

## 2011 NCLB Report Card - John F Kennedy Elementary

### John F Kennedy Elementary (06220008)

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### Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

### Enrollment and Educator Data (2010-11 School Year)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>.

**High Poverty Schools** are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

**Waivers** are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

Enrollment (2010-11)				Educator Data (2010-11)			
	School	District	State		School	District	State
<b>Total Count</b>	430	2,013	955,563	Total # of Teachers	28.8	140.2	68,754.2
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	97.5
African American or Black	1.6	1.2	8.2	Total Number of Classes in Core Academic Areas	141	697	335,925
Asian	0.7	1.0	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	98.7	97.7
Hispanic or Latino	3.7	2.5	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	1.3	2.3
Multi-race, Non-Hispanic	2.8	2.5	2.4	Student/Teacher Ratio	14.9 to 1	14.4 to 1	13.9 to 1
Native American	0.0	0.1	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	1.4	1.3
Native Hawaiian or Pacific Islander	0.2	0.0	0.1				
White	90.9	92.6	68.0				
<b>Gender (%)</b>							
Male	47.2	49.7	51.3				
Female	52.8	50.3	48.7				
<b>Selected Populations (%)</b>							
Limited English Proficiency	1.9	0.8	7.1				
Low-Income	24.9	22.8	34.2				
Special Education	14.7	16.1	17.0				
First Language Not English	2.8	2.0	16.3				

**Grades Offered:** K, 01, 02, 03

# 2009 Massachusetts and Nationwide NAEP Results by Student Group

## Average Scaled Scores and Percentages of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	234	13	47	80	20	100	220	7	32	66	34	100
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	252	12	57	92	8	100	239	6	38	81	19	100
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	274	5	43	83	17	100	262	2	30	74	26	100
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	299	17	52	85	15	100	282	7	33	71	29	100
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

## 2009 Massachusetts NAEP Results

### *Participation Rates for Students with Disabilities and for English Language Learner Students*

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

<b>Grade/Subject</b>	<b># in Sample</b>	<b>% of Sample – Students with Disabilities</b>	<b>% of Sample – English Language Learners</b>	<b>% of Students Excluded from Original Sample</b>
<b>Grade 4 Reading</b>	3,900	14	6	5
<b>Grade 4 Mathematics</b>	3,700	14	6	5
<b>Grade 8 Reading</b>	3,600	15	1	5
<b>Grade 8 Mathematics</b>	3,600	14	2	6

# 2011 MCAS Results by Subgroup by Grade and Subject

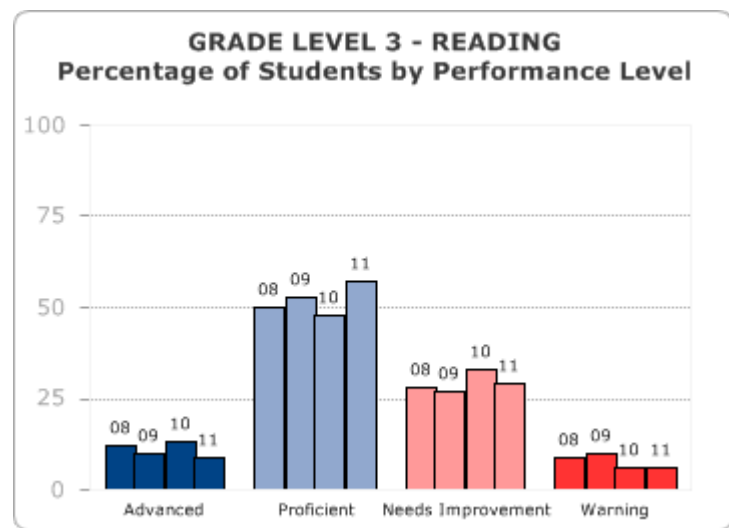
\* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

\* **NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

\* **NOTE:** High Needs includes students with disabilities, low income students, and English language learner/former English language learner students.

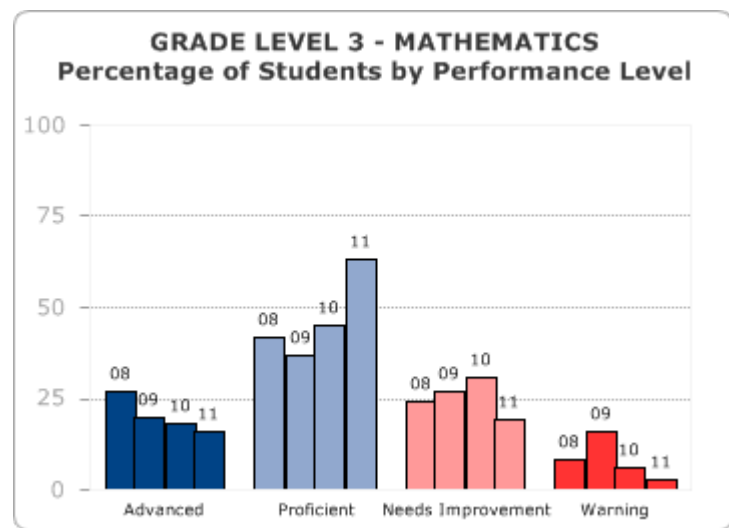
Data Last Updated on September 30, 2011

GRADE LEVEL 3 - READING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	21	100	0	19	52	29	60.7	N/A	N/A	26	96	0	19	54	27	60.6	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A
ELL/Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,640	99	3	30	46	22	67.1	N/A	N/A
Low-Income	30	100	7	37	50	7	78.3	N/A	N/A	41	100	5	29	59	7	75.0	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A
African American/Black	3	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	5,473	99	3	34	45	18	71.4	N/A	N/A
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,123	99	17	52	24	7	87.4	N/A	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	11,279	99	3	33	45	19	70.6	N/A	N/A
Native American	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	168	100	8	39	40	13	78.9	N/A	N/A
White	108	100	8	59	27	6	88.0	N/A	N/A	143	99	8	58	28	6	87.1	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A
□																											
<b>Other Subgroups</b>																											
High Needs	41	100	5	32	49	15	73.8	N/A	N/A	56	98	4	27	55	14	71.4	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A
Male	62	100	6	58	29	6	85.9	N/A	N/A	82	99	6	56	30	7	84.8	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A
Female	53	100	11	55	28	6	87.7	N/A	N/A	74	100	9	54	31	5	86.8	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A
Title I	6	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	25,849	100	4	37	44	15	73.7	N/A	N/A
Non-Title I	109	100	9	60	27	5	88.5	N/A	N/A	149	99	8	58	29	5	87.2	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A
Non-Low Income	85	100	9	64	21	6	89.7	N/A	N/A	115	99	9	64	21	6	89.6	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,428	99	1	23	49	26	61.8	N/A	N/A
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,212	100	8	48	36	8	82.5	N/A	N/A
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	538	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75	99	7	49	36	8	80.7	N/A	N/A
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A
□																											
<b>All Students</b>																											
2011	115	100	9	57	29	6	86.7	N/A	N/A	156	99	8	55	31	6	85.7	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A
2010	102	99	13	48	33	6	85.3	N/A	N/A	157	99	12	50	31	7	86.9	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A



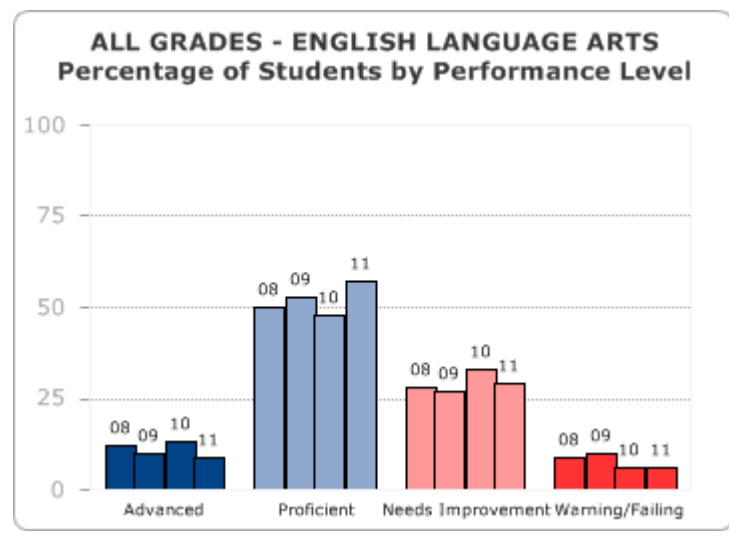
**GRADE LEVEL 3 - MATHEMATICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	21	100	5	33	48	14	71.4	N/A	N/A	26	96	4	35	50	12	72.1	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A
ELL/Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,687	100	7	37	35	21	71.8	N/A	N/A
Low-Income	30	100	7	60	30	3	85.0	N/A	N/A	41	100	5	54	37	5	82.3	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A
African American/Black	3	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	5,479	100	4	35	38	23	69.8	N/A	N/A
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,131	100	26	53	15	5	91.7	N/A	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	11,319	100	5	38	37	20	72.3	N/A	N/A
Native American	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	165	99	9	45	33	13	80.6	N/A	N/A
White	108	100	15	64	19	3	91.2	N/A	N/A	143	99	17	63	18	2	92.0	N/A	N/A	46,896	100	15	57	21	6	88.9	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	41	100	7	51	34	7	81.7	N/A	N/A	56	98	5	48	39	7	80.4	N/A	N/A	33,822	100	6	40	35	19	74.9	N/A	N/A
Male	62	100	15	61	21	3	89.9	N/A	N/A	82	99	16	57	24	2	89.6	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A
Female	53	100	17	64	17	2	92.5	N/A	N/A	74	100	19	62	16	3	91.9	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A
Title I	6	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	25,870	100	6	41	35	17	75.4	N/A	N/A
Non-Title I	109	100	17	62	18	3	91.5	N/A	N/A	149	99	18	60	20	2	91.4	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A
Non-Low Income	85	100	19	64	15	2	93.2	N/A	N/A	115	99	22	62	15	2	93.7	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,474	100	4	33	38	25	67.5	N/A	N/A
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,213	100	13	50	28	9	84.4	N/A	N/A
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	606	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75	99	11	44	35	11	79.0	N/A	N/A
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A
<b>All Students</b>																											
2011	115	100	16	63	19	3	91.1	N/A	N/A	156	99	17	60	21	3	90.7	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A
2010	103	100	18	45	31	6	84.0	N/A	N/A	158	100	18	46	30	7	85.6	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A



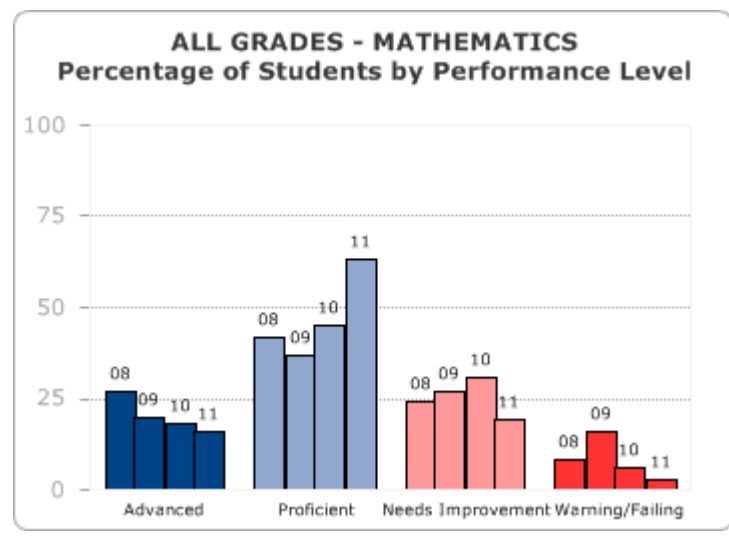
**ALL GRADES - ENGLISH LANGUAGE ARTS**

Student Group	School						District						State														
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	-	-	-	-	-	-	-	-	-	184	98	0	23	45	32	61.8	42.0	137	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	-	-	-	-	-	-	-	-	-	255	100	7	51	33	9	81.7	47.0	187	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	-	-	-	-	-	-	-	-	-	13	93	0	31	54	15	73.1	N/A	8	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	-	-	-	-	-	-	-	-	-	10	100	40	60	0	0	100.0	N/A	10	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	-	-	-	-	-	-	-	-	-	25	100	4	48	32	16	76.0	N/A	18	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958
White	-	-	-	-	-	-	-	-	-	1,011	100	15	57	22	6	88.7	49.0	810	343,938	99	21	56	19	5	90.9	51.0	281,256
<b>Other Subgroups</b>																											
High Needs	-	-	-	-	-	-	-	-	-	380	99	4	42	37	17	75.7	45.0	281	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	-	-	-	-	-	-	-	-	-	546	99	10	56	26	8	85.3	43.0	425	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	-	-	-	-	-	-	-	-	-	539	100	20	58	18	4	91.3	56.0	440	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I	-	-	-	-	-	-	-	-	-	68	100	0	18	63	19	62.1	40.0	57	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	-	-	-	-	-	-	-	-	-	1,017	100	16	59	19	5	90.0	50.0	808	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	-	-	-	-	-	-	-	-	-	830	99	17	58	19	6	90.3	50.0	678	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	24	100	8	63	25	4	86.5	N/A	18	11,536	99	18	51	24	8	86.9	51.0	8,903
<b>All Students</b>																											
2011	115	100	9	57	29	6	86.7	N/A	N/A	1,085	100	15	57	22	6	88.3	49.0	865	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	102	99	13	48	33	6	85.3	N/A	N/A	1,110	99	13	58	23	6	88.4	51.0	887	498,668	99	16	52	24	8	86.9	50.0	396,078



**ALL GRADES - MATHEMATICS**

Student Group	School						District						State														
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	-	-	-	-	-	-	-	-	-	184	98	2	10	40	48	49.9	38.0	137	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	-	-	-	-	-	-	-	-	-	252	99	14	36	32	18	74.4	49.0	181	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	-	-	-	-	-	-	-	-	-	13	93	0	38	46	15	69.2	N/A	9	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	-	-	-	-	-	-	-	-	-	10	100	30	60	10	0	97.5	N/A	10	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	-	-	-	-	-	-	-	-	-	25	100	16	32	32	20	73.0	N/A	18	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956
White	-	-	-	-	-	-	-	-	-	1,011	100	26	40	24	10	84.0	55.0	808	344,050	99	28	37	25	10	84.3	50.0	281,305
<b>Other Subgroups</b>																											
High Needs	-	-	-	-	-	-	-	-	-	377	99	10	27	36	27	66.8	47.0	276	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	-	-	-	-	-	-	-	-	-	546	99	22	40	25	13	82.1	53.0	424	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	-	-	-	-	-	-	-	-	-	538	100	28	40	24	9	84.8	56.0	439	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I	-	-	-	-	-	-	-	-	-	68	100	4	24	51	21	65.1	43.0	57	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	-	-	-	-	-	-	-	-	-	1,016	99	26	41	22	10	84.6	55.0	806	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	-	-	-	-	-	-	-	-	-	832	100	28	41	22	8	86.1	55.0	682	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	23	100	22	26	30	22	70.7	N/A	17	11,535	99	24	33	28	15	79.1	50.0	8,894
<b>All Students</b>																											
2011	115	100	16	63	19	3	91.1	N/A	N/A	1,084	99	25	40	24	11	83.4	55.0	863	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	103	100	18	45	31	6	84.0	N/A	N/A	1,107	99	22	35	30	13	80.0	49.0	880	498,632	99	26	33	27	15	79.9	50.0	396,662



# John F Kennedy Elem - 2011 Accountability Data

**District:** Blackstone-Millville (06220000)  
**School:** John F Kennedy Elem (06220008)  
**Accountability & Assistance Level:** Level 1  
**School Title I Status:** Title I School (TA)  
**NCLB School Choice Required:** No  
**Supplemental Educational Services Required:** No  
**Commended For:** Exiting 2010 NCLB accountability status

	NCLB Accountability Status	Improvement Rating
<b>ENGLISH LANGUAGE ARTS</b>	No Status	On Target
<b>MATHEMATICS</b>	No Status	Above Target

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate	Yes	100	No	86.7	Yes	1.4	Yes	95.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	60.7	-	-	-	-	-
Low Income	-	-	-	78.3	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	88.0	Yes	0.8	Yes	95.5	Yes
<b>MATHEMATICS</b>									
Aggregate	Yes	100	No	91.1	Yes	7.1	Yes	95.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	71.4	-	-	-	-	-
Low Income	-	-	-	85.0	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	91.2	Yes	5.9	Yes	95.5	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes	
MATH	Aggregate	-	-	-	Yes	Yes	No	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	No	Yes	Yes	

John F Kennedy Elementary:  
AYP Data Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	118	118	100	Yes	115	86.7	No	85.3	3.7	86.5-91.5	Yes	95.3	-0.1	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	21	21	-	-	21	60.7	-	-	-	-	-	-	-	-	-
Low Income	33	33	-	-	30	78.3	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	109	109	100	Yes	108	88.0	No	87.2	3.2	87.9-92.9	Yes	95.5	0.0	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	118	118	100	Yes	115	91.1	No	84.0	4.0	85.5-90.5	Yes	95.3	-0.1	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	21	21	-	-	21	71.4	-	-	-	-	-	-	-	-	-
Low Income	33	33	-	-	30	85.0	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	109	109	100	Yes	108	91.2	No	85.3	3.7	86.5-91.5	Yes	95.5	0.0	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes	
MATH	Aggregate	-	-	-	Yes	Yes	No	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	No	Yes	Yes	

# About the Data

## Enrollment and Educator Data

### Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

The waiver data included in this 2011 NCLB Report Card reflects only academic waivers issued during the 2010-2011 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

## Student Groups (2010-11 School Year)

**African American or Black:** A person having origins in any of the black racial groups of Africa.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

**First Language Not English:** A student whose first language learned or used by the parent/guardian with the child is not English.

**Formerly Limited English Proficient (FLEP):** A student who has transitioned out of LEP status during the current school year or within the past two school years.

**Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Limited English Proficient (LEP):** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

**Low Income:** An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

**Multi-race, Non-Hispanic:** A person selecting more than one racial category and non-Hispanic.

**Native American:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Special Education:** A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

**Title I:** Student receives Title I services.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## MCAS Data (Spring 2011 Results)

MCAS performance levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

**Advanced:** Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

**Proficient:** Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

**Needs Improvement:** Students demonstrate a partial understanding of subject matter and solve some simple problems.

**Warning/Failing:** Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

**CPI:** The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number

between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.

A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)	Portfolio not Submitted	0

\* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

**SGP:** Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

## Accountability Data (2011)

### State Accountability and Assistance Levels

Accountability reports for all districts and schools (except charter schools) display a state Accountability and Assistance Level of 1 to 5 indicating its placement on the Framework for Accountability and Assistance, the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention will be in Level 1; those requiring the most intervention will be in Level 5. For information on understanding Accountability and Assistance Levels, please see <http://www.doe.mass.edu/sda/framework/default.html>.

### Federal NCLB Accountability Status Labels

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

**I1/2-S:** Identified for Improvement - Subgroups only (Year 1 or 2)

**I1/2-A:** Identified for Improvement (Year 1 or 2)

**CA-S:** Identified for Corrective Action - Subgroups only

**CA-A:** Identified for Corrective Action

**RST1/2-S:** Identified for Restructuring - Subgroups only (Year 1 or 2)

**RST1/2:** Identified for Restructuring (Year 1 or 2)

**UR:** Under Review

For more information on the No Child Left Behind Act, please visit <http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of Massachusetts, please visit the <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.