

2006-2007 Report Card - So Shore Voc Tech High

So Shore Voc Tech High (08730605)

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Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

The mission of the South Shore Regional Vocational Technical High School is to challenge each student to realize his/her full potential by providing a comprehensive, dynamic and integrated program of vocational-technical and academic experiences. Our graduates will convert their skills into gainful employment, maintain intellectual inquisitiveness, possess positive attitudes about themselves and others, and contribute to our nation and the world as useful, productive adults.

Enrollment - 2006-07			
	School	District	State
Total Count	592	592	968,661
Race/Ethnicity (%)			
African American or Black	1.4	1.4	8.2
Asian	0.2	0.2	4.8
Hispanic or Latino	3.0	3.0	13.3
Multi-race, Non-Hispanic	1.4	1.4	1.7
Native American	0.5	0.5	0.3
Native Hawaiian or Pacific Islander	0.0	0.0	0.2
White	93.6	93.6	71.5
Gender (%)			
Male	67.1	67.1	51.4
Female	32.9	32.9	48.6
Selected Populations (%)			
Limited English Proficiency	0.0	0.0	5.6
Low-Income	11.8	11.8	28.9
Special Education	28.7	28.7	16.9
First Language Not English	0.8	0.8	14.9

Grades Offered: 09, 10, 11, 12

Educator Data - 2006-07			
	School	District	State
Total Number of Teachers	58	58	73,176
Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	95.4
Total Number of Teachers in Core Academic Areas	25	25	60,604
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	100.0	100.0	95.1
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	0.0	0.0	4.9
Student/Teacher Ratio	10.3 to 1	10.3 to 1	13.2 to 1
	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	100.0	-	-
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	100.0	-	-
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	0.0	-	-

So Shore Voc Tech High: 2006 AYP Data

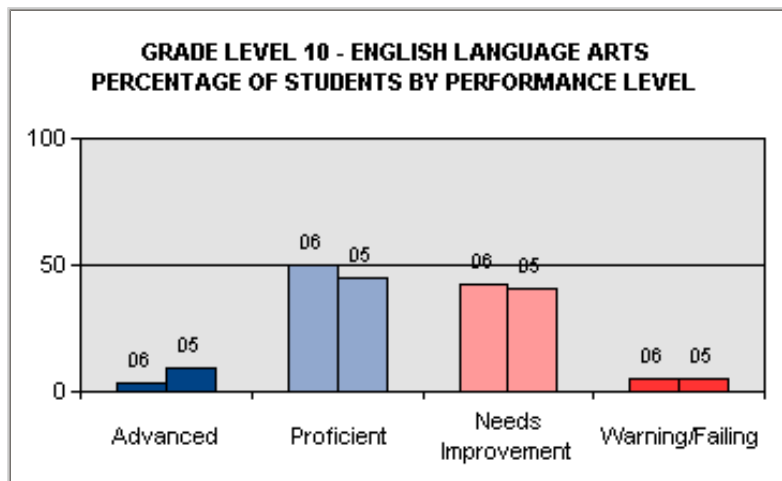
ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data						2006		AYP 2006
	Participation				Performance			Improvement			CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target		
Aggregate	149	149	100	Yes	295	82.2	Yes	3.8	Yes	100	Yes	Yes	
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	
Spec. Ed.	45	45	-	-	78	65.7	-	-	-	100	-	-	
Low Income	19	19	-	-	34	77.2	-	-	-	100	-	-	
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-	
Native American	1	-	-	-	-	-	-	-	-	-	-	-	
White	140	140	100	Yes	276	82.1	Yes	3.2	Yes	100	Yes	Yes	

MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data						2006		AYP 2006
	Participation				Performance			Improvement			CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target		
Aggregate	149	149	100	Yes	295	80.3	Yes	7.9	Yes	100	Yes	Yes	
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	
Spec. Ed.	45	45	-	-	78	68.9	-	-	-	100	-	-	
Low Income	19	19	-	-	34	69.1	-	-	-	100	-	-	
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-	
Native American	1	-	-	-	-	-	-	-	-	-	-	-	
White	140	140	100	Yes	276	81.3	Yes	8.6	Yes	100	Yes	Yes	

Adequate Yearly Progress History										Accountability Status	
		1999	2000	2001	2002	2003	2004	2005	2006		
ELA	Aggregate	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes		
MATH	Aggregate	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes		

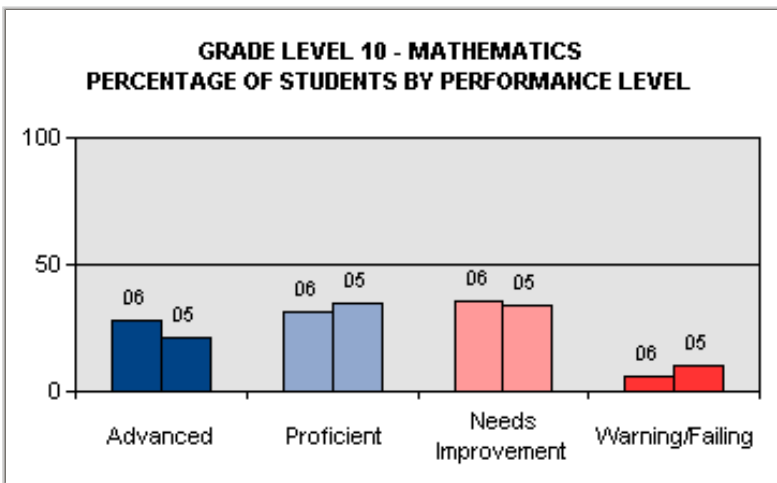
So Shore Voc Tech High: 2006 MCAS Data - By Grade, Subject and Subgroup

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	45	100	-	24	60	16	63.9	45	100	-	24	60	16	63.9	11632	99	1	28	46	25	66.7
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3427	99	2	23	42	33	58.4
Low Income	19	100	-	42	47	11	75.0	19	100	-	42	47	11	75.0	17421	99	5	41	40	15	74.6
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	-	6408	99	5	42	40	13	75.7
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3338	100	24	49	21	6	88.2
Hispanic	4	-	-	-	-	-	-	4	-	-	-	-	-	-	7563	99	3	36	41	20	70.2
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	213	99	8	56	29	7	84.9
White	140	100	3	49	43	6	80.5	140	100	3	49	43	6	80.5	55630	99	18	57	20	4	90.3
Other Subgroups																					
Male	102	100	2	44	48	6	78.4	102	100	2	44	48	6	78.4	37042	99	11	53	28	8	84.4
Female	47	100	4	64	28	4	87.8	47	100	4	64	28	4	87.8	36141	99	20	54	20	5	89.3
Title I	33	100	-	33	55	12	68.9	33	100	-	33	55	12	68.9	9502	99	3	40	42	15	73.3
Non-Title I	116	100	3	55	38	3	84.9	116	100	3	55	38	3	84.9	63681	99	17	56	22	5	88.9
Non-Low Income	130	100	3	52	41	5	82.3	130	100	3	52	41	5	82.3	55762	99	19	58	20	4	90.7
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2108	99	1	13	42	45	49.1
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1319	99	4	38	42	16	73.2
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	416	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	10	21	48	21	66.7
All Students																					
2006	149	100	3	50	42	5	81.4	149	100	3	50	42	5	81.4	73351	99	16	53	24	7	86.8
2005	146	-	9	45	41	5	83.0	146	-	9	45	41	5	83.0	70950	-	23	43	26	9	84.8



GRADE LEVEL 10 - MATHEMATICS

Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	45	100	16	18	53	13	69.4	45	100	16	18	53	13	69.4	11517	98	9	21	32	38	61.8
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3379	98	17	18	28	37	60.6
Low Income	19	100	26	16	37	21	71.1	19	100	26	16	37	21	71.1	17106	98	19	25	31	26	69.2
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	-	6329	98	16	24	34	26	68.0
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3325	99	63	17	14	7	90.1
Hispanic	4	-	-	-	-	-	-	4	-	-	-	-	-	-	7410	98	14	22	32	32	63.5
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	210	98	29	30	30	11	81.0
White	140	100	29	31	34	6	83.6	140	100	29	31	34	6	83.6	55338	99	45	28	19	8	87.3
Other Subgroups																					
Male	102	100	32	31	31	5	85.0	102	100	32	31	31	5	85.0	36787	99	40	26	20	13	82.9
Female	47	100	17	30	45	9	77.1	47	100	17	30	45	9	77.1	35855	99	39	27	22	11	83.6
Title I	33	100	18	27	39	15	73.5	33	100	18	27	39	15	73.5	9375	98	19	23	31	27	68.1
Non-Title I	116	100	30	32	34	3	85.1	116	100	30	32	34	3	85.1	63267	99	43	27	20	10	85.5
Non-Low Income	130	100	28	33	35	4	84.2	130	100	28	33	35	4	84.2	55536	99	46	27	18	8	87.6
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2078	98	12	14	27	46	53.9
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1301	99	24	23	30	24	71.3
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	425	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	17	26	31	26	67.9
All Students																					
2006	149	100	28	31	36	6	82.6	149	100	28	31	36	6	82.6	72738	99	40	27	21	12	83.2
2005	146	-	21	35	34	10	78.1	146	-	21	35	34	10	78.1	71044	-	35	27	24	13	80.6



Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Race/Ethnicity:

African American or Black. A person having origins in any of the black racial groups of Africa.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic A person selecting more than one racial category and non-Hispanic.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English: Students who first language learned or used by the parent/guardian with the child was not English.

Educator Data - Educator information is as of October 1, 2006.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results- Spring 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/nclb/reportcard/aboutdata.html> for details.

** AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

Student Subgroup Definitions

Students with Disabilities:(same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review

Web Resources

- Massachusetts Department of Education <http://www.doe.mass.edu/>
- School and District Profiles <http://profiles.doe.mass.edu/?orgcode=08730605>
- Adequate Yearly Progress (AYP) Information <http://www.doe.mass.edu/sda/ayp/cycleIV/>
- Massachusetts No Child Left Behind website <http://www.doe.mass.edu/nclb/>