

December 2008

Our School

- We are America's oldest Public High School
- We are a pilot school
- We have extended hours
- We have two Small Learning Communities
- We are an AVID school
- Every students participates in advisory
- We have six period days
- We offer several Adance Placement courses
- We offer a variety of clubs for our students
- We have an active alumni association

Uniform Policy: Not Specified

Our Partners

- Boston College
- Boston University
- Brookside Community Health Center
- Harvard Graduate School of Education
- John Hancock Insurance Company
- Simmons College & Suffolk University
- State Street Bank and Trust
- Summer Search
- The Boston Private Industry Council

Awards, Honors and Distinctions

- Best Local School, Jamaica Plain Gazette, 2007
- New England's #1 High School Newscast Program, Fox 25 TV, 2008

Our Students (SY 2007-2008)

Total enrollment:	754 students		
Black	46.6%	Regular Education	59.6%
Hispanic	46.3%	Special Education	21.2%
White	3.6%	Bilingual Education	19.0%
Asian	2.1%		
Other	1.5%		

Average daily student attendance:	88.1%
Students promoted to next grade:	84.6%
Student mobility rate:	24.6%
Annual student dropout rate:	5.0%
Students suspended:	70

Our Staff (SY 2007-2008)

Total staff:	106	Black	28.3%
Staff-to-student ratio:	1:12	Hispanic	17.9%
Average daily staff attendance:	97.3%	White	50.9%
		Asian	2.8%
		Native American	0.0%
Number of teachers:	70		
"Highly qualified" teachers:	96.6%		
Teachers licensed in Mass.:	98.6%		
Core academic courses taught by "highly qualified" teachers:	87.6%		

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	NA	No	No	NA	No	NA
Math	No	No	NA	No	No	NA	No	NA

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

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

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?

We believe all students should be prepared upon graduation to enter and be successful at a four year college. To that end we provide all students with a rigorous curriculum while at the same time providing supports and interventions needed to ensure their success. Our students come from all over the world and enrich our classrooms with their cultures and languages. Students perform in dramatic productions, play sports, and participate in many clubs. Our school is organized into two Small Learning Communities.

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

We have a Family Resource Center with a parent coordinator. They publish a monthly newsletter, provide lists of community resources, conduct monthly parent meetings and act as advocates for parents and students. They work with faculty to inform parents about their child's progress, attendance etc. Our on site health center provides for medical and emotional needs, holds parent seminars and our peer mediation program helps students resolve conflicts.

How are We Preparing Our Students for Educational Success?

It is our expectation that our standards-based curriculum will prepare all students for college and a career. Our six-period block schedule with 60 minute blocks allows students and teachers to explore ideas in depth and complete research projects. Students select one of two small learning communities and remain in the same community until they graduate. The communities link academic learning to real world problems and situations. Students work closely

with the faculty to identify learning goals. Field trips, research projects, guest speakers, after school clubs and activities provide opportunities for students to engage in learning and realize their full potential. We also provide Advanced Placement courses in English, Calculus, Biology, chemistry, United States History, US Government and Spanish. Teachers effectively instruct a variety of curricula, which include Math, Readers/Writers Workshop, inquiry-based science, and History Alive. All teachers help students develop their literacy skills by using reading and writing strategies. Teachers meet frequently with the literacy and math coaches to enhance these skills. Our guidance counselors work with the Student Support Team to provide academic, medical, and counseling assistance. Our Special Education program supports students with special needs. We have a comprehensive English Language Learning (ELL) program that includes literacy courses in Spanish. We offer an after-school tutoring program to better prepare students for standardized tests and course work. We also offer our students Advisory and AVI D(Advancement Via Individual Determination)

Directions to the School

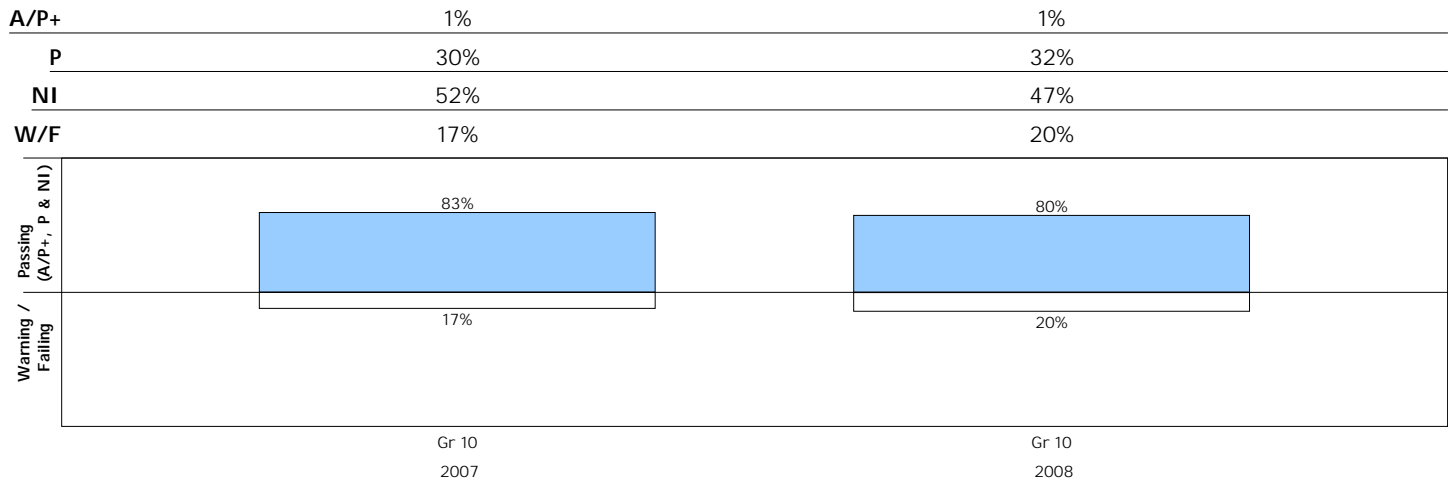
From Forest Hills Station, follow Washington Street towards downtown Boston to McBride Street. *By T from Downtown Crossing, take the Orange Line train to Green Street station. Walk along Amory Street away from downtown Boston to McBride Street. *By bus from Dudley Station, take Forest Hills bus (Rte. 42) to McBride Street.

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

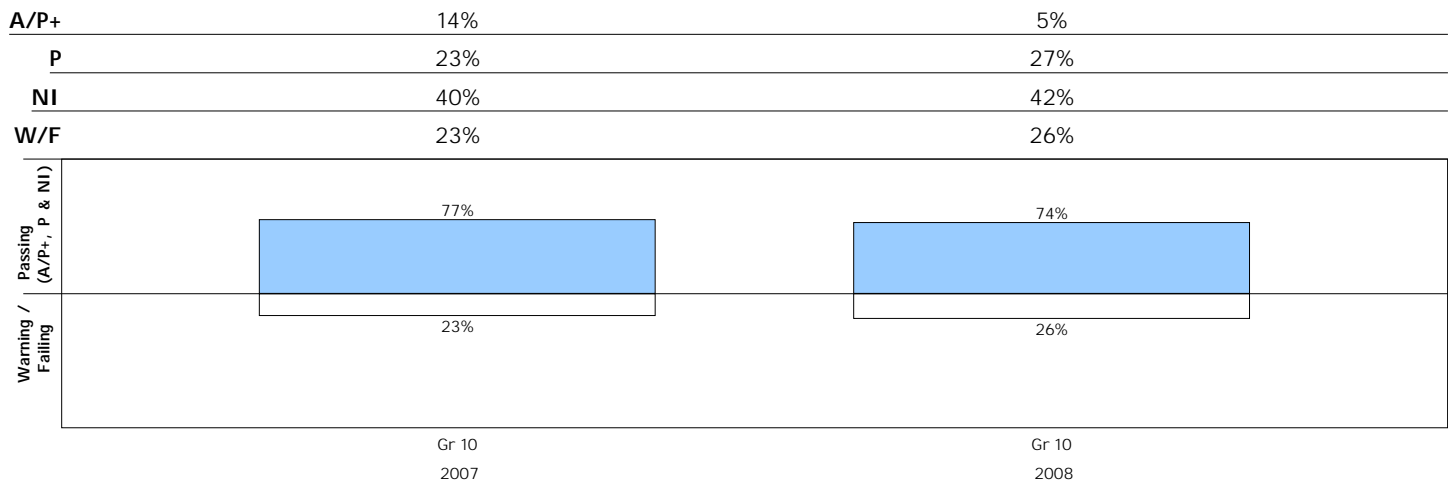
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

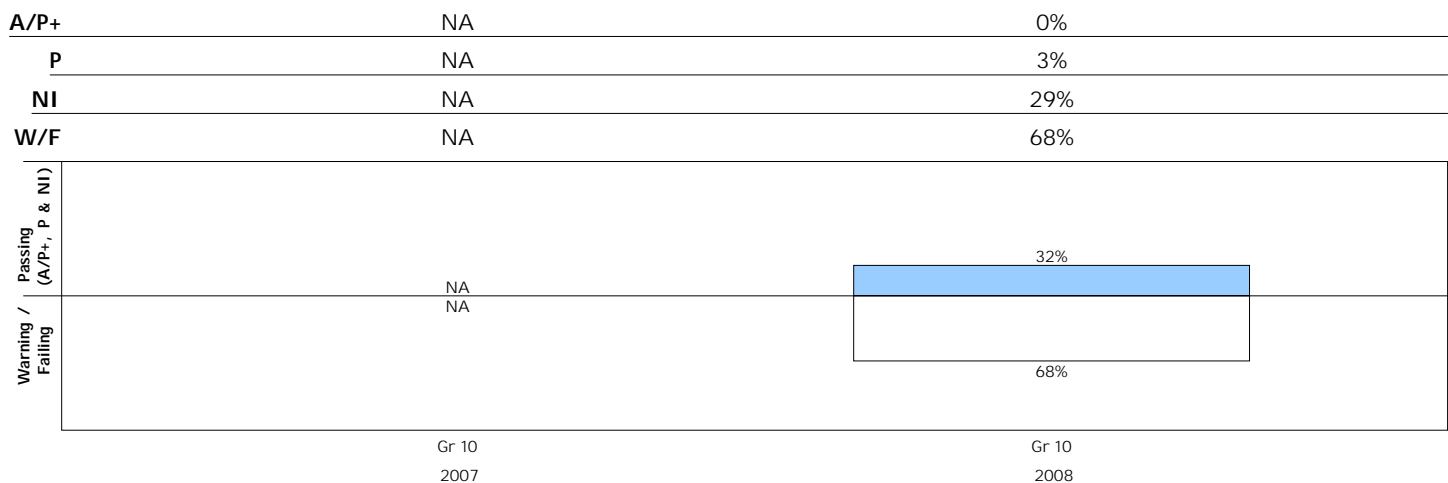
English Language Arts



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 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	33	0	12	45	42
ELL	46	0	7	52	41
RACE/ETHNICITY					
Afr.Am./Black	68	1	25	54	19
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	68	0	38	41	21
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	108	1	31	49	19
SCHOOL	152	1	32	47	20
DISTRICT	3932	14	44	33	9
STATE	71510	23	51	21	4

NA: Fewer than 10 students

Mathematics	Grade 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	35	3	20	26	51
ELL	50	0	16	40	44
RACE/ETHNICITY					
Afr.Am./Black	72	1	25	42	32
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	73	8	25	48	19
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	114	4	27	42	26
SCHOOL	161	5	27	42	26
DISTRICT	3888	35	24	25	16
STATE	71166	43	29	19	9

NA: Fewer than 10 students

Science		Biology				Chemistry					Intro. Physics				
		Students		% By Perf. Lvl.		Students		% By Perf. Lvl.		Students		% By Perf. Lvl.			
#		A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	NA	NA	NA	NA	NA	23	0	0	0	100	17	0	0	18	82
ELL	NA	NA	NA	NA	NA	33	0	3	6	91	25	0	0	16	84
RACE/ETHNICITY															
Afr.Am./Black	NA	NA	NA	NA	NA	49	0	0	6	94	34	0	6	32	62
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	NA	NA	NA	NA	NA	49	0	0	12	88	41	0	0	34	66
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	NA	NA	NA	NA	NA	77	0	1	8	91	62	0	3	40	56
SCHOOL	19	0	11	26	63	105	0	1	9	90	85	0	2	34	64
DISTRICT	2067	9	23	28	41	361	1	4	11	84	2553	0	13	45	41
STATE	59831	14	41	28	17	2262	15	21	19	45	16980	17	38	30	15

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 305 39.5% of school
Students receiving ISSP: 158 51.8% of eligible students

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

SAT (college-bound seniors who took the SAT I : Reasoning Test at any time through May 2008)

Average scores:	School	District	State	National
Critical Reading	362	438	507	497
Mathematics	394	457	520	510
Writing	362	436	505	488

Cohort 2007 4-year Graduation Rate: 49.3%

Spring 2008 Accreditation status: Accredited