

**December 2008**

**Our School**

- Two-Way Spanish/English Language program
- After School Center
- After School Tutoring for students at risk
- Low student/teacher ratio
- Expeditionary Learning
- Music and movement program.
- Computer classes.
- Frequent field trips.

Uniform Policy: Mandatory - Grades K1-5:navy blue pants/skirt with a white, blue, yellow or pink shirt/blouse. Grades 6-8:Khaki or black pants/skirt. Solid color shirt or blouse; NO logo. No jeans. Mandatory P.E. uniform.

**Our Partners**

- Bentley College / Kids to College Program
- Boston Institute of Psychotherapy
- Boston Partners in Education
- Boston Teacher Residency Program
- First Church of Concord
- Friends of the Rafael Hernandez, Inc.
- Museum of Fine Arts
- Outward Bound
- Red Sox Scholars
- Rhode Island School of Design

**Awards, Honors and Distinctions**

- Boston Teacher of the Year (2004, 2005, 2006), Mayor's Office,
- Bilingual Teacher of the Year, BPS Bilingual Parent Council, 1998
- Boston Teacher of the Year, Mayor's Office, 2002
- USA Today Teacher Team of the Year, USA TODAY Newspaper, 2005
- Massachusetts's State Teacher of the Year, Mass Department of Education, 2007

- Boston Educator of the Year, Mayor's Office, 2008
- Community Recognition Award, Museum of Fine Arts, 2008
- LULAC/Verizon Young Reader's Program, LULAC and Verizon, 2008
- Payzant School on the Move Finalist, Edvestors, 2008
- Verizon Literacy Initiative, Verizon, 2008

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

Total enrollment:	394 students		
Black	3.8%	Regular Education	61.6%
Hispanic	88.3%	Special Education	11.9%
White	7.4%	Bilingual Education	26.3%
Asian	0.5%		
Other	0.0%		

Average daily student attendance:	95.9%
Students promoted to next grade:	96.7%
Student mobility rate:	4.9%
Annual student dropout rate:	1.1%
Students suspended:	7

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

Total staff:	46	Black	10.9%
Staff-to-student ratio:	1:15	Hispanic	56.5%
Average daily staff attendance:	96.1%	White	30.4%
		Asian	2.2%
		Native American	0.0%

Number of teachers:	26
"Highly qualified" teachers:	95.5%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	95.7%

**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	NA	No	NA	NA	No	NA
Math	No	No	NA	No	NA	NA	No	NA

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

No Status	<b>Needs Improvement</b> ✓	Corrective Action	Restructuring
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Our school is in the following NCLB category for **Mathematics**:

<b>No Status</b> ✓	Needs Improvement	Corrective Action	Restructuring
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**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 Hernandez School is a Pre-K through Grade 8 school where all students learn in both Spanish and English. Our student/teacher ratio is 25:2. We are a demonstration school for Two-Way Language methodology and Expeditionary Learning. Students engage in project-based learning experiences related to an overall theme. Students have a WORKING knowledge of the concepts because they spend their time doing hands-on projects integrating all subject areas. Creative arts are integrated throughout the curriculum. The Hernandez is a BPS Effective Practice School and has achieved AYP for 7 out of the past 8 years.

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

Parents are an integral part of our community. The school provides a comprehensive daily after-school program from 2:30 - 6:00 p.m. Parents attend monthly School Parent Council meetings and participate on committees at the school dedicated to the after school program, the playground and second language issues. Literacy workshops given by Hernandez teachers and Math Family Night are held to help parents understand the curriculum. A nonprofit organization, Friends of the Hernandez, provides us with additional resources.

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

The Hernandez has literacy and math as instructional foci. Teachers utilize the Literacy Collaborative approach in grades K - 3 with a goal of ensuring that all students read on grade level by the end of Grade 3. A balanced literacy approach is used in the upper grades. Great emphasis is placed upon writing in all subjects. Students keep journals, portfolios of their work and regularly publish their math and literacy work.

Student progress is continuously monitored by the teachers. Three times each year, we measure student progress in math, reading, and writing in Spanish and English. Teachers meet regularly to analyze the work and

determine how to change their teaching to meet student needs. As an Expeditionary Learning school, our students demonstrate their learning through meaningful final projects such as designing a city, writing original Greek myths, or creating a guide for the Freedom Trail. Our literacy model provides ways for teachers to assess student growth with tests and observations. Students are also assessed with teacher-made tests, key questions, and chapter tests. Teachers emphasize open-ended questions in which students are asked to explain their responses and thinking. Our goals are to monitor student growth and determine how to change our instruction to meet student needs.

All teachers have trained in Investigations Math and have taken seminars in number sense and operations. The school has progressed on the MCAS exam. We work at finding meaningful ways to emphasize math at home. Whenever possible we offer after school tutoring sessions for those students who require additional assistance.

Staff engage in regular professional development during the year. The focus of staff development is on open response type questions and nonfiction reading. This summer staff participated in a 5-day summer institute to work on school goals.

The Hernandez is a Technology Goes Home school. Grade 4 students and their parents participate in training sessions learning to access the resources of the Internet, integrating classroom work into the home. The school has a computer lab and computers in all classrooms.

### **Directions to the School**

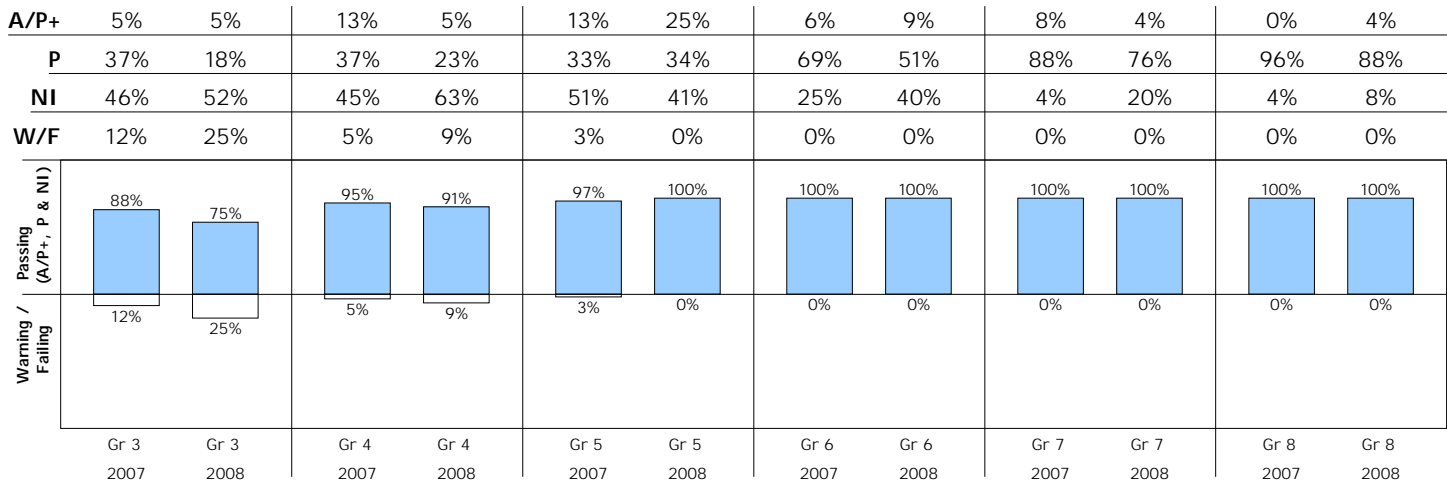
From Jackson Square Station take Mattapan bus (Rte. 29) or Ashmont bus (Rte. 22) to Dixwell Street. Take Orange Line to Stoneybrook Station. Turn left out of station to Amory St. Left on Amory to School St. Turn right on School St. and proceed (5 blocks - keep walking past the first school that you see) to the school.

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

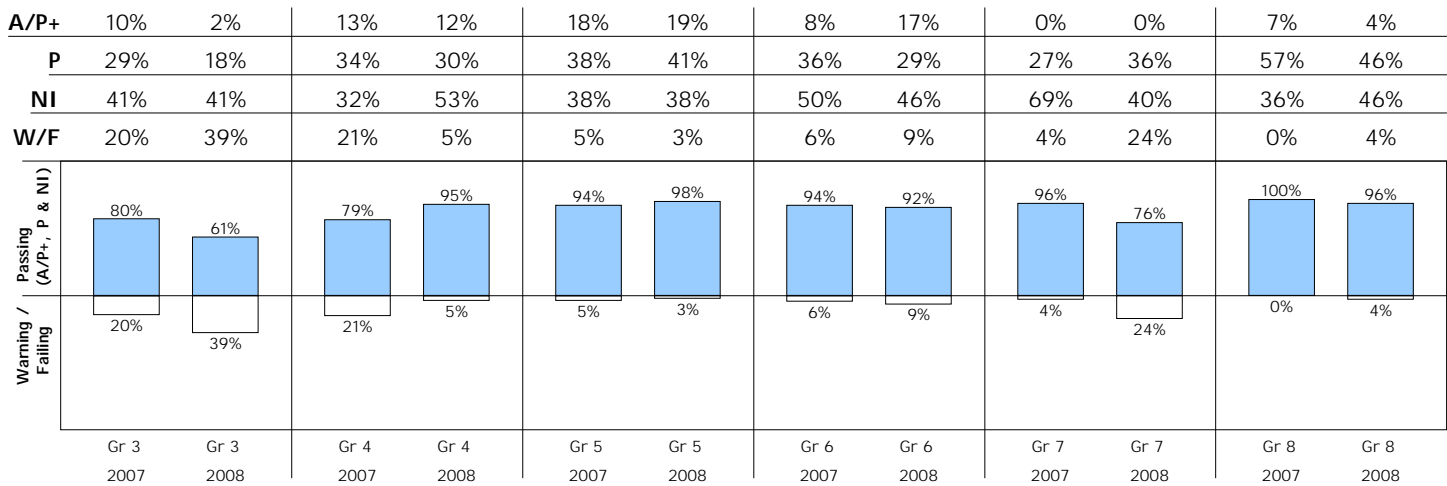
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

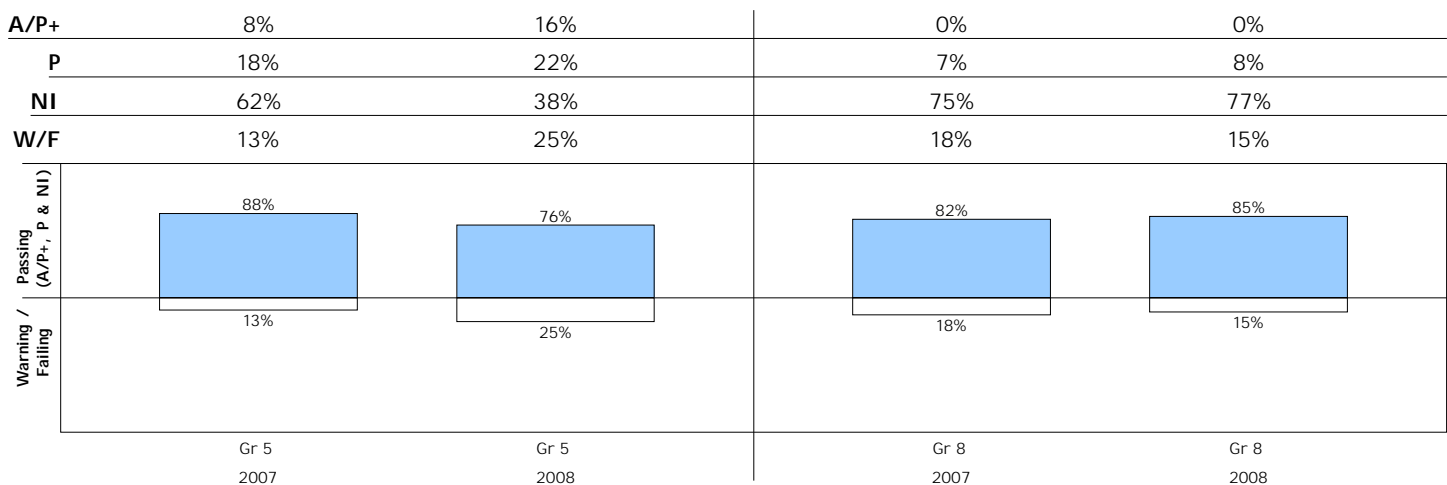
## English Language Arts



## 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 03					Grade 04					Grade 05					Grade 06					Grade 07					Grade 08															
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.													
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F											
STUDENT STATUS																																									
W/ Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
ELL	21	0	10	67	24	21	5	5	76	14	14	0	21	79	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
RACE/ETHNICITY																																									
Afr.Am./Black	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	38	0	16	58	26	41	2	24	63	10	27	11	41	48	0	28	7	46	46	0	25	4	76	20	0	24	4	88	8	0	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
F/RP LUNCH	34	0	15	53	32	33	3	15	70	12	22	5	41	55	0	28	4	46	50	0	22	5	73	23	0	22	0	91	9	0	NA	NA	NA	NA	NA	NA	NA	NA	NA		
SCHOOL	44	5	18	52	25	43	5	23	63	9	32	25	34	41	0	35	9	51	40	0	25	4	76	20	0	26	4	88	8	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20	3510	6	37	37	19	3887	4	44	34	18	4022	5	52	28	15	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8	71575	15	52	24	8	72799	12	57	23	8	73268	12	63	18	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05					Grade 06					Grade 07					Grade 08															
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			Students		% By Perf. Lvl.													
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F											
STUDENT STATUS																																									
W/ Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
ELL	21	0	14	38	48	21	5	24	62	10	14	0	29	64	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
RACE/ETHNICITY																																									
Afr.Am./Black	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	38	0	16	45	39	41	10	32	54	5	27	15	37	44	4	28	7	32	50	11	25	0	36	40	24	24	4	42	50	4	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
F/RP LUNCH	34	0	15	41	44	33	6	27	64	3	22	5	41	50	5	28	4	36	50	11	22	0	36	36	27	22	0	41	55	5	NA	NA	NA	NA	NA	NA	NA	NA	NA		
SCHOOL	44	2	18	41	39	43	12	30	53	5	32	19	41	38	3	35	17	29	46	9	25	0	36	40	24	26	4	46	46	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34	3547	10	22	29	39	3951	7	21	28	43	4059	9	25	26	40	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17	71679	23	33	26	18	73169	15	32	29	24	73365	19	30	27	24	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA: Fewer than 10 students

Science	Grade 05					Grade 08						
	Students		% By Perf. Lvl.				Students		% By Perf. Lvl.			
	#		A	P	NI	W/F	#		A	P	NI	W/F
STUDENT STATUS												
W/ Disabilities	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
ELL	14		0	0	57	43	NA		NA	NA	NA	NA
RACE/ETHNICITY												
Afr.Am./Black	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Asian	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
White	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Hispanic	27		4	22	44	30	24		0	8	79	13
Nat. Am.	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
Other	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
F/RP LUNCH	22		0	18	50	32	22		0	5	77	18
SCHOOL	32		16	22	38	25	26		0	8	77	15
DISTRICT	3525		3	14	46	37	4020		0	10	38	52
STATE	70689		17	33	38	12	73203		3	36	39	22

NA: Fewer than 10 students

## Additional Performance Indicators

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

Students eligible for ISSP: 102      63.4% of school  
 Students receiving ISSP: 102      100.0% 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.