

December 2008

Our School

- Pilot School
- NAEYC Accredited
- 6 classrooms 16 KO-K1students
- 3 K2 and 2 Grade 1 classrooms of 20
- Adult/child ratio of between 1 to 8 or less
- Inclusion classrooms
- Free extended day program
- Instruction in music, technology, art, Spanish
- Multicultural environment
- Focus on professional development

Uniform Policy: Voluntary - Voluntary for all children

Our Partners

- Boston College
- Boston College
- Boston University
- Center for Collaborative Education
- Community Music Center
- Franciscan Hospital for Children
- Friends of the Baldwin ELC
- Providence House Senior Center
- Wheelock College
- YMCA

Awards, Honors and Distinctions

- 21st Century Grant, Boston Plan for Excellence, 1999
- Service Excellence Award, Cluster 5 Literacy Council, 1999
- Effective Practice School, Boston Plan for Excellence, 2003
- Pilot School Status/Grant, Boston Foundation, 2003
- Read Boston Grant/Family Literacy Project, Read Boston, 2003
- Civic Leadership Award for Innovation in Ed., Boston Foundation, 2004

- Early Reading First Grant, U. S. Department of Education, 2005
- Early Childhood Accreditation, Nat. Assoc. for Ed. of Young Children, 2007

Our Students (SY 2007-2008)

Total enrollment:	174 students		
Black	16.7%	Regular Education	75.8%
Hispanic	28.7%	Special Education	24.1%
White	31.6%	Bilingual Education	0.0%
Asian	19.0%		
Other	4.0%		

Average daily student attendance:	93.6%
Students promoted to next grade:	100.0%
Student mobility rate:	16.9%
Annual student dropout rate:	N/A
Students suspended:	N/A

Our Staff (SY 2007-2008)

Total staff:	25	Black	20.0%
Staff-to-student ratio:	1:15	Hispanic	12.0%
Average daily staff attendance:	97.4%	White	56.0%
		Asian	12.0%
		Native American	0.0%
Number of teachers:	12		
"Highly qualified" teachers:	91.7%		
Teachers licensed in Mass.:	100.0%		
Core academic courses taught by "highly qualified" teachers:	90.4%		

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	No	NA	NA	NA	NA	NA	NA	NA

Baldwin 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
✓			

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

No Status	Needs Improvement	Corrective Action	Restructuring
✓			

What Makes Our School Special?

We are committed to providing exemplary early childhood instruction. Our teaching staff is highly qualified and our day teachers are dually certified in regular and special education. Our Motto is "A Friendly Place to Learn", we provide a home-like nurturing environment focused on learning for all students. We hold high expectations for students and staff alike. Each Wednesday is a professional half day that provides two hours of professional development for our staff. We provide a full time nurse and social worker. We emphasize and use authentic "hands on", critical thinking, and thematic approaches.

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

The ELC has a Governing Board, a Parent Council and Spanish, Portuguese and Chinese interpreters. Each classroom has two Room Parents. We have a family resource room and a parent calendar of activities. We provide discussion groups such as home reading, math, TV watching, discipline and nutrition. The ELC encourages family involvement through the Open House Multicultural Dinner, Friendship Feast, Asian New Year our Take Home Reading program and our school trips. We provide an extensive orientation session for new parents in parents native language, a detailed welcome letter, a monthly ELC newsletter and weekly classroom newsletters. We communicate with parents daily at drop off and pick up times and via phone and a communication notebook as needed. We welcome parents input and visits anytime.

How are We Preparing Our Students for Educational Success?

The ELC runs an educational program between 7:30 a.m. to

5:00 p.m. It provides instruction in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, technology instruction and physical development. The entire ELC staff receives two hours of professional development every week, to enhance their teaching skills in these areas.

There are clear benchmarks based on the Massachusetts Early Childhood Guidelines and the Citiwide Learning Standards for each area of development. Our goal is for all of our students to meet or exceed the grade level performance goals. Please refer to the ELC website: boston.k12.ma.us/baldwinelc for more detailed information about our academic program and services.

The ELC also provides safety net services and enrichment programs to enhance student learning: Reading Recovery, Phonemic Awareness, Wiggle Works and instruction for English Language learners. In addition, one-on-one support in language, literacy and numeracy development is provided by all ELC teaching staff, tutors and volunteers when appropriate.

Directions to the School

121 Corey Corey Road, Brighton, MA 02135**BY INTERNET: <http://boston.k12.ma.us/baldwinelc>*BY SUBWAY or BUS: Bus 65 to Washington & Corey or the Allston bus 66 to Commonwealth; Green Line "B" to Washington; walk to Corey. *BY CAR: Mass Pike to Allston exit. Stay on Cambridge St., left on Harvard, right on Brighton Av., left on Allston St. to end; left on Washington St., right on Corey.

The information on this page is provided by the school.

How Are We Assessing Students At Our School?

Literacy

Grade 1 students are assessed with the Developmental Reading Assessment: the BPS end of the year performance goal is 20. Many of our students leave the ELC reading between levels 20 to 40. Students are assessed in literacy development with the Grade 1 Pals assessment which measures: Spelling, Word Recognition in Isolation, Oral Reading in Context, Passage Reading, Fluency and Comprehension. Students are also assessed in Writing through a writing sample to determine progress in writing fluency.

K2 students are assessed in pre-reading skills with the K2 PALS assessment which measures: Rhyme Awareness, Beginning Sound Awareness, Alphabet Knowledge, Letter ID, Word Sounds, Spelling Concepts of Word and Word Recognition. Students who are reading are assessed with the Developmental Reading Assessment. Students are also assessed in Writing through a writing sample to determine progress in fluency.

K0 and K1 students are assessed in Language and Literacy with the PALS assessment which measures: Name Writing, Upper and Lower Case Recognition, Letter Sounds, Beginning Sound and Print and Word Awareness, Rhyme and Nursery Rhyme Awareness. Students are also assessed by a writing sample of their name to determine progress in writing skills. The classroom environment is assessed with the Early Language and Literacy Classroom Observation (ELLCO).

All students are also assessed three times a year with the Work Sampling System in their social and emotional development and in science. The goal is proficiency in each of the indicators. The Peabody Picture Vocabulary Test (PPVT) is also given to all students in school to assess their vocabulary development.

Math

K0 and K1 students are assessed with the Work Sampling System in mathematical processes, numbers and operations; patterns, relationships and functions; geometry and spatial relations and in measurement. The ELC performance goal is Proficient. Students are also assessed with the Building Blocks Learning Trajectories.

K2 and Grade 1 students are assessed in math with the BPS Mid-Year and End of the Year Grade 1 Math Assessment: the performance goal is 3.

Personal and Social Development

K0, K1, K2 and Grade 1 students are assessed in self-concept, self-control, approach to learning, interaction with others and conflict resolution. The ELC performance goal is Proficient.

All assessments are used by teachers to make decisions in order to improve the instructional program and the curriculum. They are also used to identify students who need intervention as well as to communicate with parents about possible classroom modifications or special services.

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.