

December 2008

Our School

- Laptops for every student
- Arts - ceramics, dance, choral, instrumental
- Bball, football, lacrosse, wrestling
- High expectations for academics
- High expectations for behavior
- Advisory program
- Before, after school and Saturday programs
- Safe environment for learning
- Fully equipped science labs
- Tennis, soccer, baseball, softball

- Celtics Service Award, Boston Celtics, 2005
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- Science Award, Harvard University, 2006
- Crispus Attucks Award, Historic Boston Equal Rights Inc, 2007
- National Tech Savvy Award, Verizon, 2008
- The Bridge Award, Deltas, 2008

Uniform Policy: Mandatory - The Frederick Pilot Middle School requires all students to wear a uniform. Students must wear a light blue polo with the school logo which can be purchased at low cost in the main office. Students may wear any tan khaki slacks or skirts (that touch the knee). No head gear or hoodies are allowed.

Our Partners

- Alliance for Inclusion and Prevention
- Boston College/U Mass Boston/NEU
- Children's Hospital
- Girl Scouts/Big Sisters
- Huntington Theater
- La Alianza Hispania
- Mass College of Art
- Project RIGHT
- Tennacity and MetroLacrosse
- Urban Gardening Programs

Awards, Honors and Distinctions

- Civic Leader. Award-Innovation in Public Ed., The Boston Foundation, 2004
- Coordination Honor Award - Safe Havens, US Department of Justice, 2004

Our Students (SY 2007-2008)

Total enrollment:	641 students		
Black	56.9%	Regular Education	61.3%
Hispanic	37.6%	Special Education	26.9%
White	3.1%	Bilingual Education	11.7%
Asian	1.4%		
Other	0.9%		

Average daily student attendance:	92.9%
Students promoted to next grade:	96.6%
Student mobility rate:	9.1%
Annual student dropout rate:	2.1%
Students suspended:	100

Our Staff (SY 2007-2008)

Total staff:	80	Black	36.2%
Staff-to-student ratio:	1:14	Hispanic	22.5%
Average daily staff attendance:	96.3%	White	40.0%
		Asian	1.2%
		Native American	0.0%

Number of teachers:	46
"Highly qualified" teachers:	97.1%
Teachers licensed in Mass.:	93.5%
Core academic courses taught by "highly qualified" teachers:	89.4%

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	No	NA	No	NA
Math	No	No	No	No	No	NA	No	NA

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

No Status	Needs Improvement	Corrective Action	Restructuring
			✓

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

No Status	Needs Improvement	Corrective Action	Restructuring
			✓

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

What Makes Our School Special?

The LGFPMS mission is to provide students with a rigorous academic experience while striving to serve the whole child: mind, body, and spirit. Our building is a brand new facility where every child has a laptop with wireless access, we have a state of the art auditorium, science labs, a library, and music and dance studios. We have a strong advisory program in which every student is enrolled. Each advisor provides support, encouragement, and advocacy for their 12 advisees. We created an academy system in order to help our large school feel smaller. Each academy has approximately 175 students.

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

We expect our parents to take an active role in their children's education. We have a parent coordinator, a parent advisory council, a governance board (four members are parents), and many more opportunities for parental involvement. It is our goal to give parents support through good communication, workshops, and opportunities to impact the daily running of our school. Students will be given assistance through before, after school and Saturday programming that provides recreational, artistic, and academic opportunities.

How are We Preparing Our Students for Educational Success?

In each academy, we have a student support specialist, a teacher leader, a learning coach, and a group of teachers/advisors who will work with each family and child to create a learning plan that supports success. We believe that all students can accomplish high quality work and that their futures depend upon their being successful. The lowest passing grade at the Lilla G. Frederick Pilot Middle School is a C. Students are asked to draft and revise work until it is of high quality. Students will express their

learning in a variety of ways: portfolios, exhibitions, projects, and hands-on activities are expected.

We strive to challenge students while also supporting them with the necessary resources to help motivate students of all ability levels to find success. All students will take English, math, history, and science. Before, after school, and Saturday tutoring is available. Additionally, because we believe that the arts are integral in the development of the whole child, all students will participate in art, music, physical education, advising, and dance.

Behavioral expectations are also high at our school. Being respectful of the staff, the other students, the facility, and themselves is required. Students whose behavior meets the standard are rewarded. As a school with a mandatory uniform policy, it is also necessary for students to meet this expectation.

Staff members at our school participate in a variety of professional development opportunities that are designed to help us better support student success. As a Pilot School, we are able to have additional time in the summer and in our school day to provide for extra learning opportunities for staff. Teachers meet regularly to discuss and learn about curriculum, student support, the inclusion of students with special needs, and the development of a program that supports every child well.

Directions to the School

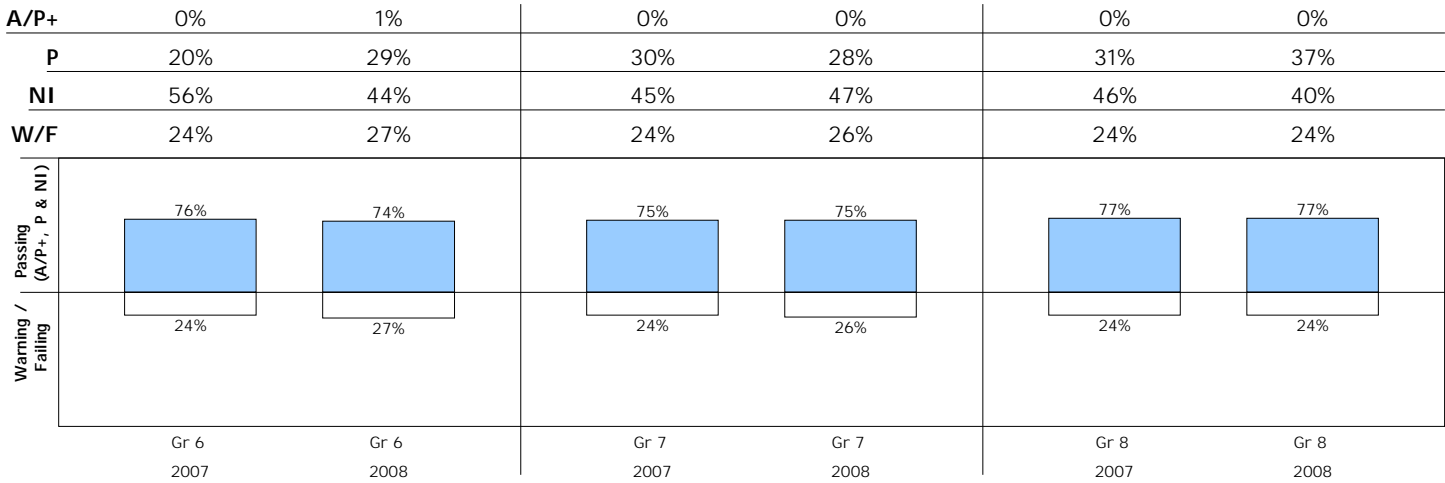
From either Forest Hills (Orange Line) or Andrew (Red Line) Station, take the #16 bus to 270 Columbia Road. There is a stop right in front of the building which is located between Intervale and Brunswick.

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

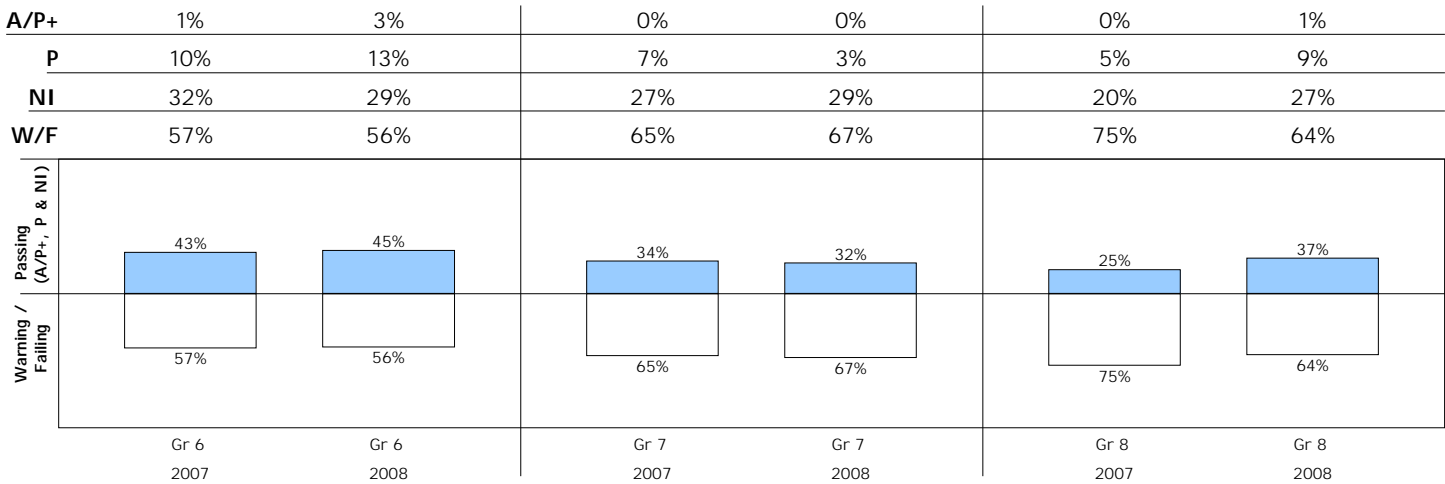
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level 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

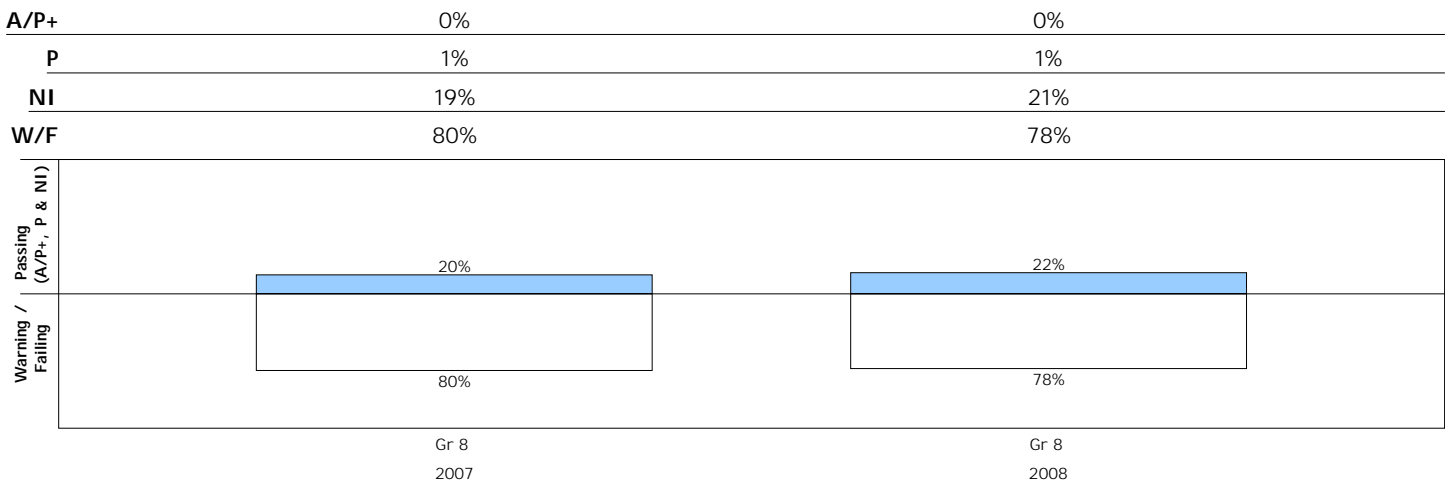
English Language Arts



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	49	0	4	47	49	56	0	13	41	46	55	0	16	31	53
ELL	44	0	2	36	61	38	0	0	24	76	26	0	4	23	73
RACE/ETHNICITY															
Afr.Am./Black	107	0	30	46	24	111	0	36	42	22	126	0	39	41	20
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	77	1	26	44	29	81	0	19	52	30	65	0	32	35	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	163	1	29	42	28	179	0	26	47	26	171	0	35	40	25
SCHOOL	195	1	29	44	27	206	0	28	47	26	200	0	37	40	24
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	50	2	4	14	80	57	0	0	19	81	56	0	4	16	80
ELL	44	0	5	14	82	38	0	0	5	95	26	0	4	12	85
RACE/ETHNICITY															
Afr.Am./Black	108	1	12	31	56	113	1	3	35	62	127	0	8	29	63
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	77	5	13	27	55	82	0	4	23	73	64	0	11	23	66
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	164	2	12	30	56	182	1	3	27	69	171	1	8	27	64
SCHOOL	196	3	13	29	56	209	0	3	29	67	200	1	9	27	64
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
STUDENT STATUS					
W/ Disabilities	56	0	0	9	91
ELL	26	0	0	8	92
RACE/ETHNICITY					
Afr.Am./Black	126	0	1	19	80
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	64	0	2	23	75
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	170	0	1	21	78
SCHOOL	199	0	1	21	78
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: 517 80.7% of school
 Students receiving ISSP: 411 79.5% 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.