



Springfield Public Schools

Project Name: Scaffolding and Accelerating in Diverse Learning Environments

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Number of Schools Served: 4

Number of Students Served: 4,817

Year 1 Funding: \$3,889,500

Springfield Public Schools (SPS) consists of 52 elementary, middle, and high schools in Massachusetts with a total enrollment of 25,360 students, 55 percent of which are Hispanic, 23 percent Black, and 16 percent White. In 2009-10, about 81 percent (20,476 students) of the district’s total enrollment was low income. Springfield is an ethnically diverse city of 17 neighborhoods, each with a distinctive history and social character. With a population of just over 159,000 residents, Springfield is the major urban center of the Pioneer Valley, a geographical area encompassing 3 counties, 5 cities, and 64 towns stretching from the Vermont/New Hampshire border to the Connecticut state line.

With Magnet Schools Assistance Program (MSAP) funds, SPS will support four magnet schools through their Scaffolding and Accelerating in Diverse Learning Environments initiative. The MSAP-funded schools and magnet themes are as follows:

Magnet School	Magnet Theme
Springfield Central High School	Advanced Studies and the Arts
Springfield High School of Science and Technology	Science, Technology, Engineering, and Mathematics Academies with 21st-Century Global Communications
STEM Middle Academy	Science, Technology, Engineering, and Mathematics and Expeditionary Learning
Van Sickle Middle School	International Baccalaureate Middle Years Programme and 21st-Century Global Communications

This project anticipates achievement of several key project objectives, among them: (1) reduction of racial group isolation at Springfield High School of Science and Technology and Van Sickle Middle School; (2) capacity expansion at Springfield Central High School and STEM Middle Academy, assisting both in reducing racial group isolation at several low-performing feeder schools in the district and in providing innovative educational opportunities for students opting to enroll there under the school choice provisions of Title I of the ESEA; (3) improvement of academic achievement for all critical subgroups; and (4) increased enrollment and engagement of secondary students in advanced-level courses and, ultimately, postsecondary education.