

December 2008

Our School

- Family Model K0 - grade 5
- School hours for 08-09 are 7:30- 2:30 (7 hrs)
- School hours for 09-10 are 7:30- 1:30 (6 hrs)
- Walnut Hill Collaboration
- Family Events
- Therapeutic Services
- Athletic Programs
- Children's and Faculty Chorus
- Student Council
- swimming pool and gym

Uniform Policy: No Uniform

Our Partners

- Children's Hospital
- Friends of the Children
- Generations / GRASP
- Girl Scouts of Eastern MA
- HASI and PBHA
- New England Scores
- Read Boston
- Step Up / Tufts
- UMASS - Alerta
- Walnut Hill for the Arts

Awards, Honors and Distinctions

- Walnut Hill Grant (2001 - present), National Foundation for the Arts, 2001
- Comprehensive School Reform Grant, U.S. Department of Education, 2002
- Effective Practice School, Superintendent Thomas Payzant, 2004
- Friends of the Children Mentoring Program, Greenlight Foundation, 2004

- Safe Schools/Healthy Kids Grant, Federal Government, 2004
- Math Mentoring and Tutoring Grant, Generations Inc, 2005
- Connecting with Care, Boston Foundation, 2006
- Laura Bush Library Award 2008
- David S. Weiner Award, 2008, 2009
- Oprah Angel Network, 2008, 2009

Our Students (SY 2007-2008)

Total enrollment:	656 students		
Black	57.8%	Regular Education	68.4%
Hispanic	35.4%	Special Education	17.3%
White	2.3%	Bilingual Education	14.1%
Asian	1.4%		
Other	3.2%		

Average daily student attendance:	93.2%
Students promoted to next grade:	96.6%
Student mobility rate:	25.4%
Annual student dropout rate:	N/A
Students suspended:	21

Our Staff (SY 2007-2008)

Total staff:	81	Black	37.0%
Staff-to-student ratio:	1:12	Hispanic	17.3%
Average daily staff attendance:	95.9%	White	45.7%
		Asian	0.0%
		Native American	0.0%

Number of teachers:	54
"Highly qualified" teachers:	97.6%
Teachers licensed in Mass.:	97.9%
Core academic courses taught by "highly qualified" teachers:	99.5%

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	No	No	No	NA	No	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
			✓

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?

Literacy and Math are our foci at the John Marshall School. We view instruction through the "lens" of Multiple Intelligence Theory.

The Marshall is one of the largest elementary schools in the district. However to create smaller learning communities for our students, children are grouped in a "Family" model. Each "Family" houses students in kindergarten through grade 5. All siblings are assigned to the same "Family".

All of our students receive swimming, physical education, music, art, and computer. We have a fulltime certified librarian and two science specialists.

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

The Marshall hosts several parent activities each year including a Back to School BBQ for families, Curriculum Night and several hands on workshops on topics such as: Literacy, Math, Science, & MCAS. At our spring Open House students display projects and products made using their multiple intelligences. Parents serve on committees including SPC and SBM. The Marshall is fortunate to have a full-time Family and Community Outreach Coordinator. The FCOC promotes activities that increase family participation.

How are We Preparing Our Students for Educational Success?

The John Marshall School is a Superintendent's School. Our students attend school for 7 hours from 7:30 a.m. - 2:30 p.m. For School Year 2009-2010 our students will attend for 6 hours from 7:30 a.m. - 1:30 p.m.

Improving student achievement in reading and mathematics for all students is the goal of the John Marshall School. Using a balanced literacy approach students engage in guided reading, shared reading, read aloud and writers' workshop. In addition, teachers are implementing TERC Investigations units in all classrooms. Using critical

thinking skills and a hands-on approach, students investigate a variety of mathematical topics. As our students possess much strength, teachers are encouraged to use children's multiple intelligences to guide their instruction and assess students' knowledge.

The John Marshall School has a strong leadership team, which is focused on improving instruction for all students. The team uses data to plan professional development opportunities for staff. The ILT members then meet with their grade level colleagues to develop strategies for improving instruction. Through Collaborative Coaching and Learning, CCL-Math, and other methodologies our teachers are well trained in effective practices. Several workshops are held each year to share with parents what their children need to know in order to be successful at every grade level and how they can support them.

Our students have access to computer-based learning. Students are conducting research on a variety of topics in social studies and science. Using Alpha Smart keyboards in their classrooms, students are becoming proficient and prolific writers across the curriculum.

Our reading and math programs rely on students working independently as well as cooperatively. Therefore the staff is revisiting Cooperative Discipline and Second Steps to enhance the teaching/learning environment. In addition, we offer several tutorial programs that align with our curriculum to challenge our children during out-of-school time.

Directions to the School

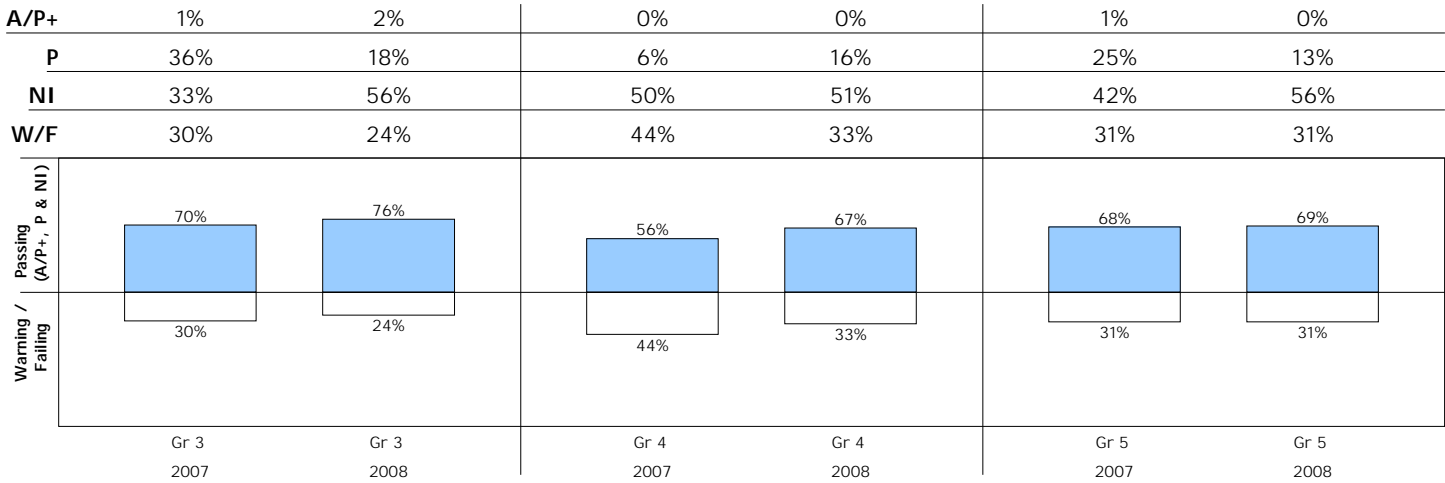
MBTA: Take the Red Line train to Fields Corner. Take the Andrew bus Rte. 17 or Rte. 19 to Westville St.*CAR: Southeast Expressway, JFK/South Boston exit. Then North on Columbia Rd. At Edward Everett Sq. Columbia Rd. bears left. Stay on Columbia Road to Washington St. (Burger King on right) Turn left onto Washington St. Then left at the first lights, Bowdoin St. Take 3rd right, Westville Street.

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

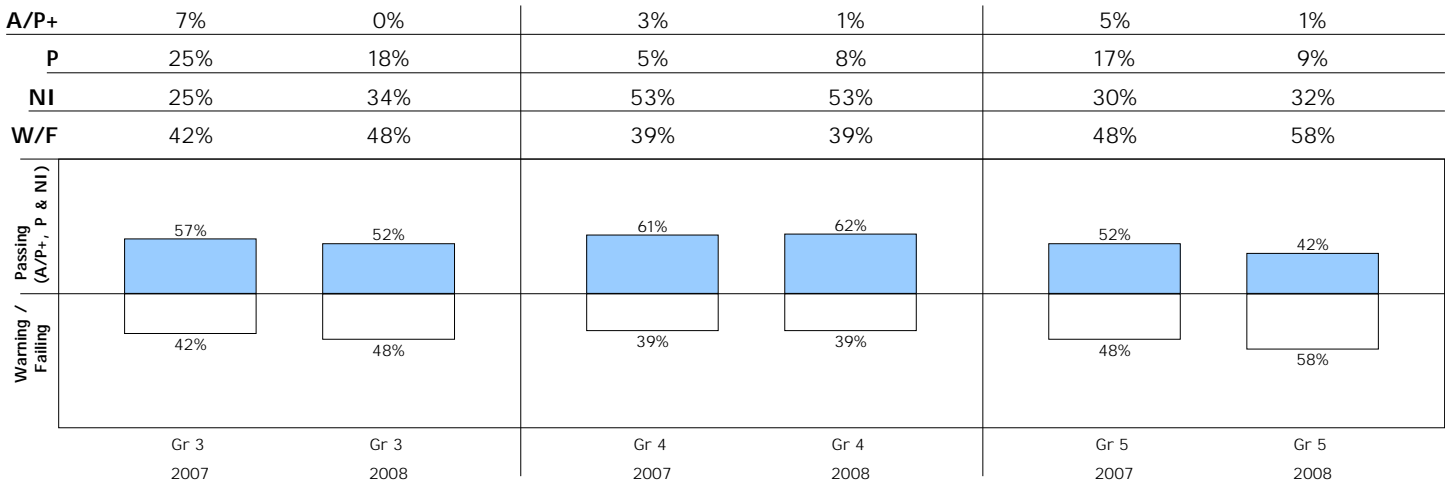
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

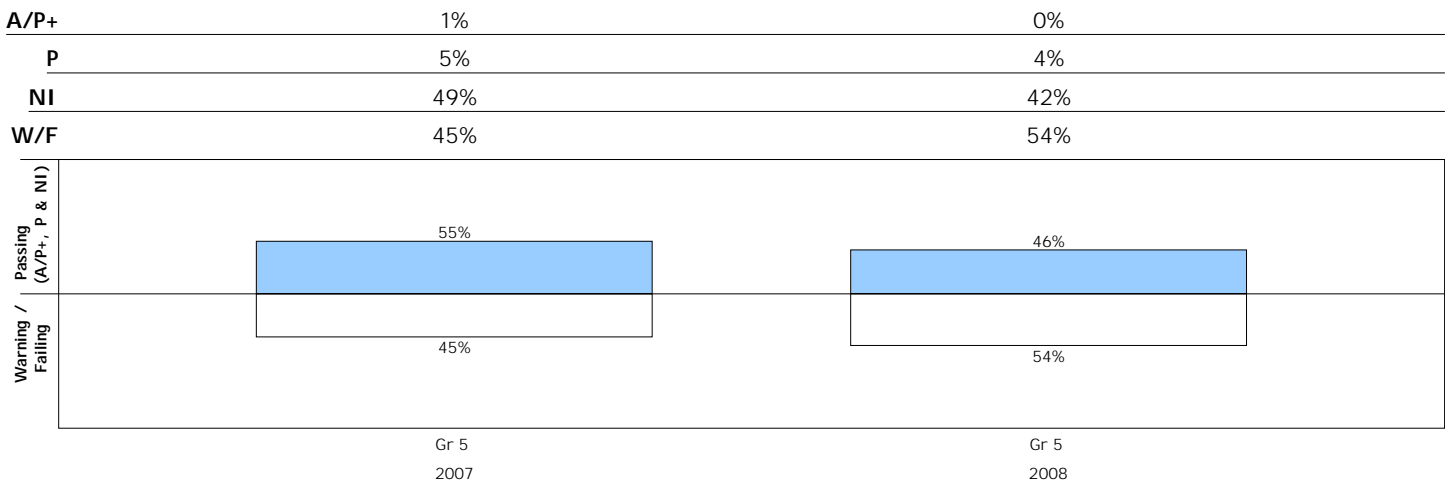
English Language Arts



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 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	11	0	9	45	45	20	0	10	45	45	23	0	13	26	61
ELL	NA	NA	NA	NA	NA	15	0	0	20	80	16	0	0	50	50
RACE/ETHNICITY															
Afr.Am./Black	46	0	22	59	20	41	0	20	66	15	48	0	13	58	29
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	18	6	11	44	39	30	0	13	27	60	21	0	5	57	38
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	57	2	18	56	25	67	0	15	55	30	64	0	13	56	31
SCHOOL	66	2	18	56	24	80	0	16	51	33	77	0	13	56	31
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	13	0	15	23	62	20	0	10	40	50	23	0	0	17	83
ELL	NA	NA	NA	NA	NA	15	0	0	33	67	17	0	0	29	71
RACE/ETHNICITY															
Afr.Am./Black	45	0	18	33	49	41	2	15	51	32	48	0	6	40	54
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	18	0	17	33	50	30	0	0	53	47	22	5	0	27	68
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	57	0	14	35	51	67	0	7	51	42	65	2	8	29	62
SCHOOL	67	0	18	34	48	80	1	8	53	39	78	1	9	32	58
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	23	0	4	30	65
ELL	17	0	0	47	53
RACE/ETHNICITY					
Afr.Am./Black	48	0	4	38	58
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	22	0	0	55	45
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	65	0	3	45	52
SCHOOL	78	0	4	42	54
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: 134 71.7% of school
 Students receiving ISSP: 82 61.2% of eligible students

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