

REPORT ON TEACHING AND LEARNING: SCHOOL REPORT CARD

SCHOOL YEAR 2014-2015



Maurice J. Tobin K-8 School

(617) 635-8393

Grades: K0-8

Zone: North

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)

Total Enrollment	418
African American/Black	24.2%
Hispanic	70.8%
White	1.4%
Asian	1.4%
Native American	0.0%
Native Hawaiian, Pacific Islander	0.0%
Multi-Race, Non-Hispanic	2.2%
Special Education	13.6%
Male	48.3%
Female	51.7%
English Language Learner (ELL)	42.3%
Low Income <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>	90.4%

Average daily student attendance <small>Both excused and unexcused absences are counted as absences in this rate.</small>	92.5%
Students promoted to the next grade <small>This includes students promoted in June as well as those who completed summer school successfully.</small>	100.0%
Student mobility rate <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>	16.4%
Annual student dropout rate (as of June 2014) <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
Number of students suspended <small>Includes in-school and out-of-school suspensions.</small>	3

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.

Total	39
Black	15.4%
Hispanic	28.2%
White	51.3%
Asian	5.1%
Native American	0.0%
Average daily staff attendance	96.7%

OUR TEACHERS (SY 2013-2014)

Number of teachers	29.7
Student:Teacher ratio <small>The student-to-teacher ratio indicates the number of students per teacher in the school.</small>	14.1 : 1
Teachers licensed in teaching assignment	100.0%
Core academic courses taught by highly qualified teachers <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>	91.7%

OUR SCHOOL (SY 2014-2015)

After-school programs: Sociedad Latina, BUILD
Playworks during recess blocks/afterschool
Middle School ARTS: Computers, Spanish, Art
School-website http://tobink8.org
-
-
-
-
-
-

OUR PARTNERS (SY 2014-2015)

B.C.Y.F. - Tobin Community Center
Boston Institute of Psychotherapy
Brigham and Women's Hospital
Phillips Brook House Association
Boston's Bridge to Excellence
Friends of the Children
Isabella Stewart Gardner Museum
Parker Hill Library
Sociedad Latina
Whittier Street Health

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.

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

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 INFORMATION

Accountability and Assistance Level		■ = School's Goal		
Level 3	Among lowest performing 20% of schools			
	-			
	-			
	-			
	-			
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)				
All Students:	■	3		
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group	On Target = 75 or higher - ■			
	Less Progress	More Progress		
All Students			53	
High Needs			55	
Low income			55	
ELL and Former ELL			63	
Students w/disabilities			56	
Amer. Ind. or Alaska Nat.				
Asian				
African American/Black			46	
Hispanic/Latino			57	
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												64	81.2	62.4	67.5	63.6	-3.9	71.8	5	222	0	Declined	
High Needs												64	80.8	61.5	67.4	63.5	-3.9	71.1	10	219	0	Declined	
Low income												63	80.9	61.7	67.9	63.2	-4.7	71.3	9	216	0	Declined	
ELL and Former ELL												63	79.8	59.6	64.7	62.6	-2.1	69.7	41	113	25	No Change	
Students w/disabilities												44	71.1	42.1	48.7	43.5	-5.2	56.6	12	42	0	Declined	
Amer. Ind. or Alaska Nat.													-	-	-	-	-	-	-	-	-	-	-
Asian													-	-	-	-	-	-	-	-	1	-	-
African American/Black												60	83.4	66.7	69.8	60	-9.8	75	7	50	0	Declined	
Hispanic/Latino												64	80.4	60.7	65.5	63.7	-1.8	70.5	14	162	25	No Change	
Multi-race, Non-Hisp./Latino													-	-	-	-	-	-	-	6	-	-	-
Nat. Haw. or Pacific Islander													-	-	-	-	-	-	-	-	-	-	-
White													-	-	-	-	-	-	-	3	-	-	-

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											58	78.2	56.3	63.1	58	-5.1	67.2	8	221	0	Declined
High Needs											58	78.3	56.5	63.3	58.1	-5.2	67.4	18	218	0	Declined
Low income											58	78.4	56.8	63.3	58	-5.3	67.6	19	216	0	Declined
ELL and Former ELL											58	77.3	54.6	65.5	58.2	-7.3	66	37	113	0	Declined
Students w/disabilities											40	66.7	33.3	40.1	40.2	0.1	50	20	41	50	Improved Below Target
Amer. Ind. or Alaska Nat.											-	-	-	-	-	-	-	-	-	-	-
Asian											-	-	-	-	-	-	-	-	1	-	-
African American/Black											57	80.2	60.3	59.6	56.5	-3.1	70.2	25	50	0	Declined
Hispanic/Latino											59	77.1	54.1	63.3	58.5	-4.8	65.6	26	161	0	Declined
Multi-race, Non-Hisp./Latino											-	-	-	-	-	-	-	6	-	-	-
Nat. Haw. or Pacific Islander											-	-	-	-	-	-	-	-	-	-	-
White											-	-	-	-	-	-	-	3	-	-	-

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											44	65.2	30.3	33.7	44	10.3	47.7	8	84	50	Improved Below Target
High Needs											44	65.1	30.2	33.9	44.3	10.4	47.7	13	83	50	Improved Below Target
Low income											44	65.4	30.7	34.6	44.2	9.6	48	14	82	50	Improved Below Target
ELL and Former ELL											43	64.9	29.8	34.6	42.6	8	47.4	46	47	50	Improved Below Target
Students w/disabilities											-	-	-	-	-	-	-	12	-	-	-
Amer. Ind. or Alaska Nat.											-	-	-	-	-	-	-	-	-	-	-
Asian											-	-	-	-	-	-	-	-	1	-	-
African American/Black											-	-	-	-	-	-	-	-	12	-	-
Hispanic/Latino											42	65	30	35.1	42.4	7.3	47.5	13	66	50	Improved Below Target
Multi-race, Non-Hisp./Latino											-	-	-	-	-	-	-	3	-	-	-
Nat. Haw. or Pacific Islander											-	-	-	-	-	-	-	-	-	-	-
White											-	-	-	-	-	-	-	2	-	-	-

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	0.4	0.9	222	25	16.9	25.2	222	0
High Needs	0.4	0.9	219	25	17.2	25.6	219	0
Low income	0.4	0.9	216	25	17	25.9	216	0
ELL and Former ELL	0.8	0	113	0	19.1	24.8	113	0
Students w/disabilities	0	0	42	0	36.8	54.8	42	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	1	-	-	-	1	-
African American/Black	0	2	50	25	15.5	28	50	0
Hispanic/Latino	0.6	0.6	162	0	18.9	25.3	162	0
Multi-race, Non-Hisp./Latino	-	-	6	-	-	-	6	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	3	-	-	-	3	-

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	6.7	6.3	221	0	28.5	32.1	221	0
High Needs	6.8	6.4	218	0	28.5	31.7	218	0
Low income	7.2	6.5	216	0	28.5	31.9	216	0
ELL and Former ELL	6.2	8	113	25	25.6	33.6	113	0
Students w/disabilities	0	2.4	41	25	57.9	58.5	41	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	1	-	-	-	1	-
African American/Black	5.3	2	50	0	35.1	24	50	25
Hispanic/Latino	6.6	8.1	161	25	26.9	34.8	161	0
Multi-race, Non-Hisp./Latino	-	-	6	-	-	-	6	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	3	-	-	-	3	-

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	0	0	84	0	67.9	52.4	84	25
High Needs	0	0	83	0	67.1	51.8	83	25
Low income	0	0	82	0	65.8	52.4	82	25
ELL and Former ELL	0	0	47	0	61.5	51.1	47	25
Students w/disabilities	-	-	12	-	-	-	12	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	1	-	-	-	1	-
African American/Black	-	-	12	-	-	-	12	-
Hispanic/Latino	0	0	66	0	63.5	57.6	66	0
Multi-race, Non-Hisp./Latino	-	-	3	-	-	-	3	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	2	-	-	-	2	-

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																	
High Needs											51	52.5	-23.5	29	159	No	0	Below Target
Low income											51	51.5	-22.5	29	158	No	0	Below Target
ELL and Former ELL											51	53	-21	32	86	No	25	Below Target
Students w/disabilities											51	-	-	-	28	-	-	-
Amer. Ind. or Alaska Nat.											51	-	-	-	-	-	-	-
Asian											51	-	-	-	1	-	-	-
African American/Black											51	55	-31	24	34	No	0	Below Target
Hispanic/Latino											51	45	-12	33	118	No	25	Below Target
Multi-race, Non-Hisp./Latino											51	-	-	-	5	-	-	-
Nat. Haw. or Pacific Islander											51	-	-	-	-	-	-	-
White											51	-	-	-	2	-	-	-

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																	
High Needs											51	38	-2.5	35.5	160	No	25	Below Target
Low income											51	37.5	-0.5	37	159	No	25	Below Target
ELL and Former ELL											51	46.5	-6.5	40	87	No	25	Below Target
Students w/disabilities											51	-	-	-	28	-	-	-
Amer. Ind. or Alaska Nat.											51	-	-	-	-	-	-	-
Asian											51	-	-	-	1	-	-	-
African American/Black											51	37	-20	17	34	No	0	Below Target
Hispanic/Latino											51	37	3	40	119	No	50	Below Target
Multi-race, Non-Hisp./Latino											51	-	-	-	5	-	-	-
Nat. Haw. or Pacific Islander											51	-	-	-	-	-	-	-
White											51	-	-	-	2	-	-	-

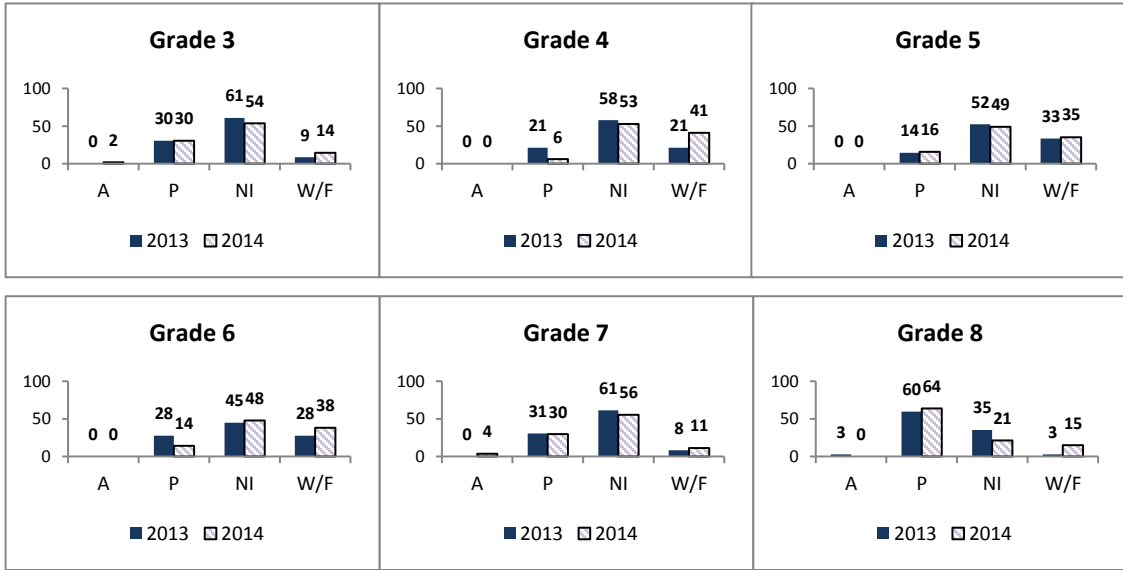
2014 MCAS Participation												
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All Students	239	238	100	Yes	237	236	100	Yes	86	86	100	Yes
High Needs	236	235	100	Yes	234	233	100	Yes	85	85	100	Yes
Low income	229	228	100	Yes	228	228	100	Yes	84	84	100	Yes
ELL and Former ELL	122	121	99	Yes	120	120	100	Yes	48	48	100	Yes
Students w/disabilities	45	45	100	Yes	45	44	98	Yes	12	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	2	-	-	-	1	-	-	-	1	-	-	-
African American/Black	53	53	100	Yes	53	53	100	Yes	12	-	-	-
Hispanic/Latino	174	173	99	Yes	173	172	99	Yes	68	68	100	Yes
Multi-race, Non-Hisp./Latino	6	-	-	-	6	-	-	-	3	-	-	-
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
White	4	-	-	-	4	-	-	-	2	-	-	-

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

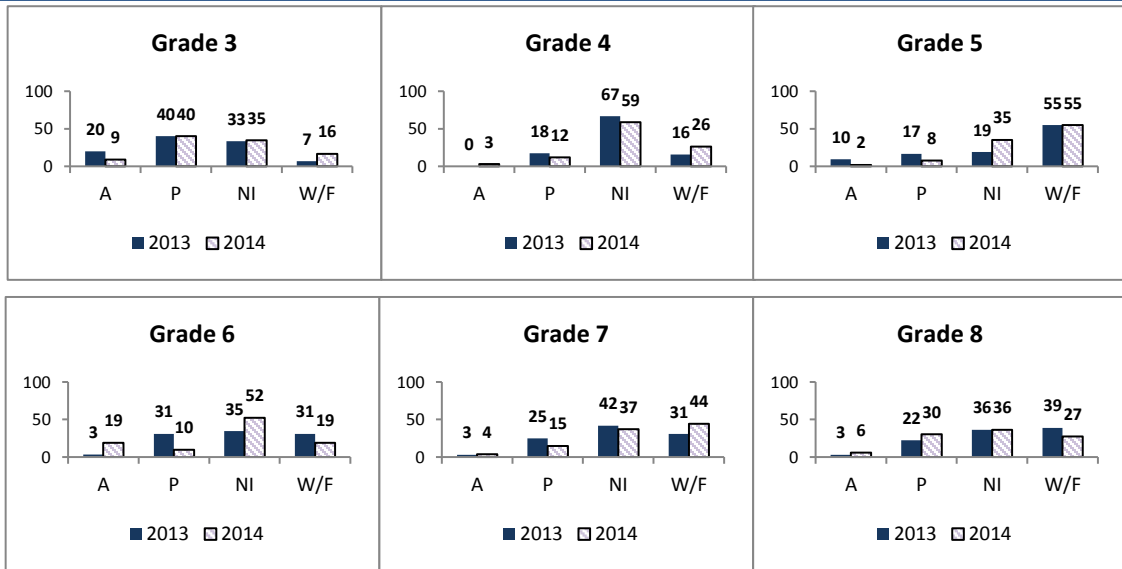
The charts below show our MCAS results in English Language Arts, Mathematics, and Science from the past two years (Spring 2013 and Spring 2014). The percentages are students scoring at each of the four performance levels, which are Advanced, Proficient, Needs Improvement, and Warning/Failing. For more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

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

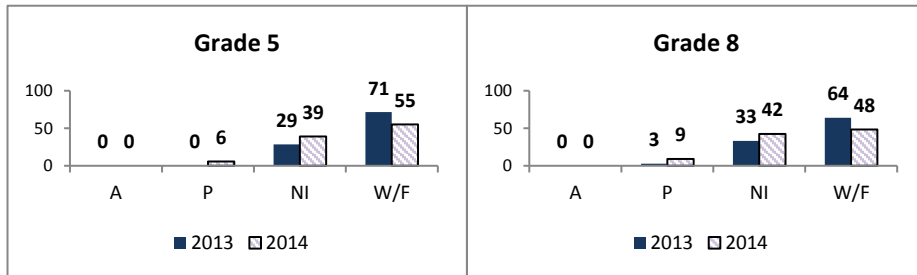
ENGLISH LANGUAGE ARTS



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	56	98	1.8	30.4	53.6	14.3	70.5	N/A	N/A	55	98	9.1	40.0	34.5	16.4	73.6	N/A	N/A
High Needs	54	98	1.9	31.5	51.9	14.8	70.4	N/A	N/A	53	98	9.4	39.6	35.8	15.1	74.1	N/A	N/A
Low income	53	98	1.9	30.2	52.8	15.1	69.8	N/A	N/A	53	100	9.4	39.6	35.8	15.1	74.1	N/A	N/A
ELL and Former ELL	24	97	0.0	25.0	62.5	12.5	68.8	N/A	N/A	24	100	16.7	45.8	33.3	4.2	83.3	N/A	N/A
Students w/disabilities	13	100	0.0	15.4	30.8	53.8	44.2	N/A	N/A	12	92	8.3	8.3	41.7	41.7	52.1	N/A	N/A
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	N/A	N/A	0	-	-	-	-	-	-	N/A	N/A
Asian	0	-	-	-	-	-	-	N/A	N/A	0	-	-	-	-	-	-	N/A	N/A
African American/Black	14	100	7.1	28.6	42.9	21.4	67.9	N/A	N/A	14	100	7.1	28.6	50.0	14.3	67.9	N/A	N/A
Hispanic/Latino	40	98	0.0	30.0	57.5	12.5	70.6	N/A	N/A	39	98	10.3	46.2	28.2	15.4	77.6	N/A	N/A
Multi-race, Non-Hisp./Latino	1	-	-	-	-	-	-	N/A	N/A	1	-	-	-	-	-	-	N/A	N/A
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	N/A	N/A	0	-	-	-	-	-	-	N/A	N/A
White	1	-	-	-	-	-	-	N/A	N/A	1	-	-	-	-	-	-	N/A	N/A
Female	30	100	3.3	33.3	53.3	10.0	73.3	N/A	N/A	30	100	3.3	40.0	43.3	13.3	70.8	N/A	N/A
Male	26	97	0.0	26.9	53.8	19.2	67.3	N/A	N/A	25	97	16.0	40.0	24.0	20.0	77.0	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	34	100	0.0	5.9	52.9	41.2	49.3	13	33	34	100	2.9	11.8	58.8	26.5	55.9	16	34
High Needs	34	100	0.0	5.9	52.9	41.2	49.3	13	33	34	100	2.9	11.8	58.8	26.5	55.9	16	34
Low income	33	100	0.0	6.1	51.5	42.4	48.5	12	32	33	100	3.0	9.1	60.6	27.3	54.5	16	33
ELL and Former ELL	15	100	0.0	0.0	60.0	40.0	46.7	-	14	15	100	0.0	6.7	53.3	40.0	45.0	-	15
Students w/disabilities	8	-	-	-	-	-	-	-	8	8	-	-	-	-	-	-	-	8
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Asian	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
African American/Black	11	100	0.0	9.1	54.5	36.4	54.5	-	11	11	100	0.0	9.1	81.8	9.1	61.4	-	11
Hispanic/Latino	22	100	0.0	4.5	50.0	45.5	46.6	11	21	22	100	4.5	9.1	50.0	36.4	51.1	9.5	22
Multi-race, Non-Hisp./Latino	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
White	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Female	17	100	0.0	11.8	52.9	35.3	52.9	-	16	17	100	5.9	11.8	47.1	35.3	51.5	-	17
Male	17	100	0.0	0.0	52.9	47.1	45.6	-	17	17	100	0.0	11.8	70.6	17.6	60.3	-	17
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	51	100	0.0	15.7	49.0	35.3	53.9	16	48	51	100	2.0	7.8	35.3	54.9	41.2	8.5	48	51	100	0.0	5.9	39.2	54.9			
High Needs	50	100	0.0	16.0	48.0	36.0	53.5	16	47	50	100	2.0	8.0	36.0	54.0	41.5	9	47	50	100	0.0	6.0	40.0	54.0			
Low income	49	100	0.0	16.3	46.9	36.7	53.1	16	47	49	100	2.0	8.2	34.7	55.1	41.3	9	47	49	100	0.0	6.1	38.8	55.1			
ELL and Former ELL	30	100	0.0	13.3	43.3	43.3	50.0	21	28	30	100	3.3	10.0	26.7	60.0	41.7	17	28	30	100	0.0	6.7	40.0	53.3			
Students w/disabilities	5	-	-	-	-	-	-	-	5	5	-	-	-	-	-	-	-	5	5	-	-	-	-	-			
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-			
Asian	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-			
African American/Black	9	-	-	-	-	-	-	-	9	9	-	-	-	-	-	-	-	9	9	-	-	-	-	-			
Hispanic/Latino	40	100	0.0	10.0	47.5	42.5	49.4	16	37	40	100	2.5	5.0	32.5	60.0	38.8	14	37	40	100	0.0	5.0	30.0	65.0			
Multi-race, Non-Hisp./Latino	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-			
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-			
White	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-			
Female	23	100	0.0	17.4	47.8	34.8	57.6	22	21	23	100	0.0	4.3	39.1	56.5	38.0	11	21	23	100	0.0	0.0	34.8	65.2			
Male	28	100	0.0	14.3	50.0	35.7	50.9	14	27	28	100	3.6	10.7	32.1	53.6	43.8	5	27	28	100	0.0	10.7	42.9	46.4			
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			

Grade 6	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	21	100	0.0	14.3	47.6	38.1	53.6	-	19	21	100	19.0	9.5	52.4	19.0	63.1	-	19
High Needs	21	100	0.0	14.3	47.6	38.1	53.6	-	19	21	100	19.0	9.5	52.4	19.0	63.1	-	19
Low income	21	100	0.0	14.3	47.6	38.1	53.6	-	19	21	100	19.0	9.5	52.4	19.0	63.1	-	19
ELL and Former ELL	11	100	0.0	27.3	54.5	18.2	68.2	-	11	11	100	27.3	9.1	45.5	18.2	65.9	-	11
Students w/disabilities	5	-	-	-	-	-	-	-	4	5	-	-	-	-	-	-	-	4
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Asian	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
African American/Black	8	100	-	-	-	-	-	-	6	8	100	-	-	-	-	-	-	6
Hispanic/Latino	13	100	0.0	23.1	53.8	23.1	63.5	-	13	13	100	30.8	7.7	38.5	23.1	65.4	-	13
Multi-race, Non-Hisp./Latino	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
White	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Female	12	100	0.0	16.7	66.7	16.7	64.6	-	11	12	100	25.0	16.7	33.3	25.0	68.8	-	11
Male	9	100	-	-	-	-	-	-	8	9	100	-	-	-	-	-	-	8
DISTRICT (BOSTON)	3038	99	8	36	34	22	72.5	49	2571	3047	99	17	21	33	29	66.9	52	2580
STATE	69579	100	16	52	23	9	85.8	50	65392	69851	100	29	31	25	15	80.2	50	65603

Grade 7	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	27	100	3.7	29.6	55.6	11.1	71.3	40	27	27	100	3.7	14.8	37.0	44.4	50.0	53	27
High Needs	27	100	3.7	29.6	55.6	11.1	71.3	40	27	27	100	3.7	14.8	37.0	44.4	50.0	53	27
Low income	27	100	3.7	29.6	55.6	11.1	71.3	40	27	27	100	3.7	14.8	37.0	44.4	50.0	53	27
ELL and Former ELL	16	100	0.0	31.3	56.3	12.5	67.2	-	16	16	100	0.0	18.8	37.5	43.8	51.6	-	16
Students w/disabilities	4	-	-	-	-	-	-	-	4	4	-	-	-	-	-	-	-	4
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Asian	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
African American/Black	5	-	-	-	-	-	-	-	5	5	-	-	-	-	-	-	-	5
Hispanic/Latino	21	100	4.8	33.3	52.4	9.5	72.6	67	21	21	100	4.8	19.0	33.3	42.9	54.8	58	21
Multi-race, Non-Hisp./Latino	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
White	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
Female	15	100	6.7	33.3	60.0	0.0	78.3	-	15	15	100	6.7	20.0	40.0	33.3	56.7	-	15
Male	12	100	0.0	25.0	50.0	25.0	62.5	-	12	12	100	0.0	8.3	33.3	58.3	41.7	-	12
DISTRICT (BOSTON)	3735	98	3	49	32	16	78	42	3012	3758	99	9	25	27	40	60.4	42	3024
STATE	70612	99	11	61	21	7	88.3	50	66229	70978	99	17	33	26	24	72.5	50	66507

Grade 8	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	33	100	0.0	63.6	21.2	15.2	81.8	69	33	33	100	6.1	30.3	36.4	27.3	63.6	52	33	33	100	0.0	9.1	42.4	48.5
High Needs	33	100	0.0	63.6	21.2	15.2	81.8	69	33	33	100	6.1	30.3	36.4	27.3	63.6	52	33	33	100	0.0	9.1	42.4	48.5
Low income	33	100	0.0	63.6	21.2	15.2	81.8	69	33	33	100	6.1	30.3	36.4	27.3	63.6	52	33	33	100	0.0	9.1	42.4	48.5
ELL and Former ELL	17	100	0.0	58.8	29.4	11.8	82.4	-	17	17	100	5.9	29.4	41.2	23.5	64.7	-	17	17	100	0.0	5.9	47.1	47.1
Students w/disabilities	7	-	-	-	-	-	-	-	7	7	-	-	-	-	-	-	-	7	7	-	-	-	-	-
Amer. Ind. or Alaska Nat.	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-
Asian	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-
African American/Black	3	-	-	-	-	-	-	-	3	3	-	-	-	-	-	-	-	3	3	-	-	-	-	-
Hispanic/Latino	26	100	0.0	65.4	19.2	15.4	82.7	70.5	26	26	100	7.7	30.8	38.5	23.1	66.3	60	26	26	100	0.0	11.5	42.3	46.2
Multi-race, Non-Hisp./Latino	2	-	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	2	2	-	-	-	-	-
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-
White	2	-	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	2	2	-	-	-	-	-
Female	11	100	0.0	63.6	9.1	27.3	75.0	-	11	11	100	9.1	18.2	36.4	36.4	54.5	-	11	11	100	0.0	0.0	36.4	63.6
Male	22	100	0.0	63.6	27.3	9.1	85.2	68	22	22	100	4.5	36.4	36.4	22.7	68.2	64	22	22	100	0.0	13.6	45.5	40.9
DISTRICT (BOSTON)	3725	98	4	59	23	14	82.4	53	3213	3746	99	9	28	31	32	64.3	47	3243	3718	98	0	14	47	38
STATE	70999	99	14	65	14	8	90.2	50	66919	71296	99	19	33	29	19	74.7	50	67398	71951	99	4	38	41	18

The information below is provided for SY 2014-2015.

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.

The Tobin K-8 School has partnered with the Achievement Network (ANET) to support our planning and assessment of the DESE Learning Standards with the Common Core. The Tobin K-8 School has developed an online platform to showcase our school offerings, programmatic opportunities, and partnerships. The web address is <http://tobink8.org>

How are we preparing students for educational success?

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

As a professional learning community, our teachers, staff, and school leadership work together in planning instruction, conducting peer observations, and sharing feedback. Through weekly grade team meetings, teachers look at student work to identify strengths, replicate best practices, and surface areas for future development and growth. We collaborate and develop team goals and examine lesson plans, objectives, and teaching practices in context with student performance data.

As a school, we work to integrate additional instructional support staff, including ESL, Resource teaching, and Reading Intervention specialists. In addition, we provide students with many leadership opportunities through participation in an 8th grade leadership elective, a girls' group, and Young Men with Positive Attitudes. 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 Tobin Community Center, Boston University (BUILD), Sociedad Latina, Phillips Brooks House, Boston's Bridge to Excellence, Simmons America Learns, and Playworks.

How do we engage families in our school community?

The Tobin/Brigham Family Center staff work with Brigham & Women's Hospital to provide resources and support programming for families. Our staff coordinate the Brigham Book Buddies Read Aloud Program, Family Field Trips, a Free Food Market distribution twice a month, parent workshops, and home visit programs.

The Family Center engages our parents and guardians to support the learning needs of our students. We collaborate with our partners to develop new and existing capacities and support structures to reinforce our students' academic achievement, progress, and growth. Our families are Our Partners!

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
- Do The Write Thing Contest Winner 2004-2006, BPS, 2006
- Teacher of the Year Award - Mary Alice Sandy, BPS, 2008
- Community Learning Initiative, BPS, 2009
- Race to the Top School, BPS, 2012

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Uniform Policy:

Grades K0-5: Light blue top; navy blue bottoms. Grades 6-8: White or gray polo tops. School logo t-shirts, sweatshirts, and sweatpants may be purchased from L&M Bargain Store, Inc. located on 640 American Legion Avenue.

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

National Assessment of Educational Progress (NAEP) Results for 8th graders in Boston and Large Cities

2013 NAEP Reading Results by Student Group for Grade 8

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	257	28	66	34	100	258	26	68	32	100
Students w/disabilities	225	5	28	72	18	222	5	29	71	12
English Language Learners	223	3	29	71	22	222	3	28	72	10
Female	266	35	75	25	48	263	30	73	27	49
Male	248	20	56	44	52	253	21	63	37	51
African American/Black	247	16	56	44	38	246	14	56	44	27
Asian/Pacific Islander	278	53	84	16	10	273	43	82	18	8
Hispanic	250	21	61	39	35	253	19	65	35	42
White	281	54	87	13	15	276	47	85	15	20
Low Income	250	20	60	40	80	250	17	61	39	69

2013 NAEP Mathematics Results by Student Group for Grade 8

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	283	36	70	30	100	276	27	65	35	100
Students w/disabilities	251	9	35	65	18	239	5	24	76	12
English Language Learners	254	7	42	58	23	243	5	29	71	10
Female	283	36	71	29	49	276	27	66	34	50
Male	284	35	69	31	51	275	27	64	36	50
African American/Black	271	22	61	39	38	261	13	49	51	26
Asian/Pacific Islander	318	73	92	8	10	299	53	83	17	8
Hispanic	275	26	66	34	35	269	20	60	40	42
White	309	66	89	11	15	295	47	84	16	21
Low Income	277	28	65	35	80	267	18	57	45	68