

REPORT ON TEACHING AND LEARNING: SCHOOL REPORT CARD

SCHOOL YEAR 2013-2014



West Roxbury Academy

(617) 635-8935

Grades: 9 - 12

Zone: Citywide

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 2012-2013 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 2012-2013)

Total Enrollment	651
African American/Black	48.1%
Hispanic	39.0%
White	9.7%
Asian	0.9%
Native American	0.3%
Native Hawaiian, Pacific Islander	0.0%
Multi-Race, Non-Hispanic	2.0%
Special Education	19.0%
Male	55.6%
Female	44.4%
English Language Learner (ELL)	26.4%
Low Income <i>Students eligible for free or reduced price lunch</i>	77.9%

Average daily student attendance <i>Both excused and unexcused absences are counted as absences in this rate.</i>	85.7%
Students promoted to the next grade <i>This includes students promoted in June as well as those who completed summer school successfully.</i>	85.7%
Student mobility rate <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>	26.8%
Annual student dropout rate (as of June 2013) <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>	4.8%
Number of students suspended <i>Includes in-school and out-of-school suspensions</i>	105

OUR STAFF (SY 2012-2013)

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

Total	63
Black	28.6%
Hispanic	6.3%
White	58.7%
Asian	6.3%
Native American	0.0%
Average daily staff attendance	95.0%

OUR TEACHERS (SY 2012-2013)

Number of teachers	45
Student:Teacher ratio <i>The student-to-teacher ratio indicates the number of students per teacher in the school.</i>	14.5 : 1
Teachers licensed in teaching assignment	99.0%
Core academic courses taught by highly qualified teachers <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>	91.4%

OUR SCHOOL (SY 2013-2014)

intergrated usage of technology in classes
theme based programs in business/visual arts
swimming pool/weight training facility on sit
-
-
-
-
-
-
-

OUR PARTNERS (SY 2013-2014)

Benjamin Franklin Inst of Tech
BNN
Fisher College
Mt. Washington Bank
Nat'l Assoc Black Accountants
National Academy Foundation
Price Waterhouse Cooper
Private Industry Council
Roxbury Community College
TERI/ACCESS

PROGRESS AND PERFORMANCE INDEX (PPI)

Progress and Performance Index (PPI): Beginning with SY 2012-2013, the PPI replaces Adequate Yearly Progress (AYP). Massachusetts has set a goal of reducing proficiency gaps by half between the years 2011 and 2017. The PPI is a measure of progress toward a group's goals that combines information for up to seven indicators: narrowing proficiency gaps (ELA, Math, Science), growth (ELA, Math), and graduation and dropout rates (for high schools). All schools and student subgroups with sufficient data receive an annual PPI based on two years of data and a cumulative PPI based on at least three annual PPIs. The cumulative PPI generally represents a performance trend over four years. For each indicator, groups are awarded 0, 25, 50, 75, or 100 points based on their improvement, with a score of 75 considered to be "On Target". The annual PPI is calculated by dividing the total number of points awarded that year by the number of indicators (up to seven). A cumulative PPI is calculated for a group if it has at least three annual PPIs, weighting recent years the most. For a group to be considered to be making progress towards narrowing proficiency gaps and to receive a "Met Target" rating, its cumulative PPI must be 75 or higher. Groups of students with a cumulative PPI below 75 will receive a "Did Not Meet Target" rating.

Level 1 and the lowest performing schools in Level 5. Schools are classified into levels in comparison to all other schools in their grade span statewide. 80% of schools in the state are classified into Level 1 or 2 based on their cumulative PPI for the "all students" (whole school) and "high needs" groups. MA defines the "high needs" group as all students with disabilities, English language learners (ELL) and former ELL students, or low income students at a school or district. For a school to be classified as Level 1, the cumulative PPI for both the "all students" group and the "high needs" group must be 75 or higher. If not, the school is classified as Level 2. A school may also be classified as Level 2 if it has low MCAS participation rates for any group (between 90% and 94%). Schools are classified as Level 3 if they are among the lowest 20% relative to other schools in their grade span statewide, if one or more subgroups are among the lowest performing 20% of subgroups relative to all subgroups statewide, if they have persistently low graduation rates (less than 60% for any subgroup over a four-year period), or if they have very low MCAS participation rates for any group (less than 90%). The lowest achieving, least improving Level 3 schools are candidates for classification into Levels 4 and 5. Schools that have a level of "Insufficient data" are schools that are very small, end in grades 1 or 2, are new schools, or are schools that were substantially reconfigured.

Accountability and Assistance Level: All MA schools with sufficient data are classified into one of five levels (1-5), with the highest performing schools in

ACCOUNTABILITY INFORMATION

Accountability and Assistance Level ■ = School's Goal

Insufficient data	-
	-
	-
	-
	-
	-

This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All Students:

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group	On Target = 75 or higher - ■		Rating
	Less Progress	More Progress	
All Students			-
High Needs			-
Low income			-
ELL and Former ELL			-
Students w/disabilities			-
Amer. Ind. or Alaska Nat.			-
Asian			-
African American/Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Latino			-
Nat. Haw. or Pacific Islander			-
White			-

Accountability Data Detail:

2013 English Language Arts Proficiency Gap Narrowing

Student Group	0 10 20 30 40 50 60 70 80 90 100	6-Year Goal	2011 CPI: Baseline	CPI Change	2013 Target	2013 CPI	Percentile in Grade Span	N	PPI Points	Rating	
All Students		92.8	85.5	0.2	86.7	85.7	3	98	75	On Target	
High Needs		85	92.3	84.5	0.6	85.8	85.1	3	94	75	On Target
Low income		85	92.8	85.5	-0.3	86.7	85.2	3	88	25	No Change
ELL and Former ELL		88	88	75.9	-	-	-	36	-	-	
Students w/disabilities		-	-	-	-	-	-	21	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	1	-	-	
Asian		-	-	-	-	-	-	1	-	-	
African American/Black		85	91.4	82.8	1.9	84.2	84.7	9	44	75	On Target
Hispanic/Latino		86	93.8	87.5	-1.2	88.5	86.3	17	40	25	No Change
Multi-race, Non-Hisp./Latino		-	-	-	-	-	-	2	-	-	
Nat. Haw. or Pacific Islander		-	-	-	-	-	-	-	-	-	
White		-	-	-	-	-	-	10	-	-	

2013 Mathematics Proficiency Gap Narrowing

Student Group	0 10 20 30 40 50 60 70 80 90 100	6-Year Goal	2011 CPI: Baseline	CPI Change	2013 Target	2013 CPI	Percentile in Grade Span	N	PPI Points	Rating	
All Students		66	84	67.9	-1.5	70.6	66.4	4	105	25	No Change
High Needs		67	83.5	67	-0.3	69.8	66.7	5	99	25	No Change
Low income		68	84.3	68.5	-0.9	71.1	67.6	6	94	25	No Change
ELL and Former ELL		59	78.4	56.8	2.6	60.4	59.4	47	40	-	-
Students w/disabilities		-	-	-	-	-	-	23	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	1	-	-	
Asian		-	-	-	-	-	-	1	-	-	
African American/Black		61	81.8	63.5	-2.1	66.5	61.4	7	46	25	No Change
Hispanic/Latino		72	86.1	72.1	-0.5	74.4	71.6	33	44	25	No Change
Multi-race, Non-Hisp./Latino		-	-	-	-	-	-	2	-	-	
Nat. Haw. or Pacific Islander		-	-	-	-	-	-	-	-	-	
White		-	-	-	-	-	-	11	-	-	

2013 Science Proficiency Gap Narrowing																				
Student Group	0 10 20 30 40 50 60 70 80 90 100										6-Year Goal	2011 CPI: Baseline	CPI Change	2013 Target	2013 CPI	Percentile in Grade Span	N	PPI Points	Rating	
All Students											66	79.8	59.6	6.8	63	66.4	7	93	100	Above Target
High Needs											66	79.5	59	6.9	62.4	65.9	8	88	100	Above Target
Low income											67	79.9	59.7	7.5	63.1	67.2	11	83	100	Above Target
ELL and Former ELL											-	-	-	-	-	-	-	28	-	-
Students w/disabilities											-	-	-	-	-	-	-	21	-	-
Amer. Ind. or Alaska Nat.											-	-	-	-	-	-	-	1	-	-
Asian											-	-	-	-	-	-	-	1	-	-
African American/Black											71	79.7	59.4	11.9	62.8	71.3	34	40	100	Above Target
Hispanic/Latino											62	80.3	60.6	1.3	63.9	61.9	18	42	50	Improved Below Target
Multi-race, Non-Hisp./Latino											-	-	-	-	-	-	-	-	-	-
Nat. Haw. or Pacific Islander											-	-	-	-	-	-	-	-	-	-
White											-	-	-	-	-	-	-	9	-	-

2013 English Language Arts Extra Credit									
Student Group	Extra Credit for increasing % Advanced (10% or more)				Extra Credit for decreasing % Warning/Failing (10% or more)				
	2012 % Advanced	2013 % Advanced	N	PPI Points Awarded	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points Awarded	
All Students	1.6	8.2	98	25	5.4	5.1	98	0	
High Needs	1.8	8.5	94	25	5.5	5.3	94	0	
Low income	1.9	9.1	88	25	4.8	5.7	88	0	
ELL and Former ELL	-	-	36	-	-	-	36	-	
Students w/disabilities	-	-	21	-	-	-	21	-	
Amer. Ind. or Alaska Nat.	-	-	1	-	-	-	1	-	
Asian	-	-	1	-	-	-	1	-	
African American/Black	3.1	6.8	44	25	7.8	4.5	44	25	
Hispanic/Latino	0	10	40	25	2.1	7.5	40	0	
Multi-race, Non-Hisp./Latino	-	-	2	-	-	-	2	-	
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-	
White	-	-	10	-	-	-	10	-	

2013 Mathematics Extra Credit									
Student Group	Extra Credit for increasing % Advanced (10% or more)				Extra Credit for decreasing % Warning/Failing (10% or more)				
	2012 % Advanced	2013 % Advanced	N	PPI Points Awarded	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points Awarded	
All Students	12.2	9.5	105	0	19.1	20	105	0	
High Needs	9.8	10.1	99	0	19.6	21.2	99	0	
Low income	10.3	10.6	94	0	17.8	20.2	94	0	
ELL and Former ELL	3	5	40	-	30.3	30	40	-	
Students w/disabilities	-	-	23	-	-	-	23	-	
Amer. Ind. or Alaska Nat.	-	-	1	-	-	-	1	-	
Asian	-	-	1	-	-	-	1	-	
African American/Black	8.2	6.5	46	0	21.3	21.7	46	0	
Hispanic/Latino	17.3	15.9	44	0	17.3	18.2	44	0	
Multi-race, Non-Hisp./Latino	-	-	2	-	-	-	2	-	
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-	
White	-	-	11	-	-	-	11	-	

2013 Science Extra Credit									
Student Group	Extra Credit for increasing % Advanced (10% or more)				Extra Credit for decreasing % Warning/Failing (10% or more)				
	2012 % Advanced	2013 % Advanced	N	PPI Points Awarded	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points Awarded	
All Students	0	0	93	0	16.7	21.5	93	0	
High Needs	0	0	88	0	18.6	22.7	88	0	
Low income	0	0	83	0	18.3	21.7	83	0	
ELL and Former ELL	-	-	28	-	-	-	28	-	
Students w/disabilities	-	-	21	-	-	-	21	-	
Amer. Ind. or Alaska Nat.	-	-	1	-	-	-	1	-	
Asian	-	-	1	-	-	-	1	-	
African American/Black	0	0	40	0	16.1	15	40	0	
Hispanic/Latino	0	0	42	0	13.3	26.2	42	0	
Multi-race, Non-Hisp./Latino	-	-	-	-	-	-	-	-	
Nat. Haw. or Pacific Islander	-	-	-	-	-	-	-	-	
White	-	-	9	-	-	-	9	-	

2013 English Language Arts Growth																		
Student Group	0 10 20 30 40 50 60 70 80 90 100										6 Year Goal	2012 SGP	SGP Change	2013 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students											51	24	18	42	71	Yes	100	Above Target
High Needs											51	25	16	41	68	Yes	100	Above Target
Low income											51	25	16	41	62	Yes	100	Above Target
ELL and Former ELL											51	-	-	-	20	-	-	-
Students w/disabilities											51	-	-	-	18	-	-	-
Amer. Ind. or Alaska Nat.											51	-	-	-	1	-	-	-
Asian											51	-	-	-	-	-	-	-
African American/Black											51	-	-	-	28	-	-	-
Hispanic/Latino											51	23	24	47	33	Yes	100	Above Target
Multi-race, Non-Hisp./Latino											51	-	-	-	-	-	-	-
Nat. Haw. or Pacific Islander											51	-	-	-	-	-	-	-
White											51	-	-	-	9	-	-	-

2013 Mathematics Growth

Student Group	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2012 SGP	SGP Change	2013 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51	23.5	10.5	34	78	No	75	On Target
High Needs		51	24	10	34	74	No	75	On Target
Low income		51	28	6	34	69	No	50	Below Target
ELL and Former ELL		51	-	-	-	25	-	-	-
Students w/disabilities		51	-	-	-	18	-	-	-
Amer. Ind. or Alaska Nat.		51	-	-	-	1	-	-	-
Asian		51	-	-	-	1	-	-	-
African American/Black		51	22	17	39	30	No	100	Above Target
Hispanic/Latino		51	26.5	7.5	34	35	Yes	75	On Target
Multi-race, Non-Hisp./Latino		51	-	-	-	1	-	-	-
Nat. Haw. or Pacific Islander		51	-	-	-	-	-	-	-
White		51	-	-	-	10	-	-	-

2012 4-Year Cohort Graduation Rate

Student Group	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 Rate	Change	Annual Target	2012 Rate	N	PPI Points	Rating
All Students		90	-	-	80	-	157	-	-
High Needs		90	-	-	80	-	133	-	-
Low income		90	-	-	80	-	119	-	-
ELL and Former ELL		90	-	-	80	-	25	-	-
Students w/disabilities		90	-	-	80	-	28	-	-
Amer. Ind. or Alaska Nat.		90	-	-	80	-	3	-	-
Asian		90	-	-	80	-	4	-	-
African American/Black		90	-	-	80	-	83	-	-
Hispanic/Latino		90	-	-	80	-	53	-	-
Multi-race, Non-Hisp./Latino		90	-	-	80	-	1	-	-
Nat. Haw. or Pacific Islander		90	-	-	80	-	-	-	-
White		90	-	-	80	-	13	-	-

2011 5-Year Cohort Graduation Rate

Student Group	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2010 Rate	Change	Annual Target	2011 Rate	N	PPI Points	Rating
All Students		95	-	-	85	-	-	-	-
High Needs		95	-	-	85	-	-	-	-
Low income		95	-	-	85	-	-	-	-
ELL and Former ELL		95	-	-	85	-	-	-	-
Students w/disabilities		95	-	-	85	-	-	-	-
Amer. Ind. or Alaska Nat.		95	-	-	85	-	-	-	-
Asian		95	-	-	85	-	-	-	-
African American/Black		95	-	-	85	-	-	-	-
Hispanic/Latino		95	-	-	85	-	-	-	-
Multi-race, Non-Hisp./Latino		95	-	-	85	-	-	-	-
Nat. Haw. or Pacific Islander		95	-	-	85	-	-	-	-
White		95	-	-	85	-	-	-	-

2012 Annual Dropout Rate

Student Group	0 2 4 6 8 10 12 14 16 18 20	6-Year Goal	2010 Rate: Baseline	Change	Annual Target	2012 Rate	Percentile in Grade Span	N	PPI Points	Rating
All Students		-	-	-	-	-	-	690	-	-
High Needs		-	-	-	-	-	-	561	-	-
Low income		-	-	-	-	-	-	479	-	-
ELL and Former ELL		-	-	-	-	-	-	146	-	-
Students w/disabilities		-	-	-	-	-	-	123	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	3	-	-
Asian		-	-	-	-	-	-	10	-	-
African American/Black		-	-	-	-	-	-	314	-	-
Hispanic/Latino		-	-	-	-	-	-	311	-	-
Multi-race, Non-Hisp./Latino		-	-	-	-	-	-	6	-	-
Nat. Haw. or Pacific Islander		-	-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	46	-	-

2013 MCAS Participation

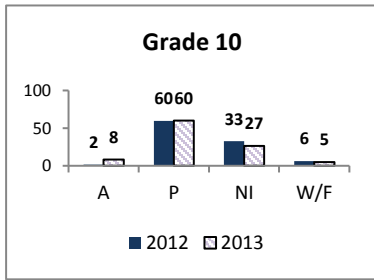
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All Students	138	104	75	No	137	111	81	No	139	130	94	No
High Needs	129	98	76	No	129	104	81	No	130	122	94	No
Low income	116	91	78	No	116	98	84	No	117	112	96	Yes
ELL and Former ELL	55	36	65	No	54	41	76	No	55	-	-	-
Students w/disabilities	28	-	-	-	28	-	-	-	28	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-
Asian	1	-	-	-	1	-	-	-	1	-	-	-
African American/Black	57	47	82	No	57	50	88	No	58	57	98	Yes
Hispanic/Latino	60	41	68	No	59	44	75	No	60	54	90	No
Multi-race, Non-Hisp./Latino	4	-	-	-	4	-	-	-	4	-	-	-
Nat. Haw. or Pacific Islander	1	-	-	-	1	-	-	-	1	-	-	-
White	14	-	-	-	14	-	-	-	14	-	-	-

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

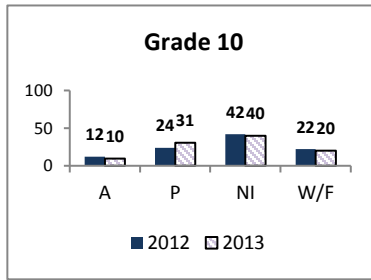
The charts below show our MCAS results in English Language Arts, Mathematics, and Science from the past two years (Spring 2012 and Spring 2013). The percentages are students scoring at each of the four performance levels, which are Advanced, Proficient, Needs Improvement, and Warning/Failing. For more information on MCAS, please visit <http://www.doe.mass.edu/mcas>.

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

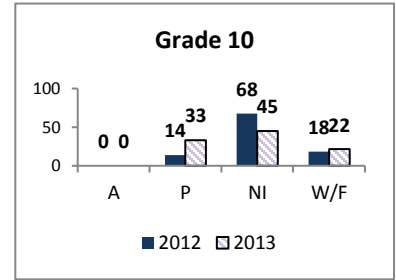
ENGLISH LANGUAGE ARTS



MATHEMATICS



SCIENCE



MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS) RESULTS: STUDENT GROUP PERFORMANCE ON SPRING 2013 MCAS

The tables below show Spring 2013 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 (high needs, program, gender, race, and income level) scoring at each of the four performance levels (A, P, NI, W/F). 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 his/her performance. The average of all students' points in a school or a subgroup constitutes a school's 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, Math, and Science.

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/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	Part Rate %	% by performance level				CPI	SGP	Inc SGP	# Stud	Part Rate %	% by performance level				CPI	SGP	Inc SGP
			A	P	NI	W/F						A	P	NI	W/F			
All Students	98	75	8.2	60.2	26.5	5.1	86	42	71	105	81	9.5	30.5	40	20	66	34	78
High Needs	94	76	8.5	58.5	27.7	5.3	85	41	68	99	81	10.1	31.3	37.4	21.2	67	34	74
Low income	88	78	9.1	59.1	26.1	5.7	85	41	62	94	84	10.6	31.9	37.2	20.2	68	34	69
ELL and Former ELL	36	65	2.8	44.4	44.4	8.3	75	24	20	94	76	5	30	35	30	59	24	25
Students w/disabilities	21	82	4.8	28.6	52.4	14.3	67	-	18	23	89	-	8.7	39.1	52.2	39	-	25
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1
Asian	1	-	-	-	-	-	-	-	0	1	-	-	-	-	-	-	-	1
African American/Black	44	82	6.8	59.1	29.5	4.5	85	47	28	46	88	6.5	21.7	50	21.7	61	39	30
Hispanic/Latino	40	68	10	62.5	20	7.5	86	47	33	44	75	15.9	36.4	29.5	18.2	72	34	35
Multi-race, Non-Hisp./Latino	2	-	-	-	-	-	-	-	0	2	-	-	-	-	-	-	-	1
Nat. Haw. or Pacific Islander	0	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	0
White	10	79	10	50	40	-	85	-	9	11	86	-	36.4	45.5	18.2	66	-	10
Female	45	87	6.7	68.9	20	4.4	88	43	32	46	91	6.5	30.4	41.3	21.7	66	38	34
Male	53	68	9.4	52.8	32.1	5.7	83	39	39	59	75	11.9	30.5	39	18.6	67	29	44
DISTRICT (BOSTON)	3340	94	26	53	17	4	92	55	2461	3341	95	38	26	21	16	80.8	47	2491
STATE	68697	98	45	46	7	2	96.9	57	59914	68821	98	55	25	13	7	90.2	51	60270

High School Science	Biology					Chemistry					Introductory Physics					Technology/Engineering								
	# Stud	Part Rate %	% by performance level				# Stud	Part Rate %	% by performance level				# Stud	Part Rate %	% by performance level				# Stud	Part Rate %	% by performance level			
			A	P	NI	W/F			A	P	NI	W/F			A	P	NI	W/F			A	P	NI	W/F
All Students	15	68	-	20	33.3	46.7	1	-	-	-	-	111	100	1.8	27.9	56.8	13.5	0	-	-	-	-	-	
High Needs	15	71	-	20	33.3	46.7	0	-	-	-	108	100	1.9	26.9	57.4	13.9	0	-	-	-	-	-		
Low income	12	75	-	16.7	33.3	50	0	-	-	-	102	100	2	28.4	55.9	13.7	0	-	-	-	-	-		
ELL and Former ELL	8	-	-	-	-	0	0	-	-	-	45	100	2.2	8.9	71.1	17.8	0	-	-	-	-	-		
Students w/disabilities	7	-	-	-	-	0	-	-	-	-	19	100	-	-	94.7	5.3	0	-	-	-	-	-		
Amer. Ind. or Alaska Nat.	1	-	-	-	-	0	-	-	-	-	0	-	-	-	-	-	0	-	-	-	-	-		
Asian	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-	-	0	-	-	-	-	-		
African American/Black	6	-	-	-	-	0	-	-	-	-	53	100	1.9	28.3	54.7	15.1	0	-	-	-	-	-		
Hispanic/Latino	5	-	-	-	-	0	-	-	-	-	46	100	-	21.7	67.4	10.9	0	-	-	-	-	-		
Multi-race, Non-Hisp./Latino	1	-	-	-	-	1	-	-	-	-	2	-	-	-	-	-	0	-	-	-	-	-		
Nat. Haw. or Pacific Islander	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-	-	0	-	-	-	-	-		
White	2	-	-	-	-	0	-	-	-	-	10	100	10	60	30	-	0	-	-	-	-	-		
Female	5	-	-	-	-	0	-	-	-	-	56	100	3.6	23.2	58.9	14.3	0	-	-	-	-	-		
Male	10	63	-	10	30	60	1	-	-	-	55	100	-	32.7	54.5	12.7	0	-	-	-	-	-		
DISTRICT (BOSTON)	1266	93	25	34	25	17	85	100	1	11	36	52	2301	98	8	27	43	23	366	100	3	39	36	21
STATE	49339	98	31	42	20	8	1205	99	29	36	21	14	16981	99	25	38	27	10	2604	99	8	41	32	19

Spring 2013 Accreditation Status: Not 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.

Uniform Policy: No Uniform

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 2013 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	West Roxbury	Boston Public Schools	Massachusetts
Critical Reading	354	428	506
Mathematics	397	460	523
Writing	351	424	500

The information below is provided for SY 2013-2014.

What makes our school special?	How are we preparing students for educational success?
<p>Special Features: Rigorous curriculum emphasizing business, graphic arts and marketing to prepare students for college, careers and service Courses in marketing, economics, photography, TV production, computer technology and web design Inclusion of English language learners and special education students in all courses and leadership activities Internships, College Bound preparatory program, and dual enrollment in area colleges Success on the state MCAS exams Recognized by the National Honor Society •Many extracurricular activities, including varsity and junior varsity sports</p>	<p>Instruction practice with a focus on improving writing, reading, and analytical work Community Standards for students and teachers. Re-enforcement through meeting and assemblies Develop a academic assessment calendar Student support system that focus on socio-emotional and academic remediation</p>

How do we engage families in our school community?

The parent council allows for parents to speak about issues, concerns, school policies, and other things that are pertinent to their student's development. School Site Council. Many decisions affecting the education of BPS students are made in schools. School-based decision making is the responsibility of the School Site Council. Each Boston public school shall elect an School Site Council.

Awards, Honors, and Distinctions

National Board Certified teachers on staff
Recognized by the National Honor Society
Grant recipient, Turner Broadcasting, 2008
Bronze Prize, William Jefferson Clinton Foundation, 2010
Grant recipient, Boston Architectural College, 2010
Opportunities for travel abroad, Boston Public Schools, 2010
Recognized by the National Finance Academy, 2013
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