

December 2008

Our School

- Superintendent's School
- Extra hour of instruction 8:30-3:30
- Building a college-bound culture
- Musical instrument program (grades 4-5)
- Before and after-school programs
- After-school enrichment clubs

Uniform Policy: Mandatory - Kindergarten-grade 2 - light blue shirts, khaki pants, skirts, or jumpers.

Grades 3-5 - white shirt, khaki pants, skirts, or jumpers.

Our Partners

- Boston College
- Central Branch - YMCA
- Foundation for Children's Books
- Partners for Student Success
- Step Up 5- College Initiative
- Wheelock College

Awards, Honors and Distinctions

- Exemplary School, National African-American Parent Involve, 2002

Our Students (SY 2007-2008)

Total enrollment:	296 students		
Black	57.8%	Regular Education	79.3%
Hispanic	39.5%	Special Education	20.6%
White	1.4%	Bilingual Education	0.0%
Asian	0.3%		
Other	1.0%		

Average daily student attendance:	94.2%
Students promoted to next grade:	98.0%
Student mobility rate:	16.8%
Annual student dropout rate:	N/A
Students suspended:	17

Our Staff (SY 2007-2008)

Total staff:	36	Black	33.3%
Staff-to-student ratio:	1:12	Hispanic	8.3%
Average daily staff attendance:	96.4%	White	55.6%
		Asian	2.8%
		Native American	0.0%

Number of teachers:	24
"Highly qualified" teachers:	95.5%
Teachers licensed in Mass.:	95.9%
Core academic courses taught by "highly qualified" teachers:	95.8%

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	Yes	NA
Math	No	NA	No	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
			✓

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?

Getting our children ready for productive lives after high school is a top priority. We do this through rigorous instruction, solid relationship with parents, and showing our students and families that college is well within their reach.

Ways we engage parents include: Curriculum Nights on topics such as math, and getting ready for college ; Family Field trips; and classroom and school-wide newsletters. We engage parents who can't come to school events. EVERY Winthrop teacher is committed to working with parents as parents in their child's learning.

We received a \$350,000 grant to support after-school programs, including tutoring, homework help, and child care. We offer after-school enrichment including, martial arts, dance, and art. This year students in grades 4 and 5 can take free musical instrument lessons.

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

The Winthrop School is committed to the partnership between parents and teachers. Some ways we work with parents are:

- Regular Family Curriculum Nights (topics such as math, reading - dinner and child care provided)
- Classroom and school-wide newsletters "Winthrop Words"
- Winthrop parents' website
- Take-home math games, take-home videos of lessons
- Active, committed School Parents' Council
- Full-time Family and Community Engagement Coordinator
- Weekend Family Field Trips (ex. Wheelock Family Theater, apple-picking)

How are We Preparing Our Students for Educational Success?

The Winthrop School's goal is to get students ready for college or other education after high school. We are building a "college-bound culture" where students see pennants of the college that their teachers attended, read

through college catalogues, talk regularly with fraternity members, and spend a day at Boston College (5th graders).

In order for our students to be successful, we offer rigorous instruction for all students. Teachers pursue professional development, as offered through Boston Public Schools, the in-house math and literacy coach we have, or take courses in local colleges. Teachers meet weekly with other teachers of their grade level to address specific instructional issues.

This year we will purchase more than \$10,000 of instructional technology, which classroom teachers will be able to use with their students.

In addition to building our students' academic skills, we help them cope with problems they may have. We have a part-time counselor from Dimock Street Health Center and a full-time "coach" from Sports 4 Kids, an organization which helps students become more able to resolve conflicts through playtime at recess. Third, fourth, and fifth grade students can participate in after-school programs separately created for boys and girls to help each deal with becoming healthy young adults.

Finally, we offer every child the opportunity to develop in the arts both during school hours and after school. We have music, art, and dance teachers during the school day. In the after-school program, children may study African dance, and visual art. Other after-school programs include forensic investigation ("CSI -Winthrop"), Zoo School, and martial arts.

Directions to the School

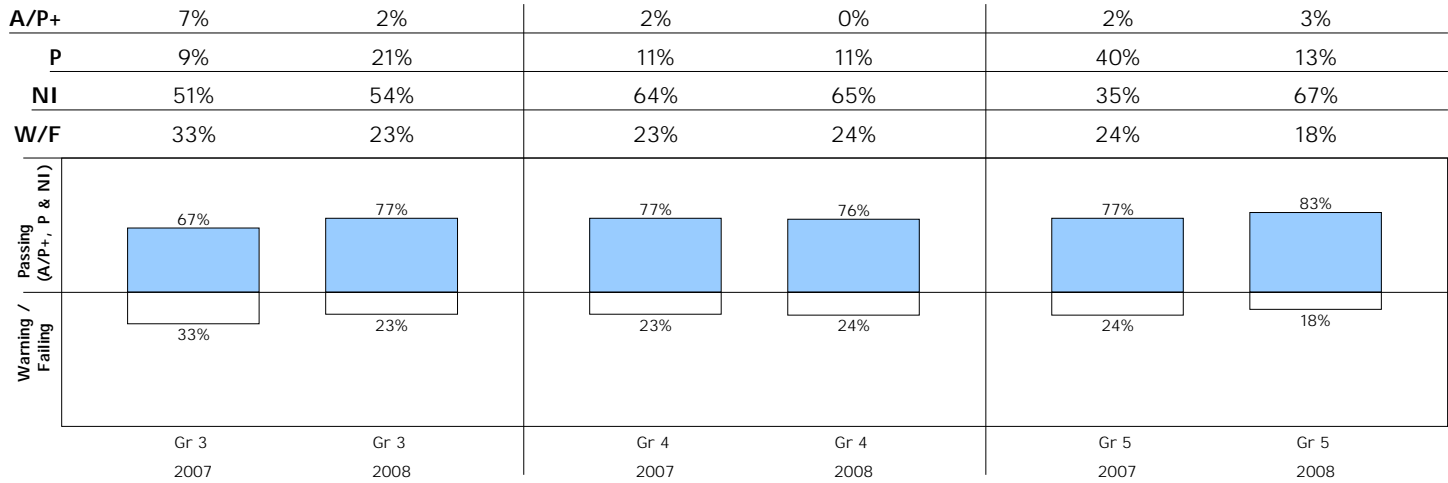
From Dudley Square or Ruggles Stations take Franklin Park via Blue Hill Avenue bus (Rt. 45) to Brookford Street. Walk down Brookford Street to school. From Forest Hills or Washington Stations take Orange Line train to Ruggles. Proceed as above.

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

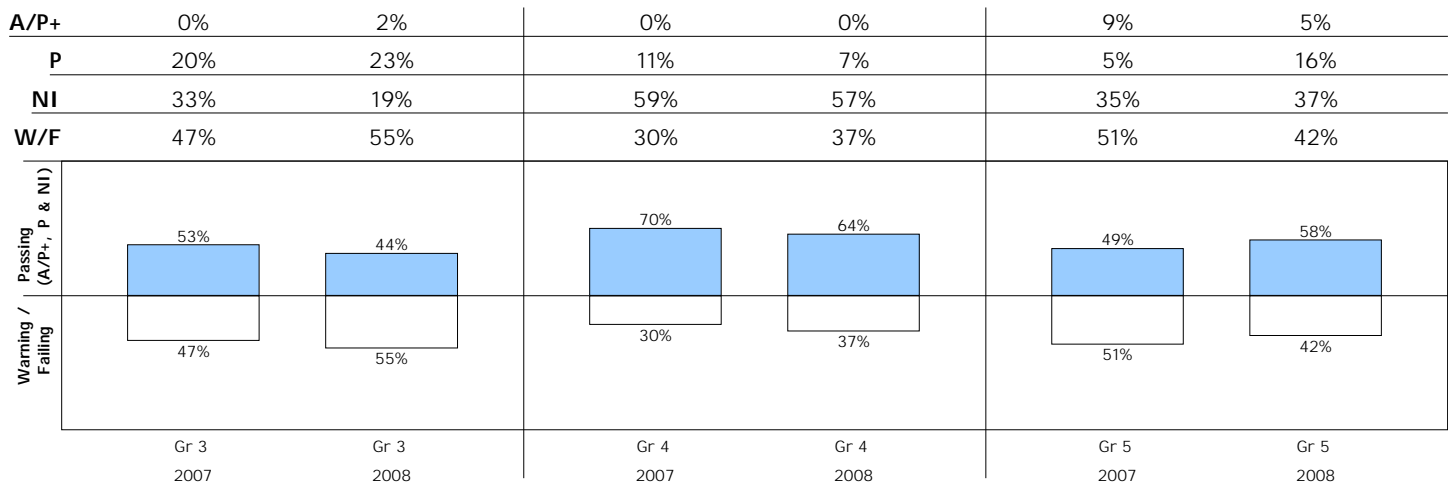
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

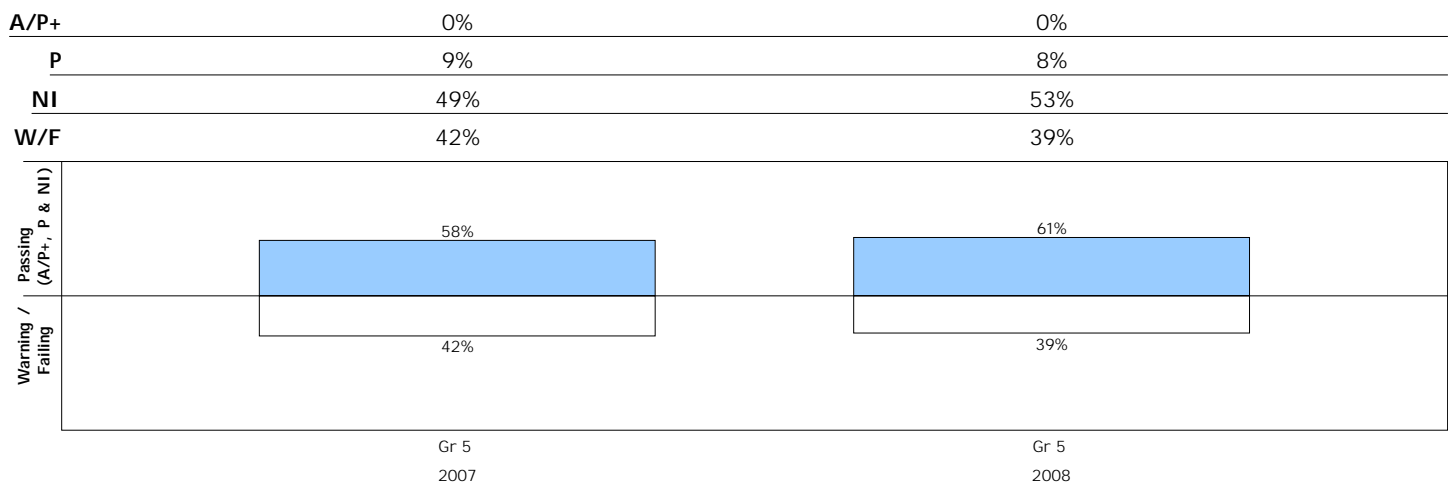
English Language Arts



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	18	0	11	39	50	14	0	0	57	43	11	0	0	55	45
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	26	4	23	54	19	25	0	12	64	24	28	0	11	75	14
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	21	0	19	57	24	17	0	6	71	24	NA	NA	NA	NA	NA
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	46	2	22	52	24	36	0	11	64	25	35	0	14	66	20
SCHOOL	48	2	21	54	23	46	0	11	65	24	39	3	13	67	18
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	17	0	0	0	100	14	0	0	43	57	11	0	0	18	82
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	26	0	31	23	46	25	0	8	56	36	28	0	14	43	43
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	20	5	15	15	65	17	0	6	53	41	NA	NA	NA	NA	NA
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	45	2	24	18	56	36	0	8	58	33	34	3	15	38	44
SCHOOL	47	2	23	19	55	46	0	7	57	37	38	5	16	37	42
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	11	0	0	36	64
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	28	0	7	57	36
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	34	0	6	53	41
SCHOOL	38	0	8	53	39
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: 76 86.4% of school
Students receiving ISSP: 20 26.3% 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.