

December 2008

Our School

- KO-8 School - currently in phase 3
- After School Programs for All Populations
- Successful Programs for Autistic Children
- Range of Athletics for Grades 4,5,6,7
- Science Specialty; All Grades
- I SEE Prep Program
- AWC; Grades 4,5,6
- College for Every Student
- LEADERSHIP IMPACT 6,7,8
- COMMUNITY PARTNERSHIP PROGRAM

Uniform Policy: Mandatory - KO-grade 5: light blue polo shirts with navy blue khakis or jeans; Grade 6, 7 AND 8 white polo with blue khakis or jeans.

Our Partners

- Big Brother, Big Sister
- Boston College School of Education
- Boston Connects
- Boston University School of Education
- Caritas St. Elizabeth's Hospital
- College for ALL
- Franciscan Children's Hospital
- Jackson Mann Community Center
- Leaders of Tomorrow Inc.
- Tenacity

Awards, Honors and Distinctions

- Strategic Practice School, Boston Plan For Excellence, 2003
- Homeless Support, Shattuck Shelter, 2005
- Professional Development, Boston College :Intern Support, 2006
- Community Learning Partnership, Boston, 2008

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	Yes	Yes	No	No
Math	Yes	No	No	Yes	Yes	Yes	Yes	No

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

No Status	Needs Improvement	Corrective Action ✓★	Restructuring
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*subgroups only

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

No Status	Needs Improvement	Corrective Action ✓★	Restructuring
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*subgroups only

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?

Our community comes together as a whole each day at 7:30 a.m. to celebrate our country and our character. We learn about special events and happenings from the Red Sox to the Golden Rule. We are a caring community as evidenced by achievement scores, nurturing and enriching school environment, and core curriculum. The Jackson Mann K-8 School employs a range of social emotional supports to assist children in their development. Included are the wellness project, running and walking clubs and mental health services.

Our school, the Jackson Mann k-8, has completed its transformation into a k-8 school.

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

Parents are our children's first and most important teachers. Parents support children through daily homework checks, on-going telephone conversations with teachers and through parental conferences. Parents assist in classrooms, at the book fair and on field trips. Parents are encouraged to participate in workshops co-developed by the ILT, Boston Connects and Leaders of Tomorrow that focus on school and development issues facing the k-8 school parent. Parents participate in School Site Council and in the Parent Support Network.

How are We Preparing Our Students for Educational Success?

The Jackson Mann Elementary School is a school whose instructional focus is literacy, mathematics and the closing of the achievement gap. Literacy transcends each and every curriculum area. Children are directly involved in learning

how to read and learning to become readers who enjoy the power of reading. Children are engaged in reader's and writer's workshop. Through these process-oriented strategies, children share their reading and writing with a larger audience. Children use their knowledge of literacy in mathematics as they explain orally or in writing the details surrounding problem solutions. Jackson Mann K-8 School's children are prepared for success by our commitment to providing effective instructional practice on a daily basis. Support for children who require additional reinforcement, is provided through specialized tutoring and small group work from Boston College interns and our expanded after school offerings with Jackson Mann Community Center, Sports 4Kids, Scores and Tenacity.

For children who are in need of daily help, especially in homework, there is a Homework Club that meets in order to assist students. Moreover, for those children intent on going to the exam schools, there is an ISSE preparatory program at the end of fifth grade and at the beginning of sixth grade.

Directions to the School

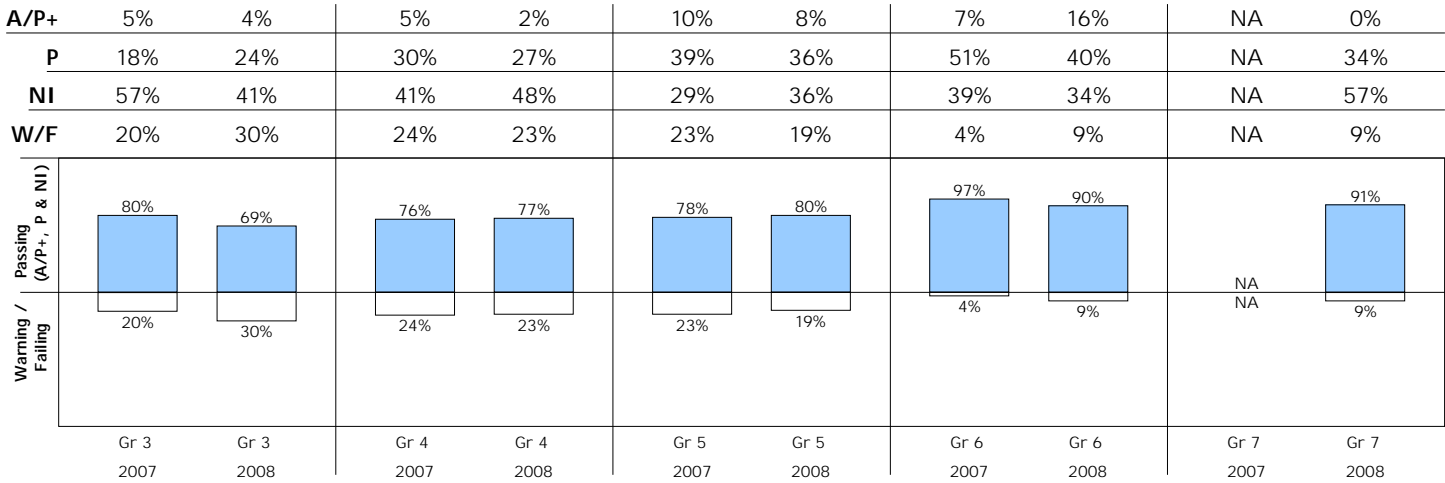
From Park Street Station take any Boston College (B), Cleveland Circle (C), or Riverside car (D) to Kenmore Station. Go upstairs and take Watertown bus (#57) to Union Square. From Dudley Square or Roxbury Crossing Stations take Union Square-Allston bus (#66). Get off at Union Square.

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

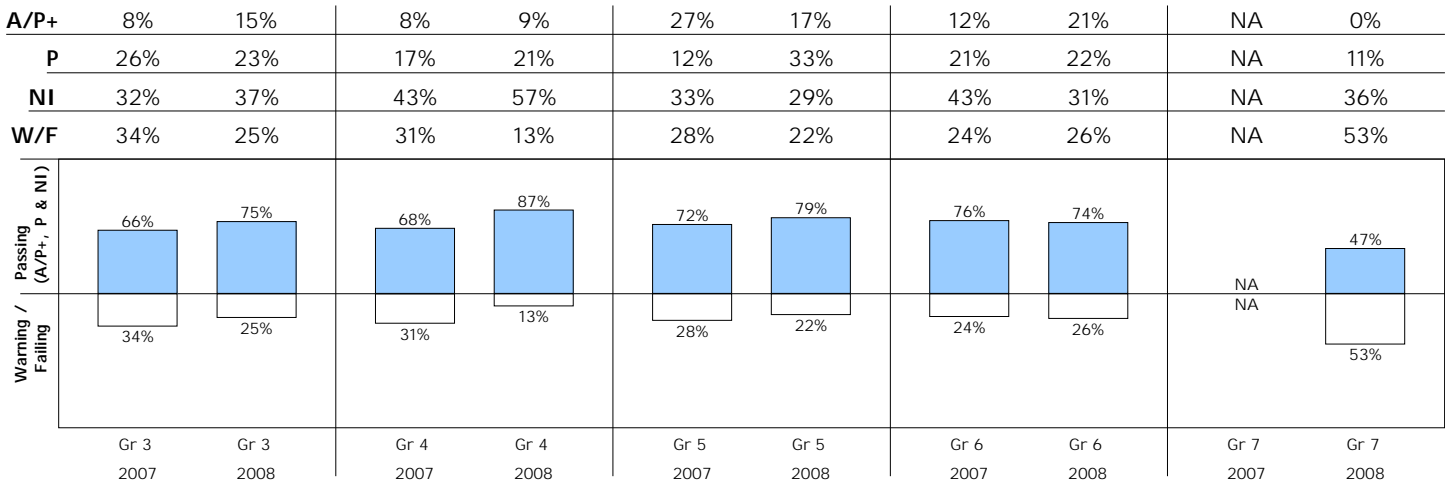
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

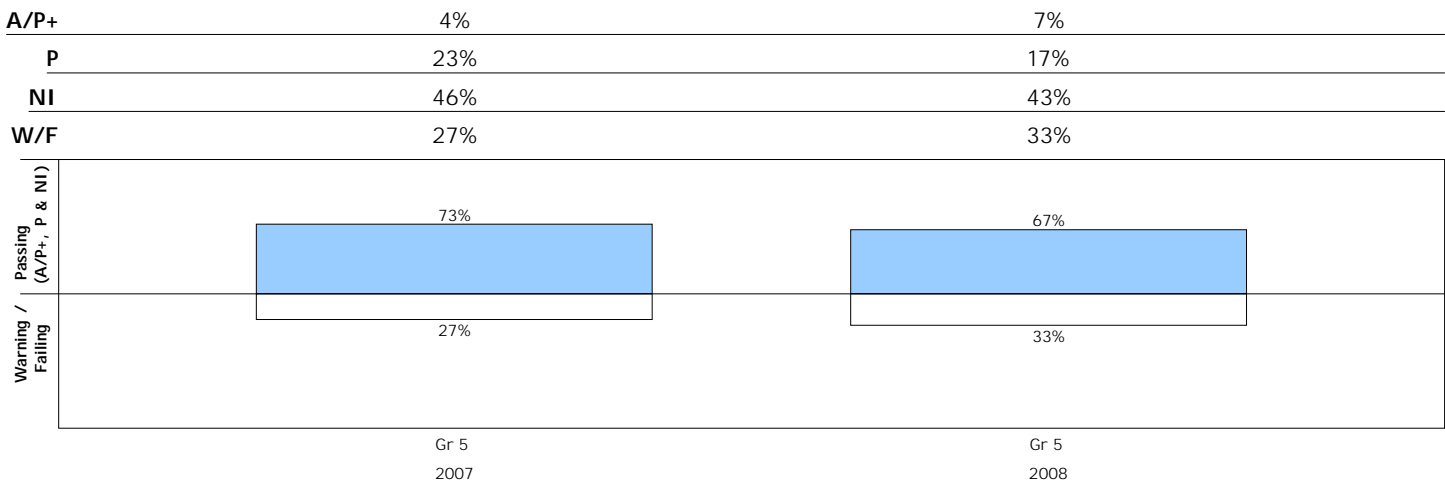
English Language Arts



Mathematics



Science



NA: Not applicable

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				
	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
STUDENT STATUS																									
W/ Disabilities	24	0	4	38	58	21	0	10	38	52	17	0	0	59	41	23	0	13	65	22	15	0	7	80	13
ELL	22	9	27	23	41	14	0	0	79	21	17	6	24	35	35	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY																									
Afr.Am./Black	33	3	15	42	39	28	0	18	50	32	30	0	23	50	27	36	3	39	47	11	16	0	31	56	13
Asian	11	27	36	18	18	11	18	64	18	0	NA	NA	NA	NA	NA	17	41	53	6	0	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	15	0	33	60	7	22	14	36	32	18	10	10	60	20	10	NA	NA	NA	NA	NA
Hispanic	34	0	32	41	26	30	0	20	47	33	20	10	45	25	20	21	19	24	43	14	16	0	31	56	13
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
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
F/RP LUNCH	68	6	26	40	28	62	2	24	55	19	51	6	41	33	20	60	17	37	40	7	36	0	33	56	11
SCHOOL	92	4	24	41	30	86	2	27	48	23	83	8	36	36	19	85	16	40	34	9	44	0	34	57	9
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
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

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05					Grade 06					Grade 07				
	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
STUDENT STATUS																									
W/ Disabilities	24	4	8	38	50	21	0	19	57	24	17	6	12	35	47	23	0	13	39	48	18	0	17	6	78
ELL	22	18	32	32	18	14	0	7	64	29	17	18	12	53	18	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY																									
Afr.Am./Black	33	6	18	45	30	28	0	18	61	21	30	7	33	23	37	36	6	8	47	39	19	0	5	26	68
Asian	11	55	27	9	9	11	55	45	0	0	NA	NA	NA	NA	NA	17	65	29	0	6	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	15	0	27	53	20	22	18	41	23	18	10	20	30	40	10	NA	NA	NA	NA	NA
Hispanic	34	15	26	32	26	30	7	13	73	7	20	15	20	50	15	21	10	38	24	29	16	0	6	38	56
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
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
F/RP LUNCH	68	18	25	37	21	62	11	8	69	11	51	18	27	35	20	60	23	15	35	27	39	0	5	33	62
SCHOOL	92	15	23	37	25	86	9	21	57	13	83	17	33	29	22	85	21	22	31	26	47	0	11	36	53
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
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

NA: Fewer than 10 students

Science

Grade 05

	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	17	0	0	24	76
ELL	17	0	6	53	41
RACE/ETHNICITY					
Afr.Am./Black	30	0	7	47	47
Asian	NA	NA	NA	NA	NA
White	22	9	23	36	32
Hispanic	20	5	25	45	25
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	51	6	18	43	33
SCHOOL	83	7	17	43	33
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: 216 68.6% of school
 Students receiving ISSP: 127 58.8% 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.