

December 2008

Our School

- Active Family Involvement
- After-school programs
- Enclosed courtyard and playgrounds
- High Academic Standards
- Inclusive School
- KO-Grade 5
- Science Room
- Small Learning Community
- Strong Arts and Drama Program
- Challenging Classes

Uniform Policy: Mandatory - Blue or White Shirt/Blouse
Blue or Khaki Pants/Skirt/Shorts

Our Partners

- Boston Foundation
- Boston Teacher Residency
- Dept. of Health and Human Services
- Easter Seals
- Jewish Literacy Coalition
- Kurzweil
- Local Businesses
- Local Universities
- Museum of Fine Arts
- Very Special Arts of Massachusetts

Awards, Honors and Distinctions

- Cityyear
- Department of Health and Human Services
- Easter Seals
- Entertainment Foundation
- Ernie Boch, Music Drives Us
- Federation for Children with Special Needs

- Milken Family Foundation

Our Students (SY 2007-2008)

Total enrollment:	230 students		
Black	41.3%	Regular Education	67.3%
Hispanic	9.1%	Special Education	32.6%
White	33.5%	Bilingual Education	0.0%
Asian	10.9%		
Other	5.2%		

Average daily student attendance:	96.4%
Students promoted to next grade:	98.7%
Student mobility rate:	6.6%
Annual student dropout rate:	N/A
Students suspended:	N/A

Our Staff (SY 2007-2008)

Total staff:	36	Black	33.3%
Staff-to-student ratio:	1:10	Hispanic	0.0%
Average daily staff attendance:	96.2%	White	66.7%
		Asian	0.0%
		Native American	0.0%

Number of teachers: 24
 "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	Yes	NA	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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What Makes Our School Special?

The O'Hearn is a small school serving students from diverse backgrounds in early childhood through grade 5. We are an inclusive school. Students involved in general education, students with disabilities, and students considered talented and gifted learn together and from each other. Teachers and support staff team to help children learn and succeed. We offer a comprehensive curriculum with enriched arts experiences.

Our greatest achievement is the progress of our students as demonstrated by the quality of their work, positive interactions, art displays, performances, and school / community service.

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

Families contribute by organizing meetings , facilitating after school programs, supporting home reading, providing outreach, coordinating workshops on literacy, math, helping children with special needs, fundraising, volunteering as homeroom parents, and serving on the School Site Council.

Teachers schedule individual conferences with family members to review the work / progress of children, to compare that work to grade level standards or individual objectives, and to offer strategies for making progress at home and in school.

How are We Preparing Our Students for Educational Success?

The O'Hearn uses and adapts the Boston Citywide Learning Standards. Our goal is to help students work at or above grade level or to achieve the objectives stipulated in individual education programs.

In literacy, we are focusing on Readers and Writers Workshops. The workshop approach provides opportunities for: mini lessons conducted by teachers on particular strategies or skills, ample time for students to engage in reading and writing while teachers confer with individuals

or small groups, and student / teacher sharing of insights and accomplishments. Teachers are participating in extensive training on Readers and Writers workshops. They meet regularly to look at student work and discuss strategies for improvement. They collaborate with colleagues to identify and implement new techniques. They also meet in inquiry groups to study and plan implementation of best practices.

In mathematics, we are focusing on investigations giving students time to explore and problem solve while practicing and applying skills. Students are also learning number facts. As with literacy, teachers are engaged in attending workshops, looking at student work, and collaborating with colleagues .

Our social studies and science programs follow city and state curriculum guidelines. The O'Hearn has an extensive arts program featuring visual arts, music, drama, and movement with many special activities and performances. Computers are utilized in all classrooms.

Due to our relatively low teacher:student ratio, students receive individual and small group attention along with large group instruction. Our after school program offers additional tutoring, small group remediation, homework support, arts, and recreation activities. With our dedicated staff, involved family members, and many community and university supporters, students at the O'Hearn have made great strides in achievement and performance.

Directions to the School

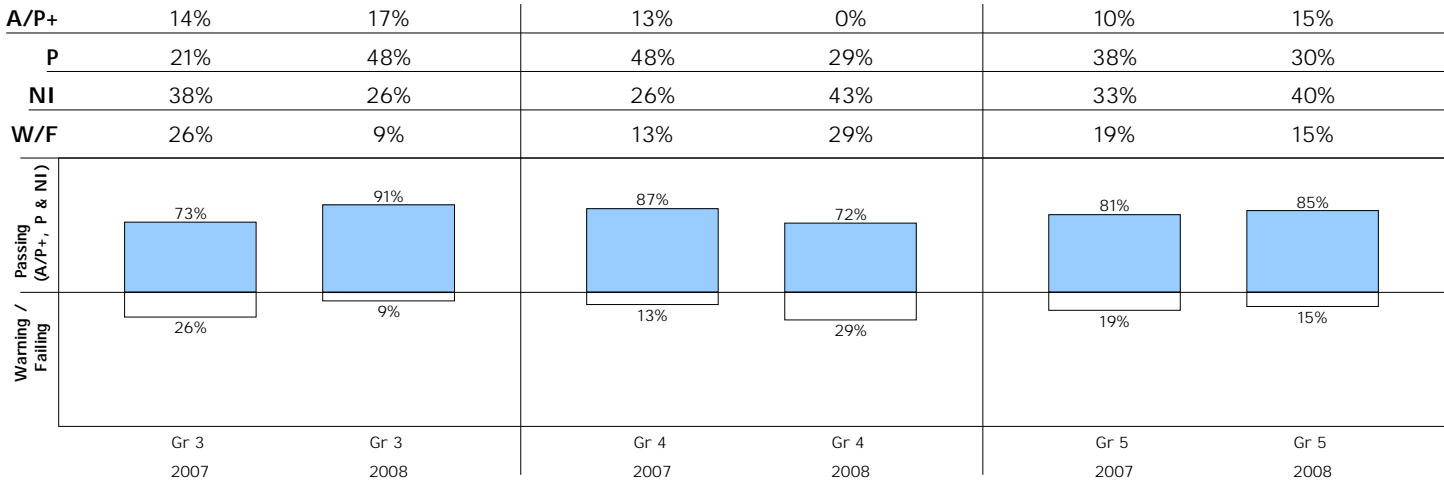
From Fields Corner Station take Ashmont Station bus (Rte. 18) to school. From Ashmont Station take Andrew bus (Rte. 18) to school. From Shawmut Station cross Clementine Park to Dayton Street. Turn right on Nixon Street. Turn left on Remington Street to Dorchester Avenue.

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

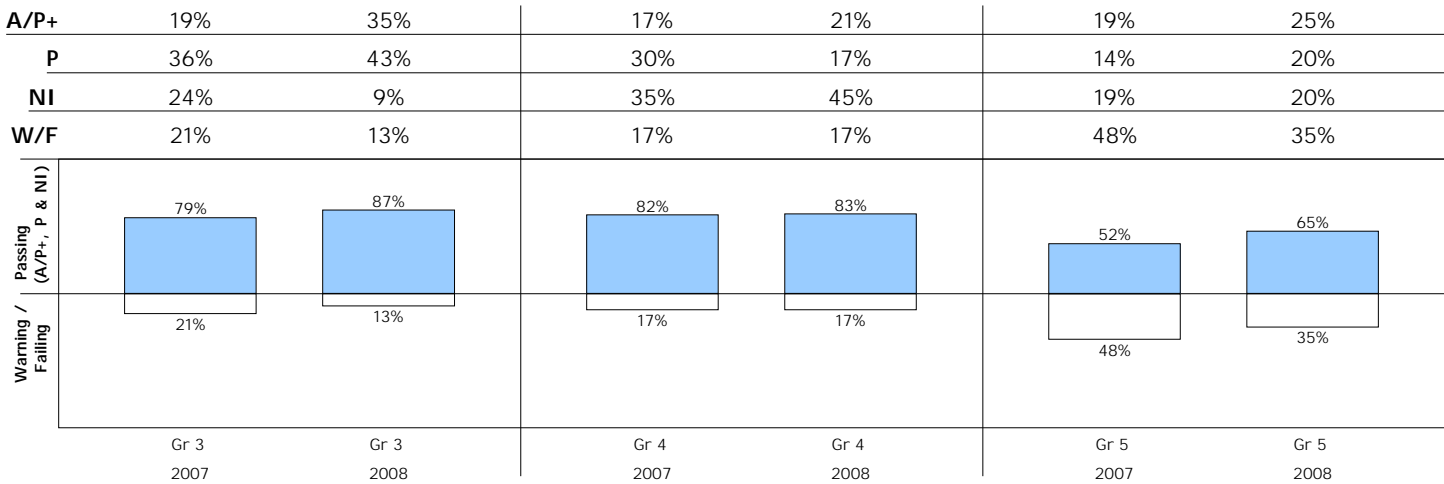
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

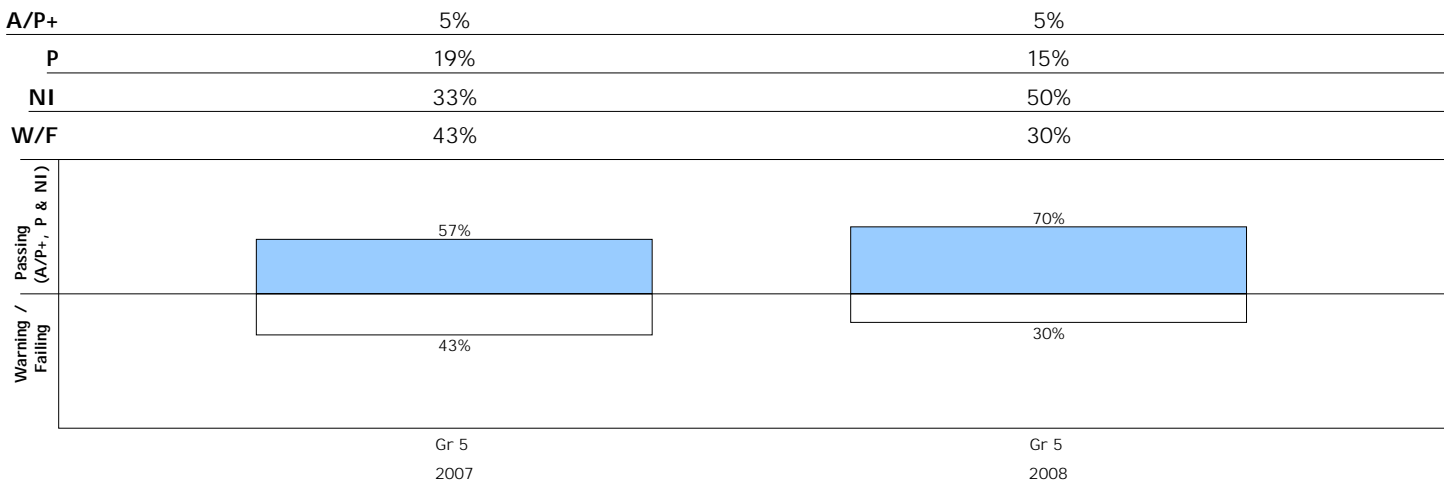
English Language Arts



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	15	0	13	27	60	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	11	18	36	36	9	22	0	27	36	36	11	0	27	55	18
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	13	0	54	38	8	28	0	21	46	32	12	0	25	67	8
SCHOOL	23	17	48	26	9	42	0	29	43	29	20	15	30	40	15
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	15	13	7	33	47	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	11	45	27	18	9	22	14	14	55	18	11	18	9	18	55
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	13	31	38	15	15	28	14	18	54	14	12	17	8	33	42
SCHOOL	23	35	43	9	13	42	21	17	45	17	20	25	20	20	35
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	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	11	0	9	45	45
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	12	0	8	58	33
SCHOOL	20	5	15	50	30
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: 28 47.5% of school
 Students receiving ISSP: 20 71.4% of eligible students

Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:
 Our school is a full inclusion school, where all students with disabilities are enrolled in general education classes.