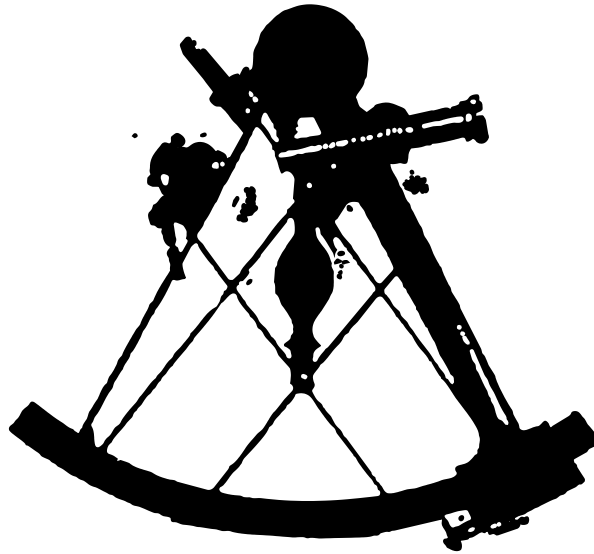


# STURGIS CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2010-11



**Sturgis Charter Public School**

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### **3. Introductory Description of the School**

Founded in 1998, Sturgis Charter Public School is a tuition-free, college preparatory, public high school located at 427 Main Street, Hyannis, MA. Sturgis, a regional charter school giving enrollment priority to students coming from school districts in Barnstable, Bourne, Carver, Chatham, Dennis-Yarmouth, Falmouth, Harwich, Mashpee, Nauset, Plymouth, Sandwich, Provincetown, and Wareham, has a maximum enrollment of 800 students in grades 9-12. The enrollment of the school on October 1, 2010 was 413 students.

Sturgis offers Cape Cod students an intellectually rigorous education in the traditional liberal arts and sciences. Basic to the school's charter is membership in the International Baccalaureate Organization, a worldwide curriculum and examination system which offers students in member schools an opportunity to earn an IB Diploma or to earn certificates in individual IB courses. In order to earn the Diploma, students must take a wide range of academic courses, pass examinations in these courses as well as participate in service to the community, be involved in creative and athletic endeavors, and write an extended essay. Last year, over more than 100,000 students in more than 1,957 schools around the world took IB exams in May 2010. With recent authorizations, there are currently 2,305 IB Diploma World schools.

### **4. Letter from the President of the Board of Trustees—2010-11**

On behalf of the Board of Trustees I am pleased to present this Annual Report of the Sturgis Charter Public School. During 2010-11, Sturgis Charter Public School continued to experience significant transformation. The Sturgis Board of Trustees, school leaders, and faculty have guided the school to significant success in virtually all aspects of its program. The school's program of "International Baccalaureate (IB) for All" has become recognized and respected across the state and the U.S. as one of a few non-selective schools to require all students to take all of their coursework in grades 11-12 in the IB Programme. *Newsweek* magazine has ranked Sturgis on its list of the top 100 U.S. high schools, #28 in 2010 and 2009, up from #43 in 2008 and a substantial increase from #55 in 2007. In May 2011, the *Washington Post* ranked Sturgis #1 in MA, #4 in the Northeast, and #41 in the U.S. out of more than 12,000 high schools. In the academic arena, this year Sturgis has once again realized record gains in achievement. MCAS results were once again among the highest in the state, and the IB results are exemplary in relation to the cohort of students that the school serves. With respect to organizational viability, Sturgis maintained full enrollment with long waiting lists for grades 9 & 10. The financial health of the school is strong as the school has had budget surpluses in each of the past five years and has purchased in 2005, through its supporting foundation, the school building that it had leased since 1998. Sturgis has also been faithful to its charter by continuing to increase student participation in the prestigious International Baccalaureate Diploma Programme. A significant strength of the school has been the dissemination of best practices as Sturgis has been very active in leading workshops and presentations on "IB for All", ensuring college readiness, and effective teaching strategies. Sturgis has become a recognized leader among charter schools in Massachusetts and the IB schools in North America.

The academic program at Sturgis has been a success as the results on external assessments have been quite strong on the MCAS and IB exams and have shown significant improvement in several areas. On the MCAS assessments in 2010, Sturgis ranked 3<sup>rd</sup> in CPI among 287 MA school districts on the ELA, 4<sup>th</sup> in Math, and 32<sup>nd</sup> in Biology. Sturgis achieved a higher percentage of students in the Proficient and Advanced categories than its largest sending districts. For the International Baccalaureate Programme, Sturgis students have embraced the challenge by increasing the average number of IB exams taken per senior from 1.9 exams in 2005, to 4.1 in 2006, to 4.6 in 2007, to 5.5 in 2008 to 5.9 in 2009-2011. Despite the increase in the number of exams taken, the passing rate has been 84% in 2005 and 2006, 88% in 2007, and 87% in 2008, and 88% in 2009, 90% in 2010, 91% in 2011, rates that are quite high considering the “IB for All” program. In addition, 99 % of all seniors passed at least one IB exam, and 15 students with special needs passed 52 of 67 IB exams. The academic success of the Sturgis program has resulted in significantly increasing numbers of students interested in attending the school, in frequent requests for visits from other schools, and for requests for presentations to state, national, and international organizations.

Sturgis has also answered the call to be a viable organization in the areas of enrollment, fiscal management, and governance. Applications for admission in our enrollment periods in 2011 increased significantly over 2010, leading to long waiting lists for grade nine and ten. Enrollment in 2010-11 has remained consistently within the range of 405-415, and a student body numbering 620 is projected for the FY12 budget due to the implementation of our second campus, Sturgis West. Effective governance has been another strength of the school due to an effective Board committee structure, annual Board retreat, self-evaluation and goal-setting, and strong leadership provided by Board officers and school leaders. Starting with a retreat in August 2009, the Board decided to apply for a charter amendment to increase the maximum enrollment from 425 to 800 students. This charter amendment was approved by the MA Board of Elementary and Secondary Education at its meeting in November 2009. Since that approval, the Sturgis Board has been actively involved in searching for and negotiating the purchase of a property on which to build the second campus. In addition, financial audits have once again shown very positive results with no reportable conditions noted in the FY10 audit.

Sturgis maintains a very strong commitment to the charter through ongoing membership in the International Baccalaureate Organization, an emphasis on the marine heritage and environment, and being exceptionally active in disseminating best practices locally, across the state, and nationally. While virtually all students took at least one IB exam, students are showing an increasing sense of preparation and empowerment by taking an average of 5.9 IB exams/senior in 2011. The percentage of seniors who become candidates for the prestigious IB Diploma has increased from 24% in 2006, to 31% in 2007, to 34% in 2008, to 43% in 2009, to 60% in 2010 and 2011. The marine heritage and environment is woven throughout the curriculum, including labs at the local marine estuary, annual visits to the Cape Cod Maritime Museum and the U.S.S. Constitution, emphasis on naval battles in history classes, and several works of literature studied in the English curriculum.

Sturgis has continued with its transformation and has used its challenges as opportunities for growth and improvement. The IB is recognized as one of the best preparations for university, and the “IB for All” program at Sturgis has been described by international and state educational

leaders as “compelling” and “being on the cutting edge of educational reform”. Sturgis looks forward to engaging the public about the future of education based upon our “IB for All” philosophy.

Respectfully submitted,

Ray Sessler  
President, Sturgis Board of Trustees

## **Sturgis Charter Public School**

### **5. Mission**

Sturgis Charter Public School is dedicated to an “International Baccalaureate (IB) for All” philosophy, preparing high school students for higher education in a supportive learning environment. Sturgis provides each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence, and personal growth.

### **Educational Philosophy**

Our charter is unequivocal about the school’s commitment to our curriculum and goals for instruction. Sturgis, it says, will offer students “...an intellectually rigorous education in the tradition of the liberal arts and sciences, a course of study aimed at independence of thought and generosity of spirit.” The Sturgis curriculum is based upon the premise of “International Baccalaureate for All”. Thus, all courses in grades 11 and 12 are IB courses, and all courses in grades 9 and 10 are IB prep. Accordingly, all students are required to take and pass four years of each of the core disciplines: English, history, mathematics, and science. In addition, Sturgis requires six years of foreign language, including two years of the language Latin and at least 4 years in one of the languages. Two years of the arts are required in the first two years. Required electives in the last two years give students the opportunity to take additional course work in foreign language, history, science, mathematics, music, art, and theater arts.

Instruction is designed to challenge all students to think independently, to express their thinking effectively in both speaking and writing, to learn from productive participation in small group interaction and problem solving, and to take responsibility for everyone’s learning in their classrooms by thoughtfully listening and responding to others’ ideas. Writing, both in and out of class, is used extensively as a vehicle for exploring and clarifying ideas as well as demonstrating the quality of one understands. Individual and group projects provide further opportunities for students to demonstrate the creativity and independence of thought we prize so highly. Evidence of the success of these efforts is reflected in our MCAS and IB results.

Our commitment to educating the entire person is expressed in our requirement of participation for all students in athletics, a creative endeavor, or service to the school and community.

## 6. Performance and Plans Section

### Summary of Performance Relative to Accountability Plan Objectives

The following section of this report lists the goals and the measures of the school's accountability plan in addition to a description of the school's progress toward achieving them during the 2010-11 school year. Where applicable, the report summarizes the data derived from the implementation of these measures.

The measures are noted in *italics* and the data for each measure and any discussion of that data are presented in normal text throughout this section of the report.

#### **Faithfulness to Terms of Charter: Accountability Plan Goals and Measures**

**Goal: To foster international awareness and understanding and ensure world-class standards of academic achievement, Sturgis will maintain membership in the I.B.O.**

Measures:

*1. Sturgis will maintain ongoing membership in the I.B.O.*

Sturgis became a member of the I.B. in February 2004 and maintains ongoing membership. This measure was met.

*2. 100% of seniors will take at least two IB examinations, and 95% of seniors will earn at least one IB Certificate.*

In 2011, 99% of graduating seniors sat for at least two IB exams. One senior did not take any IB exams due to medical issues during the exam period. Of the graduating seniors taking IB exams, 100% earned at least one IB Certificate. This measure was partially met.

*3. At least 30% of the members of the graduating class will attempt to fulfill all the requirements for the IB Diploma and at least 50% of those who try will earn I.B. Diplomas. The number attempting to earn IB Diplomas will increase each year over a five year period starting in 2008 until 50% of the class aspires to earn the Diploma and 70% of those are successful.*

For the Class of 2011, 60 % attempted the IB Diploma, and 65% were achieved the Diploma. This measure was partially met.

**Goal: Sturgis' curriculum will reflect the Cape and Islands' marine environment and maritime heritage.**

Measure:

*1. An annual curriculum audit in each subject area will document the inclusion of materials and the implementation of activities related to these themes.*

During the 2010-11 school year, each department completed a curriculum audit and completely updated the curriculum guides. Sturgis has included an emphasis on the marine heritage and environment of Cape Cod throughout much of the curriculum. In grade nine science, students spend a full semester study environmental biology with a marine focus, and all grade 9 & 10 students participated in a one-day research project at a marine estuary. In the grade eleven and twelve IB science classes, all students are required to participate in a major research project at the local marine estuary.

In addition, all history courses emphasize naval history and battles. In the English curriculum, the following works were included: The Sound of Waves, Chronicle of a Death Foretold, Like Water for Chocolate, The House of Bernarda Alba, and Heart of Darkness, “The Fish”, The Adventures of Huckleberry Finn, and “The Open Boat”.

New activities were included in Senior Week that connected Sturgis’ students with their marine environment and heritage. These included a tour of the U.S.S. Constitution and Museum in Charlestown and marine excursion on Ocean Quest from Woods Hole. This measure was met.

*2. Sturgis will develop and maintain maritime-themed traditions and activities including elements in grade nine orientations and graduation ceremonies.*

During their orientation in September, all grade nine students participated in a community building event at Camp Burgess that culminated in a return to the Hyannis Harbor. At the harbor, the grade nine students were given an overview of the life of William Sturgis, a sea captain at the young age of 19. Each of the students then rang the Sturgis ship’s bell and signed the Sturgis log signifying the beginning of their journey at Sturgis. At the graduation ceremony in June 2011 held on a town green adjacent to the Hyannis Harbor, the seniors and the audience were reminded that the academic challenges that Sturgis students face are demanding, somewhat like the challenges faced by William Sturgis and those who went to sea with him. When the seniors’ names were called to receive their diplomas at graduation, they also signed out of the Sturgis ship’s log next to where they signed in as grade nine students. When final graduate’s name was called, the Sturgis ship’s bell was rung once to signify the end of the journey at Sturgis. This measure was met.

**Goal: Sturgis’ curriculum will foster international awareness and cultural understanding.**

Measure:

*1. An annual curriculum audit in each subject area will document the inclusion of materials and the implementation of activities related to these themes.*

The IB mission statement emphasizes that “the International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful

world through intercultural understanding and respect . . . The IB Diploma Programme “encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” The IB Learner Profile states that IB schools seek to develop students who are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

All departments reviewed the IB theme of international-mindedness and the traits of the IB Learner Profile as part of our yearlong IB Self Study. Each department was asked to share during several IB Self Study meetings how their department was specifically addressing the themes in the IB mission statement and the traits in the IB Learner Profile.

The Sturgis curriculum is designed to foster international awareness and understanding. Some English department texts included *Night, Things Fall Apart, Jump and Other Stories, Metamorphosis, and A Long Way Gone, Hour of the Star, Rashomon/In a Grove, Chronicle of a Death Foretold, The Emperor, Jump and other Stories , Things Fall Apart, A Long Way Gone, Heart of Darkness, Feasting, Fasting, The House of Bernarda Alba, Like Water for Chocolate, Maus: A Survivor's Tale, Night, The Sound of Waves*. In History, students in grades 11 and 12 used primary source documents to investigate the political genesis of the modern Middle East. In theatre, students explored the cultural traditions of Japan and India. The study of foreign languages at Sturgis entails an exhaustive study of how culture influences the interpretation and use of French, Spanish and Latin. In Theory of Knowledge, the different perspectives of Buddhist and Islamic traditions were considered when studying how ethics are applied differently around the world. This measure was met.

2. *Sturgis and its faculty will organize and sponsor trips abroad and continue its school-to-school partnership with the American School of Honduras.*

Sturgis faculty led a cultural and historical trip of more than forty students to Paris and Madrid during the February 2011 school vacation. Sturgis hosted a group of students and faculty from the American School of Tegucigalpa in September 2010 for a week of historical, cultural, and college visits. During these school exchange visits, students always stay with host families of the local school. The return exchange visit to Honduras was postponed for one year. In addition, thirty students and five faculty members participated in a two-week World Challenge trip to Costa Rica, a trip that focused on service, the environment, and building leadership capacity. This measure was met.

**Goal: Sturgis will engage the community in thoughtful discussion of the goals and methods of public education.**

Measures:

1. *Teachers in each department will identify at least two Best Practices and formally document the results of their efforts to develop those practices.*

In biweekly departmental and faculty meetings throughout the year, teachers made presentations of best practices to their colleagues. Also, staff members presented and facilitated workshops during professional development days as a means of meeting this expectation for professional growth. In addition, more than 85 schools visited Sturgis throughout the 2007-11 school years. During these visits, Sturgis faculty shared their best practices. This measure was met.

*2. Teachers in the school will participate in at least one activity each year designed to share those practices with teachers in other schools (both charter and non-charter) as well as the larger public.*

Sturgis was involved in an extensive number of dissemination activities during the 2010-11 school year. The following list is an overview of the dissemination of best practices in which Sturgis staff members were involved:

- July 2010—Presented two workshops on IB for Diverse Learners at the IB Americas Conference in Miami
- October 2010—Hosted two faculty from the American International School in Budapest, Hungary as they were exploring “IB for All”
- October 2010—Hosted two faculty from the American School of Tegucigalpa as they were learning about opening IB access to diverse learners
- October 2010—Executive Director presented “IB for All” at DESE Innovation Schools panels in Worcester and Holyoke
- February 2011—Hosted teachers and administrators from the Newman School in Boston regarding the implementation of the IB Diploma Programme
- March 2011—Executive Director lead a 3-day IB teacher and administrator workshop in Memphis, TN entitled Creating a School Culture that Supports Diverse Learners in the IB Diploma Programme
- March 2011—Executive Director gave a presentation on the school and the IB Program at the Cape Leadership Institute in Harwich
- March 2011—Sturgis teacher and eleven students visit Snowden International School in Boston to provide support for the implementation of their IB Diploma Programme
- March 2011—Hosted a visit from six faculty and administrators from Snowden International School as they sought ideas and resources for their new IB Diploma Programme
- April 2011—Hosted a visit from teachers and administrators from Quabbin Regional High School as they were exploring an application for IB authorization
- April 2011--Hosted a visit of administrators from North Middlesex High School as they were exploring an application for IB authorization
- April 2011—Hosted a visit from Heritage and White Pine Schools in Saginaw, MI as they were exploring ways to support students with special needs in the IB
- July 2011—Executive Director presented a workshop entitled “Transform Your High School—Transform Public Education—IB for All” at the IB Americas Conference in San Antonio, TX

## **Faithfulness to Charter: Common School Performance Criteria**

**Implementation of Mission, Vision, and Educational Philosophy:** Sturgis Charter Public School has fully implemented its stated mission to provide the “International Baccalaureate for All” to its students. The rigorous standards associated with the IB ensure that each student receives a world class education due to the fact that Sturgis offers no other curriculum alternative. Results from the IB exams, in addition to student, parent, and alumni survey feedback, and also faculty reflections in their annual self assessments demonstrate that the goals of personal growth and intellectual confidence have been attained by a vast majority of Sturgis students. Please refer to the measures in the Accountability Plan for further information.

**Implementation of the Governance/Leadership Structure:** The Board of Trustees has implemented the governance and leadership structure written in the charter application. The Board meets monthly to carry out its oversight of fiduciary and policy matters. The Board leadership structure includes the positions of President, Vice President, Secretary, and Treasurer, and Board members are elected for these leadership positions annually in June for the following school year. The minutes from each Board meeting provide evidence of the Board’s implementation of its governance/leadership structure.

## **Academic Program Success: Accountability Plan Goals and Measures**

**Goal: All students will demonstrate high levels of academic accomplishment on both internal and external measures.**

Measures:

*1. All students will pass all MCAS tests by spring of their senior year.*

All students in the classes of 2006-2011 passed the MCAS tests by the spring of their junior year. This measure was met.

*2. At least 80% of sophomores will score in the Advanced or Proficient categories on the MCAS English Language Arts and Math subtests, and Sturgis will achieve Adequate Yearly Progress each year.*

On the 2010 MCAS, 98% of sophomores scored in the Advanced or Proficient categories on the ELA test and 98% scored in the same two categories on the Math test. Sturgis met AYP in 2006-2010 for ELA and Math in aggregate and in all subgroups. This measure was met.

*3. Sturgis will rank in the top 25% of secondary schools statewide on the basis of the Composite Performance Index.*

In 2010 Sturgis had a higher combined CPI in ELA and Math than each its five largest sending districts. A rank order of the CPI of all districts in MA resulted in Sturgis ranking #3 in ELA and #4 in Math out of a total of 287 districts. This measure was met.

2008 School District CPI	ELA	Math	Combined
Sturgis	99.3	99.5	198.8
Sandwich	96.3	96.5	192.8
Falmouth	94.7	91.7	185.4
Dennis-Yarmouth	94.8	91.0	185.8
Barnstable	93.1	89.2	182.3
Plymouth	93.9	90.0	183.9

*4. At least 80% of Sturgis students will earn a grade average of C or better on their final report cards each year and at least 40% will earn a B average or better on their final report cards.*

In June, 2011, 87% of Sturgis students earned a grade average of C or better on their report cards and more than 68% earned a grade average of B or better. This measure was met.

*5. Sturgis will improve its median scores by at least two percentile points in national percentile rank on each subtest of the Education Records Bureau test battery between grades nine and ten, and by at least two additional percentile between grades ten and eleven.*

Based on the approval of Mary Street, Director of the MA Charter School Office, Sturgis no longer administers the ERB tests. The Student Growth Percentiles are now used to review growth from year to year.

**Goal: Sturgis students will be well prepared to continue their education at the college or university level.**

Measures:

*1. The average number of IB exams taken by students in each graduating class will be 4.5 or higher.*

Graduating seniors took an average of 4.6 IB exams in 2007, 5.5 IB exams in 2008 and 5.7 in 2009, 5.9 in 2010, and 5.9 in 2011. This measure was met.

*2. 100% of Sturgis seniors will be accepted to postsecondary education within one year of their graduation from Sturgis with at least 90% accepted at 4-year colleges.*

100% of the graduates in the Class of 2010 were accepted to postsecondary education institutions with 86% accepted at 4-year colleges and universities. This measure was partially met.

*3. On a questionnaire survey completed during their freshman year in college, at least 90% of Sturgis students will indicate that they were well prepared for the academic challenges of college.*

Using a rating scale of High to Low, scores of High and Medium High were determined to be well prepared. A total of 44 students completed the survey. The college preparation ratings were quite high as 95.5% were High or Medium High. This measure was met.

**Goal: Sturgis will prize individual responsibility and initiative, respect for self and others, self-discipline and moral integrity, creativity and leadership.**

Measures:

*1. At least 80% of parents will agree that Sturgis has contributed to their children’s sense of individual responsibility, respect for self, respect for others, self-discipline, moral integrity, creativity, leadership, and tolerance.*

A total of 185 parent surveys were completed and returned in 2011, a 51% return rate. The results indicate that parents strongly agree or tend to agree (as opposed to uncertain or disagree) that their student’s experience at Sturgis contributes to their student’s development in the eight areas noted above. The results are as follows: Responsibility (88%), Self Esteem (89%), Caring (85%), Self Discipline (84%), Moral Integrity (85%), Creativity (92%), Tolerance (88%), and Leadership (81%). The average rating of agreement for Sturgis contribution in these areas was 86.2%. This measure was met.

*2. All students will participate in activities in the three areas of creativity, action, and service (CAS) (as defined by the International Baccalaureate Organization) and will write reflections on their activities.*

All students participated in creativity, action, and service activities throughout the school year. In addition to the service and action activities that the IB Diploma students engaged in for their CAS requirements, all students participated in service and action activities during Advisory and directed study periods. More than 81% of Sturgis students participated in creativity endeavors. This measure was met.

**Academic Program Success: Common School Performance Criteria**

**i/ii. 2010 MCAS Proficiency and Median Student Growth Percentiles**

**ii. 2010 Median Student Growth Percentile—All statistically significant subgroups**

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 10 - ENGLISH LANGUAGE ARTS	48	26	50	52	2	18	0	4	110	99.3	42.5	94
GRADE 10 - MATHEMATICS	74	50	24	25	2	17	0	7	108	99.5	52.0	93
GRADE 10 - SCIENCE AND TECHNOLOGY	29	18	58	47	13	28	0	8	96	96.1	N/A	N/A

ALL GRADES - ENGLISH LANGUAGE ARTS	48	16	50	52	2	24	0	8	110	99.3	42.5	94
ALL GRADES - MATHEMATICS	74	26	24	33	2	27	0	15	108	99.5	52.0	93

### English Language Arts MCAS

Stud Grp	Stud. Incl	AYP Part	Adv	Prof	Needs Imp	Fail	CPI	SGP	Inc in SGP
Student w/ Disabilities	11	100	27	55	18	0	93.2	NA	8
LEP/ FLEP	-	-	-	-	-	-	-	-	-
Low Income	10	100	50	50	0	0	100	NA	9
African Am/Black	1	-	-	-	-	-	-	-	1
Asian	1	-	-	-	-	-	-	-	1
Hispanic/ Latino	6	-	-	-	-	-	-	-	6
White	100	100	47	51	2	0	99.3	41.5	86
Male	46	100	46	52	2	0	99.5	41.0	36
Female	64	100	50	48	2	0	99.2	43.5	58
Title 1	-	-	-	-	-	-	-	-	-
Non-Title 1	110	100	48	50	2	0	99.3	42.5	110
Non Low Income	100	100	48	50	2	0	99.3	41.0	85
Multi-Race	2	-	-	-	-	-	-	-	2
2010 All Students	110	100	48	50	2	0	99.3	42.5	94

## Math MCAS

Stud Grp	Stud. Incl	AYP Part	Adv	Prof	Needs Imp	Fail	CPI	SGP	Inc in SGP
Student w/ Disabilities	9	-	-	-	-	-	-	-	-
LEP/ FLEP	-	-	-	-	-	-	-	-	-
Low Income	10	100	60	40	0	0	100	NA	9
African Am/Black	1	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-
Hispanic/ Latino	6	-	-	-	-	-	-	-	6
White	98	99	77	21	2	0	99.5	52.0	85
Male	44	98	77	23	0	0	100	46.0	35
Female	64	100	72	25	3	0	99.2	57.0	58
Title 1	-	-	-	-	-	-	-	-	-
Non-Title 1	108	99	74	24	2	0	99.5	52.0	93
Non Low Income	98	99	76	22	2	0	99.5	53.0	84
Multi-Race	2	-	-	-	-	-	-	-	2
2010 All Students	108	99	74	24	2	0	99.5	52.0	93

## Science MCAS

Stud Grp	Stud. Incl	AYP Part	Adv	Prof	Needs Imp	Fail	CPI	SGP	Inc in SGP
Student w/ Disabilities	10	100	20	40	40	0	87.5	NA	NA
LEP/ FLEP	-	-	-	-	-	-	-	-	-
Low Income	10	100	10	70	20	0	05.0	NA	N
African Am/Black	1	-	-	-	-	-	-	-	1
Asian	1	-	-	-	-	-	-	-	1
Hispanic/ Latino	5	-	-	-	-	-	-	-	5
White	86	100	30	57	13	0	95.9	NA	NA
Male	39	100	44	44	13	0	96.2	NA	NA
Female	57	100	19	68	12	0	96.1	NA	NA
Title 1	-	-	-	-	-	-	-	-	-
Non-Title 1	96	100	29	58	13	0	96.1	NA	NA
Non Low Income	86	100	31	57	12	0	96.2	NA	NA
Multi-Race	3	-	-	-	-	-	-	-	3
2010 All Students	96	100	29	58	13	0	96.1	NA	NA

**iii. AYP**

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	Very High	Met NCLB Goal
MATHEMATICS	No Status	Very High	Met NCLB Goal

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	100	Yes	99.3	Yes	0.3	Yes	90.5	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	99.3	Yes	0.2	Yes	89.5	Yes
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	99	Yes	99.5	Yes	2.3	Yes	90.5	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	99.5	Yes	2.1	Yes	89.5	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

## Other Assessment Measures

### International Baccalaureate Exam Participation—Number of Certificates and Percentages of students

IB Certificates	Class of 2009	Class of 2010	Class of 2011
Number of Students	58	75	87
Total Exams Taken	332	434	495
Higher/Standard Level	137/195	182/252	225/270
Took at least 1 Exam	98%	100%	99%
Took at least 3 Exams	98%	99%	97%
Took at least 6 Exams	76%	81%	82%
IB Diploma Candidates	43%	60%	60%
Special Ed Students/ Exams	10 took 45	12 took 58	15 took 67

### International Baccalaureate Exam Performance—Scores (1-7) and Percentages of Students

IB Certificates	Class of 2009	Class of 2010	Class of 2011
Results			
% of scores 3+	88%	90%	91%
% of scores 4+	63%	62%	70%
% Special Ed scores 3+	71%	76%	78%
Students			
% with at least one 3+	100%	99%	99%
% with at least one 4+	97%	96%	94%
% IB Diplomas achieved	60% (15/25)	51% (23/45)	63% (33/52)

**Curriculum:** The curriculum for grades 9-10 focuses on IB preparation, the Massachusetts Frameworks, and preparation for the MCAS exams. The curriculum for grades 11-12 focuses on the International Baccalaureate in all subjects. No non-IB courses are offered. For the Class of 2011, the average student took 5.9 IB exams. To ensure college readiness, an IB exam in each of the following subjects was taken by virtually every senior in the class of 2011: English, Math, Science, History, Foreign Language and the Arts. No major curriculum changes were made.

**Instruction:** As the IB curriculum is rigorous and comprehensive, teacher strategies and activities are planned backwards from the 12<sup>th</sup> grade using the IB assessments as the end goal. Sturgis teachers are expected to use an extensive variety of teaching strategies that take into consideration the learning differences of students. Expectations are conveyed to teachers during professional development days and departmental meetings. Expectations are conveyed to students through general assemblies, advisory groups, during classes, and by teacher course syllabi. Written comments on Progress Reports and Report Cards reinforce instructional expectations.

**Classroom and School Environment:** The culture of Sturgis promotes an overall philosophy of inclusion and rigorous academic and behavioral expectations. All students are encouraged to take the most demanding academic program available, the full IB Diploma, as well as to participate in extra curricular activities. There are virtually no cuts in athletics and numerous after-school opportunities ensure that all students have access to all activities. Many community building events are planned throughout the year, including Spirit Week, Poetry Readings, a Faculty-Student basketball game and Field Day. The Sturgis advisory program is also a place twice per week where students work in small groups with a teacher to discuss school issues and academic progress. The philosophy, curriculum, and expectations of the IB are disseminated through parent orientations to the program and student-to-student advising sessions. Although incidents of disciplinary infractions are relatively low in number, a total of 6 suspensions included theft, possession of illegal substances, and possession of a weapon.

**Diverse Learners:** The work of the Special Education staff ensures that all teachers are familiar with the specific accommodations of diverse learners in their respective classes at the start of the academic year. Teachers are expected to use teaching strategies to address these learning differences. The Special Education staff includes a Special Education Coordinator, 2 Resource Room Specialists, 3 Special Education Inclusion Specialists, 2 part-time social skills counselors, and 1 part-time Speech and Language Pathologist. The Special Education team meets daily to review student progress and to plan support strategies. Frequent communication with the families of students on an IEP or 504 is designed to provide the needed support. Resource room teachers work with faculty on a daily basis to develop and implement strategies designed to maximize student learning. In addition, students who are at risk are identified by the Student Support Team, which plans and monitors specific intervention strategies.

**Professional Climate:** Teachers are observed twice per year by the administration. This process includes a pre-conference, and observation, and a summary post-conference summary. Lead teachers in each discipline observe their respective teachers three times per year and hold pre and post conferences. In addition, all faculty complete an annual self assessment and meet with the Executive Director in a summative conference at the end of the school year. Standards for evaluation are given in detail in the faculty handbook. The school has used the results of the evaluation process for decisions regarding the retention of staff and salary determination.

An IB Self Study was the major professional development focus of the 2010-11 school year. This study involved all aspects of the school's IB Diploma Programme. Departments and school-wide groups met on several occasions throughout the year to prepare sections of the study. In addition, about one third of the faculty participated in IB training workshops for their specific discipline in Florida, New Mexico, New York, Miami, and Quebec City. Very positive responses regarding the quality of teaching noted on faculty, parent, and student surveys demonstrate that the effectiveness of these professional development initiatives were maintained or increased.

Structures for teacher collaboration included biweekly departmental meetings, biweekly meetings of the Critical Friends Group, biweekly meetings of the Faculty Leadership Council,

and biweekly faculty meetings. In addition, the IB Self Study provided many collaborative opportunities. Finally, even more collaboration happens informally with teachers sharing resources, teaching strategies, and assessment tools.

School climate and the collaborative culture are hallmarks of the school. Collaboration is an expectation, is highly sought out by faculty, and has resulted in very low voluntary attrition of teachers, staff, and administrators. The primacy of our school mission, success for all students in the IB, allows our staff to focus on fewer competing goals.

**Assessment and instructional decision-making:** Faculty use questions from previous IB exams to assess student preparation for the final IB assessments. Faculty also use a multitude of IB rubrics in assessing student work and guiding their decisions on instructional strategies, not only in IB courses but also in their grade 9 and 10 IB prep courses. The school also purchases the IB examiner feedback for each course, and each department reviews this data and prepares a report on successes, areas for improvement, and changes to be implemented. English, math, and science departments also review MCAS results and develop new strategies for improvement.

**Program evaluation:** Sturgis results on MCAS and the International Baccalaureate are given detailed analysis at faculty orientation before the start of school as well as faculty and department meetings throughout the year. Areas of strength are affirmed, areas for improvement are explored in depth, and strategies are developed to address areas of specific concern. Content and teaching strategies are constantly modified to enhance student success. A major focus of faculty meetings in 2010-11 was assessment and grading, which allowed all faculty to review their course assessments and grading through a variety of lenses. The Sturgis Board of Trustees also receives frequent reports on progress and results.

### **Organizational Viability: Accountability Plan Goals and Measures**

**Goal: Sturgis will maintain full enrollment.**

Measures:

*1. Sturgis will maintain an enrollment of 90-110 in its ninth grade class.*

The enrollment reported in October 2010 for grade nine was 110 students. This measure was met.

*2. Grade 10 enrollment will meet or exceed 85% of the previous year's grade nine enrollment as reported in the October SIMS data. Similarly, grade 11 enrollment will meet or exceed 85% of the previous year's grade 10 enrollment, and grade 12 enrollment will meet or exceed 85% of the previous year's grade 11 enrollment.*

Grade 10 enrollment reported in the 2010 October SIMS data was 101% of the 2009 grade 9 enrollment. Grade 11 enrollment in 2010 was 89% of the 2009 grade 10 enrollment. Grade 12 enrollment in 2010 was 92% of the 2009 grade 11 enrollment. The measure was met.

3. *At least 85% of parents responding to the annual survey will report that they are either “very satisfied” or “somewhat satisfied” as opposed to “not too satisfied”, or “quite dissatisfied” with each of the following features of the school: curriculum, quality of teaching, academic standards for students, individual attention by teachers, accessibility and openness, information provided to parents, administration, Board of Trustees, opportunities for parents to participate, sports program, extra-curricular activities, class size, school size, and school facilities.*

In May 2011, 181 of 356 Annual Parent Surveys were completed and returned.

Annual Parent Survey percentage of parents “very satisfied” or “satisfied”

Area	% Satisfied	Area	% Satisfied
Class Size	99	Administration	98
School Size	99	Opportunities for Parents	98
Academic Standards	97	Information for Parents	98
Individual Attention	99	School Facilities	80
Curriculum	99	Board of Trustees	100
Accessibility & Openness	99	Extra Curricular Activities	93
Quality of Teaching	98	Sports Program	87

The data show that Sturgis met the goal in all areas except school facilities and had an average parent satisfaction score of 96%. This measure was met.

**Goal: Sturgis’ fiscal management will reflect sound practices that support fulfillment of its charter’s essential commitments.**

Measures:

1. *The actual and proposed budget for each fiscal year will be sufficient to support membership in the I.B.O. and ensure students’ achievement of all related academic program goals.*

For the 2010-11 school year, Sturgis had budget line items for IB administration and exam fees totaling \$89,000 and expenditures of \$79, 886.76 for those line items. The Board has committed to pay all IB costs for students, including student exam fees. As IB is a key aspect of the school’s charter and mission statement, Sturgis maintains an unwavering commitment to ensuring full budget support for the IB Programme. This measure was met.

2. *The Board will undertake an annual fund drive with the goal of raising \$30,000 each year.*

During the 2010-11 school year, the school successfully raised \$22,000 during the annual auction. Sturgis was also in its second year of a 3-year grant from the National Oceanic and Atmospheric Administration, yielding \$25,000 per year to support student research on water quality and marine estuaries. The annual fundraising efforts resulted in more than \$47,000. This measure was met.

3. *A yearly independent audit will give clear evidence of sound financial practices and no significant findings.*

The FY10 audit conducted by Pineault CPA reported that “the results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*. In our opinion, Sturgis Charter Public School and the William Sturgis Friends of Education Foundation, Inc. complied, in all material respects, with the requirements referred to above for the years ended June 30, 2009 and 2010.” The school has net assets in excess of \$2.1 million and a strong assets-to-liabilities ratio. The school did not have any reportable conditions noted in the FY10 audit and was in compliance with all requirements of *Government Auditing Standards*. This measure was met.

**Goal: The Board of Trustees will provide sound and effective governance.**

Measures:

1. *The Board, through the President and Vice-President, will evaluate the chief executive at mid-year and at the end of the year and help set his/her goals for the coming year. The evaluation procedure will follow the guidelines described in the Policy Manual of the Board.*

The Board has an established goal setting and evaluation process. It has been implemented and followed from the 2003-2004 school year through the present. The Board developed and set annual goals for the Executive Director at its October 2010 meeting. A mid-year evaluation, completed by the President of the Board, indicated the Executive Director’s progress toward his goals. An end-of-year evaluation, completed by the President of the Board, was reviewed and accepted by the Board at its June 2011 meeting. The evaluation procedure followed guidelines described in the Sturgis Board Policy Manual. This measure was met.

2. *The Board will annually have a retreat or special Board meeting for the purposes of setting Board goals for the coming year. At the May meeting, the Board will evaluate its progress in meeting its goals.*

The Board established an annual retreat beginning in August 2004. The August 2010 annual retreat agenda topics included a review of the goals for 2009-10 and the development of goals for the 2010-11 year. Based upon the discussions at the annual retreat, goals for 2010-11 were developed and then approved by the Board at its October 2010 meeting. The goals for the 2010-11 school year were: updating the business plan and a communication plan for the second campus, clarifying the roles and responsibilities of the Foundation Board, Community Advisory Board, Sturgis Board committees, and the Sturgis Parents Association, and diversifying the applicant pool for student applications. The Board evaluated its progress toward these goals at its June 2011 meeting. The annual retreat for the 2011-12 school year is scheduled for August 1, 2011. This measure was met.

3. *The Board will establish and maintain a membership size that enables it to fulfill its goals and a system of appointments and terms of office that insures both continuity and renewal. The guidelines for membership are described in the Policy Manual of the Board.*

The membership of the Board during the 2010-11 school year stood at 14 members. The Board did add two new members in 2010-11, plus a new Faculty Representative was elected by the faculty to serve for the 2010-11 school year. This measure was met.

*4. The Board Development Committee will create and maintain an orientation procedure for new trustees as well as a monitoring process.*

The Board has an established procedure and policy for recruiting and mentoring new members. The Board Development Committee was active in recruiting and orienting two new members of the Board during the 2010-11 school year to replace two Board members in addition to adding one new member for terms from July 1, 2011-June 30, 2014. The Board President and Executive Director met with new Board members for orientation and mentoring purposes. This measure was met.

*5. The Board will convene an Advisory Council for the purpose of fostering productive relationships with the local community. On an annual survey, members of the Advisory Council will develop a list of the ways that the Council has achieved productive relationships during the year.*

Established in 2004, the Community Advisory Board (CAB) is currently comprised of 41 notable community leaders and functions in an advocacy role for the school in the community. CAB meetings took place in November 2010 and June 2011, at which four Sturgis student representatives gave their perspective on the school and its place in the community. These students shared their ideas, suggested initiatives, and surveyed the CAB members during an interactive forum – discussing specific aspects of the current program and broader educational issues in the community. The members of the CAB traditionally attend two meetings per year, advocate for the school as community ambassadors, provide expertise, and contribute financially to the school. This measure was met.

**Goal: Sturgis will maintain a stable faculty, who express a high degree of satisfaction with the conditions of their employment and are actively involved in professional development.**

Measures:

*1. Voluntary teacher turnover will not exceed 10% per year except for retirement or health reasons.*

Voluntary teacher turnover for 2010-11 was 3.6%. This measure was met.

*2. At least 90% of teachers will respond, on annual surveys, that they are either “very satisfied” or “somewhat satisfied” (as opposed to “not too satisfied,” or “quite dissatisfied”) with each of the following features of the school: educational philosophy, fellow teachers, students, parent involvement, administration, governing board, teacher participation in school decisions, physical facilities, instructional materials, staff development, non-teaching responsibilities, salary, fringe benefits.*

The annual faculty survey was completed by more than 95% of the faculty in June.

**Annual Faculty Survey percentage of faculty “very satisfied” or “somewhat satisfied”**

Area	% Satisfied
Fellow Teachers	100
Educational Philosophy	100
Students	98
Administration	100
Non-teaching responsibilities	100
Staff Development	95
Instructional Materials	96

Area	% Satisfied
Governing Board	100
Parent Involvement	90
Salary	89
Staff Role-School Decisions	98
Fringe Benefits	76
Physical Facilities	64

The data show that Sturgis met the goal in ten of the areas with an average teacher satisfaction score of 93%. This measure was met.

*3. Each teacher will establish professional growth goals at the beginning of the year, meet with an administrator to review progress toward achieving those goals during the year, and prepare a written reflection at the end of the year on the achievement of the goals for review by an administrator as part of the staff evaluation process. Upon completion of this process, 80% of the faculty will respond on a survey that the process had a positive impact on their professional growth.*

During May and June each faculty member prepared a written self-assessment including their reflections on achieving annual goals. In a year-end evaluation conference, each faculty member reviewed the self-assessment and achievement of goals with the Executive Director. Additionally, new annual goals were developed for the coming year. 82% of faculty responded that the process had a positive impact on their professional growth. This measure was met.

*4. Each teacher will participate in at least twenty-five hours of professional development activities during the course of the year.*

In 2010-11, this measure was more than fulfilled during the 7 professional development days (35 hours) in our school calendar. In addition, professional development presentations given during biweekly faculty meetings totaled more than 10 hours. Faculty also attended workshops focused on the following: IB training, integrating technology, Special Education and IDEA guidelines and procedures, use of the library, and healthy student lifestyle choices, the International Baccalaureate assessment and language policies, integrating the IB Theory of Knowledge and Creativity, Action, and Service components, anti-bullying programs, and the Sturgis Advisory Program. This measure was met.

**Organizational Viability: Common School Performance Criteria**

**Policy Decisions:** The Board approved an equity policy to guide the decision-making regarding programs, activities, facilities, and staffing at each campus. No other major policy decisions

were made during FY11. Board decisions are made based upon policy motions from any member. Normally, a 30-day review period is employed for major policy decisions. Decisions within the school are made by the Administrative team with bi-weekly consultation with the Sturgis Faculty Leadership Council.

**Amendments to the Charter:** The Board did not propose any new amendments to the charter.

**Complaints:** One complaint regarding a missing application from a candidate for admission was reviewed by the Board. New admissions procedures were implemented to ensure that received applications will be processed effectively.

**Oversight:** Please see description of performance review of the Executive Director in the Organizational Viability section of Accountability Plan above. Faculty and parent survey results were also included in the Board's review of the Executive Director.

**Board Planning:** During 2010-11, the Board was involved in a research and negotiating for real estate for the proposed second campus. Much of the board planning during the year focused on maintaining the quality of program and staff for the current campus and ensuring the effective replication of the school culture and program at the second campus. For each annual board goal for 2010-11, actions and success indicators were reviewed during the Board self-evaluation process in June 2011. Please see further information about Board goals on p. 20.

**Family Engagement:** Please refer to the Organizational Viability section of the Accountability Plan for the results of the survey from faculty and parents mentioned above.

**Safety:** Sturgis has had a long history of a very positive school culture with very few fights and very little harassment and bullying. Sturgis sent faculty leaders to "train the trainer" workshops on bullying, held faculty trainings on bullying, and implemented a bullying and harassment program during biweekly advisory groups. The few referrals regarding bullying were handled on an individual basis with the students involved and their parents.

**Employee Qualifications:** All teachers are Highly Qualified by NCLB standards. All new teachers are required to have a degree in the subject they will teach plus a passing score on the MTEL.

**Financial Oversight:** Based upon projected enrollment, tuition, staff, and resources, the Finance Committee proposed a budget for FY12. Faculty salary increases, in addition to requests for textbooks and other resources were reviewed in preparing the proposed budget. The Board of Trustees then reviewed the proposed budget in April 2011, and approved it in May 2011.

**Recruitment, Enrollment, and Retention Strategies for 2010-11:** Student recruitment strategies for 2010-11 were similar to previous years. Enrollment periods were advertised in many local newspapers across Cape Cod during December and January. New student and parent orientation presentations were also offered throughout December and January. The first enrollment period yielded a 50% increase in applicants, and subsequent enrollment periods resulted in additional, yet much fewer, applicants. With the implementation of the second

campus for 2011-12 for an additional 200 grade 9 and 10 students, Sturgis still has more than 130 students on the waiting list for grade 9.

In regard to retention, only two grade 9 students transferred out of Sturgis to other schools during 2010-11, a much lower attrition rate than in previous years. Students who are at-risk are identified by faculty and counselors and then their progress is tracked carefully by the Student Support Team (SST), consisting of administrators, teachers, counselors, and the nurse. Interventions are planned by the SST and then overseen by teachers, advisors, and counselors. Despite the academic rigor of the Sturgis IB for All program, student retention has improved significantly in the past few years.

## 7. Recruitment and Retention Plan

**Name of School: Sturgis Charter Public School**

**Date: July 25, 2011**

### I. Recruitment Plan

A. Describe the school's general recruitment activities, i.e. those intended to reach all students.

<b>General Recruitment Activities</b>
<b>List recruitment activities undertaken each year which apply to all students.</b>
Ads in local newspapers in all towns in our region
Evening Information Sessions during enrollment periods in December-February
Students invited to shadow a Sturgis student for a half or full day
Optional individual parent/student meetings with school leaders

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending district(s). Create goals and strategies for each of the following categories:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of "Needs Improvement" or "Warning/Failing" on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school
- H. Other subgroups of students who should be targeted to eliminate the achievement gap

## Recruitment Plan – Goals and Strategies

### List goals and strategies for recruitment activities for each demographic group.

<p><b>Demographic Group:</b> A. Special education students Goal: Maintain a percentage of special education students that is similar to our largest sending district.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the success that students with special needs have had in our school and at university. The Special Education Coordinator will meet with new students and parents to fully orient them to the extensive services that the school offers.</p>
<p><b>Demographic Group:</b> B. Limited English-proficient students Goal: Increase the number of LEP applicants to the school.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the extensive experience that our faculty members have had in supporting Limited English Proficient students. Similar flyers in Portuguese and Spanish will also be distributed at churches and stores that are frequented by LEP students and families.</p>
<p><b>Demographic Group:</b> C. Students eligible for free lunch Goal: Increase the number of applicants who qualify for free lunch.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the success that students who qualify for free lunch have had in our school and the scholarships and grants they earned to attend university. Flyers will also be distributed at the Housing Assistance Corporation, local food pantries, and stores located adjacent to where low income families live.</p>
<p><b>Demographic Group:</b> D. Students eligible for reduced price lunch Goal: Increase the number of applicants who qualify for reduced lunch.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the success that students who qualify for reduced lunch have had in our school and the scholarships and grants they earned to attend university. Flyers will also be distributed at the Housing Assistance Corporation, local food pantries, and stores located adjacent to where low income families live.</p>
<p><b>Demographic Group:</b> E. Students who are sub-proficient Goal: Increase the number of applicants who scored in NI and F categories on MCAS.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the success that students, who have in the past scored sub-proficient on MCAS, have had in our school.</p>

<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school  Goal: Increase the number of applicants who are at risk of dropping out of school.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the success that ALL students, including diverse learners, have had in our school.</p>
<p><b>Demographic Group:</b></p> <p>G. Students who have dropped out of school  Goal: Increase the number of applicants who have dropped out of school.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the success that ALL students, including diverse learners, have had in our school. The school’s charter does not allow for the enrollment of students after the mid-point of grade 10.</p>
<p><b>Demographic Group(s):</b>  Other subgroups of students who should be targeted to eliminate the achievement gap  Goal: Increase the number of applicants who list their race/ethnicity as other than white.</p>	<p>Ads will be placed in local newspapers and recruiting flyers will be sent to all grade 8 &amp; 9 students in our region. These ads and flyers will emphasize the success that ALL students have had in our school.</p>

**II. Retention Plan**

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

Overall Student Retention Goal	
<p><b>Annual goal for student retention (percentage):</b></p>	<p>90%</p>
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	

<p>Goal: Provide supports to students who may consider withdrawing from the school due to academic or emotional reasons.</p>	<ul style="list-style-type: none"> <li>-Student Support Team (SST) identifies students who are at-risk</li> <li>-Teachers and advisor of at-risk students develop student success plan</li> <li>-Teachers and advisor implement student success plans and provide feedback to SST</li> <li>-Teachers and advisor maintain frequent contact with student and parents</li> <li>-Counselors provide frequent contact with students with emotional challenges.</li> </ul>
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**8. Dissemination:** Please refer to the Faithfulness to Charter Section in the Accountability Plan on page 9.

**9. Financial Reports:**

**FY 11 Income Statement (Audit to be Completed 10/11)**

	<u>Jul '10 - Jun 11</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
<b>Grant Revenue</b>	173,551.00
<b>Miscellaneous</b>	
<b>Athletic Fees Income</b>	<u>21,090.61</u>
<b>Total Miscellaneous</b>	21,090.61
<b>Tuition</b>	<u>5,106,697.00</u>
<b>Total Income</b>	<u>5,301,338.61</u>
<b>Gross Profit</b>	5,301,338.61
<b>Expense</b>	
<b>Co-Curriculum</b>	
<b>Athletics</b>	150,811.49
<b>Orientation/Graduation</b>	18,094.29
<b>Sturgis Arts Council</b>	<u>10,002.00</u>
<b>Total Co-Curriculum</b>	178,907.78

<b>Marketing &amp; Development</b>	
Advertising & Recruiting	30,508.44
Other	3,045.90
Printing	<u>860.00</u>
<b>Total Marketing &amp; Development</b>	34,414.34
<b>Physical Plant</b>	
Electricity	35,790.68
Gas	13,636.05
Maintenance & Repairs	41,794.50
Property Insurance	20,337.90
Rent	320,888.00
Security/ Fire Alarm	3,461.20
Special Maint. Projects	38,227.36
Waste Disposal	4,073.45
Water/ Sewer	<u>4,242.33</u>
<b>Total Physical Plant</b>	482,451.47
<b>Salaries &amp; Benefits</b>	
<b>Benefits</b>	
Health & LTD Insurance	333,098.87
MA Unemployment	14,860.94
Social Security	65,375.33
Worker's Compensation	<u>11,684.00</u>
<b>Total Benefits</b>	425,019.14
<b>Payroll Processing Fees</b>	2,797.55
<b>Professional Development</b>	
IB Training	8,904.92
Travel & Workshops	<u>21,811.21</u>
<b>Total Professional Development</b>	30,716.13
<b>Salaries</b>	2,948,049.69
<b>Stipends and Part-Time Pos</b>	
Substitutes	35,433.50
Tutors	<u>7,719.50</u>
<b>Total Stipends and Part-Time Pos</b>	43,153.00
<b>Salaries &amp; Benefits - Other</b>	<u>433,251.20</u>
<b>Total Salaries &amp; Benefits</b>	3,882,986.71

<b>Services &amp; Contracts</b>	
<b>Building Services</b>	
Custodial	20,184.64
Snow Removal	<u>705.00</u>
<b>Total Building Services</b>	20,889.64
<b>Other Services</b>	
Computer Contract	1,240.00
Copiers-Lease-Contracts	17,088.08
Telephone	<u>8,550.67</u>
<b>Total Other Services</b>	26,878.75
<b>Professional Services</b>	
Accounting/Audit	14,225.00
Consulting	4,966.48
Educators Liability Insurance	9,184.10
Insurance - D&O	1,721.00
Legal Services	<u>825.00</u>
<b>Total Professional Services</b>	30,921.58
<b>Student Services</b>	
Food	15,171.94
Student Reimbursed Activities	0.00
Transportation	<u>3,805.10</u>
<b>Total Student Services</b>	18,977.04
<b>Testing &amp; Assessment</b>	
Diagnostic Testing	48,075.00
IB Administration Costs	16,458.34
IB Exams	<u>63,427.42</u>
<b>Total Testing &amp; Assessment</b>	<u>127,960.76</u>
<b>Total Services &amp; Contracts</b>	225,627.77
<b>Supplies &amp; Equipment</b>	
<b>Administrative Supplies</b>	
Bank Service Charges	0.00
Dues and Subscriptions	10,546.25
Furniture & Fixtures	1,863.54
Office Supplies	22,058.25

<b>Postage &amp; Shipping</b>	3,709.02
<b>Software</b>	<u>1,217.09</u>
<b>Total Administrative Supplies</b>	39,394.15
<b>General Supplies</b>	
<b>Custodial Supplies</b>	14,664.67
<b>Furniture &amp; Fixtures</b>	14,750.50
<b>Medical Supplies</b>	3,932.36
<b>Misc-Supplies</b>	3,740.10
<b>Miscellaneous</b>	<u>798.28</u>
<b>Total General Supplies</b>	37,885.91
<b>Instructional Supplies</b>	
<b>Educational Software</b>	33,894.32
<b>Furniture &amp; Fixtures{125}</b>	2,619.49
<b>Library Books &amp; Materials</b>	10,507.50
<b>Other Materials</b>	89,685.99
<b>Technology</b>	138,698.95
<b>Textbooks</b>	<u>70,188.63</u>
<b>Total Instructional Supplies</b>	<u>345,594.88</u>
<b>Total Supplies &amp; Equipment</b>	<u>422,874.94</u>
<b>Total Expense</b>	<u>5,227,263.01</u>
<b>Net Ordinary Income</b>	74,075.60
<b>Other Income/Expense</b>	
<b>Other Income</b>	
<b>Other Income</b>	
<b>Interest Income</b>	<u>16,069.64</u>
<b>Total Other Income</b>	<u>16,069.64</u>
<b>Total Other Income</b>	<u>16,069.64</u>
<b>Net Other Income</b>	<u>16,069.64</u>
<b>Net Income</b>	<u><u>90,145.24</u></u>

## FY11 Balance Sheet

	<u>Jun 30, 11</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
Bank of Cape Cod	1,545,162.04
Cash-Banknorth	47,171.72
Savings-BankNorth MoneyMarket	54,298.89
Sturgis Benefit Account	<u>16,423.54</u>
<b>Total Checking/Savings</b>	<b>1,663,056.19</b>
<b>Other Current Assets</b>	
Prepaid Expenses	82,533.03
Student Activities Account	<u>31,180.06</u>
<b>Total Other Current Assets</b>	<b><u>113,713.09</u></b>
<b>Total Current Assets</b>	<b>1,776,769.28</b>
<b>Fixed Assets</b>	
<b>Accumulated Depreciation</b>	
Accum depr-00	-17,646.00
Accum Depr-00-01	-6,003.00
Accum Depr-Equipment	-174,076.44
Accum Depr-Furniture & Fixtures	-17,554.85
Accum Depr-LHI 1998	-52,514.93
Accum Depr-2003	-18.00
Accum Depr. L/I 1999	-25,538.00
Accum Deprac-Leaseholds 2002	-85,310.00
Accumulated Depreciation - Other	<u>-193,672.00</u>
<b>Total Accumulated Depreciation</b>	<b>-572,333.22</b>
<b>Computers/language lab</b>	<b>139,589.99</b>
<b>Equipment</b>	<b>59,984.72</b>
<b>Furniture &amp; Fixtures</b>	<b>30,829.17</b>
<b>Leasehold Improvements</b>	
125WestMainStreet	343,345.08
Leasehold Improv-1998	408,445.13
Leasehold Improvements-1999	285,775.00
Leasehold Improvements-2001	146,085.20

Leaseholds-2002	113,297.00
Leaseholds-2003	97,706.80
Leaseholds -2000	239,367.89
Leaseholds Impr-2004	241,992.32
Leasehold Improvements - Other	<u>37,807.00</u>
<b>Total Leasehold Improvements</b>	<b><u>1,913,821.42</u></b>
<b>Total Fixed Assets</b>	<b><u>1,571,892.08</u></b>
<b>TOTAL ASSETS</b>	<b><u>3,348,661.36</u></b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Trade Accounts Payable	<u>525,207.02</u>
<b>Total Accounts Payable</b>	525,207.02
<b>Other Current Liabilities</b>	
414 H Payable	34,035.26
Accrued Payroll Taxes	37,000.00
Accrued Wages	<u>433,251.20</u>
<b>Total Other Current Liabilities</b>	<u>504,286.46</u>
<b>Total Current Liabilities</b>	1,029,493.48
<b>Long Term Liabilities</b>	
Student Escrow	<u>31,180.06</u>
<b>Total Long Term Liabilities</b>	<u>31,180.06</u>
<b>Total Liabilities</b>	1,060,673.54
<b>Equity</b>	
<b>Retained Earnings</b>	2,197,842.58
<b>Net Income</b>	<u>90,145.24</u>
<b>Total Equity</b>	<u>2,287,987.82</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u>3,348,661.36</u></b>

## FY12 Budget

### STURGIS CHARTER PUBLIC SCHOOL BUDGET PROJECTION 2011-2012 620 STUDENTS

	<b><u>BUDGET</u></b>
Tuition Revenue	8,049,155
Interest Income	13,000
Athletic Fee Income	<u>23,728</u>
	8,085,883
<b>6010-00 · Salaries</b>	4,775,000
<b>6015-10 · Payroll Processing Fees</b>	4,350
<b>6125-00 · Benefits</b>	
<b>6125-02 · Health &amp; LTD Insurance</b>	522,391
<b>6125-11 · Social Security</b>	83,765
<b>6125-13 · MA Unemployment</b>	20,219
<b>6125-31 · Worker's Compensation</b>	27,440
<b>6150-00 · Stipends and Part-Time Pos</b>	
<b>6150-01 · Tutors</b>	33,679
<b>6150-50 · Stipends, Substitutes --Substitutes</b>	37,080
<b>6150-00. Stipends and Other</b>	42,099
<b>6175-00 · Professional Development</b>	
<b>6175-01 · IB Training</b>	38,900
<b>6175-11 · Workshops</b>	20,600
<b>6175-00 · Professional Development - Other</b>	2,747
<b>6201-00 · Testing &amp; Assessment</b>	
<b>6201-05 · IB Administration Costs</b>	29,679
<b>6201-10 · IB Exams</b>	92,568
<b>6201-20 · Diagnostic Testing</b>	53,580
<b>6201-00 · Testing &amp; Assessment - Other</b>	9,185
<b>6210-00 · Student Services</b>	
<b>6210-01 · Transportation</b>	14,191
<b>6210-11 · Food</b>	17,538
<b>6210-00 · Student Services - Other</b>	2,365
<b>6700-01 · Orientation/Graduation</b>	19,710
<b>6700-05 Sturgis Art Council</b>	16,556
<b>6700-10 Athletics</b>	173,447
<b>6220-01 · Accounting/Audit</b>	14,853
<b>6220-05 · Educators Liability Insurance</b>	19,890
<b>6220-10 · Legal Services</b>	10,300
<b>6220-20 · Consulting</b>	6,180
<b>6230-01 · Custodial</b>	59,100
<b>6300-01 · Telephone</b>	14,040

6300-30 · Computer Contract	6,000
6300-40 · Copiers-Lease-Contracts	24,720
6410-00 · Instructional Supplies	
6410-01 · Textbooks	41,200
6410-10 · Library Books & Materials	21,000
6410-30 · Other Materials	51,500
6410-40 · Furniture & Fixtures	30,900
6410-50 · Technology	80,000

**BUDGET**

6420-00 · Administrative Supplies	
6420-01 · Software	18,540
6420-10 · Office Supplies	41,200
6420-15 · Dues and Subscriptions	21,630
6420-20 · Furniture & Fixtures	16,180
6420-5 · Postage & Shipping	7,360
6420-90 · Bank Service Charges	1,145
6420-99 · Miscellaneous	1,760
6430-00 · General Supplies	
6430-01 · Misc-Supplies	17,510
6430-02 · Custodial Supplies	12,420
6430-11 · Medical Supplies	8,240
6600-01 · Printing	6,180
6600-05 · Advertising & Recruiting	20,010
6600-90 · Other	5,635
6800-01 · Rent	969,700
6800-07 · Property Insurance	39,140
6800-10 · Water	5,710
6800-20 · Gas	58,100
6800-25 · Electricity	61,460
6800-30 · Security Alarm	7,210
6800-31 · Waste Disposal	6,328
6800-35 · Maintenance & Repairs	38,625
6800-40 · Renovations	<u>95,990</u>
Special Maint. Projects	
Total Expenses	7,876,845

DEPRECIATION	60,000
CAPITAL RESERVE	90,000
<b>TEMPORARY SURPLUS</b>	<b>59,038</b>

## FY 12 Capital Plan

Project 1: The school's supporting foundation, The William Sturgis Friends of Education Foundation, Inc. plans to purchase the property at 125 West Main Street in Hyannis and to build a second campus, to be known as Sturgis West, for an additional 400 grade 9-12 students. The Foundation has a signed purchase and sales agreement and as of late July 2011 is in the final stages of financing the project prior to closing. The final purchase and construction price is expected to be \$10-11 million. The Foundation and the school are securing financing for the project from TD Bank and PCI via Qualified School Construction Bonds and tax exempt bonds. Closing on the property should be completed by September 2011. Once the new building is completed in July 2012, the school then plans to lease the property from the Foundation.

Project 2: The school has accepted approximately 210 additional grade 9 & 10 Sturgis West students for the 2011-12 school year. These students will be temporarily located at 434 Main Street in Hyannis in a building with additional classrooms, offices, etc. that the school has leased to accommodate the additional students and faculty.

### 10. Data Section:

<b>Instructional Time:</b>	
Total number of instructional days for the 2010-11 school year	182
First and last day of the 2010-11 school year	9/1/10-6/15/11
Length of school day (please note if schedule varies throughout the week or the year)	6 hours & 50 minutes

<b>STUDENT Enrollment Information:</b>	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	7
Total number of students enrolled as of October 1, 2010	413
Total number of students who enrolled during the 2010-11 school year after October 1, 2010	9
Total number of students who left during the 2010-11 school year after October 1, 2010	12
Total number of students enrolled as of the June 30, 2011 SIMS submission	407
Number of students who graduated at the end of the 2010-11 school year	82
Number of students on the waitlist as of June 30, 2011	127

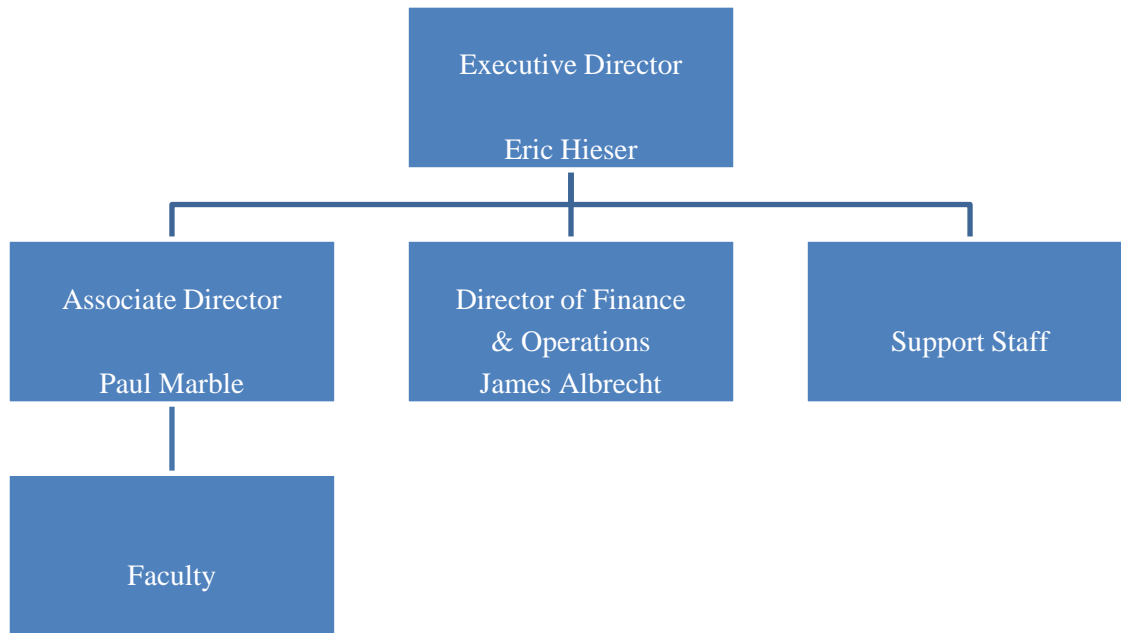
**In addition to completing the table above, please provide a summary of the reasons for all student departures (excluding graduation).**

<b>Reason for Departure</b>	<b>Number of Students</b>
GED	2
Medical reasons	3
To be with friends	3
Academic difficulty	4

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	7	1.7
Asian	14	3.4
Hispanic	13	3.2
Native American	1	0.2
White	359	88.2
Native Hawaiian, Pacific Islander	1	0.2
Multi-race, non-Hispanic	12	2.9
Special education	43	10.6
Limited English proficient	0	0
Low income	35	8.6

<b>ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR</b>			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	School Leader	2/26/04	-
Associate Director	Academic Leader	8/1/10	-
Assistant Director	Operations Leader	7/1/04	-

## Organization Chart



<b>TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR</b>			
	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	39.55	0	5
Other Staff	18.60	0	0

**In addition to completing this table, please provide a summary of the reasons for teacher and staff departures.**

### Teacher Departures:

Retirement	3
Sought other employment	1
Health concerns	1

<b>BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
David Ackerman	Vice President	Personnel	Finance, Parent of Alum	-2 -6/07-6/13
Tom Dauwalder		Personnel	Finance, Parent	-1 -7/10-6/13
Brian Glenn		Resource Dev.	Legal, Parent	-1 -11/10-6/13
Cynthia Hall		Resource Dev.	Non-Profits, Parent	-2 -6/06-6/12
Eric Hieser	Executive Director	Building, Finance, Personnel, Resource Dev., Board Dev.	Executive Director	-3 -7/04-6/14
Raffaele L. Kady	Secretary	Building	Education, Guardian	-3 -10/03-6/12
Rene M. King		Building	Technology, Community Member	-3 -12/04-6/13
Susan McCourt		Personnel	Education, Parent	-1 -9/08-6/14
Patrick McLaughlin		Finance	Investment Banking, Parent	-1 -4/11-6-13
Ann H. Rowland		Resource Dev.	Human Resources, Community Member	-3 -3/04-6/13
Greg Ryan		Finance	Finance, Community Member	-2 -6/07-6/13
Ray Sessler	President	Finance, Board Dev., Building	Health Care, Community Member	-2 -1/06-6/11
Peter Steedman	Faculty Representative	Personnel	Education Faculty Rep.	-1 -7/10-6/11
Tim Telman	Treasurer	Resource Dev.	Banking, Community Member	-1 -5/09-6/12