



PROSPECT HILL ACADEMY
CHARTER SCHOOL



2005-2006 ANNUAL REPORT

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LETTER FROM THE BOARD OF TRUSTEE CHAIRPERSON

Dear Prospect Hill Academy Charter School Community;

On May 3, 2006 I was accompanied by Jed Lippard, PHA Chief Academic Officer, and several members of the administration and the Board of Trustees as well as a PHA Junior on a visit to Codman Square in Boston. There we received our third five-year charter from Mitt Romney, the Governor of the Commonwealth. This momentous event in the life of our school culminated a year of hard work by many in our community to demonstrate to the State the excellent work that we do. Hundreds of pages of documents were required, in addition to visits by inspectors from the Department of Education with parents, students, teachers and members of the Board of Trustees.

Our charter renewal denotes the end of our formative ten years. It is also the beginning of a new era. Work has begun on a new strategic plan that will incorporate lessons learned in ten years and will lay the foundation for a bright future.

New challenges arose during the year. Most notably, Jon Drescher, our Head of School for the last four years, resigned from his position to pursue an opportunity in a new charter school in his city of birth, New York. An interim leadership team was chosen by the Board to allow for a smooth transition as a search for a new person to lead the school is carefully being planned and executed. Two members of the senior administration were asked by the Board to assume added responsibilities as Chief Academic Officer (Jed Lippard) and Chief Financial Officer (Mike O'Donnell). Transitions, while sometimes difficult, are great opportunities to examine the present and carefully plan for the future.

Our accomplishments during the last year were many. First and foremost we graduated 18 students from our senior year. Eight of these students were eligible for the John and Abigail Adams state scholarship. All our graduating students will attend college in the fall. I wish them the success that we promise in our mission. In addition, the school continued to improve its performance in many measures as illustrated in this report. All of PHA's class of 2007 students passed the 10th grade MCAS exams on the first try giving the school a top ranking in the State for the second year.

Our school continues to grow and with it grows our need for space to house our programs. After an extensive facilities search, we were excited to have found a new building to complement our existing campuses. The new facility is located on 17 Franklin Street, East Somerville. We are on target to have it ready to house the Middle School at the onset of the new academic year. Liz Murray, a long time member of the Upper School staff, was chosen to occupy the new position of Director of the Middle School.

As I have stated in last year's report, it is important to remember that Prospect Hill Academy Charter School is governed by a volunteer Board of Trustees that carries out the State's mandate in overseeing the functioning of the school. I remain proud to preside over a Board of highly motivated Trustees who are committed to providing quality education to our students. The names of these Trustees are listed elsewhere in this report. We are fortunate to have added Carolyn McGowan to this list. Mark Wright, an energetic Trustee who left many a mark in excellent service to the Board unfortunately had to leave to pursue a career opportunity in Washington DC. We are grateful for his contribution and will miss him. The Board continues to recruit good men and women from our communities at school and at large for its membership.

Regards,



Salim Kabawat
Chair, Board of Trustees

SCHOOL PROFILE

Introduction

Prospect Hill Academy (PHA) is a K-12, college preparatory public charter school located in Union Square, Somerville and Central Square, Cambridge. We are a regional school that serves more than 775 students from over 30 Massachusetts cities and towns.

Mission

Prospect Hill Academy Charter School was founded in 1996 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 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

Prospect Hill Academy believes good teaching and learning are a product of the fluid interaction of curriculum, assessment, and instruction, which is informed by research-based best practices, and guided by both internal and external assessment data. PHA views curriculum development as an iterative process. At the start of the 2004-2005 school year, all teachers collaboratively, or in some cases individually, generated curriculum maps for each of their courses. In 2005-2006 these maps were enhanced based on additional curriculum analysis. The maps, which were constructed based on the Massachusetts Curriculum Frameworks as well as previous curriculum work, documented essential questions, content, skills, state standards, assessments and learning activities, and texts and resources, which lists instructional materials used for each class. An initial vertical analysis of the curriculum maps by discipline teams at both campuses served to identify and eliminate gaps and repetitions in the content. In some disciplines – such as mathematics and Spanish – the organizing construct is primarily sequential, whereas in others – such as English and social studies – the construct is more thematic or chronological. Curriculum mapping emphasizes the skills students use to learn the content, and as a result promotes a backwards planning approach to instruction and assessment design. Teachers determine the learning activities and assessments that best allow students to use and exhibit these identified skill objectives.

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, computer science and US history. Dual enrollment opportunities with local colleges and universities, including the Harvard University Extension School, further the educational opportunities available to Upper School students. Lastly, seniors have the opportunity to complete a senior project of their choice to prepare them for the more independent study approach at college.

School Year and Hours

Between the first day of class on September 6, 2005 and the last day of class on June 23, 2006, 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.

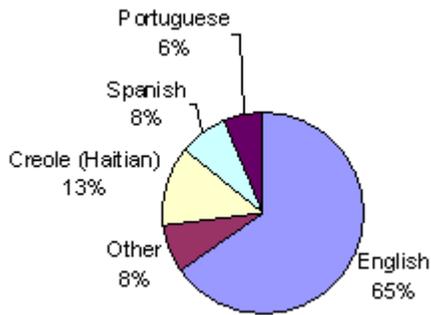
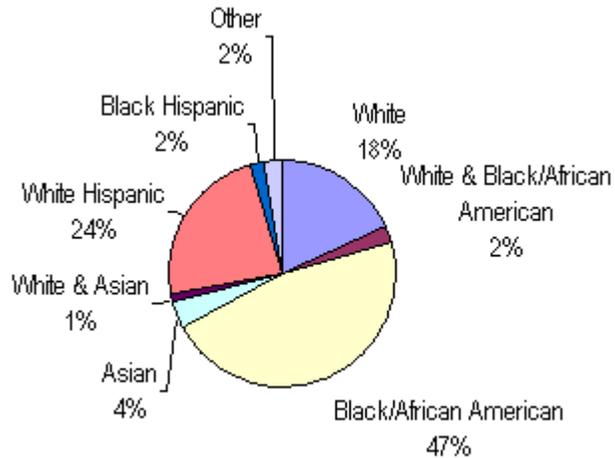


STUDENT PROFILE

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 in Union Square, Somerville and the Upper School in Central Square, Cambridge.

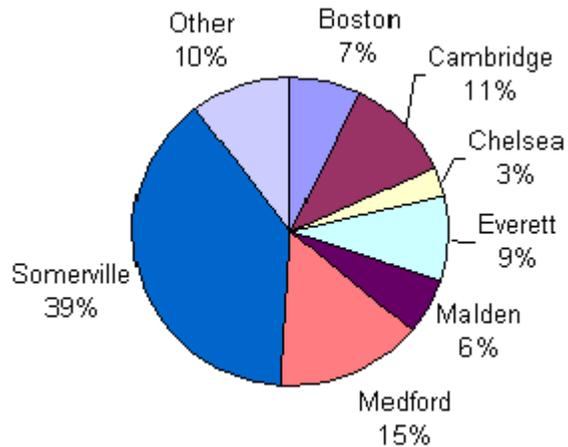
During the 2005-2006 school year, we served an ethnically and economically diverse population averaging approximately 775 students. We ended the year with 763 students distributed as follows:



The student population is 50.3% female and 49.7% male. Of the lunch recipients, 30% receive it free, 14% receive it at reduced pay, and 56% pay in full.

59 or 13% of students have an Individual Education Plan, 11 or 1% qualify as English Language Learner, and 6 or 1% have a Section 504 Plan.

Prospect Hill Academy 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 started the year with 806 students and ended the year with 763 students. 673 students applied, 152 were admitted, leaving us with a waitlist of 234 students. Prospect Hill Academy did not admit students past September, 2005 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.

Applicant city	K	1	2	3	4	5	6	7	8	9	10	Total
Somerville	51	18	8	6	6	3	5	22	11	10	3	143
Cambridge	21	11	1	2	5	2	9	11	14	38	7	121
Medford	6	1	3	2	2	3	3	1	8	3	4	36
Everett	7	3	4	3	2	4	1	5	5	5	4	43
Boston	16	10	10	6	8	12	20	23	21	72	12	210
Chelsea	3	0	2	1	3	2	5	1	3	3	1	24
Malden	8	2	2	2	3	0	2	0	2	1	0	22
Lynn	6	1	0	2	1	0	1	2	0	0	0	13
Other cities	10	5	4	5	4	4	8	5	4	9	3	61
Total	128	51	34	29	34	30	54	70	68	141	34	673
Open spots	60	11	9	9	12	8	5	10	8	7	13	152

Over the course of the year, 43 students left the school indicating the following reasons:

- 13 – moved out of reach of the school
- 13 – transferred to school closer to their home
- 2 – personal
- 1 – needs not met
- 5 – were unhappy
- 9 – gave no reason

Student Behavior

Attendance Rate

Our average daily membership was 761 students with an average daily attendance rate of 95.6%.

Suspensions and Expulsions/Exclusions

During the past school year, no students were expelled or excluded. 48 students received a total of 66 days of in-school suspensions and 46 students received a total 88 days of out-of-school suspensions. The reasons for in-house suspensions were as follows:

- cheating
- noncompliance
- disrespect
- leaving school without permission
- threatening comment or action
- tampering with school property
- truancy

Reasons for external suspensions were:

- disruption
- repeated disrespect of staff
- physically inappropriate behavior
- assault on other student
- assault on staff
- cheating
- fighting

STAFF PROFILE

Administration and Staff

For most of the year, the school had an administrative team of ten members. The school's non-teaching staff is listed below:

Administration

Jed Lippard	Upper School Director (and Chief Academic Officer since April, 2006)
Michael O'Donnell	Business Director (and Chief Financial Officer since April, 2006)
Jon Drescher **	Head of School (until April, 2006)
Nanzetta Merriman	Lower School Director
Stephen Buck	Director of Curriculum & Instruction
Anja Bresler	Director of External Relations
Moore Dodge	Director of Operations
Charlene Desir ***	Upper School Dean of Students
Stacy Camposano	Lower School Assistant Director
Rhonda Page **	Pupil Personnel Director
Sue Rah *	Interim Pupil Personnel Director

Non-teaching staff

Rob Arcerio ****	Special Education Coordinator	Chris Newcomb	IT Manager
Claudia Bangura	Purchasing Coordinator	Lovelyne Pierre	Human Resources Assistant
Catello Battinelli	Security Officer	Marco Pena	Lower School Custodian
Erin DiBenedetto	Assistant to Pupil Personnel Director	Cherline Polynice	Accounting Manager
Sue O'Donnell	Upper School Nurse	Michele Quinlan	Curriculum Assistant
Andrea Cerio	Lower School Counselor	Brian Resendes	Accounting Assistant (PT)
Deborah Heller *	College Counselor	Maria Romano	Assistant to Head of School
Eileen Kern	Upper School Counselor	Mayda Salcedo	Lower School Office Assistant
Kaitlin Lemoine	Assistant to the Upper School Director	Carol Saunier	Upper School Office Assistant
Alice Lynch	Extended Day Coordinator	John Thompson	Lower School Library Assistant
Maureen MacCarthy	Lower School Nurse	Silvio Toruno	Lower School Custodian
Alex Mason	IT Assistant (PT)	Cathy Traniello	Lower School Office Assistant
Jose Marquez	Head Custodian	Francisco Valdez	Upper School Custodian
Patricia McCarthy **	Accounting Manager	Alfredo Varga	Upper School Custodian
Celia Miller-Saltman	Lunch Program Coordinator	Pamela Young *	Student Affairs Coordinator

* Will not return next year ** Left during the year *** Position eliminated **** Temporary position

Teachers and Aides

During the 2005-2006 school year, we employed 89 teachers and aides, with an average faculty of 88 teachers and aides.

<i>Lower School Teachers (K-5)</i>		<i>Upper School Teachers (6-12)</i>	
<i>Kindergarten</i>	<i>Spanish</i>	<i>English</i>	<i>Special Education</i>
Danielle Calvert	Liliam Alvarez *	Ryan Ainscough	Adam Friedman *
Joshua Cline *	Olga Salazar *	Christina Farese *	Stacy Roth *
Beth Weiner		Kenneth Geiersbach *	Elizabeth McElaney
	<i>Art</i>	Sarah Reish	Loren Trott
<i>K Associate Teachers</i>	Betty Levinson	Daniel Skop	
Cara Campbell		Nellie Zupancic	<i>Art</i>
Lindsay Davies	<i>Computer</i>		Doug Anderson
Christine Pelotte *	Pamela Moline	<i>Math</i>	
		Nicholas Allagier	<i>Music</i>
<i>Grade 1</i>	<i>Health</i>	Timothy Fukawa-	Kenzie Dula
Gina Butler	Joan French ***	Connelly	
Kathleen Iannaccone		Jennifer Jordan	<i>Computer Science</i>
Jennifer Morse-Salvati *	<i>Librarian</i>	Julia Lau *	Kevin Driscoll
	Mary Kelleher	Keely Machmer-Wessels	
<i>GI Associate Teachers</i>		Reagan Miller *	<i>Writing Center Director</i>
Brianne Ruggiero	<i>Music</i>	Melissa Tavares *	Rebecca Wilusz
Kimberly Oliveira	Katherine Mason	David Yorio*	
			<i>Physical Education</i>
<i>Grade 2</i>	<i>Physical Education</i>	<i>Spanish</i>	John O'Brien
Theresa DeTora	Matt Carter	John Carolan	
Emily Epstein		Christine Douglas	<i>Health</i>
Nadine Thomas	<i>Science</i>	Rebecca Melnick	Kate Magner
	Jennifer Kelley	Rachel Rodriguez *	
<i>G2 Aide</i>		Allyson Saunders	<i>K-12 Pupil Services</i>
Anna Williams	<i>Special Education</i>	April Yoder *	<i>ESL</i>
	Cassidy Byers **		Sean Brooks *
<i>Grade 3</i>	Deanna Duggan	<i>Science</i>	
Lisa Poltilove	Alysa Ratusis	Robert Chiapperini *	<i>Occupational Therapist</i>
Jeanette Verdone		Emily Cole	Rodney Hemingway
Noreen Wilkie	<i>Special Education Aide</i>	Amy Dickson	
	Anita Miranda	Johanna Grochowalski	<i>Speech Pathologist</i>
<i>Grade 4</i>		Elizabeth Pantano	Kimra Wasserman
Kimberly Ketchen	<i>Title I Reading</i>	Marianne Smith**	
Patricia Seidler	Paula Kravitz		
Athena Trimble	Erika Phillips	<i>Social Studies</i>	
	Betsy Shaver *	Betsy Bowman	
<i>Grade 5</i>	Kate Beebe	Carol DuBois ****	
Brian Lizott		Christopher Herbert	
Sarah Moore	<i>Title I Math</i>	Lisa Lay	
Trevor Wrانkmore	David Farnsworth	Elizabeth Murray	
	Kathleen Mulcahy *	Jeff Vogel	
<i>Permanent Substitute</i>			
Maureen Cayer ***			

* Will not return next year ** Left during the year *** Position eliminated **** Temporary position

Teacher Qualifications

On average our teachers have 7 years of teaching experience with 3 years of teaching at our school. Including aides and specialists, our student/teacher ratio averaged 9/1.

The school employs 68 teachers who are required to obtain “highly qualified” status as defined by the No Child Left Behind regulations. Of those, 58 are currently highly qualified as they are licensed and have passed their specific competency exams. Four teachers received their license prior to 1996 when the competency exams became mandatory for licensure. An additional four still have to pass their competency exams. All will take the exam in the summer or fall, 2006. Two teachers are not licensed and have no plans on obtaining licensure. The school was unable to renew positions next year for two teachers who are not licensed and failed to present progress toward or capacity to obtain licensure.

The school this year had 37 homerooms and averaged 780 students, resulting in an average of 21 students per homeroom.

Teacher Turnover

18 teachers (20%), one aide (1%), and one substitute teacher (1%) will not return to the school for the coming school year due to the following reasons:

- 1 retirement
- 4 relocation
- 1 finish a graduate degree
- 4 not asked to return
- 1 new job outside of education
- 1 new job within education
- 3 career change outside of education
- 2 career change within education
- 3 positions eliminated

We also employed one *New Teacher Collaborative* teacher who was appointed to teach for one year only. In addition, two teachers (2%) left during the year; one to pursue a job closer to her residence and one for personal reasons.

GOVERNANCE PROFILE

The Board of Trustees

Under Massachusetts law, the members of the school's Board of Trustees are the public agents authorized by the state to supervise and control the charter school. The Board of Trustees voted to add attorney Carolyn McGowan who brings extensive legal expertise to its membership. Unfortunately the Board lost a tremendously valuable member in Mark Wright who, in May 2006, relocated to Washington D.C. to pursue an exciting career opportunity.

Current Board members are:

Ellen M. Davidson

30 Walnut St.

Somerville, MA 02145

Professor, Simmons College

Member since 2004

Chairperson, Academic Affairs Committee

Oscar J. Diaz

1168 Fellsway

Malden, MA 02148

Facility Manager, Boston Scientific

Member since 1998

Member of Finance/HR Committee

Member of Academic Affairs Committee

Edward B. Feinman

9 Linmoor Terrace

Lexington, MA 02420

Independent Consultant

Member since 2005

Member of Foundation

Member of the Facilities Committee

Member of Governance Committee

Scott Hass, Ph.D.

27 Gibson St.

Cambridge, MA 02138

Clinical Psychologist

Member since 2004

Salim E. Kabawat, M.D.

52 Shepard St.

Cambridge, MA 02138

Medical Director, Quest Diagnostics

Member since 1997

Chairperson, Board of Trustees

Member of Governance Committee

Chairperson of Facilities Committee

Jaja Kumpa

10 Grant Ave.

Medford, MA 02155

Manager, Somerville Hospital Employees

Federal Credit Union

Member since 2000

Clerk, Board of Trustees

Member of Finance/HR Committee

Member of Academic Affairs Committee

Carolyn McGowan

Trial Attorney, Commonwealth of

Massachusetts, Committee for Public Counsel

Services/Public Defender Division

Member since 2005

*Chairperson of Governance Committee**

* since May, 2006

Charles E. McGrath

18 Glendale Drive

Danvers, MA 01923

Business Manager of Lynn Branch, Salem Five

Savings Bank

Member since 2004

Treasurer, Board of Trustees

Chairperson of Finance/HR Committee

Mary Nice-Hodorawis

10 Sunnyside Ave.

Somerville, MA 02145

Business Mgr., Allston Physical Medical Center

Member since 1996

Member of Finance/HR Committee

Member of Governance Committee

Member of Facilities Committee

Jillian E. Verspyck

16 Claremon St.

Somerville, MA 02144
Vice President, Communication &
Education, City Street
Member since 1997
Vice Chairperson, Board of Trustees
Member of Foundation

Joan Wright
47 Vinal Ave.
Somerville, MA 02144
Associate Conservator, Museum of Fine Arts
Member since 2003
Member of Governance Committee
Member of Academic Affairs Committee
Member of Finance/HR Committee

Mark A. Wright **

11a Swan St.
Everett, MA 02149
Associate, Museum Loan Network
Massachusetts Institute of Technology
Member since 2004
Chairperson of Governance Committee
Member of Foundation
** departed the Board due to move out of state May 2006

Official Complaints

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

Major Board and/or Policy Decisions

Over the year, the following major decisions were voted upon:

- The Board voted to lease a third facility on 17 Franklin Street in East Somerville for the Middle School. As are its two current buildings in Union and Central Squares, the new building is owned by the Archdiocese of Boston.
- The Head of School contract for Jon Drescher was not renewed, at Mr. Drescher's request, and Jed Lippard, Upper School Director, was appointed Chief Academic Officer and Mike O'Donnell, Business Director, was appointed Chief Financial Officer.
- The Board voted to introduce a stricter student dress code starting in September 2006. The new dress code call for navy blue tops and khaki bottoms.
- The Board voted to add Carolyn McGowan to its membership.

ACCOUNTABILITY GOALS

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

Measure 1: At the conclusion of the 2006 MCAS testing cycle, the Composite Proficiency Index(CPI) for English Language Arts will be at a minimum 81.8% based on the state improvement target index.

Measure 2: At the conclusion of the 2006 MCAS testing cycle, the Composite Proficiency Index (CPI) for mathematics will be at a minimum 70.2% based on the state improvement target index.

Measure 3: To work towards closing the achievement gap, the rate of improvement for each subgroup will meet or exceed the rate of improvement for the school as a whole.

I. MCAS Score Summary

Table 1.a: 2005 Mid-Cycle IV AYP Report –English Language Arts

ENGLISH LANGUAGE ARTS												
Student Group	2005				Mid-Cycle IV (2005) Data					2005		AYP 2005
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	232	232	100	Yes	232	84.1	Yes	7.4	Yes	100	Yes	Yes
Lim. English Prof.	14	14	-	-	14	-	-	-	-	-	-	-
Spec. Ed.	17	17	-	-	17	-	-	-	-	-	-	-
Low Income	139	139	100	Yes	139	80.9	Yes	10.6	Yes	100	Yes	Yes
Afr. Amer./Black	129	129	100	Yes	129	79.8	No	7.9	Yes	100	Yes	Yes
Asian or Pacif. Isl.	10	10	-	-	10	-	-	-	-	-	-	-
Hispanic	41	41	100	Yes	41	90.2	Yes	13.6	Yes	100	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	52	52	100	Yes	52	88.5	Yes	6.1	Yes	100	N<6	Yes

Table 1.b: 2005 Mid-Cycle IV AYP Report –Mathematics

MATHEMATICS												
Student Group	2005				Mid-Cycle IV (2005) Data					2005		AYP 2005
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	239	239	100	Yes	239	71.1	Yes	8.6	Yes	100	Yes	Yes
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	16	16	-	-	16	-	-	-	-	-	-	-
Low Income	126	126	100	Yes	126	64.9	No	9.2	Yes	100	Yes	Yes
Afr. Amer./Black	114	114	100	Yes	114	65.1	No	10.7	Yes	100	Yes	Yes
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-
Hispanic	46	46	100	Yes	46	73.4	Yes	6.8	Yes	100	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	70	70	100	Yes	70	77.1	Yes	7.8	Yes	100		

For a complete NCLB Report Card, please refer to:

www.prospecthillacademy.org/NCLB/NCLB_report_card.html

Tables 1 and 2 show that PHA met the state’s Adequate Yearly Progress (AYP) requirements for all subgroups in both English Language Arts and Mathematics in 2005.

The PHA Accountability Plan states that PHA expects to meet an MCAS CPI of at minimum 81.8% in English Languages Arts (ELA) and 70.2% in Mathematics by 2006. Although these targets were expected to be reached in 2006, PHA’s 2005 MCAS results are encouraging and exceed the 2006 targets. As Table 1 and 2 show, in 2005 the CPI was 84.1 % for ELA and 71.1% for Mathematics. A look at the figures in the “CPI change” column of each table shows that every subgroup exceeded its performance in 2004, in some cases by a significant margin. In particular, Low Income, African-American/Black and Hispanic subgroup scores reflect large gains in comparison with 2004 scores.

The performance of the subgroups is written into the Accountability Plan with the following measure: To work towards closing the achievement gap, the rate of improvement for each subgroup will meet or exceed the rate of improvement for the school as a whole. The change in the CPI for each subgroup provides encouraging evidence in relation to the achievement gap. The 2005 MCAS ELA CPI increases for the Low Income, African-American/Black, and Hispanic subgroups are 10.6, 7.9, and 13.6 respectively, compared to 6.1 for the White subgroup. As a consequence, the ELA achievement gap decreased at PHA in 2005-6 school year. The increases in the Low Income, African-American/Black, and Hispanic subgroup Mathematics CPI scores are 9.2, 10.7, and 6.8 respectively, compared to 7.8 for the White subgroup. Consequently, the “gap” in achievement between both the Low Income and African-American/Black subgroups in comparison with the White subgroup decreased in 2005. The most notable feature of the data, as Tables 1 and 2 show, is that our Hispanic students performed at the same level as our white students in both ELA and Mathematics.

To put PHA’s subgroup scores in perspective, the statewide CPI values for the subgroups can be seen in Table 2 which shows that the performance of white students at PHA closely mirrors that of white students statewide. However, PHA’s Low Income, African-American/Black, and Hispanic students significantly outperformed their peers across the state.

Table 2. Comparison of PHA and State Subgroup CPI Scores in 2005

		Low Income	Afr. Amer./Blk	Hispanic	White
English Language Arts	PHA CPI	80.9	79.8	90.2	88.5
	State CPI	70.6	71.1	66.1	87.9
Mathematics	PHA CPI	64.9	65.1	73.4	77.1
	State CPI	55.6	53.4	51.2	77.3

It must be stated that the relatively small Hispanic and White subgroups mean that a high degree of statistical uncertainty exists, and general conclusions about PHA’s ability to close the achievement gap must be corroborated with additional data over time, to allow trends to emerge. In addition, the following descriptions and analyses of the specific MCAS test data from 2005 must be viewed with the knowledge that sample sizes are small, and a small number of students can have a large impact on the results. For example, for a class of 50, 1 student = 2%, and for a class of 25, 1 student = 4%.

II. English Language Arts

Grade 3 Reading

Table 3: Grade 3 MCAS Reading Results 2001-2005

Year	N	Proficient	Needs Improvement	Warning/Failing
2001	75	48	41	11
2002	96	58	34	7
2003	71	39	52	8
2004	65	35	52	12
2005	56	55	29	16

Table 4: Comparison of PHA Grade 3 MCAS Reading Results with Districts and State 2005

N		Proficient	Needs Improvement	Warning/Failing
PHA	56	55	29	16
Somerville	362	44	44	12
Cambridge	422	49	39	12
State	71,468	62	31	7

Table 3 shows that there is no discernable trend in PHA Grade 3 MCAS Reading results over the past 5 years. However, there is a significant increase in the percentage of students who achieved Proficient scores in 2005, in comparison to 2003 and 2004. Also, the percentage of the students scoring in the Needs Improvement category decreased substantially, while the percentage of students scoring at the Warning/Failing level remained approximately the same – the increase of 4% is not statistically significant. This improvement in the Grade 3 reading scores coincides with the implementation of a new reading program, *Project Read*, in 2005. While this does provide encouraging feedback in relation to the effectiveness of the implementation of *Project Read*, PHA is well aware that a positive trend over the next few years will be required to substantiate claims of improvement.

Table 4 compares the results achieved by PHA students on the Grade 3 MCAS Reading test to those of students in Cambridge, Somerville, and by all students statewide. PHA students slightly outperformed students in Cambridge and Somerville, and slightly underperformed students statewide.

Grade 4 English Language Arts

Table 5: Grade 4 MCAS English Language Arts Results 2001-2005

Year	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
2001	85	0	22	53	25	22
2002	66	5	44	36	15	49
2003	77	5	29	47	19	34
2004	79	4	23	54	19	27
2005	60	2	33	48	17	35

Table 6. Comparison of PHA Grade 4 MCAS English Language Arts Results with Districts and State 2005

	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
PHA	60	2	33	48	17	35
Somerville	350	3	34	46	17	37
Cambridge	447	7	33	40	19	40
State	72,689	10	40	40	11	50

Results for PHA students on the Grade 4 MCAS ELA test shown in Table 5 indicate no clear trends in student performance from 2001-2005. Comparisons with local districts and the state show that PHA students scored on par with students from Cambridge and Somerville, but were outperformed by students statewide.

Grade 7 English Language Arts

Table 7: Grade 7 MCAS English Language Arts Results 2001-2005

Year	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
2001	45	9	53	28	11	62
2002	48	2	56	42	0	58
2003	65	0	58	38	3	58
2004	69	6	57	32	6	63
2005	64	9	77	13	2	86

Table 8: Comparison of Grade 7 MCAS English Language Arts Results with Districts and State 2005

	<i>N</i>	Advanced	Proficient	Needs Improvement	Warning/ Failing	Proficient or Advanced
PHA	64	9	77	13	2	86
Somerville	376	8	56	29	7	64
Cambridge	432	6	51	35	8	57
State	76,711	10	56	27	7	66

Table 7 shows that Grade 7 MCAS ELA test scores improved each year from 2003 to 2005. A significant increase in the percentage of students scoring at the Proficient or Advanced levels occurred in 2005, increasing from 63% in 2004 to 86% in 2005. The significance of this performance can be assessed through comparison with statewide scores, where 66% of all students achieved Proficient or Advanced scores (see Table 8). Compared with all schools statewide, PHA Grade 7 ELA scores ranked 79th out of 458 schools. The school year 2005-2006 was the first year in which students in danger of failing were required to attend after-school MCAS preparation classes. These classes, which ran from January to May 2005, were small in size and students often worked with undergraduate students from Harvard College, who volunteer at the school as part of the Prospect Hill Academy After-school Tutoring (PHAST) program. A focused, distraction-free environment combined with opportunities for targeted, individualized tutoring may have helped many of our students improve their literacy skills.

Grade 10 English Language Arts

Table 9: Grade 10 MCAS English Language Arts Results 2001-2005

Year	<i>N</i>	Advanced	Proficient	Needs Improvement	Warning/ Failing	Proficient or Advanced
2001	13	15	38	38	8	53
2002	23	17	61	13	9	78
2003	22	9	64	27	0	73
2004	30	37	53	10	0	90
2005	52	17	58	25	0	75

Table 10: Comparison of Grade 10 MCAS English Language Arts Results with Districts and State 2005

	<i>N</i>	Advanced	Proficient	Needs Improvement	Warning/ Failing	Proficient or Advanced
PHA	52	17	58	25	0	75
Somerville	323	11	37	34	18	48
Cambridge	478	12	32	37	19	44
State	72,086	23	42	25	10	65

Table 9 shows that Grade 10 MCAS ELA test scores have been consistently strong over the past 5 years. The 2005 scores are particularly encouraging, as this group was the first of our larger, more racially and socio-economically diverse cohorts. This group significantly outperformed students in Cambridge, Somerville and all students statewide, with 75% of PHA students scoring at the Proficient or Advanced level, compared with 48% of students in Cambridge, 48% of students in Somerville, and 65% of students statewide. In addition, for the fourth year in succession, all PHA students passed the Grade 10 MCAS ELA test. Strategies supporting achievement in ELA included the administering of a writing diagnostic to all PHA students in the fall (from which the English teachers determined individual and common strengths and weaknesses in student writing), the incorporation of MCAS-style essay questions as a regular component of the English curriculum, and the development and refinement of school-wide rubrics to assess student writing. Students who were in danger of failing the 10th Grade MCS ELA test were also identified at the start of the second semester and required to attend weekly MCAS preparation classes. 10th grade students also had the benefit of additional support from the Harvard undergraduate student volunteers and small classes.

III. Mathematics

Grade 4 Mathematics

Table 11: Grade 4 MCAS Mathematics Results 2001 – 2005

Year	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
2001	85	0	11	49	40	11
2002	66	8	14	58	21	22
2003	77	3	18	53	26	21
2004	79	4	11	48	37	15
2005	60	2	13	57	28	15

Table 12: Comparison of Grade 4 MCAS Mathematics Results with Districts and State 2005

	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
PHA	60	2	13	57	28	15
Somerville	350	7	20	51	22	27
Cambridge	447	12	21	42	25	33
State	72,503	14	27	44	15	41

Table 11 shows that there has been no discernable improvement in the performance of PHA students on the Grade 4 MCAS Mathematics test over the last five years. In 2005, only 15% of students (9 students out of 60) scored at the Proficient or Advanced levels. While PHA results are somewhat comparable with those of Somerville, Table 12 clearly shows that PHA students have been outperformed by Cambridge students, and by all students statewide. In response, faculty and administrators have worked hard to better align the curriculum with state curriculum frameworks and student needs, and have systematically utilized student performance data from past MCAS tests, mock MCAS tests, and ITBS tests to create individual and class learning plans. In response to this data, the mathematics curriculum was frequently revised to accommodate the need to emphasize, re-order, and integrate certain parts of the curriculum. In addition, professional development was provided to help teachers design their own open-response questions, and to develop common graphic organizers and rubrics. Students in danger of failing the MCAS test were required to attend twice weekly Math MCAS preparation classes during the second semester. While we anticipate an improvement in our MCAS scores in the short term, the implementation of *Everyday Mathematics* at the K-5 grades next year represents the first step in a longer term approach aimed at improving the teaching and learning of mathematics at PHA Lower School.

Grade 6 Mathematics

Table 13: Grade 6 MCAS Mathematics Results 2001-2005

Year	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
2001	56	11	27	41	21	38
2002	66	12	42	35	11	54
2003	69	4	20	38	38	24
2004	63	6	24	46	24	30
2005	61	10	39	43	8	49

Table 14: Comparison of Grade 6 MCAS Mathematics Results with Districts and State 2005

	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
PHA	61	10	39	43	8	49
Somerville	368	12	23	36	29	35
Cambridge	432	12	22	32	34	34
State	74,596	17	29	30	23	46

Table 13 shows a clear and impressive improvement trend over the last three years. During this time, the percentage of students placed in the Warning/Failing category decreased from 38 % to 8 %, and the percentage of students achieving Proficient or Advanced scores rose from 24% to 49%. Furthermore, as Table 14 shows, PHA scores on the 2005 Grade 6 MCAS Mathematics test exceeded those of Somerville, Cambridge, and all students statewide. The improvement in student performance is linked to several potential factors. PHA adopted a new middle school math textbook series, *Impact Mathematics*, during the 2002-2003 school year. The following year saw the start of ongoing efforts to develop a more coherent curriculum, through better alignment with state curriculum frameworks, and through the use of student performance data to shape the curriculum according to student learning needs, and to develop individual and class learning plans. In addition, mathematics instructional coherency was promoted by the creation and implementation of a set of common practices focusing on the development of problem solving, reasoning, and communication skills. Students were regularly required to assemble portfolios, write about mathematics, solve authentic complex problems (Problems of the Week and MCAS open-response problems), and verbally justify their solutions. Also, students in danger of failing the MCAS were required to attend a weekly after-school MCAS preparation class during the second semester – Harvard volunteer tutors were assigned to all mathematics MCAS preparation classes. Finally, the consistent presence of a high quality mathematics teacher during the past four years cannot be underestimated, and must be considered the single most important contributing factor.

Grade 8 Mathematics

Table 15: Grade 8 MCAS Mathematics Results 2001-2005

Year	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
2001	42	12	21	45	21	33
2002	38	3	29	58	11	31
2003	44	9	30	41	20	39
2004	69	6	23	45	26	29
2005	66	5	27	36	32	32

Table 16: Comparison of Grade 8 MCAS Mathematics Results with Districts and State 2005

	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
PHA	66	5	27	36	32	33
Somerville	396	10	21	35	33	31
Cambridge	465	11	22	30	37	33
State	76,798	13	26	30	31	39

Table 15 shows student performance on the Grade 8 MCAS Mathematics test does not reflect a clear trend. While the overall level of performance is not high, Table 16 indicates that PHA students perform at a level comparable with Somerville, Cambridge, and statewide students, with differences in performance being generally insignificant. However, an area of concern is the small percentage of PHA students scoring at the Advanced level, which was 5% in 2005, compared to 13% for students statewide in the same year. The 2005-6 Grade 8 students will be the first cohort to have experienced the full middle school math program with the *Impact Mathematics* text series, and will have experienced instructional strategies emphasizing problem solving and reasoning, as well as MCAS preparation classes, as discussed in the Grade 6 Mathematics section. We are anticipating an improvement in 8th grade MCAS scores over the next few years.

Grade 10 Mathematics

Table 17: Grade 10 MCAS Mathematics Results 2001-2005

Year	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
2001	13	8	31	54	8	39
2002	23	22	35	22	22	57
2003	22	23	32	36	9	55
2004	30	37	40	23	0	77
2005	52	42	37	19	2	79

Table 18: Comparison of Grade 10 MCAS Mathematics Results Districts and State 2005

	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Proficient or Advanced
PHA	52	42	37	19	2	79
Somerville	323	21	28	31	20	49
Cambridge	479	21	19	30	29	40
State	70,719	35	27	24	15	62

Table 17 shows the improvement in Grade 10 MCAS Mathematics test scores that has occurred over the last three years. The 2005 scores are particularly impressive, with 79% of PHA sophomores scoring at the Proficient or Advanced levels compared to 49% of Somerville students, 40% of Cambridge students, and 62% of students statewide (see Table 18). 42% of PHA 10th grade students performed at the Advanced level, which is the first time that PHA has had a higher percentage of students in the Advanced category than students statewide. Also, only 2% of PHA students (1 student) failed the test. This significant achievement is reflected in our ranking of 76th out of 338 schools statewide based on the Grade 10 MCAS Mathematics scores. PHA adopted *Discovering Algebra*, *Discovering Geometry*, and *Discovering Advanced Algebra* in 2003, and in combination with the curriculum, data, and instructional practices described in the 6th and 8th grade sections of this report, PHA feels that the mathematics program at the Upper School will continue to become more coherent and rigorous, and that the instructional emphasis will continue to reflect an inquiry based approach focused on problem solving, reasoning, and communication.

Measure 4: Using a cohort of Prospect Hill Academy students who have been at the school for a minimum of two years, the average grade equivalency at each grade level will be at least .1 higher than the national average as measured by the norm-referenced pool of the ITBS, for each grade level.

IOWA Test of Basic Skills (ITBS) Test Result Summaries

PHA administered the ITBS norm-referenced test in the fall of 2004 and 2005. The resulting achievement data allows the school to conduct matched cohort analysis of student performance. A matched cohort analysis compares the results of the same students from one year to the next. Students who did not attend the school in both 2004 and 2005 are not included in the data. This is one of the most accurate ways to judge how well the school is meeting students’ educational needs. While the Accountability Plan goal calls for a comparison of grade level equivalencies, PHA is now reporting matched cohort analyses of Normal Curve Equivalency (NCE) scores because this is a more accurate way to measure academic progress over time.

Table 19 compares the scores of a matched set of students from fall of 2004 to fall of 2005. It works in the following way. If the average score of a student groups is, for example, 50 in one year and then 50 again the next year, the group has made the expected amount of academic growth over the 12 month period. In other words, receiving the same NCE score from one year to the next means that students are progressing at a rate expected by the test. To use an analogy, if a student in a foot race were in 50th place

out of 100 runners at the middle of the race and 50th at the end, she/he would have kept pace throughout the race. An NCE score of 50 represents the average score of all students nationwide.

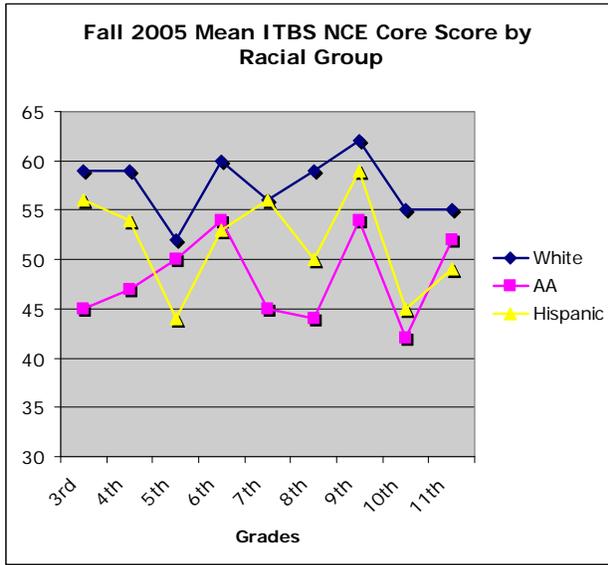
Table 19: Comparison of Fall 2004 and Fall 2005 NCE Scores for each Grade Level

Grade	N	Fall 2004 CORE ITBS	Fall 2005 CORE ITBS	Gain/ Loss	What does this mean?
1st in 2004 2nd in 2005	46	34	41	7	The gain/loss may be significant. These students are making higher than expected academic progress
2nd in 2004 3rd in 2005	47	41	43	2	The gain is not significant. These students are making expected academic progress
3rd in 2004 4th in 2005	46	48	50	2	The gain is not significant. These students are making expected academic progress
4th in 2004 5th in 2005	42	43	52	9	The gain may be significant. These students are making higher than expected academic progress
5th in 2004 6th in 2005	60	48	49	1	The gain is not significant. These students are making expected academic progress
6th in 2004 7th in 2005	49	58	57	-1	The loss is not significant. These students are making expected academic progress
7th in 2004 8th in 2005	57	50	50	0	The average core scores are identical. These students are making expected academic progress
8th in 2004 9th in 2005	48	54	52	-2	The loss is not significant. These students are making expected academic progress
9th in 2004 10th in 2005	50	55	59	4	The gain/loss is not significant. These students are making expected academic progress
10th in 2004 11th in 2005	42	53	47	-6	The loss may be significant. These students are making slightly less than expected academic progress
11th in 2004 12th in 2005	15	57	53	-4	The gain/loss is not significant. These students are making expected academic progress

Table 19 shows that for the majority of classes, students are making expected academic progress. In two cases the data shows that students made significantly higher progress than expected – the average NCE score for students in Grade 2 in 2005 increased by 7 points, and for students in Grade 5 in 2005, the average NCE score increased by 9 points. However, students in Grade 11 in 2005 did not make the expected academic progress, as indicated by a drop of 6 points. The reason for the drop is unclear, as these are the students who performed significantly above average on the 2005 MCAS test.

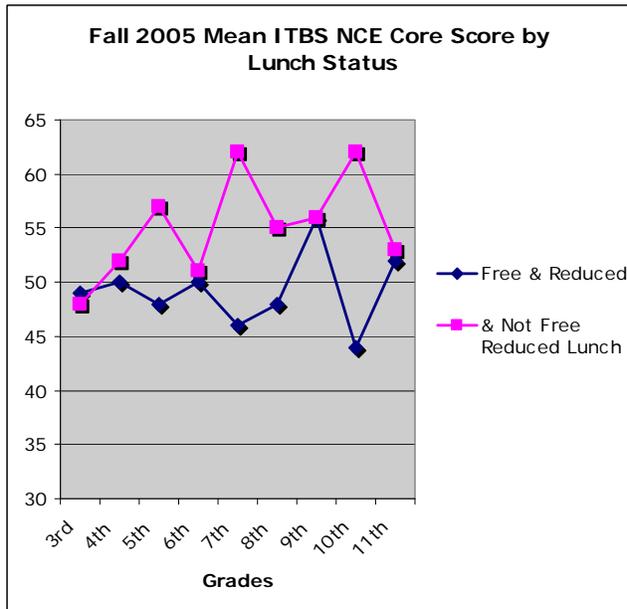
While the ITBS scores show that the vast majority of PHA students are making *at least* the expected levels of academic growth, a closer look at the ITBS data reveals differences in the performance of subgroups at certain grade levels. Tables 20 and 21 compare the performance of racial subgroups and lunch status subgroups respectively.

Table 20: Comparison of Fall 2005 Mean ITBS NCE Scores by Racial Sub-Groups



Grades	Mean ITBS Score 2005				
	White	AA/BI	Gap	Hisp	Gap
1st	41	38	-3	44	+3
2nd	47	43	-4	36	-11
3rd	59	45	-14	56	-3
4th	59	47	-12	54	-5
5th	52	50	-2	44	-8
6th	60	54	-6	53	-7
7th	56	45	-11	56	0
8th	59	44	-15	50	-9
9th	62	54	-8	59	-3
10th	55	42	-13	45	-10
11th	55	52	-3	49	-6

Table 21: Comparison of Fall 2005 Mean ITBS NCE Scores by Lunch Status



Grades	Free & Reduced	Not Free & Reduced Lunch	Gap
3rd	49	48	1
4th	50	52	-2
5th	48	57	-9
6th	50	51	-1
7th	46	62	-16
8th	48	55	-7
9th	56	56	0
10th	44	62	-18
11th	52	53	1

Table 21 clearly shows that there are significant gaps between the performance of white students and our African-American/Black and Hispanic students at PHA, as measured by the ITBS. In addition, the gaps between students receiving and not receiving free and reduced lunch are significant at certain grade levels. While the sample sizes are very small, and a few students' scores can impact the mean score to a degree that reduce the validity of the mean as an accurate measure of group performance, it is clear that there is an achievement gap at PHA. Students who are performing at levels lower than their peers need to make progress at an accelerated rate in order to "catch up" and close the gap. The school is committed to closing the gap through the close examination of student performance data to assess student needs, and to align curriculum and instruction with these needs. PHA is working on improving the processes through which remediation is provided, and improving its teachers' abilities to differentiate instruction and assessment.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Score Summary

At the Lower School, PHA uses an additional performance indicator not included in the Accountability Plan. In order to track elementary students' progress on literacy skills and to test the effectiveness of the school's new literacy curriculum, *Project Read*, the school administers the DIBLES test at the beginning and again at the end of the school year. DIBLES is a standardized assessment which evaluates student performance in oral reading fluency, as well as pre-reading skills for emerging readers (non-word fluency, phoneme segmentation, and initial sound fluency).

The results of this year's data are positive. Students in the majority of grades made significant gains toward our ultimate goal, which is to have 100% of our students meet the appropriate grade level reading benchmark.

The chart below compares the percentage of students who met the benchmark at the beginning of the year to the percentage who met or exceeded the benchmark at the end of the year. It should be noted that the benchmarks become increasingly challenging to meet as the year progresses. For this reason, you will find that some classes appear to "decline" in performance, which actually isn't the case. Students continued to make progress toward the goal, but the finish line moved forward. In other words, they did make strides, but the rate of progress slowed as the concepts became more challenging.

Class	Fall	Spring	
KA	65%	84%	+19%
KB	32%	100%	+68%
KC	58%	87%	+29%
1A	33%	57%	+24%
1B	57%	55%	-2%
1C	59%	76%	+17%
2A	60%	84%	+24%
2B	33%	57%	+24%
2C	43%	70%	+27%
3A	55%	53%	-2%
3B	71%	60%	-11%
3C	62%	47%	-15%
4A	47%	82%	+35%
4B	38%	55%	+17%
4C	48%	71%	+23%
5A	74%	74%	=
5B	76%	81%	+5%
5C	63%	58%	-5%

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

Measure 1: A minimum of 90% of our students will achieve a minimum final grade of 65 (passing grade) in every class across all grades

Internal Grades

For the 2005 and 2006 school years, with few exceptions, our students demonstrated strong competence in Spanish, social studies, science, the arts, and music/performing arts. The following percentage of students passed these subjects. The table indicates that there was little fluctuation compared to the previous year.

Percentage of Students Passing 2004-2005 compared to 2005-2006

Grade	Spanish		Social Studies		Science		Art		Perf. Arts/ Music	
	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
1	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%
2	100%	100%	100%	94%	100%	95%	100%	100%	100%	100%
3	100%	100%	98%	93%	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	95%	100%	100%	100%	100%	95%	100%
5	96%	98%	100%	98%	100%	100%	100%	100%	100%	100%
6	100%	90%	100%	97%	93%	94%	100%	100%	100%	100%
7	98%	92%	97%	98%	97%	92%	100%	94%	98%	95%
8	97%	91%	97%	94%	94%	89%	98%	100%	99%	98%
9	93%	95%	95%	89%	75%	88%	100%	100%	100%	100%
10	94%	93%	85%	89%	87%	89%	N/A	N/A	100%	N/A
11	95%	98%	89%	98%	89%	98%	N/A	N/A	100%	N/A
12	100%	98%	86%	N/A	87%	100%	N/A	N/A	100%	N/A
Total	98%	96%	96%	95%	94%	95%	100%	99%	99%	99%

Measure 2: In service of improving student achievement, starting in the 2004-2005 school year, at least twice a year, K-12 faculty – through the use of the Critical Friends Protocol and the ongoing refinement of school-wide rubrics – will collaboratively assess student work as a means of norming our internal assessments.

Critical Friends Group meetings use the model of Professional Development for Teachers, by Teachers. At the Lower School, the groups focused on various topics including student work, student behavior, curriculum, teaching-time constraints, working with students of different races, and refining assessments. The groups met five times throughout the school year. The *Consultancy Protocol* was implemented when discussing topics that addressed specific concerns (ie. curriculum and students). The *Tuning Protocol* focused attention to fine tune assessments and projects as they were brought to the group.

At the Upper School all teachers met on a regular basis in their departmental teams to look at and collaboratively assess student work. Borrowing from the goals of Critical Friends Groups—(1) to support student learning; (2) to build a culture of collaboration and inquiry; (3) to promote whole school change; and (4) to promote authentic teacher inquiry around student work—teachers utilized a series of protocols aimed at establishing common expectations and standards for assessment. These protocols included the Collaborative Assessment Conference, the Descriptive Review, and the Tuning Protocol, each of which is

designed to provide teachers with critical feedback on their instruction and assessment practices as well as the linkages between the two.

In addition, both the Math/Science and English/Social Studies departments spent significant time reviewing student work generated from the mock MCAS examinations administered in the fall semester. By using the MCAS rubric and looking at both the multiple choice and open response sections, teachers were able to (a) ascertain individual and collective areas of strength and need; and (b) sort students into different cohorts for targeted remediation.

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

Measure 1: A minimum of 90% of the senior student body will apply to college.

Measure 2: Every year, 100% of those who apply to college/university will be accepted.

College Application and Acceptance Rate

Prospect Hill Academy is proud to graduate its sixth class and send its students off to college. All 18 graduates of the 2006 class will attend college in the fall. They were accepted into 79 colleges and universities and will attend the following:

- Boston University
- American University
- Wentworth Institute of Technology
- Bay State College
- University of Miami
- Claremont McKenna
- University of Massachusetts, Boston
- Johnson and Wales University
- Wellesley College
- Keene State College
- Suffolk University
- University of Massachusetts, Lowell
- University of Massachusetts, Amherst
- Tufts University
- Emmanuel College
- Bunker Hill Community College

Measure 3: Average SAT scores will increase by 5% relative to our mean score each year until the average combined score is 1150 (this number may change relative to the revised SAT exam scoring scale due to be implemented in 2005)

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 the set goal of 1150. In 2006, the SAT test was revised and now contains a third section: Writing. Averaging the two previous sections, Math and Critical Thinking, and excluding the new Writing section, this year's average score was 1002. This represents a 5% decline in scores from the previous year which is attributed to two reasons: First, the graduating class is small with 18 students. While the scores of many students were acceptable, the lower performance of a few students greatly affected the average. Second, the school and its faculty have focused much attention on student performance on MCAS tests, a test that differs greatly from the SAT. Student performance on 10th grade MCAS exams of the class of 2006 and following classes has been outstanding. However, the school recognizes that the time and resources spent on MCAS preparation has taken time away from formal SAT training. The school has plans to address this in the coming year.

Historical averages are:

- Class of 2006 – 1002
- Class of 2005 – 1053
- Class of 2004 – 1033

Measure 4: 100% of students, excluding students with documented, serious cognitive impairments, will pass 10th grade MCAS test within the allowed retake attempts.

10th Grade MCAS

The school commits to preparing all students to pass 10th grade MCAS. Since passing the 10th grade MCAS exams became a high school graduation requirement in 2003, 100% of Prospect Hill Academy students passed. In 2004, all students passed on first try, placing the school among only nine schools state-wide to do so. In 2005 all students passed English and the first try and all but one passed Math on the first try. Performance remained constant in Math with 79% of students placing the Proficient and Advanced categories but down in ELA with 75% (vs. 90% in 2004) placing in Proficient and Advanced categories.

Measure 5: 30% of Upper School students will achieve the rigorous criteria set for becoming Honors and High Honors students.

Honor Roll

The school has set rigorous criteria to achieve Honors and High Honors and expects that, on average, 30% of students will achieve Honor status. The criteria are as follows:

High Honors:

- Minimum academic average of 90%
- No grade below 85%
- All responsible citizenship grades of 3 or 4

Honors:

- Minimum academic average of 80%
- No grade below 75%
- All responsible citizenship grades of 3 or 4

Grade	% of Students Receiving Honors and/or High Honors			Grade	% of Students Receiving Honors and/or High Honors		
	2004	2005	2006		2004	2005	2006
1	30%	57%	53%	7	25%	41%	33%
2	21%	62%	43%	8	40%	34%	26%
3	36%	49%	47%	9	22%	35%	25%
4	30%	29%	46%	10	29%	44%	33%
5	32%	39%	34%	11	18%	47%	44%
6	39%	30%	43%	12	17%	21%	29%

During the 2005-2006 school year, all grades with the exception of 8th and 9th grade achieved the 30% goal.

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

Measure 1: Code of Conduct and dress code will be strictly and consistently enforced leading to an eventual decrease in incident reports. For the first two years of the strict enforcement of the Code of Conduct, however, the number of discipline reports is expected to increase.

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 a slightly increased number of suspensions for the year. This year, there were 66 in-house suspensions as opposed to 55 last year, 88 out-of-school suspensions as opposed to 82 last year, and no expulsions.

Measure 2: The % of students receiving a 3 or above on their citizenship grade will increase by 10 % annually over the next two years until the aggregate citizenship grade reaches an average of 3. The citizenship grade is given on a 0-4 scale, accounts for 10% of a student's final class grade, and measures class work, effort, homework, integrity, involvement, leadership, respect for self, respect for others, respect for the school, and preparedness. The evaluation process of these criteria is outlined in a clearly defined rubric.

Citizenship Grade

To ensure that responsible citizenship is part of every classroom, the school introduced a citizenship component to every final grade in 2003. 10% of the final grade of every quarter is allotted to citizenship. In the 2003-2004, 2004-2005, and 2005-2006 school years, the target of achieving an aggregate citizenship grade of a 3 or higher has been met. This year's average is a 3.34.

Measure 3: 90% of students and parents will indicate in the annual satisfaction survey that they feel comfortable, safe, and productive at their school.

Satisfaction Survey

In June 2006, 92% of the parent population who responded to the annual satisfaction survey indicated that they felt their children were safe or very safe at the school, up from 86% the previous year.

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

Measure 1: Students will experience the values of community service by participating in the two annual community service days. Starting in the 2004-2005 school year, High School students need to earn a minimum of 60 hours of individual community service (15 hours/year) in order to graduate.

Measure 2: Starting in the 2004-2005 school year, K-3 students will express reflection in class projects demonstrating their community service experience and grade 4-12 students will write a reflection piece on their community service experience. Student learning from community service will be assessed according to a clearly defined rubric.

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:

East End House	Community Servings
Fenway Community Health Clinic	Boston Nature Center
MIT Museum	Charles River Esplanade Association
Charles River	Somerville Public Works
Lower School	Citizens for Participation in Politician Action
Boston Symphony Orchestra	Community Boating
New England Aquarium	Trash Pick up Sennet Park and the Charles
Greater Boston Food Bank	Amnesty International
Revere Beach Clean Up	Hale House

At the Lower School *Community of Caring* continues to be a strong presence and the organizing umbrella for community service events. This past year, every grade from Kindergarten to 5th grade was given time to select, complete, and reflect upon the following community service project:

- The kindergarten team developed a “helping hands” service project. Throughout the year, they have participated in various community outreach activities.
- The first grade team wrote monthly letters to senior citizens.
- The second grade team focused their service project on correspondence and communications with the Ronald McDonald House Friendship Connection.
- The third grade team created Family Recipe Cookbooks. These cookbooks were sold and the money made went to a local food pantry.
- The fourth grade team is developing a Prospect Hill Gardening Project. They constructed a garden in the front part of the school building and planted flowers which are currently blooming.
- The fifth grade team supported our troops by sending packages and correspondences to troops overseas.

In order to ensure that community service is part of our students’ lives, students are asked to discuss their experiences in class or advisories. Students were further required to document their reflections about community service in writing. At the lower grades this takes place in form of a questionnaire while the upper grades wrote papers. All documentation for the 2005-2006 school year has taken place.

In March of 2004, the Board of Trustees also voted to establish a community service graduation requirement for all High School students. The new policy states that High School students must perform a minimum of 15 hours of individual community service (in addition to the school-wide community service days) per year adding to at minimum 60 hours by the time of graduation. The policy is implemented gradually with the class of 2005 requiring 15 hours and the class of 2008 requiring 60 hours in order to graduate.

All students graduating in the class of 2006 have fulfilled that requirement. With few exceptions all high school students are on track. Students again were asked to document their experience in writing. Students who have not fulfilled the 15 hour requirement are also asked to write a specific plan on how they will fulfill the requirement in the coming year.

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

Measure 1: The school will demonstrate that clear expectations have been communicated to all parties:

- *All new parents will have attended an orientation session and reviewed and signed the parent/student compact.*
- *All families will sign a receipt acknowledging that they were given and have reviewed the student handbook.*
- *All communication given to families will be translated into Spanish, Portuguese, and Creole, ensuring all families understand expectations.*
- *All staff will be reviewed and all faculty observed and reviewed according to clearly outlined protocols, as outlined in our employee handbook, to ensure accountability. All faculty will develop annual professional goals to address both strengths and weaknesses discussed during their performance evaluation.*

Orientation Sessions and Parent/Student Compacts

The school communicates its mission and expectations of parents and guardians from the first interaction. Presentations at Open Houses and Information Sessions focus on the implementation of the mission including how parents can contribute to a child's success at PHA. All parents are required to attend an Orientation Session and sign a Parent/Student Compact. Both orientation and compact emphasize parent responsibility from attending teacher/parent conferences to the school's policy of contributing a minimum of 5 hours of volunteer work at the school. Orientation Sessions and compact are translated into the four primary languages spoken at school to ensure parents understand what they are signing. No child is admitted without a signed Parent Compact.

Student Handbooks

Student Handbooks, outlining clear expectation on student behavior and consequences for breaching with expectations, were distributed at the beginning of the school year.

Translations

In its attempt to communicate with and involve parents in the school, the administration recognizes that translation of major documents and events is crucial. In order to increase the number of documents that are being translated, the school has hired a translation firm. All important documents are now being translated quickly and accurately into Haitian Creole, Spanish, and Portuguese, the primary foreign languages spoken by the school's parent population.

In 2005-2006 the following documents were translated:

- All Special Education documents
- Parent/student compact
- Satisfaction surveys
- Head of School newsletters
- Letters/announcements to parents

In addition, all Special Education and suspension re-entry meetings are held with a translator if necessary and translators are always provided for parent informational events. All documents and communications that are not translated are sent home with a clearly visible statement in four languages that asks parents to call the school and request translation of any given document.

Faculty and Staff Evaluation

Faculty and staff are observed and reviewed according to a clearly outlined process with all full-time employees receiving some combination of informal and/or formal observation and one formal, written performance appraisal per year.

In 2003, the school introduced a band structure that placed all faculty members in one of three bands. For teachers, the number of formal observations is determined by their band. The higher the band, the fewer formal observations the teacher receives. It is important to note that all employees receive informal observation on an ongoing basis and a written performance evaluation regardless of whether their band calls for a formal observation.

For the 2005-2006 school year, all observations and evaluation took place in accordance with the protocol.

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

Measure 1: Our annual satisfaction survey will indicate that the school has made an increased effort to reach out to parents.

Parent Response

The 2006 parent satisfaction survey indicated that parents are generally satisfied with the school's outreach to parents. In June 2006, 91% of responding parents reported that they were satisfied or very satisfied with the school's efforts to involve parents, up from 86% the previous year. 89% reported they were satisfied or very satisfied with the volunteer opportunities at the school, slightly down from 90% the previous year.

Measure 2: The number of parents and guardians participating in parent-teacher conferences will increase each year.

Parent Teacher Conferences

The school is striving for 100% attendance at parent/teacher conferences. Over the past years, the number of parents attending has risen drastically due to teachers actively pursuing parents through written notices and repeated phone calls. For example, the 2001-2002 school year saw 18% of parents at the Upper School. During the 2002-2003 school year, that number rose to 65% at the Upper School and for 2004-2005 it was 82% for the Upper School and 97% for the Lower School. For the current year, 89% of parents at the Upper School and 83% of parents at the Lower School attended at least one parent/teacher conference.

Measure 3: The school will provide an increasing number of meaningful opportunities for parents to volunteer.

Volunteerism

In its parent/student compact, the school specifies that it expects parents to volunteer a minimum of five hours per year. In its pursuit of getting parents involved into the school community, the school increased its number of volunteer opportunities. Parents were recruited for activities such as but not limited to:

- Student recruitment
- Book fairs
- Events such as International Night
- Various task forces such as the Community of Caring and Safe Schools task forces
- Career Day
- Room parents
- Field trips

The school is further proud to have an active and productive Parent/Teacher Connection (PTC). The PTC has evolved into a well functioning organization led by a steering committee that meets at minimum monthly, supported by room parents, teachers, and the administration. As such the PTC regularly holds:

- Fundraisers: in 2005-06 the PTC raised over \$14,000. Fundraising activities range from Brown envelope drives to catalogue and box top fundraisers.
- Monthly forums addressing topics of interest to the whole parent community. Examples from this year are: Homework Help, College Financing, College Admission workshops, Math night, and Summer Camp information. On average 50 parents attend these events.
- Minigrant competitions: Teachers apply to receive \$300 for academic enrichment activities.
- Parent socials: social gatherings for the parents to build a stronger school community.

The PTC further functions to facilitate communication between teachers and parents. In this function its members set up a room parent system and an email broadcast system, and orchestrate volunteer recruitment for various events and fieldtrips.

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

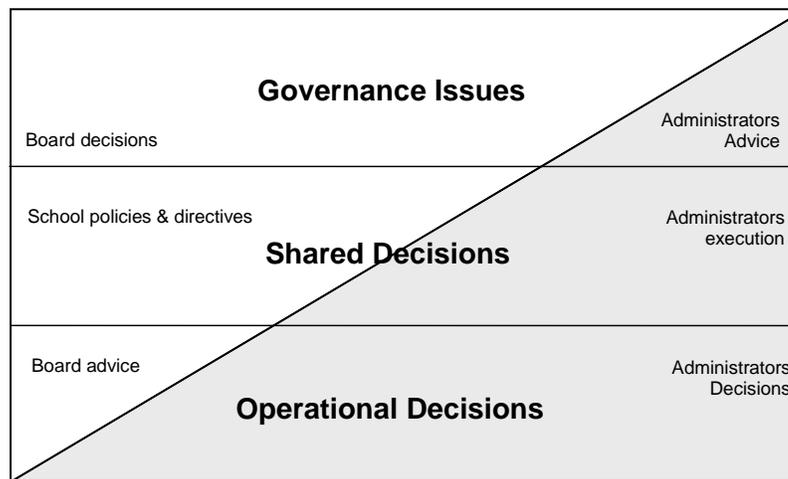
Measure 1: The school will be fiscally sound. It will receive a clean annual financial audit and the school's expenditures and change in net assets will not vary significantly from the budget approved by the Board of Trustees as defined by the Board of Trustee financial review policy.

Although the school's FY06 financial statements have not been reviewed by an auditor, preliminary figures indicate that the school ended the year with an operating surplus and a healthy balance sheet. Both revenue and expenses increased relative to the previous year - the former due to growth in enrollment and the latter due primarily to increased staffing. See page 33-34 for financial details.

Measure 2: A matrix of roles and responsibilities and delineation between Board and administration will be developed and signed by all board and administrative members, acknowledging understanding of the matrix. Hence the DOE will find no inconsistencies when interviewing the board and administration during site visits.

With respect to the division of responsibility between the Board of Trustees and the Head of School, the following diagram illustrates a division by roles.

**Decision Making
Roles and Responsibilities**



Adapted from "Trustee Handbook – A Guide to Effective Governance for Independent School Boards" by Mary Hundley DeKuyper, published by the NAIS (National Association of Independent Schools).

As the holders of the charter, the Board of Trustees has ultimate accountability for governing the school and complying with the general laws of Massachusetts pertaining to charter schools. In their role of governing the school, Trustees meet monthly in accordance with their by-laws to discuss school operations and to review reports submitted by administrators. Governance questions are decided by a majority vote of the Board's members.

With the exception of questions of governance, responsibility for most other decisions is borne by the school's administration. Administrative decisions are made in conformity with policies and procedures made in conjunction with the Board of Trustees. Designated administrators make all operational decisions.

Measure 3: The Board will assess its governance structure at the conclusion of each school year by developing a self-assessment tool created in conjunction with a board consultancy. Starting in the 2004-2005 school year, this assessment will be administered before the November board elections and in June at the end of the school year.

Board Self-assessment

In 2004, the Board introduced a semiannual self-assessment tool. Results from the November 2005 survey show that in general, the Board feels committed to the school, its mission and values. They avoid conflict of interest and support Board decision. They regularly attend meetings and feel prepared for them. Below are the responses of the eleven participating members from the most recent survey:

Ranking	1 lowest, 5 highest	1	2	3	4	5	average response	% 4 & 5
Are you an active ambassador for the values and the mission of PHA?					2	9	4.8	100%
Do you work with other board members to fulfill the obligations of the Board membership?					2	9	4.8	100%
Do you focus on the good of the organization and group, and not on a personal agenda?					3	8	4.7	100%
Do you support Board decisions once they are made?						11	5.0	100%
Do you regularly attend Board and committee meeting prepared?					4	7	4.6	100%
Do you participate in the activities of the school by attending programs?		1	1		4	5	4.2	82%
Do you use personal and professional contact and expertise for the benefit of PHA?				2	4	5	4.3	82%
Do you inform the Board of any potential conflicts of interest, whether real or perceived and abide by the Board's decision?						11	5	100%
What is your level of awareness and vigilance toward governance matters rather than management?		1	4		6		4.5	90%

Measure 4: The school will have a qualified administration that will manage the day-to-day operations of the school, including academic instruction, pupil support services, business management and school operations. The Board will evaluate the Head of School and the Head of School will evaluate the administration in accordance with clearly outlined goals and review protocols.

The former Head of School Jon Drescher left the school in April 2006 to pursue an opportunity in his hometown of New York. His evaluation was in process as he departed. The interim administrative leaders have administered a faculty and staff survey evaluating the performance of all administrators and will conduct a peer review over the summer.

Measure 5: Teacher turnover due to dissatisfaction will be below 10% per year.

Teacher turnover this year was higher than expected at 22%. The school instituted a new comprehensive employee exit survey which was completed by all but one departing faculty member. Of the 19 who completed the survey, two indicated leaving due to dissatisfaction. The primary reasons for leaving are life decisions such as relocation (4.5%) and career change (5.7%) as well as the elimination of positions

(3.4%) and the non-renewal of faculty members (4.5%) (see page 10 for details). In order to increase teacher retention, PHA introduced the following strategies:

Strategy	Explanation
Establishment of New Teacher Mentoring Program	During the 2005-2006, PHA established a new position called “ Coordinator of Teacher Mentoring and Induction Programs. ” In this capacity, the mentoring coach (1) met with each new hire for a one-on-one welcoming conference in August of 2005; (2) facilitated a three-day new faculty orientation prior to the arrival of the entire faculty in August of 2005; (3) led regular, topical seminars throughout the school year; and (4) provided ongoing support and mentoring for individual novice teachers.
More Opportunities for Teacher Leadership	With the transition from two to three buildings for the Upper School, PHA was able to establish a number of new positions for teacher-leaders at both the Middle School and the High School. These positions not only acknowledge outstanding contributions to the PHA community by individual teachers, but they also (a) provide meaningful opportunities for professional growth and leadership; and (b) carry stipends that allow for our remuneration to be more competitive with the local public schools. Positions include Departmental Lead Teachers, Advisory Coordinator, etc.
Refinement of Professional Goals and Professional Conferences	This year in particular, we did a much better job integrating the functions of professional goal setting, supervision and evaluation, and professional conferences. More specifically, each teacher was required to compose and present his/her professional goals at a supervision conference in September. These goals then were revisited each time the teacher was formally observed by a supervisor throughout the year. Then, at the year-end professional conference, teachers were asked to reflect on (a) the degree to which they made progress on each of their goals; and (b) their preliminary goals for the upcoming year. The increased coherency among each of these functions is likely to bolster teacher retention because of the clear trajectory of professional growth at PHA.
New compensation structure	For the coming school year, PHA introduced a new compensation structure which has increased teacher salaries for all teachers. The new structure was developed by the K-12 Faculty Cabinet in conjunction with the PHA Director of Finance. In short, new compensation levels are based on a step system where base salary is tied to credentials and experience and a possible year-end bonus is tied to performance.

Measure 6: The school will fill all classes to capacity and will maintain a waitlist sufficient to replenish annual attrition and maintain each grade at capacity.

Healthy Enrollment

The school enjoyed the highest number of applications (673) to date and encounters no difficulty filling its classes. The school’s largest hindrance to increasing enrollment for the past few years has been its limited space within the PHA facilities. However, PHA has signed a lease and is in the process of preparing a third facility for occupation in September 2006. The new facility on 17 Franklin Street in East Somerville will house the Middle School grades 5-8. The Elementary School grades K-4 will remain in Union Square, Somerville and the High School grades 9-12 will remain in Central Square, Cambridge.

FINANCIAL PROFILE

Financial Overview

2005-2006 Operating Results (Unaudited)

Although the school's FY06 financial statements have not been reviewed by an auditor, preliminary figures indicate that the school ended the year with an operating surplus and a healthy balance sheet. Both revenue and expenses increased relative to the previous year – the former due to growth in enrollment and the latter due primarily to increased staffing.

The school's sound financial condition is illustrated by the June 30, 2006 balance sheet. Over 90% of the school's assets are held in cash with the remainder representing a small amount of other short term and fixed assets. The school owns no real estate and rents its facilities. The school's liabilities consist of routine short-term obligations such as accounts payable and payroll accruals and long-term equipment lease liabilities. The school's solvency and liquidity allowed it to supplement its reserves with this year's surplus.

Similar to previous years, per-pupil funding from the Commonwealth represented just over 93% of overall funding with the balance consisting of Federal and State grants and program fees. Relative to last year, total revenue increased by approximately 10% reflecting primarily an increase in student enrollment. The increase in operating expenses was driven by a spike in administrative salaries, a series of administrative expenses associated with the school facilities search, and an increase in faculty and staff salaries to complement the increase in student enrollment.

While the exact amount of this year's surplus may change slightly with year-end adjustments recommended by our auditor, the school expects to show a reasonable surplus that will be dedicated to continuing facilities improvements.

FY07 Budget

The school's budget is approved annually by the Board of Trustees who ensure that the budget anticipates all reasonable expenses 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. While the school expects to maintain current levels of administrative spending, instructional and facilities expenses are expected to increase substantially due to the addition of a third campus, the creation of new teaching positions, and increases in faculty compensation levels. The combined impact of these increases is that the board and administration do not anticipate a significant surplus next year and have planned for a balanced budget.

2005-2006 Operating Results (unaudited) and 2006-2007 Budget (Board approved)

	Jul '05 - Jun '06 (Unaudited)	2006-2007 Budget
Per-pupil revenue	8,832,357	9,406,250
Public Grants	331,643	400,000
	129,306	28,325
Program fees	97,351	85,000
Other	<u>47,692</u>	<u>5,425</u>
Total Revenue	9,438,950	9,925,000
Administrative expenses	2,109,330	1,890,500
Instructional services	4,632,378	4,861,493
Other student services	31,037	34,000
Operation and maintenance of facilities	1,550,210	1,993,343
Fixed charges & benefits	717,053	943,477
Community services	<u>769</u>	<u>0</u>
Total Operating Expenses	9,040,776	9,722,812
Other income	110,323	80,000
Other expenses	<u>0</u>	<u>282,188</u>
Surplus (Deficit)	508,497	0

Balance Sheet for Year Ended June 30, 2006 (Estimated)

Assets		Liabilities & Equity	
Dedicated funds	5,811,796	Accounts payable	113,081
Operating funds	118,934	Accruals	1,047,066
Accounts receivable	336,141	Deferred revenue	57,672
Prepays	<u>60,317</u>	Current portion of leases	<u>37,749</u>
Total current assets	6,327,189	Total current liabilities	1,255,924
Fixed assets	157,960	Long-term lease liability	61,409
		Retained surplus	4,659,319
		Current year's surplus	508,497
Total assets	6,485,149	Total liabilities and equity	6,485,149

DISSEMINATION

Administrators, teachers and students regularly seek opportunities to share their experiences and practices with other educators. Here are some examples from last year:

- Participation in the *Making Learning Visible* initiative of the Massachusetts Public Charter School Association and Project Zero at Harvard. This initiative is designed to forge partnerships and collaborations between charter and district schools.
- Ongoing collaboration through a partnership with Harvard University and eleven other public schools for a grant-sponsored initiative that supports the development of Middle School math teachers. The school's Math and Science Coordinator and one math teacher were involved in the development of case studies based on experiences at PHA.
- Meeting with the Middle School Curriculum Director for Dennis/Yarmouth Public Schools to inform him and his colleagues about the challenges and successes of PHA's new literacy program.
- Meeting with Elementary Curriculum Director for Dracut Public Schools to provide similar information on our literacy program.
- Ongoing involvement with New Teachers Collaborative, a school-based, year-long teacher preparation program for the third year. NTC teachers spend one year at PHA to learn from its practices.
- Mentoring and supervising four student teachers from the Teaching and Curriculum program at the Harvard Graduate School of Education.
- Inviting local educators and professionals to jury our grade-level student exhibition evenings and our Senior Project Exhibitions.
- Providing training for the aforementioned educators and professionals on performance-based assessment using rubrics and standards.
- Leading a three-hour workshop on the assessment of student writing for the 10 collaborating teachers involved with the New Teachers Collaborative.
- Best Practice Paper proposal reader for the Massachusetts Charter School Association's summer grant program.
- Academic presentations on student proofs in mathematics (at Rutgers University) and student response to classroom environments (at UMASS-Dartmouth).
- Participation on the plenary committee for the establishment of 826 Boston, a writing program patterned after the highly-regarded 826 Valencia in San Francisco.
- Ongoing development, implementation, and leadership of the Massachusetts Charter School Athletic Organization (MCSAO) with plans for expansion into other sports.
- Participation and leadership in a Critical Friends Group for charter school Chemistry teachers.
- Presentation for the New England Association of College Admissions Counselors (NEACAC) on a panel devoted to college preparation at small, urban charter schools.
- Training for the Community Charter School of Cambridge on the MELA-O. Massachusetts English Language Assessment-Oral (MELA-O) is the state-mandated assessment of listening and speaking skills in English for LEP students in grades K-12.
- Guest Lecturer for a course on Charter School Policy and Practice at the Harvard Graduate School of Education. Topics included the impact of No Child Left Behind on charter school administrators and the role of for-profit management companies in charter school development.
- Student participation in the Junior State of America, a nationwide organization devoted to exposure to and experience with the democratic process.
- Student docent program at Brickbottom Open Studios Weekend, where PHA students act as tour guides for visitors.

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:

Volunteer and in-kind services and donations:

- All members of the Parent/Teacher Connection (PTC), particularly its co-presidents Debra Weisberg and Juana Rivera-Trivino, Treasurer Leah Wright, and Kerry Dugan for managing the list serve.
- Craig Milanesi for volunteering to professionally videotape several important school wide events and functions.
- Draper Laboratory for the donation of 13 overhead projectors.
- The numerous judges who volunteered their time for Senior project presentations, Middle and High School Exhibition Nights, and the Science Symposium.
- Harvard University for the donation of computers.
- Suffolk University for the donation of library furniture.
- Christ-the-King Church for allowing the Upper School to use their sanctuary for school wide gatherings and assemblies.
- Community Partners Initiative for data analysis professional development.

Financial donations

- The Calderwood Foundation; in particular John Brereton, Nancy Sommers and Richard Wendorf
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- Citizen's Bank
- Grub Street
- The Istock Family Foundation
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- Jon Drescher
- Jaja Kumpa and Craig Milanesi
- Salim Kabawat
- Ed Feinman
- Joan Wright
- Mark Wright
- Ellen Davidson
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