

December 2008

Our School

- K1 - 8 School
- Advanced Work Classes grades 4-6
- After School Programs
- Sheltered English Instruction
- Saturday Enrichment Academy
- Sports Teams (Basketball, Track and Soccer)
- Science Programs
- Active School Parent Council
- Dance, Theatre, Music & Visual Arts Programs
- Computer Labs

Uniform Policy: Mandatory - The uniform consists of tan, white or light blue collar shirts or blouses and dark blue or black slacks, skirts or jumpers. Jeans or T-shirts are not allowed.

Our Partners

- Boston Nature Center
- Boston Public Library - Connolly Branch
- Family Services Center of Greater Boston
- Harbor Island - Outdoor Education
- HOPE-Hispanic Office of Planning & Evaluation
- Hyde Square Task Force
- SCCAT - School/Community Consul Treatment
- Tenacity
- Wheelock College & Northeastern University
- YMCA

Awards, Honors and Distinctions

- School Improvement Award Category I & III, Boston Public Schools, 2000
- Effective Practice School, Boston Public Schools, 2001
- Best Local School in Jamaica Plain, JP Gazette, 2003
- Adequate Yearly Progress in Math Cycle III, Boston Public Schools, 2004

- Best School Reading Award, JP Gazette, 2004
- Boston School Environment Initiative, Boston Nature Center, 2005
- Brown, Rudnick Center for Public Interest, Brown Rudnick, 2005
- Celebrating Poetry East, Creative Communications, 2005
- Adequate Yearly Progress (AYP) in ELA, Boston Public Schools, 2008
- Adequate Yearly Progress (AYP) in Math, Boston Public Schools, 2008

Our Students (SY 2007-2008)

Total enrollment:	776 students		
Black	23.1%	Regular Education	67.6%
Hispanic	58.9%	Special Education	22.4%
White	13.4%	Bilingual Education	9.9%
Asian	2.8%		
Other	1.8%		

Average daily student attendance:	91.4%
Students promoted to next grade:	96.4%
Student mobility rate:	17.8%
Annual student dropout rate:	3.2%
Students suspended:	94

Our Staff (SY 2007-2008)

Total staff:	99	Black	25.3%
Staff-to-student ratio:	1:10	Hispanic	28.3%
Average daily staff attendance:	96.8%	White	44.4%
		Asian	1.0%
		Native American	1.0%

Number of teachers:	76
"Highly qualified" teachers:	98.4%
Teachers licensed in Mass.:	98.7%
Core academic courses taught by "highly qualified" teachers:	97.2%

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	Yes	Yes	No	No	No	NA	No	Yes
Math	Yes	No	No	No	No	NA	No	Yes

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 Curley K-8 School developed as a result of the merger of the James M. Curley Elementary School and the Mary E. Curley Middle. Our core values are community and learning. We are a school community where we take responsibility for ourselves and each other. Within this community, we will support each others' learning...learning that extends beyond school to our lives, that supports healthy growth of our minds, bodies and spirits, and above all, learning that is centered on the expectation of academic excellence.

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

To assist with family engagement, we have a Parent Coordinator and a Family Community Outreach Coordinator whose primary purpose is to enhance communication between home/school, and provide parent workshops on a number of topics. Monthly principal/parent breakfasts are held to help strengthen the home/school connection. In our school, we view parents as critical partners. We have an active Parent Council and School Site Council. Several events are held throughout the year that provide opportunities for parents, staff and students to enhance their relationships.

How are We Preparing Our Students for Educational Success?

We have an extended day schedule. Our students receive an extra hour of academic instruction daily that focuses on reading, writing and math. Our teachers implement the components of a balanced literacy model and teach Readers' and Writers' Workshop daily. We have adopted the American's Choice Curriculum in grades 6-8. We offer READ 180 and Reading Recovery to strengthen literacy

skills. The Investigations Math Curriculum and Connected Math Program is implemented school wide. Our Kindergarten I program provides the Opening The World to Learning (OWL) and Building Blocks curriculum.

In addition our school provides academic instruction and support to students in grades 2-8 in our Supplemental Education Services (SES) after school tutoring program and Saturday Enrichment Academy. Also, the YMCA sponsors an after school program on site for elementary students and the Hyde Square Task Force provides middle school provides tutoring and after school activities to students in grades 6 - 8.

The Curley faculty is trained in the Second Step Violence Prevention curriculum, which teaches increased levels of social competence.

Many teachers have participated in technology training and use computers in their classes. Harvard University via the Rally Program provides us with student interns from Wheelock College, Boston University, Harvard University, University of Massachusetts, Simmons College, and Lesley College who work collaboratively with our classroom teachers and our Student Support Team.

Directions to the School

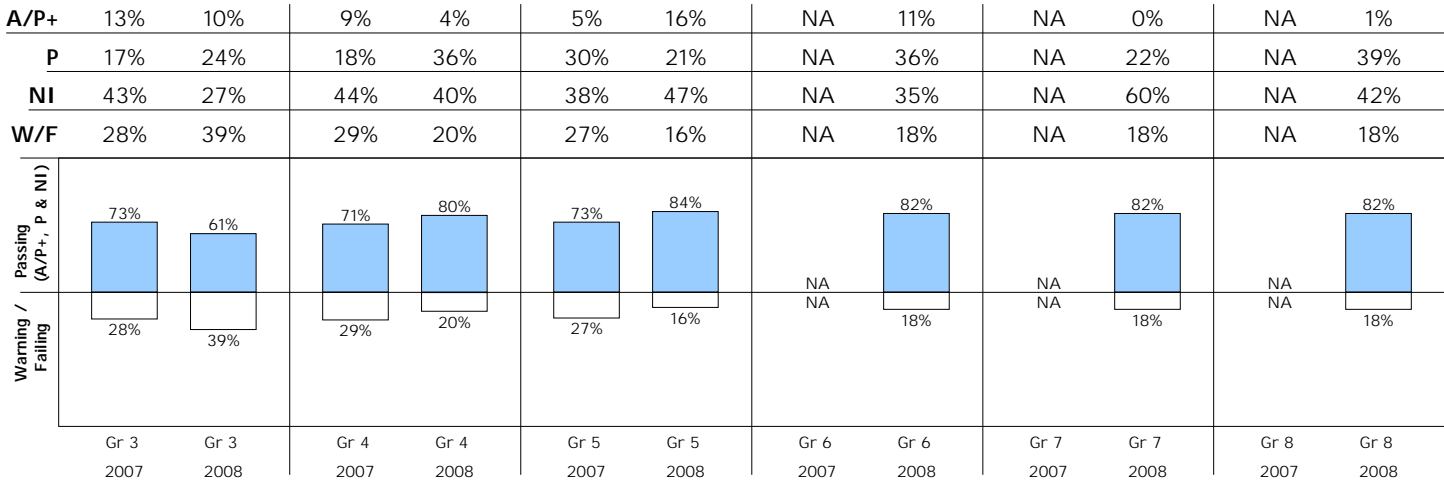
From Dudley Square or Jackson Square T Stations, take Centre/Eliot bus (Rte. 41) directly to the school. From Forest Hills or Copley Square T Stations take the Rte. 39 bus. Buses stop in front of the school or within a block from the school.

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

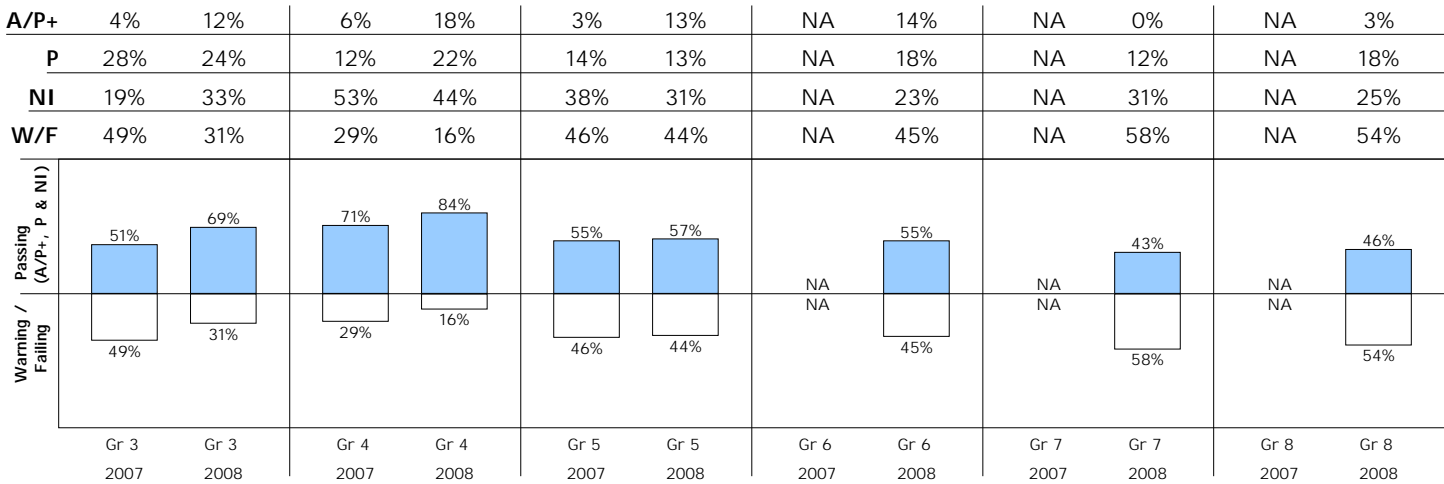
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level 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

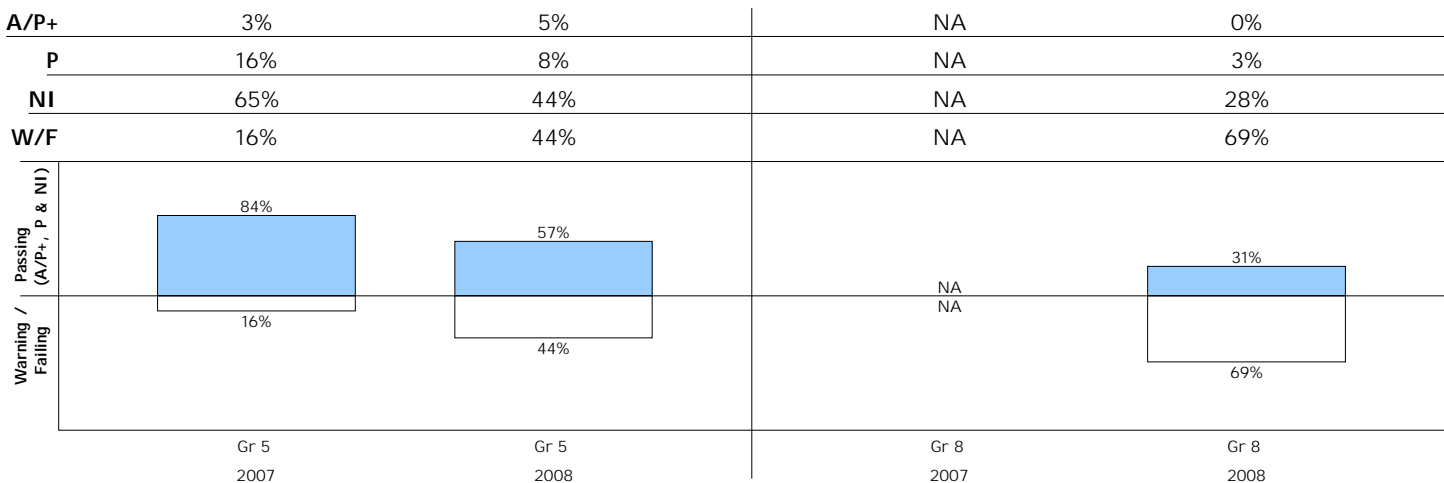
English Language Arts



Mathematics



Science



NA: Not applicable

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					Grade 06					Grade 07					Grade 08					
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			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	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	
STUDENT STATUS																															
W/ Disabilities	NA	NA	NA	NA	NA	11	0	9	18	73	12	0	0	58	42	30	3	0	43	53	35	0	6	66	29	37	0	11	49	41	
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	23	0	4	52	43	28	0	11	57	32	31	0	26	35	39	
RACE/ETHNICITY																															
Afr.Am./Black	11	0	0	45	55	15	0	13	53	33	13	8	15	46	31	18	6	28	56	11	32	0	19	53	28	40	0	40	40	20	
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	17	12	65	18	6	NA	NA	NA	NA	NA	13	38	38	8	15	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Hispanic	20	10	20	25	45	22	0	27	50	23	14	7	14	64	14	58	5	34	38	22	97	0	23	62	15	105	1	38	43	18	
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
F/RP LUNCH	28	4	11	36	50	36	0	28	47	25	28	11	14	54	21	79	5	38	38	19	111	0	18	65	17	126	1	37	45	17	
SCHOOL	41	10	24	27	39	55	4	36	40	20	38	16	21	47	16	97	11	36	35	18	137	0	22	60	18	158	1	39	42	18	
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20	3510	6	37	37	19	3887	4	44	34	18	4022	5	52	28	15	
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8	71575	15	52	24	8	72799	12	57	23	8	73268	12	63	18	7	

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05					Grade 06					Grade 07					Grade 08					
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			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	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	
STUDENT STATUS																															
W/ Disabilities	NA	NA	NA	NA	NA	11	0	0	36	64	13	0	8	31	62	30	3	3	17	77	35	0	3	20	77	38	0	3	13	84	
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	24	0	4	21	75	28	0	11	18	71	32	3	19	19	59	
RACE/ETHNICITY																															
Afr.Am./Black	12	0	17	25	58	15	7	13	53	27	13	8	8	15	69	18	6	17	28	50	31	0	6	29	65	41	2	12	24	61	
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
White	NA	NA	NA	NA	NA	17	41	35	24	0	NA	NA	NA	NA	NA	13	54	15	15	15	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Hispanic	20	10	20	45	25	22	5	18	55	23	15	0	7	40	53	58	5	17	24	53	98	0	13	30	57	104	1	21	25	53	
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
F/RP LUNCH	29	3	14	41	41	36	8	19	50	22	29	3	10	38	48	79	6	18	27	49	111	0	13	30	58	126	2	17	27	54	
SCHOOL	42	12	24	33	31	55	18	22	44	16	39	13	13	31	44	97	14	18	23	45	137	0	12	31	58	158	3	18	25	54	
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34	3547	10	22	29	39	3951	7	21	28	43	4059	9	25	26	40	
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17	71679	23	33	26	18	73169	15	32	29	24	73365	19	30	27	24	

NA: Fewer than 10 students

Science	Grade 05					Grade 08					
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			
	#		A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS											
W/ Disabilities	13		0	0	46	54	38	0	0	11	89
ELL	NA		NA	NA	NA	NA	32	0	3	22	75
RACE/ETHNICITY											
Afr.Am./Black	13		0	0	38	62	41	0	0	34	66
Asian	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	15		0	0	40	60	101	0	3	27	70
Nat. Am.	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	29		0	3	41	55	123	0	2	28	70
SCHOOL	39		5	8	44	44	155	0	3	28	69
DISTRICT	3525		3	14	46	37	4020	0	10	38	52
STATE	70689		17	33	38	12	73203	3	36	39	22

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 405 73.2% of school
 Students receiving ISSP: 200 49.4% of eligible students