Every year is a busy year at Fenway, but in retrospect, the busyness of 2008-09 seems particularly earnest, more like rock climbing than running the hurdles.

The high points were extraordinary. On Opening Day, Linda Biehl, the mother of a daughter who was stabbed to death in South Africa, and Ntobeko Peni, who was in the mob that killed her, shared their stories of that tragedy. The forgiveness and deep friendship forged by Ms. Biehl and Mr. Peni in the South African process of “truth and reconciliation” was, in the words of one student, “just mind-blowing.”

And then there was the election of Barack Hussein Obama, a peak that seemed unattainable even a short while ago. Suddenly the future was unlimited for young people of color, and everyone celebrated. A group of 15 Fenway students and six teachers spent Inauguration Day on the Washington Mall, sending back cell phone updates and photos of the jubilant, freezing crowd.

Around these events, and interim breaks for Community Days and Project Week, Fenway tackled the hard work of continuous improvement, or “redo,” as students put it. For faculty, this meant engaging in major curriculum reviews in addition to their numerous regular duties. For students, it meant long hours reworking papers, projects and presentations until good enough to put on public display.

The triumph of Commencement—with 100% of the Class of 2009 receiving their diplomas—came, then, as something of a surprise. Like mountaineers who finally reach the summit and don’t realize it until their heads are above the clouds, Fenway graduates looked around in amazement. High school was behind them, and for the great majority, college was clearly visible ahead.
DEAR FRIENDS,

We are very proud of the 66 students in Fenway’s class of 2009, all of whom graduated in June. This is the second year in a row that 100% of Fenway seniors have graduated, including two cohorts of students with substantial learning disabilities.

As you are surely aware, 2008-09 was shadowed by economic hardship and increasing violence in Boston neighborhoods. These conditions pressed heavily on our students, and the outside connections and support you provided during the year were especially important in helping them believe in their futures. When students can envision themselves in college and the workplace, they develop the persistence and confidence needed to stay in high school and do good work there.

Fenway’s focus on college for all students has also been, we believe, a major factor in keeping students in school through to graduation. Several long-term projects, begun or continued in 2008-09, served to build students’ capacity to enter college.

This past February, the Rennie Center for Education Research and Policy released a report on dropout rates across Massachusetts. Fenway was cited for the greatest decrease in its dropout rate, from 9.8% in 2003 to 1.7% in 2007.
In adherence to our strategic plan of 2006, the faculty teams in Fenway’s three main content areas have been conducting in-depth curriculum reviews over the past three years. The science team started first, followed by the math team in 2007-08, and finally the humanities team in 2008-09. Gathering feedback from Fenway alumni about their college experiences has been a key part of the review process. In science and math, alumni advised making the curriculum more academically rigorous, to better prepare Fenway graduates for college courses. (The humanities report will come out in 2009-10.)

As a result of their findings, the science faculty implemented a new four-year curriculum plan last fall, including a new physics curriculum for the 9th grade. In June, Fenway’s math faculty completed its review with the decision to adopt a new standards-based curriculum. In order to waste no time in strengthening student achievement, and to support each other during the transition, math teachers will roll out the curriculum across all four grades at once this fall.

The investment of time and mental energy in making such major program changes is great, and we applaud Fenway teachers for their willingness to undertake this work on behalf of their students.
Meanwhile, Fenway’s partnership with Emmanuel College continues to expand, offering Fenway juniors and seniors the opportunity to take courses on a college campus and to enrich their transcripts with college credits. We are grateful to the Emmanuel faculty and staff involved in this “dual enrollment,” and are pleased to recognize Wheelock College for including Fenway students in a remarkable hands-on philanthropy course.

The credit for bringing in Fenway’s first professional college advisor (fall 2008) goes to several Friends of Fenway who initiated and have led our John C. Esty College Advisory endowment campaign. The campaign revved up this past year, bringing in 100% board support, expanding the donor base, and securing generous grants from the Alice Willard Dorr Trust and the Clinton H. and Wilma T. Shuttuck Charitable Trust to retain the college advisor and support other aspects of Fenway’s college program in 2009-10.

Certainly, the expertise, college connections, dedication to her role, and belief in Fenway students were key factors in the high rate of admissions to competitive colleges this past year. By the end of June, over 90% of Fenway graduates had accepted college offers. Of these, 76% were going to four-year colleges. However, Fenway’s new college advisor would be the first to say that everyone who contributes to the education of Fenway students should take pride in their success.
Peggy Kemp, Head of School, among Fenway students on Community Day, September 2008.
Caroline Guerrero is the second student in Fenway’s 26 years to be accepted at Brown University. She isn’t worried about attending a large ivy league university, away from home. “Fenway prepared me,” she says. “I got used to being out of my box. There is so much diversity at the school.” She also regards Fenway’s “discussion-based classes, working independently, and carrying a big workload” as essential preparation for college. At Brown, Caroline plans to major in economics and minor in Mandarin.
Demographics

**STUDENT DEMOGRAPHICS**
- Total Students: 290
- Male: 46%
- Female: 54%

**STAFF DEMOGRAPHICS**
- Total Faculty and Staff: 39
- Male: 44%
- Female: 56%

**STUDENT DEMOGRAPHICS**
- White: 14%
- Black: 41%
- Hispanic: 42%
- Asian/Native American/Other: 3%

**STAFF DEMOGRAPHICS**
- White: 59%
- Black: 26%
- Hispanic: 30%
- Asian: 3%

- At or below the poverty line (reported): 69%
- Learning disabilities: 17%
- Language other than English spoken at home: 26%

**FENWAY SOPHOMORES MCAS DATA . SPRING 09**

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fenway High School</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>Boston Public Schools</td>
<td>91%</td>
<td>86%</td>
<td>79%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>96%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

- Passed
- Advanced/Proficient

- Average daily attendance: 94%
- Students promoted to next grade: 99%
- Drop-out rate: 1%
Thanks to our Supporters

It is impossible to capture all the contributions of time, expertise and connection made to Fenway each year by supporters in outside organizations. With gratitude to everyone who has participated in educating Fenway students in the “real world,” here are the organizations we have on record for 2008-09.

CLOSE ASSOCIATES & PARTNERS

Blue Cross Blue Shield of Massachusetts
Boston Museum of Science
Boston Teacher Residency Program
Children’s Hospital
  Neighborhood Partnerships
Dana-Farber Cancer Institute
Facing History and Ourselves
Isabella Stuart Gardner Museum
Harvard After School Initiative (HASI)
Harvard Graduate School of Education
Landmark School
Pfizer Research Technology Center
Tufts University, Department of Education

HOST SITES

Senior Internship Sites

ACCESS
Angell Animal Medical Center
Animal Rescue League
Beth Israel Deaconess Medical Center (4)
Boston Ballet School
Boston Center for Physical Therapy
& Sports Medicine
Boston City Hall
Boston City TV
Boston Day & Evening Academy
Boston Food Bank

Boston Municipal Court:
  Dorchester Courthouse (2)
Boston Public Health Commission
Boston Police Department (3)
Boston Public Schools Athletics Department
Boston Public Schools/Tech Boston (3)
Brigham and Women’s Hospital
Brodeur Partners (2)
Children’s Hospital
Creative Talents Studio
D Sharp Entertainment Studio
Dana-Farber Cancer Institute (4)
Dorsey Construction
Education Development Center, Inc.
EF Foundation for Foreign Study
Eli’s Auto
Haley Elementary School
Home Start, Inc.
Hyde Square Taskforce
ICON Architecture
Lesley University, School of Education
Loomis, Sayles & Co.
Magic 106.7 FM
Massachusetts General Hospital
Mass General Hospital for Children
MSPCA (2)
Munroe AutoBody
New England Aquarium
Private Industry Council
Roslindale Arts Alliance
Roxbury Preparatory Charter School
South Boston Community Health Center
Solid Body Fitness
South End Technology Center
Spontaneous Celebrations
St. Patrick School
Staples, Inc. Corporate Headquarters
Tenacity, Inc. (2)
Urban Scholars
Yang’s Martial Arts
Year Up (2)

Project Week Sites

American Civil Liberties Union
Barbizon School of Modeling
Blaine Beauty School
Boston Arts Academy
Boston City Hall
Boston Museum of Fine Arts
Boston Museum of Science
Boston Public Library, Copley Square
Boston Racquet Club
Boston Sports Museum
Boston University Observatory
Boston University Virtual Reality Laboratory
Brazilian Barbeque
Bryn Mawr College
City Year
Cloud Place
Culinary Arts
Drew University
Drumlin Farm
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Edward Brooke Courthouse
Emmanuel College
G-Row
Grow Outreach Program
Hampton University
Harmonix
Harvard Legal Aid Bureau
Haverford College
Howard University
Insight Meditation Center

Institute of Contemporary Art
Isabella Stuart Gardner Museum
John Adams Courthouse
John Joseph Moakley Courthouse
Lincoln University
Louis D. Brown Peace Institute
Massachusetts State House
MA State Representative Mary Grant
Massachusetts College of Art
MetroRock
Mike Knox Boxing
MIT Museum
Mod Boutique
Morgan State University
Mount Tom State Reservation
Mud Flat Studios
My Thai Cafe
mytown
Red Bones
Rockport Art Association
Saint John’s University
Sarah Lawrence College
School of Fashion Design
South End Formaggio
STRIVE/Boston
Suffolk County Courthouse
Temple University
The Food Project
The Learning Garden
Tufts University
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- Blue Cross Blue Shield of Massachusetts
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- Children’s Hospital
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- Dana-Farber Cancer Institute
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This endowment seeks to guarantee that Fenway will always have a college advisory program, staffed by an on-site college counselor, to help students gain admissions to competitive colleges, with the financial aid they need to sustain them through their undergraduate years.

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Special acknowledgment goes to Susanne Beck and Bill Parker for writing, filming and producing the superb Esty Fund campaign video.

To view the video, go to www.fenwayhs.org.

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(Total value: $115,990)

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- South End Formaggio
- Trans National Group
- Wheelock College
- Whole Foods Market

A PROJECT WEEK GROUP TRIES OUT AN AMAZING INNOVATION AT THE DUTCH BICYCLE COMPANY.
Financial Summary 08.09

INDEPENDENT SUPPORT & REVENUE

$126,582
Program Grants & Restricted Donations (35%)  
78,328  Allocations from Collective Grants (22%)  
66,875  Annual Fund - Individuals (19%)  
34,825  Annual Fund - Organizations (10%)  
25,884  Investment Income & Other Revenue (7%)  
22,794  Student fees & Fundraising (6%)  
2,478  Parent Giving (1%)  

$357,776 TOTAL SUPPORT & REVENUE

SOURCES OF FUNDS

$2,454,623 Salaries covered by BPS (87%)  
7,642 Instructional materials covered by BPS (0.3%)  
357,766 Non-BPS funds required to fill gap (13%)  

$2,820,041 TOTAL SOURCES OF FUNDS

USES OF NON-BPS FUNDS

$150,253 Instruction & Curriculum Review (42%)  
67,177 Student Activities (19%)  
51,613 Development & Partnerships (14%)  
40,368 General & Administrative (11%)  
23,871 Committed to 09-10 Programming (7%)  
21,416 Professional Development (6%)  
3,078 Parent Outreach (1%)  

$357,766 TOTAL USES OF NON-BPS FUNDS

Your contribution to Fenway’s Annual Fund sustains the learning experiences and accomplishments of our students. Every Fenway graduate leaves high school more thoughtful, competent and prepared for college and the workplace as a result of your support.

TO MAKE A GIFT

Send a check, payable to Fenway High School, to: Fenway High School, 174 Ipswich Street, Boston MA 02215, Attention: Development Office

Or make a credit card donation on-line: go to www.fenwayhs.org and select DONATE.

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IS TO CREATE A SOCIALLY COMMITTED AND MORALLY RESPONSIBLE COMMUNITY OF LEARNERS, WHICH VALUES ITS STUDENTS AS INDIVIDUALS.

ITS GOAL IS TO ENCOURAGE ACADEMIC EXCELLENCE AND THE HABITS OF MIND, SELF-ESTEEM AND LEADERSHIP DEVELOPMENT AMONG ALL THE SCHOOL’S STUDENTS.