

Massachusetts School and District Profiles

Peirce

2008-2009 NCLB Report Card - Peirce

Peirce (00100045)

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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			
	School	District	State
Total Count	236	4,654	958,910
Race/Ethnicity (%)			
African American or Black	4.2	3.6	8.2
Asian	8.5	9.5	5.1
Hispanic or Latino	8.9	4.6	14.3
Multi-race, Non-Hispanic	5.1	2.7	2.0
Native American	0.0	0.1	0.3
Native Hawaiian or Pacific Islander	0.4	0.1	0.1
White	72.9	79.4	69.9
Gender (%)			
Male	54.2	50.5	51.4
Female	45.8	49.5	48.6
Selected Populations (%)			
Limited English Proficiency	8.9	4.8	5.9
Low-Income	17.8	10.8	30.7
Special Education	12.7	15.4	17.1
First Language Not English	14.4	11.5	15.4

Educator Data - 2008-09			
	School	District	State
Total # of Teachers	19.8	336.7	70,132.3
Percentage of Teachers Licensed in Teaching Assignment	100.0	97.5	96.5
Total Number of Classes in Core Academic Areas	70	1,125	278,712
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	92.9	97.3	96.5
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	7.1	2.7	3.5
Student/Teacher Ratio	11.9 to 1	13.8 to 1	13.6 to 1

Grades Offered: K, 01, 02, 03, 04, 05

2007 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percents of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **#** means that the estimated number of students rounds to zero.

Student Group	GRADE LEVEL 4 - READING											
	Avg. Scaled Score	Massachusetts					Avg. Scaled Score	National Public				
		% of Stud. at Each Perf. Level						% 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

Peirce:

2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	No Change
MATHEMATICS	No Status	Very 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
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 60% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	100	Yes	91.1	No	-0.1	Yes	96.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	81.5	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	94.3	Yes	0.0	Yes	96.5	Yes
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	100	Yes	92.3	Yes	3.2	Yes	96.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	94.6	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	94.3	Yes	1.4	Yes	96.5	Yes

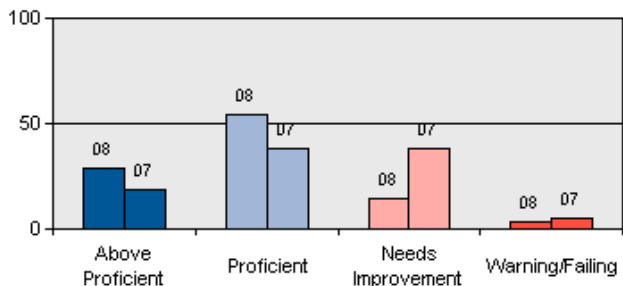
Adequate Yearly Progress History											NCLB Accountability Status	
		2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups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

**Peirce:
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	111	111	100	Yes	107	91.1	Yes	91.2	1.3	91.2-95.0	No	96.6	-0.1	Yes	Yes	
Lim. English Prof.	14	14	-	-	13	-	-	-	-	-	-	-	-	-	-	
Special Education	23	23	-	-	23	81.5	-	-	-	-	-	-	-	-	-	
Low Income	22	22	-	-	19	-	-	-	-	-	-	-	-	-	-	
Afr. Amer./Black	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	14	14	-	-	13	-	-	-	-	-	-	-	-	-	-	
Hispanic	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	79	79	100	Yes	79	94.3	Yes	94.3	0.8	94.3-98.2	Yes	96.5	-0.2	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	111	111	100	Yes	107	92.3	Yes	89.1	1.6	89.1-	Yes	96.6	-0.1	Yes	Yes	

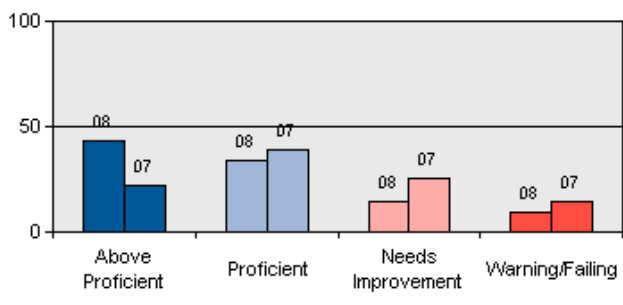
**GRADE LEVEL 3 - READING
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



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	6	-	-	-	-	-	-	58	95	14	33	28	26	78.0	12,132	99	7	22	30	41	63.6
LEP/FLEP	3	-	-	-	-	-	-	26	100	38	19	35	8	82.7	7,024	99	12	28	30	30	67.0
Low-Income	7	-	-	-	-	-	-	38	100	29	26	32	13	84.2	22,319	100	11	30	32	27	69.5
African American/Black	1	-	-	-	-	-	-	8	-	-	-	-	-	-	5,542	100	10	27	33	30	66.7
Asian	2	-	-	-	-	-	-	38	100	45	32	21	3	90.1	3,443	100	37	36	19	9	87.8
Hispanic/Latino	3	-	-	-	-	-	-	18	100	39	22	28	11	88.9	10,108	99	11	28	31	30	67.3
Native American		-	-	-	-	-	-	1	-	-	-	-	-	-	202	100	16	34	33	17	75.9
White	27	100	44	37	11	7	97.2	295	99	48	32	15	5	92.3	49,538	100	28	39	23	10	85.7
Other Subgroups																					
Male	18	100	39	28	17	17	94.4	199	100	47	33	14	6	92.8	36,092	100	24	36	25	15	81.2
Female	17	100	47	41	12	0	97.1	175	99	47	28	19	5	89.7	34,264	100	25	37	25	13	81.9
Title I	10	100	10	50	40	0	87.5	24	100	4	42	50	4	80.2	23,042	100	13	31	32	25	70.7
Non-Title I	25	100	56	28	4	12	99.0	350	99	50	30	14	6	92.1	47,314	100	30	39	21	9	86.8
Non-Low Income	28	100	46	39	14	0	96.4	336	99	49	31	15	5	92.2	48,037	100	31	39	21	9	87.1
LEP	2	-	-	-	-	-	-	19	100	37	16	42	5	78.9	5,064	99	8	26	32	34	63.1
FLEP	1	-	-	-	-	-	-	7	-	-	-	-	-	-	1,960	100	20	34	26	20	77.0
1st Yr LEP*		-	-	-	-	-	-	3	-	-	-	-	-	-	529	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	71	97	21	35	25	18	79.2
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	14	100	50	29	21	0	91.1	1,452	99	25	32	26	17	80.0
All Students																					
2008	35	100	43	34	14	9	95.7	374	99	47	30	17	6	91.4	70,393	100	25	36	25	14	81.5
2007	36	100	22	39	25	14	79.2	387	100	32	47	13	8	90.1	71,323	100	19	41	24	16	80.3

**GRADE LEVEL 3 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



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																					

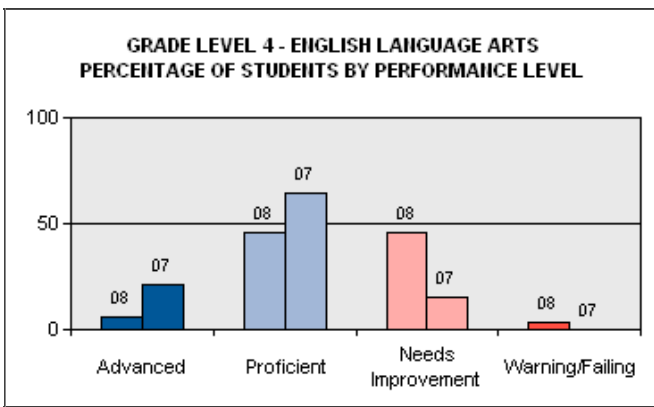
Stud. w/ Disab	7	-	-	-	-	-	-	72	97	3	33	53	11	73.6	13,134	99	1	13	44	42	56.9
LEP/FLEP	7	-	-	-	-	-	-	34	100	15	44	38	3	83.1	6,269	99	1	17	48	33	57.4
Low-Income	8	-	-	-	-	-	-	42	100	5	43	48	5	78.0	22,338	99	2	24	49	25	63.9
African American/Black	2	-	-	-	-	-	-	12	100	8	50	42	0	85.4	5,583	99	2	23	50	25	63.1
Asian	7	-	-	-	-	-	-	41	98	22	49	22	7	89.6	3,495	99	13	43	34	10	80.8
Hispanic/Latino	6	-	-	-	-	-	-	16	100	13	31	50	6	78.1	9,716	99	2	21	48	29	61.3
Native American		-	-	-	-	-	-	1	-	-	-	-	-	-	190	99	2	31	51	16	70.5
White	20	100	5	55	40	0	87.5	305	100	18	59	21	2	91.3	50,670	100	10	46	36	9	82.2

Other Subgroups

Male	24	100	8	46	46	0	86.5	184	100	13	57	29	2	89.0	36,579	99	5	37	42	16	74.4
Female	11	100	0	45	45	9	75.0	198	99	22	57	18	4	91.8	34,563	100	11	44	35	10	81.1
Title I		-	-	-	-	-	-	16	100	6	19	75	0	68.8	22,692	99	2	25	50	23	64.8
Non-Title I	35	100	6	46	46	3	82.9	366	99	18	58	21	3	91.4	48,450	99	11	48	33	8	83.6
Non-Low Income	27	100	7	48	44	0	85.2	340	99	19	59	20	2	92.0	48,804	100	11	48	34	7	83.9
LEP	5	-	-	-	-	-	-	22	100	5	41	50	5	77.3	4,093	98	1	11	47	42	50.7
FLEP	2	-	-	-	-	-	-	12	100	33	50	17	0	93.8	2,176	100	3	30	51	16	70.0
1st Yr LEP*		-	-	-	-	-	-	3	-	-	-	-	-	-	456	91	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	14	100	0	43	43	14	71.4
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	72	99	10	40	40	10	81.3
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	7	-	-	-	-	-	-	1,416	100	6	43	37	13	77.1

All Students

2008	35	100	6	46	46	3	82.9	382	99	18	57	23	3	90.4	71,162	99	8	41	39	13	77.6
2007	33	100	21	64	15	0	96.2	376	100	24	54	19	2	92.2	70,517	100	10	46	34	10	81.2



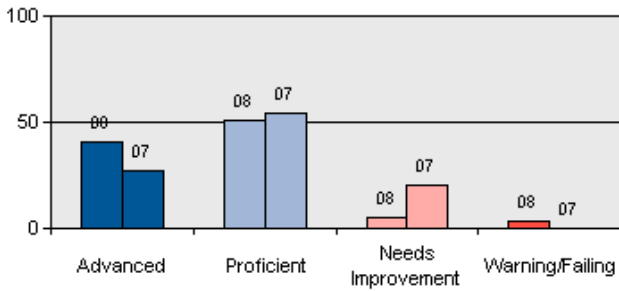
GRADE LEVEL 4 - MATHEMATICS

Student Group	School				District				State													
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl			CPI				
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W				
AYP Subgroups																						
Stud. w/ Disab	7	-	-	-	-	-	71	97	10	25	44	21	72.5	13,214	99	4	14	44	39	59.9		
LEP/FLEP	7	-	-	-	-	-	35	100	34	31	29	6	87.9	6,318	100	9	19	44	29	62.8		
Low-Income	8	-	-	-	-	-	41	100	22	29	34	15	82.3	22,447	100	8	21	47	24	66.0		
African American/Black	2	-	-	-	-	-	12	100	25	33	33	8	81.3	5,608	100	7	19	48	26	63.5		
Asian	7	-	-	-	-	-	43	98	49	21	23	7	90.1	3,507	100	38	28	26	7	86.1		
Hispanic/Latino	6	-	-	-	-	-	16	100	25	44	19	13	90.6	9,779	100	8	20	45	27	64.1		
Native American		-	-	-	-	-	1	-	-	-	-	-	-	193	99	11	27	47	16	72.3		
White	20	100	20	40	30	10	86.3	305	100	39	33	23	5	89.5	50,848	100	23	33	36	9	81.9	

Other Subgroups

Male	24	100	29	29	33	8	86.5	183	100	34	38	24	4	89.8	36,750	100	19	29	38	14	77.6
Female	11	100	27	27	18	27	79.5	201	99	43	29	22	6	89.2	34,672	100	21	30	38	12	78.6
Title I		-	-	-	-	-	-	16	100	6	19	63	13	71.9	22,799	100	9	22	47	22	67.0
Non-Title I	35	100	29	29	29	14	84.3	368	99	40	34	21	5	90.2	48,623	100	25	33	33	8	83.3
Non-Low Income	27	100	33	30	26	11	82.4	343	99	41	34	22	4	90.3	48,975	100	25	33	34	8	83.6
LEP	5	-	-	-	-	-	-	23	100	35	17	39	9	82.6	4,140	100	5	14	45	35	57.0
FLEP	2	-	-	-	-	-	-	12	100	33	58	8	0	97.9	2,178	100	16	27	41	16	73.9
1st Yr LEP*		-	-	-	-	-	-	3	-	-	-	-	-	-	502	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	14	100	0	57	29	14	76.8
Native Hawaiian/ Pacific		-	-	-	-	-	-		-	-	-	-	-	-	73	100	23	25	38	14	78.8

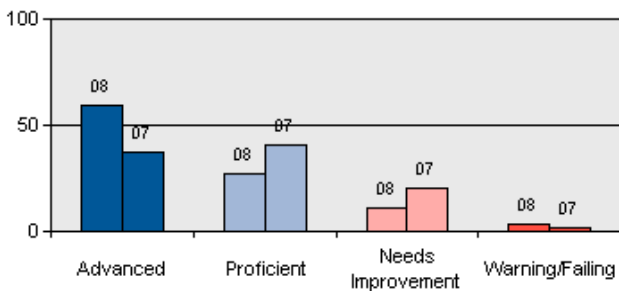
**GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



GRADE LEVEL 5 - MATHEMATICS

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	10	100	40	40	10	10	95.0	70	100	14	30	46	10	77.1	13,394	99	4	14	33	49	54.3
LEP/FLEP	3	-	-	-	-	-	-	24	100	38	29	29	4	90.6	5,695	99	9	19	34	38	57.7
Low-Income	4	-	-	-	-	-	-	38	100	29	21	39	11	78.3	21,904	100	8	22	37	32	61.9
African American/Black	1	-	-	-	-	-	-	12	100	33	17	25	25	77.1	5,522	100	8	20	39	33	60.4
Asian	4	-	-	-	-	-	-	28	100	57	21	21	0	93.8	3,367	100	42	29	20	9	86.5
Hispanic/Latino		-	-	-	-	-	-	18	100	22	33	44	0	84.7	9,328	99	7	20	37	37	58.1
Native American		-	-	-	-	-	-		-	-	-	-	-	209	100	12	22	39	27	66.3	
White	32	100	59	31	9	0	96.9	311	100	52	29	17	2	92.4	50,833	100	26	33	29	13	80.7
Other Subgroups																					
Male	21	100	67	29	0	5	100.0	203	100	51	28	19	2	92.1	36,411	100	23	30	30	18	76.3
Female	16	100	50	25	25	0	92.2	173	99	50	28	18	3	91.3	34,311	100	22	30	31	17	76.2
Title I		-	-	-	-	-	-	12	100	8	17	50	25	60.4	20,650	100	10	23	37	30	63.1
Non-Title I	37	100	59	27	11	3	96.6	364	100	52	29	18	2	92.8	50,072	100	27	33	28	12	81.7
Non-Low Income	33	100	58	30	12	0	96.2	338	100	53	29	17	1	93.3	48,818	100	29	33	27	11	82.7
LEP	2	-	-	-	-	-	-	16	100	25	44	31	0	89.1	3,294	99	5	14	31	50	49.5
FLEP	1	-	-	-	-	-	-	8	-	-	-	-	-	2,401	99	14	26	37	23	69.0	
1st Yr LEP*	1	-	-	-	-	-	-	3	-	-	-	-	-	522	100	-	-	-	-	-	
Migrant		-	-	-	-	-	-		-	-	-	-	-	4	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	68	99	21	37	31	12	83.1	
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	7	-	-	-	-	-	1,395	100	23	30	28	20	75.8	
All Students																					
2008	37	100	59	27	11	3	96.6	376	100	51	28	19	2	91.8	70,748	100	22	30	30	17	76.2
2007	41	100	37	41	20	2	90.2	348	100	40	33	23	5	89.0	71,352	100	19	32	31	18	75.7

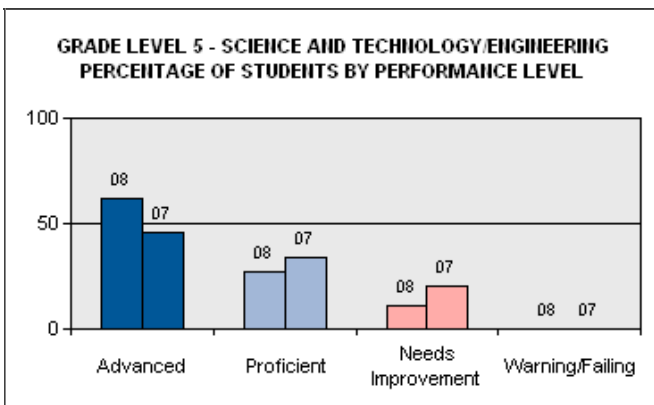
**GRADE LEVEL 5 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					

Stud. w/ Disab	10	100	40	40	20	0	95.0	70	100	20	39	33	9	83.9	13,369	99	4	17	45	33	61.9
LEP/FLEP	3	-	-	-	-	-	-	24	100	33	29	33	4	87.5	5,686	99	3	13	46	38	53.1
Low-Income	4	-	-	-	-	-	-	38	100	18	42	32	8	84.9	21,873	99	4	19	50	26	61.6
African American/Black	1	-	-	-	-	-	-	12	100	17	33	33	17	77.1	5,515	100	3	16	50	31	57.8
Asian	4	-	-	-	-	-	-	28	100	54	32	11	4	94.6	3,363	100	25	31	34	10	80.4
Hispanic/Latino		-	-	-	-	-	-	18	100	22	50	28	0	93.1	9,315	99	4	15	50	31	57.4
Native American		-	-	-	-	-	-		-	-	-	-	-		209	100	6	28	49	17	69.6
White	32	100	63	31	6	0	98.4	311	100	50	35	13	2	95.0	50,800	100	20	38	35	7	83.3
Other Subgroups																					
Male	21	100	76	14	10	0	97.6	203	100	51	35	12	1	95.7	36,377	100	17	34	37	12	78.6
Female	16	100	44	44	13	0	96.9	173	99	45	36	16	3	92.9	34,286	100	16	32	39	13	76.5
Title I		-	-	-	-	-	-	12	100	8	25	58	8	75.0	20,634	100	5	20	50	25	61.8
Non-Title I	37	100	62	27	11	0	97.3	364	100	50	36	12	2	95.1	50,029	100	22	38	33	7	84.1
Non-Low Income	33	100	61	30	9	0	97.7	338	100	52	35	12	1	95.5	48,790	100	22	39	32	6	84.8
LEP	2	-	-	-	-	-	-	16	100	31	31	31	6	85.9	3,289	99	1	8	41	50	45.8
FLEP	1	-	-	-	-	-	-	8	-	-	-	-	-	-	2,397	99	5	20	54	22	63.0
1st Yr LEP*	1	-	-	-	-	-	-	3	-	-	-	-	-	-	521	98	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	68	99	22	34	32	12	81.6
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	7	-	-	-	-	-	-	1,393	100	17	33	37	13	77.7
All Students																					
2008	37	100	62	27	11	0	97.3	376	100	48	36	14	2	94.4	70,689	100	17	33	38	12	77.6
2007	41	100	46	34	20	0	95.1	348	100	42	40	16	1	94.5	71,338	100	14	37	37	12	78.9



About the Data

Enrollment and Educator Data

Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

Student Groups (as of October 1, 2008)

African American or Black: A person having origins in any of the black racial groups of Africa.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

First Language Not English: A student whose first language learned or used by the parent/guardian with the child is not English.

Formerly Limited English Proficient (FLEP): A student who has transitioned out of LEP status during the current school year or within the past two school years.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Low Income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Multi-race, Non-Hispanic: A person selecting more than one racial category and non-Hispanic.

Native American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Special Education: A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

Title I: Student receives Title I services.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

MCAS Data (Spring 2008 Results)

MCAS performance levels include Above Proficient (**P+**) in grade 3; Advanced (**A**) in grades 4-8 and 10; Proficient (**P**) in grades 3-8 and 10; Needs Improvement (**NI**) in grades 3-8 and 10; Warning (**W**) in grades 3-8; and Failing (**F**) in grade 10.

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

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Accountability Data (2008)

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

For more information on the No Child Left Behind Act, please visit <http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of this school or district, please visit <http://profiles.doe.mass.edu/>.

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