

**December 2008**

**Our School**

- Student participation in school governance
- Social Justice in Math, Science & Humanities
- Advisory 3X/week, monthly community meetings
- Writing Center
- After school programming
- All sports teams
- Partnerships with Northeastern and Harvard
- Music, Spanish, and JROTC
- Signature courses in Law and Action Research
- Student-run Peer Justice System

Uniform Policy: No Uniform

**Our Partners**

- Boston Health Commission
- Facing History and Ourselves
- Harvard School of Public Health
- Home, Inc.
- Mattapan Community Health Center
- Northeastern University School of Education
- Northeastern University School of Law
- Peer Health Exchange
- WriteBoston
- Youth on Board

**Awards, Honors and Distinctions**

- Law School Study Site, Northeastern School of Law, 2006
- Official Site of International Day of Peace, United Nations, 2006
- Recognizing Everyone's Ability to Learn REAL, Boston Plan for Excellence, 2007

**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

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

No Status	<b>Needs Improvement</b> ✓	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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**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?**

Everything we do and study is intended to foster the growth of social activists who can identify problems and have the skills and confidence to solve them. Students are at the center of, and participate in, all aspects of the life of our school, including sitting on our governance committees. Our schedule enables students to participate in our advisory program, to be part of and run community meetings, and, eventually, to get credit for outside-of-school internships. Working with our partners at the Northeastern University School of Law, our students also have the opportunity to participate in a Peer Justice System.

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

The Social Justice Academy (SJA) has a full time staff member committed to supporting family and community engagement. She works with the parent council to plan events, meet with the Director, and generally support the goals of the school. Two Student Development Coordinators consult students and families on academic and interpersonal issues such as college placement and counseling services.

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

In 2007, SJA made Adequate Yearly Progress (AYP), the federal benchmark that measures a school's academic success. We achieved significant improvement in both math and English Language Arts.

Social justice themes are woven throughout the college preparatory curriculum. Our schedule allows for students to work on projects, take on community-based action-research, and internships.

Students are required to take four years of our original Humanities courses. The content of this inquiry-based interdisciplinary course of History, English Language Arts, Social Studies and the Arts, is framed by the overarching themes of power, equity, fairness, and identity and examines the key topics, ideas, people, events, documents, literature, policies, debates and decisions in United States and world history - and meets the standards of the Massachusetts state curricular frameworks. Humanities I - III cover United States history from the Revolution to the present. Humanities III -IV cover topics in World History

from the roots of modernity to the present. All 9th grade students take an Academic Literacy course which helps to hone their critical reading and analytical writing skills. Our Writing Coach (through our partnership with WriteBoston) works with teachers on effective literacy instruction.

In Math, students study one of several sequences, for example:

Algebra I -Geometry-Algebra II - Precalculus or Algebra I A-Algebra/Geometry-Geometry-Algebra II. Some of our students move at a quicker pace and take Calculus their senior year.

Our Science curriculum follows the sequence: Physics-Chemistry-Biology-Environmental Science (with AP option). Both the math and science teams are working to weave the themes of social justice into their projects and daily lessons.

Electives include Spanish, required for graduation, as well as PE/Health/JROTC, Music Fundamentals and Music Theory, and two signature courses: Law and Justice (11th grade) and Research-Action-Change (12th grade). All students must apply to - and be accepted to - a 2 or 4 year college in order to graduate. Students must also work to create end-of-term and graduation portfolios. Seniors may be eligible to participate in community-based internships and dually enroll in college courses at local campuses. Students who need to make up classes can take online credit recovery courses in our computer labs or on our mobile laptop lab.

In partnership with Northeastern University Law School, our students run a Peer Justice System which includes a Youth Court and a Restorative Justice Healing Circle, providing an alternative to traditional school discipline models.

After school, we offer tutoring in all subjects, MCAS support, theater, dance, and all sports teams.

### **Directions to the School**

The Social Justice Academy at\*Hyde Park Education Complex\*655 Metropolitan Ave.\*Hyde Park, MA\*02136\*\*From the Forest Hills station on the orange line, take the Bus # 32, Wolcott Sq. - Forest Hills Sta. via Cleary Sq. & Hyde Park Ave. Ask driver to get off at Metropolitan Ave. Take left at Metropolitan and walk five blocks. See big building in front of you.

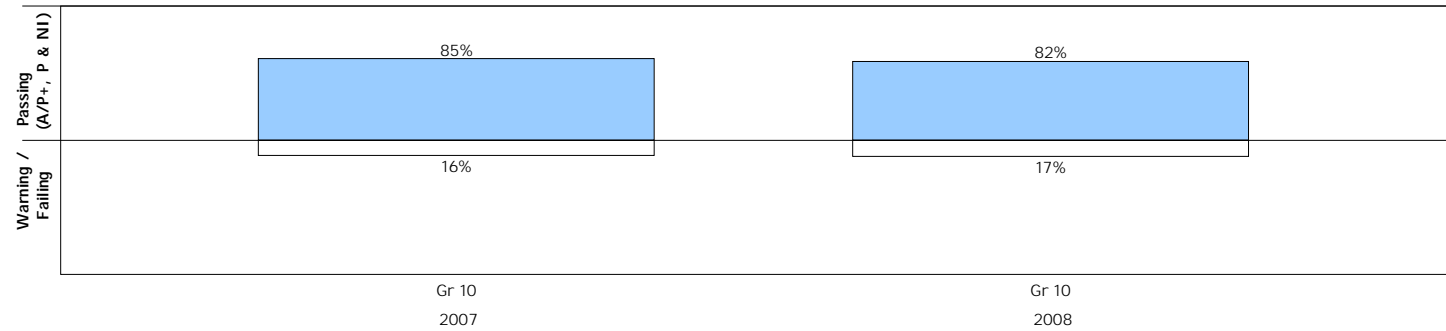
# Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

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

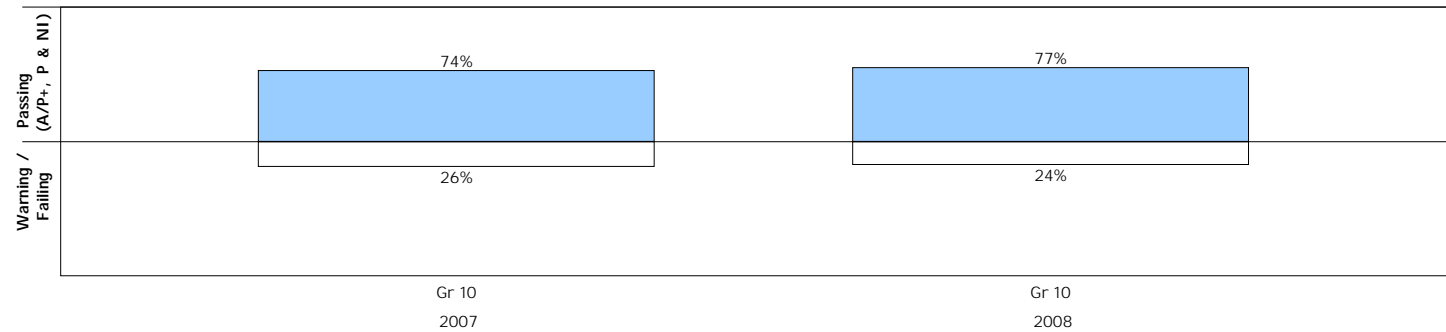
## English Language Arts

<b>A/P+</b>	2%	2%
<b>P</b>	28%	40%
<b>NI</b>	55%	40%
<b>W/F</b>	16%	17%



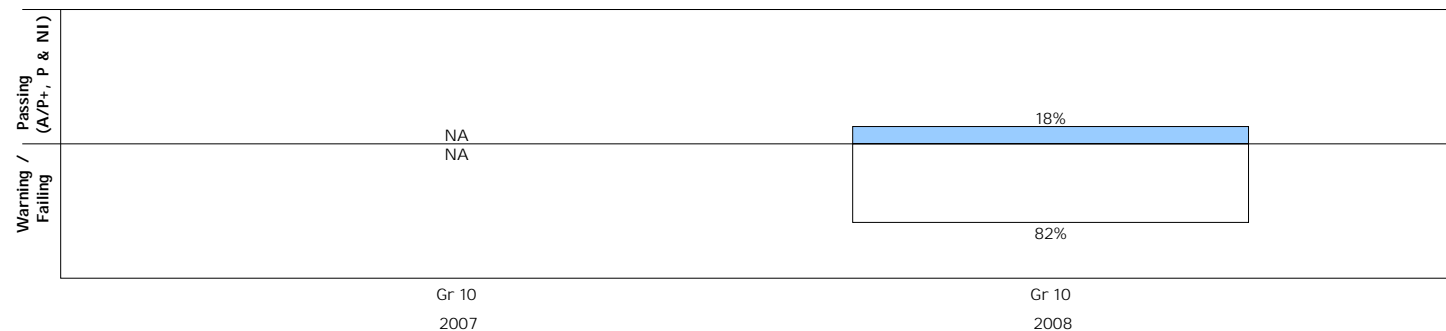
## Mathematics

<b>A/P+</b>	13%	9%
<b>P</b>	20%	35%
<b>NI</b>	41%	33%
<b>W/F</b>	26%	24%



## Science

<b>A/P+</b>	NA	0%
<b>P</b>	NA	0%
<b>NI</b>	NA	18%
<b>W/F</b>	NA	82%



## 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 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	14	0	7	36	57
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	30	0	37	40	23
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	20	5	45	40	10
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	33	3	39	42	15
SCHOOL	52	2	40	40	17
DISTRICT	3932	14	44	33	9
STATE	71510	23	51	21	4

NA: Fewer than 10 students

Mathematics	Grade 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	11	9	0	18	73
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	29	0	45	21	34
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	15	27	13	53	7
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	28	14	25	36	25
SCHOOL	46	9	35	33	24
DISTRICT	3888	35	24	25	16
STATE	71166	43	29	19	9

NA: Fewer than 10 students

Science	Chemistry					Intro. Physics					
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			
	#		A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS											
W/ Disabilities	11		0	0	0	100	19	0	0	32	68
ELL	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY											
Afr.Am./Black	21		0	0	0	100	37	0	0	27	73
Asian	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA		NA	NA	NA	NA	24	0	0	29	71
Nat. Am.	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	18		0	0	0	100	47	0	0	28	72
SCHOOL	30		0	0	0	100	67	0	1	30	69
DISTRICT	361		1	4	11	84	2553	0	13	45	41
STATE	2262		15	21	19	45	16980	17	38	30	15

NA: Fewer than 10 students

## Additional Performance Indicators

### Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 159      49.7% of school  
 Students receiving ISSP: 144      90.6% 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.

**SAT** (college-bound seniors who took the SAT I: Reasoning Test at any time through May 2008)

Average scores:	School	District	State	National
Critical Reading	<b>383</b>	438	507	497
Mathematics	<b>422</b>	457	520	510
Writing	<b>372</b>	436	505	488

**Cohort 2007 4-year Graduation Rate:** 40.9%

**Spring 2008 Accreditation status:** Not Accredited