

# 2006-2007 Report Card - Leominster Senior High

## Leominster Senior High (01530505)

### William I Hart, Principal

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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:

Leominster High School is a student-centered community of life-long learners charged with the challenge of promoting excellence through intellectual, social, emotional, and physical development in a safe and secure environment. Students are encouraged and supported by the consistent efforts of the home, school, and community in this continual pursuit of excellence.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
<b>Total Count</b>	1,196	6,123	968,661	Total Number of Teachers	90	399	73,176
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	90.2	94.3	95.4
African American or Black	4.4	5.1	8.2	Total Number of Teachers in Core Academic Areas	83	341	60,604
Asian	4.7	3.6	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	89.4	96.0	95.1
Hispanic or Latino	17.5	21.8	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	10.6	4.1	4.9
Multi-race, Non-Hispanic	0.4	1.4	1.7	Student/Teacher Ratio	13.3 to 1	15.3 to 1	13.2 to 1
Native American	0.1	0.3	0.3				
Native Hawaiian or Pacific Islander	0.1	0.1	0.2				
White	72.8	67.8	71.5				
<b>Gender (%)</b>							
Male	44.9	52.2	51.4				
Female	55.1	47.8	48.6				
<b>Selected Populations (%)</b>							
Limited English Proficiency	7.0	11.8	5.6	Percentage of Teachers Licensed in Area in Which Teaching	90.2	-	-
Low-Income	25.8	33.2	28.9	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	89.4	-	-
Special Education	8.9	17.4	16.9	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	10.6	-	-
First Language Not English	17.9	19.1	14.9				
<b>Grades Offered:</b> 09, 10, 11, 12							

**Leominster Senior High AYP Data:**

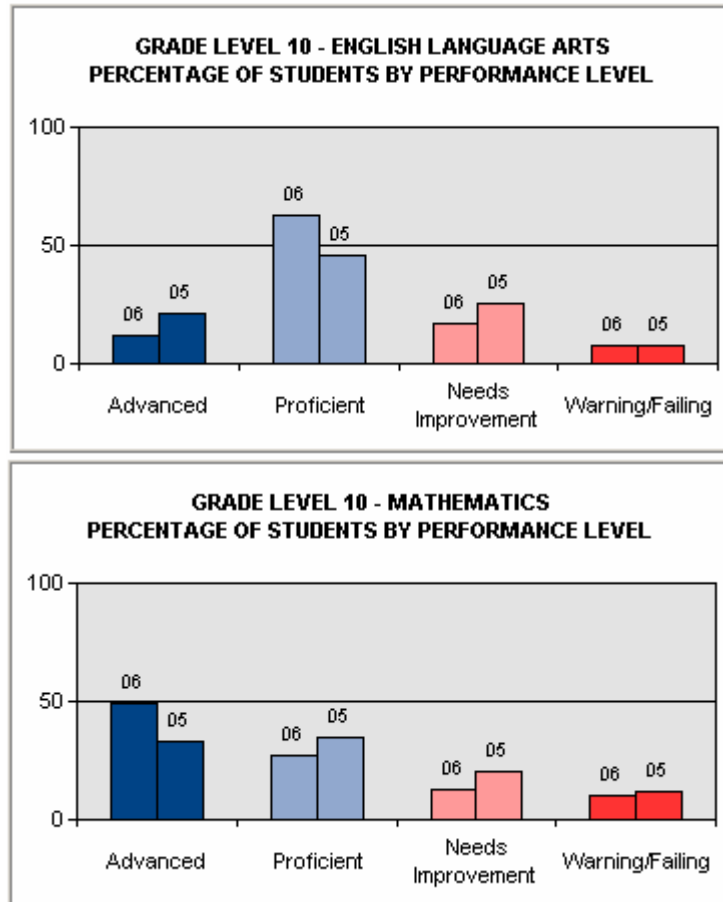
ENGLISH LANGUAGE ARTS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	324	320	99	Yes	589	87.0	Yes	0.7	Yes	97	Yes	Yes
Lim. English Prof.	51	51	-	-	73	57.2	-	-	-	88	-	-
Spec. Ed.	27	26	-	-	40	54.4	-	-	-	88	-	-
Low Income	85	84	99	Yes	148	69.8	No	3.0	No	93	Yes	No
Afr. Amer./Black	18	18	-	-	24	69.8	-	-	-	82	-	-
Asian or Pacif. Isl.	10	10	-	-	25	88.0	-	-	-	100	-	-
Hispanic	64	63	98	Yes	99	66.4	No	-0.5	Yes/SH	94	Yes	Yes
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	231	228	99	Yes	440	92.5	Yes	2.1	Yes	99	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	321	314	98	Yes	586	85.8	Yes	6.4	Yes	97	Yes	Yes
Lim. English Prof.	50	48	-	-	71	62.0	-	-	-	88	-	-
Spec. Ed.	26	25	-	-	39	62.8	-	-	-	88	-	-
Low Income	82	78	95	Yes	145	70.5	Yes	4.7	Yes	93	Yes	Yes
Afr. Amer./Black	18	18	-	-	24	67.7	-	-	-	82	-	-
Asian or Pacif. Isl.	10	10	-	-	25	90.0	-	-	-	100	-	-
Hispanic	62	59	95	Yes	98	68.4	No	9.1	Yes	94	Yes	Yes
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	230	226	98	Yes	438	90.6	Yes	8.2	Yes	99	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	Identified for Improvement - Subgroups			
	All Subgroups	-	-	-	-	Yes	Yes	No	No				
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status			
	All Subgroups	-	-	-	-	No	Yes	Yes	Yes				

**Web Resources for more detail:**

Massachusetts Department of Education	<a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles	<a href="http://profiles.doe.mass.edu/?orgcode=01530505">http://profiles.doe.mass.edu/?orgcode=01530505</a>
Adequate Yearly Progress (AYP) Information	<a href="http://www.doe.mass.edu/sda/ayp/cycleIV">http://www.doe.mass.edu/sda/ayp/cycleIV</a>
Massachusetts No Child Left Behind website	<a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>



## 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](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/>.