

2008-2009 NCLB 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 (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment and Educator Data (as of October 1, 2008)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Charter schools are not required to hire licensed teachers; self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit:

<http://www.doe.mass.edu/nclb/hq/>. **State educator data totals will be available once this information is collected from all schools and districts.**

High Poverty Schools are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

| Enrollment - 2008-09 | | | | Educator Data - 2008-09 | | | |
|-------------------------------------|--------|----------|---------|---|-----------|-----------|-----------|
| | School | District | State | | School | District | State |
| Total Count | 584 | 584 | 958,910 | Total # of Teachers | 58.2 | 58.2 | 70,132.3 |
| Race/Ethnicity (%) | | | | Percentage of Teachers Licensed in Teaching Assignment | 89.7 | 89.7 | 96.5 |
| African American or Black | 1.0 | 1.0 | 8.2 | Total Number of Classes in Core Academic Areas | 154 | 154 | 278,712 |
| Asian | 0.0 | 0.0 | 5.1 | Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified | 100.0 | 100.0 | 96.5 |
| Hispanic or Latino | 2.2 | 2.2 | 14.3 | Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified | 0.0 | 0.0 | 3.5 |
| Multi-race, Non-Hispanic | 1.5 | 1.5 | 2.0 | Student/Teacher Ratio | 10.0 to 1 | 10.0 to 1 | 13.6 to 1 |
| Native American | 0.2 | 0.2 | 0.3 | | | | |
| Native Hawaiian or Pacific Islander | 0.2 | 0.2 | 0.1 | | | | |
| White | 94.9 | 94.9 | 69.9 | | | | |
| Gender (%) | | | | | | | |
| Male | 69.3 | 69.3 | 51.4 | | | | |
| Female | 30.7 | 30.7 | 48.6 | | | | |
| Selected Populations (%) | | | | | | | |
| Limited English Proficiency | 0.0 | 0.0 | 5.9 | | | | |
| Low-Income | 14.9 | 14.9 | 30.7 | | | | |
| Special Education | 29.5 | 29.5 | 17.1 | | | | |
| First Language Not English | 0.2 | 0.2 | 15.4 | | | | |

Grades Offered: 09, 10, 11, 12

2007 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percents of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

| GRADE LEVEL 4 - READING | | | | | | | | | | | | |
|-------------------------|-------------------|--------------------------------|----|----|----|-------------------|--------------------------------|----|----|----|----|------------|
| Student Group | Massachusetts | | | | | National Public | | | | | | |
| | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 236 | 16 | 49 | 81 | 19 | 100 | 220 | 7 | 32 | 66 | 34 | 100 |
| Stud. w/ Disab | 213 | 6 | 23 | 54 | 46 | 14 | 190 | 2 | 13 | 36 | 64 | 10 |
| LEP/FLEP | 205 | 3 | 15 | 50 | 50 | 4 | 188 | 1 | 7 | 30 | 70 | 9 |
| African American/Black | 211 | 2 | 19 | 57 | 43 | 8 | 203 | 2 | 14 | 46 | 54 | 17 |
| Asian/Pacific Islander | 241 | 20 | 58 | 87 | 13 | 6 | 231 | 14 | 45 | 76 | 24 | 5 |
| Hispanic/Latino | 209 | 2 | 18 | 55 | 45 | 10 | 204 | 3 | 17 | 49 | 51 | 20 |
| White | 241 | 19 | 56 | 87 | 13 | 75 | 230 | 10 | 42 | 77 | 23 | 56 |
| Low-Income | 214 | 4 | 22 | 60 | 40 | 26 | 205 | 2 | 17 | 50 | 50 | 45 |

| GRADE LEVEL 4 - MATHEMATICS | | | | | | | | | | | | |
|-----------------------------|-------------------|--------------------------------|----|----|----|-------------------|--------------------------------|----|----|----|----|------------|
| Student Group | Massachusetts | | | | | National Public | | | | | | |
| | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 252 | 11 | 58 | 93 | 7 | 100 | 239 | 5 | 39 | 81 | 19 | 100 |
| Stud. w/ Disab | 238 | 4 | 33 | 83 | 17 | 14 | 220 | 2 | 19 | 60 | 40 | 11 |
| LEP/FLEP | 230 | 2 | 24 | 74 | 26 | 6 | 217 | 1 | 13 | 56 | 44 | 10 |
| African American/Black | 232 | 2 | 26 | 75 | 25 | 7 | 222 | 1 | 15 | 63 | 37 | 17 |
| Asian/Pacific Islander | 259 | 21 | 66 | 95 | 5 | 6 | 254 | 16 | 59 | 91 | 9 | 5 |
| Hispanic/Latino | 231 | 2 | 23 | 77 | 23 | 11 | 227 | 1 | 22 | 69 | 31 | 21 |
| White | 257 | 12 | 65 | 97 | 3 | 75 | 248 | 8 | 51 | 91 | 9 | 55 |
| Low-Income | 237 | 3 | 32 | 83 | 17 | 27 | 227 | 1 | 22 | 70 | 30 | 46 |

| GRADE LEVEL 8 - READING | | | | | | | | | | | | |
|-------------------------|-------------------|--------------------------------|----|----|----|-------------------|--------------------------------|---|----|----|----|------------|
| Student Group | Massachusetts | | | | | National Public | | | | | | |
| | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 273 | 4 | 43 | 84 | 16 | 100 | 261 | 2 | 29 | 73 | 27 | 100 |
| Stud. w/ Disab | 246 | 1 | 13 | 55 | 45 | 13 | 226 | # | 7 | 34 | 66 | 9 |
| LEP/FLEP | 232 | # | 4 | 40 | 60 | 2 | 222 | # | 4 | 29 | 71 | 6 |
| African American/Black | 253 | 1 | 17 | 65 | 35 | 8 | 244 | # | 12 | 54 | 46 | 17 |
| Asian/Pacific Islander | 281 | 6 | 54 | 89 | 11 | 5 | 269 | 5 | 40 | 79 | 21 | 5 |
| Hispanic/Latino | 251 | 1 | 15 | 63 | 37 | 9 | 246 | 1 | 14 | 57 | 43 | 18 |
| White | 278 | 5 | 49 | 89 | 11 | 76 | 270 | 3 | 38 | 83 | 17 | 58 |
| Low-Income | 256 | 1 | 20 | 69 | 31 | 26 | 247 | 1 | 15 | 58 | 42 | 40 |

| GRADE LEVEL 8 - MATHEMATICS | | | | | | | | | | | | |
|-----------------------------|-------------------|--------------------------------|----|----|----|-------------------|--------------------------------|----|----|----|----|------------|
| Student Group | Massachusetts | | | | | National Public | | | | | | |
| | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | Avg. Scaled Score | % of Stud. at Each Perf. Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 298 | 15 | 51 | 85 | 15 | 100 | 280 | 7 | 31 | 70 | 30 | 100 |
| Stud. w/ Disab | 271 | 2 | 18 | 62 | 38 | 9 | 246 | 1 | 8 | 33 | 67 | 9 |
| LEP/FLEP | 251 | 3 | 16 | 33 | 67 | 3 | 245 | 1 | 6 | 30 | 70 | 6 |
| African American/Black | 264 | 1 | 13 | 54 | 46 | 8 | 259 | 1 | 11 | 47 | 53 | 17 |
| Asian/Pacific Islander | 315 | 28 | 74 | 94 | 6 | 5 | 296 | 17 | 49 | 82 | 18 | 5 |
| Hispanic/Latino | 270 | 5 | 19 | 59 | 41 | 10 | 264 | 2 | 15 | 54 | 46 | 19 |
| White | 305 | 17 | 58 | 91 | 9 | 75 | 290 | 9 | 41 | 81 | 19 | 58 |
| Low-Income | 275 | 4 | 25 | 65 | 35 | 26 | 265 | 2 | 15 | 55 | 45 | 41 |

2007 Massachusetts NAEP Results Participation Rates for Students with Disabilities and for Limited English Proficient Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

| Grade/Subject | # in Sample | % of Sample – Students with Disabilities | % of Sample – Limited English Proficient | % of Students Excluded from Original Sample |
|---------------------|-------------|--|--|---|
| Grade 4 Reading | 4,200 | 14 | 4 | 6 |
| Grade 4 Mathematics | 4,200 | 14 | 6 | 5 |
| Grade 8 Reading | 3,600 | 13 | 2 | 7 |
| Grade 8 Mathematics | 3,600 | 9 | 3 | 9 |

So Shore Voc Tech High: 2008 Adequate Yearly Progress (AYP) Data

| | NCLB Accountability Status | Performance Rating | Improvement Rating |
|------------------------------|--|------------------------------------|------------------------------------|
| ENGLISH LANGUAGE ARTS | No Status | Very High | On Target |
| MATHEMATICS | No Status | High | On Target |

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

| Student Group | (A) Participation | | (B) Performance | | (C) Improvement | | (D) Grad Rate | | AYP 2008 |
|----------------------|-------------------|---------------|-------------------------|---------------|------------------|-------------------------|------------------|---------------|-----------------|
| | MetTarget | Actual | MetTarget (85.4) | Actual | MetTarget | Change from 2007 | MetTarget | Actual | |
| Aggregate | Yes | 98 | Yes | 91.3 | Yes | 3.9 | Yes | 92.4 | Yes |
| Lim. English Prof. | - | - | - | - | - | - | - | - | - |
| Special Education | - | - | - | 80.4 | - | - | - | - | - |
| Low Income | - | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 98 | Yes | 91.6 | Yes | 3.9 | Yes | 92.6 | Yes |
| MATHEMATICS | MetTarget | Actual | MetTarget (76.5) | Actual | MetTarget | Change from 2007 | MetTarget | Actual | AYP 2008 |
| Aggregate | Yes | 99 | Yes | 87.7 | Yes | 2.3 | Yes | 92.4 | Yes |
| Lim. English Prof. | - | - | - | - | - | - | - | - | - |
| Special Education | - | - | - | 69.7 | - | - | - | - | - |
| Low Income | - | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 99 | Yes | 87.9 | Yes | 2.1 | Yes | 92.6 | Yes |

| Adequate Yearly Progress History | | | | | | | | | | NCLB Accountability Status | |
|----------------------------------|---------------|------|------|------|------|------|------|------|------|----------------------------|-----------|
| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| ELA | Aggregate | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No Status |
| | All Subgroups | - | - | - | Yes | Yes | Yes | Yes | Yes | Yes | |
| MATH | Aggregate | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No Status |
| | All Subgroups | - | - | - | Yes | Yes | Yes | Yes | Yes | Yes | |

**So Shore Voc Tech High:
AYP Data Detail**

| ENGLISH LANGUAGE ARTS | | | | | | | | | | | | | | | |
|------------------------------|-------------------|----------|----|------------------|-----------------|----------|-------------------|---------------------|-------------|-----------------|------------|---------------|--------|------------|----------|
| Student Group | (A) Participation | | | | (B) Performance | | | (C) Improvement | | | | (D) Grad Rate | | | AYP 2008 |
| | Enrolled | Assessed | % | Met Target (95%) | N | 2008 CPI | Met Target (85.4) | 2007 CPI (Baseline) | Gain Target | On Target Range | Met Target | % | Change | Met Target | |
| Aggregate | 150 | 147 | 98 | Yes | 147 | 91.3 | Yes | 87.4 | 1.8 | 87.4-91.7 | Yes | 92.4 | 8.8 | Yes | Yes |
| Lim. English Prof. | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Education | 38 | 37 | - | - | 37 | 80.4 | - | - | - | - | - | - | - | - | - |
| Low Income | 14 | 13 | - | - | 13 | - | - | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 143 | 140 | 98 | Yes | 140 | 91.6 | Yes | 87.7 | 1.8 | 87.7-92.0 | Yes | 92.6 | 8.9 | Yes | Yes |

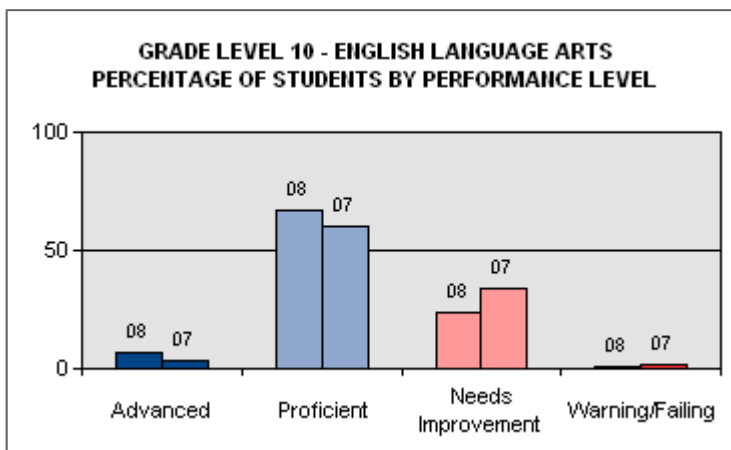
| MATHEMATICS | | | | | | | | | | | | | | | |
|----------------------|-------------------|----------|----|------------------|-----------------|----------|-------------------|---------------------|-------------|-----------------|------------|---------------|--------|------------|----------|
| Student Group | (A) Participation | | | | (B) Performance | | | (C) Improvement | | | | (D) Grad Rate | | | AYP 2008 |
| | Enrolled | Assessed | % | Met Target (95%) | N | 2008 CPI | Met Target (76.5) | 2007 CPI (Baseline) | Gain Target | On Target Range | Met Target | % | Change | Met Target | |
| Aggregate | 150 | 148 | 99 | Yes | 148 | 87.7 | Yes | 85.4 | 2.1 | 85.4-90.0 | Yes | 92.4 | 8.8 | Yes | Yes |
| Lim. English Prof. | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Education | 38 | 38 | - | - | 38 | 69.7 | - | - | - | - | - | - | - | - | - |
| Low Income | 14 | 14 | - | - | 14 | - | - | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 143 | 141 | 99 | Yes | 141 | 87.9 | Yes | 85.8 | 2.0 | 85.8-90.3 | Yes | 92.6 | 8.9 | Yes | Yes |

| Adequate Yearly Progress History | | | | | | | | | | | NCLB Accountability Status |
|----------------------------------|---------------|------|------|------|------|------|------|------|------|-----|----------------------------|
| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| ELA | Aggregate | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No Status |
| | All Subgroups | - | - | - | Yes | Yes | Yes | Yes | Yes | Yes | |
| MATH | Aggregate | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No Status |
| | All Subgroups | - | - | - | Yes | Yes | Yes | Yes | Yes | Yes | |

So Shore Voc Tech High: 2008 MCAS Data - By Grade, Subject and Subgroup

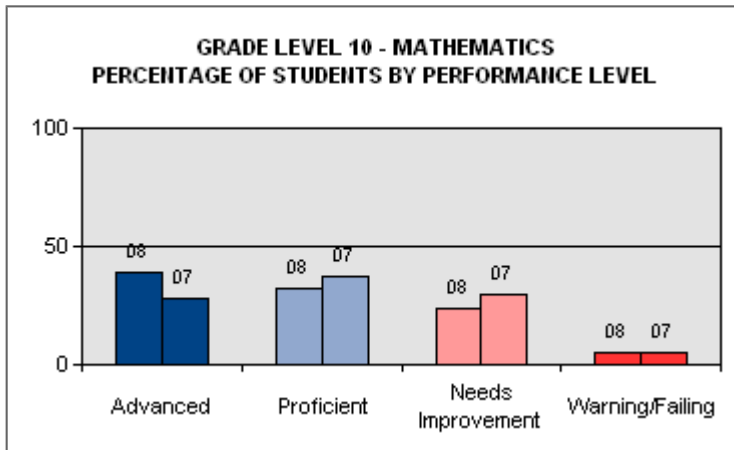
Notes: The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). AYP Participation rates show the number of students who participated in MCAS and MCAS Alternate Assessment (MCAS-Alt) tests divided by the number of students enrolled on the date the tests were administered.

| 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 | 37 | 97 | 0 | 41 | 57 | 3 | 80.4 | 37 | 97 | 0 | 41 | 57 | 3 | 80.4 | 11,433 | 94 | 3 | 32 | 46 | 20 | 73.1 |
| LEP/FLEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3,325 | 94 | 4 | 24 | 49 | 23 | 64.7 |
| Low-Income | 13 | 93 | 0 | 69 | 31 | 0 | 88.5 | 13 | 93 | 0 | 69 | 31 | 0 | 88.5 | 18,676 | 96 | 8 | 45 | 37 | 9 | 81.2 |
| African American/Black | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 6,002 | 96 | 8 | 47 | 36 | 9 | 82.3 |
| Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3,274 | 98 | 33 | 44 | 19 | 4 | 91.2 |
| Hispanic/Latino | 4 | - | - | - | - | - | - | 4 | - | - | - | - | - | - | 8,471 | 95 | 7 | 42 | 40 | 11 | 78.3 |
| Native American | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 205 | 96 | 15 | 54 | 29 | 2 | 87.6 |
| White | 140 | 98 | 8 | 67 | 24 | 1 | 91.6 | 140 | 98 | 8 | 67 | 24 | 1 | 91.6 | 52,316 | 98 | 27 | 53 | 17 | 3 | 93.1 |
| Other Subgroups | | | | | | | | | | | | | | | | | | | | | |
| Male | 97 | 98 | 9 | 68 | 22 | 1 | 92.5 | 97 | 98 | 9 | 68 | 22 | 1 | 92.5 | 36,139 | 97 | 18 | 52 | 25 | 5 | 88.4 |
| Female | 50 | 98 | 4 | 66 | 30 | 0 | 89.0 | 50 | 98 | 4 | 66 | 30 | 0 | 89.0 | 35,295 | 98 | 29 | 50 | 18 | 3 | 92.2 |
| Title I | 18 | 95 | 0 | 33 | 61 | 6 | 75.0 | 18 | 95 | 0 | 33 | 61 | 6 | 75.0 | 9,308 | 96 | 7 | 44 | 40 | 9 | 79.6 |
| Non-Title I | 129 | 98 | 9 | 72 | 19 | 0 | 93.6 | 129 | 98 | 9 | 72 | 19 | 0 | 93.6 | 62,126 | 98 | 26 | 52 | 18 | 4 | 91.9 |
| Non-Low Income | 134 | 99 | 8 | 67 | 24 | 1 | 91.6 | 134 | 99 | 8 | 67 | 24 | 1 | 91.6 | 52,758 | 98 | 29 | 53 | 15 | 3 | 93.5 |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 2,092 | 93 | 2 | 15 | 52 | 32 | 56.4 |
| FLEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,233 | 97 | 6 | 41 | 44 | 9 | 78.8 |
| 1st Yr LEP* | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 376 | 94 | - | - | - | - | - |
| Migrant | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 5 | - | - | - | - | - | - |
| Native Hawaiian/ Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 108 | 97 | 20 | 44 | 26 | 9 | 85.9 |
| Multi-race - Non-Hispanic/Latino | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 1,058 | 98 | 21 | 51 | 24 | 5 | 89.6 |
| All Students | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 147 | 98 | 7 | 67 | 24 | 1 | 91.3 | 147 | 98 | 7 | 67 | 24 | 1 | 91.3 | 71,510 | 98 | 23 | 51 | 21 | 4 | 90.3 |
| 2007 | 151 | 99 | 3 | 60 | 34 | 2 | 87.4 | 151 | 99 | 3 | 60 | 34 | 2 | 87.4 | 72,471 | 99 | 22 | 49 | 24 | 6 | 87.9 |



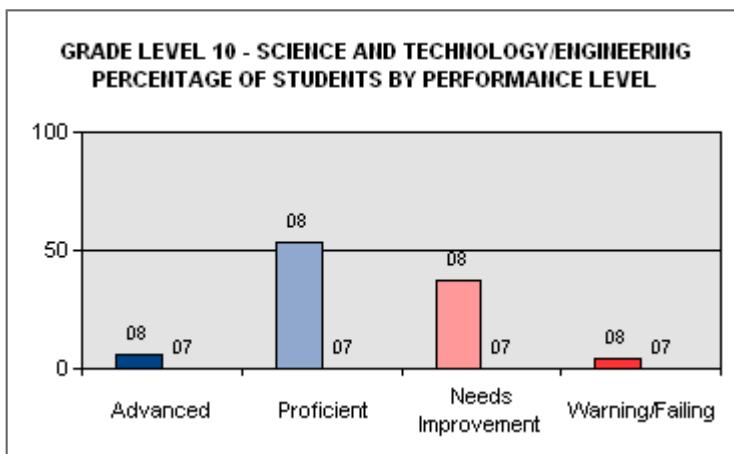
GRADE LEVEL 10 - MATHEMATICS

| 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 | 38 | 100 | 16 | 21 | 45 | 18 | 69.7 | 38 | 100 | 16 | 21 | 45 | 18 | 69.7 | 11,341 | 94 | 9 | 24 | 35 | 32 | 65.9 |
| LEP/FLEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3,325 | 95 | 18 | 21 | 31 | 30 | 65.5 |
| Low-Income | 14 | 100 | 29 | 21 | 36 | 14 | 80.4 | 14 | 100 | 29 | 21 | 36 | 14 | 80.4 | 18,468 | 96 | 22 | 29 | 30 | 18 | 75.2 |
| African American/Black | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 5,946 | 95 | 20 | 28 | 33 | 19 | 73.3 |
| Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3,279 | 99 | 65 | 20 | 11 | 4 | 93.3 |
| Hispanic/Latino | 4 | - | - | - | - | - | - | 4 | - | - | - | - | - | - | 8,381 | 94 | 19 | 27 | 32 | 23 | 71.3 |
| Native American | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 204 | 95 | 31 | 34 | 24 | 11 | 82.0 |
| White | 141 | 99 | 40 | 31 | 23 | 5 | 87.9 | 141 | 99 | 40 | 31 | 23 | 5 | 87.9 | 52,120 | 98 | 48 | 30 | 16 | 6 | 90.3 |
| Other Subgroups | | | | | | | | | | | | | | | | | | | | | |
| Male | 97 | 98 | 49 | 29 | 16 | 5 | 89.9 | 97 | 98 | 49 | 29 | 16 | 5 | 89.9 | 35,989 | 97 | 44 | 28 | 19 | 10 | 86.6 |
| Female | 51 | 100 | 20 | 37 | 39 | 4 | 83.3 | 51 | 100 | 20 | 37 | 39 | 4 | 83.3 | 35,093 | 98 | 42 | 29 | 20 | 8 | 86.9 |
| Title I | 19 | 100 | 11 | 11 | 58 | 21 | 64.5 | 19 | 100 | 11 | 11 | 58 | 21 | 64.5 | 9,191 | 95 | 22 | 29 | 31 | 18 | 74.7 |
| Non-Title I | 129 | 98 | 43 | 35 | 19 | 2 | 91.1 | 129 | 98 | 43 | 35 | 19 | 2 | 91.1 | 61,891 | 98 | 46 | 29 | 18 | 7 | 88.5 |
| Non-Low Income | 134 | 99 | 40 | 33 | 23 | 4 | 88.4 | 134 | 99 | 40 | 33 | 23 | 4 | 88.4 | 52,614 | 98 | 50 | 28 | 16 | 5 | 90.7 |
| LEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 2,106 | 95 | 14 | 17 | 32 | 37 | 59.4 |
| FLEP | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,219 | 96 | 26 | 27 | 30 | 17 | 75.9 |
| 1st Yr LEP* | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 397 | 99 | - | - | - | - | - |
| Migrant | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 4 | - | - | - | - | - | - |
| Native Hawaiian/Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 107 | 96 | 41 | 21 | 21 | 17 | 79.9 |
| Multi-race - Non-Hispanic/Latino | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 1,045 | 97 | 39 | 29 | 23 | 9 | 85.8 |
| All Students | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 148 | 99 | 39 | 32 | 24 | 5 | 87.7 | 148 | 99 | 39 | 32 | 24 | 5 | 87.7 | 71,166 | 97 | 43 | 29 | 19 | 9 | 86.7 |
| 2007 | 152 | 100 | 28 | 37 | 30 | 5 | 85.4 | 152 | 100 | 28 | 37 | 30 | 5 | 85.4 | 71,692 | 99 | 42 | 27 | 22 | 9 | 85.0 |



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING

| 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 | 38 | 100 | 0 | 24 | 63 | 13 | 67.1 | 38 | 100 | 0 | 24 | 63 | 13 | 67.1 | 10,787 | 93 | 2 | 19 | 43 | 37 | 58.6 |
| LEP/FLEP | | - | - | - | - | - | - | | - | - | - | - | - | - | 2,872 | 94 | 3 | 17 | 36 | 44 | 52.2 |
| Low-Income | 14 | 100 | 7 | 43 | 50 | 0 | 82.1 | 14 | 100 | 7 | 43 | 50 | 0 | 82.1 | 17,572 | 95 | 3 | 28 | 44 | 26 | 64.0 |
| African American/Black | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 5,509 | 95 | 3 | 25 | 45 | 27 | 62.1 |
| Asian | | - | - | - | - | - | - | | - | - | - | - | - | - | 3,078 | 99 | 29 | 39 | 24 | 8 | 85.4 |
| Hispanic/Latino | 3 | - | - | - | - | - | - | 3 | - | - | - | - | - | - | 7,877 | 95 | 2 | 22 | 43 | 32 | 58.7 |
| Native American | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 200 | 97 | 7 | 39 | 41 | 13 | 74.0 |
| White | 138 | 99 | 7 | 51 | 38 | 4 | 83.3 | 138 | 99 | 7 | 51 | 38 | 4 | 83.3 | 50,623 | 98 | 16 | 49 | 28 | 7 | 84.8 |
| Other Subgroups | | | | | | | | | | | | | | | | | | | | | |
| Male | 94 | 99 | 10 | 56 | 32 | 2 | 87.8 | 94 | 99 | 10 | 56 | 32 | 2 | 87.8 | 34,591 | 97 | 14 | 43 | 30 | 12 | 80.1 |
| Female | 50 | 98 | 0 | 46 | 46 | 8 | 76.0 | 50 | 98 | 0 | 46 | 46 | 8 | 76.0 | 33,767 | 98 | 14 | 43 | 33 | 11 | 79.6 |
| Title I | 20 | 100 | 0 | 25 | 65 | 10 | 68.8 | 20 | 100 | 0 | 25 | 65 | 10 | 68.8 | 8,721 | 95 | 2 | 22 | 49 | 28 | 59.5 |
| Non-Title I | 124 | 98 | 7 | 57 | 32 | 3 | 86.1 | 124 | 98 | 7 | 57 | 32 | 3 | 86.1 | 59,637 | 98 | 16 | 46 | 29 | 9 | 82.8 |
| Non-Low Income | 130 | 98 | 6 | 54 | 35 | 5 | 83.8 | 130 | 98 | 6 | 54 | 35 | 5 | 83.8 | 50,786 | 98 | 18 | 48 | 27 | 7 | 85.3 |
| LEP | | - | - | - | - | - | - | | - | - | - | - | - | - | 1,676 | 93 | 1 | 11 | 31 | 56 | 44.0 |
| FLEP | | - | - | - | - | - | - | | - | - | - | - | - | - | 1,196 | 96 | 5 | 26 | 42 | 27 | 63.6 |
| 1st Yr LEP* | | - | - | - | - | - | - | | - | - | - | - | - | - | | - | - | - | - | - | - |
| Migrant | | - | - | - | - | - | - | | - | - | - | - | - | - | 4 | - | - | - | - | - | - |
| Native Hawaiian/Pacific Islander | | - | - | - | - | - | - | | - | - | - | - | - | - | 87 | 98 | 11 | 32 | 40 | 16 | 73.3 |
| Multi-race - Non-Hispanic/Latino | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 984 | 97 | 15 | 39 | 34 | 13 | 78.5 |
| All Students | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 144 | 99 | 6 | 53 | 37 | 4 | 83.7 | 144 | 99 | 6 | 53 | 37 | 4 | 83.7 | 68,358 | 97 | 14 | 43 | 31 | 12 | 79.8 |
| 2007 | | - | - | - | - | - | - | | - | - | - | - | - | - | | - | - | - | - | - | - |



* **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 Massachusetts since October 2006 are included in state-level results; only students enrolled in the same district since October 2006 are included in district-level results; only students enrolled in the same school since October 2006 are included in school-level results.

About the Data

Enrollment and Educator Data

Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

Student Groups (as of October 1, 2008)

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.

First Language Not English: A student whose first language learned or used by the parent/guardian with the child is not English.

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

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

Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Low Income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

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.

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

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.

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

Title I: Student receives Title I services.

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

MCAS Data (Spring 2008 Results)

MCAS performance levels include Above Proficient (**P+**) in grade 3; Advanced (**A**) in grades 4-8 and 10; Proficient (**P**) in grades 3-8 and 10; Needs Improvement (**NI**) in grades 3-8 and 10; Warning (**W**) in grades 3-8; and Failing (**F**) in grade 10.

Above Proficient: Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Accountability Data (2008)

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

For more information on the No Child Left Behind Act, please visit

<http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of this school or district, please visit

<http://profiles.doe.mass.edu/>.

For more information on any of the terms used in this report card, please visit

<http://profiles.doe.mass.edu/help/data.aspx>.