

## 2008-2009 NCLB Report Card - Wilbraham Middle

### Wilbraham Middle (06800310)

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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
<b>Total Count</b>	430	3,627	958,910	Total # of Teachers	30.5	253.7	-
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	100.0	99.6	-
African American or Black	3.0	2.6	8.2	Total Number of Classes in Core Academic Areas	140	1,046	-
Asian	2.8	2.7	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.4	-
Hispanic or Latino	3.7	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	0.7	1.4	2.0	Student/Teacher Ratio	14.1 to 1	14.3 to 1	- to 1
Native American	0.0	0.1	0.3				
Native Hawaiian or Pacific Islander	0.5	0.2	0.1				
White	89.3	90.3	69.9				
<b>Gender (%)</b>							
Male	51.6	50.3	51.4				
Female	48.4	49.7	48.6				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.0	0.6	5.9				
Low-Income	8.8	9.0	30.7				
Special Education	17.4	18.9	17.1				
First Language Not English	3.0	2.5	15.4				

**Grades Offered:** 07, 08

# 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

### Wilbraham Middle: 2008 Adequate Yearly Progress (AYP) Data

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Very High	On Target
<b>MATHEMATICS</b>	No Status	High	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	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	Yes	96.5	Yes	0.6	Yes	96.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	Yes	87.3	Yes	0.4	Yes	96.1	Yes
Low Income	-	-	-	86.6	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	96.8	Yes	0.7	Yes	96.5	Yes
MATHEMATICS									
Aggregate	Yes	100	Yes	85.5	No	-0.2	Yes	96.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	63.9	No	-0.4	Yes	96.1	No
Low Income	-	-	-	61.6	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	86.4	Yes	0.2	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	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	No	Yes	Yes	Yes	No	

**Wilbraham Middle:  
AYP Data Detail**

<b>ENGLISH LANGUAGE ARTS</b>															
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	431	431	100	Yes	423	96.5	Yes	95.9	0.6	95.9-99.0	Yes	96.6	0.3	Yes	Yes
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	84	84	100	Yes	81	87.3	Yes	86.9	1.9	86.9-92.8	Yes	96.1	0.2	Yes	Yes
Low Income	30	30	-	-	28	86.6	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	10	-	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	396	396	100	Yes	389	96.8	Yes	96.1	0.6	96.1-99.2	Yes	96.5	0.2	Yes	Yes

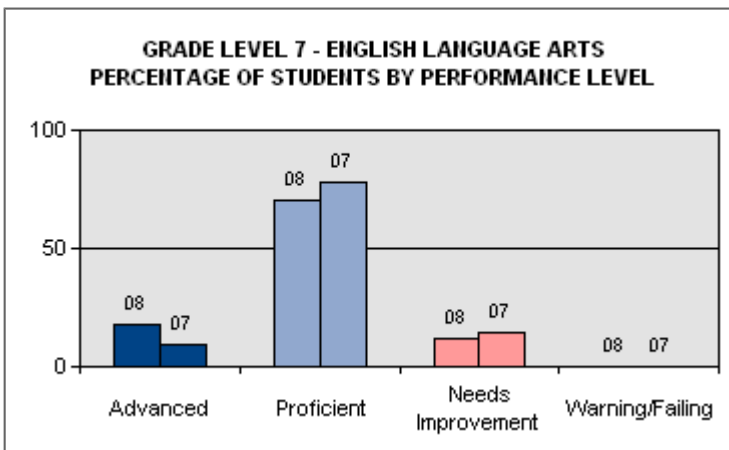
<b>MATHEMATICS</b>															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	431	431	100	Yes	423	85.5	Yes	85.7	2.0	85.7-90.2	No	96.6	0.3	Yes	Yes
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	84	84	100	Yes	81	63.9	No	64.3	5.1	64.9-73.9	No	96.1	0.2	Yes	No
Low Income	30	30	-	-	28	61.6	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	10	-	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	396	396	100	Yes	389	86.4	Yes	86.2	2.0	86.2-90.7	Yes	96.5	0.2	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	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	No	Yes	Yes	Yes	No	

# Wilbraham Middle: 2008 MCAS Data - By Grade, Subject and Subgroup

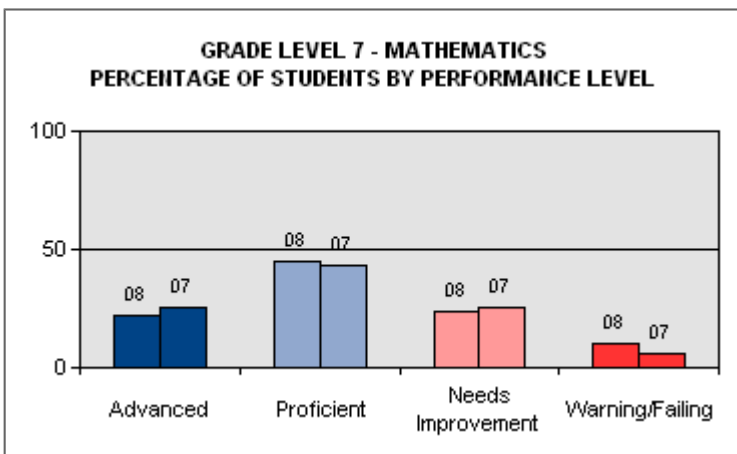
**Notes:** The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). 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 7 - 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	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	38	100	0	61	39	0	87.5	71	100	1	46	42	10	82.0	13544	97	1	26	43	29	67.2
LEP/FLEP	2	-	-	-	-	-	-	3	-	-	-	-	-	-	4061	98	2	27	40	31	63.0
Low-Income	18	100	11	44	44	0	86.1	28	100	7	46	39	7	81.3	22476	98	3	43	38	16	75.9
African American/Black	5	-	-	-	-	-	-	8	-	-	-	-	-	-	6079	98	3	44	36	16	76.6
Asian	6	-	-	-	-	-	-	7	-	-	-	-	-	-	3385	99	23	55	18	4	91.2
Hispanic/Latino	4	-	-	-	-	-	-	5	-	-	-	-	-	-	9591	98	3	39	39	19	73.0
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	218	99	5	46	38	11	78.4
White	190	100	19	71	11	0	97.0	272	100	16	67	15	3	94.3	52132	99	15	62	19	5	91.0
<b>Other Subgroups</b>																					
Male	106	100	11	75	14	0	95.8	147	100	10	67	19	3	92.3	37458	99	8	54	28	10	83.8
Female	102	100	25	66	9	0	97.3	148	100	20	67	11	2	95.6	35302	99	18	59	18	5	91.1
Title I	0	-	-	-	-	-	-	8	-	-	-	-	-	-	17412	98	3	44	38	15	76.5
Non-Title I	208	100	18	70	12	0	96.5	287	100	16	68	14	3	94.3	55348	99	15	61	19	5	90.8
Non-Low Income	190	100	19	73	8	0	97.5	267	100	16	69	12	2	95.3	50284	99	17	63	17	4	92.5
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2461	97	0	15	42	43	53.2
FLEP	2	-	-	-	-	-	-	3	-	-	-	-	-	-	1600	99	4	45	38	13	78.1
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	493	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	75	99	8	47	35	11	82.7
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1280	99	14	54	25	8	87.0
<b>All Students</b>																					
2008	208	100	18	70	12	0	96.5	295	100	15	67	15	3	94.0	72799	99	12	57	23	8	87.3
2007	209	100	9	78	14	0	95.5	292	100	9	77	13	2	94.7	73577	100	9	60	23	8	86.9



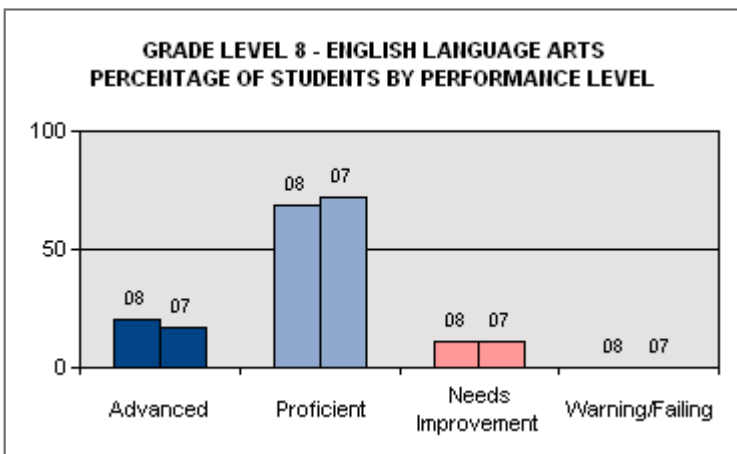
**GRADE LEVEL 7 - MATHEMATICS**

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	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	38	100	5	26	34	34	63.2	71	100	3	21	32	44	59.9	13669	98	2	10	26	62	46.5
LEP/FLEP	2	-	-	-	-	-	-	3	-	-	-	-	-	-	4138	99	4	13	25	59	45.4
Low-Income	18	100	11	17	39	33	61.1	28	100	11	18	39	32	59.8	22664	99	4	19	32	45	54.2
African American/Black	5	-	-	-	-	-	-	8	-	-	-	-	-	-	6138	99	3	18	32	47	52.3
Asian	6	-	-	-	-	-	-	7	-	-	-	-	-	-	3398	100	32	35	21	12	83.8
Hispanic/Latino	4	-	-	-	-	-	-	5	-	-	-	-	-	-	9684	99	3	16	29	51	50.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	219	99	5	22	35	37	58.3
White	190	100	24	45	24	7	86.7	272	100	21	40	27	12	83.0	52320	100	17	37	29	17	77.5
<b>Other Subgroups</b>																					
Male	106	100	22	47	24	8	86.8	147	100	18	41	28	13	82.3	37676	99	15	32	27	25	71.5
Female	102	100	22	42	25	12	82.8	148	100	20	39	27	14	80.6	35446	100	15	33	30	23	72.2
Title I	0	-	-	-	-	-	-	8	-	-	-	-	-	-	17564	99	5	20	32	43	55.3
Non-Title I	208	100	22	45	24	10	84.9	287	100	20	41	28	11	82.8	55558	99	18	36	28	18	77.1
Non-Low Income	190	100	23	47	23	7	87.1	267	100	20	42	26	12	83.7	50458	100	20	38	27	15	79.8
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2526	99	2	8	20	70	38.0
FLEP	2	-	-	-	-	-	-	3	-	-	-	-	-	-	1612	99	6	21	31	42	56.9
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	559	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	75	99	9	33	29	28	69.0
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1288	100	16	29	30	25	70.8
<b>All Students</b>																					
2008	208	100	22	45	24	10	84.9	295	100	19	40	27	14	81.4	73169	99	15	32	29	24	71.8
2007	209	100	25	43	25	6	86.6	292	100	26	43	23	8	86.1	73592	100	15	31	30	24	70.4



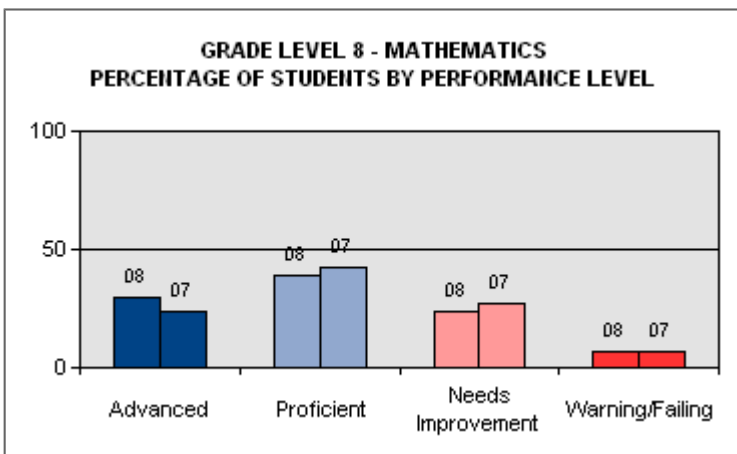
**GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS**

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	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	43	100	2	63	35	0	87.2	60	100	2	55	38	5	87.1	13027	97	1	35	36	27	70.3
LEP/FLEP	1	-	-	-	-	-	-	2	-	-	-	-	-	-	3840	98	2	30	34	34	62.3
Low-Income	10	100	0	70	30	0	87.5	21	100	5	76	19	0	91.7	22189	98	3	51	31	15	78.8
African American/Black	2	-	-	-	-	-	-	8	-	-	-	-	-	-	6023	98	4	54	29	13	80.6
Asian	3	-	-	-	-	-	-	7	-	-	-	-	-	-	3355	99	22	59	13	5	92.1
Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	9462	98	3	47	32	18	75.7
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	212	99	8	55	29	8	84.3
White	199	100	20	70	10	0	96.6	270	100	19	70	10	1	96.8	52986	99	14	67	14	4	92.5
<b>Other Subgroups</b>																					
Male	114	100	14	72	14	0	95.2	161	100	12	71	15	2	95.2	37806	99	8	63	20	9	87.3
Female	101	100	27	66	7	0	97.8	136	100	26	68	6	0	98.0	35421	99	17	63	15	5	91.4
Title I	0	-	-	-	-	-	-	1	-	-	-	-	-	-	16968	98	4	53	30	14	79.6
Non-Title I	215	100	20	69	11	0	96.4	296	100	19	70	11	1	96.5	56259	99	15	66	14	5	92.2
Non-Low Income	205	100	21	69	10	0	96.8	276	100	20	69	10	1	96.8	51038	99	16	68	12	4	93.8
LEP	1	-	-	-	-	-	-	2	-	-	-	-	-	-	2385	97	1	18	36	46	52.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1455	99	4	51	32	14	78.7
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	426	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	6	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	65	96	9	51	32	8	85.4
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	6	-	-	-	-	-	-	1124	99	11	63	19	7	88.7
<b>All Students</b>																					
2008	215	100	20	69	11	0	96.4	297	100	19	70	11	1	96.5	73268	99	12	63	18	7	89.3
2007	208	100	17	72	11	0	96.4	289	100	16	72	11	1	96.1	74433	100	12	63	18	6	89.5



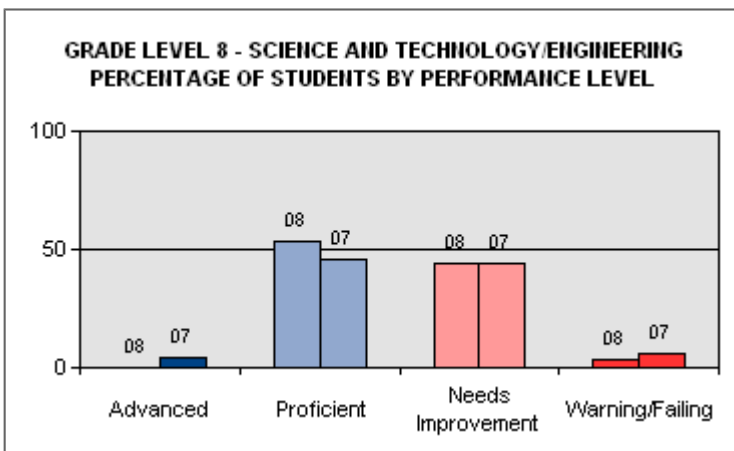
**GRADE LEVEL 8 - MATHEMATICS**

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	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	43	100	9	26	35	30	64.5	60	100	7	22	32	40	62.5	13047	97	2	10	26	63	45.8
LEP/FLEP	1	-	-	-	-	-	-	2	-	-	-	-	-	-	3891	99	5	12	23	60	44.3
Low-Income	10	100	0	40	20	40	62.5	21	100	10	52	14	24	76.2	22243	98	6	19	30	45	54.6
African American/Black	2	-	-	-	-	-	-	8	-	-	-	-	-	-	6029	98	5	19	31	46	53.4
Asian	3	-	-	-	-	-	-	7	-	-	-	-	-	-	3356	99	39	29	18	13	83.7
Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	9524	98	5	17	28	50	51.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	209	99	11	25	25	39	62.3
White	199	100	30	38	24	8	86.1	270	100	30	37	23	10	85.5	53017	99	22	34	27	17	77.3
<b>Other Subgroups</b>																					
Male	114	100	32	38	22	8	86.2	161	100	32	37	20	11	85.9	37832	99	19	30	26	24	72.1
Female	101	100	28	40	26	7	86.1	136	100	26	38	27	8	85.3	35492	99	19	30	27	23	72.0
Title I	0	-	-	-	-	-	-	1	-	-	-	-	-	-	17028	99	7	21	30	43	55.7
Non-Title I	215	100	30	39	24	7	86.2	296	100	29	38	23	9	85.6	56296	99	23	33	26	18	77.0
Non-Low Income	205	100	32	39	24	6	87.3	276	100	31	37	24	9	86.3	51081	99	25	35	25	15	79.7
LEP	1	-	-	-	-	-	-	2	-	-	-	-	-	-	2433	99	3	7	19	71	36.6
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1458	99	9	21	28	42	57.2
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	475	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	6	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	64	96	19	20	34	27	67.6
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	6	-	-	-	-	-	-	1125	99	19	27	28	26	69.4
<b>All Students</b>																					
2008	215	100	30	39	24	7	86.2	297	100	29	38	23	10	85.6	73365	99	19	30	27	24	72.0
2007	208	100	24	42	27	7	84.9	289	100	25	39	27	10	83.7	74319	100	17	28	30	25	70.2



**GRADE LEVEL 8 - 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	#		
<b>AYP Subgroups</b>																					
Stud. w/ Disab	43	100	0	28	65	7	66.9	60	100	0	23	60	17	65.4	12972	97	0	10	37	53	48.6
LEP/FLEP	1	-	-	-	-	-	-	2	-	-	-	-	-	-	3879	98	0	7	27	66	37.1
Low-Income	10	100	0	40	50	10	70.0	21	100	0	43	48	10	72.6	22139	98	0	14	41	45	49.9
African American/Black	2	-	-	-	-	-	-	8	-	-	-	-	-	-	6003	98	0	11	40	48	47.5
Asian	3	-	-	-	-	-	-	7	-	-	-	-	-	-	3358	99	5	44	34	18	74.3
Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	9470	98	0	11	37	52	45.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	208	99	1	27	42	30	63.0
White	199	100	1	53	44	3	82.2	270	100	1	51	43	5	81.9	52940	99	3	44	40	13	75.6
<b>Other Subgroups</b>																					
Male	114	100	1	63	34	2	86.0	161	100	2	60	32	6	85.1	37739	99	3	38	38	21	70.3
Female	101	100	0	42	54	4	77.2	136	100	0	40	56	4	77.0	35424	99	2	35	41	22	67.9
Title I	0	-	-	-	-	-	-	1	-	-	-	-	-	-	16933	98	0	14	41	45	49.4
Non-Title I	215	100	0	53	44	3	81.9	296	100	1	51	43	5	81.3	56230	99	3	43	39	15	75.1
Non-Low Income	205	100	0	54	43	2	82.4	276	100	1	52	42	5	82.1	51024	99	3	46	38	12	77.4
LEP	1	-	-	-	-	-	-	2	-	-	-	-	-	-	2431	98	0	3	20	78	30.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1448	98	0	14	39	47	48.2
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	476	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	6	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	63	94	2	30	46	22	63.5
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	6	-	-	-	-	-	-	1121	99	3	32	42	23	66.1
<b>All Students</b>																					
2008	215	100	0	53	44	3	81.9	297	100	1	51	43	5	81.4	73203	99	3	36	39	22	69.1
2007	208	100	4	46	44	6	80.3	289	100	5	45	44	6	80.7	74257	99	3	30	44	24	65.9



# 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>.