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Latino Students in Chelsea: An Educational Profile

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Now Available Fourth in Series of Fact Sheets on Education in Massachusetts

With financial support from the National Council of La Raza, the Gastón Institute is developing "Educational Profiles" for the sixteen Massachusetts public school districts with the highest Latino student enrollments: Boston, Springfield, Lawrence, Worcester, Holyoke, Lowell, Lynn, Chelsea, New Bedford, Brockton, Fitchburg, Salem, Chicopee, Framingham, Haverhill, and Somerville. The profiles present basic data provided by the Massachusetts Department of Education including information on student enrollment, MCAS results, dropout rates, and student aspirations. We hope this information will be used by Latino students, parents, educators, and policy-makers to make informed decisions and improve public education for Latino students in Massachusetts.

— Lorna Rivera, Ph.D.,
Research Associate

Latino Students in Chelsea An Educational Profile

Enrollment

Latino student enrollment in the Chelsea public schools is more than five times higher than it is statewide, with Latino students making up 67% of total student enrollment in Chelsea compared with 10% statewide (see Figures 1 and 2).

Figure 1. Chelsea Public School Enrollment by Race/Ethnicity, 2001

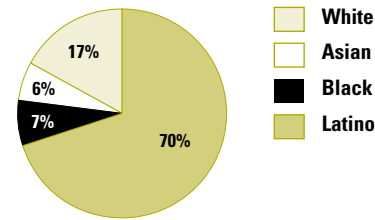
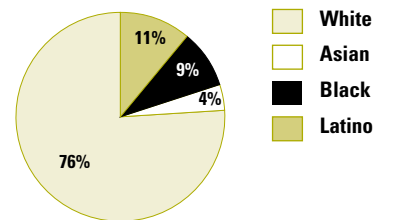


Figure 2. Massachusetts Public School Enrollment by Race/Ethnicity, 2001



Source: Massachusetts Department of Education, School Profiles 2000.

Other facts about student enrollment in Chelsea:

- 20% of Chelsea public school students are enrolled in Limited English Proficiency (LEP) classes, compared with the statewide average of 5%.
- 83% of Chelsea public school students are eligible for free or reduced-fee lunch.

Achievement

In 1998, Massachusetts adopted the Massachusetts Comprehensive Assessment System (MCAS) to assess student learning in English language arts, math, science and technology, and history and social science. The Massachusetts Department of Education reports MCAS results according to four categories: Advanced, Proficient, Needs Improvement, and Failing. As of 2001, 10th-grade public school students are required to score above failing in English language arts and math to graduate from high school. In all subject areas and across all grades, the percentage of black and Latino students who passed the MCAS is much lower than that of whites and Asians.

Figure 3. Chelsea Public Schools Grade 4 MCAS Results By Race, 2000 (Percent Passing^a)

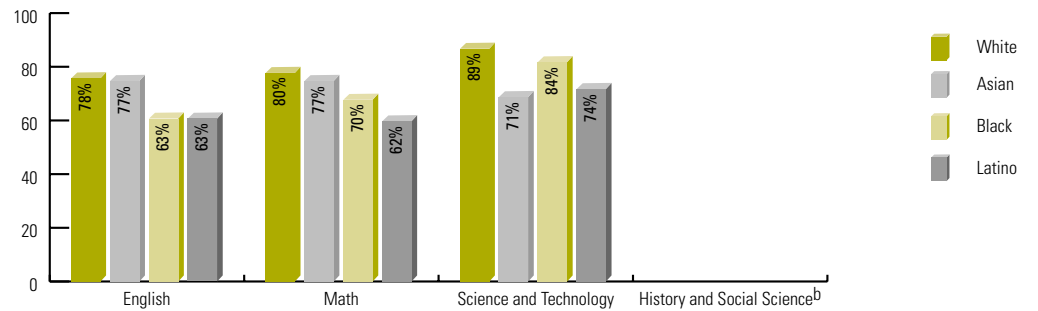


Figure 4. Chelsea Public Schools Grade 8 MCAS Results By Race, 2000 (Percent Passing^a)

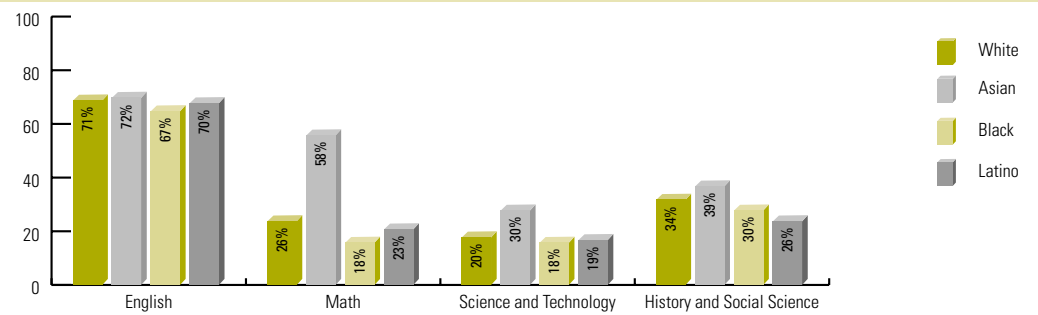
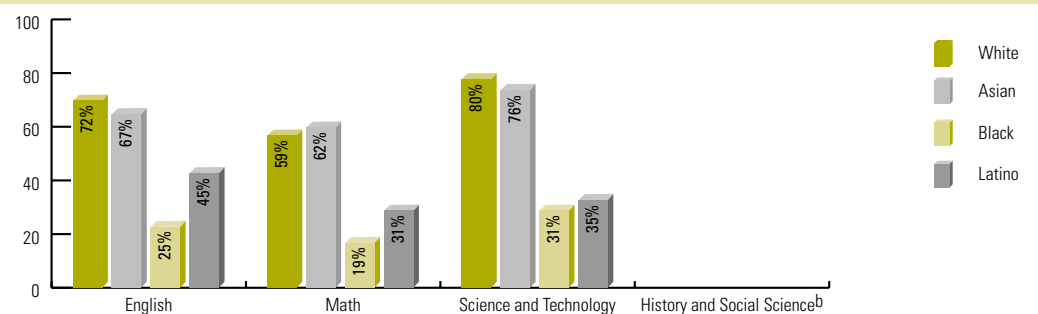


Figure 5. Chelsea Public Schools Grade 10 MCAS Results By Race, 2000 (Percent Passing^a)



Check our web site, www.gaston.umb.edu, for profiles of Boston, Lawrence, and Springfield.

Source of MCAS results, pages 6 and 7: Massachusetts Department of Education, *MCAS Local School Districts Results by Race/Ethnicity, 1998, 1999, 2000*.

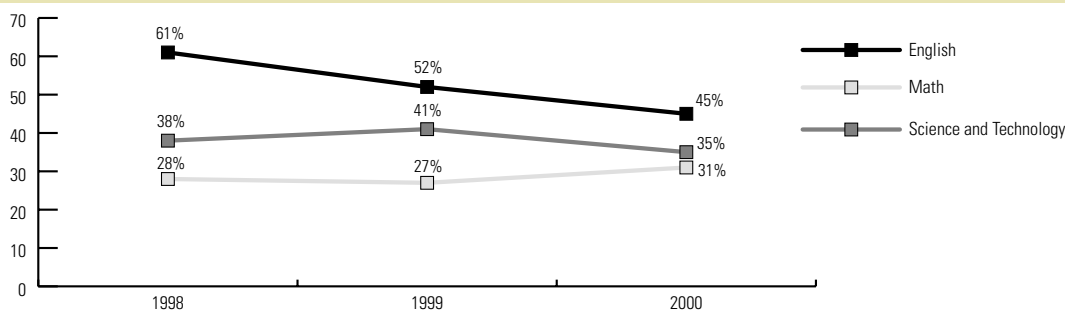
Notes to figures 3, 4, 5:

- ^aPercent passing indicates combined percentages of advanced, proficient and needs improvement.
- ^bThe history and social science test is administered to 8th graders only.
- ^cRepresents needs improvement only; no students scored in advanced or proficient categories.



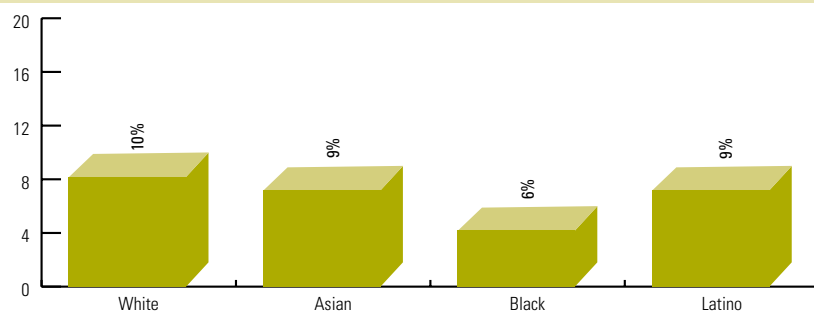


Figure 6. Grade 10, Percent Passing, Latino Students in Chelsea, 1998, 1999, 2000



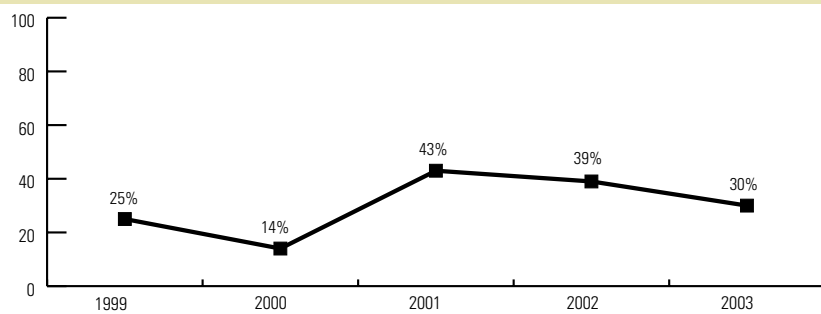
- The percentage of Latino students in Chelsea who passed ELA has fallen sharply from 61% in 1998 to 45% in 2000.
- In math, there has been a slight improvement of three percentage points, and in science and technology the percentage of Latino students passing has fallen three percentage points, with just about a third passing in both subjects.

Figure 7. Annual Dropout Rates by Race/Ethnicity in Chelsea, 1999-2000



Source: http://www.doe.mass.edu/ata/dropout/9899/drrates/drrates_hm.html

Figure 8. Projected Four-Year Dropout Rates in Chelsea (all students)

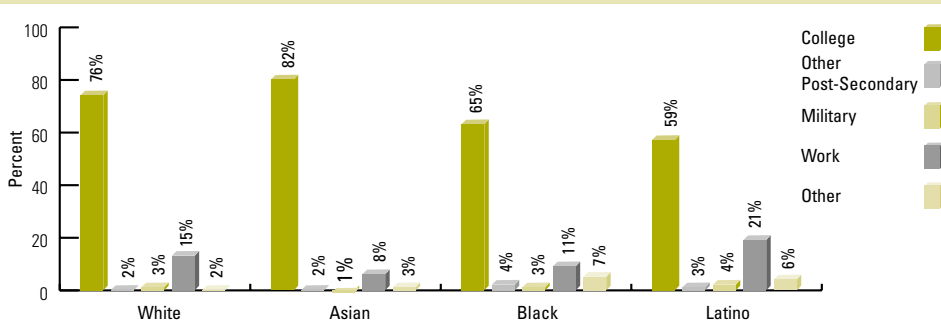


Source: http://www.doe.mass.edu/ata/dropout/9899/4year/4year_gl.html

Student Dropout Rates

In 2000, 9% of dropouts in Chelsea were Latino, which was slightly higher than the statewide rate of 8.2%. This was much higher, however, than the statewide rate for all students of 3.5%.

Figure 9. Plans of High School Graduates 1999 (by percent)



Student Aspirations

According to the Massachusetts Department of Education, the majority of public school students, regardless of racial and ethnic background, aspire to go to college. In 1999, 59% of Latino students graduating from high school in Massachusetts indicated that they wanted to attend college. Although the specific figures for Latino students in Chelsea are not yet available, 63% of all students in Chelsea reported wanting going to college. ▲

Resources

City of Chelsea

Official website:
<http://www.ci.chelsea.ma.us>

City of Chelsea School Department

Irene Cornish, District Superintendent
500 Broadway Street
City Hall Room 216
Chelsea, MA 02150
Phone: (617) 889-8415
Fax: (617) 889-8361

MCAS Parent Information Center:

Marlene Goodman, Director
Iris Figueroa (Asst. Direct)
100 Everett Street
Chelsea, MA 02150
Phone: (617) 889-8489
Fax: (617) 889-7531
E-mail: goodmanm@bu.edu

Massachusetts Advocacy Center

100 Boylston Street, Suite 200
Boston, MA 02116
(617) 357-8431

Chelsea Adult Education, Inc.

148 Shawmut Street
Barbara Evans, Director
Chelsea, MA 02150
Phone: (617) 889-8432
Fax: (617) 889-8433
E-mail: chelabe@massed.net

**Centro Latino
Education, Employment and
Training Dept.**

267 Broadway
Chelsea, MA 02150
Phone: (617) 884-3238

**Bunker Hill Community College
(Chelsea Campus)**

175 Hawthorne Street
Chelsea, MA 02150-3410
Phone: (617) 889-8432
Fax: (617) 889-8433
Website: <http://www.bunkerhill.com>

For information about a particular school, visit the following website:

Massachusetts Department of Education
<http://www.doe.mass.edu>

Note

The annual dropout rate indicates how many students left school for reasons other than transferring to another school in the course of a year. Cohort dropout rates measure the four-year rate of school dropout in the group of children that begin the 9th grade in a given year.

