



Equality & Sustainability

2013-2016 School Vision

Cristo Rey Boston is a Catholic high school that educates young people of limited economic means to become men and women of faith, purpose and service. By offering a rigorous curriculum, a unique work-study experience, and the support of an inclusive school community, we prepare our students to succeed in college and beyond with the values essential to a fulfilling life

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CRISTO REY BOSTON TODAY

The school's journey, 2004 – 2012

In 2004 Cristo Rey Boston High School (formerly North Cambridge Catholic High School) became a member of the Cristo Rey Network, an association of Catholic high schools that prepare low-income urban students for college through a rigorous curriculum and a unique work-study program in which students share entry-level jobs at area businesses. Between 2003 and 2007, the school received funds from the Cassin Educational Initiative and Gates Foundations to hire new work-study and development staff, purchase vehicles to transport students to and from their work placements, and train students and staff to implement the Cristo Rey model.

The work-study program had an immediate impact on the school's college placement rate. According to data from the National Student Clearinghouse (NSC), from 2004 through 2007 the percentage of graduates enrolling in two- and four-year colleges after graduation from North Cambridge Catholic increased from 29% to 69%. In 2007, the school hired a new principal, Fr. Jose Medina, a graduate of the Harvard Graduate School of Education, former civil engineer, and Catholic priest who quickly made a number of changes in North Cambridge Catholic High School's academic program.

Despite the improved college placement rate, Fr. Medina uncovered notable deficiencies in the quality of instruction and in academic outcomes. Fr. Medina learned that the school did not have an aligned curriculum, lacked a coordinated effort to improve teaching and learning, and ignored standardized test scores, which showed that most students were not advancing one grade level in Math and English Language Arts (ELA). Most significantly, Fr. Medina learned that many teachers believed that their students did not have the capacity to achieve at higher levels and that it was not their responsibility to be accountable for student learning. It was common for many faculty members to say, *"I taught it, but the students didn't do their homework or didn't study enough."*

Academic Turnaround

Fr. Medina knew that if the students at North Cambridge Catholic were to achieve academic success, they needed rigor and accountability that only would be possible with a dramatic shift in how teachers taught and how students learned. Between 2008 and 2010, the school implemented double-block classes in Math and English Language Arts in the freshman year, added other double block classes in upper grades, began a 9th grade proficiency program to remediate ELA and Math skills students should have attained by the end of 8th grade, and initiated mandatory Advanced Placement (AP) courses for all senior students. In addition, the school implemented a new professional development program designed to help teachers improve their practice.

In 2011, Fr. Medina promoted two successful faculty members to Dean's positions to coach teachers and write curricula with their colleagues. The Deans adopted Kim Marshall's mini-observation model, which allowed them to give frequent and immediate feedback to teachers 12-14 times per year on their practice as well as monitor the implementation of the school's professional development. Most importantly, the school recruited faculty members who believed in the capacity of Cristo Rey's students to achieve at high levels.

The result of this effort is that 100% of Cristo Rey Boston High School's graduating seniors have been accepted to four-year colleges and universities over the past four years, with more than 90% of graduates directly enrolling in these institutions after high school. The school's dramatic academic turnaround has been recognized as a model for other schools, and a peer-reviewed case study on the effort was featured in the September 2012 edition of *Catholic Education: A Journal of Inquiry and Practice*.¹

¹ See <http://ejournals.bc.edu/ojs/index.php/catholic/article/view/2593> for a complete text of the article.

Cristo Rey in the context of the “Achievement Gap”

The students we serve represent the target market of the so-called “*achievement gap*.” A significant amount of federal and state funding is being deployed to help low-income students achieve at or near the same levels as their suburban peers. By finding a way to prepare this population for college, we not only close the achievement gap for the students who attend our school, but we offer a model for those seeking to meet this same challenge throughout the country.

National dropout rates, which are mirrored in Boston, disproportionately affect minority, low-income, urban youth.² Only 54% of Blacks and Latinos graduate high school every year, versus a 76% graduation rate for white students.³ At a time when college degrees have become essential to gainful employment, the United States has 1.3 million youth fail to graduate high school each year.⁴ Less education correlates with lower earning power, a greater likelihood of dependence on government assistance, and a higher poverty rate, which is higher today across the country than at any time since 1959.⁵

According to National Assessment of Educational Progress test results, Massachusetts students earn some of the highest scores in the nation in reading and math. While test scores for Black and Latino students have risen, the state has not seen noticeable gains in the scores of students who qualify for the federal free/reduced lunch program.⁶ During the 2012-13 school year, 82% of Cristo Rey Boston’s students qualified for free or reduced lunch, the average income of our students was more than 60% below the median household income in Massachusetts, and our student body was 95% Black and Latino. The students of Cristo Rey Boston are, in fact, the demographic that is the subject of so much conversation and effort nationally and locally by foundations, donors and government agencies seeking to find ways to close the academic achievement gap.

Commitment to Boston’s Lowest Income Students

In 2010, the school moved to a larger facility in Boston’s Dorchester neighborhood in order to expand enrollment and to be closer to the neighborhoods in Boston where the majority of the school’s students lived. The school set a goal of enrolling 400 students by 2014-15, changed its name from North Cambridge Catholic to Cristo Rey Boston High School, and made a concerted effort to exclusively recruit lower-income students. As a result, the average family income for incoming 9th graders dropped from \$41,882 in 2008-09 to \$25,238 in 2012-13, a 40% decrease in just five years.

In 2012-13, Cristo Rey Boston High School served the second highest percentage of low-income students in the city of Boston, just .6% less than Boston Day and Evening Academy. Among the 25 Cristo Rey Network schools, Cristo Rey Boston has one of the highest percentages of free and reduced lunch students, with a per capita family income consistently lower than all but a few Network schools.

Academic Year	2008-09	2009-10	2010-11*	2011-12	2012-13
Enrollment	282	260	273	311	348
Avg. Family Income	\$41,882	\$36,801	\$36,890	\$26,013	\$25,238
Per Capita Family Income	\$11,319	\$9,684	\$10,017	\$6,987	\$7,076

Enrollment and Family Income Trends 2008-13

**2010-11 was the school’s first year in the Dorchester facility.*

² Left Behind: The Nation’s Dropout Crisis, May 2009

³ http://www.edweek.org/media/ew/dc/2010/DC10_PressKit_FINAL.pdf

⁴ <http://opinionator.blogs.nytimes.com/2011/01/24/an-education-in-the-ways-of-the-workplace/?partner=rss&emc=rss>

⁵ <http://www.census.gov/hhes/www/poverty/data/historical/people.html>

⁶ <http://www.mass.gov/governor/pressoffice/pressreleases/2011/11111-naeps-results-released.html>

The “Why” of Cristo Rey Boston High School

Cristo Rey Boston High School exists because Boston, like every city, has students who do not succeed in traditional urban high schools. Most students enter Cristo Rey Boston performing one to one-and-a-half years below grade level, 56% are not proficient in either English Language Arts or Mathematics on the statewide test known as MCAS, and they come from a part of Boston where 40% of all residents live below the poverty level. Juxtaposed with this dire reality is that our students live in a city that is home to 33 colleges and universities and a state with 122 higher education institutions, one of the highest concentrations in the country. During the academic year, nearly 250,000 people attend colleges and universities in the metropolitan Boston area, and one in five residents of the region works for or attend a college or university.

The location of Cristo Rey is a factor in compelling the school to prepare every student to enter and graduate from a four-year college or university. Why a four-year school? Statistically, students are much more likely to earn a college degree if they attend a four-year institution as opposed to a two-year college, where graduation rates in Massachusetts range from 10 to 25%. Of even greater significance is that graduates of four-year colleges earn 50% more than those with high school degrees and 22% more than people with associate degrees, according to the National Center for Education Statistics.

<i>Assumption College (Worcester, MA)</i>	<i>Mount Ida College (Newton, MA)</i>
<i>Bentley University (Waltham, MA)</i>	<i>North Carolina Wesleyan College (Rocky Mt., NC)</i>
<i>College of Mount St. Vincent (Bronx, NY)</i>	<i>Northeastern University (Boston, MA)</i>
<i>College of the Holy Cross (Worcester, MA)</i>	<i>Northeastern Univ., Foundation Year (Boston)</i>
<i>Eastern Nazarene College (Quincy, MA)</i>	<i>Quincy College (Quincy, MA)</i>
<i>Emmanuel College (Boston, MA)</i>	<i>Regis College (Weston, MA)</i>
<i>Fisher College (Boston, MA)</i>	<i>Rivier College (Nashua, NH)</i>
<i>Fitchburg State University (Fitchburg, MA)</i>	<i>Salem State University (Salem, MA)</i>
<i>Framingham State University (Framingham, MA)</i>	<i>Skidmore College (Saratoga Springs, NY)</i>
<i>Georgetown University (Washington, DC)</i>	<i>Univ. of Massachusetts Amherst (Amherst, MA)</i>
<i>Lasell College (Newton, MA)</i>	<i>Univ. of Massachusetts Boston (Boston, MA)</i>
<i>Massachusetts College of Pharmacy (Boston, MA)</i>	<i>Wentworth Institute of Technology (Boston, MA)</i>

College Placements, Class of 2013

To reach college, our students need a great deal of support. Beginning in August before their start of their first year at Cristo Rey, incoming 9th graders learn how to take notes in classes, how to study, and how to approach their work. Teachers are trained to maximize every minute of class time and to differentiate instruction, every 9th grader must complete the proficiency program that remediates basic middle school skills most had not acquired by the end of 8th grade, and approximately 25% of all 9th graders reading at about the 6th grade level are in reading intervention program. Throughout their four years at Cristo Rey Boston, students meet at least twice per year with counselors, and the parent engagement team, which includes counseling staff, the deans, and the Admissions Director, stay in frequent contact with families and get to know them well.

Both the academic curriculum and social and emotional support Cristo Rey Boston students receive are designed to help them take charge of their own learning. In recent years leaders of urban charter schools have realized that teaching students “grit” is more important than over-structuring their academic experience. “*What we’ve found with the ‘whatever it takes’ or ‘no excuses’ mentality is that it was very teacher-driven and less student-driven,*” said Donald Kametz of YES Prep, a high performing school in

Houston, Texas. YES Prep, KIPP, Aspire, Master, MATCH and other well-known charter schools have interviewed their graduates and learned that structuring their students' lives too much made it difficult for them to think for themselves. Cristo Rey Boston is conscious of this trend and works tirelessly to create an authentic student-centered school, one in which every learner takes responsibility for his or her own academic and personal success and is ready to be successful in college.

Faith, Purpose and Service

The experience of working in corporate Boston, the rigor and support of our academic program, the tremendous care the faculty and staff has for them and their families, and their participation in retreats, Masses, and service opportunities motivates our students to become young men and women of faith, purpose and service during their four years at Cristo Rey Boston.

Theology classes, the opportunity to study with young people of various faiths, guidance from a Campus Minister who is a Catholic priest, and religious services provide students the opportunity to know and deepen their faith. The building is designed to teach students that the beauty of the world is a gift from God. The art adorning our hallways is inspired by the teaching of Hans Urs von Balthasar, a Swiss theologian and Catholic priest who wrote *The Glory of the Lord*, a seven volume work on theological aesthetics, the contemplation of the good the beautiful and the true. He wrote: *“Before the beautiful – no, not really before but within the beautiful – the whole person quivers. He not only ‘finds’ the beautiful moving; rather experiences himself as being moved and possessed by it.”*

The full experience of Cristo Rey Boston – work, spirituality, service opportunities, academic rigor, exposure to successful professionals in the workplace, and the support of a caring faculty and staff – teach our students that there is a purpose to their lives. At a recent awards ceremony, one graduating seniors made a tongue-in-cheek speech in which he said school was not important and it was really a lot easier to not work hard and live up to all of the stereotypes ascribed to young people of color. The young man, who is entering Georgetown University in the fall of 2013, ended his remarks by saying that *“if you believe what I just said, then you don’t know the students of Cristo Rey Boston High School.”* This student and his classmates now have a purpose to their lives.

The capacity to serve others is developed formally through service projects, but is first – and perhaps most formatively – acquired by students coming to know the faculty, staff, volunteer tutors, AmeriCorps volunteers, coaches, club monitors and others who work tirelessly to help them. They are in a school in which people work very hard to support them, and they learn that this is how they are to live their lives. Cristo Rey Boston students see peers at other schools who are not working as hard and not gaining acceptance to highly regarded colleges and universities. By senior year, Cristo Rey Boston students have a sense of gratitude for their educational experience that is rare among adolescents. They understand, as St. Ignatius of Loyola taught, that *“recognition and gratitude for the good things and gifts in life is greatly esteemed both in heaven and on earth.”* It is this gratitude, which is noted by staff and visitors alike, that allows our students to become young men and women of faith, purpose and service.

VISION

Our Vision – 2013 to 2016

Over the next three years, we will create the physical, financial and staffing capacity to provide a high quality, Catholic, college preparatory education to 400 urban students, transforming their lives and the landscape of education in Boston. We plan to do this by focusing on the following:

- ☑ Provide the best college preparatory program in Boston for low-income young people who enter high school one or more grades below level
- ☑ Offer a work-study program recognized for high quality entry level work that adds value to Greater Boston employers
- ☑ Maximize our resources so that Cristo Rey Boston operates in an efficient, cost effective, and sustainable manner, keeping our cost per student at approximately \$11,000, 35% less than what it costs to educate a student in the Boston Public Schools
- ☑ Increase the capacity of students and staff to be self-directed and accountable
- ☑ Retain 70% of entering 9th grade students

Where We Are Today

- ☑ A projected enrollment of 380 students in 2013-14, all of whom come from low-income families
- ☑ We have completed three years of operation at our Dorchester facility at 100 Savin Hill Avenue, and have invested \$2.7 million of renovations into an abandoned former elementary school
- ☑ We have graduated more than 160 seniors in our past three senior classes – with a 100% four-year college acceptance rate, and 92% directly enrolling in college after graduation
- ☑ In 2012-13, our students worked at 125 businesses in Boston and generated \$2.2 million of revenue covering 60% of the school's operating costs
- ☑ Less than 12% of our funding comes from student tuition (which averages \$1,100 per year, the lowest tuition in Greater Boston) and no student is turned away because of an inability to pay
- ☑ We consistently raise approximately 30% of our operating funds through private philanthropy.
- ☑ Our students rank in the top 25% of SAT scores among schools in Boston with similar demographics
- ☑ We have robust Advisory and Campus Ministry programs, whereby students are equipped with a vocabulary and an opportunity to practice looking critically at character within their work and school experience and can identify for themselves areas for growth

Where We Aim to Be

- ☑ 400 students enrolled by the 2014-15 school year
- ☑ 70% of all freshman completing four years at Cristo Rey, and 100% of those entering college
- ☑ 50% college completion rate of our graduates within four years of graduation from high school
- ☑ An upgraded facility capable of safely and comfortably housing our students
- ☑ 75% of our revenue covered by work study income and tuition by 2015-16
- ☑ Three months of expenses in cash in reserves by 2016-17

Our vision is that we will provide our students – young people of Boston with limited financial resources – the same quality education as their suburban peers through a sustainable financial model. The ensuing pages detail how we will create educational equality for our students and how we will sustain a high quality program with fewer financial resources than either our private or public peers.

EQUALITY

Depth

For those who are interested in supporting efforts to close the achievement gap – the civil rights issue of our generation – we believe we have a model that works and that is worth supporting.

There are very few frills at Cristo Rey Boston High School. Other than Advanced Placement courses, we do not offer electives. On their work days, students cannot participate in athletics or extracurricular programs unless they take place in the evening when work is done. Yet, all sophomores, juniors, and seniors are required to participate in at least one extracurricular activity each semester.

What the school does offer is depth. Students take at least one double-block course in a core subject each year, allowing them to carefully study and learn subject matter that is critical to their academic success. Intense reading and writing across the curriculum, part of the school's effort to align its curriculum with the new Common Core, help our students to prepare for the rigors of college. By senior year, every student is required to take at least one Advanced Placement course. The AP courses we offer are Biology (new in 2014-15), Studio Art, Government, Calculus, Spanish, and English. The mandatory AP curriculum is something required by no other high school with our student demographic.

During their four years at Cristo Rey Boston, our students have the opportunity to participate in varsity sports, after school clubs, art, music, and much more – in addition to participating in the only high school work-study model in Boston that puts them in entry-level jobs during the school day. It's a complete high school experience for a student who wants a better future.

Improving Instruction

Educational research is clear that improving the quality of teaching is fundamental to improving student outcomes. Consequently, Cristo Rey Boston has invested significantly in teacher coaching and professional development.

In 2011-12, the school focused on ensuring that teachers planned quality lessons and learning units. After teachers implemented new routines including a clear agenda, objectives for each lesson, and a consistent effort to maximize learning time in each teaching block, they developed a curriculum map for each course. Using back mapping and Understanding by Design helped teachers increase the quality of their courses, and having all units documented solidified the scope and sequence of the curriculum.

During 2012-13, our professional development focused on the delivery of high quality lessons in all classrooms. The first part of the year focused on training teachers to ask questions that promoted higher order thinking and challenged students to grapple with ambiguity. The second part of the year focused on soliciting high quality responses from students by insisting that they do the hard work of articulating their positions with thoroughness, accuracy, and complexity.

To measure the effectiveness of the professional development, the two academic Deans conducted regular, unscheduled, informal observations of all teachers. All teachers were observed at least three times a month throughout the year, and they were formally evaluated twice each year. The midyear evaluation used the Marshall Rubrics and the end of year evaluation was an opportunity for the teacher to reflect on the growth of his or her practice as well as set professional learning goals for the coming year.

In the 2013-14 school year, teachers will work in Professional Learning Communities (PLCs) to engage in an ongoing cycle of asking questions, gathering data, and setting goals for improving student achievement. Teachers will implement change, evaluate the impact on student achievement, and develop strategies to address student difficulties. They will further existing curricular initiatives by increasing rigor in critical reading and writing through the development of the reading program, implementation of Common Core standards, alignment of Humanities courses, and growth of the AP program.

The focus for 2013-14 will be on differentiating professional development for new and returning teachers and on moving ahead with existing curricular initiatives. For the years 2011-2013, all teachers worked with the Dean of Instruction on identifying key levers for improving classroom instruction and with the Dean of Curriculum on alignment of curriculum maps, unit calendars, and unit assessments. Now that a solid culture of observation and feedback is in place, many teachers are ready to play a larger role in peer observation and mentoring. In addition, many teachers are now accustomed to the practice of planning and evaluating unit calendars and assessments before the start of each unit and are ready to delve into questions of personal interest at their particular level of professional development. Professional Learning Communities are the logical next step of our work as they will empower teachers to learn and grow with each other, allow for differentiated professional development, and grow the capacity of faculty while deepening a culture of collaboration.

Returning teachers will spend the 2013-14 school year working in interdepartmental teams to focus on the following questions around engagement and assessment: (I) How do objectives, sales pitch, and pacing affect student engagement? What can make the classroom experience more engaging, and how will we know? How do we build engagement so students are successful when self-directed? (II) How can teachers use data to improve instruction and students' academic progress? How can data be analyzed and shared with the class? How can data be used to empower students to take ownership of their own learning? Teachers will examine student artifacts and curriculum materials and will observe each other in order to continually refine and pursue these questions.

In their first year as Cristo Rey faculty members, new teachers will focus on mastering the key aspects of classroom culture and curriculum instead of joining Professional Learning Communities. New teachers will have a mentor within their department and will engage in common planning around shared preps. In addition, the Principal for Academics will conduct bi-weekly observations and provide coaching to support new teachers' growth in their individual areas of need.

In 2013-14, professional development around ongoing curricular initiatives will also continue. The Reading Program will be in its second year, and the emphasis will be on the integration of the Reading Program with the English Department and Library in order to build a broader literacy program. The Religion and History teachers will be in their second year of working together as one Humanities Department, and the emphasis will be on vertical alignment of critical reading and writing skills in the freshman and juniors years, using the sophomore World History course as the anchor from which to scaffold up and down. Advanced Placement (AP) Biology will be offered for the first time, thus completing the work of ending each department sequence with a college level course. The faculty will engage in ongoing discussion of how to improve student achievement in the AP courses. The full faculty will also continue to explore the implications of Common Core standards for our curriculum and will continue to learn new *Uncommon Schools* techniques including Developing Teacher Radar, the Art of Consequence, and Integrated Practice.

The focus for 2014-15 will be on implementing changes in individual classrooms based on the work of the Professional Learning Communities. As teachers modify practice, they will have the opportunity to assess the impact on student achievement and make plans to address student difficulties. Teachers who do most of their investigative work within the school building in 2013-14 may also find that research in local schools provides additional avenues for inquiry and improvement. The work of the Professional Learning Communities will be evaluated using a broad array of student achievement data, and next steps will be developed in response.

Assessment Plan

To measure the effectiveness of the professional development, the Principal for Academics and Dean of Curriculum will continue to do regular, unscheduled, informal observations of all teachers and formal evaluations using the Marshall rubrics. In addition, faculty and administration will examine internal data

(homework and project completion, GPAs, number of failures, and midterm and final exam grades) and external data (PSAT, SAT, AP potential, AP scores) to measure the impact of these programs.

Student Retention

While we have created a program that successfully prepares urban young people for four-year colleges, on average only 53% of our entering 9th graders graduate four years later. While nearly all complete a high school degree in a public school, most students who leave Cristo Rey do not go to a four-year college.

We have carefully analyzed the academic, attendance and behavior data of those students who transferred out of Cristo Rey and concluded that the number one reason for such a decision is not limited academic capacity but a lack of resilience, grit, persistence or self-control, character traits necessary for anyone to succeed in the face of new or challenging situations. Students who graduate from Cristo Rey have developed these character traits either through their family environment or through the work study program. In order to retain and graduate more students, we recognize that we must tackle the explicit education of character traits with all of our students in a systemic way.

In 2012-13 we began this effort through two new programs, Advisory, in which we piloted a new character curriculum, and Positive Behavior Intervention and Supports (PBIS).

Advisory Program

In 2011-12, Cristo Rey Boston introduced a student advisory program as a way to encourage the development of meaningful relationships between faculty, staff and students. The program's focus was on bringing adults and students together on a regular basis to engage in enjoyable and team-building activities. In 2012-13, the Advisory Program transitioned to a more intentional tool designed to create a link among the students, faculty, staff and families as well as to facilitate the development of character traits critical to student success. Students at all grade levels used the same curriculum.

While some schools, such as KIPP Academy, have adapted character traits to be addressed through report cards, Cristo Rey Boston's approach emphasizes learning these traits in students' everyday lives. Advisory provides a forum for more reflective practice – students are equipped with vocabulary on character so that they can look critically at character within their work experience and school experience and can identify for themselves areas for growth while also learning ways to improve. Throughout the course of the year, students are given definitions of ten character traits and a detailed rubric to reflect on their own development of these skills. The traits are: openness to growth, self-control, persistence, initiative, teamwork, reliability, curiosity, and gratitude.

During the next several years, students will develop their ability to self-regulate, resulting in increased academic and work achievement. As students learn to develop key traits such as self-control and persistence, the Cristo Rey Boston staff will be able to focus on students with the greatest need. Additionally, Advisories provide small communities within the whole, allowing students to develop a stronger sense of belonging and accountability to each other and to their advisors.

Positive Behavior Intervention and Supports Program

Students with high levels of classroom removals, tardiness citations, and minor infractions rarely remain with the school throughout all four years. Prior to 2012, detentions and suspensions resulted in no discernible behavioral changes for most students, and it became clear to the administration that a shift needed to be made to address behavioral issues.

In 2012-13, Cristo Rey Boston piloted Positive Behavioral Intervention and Supports (PBIS) to improve discipline. Research and experience taught us that systematically teaching behavioral expectations and rewarding students for following them is a more positive approach than waiting for misbehavior to occur before responding. It also establishes a climate in which appropriate behavior is the norm. "Infractions" have become both positive and negative as students are now regularly rewarded and recognized for following rules correctly, establishing a proactive climate instead of a reactive one.

Detention was eliminated, and teachers received greater support to practice *Uncommon Schools* classroom management skills that will maintain order, avoiding highlighting students as discipline issues. Teachers regularly report on discipline issues in the classroom, allowing the school’s Deans to identify if ongoing issues exist and whether the problems lie within individual students or in classroom instruction.

The program encourages students to correct behavior before disciplinary action is needed. The data below shows the reduction in class dismissals for behavioral issues, suspensions and transfers for behavioral issues pre- and post-PBIS pilot.

Behavioral Consequence	2011-12 (Pre-PBIS)	2012-13 (Post-PBIS)	% Reduction
Class Dismissals	322	85	74%
Suspensions	119	33	73%
Transfers	5	4	20%

While students receive “positive infractions” for correct behavior and we have seen early success, the school has not had the capacity to implement a fully developed system to track and reward students.

Phase two of the school’s discipline changes will be implemented during 2013-14. The Dean of Students will receive professional development on the latest advances in PBIS systems in order to form the most efficient system possible for Cristo Rey Boston. The Dean of Students will train all faculty and staff in August of 2013 on the schools new system, which will formalize expectations and rewards. Classroom culture will be systemized so teachers regularly track these infractions, and all students will receive the same results from teachers school-wide. A professional development seminar led by the Dean of Students over the summer will prepare faculty for implementing the more detailed system.

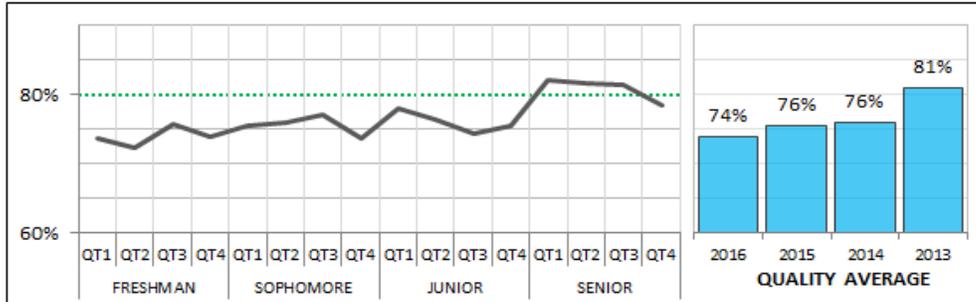
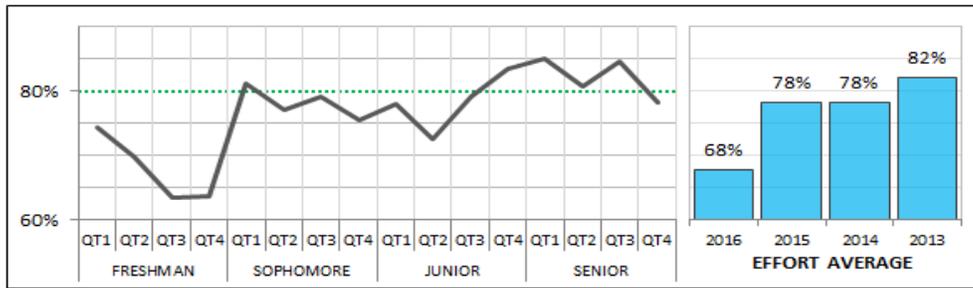
Retention Goal

Given where Cristo Rey Boston is today – with just over 50% of our 9th graders graduating from our school four years later – we have set an ambitious goal of increasing retention to 70% for the class of 2016, the students who were freshmen in 2012-12 when the two pilot programs began. Eventually we hope that every entering 9th grader graduates from Cristo Rey Boston. The 70% target would put our school at the top of the Cristo Rey Network and in the top ranks of high performing urban charter schools. By retaining more students who are college ready, our school will have a significant impact on the national effort to close the achieve gap and send more low-income, minority students to four-year colleges.

Improving Effort

Students at Cristo Rey Boston High School receive four quarterly grades per year, which is 80% of their total grade for a year-long course; ten percent of their grade is a mid-term given in January, and the final ten percent is a final exam given at the end of the academic year in June. The purpose of this approach is to give students an authentic college preparatory experience. They must prepare for semester and yearly exams just like they would in college, and they must earn good grades each quarter.

For each quarterly course, 80% of the grade is the result of student performance on content mastery – known at Cristo Rey Boston as the “quality grade” – through assessments including tests, quizzes, laboratory work, and research projects. These assignments allow teachers to measure what students learn and have eliminated grade inflation at our school. Only 20% of a student’s grade in each subject each quarter is based on assignments that measure effort such as homework and classroom participation. Effort grades – doing homework and participating in class – measure a student’s ability to work consistently and his or her attention to detail. They are generally consistent with how well our students perform at their work-study assignments and correlate with consistent attendance, resilience, self-control, and good time management.



Longitudinal View of Effort and Quality Grades 2012-13

When comparing senior and freshman grades, the biggest difference is the effort grade. Senior students score an average of 82% on the effort portion of their grade while freshmen score 68%, a difference of 14 percentage points. To ensure that more 9th graders develop habits that are critical to success and therefore remain at Cristo Rey Boston, we have to work to increase their effort grade. This will be part of the professional development offered 9th grade teachers in 2013-14, and each Advisor will work with his or her advisees to improve the “effort” portion of each quarterly grade.

The following charts compare effort and quality grades. The classes indicated on the right side of the chart (2016, 2015, 2014, and 2013) correspond to our freshmen, sophomore, junior and senior classes this past year.

Measuring Student Growth

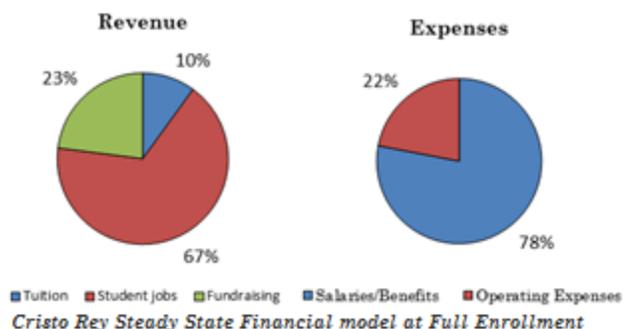
We measure our work by student outcomes. Below are some of the critical outcomes we have set for our students and school:

Goal	Current Status	Target
Acceptance of 100% of graduating seniors into four-year colleges and universities	100% acceptance over past four years	Each May for the Classes of 2014, 2015 and 2016
90% of students enroll directly into four-year institutions after graduating from Cristo Rey	92% in 2013	Each September for the Classes of 2014, 2015 & 2016
A four-year retention rate of 70% of the students from the Class of 2017	58% retention of the Class of 2013	June 2016
In-year combined school retention rates of 92%		Each June
At least 85% of entering 9 th graders (on October 1, 2013) will be retained from freshman to sophomore year	76% of the class of 2015	Each October
Effort grades: 80% for all students	76.5%	June 30, 2014
Effort grades: Freshman and sophomore students working below potential will be reduced to 13%	27%	June 30, 2014
Effort grades: The number of students from all grades working below potential will be reduced to 12%	22%	June 30, 2014

SUSTAINABILITY

Financial Model

“Sustainability” will be reached when Cristo Rey Boston High School has an enrollment of 400 students, 90% of students are employed in for-profit companies, and fundraising for operations reaches \$1,000,000 per year, with yearly increases of 5%. The limits of our funding model are the amount we can charge a company for the services of our students and the revenue we can generate from tuition (generally around 16.6% of a family’s per capita income).



What is critical to sustainability is ensuring that our academic program continues to meet the needs of our students and that our students are prepared to do the entry-level work that needs to be done in the ever-changing American corporate workplace.

Cristo Rey Boston High School operates under the same financial model that has made the Cristo Rey Network grow and thrive. Unlike many non-profits, we do not rely primarily on fundraising to sustain ourselves. In fact, there is no one majority stakeholder; rather, there are more than 100 companies, hundreds of individuals and foundations and our students and their families who are invested in seeing our model remain strong.

Multi-Year Planning

Below is a multi-year budget for Cristo Rey Boston High School from FY '12 through FY '18. Our fiscal year runs from July 1 through June 30. The revised plan reflects our analysis as of June 2013.

ASSUMPTIONS	FY12	FY13	FY'14	FY15	FY16	FY17	FY18
Number of students	311	348	384	405	415	415	415
In year Retention	92%	92%	92%	92%	95%	95%	95%
Average number of students	299	334	369	389	405	405	405
Average Tuition	\$ 1,058	\$ 1,058	\$ 1,090	\$ 1,114	\$ 1,138	\$ 1,163	\$ 1,189
Per Capita Student income	\$ 7,077	\$ 7,077	\$ 7,289	\$ 7,450	\$ 7,614	\$ 7,781	\$ 7,952
Number of jobs	66	74	83	89	90	91	92
Job price	\$ 29,000	\$ 29,800	\$ 31,500	\$ 32,800	\$ 33,784	\$ 34,798	\$ 35,841
% students paid positions	88%	89%	90%	92%	89%	90%	91%
Cost per student	\$ 11,060	\$ 10,812	\$ 10,304	\$ 10,966	\$ 10,958	\$ 11,379	\$ 11,813
Profit before depreciation	\$ (59,802)	\$ 4,608	\$ 277,662	\$ 198,051	\$ 228,893	\$ 249,285	\$ 272,185
REVENUE	FY12	FY13	FY'14	FY15	FY16	FY17	FY18
Tuition	\$315,880	\$375,000	\$401,726	\$433,017	\$460,556	\$470,688	\$481,043
CWSP	\$1,907,340	\$2,210,445	\$2,614,500	\$2,919,200	\$3,040,560	\$3,166,574	\$3,297,413
Development	\$931,772	\$944,000	\$991,200	\$1,040,760	\$1,092,798	\$1,147,438	\$1,204,810
Interest RCAB	\$48,752	\$48,752	\$48,752	\$48,752	\$48,752	\$48,752	\$48,752
Miscellaneous	\$38,390	\$38,390	\$20,000	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Total Revenue	\$3,242,134	\$3,616,587	\$4,076,178	\$4,461,729	\$4,662,666	\$4,853,452	\$5,052,018
EXPENSES	FY12	FY13	FY'14	FY15	FY16	FY17	FY18
Compensation	\$2,495,010	\$2,680,364	\$2,846,393	\$3,281,624	\$3,425,248	\$3,573,455	\$3,726,445
Operating Expenses	\$806,926	\$931,615	\$952,123	\$982,054	\$1,008,525	\$1,030,712	\$1,053,388
Total Expenses	\$3,301,936	\$3,611,979	\$3,798,517	\$4,263,678	\$4,433,773	\$4,604,167	\$4,779,833
Operating Surplus	-\$59,802	\$4,608	\$277,662	\$198,051	\$228,893	\$249,285	\$272,185

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Operating Surplus	-\$59,802	\$4,608	\$277,662	\$198,051	\$228,893	\$249,285	\$272,185
Other outflows	FY12	FY13	FY'14	FY15	FY16	FY17	FY18
Capital Replenishment	\$0	\$0	\$125,000	\$125,000	\$0	\$0	\$0
Building Sale	\$0	\$0	\$100,000	\$100,000.00	\$100,000.00	\$0	\$0
Fire alarm line of credit	\$0	\$0	\$19,932	\$19,932	\$19,932	\$19,932	\$19,932
Total Other outflows	\$0	\$0	\$244,932	\$244,932	\$119,932	\$19,932	\$19,932
Operating Surplus	(59,802)	4,608	32,730	(46,881)	108,961	229,353	252,253
Depreciation	88,500	97,613	84,174	77,557	63,549	59,139	59,140
Surplus after depreciation	(148,302)	(93,005)	(51,444)	(124,438)	45,412	170,214	193,113
CASH FLOW	FY12	FY13	FY'14	FY15	FY16	FY17	FY18
Begin		\$294,162	\$298,770	\$331,500	\$284,619	\$393,580	\$622,932
End	\$294,162	\$298,770	\$331,500	\$284,619	\$393,580	\$622,932	\$875,185
Cash weeks in the bank	4 weeks	4 weeks	4 weeks	3 weeks	4 weeks	6 weeks	9 weeks

The following is a summary of staffing and rate of increase and expense ratios:

FTE	FY14	FY15	FY16	FY17	FY18
President's Office	1	1	1	1	1
Business Office	1	2	2	2	2
Building Operations	1	1	1	1	1
Cafeteria	2	2	2	2	2
Principal/Main Off	6	5	5	5	5
Main Instruction	22	24	24	24	24
Counseling/Support	1	3	3	3	3
Admissions	1	1	1	1	1
Volunteers	6	6	6	6	6
Athletics	0	0	0	0	0
Development Depart	2	2	2	2	2
Corporate Work Study	3	3	3	3	3
Bus Drivers	2.5	2.5	2.5	2.5	2.5

INCREASE	FY14	FY15	FY16	FY17	FY18
Cost of Living [CL]	3.0%	2.2%	2.2%	2.2%	2.2%
Health Insurance [HI]	15.0%	7.0%	7.0%	7.0%	7.0%
Enrollment [E]	110%	106%	103%	100%	100%
Profit Margin [PM]	5.0%	5.0%	5.0%	5.0%	5.0%
Development Growth	5.0%	5.0%	5.0%	5.0%	5.0%
EXPENSES COVERED BY	FY14	FY15	FY16	FY17	FY18
Tuition	9.6%	10.4%	10.6%	10.2%	10.4%
CWSP	57.8%	61.2%	68.8%	68.5%	68.6%
Development	28.2%	26.1%	26.1%	24.4%	24.6%
REVENUE/EXPENSE RATIO	FY14	FY15	FY16	FY17	FY18
Compensation	75%	77%	77%	78%	78%
Operating Expenses	25%	23%	23%	22%	22%

Staff Retention

Critical to sustainability is hiring and retaining talented staff. During the past four years, the school has raised faculty and administrator salaries. While the school offers competitive salaries to first-year teachers, on average our salary scale is currently 70% of what Boston Public School (BPS) teachers earn. Local charter schools, which we compete with for teachers, generally pay about 90% of what Boston public school teachers earn, and the nearest Catholic high school, the Jesuit-run Boston College High School, pays teachers about 80% of what BPS faculty members make.

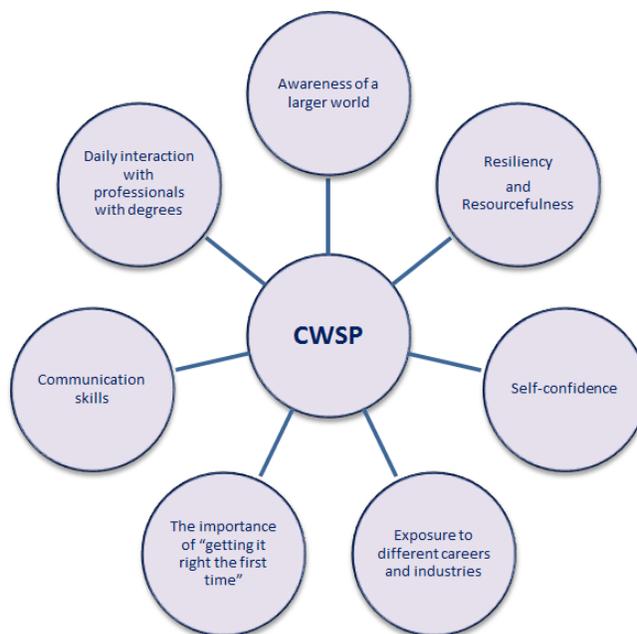
Cristo Rey Boston High School has set a goal of paying our teachers 80% of the BPS scale, roughly equal to what Boston College High School pays. This school is known for a relatively high retention rate for staff. The FY '15 and FY '16 budgets in the plan above allow for salary increases to reach this goal. A focused fundraising effort to fund faculty salary increases will begin during the 2013-14 academic year.

Work Study

The Corporate Work Study Program (CWSP) provides students with a life-changing opportunity to inhabit the professional world and dream big. Far more than a source of revenue for the school and a way for students to finance their education, CWSP offers the opportunity for students to gain experience in the real-world, motivating them to finish high school, enter and complete college, and join the workforce.

Teams of four students share full-time, 40-hour per week, entry-level positions at area firms from September through June each year, with the option that some or all of the students can be hired by the firm over the summer. Each student works five days or 40 hours per month. They are assigned set days of the week, and each student takes a turn working a different Monday each week.

The work study business is a separate corporation from the high school that employs the students and signs contracts with area companies for their services. The work-study business is an employment agency that competes with other entry-level clerical providers in Greater Boston. All of the money the students earn through the program is assigned to the school to pay tuition.



In 2012-13, our students worked at 125 companies throughout greater Boston, spanning 19 industries, from accounting to construction management. Since 2008, despite a recession and slow job growth in Greater Boston, the school increased revenue from the work-study program by 105% and doubled the number of companies where our students work. By 2012-13, 60% of the school's operating expenses – the Cristo Rey Network's goal for each school – was covered revenue from the work-study program. Cristo Rey Boston is the only school in the Cristo Rey Network, other than the original school, Cristo Rey Jesuit High School of Chicago, to meet this benchmark.

Currently, our biggest footprints are in financial services and healthcare, and we are diversifying our industries each year, keeping pace with trends in the workforce. Every year we must evaluate the skills are students need to be successful in the workplace. When the Cristo Rey model originated in the mid-1990s, it was not uncommon for students to fax documents for many hours each day. Now, faxing is almost obsolete. Scanning, email, messaging platforms, Customer Relationship Management systems, Outlook calendars, industry-specific database tools – these are the types of technology our students are called upon to utilize every day, some at high levels of sophistication.

To keep pace with the trends in American businesses, we implemented an integrated summer training institute for our freshman called Foundations, where students were trained for two weeks prior to the start of the school year in hard skills such as Microsoft Office suite, scanning, filing and office equipment usage and in soft skills such as how to dress appropriately, phone etiquette, appropriate small talk in the office and other skills to give them confidence in the workplace.

We continuously monitor performance in the workplace through daily supervisor evaluations and on-site visits at least four times per year. During the past school year, the work-study staff took the time to learn the specific tasks students were asked to do at many workplaces, allowing them to give better coaching to

students who underperformed at work. A more efficient follow-up system was implemented, and relationships with corporate supervisors are stronger.

During 2013-14 and beyond, the school's goal is to move from the perception by some in corporate Boston that the work-study business is a program designed to enhance the student's education to one in which supervisors can delegate, with confidence, a variety of entry-level tasks to students. The work-study staff at school in turn will know as precisely as possible what each student is to do each day at each site. Our goal is make the experience of managing our students as smooth and seamless as possible for each supervisor, and to ensure that our student workers are viewed as a valuable commodity, not as a less-fortunate young person in need of charity or a hand-out.

Partnerships

A critical component of our plan for sustainability is establishing mutually beneficial partnerships with universities and other organizations in Greater Boston. A partnership is truly a partnership, we've learned, when both entities benefit from the skills and contributions of one another.

Our focus on partnerships is consistent with our recent history. When the academic program at Cristo Rey first began its turnaround in 2007, we sought to learn from other educators. We adopted best practices from high performing charter schools, including the approach we use for the proficiency program in the 9th grade and the Advanced Placement requirement for seniors, which forced an increase in academic rigor in grades 9 through 11.

Some examples of our partnerships include:

- ☑ Cristo Rey Boston High School is part of an initiative called "One Dorchester," a collaboration with the Jeremiah Burke High School, a Boston Public School, and Boston Collegiate Charter School. During the 2012-13 school year, teachers from the three schools wrote and field-tested common assessments for 9th grade Math and English Language Arts that were aligned with the Common Core. In 2013-14, teachers from the three schools will continue working on 9th grade assessments, and develop common assessments aligned with the common core in Social Studies and Science. The collaboration is allowing teachers from all three schools to improve instruction and student outcomes. By being part of this initiative, our teachers are learning from and with educators from other sectors who teach the same population of students we do.
- ☑ For the past five years, our school has been a placement for first-year interns from the Boston College Graduate School of Social Work. The interns have the opportunity to learn under experienced staff in our development and counseling offices, and in turn our school and students benefit. The interns in the counseling department are trained to do twice yearly "Mind, Body, Spirit" check-ins with our students and to meet on their days at school with students who have personal and family challenges. Their service to our students is critical to our effort to create a supportive learning environment for our students.
- ☑ In addition, students and faculty from the Graduate School of Social Work did a survey and conducted focus groups with our parents to develop a family engagement strategy. We learned that our families come from a place of disempowerment, and we have worked to create a culture in which they are welcome and respected at school.
- ☑ We have begun a partnership with the teacher education program at the Harvard Graduate School of Education. Three student teachers from Harvard taught at Cristo Rey Boston High School during 2012-13, and the Director of the program became a member of the Academic and Student Life Committee of our Board of Trustees. The student teachers provided additional support to our students, and we gave these future teachers the opportunity to work in a high performing urban high school. The program will continue during 2013-14.
- ☑ For nearly a decade, students earning a Master's in Education as members of the Urban Catholic Teaching Corps (UCTC) of the Lynch School of Education at Boston College have taught at our school.

Each year two UCTC members teach at Cristo Rey, providing us quality, mission-driven educators at a reduced cost. The UCTC members are part of regular staff and benefit from the intense training and support we give all of our teachers. Two former UCTC members are paid staff members at our school during 2013-14.

- ☑ Since 2009, our students have been participating in the Harvard Cambridge Summer Academy, a summer school enrichment program for Cambridge and Boston students taught by professional teachers and incoming students to the Harvard Graduate School of Education. Several of our teachers have taught in this summer program as well. The partnership allows our students to continue to enhance their learning during the summer, something that is critical to urban students who traditionally fall further behind their suburban peers during the summer months.
- ☑ We are beginning a partnership with Emerson College, an institution with a highly regarded communications program. Students and staff from Emerson will teach communication skills to our students during the two-week Foundations class that prepares new students for academics and the work-study experience.
- ☑ Each year, a team of nurse practitioners from Harbor Health Services – a community-based public health agency committed to serving the neighborhoods where our families live and work – comes to the school to teach sex education to our ninth grade students. This partnership led Harbor Health Services to join as a corporate sponsor in the 2012-13 school year, employing four students in their marketing and communication department.
- ☑ Our partnership with the other 25 Cristo Rey schools in the Cristo Rey Network cuts across 17 state lines and involves educators working in a very unique model. Each year our staff participates in professional development opportunities offered by the Network, and schools share leads with prospective work-study placements. Our membership in the Network has been a factor in helping our graduates gain admission to several leading colleges and universities across the country including Georgetown, Loyola Chicago, Loyola New Orleans, and others.
- ☑ The school's partnership with AmeriCorps and the Catholic Volunteer Network allows us to place 5-6 AmeriCorps members at our school each year. They assist in the Work Study Program, Admissions, Student Life, Academic Proficiency, and other areas. The partnership gives recent college graduates an experience in an urban school, provides them with AmeriCorps educational awards, and adds critical support to our students.
- ☑ For the past several years, some of our faculty members have been able to participate in professional development programs offered by the Uncommon Schools Network. These trainings have been invaluable in helping our staff improve teaching and adopt innovations in curriculum.
- ☑ Cristo Rey Boston has partnered with uAspire, a Boston-area non-profit that works closely with our seniors to ensure they receive optimum college financial aid packages that burden them with a minimum amount of debt. The uAspire representative at our school integrates perfectly into the college counseling office and is considered to be a member of our team.

There are other partnerships, including programs at Fairfield University and Georgetown, in which rising seniors have the opportunity to experience college life, and a partnership with the Harvard Crimson Summer Academy, which accepts one of our high-achieving students each year to an intense three-year summer program that includes a mix of academic classes, field trips, and projects.

We believe these partnerships make us a stronger and more sustainable institution, and we will continue to look for other partnerships that benefit our students and staff.

Physical Plant

Cristo Rey Boston High School is ideally situated across the street from a subway stop, allowing students, parents and visitors to travel to the school with ease. The building, last used in 2007 as an elementary school, has undergone a beautiful \$2.7 million improvement during the past three years. Funds from the sale of the former North Cambridge Catholic High School, \$1.2 million in donations, and more than

\$500,000 in in-kind contributions financed the rehab of the building. Each classroom has a Smart Board, which allows teachers to use helpful visual effects and an interactive tool to enhance student learning. The school has installed a commercial kitchen and hired its own cook, the retired Executive Chef of the Harvard Faculty Club. Modern heating and ventilation systems have been installed, a new fire safety system was added, and classrooms were remodeled.

During 2012-13, we remodeled two more classrooms, completed office space for the counseling, work-study, campus ministry and development departments, finished a learning resource room, and completed a small chapel that was blessed by Cardinal Sean O'Malley in May of 2013. The improvements mean that the school can now house 400 students and the faculty and staff needed to support them. Though additional improvements will be needed in the coming years, including the replacement of doors, new tiling, window replacement and other repairs, the goal of ensuring that the building can accommodate our expected student enrollment has been achieved.

Development

Between 2009 and 2012, fundraising for operations increased by 34%, from \$693,202 to \$932,000, and the school raised \$1.2 million in cash for capital improvements. While the school will continue to focus on growing work-study program placements and revenue, Cristo Rey Boston, with support from the Board of Trustees, plans to launch an aggressive major gift effort in 2013-14 to support programming.

During the coming year and beyond, donors and foundations will have the opportunity to contribute general operating support, fund scholarships, support specific programs such as art, music, personal and college counseling, academic support, or make contributions that cover the gap in the cost per student (the difference between work-study revenue and tuition per student and the total cost per student), which is estimated to be \$2,850 in 2013-14.

The school is ideally positioned to begin this effort. Our academic program is strong, has clear direction, and is well-tested. Cristo Rey Boston is on target to meet its enrollment goal in 2014-15, and it has made a number of personnel and structural changes in recent years, allowing it to be an efficiently run operation. There is a realistic and well-thought out long-range financial plan in place, and the school continues to grow its work-study business, which will cover approximately two-thirds of the Cristo Rey Boston High School's operating expenses in the coming years. The school has established solid partnership with area non-profit organizations and universities. Finally, the school has completed the minimum work necessary on its facility to accommodate an enrollment of 400 students.

This is a perfect time for investors to join the cause of expanding the depth of programming at Cristo Rey Boston High School, helping us achieve the goals of sustainability and educational equality. The philanthropic dollars given to Cristo Rey Boston in the previous three years helped build the capacity of our staff and made significant improvements in our physical plant. The next stage of development will directly increase the number of low-income students from Boston who are prepared to enter and graduate college. By partnering with Cristo Rey Boston between 2013 and 2016, investors will support improvements in retention and student achievement, including a sharply focused academic program, a new, innovative Advisory Program that is having initial success in teaching students "grit," and a behavior modification program designed to help students take command of their personal success. In addition, we will be seeking funds to finance enhancements to our work-study training program and create a faculty retention fund, aimed at ensuring we are able to offer competitive teacher's salaries.

Measuring Sustainability

We track the following measures closely to track the sustainability of our financial model. We measure our work by student outcomes. Below are some of the critical outcomes we have set for our students and school:

Goal	Current Status	Target Date
90% retention of Corporate Work Study Sponsors	Average rate over the past three years of 85%	August of each year
Precise understanding of what students need to do each day in the workplace, and what we need to do to prepare them	Knowledge of approximately 60% of placements	September 2013
Increase in individual and foundation donors to Cristo Rey Boston	339	Goal of 500 by June 30, 2015
Cost per student that averages \$11,000 or less in 2013 dollars	\$11,005 in FY '13	Each year

CONCLUSION

Cristo Rey Boston High School is an exciting and innovative educational model that reaches young people who otherwise would not have the opportunity to prepare for and attend a four-year college or university. Our model is rigorous, our staff consistently and fearlessly evaluate programs and make changes as needed, and we are often more critical of ourselves and our work than the many people and organizations that support our mission. Our culture is one in which we acknowledge the reality of our students, set high expectations for them, and focus relentlessly on improvement.

By joining our mission at this unique time, donors, foundations, corporations, and individuals become part of a highly transparent, reflective community of educators that is driven by a desire and a belief that every one of our students can be prepared for college and a better future. By investing in Cristo Rey Boston in 2013-14 and beyond, philanthropists support a model that is closing the educational achievement gap by making it possible for more urban students to enter and graduate from college. We invite you to join us as we work to transform the educational landscape in urban Boston.



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