

# BEDFORD HIGH SCHOOL 2008-2009

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## 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 proud of its record of student achievement, the education and training of its faculty, and its pursuit of excellence in education. **Boston Magazine's 2008 "Best High Schools" issue rated Bedford High #4 in the Commonwealth for overall "Cost Effectiveness" and #14 out of 141 public high schools for academic performance.** 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 785, with a senior class of 205.

The student-faculty ratio is 16:1, 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, collaborative and creative faculty, 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 (1700 SAT score out of 2400 for the class of 2008) are consistently well above the state and national averages. The Class of 2009 MCAS passing rate on the first attempt was 100% for English and 100% 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 17% 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 completing an extensive renovation, which will result in a larger, beautiful state-of-the-art building for teaching and learning.

# Bedford High School Mission Statement

The mission of Bedford High School is to educate all students in a nurturing, democratic, challenging, and inclusive environment. Bedford High School, in partnership with parents and the community, helps students attain the knowledge and develop the skills and intellectual curiosity to become independent and self-sufficient adults who will contribute responsibly in a global community. By providing opportunities for students to create meaning and to develop understanding in a variety of contexts, Bedford High School prepares students to grow and to act in a well-informed, creative, ethical, and compassionate manner.

## A Rigorous and Supportive School

To these ends, Bedford High School provides a rigorous and supportive education to students at every academic level. During the junior and senior years, our Level 5 classes are designed to provide a level of depth and complexity that is equivalent to introductory college classes.

Where needed, the faculty creates the appropriate scaffolding to enable all students to achieve our academic expectations. The school supplements this differentiated instruction with a range of programs designed to support academic achievement.

### Sampling of Recent Competitive Achievements

- National History Day Competition: First/Gold and Second Place Winners nationally
- Mass. Association of Math Leagues: Champions for medium sized schools.
- New England Association of Math Leagues, Second place.
- Science Olympiad: Eighth out of thirty-six teams.
- First Robotics Competition, World Championship Participants
- Boston Globe Scholastic Art Exhibit: 2 Gold Key portfolio winners; 1 Silver Key in painting; and 5 Honorable Mentions.
- Music ensembles participated in Northeastern Music Festival, earning two gold medals and a silver

### Bedford High School students will be:

#### 1. Active Learners – engaged in the quest for knowledge and understanding

Students will:

- acquire and apply knowledge connecting curriculum to prior knowledge and real life situations
- read actively, widely and purposefully
- engage in inquiry and self-directed learning
- conduct analytical research
- use feedback and self-reflection to extend learning

#### 2. Resourceful Thinkers – engaged in solving problems, making meaning and developing understanding

Students will:

- employ critical and creative thinking skills
- evaluate contexts, perspectives and assumptions
- examine relationships, integrate knowledge, and apply understanding within and across disciplines
- imagine and generate innovative ideas, solutions and understandings

#### 3. Effective Communicators – engaged in sharing information, insights, and ideas

Students will:

- present in oral and written form with clarity, purpose, and understanding
- gather, synthesize, and present knowledge creatively using a variety of media
- use technology and the arts to demonstrate knowledge and skills
- use evidence and logic to respond constructively to critical questions

### Social and Civic Expectations

Bedford High School students will:

- ❖ act with integrity, respect, and responsibility towards themselves, others, and the environment
- ❖ value cultural diversity and recognize global interdependence
- ❖ practice the democratic principles of tolerance, activism, responsibility for and service to one's community
- ❖ think independently and work cooperatively to achieve goals and resolve issues

## 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.

## GRADUATION REQUIREMENTS

A total of 110 credits is 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 5<sup>th</sup> 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.)

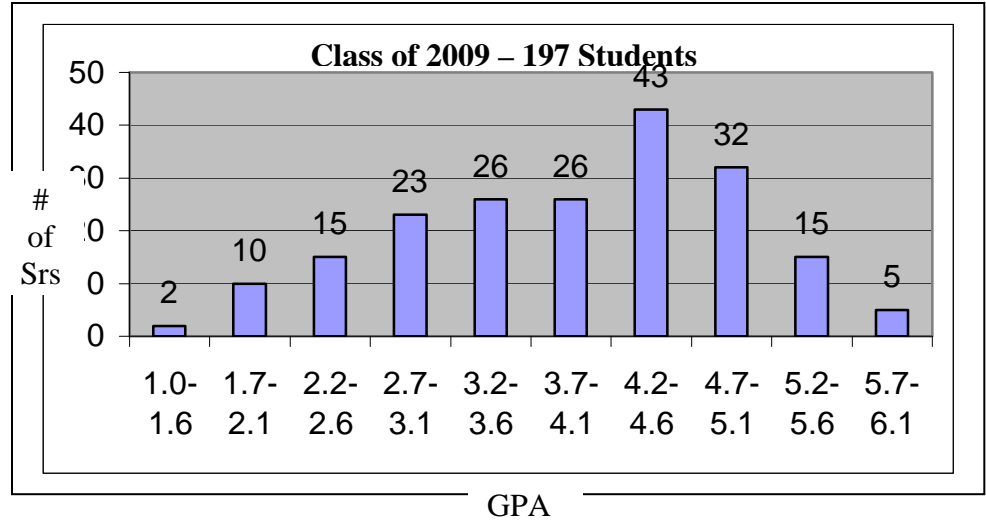
The unweighted grade point average is reported on a scale of .5 to 4.5. This is the traditional college 4.0 scale, with points added beyond for students with unusually high numerical averages. A .5 GPA = an average of 60, the minimal passing grade. A 4.0 GPA = an average of 95. A few students have unweighted 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 2009 is 4.3.**

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 2009 is 6.1.**

### Weighted Grade Point Average Distribution

#### 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



### TESTING INFORMATION

#### SAT Scores, Class of 2008

CRITICAL READING			MATH			WRITING		
Number	Percent	Score	Number	Percent	Score	Number	Percent	Score
8	6%	750-800	12	9%	750-800	8	6%	750-800
8	6%	700-749	15	11%	700-749	13	9%	700-749
14	10%	650-699	17	12%	650-699	16	11%	650-699
21	15%	600-649	15	11%	600-649	16	11%	600-649
28	20%	550-599	26	18%	550-599	17	12%	550-599
24	17%	500-549	21	15%	500-549	20	14%	500-549
12	9%	450-499	14	10%	450-499	20	14%	450-499
17	12%	400-449	15	11%	400-449	15	11%	400-449
7	5%	350-399	3	2%	350-399	5	4%	350-399
1	1%	300-349	3	2%	300-349	0	0%	300-349
0	0%	250-299	0	0%	250-299	0	0%	250-299
1	1%	200-249	1	1%	200-249	0	0%	200-249
558		Mean	578		Mean	564		Mean
141		Number	141		Number	141		Number

#### Subject Test Scores, Class of 2008

Test	Mean Score
Spanish	640
Literature	616
US History	672
Math IC	658
Math IIC	710
Chemistry	659
Biology-E	644
Biology-M	666

#### Advanced Placement Information

In May, 2008, 62 students took 111 AP exams in 19 subjects. The scores are as follows.

5	4	3	2	1
38%	27%	22%	7%	6%

**National Merit Scholarship Information** In the Class of 2008, there were 3 Semifinalists and 10 Commended Students.

### POST-SECONDARY EDUCATION

Year	2008	2007	2006	2005
Four year college	75%	80%	84%	78%
Two year college	16%	9%	9%	6%
<b>Total</b>	<b>91%</b>	<b>89%</b>	<b>93%</b>	<b>84%</b>

## Colleges Accepting Students Class of 2008

Academy of Arts University  
University of Akron  
American International College  
American University  
Arcadia University  
University of Arizona  
Art Institute of Philadelphia  
Assumption College  
Babson College  
Bates College  
Bay Path College  
Baylor University  
Becker College  
Bentley University  
Berklee College of Music  
Binghamton University  
Boston College  
Boston University  
Brandeis College  
Bridgewater State College  
California Institute of Technology  
University of California-San Diego  
Capitol University  
Carnegie Mellon University  
Case Western Reserve University  
Champlain College  
Chapman University  
Clark University  
Clarkson University  
Clemson University  
Colby College  
Colby Sawyer College  
Colgate University  
College of New Jersey  
College of New Rochelle  
College of William and Mary  
Concordia University  
Connecticut College  
University of Connecticut  
Cornell University  
Curry College  
Cushing Academy  
Daniel Webster College  
Dean College  
DePaul University  
Drew University  
Drexel University  
East Carolina University  
Eastern Connecticut State University  
Elizabethtown College  
Embry-Riddle Aeronautical University (FL)  
Embry Riddle Aeronautical University (AZ)  
Emmanuel College  
Eugene Lang College  
Fairfield University  
Fitchburg College  
Florida Atlantic University  
Florida Gulf Coast University  
Florida Institute of Technology  
Florida Southern College  
Florida State University  
University of Florida  
Fordham University  
Fort Lewis College  
Framingham State College  
Franklin College  
Franklin & Marshall College  
Franklin Pierce University  
George Washington University  
Georgetown University  
Georgia Institute of Technology  
Goucher College  
Green Mountain College  
Hamilton College  
Hampshire College  
University of Hartford  
Hartwick College  
Haverford College  
Hesser College  
Hillsborough Community College  
Hillsdale College  
Hobart and William Smith Colleges  
Hofstra University  
Husson College  
University of Illinois at Urbana-Champaign  
Ithaca College  
Jacksonville University  
James Madison University  
Johnson & Wales University  
Keene State College  
Lasell College  
Lehigh University  
Lesley University  
Lincoln University  
Loyola College in Maryland  
Lynn University  
Macalester College  
University of Maine

University of Maryland  
Massachusetts College of Art  
Massachusetts College of Pharmacy  
Massachusetts Institute of Technology  
University of Massachusetts – Amherst  
University of Massachusetts – Boston  
University of Massachusetts – Dartmouth  
University of Massachusetts – Lowell  
McGill University  
Merrimack College  
University of Miami  
Middlesex Community College  
Mount Ida College  
Muhlenberg College  
Nazareth College of Rochester  
New England College  
New England Institute of Art  
University of New Hampshire  
University of New Haven  
University of North Carolina – Chapel Hill  
University of North Florida  
North Park University  
Northeastern University  
Parsons The New School for Design  
Penn State University  
University of Pennsylvania  
University of Pittsburgh  
Plymouth State University  
Portland State University  
Providence College  
Purdue University  
Queens University  
Quinnipiac University  
Regis College  
Rensselaer Polytechnic Institute  
Rhode Island College  
University of Rhode Island  
Rice University  
Rivier College  
Rochester Institute of Technology  
University of Rochester  
Roger Williams University  
Rosemont College  
Rutgers University  
Sacred Heart University  
Salem State College  
Salve Regina University  
San Diego State University

University of San Francisco  
Sarah Lawrence College  
Savannah College of Art and Design  
School of Museum of Fine Arts  
Seton Hall University  
Siena College  
Simmons College  
Skidmore College  
University of South Florida  
University of Southern California  
Southern Maine Community College  
University of Southern Maine  
Southern Methodist University  
Southern New Hampshire University  
Springfield College  
St. Anselm College  
St. Joseph's College of Nursing  
St. Michael's College  
Sterling College  
Stonehill College  
Suffolk University  
Syracuse University  
University of Tampa  
University of Tennessee  
Trinity University  
Truman State University  
Tufts University  
Tulane University  
Union College  
United States Air Force Academy  
Universal Technical Institute  
Ursinus College  
University of Vermont  
Villanova University  
University of Virginia  
Washington and Lee University  
University of West Florida  
West Virginia University  
Western New England College  
University of Western Ontario  
Westfield State College  
Wheaton College  
Wheelock College  
Whittier College  
Widener University  
Wilfred Laurier University  
Worcester Polytechnic Institute  
Worcester State College



## 2008-2009 NCLB Report Card - Bedford High

### Bedford High (00230505)

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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
<b>Total Count</b>	791	2,420	958,910	Total # of Teachers	68.7	194.1	-
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	97.5	98.2	-
African American or Black	7.0	6.9	8.2	Total Number of Classes in Core Academic Areas	321	776	-
Asian	8.1	9.9	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	94.7	96.8	-
Hispanic or Latino	3.0	4.0	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	5.3	3.2	-
Multi-race, Non-Hispanic	1.4	2.5	2.0	Student/Teacher Ratio	11.5 to 1	12.5 to 1	- to 1
Native American	0.8	0.5	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	79.8	76.1	69.9				
<b>Gender (%)</b>							
Male	50.3	50.0	51.4				
Female	49.7	50.0	48.6				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.9	1.6	5.9				
Low-Income	6.2	7.3	30.7				
Special Education	13.9	19.4	17.1				
First Language Not English	6.3	7.6	15.4				

**Grades Offered:** PK, 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 â€“ Students with Disabilities	% of Sample â€“ 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

### Bedford High: 2008 Adequate Yearly Progress (AYP) Data

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Very High	On Target
<b>MATHEMATICS</b>	No Status	Very High	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	
Aggregate	Yes	98	Yes	97.2	Yes	1.6	Yes	95.2	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	87.5	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	97.5	Yes	2.2	Yes	95.7	Yes
<b>MATHEMATICS</b>	<b>MetTarget</b>	<b>Actual</b>	<b>MetTarget (76.5)</b>	<b>Actual</b>	<b>MetTarget</b>	<b>Change from 2007</b>	<b>MetTarget</b>	<b>Actual</b>	<b>AYP 2008</b>
Aggregate	Yes	99	Yes	95.7	No	-0.7	Yes	95.2	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	98.8	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	96.4	No	-0.3	Yes	95.7	Yes

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	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	

**Bedford High:  
AYP Data Detail**

<b>ENGLISH LANGUAGE ARTS</b>															
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	185	182	98	Yes	176	97.2	Yes	95.6	0.6	95.6-98.7	Yes	95.2	2.9	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	22	21	-	-	20	87.5	-	-	-	-	-	-	-	-	-
Low Income	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-
Hispanic	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	143	142	99	Yes	141	97.5	Yes	95.3	0.7	95.3-98.5	Yes	95.7	3.6	Yes	Yes

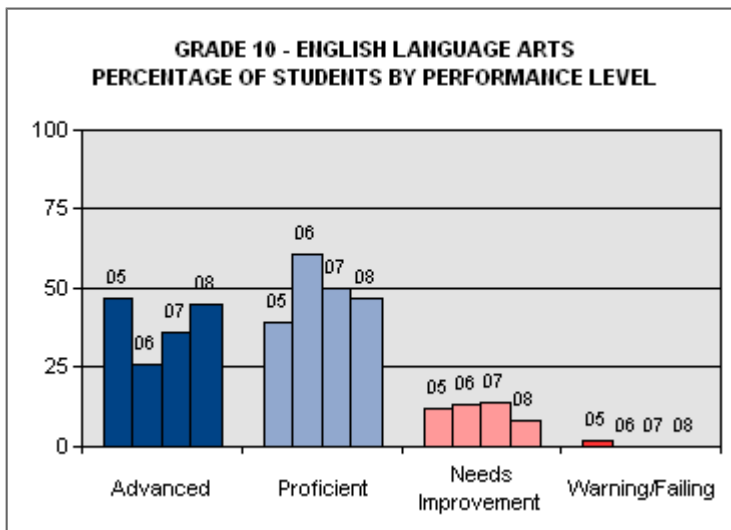
<b>MATHEMATICS</b>															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	184	183	99	Yes	176	95.7	Yes	96.4	0.5	96.4-99.4	No	95.2	2.9	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	22	22	-	-	21	98.8	-	-	-	-	-	-	-	-	-
Low Income	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-
Hispanic	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	142	142	100	Yes	140	96.4	Yes	96.7	0.5	96.7-99.7	No	95.7	3.6	Yes	Yes

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	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	

# Bedford High: 2008 MCAS Data - By Grade, Subject and Subgroup

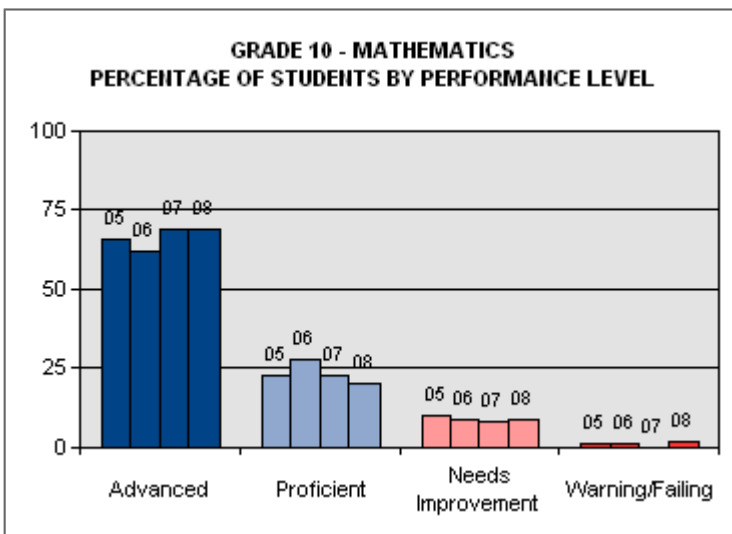
**Notes:** The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). 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	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	20	95	10	50	40	0	87.5	25	93	8	44	36	12	85.0	11433	94	3	32	46	20	73.1
LEP/FLEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	3325	94	4	24	49	23	64.7
Low-Income	9	-	-	-	-	-	-	10	100	10	70	20	0	90.0	18676	96	8	45	37	9	81.2
African American/Black	9	-	-	-	-	-	-	10	91	20	50	20	10	82.5	6002	96	8	47	36	9	82.3
Asian	15	100	67	33	0	0	100.0	15	100	67	33	0	0	100.0	3274	98	33	44	19	4	91.2
Hispanic/Latino	3	-	-	-	-	-	-	7	-	-	-	-	-	-	8471	95	7	42	40	11	78.3
Native American	4	-	-	-	-	-	-	4	-	-	-	-	-	-	205	96	15	54	29	2	87.6
White	141	99	46	46	8	0	97.5	145	99	45	45	9	1	97.1	52316	98	27	53	17	3	93.1
<b>Other Subgroups</b>																					
Male	97	99	45	45	9	0	96.6	103	98	43	46	10	2	95.6	36139	97	18	52	25	5	88.4
Female	79	98	44	49	6	0	97.8	83	98	42	48	8	1	97.0	35295	98	29	50	18	3	92.2
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9308	96	7	44	40	9	79.6
Non-Title I	176	98	45	47	8	0	97.2	186	98	42	47	9	2	96.2	62126	98	26	52	18	4	91.9
Non-Low Income	167	98	47	46	7	0	97.6	176	98	44	45	9	2	96.6	52758	98	29	53	15	3	93.5
LEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	2092	93	2	15	52	32	56.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1233	97	6	41	44	9	78.8
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	376	94	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	5	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	108	97	20	44	26	9	85.9
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	5	-	-	-	-	-	-	1058	98	21	51	24	5	89.6
<b>All Students</b>																					
2008	176	98	45	47	8	0	97.2	186	98	42	47	9	2	96.2	71510	98	23	51	21	4	90.3
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



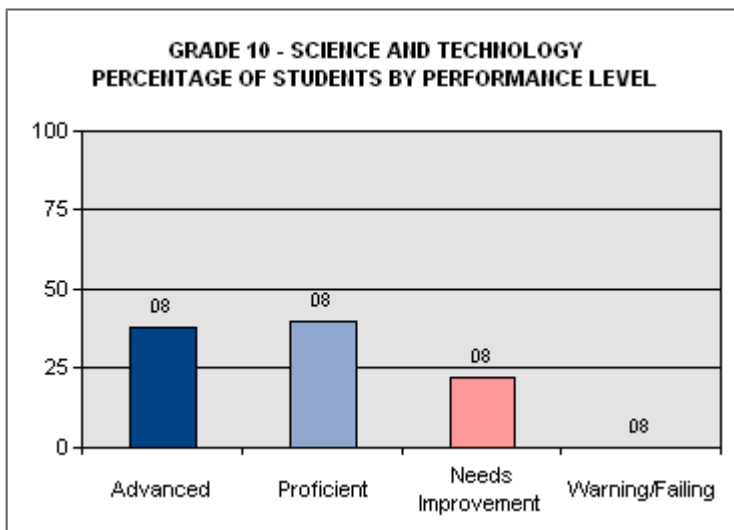
**GRADE LEVEL 10 - MATHEMATICS**

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			
<b>AYP Subgroups</b>																					
Stud. w/ Disab	21	100	48	48	5	0	98.8	25	93	44	40	4	12	95.0	11341	94	9	24	35	32	65.9
LEP/FLEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	3325	95	18	21	31	30	65.5
Low-Income	8	-	-	-	-	-	-	10	100	30	20	40	10	80.0	18468	96	22	29	30	18	75.2
African American/Black	9	-	-	-	-	-	-	10	91	40	30	20	10	87.5	5946	95	20	28	33	19	73.3
Asian	15	100	73	13	7	7	93.3	15	100	73	13	7	7	93.3	3279	99	65	20	11	4	93.3
Hispanic/Latino	4	-	-	-	-	-	-	8	-	-	-	-	-	-	8381	94	19	27	32	23	71.3
Native American	4	-	-	-	-	-	-	4	-	-	-	-	-	-	204	95	31	34	24	11	82.0
White	140	100	73	19	6	1	96.4	145	99	70	19	7	3	95.5	52120	98	48	30	16	6	90.3
<b>Other Subgroups</b>																					
Male	96	99	77	19	4	0	99.0	103	97	73	20	4	3	97.6	35989	97	44	28	19	10	86.6
Female	80	100	60	23	14	4	91.9	84	100	57	23	15	5	90.8	35093	98	42	29	20	8	86.9
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9191	95	22	29	31	18	74.7
Non-Title I	176	99	69	20	9	2	95.7	187	98	66	21	9	4	94.5	61891	98	46	29	18	7	88.5
Non-Low Income	168	99	71	21	7	2	96.3	177	98	68	21	7	3	95.3	52614	98	50	28	16	5	90.7
LEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	2106	95	14	17	32	37	59.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1219	96	26	27	30	17	75.9
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	397	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	107	96	41	21	21	17	79.9
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	5	-	-	-	-	-	-	1045	97	39	29	23	9	85.8
<b>All Students</b>																					
2008	176	99	69	20	9	2	95.7	187	98	66	21	9	4	94.5	71166	97	43	29	19	9	86.7
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



**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			
<b>AYP Subgroups</b>																					
Stud. w/ Disab	18	100	17	22	61	0	79.2	24	92	13	21	50	17	77.1	10787	93	2	19	43	37	58.6
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2872	94	3	17	36	44	52.2
Low-Income	8	-	-	-	-	-	-	8	-	-	-	-	-	-	17572	95	3	28	44	26	64.0
African American/Black	9	-	-	-	-	-	-	10	91	0	30	60	10	75.0	5509	95	3	25	45	27	62.1
Asian	13	100	62	23	15	0	96.2	13	100	62	23	15	0	96.2	3078	99	29	39	24	8	85.4
Hispanic/Latino	3	-	-	-	-	-	-	4	-	-	-	-	-	-	7877	95	2	22	43	32	58.7
Native American	3	-	-	-	-	-	-	3	-	-	-	-	-	-	200	97	7	39	41	13	74.0
White	135	100	39	43	18	0	93.7	139	99	38	42	17	2	93.3	50623	98	16	49	28	7	84.8
<b>Other Subgroups</b>																					
Male	92	99	42	38	20	0	94.0	96	97	41	38	20	2	93.2	34591	97	14	43	30	12	80.1
Female	73	100	33	42	25	0	90.8	75	100	32	41	24	3	90.0	33767	98	14	43	33	11	79.6
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	8721	95	2	22	49	28	59.5
Non-Title I	165	99	38	40	22	0	92.6	171	98	37	39	22	2	91.8	59637	98	16	46	29	9	82.8
Non-Low Income	157	99	39	39	21	0	93.0	163	98	38	39	21	2	92.2	50786	98	18	48	27	7	85.3
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1676	93	1	11	31	56	44.0
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1196	96	5	26	42	27	63.6
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	87	98	11	32	40	16	73.3
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	984	97	15	39	34	13	78.5
<b>All Students</b>																					
2008	165	99	38	40	22	0	92.6	171	98	37	39	22	2	91.8	68358	97	14	43	31	12	79.8
2007	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-



\* **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>.