



# **CITY ON A HILL CHARTER PUBLIC SCHOOL**

**2008 – 2009 Annual Report**



*Photograph Courtesy of Arrowstreet and Ed Wonsek*

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# CoaH Mission Statement

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

## **Academic Achievement**

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

## **Citizenship**

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

## **Teacher Leadership**

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

## **Public Accountability**

Public accountability means that CITY ON A HILL expects to show the tax-payer results and to invite the public in to ensure that we are delivering on our promise to educate our students.



# Introductory Description

City on a Hill Charter Public School is a high school determined to give each and every one of its students the academic skills they will need to succeed in college. Our 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. Serving grades 9 through 12, City on a Hill admits 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.

The school is small by design, with a maximum enrollment of 280 students.

## Table of Contents

<b>Letter from the Board of Trustees .....</b>	<b>4</b>
<b>Performance and Plans</b>	
<b>Faithfulness to Charter .....</b>	<b>5</b>
<b>Academic Program Success .....</b>	<b>6</b>
<b>Organizational Viability .....</b>	<b>12</b>
<b>Dissemination .....</b>	<b>15</b>
<b>Financial Reports .....</b>	<b>16</b>
<b>Data Section .....</b>	<b>22</b>
<b>NCLB Report Card .....</b>	<b>25</b>

# Letter from the Board of Trustees

Dear Friends,

As we entered the second school year in our new building, we were again prepared for the distractions of construction. Our teachers and staff were up for the challenge. They recognized the value that this 7000 square foot addition would mean to the heart and soul of City on a Hill Charter High School. We knew the two new classrooms and the 300 seat forum would greatly enhance the staff's ability to educate our students.

I want to personally thank everyone who was involved in this massive project because the new space actually came online in November. The project was on budget and ahead of schedule by more than two months. The town meeting which is a weekly event on Fridays in the forum began shortly after and the cornerstone of our citizenship mission was back. In fact, our student body was able to view the making of history with the inauguration of Barack Obama as the first Black president of the United States on our high tech projection equipment in the new forum. Now, instead of an active construction site, our school is an attractive addition to the neighborhood and, more importantly, our students are very proud of their school, which they will have fond memories of for the rest of their lives.

In a very difficult year in the economy, our financial picture continued to be strong due to our efficient operation of the school by the staff and the continued generosity of our benefactors, although our private fund raising was down from the prior year. We expanded our tutoring program and continued to show great results in narrowing the achievement gap for our students. This year brought the 11<sup>th</sup> successive year of the 100% of our graduates being accepted to college.

Without the distraction of construction in the coming year, the Board of Trustees and the staff will continue to be focused on providing the best education for the young men and women entrusted to us. However, the challenges of the deteriorating economy will put tremendous pressure on our educational programs.

As always, we thank you for your continued support as that support allows us to continue our efforts to narrow the achievement gap and provide a world-class education to 280 high school students in Boston.

Yours,



Robert Mazzarella  
Chair, Board of Trustees

## *Summary of Performance relative to Accountability Plan:*

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

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

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

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

All students participated in Science Fair in March and Juries in June. Only students passing assigned oral presentations are promoted to the next level in that subject. In 2009, 9<sup>th</sup> and 10<sup>th</sup> graders presented in English, Science and Spanish. 11<sup>th</sup> graders presented in Advanced Algebra, English, Science, Spanish, and World History. 12<sup>th</sup> graders presented in City Project and Science. 74.6% of Juries were passed on the first try.

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

All seniors have successfully taken part in facilitating a Town Meeting in the 2008-2009 school year.

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

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

## *Summary of Performance relative to Common School Performance Criteria:*

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

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

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

We strive to make our classes, our assessment strategies, and the experiences we offer students as authentic as possible--preparing them to meet the challenges and standards of the real world. To make learning authentic for our students, our school must be a learning organization with mechanisms to take and use feedback. We learn from our successes and failures. We maintain intimate learning environments with classes averaging eighteen students. The process of establishing and building CITY ON A HILL is not a distraction from the CITY ON A HILL education; it is integral to it.

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

Hard work is important for all members of the CITY ON A HILL community. It means that we teach students to value effort as an essential but not sole component of excellence, and that there are standards to which we must all hold ourselves accountable. Hard work also means that students deserve the experience of accomplishing things they thought they couldn't do. And most important, it means that CITY ON A HILL

students *earn* their diplomas for what they know and can do, and that they are prepared to succeed in college and the workforce. For teachers, hard work means that we practice what we demand of students. Within all this hard work, we remember to be joyful.

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

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

## Academic Program Success

### *Summary of Performance relative to Accountability Plan:*

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

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

99% of the 10<sup>th</sup> graders taking the MCAS exam in the spring of 2008 passed the English portion of the exam on their first attempt; 93% passed the math portion their first attempt; 83% passed the science portion on their first attempt.

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

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

In 2008, a total 81% of students taking the MCAS earned Proficient or Advanced on the ELA portion of the MCAS; 9% scored in the Advanced category.

67% earned Proficient or Advanced on the math portion of the MCAS; 32% scored in the Advanced category.

55% earned Proficient or Advanced on the science portion of the MCAS; 4% scored in the Advanced category.

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

The average score on the reading and math sections of the SAT combined for the class of 2009 was 884, compared to 811 for the class of 2008 and 857 for the class of 2007.

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

All graduates of the Class of 2009 were admitted to college. Since City on a Hill's first graduation in 1998, 100% of City on a Hill graduates have been accepted to college.

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

In 2009, 80% of City on a Hill graduates were admitted to selective four-year colleges compared to 80% in 2008, 82% in 2007, and 54% in 2006.

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

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

## *Summary of Performance relative to Common School Performance Criteria:*

### **Curriculum**

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

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

**SCIENCE** — *Diploma requirement: three years of laboratory science, all students, including Unified Science, Biology, and Chemistry. Seniors may also study Environmental Science (with Advanced Placement available).* All 9<sup>th</sup> 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 10<sup>th</sup> grade students focus on the study of Biology, exploring the fundamental concepts of life; 11<sup>th</sup> grade students are enrolled in Chemistry, requiring the use of sophisticated models and rigorous mathematical computations. In their senior year, most students are enrolled in Environmental Science, studying both the political and the scientific implications of human action on the living world.

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

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

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

**HISTORY** — *Diploma requirement: three years, all students, including Civics, World History, U.S. History. Seniors may also study Advanced Placement Government & Politics.* The History Department at City on a Hill Charter Public School educates students to be active members of society who have the

ability to make well-informed decisions. The curriculum provides students with a system of understanding the world via historical study. Equipped with the skills necessary to use history as well as a knowledge base of the historical roots that led them to where they are, students have the experience of using history to empower their social and civic lives.

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

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

**PHYSICAL EDUCATION** — *Diploma requirement: all students must pass a life-saving test.*

In addition, students are engaged in the following:

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

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

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

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

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

### **Changes to Curriculum**

The senior science course has been changed from physics to Environmental Science (including Advanced Placement) to better align with our school mission.

### **Instruction**

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

In City on a Hill Charter Public School classrooms, instruction is framed with a set of key consistent routines and consistency to support learning. All instruction is delivered in the context of posted essential questions (both for the year and the unit), as well as a common whiteboard configuration that includes class objectives, 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 Vice Principal performs "culture checks" that assess whether the basic guidelines of classroom instruction (essential question, whiteboard configuration, universal student preparation and engagement) as well as the basic norms of school culture (school uniform, merit/demerit system) are clearly implemented. Each Friday, this data is tabulated and presented to the faculty for consideration and discussion. The CoaH teacher evaluation rubric also includes a number of elements that document whether the staff member consistently implements these basic norms ("minimum standards of professionalism").

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

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

- Year-over-year MCAS improvement (percentage of students earning proficient or advanced on math, ELA, and science assessments),
- Sustained 100% college admissions,
- 93% of teachers retained for the 2009-2010 school year averaged proficient or above on their annual evaluation in the areas of Instruction (directions and procedures, quality of questions and teaching strategies; and routines, structure, and pacing); as well as Curriculum, Planning, and Organization (Knowledge of students' varied approaches to learning; Clarity of objectives and essential questions; Collecting work, assessing progress toward established goals, and giving feedback to improve performance; tracking and facilitating student progress in learning).

### **Program Evaluation**

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

In the spring of 2008, teachers reviewed writing assessment results and found that very few students had mastered key skills, even at the senior level. Also in 2008, one of the professional development groups examined assessment data that revealed that 11<sup>th</sup> and 12<sup>th</sup> grade students could not successfully answer content questions that required them to access higher order thinking (analysis, synthesis, and evaluation). These two findings led the school to approach professional development and curricular refinement in 2008-2009 with the two main initiatives: Higher Order Thinking and 6-Traits Writing instruction. In the spring of 2009, the annual program evaluation process resulted in the formation of six faculty taskforces which were open to all faculty and staff, and which each met at least three times in May and June: Reading Instruction, Teacher Quality of Life, School Culture & Extracurriculars, Student Attrition, Learning Network Integration, and Communication with Families. These groups specifically examined student level data and made recommendations to refine existing program and close gaps revealed by these outcomes.

In addition, academic departments formally review curriculum (including proficiencies) and make proposals to the Principal and Executive Director for the coming year. In the spring of 2008, the Spanish department identified a lack of core content/grammar content knowledge in upper level Spanish classes and identified a need for that core content/grammar knowledge for departmental promotion; the department proposed and was approved to add a content exam proficiency to be implemented in 2008-2009. In the spring of 2009, the

science department analyzed 2007 and 2008 science fair results and concluded that students had not acquired key knowledge about the scientific process; the science department revised the sequence of skills required for science fair to be implemented in 2009-2010. Both changes were presented in writing by Lead Teachers to the Principal and approved for implementation in the following school year.

### **School Culture**

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

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

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

In 2008-2009, City on a Hill had no expulsions.

### **Diverse Learners**

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

**Advanced Placement.** All seniors and 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.

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

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

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

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

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

### **Supervision and Evaluation of Teachers**

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

Teacher evaluation at City on a Hill consists of specific, standardized, and timely feedback for faculty and staff regarding their performance as 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 08-09 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 08-09 school year, each CoaH faculty and staff was able to describe the extent to which they are a highly performing member of the adult community; 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 08-09 school year.

### **Professional Development**

To create a year rich in opportunities to reflect and learn, City on a Hill developed a non-evaluative peer observation process to support the professional development of teachers. A fellow teacher and vice-principal who led this professional development activity conducted nearly 110 hours of class observation, with all teachers participating in an additional 90 hours of peer observations. Over the span of the school year, there were nearly 200 classes where a teacher learned from another teacher's practice.

These observations were followed by approximately 150 conferences, where teachers maintained conversations with other teachers about their classes. Some of the dominant focuses of these conferences

included the implementation of higher order thinking, teaching writing across all curriculum, and consistent delivery of school-wide systems.

The best way for City on a Hill to determine the effectiveness of these activities is by asking those involved how it has affected their work. In a survey given to faculty and staff, 85% of those who participated in the professional development stated that they agree or strongly agree that CoaH's professional development efforts have improved their teaching/work.

## Organizational Viability

### *Summary of Performance relative to Accountability Plan:*

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

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

68% of City on a Hill teachers with two or more years at City on a Hill are licensed and 100% are highly qualified.

In the winter of 2008-2009, licensure was included in the evaluation of every unlicensed teacher. The level of urgency and documentation conveyed in the evaluation process has renewed the licensure momentum of City on a Hill's unlicensed teachers, all of whom have begun, though not completed, the licensure process.

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

69% of City on a Hill teachers agreed or strongly agreed with that statement on a survey taken in June, 2009.

For the first time in the history of the survey, 26 full-time tutors were included. These tutors serve one year at CoaH and their daily schedules are sufficiently rigorous to preclude their participation in many of the taskforces and committees that engage teachers in leadership opportunities. This low survey outcome resulted in the administration's discussion of the value and opportunity of including tutors in teacher leadership structures throughout the school year.

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

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

98% of parents agreed or strongly agreed with that statement on a survey take in June and July, 2009.

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

City on a Hill received 540 applications for 100 available seats for 2009's incoming freshmen class.

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

83% of students who finished the 2007-2008 school year began the 2008-2009 school year at City on a Hill.

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

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

Attendance for the student body averaged 93.8%. The rate of students who arrived to school on time was 91.9% with a monthly average of 1.3 tardies per student.

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

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

The Board achieved 67% of its annual goals (note: The Board was only \$175 away from achieving 100% of its goals); members attended 81.8% of Board meetings, up from 70% the previous year.

City on a Hill Board of Trustees' goals for the 2008-2009 school year:

1. Board meetings will average 80% attendance. Board meetings averaged 81.8% attendance, up from 70% the previous year.
2. 100% of the Board members will contribute financially to the school representing at least \$10,000 of the annual appeal and \$10,000 of the gala. 100% of Board members contributed financially to the school, representing \$9825 of the annual appeal and \$19,750 of the gala.
3. The Board will continue to hold annual retreats. The Board held a retreat in July, 2008 and July, 2009.

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

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

***Summary of Performance relative to Common School Performance Criteria:***

**Policy Decisions**

As a school that values teacher leadership, all faculty and staff are invited to attend the meetings of the Board of Trustees. Over the year, the following major policy decisions were made by the Board of Trustees:

- At the February Board Meeting, the Board of Trustees approved the following budget assumptions to be used when creating the 2010 fiscal year budget:
  1. 10% reduction in per pupil allocation (\$344,500 impact),
  2. Level enrollment (no impact),
  3. 20% reduction in fundraising (\$136,000 impact),
  4. 10% increase in rent (\$50,000 impact), and
  5. \$70,000 bottom line reserve.

These recommendations were suggested by the Board Treasurer, discussed by the Board Finance Committee, and voted on by the Board in February.

- At the April Board Meeting, the Board of Trustees gave the Principal & 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 Board Meeting, the Board voted to approve the new Trustee Job Description. This was created by the Trustees Committee and discussed at the April Board Meeting.
- At the May Board Meeting, the Board gave a tentative approval of the draft accountability plan for 2010-2015. The plan was previously discussed at the April Board Meeting.
- At the May Board Meeting, the Board approved the draft budget for the 2009-2010 school year (see Financial Oversight for details around the budget process).

**Amendments to the Charter**

There were no changes made to the charter in the 2008-2009 school year.

## **Complaints**

No official complaints were received by the Board of Trustees.

## **Oversight**

The Trustees of City on a Hill Charter Public School's Board of Trustees presents its evaluation of the Principal and 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 Principal and Executive Director's contract. While the evaluation is data-heavy, it also includes survey information from faculty and staff, parents and guardians, and board members. This process was completed in December 2008, at the anniversary of the contract.

## **Board Planning**

In an effort to strengthen City on a Hill's Board of Trustees, the Board created the Trustees Committee. The Committee has three current objectives: trustee and board evaluation, board leadership succession, and new board member identification and recruitment. The Trustees Committee is seeking members in the areas of public school leaders, school reform experts, non-profit leaders, business leaders, lawyers, and elected officials at the city and state level, and is aiming for three new trustees in the next six months.

City on a Hill's administration and parent council have engaged in a project to clarify and make transparent the roles of the parent council, to create a formal avenue for parent voice in our school, and to be in compliance with the state Department of Education's requirements for School Councils. This revised School Council is made up of parents, community members, students, and faculty and staff and will serve a formal advisory role to the Principal and Executive Director and the Board of Trustees on critical school-wide topics.

## **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.

The budget planning process is always inclusive, and transparency and inclusiveness were especially important in 2008-2009 when anticipating the challenges of the 2010 budget. In 2008-2009, this process began at the February 9<sup>th</sup> Board Meeting when the Board approved the previously mentioned budget assumptions to be used in creating the 2010 fiscal year budget.

Over February and March, a 22-person 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, in this especially difficult budget planning year. Over a number of meetings, the committee discussed and voted on these priorities. This was done in conjunction with the creation of City on a Hill's next accountability plan, emphasizing these priorities in both guiding documents. The Principal and Executive Director developed a draft budget fitting the predetermined Board parameters and the recommendations from the budget task force.

This draft budget was reviewed by a consulting accountant, as well as the Board finance committee. It was then discussed at the April 6<sup>th</sup> Board Meeting, when the Board gave the go-ahead on the salaries line to begin hiring for the next school year. This budget was refined by the school administration based on Board comments at the April meeting. This budget was voted on and approved at the May 4<sup>th</sup> Board Meeting.

This 2009 timeline is representative of the annual process to develop the coming year's budget.

## 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.

City on a Hill is a member of a group of Boston Charter Schools whose leaders meet regularly to discuss best practices, both at an academic and management level. CoaH's Principal and Executive Director serves as a peer facilitator of the Support Network for Innovative Principals (PSI). This past year, three members of CoaH faculty served on accountability teams in other charter schools.

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

City on a Hill spearheaded a consortium of Boston charter school college counselors in order to effectively educate college admission officers about Boston Charter students. The consortium held its second annual college fair in the fall of 2008 with ninety-six colleges represented.

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.

At the end of each school year, City on a Hill invites members of the community to participate in Juries, where all students are required to give individual oral presentations. In 2009 over 70 community members participated, including a number of faculty members from other Massachusetts public schools and colleges, holding City on a Hill accountable.

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 Charter Public School Statement of Revenues, Expenses and Changes in Net Assets Fiscal Year 09

<b>Operating Revenue</b>	
Federal Funding- Entitlements	262,139.00
State Funding- Per Pupil and	3,700,262.47
Fundraising	312,063.72
Student Fees	10,169.40
Lunch Reimbursements	55,501.03
Other Program Income	26,750.00
Other Types of Income	<u>7,439.62</u>
<b>Total Operating Revenue</b>	<b>4,374,325.24</b>
<b>Operating Expenses</b>	
Personnel Costs	2,841,786.77
Activities and Programs	285,649.86
Lunch Services	69,784.59
Facilities and Equipment	765,052.90
Operations	226,361.14
Other Program Expense	<u>28,973.70</u>
<b>Total Operating Expenses</b>	<b><u>4,217,608.96</u></b>
<b>Changes in net assets from operations</b>	<b>156,716.28</b>
<b>Other Revenue/Expense</b>	
<b>Other Revenue</b>	
4028 · Interest Income	<u>971.55</u>
<b>Total Other Revenue</b>	<b>971.55</b>
<b>Other Expense</b>	
Prepaid Rent	147,633.96
Interest Expense	<u>461.80</u>
<b>Total Other Expense</b>	<b><u>148,095.76</u></b>
<b>Net Other Expense</b>	<b><u>-147,124.21</u></b>
<b>Change in net assets</b>	<b><u><u>9,592.07</u></u></b>

**City on a Hill Charter Public School**  
**Statement of Net Assets**  
**Fiscal Year 09**

	<u>Jun 30, 09</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash	928,477.19
Accounts Receivable	280.00
Other Current Assets	184,598.47
<b>Total Current Assets</b>	1,113,355.66
<b>Total Fixed Assets, net</b>	<u>155,036.72</u>
<b>TOTAL ASSETS</b>	<b>1,268,392.38</b>
<b>LIABILITIES &amp; NET ASSETS</b>	
<b>Liabilities</b>	
Accounts Payable	61,516.64
Other Current Liabilities	<u>198,263.58</u>
<b>Total Liabilities</b>	259,780.22
<b>Net Assets</b>	<u>1,008,612.16</u>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>1,268,392.38</b>

# City on a Hill Charter Public School

## Approved School Budget

### Fiscal Year 10

Ordinary Income/Expense	Income	
	<b>Federal Funding- Entitlements</b>	
	4002 · Enhanced Ed. Through Tech	\$1,200.00
	4004 · Title I	\$178,006.00
	Title I ARRA	\$95,969.00
	4005 · Title 5 Innovative Programs	\$0.00
	4008 · SPED 94-142 Grant # 240	\$60,673.00
	4009 · SPED-Prof. Devel Grant #274	\$2,300.00
	4010 · Teacher Quality 140-082	\$15,130.00
	IDEA ARRA	\$42,881.00
	<b>Total Federal Funding- Entitlements</b>	<b>\$396,159.00</b>
	<b>State Funding- Per Pupil and</b>	
	GSA	\$1,617.45
	4001 · Per Pupil Allocation	\$3,148,805.79
	4003 · Safe & Drug Free Schools	\$0.00
	4006 · Academic Support Grant 632-213	\$7,100.00
	4007 · Safe Schools Program	\$1,500.00
	4012 · Transportation Reimbursements	\$33,654.74
	4017 · Medicaid Reimbursement	\$46,042.09
	<b>Total State Funding- Per Pupil and</b>	<b>\$3,238,720.07</b>
	<b>Fundraising</b>	
	4500 · Grants released from Restriction	
	4013 · Private Grants	
	4014 · Contributions	
	4016 · GALA Receipts	
	Foundation support	\$233,581.25
	Less: School charges to Foundation	
	<b>Total Fundraising</b>	<b>\$233,581.25</b>
	<b>Student Fees</b>	
	4018 · Year Book	\$0.00
	4020 · Washington Trip	
	4026 · Cheerleading	
	4027 · Uniform Receipts	\$6,500.00
	4030 · Lunch Collections	\$1,500.00
	4031 · Locker Collections	\$2,200.00
	4032 · Class Fund Raising	\$0.00
	4033 · Spanish Trip - Pupil Collection	
	4035 · Student T Payments	\$2,000.00
	4036 · Student Store Purchases	\$1,200.00
	Student Fees - Other	\$1,500.00
	<b>Total Student Fees</b>	<b>\$14,900.00</b>
	<b>4011 · Lunch Reimb</b>	
	Federal	\$45,540.00
	State	\$1,380.00
	4011 · Lunch Reimb – Other	\$4,000.00
	<b>Total 4011 · Lunch Reimb</b>	<b>\$50,920.00</b>
	<b>Other Program Income</b>	
	4034 · Simmons Certification	\$63,690.00
	4040 · Parent Organizer	\$0.00
	<b>Total Other Program Income</b>	<b>\$63,690.00</b>
	<b>Other Types of Income</b>	
	<b>Microsoft Vouchers</b>	
	4025 · Miscellaneous Revenue	\$10.00
	4028 · Interest Income	\$0.00
	<b>Total Other Types of Income</b>	<b>\$0.00</b>
	<b>Total Income</b>	<b>\$3,997,970.32</b>
	<b>Expense</b>	
	<b>Personnel Costs</b>	

<b>5000 · Salary Expenses</b>	
5010 · Salary - Administration (100) and Development	\$280,115.08
5015 · Salary - Edu Services (200)	\$431,073.92
5021 · Salary - Teachers (300)	\$886,457.09
5025 · Salary – Fellows	\$48,000.00
5030 · Salary - Special Education (500)	\$235,809.84
5040 · Salaries- Tutors (800)	\$371,100.00
5050 · Salaries- Substitutes	\$12,000.00
5055 · Student Summer Interns	\$500.00
5060 · Salary – Electives	\$0.00
5065 · Salaries- Summer School	\$25,000.00
5070 · Salaries- Freshman Academy	\$10,000.00
5075 · Salary- Add'l Leadership	\$12,500.00
5080 · Salary- Prof. Development	\$2,000.00
5090 · Bonuses	\$0.00
Salary - Neg Res & Incentives	\$14,000.00
5022 · Salary Program Director-CTI	\$0.00
5523 · Tutoring Program 1099s and expe	\$1,000.00
Less: School Charges to Foundation	(\$73,623.00)
<b>Total 5000 · Salary Expenses</b>	<b>\$2,255,932.92</b>

<b>5200 · Benefits</b>	
5201 · Dental Insurance	\$19,643.78
5211 · Health Insurance	\$299,478.64
5221 · MTRB Expense	\$12,000.00
5231 · Transportation - Staff MBTA	
5241 · Worker's Comp	\$7,516.39
5251 · MA Unemployment (.01)	\$22,559.33
5271 · Payroll Taxes	
FICA (.062)	\$0.00
Medicare (.0145)	\$32,711.03
5281 · Disability Insurance	\$10,111.62
<b>Total 5200 · Benefits</b>	<b>\$404,020.79</b>

<b>Stipend</b>	
5962 · Fellow Stipends	
5963 · Student Prefects	\$2,816.00
5972 · Summer Internships	\$600.00
5974 · Juries	\$0.00
<b>Total Stipend</b>	<b>\$3,416.00</b>

**Total Personnel Costs** **\$2,663,369.71**

**Activities and Programs**

<b>Activities</b>	
5853 · After School Extracurricular	\$8,000.00
5843 · After School Sports	\$10,000.00
5861 · Alumni Support	\$0.00
5873 · awards	\$3,000.00
4743 · Class Trips	\$0.00
Huntington Theater	\$0.00
5723 · Trip to Spain	\$0.00
4743 · Class Trips - Other	\$2,400.00
Total 4743 · Class Trips	\$2,400.00
5473 · College and Career	\$13,847.50
5883 · Enrichment Classes	\$0.00
5882 · Events	\$0.00
GSA EXPENSES	\$750.00
5882 · Events - Other	\$0.00
Total 5882 · Events	\$750.00
5933 · Final Town Meeting	\$1,000.00
5813 · Fitness	\$0.00
5913 · Graduation	\$4,000.00
5891 · meeting Food	\$0.00
5462 · Parent Involvement	\$0.00
5833 · Prom	\$0.00
5943 · Scholarships	\$0.00
5463 · Student Health Services	\$1,500.00
5703 · Transportation Student MBTA	\$52,000.00
5704 · Transportation- Student Special	\$25,000.00
5893 · Uniforms	\$17,000.00
5863 · Yearbook	\$0.00
<b>Total Activities</b>	<b>\$138,497.50</b>

**Programs**

Adv. Placement		
AP- Math		\$0.00
AP-Spanish		\$0.00
Total Adv. Placement		
5453 · Classroom Supplies		
5443 · Student School Supplies		\$3,000.00
5453 · Classroom Supplies - Other		\$0.00
Total 5453 · Classroom Supplies		\$7,000.00
5903 · Freshman Academy		\$2,000.00
5483 · English		\$7,628.00
5493 · History		\$2,000.00
5503 · Math		\$2,000.00
5512 · Science		\$2,000.00
5513 · Spanish		\$2,282.00
5953 · Learning Network - Special Ed		\$8,690.00
5332 · Tutorial		\$5,000.00
5533 · Summer School		\$1,000.00
Testing		\$0.00
SAT Prep.		\$10,000.00
5952 · Testing Supplies		\$2,000.00
Total Testing		\$12,000.00
<b>Total Programs</b>		<b>\$51,600.00</b>
<b>Total Activities and Programs</b>		<b>\$190,097.50</b>
<b>Lunch Services</b>		
5803 · Lunch Services		\$69,000.00
<b>Total Lunch Services</b>		<b>\$69,000.00</b>
<b>Facilities and Equipment</b>		
5565 · Trash Removal		\$350.28
Security		\$16,000.00
5451 · Copier Rental		\$11,150.00
5524 · Custodial Services		\$36,000.00
5601 · Debt Service		\$0.00
5701 · Depreciation		\$61,200.00
5544 · Furniture & Fittings		\$2,000.00
5554 · Leasehold Improvements		\$0.00
5564 · Maintenance		\$7,000.00
5574 · Moving Expenses		\$0.00
5611 · Rent		\$584,762.84
5602 · Technology Purchase		\$10,000.00
5511 · Trailer Leases		\$0.00
5534 · Utilities		\$70,000.00
<b>Total Facilities and Equipment</b>		<b>\$798,463.12</b>
<b>Operations</b>		
5471 · Admissions		\$700.00
8601 · Bad Debt Expense		\$0.00
5311 · Bank Fees		\$2,000.00
5700 · Conferences, Travel, Meetings		\$0.00
5401 · Professional Development		\$2,000.00
5713 · Travel & Parking		\$1,000.00
5700 · Conferences, Travel, Meetings - Other		\$0.00
Total 5700 · Conferences, Travel, Meetings		\$3,000.00
5441 · Copier Supplies		\$6,000.00
5923 · Development/Fund Raising Exp		\$0.00
5925 · Gala Expenses		\$0.00
5923 · Development/Fund Raising Exp - Other		\$0.00
Total 5923 · Development/Fund Raising Exp		\$0.00
5421 · Dues & Association Expenses		
Charter School Association Fees		\$10,240.00
NEASC		\$2,580.00
5421 · Dues & Association Expenses - Other		\$0.00
Total 5421 · Dues & Association Expenses		\$12,820.00
5881 · Insurance-General Liability		\$41,288.10
5744 · Miscellaneous Expense		\$0.00
5433 · Newsletter/ Annual Report		\$2,650.00
5461 · Office Supplies		\$8,000.00
5411 · Postage, Mailing Service		\$8,000.00
5431 · Printing		\$650.00
5300 · Professional & Contract Serv		\$0.00
5321 · Accounting Fees		\$60,000.00
Less: School Charges to Foundation		(\$12,000.00)
5333 · IT Consultants		\$10,000.00
5301 · Legal Fees		\$10,000.00
5331 · Outside Contract Services		\$2,000.00

	5334 · Payroll service fees	\$19,660.00
	5342 · Staff Recruitment	\$8,000.00
	Total 5300 · Professional & Contract Serv	\$97,660.00
	5541 · Telephone, Telecommunications,	\$15,000.00
	5892 · trustees Expenses	\$0.00
	<b>Total Operations</b>	<b>\$197,768.10</b>
	<b>Other Program Expense</b>	
	5357 · Charter Sch Parent Organizing	\$69,700.00
	5412 · Simmons Expense	\$69,700.00
	<b>Total Other Program Expense</b>	<b>\$69,700.00</b>
		\$3,988,398.43
<b>Net Ordinary Income</b>		<b>\$9,571.88</b>
Other Income/Expense	Total Expense	
	<b>Other Income</b>	
	4028 · Interest Income	\$250.00
	<b>Total Other Income</b>	<b>\$250.00</b>
	<b>Other Expense</b>	
	5612 · Prepaid Rent	\$147,633.96
	5430 · Interest Expense- LOC	\$800.00
	8430 · Non Operating Misc. Expenses	
	<b>Total Other Expense</b>	<b>\$148,433.96</b>
<b>Net Other Income</b>		<b>(\$148,183.96)</b>
		<b>(\$138,612.08)</b>
Add Back Depreciation		\$61,200.00
	Prepaid rent	\$147,633.96
<b>Net Cash</b>		<b>\$70,221.88</b>

# Data Section

## INSTRUCTIONAL TIME:

Total number of instructional days for the 2008-09 school year:	183
First and last day of the 2008-09 school year:	9/30/08-6/22/09
Length of school day (please note if schedule varies throughout the week or the year):	8:00-5:30 (M-R) 8:00-3:00 (F) 8:00-12:00 (S)

## STUDENT ENROLLMENT INFORMATION:

Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	44
Total number of students enrolled as of October 1, 2008:	274
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	16
Total number of students who left during the 2008-09 school year, after October 1, 2008:	28*
Total number of students enrolled as of the June 2009 SIMS submission:	246
Number of students who graduated at the end of the 2008-09 school year:	29

\*15 students (54%) cited the high academic standards as reason for transferring, five (18%) moved out of the area, three (11%) left for disciplinary reasons, one (4%) cited a personal problem, one (4%) was looking for a school with more extracurricular activities and three (11%) did not give a reason for transferring.

## STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
African-American	170	69.1%
Asian	1	0.4%
Hispanic	33	13.4%
Native American	1	0.4%
White	4	1.6%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	37	15.1%
Special Education	27	11%
Limited English Proficient	5	2%
Low Income	165	67%

<b>ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR</b>			
<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date (if no longer employed at the school)</b>
Principal & Executive Director	Oversees all administrative and education matters	8/24/98	
Vice-Principal	Oversees programming and educational staff	8/18/97	
Vice-Principal	IT and Data Collection	8/15/96	6/30/09
Program Manager	Manages CoaHCORPS	11/1/07	
Business Manager	HR and Finance	10/29/07	
Development Manager	Oversees school's private fundraising efforts	9/15/08	
Grant Writer	Writes public and private grants; oversees freshmen admissions	3/25/05	
Office Manager	Manages administration office	7/7/08	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR</b>			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	20	0	4*
Other Staff	47	4*	26*

\*18 tutors (53%) signed on for a "year-of-service" which was to end at the close of the school year, while two additional tutors (6%) decided early on that the program was not a good fit for them. Four staff members (12%) chose to pursue further education, five staff members (15%) moved out of state, two (6%) contracts were not renewed, one person's (3%) work visa expired and two (6%) chose to pursue other professional opportunities.

<b>MCAS SCORES SPRING OF 2008</b>						
	Advanced/ Above Proficient	Proficient	Needs Improvement	Warning/ Failing	Students	CPI
Grade 10 - ELA	9%	72%	17%	1%	86	93.0%
Grade 10 - Math	32%	35%	26%	7%	84	85.7%
Grade 10 - Science & Technology	4%	51%	29%	17%	84	75.9%

<b>BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Area of expertise, and/or additional role at school (parent, staff member etc.)</b>	<b>- Number of terms served; - Length of each term, including date of election and expiration</b>
Bob Mazzarella	Chair	Executive Committee & Finance Committee	Finance	Member since 2006; 2 <sup>nd</sup> 3-year term will expire in 2012
Bobbie Knable	Vice-Chair	Executive Committee & Academic Performance Committee	Education	Member since 1999; 4 <sup>th</sup> non-consecutive 3-year term will expire in Oct 2011
Joseph Cali	Treasurer	Executive Committee & Finance Committee	Finance	Member since 2003; 2 <sup>nd</sup> 3-year term expired in May 2009
Lee Delaney	Trustee	Real Estate Task Force	Finance	Member since 2004; 2 <sup>nd</sup> 3-year term will expire in May 2010
David Lane	Secretary	Executive Committee & Gala Committee	Finance	Member since 2000; 3 <sup>rd</sup> 3-year term expired in May 2009
Michael Grossman	Trustee	Development Committee & Gala Committee	Finance	Member since 2005; 2 <sup>nd</sup> 3-year term will expire in Oct 2011
Stephen Kraus	Trustee	Executive Committee & Trustees Committee	Finance	Member since 2001; 3 <sup>rd</sup> 3-year term expired in May 2009 with a 1-year term limit override to extend to May 2010
Kevin Mohan	Trustee	Academic Performance Committee	Finance	Member since 2005; 2 <sup>nd</sup> 3-year term will expire in May 2012
Virginia Parker	Trustee	Gala Committee	Finance	Member since 2008; 1 <sup>st</sup> 3-year term will expire in Oct 2011
Ryan Thornton	Trustee	Gala Committee	Finance	Member since 2008; 1 <sup>st</sup> 3-year term will expire in May 2011
Maurice Wright	Trustee	Real Estate Task Force	Education	Member since 2002; 3 <sup>rd</sup> 3-year term will expire in Oct 2011

# 2008-09 NCLB Report Card

## Enrollment and Educator Data (as of October 1, 2008)

Enrollment - 2008-09				Educator Data - 2008-09			
	School	District	State		School	District	State
Total Count	274	274	958,910	Total # of Teachers	18.7	18.7	70,132.3
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	30.5	30.5	96.5
African American or Black	66.8	66.8	8.2	Total Number of Classes in Core Academic Areas	72	72	278,712
Asian	0.7	0.7	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	91.7	91.7	96.5
Hispanic or Latino	26.3	26.3	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	8.3	8.3	3.5
Multi-race, Non-Hispanic	4.0	4.0	2.0	Student/Teacher Ratio	14.7 to 1	14.7 to 1	13.6 to 1
Native American	0.4	0.4	0.3				
Native Hawaiian or Pacific Islander	0.4	0.4	0.1				
White	1.5	1.5	69.9				
<b>Gender (%)</b>							
Male	42.3	42.3	51.4				
Female	57.7	57.7	48.6				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.7	0.7	5.9				
Low-Income	67.5	67.5	30.7				
Special Education	13.1	13.1	17.1				
First Language Not English	23.0	23.0	15.4				
<b>Grades Offered:</b> 09, 10, 11, 12							

# 2007 Massachusetts and Nationwide NAEP Results by Student Group

## Average Scaled Scores and Percents of Students at Each Achievement Level “Nations Report Card”

GRADE LEVEL 4 - READING												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	236	16	49	81	19	100	220	7	32	66	34	100
Stud. w/ Disab	213	6	23	54	48	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9
African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5
Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	252	11	58	93	7	100	239	5	39	81	19	100
Stud. w/ Disab	238	4	33	83	17	14	220	2	19	80	40	11
LEP/FLEP	230	2	24	74	26	6	217	1	13	56	44	10
African American/Black	232	2	26	75	25	7	222	1	16	63	37	17
Asian/Pacific Islander	259	21	66	95	5	6	254	16	59	91	9	5
Hispanic/Latino	231	2	23	77	23	11	227	1	22	69	31	21
White	257	12	65	97	3	75	248	8	51	91	9	55
Low-Income	237	3	32	83	17	27	227	1	22	70	30	46

GRADE LEVEL 8 - READING												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	273	4	43	84	16	100	261	2	29	73	27	100
Stud. w/ Disab	248	1	13	65	45	13	228	#	7	34	66	9
LEP/FLEP	232	#	4	40	60	2	222	#	4	29	71	6
African American/Black	263	1	17	65	35	8	244	#	12	54	46	17
Asian/Pacific Islander	281	6	54	89	11	5	269	5	40	79	21	5
Hispanic/Latino	261	1	16	63	37	9	246	1	14	57	43	18
White	278	5	49	89	11	76	270	3	38	83	17	58
Low-Income	266	1	20	69	31	26	247	1	15	58	42	40

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	298	15	51	85	15	100	280	7	31	70	30	100
Stud. w/ Disab	271	2	18	62	38	9	246	1	8	33	67	9
LEP/FLEP	251	3	16	33	67	3	245	1	6	30	70	6
African American/Black	264	1	13	54	46	8	259	1	11	47	53	17
Asian/Pacific Islander	315	28	74	94	6	5	296	17	49	82	18	5
Hispanic/Latino	270	5	19	59	41	10	264	2	15	54	46	19
White	305	17	58	91	9	75	290	9	41	81	19	58
Low-Income	275	4	26	65	35	26	265	2	15	55	45	41

## 2007 Massachusetts NAEP Results

### *Participation Rates for Students with Disabilities and for Limited English Proficient Students*

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – Limited English Proficient	% of Students Excluded from Original Sample
Grade 4 Reading	4,200	14	4	6
Grade 4 Mathematics	4,200	14	6	5
Grade 8 Reading	3,600	13	2	7
Grade 8 Mathematics	3,600	9	3	9

## City on a Hill Charter Public School

### 2008 Adequate Yearly Progress (AYP) Data

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

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation Did at least 95% of students participate in MCAS?		(B) Performance Did student group meet or exceed state performance target?		(C) Improvement Did student group meet or exceed its own improvement target?		(D) Grad Rate Did student group meet 92% attendance (G1-8) or 80% graduation rate target (G9-12)?		AYP 2008
	MetTarget	Actual	MetTarget (85.4)	Actual	MetTarget	Change from 2007	MetTarget	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate	Yes	100	Yes	93.0	Yes	1.6	No	48.3	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	100	Yes	93.4	Yes	2.3	No	58.6	No
Afr. Amer./Black	Yes	100	Yes	92.2	Yes	1.3	No	47.1	No
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	93.5	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
<b>MATHEMATICS</b>									
Aggregate	Yes	100	Yes	86.7	No	-5.2	No	48.3	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	100	Yes	87.3	No	-1.9	No	58.6	No
Afr. Amer./Black	Yes	100	Yes	82.8	No	-7.3	No	47.1	No
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	88.3	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

		Adequate Yearly Progress History										NCLB Accountability Status
		2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	No	Yes	No	No Status							
	All Subgroups	-	-	-	Yes	Yes	-	-	Yes	No		
MATH	Aggregate	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No Status	
	All Subgroups	-	-	-	No	Yes	-	-	Yes	No		

# City on a Hill Charter Public School AYP Data Detail

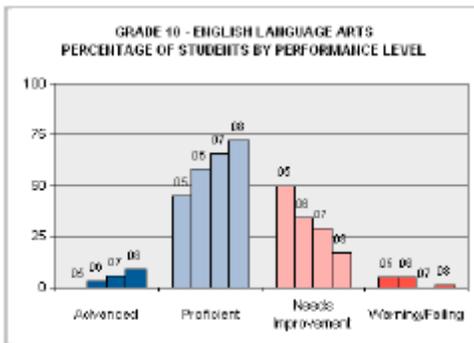
ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (85.4)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	88	88	100	Yes	88	93.0	Yes	91.4	1.2	91.4-96.0	Yes	48.3	-25.2	No	No
Lim. English Prof.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Low Income	61	61	100	Yes	61	93.4	Yes	91.1	1.3	91.1-96.4	Yes	56.5	-15.3	No	No
Afr. Amer./Black	48	48	100	Yes	48	92.2	Yes	90.9	1.3	90.9-96.7	Yes	47.1	-31.8	No	No
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	31	31	-	-	31	93.5	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	84	84	100	Yes	84	85.7	Yes	90.9	1.3	90.9-96.7	No	48.3	-25.2	No	No
Lim. English Prof.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Low Income	59	59	100	Yes	59	87.3	Yes	89.2	1.5	89.2-95.2	No	56.5	-15.3	No	No
Afr. Amer./Black	48	48	100	Yes	48	82.8	Yes	90.1	1.4	90.1-96.0	No	47.1	-31.8	No	No
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	30	30	-	-	30	88.3	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	-	-	-	-	-	-	-

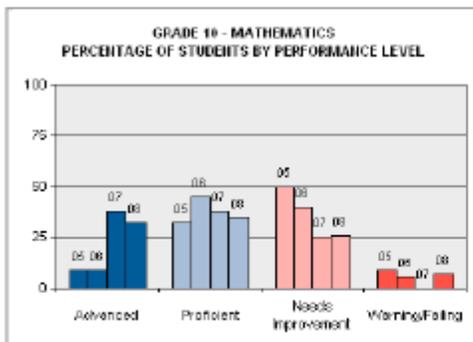
Adequate Yearly Progress History											NCLB Accountability Status
	2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	No	Yes	No	No Status						
	All Subgroups	-	-	-	Yes	Yes	-	-	Yes	No	
MATH	Aggregate	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	-	-	-	No	Yes	-	-	Yes	No	

## 2008 MCAS Results by Subgroup by Grade then Subject

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI		F
<b>AYP Subgroups</b>																					
Stud. w/ Disab	10	100	0	20	70	10	65.0	10	100	0	20	70	10	65.0	11,433	94	3	32	48	20	73.1
LEP/FLEP	4	-	-	-	-	-	-	4	-	-	-	-	-	-	3,325	94	4	24	49	23	64.7
Low-Income	61	100	8	74	18	2	93.4	61	100	8	74	18	2	93.4	18,676	98	8	45	37	9	81.2
African American/Black	48	100	8	75	15	2	92.2	48	100	8	75	15	2	92.2	6,002	96	8	47	38	9	82.3
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,274	98	33	44	19	4	91.2
Hispanic/Latino	31	100	10	68	23	0	93.5	31	100	10	68	23	0	93.5	8,471	95	7	42	40	11	78.3
Native American		-	-	-	-	-	-		-	-	-	-	-	-	205	98	15	54	29	2	87.8
White		-	-	-	-	-	-		-	-	-	-	-	-	52,318	98	27	53	17	3	93.1
<b>Other Subgroups</b>																					
Male	36	100	3	81	17	0	95.1	36	100	3	81	17	0	95.1	36,139	97	18	52	25	5	88.4
Female	50	100	14	66	18	2	91.5	50	100	14	66	18	2	91.5	35,295	98	29	50	18	3	92.2
Title I	32	100	0	50	47	3	81.3	32	100	0	50	47	3	81.3	9,308	98	7	44	40	9	79.8
Non-Title I	54	100	15	85	0	0	100.0	54	100	15	85	0	0	100.0	62,126	98	26	52	18	4	91.9
Non-Low Income	25	100	12	68	20	0	92.0	25	100	12	68	20	0	92.0	52,758	98	29	53	15	3	93.5
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2,092	93	2	15	52	32	56.4
FLEP	3	-	-	-	-	-	-	3	-	-	-	-	-	-	1,233	97	6	41	44	9	78.8
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-	376	94	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	5	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	108	97	20	44	28	9	85.9
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	1,058	98	21	51	24	5	89.6
<b>All Students</b>																					
2008	86	100	9	72	17	1	93.0	86	100	9	72	17	1	93.0	71,510	98	23	51	21	4	90.3
2007	70	100	6	66	29	0	91.4	70	100	6	66	29	0	91.4	72,471	99	22	49	24	6	87.9

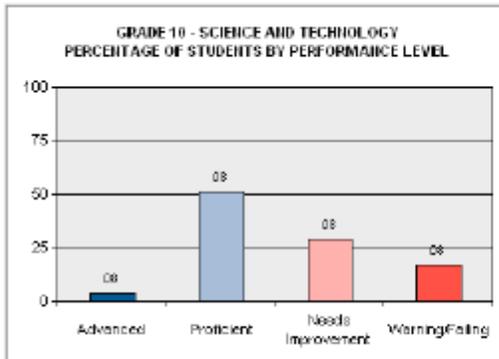


GRADE LEVEL 10 - MATHEMATICS																					
Student Group	School						District						State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F	#	%	A	P	NI	F	#	%	A	P	NI	F			
<b>AYP Subgroups</b>																					
Stud. w/ Disab	10	100	0	20	40	40	52.5	10	100	0	20	40	40	52.5	11,341	94	9	24	35	32	65.9
LEP/FLEP	4	-	-	-	-	-	-	4	-	-	-	-	-	-	3,325	95	18	21	31	30	65.5
Low-Income	59	100	32	39	24	5	87.3	59	100	32	39	24	5	87.3	18,468	96	22	29	30	18	75.2
African American/Black	48	100	21	42	27	10	82.8	48	100	21	42	27	10	82.8	5,946	95	20	28	33	19	73.3
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,279	99	65	20	11	4	93.3
Hispanic/Latino	30	100	47	23	27	3	88.3	30	100	47	23	27	3	88.3	8,381	94	19	27	32	23	71.3
Native American		-	-	-	-	-	-		-	-	-	-	-	-	204	95	31	34	24	11	82.0
White		-	-	-	-	-	-		-	-	-	-	-	-	52,120	98	48	30	18	6	90.3
<b>Other Subgroups</b>																					
Male	35	100	34	40	23	3	90.7	35	100	34	40	23	3	90.7	35,989	97	44	28	19	10	86.6
Female	49	100	31	31	29	10	82.1	49	100	31	31	29	10	82.1	35,093	98	42	29	20	8	86.9
Title I	30	100	7	33	40	20	70.8	30	100	7	33	40	20	70.8	9,191	95	22	29	31	18	74.7
Non-Title I	54	100	46	35	19	0	94.0	54	100	46	35	19	0	94.0	61,891	98	46	29	18	7	88.5
Non-Low Income	25	100	32	24	32	12	82.0	25	100	32	24	32	12	82.0	52,614	98	50	28	18	5	90.7
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2,106	95	14	17	32	37	59.4
FLEP	3	-	-	-	-	-	-	3	-	-	-	-	-	-	1,219	96	26	27	30	17	75.9
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-	397	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	107	96	41	21	21	17	79.9
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	5	-	-	-	-	-	-	1,045	97	39	29	23	9	85.8
<b>All Students</b>																					
2008	84	100	32	35	26	7	85.7	84	100	32	35	26	7	85.7	71,166	97	43	29	19	9	86.7
2007	69	99	38	38	25	0	90.9	69	99	38	38	25	0	90.9	71,692	99	42	27	22	9	85.0



**GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING**

Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	10	100	0	0	20	80	30.0	10	100	0	0	20	80	30.0	10,787	93	2	19	43	37	58.6
LEP/FLEP	4	-	-	-	-	-	-	4	-	-	-	-	-	-	2,872	94	3	17	36	44	52.2
Low-Income	58	100	3	48	33	16	75.4	58	100	3	48	33	16	75.4	17,572	95	3	28	44	26	64.0
African American/Black	49	100	4	47	31	18	74.0	49	100	4	47	31	18	74.0	5,509	95	3	25	45	27	62.1
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,078	99	29	39	24	8	85.4
Hispanic/Latino	29	100	0	55	31	14	76.7	29	100	0	55	31	14	76.7	7,877	95	2	22	43	32	58.7
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200	97	7	39	41	13	74.0
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50,623	98	16	49	28	7	84.8
<b>Other Subgroups</b>																					
Male	36	100	0	56	36	8	79.9	36	100	0	56	36	8	79.9	34,591	97	14	43	30	12	80.1
Female	48	100	6	48	23	23	72.9	48	100	6	48	23	23	72.9	33,767	98	14	43	33	11	79.6
Title I	28	100	0	11	39	50	45.5	28	100	0	11	39	50	45.5	8,721	95	2	22	49	28	59.5
Non-Title I	56	100	5	71	23	0	91.1	56	100	5	71	23	0	91.1	59,637	98	16	46	29	9	82.8
Non-Low Income	26	100	4	58	19	19	76.9	26	100	4	58	19	19	76.9	50,786	98	18	48	27	7	85.3
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1,676	93	1	11	31	56	44.0
FLEP	3	-	-	-	-	-	-	3	-	-	-	-	-	-	1,196	96	5	26	42	27	63.6
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	87	98	11	32	40	16	73.3
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	5	-	-	-	-	-	-	984	97	15	39	34	13	78.5
<b>All Students</b>																					
2008	84	100	4	51	29	17	75.9	84	100	4	51	29	17	75.9	68,358	97	14	43	31	12	79.8
2007	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



\* **Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2006 are included in state-level results; only students enrolled in the same district since October 2006 are included in district-level results; only students enrolled in the same school since October 2006 are included in school-level results.

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