

December 2008

Our School

- Before school program
- After- school program
- Updated Playground
- Music program
- Art program
- Science Specialist
- Tutoring program
- Heathy schools initiative

Uniform Policy: Mandatory - For boys, the uniform is a light blue or white polo shirt, navy blue pants, and a navy blue sweater. Girls wear a light blue or white blouse, navy blue skirt, jumper, or pants, and a blue sweater.

Our Partners

- Bird Street Community Center
- Boston Asthma Nurses Collaborative
- Brookside Health Center
- Cantata Singers
- Community Music Center of Boston
- Egleston YMCA Afterschool Program
- Simmons College - Read America
- The Liver Foundation

Awards, Honors and Distinctions

- Reading First School, Mass DOE, 2004
- Robotics Grant, Barr Foundation, 2007

- BCMC Grant, EdVestors, 2007, 2008
- Community Service Learning Grant, Mass DOE, 2007, 2008

Our Students (SY 2007-2008)

Total enrollment:	182 students		
Black	39.6%	Regular Education	81.8%
Hispanic	55.5%	Special Education	18.1%
White	2.7%	Bilingual Education	0.0%
Asian	0.0%		
Other	2.2%		

Average daily student attendance:	92.3%
Students promoted to next grade:	95.6%
Student mobility rate:	24.3%
Annual student dropout rate:	N/A
Students suspended:	5

Our Staff (SY 2007-2008)

Total staff:	19	Black	52.6%
Staff-to-student ratio:	1:17	Hispanic	10.5%
Average daily staff attendance:	98.9%	White	31.6%
		Asian	5.3%
		Native American	0.0%
Number of teachers:	11		
"Highly qualified" teachers:	88.9%		
Teachers licensed in Mass.:	81.8%		
Core academic courses taught by "highly qualified" teachers:	88.9%		

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

What Makes Our School Special?

The Mendell School has partnerships with the Egleston YMCA, which offers an after school program for students, The Cantata Singers, The Community Music Center of Boston (CMBC), and Read America. The Cantata Singers and The CMBC offer music enrichment programs to the Mendell School students. The Brookside Health Center and the School Community Consultation and Treatment Program provide services to students. We have also started a partnership with Bird Street Community Center which offers before and after school academic support and enrichment to our students at the school.

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

During 2008-2009 several activities are planned for parents. The scheduled family activities include a Publishing Party, Science Fair, a workshop on how to prepare children for the MCAS, and fun activities such as a Mendell Madness for families. Our literacy coordinator presents literacy workshops for families. Teachers send letters home to parents to keep them informed of what students are learning. The fall and spring Open House events provide parents with opportunities to discuss their children's academic progress. We offer workshops for parents in technology.

How are We Preparing Our Students for Educational Success?

A typical schedule includes two hours of literacy instruction and seventy minutes of math instruction. During the school day, students also receive instruction in the following areas: science, social studies, art, technology and music classes. Literacy instruction includes one hour of writer's workshop and one hour of reader's workshop. During the 2008 - 2009 school year, the instructional focus will be on successful implementation of our core reading programs (Harcourt Trophies), Writer's Workshop, and TERC Investigations Units for Math instruction. The staff currently engages in professional development which deepens their understanding of the Harcourt Trophies Reading Program, and TERC Investigations. Teachers also use student assessment data to drive instruction. The various before and after school programs discussed in previous sections support the daily classroom instruction as well.

Directions to the School

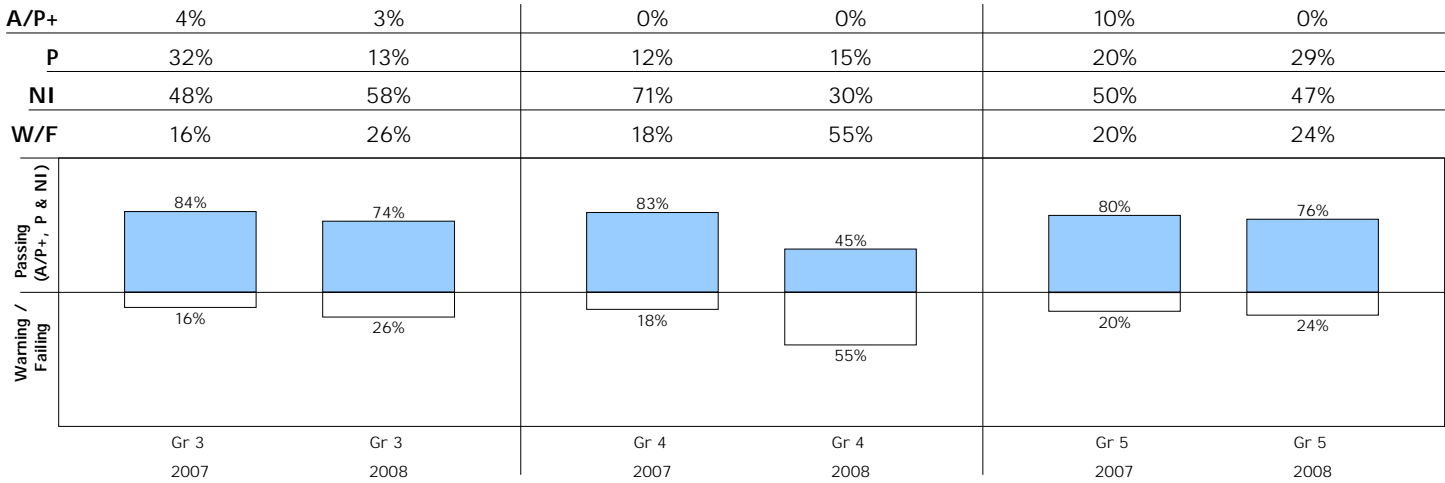
From Forest Hills or Ruggles Stations take Ruggles-Forest Hills bus (Rte. 42) to School Street. Get off the bus at the corner of Washington and School Streets and walk down School Street to the Mendell School.

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

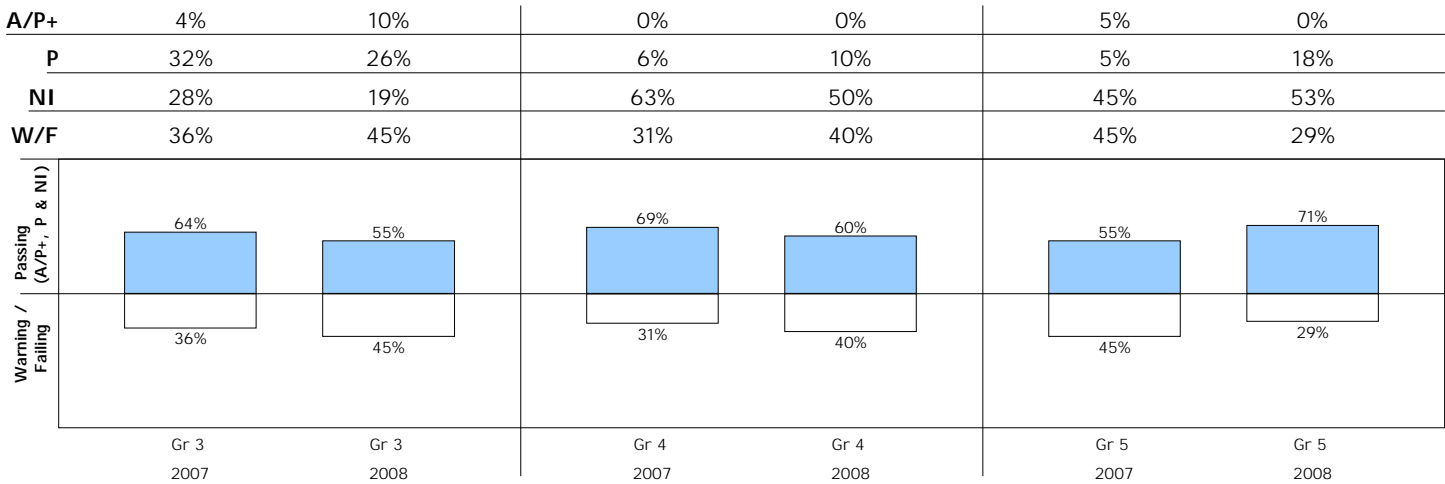
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

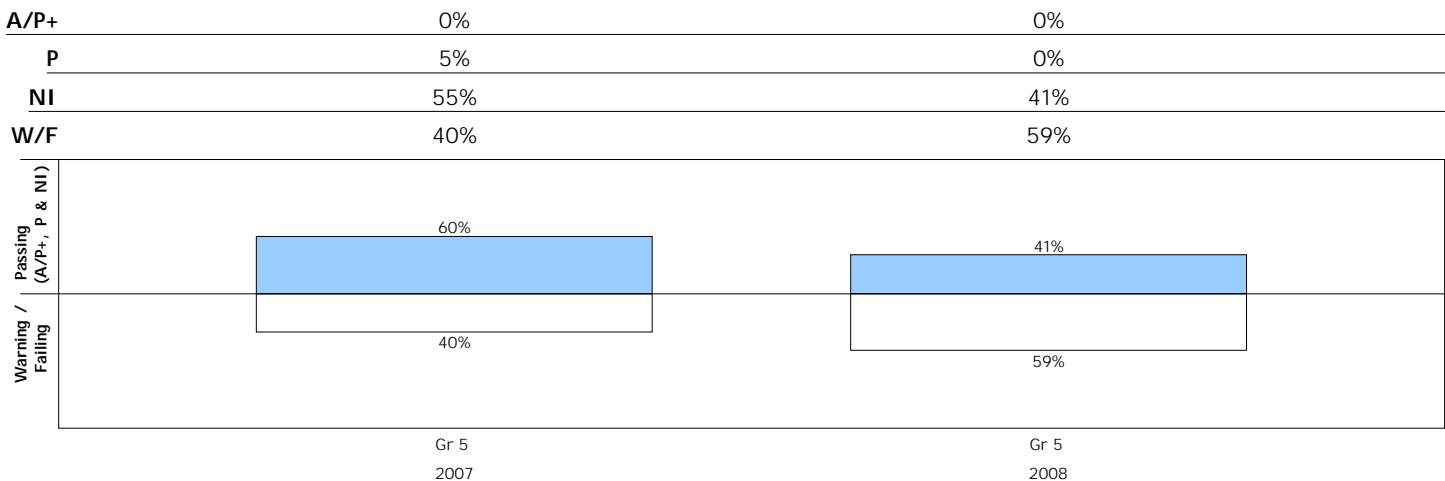
English Language Arts



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				
	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
STUDENT STATUS															
W/ Disabilities	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
RACE/ETHNICITY															
Afr.Am./Black	10	0	20	60	20	10	0	20	50	30	10	0	20	60	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	19	5	11	53	32	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
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	27	0	11	59	30	17	0	12	24	65	14	0	21	57	21
SCHOOL	31	3	13	58	26	20	0	15	30	55	17	0	29	47	24
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05				
	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
STUDENT STATUS															
W/ Disabilities	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
RACE/ETHNICITY															
Afr.Am./Black	10	10	20	20	50	10	0	20	50	30	10	0	20	40	40
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	19	11	32	11	47	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
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	27	7	22	19	52	17	0	12	47	41	14	0	14	50	36
SCHOOL	31	10	26	19	45	20	0	10	50	40	17	0	18	53	29
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17

NA: Fewer than 10 students

Science

Grade 05

	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	10	0	0	40	60
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	14	0	0	36	64
SCHOOL	17	0	0	41	59
DISTRICT	3525	3	14	46	37
STATE	70689	17	33	38	12

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 30 79.0% of school
 Students receiving ISSP: 22 73.3% 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.