

**December 2008**

**Our School**

- Art , Music, Science Classes
- Physical Education classes
- Computer Lab and Computer Classes
- Library
- Readers' and Writers' Workshop
- TERC Investigations/Connected Math Curriculum
- New England Scores After-School Program
- YMCA After-School Program
- Sports4Kids Recess and After-School Program
- Alliance for a Healthier Generation

Uniform Policy: Mandatory - Grades K-5: Blue pants/skirt and white shirt

Grades 6-8: Khaki pants/skirt and white shirt

**Our Partners**

- Boston Celtics
- Boston Partners in Education
- East Boston Neighborhood Health Center
- EBNHC - Let's Get Movin'
- Harvard Graduate School of Education
- Museum of Fine Arts
- New England Scores
- ReadBoston
- Sports4Kids
- YMCA

**Awards, Honors and Distinctions**

- Commonwealth Compass School, MA Department of Education, 2004
- National Title I Distinguished School Award, US Department of Education, 2005
- Vanguard Award, MA Department of Education, 2005

- Fund For Teachers Grant Award Recipients, Boston Partners for Education, 2007

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

Total enrollment:	673 students		
Black	2.8%	Regular Education	61.2%
Hispanic	89.0%	Special Education	13.3%
White	7.4%	Bilingual Education	25.4%
Asian	0.6%		
Other	0.1%		

Average daily student attendance:	96.5%
Students promoted to next grade:	94.8%
Student mobility rate:	7.0%
Annual student dropout rate:	0.6%
Students suspended:	10

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

Total staff:	61	Black	13.1%
Staff-to-student ratio:	1:16	Hispanic	19.7%
Average daily staff attendance:	96.4%	White	63.9%
		Asian	3.3%
		Native American	0.0%

Number of teachers:	43
"Highly qualified" teachers:	97.0%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	94.7%

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

No Status	<b>Needs Improvement</b> ✓	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?**

At our school, students and their families come first. Our mission is to provide all students with an excellent education that will prepare them for higher education. We are proud of our achievements, which include national, state, and local honors.

Readers' and Writers' Workshop and the TERC Investigations/Connected Math curricula form the core of our academic program, which is enhanced by art, music, science, computer, and physical education classes. We also offer Let's Get Movin', New England Scores, Sports4Kids, and YMCA after-school programs, and maintain a variety of partnerships that support student learning and achievement.

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

Families are always welcome at our school and are encouraged to support their children's learning! Staff members regularly communicate with families through a monthly newsletter, and teachers arrange two parent conferences per year. In addition, we have an active and dedicated parent council. Given the fact that most of our families speak Spanish at home, all communications are offered in English and Spanish.

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

Our literacy program was developed by our own staff. This program has been thoroughly researched and is designed to meet the individual learning needs of students. It includes frequent assessment in literacy so that we can best meet individual needs. Every student is expected to read and write daily, and a home-based reading program is implemented for students in all grades.

In math, the TERC Investigations Math curriculum is

implemented in grades K-5 and Connected Mathematics is implemented in grades 6-8. These programs are designed to help students develop and refine their critical and higher order thinking skills in problem solving. In addition, because math and literacy are linked, students write in a math journal daily.

Professional development at the Donald McKay has included: Guided Reading and Writing, TERC Investigations Mathematics, Connected Mathematics, Readers' and Writers' Workshop, and Visual Thinking Strategies. Ongoing support to teachers is provided through Collaborative Coaching and Learning Cycles (CCLs) as well as teacher leaders, a literacy coach, and a math transition teacher.

To further support student learning, the YMCA and Sports4Kids after-school programs offer homework help, and the New England Scores program provides physical and health education programming to students in all grades. Also, students who require additional literacy or math support receive frequent small-group instruction from literacy or math generalist teachers. Through our membership in the Alliance for a Healthier Generation, students are learning about and practicing strategies that increase physical activity and raise awareness of healthier nutritional choices. Several hundred students participate in a daily walking program before the school day begins.

#### **Directions to the School**

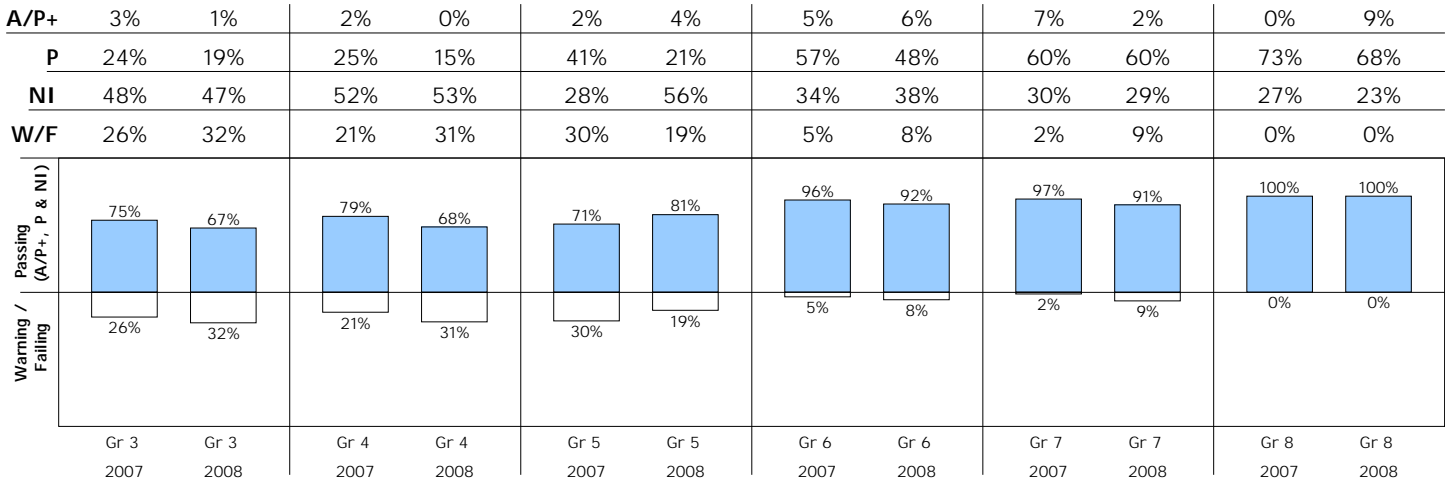
From Maverick Station, take the Jeffries Point bus (120) to corner of Maverick and Cottage Streets, or walk from Maverick Station along Maverick Street to Cottage Street. From the Government Center or State Street Stations, take the Blue Line train to Maverick Station. From Forest Hills Station, take the Orange Line train to State Street Station, and then the Blue Line train to Maverick Station.

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

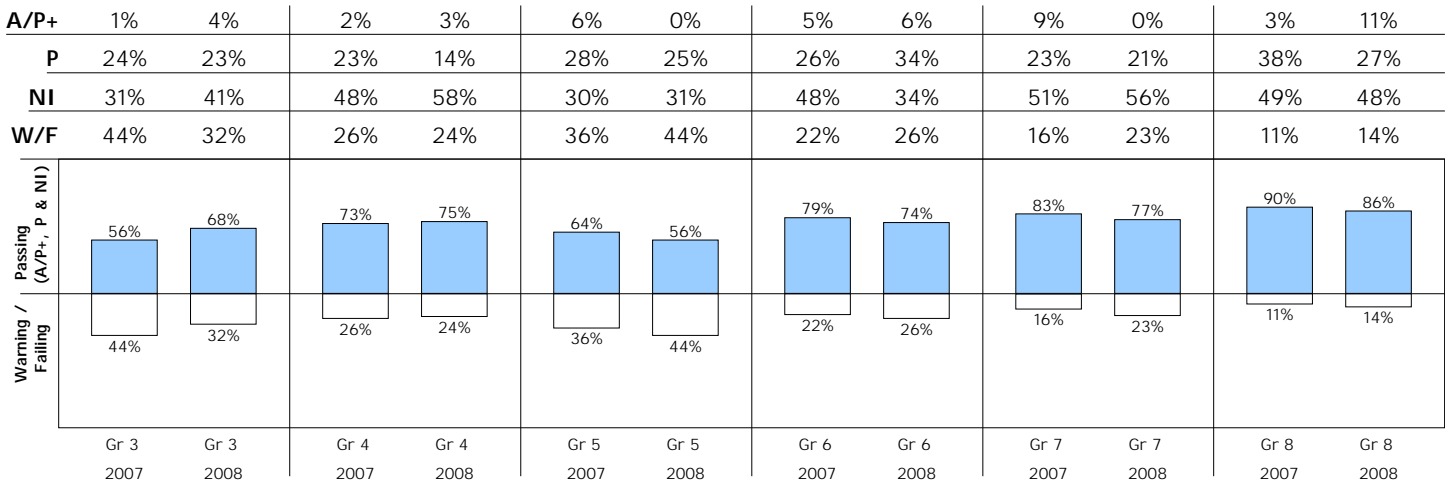
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

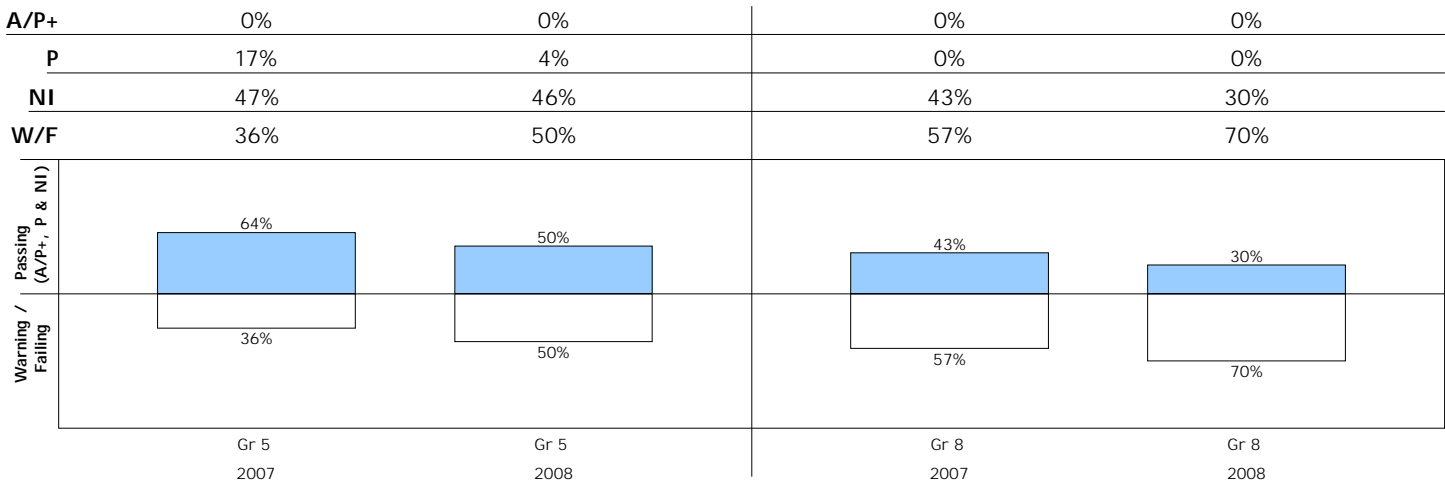
## English Language Arts



## 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	13	0	0	54	46	16	0	0	13	88	10	0	0	70	30	10	0	0	70	30	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA			
ELL	54	2	11	39	48	36	0	0	47	53	21	0	0	38	62	13	0	8	69	23	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		
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	
White	NA	NA	NA	NA	NA	10	0	10	50	40	NA	NA	NA	NA	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	83	1	19	47	33	72	0	15	57	28	76	3	22	55	20	44	7	48	39	7	49	2	65	27	6	36	8	69	22	0	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	
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	
F/RP LUNCH	84	1	18	49	32	72	0	11	57	32	70	4	21	57	17	43	7	51	33	9	54	2	59	30	9	37	8	70	22	0	NA	NA	NA	NA	NA	NA	NA		
SCHOOL	93	1	19	47	32	86	0	15	53	31	80	4	21	56	19	52	6	48	38	8	58	2	60	29	9	44	9	68	23	0	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
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: 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	12	0	25	8	67	16	0	6	25	69	10	0	10	10	80	11	0	0	9	91	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
ELL	54	2	15	46	37	36	0	8	47	44	21	0	5	14	81	14	0	0	43	57	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	
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
White	NA	NA	NA	NA	NA	10	0	30	60	10	NA	NA	NA	NA	NA	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	83	5	22	41	33	72	4	13	58	25	76	0	22	32	46	44	7	36	36	20	49	0	22	59	18	36	14	28	47	11	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
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
F/RP LUNCH	84	5	21	40	33	72	4	13	60	24	70	0	24	31	44	44	7	36	32	25	53	0	21	57	23	37	11	27	51	11	NA	NA	NA	NA	NA	NA	NA	NA	
SCHOOL	92	4	23	41	32	86	3	14	58	24	80	0	25	31	44	53	6	34	34	26	57	0	21	56	23	44	11	27	48	14	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
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: 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
<b>STUDENT STATUS</b>											
W/ Disabilities	10		0	0	40	60	NA	NA	NA	NA	NA
ELL	21		0	0	14	86	NA	NA	NA	NA	NA
<b>RACE/ETHNICITY</b>											
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	76		0	3	46	51	36	0	0	22	78
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	70		0	3	47	50	37	0	0	24	76
SCHOOL	80		0	4	46	50	44	0	0	30	70
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: 242 71.4% of school  
 Students receiving ISSP: 242 100.0% of eligible students

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