

2008-2009 NCLB Report Card - Green Meadows Elem

Green Meadows Elem (06800005)

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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	354	3,627	958,910	Total # of Teachers	26.5	253.7	-
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	96.2	99.6	-
African American or Black	2.0	2.6	8.2	Total Number of Classes in Core Academic Areas	125	1,046	-
Asian	2.0	2.7	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.4	-
Hispanic or Latino	4.2	2.7	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.6	-
Multi-race, Non-Hispanic	3.7	1.4	2.0	Student/Teacher Ratio	13.4 to 1	14.3 to 1	- to 1
Native American	0.0	0.1	0.3				
Native Hawaiian or Pacific Islander	0.0	0.2	0.1				
White	88.1	90.3	69.9				
Gender (%)							
Male	53.7	50.3	51.4				
Female	46.3	49.7	48.6				
Selected Populations (%)							
Limited English Proficiency	1.1	0.6	5.9				
Low-Income	11.0	9.0	30.7				
Special Education	19.5	18.9	17.1				
First Language Not English	2.3	2.5	15.4				

Grades Offered: PK, K, 01, 02, 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					
		P+	P	B+	BB		% Assessed	P+	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					
		P+	P	B+	BB		% Assessed	P+	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					
		P+	P	B+	BB		% Assessed	P+	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					
		P+	P	B+	BB		% Assessed	P+	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

Green Meadows 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	Declined

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	83.8	No	-4.9	Yes	96.8	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	62.5	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	83.3	No	-5.4	Yes	96.8	No
MATHEMATICS									
Aggregate	Yes	100	Yes	83.3	No	-4.7	Yes	96.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	69.4	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	83.5	No	-4.6	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	No	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	-	-	-	-	-	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	Yes	Yes	Yes	Yes	

Green Meadows 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	146	146	100	Yes	142	83.8	No	88.7	1.6	88.7-92.8	No	96.8	0.4	Yes	No
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	37	37	-	-	36	62.5	-	-	-	-	-	-	-	-	-
Low Income	21	21	-	-	19	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	133	133	100	Yes	130	83.3	No	88.7	1.6	88.7-92.8	No	96.8	0.4	Yes	No

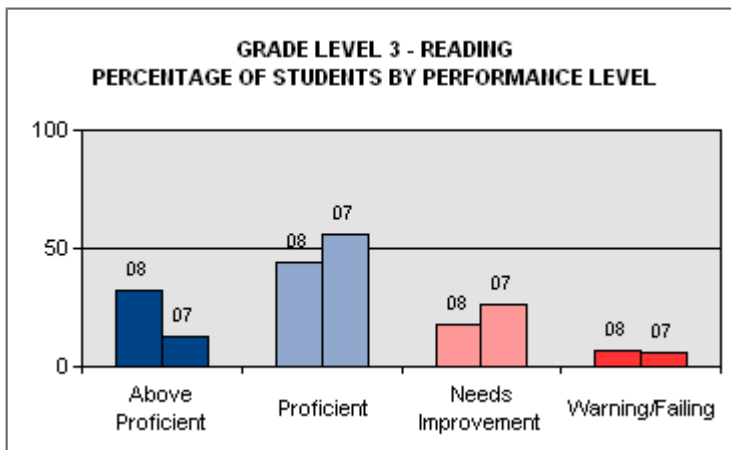
MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	146	146	100	Yes	142	83.3	Yes	88.0	1.7	88.0-92.2	No	96.8	0.4	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	37	37	-	-	36	69.4	-	-	-	-	-	-	-	-	-
Low Income	21	21	-	-	19	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	133	133	100	Yes	130	83.5	Yes	88.1	1.7	88.1-92.3	No	96.8	0.4	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	-	-	-	Yes	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	-	-	-	-	-	-	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	Yes	Yes	Yes	

Green Meadows Elem: 2008 MCAS Data - By Grade, Subject and Subgroup

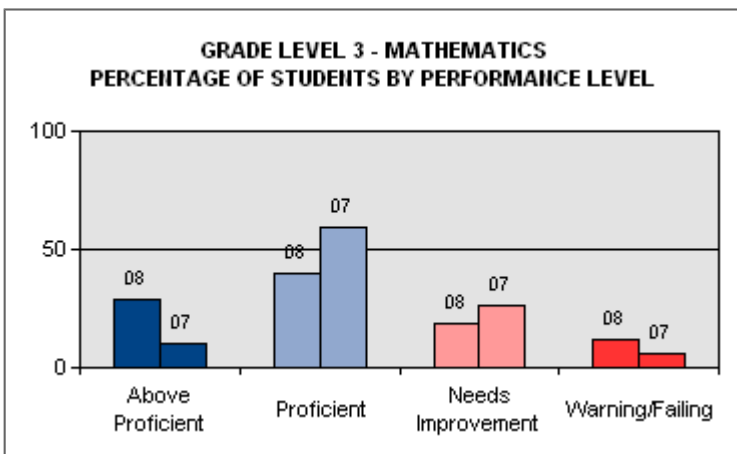
Notes: The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). 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	17	100	0	41	35	24	69.1	48	100	2	46	38	15	75.0	12108	99	3	20	42	36	63.7
LEP/FLEP	1	-	-	-	-	-	-	4	-	-	-	-	-	-	6989	99	4	22	44	30	62.3
Low-Income	13	100	46	15	23	15	78.8	29	100	34	34	24	7	85.3	22285	99	5	27	46	23	68.5
African American/Black	2	-	-	-	-	-	-	7	-	-	-	-	-	-	5540	99	6	27	45	23	68.2
Asian	1	-	-	-	-	-	-	5	-	-	-	-	-	-	3431	99	21	41	29	9	84.0
Hispanic/Latino	4	-	-	-	-	-	-	7	-	-	-	-	-	-	10073	99	4	25	45	26	65.5
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	204	100	8	33	49	10	76.1
White	64	100	34	41	19	6	89.1	236	100	28	47	20	5	90.1	49487	100	18	45	29	7	86.1
Other Subgroups																					
Male	38	100	26	50	18	5	90.1	138	100	26	47	22	4	89.5	36022	99	12	40	34	14	79.6
Female	35	100	37	37	17	9	87.9	119	100	28	49	18	5	90.3	34228	100	18	42	31	9	83.5
Title I	16	100	0	50	44	6	78.1	41	100	2	44	49	5	79.3	23025	99	6	28	45	21	69.6
Non-Title I	57	100	40	42	11	7	92.1	216	100	31	49	15	5	91.9	47225	100	20	47	27	7	87.4
Non-Low Income	60	100	28	50	17	5	91.3	228	100	26	50	20	4	90.5	47965	100	20	47	27	6	87.6
LEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	5028	98	2	18	45	35	57.7
FLEP	1	-	-	-	-	-	-	3	-	-	-	-	-	-	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	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1446	99	15	39	34	12	80.8
All Students																					
2008	73	100	32	44	18	7	89.0	257	100	27	48	21	5	89.9	70284	100	15	41	33	11	81.5
2007	70	100	13	56	26	6	88.9	262	100	23	53	18	5	91.0	71311	100	14	45	32	9	83.5



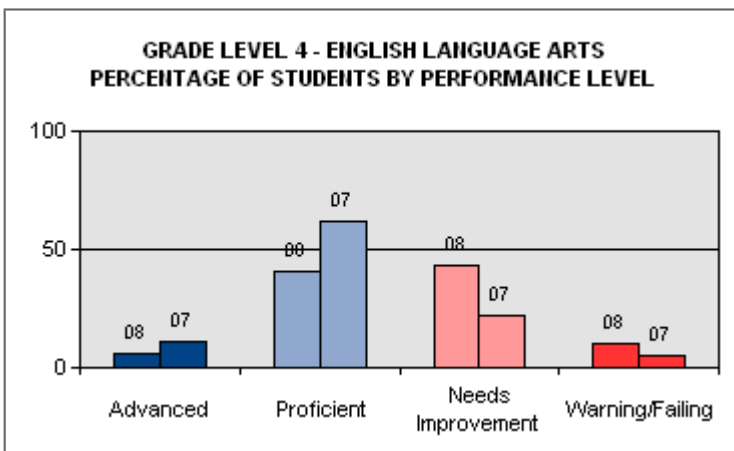
GRADE LEVEL 3 - MATHEMATICS

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	17	100	6	35	24	35	66.2	48	100	6	38	33	23	70.8	12132	99	7	22	30	41	63.6
LEP/FLEP	1	-	-	-	-	-	-	4	-	-	-	-	-	-	7024	99	12	28	30	30	67.0
Low-Income	13	100	8	46	15	31	73.1	29	100	14	48	21	17	81.9	22319	100	11	30	32	27	69.5
African American/Black	2	-	-	-	-	-	-	7	-	-	-	-	-	-	5542	100	10	27	33	30	66.7
Asian	1	-	-	-	-	-	-	5	-	-	-	-	-	-	3443	100	37	36	19	9	87.8
Hispanic/Latino	4	-	-	-	-	-	-	7	-	-	-	-	-	-	10108	99	11	28	31	30	67.3
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	202	100	16	34	33	17	75.9
White	64	100	28	44	17	11	87.1	236	100	28	45	21	6	89.0	49538	100	28	39	23	10	85.7
Other Subgroups																					
Male	38	100	32	42	18	8	89.5	138	100	31	43	19	7	89.3	36092	100	24	36	25	15	81.2
Female	35	100	26	37	20	17	81.4	119	100	27	44	24	6	87.4	34264	100	25	37	25	13	81.9
Title I	16	100	13	31	31	25	71.9	41	100	7	44	37	12	79.9	23042	100	13	31	32	25	70.7
Non-Title I	57	100	33	42	16	9	89.5	216	100	33	44	18	5	90.0	47314	100	30	39	21	9	86.8
Non-Low Income	60	100	33	38	20	8	88.3	228	100	31	43	21	5	89.3	48037	100	31	39	21	9	87.1
LEP	0	-	-	-	-	-	-	1	-	-	-	-	-	-	5064	99	8	26	32	34	63.1
FLEP	1	-	-	-	-	-	-	3	-	-	-	-	-	-	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	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1452	99	25	32	26	17	80.0
All Students																					
2008	73	100	29	40	19	12	85.6	257	100	29	44	21	6	88.4	70393	100	25	36	25	14	81.5
2007	70	100	10	59	26	6	89.3	261	100	18	54	22	7	88.2	71323	100	19	41	24	16	80.3



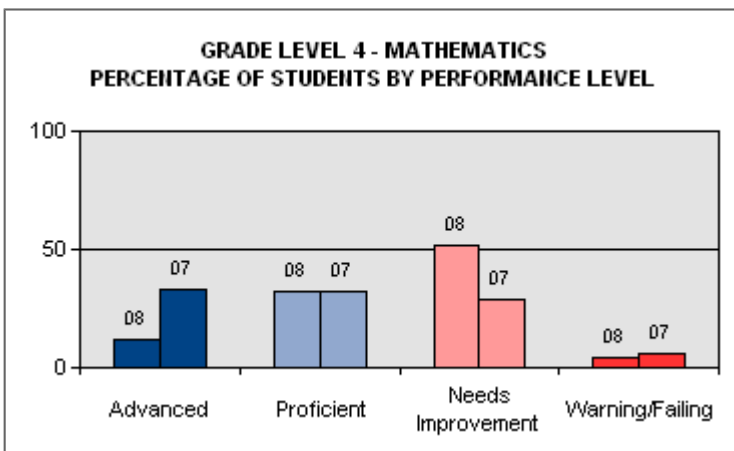
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

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	19	100	0	11	58	32	56.6	50	98	0	28	50	22	64.5	13134	99	1	13	44	42	56.9
LEP/FLEP	0	-	-	-	-	-	-	6	-	-	-	-	-	-	6269	99	1	17	48	33	57.4
Low-Income	6	-	-	-	-	-	-	25	100	4	12	56	28	56.0	22338	99	2	24	49	25	63.9
African American/Black	0	-	-	-	-	-	-	3	-	-	-	-	-	-	5583	99	2	23	50	25	63.1
Asian	1	-	-	-	-	-	-	11	100	18	36	36	9	79.5	3495	99	13	43	34	10	80.8
Hispanic/Latino	0	-	-	-	-	-	-	5	-	-	-	-	-	-	9716	99	2	21	48	29	61.3
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	190	99	2	31	51	16	70.5
White	66	100	6	39	44	11	77.7	246	99	11	47	37	6	82.9	50670	100	10	46	36	9	82.2
Other Subgroups																					
Male	33	100	0	24	61	15	67.4	134	99	7	43	43	7	79.9	36579	99	5	37	42	16	74.4
Female	36	100	11	56	28	6	88.2	137	100	13	52	28	7	85.0	34563	100	11	44	35	10	81.1
Title I	0	-	-	-	-	-	-	20	100	0	40	35	25	70.0	22692	99	2	25	50	23	64.8
Non-Title I	69	100	6	41	43	10	78.3	251	99	11	48	36	5	83.5	48450	99	11	48	33	8	83.6
Non-Low Income	63	100	6	44	40	10	80.6	246	99	11	51	34	4	85.2	48804	100	11	48	34	7	83.9
LEP	0	-	-	-	-	-	-	3	-	-	-	-	-	-	4093	98	1	11	47	42	50.7
FLEP	0	-	-	-	-	-	-	3	-	-	-	-	-	-	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	2	-	-	-	-	-	-	6	-	-	-	-	-	-	1416	100	6	43	37	13	77.1
All Students																					
2008	69	100	6	41	43	10	78.3	271	99	10	47	36	7	82.5	71162	99	8	41	39	13	77.6
2007	63	100	11	62	22	5	88.5	276	100	13	58	26	3	89.7	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	19	100	5	21	58	16	72.4	50	98	8	22	52	18	69.5	13214	99	4	14	44	39	59.9
LEP/FLEP	0	-	-	-	-	-	-	6	-	-	-	-	-	-	6318	100	9	19	44	29	62.8
Low-Income	6	-	-	-	-	-	-	25	100	0	24	68	8	69.0	22447	100	8	21	47	24	66.0
African American/Black	0	-	-	-	-	-	-	3	-	-	-	-	-	-	5608	100	7	19	48	26	63.5
Asian	1	-	-	-	-	-	-	11	100	55	18	18	9	88.6	3507	100	38	28	26	7	86.1
Hispanic/Latino	0	-	-	-	-	-	-	5	-	-	-	-	-	-	9779	100	8	20	45	27	64.1
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	193	99	11	27	47	16	72.3
White	66	100	11	30	55	5	79.9	247	100	21	34	41	4	83.1	50848	100	23	33	36	9	81.9
Other Subgroups																					
Male	33	100	9	36	52	3	81.1	135	99	24	34	39	3	84.4	36750	100	19	29	38	14	77.6
Female	36	100	14	28	53	6	80.6	137	100	19	34	40	7	82.8	34672	100	21	30	38	12	78.6
Title I	0	-	-	-	-	-	-	20	100	10	10	80	0	71.3	22799	100	9	22	47	22	67.0
Non-Title I	69	100	12	32	52	4	80.8	252	100	23	36	36	5	84.6	48623	100	25	33	33	8	83.3
Non-Low Income	63	100	13	33	49	5	81.3	247	100	24	35	36	4	85.1	48975	100	25	33	34	8	83.6
LEP	0	-	-	-	-	-	-	3	-	-	-	-	-	-	4140	100	5	14	45	35	57.0
FLEP	0	-	-	-	-	-	-	3	-	-	-	-	-	-	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	2	-	-	-	-	-	-	6	-	-	-	-	-	-	1414	100	21	27	38	14	77.0
All Students																					
2008	69	100	12	32	52	4	80.8	272	100	22	34	39	5	83.6	71450	100	20	29	38	13	78.1
2007	63	100	33	32	29	6	86.5	278	100	23	37	36	5	84.4	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>.