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Commissioner's Update

September 16, 1999

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

This year's opening of school has been the smoothest one in recent memory. I want to acknowledge you for your commitment to the orderly and safe welcome of students back to school, and I thank you and your staffs for your resilience as the new school year begins and we focus on student achievement.

During this coming week, I will be sending to school principals two MCAS reports, the preliminary Test Item Analysis Report and the Spring 1999 Test Items. For your information, I have enclosed in this mailing a copy of the memo that will be accompanying the reports.

I have included in this mailing seven items for your use:

1. [Grant Opportunities for School Breakfast programs](#)
2. [Request for updating school district educational technology profiles](#)
3. [A Short Guide to the Collection and Maintenance of Student Records in Massachusetts](#)
4. [The 1998 Dropout Report](#)
5. [Plans of High School Graduates, Class of 1998](#)
6. [Announcement of a public meeting on residential placements for special needs students](#)
7. [Memo on preliminary 1999 MCAS test item analysis, and the test questions](#)

I want to remind you that beginning in January, these bi-monthly mailings will include only those documents that are not easily formatted for the Internet. I urge you and your staff to review and print these materials from our [website](#) that is updated regularly. Please let me know if you have any concerns or problems with this change in our communication.

With all best wishes, and

Sincerely,

David P. Driscoll
Commissioner of Education



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TO: School Breakfast Program Applicants

FROM: David P. Driscoll, Commissioner of Education

DATE: September 2, 1999

RE: Breakfast Grants

I am pleased to offer school districts the opportunity to apply for three grant programs to support the School Breakfast Program. The Department is committed to assisting you to reach the goal of serving 100% of all eligible children. All children benefit from participation in the School Breakfast Program. Students participating in the breakfast program have been shown to have significant improvements in academic performance, reduced absence and tardiness and increased attention spans in the classroom.

In this packet, I have enclosed applications for three programs funded in the FY00 State Budget. They are:

1. [School Breakfast Demonstration Project](#), (Fund Code: 544)
2. [Universal School Breakfast](#), (Fund Code: 545) and
3. [School Breakfast Start Up](#), (Fund Code: 546)
4. Standard Grant Application, (PDF)

We welcome your consideration in applying for the School Breakfast Demonstration Project grant which encourages school districts to increase breakfast participation district-wide by 10%, as a minimum, over two years; or in applying for the Universal School Breakfast grant which will make funds available to school districts that have at least one elementary school mandated to offer breakfast during the 1999-00 school year and to increase participation at those mandated schools by 15%, as a minimum, over two years. The School Breakfast Start Up grant is available to schools that would like to start a breakfast program this year. A School Breakfast Program may be started at any time during the school year by contacting Nutrition Programs and Services. These grant packages are subject to appropriation by the passage of the State Budget.

The state recognizes that for children to be prepared to succeed in the classroom, support services must be available to them. The legislation creating these breakfast grant programs seeks to encourage innovative grant proposals that remove barriers and incorporate creative ways to provide nutritious breakfasts to all students without regard to eligibility status.

We want these programs up and running soon so that more children can have the opportunity to be fed at school. Therefore, the timeline for submitting grant applications is short, and the required application narrative is streamlined as well. Schools seeking funds for any of these grant programs need to submit a completed grant application no later than Monday, September 27, 1999. The grant awards will be made by October 24, 1999. Approved grants must have qualified costs incurred by June 30, 2000.

School/Special Nutrition Programs staff members are available to assist in completion of the School Breakfast Demonstration Project grant, the Universal School Breakfast grant and the School Breakfast Start Up grant. Telephone assistance in applying for either of the grants may be obtained by calling 781-338-3000.

Thank you for considering participation in these important programs for children. Your role will make a difference in feeding children. We look forward to your active involvement.

[Commissioner's Update Archive](#)

Update of Educational Technology Data

To: Superintendents & Charter School Leaders

From: David P. Driscoll, Commissioner of Education

Date: September 17, 1999

The Department of Education is developing our Fall 1999 Ed Tech Update publication. In this document we will publish the technology profile of your district. We collected the data for the report in June, when we asked you to complete the 1999 District Technology Plan on-line. Enclosed is a [preliminary report](#) on the data that we collected. Please review the accuracy of the data for your district.

In order to publish and post the most up-to-date information in our document and on our web site, once again we ask you to update your district and school technology profiles. You can get to the Tech Profile Update by going to the DOE's Information Management System's page at <http://www.doe.mass.edu/edtech/tpu/> and then clicking on the "Tech Plan Update" link. The district and school profile data that you entered in June will be pre-entered in your form. If you need to make any changes, please do so before you submit your form. If the data in your record is correct, you still need to resubmit the form. You will be able to access the web site from Monday, October 4 to Friday, October 15. You will use the same ID and password that you used in June to get to your record.

Thank you for your cooperation. If you need any assistance in completing the Smartform, please contact the Ed Tech Hotline at (781) 338-DATA .

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A Short Guide to the Collection and Maintenance of Student Records in Massachusetts Public Schools

To: School District Personnel and Parents

The Department of Education is developing an electronic system to replace the current system that the public school districts use to collect and maintain data and submit reports to the Department. This document gives a brief overview of that system.

David P. Driscoll, Commissioner of Education

For more complete information, refer to the

Data Standards Handbook
for the Massachusetts
Student Information Management System
Reference Guide Version 1.0
October 1, 1998

How can I get a copy of the Data Standards Handbook?

[Access the DOE Web site](#)

Why collect, maintain and submit student data?

To determine the effectiveness of our educational system by:

- Evaluating individual district, school, and program performance,
- Measuring whether student performance is improving,
- Certifying student eligibility for the high school diploma.

To award grants to districts based on specific criteria,

To report to the US Department of Education on uses of federal funds,

To measure compliance with federal and state education laws.

Why collect, maintain and submit it electronically?

To reduce the administrative burden on districts and schools,

To reduce processing costs at the Department of Education,

To increase the timeliness and accuracy of reporting,

To aggregate the data to determine progress under Education Reform.

In what ways will the new system resemble the old one?

Local school districts still have the primary responsibility to collect and maintain student records, and to protect them from unwarranted or unauthorized disclosure.

What information school officials may ask or require students or their parents to provide remains the same.

Most elements required for the new system are currently collected and maintained at the school or district level either electronically or on paper.

In what ways will the new system be different?

The task of grouping student data according to specific criteria will pass from district personnel to the Department of Education.

The Department will be able to measure student performance across school districts and according to different demographic factors.

The Department will be able to track the educational progress of a student who moves from one district to another.

How will the confidentiality of student data be protected?

Before transmission, records will be encrypted to be unrecognizable as student data. At the Department, the data will be converted into three separate databases:

- A "Student Directory database" contains the student ID and only identifying information such as, name, gender, date and city of birth.
- A "central student database" contains demographic data elements. All identifying information is dropped, and an internal reference number is assigned. Persons with access cannot identify individual students.
- A "cross-walk or "cross-reference table" contains a match between the internal reference number and the student ID. Access is granted by the Commissioner only on a strict "need to know" basis.

At no point will the student's name be linked to a student's ID or to individual student information.

What gives the Department of Education the authority to establish a central student database?

State statute authorizes and directs the Department of Education to collect from schools information about the performance of individual students. See G.L. c. 69, section 1I.

Federal law allows the Department of Education to receive student-specific information from local schools for the purpose of auditing, evaluating and enforcing the legal requirements associated with state and federally funded education programs. See 20 U.S.C. section 1232 g(b)(3) and (5)

Where can Massachusetts residents learn more

about student databases and confidentiality issues?

Mass General Laws, Education [Chapter 69](#) & [Chapter 71](#)

State Regulations [603CMR 23.00](#) Student Records

[Protecting the Privacy of Student Records](#)

What data elements will be collected?

There are 35 Category I data elements. Additions and modifications may be made in the future to comply with changes in state and federal reporting requirements. Section 4 of the Data Standards Handbook contains definitions, formats, and reporting categories for each.

Identifying information

- Locally Assigned Student Identifier
- State Assigned Student Identifier
- First name, middle name, last name
- Gender
- Date of birth, date of birth format
- City/town of birth
- City/town of residence code

Demographic Information

- Race
- Reason for reporting
- Enrollment status at time of reporting
- Reason for enrollment
- School identification number
- Grade level
- Days in attendance
- Days in membership
- Low income status
- Perkins low income status
- Migrant status
- Immigrant status
- Country of origin
- First (native) language
- Limited English proficiency
- Bilingual education program status
- *TBE - oral language test
- TBE - oral language proficiency category
- TBE - LASRW reading score
- TBE - LASRW writing score
- TBE - number of years in program
- TBE - exit type
- Post graduate plans
- SPED prototype
- Occupational education - type of program

* Transitional Bilingual Education

Direct questions to Ed Tech Hotline (781) 338-DATA

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Dropout Rates 1997 - 1998

September, 1999

Dear Friends,

I am pleased to issue our annual publication, [Dropout Rates in Massachusetts Public Schools: 1997-98](#). This report provides information on students who dropped out of Massachusetts public schools during the 1997-98 reporting year. I hope that this information will contribute to ongoing local and state efforts to strengthen dropout prevention programs.

The completion of high school is a crucial basis for a productive life of citizenship and work. The high school dropout rate, therefore, is an important indicator of school performance.

Summary of Key Findings

- **Annual Dropout Rate** The 1997-98 annual dropout rate was 3.4 percent, a rate unchanged from the previous year. A total of 8,582 students enrolled in grades nine through twelve dropped out of Massachusetts public schools in the 1997-98 school year and did not return to school by October 1, 1998.
- **Rate Over Time** The annual statewide dropout rate has declined from 3.7 percent in 1994 to 3.6 percent in 1995 to 3.4 percent in 1996, 1997, and 1998.
- **Distribution of Rates for Individual Schools** The annual dropout rate varied widely among individual schools, ranging from zero percent to 42 percent. Over half of the schools (55 percent) had a dropout rate of 2.5 percent or less. Approximately five percent of the schools had a rate higher than 10 percent.
- **Grade** Students in grade eleven dropped out at a higher rate, 4.2 percent, than did students in other grades. The 1997-98 dropout rate was 3.6 percent for tenth-graders, 3.3 percent for twelfth graders and 2.7 percent for ninth graders. These differences according to grade level are consistent with data from previous years.
- **Gender** The 1997-98 dropout rate was 3.9 percent for males and 2.9 percent for females. Males have dropped out at a higher rate than females for the past several years.
- **Race/Ethnicity** Dropout rates varied widely by race/ethnicity. Hispanic students had the highest annual dropout rate at 8.2 percent. The dropout rate was 6.1 percent for African-American students and 5.3 percent for Native American students. Asian students had a rate of 3.5 percent and white students had the lowest dropout rate, 2.6 percent.
- **Vocational-Technical Schools** The annual dropout rate for students enrolled in vocational-technical schools was 2.9 percent, somewhat lower than the statewide rate. The rate for city/town vocational-technical schools was 5.1 percent, and the rate for regional, independent and county vocational-technical schools was 2.5 percent.

If you have any questions or suggestions about the report, please contact:

Massachusetts Department of Education
Accountability and Targeted Assistance
350 Main Street
Malden, MA 02148
(781) 338-3000

Thank you for your interest in this report.

Sincerely,

David P. Driscoll
Commissioner of Education

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Dropout Rates 1997 - 1998

Introduction

The following report provides information on students who dropped out of Massachusetts public schools during the 1997-98 reporting year (July 1, 1997, to June 30, 1998). Dropouts are defined as students in grades nine through twelve who leave school prior to graduation for reasons other than transfer to another school. The Massachusetts Department of Education reports a dropout measure that was developed by the U.S. Department of Education. According to this measure, students who drop out during a particular reporting year, but return to school by October 1 of the following year, are referred to in this report as *returned dropouts*, and are not counted as dropouts. The dropout rate is the number of students who drop out over a one-year period, from July 1 to June 30, minus the number of returned dropouts, divided by the October 1 enrollment. This measure will eventually be adopted by all states, allowing for comparisons between states and with the national average.

*A **dropout** is defined as a student in grade nine through twelve who leaves school prior to graduation for reasons other than transfer to another school, and does not re-enroll before the following October 1.*

*The **dropout rate** is the number of students who drop out over a one-year period, from July 1 to June 30, minus the number of returned dropouts, divided by the October 1 enrollment.*

This is the sixth consecutive year that the Massachusetts Department of Education has reported dropout data using this measure. Prior to 1993, the Department reported a dropout rate that counted all students who dropped out of school regardless of whether they returned to school. This rate, called the *unadjusted dropout rate*, is not included in the textual analysis section of this report. Therefore, data in this section of the report are not comparable to data for years prior to 1993. Data comparable with earlier years are available from the Department. The unadjusted rate for 1998 is included in the list of annual dropouts for schools and districts at the end of this report.

Analysis of Dropout Rates

During the 1997-98 reporting year, a total of 8,582 ninth- through twelfth-graders dropped out of Massachusetts public schools and did not return to school by October 1, 1998. These students represented 3.4 percent of the 252,633 students enrolled in grades nine through twelve in the state's public schools on October 1, 1997.

In addition to the 8,582 dropouts, another 1,611 students dropped out of school during the 1997-98 reporting year and were not in school at the end of the year but returned to school by October 1, 1998. These students, referred to in this report as *returned dropouts*, represented 15.8 percent of the total number of students who dropped out during the 1997-98 school year. The Department does not collect data on students who drop out of school in a reported year, but return before the end of the same school year. The 1997-98 annual dropout rate of 3.4 percent was unchanged from the previous year, and remains as the lowest rate in the five years this measure has been used.

Based on the annual dropout rate for each grade level, it is projected that 13 percent of the students who entered ninth grade in the 1997-98 reporting year will have dropped out by the end of their senior year in 2001. This statistic, known as the *projected four-year dropout rate*, is an estimation of the cumulative effect of four years of students dropping out of school

[Annual Dropout Rates by School and District](#)

[Projected Four-Year Dropout Rates by District](#)

Table 1. Dropout Rates: 1997-98

	Enrollment	Number of Dropouts	Annual Rate	Projected Four-year Rate*	Returns as % of Dropouts**
Total, Grade 9-12	252,633	8,582	3.4%	--	15.8%
Grade					
Grade 9	72,257	1,928	2.7%	13%	15.9%
Grade 10	65,798	2,351	3.6%	--	16.0%
Grade 11	60,117	2,507	4.2%	--	15.0%
Grade 12	54,461	1,796	3.3%	--	16.5%
Gender					
Male	128,174	4,983	3.9%	15%	15.6%
Female	124,459	3,620	2.9%	11%	15.6%
Race/Ethnic Group					
African-American	21,216	1,289	6.1%	22%	11.0%
Asian	10,602	374	3.5%	13%	20.4%
Hispanic	21,951	1,808	8.2%	29%	15.2%
Native American	564	30	5.3%	21%	6.3%
White	198,300	5,102	2.6%	10%	16.5%
Vocational-Technical Schools***	31,967	943	2.9%	12%	12.8%
City/Town	5,591	283	5.1%	19%	10.4%
Regional/County/Independent	26,376	660	2.5%	10%	13.7%
* Percentage of ninth graders (Class of 2001) projected to drop out over a four-year period					
** Percentage of 1997-98 dropouts who returned to school by Oct. 1, 1998					
*** Figures do not include vocational-technical students enrolled in comprehensive high schools					

for the Class of 2001. The projected four-year dropout rate of 13 percent for the class of 2001 also was the same as the class of 2000's rate. The projected four-year rate for the class of 1998 was 14 percent. When comparing dropouts to graduates for the class of 1998 over those four years, the actual dropout rate is estimated to be 14 percent as well. This rate was computed by adding the number of dropouts each year for the class of 1998 and dividing that number by the number of graduates plus the total number of dropouts. The Department can not guarantee the accuracy of this rate because it is calculated with aggregate data rather than student level data. It is only an estimated rate. If districts and/or schools are interested in calculating dropout rates for the class of 1998 for their individual district or school, the Department recommends that student level data be used to calculate the rate. At present, the Department does not have student level data available for this purpose. Progress is being made to collect and analyze data at the student level; however, the ability to provide the data for this rate is still at least four years away.

Table 2. Annual Dropout Rates: 1994-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Total Dropout Rate, Grade 9-12	3.7%	3.6%	3.4%	3.4%	3.4%
Total Number of Dropouts	8,512	8,396	8,177	8,453	8,582
Grade 9-12 Enrollment	232,046	234,608	240,347	246,757	252,633
Grade					
Grade 9	2.9%	3.1%	2.8%	2.8%	2.7%
Grade 10	4.2%	3.7%	3.7%	3.8%	3.6%
Grade 11	4.4%	4.5%	3.9%	4.0%	4.2%
Grade 12	3.3%	3.1%	3.3%	3.2%	3.3%
Gender					

Male	4.2%	4.1%	3.9%	3.9%	3.9%
Female	3.2%	3.0%	2.9%	3.0%	2.9%
Race/Ethnic Group					
African-American	6.4%	7.3%	5.9%	5.6%	6.1%
Asian	3.3%	3.0%	2.3%	2.7%	3.5%
Hispanic	9.1%	9.3%	7.9%	8.2%	8.2%
Native American	9.3%	5.2%	4.5%	6.0%	5.3%
White	2.8%	2.6%	2.7%	2.7%	2.6%
Vocational-Technical Schools*	3.2%	4.0%	3.4%	3.2%	2.9%
City/Town	4.8%	11.1%	5.7%	6.1%	5.1%
Regional/County/Independent	2.8%	2.5%	2.9%	2.6%	2.5%
* Figures do not include vocational-technical students enrolled in comprehensive high schools					

The statewide dropout rate masks the wide disparity in individual school rates and the persistent high rates of some schools. Among individual schools the dropout rate ranged from a low of zero percent to a high of 41 percent¹. Thirteen schools reported no dropouts in 1997-98, an increase from 12 schools the previous year, but a decrease from 18 schools in 1994-95. Another 69 schools reported dropout rates of one percent or less in 1997-98. Fourteen schools reported dropout rates greater than 10 percent. These 14 schools comprised 4.5 percent of the state's grade nine through twelve enrollment, but accounted for 20.5 percent of the state's dropouts.

¹ Because dropout rates for schools with low enrollments are overly sensitive to small variations in the number of dropouts, the analysis of the distribution of dropout rates excludes schools with a grade 9-12 enrollment of fewer than 75 (25 schools in 1997-98).

**Table 3. Projected Four-Year Dropout Rates:
Classes of 1997-2001**

	Class of 1997	Class of 1998	Class of 1999	Class of 2000	Class of 2001
Total	14%	14%	13%	13%	13%
Gender					
Male	16%	16%	15%	15%	15%
Female	12%	12%	11%	11%	11%
Race/Ethnic Group					
African-American	23%	26%	22%	21%	22%
Asian	13%	12%	9%	11%	13%
Hispanic	31%	32%	28%	28%	29%
Native American	33%	19%	17%	23%	21%
White	11%	10%	11%	10%	10%
Vocational-Technical Schools*	12%	15%	13%	13%	12%
City/Town	18%	37%	21%	22%	19%
Regional/County/Independent	11%	10%	11%	10%	10%
* Figures do not include vocational-technical students enrolled in comprehensive high schools					

Table 4. Distribution of Annual Dropout Rates: 1996-1998

Annual Rate (%)	Number and Percent of Schools*					
	1995-96		1996-97		1997-98	
	#	%	#	%	#	%
0	10	3.3	12	3.9	13	4.2
0.1 - 1.0	62	20.5	53	17.2	69	22.2
1.1 - 2.5	95	31.5	101	32.8	89	28.6
2.6 - 5.0	83	27.5	84	27.3	93	29.9
5.1 - 7.5	28	9.3	32	10.4	26	8.3
7.6 - 10.0	12	4.0	11	3.6	7	2.3
10.1 and above	12	4.0	15	4.9	14	4.5
Total Number of Schools	300		302		311	

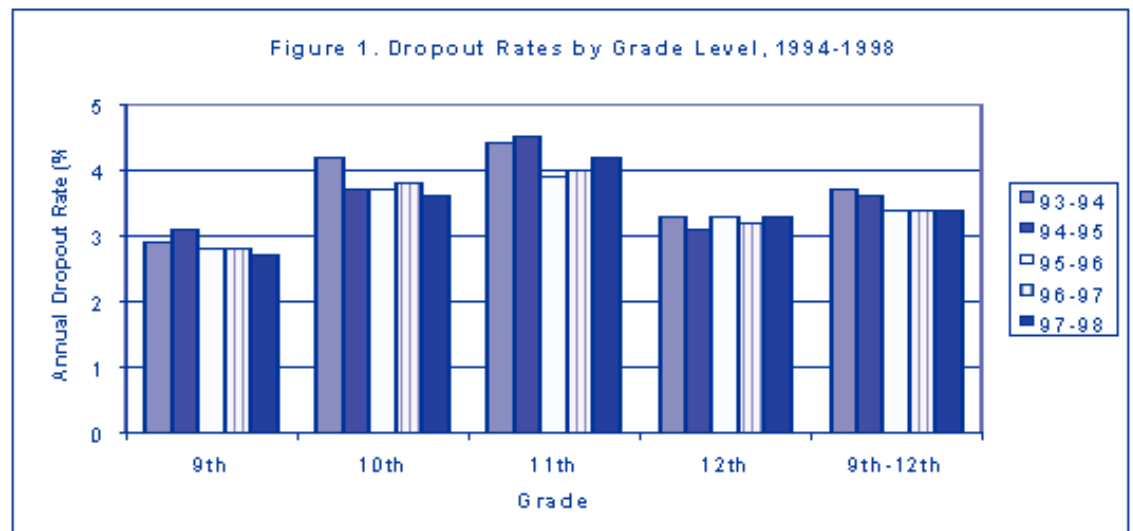
*Excludes schools with enrollments fewer than 75

Results for Selected Student Populations

Because the dropout rate varies among specific student populations, examining the rate for specific populations is important in developing and targeting dropout prevention efforts. The data collected allow for an analysis by grade level, gender, race/ethnicity, and certain types of schools.

Grade

- Students in grade eleven dropped out at a higher rate than did students in other grades. The 1997-98 dropout rate for eleventh-graders was 4.2 percent, followed by 3.6 percent for tenth-graders, and 3.3 percent for twelfth-graders. Ninth-graders had the lowest rate at 2.7 percent. This pattern of dropout rates by grade has remained consistent over time.
- Over the last five reporting years, the dropout rates for the combined grades has remained steady. Each grade level has neither consistently decreased nor increased, but instead has fluctuated slightly from year to year.



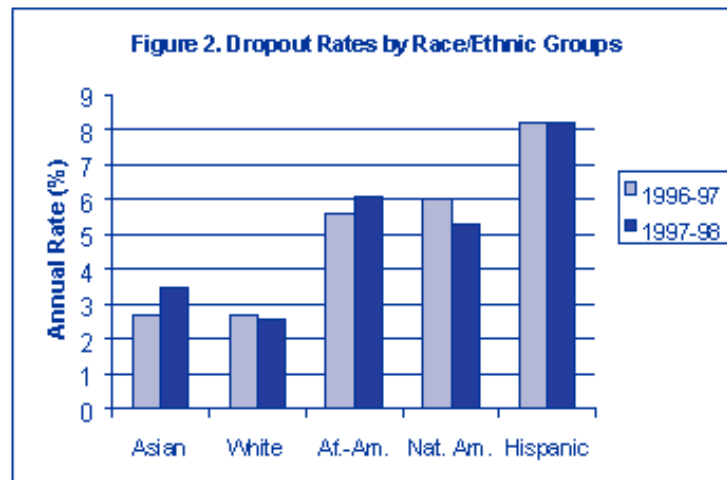
Gender

- Consistent with previous years, the 1997-98 dropout rate was higher for males than for females. The annual rate was 3.9 percent for males, a percentage point higher than the rate of 2.9 percent for females.
- The dropout rate for males remained the same in 1997-98 as it was the prior year. The dropout rate of 2.9 percent for females decreased slightly from 3.0 percent the previous year.

- The projected four-year rates, 15 percent for males and 11 percent for females, were unchanged from the prior year.

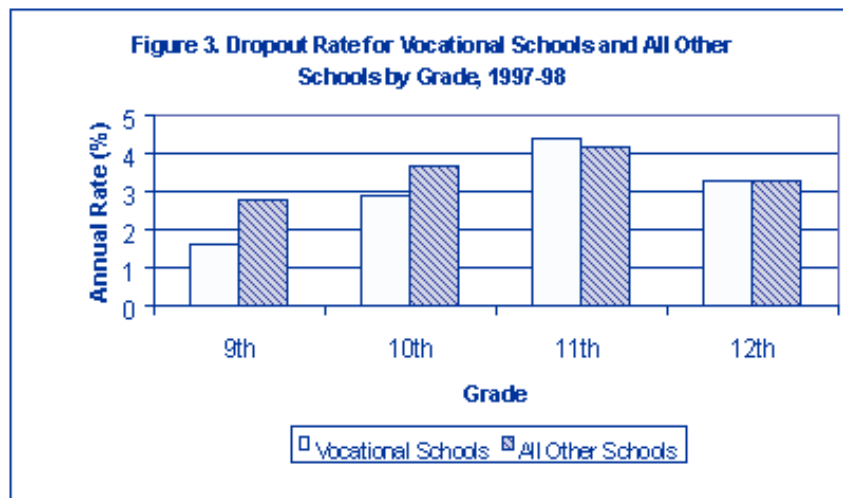
Race/Ethnicity

- Consistent with previous years, the dropout rates in 1997-98 varied according to race/ethnicity. As in the prior four years, the rate of 8.2 percent for Hispanic students was the highest among the five race/ethnicity categories. The annual rate was 5.3 percent for Native American students and 6.1 percent for African-American students. The rate for white students was 2.6 and for Asian students was 3.5 percent.
- Although in the prior year the rate had declined, the annual dropout rate for African-American students increased from 5.6 percent to 6.1 percent from 1996-97 to 1997-98. The rate for white students decreased slightly from 2.7 to 2.6 percent. The rate for Asian students increased from the prior year, from 2.7 to 3.5 percent. The rate remained the same for Hispanic students. The rate for Native American students decreased from 6.0 to 5.3 percent. The rate for Native American students is susceptible to wide fluctuation due to a low number of Native American students enrolled in schools.
- The projected four-year dropout rate for the Class of 2001 showed similar disparity by race/ethnicity. The rate was highest for Hispanic students at 29 percent, followed by African-American students at 22 percent and Native American students at 21 percent. The rate was 13 percent for Asian students and 10 percent for white students.



Vocational-Technical Schools

- In 1997-98, the dropout rate for students enrolled in grades nine through twelve in the state's vocational-technical schools was 2.9 percent, lower than the statewide rate. Of the vocational students, 82.5 percent attended regional, county, or independent vocational-technical schools, and the remainder attended vocational-technical schools that were part of city and town school systems. The annual dropout rate of 5.1 percent for city/town vocational-technical schools was approximately twice the rate of 2.5 percent for regional, county and independent vocational-technical schools.
- The annual dropout rate for all vocational-technical schools decreased from 3.2 to 2.9 percent between 1996-97 and 1997-98. Figure 3 illustrates the dropout rate for vocational schools compared to other schools for the 1997-98 school year. The rate for regional vocational-technical schools also decreased, from 2.6 to 2.5 percent, and the rate for city/town vocational-technical schools decreased from 6.1 to 5.1 percent.
- The projected four-year dropout rate for all vocational-technical schools was 12 percent. The projected four-year rate was 19 percent for city/town vocational-technical schools and 10 percent for regional, county and independent vocational-technical schools.



Charter Schools

- During the 1997-98 school year, a total of 858 students in grades nine through twelve attended charter schools. Of these, 19 students dropped out, resulting in a dropout rate of 2.2 percent. Of the ten charter schools with any of the grades nine through twelve, five had no dropouts, two had a dropout rate between 0.1 and 1.0 percent, one had a dropout rate of 1.5 percent, one had a rate of 5.8 percent, and one had a rate of 8.3 percent.

Returned Dropouts

Of all students who dropped out during the 1997-98 reporting year, 15.8 percent returned to school by October 1, 1998. These students are referred to as returned dropouts. This percentage is lower than it was the prior year, when 17.6 percent of all dropouts returned to school.

- The percentage of returned dropouts varied by school. Of the 315 schools that had any of the grades nine through twelve and had dropouts during the 1997-98 reporting year, a majority (almost 72%) had less than 20 percent of their dropouts re-enroll in school.
- Approximately 31 percent (98 schools) had none of their dropouts return to school by October 1, 1998. Three schools had all of their dropouts return to school.

Table 5. Returned Dropouts as a Percentage of All Dropouts, 1997-98*

Returned Dropouts	Number of Schools	Percent of Schools
0%	98	31.1%
1-20%	128	40.6%
21-40%	69	21.9%
41-60%	15	4.8%
61-80%	2	.6%
81-99%	0	0%
100%	3	1.0%

* Table includes only those schools who had dropouts

The percentage of returned dropouts also varied among specific populations of students. In other words, certain student populations were more likely to return to school than others.

- *Grade*- Grade levels varied among those students who had dropped out, but returned to school. In 1997-98, students in grade twelve (16.5 percent) were most likely to return to school, followed by grade ten (16.0 percent), grade nine (15.9 percent) and grade eleven (15.0 percent). The figures for grades ten through twelve all showed a decrease from the previous year, while grade nine showed an increase.
- *Gender*- Male and female dropouts were equally likely to return to school in 1997-98. The percentage of returned dropouts for both, 15.6 percent, is a decrease from the previous year, when 17.4 percent of all males who dropped out returned to school, and 17.4 percent of females who dropped out returned to school.
- *Race/Ethnicity*- Asian students who dropped out were more likely to return to school than students of other

racial/ethnic backgrounds. Of the Asian students who dropped out, 20.4 percent returned to school. White students (16.5 percent) were the second most likely to re-enroll, followed by Hispanic students (15.2 percent) and African-American students (11.0 percent). Native-American students (6.3 percent) were the least likely to re-enroll. For Asian students, the percentage of dropouts who returned to school increased from the previous year. For all other race/ethnicity groups, the percentage of dropouts who returned to school declined from the previous year.

- *Vocational-Technical*- Students at vocational-technical schools were less likely to return to school than were students statewide. Of the vocational students who dropped out, 12.8 percent returned to school, a decrease from 14.4 percent the prior year. Students at city or town vocational schools were less likely to return to school than were students at regional, county or independent vocational schools (10.4 vs. 13.7 percent).
- *Charter Schools*- Of the 21 students who dropped out of charter schools, 9.5 percent (two students) returned to school by October 1, 1998.

Technical Information

Data Collection

In accordance with the U.S. Department of Education definition, a school dropout in Massachusetts is defined as a student who leaves school prior to graduation for reasons other than transfer to another school, and does not return to school by October 1 of the following reporting year. Individual public schools reported to the Department of Education the number of students who dropped out over a 12-month period beginning July 1, 1997, and ending June 30, 1998. Dropout figures were reported in the *Year-End School Indicator Report for 1997-98*. Schools then reported the number of dropouts who returned to school by October 1, 1998, in a supplement to the *Individual School Report*, commonly referred to as the October Enrollment Report. In both of these reports, dropouts were classified by gender within five racial/ethnic groups across grades six through twelve. Although the Department collects data on students in grades six through eight, the reported rate represents grades nine through twelve. Data on grades six through eight are available from the Department.

Dropout Rate Formulas

Annual Dropout Rate

In Massachusetts, the annual dropout rate is the number of dropouts from grades nine through twelve over a single one-year reporting period, minus the number of those dropouts who returned to school by the following October 1, divided by the October 1 enrollment for that reporting period. Enrollment data for October 1, 1997, collected in the *Individual School Report*, were used to determine the 1997-98 dropout rate. Because students who drop out between July 1 and October 1 are counted as dropouts but are not included in the enrollment figure against which the number of dropouts is compared, the rates may be slightly inflated to the extent to which students drop out prior to October 1.

Annual Dropout Rate =

$$(\text{number of dropouts} - \text{returned dropouts}) / \text{October enrollment} * 100$$

Example:

$$\text{Statewide annual dropout rate (1997-98)} = (10,193 - 1,611) / 252,633 * 100 = 3.4\%$$

Projected Four-Year Dropout Rate

The projected four-year dropout rate is determined by calculating the cumulative effect of four years of dropping out according to the following formula.

Projected Four-Year Dropout Rate = $[1 - (1 - W)(1 - X)(1 - Y)(1 - Z)] * 100$

W = Annual Dropout Rate in Grade 9

X = Annual Dropout Rate in Grade 10

Y = Annual Dropout Rate in Grade 11

Z = Annual Dropout Rate in Grade 12

Example:

$$\text{Statewide Adjusted Projected Four-Year Dropout Rate (class of 2001)} = [1 - (1 - .027)(1 - .036)(1 - .042)(1 - .033)] * 100 = 13\%$$

The methodology assumes that (1) current annual dropout rates for grades ten, eleven and twelve will remain constant over the next three years, and (2) students who drop out will not return to school after October 1 of the following year. Grade-specific dropout rates for individual schools and school districts, as well as projected four-year dropout rates for individual schools, are available from the Accountability and Targeted Assistance unit at the Massachusetts Department of Education.



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Plans of High School Graduates 1998

September, 1999

Dear Friends,

I am pleased to issue the annual publication, [Plans of High School Graduates: Class of 1998](#). This report provides information on the post-graduation plans of Massachusetts public high school students who graduated in 1998. This information, along with several other educational indicators we report, helps to inform decision-making at local and state levels. The information will be useful to educators, policy-makers, and the general public in ensuring that Massachusetts students are prepared to graduate from high school with the knowledge and skills necessary for productive and successful lives.

For the Class of 1998, the percentage of students planning to attend college has shown marked increase. In 1998, over 70 percent of Massachusetts high school graduates plan to continue their education at a two- or four-year college. This figure has shown steady growth from 51 percent over the past twenty years. Correspondingly, 16 percent of graduates planned to work, half of the percentage planning to work in 1978.

The Education Reform Act of 1993, with its high standards for students and teachers, will strengthen the efforts of Massachusetts schools and districts in preparing students to successfully pursue their post-graduation plans.

If you have any questions or suggestions regarding this report, please contact:

Massachusetts Department of Education
Accountability and Targeted Assistance
350 Main Street
Malden, MA 02148
(781) 338-3000

Sincerely,

David P. Driscoll
Commissioner of Education

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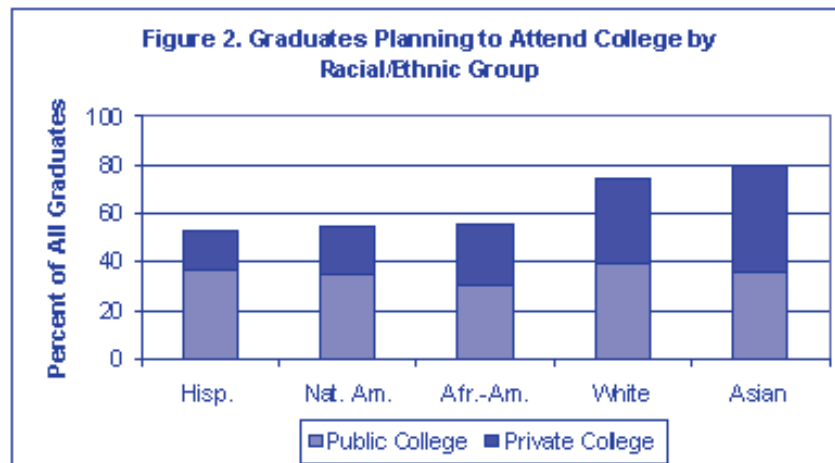
Male	24,745	14.3	20.7	2.5	27.6	2.5	4.5	20.3	3.9	3.7
Female	25,707	16.6	24.2	3.4	33.8	1.8	0.8	12.2	3.2	4.0
Racial/Ethnic Group										
African-American	3,824	13.5	16.7	4.3	21.2	2.0	2.8	12.2	7.8	19.5
Asian	2,088	10.8	24.8	2.6	41.4	2.0	1.2	7.6	3.2	6.4
Hispanic	3,306	24.4	11.8	4.5	12.7	2.2	3.9	21.6	7.2	11.7
Native American	75	18.7	16.0	4.0	16.0	5.3	4.0	18.7	9.3	8.0
White	41,159	15.2	23.7	2.7	32.6	2.1	2.6	16.5	2.9	1.7

Gender

In the 1998 graduating class, 78 percent of female graduates planned to attend a two- or four-year college, compared to 65 percent of male graduates, while a higher percentage of male graduates than female graduates (20 versus 12 percent) intended to work. Over five times as many males as females planned to enter the military (approximately 5 versus 1 percent). These differences extend a gender pattern seen in recent years.

Racial/Ethnic Groups

Post-graduate plans also varied according to racial/ethnic group (Figure 2). The percentage of Asian graduates planning to attend a two- or four-year college (80 percent) was higher than that of white graduates (74 percent), African-American graduates (56 percent), Native American graduates (55 percent), and Hispanic graduates (53 percent). While comparisons by race of the percentage of graduates planning to attend public colleges varied only slightly, the rates for those planning to attend private colleges show more substantial variations between racial/ethnic groups.



Trends over Time

The percentage of graduates planning to attend college has increased over the past twenty years, from 51 percent in 1978, to 64 percent in 1988, and to 72 percent of all graduates in 1998 (Table 2). Between 1978 and 1998, the percentage of graduates planning to attend a two-year college increased from 14 percent to 19 percent, and the percentage planning to attend a four-year college rose from 37 percent to 53 percent. Over that same time period, the percentage of high school graduates intending to enroll in a private college increased from 24 to 34 percent, and the percentage intending to enroll in a public college increased from 27 percent to 38 percent (Figure 3 and Figure 4).

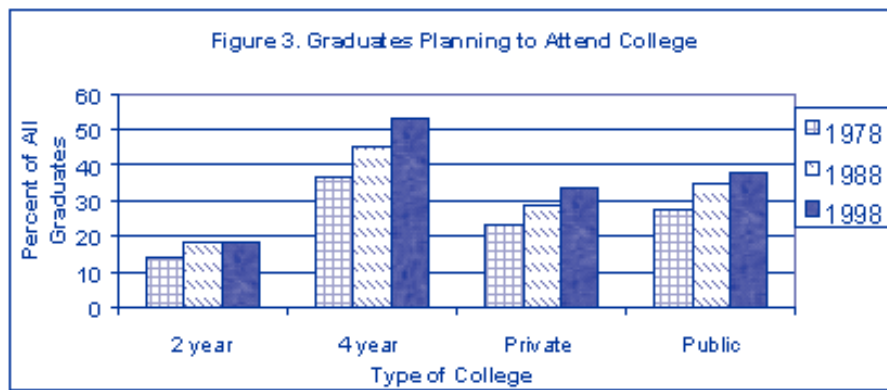


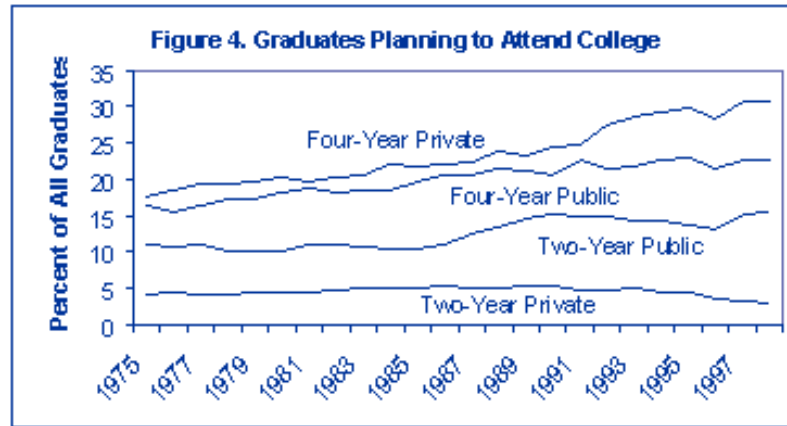
Table 2. Plans of High School Graduates: 1975-1998

Percentage of Graduates by Plans

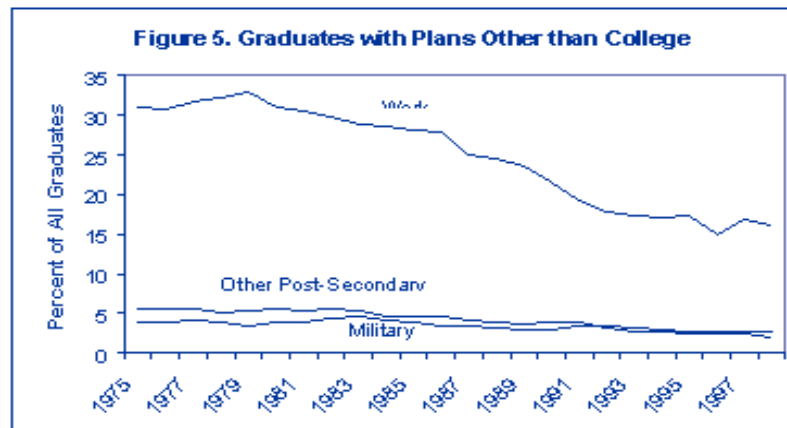
Class	Number of Graduates	Public College		Private College		Other Post-Secondary	Military	Work	Other	Data Not Available
		2-Year	4-Year	2-Year	4-Year					
1998	50,452	15.5	22.5	3.0	30.7	2.1	2.6	16.2	3.6	3.9
1997	49,008	15.2	22.8	3.3	30.6	2.5	2.8	16.8	3.4	2.6
1996	47,994	14.1	23.4	3.9	30.8	2.6	2.8	16.2	3.7	2.4
1995	47,679	13.8	23.0	4.5	29.9	2.5	2.8	17.4	3.8	2.3
1994	47,453	14.1	22.7	4.5	29.2	2.8	2.9	17.0	4.2	2.7
1993	48,394	14.2	21.7	5.0	28.5	2.8	3.2	17.4	4.4	2.9
1992	50,323	14.8	21.4	4.7	27.5	3.2	3.4	17.9	4.1	2.8
1991	50,216	14.9	22.7	4.6	24.6	3.9	3.4	19.2	3.6	3.2
1990	51,496	15.1	20.7	5.2	24.3	3.8	3.0	21.6	3.9	2.3
1989	57,328	14.5	21.0	5.3	23.2	3.7	2.9	23.6	3.7	2.2
1988	59,515	13.5	21.4	4.9	23.7	3.9	3.1	24.5	2.8	2.4
1987	59,552	12.4	20.7	5.0	22.4	4.1	3.4	24.9	3.7	3.5
1986	61,261	10.9	20.5	5.2	21.9	4.6	3.5	27.9	3.2	2.4
1985	63,411	10.5	19.8	5.0	21.7	4.7	4.0	28.0	4.5	1.9
1984	65,885	10.3	18.5	4.9	22.0	4.7	4.1	28.6	4.3	2.6
1983	71,225	10.7	18.3	4.9	20.4	5.4	4.6	28.9	4.5	2.6
1982	74,299	10.9	18.1	4.8	20.3	5.5	4.3	29.7	4.1	2.5
1981	74,876	10.9	18.7	4.4	19.5	5.3	4.0	30.4	4.7	2.1
1980	73,802	10.1	18.2	4.4	20.3	5.7	4.0	31.1	4.0	2.3
1979	76,391	10.2	17.2	4.3	19.5	5.4	3.5	32.8	4.7	2.4
1978	78,348	10.2	17.2	4.0	19.3	5.2	3.8	32.2	5.0	3.1
1977	72,393	11.0	16.5	4.2	19.3	5.5	4.2	31.8	4.8	2.7
1976	75,386	10.7	15.6	4.5	18.4	5.7	4.0	30.8	6.6	3.7
1975	78,408	11.1	16.4	4.2	17.5	5.6	4.0	30.9	6.1	4.3

The overall percentage of graduates planning to attend college has increased from 49 percent in 1975 to 72 percent in 1998. The percentage of graduates planning to attend a private two-year college has declined in recent years, while the percentage planning to attend public two- and four-year colleges has grown slightly. From 1975 to 1998, the

percentage of graduates planning to attend a private four-year college has shown the highest increase, from 18 percent to 31 percent.



As the percentage of graduates planning to attend college has increased, the percentage of graduates planning to work, attend some other post-secondary institution, or enter the military has decreased (Figure 5). The percentage of graduates planning to work fell from 32 percent in 1978 to 16 percent in 1998. The percentage of graduates planning to attend a non-college post-secondary institution decreased from five to two percent, and the percentage planning to enter the military decreased slightly from four to three percent over the same time period.



Data Collection and Reporting by Individual Schools and Districts

Data about the plans of high school graduates were obtained from the Year-End School Indicator Report, a survey of Massachusetts public schools conducted by the Department of Education at the end of every school year. School officials report the number of graduating students by gender and race across nine categories of post-graduation plans.

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Plans of High School Graduates 1998

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High schools reported in the table Distribution of High School Graduates - Class of 1998 at the end of this report are classified as follows:

- Academic high schools (A) offer general and college preparatory courses.
- Vocational high schools (V) offer Chapter 74 approved vocational-technical education programs.
- Comprehensive high schools (C) offer academic courses and at least five Chapter 74 approved occupational education programs.

Plans of High School Graduates Class of 1998

	Number of Grads	2 Year Publ. Coll.	4 Year Publ. Coll.	2 Year Priv. Coll.	4 Year Priv. Coll.	Other Post Secondary	Military	Work	Other	Info Not Avail
	#	%	%	%	%	%	%	%	%	%
Abington										
Abington High	112	20	31	10	25	1	3	11	0	0
Agawam										
Agawam High	305	33	21	0	25	0	3	13	4	0
Amesbury										
Amesbury High	126	12	37	1	29	5	1	16	0	0
Andover										
Andover High	306	6	27	1	49	0	0	10	5	3
Arlington										
Arlington	219	7	26	2	50	4	3	7	1	0
Ashland										
Ashland High	112	13	22	5	53	1	4	4	0	0
Attleboro										
Attleboro	253	13	29	2	19	0	2	31	3	0
Attleboro Voc	64	20	6	0	2	6	13	53	0	0
District Total	317	15	25	2	16	1	4	35	3	0
Auburn										
Auburn Sr	148	18	27	5	35	1	1	12	1	0
Avon										
Avon	50	12	20	8	48	0	2	6	4	0
Ayer										
Ayer Jr/Sr	56	30	29	9	13	0	7	13	0	0
Barnstable										

Lincoln	5	40	0	0	0	0	0	60	0	0
Brockton High	572	30	24	3	21	1	5	13	0	4
District Total	577	30	24	3	20	1	5	14	0	4
Brookline										
Brookline	406	4	19	3	58	1	1	9	6	0
Burlington										
Burlington	231	9	27	2	47	4	1	10	0	0
Cambridge										
Cambridge	403	7	20	13	40	0	2	3	16	0
Canton										
Canton High	144	6	13	6	63	0	3	4	5	1
Carver										
Carver High	120	8	16	8	38	0	4	25	1	0
Chatham										
Chatham High	46	9	26	2	46	4	2	11	0	0
Chelmsford										
Chelmsford	359	12	35	1	41	1	1	7	2	0
Chelsea										
Chelsea High	124	24	17	15	14	5	5	20	1	0
Horizon Academy										
Horizon	1	0	0	0	0	0	0	0	0	100
Chicopee										
Chicopee High	225	36	13	1	28	1	4	16	0	0
Chicopee	265	35	12	3	17	7	6	19	2	0
District Total	490	35	12	2	22	4	5	18	1	0
Clinton										
Clinton Sr	103	14	22	13	26	1	6	13	5	1
Cohasset										
Cohasset	60	2	18	5	67	0	0	7	0	2
Danvers										
Danvers High	201	13	15	2	54	1	2	12	1	0
Dartmouth										
Dartmouth	228	20	34	2	28	0	0	14	0	2
Dedham										
Dedham High	163	14	27	4	38	1	2	14	0	0
Douglas										
Douglas	49	20	29	4	12	6	4	18	6	0
Dracut										
Dracut Sr	215	23	35	4	20	1	2	12	2	1
Duxbury										
Duxbury High	188	3	18	5	65	3	1	2	4	0
East Bridgewater										
East	133	21	29	5	23	0	5	17	1	0
Easthampton										
Easthampton	111	21	22	0	23	0	3	13	0	19

East Longmeadow										
East	204	34	21	2	29	0	3	11	0	0
Easton										
Oliver Ames	207	11	23	2	48	0	1	13	1	0
Everett										
Everett High	256	20	21	5	29	2	2	20	1	2
Fairhaven										
Fairhaven	117	23	27	2	19	3	3	16	7	0
Fall River										
B M C Durfee	505	32	19	1	13	5	3	23	3	0
Falmouth										
Falmouth High	294	16	16	3	40	2	2	11	9	0
Fitchburg										
Fitchburg	148	22	37	4	12	7	2	12	3	1
Foxborough										
Foxborough	143	5	27	4	48	1	4	12	1	0
Framingham										
Framingham	402	10	34	1	44	1	1	9	1	0
Franklin										
Franklin High	204	13	38	3	34	3	3	6	0	1
Gardner										
Gardner High	160	36	31	4	25	1	1	2	0	0
Georgetown										
Georgetown	73	18	33	0	30	0	1	18	0	0
Gloucester										
Gloucester	205	23	26	2	26	3	4	4	1	10
Gloucester	4	25	0	0	0	0	0	75	0	0
District Total	209	23	25	2	26	3	4	6	1	10
Grafton										
Grafton	93	9	30	4	37	0	0	11	7	3
Granby										
Granby Jr/Sr	61	16	13	0	23	3	2	38	5	0
Greenfield										
Greenfield Sr	121	8	19	0	26	1	1	44	0	1
Hadley										
Hopkins	30	40	40	0	20	0	0	0	0	0
Hanover										
Hanover High	135	7	24	2	53	1	2	5	7	0
Harvard										
Bromfield	87	6	38	0	45	0	3	7	1	0
Harwich										
Harwich High	85	12	14	9	42	4	5	14	0	0
Hatfield										
Smith Academy	29	31	17	0	35	3	3	10	0	0
Haverhill										

Haverhill	312	29	18	4	31	1	1	14	3	0
Hingham										
Hingham High	182	4	25	4	59	1	2	3	2	0
Holbrook										
Holbrook	58	24	19	7	29	0	5	16	0	0
Holliston										
Holliston	188	5	34	2	51	2	2	1	0	4
Holyoke										
Holyoke High	210	31	21	0	19	2	5	22	0	0
Wm J Dean Voc	114	17	4	1	2	1	5	41	10	20
District Total	324	26	15	0	13	2	5	29	3	7
Hopedale										
Hopedale	45	0	56	0	24	0	0	20	0	0
Hopkinton										
Hopkinton	93	11	24	7	50	1	1	5	2	0
Hudson										
Hudson High	112	8	37	0	38	4	2	13	0	0
Hull										
Hull Jr/Sr	91	14	25	0	35	1	3	14	1	6
Ipswich										
Ipswich High	83	8	24	1	49	0	6	2	8	0
Lawrence										
Lawrence High	237	38	17	5	14	1	7	15	3	0
Lee										
Lee High	66	39	11	8	21	2	3	14	3	0
Leicester										
Leicester	117	16	27	1	24	7	5	9	0	12
Lenox										
Lenox	55	20	36	0	33	2	0	9	0	0
Leominster										
Leominster Sr	229	20	33	2	24	2	2	11	5	2
Leominster	67	28	8	6	2	6	8	39	5	0
District Total	296	22	27	3	19	3	3	17	5	2
Lexington										
Lexington	344	2	27	3	61	2	1	4	1	0
Littleton										
Littleton	59	12	27	7	41	2	0	10	2	0
Longmeadow										
Longmeadow	225	4	27	0	57	0	0	7	5	0
Lowell										
Lowell High	534	29	32	4	14	2	4	10	3	2
Ludlow										
Ludlow Sr	171	29	22	0	23	3	4	16	0	4
Lunenburg										
Lunenburg	90	19	47	0	23	0	1	8	1	1

Lynn										
Classical	201	23	17	3	29	6	5	15	2	2
Lynn English	286	28	22	5	16	0	4	15	3	7
O'Keefe	4	25	0	0	0	0	0	75	0	0
District Total	491	26	20	4	21	3	4	15	2	4
Environmental										
Environmental	19	5	0	0	11	5	5	68	5	0
Lynn										
Lynn Voc Tech	168	16	7	11	4	0	7	43	4	10
Lynnfield										
Lynnfield	102	8	28	1	51	3	2	2	4	1
Malden										
Malden High	265	14	23	5	29	2	2	24	1	0
Manchester										
Manchester	58	17	19	0	48	2	0	3	10	0
Mansfield										
Mansfield	163	10	26	3	42	3	1	15	0	0
Marblehead										
Marblehead	145	3	29	2	59	0	1	2	4	0
Marlborough										
Marlborough	154	12	29	2	36	1	1	17	3	0
Marshfield										
Marshfield	224	12	30	2	41	0	1	13	1	0
Maynard										
Maynard High	52	14	31	2	33	4	4	12	2	0
Medfield										
Medfield Sr	111	5	28	0	61	0	3	4	0	0
Medford										
Medford High	228	9	19	8	30	6	3	14	3	9
Curtis-Tufts	7	57	0	0	0	14	0	29	0	0
Medford Voc	54	6	9	0	2	0	9	72	2	0
District Total	289	10	17	6	24	5	4	25	3	7
Medway										
Medway High	111	6	37	5	38	1	2	11	1	0
Melrose										
Melrose High	212	13	27	1	39	3	1	15	0	0
Methuen										
Methuen High	356	24	22	2	26	2	2	11	12	0
Middleborough										
Middleborough	161	24	19	6	23	0	4	22	1	0
Milford										
Milford High	234	12	27	5	36	1	0	12	6	0
Millbury										
Millbury	94	20	21	11	28	7	1	12	0	0
Millis										

Millis High	65	17	34	0	32	2	5	11	0	0
Milton										
Milton High	179	8	20	3	55	4	3	6	0	1
Monson										
Monson Jr/Sr	86	28	21	7	27	2	6	9	0	0
Nantucket										
Nantucket	78	4	12	5	51	12	3	14	0	0
Natick										
Natick High	203	11	30	2	44	1	1	10	1	0
Needham										
Needham High	254	1	27	1	62	4	0	5	0	0
New Bedford										
New Bedford	610	19	23	6	18	2	5	26	3	0
New Bedford	2	50	0	0	0	0	0	0	50	0
District Total	612	19	23	6	18	2	5	26	3	0
Newburyport										
Newburyport	152	10	29	2	38	1	1	20	0	0
Newton										
Newton North	435	5	22	3	58	2	0	7	1	2
Newton South	309	2	17	1	67	3	1	2	1	7
District Total	744	3	20	2	62	2	1	5	1	4
North Adams										
Drury High	113	17	17	1	35	2	1	27	0	0
Northampton										
Northampton	176	18	22	2	39	1	2	5	11	0
North Andover										
North Andover	199	14	37	4	36	0	1	7	2	0
North										
North	233	10	35	3	34	0	2	12	4	0
Northbridge										
Northbridge	88	6	35	1	32	2	3	14	7	0
North Brookfield										
North	50	14	30	6	24	4	4	18	0	0
North Reading										
North Reading	115	14	31	0	34	2	0	0	0	19
Norton										
Norton High	111	22	17	0	34	6	3	18	0	0
Norwell										
Norwell High	114	3	20	1	65	3	1	8	0	0
Norwood										
Norwood High	215	13	22	7	41	1	1	11	1	2
Oxford										
Oxford High	113	17	20	3	40	5	8	7	0	0
Palmer										
Palmer High	96	30	29	1	27	0	2	10	0	0

Peabody										
Veterans	314	9	34	4	33	2	1	15	5	0
Peabody	4	100	0	0	0	0	0	0	0	0
District Total	318	10	33	3	32	2	1	14	4	0
Pittsfield										
Pittsfield	191	29	20	1	31	2	3	10	5	0
Taconic High	131	34	19	1	35	2	0	2	8	0
Hibbard	5	20	0	0	0	0	0	80	0	0
Pittsfield	65	35	0	2	0	3	3	26	31	0
District Total	392	32	16	1	27	2	2	11	10	0
Plymouth										
Plymouth	213	13	27	1	38	0	2	17	1	2
Plymouth	179	9	27	3	29	1	4	29	0	0
Plymouth	79	3	1	5	18	4	6	63	0	0
District Total	471	10	23	2	31	1	3	29	0	1
Provincetown										
Provincetown	30	0	17	13	37	0	7	27	0	0
Quincy										
Quincy High	261	9	19	7	28	2	3	12	4	16
North Quincy	297	9	20	3	37	2	2	9	5	12
District Total	558	9	20	5	33	2	3	10	5	14
Randolph										
Randolph	175	16	20	2	41	2	5	11	2	1
Reading										
Reading	235	10	27	3	50	3	1	5	0	2
Revere										
Revere High	252	19	18	5	24	9	4	19	1	0
Rockland										
Rockland Sr	123	15	28	3	27	7	4	7	10	0
Rockport										
Rockport	43	7	42	2	40	5	0	2	2	0
Salem										
Salem High	213	27	26	5	16	2	5	14	5	0
Sandwich										
Sandwich High	199	11	32	5	35	1	3	13	2	0
Saugus										
Saugus High	191	11	18	8	38	3	5	8	10	0
Scituate										
Scituate High	155	6	25	4	53	1	1	7	5	0
Seekonk										
Seekonk High	140	15	34	1	33	2	1	14	0	0
Sharon										
Sharon High	161	0	24	0	71	1	0	3	0	1
Shrewsbury										
Shrewsbury Sr	229	9	34	3	39	1	2	10	1	2

Somerset										
Somerset High	238	25	22	5	24	3	3	17	0	0
Somerville										
Somerville	235	14	34	6	9	8	5	26	0	0
Full Circle	10	0	0	10	0	0	0	60	30	0
District Total	245	13	32	6	8	7	5	27	1	0
Southbridge										
Southbridge	97	8	27	21	22	0	3	11	8	0
South Hadley										
South Hadley	150	36	15	1	29	3	3	11	1	0
Springfield										
Springfield	435	37	18	2	22	0	5	5	11	0
High School	92	50	9	0	14	0	9	12	2	4
Bridge	18	56	0	0	0	0	0	22	0	22
Springfield	132	26	39	0	3	2	2	1	27	0
Springfield	43	42	9	0	0	7	5	35	2	0
Martin Luther	4	25	0	0	0	0	0	75	0	0
Mass Career	36	39	0	0	11	0	6	36	0	8
Putnam Voc	158	35	10	0	7	2	4	28	14	0
District Total	918	37	17	1	14	1	5	12	12	1
Stoneham										
Stoneham High	190	11	25	5	45	2	0	13	0	0
Stoughton										
Stoughton	235	13	23	3	40	3	4	14	0	0
Sutton										
Sutton High	77	5	35	10	35	3	0	9	3	0
Swampscott										
Swampscott	160	6	29	2	46	4	2	8	2	0
Swansea										
Joseph Case	135	23	38	2	23	4	2	7	1	2
Taunton										
Taunton High	321	21	23	3	12	3	5	21	13	0
Tewksbury										
Tewksbury	173	24	31	1	31	2	3	6	1	0
Tyngsborough										
Tyngsborough	103	22	35	1	24	4	0	12	2	0
Uxbridge										
Uxbridge High	115	10	24	4	34	4	3	19	4	0
Wakefield										
Wakefield	214	9	32	3	35	2	4	3	0	12
Walpole										
Walpole High	217	4	19	3	59	2	2	9	1	0
Waltham										
Waltham Sr	350	9	25	3	41	1	2	15	4	0
Ware										

Ware High	49	29	29	2	2	0	0	39	0	0
Wareham										
Wareham Sr	137	18	31	6	24	0	1	16	4	0
Watertown										
Watertown	122	11	20	8	39	3	0	14	0	6
Wayland										
Wayland High	166	2	18	2	69	2	0	4	2	1
Webster										
Bartlett	94	16	18	9	34	3	3	10	7	0
Wellesley										
Wellesley Sr	194	2	23	1	67	3	0	4	2	0
Westborough										
Westborough	161	6	27	3	50	1	1	10	0	2
West Boylston										
West Boylston	51	6	37	0	31	6	2	16	2	0
West Bridgewater										
West	61	28	28	2	18	8	12	3	2	0
Westfield										
Westfield	273	33	22	0	29	1	3	10	2	0
Westfield Voc	108	13	1	2	2	11	3	67	2	0
District Total	381	27	16	1	21	4	3	26	2	0
Westford										
Westford	212	13	31	1	46	2	1	3	1	0
Weston										
Weston High	92	0	20	2	75	0	0	2	1	0
Westport										
Westport High	79	22	34	1	17	9	5	11	1	0
West Springfield										
West	209	34	17	2	23	3	4	11	1	4
Westwood										
Westwood High	118	6	22	1	70	0	0	1	0	1
Weymouth										
Weymouth	369	10	22	1	30	1	4	23	9	0
Wilmington										
Wilmington	148	23	38	0	3	18	1	10	5	3
Winchendon										
Murdock High	68	9	31	0	10	0	6	44	0	0
Winchester										
Winchester	184	3	26	1	56	7	2	3	3	0
Winthrop										
Winthrop Sr	132	17	37	2	27	1	2	11	0	4
Woburn										
Woburn High	238	20	25	0	29	7	2	17	0	0
Worcester										
Accelerated	20	0	50	0	20	0	0	20	10	0

Burncoat	207	35	21	11	16	2	4	10	1	0
Doherty	229	17	32	4	32	2	3	7	4	0
North High	138	22	28	5	16	7	3	15	4	2
South High	199	23	22	4	23	7	1	13	6	2
District Total	793	23	26	6	22	4	3	11	4	1
Northampton-Smith										
Smith Voc	102	25	2	3	0	0	4	60	6	1
Worcester Trade										
Worcester Voc	136	7	4	2	1	8	2	71	5	0
Lowell Middlesex										
Lowell	21	67	10	10	0	5	0	10	0	0
Mass Acad Math										
Mass Acad	33	0	9	0	88	0	0	0	3	0
Northstar CS										
Northstar CS	5	40	40	0	0	0	0	20	0	0
South Shore CS										
South Shore	6	33	17	0	33	0	0	0	17	0
Acton-Boxborough										
Acton-Boxboro	293	4	31	0	52	2	0	10	0	0
Adams-Cheshire										
Hoosac Valley	131	29	21	1	28	3	2	3	0	12
Amherst-Pelham										
Amherst Reg	237	19	26	0	47	0	0	7	0	0
Ashburnham-Westmi										
Oakmont Reg	135	19	19	0	37	2	2	22	0	0
Athol-Royalston										
Athol High	80	33	10	3	13	3	9	14	15	3
Berkshire Hills										
Monument Mt	133	23	17	1	29	2	2	13	3	10
Berlin-Boylston										
Tahanto Reg	48	19	35	4	27	0	4	6	4	0
Blackstone-Millvi										
Blackstone	106	8	29	2	22	5	8	25	1	2
Bridgewater-Raynh										
Bridgewater-R	311	18	33	0	30	4	5	7	4	0
Central Berkshire										
Wahconah Reg	157	27	24	1	29	2	3	13	1	0
Concord-Carlisle										
Concord-Carli	210	4	18	1	72	1	0	0	1	3
Dennis-Yarmouth										
Dennis-Yarmou	234	21	18	1	41	2	3	13	1	1
Dighton-Rehoboth										
Dighton-Rehob	197	22	25	3	24	7	5	12	1	1
Dover-Sherborn										

Dover-Sherbor	111	3	25	1	66	1	3	2	0	0
Dudley-Charlton										
Shepherd Hill	168	13	35	6	30	4	1	7	4	1
Nauset										
Nauset Reg	198	14	25	2	41	4	2	13	0	0
Freetown-Lakevill										
Apponequet	183	20	33	2	30	1	2	12	1	0
Frontier										
Frontier Reg	80	29	24	0	18	3	1	16	8	3
Gateway										
Gateway Reg	95	27	23	0	28	2	4	13	2	0
Groton-Dunstable										
Groton-Dunsta	88	11	27	2	42	1	0	16	0	0
Gill-Montague										
Turners Fall	91	29	19	0	19	1	0	28	4	1
Hamilton-Wenham										
Hamilton-Wenh	151	7	28	1	50	1	0	4	5	3
Hampden-Wilbraham										
Minnechaug	230	20	22	1	37	3	4	6	7	1
Hampshire										
Hampshire Reg	106	32	28	2	22	3	0	3	10	0
King Philip										
King Philip	176	8	36	5	35	4	1	9	2	0
Lincoln-Sudbury										
Lincoln-Sudbu	204	2	27	1	66	0	0	3	2	0
Marthas Vineyard										
Marthas	127	6	17	1	45	1	0	25	3	2
Masconomet										
Masconomet	215	4	38	1	45	2	1	7	2	0
Mendon-Upton										
Nipmuc Reg	84	12	37	6	31	0	2	12	0	0
Mount Greylock										
Mt Greylock	109	21	19	3	46	2	1	8	0	0
Mohawk Trail										
Mohawk Trail	95	36	16	0	17	1	2	19	10	0
Narragansett										
Narragansett	87	24	29	1	22	5	0	20	0	0
Nashoba										
Nashoba Reg	177	10	38	0	38	2	4	6	1	2
Northboro-Southbo										
Algonquin Reg	184	5	33	0	45	7	1	9	0	0
North Middlesex										
North	224	13	37	4	30	2	2	12	1	0
Old Rochester										

Old Rochester	140	8	39	1	36	0	3	14	0	0
Pentucket										
Pentucket Reg	158	12	24	2	40	1	4	2	15	0
Pioneer Valley										
Pioneer	61	26	12	0	26	2	3	31	0	0
Quabbin										
Quabbin Reg	140	19	29	5	30	0	3	12	2	0
Ralph C Mahar										
Ralph C Mahar	88	24	25	2	30	0	3	8	8	0
Silver Lake										
Silver Lake	320	11	28	8	31	1	4	17	0	0
Southern										
Mt Everett	56	20	13	2	23	2	4	30	7	0
Southwick-Tolland										
Southwick	126	37	14	0	19	2	5	19	3	2
Spencer E										
David Prouty	133	20	26	0	29	4	9	9	0	3
Tantasqua										
Tantasqua Reg	179	18	31	2	30	2	1	16	0	0
Tantasqua Reg	40	13	5	10	10	0	10	43	10	0
District Total	219	17	26	4	26	2	3	21	2	0
Triton										
Triton Reg	145	19	29	1	30	2	3	14	1	0
Wachusett										
Wachusett Reg	351	9	29	0	42	2	1	15	1	1
Quaboag Regional										
Quaboag Reg	71	9	25	4	24	0	1	37	0	0
Whitman-Hanson										
Whitman	234	19	27	2	29	4	4	10	4	1
Assabet Valley										
Assabet	165	16	15	5	6	4	5	48	2	0
Blackstone Valley										
Blackstone	177	4	5	10	6	1	1	66	7	0
Blue Hills Voc										
Blue Hills	174	25	9	6	13	3	9	35	0	0
Randolph Career										
Randolph	33	12	21	15	12	12	9	18	0	0
Bristol-Plymouth										
Bristol-Plymo	124	12	0	3	4	2	6	73	0	0
Cape Cod Reg Voc										
Cape Cod Reg	64	8	5	17	6	2	8	50	5	0
Franklin County										
Franklin	73	11	10	0	3	4	6	56	4	7
Greater Fall										
Diman Reg Voc	240	18	4	3	1	2	5	50	7	10

Greater Lawrence										
Gr Lawrence	240	25	5	5	0	0	1	61	2	0
Greater New										
Gr New	319	21	8	7	3	1	6	53	0	2
Greater Lowell										
Gr Lowell Reg	346	24	7	0	3	5	2	51	8	0
S Middlesex Voc										
Joseph P	147	25	5	1	4	5	3	54	4	0
Minute Man Voc										
Minute Man	160	13	12	6	15	1	2	43	8	0
Montachusett Voc										
Montachusett	167	23	4	1	8	0	3	60	1	0
Northern										
Charles	101	17	25	3	11	2	10	27	6	0
Nashoba Valley										
Nashoba	112	21	5	1	6	2	4	45	16	0
Northeast Metro										
Northeast	200	11	8	2	8	6	5	50	11	1
North Shore Reg										
North Shore	98	9	2	3	12	2	5	64	2	0
Old Colony Voc										
Old Colony	95	10	7	8	5	2	1	66	0	0
Pathfinder Voc										
Pathfinder	122	29	2	3	4	4	9	32	18	0
Shawsheen Valley										
Shawsheen	239	18	6	7	2	0	1	63	2	1
Southeastern Reg										
Southeastern	202	5	2	3	1	6	2	80	1	0
South Shore Reg										
So Shore Voc	121	10	7	10	7	0	4	60	0	3
S Worcester										
Bay Path Reg	175	20	12	0	1	0	9	30	29	0
Tri County										
Tri County	160	13	14	8	8	1	7	48	3	0
Upper Cape Cod										
Upper Cape	91	12	2	7	0	6	1	70	2	0
Whittier Voc										
Whittier Reg	224	25	9	7	2	0	8	37	13	0
Bristol County										
Bristol	60	30	12	5	3	0	2	33	10	5
Essex Agr Tech										
Essex Agr	51	35	16	8	4	0	4	33	0	0
Norfolk County										
Norfolk	112	13	20	6	17	3	1	22	0	19

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Public Meeting on Residential Reform

To: Superintendents, Directors of Charter Schools, Directors of Private Approved Special Education Schools and other Interested Parties

From: David P. Driscoll, Commissioner of Education

Date: September 14, 1999

I am pleased to announce that the Department of Education will host a public meeting on residential placement reform on October 6 at 7:00 p.m. in Boston City Hall Chambers. I am writing to invite you and members of your school community to participate.

I have arranged this public meeting because of the volume and complexity of concerns that have been raised by parents and others regarding services for children in residential settings in the Commonwealth. I believe that a public forum providing an opportunity for parents and other interested parties to air their concerns to me and to representatives from other human service agencies will allow us to begin the process of thinking together how to resolve some of the concerns such as lack of communication among agencies, staff qualifications, oversight, medication administration, use of restraint, various health and safety concerns, costs and cost-sharing, and agency policies.

Depending on attendance, the format will provide for as many people as would like to speak to have at least three minutes to present their point of view. We hope to hear not only concerns, but also possible solutions and best practices. Attendees will also have the opportunity to provide written comments of any length to me. I will ensure that all written comments are copied to each of the agencies present at the forum. It is my hope that following this open public discussion, the Department, along with other child-serving agencies will be able to develop a plan to address the issues that are presented.

Please ensure that information about this important event is widely distributed in your school and to parents in your school community who have children being served in residential settings. Questions about this event may be directed to Marcia Mittnacht at 781-338-3000. Thank you for your interest.

7:00 PM October 6, 1999

Boston City Hall Council Chambers

Public Meeting on Residential Placement Reform

MBTA: Blue Line (Government Center Stop) or Orange Line (Haymarket Stop)

Red Line: Short walk from Downtown Crossing toward Faneuil Hall

Please enter at the Congress St. Entrance of City Hall (across from Faneuil Hall) and take the elevator to the Council Chambers on the Fifth Floor. Enter at the Outer Chamber door.

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Preliminary MCAS Test Item Analysis Report and the Release of Spring 1999 Test Items

To: School Principals, Charter School Leaders, and Educational Collaborative and Chapter 766 School Directors

Copy: Superintendents

From: David P. Driscoll, Commissioner

Date: September 17, 1999

Enclosed are two 1999 MCAS reports: a **preliminary** [Test Item Analysis Report](#) and the [Release of Spring 1999 Test Items](#). In response to your feedback, we are providing you with this important information considerably earlier than last year. The **final** *Test Item Analysis Report* will be issued at the end of November along with the student (parent/guardian), school and district reports.

The preliminary *Test Item Analysis Report* indicates how each student in your school performed on each of the common MCAS test items administered last spring. All the common questions are contained in the *Release of Spring 1999 Test Items*. The item analysis contains confidential information and should only be reviewed by authorized school personnel. Should parents be interested in reviewing their child's results, they may do so upon request. You will receive full student reports to send to parents at the end of November. I urge you to use this first wave of MCAS results to identify students in need of assistance and to begin analyzing strengths and weaknesses in your programs.

Because the *Test Item Analysis Report* is preliminary, please note the following:

- On the pages of each report where student names are listed, the final two columns (scaled score, performance level) contain no data. This information is currently being finalized and will be included in the final *Test Item Analysis Report*.
- We caution you **not** to attempt to convert the total scores into scaled scores or performance levels on the basis of last year's results. There are two reasons for this:
 1. in some cases, the total number of points on this year's tests differs from last year's tests; and
 2. the computation of scaled scores this year will be adjusted to reflect small changes in the difficulty level of this year's tests compared to last year's tests.
- The final page of each content area report contains no data. School, district and state level results will be provided in the final *Test Item Analysis Report*. However, the final page does contain the legend for the report, which is necessary to interpret the pages of the report containing individual student information.
- There are two separate reports for English Language Arts. One provides information on Composition, the other on Language and Literature. These reports will be merged to produce one English Language Arts report when the final *Test Item Analysis Report* is issued.
- In some cases, there may be blank lines at the end of a report. Each blank line represents a student for whom no answer booklet was returned. This was determined by comparing the number of the answer booklets returned with the enrollment on the first day of testing, as reported in the *Principal's Certification of Proper Test Administration*.

Verification of Student Names: *due by September 30*

Also included in this mailing are lists containing the names of students our records indicate participated in the MCAS last spring. In order to ensure the accuracy and completeness of the MCAS reports we will issue to you in November, we request that you verify the names on the lists. Instructions on the verification process have been included. **You must return the verified lists to Advanced Systems no later than September 30.** In the future, when we implement the state student identification system, the need for data verification will be reduced. In the meantime, I greatly appreciate your efforts to assist us in this matter.

Website Postings

On September 30 we will post to our website (www.doe.mass.edu) the *Massachusetts Comprehensive Assessment System: Release of Spring 1999 Test Items* included in this mailing. In addition, we will post the scoring guide to each of the open-response questions included in the *Release of Spring 1999 Test Items* and for each guide a sample of student work at each score point. Again, in response to your feedback, this is additional information that was not provided last year. Taken together, the questions, scoring guides and sample student work provide a picture of the expectations for student performance on the MCAS tests.

Please call MCAS Support Services at 1-800-737-5103 if you have any questions about your reports or about verifying the list of student names.

Thank you for your continued support.

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