



# PROSPECT HILL ACADEMY CHARTER SCHOOL



## 2006-2007 ANNUAL REPORT

Lower School (K-4)  
15 Webster Avenue  
Somerville, MA 02143

Middle School (5-8)  
17 Franklin Street  
Somerville, MA 02145

Upper School (9-12)  
50 Essex Street  
Cambridge, MA 02139

Phone: 617-284-7800  
Fax: 617-284-7840

[www.prospecthillacademy.org](http://www.prospecthillacademy.org)

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## LETTER FROM THE BOARD OF TRUSTEE CHAIRPERSON

Dear Prospect Hill Academy Charter School Community;

On July 1<sup>st</sup>, 2007, Jed Lippard, the Upper School Director for five years and the Chief Academic Officer during this last transitional year, took the helm as the new Head of School for Prospect Hill Academy. His well deserved appointment by the Board of Trustees culminated a year of many challenges and amazing achievements.

Since our last report in the summer of 2006, many wonderful things happened as the months ran by in unbelievable speed. The summer started with a sense of oppressive pressure as the School took occupancy of the third campus on Franklin Street in Somerville and had only two months to make it ready for the Middle School. Through the hard work of the interim administration, this near impossible task was achieved, the Middle School opened on time, and PHA became a three campus school.

Fall and winter of 2007 saw the accomplishment of yet another equally challenging task. With the help of an independent contractor, a Strategic Planning Committee was formed to include representatives of the administration, faculty, parents, students and Board of Trustees. After many months of hard work, strengths and weaknesses were analyzed, goals for the immediate future were determined, and a vision and values for PHA were clarified and clearly enunciated. This strategic plan will guide the School's actions for the next five years. Our Board of Trustees continued its growth throughout the year.

Five new members joined our rank, one of which, Dr. Raegen Miller, EdD left after six months as he transferred to the West Coast. His brief period on the Board was marked by many contributions as he lent us his much appreciated expertise in matters of education and human resources. We will miss him. We will also miss Jillian Verspyck, who gave us nine years of excellent volunteer work as a Board member including a term as the co-chair. Fortunately, Jillian will remain involved in supporting PHA indirectly as a member of the PHA Foundation Board so that we will still tap her knowledge in the Public Relations field.

The last week of March saw the first State of the School Address during which the administration presented to the faculty, students, parents and Board an overview of the many successes of the School. These included the extraordinary results on the MCAS tests, the college admission rates, progress towards closing of the achievement gap, the unconditional renewal of the charter for the next five years, grants received from DOE for dissemination of best practices, the opening of a third site, the increase in the pool of applicants, the growth in population to 879 students and the financial health of the School. The strategic plan was then presented in great detail with special emphasis on our values.

May was a month of celebration as PHA held its first annual *Journeys and Destinations* event at the Cambridge Multicultural Art Center. Our students mingled with the many guests who quizzed them on particular aspects of their student life. The event doubled as a celebration of our tenth year anniversary and as a fundraiser for a project that would result in an educational visit to a Spanish speaking country by our Juniors in the near future.

Finally our academic year ended in June with the graduation of our largest Senior class to date—forty-four students, all but two of whom will be heading to first-class colleges in the fall. Seventeen of them earned the Abigail and John Adams scholarship due to excellent performance on the MCAS. We are proud of all of them and wish them the best of luck.

As the mantle passes to the excellent leadership of the new Head of School, I hope you join me in looking forward to more years of achievements that would continue to make PHA as our vision states: Prospect Hill Academy Charter School will be a nationally-recognized public school where students from diverse backgrounds are proud to achieve academic excellence, teachers are proud to practice, parents aspire to send their children, and selective colleges actively recruit.

Regards,

Salim Kabawat  
Chair, Board of Trustees

## SCHOOL PROFILE

### **Introduction**

Prospect Hill Academy (PHA) is a K-12, college preparatory public charter school founded in 1996 by a diverse group of community members. The Lower School (grades K-4) is located in Union Square, Somerville, the Middle School (grades 5-8) is in East Somerville, and the Upper School is housed in Central Square, Cambridge. We are a regional school that serves approximately 870 students from over 30 Massachusetts cities and towns.

### **Mission**

Prospect Hill Academy Charter School will prepare each student for success in college, inspire a lifelong love of learning, and foster responsible citizenship.

### **Vision**

Prospect Hill Academy Charter School will be a nationally-recognized public school where students from diverse backgrounds are proud to achieve academic excellence, teachers are proud to practice, parents aspire to send their children, and selective colleges actively recruit.

### **Values**

At Prospect Hill Academy, the prevailing belief is that with hard work, effective effort, perseverance through adversity, committed teachers, and invested parents, all students are capable of academic, intellectual, social, and moral excellence. Fueling this conviction are seven core values that guide the daily life and culture of the School.

### ***High Expectations for All***

Prospect Hill Academy exists to promote high standards of academic, personal, and social achievement for all students, regardless of their racial, cultural, educational, or economic backgrounds. Our students have the capacity to be and to do great things, and adults play an enormous role in influencing their success both in and out of school. We expect our students to put forth their best effort in all that they do, and adults must approach their work with the same conviction and purpose that they expect of their students.

### ***Collaboration***

At Prospect Hill Academy, we recognize that collaboration—between and among students and adults—leads to deeper understandings, broader possibilities, and wider perspectives. It is both a professional expectation and an institutional norm for teachers to work closely with one another to improve their practice, and students are similarly taught and encouraged to work together from Kindergarten through twelfth grade.

### ***Balanced Approach***

Prospect Hill Academy students learn best from a variety of curricular and instructional approaches, and we willingly adapt and modify our methods to meet the needs of our students. While standardized tests are essential to providing data on our students' performance relative to a larger norm, we also establish frequent opportunities for students to demonstrate their knowledge and understanding through public exhibitions, portfolios, interdisciplinary projects, and other authentic means. We also value our students as complex beings with lives beyond the academic sphere, and we fully embrace their development in athletics, the arts, and other extracurricular interests.

### ***Data-Driven Decision Making***

At Prospect Hill Academy, our desire to collect, analyze, and learn from data contributes to a culture of ongoing improvement. We define data broadly—both qualitatively (satisfaction surveys, classroom and student observations, interviews, etc.) and quantitatively (test scores, attrition rates, financial audits, etc.)—and we are committed to utilizing our understanding of the data to inform programmatic, budgetary, personnel, and policy decisions.

### ***Equity***

At Prospect Hill Academy, we believe that providing an outstanding public education to all students is critical to a just society that affords every individual a full range of opportunities in life. We take pride in being a diverse community where individuals from a wide range of backgrounds contribute to a shared context for learning and where our differences are seen as fundamental strengths toward the fulfillment of our mission. In and out of the classroom, we promote the values of decency, kindness, and respect, and we are committed to promoting equity at the individual and institutional levels.

### ***Accountability***

At Prospect Hill Academy, we operate with a relentless focus on student achievement propelled by the belief that everyone is accountable for the success of our students. Students first and foremost acknowledge the importance of effort and commit to their own educational success; teachers assume personal responsibility for the performance of their students; parents/guardians provide conditions at home that support their children's development; administrators establish an optimal environment for effective teaching and high student achievement; and the Board of Trustees governs in a way that supports sustained school improvement.

### ***Personalization***

At Prospect Hill Academy, we are unwavering in our desire to know each student well. Research has proven that students who feel connected to at least one adult in their schools fare better academically and socially than their peers who do not, and we therefore invest significant resources in reaching out to parents/guardians and networking with one another to support the whole child.

### **Curriculum**

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

Our core curriculum is implemented in Kindergarten and continues through High School. The teaching of Mathematics and English is emphasized as the foundation for proper expression and understanding of *all* subjects. Moreover, the teaching of Spanish is emphasized as the foundation for global literacy and understanding. During their junior and senior years, students have the option of taking Advanced Placement courses in English, Spanish, Biology, Calculus, and US History. Dual enrollment opportunities with local colleges and universities, including the Harvard University Extension School, further the educational opportunities available to Upper School students. Lastly, Seniors have the opportunity to complete a Senior Project of their choice to prepare them for the more independent study approach at college.

### **School Year and Hours**

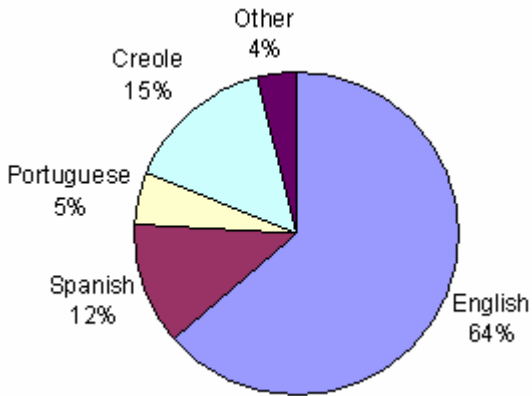
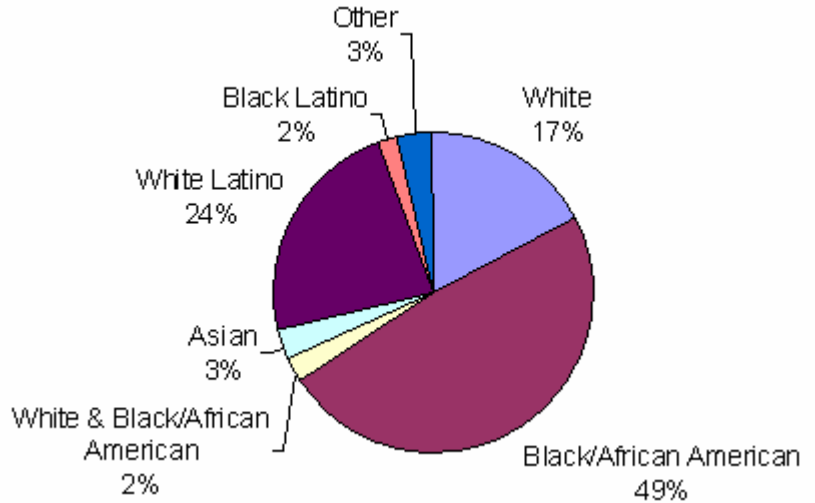
Between the first day of class on September 5, 2006 and the last day of class on June 19, 2007, there were 180 school days not including professional development days. The School generally operates between the hours of 7:10am and 3:10pm Monday through Friday, although there are various programs that precede and follow the normal school day.

# STUDENT PROFILE

## The Community We Serve

We are a tuition-free, college preparatory, public school that serves children from Kindergarten to 12<sup>th</sup> grade, ages five to nineteen.

During the 2006-2007 school year, we served an ethnically and economically diverse population averaging approximately 870 students. We ended the year with 861 students distributed as follows:

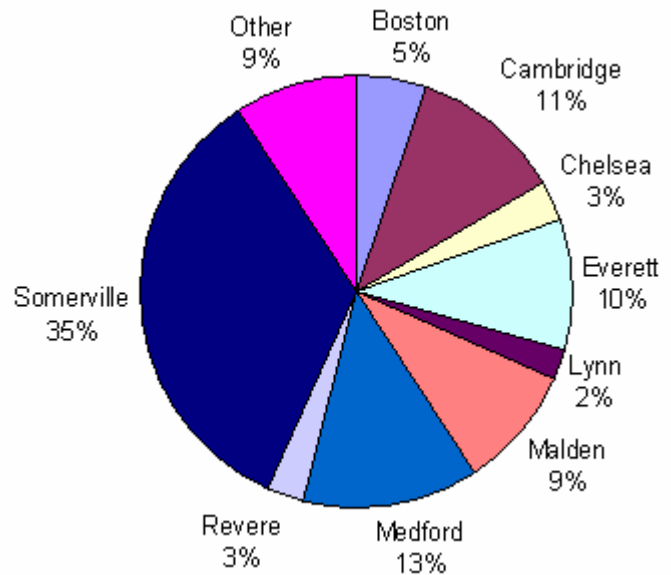


The student population is 51.3% female and 48.7% male.

48% of the student population applied and qualified for free or reduced lunch (36% free, 12% reduced).

57 or 7% of students have an Individual Education Plan, 14 or 2% qualify as English Language Learner, and 9 or 1% have a Section 504 Plan.

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



## Student Application and Turnover Data

The School started the year with 889 students and ended the year with 861 students. 696 students applied for 197 open spots, including 66 Kindergarten spots. Prospect Hill Academy did not admit students past September, 2006 meaning that vacated spots are not filled until the following year. The School furthermore does not carry its waitlist from year to year but requires each student who was not admitted to reapply and reenter the lottery the following year.

Applicant city	K	1	2	3	4	5	6	7	8	9	10	Total
Somerville	47	9	7	5	5	3	15	19	13	18	3	144
Cambridge	18	13	8	7	6	1	10	12	11	30	6	122
Medford	8	3	2	4	0	0	7	4	3	3	0	34
Everett	10	3	4	4	1	0	2	2	3	8	1	38
Boston	18	8	12	12	11	10	22	37	31	67	11	239
Chelsea	1	1	1	0	0	3	1	0	2	11	0	20
Malden	6	2	3	5	3	2	1	1	2	1	0	26
Lynn	1	2	0	1	0	1	2	3	1	2	1	14
Other cities	10	7	1	7	8	6	3	3	4	6	4	59
<b>Total</b>	<b>119</b>	<b>48</b>	<b>38</b>	<b>45</b>	<b>34</b>	<b>26</b>	<b>63</b>	<b>81</b>	<b>70</b>	<b>146</b>	<b>26</b>	<b>696</b>
Open spots	66	10	9	13	9	13	18	16	13	23	7	197

Over the course of the year, 28 students left the School indicating the following reasons:

- 5 – moved out of state
- 3 – transferred to school closer to their home
- 1 – needs not met
- 2 – were unhappy
- 17 – gave no reason

## Student Behavior

### *Attendance Rate*

Our average daily membership was 859 students with an average daily attendance rate of 95%.

### *Suspensions and Expulsions/Exclusions*

During the past school year, 33 students received a total of 51 in-school suspensions and 63 students received a total of 85 out-of-school suspensions. Please note that some students received both in-house and out-of-school suspensions. The reasons for in-house suspensions were as follows:

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

Reasons for external suspensions were:

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

In addition, there were two expulsions for drug and violence-related incidents outside of the School area.

## STAFF PROFILE

### Administration and Staff

The School's administration for the 2006-07 school year consisted of eight members, five academic leaders and three business and facility directors. While the School operated without a Head of School, two individuals assumed the interim positions of Chief Academic Officer and Chief Financial Officer.

For the 2007-08 school year, the Upper School Director and Chief Academic Officer, Jed Lippard, will take on the Head of School position; the Chief Financial Officer, Mike O'Donnell, will keep this position permanently; and the Director of Curriculum and Instruction, Stephen Buck, will assume the role of Chief Academic Officer. The current Upper School Associate Director, Rebecca Wilusz, will take on the Upper School Director position. Furthermore, the Director of Operations, Moore Dodge, will retire in August 2007.

In addition, the School employs 13.5 FTE administrative staff, 7 FTE custodial staff, 2.4 FTE meals program staff, and 2.8 FTE extended day staff.

### *2006-07 administrators are:*

Jed Lippard	Upper School Director and Chief Academic Officer
Michael O'Donnell	Director of Finance and Administration and Chief Financial Officer
Anja Bresler	Director of External Relations
Stephen Buck	Director of Curriculum & Instruction
Stacy Camposano	Pupil Personnel Director
Moore Dodge	Director of Operations
Nanzetta Merriman	Lower School Director
Liz Murray	Middle School Director

### Faculty

For the 2006-07 school year, Prospect Hill Academy employed a faculty of 91.3 FTEs, of which 74 were teachers with full classroom responsibilities. The remaining 17.3 FTEs (19 individuals) included six associate teachers, one aide, two librarians and one library assistant, one writing center director, three counselors, three nurses, an occupational and physical therapist, and a speech therapist.

### Faculty Experience

On average the entire faculty has five years of experience, while our teachers have on average three years of teaching experience prior to being employed at PHA and three years of experience at PHA.

### Teacher Turnover

21 individuals or 23% of our total faculty will not return for the coming school year. Of those 19 are teachers. During an employee exit survey, teachers indicated the following reasons for leaving:

- 4 relocation
- 4 pursuit of a graduate degree
- 2 career change
- 1 dissatisfaction
- 2 new job within education
- 1 commute too far
- 1 work/life balance

In addition, there were five teachers who left or were asked to leave during the school year.

### Classroom Size

The total capacity for each classroom is limited to 22 Kindergarten students and 24 students for grades 1-12. However, the School does not admit students into 11<sup>th</sup> and 12<sup>th</sup> grade, resulting in smaller class sizes for those grades. During the 2006-07 school year, there were 39 homerooms for an average of 870 students, resulting in an average classroom size of 22 students.

## GOVERNANCE PROFILE

### The Board of Trustees

Under Massachusetts law, the members of the School's Board of Trustees are the public agents authorized by the state to supervise and control the charter school.

#### *Current Board members are:*

Paul Blackborow  
18 Martin St.  
Cambridge, MA 02138  
CEO, Energetiq Technology, Inc  
Member since 2007

Ellen M. Davidson  
30 Walnut St.  
Somerville, MA 02145  
Professor, Simmons College  
Member since 2004  
*Chairperson, Academic Affairs Committee*

Oscar J. Diaz  
1168 Fellsway  
Malden, MA 02148  
Facility Manager, Boston Scientific  
Member since 1998  
*Member, Finance/HR Committee*  
*Member, Academic Affairs Committee*

Edward B. Feinman  
9 Linmoor Terrace  
Lexington, MA 02420  
Consultant, Salem Public Schools  
Member since 2005  
*Vice Chairperson, Board of Trustees*  
*Member, Foundation*  
*Member, Facilities Committee*  
*Member, Governance Committee*  
*Member, Finance/HR Committee*

Salim E. Kabawat, M.D.  
52 Shepard St.  
Cambridge, MA 02138  
Medical Director, Quest Diagnostics  
Member since 1997  
*Chairperson, Board of Trustees*  
*Chairperson, Facilities Committee*  
*Member, Governance Committee*  
*Member, Strategic Planning Task Force*

Jaja Kumpa  
10 Grant Ave.  
Medford, MA 02155  
Manager, Somerville Hospital Employees Federal  
Credit Union  
Member since 2000  
*Clerk, Board of Trustees*  
*Member, Finance/HR Committee*  
*Member, Academic Affairs Committee*

Carolyn McGowan  
108 Pearson Ave.  
Somerville, MA 02144  
Trial Attorney, Commonwealth of Massachusetts,  
Committee for Public Counsel Services/Public  
Defender Division  
Member since 2005  
*Chairperson, Governance Committee*  
*Member, Strategic Planning Task Force*

Charles E. McGrath  
18 Glendale Drive  
Danvers, MA 01923  
Business Manager of Lynn Branch, Salem Five  
Savings Bank  
Member since 2004  
*Treasurer, Board of Trustees*  
*Chairperson, Finance/HR Committee*

Raegen Miller  
Larsen Hall 509  
14 Appian Way  
Cambridge, MA 02138  
Post Doctoral Fellow/Adjunct Lecturer, Harvard  
School of Education  
Member since 2006  
*Member, Governance Committee*

Mary Nice-Hodorawis  
10 Sunnyside Ave.  
Somerville, MA 02145  
Corporate Tax Accountant, Liberty Mutual  
Member since 1996  
*Member, Finance/HR Committee*  
*Member, Governance Committee*  
*Member, Facilities Committee*  
*Member, Strategic Planning Task Force*

Dr. Chike Obioma Nwankwo  
102 Magazine St. #3  
Cambridge, MA 02139  
Psychotherapist, Private Practice  
Member since 2007

Parviz Parvizi  
42 Maple Avenue, Third Floor  
Cambridge, MA 02139  
Management Consultant, McKinsey & Company  
Member since 2006  
*Member, Facilities Committee*

Maribel Tinoco  
67 Hood Street  
West Lynn, MA 01905  
Senior Coordinator Externship Programs, Bryman  
Institute  
Member since 2007

Jillian E. Verspyck  
16 Claremon St.  
Somerville, MA 02144  
Vice President, Communication & Education,  
City Street  
Member since 1997  
*Member, Foundation*  
*Member, Facilities Committee*

### **Official Complaints**

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

### **Major Board and/or Policy Decisions**

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

- The Board of Trustees voted to appoint Jed Lippard, PHA Upper School Director for five years, and Chief Academic Officer for the past year, to the position of Head of School beginning July 1, 2007.
- The Board voted to meet bi-monthly instead of monthly.
- The Board voted to renew all the School's current facility leases until 2011.
- The Board approved the 2007-08 budget.
- The Board approved the third charter cycle Accountability Plan.
- The Board voted to add Raegen Miller, Parviz Parvizi, Maribel Tinoco, Dr. Chike Obioma Nwankwo, and Paul Blackborow to its membership.

## ACCOUNTABILITY GOALS

### Goal #1

Students will achieve proficiency, as defined by the Commonwealth of Massachusetts, in English and Mathematics.

#### *Measures/Outcomes*

1. The School will achieve adequate yearly progress (AYP) targets as set by the Commonwealth for all subjects and student subgroups during each year of the charter period.

## MCAS RESULTS

### Overview

#### Adequate Yearly Progress

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	No	Yes	Yes	

The table above shows that PHA met the state's Adequate Yearly Progress (AYP) requirements for **all subgroups** in both English Language Arts and Mathematics for the second year running.

#### Comparison of PHA and State Subgroup CPI Scores in 2006

Subject	District	All Students	Low Income	Afr. Amer./Blk	Hispanic	White
<b>English CPI</b>	<b>PHA</b>	<b>82.9</b>	<b>77.5</b>	<b>79.2</b>	<b>82.2</b>	<b>89.7</b>
	State	83.6	70.6	71.3	66.3	87.7
<b>Mathematics CPI</b>	<b>PHA</b>	<b>71.5</b>	<b>64.7</b>	<b>65.4</b>	<b>72.1</b>	<b>79.3</b>
	State	72.8	56.3	54.6	52.1	77.6

An analysis of the composite performance index (CPI) scores, disaggregated by subgroups, indicates both our successes and our challenges. PHA students are, on average, performing at a level comparable with all students statewide in Mathematics and ELA. While PHA's White students scored slightly higher than students statewide, our **African-American/Black and Hispanic subgroups significantly outperformed their peers across the state in both Mathematics and ELA**. PHA's African-American/Black students' CPI scores were 7.9 and 10.8 points higher than their peers' scores statewide in ELA and Mathematics respectively. In addition, our Hispanic students' CPI scores were 15.9 and 20.0 points higher than their peers' scores statewide in ELA and Mathematics respectively. However, the table also shows that our African-American/Black and Hispanic students did not achieve at the same level on the MCAS tests, on average, as our White students.

**PHA Achievement Gap, as measured by CPI Scores  
(Achievement Gap = African-American/Black and Hispanic CPI – White CPI)**

Subgroup	ELA Achievement Gap		Math Achievement Gap	
	PHA	State	PHA	State
<b>African-American/Black (n=214)</b>	<b>-10.5</b>	-16.8	<b>-13.9</b>	-23.9
<b>Hispanic (n=109)</b>	<b>-7.5</b>	-21.8	<b>-7.2</b>	-26.1

Predictably, the table above clearly shows that **the achievement gap at PHA is smaller than the achievement gap statewide for both subgroups in both subjects**. For example, PHA’s Hispanic subgroup Mathematics CPI score is 7.2 points lower than that of PHA’s white subgroup, compared to the statewide difference between the respective subgroups of 26.1 points. These are encouraging data and indicative of the progress PHA has made as a school, it is evident that an achievement gap remains at PHA.

It must be stated that the relatively small Hispanic and White subgroups mean that a high degree of statistical uncertainty exists, and general conclusions about PHA’s ability to close the achievement gap must be corroborated with additional data over time, to allow trends to emerge. In addition, the following description and analysis of the specific MCAS test data from 2006 must be viewed with the knowledge that sample sizes are small, and a small number of students can have a large impact on the results. For example, for a class of 50, 1 student = 2%, and for a class of 25, 1 student = 4%.

**2006 MCAS Results by Grade**

**Grade 3**

**Grade 3 MCAS Reading and Mathematics Results  
2002-2006**

Year	N	ENGLISH				MATHEMATICS			
		Advanced %	Proficient %	Needs Improvement %	Warning/Failing %	Advanced %	Proficient %	Needs Improvement %	Warning/Failing %
2002	96	n/a	58	34	7	n/a	n/a	n/a	n/a
2003	71	n/a	39	52	8	n/a	n/a	n/a	n/a
2004	65	n/a	35	52	12	n/a	n/a	n/a	n/a
2005	56	n/a	55	29	16	n/a	n/a	n/a	n/a
<b>2006</b>	<b>60</b>	<b>10</b>	<b>25</b>	<b>50</b>	<b>15</b>	<b>8</b>	<b>27</b>	<b>43</b>	<b>22</b>

**Comparison of PHA Grade 3 MCAS Results with  
Somerville District and State 2006**

District	N	READING		MATHEMATICS	
		Proficient or Advanced %	Warning/Failing %	Proficient or Advanced %	Warning/Failing %
<b>PHA</b>	<b>60</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>22</b>
Somerville	343	52	8	52	19
State	70,751	58	8	52	16

In 2006, 35% of 3<sup>rd</sup> graders achieved at the proficient or advanced levels at both the Reading and Mathematics MCAS tests. While the percentage of students scoring at the warning level in Reading remained constant, relative to the 2005 3<sup>rd</sup> grade scores, a larger percentage of students in this years 3<sup>rd</sup> grade class performed at the needs improvement level. Also, while the percentage of students performing at the warning level in Mathematics is comparable with Somerville and state scores, a larger percentage of PHA students received a needs improvement grade. There continues to be no discernable trend in the 3<sup>rd</sup> grade Reading scores over time.

## Grade 4

### Grade 4 MCAS English and Mathematics Results 2002-2006

Year	N	ENGLISH				MATHEMATICS			
		Advanced %	Proficient %	Needs Improvement %	Warning/Failing %	Advanced %	Proficient %	Needs Improvement %	Warning/Failing %
2002	66	5	44	36	15	8	14	58	21
2003	77	5	29	47	19	3	18	53	26
2004	79	4	23	54	19	4	11	48	37
2005	60	2	33	48	17	2	13	57	28
<b>2006</b>	<b>63</b>	<b>5</b>	<b>17</b>	<b>56</b>	<b>22</b>	<b>6</b>	<b>19</b>	<b>51</b>	<b>24</b>

### Comparison of 2006 PHA Grade 4 MCAS Results with Districts and State

District	N	ENGLISH		MATHEMATICS	
		Proficient or Advanced %	Warning/Failing %	Proficient or Advanced %	Warning/Failing %
<b>PHA</b>	<b>60</b>	<b>22</b>	<b>22</b>	<b>25</b>	<b>24</b>
Somerville	348	30	19	27	26
State	71,277	50	12	40	15

There continues to be no detectable trend in the 4<sup>th</sup> grade English MCAS scores in 2006, 22% of students achieved the proficient and advanced levels, compared to 30% of Somerville students and 50% of students statewide who scored at these levels. The performance of PHA 4<sup>th</sup> graders on the Mathematics MCAS test demonstrated a measurable relative improvement from the 2005 4<sup>th</sup> grade scores - 25% of students achieved proficient or advanced scores, compared to 15% in 2005. The PHA 4<sup>th</sup> grade Mathematics MCAS performance is statistically comparable with that of Somerville district schools.

## Grade 5

### Grade 5 MCAS English Language Arts Results 2006

Year	N	ENGLISH				MATHEMATICS			
		Advanced %	Proficient %	Needs Improvement %	Warning/Failing %	Advanced %	Proficient %	Needs Improvement %	Warning/Failing %
<b>2006</b>	<b>59</b>	<b>5</b>	<b>41</b>	<b>49</b>	<b>5</b>	<b>14</b>	<b>25</b>	<b>42</b>	<b>19</b>

### Comparison of 2006 PHA Grade 5 Results with Districts and State

District	N	ENGLISH		MATHEMATICS	
		Proficient or Advanced %	Warning/Failing %	Proficient or Advanced %	Warning/Failing %
<b>PHA</b>	<b>59</b>	<b>46</b>	<b>5</b>	<b>39</b>	<b>19</b>
Somerville	328	52	16	33	30
State	72,714	59	9	43	23

In 2006 46% of 5<sup>th</sup> grade students scored at the proficient and advanced levels in the English Language Arts MCAS test, which is comparable with the performance of their Somerville peers, 52% of whom achieved at these levels, but below students statewide. In addition only 5% of PHA students achieved at warning level, compared to 16% of Somerville students, and 9% of students statewide. In Mathematics, 39% of students achieved at the proficient and advanced levels, while 19% scored at the warning level, significantly outperforming Somerville students. The Mathematics scores are statistically comparable with the performance

of students statewide, and represent a considerable improvement relative to the performance of this group on the 4<sup>th</sup> grade Mathematics test in 2005, when 15% of students scored in the proficient and advanced categories as opposed to 41% of students statewide.

### Grades 3- 5: Comparison of PHA, Somerville, Medford, and State MCAS Subgroup CPI scores

District	ENGLISH CPI			MATHEMATICS CPI		
	African American	Hispanic	White	African American	Hispanic	White
PHA	68.2 (n= 102 )	64.8 (n= 37 )	80.3 (n=33 )	59.8 (n=102)	58.7 (n=33 )	78.0 (n=33 )
Somerville	65.9	68.4	79.7	48.3	59.9	69.4
Medford	74.4	77.7	84.8	59.3	66.7	75.2

While the general comparisons with Somerville and statewide scores provide useful information, a closer look at how PHA Lower School student subgroups perform relative to their peers in Somerville and Medford, our top two sending districts, sheds further light on the degree of effectiveness of our programs. For example, a large percentage of PHA Lower School students live in Somerville, and approximately 60 % of our students in grades 3-5 are African-American/Black, compared to 15% of Somerville district school students at these grades. The table above shows that **PHA’s African-American/Black students slightly outperformed their Somerville peers in ELA, and significantly outperformed them in Mathematics.** In comparison with Medford, our African-American/Black students had a slightly lower CPI on the English test, and a statistically identical CPI on the Mathematics test. Although our White students outperformed their peers in Somerville and Medford, and our Hispanic students scored lower, the small subgroup sample sizes do not allow for valid inferences to be made.

The performance of our African-American/Black students in comparison with their Somerville district peers is highly encouraging. However, PHA is well aware of the difference in the African-American/Black and Hispanic subgroup scores relative to the white subgroup scores, and that a critical challenge remains.

## Grade 6

### Grade 6 English and Mathematics MCAS Results 2002-2006

Year	N	ENGLISH				MATHEMATICS			
		Advanced %	Proficient %	Needs Improvement %	Warning/Failing %	Advanced %	Proficient %	Needs Improvement %	Warning/Failing %
2002	66	n/a	n/a	n/a	n/a	12	42	35	11
2003	69	n/a	n/a	n/a	n/a	4	20	38	38
2004	63	n/a	n/a	n/a	n/a	6	24	46	24
2005	61	n/a	n/a	n/a	n/a	10	39	43	8
<b>2006</b>	<b>67</b>	<b>9</b>	<b>45</b>	<b>40</b>	<b>6</b>	<b>13</b>	<b>19</b>	<b>39</b>	<b>28</b>

### Comparison of 2006 PHA Grade 6 MCAS Results with Districts and State

District	N	ENGLISH		MATHEMATICS	
		Proficient or Advanced %	Warning/Failing %	Proficient or Advanced %	Warning/Failing %
PHA	67	54	6	32	28
Somerville	376	47	13	28	40
Cambridge	389	57	10	40	28
State	73,382	64	8	46	25

The table shows that 54% of PHA's 6<sup>th</sup> grade students scored in the proficient and advanced categories in the 2006 English Language Arts MCAS exam, and 32% of PHA students performed at these levels in the 2006 Mathematics MCAS exam. In both cases, PHA students outperformed students attending Somerville district schools, but scored below students statewide. A significantly lower percentage of PHA students performed at the Warning level compared to Somerville students.

## Grade 7

### Grade 7 English and Mathematics MCAS Results 2002-2006

Year	N	ENGLISH				MATHEMATICS			
		Advanced %	Proficient %	Needs Improvement %	Warning/Failing %	Advanced %	Proficient %	Needs Improvement %	Warning/Failing %
2002	48	2	56	42	0	n/a	n/a	n/a	n/a
2003	65	0	58	38	3	n/a	n/a	n/a	n/a
2004	69	6	57	32	6	n/a	n/a	n/a	n/a
2005	64	9	77	13	2	n/a	n/a	n/a	n/a
<b>2006</b>	<b>66</b>	<b>24</b>	<b>59</b>	<b>15</b>	<b>2</b>	<b>23</b>	<b>42</b>	<b>26</b>	<b>9</b>

### Comparison of 2006 PHA Grade 7 MCAS Results with Districts and State

District	N	ENGLISH		MATHEMATICS	
		Proficient or Advanced %	Warning/Failing %	Proficient or Advanced %	Warning/Failing %
<b>PHA</b>	<b>66</b>	<b>83</b>	<b>2</b>	<b>65</b>	<b>9</b>
Somerville	361	59	12	28	40
Cambridge	372	52	13	29	36
State	74,509	65	9	40	28

PHA's 7<sup>th</sup> grade students achieved at significantly higher levels than students in Somerville district schools, Cambridge district schools, and all students statewide. 83 % of students scored in the proficient or advanced categories, compared to 59% of Somerville students, 52% of Cambridge students, and 65% of students statewide. PHA 7<sup>th</sup> graders ranked **85<sup>th</sup> out of 458 schools** across the state, based on their performance on the 2006 English Language Arts MCAS test. The Mathematics MCAS results were similarly impressive, with 65% of students achieving at the proficient or advanced levels compared to 28% of Somerville students, 29% of Cambridge students, and 40% of students statewide. PHA was ranked **63<sup>rd</sup> out of 453 schools** in Massachusetts based on the 7<sup>th</sup> grade Mathematics MCAS scores.

## Grade 8

### Grade 8 English and Mathematics MCAS Results 2002-2006

Year	N	ENGLISH				MATHEMATICS			
		Advanced %	Proficient %	Needs Improvement %	Warning/Failing %	Advanced %	Proficient %	Needs Improvement %	Warning/Failing %
2002	38	n/a	n/a	n/a	n/a	3	29	58	11
2003	44	n/a	n/a	n/a	n/a	9	30	41	20
2004	69	n/a	n/a	n/a	n/a	6	23	45	26
2005	66	n/a	n/a	n/a	n/a	5	27	36	32
<b>2006</b>	<b>65</b>	<b>2</b>	<b>77</b>	<b>20</b>	<b>2</b>	<b>11</b>	<b>23</b>	<b>38</b>	<b>28</b>

### Comparison of 2006 PHA Grade 8 MCAS Results with Districts and State

District	N	ENGLISH		MATHEMATICS	
		Proficient or Advanced %	Warning/Failing %	Proficient or Advanced %	Warning/Failing %
<b>PHA</b>	<b>66</b>	<b>79</b>	<b>2</b>	<b>34</b>	<b>28</b>
Somerville	342	71	7	29	29
Cambridge	394	68	8	39	36
State	76,243	74	7	40	29

In 2006, 79% of 8<sup>th</sup> graders were categorized as proficient or advanced on the English Language Arts MCAS test. This compares with 71% of Somerville students, 68% of Cambridge students, and 74% of students statewide. Only 2% (1 student) scored at the Warning level on this test. In Mathematics, 34% of students achieved proficient or advanced scores, which is consistent with the performance in previous years and statistically similar to the achievement of students in Somerville, Cambridge, and students statewide.

**Grades 6- 8: Comparison of PHA, Somerville, Medford, and State MCAS Subgroup CPI scores**

District	ELA CPI			Mathematics CPI		
	African American	Hispanic	White	African American	Hispanic	White
<b>PHA</b>	<b>91.8 (n=85)</b>	<b>86.2 (n=49)</b>	<b>94.1 (n=55)</b>	<b>61.4 (n=85)</b>	<b>69.3 (n=49)</b>	<b>82.3 (n=55)</b>
<b>Somerville</b>	78.1	81.3	85.3	47.5	53.7	66.5
<b>Medford</b>	73.5	76.3	86.1	53.6	59.6	67.2
<b>State</b>	74.3	68.8	90.2	48.3	46.0	72.9

A comparison of PHA’s 2006 MCAS CPI scores with those of our top two sending districts and the state for grades 6-8 shows that our **African-American/Black, Hispanic, and White students significantly outperformed their peers in both English and Mathematics**. On the English test, all three “racial” subgroups scored higher than the White students in Somerville, Medford, and White students statewide. In Mathematics, while PHA’s African-American/Black and Hispanic subgroup CPI scores were considerably higher than those of Somerville, Medford, and the state they were also considerably lower than the CPI score of the White subgroup at PHA. This highlights the achievement gap in Mathematics in the middle grades at PHA.

**Grade 10**

**Grade 10 MCAS English and Mathematics Results 2002-2006**

Year	N	ENGLISH				MATHEMATICS			
		Advanced %	Proficient %	Needs Improvement %	Warning/Failing %	Advanced %	Proficient %	Needs Improvement %	Warning/Failing %
2002	23	17	61	13	9	22	35	22	22
2003	22	9	64	27	0	23	32	36	9
2004	30	37	53	10	0	37	40	23	0
2005	52	17	58	25	0	42	37	19	2
<b>2006</b>	<b>64</b>	<b>16</b>	<b>73</b>	<b>11</b>	<b>0</b>	<b>61</b>	<b>33</b>	<b>6</b>	<b>0</b>

**Comparison of 2006 PHA Grade 10 MCAS Results with Districts and State**

District	N	ENGLISH		MATHEMATICS	
		Proficient or Advanced %	Warning/Failing %	Proficient or Advanced %	Warning/Failing %
<b>PHA</b>	<b>64</b>	<b>89</b>	<b>0</b>	<b>94</b>	<b>0</b>
Somerville	348	54	14	53	18
Cambridge	394	64	7	59	13
State	73,351	69	7	67	12

PHA students significantly outperformed students in their sending districts and across the state in both the English Language Arts and Mathematics MCAS tests in 2006. 89% of PHA 10<sup>th</sup> graders achieved an advanced or proficient score on the English Language Arts exam, which placed them **39<sup>th</sup> out of 337** high schools

statewide using this criterion. The strong improvement trend continued in math, with 94% of students scoring in the advanced and proficient categories, including 61% of who achieved an advanced score. PHA students ranked **12<sup>th</sup> out of 337** high schools in Massachusetts, based on the 10<sup>th</sup> grade Mathematics MCAS test. Importantly, every student passed both MCAS tests, thereby attaining the state’s graduation requirement relating to MCAS.

**Grade 10: Comparison of PHA, Somerville, Cambridge, and State MCAS Subgroup CPI scores**

District	ELA CPI			MATHEMATICS CPI		
	African American	Hispanic	White	African American	Hispanic	White
<b>PHA</b>	<b>95.4</b> (n= 27)	<b>96.2</b> (n= 13)	<b>97.6</b> (n=21 )	<b>99.1</b> (n= 27)	<b>96.2</b> (n=13 )	<b>97.6</b> (n=21 )
<b>Somerville</b>	65.9	72.3	83.7	60.2	72.6	81.0
<b>Cambridge</b>	73.9	69.3	88.6	68.1	60.2	82.0
<b>State</b>	75.7	70.2	90.3	68.0	63.5	87.3

Using the composite performance index (CPI) as a measure, the table above shows that not only do PHA’s **African-American/Black and Hispanic students** outperform their peers in the top two sending districts and statewide by very large margins, but that they also **significantly outperform White students locally and statewide in English and Mathematics**. Furthermore, the data indicate insignificant differences in performance between PHA “racial” subgroups. However, it is notable that the highest CPI score was achieved by our African-American/Black students on the Mathematics MCAS test, which can be recognized as an impressive accomplishment.

For a complete NCLB Report Card, please refer to:  
[www.prospecthillacademy.org/NCLB/NCLB\\_report\\_card.html](http://www.prospecthillacademy.org/NCLB/NCLB_report_card.html)

**Goal #2**

**All students will meet or exceed expected yearly progress as defined by ITBS (grades 1-12) and DIBELS (grades 1-3).**

*Measures/Outcomes*

1. To measure student performance over time, Prospect Hill Academy will use a matched cohort of students who have been at the School for a minimum of two test administrations in two subsequent school years, and will show increases in the mean ITBS Normal Curve Equivalent (NCE) score for each grade level cohort each year of the charter period until they reach the 70<sup>th</sup> percentile.

**IOWA TEST OF BASIC SKILLS (ITBS) RESULTS**

PHA administered the ITBS norm-referenced test in the fall of 2005 and 2006. The resulting achievement data allows the School to conduct matched cohort analyses of student performance. A matched cohort analysis compares the results of the same students from one year to the next. **Students who did not attend the School in both 2005 and 2006 are not included in the data.**

The table below compares the mean Normal Curve Equivalency (NCE) scores of a matched set of students from fall of 2005 to fall of 2006. It works in the following way: If the mean score of a student cohort is, for example, 50 in one year and then 50 again the next year, it can be deduced that the cohort has achieved the expected amount of academic growth over the 12 month period. In other words, students receiving the same NCE score from one year to the next are progressing at a rate expected by the test. To use an analogy, if a student in a foot race were in 50<sup>th</sup> place out of 100 runners at the middle of the race and 50<sup>th</sup> at the end, she/he would have kept pace throughout the race. An NCE score of 50 represents the average score of all students nationwide.

**Matched Comparison of Fall 2005 and Fall 2006 Average NCE Scores for each Grade Level**

Grade	N	Fall 2005 Mean Core NCE	Fall 2006 Mean Core NCE	Gain/Loss	What Does this Mean?
1st in 2005 2nd in 2006	52	34	44	+10	The gain is significant. These students are making higher than expected academic progress
2nd in 2005 3rd in 2006	55	45	50	+5	The gain is significant. These students are making higher than expected academic progress
3rd in 2005 4th in 2006	53	44	46	+4	The gain is not significant. These students are making expected academic progress
4th in 2005 5th in 2006	54	50	55	+5	The gain is significant. These students are making higher than expected academic progress
5th in 2005 6th in 2006	54	52	53	+1	The gain is not significant. These students are making expected academic progress
6th in 2005 7th in 2006	57	52	53	+1	The gain is not significant. These students are making expected academic progress
7th in 2005 8th in 2006	55	61	62	+1	The gain is not significant. These students are making expected academic progress.
8th in 2005 9th in 2006	48	50	50	0	The average core scores are identical. These students are making expected academic progress
9th in 2005 10th in 2006	54	51	53	+2	The gain is not significant. These students are making expected academic progress
10th in 2005 11th in 2006	52	58	55	-3	The loss is not significant. These students are making expected academic progress
11th in 2005 12th in 2006	39	49	52	+3	The gain is not significant. These students are making expected academic progress

These results show that students at every grade level are, on average, making at least the expected academic progress. In three cases that data shows that students made significantly higher progress than expected. The average NCE score for students in Grade 1 in 2005 increased by 10 points, and for students in Grade 2 and 4 in 2005, the average NCE score increased by 5 points. At all other grade levels, students are making the expected progress.

**Measures/Outcomes**

- An examination of system-level ITBS core NCE scores each year will show a decrease in the achievement gap between student subgroups by both raising the improvement rate of groups which have historically scored lower and maintaining or increasing the core NCE scores of groups that have historically scored higher. Lower performing student subgroups will each demonstrate an annual increase of 10% of the difference between their core NCE scores and those of the highest performing subgroup until the achievement gap is closed.

An analysis of the disaggregated average NCE scores reveals differences in the performance of subgroups at each grade level. The table below compares the performance of racial subgroups:

### The Achievement Gap: Matched “Racial” Cohort Comparisons of Mean NCE Scores in 2005 and 2006

Grade	Afr. Am/Black Matched				Hispanic Matched				White Matched			
	#	Fall 2005 NCE	Fall 2006 NCE	Gain/Loss	#	Fall 2005 NCE	Fall 2006 NCE	Gain/Loss	#	Fall 2005 NCE	Fall 2006 NCE	Gain/Loss
1st in 2005 2nd in 2006	35	35	45	+10	12	32	40	+8	4	40	48	+8
2nd in 2005 3rd in 2006	28	41	46	+5	15	47	48	+1	11	53	59	+6
3rd in 2005 4th in 2006	36	44	44	0	8	34	38	+4	9	57	60	+3
4th in 2005 5th in 2006	29	43	50	+7	11	49	52	+3	12	57	61	+4
5th in 2005 6th in 2006	28	48	49	+1	16	51	51	0	7	61	61	0
6th in 2005 7th in 2006	28	51	51	0	15	52	51	-1	12	56	60	+4
7th in 2005 8th in 2006	21	53	53	0	15	54	54	0	25	70	74	+4
8th in 2005 9th in 2006	21	48	48	0	10	45	46	+1	8	58	61	+3
9th in 2005 10th in 2006	21	42	46	+4	17	48	50	+2	19	57	59	+2
10th in 2005 11th in 2006	30	55	53	-2	13	56	53	-3	8	65	64	-1
11th in 2005 12th in 2006	17	43	43	0	9	48	51	+3	10	62	70	+8

The table above shows that PHA’s three primary subgroups are making *at least* the anticipated progress as indicated by the mean NCE scores in 2005 and 2006. The shaded areas in the gain/loss columns indicate gains that may be statistically significant (the low cohort sizes decrease reliability). It is noticeable that African-American/Black, Hispanic, and White subgroups have made improvements that are higher than expected during their time in the first grade in 2005.

An analysis of mean NCE scores across a broader range of grades will provide a more general and more reliable indication of subgroup performance on the ITBS test.

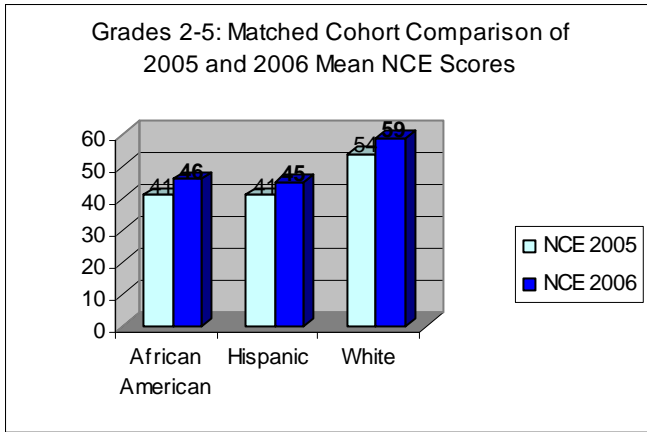
### Building Level Matched Racial Cohort Comparisons of Mean NCE Scores in 2005 and 2006

Grades in 2006	African-American/Black				Hispanic				White			
	#	2005 NCE	2006 NCE	Gain/Loss	#	2005 NCE	2006 NCE	Gain/Loss	#	2005 NCE	2006 NCE	Gain/Loss
1 <sup>st</sup> -4 <sup>th</sup> in 2005, 2 <sup>nd</sup> -5 <sup>th</sup> in 2006	128	41	46	+5	46	41	45	+4	36	54	59	+5
5 <sup>th</sup> -8 <sup>th</sup> in 2005, 6 <sup>th</sup> -9 <sup>th</sup> in 2006	98	50	50	0	56	51	51	0	52	64	67	+3
9 <sup>th</sup> -11 <sup>th</sup> in 2005, 10 <sup>th</sup> -12 <sup>th</sup> in 2006	68	47	48	+1	39	51	51	0	37	60	63	+3
All	294	45	48	+3	141	48	49	+1	125	60	64	+4

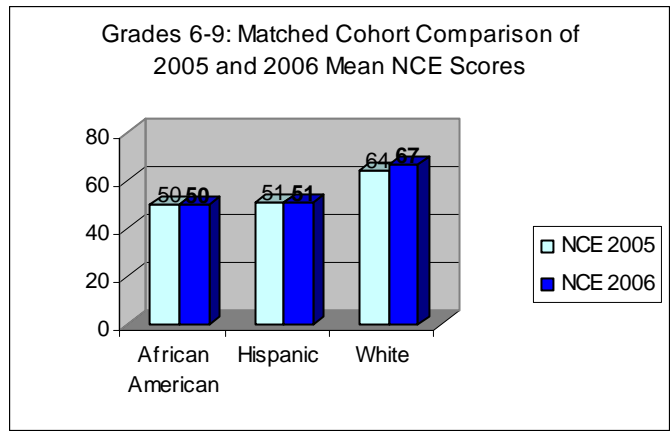
At each building, and across the School as a whole, all subgroups are making at least the expected progress as indicated by the average NCE scores. At the lower grades, the African-American/Black and White cohorts are making gains beyond those expected, with the Hispanic cohort close behind. At the middle and upper grades, subgroup scores indicate that the expected progress in being made.

However, the mean NCE scores across the grade levels are consistent with the findings from the analysis of MCAS scores and demonstrate the existence of an achievement gap at PHA. On average, White students at PHA are scoring more than 10 points higher on the ITBS test than African-American/Black or Hispanic students. In order to close the gap, the gain/loss figures for the African-American/Black or Hispanic students would need to be higher than those of our White students. In spite of some encouraging scores, there is not yet an instance of this being the case.

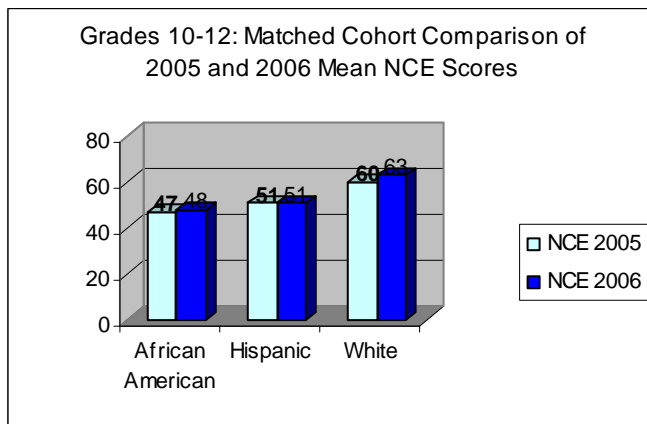
**1<sup>st</sup>-4<sup>th</sup> in 2005 / 2<sup>nd</sup>-5<sup>th</sup> in 2006**



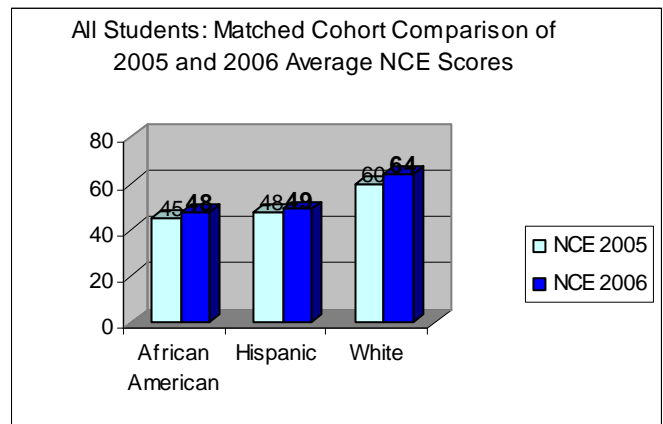
**5<sup>th</sup>-8<sup>th</sup> in 2005 / 6<sup>th</sup>-9<sup>th</sup> in 2006**



**9<sup>th</sup>-11<sup>th</sup> in 2005 / 10<sup>th</sup>-12<sup>th</sup> in 2006**



**All Students**



**INITIATIVES AIMED AT RAISING STUDENT ACHIEVEMENT AND CLOSING THE ACHIEVEMENT GAP**

In order to make progress towards closing the achievement gap at PHA, the School began a number of initiatives and programs which include:

- K-12 Collaborative Inquiry***  
 Collaborative Inquiry is the central component of PHA’s professional development program. Teachers work in teams to determine the causes of student achievement in their classes, collaboratively design of unit and lesson plans, and design and analyze pre- and post- common formative assessments. These assessments are collaboratively graded and the results analyzed to provide information about the effectiveness of the instruction and to inform decisions related to instructional and/or curricula revisions, interventions, and educational resources.
- K-12 Benchmark Tests***  
 As part of the school-wide commitment to collaborative inquiry, PHA is working towards developing K-12 standards-based formative assessments in English and Mathematics that students will take on two or more occasions during the year. The benchmark tests may take the form of mock MCAS tests, particularly in the Spring. The purpose of these assessments is to provide high quality information to students and teachers in relation to the standards at which students are expected to attain proficiency. Administrators and teachers grade the assessments and analyze the student performance data in order to make decisions relating to instruction and curriculum.

- ***Lower School Mathematics***

At the start of the 2006-07 academic year, a standards-based Mathematics program, Everyday Mathematics, was implemented in grade K-5. The program has improved the coherency of the Mathematics curriculum and helped teachers expand their repertoire of proven instructional strategies. To support the implementation of the new program, teachers, with the guidance of the Title 1 Mathematics specialists, track student performance in relation to the benchmarks on a continuous basis and communicate student progress to parents on a standards-based report card (which is a supplement to the existing report card in grades 1-5). These data are used in the collaborative inquiry process to ensure that informed decisive actions are taken in relation to instruction and curriculum. Students who required supplemental instruction were able to take advantage of two online learning tools, FastsMath and Study Island, to support their learning.

- ***Lower School Literacy***

During the 2006-07, Lower School administrators collaborated to devise an improvement plan for K-4 Literacy. In addition to a comprehensive strategy to improve curriculum and instruction, the Lower School has established a multi-year partnership with the Hanson Initiative for Language and Literacy (HILL), an educational consulting group based at Massachusetts General Hospital, Institute of Health Professionals. The HILL group is collaborating with PHA teachers and administrators in service of its stated mission to “develop sustainable literacy programs for all students.” HILL will provide professional development to improve the pedagogical knowledge base and instructional expertise of PHA teachers, and will help the School learn to use literacy performance data to make effective instructional and curricula decisions.

- ***Middle School Literacy***

As part of a school-wide commitment to preparing students to read, write, and research successfully when they face the demands of a college preparatory high school program, the professional community of the Middle School has engaged in a series of literacy initiatives. The initiatives are designed to: 1) increase the level of differentiation in reading and writing instruction across the content areas; and 2) develop a greater degree of consistency in the language, practices, and strategies used to teach reading, writing, and research at the Middle School.

- Opening of the Middle School Library, which features a collection of fiction and non-fiction texts that support the curricula of the core subjects for grades 5-8.
- Development of a Reading & Research course curriculum that targets high need and high impact reading skills in Grades 6-8 and that supports the reading and research work of courses across the disciplines.
- Collaboration between the teachers of Reading & Research, Science, Social Studies, and English in the development, instruction, and implementation of reading, writing, and research skills as well as subject area content.
- Collaboration between department leaders and teachers across disciplines to develop consistent practices in reading and writing instruction in the content areas including, but not limited to consistent reading and research practices in Science, English, Social Studies, and Reading & Research.
- Ongoing analysis of data (IOWA, MCAS, and common Open Response assessments) in order to identify critical needs of the readers in grades 5-8.
- Collaborative assessment of student writing in order to identify exemplars and to develop writing benchmarks for each grade level.
- Opening of the Calderwood Writing Center at the Middle School campus.
- Training of Middle School Humanities teachers in reading assessment practices and tools aimed at assessing the reading skills of readers in grades 5-8.
- Training of Middle School Humanities teachers in the process of using reading level and flexile ranking of fiction and non-fiction texts in order to select texts that meet the learning needs of diverse readers in English, Social Studies, and Reading and Research classes.

- The transition of the 5th grade reading program from a basal-based curriculum to thematic units that incorporate authentic literature to achieve clearly defined skills goals. During the 2007-2008 school year, the 5th grade curriculum will also move from distinct Reading & Writing courses to an English course that is consistent with the curriculum model of grades 6-8.

- ***Upper School Calderwood Center***

Funded by a four-year grant from the Calderwood Writing Initiative at the Boston Athenaeum, the Upper School Writing Center offers individual peer review and writing conferences to students outside of class as well as additional instructional support for teachers in designing and teaching lessons focused on writing. This academic year saw the completion of work for the first cohort of teachers who participated in a year-long fellowship focused on teaching the writing process and incorporating writing instruction in all disciplines and the selection of and beginning of work for the second cohort of teachers in this fellowship. In addition, the publication of a Student Writing Guide, a Guide for Teachers regarding the teaching of writing, and the first Literary Magazine, comprised of student and teacher writing, were also released this year.

- ***Student Exhibition Evenings***

Each year at the Middle and Upper Schools, each grade level engages in a rigorous, interdisciplinary exhibition evening combining research, writing, and presentation skills. Students prepare for several months leading up to the exhibitions, and the final projects are juried and evaluated by outside assessors (often educators, community members, and other experts in the field). During the 2006-2007 school year, the following exhibition evenings took place:

- 5<sup>th</sup> Grade: My Discovery
- 6<sup>th</sup> Grade: Egypt Night
- 7<sup>th</sup> Grade: Haiti Night
- 8<sup>th</sup> Grade: Science Fair
- 9<sup>th</sup> Grade Revolutionary Leaders Evening
- 10<sup>th</sup> Grade State of the Union Evening
- 11<sup>th</sup> Grade Science Fair
- Senior Project Exhibitions

- ***Senior Project***

To encourage students to remain engaged and accountable throughout their final year of high school, Prospect Hill Academy provides Seniors with the opportunity to propose and complete a Senior Project. The Senior Project is designed to be the culmination of each student's academic experience at Prospect Hill Academy. It is a genuine opportunity for Seniors to merge their various interests, passions, and curiosities with their academic lives at school. Similarly, the Senior Project is a vehicle for Seniors to demonstrate *autonomy, complexity, and awareness* one final time before graduation. Arguably, there is no better preparation for college and the real world.

- **The Essential Question:** Because a successful and meaningful Senior Project necessarily involves genuine inquiry around a topic of the student's choosing, each Senior will focus his/her work around a complex, interesting, and sustainable essential question.
- **Benefit to the Larger Community:** Because we are all members of a broader community, each Senior Project must incorporate some aspect of giving back to others. In this regard, each Senior's work, time, and energy will result in a lasting contribution that is bigger than the project itself.
- **Creation of a Product:** The outcome of each student's year-long inquiry, in addition to the personal growth and learning that will naturally ensue, must be a tangible product that can be used by and/or exhibited to others. This product will ideally serve as the nexus of the student's learning relative to the essential question and the benefit to a larger community.
- **"Interdisciplinary" Approach:** Because of the multi-faceted nature of each Senior Project, Seniors must incorporate a variety of modes of thinking in the planning, implementation, and exhibiting of their projects.

- **A “Research” Component:** No Senior Project will be successful without a substantial element of new learning. This learning can take place in many ways, one of which must be research. Research must be both experiential (interviews, internships, surveys, etc.) and text-based (library, internet, etc.), although the degree to which each form is emphasized will vary from student to student.
- **Collaboration:** One of the most important skills in life is the ability to work with and learn from other people. Each Senior Project must incorporate some element of collaboration with individuals outside the immediate Prospect Hill Academy community. In many cases, these “outsiders” will serve as secondary mentors for the Senior Project.
- **Academic Rigor:** Each Senior Project must be conceived in a way that challenges the student to think deeply and critically beyond what he/she already knows and is able to do. The topic must be big enough for the student to consider multiple perspectives but not so big that it will lead only to superficial understanding.

***Measures/Outcomes***

3. Beginning in the 2007-08 school year, all students in grades 1 to 3 will meet or exceed the DIBELS (dynamic indicators of basic early literacy) year-end oral reading fluency benchmark for their grade level.

The School will begin reporting on this measure in the 2007-08 school year.

**Goal #3**

**Students will demonstrate increased competency in Spanish.**

***Measures/Outcomes***

1. Beginning with the class of 2009, all Seniors will pass an oral Spanish proficiency assessment in order to graduate.

The School is currently in the process of evaluating several assessment tools and strategies and will begin reporting on the measure after the first test has been conducted.

**Goal #4**

**Students will be prepared to qualify for and to succeed in college.**

***Measures/Outcomes***

1. 100% of graduating Seniors will be accepted into at least one four-year or selective two-year college.

On June 7, 2007 PHA graduated its 7<sup>th</sup> and largest class of 44 Seniors. The students of the class of 2007 were accepted into 154 colleges and universities and 84% (37 students) will be attending private four-year colleges, 6.8% (3) will be attending public four-year colleges, 6.8% (3) are still undecided and 2.3% (1) will join the military. 97.7% of the graduates have been accepted into a four-year college.

***The Class of 2007 will be attending the following colleges and universities:***

Assumption College	Post University
Bowdoin College	Regis College(2)
College of the Holy Cross	Rochester Institute of Technology
Drew University (3)	Santa Clara University
Eastern Connecticut State University	Seton Hall University
Emmanuel College (2)	Suffolk University
Hampton University, Haverford College	Syracuse University
Johns Hopkins University	Trinity University in Washington, DC
Johnson & Wales University	Tufts University
Lesley University	University of Hartford
MA College of Pharmacy & Health Sciences (3)	University of Limerick, Ireland &
McGill University	Plymouth State University
Northeastern University (4)	University of Massachusetts, Amherst (2)
Pine Manor College	Wentworth Institute of Technology

(#) indicates the number of students planning to attend that particular college.

***Measures/Outcomes***

- Average SAT scores will be at or above the 50% national percentile ranking.
- The average SAT score will rise 30 points per test category between students' 10<sup>th</sup> grade PSAT attempt to the 11<sup>th</sup> grade SAT, leading to a cumulative average increase of 90 points for the same student cohort.

**SAT**

Recognizing that SAT scores over the past number of years have declined, PHA introduced a mandatory SAT preparation course for the 2006-07 school year. The targeted teaching of specific SAT content and test taking skills helped students increase their scores.

	<b>Critical Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Total</b>
Average SAT score	481	504	500	1485
2006 National Percentile Ranking: 50%	500	520	490	1510

Also with the help of the SAT preparation course, student scores rose dramatically between their PSATs and their SATs. The School committed to sustaining an increase of 90 points per cohort and achieved a 160 point increase for the 06-07 school year.

	<b>Critical Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Total</b>
Average PSAT score	429	463	463	1325
Average SAT score	481	504	500	1485
Increase	<b>52</b>	<b>41</b>	<b>37</b>	<b>160</b>

**Goal #5**

**The School will establish an effective system by which to track its alumni and to record their progress in college.**

*Measures/Outcomes*

1. The School will collect data pertaining to alumni college attendance status and academic performance on an annual basis. Starting with the class of 2007, data from 90% of alumni will be collected.
2. The School will invest in database tools and will allocate appropriate human and financial resources to collect, store, and analyze alumni data.

The School currently employs one college counselor and has just hired a second person who, in addition to assisting the college counselor, will also help with the responsibility of Alumni Relations.

**Goal #6**

**Students will demonstrate responsible citizenship.**

*Measures/Outcomes*

1. All students will participate in a minimum of two school-sponsored community service projects per year.

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

*Upper School:*

- East End House
- Boston Rescue Mission
- Pine Street Inn
- Boston Nature Center
- AIDS Action Committee
- Franklin Park Zoo
- Somerville Parks Department
- Community Field Farm
- Revision Urban Farm
- Rosie's Place
- PHA Middle School
- PHA Lower School
- Charles River Conservancy
- City of Somerville Highway Department

*Middle School:*

Students in grades 5-8 participated in a variety of service projects designed to foster responsible citizenship and to teach students the value of leading and serving within their communities:

- Designing and painting murals within the new Middle School building to celebrate the PHA Way (the Middle School Code of Conduct and Values) as well as pride in each student's identity.
- Writing letters to soldiers serving in the conflict in Iraq.
- Creating story books that teach students at Prospect Hill's Lower School lessons of responsible citizenship.
- Mentoring students in Kindergarten and leading an activity in which students consider and practice strategies for resolving conflict and managing anger.
- Completing a variety of school-based service projects in order to care for and enhance the appearance of the Middle School's new campus at 17 Franklin St.
- Tutoring fourth grade students at Prospect Hill's Lower School in Spanish and helping them to prepare for an upcoming spelling bee.
- Tutoring 3<sup>rd</sup> grade students in Math and participating in a Reading Buddies activity.
- Writing letters and cards to the students and staff at Virginia Tech.
- Volunteering at the Somerville Home for the Elderly.

- Preparing food and beverage packages to be picked up or delivered to families on need at Fair Foods in Boston.
- Preparing, repairing, and organizing donated toys and clothes for delivery to children in need at Cradles to Crayons in Quincy.
- Assisting with clean up and environmental care projects at the Boston Nature Center.
- Creating care packages, letters, and cards for cancer patients at a local hospital.
- Designing and implementing a school-wide paper recycling program at the Middle School campus at Franklin Street (in collaboration with the City of Somerville).
- Cleaning up the Charles River Esplanade with the Esplanade Association.
- Advisors also planned projects at Drumlin Farms and the Somerville Department of Public Works, but these projects were cancelled due to rain.

***Lower School:***

The Lower School continues to embrace *Community of Caring*®, a renowned program founded by Eunice Kennedy Shriver, to build character education into the everyday classroom, change the School environment to reflect the values of respect, trust, responsibility, family, caring, and learning, and build community service activities around those values. As such the *Community of Caring* committee serves as the organizing body for community service projects which at the Lower School tend to be in-house initiatives.

This year, monthly assemblies were held to promote a collective understanding of the *Community of Caring* values. In addition, through “dress down days” and other collection projects, donations were sent to *Autism Speaks*™ as well as several children’s cancer foundations.

***Measures/Outcomes***

2. In addition to the school-sponsored community service projects, high school students will complete a minimum of 60 hours of individual community service by the end of their Senior year in order to graduate.

All of the 44 graduating Seniors completed the community service requirement in order to graduate.

Sample service projects for the Class of 2007 include:

1. Providing medical aide during service trip to the Bahamas
2. Peer tutoring
3. Mentoring students at Prospect Hill Academy Lower and Middle Schools
4. Basketball coaching at Boys and Girls Club
5. Peer leaders for church youth groups
6. Youth choir participation
7. Teaching Sunday School
8. PHA Big Brother/Big Sister Program for new Upper School students

***Measures/Outcomes***

3. K-3 students will share their community service experience in class discussions. Teachers will keep a roster of participating students and will ensure that all students will reflect upon their experiences. Grade 4-12 students will write a reflection piece on their community service experience. The School will review and analyze student reflections in order to inform and improve the community service program.

All community reflections were completed and the following strengths and areas for improvement of the community service program were identified:

Strengths:	Areas for improvement:
<b>Upper School</b>	
<ol style="list-style-type: none"> <li>1. Opportunity to extend learning beyond the walls of PHA.</li> <li>2. Making an institutional commitment to responsible citizenship.</li> <li>3. Chance for advisories to bond through service learning.</li> <li>4. Helping others in need.</li> <li>5. Making a statement to the broader community that PHA cares about others.</li> <li>6. A necessary and timely break from the normal routine of classes.</li> <li>7. Provides students who don't necessarily excel academically another arena to excel.</li> <li>8. Gives advisories something meaningful to talk about back at school.</li> <li>9. Working with elderly people and younger children.</li> <li>10. Opportunity for networking—potentially as internship sites for Senior Project.</li> </ol>	<ol style="list-style-type: none"> <li>1. More student voice in deciding service projects.</li> <li>2. More ongoing, sustained service to a few partner organizations (in addition to the two school-wide service days).</li> <li>3. More work that directly impacts people (rather than cleaning trash, etc.).</li> <li>4. Holding students accountable for attending and <i>working</i> during community service days.</li> <li>5. Find projects where there is enough work to go around for <i>all</i> students for the entire duration of the service experience.</li> <li>6. Some advisories would like to commit to the same project/service organization every time so that more meaningful relationships can be established.</li> <li>7. Transportation to/from service projects can be a hassle (particularly in bad weather).</li> </ol>
<b>Middle School</b>	
<ol style="list-style-type: none"> <li>1. Participation in school-based service projects strengthened students' sense of responsibility for the community within their own school.</li> <li>2. School-based improvement projects (ie: Middle School mural) allowed younger students to see and benefit from the concrete results that came from their efforts to beautify and improve the Middle School building.</li> <li>3. Participation in service projects outside of PHA allowed students to learn about service organizations in Boston, Somerville, and Cambridge and broadened their knowledge of the local community.</li> <li>4. Several students returned to service sites after their visits and continued to serve there throughout the school year on a regular basis.</li> <li>5. Service projects at the Lower School helped to strengthen the sense of community between the Middle and Lower Schools and allowed adolescents at the Middle School to serve as "care takers" for elementary school students.</li> <li>6. Service projects at the Lower School provided Middle School students with eye-opening experiences that helped them to understand the great responsibilities and challenges involved in teaching and caring for younger students.</li> <li>7. Students who have struggled historically with behavior had an opportunity to shine when faced with the responsibility of caring for younger students at the Lower School. This allowed them</li> </ol>	<ol style="list-style-type: none"> <li>1. Some students struggled to understand the purpose of their service project and how it related to their lives and their experiences in schools.</li> <li>2. Some students were not aware of their projects until they arrived on Community Service Day.</li> <li>3. Students completed very different service projects in the fall and spring and were not able to identify connections between the two experiences.</li> <li>4. Students may have visited and worked with service organizations in the community, but did not have ongoing relationships with these organization throughout the year. Students may have benefited from continuing to learn about and work with one or two organizations throughout the school year.</li> <li>5. During the 2006-07 school year, faculty members selected and coordinated service projects. In future years, students would benefit from opportunities to research and select Community Service Projects during Advisory in order to deepen their knowledge of service opportunities in the community and their commitment to the project in which they engage.</li> </ol>

to contribute to the community in a new way and allowed them to showcase leadership abilities that may not emerge in the Middle School setting.	
<b>Lower School</b>	
<ol style="list-style-type: none"> <li>Students were reminded about what citizenship meant in school and the world outside of school.</li> <li>The program provided an avenue for students to give and share their knowledge, feelings and understanding about helping others.</li> </ol>	<ol style="list-style-type: none"> <li>Some students missed the whole point of our community service monetary gifts – for them it was a non-dress code day and that you had to pay a dollar.</li> </ol>

<b><i>Measures/Outcomes</i></b>
4. Average daily absenteeism will be below 5%.

The school-wide daily absenteeism for the 2006-07 school year averaged 5%.

<b><i>Measures/Outcomes</i></b>
5. 75% of parents will complete the parent satisfaction survey each year. Of the parents completing the survey, 90% will indicate that 1. they feel safe at PHA and 2. PHA provides a productive learning environment.

For the first time this year, the School administered the Parent Satisfaction Survey electronically by emailing the URL to families and by setting up computer terminals at each campus during teacher/parent conference nights. The survey was available in English, Haitian Creole, Spanish, and Portuguese. Unfortunately, while the analysis of the electronic survey results is significantly easier and less time consuming, the response rate was lower than expected. 282 families responded via the electronic survey and another 20 families responded via a paper version adding up to just below 50% of the parent population. Families with multiple children at the School only completed one survey but were provided with the opportunity to respond to questions for each campus at which they have a child.

Overall, over 90% of respondents feel that PHA is safe and provides a productive learning environment. The survey showed the following responses:

<b>My child is safe at PHA. . .</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Total Respondents</b>	<b>Strongly Agree &amp; Agree</b>
Lower School	58	54	118	<b>94.92%</b>
Middle School	43	49	109	<b>84.40%</b>
Upper School	53	49	111	<b>91.89%</b>
<b>School Total</b>	<b>154</b>	<b>152</b>	<b>338</b>	<b>90.53%</b>

<b>PHA provides a productive learning environment at the . . .</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Total Respondents</b>	<b>Strongly Agree &amp; Agree</b>
Lower School	66	46	118	<b>94.92%</b>
Middle School	55	54	119	<b>91.60%</b>
Upper School	58	45	111	<b>92.79%</b>
<b>School Total</b>	<b>179</b>	<b>145</b>	<b>348</b>	<b>93.10%</b>

**Goal #7****Parents will continue to be satisfied with their own as well as their children's experience at PHA.****Measures/Outcomes**

1. 75% of parents will complete the parent satisfaction survey each year. Of the parents completing the survey, 90% will indicate that they 1. feel good about sending their child to PHA and 2. feel that their child is happy to go to PHA.

Results from the parent satisfaction survey indicate that overall 93% of respondents feel good about sending their child to PHA, a number that exceeds the expected target. However, the survey also indicates that overall parents believe 84% of their children are happy to attend PHA.

<b>I feel good about sending my child to PHA. . .</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Total Respondents</b>	<b>Strongly Agree &amp; Agree</b>
Lower School	76	37	118	<b>95.76%</b>
Middle School	69	36	116	<b>90.52%</b>
Upper School	73	31	111	<b>93.69%</b>
<b>School Total</b>	<b>218</b>	<b>104</b>	<b>345</b>	<b>93.33%</b>

<b>My child is happy to go to PHA. . .</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Total respondents</b>	<b>Strongly Agree &amp; Agree</b>
Lower School	83	25	118	<b>91.53%</b>
Middle School	52	41	117	<b>79.49%</b>
Upper School	46	44	111	<b>81.08%</b>
<b>School Total</b>	<b>181</b>	<b>110</b>	<b>346</b>	<b>84.10%</b>

**Measures/Outcomes**

2. The percentage of parents and guardians participating in parent-teacher conferences will increase each year, with a goal of 90% by 2010-2011.

**Parent Teacher Conferences**

The School is striving for 90% attendance at parent/teacher conferences. Over the past several years, teachers and the administration have invested greatly in targeting families who have not traditionally participated in the conferences, resulting in wide-spread participation since the 2004-05 school year. However, more outreach is necessary to attain a consistent and sustained 90% participation. During the 2007-2008, the School will be launching Auto-Caller technology to assist with parent outreach of this sort.

	<b>Lower School</b>	<b>Middle School</b>	<b>Upper School</b>
<b>2006-07</b>	<b>92%</b>	<b>90%</b>	<b>84%</b>
2005-06	83%	N/A	89%
2004-05	97%	N/A	82%

**The Parent/Teacher Connection**

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

- Fundraisers: in 2006-07 the PTC raised over \$20,000. Fundraising activities range from Brown envelope drives to catalogue and box top fundraisers.
- Mini-grant competitions: Teachers apply to receive for academic enrichment activities.
- Family socials: social gatherings for the parents to build a stronger school community. Examples are the Fall Festival and International Night.

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

In addition, this year saw the establishment of a Haitian Parent Association that met several times over the year to discuss issues ranging from the broad topic of “Parenting in America” to specific issues of being part of the PHA school community.

**Goal #8**

**The School will continue to be a viable organization.**

*Measures/Outcomes*

1. The School will be fiscally sound. It will receive an unqualified opinion on its annual financial statements from its auditor and the School’s expenditures and change in net assets will not vary significantly from the budget approved by the Board of Trustees as defined by the Board of Trustee financial review policy.

Although the School's FY07 financial statements have not been reviewed by an auditor, preliminary figures indicate that the School ended the year with an operating surplus and a healthy balance sheet. Both revenue and expenses increased relative to the previous year - the former due to growth in enrollment and the latter due primarily to increased staffing and a revised compensation structure. See page 33-36 for financial details.

*Measures/Outcomes*

2. The Board of Trustees will assess its governance efficacy annually in form of a self-assessment tool administered in April. Results will be discussed and improvement efforts will be determined and documented at the subsequent meeting.

The results of this year’s Board of Trustees self-assessment survey indicate the following trends: The Board feels committed to its mission and values, avoids conflict of interest and supports board decisions. Board members fulfill their obligations, regularly attend meetings and feel prepared for them. They focus on the goals of the group and use their personal and professional contacts for the benefit of PHA. Membership attendance at school activities and programs need to increase. Membership on various committees needs to increase as well.

*Measures/Outcomes*

3. The Board will evaluate the Head(s) of School and the Head(s) of School will evaluate the administration in accordance with outlined goals and review protocols.

The School operated the past year without a Head of School. Two individuals were appointed to the roles of Chief Academic Officer and Chief Financial Officer and shared some of the responsibilities traditionally

assigned to the Head of School on an interim basis. As this arrangement was intended to be temporary, no formal evaluations of these two individuals took place over the past year.

Formal reviews of the administrators reporting to the Chief Academic Officer did take place mid-year, and year-end reviews as well as 2007-08 goal setting meetings for all administrators are scheduled for mid-July 2007.

***Measures/Outcomes***

4. At each September Board meeting, the Board of Trustees will establish a set of objectives for itself aligned with the School's strategic plan and will accomplish 75% by the end of each fiscal year.

The Board of Trustees spent much of the past year recruiting new Board members with the goal of strengthening its capacity and expertise. In this quest, the Board was successful and voted five additional individuals to its membership. The Board had a further goal of hiring a new Head of School and successfully promoted the Upper School Director to the position. Finally, representatives of the Board invested greatly in the development of a five-year strategic plan that will guide the School's decision making over the next charter cycle.

The Board of Trustees will use its September 2007 Board meeting to establish and approve a formal set of objectives for the 2007-08 school year.

***Measures/Outcomes***

5. Board of Trustees members will attend 75% of all Board and designated committee meetings.

All but one member of the Board of Trustees attended at minimum 75% of Board meetings and all but one Board member attended at minimum 75% of committee meetings.

***Measures/Outcomes***

6. The School will begin each school year with all grade levels filled to capacity and will maintain a waiting list.

During the 2006-07 school year, the School saw its highest enrollment in its history with 889 students at the outset of the school year. The School currently carries three strands at each grade level with a maximum of 22 students per Kindergarten class and 24 students per class in grades 1-12. The School does not admit students past grade 10. As such, given the School's facilities, the current capacity of the School is 906 students. At this time, the School is overenrolled for the 2007-08 school year.

**2007-2011 STRATEGIC PLAN**

In addition to the above mentioned Accountability Plan Measures, the School underwent a strategic planning process to establish a common understanding of the School's priorities and assure its viability over the next five year. Representatives of the School's Board of Trustees, administration, faculty, parents, and students met over the course of four months to assess current strengths, weaknesses, opportunities, and threats facing the School and to convert this data into a strategic plan that would guide the Board and Administration throughout the next charter cycle.

The eight key priorities outlined in this strategic plan are designed to inform the allocation of budgetary and human resources and guide decision-making at all levels of the organization. They should not be viewed as linear or mutually exclusive; in fact, they fundamentally and necessarily inform each other as the School further aspires to the fulfillment of its mission.

***The outline strategic goals are:***

- Attract, recruit, and retain excellent teachers.
- Close the Achievement Gap.
- Implement a system of meaningful parent participation in the School.
- Upgrade the use of technology.
- Strengthen and expand partnerships with the broader community, and promote a deeper understanding and appreciation of PHA.
- Institutionalize practices, policies, and procedures of the School.
- Enhance the expertise and capacity of the Board of Trustees.
- Upgrade facilities.

**Goal #9**

**Prospect Hill Academy will recruit, attract, and retain excellent teachers.**

***Measures/Outcomes***

1. 100% of Prospect Hill Academy’s full-time teachers in the core academic subjects will be licensed and highly-qualified within one year of employment beginning in the 2007-2008 school year.
2. In an annual survey given to all teachers, 85% will agree with the statement, “I feel that PHA is a supportive place to develop my skills as an educator.”

The Faculty Satisfaction and Administrator Review Survey was administered in June 2007. 78% of teachers agreed or strongly agreed that they liked working at PHA and 69% agreed or strongly agreed that PHA is a supportive place to develop skills as an educator.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, I like working at PHA.	0%	6.5%	15.6%	54.6%	23.4%
I feel that PHA is a supportive place to develop my skills as an educator	0%	11.7%	19.5%	39.0%	29.9%

One of the School’s primary strategic goals pertains to the recruitment and retention of excellent teachers. In service of this goal, the administration is committed to determining the root causes of faculty satisfaction at PHA, and the new Head of School will be reinstating the K-12 Faculty Cabinet in September. Furthermore, with additional development and refinement of our collaborative inquiry and mentoring/induction programs, we expect to see a significant increase in the percentage of teachers who feel supported in the professional growth at our School.

***Measures/Outcomes***

3. Fewer than 10% of teachers who choose to leave the School will go on to teach in another local school.

As determined by exit surveys of departing faculty, two PHA teachers chose to leave the School to teach at another local school. This represents 9.5% of all departing teachers.

## FINANCIAL PROFILE

### Financial Overview

#### *2006-2007 Operating Results (Unaudited)*

Although the school's FY07 financial statements have not been reviewed by an auditor, preliminary figures indicate that the school ended the year with an operating surplus and a healthy balance sheet. Both revenue and expenses increased relative to the previous year – the former due to growth in enrollment and the latter due primarily to increased compensation.

The school's sound financial condition is illustrated by the June 30, 2007 balance sheet. Over 95% of the school's assets are held in cash with the remainder representing a small amount of other short term and fixed assets. The school owns no real estate and rents its facilities. The school's liabilities consist of routine short-term obligations such as accounts payable and payroll accruals. The school's solvency and liquidity allowed it to supplement its reserves with this year's surplus.

Similar to previous years, per-pupil funding from the Commonwealth represented approximately 94% of overall funding with the balance consisting of Federal and State grants and program fees. Relative to last year, total revenue increased by an amount corresponding to the increase in student enrollment. The increase in operating expenses was driven by increases in facilities expenses, mainly rent and utilities associated with the new middle school campus.

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

#### *FY07 Budget*

The school's budget is approved annually by the Board of Trustees who ensure that the budget anticipates all reasonable expenses and reflects the school's academic priorities. For the coming year, the school expects that its overall level of funding will be similar to prior years. While the school expects to maintain current levels of funding, it does expect expenses to rise due to higher salaries and benefits. The combined impact of these increases is that the board and administration do not anticipate a significant surplus next year and have planned for a balanced budget.

### Balance Sheet for Year Ended June 30, 2007 (unaudited)

Assets			Liabilities & Equity		
Dedicated funds	7,890,017	89%	Accounts payable	54,252	1%
Operating funds	695,594	8%	Accruals	1,043,088	12%
Accounts receivable	60,056	1%	Deferred revenue	0	0%
Prepays & other	<u>79,546</u>	1%	Other short-term liabilities	0	0%
<b>Total current assets</b>	<b>8,725,213</b>	<b>99%</b>	<b>Total current liabilities</b>	<b>1,097,340</b>	<b>12%</b>
Fixed assets	114,697	1%	Retained surplus	5,749,881	65%
			Current year's surplus	1,992,690	23%
<b>Total assets</b>	<b>8,839,910</b>	<b>100%</b>	<b>Total liabilities and equity</b>	<b>8,839,910</b>	<b>100%</b>

## FY 2007 and FY 2008 Budget

	FY07 (unaudited)	FY08 Budget
<b>Revenue</b>		
Per-pupil revenue	10,845,916	9,537,500
Commonwealth grants	419,099	400,000
Private grants	119,898	100,000
Program fees	198,735	113,000
<b>Total Revenue</b>	<b>11,583,648</b>	<b>10,150,500</b>
<b>Administrative Expenses</b>		
Professional Salaries	1,256,654	1,519,688
Contracted services	118,782	126,333
Information technology	212,726	100,000
Legal expenses	56,291	65,000
Supplies and materials	41,170	35,000
Other administrative expenses	175,316	148,000
<b>Total Administration</b>	<b>1,860,939</b>	<b>1,994,021</b>
<b>Instructional Services</b>		
Faculty salaries	4,336,183	4,263,580
Supplies and equipment	181,514	115,000
Hourly support	93,383	50,000
Stipends	86,095	60,000
Testing	77,735	65,000
Textbooks	63,963	90,000
Other	287,412	414,552
<b>Total Instructional Services</b>	<b>5,126,285</b>	<b>5,058,132</b>
<b>Pupil Services</b>		
Salaries	22,144	39,600
Food services	10,914	20,000
Other	40,318	2,500
<b>Pupil Services</b>	<b>73,376</b>	<b>62,100</b>
<b>Operations</b>		
Salaries	268,941	262,115
Utilities	237,899	265,000
Maintenance expenses	229,916	140,000
Depreciation	209,507	226,000
<b>Total Operations &amp; Maintenance</b>	<b>946,263</b>	<b>893,115</b>
<b>Benefits &amp; Other Fixed Charges</b>		
Payroll taxes	183,647	220,000
Fringe benefits	610,022	760,000
Insurance-liability & property	28,882	35,000
Facilities rents and leases	939,599	962,890
Total Rental/lease of equipment	74,983	94,000
<b>Total Benefits &amp; Other Fixed Charges</b>	<b>1,837,133</b>	<b>2,071,890</b>
Other Income	253,037	214,883
Addition to reserves		286,125
<b>Surplus</b>	<b>1,992,690</b>	<b>0</b>

## DISSEMINATION

Administrators, teachers and students regularly seek opportunities to share their experiences and practices with other educators. This year the School was awarded a generous grant from the Massachusetts Department of Education to disseminate its effective practices in Mathematics education which led to the School's outstanding 10<sup>th</sup> grade MCAS Math performance. The School has conducted one pilot workshop with the Community Charter School of Cambridge and has a scheduled week-long workshop planned in August for which 32 teachers and administrators from the Somerville and Randolph Public School Districts have signed up.

In addition, below are some examples 2006-07 dissemination efforts:

- Inviting local educators and professionals to jury our grade-level student exhibition evenings and our Senior Project Exhibitions.
- Providing training for the aforementioned educators and professionals on performance-based assessment using rubrics and standards.
- Continuing involvement with the New Teachers Collaborative, a school-based, year-long teacher preparation program.
- Student participation in the Junior State of America, a nationwide organization devoted to exposure to and experience with the democratic process.
- Ongoing development, implementation, and leadership of the Massachusetts Charter School Athletic Organization (MCSAO) with plans for expansion into other sports.
- Providing alumni panelist for session about the link between athletic and academic achievement at National Charter School convention.
- Presentation for the New England Association of College Admissions Counselors (NEACAC) on a panel devoted to college preparation at small, urban charter schools.
- Conducted Best Practices Showcase workshop on Mathematics education at the Massachusetts Charter School Association's Annual Convention.
- Training for the Community Charter School of Cambridge on MCAS and overall achievement strategies for secondary Mathematics
- Participation in City of Cambridge Science Carnival.
- Participation and mentoring in the Principal Residency Network a principal licensure program run collaboratively by Northeastern University and the Center for Collaborative Education.
- Featured panelist for City of Cambridge's *Real Kids Real Schools Real Success* discussion series attended by community members, school committee members, and City Councilors on March 29.
- Best Practice Paper proposal reader for the Massachusetts Charter School Association's summer grant program.
- Served as guest speaker on a panel of principals for 50 pre-service teacher education students at Simmons College.
- Hosted graduate students from Harvard University's Graduate School of Education and served as research site for a class on charter school development.
- Published essay about teacher leadership in Uncovering Teacher Leadership: Essays and Voices from the Field (Edited by Richard Ackerman and Sarah V. Mackenzie).
- Hosted the principal of a neighboring Somerville elementary school for a school tour and sharing of Middle School design and programs.
- Attended the Community Summit of the East Somerville Initiative (sponsored by the Somerville Community Corporation) to develop goals for developing East Somerville. Participated in focus group with community members and principal of neighboring Somerville elementary school.
- Working with the MA DOE on a Year Eight Site Visit to the Conservatory Lab Charter School.

## THANK YOU

Prospect Hill Academy would like to thank all of our faculty and staff for their dedication to the School and continued commitment to our students. In addition, we would like to express a sincere thank you to all the people and organizations that have supported the School and its students in various ways:

### **Volunteer and in-kind services and donations:**

- All members of the Parent/Teacher Connection (PTC), particularly its co-presidents Ann O'Connell and Juana Rivera-Trivino, Treasurer Jenna Lourenco, and Kerry Dugan for managing the list serve.
- Craig Milanesi for volunteering to professionally videotape several important school wide events and functions.
- Draper Laboratory for the donation of furniture.
- The numerous judges who volunteered their time for Senior project presentations, Middle and High School Exhibition Nights, and the Science Symposium.
- Mihran Keoseian for his work with the PHA administration and the Strategic Planning Task Force.
- Juan Williams for generously speaking to an assembled group of PHA faculty, students, and board members about the challenges of urban education.
- St. Mary's Parish: Fr. Gabriel Troy, Ted Coffman
- St. Joseph's Parish: Fr. Jennings
- St. Benedict's Parish: Fr. Bob Carr, Deacon Joe McDonald
- Boston Scientific: Jim Manganello
- YMCA: Frank Stephens
- YWCA: Deborah Schuller
- Boys & Girls Club: Chile Eng, Gary Gartland

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- The Calderwood Foundation; in particular John Brereton, Nancy Sommers, Richard Wendorf and the entire board of the Stanford Calderwood Foundation for their ongoing and generous support of the writing initiative at the Upper School.
- Pamela Turner and the EPICS Program at Purdue University for their support of our continuing efforts to integrate service learning with our academic programs
- The Massachusetts Department of Education
- Draper Laboratory; in particular Ellen Avery
- Eastern Bank
- Grub Street
- The Cambridge Arts Council
- The Somerville Arts Council

## **THE PROSPECT HILL ACADEMY CHARTER SCHOOL FOUNDATION**

On May 17<sup>th</sup>, the Prospect Hill Academy Charter School Foundation hosted its first annual *Journeys and Destinations* fundraising event. Over 120 guests helped PHA celebrate a decade of success and raise funds for various PHA initiatives. Guests paid an entry donation to enjoy delicious food and drinks, listen to festive music, compete for 25 gift certificates donated by local businesses for a balloon raffle, and to peruse displays of student work, photos, and the School's history. Guests were further treated to compelling and heartfelt presentations by two alumni and witnessed the unveiling of *Junior Journey*, a program that will combine Spanish language immersion, service learning, and ecology awareness during a two or three week stay in Latin America for PHA Juniors.

The highlight of the evening, however, was the participation of 36 PHA middle and high school student ambassadors who interacted with guests through a cleverly designed *passport* program. Developed as a vehicle

for guests to learn more about PHA and its students, each guest received a passport with ten quests, such as “Find a student who speaks three or more languages.” When guests found a student who matched the criteria, their passport was stamped. Passports were then entered into a raffle to win a pair of box seat Red Sox tickets. The student ambassadors displayed great pride and passion for their school and exuded a positive energy that was inescapably contagious.

We would like to thank all who purchased tickets and donated in-kind services and goods in order to make this wonderful event happen. Many of the event participants and individuals who were not able to participate made contribution far above the required entry donation of \$40. In particular, we would like to extend a heartfelt *thank you* to the following individuals for their financial contributions:

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- Meghan Taggart
- Jillian Verspyck

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- Local Motion for the donation of busing
- Marvin Degon and Identity Inc. for the donation of tote bags
- Boston Beer Company for the donation of beer
- Wildflour Catering for the donation of desserts
- Tom Keaveney of W.E. Andrews for the donation of Red Sox tickets
- Valerie LaCount of Washington Park Florist for the donation of flowers
- The Independent Restaurant
- The Inn at Harvard
- The Cambridge School of Culinary Arts