

December 2008

Our School

- Family-Centered Learning Environment
- Computer, Music, Science and Integrated Arts
- Full Service Before & After-School Program
- Active Parent Council

Uniform Policy: Mandatory - Girls may wear Navy blue jumpers, skorts or pants with a light blue polo shirt or blouse. Boys may wear blue pants with light blue polo or dress shirt.

Our Partners

- Boston Partners in Education
- Cantata Singers Program
- Dudley Street Neighborhood Initiative
- Fidelity Investments
- Generations Incorporated/Experience Corps
- Harvard University
- Shirley Eustis House
- UMASS Boston
- Vargas and Vargas Insurance Company

Awards, Honors and Distinctions

- School Improvement, Just4kids.org,

Our Students (SY 2007-2008)

Total enrollment:	220 students		
Black	72.7%	Regular Education	49.0%
Hispanic	19.1%	Special Education	10.4%
White	2.7%	Bilingual Education	40.4%
Asian	1.8%		
Other	3.6%		

Average daily student attendance:	96.8%
Students promoted to next grade:	91.7%
Student mobility rate:	19.1%
Annual student dropout rate:	N/A
Students suspended:	13

Our Staff (SY 2007-2008)

Total staff:	26	Black	53.8%
Staff-to-student ratio:	1:13	Hispanic	7.7%
Average daily staff attendance:	97.8%	White	34.6%
		Asian	3.8%
		Native American	0.0%

Number of teachers:	17
"Highly qualified" teachers:	100.0%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	92.9%

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

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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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?

The Emerson is committed to fostering a love of learning in a caring and nurturing environment. We combine our efforts with the community to ensure that all students achieve their fullest potential. Although our school is small in size, partnerships with Fidelity Investments, The Dudley Street Neighborhood Initiative, Vargas and Vargas Insurance, Generations Incorporated, Boston Partners, The Shirley Eustis House, U-Mass Boston, Harvard and Lesley Universities,

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

The Emerson hosts an active "open door parent involvement program." Our Family and Community Outreach Coordinator promotes parent involvement and provides a variety of resources to parents including workshops. These workshops help parents understand our literacy and math programs, the MCAS and ways that they can support their child's reading through our home reading program. Our school encourages families to actively participate in the Emerson Parent and School Site Councils.

How are We Preparing Our Students for Educational Success?

It is our mission that all students learn to read and nurture a love of reading. We incorporate Harcourt Trophies and Avenues curriculum into a workshop model and begin each school day with extensive time devoted to reading. After a whole class lesson where students learn or develop reading skills, strategies or vocabulary, students practice these skills during independent reading or in small groups with the teacher. Children are required to write in every curricular area, time is also allotted for students to work on developing the written skills they need to be successful in today's society.

Our students work hard on math each day. To learn basic math skills, teachers pose "real life" mathematical problems so that students understand the practical value of learning math.

Empowering students to take responsibility for their learning is important at the Emerson. Teachers meet with students in the fall to review MCAS, DIBELS and GRADE scores and set goals. These goals are discussed with parents at parent-teacher conferences and throughout the year. Teachers and students return to these goals and if necessary set new ones.

All Emerson students take technology, science and integrated art/music classes. These classes are taught by Specialists and help to support the work of classroom teachers. In addition we have a Literacy Coach, Resource Specialist, and an ESL/ Native Language (Cape Verde Kriolu) Specialist who work with teachers and students to help meet our diverse needs.

The Generations Incorporated program provides academic support in literacy to at-risk students. With the help of Harvard University and the Bird Street Community center our school is able to offer a before and after school program. The goals of this program is to help with student's academic and social needs and provide childcare services to our families.

Working together is very important to the staff at the Emerson. We meet regularly in grade level, cross grade levels and school-wide teams to review and analyze academic data as well as review school-wide goals and procedures. The Emerson staff is committed to life long learning and engage in regular professional development during the year.

Directions to the School

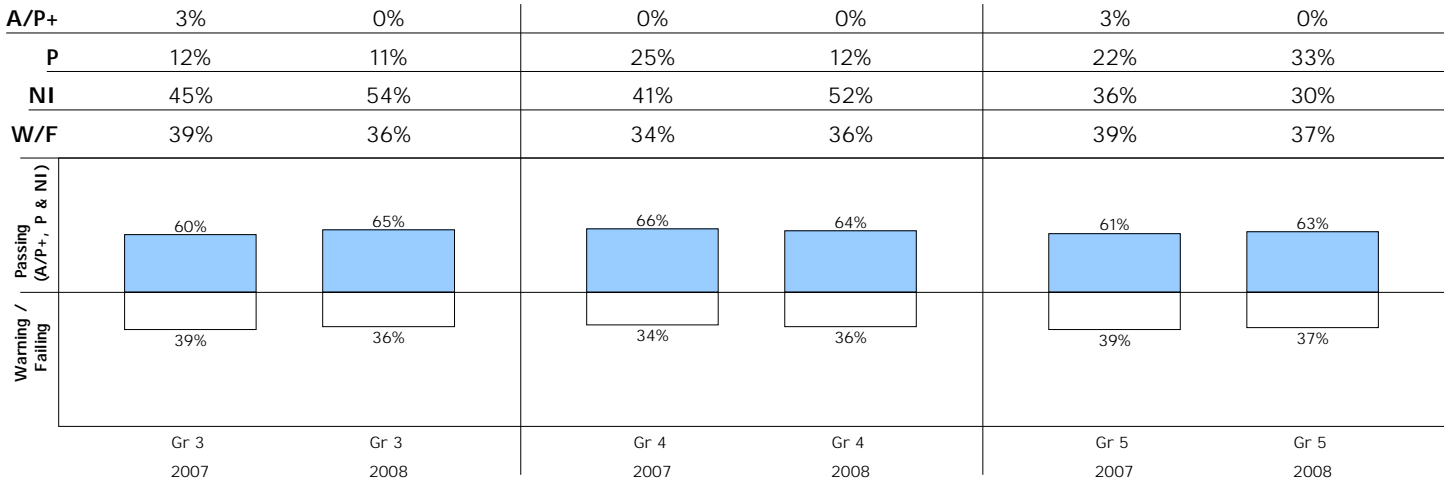
From Dudley Square or Ruggles Stations take Uphams Corner-Kane Square bus (Rt. 15) to Shirley Street. From Forest Hills or Washington Street Stations take Orange Line train to Ruggles Station and proceed as described above.

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

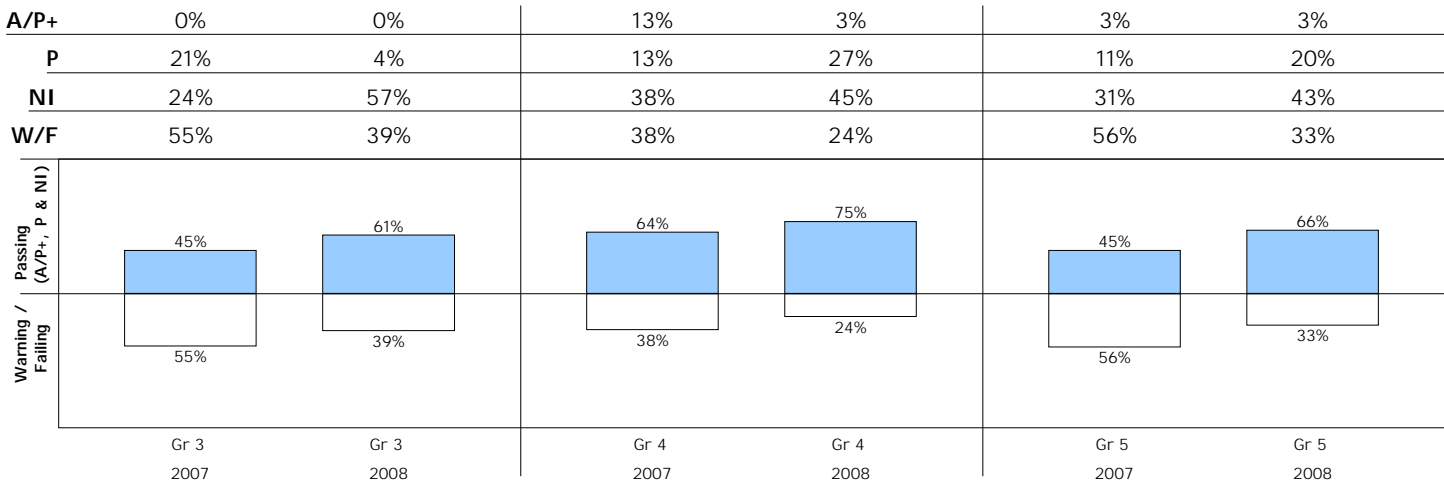
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

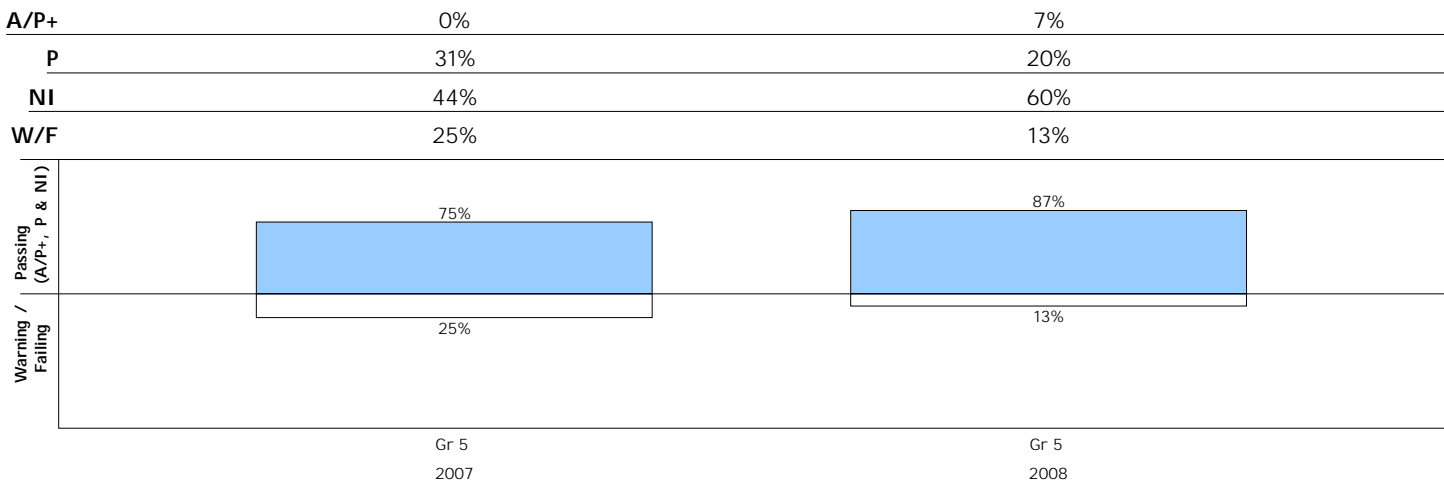
English Language Arts



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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ELL	12	0	0	42	58	15	0	7	33	60	17	0	12	24	65
RACE/ETHNICITY															
Afr.Am./Black	19	0	11	47	42	25	0	12	48	40	25	0	32	24	44
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	NA	NA	NA	NA	NA	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	0	12	56	32	26	0	12	54	35	25	0	28	36	36
SCHOOL	28	0	11	54	36	33	0	12	52	36	30	0	33	30	37
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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ELL	12	0	0	42	58	15	0	20	40	40	17	0	18	35	47
RACE/ETHNICITY															
Afr.Am./Black	19	0	0	58	42	25	4	24	40	32	25	4	20	36	40
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	NA	NA	NA	NA	NA	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	0	4	56	40	26	4	27	46	23	25	0	24	40	36
SCHOOL	28	0	4	57	39	33	3	27	45	24	30	3	20	43	33
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	NA	NA	NA	NA	NA
ELL	17	0	6	71	24
RACE/ETHNICITY					
Afr.Am./Black	25	8	16	60	16
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	25	4	20	64	12
SCHOOL	30	7	20	60	13
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: 45 61.6% of school
 Students receiving ISSP: 29 64.4% 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.