

December 2008

Our School

- Before and After School Program
- Reading Recovery for students in grade one
- Art Program
- Full computer lab
- Physical Education

Uniform Policy: Mandatory - Dark blue pants for boys and girls.
Dark blue skirts for girls
White or light blue blouses or shirts.

Our Partners

- Harvard University
- Hyde Park Municipal Building
- Hyde Park YMCA

Our Students (SY 2007-2008)

| | | | |
|-------------------|--------------|---------------------|-------|
| Total enrollment: | 357 students | | |
| Black | 61.6% | Regular Education | 78.4% |
| Hispanic | 35.0% | Special Education | 21.5% |
| White | 2.2% | Bilingual Education | 0.0% |
| Asian | 0.0% | | |
| Other | 1.1% | | |

| | |
|-----------------------------------|--------|
| Average daily student attendance: | 94.2% |
| Students promoted to next grade: | 100.0% |
| Student mobility rate: | 14.6% |
| Annual student dropout rate: | N/A |
| Students suspended: | 29 |

Our Staff (SY 2007-2008)

| | | | |
|--|-------|-----------------|-------|
| Total staff: | 43 | Black | 37.2% |
| Staff-to-student ratio: | 1:12 | Hispanic | 4.7% |
| Average daily staff attendance: | 94.5% | White | 55.8% |
| | | Asian | 2.3% |
| | | Native American | 0.0% |
| Number of teachers: | 29 | | |
| "Highly qualified" teachers: | 95.0% | | |
| Teachers licensed in Mass.: | 96.5% | | |
| Core academic courses taught by "highly qualified" teachers: | 94.8% | | |

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

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

| | | | |
|-----------|----------------------|------------------------------------|---------------|
| No Status | Needs Improvement | Corrective Action ✓★ | Restructuring |
|-----------|----------------------|------------------------------------|---------------|

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

| | | | |
|-----------|-----------------------------------|----------------------|---------------|
| No Status | Needs Improvement ✓ | Corrective Action | Restructuring |
|-----------|-----------------------------------|----------------------|---------------|

*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?

Our school's instructional program continues to improve with our full implementation of the districts mandates for reading, writing, math, science, and social studies. Our Math and Science specialists insure that science and math are important parts of our curriculum. Our school features an art program for all students. Our special programs include:

Before and After school programs.

Family and Community Resource Liaison

On-site Counselors

Reading Recovery

Fourth and Fifth Grade Girls Group

Fourth and Fifth Grade Boys Group

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

We have an active Parent Council under the leadership of our Family and Community Coordinator. Parents assist at all school programs: yard sale, a book fair, and the Healthy Kids/International Fair. We have an active Parent Volunteer Program through which parents help in classrooms, the front office, and the playground during lunch. Our lunch monitors are selected from our parent population.

How are We Preparing Our Students for Educational Success?

Our mission is to provide our students with the skills and support they will need to accelerate academically while meeting their basic needs.

Our program is designed to allow the maximum amount of time in each core subject area-math, reading, science, social studies, and writing; while, providing students experiences in art, physical education and computers.

The common planning time at each grade level allows teachers the opportunity to meet and discuss student's work, and best practices.

Directions to the School

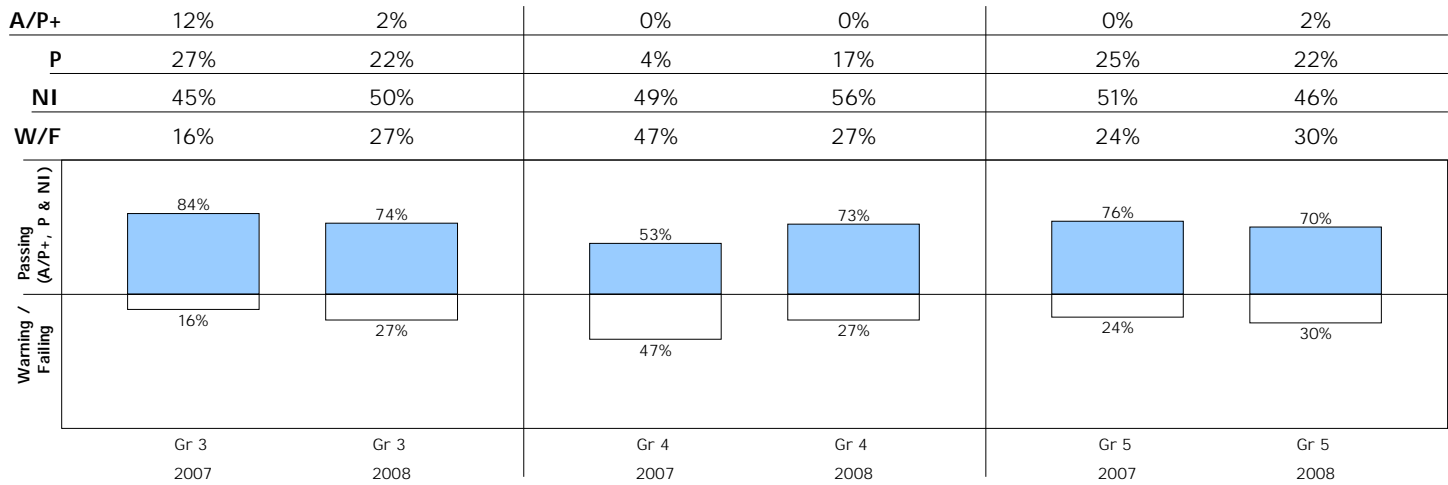
From Forest Hills Station take bus (Rte. 32) to Greenwood Avenue. Walk up Greenwood Avenue to Metropolitan Avenue. *From Mattapan Square take bus (Rte.32) to Metropolitan Ave. Walk up Metropolitan Ave.**Driving*From Forest Hill Station, take Hyde Park Ave to Greenwood Ave. Take Greenwood Ave to Metropolitan Ave. Go around the rotary. **From Blue Hill Ave to Mattapan Square. Take River Street to Metropolitan Avenue. Take a right onto Metropolitan Avenue.

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

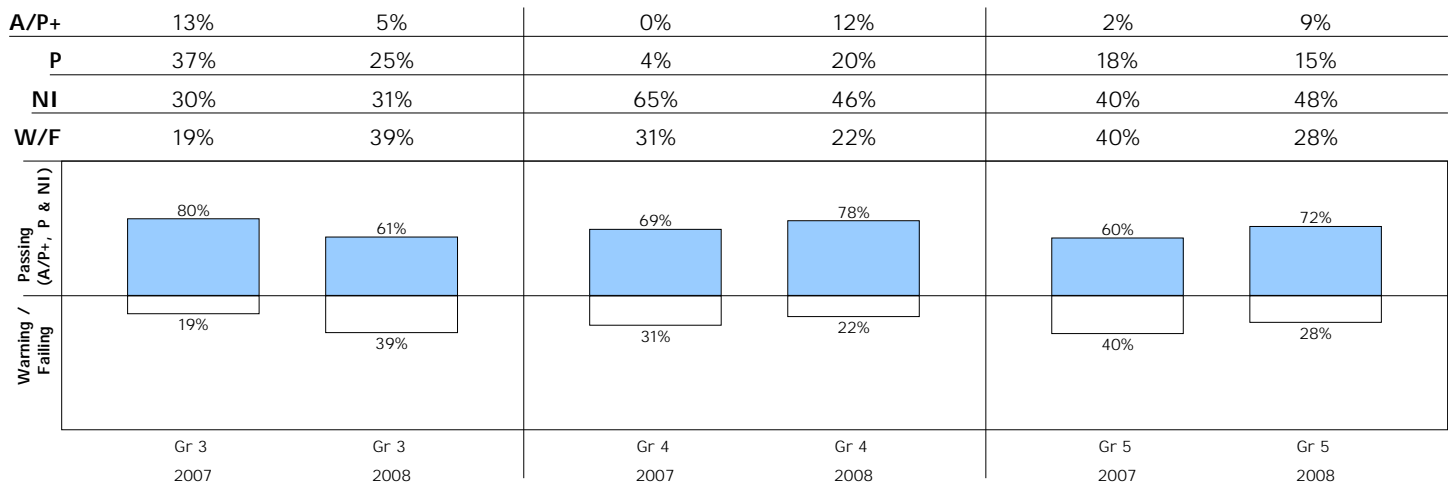
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

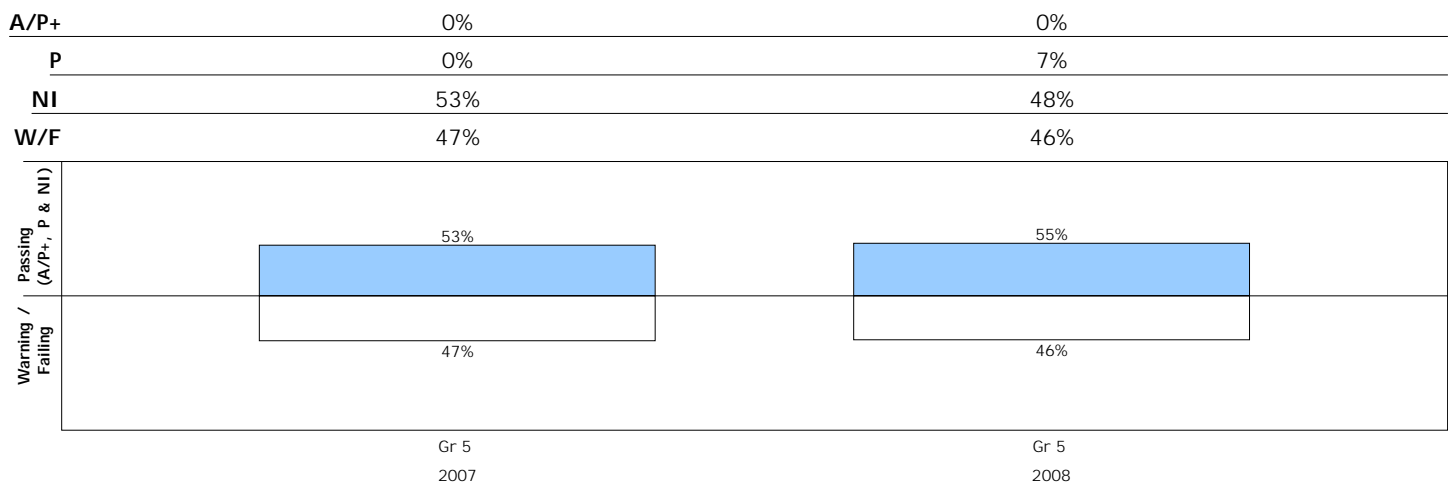
English Language Arts



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 | 14 | 0 | 0 | 50 | 50 | 14 | 0 | 0 | 14 | 86 | 17 | 0 | 0 | 35 | 65 |
| ELL | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| RACE/ETHNICITY | | | | | | | | | | | | | | | |
| Afr.Am./Black | 45 | 2 | 18 | 56 | 24 | 41 | 0 | 22 | 56 | 22 | 30 | 3 | 23 | 43 | 30 |
| 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 | 16 | 0 | 38 | 25 | 38 | 17 | 0 | 6 | 53 | 41 | 15 | 0 | 20 | 53 | 27 |
| 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 | 56 | 2 | 23 | 50 | 25 | 41 | 0 | 12 | 56 | 32 | 39 | 0 | 23 | 46 | 31 |
| SCHOOL | 64 | 2 | 22 | 50 | 27 | 59 | 0 | 17 | 56 | 27 | 46 | 2 | 22 | 46 | 30 |
| 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 | 14 | 0 | 0 | 36 | 64 | 14 | 0 | 0 | 43 | 57 | 17 | 0 | 0 | 29 | 71 |
| ELL | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| RACE/ETHNICITY | | | | | | | | | | | | | | | |
| Afr.Am./Black | 45 | 0 | 27 | 29 | 44 | 41 | 17 | 20 | 44 | 20 | 30 | 3 | 17 | 40 | 40 |
| 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 | 16 | 19 | 19 | 31 | 31 | 17 | 0 | 24 | 47 | 29 | 15 | 20 | 13 | 60 | 7 |
| 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 | 56 | 4 | 27 | 32 | 38 | 41 | 12 | 17 | 49 | 22 | 39 | 8 | 13 | 49 | 31 |
| SCHOOL | 64 | 5 | 25 | 31 | 39 | 59 | 12 | 20 | 46 | 22 | 46 | 9 | 15 | 48 | 28 |
| 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 | 17 | 0 | 0 | 29 | 71 |
| ELL | NA | NA | NA | NA | NA |
| RACE/ETHNICITY | | | | | |
| Afr.Am./Black | 30 | 0 | 7 | 47 | 47 |
| Asian | NA | NA | NA | NA | NA |
| White | NA | NA | NA | NA | NA |
| Hispanic | 15 | 0 | 7 | 47 | 47 |
| Nat. Am. | NA | NA | NA | NA | NA |
| Other | NA | NA | NA | NA | NA |
| F/RP LUNCH | 39 | 0 | 8 | 41 | 51 |
| SCHOOL | 46 | 0 | 7 | 48 | 46 |
| DI STRICT | 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: 88 79.3% 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 has met this district goal.