

## December 2008

### Our School

- One of first 6 original Boston Pilot schools
- Diversity of students and staff
- Use of portfolios, projects and exhibitions
- Strong Advisory and Student Support
- Emphasis on lifelong learning & higher ed.
- Ventures program & sr. work internships
- Dual enrollment with Emmanuel College
- College-sponsored teacher training on site
- Open campus
- Technology Goes Home for families

Uniform Policy: NoUniform

### Our Partners

- Blue Cross Blue Shield of Massachusetts
- Boston Museum of Science
- Boston Teacher Residency
- Children's Hospital / Project Hip Hop
- Dana-Farber Cancer Institute
- Emmanuel College / Tufts University Ed. Dept.
- Facing History and Ourselves
- Harvard After School Initiative (HASI)
- Isabella Stewart Gardner Museum
- Pfizer Research Technology Center (RTC)

### Awards, Honors and Distinctions

- New American High School, U. S. Department of Education, 1996
- Breakthrough High School, NASSP, 2003
- One of 9 Highest Performing MA Urban Schools, MassINC, 2003
- Mentor School, Coalition of Essential Schools, 2004
- National School Library Media Award, American Library Assoc., 2004
- Reebok Human Rights Award for Teen Activists, Reebok, 2005

- Eileen Shakespear, Teacher of Year finalist, MA Department of Education, 2007
- Massachusetts Commonwealth Compass School, MA Department of Education, 2007
- A high school where Latino students excel, Mauricio Gaston Institute, 2008
- One of 3 schools nationwide for math programs, WestEd: Rethinking High School, 2008

### Our Students (SY 2007-2008)

Total enrollment:	290 students		
Black	42.4%	Regular Education	82.7%
Hispanic	41.0%	Special Education	17.2%
White	13.8%	Bilingual Education	0.0%
Asian	2.1%		
Other	0.7%		

Average daily student attendance:	94.3%
Students promoted to next grade:	99.0%
Student mobility rate:	4.7%
Annual student dropout rate:	1.4%
Students suspended:	12

### Our Staff (SY 2007-2008)

Total staff:	39	Black	30.8%
Staff-to-student ratio:	1:15	Hispanic	7.7%
Average daily staff attendance:	97.5%	White	59.0%
		Asian	2.6%
		Native American	0.0%

Number of teachers:	20
"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	Yes	NA	NA	Yes	NA	NA	NA	NA
Math	Yes	NA	NA	Yes	NA	NA	NA	NA

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

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

<b>No Status</b> ✓	Needs Improvement	Corrective Action	Restructuring
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### **What Makes Our School Special?**

- Over 25 years of experience in educating Boston's urban youth
- A national reputation and numerous awards for innovation and excellence
- A diverse, respectful, community-spirited student and faculty population
- An established set of teaching practices and school structures that knit together three core aspects of Fenway: 1) intellectual challenge, 2) personalized relationships, and 3) collaborations with outside organizations (including the Boston Museum of Science)
- Proven academic success without academic entrance requirements
- In 2008, 100% graduation (including Fenway's first cohort of students with learning disabilities requiring separate classrooms)
- In 2008, 91% college admissions

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

Fenway recognizes that parental involvement is crucial for students' success, and sees itself as partnering with parents in the education of their children. Parents are encouraged to call teachers at home for any reason. Each student has an advisor, who communicates with parents about important behavior and events in all areas of the student's school life. Parents are expected to participate in annual conferences and are invited to attend assemblies, Family Math Night, exhibitions, Parent Council meetings, and so on.

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

As a Pilot school, Fenway can select and develop the programs that work best for its students. Our curriculum is designed to build students' skills and knowledge through tackling problems and projects the way successful adults – scientists, business people, social workers, etc. – tackle them. To ensure we are also preparing students for standardized testing and college admissions, we follow the Massachusetts Curriculum Frameworks and standards set by national math and science organizations.

There are three main aspects to our curriculum design. First, students are required to produce work that

demonstrates their thinking processes, effort, and capability. Fenway students keep portfolios, put on exhibitions, and present project results to their teachers and adult judges from the community and local colleges.

Second, students are engaged in thinking deeply about a core set of questions and themes, rather than studying a broad range of disconnected subjects. In all four years at Fenway, students take integrated humanities, science, and math.

Third, Fenway students have multiple opportunities to connect classroom study to the "real" world. Collaborators provide professional expertise and mentoring, worksite experiences, and six-week fulltime internships for all seniors. Fenway Ventures helps to develop the communication skills and entrepreneurial spirit students need to be successful in these opportunities. Fenway's integrated computer program keeps students on the cutting edge of technology.

Fenway also recognizes its students' needs for building basic literacy, math, study, organizational and interpersonal skills. These needs are met during the school day through focused classes (in 9th and 10th grade), advisory programs, co-teaching (extra adults in the classroom), and the Learning Center (for special needs). Tutorials are offered after school.

To ensure that students get the support they need to rise to Fenway's academic challenge, they are grouped into three Houses, each with its own faculty and counselor. Students remain in the same House and in the same grade-level advisory throughout their four years, so that they are well known by their teachers and form strong bonds with their classmates.

#### **Directions to the School**

Fenway High School, 174 Ipswich Street, is across from Fenway Park, on the corner of Ipswich and Van Ness. Subway: Green Line to Kenmore – walk up Brookline Ave., over Mass Pike, left on Landsdowne, right on Ipswich. Bus: #55 to Landsdowne. More directions are on the school website - [www.fenwayhs.org](http://www.fenwayhs.org)

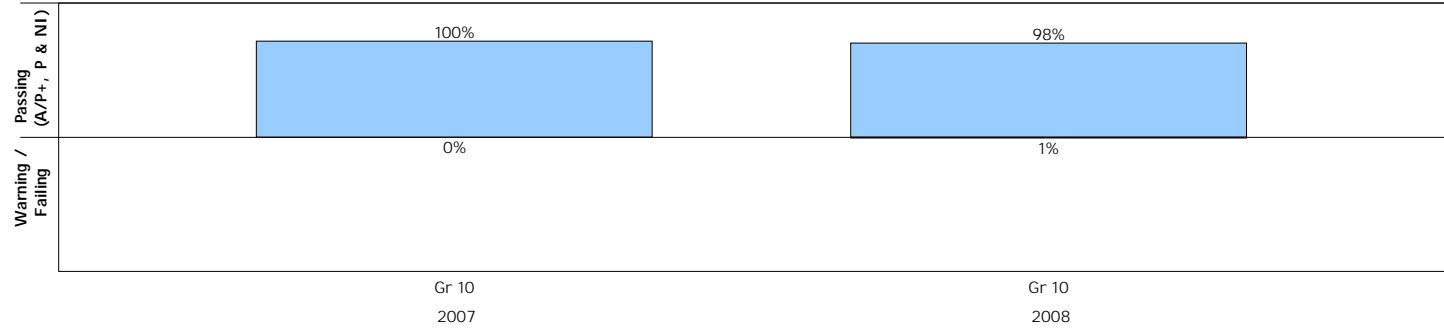
# Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

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

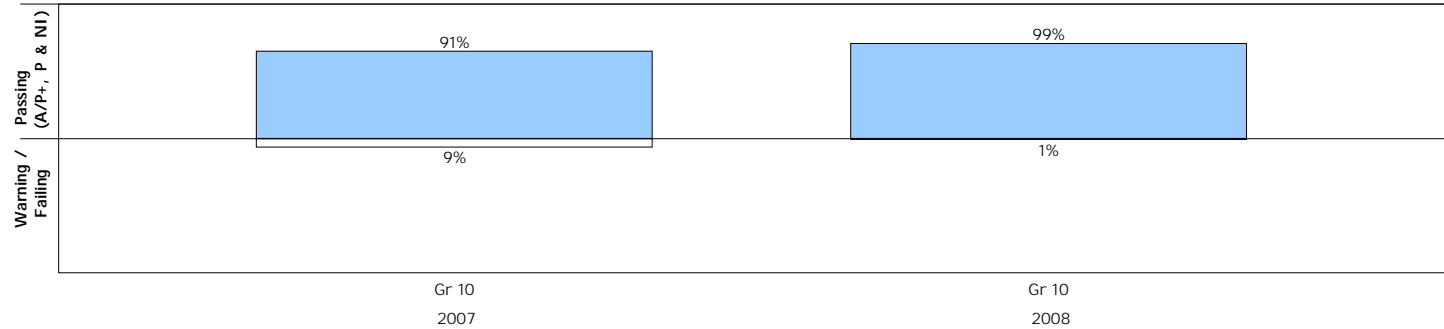
## English Language Arts

<b>A/P+</b>	7%	10%
<b>P</b>	60%	69%
<b>NI</b>	33%	19%
<b>W/F</b>	0%	1%



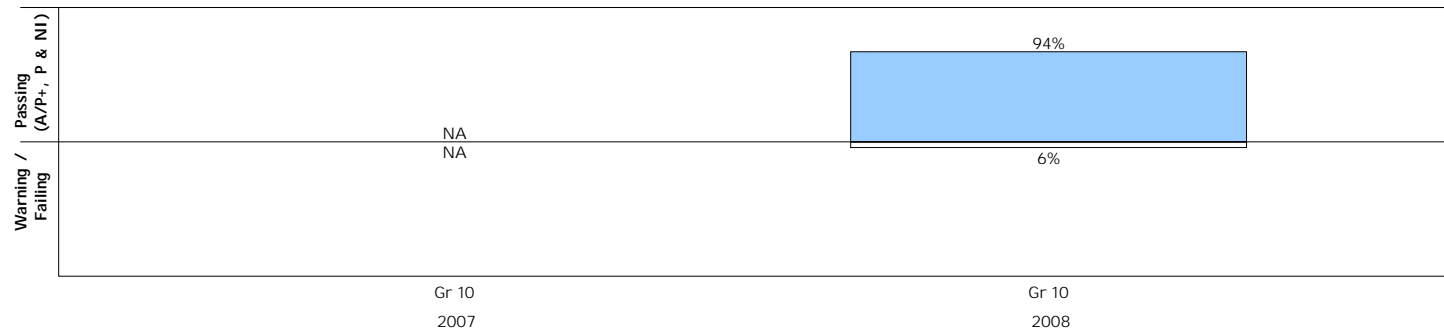
## Mathematics

<b>A/P+</b>	30%	32%
<b>P</b>	40%	40%
<b>NI</b>	21%	27%
<b>W/F</b>	9%	1%



## Science

<b>A/P+</b>	NA	0%
<b>P</b>	NA	13%
<b>NI</b>	NA	81%
<b>W/F</b>	NA	6%



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	73	18	9
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	29	7	72	17	3
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	32	9	72	19	0
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	49	6	67	24	2
SCHOOL	72	10	69	19	1
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	11	9	18	64	9
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	30	30	37	30	3
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	32	25	44	31	0
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	49	29	37	33	2
SCHOOL	73	32	40	27	1
DISTRICT	3888	35	24	25	16
STATE	71166	43	29	19	9

NA: Fewer than 10 students

Science	Intro. Physics				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
<b>STUDENT STATUS</b>					
W/ Disabilities	17	0	6	76	18
ELL	NA	NA	NA	NA	NA
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	42	0	24	67	10
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	52	4	40	48	8
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	72	3	35	56	7
SCHOOL	105	3	34	54	9
DISTRICT	2553	0	13	45	41
STATE	16980	17	38	30	15

NA: Fewer than 10 students

## Additional Performance Indicators

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

Students eligible for ISSP: 81      27.8% of school  
 Students receiving ISSP: 0      0% of eligible students

### Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:

Our school is close to meeting 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	<b>432</b>	438	507	497
Mathematics	<b>446</b>	457	520	510
Writing	<b>423</b>	436	505	488

**Cohort 2007 4-year Graduation Rate:** 88.9%

**Spring 2008 Accreditation status:** Accredited