

December 2008

Our School

- Focus on literacy and mathematics
- Art and music education for all students
- Weekly newsletters to families
- Beautiful Outdoor Classroom
- Parent Math Classes
- City Year and Boston University tutors
- After-School Programs until 6PM
- Parent-Family Outreach Center
- Technology Goes Home

Uniform Policy: Mandatory - All our students 'dress for success' by wearing white or light blue tops with navy or khaki bottoms.

Our Partners

- Boston University Step Up Partner
- City Year
- Home for Little Wanderers

Awards, Honors and Distinctions

- RIF Grant, ReadBoston, 2007
- VHB Cares, Vanasse Hangen Brustlin, Inc., 2007

Our Students (SY 2007-2008)

Total enrollment:	391 students		
Black	75.7%	Regular Education	78.2%
Hispanic	19.7%	Special Education	21.7%
White	1.5%	Bilingual Education	0.0%
Asian	0.5%		
Other	2.6%		

Average daily student attendance:	92.6%
Students promoted to next grade:	100.0%
Student mobility rate:	16.6%
Annual student dropout rate:	N/A
Students suspended:	21

Our Staff (SY 2007-2008)

Total staff:	46	Black	69.6%
Staff-to-student ratio:	1:12	Hispanic	2.2%
Average daily staff attendance:	96.5%	White	26.1%
		Asian	2.2%
		Native American	0.0%

Number of teachers:	32
"Highly qualified" teachers:	92.9%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	92.4%

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

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

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

No Status	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 Trotter School is a community where all children are supported in becoming proficient learners who understand that effective effort leads to success. We care deeply about our students. All members of the Trotter School- children and adults- strive to act with kindness and respect.

We are focused on creating a peaceful school climate with an emphasis on academic rigor. Students are engaged in reading, writing, math and science as well as art, music, computers and physical education.

We value our families and our Family and Community Outreach Coordinator supports the school in building relationships between home and school.

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

Family involvement is vital to our students' success and we strive to work collaboratively with families. Teachers are available to meet with families and communicate regularly with them. Our Family Center has a full-time Family and Community Outreach Coordinator who organizes and facilitates many activities, such as math classes, workshops and reading clubs, that enable families to build skills to support their children at home. We communicate with families through in-person conversations, phone calls, weekly newsletters and ConnectEd messages.

How are We Preparing Our Students for Educational Success?

The Trotter School prepares students for academic success through good instruction in the classroom. Reading instruction includes lessons for small groups of students who are reading at the same level and many opportunities for independent reading. Teachers at each grade level meet twice each week to plan lessons and analyze student work in order to meet all students' needs. Our full-time science teacher uses a hands-on inquiry method which deepens students' skills and causes them to be highly engaged and excited about science. All students have computer, physical education, art and music as we work to develop well-rounded students. Teachers participate in school-based professional development to continually deepen their skills and knowledge. Special education services are provided by an experienced staff who work closely with classroom teachers. We also provide support for students through tutoring both during and after-school.

Directions to the School

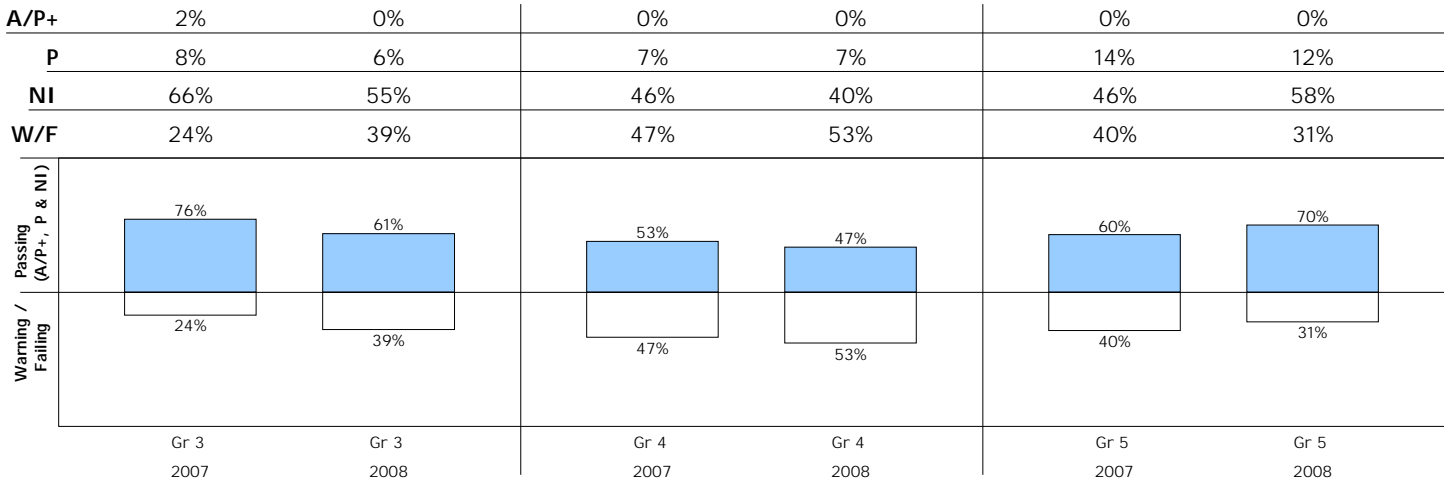
From Forest Hills or Downtown Crossing take Orange Line to Ruggles. At Dudley Sq./Ruggles take bus 44 to school. *From Jamaica Way, (Rte. 203) at the rotary immediately following Forest Hills T Station, take the road through Franklin Park to Blue Hill Ave. Left onto Blue Hill Ave. and left onto Seaver St. Turn right onto Humboldt Ave. at the third set of lights on the right.

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

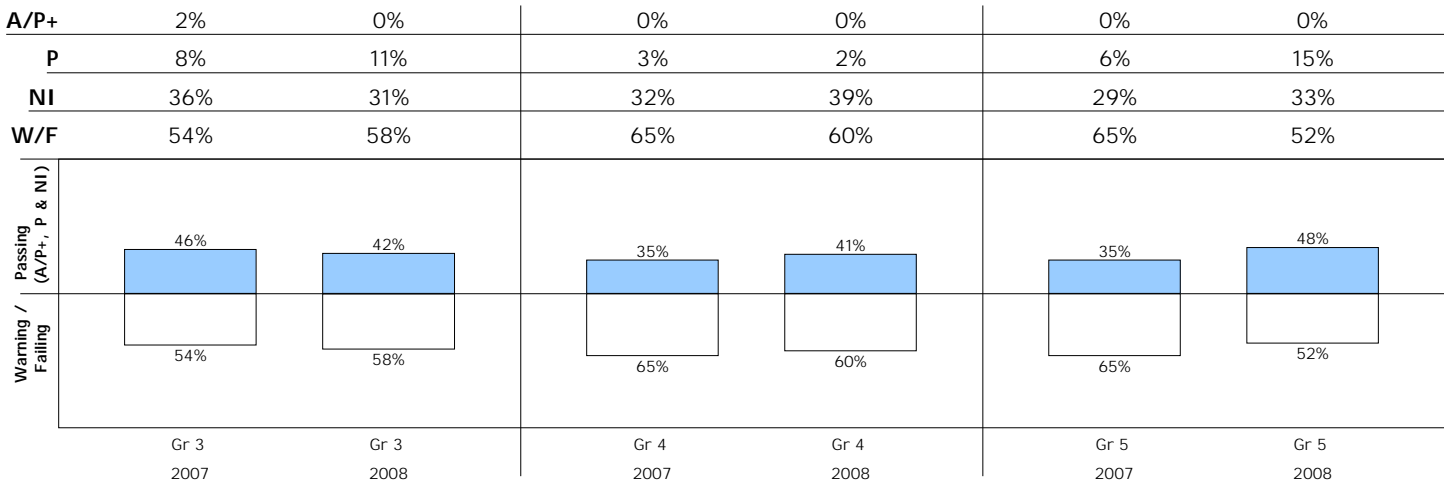
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level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

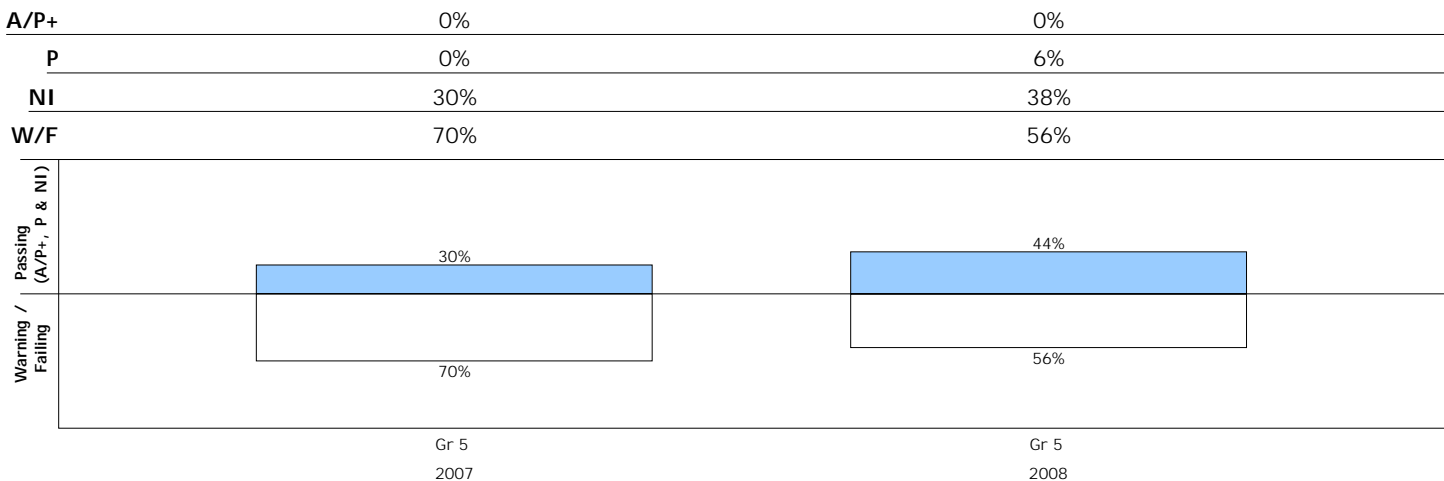
English Language Arts



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	12	0	0	33	67
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	50	0	8	56	36	49	0	6	45	49	40	0	10	60	30
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	10	0	0	50	50	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	54	0	6	57	37	47	0	6	38	55	42	0	12	55	33
SCHOOL	66	0	6	55	39	57	0	7	40	53	52	0	12	58	31
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	12	0	0	0	100
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	49	0	10	33	57	49	0	2	39	59	40	0	18	30	53
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	10	0	0	20	80	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	53	0	8	34	58	47	0	0	40	60	42	0	14	33	52
SCHOOL	65	0	11	31	58	57	0	2	39	60	52	0	15	33	52
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	12	0	0	8	92
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	40	0	8	38	55
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	42	0	5	40	55
SCHOOL	52	0	6	38	56
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: 104 89.7% of school
 Students receiving ISSP: 26 25.0% 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.