

The Boston Evening Academy 2003-2004 Annual Report



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EXECUTIVE SUMMARY

Margaret Maccini, Head of School

Essential Question for 2003-04: How does the past shape the present?

Summary of the Year: Update on Initiatives

In August 2003, Boston Evening Academy moved to its new home in the Phillis Wheatley Educational Complex in Dudley Square, Roxbury MA. Unlike our previous three moves, this last move was a significant marker in the life of our organization because after eight years, we finally moved to our permanent home. As we conclude our first year in our new home and first year in the renewal of our charter, we have learned much from our past, which informs our present. As a result of our many experiences and locations, we have grown as an organization; stabilized our location and staff; begun the process of gathering and analyzing data longitudinally and planning for our future, including funding a new Office of Institutional Development. We will continue to reflect on our past and present, using our mistakes as learning opportunities and our successes as confirmation that we are heading in the right direction.

Organization of the Annual Report

This year, we have added a new part to the dissemination section of the annual report. Each department leader in Math, Science, Humanities and Technology summarized their progress on departmental goals. This information is particularly helpful as our teaching community continues to refine the competencies and benchmarks, which form the foundation of teaching and learning at Boston Evening Academy. We hope that this information will make what we do as teachers explicit and transparent to the public and also provide a model for “public reflection” of the work we do as educators.

Summary of the Data in the Accountability Plan

Last year, we rebuilt the school’s accountability plan with the express focus on gathering and analyzing data that could measure student learning over time. Over the course of the 2003-04 school year, we continued to use Power school software to house and process this data.

What follows is a brief summary of each of our eight goals in our accountability plan. Please see pp. 8-15 for complete information.

Academic Success

In summary, by the measures it outlined as indicators of success, the school made slight progress in its academic goals for the 2003-04 school year. As a learning community, we are still discussing the best indicators of student learning in our competency-based program. We are working diligently to begin a new strategic planning process and a longitudinal study of our school, which will help us to assess our efforts. MCAS poses a significant challenge to our school because the test presumes a student who attends (or attended school regularly) who had significant and sustained exposure to a breadth of curriculum over time. 100% of BEA students are over-age for grade level. Many BEA students have significant gaps in their learning. BEA students are only allowed to take the retest and as a result, can only score a score of 238 or Needs Improvement.

In the other categories we outlined as indicators of success (pre and post tests and PSATs and SATs), the students demonstrated higher levels of achievement.

Goal 1: All seniors participated in the project and competency-based program. In total there were 36 seniors who started the 2003-04 school year. 29 seniors graduated in June 2004. In science students completed on average 20 out of 27 benchmarks offered. In math, students completed 17 out of 19 math benchmarks. In Humanities, students completed 13 out of 18 benchmarks. All seniors who graduated completed a Senior Seminar portfolio.

Goal 2: Over the course of the 2003-04 school year, according to the MCAS data, BEA students demonstrated only slightly improved achievement in math. After spending at least one year at BEA, the average MCAS Math retest score was 217.2. The average increase in test scores was 3.2 points.

Interestingly, there was a greater increase in student PSAT and SAT math scores of both tests administered to 14 seniors. The students showed an average increase in math scores of 20 points.

Goal 3: Over the course of the 2003-04 school year, according to the MCAS data, BEA students demonstrated only slightly improved achievement in literacy. After spending at least one year at BEA, the average MCAS ELA retest score was 216. The average increase in test scores was 1.4 points.

14 seniors took the PSAT and SAT tests. On average the increase in test scores was 70 points.

Is the School a Viable Organization?

In summary, the school made solid progress in this area of its accountability plan. From documenting, monitoring and increasing student attendance during the school year, getting a baseline for our student retention data, meeting our financial obligations and retaining staff, we made good progress in all areas. The indicators of success we outlined will form the basis of gathering analyzing and reporting out on progress and obstacles for next year.

Goal 4: The School Site Advisory Council along with the BEA school community put in place a new attendance policy for the 2003-04 school year. The policy was closely adhered to, monitored and documented. There was a clear increase in student attendance. There was a clear correlation between student attendance and increased academic achievement. Students with between a 90% and 100% attendance rate scored the highest in terms of their work.

Goal 5: We only started intentionally gathering this data this year. At this point, the data points to less than 50% of the students who originally started the program, finishing the program within two years. We will need longitudinal data to conduct a more thorough analysis.

Goal 6: The Board met all of its financial obligations over the 2003-04 school year and was able to fund a new Office of Institutional Advancement. In addition, the board development committee raised a total of \$4,536 for the school's annual fund.

Goal 7: For the second year in a row, the school experienced little staff attrition (2 staff members). In addition, one staff member was asked to leave as a result of failure to adhere to school policies in a consistent manner.

Is the School Faithful to the Terms of its Charter?

Goal 8: BEA made solid progress towards codifying its competency-based program through the student individualized education plan that lists the skill areas and performance expectations each student demonstrates to earn credit. In addition, the school is currently seeking funding for a longitudinal evaluation.



LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Dear Commissioner Driscoll,

This year has been an extraordinary one for Boston Evening Academy (BEA). Four major changes have taken place:

- We have moved to the Phillis Wheatley Complex in Roxbury;
- We have signed a Memorandum of Understanding with BPS;
- We have received approval of a day school to open fall 2004 to serve overage ninth grade students;
- We have decided to establish an Office of Institutional Advancement.

Move to the Phillis Wheatley Complex in Roxbury

We have successfully completed our fourth and, we hope, last move to the Phillis Wheatley Complex in Roxbury. It is an ideal location for our school community, and we look forward to continuing to build strong relationships with the surrounding community.

Memorandum of Understanding (MOU) with BPS

After much negotiation, BEA has signed a MOU with the Boston Public Schools, the School Committee, and Boston Teachers Union that covers both the day and evening programs within the school.

Approval of Day School to Open Fall 2004

BEA has received approval from Superintendent Thomas Payzant, the Boston School Committee, and the Boston Teachers' Union to open a day school. This school will serve up to 200 16 to 20-year-olds who are currently enrolled in Boston's Middle Schools and have not met the benchmarks necessary to enter ninth grade. BEA's mission and vision remain the same and BEA is committed to its competency-based, integrated curriculum in which students must demonstrate that they have met the requirements in order to progress.

The approval to open the day school has led to our current request to the Department of Education to amend our charter as follows:

- **Major Changes in a Charter School's Operation**
 - **Maximum enrollment:** At present BEA has 205 students enrolled in its evening school. With the addition of the day school, enrollment will rise to 305 by the spring of 2005 and gradually increase to a maximum of 405. The change in total enrollment is an outgrowth of negotiations with the Boston Public Schools (BPS) and the Boston Teachers Union (BTU). BEA, BTU, and the BPS agree that the success of the current academic program draws its strength from BEA's small school status as well as its competency-based curriculum and dedicated faculty and staff.
 - **Grades served:** BEA's evening school serves students who are classified as undergraduates until they can demonstrate the competencies required for

senior status. The day school will establish a ninth grade. Students will have the opportunity to continue their high school education at BEA (or any other BPS high school) once they have completed the ninth grade competencies. The age range of the students attending both the day and evening schools will remain the same: 16 to 23.

- **Governance and Management structure:** The BEA Board of Trustees will continue to govern the school that will now include a day as well as an evening program. BEA proposes to modify and expand its Leadership Team by adding an Assistant Headmaster to both the day and evening programs. The Headmaster position will oversee the new day and evening school.
- **Minor Changes**
 - **Schedule (length of school day):** BEA will become a twelve-hour school that operates from 8:00am to 8:00pm Mondays through Thursdays. The Friday schedule will be 9:00 am to 4:00 pm. Classes will run from 10:00am to 7:00pm Monday through Thursday. Students will have an opportunity to meet with faculty, attend tutorial sessions, and workshops (i.e., MCAS Prep), and participate in co-curricular activities during the remaining hours. In addition, there will be regularly scheduled faculty and staff planning meetings. The day school will run from 8:00am to 4:00pm and the evening school will run from 2:00pm to 8:00pm. There will be regularly planned opportunities for the day and evening students to interact.
 - **Enrollment Policy:** Both schools will serve students who are overage for grade level. The day program will give priority to those students who have not successfully completed eighth grade and who have not attended high school.
 - **School name:** The addition of a day program necessitates a change in the school name. Following an open meeting, the Board decided to change the name from the Boston Evening Academy to the Boston Day and Evening Academy.

Decision to establish an Office of Institutional Advancement

The board has approved the establishment of an Office of Institutional Advancement (OIA). This decision grows out of increasing awareness that we need to do much more to gain financial support for the school in specific areas: technology, arts, and critical support services for our students. We anticipate that our fundraising efforts will be vastly improved. The OIA will also guide our friend-making activities.

Additional bylaw changes

In addition, the Boston Evening Academy Board of Trustees has requested approval of changes to its bylaws. Specifically we changed the term of office of student trustees and renamed two board committees (see below).

- **Trustees:** BEA has made changes in the terms of its student trustees from two years to one year and the bylaws now stipulate that each student trustee must be in good academic standing. This change is more in line with students' actual enrollment at BEA and allows for students who are seniors to become trustees. Further, requiring that students be in good academic standing ensures that participating in governance will not interfere with or take away from students' academic work.
- **Board Committees:** BEA has changed the names of two of its committees. The Marketing and Fundraising Committee is now the Development Committee and the focus will be on development. The Board Development Committee is now the Board Recruitment Committee.

As we come to the end of another year, BEA is pleased with what it has accomplished. With its successful move to Roxbury, the anticipated opening of a day school, and the establishment of an Office of Institutional Advancement, BEA has reached an important point in its development. We look forward to our next year.

Sincerely,

Emilie D. Steele, Ed.D.
Chair Board of Trustees



MISSION AND VISION STATEMENTS

Mission Statement

The Boston Evening Academy (BEA) seeks to provide a solid educational experience to young adults who have experienced interruptions in their education or crises in their lives. We recognize that each student is capable and has unique and special talents. When these attributes are nurtured, they will flourish and greatly assist in helping each student achieve his or her goals.

BEA works to give its students a competency-based curriculum to acquire the educational development, relevant tools, and societal exposure that will:

1. Instill in students a love for knowledge;
2. Lead students to become productive members in society and;
3. Support students to be self-sufficient.

Vision Statement

The Boston Evening Academy is a strong partnership of young adults, educators, parents, and community members who are committed to creating and sustaining a competency-based curriculum, believe that all students can achieve at high standards, and are inspired by an innovative learning environment.

Students believe that their educational experience at BEA raises their educational expectations, prepares them for the world of work, identifies their success in a school with close/improved interactions with family and community support systems, and provides them the confidence to take their place in a position of employment and the stability to make a contribution to society.



SCHOOL PERFORMANCE IN RELATION TO THE ACCOUNTABILITY PLAN

IS THE SCHOOL AN ACADEMIC SUCCESS?

1. **Goal:** As a condition for graduation, Boston Evening Academy students will participate in and successfully complete a project and competency-based program.

Performance Objectives: (1) Each BEA student will be able to identify and use the school's competencies, Habits of Mind, and essential questions as a requirement for graduation. (2) Each student will complete a portfolio as a condition for graduation. (3) Each student will demonstrate the competencies required for each content area.

Measurement: The Boston Evening Academy's 2003-04 senior class was made up of 36 full-year seniors, 19 of who attended regularly scheduled classes and 17 of who participated in the Distance Learning program.

Of the 19 who attended regular classes, 17 completed a senior portfolio and were, therefore, eligible to graduate in June 2004. This portfolio explored each student's work in relation to the Habits of Mind and the essential question "How Does the Past Shape the Present?"

The Senior Math Curriculum during 2003-04 focused on the advanced study of quadratic, polynomial and exponential functions. There were three competencies for these functions, covering a total of 19 benchmarks. All tenured seniors fulfilled the requirements for these competencies during the school year. On average, seniors completed 17 out of 19 Math benchmarks.

Out of 18 possible senior benchmarks from the Humanities Individualized Learning Plan (ILP), students were required to earn 15 of these benchmarks in order to 'complete' the ILP. Students could earn these benchmarks primarily through completing written, visual or oral assignments throughout the three terms of the Advanced Humanities class. On average, seniors earned 13 out of the 18 Humanities benchmarks.

There were 27 senior benchmarks offered within the Science department. Students who entered their senior year with at least 50 undergraduate benchmarks were required to complete 20 out of the 27 senior benchmarks. On average, seniors completed 20 out of the 27 Science benchmarks.

2. **Goal:** Boston Evening Academy students will demonstrate improved achievement in math.

Performance Objectives: (1) Each year, BEA student test scores on the MCAS Math exam will improve steadily at a level of Needs Improvement or higher. Tenured BEA students (hereinafter defined as enrolled and attending consistently for 3 months or longer) will improve individual test scores with each retest. (2) Upon acceptance to the

school, each student will be assessed using a previously administered MCAS math exam as the Curriculum Based Measurement (CBM). (3) Each year, all tenured students will be tested using a MCAS Math exam as an assessment of knowledge and skills as well as a measurement of growth over time. (4) Each year, MCAS Math scores of tenured BEA student will be compared to MCAS Math scores of students at Greater Egleston High School in Boston and Champion Charter School in Brockton (two schools that serve student populations similar to BEA). (5) Each year, all undergraduates will take the PSAT Math sections and all tenured seniors will take the SAT Math sections. The score of individual students will be an assessment of growth over time.

Measurement :

MCAS Retest Data 2003-04 (Reported in # of Students)				
	Fall 03		Spring 04	
Grade Level	Took Math	Passed Math	Took Math	Passed Math
Undergraduates	65	9	70	8
Seniors	16	5	11	2
Total	81	14	81	10

The MCAS retest data for November 2003 and March 2004 shows that 28 out of 128 students who took the Math MCAS in November and March automatically failed because they did not complete the test due to absence. Most of the other students had scores of 218 or above. Because the school is only allowed to administer the MCAS retest, the highest score a student will be able to achieve is 238, or a Needs Improvement rating. This will make showing progress above the Needs Improvement category impossible. Out of the 29 graduating seniors, 20 passed the MCAS Math, and two students passed with a score of 238.

Greater Egleston High School and Champion Charter School administer the MCAS while BEA only administers the MCAS retest. Since the schools administer different MCAS tests, comparative MCAS data could not be obtained. In future, BEA's MCAS scores will be compared to those of the Boston Adult Technical Academy (BATA), a program that serves a population similar to that of BEA and also administers the MCAS retest.

During the summer of 2003, the Math Department developed diagnostic tests (CBM) in the areas of Number Sense, Algebra I and Geometry. These tests were designed to evaluate students' prior knowledge and give them the opportunity to earn benchmarks on their ILPs. In addition, receiving a score of 75% or higher gave an indication of class placement.

Because the initial diagnostic tests did not cover all benchmarks for a given subject area, a second version of the test was created and administered later in the year. Since two different diagnostic tests were administered, pre- and post-test results are not available at this time, but will be available for the 2004-05 academic year. The Math department has begun the work of refining these tests to be more in line with the MCAS questioning. The results of the MCAS showed that our students had difficulty completing open-response and short-answer questions and the CBM is being altered to meet this need. In addition, the CBMs were too long and will be streamlined to address the benchmarks in a more concise manner.

3. **Goal:** Boston Evening Academy students will demonstrate improved achievement in literacy.

Performance Objectives: (1) Each year, BEA student test scores on the MCAS ELA exam will improve steadily at a level of Needs Improvement or higher. Tenured BEA students will improve individual test scores with each retest. (2) Upon acceptance to the school, each student will be assessed using a previously administered MCAS ELA exam as the Curriculum Based Measurement (CBM). (3) Each year, all tenured students will be tested using a MCAS ELA exam as an assessment of knowledge and skills as well as a measurement of growth over time. (4) Each year, MCAS ELA scores of tenured BEA student will be compared to MCAS ELA scores of students at Greater Egleston High School in Boston and Champion Charter School in Brockton (two schools that serve student populations similar to BEA). (5) Each year, all undergraduates will take the PSAT Verbal sections and all tenured seniors will take the SAT Verbal sections. The score of individual students will be an assessment of growth over time.

Measurement: The following figures represent tenured BEA students who took the MCAS ELA retest after attending BEA for at least one year (their original MCAS ELA tests may have been administered by BEA or a previous school):

The average original MCAS ELA score was 216 (Failing). After spending at least one year at BEA, the average MCAS ELA retest score was 217.4 (Failing). The average increase in test score was 1.4 points (an average increase of .6%).

	MCAS Retest Data 2003-04 (Reported in # of Students)			
	Fall 03		Spring 04	
	Took ELA	Passed ELA	Took ELA	Passed ELA
Grade Level				
Undergraduates	41	18	41	10
Seniors	5	1	4	1
Total	46	19	45	11

Because the school is only allowed to administer the MCAS retest, the highest score a student will be able to achieve is 238, or a Needs Improvement rating. This will make showing progress above the Needs Improvement category impossible. Out of the 29 graduating seniors, 26 passed the ELA MCAS, and three students passed with a score of 238.

Of the 36 seniors in the class of 2004, 14 seniors took both the PSAT Verbal and SAT Verbal tests while attending BEA. The following figures represent these 14 students:

The average PSAT Verbal score was 330. The average SAT Verbal score was 400. The average increase in test score was 70 points (an average increase of 21.2%)

Greater Egleston High School and Champion Charter School administer the MCAS while BEA only administers the MCAS retest. Since the schools administer different MCAS tests, comparative MCAS data could not be obtained. In future, BEA's MCAS scores will be compared to those of the Boston Adult Technical Academy (BATA), a program that serves a population similar to that of BEA and also administers the MCAS retest.

During the summer of 2003, the Humanities Department developed Diagnostic tests (CMB) in the areas of Figurative Language, Reading Comprehension, Geography, Charts and Graphs, and History. These tests were designed to evaluate students' prior knowledge and give them the opportunity to earn benchmarks on their Individualized Learning Plans. The results of the pre- and post-tests are as follows:

Humanities Curriculum-Based Measure Results				
	Av. Pre-test Score in %	Av. Post-test Score in %	% Increase	%Difference
Fig. Lang.	32.3	58.3	26	80.5
Reading Comp.	27	64.6	37.6	139.3
Geography	28	64	36	128.6
Chrts/Grphs	32.6	53	20.4	62.6
History	20.3	42.7	22.4	110.3

Student scores increased by at least 20% in every area, most significantly in history, geography and reading comprehension. These results are a reflection of the 2003-04 Humanities "Native Peoples, Native Lands" curriculum. This curriculum was supported by a grant from National Geographic and focused heavily on geography and the history of indigenous peoples in the United States and around the world. It has been noted by the Humanities department that, in future, more emphasis must be placed upon identifying and analyzing figurative language and interpreting charts and graphs.

IS THE SCHOOL A VIABLE ORGANIZATION?

4. **Goal:** BEA students will have a higher rate of participation and attendance and, as a result, will have increased academic achievement.

Performance Objectives: (1) BEA staff and students will institute a policy that offers a variety of ways for students to participate in the academic program. (2) BEA will agree to clear attendance requirements and communicate them consistently to students. (3) BEA will operate an effective data system to track student attendance and academic achievement.

Measurement: The School Side Advisory Council (SSAC) met throughout the 2002-03 academic year to complete and in-depth analysis on the attendance trends of BEA students. The SSAC's goal was to create an attendance policy that supports BEA students' varying attendance needs as well as BEA's curricula and commitment to community. The following attendance policy was instituted for the 2003-04 academic year:

Students are allowed 10 absences per term. The following is a breakdown of the steps BEA will take in order to help students attend school on a consistent basis:

1. **3 absences in a content class**

After a student has been absent **3 times in one term** in a class (such as Humanities or Math), the student's advisor will contact the student (by calling or talking to the student at school) to remind the student of the school's attendance policy.

2. **4 absences in a content class**

When a student has been absent **4 times in a content class**, a letter will be sent to the student informing him/her to attend a meeting with his/her advisor to discuss attendance. At this time, the student and advisor and other relevant support staff will have a conversation about what issues might be preventing the student to attend school. The purpose of the meeting is to review:

- BEA policy
- Academic progress in all classes
- Reasons for absences
- Solutions for the attendance problem

3. **8 absences in a content class**

After **8 absences from a class**, an official letter is sent to the student warning that he/she is close to reaching the limit on absences for the term.

The student is then required to meet with the Review Committee, comprised of the school recruitment coordinator, assistant headmaster, advisor and student support coordinator.

Depending on the particular situation, the student may be placed on mandatory leave for the remainder of the term or asked to forfeit their seat at BEA.

Attendance and academic achievement is recorded and tracked using the PowerSchool data collection program. The 2003-04 attendance rate for tenured students was 77.4%. The 2003-04 attendance rate for non-tenured students was 65.6%.

BEA firmly believes that, though it offers a competency-based curricula, attendance is of the utmost importance and is directly proportional to most students' academic success. The following data reflects the academic achievement in relation to attendance of a randomly selected group of tenured BEA students:

Attendance Rate	Average Rating		
	Math	Humanities	Science
90-100%	2.5	2.2	2
70-89%	2	1.9	1.6
0-69%	0.1	0.3	0.1

Ratings	Level
4	Distinguished
3.0-3.9	Proficient
2.0-2.9	Competent
1.0-1.9	Apprentice
0-.9	Novice

The above data reflects that student attendance is directly proportional to academic success. Students who attend school at least 70% of the time are better equipped to complete their coursework with a passing score of 2.0/Competent or higher.

Projects for School Innovation (PSI), an organization that works with schools to disaggregate data in order to better school practices, did a preliminary study of BEA's attendance data in the 2003-04 school year. PSI will be working to present comprehensive data regarding the effectiveness of the 2003-04 attendance policy.

5. **Goal:** BEA students will complete the four-semester academic program to earn a high school diploma.

Performance Objectives: (1) Improved rate of student retention—from entrance to BEA through graduation; (2) Improved rate of completion for seniors—from the start of senior year through graduation.

Measurement: The Boston Evening Academy is dedicated to creating a comprehensive and relevant competency-based curriculum that can be completed in four semesters. The following data reflects the promotion rates of the 67 students who entered BEA in Term 1 of the 2002-03 school year and, therefore, were expected to complete the program in June 2004:

# of Students	% of 67 students	Standing at BEA
33	49	Undergraduates through June 2004
24	36	Left BEA without graduating
8	12	Graduated June 2004
2	3	Graduated June 2003

15% of the original 67 students graduated within two years of starting the program. Almost half of the original 67 students were unable to complete the program within two years, but will be returning to BEA for the 2004-05 academic year. Most of these students will enter the 2003-05 academic year as seniors. 36% of the original 67 students did not complete the program for a variety of reasons (i.e. pursued a GED program, employment, family concerns, etc.)

6. **Goal:** BEA's Board of Trustees will ensure that the school meets its financial goals and obligations.

Performance Objectives: (1) The Development Subcommittee will oversee and set goals for an annual fundraising campaign. (2) The Finance Subcommittee will make certain that spending does not exceed the allotted annual budget.

Measurement: The Development Subcommittee raised a total of \$4,536.00 during the 2003-04 academic year. Please refer to the Financial Profile section of the 2003-04 Annual Report for a detailed account of the Boston Evening Academy's financial position at the end of the 2003-04 academic year.

7. **Goal:** BEA will work to retain faculty and staff to assure consistency in building the culture of school.

Performance Objectives: (1) Improved rate of faculty retention from one academic year to the next. (2) Improved rate of staff retention from one academic year to the next.

Measurement: During the 2003-04 academic year, one teacher (8% of the FTE teaching faculty) was asked to leave BEA. One teacher (8% of the teaching faculty) completed the year but is not planning on returning for the 2004-05 academic year. One staff member (9 % of non-teaching staff) completed the year but is not planning on returning for the 2004-05 academic year.

IS THE SCHOOL FAITHFUL TO THE TERMS OF ITS CHARTER?

8. **Goal:** Implement a competency-based program that meets the needs of BEA students while remaining true to the school's mission.

Performance Objectives: (1) Competencies required for graduation will be clearly defined and communicated to the entire BEA community. (2) BEA's Board of Trustees

and the School Site Advisory Council (SSAC) Board Subcommittee will review the mission of the school on an annual basis. (3) A long-term study of the school will be conducted by an independent entity.

Measurement: During the summer of 2003 each department created an Individualized Learning Plan (ILP) for each academic area. The ILPs clearly list the competencies that will be covered during a student's time at BEA and the benchmarks that each student is expected to reach.

As the Boston Evening Academy matures and expands its program, it continues to serve students for whom education has been difficult. A grant is pending that will secure an evaluator who will conduct an in-depth analysis of the relevance of BEA's mission to the current student population. This grant will also allow the initiation of a long-term study to evaluate short and long-term goal measurement, longitudinal evaluation, and impact of the school program on current students and alumni.



SCHOOL PROFILE

Grades and Age Levels Served

The Boston Evening Academy is the City of Boston's first diploma-granting public evening high school. BEA serves 205 students between the ages of 16 and 23. Because Boston Evening Academy serves students who are generally overage for their grade level and because the school adopted a competency focus, the school considers itself non-graded. Students are formally academically assessed upon their enrollment in the school and placed in a schedule according to their academic needs.

There are two competency levels: Undergraduate (Beginning skill and Intermediate skill) and Senior (More Advanced skill).

Summary of Educational Philosophy

Boston Evening Academy follows the Ten Commons Principles of the *Coalition of Essential Schools*. The *Coalition of Essential Schools* is a network of over 1300 schools nationwide that are committed to school reform using Ten Common Principles:

1. To help young people use their minds well.
2. Master a limited number of essential skills and areas of knowledge.
3. The goals of the school apply to all students.
4. An emphasis on individualized learning.
5. A philosophy of student as worker, and teacher as coach.
6. Competency based learning.
7. The school community embraces a tone of decency and trust.
8. All staff is committed to the school.
9. Resources are dedicated to teaching and learning.
10. The school adheres to non-discriminatory and inclusive policies, and practices.

Boston Evening Academy is a competency-based school where evidence of work forms the foundation of students achieving proficiency and graduating. In a competency-based education, students must master a defined set of skills within specific competency areas. Students develop these skills through successfully completing various products/work in each of the content areas and demonstrate what they have learned through portfolios, exhibitions and projects, in addition to more traditional assessments such as tests, quizzes and reports.

BEA adopted a competency-based system for the following reasons. Many of our students;

- Have never attended high school consistently;
- Have been out of school for one or more years;
- Are overage for their grade level an average of two years;
- Have attended more than one high school;
- Do not have the requisite number of courses or credits to pass in a traditional high school.

Some of our students have earned points/credits at previous schools, but have not acquired the solid knowledge base and skills necessary to successfully pursue higher education or to enter the work force. In an effort to address the issues and realities our students bring with them, the school strives to maximize learning by carefully diagnosing a student's educational needs, developing an individualized educational plan and assessing his or her learning.

There are five competency areas in which all students must demonstrate proficiency in order to graduate. The competency areas are Humanities, Science, Math, Technology and Personal Development. It is important to know that in all content areas there is a focus on asking questions (inquiry) and problem solving. All students are encouraged to explore, ask questions, pose solutions, and imagine alternatives.

In addition, the Boston Evening Academy uses a series of essential questions to inform and shape teaching and learning at the school. The essential question does not have one answer. Rather, students and staff grapple with the complex issues, material, and consequences of asking difficult and important questions. The essential question is examined throughout the school year and across the curriculum. This year's essential question is, "How does the past shape the present?" Examples of previous years' essential questions are: "Where Do We Come From?" "Who Are We?" "How Does One Contribute to Community?"

Hours of Operation/Number of Instructional Days

Boston Evening Academy's hours of operation are Monday through Thursday from 12:00pm to 8:00pm and Fridays from 9:00am to 4:00pm.

During the 2003-04 school year, all on-site classes were held from 2:00pm to 7:00pm Monday through Thursday. Formal class sessions are not held Fridays but all students are scheduled for internships, community service, and/or work. In addition, students are required to schedule independent meetings and tutorials with teachers and volunteers.

Boston Evening Academy conducted 131 instructional days, 37 community service days, and 12 MCAS preparation days during the 2003-04 school year. Teaching staff worked a total of 189 days. Administrative staff worked 208 and 223 days respectively.

Class Size

The Boston Evening Academy's commitment to providing a quality individualized program is reinforced by its small class sizes. The average class has eleven students.

Classroom Teacher Experience

Boston Evening Academy's classroom teachers have an average of 8 years of teaching experience and 2.8 years teaching at BEA.

No Child Left Behind Report Card

The following No Child Left Behind report card was produced by the Massachusetts Department of Education based on information submitted by the Boston Evening Academy during the 2003-04 academic year.

District Report Card - Boston Evening Academy HMCS

Boston Evening Academy HMCS (04240000)

Margaret R Maccini, District Superintendent

Mailing Address: 20 Kearsarge Ave

Roxbury, MA 02119

Phone: (617) 635-6789

FAX: (617) 635-6380

Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2003 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

Enrollment - 2004		
	District	State
Race/Ethnicity		
African American	57.7 %	8.8 %
Asian	9.0 %	4.7 %
Hispanic	26.9 %	11.5 %
Native American	0.0 %	0.3 %
White	6.5 %	74.6 %
Gender		
Male	48.3 %	51.5 %
Female	51.7 %	48.5 %
Selected Population Enrollment		
Limited English Proficiency	0.0 %	5.0 %
Low-income	100.0 %	27.2 %
Special Education	7 %	15.6 %
Migrant	0.0 %	0.2 %
TOTAL COUNT	201	980,818

Grades Offered: 11, 12

Percent of teachers licensed: 86.96%

Percent of teachers in core academic subject areas who are Highly Qualified: 86.29%

District Report Card - Boston Evening Academy HMCS
Mid-Cycle AYP Report

No subgroup data found for this school/district.

Teacher Quality Data for High-Poverty and Low-Poverty Boston Evening Academy HMCS Public Schools		
School	HQ%	LIC%
High Poverty		
Boston Evening Academy HMCS School	86.29	86.96

Data Definitions

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

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

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

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

Limited English Proficient:

Defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Low Income:

An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Migrant:

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percent of core academic classes taught by highly-qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Performance Level Definitions (MCAS):

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Special Education:

Students who have an individualized Education Plan (IEP).

Adequate Yearly Progress Performance:

A determination of whether a school/district has made "adequate yearly progress". Detailed information on the AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/srp/cycleIII/>.

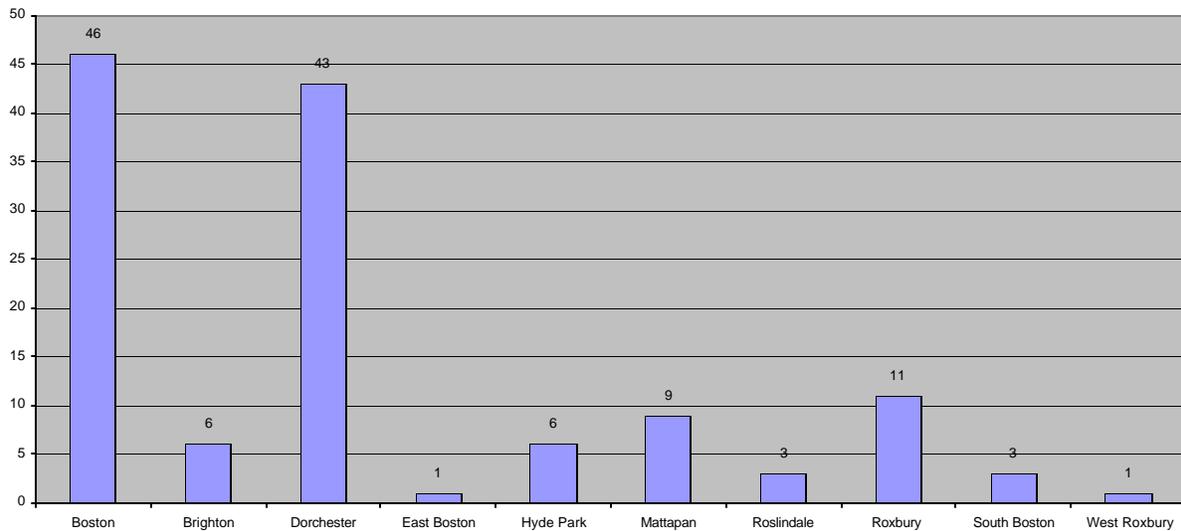


STUDENT PROFILE

Total Number of Student Applications Received

A total of 129 applications were received for the 2003-04 school year. Of the 129 students who applied, 105 were admitted into the program over the course of the year. 127 of the students who applied sought admission into BEA’s undergraduate program; 2 of the students who applied sought admission to BEA’s senior program. The demographic breakdown of the applications received is as follows:

2003-04 Application Demographics



Student Turnover Data

53 students left BEA over the course of the school year. The majority falls under the category of “Did Not Report” (i.e. they ceased attending classes without stating a reason; attempts made by BEA’s staff to contact them were unsuccessful). Otherwise, students left to pursue a GED, to better deal with personal issues, and to accommodate their work schedules. 32 students who finished the school year are known to not be returning for the 2004-05 academic year. 27 of these students graduated, 2 have moved out of Massachusetts, and 3 will be pursuing a GED.

Number of Student Suspensions and Expulsions

There were no student expulsions and three out-of-school suspensions for the 2003-04 academic year. One student was suspended for possession of a knife on school property. The other two suspensions were issued to students who were involved in a fight on school property.

DISSEMINATION

The Boston Evening Academy is part of a number of professional networks, which include: Coalition of Essential Schools, Center for Collaborative Education Pilot Schools Network, The Small Schools Network, the Association of Supervisors and Curriculum Developers, Massachusetts Charter School Association, and the Principal Residency Network.

BEA works hard to ensure that thoughtful and innovative educational practices are utilized in the classroom. What follows is a brief description from each of BEA's departments summarizing its best practices for the 2003-04 school year:

Humanities

This academic year, the Humanities Department has made steady progress on its goals of 1) creating our foundational competencies and benchmarks, 2) developing an exciting and relevant curriculum, and 3) strengthening our connection to the larger community of metro Boston.

Goal #1: Over the summer of 2003, the members of our department, Eileen Bouvier, Lisa Pritsoulis-Ewick, James Liou and Tina Pastrana, collaborated to write the key document (the Humanities ILP) that would simultaneously guide future curriculum development and allow students to track their progress through the Humanities requirements for graduation. Largely based on the Massachusetts state frameworks for English and Social Studies, we feel that the ILP is truly skill-based and appropriately challenging for our student population.

Goal #2: This academic year, propelled by the school essential question of *How Does the Past Shape the Present?* and a National Geographic Foundation award, the Humanities Department created a curriculum from scratch. Our theme revolved around *Native Peoples and Native Lands*, an exploration of the historical and present-day experience of indigenous peoples around the world. Central to this curriculum was the focus on geography, history and literature to 'give a human face' to the historical theme. The undergraduate Humanities course focused on North America, the Caribbean and Australia while the senior Humanities course focused on North America, the Caribbean and Africa. As an extension of this curriculum to the present-day, undergraduate students wrote research papers on the colonized countries of their choice and senior students had the opportunity to write a senior thesis based on the themes of the curriculum.

Goal #3: This year, we have strengthened our connection with various community leaders, organizations and schools. Through collaboration with Cultural Survival, an indigenous rights group located in Cambridge, we hosted Masai dancers from Kenya. We also invited professor emeritus Howard Zinn, the author of The People's History of the United States, to speak to our students about the essential question. Additionally, students participated in some exciting urban labs, including a visit to the renowned Pequot Museum in Connecticut and a visit to the Museum of Fine Arts in Boston.

Math

During the summer of 2003, the Math Department completed the work that it had begun during the school year on creating an ILP that would be competency-based rather than project-based. As a result of the summer work, the Math Department's ILP was used as the prototype for the other departments. Additionally, an ILP was created for Senior Math, which had not existed in the past.

The department met regularly to develop curriculum, design projects and share student concerns. In order to increase student knowledge of the language of mathematics, each teacher implemented a system of making index cards for each chapter of work. These cards were color-coded to each subject area of math. Students used these cards when doing assignments. Students were also required to keep a math journal in which questions were posed as to the applications of math in every day life.

The undergraduate students did several projects around the essential question. In conjunction with the Science department, two classes researched several inventors and noted how their contributions to math and science have changed our understanding of the world and have bettered our lives. Also, undergraduate students used the Internet to create and conduct a survey on people's experiences with learning math and the impact these experiences have on their current learning and use of math in everyday life. Several students presented these projects at the Spring Symposium. Senior students, while learning and applying exponential functions, looked at the population of several countries within a 75-year period. Students used graphing software to create graphs of the population and determine several mathematical models to determine which one had the best "fit." In order to explain the changes in the population growth, students researched the events during this time period that affected population size. Several students presented their findings at the Spring Symposium.



Science

In science we began the year by designing a new Individualized Learning Plan (ILPs) for students. In this plan we have outlined skill and content benchmarks for students to meet to prove competence in scientific inquiry skills and in the major fields of science including Earth Science, Physics, Biology, and Chemistry. It is our belief that students need to be familiar with all of these areas to succeed in higher education, to be active and scientifically literate members of society, to advocate for themselves and their family members given our healthcare system, and to appreciate the wonders of science throughout their lives. Given our old system for proving competency we needed to translate all the old ILPs to the new system. We also began planning and creating curriculum in a very different manner. Now the benchmarks drive the curriculum. We need to continuously reflect on what we are teaching and how it fits into our defined benchmarks. This manner of planning and creating curriculum is certainly a model for replication as it forces teachers to teach what is essential for students to know and be able to do after they study particular units in science.

We began to design pre- and post assessments for a few of the units that we designed this year. Over the summer of 2004 we will be examining a sample of these assessments to look at our work and that of our students. Looking at student work in this manner helps to understand what students learn and how to better design and implement curriculum.

This year's essential question was "How does the past shape the present?" To answer this question, the Science department focused on medical case studies and human body systems. In the first case, our fictitious patient had a previous injury that impacted her current health. In the second case, the patient's family history was a major influence on her present condition. Students were able to study the immune system and tie their findings into their work in Humanities. Students chose to write persuasive essays about the how the Europeans brought disease to native peoples. In one case in particular disease was knowingly used as a weapon of conquest. Another essay afforded students the opportunity to write about vaccination and how such practices have eradicated disease. Other units of study made it clear that past decisions affect current and future health. For example, past diet and exercise practices influence current cardiovascular health and body mass index. Also discussed were the genetic influences of family history.

A field trip to the Museum of Comparative Zoology at Harvard gave students a chance to explore how the evolutionary past shapes the present. They looked for similarities and differences in animals and/or people. The essential questions also surfaced in astronomy. Here, students looked at the work of Galileo for the history of astronomy. They also looked for evidence to support the theory of the Big Bang and traced the life cycle of a star.

We also organized several field trips to match the ILP. Highlights for the year included trips to attend the Harvard Medical School's lectures, a trip to the Museum of Comparative Zoology, and the viewing of the documentary film, "Supersize Me". Examining the curriculum and exposing students to outside venues is important to help make the connections between what we study in the classroom and what we experience in our own lives. Students may earn benchmark competencies if they complete additional work related to the field trip.

Lastly, given our work last year with the New England Aquarium, we partnered with them to offer a series of workshops for our students and their children. We believe it is important to expose our students and their children to resources in the Boston community. In doing so we hope to model teaching strategies and parenting techniques to our parenting students. The first session focused on the Aquarium itself and how children interact with exhibits. The second session focused on sea creatures and how to question children and discuss their observations. The third session focused on storytelling and the importance of reading to young children, including infants, and the last session focused on how to keep science alive through the summer as children go to the beach. We will use this program to try to replicate these learning experiences in other venues (i.e. the zoo). Students can also earn benchmarks given additional follow-up assignments.

Technology

The Technology department has made great strides in technology instruction and integration this year. Not only were the students able to demonstrate the required benchmarks necessary to show competence in technology, but they were able to do so through their work in their Humanities courses. The Undergraduate technology course focused on word processing skills and gave students an opportunity to experiment with a number of tools that created documents, biographical newsletters and graphic organizers. As part of a “cross-curricular” project, students used PowerPoint to present the Columbus Slideshow project.

The Seniors learned how to create HTML web pages, and designed and created the first installment of digital portfolios. The portfolios and web pages were displayed at the Spring Symposium as well as at the Senior Exhibitions. Although it took a lot of hard work for students to complete the project, students were proud of their efforts as well as excited to see their work “displayed” on the web. Staff and community observers were impressed by the level of technology skills developed and were inspired by the hope of merging the project into the entire school’s academic program.

As an elective, the Technology department offered a Photoshop course, where Mr. Muhammad taught students to graphically and artistically design print art, business cards and other useful documents.

The Distance Learning Program reached its maximum enrollment capacity of 25 students. Ten of those students were Seniors and graduated in June; it was the first graduating class from the program. This past school year, many of the required projects were web-based and dependent on research and the use of the site in order to complete their work. Students also participated in online discussions based in *nicenet.org*. and completed “The Color Purple” project as an online course. This particular project was presented to Harvard Extension School students and can currently be found on-line. (www.courses.fas.harvard.edu/~ede104n).

GOVERNANCE

Introduction to Board Report

Prepared by Emilie D. Steele, Chair

The Boston Evening Academy Board met six times from September 2003 through June 2004. Our Annual Meeting was in May 2004. This year the board had fifteen members plus the Head of School, Margaret Maccini. The board includes BEA faculty and staff, alumni, one parent, student representatives, as well as individuals from education, corporate, and public service.

List of Board of Trustees

Suliaman Abdul-Musawwir. Student Representative. Member School Site Advisory Council. Suliaman Abdul-Musawwir is a Senior at BEA and is in his second year as a member of the BEA Student Government where his role is *Facilitator of Meetings*. He has served as an active member of the School Site Advisory Council for two years. He is serving a one-year term during the 2003-04 academic year.

Dennis Berounsky. Member of the Finance Committee. Dennis Berounsky is employed as Accounting Manager for the Yankee Group, a research and consulting company specializing in e-business. Mr. Berounsky joined the Board in 2001. His term has been renewed until 2005.

Maureen Foley-Reese, Ed.D. Member of the School Site Advisory Council. Ms. Foley-Reese is currently the Academic Advisor and Director of the Peer Advisor/Mentor Program for Boston University's College of General Studies, a position she has held since 1990. Ms. Foley-Reese joined the Board in 2001 and had her term renewed until September 2005.

John Galligan. Member of the Development Committee. Mr. Galligan is Executive Vice President of Richard Koonce Productions, a consulting firm in Northampton, Massachusetts, and he specializes in new business development in the financial sector. Mr. Galligan is serving his first two-year term which ends September 2006.

Yery Gonzalez. Member of the School Site Advisory Council. Mr. Gonzalez is a 2003 graduate of BEA and is currently employed at the school as a technology consultant. Mr. Gonzalez is serving his first two-year term which ends September 2005.

Henry Grossman. Member of the Development Committee. Henry Grossman is a business lawyer with the law firm of Van Wert, Zimmer & Conlin, P.C.. Mr. Grossman joined the Board in 1998 and is serving his third two-year term on BEA's Board which ends September 2004.

William V. Hoch, Esq. Board Vice-Chair. Member of the Executive Committee. Chair of the School Site Advisory Council. Mr. Hoch is Senior Employment Counsel for the Massachusetts Port Authority. Mr. Hoch joined the BEA Board in 2001, and his current term ends September 2005.

Karl Holland. Treasurer. Chair of the Finance Committee. Member of the Executive Committee. Member of the School Site Advisory Council. Mr. Holland is currently employed as a Software Engineer/Project Leader for Teradyne Inc. in Boston, where he has worked since 1994. Mr. Holland joined the BEA board in September 2002. His current term (which has just been renewed) ends September 2006.

Zinnia Lewis. Parent Representative. Member of the School Site Advisory Council. Ms. Lewis is employed with Placement Pros (Temporary Agency) and has worked for two years as a Documentation Specialist at Distrigas of Mass, a major LNG (liquid nitrogen gas) company in Everett. Ms. Lewis began a two-year term starting September 2003 that ends September 2005.

Monique Maye. Faculty/Staff Representative. Member of the School Site Advisory Council. Monique Maye is a first year math instructor at BEA. Ms. Maye began a two-year term September 2003 that ends 2005.

Kathleen McGirr. Member of the Development Committee. Ms. McGirr is currently Senior Vice President of Human Resources at Fidelity Investments, responsible for Talent Development and Acquisition. Ms. McGirr joined the BEA Board of Trustees in September 1998 and is the former (four-year) Board Chair for Boston Evening Academy, a role she vacated in June 2002. Her current term (that has just been renewed) ends September 2006.

Margie Samp. Faculty/Staff Representative. Chair of the Development Committee. Member of the Executive Committee. Ms. Samp is currently a faculty member at BEA where she is the Senior Institute Coordinator and is in charge of media literacy. Ms. Samp joined the BEA Board in September of 2002 for a two-year term. Her term ends September 2004.

Emilie D. Steele, Ed.D. Board Chair. Chair of the Executive Committee. Member of the Development Committee. Dr. Steele retired in 2002 from her position as Associate Professor Adult Training at the College of Public and Community Service, University of Massachusetts Boston. Dr. Steele joined the Board of Trustees in September 1998 and her current term (that has just been renewed) ends September 2006.

Dominique Stokes. Student Representative. Member of the School Site Advisory Council. Ms. Stokes is a senior and a member of the BEA student government. Ms. Stokes is serving a one-year term during the 2003-04 academic year.

Kotey Tolbert. Alumnus Representative. Member of the School Site Advisory Council. Mr. Tolbert works as a Research Analyst for the National Student Loan Data Service Point Administrator (NSLDS). Mr. Tolbert's first two-year term ends September 2005.

Meg Maccini. Head of School. Non-voting member. Member of the Executive Committee. Member of the Development Committee. Meg Maccini was appointed Head of School at The Boston Evening Academy on July 1, 2002.

Summary of Board Activities

This has been an exciting year for the Boston Evening Academy. We have successfully completed our fourth and, we hope, last move to the Phillis Wheatley Complex in Roxbury. It is an ideal location for our school community and we look forward to continuing to build strong relationships with the surrounding community. In addition, we collaborated with the Boston Public Schools in planning to open a day program that will serve ninth graders who have not met eighth grade benchmarks and who have never attended high school. Opening a day program has long been a goal of BEA and we are pleased that we now have that opportunity. We look forward to opening fall 2004 as Boston Day and Evening Academy (BDEA) and we look forward to becoming the first 12-hour charter public school in Massachusetts. The board has approved the establishment of an Office of Institutional Advancement (OIA) and we anticipate that our fundraising efforts will be vastly improved. The OIA will also guide our friend-making activities. Finally, next year the Board will begin working with the entire school community on a new Strategic Plan that will take into account the new day school and the OIA. The new plan will take the school through the next five years.

BEA's Board has four subcommittees:

- Executive Committee
- School Site Advisory Council
- Development Committee
- Finance Committee

The individual committee reports follow and reflect in more detail the work of the BEA Board this year.

Executive Committee

Report prepared by Emilie D. Steele, Chair

The members of the Executive Committee are: Emilie Steele, William Hoch, Karl Holland, Margie Samp, and Margaret Maccini.

The Executive Committee met once monthly from September 2003 through June 2004. This year the committee's work was focused on the move to our current location in Dudley Square, the proposal to open a day program serving overage students entering ninth grade for the first time, the decision to establish an Office of Institutional Advancement, and the evaluation of Margaret Maccini, as Head of School. In addition, there was one appeal from a BEA student.

The Executive Committee's challenges for the 2004-05 year include:

- Overseeing the development of a new Strategic Plan that covers the next five years;
- Establishing an evaluation plan;
- Continuing to work with the school's leadership team;
- Ensuring the success of the Office of Institutional Advancement.

Finance Committee Report

Report prepared by Karl Holland, Treasurer and Committee Chair

This marks the first year the financial committee consisted of more than just the treasurer. This year's members were Karl Holland (treasurer) and Dennis Berounsky. BEA ends the year with strong financials as a result of continued oversight.

The Finance Committee tackled several issues beyond the normal oversight of the BEA financials. Highlights include the drafting of new job descriptions/timelines for our financial contractors and working with the school headmaster to start a development arm of BEA.

We leave this year with the finances set for next year's opening of BDEA. Furthermore, we hope to expand both the membership of the financial committee and work through investment and growth issues surrounding BDEA's assets.

Development Committee Report

Report prepared by Margie Samp, Development Committee Chair

The Development Committee met monthly from September 2003 through June 2004. Committee members are Margie Samp, Margaret Maccini, Emilie Steele, Robert Glover (volunteer, non-Board member), John Galligan, Henry Grossman, and Kathy McGirr.

During the 2003-04 academic year, the Development Committee advocated and received approval from the Board of Trustees to hire a full-time Director of Institutional Advancement, a full-time Development Associate and a part-time grant writer. The total estimated cost for the Office of Institutional Advancement will be \$165,000 and the Office will be responsible for fundraising, friend-raising, and positively promoting and increasing awareness of the school. This person will report to BEA's Head of School and will be responsible for fundraising \$1.5 million annually. The start date for the new Director of Institutional Advancement will be August 16, 2004.

Our fundraising efforts continued. Almost all Board members made contributions this year. BEA held its second annual fundraising appeal in the spring of 2004. In addition to the contributions of Board members and friends of BEA, the school has received contributions from retirement donations made in the name of a longtime BEA Board member. Monies raised through all these contributions amounted to \$4,536.00.

Another activity sponsored by the Development Committee was the Office of Alumni Development that opened in September 2003. Throughout the year, BEA alumni met at the school and received academic support and career-planning services. In return, the alumni formed an organization to support the promotion of BEA and BDEA. The alumni acted as ambassadors for the new "friends" who visited the school during the Spring Symposium. The alumni organization is planning similar functions for the 2004-05 academic year.

In November 2003, three Development Committee members visited Manhattan Night and Day Comprehensive High School in New York City (a public school with a population very similar to BEA's) and met with the Director of Development, Gregory Cohen. It became clear that the available in-house services (legal, housing, job-training, childcare) were indispensable to the academic success of many of the students. Now that BEA is the anchor tenant in a large facility in Dudley Square and the school will expand to include a day program beginning in September 2004, Development Committee members have been studying the neighborhood and aggressively courting corporate and financial partnerships to bring the above-mentioned services into BEA's building. The Development Committee plans to work in conjunction with the Office of Institutional Advancement to help establish effective onsite and offsite partnerships as well as to assist in the fundraising and the friend-raising necessary to support such projects.

The Development Committee targeted the annual Spring Symposium as its friend-raising event for the year. Board members were encouraged to invite individuals to come and learn about the school, meet with students and faculty, and participate in evaluating student portfolios.

Goals for the Development Committee for next year are:

- Work with the Director of Institutional Advancement;
- Assist in establishing onsite and offsite community partnerships;
- Continue to build the Alumni Association through the Office of Alumni Development.

School Site Advisory Council

Report prepared by William Hoch, Chair

Members of the School Site Advisory Council (SSAC) are William Hoch, Karen Cowan (Assistant Head of BEA), Karl Holland, Monique Maye, Kotey Tolbert, Yery Gonzalez, Zinnia Lewis, Dominique Stokes, and Sulaiman Abdul-Musawwir.

During the fall of 2003, the School Site Advisory Council (SSAC) worked with the design team to review and advise on the creation of the day academy. Looking at written proposals and observing live proposals, SSAC was able to provide valuable feedback to the design team as it prepared for its presentation to the School Committee. Continuing its work on the attendance policy from last year, SSAC received positive reports on improvements in school attendance rates and a decline in tardiness. Based upon this information, SSAC reviewed whether any policy changes should be proposed and, in the end, agreed to maintain the current policy. SSAC also took suggestions for the renaming of the school in order to incorporate the new day program and, after much debate, accepted the new moniker of Boston Day and Evening Academy. SSAC reviewed and analyzed the school's grievance policy in an attempt to bridge the gap between the administration's proposal and the faculty/staff proposal. SSAC also regularly received reports from Student Government on quality of life issues for the students, made proposals to respond to student concerns, and offered feedback to student government to help with their projects in the school.

FINANCIAL PROFILE

**Boston Evening Academy
Statement of Financial Position
As of FYE 6/30/04 & 6/30/03**

	<u>FYE 6/30/2004</u>	<u>FYE 6/30/03</u>
ASSETS		
Current Assets		
Checking/Savings	196,021	170,026
Accounts Receivable	235,110	327,434
Prepaid Expenses	1,746	1,746
Total Current Assets	<u>432,877</u>	<u>499,206</u>
Fixed Assets		
Computer Equipment	77,485	53,085
Software	34,885	29,789
Furniture & Fixtures	101,287	95,064
Equipment	114,491	103,301
L/H Improvements	11,768	-
Accumulated Depreciation	<u>(212,383)</u>	<u>(187,383)</u>
Total Fixed Assets	<u>127,533</u>	<u>93,856</u>
TOTAL ASSETS	<u><u>560,410</u></u>	<u><u>593,062</u></u>
LIABILITIES & NET ASSETS		
Liabilities		
Accounts Payable & Accrued Expenses	<u>15,274</u>	<u>35,887</u>
Net Assets		
Investment in Capital Assets	127,533	93,856
Net Assets - Unrestricted	<u>417,603</u>	<u>463,319</u>
Total Net Assets	<u>545,136</u>	<u>557,175</u>
TOTAL LIABILITIES & NET ASSETS	<u><u>560,410</u></u>	<u><u>593,062</u></u>

**Boston Evening Academy
Statement of Financial Activity
For FYE 6/30/04 & 6/30/03**

	<u>FYE 6/30/2004</u>	<u>FYE 6/30/2003</u>
Operating Revenue		
Service Fees - City of Boston	\$ 1,441,841	\$ 1,543,365
Grants	288,266	200,093
Other Income	7,863	3,963
Total Operating Revenue	<u>1,737,970</u>	<u>1,747,421</u>
Operating Expenses		
Salaries	1,292,622	1,121,291
Advertising	3,400	4,111
Bank charges	-	30
Board expenses	410	6,185
Contracted Expenses	61,407	54,408
Consultants & MIS Support	140,129	133,219
Depreciation	25,000	41,075
Dues & fees	7,827	4,250
Food service	10,118	-
Grant expense	14,250	19,549
Insurance	5,767	4,791
Minor equipment	3,603	5,538
Miscellaneous expense	1,444	1,938
Office supplies	11,528	13,330
Postage	2,112	926
Printing & reproduction	2,850	7,227
Professional fees	10,803	6,000
Program expenses	10,913	33,140
Repairs, maintenance & relocation	46,101	21,959
Security	-	19,658
Staff training	16,077	76,781
Student events	15,821	26,205
Student transportation	11,120	12,945
Supplies	29,340	22,475
Telephone	1,785	2,234
Textbooks	1,971	10,828
Travel	23,611	16,523
Total Operating Expenses	<u>1,750,009</u>	<u>1,666,616</u>
Non-operating Revenues & Expenses		
Interest Income	391	595
Interest Expense	574	-
Loss on Disposal	-	(25,571)
Net Non-operating Revenue & Expenses	<u>-</u>	<u>(24,976)</u>
Change in Net Assets	(12,039)	55,829
Net Assets at the beginning of year	<u>557,175</u>	<u>501,346</u>
Net Assets at the end of year	<u>\$ 545,136</u>	<u>\$ 557,175</u>

**Boston Evening Academy
Evening, Day & Development Budget
SY2005**

	<u>Evening</u>	<u>Day Academy</u>	<u>Development</u>	<u>Total</u>
Revenues				
BPS Revenue	\$ 1,809,604	\$ 882,787	\$ -	\$ 2,692,391
DOE & Federal Grants	268,000	30,000	-	298,000
Other Grants & Revenue	23,000	60,000	20,000	103,000
Released from Board Restrictions			-	-
			<u>165,000</u>	<u>165,000</u>
Total Revenue	<u>\$ 2,100,604</u>	<u>\$ 972,787</u>	<u>185,000</u>	<u>3,258,391</u>
Expenses				
Personnel	1,518,407	746,100	128,333	2,392,841
Operating Expenses	<u>571,399</u>	<u>225,700</u>	<u>23,000</u>	<u>820,099</u>
Total Expenses	<u>2,089,806</u>	<u>971,800</u>	<u>151,333</u>	<u>3,212,940</u>
Surplus / (Deficit)	<u>\$ 10,798</u>	<u>\$ 987</u>	<u>\$ 33,667</u>	<u>\$ 45,451</u>