

**December 2008**

**Our School**

- A Spanish-English Dual Language K-8 School
- Strong Arts Focus (choral music, visual arts)
- Enrichment Specialists During School Day
- After-school Program
- Strong Parent Involvement

Uniform Policy: Mandatory - Students wear the uniform from Monday to Thursday. The uniform consists of kaki or navy pants/skirts, white or navy blue shirt/blouse/sweater/T-shirts.

**Our Partners**

- Big Sister/Big Brother
- City Mission Society
- Earthworks
- Generations, Inc.
- Museum of Fine Arts
- Neighborhood Parents for the Hurley
- New England Conservatory of Music
- Northeastern University
- Strong Women, Strong Girls
- Urban Voices

**Our Students (SY 2007-2008)**

Total enrollment:	312 students		
Black	21.8%	Regular Education	63.4%
Hispanic	64.4%	Special Education	18.2%
White	10.6%	Bilingual Education	18.2%
Asian	1.0%		
Other	2.2%		

Average daily student attendance:	94.2%
Students promoted to next grade:	94.9%
Student mobility rate:	18.8%
Annual student dropout rate:	0.0%
Students suspended:	18

**Our Staff (SY 2007-2008)**

Total staff:	39	Black	5.1%
Staff-to-student ratio:	1:14	Hispanic	43.6%
Average daily staff attendance:	95.2%	White	51.3%
		Asian	0.0%
		Native American	0.0%

Number of teachers:	22
"Highly qualified" teachers:	94.7%
Teachers licensed in Mass.:	95.5%
Core academic courses taught by "highly qualified" teachers:	94.3%

**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	Yes	NA	NA	Yes	NA
Math	Yes	NA	NA	Yes	NA	NA	Yes	NA

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

<b>No Status</b> ✓	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	<b>Restructuring</b> ✓
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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 Hurley, located in Boston's South End, is one of only three Spanish-English dual immersion schools in Boston. Our school enrolls approximately 300 students in grades K1-8. We fill our classrooms with student teachers, paraprofessionals and volunteers to keep our teacher to student ratios as low as possible.

The Hurley offers mentoring, enrichment activities and intensive academic support to those needing help. Our enrichment activities include choral music instruction, visual arts, environmental science, Project Alerta.

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

Our Parents are partners at the Hurley! Parents have a voice in school governance and are well represented through the School Site Council and the Parent Council (Padres en Accion). There is a strong parental presence at the school. We believe in keeping parents informed and we use a variety of methods to maintain open lines of communication, such as the Tuesday Communication Folder, open door teacher hours, monthly parent meetings, and Principal Coffee Hours.

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

Children are at the center of all decisions made by the Hurley school community.

We strive to meet children where they are academically. Teachers are guided by the philosophy that all children can learn and achieve at high levels given the appropriate academic supports. It is with this in mind that we plan teacher professional development, parent involvement and school wide initiatives.

The Hurley School community focuses on looking at student work to inform teaching practices. Teachers participate in

professional development aimed at creating a suitable learning environment with built-in supports for all students to achieve. The teachers engage students via Readers' Workshops, Writers' Workshops and Math Investigations, all guided, student-centered hands-on approaches. The Hurley promotes diversity; teachers use multicultural materials that are representative of the student population served. We currently use two distinct approaches to instruction, a two way bilingual model and an all English model to teach the core curriculum. In 2007, the school began to phase out the English model program to give way for the Hurley to become a K-8, Spanish-English dual language school.

The Hurley school community works collaboratively to identify areas for improvement. We are a learning community. Teachers work in grade level teams and learn from each other through a coaching model. Teachers are encouraged to share best practices, to take leadership roles, and to have a voice in shaping the culture of the school.

The entire Hurley school community is committed to provide an equitable learning environment for the whole child, where every student thrives and excels, exhibits a passion for learning and where cultural and linguistic diversity are valued.

### **Directions to the School**

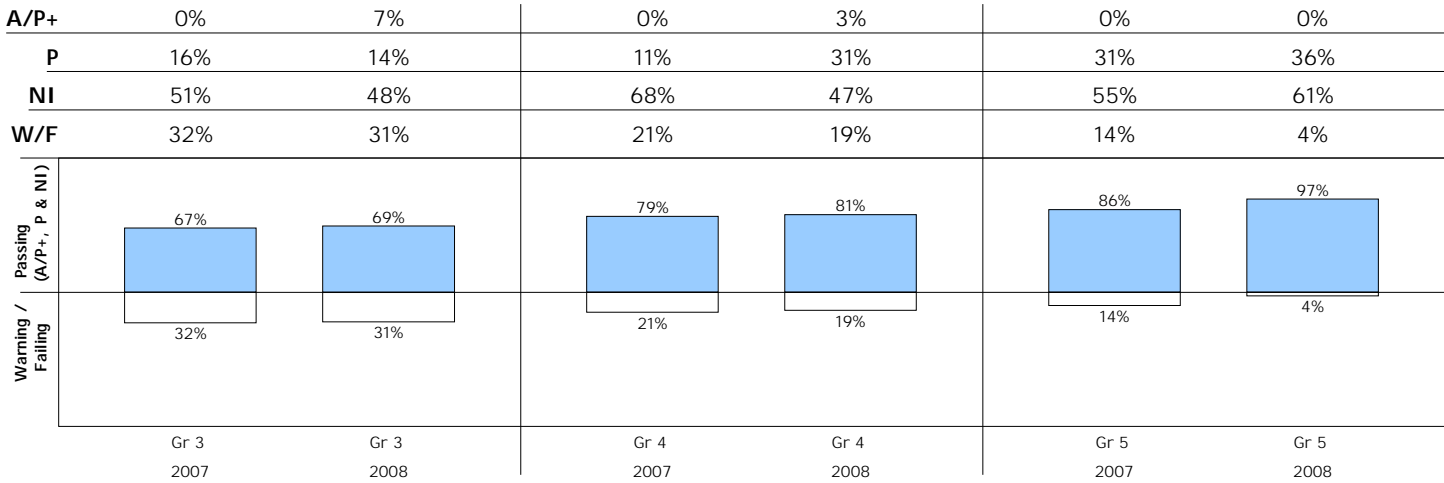
From Forest Hills Station take Orange Line train to Ruggles Station. Take Tremont bus (Rte. 43) to Worcester Street. From Dudley Station take Harvard bus (Rte. 1) to Shawmut Avenue. Walk right on Shawmut Avenue to Worcester Street; turn left on Worcester Street to school.

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

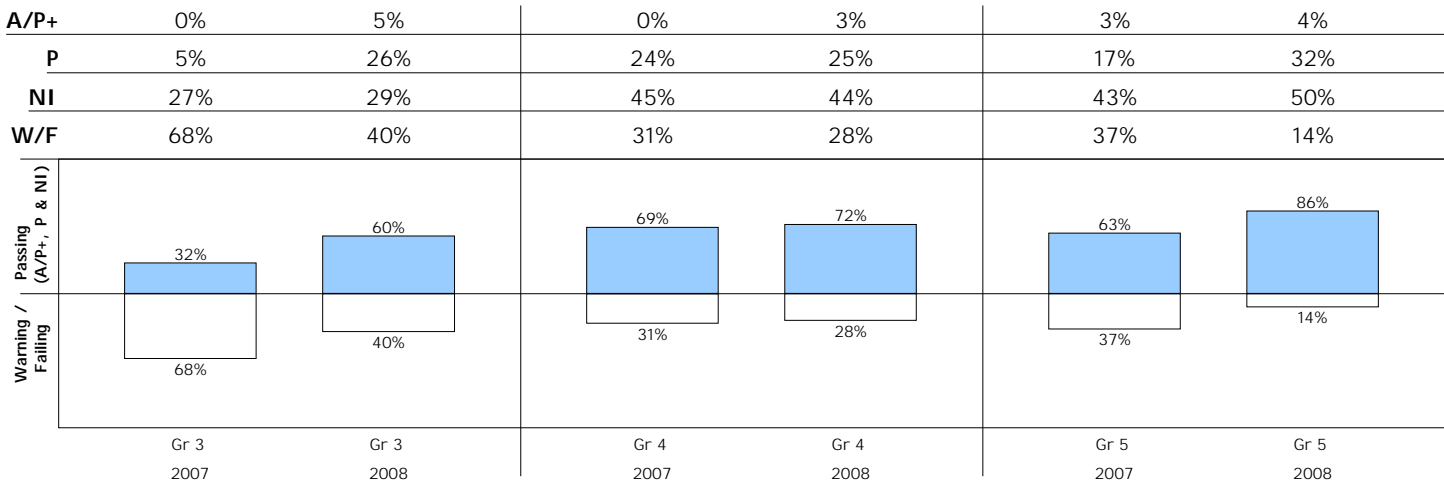
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

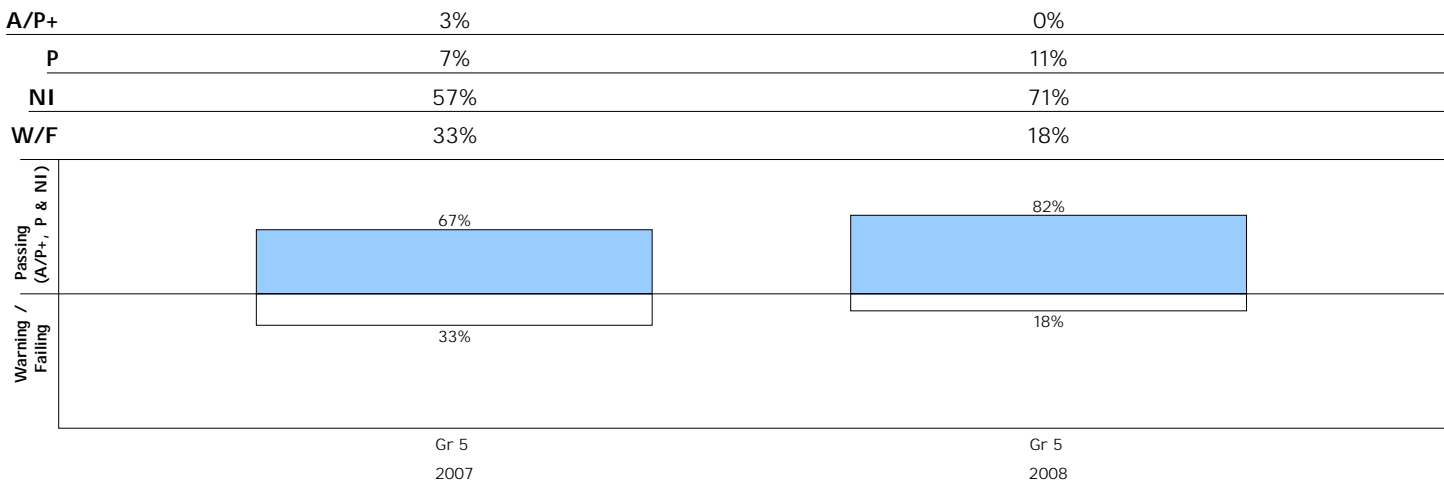
## English Language Arts



## 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				
	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	NA	NA	NA	NA	NA	10	0	0	60	40	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	12	0	17	50	33	10	0	20	50	30	NA	NA	NA	NA	NA
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	25	0	12	56	32	21	5	33	48	14	21	0	38	62	0
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	32	0	16	56	28	28	4	36	43	18	25	0	36	60	4
SCHOOL	42	7	14	48	31	32	3	31	47	19	28	0	36	61	4
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	NA	NA	NA	NA	NA	10	0	20	20	60	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	12	8	17	25	50	10	0	10	50	40	NA	NA	NA	NA	NA
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	25	0	24	36	40	21	5	33	38	24	21	5	29	48	19
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	32	3	25	31	41	28	4	25	46	25	25	4	32	48	16
SCHOOL	42	5	26	29	40	32	3	25	44	28	28	4	32	50	14
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
<b>STUDENT STATUS</b>					
W/ Disabilities	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	21	0	10	76	14
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	25	0	12	68	20
SCHOOL	28	0	11	71	18
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: 62 82.7% of school  
 Students receiving ISSP: 61 98.4% 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.