

2008-2009 NCLB Report Card - A F Maloney

A F Maloney (06220015)

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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 (as of October 1, 2008)

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: Charter schools are not required to hire licensed teachers; 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/>. **State educator data totals will be available once this information is collected from all schools and districts.**

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.

Enrollment - 2008-09				Educator Data - 2008-09			
	School	District	State		School	District	State
Total Count	230	2,145	958,910	Total # of Teachers	19.3	154.7	70,132.3
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	97.4	96.5
African American or Black	0.9	1.1	8.2	Total Number of Classes in Core Academic Areas	63	563	278,712
Asian	0.9	1.0	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	96.1	96.5
Hispanic or Latino	3.0	2.8	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	3.9	3.5
Multi-race, Non-Hispanic	1.7	2.0	2.0	Student/Teacher Ratio	11.9 to 1	13.9 to 1	13.6 to 1
Native American	0.4	0.2	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	93.0	93.0	69.9				
Gender (%)							
Male	43.0	51.1	51.4				
Female	57.0	48.9	48.6				
Selected Populations (%)							
Limited English Proficiency	0.4	0.5	5.9				
Low-Income	16.1	17.0	30.7				
Special Education	15.2	16.0	17.1				
First Language Not English	2.2	1.5	15.4				

Grades Offered: 04, 05

2007 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percents 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	236	16	49	81	19	100	220	7	32	66	34	100
Stud. w/ Disab	213	6	23	54	46	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9
African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5
Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

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	11	58	93	7	100	239	5	39	81	19	100
Stud. w/ Disab	238	4	33	83	17	14	220	2	19	60	40	11
LEP/FLEP	230	2	24	74	26	6	217	1	13	56	44	10
African American/Black	232	2	26	75	25	7	222	1	15	63	37	17
Asian/Pacific Islander	259	21	66	95	5	6	254	16	59	91	9	5
Hispanic/Latino	231	2	23	77	23	11	227	1	22	69	31	21
White	257	12	65	97	3	75	248	8	51	91	9	55
Low-Income	237	3	32	83	17	27	227	1	22	70	30	46

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	273	4	43	84	16	100	261	2	29	73	27	100
Stud. w/ Disab	246	1	13	55	45	13	226	#	7	34	66	9
LEP/FLEP	232	#	4	40	60	2	222	#	4	29	71	6
African American/Black	253	1	17	65	35	8	244	#	12	54	46	17
Asian/Pacific Islander	281	6	54	89	11	5	269	5	40	79	21	5
Hispanic/Latino	251	1	15	63	37	9	246	1	14	57	43	18
White	278	5	49	89	11	76	270	3	38	83	17	58
Low-Income	256	1	20	69	31	26	247	1	15	58	42	40

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	298	15	51	85	15	100	280	7	31	70	30	100
Stud. w/ Disab	271	2	18	62	38	9	246	1	8	33	67	9
LEP/FLEP	251	3	16	33	67	3	245	1	6	30	70	6
African American/Black	264	1	13	54	46	8	259	1	11	47	53	17
Asian/Pacific Islander	315	28	74	94	6	5	296	17	49	82	18	5
Hispanic/Latino	270	5	19	59	41	10	264	2	15	54	46	19
White	305	17	58	91	9	75	290	9	41	81	19	58
Low-Income	275	4	25	65	35	26	265	2	15	55	45	41

2007 Massachusetts NAEP Results
Participation Rates for Students with Disabilities and for Limited English Proficient 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.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – Limited English Proficient	% of Students Excluded from Original Sample
Grade 4 Reading	4,200	14	4	6
Grade 4 Mathematics	4,200	14	6	5
Grade 8 Reading	3,600	13	2	7
Grade 8 Mathematics	3,600	9	3	9

A F Maloney:
 2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 2	High	No Change
MATHEMATICS	No Status	Moderate	No Change

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2008
	MetTarget	Actual	MetTarget (85.4)	Actual	MetTarget	Change from 2007	MetTarget	Actual	
Did at least 95% of students participate in MCAS?	Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 60% graduation rate target (G9-12)?				
ENGLISH LANGUAGE ARTS	MetTarget	Actual	MetTarget (85.4)	Actual	MetTarget	Change from 2007	MetTarget	Actual	AYP 2008
Aggregate	Yes	99	No	80.9	No	-1.0	Yes	96.4	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	54.1	-	-	-	-	-
Low Income	-	-	-	75.0	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	80.8	No	-1.1	Yes	96.6	No
MATHEMATICS	MetTarget	Actual	MetTarget (76.5)	Actual	MetTarget	Change from 2007	MetTarget	Actual	AYP 2008
Aggregate	Yes	100	Yes	77.7	No	0.7	Yes	96.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	52.7	-	-	-	-	-
Low Income	-	-	-	67.0	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	78.8	Yes	1.1	Yes	96.6	Yes

Adequate Yearly Progress History										NCLB Accountability Status	
	2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Improvement Year 2
	All Subgroups	-	-	-	No	Yes	No	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	No	Yes	Yes	Yes	Yes	Yes	

**A F Maloney:
AYP Data Detail**

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (85.4)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	190	189	99	Yes	182	80.9	No	81.9	2.6	82.0-87.0	No	96.4	0.8	Yes	No
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	38	38	-	-	37	54.1	-	-	-	-	-	-	-	-	-
Low Income	30	30	-	-	28	75.0	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	176	175	99	Yes	169	80.8	No	81.9	2.6	82.0-87.0	No	96.6	1.0	Yes	No

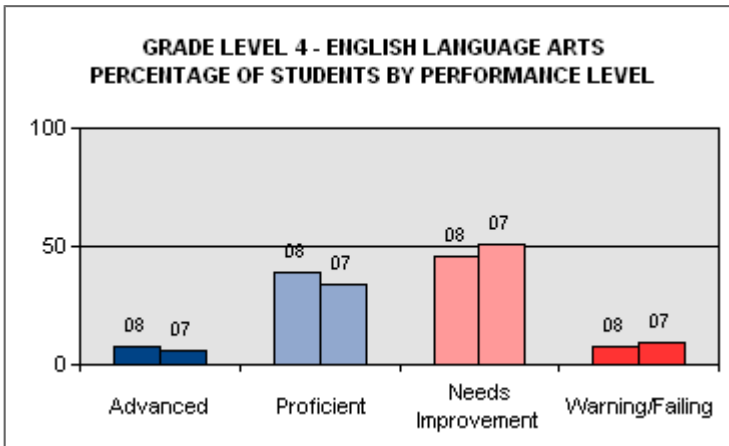
MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008	
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target		
Aggregate	190	190	100	Yes	183	77.7	Yes	77.0	3.3	77.8-82.8	No	96.4	0.8	Yes	Yes	
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education	38	38	-	-	37	52.7	-	-	-	-	-	-	-	-	-	
Low Income	30	30	-	-	28	67.0	-	-	-	-	-	-	-	-	-	
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	175	175	100	Yes	170	78.8	Yes	77.7	3.2	78.4-83.4	Yes	96.6	1.0	Yes	Yes	

Adequate Yearly Progress History											NCLB Accountability Status
	2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Improvement Year 2
	All Subgroups	-	-	-	No	Yes	No	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	No	Yes	Yes	Yes	Yes	Yes	

A F Maloney: 2008 MCAS Data - By Grade, Subject and Subgroup

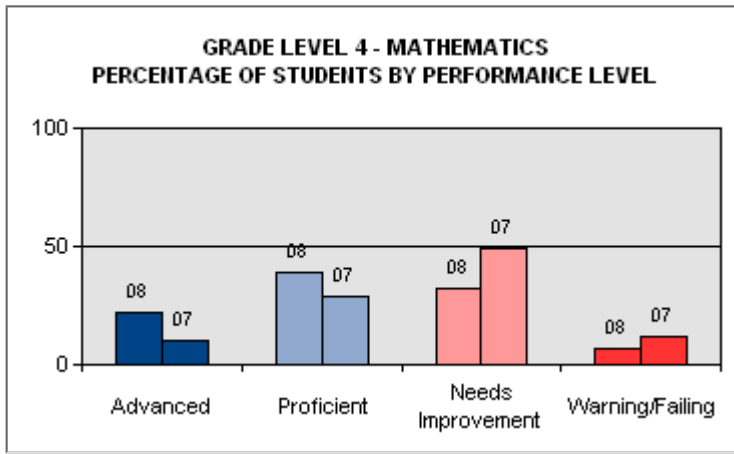
Notes: The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). AYP Participation rates show the number of students who participated in MCAS and MCAS Alternate Assessment (MCAS-Alt) tests divided by the number of students enrolled on the date the tests were administered.

GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	20	100	5	10	55	30	57.5	26	100	4	12	46	38	54.8	13,134	99	1	13	44	42	56.9
LEP/FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6,269	99	1	17	48	33	57.4
Low-Income	14	100	0	29	57	14	66.1	27	100	0	22	59	19	62.0	22,338	99	2	24	49	25	63.9
African American/Black		-	-	-	-	-	-	1	-	-	-	-	-	-	5,583	99	2	23	50	25	63.1
Asian	1	-	-	-	-	-	-	2	-	-	-	-	-	-	3,495	99	13	43	34	10	80.8
Hispanic/Latino	2	-	-	-	-	-	-	3	-	-	-	-	-	-	9,716	99	2	21	48	29	61.3
Native American		-	-	-	-	-	-	1	-	-	-	-	-	-	190	99	2	31	51	16	70.5
White	99	100	8	37	46	8	78.0	152	100	7	37	45	11	75.8	50,670	100	10	46	36	9	82.2
Other Subgroups																					
Male	49	100	8	37	43	12	76.5	77	100	8	32	43	17	73.1	36,579	99	5	37	42	16	74.4
Female	54	100	7	41	48	4	80.1	83	100	5	43	47	5	79.2	34,563	100	11	44	35	10	81.1
Title I		-	-	-	-	-	-		-	-	-	-	-	-	22,692	99	2	25	50	23	64.8
Non-Title I	103	100	8	39	46	8	78.4	160	100	6	38	45	11	76.3	48,450	99	11	48	33	8	83.6
Non-Low Income	89	100	9	40	44	7	80.3	133	100	8	41	42	9	79.1	48,804	100	11	48	34	7	83.9
LEP		-	-	-	-	-	-		-	-	-	-	-	-	4,093	98	1	11	47	42	50.7
FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	2,176	100	3	30	51	16	70.0
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-	456	91	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	14	100	0	43	43	14	71.4
Native Hawaiian/Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	72	99	10	40	40	10	81.3
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1,416	100	6	43	37	13	77.1
All Students																					
2008	103	100	8	39	46	8	78.4	160	100	6	38	45	11	76.3	71,162	99	8	41	39	13	77.6
2007	82	99	6	34	51	9	74.1	129	98	7	40	45	8	77.7	70,517	100	10	46	34	10	81.2



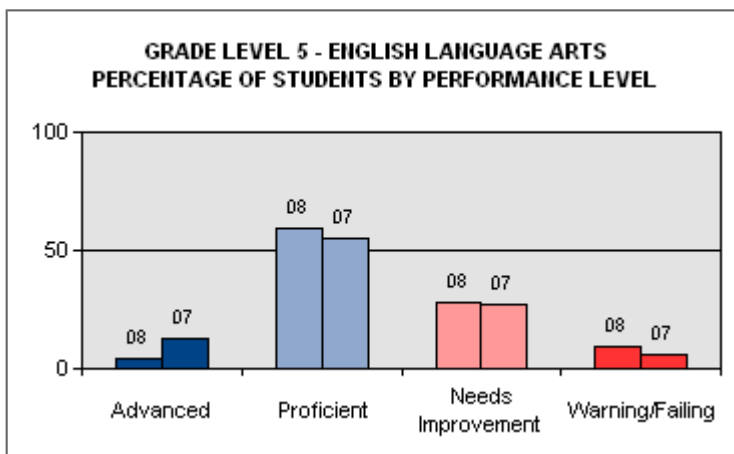
GRADE LEVEL 4 - MATHEMATICS

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	20	100	10	35	30	25	67.5	26	100	8	27	42	23	66.3	13,214	99	4	14	44	39	59.9
LEP/FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6,318	100	9	19	44	29	62.8
Low-Income	14	100	0	36	43	21	66.1	27	100	4	26	56	15	67.6	22,447	100	8	21	47	24	66.0
African American/Black		-	-	-	-	-	-	1	-	-	-	-	-	-	5,608	100	7	19	48	26	63.5
Asian	1	-	-	-	-	-	-	2	-	-	-	-	-	-	3,507	100	38	28	26	7	86.1
Hispanic/Latino	2	-	-	-	-	-	-	4	-	-	-	-	-	-	9,779	100	8	20	45	27	64.1
Native American		-	-	-	-	-	-	1	-	-	-	-	-	-	193	99	11	27	47	16	72.3
White	99	100	23	38	32	6	84.3	151	100	23	34	36	7	81.6	50,848	100	23	33	36	9	81.9
Other Subgroups																					
Male	49	100	18	45	29	8	85.2	76	100	20	38	34	8	83.2	36,750	100	19	29	38	14	77.6
Female	54	100	26	33	35	6	82.9	84	100	23	29	42	7	79.2	34,672	100	21	30	38	12	78.6
Title I		-	-	-	-	-	-	1	-	-	-	-	-	-	22,799	100	9	22	47	22	67.0
Non-Title I	103	100	22	39	32	7	84.0	159	100	21	33	38	8	81.1	48,623	100	25	33	33	8	83.3
Non-Low Income	89	100	26	39	30	4	86.8	133	100	25	35	35	6	83.8	48,975	100	25	33	34	8	83.6
LEP		-	-	-	-	-	-		-	-	-	-	-	-	4,140	100	5	14	45	35	57.0
FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	2,178	100	16	27	41	16	73.9
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-	502	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	14	100	0	57	29	14	76.8
Native Hawaiian/Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	73	100	23	25	38	14	78.8
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1,414	100	21	27	38	14	77.0
All Students																					
2008	103	100	22	39	32	7	84.0	160	100	21	33	38	8	81.1	71,450	100	20	29	38	13	78.1
2007	82	100	10	29	49	12	72.6	130	100	11	35	45	9	75.8	70,645	100	19	29	39	13	77.0



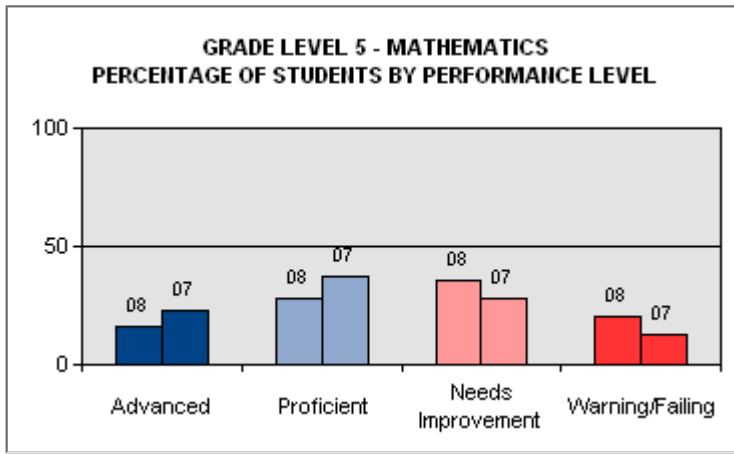
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS

Student Group	School								District								State							
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI			
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W						
AYP Subgroups																								
Stud. w/ Disab	17	100	0	12	47	41	50.0	25	100	0	12	52	36	53.0	13,403	99	2	21	47	30	64.6			
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,670	99	3	23	47	26	62.9			
Low-Income	14	100	7	57	21	14	83.9	25	100	4	60	24	12	85.0	21,857	99	4	33	46	18	71.2			
African American/Black	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,522	99	4	33	46	17	71.1			
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,366	100	22	46	25	7	87.0			
Hispanic/Latino	3	-	-	-	-	-	-	6	-	-	-	-	-	-	9,293	99	3	29	47	21	67.5			
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	207	100	3	41	44	12	76.6			
White	70	99	4	59	30	7	84.6	113	99	6	61	27	5	86.9	50,775	100	16	53	26	5	88.1			
Other Subgroups																								
Male	51	98	2	55	31	12	80.4	86	99	5	56	30	9	82.8	36,352	99	10	47	33	10	82.0			
Female	28	100	7	68	21	4	91.1	44	100	9	68	20	2	92.6	34,271	100	17	48	28	7	85.8			
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,618	99	5	34	45	16	71.8			
Non-Title I	79	99	4	59	28	9	84.2	130	99	6	60	27	7	86.2	50,005	100	17	54	24	5	88.8			
Non-Low Income	65	98	3	60	29	8	84.2	105	99	7	60	28	6	86.4	48,766	100	18	54	24	4	89.5			
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,265	98	1	14	47	38	53.9			
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,405	100	6	36	47	11	75.2			
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	458	92	-	-	-	-	-			
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68	99	12	51	31	6	86.0			
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	9	-	-	-	-	-	-	1,392	100	14	48	30	9	84.2			
All Students																								
2008	79	99	4	59	28	9	84.2	130	99	6	60	27	7	86.2	70,644	100	13	48	30	8	83.9			
2007	127	100	13	55	27	6	87.0	190	100	10	49	36	5	83.8	71,320	100	15	48	28	9	84.6			



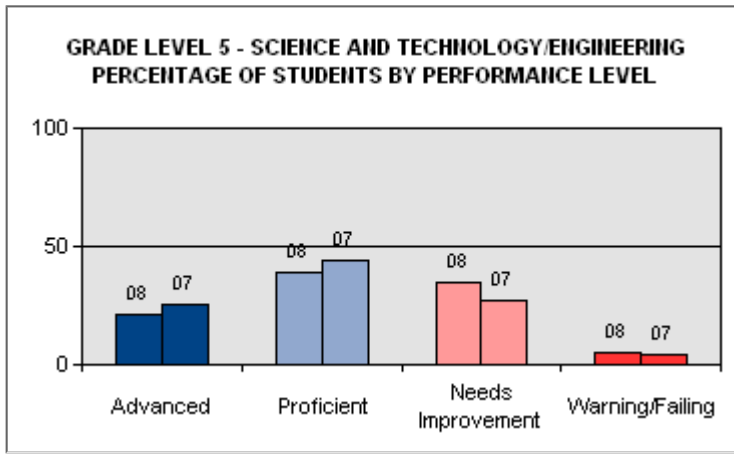
GRADE LEVEL 5 - MATHEMATICS

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	17	100	0	6	29	65	35.3	24	100	4	4	33	58	39.6	13,394	99	4	14	33	49	54.3
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,695	99	9	19	34	38	57.7
Low-Income	14	100	7	29	43	21	67.9	24	100	4	29	42	25	65.6	21,904	100	8	22	37	32	61.9
African American/Black	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,522	100	8	20	39	33	60.4
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,367	100	42	29	20	9	86.5
Hispanic/Latino	3	-	-	-	-	-	-	6	-	-	-	-	-	-	9,328	99	7	20	37	37	58.1
Native American		-	-	-	-	-	-		-	-	-	-	-	-	209	100	12	22	39	27	66.3
White	71	100	17	30	35	18	71.1	115	100	17	31	36	17	73.0	50,833	100	26	33	29	13	80.7
Other Subgroups																					
Male	52	100	19	25	35	21	68.8	87	100	16	33	32	18	72.7	36,411	100	23	30	30	18	76.3
Female	28	100	11	32	39	18	71.4	44	100	16	23	45	16	70.5	34,311	100	22	30	31	17	76.2
Title I		-	-	-	-	-	-		-	-	-	-	-	-	20,650	100	10	23	37	30	63.1
Non-Title I	80	100	16	28	36	20	69.7	131	100	16	30	37	18	71.9	50,072	100	27	33	28	12	81.7
Non-Low Income	66	100	18	27	35	20	70.1	107	100	19	30	36	16	73.4	48,818	100	29	33	27	11	82.7
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,294	99	5	14	31	50	49.5
FLEP		-	-	-	-	-	-		-	-	-	-	-	-	2,401	99	14	26	37	23	69.0
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-	522	100	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	68	99	21	37	31	12	83.1
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	8	-	-	-	-	-	-	1,395	100	23	30	28	20	75.8
All Students																					
2008	80	100	16	28	36	20	69.7	131	100	16	30	37	18	71.9	70,748	100	22	30	30	17	76.2
2007	127	100	23	37	28	13	79.9	191	100	20	35	30	15	77.4	71,352	100	19	32	31	18	75.7



GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	17	100	0	6	71	24	55.9	24	100	0	13	71	17	62.5	13,369	99	4	17	45	33	61.9
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,686	99	3	13	46	38	53.1
Low-Income	14	100	14	36	43	7	80.4	24	100	8	50	33	8	83.3	21,873	99	4	19	50	26	61.6
African American/Black	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,515	100	3	16	50	31	57.8
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,363	100	25	31	34	10	80.4
Hispanic/Latino	3	-	-	-	-	-	-	6	-	-	-	-	-	-	9,315	99	4	15	50	31	57.4
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	209	100	6	28	49	17	69.6
White	71	100	23	39	34	4	85.6	116	100	19	45	34	3	87.5	50,800	100	20	38	35	7	83.3
Other Subgroups																					
Male	52	100	21	37	37	6	83.7	88	100	17	43	36	3	86.1	36,377	100	17	34	37	12	78.6
Female	28	100	21	43	32	4	86.6	44	100	20	45	30	5	87.5	34,286	100	16	32	39	13	76.5
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,634	100	5	20	50	25	61.8
Non-Title I	80	100	21	39	35	5	84.7	132	100	18	44	34	4	86.6	50,029	100	22	38	33	7	84.1
Non-Low Income	66	100	23	39	33	5	85.6	108	100	20	43	34	3	87.3	48,790	100	22	39	32	6	84.8
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,289	99	1	8	41	50	45.8
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,397	99	5	20	54	22	63.0
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	521	98	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68	99	22	34	32	12	81.6
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	8	-	-	-	-	-	-	1,393	100	17	33	37	13	77.7
All Students																					
2008	80	100	21	39	35	5	84.7	132	100	18	44	34	4	86.6	70,689	100	17	33	38	12	77.6
2007	127	100	25	44	27	4	88.8	191	100	22	41	33	4	86.3	71,338	100	14	37	37	12	78.9



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.

Student Groups (as of October 1, 2008)

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 2008 Results)

MCAS performance levels include Above Proficient (**P+**) in grade 3; Advanced (**A**) in grades 4-8 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.

Above Proficient: Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

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.

Accountability Data (2008)

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/>.

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 this school or district, please visit <http://profiles.doe.mass.edu/>.

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