

December 2008

Our School

- Schoolwide focus on community and environment
- Partnership with Boston Nature Center
- Peace Zone Program, fostering social growth
- After school program
- Thematic / Integrated curriculum
- Many opportunities for family engagement
- New school yard including track and gardens

Uniform Policy: Mandatory - Combination of light Blue, Dark Blue, Tan and White. Collared shirts are strongly recommended

Our Partners

- City Year
- Community Boating
- Forest Hills Cemetery
- Lesley University
- Mass Audubon - Boston Nature Center
- New Balance Athletic Shoe Inc
- Read Boston
- UMass-Boston
- Wheelock College

Awards, Honors and Distinctions

- Neighborhood Pride Award, Schoolyard Initiative, 1998
- Audubon "A" Award, Mass Audubon Society, 2005
- School on the Move Prize--Finalist, EdVestors, 2006
- Roslindale Parada Community Award, Roslindale Parade Committee, 2007

Our Students (SY 2007-2008)

Total enrollment:	278 students		
Black	48.6%	Regular Education	81.2%
Hispanic	30.2%	Special Education	18.7%
White	16.9%	Bilingual Education	0.0%
Asian	2.2%		
Other	2.2%		

Average daily student attendance:	94.2%
Students promoted to next grade:	95.7%
Student mobility rate:	12.5%
Annual student dropout rate:	N/A
Students suspended:	9

Our Staff (SY 2007-2008)

Total staff:	29	Black	20.7%
Staff-to-student ratio:	1:14	Hispanic	6.9%
Average daily staff attendance:	94.1%	White	69.0%
		Asian	3.4%
		Native American	0.0%

Number of teachers:	21
"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	No	NA	NA	No	No	NA	NA	NA
Math	No	NA	NA	No	No	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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*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

What Makes Our School Special?

The Haley School is a learning community of approximately 300 students from k1 through grade 5. When you enter the building you enter a peaceful climate where all students and families feel welcome. We are the first Boston Public School to be designated a "Peace Zone" and all students and faculty honor the Pledge for Peace and components that make it work. We are also proud of our affiliation with the Boston Nature Center and their collaboration with our teachers to help our school implement our thematic curriculum focused on study of our local environment and community.

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

We have a full time Family and Community Outreach Coordinator dedicated to supporting all families at the Haley School. All families are welcomed to attend monthly Parent Council to help organize fundraisers and sponsor many special events including the Fall Fair, Winterfest and International Dinner. Families also have the opportunity to volunteer in classrooms, help with school yard maintenance or assist in developing our newsletters.

How are We Preparing Our Students for Educational Success?

At the Haley School our focus is achieving success for all students in language arts and mathematics while focusing on our school theme of community and environment. At the Haley School...

- We organize our curriculum around themes.
- Each grade studies 3 themes a year. Knowledge builds from year to year. Concepts in Social Studies, Science, literacy and mathematics are integrated into teaching. Place-based education – using local community and environmental themes - is evident in each grades' curriculum. We develop our students as observers, thinkers, and activists.
- The themes of the youngest grades – Kindergarten and First Grade – center on subjects close to home and

school.

- Grades 2 and 3 themes move into studies concerning neighborhood, city, and state.
 - Grades 4 and 5 themes involve subjects either long ago or far away.
 - Guiding Questions direct each theme. These questions serve as goals for all activities and experiences during the course of study.
 - Children engage in spark experiences, which are real world, first hand encounters with the subject matter. Sparks include field trips, visits to the classroom, and hands-on projects. These experiences are used to help answer the guiding questions.
 - Core vocabulary is identified for each theme, derived from content specific words and rich, Tier 2 words from Read Alouds connected to the theme.
 - Thematic studies culminate in a Showcase of student work, celebrating learning. Students demonstrate their knowledge visually, in writing and in oral presentation. The key to continued success is the professional development provided for teachers in all areas. Teachers are taking a closer look at students work in math and writing during small group sessions where they discuss strategies to enhance learning. We also offer supports for all students in grades K-5 by offering math and reading help in after school tutoring.
- Technology is a tool used by staff members to track the work and progress our students are making. Teachers enter all test data and then use this tool to determine areas of strengths and weaknesses for various classes. Students also use technology to organize their work and develop ideas that are initiated in the classroom.

Directions to the School

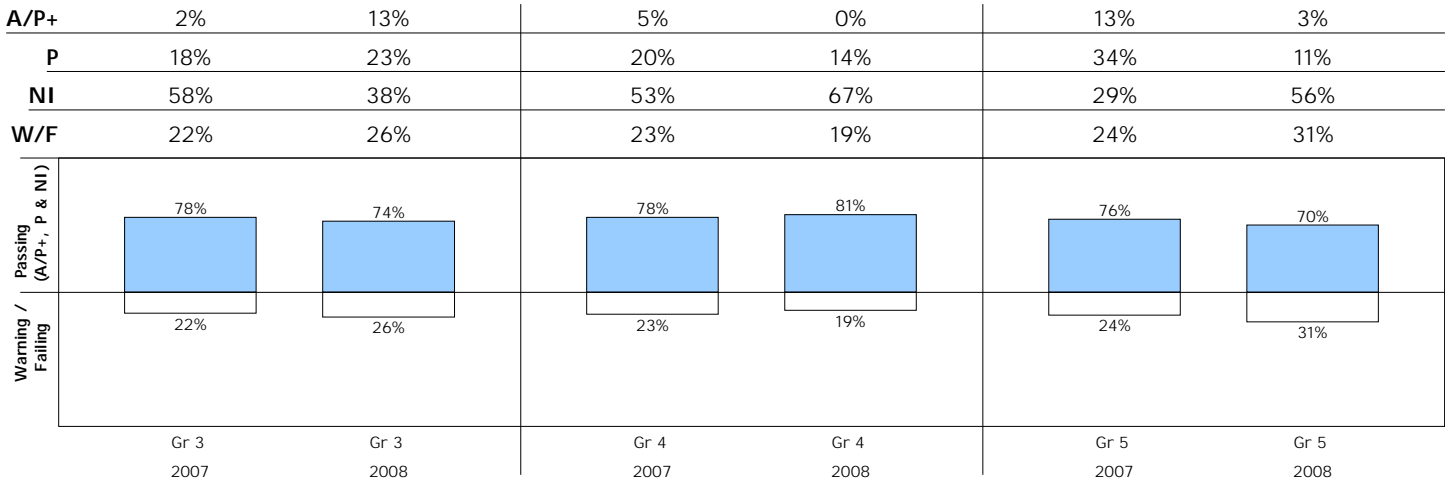
The Haley is located at 570 American Legion Highway, close to the Walk Hill St. intersection. From Forest Hills Station take the Cleary Square via Hyde Park Avenue bus (Rte. 32). Get off at Mt. Hope Street. Walk down Mt. Hope Street to American Legion Highway; turn left on American Legion Highway to school. From Dudley Square or Roslindale Square take the American Legion Highway bus (Rte 14).

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

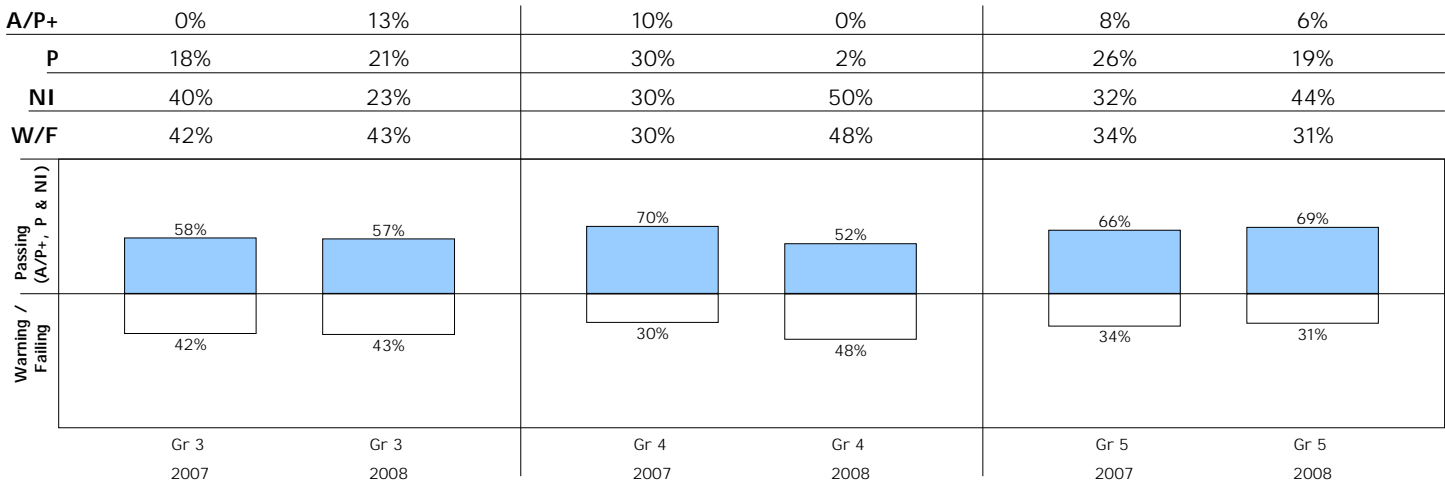
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

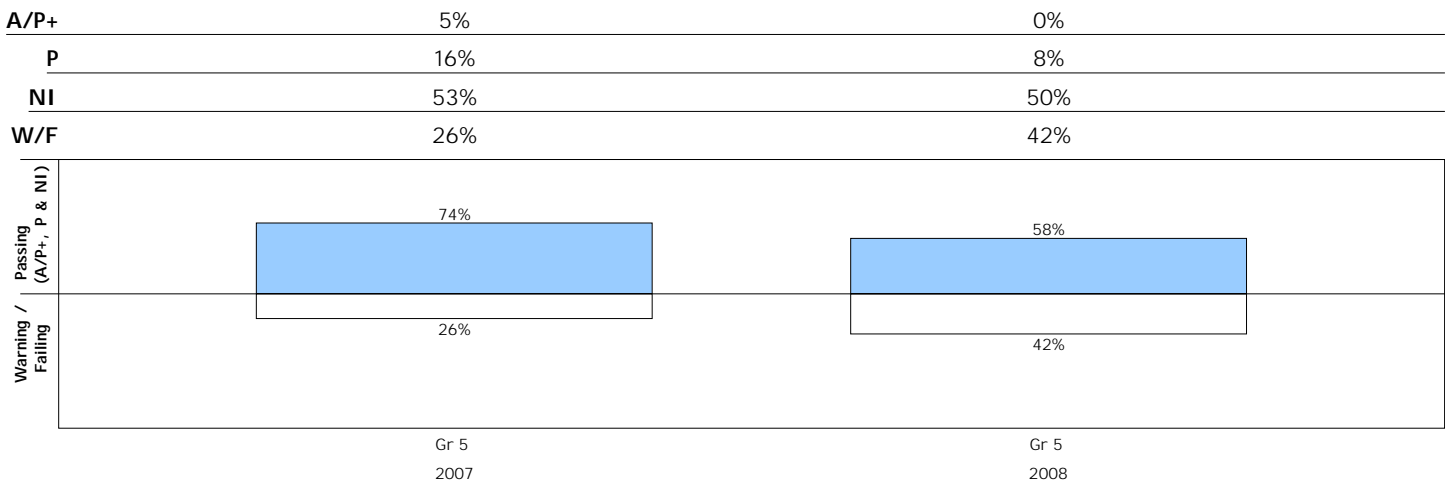
English Language Arts



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	18	0	11	39	50	NA	NA	NA	NA	NA	11	9	0	27	64
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	29	7	24	38	31	29	0	17	66	17	23	4	17	48	30
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	10	0	10	70	20	12	0	0	67	33
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	34	6	18	44	32	35	0	11	66	23	34	3	9	56	32
SCHOOL	47	13	23	38	26	42	0	14	67	19	36	3	11	56	31
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	18	0	0	33	67	NA	NA	NA	NA	NA	11	9	0	9	82
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	29	3	21	24	52	29	0	3	55	41	23	9	22	43	26
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	10	0	0	30	70	12	0	17	42	42
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	34	3	21	24	53	35	0	3	43	54	34	6	18	44	32
SCHOOL	47	13	21	23	43	42	0	2	50	48	36	6	19	44	31
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	11	0	9	27	64
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	23	0	4	57	39
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	12	0	17	42	42
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	34	0	9	50	41
SCHOOL	36	0	8	50	42
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: 65 78.3% of school
 Students receiving ISSP: 61 93.9% 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.