A Culture of Achievement

ANNUAL REPORT 2018–2019

BCS Brooke CHARTER SCHOOLS

A Culture of Achievement
ANNUAL REPORT 2018–2019
Our students

1,844 scholars across four campuses

93% identify as Black or Latinx

$38,194 is the average annual family income in Brooke’s sending neighborhoods

Brooke Mattapan
K–7

Brooke Roslindale
K–7

Brooke High School and 8th Grade Academy

Brooke East Boston
K–7
DEAR FRIENDS,

As you know, at Brooke we are relentless in our pursuit of great teaching. Because great teaching is not easily or quickly mastered, we are committed to constantly reflecting and improving ourselves. Over the past school year, our drive to be our best yet focused on building a culture of achievement, which encourages all students to identify as high achievers.

In her book *Young, Gifted, and Black*, scholar Theresa Perry advocates for “a leveling culture, a culture of achievement that extends to all of its members and a strong sense of group membership, where the expectation that everyone achieve is regularly communicated in public and group settings.” At its core, this idea has always been part of our philosophy at Brooke: we believe education is most engaging when it’s rigorous and challenges students to do the thinking. We know our schools have successfully realized this culture because at Brooke, it’s cool to be an achiever.

The enclosed report illustrates what a culture of achievement means for Brooke students, classrooms, and schools, as well as the impact it’s had on our accomplishments. Thank you for the role you’ve played in our success—whether as a student, parent, teacher, staff member, volunteer, or donor. We are so grateful for your partnership and support!

With gratitude,

Jon Clark  
Co-Director, Operations

Kimberly Steadman  
Co-Director, Academics

Scott Oran  
Chair, Board of Directors
Our mission

Brooke is a network of high-performing charter public schools in Boston. Our mission is to provide an academically rigorous public education that ensures students are prepared to succeed in college and beyond.

Brooke was founded on the research-based idea that students can close or reverse the achievement gap when they have great teachers year after year. Therefore, everything we do centers on recruiting, developing, and retaining great teachers.

WE BELIEVE THAT GREAT TEACHING . . .

1. Puts the thinking on students
2. Ensures that students are challenged and known
3. Utilizes rigorous standards and rigorous assessments
Focus on diversity

With the majority of Brooke students identifying as Black or Latinx, we prioritize uprooting racism through academics, equipping our students with tools to advocate for a diverse, equitable, and inclusive future.

At Brooke, we know great teachers come from a variety of backgrounds. We also believe great teachers of color uniquely contribute to our efforts to serve our students, uphold cultures of achievement, and strengthen staff culture. Our value of a diverse team is backed by research pointing to the positive effects on educational outcomes for students of color when they have the opportunity to be taught by teachers of color.

**STAFF RACE/ETHNICITY**

- **54.4%** White
- **24.7%** Black or African American
- **15%** Latinx
- **3.8%** American Indian or Alaska Native
- **1.6%** Asian
- **.3%** Native Hawaiian or Other Pacific Islander

**TOTAL STAFF** 316
We believe all students can **achieve at the highest level**, and we support them to take agency of their own education and to **realize their potential**.

This culture must permeate the school and encourage all students to **proudly identify as high achievers**.

**What does a Brooke achiever look like?**

- They buy into the *everyday work* it takes to achieve
- They value their own success and help their classmates achieve
- They collaborate with each other rather than compete
- They believe being recognized for achievement is cool
- They embrace a *growth mindset* where they learn from their mistakes
- They do not accept mediocrity
Culture of Achievement

WHAT DOES IT MEAN TO BE AN ACHIEVER?

“Being an achiever means you support your teammates if they get stuck on a problem. Being an achiever means you do your best work when no one is watching.”

—Gabriel, 2nd Grade, Brooke East Boston

“Being an achiever means having a goal, then reaching for more when you’ve achieved it. For example, I’m trying to read all the books on my bookcase, and I still have two more shelves to go. When I reach that, I’ll just add more books!”

—Marie, 3rd Grade, Brooke Roslindale

“To be an achiever means to go beyond everyone’s expectations of you. It means you achieve success. Being an achiever means going past your own goals and not setting limits, so you be the best you can possibly be.”

—Jamille, Brooke Eighth Grade Academy
Culture of Achievement

Classroom of achievers

Our culture of achievement is anchored in great teaching, which puts the thinking on students.

Beginning in kindergarten, scholars receive more than 3 ½ hours of literacy and 70 minutes of math every day.

Daily independent reading starts in kindergarten. During this time, teachers provide individualized tutoring to students in any subject they need.

Middle school students benefit from self-contained classrooms where two teachers know them really well.

Students prepare for the rigors of high school through our new Eighth Grade Academy model.

Students graduate after taking three years of high school computer science courses.

Brooke High scholars take at least three college-level Advanced Placement courses.

KINDERGARTEN CLASSROOM 5TH GRADE CLASSROOM 12TH GRADE CLASSROOM

GRADE LEVELS

K 1 2 3 4 5 6 7 8 9 10 11 12
Community of achievers

Rituals celebrate our culture of achievement and reinforce our values.

EIGHTH GRADE ACADEMY

Book club with author Michael Holley

Students, teachers, and community volunteers all read Never Give Up: My Stroke, My Recovery & My Return to the NFL by Michael Holley and Tedy Bruschi. Over dinner, they discussed how they connected with Tedy Bruschi’s story of perseverance in the face of adversity.

BROOKE HIGH SCHOOL

Community meeting speaker series

In a student-led interview format, some of the most inspiring leaders of color from Boston shared their personal and professional journeys during school-wide community meetings. These rituals celebrated vulnerability and hard work in the face of life’s challenges.

BROOKE MATTAPAN

Night at the Apollo

Our first-ever Night at the Apollo event was an entire-school celebration of Black excellence through song, dance, poetry, and a fashion show. Students from every grade performed meaningful productions highlighting historical inspirations for their own identities as achievers.

Other celebrations of achievement included: End of the Year Awards, Honor Roll Awards, Scholar of the Month, Dean’s List Celebrations, Sports Pep Rallies, and more.

INSPIRING WORDS FROM OUR COMMUNITY MEETING SPEAKERS

“Having a growth mindset is the biggest secret to success. You’ll learn a lot of skills along the way, but this touches all of them. You’re never going to be perfect at any task, so if you can use that failure to get better every single day—that is the key to success.”

—ROB PEREZ, FOUNDER OF LIFE SCIENCE CARES

“There will always be naysayers, so surround yourself with people who believe in you. Don’t be afraid to take risks or ask for help, because you will always learn something when you take a risk . . . Forge ahead!”

—CARMEN ORTIZ, FORMER U.S. ATTORNEY

“The power of America is that the people have a voice. “Power to the People” is about self-determination, and the power is in you. It doesn’t start tomorrow. It starts today.”

—MARIE ST. FLEUR, FORMER MA STATE REPRESENTATIVE
Our impact

Our focus on building a culture of achievement has helped our students achieve exceptional results.

- **Best open enrollment school in Boston** based on 2019 MCAS results
- **Top ten in the state** for student growth in both ELA and math
- **100% of Brooke High School students** who took the AP Spanish exam **earned a passing score**
- **Brooke was named a Massachusetts School of Recognition** for high achievement and exceeding targets
- **More Black and Latinx students passed the AP Computer Science Principles exam** at Brooke High School than in all of Boston
## FINANCIALS

### GENERAL FINANCIALS

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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Commonwealth per Pupil Tuition</td>
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<td>Released Private Grants and Donations: School Program</td>
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<td>Federal and State Funding</td>
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<td>In-Kind Transportation &amp; Pension</td>
<td>$6,663,754</td>
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<td>Program Fees &amp; Other Income</td>
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### OPERATING EXPENSES

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<td>Personnel—Salaries &amp; Benefits</td>
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<td>Direct Student Costs</td>
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<td>Facility Expenses</td>
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<td>Other Operating Costs</td>
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<td>Depreciation</td>
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<td><strong>$43,122,531</strong></td>
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### GENERAL REVENUES (EXPENSES)

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<td>Other Income</td>
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<td>Released Private Grants and Donations: Capital Support</td>
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<tr>
<td>Change in Unrestricted Net Position</td>
<td>$1,391,225</td>
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## Our culture of achievement is supported by

### $100,000+

- Anonymous Donor
- Charles Hayden Foundation
- Cummings Foundation**
- Dell
- Linde Family Foundation**
- Strategic Grant Partners

### $10,000-$99,999

- Baldwin Politi Family
- David and Nicole Chang**
- Steven and Alexi Conine
- ECJC Foundation
- The Hestia Fund
- Henry J. Kaiser Family Foundation
- Meryl Kessler and Scott Oran*
- The Klaman Family Foundation
- Longfield Family Foundation
- Sherif and Mary Nada
- Van Otterloo Family Foundation

### $1,000-$4,999

- Josh Biber and Meredith Boak*
- Ann S. Borne
- Bart Bussink and Ann Jenkins
- Levin and Eleanor Campbell
- Consigli Construction Company, Inc.
- Carla DeSantis
- James Elcock
- Andrew Locke
- Divya Mani* and Vicente Piedrahita
- Sam Plimpton
- QPD LLC
- Michael, Sara, and Sally Schnitzer
- Scott Steele
- Saron Tesfalu
- TKHTSS Family Fund
- Nancy and Michael Tooke
- Scott Utzinger
- Benjamin Whipple and Carol Gladstone
- Fred Wittmann and Christine Kondoleon

### Up to $1,000

- Lori Adamczyk
- Richard Albert*
- Amazon Smile
- Henry and Diana Asher
- Vivian Beard
- Benevity Community Impact Fund
- Bennison Charitable Foundation
- Laurie Berlin and Edward Deicke
- Hilary Berkman
- Christopher Bizzacco and Victoria Criado
- Robert Bloom
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- Karen and David Bradley
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- Susana Carella
- Susan Carroll
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- Christopher William and Mary Cole
- William and Judith Cowin
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- Julie and Paolo Cucchi
David Cullen Sr.
Mairead and Bob Doherty
Thomas and Ellen Draper
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Ron Druker
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John Finley and Stan McGee
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Andys Gonzalez
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Barbara Hammond
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Matthew and Gail Hoffman
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Rona Kiley
Nancy King
Scott Kistenberger and Louise Olson
Art Klipfel and Gwen Noyes
John Kohn
Eric Kramer

Barbara Kraus-Blackney and Kevin Blackney
Lauren Kushman*
Susan Lenci
Frank and Barbara Litwin
Carolyn Locke
Francis and Lorrie Love
Karl Sims and Patti Maes
Massachusetts Housing Investment Corporation
Devita McConnell*
Peter Munkenbeck
Mike Nilles
Susan Passoni
Tien Pham
Phillip Philbin
Celia Renrick
George and Karen Reynolds
Don and Virginia Robinson
Tawnee Rozier-Byrd
Trevor Rozier-Byrd*
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Elvira and Jimmy Ruggeri
Julie Rummel
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Keishalee* and Steven Shaw
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Susan Snyder and Paul Giragos
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Ruth Spack
Laurence Spang and Susan Marsh
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William Spirer
Wilson St. Pierre
Geoff and April Stein
Doug and Lynne Stotz
Sharon Tatro
Anne Traiser
Shaleea Vass Bender
Keri Wachtter
Jane Walker (Thornton) and Wayne Walker
Mary Wissemann
Linda Wright, Edward Wright, Jr., and Barry Wright
Patricia Wright
Lynn Worthy

*Board of trustees, board of ambassadors, and/or foundation board members
**Multi-year gift
Our capital campaign

The 2019-2020 school year was remarkable for many reasons, including the opening of our brand new, state-of-the-art, 90,000-square-foot facility housing Brooke High School and Eighth Grade Academy. Our goal for this project was to construct a building worthy of our students . . . where they could engage in academic and extracurricular activities that prepare them to succeed in college and beyond.

It’s an amazing space, and we are deeply grateful to inhabit it every single day. THANK YOU to our capital campaign donors, who contributed $9.5MM in philanthropy toward the building.

Because we are committed to being good stewards of public and private funds, we are proud that the project was completed on time and under budget, costing a total of $41MM. Just next door, Boston and Somerville Public Schools spent twice and three times more (respectively) per student on their high school building projects taking place at the same time. If you haven’t already paid a visit to Brooke High School, we hope you’ll consider coming for a tour.

THANK YOU TO OUR CAPITAL CAMPAIGN SUPPORTERS

$1,000,000–$5,000,000
The Klarman Family Foundation
One8 Foundation
Richard and Susan Smith Family Foundation
Strategic Grant Partners

$500,000–$999,999
Anonymous Donor
Barr Foundation

$100,000–$499,999
Anonymous Donor (2)
Rick and Nonnie Burnes
Cabot Family Charitable Trust
David and Nicole Chang
Longfield Family Foundation
The Louis Calder Foundation
Scott Oran* and Meryl Kessler
Brian and Stephanie Spector

$20,000–$99,999
Anonymous Donor
Baldwin Politi Family
Steven and Alexi Conine
Laurel and Ken Ferretti
Alex* and Amy Finkelstein
Roger and Lisa Krakoff
Family Foundation
Thomas O’ Rourke
Nancy and Michael Tooke

$10,000–$19,999
Jim and Krisann Miller
Family
Sherif and Mary Nada

$1,000–$9,999
James Elcock
Janet and David Offensend
Sam Plimpton
Anya and Corey Thomas

TOTAL RAISED
$9,574,359
The new Brooke High School building includes . . .

- 38 classrooms
- 6 science labs
- 1 650-seat auditorium
- 4 computer science labs and a robotics lab and makerspace
- 3 studios for art, music, and dance
- 1 regulation gymnasium
My name is Fola
I am an Achiever
Because
I never give up, I follow my own path,
I advocate for myself and think outside of the box.

My name is Edmund
I am an Achiever
Because
I never give up on a challenge and I have a growth mindset but mostly I am not only creative as a child but I follow my passion.