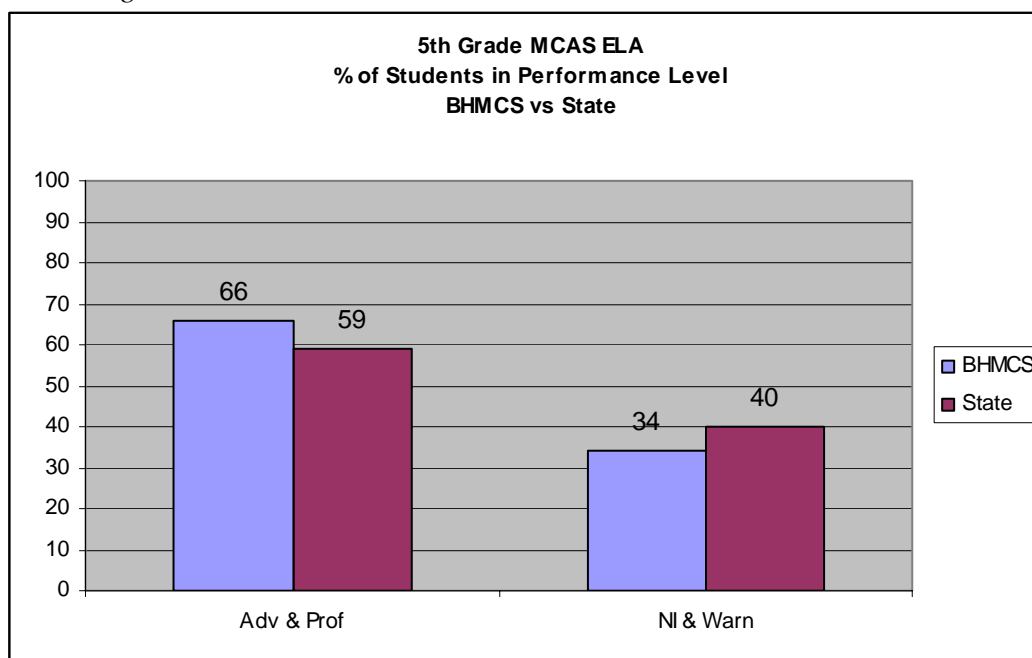
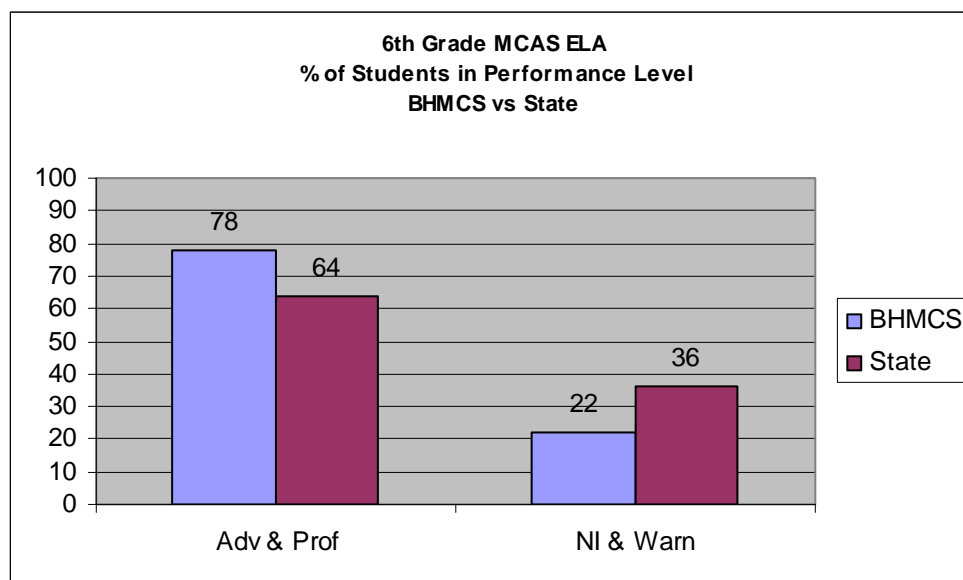


Figure 2. BHMCS 6th Grade MCAS results versus the State's results



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

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

Results: The average scores for students in grade five met the goal to have scores increased by 10%. Sixth grade scores met the goal for topic development but were slightly below for conventions. The average scores for students in grade five increased by 34% for topic and 15% for conventions, on the school-wide writing prompt. Similarly, the average scores for students in grade six increased by 15% for topic and 7% for conventions.

Figure 3 indicates that 5th grade students showed growth from fall 2006 to spring 2007 in their topic development average score from 2.77 to 3.71. They advanced from an average score of 2.59 to 2.99 in standard English conventions, over the same time period, an increase of 34% and 15%, respectively. Scores in Figure 4 indicate that 6th grade students showed growth from fall 2006 to spring 2007 in their topic development average score of 3.15 to 3.61. They advanced from an average score of 2.67 to 2.86 in standard English conventions, over the same time period, an advance of 15% and 7%, 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, but fell short of the 10% increase by 3%. Topic development has a higher scoring than conventions in both grades and the overall results in area of conventions should be addressed by the ELA Task Forces.

Figure 3. Average Scores for Fifth Grade Writing Prompts

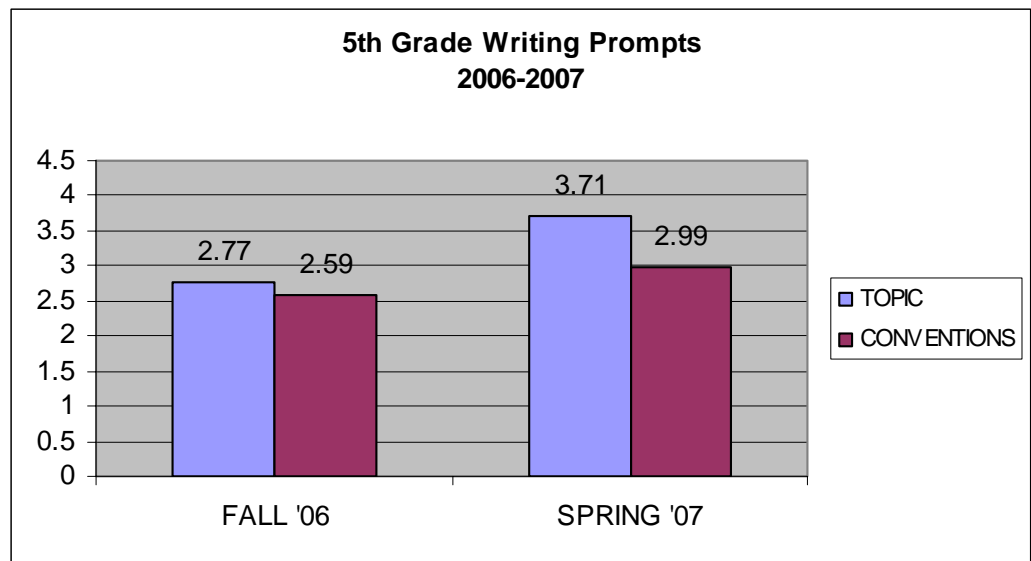
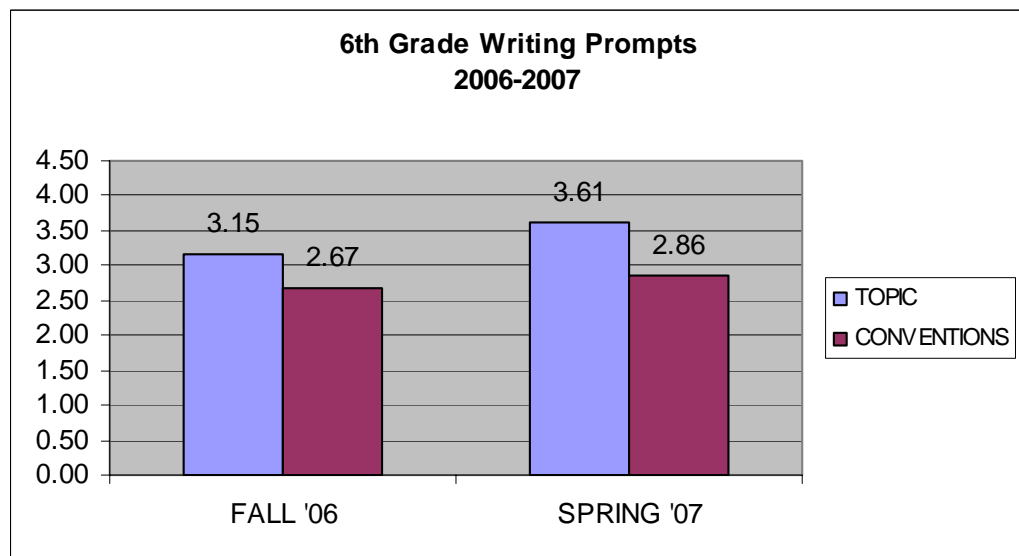


Figure 4. Average Scores for Sixth Grade Writing Prompts

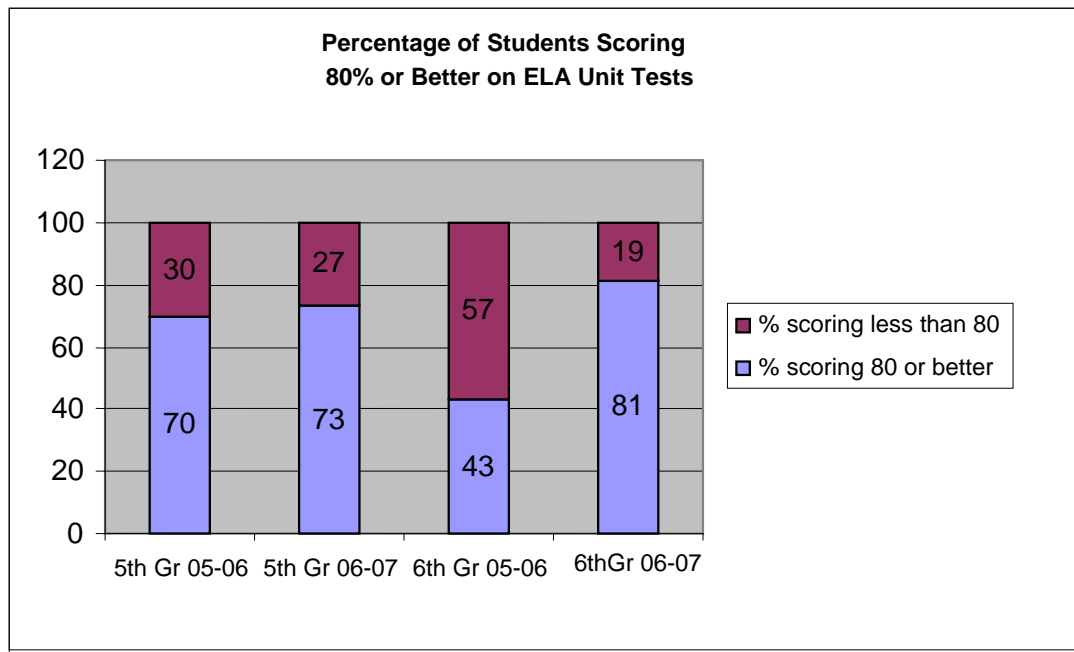


Measurement: At least 75% of all students in each grade will score 80% or better on the school’s English language arts standards-based internal assessments.

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. This is part of the work of the English Language Arts Curriculum Task Force. Each year, the English Language Arts Quarterly Assessments have been refined to make them more rigorous so that they more closely mirror the type of assessment on which students will need to perform to show competency at the state level (MCAS Exams).

Results: 73% of the fifth grade students and 81% of the sixth grade students taking the English language arts standards-based internal assessments scored 80% or better during the 2006-2007 school year. As Figure 5 indicates, 27% and 19% of fifth and sixth grade students, respectively, scored less than 80 (out of a possible 100) on these ELA internal assessments. This shows great progress from last year as grade five went up 3% and grade six went up 38%. The grade five students in 05-06 scored 70% and those same students, now as sixth grade students, scored 81%. These positive results are a reflection of work done by the English Language Arts Task Force. The Task Force will continue to evaluate and refine these internal assessments.

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



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

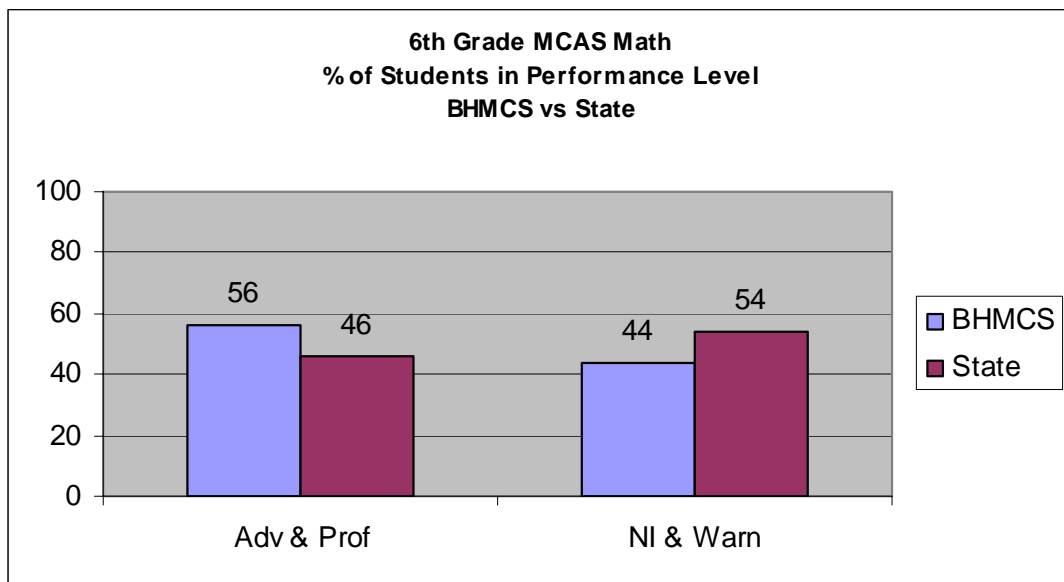
Measurement: The following measurement is no longer used: Students will demonstrate an increase of at least 2 NCE points in math on the Stanford 9 Achievement Test.

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

Measurement: The combined percentage 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 2006 exam was 48%. The state average for grade five students scoring in the advanced and proficient categories was 43%. Therefore, Barnstable Horace Mann Charter School exceeded the state average by 5%, meeting the standard set in the Accountability Plan for this measure. The grade six students in BHMCS had 56% scoring in the advanced and proficient levels, while the state average was 46%. BHMCS exceeded the state average by 10%. See Figure 6 for results.

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



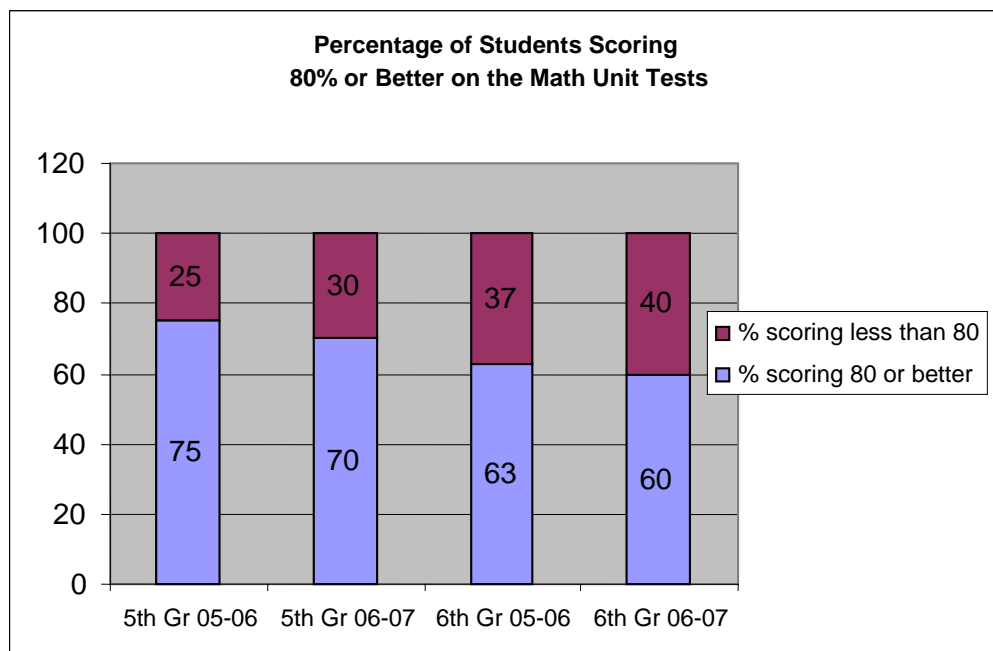
The positive results shown in figure 6 are a tribute to the BHMCS initiatives in professional development in mathematics, as well as an after school tutoring program for MCAS math preparation. A combination of small-group instruction, individualized instruction, and the use of Study Island, a software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

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

Results: 70% of fifth grade students scored 80 or better on the school's mathematics standards-based internal assessments. Only 60% of sixth grade students scored similarly. These results are problematic as neither meets the desired goal of 75% of all students attaining the score of 80%. They are similar to last year's results; however, the fifth grade students met the goal last year. This is the third year in a row that the grade six students have not succeeded in meeting the desired measurement. Although fifth and sixth grade MCAS scores were 5% and 10% respectively better than the state, we need to improve these scores. These same students have surpassed the desired MCAS goal which demonstrates achievement above the state average scores; yet, our own internal assessments are problematic. This indicates a need to examine the differences between the two types of assessments and the expectations we have of our students on each. A part of the Math Task Force's responsibility will be to investigate this phenomenon during the 2007-2008 school year, when they will also have access to the Spring 2007 MCAS mathematics exam results. Figure 7 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. As Figure 7 indicates, 30% and 40% of fifth and sixth grade students, respectively, scored less than 80 (out of a possible 100) on these mathematics internal assessments.

Figure 7. Percentage of Fifth and Sixth Grade Students Scoring 80 or Better on Mathematics Internal Assessments

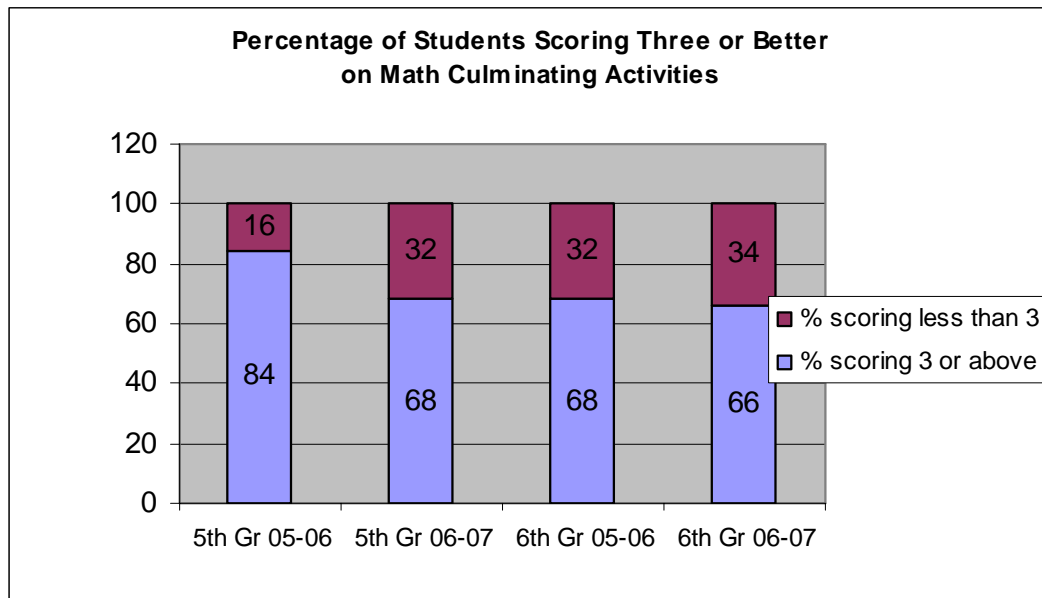


Measurement: At least 75 % of all students in each grade will score a 3 or better on the school’s mathematics culminating activities scored on a 1 – 4 rubric.

Results: Only 68% of the fifth grade students scored a 3 or better on the school’s mathematics culminating activities. This does not meet the standard set for this measurement, and it represents a 16% reduction in fifth grade scores from the 2005-2006 school year. A similar result was seen as only 66% of the sixth grade students taking the mathematics culminating activities scored a 3 or better. This represents a 2% reduction from the 2005-2006 scores for the sixth grade. The dramatic decrease in scores for the fifth grade serves as a catalyst for investigation into the cause of such a reduction. The grade six scores are consistent with last year’s results; however, 66% is cause for concern as those same students in the previous year had 84% score 3 or better. We need to examine the culminating activity and what students are being asked to do to achieve according to this rubric. See Figure 8 for comparative results.

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

Figure 8. Percentage of Students Scoring Three or Above on Math Culminating Activities

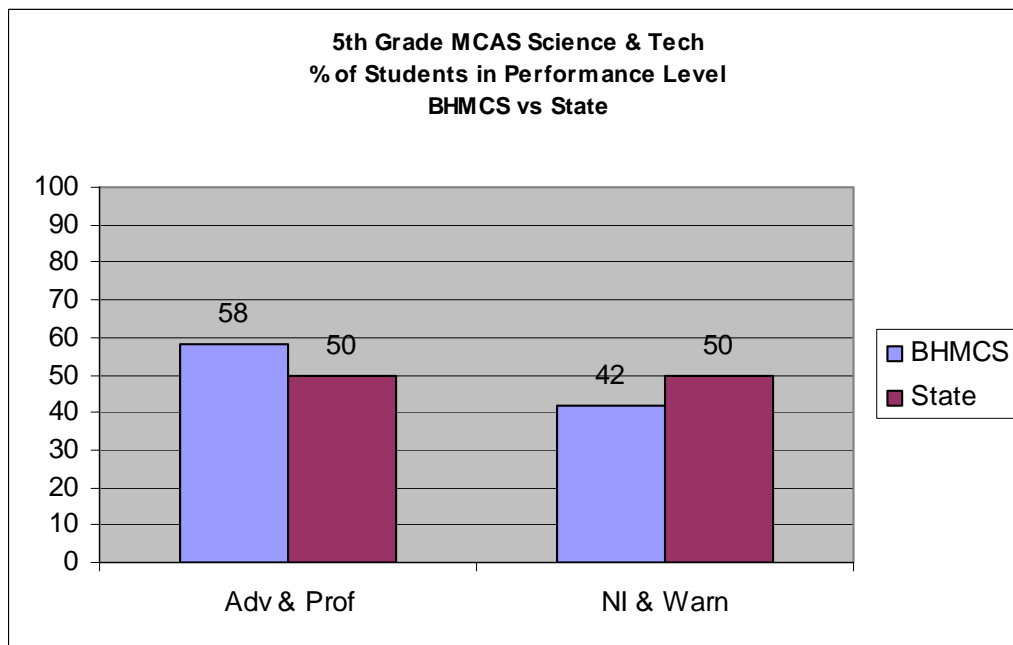


Goal 3: Students will make continual progress toward mastery of the state standards in science and technology/engineering.

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

Results: The combined percentage of students scoring in the advanced and proficient categories for the spring 2006 exam was 58%. 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 8%. Figure 9 documents these results. BHMCS fifth grade students have exceeded the state's performance on the Science and Technology/Engineering MCAS exam for the past 4 years.

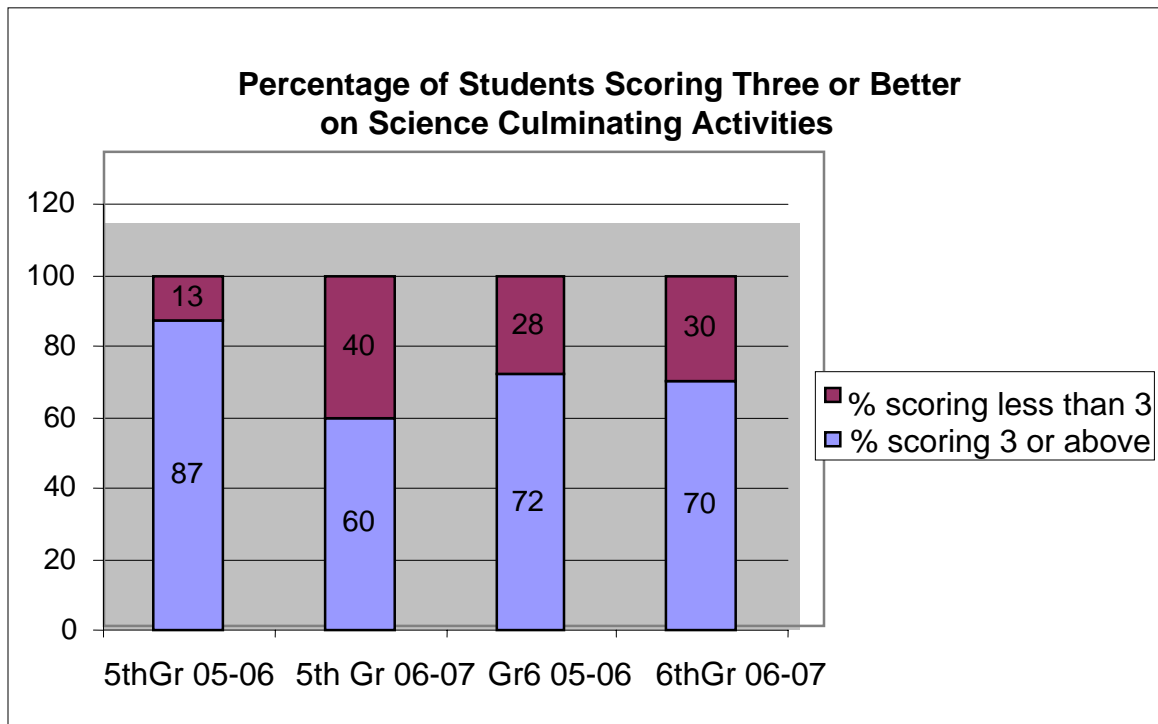
Figure 9. BHMCS Science and Technology/Engineering MCAS Results versus the State's MCAS Results for Fifth Grade



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

Results: 60% of the fifth grade students scored 3 or better on the science culminating activities. 70% of the sixth grade students scored 3 or better on the science culminating activities. These results show that neither grade has met the measurement goal. Fifth grade students were 15% below their goal and sixth grade was only 5% away from reaching the goal. Last year the results were 87% scoring a 3 or better for the fifth grade and this year they dropped to 60%, a 26% reduction. Those same students, as grade six this year, fell below the desired measurement goal when last year they exceeded the goal by 12%, which initiates much discussion about the culminating activity and its revisions. It is important to understand that the science culminating activities are in the process of being revised. Not all students completed all activities and some classes were piloting new and different culminating activities for specific science units. The Science Task Force will use this data to analyze the results and continue work to align units and activities to better evaluate performance. Figure 10 outlines these results.

Figure 10. 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.

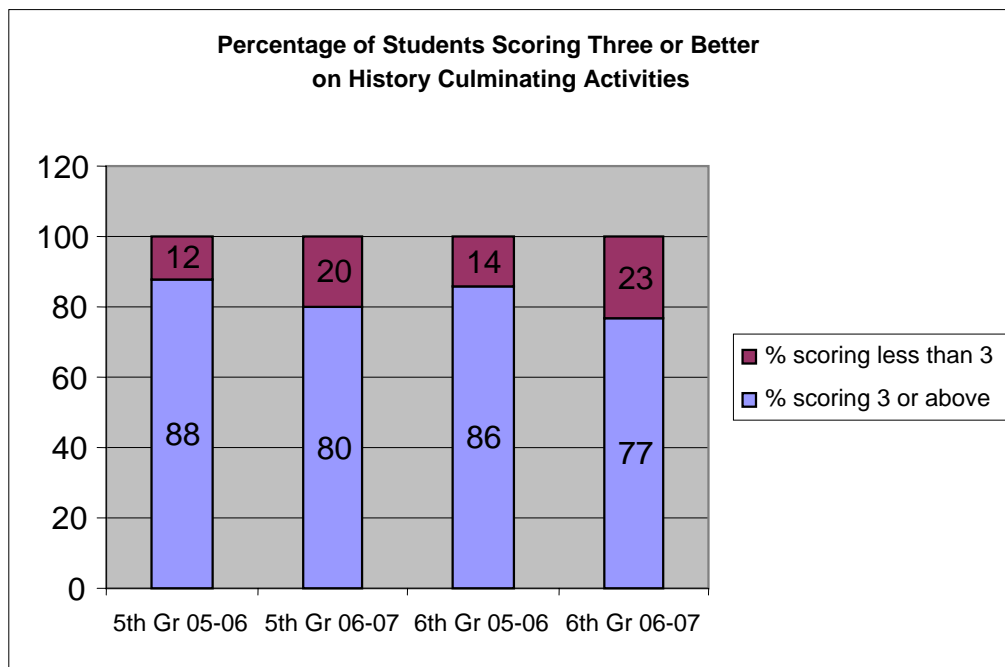
Measurement: The combined percentage of students in grade five scoring in the advanced and proficient categories on the History and Social Science MCAS will exceed the state average by 5%.

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

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

Results: Both grade five and six students succeeded in accomplishing goal 4, according to this measurement. Eighty percent (80%) of the fifth grade students scored a 3 or better on the history and social science culminating activities. This represents an 8% reduction in success rates from the results of the 2005-2006 school year. Seventy-seven percent (77%) of sixth grade students scored a 3 or better on the history and social science culminating activities. This represents a 9% reduction in success rates from the results of the 2005-2006 school year. The results appear consistent across both years and grade levels. Figure 11 highlights these results.

Figure 11. 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 2007-2008 academic 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 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, 2005-2006, was completed and submitted to the Auditor General and the Charter School Office in December 2006.

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 2006-2007 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 2006 during which the Board began the process of developing a Strategic Plan complete with yearly goals. The planning process continued throughout the fall of 2006, followed by a vote to accept the final outcome at the March, 2007 meeting.

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 2006, the results of which are included in Appendix A. At the Board's June 28, 2007 Annual Meeting, 3 new trustees were elected to fill positions left vacant by members whose terms had expired, bringing the current number of trustees for the 2007-2008 school year to 12.

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

Results: The school has maintained its Task Forces for Math, English Language Arts, Science, and Social Studies. Teachers were given the option to participate in these meetings, occurring once a month after the school day. Task Force leaders reported and shared their work with teachers at various grade-level meetings. All teachers were required to participate in monthly curriculum / department meetings to ensure similar pacing and equity for students in their access to the common curriculum. The Management Team elected to address organizational issues with input from the entire staff by utilizing formal and informal surveys and by dedicating time at faculty and in-service meetings to these matters. Members of the Management Team, as well as teacher representatives, reported to the Board's Academic Affairs Committee. The Committee addressed areas in need of improvement, using a data-driven approach, and informed the Board of Trustees of all progress and any recommendations requiring approval of the Board.

Goal 7: **Student attendance will be maintained at a level consistent with, or higher than, state averages and No Child Left Behind (NCLB).**

Measurement: Attendance statistics maintained and documented.

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 absenteeism on a daily basis, encouraging parental support in attendance, discouraging absence, pursuing chronic offenders, and monitoring students who do not attend school regularly.

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

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

Results: The evaluation tool and procedure, adopted by the Barnstable Teacher's Association and approved by the Barnstable School Committee, was utilized for the 2006-2007 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 conducted for those on their observation and evaluation year were done in 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.

Results: All teachers' professional development progress was monitored this year in conjunction with the Barnstable Public School District, and used to ascertain the highly qualified status of professional staff members. As reported in the BHMCS 2006-2007 School Report Card, 97.4% of teachers are licensed in his / her teaching assignment and 98.5% of core academic teachers are highly qualified.

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

Results: In-house professional development is driven by school-wide improvement efforts, such as those from the Literacy Committee and Task Force committees. Input from teachers and ongoing initiatives contributed to the development of a comprehensive program of in-house professional development for the staff. The staff was invited to the BHMCS Summer Institute, a week in August of various course offerings which focused on the integration of technology into curriculum planning and instruction. Other offerings addressed classroom management, wellness initiatives, and differentiated instruction. In-house staff facilitated sharing of best practices in specific subject areas. Other school year offerings included the Responsive Classroom model which addressed logical consequences and morning meeting. In-service training was provided on a school-wide approach to improving reading which included further involvement in note-taking and summarizing instruction in the content areas. A motivational speaker was included as part of the professional development offerings. On-going opportunities provided by 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, and Special Education initiatives. Throughout the academic year, staff also attended off-site professional development courses and workshops as offered through the district and independent contractors.

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

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

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

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

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

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

Results: At least 261 parents, or 29%, volunteered to assist in classrooms, chaperoned field trips, worked at special events, and participated in fundraisers. Total volunteer time for the 2006–2007 school year amounted to 470 recorded hours. There have been many annual school / community events, some hosted by the Parent Advisory Council (PAC), to welcome and inform families. There have also been community activities such as “Globing the Water” and the “Moon Party,” which highlighted project-based learning in science.

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

Results: A survey sent to parents in October, 2006 invited comments on positive experiences and areas for improvement. Parents were enthusiastic in their responses, and included some suggestions for improvement. Results of the June, 2006 Parent Survey, to which 20% of parents responded, were strongly positive in virtually all areas. Of the 187 parents / guardians who responded, 79, or 42% percent, were from 5th grade; 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.

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 and the school's Parent Advisory council (PAC) co-hosted a Welcome Back Cookout at the end of August, 2006 for incoming fifth and sixth grade families. Curriculum Nights for all parents were held in September 2006, and a Spring Transition Night for incoming fifth grade students and parents was held in June of 2007.

Table 3. Parent Survey Summary of Results 2006-2007

Question	5 th Grade	6 th Grade	Total*
Percentage of respondents who agree that their child is doing well at BHMCS.	100%	95%	98%
Percentage of respondents who agree that the school motivates their child to learn.	96%	88%	94%
Percentage of respondents who agree that the school creates a good, safe climate for their child to excel.	95%	98%	96%
Percentage of respondents who agree that the school addresses their child's individual needs.	94%	85%	90%
Percentage of respondents who agree that the school has high expectations for their child's learning.	97%	96%	98%
Percentage of respondents who agree that the quality of teaching is both skilled and accomplished.	97%	95%	97%
Percentage of respondents who agree that the school has improved their child's ability to integrate technology into his / her studies.	88%	90%	92%
Percentage of respondents who agree that their child uses technology on a regular basis.	87%	87%	92%
Percentage of respondents who agree that the school's facilities meet the needs of their child.	94%	92%	95%
Percentage of respondents who agree that parents have appropriate input into school decisions and planning.	86%	87%	92%
Percentage of respondents who agree that the school communicates that parental involvement and volunteering is strongly encouraged.	84%	91%	90%
Percentage of respondents who agree that the school is a welcoming place for parents.	95%	93%	98%
Percentage of respondents who agree that the school is responsive to their concerns.	93%	90%	94%
Percentage of respondents who agree that the school has good leadership as evidenced by the professional behaviors of the Principal and Assistant Principals.	96%	96%	99%
Percentage of respondents who agree that the school is equitable in its approach to discipline and resolves matters fairly.	80%	80%	93%
Percentage of respondents who agree that the non-academic activities and events that they attend are informative and beneficial.	85%	88%	95%

*Differences in total caused by several surveys received without specific grade indication

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

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

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

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

Using a customized version of Microsoft Class Server, the school is currently building a portal that will include lessons, activities, and assessments, as well as student and class data. The school’s Director of Technology provides training and support to all staff. In addition, there is a student Technology Team, which in 2006-2007 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, setup and maintain mobile laptop labs, projectors, and interactive whiteboards. During the spring, an Emerging Technology Leaders Conference was held for students to expand their knowledge and expertise as a Student Technology Team member.

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 2006 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. Since it is a web-based program, Study Island was used by students during the school day, at After School Daycare, and at home. A Study Island incentive program for classrooms helped to encourage students to use this test-preparation and academic practice tool. During the 2006-07 school year, students at BHMCS answered over 950,000 practice MCAS questions, which averages approximately 1,050 questions per student.

BHMCS, in collaboration with Wareham, Dartmouth and Bourne Public Schools, completed its second year of the DOE grant-funded pilot Data Warehouse Project. Monthly attendance at the statewide Data Warehouse Steering Committee meetings, and weekly “webinars” with the DOE, has positioned BHMCS as a leader and innovator in this initiative. The state legislators have voted to fund a statewide license for all schools in Massachusetts to have free access to this powerful relational database.

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

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

Results: The faculty and staff of Barnstable Horace Mann Charter School continued in the effort to disseminate best practices in the district. There have been several examples of dissemination within the Barnstable district, including presenting the BHMCS Annual Report to the School Committee in the fall of 2006 and sharing curriculum and internal assessment strategies with Barnstable administrators. There are also some examples of dissemination outside the district, including a presentation by the BHMCS Director of Technology at the Department of Education's Technology Conference. BHMCS administration has continued to collaborate with Barnstable Public School administration regularly throughout the school year at monthly Barnstable Leadership Team (BLT) meetings.

The Assistant Principal for Academic Affairs worked collaboratively with Barnstable Public School administrators on a variety of endeavors including preparation for Coordinated Program Review, collection of EPIMS data from staff, student transition challenges, and the writing of entitlement grants for the Department of Education. Barnstable Public Schools had a new superintendent this year, and BHMCS has been developing a positive working relationship, specifically including the understanding of how the Horace Mann Charter schools fit into, and are included in, the plans of the district.

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 2006 – 2007 School Year

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

- Amending the By-Laws to incorporate language required by the Department of Education
- Developed and adopted a multi-year Strategic Plan
- Approved a Reserve Policy recommended by the Finance Committee

Charter amendments approved by the Commissioner or Board of Education

There were no charter amendments during the 2006 – 2007 school year.

Summary of Official Complaints received by the Board of Trustees

There were no official complaints received by the Board of Trustees during the 2006 – 2007 school year.

Board of Trustees Roles and Terms

Peter Crowell
October 1, 2004 – June 30, 2008

Richard Penn
July 1, 2004 – June 30, 2007

Jeanmarie Fraser
July 1, 2005 – June 30, 2007

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

Alan Hidenfelter
July 1, 2006 – June 30, 2008

Raquel Rodriquez
July 1, 2006 – June 30, 2007

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

Thomas Rugo
July 1, 2006 – June 30, 2007

Peter Leveroni
July 1, 2006 – June 30, 2008

Warren Rutherford, Treasurer
July 1, 2005 – June 30, 2007

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

Karen Ryder
July 1, 2006 – June 30, 2008

Jeffrey Morassi
July 1, 2005 – June 30, 2007

Board Meeting Dates:

August 16, 2006, Annual 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 Workshop Dates

October 10, 2006
New Member Orientation

 November 7, 2006
Strategic Planning

 February 6, 2007
Site Visits

 May 8, 2007
FY 08 Budget

Tentative Board Meeting Dates for the 2007 – 2008 School Year

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

2006 – 2007 Board Committees and Members***Executive Committee***

Lisa Miller, Chair
 Susanne Leary, Vice Chair
 Kara Peterson
 Warren Rutherford, Treasurer
 Christine Riley, Secretary

Finance Committee

Alan Hidenfelter
 Richard Penn
 Dorothy Lindlau
 Kara Peterson
 Warren Rutherford, Chair

Governance Committee

Lisa Miller
 Christine Riley
 Thomas Rugo
 Peter Crowell, Chair

Development/Community Relations

Jeanmarie Fraser
 Peter Leveroni
 Raquel Rodriguez
 Jeff Morassi, Chair

Academic Affairs

Susanne Leary
 Laurel Brown
 Karen Ryder
 Nancy Meagher
 Peggy McEvoy

Bill Russell
 Kathleen Casey
 Lisa Miller, Chair

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

Student Body Profile

Student Demographic Data for the 2006-2007 School Year

<i>(Using SIMS Data From June 2007)</i>		Number of Students	% of Population
Total Number of Students		910	100%
By Race/Ethnicity:			
	Black or African American	41	4.5%
	Asian	19	2.1%
	American Indian or Native Alaskan	16	1.8%
	Native Hawaiian or Other Pacific Islander	1	0.1%
	White & Black or African American	10	1.1%
	White & Asian	3	0.3%
	White (Hispanic/Latino)	47	5.2%
	White & Am. Indian or Alaskan Native	6	0.7%
	White & Native Hawaiian or Other Pac Isl.	3	0.3%
	Black & African American (Hisp./Lat.)	1	0.1%
	Am. Indian or Alaska Native (Hisp./Lat.)	1	0.1%
	White & Black or African Am (Hisp./Lat.)	1	0.1%
	White	761	83.6%
By Gender:			
	Female	431	47.4%
	Male	479	52.6%
Home Language:			
	Portuguese	19	2.1%
	Spanish	15	1.6%
	Urdu	2	0.2%
	Vietnamese	3	0.3%
	Cantonese Dialect	1	0.1%
	Nepali	1	0.1%
	Punjabi	1	0.1%
	Thai	1	0.1%
	Total (Home Language not English)	43	4.7%
	English	807	88.7%
Special Education Placement			
	General Education Modified	73	8.0%
	Integrated, up to 25% Separate	54	5.9%
	Separate Class	8	0.9%
	Total	135	14.8%

	<i>(Using SIMS Data From June 2007)</i>	Number of Students	% of Population
Student Support Services			
	<i>Student Support Services</i>	41	4.5%
	Remedial Reading	55	6.0%
	Title One Math	53	5.8%
	ELL-Sheltered English Immersion	27	3.0%
	Title One Reading and Math	5	0.5%
	Total	181	19.9%
Gateway			
	Weekly	143	15.7%
	Daily	31	3.4%
	Total	174	19.1%
Students qualifying for free and reduced price meals:			
	Reduced Price Meals	67	7.4%
	Free Meals	140	15.4%
	Total	217	23.8%
	Average daily attendance:	858.74	95%
	Average membership rate:	902.30	
Suspensions			
			<u>Days</u>
	In-school suspension		23
	Out-of-school suspension		30
	Total		53
Student Turnover Data:			
		<u>Students</u>	
	Transferred out of school	38	
	Transferred into school	39	

2006-2007 Report Card - Barnstable Horace Mann Charter (District)

Barnstable Horace Mann Charter (District) (04230000)

Kara M Peterson, Charter School Leader

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Marstons Mills, MA 02648

Phone: (508) 420-2272

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

Enrollment - 2006-07			
	School	District	State
Total Count	903	903	968,661
Race/Ethnicity (%)			
African American or Black	4.3	4.3	8.2
Asian	1.9	1.9	4.8
Hispanic or Latino	5.0	5.0	13.3
Multi-race, Non-Hispanic	2.5	2.5	1.7
Native American	1.6	1.6	0.3
Native Hawaiian or Pacific Islander	0.1	0.1	0.2
White	84.6	84.6	71.5
Gender (%)			
Male	52.8	52.8	51.4
Female	47.2	47.2	48.6
Selected Populations (%)			
Limited English Proficiency	5.5	5.5	5.6
Low-Income	23.0	23.0	28.9
Special Education	14.8	14.8	16.9
First Language Not English	10.1	10.1	14.9

Grades Offered: 05, 06

Educator Data - 2006-07			
	School	District	State
Total Number of Teachers	78	78	73,176
Percentage of Teachers Licensed in Teaching Assignment	97.4	97.4	95.4
Total Number of Teachers in Core Academic Areas	67	67	60,604
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	98.5	98.5	95.1
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	1.5	1.5	4.9
Student/Teacher Ratio	11.6 to 1	11.6 to 1	13.2 to 1
	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	97.4	-	-
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	98.5	-	-
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	1.5	-	-

**Barnstable Horace Mann Charter (District):
2006 AYP Data**

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	921	-	-	-	-	-	-	-	-	-	-	-	-
Lim. English Prof.	58	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	136	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	181	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	41	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	22	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	38	-	-	-	-	-	-	-	-	-	-	-	-
Native American	16	-	-	-	-	-	-	-	-	-	-	-	-
White	802	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	926	924	100	Yes	884	76.9	Yes	7.4	Yes	95.0	0.3	Yes	Yes
Lim. English Prof.	58	58	-	-	47	59.0	-	-	-	93.2	-0.4	-	-
Spec. Ed.	136	136	100	Yes	127	46.7	No	8.3	No	94.8	2.0	Yes	No
Low Income	183	183	100	Yes	178	63.3	No	11.5	Yes	93.6	0.9	Yes	Yes
Afr. Amer./Black	42	42	-	-	43	66.3	-	-	-	94.3	-0.8	-	-
Asian or Pacif. Isl.	22	22	-	-	10	-	-	-	-	-	-	-	-
Hispanic	38	38	-	-	30	55.0	-	-	-	93.2	-0.6	-	-
Native American	16	16	-	-	14	-	-	-	-	-	-	-	-
White	808	806	100	Yes	787	79.1	Yes	6.5	Yes	95.1	0.2	Yes	Yes

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	-	-	-	-	-	-	-	-	No Status
	All Subgroups	-	-	-	-	-	-	-	-	
MATH	Aggregate	-	-	-	-	-	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	Yes	No	

**Barnstable Horace Mann Charter (District):
2006 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	67	99	1	18	46	34	57.1	13499	100	2	22	47	28	65.6
LEP/FLEP	30	100	7	27	50	17	72.5	5666	100	3	22	46	29	62.0
Low Income	93	98	11	44	33	12	79.0	22215	100	4	30	47	18	70.4
African American/Black	20	95	5	35	30	30	68.8	6595	100	5	30	47	18	71.0
Asian or Pacific Islander	16	100	13	44	31	13	81.3	3605	100	22	43	27	8	85.6
Hispanic	18	100	11	39	39	11	80.6	8659	100	3	25	48	24	65.6
Native American	7	-	-	-	-	-	-	248	99	10	42	40	9	80.5
White	385	99	14	56	25	6	87.5	53473	100	18	50	27	5	88.1
Other Subgroups														
Male	221	100	8	49	32	11	81.2	37428	100	11	44	34	10	81.8
Female	225	99	19	56	21	4	90.0	35195	100	20	45	28	7	85.8
Title I	29	100	-	59	41	-	86.2	22319	100	5	32	46	17	71.6
Non-Title I	417	99	14	52	26	8	85.6	50304	100	20	50	25	5	89.1
Non-Low Income	353	100	14	55	25	6	87.4	50408	100	20	51	24	4	89.6
LEP	11	100	-	36	36	27	68.2	2966	100	1	12	44	43	51.3
FLEP	19	100	11	21	58	11	75.0	2700	100	6	33	47	14	73.8
1st Yr LEP*	7	-	-	-	-	-	-	569	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	77	100	4	29	45	22	67.5
All Students														
2006	447	99	13	53	27	8	85.5	72714	100	15	44	31	9	83.7
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**Barnstable Horace Mann Charter (District):
2006 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 5 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	68	100	4	6	38	51	43.8	13530	100	3	11	31	55	49.5
LEP/FLEP	30	100	7	33	33	27	68.3	5669	100	7	15	32	46	52.4
Low Income	96	100	15	21	35	29	65.1	22245	100	6	16	37	42	54.3
African American/Black	22	100	9	18	32	41	55.7	6617	100	4	14	37	44	52.4
Asian or Pacific Islander	16	100	13	31	44	13	76.6	3608	100	32	28	27	13	80.8
Hispanic	18	100	6	28	39	28	65.3	8672	100	4	14	34	48	50.4
Native American	7	-	-	-	-	-	-	247	99	9	28	37	27	66.0
White	387	99	18	33	33	16	75.9	53548	100	19	29	34	17	75.0
Other Subgroups														
Male	221	100	19	27	33	20	72.4	37473	100	17	26	34	23	70.7
Female	229	100	14	35	34	17	75.3	35265	100	16	26	35	23	69.7
Title I	29	100	-	10	48	41	51.7	22358	100	7	18	37	39	56.3
Non-Title I	421	100	18	33	33	17	75.4	50380	100	21	30	33	16	76.4
Non-Low Income	354	99	18	34	33	16	76.3	50493	100	22	31	33	15	77.2
LEP	12	100	-	33	17	50	56.3	2969	100	3	10	28	59	43.5
FLEP	18	100	11	33	44	11	76.4	2700	100	10	21	36	32	62.2
1st Yr LEP*	7	-	-	-	-	-	-	593	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	74	100	3	19	30	49	51.7
All Students														
2006	450	100	17	31	34	18	73.9	72798	100	17	26	34	23	70.2
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**Barnstable Horace Mann Charter (District):
2006 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	68	100	3	25	44	28	62.1	13526	100	5	18	48	30	63.6
LEP/FLEP	30	100	10	10	67	13	63.3	5669	100	3	15	46	36	55.3
Low Income	96	100	11	36	31	21	72.7	22236	100	5	20	51	24	62.9
African American/Black	22	100	-	23	41	36	54.5	6615	100	4	18	52	27	60.2
Asian or Pacific Islander	16	100	13	38	44	6	79.7	3607	100	23	33	36	9	80.5
Hispanic	18	100	6	28	44	22	69.4	8668	100	3	16	50	31	57.8
Native American	7	-	-	-	-	-	-	247	99	9	33	47	11	74.8
White	389	100	21	41	33	5	85.0	53526	100	20	38	36	6	83.3
Other Subgroups														
Male	222	100	20	38	32	10	81.6	37459	100	17	33	38	11	78.7
Female	230	100	17	40	36	7	82.4	35250	100	16	32	41	11	77.2
Title I	29	100	3	38	52	7	79.3	22347	100	5	21	51	23	64.0
Non-Title I	423	100	20	39	33	9	82.2	50362	100	22	38	34	6	84.2
Non-Low Income	356	100	21	40	35	5	84.6	50473	100	22	39	34	5	84.7
LEP	12	100	-	17	50	33	50.0	2969	100	1	9	43	47	47.9
FLEP	18	100	17	6	78	-	72.2	2700	100	5	21	51	23	63.5
1st Yr LEP*	7	-	-	-	-	-	-	591	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	74	100	4	26	43	27	62.8
All Students														
2006	452	100	19	39	34	9	82.0	72769	100	17	33	39	11	78.0
2005	461	-	23	43	29	5	86.4	73206	-	16	35	38	12	78.1

**Barnstable Horace Mann Charter (District):
2006 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	67	100	3	34	45	18	70.1	13122	99	1	25	46	28	65.7
LEP/FLEP	22	100	-	55	36	9	80.7	4626	100	1	23	44	31	59.7
Low Income	83	100	2	55	36	6	83.1	22442	100	2	36	45	17	71.5
African American/Black	19	100	-	47	47	5	80.3	6582	100	3	37	44	16	72.3
Asian or Pacific Islander	6	-	-	-	-	-	-	3468	100	18	52	24	6	87.3
Hispanic	17	100	-	35	53	12	75.0	8789	100	2	31	45	22	67.0
Native American	9	-	-	-	-	-	-	227	100	5	45	40	9	79.8
White	411	100	18	64	16	3	92.6	54159	100	12	60	23	5	89.2
Other Subgroups														
Male	231	100	11	63	23	4	89.5	37910	100	7	53	30	10	82.8
Female	231	100	20	61	16	3	92.5	35359	100	13	55	25	6	87.2
Title I	49	100	4	55	41	-	87.8	20486	100	3	37	44	16	72.4
Non-Title I	413	100	17	63	16	4	91.4	52783	100	13	60	22	5	89.8
Non-Low Income	379	100	18	64	15	3	92.7	50827	100	14	62	21	4	90.9
LEP	8	-	-	-	-	-	-	2800	100	1	13	44	43	50.7
FLEP	14	100	-	86	14	-	94.6	1826	100	3	38	45	14	73.5
1st Yr LEP*	1	-	-	-	-	-	-	519	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	85	100	4	16	51	29	61.2
All Students														
2006	463	100	16	62	19	3	91.0	73382	100	10	54	28	8	84.9
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**Barnstable Horace Mann Charter (District):
2006 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 6 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	67	100	4	15	25	55	45.1	13176	100	2	11	27	60	47.0
LEP/FLEP	22	100	9	18	41	32	60.2	4655	100	5	13	27	56	47.0
Low Income	84	100	8	21	40	30	61.9	22481	100	5	17	32	46	53.0
African American/Black	19	100	5	21	37	37	57.9	6604	100	5	16	32	48	51.3
Asian or Pacific Islander	6	-	-	-	-	-	-	3469	100	32	30	22	15	80.7
Hispanic	17	100	-	29	35	35	57.4	8811	100	4	14	30	53	48.7
Native American	9	-	-	-	-	-	-	232	100	9	21	31	38	59.3
White	415	100	23	37	27	13	79.8	54254	100	19	33	30	18	75.8
Other Subgroups														
Male	235	100	23	35	26	16	77.8	38001	100	17	29	29	25	71.0
Female	231	100	19	35	29	16	76.4	35413	100	16	29	30	25	70.1
Title I	49	100	-	4	61	35	48.5	20516	100	6	18	32	44	54.2
Non-Title I	417	100	23	39	24	14	80.5	52898	100	21	33	28	18	76.9
Non-Low Income	382	100	24	38	25	13	80.4	50933	100	22	34	28	16	78.3
LEP	8	-	-	-	-	-	-	2829	100	3	8	23	66	39.7
FLEP	14	100	14	21	50	14	71.4	1826	100	9	20	32	39	58.2
1st Yr LEP*	1	-	-	-	-	-	-	530	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	87	100	3	15	29	53	47.7
All Students														
2006	466	100	21	35	28	16	77.1	73470	100	17	29	29	25	70.5
2005	418	-	22	31	34	13	76.6	74721	-	17	29	30	23	71.1

Staff Profile

Staff Profile

Classroom Teachers	45
Teacher Assistants	20
Enrichment Teachers	14
SPED Teachers	13
Administrators and Support Staff	11
Guidance and Prevention	7
Cafeteria Staff	7
Maintenance	7
Gateway	4
Title I Teachers	4
Technology Staff	4
Reading Specialists	2
Library Assistants	2
Nurses	2
ELL Teacher	1
Reading Tutor	1
Total Staff	<u>144</u>

Number of Highly Qualified Teachers	77
Average Number of Years Teaching	15
Average Number of Years Teaching at BHMCS	4

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 2006-2007 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 four years.

Teacher Turnover

The school had two teachers leave at the end of the school year due to retirement, and one left due to resignation.

Administrative Turnover

There was one turnover on the Administrative Team.

Financial Profile

Barnstable Horace Mann Charter School Unaudited Balance Sheet As of June 30, 2007

As of
June 30, 2007

Assets		
Current Assets		
Cash and Cash equivalents		
Cash – Town Treasury		\$1,338,982
Bank North Checking		5,000.00
Total Cash and Cash Equivalents		<u>1,343,982</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>1,348,982</u>
Fixed Assets		
Computer Equipment		463,351
Furniture and Fixtures		47,042
Total		<u>510,393</u>
Accumulated Depreciation		<u>(409,243)</u>
Net		<u>101,150</u>
Leasehold Improvements		92,781
Capital Leased Equipment		165,483
Accumulated Depreciation		<u>(135,534)</u>
Net		<u>122,730.00</u>
Total Fixed Assets		<u>223,880</u>
Total Assets		<u>\$1,572,862</u>
Liabilities & Equity		
Liabilities		
Current Liabilities		
Accounts Payable		0
Accrued Payroll		567,507
Capital Lease – ST		3,099
Total Current Liabilities		<u>570,606</u>
Long Term Liabilities		
Long Term Debt Obligation		776
Total Long Term Liabilities		<u>776</u>
Total Liabilities		<u>571,382</u>
Equity		
Appropriation Control		7,672,932
Expenditure Control		(7,430,007)
Estimate Revenue Control		(7,489,091)
Revenue Control		7,247,983
Fund Balance – Unrestricted Funds		723,508
Investment in Fixed Assets		276,156
Total Equity		<u>1,001,481</u>
Total Liabilities & Equity		<u>\$1,572,863</u>

Barnstable Horace Mann Charter School
Income and Expense Statement
2007 – 2008 Budget and 2006 – 2007 Actual, Unaudited

	2007 – 2008 Budget	% of Total Revenue	2006 – 2007 Actual, Unaudited	% of Total Revenue
Revenue				
District Allocation	\$6,590,187	90.1%	6,578,536	89.10%
Grants:				
SPED Entitlement	217,913	3.0%	303,473	4.11%
Title I	197,563	2.7%	185,203	2.51%
Teacher Quality	35,450	.5%	35,450	.48%
Safe and Drug Free Schools	5,575	.1%	5,575	.08%
Enhanced Education	2,263	.0%	2,263	.03%
Title V	1,841	.0%	1,841	.02%
SPED Program Improvement	7,995	.1%	7,995	.11%
Total Grants	<u>468,600</u>	<u>6.4%</u>	<u>541,800</u>	<u>7.34%</u>
Interest Income	250,000	3.4%	263,355	3.57%
Other Income				
E-rate	<u>7,853</u>	<u>.1%</u>	<u>0</u>	<u>0%</u>
Total Revenues	<u>7,316,640</u>	<u>100%</u>	<u>7,383,691</u>	<u>100%</u>
Expenses				
Compensation and Benefits:				
School Salaries	6,306,422	86.2%	6,314,844	85.52%
Health Insurance	555,911	7.6%	449,851	6.09%
Medicare	79,767	1.1%	68,888	.93%
MTRS	<u>31,633</u>	<u>.4%</u>	<u>18,793</u>	<u>.25%</u>
Total Compensation and Benefits	<u>6,973,733</u>	<u>95.3%</u>	<u>6,852,376</u>	<u>92.80%</u>
Operating Expenses:				
Advertising	500	0%	0	0%
After School Sessions	19,200	.3%	14,527	.20%
Audit	12,000	.2%	11,763	.16%
Conference Fees	14,000	.2%	11,763	.16%
Consulting Services	33,000	.5%	71,400	.97%
Dues	14,500	.2%	8,185	.11%
Equipment / Furnishings	15,000	.2%	17,715	.24%
Equipment Lease	3,100	.0%	2,961	.03%
Insurance	7,750	.1%	2,447	.03%
Legal	500	.0%	0	0%
Maintenance/Repairs	13,500	.2%	13,707	.19%
Photocopy	15,000	.2%	11,805	.16%

	2007 – 2008 Budget	% of Total Revenue	2006 – 2007 Actual, Unaudited	% of Total Revenue
Postage	6,500	.1%	5,124	.07%
Principal Expense	5,000	.1%	4,398	.06%
Printing	1,200	.0%	1,173	.02%
Publications/Subscriptions	500	.0%	410	.0%
Staff Development	16,000	.2%	9,686	.13%
Supplies and Materials	145,000	2.0%	113,423	1.54%
Technology	102,000	1.4%	78,065	1.06%
Travel	5,600	0.1%	3,995	.05%
Utilities	<u>204,975</u>	<u>2.8%</u>	<u>209,608</u>	<u>2.84%</u>
Total Operating Expenses	634,825	8.7%	592,155	8.02%
Total Compensation and Benefits	6,973,733	95.3%	6,852,376	92.80%
Total Expenses	<u>7,608,558</u>	<u>104.0%</u>	<u>7,444,531</u>	<u>100.82%</u>
Net Surplus (Deficit)	<u>(\$291,918)</u>	<u>(4.0)%</u>	<u>(\$60,840)</u>	<u>.82%</u>

Appendix A

Barnstable Horace Mann Charter School Summary of Board Self-Evaluation Survey June 2007

Overview

As in previous years, the Board of Trustees completed a self-evaluation survey. Eight out of the thirteen members, or 62%, participated.

Most of the members, regardless of how long they have served on the board, indicated that they understood the expectations and the time commitment needed to be an effective member. As there were more first year members than senior members, it was not unexpected that some did not have a complete understanding of the school's successes and challenges at the time they were asked to serve. This was rectified by an October workshop dedicated to orienting new members to these areas.

Board Effectiveness

The school's vision and mission were understood by all Board members and all had a clear understanding of their responsibility to advocate for the school publicly. All agreed that Board orientation includes discussion of such items as roles and responsibilities of staff and Board, committee operations, and strategic issues. In addition, supporting information to that effect is provided. The majority of members agreed that the recruitment process for new members ensures that the Board is comprised of experienced individuals to guarantee effectiveness and continuity. Members generally agree that education and training opportunities are provided to build board members skills and knowledge and all agreed that the committee structure supports and facilitates the decision and policy making process.

Area for improvement

Three out of the eight respondents felt the representation of the school's constituency was an area that could use some improvement. We will continue to publicize requests for new members through a variety of means and tap into individual Board members' connections to try and improve in this area.

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 and Modern Red Schoolhouse, as well as (to some extent) the assessments used to evaluate school performance. The Academic Affairs Committee is being restructured for the 2007-2008 school year in order to bring a higher level of visibility to these areas.