

December 2008

Our School

- AM AND PM SURROUNDCARE PROGRAM
- STATE OF THE ART FACILITY FOR YOUNG CHILDREN
- STRONG ARTS PROGRAM/DANCE AND MUSIC
- SMALL CLASS SIZE
- DIVERSE FACULTY AND STUDENT BODY
- INCLUSION CLASSROOMS

Uniform Policy: Voluntary -
Girls wear navy jumpers,skirts or pants.
Boys wear navy pants.
White blouses or shirts complete our uniforms
Sneakers or rubber sole shoes are required.

Our Partners

- Efficacy Institute/ Campaign for Proficiency
- Hanson Institute for Literacy Learning
- Health Careers Academy Interns
- Jewish Community Centers Readers
- Jumpstart/ Northeastern Uni.
- Metropolitan Opera Guild/Popplestone Foundati
- Suzuki Institute of Boston
- Tufts Dental Program
- U. Mass Extension Programs/ Science
- Wheelock College

Awards, Honors and Distinctions

- Waterford National Best Practices School, Electronic Education, 2002

- Early Reading First Grant Recipient, U S Department of Education, 2004
- Accreditation, Natl. Asson. for the Ed. of Young Childr, 2005

Our Students (SY 2007-2008)

Total enrollment:	193 students		
Black	39.4%	Regular Education	52.8%
Hispanic	49.7%	Special Education	12.4%
White	2.1%	Bilingual Education	34.7%
Asian	4.7%		
Other	4.1%		

Average daily student attendance:	93.1%
Students promoted to next grade:	97.9%
Student mobility rate:	12.6%
Annual student dropout rate:	N/A
Students suspended:	2

Our Staff (SY 2007-2008)

Total staff:	44	Black	56.8%
Staff-to-student ratio:	1:12	Hispanic	13.6%
Average daily staff attendance:	95.5%	White	29.5%
		Asian	0.0%
		Native American	0.0%
Number of teachers:	16		
"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	NA	NA	NA	NA
Math	Yes	NA	NA	Yes	NA	NA	NA	NA

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

No Status	Needs Improvement	Corrective Action	Restructuring
✓			

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

No Status	Needs Improvement	Corrective Action	Restructuring
✓			

The information on this page is provided by the school.

What Makes Our School Special?

Our state of the art facility for young children offers small class size, an extended day, and classroom teaching teams that allow children to fully participate in their own learning. The faculty includes a Golden Apple Award winner and a Shattuck Award recipient.

We are joined by Wheelock College student teachers, the Suzuki Institute of Boston Institute, Electronic Education for the Waterford Reading Program, and the Jewish Community Center readers. The New England Home & Dimock Health Ctr. provide family and child support services.

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

We believe that families play an important role in the ongoing education of children. Family involvement includes opportunities for committee work, volunteering in the classroom and participation in parent/child learning experiences. We have a parent/community liaison who assists families in developing workshops focused on academic achievement and social/ emotional development.

How are We Preparing Our Students for Educational Success?

The philosophy behind our curriculum is that young children

learn best by doing. Learning is not just repeating what someone else says; it requires active thinking, exploring and experimenting with words and objects to discover how things work and to learn first hand about the world we live in.

During these early years our children explore the world around them by using all their senses (touching, tasting, listening, smelling and looking). In time they learn to use one object to stand for another. Gradually our children are required to use more abstract symbols like words and numbers to describe their thoughts and feelings. Play provides the foundation for academic or "school learning" which becomes more adult like in Grade 1. Oral language as well as beginning reading, writing and mathematics are the instructional focus of daily program offerings. Technology enhances our teachers' ability to individualize instruction. Teachers are guided by year end proficiency targets.

Directions to the School

Orange line to Ruggles, #45 bus to Quincy St. & Blue Hill Ave. From Mattapan Sq: #28 bus to Franklin Park & take #45 bus to Quincy St. & Blue Hill Ave. From Ashmont Sta: #23 bus to Grove Hall. Cross Blue Hill Ave and take #45 bus to Quincy St. & Blue Hill Ave.

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How Are We Assessing Students At Our School?

We include a strand of research-based assessments in our preprimary through first grade program to ensure growth across the grade levels.

Through systematic observations of individual student progress in the beginning stages of reading, writing and mathematics, students and their families become active participants in the instructional process. The Observation Survey is administered in October, January and June with all of our children. "Running records" of reading gains guide our first grade teachers as children gain new skills. Our k0 and k1 teachers use the PALS assessment while our k2 and grade one teachers use the DIBLES assessment to determine childrens reading growth from grade to grade. The Waterford Early Reading Program gives teachers a technology based assessment for each learner that can be reviewed whenever necessary. It identifies children knowledge of letter names, sounds and words.

K2 and first grade classes participate in the citywide mathematics assessment in January and June. The Investigations Curriculum used for mathematics instruction supports teachers in determining children's progress during their daily activities and at the end of each unit.

All members utilize childrens' work as a window into their thinking and understanding. This includes science journals, artwork, presentations of mathematical ideas, and dance and music performances, as measures of individual growth.

All teachers include observation tools that gather information about our students' English language growth.

All of the information gathered is shared with parents twice a year during an individual family/teacher conference.

Spring 2008 Accreditation status: Accredited

Note: For a school's kindergarten program to become accredited with the National Association for the Education of Young Children (NAEYC) it takes approximately 3 years. The schools must meet the following 10 standards: Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management.