

**December 2008**

**Our School**

- Educators that value and love our children
- Students that represent Boston's diversity
- Daily teaming time for teachers
- Instrumental music: wind, percussion, strings
- Two teachers in many classrooms
- Outdoor playing field and specialty electives
- Block schedule
- Advanced Work Class - Grade 6
- School-based counseling available
- Guaranteed admissions for Dever 5th graders

Uniform Policy: No Uniform - Clothing that reveals inappropriate amounts of skin is prohibited. All shirts must have sleeves. Shorts/skirts must be long enough to reach the wearer's fingertips. Head coverings are prohibited.

**Our Partners**

- Citizen Schools
- City Kicks and Tenacity
- Dimock Street Mental Health Center
- Kids 2 College
- Metropolitan Life (scholarships)
- New England Home for Little Wanderers
- Sovereign Bank
- Spelman & Morehouse Alumni Chapters
- Thompson Island Outward Bound Education Ctr.
- Urban Scholars

**Awards, Honors and Distinctions**

- National Finalist, Do the Write Thing Contest, 2004
- Closing the Achievement Gap grant, Boston Public Schools, 2005
- Comprehensive School Reform grant, Mass. Department of Education, 2005

- Student-published poems, Arts on the Point, 2005
- Teacher leadership grant, Lenny Zakim Foundation, 2006

**Our Students (SY 2007-2008)**

Total enrollment:	665 students		
Black	38.5%	Regular Education	68.7%
Hispanic	34.4%	Special Education	25.5%
White	11.7%	Bilingual Education	5.7%
Asian	14.0%		
Other	1.4%		

Average daily student attendance:	91.9%
Students promoted to next grade:	96.0%
Student mobility rate:	12.7%
Annual student dropout rate:	3.1%
Students suspended:	166

**Our Staff (SY 2007-2008)**

Total staff:	77	Black	35.1%
Staff-to-student ratio:	1:14	Hispanic	11.7%
Average daily staff attendance:	94.9%	White	49.4%
		Asian	3.9%
		Native American	0.0%
Number of teachers:	49		
"Highly qualified" teachers:	95.0%		
Teachers licensed in Mass.:	96.0%		
Core academic courses taught by "highly qualified" teachers:	91.7%		

**2008 "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB)**

Is our school making AYP in English Language Arts (ELA) and Mathematics for all students and subgroups?

	All Students (Aggregate)	Limited English Proficient	Special Education	Free/Reduced Priced Lunch	Black	Asian/Pacific Islander	Hispanic	White
ELA	No	No	No	No	Yes	Yes	No	No
Math	No	No	No	No	No	Yes	No	No

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

No Status	Needs Improvement	Corrective Action	<b>Restructuring</b>
			✓

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

No Status	Needs Improvement	Corrective Action	<b>Restructuring</b>
			✓

**Under this NCLB designation, families in our school are entitled to the following services:**

- Option to transfer to another school in the district under the BPS student assignment policy
- Supplemental Education Services (tutoring) for low-income students

The information on this page is provided by the school.

### **What Makes Our School Special?**

Our school is special because our children are special!

Our school is special because our educators are special.

We are committed, confident, and convicted that we must prepare our students for success through discipline, pursuing intellectual excellence and building character and perseverance.

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

Full-time parent coordinator fluent in English and Spanish.

Weekly times for parent-teacher conferences.

Citizen Schools, Tenacity, and SquashBusters after school programs provide homework help/tutoring and link families with the school.

Free Supplemental Education Services.

Broadcast phone messages in five languages.

Electronic progress reports show assignments missed and current GPA.

Training for parents in the I.E.P. process.

Active School Parent Council.

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

Independent Reading: All students read daily from a book of their choice. They keep a daily reading log and a weekly journal of reflections on their books. Students are expected to read 2-3 books a month. Our goal is that all students will think of themselves as readers and improve their reading skills by increased practice.

After school and Saturday study halls for students who did

not turn in homework.

Study periods, extra math and academic support offered.

Inclusion model provides two teachers for English and Math as well as an instructional aide for science and social studies.

Reading intervention programs including America's Choice Ramp Up and Lexia.

Metropolitan Life offers college scholarships to selected McCormack music students.

Instrumental music program prepares students to audition for Boston Arts Academy.

All teachers use an electronic grade book that provides timely and informative reports to parents on both completed and uncompleted assignments and tests.

Bar code text inventory system ensures that we will always have an adequate number of textbooks and classroom libraries.

We reward and acknowledge academic improvement and achievement with social events such as roller skating trips and a perfect attendance luncheon courtesy of our business partner, Sovereign Bank.

### **Directions to the School**

Take the Red Line to JFK/UMass Station. Walk past Bayside Expo along Mount Vernon Street or take the #8 bus to the school. The #8 bus also runs directly from Dudley Square or Ruggles Stations. \*OR\* Take Columbia Road to the rotary above the Southeast Expressway. Take the second exit by the State Police station. Turn left at the light and proceed to 315 Mount Vernon Street.

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

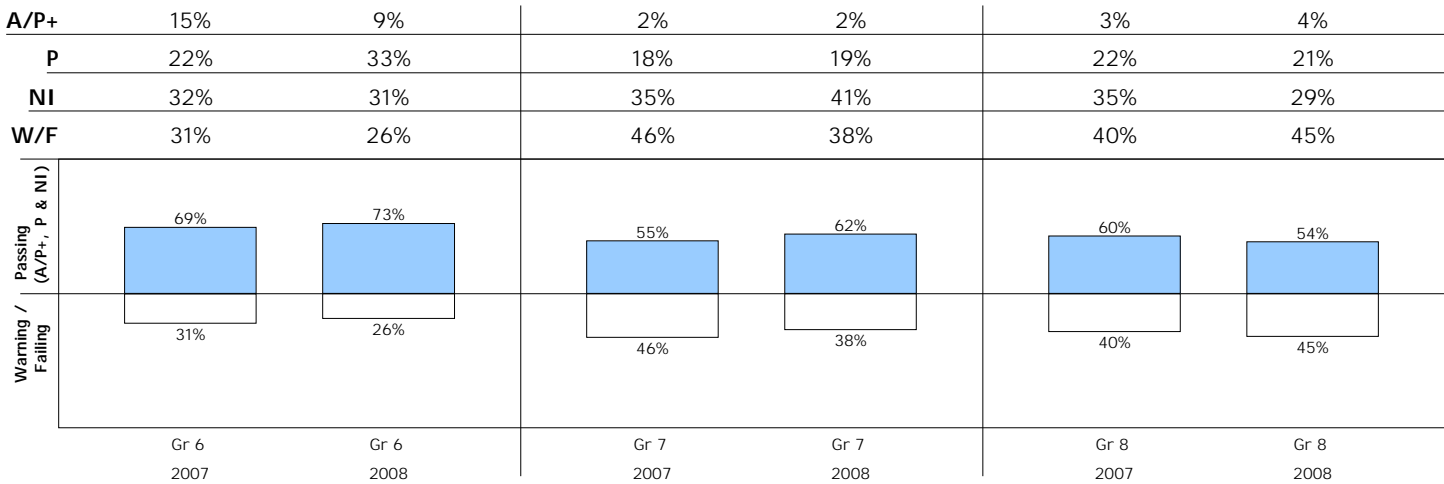
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in the same school since October 2006 are included in school-level results.

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

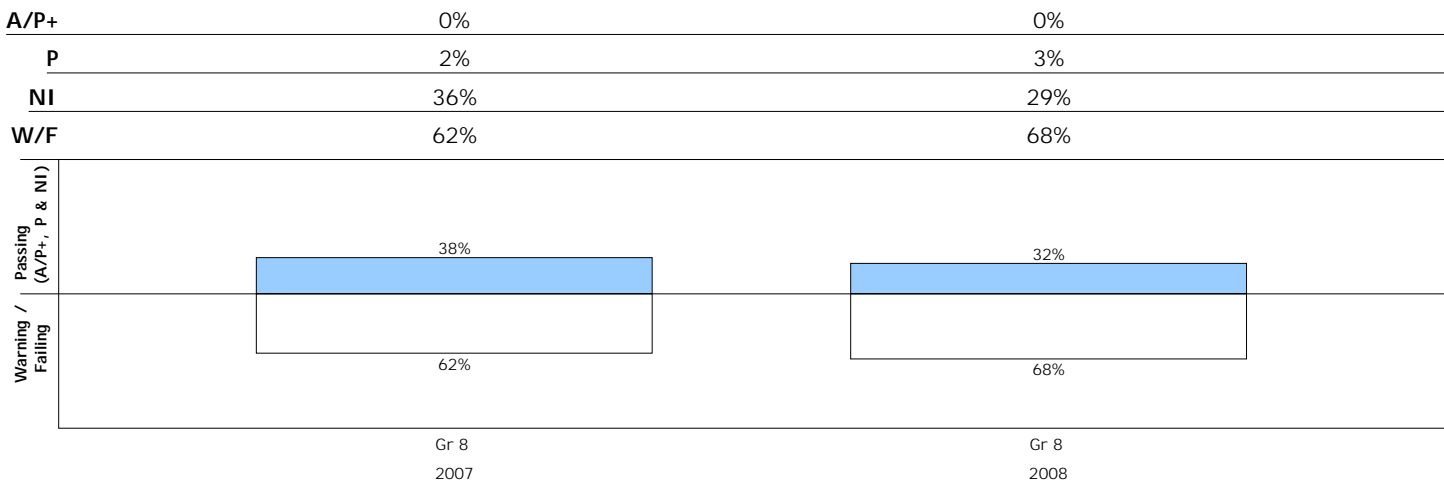
## English Language Arts



## Mathematics



## Science



## Performance of Various Student Groups on MCAS Spring 2008: School, District and State

The charts below show Spring 2008 MCAS results in English Language Arts, Mathematics and Science for each grade level tested, compared with district and state averages. Results at the school level include percentages of students (by program, race and income level) scoring at each of the four performance levels:

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

ELA	Grade 06					Grade 07					Grade 08				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	44	0	9	25	66	55	0	4	53	44	57	0	16	39	46
ELL	37	0	22	32	46	23	0	0	39	61	21	0	0	14	86
RACE/ETHNICITY															
Afr.Am./Black	80	5	54	30	11	76	1	43	49	7	81	1	42	36	21
Asian	36	19	64	11	6	25	4	44	44	8	25	0	60	40	0
White	34	3	65	18	15	15	0	47	27	27	20	0	40	50	10
Hispanic	77	10	31	27	31	65	0	20	45	35	65	3	34	31	32
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	203	8	47	25	19	157	1	38	43	19	175	2	41	36	22
SCHOOL	233	9	50	24	17	186	1	35	45	19	197	2	42	37	20
DISTRICT	3510	6	37	37	19	3887	4	44	34	18	4022	5	52	28	15
STATE	71575	15	52	24	8	72799	12	57	23	8	73268	12	63	18	7

NA: Fewer than 10 students

Mathematics	Grade 06					Grade 07					Grade 08				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	42	0	7	19	74	54	0	6	22	72	56	0	4	18	79
ELL	38	0	16	29	55	23	0	4	17	78	19	0	0	11	89
RACE/ETHNICITY															
Afr.Am./Black	80	8	33	38	23	75	0	21	44	35	79	1	20	28	51
Asian	36	22	58	17	3	26	12	42	42	4	24	8	50	21	21
White	33	9	36	33	21	15	0	7	60	33	20	0	15	35	50
Hispanic	78	5	23	29	42	65	0	9	34	57	64	6	13	33	48
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	203	8	33	31	28	155	3	19	40	38	171	5	20	27	47
SCHOOL	232	9	33	31	26	186	2	19	41	38	194	4	21	29	45
DISTRICT	3547	10	22	29	39	3951	7	21	28	43	4059	9	25	26	40
STATE	71679	23	33	26	18	73169	15	32	29	24	73365	19	30	27	24

NA: Fewer than 10 students

**Science**

**Grade 08**

	Students #	% By Perf. Lvl.			
		A	P	NI	W/F
<b>STUDENT STATUS</b>					
W/ Disabilities	54	0	0	17	83
ELL	19	0	0	0	100
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	76	0	4	22	74
Asian	25	0	4	52	44
White	20	0	5	25	70
Hispanic	64	0	0	28	72
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	169	0	2	30	67
SCHOOL	192	0	3	29	68
DISTRICT	4020	0	10	38	52
STATE	73203	3	36	39	22

NA: Fewer than 10 students

**Additional Performance Indicators**

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

Students eligible for ISSP: 459 69.0% of school  
 Students receiving ISSP: 0 0% of eligible students

**Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:**  
 Our school has met this district goal.