

HISTORY

"As I approach graduation from Mount Holyoke College this Spring, Community Prep is just as involved in my life as it was eight years ago when I left the school as a graduate of the Class of 1992. As a poor, white girl from the inner city of Providence, I learned at Community Prep that I would not only have to work hard, but that I would have to work smart to achieve my goals. I understood that I had the choice to fight for what I wanted in life, or not. The home life I had could have led me to a life of destructive choices. Community Prep taught me it didn't have to be that way."
Member Class of 1992

This quote speaks to the heart of why Dan Corley and Robert Hahn co-founded Community Preparatory School in 1983. Community Prep is not your average school. It is an independent middle school (grades three through eight) for minority and low-income students whose parents want their children to break free from the cycle of poverty. When Dan and Bob started the school, both had experienced problems in educating students in the public schools, particularly because of the system's bureaucratic inflexibility and unwillingness to experiment with new approaches. Fresh out of college, they were idealistic enough to believe that they could create an educational alternative that would enable inner-city students to enjoy learning, take responsibility for their work, and develop a positive attitude.

The school began with meetings of local parents and community leaders. Far from being apathetic, many parents of the inner-city students expressed a willingness to sacrifice time and money to send their children to a school that would challenge them personally and academically. Initially, only a handful of individuals and businesses were willing to lend their support. Some did not want to invest in the school until it was a demonstrated success. Others expressed concern that Community Prep would shift funding away from the public schools.

Despite these concerns, the school opened in 1984 with 25 students and three teachers in rented classrooms at the John Hope Settlement House. Three years later, with an enrollment of 54, Community Prep moved into part of the local YMCA. When these quarters became too small, trustees, parents, and the community raised enough money to purchase and renovate a former parochial school in the heart of South Providence, one of the city's poorest neighborhoods. Twenty-two years and 413 graduates later, the school stands as a model of excellence for inner-city education.

MISSION STATEMENT

While serving students from across Rhode Island, Community Preparatory School's primary commitment is to minority and low-income students from Providence. The school's goal is to help its students succeed in college preparatory high school programs and to become community leaders. Moreover, the school is committed to developing and sharing its vision, programs, and resources with the local neighborhood and with the broader educational community. Community Preparatory School:

- Challenges students to become confident, independent learners.
- Encourages respect for the cultural and ethnic identities of its multicultural and economically diverse student body.
- Develops a strong sense of public service in students.
- Engages parents, students and teachers in goal-setting and planning to ensure academic and social success for each student.

- 1 -

POPULATION SERVED

The student body is 57% female and 43% male. 37% are African American, 27% Latino, 12% Asian, 16% Caucasian, and 8% Bi-racial. There are currently two deaf students who attend Community Prep through a mainstreaming program with the Rhode Island School for the Deaf.

Our students are from Rhode Island and nearby Massachusetts and are Christian, Buddhist, Jewish, Muslim, Jehovah's Witness, Unitarian, and Mormon.

Community Prep serves students who are performing at or above grade level. We determine where applicants fall within this range through a review of their grades, standardized test scores, teacher recommendation and an interview/visit at Community Prep School. To be considered as candidates for admission, students must demonstrate strong, grade-level academic ability, a good work ethic, a history of school-appropriate behavior, and a desire to attend the school. To be successful at Community Prep, students must be willing to work hard and be committed to our program. Teachers provide the support necessary for students to become confident, independent learners. Additionally, we expect parents to be supportive of and involved in their child's education. It is the student, however, who is responsible for putting forth the effort to meet the school's academic expectations.

There were 104 applicants for the '06 – '07 school year. Forty were accepted, 40 rejected, and 24 waitlisted.

OVERVIEW OF THE CURRICULUM

Education at Community Prep is a partnership between the school and the family. Together we help our students work toward success in every aspect of life. While the school's curriculum focuses primarily on the in-school components of the students' education, we rely heavily on parent participation for the success of the program. Parental interest, involvement and support of students, as exemplified in the school's core values of **RESPECT**, are essential. The school's core values of **RESPECT: Responsible Role Model, Enthusiasm, Support, Preparedness, Effort, Challenge and Communication, and Trustworthiness and Truthfulness**, are outlined in the Student-Parent-School Contracts, which all parties sign. In these contracts, we promise to make the most of the Community Prep educational opportunity and to honor its core values.

A Summary of the Curriculum

The school is divided into four learning families (3rd – 5th grade, 6th, 7th, and 8th grade). Each learning family has a faculty team responsible for teaching the five core disciplines: reading, writing, math, science, and social studies. A creative arts teacher works with each team to integrate the visual and performing arts, and a technology teacher coordinates computer and Internet skills with each class. In addition, all students have Spanish, health, and physical education classes. At the outset of every marking period, students, parents and teachers meet to set personal goals for the child. Some examples of student goals: *I will organize my time and materials better. I will ask more questions in class. I will do my homework in study hall after school. I will make one new friend this trimester.* Students regularly review progress toward these goals throughout the grading period. All members of the student-parent-teacher team must contribute effort toward achieving these goals, and the goals are assessed and modified at subsequent meetings.

The learning family structure supports the implementation of an interdisciplinary curriculum at each grade level. Students are better able to construct meaning and learn analytic and processing skills when more than one of the disciplines is applied to a common theme. By working simultaneously on the same material from a number of different perspectives, students discover greater depth of understanding and unanticipated, interesting interrelationships.

In September of 1996, the faculty adopted the Responsive Classroom™ approach — a collection of teaching practices designed to enhance the quality of both academic and social skills development. The Responsive Classroom™ includes a balance of teacher-directed instruction and child-initiated learning, and it fosters caring behavior and problem-solving ability both socially and academically.

CURRENT PROGRAMS

Community Service

Community service has a special place in Community Prep's curriculum. Each grade level is responsible for one to two hours of community service per week. Many of the community service projects are conducted in the immediate neighborhood – some are local, school-based projects, while others reach into the surrounding community. Among this year's projects are visiting residents at a neighborhood nursing home, leading tours at the Museum of Art, reading to children in the local Head Start program, and a school-wide recycling program.

Partnerships

Community Prep partners with Brown University, Wheaton College, University of Rhode Island, Providence College, Rhode Island College, and Johnson & Wales University by offering internships year-round. This year, one intern is working as a math tutor, and six are working for TestPrep and SummerPrep (see below). In addition, we are in the 18th year of our mainstreaming program with the Rhode Island School for the Deaf.

SummerPrep

Established in 1995, SummerPrep is a collaboration between Community Prep, Brown University, Wheaton College, and the Davey Lopes Recreation Center. It provides academic support and safe recreational activities for 100 low-income students of color during the month of July. Forty are Community Prep students and 60 are from area public schools. SummerPrep helps the students build confidence as independent learners and form aspirations for college. The program also serves as a training ground for college students who are either considering a career in teaching or actively pursuing a master's degree in the field. These young adults serve as role models and mentors for the SummerPrep students.

PrepPlus

PrepPlus, the school's academic support and enrichment program, runs from 7:15 a.m. until 5:30 p.m. Among its staff members are high school and college-age Community Prep graduates who serve as tutors and mentors. Offerings include an after-school silent study with teachers and tutors; inter-scholastic soccer, baseball, and basketball teams for boys and girls; an after-school enrichment program that includes piano, violin, guitar, dance, karate, I-Movie production club, a Poetry Slam club; group and individual tutoring sessions offered before, during and after school hours with tutors, mentors and the school's reading specialist; supervised use of the school's computer room and library presentations by alumni who return the Community Prep to talk about their experiences.

TestPrep

Community Prep's rigorous curriculum is intended to help students gain admission to college-preparatory high schools. However, their admission is dependent upon their successful completion of entrance examinations. Unfortunately, good test preparation is not always available to low-income students.

During the summer, Community Prep offers a two-week test-preparation program for all rising seventh and eighth graders. In addition, we invite rising eighth graders from RISE, a program for students whose parents have been incarcerated, to join us. Interns from local colleges work with these students under the direction of master teachers from Community Prep. We address vocabulary development, reading comprehension, and math problem solving.

We follow up the program during the first weeks of the new school year with a thorough review of math and verbal skills tested on the standardized tests and teach test-taking techniques that make the student feel in control of, rather than controlled by, the exams.

This year, 100 percent of those attending TestPrep were accepted into college prep high schools. All who needed financial aid -- 85 percent of our graduating class -- received it. In total, about \$12 million has been given to our graduates for high school and college.

PLANNING AND EVALUATING PROGRAMS

The faculty meets every June to review the curriculum and student achievement issues. Changes are made in the summer and reviewed in August. In addition, the administrative team meets weekly and reviews any concerns they have. If issues occur during the year that require the attention of the faculty, the Friday faculty meeting is used for this purpose.

We use our board's Education Committee to review issues of concern or interest regarding student achievement.

The Long Range Planning Committee reviews the yearly goals and our progress towards these goals at its monthly meetings. At the final Board Meeting of the year (May), a written progress report is presented to the Board.

MANAGING FUNDING

Community Prep's donor-tracking software is FileMaker Pro 6. We also use an Annual Scholarship Fund Goals Report to track donations >\$249.

The Finance Committee develops the budget and manages the school's financial activities. The Investment Committee develops and implements investment strategies to enhance the school's financial future.

REQUEST

Every student who is accepted is welcome regardless of the family's ability to pay the \$10,300 tuition ('06 - '07 school year).

Eighty-eight percent of the students receive substantial financial aid. Eighty-six percent of the school's operating budget is funded through donations; tuition covers only 14 percent. (Traditional independent schools generate 80 to 90 percent of their budgets from tuition.) We are requesting a

grant of \$25,000 from The William Bingham Foundation for Community Prep's Scholarship Fund, which would fund two and one-half scholarships for the 2006 – 2007 school year.

MANAGEMENT STAFF

Dan Corley
Head of School
22 years at C. Prep and co-founder
B.A. Brown University
30 years teaching

Dana DiMarco
Director of Development
1 year at Community Prep
B.A., Political Communications, Univ. of Mass.,
Amherst
14 years in development

Judy Ryan
Director of Education
10 years at Community Prep
M.A. Teaching, Rhode Island College
B.A. English, Trinity College,
Washington, DC
Providence middle school teacher,
14 years

Harry Brown
Business Manager
4 years at Community Prep
B.S., Business, Bryant College

There are 13 full-time teachers, with an average tenure of 7 years. All have Bachelor of Arts degrees, with several having Masters Degrees in Education or Master of Arts degrees. Notably, four teachers have been with Community Prep between 14 and 20 years – Andrew Frew, 3rd grade; Cathy Jacques, 5th grade; Janine Lee, Creative Arts; and Diane Cunha, 6th grade.

EVALUATION

Our primary measures of success are the high school placements and later achievement of our students. More immediately, we use our weekly faculty meetings and our June and August meetings to review curriculum, school climate, and issues around student achievement. In addition, we are instituting a leveled reading program to track reading success with our 3rd – 6th graders in the coming year. We will also give twice-yearly skill assessments to better track skills progress from trimester to trimester.

One of our goals for this year was to have 85% of our Providence eighth graders accepted to Classical High School – Providence's public magnet school. This year 82% were accepted. (Not all who were accepted to Classical attend. Many were also accepted to private college-prep high schools and chose to attend, having been offered substantial scholarship assistance.)

In Fiscal Year '07, the school must raise \$1,275,000 to provide financial aid to its students. Our Development Committee uses an Annual Scholarship Fund Goals document and meets monthly to track progress toward the goal.

Ninety-two percent of Community Prep graduates have been accepted into college-preparatory high-school programs (413 graduates to date). Many have been accepted to independent schools across New England, including: Brewster, Buckingham, Browne & Nichols, Concord Academy, Cushing, Deerfield Academy, Dublin, Fryeburg, Hebron, LaSalle, Lincoln, Milton, Miss Porter's, Moses Brown, Phillips Academy, Pomfret, Providence Country Day, St. Andrew's, St. George's, St. Mary's Academy, St. Raphael's Academy, Westover School, Wheeler, Windsor and Worcester Academy.

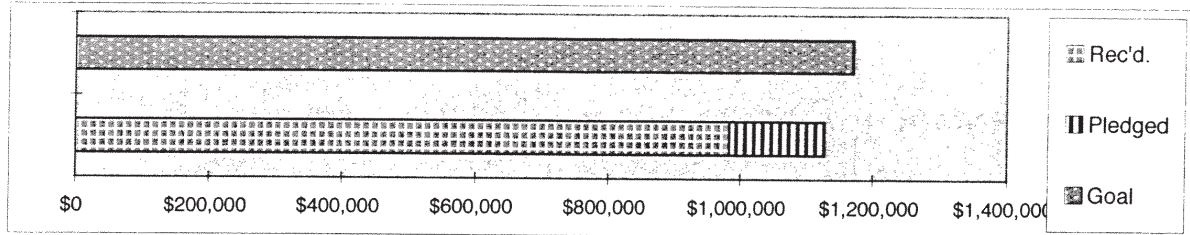
82% of our college-age alumni are pursuing or have attained college degrees, an amazing statistic for an inner-city school. Some of the colleges and universities our graduates are attending: Boston Univ., Brown Univ., Emerson, Grinnell, Mount Holyoke, Syracuse, Tufts, Wheaton, and Wellesley.

Enclosures:

12 of each: Trustee Affiliations, Annual Scholarship Fund Report, College and High School Matriculation List, Organizational Budget and Financial Information, Annual Report, Organizational Chart, Board of Trustees information.

1 of each: Audit, IRS Determination Letter, Long-Range Plan, Management Letter

**Community Preparatory School
FY'06 Annual Scholarship Fund Goals**



The Development Committee has set a fundraising goal of \$1,170,000 for scholarship assistance. At this time it is projected that this total will be raised through the following commitments:

- 8 Headmasters -- Charter -- will contribute three or more full scholarships: \$25,000 or more**
- 12 Headmasters -- Leadership -- will contribute two full scholarships (\$19,000) or between \$15,000 and \$24,999*
- 30 Headmasters -- Pioneer -- will contribute one full scholarship (\$9,500) or between \$8,000 and \$14,999**
- 20 Sponsors will contribute 1/2 scholarship (\$4,750) or between \$4,000 and \$7,999*
- 30 Partners will contribute 1/4 scholarship (\$2,375) or between \$2,000 and \$3,999**
- 50 Patrons will contribute 1/8 scholarship (\$1,188) or between \$1,000 and \$1,999*
- 35 Contributors will contribute 1/16 scholarship (\$594) or between \$500 and \$999**
- 50 Boosters will contribute 1/32 scholarship (\$297) or between \$250 and \$499*
- 120 Friends will contribute up to \$249**

	Goal	Pledged	Received	Needed	% of Goal	
Headmaster - Charter	8	2	5	1	88%	
Headmaster - Leadership	12	1	13	-2	117%	
Headmaster - Pioneer	30	5	19	6	80%	
Sponsor	20	3	19	-2	110%	
Partner	30	5	25	0	100%	
Patron	50	3	45	2	96%	
Contributor	35	0	30	5	86%	
Booster	50	1	36	13	74%	% as of
Friend	120	0	171	-51	143%	5/6/05
						FY'05
Donations	\$980,000	\$130,250	\$853,526	(\$3,776)	100%	100% of 865K
Special Events	\$25,000	\$0	\$0	\$25,000	0%	80% of 40K
Government	\$30,000	\$13,140	\$9,867	\$6,993	77%	49% of 22K
After-School Grants	\$65,000	\$0	\$49,500	\$15,500	76%	115% of 50K
Grants	\$70,000	\$0	\$70,400	(\$400)	101%	42% of 158K
TOTAL	\$1,170,000	\$143,390	\$983,293	\$43,317	96%	91% of 1,135K

After-School grants pledged:

After-School grants rec'd: RISE \$3,000; Douglass \$4,000; Bank of America \$20,000; Prov. Shelter \$3,500; Char. for Children \$4,000; Laura J. Niles \$10,000; IECA \$5,000

Other Grants pledged:

Other Grants rec'd: Sam's Club \$1,000; Vigneron \$2,000; Prov. Rotary \$1,000; Robert F. Stoico/FirstFed \$4,600; Galkin \$5,000; Emma Harris Trust \$4,000; R.I. Foundation \$22,000; Edwards Angell Palmer & Dodge \$1,500; National Recreation Found. \$30,000; Meek Foundation \$500

There are 31 confirmed members of The Founders Society -- those who have remembered C. Prep in their will or estate plans. 8 individuals intend to include Community Prep in their estate plans. Confirmed bequest expectancies total more than \$7 million.

This fiscal year-to-date we have raised \$478,220 in endowment.

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Community Preparatory School
Historical Budget Summary

	FY '97	FY '98	FY '99	FY '00	FY '01	FY '02	FY '03	FY '04	FY '05	FY '06	FY '07
INCOME											
Government	26,082	27,082	40,190	24,877	22,876	26,890	15,557	54,050	28,243	33,000	25,000
Endow. Inc.	63,376	80,000	113,000	208,000	286,000	336,473	348,161	370,619	422,105	460,000	513,000
Donations	556,939	563,119	645,146	803,819	834,306	785,475	834,398	843,034	905,717	980,000	975,000
Grants	18,105	71,500	69,071	117,390	89,600	151,299	186,599	159,562	67,850	70,000	120,000
Tuition	210,034	232,737	217,279	196,820	271,349	260,035	264,434	307,389	336,189	342,000	350,000
After School	3,550	5,930	5,093	38,988	149,814	97,117	134,589	97,209	141,643	120,000	120,000
Fundraisers	34,184	126,590	29,529	14,679	139,783	52,708	23,758	128,400	63,539	25,000	110,000
Misc. & Rent	98,228	113,181	119,381	103,898	50,755	74,971	50,688	49,788	57,429	39,000	37,000
TOTAL	1,010,498	1,220,139	1,238,689	1,508,471	1,844,483	1,784,968	1,858,184	2,010,051	2,022,715	2,069,000	2,250,000
EXPENSES											
Staff	656,166	765,501	891,745	1,101,872	1,075,422	1,244,273	1,329,202	1,431,850	1,402,915	1,535,000	1,674,800
Space	127,879	130,893	106,815	104,925	128,377	153,262	162,861	159,075	183,239	174,500	188,700
Educ. Mat.	47,884	60,040	72,901	73,088	60,085	77,484	102,193	95,675	106,104	113,200	124,900
After School	842	5,365	5,515	11,049	122,783	81,503	79,208	103,579	114,369	114,000	120,000
Admin.	16,530	24,933	21,227	20,457	39,252	62,664	63,334	51,039	49,814	57,600	58,400
Development	16,386	30,333	30,039	28,936	40,760	89,887	59,842	51,615	51,598	74,500	83,000
TOTAL	865,687	1,017,065	1,128,242	1,340,327	1,466,679	1,709,073	1,796,640	1,892,833	1,908,039	2,068,800	2,249,800
Students	112	129	129	140	148	153	153	155	154	150	158
Staff	7.8	7.8	9	9	11.2	12.3	12	12.5	13	13	13
Faculty	8	9.8	10.3	12.5	13.8	14.8	15.3	15	14	14	14
Total Personnel	15.8	17.6	19.3	21.5	25	27.1	27.3	27.5	27	27	27

See reverse for additional historical data.