

December 2008

Our School

- Project Lead the Way - Engineering Curriculum
- I Code
- ACE - Mentoring program
- Robotics
- Study Abroad at Middlebury College
- Dual Enrollment (BFI T)
- Senior Year Capstone
- Bio-Tech class
- Chemical Engineering
- Capstone Engineering course

Uniform Policy: No Uniform

Our Partners

- ACE - Mentoring (Turner Construction)
- Benjamin Franklin Institute Technology
- DOME Foundation
- Harvard School of Engineering
- Machine Science, Inc.
- Massachusetts Institute of Technology
- Middlebury College
- Museum of Science in Boston
- Northeastern University
- Rose Kennedy Greenway Conservancy

Awards, Honors and Distinctions

- Invited applicant for the School on the Move, Ed Vestors, 2007

Our Students (SY 2007-2008)

Total enrollment:	342 students		
Black	47.1%	Regular Education	77.1%
Hispanic	39.8%	Special Education	22.8%
White	9.4%	Bilingual Education	0.0%
Asian	2.6%		
Other	1.2%		

Average daily student attendance:	79.0%
Students promoted to next grade:	88.9%
Student mobility rate:	27.6%
Annual student dropout rate:	10.5%
Students suspended:	63

Our Staff (SY 2007-2008)

Total staff:	41	Black	51.2%
Staff-to-student ratio:	1:14	Hispanic	9.8%
Average daily staff attendance:	95.4%	White	36.6%
		Asian	2.4%
		Native American	0.0%

Number of teachers:	24
"Highly qualified" teachers:	83.3%
Teachers licensed in Mass.:	91.7%
Core academic courses taught by "highly qualified" teachers:	89.3%

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	No	NA	NA	No	NA	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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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 mission of The Engineering School (TES) is to provide a pathway to national and international careers in Science, Technology, Engineering, and Mathematics for females, Latino, and African-American students. Through a foundation in engineering principles and collaborative external partnerships, TES creates a culture of team-based problem solvers and critical thinkers. TES graduates are socially responsible, innovative, and able to utilize their learning to impact the larger world in which we live.

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

Parents are full partners in the culture of The Engineering School. Parent leaders are active members of the school's governance board and manage the school's parent council. Internally, the school has a parent center staff with a full-time parent liaison, and volunteer. The goal is that the center will provide workshops and training for parents. Parents are always welcome at The Engineering School.

How are We Preparing Our Students for Educational Success?

Through our core curriculum courses, math, science, and humanities, we are developing a school that engages and excites student in all areas of learning. Through the use of student advisories and grade level teams, TES has created a support base for students who have both academic and social challenges.

Our goal is that every student, who successfully completes

the TES academic experience, attends college. We support this through our dual enrollment program. The program is designed to meet the needs of students who demonstrate high effort and commitment regardless of academic skill level.

For students with lower academic skills we have a dual enrollment program with The Benjamin Franklin Institute of Technology (BFIT). A two-year private college, students begin taking courses in the summer of their Junior year with the option of matriculating into the college after graduation. BFIT has matriculation agreements with Wentworth Institute of Tech and Northeastern.

For our academically strong students, we have a dual enrollment program with Middlebury College in Vermont. Through this experience, students in their junior year spend one week participating in a college freshman writing course. They return their senior year and take AP Language Arts and Honors English.

Directions to the School

The Engineering School is housed on the ground level of the Hyde Park High Complex, located at 655 Metropolitan Avenue, Hyde Park, MA 02136. **Direction By T: Orange Line to Forest Hills...take the route 32 Bus to Greenwood Avenue and walk up to school. In case of an emergency, call (617)635-6425.

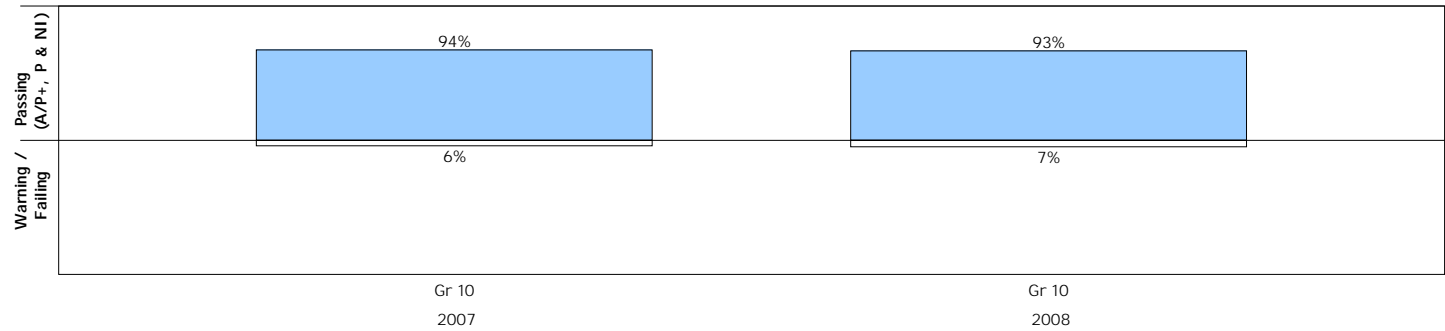
Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

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

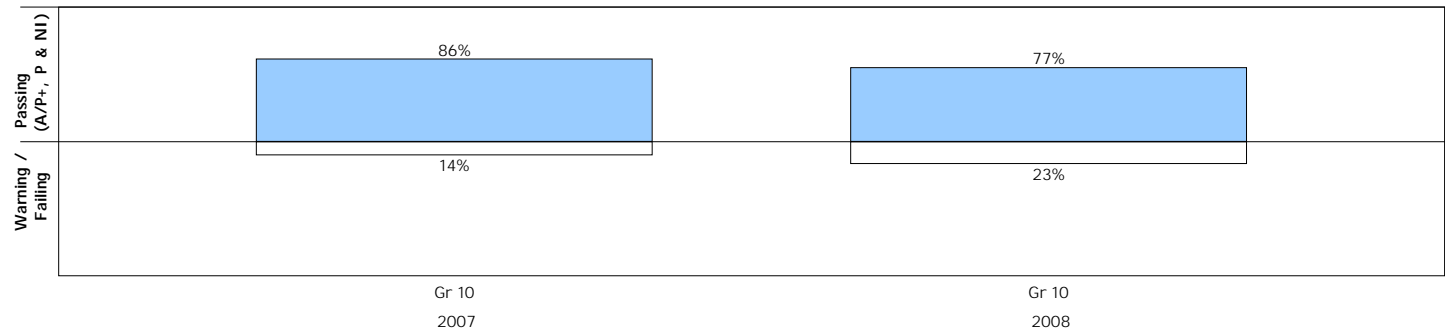
English Language Arts

A/P+	0%	0%
P	38%	43%
NI	56%	50%
W/F	6%	7%



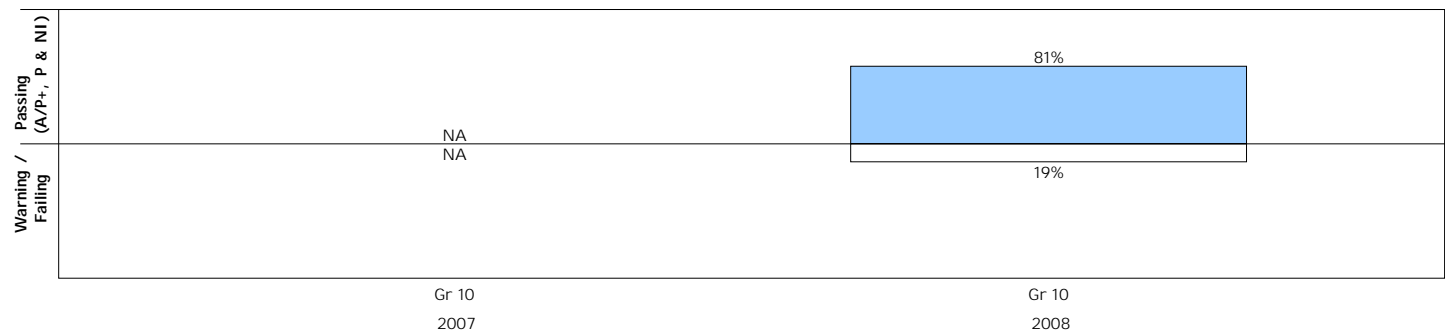
Mathematics

A/P+	12%	14%
P	22%	23%
NI	52%	40%
W/F	14%	23%



Science

A/P+	NA	0%
P	NA	24%
NI	NA	57%
W/F	NA	19%



NA: Not applicable

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 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	11	0	27	55	18
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	35	0	49	43	9
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	28	0	36	61	4
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	46	0	41	54	4
SCHOOL	70	0	43	50	7
DISTRICT	3932	14	44	33	9
STATE	71510	23	51	21	4

NA: Fewer than 10 students

Mathematics	Grade 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	9	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	31	16	16	42	26
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	27	11	30	37	22
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	42	10	29	40	21
SCHOOL	65	14	23	40	23
DISTRICT	3888	35	24	25	16
STATE	71166	43	29	19	9

NA: Fewer than 10 students

Science		Biology				Intro. Physics				
		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	11	0	0	36	64
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY										
Afr.Am./Black	12	0	0	50	50	20	0	10	55	35
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	19	0	21	37	42
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	12	0	0	50	50	30	0	7	60	33
SCHOOL	22	0	0	45	55	47	0	15	49	36
DISTRICT	2067	9	23	28	41	2553	0	13	45	41
STATE	59831	14	41	28	17	16980	17	38	30	15

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 124 36.3% of school
 Students receiving ISSP: 112 90.3% 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.

SAT (college-bound seniors who took the SAT I: Reasoning Test at any time through May 2008)

Average scores:	School	District	State	National
Critical Reading	388	438	507	497
Mathematics	408	457	520	510
Writing	399	436	505	488

Cohort 2007 4-year Graduation Rate: 31.9%

Spring 2008 Accreditation status: Not Accredited