

December 2008

Our School

- Sheltered English Emersion Program
- Technology Goes Home Program (Parents & Kids)
- SCORES Program for Writing & Soccer
- Character Education Specialist
- ALERTA Enrichment Program for Latino Students
- Science Program with Arnold Arboretum
- Reading First School
- After-School Programming w/ HASI (of Harvard)
- Parent Center (Fam. Engagement & Coordinator)
- ELL Center

Uniform Policy: Mandatory - Students are expected to wear khaki pants/skirts and navy blue polo shirts.

Our Partners

- Agassiz Community Center
- Arnold Arboretum / Courageous Sailing
- Boston Ballet Program / Urban Improv Program
- Brookside Health Clinic / City Year
- Curtis Community Center
- Girl Scouts of America
- Harvard University / Hellenic College
- May Institute and SCAT Counseling Services
- So. JP Health Center
- Tree of Life/Arbol de Vida

Our Students (SY 2007-2008)

Total enrollment:	562 students		
Black	19.4%	Regular Education	51.2%
Hispanic	74.9%	Special Education	29.5%
White	4.6%	Bilingual Education	19.2%
Asian	0.2%		
Other	0.9%		

Average daily student attendance:	93.7%
Students promoted to next grade:	95.4%
Student mobility rate:	22.3%
Annual student dropout rate:	N/A
Students suspended:	70

Our Staff (SY 2007-2008)

Total staff:	68	Black	13.2%
Staff-to-student ratio:	1:12	Hispanic	32.4%
Average daily staff attendance:	96.2%	White	54.4%
		Asian	0.0%
		Native American	0.0%

Number of teachers:	47
"Highly qualified" teachers:	96.6%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	96.8%

2008 "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB)

Is our school making AYP in English Language Arts (ELA) and Mathematics for all students and subgroups?

	All Students (Aggregate)	Limited English Proficient	Special Education	Free/Reduced Priced Lunch	Black	Asian/Pacific Islander	Hispanic	White
ELA	No	No	No	No	No	NA	No	NA
Math	No	No	Yes	No	Yes	NA	No	NA

Our school is in the following NCLB category for **ELA**:

No Status	Needs Improvement	Corrective Action	Restructuring ✓
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Our school is in the following NCLB category for **Mathematics**:

No Status	Needs Improvement ✓★	Corrective Action	Restructuring
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*subgroups only

Under this NCLB designation, families in our school are entitled to the following services:

- Option to transfer to another school in the district under the BPS student assignment policy
- Supplemental Education Services (tutoring) for low-income students

What Makes Our School Special?

The children walk in everyday to an exciting environment: colorful walls, open spaces, student work showcasing what they do, and greetings from adults who are ready to work with them exploring new ideas, clarifying old ones and creating new possibilities. Teachers are passionate about their profession and have a positive outlook and high expectations for their students. This is a joyous learning environment that counts on all of its members believing in Learning, Responsibility and Caring.

Are we different? Sure: We're the Agassiz School and we are charting a course to excellence. We have School Based Counseling Services.

What Kinds of Parent Support and Resources Does Our School Provide?

We encourage all parents to visit the school and our Parent Center. We welcome parent involvement as volunteers and Parent MCAS, Math and Literacy Workshop participants. We communicate regularly through newsletters, monthly calendars, fliers, progress reports, award certificates, telephone calls, assemblies, Open Houses, and Orientation Nights. We have a Family and Community Outreach Coordinator who helps families become actively involved with their children's education. We look forward to having your family become a member of the Agassiz School Family!

How are We Preparing Our Students for Educational Success?

The Agassiz is one of 12 schools that are part of the Reading First reading initiative. This is a federally funded Reading program whose aim is to have students reading fluently and with comprehension by grade 3. We are very excited about providing opportunities for our students to become independent readers and writers and to develop an enjoyment of reading and writing. Classroom libraries are

expanding and offering our students a wide variety of books. Children are making choices: "just right books"; they are becoming thoughtful readers and writers. We are entering our third year in using the 2nd Edition of TERC Investigations Mathematics curriculum, a hands-on, problem-solving approach that deepens students' understanding of Mathematics. Students' writing is both for a personal response, as well as to respond to specific questions or topics such as the ones presented in the MCAS test. The after school program for students in Grades 1-5 provides many students with added support as we seek to increase their academic achievement. We have supplemental educational services for K2 students two afternoons a week. As a Superintendent School, we provide an extra hour of instruction around reading and math using enrichment and intervention programs. Our staff is constantly engaged in ways to increase their professional knowledge of how best to engage students in their own learning and how to overcome learning obstacles. We look at student work and gather data as a basis for instruction in the classroom and in our Harvard (HASI) After School Program. All classrooms and the Library /are equipped with computers and lots of books. Our vision is that "All students will achieve academic levels of Proficiency by the time they graduate from the Agassiz School." Teaching students about LRC (Learning, Responsibility and Caring) is at the core of our work. We are preparing our students to meet Proficiency on the MCAS, as well as creating self-sufficient students who can take on anything in life.

Directions to the School

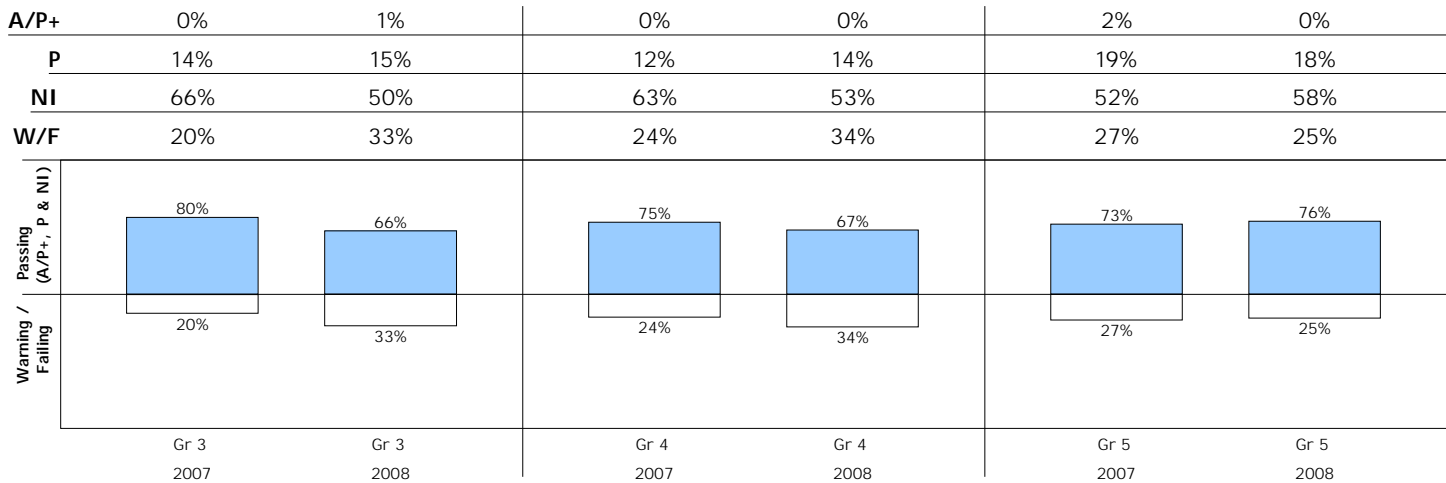
From Forest Hills Station or from Copley Plaza take Route 39 bus to Child St. Walk down Child Street to the school's front entrance. From Dudley Square or Jackson Square Stations take Centre-Eliot bus (Rte. 41) to Child St. then follow the previous directions.

Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

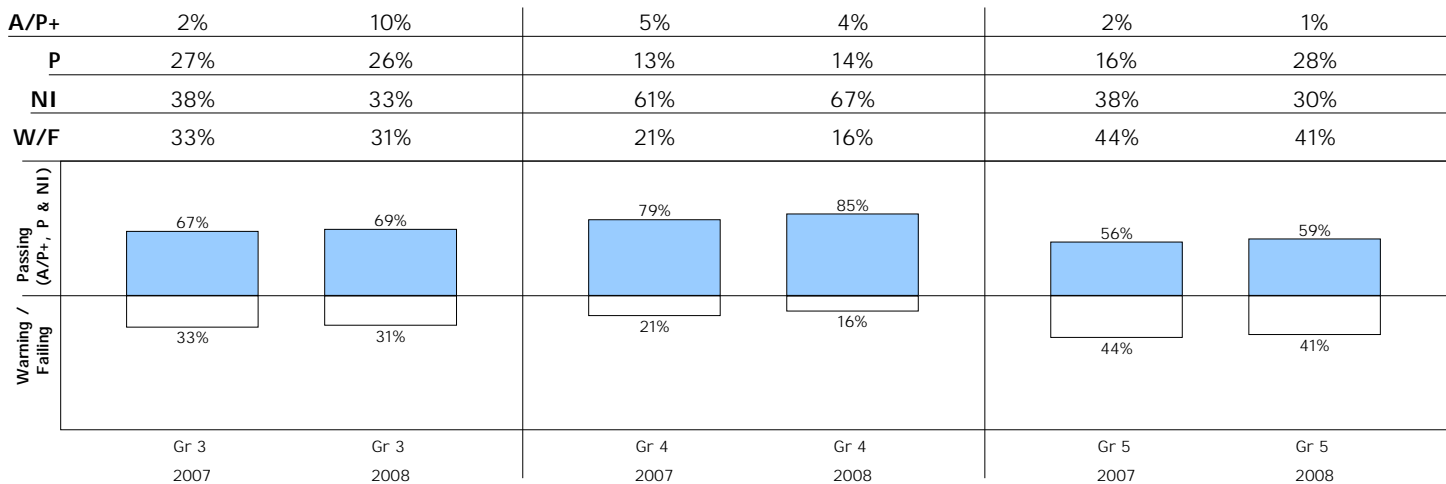
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in the same school since October 2006 are included in school-level results.

A/P+ = Advanced/Above Proficient P=Proficient NI = Needs Improvement W/F = Warning/Failing

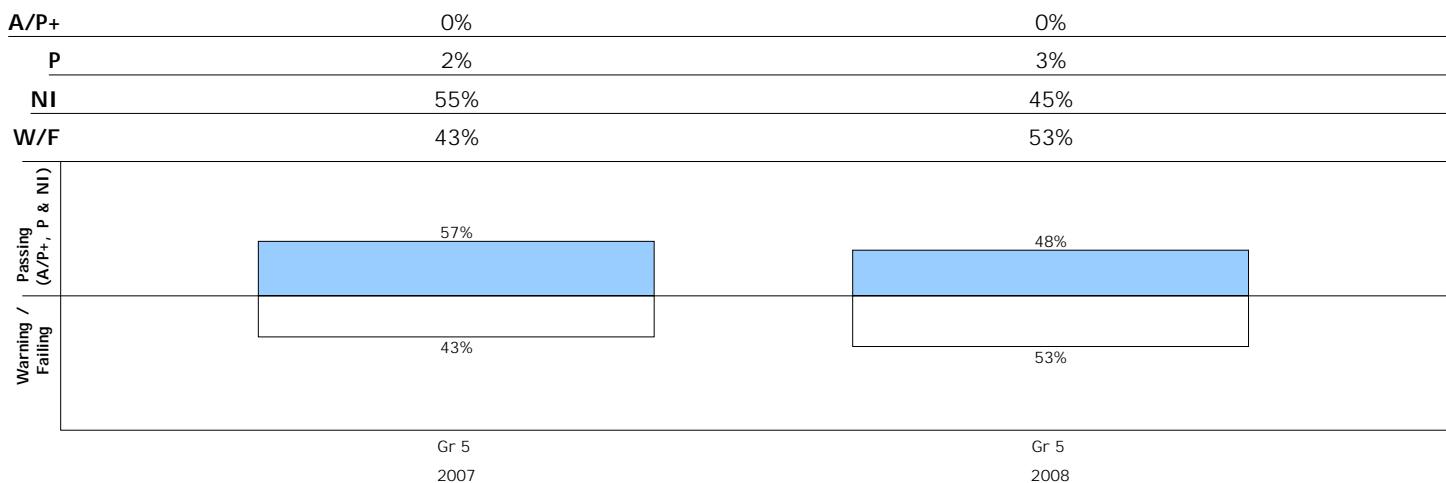
English Language Arts



Mathematics



Science



Performance of Various Student Groups on MCAS Spring 2008: School, District and State

The charts below show Spring 2008 MCAS results in English Language Arts, Mathematics and Science for each grade level tested, compared with district and state averages. Results at the school level include percentages of students (by program, race and income level) scoring at each of the four performance levels:

A/P+ = Advanced/Above Proficient **P** = Proficient **NI** = Needs Improvement **W/F** = Warning/Failing

ELA	Grade 03					Grade 04					Grade 05				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	19	0	5	37	58	29	0	0	52	48	22	0	9	41	50
ELL	25	0	8	52	40	35	0	6	54	40	20	0	0	45	55
RACE/ETHNICITY															
Afr.Am./Black	12	0	17	50	33	18	0	6	50	44	16	0	25	56	19
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	61	0	16	51	33	70	0	16	53	31	57	0	16	58	26
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	64	2	17	47	34	85	0	15	51	34	71	0	20	55	25
SCHOOL	78	1	15	50	33	95	0	14	53	34	80	0	18	58	25
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	19	0	11	32	58	30	0	10	70	20	22	5	14	18	64
ELL	25	12	36	28	24	35	0	14	71	14	20	0	20	25	55
RACE/ETHNICITY															
Afr.Am./Black	12	0	17	58	25	18	0	11	72	17	15	7	27	20	47
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	61	10	30	28	33	70	4	16	64	16	58	0	28	31	41
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	64	11	23	34	31	86	5	13	66	16	71	1	27	30	42
SCHOOL	78	10	26	33	31	96	4	14	67	16	80	1	28	30	41
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17

NA: Fewer than 10 students

Science

Grade 05

	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	22	0	5	41	55
ELL	20	0	0	10	90
RACE/ETHNICITY					
Afr.Am./Black	15	0	7	53	40
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	58	0	0	45	55
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	71	0	3	44	54
SCHOOL	80	0	3	45	53
DISTRICT	3525	3	14	46	37
STATE	70689	17	33	38	12

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 161 83.9% of school
 Students receiving ISSP: 0 0% of eligible students

Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:
 Our school needs improvement in meeting this district goal.