

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.
- *Among the highest* 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 89. 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. A Comparison of Shawsheen and State Achievement and Growth by Test Area.

Table 2 reports Shawsheen’s Spring 2017 MCAS data by subject and performance level and compares these data to similar statewide scores. Additionally, the table reports comparative mean CPI³ and median Student Growth Percentile (SGP) scores⁴.

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.

Table 3. A Comparison of ELA and Math Growth of Shawsheen and All Massachusetts Tenth Graders.

Shawsheen’s formidable SGP scores in ELA and Mathematics rank among the leaders in the analysis of 288 Massachusetts districts that reported tenth-grade ELA and Mathematics data.

Table 4. A Comparison of Shawsheen and State Enrollment.

This table—a startling contextualization of Shawsheen’s academic success—identifies 24% of Shawsheen’s tenth graders as disabled, compared to 16.1% statewide. The variables that explain, in part, the remarkable academic performance of these students follow in tables 5 (teachers’ qualifications and student-teacher ratios) and table 6 (attendance, discipline, drop-out, and graduation rates.)

Table 5. A Comparison of Shawsheen and State Teachers and Classrooms.

Table 5 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 (10.3:1 on average).

Table 6. A Comparison of Shawsheen and State Attendance, Discipline, Drop-out, and Graduation Rates.^{5,6}

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, to emphasize the value of a strong work ethic, and to prepare students for adult life in a competitive world. Table-6 data strongly suggest the positive effect of the thoughtfully implemented mission: Compared to their statewide peers, Shawsheen students attend school at a higher rate, drop-out or receive out-of-school suspensions at lower rates, and graduate in four or five years at higher rates. The graduates’ plans identified in Table 6 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 7. 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 7 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 2017 report shows graduation rates for the Class of 2016 and 2015 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 2017 report shows 2016 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.



2017 Massachusetts School Report Card Overview SHAWSHEEN VALLEY VOCATIONAL TECHNICAL HIGH SCHOOL (08710605)

Shawsheen Valley Regional Vocational Technical Public School District (08710000)
Robert J Kanellas, Principal
Grades Served: 09,10,11,12

100 Cook Street , Billerica, MA 01821
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Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

TABLE 1. ACCOUNTABILITY STATUS: ALL STUDENTS AND SUBGROUPS

Organization Information	
District:	Shawsheen Valley Regional Vocational Technical (08710000)
School:	Shawsheen Valley Vocational Technical High School (08710605)
Region:	Northeast
School type:	High School
Grades served:	09,10,11,12
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 2017 Data
	Less progress	More progress	
All students			93 Met Target
High needs			91 Met Target
Econ. Disadvantaged			-
ELL and Former ELL			-
Students w/disabilities			89 Met Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White			93 Met Target

TABLE 2. A COMPARISON OF SHAWSHEEN AND STATE ACHIEVEMENT AND GROWTH X TEST AREA

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	97	91	52	47	45	44	3	6	0	3	321	98.9	74.0	305
GRADE 10 - MATHEMATICS	85	79	48	53	37	26	13	14	2	8	320	93.5	65.0	305
GRADE 10 - SCIENCE AND TECH/ENG	86	74	36	32	50	42	14	21	0	5	306	95.2	N/A	N/A

TABLE 3. A COMPARISON OF SHAWSHEEN AND STATE GROWTH¹

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2017 are below. (Note: Growth values are truncated.)

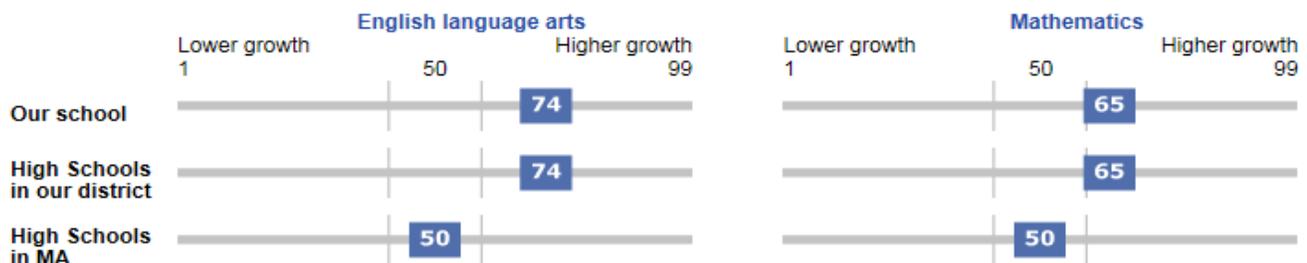


TABLE 4. A COMPARISON OF SHAWSHEEN AND STATE ENROLLMENT¹

<u>Total enrollment</u>	Our school		Our district		Our state	
	1,336		1,336		953,748	
<u>By high needs population</u>	Our school		High Schools in our district		High Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	175	13.1	175	13.1	67,522	26.1
Students with disabilities	321	24.0	321	24.0	41,692	16.1
English language learners	0	0.0	0	0.0	16,544	6.4

TABLE 5. A COMPARISON OF SHAWSHEEN AND STATE TEACHERS AND CLASSROOMS¹

<u>General information</u>	Our school	High Schools in our district	High Schools in MA
Teachers (#)	129.2	129.2	20,201.3
Core academic classes taught by highly qualified teachers (%)	-	99.4	96.3
Average class size (#)	16.4	16.4	16.1
Student : teacher ratio	10.3 to 1	10.3 to 1	12.7 to 1

TABLE 6. OTHER IMPORTANT SHAWSHEEN AND STATE COMPARISONS¹

<u>Attendance</u>	Our school	High Schools in our district	High Schools in MA
2017 Attendance rate (%)	96.7	96.7	93.2
2017 Average days absent per student (#)	5.8	5.8	11.6
2017 Chronic absenteeism rate (%)	4.3	4.3	18.7
<u>Discipline</u>	Our school	High Schools in our district	High Schools in MA
2017 In-school suspension rate (%)	6.0	6.0	3.1
2017 Out-of-school suspension rate (%)	1.2	1.2	4.2
<u>High school completion</u>	Our school	Our district	Our state
2015 5-year graduation rate (%)	98.5	98.5	89.4
2016 4-year graduation rate (%)	99.1	99.1	87.5
2016 annual dropout rate (%)	0.1	0.1	1.9
2015 graduates attending institutions of higher education* (%)	55.3	55.3	75.9

TABLE 7. COOPERATIVE-EDUCATION PLACEMENTS X SHOP AND GRADE, JUNE 2017

	Grade 11	Grade 12		Grade 11	Grade 12
Auto Collision Repair/Refinishing	1	7	Health Assisting	0	15
Automotive Technology	9	16	Heating, Ventilation, AC , Refrigeration	14	14
Business/Marketing	7	16	Information, Computer, Internet, Web	8	11
Carpentry	0	15	Machine Tool Technology	4	11
Cosmetology	0	14	Masonry and Tile Setting	1	7
Culinary Arts	3	2	Medical Assisting	6	5
Dental Assisting	4	8	Metal Fabrication/Joining Technologies	2	7
Design and Visual Communication	0	3	Plumbing	11	18
Drafting	5	7			
Electricity	7	17			
Electronics/Robotics	0	3			
Graphic Communications	1	7			
			TOTAL	83	203
			PERCENT OF CLASS	24%	63%

¹Data for "Our school" and "High Schools in our district" are identical because Shawsheen Valley Technical High School is the only regional vocational-technical high school in the Shawsheen Valley Regional Vocational Technical High School District..

