

# REPORT ON TEACHING AND LEARNING: SCHOOL REPORT CARD

## SCHOOL YEAR 2011-2012



**East Boston High School**

(617) 635-9896

Grades: 9 - 12

Zone: High

The Report on Teaching and Learning (RTL) is designed to serve as a useful tool for families and to comply with the reporting requirements of the federal No Child Left Behind (NCLB) law. The data found in this RTL is from the 2010-2011 school year (SY), except where noted. This report can help parents gauge how successful their child's current school is and/or help them decide where to send their child to school. It is important to visit any schools being considered in order to get the full picture of a particular school.

### OUR STUDENTS (SY 2010-2011)

<b>Total Enrollment</b>	1382
<b>African American/Black</b>	14.0%
<b>Hispanic</b>	67.3%
<b>White</b>	15.6%
<b>Asian</b>	1.9%
<b>Mixed/Other</b>	1.2%
<b>Special Education</b>	17.2%
<b>Male</b>	52.2%
<b>Female</b>	47.8%
<b>English Language Learner (ELL)</b>	30.0%
<b>Low Income</b> <i>Students eligible for free or reduced price lunch.</i>	84.2%

<b>Average daily student attendance</b> <i>Both excused and unexcused absences are counted as absences in this rate.</i>	82.5%
<b>Students promoted to the next grade</b> <i>This includes students promoted in June as well as those who completed summer school successfully.</i>	80.0%
<b>Student mobility rate</b> <i>This indicates the percentage of students who attended only a portion of the school year at a given school. Any student who moved into or out of the school between October and June adds to the mobility rate.</i>	23.8%
<b>Annual student dropout rate (as of June 2011)</b> <i>A student is considered to be a dropout at the end of the school year if he/she is not in school, has not graduated, and has not transferred to another school system. Students who return to the school or graduate by October 1 the following school year will not be counted as dropouts in the Final Dropout Report. This rate applies to grades 6 through 12.</i>	3.7%
<b>Number of students suspended</b> <i>Includes in-school and out-of-school suspensions</i>	0

### OUR STAFF (SY 2010-2011)

*Staff is defined as all school employees who assist in the education process, including teachers, paraprofessionals, content coaches, guidance counselors, librarians, and administrators.*

<b>Total</b>	121
<b>Black</b>	14.0%
<b>Hispanic</b>	19.8%
<b>White</b>	64.5%
<b>Asian</b>	1.7%
<b>Native American</b>	0.0%
<b>Average daily staff attendance</b>	95.5%

### OUR TEACHERS (SY 2010-2011)

<b>Number of teachers</b>	89.1
<b>Student:Teacher ratio</b> <i>The student-to-teacher ratio indicates the number of students per teacher in the school.</i>	15.5 : 1
<b>Teachers licensed in Massachusetts</b>	95.5%
<b>Core academic courses taught by highly qualified teachers</b> <i>To be considered highly qualified, a teacher must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) subject matter competency.</i>	93.7%

### OUR SCHOOL (SY 2011-2012)

EBHS motto: Class, Pride and Tradition
AP and honors courses
Small Learning Communities
On-site Parent Involvement Center
MCAS, PSAT, and SAT tutoring
Business/community/college partnerships
Library/Media Center w/ 25 new computers
Electives:Academy of Management
Electives: Academy of Health/Human Services
Electives: Media, Visual Arts, Chorus,JROTC

### OUR PARTNERS (SY 2011-2012)

Boston Private Industry Council (on-site)
Bunker Hill Community College
CFES: College for Every Student
College Access Collaborative (on-site)
Dartmouth College (SEAD Program)
EB Youth Workers Task Force
Harvard University
Massachusetts General Hospital
Massport
UMass Boston (AP Bridge & Tag Programs)

## ADEQUATE YEARLY PROGRESS (AYP)

**Adequate Yearly Progress (AYP):** Under the federal No Child Left Behind (NCLB) law, all students must achieve proficiency in English Language Arts (ELA) and Mathematics by the year 2014. Each year, improvement toward this goal is measured by performance on the Massachusetts Comprehensive Assessment System (MCAS) tests. For each school, AYP is based on the number of students taking the MCAS (participation) and their performance and improvement over time. For each subject, the school must meet annual targets for all students and all student subgroups. The subgroups include: students who are English language learners (ELLs), students with disabilities, students eligible for free or reduced price school lunch (low income), and racial/ethnic groups (African American/Black, Asian/Pacific Islander, Hispanic, Native American, and White).

There is no Native American subgroup listed on the report because the required sample size was not met for any school. To make AYP, the school as a whole and each student group must meet a student participation requirement, either the state's performance target or the school's improvement target for the subject, and an attendance target (elementary, middle, and K-8 schools) or a graduation rate target (high schools). According to the NCLB, schools that do not make AYP in ELA and/or Mathematics for a student group for two or more consecutive years are considered to be identified for Improvement, Corrective Action, or Restructuring. Such schools, if receiving Title I funds, also are required to offer a school transfer option and/or supplemental education services (tutoring).

### AYP HISTORY

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
English Language Arts	Aggregate	Yes	Yes	Yes	No	No	Yes	No	Yes	Restructuring Year 2 - Subgroups
	All Subgroups	No	Yes	No	No	No	No	No	Yes	
Mathematics	Aggregate	Yes	Yes	Yes	No	No	No	No	Yes	Restructuring Year 2
	All Subgroups	Yes	Yes	No	No	No	No	No	No	

**\*Under this NCLB designation, families in our school are entitled to the following services: Option to transfer to another school in the district under the BPS student assignment policy; Supplemental Education Services (tutoring) for low-income students**

### SY 2010-2011 AYP SUMMARY

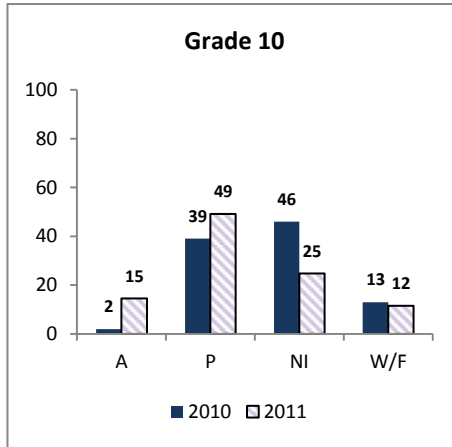
Student Group	Participation		Performance		Improvement		Graduation Rate		AYP 2011
	Did at least 95% of students participate in MCAS?		Did the student group meet or exceed state performance target?		Did the student group meet or exceed its own improvement target?		Did the student group meet graduation rate target (grades 9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	99	No	84.5	Yes	8	Yes	58	Yes
English Language Learners (ELL) and Former ELL	Yes	99	No	69.8	Yes	7.5	Yes	45.2	Yes
Students with Disabilities	Yes	98	No	66.3	Yes/SH	0	Yes	50.7	Yes
Low Income	Yes	99	No	83	Yes	7.1	Yes	60.9	Yes
African American/Black	-	-	-	79.9	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-
Hispanic	Yes	99	No	84.3	Yes	9.1	Yes	53.6	Yes
White	-	-	-	92.1	-	-	-	-	-
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	97	No	78.8	Yes	5.1	Yes	58	Yes
English Language Learners (ELL) and Former ELL	Yes	96	No	76.5	Yes	4.5	Yes	45.2	Yes
Students with Disabilities	No	91	No	60.6	No	-11.1	Yes	50.7	No
Low Income	Yes	98	No	77.9	Yes/SH	3.7	Yes	60.9	Yes
African American/Black	-	-	-	62.1	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-
Hispanic	Yes	99	No	81	Yes	7.1	Yes	53.6	Yes
White	-	-	-	86.4	-	-	-	-	-

## MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS) RESULTS: 2-YEAR TRENDS

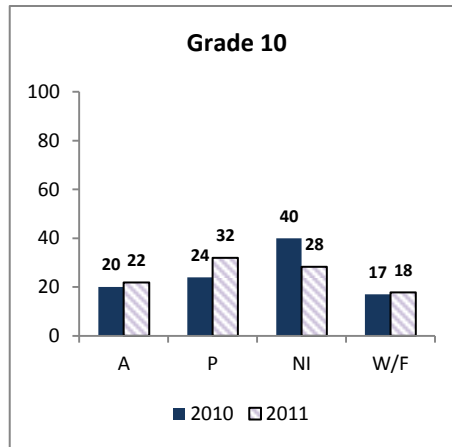
The charts below show our MCAS results in English Language Arts, Mathematics, and Science from the past two years (Spring 2010 and Spring 2011). The percentages are students scoring at each of the four performance levels, which are Advanced, Proficient, Needs Improvement, and Warning/Failing. For more information on MCAS, please visit <http://www.doe.mass.edu/mcas>.

A = Advanced    P = Proficient    NI=Needs Improvement    W/F = Warning/Failing

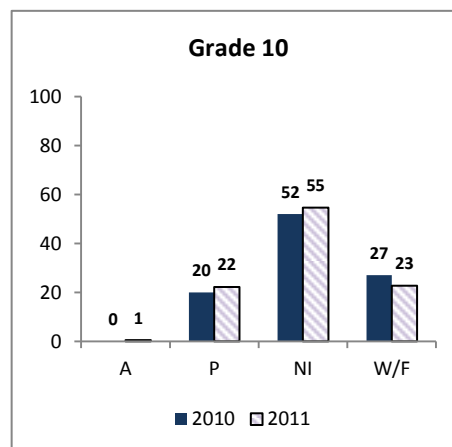
### ENGLISH LANGUAGE ARTS



### MATHEMATICS



### SCIENCE



**MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS) RESULTS: STUDENT GROUP PERFORMANCE ON MCAS SPRING 2011**

The tables below show Spring 2011 MCAS results in English Language Arts (ELA), Mathematics (Math), and Science for each grade level tested at our school, compared with district and state averages. Results at the school level include percentages of students by subgroup (program, gender, race, and income level) scoring at each of the four performance levels. The tables also include the **Composite Performance Index (CPI)**, which is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests based on their performance. The average of all students' points in a school or a subgroup constitutes a school or subgroup's CPI for that subject. The CPI is a measure of the extent to which students are progressing towards proficiency (a CPI of 100) in ELA and Math, as reported in the AYP report.

Also included are the median **Student Growth Percentile (SGP)** and the **number of students included in the SGP calculation (Inc SGP)** for each group. Massachusetts measures growth for an individual student by comparing the change in his or her MCAS achievement from one year to a subsequent year to that of all other students in the state who had similar historical MCAS results (the student's "academic peers"). This change in achievement is reported as a student growth percentile (SGP) and indicates how low or high (1 to 99) that student's growth was compared to that of his/her academic peers. SGP is calculated separately for ELA and Math. SGP for a school or subgroup is reported as the median SGP for that group; there must be at least 20 students in a group to report SGP. Overall results are only reported if the student group is 10 or more.

Grade 10	ELA								Math							
	# Stud	% by performance level				CPI	SGP	Inc SGP	# Stud	% by performance level				CPI	SGP	Inc SGP
		A	P	NI	W/F					A	P	NI	W/F			
School	226	15	49	25	12	85	52	151	219	22	32	28	18	79	47	151
w/Disabilities	43	-	21	37	42	66	38	25	40	-	13	25	63	61	61	25
ELL	67	2	30	43	25	70	77	22	65	20	26	31	23	77	81	23
Female	107	20	51	21	9	86	55	76	105	25	31	31	14	79	57	75
Male	119	10	48	29	13	83	52	75	114	19	33	26	21	79	39	76
AfrAm/Black	36	8	42	33	17	80	41	28	36	9	11	43	37	62	37	29
Asian	6	-	-	-	-	-	-	3	6	-	-	-	-	-	-	3
White	35	23	57	14	6	92	44	27	35	29	46	11	14	86	51	27
Hispanic	148	14	50	25	12	84	56	92	142	23	35	28	15	81	51	91
Nat. Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1	-	-	-	-	-	-	1	1	-	-	-	-	-	-	1
Low Income	193	14	47	27	12	83	54	132	187	23	30	29	18	78	47	133
DISTRICT	3704	16	51	25	8	86	47	2662	3665	37	25	24	14	81	61	2674
STATE	69532	33	51	13	3	94	50	60697	69342	48	29	16	7	89	50	60599

High School Science	Biology					Chemistry					Introductory Physics					Technology/Engineering				
	# Stud	% by performance level				# Stud	% by performance level				# Stud	% by performance level				# Stud	% by performance level			
		A	P	NI	W/F		A	P	NI	W/F		A	P	NI	W/F		A	P	NI	W/F
School	19	5	11	32	53	9	-	-	-	-	216	1	24	48	27	-	-	-	-	-
w/Disabilities	3	-	-	-	-	7	-	-	-	-	26	4	15	39	42	-	-	-	-	-
ELL	15	-	-	40	60	4	-	-	-	-	76	-	9	57	34	-	-	-	-	-
Female	8	-	-	-	-	4	-	-	-	-	112	-	29	41	30	-	-	-	-	-
Male	11	9	-	36	55	5	-	-	-	-	104	2	19	55	24	-	-	-	-	-
AfrAm/Black	-	-	-	-	-	3	-	-	-	-	28	-	25	43	32	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	-	-	-	-	43	-	37	40	23	-	-	-	-	-
Hispanic	15	-	-	40	60	6	-	-	-	-	140	1	19	51	28	-	-	-	-	-
Nat. Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-
Low Income	16	6	-	31	63	7	-	-	-	-	191	1	23	50	26	-	-	-	-	-
DISTRICT	1235	16	43	21	20	94	-	7	37	55	2354	7	27	40	26	122	9	46	31	14
STATE	49371	25	46	21	9	1309	25	30	25	20	17460	22	39	27	12	2075	7	46	31	15

**Spring 2011 Accreditation Status:** Accredited

*To be accredited means a school has met the standards of the New England Association of Schools and Colleges (NEASC). In order to earn this status, a school must conduct a self-study and then undergo an evaluation by the NEASC, a very thorough examination process where schools are measured by the following seven standards: Mission and Expectations for Student Learning, Curriculum, Instruction, Assessment of Student Learning, Leadership and Organization, School Resources for Learning, and Community Resources for Learning. The accreditation process takes approximately two years.*

**Cohort 2010 4-Year Graduation Rate:** 58.0%

**Cohort 2009 5-Year Graduation Rate:** 58.5%

*Graduation rates track a cohort of students from 9th grade through high school. The 4-year rate represents the percentage of the cohort that graduate in 4 years or less. The 5-year rate represents the percentage of the cohort that graduate in 5 years or less. These rates are also part of the AYP determination for high schools.*

**SAT Reasoning Test**

*The SAT Reasoning Test measures students' skills in Critical Reading (formerly called "verbal"), Mathematics, and Writing. These tests, with a score range from 200 to 800, are designed to help colleges and universities identify students for admission and to plan their educational programs to meet the needs of their incoming students. The SAT results below present data for 2011 seniors who participated in the SAT testing program at any time during their high school years. The table includes average scores for each section of the test for our school, the district (Boston Public Schools), and the state of Massachusetts.*

SUBJECT	East Boston High School	Boston Public Schools	Massachusetts
Critical Reading	397	432	505
Mathematics	432	461	521
Writing	401	427	500

The information below is provided for SY 2011-2012.

**What makes our school special?**

Working with the East Boston Youth Workers Task Force, 9th graders can receive surround care in and out of school. Our IGNITION program allows for upperclassmen to mentor freshmen and sophomores. We are a PULSE supported site, providing afterschool tutoring for freshmen. We offer an afterschool program for ESL I and II students that is run by the Talented and Gifted Latino Program at U Mass Boston. We have a full time Talent Search representative in the building and two full time Gear Up representatives on site to support our students' college goals. We have a Boston Scholar Athlete Zone in place, to keep out student athletes academically strong. The headmaster, Mr. Michael Rubin, runs a Ten Boys mentoring program that recruits students in tenth grade. We have an active Debate Team that, in their second year, has won two Citywide Debate Tournaments. We are an AVID (Advancement Via Individual Determination) School, providing supports to students who may be below honor roll but have their sights set on college. Students have the opportunity to participate in Wheelock College Upward Bound, the Harvard Crimson Summer Academy, and have also participated in the Dartmouth SEAD (Summer Enrichment at Dartmouth) program. Our school offers Advanced Placement classes in English Language, English Literature, Statistics, Calculus, Human Geography, U.S. Government, Environmental Science, Biology, Chemistry, Art, Spanish Literature, Spanish Language, and Computer Science. We have a partnership with Zumix that brings in music educators to work in our content classes to teach students about poetry, songwriting, radio journalism, and scores for short films. This is the inaugural year for The East Boston High School / Zumix drumline. We offer chorus and theater classes and have an active after school drama program. We have a full time representative from the Boston Private Industry Council on staff to work with students on interview and job skills. We participate in dual enrollment programs with Benjamin Franklin Institute of Technology and Bunker Hill Community College. Our athletic program is regularly recognized as one of the best in the city. Teams from East Boston High School have won the Citywide Science Fair for two years consecutively.

We work with the College For Every Student foundation to help coordinate college access opportunities for all of our students.

**How are we preparing students for educational success?**

1. This school year teachers are receiving professional development in Literacy Across the Curriculum (conducted by the Boston Debate League) 2. Students in grades 11 and 12 who have not yet passed the MCAS receive additional supports that include: a. before and after school tutoring program in ELA, math, and science, b. a staff mentor, c. MCAS-focused English and math classes. 3. All classrooms are equipped with a minimum of a computer, an LCD, a printer and access to the Internet. Classroom teachers frequently use our generic computer lab for projects and/or research. Our Library Media Center recently received 25 new computers. 5. Resources include: a. working with the College for Every Student Foundation to prepare our students for opportunities that lead to college, b. providing tutoring through the EB Youth Workers Task Force, the PULSE academic site, and the AVID program, c. providing enrichment opportunities through the summer academies at Harvard and Dartmouth, c. offering dual enrollment through Bunker Hill Community College and Benjamin Franklin Institute of Technology.

**How do we engage families in our school community?**

EBHS has an on-site Parent Involvement Center, whose mission is to help parents understand the school's curriculum, policies, and assessments (such as MCAS). Other connections include:

1. direct contact through telephone and home meetings
2. newsletters and e-mail announcements of school events
3. translations of school informational packets
4. classes and workshops for parents
5. "Parent Orientation" night in October with school administrators
6. "Parent/Grade 8 Orientation" day in the Spring
7. Parent volunteers place calls to the homes of tardy students daily
8. Bilingual parent meeting are held several times during the school year

**Awards, Honors, and Distinctions**

Accreditation, NEASC, 2005

Entrepreneurship Student Distinction Award, NIFTE, 2005

MGH Partnership Initiative, MGH, 2005

Verizon Hispanic Heritage Award, Verizon, 2005

Broad Prize (EBHS an exemplar school), Broad Foundation, 2007

Michael Rubin, Headmaster, Shattuck Achievement Award, 2010

Michael Smith, Administrator, Administrator of the Year Award, 2010

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**Uniform Policy:**

No Uniform