

# **THE CITY SCHOOL**

**Annual Report for Fiscal Year 2004**

**July 1, 2003-June 30, 2004**

**MAKING A DIFFERENCE IN THE LIVES  
OF YOUTH AND COMMUNITY**

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## WELCOME TO OUR ANNUAL REPORT

April 2005

Dear Friends,

The City School excels at creating meaningful dialogues. These discussions promote learning, allow people to cross boundaries, and often inspire personal transformation and action, changing lives and communities.

These dialogues happen every day at The City School: the group of men at Bay State Correctional Facility sharing what they were like as teens; our Grad Leaders United grappling with sexism within the group; Dorchester youth and adults discussing how to have youth voices present in community decision making; youth on YOW challenging stereotypes about why people become homeless; our older grads sharing strategies of how to be active and feel connected on college campuses.

This year, our entire organization had a dialogue in order to set a new mission, clarify our vision and establish goals for our next five years. As The City School moves into our next stage of development, we plan to build strategically on our strong foundation. We start with our expertise in participatory education about social justice issues for diverse groups of youth and add a commitment to supporting a vibrant youth movement to create positive change in Boston and beyond.

Recently, a grad said "The City School is important to me because it's community; it means I always have a place to come to and feel supported and challenged." We are proud to be called home by so many. Last fiscal year we did so many things to create that community. Please read through the report and to learn more about what we **accomplished** and **how we make a difference**. We know you'll sense the enthusiasm and dedication that characterizes our home.

Sincerely,

Miriam S. Messinger  
Executive Director

Ethan d'Ablemont Burnes  
President, Board of Directors

P.S. This year we take the bold step of presenting our annual report electronically. This saves us valuable funds and saves you time. Please print it out and share it with those you think would be interested in our unique programming.

## **HIGHLIGHTS for FY 2004**

This past year marked one of our busiest, most challenging and successful to date. We supported and coached youth emerging as leaders through our unique educational programs. We not only continued to refine and solidify our programs and services, but importantly we took a hard look at our own internal workings and future plans. Committed to making a discernibly positive impact, we sought to identify what difference we make and how we can ensure we continue to do so in years ahead. To this end, we cast a wide net when envisioning our future. Proudly, we list the following highlights from FY 2004. The City School:

- Worked with 453 students in our four regular programs, a 7% increase over FY03 and an additional 117 in special programming and drop-in events, a marked increase from last year.
- Created a five-year strategic plan to guide our organization. This was accomplished through an intensive and inclusive planning process that actively involved many of our young people as committee members.
- Increased the involvement and commitment of program graduates in our organization.
- Demonstrably increased our commitment to our Dorchester neighborhood incorporating more youth and adults into our programs, Board and staff.
- Completed our *Building Community Capital Campaign* in March 2004, **raising over \$1 million to purchase a home of our own.**

- Actively increased our commitment to our neighborhood and underserved youth by developing new leadership programming for court-involved youth, bringing in more computers for youth use and stepping up our referrals for additional services.
- Partnered with the City of Boston to conduct outreach and offer service support for youth who have left high school or finished high school but have few employment options.
- Launched Grad Leaders United (GLU), a weekly group that explores and pursues complex social issues, concrete projects and skill building within a supportive community.
- Utilized our new home to offer special programming that included drop-in nights for neighborhood youth, a series of Race Dialogues held last spring, a Girls' Group for conversation and skill building and hosting neighborhood events.
- Was recognized and featured in The Catalogue for Philanthropy.

And, in FY05, The City School:

- Received one of only six awards (from more than 75 nominees) for Innovative Teen Programming from the Boston After-School for all Partnership.
- Completed the tenth year of our popular Summer Leadership Program.

## **OUR PARTICIPANTS: FISCAL YEAR 2004 OVERVIEW**

We worked with 570 young people during Fiscal Year 2004 (July 2003-June 2004), a 31% increase from the previous year. In our four core programs we served 453 young people between the ages of 14 and 18, a 7% increase from the prior year despite operating with fewer staff. In addition, we launched new programming, both drop-in events and more intensive work including an assessment and referral system for out-of-school youth.

| <b>Program</b>                | <b>FY2004</b> |
|-------------------------------|---------------|
| YOW                           | 106           |
| PEP                           | 131           |
| SLP                           | 55            |
| Grads' Program                | 161           |
| <b>SUBTOTAL core programs</b> | <b>453</b>    |
| Drop-in events                | 50            |
| Special Programming           | 67            |

The students who participated in YOW, PEP and SLP (292) were diverse:

- Schooling: public (65%), private (32%), and parochial (3%) schools
- Race/ethnicity: 52% African American or Black, 7% Latino, 7% Asian, 3% multiracial and 31% white
- Gender: 55% female and 45% male students
- Immigrant status: 9% of participants in our 2003 Summer Leadership Program were immigrants and 18% were children of immigrants
- Although we do not collect income data, many of our students come from poor and working class families and live in public housing.

Participants in our Graduates' Program are returning students and reflect these same demographics. Those in our special and drop-in programs are predominantly from Uphams Corner: more than 80% are people of color with many Cape Verdean youth.

## **OUR PROGRAMS: HOW WE MAKE A DIFFERENCE**

The City School has become a powerful space in which Greater Boston's diverse youth learn about complex issues facing their community. Here, youth develop their leadership skills and go back to their communities armed with more knowledge, effective skills and moreover, a resilient hope to create change.

The City School has fine-tuned its innovative model of developing youth leadership by combining education about social justice issues with hands-on learning, acting on its beliefs and--importantly--reflecting on its actions. We do all this with groups of young people who come together across lines that often divide-- race, class, school, gender, sexuality and neighborhood.

Building bridges across these differences, we create richer learning experiences, promote meaningful dialogue and help build strong alliances. Together, our strategies foster new and powerful voices for change in our communities.

Please read on to learn details of what we have accomplished and to hear the voices of those whose lives have been affected.

### **SUMMER LEADERSHIP PROGRAM**

**The Summer Leadership Program (SLP)** is the flagship program of TCS. It engages a diverse group of students in an experience of community and classroom learning over seven weeks. Students participate in a creative and exploratory research seminar (issues include housing, education, health/addiction, economics, violence and immigration), a volunteer internship, and diversity and leadership training to learn to bridge social barriers, serve others, and empower themselves. Balancing the hands-on,

critical thinking classroom experience with action, students serve more than 30 agencies as volunteer interns (in such organizations as City Life, the Mayor's Office, Dorchester Bay Economic Development Corporation) and together plan a community event or action. Students receive weekly stipends and a transportation-pass as part of their participation in the program.

Mentors in the service internship and teachers in the classroom evaluate their work. During the summer of 2003 (FY04), 55 students from 29 urban and suburban high schools completed the program, enriching the community with 2000 hours of volunteer work and an organized, dynamic evening of art and celebration.

**Accomplishments:**

- Forty-seven students learned in seminars, workshops and internships. These students were from 29 schools, 24 ethnic/racial groups and 26 were children of immigrants.
- Eight students returned in leadership roles including five who were apprentice teachers in the seminars, learning more about leadership in the doing.
- Students reported an increase in their leadership skills as measured within four rubrics of leadership: community building, communication, consciousness and critical thinking.
- TCS introduced a new conflict resolution process based in "Circles," used in Native American tribes and as alternative sentencing procedures in some courts.
- Students led more than 30 workshops, teaching their peers and practicing their education and facilitation skills in a new program component. Workshops were on topics ranging from transnational corporations to origami, from divorce to bilingual education to creative writing.

## **What Difference Did We Make?**

*"Our daughter, Marissa Drossos, participated the summer of 2001. What she gained from that experience had a powerful influence on her and still continues to shape her values and the choices she makes."*

---Malva Gordett and Michael Drossos (Winter 2005)

## **YOUTH OUTREACH WEEKENDS**

Our longest running program, **Youth Outreach Weekends** (YOW), are intensive service retreat weekends that bring high school students together to explore issues of urban housing, homelessness and poverty. Students' eyes are opened and their thinking transformed in these intensive weekend programs. They serve in one or more shelters or organizations and leave this program more committed to educating others and to taking action.

Some 106 youth participated in this program in FY 2004 learning about shelters and support systems in Boston. They contributed more than 500 hours of community service. By talking to homeless people and learning their stories, our participants effectively broke down barriers and stereotypes. Examples of where our YOW participants have made a difference are: the Boston Family Shelter, the Shattuck Shelter, the Committee to End Elder Homelessness and Rosie's Place: A Positive Step.

Special thanks go this year to a City School grad, Ernest Rugwizangoga, who mentored the student leaders and led this program with great success on a very part time basis.

### **Accomplishments:**

- Created transformative learning environments about homelessness and poverty for 106 youth. These young people:

- learned more about the causes of homelessness, shelters and support systems in Boston
- broke down stereotypes
- contributed over 500 hours of community service hours: sorting clothes, serving meals, playing bingo at the Shattuck Shelter, cooking, planting and cleaning
- were able to break down barriers by talking to homeless people and hearing their stories.
- We hosted the entire eighth grade of a school, catalyzing their year of study about immigration and community service
- Ten YOW Student Leaders formed a strong team, led students on the T to housing and shelters around the city and became teachers for their peers planning and leading almost all of the activities on the weekend.

### **What difference did we make?**

*"Working with the YOW leaders and participating teens was a great experience. Kids are savvier than we give them credit for. It struck me how quickly they lower their defenses to open up and interact with our homeless guests, their laughter, directness and love of fun really rubbed off. I was impressed by their curiosity to want to find out about issues contributing to homelessness and not to be afraid to ask.*

*A program as YOW allows for these interactions, one of the best learning experiences to give to youth: to directly relate to people they otherwise may not meet; hearing about a life that may never be like theirs..."*

---Lenie Kuit, Volunteer Coordinator at the Shattuck Shelter

### **PRISON EMPOWERMENT PROJECT**

A violence prevention and intervention program, our **Prison Empowerment Project** (PEP) targets a diverse group of young people with a wide range of experiences of violence and the criminal justice system. PEP gives young people a chance to study the criminal justice system and then meet inmates at local prisons, who share their life stories and discuss their perspectives on violence, community and incarceration with our participants. PEP reaches out

to all youth ages 14 through 18 and challenges their preconceived notions, raises new questions and shows the differences that experience can make in how they can direct their lives. We strive to develop the leadership potential of young people who will work to prevent violence in their own families, schools, peer groups, and communities.

PEP also runs leadership development classes for incarcerated men and women who teach in our program, focusing on presentation skills, critical thinking and community issues, meeting weekly with men and women at Suffolk County House of Corrections (SCHOC). PEP collaborates with several area prisons and the Boston Police Department. PEP usually meets weekdays for three afternoons. PEP had 131 youth and 28 adults participate during the 2003-04 school year. We worked with more than 50 inmates at SCHOC and Bay State Correctional Facility.

### **Accomplishments:**

- Taught 131 teenagers and 28 adults about prison related issues, confronting stereotypes and misinformation and offering the concrete knowledge of current inmates.
- Two youth leaders, Joel Lewis as student staff and Sereta Givens as intern, researched issues, led activities and recruited young people to participate.
- Organized a panel entitled *Five Black Youth Speak the Truth* to speak about politics and black youth presented at a Martin Luther King Jr. celebration and at Suffolk County House of Corrections for Black History month.
- Led a series of workshops for youth assigned to the Day Reporting Center of the Department of Youth Services (D.Y.S.).
- A graduate of the PEP class at Suffolk County received *the Big Picture Award* at our 2004 Dinner and worked part-time at TCS.

- Expanded our work in PEP with youth who themselves have experiences in the court system. This led to developing a new project for these youth.
- Held two open mike nights at Suffolk County House of Corrections with attendance by elected officials, artists, activists and educators.

### **What difference did we make?**

*"The inmates really reach the kids, make them stop and think, even if just for a day."*

--Reinaldo Ford, Probation Officer, Boston Juvenile Court

*"PEP is cool because everybody is real, everything we learn is real and the teachers keep it real."*

--Participant

### **GRADUATES' PROGRAM**

Our Graduates' Program builds a network of young people who have completed a TCS program. Our group increased by some 50% over last year and we had 161 students participating in FY 04. We further develop our grads' leadership potential on an on-going basis through group programs, a monthly dinner meeting, retreats, trainings and one-on-one mentoring. A vital part of our mission is to build a base of sustained youth leadership, supporting their long-term success in leadership, organizing, community activity, teaching, employment and higher education.

The major components of the Grads' Program are Community Courses where grads teach their peers, Grad Leaders United (GLU) a weekly leadership development group, events, a newsletter, trainings and mentoring.

This year we created and launched **Grad Leaders United (GLU)**, a weekly space throughout the school year for our grads to learn, develop skills, practice them and lead. This leadership development group served fifteen young people during FY04, spending three hours every Tuesday

evening studying issues, participating in workshops and building bridges with other youth groups. GLU members also worked in small project teams: community organizing, planning the Grads' Retreat, strategic planning and program development. Adult mentors provide guidance and help students develop and follow through with their learning goals. Group and individual goals within GLU included: developing job experience and comfort in diverse groups, thinking critically about community issues, self-confidence, teamwork and facilitation skills.

Thank you to Kartika Palar, Carol Duong and Deby Silva (SLP grads and student staff), Lisa Owens and Ama Nyamekye for all their creative, visionary and collaborative work on this project.

### **Accomplishments:**

- 161 young people came to one or more events to learn, reflect and act.
- More cohesive youth presence and leadership at The City School with young people in the office every day and a powerful youth voice as we set our mission and goals for the next five years. More than 35 youth served in leadership roles, leading programs, serving on the Board, working as staff, teaching.
- Created and implemented a youth community survey to identify key issues and facilitated a community dialogue to address them.
- Youth ran three community courses on dealing with addiction, gangs and militarism, teaching 41 peers.
- Helped to plan and lead The World is Y.O.U.R.S. Conference (Youth Overthrowing, Uniting, and Resisting in Solidarity).
- Youth produced two newsletters to communicate our work and ideas to the entire TCS Community.
- Grads hosted our Annual Meeting and Celebration in May 2004 honoring our youth leaders and others in the community, with exceptional planning by Deby Silva.

- Nina Keough, Carol Duong and Wajiha Ahmed facilitated a discussion for college-age grads to discuss life and social justice work in college.

### **What difference did we make?**

*"The City School changes lives by its commitment to youth and their empowerment. It is a place where we learn the tools to change our communities, and have the opportunity to put them to work."*

---Donna Desilus, YOW Student Leader 2003-2005, member of first year of GLU FY04, high school senior

## **SPECIAL PROGRAMMING**

### **Drop in Nights**

Committed to connecting to the Uphams Corner and Dorchester neighborhoods that we call home, The City School opens our doors in a special way once a month with diverse workshops and activities.

This year we hosted: a **Halloween party** for kids, a workshop on **Banking and Finance** as well as a workshop on **Knowing Your Legal Rights**. We also hosted a **Healing Circle** for some 25 people mostly from our Dorchester community who have suffered loss of a family member or loved one from homicide, deportation or incarceration.

### **Girls' Group**

This spring we started a new Girls' Group. Ten young women, (TCS grads and others in the community), gathered to talk and learn about varied issues from sexuality to violence to career planning.

### **Services & Connection for Out of School Youth**

We worked with twenty out-of-school youth, helping them to identify their goals, seek educational or job training services and to plan for their future. Through this partnership with the City of Boston, we learned more about meeting immediate needs and connecting youth with services while building their knowledge and leadership.

### **The Dialogue Group**

Three members of GLU developed a community survey for teens and determined from the 65 completed surveys that two key issues were the lack of youth voice in community issues and that teens often don't come together across racial and ethnic lines. They decided to work on both issues in a dialogue group about race. We worked with a community partner, the Dudley Street Neighborhood Initiative, and hosted two sessions to talk about youth building their power and working across community lines.

### **Sharing Our Craft**

We led workshops on ***Participatory Education for Public School Teachers*** at Lesley University's Center for Peaceable Schools and ***Participatory Workplaces and Peer Coaching*** for a master's class on leadership and management at Springfield College.

## **OUR IMPACT:**

### **LONG TERM LEADERSHIP for SOCIAL CHANGE**

The programs we offer at The City School have the power to transform people's thinking and people's lives. We know that young people leave with more information, a new perspective, the ability to reflect and the belief that change is possible. They take this learning and the hands-on experiences and make a difference in their communities as they move on in their lives.

One of our great joys is keeping in touch with graduates of our program. They visit and contact us; we contact them. We continue to enjoy a relationship with many of our grads and through them learn the real impact our programs have on their lives and on the community.

#### **What difference did we make?**

*"The City School has been a major part of my life for the last five years, and it has shaped the way that I think and the way that I envision my future. I enjoyed learning and growing through my years as a leader with the YOW program."*

---Colin Burke, SLP 2002, YOW Student Leader 2002-04, Freshman at Stanford University

*"This past summer I served as a student staff for SLP 2004...In SLP there is a safe space for young people to speak up about their beliefs and ideas, and all of this creates debates, agreements, disagreements, but most importantly a place where everyone's voice can be heard...Before SLP 2001, I didn't know anything about social justice, and becoming a leader was the last thing on my mind. There is a saying: heart, mind, hands; something strikes your heart, to get your mind thinking, so that you will use your hands to make a difference. TCS struck my heart and after much thinking I returned to TCS and was allowed to use my hands and take action.*

*Through all this experience, TCS has helped to develop and cultivate me to become a leader, not only to my peers but also to adults. This is one*

*of the biggest steps for me, because adults can be intimidating, but TCS has taught me to believe in me, a true leader who can speak for what I believe."*

---Alexandria Chiu, SLP 2001, GLU FY04, SLP Staff and Board Member FY05, High School Senior

*"I have been thinking a lot about TCS. The ideas, people, conversations, energy, and support were so wonderful - and probably quite formative for me. I haven't spent enough time there in the past three years, but it's always been on my mind."*

---Michelle Osterman, SLP 2001, YOW Student Leader, 1999-2002, Junior at Brown University

*"I ended it by telling them that I still have my own homophobic tendencies and that I am working on them, and that I was not telling them that from now on they will have to be completely open minded but just work on it."*

---A grad who led a community course

**OUR FIVE YEAR STRATEGIC PLAN**  
**BUILDING YOUTH LEADERSHIP for SOCIAL CHANGE:**  
**THE CITY SCHOOL'S NEXT FIVE YEARS**

**Mission**

**The City School develops the power of youth to work toward building a just society. We do this through:**

- creative education and critical thinking;
- leadership development;
- action and service; and
- promoting understanding and relationships across difference.

**Vision Statement**

*The City School is a learning community where young people become leaders for a more equitable, safe, and just Boston. With a collaborative youth-adult effort, The City School is part of a vibrant youth movement in Boston, producing leaders who can tackle the complex problems of unequal education, housing, poverty, incarceration, racism, and discrimination in a strong, diverse and supportive community. Young people can exercise their reflective and visionary leadership at The City School, in our Dorchester neighborhood and in the wider community.*

This past fiscal year, we took on the intensely challenging and extraordinarily fulfilling task of developing a strategic plan to guide us for the next five years. Since our organization's mission is to build leadership by empowering youth and to promote the values of inclusion and social justice, we knew we had to first work on the process we would use to develop our long-range

plan. We took unusual care, and sometimes risks, to ensure that our process was inclusive, honest, thoughtful and innovative. We know that we must model the leadership that we teach each and every day.

At the outset of our process we took the necessary time to carefully build the structure and methods that would yield our final plan. We designed a four-phase process in which some 32 people representing all aspects of our organization and diverse viewpoints actively participated, voted and created goals and objectives for nine months.

The process yielded a new mission statement and a Five Year Strategic Plan that identifies six major goals, with strategies, objectives and benchmarks.

### **Our strategic goals:**

1. The way The City School governs, operates and communicates will be consistent with our social justice values.
2. The City School will prioritize youth power and leadership at all levels of TCS.
3. The City School will be a model and innovator of social justice education.
4. The City School youth will take active leadership roles in building a Boston youth power movement for justice.
5. The City School will be a leader in promoting meaningful dialogue and understanding across difference.
6. The City School will be financially sustainable

We will focus on strengthening our youth governance models, expanding programming for court-involved youth, educating our board to strengthen our youth-adult model, adding action components to our programming, establishing an outcome evaluation plan for all current programs, raising funds and creating dialogue opportunities within TCS and the broader Community.

In Years two through five, we will build on each goal, adding objectives and moving progressively, for example, from researching youth governance models to revising the composition of our Board of Directors, to fully training all youth and adult Board members on successful strategies for youth-adult collaboration.

**What difference did we make?**

*"After several meetings between the youth, staff, and Board of The City School it became apparent that as an organization, we had a lot of work to do to make sure everyone's voice was being heard. As a member of GLU and the Strategic Planning Committee, it was great to see TCS take up the always difficult and ongoing challenge of prioritizing its youth voice."*

---Ted Cullinane, SLP 2003, GLU FY04, Freshman at Rutgers University

**Note:** The Strategic Plan for Fiscal Years 2005 – 2009 is available on our website or by request.

## DONORS

As a non-profit organization, The City School depends entirely on the generosity and vision of its donors and granting agencies. Without the source of funding and energy that they bring, we would not be able to provide the range of quality programming that we do. We acknowledge with the deepest appreciation the following donors who have enabled us to have another successful year of building leaders and a vision of social justice for our shared future.

### What difference did we make?

*"My thoughts on why I give to TCS: A culmination of things: my enjoyment in knowing my daughters are safe, my daughters' happiness from being in the program, especially when they are talking about their activities (weekend retreats, canvassing the neighborhood, getting to know other students culturally) and how a meeting is run, having adults as mentors (very important), and most importantly, working in the community with small businesses. If I had younger children I would definitely start them earlier (9th grade). It has really made a big difference in their confidence, self-esteem and the power in knowing that they can accomplish anything."*

---Gloria Coren, donor, parent of Ashleigh (SLP '00) and Amber (SLP '03 and '04, GLU & Student Staff FY05)

*"I'm always inspired by the enthusiasm of the young people who participate in The City School's programs. Their positive outlook and confidence illustrates firsthand the impact of the City School. You can hear success in the words of current participants and graduates alike. The City School makes a real difference in the lives of the young people they inspire."*

---Jon Abbott, Vice President and General Manager for Television, WGBH

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## **VOLUNTEERS at TCS**

We are fortunate to have a wonderful cadre of volunteers. Many gave more than 500 hours of their time to support our youth leadership work.

We would like to thank:

- Carlos Quintana, Ryan Fawcett and David McDermott, Emmanuel Newman, Sherrie Pierre, Sereta Givens and Amber Coren for office work and street outreach. Sherrie completed her senior project on teens and homelessness and conducted research for TCS.
- Julie Cunningham for leading the 2003 SLP evaluation.
- Ernest Rugwizangoga for stepping in to help lead YOW.
- Jacqui Lindsay for helping us to launch our strategic planning process.
- Pam Murray and others who made our fifth Opening the Door Dinner (February 2004) a great success.
- Board members who gave their expertise and their heart in the strategic planning process.

### **In Kind Donations**

Huge thanks for the generous pro bono support and expertise of these friends:

- Curdina Hill and KJ Ward for helping us to create our five-year strategic plan.
- Kate Bennis and the Ariel Group for fabulous theater workshops that made our summer staff more effective teachers.
- The MBTA and Michael Mulhern who enabled our students to travel to internship and service sites as they gave back to the community.
- Randy Garber for making our words more powerful and effective.

## **MAKING IT HAPPEN**

### **Staff FY 05**

Michelle Agostini  
Summer Leadership Program, Director, Part of TCS family since 2004

Banjineh Brown  
Prison Empowerment Project, Director, Part of TCS family since 2004

Seth Kirshenbaum  
Youth Outreach Weekends, Director & Operations Coordinator,  
Part of TCS family since 2003

Miriam Messinger  
Executive Director, Part of TCS family since 2000

Hector Negrón  
Director of Outreach and Volunteers, Part of TCS family since 2004

Ruben Ocan Ortiz  
Director of Development & Operations, Part of TCS family since 1999

Amit Sarin  
Grads' Program Manager, Part of TCS family since 1998

### **Summer Staff 2004 and Student Staff FY05**

|                 |                |                 |
|-----------------|----------------|-----------------|
| Alexandria Chiu | Amber Coren    | Tashiba Grey    |
| Ramatu Kallon   | Jaime Noel     | Keshav Persad   |
| Tina Pimentel   | Hector Pizarro | Wilbur Renderos |
| Diana Wong      | Rhavée Wright  |                 |

### **Board of Directors FY05**

#### **Officers**

Ethan d'Ablemont Burnes, President  
Jabes Rojas, Vice President  
Laurie Bencal, Treasurer  
Allentza Michel, Clerk

#### **Members**

|               |                         |                |
|---------------|-------------------------|----------------|
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| Sumit Darji   | Donna Desilus           | Mike Dooley    |
| Ora Grodsky   | Son-Ca Lam              | Joel Lewis     |
| Claire Newton | April Powell-Willingham | Randall Yee    |

## THE YEAR IN NUMBERS

The City School raised \$1,062,263 in operating and capital funds during the fiscal year ending June 30, 2004. We were able to run our programs, expand our income generating work with schools, finish our capital campaign and maintain our program space. We are grateful to all of our supporters and spend our funds in thoughtful ways that focus on the leadership development of teenagers.

The City School's audit was completed in a timely manner and without any issues. The audited financial statements can be requested from our office.

### The City School

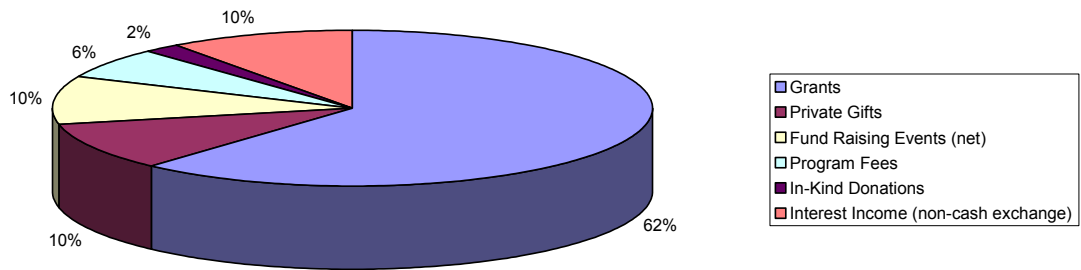
#### Statement of Financial Position as of June 30, 2004 and 2003

|                                           | <b>2004</b>               | <b>2003</b>               |
|-------------------------------------------|---------------------------|---------------------------|
| <b>ASSETS</b>                             |                           |                           |
| Current Assets                            | \$ 281,735                | \$ 299,949                |
| Property and Equipment                    | \$ 124,616                | \$ 128,953                |
| Other Assets                              | \$ 655,912                | \$ 633,216                |
| <b>Total Assets</b>                       | \$1,062,263               | \$1,062,118               |
| <b>LIABILITIES</b>                        |                           |                           |
| Current Liabilities                       | \$ 232,972                | \$ 250,973                |
| <b>NET ASSETS</b>                         |                           |                           |
| Temporarily Restricted Net Assets         | \$ 88,000                 | \$ 3,200                  |
| Designated Replacement Reserve            | -                         | \$ 244,349                |
| Unrestricted Net Assets                   | \$ 741,291                | \$ 563,596                |
| <b>Total Net Assets</b>                   | \$ 829,291                | \$ 811,145                |
| <b>TOTAL LIABILITIES &amp; NET ASSETS</b> | <b><u>\$1,062,263</u></b> | <b><u>\$1,062,118</u></b> |

## Revenue Sources for The City School in FY04

|                                     |                  |     |
|-------------------------------------|------------------|-----|
| Grants                              | \$390,828        | 62% |
| Private Gifts                       | \$ 64,117        | 10% |
| Fund Raising Events (net)           | \$ 63,862        | 10% |
| Program Fees                        | \$ 40,182        | 6%  |
| In-Kind Donations                   | \$ 11,835        | 2%  |
| Interest Income (non-cash exchange) | \$ 63,683        | 10% |
| <b>TOTAL REVENUE</b>                | <b>\$634,507</b> |     |

## Revenue, Fiscal Year 2004



### Expenses for The City School in FY04

|                  |           |     |
|------------------|-----------|-----|
| Program          | \$487,593 | 79% |
| Administrative   | \$ 72,464 | 12% |
| Fund Raising     | \$ 44,045 | 7%  |
| Capital Campaign | \$ 12,259 | 2%  |

TOTAL REVENUE \$616,361

### Expenses, Fiscal Year 2004

