

2008-2009 NCLB Report Card - John F Kennedy Elem

John F Kennedy Elem (06220008)
Everett B Campbell, Principal
 Mailing Address: 200 Lincoln Street
 Blackstone, MA 01504
 Phone: (508) 876-0118
 FAX: (508) 876-0158
 Website: <http://www.bmrds.net>

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	473	2,145	958,910	Total # of Teachers	28.4	154.7	70,132.3
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	97.4	96.5
African American or Black	1.1	1.1	8.2	Total Number of Classes in Core Academic Areas	104	563	278,712
Asian	1.3	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	4.0	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	2.3	2.0	2.0	Student/Teacher Ratio	16.7 to 1	13.9 to 1	13.6 to 1
Native American	0.2	0.2	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	91.1	93.0	69.9				
Gender (%)							
Male	53.3	51.1	51.4				
Female	46.7	48.9	48.6				
Selected Populations (%)							
Limited English Proficiency	1.1	0.5	5.9				
Low-Income	19.2	17.0	30.7				
Special Education	14.0	16.0	17.1				
First Language Not English	1.7	1.5	15.4				

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

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

John F Kennedy Elem:
 2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	Declined
MATHEMATICS	No Status	High	On Target

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	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	No	84.7	No	-4.8	Yes	96.4	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	85.0	No	-4.8	Yes	96.5	No
MATHEMATICS									
Aggregate	Yes	100	Yes	86.8	Yes	1.6	Yes	96.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	87.0	Yes	1.0	Yes	96.5	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 Status
	All Subgroups	-	-	-	No	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	-	-	-	-	-	-	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	-	-	Yes	Yes		

John F Kennedy Elem:
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	112	112	100	Yes	106	84.7	No	89.5	1.5	89.5-93.5	No	96.4	0.7	Yes	No
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	15	15	-	-	14	-	-	-	-	-	-	-	-	-	-
Low Income	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	107	107	100	Yes	102	85.0	No	89.8	1.5	89.8-93.8	No	96.5	0.7	Yes	No

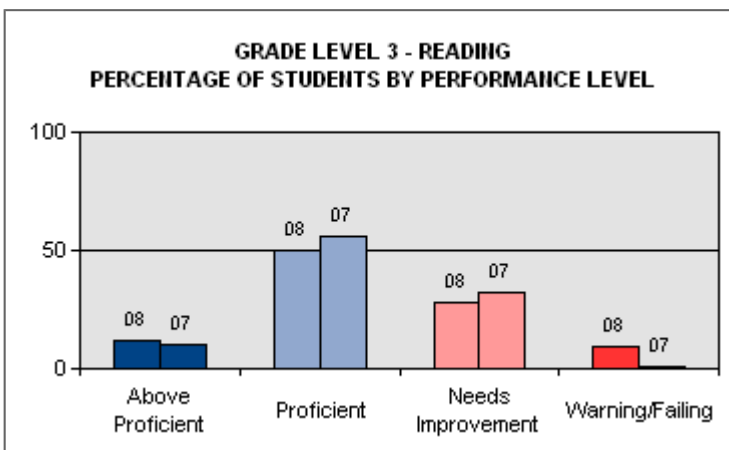
MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	112	112	100	Yes	106	86.8	Yes	85.2	2.1	85.2-89.8	Yes	96.4	0.7	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	15	15	-	-	14	-	-	-	-	-	-	-	-	-	-
Low Income	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	107	107	100	Yes	102	87.0	Yes	86.0	2.0	86.0-90.5	Yes	96.5	0.7	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 Status
	All Subgroups	-	-	-	No	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	-	-	-	-	-	-	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	-	-	Yes	Yes		

John F Kennedy Elem: 2008 MCAS Data - By Grade, Subject and Subgroup

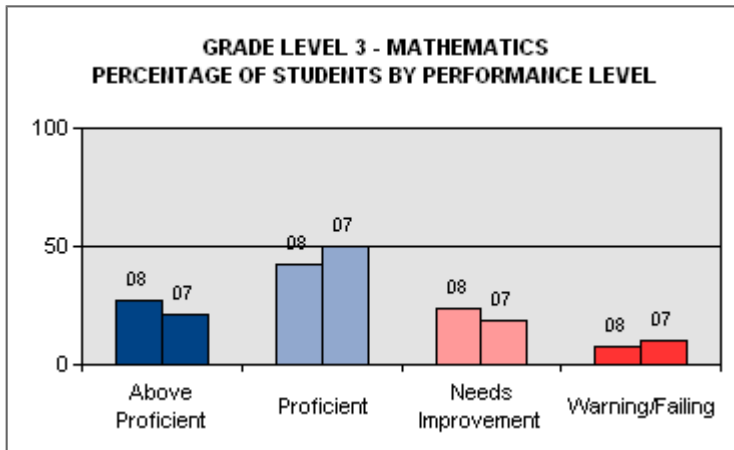
Notes: The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). 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 3 - READING																					
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
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	14	100	0	14	21	64	46.4	25	100	4	20	36	40	59.0	12,108	99	3	20	42	36	63.7
LEP/FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6,989	99	4	22	44	30	62.3
Low-Income	9	-	-	-	-	-	-	21	100	10	38	43	10	79.8	22,285	99	5	27	46	23	68.5
African American/Black	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,540	99	6	27	45	23	68.2
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,431	99	21	41	29	9	84.0
Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	10,073	99	4	25	45	26	65.5
Native American		-	-	-	-	-	-	1	-	-	-	-	-	-	204	100	8	33	49	10	76.1
White	102	100	13	51	26	10	85.0	162	100	11	54	27	7	86.4	49,487	100	18	45	29	7	86.1
Other Subgroups																					
Male	40	100	3	48	35	15	78.1	74	100	4	53	32	11	82.1	36,022	99	12	40	34	14	79.6
Female	66	100	18	52	24	6	88.6	97	100	15	54	26	5	88.4	34,228	100	18	42	31	9	83.5
Title I		-	-	-	-	-	-		-	-	-	-	-	-	23,025	99	6	28	45	21	69.6
Non-Title I	106	100	12	50	28	9	84.7	171	100	11	53	29	8	85.7	47,225	100	20	47	27	7	87.4
Non-Low Income	97	100	12	52	27	9	85.3	150	100	11	55	27	7	86.5	47,965	100	20	47	27	6	87.6
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,028	98	2	18	45	35	57.7
FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1,961	100	7	33	44	17	74.1
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-	461	91	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	5	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	69	97	9	42	42	7	82.2
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	4	-	-	-	-	-	-	1,446	99	15	39	34	12	80.8
All Students																					
2008	106	100	12	50	28	9	84.7	171	100	11	53	29	8	85.7	70,284	100	15	41	33	11	81.5
2007	105	100	10	56	32	1	89.5	155	100	14	48	34	5	86.0	71,311	100	14	45	32	9	83.5



GRADE LEVEL 3 - 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
	#	%	P+	P	NI	W	#	%	P+	P	NI	W	#	%	P+	P	NI	W	#		
AYP Subgroups																					
Stud. w/ Disab	14	100	7	7	36	50	53.6	25	100	12	16	40	32	64.0	12,132	99	7	22	30	41	63.6
LEP/FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	7,024	99	12	28	30	30	67.0
Low-Income	9	-	-	-	-	-	-	21	100	29	33	24	14	82.1	22,319	100	11	30	32	27	69.5
African American/Black	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,542	100	10	27	33	30	66.7
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3,443	100	37	36	19	9	87.8
Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	10,108	99	11	28	31	30	67.3
Native American		-	-	-	-	-	-	1	-	-	-	-	-	-	202	100	16	34	33	17	75.9
White	102	100	28	40	25	7	87.0	162	100	30	41	22	7	87.3	49,538	100	28	39	23	10	85.7
Other Subgroups																					
Male	40	100	28	40	25	8	85.0	74	100	28	39	24	8	85.5	36,092	100	24	36	25	15	81.2
Female	66	100	27	42	23	8	87.9	97	100	29	43	20	8	88.1	34,264	100	25	37	25	13	81.9
Title I		-	-	-	-	-	-		-	-	-	-	-	-	23,042	100	13	31	32	25	70.7
Non-Title I	106	100	27	42	24	8	86.8	171	100	29	42	22	8	87.0	47,314	100	30	39	21	9	86.8
Non-Low Income	97	100	28	40	25	7	86.6	150	100	29	43	21	7	87.7	48,037	100	31	39	21	9	87.1
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	5,064	99	8	26	32	34	63.1
FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1,960	100	20	34	26	20	77.0
1st Yr LEP*		-	-	-	-	-	-		-	-	-	-	-	-	529	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	71	97	21	35	25	18	79.2
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	4	-	-	-	-	-	-	1,452	99	25	32	26	17	80.0
All Students																					
2008	106	100	27	42	24	8	86.8	171	100	29	42	22	8	87.0	70,393	100	25	36	25	14	81.5
2007	105	100	21	50	19	10	85.2	155	100	18	47	23	12	82.7	71,323	100	19	41	24	16	80.3



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>.