

State of the Schools

Addressing Goals
for
The Lynn Public Schools



Catherine C. Latham, Ed.D.
Superintendent
March 21, 2013
School Committee Meeting

**State of the Schools
Addressing Priorities
Catherine C. Latham, Ed.D.
March 21, 2013**

It is with great pleasure that I present to you, the Lynn School Committee, as well as the citizens of the City of Lynn my annual report on the state of the Lynn Public Schools. I am in my fifth year as superintendent and, as in the past, am truly proud of what the dedicated and talented faculty, staff and students of the Lynn Public School System have accomplished. For the past four years, I have provided you with a list of goals or priorities. My list of focus areas has expanded from ten to eleven this year as a result of working with you to establish collaborative goals and strategies that will guide the district for the next three years. This new list will serve as a reference tonight, and you will find that my narrative addresses each item in turn. We have come a long way in the past year by establishing a process to select and prioritize goals for the district. That process will also be used to focus the Educator Evaluation System as it applies to your evaluation of me as superintendent.

District Focus Area 1: Lower performing schools

The Lynn Public School District has been identified as a Level 4 district because, in 2009, two of its elementary schools, Connery and Harrington, were designated as Level 4 schools by the Department of Elementary and Secondary Education (ESE). Since then both schools have made remarkable progress, and they have been publically cited in an ESE Press Release for that progress for the second year in a row. Both schools are currently being visited and examined by state teams to determine whether or not they will exit from Level 4 status. The district has put significant supports and procedures in place to assist those schools in reaching their current level of success. It is those systems that we are now replicating in the Level 3 schools in order to assist them and to prevent a change to Level 4 status. A major part of this assistance is centered on the district coaching assignments and professional development opportunities.

As was done in Level 4 schools, district ELA and mathematics coaches have been assigned to Level 3 elementary schools for three week periods and focus on support for teachers in standards-based lesson planning, best instructional practices and *Response to Intervention* (RTI). Coaches then return to the schools they have supported twice per month for follow-up visits.

At the elementary level we are benchmarking and Progress Monitoring for ELA proficiency. *DIBELS NEXT* is used to assess students and continue monitoring progress in reading, and the *Student Performance System* helps teachers determine the strengths and weaknesses of students in order to drive instruction. Also, through an *ESE Grant for Literacy Partnership*, ESE and WGBH have created grade level units in a variety of content areas. This grant supports the Literacy units by providing funding for consultants, resources, and multimedia materials throughout our elementary schools.

At our Level 3 high schools we have made excellent progress using the *MCAS 632 Academic Support Grant* that allows for programming and tutoring so that students can attain a competency determination required for graduation. High schools schedule tutoring during the day as well as hold after-school and Saturday programs for academic support in the areas of English language arts, mathematics and science.

District Focus Area 2: Attraction, retention and support of teachers and school and district leaders

As stated in last year's report, with full knowledge that the classroom teacher is the single most important factor in student achievement, our Human Resources Department continues its efforts to attract and

recruit licensed teachers. This past year Lynn was represented at recruiting fairs at Salem State University, Middlesex Educational Recruiting Consortium (MERC) at Northeastern University, Lesley College, the North Shore Regional Recruitment Fair in Danvers, the Boston University STEM job fair, the Merrimack Valley Teacher Recruitment Fair at Merrimack College and the Teacher Recruitment Fair at Bridgewater State College.

We have opened eighteen additional teacher aide positions and are proud to report that all teacher aides hold a minimum of 48 college credits or an Associate’s Degree from a community college. We have forty teachers on waiver this year, nineteen in special education positions and eight in reading. Although these teachers are not yet licensed, they all hold a minimum Bachelor’s Degree and are in varying stages of the licensing process through the Department of Elementary and Secondary Education. In an effort to increase our cadre of licensed special education teachers, we have identified and sponsored two cohorts of teachers who participated in the Massachusetts Licensure Academy (*Race to the Top* project 2C). Qualified participants take graduate level courses that aid them in obtaining the required competencies for licensure.

For the past few years we have spent considerable time and effort in the support of teachers becoming highly qualified according to state standards, and to that end we have seen a continued decrease in our number of non-highly qualified teachers. In 2011-2012, the number of teachers considered non-highly qualified reduced to 54 from 68 in 2010-2011 and 84 in 2009-2010.

The state, however, has discontinued the use of identifying and tracking the highly qualified percentages of core academic teachers for individual school districts. Although there has been no reason offered for the discontinuance, there is speculation that the comparison of percentages of licensed teachers and highly qualified teachers tends to cast negative light on public charter schools where virtually all teachers are highly qualified yet smaller percentages are licensed. I offer two examples:

Table 1
A Limited Comparison of Highly Qualified and Licensed Teachers from 2008 to 2011

District	2008-2009		2009-2010		2010-2011	
	Highly Qualified	Licensed	Highly Qualified	Licensed	Highly Qualified	Licensed
Lynn	89.0%	98.4%	89.4%	98.8%	94.3%	98.2%
KIPP Lynn Charter	100%	26.2%	100%	34.6%	100%	50.0%
Lowell	98.2%	98.9%	98.8%	99.4%	98.3%	98.5%
Lowell Middlesex Academy Charter	86.4%	26.8%	100%	27.1%	100%	35%

Professional development opportunities continue to be a major focus. Graduate-level courses, technology-based workshops, curriculum mapping courses, and support for the new teacher evaluation system have provided our teachers with over 200 professional development opportunities during the 2011-2012 school year. We also had sixty-eight of our new educators successfully complete our induction/mentoring program, a requirement by ESE of all new teachers.

As a result of a Department of Justice (DOJ) audit of the state Department of Elementary and Secondary Education (ESE), on February 26, 2013, we began courses on teaching English language learners for all core academic teachers with ELLs in their classrooms. Because of the large numbers of ELLs in the district, providing this course to all teachers will be ongoing for the next three years. As a requirement by the DOJ and the state, there is no cost to our district or to our teachers for this course.

District Focus Area 3: Standards-based instruction from the Massachusetts Frameworks for all grades and all content areas

Our transition to the new *2011 Massachusetts Curriculum Frameworks* for all subject areas is ongoing with early emphasis placed on ELA, reading, mathematics and science – MCAS testing areas. New English Language Arts (ELA) and Mathematics curriculum maps were created in draft form over the summer for grades K- 8 in ELA and K-Algebra II in mathematics. Teams of grade-level teachers were assembled to create maps that are aligned to the new *2011 Mathematics Framework*, and a scope and sequence designed by the Charles A. Dana Center in North Carolina was used as was an unpacking document. The standards are broken into Units of Study and a list of possible instructional resources to support the units is listed.

Teams of grade-level teachers will meet again this coming summer to continue working on the drafts. Unit overviews/planners will be developed for each unit as well as common end-of-unit assessments. Professional Development opportunities provided by both the district and ESE to support the Standards are being continued in part through grade-level support meetings (Grades 1-5) for mathematics and ELA. These are held once per month for two hours for each grade level. The workshops support teachers in planning math units using the LPS Curriculum Guide and the new Math Framework. Content of units is addressed as well as instructional strategies and resources. Twenty-three secondary teachers have participated thus far in this professional development.

Unpacking and implementing the Standards on the preschool level proved to be a relatively easy transition due, in part, to the past three years of support through the federal *Reading First Grant* initiative that provided professional development and coaching to our preschool classroom faculty and staff.

This year we have adopted the *Know-Atom* K-8 standards-based science program for Grades 3, 4, and 5 in all elementary schools. It is also being piloted in Grades 1 and 2 at the Washington STEM School and in Grades 6, 7, and 8 at Marshall Middle School. We have seen great success in the elementary science MCAS scores after using this program, and we are currently exploring funding options to expand into all middle schools throughout the city.

Our Summer Reading program was revised to align with the new frameworks. Leveled teams throughout the district in collaboration with Lynn Public Library and local agencies developed grade-level lists of books that are balanced both in fiction and informational titles. Follow-up assignments are project based for Grade-levels K – 12.

We have not yet mapped the social studies and science curricula. Although the 2003 state standards for social studies are still in effect, the next generation science standards have not been fully approved, but the expectation is that they will be established in the fall of 2013.

District Focus Area 4: Data-driven decision making

Data continues to warrant a major focus with the expansion of ESE's *Data Warehouse* into the *EDWIN* system, the emphasis on providing data to support decision making, the continued push to exchange data on a real-time basis with ESE, and the need to support, assess, track, and measure student progress and growth.

Our Data Teams continue to operate in every school and through the generosity of the *Tower Foundation* for the fourth year running, the Lynn Public Schools is working with *IDEAL Consulting* to improve elementary teachers' knowledge of data driven dialogue and data driven instruction.

Our District Improvement Plan contains multiple data representations that serve to focus areas of academic need and to provide internal comparable data to evaluate academic program initiatives.

District Focus Area 5: Technology, instructional technology and student assessment

Technology initiatives are necessary to adapt to the current technology culture in which our students live. Sitting quietly in class while listening and taking notes on a lecture is not enough to engage and teach children today. Keeping up with technology as a teaching tool, a learning tool, an assessment tool and a data analysis tool is essential in today's educational world.

Our Technology Department and our Assistant Director of Curriculum and Instruction for Instructional Technology keep us up-to-date on technology. Our curriculum materials and resources are posted on our network drives for all to use. Our team provides support and training on software and hardware purchased by the district for use by teachers and students. They host and participate in virtual field trips, keep teachers current with information about emerging technologies and work with all departments to support access to curriculum and enhance student learning.

Professional development in technology is increasing as is technology itself. We have and continue to provide workshops on *iPads*, *SmartBoards*, *Smart Response* systems, assistive technologies for students with special needs, technologies related to teacher evaluation, digital tools and student evaluation. This year "Technology Tuesdays" provide brief workshops on current technologies by our Assistant Director of Curriculum for Technology and our Technology Department.

All schools have at least one computer lab. Wireless internet access (*Wi-Fi*) was added this year to Breed, Pickering, Ingalls, Lynn Woods, Shoemaker, Fallon and partially to Washington. Previously, *Wi-Fi* was installed at English, Classical, Ford, Drewicz, Hood, Callahan, Connery, and LVTI. We intend to continue installation as time and money allow and to complete Aborn, Lincoln-Thomson, Sewell-Anderson, Harrington, Sisson, Cobbet, Tracy, and Washington as soon as possible.

Huge progress has been made in the purchase and installation of integrated white boards which now are in every elementary classroom in Grades 1 through 5, most elementary special education classrooms, and most middle and high school classrooms. We have chosen a district platform using the *SmartBoards* brand from available options.

For students with special needs, technology is changing their educational world. Over 100 *iPads* were purchased for our students in the COACH program, our physically and mentally challenged students in the TEAMS program, our students in the Fecteau-Leary Jr./Sr. High School alternative program, and for the students who are serviced by our occupational, speech and language therapists. We have purchased software that assists students in reading, writing, and mathematics, and our programs now include *Imagine Learning*, *Pearson Success Maker*, *Pearson Waterford*, *Scholastic FasttMath*, *Scholastic Fraction Nation*, *Scholastic System 44*, *Scholastic Read 180*, *IBM Reading Companion*, and *First in Math*.

First-in-Math, an on-line supplemental mathematics program began in February 2012 and will continue through next year for all students in Grades K through 8. The program is being provided free of charge as a generous pilot from the *First-in-Math* company and is used in many states with excellent results. This program will be available to all students and their families wherever they have access to a computer including home and after-school programs. We are currently exploring an ELA program that will be equally accessible to students from school, home and community computers.

We are purchasing a new agreement with Microsoft that allows us to upgrade all of our computer software to the latest release. This should eliminate problems we have had with document incompatibility. The new agreement also enables all Lynn Public School personnel to purchase for \$10 a copy of *Microsoft Office* for home use.

Benchmarking and Progress Monitoring for Math Easy CBM was purchased for Elementary Level 4 and Level 3 schools as a means to assess students and monitor progress in math. The online testing and reporting system will help teachers determine the strengths and weakness of students so as to assist in making instructional decisions.

As mentioned above, *DIBELS NEXT* is used to assess students and continue monitoring progress in reading, and the *Student Performance System* helps teachers determine the strengths and weaknesses of students in order to drive instruction. District common assessments in mathematics in Grades 3 through Algebra and in ELA for grades 3 through 8 will be redone this summer to align with the new frameworks and the district curriculum maps. Scanners have been purchased for the high schools for use with the common assessments, and training in the creation and correcting of assessments using Test Wiz was provided to high school department heads. This summer teams of grade level teachers will create common end of unit assessments.

Not exempt from the large number of assessments that are given to our students are our kindergarteners. Identified in Cohort 1 by ESE, Lynn is among the first districts to launch *Teaching Strategies Gold (TSG)*, a formative assessment program that is part of the *Massachusetts Kindergarten Entry Assessment (MKEA) RTTT* initiative. This year TSG was given to ten students in each kindergarten classroom throughout the district. Trainers provided two days of professional development for teachers to initiate this assessment, and additional training was provided on data input and collection using *iPads*.

We are currently at the very beginning stages of developing district determined measures as required by the educator evaluation system. At the end of this current year, all *Race to the Top (RTTT)* districts, including Lynn, will report summative performance ratings to ESE that reflect teacher and administrator performance on a four-point scale (Exemplary, Proficient, Needs Improvement, and Unsatisfactory). During the 2013-2014 school year, all districts must implement the second dimension of the new system to decide on teacher ratings with respect to each educator's impact on student learning, growth and achievement. We must base the impact rating on trends and patterns using at least two years of data and at least two measures of students learning, and each "district determined measure" must be comparable across grades and subjects district-wide. Establishing these "district determined measures" amounts to establishing our own MCAS system of achievement and growth and is a formidable task. We are starting this process by participating in a series of ESE trainings, by conducting an inventory of local assessments, and by assembling a team of local educators to discuss which measures will be used.

District Focus Area 6: Drop-out rate, graduation rate and career/college readiness

Again this year I am proud to say that Lynn's drop-out rate has decreased. And again this year, in his annual announcement of graduation and drop-out rate improvements, the Massachusetts Commissioner of Elementary and Secondary Education has cited Lynn as one of five urban districts who have made the largest gains in reducing the drop-out rate from 2007-2008 to 2011-2012.

Table 2
Drop-Out Percentages for the State and Commissioner's Districts from 2008 to 2012

District	Drop-Out Rates				
	2008	2009	2010	2011	2012
State	3.4	2.9	2.9	2.7	2.5
Lowell	2.4	4.4	4.4	8.1	3.8
Lynn	5.8	6.1	5.4	4.6	4.1
Worcester	4.7	5.1	3.8	3.7	4.1
Brockton	5.2	5.4	5.5	6.0	4.4
Fall River	12.5	6.2	4.9	4.7	4.6
Lawrence	12.9	10.2	9.4	8.6	5.9
New Bedford	8.2	8.4	8.1	7.1	6.8
Boston	7.6	7.3	6.8	6.4	7.0
Springfield	9.7	9.6	10.5	11.7	10.0

We continue to work with our at-risk population to decrease the percent of drop-out even further while we celebrate our success for last year.

Our graduation rate continues to attract our attention and focus. The four year graduation rate for the past six years is provided in the table below with comparisons to the other *Commissioner's Districts*. To calculate the four-year graduation rate, the Massachusetts Department of Elementary and Secondary Education (ESE) tracks a cohort of students from 9th grade through high school and then divides the number of students who graduate within four years by the total number in the cohort.

Table 3
Four-Year Graduation Rates for Commissioners Districts for the Past Six Years

District	Four-Year Graduation Rate					
	2007	2008	2009	2010	2011	2012
STATE	80.9	81.2	81.5	82.1	83.4	84.7
Brockton	67.9	72.8	71.5	66.7	69.4	74.5
Lynn	68.5	70.5	70.7	68.5	68.6	73.7
Lowell	69.0	73.8	70.0	69.4	69.6	73.3
Worcester	69.8	69.2	70.1	71.4	52.1	72.3
Fall River	54.1	56.0	62.5	66.2	71.0	69.0
Boston	57.9	59.9	61.4	63.2	64.4	65.9
Lawrence	40.8	35.8	48.1	46.7	52.3	60.6
Springfield	53.8	54.4	54.5	53.0	52.1	56.6
New Bedford	58.2	56.1	55.7	53.5	56.4	55.0

The five-year graduation rate is computed in the same manner as the four-year rate but includes those students who have taken five years or less to graduate. Because of the data needed, the five-year graduation data are one year behind the four-year data.

Table 4
Five-Year Graduation Rates for Commissioners Districts for the Past Five Years

District	Five-Year Graduation Rate				
	2007	2008	2009	2010	2011
STATE	84.0	84.2	84.0	84.7	86.3
Worcester	75.3	76.0	74.0	75.0	77.7
Lowell	73.5	78.6	75.2	73.6	75.9
Brockton	71.9	75.4	74.3	70.0	73.4
Fall River	56.8	59.7	63.4	69.3	72.6
Lynn	73.8	75.5	75.6	72.5	72.2
Boston	65.4	66.4	66.5	68.8	70.9
New/Bedford	63.8	61.3	58.9	58.8	61.4
Lawrence	49.7	46.2	54.6	53.7	58.1
Springfield	57	57	57.3	56.1	57.3

Drop-out rates and graduation rates are obviously connected. To support the decrease in one and the increase in the other we have high school drop-out coaches and data/assessment specialists. Clearly we need to improve these graduation rates and continue to assist our students beginning in the middle school and continuing through their secondary years.

We are beginning a study within district to identify exactly which students are included in these ESE data and to attempt to identify specific reasons that affect their inability to graduate. At-risk students and students who require additional support to access the curriculum are receiving important attention through the efforts of our Compliance Office. Our website has been updated to include information for parents and staff about our obligation to identify and evaluate students who may need services, on general descriptions of students who could potentially be eligible for services, on the procedural safeguard notice, on grievance procedures, and on title and contact information for the district's and schools' *Section 504* coordinators.

In line with our 504 responsibilities, we have provided training for district personnel and building 504 coordinators, principals, and guidance counselors on the identification and referral procedures, the evaluation and placement process, the implementation of plans and the implementation of *Free Appropriate Public Education (FAPE)*, parental rights and procedural safeguards, grievance procedures, investigations strategies and sensitivity training. We are heavily focused on helping students receive the supports they need to stay in school and succeed.

Preparing students to be career and college ready is a continuing focus. This year we completed the first year of the *Early College High School Program* described in Focus Area 9, and we will be exploring ways to extend that program beyond Classical High School. We have also seen great progress in preparing the new *Machine Tool Technology Program* at LVTI. As enrollment increases at LVTI, we will be looking to add new and innovative programs in line with workforce projections and job opportunities.

A program that continues to provide at-risk middle school students with both academic and leadership support is the *Youth Empowerment and Success (YES) Program* in collaboration with North Shore Community College. This program has been highly successful at Marshall Middle School, and we are currently looking at *RTTT* funding to expand to all middle schools.

District Focus Area 7: Community collaboration and family engagement

Our outreach to parents and the community has been expanded greatly over the past year as a result of our changes at the Parent Information Center and the *Wrap-Around Zone Initiative*.

Last year we experienced an influx of 502 additional children. The trend continues, and this year, thus far, enrollment is again up approximately 420 more. The Parent Information Center is working tirelessly to process our new students and assist parents in the registration process. To this end, many improvements have been made. We have extended our hours to include Tuesday evenings from the first week in March to the last week in September so that parents will not need to take time off from work to complete the registration process. Our ELL Department has added Tuesday hours in order to offer more for language assessments.

We have also added additional staff for the months of August and September to process more enrollments in less time and to facilitate our children's timely entrance into school. Wait-lists, a major factor in our educational placement plan, are now entered electronically and printed out quickly for easy reference and use. *Appointment-Plus Software* is now used as an outstanding system for entering and tracking appointments. Like an advanced system in a doctor's office, *Appointment-Plus* tracks appointments, no-shows, rescheduled appointments, and completed appointments and can be used to run reports to gauge productivity.

The *Wrap-Around Zone Initiative* through the *RTTT* program has done extensive work under the direction of our *RTTT* Program Specialist in the areas of community collaboration and family engagement. Between July and December 2012, I personally met with the chief executives of two dozen community organizations and agencies from the City of Lynn to create a new framework for district-community collaboration based on a model that originated in Nashville Tennessee. The extensive planning work has led to the creation of two new district/community "Alignment Teams" in the strategic areas of family engagement and behavioral health education. Both teams currently meet twice monthly to develop new pilot projects in their respective areas. One of the first results from the family engagement team is a parent survey that will be distributed to families through community organizations and the schools and will extract important information about community interest, ideas, and opinions of the Lynn Public Schools.

District Focus Area 8: Special Populations: Special Education, English Language Learners and Low-Income students

Our percentages of students in special populations have shown both change and stability over the past seventeen years. While the percents of African-American, Asian, and special education students have remained relatively stable, the percent of limited-English proficient (LEP), Hispanic, and low-income students, and those for whom English is not their first language have increased, and the percent of White students has decreased.

**Table 5
Longitudinal Data on Lynn Special Populations as a Percent of Total Student Enrollment**

Special Populations	1995	2000	2005	2010	2012
First Language not English	28.2%	36.3%	44.4%	50.7%	54.2%
Limited English Proficient	7.6%	16.4%	18.8%	25.9%	17.5%
Low-Income	52.3%	47.2%	73.5%	78.4%	82.6%
Special Education	14.8%	16.8%	15.3%	16.3%	16.4%
African-American	13.8%	15.0%	15.9%	12.8%	11.3%
Asian	11.5%	14.0%	11.5%	9.7%	9.8%
Hispanic	20.7%	25.9%	36.1%	47.6%	53.1%
White	53.8%	44.7%	36.6%	26.1%	22.0%
Total Student Population	13,600	15,484	14,290	13,373	14,139

The Department of Elementary and Secondary Education has added exceptional emphasis on the student achievement results of the state’s special populations, specifically English Language learners, students with disabilities and low-income students (as measured by whether or not students receive free or reduced lunch). Because of that added emphasis, the state determines and publishes achievement gap data for those populations.

The following table shows the achievement gaps for Lynn and comparable communities for the subgroups ESE is using for comparison purposes. The gap is determined by subtracting the state subgroup’s *CPI* from the district subgroup’s *CPI*. Lynn data is highlighted in green and state data in yellow. Although our achievement gap data indicate larger disparity for English language learners, they show much better results for our Hispanic subgroup, by far our largest language subgroup. The district can boast of the lowest achievement gap for the special education and low-income subgroups from among all *Commissioners Districts* in the state. The data support the fact that Lynn is improving education for all.

Table 6
2012 Achievement Gap Data for Commissioner's Districts

ELL SUBGROUP	District	ELA CPI	Gap	District	Math CPI	Gap
	Lowell	63.3	4.7	Lowell	61.5	6.2
	Worcester	59.3	0.7	Boston	58.3	3
	Boston	59.1	0.5	STATE	55.3	0
	STATE	58.6	0	Worcester	51.8	-3.5
	Brockton	53.6	-5.0	Lynn	49.4	-5.9
	Lynn	52.6	-6.0	Brockton	47.5	-7.8
	Springfield	51.3	-7.3	Springfield	44.1	-11.2
	Lawrence	47.6	-11.0	Lawrence	41	-14.3
	Fall River	43	-15.6	Fall River	40.2	-15.1
	New Bedford	37.4	-21.2	New Bedford	35.7	-19.6
SPED SUBGROUP	District	ELA CPI	Gap	District	Math CPI	Gap
	STATE	67.3	0	STATE	56.9	0
	Lynn	63.5	-3.8	Lynn	53.4	-3.5
	Brockton	58	-9.3	Boston	49.2	-7.7
	Boston	55.4	-11.9	Brockton	48.2	-8.7
	Lawrence	54.6	-12.7	New Bedford	47.5	-9.4
	New Bedford	54	-13.3	Lowell	46.3	-10.6
	Fall River	54	-13.3	Fall River	45.6	-11.3
	Worcester	53.9	-13.4	Worcester	43.4	-13.5
	Springfield	50.9	-16.4	Lawrence	43.2	-13.7
	Lowell	50.1	-17.2	Springfield	42.1	-14.8
Low Income SUBGROUP	District	ELA CPI	Gap	District	Math CPI	Gap
	STATE	76.7	0	STATE	67.3	0
	Lynn	75.7	-1.0	Lynn	66.9	-0.4
	Brockton	72.2	-4.5	Lowell	66.4	-0.9
	Fall River	72.2	-4.5	Boston	64.4	-2.9
	Worcester	71.7	-5.0	Fall River	63	-4.3
	New Bedford	71.6	-5.1	New Bedford	61.9	-5.4
	Lowell	71.3	-5.4	Brockton	61.5	-5.8
	Boston	71	-5.7	Worcester	61.1	-6.2
	Lawrence	70.6	-6.1	Lawrence	58.7	-8.6
	Springfield	69.1	-7.6	Springfield	56.9	-10.4
Hispanic SUBGROUP	District	ELA CPI	Gap	District	Math CPI	Gap
	Lynn	73.9	0.4	Lynn	65.4	1.3
	STATE	73.5	0	Boston	64.4	0.3
	Brockton	72.6	-0.9	STATE	64.1	0.0
	Lawrence	70.3	-3.2	Brockton	63.3	-0.8
	New Bedford	70.3	-3.2	New Bedford	60.1	-4.0
	Boston	69.6	-3.9	Lowell	58.9	-5.2
	Worcester	68.8	-4.7	Lawrence	58.2	-5.9
	Springfield	66.7	-6.8	Worcester	57.9	-6.2
	Lowell	65.6	-7.9	Fall River	55.4	-8.7
	Fall River	64.3	-9.2	Springfield	54	-10.1

For students with special needs, our district's major emphasis on inclusion continues with our Lynn Public School team attending monthly *Universal Design for Learning (UDL)* workshops sponsored by the *Center for Applied Special Technology (CAST)* and ESE. During the summer of 2012, Lynn was well represented by administrators, general education and special education teachers at UDL training at Harvard University, and ongoing professional development and coaching for teachers and principals continues on topics of inclusion. Our Special Education Department is also in the process of reviewing, renewing and redeveloping criteria for student entrance into substantially separate and specialized classrooms with the goal of including more students in mainstream classrooms whenever possible.

Not content to serve only students with special needs, our Special Education Department is working with our language support office in the expansion of *Imagine Learning software* with at-risk students, not identified as students with special needs, and to expand *the System 44 Phonics and Fluency program*. Both collaborations have shown great results for our students.

Our language support office has adopted new state initiatives and increased staffing to meet and support the challenges of educating our ethnically and linguistically diverse populations. Our teachers increasingly find innovative ways to teach content and language skills to students at all levels of proficiency.

This year ESE approved the introduction of the *World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD)* standards. These new standards promote academic language development through content area instruction. A core of faculty members has received professional development delivered by the state, and they, in turn, are currently providing training to other teachers. Two *WIDA* coaches have been added to the language support office to assist teachers.

Teachers in kindergarten to Grade 12 participated in training and became certified to administer a new ELL state assessment, *ACCESS*. This test is designed to identify strengths and areas of development for ELLs and is aligned with the *WIDA* standards.

For the fourth year in a row, we have expanded upon number of itinerant ESL specialists in order to increase and support the delivery of direct instruction to ELL students. We have also expanded the Newcomer program for students at Classical High School. Three teachers effectively address the needs of our young adult students who enter with limited or no formal education.

District Focus Area 9: Innovative programs

Early College High School:

Work with NSCC and Classical has continued for the second year of the *Early College* pilot. The focus of the first year created a college-level English course at the high school. The focus now is to create a college-level math course for students to take in September of 2013, which will be the same as a one-semester Calculus 1 at the college level but will equate to a full year at the high school level. Work on creating an additional course will begin soon. Our hope is to expand the program to English High School next year and LVTI in the future.

Although not part of our K-12 emphasis, the *Lynn Community Enrichment Program* has begun with evening courses for all members of the community and includes a beginning GED program, classes in conversational English and Spanish, swimming and reading classes for parents and their children, and classes in electricity and auto maintenance. We are excited to begin this program and hope to expand it in the future.

Fine Arts:

All elementary school students continue to receive instruction in art, music and physical education weekly and many continue to take advantage of our huge instrumental music program. We have added an additional string teacher to accommodate the large number of students who want to participate in the program. No student was turned away this year, and while an All-City Jazz String Ensemble has been added to the instrumental program at the middle school level, strings have also been added to the All-City Middle School Jazz Band. This year we have added an instrumental “mentoring program” that pairs high school musicians with middle school musicians.

Our vocal music and visual arts programs have expanded as well. The middle and high school vocal programs were redesigned this year, and an All-City Vocal Concert is planned for the spring. Our students prepared, auditioned and were selected to participate in the *Northeastern District Festival*. Eleven visual arts students from all grade levels have been selected as semi-finalists in *The Dream At 50 Art Contest*, a cross curricular connection to commemorate the 50th anniversary of Martin Luther King’s “I have a Dream” speech.

Our students have derived much benefit from collaborations with many organizations through the hard work of the Director of Fine Arts and his staff. Our collaborations include:

- A partnership with the **Boston Symphony Orchestra** that provides master classes through the *BSO High School Mentorship Program*, professional development for our teachers at no cost, scholarships to 15 fifth grade students to attend *Days in the Arts (DARTS)* in Lenox this summer and two hundred complimentary tickets for Lynn students to attend a Boston Symphony Orchestra Youth Concert at Symphony Hall in March.
- A partnership with the **Peabody Essex Museum** that provides our visual arts teachers with full-day professional development workshops on standards-based lesson planning and a multi-visit partnership program that enriches classroom learning, meets curriculum goals, and aligns with the Curriculum Frameworks.
- A partnership with the **Addison Gallery** that allows Lynn’s visual arts teachers to participate in professional development on holistic arts learning and allows our students to visit the gallery at no cost to promote the integration of visual education across all disciplines.
- A partnership with the **Handel and Haydn Society** that allows two elementary and two middle schools to receive a performance by the Society again this year, allows vocal master classes to assist high school students to prepare for *Northeastern Senior District Competitions*, and awards scholarships to a vocal apprenticeship program that provides pre-professional training for students in Grades 3 through 12 in vocal music, instrumental music and music theory.
- A partnership with **Music at Eden’s Edge** that allows students in Grades 1 through 5 to experience live chamber music and basic musical concepts.

Athletics:

We continue to provide high quality physical education at all grade levels. In addition to learning about the traditional sports, our students participate in a variety of activities and games that evolved from different heritages. This unique experience allows the students to learn about different cultures in addition to developing critical gross-motor skills.

The Physical Education and Health Department has continued to develop its curriculum by incorporating a “Let’s Move” segment into the first 5 minutes of each class. Upon entering class, students must constantly move for 5 minutes by using the motor skill that the teacher chooses. Our physical education

teachers have received professional development to help them teach modified games and activities that students can play safely in an area where space is limited.

We continue to work with different community groups to develop events that take place in Lynn and are focused on physical activity. These events include *The Hershey's Elementary Track and Field Event* at Manning Field, *The Lynn Food and Fitness Festival* on the Lynn Commons and *The Lynn Elementary Cross Country Event* at Gannon Golf Course.

The three Lynn high schools have had stellar athletic teams in many sports throughout the Northeast Conference. Once again, the schools had several teams compete in state tournaments and a record number of players and coaches were recognized with individual honors. The teams' work outside of the playing field was just as impressive. A few Lynn athletic teams took time out of their weekends to work at *My Brother's Table*. Other teams helped facilitate free youth camps throughout the city of Lynn, took part in celebrating *Women in Sports Day* in Boston, and worked to develop a local captain's workshop where captains discuss challenges facing today's student athletes.

The middle school athletic teams continued to have a record number of students compete in athletics against other schools as well as participate in intramurals. The elementary basketball tournament continues to be a success across the City of Lynn where fourth and fifth graders learn valuable lessons of sportsmanship throughout their basketball season. During the next school year we will offer a new intramural track program for elementary students, a much-needed athletic option for students to learn about the benefits of exercise at a young age.

STEM Programs:

For the fourth year in a row, our residential *STEM Leadership and Learning Program* at Endicott College remains strong for thirty-six middle school students and for the third year our *GE/MIT STEM* summer program for twenty-five middle school girls will continue. We are currently investigating an after-school engineering program for elementary students.

Race to the Top Initiatives:

We are about to begin our third year of *Race to the Top (RTTT)* initiatives and are working on ten different projects. These projects are focused on improving the quality of instruction, incorporating the Common Core standards, improving school climate and culture, improving the relationship between the School Committee and the Superintendent, increasing the rigor of course work to ensure college and career readiness, and improving our lowest performing schools. Our current projects include:

- The new *Massachusetts Teacher Evaluation System* that includes training for all teachers and administrators in the district.
- A project to support the adoption of the Common Core curriculum which is described above in Focus Area 3.
- A project to improve school climate and culture beginning with the analysis of data collected from the *TELL Mass* survey, a state survey of all our teachers.
- A project on school governance that strives to improve the working relationship between the School Committee and Superintendent and includes a series of five two-hour workshops.
- A project to increase the number of teachers licensed in the area of special education - offering teachers who take required courses course reimbursements, and we are providing mentors for new teachers of students with special needs.

- A *System Interoperability Framework* project during which we investigate our current use of software for our student information management system's data collection and dissemination efficiency.
- A project to increase completion of *MassCore* requirements at the high school level that involves increasing course options and adjusting our required coursework for graduation - To that end we have hired additional high school art and music teachers, and we have revised our physical education requirements to allow students on sports teams to attain physical education credits.
- A project to support college and career readiness through our *Early College High School Program* at Classical High School (discussed in Focus Area 9) -Through our *Apex Credit Recovery Program*, we can tailor coursework for students who need to make up credits while continuing in year-long programs, allowing them to graduate on time ready for college and career work. We have established high school Readiness Coaches who mentor and support incoming ninth graders on their course to graduation and future success.
- A project to implement the *Mass Model for Comprehensive School Counseling* that supports professional development for guidance counselors and supports the development of the previously mentioned curriculum for college and career readiness.
- The *Wrap-Around Zone Initiative* which began its first year of implementation in July 2012 following a planning year during the 2011-2012 school year - The work in this initiative has been organized into the four strategic priority areas of school-level culture and climate, school-level systems for identifying and addressing student needs, district-level community coalition development, and district-level systems of support for collaboration and continuous improvement in the previous three areas. The school-level strategies for this initiative are being piloted by Cobbet, Connery, and Harrington Elementary Schools and Marshall Middle School and include a safer and more inclusive recess program at Cobbet that has reduced recess-related injuries and office discipline referrals by more than 50%; a series of community building initiatives (nutrition program, family newsletter, and parent partnership program) at Connery and Harrington; a community partnership to encourage community resources into Harrington's family engagement activities; and a program of more consistent student behavior supports at Marshall that have dramatically improved student success rates meeting the school's student behavior standards. More information about the *Wrap-Around Zone Initiative* is seen in Focus Areas 7 and 11.

MSBA Update:

We continue with our quest to build a new Marshall Middle School and have completed the programmatic and space needs study. On April 2, 2013, the Board of the *Massachusetts School Building Authority* will vote on our preferred site, Brookline Street. In anticipation of a positive vote, the mayor and City Council have approved funding for the assessment of the property and are working to secure the site. The date of a public vote required for the funding of the project has yet to be announced. At best, the school will be ready for occupancy in September, 2016.

We continue to focus on the elimination of overcrowded schools while being faced with serious space availability throughout the city. This year we have rented space at the Lutheran Church for two Pre-K classes from Sisson, and we are currently looking at other space. With district increase of approximately 900 students over the past two years, space needs are a priority.

Grants and Private Partnerships:

This year we have added a Grants Manager with extensive accounting and audit experience. Her experience is something that we have needed for some time and adds another dimension to the organization and to the record keeping requirements of our budget. She is creating a monthly budget to

detail actual expenditures as well as to project future payroll costs, and she is maintaining a payroll crosswalk and reconciling this crosswalk to the payroll system for the City of Lynn (*MUNIS*) to ensure that all payroll expenses are being credited to the proper grants.

We have added the position of Coordinator of Private Partnerships, an innovative step for a public school system. Our new coordinator is looking for investors to assist us in our STEM and fine arts programs with particular focus on elementary STEM initiatives and the revitalization of the auditorium at Fecteau-Leary Jr./Sr. High School. This is an exciting program that holds much promise.

District Focus Area 10: Safe, secure and drug free schools

Under the expert direction and long term planning of Officer Robert Ferrari, Security and Emergency Planning Liaison, the Lynn Public School System has seen many improvements in safety and security over the past year. English, Classical and LVTI have had their card reader locations increased from four to six, and we are working with our security vendors to upgrade all of our school card reader panels so that they are compatible with the *HID Prox Cards* used by the Lynn Police Department (LPS). When this upgrade is complete the Lynn Public School buildings will allow authorized LPD personnel to quickly enter all of our school buildings from the multiple card reader locations should there ever be an emergency or critical incident. Our policy currently allows school department personnel and Inspectional Services Personnel into buildings using their photo identification badges. No one is allowed to walk through our school buildings without an officially issued photo ID on a Lynn Public School lanyard or visitor lanyard.

After preparation and presentation by Officer Ferrari, a new visitor policy was adopted by the Lynn School Committee. The new policy presents guidance to all administrative and office personnel on security procedures for admitting visitors into schools and for barring visitors when clear threats to safety and security are observed or perceived.

Installation of our *AI-Phone* video monitoring/buzz-in security system at the front entrances at all schools is complete. Viewing stations have been installed in all main offices and, in some instances, in sub-stations in principal's offices. Future plans include adding the sub-stations to all principal offices.

Security camera systems have been installed in seventeen of our twenty-five schools, and the plan is to add camera systems to the remaining eight schools as soon as possible. We recently added additional cameras to English, Classical and LVTI at designated "hot-spot" areas that did not have the coverage needed by school staff for the proper monitoring of activity. This brings the total number of security cameras in the district to over 400, and the School Security Office and the LPD have the capability of viewing security cameras and preserving videos from all digital recorders at all times. By summer 2013, we should also complete our goal of establishing alarm systems in every one of our schools.

This year at LVTI students and staff installed an *Emergency Notification Strobe Light System* to eliminate noise that prevented students and staff from hearing important announcements. Now, once the strobe lights are on, everyone knows that they must shut down equipment and listen for important instructions. We have also had paging speakers installed in areas such as kitchens, cafeterias, gyms, shops, and the pool to improve school safety and assist school announcement systems.

We continue with at least one round of fire/evacuation drills at all schools; an annual school safety check during which team of school administrators, LPD officers and Essex County Sheriff's Department drug detecting K-9s are brought into our secondary buildings to search common areas for illegal contraband; and annual lockdown evacuation and shelter-in-place drills.

This year using *Homeland Security Guidelines for Emergency Planning*, we conducted *National Incident Emergency Management System (NIMS) Training* for all principals, vice-principals, and select administrative staff, all of whom completed the course and passed the certification test. This is the same basic training that both police and fire receive, although their training continues at higher levels.

As technology changes and improves so does ours. We have replaced several of our older inefficient *Digital Video Recorders (DVRs)* with new technology, and our long term plan includes replacing all of the older DVRs with the same much improved, and less expensive, technology that provides clearer pictures.

We were invited by the *Northeast Homeland Security Regional Advisory Council (NERAC)* to participate in the *School Threat and Response Systems (STARS)*, a free program that provides school districts with toolkits of crucial information enabling LPD, Lynn Fire Department, and LPS to effectively plan for and respond to a threat or critical incident. We worked throughout the summer with *BeSafe Technologies* and now have new, updated and improved *Emergency Operations School Floor Plan Manuals*. Each city agency was provided with a flash drive containing all school plans and information, and all LPD cruiser mobile computer terminals have access to all floor plans.

LPS collaborated with LPD and LFD to conduct a day-long emergency shelter exercise at Classical High School, and we had many representatives from neighboring cities and towns joining us. The practiced plan had to be implemented just one month later in response to Hurricane Sandy.

District Focus Area 11: Social, emotional and health care needs of students

The school department continues to provide *Second Step* and *Steps to Respect* programs to elementary students. This year, elementary principals have increased the role of the *Campfire Self Reliance Program* within their schools, a program teaches students how to effectively manage stress, respond to peer-pressure and build positive relationships. Elementary students are receiving nutritional education from the *UMASS Extension* program where our students begin to learn successful nutrition habits at a young age. Our secondary schools take part in the *Peer Health Exchange Program*, where our health teachers work with college students to provide another outlet for health education to students.

Our middle schools and high schools took part in the *Youth Risk Behavior Survey* in the spring, a project in which we participate every two years. This survey asks students to identify any risky behaviors they partake in, and the results of this survey help the city and school department to determine the best areas to target for making improvements. A few positive statistics from this year's survey state that more students feel that they have a trusted adult within the schools that they can talk to. Parental disapproval of drinking and smoking has greatly increased in recent years.

Programs continued from prior years include:

- **Your Future, Your Decision** – a presentation and resource fair specifically designed to assist Lynn middle school students in developing strong decision making skills and stay away from gang life. Originally presented at Marshall in 2011, it was presented at Breed in 2012, and will be presented at Pickering this year.
- **Parent Prom Initiative** – in collaboration with many community agencies, this is a presentation given six times in the district, during school time and in the evening, just before prom season to educate students and their families on the implications of driving under the influence of drugs and/or alcohol. The event focuses on social host liability and safety during the prom season. Last year over 600 parents were informed about the impending dangers associated with prom season.

- **Student Safety Nights** – a presentation for all parents and students given twice in the district designed to instruct and remind students and their families about bike, swimming and general safety protocols before summer vacation.
- **Teen Drop-In Centers** – held Saturdays in the spring by the Lynn Police Department. Centers provide students with an option to walking the streets and possibly getting into trouble.
- **The Gang Resistance Education and Training (GREAT)** program– presented by the School Resource Officers (SROs) at each middle school.
- **PACT360** – a program presented by SROs in the middle schools for drug prevention and early intervention for parents and youth.

The district's *Wrap-Around Zone Initiative* has served to focus on providing schools and their key support personnel with four strands of shared professional development experiences that can serve as a foundation for future collaboration by providing social, emotional and health care supports for our students. Those strands include trainings on creating safe and supportive learning environments for students affected by trauma, leadership trainings on implementing universal screening for social/emotional and behavioral supports, biweekly clinical case consultation supports for our clinical director/social workers and school adjustment counselor teams, and monthly professional development workshops for school clinicians, counselors, and other educators in student support leadership roles.

District Academic Achievement and MCAS Data Results

Ultimately, our mission is to continuously improve students’ social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision. The measures of that effectiveness are the MCAS results, the graduation rate, the attendance rate, and the achievement gap data. MCAS data for the 2011-1012 school year is provided below. In spite of the fact that Lynn has had Connery and Harrington identified as Level 4 schools, our data tell a positive story about the schools in Lynn. Our district is at or near the top when compared to other Commissioners Districts, and Lynn’s outstanding principals, teachers, district personnel and students have the ability to send Lynn far beyond where it is today. Below are MCAS data for our district as compared to other Commissioners Districts and for schools compared to other Lynn schools using the Composite Performance Index (CPI) results. CPI is a 100-point index that assigns 100, 75, 50, 25 or 0 points to each student participating in the MCAS tests based on their performance. A school or districts CPI is calculated by adding together the points generated by the students’ results and dividing by the number of students assessed.

Lynn’s CPIs are at the top in both ELA and science and second to the top in mathematics. Although, we strive to far exceed these results, they make a positive statement about our schools, our district and, first and foremost, our teachers.

**Table 7
2009 through 2012 CPI Results for Commissioner’s Districts**

District	ELA 2009	ELA 2010	ELA 2011	ELA 2012		District	Math 2009	Math 2010	Math 2011	Math 2012
STATE	86.5	86.9	87.2	86.7		STATE	78.5	79.9	79.9	79.9
Lynn	76.5	77.2	78.7	78.1		Lowell	64.9	67.8	69.6	70.3
Worcester	75.5	77.4	76.1	76.3		Lynn	66.9	68.8	70.0	69.6
Brockton	77.7	77.1	76.6	75.5		Boston	64.0	68.0	67.5	67.8
Fall River	75.5	75.0	76.3	75.2		Worcester	66.2	68.8	67.4	67.1
New Bedford	74.2	75.4	76.0	74.9		Fall River	63.0	66.7	66.8	66.4
Lowell	74.2	74.9	75.6	74.8		New Bedford	65.8	68.0	67.4	65.4
Boston	74.1	74.8	75.2	74.0		Brockton	67.1	66.9	65.1	65.4
Lawrence	71.6	73.7	72.4	71.4		Lawrence	57.3	62.0	60.0	59.7
Springfield	70.9	70.8	71.8	70.7		Springfield	57.3	58.2	59.1	58.7
Holyoke	62.9	66.0	67.1	67.1		Holyoke	51.0	56.5	58.2	58.3

District	Science 2009	Science 2010	Science 2011	Science 2012
STATE				78.6
Lynn				66.3
Worcester				63.5
Brockton				62.6
Fall River				61.4
Lowell				60.4
New Bedford				59.0
Boston				58.8
Springfield				55.9
Lawrence				54.9
Holyoke				54.0

These results are significant taking into consideration that our First Language Not English (FLNE) population has steadily increased over the past years (as indicated in Table 5 above) to now account for 54.2% compared to the state percent of 17.3%. Our low-income population has increased as well to a current 82.6% compared to the state's 37%. The table below compares our student enrollment, percent of students for whom English is not their first language, and percent of students who are classified as low-income with that of the other eight Commissioners Districts and the state. Due to the fact that research clearly determines that poverty is the single most important factor in student achievement, the teachers and administrators in Lynn have much to celebrate in overcoming the effects of poverty and improving student achievement dramatically as compared to other similarly sized and proportioned districts.

Table 8
2012-2013 Comparison of Enrollments and Percentages of First Language is Not English (FLNE) and Low-Income Students for the State and Commissioners Districts

District	Total Enrollment		District	% FLNE		District	% Low-Income
Boston	55,114		Lawrence	72.5		Springfield	87.5
Springfield	25,283		Lynn	54.2		Lawrence	84.9
Worcester	24,740		Boston	45.4		Lynn	82.6
Brockton	16,595		Worcester	44.0		Fall River	77.9
Lynn	14,139		Lowell	41.7		Brockton	77.1
Lowell	13,879		Brockton	35.4		Lowell	75.0
Lawrence	13,145		Springfield	26.1		New Bedford	73.4
New Bedford	12,616		Fall River	22.0		Worcester	73.1
Fall River	10,138		New Bedford	21.6		Boston	71.7
State	954,773		State	17.3		State	37.0

The tables on this page and the next page display the CPIs for each of our schools over the past four years. The data are ranked by 2012 MCAS results and include state and district results for comparison purposes.

**Table 9
Lynn School CPIs for ELA and Mathematics Compared with District and State Results**

School	Level	2009 ELA	2010 ELA	2011 ELA	2012 ELA	School	Level	2009 Math	2010 Math	2011 Math	2012 Math
Classical	3	85.6	86.4	90.6	94.6	Sisson	2	86.3	86.6	88.5	89.7
Lynn English	3	89.7	89.7	88.4	93.0	Shoemaker	1	87.0	85.7	84.9	88.3
Aborn	1	84.2	84.5	88.0	90.5	Aborn	1	82.9	85.0	88.8	87.3
Sisson	2	89.6	91.8	90.1	90.3	Classical	3	80.3	83.8	84.6	86.7
Shoemaker	1	86.0	86.8	87.9	89.7	Lynn English	3	88.2	86.2	83.4	85.0
LVTI	3	76.2	78.5	79.5	88.8	Sewell-Anderson	1	80.0	78.7	76.7	84.2
STATE	4	86.4	86.9	87.2	86.7	STATE	4	78.4	79.9	79.9	79.9
Pickering	3	85.5	86.4	85.8	84.7	LVTI	3	66.6	69.1	64.4	79.3
Sewell-Anderson	1	80.7	80.9	79.4	84.6	Lincoln-Thomson	2	84.6	88.7	87.4	78.5
Lincoln-Thomson	2	85.0	83.0	85.4	83.4	Tracy	2	79.6	86.9	80.8	77.7
Ingalls	2	68.2	67.4	76.6	79.8	Ingalls	2	69.9	68.0	78.1	76.5
Lynn Woods	3	89.9	80.2	77.8	79.6	Hood	2	60.0	69.3	74.2	74.1
LYNN	4	76.2	77.2	78.7	78.1	Callahan	2	72.9	81.3	76.3	73.5
Hood	2	66.5	74.2	77.5	77.3	Brickett	2	74.3	80.0	74.5	73.1
Callahan	2	76.7	79.5	80.0	76.1	Pickering	3	70.6	72.6	75.3	72.3
Tracy	2	78.4	79.6	78.4	75.5	Drewicz	3	65.4	76.1	77.0	71.3
Breed	3	79.1	76.8	78.8	75.1	Lynn Woods	3	85.1	74.4	74.7	71.0
Brickett	2	85.9	86.0	80.9	74.4	Connery	4	62.9	59.6	67.3	70.5
Marshall	3	72.3	75.0	76.5	74.2	LYNN	4	66.6	68.8	70.0	69.6
Ford	3	73.2	74.6	72.8	74.0	Ford	3	70.6	69.6	72.2	68.2
Drewicz	3	70.7	73.0	75.5	73.9	Harrington	4	48.7	56.8	68.2	67.8
Connery	4	55.9	61.1	69.8	69.4	Breed	3	59.9	62.0	60.4	62.8
Harrington	4	55.6	61.0	67.5	68.8	Cobbet	3	55.0	63.9	66.2	60.1
Cobbet	3	61.5	71.5	67.1	59.0	Marshall	3	51.7	54.9	55.3	54.7
Fecteau-Leary	3	61.6	63.5	61.8	56.1	Fallon	3	32.8	37.5	45.2	40.7
Fallon	3	32.8	37.5	45.0	44.6	Fecteau-Leary	3	42.0	47.8	37.9	25.7

Table 10
Lynn School CPIs for Science Compared with District and State Results

School	Level	2009 Science	2010 Science	2011 Science	2012 Science
Classical	3	67.5	76.2	77.8	86.5
Lynn English	3	74.7	81.0	80.4	83.7
Aborn	1	83.6	94.4	80.7	92.9
Sisson	2	77.2	76.6	69.5	76.1
Shoemaker	1	84.9	82.8	79.8	82.9
LVTI	3	56.9	59.7	56.9	64.4
STATE	4				78.6
Pickering	3	65.2	59.2	64.4	67.9
Sewell-Anderson	1	79.1	79.3	66.4	73.3
Lincoln-Thomson	2	77.1	92.2	85.9	95.2
Ingalls	2	74.0	70.6	58.5	67.3
Lynn Woods	3	65.4	59.6	60.2	67.7
LYNN	4			66.3	66.3
Hood	2	55.5	61.5	77.6	72.6
Callahan	2	62.7	72.6	71.0	58.8
Tracy	2	63.2	75.6	58.9	77.1
Breed	3	54.6	56.7	56.4	52.7
Brickett	2		70.7	67.7	74.3
Marshall	3	44.0	47.5	49.7	44.4
Ford	3	60.2	69.6	67.8	61.8
Drewicz	3	53.8	65.1	73.9	67.3
Connery	4	67.6	72.2	43.8	59.2
Harrington	4	53.5	60.3	55.9	63.5
Cobbet	3	69.0	71.3	58.6	53.7
Fallon	3	Subgroups too small to measure.			
Fecteau-Leary	3	Subgroups too small to measure.			

College Acceptances as of March 20, 2013 for 2012-2013

I conclude with a list of college and post secondary school acceptances received by our students so far this year. These acceptances are testimony to the fact that the Lynn Public School District is succeeding in its mission to provide outstanding educational opportunities to the students in Lynn.

American International College	Hofstra University	Simmons College
Anna Maria College	Howard University	Southern New Hampshire University
Arcadia University	Husson College	Springfield College
Bay State College	Johnson and Wales University	St. Johns University
Becker College	Keuka College	Stonehill College
Ben Franklin Institute of Technology	Lasell College	Stoneybrook University
Bentley University	Le Cordon Bleu College	Suffolk University
Boston College	Lesley University	School of Visual Arts NY
Brandeis University	Maine College of Art	University of Albany
Brevard College	Marian Court College	University of Hartford
Bridgewater State University	Massachusetts College of Art	University of Maine
Bryn Mawr College	Massachusetts College of Liberal Arts	University of Massachusetts Amherst
Bucknell University	Massachusetts College of Pharmacy	University of Massachusetts Boston
Buffalo State College (SUNY)	Merrimack College	University of Massachusetts Dartmouth
Bunker Hill Community College	Montserrat College of Art	University of Massachusetts Lowell
Calvin College	Mount Ida College	University of Miami
Chestnut Hill College	New England College	University of New Hampshire
Colby-Sawyer College	New Hampshire Institute of Art	University of New Haven
Curry College	Newbury College	University of Rhode Island
Dean College	North Shore Community College	University of the Pacific
Denison University	Northern Essex Community College	University of Southern Maine
Eastern Nazarene College	Norwich University	University of Vermont
Elmira College	New York Institute of Technology	Ursinus College
Emanuel College	Pennsylvania College of Technology	Utica College
Empire Beauty School	Pine Manor College	Vanderbilt University
Endicott College	Providence College	Wentworth Institute of Technology
Everest Institute – Chelsea	Quinnipiac University	Westfield State University
Fisher College	Regis College	Wheaton College
Fitchburg State University	Roger Williams University	Wheelock College
Florida Institute of Technology	Rutgers University– New Brunswick	Worcester Polytechnic Institute
Framingham State University	St. Michael’s College	Worcester State University
Franklin Pierce University	Salem State University	. . . and many more to come.
Gordon College	Siena College	It’s only March!