

# REPORT ON TEACHING AND LEARNING: SCHOOL REPORT CARD

## SCHOOL YEAR 2014-2015



**George H. Conley Elementary School**

(617) 635-8099

Grades: K0-5

Zone: West

The Report on Teaching and Learning (RTL) is designed to serve as a useful tool for families and to comply with the reporting requirements of the federal No Child Left Behind (NCLB) law. The data found in this RTL is from the 2013-2014 school year (SY), except where noted. This report can help parents gauge how successful their child's current school is and/or help them decide where to send their child to school. It is important to visit any schools being considered in order to get the full picture of a particular school.

### OUR STUDENTS (SY 2013-2014)

<b>Total Enrollment</b>	218
<b>African American/Black</b>	36.2%
<b>Hispanic</b>	37.6%
<b>White</b>	19.7%
<b>Asian</b>	3.2%
<b>Native American</b>	0.0%
<b>Native Hawaiian, Pacific Islander</b>	0.0%
<b>Multi-Race, Non-Hispanic</b>	3.2%
<b>Special Education</b>	34.4%
<b>Male</b>	54.6%
<b>Female</b>	45.4%
<b>English Language Learner (ELL)</b>	21.1%
<b>Low Income</b> <small>Students eligible for free or reduced price lunch *This school participates in the Community Eligibility Option (CEO), where all students in the school receive free breakfast and lunch, and lunch forms are not collected.</small>	71.6%

<b>Average daily student attendance</b> <small>Both excused and unexcused absences are counted as absences in this rate.</small>	94.4%
<b>Students promoted to the next grade</b> <small>This includes students promoted in June as well as those who completed summer school successfully.</small>	95.0%
<b>Student mobility rate</b> <small>This indicates the percentage of students who attended only a portion of the school year at a given school. Any student who moved into or out of the school between October and June adds to the mobility rate.</small>	14.3%
<b>Annual student dropout rate (as of June 2014)</b> <small>A student is considered to be a dropout at the end of the school year if he/she is not in school, has not graduated, and has not transferred to another school system. Students who return to the school or graduate by October 1 the following school year will not be counted as dropouts in the Final Dropout Report. This rate applies to grades 9 through 12.</small>	N/A
<b>Number of students suspended</b> <small>Includes in-school and out-of-school suspensions.</small>	6

### OUR STAFF (SY 2013-2014)

*Staff is defined as all school employees who assist in the education process, including teachers, paraprofessionals, content coaches, guidance counselors, librarians, and administrators. Percentages may not sum to 100% if staff did not report their race/ethnicity.*

<b>Total</b>	28
<b>Black</b>	25.0%
<b>Hispanic</b>	7.1%
<b>White</b>	64.3%
<b>Asian</b>	3.6%
<b>Native American</b>	0.0%
<b>Average daily staff attendance</b>	94.9%

### OUR TEACHERS (SY 2013-2014)

<b>Number of teachers</b>	17.2
<b>Student:Teacher ratio</b> <small>The student-to-teacher ratio indicates the number of students per teacher in the school.</small>	12.7 : 1
<b>Teachers licensed in teaching assignment</b>	100.0%
<b>Core academic courses taught by highly qualified teachers</b> <small>To be considered highly qualified, a teacher must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) subject matter competency.</small>	81.7%

### OUR SCHOOL (SY 2014-2015)

Robust Arts Program: Visual Arts, Music, and Dance
Before and After School Programs
Computer Lab
Mobile Computer Lab and iPads in every classroom
Technology Goes Home Program
Individualized and rigorous academic programs
Outdoor Classroom
Academic Support Staff for every classroom
Parent and Community Engagement
Positive Behavior Intervention Supports

### OUR PARTNERS (SY 2014-2015)

Comcast
Combined Jewish Philanthropies
Eliot School of Fine Arts and Applied Arts
Behavior Health Model: Children's Hospital
Home for Little Wanderers
Boston Institute for Psychotherapy
Boston Bikes
Curry College
UMass Boston
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**PROGRESS AND PERFORMANCE INDEX (PPI)**

**Progress and Performance Index (PPI):** Beginning with SY 2012-2013, the PPI replaces Adequate Yearly Progress (AYP). Massachusetts has set a goal of reducing proficiency gaps by half between the years 2011 and 2017. The PPI is a measure of progress toward a group's goals that combines information for up to seven indicators: narrowing proficiency gaps (ELA, Math, Science), growth (ELA, Math), and graduation and dropout rates (for high schools). All schools and student subgroups with sufficient data receive an annual PPI based on two years of data and a cumulative PPI based on at least three annual PPIs. The cumulative PPI generally represents a performance trend over four years. For each indicator, groups are awarded 0, 25, 50, 75, or 100 points based on their improvement, with a score of 75 considered to be "On Target". The annual PPI is calculated by dividing the total number of points awarded that year by the number of indicators (up to seven). A cumulative PPI is calculated for a group if it has at least three annual PPIs, weighting recent years the most. For a group to be considered to be making progress towards narrowing proficiency gaps and to receive a "Met Target" rating, its cumulative PPI must be 75 or higher. Groups of students with a cumulative PPI below 75 will receive a "Did Not Meet Target" rating.

Level 1 and the lowest performing schools in Level 5. Schools are classified into levels in comparison to all other schools in their grade span statewide. 80% of schools in the state are classified into Level 1 or 2 based on their cumulative PPI for the "all students" (whole school) and "high needs" groups. MA defines the "high needs" group as all students with disabilities, English language learners (ELL) and former ELL students, or low income students at a school or district. For a school to be classified as Level 1, the cumulative PPI for both the "all students" group and the "high needs" group must be 75 or higher. If not, the school is classified as Level 2. A school may also be classified as Level 2 if it has low MCAS participation rates for any group (between 90% and 94%). Schools are classified as Level 3 if they are among the lowest 20% relative to other schools in their grade span statewide, if one or more subgroups are among the lowest performing 20% of subgroups relative to all subgroups statewide, if they have persistently low graduation rates (less than 60% for any subgroup over a four-year period), or if they have very low MCAS participation rates for any group (less than 90%). The lowest achieving, least improving Level 3 schools are candidates for classification into Levels 4 and 5. Schools that have a level of "Insufficient data" are schools that are very small, end in grades 1 or 2, are new schools, or are schools that were substantially reconfigured.

**Accountability and Assistance Level:** All MA schools with sufficient data are classified into one of five levels (1-5), with the highest performing schools in

**ACCOUNTABILITY INFORMATION**

<b>Accountability and Assistance Level</b>		■ = School's Goal
<b>Level 1</b>	Meeting gap narrowing goals	
	Commended for narrowing proficiency gaps -	
	-	
	-	
	-	

**This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)**



**This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)**

On Target = 75 or higher - ■

Student Group	Less Progress	On Target = 75 or higher - ■	More Progress	Rating
All Students		■		Met Target
High Needs		■		Met Target
Low income		■		Met Target
ELL and Former ELL		■		-
Students w/disabilities		■		-
Amer. Ind. or Alaska Nat.		■		-
Asian		■		-
African American/Black		■		-
Hispanic/Latino		■		Met Target
Multi-race, Non-Hisp./Latino		■		-
Nat. Haw. or Pacific Islander		■		-
White		■		-

**Accountability Data Detail:**

**2014 English Language Arts Proficiency Gap Narrowing**

Student Group	0 10 20 30 40 50 60 70 80 90 100	6-Year Goal	2011 CPI: Baseline	2013 CPI	2014 CPI	CPI Change	2014 Target	Percentile in Grade Span	N	PPI Points	Rating
All Students		88.5	76.9	87.3	88.1	0.8	82.7	65	84	100	Above Target
High Needs		87.7	75.3	87.7	87.5	-0.2	81.5	96	76	100	Above Target
Low income		87.7	75.4	87.7	87.5	-0.2	81.6	96	74	100	Above Target
ELL and Former ELL		-	-	-	-	-	-	-	17	-	-
Students w/disabilities		-	-	-	-	-	-	-	28	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	4	-	-
African American/Black		86.3	72.5	-	-	-	-	-	33	-	-
Hispanic/Latino		89.8	79.5	89.5	86.8	-2.7	84.6	95	34	100	Above Target
Multi-race, Non-Hisp./Latino		-	-	-	-	-	-	-	3	-	-
Nat. Haw. or Pacific Islander		-	-	-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	10	-	-

**2014 Mathematics Proficiency Gap Narrowing**

Student Group	0 10 20 30 40 50 60 70 80 90 100	6-Year Goal	2011 CPI: Baseline	2013 CPI	2014 CPI	CPI Change	2014 Target	Percentile in Grade Span	N	PPI Points	Rating
All Students		88	75.9	83.9	87.5	3.6	81.9	65	84	100	Above Target
High Needs		87	74	83.2	86.8	3.6	80.5	93	76	100	Above Target
Low income		86.1	72.1	83.1	87.5	4.4	79.1	95	74	100	Above Target
ELL and Former ELL		-	-	-	-	-	-	-	17	-	-
Students w/disabilities		-	-	-	-	-	-	-	28	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	4	-	-
African American/Black		85	70	-	-	-	-	-	33	-	-
Hispanic/Latino		90.4	80.8	88.2	89	0.8	85.6	97	34	100	Above Target
Multi-race, Non-Hisp./Latino		-	-	-	-	-	-	-	3	-	-
Nat. Haw. or Pacific Islander		-	-	-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	10	-	-

2014 Science Proficiency Gap Narrowing																						
Student Group	0	10	20	30	40	50	60	70	80	90	100	6-Year Goal	2011 CPI: Baseline	2013 CPI	2014 CPI	CPI Change	2014 Target	Percentile in Grade Span	N	PPI Points	Rating	
All Students												83	81.1	62.1	77.1	83	5.9	71.6	51	25	100	Above Target
High Needs												-	-	-	-	-	-	-	-	24	-	-
Low income												-	-	-	-	-	-	-	-	23	-	-
ELL and Former ELL												-	-	-	-	-	-	-	-	8	-	-
Students w/disabilities												-	-	-	-	-	-	-	-	8	-	-
Amer. Ind. or Alaska Nat.												-	-	-	-	-	-	-	-	-	-	-
Asian												-	-	-	-	-	-	-	-	1	-	-
African American/Black												-	-	-	-	-	-	-	-	11	-	-
Hispanic/Latino												-	-	-	-	-	-	-	-	10	-	-
Multi-race, Non-Hisp./Latino												-	-	-	-	-	-	-	-	-	-	-
Nat. Haw. or Pacific Islander												-	-	-	-	-	-	-	-	-	-	-
White												-	-	-	-	-	-	-	-	3	-	-

2014 English Language Arts Extra Credit								
Student Group	Extra Credit for increasing % Advanced (10% or more)				Extra Credit for decreasing % Warning/Failing (10% or more)			
	2013 % Advanced	2014 % Advanced	N	PPI Points Awarded	2013 % Warning/Failing	2014 % Warning/Failing	N	PPI Points Awarded
All Students	8.2	9.5	84	25	6.8	4.8	84	25
High Needs	7.5	7.9	76	0	6	5.3	76	25
Low income	6.2	8.1	74	25	6.2	5.4	74	25
ELL and Former ELL	-	-	17	-	-	-	17	-
Students w/disabilities	-	-	28	-	-	-	28	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	4	-	-	-	4	-
African American/Black	-	-	33	-	-	-	33	-
Hispanic/Latino	10.5	8.8	34	0	5.3	5.9	34	0
Multi-race, Non-Hisp./Latino	-	-	3	-	-	-	3	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	10	-	-	-	10	-

2014 Mathematics Extra Credit								
Student Group	Extra Credit for increasing % Advanced (10% or more)				Extra Credit for decreasing % Warning/Failing (10% or more)			
	2013 % Advanced	2014 % Advanced	N	PPI Points Awarded	2013 % Warning/Failing	2014 % Warning/Failing	N	PPI Points Awarded
All Students	23.3	32.1	84	25	8.2	9.5	84	0
High Needs	22.4	27.6	76	25	9	10.5	76	0
Low income	21.5	28.4	74	25	9.2	9.5	74	0
ELL and Former ELL	-	-	17	-	-	-	17	-
Students w/disabilities	-	-	28	-	-	-	28	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	4	-	-	-	4	-
African American/Black	-	-	33	-	-	-	33	-
Hispanic/Latino	26.3	35.3	34	25	2.6	5.9	34	0
Multi-race, Non-Hisp./Latino	-	-	3	-	-	-	3	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	10	-	-	-	10	-

2014 Science Extra Credit								
Student Group	Extra Credit for increasing % Advanced (10% or more)				Extra Credit for decreasing % Warning/Failing (10% or more)			
	2013 % Advanced	2014 % Advanced	N	PPI Points Awarded	2013 % Warning/Failing	2014 % Warning/Failing	N	PPI Points Awarded
All Students	12.5	4	25	0	16.7	4	25	25
High Needs	-	-	24	-	-	-	24	-
Low income	-	-	23	-	-	-	23	-
ELL and Former ELL	-	-	8	-	-	-	8	-
Students w/disabilities	-	-	8	-	-	-	8	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	1	-	-	-	1	-
African American/Black	-	-	11	-	-	-	11	-
Hispanic/Latino	-	-	10	-	-	-	10	-
Multi-race, Non-Hisp./Latino	-	-	-	-	-	-	-	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	3	-	-	-	3	-

2014 English Language Arts Growth																				
Student Group	0	10	20	30	40	50	60	70	80	90	100	6 Year Goal	2013 SGP	SGP Change	2014 SGP	N	Met Safe Harbor?	PPI Points	Rating	
All Students												41	51	72	-31	41	32	No	50	Below Target
High Needs												41	51	65	-24	41	30	No	50	Below Target
Low income												-	51	-	-	-	29	-	-	-
ELL and Former ELL												-	51	-	-	-	7	-	-	-
Students w/disabilities												-	51	-	-	-	3	-	-	-
Amer. Ind. or Alaska Nat.												-	51	-	-	-	-	-	-	-
Asian												-	51	-	-	-	2	-	-	-
African American/Black												-	51	-	-	-	9	-	-	-
Hispanic/Latino												-	51	-	-	-	16	-	-	-
Multi-race, Non-Hisp./Latino												-	51	-	-	-	-	-	-	-
Nat. Haw. or Pacific Islander												-	51	-	-	-	-	-	-	-
White												-	51	-	-	-	5	-	-	-

2014 Mathematics Growth																				
Student Group	0	10	20	30	40	50	60	70	80	90	100	6 Year Goal	2013 SGP	SGP Change	2014 SGP	N	Met Safe Harbor?	PPI Points	Rating	
All Students												65	51	62	3	65	32	Yes	100	Above Target
High Needs												63	51	56	6.5	62.5	30	Yes	100	Above Target
Low income												51	-	-	-	-	29	-	-	-
ELL and Former ELL												51	-	-	-	-	7	-	-	-
Students w/disabilities												51	-	-	-	-	3	-	-	-
Amer. Ind. or Alaska Nat.												51	-	-	-	-	-	-	-	-
Asian												51	-	-	-	-	2	-	-	-
African American/Black												51	-	-	-	-	9	-	-	-
Hispanic/Latino												51	-	-	-	-	16	-	-	-
Multi-race, Non-Hisp./Latino												51	-	-	-	-	-	-	-	-
Nat. Haw. or Pacific Islander												51	-	-	-	-	-	-	-	-
White												51	-	-	-	-	5	-	-	-

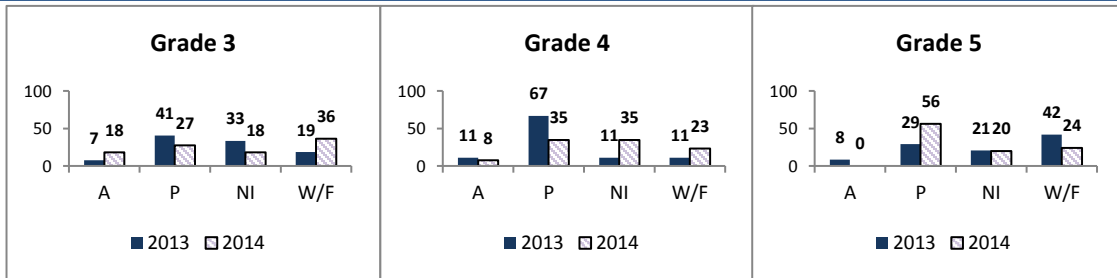
2014 MCAS Participation												
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All Students	89	89	100	Yes	89	89	100	Yes	26	26	100	Yes
High Needs	81	81	100	Yes	81	81	100	Yes	25	-	-	-
Low income	79	79	100	Yes	79	79	100	Yes	24	-	-	-
ELL and Former ELL	19	-	-	-	19	-	-	-	8	-	-	-
Students w/disabilities	31	-	-	-	31	-	-	-	8	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	4	-	-	-	4	-	-	-	1	-	-	-
African American/Black	35	35	100	Yes	35	35	100	Yes	12	-	-	-
Hispanic/Latino	37	37	100	Yes	37	37	100	Yes	10	-	-	-
Multi-race, Non-Hisp./Latino	3	-	-	-	3	-	-	-	-	-	-	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
White	10	-	-	-	10	-	-	-	3	-	-	-

### MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS) RESULTS: 2-YEAR TRENDS

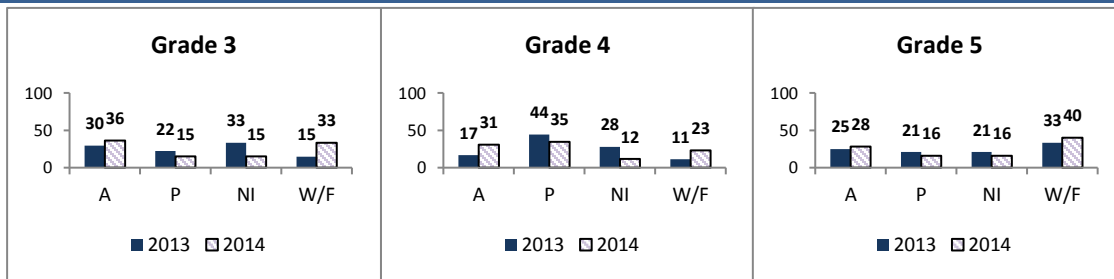
The charts below show our MCAS results in English Language Arts, Mathematics, and Science from the past two years (Spring 2013 and Spring 2014). The percentages are students scoring at each of the four performance levels, which are Advanced, Proficient, Needs Improvement, and Warning/Failing. For more information on MCAS, please visit <http://www.doe.mass.edu/mcas>.

A = Advanced P = Proficient NI = Needs Improvement W/F = Warning/Failing

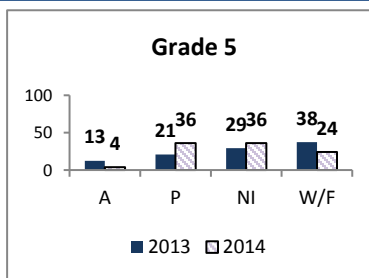
#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



#### SCIENCE



**MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS) RESULTS: STUDENT GROUP PERFORMANCE ON SPRING 2014 MCAS**

The tables below show Spring 2014 MCAS results in English Language Arts (ELA), Mathematics (Math), and Science for each grade level tested at our school, compared with district and state averages. Results at the school level include percentages of students by subgroup (high needs, program, gender, race, and income level) scoring at each of the four performance levels (A, P, NI, W/F). The tables also include the **Composite Performance Index (CPI)**, which is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests based on his/her performance. The average of all students' points in a school or a subgroup constitutes a school's or subgroup's CPI for that subject. The CPI is a measure of the extent to which students are progressing towards proficiency (a CPI of 100) in ELA, Math, and Science.

Also included are the median **Student Growth Percentile (SGP)** and the **number of students included in the SGP calculation (Inc SGP)** for each group. Massachusetts measures growth for an individual student by comparing the change in his/her MCAS achievement from one year to a subsequent year to that of all other students in the state who had similar historical MCAS results (the student's "academic peers"). This change in achievement is reported as a student growth percentile (SGP) and indicates how low or high (1 to 99) that student's growth was compared to that of his/her academic peers. SGP is calculated separately for ELA and Math. SGP for a school or subgroup is reported as the median SGP for that group; there must be at least 20 students in a group to report SGP. Overall results are only reported if the student group is 10 or more.

Grade 3	ELA									Math								
	# Stud	Part Rate %	% by performance level				CPI	SGP	Inc SGP	# Stud	Part Rate %	% by performance level				CPI	SGP	Inc SGP
			A	P	NI	W/F						A	P	NI	W/F			
All Students	33	100	18.2	27.3	18.2	36.4	87.9	N/A	N/A	33	100	36.4	15.2	15.2	33.3	90.2	N/A	N/A
High Needs	27	100	14.8	25.9	14.8	44.4	87.0	N/A	N/A	27	100	25.9	18.5	14.8	40.7	89.8	N/A	N/A
Low income	26	100	15.4	26.9	11.5	46.2	87.5	N/A	N/A	26	100	26.9	15.4	15.4	42.3	89.4	N/A	N/A
ELL and Former ELL	5	-	-	-	-	-	-	N/A	N/A	5	-	-	-	-	-	N/A	N/A	N/A
Students w/disabilities	13	100	0.0	0.0	15.4	84.6	84.6	N/A	N/A	13	100	0.0	15.4	15.4	69.2	94.2	N/A	N/A
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	N/A	N/A	0	-	-	-	-	-	N/A	N/A	N/A
Asian	2	-	-	-	-	-	-	N/A	N/A	2	-	-	-	-	-	N/A	N/A	N/A
African American/Black	12	100	16.7	16.7	25.0	41.7	93.8	N/A	N/A	12	100	33.3	8.3	8.3	50.0	89.6	N/A	N/A
Hispanic/Latino	13	100	15.4	30.8	7.7	46.2	84.6	N/A	N/A	13	100	23.1	15.4	30.8	30.8	90.4	N/A	N/A
Multi-race, Non-Hisp./Latino	3	-	-	-	-	-	-	N/A	N/A	3	-	-	-	-	-	N/A	N/A	N/A
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	N/A	N/A	0	-	-	-	-	-	N/A	N/A	N/A
White	3	-	-	-	-	-	-	N/A	N/A	3	-	-	-	-	-	N/A	N/A	N/A
Female	14	100	21.4	21.4	28.6	28.6	80.4	N/A	N/A	14	100	42.9	0.0	28.6	28.6	78.6	N/A	N/A
Male	19	100	15.8	31.6	10.5	42.1	93.4	N/A	N/A	19	100	31.6	26.3	5.3	36.8	98.7	N/A	N/A
DISTRICT (BOSTON)	4000	99	5	31	43	20	71	N/A	N/A	4014	100	19	33	27	20	76.1	N/A	N/A
STATE	68283	100	12	46	33	10	82.6	N/A	N/A	68218	100	31	38	21	11	85.1	N/A	N/A

Grade 4	ELA									Math								
	# Stud	Part Rate %	% by performance level				CPI	SGP	Inc SGP	# Stud	Part Rate %	% by performance level				CPI	SGP	Inc SGP
			A	P	NI	W/F						A	P	NI	W/F			
All Students	26	100	7.7	34.6	34.6	23.1	85.6	-	16	26	100	30.8	34.6	11.5	23.1	96.2	-	16
High Needs	25	100	8.0	32.0	36.0	24.0	85.0	-	15	25	100	32.0	32.0	12.0	24.0	96.0	-	15
Low income	25	100	8.0	32.0	36.0	24.0	85.0	-	15	25	100	32.0	32.0	12.0	24.0	96.0	-	15
ELL and Former ELL	4	-	-	-	-	-	-	-	3	4	-	-	-	-	-	-	-	3
Students w/disabilities	7	-	-	-	-	-	-	-	1	7	-	-	-	-	-	-	-	1
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Asian	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1
African American/Black	10	100	0.0	30.0	20.0	50.0	90.0	-	5	10	100	0.0	40.0	10.0	50.0	97.5	-	5
Hispanic/Latino	11	100	9.1	36.4	54.5	0.0	81.8	-	8	11	100	54.5	27.3	18.2	0.0	95.5	-	8
Multi-race, Non-Hisp./Latino	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
White	4	-	-	-	-	-	-	-	2	4	-	-	-	-	-	-	-	2
Female	15	100	13.3	40.0	33.3	13.3	88.3	-	11	15	100	40.0	33.3	13.3	13.3	96.7	-	11
Male	11	100	0.0	27.3	36.4	36.4	81.8	-	5	11	100	18.2	36.4	9.1	36.4	95.5	-	5
DISTRICT (BOSTON)	3929	99	6	25	41	28	64.4	42	3435	3956	100	12	26	40	22	69.7	50	3466
STATE	68980	99	13	41	33	13	79.1	49	65072	69499	100	20	32	36	12	79.6	50	65638

Grade 5	ELA									Math									Science					
	# Stud	Part Rate %	% by performance level				CPI	SGP	Inc SGP	# Stud	Part Rate %	% by performance level				CPI	SGP	Inc SGP	# Stud	Part Rate %	% by performance level			
			A	P	NI	W/F						A	P	NI	W/F						A	P	NI	W/F
All Students	25	100	0.0	56.0	20.0	24.0	91.0	-	16	25	100	28.0	16.0	16.0	40.0	75.0	-	16	25	100	4.0	36.0	36.0	24.0
High Needs	24	100	0.0	54.2	20.8	25.0	90.6	-	15	24	100	25.0	16.7	16.7	41.7	74.0	-	15	24	100	0.0	37.5	37.5	25.0
Low income	23	100	0.0	52.2	21.7	26.1	90.2	-	14	23	100	26.1	17.4	17.4	39.1	76.1	-	14	23	100	0.0	34.8	39.1	26.1
ELL and Former ELL	8	-	-	-	-	-	-	-	4	8	-	-	-	-	-	-	-	4	8	-	-	-	-	-
Students w/disabilities	8	-	-	-	-	-	-	-	2	8	-	-	-	-	-	-	-	2	8	-	-	-	-	-
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-
African American/Black	11	100	0.0	36.4	27.3	36.4	84.1	-	4	11	100	18.2	0.0	27.3	54.5	61.4	-	4	11	100	0.0	18.2	45.5	36.4
Hispanic/Latino	10	100	0.0	60.0	20.0	20.0	95.0	-	8	10	100	30.0	20.0	10.0	40.0	80.0	-	8	10	100	0.0	50.0	30.0	20.0
Multi-race, Non-Hisp./Latino	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-
White	3	-	-	-	-	-	-	-	3	3	-	-	-	-	-	-	-	3	3	-	-	-	-	-
Female	8	-	-	-	-	-	-	-	5	8	-	-	-	-	-	-	-	5	8	-	-	-	-	-
Male	17	100	0.0	52.9	23.5	23.5	88.2	-	11	17	100	29.4	11.8	17.6	41.2	75.0	-	11	17	100	5.9	41.2	29.4	23.5
DISTRICT (BOSTON)	3388	99	8	33	37	22	71.6	51	2948	3405	100	18	23	29	30	68	53	2988	3392	99	6	16	40	38
STATE	69826	100	18	46	26	10	84.5	50	65598	69839	100	30	30	24	15	80.4	50	65838	70994	100	20	33	34	13

The information below is provided for SY 2014-2015.

What makes our school special?	How are we preparing students for educational success?
-	<p>* The Conley teachers provide two hours of daily instruction in Readers and Writers Workshop. * We departmentalize in math to provide on grade level curriculum for both regular and special education students. We offer 1 hour and 10 minutes of math for all students from kindergarten to grade 5, and an additional 30 minutes of math daily for students in grades 3 through 5. * Selected students participate in a twelve week Math Intervention Program before or after school. * Teachers are involved in extra professional development in math, literacy, second language, social justice, and science. * Each classroom is outfitted with hundreds of books students may take home for independent reading. * All classrooms have Internet access. The computer lab allows students access to all subjects. AlphaSmarts, word processors, and computers are used by students to publish their stories created in Writers' Workshop. * All classroom teachers have a laptop, In-Focus projector, Document Camera, and at least one iPad, *Many classes have a second teacher to provide individualized or small group instruction during the literacy and/or math block. *Each classroom has a Support Staff that provides push-in and/or pull-out academic supports based on students' individual needs. *Volunteers from the Combined Jewish Philanthropies and Boston Partners in Education provide extra help to individuals in both literacy and math. *Teachers participate in onsite professional development programs to improve their instruction in reading, writing, and math. *Guest authors make presentations to students about how to write books. *Student teachers from local colleges provide additional support in classes as they learn the strategies to become effective instructors. *Staff members mentor individual students weekly in the Power of 2 Initiative. *The Power of Two provides students' tutoring time once a week with a second teacher. *In the 10 Boys Program, students' work is monitored by a Mentor and the Boys meet regularly to participate in community service, listen to guest speakers, and practice social skills.</p>

**How do we engage families in our school community?**

Our school: \* provides both a before and an after school program. \* publishes a weekly parent newsletter and monthly calendar. \* offers individual and group counseling. \* conducts Family Nights in math, science, literacy and art. \* presents MCAS and monthly parent workshops. \* participates in a Home Reading Program. \* teaches parents with their children in Technology Goes Home. Families receive a computer and printer for home use. \* provides science and historical field trips. \*sponsors a Children's Field Day. \* hosts monthly School Site Council and School Parent Council meetings.

**Awards, Honors, and Distinctions**

School On the Move Prize Finalist, EdVestors, 2013
School On the Move Prize: Invitation to Apply, EdVestors, 2012
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**Uniform Policy:**

Navy blue slacks, skirts and jumpers with light blue shirts, blouses, and school t-shirts. We now offer our school uniform shirts with our new Conley School Symbol and Slogan on them!

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, assesses Reading and Mathematics achievement for students across the United States. Boston Public Schools participates in the Trial Urban District Assessment (TUDA), which was started in 2002 as part of NAEP. In 2013, Boston Public Schools was one of twenty-one urban districts that voluntarily participated in the NAEP assessment. The tables below present data for the 2013 Reading and Mathematics results of the TUDA assessments for Boston and compares them to the national average for large cities in the United States.

### National Assessment of Educational Progress (NAEP) Results for 4th graders in Boston and Large Cities

#### 2013 NAEP Reading Results by Student Group for Grade 4 Scale Scores and Percent of Students at Each Achievement Level

	Boston					Large Cities (National Average)				
	Average Scale Score	Percent (%) of Students			% Students Assessed	Average Scale Score	Percent (%) of Students			% Students Assessed
		At or Above Proficient	At or Above Basic	Below Basic			At or Above Proficient	At or Above Basic	Below Basic	
All Students	214	26	61	39	100	212	26	57	43	100
Students w/disabilities	181	6	22	78	19	175	8	23	77	11
English Language Learners	199	11	44	56	36	186	6	29	71	19
Female	219	29	65	35	46	216	29	61	39	49
Male	211	23	57	43	54	209	23	54	46	51
African American/Black	205	16	51	49	33	202	15	46	54	26
Asian/Pacific Islander	234	48	83	17	8	228	43	74	26	8
Hispanic	210	20	56	44	42	204	17	49	51	43
White	237	52	83	17	13	235	50	81	19	20
Low Income	210	21	57	43	85	203	16	48	52	73

#### 2013 NAEP Mathematics Results by Student Group for Grade 4 Scale Scores and Percent of Students at Each Achievement Level

	Boston					Large Cities (National Average)				
	Average Scale Score	Percent (%) of Students			% Students Assessed	Average Scale Score	Percent (%) of Students			% Students Assessed
		At or Above Proficient	At or Above Basic	Below Basic			At or Above Proficient	At or Above Basic	Below Basic	
All Students	237	34	80	20	100	235	33	75	25	100
Students w/disabilities	214	9	50	50	19	211	12	45	55	12
English Language Learners	228	21	73	27	36	218	13	57	43	20
Female	237	33	81	19	47	235	33	76	24	49
Male	237	35	79	21	53	235	34	75	25	51
African American/Black	228	22	73	27	34	223	17	64	36	26
Asian/Pacific Islander	259	67	96	4	8	256	62	90	10	8
Hispanic	233	27	79	21	42	229	25	72	28	43
White	255	63	90	10	13	254	60	91	9	20
Low Income	233	28	78	22	85	228	23	69	31	73