



## **2010-2011 Annual Report**

# **City on a Hill Charter Public School**

58 Circuit Street  
Roxbury, MA 02119

(617) 445-1515 (T)  
(617) 445-1515 (F)

[www.cityonahill.org](http://www.cityonahill.org)  
info@cityonahill.org

*City on a Hill graduates resourceful, responsible, and respectful democratic citizens prepared for college and to advance community, culture, and commerce in order to compete in the 21<sup>st</sup> century. CoaH does so by emphasizing academic achievement, citizenship, teacher leadership, and public accountability.*

## **TABLE OF CONTENTS**

<b>Contact Information</b> .....	<b>1</b>
<b>Mission</b> .....	<b>1</b>
<b>Introductory Description of the School</b> .....	<b>2</b>
<b>Letter from the Chair of Board of Trustees</b> .....	<b>3</b>
<b>Performance and Plans</b>	
Faithfulness to Charter .....	4
Academic Program Success .....	8
Organizational Viability.....	16
<b>Recruitment and Retention Plan</b> .....	<b>21</b>
<b>Dissemination</b> .....	<b>24</b>
<b>Financial Reports</b>	
FY2011 Balance Sheet.....	25
FY2011 Income Statement .....	25
FY2012 Approved School Budget .....	25
Capital Plan .....	26
<b>Data Section</b>	
Instructional Time .....	27
Student Enrollment Information .....	27
Student Demographic and Subgroup Information .....	28
Administrative Roster and Organizational Chart.....	28
Teacher and Staff Attrition.....	29
Members of the Board of Trustees .....	30

## **INTRODUCTORY DESCRIPTION OF THE SCHOOL**

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 9<sup>th</sup> 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 16 years. The school recently 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 August 1, 2011, there are 237 students enrolled and 75 incoming 9<sup>th</sup> graders pre-enrolled at City on a Hill.

## **LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES**

Dear Friends,

Another busy year for the staff of City on a Hill Charter Public School has passed, and we continue to add to the achievements of the school. Last year we spoke of the activities required to earn our charter renewal for another five years; this year we were due for the renewal of the accreditation of the New England Association of Schools and Colleges (NEASC). This is the oldest regional accrediting agency, and their review involves a threefold process: a self-study conducted by the school's professional staff, an on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings and recommendations from the self-study, the visiting committee, and the Commission. This was an intense process, and we passed with flying colors. The review was a great learning experience that gave our staff the opportunity to reflect and improve our academic capabilities.

I am extremely proud of our teaching staff who received a prestigious award this year from New Leaders for New Schools. City on a Hill has been identified as an EPIC Award Winner for significant student achievement gains in the 2009-2010 school year. This award was especially important because it recognizes our staff in an area that is critical to our mission of closing the achievement gap for our students. In addition to this, CoaH received the bronze medal from US News and World Report as one of "America's Best High Schools" for the fourth straight year. But the achievements do not stop there, as this year's seniors were as impressive as ever. Mr. Obi Onwuamaegbu will be attending Brown University in September, marking City on a Hill's first Ivy League acceptance. Four other graduates were named "Posse Scholars" granting them four years of full college tuition. This year was the 14<sup>th</sup> consecutive year of 100% of our graduates being accepted to college.

Our financial picture continues to be strong due to the continued generosity of our benefactors. Once again, we received a clean audit for the recent year as we continue to carefully manage our expenses and keep our books in good order. Thanks to your support, we were able to maintain our investment and even grow our CoaHCORPS Tutorial Program. Of all our programs, this still remains our most important tool in closing the achievement gap for our students, allowing them to be competitive in the 21<sup>st</sup> century.

City on a Hill's most exciting news is that our Board of Trustees has approved a plan to replicate, opening a second high school once we receive the necessary approvals from The Commonwealth. We have developed a great program here, and we feel this is the time to expand our reach to more of the children of Boston.

As always, we thank you for your commitment to City on a Hill, as that commitment allows us to continue our efforts to narrow the achievement gap. As we expand in capacity, we will look to you for on-going support in order to provide a world-class education to many more high school students in our city.

Yours truly,



Robert P. Mazzarella

## **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. *Each year, 100% of CoaH graduates will have passed a citizenship test that includes the INS Citizenship exam.*

100% of CoaH graduates passed the citizenship test that includes the INS Citizenship exam.

2. *Each year, 100% of CoaH graduates will have demonstrated engaged citizenship through the successful completion of the senior capstone course in citizenship, including the informed identification of a problem in the city as well as its proposed solutions; internship of 100 hours toward the resolution of this identified problem; and earning 70% or above on a research paper and end-of-year presentation according to internally-developed rubrics.*

100% of CoaH graduates completed the capstone course and internship with a 70% or above.

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

3. *Each year, 100% of City on a Hill's graduates will be admitted to college.*

For the 14<sup>th</sup> year in a row, 100% of City on a Hill graduates were admitted to college.

4. *Each year, 80% or more of City on a Hill's graduates will be admitted to competitive four-year colleges, as defined by US News and World Report.*

Eighty-four percent of the class of 2011 was admitted to competitive four-year colleges, as defined by US News and World Report.

### **SUMMARY OF PERFORMANCE RELATIVE TO COMMON SCHOOL PERFORMANCE CRITERIA:**

#### **Implementation of Mission, Vision, and Educational Philosophy**

City on a Hill's mission statement represents the school community's fundamental values and beliefs about student learning. We describe City on a Hill as a mission-driven organization. In 1994, two English teachers, whose experience teaching in urban schools caused them to found a school that is fundamentally different from the norm in Boston, wrote the City on a Hill mission in order to apply for a public charter in Massachusetts. Since the Massachusetts Department of Education granted the charter in 1995, the mission has been the focusing instrument and filter for the community's values and beliefs.

The founders set the mission for the school community to achieve, and all of the values, programs, and policies descend from that mission. Every year, the faculty (in *ad hoc* taskforces, as well as standing committees such as Academic Committee and the Administrative Team), students, and the Board evaluate what practices and programs are working to advance student achievement, and which do not, and also which values and attitudes must be addressed and eradicated and which must be built. These values influence hiring decisions, budget priorities, curriculum revision, and professional development initiatives.

Many of the key elements of the community's values and beliefs about student learning are explicitly articulated in the school's mission and vision statements, but there are a few values that underlie that vision making up City on a Hill's philosophy of education. These beliefs and values, when combined, lay out the pathway to achieving the mission for all City on a Hill students, allowing them to viably compete with their peers who are graduating every year from far more affluent districts.

**City on a Hill believes first, and most centrally, not just that all students can learn, but that all students must learn in order to address the social, economic, and political inequities of our nation.** Regardless of students' prior educational experience, their entering skill levels, the violence of their neighborhood, or the instability of their home environments, all students enrolled at City on a Hill must reach college-preparatory academic and social standards in order to be fully empowered participants in the community, culture, and commerce of our city, state, and nation. The moral imperative to educate all City on a Hill students to college preparatory standards requires a reflective and collaborative professional culture, because the challenge of closing the racial and economic achievement gap is far greater than any one teacher. It requires the consideration of every good idea that classroom practitioners bring to the table, as "teachers drive decision-making in doing, building, and growing City on a Hill" and "take responsibility for the

performance of students and our school.” In addition, the substantial challenge of closing the achievement gap requires more than just the paid educational professionals; it necessitates a strong home-school partnership, as we engage “parents and guardians as key stakeholders.” And finally, the size, history, and depth of the achievement gap causes City on a Hill teachers and administrators to disseminate what we learn and “contribute to urban public school reform in our city, state, and nation.”

**City on a Hill also believes that “smart” is not an innate quality that some students have and some students lack; nor is achievement a product of luck, geography, race, or socio-economics.** City on a Hill believes and explicitly teaches that achievement is a product of consistently applied hard work, sound study habits, and access to concrete academic and social supports. At City on a Hill, students learn to be “responsible” in the daily work and study habits that foster achievement.

**Third, City on a Hill believes that the value of an education is not in seat time; students must demonstrate their earned skills and knowledge in order to advance to the next grade level or to graduate.** Students cannot learn what is taught in class without attending class, but attending class does not necessarily mean that they have learned. The expression of this core belief in City on a Hill’s mission is only partially expressed in “high academic standards,” as “high” is a subjective term which in other environments might differ among teachers. City on a Hill “ensures results” for the investment that the state’s taxpayers make in our school. City on a Hill “invites the public in to ensure that it is delivering on its promise to educate its students” and ask the tax-paying citizens of Massachusetts to assess its students’ readiness for college. And it assesses students assuming that they all can and will be proficient college-ready students using a grading system that honors credit with traditional A, B, and C grades, but also honors that the achievement of proficiency may take longer than the traditional school year with a “Not Yet Proficient” designation for students who have not yet mastered the content and earned credit for their skills and knowledge. Students earning “NYP” in a course are provided the opportunity to extend their school year into the summer months, or repeat the course; no student moves on to the next level in any course without having demonstrated the course’s requisite skills and knowledge, vertically aligned to be a foundation of learning for the next level of the course.

**Fourth, City on a Hill believes that a crucial element of the widely documented achievement gap is a deficit of access.** The school’s curriculum seeks to hone students’ intellectual skill using the “best of human thought and endeavor,” the literature that stands the test of time, the documents of the American democracy, and the inner workings of the city of Boston and the Commonwealth of Massachusetts. In order to be taken seriously at decision-making tables in their futures, students must share in the common intellectual culture and know how to navigate the political labyrinths of our city and state. In City on a Hill’s mission statement, a “resourceful” student is one who knows and accesses the resources available to them (the “best of Boston”), including museums, universities, the Boston Public Library, and the city’s leadership, and whose democratic voice and citizenship has been honed at weekly Town Meetings. Sometimes, this means that the school must go above and beyond in providing the resources to do so, and the whole community (teachers, administrators, parents, and Board members) helps in the efforts to “find additional resources to prepare students to compete.”

**Fifth, City on a Hill’s vision states that it “seeks to ensure that its own conclusions are never the students’ starting points.”** Through explicit instruction and practice in higher order thinking, City on a Hill values teaching young people to become “educated citizens to question, to act, and to avoid complacency.” City on a Hill’s mission invokes an ideal of “high academic standards,” measured with both internal and external assessments, as one of the key ways that students are “prepared for college” and, with a college degree in hand, will be able “to compete in the 21st century.” Another way that City on a Hill’s mission expresses this dearly held value is through the application of their skills and knowledge to the sphere of citizenship, as City on a Hill promotes “students’ civic engagement and participation.”

**Sixth, the achievement of City on a Hill Charter Public School’s mission rests on the premise of a productive school environment.** In order to have such an environment, differing so profoundly from most students’ public middle school experience, City on a Hill teaches the behaviors of responsibility and respectfulness at every opportunity in the school day. At City on a Hill, faculty and staff 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 any school system focusing on teaching productive behaviors must explicitly and immediately address behaviors that preclude student success. These attitudes about student behavior translate to a school culture of respect and civility, as well as emotional and physical safety.

In 2010, a task force made up of students, parents, a board member, faculty and staff created the below mission rubric to measure City on a Hill's implementation of its mission. The bolded measures were met or exceeded for the 2010-2011 school year.

**Rubric for the Mission and Expectations of City on a Hill Charter Public School**

*City on a Hill graduates resourceful, responsible, and respectful democratic citizens prepared for college and to advance community, culture, and commerce in order to compete in the 21<sup>st</sup> century. We do so by emphasizing...*

<b>ACADEMIC ACHIEVEMENT:</b> We maintain high academic standards and ensure results. We acknowledge our students' competition and seek to find additional resources to prepare our students to compete.			
How we measure it:	LIMITED	ACCEPTABLE	EXEMPLARY
<ul style="list-style-type: none"> <li>• <b>Each year, average scaled 10<sup>th</sup> grade MCAS scores in ELA, Math, and Science will be 10% higher than average middle school MCAS scores for the cohort.</b></li> <li>• <b>Each year, 100% of graduates will orally and in writing demonstrate acquisition of higher-order thinking skills (analysis, synthesis, evaluation) as measured on internally-developed writing and oral rubrics for final proficiencies.</b></li> <li>• <b>Each year, 80% or more of City on a Hill's graduates will be admitted to competitive four-year colleges, as defined by US News and World Report.</b></li> <li>• <b>Yearly audited financial statements will show a balanced budget, including success in securing sufficient outside funds to meet the school's educational needs (as reflected in the fundraising goal in the annual budget).</b></li> </ul>			All four measures are met or exceeded.

<b>CITIZENSHIP:</b> We maintain standards of civility, promote our students' civic engagement and participation, and link our school to the best of Boston.			
How we measure it:	LIMITED	ACCEPTABLE	EXEMPLARY
<ul style="list-style-type: none"> <li>• <b>In an annual survey given to students, parents, and teachers, 85% or more will agree or strongly agree with the statement, "City on a Hill is a safe school, where threatening and/or derogatory language is not tolerated."</b></li> <li>• <b>Each year, every advisory group (grades 9-12) will design, facilitate, and moderate a town meeting debate.</b></li> <li>• <b>100% of CoaH gradates will pass a citizenship test that includes the INS Citizenship exam.</b></li> <li>• <b>Each year, every advisory group (grades 9-12) will complete a community service project.</b></li> <li>• <b>Each year, CoaH students will be connected with the best of Boston by programs including but not limited to Town Meeting guests, field lessons (e.g. museums, libraries, historical sites), college fairs, and other academic and professional partnerships.</b></li> </ul>			All five measures are met or exceeded.

<b>TEACHER LEADERSHIP:</b> Teachers take responsibility for the performance of students and of our school. Teachers drive decision-making in doing, building, and growing City on a Hill. Teachers are reflective practitioners and managers. Teachers contribute to urban public school reform in our city, state, and nation.			
How we measure it:	LIMITED	ACCEPTABLE	EXEMPLARY
<ul style="list-style-type: none"> <li>• <b>Each year, the majority of teaching faculty (&gt;50%) will be engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.</b></li> <li>• In an annual survey given to all teachers, 85% or more will agree or strongly agree with the statement, “City on a Hill is a school that values teacher leadership.”</li> <li>• <b>Each year, all teachers will participate in embedded professional development, including but not limited to a peer observation process, wherein they observe and are observed every quarter.</b></li> <li>• <b>Each year, teachers will write thorough self-reflections, using an evaluation rubric to determine their performance in multiple facets of teaching.</b></li> <li>• <b>At least 90% of teachers certified by City on a Hill will teach at least two years in an urban school.</b></li> </ul>		At least three of the five measures are met.	

<b>PUBLIC ACCOUNTABILITY:</b> City on a Hill shows the taxpayer results, invites the public in to ensure that we are delivering on our promise to educate our students, and engages parents and guardians as key school stakeholders.			
How we measure it:	LIMITED	ACCEPTABLE	EXEMPLARY
<ul style="list-style-type: none"> <li>• <b>Each year, at least 80 community members will serve as judges for student science fair presentations and oral proficiencies.</b></li> <li>• <b>Each year, City on a Hill will have at least 30 Town Meetings, which will all be open to visitors.</b></li> <li>• <b>City on a Hill will earn charter renewal and receive audits with no deficiencies.</b></li> <li>• <b>Each year, advisors, teachers, and administrators will meet in person with 90% or more of parents/guardians.</b></li> <li>• <b>In an annual survey given to all parents, at least 50% will respond and 85% or more of respondents will agree or strongly agree with the statement, “City on a Hill offers a high quality educational program.”</b></li> <li>• <b>Each year, the ratio of applicants to available seats at City on a Hill will exceed five to one.</b></li> </ul>			All six measures are met or exceeded.

### Implementation of the governance/leadership structure

City on a Hill’s Board of Trustees has implemented a governance and leadership structure ensuring the prioritization of teaching and learning. Between 2007 and 2010, the Executive Director and Principal roles were combined and held by a single school leader; in 2010, City on a Hill’s Board of Trustees separated the two positions and placed the Principal position under the supervision of the Executive Director. City on a Hill’s Executive Director serves functionally as the charter school district’s superintendent, teaches a class, and shares with the school’s Principal some of the responsibilities of a traditional Principal. City on a Hill’s Principal and Executive Director co-chair two of the main decision-making bodies in the school, the Academic Committee and the Administrative Team, both participate in the annual budget process, and both evaluations are tied specifically to the Accountability Plan goals. The collaborative educational work between the Executive Director and Principal is overseen by the school’s Board of Trustees, who, in their role of governance, monitor the school’s achievement of its accountability plan and approve the annual budget.

## **ACADEMIC PROGRAM SUCCESS**

### **SUMMARY OF PERFORMANCE RELATIVE TO ACCOUNTABILITY PLAN:**

5. *Each year, the percentage of students earning proficient and advanced scores on 10<sup>th</sup> grade MCAS scores in ELA will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.*

Of all students who took both the 8th and 10th grade MCAS, 55% of students earned proficient and advanced scores in 8th grade. In tenth grade, 82% of this same cohort earned proficient and advanced scores (27% higher).

6. *Each year, the percentage of students earning proficient and advanced scores on 10<sup>th</sup> grade MCAS scores in Math will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.*

Of all students who took both the 8th and 10th grade MCAS, 35% of students earned proficient and advanced scores in 8th grade. In tenth grade, 75% of this same cohort earned proficient and advanced scores (40% higher).

7. *Each year, the percentage of students earning proficient and advanced scores on 10<sup>th</sup> grade MCAS scores in Science will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.*

Of all students who took both the 8th and 10th grade MCAS, 8% of students earned proficient and advanced scores in 8th grade. In tenth grade, 70% of this same cohort earned proficient and advanced scores (62% higher).

8. *Each year, City on a Hill will maintain a 5-year graduation rate over 75%.*

The 2009 (most recent year data available) 5-year graduation rate was 86.1%.

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

9. *Each year, 100% of graduates will orally and in writing demonstrate acquisition of higher-order thinking skills (analysis, synthesis, evaluation) by earning 70% or higher on internally-developed writing and oral rubrics for final proficiencies.*

One hundred percent of graduates earned a 70% or higher.

10. *Each year, Daily Attendance for the student body will average at least 95%.*

The average daily attendance for the 2010-2011 school year was 95.1%

### **City on a Hill's teachers will contribute to the improvement of the school and of urban education.**

11. *Each year the majority of teaching faculty (>65%) will be engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.*

100% of the teaching faculty was engaged in leadership of the school through holding administrative responsibilities or participating in planning committees during the 2010-2011 school year.

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

In 2011, 60.1% of faculty and staff agreed with this statement.\*

\*CoaH administration investigated the significant drop in perception of teacher leadership that occurred in one year's time (from 92.3% in June 2010) when there was minimal change to the structures and leadership in place. Exit interviews, open-ended survey questions, and in-person interviews by the Executive Director revealed a few key events that impacted this data. Administration is addressing these issues for the 2011-2012 school year in a plan to be approved by faculty.

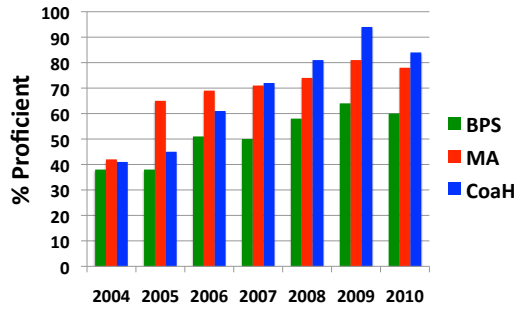
### **SUMMARY OF PERFORMANCE RELATIVE TO COMMON SCHOOL PERFORMANCE CRITERIA:**

#### **Massachusetts Comprehensive Assessment System (MCAS)**

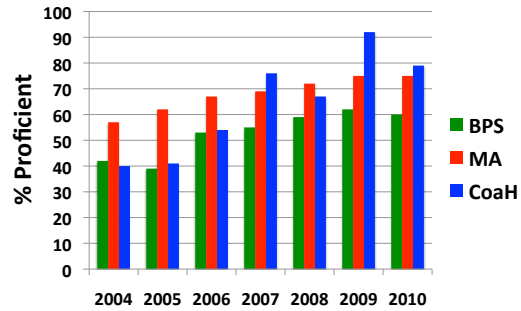
- (i) The following slides show the percentage of City on a Hill students who show proficiency (score in the proficient or advanced category) in each subject on the MCAS as compared to the state and the sending district (Boston Public Schools):



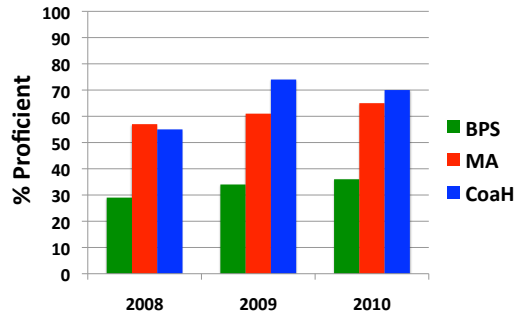
## ELA MCAS



## MATH MCAS



## SCIENCE MCAS



(ii) The Massachusetts Department of Elementary and Secondary Education describes student growth percentile as follows: For K–12 education in Massachusetts, the phrase “growth model” describes a method of measuring individual student progress on statewide assessments by tracking student scores from one year to the next. Each student in grades 4 through 8 and 10 with at least two consecutive years of MCAS scores will receive a *student growth percentile*, which measures how much the student gained from one year to the next relative to other students statewide with similar MCAS test score histories. Student growth percentiles range from 1 to 99, where higher numbers represent relatively higher growth and lower numbers represent relatively lower growth.

When comparing all high schools in the state, City on a Hill came in third for both Math and ELA for overall student growth.

Below are City on a Hill’s median student growth percentiles (SGP) for all statistically significant subgroups as well as the percentage of students in each category of growth (set by the MADESE) by subgroup:

### ELA MCAS Growth – 2010

	Very Low	Low	Moderate	High	Very High
<b>Female</b>	8	16	12	12	52
<b>Black</b>	10	10	17	13	50
<b>Low Income</b>	7	11	15	19	48
<b>All</b>	7	10	15	20	49

Median SGP
81.0
77.5
80.0
80.0

### Math MCAS Growth – 2010

	Very Low	Low	Moderate	High	Very High
<b>Female</b>	4	12	15	15	54
<b>Black</b>	7	7	17	10	60
<b>Low Income</b>	4	11	14	18	54
<b>All</b>	5	10	17	14	55

Median SGP
85.5
85.5
84.4
84.4

(iii) Progress toward Adequate Yearly Progress (AYP):

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

**City On A Hill Charter Public School - 2010 Accountability Data**

**District:** City On A Hill Charter Public (District) (04370000)  
**School:** City On A Hill Charter Public School (04370505)  
**Accountability & Assistance Level:** Charter School  
**School Title I Status:** Title I School (SW)  
**NCLB School Choice Required:** No  
**Supplemental Educational Services Required:** No  
**Commended For:** High growth

2010 Adequate Yearly Progress (AYP) Data - Summary

Summary Data | [Detailed Data](#)

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Very High	Declined
<b>MATHEMATICS</b>	No Status	Very High	Declined

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2010
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
<b>Aggregate</b>	Yes	100	Yes	92.4	No	-6.1	Yes	86.1	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	91.9	-	-	-	-	-
Afr. Amer./Black	Yes	100	Yes	95.1	No	-3.4	Yes	87.5	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
<b>MATHEMATICS</b>	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
<b>Aggregate</b>	Yes	100	Yes	91.4	No	-5.7	Yes	86.1	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	92.6	-	-	-	-	-
Afr. Amer./Black	Yes	100	Yes	91.9	No	-5.2	Yes	87.5	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

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

## **Curriculum**

City on a Hill Charter Public School's curriculum aligns with Massachusetts state standards as described below:

*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 Physics or Advanced Placement Environmental Science. 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, or Physics, a technical science course focused on how matter behaves.

Experimentation is key to the science curriculum. A hands-on approach is encouraged in all disciplines. Unified Science, Biology, Chemistry, Environmental Science, and Physics 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 and non-monolithic world.

*History* — Diploma requirement: three years, all students, including Civics, World History, U.S. History. Seniors may also study Constitutional Law or 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 content, 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 2010-2011 Curriculum – City on a Hill began offering Constitutional Law, a course in partnership with Suffolk Law School, Physics, and tutorial for seniors. Senior Tutorial focuses on the study skills that are necessary for students to learn and use during both senior year and college.

## **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 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, agenda, 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. Lower school students are provided with a set of binders, and upper school 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.

## **Classroom and school environment**

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 focusing on teaching productive behaviors must explicitly and immediately address undesirable behaviors.

City on a Hill 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 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.

## **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 some juniors can enroll in Advanced Placement courses.

*Advisory* — All students are assigned to an advisory group that remains generally consistent for 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.

*English Language Learner Programming* — City on a Hill hired a certified ELL Coordinator and Teacher for the 2010-2011 school year who, in August, assesses all students who indicate they may speak another language at home and enrolls students at the start of the school year. The program for limited English proficient students consists of sheltered English immersion. The first component of SEI is English Language Development. Students receive between 4 hours a week and 11 hours a week of English Language Development Instruction provided by a licensed ESL teacher. The second component is Sheltered Content Instruction. LEP students received sheltered curriculum in mainstream classrooms. The adaptations for each student are listed in an electronic file which all classroom teachers have access. Content instruction in core academic subjects is based on the Massachusetts Curriculum Frameworks, and English Language Development instruction is based on the English Language Proficiency Benchmarks and Outcomes. The amount of ELD provided to each student is based on his/her English proficiency.

All members of the faculty are SEI-I certified and the majority are SEI-II certified.

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 — In 2010-2011 City on a Hill's student:classroom teacher ratio was 13:1. Including tutors, direct-service specialists, and other educational staff, the student:educational staff ratio was 5:1. Average class size for the five major content areas was 18.

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, 1:3 or 1:4 tutorial groups to advance their reading, writing, and basic math skills regardless of their entering skill level. Struggling students are additionally supported with academic 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.

### **Professional climate**

(i) 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 highly 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 2010-2011 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 2010-2011 school year, each CoaH faculty and staff member was able to describe the extent to which they are a highly performing member of the adult community; was able to describe their professional strengths and contrast them with areas in need of professional development; and was able to summarize their overall development during the school year.

(ii) City on a Hill in focused on the professional development of its faculty and staff. There is a mandatory week at the beginning and at the end of each school year, along with two full days during the school year devoted to professional development efforts. Additionally, each teacher participates in two or three peer observation sessions facilitated by the Director of Teacher Development.

City on a Hill offered the SEI-1 and SEI-2 training (Sheltered English Immersion) through Teachers 21. All members of the faculty are SEI-1 certified and the majority are SEI-2 certified. Other school-wide professional development topics included classroom management, meeting the needs of students with special needs, website design, how to lead student discussions, and using data to inform decisions/how to use student information sessions.

Members of CoaHCORPS, City on a Hill’s tutorial program, had two additional weeks of professional development before the start of the school year. Topics included *Classroom Management*, *Pedagogy Crash: Creating Effective Lessons*, *Diversity Training*, and *Students with IEPs/Learning Network Referral Process*.

In partnership with Simmons College, City on a Hill offers an Urban Charter School Master of Arts in Teaching (MAT) Program. It is a two-year program for full-time charter school teachers to earn a master’s degree with state licensure. Taught by Simmons professors, held at City on a Hill, participants study pedagogy relevant to urban middle and high schools at a reduced rate. Coursework includes *Teaching Strategies for the Inclusive Classroom*, *Issues in Teaching and Learning for Middle and High School*, *Reading and Writing Across the Curriculum in the Secondary School*, *ELL in General Ed Classroom*, *Seminar in Teaching and Learning at the Middle and High School Levels*, along with a pre-practicum, a practicum and methods coursework. Five City on a Hill staff members participated in the program for the 2010-2011 school year.

Professional Development at City on a Hill is evaluated by anonymous web-based teacher surveys completed at end of each school year.

(iii) Teachers are provided with structures for collaboration through City on a Hill’s department days. Each academic department teaches four of the five school days per week. On the fifth day, the “department day,” the department meets weekly to review and build curriculum, design midterm and year-end assessments, and implement all-school programming. These academic departments become close-knit professional communities where best practices, curriculum, unit plans, and even frustrations are shared among teachers of the same content area.

(iv) City on a Hill Charter Public School is a high school determined to give each and every one of its students the academic skills he or she will need to succeed in college. The school leaders, faculty, and students are strongly committed and ready to dedicate the time, energy, and hard work in order to achieve the school’s mission. The school’s mission is predicated on the belief that not only *can* all students learn, but all students *must* learn in order to embrace their rights and responsibilities as a citizen. At CoaH “learning” is achieved when students have demonstrated achievement at a challenging and competitive level. CoaH students deserve to achieve at college-prep levels in order to access and be players at the tables of power in our nation. Nothing else matters if CoaH students are not demonstrating growth in standardized academic outcomes.

City on a Hill’s professional climate is based on this philosophy. Excellent, demonstrable achievement is a product of excellent teaching. Excellent teaching begins with proficient classroom management and culminates in the form of consistent higher-order thinking and engagement. Excellent teaching mitigates against uncontrollable factors outside the school building. Excellent teaching has no finite professional status, but rather is a consistent lifetime pursuit of maintaining excellence and a continual self-reflection and improvement; it is the responsibility of every member of our school.

City on a Hill has an established a number of programs with the goal of maintaining reasonable rates of administrator, teacher and staff retention. The “Adult Quality of Life” task force focuses on issues pertaining to staff satisfaction and serves as an advocating body for the staff. During the 2010-2011 school year, CoaH implemented a Merit Pay pilot program, with plans to refine for 2011-2012.

### **Assessment and instructional decision-making**

City on a Hill measures student progress in achieving the academic expectations in the mission through external assessments (MCAS, PSAT, SAT), internal assessments (numeracy and literacy testing, midterm and final proficiencies, coursework grades), and measures that have both internal and external components (GRADE assessments, college acceptances).

These measures are revisited annually in the required August reporting of progress toward Accountability Plan goals, as well as quarterly in academic departments, in Town Meeting, and in faculty meeting. All written and oral proficiency assessments are graded on department-developed, vertically-aligned rubrics that also align with the goal set out in the mission to prepare all students for college. All teachers have access to their students’ individual data via the school’s Student Information System, SchoolBrains, which visually tracks individual students’ improvements. Additionally, numeracy and literacy assessment information is tracked and used by tutors to inform their students’ personalized curriculum, building proficiency in each of the identified grade level elements.

City on a Hill academic departments regularly review quantitative data in order to monitor student progress toward established academic benchmarks and goals and to adjust instruction to better reach these benchmarks and goals. Annually, Lead Teachers in English, Math, and Science review item-by-item MCAS data and plan for adjusted instruction in the coming school year to improve MCAS outcomes. SAT scores are reviewed by the College Counselor and the English and Math departments.

Literacy and numeracy instruction in tutorial are specifically driven by assessment results. All students, grades 9-12 receive literacy and numeracy tutorial for four hours per week, in skill-level pairs set from fall assessment results. The literacy and numeracy tutorial curricula are specifically planned from internally designed literacy and numeracy assessments and the GRADE reading assessment. An individual student's progress (or lack of progress) on internal literacy and numeracy assessments drives a tutor's daily numeracy and literacy tutorial lesson plans.

Taskforce planning sessions to inform school-wide initiatives are informed by tracked data, such as parent meetings, writing assignment completion rates, and student transfer rates. Weekly faculty meetings begin with an examination of the week's school culture data. Quarterly faculty meetings focused on aggregate academic quantitative data (broken down by department and grade level) and quarterly grade-level meetings that incorporate qualitative data about individual student performance inform actions (either individual support or curricular) taken during the coming quarter.

### **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 Principal, 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.

As a result of recommendations made by Academic Committee, during the 2010-11 school year, the humanities departments established the uniform implementation of writing in 9<sup>th</sup> and 10<sup>th</sup> grades.

In 2011, the science department and Academic Committee decided to change the science proficiency from a portfolio presentation assessment of science fair to a high stakes assessment of knowledge of the scientific method occurring junior year. This emphasis on content knowledge and analysis of scientific method will begin in 2012.

In collaboration with the school's Board of Trustees, the Executive Committee made the decision to apply for a new charter in order open a second high school in Boston, replicating the existing City on a Hill program. The Executive Committee elected to create and hire for two Vice-Principal positions with the idea that these individuals will be in training to eventually lead as principals of the two high schools.

## **ORGANIZATIONAL VIABILITY**

### **SUMMARY OF PERFORMANCE RELATIVE TO ACCOUNTABILITY PLAN:**

13. *The school's annual budget is sustained by its enrollment.*

City on a Hill's FY11 budget was sustained by its enrollment, augmented with private fundraising.

14. *Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.*

In FY11, the school demonstrated positive net assets, adequate cash flow to sustain operations and support the academic program, and operated within budget.

15. *There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.*

In FY10, there was an absence of material or repeated audit findings.



16. *Each year, the ratio of applicants to available seats at City on a Hill will exceed five to one.*

In 2011, the ratio of applicants to available seats at City on a Hill was approximately 9:1.

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

17. *Average board meeting attendance will be at least 85% over the course of the year.*

Average board meeting attendance was 85% for 2010-2011 school year.

18. *100% of Board members will contribute financially to the school.*

100% of Board members contributed financially to the school.

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

19. *Each year, advisors, teachers, and administrators will meet in person with 90% or more of parents/guardians.*

Ninety-seven percent of parents/guardians met in person with City on a Hill advisors, teachers, or administrators.

20. *In an annual survey given to all parents, at least 50% will respond and 85% or more of respondents will agree or strongly agree with the statement, "City on a Hill offers a high quality educational program."*

As of July 25, 2011, 67% of families had responded to the survey with 98% agreeing or strongly agreeing with the statement, "City on a Hill offers a high quality educational program."

21. *At least 90% of teachers certified by City on a Hill's site-based licensure program will teach at least two years in an urban school.*

Since 2007, 100% of teachers certified by City on a Hill's site-based licensure program taught at least two years in an urban school. The 2009-2010 and 2010-2011 cohorts have not been in the workforce long enough to fulfill this requirement.

**SUMMARY OF PERFORMANCE RELATIVE TO COMMON SCHOOL PERFORMANCE CRITERIA:**

**Policy Decisions**

Over the 2010-2011 school year, the following major policy decisions were made by the Board of Trustees:

- At the April 2011 Board Meeting, the Board of Trustees voted to apply for a second charter in Boston serving 280 students in grades 9-12 with a startup plan of 110 9<sup>th</sup> graders in September 2012.
- At the April 2011 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 2011 Board Meeting, the Board of Trustees approved the budget for the 2010-2011 school year.

City on a Hill has clear systems of decision-making and communication that result in efficient day-to-day and long-term environment for learning. School leaders meet weekly and the Admin Team meets at least monthly to discuss issues and make decisions. Trustees are brought in to decision making as needed. The entire faculty meets every Friday afternoon and all academic departments meet weekly. Daily communication is conducted through person-to-person email and school-wide email conferencing.

**Amendments to the Charter**

There were no amendments made to the charter over the course of the 2010-2011 school year.

**Complaints**

The Board of Trustees received no official complaints in writing.

## **Oversight**

The Trustees of 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.

## **Board Planning**

In 2010-2011, the Trustees Committee identified and the Board elected three new trustees. Michael Grossman was elected as the Vice-Chair.

Led by the Strategic Planning Committee, The Board of Trustees voted to apply for a second charter in Boston serving 280 high school students. They are developing the financial, governance, and fundraising models, leadership/board reporting structure, timeline, mission and real estate and accountability plans.

The Board of Trustees will be creating new goals at their annual retreat to be held in August 2011.

## **Family Engagement**

Each year City on a Hill completes a phone survey with students' families in order to determine family satisfaction with the school's program. As of July 25, 2011 67% of families participated in the survey. Of those surveyed, 98% of parents agree with the statement, "City on a Hill offers a high quality education for its students."

City on a Hill engages parents and families as partners in each student's education and encourages their participation in school programs. Over the 2010-2011 school year, 97% of parents meet with a teacher or administrator in person about their child's academic and/or social progress toward school-wide goals. Parents meet with their child's advisor quarterly, with the Deans or the Principal in the case of any serious disciplinary infraction (including multiple lower-level infractions), and with members the Student Services team several times per year if the student is in need of mental health supports, or as not proficient in English, and for annual and as needed IEP meetings if the student is identified as having a disability. In addition, each month, all parents are mailed summaries of their child's academic and social progress. Parents can access this information online through the school's SchoolBrains online portal.

The parent council (of which every parent is a member, by their student's enrollment in the school) meets monthly, led by a core of elected parent leadership, and notice of this meeting is communicated to all parents by an automated call and through mailed flyers. Prior to 9<sup>th</sup> grade enrollment and annually each fall, the Principal meets with all families to review the basic expectations for students. At the end of junior year, all families are invited to a meeting where City on a Hill's College Counselor provides training for the impending college application process. The school's College Counselor also meets individually with each of the families of every graduating senior to complete the college application and financial aid processes during senior year. All families annually receive copies of the student handbook, as well as the school's calendar that lays out the school's monthly school culture events, and are invited to re-orientation meetings with the Principal each fall. Parents attend Board meetings, participate in monthly school culture events (dances, culture night, etc.), and co-chair the School Council. Partnership with families support students' time management, behavior management, organization, and attendance in order to grow their academic success.

## **Safety**

City on a Hill Charter Public School adheres to all rules and regulations required by State and Federal laws concerning the safety of its students. CoaH implemented its new Bullying Prevention and Intervention program over the course of the 2010-2011 school year, which can be found on the school's website.

Students' social, emotional, and health needs are addressed through the school's Learning Network which provides wrap-around services such as counseling and nurse visits. City on a Hill partners with the Peer Health Exchange to offer on-going targeted health education to freshmen and has school-wide health and wellness days throughout the school year.

## **Employee qualifications**

City on a Hill Charter Public School adheres to all rules and regulations required by State and Federal laws. The Human Resources Office ensures all new hire employees fill out the required paperwork, present proper identification and consent to a CORI Background test. This is done all on their first day of hire. The office has internal checklists and procedures to ensure the forms are processed, filed and submitted to our external Payroll Processing Company. For existing employees, the office updates the personnel records yearly and requesting and receiving personal contact information, benefit changes and copies of any professional development that may have been done during the school year.

## **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 the whole school community.

In 2010-2011, this process began at the February Board Meeting when the Board approved the budget assumptions to be used in creating the 2012 fiscal year budget. The parameters set by the Board were a 3% increase in the per pupil allocation with 1.45% of tuition held in reserve until the fourth quarter, federal funding and private fundraising remaining flat, an average enrollment of 270 students, and a bottom line reserve of \$50,000.

In 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 the school's Controller, as well as the Board Finance Committee. It was then discussed at the April 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 Board Meeting.

## **Recruitment, enrollment, and retention strategies for prior school year**

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 and to all 8<sup>th</sup> graders attending Boston Public 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, 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 2010-2011 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's population 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, Dorchester Reporter, and JP Gazette (in Spanish).

For the first year ever, as a result of recent legislation, City on a Hill partnered with Codman Academy and the Boston Charter School Alliance and was able to send a mailing to all 8<sup>th</sup> grade students attending Boston Public Schools. This mailing included information and applications for both City on a Hill and Codman Academy, and a flier in the six most common languages in our city giving general information on charter public schools and each of the charter schools in the City of Boston.

City on a Hill has 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, for the second year 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, businesses and local community centers to hand out materials and applications in various languages with the objective of spreading the word about charter school opportunities to families of English language learners.

City on a Hill continues to make significant efforts to retain the students it recruits and enrolls, specifically students with disabilities, English Language Learners and students with discipline issues.

Four 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. Both the newly created ESL Coordinator and special education staff was on-site during Freshmen Academy in August for assessment purposes and to begin to meet with these students. Secondly, efforts have been made to communicate with advisors and classroom teachers regarding students who need support and the best way to do so. Additionally, the school has implemented a uniform, cohesive school-wide program regarding academic expectations and study, organizational, and behavioral skills. And lastly, City on a Hill held Sheltered English Immersion (SEI) training on-site and subsidized by the school in an effort to certify all teachers.

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 changing this academic direction while helping them feel successful and connected in other ways. City on a Hill has developed a high-quality extra-curricular program and held monthly all-school cultural events. There was a school-wide emphasis on one's GPA, understanding why students are receiving the grades that they do, along with their current academic standing and the implications for summer school or repeating. This way, students have plenty of time to address these academic issues. Secondly, City on a Hill is focused on strengthening 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.

# **RECRUITMENT AND RETENTION PLAN**

City on a Hill Charter Public School

July 2011

## **I. Recruitment Plan**

<b>General Recruitment Activities</b>	
<b>List recruitment activities undertaken each year which apply to all students.</b>	
<ul style="list-style-type: none"> <li>• Mail and email information and applications to charter, district, private, parochial schools and educational organizations across the City of Boston.</li> <li>• Visit middle schools to present on City on a Hill and attend high school fairs.</li> <li>• Advertise in neighborhood newspapers in English and Spanish.</li> <li>• Post information about school and application process on City on a Hill’s website, along with applications in six languages.</li> <li>• Mail flier and application, along with information on charter schools in six languages, to all 8<sup>th</sup> graders attending Boston Public Schools.</li> <li>• Participate in “Boots on the Ground” Campaign, distributing applications and fliers in multiple languages to individuals, businesses, and organizations in traditionally non-English speaking neighborhoods.</li> </ul>	

<b>Recruitment Plan – Goals and Strategies</b>	
<b>List goals and strategies for recruitment activities for <u>each</u> demographic group.</b>	
<p><b>Demographic Group:</b></p> <p>A. Special education students</p>	<p>At 11.9% Special Education, City on a Hill is in the first quartile of comparable districts for this population and strives to increase this demographic group by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Publicize on all fliers and newspaper advertisements that CoaH serves students with disabilities.</li> <li>• Have special education staff at all open houses and admission sessions.</li> <li>• Reach out to special education departments in sending district.</li> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high special education populations.</li> </ul>
<p><b>Demographic Group:</b></p> <p>B. Limited English-proficient students</p>	<p>At 4.8% Limited English Proficient, City on a Hill is in the first quartile of comparable districts for this population and strives to increase this demographic group by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Create and distribute applications in six languages: English, Spanish, Haitian Creole, Vietnamese, Portuguese and Haitian Creole.</li> <li>• Publicize on all fliers and newspaper advertisements that CoaH serves ESL/LEP students.</li> <li>• Send mailing to all 8<sup>th</sup> graders in Boston with information in above six languages.</li> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high Limited English-proficient populations.</li> <li>• Participate in “Boots on the Ground” Campaign, distributing applications and fliers in multiple languages to individuals, businesses, and organizations in traditionally non-English speaking neighborhoods.</li> </ul>

<p><b>Demographic Group:</b></p> <p>C. Students eligible for free lunch</p>	<p>At 55.4% qualifying for Free Lunch, City on a Hill is in the first quartile of comparable districts for this population and strives to increase this demographic group by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Mail information and applications to public housing developments in Boston.</li> <li>• Mail information and applications to homeless shelters in Boston.</li> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high populations of students who qualify for free lunch.</li> </ul>
<p><b>Demographic Group:</b></p> <p>D. Students eligible for reduced price lunch</p>	<p>At 17.3% qualifying for Reduced Lunch, City on a Hill is above the maximum of comparable districts for this population and strives to continue to be so by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Mail information and applications to public housing developments in Boston.</li> <li>• Mail information and applications to homeless shelters in Boston.</li> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high populations of students who qualify for reduced price lunch.</li> </ul>
<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<p>City on a Hill strives to continue to serve a high population of students who are sub-proficient by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Publicize CoaH’s remedial strategies (tutorial, academic support, summer school) on all fliers and newspaper advertisements</li> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high populations of students who are sub-proficient.</li> </ul>
<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school</p>	<p>City on a Hill strives to continue to serve a high population of students who are at risk of dropping out of school by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high populations of students with low 8<sup>th</sup> grade math MCAS scores, low attendance, and high low-income and LEP populations.</li> <li>• Mail information and applications to non-profit organizations and alternative schools serving at-risk population (ex: College Bound Dorchester, Boston Middle School Academy, The Suffolk County Juvenile Resource Center).</li> </ul>
<p><b>Demographic Group:</b></p> <p>G. Students who have dropped out of school</p>	<p>While City on a Hill only enrolls rising 9<sup>th</sup> graders, it is open to any student entering the 9<sup>th</sup> grade who has an 8<sup>th</sup> grade diploma. In an effort to recruit this population, CoaH will implement the following strategies:</p> <ul style="list-style-type: none"> <li>• Mail information and applications with an offer to visit to non-profit organizations and alternative schools serving population (ex: College Bound Dorchester, Youth Build Boston, Bridge Over Troubled Waters).</li> </ul>
<p><b>Demographic Group(s):</b></p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>City on a Hill strives to continue to serve a high population of African American/Black and Hispanic/Latino students by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high populations of African American/Black and Hispanic/Latino students.</li> <li>• Mail information and applications to non-profit organizations serving this population (ex: Citizen Schools, Tenacity, MetroLacrosse).</li> </ul>

## II. Retention Plan

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	City on a Hill strives to outperform the sending district in churn and stability rates each year.
<b>Retention Plan Goals and Strategies -- List goals and strategies for retention activities</b>	
<b>Support students academically</b>	<ul style="list-style-type: none"> <li>• All students will have individualized, daily small group tutorials.</li> <li>• Students with who earn between a 60-69% in coursework will attend summer school in that subject.</li> <li>• Qualifying students will attend mandatory after-school academic support.</li> </ul>
<b>Build relationships and communicate regularly with at-risk families</b>	<ul style="list-style-type: none"> <li>• Enroll parents in web-based Parent Portal where they can access students' current academic and discipline information.</li> <li>• Assign advisors based on students' home language, so advisor can communicate with families.</li> </ul>
<b>Early identification of at-risk students (ELL, SPED and significantly below grade level)</b>	<ul style="list-style-type: none"> <li>• At enrollment, ask parents about home language and support services in middle school.</li> <li>• At 9<sup>th</sup> grade academy (August), test in literacy and numeracy; SPED and ELL will follow up with parents and middle schools of at-risk students; Relevant staff will meet with all students identified as at-risk during 9<sup>th</sup> grade academy.</li> </ul>
<b>Offer strong wrap-around services</b>	<ul style="list-style-type: none"> <li>• Implement formal advisory curriculum focusing on organizational, time management and behavioral lessons.</li> <li>• Enroll 9<sup>th</sup> graders in student mentor program.</li> </ul>

## **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.

As 2010 EPIC (The Effective Practice Incentive Community) Charter School winner, City on a Hill shared our best practices and ideas to help students succeed in other schools and communities. City on a Hill's submission focused on our weekly all-school Town Meeting and end of year proficiencies.

In partnership with the National Center on Time & Learning/Massachusetts 2020, City on a Hill hosted a visit for a group of educators from Michigan, including officials from the Michigan Department of Education.

City on a Hill hosted a multi-school Sheltered English Immersion (SEI) training. Teachers from various charter schools across the city participated.

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 2011, approximately 100 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.

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 third annual college fair in the fall of 2010 with almost 100 colleges represented.

City on a Hill posts articles and information regarding charter schools and best practices on our webpage at [www.cityonahill.org](http://www.cityonahill.org).



## FINANCIAL REPORTS

City on a Hill Public Charter School  
Balance Sheet  
As of June 30, 2011

ASSETS	FY2011
Current Assets	
Cash	1,404,961.19
Accounts Receivable	4,500.00
Due From COAH Foundation	63,525.64
Other Current Assets	9,236.71
Total Current Assets	<u>1,482,223.54</u>
Fixed Assets, net	<u>115,187.43</u>
<b>TOTAL ASSETS</b>	<b><u>1,597,410.97</u></b>
LIABILITIES & EQUITY	
Liabilities	
Accounts Payable	8,789.29
Accrued Payroll and Taxes	200,489.05
Other Payables and Accrued Expenses	37,175.22
Deferred Revenue	4,348.44
Deferred Scholarship Fund	8,767.38
Total Liabilities	<u>259,569.38</u>
Equity	<u>1,337,841.59</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u>1,597,410.97</u></b>

---

City on a Hill Charter Public School  
Income Statement & FY12 Approved School Budget  
July 1, 2010 to June 30, 2011

	Unaudited FY2011	Budget FY2012
Income		
Federal Entitlement	427,682	291,427
State Entitlements and Per Pupil Tuition	4,086,131	4,013,193
Fund Raising	120,414	250,097
Student Fees	14,447	18,000
Nutrition Reimbursement	58,619	66,400
Other Income	6,809	70,000
Total Income	<u>4,714,102</u>	<u>4,709,117</u>
Expense		
Personnel Costs	3,195,282	3,288,254
Activities and Programs	320,860	343,142
Nutrition	89,574	94,548
Facilities and Equipment	839,880	771,579
Operations	201,534	161,586
Other Expense		
Total Expense	<u>4,647,129</u>	<u>4,659,109</u>
Net Other Income		
Net Income	<u><u>66,973</u></u>	<u><u>50,008</u></u>

## **CAPITAL PLAN**

### **Capital Project 1: Updating Science Lab**

Description: We will be purchasing fixtures to update one science lab.

Status: Anticipated, FY12

Estimated Schedule: FY12

Estimated Cost: \$20,000

Financing: The school has \$20,000 in cash reserves designated for this project.

### **Capital Project 2: Repairing Masonry of School Building**

Description: The Main Structure brickwork will be re-pointed over a four-year schedule.

Status: Anticipated, FY13-FY16

Estimated Schedule: 12-week project to begin July 2012 (year one of four)

Estimated Cost: \$240,000

Financing: The City on a Hill Foundation currently has unrestricted cash reserves totaling approximately \$230,000 for capital projects. Fundraising for the Foundation is on-going.

## **DATA SECTION**

<b>INSTRUCTIONAL TIME:</b>	
Total number of instructional days for the 2010-11 school year	194 (plus 10 days of Freshmen & Senior Academies and 24 days of summer school)
First and last day of the 2010-11 school year	Freshmen Academy: 8/16/10-8/27/10 Traditional School Year: 9/8/11-6/24/11 Summer School: 7/5/11-8/5/11
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 all 10 <sup>th</sup> graders and additional students 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: 9:00am-12:00pm one Saturday per month for 9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup> grade students

<b>STUDENT ENROLLMENT INFORMATION:</b>	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	25
Total number of students enrolled as of October 1, 2010	294
Total number of students who enrolled during the 2010-11 school year after October 1, 2010	0
Total number of students who left during the 2010-11 school year after October 1, 2010	33
Total number of students enrolled as of the June 30, 2011 SIMS submission	266
Number of students who graduated at the end of the 2010-11 school year	27*
Number of students on the waitlist as of June 30, 2011	635

\*City on a Hill is expecting 16 additional students to graduate in August 2011.

<b>Reason for Student Departures*</b>	<b>Number of Students</b>
Transfers:	
Move out of area	2
Academic	9
Discipline	7
Social	1
Safety Concern	1
Multiple Reasons	3
Unknown	8
Expulsions:	2

**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION  
(for students enrolled as of the June 2011 SIMS submission)**

<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	188	70.7
Asian	3	1.1
Hispanic	64	24.1
Native American	0	0
White	3	1.1
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	8	3
Special education	45	16.9
Limited English proficient	14	5.3
Low income	204	76.7

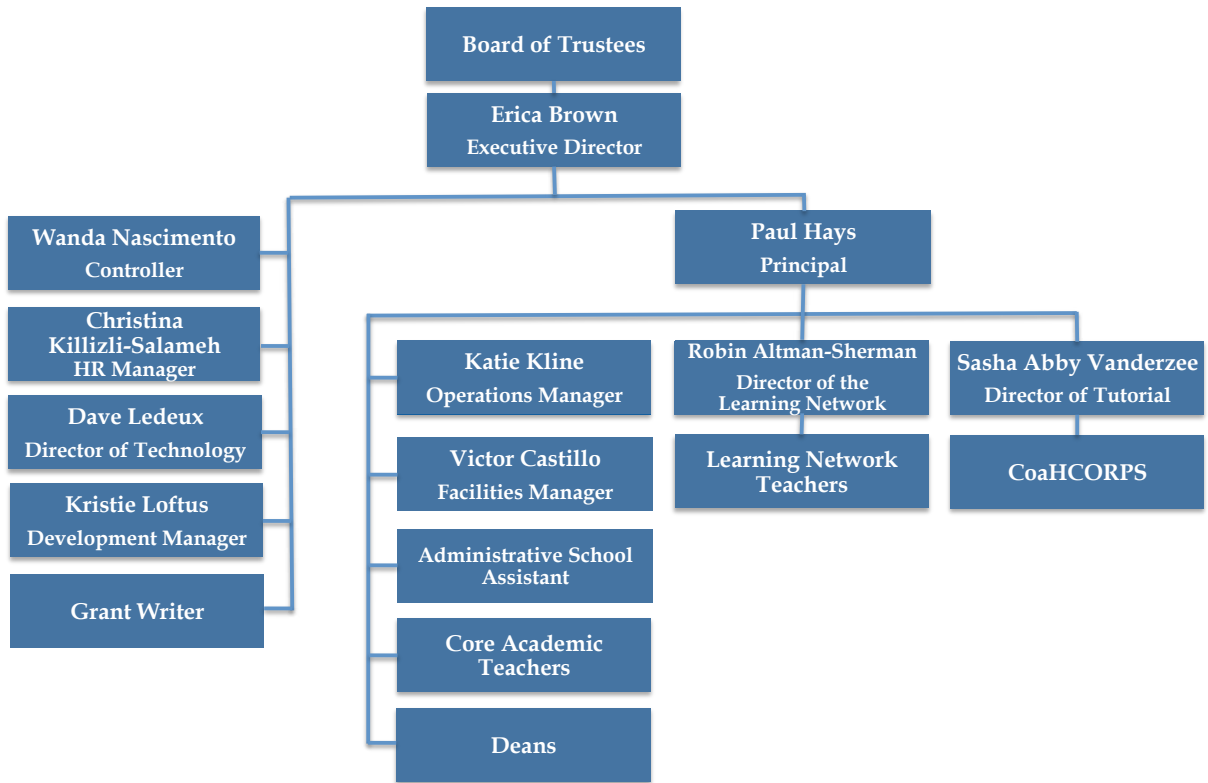
**ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR**

<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date (if no longer employed at the school)</b>
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	
Director of the Learning Network	Special Education Administrator	7/1/10	6/30/11
Controller	Oversees organization's finances	8/15/10	
HR Manager	Oversees human resources	10/12/10	
Development Manager	Oversees school's fundraising efforts	9/15/08	
Operations Manager	Oversees daily school operations and registrar	7/6/09	
Director of Technology	Oversees IT efforts	3/1/10	
Facilities Manager	Oversees all facilities matters	11/1/07	

# City on a Hill Charter Public School

## Organizational Chart

### 2010-2011



<b>TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR</b>			
	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	23	1	5
Other Staff	43	6	22

Teacher departures: Four left for professional opportunities; one's contract was not renewed; and one resigned.

Other Staff departures: Nineteen tutors and two teaching fellows left because the programs were designed to only last for one year; three staff members moved out of state; one left for another professional opportunity; one had a family emergency; one's contract was not renewed; and one was terminated.

<b>BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	- Number of terms served - Length of each term, including date of election and expiration
Bob Mazarella	Chair	Executive, Finance, Strategic Planning, and School Performance Committees	Finance	Elected April 2006; 2 <sup>nd</sup> 3-year term expires May 2011
Michael Grossman	Vice-Chair	Executive and Development Committees	Finance	Elected Sept 2005; 2 <sup>nd</sup> 3-year term expires Oct 2011
Ryan Thornton	Treasurer	Executive and Finance Committees	Institutional Equities/ Investment Sales/ Finance	Elected in 2008; 1 <sup>st</sup> 3-year term expires Oct 2011
Ginger Parker	Secretary	Executive, School Performance, and Strategic Planning Committees	Finance	Elected in 2008; 1 <sup>st</sup> 3-year term expires Oct 2011
Lee Delaney	Trustee		Finance	Elected in 2004; 3 <sup>rd</sup> 3-year term expires May 2013
Michelle Dipp	Trustee	Development Committee	Public Relations	Elected Oct 2009; 1 <sup>st</sup> 3-year term expires Oct 2012
Ben Lummis	Trustee		Education	Elected Feb 2011; 1 <sup>st</sup> 3-year term expires Feb 2014
Aretha Miller	Trustee	School Performance and Strategic Planning Committees	Education	Elected Oct 2009; 1 <sup>st</sup> 3-year term expires Oct 2012
Kevin Mohan	Trustee	School Performance, Strategic Planning and Trustees Committees	General Management	Elected in 2005; 2 <sup>nd</sup> 3-year term expires May 2012
Michael Rosen	Trustee	School Performance Committee	Legal, Human Resources	Elected May 2010; 1 <sup>st</sup> 3-year term expires May 2013
Lori Stevens	Trustee	Trustees Committee	Development	Elected Oct 2010; 1 <sup>st</sup> 3-year term expires Oct 2013
Cara Stillings Candal	Trustee		Education	Elected April 2011; 1 <sup>st</sup> 3-year term expires April 2014
Kimberly Wechtenhiser	Trustee	Trustees, School Performance and Strategic Planning Committee	Education	Elected in Oct 2009, tenure began Feb 2010; 1 <sup>st</sup> 3-year term expires Feb 2013