

BEDFORD HIGH SCHOOL 2007-2008

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Superintendent **Principal**
Maureen LaCroix, Ed.D. Jon Sills

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Kristen Vogel

Guidance Staff:

Diane Ryan	Director of Guidance	X3105
Karen Ford	Counselor	X3107
Janel Halupowski	Counselor	X3106
Alison Lohrum	Counselor	X3108

THE TOWN OF BEDFORD

Bedford, Massachusetts is a community of approximately 13,000 people, located fourteen miles northwest of Boston. A typical New England town in architecture, government, and traditions, Bedford is proud of its historic past. Bedford is equally proud of its current residents' progressive support for town government and education. Located near Route 128, Bedford is a center of high technology. Hanscom Air Force Base, which borders Bedford, is an acknowledged leader in aerospace research and is an integral part of Bedford's social and technological vitality. Middlesex Community College, part of the state's tiered system of colleges and universities, is located in Bedford and serves as an excellent academic resource for our students. The town of Bedford was recently chosen as one of the USA's "One Hundred Best Communities" of 2007 because of its overall town services and support of education.

BEDFORD HIGH SCHOOL

Bedford High School is comparable to the best public high schools in the state. It is proud of its record of student achievement, the education and training of its faculty, and its pursuit of excellence in education. A comprehensive, four-year school, Bedford High is accredited by the New England Association of Schools and Colleges (N.E.A.S.C.). Enrollment is growing and is currently at 765, with a senior class of 163.

The student-faculty ratio is 11:1, and 76% of the faculty holds an advanced degree. Its medium size offers the best of both worlds: Bedford High is large enough to offer great curricular breadth, and small enough for each student to be known as an individual. Our challenging curriculum is enriched by a caring faculty, innovative interdepartmental offerings, a vibrant music and arts program, and a vigorous athletic program. We are committed to both stretching and supporting each student academically, personally, and socio-emotionally. Our average SAT scores each year (1730 SAT score out of 2400 for the class of 2007) are consistently well above the state and national averages. The Class of 2008 MCAS passing rate on the first attempt was 100% for English and 99% for Math.

Within a traditional New England town setting, the high school helps to bring the greater world into Bedford: our racial and socio-economic diversity is unusually rich for a suburban town. Bedford has long served as the high school not only for children of the town, but also for children of Hanscom Air Force Base military personnel. These students comprise 15% of Bedford High's enrollment. Many have lived all over the United States and the world, and enrich the school with their points of view and experiences. In addition, the METCO program brings students from Boston to Bedford at every grade level. Bedford High School is currently undergoing an extensive renovation, which will result in a larger, beautiful state-of-the-art building for teaching and learning.

CURRICULUM AND INSTRUCTIONAL GROUPING

All students are fully scheduled and receive 990 hours of classroom instruction per year. Bedford is on a six-day cycle, rotating block schedule of full year courses. (The only exception is the Health/Physical Education semester combination.) There are five 70-minute classes each day. A typical student schedule would include five, 5 credit courses in English, math, science, social studies and world language, and four, 2.5 credit courses in physical education and health, art, music, occupational education, and other subjects.

Every course at Bedford High is assigned a level from 1 to 5. **Levels 3, 4, and 5 are college preparatory levels. Level 5 is the honors and AP level. The highest level offered in a given subject, however, is sometimes a level 3 or 4. Please consult the enclosed listing of all courses in the Program of Studies for this information.** Our levels reflect increasing expectations of classroom academic intensity, outside work, and levels of intellectual independence. Students are encouraged to aspire to the highest level possible. Almost all of our students eventually attend college, no matter what level of coursework they are currently undertaking.

GRADUATION REQUIREMENTS

A total of 110 credits are required for graduation, which must include:

Subject	Required years	Credits	Subject	Required years	Credits
English	4	20	Art	1	2.5
Math	3	15	Music	1	2.5
Science	3	15	Occupational Education	1	2.5
Social Studies	3	15	Physical Education and Health Education	4	10.0
World Language	1	5			

GRADE POINT AVERAGE AND CLASS RANK

Class rank is calculated at the end of the sixth and seventh semesters, and is determined by the weighted grade point average. All courses with a numerical grade from grades 9, 10, and 11 will be used in these calculations. Each final grade in levels 3, 4, and 5 is weighted. All final grades are then multiplied by the number of credits assigned to the course. The sum of these products is then divided by the total number of credits attempted, to arrive at the weighted grade point average.

Class rank is reported in 5 percent units. The 5th percent is the highest 5 percent rank, and the 100th percent is the lowest 5 percent rank. Students in the top 1 and 2 percent of the graduating class will also be identified as top 1 and 2 percent. Class rank will be reported on the student's transcript along with the weighted GPA, unweighted GPA, and final grades. (Senior year grades will be reported by quarters.)

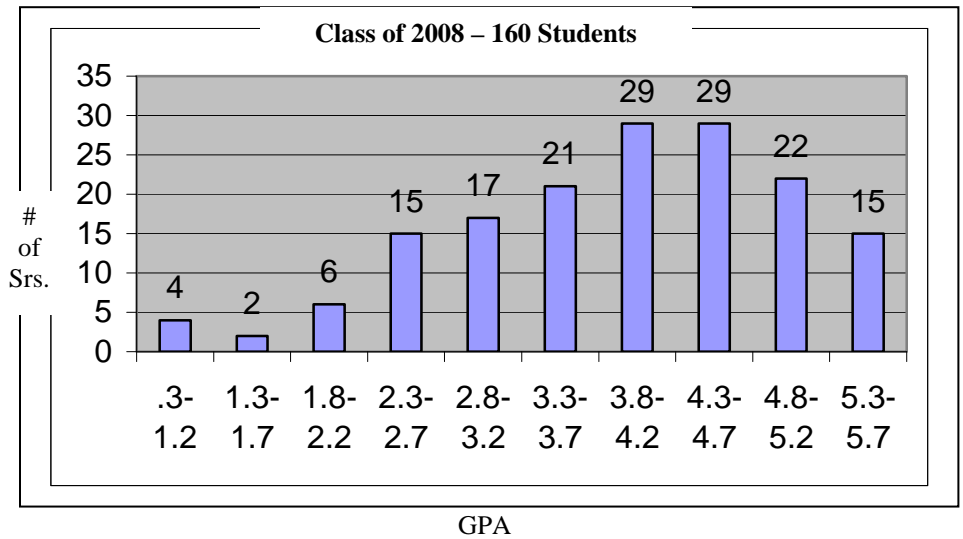
The unweighted grade point average is reported on a scale of .5 to 4.5. This is the traditional college 4.0 scale, with points added beyond for students with unusually high numerical averages. A .5 GPA = an average of 60, the minimal passing grade. A 4.0 GPA = an average of 95. A few students have unweighted averages higher than 95. Thus, to accommodate them, a 4.1 GPA = an average of 96, and so forth, up to a 4.5 GPA = an average of 100. **The highest unweighted grade point average in the Class of 2008 is 4.1.**

The weighted grade point average is reported on a scale of .5 to 6.9. Like the unweighted scale, it begins as a scale that goes from .5 to 4.5. Because a student in a level 5 course who receives a final grade of 100 would add 24 weighted points to his/her final grade, the weighted scale must extend to $4.5 + 24$, or to 6.9. Thus, a theoretical student who took all level 5 courses and received all final grades of 100 would obtain a 6.9 weighted average. This is in fact not achievable, because not all courses are level 5. **The highest weighted grade point average in the Class of 2008 is 5.7.**

Unweighted Grade Point Average

A+	97-100	4.2 - 4.5
A	93-96	3.8 - 4.1
A-	90-92	3.5 - 3.7
B+	87-89	3.2 - 3.4
B	83-86	2.8 - 3.1
B-	80-82	2.5 - 2.7
C+	77-79	2.2 - 2.4
C	73-76	1.8 - 2.1
C-	70-72	1.5 - 1.7
D+	67-69	1.2 - 1.4
D	63-66	.8 - 1.1
D-	60-62	.5 - .7

Weighted Grade Point Average Distribution



TESTING INFORMATION

SAT Scores, Class of 2007

CRITICAL READING			MATH			WRITING	
Number	Percent	Score	Number	Percent	Score	Number	Percent
8	5%	750-800	14	10%	750-800	4	3%
10	7%	700-749	19	13%	700-749	13	9%
22	15%	650-699	22	15%	650-699	23	16%
23	16%	600-649	15	10%	600-649	21	14%
26	18%	550-599	25	17%	550-599	19	13%
20	14%	500-549	21	14%	500-549	28	19%
16	11%	450-499	11	8%	450-499	15	10%
9	6%	400-449	14	10%	400-449	10	7%
8	5%	350-399	3	2%	350-399	8	6%
3	2%	300-349	2	1%	300-349	4	3%
0	0%	250-299	0	0%	250-299	1	1%
1	1%	200-249	0	0%	200-249	0	0%
566		Mean	592		Mean	562	
146		Number	146		Number	146	

Subject Test Scores, Class of 2007

Test	Mean Score
Spanish	658
Literature	680
US History	563
Math IC	669
Math IIC	735
Chemistry	647
Physics	699
Biology-M	663

**Advanced Placement
Information**

In May 2007, 48 students took
73 AP exams in 15 subjects.

The scores are as follows.

5	4	3	2	1
42%	26%	15%	12%	4%

National Merit Scholarship Information:

In the Class of 2008 there are 3 Semifinalists and 10 Commended Students.

POST-SECONDARY EDUCATION

Year	2007	2006	2005	2004
Four year college	80%	84%	78%	79%
Two year college	9%	9%	6%	5%
Total	89%	93%	84%	84%

COLLEGES ACCEPTING A MEMBER OF THE CLASS OF 2007

Adams State Coll.	Fairfield Univ.	Mt. Ida College	Taylor University
Adelphi University	Fitchburg State	Muhlenberg Coll.	Temple University
Akron, Univ. of	Florida State	Murray State Univ.	Tenn., University
Alaska, Univ. of	Framingham State	New Eng. College	Toledo, University of
American Univ.	Franklin & Marshall	New Eng. Inst Art	Toronto, University
Anna Maria Coll.	Franklin Pierce Col.	New England, Univ.	Tufts University
Arizona State U.	George Washington	New Hampshire, U.	Union College
Art Inst.of Boston	Georgetown Univ.	New York Univ.	U.S. Air Force Acad.
Assumption Coll.	Georgia Inst. of Tech	Newberry College	Vermont, University
Bard College	Gettysburg College	Nichols College	Villanova University
Bates College	Gordon College	North Carolina State	Virginia, University
Becker College	Gustavus Adolphus	North Carolina, Green	Virginia Wesleyan U
Bentley College	Hartford, Univ. of	North Park Univ.	Washington Univ.
Bethany College	Harvard College	Northeastern Univ.	Wesleyan University
Bethel University	Harvey Mudd Coll	Northwestern Univ.	Western Carolina U.
Boston College	Hofstra University	Notre Dame,Univ.	Western New England
Boston University	Houghton College	Olin, Franklin Coll.	Westfield State College
Bowdoin College	Husson College	Oregon, Univ. of	Westmont College
Bowling Green St.	Ithaca College	Penn State Univ.	Wheaton College (MA)
Brandeis University	James Madison	Philadelphia Univ.	Wheaton College (IL)
Bridgewater State	Johns Hopkins U.	Pittsburgh, Univ.	Wheelock College
British Col. Univ.	Johnson & Wales	Pomona College	Williams College
Brown University	Keene State College	Princeton Univ.	Winthrop University
Bryant University	Kutztown Univ.	Providence College	Worcester Polytech Inst.
Bryn Mawr Col.	Lafayette College	Puget Sound, Univ.	Worcester State
Bucknell Univ.	Lehigh University	Purdue University	College
Calhoun Comm.	LeTourneau Univ.	Quinnipiac Univ.	
Calvin College	Lewis & Clark Coll.	Rensselaer Polytech.	
Carnegie Mellon	Longwood Univ.	Rhode Island College	
Case Western	Loyola College MD	Rhode Island, Univ.	
Champlain College	Loyola Marymount	Rice University	
Chapman Univ.	Lynchburg College	Rochester, Univ.	
Chestnut Hill U.	Maine, Univ-Orono	Roger Williams Univ.	
Clark University	Mary Washington, U	Sacred Heart Univ.	
Colby College	Maryland Inst of Art	Saint Anselm College	
Colby-Sawyer	Maryland, Univ. of	Saint Michael's College	
Colorado College	Mass. Bay C.C.	Salem State College	
Colorado State U.	Mass. College of Art	Santa Clara Univ.	
Columbia Univ.	Mass. College Lib Art	School Museum Art	
Concord Univ.	Mass. Maritime Acad.	Seattle Pacific Univ.	
Connecticut Col.	Mass., Univ.-Amherst	Skidmore College	
Connecticut, U.	Mass., Univ.-Dartmouth	Smith College	
Daniel Webster	Mass., Univ. - Lowell	South Carolina, Univ.	
Daytona Beach	Massasoit C.C.	Southern Maine, Univ.	
Delaware, Univ.	Merrimack College	Southern N.H. Univ.	
Eastern CT State	Messiah College	Southern Virginia Univ.	
Eastern Maine	Miami, University	Springfield College	
Eastern Nazarene	Michigan, Univ.	SUNY – Albany	
Eastern Univ.	Middlebury College	SUNY – Purchase	
Edinboro Univ.	Middlesex C.C.	Suffolk University	
Emerson College	M.I.T.	Susquehanna Univ.	
Emory University	Montserrat Col. Art	Swarthmore College	
Endicott College	Mount Holyoke	Syracuse University	

2007-2008 NCLB Report Card - Bedford High

Bedford High (00230505)

Jonathan Sills, Principal

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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 - 2007-08			
	School	District	State
Total Count	764	2,342	962,766
Race/Ethnicity (%)			
African American or Black	6.8	5.6	8.1
Asian	7.3	9.6	4.9
Hispanic or Latino	2.1	3.5	13.9
Multi-race, Non-Hispanic	1.2	2.2	1.9
Native American	0.7	0.4	0.3
Native Hawaiian or Pacific Islander	0.0	0.0	0.1
White	81.9	78.6	70.8
Gender (%)			
Male	51.3	50.0	51.4
Female	48.7	50.0	48.6
Selected Populations (%)			
Limited English Proficiency	0.4	1.1	5.8
Low-Income	6.0	6.7	29.5
Special Education	13.2	19.0	16.9
First Language Not English	5.5	7.3	15.1

	School	District
Total # of Teachers	68	192
Percentage of Teachers Licensed in Teaching Assignment	98.2	98.9
Total Number of Classes in Core Academic Areas	315	743
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	96.2	96.9
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	3.8	3.1
Student/Teacher Ratio	11.3 to 1	12.2 to 1

Grades Offered: 09, 10, 11, 12

**Bedford High:
2007 Adequate Yearly Progress (AYP) Data**

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	Very High	On Target
MATHEMATICS	No Status	Very High	On Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2007
	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 55% graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	Yes	95.6	Yes	0.3	Yes	92.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	84.3	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	95.3	No	-0.5	Yes	92.1	Yes
MATHEMATICS									
Aggregate	Yes	100	Yes	96.4	Yes	0.8	Yes	92.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	92.1	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	96.7	Yes	0.0	Yes	92.1	Yes

**Bedford High:
AYP Data Detail**

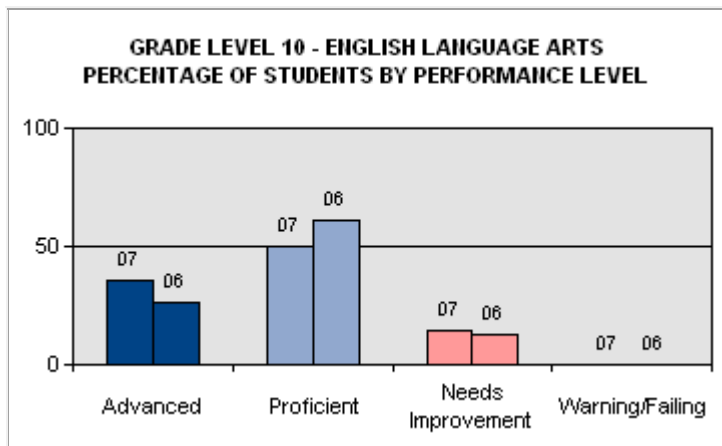
ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target		
Aggregate	217	217	100	Yes	212	95.6	Yes	95.3	0.6	95.3-98.4	Yes	92.3	Yes	Yes	
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education	35	35	-	-	35	84.3	-	-	-	-	-	-	-	-	
Low Income	14	14	-	-	14	-	-	-	-	-	-	-	-	-	
Afr. Amer./Black	18	18	-	-	18	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	12	12	-	-	12	-	-	-	-	-	-	-	-	-	
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	180	180	100	Yes	177	95.3	Yes	95.8	0.5	95.8-98.8	No	92.1	Yes	Yes	

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target		
Aggregate	217	216	100	Yes	209	96.4	Yes	95.6	0.6	95.6-98.7	Yes	92.3	Yes	Yes	
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education	35	35	-	-	35	92.1	-	-	-	-	-	-	-	-	
Low Income	14	13	-	-	13	-	-	-	-	-	-	-	-	-	
Afr. Amer./Black	19	19	-	-	18	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	12	12	-	-	12	-	-	-	-	-	-	-	-	-	
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	179	178	99	Yes	174	96.7	Yes	96.7	0.4	96.7-99.6	Yes	92.1	Yes	Yes	

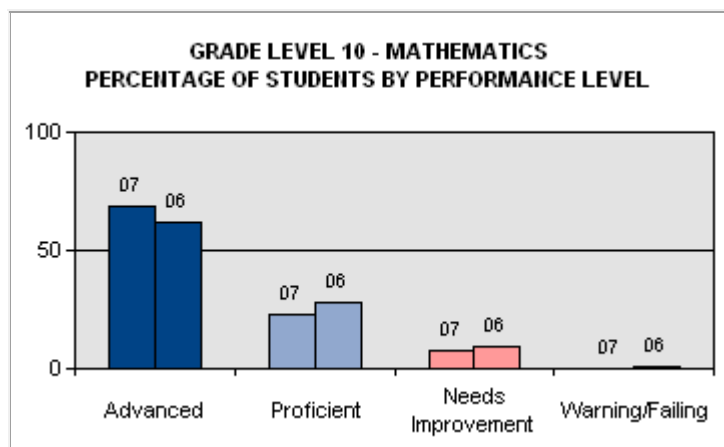
Adequate Yearly Progress History											NCLB Accountability Status	
		1999	2000	2001	2002	2003	2004	2005	2006	2007		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	Yes	No Status	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	Yes	No Status	

**Bedford High:
2007 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	35	100	6	46	46	3	84.3	42	100	5	40	48	7	78.6	11465	98	2	28	47	23	68.6	
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3502	99	2	20	47	31	58.8	
Low-Income	14	100	0	57	36	7	82.1	15	100	0	53	40	7	80.0	18294	99	7	41	40	13	76.9	
African American/Black	18	100	6	78	17	0	95.8	18	100	6	78	17	0	95.8	6053	99	6	40	41	12	76.8	
Asian	12	100	92	8	0	0	100.0	12	100	92	8	0	0	100.0	3297	100	31	43	21	5	89.5	
Hispanic/Latino	4	-	-	-	-	-	-	5	-	-	-	-	-	-	8494	99	6	37	41	16	73.5	
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	187	99	13	49	32	6	84.8	
White	177	100	35	50	14	1	95.3	187	100	33	49	17	2	93.3	53315	100	25	52	19	3	91.5	
Other Subgroups																						
Male	108	100	31	55	15	0	95.8	115	100	30	53	17	1	94.3	36768	99	16	50	27	7	85.8	
Female	104	100	41	45	13	1	95.4	108	100	40	44	15	2	93.5	35596	99	28	48	20	4	90.3	
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9596	99	5	39	43	13	75.4	
Non-Title I	212	100	36	50	14	0	95.6	223	100	35	48	16	1	93.9	62768	99	24	50	21	5	89.9	
Non-Low Income	198	100	38	49	12	0	96.6	208	100	37	48	14	1	95.0	54070	100	27	51	18	3	91.7	
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2258	98	1	12	46	42	50.5	
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1244	99	5	34	49	12	73.8	
1st Yr LEP*	1	-	-	-	-	-	-	1	-	-	-	-	-	-	455	96	-	-	-	-	-	
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	118	99	19	47	20	14	83.9	
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	900	99	24	46	24	5	88.5	
All Students																						
2007	212	100	36	50	14	0	95.6	223	100	35	48	16	1	93.9	72471	99	22	49	24	6	87.9	
2006	175	100	26	61	13	0	95.3	197	100	24	58	15	3	92.8	73351	99	16	53	24	7	86.8	



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	35	100	49	34	17	0	92.1	40	100	43	33	20	5	88.1	11241	98	9	22	37	32	63.9
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3422	98	16	18	34	32	62.6
Low-Income	13	93	31	46	23	0	90.4	13	93	31	46	23	0	90.4	17910	98	21	26	33	19	72.9
African American/Black	18	100	22	61	17	0	94.4	19	100	26	58	16	0	94.7	5945	98	19	26	35	20	71.5
Asian	12	100	100	0	0	0	100.0	12	100	100	0	0	0	100.0	3258	99	64	18	13	5	91.9
Hispanic/Latino	4	-	-	-	-	-	-	5	-	-	-	-	-	-	8279	98	18	24	34	24	68.9
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	183	96	32	22	33	12	77.9
White	174	99	72	21	7	0	96.7	183	99	68	21	9	2	94.8	52917	99	46	29	19	6	88.8
Other Subgroups																					
Male	108	100	73	19	7	0	97.0	116	100	70	20	9	1	95.9	36328	99	42	27	21	10	84.6
Female	101	99	64	27	8	1	95.8	104	99	63	26	9	3	93.8	35272	99	42	28	22	8	85.6
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9351	98	20	25	35	20	71.8
Non-Title I	209	100	69	23	8	0	96.4	220	100	66	23	9	2	94.9	62249	99	45	28	20	8	87.1
Non-Low Income	196	100	71	21	7	1	96.8	207	100	69	21	8	2	95.2	53690	99	48	28	18	6	89.1
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2213	98	11	16	34	39	57.0
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1209	99	24	23	35	19	72.8
1st Yr LEP*	1	-	-	-	-	-	-	1	-	-	-	-	-	-	462	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	116	99	33	28	23	16	81.9
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	902	99	39	28	23	10	84.0
All Students																					
2007	209	100	69	23	8	0	96.4	220	100	66	23	9	2	94.9	71692	99	42	27	22	9	85.0
2006	175	100	62	28	9	1	95.6	198	100	57	27	12	4	91.5	72738	99	40	27	21	12	83.2



About the Data

Student Groups (as of October 1, 2007)

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.

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.

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.

Special Education

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

First Language Not English

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

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 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.

Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are 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 core academic classes taught by highly-qualified teachers (defined as teachers 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. For more information on the definition and requirements of highly-qualified teachers, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

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 Data (Spring 2007 Results)

Above Proficient (P+) | (Grade 3)

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

Advanced (A) | (Grades 4-8, 10)

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

Proficient (P) | (Grades 3-8, 10)

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

Needs Improvement (NI) | (Grades 3-8, 10)

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

Warning/Failing (W/F) | (Grades 3-8, 10)

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Notes:

- * The results of 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-Alt tests divided by the number of students enrolled on the date the tests were administered. See the *School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports* posted at <http://www.doe.mass.edu/sda/ayp/2007> for details.

Accountability Data (2007)

Adequate Yearly Progress

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/reading (ELA) 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 performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

- No Status** - No Accountability Status
- 111-S** - Identified for Improvement Year 1 - Subgroups
- 111-A** - Identified for Improvement Year 1
- 112-S** - Identified for Improvement Year 2 - Subgroups
- 112-A** - Identified for Improvement Year 2
- CA-S** - Identified for Corrective Action - Subgroups
- CA-A** - Identified for Corrective Action
- RST1-S** - Identified for Restructuring Year 1 - Subgroups
- RST1-A** - Identified for Restructuring Year 1
- RST2-A** - Identified for Restructuring Year 2
- UR** - Status Under Review

For More Information

Information for Parents on NCLB Requirements

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

Department of Elementary and Secondary Education Home Page

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

Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=00230505>