

2008-2009 NCLB Report Card - Boston Arts Academy

Boston Arts Academy (00350546)

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Organization Description: High School

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 include all public school districts in Massachusetts except for the Norwood Public Schools.**

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	399	55,923	958,910	Total # of Teachers	39.6	4,373.5	70,132.3
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	98.5	97.9	96.5
African American or Black	41.9	37.9	8.2	Total Number of Classes in Core Academic Areas	204	18,512	278,712
Asian	4.3	8.5	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	93.1	95.9	96.5
Hispanic or Latino	32.8	38.1	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	6.9	4.1	3.5
Multi-race, Non-Hispanic	4.0	1.7	2.0	Student/Teacher Ratio	10.1 to 1	12.8 to 1	13.6 to 1
Native American	0.5	0.4	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1	0.1				
White	16.5	13.3	69.9				
Gender (%)							
Male	37.3	51.8	51.4				
Female	62.7	48.2	48.6				
Selected Populations (%)							
Limited English Proficiency	2.3	18.9	5.9				
Low-Income	55.9	74.3	30.7				
Special Education	13.5	20.5	17.1				
First Language Not English	22.1	38.1	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

Boston Arts Academy: 2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	No Status	Moderate	No Change

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	
Did at least 95% of students participate in MCAS?	Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 60% graduation rate target (G9-12)?				
ENGLISH LANGUAGE ARTS	MetTarget	Actual	MetTarget (85.4)	Actual	MetTarget	Change from 2007	MetTarget	Actual	AYP 2008
Aggregate	Yes	97	Yes	86.8	Yes	0.9	Yes	81.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	97	Yes	85.4	Yes	0.1	Yes	84.7	Yes
Afr. Amer./Black	Yes	96	Yes	86.1	Yes	0.3	Yes	86.8	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	84.9	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
MATHEMATICS	MetTarget	Actual	MetTarget (76.5)	Actual	MetTarget	Change from 2007	MetTarget	Actual	AYP 2008
Aggregate	Yes	97	Yes	76.8	No	0.0	Yes	81.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	96	No	75.4	No	-3.1	Yes	84.7	No
Afr. Amer./Black	Yes	96	No	68.8	No	-6.2	Yes	86.8	No
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	85.1	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

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

**Boston Arts Academy:
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	115	111	97	Yes	110	86.8	Yes	85.9	2.0	85.9-90.4	Yes	81.3	-2.7	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-
Low Income	73	71	97	Yes	70	85.4	Yes	85.3	2.1	85.3-91.9	Yes	84.7	1.8	Yes	Yes
Afr. Amer./Black	54	52	96	Yes	52	86.1	Yes	85.8	2.0	85.8-92.3	Yes	86.8	7.6	Yes	Yes
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	40	39	-	-	38	84.9	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	11	10	-	-	10	-	-	-	-	-	-	-	-	-	-

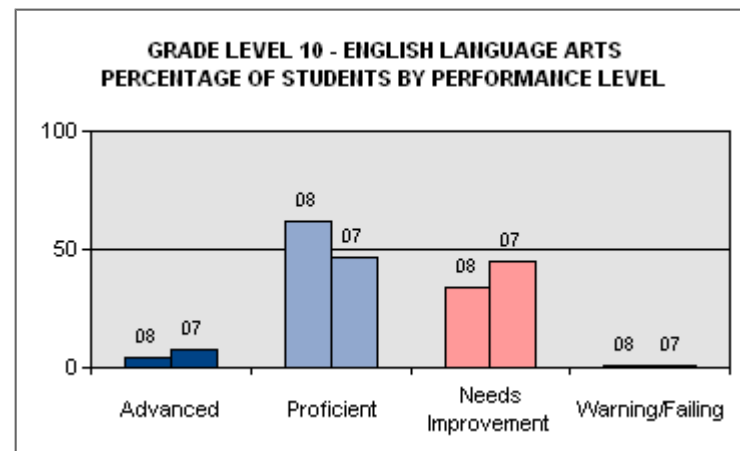
MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	115	111	97	Yes	110	76.8	Yes	76.8	3.3	77.6-82.6	No	81.3	-2.7	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	15	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Low Income	73	70	96	Yes	69	75.4	No	78.5	3.1	78.5-86.1	No	84.7	1.8	Yes	No
Afr. Amer./Black	54	52	96	Yes	52	68.8	No	75.0	3.6	75.0-83.1	No	86.8	7.6	Yes	No
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	40	38	-	-	37	85.1	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	11	11	-	-	11	-	-	-	-	-	-	-	-	-	-

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

2008 MCAS Results by Subgroup by Grade then Subject

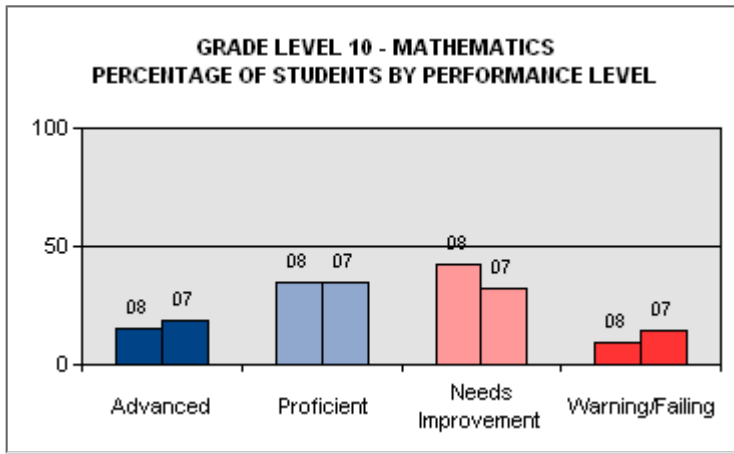
* **NOTE:** First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

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	15	100	0	47	47	7	80.0	640	90	1	18	48	33	64.5	11,433	94	3	32	46	20	73.1
LEP/FLEP	7	-	-	-	-	-	-	612	93	6	21	45	27	63.5	3,325	94	4	24	49	23	64.7
Low-Income	70	97	3	59	39	0	85.4	2,472	96	10	44	37	10	80.7	18,676	96	8	45	37	9	81.2
African American/Black	52	96	2	60	38	0	86.1	1,580	95	7	41	40	12	78.4	6,002	96	8	47	36	9	82.3
Asian	4	-	-	-	-	-	-	415	99	30	50	18	3	92.4	3,274	98	33	44	19	4	91.2
Hispanic/Latino	38	97	8	55	34	3	84.9	1,277	94	8	42	39	10	79.0	8,471	95	7	42	40	11	78.3
Native American		-	-	-	-	-	-	13	93	31	23	31	15	76.9	205	96	15	54	29	2	87.6
White	10	91	0	80	20	0	92.5	581	97	29	50	15	5	92.4	52,316	98	27	53	17	3	93.1
Other Subgroups																					
Male	46	96	4	52	41	2	82.1	1,967	94	10	41	37	11	79.5	36,139	97	18	52	25	5	88.4
Female	64	97	3	69	28	0	90.2	1,965	96	17	47	29	7	85.1	35,295	98	29	50	18	3	92.2
Title I	110	96	4	62	34	1	86.8	3,459	95	9	44	37	10	80.5	9,308	96	7	44	40	9	79.6
Non-Title I		-	-	-	-	-	-	473	97	49	40	5	6	95.4	62,126	98	26	52	18	4	91.9
Non-Low Income	40	95	5	68	25	3	89.4	1,460	95	20	44	27	9	85.1	52,758	98	29	53	15	3	93.5
LEP	4	-	-	-	-	-	-	500	92	4	14	49	32	58.1	2,092	93	2	15	52	32	56.4
FLEP	3	-	-	-	-	-	-	112	97	13	54	28	4	87.9	1,233	97	6	41	44	9	78.8
1st Yr LEP*		-	-	-	-	-	-	44	95	-	-	-	-	-	376	94	-	-	-	-	-
Migrant		-	-	-	-	-	-	1	-	-	-	-	-	-	5	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	5	-	-	-	-	-	-	108	97	20	44	26	9	85.9
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	61	98	20	59	16	5	92.6	1,058	98	21	51	24	5	89.6
All Students																					
2008	110	96	4	62	34	1	86.8	3,932	95	14	44	33	9	82.3	71,510	98	23	51	21	4	90.3
2007	101	98	8	47	45	1	85.9	4,044	99	11	39	37	13	78.1	72,471	99	22	49	24	6	87.9



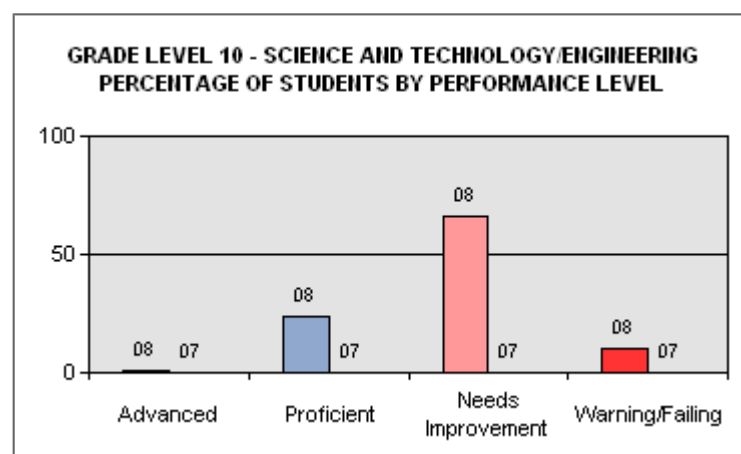
GRADE LEVEL 10 - MATHEMATICS

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	14	93	14	36	43	7	76.8	624	88	6	13	32	48	57.5	11,341	94	9	24	35	32	65.9
LEP/FLEP	7	-	-	-	-	-	-	615	93	25	22	26	27	71.6	3,325	95	18	21	31	30	65.5
Low-Income	69	96	7	39	43	10	75.4	2,450	94	31	26	27	16	78.2	18,468	96	22	29	30	18	75.2
African American/Black	52	96	2	27	62	10	68.8	1,555	94	22	24	33	22	72.1	5,946	95	20	28	33	19	73.3
Asian	4	-	-	-	-	-	-	414	99	78	14	6	2	96.8	3,279	99	65	20	11	4	93.3
Hispanic/Latino	37	95	24	43	27	5	85.1	1,263	92	24	30	30	16	77.1	8,381	94	19	27	32	23	71.3
Native American		-	-	-	-	-	-	13	93	31	15	23	31	61.5	204	95	31	34	24	11	82.0
White	11	100	9	64	9	18	81.8	576	96	61	19	12	9	90.4	52,120	98	48	30	16	6	90.3
Other Subgroups																					
Male	46	96	9	35	50	7	75.0	1,954	93	34	23	26	17	78.4	35,989	97	44	28	19	10	86.6
Female	64	97	19	34	36	11	78.1	1,932	95	36	25	25	15	80.2	35,093	98	42	29	20	8	86.9
Title I	110	96	15	35	42	9	76.8	3,411	94	28	26	29	17	77.3	9,191	95	22	29	31	18	74.7
Non-Title I		-	-	-	-	-	-	475	97	82	6	3	9	94.0	61,891	98	46	29	18	7	88.5
Non-Low Income	41	98	27	27	39	7	79.3	1,436	94	42	20	23	15	81.3	52,614	98	50	28	16	5	90.7
LEP	4	-	-	-	-	-	-	503	92	22	19	27	31	68.4	2,106	95	14	17	32	37	59.4
FLEP	3	-	-	-	-	-	-	112	97	36	34	21	9	85.9	1,219	96	26	27	30	17	75.9
1st Yr LEP*		-	-	-	-	-	-	48	98	-	-	-	-	-	397	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	4	-	-	-	-	-	-	107	96	41	21	21	17	79.9
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	61	97	52	23	16	8	89.8	1,045	97	39	29	23	9	85.8
All Students																					
2008	110	96	15	35	42	9	76.8	3,888	94	35	24	25	16	79.3	71,166	97	43	29	19	9	86.7
2007	100	98	19	35	32	14	76.8	3,951	98	33	22	27	18	76.6	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	14	93	0	14	57	29	50.0	579	88	0	5	28	67	43.0	10,787	93	2	19	43	37	58.6			
LEP/FLEP	8	-	-	-	-	-	-	501	95	3	15	30	52	50.0	2,872	94	3	17	36	44	52.2			
Low-Income	68	96	0	24	65	12	67.3	2,228	95	3	20	46	31	58.2	17,572	95	3	28	44	26	64.0			
African American/Black	53	96	0	25	66	9	67.0	1,396	94	1	16	47	36	54.4	5,509	95	3	25	45	27	62.1			
Asian	4	-	-	-	-	-	-	385	99	19	47	29	6	85.5	3,078	99	29	39	24	8	85.4			
Hispanic/Latino	34	100	3	24	62	12	66.9	1,104	96	1	16	47	36	54.0	7,877	95	2	22	43	32	58.7			
Native American		-	-	-	-	-	-	10	91	0	20	50	30	60.0	200	97	7	39	41	13	74.0			
White	9	-	-	-	-	-	-	551	98	11	44	31	14	78.6	50,623	98	16	49	28	7	84.8			
Other Subgroups																								
Male	44	96	0	25	64	11	67.0	1,771	95	4	24	41	31	60.8	34,591	97	14	43	30	12	80.1			
Female	61	98	2	23	67	8	68.4	1,733	96	5	24	44	27	62.8	33,767	98	14	43	33	11	79.6			
Title I	105	97	1	24	66	10	67.9	3,049	95	1	19	48	33	56.9	8,721	95	2	22	49	28	59.5			
Non-Title I		-	-	-	-	-	-	455	98	30	58	6	6	94.7	59,637	98	16	46	29	9	82.8			
Non-Low Income	37	100	3	24	68	5	68.9	1,276	96	9	31	35	25	68.0	50,786	98	18	48	27	7	85.3			
LEP	5	-	-	-	-	-	-	393	94	3	13	25	59	46.8	1,676	93	1	11	31	56	44.0			
FLEP	3	-	-	-	-	-	-	108	96	3	23	45	29	61.6	1,196	96	5	26	42	27	63.6			
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-		-	-	-	-	-	-			
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	3	-	-	-	-	-	-	87	98	11	32	40	16	73.3			
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	55	98	11	33	36	20	73.6	984	97	15	39	34	13	78.5			
All Students																								
2008	105	97	1	24	66	10	67.9	3,504	96	5	24	42	29	61.8	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/>.

Accountability Status Labels

I1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)

I1/2-A: Identified for Improvement (Year 1 or 2)

CA-S: Identified for Corrective Action - Subgroups only

CA-A: Identified for Corrective Action

RST1/2-S: Identified for Restructuring - Subgroups only (Year 1 or 2)

RST1/2: Identified for Restructuring (Year 1 or 2)

UR: Under Review

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 Massachusetts, please visit the <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.