

C O M M U N I T Y



CHARTER SCHOOL OF CAMBRIDGE

Annual Report

2007–2008 School Year

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Letter from the Board of Trustees Chair

Dear Friends of Community Charter School of Cambridge,

Community Charter School of Cambridge (CCSC) has successfully completed its third year of operation. This Annual Report will demonstrate how CCSC is achieving our mission to create a challenging academic program for each student, know every student well and connect the school and the students with the broader community.

In the report, you will read about two particular measures that we use at CCSC to determine academic progress of our students. Both of these measures, “Roundtables” and the MCAS exam reveal that our students are succeeding. A “Roundtable” is where each student is required to orally and visually present a portfolio of his or her work to an assembled group which includes the student’s advisor, parent(s) or guardian(s), another faculty member, and an interested member of the community. Personally, I attended a number of the Roundtables, and students were well-prepared, thoughtful and articulate about their course work as well as the personal challenges they faced to become better students.

As for the second measure, our students performed exceptionally well on the Spring 2007 MCAS exams. One hundred percent of CCSC 10th graders passed the English Language Arts exam and 93% passed Mathematics. Over 85% scored at either proficient or advanced levels. These numbers represent incredible progress as many of our students come to CCSC without adequate preparation, and are, therefore years behind their peers in suburban school districts. The combination of our unwavering standards, hard work by students and dedication and skill of our faculty, is evidence that we are demonstrating that all students can achieve academic success.

To ensure that teachers and students have the physical space worthy of their efforts and to accommodate our growing numbers, last summer, we renovated a building adjacent to our existing building. Our new “Upper School Building” has large airy classrooms and a common room for meetings and lunch. In this upcoming year, it will be large enough to house our entire Upper School which will include our first 12th grade class.

The Board of Trustees is working hard to perform our job as overseers of the school. Our primary areas of focus include finance, development, governance and accountability to the CCSC Charter. Over this past year, we took enormous strides with respect to all of these areas as is further discussed in this Report. I was especially pleased with the increased individual financial and in-kind contributions to the school as well as the addition of new excellent Trustees. We hope in the coming year more members of the CCSC community will attend our monthly meetings which are always open to the public.

Finally, I want to thank all of you who are a part of Community Charter School of Cambridge. With your help and the impressive leadership of our Head of School, Paula Evans, we are fulfilling the promise of our students and our school.

Best Wishes,
Eloise Lawrence – Chair, Board of Trustees

Introduction

Community Charter School of Cambridge is a small charter public school currently serving 210 students in grades 7–11. Founded in 2005, CCSC continues to expand with enrollment expected to be 300 for the 2008/9 school year. 2009 will mark an important milestone for CCSC as it graduates its first class of High School Seniors. CCSC makes a difference by engaging each student in meaningful work inside the school and in the larger community through internships and community-based projects. All CCSC students are prepared to succeed in college through a rigorous college-preparatory curriculum and gain the confidence and skills to be leaders in their community.

CCSC students exhibit broad diversity in race, ethnicity and country of origin. Seventy-one percent of the students are self-classified as African American, 8% as Latino, 1% as Asian, 12% as mixed heritage and 8% are white. Twenty-nine percent of the students' first language is not English. CCSC takes pride in its multicultural community. CCSC's diverse student body comes from Cambridge and 14 surrounding cities.¹

CCSC has just ended a terrific third year. In recent student scores from the spring 2007 MCAS exams, 100% of CCSC 10th graders passed the English Language Arts exam and 93% passed Mathematics. Over 85% scored at either proficient or advanced levels. In statewide rankings, CCSC 10th graders ranked 53rd in English Language Arts and 68th in Mathematics, placing them in the top 22% of schools out of 312 schools statewide. This past year, CCSC Upper School students enjoyed moving into a newly renovated building. Our school facilities consist of two modern, spacious buildings side by side, with large airy classrooms conducive to learning.

School Profile

Mission

Community Charter School of Cambridge (CCSC) combines challenging academics with creative use of technology and real-world experience to prepare a diverse student body, grades 7–12, for postsecondary success and productive citizenship. CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.

Design Principles

CCSC is based on the following 3 design principles:

- Ensure a **challenging academic program** for every student. All students are held to the same high academic standards and are expected to focus primarily on academics.

¹ CCSC's diverse student body comes from Arlington, Boston, Brockton, Cambridge, Chelsea, Everett, Lawrence, Lynn, Malden, Medford, Milton, Quincy, Randolph, Somerville, and West Bridgewater.

Teachers are highly qualified, develop and use rich curriculum, and thoughtfully scaffold and construct lessons and projects. All students must complete homework in every class, every day. Reading, writing, and computing are at the heart of the school program. The academic program is rich in content, as well as skills, and teaches students the value of continuous revision and the habit of persistence. Students who have Individual Education Plans receive extra help in Learning Lab and benefit from many co-taught classes.

- **Personalization: Know every student very well.** The advisory program consists of small groups, typically 8-12 students who meet regularly during the academic day with a faculty or staff member. The advisory curriculum includes both socio-emotional and academic elements so that students learn the skills of team building, engage in community service learning, and develop portfolios of their academic work. Advisory is also the starting point for students' Roundtable portfolios— a formative assessment piece that serves as a critical means of self-reflection and gateway to promotion to the next grade.
- Build **adult-world connections** by placing students in internships at partnering community sites and engaging students in curriculum with meaningful ties to the surrounding community. CCSC requires all students to complete a 100-hour internship before graduation. All students should be comfortable working with adults outside of the school setting. In their senior year, students will learn the responsibilities of the work site and, with CCSC faculty, make connections between the internship and the core academic courses.

Curriculum and Program

The CCSC mission stresses active, personalized learning and authentic connections to the world beyond the school. All students take a full, integrated core program composed of the following academic classes: Humanities, Mathematics, Science, Spanish², Wellness and Movement (WAM), DEAR (Drop Everything and Read), Academic Enrichment, and Advisory. In addition, all students participate in a daily school community meeting and many stay after school to participate in a faculty-run Homework Club, school-sponsored tutoring, or one of several sports or clubs.

CCSC places emphasis on individual learning and, with a nearly 1:10 teacher to student ratio, all students are known well. Our longer than usual class periods allow teachers to explore content deeply and to engage students in projects and research that require concentration over time. Each student has her own faculty advisor who watches over her academic progress and well-being. Advisors work with advisees to ensure that they reach their academic goals, and speak regularly with their advisees' families on personal progress. During Advisory, students polish their skills as team members and as school leaders and celebrate each other's accomplishments.

² Depending on the requirements of their IEP, some students do not take Spanish, and instead take a Learning Lab class.

CCSC students receive a very strong liberal arts education that prepares them for college. CCSC holds high expectations for all students. Everyone completes serious homework in every course, every night. CCSC is purposely rigorous and intellectually demanding. Sciences include engineering, physics, advanced biology and chemistry. Advanced Placement® courses in Spanish and English language will be offered for the first time in the 2008–09 school year.

Students also prepare for their Roundtable presentations which take place in June. During Roundtables, each student presents to a group within the school community a portfolio of work, including written critical reflections. The Roundtable presentations are a requirement for promotion to the next grade.

School Year and Hours

Students attended school for 180 school days beginning on August 29, 2007 and ending on June 19, 2008. School begins each day promptly at 8:30 AM. The school day ends at 3:40 PM, except on Wednesdays, when students are released at 1:30 PM to allow for extended faculty meeting time. There is an optional, fully-staffed Homework Club for students on Mondays, Tuesdays, and Thursdays from 3:45– 4:45 PM, daily mandatory homework and behavior detention from 3:45– 4:45 PM and a variety of after-school activities and programs.

Student Profile

Student Demographics

Tables 1–4 below show the student composition of CCSC in terms of race/ethnicity, low-income status, gender, special education status, and Limited English Proficiency (LEP) status.

Total School Population: 210 students

Race/ Ethnicity	# of Students	% of Student Population
African American/ Black	149	71
White	16	7.5
Hispanic	17	8
Asian/Pacific Islander	2	1
American Indian or Alaskan Native	1	0.5
Multiracial/Multiethnic	25	12

Table 1 Race/Ethnicity of Student Body

Low Income Status	# of Students	% of Student Population
Qualifies for Free Lunch	97	46
Qualifies for Reduced Lunch	22	11
Does not Qualify for Reduction	91	43

Table 2 Low Income Status of Student Body

Special Education and LEP Status	# of Students	% of Student Population
Special Education	36	19
Limited English Proficiency	2	1
First Language Not English	61	29

Table 3 Special Education, LEP, and FLNE Status

Gender	# of Students	% of Student Population
Female	110	52
Male	100	48

Table 4 Gender of Student Body

Student Applications and Retention Information

A total of 236 lottery applications were received for 66 student openings in grades 7–11. 235 students were enrolled on the first day of school. Two new students were enrolled during the school year. The table below shows the number of student applicants by grade and city of residence for the 2007–2008 school year.

Applicant City	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Boston	44	17	43	4	1
Cambridge	35	16	21	3	
Chelsea	2				
Dracut	1				
Everett	3	1	1	1	
Lawrence			1	1	
Leominster	1				
Lowell			1		
Lynn	1	1	1		
Malden	2	1	7	1	
Medford	3	2			
Milton	1				
Quincy			1		
Randolph	2	3	1	2	
Somerville	5	1		2	1
Winthrop		1			

Table 5 Number of applicants by grade and city for the 2007–2008 school year

Twenty-eight students left during the school year. The following reasons were given for student withdrawal.

- Behavior expectations too strict; student frequently suspended or earning detentions for behavior infractions (11)
- Significantly different school expectations for homework and behavior. Standards for passing courses were too high; student was in danger of repeating grade or was in danger of earning many low grades (7)

- Relocation: Change of residence; commute/transportation issues (4)
- Expulsion (2)
- Accepted to another school (4)

Student Enrollment Retention

Overall, there was an 83% retention rate from the end of the 2006-2007 school year to the first day of the 2007-2008 school year. Additionally, one of the students who transferred during the summer returned to CCSC. There was a 6% increase in enrollment retention from last year.

The retention rate for the 2008-2009 school year, as of July 2008, appears to be over 90%. 192 of 210 students have indicated that they will re-enroll in CCSC for the 2008-2009 school year.

Returning Students by City	Number of Students
Arlington	1
Boston	58
Brockton	1
Cambridge	93
Chelsea	1
Everett	2
Lawrence	2
Lynn	6
Malden	10
Medford	6
Milton	1
Quincy	1
Randolph	3

Table 6 Students planning to return to CCSC in 2008-2009

Student Discipline: Expulsions, Exclusions, In-school and Out-of-school Suspensions

Two students were expelled for bringing a weapon to school. No students were excluded and two students served in-school suspensions for skipping detention and theft. Seventy-nine students served out-of-school suspensions for the following reasons: skipping detention, excessive number of detentions, poor language toward a teacher, threatening behavior, language or gestures, bullying, defiance and refusal to follow instructions, theft, and pulling a false fire alarm.

Accountability Plan Goals & Measures

I. Academic Program

Goal 1: CCSC will make Adequate Yearly Progress (AYP) every year in the aggregate and for all statistically significant subgroups.

CCSC has made Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups in 2007. Significant progress was made from 2006 to 2007 in grades 7 and 8 Math and ELA MCAS scores; grade 10 scores were excellent, with 89% of students scoring in either the Proficient or Advanced performance levels.

Goal 1 Successfully Met

Community Charter School of Cambridge Adequate Yearly Progress History			
		2006	2007
ELA	Aggregate	No	Yes
	All Subgroups	-	Yes
MATH	Aggregate	No	Yes
	All Subgroups	-	Yes

Table 7 CCSC Makes AYP for 2007 – Source: <http://profiles.doe.mass.edu/ayp/>

Goal 2: CCSC students will be able to read with understanding and write proficiently.

Measure 2.1: 70% of 10th graders will perform in the Proficient or Advanced performance levels on the English Language Arts MCAS on their first attempt.

89% of grade 10 students performed in the Proficient or Advanced performance levels on the English Language Arts MCAS on their first attempt. 17% performed in the Advanced performance level and 72% performed in the Proficient performance level. The remaining students performed in the Needs Improvement performance level; none failed.

Measure 2.1 Exceeds Expectations

Measure 2.2: 100% of 12th graders will have passed the English Language Arts MCAS.

100% of rising 12th graders have already passed the English Language Arts MCAS.

Measure 2.2 Successfully Met

Measure 2.3: 70% of 8th grade students who have been enrolled at CCSC since 7th grade will score in the Proficient or Advanced performance level on the 8th grade English Language Arts MCAS.

As a relatively new school, CCSC has 8th grade MCAS results for only one cohort of students who have been enrolled since 7th grade. This cohort of students, a segment of our 9th graders in the 2007-2008 school year, has made significant progress from 7th to 8th grade on the ELA MCAS. Targeted instruction on reading comprehension in the middle school humanities classes has helped make this improvement. Additionally, as students move from grade to grade, the strong school culture and academic focus helps students take their education more seriously and develop habits of strong students. The table below shows significant increase in Proficient and Advanced scores and the corresponding decrease in Needs Improvement scores.

Measure 2.3 Successfully Met

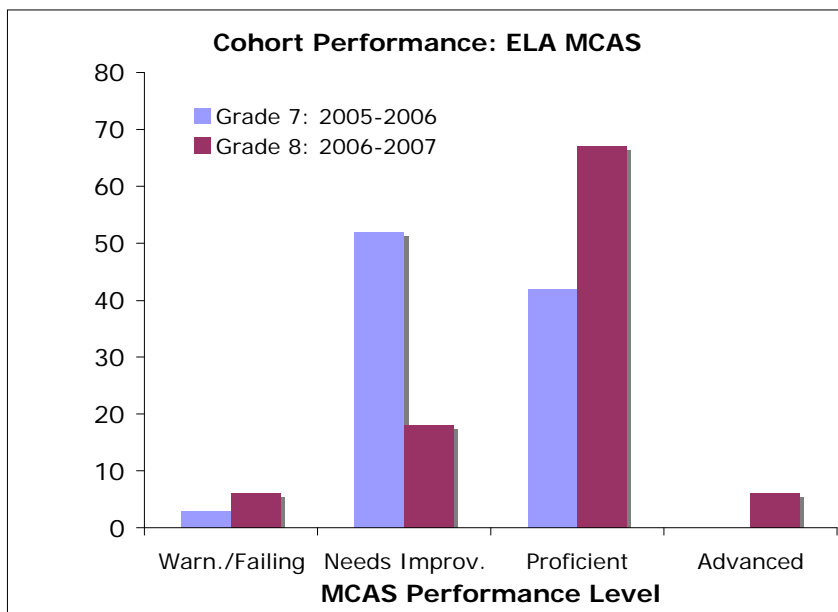


Chart 1 Cohort performance for current CCSC 9th graders; note significant increase in Proficient and Advanced scores and the corresponding decrease in Needs improvement and Failing scores.

Measure 2.4: 85% of 7th and 8th graders will pass a Humanities (Integrated English Language Arts / Social Studies/ History) course each year with a final grade of C or above.

The table below shows the distribution of final grades for middle school Humanities students in 2007-2008. 93% of seventh graders passed Humanities with a C or better and 95% of eighth graders passed with a C or better.

Measure 2.4 Exceeds Expectations

Humanities Final Grades	Grade 7	Grade 8
A	30% (12)	11% (5)
B	44% (19)	36% (17)
C	21% (9)	49% (23)
F	7% (3)	4% (2)

Grade 7: 93% C or better
Grade 8: 95% C or better

Table 8 Distribution of final grades for grades 7 and 8 Humanities courses in 2007-2008. Over 90% of students passed Humanities with a C or better in 2007-2008.

Measure 2.5: 80% of 9th-12th graders will pass a Humanities (integrated English Language Arts / Social Studies/ History) or English Language Arts course each year with a final grade of C or above.

On average, 90% of high school students passed Humanities with a C or better.

Humanities Final Grades	Grade 9	Grade 10	Grade 11
A	20% (11)	16% (6)	19% (5)
B	40% (22)	37% (14)	27% (7)
C	38% (21)	29% (11)	46% (12)
F	4% (2)	18% (7)	8% (2)

Grade 9: 96% C or better
Grade 10: 82% C or better
Grade 11: 92% C or better

Table 9 Distribution of final grades in Humanities for grades 9-11 in 2007-2008.

Measure 2.5 Exceeds Expectations

Goal 3: CCSC students will be fluent in basic arithmetic and computation and will be able to apply math concepts in a broad range of contexts.

Measure 3.1: 70% of 10th graders will perform in the Proficient or Advanced performance levels on the Mathematics MCAS on their first attempt.

86% of 10th graders performed in the Proficient or Advanced performance levels on the Mathematics MCAS on their first attempt. 34% of 10th graders performed in the Advanced performance level and 52% of 10th graders performed in the Proficient performance level.

Measure 3.1 Exceeds Expectations

Measure 3.2: 100% of 12th graders will have passed the Mathematics MCAS.

100% of rising 12th graders have passed the Math MCAS either on their first attempt or during a retest.

Measure 3.2 Successfully Met

Measure 3.3: 70% of 8th grade students who have been enrolled at CCSC since 7th grade will score in the Proficient or Advanced performance level on the 8th grade Mathematics MCAS.

As described in Measure 2.3, CCSC has 8th grade MCAS results for only one cohort of students who have been enrolled since 7th grade. This cohort of students, a segment of 9th graders in the 2007-2008 school year, has made progress on the math MCAS, but fell significantly short of the goal of having 70% score at the Proficient level or above. While only 18% of this cohort scored Proficient or above in 8th grade, there was a 30% reduction in the number of students who failed the exam and a 150% increase in students performing at the Proficient level, as shown in the chart below.

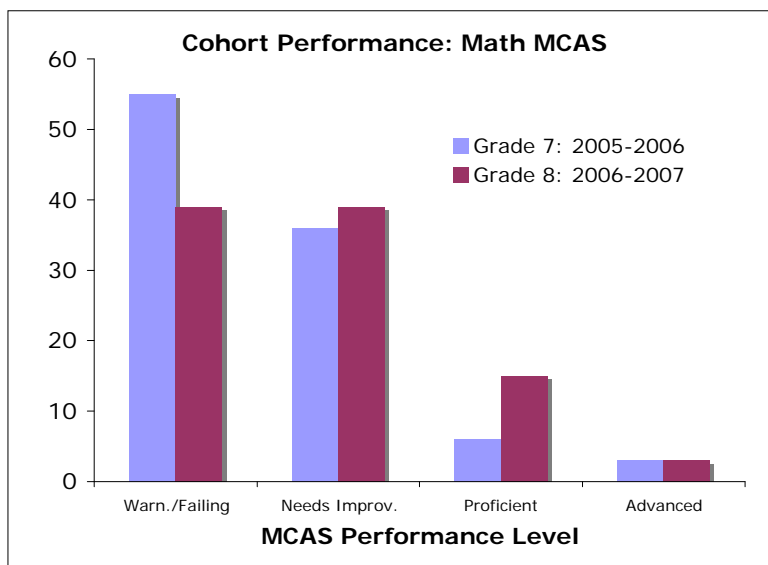


Chart 2 CCSC 9th graders make steady improvement on Math MCAS from 7th to 8th grade.

In order to sustain this progress and make even more improvement, CCSC is redesigning its middle school math curriculum to increase alignment with the state math standards, creating more opportunities for professional development for math teachers, and increasing data driven instruction.

Measure 3.3 Needs Improvement

Measure 3.4: 85% of 7th and 8th graders will pass a mathematics course each year with a final grade of C or above.

The table below illustrates the distribution of final course grades in math for middle school students in 2007-2008. 93% of grade 7 students passed math with a C or better, and 89% of grade 8 students passed with a C or better.

Measure 3.4 Exceeds Expectations

Math: Final Grade	Grade 7	Grade 8
A	33% (14)	15% (7)
B	28% (12)	30% (14)
C	33% (14)	45% (21)
F	7% (3)	11% (5)

Grade 7: 93% C or better
Grade 8: 89% C or better

Table 10 Distribution of final grades for grades 7 and 8 Math courses in 2007-2008. Over 88% of students passed Math with a C or better in 2007-2008.

Measure 3.5: 80% of 9th-12th graders will pass a mathematics course each year with a final grade of C or above.

The table below illustrates the distribution of final course grades in math for high school students in 2007-2008. 96% of grade 9 students, 87% of grade 10 students, and 88% of grade 11 students passed math with a C or better.

Math: Final Grade	Grade 9	Grade 10	Grade 11
A	34% (19)	26% (10)	19% (5)
B	29% (16)	24% (9)	38% (10)
C	34% (19)	37% (14)	31% (8)
F	4% (2)	13% (5)	12% (3)

Grade 9: 96% C or better
Grade 10: 87% C or better
Grade 11: 88% C or better

Table 11 Distribution of final grades in math for grades 9-11 in 2007-2008. Over 86% of students passed Math with a C or better.

Measure 3.5 Exceeds Expectations

Goal 4: CCSC students will be able to apply the concepts and ideas of science principles in a variety of contexts.

Measure 4.1: 70% of 10th graders will pass the 10th grade Science/Technology MCAS on their first attempt.

While the data are not fully available for this goal, the previous grade 10 science MCAS scores are not strong. On the 2007 high school physics MCAS, only 10% of students scored Proficient, 33% scored Needs Improvement, 50% failed, and 7% were excluded for medical reasons. The 2007-2008 high school science courses were more closely aligned to the state frameworks and formal opportunities for MCAS preparation in science were made available, particularly to students whose previous performance on science MCAS exams was poor.

Measure 4.1 Needs Improvement

Measure 4.2: 100% of 12th graders will have passed a Science/Technology MCAS.

This data is not yet available.

Measure 4.3: 70% of 8th grade students who have been enrolled at CCSC since 7th grade will pass the 8th grade Science MCAS.

This data is not yet available.

Measure 4.4: 85% of 7th and 8th graders will pass a science course each year with a final grade of C or above.

Middle school science courses at CCSC use many techniques from Peer Support Groups to required revision of homework and tests. These techniques give students the opportunity to get academic support and build the habits that will be necessary to succeed in high school science classes. The vast majority (over 90%) of middle school students pass science at CCSC.

Science Final Grades	Grade 7	Grade 8
A	58% (25)	13% (6)
B	23% (10)	47% (22)
C	16% (7)	32% (15)
F	2% (1)	9% (4)

Grade 7: 98% C or better
Grade 8: 92% C or better

Table 12 Distribution of final grades in science for grades 7-8 in 2007-2008. Over 91% of students passed Science with a C or better.

Measure 4.4 Exceeds Expectations

Measure 4.5: 80% of 9th-12th graders will pass a science course each year with a final grade of C or above.

The table below illustrates the distribution of final course grades in science for high school students in 2007-2008. 96% of grade 9 students, 87% of grade 10 students, and 88% of grade 11 students passed science with a C or better. Grade 10 students were lagging and significant support was given to a small cohort of students who were consistently low performing in their science courses.

Science: Final Grade	Grade 9	Grade 10	Grade 11
A	9% (5)	8% (3)	15% (4)
B	32% (18)	37% (14)	27% (7)
C	45% (25)	34% (3)	42% (11)
F	14% (8)	21% (8)	15% (4)

Grade 9: 86% C or better

Grade 10: 79% C or better

Grade 11: 85% C or better

Table 13 Distribution of final grades in science for grades 9–11 in 2007-2008. Over 85% of 9th and 11th grade students passed Science with a C or better. Grade 10 students had a pass rate of 79%.

Measure 4.5 Partially Met/ Needs Improvement

Goal 5: CCSC students will engage in regular, public presentations of their work

Measure 5.1: Ninety percent of all students will present a successful Roundtable presentation of work, submitting to the school-wide Roundtable criteria for both written portfolio and oral presentation, at the end of each academic year on their first attempt. All students who do not succeed on their first attempt, in order to be promoted to the next grade, will be successful in a second attempt.

Roundtables (End of Year Comprehensive Portfolio-Based Assessments)

While standardized assessments are critical for providing benchmarks for our students' progress in comparison with students across the state and the nation, they do not tell the complete story of a CCSC students' rich academic work and progress. At the end of each year, all students are required to publicly display and reflect on a portfolio of academic work. The portfolio contains work drawn from the core subjects, written reflections, an introductory, self-reflective letter, and an annotated bibliography of all books read during the past year. A student must pass her Roundtable in order to be promoted to the next grade level.

CCSC Roundtable Performance	2006-2007	2007-2008
% of students passing on the first attempt	94.7%	90.4%
# of students required to present roundtables during the summer	9	10
% of students passing on the second attempt	100%	Data not yet available

Table 14 A comparison of Roundtable performance for the past two years

190 out of 210 CCSC students (90.4%) presented Roundtable presentations to their faculty advisor, a parent or guardian, and a second CCSC-affiliated adult. Five students (2.4% of total) failed their Roundtable presentations on their first attempt and will return to CCSC during the summer to work on the presentation and present again. Twenty students did not present a Roundtable at all due to the following reasons: unprepared to present (6); parent or guardian missing or late (3); repeating the grade (5); transferring from CCSC (5); medical excuse (1).

Measure 5.1 Successfully Met

II. Organizational Viability

Goal 6: CCSC will be fiscally solvent and sound

Measure 6.1: Annual expenses will not exceed total income.

Measure 6.2: CCSC will maintain adequate cash reserves.

Measure 6.3: Annual financial audits will show no material findings and will demonstrate that CCSC is responsible with public monies.

CCSC is fiscally solvent and sound and has successfully met all of the measures outlined in the Accountability Plan. See the “Financial Profile” section below for a detailed discussion.

Measures 6.1–6.3 Successfully Met

Goal 7: CCSC will demonstrate stable student enrollment.

Measure 7.1: At least 75% of students enrolled at CCSC on October 1 of each year will re-enroll and be in attendance as of October 1 of the subsequent school year, exclusive of students who move and are no longer able to attend due to transportation issues.

170 students were enrolled at CCSC on October 1 2006. 123 of those students remained enrolled a year later, on October 1, 2007. This is a 72% retention rate, which is just under our goal of 75%. There was, however, an 83% retention rate from the end of the 2006-2007 school year to the first day of the 2007-2008 school year.

Measure 7.1 Needs Improvement

Goal 8: CCSC will be governed and organized efficiently, responsibly, and remain responsive to its stakeholders.

Measure 8.1: Each year, the Board of Trustees will determine a minimum of 3 goals, typically around board development, financial planning, and support of school program. Each of these goals will be measurable and progress towards these goals will be assessed annually by the board.

CCSC Board of Trustees developed the following goals around four key areas of governance: development, finance, governance, and accountability. The goals and results are listed below.

FY08 CCSC Board Goals

Development	
Goal 1.1	Raise \$290,00 (combination of individual, corporate and foundation giving) in FY09
Result	Raised \$243,000 as of June 26th, 2008.
Goal 1.2	Create a Board of Overseers to draw people to the school and assist in development efforts.
Result	"Friends of CCSC" established in 2008.
Finance	
Goal 2.1	Present Budget Updates throughout year and FY09 Budget by June 2008
Result	Completed
Goal 2.2	Insurance and Risk Review - Present to Board.
Result	Took place at November 2007 meeting
Governance	
Goal 3.1	Recruit two new board members by May 08 AGM.
Result	Two members elected in Feb and June 08.
Goal 3.2	Establish Annual Calendar for Board Activities.
Result	Calendar was created in October 2007 and maintained/updated throughout the year.
Goal 3.3	Establish Committee Goals / Charters
Result	Presented to Board in November 2007; goals were updated and monitored throughout the year.
Accountability	
4.1	Present Accountability Plan to Board for Approval
Result	Accountability Plan was presented and approved in March 2008.

Table 15 FY08 CCSC Board Goals

Measure 8.1 Successfully Met

Measure 8.2: At least 90% of responding families will agree with the following concepts on an annual end-of-year survey:

1. CCSC students are held to high academic expectations.
2. CCSC students are known well by at least one adult at school.
3. CCSC students are connected to the world through relevant curricula and experiences.

The chart beneath the parent/guardian comments illustrates that the vast majority of parents either "agree strongly" or "agree" with the above concepts. Additionally, parents/guardians wrote the following anonymous comments about their experience with CCSC:

- *It has helped him be a more responsible person and a much better student. He has improved in his behavior tremendously due to the support he gets at CCSC.*

- *I feel my child has definitely more support here at CCSC. The teachers really take an interest in my child.*
- *I see a new level of maturity and a strong willingness to improve himself.*
- *My child's attitude has changed. And he's taking school more serious. He also asks his peers and teachers and advisor for help when he needs it. When before he wouldn't.*
- *My child has grown personally and academically, learned to deal with new tasks and stays more focused with her daily activities.*

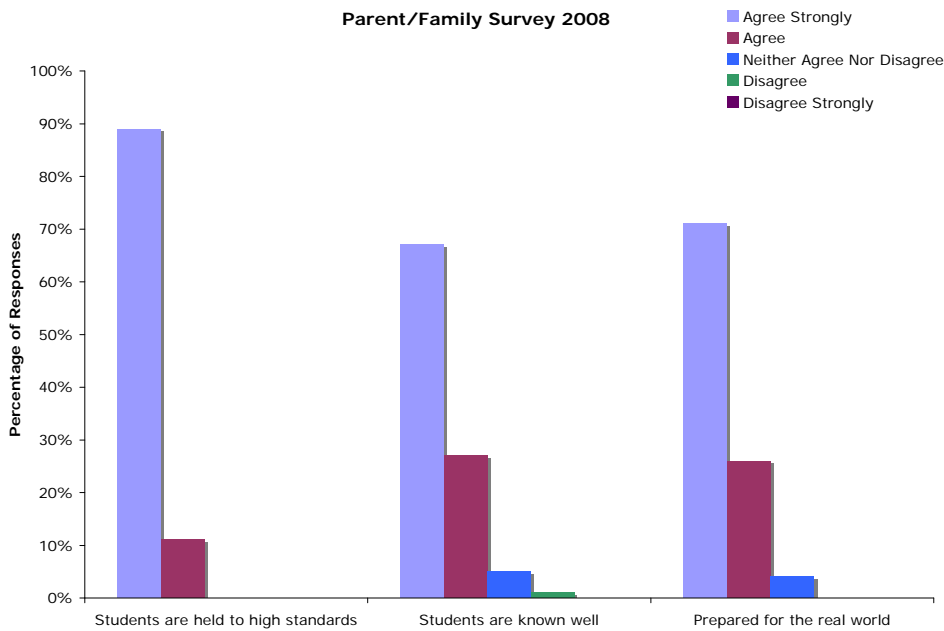


Chart 3 Parents/Guardians strongly agree that CCSC is fulfilling its mission

Measure 8.3: The response rate for the annual end-of-year survey will increase yearly to 80% by Year 5.

The response rate for the end-of-year survey was 71%. This indicates that we are well on our way to achieving a goal of an 80% response rate by Year 5. This year, we translated our survey into Haitian Creole and Spanish. To increase the response rate next year, all families, regardless of whether they attend a Roundtable presentation, will submit a survey. This past year, the surveys were given and collected during student Roundtable presentations, and some families were not present for reasons listed above.

Measure 8.3 Measurement Period in 2010

III. Faithfulness to Terms of the Charter

Goal 9: CCSC students will contribute to their community through internships and other field experiences.

Measure 9.1: 90% of CCSC students will have completed a 100-hour internship in the community by the end of 12th grade.

To gain real world experience, twelfth-graders will fulfill internships in local technology-based industries, corporations, cultural and other nonprofit organizations. They will perform meaningful work based on their current skills and interests and experience the workplace first-hand. Internships are a required 100-hour commitment during the 12th grade school year and all rising 12th graders have already been interviewed and matched with internships that will begin in January 2009. The New England Aquarium, Boston Medical Center, ImprovBoston, and Baystate Financial Services are a few of the internship sites for the 2008–09 academic year.

Measure 9.1: No data yet available

Goal 10: CCSC students will be prepared for post-secondary education.

Measure 10.1: 90% of CCSC seniors will be accepted and plan to enroll in a two or four year college.

CCSC has yet to have a graduating class, however, in anticipation of our first class of senior in 2008-2009, we have done and/or are implementing the following:

- Full time college counselor
- Offer PSAT and SAT prep at no cost, during school hours
- Summer program to support college essay writing
- Weekly Junior and Senior college seminar class taught by college counselor to focus on admissions, selection, etc.
- Financial aid nights held at CCSC
- Regular trips to colleges
- Generous foundation grant to cover cost of college visits, application fees, and test reporting fees

Measure 10.1: No data yet available

Goal 11: CCSC will use technology to increase academic success.

Measure 11.1: 75% of students will use Powerschool at least once each quarter to check grades and assignments

PowerSchool is a web-based student information system that is used for attendance, student data, and student grading. Each teacher uses PowerSchool to track his or her students' assignments, compute, and store grades. Teachers are required to update students' grades every two weeks, minimally, but most teachers' grades are updated more frequently. PowerSchool can be accessed from any computer that is connected to the internet. Each student is provided with a username and password and has the opportunity to check his or her grades and assignments daily. PowerSchool has allowed families and students to better check students' progress and has, in some cases, helped improve student achievement by pinpointing areas for improvement, though no data have been collected to substantiate this.

The table below illustrates the marked increase in student use of PowerSchool over this school year. By the fourth quarter, over 65% of students were accessing their grades on-line. In order to increase the number of students who use PowerSchool, we will integrate checking PowerSchool into the advisory curriculum.

PowerSchool Student Record Access	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students whose records were accessed (by student and/or parent)	10.5%	43.7%	55.0%	66.9%
Avg. # of parent accesses per day	2.0	2.7	2.9	3.1
Avg. # of student accesses per day	4.0	16	21	37

Table 16 Student use of PowerSchool to check significantly increased over the year

Measure 11.1 Needs Improvement

Measure 11.2: In a yearly student survey, 70% of CCSC students will agree that that they have visited and used at least two of core academic teachers' (humanities, mathematics, science, & Spanish) websites.

A student survey was not given this year. One will be developed and administered in 2008-2009 academic year.

Measure 11.2 Needs Improvement

Measure 11.3: 100% of student Roundtable presentations will include the use of computer generated presentation material.

The use of computer generate presentation material has not yet been introduced into the Roundtable curriculum. We intend to introduce this technology focus over the next two years.

Measure 11.3 Needs Improvement

Staff Profile

The Leadership Team

Paula Evans, Head of School
Karsten Cash, Associate Principal for Students & Community
Patricia Corley, Associate Principal for Special Programs
Juma Crawford, Associate Principal for the Upper School
Emma Stellman, Associate Principal for Curriculum & Program
Dan Saltzman, Director of Operations and Technology

100% of the administrative team is returning.

Non-Teaching Staff

Nadira Hairston, College Counselor
Robert Jean-Bart, Information Technology Assistant
Phebe Kiryk, Adolescent Development Coordinator/ School Nurse
Elizabeth Najjar, School Counselor/ Director of Guidance
Beth Perrin, Operations Assistant
Joseph Reilly, Business Manager
Patricia Sharaf, Development Director
Lisa Smith, School Receptionist
Monica Tecca, Assistant to the Head of School/ Office Manager

Teaching Staff

Humanities

Katia Arida
Hannah Blackwill
Will Connell
Jessica Cook
Anna Dornbusch
Katie Rieser
Andrew Szilvasy
Colin Tracy

Math & Science

Nick Anzalone
Amy Daniels
Becki Norris
Marc Parris
Laura Sheppard-Brick
Aaron Stone
Marianna Zimbardo

Special Education

Melissa Brown
Gretchen Crusberg
Day Farenga
Kerryann Freeman
Jessica Murray (Classroom Aide)
Jeremy Turner

Spanish

Emily Fuchs
Sandra Rindler
Aleida Sanabria

Wellness & Movement

Oliver Eslinger

Teacher Qualifications, Retention, and Attrition

CCSC has 25 teachers (23.15 FTEs), with a total of 94 years of teaching experience among them. The average number of years of teaching experience is 3.76. The average number of years at CCSC is 1.6. The average class size of core academic classes is 14 students and the average class size of advisories is 9 students. 100% of the faculty were designated “Highly Qualified” according to NCLB. CCSC has a 64% teacher retention rate with 8 FTE teachers leaving at the end of the year. Two FTE teachers left during the school year and were replaced. The following is a summary of reasons for their departure.

- Relocating to another state (3)
- Going to graduate school (1)
- Wishing to teach a different subject matter (not continuing to teach the subject matter for which they were hired) (3)
- Joint agreement that the faculty member was not fulfilling position's requirements (1)

Governance Profile

Members of the Board of Trustees

Position	Name	Term Begins	Term Expires	Term	Committee Memberships	Outside Affiliation / Expertise
Chair	Eloise Lawrence	05/17/07	05/17/09	2 years	Governance Development	Attorney, Greater Boston Legal Services
Vice-Chair	Denise Jillson	05/17/08	05/17/11	3 years	Development (Chair)	Executive Director, Harvard Square Business Association
Trustee	Robert Mann	05/17/07	05/17/09	2 years	Finance	Managing Director, Deutsche Bank Securities Inc.
Secretary	Colm Prendergast	05/17/07	05/17/09	2 years	Governance (Chair) Accountability	Design Group Leader / Principle Engineer Analog Devices
Treasurer	David Boit	05/17/07	05/17/09	2 years	Finance (Chair)	Loring, Wolcott & Coolidge Fiduciary Services
Trustee	Alan Price	05/17/07	05/17/10	3 years	Accountability	Consultant
Trustee	Allen Nunnally	05/17/07	05/17/10	3 years	Development	Associate, Wilmer Cutler Pickering Hale and Dorr LLP
Trustee	Evelyn Simha	09/17/07	05/17/10	3 years	Accountability	Formerly of MIT
Trustee	Robert Wood	02/28/08	05/17/11	3 years		Chief Development Officer Akamai Technologies, Inc.
Trustee	Orin Gutlerner	06/26/08	05/17/11	3 years		Founding Director, Teacher Training Program, MATCH School
Trustee (non-voting)	Paula Evans				Development Governance	Head of School, CCSC

Table 17 Members of the CCSC Board of Trustees

Major Policy Decisions & Approved Charter Amendments

There were no major policy decisions, nor were any charter amendments submitted to the Board of Education.

Summary of Official Complaints Received by the Board of Trustees

No official complaints were received by the Board of Trustees.

Financial Profile

Financial Overview

2007-2008 Operating Results (Unaudited)

Preliminary figures for the school's FY08 financial statements indicate that CCSC ended the year with a healthy operating surplus and a solid balance sheet. The June 30, 2008 balance sheet, shown below, illustrates that the school is in sound financial condition. Approximately 40% of the school's assets are held in cash and 55% in leasehold improvements, equipment, and computer hardware. The remainder represents a small amount of other short-term assets and a security deposit for our facilities lease. The school owns no real estate and rents its facilities. The school's current liabilities consist of routine short-term obligations such as accounts payable, accruals, deferred revenue, and next year's facilities loan payments. Long-term liabilities consist of two facilities fit-up loans representing 32% of assets. The school's excellent financial performance allowed it to increase its reserves with this year's surplus.

Per-pupil funding from the Commonwealth represented just below 90% of overall funding with the balance consisting of Federal and State grants and private grants and contributions. Following what the school believes to be a sound strategy based on its mission, CCSC continued to shift its spending patterns to reflect new and improved priorities.

The school should show a healthy surplus this year, subject to any year-end adjustments recommended by our auditor. The school was able to achieve this goal by tightly controlling operating costs while growing our student base and increasing our investment in technology.

FY08 Budget

The Board of Trustees works closely with the Head of School and Business Manager to create a fiscally reasonable budget that will enable the school to meet its mission. For the coming year, the school expects that its overall level of funding will be based on a conservative enrollment forecast, although significant declines in per-pupil funding would require the school to seek other sources of revenue or modest cuts in spending.

The school expects to increase the current level of academic, administrative, and facility spending. This is driven by the addition of a new class. Personnel costs are expected to continue their increase as the school makes staffing changes to facilitate continued curriculum improvement and growing enrollment.

Balance Sheet for Year Ended June 30, 2008 (Unaudited)

ASSETS	As of June 30, 2008
Current Assets	
Checking/Savings	1,152,456
Other Receivables	31,777
Prepaid Expenses	5,048
Total Current Assets	\$1,189,281
Fixed Assets	1,640,304
Rent Deposits	163,914
TOTAL ASSETS	\$2,993,499
LIABILITIES & EQUITY	As of June 30, 2008
Liabilities	
Current Liabilities	
Accounts Payable	3,485
Deferred Revenue	90,168
Accruals	141,056
Other Current Liabilities	91,474
Total Current Liabilities	\$326,183
Long Term Liabilities	954,592
Total Liabilities	\$1,280,774
Retained Surplus	1,450,891
Current Years Surplus	261,833
Total Net Assets	\$1,712,724
TOTAL LIABILITIES & EQUITY	\$2,993,498

Table 18 Balance Sheet (unaudited) for Year Ended June 30, 2008

2007-2008 Operating Results (Unaudited) and 2008-2009 Budget (Board approved)

	2007-2008	2008-2009
	Unaudited	Budget
Income		
Private Grants & Contributions	165,644	174,000
Food Service Revenues	60,498	72,138
Federal & State Grants	173,275	140,000
Interest Income	14,772	9,600
Tuition	3,565,696	4,221,000
Total Income	\$3,979,886	\$4,616,738
Expense		
Personnel	2,012,947	2,393,307
Payroll taxes	48,186	57,450
Fringe Benefits	135,769	185,866
Advertising & Recruiting	11,687	15,000
Education Expense	126,976	175,874
Consultants	9,439	6,000
Office and Administration	13,046	12,000
Office Supplies & Expense	18,889	22,224
Facilities Ops & Maintenance	122,769	125,000
Legal & Accounting	17,111	18,000
Insurance	27,709	31,500
Student Activities expense	42,619	52,970
Depreciation Expense	233,051	258,252
Food Service Expense	75,535	92,000
Staff Development	17,685	21,600
Travel & Meetings	14,304	13,000
Interest expense	63,349	71,414
Other	731	100,000
Rent facilities	624,815	668,015
Utilities	67,266	75,000
Technology & Small Equip Expense	34,168	43,000
Total Expense	\$3,718,053	\$4,437,472
Surplus	\$261,833	\$179,266

Table 19 CCSC Budgets for 2007-2008 (unaudited) and 2008-2009 (Board approved)

Dissemination

RADAR: CCSC's Discipline Data Base Project

In accordance with its mission to know each student well, and to foster adult-world connections, CCSC entered a partnership with the Computer Science department of UMass Boston in the spring of 2008. The purpose of this collaboration was multifold:

- Make improvements to the Discipline Database which CCSC utilizes to track student behavioral progress, thereby enabling teachers and administrators to better know and manage their students' behavior patterns,
- Provide an opportunity for UMass students to work on a "real-life" software project which would directly benefit their community,
- Explore the possibility of student involvement in development of the Discipline Database, thereby creating a sense of ownership by students and providing an adult-world connection with UMass students,
- Disseminate the resulting improvements to other schools that might wish to incorporate our discipline system into their best-practices.

The original intent of the Discipline Database was to provide staff with a mechanism for tracking sanctions (such as merits, demerits, detentions, and suspensions) which are routinely awarded as part of our behavioral discipline system. The original system worked well but was rudimentary and had several flaws in useability. A team of ten UMass Boston Computer Science students made many improvements to the Discipline Database, and the resulting product was given the new name RADAR (for Recognition And Discipline Application Resource).

The benefits of the first RADAR release include a vastly improved user interface, color coded sanction lists, improved reporting, ability to create lists of students for classes, ability to search easily for individual students, backup utilities for administrators, and ability to award sanctions and/or rewards to more than one student at a time (for example, giving an entire class merits for an exceptionally productive class). In addition, the development team set up a *Wiki* to help track improvements (completed and desired) to facilitate future development of RADAR.

Future plans include parental and student access as well as further improved reporting. It was decided that CCSC student involvement would have to wait for another year or two until development of RADAR is more streamlined. During the UMass Boston presentation of RADAR, an educator observed the software and was very interested in how RADAR could help her institution. RADAR is currently posted online and CCSC will soon host a download site for other schools and educators.

National School Reform Faculty (NSRF)

CCSC is thrilled to remain an active member of the National School Reform Faculty (NSRF). We continue to send teachers to become trained facilitators for the **Critical Friends Groups (CFGs)** that are a monthly part of the faculty professional development here at CCSC. CFG's provide faculty members a professional and supportive environment in which to reflect on their practice, review student work, read relevant articles, and present pieces of curriculum for review and critique. CCSC is committed to encouraging reflective practice among its staff and developing collegial relationships that support this work, with the overall goal of increasing student achievement.

Conventions/Conferences

- A teacher and co-collaborator from Harvard University presented a segment of the 10th grade Humanities curriculum at the Coalition of Essential Schools Fall Forum in Chicago.
- Two teachers presented pieces of their curricula at Harvard's School of Education.

Partner Site for Harvard's Undergraduate Teacher Education Program (UTEP)

Harvard University's Undergraduate Teacher Education Program (UTEP) offers a state-approved teacher preparation program to Harvard College students who wish to pursue a teaching credential concurrently with their undergraduate education. The program combines coursework in education with yearlong student teaching internships, and supports licensure in middle/high school mathematics, the sciences, history and English. Although the number of students who complete licensure through UTEP is rather small—fewer than 10 per year—the program is also deeply involved with other initiatives that link the talents and interests of Harvard undergraduates with the needs of local public schools. CCSC has become UTEP's most important partner site for student teaching internships, as well as other projects that are of mutual benefit to both programs' missions.

Attachment A

CCSC's No Child Left Behind (NCLB) Report Card can be found at the following link³:

[2007-2008 NCLB Report Card](#)

³ [http://www.ccscambridge.org/UserFiles/File/School Information/NCLB_Report_Card_08.pdf](http://www.ccscambridge.org/UserFiles/File/School%20Information/NCLB_Report_Card_08.pdf)