

## December 2007

### Our School

- Public Safety & Criminal Justice Pathway
- Small School Model with 360 Students
- School Auditorium, Gymnasium, JROTC
- After-School Public Safety Internship Program
- Variety of After-School Athletics & Clubs
- The e-Pal Program: 9th Grade Literacy Mentors
- Admission Guaranteed Program & ACCESS
- Forensic Sci & Medical Interpreter Electives
- Criminal Justice & Criminology Electives
- Anatomy & Physiology Elective

Uniform Policy: No Uniform - While there is no uniform policy, there is a strictly enforced dress code outlined in the student handbook.

### Our Partners

- Boston Emergency Medical Services
- Boston Fire Department
- Boston Police Athletics League
- Boston Police Department
- Boston Private Industry Council
- Harvard University
- Northeastern U. College of Criminal Justice
- Old Mutual Asset Management
- Robinson & Cole, LLP
- Sprint-Nextel Communications

### Awards, Honors and Distinctions

- Boston PAL Public Safety Internship Grant, Sprint-Nextel Communications, 2007
- Boston PAL Public Safety Internship Grant, The Hyams Foundation, 2007
- MassBioEd Forensic Science Grant Award, Mass. BioEd. Foundation, 2007

- Monument High School Robotics Team, FIRST Robotics, 2007
- Monument Students Taking Charge, MA Action for Healthy Kids, 2007
- South Boston Knights Club Award, MassPort, 2007
- The e-Pal Program, Michael Jordan Fundamentals, 2007
- The e-Pal Program, BestBuy, 2007
- The e-Pal Program Grant Award, Old Mutual Asset Management, 2007
- The Substance Abuse Prevention Award, The Gillette/HOPE Foundation, 2007

### Our Students (SY 2006-2007)

Total enrollment:	327 students		
Black	48.9%	Regular Education	75.8%
Hispanic	25.7%	Special Education	24.1%
White	19.6%	Bilingual Education	0.0%
Asian	4.6%		
Native American	1.2%		

Average daily student attendance:	81.8%
Students promoted to next grade:	92.1%
Student mobility rate:	47.2%
Annual student dropout rate:	19.3%
Students suspended:	118

### Our Staff (SY 2006-2007)

Total staff:	39	Black	17.9%
Staff-to-student ratio:	1:15	Hispanic	7.7%
Average daily staff attendance:	96.1%	White	69.2%
		Asian	5.1%
		Native American	0.0%
Number of teachers:	24		
"Highly qualified" teachers:	92.0%		
Teachers licensed in Mass.:	87.5%		
Core academic courses taught by "highly qualified" teachers:	94.5%		

## 2007 "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	Yes	NA	NA	No	NA	NA	NA	NA

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

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

Monument High School (MHS) is a small, urban educational community that prepares all students for post secondary learning by providing a rigorous academic curriculum and personalized instruction. The Monument family strives to instill the core values of respect, responsibility and rigor in all of its students.

MHS continually strives to improve student achievement. Over the last few years, MHS has significantly raised MCAS passing levels in English and Mathematics. The Monument community believes in creating a safe learning environment in which young people are known and academically successful.

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

At Monument High School (MHS), meaningful family involvement involves welcoming all families, making a concerted effort to decrease barriers that limit family engagement, and improving communication among teachers, students, and their families. The MHS Parent Council meets regularly. Its input is highly valued and shared with the School Site Council. MHS believes that family involvement is crucial to fostering student success.

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

Monument High School offers a standards-based, thematic curriculum that combines core subject areas with innovative criminal justice and public safety courses to prepare students for success in college and in the public safety sector.

Students take a variety of Public Safety and Criminal Justice signature courses, including Forensic Science, Criminology, Introduction to Criminal Justice, Anatomy & Physiology, and Introduction to Medical Interpretation. Monument teachers work with Criminal Justice professors and other career professionals to develop curriculum for the pathway electives. Students may also take Advanced

Placement courses in Biology, Calculus, Economics, and English.

Monument further develops its theme by allowing students to participate in work based learning programs such as the Boston Police Activities League Public Safety Internship at Monument High School. Sponsored by Sprint-Nextel Communications and the Hyams Foundation, the Public Safety Internship provides students with after-school paid internships. Monument students are interns at the Boston Fire Department, Boston Police Department, Boston Park Rangers, Boston EMS, United States Coast Guard, Municipal Court and other participating public safety locations. Last year 45 Monument students completed after school paid public safety internships.

All students enrolled in science classes participate in a schoolwide science fair and Monument sends several students to the citywide Science Fair. Students also engage in weekly hands-on lab activities and experiments. Science projects include many connections to the thematic focus of Criminal Justice and Public Safety, such as Forensic Science, Crime Scene Investigations, and Criminology.

In Freshman English classes students take part in the e-Pal program with MHS business partners, Robinson & Cole LLP, and Old Mutual Asset Management. The e-Pal Programs is an email-based pen pal relationship between Monument High School students and Boston professionals. As part of the e-Pal program, Monument e-Pal students exchange weekly literacy-based emails with their e-Pal professionals.

### **Directions to the School**

Monument High School is located in historic South Boston at 95 G Street. The school resides in the first floor of the South Boston Education Complex. \*\*MBTA Directions: Take any Red Line Train to Broadway Station. From Broadway Station, take a #9 or #10 Bus to G Street. Or From the Andrew Station, take the #11 Bus to G. Street. Walk up G Street to the top of the hill. The school will be at the top of the hill on your right. You may enter through the main front entrance.

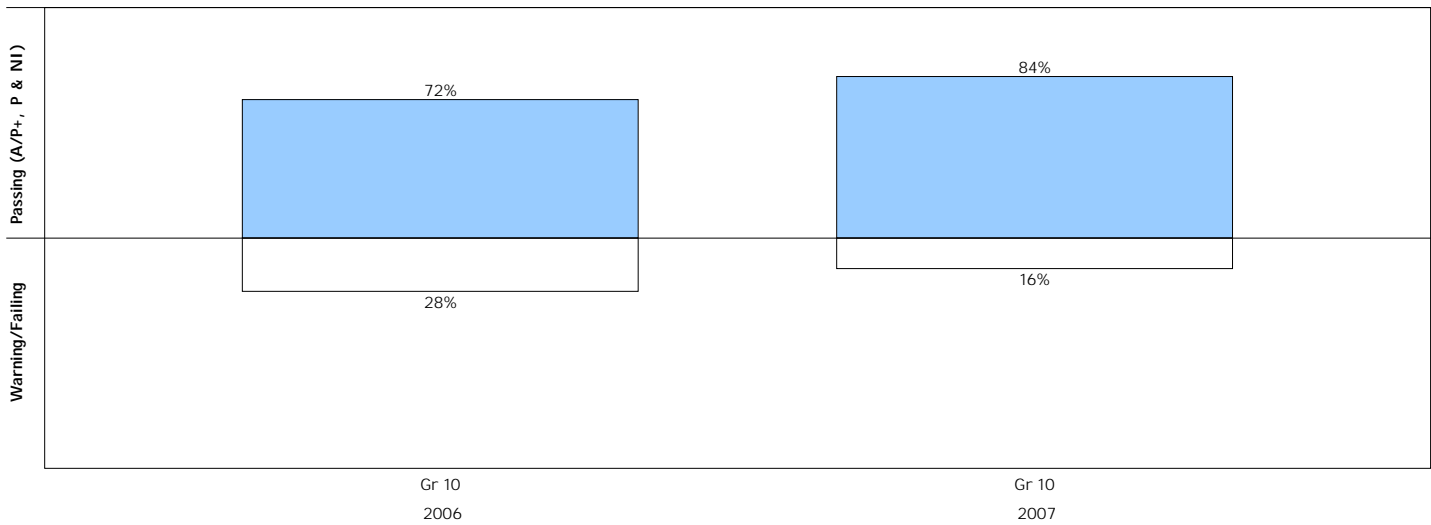
# Massachusetts Comprehensive Assessment System (MCAS) Results

The graphics below show our MCAS results in English Language Arts and Mathematics from the past two school years, with the percentages of students scoring at each of the four performance levels. Note: Beginning with 2006, the MA DOE changed the rules in reporting the population for school summary MCAS data. Absent students and students who enrolled after October 1 are not included in the results. See <http://profiles.doe.mass.edu/mcas.aspx> for additional information.

<b>A/P+</b>	Advanced/Above Proficient	Level 4
<b>P</b>	Proficient	Level 3
<b>NI</b>	Needs Improvement	Level 2
<b>W/F</b>	Warning/Failing	Level 1

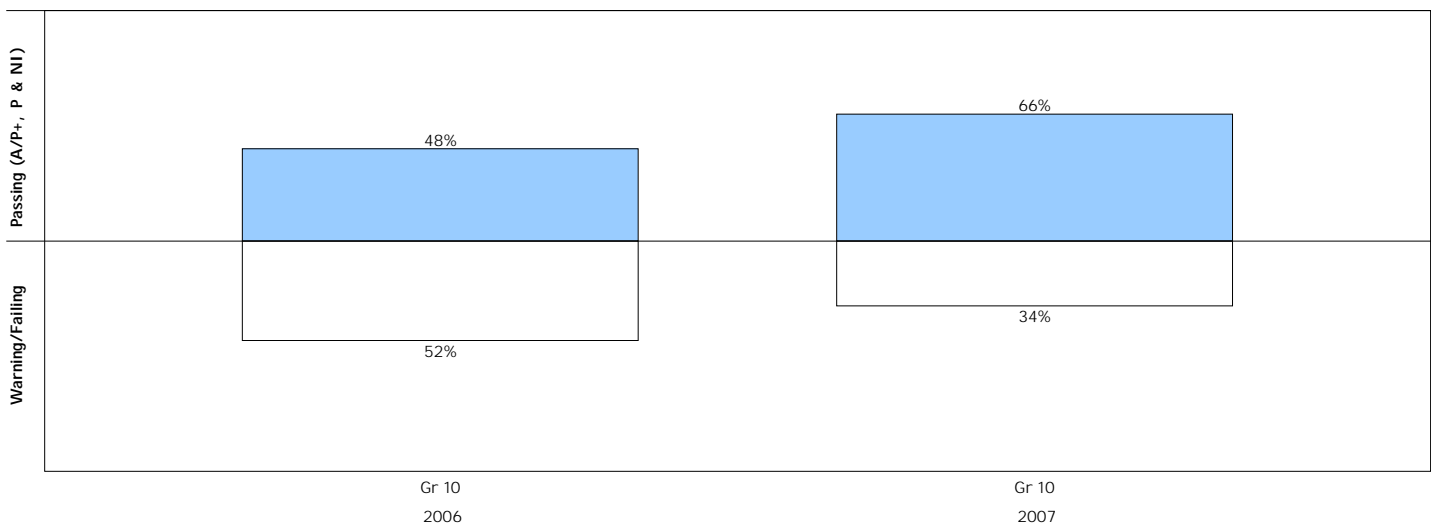
## English Language Arts

<b>A/P+</b>	0%	3%
<b>P</b>	34%	14%
<b>NI</b>	38%	67%
<b>W/F</b>	28%	16%



## Mathematics

<b>A/P+</b>	8%	3%
<b>P</b>	14%	12%
<b>NI</b>	26%	51%
<b>W/F</b>	52%	34%



## Performance of Various Student Groups on MCAS Spring 2007: School, District and State

The charts below show Spring 2007 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** = Advanced/P+ **P** = Proficient **NI** = Needs Improvement **W/F** = Warning/Failing

ELA	Grade 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
<b>STUDENT STATUS</b>					
W/ Disabilities	17	0	6	47	47
ELL	2	NA	NA	NA	NA
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	39	5	15	67	13
Asian	7	NA	NA	NA	NA
White	12	0	8	67	25
Hispanic	14	0	21	57	21
Nat. Am.	1	NA	NA	NA	NA
Other	0	NA	NA	NA	NA
F/RP LUNCH	52	2	15	69	13
SCHOOL	73	3	14	67	16
DISTRICT	4044	11	39	37	13
STATE	72471	22	49	24	6

NA: Fewer than 10 students

Mathematics	Grade 10				
	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
<b>STUDENT STATUS</b>					
W/ Disabilities	18	0	0	33	67
ELL	2	NA	NA	NA	NA
<b>RACE/ETHNICITY</b>					
Afr.Am./Black	38	3	16	50	32
Asian	6	NA	NA	NA	NA
White	10	0	0	60	40
Hispanic	14	7	0	57	36
Nat. Am.	0	NA	NA	NA	NA
Other	0	NA	NA	NA	NA
F/RP LUNCH	49	2	12	53	33
SCHOOL	68	3	12	51	34
DISTRICT	3951	33	22	27	18
STATE	71692	42	27	22	9

NA: Fewer than 10 students

Science	Biology					Intro. Physics					
	Students		% By Perf. Lvl.			Students		% By Perf. Lvl.			
	#		A	P	NI	W/F	#	A	P	NI	W/F
<b>STUDENT STATUS</b>											
W/ Disabilities	14		0	0	21	79	12	0	0	8	92
ELL	3		NA	NA	NA	NA	2	NA	NA	NA	NA
<b>RACE/ETHNICITY</b>											
Afr.Am./Black	35		0	0	29	71	33	0	3	33	64
Asian	6		NA	NA	NA	NA	0	NA	NA	NA	NA
White	5		NA	NA	NA	NA	18	0	11	28	61
Hispanic	12		0	0	17	83	11	0	0	36	64
Nat. Am.	0		NA	NA	NA	NA	0	NA	NA	NA	NA
Other	0		NA	NA	NA	NA	0	NA	NA	NA	NA
F/RP LUNCH	41		0	0	34	66	49	0	4	35	61
SCHOOL	58		0	0	33	67	62	0	5	32	63
DISTRICT	3206		5	23	30	41	2965	3	15	31	51
STATE	65930		8	34	34	24	18200	14	34	30	22

NA: Fewer than 10 students

## Additional Performance Indicators

### Individual Student Success Plans (ISSP) Spring 2007

Students eligible for ISSP: 192 58.7% of school  
 Students receiving ISSP: 171 89.1% of eligible students

**Special Education services and programs (Spring 2007) should be recommended within the least restrictive environment:**  
 Our school needs improvement in meeting this district goal.

**SAT** (college-bound seniors who took the SAT I: Reasoning Test at any time through May 2007)

Average scores:	School	District	State	National
Critical Reading	372	432	513	502
Mathematics	382	449	522	515
Writing	373	430	511	494

**Cohort 2006 4-year Graduation Rate:** 56.6%

**Spring 2007 Accreditation status:** Candidate for Accreditation