

At School in Brookline 2013

The Public Schools of Brookline



Brookline, Massachusetts

The Town of Brookline

The Town of Brookline enjoys a unique reputation as an urban/suburban community of 58,732 residents in a geographic area of just over five square miles, surrounded by Boston on three sides. The proximity to the city and a history of educational excellence attract a diverse population to Brookline.

For additional information, visit the Town of Brookline website at:

www.brooklinema.gov

The Schools

The Public Schools of Brookline provide education to pre-school through Grade 12 students in eight elementary schools and one comprehensive high school. In addition to traditional academic programs, The Public Schools of Brookline offer continuing education courses, summer school, enrichment programs, and numerous athletic opportunities.

For additional information, visit The Public Schools of Brookline website at:

www.brookline.k12.ma.us

The Public Schools of Brookline

Mission Statement

Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.

Ten Year Vision

The Public Schools of Brookline
Dynamic, Collaborative, Equitable
Engaged with the Community
Contributing to the World

Core Values

High Academic Achievement for All
Excellence in Teaching
Collaboration
Respect for Human Differences
Educational Equity

For more information on the Mission, Vision and Core Values, see pages 4-5

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LETTER FROM THE SCHOOL COMMITTEE CHAIRMAN

Dear Parents, Guardians, and Residents:

On Friday, December 14 an unimaginable tragedy occurred which affected the entire Newtown Connecticut community. Twenty students and six staff were murdered. This tragedy also affected, albeit to a lesser extent, every K-12 parent, teacher, student and school administrator throughout our nation, and possibly throughout the world. Our hearts go out to every citizen of and public servant in Newtown none of whom will recover quickly. In addition, we extend our grateful thanks to every Brookline teacher and administrator for the thoughtfulness and sensitivity with which each handled the myriad of communications to a wide range of students and parents. The result was the creation of a safe and supportive environment into which each Brookline public school student was able to return the following Monday morning. Communications and support like this do not just happen. Led by Superintendent Lupini, each of our senior staff members worked throughout the weekend with our principals to help craft these communications, both written and verbal, and to respond to many parent requests for guidance as to what to say to their children. In addition our Brookline Police Department and Brookline Mental Health Center immediately reached out to our School system to offer and provide invaluable support. We could not have asked for more collaboration and support!

Our faculty and staff spend the bulk of their time delivering the finest education possible to every one of our students. To accomplish this, a mix of faculty, administrators and parents review and adjust all of our curricula periodically. Each year we offer our own report card to our public in which we grade our performance with regard to our strategic plan student learning goals. Through the efforts of our dedicated and talented teachers and staff we continue to make progress. Behind each strategic plan goal are a variety of data which inform our teachers, staff and administrators as to where they need to direct their resources in order to enable all of our students to: learn more deeply; learn with greater enthusiasm; and achieve their maximum individual potential.

Since our strategic plan is now five years old, our Vice Chairman Susan Wolf Ditkoff and our Deputy Superintendent for Teaching and Learning Jennifer Fischer-Muller are co-chairing a diverse committee to review, and where appropriate make recommendations to your School Committee for updating our strategic plan. Research and technology developments in k-12 education over the past five years have surfaced a number of new approaches to teaching and learning. This committee has connected with many of the leading education thinkers, innovators and practitioners in order to understand what changes if any our school system should consider going forward.

Unlike the majority of school districts throughout Massachusetts, over the past nine years the extraordinary growth of our student body has steadily consumed more of our time and resources. Brookline student growth has accelerated rather than abated. The expansion of Heath and Runkle Schools are now behind us. To make even more room, we are forced to remove many of our pre-k classrooms from our k-8 schools to rented space nearby. Next we are planning a large renovation of Devotion School. Our now much larger kindergarten classes will, by 2022, reach our high school creating a growth of 40% to 2500 students. Therefore, we must determine the long term space and financial implications of our continuing student population growth. Chairman of the Board of Selectman Betsy DeWitt and myself co-chair the Brookline School Population and Capital Exploration Committee, now widely known as B-SPACE, charged with examining the long term options available to us in order to accommodate said growth.

The bulk of the revenue available to our school system comes from you our Brookline tax payers, and we are most grateful. Brookline is unique for many very special reasons. Two such reasons are the exceptional collaboration and support between the Town administration and your school system; and the private resources made available to us especially through three local Foundations, the Brookline Education Foundation, the 21st Century Fund and the Brookline Community Foundation. We join with the rest of our citizens to thank both the Town and our foundations for the consistent and thoughtful support we receive.

Sincerely,

Alan R. Morse, Chairman
Brookline School Committee



THE PUBLIC SCHOOLS OF BROOKLINE

School Committee, (617) 730-2430

Alan R. Morse, *Chairman*
Susan Wolf Ditkoff, *Vice Chairman*
P.H. Benjamin Chang
Helen Charlupski
Abby Cox
Amy Kershaw
Barbara Scotto
Rebecca Stone
Dr. Henry Warren
Sam Reed, *Student Representative*

LETTER FROM THE SUPERINTENDENT

Dear Parents, Guardians, and Residents,

Evidence continues to indicate that The Public Schools of Brookline (PSB) rank as one of the leading public school systems in Massachusetts. Significant numbers of Brookline alumni and staff are leaders in their professional efforts and their communities. Moreover, reports show that Brookline students and graduates excel at highly competitive colleges and universities, in the work environment, and on countless standardized measures of achievement. Brookline is a very good place to live and go to school.

The Strategic Plan of The Public Schools of Brookline provides a direction for our work and a framework for documenting the success of our students, programs, schools and system. Detailed goals and approaches are derived from our mission:

“To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.”

In addition, our priorities and definition of success originate with our four strategic areas of focus:

- ◆ Academic Excellence through Content, Pedagogy and Relationships
- ◆ Educational Equity
- ◆ Thriving in a Complex Global Society
- ◆ Continuous Improvement using Data

Beginning in FY 2011, we initiated a move toward public reporting on the measurements of our goals, designed to provide the community with specific indicators of our progress on these important characteristics of quality. We are committed to reaching the high standards we have set for ourselves with respect to this variety of measures, as well as to providing a level of service and effectiveness that our residents and families have every right to expect of their public school system.

The Town of Brookline enjoys an established reputation for the excellence of its public schools, the quality of its teaching and administrative staff, and high degree of community support for education. While the special relationship between our citizens and their schools is obvious to anyone spending time in this Town, tangible examples including the commitment to school projects and funding the operating budget in a time of unprecedented enrollment, notwithstanding the difficult economic times, is extraordinary. We sincerely appreciate the level of support provided by the entire Town and accept, as part of this generous backing, our obligation to account for our programs and communicate frankly the successes and the challenges for our system.

I sincerely hope the information provided in this edition of *At School in Brookline* encourages you to learn more about this extraordinary public school system.

Sincerely,

William H. Lupini, Ed.D.
Superintendent of Schools



THE PUBLIC SCHOOLS OF BROOKLINE

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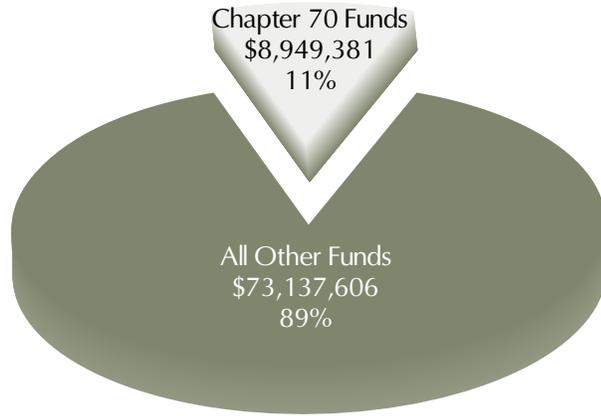
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FY 2013 BUDGET - SOURCE & USE OF FUNDS

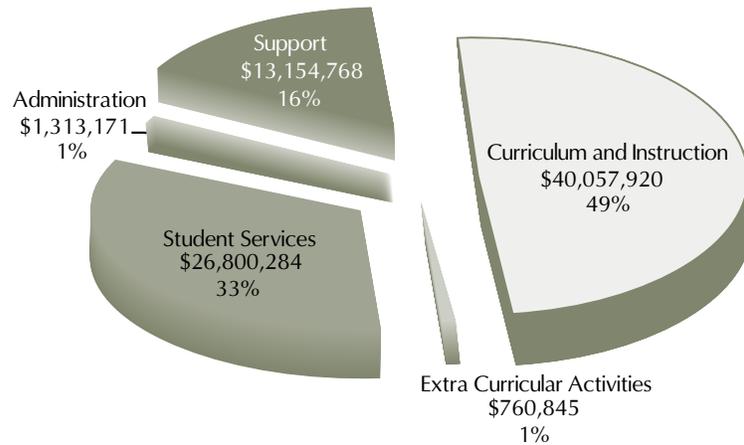
The citizens of Brookline take pride in their schools and continue to provide high levels of fiscal support through their tax dollars. A majority of the budget is supported by local sources (property tax and other local revenue), with an additional supplement of state funds. The FY 2013 General Fund appropriation was \$82.1M. Local sources supplied \$73.1M or 89%, and an additional supplement from Chapter 70 state funds was \$8.9M or 11%.

Most grant funds are intended to supplement the core functions and mission of the Public Schools of Brookline. In FY 2013, federal funds through entitlement grants totaled \$2.9M. The Grants Office works closely with program staff to acquire grant funds to support a variety of programming efforts. Certain private donors, through our collaborations with the 21st Century Fund, the Brookline Education Foundation, and Parent Teacher Organizations (PTOs), allow the schools to test and research new approaches to student learning and support opportunities for ongoing professional development. This infusion of additional dollars helps us move forward and keeps us at the forefront of educational practice.

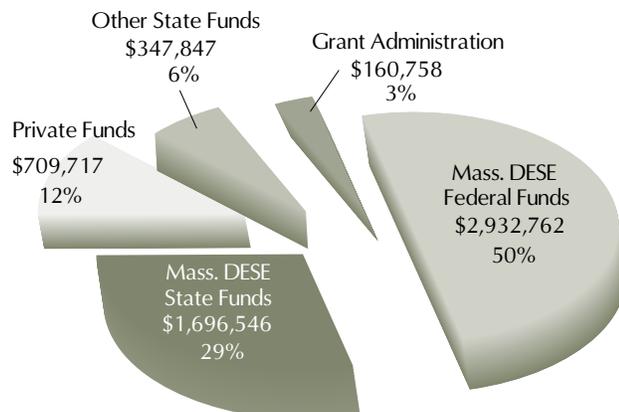
FY13 General Fund Sources
Total Sources: \$82,086,987



FY13 Total General Fund: \$82,086,987



FY13 Grant Awards by Funding Source
Total Award Amount: \$5,847,630



STRATEGIC PLANNING

A dynamic school system operates in the present while focusing on its potential for the future. In 2009, the School Committee adopted The Strategic Plan of the Public Schools of Brookline (PSB) to provide a catalyst for our future educational endeavors and a blueprint for documenting our system's continued success.

The Strategic Plan was developed through a planning process that spanned two years. An eleven-member Strategic Planning Team was charged with orchestrating this process, including soliciting and analyzing input from stakeholders from across the community. Draft documents of the plan were presented to the public for feedback through focus groups and an on-line survey. The valuable feedback from both of these sources helped us to define the final draft of the Vision, Mission and Core Values for the Public Schools of Brookline.

The Strategic Plan collectively identifies the priorities for our school system within four strategic areas of focus:

Academic Excellence through Content, Pedagogy and Relationships

Goal 1: Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.

Educational Equity

Goal 2: Eliminate achievement gaps with respect to race, ethnicity and socioeconomic status and increase the achievement of students with special needs through individualized strategies and programs.

Thriving in a Complex Global Society

Goal 3: Prepare students with the intellectual, interpersonal and reflective skills needed to thrive in an increasingly complex and diverse global society.

Continuous Improvement Using Data

Goal 4: Foster a cycle of continuous improvement by using data to effectively examine systemwide programs and practices.

A new committee has been charged with reviewing the current Strategic Plan and making recommendations to the School Committee for *Strategic Plan 2.0*. As part of this process, the Brookline community provided input through four public forums held in the spring of 2013. We anticipate that the process of creating *Strategic Plan 2.0* will be completed in the 2013-2014 school year.

Report Card for Strategic Plan Goals

This is the fourth year that we are using *At School in Brookline* to report to the community on our success in meeting the goals set forth in the Strategic Plan. Using common letter grades, in a report card format, we seek to communicate the final analysis of the data for all of the identified outcomes. On page 22 you will find the definition of these letter grades and note the high standards we have set for our school system. We expect to be held accountable, and this report card is our way of publicly acknowledging the results of the work we have completed as well as the work that remains ahead.

VISION, MISSION AND CORE VALUES

Ten Year Vision

The Public Schools of Brookline

Dynamic, Collaborative, Equitable

Engaged with the Community

Contributing to the World

VISION STATEMENT:

Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of assessments to get the fullest picture of student learning and growth over time. These data are shared regularly with the community, and they form the basis of how we understand and improve student, teacher and administrator performance. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.

MISSION:

Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.

CORE VALUES:

High Achievement for All

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills and civic participation, all of which prepare students for success in their lives after high school.

Excellence in Teaching

Passionate, knowledgeable, skillful teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.

Collaboration

Through collaboration we find new sources of learning and strength. The Public Schools of Brookline actively promote collaborative relationships. We seek out partnerships with community organizations that add value to our school system. We urge and support collaboration and exchange within and across our school community.

Respect for Human Differences

We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express difference while advancing true acceptance and respect for all.

Educational Equity

The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation and growth.

COMPREHENSIVE REVIEW OF PROGRAMS & CURRICULUM

The Public Schools of Brookline are committed to the continuous improvement of all programs and curriculum areas. In September of 2004, the Program Review process was established to provide a structure for an on-going, comprehensive, and rigorous examination of our programs with the goal of improving student achievement. Over the past nine years, all curriculum areas and several program areas have successfully participated in the Program Review process. Beginning in 2013, programs will start to re-enter the process for a second round. The process for the second round of Program Review will be adjusted to include a review of outcome data and measures for success gathered since the first round, and progress on the identified actions for program improvement.

The Process

The Program Review process involves four phases:

Phase I: Study

Assess the current state of the program. Create a vision for the future. Determine areas of strength and areas for improvement and begin to plan how to address them.

Phase II: Plan

Create a plan to address the areas for growth and improvement.

Phase III: Implement

Put the plan (strategies/actions for continuous improvement) into place with sufficient resources and professional development.

Phase IV: Review

Review the process. Check on the progress of the implementation plans. Collect data on the indicators of success.

The work of Program Review for each program/curriculum area is carried out by a committee comprised of teachers, parents, and administrators, led by the Director of Program Review and the curriculum/program coordinators for the program under review. Updates on committee work are regularly given to the Deputy

Superintendent for Teaching and Learning. Reports on Phase I and Phase II are presented to the School Committee. All reports are published on the Public Schools of Brookline website.

The Program Review process is also used to examine topics that cut across all program and curriculum areas, schools and grade levels. For example, an Out-of-School Time Program Review Committee looked at the K-8 after-school and summer program options available to students and families.

Program Review Schedule

All curriculum areas and several program areas are currently engaged in the Program Review process. Most programs are in the Implementation and Review phases of Round One of the process.

Round One, Phase II - Plan

Career and Technical Education: began April 2012, to be completed in 2013.

Round One, Phase III/IV- Implementation and Review

- ◆ Visual Arts: began September 2007
- ◆ Science: began February 2008
- ◆ English Language Arts: began September 2008
- ◆ Physical Education/Health Education: began September 2008
- ◆ Social Studies: began September 2009
- ◆ Performing Arts: began January 2010
- ◆ Special Education Program: began March 2010
- ◆ English Language Learner (ELL) Program; began September 2010

Round Two, Phase I

- ◆ Enrichment and Challenge Support Program, began Winter 2013

SYSTEM-WIDE PROGRAMS

The Public Schools of Brookline offer a number of programs to better serve the students of Brookline. Some examples are listed below. More information on all of these programs can be found on the school website (<http://www.brookline.k12.ma.us>).

English Language Learners

The English Language Learners (ELL) program provides services to more than 600 students in grades K-12 whose primary language is not English and who are not yet proficient in English. The program provides support at each school, with services focused on children's English language acquisition, literacy development, and academic achievement.

The program's objectives are to:

- ◆ Continue development of Sheltered English curriculum, combining state benchmarks and outcomes with subject area content;
- ◆ Increase Sheltered English Immersion (SEI) professional development offerings for all teachers;
- ◆ Monitor English Language Learners' achievement on state and local assessments;
- ◆ Increase family accessibility to school and district documents and events through effective translation and outreach procedures.

Enrichment and Challenge Support Program

The Enrichment and Challenge Support Program (ECS), formerly the Gifted and Talented Program, is a K-8 system-wide program that supports classroom teachers in providing challenging curriculum and extension opportunities for students who show a capacity for high levels of academic, intellectual and creative achievement.

The Public Schools of Brookline are committed to enabling all children to realize their full potential as learners. Brookline does not formally identify students as "gifted and talented" for placement in a separate program. We use a consulting teacher model, which means that the program's emphasis is on supporting classroom teachers in extending and enriching the Brookline curriculum in order to provide for academically and intellectually advanced students in the regular classroom.

Metropolitan Council for Educational Opportunity

The Public Schools of Brookline is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for approximately 300 students from Boston. Students in METCO participate in all aspects of the academic and extracurricular life of the schools and are supported by the METCO Director and staff.

The program's objectives are to:

- ◆ Ensure high academic achievement for all students in METCO;
- ◆ Provide opportunities for student leadership;
- ◆ Collaborate with and support families in the Brookline METCO Program;
- ◆ Increase and maintain partnerships/collaborations between Boston families and Brookline families;
- ◆ Provide access to educational opportunities and resources/services unique to the Public Schools of Brookline;
- ◆ Celebrate and make public the accomplishments and successes of students in the METCO Program;
- ◆ Provide access to a range of educational opportunities beyond Pre-K-12 Public Schools of Brookline.

Steps to Success

Steps to Success (STS) is a twelve-year-old, comprehensive educational achievement program that provides academic support and enrichment and year-round youth development activities for low income students.

Working with young people in Grades 4 through college, STS seeks to create educational equity and to help end generational poverty. Prior to Steps to Success, only 30-50% of students living in public housing matriculated to college. Now, with seven cohorts of STS high school graduates, over 90% of these students are accepted to institutions of higher education. Though nationally only 6-8% of the lowest income quartile of students graduate with their college degrees in six years (by age 24), 70-75% of STS college students are on track to graduate in that timeframe.

SYSTEM-WIDE PROGRAMS

Operating both school and community-based programs, STS currently engages over 300 students and their families, most living in Brookline public housing. Program areas include after school enrichment; paid summer internships; early college awareness and preparation; and services for families such as free English classes, job resource/referral counseling.

The core of STS is its long-term relationship based mentoring model. STS staff Advisors work with students and their families throughout their school career. Advisors track student progress through a system of competency-based skill development, get to know families in their home and link them more closely with school teachers, administrators and resources.

Steps to Success has been recognized by the Nellie Mae Education Foundation with their “Catalyst for Change Award” in New England and is one of seven investment-worthy organizations profiled in a recent study by Root Cause on “College Access and Success.”

Brookline Adult & Community Education

Brookline Adult & Community Education (BA&CE) is one of the oldest non-credit, public education programs in Massachusetts. Adult and community education has been a part of the Brookline community since 1832,

beginning with the formation of the Brookline Lyceum Society. It is now the largest public program in the state, with close to 1,000 courses and close to 10,000 enrollments yearly. Today, BA&CE is the hub of an educational network serving residents from more than 50 neighboring communities in the greater Boston area and beyond. A self-supporting program of the Public Schools of Brookline, BA&CE’s operating budget is funded entirely from course fees.

BA&CE fulfills its mission by providing service to the community and enlisting its support for public education. As partners with the schools and community organizations in a common purpose, BA&CE is committed to offering lifelong educational opportunity to all: newcomers to the United States, working people and professionals, those in transition or career change, older citizens, persons with special needs, children and families, and especially to those who have not been able to participate fully in the educational process. BA&CE is also dedicated to supporting public education by creating and providing opportunities for innovation and flexibility in the school curriculum. By offering programs that bridge the generations, Brookline Adult and Community Education seeks to unite the community in a common purpose - educating for the improvement of the quality of life for all its members.

ELEMENTARY WORLD LANGUAGE

In January of 2009, following a tax override approved by the voters in Brookline, we implemented the Elementary World Language (EWL) program, bringing the study of world language to grades K-6 to complement world language instruction already in place for students in grades 7 and 8. Brookline’s commitment to world language instruction reflects our awareness that Brookline students will be increasingly required to function in a multicultural, global society. The program is content-enriched Foreign Language in Elementary Schools (FLES) and is based on the most current pedagogical research about effective approaches to K-6 elementary world language acquisition. The EWL program has three major goals for our students: to acquire proficiency in speaking, listening, reading and writing in the target language; to acquire an understanding of and appreciation for other cultures; and to reinforce learning of the general curriculum content through the study of world language. During the past five years, the EWL program has met with widespread support from the greater school community. Brookline is committed to the innovative work of elementary world language instruction and is at the forefront of the important work of developing 21st century skills in our students.

BROOKLINE EDUCATOR HONORS/AWARDS

Principal of Early Education **Vicki Milstein** was the recipient of the Brookline Education Foundation's 2013 Sperber Award. Every five years, the Brookline Education Foundation presents the Robert I. Sperber Award to recognize professional excellence in administrative leadership. The award recipient exemplifies not only excellence in administrative management, but also leadership that has brought about significant improvement in the school system.

Lincoln 7/8 Science teacher **Suzanne Zobel** was the 2012 elementary educator Caverly Award Winner. Brookline High School Social Studies teacher **Roger Grande** was the 2012 High School Caverly Award Winner. The Caverly Award, presented annually by the Brookline Education Foundation to a high school and elementary teacher, is the most prestigious award given to a teacher in Brookline. The award is in recognition of professional achievements and contributions to the Public Schools of Brookline.

Brookline High School Mathematics teacher **Meghan Kennedy-Justice** received the 21st Century Fund 2012 Award for Excellence in Teaching for her expertise as a math teacher, her deep concern for every student, her compassionate co-leadership of the Teachers Mentoring Teachers Program and her devotion to the African American Latino Scholars Program.

K-8 Coordinator of World Languages **Dawn Carney** was elected to the Board of Directors of the Massachusetts Foreign Language Association for a four-year term.

The Brookline Education Foundation awarded the 2012 Adam Russell Gelfand Fellowship to Lincoln 7/8 English teacher **Kathleen Conti** who studied the history and geography of the Eastern Front during World War II and traveled to key Holocaust historical sites in Germany, Poland, and Hungary with the Study/Travel Institute of Salem State University.

Brookline High School World Language and Social Studies teacher **Rachel Eio** received the 2012 Charlie Baker Legacy Award. Ms. Eio traveled to a World War II Japanese internment camp in California to meet with former internees and gather authentic stories of resistance for her Brookline High School class. Ms. Eio was also the recipient of the John E. Thayer Award for

2013. This award, sponsored by the Japan Society of Boston (JSB), is presented each year to an individual or institution demonstrating an exceptional commitment to Japan-U.S. relations, especially in education and community-level or person-to-person grassroots exchange.

Lincoln Pre-K teacher **Michelle Greeley** was the recipient of the 2012 Ari Cohen Memorial Award. This award honors Brookline Public School educators who promote inclusion in the classroom and exemplify teaching excellence, compassion and sensitivity to all students.

Baker English as a Second Language teacher **Sima Kirsztajn** was awarded the 2013 Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) Teacher of the Year Award. This award was established to recognize excellence in the education of English Language Learners.

Brookline High School Social Studies Teacher **Kate Leslie** received the Roger Grande Social Justice Award. This award recognizes an adult mentor who inspires teens to become engaged in social justice issues.

Principal of Early Education **Vicki Milstein** was the recipient of the Temple Ohabei Shalom Mensch Award, given to someone who exemplifies a righteous person.

Driscoll Educational Technology Specialist **Robert Thomas** was named recipient of the 2013 Goldin Foundation Excellence in Education Award. The award recognizes outstanding achievements and contributions in classrooms, schools and communities.

Pierce 7th Grade U.S. History/English teacher **Jamie Yadoff** received the Spirit of the Walk Award from Project Bread for her ongoing efforts to inform students of the facts of hunger in Massachusetts and her leadership in helping the Pierce Team to raise more than \$200,000 over the last 5 years.

Each year, a number of Brookline educators apply for and receive recognition in the form of grants and scholarships from a variety of local, state and national organizations. During the 2012-2013 school year, the Brookline Education Foundation awarded 16 teacher grants and 10 collaborative grants to Brookline educators.

BROOKLINE EDUCATOR HONORS/AWARDS

Together, these grants directly benefit more than 140 educators and hundreds of students system-wide. Teacher grants are awarded to individuals and small groups of teachers or administrators and fund professional or personal development activities. Collaborative

Grants are designed to promote cooperative efforts across disciplines, across grade levels, and among schools. A description of the grants, listing the grant recipients, can be found on the Brookline Education Foundation website, <http://www.brooklineeducation.org>.

PROFESSIONAL DEVELOPMENT

Professional Development in the Public Schools of Brookline is defined as adult learning experiences that improve educators' knowledge and skills, enabling them to work effectively with students to improve their achievement. The content of the professional learning that we offer and coordinate is informed by the system-wide goals and strategies as outlined in the Public Schools of Brookline Strategic Plan. The elements of our professional development include: a focus on student learning needs as informed by classroom, school and/or system data; improvement of educational practice through self-assessment and feedback on authentic educator and student work; collaborative relationships and processes that provide opportunities to engage in joint work and to tap the collective knowledge of the group; reflective dialogue that offers individuals a challenge to their thinking as well as new perspectives on their practice and beliefs; and a commitment to implementing new learning.

The Public Schools of Brookline have a number of partnerships to support the professional learning of our educators. These partnerships include the Education Collaborative of Greater Boston (EDCO), Primary Source, Teachers as Scholars, and the Boston University Consortium. We are also fortunate to have collaborative learning relationships with area colleges and universities, which provide access to high quality content professional development for our teachers. Professional development opportunities in pedagogy and content are arranged and led by curriculum and program coordinators. Additional system-wide professional development opportunities include Responsive Classroom, Developmental Designs, and Race, Culture and Achievement. The Teacher Leader for Professional Development, through the Office of Teaching and Learning, develops and coordinates professional learning opportunities for educators in the Public Schools of Brookline.

2012 MCAS RESULTS

For detailed information about 2012 Massachusetts Comprehensive Assessment System (MCAS) results, please visit the Department of Elementary and Secondary Education website at: <http://profiles.doe.mass.edu>. From the dropdown menu for organization type, select Public School. From the dropdown menu for city/town, select Brookline. Click search and the results will list all of Brookline's schools from which you can make your choice. The Assessment tab will display Spring 2012 MCAS results.



BROOKLINE EARLY EDUCATION PROGRAM

(617) 713.5471 ■ www.brooklinebeep.org

The Brookline Early Education Program (BEEP) is an outgrowth of the Brookline Early Education Project, a ten-year research project which demonstrated that high quality education for young children enhances their later success in

school. The mission of the early childhood programs of the Public Schools of Brookline is to provide an inclusive environment where all children from ages three to five can develop social competency, cognitive, motor and language skills and expand their understanding of themselves and the world in which they live.

The Early Education classrooms include children with a range of developmental levels from diverse backgrounds. A small class size, highly qualified teaching staff, small pupil teacher ratios and ongoing professional development combine to support children in the early years of their education. The curriculum is implemented in a way that allows for active learning to ensure a seamless transition to kindergarten.



BEEP offers a total of 20 inclusive Preschool and Pre-Kindergarten programs located in several elementary schools, the

Lynch Center, Brookline High School (BHS) and the Trust Center for Early Education. In addition, two specialized programs for 3-5 year olds with Autism spectrum disorders are located at BHS and the Lynch Center. BEEP serves over 300 children across town and is supervised by the Principal of Early Education and two Program Coordinators. All teachers who work in BEEP classrooms hold degrees and certifications in early education and/or special education. All BEEP classrooms participate in the National Accreditation process by

the National Association for the Education of Young Children (NAEYC) and have been awarded accreditation for many years.



These programs are funded by parent fees, grants from the Massachusetts Department of Early Education and Care, Brookline Community Foundation and the Public Schools of Brookline. Partial tuition subsidy is available to families who qualify. The Brookline Education Foundation supports teachers with professional opportunities which are accessed through their grant process.

The Early Education Program provides summer program options for children in the BEEP school-year classrooms, as well as children entering kindergarten or first grade in Brookline. LAUNCH at Lynch, LAUNCH at Driscoll and LAUNCH at BHS are planned for 3-5 year olds, while LAUNCH at Devotion is designed for 4-6 year olds. This five-week summer experience is based on the BEEP model with a theme-based curriculum through which early literacy and numeracy skills are supported and enhanced.

The Parent Child Home Program (PCHP), under the auspices of Brookline Early Education, offers income eligible families a home visiting service to share books and toys with their children between the ages of 15 months to five years of ages. Approximately 36 families take part in PCHP representing more than 45 children. PCHP received national recertification this year.

This year a parent child playgroup has begun to help young parents connect to others in the community and to give young children an opportunity to grow and play in a supported setting. The program will continue through summer at the Lynch Center and Devotion School.

The Early Education Department of the Public Schools of Brookline offers screening and evaluation for any child between the ages of 3 and 5. Parent(s) or guardian(s) should call the Early Education office if they are concerned about their child's development in any area or if the child has been receiving services from Early Intervention. The Brookline Early Education Program (BEEP) office may be reached at 617-713-5471 anytime during the school year.

EDITH C. BAKER SCHOOL

(617) 879.4500 ■ www.bakerschool.org

The Edith C. Baker School serves the Chestnut Hill neighborhood of Brookline. It is one of the largest elementary schools in the town, with a K-8 population of approximately 730 students. Our dedicated staff provides challenging, developmentally appropriate learning experiences that facilitate each child's cognitive, social, emotional, creative and physical growth. Using practices such as differentiated instruction and a response to intervention framework, the Baker team provides innovative and timely instruction so that all students can achieve at high levels. Baker also offers system-wide programs that include the Korean English Language Learner Program and a Comprehensive Learning Center.

Utilizing the resources of the K-8 structure, Baker encourages cross-grade level partnerships. Middle school students support learning in the classrooms of younger students as part of our school-based community service program. This experience develops student leadership and responsibility while strengthening our school community.

Baker School has an active Student Council comprised of elected student representatives from grades 3-8. This organization promotes strong student participation in the school community, models the



democratic system, and enhances communication between students and faculty. Staff encourage and provide opportunities for all students at Baker School to make a difference in their classroom, school, community, and beyond.

A vibrant PTO supports all parents and organizes numerous educational and social events throughout the year to nurture and maintain a sense of school community. School administration and staff work closely with the PTO to ensure the traditions at Baker are honored while we continue to look for new ways to enhance our school community.

EDWARD DEVOTION SCHOOL

(617) 879.4400 ■ www.devotionschool.org

The Edward Devotion School serves the vibrant Coolidge Corner neighborhood and is the largest of Brookline's elementary schools, with a K-8 population of 820 students. It enjoys an international reputation: historically, it is the public school that President John F. Kennedy attended; academically, it welcomes students from all over the world, and socially, it reflects and respects human diversity. Devotion 3rd graders honor the memory and legacy of John F. Kennedy by engaging in a four-week study in collaboration with the JFK National Historic Site, which culminates each year with students reading essays and poems about what JFK means to them. Community service is one of the many attributes defining the Devotion spirit. From Kindergarteners, 1st, 2nd, 3rd and 6th graders designing and selling calendars to raise money for Heifer International to 7th and 8th graders engaging in a myriad of community action projects to support local and international causes, there is never a lull in efforts to help others.

Devotion faculty represents an array of talented professionals. The school maintains a strong emphasis on adult learning. Each year Devotion teachers are awarded numerous grants from the Brookline Education Foundation. In the 2012-2013 school year, many teachers received grants that supported learning opportunities. "Utilizing Music to Facilitate Language Skills," "Responsive Classroom," "Developmental Design Middle School Training," "Modeling a Growth Mindset," and "Leveled Literacy Intervention Training" were among a dozen summer and year-long professional learning opportunities designed and selected by Devotion staff. The Devotion School is committed to meeting the needs of all learners and finding ways to utilize technology to support student achievement. Over the past two years, 22 teachers received grants for Smartboards in their classrooms.

Parents of students at the Devotion School are active members in the PTO. Together with Friends of Devotion, a nonprofit corporation comprised of alumni and current families, and with our diligent principal, the traditions of excellence and caring that are the hallmarks of the community are maintained and enhanced.

The Devotion School vision, the force giving meaning to the faculty's work, is broken into three components and is revisited annually as staff affirm their commitment

to teaching. The vision for the students and Devotion staff encompasses three areas.

Academic – Work hard to keep learning and growing. Take risks as learners. Communicate effectively.

Whole Person – To be confident in our abilities. Love to Learn and strive to become lifelong learners.

Community – Make sure everyone feels physically, emotionally and intellectually safe. Give and receive respect. Have compassion for one another. Contribute positively to our school, to our community, and to our world. Establish and maintain healthy friendships.

The Devotion School is committed to our school motto: "Work hard. Be kind. Help others." Staff, students and families try to illustrate this in words and actions throughout each school day.

The system-wide programs offered at Devotion are the English Language Learner program with a high concentration of Hebrew speakers, and a Pre-K through 8 Therapeutic Learning Center for students who need intensive social and emotional supports.

One of the most diverse schools in Brookline, our Pre-K-8th grade population represents 38 countries (plus the Commonwealth of Puerto Rico) including Australia, Austria, Benin, Bulgaria, Brazil, Cambodia, Canada, China, Colombia, Croatia, Cyprus, Ecuador, El Salvador, Eritrea, Ethiopia, France, Germany, Greece, Guatemala, Haiti, Hungary, Iceland, India, Iran, Israel, Italy, Japan, Kazakhstan, Korea, Mexico, Peru, Poland, Russia, Slovakia, Spain, Thailand, the United Kingdom and Uzbekistan.



MICHAEL DRISCOLL SCHOOL

(617) 879.4250 ■ www.driscoll.brookline.k12.ma.us

The Michael Driscoll School is in the heart of the Washington Square neighborhood. The school has a K-8 population of about 550 students. Driscoll is the only elementary school to offer Mandarin Chinese in its K-8 World Language program. All children in Grades K-6 study Chinese and those in Grades 7 and 8 may elect Chinese or Spanish as their World Language. The system-wide Driscoll K-8 Language-Based Learning Program is located at Driscoll. The Landmark School Outreach Program will provide coaching support and



professional development for regular education and special education staff members in the third of a three year partnership to develop consistent and high quality language based practices for all students, K-8.

Driscoll holds several events and programs throughout the year. In addition to events that honor Martin Luther King, Jr. and celebrate the Chinese New Year, Driscoll holds an annual “Arts Equinox,” a three-day all-school arts festival; a school-wide Writing Festival; visiting author series, under the auspices of the Susan Lewis Cooper Children’s Authors Program; a Science Fair, a monthly “Community Meeting” assembly for students in Grades K-5; and periodic Town Meetings for students in Grades 6, 7 and 8.

Parents and teachers work together in many significant ways, with the PTO and School Council being two of the more formal organizations. The PTO is very active and organizes numerous events, including an annual School Fair, a Driscoll Auction, and a series of other family events. The PTO also supports many after school programs that provide enrichment activities, such as robotics, calligraphy, photography, art, dance, and magic sticks. The School Council is responsible for writing the School Improvement Plan which aligns with the town’s goals for the upcoming school year.





HEATH SCHOOL

(617) 879.4570 ■ www.heathschool.org

The Heath School serves the Chestnut Hill neighborhood and has a K-8 population of 517 students. Heath's core values are: Build Community, Communicate

Respect, Work Hard and Strive for Excellence. The school places a high value on student achievement and teacher collaboration. We are strongly committed to promoting equity and include as a goal in our School Improvement Plan that all students will have the opportunity to achieve at high levels.

Heath faculty members often receive prestigious grants and awards and have been recognized for their excellence



in teaching both locally and nationally. For many years our teachers have received grants for exploration in science, literature, math, movement and social studies. Many of these initiatives include projects and connections made in cross-grade-level groupings. The K-8 model also provides an opportunity to bring children together as learners and as buddy classes.

Heath school encourages and promotes activities that foster service learning designed to bring the school together for opportunities that make a difference in our community. Each year students in grade 8 spearhead a school-wide commitment to recycling including food waste, paper, and plastics that are supported by all grades K through 8. Heath has a "Green Committee"

to heighten environmental awareness and to explore environmental action for the school. Heath maintains a community garden planted by the children and produce is donated to the Brookline Food Pantry.

In Grades 4-8, elected representatives serve on our Student Council and assume responsibility for activities that enhance connections between students and faculty. All service learning upholds our Heath core values. A number of school-wide events are held throughout the year, including Field Day, Day of the Reader, Gallery Night, and our Martin Luther King, Jr. Day assembly. Heath also invites authors to visit, and sponsors theatrical and musical performances by highly acclaimed artists.



The PTO plays an important role in the school and organizes many events to encourage parent and family participation. Family events include a Welcome Barbeque, Family Math Night, Family Book Clubs, International Night, and the Mayfair. In addition, the PTO arranges for speakers of interest for parents and families. The PTO supports many after-school programs that provide enrichment activities for students, such as fencing, yoga, photography, art, chess, and computer classes. School leadership and faculty work closely with the PTO to ensure the traditions at Heath are honored while embracing the continuous improvement model used to enhance our school community.

We are so very pleased with our building additions completed in 2012! The inclusion of six additional classrooms, a multipurpose room, a library expansion and an enlarged cafeteria has allowed us to enhance our educational services for our children and staff.

AMOS A. LAWRENCE SCHOOL

(617) 879.4300 ■ www.lawrenceschoolbrookline.org

The Amos A. Lawrence School, which abuts spacious Longwood Park, serves the Longwood Medical neighborhood and has an internationally diverse population of 650 K-8 students. Lawrence was renovated in 2004.

School Vision

Amos A. Lawrence School is a safe, just and caring learning community of students, staff and families. We are a vibrant learning community with high expectations for academic excellence.

At Lawrence School, students learn to respect themselves and others and to value and honor the diversity of cultures, backgrounds, and learning differences. They develop the habits of mind, knowledge, and skills needed for high school and beyond, as they discover and cultivate a love of learning and a voice for self-expression. Students develop their capacity to work



independently and cooperatively. They gain an understanding of their individual and collective responsibility to be contributing members to the Lawrence, Brookline, and larger global communities.

Lawrence School promotes a collaborative environment for faculty and staff that values and supports shared responsibility for all students. We provide all students with the differentiation, support and challenge necessary to make progress and achieve success. We are a professional learning community that cultivates reflective practice, excellence in teaching, and a passion for learning. Lawrence School values and encourages families to be active, involved, and well-informed partners in the learning process.

Sense of Community

We support a strong, caring sense of community. Lawrence Community Meeting, a bi-weekly gathering for

grades K-5 enables children and staff to develop a feeling of connectedness to the rest of the school. Community Meeting provides a forum for celebrating learning where students or classes share their work. In grades 6-8, students participate in an advisory program, meeting three times a week with a teacher advisor, to continue to support this feeling of connectedness for our young adolescents.



Diversity of Learners

Lawrence School embraces its diverse learners. Over 100 of our students are English Language Learners. About 60% of these students speak Japanese, with the others representing at least 15 different languages from around the world. As part of its special education services, Lawrence offers a Comprehensive Learning Center (CLC) program that is designed for students with varied disabilities and provides a low staff-to-student ratio allowing for increased individualization and higher levels of specialized instruction.

Family Involvement

An active PTO plans a number of events, such as Fall and Spring Picnics, International Night, and Family Fun Night to encourage family participation and nurture a sense of school community. The PTO and the School Council work actively to maintain open communication between parents and the school in the spirit of partnership.





WILLIAM H. LINCOLN SCHOOL

(617) 879.4600 ■ www.lincoln.brookline.k12.ma.us

The Lincoln School

serves a diverse population of 546 K-8 students who represent 11 of 62 possible racial and ethnic combinations, as defined by the Massachusetts Department of

Elementary and Secondary Education. We pride ourselves in having 29 countries represented, 18 languages spoken, 9 family structures included, and 6 continents of origin. Our students make up one diverse community!

The system-wide programs offered at Lincoln are the Japanese English Language Learner program and the Adaptive Learning Center, a program to service students with developmental disabilities and multiple disabilities.

In an environment that promotes the highest standards of academic achievement, social responsibility and good citizenship, Lincoln students can participate in a number of academic, artistic and athletic experiences before, during and after school. In addition to homework centers, students can participate in Chess Club, PALS (Performing Arts at Lincoln School), Scrabble Club, the

Thaler Program (a student work program), Intramural Sports, Lego Club, Continental Math League, Math Counts, Science Design Challenges, Math Wizard, Drama Club, and the National Geography Bee.

Our school places a high value on building collaborative relationships through parent involvement. With the support of the PTO, we offer a wide variety of artistic performances, including music in the morning and lunch concerts, author/illustrator visits and residencies, the Gardner Museum series in grade one, and book fairs. Family events include school picnics, Pumpkinfest, Lincoln Reads Night, Multicultural Night, and family arts events such as Art for Arts Sake Night. A parent group



plans a monthly First Friday Coffee for parents, teachers and community members that features speakers addressing topics of interest or school-wide initiatives. In addition, teachers plan several breakfast shares and open houses with their classes so that parents can come and see what their children are learning in school.

Our school community also reaches out beyond our school by having school-wide community service and social action initiatives. This past year we participated in a Walk for Haiti and raised funds for Japanese disaster relief.



JOHN PIERCE SCHOOL

(617) 730.2580 ■ www.pierceschoolbrookline.org

The John Pierce School serves the Brookline Village neighborhood. An emphasis on community, equity and achievement are the guiding principles that give us our unique, close-knit and cooperative spirit. Our diverse population is made up of over 735 K-8 students, one third of whom speak English as a second language. Flags from over 70 countries adorn the school representing the native land of many Pierce families. A wide socioeconomic range is represented among the estimated 550 families at Pierce. Residential housing has exploded in the school community over the last seven years contributing to a swell in enrollment.



The strong academic culture is evident in our students' achievements in traditional assessments and in other areas, such

as National Geographic's Annual Geography Bee, the town-wide math league, Math Counts for 7th and 8th grade students and our school's service learning projects where students learn about the needs and circumstances of others. Students then use their knowledge to help those organizations which support the various identified needs. Our students have a number of service learning experiences. "Hope Found" (annual Shattuck Shelter donation drive led by 8th graders), Half-Way Day contributions to Brookline New Pathways Halfway House (led by 5th graders), the Barakat organization – a program supporting Afghan Women's Literacy (our 6th graders lead this effort) and the Walk for Hunger fundraiser for Project Bread (a 7th grade led project) are some examples of the programs made possible through a strong community service and service learning focus. Students and the larger Pierce community participate enthusiastically in growing numbers each year.

Collaboration among staff is highly valued and is facilitated on a daily basis by the school's open classrooms and overall physical layout. Pierce School is situated in a campus-like setting, with classrooms in two separate buildings. The Historical Building, a more traditional

physical school structure, houses all of our kindergarten classes, and a first grade class, and most of our 7th and 8th grade classes. The main building, completed in 1974, is an open structure that reflects the open classroom philosophy. Our three-story school library serves as a hub for teaching and learning, as it is surrounded by most of these open classroom spaces.



Due to growing enrollment, we have expanded our classroom spaces to accommodate up to four sections in each grade. Our newly renovated amphitheater space allows for more green space, an outdoor classroom and performance space during warm weather months. Our auditorium will also be renovated (starting in summer 2013) to help better serve our larger student numbers.

Our active parent community allows students and families to experience a variety of extra-curricular programming at Pierce School. The Performing Arts program presents two musicals each year, one for grades 3-6 and another for grades 7 and 8. The PTO also sponsors a range of school-wide activities, such as performances arranged through the Brookline Arts Council, the annual Book Fair, Skate Night at Larz Anderson and the annual Pierce Picnic, to name a few.

Pierce graduates report that they experience a smooth transition to our large high school campus of three buildings, having become accustomed to a multiple building setting at Pierce. Over the years, students have frequently returned to Pierce as interns and staff as a result of our ongoing connections between and caring spirit of teachers, students and parents.





JOHN D. RUNKLE SCHOOL

(617) 879.4650 ■ www.runkle.org

The John D. Runkle School has a long and illustrious history in Brookline,

dating back to its founding in 1897. Runkle School is named for John Daniel Runkle, who was a Chairman of the Brookline School Committee and an early advocate of Mathematics and technical education. He was also a founder of the Massachusetts Institute of Technology, and served as its second president.

Runkle is proud of its vibrant community, our rigorous academic program, support for the arts, and a belief in teaching the “whole” child. Runkle embraces its diverse community, and we are deeply committed to the Brookline core value of educational equity. Located in the Fisher Hill neighborhood between Route 9 and Beacon Street, Runkle School has a K-8 population of 519 students. Runkle is host to many of the Spanish English Language Learner students in Brookline and to the Reaching Independence through Structured Education (RISE) program for children on the Autism spectrum.

Several Runkle groups are committed to continual school improvement and enhancement including the PTO, School Council and the Student Council. The Runkle School PTO is a very active organization that helps build community at Runkle through our Family



Picnic and annual Halloween Fair in the fall, Iceskating Night, Math and Science Night, BINGO Night in the winter, the gala International Night, and the annual Music and Arts Festival in the spring. The PTO supports school activities by supplementing teacher supplies, underwriting class field trips, providing scholarships, and raising school spirit.

The Runkle School Council is actively committed to working on the school’s annual School Improvement



Plan. The Runkle School Council, comprised of 12 student representatives from grades 6-8, fosters a sense of great pride in our school and aims to model Runkle values for the whole community as demonstrated by their involvement in revising our code of conduct to reflect the values and goals we hold dear:

- Respect
- Unity
- Nurture Ideas
- Kindness
- Learn from our Mistakes
- Effort Counts

The Runkle School community was thrilled to return to a new state-of-the art facility. The Runkle School, constructed in 1962, underwent a major renovation/addition, which added classroom and meeting space, as well as a new Media Center, Cafeteria, Gymnasium, and multi-purpose room.

BROOKLINE HIGH SCHOOL

(617) 713.5000 ■ www.bhs.brookline.k12.ma.us

Brookline High School reflects the high value the Town holds for education, having established a tradition of extraordinary achievement and cutting edge innovation which has earned a national reputation. Serving 1,769 young people, we like to say that we represent the whole world, and that we are a laboratory for the future of a global society. Students at Brookline High are from a multitude of races, nationalities, cultures, and socio-economic strata. Our students come from all over the world and speak over 30 languages. We are proud of our diversity; and we have simultaneously created great unity amidst the diversity, as our students pursue two common goals – academic success and exemplary citizenship.

The High School is characterized by student accomplishments across a broad spectrum of endeavors, in and beyond the classroom. It has always been that way. In 2009, Rebecca Onie, BHS Class of 1994, was awarded



a MacArthur Genius Grant for her work in health care. In January, 2008, two graduates of the BHS Class of 2004 – Clara Blattler and Nadine Levin – were named Rhodes Scholars, two of 32 in the nation.

The heart of our mission is academic

success for all students. Our achievement profile today is the strongest in the history of the school. In November, 2012, 36% of our senior class – the Class of 2013 – was inducted into the National Honor Society. Eleven percent of the students in our senior class were named National Merit Semi-Finalists or Commended Students in this national competition. The Advanced Placement (AP) program has grown dramatically. In 1996, 161

students took 264 AP exams. In 2012, 471 students took 930 AP exams. In 1996, 90% of the students scored “3” or above on these exams. In 2012, with 310 more students participating, 95% of our students scored “3” or above on these exams.



Brookline High School takes tremendous pride in its large Career and Technology Education Department, its renowned Performing and Visual Arts Departments, as well as four alternative programs that address the interests and needs of the student community: School-Within-A-School, Opportunity for Change, Winthrop House, and EXCEL. Brookline High features one of the largest interscholastic athletics program in New England, with 74 teams in 40 different sports, and over 1300 student athletes. We serve the co-curricular needs of our students through an intramural sports program, 55 clubs, an interesting variety of academic teams (including robotics, oceanography, and mock trial) and student activities. Our Math and Science teams are always among the top in the state. We have a nationally renowned system of governance that engages students and faculty in important policy discussions, and continues to improve our school. In 2009 we opened a state-of-the-art television studio and media center in partnership with Brookline Access Television.

Brookline High School is fortunate to be supported by a knowledgeable and generous School Committee, and three foundations – the Brookline Education Foundation, the Brookline Community Foundation, and the BHS 21st Century Fund. We also have an energetic and generous PTO whose Executive Committee is an important advisory body on school policy and practice. Each of these groups supports our professional development, and innovative projects.

REPORT CARD FOR STRATEGIC PLAN GOAL MEASUREMENTS

Measuring our Progress: The Report Card

The Strategic Plan of the Public Schools of Brookline guides the development of the priorities and goals for our school system, as described more fully on page 4. The measurements that follow allow us to assess our efforts in meeting the goals set forth in the Strategic Plan. First used in 2010, this Strategic Plan Report Card informs the community about our progress using easily recognizable letter grades and is intended to create a fuller and more complete picture of our efforts relative to student achievement.

The Report Card highlights our results in meeting the first two goals in The Strategic Plan. The grade for each Strategic Plan Goal is gleaned by averaging our grade in each of the measurements within that goal. For example, we gauge our progress in Strategic Plan Goal One using seven measurements and we gauge our progress in Strategic Plan Goal Two using sixteen measurements. Our grades for the 2011-2012 school year are as follows:

<p>STRATEGIC PLAN GOAL ONE</p> <p>Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.</p>	<p>B+</p>
<p>In 2011-2012, significant performance improvements were recorded in all three SAT subject areas, as well as in the percentage of students completing courses beyond the standard level at the High School. Primarily due to a drop in MEPA scores, the overall grade for Goal One fell from an A- in 2010-2011, to a B+ in 2011-2012.</p>	

<p>STRATEGIC PLAN GOAL TWO</p> <p>Eliminate achievement gaps with respect to race, ethnicity and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.</p>	<p>B-</p>
<p>In 2011-2012, the Goal Two grade dropped two grade levels from the B+ that was recorded in 2010-2011. This drop was mostly centered on gaps in the number of courses being completed beyond the standard level at the High School, as well as gaps in SAT scores.</p>	

We have set high standards in determining letter grades for the Strategic Plan Report Card. With one exception (MCAS Growth Scores) the goal for each measurement of progress (reported in each of the following tables as Goal 11-12) was set by averaging our results in that measurement over the last three years. Holding ourselves to the standard of continuous improvement, our expectation is to exceed the goal every year. Letter grades have been assigned, using a 4.0 scale, and are calculated by measuring our results against the 11-12 goals, as follows:

Grade	Level of Continuous Improvement
A	The outcome for the current year exceeds the goal and is higher than the outcome in each of the three previous years
B	The outcome for the current years exceeds or meets the goal
C	The outcome for the current year does not meet the goal
D	The outcome for the current year does not meet the goal and is lower than the outcome in each of the three previous years

MEASUREMENTS FOR STRATEGIC PLAN GOAL ONE

MCAS Scores	Measurement	08-09	09-10	10-11	Goal 11-12	11-12	A-
	Percentage of students reaching proficiency in ELA and Math	82	82	83	82	82	
	Percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	83	84	84	84	84	

In 2011-2012, we met the goal for the percentage of students reaching proficiency (*Proficient or Advanced performance levels*) in ELA and Math MCAS scores for both measurements.

MCAS Growth Scores	Measurement	08-09	09-10	10-11	Goal 11-12	11-12	A
	Median SGP	61.5	59	60.5	60	60.25	

The median Student Growth Percentile (SGP) is, by definition, a measure of growth. Therefore, we do not look for continuous improvement but rather measure our progress based on fixed targets. DESE defines *exceptional growth* as 60 or above. Using DESE's definitions as a reference, we have set the grades for this measurement as follows: A = 60 or above; B = 40 – 60; C = 30 – 40; D = <30. More information about Student Growth Percentile can be found at: <http://www.doe.mass.edu/mcas/growth/>

MEPA Scores (ELL Students)	Measurement	08-09	09-10	10-11	Goal 11-12	11-12	C
	Percentage of ELL students transitioning to general academic classes after 2 years in the PSB	84	85	88	86	84	

In 2011-2012, we missed meeting this goal by two percentage points.

Courses Completed	Measurement	08-09	09-10	10-11	Goal 11-12	11-12	A-
	Percentage of graduating seniors who have completed at least 1 course beyond the standard level	73	82	83	79	79	
	Percentage of graduating seniors who have completed at least 1 AP course	42	43	43	43	47	
	Percentage of graduating seniors who have completed at least 2 AP courses	21	24	25	23	31	

We met the goal for all three measurements. Four-year highs were established for the percentage of graduating seniors completing at least 1 AP course and for the percentage of graduating seniors completing at least 2 AP courses.

AP Scores	Measurement	08-09	09-10	10-11	Goal 11-12	11-12	B
	Average AP scores	4.2	4.0	4.2	4.1	4.3	
	AP test participation rate	78	83	78	80	79	

The average AP score increased and we exceeded the 2011-2012 goal. The AP test participation rate increased by one percentage point from 2010-2011, but did not meet the 2011-2012 goal.

SAT / ACT Scores	Measurement	08-09	09-10	10-11	Goal 11-12	11-12	A
	Average Critical Reading SAT Score [from 200 to 800]	564	564	588	572	599	
	Average Mathematics SAT Score [from 200 to 800]	598	598	613	603	630	
	Average Writing SAT Score [from 200 to 800]	571	571	594	578	606	
	Average ACT Composite Score [from 1 to 36]	25.3	24.9	25.2	25.1	27.4	
	Combined SAT/ACT Participation Rate	72	76	74	75	85	

The combined SAT/ACT participation rate exceeded the goal by ten percentage points. Average SAT scores in all three categories, as well as the scores for the ACT examination, significantly increased, establishing four-year highs in each of these measurement categories.

Graduation and College	Measurement	08-09	09-10	10-11	Goal 11-12	11-12	A
	Four-Year Graduation Rate	90	90	90	90	91	
	Percentage of students planning to enroll in post-secondary education	94	98	96	96	99	
Percentage of BHS alumni who are college graduates 6 years after high school graduation	NA	NA	NA	NA	NA		

The four-year graduation rate remained steady in 2011-2012 and exceeded the goal by one percentage point. We also exceeded the goal for the percentage of students planning to enroll in a post-secondary education. Instruments to measure BHS alumni data continue to be evaluated for possible future use.

MEASUREMENTS FOR STRATEGIC PLAN GOAL TWO: GAPS IN ACHIEVEMENT

Achievement gaps refer to the persistent and pervasive disparity in the level of educational achievement between minority ethnic or socio-economic groups and the majority ethnic or socio-economic group as observed through academic measurements. In the tables that follow, these majority groups are indicated by the shaded row of zeroes. Since the achievement gap is measured by the difference in performance between the majority group and the minority group, we want to observe the gaps decrease over time. Therefore, the grading rubric for achievement gap measurements is modified. For example, a grade of A is achieved when the outcome for the current year is lower than the goal and is lower than the outcome in each of the three previous years. A grade of D is recorded when the outcome of the current year is higher than the goal and is higher than the outcome in each of the previous years. If the minority group outperformed the majority group, then the results are represented as a negative number.

MCAS Scores: Gap in percentage of students reaching proficiency in ELA and Math	Group	08-09	09-10	10-11	Goal 11-12	11-12	B
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	34	31	31	32	32	
	White	0	0	0	0	0	B-
	African-American	31	27	30	29	31.5	
	Asian	0	1	-2	0	-1	
	Hispanic	21.5	24	19	21.5	22.5	
	Multiethnic	5	5	4	5	5	

In 2011-2012, the goal in MCAS proficiency (Advanced or Proficient performance level) was met for Low Income, Asian and Multiethnic students.

MCAS Scores: Gap in percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	Group	08-09	09-10	10-11	Goal 11-12	11-12	A
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	34	31	30	32	29.5	
	White	0	0	0	0	0	B+
	African-American	32	36	30	33	30	
	Asian	0	0	-1	0	-4.5	
	Hispanic	22	23	22	22	22.5	
	Multiethnic	6	5	3	5	3.5	

In 2011-2012, the goal was met for all ethnic and socio-economic groups with the exception of Hispanic students.

MCAS Growth Scores: Gap in Median SGP	Group	08-09	09-10	10-11	Goal 11-12	11-12	C
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	3.5	7	10.5	7	10	
	White	0	0	0	0	0	
	African-American	8.25	8.25	10	9	9.5	
	Asian	-3.5	-5	-7.5	0	-6.25	
	Hispanic	5	5.5	6.5	5.75	7.75	
	Multiethnic	-2	5.5	-2.5	.25	-1.5	

The goal in median Student Growth Percentile was only met for Asian and Multiethnic students in 2011-2012. More information about SGP can be found at: <http://www.doe.mass.edu/mcas/growth/>

MEPA Scores (ELL Students): Gap in percentage of ELL students transitioning to general academic classes after 2 years in the PSB	Group	08-09	09-10	10-11	Goal 11-12	11-12	C
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	14	21	16	17	20	
	White	0	0	0	0	0	
	African-American	15	26	25	22	35	
	Asian	10	8	9	9	5	
	Hispanic	12	1	7	7	6	
	Multiethnic	16	-10	(*)	NA	(*)	

In 2011-2012, the goal was met for Asian and Hispanic students. The goal was not met for Low Income or African-American students. *The results for multiethnic ELL students are not reported because the sample size is less than 10 students.

Courses Completed: Gap in percentage of graduating seniors who have completed at least 1 course beyond the standard level	Group	08-09	09-10	10-11	Goal 11-12	11-12	C
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	28	23	21	24	25	
	White	0	0	0	0	0	
	African-American	33	29	29	30	36	
	Asian	-8	-9	-7	0	-5	
	Hispanic	31	46	21	33	26	
	Multiethnic	-19	-8	5	0	6	

In 2011-2012, the goal was met for Asian and Hispanic students.

Courses Completed: Gap in percentage of graduating seniors who have completed at least 1 AP course	Group	08-09	09-10	10-11	Goal 11-12	11-12	D
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	33	29	29	30	34	
	White	0	0	0	0	0	
	African-American	46	41	46	44	51	
	Asian	-11	-14	-10	0	-11	
	Hispanic	22	36	20	26	20	
	Multiethnic	-15	-3	3	0	5	

B-

In 2011-2012, the goal was met for Asian and Hispanic students.

Courses Completed: Gap in percentage of graduating seniors who have completed at least 2 AP courses	Group	08-09	09-10	10-11	Goal 11-12	11-12	D
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	22	20	19	20	25	
	White	0	0	0	0	0	
	African-American	29	24	29	27	41	
	Asian	-7	-7	-4	0	-8	
	Hispanic	24	23	21	23	29	
	Multiethnic	-16	-4	5	0	19	

C-

In 2011-2012, the goal was met for Asian students.

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
AP	Advanced Placement	NA	Not Available (data not available at this time)
BHS	Brookline High School	PSB	Public Schools of Brookline
DESE	Department of Elementary and Secondary Education	SAT	Scholastic Aptitude Test
ELA	English Language Arts	SGP	Student Growth Percentile
ELL	English Language Learners	TBD	To Be Determined (the grade for this measurement cannot be determined at this time)
MCAS	Massachusetts Comprehensive Assessment System		

SAT / ACT Scores: Gap in average Critical Reading SAT Score [from 200 to 800]	Group	08-09	09-10	10-11	Goal 11-12	11-12	C
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	93	126	136	118	129	
	White	0	0	0	0	0	B+
	African-American	150	156	169	158	159	
	Asian	63	54	65	61	26	
	Hispanic	70	115	74	86	20	
	Multiethnic	NA	-35	32	NA	-13	

In 2011-2012, the goal was met for Asian and Hispanic students, with both groups recording significant gap reductions. While Low Income and African-American students did not meet the goal, both groups recorded higher raw SAT Critical Reading scores when compared to 2010-2011. A goal was not set for Multiethnic students due to score information being unavailable in 2008-2009.

SAT / ACT Scores: Gap in average Mathematics SAT Score [from 200 to 800]	Group	08-09	09-10	10-11	Goal 11-12	11-12	D
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	73	93	97	88	106	
	White	0	0	0	0	0	B+
	African-American	163	148	170	160	166	
	Asian	-23	-26	-20	0	-32	
	Hispanic	83	117	83	94	55	
	Multiethnic	NA	-16	18	NA	17	

The goal was met for Asian and Hispanic students. As with SAT Critical Reading scores, while not meeting the goal in 2011-2012, Low Income and African American students recorded higher raw SAT math scores when compared to 2010-2011. A goal was not set for Multiethnic students due to score information being unavailable in 2008-2009.

SAT / ACT Scores: Gap in average Writing SAT Score [from 200 to 800]	Group	08-09	09-10	10-11	Goal 11-12	11-12	D
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	98	134	134	122	138	
	White	0	0	0	0	0	B
	African-American	168	162	163	164	173	
	Asian	67	45	48	53	19	
	Hispanic	82	119	92	98	69	
	Multiethnic	NA	-59	42	NA	0	

In 2011-2012, the goal was met for Asian and Hispanic students, but not met for Low Income and African-American students. A goal was not set for Multiethnic students due to score information being unavailable in 2008-2009.

Graduation and College: Gap in four-year graduation rate	Group	08-09	09-10	10-11	Goal 11-12	11-12	D
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	6	7	8	7	15	
	White	0	0	0	0	0	C+
	African-American	-3	2	3	1	8	
	Asian	-4	-3	-2	0	0	
	Hispanic	-3	2	15	5	13	
	Multiethnic	NA	NA	-2	NA	5	

In 2011-2012, the goal was met for Asian students. A goal was not set for Multiethnic students because the sample size was less than 10 students in 08-09 and 09-10.

Graduation and College: Gap in percentage of students planning to go into post-secondary education	Group	08-09	09-10	10-11	Goal 11-12	11-12	A
	From Medium and High Income Households	0	0	0	0	0	
	From Low Income Households	2	-2	0	0	-1	
	White	0	0	0	0	0	A-
	African-American	4	-3	0	0	1	
	Asian	4	-3	-4	0	-1	
	Hispanic	11	-3	-3	2	-1	
	Multiethnic	-4	-3	0	0	-1	

In 2011-2012, the goal was met for all socio-economic and ethnic groups, with the exception of African-American students. While African-American students missed the goal by one percentage point, it is important to note that 98% of all African-American students indicated plans to engage in post-secondary education.

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
AP	Advanced Placement	NA	Not Available (data not available at this time)
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DESE	Department of Elementary and Secondary Education	SAT	Scholastic Aptitude Test
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ELL	English Language Learners	TBD	To Be Determined (the grade for this measurement cannot be determined at this time)
MCAS	Massachusetts Comprehensive Assessment System		

MEASUREMENTS FOR STRATEGIC PLAN GOAL TWO: ACHIEVEMENT OF STUDENTS WITH SPECIAL NEEDS

MCAS Scores: Students with special needs	Group	08-09	09-10	10-11	Goal 11-12	11-12	B-
	Percentage of students reaching proficiency in ELA and Math	50	49	47	49	48	
	Percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	53	50	50	51	52	

In 2011-2012, we exceeded the goal in the percentage of students with special needs who reached proficiency in ELA and Math MCAS (proficiency level of Proficient or Advanced) among students who have been in the district for 2 years (3 years for ELL students).

MCAS Growth Scores: Students with special needs	Group	08-09	09-10	10-11	Goal 11-12	11-12	B
	Median SGP	54	48	48	50	51.5	

The Median Student Growth Percentile (SGP) is, by definition, a measure of growth. Therefore, we do not look for continuous improvement but rather measure our progress based on fixed targets. DESE defines typical growth as between 40 and 60. Using DESE's definitions as a reference, we have set the grades for this measurement as follows: A = 60 or above; B = 40 – 60; C = 30 – 40; D = <30. More information about Student Growth Percentile can be found at: <http://www.doe.mass.edu/mcas/growth/>

Glossary of Acronyms:

ACT	American College Testing Assessment	MEPA	Massachusetts English Proficiency Assessment
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ELL	English Language Learners	TBD	To Be Determined (the grade for this measurement cannot be determined at this time)
MCAS	Massachusetts Comprehensive Assessment System		

MEPA Scores: ELL students with special needs	Group	08-09	09-10	10-11	Goal 11-12	11-12	C
	Percentage of ELL students with special needs transitioning to general academic classes after 2 years in the PSB	46	49	69	55	47	

In 2010-2011, the number of English Language Learner students with special needs who transitioned to general academic classes within two years of their entry into the district increased dramatically, by a full twenty percentage points. In 2011-2012, this number dropped by twenty-two percentage points. While the goal was not met in 2011-2012, the percentage of ELL students entering general academic classes remained stable with the percentages recorded in 2008-2009 and 2009-2010. This suggests that the percentage recorded in 2010-2011 may have been a statistical anomaly.

Courses Completed: Students with special needs	Group	08-09	09-10	10-11	Goal 11-12	11-12	A-
	Percentage of graduating seniors who have completed at least 1 course beyond the standard level	3	47	48	33	38	
	Percentage of graduating seniors who have completed at least 1 AP course	1	12	7	7	17	
	Percentage of graduating seniors who have completed at least 2 AP courses	1	4	4	3	8	

The goal was exceeded for all three measurements in 2011-2012.

Graduation and College: Students with special needs	Group	08-09	09-10	10-11	Goal 11-12	11-12	A
	Four-Year Graduation rate	79	80	77	79	80	
	Percentage of students planning to enter post-secondary education	78	87	95	87	96	
	Percentage of BHS alumni who are college graduates 6 years after high school graduation	NA	NA	NA	NA	NA	

In 2011-2012, the goal was exceeded for both measurements. Instruments to measure BHS alumni data continue to be evaluated for possible future use.

COLLABORATIONS

Brookline Community Foundation

The Brookline Community Foundation is a non-profit organization established in 1999 with a mission to promote a strong, engaged and inclusive community by identifying and raising public awareness of community needs, inspiring philanthropy and volunteerism, advocating for equal access to community resources, and supporting local nonprofit organizations.

The activities of the Brookline Community Foundation are supported by a collection of funds that provide a permanent resource for the changing needs of the community. Additional information can be found at <http://www.brooklinecommunity.org>.

Brookline Community Mental Health Center

The Brookline Community Mental Health Center (BCMHC) heals lives and builds community. For over 50 years BCMHC has offered a safety net of counseling, violence prevention, risk reduction, and community-building services that keep individuals healthy and communities strong. The Center provides an average of 40,000 visits annually to the Brookline community. Additional information can be found at <http://www.brooklinecenter.org>.

Brookline Education Foundation

The Brookline Education Foundation (BEF), a non-profit organization founded in 1981, supports Public Schools of Brookline preschool through grade 12 educators. By raising funds from Brookline residents and supporters interested in educational excellence, the BEF is able to fund system-wide initiatives on critical educational issues and innovative approaches to teaching and learning. BEF grants also provide teachers an opportunity to pursue projects that renew them as professionals and that promote collaboration among colleagues on the implementation of new ideas in the classroom. Information may be found at <http://www.brooklineeducation.org>.

Brookline Educators Union

Formerly The Brookline Educators Association (BEA), The Brookline Educators Union (BEU) represents over 1000 educators in Brookline, and proudly advocates for an excellent public education for every child, while advancing the interests of public employees. Affiliated with the Massachusetts Teachers Association and the National Education Association.

Brookline Extended Day Advisory Council

The Brookline Extended Day Advisory Council (BEDAC) is an all volunteer non-profit composed of parent board members and directors from Brookline's eight independently run extended day programs. Our mission is to support and enable effective communication, cooperation and collaboration among the programs and with the School Department and the community. Now nearly 40 years old, Brookline's are the first in-school extended day programs in the nation. Our programs provide critical programming for one in four of Brookline's elementary children including academic support, enrichment and recreation activities.

Brookline High School 21st Century Fund

The 21st Century Fund is a non-profit organization founded in 1998 that catalyzes innovation at Brookline High School by supporting faculty-led initiatives that foster academic success for all students. The Fund energizes Brookline High School faculty with opportunities for

leadership and inventive thinking, making Brookline High School a laboratory for new and creative approaches in public school education. Most importantly, the Fund's projects inspire students to dream, to think, to explore, and to create a better 21st century. Parents, alumni and philanthropists raise funds for educators at Brookline High School who imagine, design, implement, test and share original, innovative academic programs. Additional information can be found at <http://www.bhs21stcenturyfund.org>.

Brookline Special Education Parent Advisory Council

The Brookline Special Education Parent Advisory Council (SEPAAC) is an all-volunteer organization of parents of children with disabilities in the preschool, elementary school, high school, and in out of district placements who meet to learn more about special education in Brookline. The Council sponsors workshops, informational meetings, discussion groups, legislative lobbying efforts and a variety of other activities to help improve our children's education. More information can be found at <http://www.brooklinesepac.org>.

Enrichment and Challenge Support Program Parent Advisory Committee

The Enrichment and Challenge Support Program Parent Advisory Committee (ECS PAC) is an all-volunteer organization of one or two parents from each Brookline elementary school. These parent representatives serve to inform parents within the school of ECS program services. They also provide outreach to parents and convey the concerns and suggestions of parents to the Program Coordinator. The committee is co-chaired by the ECS Program Coordinator and one parent representative. Information about the ECS Program can be found on the Public Schools of Brookline website, www.brookline.k12.ma.us, under Team Education, Teaching and Learning and Program Areas. For a meeting schedule and a list of current representatives, contact the ECS Coordinator at 617-264-6407.

Landmark School Outreach Program

The Landmark School is a private school in Beverly specializing in educating students with language-based learning disabilities and differences. The Landmark School Outreach Partnership is a collaboration between the Public Schools of Brookline and Landmark to identify and implement common effective language based instructional strategies that best support students with learning differences. Begun as a pilot at Lawrence School in 2009-2010, the program featured a team of general education and special education teachers working to develop and expand their repertoire of instructional strategies by using Landmark's systematic, skills-based content materials and models for adapting instruction to learner needs. Over three years, consultants from Landmark worked at every grade level (K-8). The program expanded to the Driscoll School in 2011-2012 and Baker School in 2012-2013. In addition, Landmark provides consultation to the district-wide program for students with Language-based Learning Disabilities at the Driscoll School. This specialized consultation is designed to collaboratively support general educators, special educators and related service providers in developing integrated instructional approaches to meet the needs of students who require highly individualized, systematic, language-based programming. Additional information about the program can be found at: <http://www.landmarkoutreach.org>.

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Student Artwork

A key understanding in the Visual Arts K-12 Curriculum is that artists use portraiture to record history, present culture, express emotion, or tell a story of the subject. The front and back covers represent student work from all schools and all grade levels.

Student Learning Report Card/Data

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Editor

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The Public Schools of Brookline are committed to maintaining a safe, respectful, and supportive learning environment that is free from discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation. The Public Schools of Brookline ensure that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

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