

December 2008

Our School

- Dual language Spanish and English
- Strong emphasis in Science Instruction
- Data driven instruction
- Outdoor science classroom
- Student Support Team
- Extended day programs for students in need
- Arts offerings including Theater and Dance
- Active School Site Council
- Workshop model for Reading and Mathematics
- Engineering and Robotics emphasis

Uniform Policy: Mandatory

Our Partners

- Center for Collaborative Education
- Franciscan Hospital
- Schoolyard Initiative
- Tufts University and UMASS

Awards, Honors and Distinctions

- Commonwealth COMPASS School, Mass. Department of Education, 2005
- Title I Distinguished School, Title I Board of Directors, 2005
- Blue Cross Blue Shield Jump and Go Program, Blue Cross Blue Shield, 2006
- Stay In School Program, Celtics, 2006
- Thomas W. Payzant "School On the Move" Prize, EdVestors, 2006

- ASSI ST Community Service, Celtics, 2007

Our Students (SY 2007-2008)

Total enrollment:	372 students		
Black	31.5%	Regular Education	47.3%
Hispanic	65.1%	Special Education	21.2%
White	1.1%	Bilingual Education	31.4%
Asian	1.1%		
Other	1.3%		

Average daily student attendance:	94.6%
Students promoted to next grade:	99.7%
Student mobility rate:	14.4%
Annual student dropout rate:	0.0%
Students suspended:	16

Our Staff (SY 2007-2008)

Total staff:	47	Black	21.3%
Staff-to-student ratio:	1:15	Hispanic	46.8%
Average daily staff attendance:	99.1%	White	31.9%
		Asian	0.0%
		Native American	0.0%
Number of teachers:	25		
"Highly qualified" teachers:	84.6%		
Teachers licensed in Mass.:	83.6%		
Core academic courses taught by "highly qualified" teachers:	77.5%		

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	No	No	No	NA	No	NA
Math	No	No	Yes	No	Yes	NA	No	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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*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
- Supplemental Education Services (tutoring) for low-income students

The information on this page is provided by the school.

What Makes Our School Special?

The Sarah Greenwood places great emphasis in developing a positive school climate where all students are respected. To help all students succeed, we offer extended learning programs for level 1 and 2 students. We also provide examination school prep classes, an after school sports program and a robotics club. All students learn two languages, Spanish and English. The school gives books to students four times during the year to help them build their home libraries. Our staff is deeply committed to participating in Professional Development and to reducing the achievement gap among all students.

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

The Sarah Greenwood School has a welcoming environment for all parents. Our parent open houses have focused on helping parents understand the different programs and the promotion standards. The School Site Council's priority is to improve communication with our families. Newsletters are produced by classroom teachers. The Student Support

Team is set up to assist both parents and students. We partner with The Franciscan Hospital to provide counseling services.

How are We Preparing Our Students for Educational Success?

We provide consistent approaches for the teaching of Literacy, Mathematics and Science. This is reinforced by providing students with the help needed to improve. Parents are kept informed regarding their children's progress through one-on-one conferences, progress reports and parent nights. The Instructional Leadership Team monitors implementation of the BPS standards and student achievement.

Directions to the School

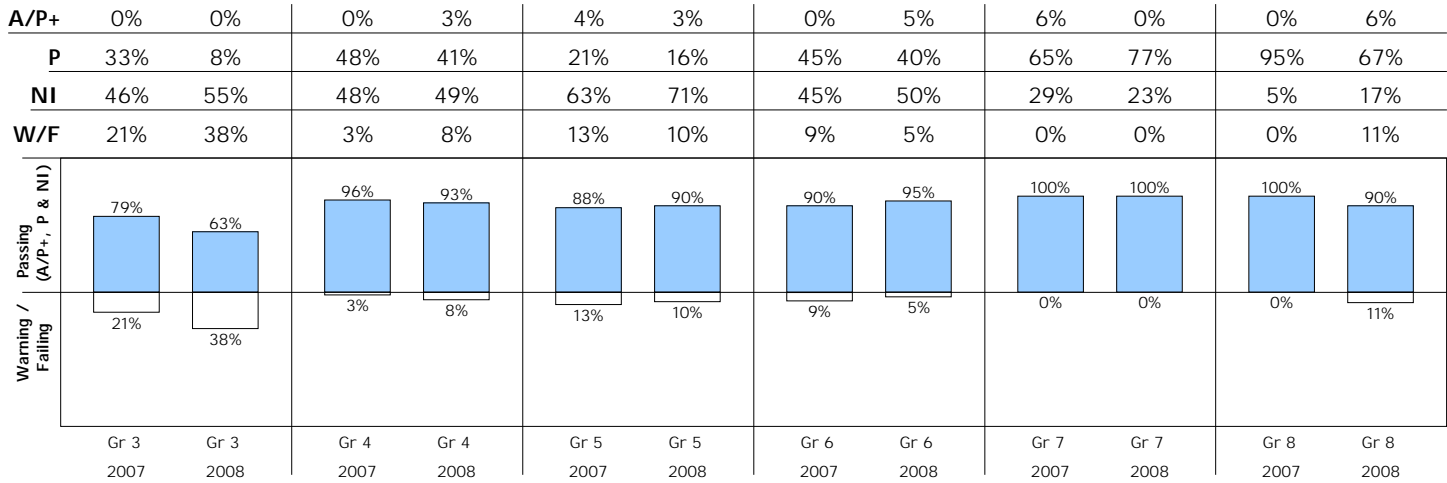
From Ashmont Station take Ruggles-Talbot bus (Rte. 22) to Bernard Street. Walk along Bernard Street to Harvard Street. From Ruggles Station take Mattapan bus (Rtes. 28 or 29) or Talbot bus (Rte. 22) to Franklin Park. Cross Blue Hill Avenue and walk along Glenway Street to school.

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

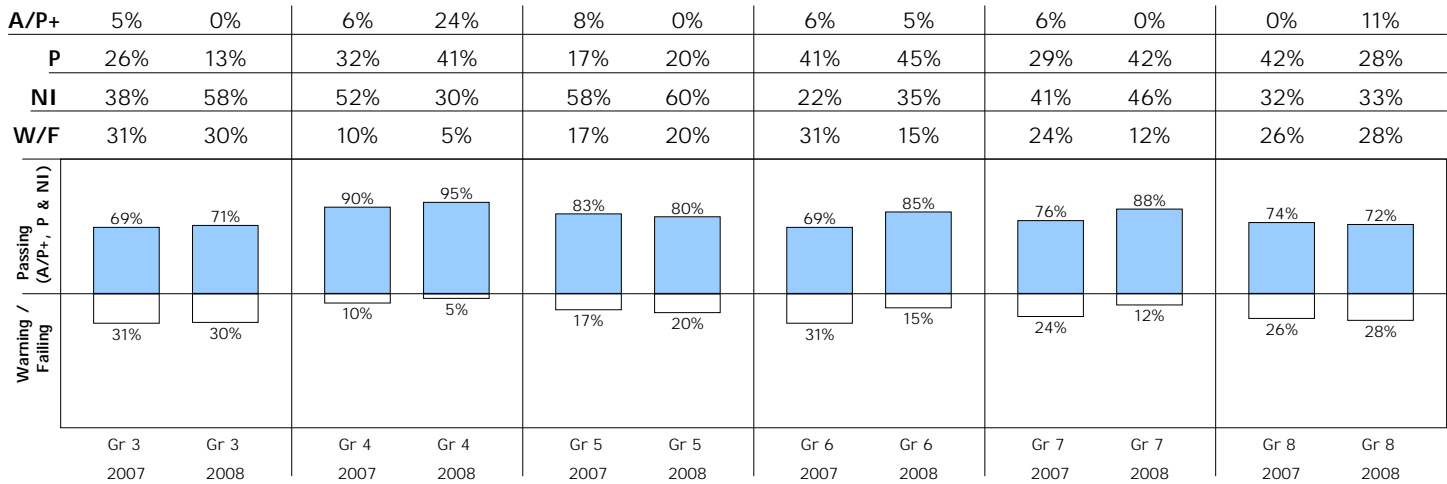
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

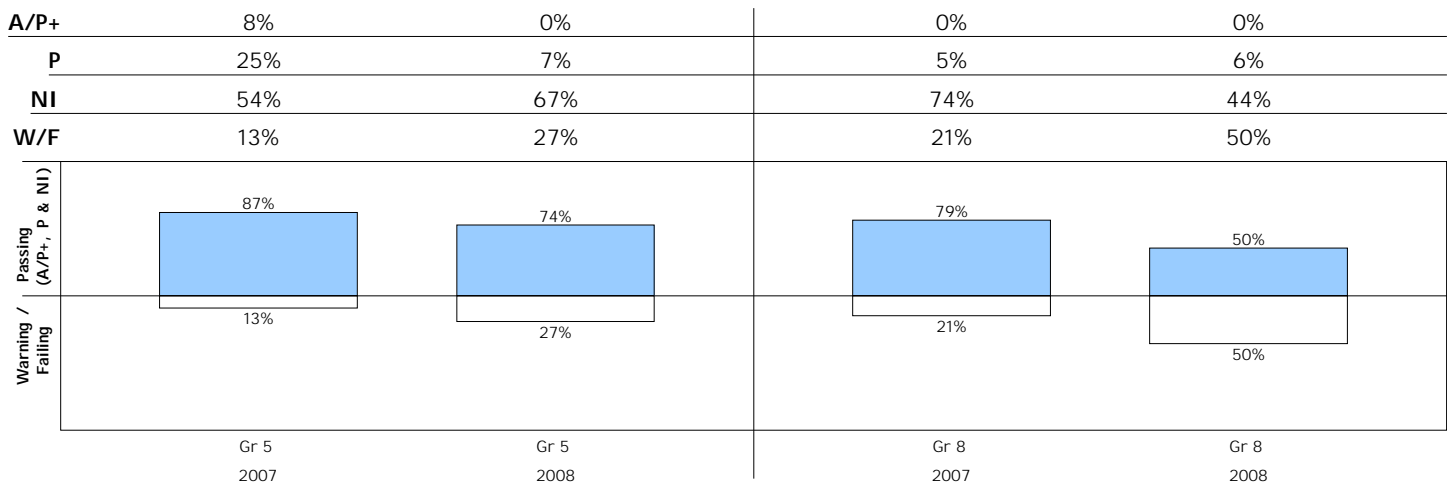
English Language Arts



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					Grade 06					Grade 07					Grade 08													
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			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	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F									
STUDENT STATUS																																							
W/ Disabilities	13	0	8	46	46	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ELL	22	0	9	50	41	16	0	44	56	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY																																							
Afr.Am./Black	17	0	6	41	53	18	0	39	44	17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	23	0	9	65	26	19	5	42	53	0	20	0	15	80	5	11	0	45	45	9	18	0	72	28	0	10	0	60	20	20									
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	31	0	6	55	39	33	3	42	45	9	26	4	15	69	12	16	6	31	56	6	20	0	75	25	0	16	0	69	19	13									
SCHOOL	40	0	8	55	38	37	3	41	49	8	31	3	16	71	10	20	5	40	50	5	26	0	77	23	0	18	6	67	17	11									
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20	3510	6	37	37	19	3887	4	44	34	18	4022	5	52	28	15									
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8	71575	15	52	24	8	72799	12	57	23	8	73268	12	63	18	7									

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05					Grade 06					Grade 07					Grade 08													
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			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	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F									
STUDENT STATUS																																							
W/ Disabilities	13	0	15	38	46	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
ELL	22	0	18	55	27	16	31	38	31	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
RACE/ETHNICITY																																							
Afr.Am./Black	17	0	6	59	35	18	11	44	33	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	23	0	17	57	26	19	37	37	26	0	19	0	16	68	16	11	9	27	45	18	18	0	39	44	17	10	10	30	20	40									
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	31	0	16	52	32	33	27	36	30	6	25	0	24	52	24	16	0	50	31	19	20	0	45	50	5	16	6	31	31	31									
SCHOOL	40	0	13	58	30	37	24	41	30	5	30	0	20	60	20	20	5	45	35	15	26	0	42	46	12	18	11	28	33	28									
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34	3547	10	22	29	39	3951	7	21	28	43	4059	9	25	26	40									
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17	71679	23	33	26	18	73169	15	32	29	24	73365	19	30	27	24									

NA: Fewer than 10 students

Science	Grade 05					Grade 08						
	Students		% By Perf. Lvl.				Students		% By Perf. Lvl.			
	#		A	P	NI	W/F	#		A	P	NI	W/F
STUDENT STATUS												
W/ Disabilities	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
ELL	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
RACE/ETHNICITY												
Afr.Am./Black	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Asian	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
White	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Hispanic	19		0	5	58	37	10		0	10	10	80
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	25		0	4	72	24	16		0	6	38	56
SCHOOL	30		0	7	67	27	18		0	6	44	50
DISTRICT	3525		3	14	46	37	4020		0	10	38	52
STATE	70689		17	33	38	12	73203		3	36	39	22

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 95 72.5% of school
 Students receiving ISSP: 43 45.3% of eligible students

Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:
 Our school is close to meeting this district goal.