

Shawsheen Valley Technical High School

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Dear Parents/Guardians:

The federal Elementary and Secondary Education Act (ESEA) requires that all states and districts receiving federal Title I funds prepare and distribute annual report cards. These report cards publicize information about student performance and program effectiveness. Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. The MCAS data contained in the enclosed report—along with other indicator data (i.e. drop-out and graduation rates)—rank Shawsheen Technical High School:

- *Highest* among all other high schools in the five-town district.
- *In the top one percent* of all Massachusetts high schools with respect to measures of growth.

The following explanatory notes will assist your interpretation of tables contained in the report.

Table 1. DESE Accountability and Assistance-Level Data.

As the MA Department of Elementary and Secondary Education (DESE) reports in Table 1, Shawsheen remains a Level-One school in the current school year with a Cumulative PPI¹ of 88. The DESE classifies schools and districts on a five-level scale, identifying those meeting their academic goals in Level 1 and the lowest performing in Level 5. The threshold Level-1 PPI is 75, which applies to the cumulative score not only of all students but also—in a separate analysis—of students classified as “High-Needs”².

Table 2. Shawsheen and State MCAS Comparisons by Performance Level; Shawsheen CPI and SGP.

Table 2 reports Shawsheen’s Spring 2016 MCAS data by subject and performance level and compares those data to similar statewide scores. Additionally, the table reports comparative mean CPI³ and median Student Growth Percentile (SGP) scores. *Shawsheen’s formidable SGP scores in ELA (82.0) and Mathematics (78.0) rank third among the 288 Massachusetts districts that reported tenth-grade ELA and Mathematics data.*⁴

¹The annual Progress and Performance Index (PPI) is a measure of school improvement on seven indicators: performance and gap closing in (1) English Language Arts, (2) mathematics, and (3) science; growth in (4) ELA and (5) mathematics; (6) the annual dropout rate; and (7) the graduation rate. Schools and districts are awarded between zero and 100 points in each category. The cumulative PPI is the average of a group’s annual PPIs over four years.

²Any student who is identified in more than one subgroup (e.g. “economically disadvantaged” and “student with disabilities”) is classified as “High Needs.”

³The Composite Performance Index (CPI) is an average score derived from assigning 100 points to any student who scores in the Advanced or Proficient range; 75 points to students in the upper half of the Needs Improvement range; 50 points to students in the lower half of the Needs Improvement range; 25 points to students in the upper half of the Failure range, and zero points to students in the lower half of the Failure range.

⁴The median Massachusetts SGP score is 50.

Tables 3 and 4. Graduation Rates.⁵

The very high graduation rates of Shawsheen students reported in Tables 3 and 4 not only have resulted in maximum (100 points) PPI assessments for four consecutive years but also provide compelling evidence of student engagement and positive instructional effect.

Table 5. Drop-Out Rate.⁶

The very low drop-out rate of Shawsheen students reported in Table 5—which has resulted in maximum (100 points) PPI assessments during three of the most recent four years—further attests to the quality of student engagement and the effect of thoughtfully designed and implemented academic and technical instruction.

Table 6. Teacher Data.

Table 6 provides transparent evidence of the licensed expertise of both the academic and technical faculty and, at the same time, indicates the school’s unwavering commitment to maintaining low student-teacher ratios (10.5:1 on average).

Table 7. Graduates’ Plans.

The mission of Shawsheen Technical High School is to provide a positive learning experience in a safe educational environment that encourages all students to reach their full potential, emphasizes the value of a strong work ethic, and prepares them for adult life in a competitive world. The graduates’ plans identified in Table 7 are consistent with the diverse, competitive-world outcomes supported by the school’s curricula and implicit in the mission statement. Over half of Shawsheen’s graduates pursue 2- or 4-year post-secondary education while nearly forty percent immediately initiate careers as technicians, artisans, and craftsmen and craftswomen in an economy that aggressively pursues their expertise.

Table 8. Cooperative-Education Placements.

The market place begins to recruit Shawsheen’s young talent in the spring of their junior year—continuing and expanding employment opportunities through their senior year. Table 8 documents the opportunities that exist for Shawsheen students and graduates across twenty diverse technical and vocational areas.

After more than four decades as a vocational educator, I continue to report objective evidence of the success and pre-eminence of this school with great professional and personal satisfaction. I trust the enthusiasm is mutual.

Best regards,



Robert J. Kanellas, Ed.D.
Principal

⁵The 2016 report shows graduation rates for the Class of 2015 and 2014 because the delay allows DESE to use data that has been thoroughly reviewed by both district and DESE staff. Graduation data for the Class of 2016 was not available at the time of the publication of this report.

⁶The 2016 report shows 2015 annual dropout rates because—like the analysis of graduation-rate data—the delay allows the DESE to use information that has been thoroughly reviewed by district and DESE staff.

TABLE 1. DESE ACCOUNTABILITY AND ASSISTANCE-LEVEL DATA (2016)

Organization Information			
District:	Shawsheen Valley Regional Vocational Technical (08710000)	School type:	High School
School:	Shawsheen Valley Vocational Technical High School (08710605)	Grades served:	09,10,11,12
Region:	Northeast	Title I status:	Title I School (TA)
Accountability Information			About the Data
Accountability and Assistance Level			
Level 1	Meeting gap narrowing goals		
This school's determination of need for special education technical assistance or intervention			
Meets Requirements (MR)			
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
All students:			
	Lowest performing		Highest performing
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students			96 Met Target
High needs			94 Met Target
Econ. Disadvantaged			-
ELL and Former ELL			-
Students w/disabilities			92 Met Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White			97 Met Target

TABLE 2. SHAWSHEEN AND STATE MCAS COMPARISONS BY PERFORMANCE LEVEL; SHAWSHEEN COMPOSITE PERFORMANCE INDEX AND STUDENT GROWTH PERCENTILE (SPRING 2016)

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 10 - ENGLISH LANGUAGE ARTS	99	91	60	47	39	45	1	6	0	3	341	99.7	82.0	297
GRADE 10 - MATHEMATICS	89	78	59	54	30	24	9	15	1	8	342	95.8	78.0	298
GRADE 10 - SCIENCE AND TECH/ENG	90	73	41	29	48	44	10	21	1	5	331	96.7	N/A	N/A
ALL HIGH SCHOOL GRADES - ENGLISH LANGUAGE ARTS	99	92	60	47	39	45	1	6	0	2	341	99.7	82.0	297
ALL HIGH SCHOOL GRADES - MATHEMATICS	89	78	59	55	30	24	9	15	1	7	342	95.8	78.0	298
ALL HIGH SCHOOL GRADES - SCIENCE AND TECH/ENG	90	74	41	30	48	44	10	21	1	5	331	96.7	N/A	N/A

TABLE 3. 4-YEAR ADJUSTED GRADUATION RATE (2015)

4-Year Adjusted Cohort Graduation Rate (2015)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	327	97.2	1.5	0.0	0.3	0.9	0.0
Male	199	96.5	1.5	0.0	0.5	1.5	0.0
Female	128	98.4	1.6	0.0	0.0	0.0	0.0
ELL	-	-	-	-	-	-	-
Students w/disabilities	98	92.9	5.1	0.0	0.0	2.0	0.0
Low income	79	93.7	3.8	0.0	0.0	2.5	0.0
High needs	152	95.4	3.3	0.0	0.0	1.3	0.0
Afr. Amer./Black	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Hispanic/Latino	8	87.5	12.5	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
White	312	97.4	1.3	0.0	0.3	1.0	0.0
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	7	100.0	0.0	0.0	0.0	0.0	0.0

TABLE 4. 5-YEAR GRADUATION RATE (2014)

5-Year Graduation Rate (2014)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	337	99.4	0.0	0.0	0.0	0.3	0.3
Male	194	99.5	0.0	0.0	0.0	0.0	0.5
Female	143	99.3	0.0	0.0	0.0	0.7	0.0
ELL	-	-	-	-	-	-	-
Students w/disabilities	84	100.0	0.0	0.0	0.0	0.0	0.0
Low income	75	98.7	0.0	0.0	0.0	0.0	1.3
High needs	133	99.2	0.0	0.0	0.0	0.0	0.8
Afr. Amer./Black	3	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-
Hispanic/Latino	9	100.0	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-
White	317	99.4	0.0	0.0	0.0	0.3	0.3
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	6	100.0	0.0	0.0	0.0	0.0	0.0

TABLE 5. DROP-OUT RATE (2014-2015)

Student Group	# Enrolled Grades 09 through 12	# Dropout All Grades	% Dropout All Grades	% Dropout Grade 09	% Dropout Grade 10	% Dropout Grade 11	% Dropout Grade 12
All Students	1,368	0	0.0	0.0	0.0	0.0	0.0
High Needs	426	0	0.0	0.0	0.0	0.0	0.0
Economically Disadvantaged	126	0	0.0	0.0	0.0	0.0	0.0
Students with disabilities	343	0	0.0	0.0	0.0	0.0	0.0
African American/Black	12	0	0.0		0.0		
American Indian or Alaskan Native	2						
Asian	5						
Hispanic or Latino	44	0	0.0	0.0	0.0	0.0	0.0
Multi-race, non-Hispanic or Latino	21	0	0.0	0.0			0.0
White	1,284	0	0.0	0.0	0.0	0.0	0.0
Female	568	0	0.0	0.0	0.0	0.0	0.0
Male	800	0	0.0	0.0	0.0	0.0	0.0

TABLE 6. TEACHER DATA (2015-2016)

	School	District	State
Total # of Teachers	128.2	128.2	72,309.1
% of Teachers Licensed in Teaching Assignment	99.2	99.2	97.4
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	10.5 to 1	10.5 to 1	13.2 to 1

TABLE 7. GRADUATES' PLANS (2014-2015)

Plan	% of School	% of District	% of State
4-Year Private College	17	17	30
4-Year Public College	17	17	30
2-Year Private College	1	1	1
2-Year Public College	17	17	21
Other Post-Secondary	2	2	2
Work	39	39	8
Military	2	2	2
Other	1	1	1
Unknown	4	4	5

TABLE 8. COOPERATIVE-EDUCATION PLACEMENTS (JUNE 2016)

	Grade 11	Grade 12
Auto Collision Repair and Refinishing	4	4
Automotive Technology	13	9
Business/Marketing	11	16
Carpentry	12	8
Cosmetology	0	12
Culinary Arts	1	12
Dental Assisting	6	12
Design and Visual Communication	2	5
Drafting	6	11
Electricity	11	25
Electronics/Robotics	2	7
Graphic Communications	4	4
Health Assisting	2	17
Heating, Ventilation, Air Conditioning, Refrigeration	10	13
Information Support Services, Networking/ Programming, Web Development	11	9
Machine Tool Technology	5	11
Masonry and Tile Setting	4	9
Medical Assisting	2	5
Metal Fabrication and Joining Technologies	4	9
Plumbing	12	17
TOTAL	133	227
Percent of Class	0.41	0.68

Sincerely,

A handwritten signature in blue ink, appearing to read 'R. Kanellas', with a large circular flourish at the beginning.

Robert J. Kanellas, Ed.D.

Principal

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