



# Greater New Bedford Regional Vocational Technical High School District Report Card

Fall 2016

### Report Card:

This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school district including student enrollment and teacher qualifications, accountability, and the progress our school is making toward narrowing proficiency gaps for different student groups.

### Mission Statement:

GNB Voc-Tech is dedicated to providing the best and most complete secondary education for each of its students. We offer career and technical education, and quality courses in English, math, science and social studies.

As a vocational-technical school, our fundamental purpose is to provide education for employment. Our rigorous academic program provides each student with the background to pursue a higher education or to enter the workforce.

**Grades offered:** 9, 10, 11, 12

**Percent of teachers licensed:** 98.6%

**Percent of core academic classes taught by highly qualified teachers:** 99.6%

### Contact Information:

**Superintendent-Director: James O'Brien**  
**School Principals: Robert Watt & Michael Watson**

**1121 Ashley Boulevard**  
**New Bedford, MA 02745**

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**<http://www.gnbvt.edu>**

### Enrollment Data:

2015-2016		
	District	State
<b>Total Count</b>	2,170	953,429
<b>Race/Ethnicity (%)</b>		
African American	9.4	8.8
Asian	0.9	6.5
Hispanic	19.3	18.6
Native American	0.3	0.2
White	67.1	62.7
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race	3.0	3.2
<b>Gender (%)</b>		
Male	48.0	51.2
Female	52.0	48.8
<b>Selected Populations (%)</b>		
English Language Learner	2.7	9.0
Low-income	33.2	27.4
Students with Disabilities	6.4	17.2
First Language Not English	22.7	19.0

## 2016 Accountability Data – GNB Voc-Tech High School

The scores that comprise our Accountability Data are based on percentiles, which show how our school is performing when compared to all other high schools statewide. A percentile score of 50 is average. Our school’s percentile scores for all students and for all student subgroups are above state averages. We continue to strive to improve our school’s overall performance as we prepare our students to be life-long learners.

### Accountability and Assistance Level






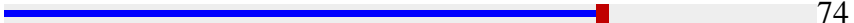
**Level 2** Not meeting gap narrowing goals

This school's determination of need for special education technical assistance or intervention

Meets Requirements-At Risk (MRAR)

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

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

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■ Less progress                      More progress	View Detailed 2016 Data	State Avg.
<a href="#">All students</a>	 66	Did Not Meet Target	52
<a href="#">High needs</a>	 73	Did Not Meet Target	45
<a href="#">Econ. Disadvantaged</a>	-	-	-
<a href="#">ELL and Former ELL</a>	-	-	-
<a href="#">Students w/disabilities</a>	 53	Did Not Meet Target	49
<a href="#">Amer. Ind. or Alaska Nat.</a>	-	-	-
<a href="#">Asian</a>	-	-	-
<a href="#">Afr. Amer./Black</a>	 64	Did Not Meet Target	51
<a href="#">Hispanic/Latino</a>	 71	Did Not Meet Target	55
<a href="#">Multi-race, Non-Hisp./Lat.</a>	-	-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>	-	-	-
<a href="#">White</a>	 74	Did Not Meet Target	54

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education. A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades. The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.