

## 2013 Report Card - Montachusett Regional Vocational Technical

### Montachusett Regional Vocational Technical (08320605)

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This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

### Enrollment and Educator Data (2012-13 School Year)

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: Self-contained classroom courses have been weighted to reflect the core academic courses within them.)

**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.

**Waivers** are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

	School	District	State
<b>Total Count</b>	1,432	1,432	954,773
<b>Race/Ethnicity (%)</b>			
African American or Black	1.0	1.0	8.6
Asian	1.6	1.6	5.9
Hispanic or Latino	11.7	11.7	16.4
Multi-race, Non-Hispanic	5.2	5.2	2.7
Native American	0.1	0.1	0.2
Native Hawaiian or Pacific Islander	0.1	0.1	0.1
White	80.4	80.4	66.0
<b>Gender (%)</b>			
Male	53.6	53.6	51.2
Female	46.4	46.4	48.8
<b>Selected Populations (%)</b>			
English Language Learner	0.3	0.3	7.7
Low-Income Students	30.6	30.6	37.0
Students w/Disabilities	15.3	15.3	17.0
First Language Not English	6.8	6.8	17.3

### Enrollment (2012-13)

	School	District	State
Total # of Teachers	106.0	106.0	70,635.8
Percentage of Teachers Licensed in Teaching Assignment	98.1	98.1	97.5
Total Number of Classes in Core Academic Areas	307	307	345,316
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	98.0	98.0	98.0
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	2.0	2.0	2.0
Student/Teacher Ratio	13.5 to 1	13.5 to 1	13.5 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	0.3

### Educator Data (2012-13)

09, 10, 11, 12

### Grades Offered:

**NOTE:** First-year ELL students are not included in achievement level or CPI results. However, first-year ELL students who took the ACCESS for ELLs test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. Please see the [principal's administration manual \(PAM\)](#) for details.

[More about the data](#)

Data Last Updated on September 30, 2013

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																											
Student Group	School								District								State										
	Stud. Incl.	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I
<b>Subgroups</b>																											
Students w/disabilities	60	98	12	63	22	3	90.4	58.0	58	60	98	12	63	22	3	90.4	58.0	58	11,091	94	10	56	22	12	88.4	51.0	8,732
ELL and Former ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	4,045	93	7	50	31	11	81.8	65.0	2,292
Low income	126	100	27	67	6	0	98.2	54.0	119	126	100	27	67	6	0	98.2	54.0	119	23,066	96	24	58	13	4	93.5	54.0	18,612
High needs	162	99	25	66	8	1	96.5	55.0	153	162	99	25	66	8	1	96.5	55.0	153	29,706	96	22	59	14	5	93.1	54.0	23,937
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	5,809	96	25	58	13	4	93.6	57.0	4,458
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	179	95	32	59	5	3	96.9	54.0	156
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,811	98	57	35	6	2	97.3	66.0	3,227
Hispanic/Latino	42	98	31	67	2	0	98.8	47.0	39	42	98	31	67	2	0	98.8	47.0	39	9,284	95	21	58	16	5	91.5	54.0	7,175
Multi-race, Non-Hisp./Lat.	23	100	35	65	0	0	100.0	62.0	22	23	100	35	65	0	0	100.0	62.0	22	1,475	97	45	47	6	2	97.0	57.0	1,286
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	79	100	44	39	11	5	93.4	57.5	62
White	280	99	29	65	5	1	97.9	50.0	248	280	99	29	65	5	1	97.9	50.0	248	48,058	98	51	44	4	2	98.3	57.0	43,550
Male	181	99	20	73	7	0	97.9	50.0	166	181	99	20	73	7	0	97.9	50.0	166	34,661	97	37	52	8	3	96.0	56.0	29,838
Female	171	99	40	57	2	1	98.4	56.0	150	171	99	40	57	2	1	98.4	56.0	150	34,036	98	53	41	5	2	97.8	58.0	30,076
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,619	91	2	41	42	15	74.6	62.0	1,114
Ever ELL	34	100	29	68	3	0	98.5	55.0	32	34	100	29	68	3	0	98.5	55.0	32	9,385	96	24	52	18	6	90.4	61.0	7,075
<b>All Students</b>																											
2013	352	99	30	65	5	1	98.2	53.0	316	352	99	30	65	5	1	98.2	53.0	316	68,697	98	45	46	7	2	96.9	57.0	59,914
2012	361	99	23	72	5	0	98.6	49.0	321	361	99	23	72	5	0	98.6	49.0	321	69,059	98	37	51	9	3	95.8	50.0	59,870

**GRADE LEVEL 10 - MATHEMATICS**

Student Group	School										District										State											
	Stud. Incl	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)		
	#	%	A	P	N	I	F				#	%	A	P	N	I	F				#	%	A	P	N	I	F					
<b>Subgroups</b>																																
Students w/disabilities	61	100	13	33	41	13	74.2	46.0	59	61	100	13	33	41	13	74.2	46.0	59	11,188	95	14	26	30	30	70.0	42.0	8,871					
ELL and Former ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	4,097	96	17	22	29	32	64.4	45.0	2,350					
Low income	124	99	42	35	21	2	91.5	50.0	117	124	99	42	35	21	2	91.5	50.0	117	23,120	97	33	30	22	15	81.2	45.0	18,819					
High needs	161	99	34	37	24	5	87.7	48.5	152	161	99	34	37	24	5	87.7	48.5	152	29,807	97	30	31	23	16	80.3	45.0	24,202					
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	5,819	97	28	32	24	17	79.0	44.0	4,507					
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	180	95	46	32	13	9	89.3	54.5	158					
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,831	99	74	15	7	4	95.1	59.0	3,255					
Hispanic/Latino	42	98	48	36	17	0	94.0	43.5	38	42	98	48	36	17	0	94.0	43.5	38	9,318	96	27	30	24	19	76.9	42.0	7,258					
Multi-race, Non-Hisp./Lat.	23	100	61	22	13	4	93.5	58.5	22	23	100	61	22	13	4	93.5	58.5	22	1,467	97	54	25	13	7	89.5	49.0	1,291					
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	76	97	53	18	16	13	84.9	48.0	61					
White	280	100	48	32	18	3	91.5	54.0	249	280	100	48	32	18	3	91.5	54.0	249	48,128	98	62	24	10	4	93.7	52.0	43,740					
Male	183	100	49	32	16	2	92.3	52.0	168	183	100	49	32	16	2	92.3	52.0	168	34,803	98	55	24	13	8	89.7	53.0	30,097					
Female	169	99	47	32	19	2	91.4	54.0	148	169	99	47	32	19	2	91.4	54.0	148	34,018	98	55	26	13	7	90.7	49.0	30,173					
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,678	96	10	17	30	43	55.2	41.0	1,159					
Ever ELL	34	100	44	35	21	0	92.6	45.0	31	34	100	44	35	21	0	92.6	45.0	31	9,449	97	34	26	22	19	77.7	47.0	7,183					
<b>All Students</b>																																
2013	352	100	48	32	18	2	91.9	54.0	316	352	100	48	32	18	2	91.9	54.0	316	68,821	98	55	25	13	7	90.2	51.0	60,270					
2012	360	99	39	49	12	1	95.6	50.0	321	360	99	39	49	12	1	95.6	50.0	321	69,015	98	50	28	15	7	90.0	50.0	59,816					

GRADE LEVEL 10 - SCIENCE AND TECH/ENG																													
Student Group Subgroups	School									District						State													
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)					
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	
Students w/disabilities	57	100	0	39	47	14	71.9	N/A	N/A	57	100	0	39	47	14	71.9	N/A	N/A	10,990	97	4	29	46	21	70.3	N/A	N/A		
ELL and Former ELL	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,514	96	4	24	48	24	63.0	N/A	N/A		
Low income	113	99	12	58	26	4	88.1	N/A	N/A	113	99	12	58	26	4	88.1	N/A	N/A	22,133	98	10	40	39	11	78.0	N/A	N/A		
High needs	149	99	9	54	31	6	84.4	N/A	N/A	149	99	9	54	31	6	84.4	N/A	N/A	28,592	98	10	39	40	12	77.7	N/A	N/A		
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	5,435	98	8	39	41	11	76.5	N/A	N/A		
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	176	98	14	50	30	6	85.7	N/A	N/A		
Asian	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	3,606	99	45	36	15	4	92.1	N/A	N/A		
Hispanic/Latino	34	98	12	62	24	3	90.4	N/A	N/A	34	98	12	62	24	3	90.4	N/A	N/A	8,776	97	8	33	45	14	73.0	N/A	N/A		
Multi-race, Non-Hisp./Lat.	23	100	17	61	22	0	92.4	N/A	N/A	23	100	17	61	22	0	92.4	N/A	N/A	1,442	99	26	44	25	5	87.0	N/A	N/A		
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	71	100	24	51	17	8	88.0	N/A	N/A		
White	270	100	13	59	25	3	89.0	N/A	N/A	270	100	13	59	25	3	89.0	N/A	N/A	47,187	99	30	49	19	3	91.9	N/A	N/A		
Male	173	100	18	57	23	2	89.9	N/A	N/A	173	100	18	57	23	2	89.9	N/A	N/A	33,659	99	27	44	23	6	87.8	N/A	N/A		
Female	160	99	9	60	28	4	88.6	N/A	N/A	160	99	9	60	28	4	88.6	N/A	N/A	33,034	99	25	46	24	4	88.3	N/A	N/A		
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,137	95	1	15	49	35	54.5	N/A	N/A		
Ever ELL	26	100	15	58	23	4	89.4	N/A	N/A	26	100	15	58	23	4	89.4	N/A	N/A	8,782	98	13	34	39	14	74.8	N/A	N/A		
<b>All Students</b>																													
2013	333	100	14	59	25	3	89.3	N/A	N/A	333	100	14	59	25	3	89.3	N/A	N/A	66,693	99	26	45	24	5	88.0	N/A	N/A		
2012	341	100	11	63	24	2	90.6	N/A	N/A	341	100	11	63	24	2	90.6	N/A	N/A	67,556	99	24	45	25	6	87.0	N/A	N/A		

**NOTE:** Grade 10 Science and Technology/Engineering results represent the highest achievement level attained by students by the end of grade 10. In addition, only students enrolled for two full years in the state/district/school are included in state/district/school achievement level results.

**ALL GRADES - ENGLISH LANGUAGE ARTS**

Student Group	School									District									State								
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NIW			(#)	#	%	A	P	NIW			(#)	#	%	A	P	NIW			(#)			
<b>Subgroups</b>																											
<b>Students w/disabilities</b>	60	98	12	63	22	3	90.4	58.0	58	60	98	12	63	22	3	90.4	58.0	58	88,956	98	2	27	38	32	66.8	43.0	64,773
<b>ELL and Former ELL</b>	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	46,676	98	3	31	41	24	67.4	53.0	31,672
<b>Low income</b>	126	100	27	67	6	0	98.2	54.0	119	126	100	27	67	6	0	98.2	54.0	119	184,999	99	7	43	34	16	77.2	47.0	141,671
<b>High needs</b>	162	99	25	66	8	1	96.5	55.0	153	162	99	25	66	8	1	96.5	55.0	153	237,163	99	7	42	35	17	76.8	47.0	180,087
<b>Afr. Amer./Black</b>	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	41,211	99	8	43	34	16	77.5	50.0	31,170
<b>Amer. Ind. or Alaska Nat.</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,178	98	12	47	31	11	81.9	49.0	925
<b>Asian</b>	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	28,814	99	30	48	17	6	90.7	61.0	22,450
<b>Hispanic/Latino</b>	42	98	31	67	2	0	98.8	47.0	39	42	98	31	67	2	0	98.8	47.0	39	77,576	99	6	39	36	19	74.2	48.0	57,959
<b>Multi-race, Non-Hisp./Lat.</b>	23	100	35	65	0	0	100.0	62.0	22	23	100	35	65	0	0	100.0	62.0	22	13,405	99	19	49	24	8	86.4	51.0	10,233
<b>Nat. Haw. or Pacif. Isl.</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	546	99	16	45	28	10	84.2	54.0	417
<b>White</b>	280	99	29	65	5	1	97.9	50.0	248	280	99	29	65	5	1	97.9	50.0	248	333,268	99	22	54	19	5	90.5	51.0	272,368
<b>Male</b>	181	99	20	73	7	0	97.9	50.0	166	181	99	20	73	7	0	97.9	50.0	166	253,683	99	14	50	26	11	84.1	48.0	200,380
<b>Female</b>	171	99	40	57	2	1	98.4	56.0	150	171	99	40	57	2	1	98.4	56.0	150	242,449	99	24	51	19	6	89.6	55.0	195,188
<b>ELL</b>	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	29,630	97	1	20	46	33	58.6	51.0	18,192
<b>Ever ELL</b>	34	100	29	68	3	0	98.5	55.0	32	34	100	29	68	3	0	98.5	55.0	32	69,734	98	8	39	34	19	74.1	53.0	52,739
<b>All Students</b>																											
<b>2013</b>	352	99	30	65	5	1	98.2	53.0	316	352	99	30	65	5	1	98.2	53.0	316	496,175	99	19	50	23	8	86.8	51.0	395,568
<b>2012</b>	361	99	23	72	5	0	98.6	49.0	321	361	99	23	72	5	0	98.6	49.0	321	497,549	99	19	50	22	9	86.7	50.0	395,772

**ALL GRADES - MATHEMATICS**

Student Group	School									District									State									
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)				
	#	%	A	P	NIW			#	%	A	P	NIW			#	%	A	P	NIW			#						
<b>Subgroups</b>																												
Students w/disabilities	61	100	13	33	41	13	74.2	46.0	59	61	100	13	33	41	13	74.2	46.0	59	89,193	98	6	17	32	46	57.4	42.0	65,068	
ELL and Former ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	-	47,046	99	11	24	33	31	63.9	53.0	31,986
Low income	124	99	42	35	21	2	91.5	50.0	117	124	99	42	35	21	2	91.5	50.0	117	185,392	99	13	28	33	26	69.0	46.0	142,354	
High needs	161	99	34	37	24	5	87.7	48.5	152	161	99	34	37	24	5	87.7	48.5	152	237,745	99	13	27	33	27	68.6	46.0	180,866	
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	41,283	99	12	27	34	28	67.0	49.0	31,258
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,174	98	18	32	30	20	74.1	48.0	923
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	28,893	100	51	28	14	6	90.7	63.0	22,539
Hispanic/Latino	42	98	48	36	17	0	94.0	43.5	38	42	98	48	36	17	0	94.0	43.5	38	77,862	99	12	26	33	29	66.5	47.0	58,347	
Multi-race, Non-Hisp./Lat.	23	100	61	22	13	4	93.5	58.5	22	23	100	61	22	13	4	93.5	58.5	22	13,410	99	29	31	26	15	79.9	50.0	10,256	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	546	99	23	32	26	19	77.3	52.0	416
White	280	100	48	32	18	3	91.5	54.0	249	280	100	48	32	18	3	91.5	54.0	249	333,664	99	32	35	23	10	85.1	51.0	272,908	
Male	183	100	49	32	16	2	92.3	52.0	168	183	100	49	32	16	2	92.3	52.0	168	254,147	99	28	32	25	16	79.8	49.0	201,152	
Female	169	99	47	32	19	2	91.4	54.0	148	169	99	47	32	19	2	91.4	54.0	148	242,827	99	29	34	25	12	81.8	52.0	195,539	
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	29,991	99	6	19	35	40	56.6	51.0	18,445
Ever ELL	34	100	44	35	21	0	92.6	45.0	31	34	100	44	35	21	0	92.6	45.0	31	70,126	99	17	26	30	27	68.8	52.0	53,150	
<b>All Students</b>																												
2013	352	100	48	32	18	2	91.9	54.0	316	352	100	48	32	18	2	91.9	54.0	316	497,090	99	28	33	25	14	80.8	51.0	396,691	
2012	360	99	39	49	12	1	95.6	50.0	321	360	99	39	49	12	1	95.6	50.0	321	497,984	99	27	32	26	15	79.9	50.0	396,357	

ALL GRADES - SCIENCE AND TECH/ENG																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NIW				#	%	A	P	NIW				#	%	A	P	NIW						
<b>Subgroups</b>																											
<b>Students w/disabilities</b>	57	100	0	39	47	14	71.9	N/A	N/A	57	100	0	39	47	14	71.9	N/A	N/A	37,049	98	3	18	43	37	59.8	N/A	N/A
<b>ELL and Former ELL</b>	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	16,179	98	4	15	42	39	54.0	N/A	N/A
<b>Low income</b>	113	99	12	58	26	4	88.1	N/A	N/A	113	99	12	58	26	4	88.1	N/A	N/A	75,485	99	6	26	45	23	66.1	N/A	N/A
<b>High needs</b>	149	99	9	54	31	6	84.4	N/A	N/A	149	99	9	54	31	6	84.4	N/A	N/A	96,902	99	6	26	45	24	66.4	N/A	N/A
<b>Afr. Amer./Black</b>	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	17,497	99	5	24	45	26	63.5	N/A	N/A
<b>Amer. Ind. or Alaska Nat.</b>		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	513	98	8	35	41	16	74.4	N/A	N/A
<b>Asian</b>	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	11,629	99	30	37	25	8	85.5	N/A	N/A
<b>Hispanic/Latino</b>	34	98	12	62	24	3	90.4	N/A	N/A	34	98	12	62	24	3	90.4	N/A	N/A	31,140	99	5	22	46	28	61.9	N/A	N/A
<b>Multi-race, Non-Hisp./Lat.</b>	23	100	17	61	22	0	92.4	N/A	N/A	23	100	17	61	22	0	92.4	N/A	N/A	4,993	99	18	36	34	12	79.0	N/A	N/A
<b>Nat. Haw. or Pacif. Isl.</b>		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	209	99	13	33	37	17	74.0	N/A	N/A
<b>White</b>	270	100	13	59	25	3	89.0	N/A	N/A	270	100	13	59	25	3	89.0	N/A	N/A	143,510	99	19	42	32	7	84.1	N/A	N/A
<b>Male</b>	173	100	18	57	23	2	89.9	N/A	N/A	173	100	18	57	23	2	89.9	N/A	N/A	106,706	99	17	37	33	13	79.3	N/A	N/A
<b>Female</b>	160	99	9	60	28	4	88.6	N/A	N/A	160	99	9	60	28	4	88.6	N/A	N/A	102,834	99	16	37	36	12	78.6	N/A	N/A
<b>ELL</b>	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	9,888	98	1	9	39	51	45.5	N/A	N/A
<b>Ever ELL</b>	26	100	15	58	23	4	89.4	N/A	N/A	26	100	15	58	23	4	89.4	N/A	N/A	29,152	99	7	23	41	28	62.8	N/A	N/A
<b>All Students</b>																											
<b>2013</b>	333	100	14	59	25	3	89.3	N/A	N/A	333	100	14	59	25	3	89.3	N/A	N/A	209,573	99	16	37	35	12	79.0	N/A	N/A
<b>2012</b>	341	100	11	63	24	2	90.6	N/A	N/A	341	100	11	63	24	2	90.6	N/A	N/A	211,464	99	17	37	32	13	78.6	N/A	N/A







# 2013 Accountability Data - Montachusett Regional Vocational Technical




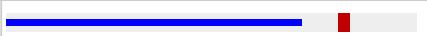

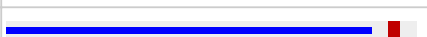
Accountability Information	
Accountability and Assistance Level	
<b>Level 1</b>	Meeting gap narrowing goals
This school's determination of need for special education technical assistance or intervention	
<b>Meets Requirements (MR)</b>	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
<b>All students:</b>	


This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		
	Less progress	More progress	
All students		83	Met Target
High needs		76	Met Target
Low income		83	Met Target
ELL and Former ELL		-	-
Students w/disabilities		75	Met Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		-	-
Hispanic/Latino		99	Met Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		82	Met Target



**Montachusett Regional Vocational Technical:  
Accountability Data Detail**

2013 English Language Arts Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		95.8	98.6	98.2	-0.4	96.5	97.9	49	352	100	Above Target
High needs		93.2	96.5	96.5	0.0	94.3	96.6	63	162	100	Above Target
Low income		94.5	97.2	98.2	1.0	95.4	97.3	82	126	100	Above Target
ELL and Former ELL		-	-	-	-	-	-	-	7	-	-
Students w/disabilities		86.3	91.9	90.4	-1.5	88.6	93.2	45	60	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	5	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	2	-	-
Hispanic/Latino		91.3	97.9	98.8	0.9	92.8	95.7	<b>94</b>	42	100	Above Target
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	23	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		96.4	98.7	97.9	-0.8	97.0	98.2	27	280	100	Above Target

2013 Mathematics Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		94.8	95.6	91.9	-3.7	95.7	97.4	44	352	0	Declined
High needs		91.3	92.0	87.7	-4.3	92.8	95.7	67	161	0	Declined
Low income		93.7	93.4	91.5	-1.9	94.8	96.9	82	124	25	No Change
ELL and Former ELL		-	-	-	-	-	-	-	7	-	-
Students w/disabilities		81.3	82.4	74.2	-8.2	84.4	90.7	55	61	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	5	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	2	-	-
Hispanic/Latino		90.1	92.4	94.0	1.6	91.8	95.1	<b>95</b>	42	100	Above Target
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	23	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		96.0	95.6	91.5	-4.1	96.7	98.0	22	280	0	Declined

2013 Science Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		89.3	90.6	89.3	-1.3	91.1	94.7	42	333	25	No Change
High needs		83.9	85.7	84.4	-1.3	86.6	92.0	61	149	25	No

												Change
Low income		86.5	86.7	88.1	1.4	88.8	93.3	76	113	75		On Target
ELL and Former ELL		-	-	-	-	-	-	-	5	-		-
Students w/disabilities		72.6	73.8	71.9	-1.9	77.2	86.3	46	57	25		No Change
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-		-
Asian		-	-	-	-	-	-	-	4	-		-
Afr. Amer./Black		-	-	-	-	-	-	-	2	-		-
Hispanic/Latino		83.3	81.8	90.4	8.6	86.1	91.7	98	34	100		Above Target
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	23	-		-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-		-
White		90.8	91.5	89.0	-2.5	92.3	95.4	22	270	25		No Change

2013 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	23.0	29.8	352	25	0.0	0.6	352	0
High needs	16.0	24.7	162	25	0.0	1.2	162	0
Low income	18.8	27.0	126	25	0.0	0.0	126	25
ELL and Former ELL	-	-	7	-	-	-	7	-
Students w/disabilities	2.3	11.7	60	25	0.0	3.3	60	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	5	-	-	-	5	-
Afr. Amer./Black	-	-	2	-	-	-	2	-
Hispanic/Latino	17.1	31.0	42	25	0.0	0.0	42	25
Multi-race, Non-Hisp./Lat.	-	-	23	-	-	-	23	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	24.6	29.3	280	25	0.0	0.7	280	0

2013 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	38.6	48.0	352	25	0.8	2.3	352	0
High needs	30.6	34.2	161	25	2.1	5.0	161	0
Low income	35.9	41.9	124	25	1.7	1.6	124	0
ELL and Former ELL	-	-	7	-	-	-	7	-
Students w/disabilities	6.8	13.1	61	25	6.8	13.1	61	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	5	-	-	-	5	-
Afr. Amer./Black	-	-	2	-	-	-	2	-
Hispanic/Latino	27.8	47.6	42	25	2.8	0.0	42	25
Multi-race, Non-Hisp./Lat.	-	-	23	-	-	-	23	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	39.9	47.9	280	25	0.7	2.5	280	0

2013 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	11.1	13.5	333	25	2.1	2.7	333	0
High needs	7.4	9.4	149	25	4.4	6.0	149	0
Low income	7.3	12.4	113	25	3.7	3.5	113	0
ELL and Former ELL	-	-	5	-	-	-	5	-
Students w/disabilities	4.8	0.0	57	0	14.3	14.0	57	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	4	-	-	-	4	-
Afr. Amer./Black	-	-	2	-	-	-	2	-
Hispanic/Latino	5.4	11.8	34	25	5.4	2.9	34	25
Multi-race, Non-Hisp./Lat.	-	-	23	-	-	-	23	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	12.4	13.3	270	0	1.5	3.0	270	0

2013 English Language Arts Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		49.0	53.0	4.0	51.0	No	316	75	On Target	
High needs		49.0	55.0	6.0	51.0	Yes	153	75	On Target	
Low income		47.0	54.0	7.0	51.0	Yes	119	75	On Target	
ELL and Former ELL		-	-	-	51.0	-	7	-	-	
Students w/disabilities		55.0	58.0	3.0	51.0	Yes	58	75	On Target	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	5	-	-	
Afr. Amer./Black		-	-	-	51.0	-	2	-	-	
Hispanic/Latino		55.0	47.0	-8.0	51.0	Yes	39	75	On Target	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	22	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		49.0	50.0	1.0	51.0	No	248	50	Below Target	

2013 Mathematics Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		50.0	54.0	4.0	51.0	No	316	75	On Target	
High needs		47.0	48.5	1.5	51.0	No	152	50	Below Target	
Low income		51.0	50.0	-1.0	51.0	No	117	50	Below Target	
ELL and Former ELL		-	-	-	51.0	-	7	-	-	
Students w/disabilities		52.0	46.0	-6.0	51.0	No	59	50	Below Target	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	5	-	-	
Afr. Amer./Black		-	-	-	51.0	-	2	-	-	
Hispanic/Latino		58.0	43.5	-14.5	51.0	Yes	38	75	On Target	

Multi-race, Non-Hisp./Lat.	-	-	-	51.0	-	22	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	51.0	-	-	-	-
White	49.0	54.0	5.0	51.0	No	249	75	On Target

2012 4-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	2011 Rate	2012 Rate	Change	Annual Target	6 Year Goal	N	PPI Points	Rating
All students		95.6	94.7	-0.9	80.0	90.0	320	75	On Target
High needs		92.9	92.3	-0.6	80.0	90.0	181	75	On Target
Low income		93.0	91.5	-1.5	80.0	90.0	153	75	On Target
ELL and Former ELL		-	-	-	80.0	90.0	11	-	-
Students w/disabilities		90.2	92.0	1.8	80.0	90.0	50	75	On Target
Amer. Ind. or Alaska Nat.		-	-	-	80.0	90.0	-	-	-
Asian		-	-	-	80.0	90.0	13	-	-
Afr. Amer./Black		-	-	-	80.0	90.0	6	-	-
Hispanic/Latino		97.6	91.8	-5.8	80.0	90.0	49	75	On Target
Multi-race, Non-Hisp./Lat.		-	-	-	80.0	90.0	10	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	80.0	90.0	-	-	-
White		95.6	95.9	0.3	80.0	90.0	242	100	Above Target

2011 5-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	2010 Rate	2011 Rate	Change	Annual Target	6 Year Goal	N	PPI Points	Rating
All students		93.8	97.7	3.9	85.0	95.0	298	100	Above Target
High needs		90.9	95.5	4.6	85.0	95.0	155	100	Above Target
Low income		89.5	94.5	5.0	85.0	95.0	128	75	On Target
ELL and Former ELL		-	-	-	85.0	95.0	2	-	-
Students w/disabilities		92.6	94.1	1.5	85.0	95.0	51	75	On Target
Amer. Ind. or Alaska Nat.		-	-	-	85.0	95.0	-	-	-
Asian		-	-	-	85.0	95.0	5	-	-
Afr. Amer./Black		-	-	-	85.0	95.0	7	-	-
Hispanic/Latino		87.5	97.6	10.1	85.0	95.0	41	100	Above Target
Multi-race, Non-Hisp./Lat.		-	-	-	85.0	95.0	17	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	85.0	95.0	-	-	-
White		94.4	98.2	3.8	85.0	95.0	228	100	Above Target

2012 Annual Dropout Rate											
	0 2 4 6 8 10 12 14 16 18 20	2010 Rate (Baseline)	2011 Rate	2012 Rate	Change	Annual Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		0.8	0.4	0.3	0.1	0.7	0.4	86	1435	75	On Target

High needs		0.8	0.9	0.5	0.4	0.7	0.4	85	647	75	On Target
Low income		0.9	0.9	0.4	0.5	0.8	0.5	86	503	75	On Target
ELL and Former ELL		-	-	-	-	-	-	-	5	-	-
Students w/disabilities		1.4	0.5	0.4	0.1	1.2	0.7	74	224	75	On Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	1	-	-
Asian		-	-	-	-	-	-	-	30	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	19	-	-
Hispanic/Latino		1.0	0.0	0.0	0.0	0.8	0.5	90	176	100	Above Target
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	71	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	1	-	-
White		0.8	0.5	0.4	0.1	0.7	0.4	80	1137	75	On Target

2013 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	355	352	99	Yes	353	352	100	Yes	354	353	100	Yes
High needs	163	162	99	Yes	162	161	99	Yes	162	161	99	Yes
Low income	126	126	100	Yes	125	124	99	Yes	125	124	99	Yes
ELL and Former ELL	7	-	-	-	7	-	-	-	7	-	-	-
Students w/disabilities	61	60	98	Yes	61	61	100	Yes	61	61	100	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	5	-	-	-	5	-	-	-	5	-	-	-
Afr. Amer./Black	2	-	-	-	2	-	-	-	2	-	-	-
Hispanic/Latino	43	42	98	Yes	43	42	98	Yes	43	42	98	Yes
Multi-race, Non-Hisp./Lat.	23	-	-	-	23	-	-	-	23	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	282	280	99	Yes	280	280	100	Yes	281	281	100	Yes

## 2013 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percentages 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	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	232	14	47	79	21	100	221	8	34	67	33	100
Stud. w/ Disab	201	3	17	46	54	18	184	2	11	31	69	12
LEP/FLEP	192	1	12	40	60	10	187	1	7	31	69	10
African American/Black	209	3	21	55	45	7	205	2	17	50	50	15
Asian/Pacific Islander	240	22	57	83	17	7	235	18	51	79	21	5
Hispanic/Latino	208	3	20	56	44	18	207	3	19	52	48	25
White	241	17	57	87	13	64	231	11	45	79	21	51
Low-Income	213	3	25	61	39	39	207	3	20	53	47	54

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	253	16	58	90	10	100	241	8	41	82	18	100
Stud. w/ Disab	232	5	29	72	28	18	218	2	18	55	45	13
LEP/FLEP	223	2	19	63	37	10	219	1	14	59	41	11

African American/Black	230	5	26	71	29	7	224	1	18	66	34	16
Asian/Pacific Islander	266	31	72	96	4	7	258	23	64	91	9	5
Hispanic/Latino	234	5	32	75	25	18	230	2	26	73	27	25
White	260	18	68	96	4	64	250	10	54	91	9	51
Low-Income	237	5	35	79	21	40	230	2	26	73	27	54

### GRADE LEVEL 8 - READING

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	277	8	48	84	16	100	266	4	34	77	23	100
Stud. w/ Disab	246	1	15	55	45	16	231	#	8	38	62	11
LEP/FLEP	224	#	4	28	72	5	225	#	3	30	70	5
African American/Black	255	2	24	64	36	9	250	1	16	60	40	15
Asian/Pacific Islander	286	14	56	91	9	6	279	9	50	85	15	5
Hispanic/Latino	253	1	20	64	36	16	255	1	21	67	33	23
White	285	10	57	91	9	67	275	5	44	85	15	53
Low-Income	260	2	28	71	29	38	254	1	20	66	34	49

### GRADE LEVEL 8 - MATHEMATICS

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	301	18	55	86	14	100	284	8	34	73	27	100
Stud. w/ Disab	268	3	17	58	42	16	248	1	8	34	66	12
LEP/FLEP	249	2	8	34	66	5	245	1	5	31	69	5
African American/Black	277	6	28	67	33	9	263	2	14	51	49	15
Asian/Pacific Islander	323	42	78	93	7	6	306	25	60	87	13	5
Hispanic/Latino	277	4	28	69	31	16	271	3	21	62	38	23
White	307	21	63	92	8	67	293	11	44	83	17	53
Low-Income	281	6	31	72	28	38	270	3	20	61	39	50

### Participation Rates for Students with Disabilities and for English Language Learner Students

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

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	4,700	18	10	3
Grade 4 Mathematics	4,600	19	11	2
Grade 8 Reading	4,300	16	5	2
Grade 8 Mathematics	4,200	17	6	2

# About the Data

## Enrollment and Educator Data

### Notes:

The total number 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 ESEA. 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 ESEA-defined core subject areas they are teaching.

The waiver data included in this 2013 report card reflects only academic waivers issued during the 2012-2013 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

## Student Groups (2012-13 School Year)

**African American/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.

**Former ELL:** A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.

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

**English Language Learner (ELL):** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

**High needs:** An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

**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/Latino:** A person selecting more than one racial category and non-Hispanic.

**American Indian or Alaska Native:** 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 Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

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

## MCAS Data (Spring 2013 Results)

MCAS achievement levels include Advanced (A) in grades 3-8 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.

**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.

**CPI:** Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards the goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and

MCAS Alternate Assessment (MCAS-Alt) tests based on how close they came to scoring Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI for a student group is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100.

MCAS Achievement Level (Scaled Score Range)	MCAS-Alt Achievement Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)		0

\* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay. Additionally, a student must be reported as having a "high level of need."

**SGP:** Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS achievement levels. Therefore, all students, regardless of the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

## Accountability Data (2013)

### Accountability and Assistance Levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

### Determination of need for special education technical assistance or intervention

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

### School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

### Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

For more information on the Elementary and Secondary Education Act, please visit <http://www.doe.mass.edu/apa/titlei/esea/default.html>.

For a detailed profile of Massachusetts, please visit <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For detailed information about the accountability report, please visit <http://www.doe.mass.edu/apa/accountability/default.html>.

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