

2004-05 School Report Card - Montachusett Voc Tech

Montachusett Voc Tech (08320605)

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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:

Montachusett Regional's Mission Statement: To provide a safe learning environment which offers students a high quality instructional program in both academic and vocational technical education that enables students to develop to their ultimate potential. To this end every student will graduate from Montachusett Regional with the skills, knowledge and abilities to be productive and effective members of an ever changing society.

Enrollment - 2004-05				Teacher Data (2004-05)			
	School	District	State		School	District	State
Total Count	1,229	1,229	975,911	Total # of Teachers	101	101	73,394
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	94.2	94.2	93.9
African American	2.1	2.1	8.9	Total # of Teachers in Core Academic Areas	39	39	57,522
Asian	2.7	2.7	4.8	% of Core Academic Teachers Identified as Highly Qualified	97.4	97.4	93.0
Hispanic	10.7	10.7	11.8	Student/Teacher Ratio	12.2 to 1	12.2 to 1	13.3 to 1
Native American	0.6	0.6	0.3	Additional Teacher Information Montachusett Regional's instructional staff is composed of 40.5 academic, special needs and specialized teachers, and 46.5 vocational technical instructors. All teachers and instructors are licensed and certified by the Commonwealth of Massachusetts.			
White	84.0	84.0	74.2				
Gender (%)				Web Resources Massachusetts Department of Education: http://www.doe.mass.edu/ School and District Profiles: http://profiles.doe.mass.edu/?orgcode=08320605 Adequate Yearly Progress (AYP) Information:			
Male	55.7	55.7	51.4				
Female	44.3	44.3	48.6				
Selected Populations (%)							
Limited English Proficiency	1.3	1.3	5.1				
Low-income	24.8	24.8	27.7				

Special Education	18.2	18.2	15.9
First Language Not English	9.8	9.8	14.0
Migrant	0.0	0.0	0.1

<http://www.doe.mass.edu/sda/ayp/cycleIII/>
 Massachusetts No Child Left Behind website:
<http://www.doe.mass.edu/nclb/>

Grades Offered: 09, 10, 11, 12

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Grade 10 - English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	230	97	2	51	41	5
Disabled	72	99	0	15	58	26
Limited English Proficient	5	100				
GENDER						
Female	116	98	3	45	42	9
Male	191	97	1	41	47	12
RACE/ETHNICITY						
African American/Black	2	100				
Asian or Pacific Islander	6	100				
Hispanic	21	100	0	24	43	33
Native American	1	100				
White	277	98	2	44	45	9
LOW INCOME	75	97	0	40	40	20
ALL STUDENTS						
2004	307	98	2	42	45	11
2003	276	99	4	37	43	17
DISTRICT						
2004	307	98	2	42	45	11
2003	277	99	4	36	43	17
STATE						
2004	69808	96	19	43	27	11
2003	69607	99	20	40	28	12
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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Grade 10 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	232	98	6	29	50	15
Disabled	72	99	0	13	49	39
Limited English Proficient	5	100				
GENDER						
Female	118	100	3	24	47	26
Male	191	97	5	25	51	18
RACE/ETHNICITY						
African American/Black	2	100				
Asian or Pacific Islander	6	100				
Hispanic	21	100	0	10	24	67
Native American	1	100				
White	279	98	5	25	51	18
LOW INCOME	76	99	0	16	53	32
ALL STUDENTS						
2004	309	98	5	25	50	21
2003	278	99	7	24	41	28
DISTRICT						
2004	309	98	5	25	50	21
2003	279	99	7	24	41	28
STATE						
2004	70293	97	29	28	28	15
2003	70263	100	24	27	28	21
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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2004 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS												
Student Group	2004				Cycle III combined data for 2003 and 2004					2004		AYP 2004
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	309	306	99	Yes	581	73.4	No	18.2	Yes	97	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	56	56	100	Yes	125	50.4	No	18.1	Yes	91	Yes	Yes
Low Income	75	75	100	Yes	138	66.7	No	20.5	Yes	94	Yes	Yes
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-
Hispanic	21	20	-	-	56	62.9	-	20.4	-	100	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	279	277	99	Yes	505	74.7	No	17.3	Yes	96	Yes	Yes

MATHEMATICS												
Student Group	2004				Cycle III combined data for 2003 and 2004					2004		AYP 2004
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	310	307	99	Yes	584	63.4	Yes	17.2	Yes	97	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	56	56	100	Yes	126	46.6	No	17.2	Yes	91	Yes	Yes
Low Income	76	76	100	Yes	139	54.5	No	13.0	Yes	94	Yes	Yes
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-
Hispanic	21	20	-	-	56	46.4	-	10.3	-	100	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	280	278	99	Yes	508	65.5	Yes	17.6	Yes	96	Yes	Yes

Adequate Yearly Progress History								2004 Accountability Status	Cycle III Performance Rating	Cycle III Improvement Rating
		1999	2000	2001	2002	2003	2004			
ELA	Aggregate	No	No	Yes	Yes	Yes	Yes	No Status	Moderate	Above Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes			
MATH	Aggregate	No	No	Yes	Yes	Yes	Yes	No Status	Low	Above Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes			

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2004.

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

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

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

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

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students who have an Individualized Education Plan (IEP).

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.

Educator Quality - Educator information is as of October 1, 2004.

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

Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

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

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

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

Student Subgroup Definitions

Regular - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

Students with Disabilities - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficient, Race/Ethnicity, Low income, Migrant - See definitions under Enrollment.

*2003 MCAS results may differ slightly from earlier published figures because Alternately Assessed students whose portfolios were incomplete have now been included.

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/cycleIII/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review