



PROSPECT HILL ACADEMY CHARTER SCHOOL



2003-2004 ANNUAL REPORT

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Table of Contents

Letter from Board of Trustees Chairperson	3
Executive Summary	4
School Profile	5
Mission	5
Educational Approach	5
Curriculum	5
School Year and Hours	6
Student Profile	6
The Community We Serve: Demographics	6
Student Application, Waitlist, and Turnover Data	7
Student Behavior: Attendance and Suspension	8
Staff Profile	8
Administration and Staff	8
Teachers	9
Teacher Qualifications	10
Teacher Turnover	10
Job Application Ratio	10
Governance Profile	10
Board of Trustees	10
Official Complaints	11
Major Policy Decisions	11
Accountability Goals	12
Goal #1: Student Proficiency in Math and English	12
Goal #2: Student Competency in Spanish, Science, Social Studies, and the Arts	14
Goal #3: Student Readiness for Success in College	14
Goal #4: Student Conduct	16
Goal #5: Community Service	17
Goal #6: Accountability for Student Performance	18
Goal #7: Parent Involvement	18
Goal #8: The School as a Viable Organization	19
Financial Profile	20
Financial Overview	20
2003-2004 Operating Results and 2004-2005 Budget	21
Balance Sheet	22
Dissemination	23
Thank You	24

LETTER FROM THE BOARD OF TRUSTEE CHAIRPERSON

I want to begin by thanking our teachers, students and families, administrators, and fellow Board members for their commitment to Prospect Hill Academy as well as the hard work they performed to make this past school year a successful one. We are proud to have such a strong school community and acknowledge that without your dedication, this School would not have come as far as it did.

This year provided an opportunity to reflect on the challenges and accomplishments of the past. One major decision that came out of this reflection was to change the School's name from The Somerville Charter School to Prospect Hill Academy Charter School. This change was undertaken to celebrate the School's status as a regional school and to acknowledge the fact that the School now has a campus in Cambridge as well as Somerville. The School borrows its new name from historically important Prospect Hill, located in Somerville, where George Washington's troops raised the first American flag. To name the School after this site acknowledges the School's origins while alluding to a significance that reaches far beyond the Somerville city limits.

This name change is, however, no indication of a change in mission or philosophy. The School continues to strive towards graduating students who are prepared for success in college, who internalized a lifelong love of learning, and possess a sense of responsible citizenship. In this quest, the School is proud to have completed the next phase of its curriculum project. The curriculum adheres to, and builds upon, the Massachusetts Frameworks and is designed to consistently prepare students for grade-level advancement, graduation, and transition into college. For the first time this year, all students and families received syllabi and course descriptions for every subject at the beginning of each quarter to communicate clear learning and achievement expectations.

While this was a year of consistency and sustained progress, there was one mid-year change in administration. In March we welcomed Mr. Steven Stone to the position of Lower School Director. His ability to lead and develop strategies to achieve goals as Director of Pupil Personnel Services was instrumental in the decision to hire him as the Lower School Director.

Among many other important priorities, The Board of Trustees was committed to examine the further growth of its membership and with that made significant changes to enhance the forward motion of the governance of the School. Through grant funding, a group of consultants from Executive Service Corps assisted the Board of Trustees in conducting a needs assessment analysis, solidifying its committee structure, updating its bylaws as well as enhancing overall Board structure. Within this process, we elected one new member, Scott Haas, to the Board and are looking forward to welcoming additional new members in the coming year.

The continued strive towards achieving and maintaining academic excellence as well as Board development will continue to be of highest priority for the coming year. I am looking forward to working with our strong School community to achieve these goals.

Regards,

Mary Nice-Hodorawis
Board of Trustees Chairperson

EXECUTIVE SUMMARY

Our Eighth Year of Operation

The 2003-2004 school year began with the announcement of the School's name change from Somerville Charter School to Prospect Hill Academy Charter School. The change was undertaken not to mark any transition in the School's mission or overall philosophy which remain constant, but to reflect the School's status as a regional school and to acknowledge the fact that the School now has a campus in Cambridge as well as Somerville. The new name was well received by the School community and the community at large.

This year, the second year under the current administration, marked a year of stability and forward thinking. While much of the previous year was spent rebuilding a curriculum and helping the staff adjust to the transition, this year focused on solidifying, documenting, and internalizing the curriculum project as well as many other initiatives. All families and students in grades 3 to 12 received written syllabi and course descriptions at the beginning of each quarter, setting clear expectations on what students will learn, when they will be tested, and what criteria determine the successful completion of a course.

To complement the curriculum, the School in January, 2004 introduced the Pathways enrichment pilot program, an after-school enrichment program for students who qualified to attend. Class topics ranged from Concepts of Modern Science, Future Problem-Solving to Drawing Studio.

Student Performance

The 2003-2004 school year produced varied academic performance results for our students. While many students and grades produced outstanding test results and all 10th graders passed both the English and Math MCAS exams, the School's average MCAS scores did not improve. The School's aggregate Composite Proficiency Index (CPI) for English Language Arts was 76.9 which met our Adequate Yearly Progress (AYP) targets but not our CPI improvement targets. Similarly, our aggregate CPI for Mathematics was 62.4 which met AYP but not our CPI improvement targets.

Prospect Hill Academy this year introduced the IOWA Test of Basic Skills (ITBS) which was administered at the beginning and the end of the school year. The School has set its ITBS performance goal such that students will outperform the national average grade equivalency by .1 at each grade. This year, this goal was achieved and in many cases far surpassed in all grades except 6th grade Reading, 1st and 7th grade Language, and 1st through 4th, and 7th grade Math.

Over the past year, our students have continued to pursue community service opportunities within and outside the School. In addition to the two mandatory Community Service Days, students participate in peer tutoring and volunteer work within the School.

The Code of Conduct was strictly enforced by the School leading to a higher number of suspensions. However, all students received citizenship grades (on a scale of 0-4 which accounts for 10% of the final grade for every subject) and with few exceptions, the students performed well. The average citizenship grade across all subjects and grades was above a 3.

School Performance

The School underwent its eighth year site visit by the Department of Education and received an overall positive review. It was recognized that the School had made solid progress through its years of transition. The School established a major foundation in terms of curriculum development with the creation of our K-12 Syllabi and Course Overviews. This approach had a major effect on how students were assessed and in the way data from those assessments were gathered.

The administration continues to place a strong emphasis on communication with parents and teachers. Most newsletters and meetings are translated into Spanish, Portuguese and Creole to ensure broader comprehension. This year also, the School was fortunate to have a strong Parent/Teacher Connection (PTC) that organized many fundraisers and informational events that benefited the School community at large.

Last but not least, the School continues to be in sound financial condition. We were able to maintain our trend of reducing administrative spending and finished the year with a surplus and a healthy balance sheet.

SCHOOL PROFILE

Mission

Prospect Hill Academy Charter School was founded in 1996 as the Somerville Charter School by a diverse group of parents united by a common vision of providing an academically rigorous education for the children of their community. Our mission is to:

- Prepare each student for success in college
- Inspire a lifelong love of learning
- Foster responsible citizenship

Educational Approach

We believe that all children can learn. Our educational philosophy is to teach students to perform to the best of their abilities and to achieve academic excellence in a global context. Our School is a place where children of all ethnic and economic backgrounds can discover the excitement of learning, the value of hard work, and the sense of achievement that comes from being held to high standards of academic excellence.

We further believe that success in a student's academic career is enhanced by strong community and parental involvement as well as by the student's connection to adults at the School. We therefore encourage all parents and guardians to become a part of the School and systematically ensure that each child is well known by teachers and administrators. Through this strong School community, we are able to stress social values of respect and responsibility from Kindergarten through 12th grade, making our School a safe and valuable organization to the wider community.

These beliefs and values guide our educational objectives from Kindergarten to 12th grade. The Lower School (K-5) provides students with a solid academic foundation of the knowledge and skills needed for the rigorous program of studies and the more conceptual learning encountered at the Upper School. In the Upper School, where more formal college-preparatory training begins, abstract reasoning and critical thinking are emphasized in all disciplines. In order to achieve our educational objectives, we subscribe to a performance-based educational approach designed to ensure that each child is consistently prepared for academic advancement in all core subjects.

Curriculum

Our rigorous curriculum is designed around the principles of *Understanding By Design*. Building on the Massachusetts State Curriculum Frameworks as a foundation, administrators and faculty collaborate closely to develop a unique curriculum of academic excellence. First, clear graduation goals for 12th grade are set, followed by a year-by-year, subject-by-subject curriculum outline that ensures students are prepared for their graduation and transition into college. Teacher collaboration throughout the year ensures that the sequencing of the material correlates between subjects and transitions across grade levels. Using essential questions, teachers break each subject into a series of "units of knowledge" by identifying requirements for proper understanding as well as benchmarks to demonstrate student comprehension. Various assessment tools are used to measure student understanding throughout the year. Should a student fail to comprehend the materials, more instruction is given, ensuring that students do not move to the next unit before mastering the previous one.

Our core curriculum is implemented in Kindergarten and continues through High School. The teaching of math and English is emphasized as the foundation for proper expression and understanding of *all* subjects. Moreover, the teaching of Spanish is emphasized as the foundation for a global outlook. During their junior and senior years, students have the option of taking advanced placement courses in English, Spanish, biology, and United States history. Dual enrollment opportunities with local colleges and universities, including the Harvard University Extension School, further the educational opportunities available to Upper School students.

School Year and Hours

Between the first day of class on September 2, 2003 and the last day of class June 22, 2004, there were 180 school days not including professional development days. The School generally operates between the hours of 7:40am and 3:00pm Monday through Friday, although there are various programs that precede and follow the normal school day.

STUDENT PROFILE

The Community We Serve

We are a tuition-free, college preparatory, public school that serves children from Kindergarten to 12th grade or age five to nineteen. The school is located on two campuses with the Lower School (K-5) in Union Square, Somerville and the Upper School (6-12) in Central Square, Cambridge.

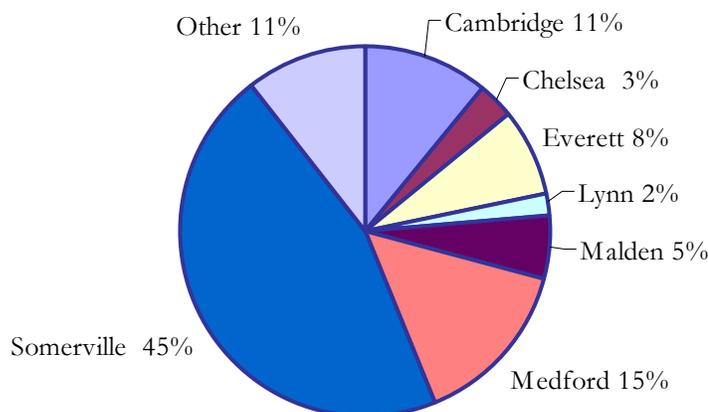
During the 2003-2004 school year, we served an ethnically and economically diverse population averaging approximately 720 students. We ended the year with 712 students distributed as follows:

Ethnicity of student population	Female	Male	Total % of student population
Black	176	150	46%
White	106	100	29%
Hispanic	58	85	20%
Asian or Pacific Islander	21	15	5%
American Indian/Alaskan Native	1	0	< 1%
Total	362	350	100%

Lunch Program Participants	Number	% of student population
Free Lunch	273	38.3%
Reduced Lunch	96	13.5%
Total	369	51.8%

Of our student population, 8% has an Individual Education Plan and 1% has a section 504 Plan.

Prospect Hill Academy Charter School is a regional school and serves residents from just over 30 cities and towns in Massachusetts, including:



Student Application, Waitlist, and Turnover Data

The School enjoyed its largest student population so far starting the year with 741 students and ending the year with 712 students. 377 students applied, 132 were admitted, leaving us with a waitlist of approximately 100 students. Prospect Hill Academy did not admit students past October 10, 2003 meaning that vacated spots are not filled until the following year. The School furthermore does not carry its waitlist from year to year but requires each student who was not admitted to reapply and reenter the lottery the following year.

Over the course of the year, 46 students left the School indicating the following reasons:

- 9 moved out of reach of the School
- 22 changed schools
- 5 lacked adequate transportation
- 8 never showed
- 2 were unhappy

At the end of the school year, another 30 students indicated that they will not return for the following year indicating the following reasons:

- 9 moved out of reach of the School
- 19 changed schools
- 2 were unhappy

Student Behavior

Attendance Rate

Our average daily membership was 720 students with an average daily attendance of 95.8%.

Suspensions and Expulsions/Exclusions

During the past school year, no students were expelled or excluded. 27 students received in-school suspensions and 75 students received out-of-school suspensions (note that some students received multiple in-school and out-of-school suspensions). This marks an increase from last year's suspensions due to the stricter enforcement of the School's Code of Conduct which is based around the concepts of "respect yourself, respect others, and respect the School." For example, tardiness and disrespect towards other students resulted in suspensions. The reasons for level one suspensions were as follows:

- 9 – tardiness
- 8 – failing to attend classes
- 14 – being disrespectful
- 25 – causing disruption
- 18 – using offensive language or gestures
- 6 – plagiarism

Reasons for level two suspensions (more serious offenses) were:

- 2 – destruction of school property
- 2 – theft of student property
- 1 – carrying a knife
- 11 – sexual harassment
- 22 – physical attacks (non-sexual)
- 14 – physical fight
- 3 – threat of physical attack

STAFF PROFILE

Administration and Staff

The school year was started with an administrative team of eight members. In March, 2004 Christina DiBenedetto left her position as Lower School Director and her post was filled by Steven Stone who now oversees both the Lower School and Pupil Services for the entire School. The School's non-teaching staff is listed below:

Jon Drescher	Head of School		
Jed Lippard	Upper School Director		
Christina DiBenedetto*	Lower School Director (Sept. 2003 - March, 2004)		
Steven Stone	Lower School Director (March, 2004 – present) and Director of Pupil Services		
Floriano Pavao	World Language Coordinator and Director of Curriculum & Professional Development		
Michael O'Donnell	Director of Administration and Finance		
Anja Bresler	Director of Development and Outreach		
Moore Dodge	Dean of Students		
Claudia Bangura	Accountant	Alice Lynch	Extended Day Coordinator
Edwige Berrouet ***	Parent Liaison	Nancy Lynch*	Upper School Office Assistant (departed 12/03)
Stephen Buck	Upper School Math and Science Coordinator	Maureen MacCarthy	Lower School Nurse
Jessica Cameron **	Assistant to Director / Purchasing Coordinator	Jose Marquez	Head Custodian
Andrea Cerio	Intern – School Counselor	Patricia McCarthy	Accounting Manager
Erin DiBenedetto	Assistant to Director of Pupil Services	Chris Newcomb	IT Manager
Kenneth Geiersbach	Upper School English and Social Studies Coordinator	Lovelyne Pierre	Business Office Assistant
Deborah Heller	Upper School Guidance Counselor	Marilyn Ray	Lower School Counselor
Molly Heller **	Upper School Counselor	Maria Romano	Assistant to Head of School
Karen Hoch *	Assistant to Upper School Director (departed 4/04)	Carol Saunier	Upper School Office Assistant (started 1/04)
Valdeva Ives	Assistant to Upper School Director (started 4/04)	Silvio Toruno	Lower School Custodian
		Cathy Traniello	Lower School Office Assistant
		Francisco Valdez	Upper School Custodian
		Alfredo Varga	Upper School Custodian

Teachers and Aides

Over the course of the year, we employed 80 teachers and aides. Some teachers left and were replaced during the year. On average we employed 77 teachers.

<i>Lower School Teachers (K-5)</i>		<i>Upper School Teachers (6-12)</i>	
<i>Kindergarten</i> Amy Borchering* Joshua Langmead Sarah Robinson Alexandra Rogers **	<i>Aides</i> Nathan Davis Maria DeSalvo Anna Williams <i>Art</i> Betty Levinson <i>Computer</i> Pamela Moline <i>Drama/Music</i> Stuart Mendleson <i>Special Education/Pupil Services</i> Jennifer Brown ** Mary Ellen Lewis Colleen Lynch ** Amy Chiapperini ** – Occupational Therapist Hilary Cipullo – Physical Therapist Kathryn Young – Speech Pathologist <i>Title 1</i> Samantha Cerusici-Rubik* Laura Colby Sophie Glasser Paula Kravitz Christy LaBarge ** Erika Phillips Jeanette Verdone	<i>English</i> Leah Barcan Michelle Cotton (volunteer) Kenneth Geiersbach Elizabeth Sher ** Daniel Skop Victoria Treece ** <i>Math</i> Solen Artug Stephen Buck Jonathan Deane Paul Ham Kathleen Kelly Julia Lau Vilen Papovskiy ** <i>Spanish</i> Christine Douglas Clara Encinas Amy Hunter * Sarah Jay Rebecca Melnick Matthew Thayer <i>Science</i> Raphael Adamek Robert Chiapperini ** Amy Dickson Elizabeth Pantano ** <i>Social Studies</i> Betsy Bowman Kenneth Geiersbach Elizabeth Murray Jeff Vogel	<i>Art</i> Doug Anderson <i>Music</i> Kenzie Dula <i>Computer Science</i> Paul Ham ** <i>Special Education</i> Stacy Camposano Kristin Kelley Stacy Joy Roth <i>SPED Aides</i> Christine Pelotte <i>ESL (K-12)</i> Leah Scalese <i>Student Life Coordinator</i> Beth McElaney <i>Physical Education</i> John O'Brien <i>Tutor</i> John Thompson
<i>Grade 1</i> Andrea Beebe Kathleen Iannaccone Jennifer Morse-Salvati <i>Grade 2</i> Emily Epstein Betsy Shaver Nadine Thomas <i>Grade 3</i> Lisa Poltilove Neary Prak ** Maria Silletti <i>Grade 4</i> Deanna Duggan Jennifer Kelley Jill Michaud ** Athena Trimble <i>Grade 5</i> Tanya DiRusso Melissa Magrath James Yeaton <i>Spanish</i> Liliam Alvarez Patricia DeCerqueira Ruby Olmanson ** Olga Salazar <i>Physical Education</i> Steve Miller **			

* Left during school year

** Will not return next year

*** Position eliminated

Teacher Qualifications

All teachers, with the exception of two aides, had a minimum of a Bachelor's Degree. The breakdown of degrees held was:

- 39 had both a Bachelor's and a Master's Degree
- 36 had a Bachelor's Degrees

100% of the teaching faculty met the DOE standards for being considered "Highly Qualified."

On average our teachers have 5.6 years of teaching experience with 2.7 years of teaching at our School. Including aides, our student/teacher ratio averaged 9/1.

Teacher Turnover

3 teachers (3.8%) left during the year:

- 3 left to pursue professional opportunities elsewhere

15 teachers (19.4%) left at the end of the school year:

- 2 were not invited back
- 8 left to pursue graduate school
- 2 left to pursue professional opportunities elsewhere
- 3 moved out of state

Job Application Ratio

We are proud that our hiring process for the upcoming year is nearly complete and that we have found highly qualified teachers to educate our students. We received a high number of job applications with approximately 1,200 applications for 14 teaching positions.

GOVERNANCE PROFILE

The Board of Trustees

Under Massachusetts law, the School's Board of Trustees members are the public agents authorized by the state to supervise and control the charter school. As of June 30, 2004, Prospect Hill Academy Charter School's Board of Trustees comprised seven members including one trustee who has been a member since the School was founded. In an effort to bring new perspectives and a wider diversity of experience to the School, the Board initiated a multi-year effort to both promote turnover of board members and increase the size of the board. As part of this effort, Trustees voted in June 2003 to terminate the membership of three of its members and to consider term limits for remaining members in order to move from its founding stage to a more mature operational stage. Subsequently, in June 2004, it added the first of what is expected to be several new members and, as the 2004 – 2005 school year progresses, the Board expects to add several new members. All Board members are committed to maintaining a balance between the stability and consistency of stable board membership and the opportunities afforded the School by increased turnover and a larger board.

Mary Nice-Hodorawis

- Allston Physical Medicine Center, Business Manager
- Chairperson
- 1996

Jaja Kumpa

- Arts in Progress, Director of Administration and Finance
- Clerk (Recording)
- 2000

Dr. Salim Kabawat

- Quest Diagnostics, Medical Director
- Clerk
- 1997

Joan Wright

- Museum of Fine Arts, Associate Conservator, Asian Conservation Studio
- 2003

Patrick Farmer

- Harvard University, Division of Continuing Education, Assistant Manager, Academic Computing Labs
- 2003

Oscar J. Diaz

- Hallkeen Management, Facilities Manager
- Treasurer
- 1998

Jillian Verspyck

- CitiStreet, Vice President of Communications & Education
- 1997

Official Complaints

No regulation 601 CMR 1.08 complaints against the Prospect Hill Academy Charter School Board of Trustees were filed.

Major Policy Decisions

Name Change

At the beginning of the 2003-2004 fiscal year, the Board of Trustees voted to change the name of the School from The Somerville Charter School to Prospect Hill Academy Charter School. The change was undertaken to reflect the School's status as a regional school and to acknowledge the fact that the School now has a campus in Cambridge as well as Somerville. The School borrows its new name from historically important Prospect Hill, located in Somerville, where George Washington's troops raised the first American flag. To name the School after this site acknowledges the School's origins while alluding to a significance that reaches far beyond the Somerville city limits.

Community Service Requirement

In order to further institutionalize the community service component of the School and its mission, the Board decided to introduce mandatory community service as a high school graduation requirement. Starting in the coming school year, all high school students have to perform a minimum of 15 hours of individual community service per year, adding to a minimum of 60 hours over the four years.

Policy Reviews and Updates

In its eighth year of operation, the Board took a closer look at many of its policy, governance, and planning documents. In this process, the Board approved updated versions of:

- The Student Handbook
- The Admissions Policy
- The Bylaws
- The Accountability Plan
- A Strategic Planning Document

ACCOUNTABILITY GOALS

Goal #1: Students will achieve proficiency, as defined by the Commonwealth, in subjects assessed by MCAS and ITBS (English and mathematics).

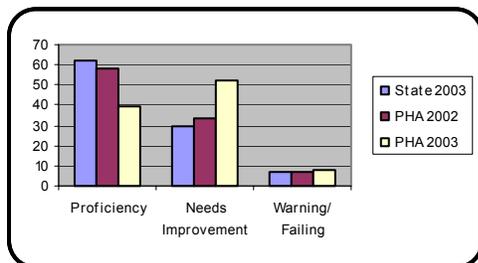
MCAS Score Summary

All Prospect Hill Academy 10th graders passed both the English and Mathematics MCAS exams and placed among the top seven charter schools on the 10th grade English exam. 10th grade Math also saw an improvement in the Advanced category. In 4th grade Math and 7th grade English, the number of students placing in the Proficient category increased while in 8th grade Math both the number of students in the Advanced and Proficient categories rose.

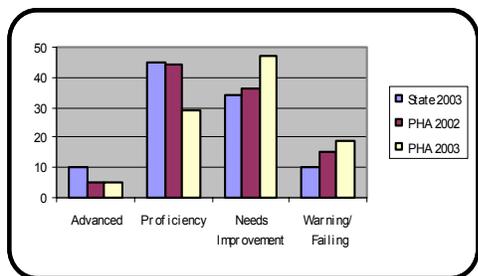
However, on average, in 2003 students at Prospect Hill Academy did not advance their MCAS scores. The School's aggregate Composite Proficiency Index (CPI) for English Language Arts was 76.9 which met our Adequate Yearly Progress (AYP) targets but not our CPI improvement targets. Similarly, our aggregate CPI for Mathematics was 62.4 which met AYP but not our CPI improvement targets.

The School has taken clear steps to address the 2003 scores by introducing MCAS preparation into the curriculum and offering after-school MCAS preparation classes. We expect 2004 results to show improvements on this significant measure of achievement.

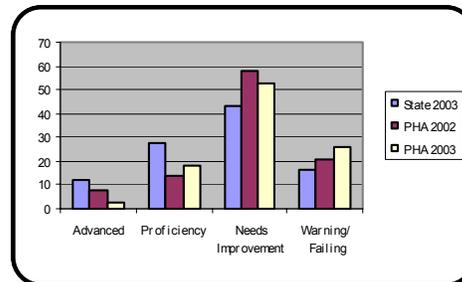
3RD Grade Reading



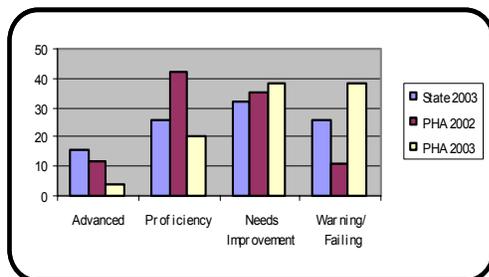
4th Grade English



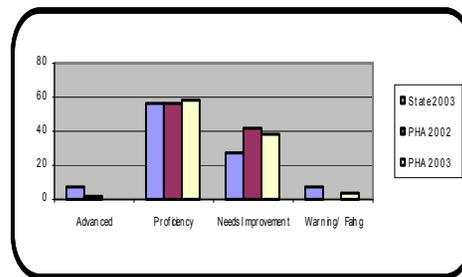
4th Grade Math



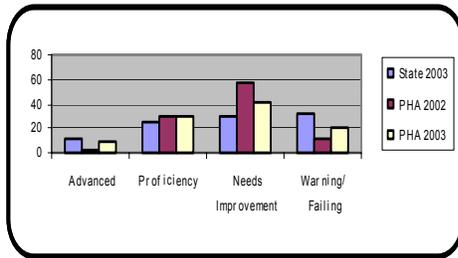
6th Grade Math



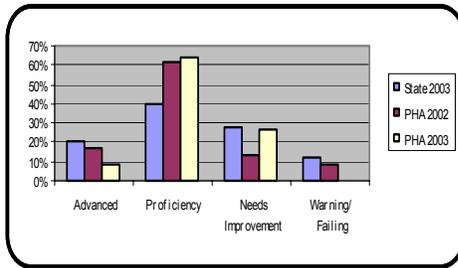
7th Grade English



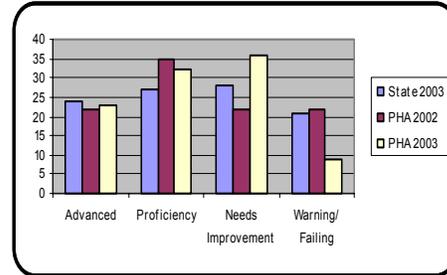
8th Grade Math



10th Grade English



10th Grade Math



ITBS Score Summary

After a task force investigated the most up-to-date longitudinal testing methods available, the School decided to change the standardized test it administers from the Comprehensive Test of Basic Skills (CTBS) to the IOWA Test of Basic Skills (ITBS). It is therefore not feasible to compare last year's data to this year's. However, the ITBS was administered at the beginning of the school year and then again towards the end of the school year to measure progress made during the year.

The ITBS was administered at the end of September at which point students were expected to perform at .1 of their grade level. It was again administered in early April when students were expected to perform at .7 of their grade level. As such, expectations were that students would improve a minimum of .6 during the six month of instruction between the two tests.

Grade	Fall '03	Spring '04	Gain	Fall '03	Spring '04	Gain	Fall '03	Spring '04	Gain
	Reading			Language			Mathematics		
1	0.6	1.8	1.2	0.8	1.5	0.7	0.8	1.4	0.6
2	2	2.8	0.8	2	3	1	1.7	2.7	1
3	2.9	3.8	0.9	2.8	3.8	1	2.6	3.6	1
4	3.9	4.9	1	4.2	5.5	1.3	3.9	4.7	0.8
5	5.2	6	0.8	5.4	6.9	1.5	5.2	6.3	1.1
6	6.4	6.6	0.2	6.4	7.4	1	6.3	7	0.7
7	7.1	7.8	0.7	6.6	7.5	0.9	7.2	7.6	0.4
8	9	9.8	0.8	8.5	9.6	1.1	8.2	9.4	1.2
9	9.3	9.9	0.6	9.3	10.7	1.4	9.6	10.1	0.5
10	12.4	13*	0.6	13	13	0	10.8	11.2	0.4
11	13*	13*	0	11.9	12.3	0.4	11.3	12.8	1.5
12	13*	13*	0	13*	13*	0	13*	13*	0

* the highest possible test score is a 13.

X.X .1 above grade equivalency not achieved.

X.X more than one grade above grade equivalency.

Prospect Hill Academy has set its ITBS performance goal such that students will outperform the average grade equivalency by .1, meaning that all grades taking the Spring test should have an average score of at minimum .8 of their grade level. This year, this goal was achieved, and in many cases far surpassed, in all grades except 6th grade Reading, 1st and 7th grade Language and 1st through 4th, and 7th grade Math.

Goal #2: Students will demonstrate increased competency in a second language (Spanish), science, social studies and arts.

Internal Grades

With few exceptions, our students demonstrated strong competence in Spanish, Social Studies, Science, and the Arts and Music/Performing Arts. The following percentage of students passed these subjects. For the few classes where the passing rate did not meet or exceed our expectations, clear steps are taken to analyze the reasons for why that occurred and what can be done to increase student performance.

Percentage of Students Passing

Grade	Spanish	Social Studies	Science	Arts	Perf. Arts/ Music
1	100%	98%	100%	100%	100%
2	98%	92%	100%	100%	100%
3	100%	90%	95%	100%	100%
4	100%	99%	96%	100%	97%
5	98%	85%	78%	100%	98%
6	87%	98%	71%	100%	98%
7	70%	82%	60%	100%	96%
8	94%	75%	82%	100%	100%
9	92%	87%	58%	100%	100%
10	100%	69%	76%	N/A	100%
11	100%	95%	89%	N/A	95%
12	100%	84%	84%	N/A	100%

Goal #3: Students will be prepared to qualify for and to succeed in college.

College Application and Acceptance Rate

Prospect Hill Academy is proud to graduate its fourth class and send its students off to college. Of the 2004 graduating class, 16 out of 19 students applied to college. One student joined the Marines while two decided to join the work force before further exploring their college opportunities. Of the 16 who applied, all were accepted and will attend a range of universities including Fordham, University of North Carolina, Mt. Holyoke, Southern University of New Hampshire and Mass College of Pharmacy.

Through its experienced college counselor, Prospect Hill Academy provides many services to help students in the college application and selection process, financial aid options, as well as thinking about career choices in general. On top of extensive individual counseling, the School organizes an annual Career Day in order to familiarize our students with different career options. Students met with four different speakers to learn about their respective jobs, backgrounds, and educational paths. The goal was to expose students to various models of success and to motivate them to see the link between success in school and success in life. The School is very grateful that the following speakers were present to talk with 6th-12th grade students:

Sara Strong, Plumber/Novelist
 Laura Marino, Accountant at Converse
 Wendell Chestnut, Banker
 Aileen, TV Producer
 Betsy Butterfield, Auditor IT Systems
 Amy Chiapperini, Physical/Occupational
 Therapist
 Charmin Smith, Women's Basketball
 Coach
 Paul Blackborow, Electrical Engineer

Richard Sullivan, Local/ State Gov official
 Jeanne Berk, Registered Nurse
 Craig Yearwood, Fireman
 Maureen Forbes, Childlife Specialist
 Richard Boulware, Criminal Justice
 Professor
 Stephanie Chen, Physicist, Gymnast
 Sue Caples, Women's Field Hockey Coach
 Jay Weiss, Wrestling Coach
 Multiple Cambridge Police Officers

SAT

We feel strongly that our students are academically prepared for college. It is mandatory for all students to take the 11th grade PSAT and 12th grade SAT exams. It is our goal to increase SAT scores by 5% annually until we reach an average score of 1150.

- Class of 2004 – 1051
- Class of 2003 – 1205
- Class of 2002 – 1024

10th Grade MCAS

By Massachusetts statute, in order to graduate, all students must pass 10th grade MCAS exams. All our students have consistently achieved this requirement. The year, Prospect Hill Academy 10th grade MCAS English test results ranked among the seven highest charter school scores.

Honor Roll

We have set rigorous criteria to achieve Honors and High Honors and expect that, on average, 30% of our students will achieve Honor status. The criteria are as follows:

High Honors:

- Minimum academic average of 90%
- No grade below 85%
- Responsible citizenship grade of 3 or 4

Honors:

- Minimum academic average of 80%
- No grade below 75%
- Responsible citizenship grade of 3 or 4

Grade	High Honors	Honors	2003-2004 Total
1	11.7%	17.7%	29.7%
2	14%	6.8%	20.8%
3	15.7%	20.2%	35.9%
4	13.2%	17.2%	30.4%
5	4.2%	27.3%	31.5%
6	12.5%	26.75%	39.25%
7	11%	13.75%	24.75%
8	10.25%	24.5%	39.75%
9	8.75%	13%	21.75%
10	15.75%	13.5%	28.75%
11	7.75%	9.75%	17.5%
12	1.25%	15.75%	17%

Goal #4: Students will uphold high standards of conduct to create a disciplined atmosphere of learning and will promote ethical, moral, and civic values.

Code of Conduct Enforcement

The Code of Conduct was strictly enforced at all grades this year leading to an enhanced atmosphere of decorum as well as an increased number of suspensions for the year. (An increase from 7.44% to 10.42% of the student population receiving out-of-school suspensions and an increase from 1.24% to 3.75% of the student population for in-school suspensions). We believe that as new behavioral standards take hold, the number of incident reports and suspensions will decrease steadily over the next two years.

Leadership

Boston Jaycees Conference: On October 17, 2003, twelve Prospect Hill Academy High School students were selected by their teachers to participate in a day-long leadership conference sponsored by the Boston Junior Chamber of Commerce. The event brought together student leaders from Boston's private, public, and parochial schools to attend workshops and examine *'The Many Faces of Leadership'* at the beginning of the 21st Century. This annual conference was designed to serve as the catalyst for the nurturing and development of Boston's new leaders by bringing together the resources and talents of an extraordinary group of local and national leaders.

Student Government: On Wednesday, October 22, 2003, elections were held for the inaugural Student Government at the Upper School. One representative from each of 24 Advisories was elected to serve for a year term. Similar elections were held at the Lower School for the 5th grade Student Government. The goals of the Student Government are: (a) to foster leadership among the student body; (b) to create a forum for students to share their ideas and opinions about the state of the School; (c) to establish a representative democracy whereby student voice is honored and heard; (d) to serve as an advisory board to the Faculty and Administration.

Citizenship Grades

In order to boost responsible behavior in class, Prospect Hill Academy's grading policy includes a Citizenship grade which accounts for 10% of the students' final grade for each subject. The grade measures class work, effort, homework, integrity, involvement, leadership, respect for self, respect for others, respect for the school, and preparedness. While a small number of students received poor scores on their citizenship grade, the average for all classes across all grades is above a 3 (the grade is given on a 0-4 scale).

Satisfaction Survey

Each year the School administers a satisfaction survey to the School constituents. Participants are randomly selected and responses to a variety of questions are tabulated and analyzed by an independent contractor. Each year, the results of this survey are presented to the Board of Trustees which carefully considers the findings. While the final results of this year's survey have not yet been presented, the School expects a similar mix of positive feedback and constructive ideas in a comparable proportion as in prior years.

Goal #5: Students will demonstrate responsible citizenship by performing community service for their communities.

Community Service

Twice a year, the entire Upper School takes a day to give back to the broader community. Through their Advisory groups, students plan, organize, and implement community service projects that cater to their interests. This fall and spring, Prospect Hill Academy service sites included the following:

Codman Farm	Lincoln, MA
Animal Rescue League	Boston, MA
Franklin Park Zoo	Boston, MA
Boston Nature Center	Boston, MA
Charles River Conservatory	Cambridge, MA
Hale House	Boston, MA
Habitat Wildlife Center	Belmont, MA
Prospect Hill Academy Lower School	Somerville, MA
Peabody Ames Child Center	Cambridge MA

In March of 2004, the Board of Trustees also voted to establish a community service graduation requirement for all Prospect Hill Academy High School students. The new policy states that high school students must perform a minimum of 15 hours of individual community service per year in order to graduate.

Advisory

Community Service opportunities are organized, discussed and reflected upon in the Student Advisories. Each student is a member of an Advisory group, which is comprised of 11-14 peers and one teacher/advisor. The Advisory Program at the Upper School is designed to achieve the following five functions:

1. **Academic Advising:** The Advisory is a place to monitor student progress in general and toward specific goals, to discuss teachers' assessments with students and parents, and to build upon habits of effective learning.
2. **Advocacy:** The Advisory is a place to coordinate home-school communication, to facilitate student-teacher dialogue, and to monitor the overall student experience in the School.
3. **Community Service:** The Advisory is a place to practice being an active member of the broader community by designing and implementing community service projects.
4. **Community Conversations:** The Advisory is a vehicle for school-wide conversations about community issues and about being a responsible citizen.
5. **Recreation:** The Advisory is a place to enhance social relationships with peers and adults.

Peer Tutoring

Beginning this year, a group of high achieving Upper School students has organized to provide tutoring services to their classmates in need of additional academic support. Every Monday afternoon, these students congregate in the Peer Tutoring room and engage in individual and small-group tutoring. In addition, several high school students are currently serving as teaching assistants in middle school classrooms, particularly in the disciplines of Mathematics and Spanish.

5th Grade Volunteers

This year a group of approximately thirty 5th graders volunteered to give up their recess to perform community services ranging from campus clean-up to assisting with clerical work. Each student was thanked and publicly recognized in a ceremony highlighting their services.

Goal #6: The school will promote the conviction that everyone (students, parents, teachers and school administrators) is accountable for student performance.

Parent Information

In the Spring of 2004, all parents of incoming students have attended the required orientation sessions. 80 families attended sessions at the Lower School and 93 families attended sessions at the Upper School. During those meetings, parents were informed about School policies and expectations for them and their children. The Parent/Student Compact was thoroughly discussed and signed by all.

All major pieces of communication, including the parent/student compact, were translated into Spanish, Portuguese, and Creole to ensure that families understand important policies as well as are informed about events and changes at the School.

Employee Handbook

This year all employees received a copy of the Employee Handbook and were required to sign an acknowledgement that they had reviewed its content.

Faculty and Staff Review

All teaching faculty have been observed formally as well as informally according to an observation protocol and have been provided with a performance review. Similarly, other staff members have been reviewed over the course of the year.

Goal #7: The school will increase meaningful parent involvement in their children's education in accordance with the goals of the school.

PTC Participation

This past year, the Parent/Teacher Connection (PTC) proved to be an active and productive organization for the School. The PTC, together with School administrators and teachers, organized the following:

- A series of information nights for parents covering topics including from financial aid for college, summer camps, math instruction, and homework help.
- A "Brown Envelope" fundraiser collecting bi-monthly donations from parents to fund mini-grants for teachers. Mini-grants can be requested for any academic project a teacher sees fit.
- A number of other catalogue and "box top" fundraisers.
- Mobilizing of parents to participate in charter school lobbying as well as attending a Lobbying Day at the State House.

The PTC has further established a functioning steering committee and a network of room parents who help plan events and disseminate information to the entire parent population.

Volunteerism

An increasing number of parents have volunteered to help with School events such as Open House and Information sessions and field trips as well as performed clerical work for School administrators. Administration and the PTC are planning on implementing an even stronger volunteer program in the coming year. All parents are required by the Parent /Student Compact to volunteer a minimum of 5 hours during the year and we want to ensure that we give parents ample opportunity to do so.

Goal #8: The school will continue to be a viable organization.

Financial Viability

As outlined in our Financial Profile (see page 20), the School is in good financial standing. Spending for the year did not significantly vary from budgeted numbers and the School finished the year with a healthy surplus which is earmarked for necessary improvements in the School's facilities.

Governance Assessment

The Board of Trustees is in the process of producing a self-assessment tool designed to inform all Board members of gaps and needs to be addressed. Questions will include hours spent on Board work, the sufficiency of information provided, and what the individual or the group can do to improve governance.

This year, the Board and administration worked with a group of experienced consultants from Executive Service Corps to complete a needs analysis, rewrite its bylaws, work on establishing a functioning committee structure, and to improve Board and administrative interaction by establishing clear expectations. Much reflection and assessment of Board capability took place and many initiatives were completed. A self-assessment protocol and a matrix of roles and responsibilities still need to be finalized and approved.

Teacher Retention

The School is proud to have a very highly qualified teaching staff. The school provides a collaborative environment that allows teachers to grow and develop professionally. This year, a relatively large number of teachers (9) left the School to pursue graduate school. We are sad to see them leave but encourage them to seek advanced degrees.

Healthy Enrollment

For the coming school year, the School is expecting its largest enrollment with somewhat over 750 students expected. As of July, 2004 the School received 526 applications and maintains a waitlist of 302 students.

FINANCIAL PROFILE

Financial Overview

2003-2004 Operating Results (Unaudited)

Although the School's FY04 financial statements have not yet been reviewed by an auditor, the preliminary figures indicate that the school ended the year with a healthy operating surplus and a healthy balance sheet.

The School's sound financial condition is illustrated by the June 30, 2004 balance sheet. Approximately 83% of the School's assets are held in cash with the remainder representing a small amount of other short term assets, leasehold improvements, equipment, and computer hardware. The School owns no real estate and rents its facilities. The School's current liabilities consist of routine short-term obligations such as accounts payable and payroll accruals (20% of assets), an amount assessed to settle a previous lawsuit (\$600,000 or 11% of assets) and long-term equipment lease liabilities representing 4% of assets. The School's excellent solvency and liquidity allowed it to supplement its reserves with this year's surplus.

As was the case last year, per-pupil funding from sending districts represented just over 90% of overall funding with the balance consisting of Federal and State grants and program fees. Relative to last year, revenue grew by 12% as the School increased its enrollment. Continuing what it believes to be a sound strategy based on its mission, the School continued to shift its spending patterns to reflect new and improved priorities. For example, the School was able to cut administrative spending, increase teacher compensation, and end the year with a surplus for a second year in a row.

The School also received word prior to year-end that an agreement had been reached to settle a lawsuit between it and a third party. In accordance with accounting practices, the School expensed the settlement amount as a non-operating expense on the statements of operations and a recognized a current liability on the balance sheet.

While the exact amount of the surplus may change slightly with year-end adjustments recommended by our auditor, the School should show a surplus this year. As in previous years, the School was able to achieve this goal by tightly controlling operating costs and by deferring needed facilities improvements.

2004-2005 Board-Approved Budget

The School's budget is approved annually by the Board of Trustees. The Trustees ensure that the budget anticipates all reasonable expenses, is planned to break even, and reflects the School's academic priorities. For the coming year, the School expects that its overall level of funding will be similar to prior years, although declines in per-pupil funding would require the School to seek other sources of revenue or modest cuts in spending. The School expects to maintain the current level of academic, administrative, and technology spending with only a slight increase to fund the School's new library. Personnel costs are expected to increase significantly as the School makes changes in teachers' schedules to facilitate continued curriculum improvement and other teaching initiatives. Facilities costs are also expected to climb as the School makes necessary investments in its educational infrastructure. The combined impact of academic, personnel, and facilities programs is that the Board and administration do not anticipate a significant surplus next year and have planned for a balanced budget.

2003-2004 Operating Results (unaudited) and 2004-2005 Budget (Board approved)

	Jul '03 - Jun '04 (Unaudited)	2004-2005 Budget
Per-pupil revenue	7,616,262	7,077,500
Grants	558,861	400,000
School lunch	116,415	100,000
Extended day	83,015	75,000
Fundraising & donations	13,629	20,000
Other	<u>57,441</u>	<u>40,500</u>
Total Revenue	8,445,623	7,713,000
Auditing and annual report	29,961	22,000
Computer consultant	19,099	30,000
Consultants and contract labor - academic	37,373	27,000
Consultants and contract labor - administrative	36,913	27,000
Contingencies & other	-	50,000
Custodial services	33,838	35,000
Depreciation	283,092	350,000
Food	148,607	155,000
Hardware & software	10,943	50,000
Insurance	15,470	22,000
Insurance - health & dental	373,804	411,850
Internet access	8,029	20,000
IT supplies & repairs	46,247	30,000
Legal	184,310	135,000
Maintenance - office equipment	24,259	25,000
Maintenance & repairs	55,396	63,000
MBTA & staff parking	17,070	20,000
Other academic expenses	59,926	71,000
Other administrative	98,999	124,000
Other facilities expenses	14,720	33,000
Other fringe benefits	27,925	31,803
Payroll taxes	169,670	167,177
Salaries & wages	4,470,285	4,777,170
Space lease	546,913	595,000
Staff development	36,076	50,000
Student assessment	59,077	55,000
Supplies - instructional	167,253	92,000
Supplies - office & admin.	50,429	60,000
Telephone	22,615	25,000
Textbooks	50,761	85,000
Utilities	<u>62,134</u>	<u>74,000</u>
	7,162,285	7,713,000
Other Income/Expense		
Interest income	26,481	-
Other income	4,533	-
Other expenses	(42,877)	-
Settlement expenses	<u>(600,000)</u>	<u>-</u>
Other Income/Expense	(611,863)	0
Surplus (Deficit)	671,475	0

Balance Sheet for Year Ended June 30, 2004
(Unaudited)

Assets			Liabilities & Equity		
Dedicated funds	4,366,150	81%	Accounts payable	210,219	3%
Operating funds	130,394	2%	Accruals	849,546	16%
Accounts receivable	27,364	1%	Deferred revenue	198,718	4%
Prepays	<u>15,740</u>	0%	Other short-term liabilities	<u>600,000</u>	11%
Total current assets	4,539,648	85%	Total current liabilities	1,858,483	34%
Fixed assets	824,233	15%	Lease liability	201,873	4%
			Retained surplus	2,632,050	49%
			Current year's surplus	671,475	13%
Total assets	5,363,882	100%	Total liabilities and equity	5,363,882	100%

DISSEMINATION

Prospect Hill Academy over the past year took great pride in sharing best practices implemented at the School with other schools and academic organizations. Some examples of this were:

Schools

- Shared information on business practices and procedures with the German International School of Boston, Hillside Community Charter School, Benjamin Banneker Charter School, Francis W. Parker Charter School, and Frederick Douglass Charter School.
- Shared marketing/outreach practices with South Boston Academy and Edward Brooke Charter Schools.
- Hosted meeting for Charter School Development Network, a group that shares best practices for fundraising and provides support for member school development initiatives.
- Invited local schools and community organizations to our first Student Exhibition Evening on December 10, 2003.
- Organized and sponsored the first-ever Charter School Chess Challenge in the early spring of 2003 (with nearly 70 participants from 11 charter schools). Two more tournaments are currently being planned.
- Developed, implemented, and lead the Massachusetts Charter School Basketball League (MSCBL) with plans for expansion into other sports.

Academic Organizations

- Involved with the New Teachers Collaborative, a school-based, year-long teacher preparation program.
- Partnered with Harvard University and eleven other public schools for a grant-sponsored initiative that supports the development of Middle School math teachers.
- Conducted a workshop on curriculum development and classroom management for the staff of the Cambridge Youth Enrichment Program (CYEP) sponsored by the Phillips Brooks House Association at Harvard University.
- Participated in workshop on “Life and Lessons as a School Leader” for students in Harvard’s School Leadership Program.
- Sponsored discussions with other Massachusetts school administrators around Prospect Hill Academy’s efforts to establish and sustain initiatives that promote and preserve academic excellence among minority students at a Faculty Luncheon discussion group hosted by the Harvard Principal’s Center.
- Shared with other teachers and principals information on Prospect Hill Academy’s activities and efforts in assessing student work to inform instruction at the monthly Saturday morning Rounds hosted by Project Zero at Harvard.

THANK YOU

We would like to thank all of our faculty and staff for their dedication to the School and continued commitment to our students.

In addition, we would like to express a heartfelt thank you to all the people and organizations who have supported the School and its students in various ways:

- Massachusetts Cultural Council
- Writers' Express, in particular Debra Reck and David Meyers
- Artist-in-resident and President of the PTC Debra Weisberg
- All members of the Parent/Teacher Connection (PTC)
- Executive Service Corps (ESC), in particular Alan Steinert, David E. Brown, Ed Selig, and Catharina Stassen
- Mifflin Memorial Fund
- An anonymous foundation
- Hallkeen Management
- Fidelity
- IBM
- Shady Hill School
- Jillfrances Gray of JFG Graphic Design/Art Direction
- Photographer Tiffany Knight
- Catholic Charities volunteer Florence King
- The Phillips Brooks Institute
- Volunteer teacher Michelle Cotton
- The 18 Harvard students who participated in PHAST, the Prospect Hill After School Tutoring program