

2006-2007 Report Card - Leominster Ctr Tech Educ

Leominster Ctr Tech Educ (01530605)

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Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

The Center for Technical Education at Leominster High School is dedicated to the development of competent, caring and productive students prepared for a diverse and changing society through high standards, quality teaching, and instructional technology. We strive to maintain a safe and supportive environment for students and to provide opportunities to promote excellence in their academic, occupational, personal, and social development, while preparing students for life-long learning.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	647	6,123	968,661	Total Number of Teachers	46	399	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	93.4	94.3	95.4
African American or Black	4.8	5.1	8.2	Total Number of Teachers in Core Academic Areas	18	341	60,604
Asian	2.9	3.6	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	94.3	96.0	95.1
Hispanic or Latino	23.3	21.8	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	5.7	4.1	4.9
Multi-race, Non-Hispanic	0.2	1.4	1.7	Student/Teacher Ratio	14.2 to 1	15.3 to 1	13.2 to 1
Native American	0.2	0.3	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1	0.2				
White	68.6	67.8	71.5				
Gender (%)							
Male	61.7	52.2	51.4		All Schools	High Poverty Schools	Low Poverty Schools
Female	38.3	47.8	48.6	Percentage of Teachers Licensed in Area in Which Teaching	93.4	-	-
Selected Populations (%)				Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	94.3	-	-
Limited English Proficiency	7.9	11.8	5.6	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	5.7	-	-
Low-Income	41.3	33.2	28.9				
Special Education	23.3	17.4	16.9				
First Language Not English	19.6	19.1	14.9				
Grades Offered: 09, 10, 11, 12							

ENGLISH LANGUAGE ARTS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	155	155	100	Yes	289	72.4	No	8.5	Yes	92	Yes	Yes
Lim. English Prof.	14	14	-	-	32	60.2	-	-	-	80	-	-
Spec. Ed.	43	43	-	-	78	56.1	-	-	-	75	-	-
Low Income	53	53	100	Yes	115	67.0	No	10.4	Yes	95	Yes	Yes
Afr. Amer./Black	7	7	-	-	11	-	-	-	-	-	-	-
Asian or Pacif. Isl.	7	7	-	-	12	-	-	-	-	-	-	-
Hispanic	30	30	-	-	60	60.0	-	-	-	92	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	111	111	100	Yes	206	75.8	No	6.9	Yes	91	Yes	Yes

MATHEMATICS

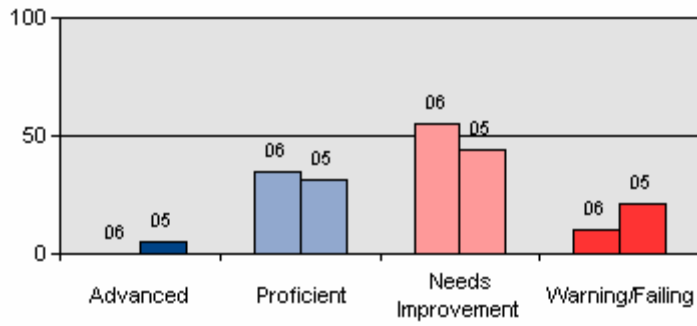
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	151	151	100	Yes	285	73.9	Yes	13.1	Yes	92	Yes	Yes
Lim. English Prof.	13	13	-	-	31	68.5	-	-	-	80	-	-
Spec. Ed.	40	40	-	-	75	63.0	-	-	-	75	-	-
Low Income	51	51	100	Yes	113	65.5	No	10.0	Yes	95	Yes	Yes
Afr. Amer./Black	7	7	-	-	11	-	-	-	-	-	-	-
Asian or Pacif. Isl.	7	7	-	-	12	-	-	-	-	-	-	-
Hispanic	29	29	-	-	59	66.5	-	-	-	92	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	108	108	100	Yes	203	76.6	Yes	13.5	Yes	91	Yes	Yes

Adequate Yearly Progress History

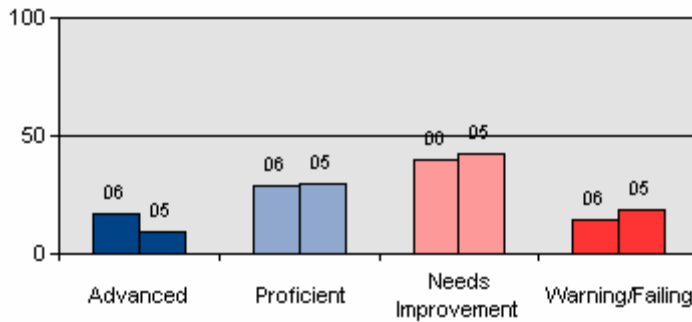
Accountability Status

		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	Yes	Yes	

**GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE LEVEL 10 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



Web Resources for greater detail:

Massachusetts Department of Education	http://www.doe.mass.edu/
School and District Profiles	http://profiles.doe.mass.edu/?orgcode=01530605
Adequate Yearly Progress (AYP) Information	http://www.doe.mass.edu/sda/ayp/cycleIV
Massachusetts No Child Left Behind website	http://www.doe.mass.edu/nclb/

Data Definitions:

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Educator Data - Educator information is as of October 1, 2006.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results- Spring 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

** AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

Student Subgroup Definitions

Students with Disabilities:(same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.