

December 2008

Our School

- NAEYC accredited program
- A small-school atmosphere
- Intervention program: Reading Recovery
- Math programs: TERC and Building Blocks
- K1 literacy program: OWL
- Specialists in science, music and dance
- Classes taught by early childhood specialists
- High teacher/pupil ratio
- Inclusion school
- Full-time nurse practitioner

Uniform Policy: No Uniform

Our Partners

- Boston Institute of Psychotherapy
- Boston Partners in Education
- Children's Museum
- Community Music Center of Boston
- Connolly Branch Library
- Family Services of Greater Boston
- UMass Boston
- University of Buffalo
- Wheelock College

Awards, Honors and Distinctions

- Building Blocks TRI AD Projects Grant, National Science Foundation, 2007
- Early Reading First Grant, U.S. Department of Education, 2007
- National Accreditation, NAEYC, 2008

Our Students (SY 2007-2008)

Total enrollment:	96 students		
Black	32.3%	Regular Education	75.0%
Hispanic	42.7%	Special Education	25.0%
White	16.7%	Bilingual Education	0.0%
Asian	5.2%		
Other	3.1%		

Average daily student attendance:	95.2%
Students promoted to next grade:	100.0%
Student mobility rate:	12.3%
Annual student dropout rate:	N/A
Students suspended:	N/A

Our Staff (SY 2007-2008)

Total staff:	31	Black	32.3%
Staff-to-student ratio:	1:13	Hispanic	6.5%
Average daily staff attendance:	94.8%	White	54.8%
		Asian	3.2%
		Native American	3.2%

Number of teachers:	8
"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	Yes	NA	NA	NA	NA	NA	NA	NA
Math	Yes	NA	NA	NA	NA	NA	NA	NA

West Zone ELC did not receive AYP determinations for both ELA & Math due to no test data or no qualifying students groups.

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

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

No Status ✓	Needs Improvement	Corrective Action	Restructuring
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What Makes Our School Special?

The ELC-West has been accredited by the National Association for the Education of Young Children (NAEYC). The program provides quality early education and promotes high standards for all students. All classes are taught by Early Childhood Specialists and have low pupil/adult ratios. The school also offers an inclusive program for students with disabilities.

The ELC-West is participating in two federally funded grants focused on providing K1 students with developmentally appropriate literacy and math instruction: Early Reading First and Building Blocks/TRI AD Projects.

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

Parents are partners at the ELC-West. The school has a Parent Coordinator who works closely with families to promote home-school communication. Our goal is to provide opportunities for families to understand and participate in their children's education. These opportunities are provided via participation in the School Site Council, School Parent Council, Back to School Night, Kindergarten Orientation, Math Night, Home Reading Program, parent/teacher conferences, volunteer work, and math/literacy workshops.

How are We Preparing Our Students for Educational Success?

Literacy is the center of all classroom instruction at the Early Learning Center-West. As an Early Reading First School, our goal is to provide all children with a strong foundation in early literacy development. Everyday, children participate in developmentally appropriate literacy experiences: listening and responding to high quality, multicultural literature; reading familiar poems, chants and rhymes; independently reading or pretend-reading books at their own level; composing group messages with the teacher; and independently writing their own messages and stories.

Children's mathematical development focuses around real

world experiences. The K1 students use Building Blocks Curriculum for Early Childhood Mathematics. The program's basic approach is to find the mathematics in, and develop mathematics from, children's experiences and interests. All the activities support children as they develop better communication skills for mathematics and give them further practice with problem solving skills. Children use real world objects, mathematics "manipulatives," and state-of-the-art computer programs to support their learning. The Investigations curriculum helps the K2 and Grade 1 students gain a solid understanding of mathematical concepts through the use of manipulatives, exploration, and group discussions. Students discover that there are many ways to solve mathematical problems.

First graders experiencing reading difficulties are offered Reading Recovery as an intervention program. This is a short-term program whose goal is to help each child make accelerated progress, which will enable him/her to become a successful reader and writer.

Teachers at the Early Learning Center-West meet twice a month to look at student work, analyze data, and identify ways of helping children better meet the Citywide Learning Standards. Additionally, the teaching staff is participating in readers' and writers' workshops, inquiry groups, and Collaborative Teaching and Learning (CCL).

Before and after the academic hours, the school provides surround care to accommodate the needs of modern families. The ELC-West is open from 7:30 AM to 5:00 PM, with 8:30 to 2:30 PM being academic hours.

Directions to the School

From Forest Hills or Copley Station take Copley bus (Rte. 39) to the Veterans Hospital corner at Heath Street and South Huntington Avenue. Walk up Heath Street to the School. From Dudley Square or Jackson Square Station take Heath Street bus (Rte. 46) to the School.

The information on this page is provided by the school.

How Are We Assessing Students At Our School?

Assessment drives the curriculum at the Early Learning Center-West. The assessment results are closely linked to the process of looking at student work, which provides continuous insight into instruction and students' needs. We also use this information to identify staff development needs. We are placing special emphasis on achieving a common understanding of teaching literacy and mathematics at the early childhood level and implementing effective practices that are consistent across all classrooms.

Measuring student progress is one of the top priorities for the ELC-West. Therefore, the Instructional Leadership team (ILT), Literacy/Math Coach and Principal have devised a school-based strategy for scheduling, administering, analyzing, and reporting performance-based data.

Three times a year (fall, winter, spring) we administer Clay's Observation Survey, Benchmark Text Reading, Developmental Reading Assessment (DRA), and mid-/end-of-year math assessments to K2 and Grade 1 students.

As required by the Early Reading First Grant, the K1 students are also assessed three times a year for growth in oral language development, print awareness, phonological awareness, and alphabet knowledge. The Phonological Awareness Literacy Screening (PALS) is used. Additionally, the K1 teachers conduct on-going observations of children's language, literacy and math skills, and behaviors. These observations serve to document an individual child's progress over time.

Spring 2008 Accreditation status: Accredited

Note: For a school's kindergarten program to become accredited with the National Association for the Education of Young Children (NAEYC) it takes approximately 3 years. The schools must meet the following 10 standards: Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management.