

**December 2008**

**Our School**

Uniform Policy: Mandatory - Grades K0-5: Light blue top; navy blue bottoms  
Grades 6-8: White top; khaki bottoms  
Elementary t-shirts, sweatshirts, and sweatpants with the school logo may be purchased from the Family Center.

**Our Partners**

- BELL Foundation / Friends of the Children
- Big Brothers and Big Sisters
- Boston Partners in Education
- Brigham & Women's Hospital
- Children's Hospital Neighborhood Partnerships
- City Year / Sociedad Latina
- Isabella Stewart Gardner Museum
- Northeastern University
- PeaceGames and many more...
- The Home for Little Wanderers

**Awards, Honors and Distinctions**

- Effective Practice School, Boston Plan for Excellence, 2001
- School Improvement Award, BPS, 2002
- Stay in School Award, Boston Celtics, 2004
- National Junior Honor Society Charter, National Junior Honor Society, 2005
- Teacher of the Year Award - Jessica Barry, BPS, 2005

- Celtics/Southwest Airlines ASSI STS- 3rd place, Celtics/Southwest Airlines, 2008
- Teacher of the Year Award - MaryAlice Sandy, BPS, 2008

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

Total enrollment:	406 students		
Black	25.1%	Regular Education	64.5%
Hispanic	71.2%	Special Education	19.7%
White	2.0%	Bilingual Education	15.7%
Asian	0.2%		
Other	1.5%		

Average daily student attendance:	93.9%
Students promoted to next grade:	97.5%
Student mobility rate:	20.4%
Annual student dropout rate:	0.0%
Students suspended:	50

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

Total staff:	45	Black	28.9%
Staff-to-student ratio:	1:12	Hispanic	26.7%
Average daily staff attendance:	96.5%	White	44.4%
		Asian	0.0%
		Native American	0.0%
Number of teachers:	32		
"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	No	No	No	No	NA	No	NA
Math	No	No	No	No	Yes	NA	No	NA

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

No Status	Needs Improvement	<b>Corrective Action</b> ✓	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

The information on this page is provided by the school.

### **What Makes Our School Special?**

The Tobin is an extended services K - 8 school that engages school staff, families and community partnerships to help students' social, emotional well-being and academic success. The model of our school places students at the center of our work by creating networks of shared responsibility among all our stakeholders. As a team, everyone helps to provide guidance, expertise, political support, and internal and external resources that support the goals of our Whole School Improvement Plan. Our goal is to continue to strengthen the home-school connection, which, in turn, will help students reach their preferred future.

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

The Tobin/Brigham Family Center staff works with Brigham & Women's Hospital to provide resources for families. They coordinate the Brigham Book Buddies Read Aloud Program, a Take-Home Library Program, Family Field Trips, a Brown-Bag Food Distribution, parent workshops, adult ESL classes, and home visit programs. In addition, Parent Leaders serve on the Parent Council, School Site Council, and on our Full Service School Resource Team, as well as volunteering in the school throughout the day.

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

We are preparing students to be successful through our core academics (literacy, math, science, social studies, art, music, ctechnology, gym and many more) taught by a staff of 100% "highly qualified" teachers. Our staff participates in thirty hours of professional development to master course content and incorporate differentiated teaching strategies into classroom instruction. Our professional

development extends into our professional learning community whereby teachers work together in planning instruction, peer observations and sharing feedback. Through weekly grade team meetings, teachers look at student work and identify student weaknesses and challenges by reflecting on their lesson objectives, mini-lessons, teaching practices and student products. Additional support comes from the Tobin Scholars Program, which encourages students in grades 4 - 8 to develop sound social and academic habits.

In addition, we provide students with many leadership opportunities through participation on the Student Council, National Junior Honor Society and the Tobin Distinguished Scholars program (a mentoring program). Students learn to make a difference in their communities by participating and developing community service learning projects.

Student supports are also provided by after school programs through the BELL Foundation, Boston University (BUI LD), and Sociedad Latina. Also, the Tobin offers Supplemental Educational Services (SES) on site after school. During the day, students from Northeastern University, Boston University, Boston College, City Year, Peace Games and Big Brothers' and Big Sisters' Association provide mentoring, tutorial assistance, and mental health support.

### **Directions to the School**

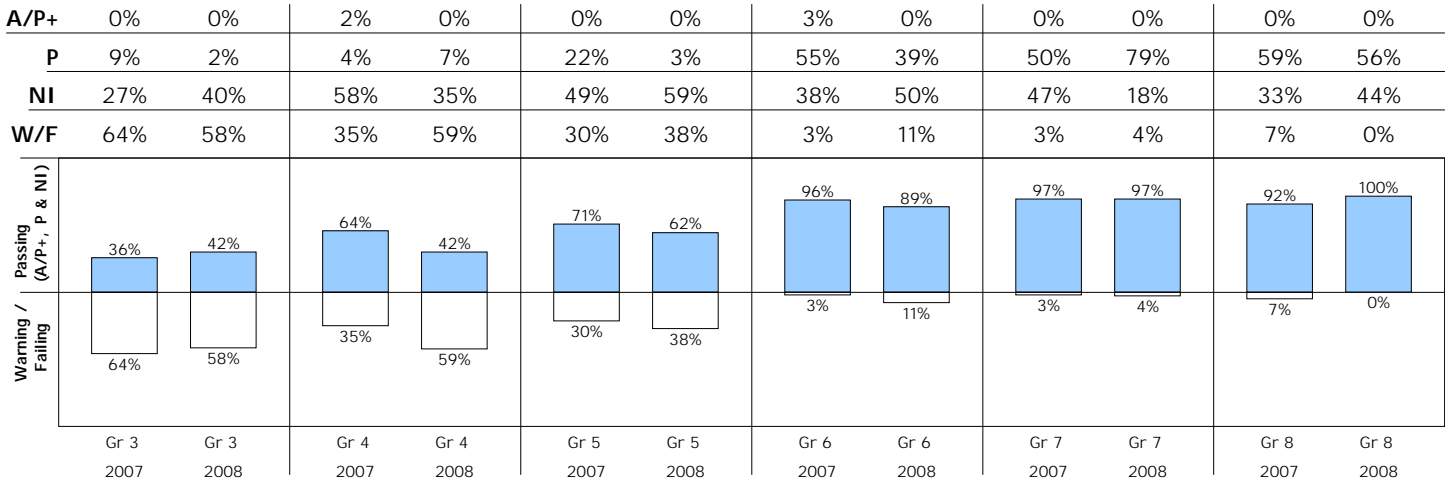
Green Line - From Park Street Station take Huntington Avenue car (Rte. E) to Brigham Circle. Walk along Tremont Street and follow path between Mission Church and library to main entrance of school. Orange Line - get off at Roxbury Crossing, turn left out of the station, walk along Tremont Street and follow path between Mission Church and library to main entrance of school. From Forest Hills Station take Copley bus (Rte. 39) to Brigham Circle. Proceed as above from Brigham Circle.

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

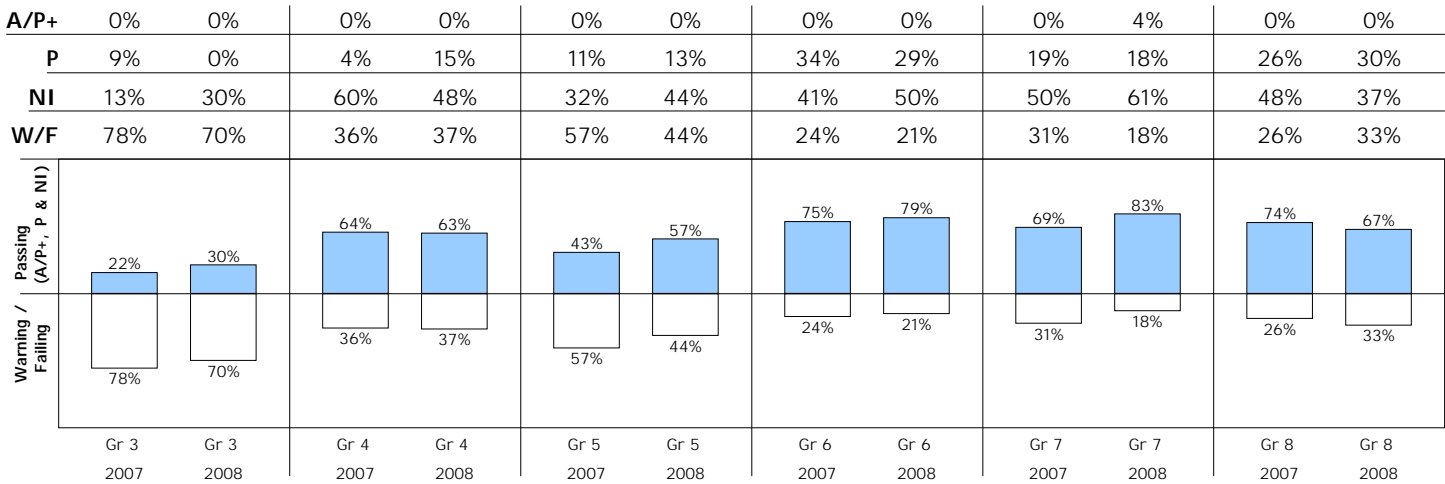
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

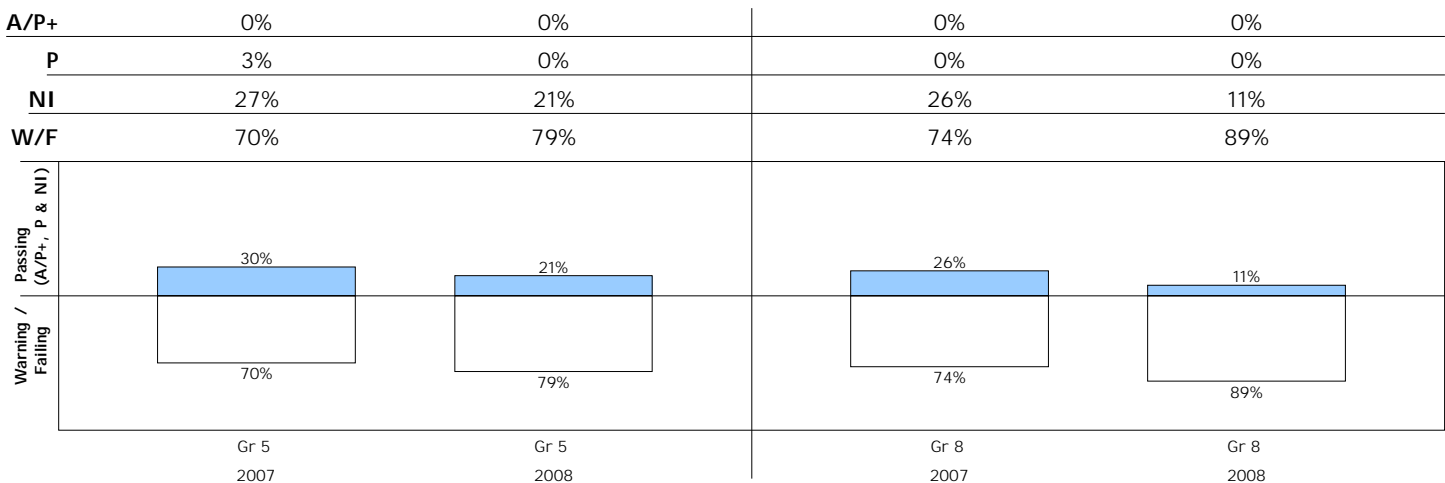
## English Language Arts



## 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					Grade 06					Grade 07					Grade 08												
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			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	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F								
STUDENT STATUS																																						
W/ Disabilities	10	0	0	20	80	15	0	0	13	87	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
ELL	16	0	0	6	94	18	0	0	22	78	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
RACE/ETHNICITY																																						
Afr.Am./Black	12	0	0	33	67	14	0	0	29	71	NA	NA	NA	NA	NA	11	0	45	45	9	12	0	67	25	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	40	0	3	43	55	30	0	10	37	53	29	0	0	62	38	16	0	31	56	13	14	0	86	14	0	18	0	72	28	0	NA	NA	NA	NA	NA	NA	NA	
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	48	0	2	40	58	45	0	7	36	58	34	0	3	53	44	27	0	41	48	11	24	0	75	21	4	23	0	61	39	0	NA	NA	NA	NA	NA	NA	NA	
SCHOOL	53	0	2	40	58	46	0	7	35	59	39	0	3	59	38	28	0	39	50	11	28	0	79	18	4	27	0	56	44	0	NA	NA	NA	NA	NA	NA	NA	
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20	3510	6	37	37	19	3887	4	44	34	18	4022	5	52	28	15	NA	NA	NA	NA	NA	NA	NA	
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8	71575	15	52	24	8	72799	12	57	23	8	73268	12	63	18	7	NA	NA	NA	NA	NA	NA	NA	

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05					Grade 06					Grade 07					Grade 08												
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			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	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F								
STUDENT STATUS																																						
W/ Disabilities	10	0	0	20	80	15	0	13	33	53	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
ELL	16	0	0	38	63	18	0	6	39	56	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
RACE/ETHNICITY																																						
Afr.Am./Black	12	0	0	17	83	14	0	21	57	21	NA	NA	NA	NA	NA	11	0	27	55	18	12	8	17	50	25	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	40	0	0	35	65	30	0	10	43	47	29	0	14	38	48	16	0	25	50	25	14	0	21	64	14	18	0	33	44	22	NA	NA	NA	NA	NA	NA	NA	
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	48	0	0	29	71	45	0	13	49	38	34	0	15	41	44	27	0	30	48	22	24	0	13	67	21	23	0	30	39	30	NA	NA	NA	NA	NA	NA	NA	
SCHOOL	53	0	0	30	70	46	0	15	48	37	39	0	13	44	44	28	0	29	50	21	28	4	18	61	18	27	0	30	37	33	NA	NA	NA	NA	NA	NA	NA	
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34	3547	10	22	29	39	3951	7	21	28	43	4059	9	25	26	40	NA	NA	NA	NA	NA	NA	NA	
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17	71679	23	33	26	18	73169	15	32	29	24	73365	19	30	27	24	NA	NA	NA	NA	NA	NA	NA	

NA: Fewer than 10 students

Science	Grade 05					Grade 08						
	Students		% By Perf. Lvl.				Students		% By Perf. Lvl.			
	#		A	P	NI	W/F	#		A	P	NI	W/F
STUDENT STATUS												
W/ Disabilities	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
ELL	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
RACE/ETHNICITY												
Afr.Am./Black	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Asian	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
White	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Hispanic	29		0	0	21	79	18		0	0	17	83
Nat. Am.	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Other	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
F/RP LUNCH	34		0	0	21	79	23		0	0	9	91
SCHOOL	39		0	0	21	79	27		0	0	11	89
DISTRICT	3525		3	14	46	37	4020		0	10	38	52
STATE	70689		17	33	38	12	73203		3	36	39	22

NA: Fewer than 10 students

## Additional Performance Indicators

### Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 149      84.7% of school  
 Students receiving ISSP: 146      98.0% of eligible students

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