



City on a Hill Charter Public School

2009-2010 Annual Report

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CoaH Mission Statement

CITY ON A HILL graduates responsible, resourceful, and respectful democratic citizens prepared to advance community, culture, and commerce, and to compete in the 21st century. We do so by emphasizing:

Academic Achievement

Academic achievement means that we strive to maintain high academic standards and ensure results. It means we acknowledge our students' competition and seek to find additional resources to prepare our students to compete.

Citizenship

Citizenship means we strive to maintain standards of civility, promote our students' civic engagement and participation, and link our school to the best of Boston.

Teacher Leadership

Teacher leadership means teachers take responsibility for the performance of students and of our school. It means teachers drive decision-making in doing, building, and growing City on a Hill. It means teachers are reflective practitioners and managers. It means that teachers contribute to urban public school reform in our city, state and nation.

Public Accountability

Public accountability means that City on a Hill expects to show the taxpayer results and to invite the public in to ensure that we are delivering on our promise to educate our students.

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Introductory Description

City on a Hill Charter Public School is a high school determined to give each and every one of its students the academic skills they will need to succeed in college. The school leaders, faculty, and students at City on a Hill are strongly committed and ready to dedicate time, energy, and hard work in order to achieve the school's mission.

City on a Hill is located in Roxbury and draws students from all over Boston. Although chartered to serve grades 7 through 12, City on a Hill is currently serving grades 9 through 12, admitting new students in the 9th grade. At City on a Hill, as with all charter schools, students are admitted by a random lottery. City on a Hill is tuition-free, independent and open to all students in the city of Boston. City on a Hill does not have an entrance exam.

City on a Hill has been in operation for 15 years. The school just received its fourth charter, which will run through June 30, 2015.

The school is small by design, with a maximum enrollment of 280 students. As of June 30, 2010, there were 266 students attending City on a Hill.

Letter from the Board of Trustees

Dear Friends,

As the disruptions and inconveniences of the construction of the new addition began to fade into the background, the focus of the administration and staff returned fully to the business of education and continued improvements to our academic program. Paul Hays was named the school's Principal by Executive Director Erica Brown and the Board of Trustees. Dr. Hays was most recently the Assistant Principal and has been a member of the City on a Hill program since its start. This appointment will allow Ms. Brown to increase her focus on the many important non-academic activities that keep City on a Hill faithful to its mission and vision. This was also the year that City on a Hill achieved its fourth charter renewal. This very thorough process conducted by the Commonwealth of Massachusetts reviews every aspect of how the school operates, how faithful we are to our mission and our goals, and our academic prowess. We passed with flying colors and have been approved to operate our school for another 5 years. This was very exciting and I thank the staff not only for the work that they do every day but especially for the extra preparation involved in this project.

City on a Hill received some great recognition of its excellence when it was the focus of a special report done by *Chronicle* on the charter school program. This year, we also achieved our highest MCAS scores in the school's history, and we were recognized as being the #1 district in the Commonwealth for MCAS growth in ELA *and* math. We were also honored in having two students win four-year scholarships from the cherished Christian A. Herter Memorial Scholarship Program.

Although we had to make considerable cut backs in our budget due to reductions in our payments from the Commonwealth, we managed to continue to our commitment to CoaHCORPS, City on a Hill's full-time tutoring program. It is this program that is most important to us in our work to close the achievement gap and make college a reality for many students who may not achieve it otherwise. But we do not stop here. It is not good enough to bring our students to the academic levels required for college, we must give them the skills for continued success in the world. We do this through our citizenship focus and training, one of the major tenets of our mission.

The current economic weakness continues to put extraordinary pressure on our ability to fund and expand our successful academic programs. City on a Hill is able to maintain the programming that has been promised to our students and families as a result of our staff's efficient operation of the school and the on-going generosity of our benefactors. This year brought the 12th successive year of 100% college acceptance for our graduates, and we ask for your continued support in order to maintain this record.

As always, we thank you for your commitment to City on a Hill as your support allows us to continue our efforts to narrow the achievement gap and provide a world-class education to 280 high school students in Boston. Our mission is a good one and we will do everything in our power to grow and improve on it.

Yours,



Robert P. Mazzarella
Chair of the Board of Trustees

Faithfulness to Charter

Summary of Performance relative to Accountability Plan:

City on a Hill will prepare students to exercise their rights and responsibilities as American citizens.

1.) All freshmen will pass the US citizenship exam.

100% of graduates passed the citizenship exam.

2.) All students will possess competent analytical skills and oral presentation abilities as assessed by juries of peers, teachers, and community members according to pre-determined rubrics.

All students participated in the Science Fair and Juries. Only students passing assigned oral presentations are promoted to the next level in that subject. In 2010, 9th and 10th graders presented in English, Science and Spanish. 11th graders presented in Advanced Algebra, English, Science, Spanish, and World History. 12th graders presented in City Project and Science. 83.3% of Juries were passed on the first try.

3.) All seniors will have competently moderated a Town Meeting, as determined by their advisor.

All seniors have successfully taken part in facilitating a Town Meeting in the 2009-2010 school year.

4.) 100% of eligible students will register to vote.

100% of eligible students registered to vote before the November elections.

Summary of Performance relative to Common School Performance Criteria:

IMPLEMENTATION OF MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

City on a Hill prepares students to exercise their rights and responsibilities as American citizens. We foster in Boston youth a curiosity for life-long learning, the habits of hard work and a commitment to public service. City on a Hill emphasizes the responsibility of educated citizens to question, to act, and to avoid complacency.

To nurture curiosity in our students, we make accessible to them the best of human thought and endeavor. We teach the traditions and important documents of our democracy and encourage students to advance and build on those traditions. We seek to ensure that our own conclusions are never our students' starting points but rather, that their skills and questions are honed so that they can go forward and imagine, ask, wonder, and contribute in ways we cannot yet know.

We strive to make our classes, our assessment strategies, and the experiences we offer students as authentic as possible--preparing them to meet the challenges and standards of the real world. To make learning authentic for our students, our school must be a learning organization with mechanisms to take and use feedback. We learn from our successes and failures. We maintain intimate learning environments with classes averaging eighteen students. The process of

establishing and building City on a Hill is not a distraction from the City on a Hill education; it is integral to it.

It is the responsibility of parents/guardians, teachers, and the community to work together to nurture the potential of every student. Students are active partners in their learning and ultimately responsible for their own education. At City on a Hill, we seek to connect our teaching to students' experiences and to teach them with a faculty that is representative of their backgrounds. In order to fulfill our civics mission, we believe our faculty should reflect Boston's diversity.

Hard work is important for all members of the City on a Hill community. It means that we teach students to value effort as an essential but not sole component of excellence, and that there are standards to which we must all hold ourselves accountable. Hard work also means that students deserve the experience of accomplishing things they thought they couldn't do. And most important, it means that City on a Hill students earn their diplomas for what they know and can do, and that they are prepared to succeed in college and the workforce. For teachers, hard work means that we practice what we demand of students. Within all this hard work, we remember to be joyful.

To promote public service, we make the City of Boston an extended classroom. Its institutions, neighborhoods, and citizens are important resources accessible to students. Our students learn to value their whole city. City on a Hill graduates citizens who will vote.

As a public charter school, City on a Hill does not ignore the crisis in public education. We disseminate what we learn, and are open to observers. We seek to balance our duties to our own students with our commitment to sustained systemic change in public education.

RECRUITMENT, ENROLLMENT AND RETENTION

At City on a Hill, an effort is made to recruit a diverse student body from across the City of Boston. This year, the Admissions Team used a variety of recruitment methods including the school's website, direct mail and email to middle schools, middle school visits, on-site open houses, newspaper postings and a "Boots on the Ground" campaign.

Each year City on a Hill reaches out to almost 70 charter, district, private, and parochial schools, and educational organizations in the City of Boston. A mailing goes out to all high school placement coordinators and guidance departments, which includes an application and an offer for a representative from CoaH to visit the school to inform their students about CoaH. During the 2009-2010 school year, 17 schools and educational organizations took City on a Hill up on this offer.

In an effort to recruit students representative of the city we serve and to directly reach the parents of eighth grade students, City on a Hill also makes announcements of the admissions process, deadlines and the lottery in the *Bay State Banner*, the *Dorchester Reporter* and the *JP Gazette* (in Spanish).

Over the 2009-2010 school year, City on a Hill made an added effort to recruit and enroll English Language Learners. To start, the application was made available in six languages. Then, in collaboration with the Mass Charter Public School Association and number of Boston charter schools, CoaH participated in a "Boots on the Ground" campaign. On a designated Saturday before the lottery, teams of bi-lingual school representatives went into predominantly non-English speaking neighborhoods reaching out to individuals and local community centers and handing out

materials in various languages with the objective of spreading the word about charter school opportunities to families of English Language Learners.

Over the past year, City on a Hill has also made additional efforts to retain the students it recruits, specifically students with disabilities, English Language Learners and students with discipline issues.

Three primary initiatives have been made around retaining English Language Learners and students with disabilities. The first was early identification. This was done by communicating throughout admissions process (self-identification), getting evaluations and IEPs from the middle schools, and getting those with limited or no information immediate evaluations and support. Secondly, efforts have been made to communicate with advisors and classroom teachers regarding students who need support and the best way to do so. Finally, the school has implemented a uniform, cohesive school-wide program regarding academic expectations and study, organizational, and behavioral skills.

For students with discipline issues, City on a Hill has been working on continued refinement and uniformity regarding discipline and the strengthening of counseling around discipline. Examples of this include weekly lunch club with the principal and counseling sessions for students with reoccurring discipline issues.

More general efforts have also been made to retain *all* students. For students who are not experiencing academic success, the school is focused on helping them feel successful and connected in other ways. Over the past year, City on a Hill has developed a high-quality extra-curricular program and held monthly all-school cultural events. Secondly, City on a Hill is determined to strengthen the partnerships with parents and guardians so that when a student is considering transferring, there is a uniform front by the parents and the school. In addition, the Executive Director has been working directly with Boston Public Schools to eliminate the recruitment of our students. With the support of the superintendent's office, CoaH did not experience the recruitment of its students by BPS this year.

Academic Program Success

Summary of Performance relative to Accountability Plan:

City on a Hill will prepare students to succeed in college.

5.) All City on a Hill students will pass the MCAS on their first attempt.

100% of the 10th graders taking the MCAS exam in the spring of 2009 passed the ELA and math portions of the exam on their first attempt; 96% passed the science portion on their first attempt.

All City on a Hill sophomores participated in required weekly MCAS tutoring and monthly practice testing.

6.) By 2010, 80% of City on a Hill students will earn a Proficient or Advanced score on the MCAS; at least 20% will score in the Advanced category.

In 2009, 94% of students taking the MCAS earned Proficient or Advanced on the ELA portion of the MCAS; 25% scored in the Advanced category.

92% earned Proficient or Advanced on the math portion of the MCAS; 61% scored in the Advanced category.

74% earned Proficient or Advanced on the science portion of the MCAS; 9% scored in the Advanced category.

7.) Average scores on the SAT will rise above 1000 by 2010, improving at a rate of 50 points per year.

The average score on the reading and math sections of the SAT combined for the class of 2010 was 902, compared to 884 for the class of 2009 and 811 for the class of 2008.

City on a Hill has maintained free SAT prep classes for all Juniors and Seniors and has added a significant SAT component to the tutorial curriculum.

8.) All of City on a Hill's graduates will be admitted to college.

All graduates of the Class of 2010 were admitted to college. Since City on a Hill's first graduation in 1998, 100% of City on a Hill graduates have been accepted to college.

9.) The number of students admitted to selective four-year colleges, as defined by US News and World Report, will increase each year from the year before.

In 2010, 97% of City on a Hill graduates were admitted to selective four-year colleges compared 80% in 2009 and 2008, and 82% in 2007.

10.) City on a Hill graduates will complete college.

Of those alumni who have been tracked by the National Student Clearinghouse Student Tracker, 67% are either currently enrolled or have graduated from college.

Summary of Performance relative to Common School Performance Criteria:

CURRICULUM

Math — Diploma requirement: four years, all students, including Algebra, Geometry, Algebra II, and Pre-calculus. Seniors may also study Calculus (with Advanced Placement available). The math department at City on a Hill Charter Public School provides students the mathematical foundation and critical thinking skills necessary to be successful in college level mathematics courses. The curriculum is based upon the Massachusetts Curriculum Frameworks standards and encourages active learning environments where problem solving and communication skills are woven into the content. In addition to just “doing” math, students are also expected to fluently write and speak about math in order to graduate from the mathematics program at City on a Hill.

English — Diploma requirement: four years, all students. The essential question for the English department is: How are we empowered by language? The English department believes that it is important for all students to read, analyze, and discuss a core of literature reflecting the best of human thought and endeavor. We also aim to develop our students’ ability to communicate informed opinions both in speech and in writing. The curriculum develops the students’ mastery of skills in writing and speech in order to express and defend their own opinions, and to persuade others. We teach students that language is power granting them the ability to predict, analyze, reflect, grow, create, remember, and be delighted.

Science — Diploma requirement: three years of laboratory science, all students, including Unified Science, Biology, and Chemistry. Seniors may also study Environmental Science (with Advanced Placement available). All 9th graders are enrolled in Unified Science, a science skill-building course that introduces basic chemical and physical knowledge. In preparation for the Biology MCAS, all 10th grade students focus on the study of Biology, exploring the fundamental concepts of life; 11th grade students are enrolled in Chemistry, requiring the use of sophisticated models and rigorous mathematical computations. In their senior year, most students are enrolled in Environmental Science, studying both the political and the scientific implications of human action on the living world.

Experimentation is key to the science curriculum. A hands-on approach is encouraged in all disciplines. Unified Science, Biology, Chemistry, and Environmental Science have labs built into their classroom experience. Labs are typically conducted weekly. Students are taught to analyze and make conclusions from the data they produce, build their skills to think scientifically, and use inquiry to solve problems and investigate concepts.

At the annual school science fair, students showcase their problem solving skills. All students are required to design and conduct an experiment to test an original hypothesis. Students form an original question, synthesize information from various sources to make a prediction in the form of a hypothesis, design an experiment to test their hypothesis, and analyze the results to form conclusions that are subsequently presented to peers, teachers, and members of the outside community.

Spanish — Diploma requirement: three years, all students. The Spanish department at City on a Hill Charter Public School educates students to be active members of society who have the ability to make well-informed decisions. The curriculum is designed for students to increase their knowledge of and appreciation for the Spanish language and cultures of Latin America and Spain. This curriculum focuses on helping students develop and build on their language acquisition skills, i.e., speaking, listening, reading, and writing, in the target language. In addition, these

courses will broaden students' understanding and appreciation of their own and others' cultures in a diverse world.

History — Diploma requirement: three years, all students, including Civics, World History, U.S. History. Seniors may also study Advanced Placement Government & Politics. The History Department at City on a Hill Charter Public School educates students to be active members of society who have the ability to make well-informed decisions. The curriculum provides students with a system of understanding the world via historical study. Equipped with the skills necessary to use history as well as a knowledge base of the historical roots that led them to where they are, students have the experience of using history to empower their social and civic lives.

Literacy & Numeracy — All students regardless of academic standing participate in literacy and numeracy tutorial. As a goal and assessment driven program, students meet with tutors in individually planned sessions, integrated into the school day. The literacy and numeracy skills support classroom instruction across subject areas, as well as important tests such as CoaH proficiencies, the MCAS, and AP exams.

City Project — Diploma requirement: one year, all students. City Project is the culminating capstone course of the CoaH curriculum. Every graduating senior, and thus every student who completes City Project, is able to answer the question: How and why must I exercise my rights and responsibilities as an American citizen? In addition to course contents, students must complete an independent written and oral project demonstrating their skills in understanding a problem, examining alternative solutions, taking rational positions, and persuading others. All students also complete 100 hours of a community service internship at a site that offers the opportunity to understand and advance some aspect of their project.

Physical Education — Diploma requirement: all students must pass a life-saving test.

In addition, students are engaged in the following:

Proficiencies. At City on a Hill, students earn course credit based on (1) sustained work and effort throughout the school year (coursework), and (2) end-of-year demonstrations of skills and knowledge (proficiencies). Proficiencies are end-of-year assessments measuring students' acquisition of the skills and content knowledge required for success in the following level. There are content and skill proficiencies, both written and oral.

The Arts. Students are frequent visitors to the City's major arts institutions, including the Museum of Fine Arts, the Huntington Theater, and the Gardiner Museum.

College/Post-Secondary Preparation. CoaH prepares students to select and succeed in a promising, post-high school placement. Students practice standardized test taking, visit colleges and businesses, and get one-on-one guidance in their planning. Visits are scheduled to colleges/universities and college fairs.

Technology. Technology is incorporated across disciplines. All students learn to manage files and documents in their computer accounts and how to exchange information over the network and Internet. All students learn how to use word processors, spreadsheets, databases, graphics applications, and email as well as conduct Web research.

Town Meeting. Students are required to attend every Friday to discuss and debate important issues facing our school, our city, and our world. Town Meeting debates are designed by advisory groups, moderated by students, and conducted according to Robert’s Rules of Order.

Changes to Curriculum – In 2009-2010, City on a Hill did not offer History IV or Tutorial for seniors. City Project went from meeting two days per week to four.

INSTRUCTION

City on a Hill Charter Public School instructional practices dovetail with use of the merit/demerit system, as well as the articulated professional development, observation, and evaluation systems in the school.

In City on a Hill Charter Public School classrooms, instruction is framed with a set of key consistent routines and consistency to support learning. All instruction is delivered in the context of posted essential questions (both for the year and the unit), as well as a common whiteboard configuration that includes class objectives, agendas, and homework. All students are provided with an assignment notebook, and every class period includes a designated time in which all students write down their homework. Ninth and tenth grade students are provided with a set of binders, and 11th and 12th grade students provide their own binders; all students are required to carry them to class every day. In-class notes are delivered in split-page format (except in grade 12, as students practice note taking in college-style lecture formats). Modified 6-Trait writing rubrics are implemented in academic departments, and more detailed academic standards (paper length, due dates, and late work policies, for example) are under revision by the Academic Committee.

Several times per week, CoaH’s Principal performs “culture checks” that assess whether the basic guidelines of classroom instruction (essential question, whiteboard configuration, universal student preparation and engagement) as well as the basic norms of school culture (school uniform, merit/demerit system) are clearly implemented. Each Friday, this data is tabulated and presented to the faculty for consideration and discussion. The CoaH teacher evaluation rubric also includes a number of elements that document whether the staff member consistently implements these basic norms (“minimum standards of professionalism”).

These academic and social norms are explicitly taught to all entering 9th graders in Freshman Academy, are practiced in every class period, and feedback is delivered to students each day in the advisory merit/demerit report.

The evidence that teachers are purposeful in their lessons and students are engaged in meaningful learning is present in the following ways:

1. Year-over-year MCAS improvement (percentage of students earning proficient or advanced on math, ELA, and science assessments),
2. Sustained 100% college admissions,
3. 86.7% of teachers retained for the 2010-2011 school year averaged proficient or above on their annual evaluation in the areas of Instruction (directions and procedures, quality of questions and teaching strategies; and routines, structure, and pacing); as well as Curriculum, Planning, and Organization (knowledge of students’ varied approaches to learning; clarity of objectives and essential questions; collecting work, assessing progress toward established goals, and giving feedback to improve performance; and tracking and facilitating student progress in learning).

PROGRAM EVALUATION

Each spring, the school undergoes a review of key programs in order to ensure that they are meeting the needs of the students, maintaining a safe and serious school culture, and are building important academic and social skills for all students to experience college success. Each spring, the Admin Team (chaired by the Executive Director, and including all staff with educational administrative responsibility) and Academic Committee (chaired by the Executive Director, and including all Department Lead Teachers) both engage in formal policy and program review. In addition, larger schedule-, quality-of-life-, and program-impacting decisions are brought to the full faculty for review and discussion. When necessary, faculty taskforces and/or focus groups are formed to explore a policy, program, or upcoming decision in more detail.

In the spring of 2009, the school's senior committee (consisting of all 12th grade teachers and advisors) recommended to change City Project from a 2-day-per-week course to a 4-day-per-week course integrating the higher order thinking and 6 traits of writing skills into the capstone course in citizenship. As a result of conversations in academic committee, there was an overhaul of upper school student organization expectations and techniques in 2009-2010. The senior committee similarly reviewed 12th grade attendance and graduation data and recommended an adjustment to the attendance policy which is currently under revision for 2010-2011.

City on a Hill's academic committee also decided to make adjustments to the 2010 summer school curriculum, increasing the rigor and ensuring that students are better prepared for the next course level. Additionally, in 2010-2011 City on a Hill will introduce a revised whole-school unit plan template plus an establishment of a lesson plan template.

SCHOOL CULTURE

City on a Hill Charter Public School's mission, "to graduate responsible, resourceful, and respectful democratic citizens prepared to advance community, culture, and commerce and to compete in the 21st century," is tied closely with the imperative to create a productive school environment and to teach the behaviors of responsibility and respectfulness at every opportunity in the school day. At City on a Hill, we believe (1) that no learning can take place in a chaotic or unsafe classroom, (2) that there is no such thing as a bad child, (3) that all behavior, productive or undesirable, is learned, (4) that the adults in a school community bear the responsibility for teaching the productive behaviors that will allow students' social and academic success, and (5) that the focus of any school system concentrating on teaching productive behaviors must explicitly and immediately address undesirable behaviors.

City on a Hill Charter Public School implements several school-wide systems that ensure the school is orderly and safe. The primary mechanism for this is the merit/demerit system. Classroom expectations for timeliness, preparedness, decorum, and class participation are shared by all teachers, and students are provided with on-the-spot feedback (a demerit) around any failure to adhere to these standards. The assignment of merits indicates that a student has exceeded the standard and exemplifies academic excellence and/or citizenship. At the end of every school day, advisors receive a printout of all of their advisees' merits and demerits for the day and week, and report that student-level information to the advisory group in the last period advisory block. At the end of every week, the aggregate data is presented to the faculty at the beginning of the Friday faculty meeting for reflection and discussion. On average in a given week, teachers assign three times as many merits as demerits. At Town Meeting each month, the advisory with the highest cumulative points (total earned merits minus demerits) is publicly acknowledged. At the end of each academic quarter, students can purchase gift certificates, school supplies, and electronics with their cumulative merit points at an auction.

Consequences for negative behavior are consistently implemented across the school and described in detail in the student and family handbook. For example, a student earning six demerits in a week serves a detention; a student earning twelve demerits in a week serves a one-day out-of-school suspension. In addition, incidents of a more serious nature, such as insubordination, derogatory language, or threats, are immediately attended to by the Deans of Citizenship, often result in a one day out-of-school suspension, and engage parents, guardians, and family members in eliminating the student behaviors that impede learning or encroach on others' safety or civil rights.

In 2009-2010, City on a Hill had no expulsions.

DIVERSE LEARNERS

City on a Hill Charter Public School enrolls English Language Learners and Special Education students, as well as students with a wide diversity of skills and content knowledge. As a public school that seeks to include and challenge all of our enrolled students toward success in its college preparatory program, CoaH practices inclusion and does not use ability-level grouping. City on a Hill has developed a range of programs and practices (utilizing both academic and social support mechanisms) that seek to meet the needs of disabled students, remediate students with low skills, and challenge students with high skills in the context of the school's college preparatory curriculum.

Advanced Placement. All seniors and high achieving juniors can enroll in Advanced Placement courses.

Advisory. All students are assigned to an advisory group that remains generally consistent throughout the students' high school career. The advisory exists to support students' academic achievement and participation as citizens of the community. Advisors develop unique relationships with students, serving as primary contact with families and being the first line of defense with a student's social or learning difficulties.

Freshman Academy. All incoming 9th graders attend a two-week orientation during which they learn and practice the study, social, and academic skills required of a successful 9th grader.

Inclusion. City on a Hill Charter Public School supports students in the inclusion environment whenever possible. Rather than having students removed from the least restrictive learning environment, trained inclusion professionals ensure the implementation of accommodations and modifications in the context of the general education environment.

Learning Network. City on a Hill's population of students with IEPs and 504 plans are additionally supported through the Learning Network, an integrated department of Student Support professionals consisting of Special Education, reading, mental health, vocational, and college and career counseling resources. The Learning Network additionally accesses outside translation, diagnostic, speech therapy, and physical therapy specialists whenever a child requires those services.

Small Class Sizes. City on a Hill's student:classroom teacher ratio is 14.7:1. Including tutors, direct-service specialists, and other educational staff, the student:educational staff ratio is 4.3:1. Average class size for the five major content areas is 18-20.

Tutorial. Students are assessed in literacy and numeracy in September, and throughout the course of the school year to track growth. Students are assigned to 1:2 or 1:3 tutorial groups to advance their reading, writing, and basic math skills regardless of their entering skill level. Struggling students are additionally supported with 1:2 academic support at the end of the school day.

Summer School. Students who have not been academically successful during the school year are supported in reaching the established curricular benchmarks through summer remediation classes and tutorial.

SUPERVISION AND EVALUATION OF TEACHERS

Individual teachers' performance and adherence to school-wide initiatives are monitored through City on a Hill's evaluation rubric and protocol.

Teacher evaluation at City on a Hill consists of specific, standardized, and timely feedback for faculty and staff regarding their performance as high performing members of the adult CoaH community. The overall process of evaluation focuses on five categories (minimum standards of professionalism, advisory, instruction and curriculum planning and organization, classroom management, and professional development).

Evaluation during 2009-2010 school year was a three-step process:

1. September/October - Faculty and staff met with administration to establish professional goals for the school year.
2. October through February - Administration performed classroom observations.
3. February - Faculty and staff received draft evaluation using a rubric and feedback in the context of individual goals. Faculty and staff then wrote a self-evaluation which was followed by final evaluations completed by administration.

By the end of the 2009-2010 school year, each CoaH faculty and staff was able to describe the extent to which they are a highly performing member of the adult community; to describe their professional strengths and contrast them with areas in need of professional development; and to summarize their overall development during the school year.

PROFESSIONAL DEVELOPMENT

The faculty and administration of City on a Hill decided to revise lesson plans, unit plans, and end-of-year proficiencies over the course of the 2009-2010 school year. This year's professional development, most of which focused on 6-Traits and Higher Order Thinking, was to support these efforts. Seminars on instructional topics were offered by internal experts on professional development days and designated Friday afternoons.

Additionally, each teacher member participated in three peer observation sessions facilitated by the Director of Teacher Development.

City on a Hill offered the SEI-1 training (Sheltered English Immersion), which was attended by 20 staff members. The school plans to offer the SEI-2 during the 2010-2011 school year.

Professional Development at City on a Hill is evaluated by anonymous teacher evaluations completed at end of each school year.

Organizational Viability

Summary of Performance relative to Accountability Plan:

City on a Hill's teachers will demonstrate excellence and will shape the school's program and policies.

11.) 100% of teachers will be licensed and highly qualified by the end of their second year as teachers at City on a Hill.

75% of City on a Hill teachers with two or more years at City on a Hill are licensed and 100% are highly qualified.

12.) In an annual survey given to all teachers, 85% will agree or strongly agree with the statement, "City on a Hill is a school that values teacher leadership."

92.3% of City on a Hill teachers agreed or strongly agreed with that statement on a survey taken in June, 2010.

City on a Hill will create substantial parental satisfaction with the school.

13.) In an annual survey given to all parents, 85% or more of respondents will agree or strongly agree with this statement, "City on a Hill offers a high quality educational program."

93.5% of parents agreed or strongly agreed with that statement on a survey take in June and July, 2010.

14.) The ratio of applicants' available seats at City on a Hill will exceed five to one.

City on a Hill received 555 applications for 100 available seats, a 5.5:1 ratio, for 2010's incoming freshmen class.

15.) The percentage of students returning to City on a Hill each year will exceed 85%.

82.9% of students who finished the 2008-2009 school year began the 2009-2010 school year at City on a Hill excluding graduates.

City on a Hill students will come to school daily and on time.

16.) Attendance for the student body will average no less than 95%; the number of tardies will average no more than five per month per advisory.

Attendance for the student body averaged 94.7%. The rate of students who arrived to school on time was 93.9% with a monthly average of 1.2 tardies per student.

City on a Hill will be soundly governed by an active and prudent Board of Trustees.

17.) The Board will achieve 85% of its annual goals; members will attend 90% of Board meetings.

The Board achieved 33% of its annual goals; members attended an average of 79% of Board meetings.

City on a Hill Board of Trustees' goals for the 2009-2010 school year:

- **Board meetings will average 80% attendance.** Board meetings averaged 79% attendance.
- **100% of the Board members will contribute financially to the school representing at least \$10,000 of the annual appeal and \$10,000 of the gala.** 92.3% of Board members contributed financially to the school, representing \$4,750 (plus an additional \$100,000 in pledges) of the annual appeal and \$21,750 (plus an additional \$6,500 in pledges) of the gala.
- **The Board will continue to hold annual retreats.** The Board held a retreat in July, 2009 and July, 2010.

18.) Yearly audited financial statements will show a balanced budget, success in securing outside funds and an unqualified audit opinion.

City on a Hill's yearly audited financial statements showed a balance budget, success in securing outside funds and an unqualified audit opinion.

Summary of Performance relative to Common School Performance Criteria:

POLICY DECISIONS

Over the year, the following major policy decisions were made by the Board of Trustees:

- At the October 2009 Board Meeting, the Board of Trustees approved the revised school profile for NEASC reaccreditation.
- At the December 2009 Board Meeting, the Board of Trustees approved a bylaws amendment, separating the roles of Principal and Executive Director with the Principal reporting to the Executive Director.
- At the February 2010 Board Meeting, the Board of Trustees approved changes in the School's Enrollment Policy.
- At the April 2010 Board Meeting, the Board of Trustees approved changes to City on a Hill's mission.
- At the April 2010 Board Meeting, the Board of Trustees gave the Executive Director the authority to begin the hiring and recontracting process for the next school year based on the draft budget which was presented.
- At the May 2010 Board Meeting, the Board of Trustees approved the budget for the 2010-2011 school year.

AMENDMENTS TO THE CHARTER

There were two amendments made to the charter over the course of the 2009-2010 school year:

- 1) A change in enrollment policy to reflect feedback from the charter school office;
- 2) A change to the management structure separating the roles of Executive Director and Principal.

COMPLAINTS

The Board of Trustees received no official complaints in writing.

OVERSIGHT

City on a Hill Charter Public School's Board of Trustees presents its evaluation of the Executive Director to the full Board annually. This evaluation rubric is developed from the Accountability Plan goals as well as the benchmarks in the School Improvement Plan. It is established at the same time as the Executive Director's contract. While the evaluation is data-heavy, it also includes survey information from faculty and staff, parents and guardians, and board members. This process was completed in December 2009, at the anniversary of the contract.

BOARD PLANNING

In an effort to strengthen City on a Hill's Board of Trustees, the Board created the Trustees Committee during the 2008-2009 school year. The Committee has three current objectives: trustee and board evaluation, board leadership succession, and new board member identification and recruitment. This year, the Trustees Committee identified and the Board elected four new trustees.

The Board of Trustees created a new Strategic Planning Committee to create the school's next strategic plan. The primary focus of the committee is school replication. The committee has identified four primary alternatives:

- 1.) Continue to improve on the current 280-student high school.
- 2.) Start a second high school with a plan to reach an additional 250 students in grades 9-12 over five years.
- 3.) In accordance with the original charter, add 7th and 8th grades to the current operation, either a) remaining within the 280 current population/cap or b) requesting a new student cap.
- 4.) Start a K-8 operation to use the COAH approach to completely cover K-12 education for Boston students.

FINANCIAL OVERSIGHT

As a school that values teacher leadership, faculty, staff, and the Board of Trustees all contribute to the development of an annual budget that is realistic and in support of student academic achievement and the school's accountability plan. The budget planning process is always inclusive, with an emphasis on transparency and inclusiveness.

In 2009-2010, this process began at the February 8th Board Meeting when the Board approved the budget assumptions to be used in creating the 2011 fiscal year budget. The parameters set by the Board were a 5% reduction in the per pupil allocation from the December 2009 forecast, an average enrollment of 270 students, federal funding and private fundraising remaining flat from FY10 forecasts, rent remaining flat from FY10 budget, and a bottom line reserve of \$70,000.

Over February and March, a task force made up of faculty and staff worked to determine what were to be the priorities of the school, in the context of our mission and accountability plan goals. The Executive Director developed a draft budget fitting the predetermined Board parameters and the recommendations from the budget task force.

This draft budget was reviewed by a consulting accountant, as well as the Board finance committee. It was then discussed at the April 5th Board Meeting, when the Board gave the go-ahead on the salaries line to begin hiring for the next school year. The final budget was voted on and approved at the May 3rd Board Meeting.

Dissemination

Public Accountability is a pillar of the City on a Hill Charter Public School mission. The school is open to the public and there is a standing invitation for teachers and school leaders of other public, independent, or parochial schools to learn about City on a Hill's best practices.

This spring City on a Hill hosted an Expanded Learning Time Study Tour led by the Massachusetts Center for Charter Public School Excellence this spring with participants from eight different schools and organizations including representatives from Boston Public Schools and various charter and other district schools.

At the end of each school year, City on a Hill invites members of the community to participate in Juries and the annual Science Fair, where all students are required to give individual oral presentations. In 2010, over 112 community members participated, including a number of faculty members from other Massachusetts public schools and colleges, all helping to hold City on a Hill accountable.

Over the course of the 2009-2010 school year, representatives from two Boston Public Schools, eight charter schools, and six other districts came to observe City on a Hill.

City on a Hill is a member of a group of Boston Charter Schools whose leaders meet regularly to discuss best practices, both at an academic and management level. CoaH's Executive Director serves as a peer facilitator of the Support Network for Innovative Principals (PSI).

City on a Hill has also partnered with Simmons College to offer the Urban Public Schools MAT. This two-year program gives the opportunity for teachers in high-poverty, high-minority schools to receive their MAT at a significantly reduced rate and earn initial licensure. Most classes, averaging 20 teachers, are conducted at City on a Hill. Teachers from Boston charter schools as well as Boston Public schools have taken advantage of this unique program.

City on a Hill spearheaded a consortium of Boston charter school college counselors in order to effectively educate college admission officers about Boston Charter students. The consortium held its second annual college fair in the fall of 2009 one hundred colleges represented.

The school has been heavily researched for a number of published materials. First for a book on study skills that was published by the Project for School Innovation, and last year, for the book, Expanded Learning Time: Making Every Minute Matter at Boston Preparatory Charter Public School and Other Charter Schools in Massachusetts, which was published by the Massachusetts Charter Public School Association and Boston Preparatory Charter Public School.

City on a Hill posts articles and information regarding charter schools and best practices on our webpage at www.cityonahill.org.

Financial Reports

CITY ON A HILL CHARTER PUBLIC SCHOOL

FY2010 INCOME STATEMENT

July 1, 2009 to June 30, 2010

Income	
Federal Entitlement	421,888.00
State Entitlements and Per Pupil Tuition	3,828,347.68
Fund Raising	173,305.00
Student Fees	19,147.93
Nutrition Reimbursement	76,395.00
Other Income	69,446.72
Total Income	4,588,530.33
Expense	
Personnel Costs	2,659,638.87
Activities and Programs	308,354.99
Nutrition	82,860.73
Facilities and Equipment	790,812.94
Operations	198,028.39
Other Expense	65,700.00
Total Expense	4,105,395.92
Net Other Income	-203,935.03
Net Income	279,199.38

CITY ON A HILL CHARTER PUBLIC SCHOOL

FY2010 BALANCE SHEET

As of June 30, 2010

ASSETS	
Current Assets	
Cash	1,293,166.73
Accounts Receivable	454.00
Other Current Assets	85,169.53
Total Current Assets	<u>1,378,790.26</u>
Fixed Assets, net	<u>152,872.20</u>
TOTAL ASSETS	<u><u>1,531,662.46</u></u>
LIABILITIES & EQUITY	
Liabilities	
Accounts Payable	54,293.52
Accrued Payroll and Taxes	161,300.93
Other Payables and Accrued Expenses	18,818.82
Deferred Scholarship Fund	18,767.38
Total Liabilities	<u>253,180.65</u>
Equity	<u>1,278,481.81</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,531,662.46</u></u>

**CITY ON A HILL CHARTER PUBLIC SCHOOL
FY2011 APPROVED SCHOOL BUDGET**

Income		
	Federal Funding- Entitlements	\$415,083
	State Funding	\$3,712,944
	Fundraising	\$270,279
	Student Fees	\$18,400
	Lunch Reimbursement	\$71,500
	ERATE	\$-
	Other Program Income	\$15,150
	Total Income	\$4,503,356
<hr/>		
Expense		
	Personnel Costs	
	Salary Expenses	\$2,692,629
	Stipends	\$51,445
	Benefits	\$407,357
	Total Personnel Costs	\$3,151,431
	Activities and Programs	
	Activities	\$194,245
	Programs	\$47,799
	Total Activities and Programs	\$242,044
	Lunch Services	\$90,795
	Facilities and Equipment	\$764,619
	Operations	\$166,092
	Other Program Expense	\$17,700
	Total Expenses	\$4,432,681
<hr/>		
	Net Cash	\$70,675

CAPITAL PLAN

After spending more than ten years in the YMCA on Huntington Avenue, City on a Hill Charter Public School moved to its current facility in the Dudley Square neighborhood of Roxbury. The building was purchased and renovated by the City on a Hill Foundation, Inc. City on a Hill began the 2007-2008 school year at this location, and the construction was finally completed in November of 2008. As the newest high school in Boston, City on a Hill has minimal immediate capital projects.

As the owner of the building, The City on a Hill Foundation, Inc. is currently contracting with a structural engineering company to create a site survey that lays out the capital expenditures that will be required by the school and the foundation over the next ten to twenty years. The school's lease will then be amended to include these anticipated expenditures as part of its monthly rate. This survey will be completed by September 2010.

City on a Hill does not have a capital project reserve, but a reserve will be established to cover the increased rent and special assessments or building improvements.

Data Section

INSTRUCTIONAL TIME:

Total number of instructional days for the 2009-10 school year	187 (plus 10 days of Freshmen Academy and 24 days of Summer School)
First and last day of the 2009-10 school year	9/8/10 - 6/18/10
Length of school day (please note if schedule varies throughout the week or the year)	M-R: 8:00am-3:30pm for all students plus additional academic programming for some until 4:30pm F: 8:00am-1:00pm for all students plus health class for freshmen until 2:30pm on 12 Fridays and SAT preparation for Juniors until 4:30pm on 6 Fridays S: 8:30am-12:30pm one Saturday per month for 9 th , 10 th , & 11 th grade students

STUDENT ENROLLMENT INFORMATION:

Number of students who completed the 2008-09 school year but did not reenroll for the 2009-10 school year (excluding graduates)	36
Total number of students enrolled as of October 1, 2009	285
Total number of students who enrolled during the 2009-10 school year after October 1, 2009	3
Total number of students who left during the 2009-10 school year after October 1, 2009	22
Total number of students enrolled as of the June 30, 2010 SIMS submission	266
Number of students who graduated at the end of the 2009-10 school year	25*
Number of students on the waitlist as of June 30, 2010	335

*City on a Hill is expecting 11 additional students to graduate in August 2010

REASON FOR DEPARTURE:	NUMBER OF STUDENTS:
Academic	10
Academic & social	2
Academic & discipline	1
Discipline	1
Moving out of area	2
No reason given	6

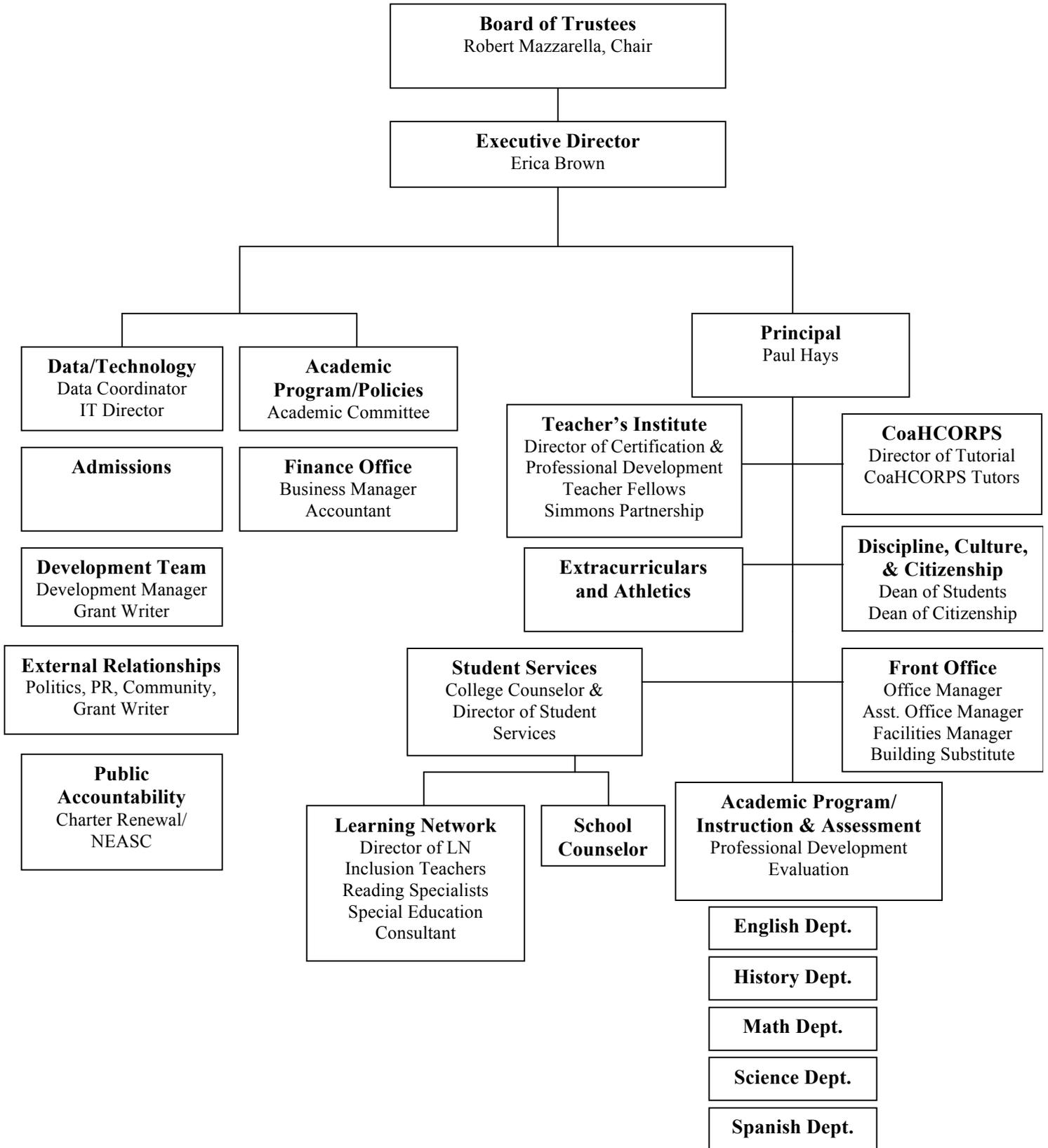
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2010 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
African-American	185	69.5%
Asian	2	0.8%
Hispanic	67	25.2%
Native American	1	0.4%
White	3	1.1%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	8	2.8%
Special education	34	12.8%
Limited English proficient	20	6.9%
Low income	184	69.2%

ADMINISTRATIVE ROSTER FOR THE 2009-10 SCHOOL YEAR

Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	Oversees all administrative matters	8/24/98	
Principal	Oversees academic program	8/18/97	
Director of Tutorial	Oversees the CoaHCORPS Tutorial Program	11/1/07	
Business Manager	HR and Finance	10/29/07	
Development Manager	Oversees school's fundraising efforts	9/15/08	
Grant Writer	Writes public and private grants and coordinates annual gala	8/31/09	
Office Manager	Manages administrative office	7/7/08	
Assistant Office Manager/Registrar	Supports Office Manager and oversees freshmen admissions	7/6/09	
Director of Technology	Oversees IT efforts	3/1/10	

CITY ON A HILL'S ORGANIZATIONAL CHART



TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	23	0	4
Other Staff	34	4	19

Teacher departures: Three teachers left to further their education and one's contract was not renewed.

Staff departures: 15 tutors and 2 teaching fellows left because the programs were designed to last only for one year; 3 tutors left slightly early to further their education; one staff member's contract was not renewed.

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	- Number of terms served - Length of each term, including date of election and expiration
Bob Mazzarella	Chair	Executive and Finance Committees	Finance	Elected April 2006; 2 nd 3-year term expires May 2012
Bobbie Knable	Vice-Chair	Executive and Academic Performance Committees	Education	Elected in 1999; 4 th non-consecutive 3-year term expires Oct 2011
Ryan Thornton	Treasurer	Finance Committee	Finance	Elected in 2008; 1 st 3-year term expires Oct 2011
Ginger Parker	Secretary	Development Committee	Finance	Elected in 2008; 1 st 3-year term expires Oct 2011
Lee Delaney	Trustee		Finance	Elected in 2004; 3 rd 3-year term expires May 2013
Michelle Dipp	Trustee	Development Committee	Public Relations	Elected Oct 2009; 1 st 3-year term expires Oct 2012
Michael Grossman	Trustee	Development Committee	Finance	Elected Sept 2005; 2 nd 3-year term expires Oct 2011
Stephen Kraus	Trustee	Executive and Trustees Committees	Finance	Elected in 2001; served 3 3-year terms; 1-year term limit override expired May 2010

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR cont.				
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
Aretha Miller	Trustee	Academic Performance Committee	Education	Elected Oct 2009; 1 st 3-year term expires Oct 2012
Kevin Mohan	Trustee	Academic Performance, Strategic Planning and Trustees Committees	Finance	Elected in 2005; 2 nd 3-year term expires May 2012
Michael Rosen	Trustee		Attorney	Elected May 2010; 1 st 3-year term expires May 2013
Kimberly Wechtenhiser	Trustee	Trustees & Strategic Planning Committee	Education	Elected in Oct 2009, tenure began Feb 2010; 1 st 3-year term expires Feb 2013
Maurice Wright	Trustee		Public Relations (local community)	Elected in 2002; 3 rd 3-year term expires Oct 2011

**Massachusetts School and District Profiles
City On A Hill Charter Public School**

2009-2010 NCLB Report Card - City On A Hill Charter Public School

City On A Hill Charter Public School (04370505)
Paul S Hays, Principal
 Mailing Address: 58 Circuit Street
 Roxbury, MA 02119
 Phone: (617) 445-1515
 FAX: (617) 445-9153
 Website: <http://www.cityonahill.org>

Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment and Educator Data (as of October 1, 2009)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Charter schools are not required to hire licensed teachers; self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>.

High Poverty Schools are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

Enrollment - 2009-10				Educator Data - 2009-10			
	School	District	State		School	District	State
Total Count	285	285	957,053	Total # of Teachers	20.2	20.2	69,908.9
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	46.5	46.5	97.1
African American or Black	70.5	70.5	8.2	Total Number of Classes in Core Academic Areas	64	64	280,489
Asian	0.7	0.7	5.3	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	98.4	98.4	97.3
Hispanic or Latino	24.2	24.2	14.8	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	1.6	1.6	2.7
Multi-race, Non-Hispanic	2.8	2.8	2.2	Student/Teacher Ratio	14.1 to 1	14.1 to 1	13.7 to 1
Native American	0.4	0.4	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	1.4	1.4	69.1				
Gender (%)							
Male	41.1	41.1	51.3				
Female	58.9	58.9	48.7				
Selected Populations (%)							
Limited English Proficiency	1.4	1.4	6.2				
Low-Income	70.5	70.5	32.9				
Special Education	12.6	12.6	17.0				
First Language Not English	20.4	20.4	15.6				

Grades Offered: 09, 10, 11, 12

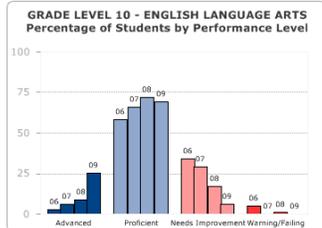
2009 MCAS Results by Subgroup by Grade then Subject

* **NOTE:** First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

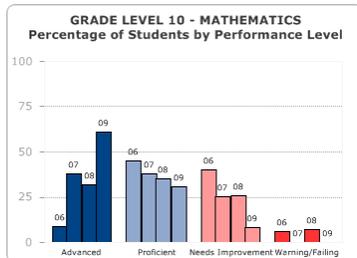
* **NOTE:** Performance level percentages are not calculated if student group less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP less than 20.

Data Last Updated on October 27, 2009

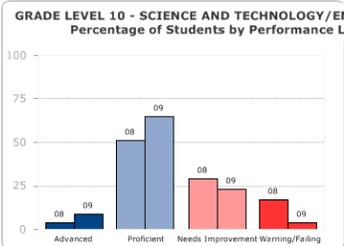
Student Group	GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																										
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
#	%	A	P	NI	F			#	%	A	P	NI	F			#	%	A	P	NI	F						
AYP Subgroups																											
Stud. w/ Disab	4	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	11,369	95	4	39	38	19	76.0	39.0	9,089		
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,227	95	3	28	45	25	65.7	53.0	1,691		
Low-Income	28	97	29	64	7	0	98.2	85.0	26	28	97	29	64	7	0	98.2	85.0	26	19,316	96	11	51	28	9	84.4	45.0	15,307
African American/Black	34	100	26	68	6	0	98.5	86.0	32	34	100	26	68	6	0	98.5	86.0	32	5,947	96	12	51	28	8	84.8	51.0	4,510
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,282	99	38	44	14	4	92.8	59.0	2,724		
Hispanic/Latino	13	93	31	62	8	0	98.1	N/A	11	13	93	31	62	8	0	98.1	N/A	11	8,564	96	9	48	31	12	81.4	45.0	6,445
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	181	93	19	57	20	4	89.6	46.0	163		
White	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	51,126	99	33	53	11	3	94.9	50.0	46,055		
Other Subgroups																											
Male	20	100	10	80	10	0	97.5	N/A	19	20	100	10	80	10	0	97.5	N/A	19	35,727	98	23	54	18	5	90.5	49.0	30,595
Female	31	97	35	61	3	0	99.2	84.0	27	31	97	35	61	3	0	99.2	84.0	27	34,574	98	35	50	12	3	94.0	50.0	30,291
Title I	51	98	25	69	6	0	98.5	86.0	46	51	98	25	69	6	0	98.5	86.0	46	9,622	96	9	51	31	9	83.2	44.0	7,406
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60,679	98	32	52	13	4	93.7	51.0	53,480		
Non-Low Income	23	100	22	74	4	0	98.9	86.5	20	23	100	22	74	4	0	98.9	86.5	20	50,985	99	35	52	10	2	95.2	51.0	45,579
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,178	95	1	19	48	32	58.4	50.0	847		
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,049	97	7	46	37	9	80.8	56.0	844		
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	448	98	-	-	-	-	-	N/A	N/A		
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-		
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	92	22	54	15	9	88.5	48.0	55		
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	1,123	98	30	50	17	4	92.0	49.0	934		
All Students																											
2009	51	98	25	69	6	0	98.5	86.0	46	51	98	25	69	6	0	98.5	86.0	46	70,383	98	29	52	15	4	92.2	50.0	60,902
2008	86	100	9	72	17	1	93.0	N/A	N/A	86	100	9	72	17	1	93.0	N/A	N/A	71,510	98	23	51	21	4	90.3	N/A	N/A



GRADE LEVEL 10 - MATHEMATICS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	11,389	95	11	26	35	28	69.4	47.0	9,047
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,261	96	16	22	32	31	65.2	50.0	1,709
Low-Income	28	97	71	18	11	0	95.5	94.5	26	28	97	71	18	11	0	95.5	94.5	26	19,267	96	24	30	30	16	77.7	46.0	15,303
African American/Black	34	100	53	38	9	0	97.1	90.0	32	34	100	53	38	9	0	97.1	90.0	32	5,950	96	21	30	31	17	75.9	48.0	4,523
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,285	99	67	19	10	4	93.9	60.0	2,725
Hispanic/Latino	13	93	77	15	8	0	96.2	N/A	11	13	93	77	15	8	0	96.2	N/A	11	8,519	96	20	28	32	19	73.7	45.0	6,419
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	182	94	37	30	24	9	84.6	52.0	162
White	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	50,995	98	53	28	15	5	91.7	50.0	45,955
Other Subgroups																											
Male	20	100	45	45	10	0	97.5	N/A	19	20	100	45	45	10	0	97.5	N/A	19	35,651	98	47	27	18	9	87.7	51.0	30,563
Female	31	97	71	23	6	0	96.8	95.0	27	31	97	71	23	6	0	96.8	95.0	27	34,478	98	46	28	19	7	88.6	49.0	30,206
Title I	51	98	61	31	8	0	97.1	94.5	46	51	98	61	31	8	0	97.1	94.5	46	9,577	96	24	29	32	15	77.0	49.0	7,415
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60,552	98	50	27	16	6	89.9	50.0	53,354
Non-Low Income	23	100	48	48	4	0	98.9	94.0	20	23	100	48	48	4	0	98.9	94.0	20	50,862	98	55	27	14	5	92.1	51.0	45,466
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,210	95	13	19	32	37	60.3	48.0	860
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,051	98	23	28	31	18	75.5	52.0	849
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	489	95	-	-	-	-	-	N/A	N/A
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	79	93	32	32	22	15	79.1	46.0	57
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,119	98	44	27	20	8	87.1	46.0	928
All Students																											
2009	51	98	61	31	8	0	97.1	94.5	46	51	98	61	31	8	0	97.1	94.5	46	70,194	98	47	28	18	8	88.1	50.0	60,782
2008	84	100	32	35	26	7	85.7	N/A	N/A	84	100	32	35	26	7	85.7	N/A	N/A	71,166	97	43	29	19	9	86.7	N/A	N/A



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING																											
Student Group	School								District								State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	6	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	11,159	96	2	23	46	29	63.9	N/A	N/A
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,791	96	2	16	43	39	54.5	N/A	N/A
Low-Income	33	97	6	64	24	6	86.4	N/A	N/A	33	97	6	64	24	6	86.4	N/A	N/A	18,717	97	4	32	44	19	69.1	N/A	N/A
African American/Black	41	100	10	59	27	5	87.2	N/A	N/A	41	100	10	59	27	5	87.2	N/A	N/A	5,670	97	3	30	46	21	67.0	N/A	N/A
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,073	99	29	41	22	7	87.0	N/A	N/A
Hispanic/Latino	13	93	8	77	15	0	94.2	N/A	N/A	13	93	8	77	15	0	94.2	N/A	N/A	8,168	97	3	25	48	24	63.6	N/A	N/A
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	177	97	8	47	36	8	80.2	N/A	N/A
White	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	49,809	99	19	51	25	5	87.9	N/A	N/A
Other Subgroups																											
Male	21	100	5	57	38	0	88.1	N/A	N/A	21	100	5	57	38	0	88.1	N/A	N/A	34,645	98	18	45	28	9	83.4	N/A	N/A
Female	36	97	11	69	14	6	90.3	N/A	N/A	36	97	11	69	14	6	90.3	N/A	N/A	33,389	99	15	46	31	8	82.8	N/A	N/A
Title I	57	98	9	65	23	4	89.5	N/A	N/A	57	98	9	65	23	4	89.5	N/A	N/A	9,410	98	3	27	48	21	65.4	N/A	N/A
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	58,624	99	19	48	26	7	85.9	N/A	N/A
Non-Low Income	24	100	13	67	21	0	93.8	N/A	N/A	24	100	13	67	21	0	93.8	N/A	N/A	49,317	99	21	50	24	5	88.4	N/A	N/A
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,745	94	1	11	41	47	49.0	N/A	N/A
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,046	99	4	26	46	24	63.6	N/A	N/A
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73	94	15	30	41	14	76.4	N/A	N/A
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	1,064	98	19	43	30	8	82.8	N/A	N/A
All Students																											
2009	57	98	9	65	23	4	89.5	N/A	N/A	57	98	9	65	23	4	89.5	N/A	N/A	68,034	98	16	45	29	9	83.1	N/A	N/A
2008	84	100	4	51	29	17	75.9	N/A	N/A	84	100	4	51	29	17	75.9	N/A	N/A	68,358	97	14	43	31	12	79.8	N/A	N/A



* Note: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2011 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2007 are included in state-level results; only students enrolled in the same district since October 2007 are included in district-level results; only students enrolled in the same school since October 2007 are included in school-level results.

City On A Hill Charter Public School:
2009 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	Met NCLB Goal
MATHEMATICS	No Status	Very High	Met NCLB Goal

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2009
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	98	Yes	98.5	Yes	5.5	Yes	76.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	98.2	-	-	-	-	-
Afr. Amer./Black	-	-	-	98.5	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
MATHEMATICS									
Aggregate	Yes	98	Yes	97.1	Yes	11.4	Yes	76.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	95.5	-	-	-	-	-
Afr. Amer./Black	-	-	-	97.1	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History										NCLB Accountability Status
	2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	-	-	Yes	Yes	-	Yes	No	-	
MATH	Aggregate	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	-	-	No	Yes	-	Yes	No	-	

City On A Hill Charter Public School:
AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2009
	Enrolled	Assessed	%	Met Target (95%)	N	2009 CPI	Met Target (90.2)	2008 CPI (Baseline)	Gain Target	On Target Range	Met Target	2008 (4yr)	Change (4yr)	2007 (5yr)	Met Target	
Aggregate	52	51	98	Yes	51	98.5	Yes	93.0	1.2	93.0-96.7	Yes	76.3	28.0	69.0	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	29	28	-	-	28	98.2	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	34	34	-	-	34	98.5	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	14	13	-	-	13	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2009
	Enrolled	Assessed	%	Met Target (95%)	N	2009 CPI	Met Target (84.3)	2008 CPI (Baseline)	Gain Target	On Target Range	Met Target	2008 (4yr)	Change (4yr)	2007 (5yr)	Met Target	
Aggregate	52	51	98	Yes	51	97.1	Yes	85.7	2.4	85.7-91.1	Yes	76.3	28.0	69.0	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	29	28	-	-	28	95.5	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	34	34	-	-	34	97.1	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	14	13	-	-	13	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	No	Yes	No Status						
	All Subgroups	-	-	Yes	Yes	-	-	Yes	No	-	
MATH	Aggregate	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	-	-	No	Yes	-	-	Yes	No	-	

About the Data

Enrollment and Educator Data

Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

Student Groups (as of October 1, 2009)

African American or Black: A person having origins in any of the black racial groups of Africa.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

First Language Not English: A student whose first language learned or used by the parent/guardian with the child is not English.

Formerly Limited English Proficient (FLEP): A student who has transitioned out of LEP status during the current school year or within the past two school years.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Low Income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Multi-race, Non-Hispanic: A person selecting more than one racial category and non-Hispanic.

Native American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Special Education: A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

Title I: Student receives Title I services.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

MCAS Data (Spring 2009 Results)

MCAS performance levels include Above Proficient (**P+**) in grade 3; Advanced (**A**) in grades 4-8 and 10; Proficient (**P**) in grades 3-8 and 10; Needs Improvement (**NI**) in grades 3-8 and 10; Warning (**W**) in grades 3-8; and Failing (**F**) in grade 10.

Above Proficient: Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

SGP: Each student with at least two consecutive years of MCAS scores will receive a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

Accountability Data (2009)

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

I1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)

I1/2-A: Identified for Improvement (Year 1 or 2)

CA-S: Identified for Corrective Action - Subgroups only

CA-A: Identified for Corrective Action

RST1/2-S: Identified for Restructuring - Subgroups only (Year 1 or 2)

RST1/2-A: Identified for Restructuring (Year 1 or 2)

UR: Under Review

For more information on the No Child Left Behind Act, please visit <http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of Massachusetts, please visit the <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.

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