

2008-2009 NCLB Report Card - Memorial Elementary

Memorial Elementary (01770015)

Leigh A Becker, Principal

Mailing Address: 16 Cassidy Lane

Medway, MA 02053

Phone: (508) 533-3266

FAX: (508) 533-3261

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	443	2,756	958,910	Total # of Teachers	28.9	182.9	-
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	97.3	-
African American or Black	1.1	1.1	8.2	Total Number of Classes in Core Academic Areas	102	619	-
Asian	0.9	2.0	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	96.9	-
Hispanic or Latino	1.4	2.0	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	3.1	-
Multi-race, Non-Hispanic	0.7	0.6	2.0	Student/Teacher Ratio	15.4 to 1	15.1 to 1	- to 1
Native American	0.2	0.1	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1	0.1				
White	95.7	94.0	69.9				
Gender (%)							
Male	48.8	50.7	51.4				
Female	51.2	49.3	48.6				
Selected Populations (%)							
Limited English Proficiency	0.5	0.5	5.9				
Low-Income	7.2	5.1	30.7				
Special Education	17.8	18.5	17.1				
First Language Not English	0.7	0.9	15.4				

Grades Offered: 03, 04

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

Memorial Elementary: 2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 2 - Subgroups	High	No Change
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	
Aggregate	Yes	100	Yes	89.5	No	-0.8	Yes	96.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	67.4	No	-2.7	Yes	95.8	No
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	89.9	No	-0.8	Yes	96.8	Yes
MATHEMATICS	MetTarget	Actual	MetTarget (76.5)	Actual	MetTarget	Change from 2007	MetTarget	Actual	AYP 2008
Aggregate	Yes	100	Yes	86.1	Yes	0.1	Yes	96.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	58.2	No	-6.5	Yes	95.8	No
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	86.1	Yes	0.0	Yes	96.8	Yes

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

Memorial Elementary:
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	438	438	100	Yes	433	89.5	Yes	90.3	1.4	90.3-94.2	No	96.8	-0.4	Yes	Yes
Lim. English Prof.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	78	78	100	Yes	76	67.4	No	70.1	4.3	70.1-78.9	No	95.8	-0.5	Yes	No
Low Income	17	17	-	-	16	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Hispanic	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	409	409	100	Yes	405	89.9	Yes	90.7	1.3	90.7-94.5	No	96.8	-0.3	Yes	Yes

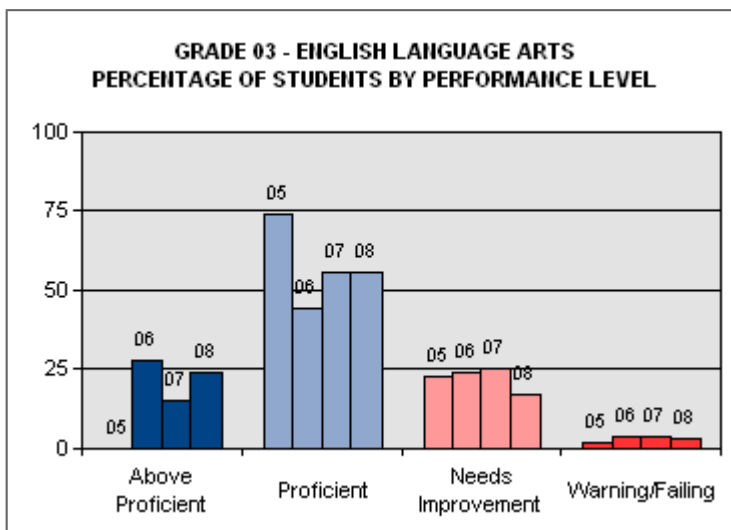
MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	439	438	100	Yes	432	86.1	Yes	86.0	2.0	86.0-90.5	Yes	96.8	-0.4	Yes	Yes
Lim. English Prof.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	78	78	100	Yes	76	58.2	No	64.7	5.0	65.2-74.2	No	95.8	-0.5	Yes	No
Low Income	17	17	-	-	16	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Hispanic	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	410	409	100	Yes	404	86.1	Yes	86.1	2.0	86.1-90.6	Yes	96.8	-0.3	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	Yes	Yes	Yes	Yes	Improvement Year 2 - Subgroups
	All Subgroups	-	-	-	Yes	Yes	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	No	Yes	No	Yes	Yes	No	

Memorial Elementary: 2008 MCAS Data - By Grade, Subject and Subgroup

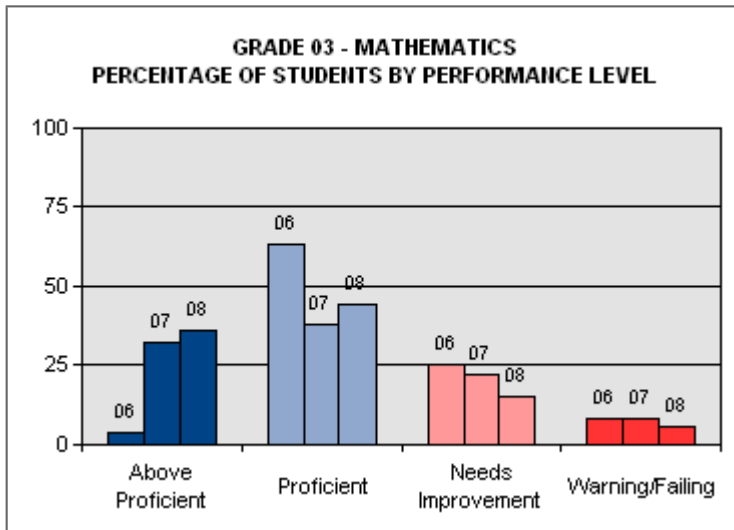
Notes: The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). 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	27	100	4	26	48	22	72.2	29	100	3	24	45	28	68.1	12108	99	3	20	42	36	63.7
LEP/FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6989	99	4	22	44	30	62.3
Low-Income	11	100	18	36	27	18	88.6	12	100	17	33	25	25	83.3	22285	99	5	27	46	23	68.5
African American/Black	3	-	-	-	-	-	-	3	-	-	-	-	-	-	5540	99	6	27	45	23	68.2
Asian	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3431	99	21	41	29	9	84.0
Hispanic/Latino	3	-	-	-	-	-	-	4	-	-	-	-	-	-	10073	99	4	25	45	26	65.5
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	204	100	8	33	49	10	76.1
White	202	100	25	56	16	3	93.3	204	100	25	56	16	3	93.0	49487	100	18	45	29	7	86.1
Other Subgroups																					
Male	97	100	18	61	19	3	92.8	99	100	17	60	18	5	91.2	36022	99	12	40	34	14	79.6
Female	116	100	29	53	16	3	93.5	117	100	29	53	15	3	93.6	34228	100	18	42	31	9	83.5
Title I	35	100	6	46	46	3	82.9	36	100	6	44	44	6	81.3	23025	99	6	28	45	21	69.6
Non-Title I	178	100	28	58	11	3	95.2	180	100	27	58	11	3	94.7	47225	100	20	47	27	7	87.4
Non-Low Income	202	100	24	57	16	2	93.4	204	100	24	57	16	2	93.0	47965	100	20	47	27	6	87.6
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	5028	98	2	18	45	35	57.7
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1961	100	7	33	44	17	74.1
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	461	91	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	5	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	69	97	9	42	42	7	82.2
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1446	99	15	39	34	12	80.8
All Students																					
2008	213	100	24	56	17	3	93.2	216	100	24	56	17	4	92.5	70284	100	15	41	33	11	81.5
2007	221	99	15	56	25	4	89.4	227	99	15	55	26	4	88.9	71311	100	14	45	32	9	83.5



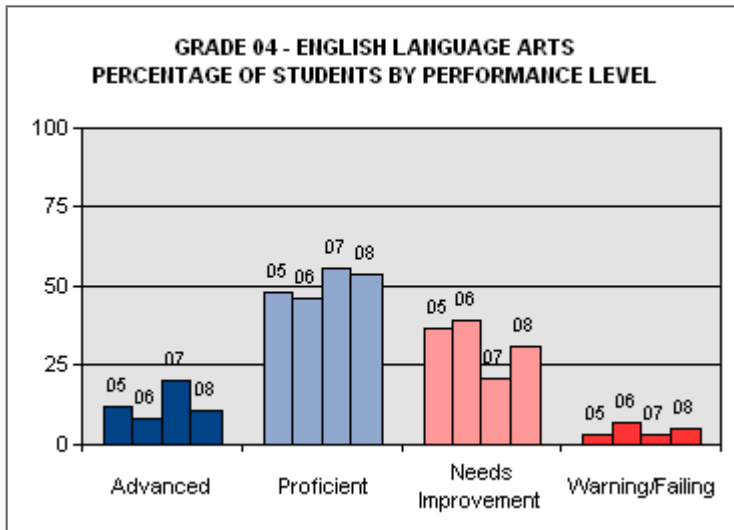
GRADE LEVEL 3 - MATHEMATICS

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	27	100	4	19	33	44	60.2	29	100	3	17	31	48	57.8	12132	99	7	22	30	41	63.6
LEP/FLEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	7024	99	12	28	30	30	67.0
Low-Income	11	100	18	27	27	27	84.1	12	100	17	25	25	33	79.2	22319	100	11	30	32	27	69.5
African American/Black	3	-	-	-	-	-	-	3	-	-	-	-	-	-	5542	100	10	27	33	30	66.7
Asian	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3443	100	37	36	19	9	87.8
Hispanic/Latino	3	-	-	-	-	-	-	4	-	-	-	-	-	-	10108	99	11	28	31	30	67.3
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	202	100	16	34	33	17	75.9
White	202	100	37	42	15	5	91.6	204	100	37	42	15	6	91.3	49538	100	28	39	23	10	85.7
Other Subgroups																					
Male	97	100	29	51	14	6	91.5	99	100	28	49	14	8	90.2	36092	100	24	36	25	15	81.2
Female	116	100	41	38	15	6	91.2	117	100	42	38	15	6	91.2	34264	100	25	37	25	13	81.9
Title I	35	100	6	34	43	17	72.1	36	100	6	33	42	19	70.8	23042	100	13	31	32	25	70.7
Non-Title I	178	100	42	46	9	4	95.1	180	100	42	45	9	4	94.7	47314	100	30	39	21	9	86.8
Non-Low Income	202	100	37	45	14	5	91.7	204	100	37	44	14	5	91.4	48037	100	31	39	21	9	87.1
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	5064	99	8	26	32	34	63.1
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1960	100	20	34	26	20	77.0
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	529	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	71	97	21	35	25	18	79.2
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1452	99	25	32	26	17	80.0
All Students																					
2008	213	100	36	44	15	6	91.3	216	100	36	43	14	7	90.7	70393	100	25	36	25	14	81.5
2007	221	100	32	38	22	8	86.4	227	100	31	39	22	9	86.3	71323	100	19	41	24	16	80.3



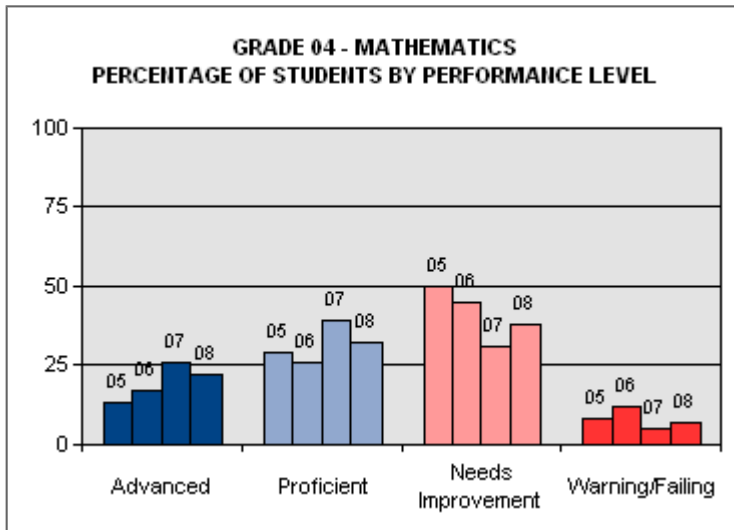
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

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	49	100	2	27	51	20	64.8	50	100	2	26	50	22	65.5	13134	99	1	13	44	42	56.9
LEP/FLEP	2	-	-	-	-	-	-	3	-	-	-	-	-	-	6269	99	1	17	48	33	57.4
Low-Income	5	-	-	-	-	-	-	5	-	-	-	-	-	-	22338	99	2	24	49	25	63.9
African American/Black	0	-	-	-	-	-	-	0	-	-	-	-	-	-	5583	99	2	23	50	25	63.1
Asian	10	100	20	50	30	0	90.0	10	100	20	50	30	0	90.0	3495	99	13	43	34	10	80.8
Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	9716	99	2	21	48	29	61.3
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	190	99	2	31	51	16	70.5
White	203	100	11	54	32	3	86.5	206	100	11	54	32	4	86.4	50670	100	10	46	36	9	82.2
Other Subgroups																					
Male	103	100	6	50	39	6	82.5	106	100	6	49	39	7	82.5	36579	99	5	37	42	16	74.4
Female	117	100	15	57	24	3	88.9	117	100	15	57	24	3	88.9	34563	100	11	44	35	10	81.1
Title I	38	100	3	34	61	3	77.6	38	100	3	34	61	3	77.6	22692	99	2	25	50	23	64.8
Non-Title I	182	100	13	58	25	5	87.6	185	100	12	57	25	5	87.6	48450	99	11	48	33	8	83.6
Non-Low Income	215	100	11	54	31	4	86.2	218	100	11	54	31	5	86.1	48804	100	11	48	34	7	83.9
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	4093	98	1	11	47	42	50.7
FLEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	2176	100	3	30	51	16	70.0
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	456	91	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	14	100	0	43	43	14	71.4
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	72	99	10	40	40	10	81.3
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1416	100	6	43	37	13	77.1
All Students																					
2008	220	100	11	54	31	5	85.9	223	100	11	53	31	5	85.9	71162	99	8	41	39	13	77.6
2007	205	100	20	56	21	3	91.3	206	100	20	55	21	4	91.4	70517	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	49	100	6	10	57	27	57.1	50	100	6	10	56	28	58.0	13214	99	4	14	44	39	59.9
LEP/FLEP	2	-	-	-	-	-	-	3	-	-	-	-	-	-	6318	100	9	19	44	29	62.8
Low-Income	5	-	-	-	-	-	-	5	-	-	-	-	-	-	22447	100	8	21	47	24	66.0
African American/Black	0	-	-	-	-	-	-	0	-	-	-	-	-	-	5608	100	7	19	48	26	63.5
Asian	10	100	20	70	10	0	95.0	10	100	20	70	10	0	95.0	3507	100	38	28	26	7	86.1
Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	9779	100	8	20	45	27	64.1
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	193	99	11	27	47	16	72.3
White	202	100	23	31	39	7	80.7	206	100	23	31	38	8	80.3	50848	100	23	33	36	9	81.9
Other Subgroups																					
Male	103	100	23	35	36	6	81.6	106	100	24	34	35	8	81.4	36750	100	19	29	38	14	77.6
Female	116	99	22	30	41	8	80.4	117	99	21	30	40	9	79.9	34672	100	21	30	38	12	78.6
Title I	38	100	0	21	76	3	69.1	38	100	0	21	76	3	69.1	22799	100	9	22	47	22	67.0
Non-Title I	181	99	27	35	30	8	83.4	185	99	27	34	30	9	83.0	48623	100	25	33	33	8	83.3
Non-Low Income	214	100	23	33	37	7	81.3	218	100	23	32	37	8	81.0	48975	100	25	33	34	8	83.6
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	4140	100	5	14	45	35	57.0
FLEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	2178	100	16	27	41	16	73.9
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	502	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	14	100	0	57	29	14	76.8
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	73	100	23	25	38	14	78.8
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1414	100	21	27	38	14	77.0
All Students																					
2008	219	100	22	32	38	7	80.9	223	100	22	32	38	8	80.6	71450	100	20	29	38	13	78.1
2007	206	100	26	39	31	5	85.6	207	100	26	39	30	5	85.5	70645	100	19	29	39	13	77.0



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>.