

The Neighborhood House Charter School

*2007 Annual Report to the
Massachusetts Department of Education*

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*2007 Annual Report to the
Massachusetts Department of
Education*

The Neighborhood House Charter School

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Letter from the Chair

As we draw to the close of a positive and productive school year, there is much to be proud of. The 2006-2007 school year was the first full academic year in our new facility. We expanded our school to serve an additional 40 students, resulting in a total enrollment of 382 children. To support the expansion of additional students and teachers, we increased professional development for staff and supplemented instruction to our new students. The headmaster created an Academic Performance and Instruction team which meets weekly to ensure that NHCS students receive all the help they need academically.

The school has continued to expand its impressive array of full service opportunities for its families, offering strong academic after-school and summer programs to its students, while providing a wide variety of extracurricular, social and health services to students and their families. This year we piloted a health care initiative. We now have a pediatrician on our staff who comes to us from the Division of General Pediatrics at Boston Medical Center. This doctor acts as a liaison between our staff, our families, and the health care system in Boston to help provide referrals for students and their parents. We also initiated our first Health and Wellness Fair in April, with presenters from the Boston Public Health Commission, Kids Can Cook, DotWell, and the Boys and Girls Club.

During the course of the year, the Board of Trustees engaged in strategic planning for the next five years and will be finalizing a strategic plan in the fall. Many of our trustees and administrative staff put in long hours on the plan, and we are truly grateful to them for all of their effort.

All of our progress and growth would not be possible without the energy, generosity and expertise of many. I would like to thank my fellow Trustees, Headmaster Kevin Andrews, and the teachers, parents, supporters and community partners of our school. We are looking forward to continuing our quest for excellence in education in 2007-08.

Sincerely,

Sherry Leventhal

Executive Summary

Founded in 1995, the Neighborhood House Charter School's mission is to offer a quality education to a diverse community of Boston children through a neighborhood-based school that integrates education with social services and health care programs for the benefit of students and their families that otherwise have limited educational opportunities. In pursuing this mission, the NHCS commits to developing and sharing with other public schools innovative practices that improve public education for all students. The school's "Succeed Anywhere" educational philosophy proposes that all students of the NHCS will be well prepared to enter a high quality public or private secondary school, including schools focused on college preparation, technical trades, and the creative arts.

The NHCS moved to a newly renovated facility in the Pope's Hill neighborhood of Dorchester in January 2006, which allowed the school to offer its program to 382 students in 2006-07. For the 2007-08 school year, we will reach our maximum capacity of 400 students. The school's operation is guided by the 2005-2010 Accountability Plan, a new draft of which has been submitted to the Charter School Office and is awaiting approval. Therefore, this Annual Report includes a summary of performance relative to the draft goals and expectations in the areas of academic performance, organizational viability, and faithfulness to the terms of the charter.

Accountability Plan: Academic Performance

2006-07 was the second year of a planned three-year expansion for the NHCS, which will see our total enrollment almost double from 220 students in the fall of 2004 to 400 students in the fall of 2007. The challenge of this rapid expansion has been to reach and ultimately exceed the high levels of student performance that the NHCS enjoyed as a smaller school within the context of admitting new students at a variety of grade levels and dramatically increasing our teaching staff. We have seen gains at many grade levels and have put in place new systems and procedures to ensure that we reach the challenging academic goals we have set in the draft Accountability Plan by 2010.

Accountability Plan: Organizational Viability

The school is a viable organization with strong fiscal management, an outstanding record of fundraising, stable student enrollment, a high level of satisfaction among constituent groups, and a dedicated and productive faculty and staff. The student body reflects the ethnic and racial diversity of the Dorchester area. The school governing structure is an active one, serving on committees, attending meetings, and raising funds. Teachers at the school have an average of 2.3 years teaching at NHCS. The few teachers who do not yet have the credentials required by the Massachusetts Department of Education and the No Child Left Behind (NCLB) guidelines have developed plans for satisfying those requirements.

Accountability Plan: Charter Alignment

The school's mission and educational philosophy are in alignment with the operations of the school. As a full-service school, the NHCS provides a wide array of educational support, health, and social services to students and their families. The high school placement program supports the school's "Succeed Anywhere" educational philosophy, working with individuals to help them attain academic success and an appropriate high school placement. Finally, staff members at the school are actively involved with the Project for School Innovation (PSI), a dissemination organization that was co-founded by Kevin Andrews, the Headmaster of the NHCS.

No Child Left Behind Report Card

The No Child Left Behind (NCLB) guidelines require that all schools submit a report card detailing school data regarding MCAS data, Adequate Yearly Progress (AYP), and the professional qualifications of teaching staff. The NHCS is including the NCLB report card in this 2006-07 annual report.

School Profile

The Neighborhood House Charter School served 382 students from kindergarten-one through eighth grade in 2006-07. There were approximately twenty students in each class with a student/teacher ratio of 10.7:1. Both external and internal assessments document the progress of the students. MCAS scores show that in almost all areas NHCS students significantly outperformed their peers in the Boston Public School district, and in seventh and eighth grade English Language Arts and eighth grade mathematics, NHCS students outperformed their peers statewide as well.

Governance Profile

The NHCS is governed by a fifteen-member Board of Trustees and a School Site Council comprised of parents, teachers and the headmaster. In 2006-07, The Board continued to engage in major policy and fund-raising work.

Student Profile

The NHCS enrolled 382 students in 2006-07. The majority of these students (60%) were from Dorchester. The school's demographic makeup included 51% African-American students, 25% Caucasian students, 5% Cape Verdean students and 19% Hispanic, Asian and Native American students. Almost three-quarters (73%) qualified as "low income" according to federal guidelines.

Staff Profile

The NHCS employed 59.7 full-time equivalent (FTE) staff in 2006-07, including 43.3 FTE classroom teachers, teaching specialists, and student support staff members, 10 FTE administrators, 4.4 FTE administrative support people, and two staff members disseminating effective practices.

Financial Profile

The NHCS financial base is strong, as the school remains one of the most successful fund-raisers in the Massachusetts public school community. In 2006-07, the school augmented its state tuition with \$1,375,693 raised from private sources, and state and federal grants.

Dissemination

The Neighborhood House Charter School played a significant role in the sharing of best practices with other schools during the 2006-07 school year. NHCS launched The Project for School Innovation (PSI) in August of 2000 and the school has provided administrative support and been an active participant in the program since then. Teachers from NHCS have identified best practices and shared these practices with other schools through partnerships, workshops and conferences.

Accountability Plan: Student Performance

The Accountability Plan

During the 2006-07 academic year a revised draft of the 2005-2010 Accountability Plan was submitted to the Charter School Office. The school's Management Team, with approval from the staff, School Site Council, and Board of Trustees, set the goals for the Accountability Plan. The new draft contains standards and objectives that raise the expectations regarding academic performance, and provides more specificity in terms of standards and expectations regarding organizational viability and fidelity to the terms of the charter. This Annual Report will outline progress relative to these draft goals as we are awaiting approval of the new Accountability Plan.

The Academic Program

Data regarding the academic program objectives will be used to respond to the question: *Is the academic program a success?* According to the Accountability Plan, students have two objectives in the area of the academic program:

Students will develop a high degree of competence in English Language Arts and Reading.

Students will develop a high degree of competence in Mathematics.

The NHCS curriculum is aligned to the Massachusetts Curriculum Frameworks and is designed to help each student to succeed academically. Student outcomes related to these goals are measured by analyzing data from MCAS scores as well as internal assessments. In the lower school (grades K-1 through five), student academic and behavioral progress is reported in the Individualized Learning Plan twice annually. In the middle school, students' academic and behavioral progress is documented on quarterly report cards. The DIBELS and GRADE assessments are also administered to lower school students as an indicator of progress with developing reading skills.

English Language Arts and Reading Competence

The Accountability Plan standards in the area of English Language Arts address student performance on the MCAS examination and student performance in the classroom as measured by internal assessments.

English Language Arts Performance Standards

Goal #1: Students will develop a high degree of competence in English/Language Arts and Reading

Benchmarks:

The percentage of students scoring on the Advanced or Proficient levels on the MCAS will increase an average of by 5% per year from the previous Accountability Plan goal (50% of students performing at the Advanced or Proficient levels by 2005). By 2010, 75% of students in grades 3-8 will be performing at the Advanced or Proficient levels on the Reading or ELA MCAS exam.

Fewer than 10% of Lower School students (grades K1-4) will be considered “at risk” in Reading as measured by their end-of-the-year ILP, while more than 75% will perform in the Proficient or Advanced categories in Reading on their end-of-the-year ILP.

More than 90% of Middle School students (grades 5-8) will earn passing end-of-year averages (70% or above) in their English class, while 75% will earn honor roll final grades in English (80% or higher).

More than 90% of students will be reading on grade level by the end of third grade as measured by DIBELS and GRADE assessments.

MCAS Performance in English Language Arts

Student performance on The Massachusetts Comprehensive Assessment System (MCAS) exam provides evidence that students at the NHCS are making some progress toward the Accountability Plan objectives in English Language Arts. Based on the Accountability Plan, the NHCS aims to have 75% of students taking the English Language Arts portion of the exam score in the Advanced or Proficient categories by the year 2010. In order to achieve this goal, the Accountability Plan calls for a 5% increase in the number of students in the two top categories each year. For 2006 MCAS scores, the benchmark was 55%.

The following table presents the progress of the NHCS towards meeting the performance standards set by the Accountability Plan in English Language Arts.

English Language Arts MCAS Performance: Percentage of Students Scoring in Advanced or Proficient Categories

Grade	Performance Standard	2006 MCAS	Status
3	55% Above Proficient/Proficient	54%	Nearly attained
4	55% Advanced/Proficient	32%	Not yet attained
5	55% Advanced/Proficient	35%	Not yet attained
6	55% Advanced/Proficient	54%	Nearly attained
7	55% Advanced/Proficient	82%	Attained
8	55% Advanced/Proficient	74%	Attained

Performance in both the seventh and eighth grades significantly exceeded the standard set for 2006 with seventh grade performance outpacing the goal of 75% advanced or proficient for 2010 and eighth grade performance nearly attaining the 2010 goal. In grades three and six, 54% of students, or 1% fewer than expected, were at the advanced or proficient level. Disappointing results for the fourth and fifth grade classes were in part attributable to new staff members in both grades as well as mid-year teacher turnover in grade five. During the 2006-07 school year, additional supports were put into place for both of these grades, both in terms of enhanced professional development for teachers as well as more direct instructional support for students. We anticipate these measures will enable the school to reach the threshold of 60% of students performing at the Advanced or Proficient levels on the 2007 MCAS whose results are still pending.

Internal Assessments

In addition to the above standardized assessments, the NHCS utilizes a broad range of internal assessment tools to provide multiple sources of information to help teachers, students, and parents understand each child's individual goals, strategies for attaining these goals, and ongoing progress. The Individualized Learning Plans (ILPs) document student progress twice yearly toward meeting grade-level performance standards. The lower school ILPs assign numbers from 1-4, which coordinate with the performance levels on the MCAS exam. The numbers that students receive for sub-skills are averaged to attain a single score for each subject area. In the middle school, student performance is documented on quarterly report cards, but which use letter grades to indicate progress.

Language Arts Internal Assessment Performance

The Accountability Plan benchmarks in this area state that by 2010, 90% or more of the students will pass their classes by scoring in the top three categories in the lower school and by receiving a final average of 70% or higher in the middle school. The plan sets an additional goal of 75% or more of students in the lower school scoring at the top two performance levels and 75% or more of the middle school students receiving honors by earning a final average of 80% or higher.

The tables below present the progress of students towards meeting the performance standards set in English Language Arts on ILPs and Report Cards.

English Language Arts Internal Assessment Performance: Lower School

Grade	Percentage “passing” – top three performance categories Goal = 90%	Percentage “proficient” or “advanced” -- top two performance categories Goal = 75%	Status
K1	100%	100%	Attained
K2	100%	100%	Attained
1	100%	98%	Attained
2	97%	74%	Nearly Attained
3	100%	74%	Nearly Attained
4	98%	95%	Attained

English Language Arts Internal Assessment Performance: Middle School

Grade	Percentage passing – grades of 70 or above Goal = 90%	Percentage honor roll – grades of 80 or above Goal = 75%	Status
5	95%	63%	Partially attained
6	89%	46%	Not yet attained
7	60%	26%	Not yet attained
8	74%	26%	Not yet attained

All of the lower school grades exceeded the benchmark of having 90% of the students earn grades at one of the top three grading levels. Four of the lower school grades exceeded the benchmark of having at least 75% of the class in the top two categories, with the other two only one percentage point shy of the benchmark. The fifth grade meets the percentage benchmark of students passing, but not those earning honor roll grades. Sixth, seventh, and eighth grades continue to work toward meeting this benchmark.

Despite these seeming successes, the Management Team has concerns about the disconnect between student performance as measured by internal and external measures, particularly at the Lower School level. An ILP Task Force consisting of administrators and teachers has been formed and is working actively to create more clearly defined grading guidelines and rubrics to address this issue.

DIBELS/GRADE Outcomes – Grade 3

As a Reading First school, the NHCS gives the DIBELS and GRADE assessments to all students in grades K2-3 at a minimum of three times yearly and more frequently for those children whose scores place them at the “at-risk” or “some-risk” levels. For 2010, the school has set a benchmark that more than 90% of students will be reading on grade level by the end of third grade as measured by these two assessments. The following table indicates 2006 end-of-year performance on these measures.

English Language Arts Assessment: DIBELS/GRADE Outcomes – Grade 3

Grade	DIBELS -- Percentage in “low risk” category (on grade level)	GRADE – Percentage in “low risk” category (on grade level)	Status
3	59%	58%	Not yet attained

While we have not yet reached the goal of 90% for 2010, these results do exceed 55%, which would allow for the NHCS to reach that level given 5% improvement each year between now and

2010. Furthermore, these results are more consistent with MCAS achievement, suggesting that the DIBELS and GRADE assessments are currently a better predictor of student performance in Reading and English Language Arts than the lower school ILPs.

Mathematics Competence

Performance standards in the area of math are measured by MCAS achievement and classroom assessments as indicated on the ILP's and report cards.

Math Performance Standards

Goal #2: Students will develop a high degree of competence in Mathematics

Benchmarks:

The percentage of students scoring on the Advanced or Proficient levels on the MCAS will increase an average of by 5% per year from the previous Accountability Plan goal (50% of students performing at the Advanced or Proficient levels by 2005). By 2010, 75% of students in grades 3-8 will be performing at the Advanced or Proficient levels on the Mathematics MCAS exam.

Fewer than 10% of Lower School students (grades K1-4) will be considered "at risk" in Math as measured by their end-of-the-year ILP, while more than 75% will perform in the Proficient or Advanced categories in Math on their end-of-the-year ILP.

More than 90% of Middle School students (grades 5-8) will earn passing end-of-year averages (70% or above) in their Math and Computation classes, while 75% will earn honor roll final grades in Math and Computation (80% or higher).

MCAS Performance in Mathematics

The Mathematics section of the MCAS exam was administered to students in grade 3-8 in 2006. The table below presents the performance categories of each grade relative to the 2006 benchmark of 55% in the Advanced or Proficient categories.

Mathematics MCAS Performance: Percentage of Students Scoring in the Advanced or Proficient Categories

Grade	Performance Standard	2006 MCAS	Status
3	55% Advanced/Proficient	50%	Nearly attained
4	55% Advanced/Proficient	19%	Not yet attained
5	55% Advanced/Proficient	23%	Not yet attained
6	55% Advanced/Proficient	34%	Not yet attained
7	55% Advanced/Proficient	36%	Not yet attained
8	55% Advanced/Proficient	66%	Attained

Based on the 2006 MCAS results reported above, improving mathematics instruction schoolwide was a significant focus for the 2006-07 school year. Toward this end, the lower school math specialist's schedule was adjusted to allow her to spend additional time providing intervention support in grades 1-4 and working with teachers to plan instruction while teachers in grades 5-8 utilized data from the Massachusetts Public School Performance program to better assess and meet the instructional needs of their students. All teachers spent time at the beginning of the year working on the alignment between their year-long plans in mathematics and the Massachusetts Curriculum Frameworks. Targeted instruction was provided to students in the form of an afterschool MCAS preparation program. Finally, the Math Task Force recommended the adoption of two new curricula: Big Math for Little Kids for grades K1 and K2, and Math Trailblazers for grades 1 through 5. Big Math was piloted in K1 during 2006-07 and will be adopted by K2 in 2007-08. Math Trailblazers materials were piloted in all grades during 2006-07 and will be formally adopted by the third grade in 2007-08 while being used as supplemental material in grades 4 and 5 as part of a multi-year roll-out.

Internal Assessment Performance in Math

As in English Language Arts, the draft Accountability Plan goals in mathematics state that by 2010, 90% or more of NHCS students will pass their classes by scoring in the top three categories in the lower school and by receiving a final average of 70% or higher in the middle school. The plan

sets an additional goal of 75% or more of students in the lower school scoring at the top two performance levels and 75% or more of the middle school students receiving honors by earning a final average of 80% or higher.

The tables below present the progress of students towards meeting the performance standards set in Mathematics on ILPs and Report Cards.

Mathematics Internal Assessment Performance: Lower School

Grade	Percentage “passing” – top three performance categories Goal = 90%	Percentage “proficient” or “advanced” -- top two performance categories Goal = 75%	Status
K1	98%	95%	Attained
K2	100%	100%	Attained
1	100%	100%	Attained
2	97%	67%	Partially attained
3	100%	76%	Attained
4	100%	68%	Partially attained

Mathematics Internal Assessment Performance: Middle School

Grade	Percentage passing – grades of 70 or above Goal = 90%	Percentage honor roll – grades of 80 or above Goal = 75%	Status
5	90%	61%	Partially attained
6	84%	42%	Not yet attained
7	57%	31%	Not yet attained
8	95%	42%	Not yet attained

The lower school tables show that all of the grades attained the goal of having all students in the top three categories in math and all but two attained the goal of having 75% of the students in the top two categories.

The middle school report cards demonstrate progress toward the goals of the draft Accountability Plan on internal assessments in the area of math, with only the sixth and seventh grades not meeting the goal of having 90% of the students receive a passing grade. While internal middle school data on percentage of students at the honor roll level is a decent predictor of MCAS

success in grades 6 through 8, as with internal progress in English Language Arts, there remains a disconnect between student progress as measured by the MCAS and by ILPs and Report Cards, particularly at the lower school level. Again, resolving this issue is a top priority of the ILP Task Force and will be addressed in 2007-08.

Accountability Plan: Organizational Viability

Organizational Viability

School performance is supported by the organization of the school. In order for the school to succeed, the school must be a viable organization. The second section of the Accountability Plan provides objectives in response to the question: *Is the school a viable organization?* This section includes standards in the following areas:

- Fiscal Management
- Fundraising
- Student enrollment and daily attendance
- Satisfaction of constituent groups (families, students, staff)
- Staff competence and development
- School governance

Fiscal Management

The objectives in the area of fiscal management in the draft Accountability Plan as indicated in the table below are intended to ensure that the school's finances are effectively and appropriately managed.

Fiscal Management Performance Standards

Goal #3: Maintain sound fiscal management

Benchmarks:

The school will maintain a balanced budget annually as approved by the Board of Trustees

The school will receive clean audit reports on an annual basis from an independent auditor

For the past 13 years, the school has always maintained a balanced budget and has received clean audits from our certified public accountants.

Fundraising

In order to support its academic and full-service programs, the NHCS relies on raising private funds to supplement government sources. The goal and associated benchmarks for fundraising as expressed in the draft Accountability Plan are outlined in the table below.

Fundraising Performance Standards

Goal #4: Identify funds to support the school's "Succeed Anywhere" standard

Benchmarks:

The development department will expand its base of individual givers until a minimum of 25% of the total operating budget is raised from private sources.

The school will meet the annual fundraising goals approved by the Board of Trustees

NHCS continues to build the infrastructure for a major gifts program, steward existing donors, while searching for new ones. We will continue outreach to individual prospects by hosting a series of small events, and events tailored to targeted groups, as well as increasing personal meetings with prospective donors, and increasing and enhancing trustee involvement with their individual prospects.

For the last five years, the school has met its annual fundraising goals for operating expenses.

Student Enrollment and Daily Attendance

The objectives relating to enrollment are to attract a large and diverse applicant pool to the K1 lottery reflective of the Dorchester neighborhood, and to maintain a high rate of daily attendance.

Student Enrollment Performance Standards

Goal #5: Maintain a robust and diverse enrollment

Benchmarks:

The school will attract an applicant pool for the K1 lottery which is reflective of the demographics of Dorchester

The school will attract an applicant pool for the K1 lottery which is at least two times the size of the incoming class

Average daily attendance will exceed 95% annually

The Neighborhood House Charter School enrolled 382 students in the 2006-2007 school year. NHCS received 246 applications for 40 spaces in its K1 program, a testament to the high level of demand for the program from families in the community. According to the City of Boston's report of the 2000 U.S. Bureau of the Census statistics, the ethnic/racial constitution of Dorchester is: 32% African-American; 36% White; 12% Hispanic; 11.5% Asian or Pacific Islander; less than 1% Native American; and 9% Multi-Racial and Other. The NHCS constitution is: 51% African-American; 25% White; 12% Hispanic; 5% Asian; 2% Native American and 5% Other (Cape Verdean). Thus, the school's population mirrors Dorchester's population to a large degree. The school's average daily attendance was 370 students out of 382 enrolled, making the attendance rate 97%.

Constituent Satisfaction

While the size of the K1 applicant pool and related waiting list are one measure of the degree to which families value the NHCS program, internally developed polls of families, students in grades

three through eight, and staff, provide additional information. The draft Accountability Plan goal and related benchmarks in this area are captured in the table below:

Constituent Satisfaction Performance Standards

Goal #6: Maintain a high level of satisfaction among the school's constituency groups

Benchmarks:

85% or more of parents will report a high level of satisfaction with their child's education as evidenced by their responses to an annual survey

85% or more of faculty and staff will report a high level of satisfaction with the educational program as evidenced by their responses to an annual survey

85% or more of students in grades 3-8 will report a high level of satisfaction with their education as evidenced by their responses to an annual survey

Of the three constituency groups, parents reported the highest level of satisfaction with NHCS educational programs. In fact, 95% of parents who participated in the survey agreed with the following statement: "I am satisfied with the overall education that the school is providing for my child." The survey questions that addressed this topic for teachers and students varied somewhat. 77% of teachers responded affirmatively to the following statement: "Expectations and assumptions in the school environment foster high expectations for students". 66% of students surveyed agreed that they are "ready for next school year" and 70% of students responded: "I know what I am supposed to be learning in my classes." Plans for the 2007-08 school year include reworking survey questions for students and faculty to more directly measure educational satisfaction. Nevertheless, the data gathered thus far suggests that we will be able to reach the benchmarks set above by 2010.

Teacher Recruitment and Retention

The Neighborhood House Charter School is a successful organization largely due to its strong faculty and staff. In keeping with the requirements of NCLB, we aim to have 100% of teachers considered "highly qualified". In addition, we have found that teachers with a longer tenure at Neighborhood House have historically achieved greater academic outcomes with their students. As a result, we strive to lengthen the average length of teachers' service with the school.

Teacher Recruitment and Retention Performance Standards

Goal #7: Recruit and retain an outstanding teaching staff

Benchmarks:

100% of teachers meeting federal expectations as fully licensed and "highly qualified" by the end of their second year of teaching at the school

Retain highly qualified faculty for a multi-year commitment averaging five years

During the 2007-08 school year, the NHCS employed 35.7 classroom teachers and specialists and 3 full time special education service providers. Of these, only two had not yet attained "highly

qualified” status and both were working toward this goal via a personal professional development plan under the supervision of the Headmaster.

Our recent expansion has required the hiring of new staff to teach a significantly increased student enrollment. As a result, teachers’ average years of service at the NHCS has dropped to 2.3 years. The school aims to address this issue with strong professional development and support systems in place, and with salary incentives for returning. Furthermore, an active and teacher-led Quality of Life Committee meets regularly and makes recommendations to the administration about ways to improve the experience of working at the school.

During the 2006-07 school year, we did not lose any teachers during the year. Seven teachers, or 18% of the teaching staff, finished the year, but will not be returning to the school for 2007-08. Of these, two will be attending graduate school, four will be relocating out of state, and one will be taking a job at a Massachusetts private school.

School Governance

The objectives in relation to school governance are to actively involve the Board of Trustees in support of the school’s strategic goals through committee involvement, financial commitment, and regular attendance at board meetings. Furthermore, the NHCS seeks to attract new board members to meet the ongoing needs of the school.

School Governance Performance Standards

Goal #8: Recruit and maintain an effective and stable Board of Trustees

Benchmarks:

100% of Trustees will contribute financially to the school, serve on at least one committee, and attend at least 80% of all Trustee meetings

The governance committee will recruit four to six new trustees to address underrepresented demographic or professional areas

The school's Trustees continue to be active and extremely committed to the organization, with 87% (all but two) contributing to the school, 100% participating on committees, and 80% regularly attending meetings. During the 2006-07 school year, two new trustees joined the organization, allowing the school to be well on target for attracting four to six new trustees by 2010.

Accountability Plan: Charter Alignment

Charter Alignment

The NHCS program is designed to support its academic and organizational goals in keeping with the school's mission and educational philosophy. The Accountability Plan goals for the program of the school aim to answer the question: *Is the school faithful to the terms of its charter?* According to the draft Accountability Plan, the NHCS has three goals in relation to the alignment of the school program with the terms of the charter. These goals address the following areas:

- Full service program
- High school placement program
- Dissemination: Project for School Innovation

Full Service Program

The NHCS has established itself as a full service school that joins together education, social services and health care to create and sustain a foundation of support for all NHCS students and families. NHCS offers a variety of services that are a direct response to the needs of the families at the school. Support services at NHCS include high school placement support, specialized academic enrichment summer programs, high quality after-school programming, and social and health services.

Full Service Performance Standards

Goal #9: Provide targeted and individualized academic support, health, and social services to students and their families

Benchmarks:

Provide a vibrant after school program for students in grades K2-8 integrating academic support and enrichment

Provide summer school in English and Mathematics for students determined to be “at-risk” as evidenced by their achievement on internal and external assessments

Improve Parent Center offerings to meet the needs of families (eg. parenting support, academic support, other education, etc.) as identified by parents on an annual survey

Pilot a Health Care Initiative to educate the school community (parents, staff, and students) regarding physical and mental health and to connect students and families to either on-site or community-based services

The on-site NHCS afterschool program enrolled 65 students in grades K2 through five during the 2006-07 school year. Students received homework support and tutoring from Boston College students who volunteered in the program as well as from afterschool staff. Partnerships with the Boston City Singers, Share our Strength, and Friends of the Public Garden, allowed for a rich array of enrichment activities for participating students. In grades six through eight, students had the option of joining the NHCS basketball team or taking advantage of the NHCS' partnership with Kids Can

Cook. While these programs have been successful, our internal capacity to manage them has limited the total enrollment at the lower school level and prevented us from expanding offerings to middle school students. For the 2007-08 school year, the NHCS will be contracting Champions USA to run expanded afterschool programs for students at both the lower and middle school level.

Research has shown that at risk students frequently regress in their academic skills over the summer, and the NHCS summer school program works to improve students skills during this critical time period so that they are better able to be successful in the following grade. Seventy-six students participated in the NHCS academic summer school program receiving targeted instruction in literacy and math skills four mornings per week for six weeks during the summer.

Parent involvement is crucial to the success of students and the NHCS. Every year, parents receive and sign a Family Learning Contract, which reviews the expectations of the school and suggests volunteer activities. The Parent Council was an active group this year, holding monthly meetings with an average attendance of 50 parents each meeting. The fundraising committee of the Parent Council coordinated a cookie dough sale, raising \$22,500, the third annual cocktail party/silent auction, raising \$6285, and a yard Sale in June, raising an additional \$500.

Dr. Patricia Kavanagh joined the NHCS team during the 2006-07 school year to support the NHCS Health Care Initiative. Accomplishments for 2006-07 include the first annual Health and Wellness Fair, a school fair attended by families and staff. Presenters included the Boston Public Health Commission, Boston Police Department, Kids Can Cook, Federation of Children with Special Needs, Boys and Girls Club, Operating Frontline, and DotWell. Live presentations included a fitness activity run by Ultimate Boot Camp and a cooking activity for children. In addition, the NHCS partnered with Smile Massachusetts to provide a mobile dental clinic for our students this school year.

High School Placement Program

The NHCS is grounded in the educational philosophy called the “Succeed Anywhere” standard. The “Succeed Anywhere” standard proposes that all students of the Neighborhood House Charter School will be well prepared to enter a high quality public or private secondary school, including schools focused on college preparation, technical trades, or the creative arts.

High School Placement Performance Standards

Goal #10: Prepare all graduates for placement in high quality high schools

Benchmarks:

50% or more of graduating 8th graders (or 6th graders who apply to other schools) will be accepted at an independent, parochial, or exam school. 90% or more will attend one of the above or a high-quality charter, pilot, or small district school.

Build a “Freshman to Freshman” program that matches graduates with academic mentors who work with them from their freshman year in high school to their freshman year in college.

85% or more of graduates will be considered “in good standing” by the high schools that they attend

The NHCS high school placement program involves a wide variety of supports for students and their families. Beginning in the sixth grade and becoming more intensive by the eighth grade, students participate in information sessions, visit schools, hear guest speakers on the topic of high school application and particular schools, prepare for placement examinations, and work with volunteers to hone essay writing and interview skills. The NHCS High School Scholarship Fund assists families with independent and parochial school tuition costs. Since 2000, NHCS alumni have received over \$671,000 in financial aid and over \$202,000 in scholarship awards given on behalf of the NHCS Foundation. For the 2006-07 school year, over 50% of eighth grade students were accepted at an independent, parochial, or exam school and 89% percent of this year’s graduates will attend one of these schools or a high quality charter, pilot, or small district school.

The school’s Freshman to Freshman program was piloted during the 2006-07 school year with several volunteers working with select graduates from the class of 2006. For 2007-08, Neighborhood House will be working with a group of other Boston area middle schools to expand this program.

The NHCS is currently working to establish more effective means to collect data regarding student performance in high school. Currently, good records exist for those of our students receiving scholarship funds from the school.

Dissemination: Project for School Innovation

The Neighborhood House Charter School develops and shares effective education practices through its founding role and continued involvement with the Project for School Innovation (PSI). The NHCS has been active both in identifying and sharing its own practices and in adopting and adapting ideas from other schools.

Dissemination Performance Standards

Goal #11: Disseminate innovating practices through the Project for School Innovation (PSI)

Benchmarks:

Share practices highlighted in PSI created publications in local and national venues

Involve NHCS teachers in PSI sponsored conferences and workshops open to both district and charter educators (as both participants and presenters)

The PSI publication “Working with Your Faculty”, published in 2006-07, explores case studies from the experience of public school principals, including NHCS leadership. This publication, as well as two previously published books highlighting NHCS practices, were made available to district and charter school teachers and staff via the PSI website as well as conferences and workshops sponsored and/or attended by PSI.

In 2006-07 Neighborhood House teachers participated as presenters in the first annual Learning Exchange Conference, sponsored by PSI. NHCS teachers shared successes in the areas of assessing students' writing and integrating science and art instruction with district and charter school teachers who attended the conference.

No Child Left Behind Report Card

No Child Left Behind

The Elementary and Secondary Education Act, commonly known as *No Child Left Behind* (NCLB) requires that all schools, including charter schools, prepare and distribute report cards including data regarding state standardized test (MCAS) results, Adequate Yearly Progress (AYP) determinations, and professional qualifications of teaching staff. Including this data here satisfies the report card requirement.

MCAS Results

100% of students in grades three through eight participated in MCAS testing in the spring of 2006. The tables below report the percentage of students at each grade level in each performance category. They also compare the percentage of NHCS students scoring in the top two categories with the percentage of student in Boston and in the Commonwealth as a whole who scored in those performance categories. The comparison with the Boston Public School population is made because virtually all of the students at the NHCS reside in the Boston Public School district, making this the most similar group of students for comparison.

ELA MCAS -- 2006

	Neighborhood House Charter School				Comparisons to Massachusetts and Boston		
	% Adv	% Prof	% NI	% W	% Adv/Prof	% Adv/Prof	% Adv/Prof
					State	BPS	NHCS
Grade 3	27	27	45	0	58	30	55
Grade 4	5	27	50	18	50	26	32
Grade 5	5	30	63	3	59	35	35
Grade 6	0	54	36	10	64	36	54
Grade 7	14	68	18	0	65	43	82
Grade 8	9	65	26	0	74	54	74

In English Language Arts, Neighborhood House students outperformed students in the Boston Public Schools at all grade levels except fifth, in which their performance was comparable to that of BPS students. The performance of NHCS eighth graders exceeded the performance of students statewide, that of seventh graders matched the state results, and the results of third graders approached those of students across the Commonwealth.

Math MCAS -- 2006

	Neighborhood House Charter School				Comparisons to Massachusetts and Boston		
	% Adv	% Prof	% NI	% W	% Adv/Prof	% Adv/Prof	% Adv/Prof
					State	BPS	NHCS
Grade 3	0	50	45	5	52	30	50
Grade 4	5	14	45	36	40	26	18
Grade 5	8	15	33	45	43	25	23
Grade 6	3	31	33	33	46	20	33
Grade 7	9	27	50	14	40	22	36
Grade 8	9	57	30	4	40	23	65

In Mathematics, NHCS students outperformed BPS students in grades 3, 6, 7, and 8, while the performance of students in grade 5 was similar to those in Boston. Students in grade 8 significantly outperformed students statewide, while the performance of NHCS students in grade 3 was similar to those across the Commonwealth as a whole.

Science MCAS -- 2006

	Neighborhood House Charter School				Comparisons to Massachusetts and Boston		
	% Adv	% Prof	% NI	% W	% Adv/Prof	% Adv/Prof	% Adv/Prof
					State	BPS	NHCS
Grade 5	5	28	55	13	50	19	33
Grade 8	0	43	48	9	32	8	43

NHCS students outperformed students in Boston at both grade levels in which the Science MCAS was given and outperformed students statewide at the eighth grade level.

MCAS Performance – Annual Comparisons

Comparisons can be made in student performance in English Language Arts at grades three, four and seven, in Mathematics in grades four, six, and eight, and in Science at grades five and eight as the Commonwealth has a multi-year history of testing student achievement using the MCAS at

these grade levels. The tables below compare the performance of NHCS students at these grade levels throughout the years.

Grade 3 Reading Scores Over Time, By Performance Level

Year	Above Proficient	Proficient	Needs Improvement	Warning
2001	N/A	38	50	13
2002	N/A	43	52	5
2003	N/A	50	45	5
2004	N/A	68	27	5
2005	N/A	55	36	9
2006	27	27	45	0

Grade 4 English Language Arts Scores Over Time, By Performance Level

Year	Advanced	Proficient	Needs Improvement	Warning
1998	6%	17%	61%	17%
1999	0%	17%	72%	11%
2000	0%	11%	67%	22%
2001	11%	22%	44%	22%
2002	0%	42%	47%	11%
2003	0%	48%	48%	5%
2004	19%	48%	33%	0%
2005	0%	50%	42%	8%
2006	5%	27%	50%	18%

Grade 7 English Language Arts Scores Over Time, By Performance Level

Year	Advanced	Proficient	Needs Improvement	Warning
2001	12%	71%	18%	0%
2002	0%	80%	20%	0%
2003	5%	81%	14%	0%
2004	9%	86%	5%	0%
2005	15%	85%	0%	0%
2006	14%	68%	18%	0%

Grade 4 Mathematics Scores Over Time, By Performance Level

Year	Advanced	Proficient	Needs Improvement	Warning
1998	11%	11%	39%	39%
1999	11%	6%	28%	56%
2000	0%	22%	50%	28%
2001	17%	17%	50%	17%
2002	11%	5%	47%	37%
2003	5%	14%	57%	24%
2004	10%	24%	62%	5%
2005	13%	25%	50%	13%
2006	5%	14%	45%	36%

Grade 6 Mathematics Scores Over Time, By Performance Level

Year	Advanced	Proficient	Needs Improvement	Warning
2001	18%	6%	24%	53%
2002	5%	10%	60%	25%
2003	18%	45%	36%	0%
2004	9%	50%	32%	9%
2005	17%	4%	43%	9%
2006	3%	31%	33%	33%

Grade 8 Mathematics Scores Over Time, By Performance Level

Year	Advanced	Proficient	Needs Improvement	Warning
2000	0%	18%	35%	47%
2001	0%	41%	41%	18%
2002	0%	21%	42%	37%
2003	0%	11%	53%	37%
2004	0%	23%	59%	18%
2005	15%	60%	25%	0%
2006	9%	57%	30%	4%

Grade 5 Science Scores Over Time, By Performance Level

Year	Advanced	Proficient	Needs Improvement	Warning
2003	5	15	50	30
2004	14	45	41	0
2005	15	40	40	5
2006	5	25	58	13

Grade 8 Science Scores Over Time, By Performance Level

Year	Advanced	Proficient	Needs Improvement	Warning
2003	0	11	74	16
2004	0	14	48	38
2005	0	60	40	0
2006	0	43	48	9

Student performance dropped in many areas between 2005 and 2006. The rapid expansion of the school, from 220 students to 320 students in one year, and the related growth in teaching staff, was largely responsible for this decline. Considerable attention has been given to professional development and improved interventions for struggling students during the 2006-07 school year to address these issues and we are confident that student performance will improve on the 2007 MCAS.

Adequate Yearly Progress (AYP)

AYP determinations are the minimum level of improvement that schools must achieve each year. In English Language Arts, NHCS made AYP determinations in the aggregate (with an achieved proficiency index, CPI, of 85.2) as well as for all subgroups. In math the NHCS also made AYP determinations in the aggregate (with a CPI of 69.5) but did not meet the targets for performance or improvement for African-American students (with a CPI of 66.7) or low income students (with a CPI of 63.6). As this was the second year in which the NHCS did not reach targets for low income students in mathematics, we have been designated as a school “Identified for Improvement – Subgroups” for 2006.

Professional Qualifications of Teaching Staff

For 2006-07, the NHCS employed 35.7 classroom teachers and specialists and 3 full time special education service providers who worked with 382 students on a daily basis. This gave the school a student/teacher ratio of 10.7:1. The NHCS is working toward having the entire teaching staff meet the professional qualifications prescribed by the NCLB legislation. NCLB requires all public school students to be taught by highly qualified teachers in the core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) by the end of the 2005-2006 school year. 95% of the core teachers during the 2006-07 school year were highly qualified. Plans for the remaining two teachers to earn their certification are underway.

School Profile

School Description

The Neighborhood House Charter School is a publicly funded but independently managed elementary and middle school. In the 2006-07 school year, NHCS was home to 382 students from pre-kindergarten (K-1) through eighth grade.

The school operates from 7:50 a.m. to 3:30 p.m. 180 days per year. The school year began on September 5, 2006 and ended on June 19, 2007. The academic school day, which is one-and-a-half hours longer than that of the Boston Public Schools, results in the equivalent of an additional 45 days of classroom learning time for NHCS students.

Location	Dorchester, Massachusetts
Address	21 Queen Street
Phone Number	(617) 825-0703
Fax Number	(617) 825-1829
Internet Address	http://www.theNHCS.org
Grades Served	K1-8
Enrollment, Grades K1-8	382 students
First Day of School	September 5, 2006
Last Day of School	June 19, 2007
Number of Instruction Days	180 days
School Day, Elementary School	8:15am to 3:15pm
School Day, Middle School	7:50am to 3:30pm

Grades and Age Levels Served

The Neighborhood House Charter School serves grades K-1 through eight. There are two each of K1-seventh grade classes with 20 students in each classroom. There is one eighth grade class with 22 students.

Enrollment by Grade Level

Grade Level	Students Enrolled
Kindergarten-1	40
Kindergarten-2	40
First Grade	40
Second Grade	40
Third Grade	40
Fourth Grade	40
Fifth Grade	40
Sixth Grade	40
Seventh Grade	40
Eighth Grade	22
Total	382

Student Applications

The NHCS has become one of the most sought after public schools in the state, with many students currently awaiting openings at nearly every grade level.

Grade Level	Applications Received
Kindergarten-1	279
Kindergarten-2	301
First Grade	333
Second Grade	314
Third Grade	201
Fourth Grade	161
Fifth Grade	125
Sixth Grade	83
Seventh Grade	64
Eighth Grade	15

Student/Teacher Ratio

The NHCS employs 35.7 classroom teachers and specialists and 3 full time special education service providers who work with 382 students on a daily basis. This gives the school a student/teacher ratio of 10.7:1.

Summary of Educational Philosophy

The school's "Succeed Anywhere" standard guides the educational program at the school. This standard proposes that all students of the NHCS will be well prepared to enter a high quality public or private secondary school, including schools focused on college preparation, technical trades or the creative arts. This philosophy underlies the mission to offer a high quality education to a diverse group of students.

Governance Profile

Board of Trustees

A fifteen-member Board of Trustees sets policy for the NHCS. The Headmaster reports to the Board of Trustees.

Trustees

Sherry Leventhal	<i>President</i>
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Austin Smith	<i>Treasurer</i>
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Frederic Wittmann	<i>Vice President</i>
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Kathleen Lundy	<i>Clerk*</i>
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Joseph Corrado	
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David Guadagnoli	
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Charles Grigsby	
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Theodore Haviland, III	
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Kristen McCormack	
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Robert Melzer	
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DeWayne Pursley	
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Michael Owens	
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Patricia Simboli	
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Representative Martin Walsh	
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Frederick Worcester	
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Carol Downs	<i>Parent</i>
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*Not a trustee

Board Committees

Executive Committee	<i>Sherry Leventhal, Chair</i>
Finance Committee	<i>Austin Smith, Chair</i>
Governance Committee	<i>Charles Grigsby, Chair</i>
Real Estate Committee	<i>Michael Owens, Chair</i>
Development Committee	<i>Patricia Simboli, Chair</i>

Major Board Decisions

Adoption of Policy. In order for the Board of Trustees to adopt a policy decision, a quorum of one-third of the voting members of the Board must be present and a majority of voting members must vote in favor of the policy decision. The following major board decisions were made in FY2007.

In June 2006, the Board voted to approve and adopt the FY2007 budget.

In October 2006, the Board voted to approve the audited financial statements for the fiscal year ending June 30, 2006.

In December 2006, the Board voted to elect Joseph Corrado and Frederick Worcester as trustees of the school.

In December 2006, the Board voted to approve the NHCS Accountability Plan 2005-2010, presented to the Department of Education.

Meetings. The NHCS Board of Trustees meets bi-monthly. All meetings are advertised and open to the public. In the 2006/07 school year, meetings were held on the following dates:

- ◆ October 3, 2006
- ◆ December 13, 2006
- ◆ February 7, 2007
- ◆ April 4, 2007
- ◆ May 23, 2007

In the 2007/08 school year, meetings are scheduled for the following dates:

- ◆ September 19, 2007
- ◆ November 14, 2007
- ◆ January 9, 2008
- ◆ March 5, 2008
- ◆ April 30, 2008
- ◆ June 18, 2008

School Site Council

The School Site Council consists of the Headmaster, two elected teachers, and three elected parents. This group meets monthly over the course of the year and serves the school community by: acting as a clearinghouse and conduit for parent, teacher, and student concerns; giving recommendations to the Trustees regarding the school's charter; approving specific operating and policy decisions; and giving final approval of hiring decisions arrived at by the Headmaster.

Kevin Andrews	<i>Headmaster</i>
Ona Wingard	<i>Parent</i>
Phil Granberry	<i>Parent</i>
Patricia Finnigan	<i>Parent</i>
Leanne Costello	<i>Teacher</i>
Emily Pratt	<i>Teacher</i>

Student Profile

The NHCS enrolled 382 students in the 2006-07 school year. These students, the vast majority of whom come from the surrounding Dorchester community, are predominantly African-American (51%). Over half (73%) of students qualify as “low-income” according to federal guidelines. Attesting to the family commitment to the NHCS, 43% of the students at the school have a sibling who also attends the school.

Membership and Attendance Rates. Membership rate is defined as the average number of students enrolled at the school over the course of the year. Attendance rate is defined as the average number of students in attendance at school over the course of the school year. The school’s average daily attendance rate was 370 out of 382, a daily attendance rate of 97%.

Suspensions and Expulsions. The school’s Code of Conduct outlines expected school behaviors. When these behaviors are violated, students may be suspended or, in extreme cases, expelled. Over the course of the 2006-07 school year, there were 151 student suspensions (29 in the lower school, and 122 in the middle school). Of the suspensions, 20 were served in school and the rest were served at home. The suspensions were served because of serious infractions of the rules such as disrespect shown towards teachers or classmates, fighting, hitting, or inappropriate language. During the 2006-07 school year, no students were expelled.

Enrollment, by Grade Level

Grade Level	Number	Percent
Kindergarten-1	40	10.47%
Kindergarten-2	40	10.47%
First Grade	40	10.47%
Second Grade	40	10.47%
Third Grade	40	10.47%
Fourth Grade	40	10.47%
Fifth Grade	40	10.47%
Sixth Grade	40	10.47%
Seventh Grade	40	10.47%
Eighth Grade	22	5.75%
Total	382	100%

Enrollment, by Residence

Student Residence	Number	Percent
Dorchester	228	60%
Roxbury	21	5%
Mattapan	45	12%
Hyde Park	25	6%
Other Boston	48	13%
Outside Boston	15	4%
Total	382	100%

Enrollment, by Gender

Gender	Number	Percent
Female	197	52
Male	185	48
Total	382	100%

Enrollment, by Race/Ethnicity

Race/Ethnicity	Number	Percent
African American	193	51%
Caucasian	95	25%
Cape Verdean	20	5%
Asian American	20	5%
Hispanic	47	12%
Native American	7	2%
Total	382	100%

Enrollment, by Income Status

Income Status	Number	Percent
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Students qualify as “low income”	280	73%
Families qualify as “low income”	211	71%

Enrollment, by Receipt of Special Education Services

Receipt of Special Services	Number	Percent
Individualized Education Plans	59	15%
Section 504 Plans	6	1%
Therapy Services	10	3%

Enrollment, by Linguistic Ability

Linguistic Ability	Number	Percent
English Language Learners	8	0.2%

Enrollment, by Family

Families	Number	Percent
Families with More than Two Children Enrolled	14	2%
Students with a Sibling at NHCS	177	46%

Enrollment Policy and Eligibility Requirements

The NHCS operates under an open enrollment policy, limited only by available space. The NHCS concentrates its outreach on families with young children. This outreach includes the printing and distribution of flyers to day care centers, family day care providers, libraries, health centers, and Head Start programs, as well as advertisements in local community newspapers in Dorchester, Mattapan, Roxbury, Jamaica Plain, Hyde Park, and other surrounding Boston communities.

Selection for the Kindergarden-1 class is done by public lottery. For enrollment, students must be four years of age on or before September 1 to be eligible for the Kindergarten-1 lottery. A sibling preference policy dictates that younger siblings of enrolled students are automatically admitted to Kindergarten. Students wishing to enroll in grades K2 through eight are required to submit an application and are placed on the waiting list. Students are admitted on a space-available basis or placed on a waiting list for future openings.

Enrollment and Waiting List, by Grade Level

Grade Level	Students Enrolled	Students on Waiting List
Kindergarten-1	40	279
Kindergarten-2	40	301
First Grade	40	333
Second Grade	40	314
Third Grade	40	201
Fourth Grade	40	161
Fifth Grade	40	125
Sixth Grade	40	83
Seventh Grade	40	64
Eighth Grade	22	15
Total	382	1876

Waiting List, by Student Residence

One of the most sought after charter schools in Massachusetts, NHCS enrolled 382 students in 2006-07 and had almost two thousand students on its waiting list. The majority of these students are from the surrounding neighborhoods of Dorchester, Mattapan, Jamaica Plain, Hyde Park, and Roxbury. In addition, students on the waiting list hailed from Boston, Brockton, Milton, Quincy, Randolph, and South Boston.

Area of Residence	Number on List	Percent
Dorchester	1,392	74%
Mattapan	167	9%
Jamaica Plain	41	2%
Hyde Park	109	6%
Roxbury	43	2%
Roslindale	59	3%
Other	65	4%

Total	1,876	100%
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Student Departures

Sixteen students left the school during the 2006-07 school year. Five students left because their families moved, nine students transferred to BPS schools because of closer proximity to their homes, and two students transferred to private schools. All departing students were replaced with students from the wait lists.

Staff Profile

School Staff, 2006-07

The NHCS employs 59.7 full-time equivalent employees. The average class size is twenty students in a classroom. Specialists in writing, reading, technology, and physical education also work with students in their classrooms or outside the school building.

School Administration

Name	Position	FTE
Kevin Andrews	Headmaster	1.0
Jackie Goggin	Director of Development	1.0
Jagdish Chokshi	Chief Financial Officer	1.0
Bridgette Henry	Director of Human Resources	1.0
Russell Augustin	Finance Manager	1.0
Jonathan Ponds	Dean of the Lower School	1.0
Sean Shirley-Davidson	Dean of the Middle School	1.0
Katherine Scott	Assistant Headmaster	1.0
Ellie Rounds	Dean of Support Services & Special Education	1.0
Karla Rodriguez	Director of Student Affairs	1.0
Pamela Daniels	Executive Assistant/ Office Manager	1.0
Laren Friedman/Anne Howarth	Development Associates	1.4
Linda Chapin	Food Service Manager	1.0
Denise Choukas	Receptionist	1.0
Total		14.4

Classroom Teachers

Name	Position	FTE
Kristen Keeper	Kindergarten-1	1.0
Sarah Thaler	Kindergarten-1	1.0
Tanisha Cooper	Kindergarten-1	1.0
Chutney Thompson	Kindergarten-1 Aide	1.0
Joanna Herzfeld	Kindergarten-2	1.0
Nick Lind	Kindergarten-2	1.0
Rachel Moo	Kindergarten-2	1.0
Nick Shiggs-Quiroga	Kindergarten-2	1.0
Holly Moulton	First Grade	1.0
Cara McCarthy	First Grade	1.0
Alison Kennedy	Second Grade	1.0
Leanne Costello	Second Grade	1.0
Jenny Sherman	Third Grade	1.0
Kristen Kele	Third Grade	1.0
Liz Schroeder	Fourth Grade	1.0
Ivy Wagner	Fourth Grade	1.0
Mary McCarthy	Fifth Grade	1.0
Lisa Bailey	Fifth Grade Math & Science	1.0
Lindsay Goldsmith	Sixth Grade Math & Social Studies	1.0
Zakia Dilday	Sixth Grade English & Science	1.0
Sara Riggen	Middle School Science	1.0
Kathryn Hanson	Middle School Math	1.0
Hang Le	Middle School Social Studies	1.0
Zahra Belyea	Seventh & Eighth Grade English	1.0
Karla Rodriguez/Sigrid Miranda	Spanish Teacher	1.0
		25.0

Teaching Specialists

Name	Position	FTE
Anne Olmstead	KidLab	1.0
Brandi Hood	Art	1.0
Maura Jereb	Art	1.0
Karen Baken	Music	1.0
Warrick Moses	Music	1.0
Darol Ware	Technology	1.0
Harriet Yoffee	Reading Specialist	1.0
Mary McHugh	Reading Specialist	0.5
Emily Pratt	Writing Specialist	0.6
Kathleen Carberry	Math Specialist	1.0
Monica Linari	Math Specialist	0.6
Tharon Mayes	Physical Education	1.0
Total		10.7

Student Services

Name	Position	FTE
Millicent Hartgering	Middle School Special Education	1.0
Hilary Dawson	Lower School Special Education	1.0
Kate Reavey	Lower School Special Education	1.0
AC Goldberg	Speech and Language	1.0
Jill Wurster	High School Placement Coordinator	1.0
Linda Glenney	Social Worker	0.6
Mary McNulty-Anglin	Nurse	1.0
Laura Ingolls	Occupational Therapist	0.2
Warren Salley	Lower School After School Program Director	0.8
		7.6

Dissemination Program

Name	Position	FTE
Ruth Feldman	Project for School Innovation (PSI) Director	1.0
Matthew Wilka	Education Writer & Communications Coordinator	1.0
Total		2.0

Financial Profile

Revenues and Expenditures, FY07

Neighborhood House Charter School Revenues and Expenditures, FY06

	06/30/07 (Unaudited)	06/30/06 (Audited)
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Revenue		
<hr/>		
Per Pupil Revenue	4,371,022	3,567,115
Federal School Food Program	131,426	103,678
Lunch and Other Fees	59,645	124,772
Government Grants	529,314	486,386
Private Grants/Contributions	597,291	443,898
<hr/>		
Total Revenues	5,688,698	4,725,849
<hr/>		
Expenses		
<hr/>		
Instructional Services	2,325,903	1,875,552
Special Educational Services	448,717	268,842
Full Service Programs	435,874	317,972
Food Services/Supplies	162,007	152,804
Facility	1,161,025	1,184,358
Fundraising	221,148	173,202
Administration	890,560	820,120
<hr/>		
Total Expenses	5,645,234	4,792,850
<hr/>		
In-Kind Contributions		79,569
Old Building Improvements Write-off		972,258
<hr/>		
Unrestricted Surplus (Deficit)	43,464	(959,690)
<hr/>		
Unrestricted Net Assets - Start of Year	493,383	1,516,075
Transfer of Accumulated Net Assets of PSI		(238,282)
Unrestricted Net Assets - End of Year	536,847	493,383
<hr/>		
Temporarily Restricted Net Assets Start of Year	112,485	287,765
Temporarily Restricted Net Assets End of Year	91,150	112,485
<hr/>		
Total Net Assets - End of Year	627,997	605,868

Balance Sheet, as of June 30, 2007

Neighborhood House Charter School

Balance Sheet as of June 30, 2006

	06/30/07 (Unaudited)	06/30/06 (Audited)
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Assets		
<hr/>		
Current Assets		
Cash	858,005	566,979
Accounts Receivable	57,116	34,900
Deposits		5,000
Prepaid Expenses	43,845	88,971
Due from NHCS Foundation/Related parties	115,068	130,000
<hr/>		
Total Current Assets	1,074,034	825,850
Fixed Assets		
Building Improvements, less Depreciation	150,247	166,601
<hr/>		
Total Fixed Assets	150,247	166,601
<hr/>		
Liabilities and Net Assets	1,224,281	992,451
<hr/>		
Current Liabilities		
Accounts Payable	84,956	75,770
Accrued Expense	446,625	310,813
Deferred Revenue	64,701	
Due to NHCS Foundation		
<hr/>		
Total Liabilities	596,282	386,583
Equity		
Unrestricted	536,847	493,383
Temporarily Restricted	91,150	112,485
<hr/>		
Total Equity	627,997	605,868
<hr/>		
Total Liabilities and Net Assets	1,224,279	992,451
<hr/>		

Grants and Contributions, FY07

In FY07, the NHCS received \$631,293 from state and federal grants and \$744,400 from foundations and individuals. The following pages provide a detail of grants and individual contributions for FY07.

State and 21st Century

Federal Grants

21st Century Learning Grant	\$87,500
Technology Enhancement	\$1399
Quality Full Day Kindergarten	\$29,800
Reading First Program	\$85,000
SPED Program Improvement	\$182,441
Teacher Quality	\$18,077
Title I	\$219,885
SPED 274	\$6200
Title V	\$991
<i>Total</i>	\$631,293

<i>Private Grants/Contributions</i>	
Bailey Trust	\$5,000
BARR Foundation	\$30,000
Citizens Bank	\$5,000
Clippership Foundation	\$5,000
Marion L. DeCrow Foundation	\$2,000
Every Body Move	\$6,775
Grand Circle Foundation	\$5,000
Hayden Foundation	\$97,150
Kingsbury Road Trust	\$30,000
Lowe's	\$5,000
Nellie Mae Foundation	\$74,906
Minnie Parker Charitable Trust	\$15,000
Pierce Trust	\$15,000
Schrafft Charitable Trust	\$25,000
Taft Trust	\$5,000
United Way of Mass	\$10,000
Wahlberg Foundation	\$3,500
Wellington Management Company, LLP	\$15,000
Individual Contributions	\$400,069
<i>Total Private Grants/Contributions</i>	<i>\$744,400</i>

Projected Budget, FY08

		FY07 Approved Budget
REVENUES		
	Per-Pupil	4,600,000
	Government Allocation (includes Food Svc)	330,000
	Misc (program fees et al)	85,000
	Interest Income	90,000
		5,105,000
	Foundation & Corp Grants	500,000
	Individual Gifts (NHCS Fdn)	530,000
	Scholarships	20,000
	Competitive Public Grants	150,000
		1,200,000
	Total Revenue	6,305,000
EXPENSES		
	Personnel	
	Salaries	3,531,677
	Fringe	547,410
	Consultants	259,146
		4,338,233
	Organizational	
	Program and Admin	545,000
	Equip & Technology	80,000
	Fundraising	70,000
		695,000
	Occupancy	
	Utilities and maintenance	400,000
		400,000
	Interest & finance exp	498,449
	Depreciation & amortization	455,837
		954,286
	Total Expense	6,387,519
	Net Surplus/(Deficit) & % of Total Exp	(82,519)

Dissemination

Dissemination of Best Practices: *Project for School Innovation*

The Neighborhood House Charter School develops and shares effective education practices through its founding role and continued involvement with the Project for School Innovation (PSI). Established first as an initiative of NHCS and since 2004 an independent nonprofit 501(c)(3) organization, PSI convenes educators from charter and district schools to recognize, share and disseminate their successful practices. The NHCS has been active both in identifying and sharing its own practices, and in adopting and adapting ideas from other schools.

In 2006-07, PSI undertook the following initiatives to help educators share their wisdom and success:

- Convened two cohorts of *Support Network for Innovative Principals* – where public school leaders come together monthly to discuss professional achievements and challenges, support their colleagues, and develop leadership skills to run effective schools.
- Worked with a Boston Pilot School to refine and document their emerging full-inclusion program for students with language-based learning disabilities.
- Hosted the first annual *Learning Exchange Conference* to connect district and charter school teachers around a variety successful practices from the PSI network.
- Continued our work with four Massachusetts charter high schools that specifically serve high school drop-outs in earning their high school diploma. This project will result in dissemination to public schools that seek to better serve “at-risk” students.
- Began participation in a three-year federally funded project – entitled *Keeping the Promise* – which will promote and share the successes of five high performing Massachusetts charter public schools with new charters and with struggling district and public charter schools in need of improvement.
- Published two books in our “Wisdom of Educators Series.” *Working with Your Faculty* explores case studies from the experience of public school principals, while *Portraying Identity Through Art* serves as a sourcebook for middle-grade visual arts teachers.

Teachers and administrators from Neighborhood House Charter School have participated extensively in PSI’s ongoing initiatives. Through the efforts of NHCS and other PSI Associates, dozens of teachers, principals, and schools have benefited from the expertise and innovative practices of their colleagues.