

**December 2008**

**Our School**

- Academic focus and active parent groups
- Before and after school programs
- Music, art, math, health and science courses
- Computer lab and school lending library
- Technology Goes Home for parents and children
- Home Reading Program
- Safe playground and play yard
- Before and after school math tutorials
- Outdoor classroom and Friendship Garden
- One of eight Boston Principal Training sites

Uniform Policy: Mandatory - navy blue slacks, skirts and jumpers with light blue shirts and blouses

**Our Partners**

- Boston Partners in Education
- Boston University and Lesley University
- Combined Jewish Philanthropies
- Curry College and Wheelock College
- REVELS Arts Organization
- Riverside Theatre
- Roslindale Board of Trade
- SCCAT Counseling Services
- University of Massachusetts
- YMCA

**Awards, Honors and Distinctions**

- Art Exhibit, Wheelock College,
- Boston Teacher of the Year Award, Mayor's Office,
- Early Childhood Principal Fellow, CAYL Institute,
- Mentor of Boston Principal Interns
- Outdoor Classroom Grant, Schoolyard Initiative,
- Published Teacher/Balanced Literacy Organizer, LuBec Inc.,

- Published Teacher/Grade 1 Reader's Workshop, Pioneer Valley Educational Press,
- Student Art Exhibit, Suffolk County District Attorney,
- Student Winner - A Symphony for Our City, Boston Public Library Foundation,
- Student Winner - Never Without a Book, Boston Public Library Foundation,

**Our Students (SY 2007-2008)**

Total enrollment:	190 students		
Black	40.0%	Regular Education	54.2%
Hispanic	36.8%	Special Education	45.7%
White	18.9%	Bilingual Education	0.0%
Asian	2.1%		
Other	2.1%		

Average daily student attendance:	96.1%
Students promoted to next grade:	91.1%
Student mobility rate:	14.8%
Annual student dropout rate:	N/A
Students suspended:	12

**Our Staff (SY 2007-2008)**

Total staff:	27	Black	7.4%
Staff-to-student ratio:	1:11	Hispanic	0.0%
Average daily staff attendance:	95.0%	White	92.6%
		Asian	0.0%
		Native American	0.0%

Number of teachers:	18
"Highly qualified" teachers:	100.0%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	100.0%

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

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

<b>No Status</b> ✓	Needs Improvement	Corrective Action	Restructuring
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Our school is in the following NCLB category for **Mathematics**:

No Status	<b>Needs Improvement</b> ✓★	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

### **What Makes Our School Special?**

The Conley School is located in a racially mixed residential neighborhood in Roslindale. It has a renovated schoolyard, an amphitheater and an outdoor classroom. The faculty is energetic, highly skilled and caring. Teachers participate in literacy, math, second language, peace games and bullying prevention workshops to strengthen their instructional practice and provide a positive school climate. Our specialty classes, which include science, visual arts, math enrichment, physical education and music, enhance our regular school wide program.

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

Our school:

- \* provides both a before and an after school program.
- \* publishes a weekly parent newsletter and monthly calendar.
- \* offers individual and group counseling.
- \* conducts Family Nights in math, science, literacy and art.
- \* presents MCAS and monthly parent workshops.
- \* participates in a Home Reading Program.
- \* teaches parents with their children in Technology Goes Home. Families receive a computer and printer for home use.
- \* provides science and historical field trips.
- \* sponsors a Children's Field Day.
- \* hosts monthly School Site Council and School Parent Council meetings.

### **How are We Preparing Our Students for Educational Success?**

- \* The Conley teachers provide two hours of daily instruction in Readers and Writers Workshop.
- \* We departmentalize in math to provide on grade level curriculum for both regular and special education students. We offer 1 hour and 10 minutes of math for all students from kindergarten to grade 5, and an additional 30 minutes of math daily for students in grades 3 through 5.
- \* Selected students participate in a twelve week Math Intervention Program before or after school.
- \* Teachers are involved in extra professional development in math, literacy, second language, social justice and science.
- \* Each classroom is outfitted with hundreds of books

students may take home for independent reading.

- \* All classrooms have Internet access. The computer lab allows students access to all subjects. AlphaSmarts, word processors and computers are used by students to publish their stories created in Writers' Workshop.
- \* Many classes have a second teacher to provide individualized or small group instruction during the literacy and/or math block.
- \* Volunteers from the Combined Jewish Philanthropies and Boston Partners in Education provide extra help to individuals in both literacy and math.
- \* Teachers participate in onsite professional development programs to improve their instruction in reading, writing and math.
- \* Guest authors make presentations to students about how to write books.
- \* Student teachers from local colleges provide additional support in classes as they learn the strategies to become effective instructors.
- \* Staff members mentor individual students weekly in the Power of 2 Initiative.
- \* As part of the Conley Wellness Program, Walking Clubs are available for both students and adults in addition to Zumba instruction.
- \* The Annual Conley Connects with the Community Event brings in local workers who share their educational challenges and experiences.
- \* The Power of Two provides students tutoring time once a week with a second teacher.
- \* In the 10 Boys Program students' work is monitored by a Mentor and the Boys meet regularly to participate in community service, listen to guest speakers, and practice social skills.

### **Directions to the School**

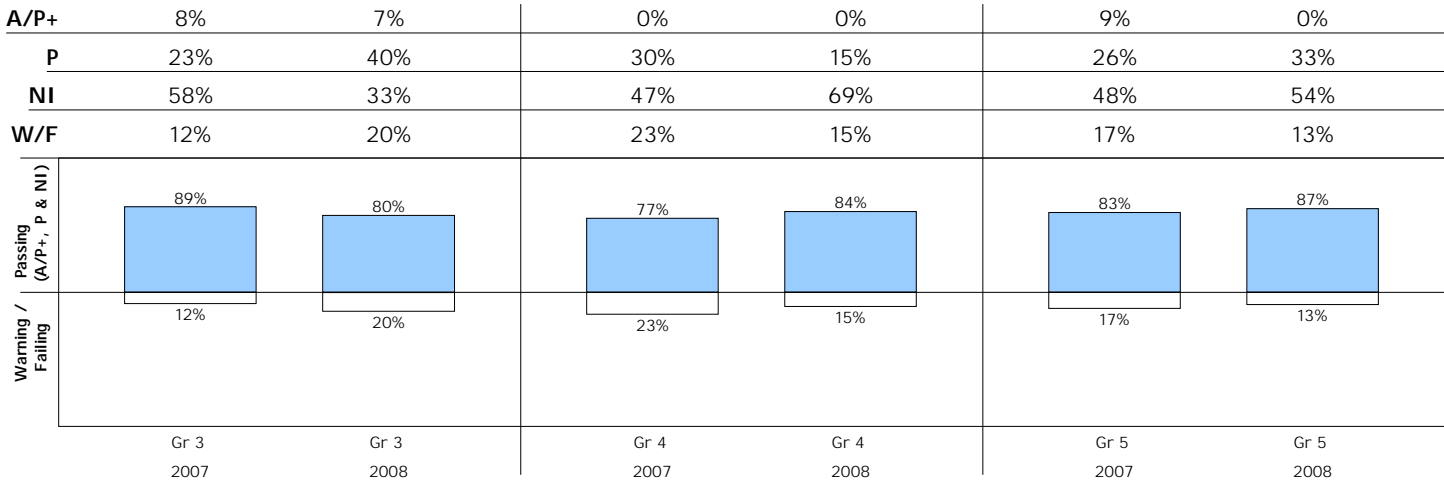
From Forest Hills Station take the Cleary Square (Hyde Park) bus #50. The bus drops passengers off across the street from the school. From Mattapan Station take the Roslindale Square bus #30 to Poplar Street.

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

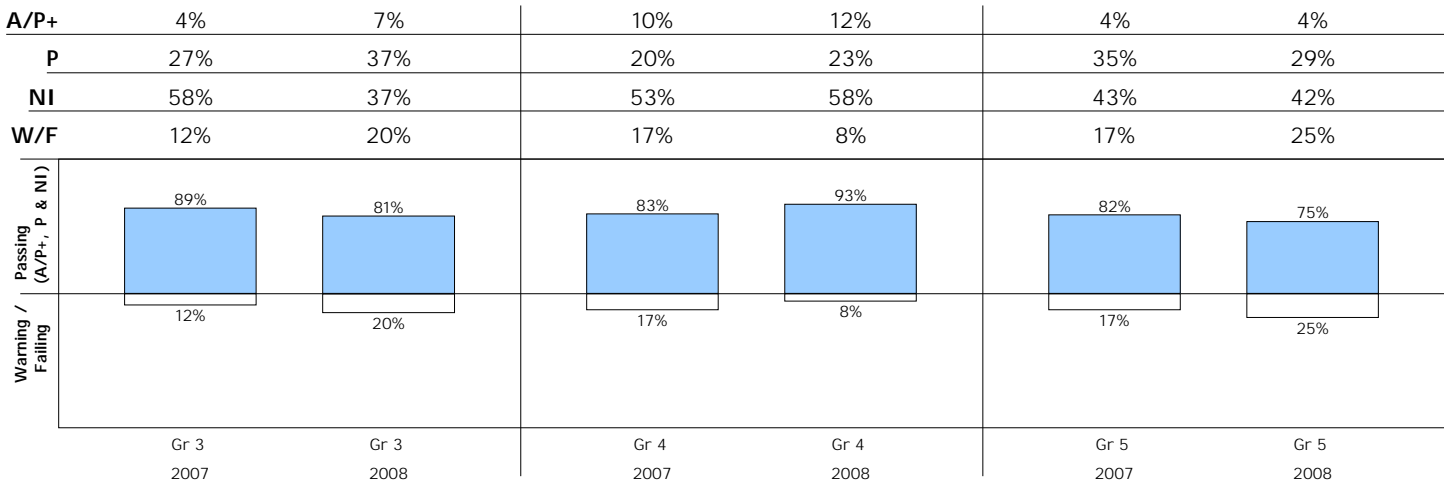
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

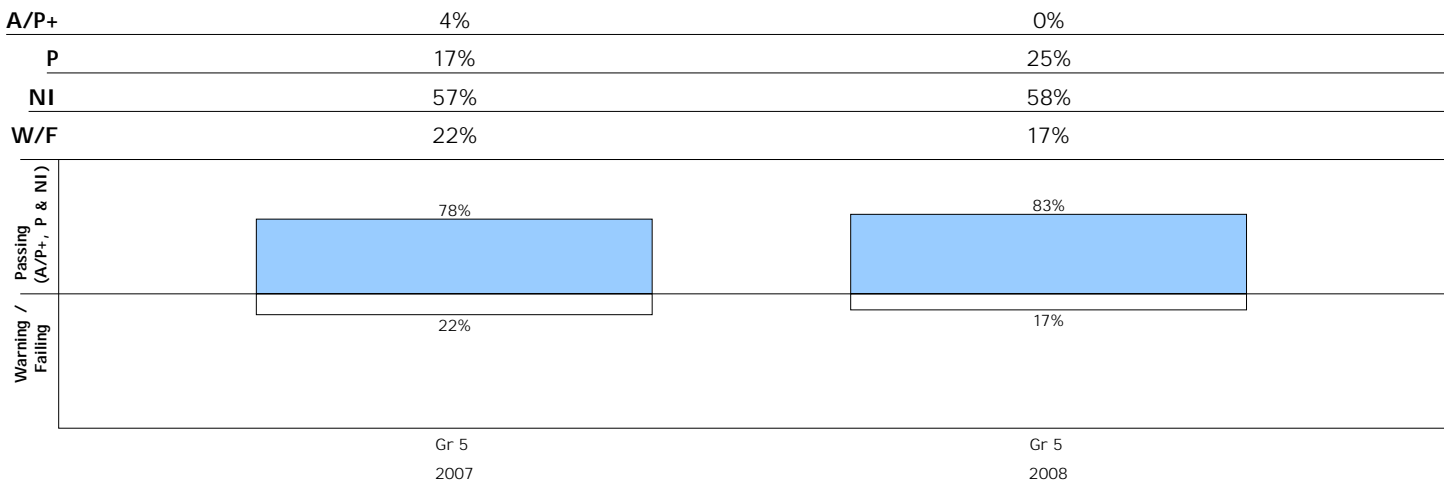
## English Language Arts



## 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	14	7	36	14	43	12	0	0	75	25	11	0	18	55	27
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	17	6	41	35	18	11	0	0	73	27	14	0	21	64	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	10	0	40	40	20	NA	NA	NA	NA	NA	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	25	4	40	36	20	17	0	0	82	18	20	0	30	55	15
SCHOOL	30	7	40	33	20	26	0	15	69	15	24	0	33	54	13
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	7	21	43	29	12	8	0	75	17	11	0	27	36	36
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	17	0	29	41	29	11	0	9	82	9	14	0	21	50	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	10	10	50	30	10	NA	NA	NA	NA	NA	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	25	8	32	40	20	17	6	18	71	6	20	0	30	40	30
SCHOOL	30	7	37	37	20	26	12	23	58	8	24	4	29	42	25
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
<b>STUDENT STATUS</b>					
W/ Disabilities	11	0	9	64	27
ELL	NA	NA	NA	NA	NA
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	14	0	21	57	21
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	20	0	15	70	15
SCHOOL	24	0	25	58	17
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: 37 72.5% of school  
 Students receiving ISSP: 35 94.6% 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.