

CITY ON A HILL CHARTER PUBLIC SCHOOL



**2008
ANNUAL REPORT**

OUR MISSION

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.

Erica Jamison
Principal and Executive Director

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www.cityonahill.org

CITY ON A HILL CHARTER PUBLIC SCHOOL



ANNUAL REPORT
July 1, 2007 – June 30, 2008

Introduction

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. Our school leaders, faculty, and students at City on a Hill are strongly committed and ready to dedicate the 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. Serving grades 9 through 12, City on a Hill only admits 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.

The school is small by design, with a maximum enrollment of 280 students. As of October 1, 2007, 282 students were enrolled at City on a Hill.

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Letter from the Chair of the Board of Trustees



58 Circuit Street
Roxbury, MA 02119

Dear Friends,

As previewed in last year's letter, this year marked the beginning of a new era at City on a Hill School. We have completed the first school year at **OUR** new building in Roxbury and our results continue to show that the staff and Board of Trustees are dedicated to our mission to prepare our students for their life in college.

In October 2007 the Board of Trustees began a project to determine the best governance structure to take the school through its future growth and after much research and discussion with all interested parties, The Board decided to adopt a single head of school structure. In December 2007, Ms Erica Jamison was appointed as Executive Director and Principal of City on a Hill Charter Public School.

Under the stewardship of Ms. Jamison, the Board of Trustees authorized an aggressive Phase II construction project to expand our current facility to include over 7000 additional square feet which includes 2 new classrooms and a 300 seat forum which will support the weekly town meeting--the cornerstone of the school's culture.

This construction, which is welcomed by teachers and students alike, did bring challenges which the school community worked to overcome. Lunch and tutoring had to be conducted in the cramped quarters of trailers surrounding the school, which were not the most ideal conditions. In addition, the noise levels during construction made teaching and learning a challenge. But the community was up for the challenge and overcame the distractions. Teachers and students alike knew that the completion of the project would greatly advance their experience in the future. Their dream will be realized when the addition comes online in January 2009.

Our financial picture continued to be strong this year because of the efficient operation of the school by the staff and the wonderful generosity of our benefactors. This strength allowed us to increase the dollars spent on tutoring for our students this year. And in even more exciting news, our staff, in conjunction with the Board of Trustees, were able to put in place a plan for extended tutoring for the next school year which includes all grades and all students at the cost of over \$ 750,000.

As we look at the next school year, the Board of Trustees and the staff continue to be focused on improving on the performance of City on a Hill school in an effort to provide the best education for young men and women to improve their lives and move on to a college education.

Yours,

A handwritten signature in cursive script, reading "Robert Mazzarella". The signature is written in black ink on a light-colored background.

Robert Mazzarella
Chair, Board of Trustees

School Profile

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.

The first core principle of the City on a Hill mission is to emphasize academic achievement. The curriculum of every class is structured with high expectations so as to give students the academic skills they will need to succeed in college. Every student completes an educational program with the following requirements:

4 years of English

3 years of History

4 years of Mathematics

3 years of Science

3 years of Spanish

Senior City Project

Physical Education: All students must pass a swim and life-saving test.

Town Meeting: Town Meeting is a required part of school. The entire City on a Hill community gathers every Friday to discuss and debate important issues facing our school, our city, and our world. We invite parents and guardians and members of the public to attend. As the school completes a new forum space to house Town Meetings, this element of the curriculum was put on hiatus. In 2007-2008, City on a Hill held a total of three Town Meetings to celebrate the achievements of the student body. Regular weekly Town Meetings will resume in January 2009.

Daily Advisory groups, which meet for 25 minutes in the morning and 10 minutes in the afternoon, serve as support groups and create a culture of working together toward goals including completing community service projects as a group.

Students participate in silent sustained reading for 2 hours over the course of each week.

Seniors examine the workings of public policy while focusing on city issues during a 100-hour internship.

Frequently students also participate in an extended day program, with extra classes in English and Math, as well as tutorials and Saturday MCAS and SAT prep.

Summary of Performance relative to Accountability Plan

Academic Program

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

All City on a Hill students will pass the MCAS on their first attempt:

100% percent of the 10th graders taking the MCAS exam in the spring of 2007 passed the English portion of the exam on the first attempt; 100% passed the math portion on the first attempt. All City on a Hill sophomores participated in required MCAS tutoring sessions on Saturdays.

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 2007, a total of 76% of students taking the MCAS earned Advanced or Proficient on the math exam. 38% of City on a Hill sophomores achieved a proficient score, 38% of students achieved Advanced in math, a significant improvement from 9% in 2006.

On the English exam, 74% of the 2008 cohort earned Advanced or Proficient. 66% of students earned a proficient score compared to 58% last year. 6% achieved an advanced score this year, compared to 3% last year.

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 combined was 811 for the class of 2008, down from an 857 average last year. Lack of improvement in these scores over last year is believed to be in part due to an unusually large cohort. Many students in this cohort received SAT prep course for the first time in September 2007. To improve on this score, an SAT prep course was required for juniors in the Spring, with a refresher course to take place in the fall of 2008. In 2008-2009, all seniors will receive tutorial sessions, some of which will focus on test-taking skills.

All of City on a Hill's graduates will be admitted to college:

All graduates of the Class of 2008 were admitted to college. Please see Appendix A for the list of schools accepting City on a Hill Class of 2008 graduates.

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 2008, 80% of City on a Hill graduates were admitted to selective four-year colleges. In 2006, 54% of City on a Hill graduates were admitted to selective four-year colleges.

City on a Hill Graduates will complete college:

City on a Hill is in contact with approximately 65% of its graduates. Indications are that approximately 90% of students that City on a Hill is still in contact with have graduated from college or are still enrolled in college.

Faithfulness to Charter

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

All freshmen will pass the US citizenship exam.

82% of City on a Hill 9th graders passed the Civics exam on the first try.

100% of students promoted to the next level of history pass the citizenship exam.

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

All students participated in Science Fair in March and Juries in June. Only student passing assigned oral presentations are promoted to the next level in that subject. In 2008, 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.

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 previous years. Town Meeting was on hiatus during the 2007-2008 school year due to construction of the Town Meeting space.

100% of eligible students will register to vote

100% of eligible students registered to vote. Students filled out registration forms in class in the fall and once again in the spring.

Organizational Viability

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

100% of teachers will be licensed and highly qualified by the end of their 2nd year as teachers at City on a Hill.

77% of City on a Hill teachers with 2 or more years at City on a Hill are licensed and 100% of City on a Hill teachers are highly qualified.

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."

80% of City on a Hill teachers agreed or strongly agreed with that statement on a survey taken in June, 2008.

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

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."

97% of parents agreed or strongly agreed with that statement on a survey taken in June, 2008.

The ratio of applicant's available seats at City on a Hill will exceed five to one.

For the most recent lottery held on March 12, 2008, City on a Hill received nearly seven applicants for every spot available in the incoming 9th grade class (535 applicants).

The percentage of students returning to City on a Hill each year will exceed 85%.
91% of students who finished the 2006-2007 school year at City on a Hill began the 2007-2008 school year at City on a Hill.

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

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 94.2%. The rate of students who arrived to school on time was 92.3% with a monthly average of 1.4 tardies per student. Last year the rate of students who came on time was 91.4% with a monthly average of 1.5 tardies per student

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

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

The Board achieved substantially all of its annual goals set at its retreat in the summer of 2007. Board members average attendance was at 70%.

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

In fiscal year 2008 City on a Hill showed a healthy net cash surplus of over \$170,000 and its financial statements received an unqualified audit opinion. See Financial Statements.

Summary of external assessment results 2006-2007 (MCAS)

Math

Advanced	38%
Proficient	38%
Needs Improvement	25%
Failure	0%

English

Advanced	6%
Proficient	66%
Needs Improvement	29%
Failure	0%

70 students took the MCAS test in the spring of 2007, with 100% passing both the Math and English exams. 38% of students scored in the Advanced category on the Math MCAS. 38% of students scored Proficient in math, with 25% scoring in the Needs Improvement range. For the English Language Arts exam, 6% of students scored in the Advanced category, 66% of students scored Proficient, with 29% scoring in the Needs Improvement range. City on a Hill achieved Adequate Yearly Progress (AYP).

Summary of internal assessment results

The school does not have an internal assessment system that provides data for external purposes.

Number of instructional days for the 2007-2008 school year

There were 182 instructional days in the 2007-2008 school year. The first day of school was September 4, 2007. The last day of school was June 20, 2008. Students are in class from 8 a.m. to 2:45 p.m. every day and most students remain in extended classes until 4p.m. to receive tutoring or work with teachers. In addition, all 10th graders participated in a 3 hour weekly tutoring program on Saturdays.

Governance Profile

Board of Trustees

A fourteen member Board of Trustees governs City on a Hill Charter Public School. The Board meets six times a year.

Robert Mazzarella, Chair: Robert Mazzarella worked for more than 18 years at Fidelity Investments. Before he retired from Fidelity Investments in February 2002, he was president of Fidelity Brokerage Services LLC. Board member since April 2006; term expires April 2009. Member: Finance committee.

Bobbie Knable, Vice-Chair: Bobbie Knable served as the Dean of Students at Tufts University for close to two decades before retiring in 2000. Board member since 1999; term expires May 2008. Chair: Academic Performance committee.

Joe Cali, Treasurer: Joe Cali is the Executive Vice President of Product and Marketing for the Grand Circle Corporation. Board member since 2003; term expires in May 2009. Chair: Finance Committee.

David Lane, Secretary: David J. Lane is the Chairman of NetCare Services, a risk management firm. Board member since 2000; term expires May 2008. Member: Real Estate task force.

Maurice Wright: Maurice Wright is the METCO Director for the town of Belmont. Board member since 2002; term expires May 2008. Member: Real Estate task force.

Elisabeth B. Reynolds: Elisabeth B. Reynolds is a doctoral student at MIT's Department of Urban Studies. Before devoting herself to her studies full-time, Reynolds was a Senior Vice-President at the Initiative for a Competitive Inner City (ICIC) a national non-profit founded by Harvard Professor Michael Porter. Board member since 2002; term expires in September 2008. Chair: Trustees Committee.

Lee Delaney: Lee Delaney is a partner in Bain & Company's Boston office. Board member since 2004; term expires May 2007. Chair: Real Estate task force.

Kevin Mohan: Kevin Mohan is a general partner at the venture capital firm Summit Partners. Board member since 2005; term expires May 2009. Member: Academic Performance committee.

Rukia Ali: Rukia Ali is employed as an outreach program coordinator for the Whittier Street Health Center in the lower Roxbury neighborhood of Boston. Board member since September 2005; term expires September 2008. Member: Community Advocacy task force.

Michael Grossman: Michael Grossman is an equity research analyst for MFS Investment Management. Board member since September 2005; term expires May 2008. Chair: Development committee.

Stephen Kraus: Stephen Kraus is the Director of the Ironwood Equity Fund. Board member since 2001; term expires May 2009. Member: Executive committee.

Orson Watson Ph.D.: Orson Watson is a Boston-based independent consultant specializing in economic and workforce development. Board member since May 2006; term expires May 2009.

Summary of Major Policy decisions made by the Board of Trustees

With the exit of City on a Hill's Executive Director in October 2007, the City on a Hill Board of Trustees reexamined the need for dual leadership, and decided to move to a single head of school leadership model. In December 2007 the Board appointed current principal Erica Jamison as Principal and Executive Director.

Charter amendments

There were no amendments approved by the Commissioner or Board of Elementary and Secondary Education in 2007-2008.

Summary of official complaints received by the Board of Trustees

The Board of Trustees received two official complaints in 2007-2008.

An employee complained that she was treated unfairly by a colleague. The Executive Committee investigated the allegation and found them to be without merit.

A student's guardian complained that due process was not followed in a disciplinary matter. The Executive Committee investigated the allegation and found that the school that the school had acted in accordance with the Student Handbook.

Student Profile

Student Demographics

As of June 30, 2008, 227 students were enrolled at City on a Hill.

This does not include 27 students graduating from City on a Hill on June 12, 2008.

Average enrollment for the 2007-2008 school year was 272 students.

Residence 98% Boston; 0.4% each: Everett, Dedham, Hopkinton, & Watertown

Race & Ethnicity

Black 60.6%

Asian 1.1%

White 1.1%

Native Hawaiian, Pacific Islander 0.4%

Multi-Race, Non Hispanic 5.7%

Hispanic 31%

Gender 54% female, 46% male

Low-income Status 66%

Students receiving Special Education 12%

Limited English Proficient <1%

First Language other than English 24%

Student Applications

There were 535 applications for 9th grade (2008-2009) with approximately 80 openings available. City on a Hill does not accept applications for other grade levels. 532 of the applicants reside in Boston, and there was one applicant from Canton, one from Everett, and one from Malden, Massachusetts.

Student attrition data

City on a Hill had a 90% retention rate in 2007-2008. During the school year, 28 students left the school. A few students moved out of the area. Other reasons for leaving included disagreement with the strict discipline code, the long school day, and the desire to graduate in 4 years regardless of college preparedness. As of July 15, 2008, 2 additional students have chosen not to return for the coming school year.

Number of students who have been expelled and who have served in-school and out-of-school suspensions

There were no student expulsions in 2007-2008.

There were 5 in-school suspensions and 457 out-of-school suspensions. A large majority of suspensions were for a single or partial day. Suspensions were mainly given out for threatening language or behavior, insubordination, skipping detention, skipping class, or derogatory language.

Staff Profile

School Administration

Erica Jamison, Principal and Executive Director

Paul Hays, Vice Principal

Andres Cruz, Vice Principal

Brooke Fincke, Student Services

Diane Trueblood, Special Education Director

Ibrahim Al-Qamari, Dean of Citizenship

Annalee Power, Dean of Citizenship

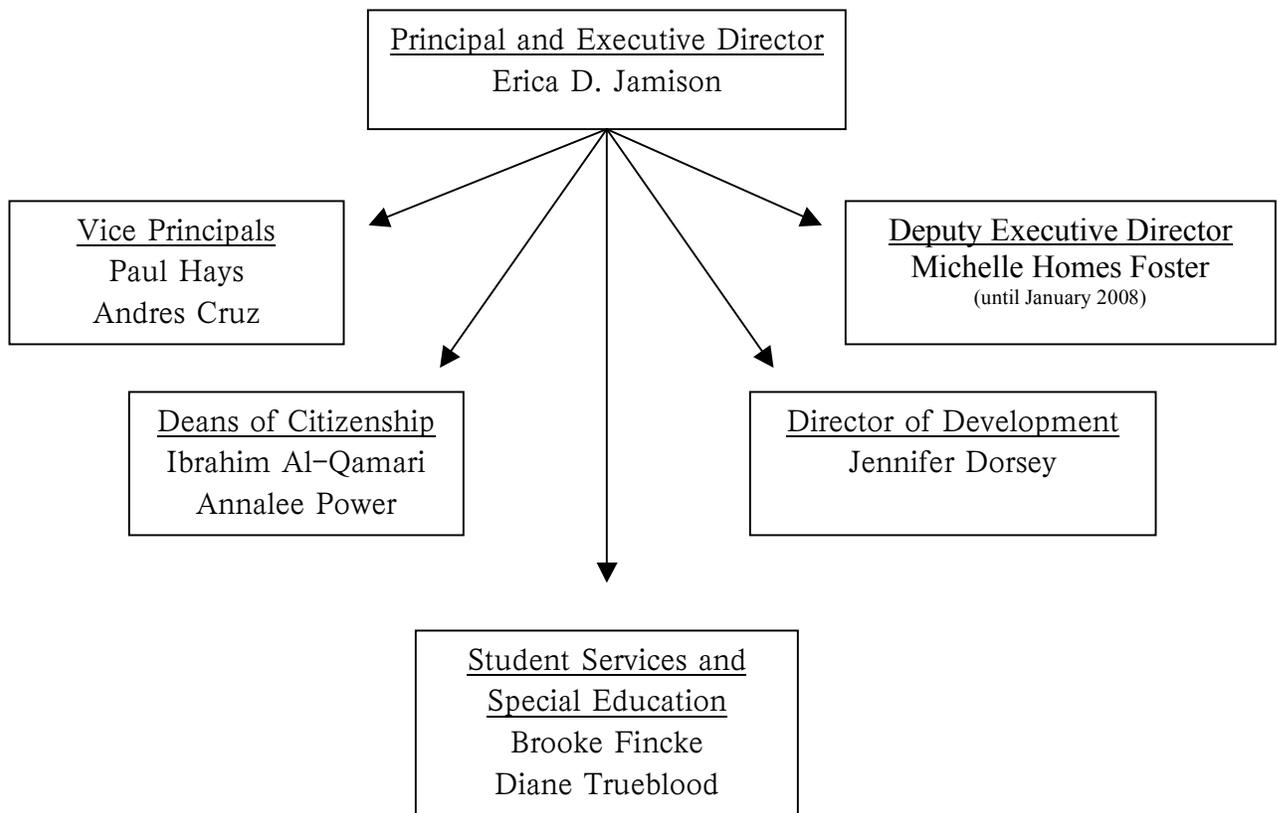
Michael Duffy, *Executive Director**

Michelle Homes Foster, *Deputy Executive Director**

Jennifer Dorsey, Director of Development

**Eliminated/Merged Positions*

Since 2004, City on a Hill has been led jointly by the Executive Director and the Principal. After the exit of City on a Hill's Executive Director in October 2007, the Board of Trustees voted for a single head of school model. In December, 2007 the Board chose Principal Erica Jamison to fill this role as Principal and Executive Director. A second administrator exited the school before the end of the school year.



The Principal and Executive Director serves as the instructional leader and business leader of the school. She oversees the administrative team, comprised of the vice-principals, the deans and the student services leaders, including Special Education, as well as the development director.

All seven of the administrators on the instructional side of the school taught one or more classes during the 2007-2008 school year, including AP Art History, Calculus, English, Science and World History.

Summary of classroom teacher qualifications

City on a Hill has 21 FTE teachers and 3.5 FTE aides.

Average years of teaching experience of classroom teachers: 7.7

Average years of service at the school: 4.5

Percentage of teachers highly qualified: 100%

Average class size at the school: 19.5

Student to teacher ratio: 13

Teacher attrition

Percentage of teaching faculty employed by the school that have left since the beginning of the year: approximately 10% (2 teachers)

Percentage of teaching faculty employed by the school in June planning on returning next year: 90%

Financial Statements

City on a Hill Public Charter School Interim Balance Sheet

	<u>Jun 30, 08</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Boston Private Bank	911,980.73
1010 · Money Market School	30,894.99
1030 · Petty Cash	250.00
1040 · Citizens Bank 304-3	838.91
1050 · Citizens CD - HLewis Scholarshi	<u>18,128.22</u>
Total Checking/Savings	962,092.85
Accounts Receivable	
1110 · Accounts Receivable	<u>9,328.77</u>
Total Accounts Receivable	9,328.77
Other Current Assets	
1123 · Other Receivable- Academic Supp	2,666.00
1121 · Due From Ma- Teacher Quality	2,758.00
1119 · Receivable- Enhanced Ed thru Te	83.00
1113 · Receivable- Transportation	43,000.00
1116 · Receivable- SPED #240	-932.46
1114 · Receivables- Title 1	25,055.00
1118 · Receivable- Nutrition Reimburse	11,410.47
1125 · Other Receivables- re Simmons	11,200.00
1131 · Other Receivable	7,020.50
1199 · Reserve for Uncollectible	-9,328.77
1300 · Prepaid Expenses	35,154.34
1301 · Pre Paid Rent	295,268.04
1310 · Prepaid Insurance	<u>6,739.60</u>
Total Other Current Assets	<u>430,093.72</u>
Total Current Assets	1,401,515.34
Fixed Assets	
1510 · Leasehold Improvements	20,601.55
1520 · Computer Equipment	31,907.45
1530 · Math Equipment	13,628.22
1550 · Furniture and Equipment	18,264.12
1560 · Science Equipment	1,214.48
1570 · Telephone Equipment	10,274.00
1580 · Textbooks	15,758.72
1590 · Software	439.95
1600 · Accum Depr -	<u>-39,307.29</u>
Total Fixed Assets	<u>72,781.20</u>
TOTAL ASSETS	<u><u>1,474,296.54</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	161,004.55

Other Current Liabilities	
2145 · Accrued Exp- Fellows	7,200.00
2140 · Accrued Payroll	194,108.88
2150 · Due to COAH Foundation	-63,616.21
2200 · Student Liabilities.	
2201 · Student Locker Collections	<u>20.00</u>
Total 2200 · Student Liabilities.	20.00
2500 · Other Organization Cash Balance	
2520 · Parent Committee	811.93
2510 · NHS National Honor Society	<u>3.34</u>
Total 2500 · Other Organization Cash Balance	<u>815.27</u>
Total Other Current Liabilities	<u>138,527.94</u>
Total Current Liabilities	<u>299,532.49</u>
Total Liabilities	299,532.49
Net Assets	
3000 · Opening Bal Equity	562,374.24
Temp. Restricted Program Net Assets	48,768.38
3200 · Unrestricted Net Assets	626,483.77
Net Income	<u>-62,862.34</u>
Total Equity	<u>1,174,764.05</u>
TOTAL LIABILITIES & EQUITY	<u>1,474,296.54</u>

**City on a Hill Charter Public School
Interim Statement of Revenues, Expenses and Net
Assets**

	<u>Jul '07 - Jun 08</u>
Ordinary Income/Expense	
Income	
Federal Funding- Entitlements	240,732.00
State Funding- Per Pupil and	3,718,962.43
Fundraising	342,981.32
Student Fees	14,391.66
4011 · Lunch Reimb	63,897.96
Other Program Income	120,078.98
Other Types of Income	633.00
Total Income	<u>4,501,677.35</u>
Expense	
Personnel Costs	2,564,807.02
Activities and Programs	347,830.23
Lunch Services	116,803.39
Facilities and Equipment	777,091.23
Operations	380,038.04
Other Program Expense	184,128.98
Total Expense	<u>4,370,698.89</u>
Net Ordinary Income	130,978.46
Other Income/Expense	
Other Income	
4028 · Interest Income	2,483.46
Total Other Income	<u>2,483.46</u>
Other Expense	
5612 · Prepaid Rent	147,633.96
5430 · Interest Expense	891.71
8430 · Non Operating Misc. Expenses	47,798.59
Total Other Expense	<u>196,324.26</u>
Net Other Income	<u>-193,840.80</u>
Change in Net Assets	<u><u>-62,862.34</u></u>

**City on a Hill Public Charter School
FY 2009 Budget**

Income

Total Federal Funding	236,275
Total State Funding	3,704,352
Total Fundraising	373,793
Total Student Fees	15,300
Nutrition Program	70,000
Other Program Income	72,000
Total Other Types of Income	750
Total Income	4,472,470

Expense

Total Personnel Costs	3,028,504
Total Activities	208,000
Total Programs	103,575
Nutrition Program	77,000
Total Facilities and Equipment	688,330
Total Operations	228,260
Total Other Programs	72,000
Total Expenses	4,405,669

Net Ordinary Income 66,801

Dissemination

Public Accountability is a pillar of the City on a Hill mission. The school is open to the public and there is an open invitation for teachers and school leaders of other public, independent, or parochial schools to learn about City on a Hill's best practices. 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. The school was heavily researched for a book on study skills that was published by the Project for School Innovation.

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. All 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.

At the end of each school year, City on a Hill invites members of the community to participate in Juries, where all students are required to give individual oral presentations. In 2008 over 80 community members participated, including a few faculty members from other Massachusetts public schools.

City on a Hill posts articles and information on our webpage at <http://www.cityonahill.org>

Appendix A



Class of 2008 College Acceptances

American International	Pine Manor College
Assumption College	Providence College
Bay Path College	Quincy College
Bay State College	Quinnipiac University
Benjamin Franklin Institute of Technology	Regis College
Bentley College	Rochester Institute of Technology
Boston College	Roxbury Community College
Bridgewater State College	Rutgers University
Brigham Young University	Salem State College
Bunker Hill Comm. College	Simmons College
Central Connecticut State University	Smith College
Dean College	Spelman College
Eastern Nazarene College	Springfield College
Emmanuel College	St. John's College
Endicott College	Suffolk University
Fisher College	Syracuse University
Framingham State College	Tusculum College
Howard University	Union College
ITT	UMass Amherst
Johnson & Wales University	UMass Boston
Lehigh University	UMass Dartmouth
Lesley University	University of Maryland, College Park
Massasoit Community College	University of New Hampshire
Massachusetts College of Liberal Arts	University of New Haven
Merrimack College	Villanova University
Mt. Holyoke College	Virginia Union University
Mt. Ida College	Wells College
New England Institute of Art	Wentworth Institute of Technology
New England Institute of Technology	Wheaton College
Newbury College	Wheelock College
Northeastern University	

Appendix B

2007-2008 NCLB Report Card - City On A Hill Charter Public School

City On A Hill Charter Public School (04370505)

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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.

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.

Enrollment - 2007-08				Educator Data - 2007-08		
	School	District	State		School	District
Total Count	282	282	962,766	Total # of Teachers	19	19
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	39.8	39.8
African American or Black	60.6	60.6	8.1	Total Number of Classes in Core Academic Areas	66	66
Asian	1.1	1.1	4.9	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0
Hispanic or Latino	31.2	31.2	13.9	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0
Multi-race, Non-Hispanic	5.7	5.7	1.9	Student/Teacher Ratio	15.2 to 1	15.2 to 1
Native American	0.0	0.0	0.3			
Native Hawaiian or Pacific Islander	0.4	0.4	0.1			
White	1.1	1.1	70.8			
Gender (%)						
Male	46.5	46.5	51.4			
Female	53.5	53.5	48.6			
Selected Populations (%)						
Limited English Proficiency	0.4	0.4	5.8			
Low-Income	57.1	57.1	29.5			
Special Education	10.3	10.3	16.9			
First Language Not English	23.0	23.0	15.1			

Grades Offered: 09, 10, 11, 12

Additional Teacher Information

Percentage of Teachers with Master's degrees and above: 66%

**City On A Hill Charter Public School:
2007 Adequate Yearly Progress (AYP) Data**

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	Above Target
MATHEMATICS	No Status	Very High	Above Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2007
	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 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	MetTarget	Actual	MetTarget(85.4)	Actual	MetTarget	Change from 2006	MetTarget	Actual	
Aggregate	Yes	100	Yes	91.4	Yes	7.2	Yes	73.5	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	100	Yes	91.1	Yes	6.9	Yes	71.8	Yes
Afr. Amer./Black	Yes	100	Yes	90.9	Yes	6.6	Yes	78.9	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	93.2	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
MATHEMATICS	MetTarget	Actual	MetTarget(76.5)	Actual	MetTarget	Change from 2006	MetTarget	Actual	AYP 2007
Aggregate	Yes	99	Yes	90.9	Yes	10.5	Yes	75.5	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	98	Yes	89.2	Yes	8.7	Yes	71.8	Yes
Afr. Amer./Black	Yes	98	Yes	90.1	Yes	9.4	Yes	78.9	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	90.9	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

City On A Hill Charter Public School:
AYP Data Detail

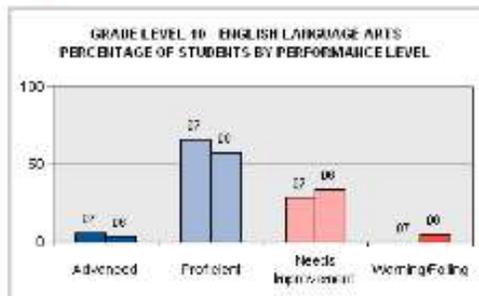
ENGLISH LANGUAGE ARTS														
Student Group	(A) Participation				(B) Performance			(C) Improvement			(D) Grad Rate		AYP 2007	
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%		Met Target
Aggregate	70	70	100	Yes	70	91.4	Yes	84.2	2.0	84.2-90.6	Yes	73.5	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	45	45	100	Yes	45	91.1	Yes	84.2	2.0	84.2-90.6	Yes	71.8	Yes	Yes
Afr. Amer./Black	44	44	100	Yes	44	90.9	Yes	84.3	2.0	84.3-90.5	Yes	78.9	Yes	Yes
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	22	22	-	-	22	93.2	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS														
Student Group	(A) Participation				(B) Performance			(C) Improvement			(D) Grad Rate		AYP 2007	
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%		Met Target
Aggregate	70	69	99	Yes	69	90.9	Yes	80.4	2.5	80.4-86.9	Yes	73.5	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	45	44	98	Yes	44	89.2	Yes	80.5	2.4	80.5-87.4	Yes	71.8	Yes	Yes
Afr. Amer./Black	44	43	98	Yes	43	90.1	Yes	80.7	2.4	80.7-87.6	Yes	78.9	Yes	Yes
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	22	22	-	-	22	90.9	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	-	-	-	-	-	-	-	-

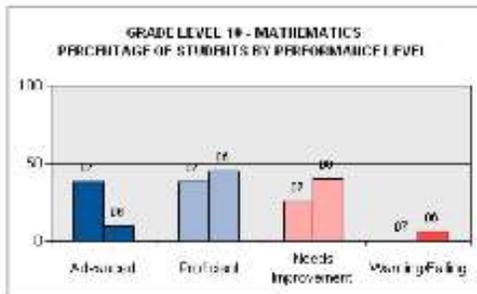
		Adequate Yearly Progress History									NCLB Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	2007	
ELA	Aggregate	No	No	Yes	No Status						
	All Subgroups	-	-	-	-	Yes	Yes	-	-	Yes	
MATH	Aggregate	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	-	-	Yes	

**City On A Hill Charter Public School:
2007 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School					District					State										
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI			
	#	%	A	P	NI	F	#	%	A	P	NI	F	#	%	A	P	NI	F			
AYP Subgroups																					
Stud. w/ Disab	4	-	-	-	-	-	4	-	-	-	-	-	11465	98	2	28	47	23	68.6		
LEP/FLEP	1	-	-	-	-	-	1	-	-	-	-	-	3502	99	2	20	47	31	58.8		
Low-Income	45	100	4	67	29	0	91.1	45	100	4	67	29	0	91.1	18294	99	7	41	40	13	76.9
African American/Black	41	100	7	59	34	0	90.2	41	100	7	59	34	0	90.2	6053	99	6	40	41	12	76.8
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	3297	100	31	43	21	5	89.5	
Hispanic/Latino	22	100	5	77	18	0	93.2	22	100	5	77	18	0	93.2	8494	99	6	37	41	16	73.5
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	187	99	13	49	32	6	84.8	
White	2	-	-	-	-	-	-	2	-	-	-	-	-	53315	100	25	52	19	3	91.5	
Other Subgroups																					
Male	38	100	3	66	32	0	90.8	38	100	3	66	32	0	90.8	36768	99	16	50	27	7	85.8
Female	32	100	9	66	25	0	92.2	32	100	9	66	25	0	92.2	35596	99	28	48	20	4	90.3
Title I	30	100	3	53	43	0	87.5	30	100	3	53	43	0	87.5	9596	99	5	39	43	13	75.4
Non-Title I	40	100	8	75	18	0	94.4	40	100	8	75	18	0	94.4	62768	99	24	50	21	5	89.9
Non-Low Income	25	100	8	64	28	0	92.0	25	100	8	64	28	0	92.0	54070	100	27	51	18	3	91.7
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	2258	98	1	12	46	42	50.5	
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	1244	99	5	34	49	12	73.8	
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	455	96	-	-	-	-	-	
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	1	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	118	99	19	47	20	14	83.9	
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	3	-	-	-	-	-	900	99	24	46	24	5	88.5	
All Students																					
2007	70	100	6	66	29	0	91.4	70	100	6	66	29	0	91.4	72471	99	22	49	24	6	87.9
2006	79	100	3	58	34	5	84.2	79	100	3	58	34	5	84.2	73351	99	16	53	24	7	86.8



GRADE LEVEL 10 - MATHEMATICS																					
Student Group	School					District					State										
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI			
	#	%	A	P	NI	F	#	%	A	P	NI	F	#	%	A	P	NI	F			
AYP Subgroups																					
Stud. w/ Disab	4	-	-	-	-	-	4	-	-	-	-	-	11241	98	9	22	37	32	63.9		
LEP/FLEP	1	-	-	-	-	-	1	-	-	-	-	-	3422	98	16	18	34	32	62.6		
Low-Income	44	98	36	36	27	0	89.2	44	98	36	36	27	0	89.2	17910	98	21	26	33	19	72.9
African American/Black	40	98	35	38	28	0	90.0	40	98	35	38	28	0	90.0	5945	98	19	26	35	20	71.5
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	3258	99	64	18	13	5	91.9	
Hispanic/Latino	22	100	36	41	23	0	90.9	22	100	36	41	23	0	90.9	8279	98	18	24	34	24	68.9
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	183	96	32	22	33	12	77.0	
White	2	-	-	-	-	-	-	2	-	-	-	-	-	52917	99	46	20	19	6	88.8	
Other Subgroups																					
Male	37	97	35	41	24	0	91.2	37	97	35	41	24	0	91.2	36328	99	42	27	21	10	84.6
Female	32	100	41	34	25	0	90.6	32	100	41	34	25	0	90.6	35272	99	42	28	22	8	85.6
Title I	30	100	13	40	47	0	82.5	30	100	13	40	47	0	82.5	9351	98	20	25	35	20	71.8
Non-Title I	39	98	56	36	8	0	92.4	39	98	56	36	8	0	92.4	62249	99	45	28	20	8	87.1
Non-Low Income	25	100	40	40	20	0	94.0	25	100	40	40	20	0	94.0	53690	99	48	28	18	6	89.1
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	2213	98	11	16	34	39	57.0	
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	1209	99	24	23	35	19	72.8	
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	462	99	-	-	-	-	-	
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	1	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	116	99	33	28	23	16	81.9	
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	3	-	-	-	-	-	902	99	39	28	23	10	84.0	
All Students																					
2007	69	99	38	38	25	0	90.9	69	99	38	38	25	0	90.9	71692	99	42	27	22	9	85.0
2006	78	100	9	45	40	6	80.4	78	100	9	45	40	6	80.4	72738	99	40	27	21	12	83.2



About the Data

Student Groups (as of October 1, 2007)

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.

Hispanic or Latino

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

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.

Multi-race, Non-Hispanic

A person selecting more than one racial category and non-Hispanic.

White

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

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.

Special Education

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

First Language Not English

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

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.

Formerly Limited English Proficient

A student who has transitioned out of LEP status during the current school year or within the past two school years.

Title I

Student receives Title I services.

Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are teaching

The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. (Charter schools are not required to hire licensed teachers.)

Percentage of core academic classes taught by highly-qualified teachers

The percentage of core academic classes taught by highly-qualified teachers (defined as teachers 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. For more information on the definition and requirements of highly-qualified teachers, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

High-Poverty Schools

Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools

Schools in the top quartile statewide by low-income percentage.

MCAS Data (Spring 2007 Results)

Above Proficient (P+) | (Grades 3)

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

Advanced (A) | (Grades 4-8, 10)

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

Proficient (P) | (Grades 3-8, 10)

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

Needs Improvement (NI) | (Grades 3-8, 10)

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

Warning/Failing (W/F) | (Grades 3-8, 10)

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Notes:

- * The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).
- ** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/2007> for details.

Accountability Data (2007)

Adequate Yearly Progress

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/reading (ELA) 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 performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

No Status - No Accountability Status

II1-S - Identified for Improvement Year 1 - Subgroups
II1-A - Identified for Improvement Year 1
II2-S - Identified for Improvement Year 2 - Subgroups
II2-A - Identified for Improvement Year 2
CA-S - Identified for Corrective Action - Subgroups
CA-A - Identified for Corrective Action
RST1-S - Identified for Restructuring Year 1 - Subgroups
RST1-A - Identified for Restructuring Year 1
RST2-A - Identified for Restructuring Year 2
UR - Status Under Review

For More Information

Information for Parents on NCLB Requirements

<http://www.doe.mass.edu/ncls/parents.html>

Department of Elementary and Secondary Education Home Page

<http://www.doe.mass.edu/>

Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=>



City on a Hill: View of current construction from Circuit Street.