

# BEDFORD HIGH SCHOOL 2009-2010



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**Principal**  
Jon Sills

**Assistant Principals**  
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Kristen Vogel

**Guidance Staff**  
Diane Ryan, Director of Guidance, ext. 1135  
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Janel Halupowski, 9-12 Counselor, ext. 1134  
Alison Lohrum, 9-12 Counselor, ext. 1136

## 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. **In a 2009 National Citizens Survey of 321 communities, Bedford citizens' ratings of the overall quality of the Town of Bedford's services ranked Bedford #1 of all surveyed communities.**

## 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. 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 763, with a senior class of 167. **Bedford High recently placed tenth in a survey by Boston Magazine of 150 public schools in eastern Massachusetts.**

Bedford's student-faculty ratio is 11.5:1, 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 (1715 SAT score out of 2400 for the class of 2009) are consistently well above the state and national averages. The Class of 2010 MCAS passing rate on the first attempt was 99% for English and 97% for Math. Ninety-four percent of students in grade 10 in 2008-9 achieved a Proficient or Advanced on the English MCAS, and ninety-two percent achieved a Proficient or Advanced in the Math MCAS.

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 14% 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 has just completed an extensive renovation. All school and community members are proud of our beautiful, larger 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 and Second Place Winners at state level
- Mass. Association of Math Leagues State Champions
- Chess Team won North Shore Interscholastic Championship
- Science Olympiad: Eighth out of thirty-six teams.
- Winner, First Robotics Granite State Regional
- First place, Women of Science Competition
- Boston Globe Scholastic Art Exhibit: 1 Gold Key in photography; 3 Silver Keys in painting and computer art; 5 Honorable Mentions.
- Music ensembles participated in Northeastern Music Festival

## Bedford High School students will be:

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

Students will:

- understand and use what they learn
- read actively and purposefully
- engage in inquiry and self-directed learning
- use feedback and self-reflection to extend learning

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

Students will:

- employ creative thinking skills
- employ critical thinking skills
- evaluate frames of reference
- make meaningful connections
- conduct analytical research

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

Students will:

- present in oral and written form with clarity, purpose, and understanding
- express knowledge and skills creatively using a variety of media, technology and the arts
- engage effectively in discussion

## 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.)

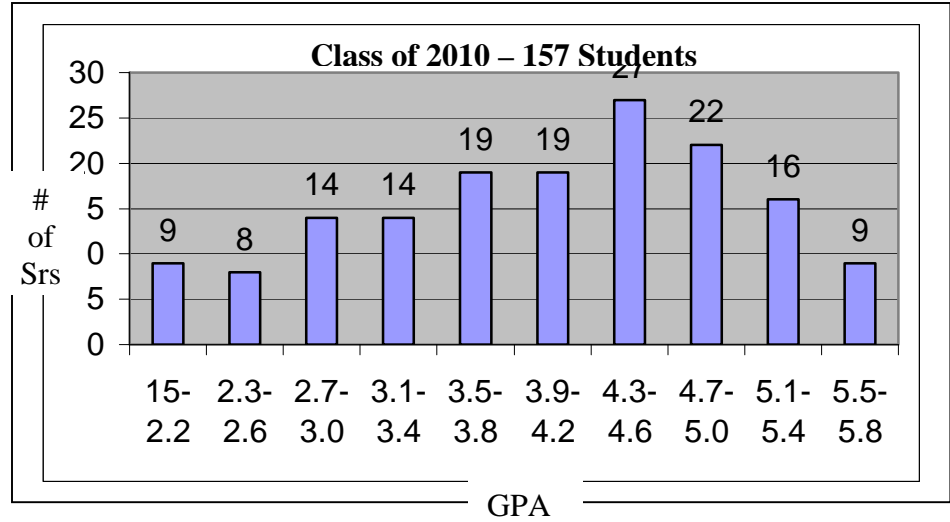
The unweighted grade point average is reported on a scale of .5 to 4.5. This is the traditional college 4.0 scale, with points added beyond for students with unusually high numerical averages. A .5 GPA = an average of 60, the minimal passing grade. A 4.0 GPA = an average of 95. A few students have unweighted 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 2010 is 4.0.**

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 2010 is 5.8.**

### 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 2009

#### Subject Test Scores, Class of 2009

CRITICAL READING		MATH			WRITING		Test	Mean Score	
Number	Percent	Score	Number	Percent	Score	Number	Percent		
17	11%	<b>700-800</b>	30	20%	<b>700-800</b>	21	14%	Spanish	579
51	33%	<b>600-699</b>	47	31%	<b>600-699</b>	32	21%	Literature	648
46	30%	<b>500-599</b>	41	27%	<b>500-599</b>	55	36%	Math I	625
32	21%	<b>400-499</b>	29	19%	<b>400-499</b>	33	21%	Chemistry	720
6	4%	<b>300-399</b>	4	2%	<b>300-399</b>	10	7%	Biology-M	718
1	1%	<b>200-299</b>	2	1%	<b>200-299</b>	2	1%	Biology-E	704
								Math II	723
572		Mean	586		Mean	557			
153		Number	153		Number	153			

#### ACT Average Scores for 70 students, Class of 2009

English	Math	Reading	Science	Composite
23.5	24.7	25.0	23.6	24.3

#### ACT Average Scores for Massachusetts, 2009

English	Math	Reading	Science	Composite
23.9	24.3	24.3	22.8	23.9

#### Advanced Placement Information

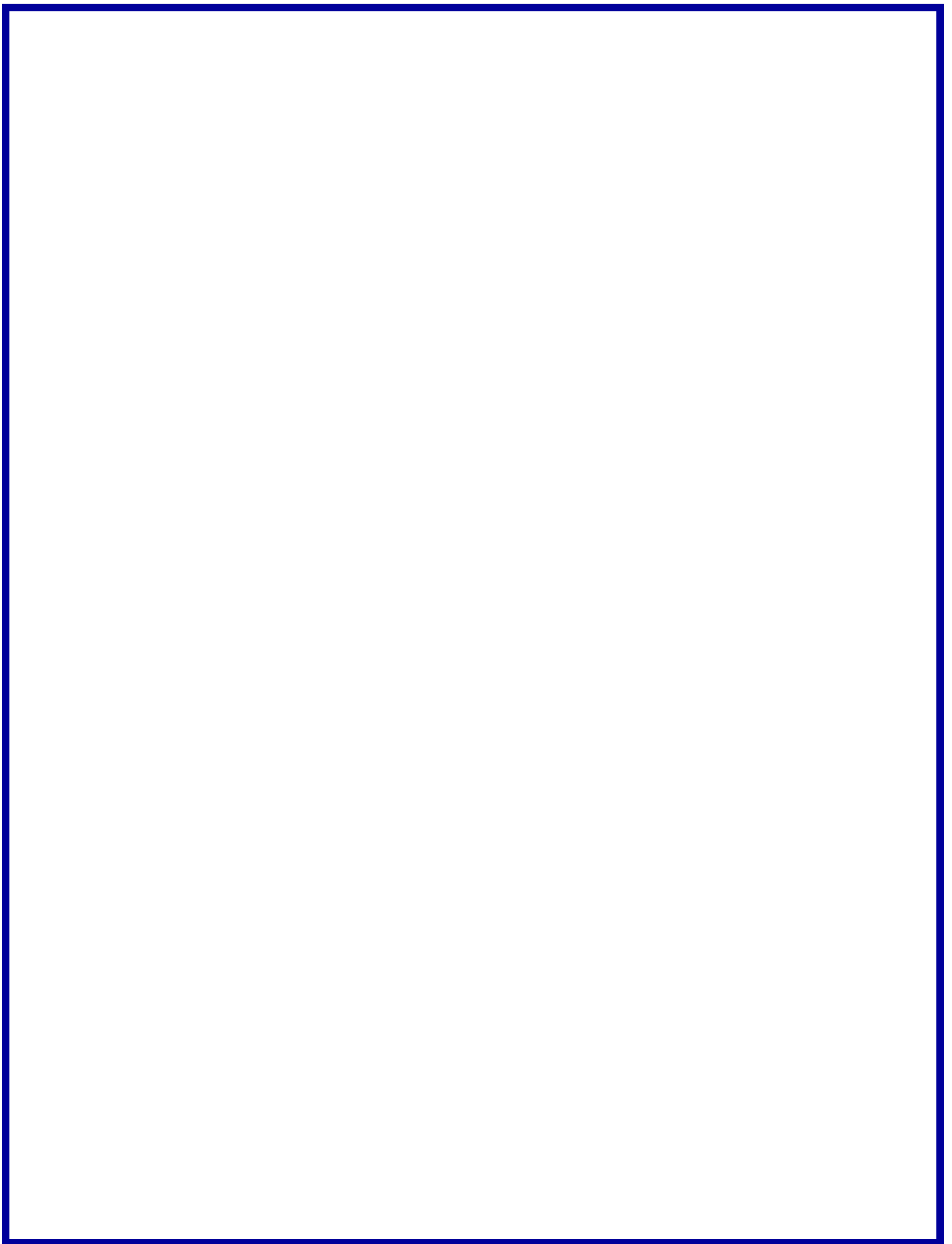
In May, 2009, 82 students took 121 AP exams in 16 subjects. The scores are as follows.

5	4	3	2	1
40%	33%	18%	7%	1%

**National Merit Scholarship Information** In the Class of 2009, there were 2 Semifinalists and 10 Commended Students.

### POST-SECONDARY EDUCATION

Year	2009	2008	2007	2006
Four year college	78%	75%	80%	84%
Two year college	15%	16%	9%	9%
<b>Total</b>	<b>93%</b>	<b>91%</b>	<b>89%</b>	<b>93%</b>



## 2009-2010 NCLB Report Card - Bedford High

### Bedford High (00230505)

**Jonathan Sills, Principal**

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Bedford, MA 01730-2166

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Website: <http://www.bedford.k12.ma.us/bhs>

### 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, 2009)

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/>.

**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 - 2009-10				Educator Data - 2009-10			
	School	District	State		School	District	State
<b>Total Count</b>	781	2,429	957,053	Total # of Teachers	71.6	197.5	69,908.9
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	95.7	98.4	97.1
African American or Black	5.4	8.5	8.2	Total Number of Classes in Core Academic Areas	322	775	280,489
Asian	9.2	10.7	5.3	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	99.1	98.5	97.3
Hispanic or Latino	3.6	4.2	14.8	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.9	1.5	2.7
Multi-race, Non-Hispanic	1.7	2.9	2.2	Student/Teacher Ratio	10.9 to 1	12.3 to 1	13.7 to 1
Native American	0.8	0.9	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	79.4	72.8	69.1				
<b>Gender (%)</b>							
Male	48.9	49.6	51.3				
Female	51.1	50.4	48.7				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.8	2.0	6.2				
Low-Income	6.4	8.1	32.9				
Special Education	13.1	17.7	17.0				
First Language Not English	6.3	8.4	15.6				

**Grades Offered:** PK, 09, 10, 11, 12



# 2009 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	234	13	47	80	20	100	220	7	32	66	34	100
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

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	12	57	92	8	100	239	6	38	81	19	100
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

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	274	5	43	83	17	100	262	2	30	74	26	100
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

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	299	17	52	85	15	100	282	7	33	71	29	100
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

## 2009 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.

<b>Grade/Subject</b>	<b># in Sample</b>	<b>% of Sample – Students with Disabilities</b>	<b>% of Sample – Limited English Proficient</b>	<b>% of Students Excluded from Original Sample</b>
<b>Grade 4 Reading</b>	3,900	14	6	5
<b>Grade 4 Mathematics</b>	3,700	14	6	5
<b>Grade 8 Reading</b>	3,600	15	1	5
<b>Grade 8 Mathematics</b>	3,600	14	2	6



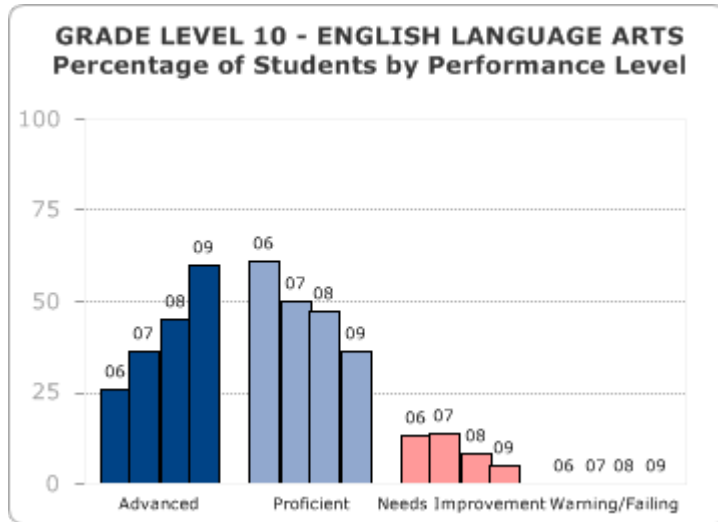
# 2009 MCAS Results by Subgroup by Grade then Subject

\* **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.

\* **NOTE:** Performance level percentages are not calculated if student group less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP less than 20.

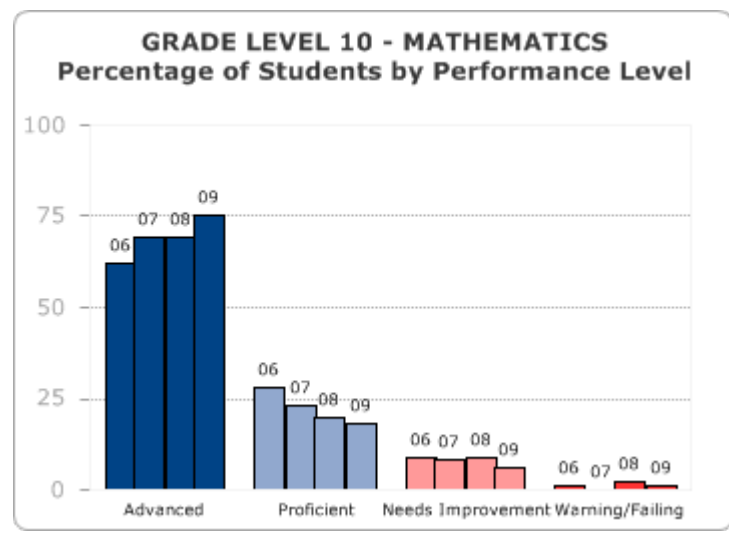
Data Last Updated on October 27, 2009

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	24	100	21	67	13	0	95.8	65.0	21	30	100	17	60	17	7	89.2	65.0	24	11,369	95	4	39	38	19	76.0	39.0	9,089
LEP/FLEP	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3,227	95	3	28	45	25	65.7	53.0	1,691
Low-Income	11	100	18	64	18	0	93.2	N/A	10	12	100	17	58	25	0	91.7	N/A	10	19,316	96	11	51	28	9	84.4	45.0	15,307
African American/Black	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,947	96	12	51	28	8	84.8	51.0	4,510
Asian	14	100	86	14	0	0	100.0	N/A	14	15	100	80	13	7	0	98.3	N/A	14	3,282	99	38	44	14	4	92.8	59.0	2,724
Hispanic/Latino	5	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	8,564	96	9	48	31	12	81.4	45.0	6,445
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	181	93	19	57	20	4	89.6	46.0	163
White	154	99	61	36	3	0	99.4	64.5	138	160	99	59	37	3	1	98.1	64.5	140	51,126	99	33	53	11	3	94.9	50.0	46,055
□																											
<b>Other Subgroups</b>																											
Male	95	99	53	43	4	0	98.7	59.0	85	100	99	50	43	5	2	97.0	59.0	87	35,727	98	23	54	18	5	90.5	49.0	30,595
Female	88	99	67	27	6	0	98.3	67.0	77	93	99	63	27	10	0	96.8	67.0	78	34,574	98	35	50	12	3	94.0	50.0	30,291
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,622	96	9	51	31	9	83.2	44.0	7,406
Non-Title I	183	99	60	36	5	0	98.5	65.0	162	193	99	56	35	7	1	96.9	65.0	165	60,679	98	32	52	13	4	93.7	51.0	53,480
Non-Low Income	172	99	62	34	4	0	98.8	65.5	152	181	99	59	34	6	1	97.2	65.0	155	50,985	99	35	52	10	2	95.2	51.0	45,579
LEP	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,178	95	1	19	48	32	58.4	50.0	847
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,049	97	7	46	37	9	80.8	56.0	844
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	448	98	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	78	92	22	54	15	9	88.5	48.0	55
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,123	98	30	50	17	4	92.0	49.0	934
□																											
<b>All Students</b>																											
2009	183	99	60	36	5	0	98.5	65.0	162	194	99	56	36	7	1	96.9	65.0	165	70,383	98	29	52	15	4	92.2	50.0	60,902
2008	176	98	45	47	8	0	97.2	N/A	N/A	186	98	42	47	9	2	96.2	N/A	N/A	71,510	98	23	51	21	4	90.3	N/A	N/A



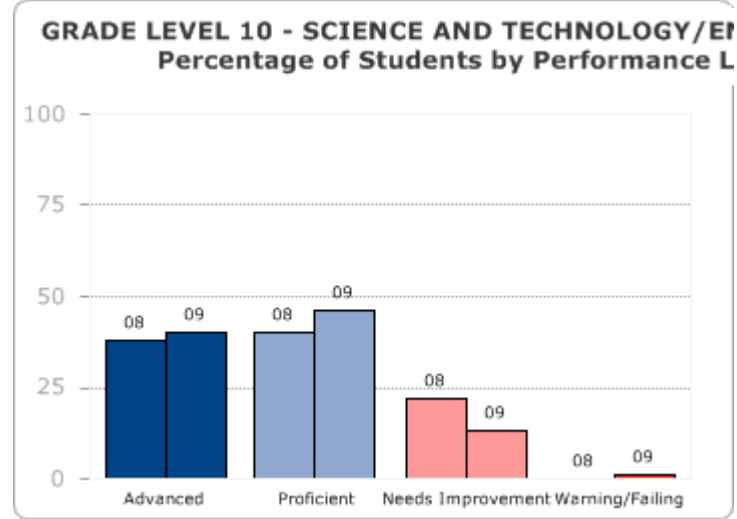
**GRADE LEVEL 10 - MATHEMATICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	22	100	50	41	9	0	96.6	54.5	22	27	96	41	37	7	15	85.2	50.0	25	11,389	95	11	26	35	28	69.4	47.0	9,047
LEP/FLEP	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3,261	96	16	22	32	31	65.2	50.0	1,709
Low-Income	11	100	36	45	18	0	93.2	N/A	10	12	100	33	42	25	0	89.6	N/A	10	19,267	96	24	30	30	16	77.7	46.0	15,303
African American/Black	10	100	10	70	20	0	90.0	N/A	8	10	100	10	70	20	0	90.0	N/A	8	5,950	96	21	30	31	17	75.9	48.0	4,523
Asian	14	100	100	0	0	0	100.0	N/A	14	15	100	93	0	7	0	96.7	N/A	14	3,285	99	67	19	10	4	93.9	60.0	2,725
Hispanic/Latino	4	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	8,519	96	20	28	32	19	73.7	45.0	6,419
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	182	94	37	30	24	9	84.6	52.0	162
White	153	100	78	16	5	1	98.0	64.0	140	158	99	76	16	5	3	96.4	64.0	142	50,995	98	53	28	15	5	91.7	50.0	45,955
<b>Other Subgroups</b>																											
Male	94	100	72	23	4	0	98.9	64.0	86	99	100	69	24	5	2	97.0	64.0	88	35,651	98	47	27	18	9	87.7	51.0	30,563
Female	88	100	78	13	8	1	95.7	60.0	78	92	99	75	12	9	4	92.9	59.0	79	34,478	98	46	28	19	7	88.6	49.0	30,206
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,577	96	24	29	32	15	77.0	49.0	7,415
Non-Title I	182	100	75	18	6	1	97.4	63.5	164	191	99	72	18	7	3	95.0	63.0	167	60,552	98	50	27	16	6	89.9	50.0	53,354
Non-Low Income	171	100	78	16	5	1	97.7	64.5	154	179	99	74	17	6	3	95.4	64.0	157	50,862	98	55	27	14	5	92.1	51.0	45,466
LEP	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,210	95	13	19	32	37	60.3	48.0	860
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,051	98	23	28	31	18	75.5	52.0	849
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	489	95	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	79	93	32	32	22	15	79.1	46.0	57
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,119	98	44	27	20	8	87.1	46.0	928
<b>All Students</b>																											
2009	182	100	75	18	6	1	97.4	63.5	164	191	99	72	18	7	3	95.0	63.0	167	70,194	98	47	28	18	8	88.1	50.0	60,782
2008	176	99	69	20	9	2	95.7	N/A	N/A	187	98	66	21	9	4	94.5	N/A	N/A	71,166	97	43	29	19	9	86.7	N/A	N/A



**GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING**

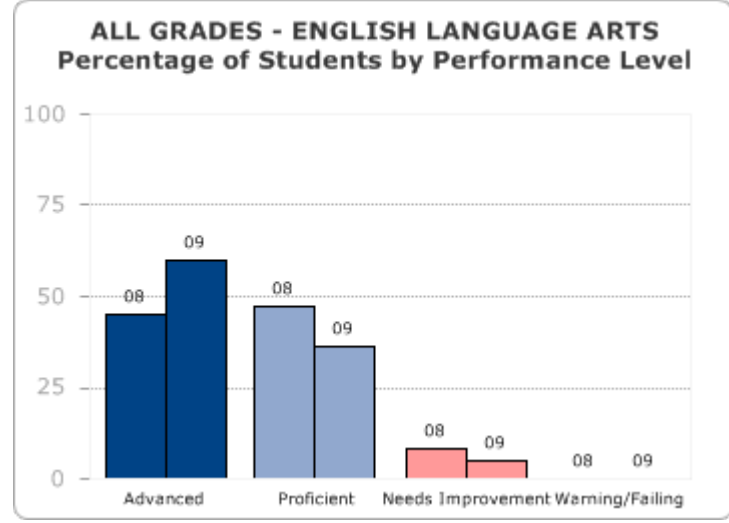
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	24	100	4	54	42	0	85.4	N/A	N/A	28	100	4	50	39	7	80.4	N/A	N/A	11,159	96	2	23	46	29	63.9	N/A	N/A
LEP/FLEP	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,791	96	2	16	43	39	54.5	N/A	N/A
Low-Income	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	18,717	97	4	32	44	19	69.1	N/A	N/A
African American/Black	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	5,670	97	3	30	46	21	67.0	N/A	N/A
Asian	14	100	64	36	0	0	100.0	N/A	N/A	14	100	64	36	0	0	100.0	N/A	N/A	3,073	99	29	41	22	7	87.0	N/A	N/A
Hispanic/Latino	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	8,168	97	3	25	48	24	63.6	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	177	97	8	47	36	8	80.2	N/A	N/A
White	149	100	41	48	11	0	96.3	N/A	N/A	152	100	40	47	11	1	95.4	N/A	N/A	49,809	99	19	51	25	5	87.9	N/A	N/A
<b>Other Subgroups</b>																											
Male	87	100	48	43	9	0	97.1	N/A	N/A	89	100	47	43	9	1	96.3	N/A	N/A	34,645	98	18	45	28	9	83.4	N/A	N/A
Female	86	100	33	49	17	1	93.0	N/A	N/A	88	100	32	48	18	2	91.8	N/A	N/A	33,389	99	15	46	31	8	82.8	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,410	98	3	27	48	21	65.4	N/A	N/A
Non-Title I	173	100	40	46	13	1	95.1	N/A	N/A	177	100	40	45	14	2	94.1	N/A	N/A	58,624	99	19	48	26	7	85.9	N/A	N/A
Non-Low Income	164	100	43	45	12	1	95.9	N/A	N/A	168	100	42	45	12	2	94.8	N/A	N/A	49,317	99	21	50	24	5	88.4	N/A	N/A
LEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,745	94	1	11	41	47	49.0	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,046	99	4	26	46	24	63.6	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	73	94	15	30	41	14	76.4	N/A	N/A
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1,064	98	19	43	30	8	82.8	N/A	N/A
<b>All Students</b>																											
2009	173	100	40	46	13	1	95.1	N/A	N/A	177	100	40	45	14	2	94.1	N/A	N/A	68,034	98	16	45	29	9	83.1	N/A	N/A
2008	165	99	38	40	22	0	92.6	N/A	N/A	171	98	37	39	22	2	91.8	N/A	N/A	68,358	97	14	43	31	12	79.8	N/A	N/A



\* **Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2011 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 2007 are included in state-level results; only students enrolled in the same district since October 2007 are included in district-level results; only students enrolled in the same school since October 2007 are included in school-level results.

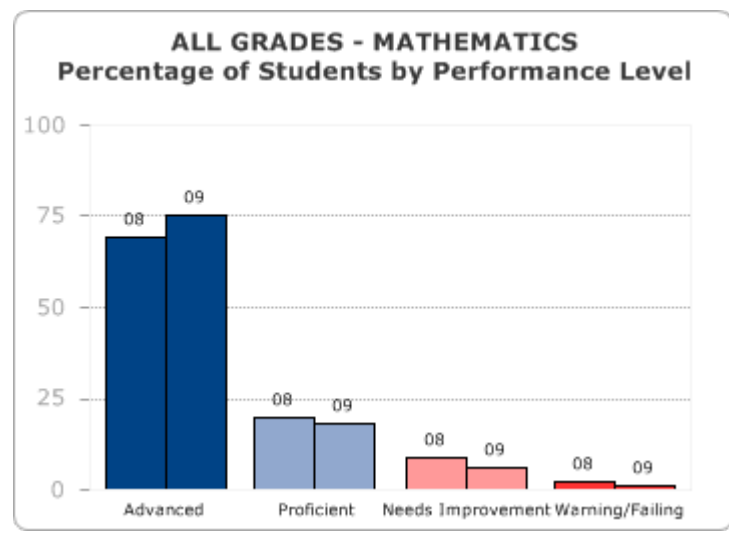
**ALL GRADES - ENGLISH LANGUAGE ARTS**

Student Group	School						District						State														
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	24	100	21	67	13	0	95.8	65.0	21	281	100	6	45	35	14	81.0	47.0	214	89,677	98	2	26	42	29	67.8	40.0	66,224
LEP/FLEP	2	-	-	-	-	-	-	-	-	25	100	8	44	44	4	82.0	N/A	13	36,592	98	3	27	43	27	64.8	51.0	23,482
Low-Income	11	100	18	64	18	0	93.2	N/A	10	101	100	10	43	41	7	80.7	39.5	78	157,793	99	5	40	39	16	75.5	45.0	118,989
African American/Black	9	-	-	-	-	-	-	-	-	82	99	10	52	27	11	83.5	49.0	63	40,098	99	6	41	38	15	76.3	48.0	30,107
Asian	14	100	86	14	0	0	100.0	N/A	14	145	100	45	43	9	3	95.7	58.0	107	24,556	99	26	48	20	6	89.5	60.0	18,925
Hispanic/Latino	5	-	-	-	-	-	-	-	-	53	100	21	38	34	8	83.0	48.0	35	68,042	98	5	36	40	19	72.6	46.0	49,717
Native American		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,346	98	9	48	32	10	81.7	47.0	1,089
White	154	99	61	36	3	0	99.4	64.5	138	1,042	100	32	52	13	3	94.5	58.0	859	354,294	99	19	55	21	5	90.2	50.0	288,750
<b>Other Subgroups</b>																											
Male	95	99	53	43	4	0	98.7	59.0	85	667	100	24	56	16	4	92.7	53.5	540	256,002	99	12	50	28	10	84.2	47.0	201,735
Female	88	99	67	27	6	0	98.3	67.0	77	682	100	38	46	13	2	94.3	59.0	545	242,663	99	21	52	22	6	88.9	53.0	194,583
Title I		-	-	-	-	-	-	-	-	96	100	5	46	41	8	80.5	35.0	69	133,053	99	5	39	40	16	75.0	46.0	98,091
Non-Title I	183	99	60	36	5	0	98.5	65.0	162	1,253	100	33	51	12	3	94.5	58.0	1,016	365,612	99	20	55	20	5	90.7	51.0	298,227
Non-Low Income	172	99	62	34	4	0	98.8	65.5	152	1,248	100	33	52	12	3	94.6	58.0	1,007	340,872	99	21	56	19	4	91.6	52.0	277,329
LEP	1	-	-	-	-	-	-	-	-	15	100	0	33	60	7	75.0	N/A	6	24,008	98	1	18	46	35	57.2	48.0	13,474
FLEP	1	-	-	-	-	-	-	-	-	10	100	20	60	20	0	92.5	N/A	7	12,584	99	7	44	38	11	79.3	54.0	10,008
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	22	100	0	23	41	36	58.0	N/A	12
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	563	97	15	46	26	12	84.1	51.0	389
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	23	100	26	65	9	0	96.7	N/A	17	9,766	99	16	49	27	8	85.8	50.0	7,341
<b>All Students</b>																											
2009	183	99	60	36	5	0	98.5	65.0	162	1,350	100	31	51	14	3	93.5	57.0	1,085	499,025	99	16	51	25	8	86.5	50.0	396,371
2008	176	98	45	47	8	0	97.2	N/A	N/A	1,294	100	27	54	15	4	93.2	58.0	865	501,261	99	14	50	27	9	85.2	50.0	329,788



**ALL GRADES - MATHEMATICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	22	100	50	41	9	0	96.6	54.5	22	279	100	9	31	32	29	70.3	52.0	215	89,871	98	4	16	33	47	56.9	43.0	66,303
LEP/FLEP	2	-	-	-	-	-	-	-	-	26	100	31	31	27	12	81.7	N/A	13	36,981	99	8	21	33	38	59.2	49.0	23,757
Low-Income	11	100	36	45	18	0	93.2	N/A	10	101	100	13	25	46	17	71.5	52.0	77	158,289	99	9	24	36	31	64.5	44.0	119,659
African American/Black	10	100	10	70	20	0	90.0	N/A	8	83	100	6	36	37	20	72.0	46.0	63	40,235	99	8	23	37	32	62.7	46.0	30,260
Asian	14	100	100	0	0	0	100.0	N/A	14	146	100	62	23	10	5	94.2	61.0	107	24,624	100	42	31	19	8	87.6	60.0	18,987
Hispanic/Latino	4	-	-	-	-	-	-	-	-	52	100	21	33	27	19	76.0	56.0	35	68,363	99	8	22	35	35	61.4	44.0	50,091
Native American		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,351	98	13	29	34	24	70.1	47.0	1,090
White	153	100	78	16	5	1	98.0	64.0	140	1,044	100	39	38	16	7	90.3	60.0	863	354,557	99	27	36	26	11	83.0	51.0	289,352
<b>Other Subgroups</b>																											
Male	94	100	72	23	4	0	98.9	64.0	86	668	100	39	36	17	8	89.4	59.0	543	256,497	99	24	32	28	17	78.1	50.0	202,538
Female	88	100	78	13	8	1	95.7	60.0	78	684	100	39	37	17	8	88.7	59.0	546	242,977	99	23	33	29	15	78.9	50.0	194,984
Title I		-	-	-	-	-	-	-	-	96	100	1	25	57	17	66.1	55.0	69	133,536	99	9	25	37	29	65.0	46.0	98,715
Non-Title I	182	100	75	18	6	1	97.4	63.5	164	1,256	100	42	37	14	7	90.8	59.0	1,020	365,938	99	29	35	25	11	83.5	51.0	298,807
Non-Low Income	171	100	78	16	5	1	97.7	64.5	154	1,251	100	41	37	15	7	90.5	60.0	1,012	341,185	99	30	36	25	9	85.0	52.0	277,863
LEP	1	-	-	-	-	-	-	-	-	16	100	25	31	31	13	78.1	N/A	6	24,378	99	5	17	32	46	53.1	48.0	13,727
FLEP	1	-	-	-	-	-	-	-	-	10	100	40	30	20	10	87.5	N/A	7	12,603	99	14	29	34	23	70.8	52.0	10,030
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	23	100	0	26	30	43	55.4	N/A	12
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	570	98	21	29	28	22	74.5	50.0	392
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	23	100	52	35	9	4	93.5	N/A	17	9,774	99	23	31	29	17	77.5	49.0	7,350
<b>All Students</b>																											
2009	182	100	75	18	6	1	97.4	63.5	164	1,352	100	39	36	17	8	89.1	59.0	1,089	499,717	99	23	32	28	16	78.5	50.0	397,572
2008	176	99	69	20	9	2	95.7	N/A	N/A	1,295	100	38	34	20	9	87.5	51.5	866	501,976	99	24	31	28	17	77.7	50.0	330,279











# 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, 2009)

**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 2009 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.

**SGP:** Each student with at least two consecutive years of MCAS scores will receive a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

## Accountability Data (2009)

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>.