FENWAY HIGH SCHOOL

THE ANNUAL REPORT

10/11 Academic Year
Fenway's endowment funding became critically important as the news of a new funding formula was announced by the Boston School Department, creating a potential reduction in public funding for Fenway of over $100,000. Through careful budgeting, the addition of 27 students to our school census and the contributions of our friends and supporters we have preserved Fenway’s programs. In addition to college counseling, the Ventures program received critical financial support this year. Blue Cross Blue Shield of Massachusetts, which has had a long-standing partnership with Fenway’s Junior Ventures, made a challenge grant for the Ventures Program. Additional support came at the suggestion of City Councilor, Michael Ross, from Horizon Beverages, a local distributor in the Fenway area, which pledged $15,000 per year for Ventures for three years.

Energy, focus and reflection combined as another theme this year as Fenway readied for and then hosted the accreditation team from the New England Association of Schools and Colleges (NEASC). The 15 member Accreditation team met with different Fenway constituencies in March. In their report they noted: “The school’s core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, often drive curriculum, instruction, and assessment in every classroom, and consciously and deliberately guide the school’s policies, procedures, decisions, and resource allocations.” An emotional highlight of the experience was the statement by the team leader that he would gladly put his own grandchildren in the care of Fenway High School.

Fenway’s strength is maintained through the community’s embrace of its core values and beliefs, the dedication and professionalism of its teachers, the engagement and loyalty of its students and parents and the generosity of its many friends.

Thank you,

Peggy Kemp
Head of School

Bob Ross
Co-Chair, Board of Trustees

Dottie Engler
Co-Chair, Board of Trustees
SPOTLIGHT: What makes an excellent teacher?

This year’s annual report focuses on teaching and a few of the many excellent teachers at Fenway High School. Teaching has been called a profession, a craft, an art, and has been dismissed as a career path for people who don’t know what to do. But, where would any of us be without teachers? Our teachers were in the classroom certainly, but they were also at the dinner table, on the playground and in the car. Teaching happens everywhere which in turn means that learning happens everywhere. So, what makes a good teacher?

Each of us would probably answer this question differently, which begins to unveil the difficulty of becoming a good teacher. A good teacher must have a passion for what he/she is teaching; must be enthusiastic and model the joy of learning. A good teacher must be patient and be able to connect to each student in a meaningful way.

Another way of answering the question of what makes a good teacher is to recall one’s favorite teachers and what made them special. For Fran Farrell, Fenway’s senior humanities teacher, it was her high school senior year English teacher. It wasn’t until her last year in high school before one of her teachers wanted to know what she thought rather than how well she regurgitated what the teacher thought was important. Having the support needed to become an independent thinker made Fran a more engaged student but it wasn’t until one of her professors at Princeton told her what a good student she was that she began to have faith in her own capabilities.

For Fenway’s Head of School, Peggy Kemp, her first teacher was a second grade child just a few years older than herself who struggled to read but who was able to explain the basic concepts that letters had sounds and when put together would formulate words. The first word she learned was “see”. The larger lesson learned was that a child who had difficulty learning, disciplinary problems, and a difficult home life could become an effective teacher. “You can learn from anyone if you see they have something to offer.” Ms. Kemp worked beside this student after school most days and so, by the time she started school several years later, she was an avid reader herself and could work independently in the classroom.

Associate Head, Kevin Brill, who was schooled in Great Britain, remembers many of the hands-on projects that helped engage and focus him when he wasn’t on the soccer field or playing the trombone. Science labs and art classes were particularly appealing. For him, the mark of a good teacher is someone with a depth of knowledge, credibility and creativity and an ability to make students feel intellectually safe.

There are few professions where nuance and subtlety, passion and knowledge, compassion and discipline are at play all at once and where each of these attributes have to be modulated differently for each student in the classroom. Although teaching is a solitary profession, practiced alone in front of 25 or more students, at Fenway it is the continual collaboration among teachers that strengthens the fabric of education here.
Teachers meet weekly for four hours – in full staff, content team and house meetings. House business, scheduling and student concerns are discussed during the House meetings where teachers from each discipline can report on student progress, family communication and students’ social or emotional issues. The content team meetings allow faculty to fine tune the scope and sequence of the curriculum, compare notes on resources or teaching strategies and plan department events such as humanities’ exhibitions, Science Fairs and Math Family Night. Teachers also meet in committees such as Teaching and Learning to craft professional development for the faculty and Lead Team to discuss whole school policies, issues and schedule.

What is most impressive about the teachers at Fenway is their hunger for more, seeking deeper knowledge and understanding about what they teach and expanding their own world view to share with their students. We could not profile every teacher at the school but the following few illuminate the quality of all of the teachers here at Fenway and the education they deliver to Fenway’s students each and every day.
SPOTLIGHT:  
Benadette Manning is a 2011 Boston Partners in Education Award winner and State of Massachusetts finalist for the Presidential award in Math and Science Teaching. Benadette had several careers before teaching. She worked as an accountant for her mother’s tax preparation firm, never losing a tax audit, and then started and ran a greeting card company for a number of years. Her many talents made for an interesting choice when she was ready to switch careers. “I could have become a costume designer or a teacher.” Living on a military base in Colorado with four small children at home, teaching seemed a safer choice and one that her sister had chosen. Benadette moved from Colorado to Boston and began as a student teacher at Fenway in the mid-1990’s while studying at the Harvard Graduate School of Education. She has had two significant mentors in her teaching life: Vito Perrone at Harvard and Abbie Schirmer at Fenway. Benadette’s plan was to teach at Fenway for one year but she has spent 16 years in Fenway classrooms. She also was Dean of Curriculum and Instruction at Cambridge Rindge and Latin for three years, taught a year at the Timility School and two years at TechBoston Academy.

Benadette grew up in Milwaukee, Wisconsin, one of three girls. Her father had an Associate’s Degree in Engineering but her mother, a very successful business woman, attended but did not graduate from college. In high school Benadette was not encouraged to go to college even though she was among the top students in her class of 300 because she was told she would not do well on the SAT. She took the SAT nonetheless and attended the University of Wisconsin in Madison. Although her high school experience did not encourage her as a student, Mr. Magnin, an 8th grade math teacher, inspired her to do anything she wanted to do. “He was very clear in his delivery, serious about his work and a no-nonsense person; but, he took the time to get to know me, having one-on-one conversations with me.” Benadette points out that this is the kind of relationship she aspires to with all of her students here at Fenway.

Benadette believes in active, hands-on learning whether it is bridge building, studying hexagonal properties from the bee hive in her room or measuring trees through homemade clinometers. “Students need to hear key concepts multiple times and they need to be taught in a way that they won’t forget.”

In Benadette’s classroom, students are asked to reflect on themselves as learners – to see what they did well and where they struggle and to set goals for themselves to keep learning.
Demographics

### STUDENT DEMOGRAPHICS

- **290** Total Students
- **46%** Male
- **54%** Female
- **6%** Asian/Native American/Other
- **40%** Black
- **47%** Latino
- **7%** White
- **68%** At or below the poverty line (reported)
- **12%** Learning disabilities
- **33%** Language other than English spoken at home

### STAFF DEMOGRAPHICS

- **37** Total Faculty and Staff
- **40%** Male
- **60%** Female
- **3%** Asian
- **21%** Black
- **7%** Latino
- **69%** White

### FENWAY SOPHOMORES

#### MCAS DATA SPRING 11

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Fenway High School</td>
<td>95%</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>Boston Public Schools</td>
<td>67%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Massachusetts</td>
<td>84%</td>
<td>77%</td>
</tr>
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- **94%** Average daily attendance
- **95%** Students promoted to next grade
- **2%** Drop-out rate

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**Students together at Community Day**
**SPOTLIGHT:**

Dr. Robin Hennessy is Fenway’s Literacy Coordinator. Teaching at Fenway, at Boston College and getting her PhD. last year has made for a busy schedule, but her focus on teaching Foundations of Literacy to 9th and 10th graders at Fenway is where her passion lies.

Robin went to a large comprehensive high school in Worcester, MA. It was not a great learning experience. She strongly believes that she would have thrived in a school like Fenway where teachers know their students well. At her high school, “no teacher knew who I was.” During her senior year in high school Robin had a couple of excellent teachers and they became models of the kind of teacher she wanted to become. Robin went to UMass Amherst, majored in English but resisted thinking about becoming a teacher until she was a senior when she took a class in education from Professor Irving Seidman. His emphasis on integrating race, class and gender issues into his instruction was inspirational and has become the basic construct of Robin’s teaching.

Robin moved to Seattle to attend the University of Washington and taught at a middle school that was trying to convert from a traditional school to a more progressive one. She worked as a remedial reading teacher, getting no support and operating in large classrooms. When she left she was discouraged and not at all sure she would continue to teach.

Returning to Massachusetts she ran into an old friend, Lisa Ewick, who was the Special Education coordinator at Fenway, and was told about an opening for a Literacy Coordinator. Since 1999, Robin has been teaching literacy at Fenway. She is a member of the Teaching and Learning Committee and oversees Fenway’s Advisory program.

One of the ways she supports students is to give them a lot of examples of what things should look like, providing texts and questions that will challenge students’ thinking and move them into higher levels of thought.

Robin earned her PhD. from Boston College in the spring 2011. Her doctoral thesis, “Real Talk: A Teacher Researches Language and Literacy Diversity in an Urban High School,” examined the interplay between language and literacy learned in the classroom and out of school and at ways that out of school language and literacy can be brought into the classroom to enhance students’ comprehension, knowledge and enthusiasm for learning. Using her own classroom and the voices of her students, Robin probed the linguistic analyses of her students and their responses to different texts using traditional materials as well as materials that are more accessible to them. Using a diversity of texts and language does not diminish the goal or need for rigorous academic standards that are maintained in Robin’s classroom.

This past summer, Robin traveled to the State of Oaxaca, Mexico on a fellowship funded by the Fund for Teachers. For five weeks she studied community museums which are popular among indigenous groups that are economically and culturally marginalized from the larger Mexican society. These indigenous peoples create museums to shine a light on their own laws, their crafts, history, customs and rituals. Robin is hoping that her 10th grade advisory will put together a community museum for Fenway during the 4th quarter in 2012.
Thank You to our Partners

One hallmark of a Fenway education is the use of the city as a classroom. So many community organizations, businesses and individuals have opened their doors to us whether offering college classes for dual enrollment credit or allowing employees to serve as mentors to the Junior Ventures class or offering internships, job shadows and hosting groups of students. We are so grateful to each and every one.

CLOSE ASSOCIATES & PARTNERS
Blue Cross Blue Shield of Massachusetts
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Boston Teacher Residency Program
Boston University GK-12 Program
Children’s Hospital – Neighborhood Partnerships
Dana-Farber Cancer Institute
Emmanuel College
Facing History and Ourselves
Isabella Stewart Gardner Museum
Harvard Graduate School of Education
Tufts University, Department of Education

PROJECT WEEK SITES
Every spring, Fenway empties out into Boston for an experiential week that has proven to be transformative to the Fenway community. During Project Week, groups of students and faculty members explore a topic of common interest. For the second year in a row, Jordan Fundamentals funded Project Week. Each group visited a college to learn about the education necessary to pursue the particular interest of the group. Fenway is grateful to City Year and Emmanuel College for allowing us to host Opening and Closing Day of Project Week in their facilities. To all the individuals from the various institutions and organizations listed, we thank you for your generosity.

Artistic Expression
Cloud Place
Isabella Stewart Gardner Museum
Jacob Leidolf
Mass College of Art
MIT Sculpture Museum
Museum of Fine Arts, Boston

Beauty Boot
Empire Beauty School
Mass College of Art
School of Fashion Design
Sephora, Prudential Center
Stingray Body Art
Rue La La Warehouse

Body & Soul
be yoga studio
Benson Henry Institute @ MGH
Cambridge Insight Meditation Center
Mount Auburn Club
Pine Manor College

Chefs of Fenway
Good Eats Gets Cultural
Hostelling International
Island Creek Oyster Farm and Restaurant
Le Cordon Bleu, Boston
Merengue Restaurant
South End Fromaggio Kitchen

Green Monster
Drumlin Farm
Island Creek Oyster Farm and Restaurant
Newbury College
Peace o’ Pie

Hike & Bike
Boston College
John Bilderbeck from Boston Bikes

Hit Single
Harvard University
Tufts University
Yawkey Boys and Girls Club

International Tourist
Black Heritage Trail
Harvard University
Kennedy Library
Mapparium @ The Mary Baker Eddy Library
Massachusetts State House
Museum of Fine Arts
MIT
New England Aquarium
USS Constitution
Trinity Church

Law & Order
ACLU
Boston Public Library Teen Room
Discovering Justice with Betsy Van Dorn
Harvard Legal Aid Bureau
Office of Massachusetts Attorney General, Gabriel O’Malley
Northeastern School of Criminal Justice

Maine Exchange
Connie Carter, Operation Breaking Stereotypes
Merrimack College
Searsport District High School

Martial Arts
Boston University Athletic Department
Florian Martial Arts Center
Jae Hun Kim Taekwon – do Institute
MK Boxing

MORE College Tour
Hampton University
Howard University
Lincoln University
Morgan State University

Move to the Grove
Dr. DeAma Battle
Hyde Park Task Force
Jean Appolon
Masau Dibinga-Origin Nation Inc.
Northeastern University
Panera Bread
YWCA, Cambridge

Project Week Sites
Students visit Island Creek Oyster Farm in Duxbury, MA during Project Week
Senior year at Fenway culminates in a six week, 30 hour per week, unpaid internship that immerses students in the world of work, exposes them to career fields that they may (or discover, they may not) want to pursue, and serves as a transition out of high school. Many community organizations, businesses and individuals have assisted our students. We are so grateful for your support.

**SENIOR INTERNSHIP SITES 2011**

- ABC Bookkeeping Company
- ACCESS
- Artists for Humanity and Traditions
- Remixed
- Boston Arts Academy
- Boston Housing Authority
- Boston Police District
- Boston Public Library
- Brigham and Women’s Hospital
- Broadmeadow School
- Broad PR
- Chelsea Fire Department
- Children’s Hospital Boston
- Columbia Road Properties
- Community Servings
- Creations Beauty Salon
- Dana Farber Cancer Institute
- Discover Roxbury
- Glenn Knowles & Associates
- Harvard University Museum of Comparative Zoology
- Hill Holliday
- Huntington Theatre
- Jobs for the Future
- Councilor John Connolly’s Office
- Ministry of Foreign Affairs of Cape Verde
- Mission Hill School
- Mozart Elementary School
- NECUB Daycare Center
- Orchard Gardens Pilot School
- Pen & Sword Political Pirates/PS Design
- Pollard Middle School
- Red Sox Foundation
- Roxbury Tenants of Harvard

Save the Harbor, Save the Bay
Tartt’s Daycare Centers, Inc. III
Tavolo Restaurant
Theater Offensive
Tobin Community Center
TOUCH 106.1 FM
United Christian Education Resource Ministry
West Roxbury District Attorney’s Office
YMCA - Huntington Ave. - Health & Wellness
Young Achievers Science and Mathematics School

Juniors at Fenway allow students the opportunity to participate in **The PITCH**. As part of Junior Ventures, students spend the spring term writing business plans and presenting them to volunteers from the Greater Boston Business Community. Thank you to all of our participants.

**JUNIOR PITCH JUDGES 2011**

- Ikenna Achi
- Judy Austin
- Lisa Badeau
- Martin Conboy
- Garrett Harker
- James Harland
- Nagatna Joseph
- Jo Ann Kumins
- James Linehan
- Temituooy Louis
- Katherine Maloney

- Gwendolyn McCoy
- Tricia Murphy
- Tom Piper
- Russell Robb
- Ruselle Robinson
- Peter Russell
- Mike Stauff
- Ralph Verni
- Sam White

Fenway is thrilled to acknowledge the generosity of **Blue Cross Blue Shield of Massachusetts** for giving us a **Challenge Grant of $15,000.00**, in support of the Fenway Ventures Program. This unique program helps our students develop the skills, behaviors and perspectives they need to make connections and create opportunities for themselves in the contemporary world. The following people and organizations helped us reach the match!

**INDIVIDUALS**

- Christine Amisano, P’11
- Pamela Campbell, P’13
- Mary Linehan, P’11
- Russell Robb
- Ruselle Robinson
- Bonnie Slayter, P’13
- Ralph Verni

**ORGANIZATIONS & FOUNDATIONS**

- John H. and H. Naomi Tomfohrde Foundation
- Horizon Beverage Group

Students visit with the owner of Hungry Mother Restaurant, Rachel Miller-Munzer during the 2010 Career Fair
SPOTLIGHT:

Chad Johnson is a math teacher and supervisor for the Urban Teaching Training Corps of Tufts University School of Education. He oversees the involvement and engagement of interns from Tufts and other colleges at Fenway. He has been named a master teacher by the Noyes Master Teacher Fellowship and in that capacity will be working with a new teacher over a five-year period providing oversight, guidance and mentoring.

Chad had a number of good teachers at all stages of his education and he is strongly motivated to provide support and be a role model for teachers and teaching interns at Fenway. Chad grew up in Athens, Georgia where he attended large public schools. He then went on to attend Morehouse, a small, all male Historically Black College just outside Atlanta.

Chad remembers that his teachers made an effort to create a sense of community within the large classrooms at his school. They pushed him to excel and were also accessible. There were no barriers between teachers and students, Chad said. “You’d run into your teachers in the grocery store or on the street and students’ families and teachers knew each other.” It is evident in Chad’s classrooms and advisory (he is a senior advisor for Crossroads House) that these early exposures infuses his relationships with students. He expects a lot from his students, pushes them to excel, to reach beyond their comfort zone and he forges connections with students and their families in school and in the community.

In speaking to Chad about his teachers, it is striking to learn of their diversity. His elementary school principal, Dr. Eiseman, was an older, white woman who emanated an amazing caring feeling for each of the students at the school and communicated really well with students’ families. Mr. Jarboe was Chad’s first male teacher. He had a profound effect on him; he was fun, an avid Star Trek fan and brought the outside world into the classroom by reading newspapers. In middle school Chad had two teachers who had special meaning for him. Dr. Manzy was a black man who taught a class of all males of color. This was an experiment at the middle school and an attempt by the school to promote academic excellence among this group of students. Ms. Morgan, an older white woman had a very motherly quality and urged students to look after each other. She taught that success was about everyone doing well, not just doing well yourself.

High school teachers were both more demanding (Chad was sent to detention for talking in class) and more free-wheeling, as Mr. and Mrs. Pappas (he the science teacher and she the math teacher) were excited about their subject matters and able to laugh in class while still maintaining order and control.

At Morehouse one of Chad’s professors, Benjamin Elijah Mays, encouraged his students to go into teaching and work in the classroom. Chad began his teaching at Fenway as a Tufts intern but had taught briefly at an Atlanta public middle school and a summer academy at Northfield Mount Hermon in Massachusetts. He found that although the attitude of the middle school students was tough and oppositional with a lot of back-talking, some of the teachers knew what the students needed and how to work with them. At Northfield Mount Hermon, Chad was exposed to a wide variety of students from other schools as well as international students. The summer academy combined the work of the classroom with the outdoors and a camp-like atmosphere.

As the coordinator for teaching interns who spend the year at Fenway, Chad believes that teachers must have enthusiasm for the work and a willingness to learn about education and educational practices. “You need the enthusiasm to show up every day. It is easy when it is a good day but you also need the support of your colleagues when it is a bad day.”
Fenway’s Senior Science Fair is hosted each December by the Museum of Science, Boston, as part of the ongoing partnership between the Museum of Science and Fenway High School. Students present their science fair projects to community members, both scientists and non-scientists who volunteer as judges. We appreciate those individuals who donated their time to our students.

Underclassman hold their own Science Fair by preparing class presentations. Again, we are grateful to those who came in to judge and provide feedback and questions to our students.

During the last two terms of their sophomore year, students are able to participate in Arts Elective classes. The culmination is an “Arts Showcase” in which students share what they have learned. Various organizations and individuals partner with Fenway to provide unique opportunities for our students. We are grateful to BPS Arts Expansion Fund at Edvestors for providing funding for these important opportunities for Fenway students.

### Senior Science Fair Judges 2010

- Ken Adams
- Diego Alvarado
- Ovid Amadi
- Christine Amisano, P’11
- Lynn Baum
- Linda Beardsley
- Kathlynn Belluscio
- Suzanne Brill
- Dante Cassanego
- Camilo Chao
- Jhanel Chew
- Joe Contri
- Adrienne Dolberry
- Nika Elugardo
- Shirley Frawley
- Hugh Gallagher
- Cristian Romero ’11
- Mr. Brill
- Mr. Brill
- Ken Adams
- Bill McIninch
- Danielle Murphy
- Debra Nishida
- Brian Stalder
- Matthew Wittenstein
- Sarah Yoon

### Underclassman Science Fair Judges 2010

- Dana Gannon
- Susanna Hall
- Eric Hontz
- Dennis Jiang
- Eric Kemp-Benedict
- Caroline Lamb
- Anne Levine
- Paul Lipton
- Gary Look
- Julia MacLaughlin
- Kenneth Manning
- Ishara Mills Henry
- Sharif Muhammad
- Eileen Ng
- Vera Nordal

### Sophomore Arts Electives 2011

#### Dance
- Hyde Park Task Force
- Angelina Egere
- Noce
- Ritmo en Accion

#### Acting/Theater
- Company One
- Danny Bryck

#### Music/Singing
- Tufts Acapella
- Alexi Paraschos

#### Design/Architecture
- Learning by Design
- Polly Carpenter

#### Music/Drumming
- Ian Gendreau

#### Design/Architecture
- Learning by Design
- Polly Carpenter

#### Culinary Arts
- Hostelling International
- USA – Cultural Kitchen
- Molly Cosgrove

#### Media Arts
- Powers/Press Pass TV
- Cara Liza Berg
- Sam Powell

#### Visual Arts
- Kwest Art for Community Collaboration and Action
- Johnetta Tinker
- Isabella Stewart Gardner Museum

### Students from the Acting and Theater Class Performing IMPROV during the Arts Showcase
SPOTLIGHT:
Fran Farrell is Fenway’s Senior Humanities teacher and it is in her classroom that all students research and write their senior humanities portfolios and position papers. Fran is a passionate English scholar who loved her summer course a year ago in London reading Chaucer’s Canterbury Tales in Middle English. Fran used the Prioress’s Tale (about anti-semitism) together with a study of Shakespeare’s “The Merchant of Venice” as a lead-in to the study of World War II and the Holocaust.

Fenway’s long-standing collaboration with Facing History and Ourselves resonates deeply with Fran. Through her work with FHAO, her readings of the Holocaust and her study of Hannah Arendt at Bard College this past summer, Fran speaks movingly about the importance of teaching students about how the Holocaust happened and what steps could have been taken to prevent it. The lessons Fran seeks to impart to her students are the necessity for citizens to think about their actions, not just follow the dictates of the crowd and to recognize that the actions of individuals can change the course of history. These lessons apply to students’ lives today and she teaches the importance of being engaged in political thought as a way of being a constructive citizen.

To Fran, teaching is a fiercely intellectual profession. Teachers need time to be intellectuals and to be in a different space to sustain their teaching. Fran has sought numerous opportunities to learn and be in a different space during her summer breaks. In 2008 she spent the summer in Florence, Italy studying art history to enhance her humanities curriculum. Students’ constant exposure to media makes them very good at analyzing and understanding images and Fran’s work around the meaning and use of images in political thought was used to discuss propaganda in the years leading up to and during World War II. Fran plans to apply for another opportunity to study abroad again next summer.

While intellectual pursuits keep Fran engaged with teaching it is not all that makes for a good teacher. Fran believes that a good teacher is a good listener and learner. Teaching is not about being the person who has all the answers. It is the students who are generating knowledge and ideas and it is the teacher’s job to facilitate and give factual guidance. Fran sees herself as a participant in student learning not its director.

In speaking against the test-taking culture and rigid teaching practices it promotes, Vito Perrone, (1933-2011) Fenway’s Founding Board Co-Chair asked:

“What if our children and young people learn to read and write but don’t like to and don’t? What if they don’t read the newspapers and magazines, or can’t find beauty in a poem or love story? What if they don’t go as adults to artistic events, don’t listen to a broad range of music, aren’t optimistic about the world and their place in it, don’t notice the trees and the sunset, are indifferent to older citizens, don’t participate in politics or community life? Should any of this worry us?”
Financial Support

FENWAY DEVELOPMENT COMMITTEE
Dick Belin, Chair
Ann Beach
Dottie Engler
John C. Esty, Jr.
Bayard Henry
Judy King
James Nuzzo
Ralph Verni

The following individuals have given generously in support of Fenway High School’s Annual Fund.

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On November 5, 2010 over one hundred guests came to celebrate with longtime friend of Fenway, John Esty, his family, friends, supporters, faculty and students.

The completion of the $500,000 goal of the John C. Esty College Advisory Fund represents the hard work and dedication of staff and volunteers as well as John himself. John Esty is an educator with a long history of involvement among some of the country’s most prestigious institutions, and a strong believer in the transformative power of education for all students. Besides paying tribute to this extraordinary Fenway advocate, the creation of the Esty endowment fund will protect the college counseling position at Fenway against potential funding cuts and constraints ensuring that all of Fenway’s future seniors will have the benefit of experienced guidance in making their post-secondary plans.

Attendees of the event included students past and present who have benefited directly from the college counseling office. Ten alumni were able to return for the day and share their stories. Rosalyn Arias, Class of 2009, and currently a student at The College of the Holy Cross and Ernest Williams, Class of 2010, and currently a student at Brandeis University, shared their stories of struggle and success. They gave heartfelt testimony of how faculty members and Liz Beal, the college counselor, helped them navigate through high school and find their place at the right college for them.
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Timothy & Phyllis Warren  
Carolyn Welcome in honor of Victoria  
McManus  
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Frances Zehner in honor of Betsy Van  
Dorn  
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Frances Zehner in honor of Betsy Van  
Dorn  
Dream II Project  
For the second year in a row, a group of Fenway students and teachers visited the community of Sabaneta, Dominican Republic. During this visit the group focused their efforts on building a literacy program and helped complete the community center they started in 2009, by building shelves, painting and creating a mini-library with books in both Creole and Spanish. Many anonymous donations were made in addition to those listed. We are grateful to everyone who made this learning experience possible.
RUD HAM AND VITO PERRONE SCHOLARSHIP FUND

The Fenway High School Board of Trustees established this college scholarship fund in honor of the school’s first Board co-chairs, Rud Ham and Vito Perrone. The scholarship is awarded annually to a graduating student who exemplifies the leadership qualities and the commitment to community service of these two men. Selection criteria for the award include academic success, service, leadership and financial need. The 2011 recipient of this award was Regina Crawford who is currently attending Mount Holyoke College. Throughout her four years at Fenway, Regina exemplified the qualities of leadership and commitment to community service. She was winner of the school spirit award and was co-captain of the girl’s basketball team, helping lead the team to a Boston City League Championship. Regina has also been an active member of the Boys and Girls Club of Boston and a helpful, caring member of the Fenway community.

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Many of these generous contributions were made in honor of Rudman Ham’s 80th Birthday Celebration. Fenway would like to congratulate Rud and thank all of his friends and family for their support!

SUPPORT FOR PROGRAMS AND SPECIAL PROJECTS

Some individuals, corporations and organizations have made generous donations to specific programming. Their help in sustaining programs such as Project Week, after school programming, and electives is very important to Fenway’s students.

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Fenway 5K Fun Run

On Sunday, May 15th 2011, Fenway High School held its 1st Annual Fenway High School 5K Fun Run. Over one hundred runners and volunteers came out to support Fenway.

The event was a great success thanks to the help of Fenway’s MIT Sloan School Board Fellows, Fenway’s Young Professional Council and of course, our fabulous students and faculty.

We greatly appreciate all those who participated. The event raised $1,500 for the school’s ANNUAL Fund.

FENWAY YOUNG PROFESSIONAL COUNCIL MEMBERS

Brian & Meghan Awe
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Weizhong Ji
SPOTLIGHT:

Lissette Castillo grew up in Santo Domingo in the Dominican Republic and attended a private Catholic school until she and her family moved to Boston in 1995 when she was 12. Lissette’s American education began in the same place as Fenway’s, English High School. She loved English High School because she got a sense of the world. “There were flags from all over the world there and I had friends from Somalia and Ethiopia and Kosovo. I heard from them about war and their escapes. These stories ground you and make you mature.” The principal at English High School, Mr. Sullivan, cared for each student and, she remembers, attended every one of her mock trials and volleyball games.

Lissette has the most loving memories of transitioning to this country as an immigrant in large measure because of her teachers at English High School. Her junior year Mock Trial Coach, Mr. Holland, “made me feel part of the community” and also challenged her intellectually. Mr. Brown, the registrar, took her under his wing and encouraged her to apply to Wheaton College where she received a good financial aid package. Lissette’s mother supported her education but worked two jobs and could not sit down with her to help with homework. Lissette became the first in her family to attend and graduate from college in large measure because of the encouragement she got from her teachers.

Lissette graduated from Wheaton in 2004, attended Tufts School of Education in 2005 where she interned at the Boston International School. In 2006 there was an opening at Fenway and she has taught Spanish for Native Speakers, Foundations of Literacy, Humanities and supervised the Learning Center ever since.

Lissette embodies her own views of good teaching -- constantly reading, searching, researching and striving for cultural awareness and family circumstances. Winner of the Humanitarian of the Year from Fundoarco, an organization that recognizes the work of Dominican immigrants in Boston, Lissette has also been awarded the Technology Goes Home Instructor of the Year award.

In 2009 and again in 2010, Lissette organized trips for about a dozen Fenway students to go to the Dominican Republic as part of the DREAM Project. Students built a community center in the first year and painted and furnished it the second year. During the spring of 2012, one senior who has participated in these projects will return for his six week Ventures internship to continue to improve the center and its services. Lissette will lead another group of students to Honduras for a project on critical literacy sponsored by the DREAM Project.

Lissette’s Fenway students learn the lessons of a world where some, here in the United States as well as Haitians in the Dominican Republic, are denied education, health care and other fundamental rights because of their immigration status. Leading by example, Lissette teaches her students to advocate for what is right and to see that all peoples are connected.

“To teach students well, you must know them well, understanding more fully what they are all about.”

- VITO PERRONE
Financial Summary 10.11

**SOURCES OF FUNDS**

- $2,507,308 Salaries covered by BPS (89%)
- 4,170 Instructional materials covered by BPS (0.2%)
- 309,957 Non-BPS funds required to fill gap (11%)
- **$2,821,435 TOTAL SOURCES OF FUNDS**

**USES OF NON-BPS FUNDS**

- $146,983 Instruction & Curriculum Review (47%)
- 69,239 Student Activities (22%)
- 11,872 Professional Development (4%)
- 3,825 Parent Outreach (1%)
- 23,344 Marketing & Development (8%)
- 54,694 General & Administrative (18%)
- **$309,957 TOTAL NON-BPS OPERATING EXPENSES**

**OPERATING SUPPORT & REVENUE**

- $86,630 Program Grants (27%)
- 85,623 Annual Fund - Individuals (26%)
- 113,630 Annual Fund - Organizations (34%)
- 21,273 Investment Income (6%)
- 22,661 Student fees (7%)
- **$329,817 TOTAL SUPPORT & REVENUE**

**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.

Board of Trustees 10.11

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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.
FENWAY’S MISSION

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.