

## December 2008

### Our School

- Active inquiry based learning
- Arts emphasized in much of the work
- Focus on 3 school wide themes each year
- Graduation by performance
- Habits of mind and work a focus
- Multiage classrooms, at least 2 year age span
- Multiple assessments used
- Partnership with local museums & universities
- School, home & community partnership valued
- 170 students; >20 kids w/2 adults in room

Uniform Policy: Not Specified - None required.

### Our Partners

- Boston College
- Boston Connects
- Farm School (Athol, MA)
- Isabella Stewart Gardner Museum
- Mass College of Art
- Northeastern University
- Sociedad Latina
- Sports 4 Kids
- Wheelock College
- YMCA

### Awards, Honors and Distinctions

- Exemplary Exhibition School, Coalition of Essential Schools,
- Over 300 visitors annually incl. Netherlands, Singapore, Australia, and United Kingdom,
- Recognized in, In Schools We Trust, 2002
- Model Demonstration School, Netherlands school system restructuring, 2005
- Recognized in, Going Public With Our Teaching, 2005

- Exemplary Exhibition School, Coalition of Essential Schools, 2006

### Our Students (SY 2007-2008)

Total enrollment:	163 students		
Black	44.8%	Regular Education	81.5%
Hispanic	27.0%	Special Education	18.4%
White	23.3%	Bilingual Education	0.0%
Asian	1.2%		
Other	3.7%		

Average daily student attendance:	95.5%
Students promoted to next grade:	98.1%
Student mobility rate:	4.7%
Annual student dropout rate:	0.0%
Students suspended:	1

### Our Staff (SY 2007-2008)

Total staff:	17	Black	52.9%
Staff-to-student ratio:	1:14	Hispanic	5.9%
Average daily staff attendance:	97.9%	White	41.2%
		Asian	0.0%
		Native American	0.0%

Number of teachers:	12
"Highly qualified" teachers:	100.0%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	100.0%

## 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	Yes	NA	NA	Yes	Yes	NA	NA	NA
Math	Yes	NA	NA	No	No	NA	NA	NA

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

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

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

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

Mission Hill was founded in 1997 by Deborah Meier along with a cohort of progressive educators. There are approximately 170 students. The school emphasizes arts, project-based collaborative learning, and multiple forms of assessments. Classes are multi-aged and average 20 students or less. Whenever possible, there are two adults in each classroom. Students graduate when they can demonstrate that they have the skills, disposition and knowledge needed to tackle high school and young adulthood.

The school has required informational meetings for families that are interested before their child can be officially accepted. Families must make an informed decision and embrace the mission and vision of the school. Experiential education is at the core of the curriculum. Student and staff work is guided by the Habits of Mind. Family participation and support is necessary for academic success.

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

Families are welcome to assist in their child's class at times appropriate to each teacher's schedule and needs. Families meet formally and individually with teachers two times a year for conferences and receive up to three written reports. Teachers and families meet as needed between conferences, and communicate often (newsletters, telephone, etc). Families work on varied committees (Library, Playground, etc.) and through the Family Council. They are partners in making decisions about the final graduation requirements and standards for their child. Families are also represented in our School Board. Finally, families are encouraged to attend, many often participate, every Friday during our Friday Sahre--our weekly community gathering.

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

Youngsters enter classrooms that look like a cross between an art studio, a science lab, an architect's office and a library! Each room also includes a meeting area, a small library, and computers. Children work individually or in small groups on tasks related to a shared theme or project, which

in turn is often school-wide. Children spend some time on more traditional teacher-directed skill work, and some on personally directed activities of their own inspiration.

They spend several hours during the week at physical education, in the art or music rooms with specialists or interns, or on the computers in the office. The school has a small, active library to support the students' research work. Sixth through eighth graders participate voluntarily in the Sociedad Latina program after school. Younger students (K2 - 5th grade) can enroll in an on-site fee-based after school run by the Huntington YMCA.

While the school administers standardized norm-referenced tests where required, and prepares students to understand how to do their best with such tools, it does not build its own assessment system on the basis of these scores. The primary assessment is built around the school's formal Graduation Standards. A Graduation Committee consisting of teachers, family members and community members will formally assess students in six subject areas at the end of 7th and during 8th grade.

Staff reviews, interviews, portfolios, reports and family conferences create an on-going assessment system. In basic literacy and numeracy, the school tape-records and evaluates all its students. This process takes place twice a year as the school's primary means of recording growth in literacy and numeracy; this is a scoring system that can be shared with students, their families and external authorities, and is subject at all times to review.

MCAS note: A number of MH families requested that their child not be tested on the MCAS tests. Consequently, this data should be interpreted with caution. See earlier section regarding MH's approach to measuring student performance.

### **Directions to the School**

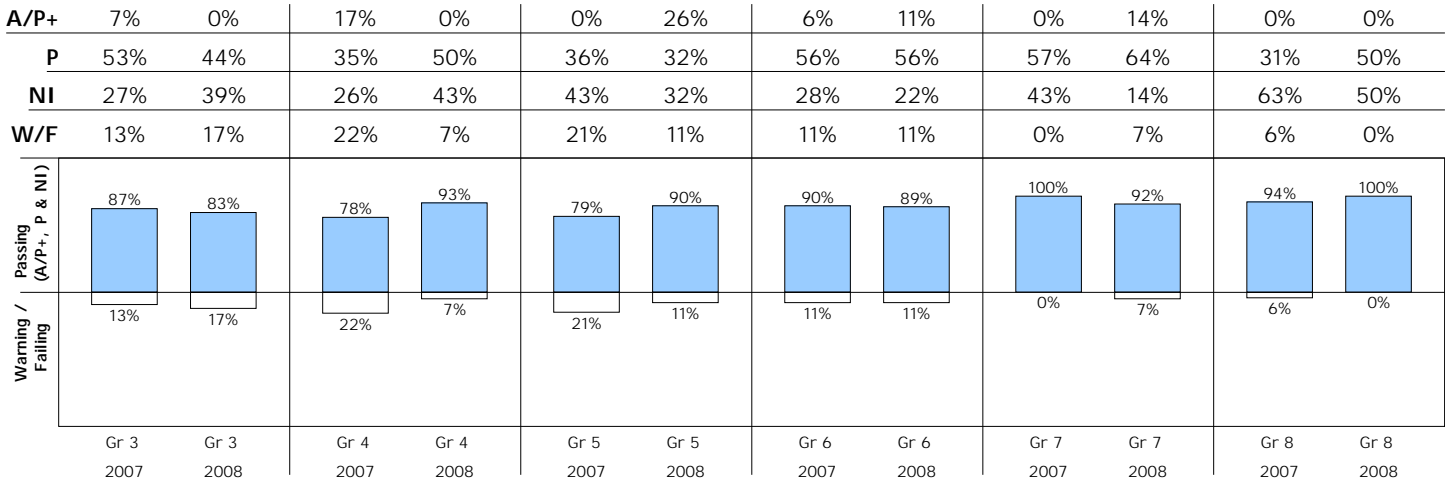
Public Transportation: From Roxbury Crossing Station (Orange Line) travel down Tremont Street and turn left onto Parker Street. Walk two blocks to 67 Alleghany St., the school is on the right. Driving up from South: 95 North to Exit 48; 91 North (37 miles) to 84 East (40 miles) which becomes 90 East aka Massachusetts Turnpike (55 miles) Exit 22 Prudential Center onto Huntington Avenue (1.5 miles); Turn left onto Tremont (at Brigham Circle cross train tracks for 4 blocks); Right onto Parker Street (2 blocks) to 67 Alleghany St., the school is on the right. Driving from North: 95 South to 93 South (18 miles) Exit Mass Ave # 18; Remain in center lane off ramp merge onto Melnea Cass BLVD. (0.8 mile) turn left onto Tremont Street (0.4 mile); turn right onto Tremont Street (same name, 0.1) then left onto Parker Street (0.1) and finally right onto 67 Alleghany St.

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

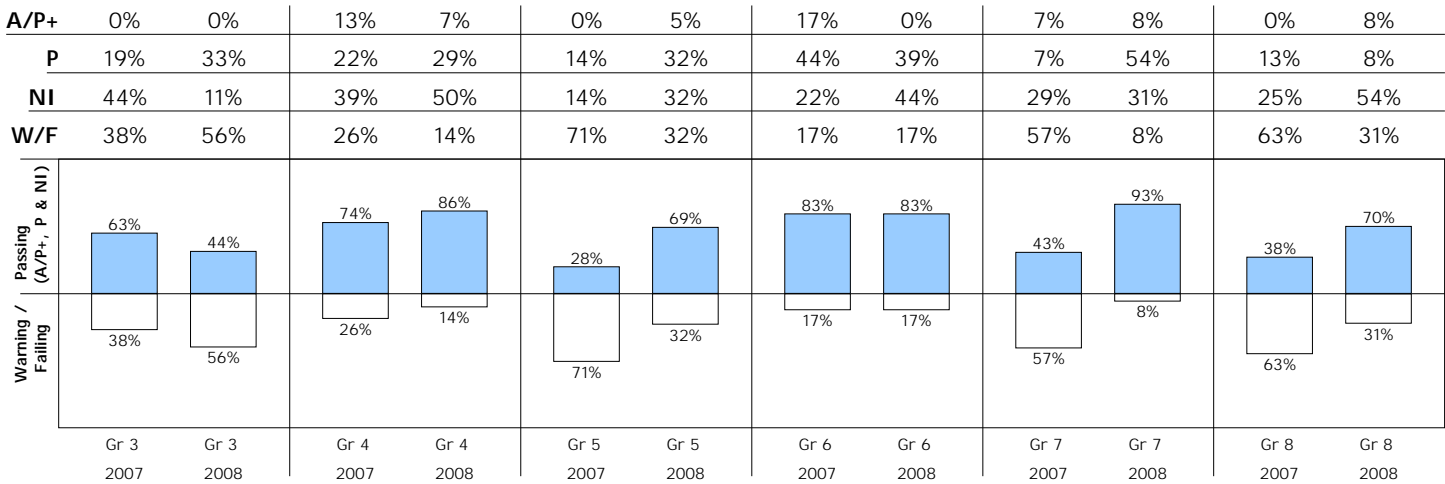
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

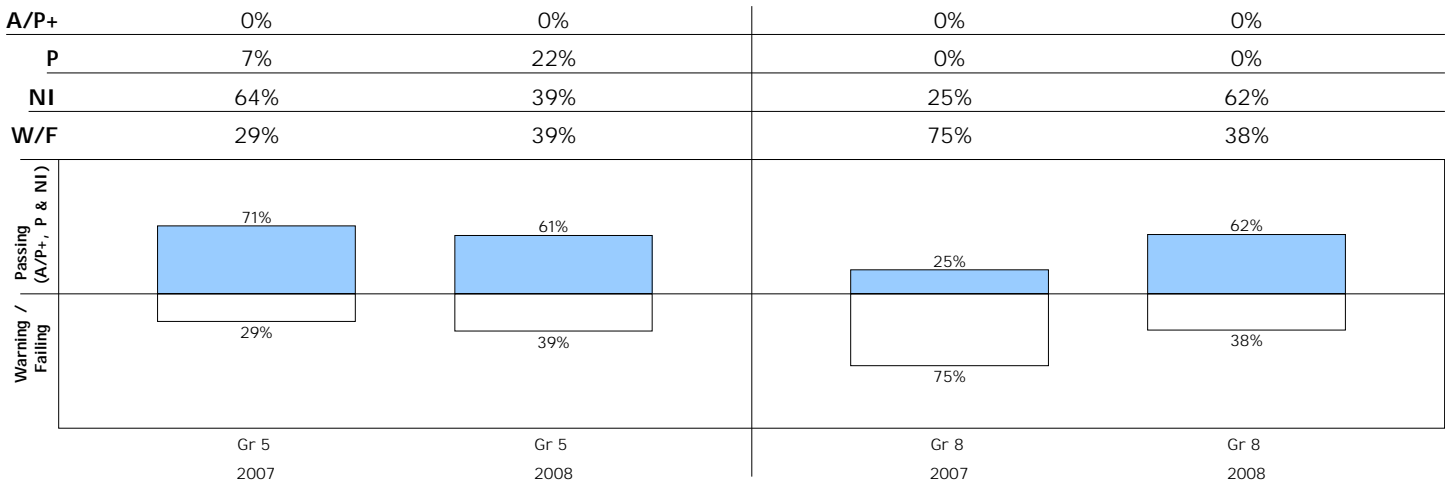
## English Language Arts



## 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	NA
ELL	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
RACE/ETHNICITY																																								
Afr.Am./Black	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	0	40	40	20	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
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
Hispanic	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
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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	11	0	55	27	18	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SCHOOL	18	0	44	39	17	14	0	50	43	7	19	26	32	32	11	18	11	56	22	11	14	14	64	14	7	14	14	64	14	7	14	0	50	50	0					
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										
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: 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	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
RACE/ETHNICITY																																								
Afr.Am./Black	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	0	20	50	30	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
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
Hispanic	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
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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	11	0	27	55	18	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SCHOOL	18	0	33	11	56	14	7	29	50	14	19	5	32	32	32	18	0	39	44	17	13	8	54	31	8	13	8	8	54	31	13	8	8	54	31					
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										
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: 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	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
RACE/ETHNICITY												
Afr.Am./Black	10		0	20	30	50	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	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
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	NA		NA	NA	NA	NA	NA		NA	NA	NA	NA
SCHOOL	18		0	22	39	39	13		0	0	62	38
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: 57 72.2% of school  
 Students receiving ISSP: 26 45.6% 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.