

2007-2008 NCLB Report Card - Melrose High

Melrose High (01780505)

Joseph P Dillon, Principal

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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.

Mission Statement:

The mission of Melrose High School is:

- A) To provide every student with the opportunities to acquire the knowledge, values, and skills needed to maximize his/her potential.
- B) To encourage each student to contribute actively to the civic, cultural, and academic life of an increasingly diverse and changing society.
- C) To teach our students to display skilled information processing, effective communications, complex thinking, creative expression, and self-directed learning for life.

Enrollment - 2007-08			
	School	District	State
Total Count	906	3,579	962,766
Race/Ethnicity (%)			
African American or Black	7.0	4.7	8.1
Asian	1.3	2.4	4.9
Hispanic or Latino	2.4	2.8	13.9
Multi-race, Non-Hispanic	1.8	2.1	1.9
Native American	0.4	0.3	0.3
Native Hawaiian or Pacific Islander	0.9	0.4	0.1
White	86.2	87.2	70.8
Gender (%)			
Male	46.9	49.8	51.4
Female	53.1	50.2	48.6
Selected Populations (%)			
Limited English Proficiency	1.2	1.5	5.8
Low-Income	13.5	11.5	29.5
Special Education	15.3	17.4	16.9
First Language Not English	3.9	4.7	15.1

Educator Data - 2007-08		
	School	District
Total # of Teachers	65	238
Percentage of Teachers Licensed in Teaching Assignment	98.5	98.7
Total Number of Classes in Core Academic Areas	294	1,013
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	96.9	96.6
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	3.1	3.4
Student/Teacher Ratio	13.8 to 1	15.1 to 1

Grades Offered: 09, 10, 11, 12

Additional Teacher Information

Our teachers are highly qualified professionals who engage in ongoing professional development to remain current in both content and pedagogy.

The percentage of teachers at Melrose High School with Masters degrees and above is 74%.

**Melrose High:
2007 Adequate Yearly Progress (AYP) Data**

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	No Change
MATHEMATICS	No Status	Very High	Above Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2007
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	MetTarget	Actual	MetTarget(85.4)	Actual	MetTarget	Change from 2006	MetTarget	Actual	
Aggregate	Yes	99	Yes	92.8	Yes/SH	-0.2	Yes	95.2	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	72.6	-	-	-	-	-
Low Income	-	-	-	79.8	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	94.5	Yes	0.4	Yes	95.0	Yes
MATHEMATICS	MetTarget	Actual	MetTarget(76.5)	Actual	MetTarget	Change from 2006	MetTarget	Actual	AYP 2007
Aggregate	Yes	97	Yes	92.8	Yes	5.1	Yes	95.2	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	70.7	-	-	-	-	-
Low Income	-	-	-	86.4	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	Yes	93.8	Yes	5.0	Yes	95.0	Yes

**Melrose High:
AYP Data Detail**

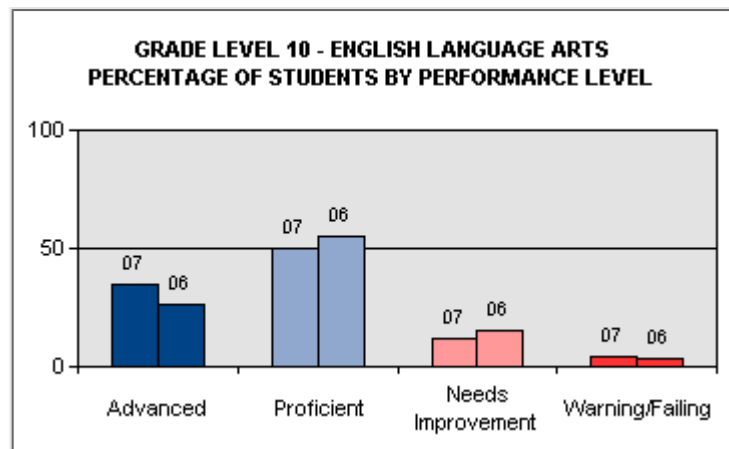
ENGLISH LANGUAGE ARTS														
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target	
Aggregate	237	235	99	Yes	228	92.8	Yes	93.0	0.9	93.0-96.4	Yes/SH	95.2	Yes	Yes
Lim. English Prof.	10	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	34	33	-	-	31	72.6	-	-	-	-	-	-	-	-
Low Income	27	26	-	-	26	79.8	-	-	-	-	-	-	-	-
Afr. Amer./Black	13	13	-	-	13	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	10	-	-	-	-	-	-	-	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-
White	201	199	99	Yes	192	94.5	Yes	94.1	0.7	94.1-97.3	Yes	95.0	Yes	Yes

MATHEMATICS														
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target	
Aggregate	234	226	97	Yes	222	92.8	Yes	87.7	1.5	87.7-91.7	Yes	95.2	Yes	Yes
Lim. English Prof.	9	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	33	29	-	-	29	70.7	-	-	-	-	-	-	-	-
Low Income	25	22	-	-	22	86.4	-	-	-	-	-	-	-	-
Afr. Amer./Black	13	12	-	-	12	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	8	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	9	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-
White	200	194	97	Yes	190	93.8	Yes	88.8	1.4	88.8-92.7	Yes	95.0	Yes	Yes

Adequate Yearly Progress History											NCLB Accountability Status
	1999	2000	2001	2002	2003	2004	2005	2006	2007		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	Yes	

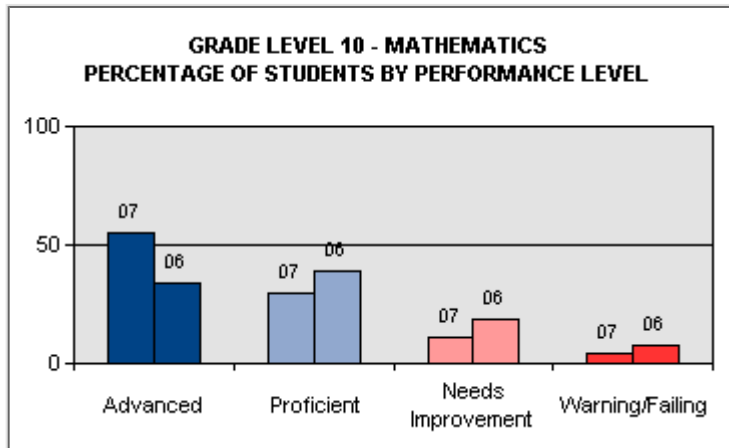
**Melrose High:
2007 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	31	97	0	45	42	13	72.6	35	95	0	43	46	11	72.1	11465	98	2	28	47	23	68.6
LEP/FLEP	9	-	-	-	-	-	-	10	100	0	20	30	50	47.5	3502	99	2	20	47	31	58.8
Low-Income	26	96	4	58	23	15	79.8	26	96	4	58	23	15	79.8	18294	99	7	41	40	13	76.9
African American/Black	13	100	8	54	31	8	84.6	13	100	8	54	31	8	84.6	6053	99	6	40	41	12	76.8
Asian	9	-	-	-	-	-	-	9	-	-	-	-	-	-	3297	100	31	43	21	5	89.5
Hispanic/Latino	10	100	10	60	20	10	85.0	10	100	10	60	20	10	85.0	8494	99	6	37	41	16	73.5
Native American	4	-	-	-	-	-	-	4	-	-	-	-	-	-	187	99	13	49	32	6	84.8
White	192	99	38	49	11	2	94.5	201	99	36	48	13	2	93.3	53315	100	25	52	19	3	91.5
Other Subgroups																					
Male	112	99	29	50	17	4	90.6	119	99	27	48	21	4	89.3	36768	99	16	50	27	7	85.8
Female	116	99	41	49	7	3	94.8	118	98	40	49	7	4	94.3	35596	99	28	48	20	4	90.3
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9596	99	5	39	43	13	75.4
Non-Title I	228	99	35	50	12	4	92.8	237	99	33	49	14	4	91.8	62768	99	24	50	21	5	89.9
Non-Low Income	202	100	39	49	10	2	94.4	211	99	37	47	13	3	93.2	54070	100	27	51	18	3	91.7
LEP	7	-	-	-	-	-	-	7	-	-	-	-	-	-	2258	98	1	12	46	42	50.5
FLEP	2	-	-	-	-	-	-	3	-	-	-	-	-	-	1244	99	5	34	49	12	73.8
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	455	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	118	99	19	47	20	14	83.9
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	900	99	24	46	24	5	88.5
All Students																					
2007	228	99	35	50	12	4	92.8	237	99	33	49	14	4	91.8	72471	99	22	49	24	6	87.9
2006	213	100	26	55	15	3	93.0	221	100	26	55	16	4	92.8	73351	99	16	53	24	7	86.8



GRADE LEVEL 10 - MATHEMATICS

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	29	94	3	38	34	24	70.7	30	88	3	37	37	23	70.8	11241	98	9	22	37	32	63.9
LEP/FLEP	7	-	-	-	-	-	-	7	-	-	-	-	-	-	3422	98	16	18	34	32	62.6
Low-Income	22	88	27	45	14	14	86.4	22	88	27	45	14	14	86.4	17910	98	21	26	33	19	72.9
African American/Black	12	92	17	33	42	8	77.1	12	92	17	33	42	8	77.1	5945	98	19	26	35	20	71.5
Asian	7	-	-	-	-	-	-	7	-	-	-	-	-	-	3258	99	64	18	13	5	91.9
Hispanic/Latino	9	-	-	-	-	-	-	9	-	-	-	-	-	-	8279	98	18	24	34	24	68.9
Native American	4	-	-	-	-	-	-	4	-	-	-	-	-	-	183	96	32	22	33	12	77.9
White	190	98	58	28	11	3	93.8	195	98	57	27	11	4	92.9	52917	99	46	29	19	6	88.8
Other Subgroups																					
Male	107	96	58	24	13	5	91.8	110	95	56	24	15	5	90.9	36328	99	42	27	21	10	84.6
Female	115	98	52	35	10	3	93.7	117	98	52	34	9	4	93.2	35272	99	42	28	22	8	85.6
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9351	98	20	25	35	20	71.8
Non-Title I	222	97	55	30	11	4	92.8	227	97	54	29	12	5	92.1	62249	99	45	28	20	8	87.1
Non-Low Income	200	99	58	28	11	3	93.5	205	98	57	27	12	4	92.7	53690	99	48	28	18	6	89.1
LEP	5	-	-	-	-	-	-	5	-	-	-	-	-	-	2213	98	11	16	34	39	57.0
FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1209	99	24	23	35	19	72.8
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	462	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	116	99	33	28	23	16	81.9
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	902	99	39	28	23	10	84.0
All Students																					
2007	222	97	55	30	11	4	92.8	227	97	54	29	12	5	92.1	71692	99	42	27	22	9	85.0
2006	213	100	34	39	19	8	87.7	222	100	33	39	20	9	87.0	72738	99	40	27	21	12	83.2



About the Data

Student Groups (as of October 1, 2007)

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.

Hispanic or Latino

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

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.

Multi-race, Non-Hispanic

A person selecting more than one racial category and non-Hispanic.

White

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

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.

Special Education

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

First Language Not English

A student whose first language learned or used by the parent/guardian with the child is not English.

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 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.

Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are 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 core academic classes taught by highly-qualified teachers (defined as teachers 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. For more information on the definition and requirements of highly-qualified teachers, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

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 Data (Spring 2007 Results)

Above Proficient (P+) | (Grade 3)

Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced (A) | (Grades 4-8, 10)

Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient (P) | (Grades 3-8, 10)

Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (NI) | (Grades 3-8, 10)

Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing (W/F) | (Grades 3-8, 10)

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Notes:

* The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).

** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the *School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports* posted at <http://www.doe.mass.edu/sda/ayp/2007> for details.

Accountability Data (2007)

Adequate Yearly Progress

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/reading (ELA) 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 performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

No Status - No Accountability Status

III1-S - Identified for Improvement Year 1 - Subgroups
III1-A - Identified for Improvement Year 1
II2-S - Identified for Improvement Year 2 - Subgroups
II2-A - Identified for Improvement Year 2
CA-S - Identified for Corrective Action - Subgroups
CA-A - Identified for Corrective Action
RST1-S - Identified for Restructuring Year 1 - Subgroups
RST1-A - Identified for Restructuring Year 1
RST2-A - Identified for Restructuring Year 2
UR - Status Under Review

For More Information

Information for Parents on NCLB Requirements

<http://www.doe.mass.edu/nclb/parents.html>

Department of Elementary and Secondary Education Home Page

<http://www.doe.mass.edu/>

Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=>