

## December 2008

### Our School

- Strong focus on differentiated instruction
- Strong focus on Arts' Integration
- Arts, Science, Phys. Ed. and Computers
- Before and after school for K1 -5
- Beautiful school yard
- Diverse community
- Parent Outreach

Uniform Policy: Mandatory - The Sumner Parent Council proudly selected to be a uniform school for all students in grades K-5. The colors of our uniform are navy blue OR kaki pants/skirts and white or light blue shirts/blouses.

### Our Partners

- Boys and Girls' Club
- Brimmer and May High School
- Children's Hospital
- Harvard University
- Home for Little Wanderers
- Lesley University
- Museum of Fine Arts
- National Arts and Learning Collaborative
- Roslindale Community Center
- Roslindale Health Center

### Awards, Honors and Distinctions

- National Recognition for Arts' Integration, Lesley University & NALC, 2008

### Our Students (SY 2007-2008)

Total enrollment:	514 students		
Black	24.1%	Regular Education	51.3%
Hispanic	64.6%	Special Education	28.2%
White	8.0%	Bilingual Education	20.4%
Asian	1.9%		
Other	1.4%		

Average daily student attendance:	94.3%
Students promoted to next grade:	97.1%
Student mobility rate:	14.0%
Annual student dropout rate:	N/A
Students suspended:	35

### Our Staff (SY 2007-2008)

Total staff:	62	Black	17.7%
Staff-to-student ratio:	1:13	Hispanic	25.8%
Average daily staff attendance:	95.1%	White	56.5%
		Asian	0.0%
		Native American	0.0%
Number of teachers:	39		
"Highly qualified" teachers:	97.0%		
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	No	Yes	No	No	NA	No	NA
Math	No	No	Yes	No	No	NA	No	NA

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

No Status	Needs Improvement	Corrective Action	<b>Restructuring</b> ✓
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Our school is in the following NCLB category for **Mathematics**:

No Status	<b>Needs Improvement</b> ✓★	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 Sumner is committed to developing and nurturing each child's talents and abilities in a safe and academically challenging environment. Our solid academic program focuses on building a strong school climate with efforts to celebrate all levels of academic and behavioral accomplishments. We are a full-service school emphasizing the arts and school-based services. We offer services and programs such as mentoring, tutoring, band, etc. The fact that our teachers and support staff remain at the Sumner for many years makes us unique and special. The teacher-family partnership is what makes us strong.

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

Our school is a full-service learning center that provides a variety of programs for students and families. The main focus is to extend educational opportunities to all. We have an active parent council which supports the school. We offer before and after school programs, as well as family trips to educational sites. The school hosts literacy and math nights, MCAS workshops and more. Parents have two individual conferences yearly with teachers to discuss students' academic progress; parents are always welcomed.

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

The Sumner School provides solid instruction in reading, math by differentiating instruction to challenge all academic levels and learning styles. Arts integration and inclusion programs support individual needs. We are in our second year of a full arts integrated model that includes weaving the arts into the curriculum before, during, and after school. Classroom libraries support our literacy focus and Investigations offers a solid math foundation. Technology is utilized in literacy and Math. The Sumner is a Partner for Student Success School, extending opportunities for teaching and learning beyond the school

day. For literacy, we use the Readers' and Writers' Workshop Model that includes two-hour blocks reserved for reading and writing. Teachers engage students in read-aloud and shared reading activities. Students also develop their skills through specialized instruction in small groups. Students study words, the writing process, and then publish their writing. Teachers determine the specific instructional strategies that each child needs through continual assessment. Students take books from their classroom library to read at home with their families. The math program emphasizes the understanding of math concepts utilizing Investigations. The math workshop model provides 70 minutes of focused instruction and independent problem solving. Our model of instruction is designed to meet the needs of students of all abilities. The school has a Student Support Team to review each child's academic, emotional, and social progress. We match student's learning styles with the program or teacher that best meets their needs. We provide tutoring, an in-house before school program, and an after school homework assistance and recreation program with the Boys and Girls' Club.

All teachers receive ongoing training in reading, writing and math strategies. Teachers attend many before and after school workshops and educational conferences, as well as weekly grade level team meetings to look at and discuss student work in order to improve our teaching and plan for further training. The school literacy and math coordinators and coaches provide teachers with training and demonstrate best instructional practices.

### **Directions to the School**

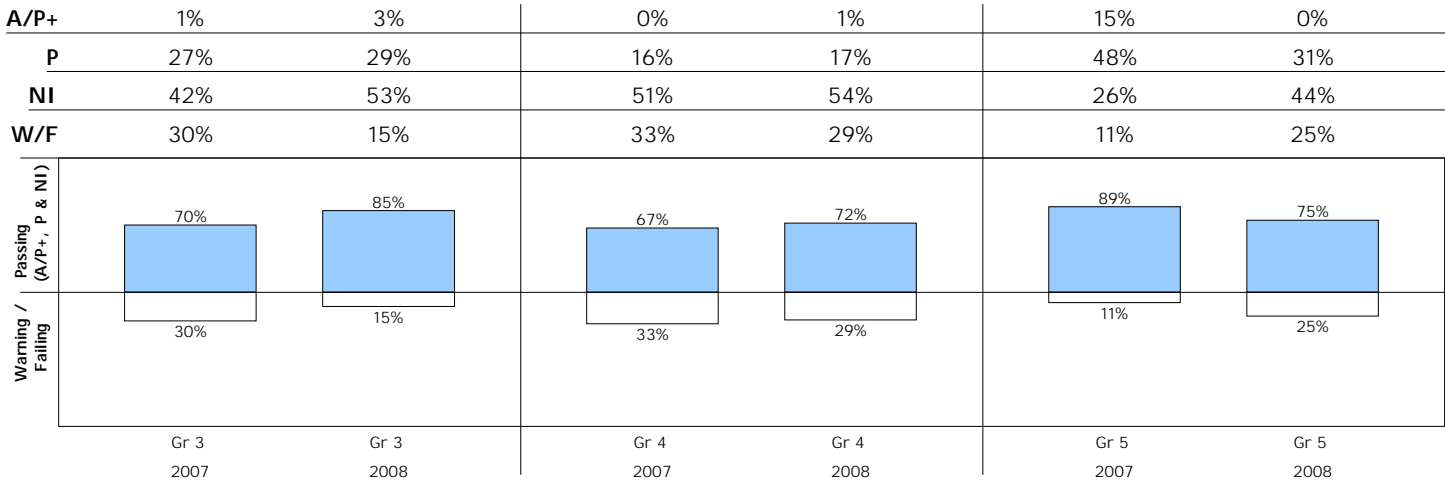
From Forest Hills Station take Charles River bus (Rte. 36). Stimson via Belgrade bus (Rte. 35) or Dedham Line bus (Rte. 34) to Roslindale Square. Cross Washington Street to Basile Street - school is just behind the Municipal Building and the Post Office.

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

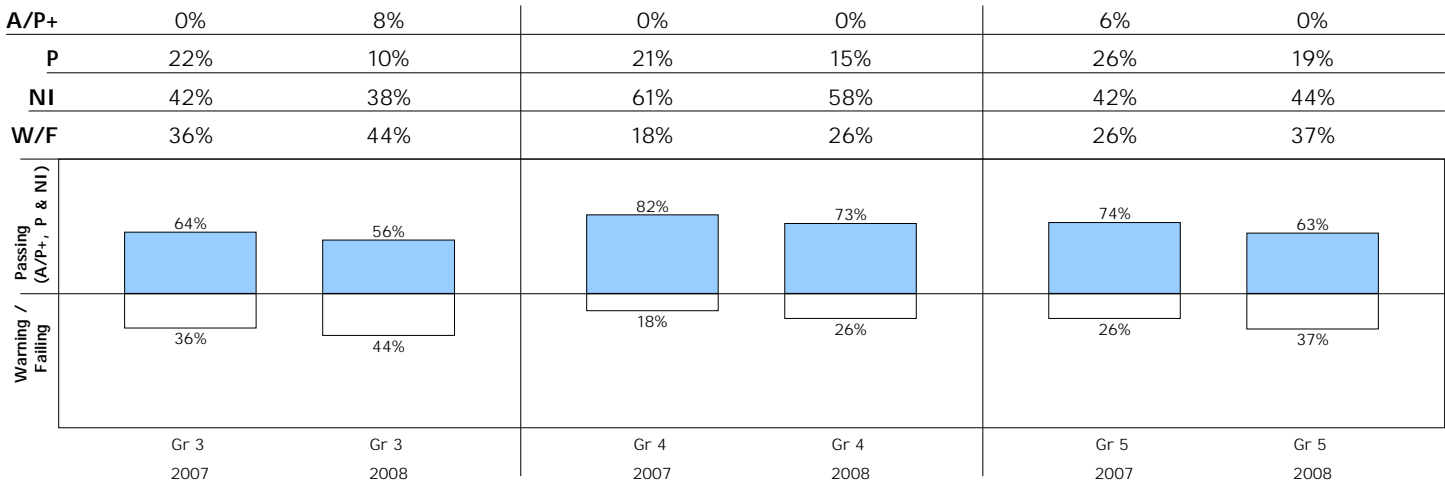
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

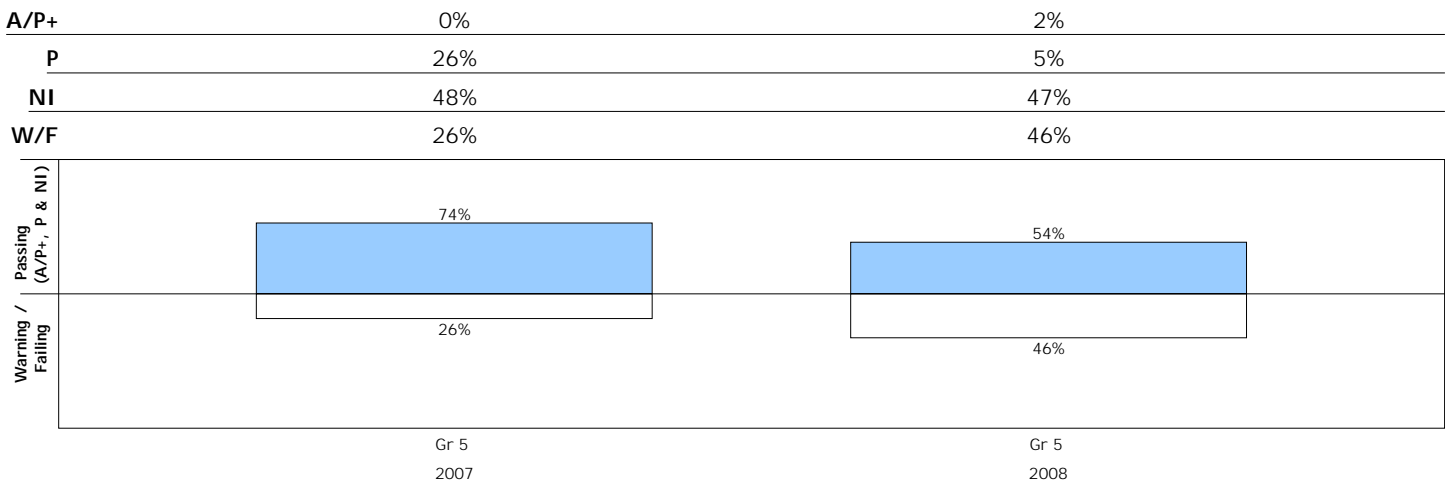
## English Language Arts



## 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	27	0	26	56	19	34	0	6	50	44	14	0	29	14	57
ELL	19	0	37	42	21	23	0	0	43	57	12	0	8	33	58
RACE/ETHNICITY															
Afr.Am./Black	19	0	16	63	21	26	0	8	62	31	17	0	41	35	24
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	46	2	37	48	13	48	2	23	50	25	36	0	25	50	25
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	61	2	33	48	18	65	0	14	55	31	50	0	32	44	24
SCHOOL	72	3	29	53	15	84	1	17	54	29	59	0	31	44	25
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	27	4	15	33	48	34	0	6	44	50	14	0	7	21	71
ELL	19	21	16	37	26	23	0	22	43	35	12	0	0	33	67
RACE/ETHNICITY															
Afr.Am./Black	19	0	11	32	58	26	0	4	58	38	17	0	24	29	47
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	46	11	11	39	39	48	0	25	56	19	36	0	17	50	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	61	10	10	34	46	65	0	17	57	26	50	0	18	46	36
SCHOOL	72	8	10	38	44	84	0	15	58	26	59	0	19	44	37
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	14	0	7	29	64
ELL	12	0	0	42	58
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	17	0	6	53	41
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	36	3	6	44	47
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	50	0	6	50	44
SCHOOL	59	2	5	47	46
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: 105      73.9% of school  
 Students receiving ISSP: 65      61.9% of eligible students

**Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:**  
 Our school has met this district goal.