

## 2011 NCLB Report Card - Houghton Elementary

### Houghton Elementary (07750027)

**Anthony M Cipro, Principal**

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Sterling, MA 01564-2698

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Organization Description: Houghton Elementary School is a child-centered school. Our commitment is to provide challenging and creative learning experiences that enable children to build both a strong academic and social foundation. Our school offers a safe, supportive environment where children care to learn and learn to care.

### 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 (2010-11 School Year)

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: 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/>.

**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.

**Waivers** are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

Enrollment (2010-11)				Educator Data (2010-11)			
	School	District	State		School	District	State
<b>Total Count</b>	511	7,490	955,563	Total # of Teachers	30.0	467.5	68,754.2
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	100.0	99.9	97.5
African American or Black	1.0	1.3	8.2	Total Number of Classes in Core Academic Areas	158	2,420	335,925
Asian	2.5	2.6	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	97.7
Hispanic or Latino	3.3	3.2	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	2.3
Multi-race, Non-Hispanic	1.0	1.6	2.4	Student/Teacher Ratio	17.0 to 1	16.0 to 1	13.9 to 1
Native American	0.0	0.1	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.6	1.3
Native Hawaiian or Pacific Islander	0.0	0.2	0.1				
White	92.2	90.9	68.0				
<b>Gender (%)</b>							
Male	51.5	51.0	51.3				
Female	48.5	49.0	48.7				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.6	1.0	7.1				
Low-Income	9.8	7.1	34.2				
Special Education	11.7	13.4	17.0				
First Language Not English	2.0	3.6	16.3				

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

# 2009 Massachusetts and Nationwide NAEP Results by Student Group

## Average Scaled Scores and Percentages 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	234	13	47	80	20	100	220	7	32	66	34	100
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

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	12	57	92	8	100	239	6	38	81	19	100
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

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	274	5	43	83	17	100	262	2	30	74	26	100
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

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	299	17	52	85	15	100	282	7	33	71	29	100
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

## 2009 Massachusetts NAEP Results

### *Participation Rates for Students with Disabilities and for English Language Learner 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.

<b>Grade/Subject</b>	<b># in Sample</b>	<b>% of Sample – Students with Disabilities</b>	<b>% of Sample – English Language Learners</b>	<b>% of Students Excluded from Original Sample</b>
<b>Grade 4 Reading</b>	3,900	14	6	5
<b>Grade 4 Mathematics</b>	3,700	14	6	5
<b>Grade 8 Reading</b>	3,600	15	1	5
<b>Grade 8 Mathematics</b>	3,600	14	2	6

# 2011 MCAS Results by Subgroup by Grade and Subject

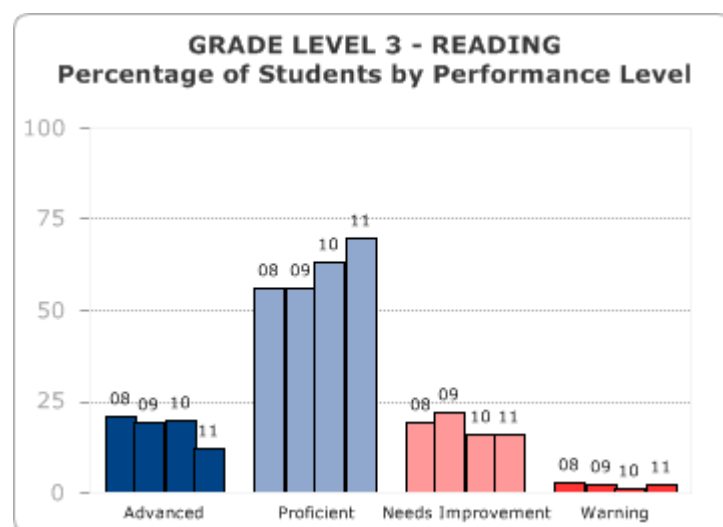
\* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

\* **NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

\* **NOTE:** High Needs includes students with disabilities, low income students, and English language learner/former English language learner students.

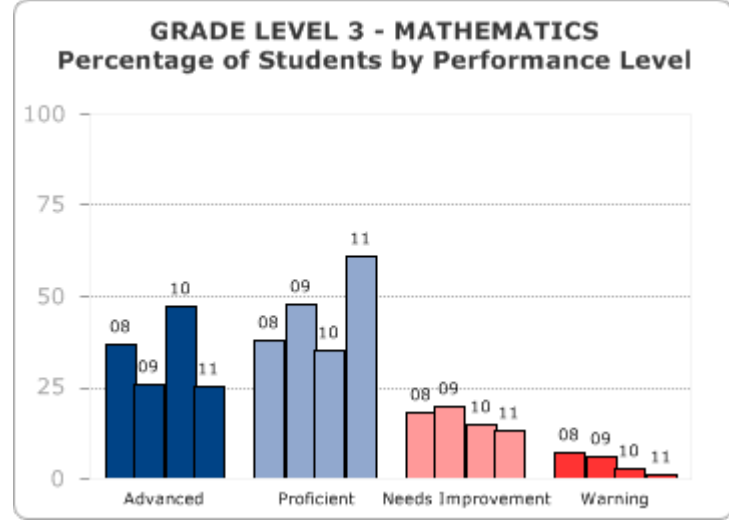
Data Last Updated on September 30, 2011

GRADE LEVEL 3 - READING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	100	10	40	30	20	72.5	N/A	N/A	82	99	4	38	34	24	79.6	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A
ELL/Former ELL	1	-	-	-	-	-	-	-	-	11	100	0	36	64	0	79.5	N/A	N/A	8,640	99	3	30	46	22	67.1	N/A	N/A
Low-Income	11	100	0	55	45	0	84.1	N/A	N/A	52	100	0	60	35	6	88.0	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A
African American/Black	1	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,473	99	3	34	45	18	71.4	N/A	N/A
Asian	5	-	-	-	-	-	-	-	-	16	100	6	75	19	0	93.8	N/A	N/A	4,123	99	17	52	24	7	87.4	N/A	N/A
Hispanic/Latino	5	-	-	-	-	-	-	-	-	30	100	17	37	43	3	85.0	N/A	N/A	11,279	99	3	33	45	19	70.6	N/A	N/A
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	168	100	8	39	40	13	78.9	N/A	N/A
White	97	100	12	71	14	2	94.3	N/A	N/A	505	100	14	68	15	4	94.3	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A
□																											
<b>Other Subgroups</b>																											
High Needs	21	100	5	48	38	10	78.6	N/A	N/A	129	99	2	47	35	16	83.1	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A
Male	59	100	10	69	19	2	92.4	N/A	N/A	292	100	11	65	20	4	92.6	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A
Female	49	100	14	71	12	2	94.9	N/A	N/A	280	100	19	65	14	3	94.9	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A
Title I	1	-	-	-	-	-	-	-	-	24	100	0	42	58	0	80.2	N/A	N/A	25,849	100	4	37	44	15	73.7	N/A	N/A
Non-Title I	107	100	12	71	15	2	93.7	N/A	N/A	548	100	15	66	15	4	94.3	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A
Non-Low Income	97	100	13	72	12	2	94.6	N/A	N/A	520	100	16	66	15	3	94.3	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	6,428	99	1	23	49	26	61.8	N/A	N/A
Former ELL		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,212	100	8	48	36	8	82.5	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	538	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	7	49	36	8	80.7	N/A	N/A
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	12	100	33	58	8	0	97.9	N/A	N/A	1,941	100	12	51	29	7	85.6	N/A	N/A
□																											
<b>All Students</b>																											
2011	108	100	12	70	16	2	93.5	N/A	N/A	572	100	15	65	17	3	93.7	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A
2010	104	100	20	63	16	1	94.0	N/A	N/A	622	100	20	57	19	3	92.6	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A



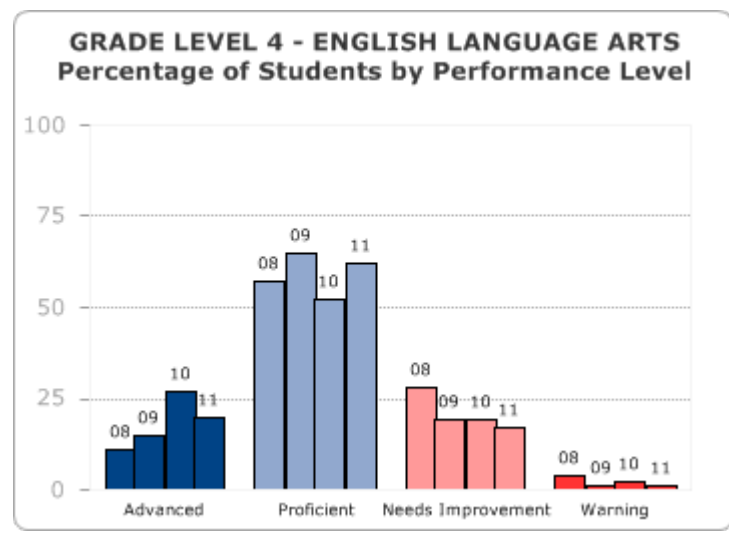
**GRADE LEVEL 3 - MATHEMATICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	100	10	20	60	10	72.5	N/A	N/A	81	98	10	25	36	30	77.5	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A
ELL/Former ELL	1	-	-	-	-	-	-	-	-	11	100	9	45	45	0	79.5	N/A	N/A	8,687	100	7	37	35	21	71.8	N/A	N/A
Low-Income	11	100	27	45	27	0	88.6	N/A	N/A	51	98	16	59	20	6	90.7	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A
African American/Black	1	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,479	100	4	35	38	23	69.8	N/A	N/A
Asian	5	-	-	-	-	-	-	-	-	16	100	25	56	19	0	93.8	N/A	N/A	4,131	100	26	53	15	5	91.7	N/A	N/A
Hispanic/Latino	5	-	-	-	-	-	-	-	-	30	100	17	43	33	7	83.3	N/A	N/A	11,319	100	5	38	37	20	72.3	N/A	N/A
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	165	99	9	45	33	13	80.6	N/A	N/A
White	97	100	26	63	10	1	96.4	N/A	N/A	501	100	19	64	13	4	94.6	N/A	N/A	46,896	100	15	57	21	6	88.9	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	21	100	19	33	43	5	81.0	N/A	N/A	128	98	13	40	28	19	83.6	N/A	N/A	33,822	100	6	40	35	19	74.9	N/A	N/A
Male	59	100	29	59	10	2	95.3	N/A	N/A	290	99	20	59	14	6	93.1	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A
Female	49	100	20	63	16	0	94.9	N/A	N/A	278	100	18	65	15	3	94.4	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A
Title I	1	-	-	-	-	-	-	-	-	24	100	4	38	58	0	79.2	N/A	N/A	25,870	100	6	41	35	17	75.4	N/A	N/A
Non-Title I	107	100	25	61	13	1	95.1	N/A	N/A	544	100	20	63	13	5	94.4	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A
Non-Low Income	97	100	25	63	11	1	95.9	N/A	N/A	517	100	19	62	14	4	94.1	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	6,474	100	4	33	38	25	67.5	N/A	N/A
Former ELL		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,213	100	13	50	28	9	84.4	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	606	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	11	44	35	11	79.0	N/A	N/A
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	12	100	42	58	0	0	100.0	N/A	N/A	1,943	100	15	50	26	9	84.9	N/A	N/A
<b>All Students</b>																											
2011	108	100	25	61	13	1	95.1	N/A	N/A	568	100	19	62	14	4	93.8	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A
2010	104	100	47	35	15	3	90.9	N/A	N/A	621	100	40	39	15	6	90.7	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A



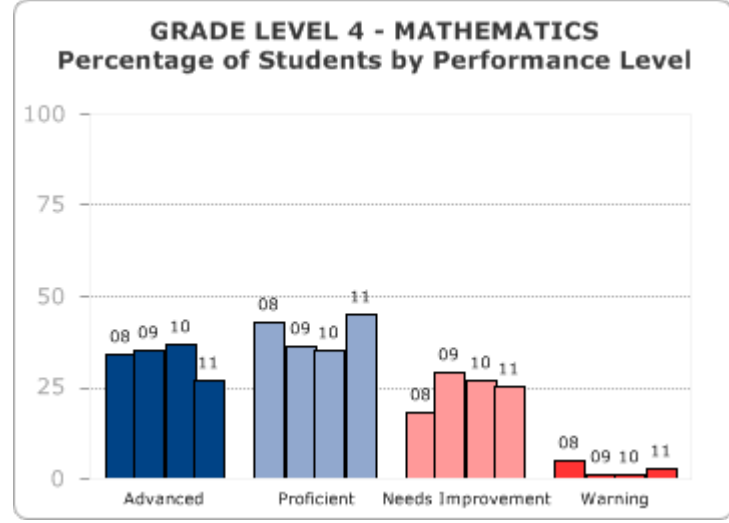
**GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	100	0	40	50	10	82.5	N/A	9	88	100	0	20	52	27	66.5	43.0	76	13,497	99	1	14	44	41	57.9	36.0	11,539
ELL/Former ELL	1	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	7,866	99	3	25	45	28	62.5	47.0	6,862
Low-Income	13	100	8	46	46	0	84.6	N/A	13	60	100	7	53	33	7	86.7	50.0	54	25,847	99	3	29	46	22	67.5	42.0	23,562
African American/Black		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	5,629	99	3	27	46	24	66.2	41.0	5,011
Asian	2	-	-	-	-	-	-	-	-	25	100	16	68	12	4	92.0	70.0	23	4,054	100	18	47	27	8	84.5	63.0	3,760
Hispanic/Latino	2	-	-	-	-	-	-	-	-	19	100	16	42	32	11	81.6	N/A	19	10,865	99	3	26	45	26	64.9	43.0	9,755
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	164	100	5	30	48	16	70.0	43.0	153
White	100	100	21	61	17	1	94.5	65.0	99	575	100	15	60	21	4	90.7	63.0	549	48,076	100	11	48	32	8	83.8	51.0	45,896
<b>Other Subgroups</b>																											
High Needs	23	100	4	48	43	4	85.9	49.0	22	139	100	3	36	43	18	75.4	47.0	124	34,226	99	3	28	47	23	67.3	42.0	30,918
Male	49	100	6	73	20	0	93.9	57.0	49	307	100	9	61	25	5	88.8	56.0	298	36,389	99	6	39	40	15	75.6	43.0	33,905
Female	55	100	33	51	15	2	95.0	75.0	54	327	100	21	58	17	4	91.9	68.0	307	34,506	100	13	47	31	9	83.4	57.0	32,658
Title I	2	-	-	-	-	-	-	-	-	34	100	0	21	79	0	67.6	42.5	30	25,673	99	4	29	46	21	68.1	43.0	23,608
Non-Title I	102	100	21	62	17	1	94.6	68.0	101	600	100	16	62	18	5	91.7	63.0	575	45,247	100	13	51	29	7	85.8	54.0	42,965
Non-Low Income	91	100	22	64	13	1	95.9	68.5	90	574	100	16	60	20	4	90.8	63.0	551	45,073	100	14	51	29	6	86.2	54.0	43,011
ELL	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	5,499	99	1	17	47	34	56.0	46.0	4,604
Former ELL		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,367	99	7	42	40	12	77.7	52.0	2,258
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	489	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	13	43	29	16	80.2	56.0	88
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	2,011	100	10	43	36	11	79.4	51.0	1,900
<b>All Students</b>																											
2011	104	100	20	62	17	1	94.5	67.0	103	634	100	15	60	21	4	90.4	63.0	605	70,920	100	10	43	35	12	79.4	51.0	66,573
2010	89	100	27	52	19	2	92.1	66.0	88	585	100	18	55	23	4	90.0	57.0	552	70,911	100	11	43	35	12	80.1	50.0	66,628



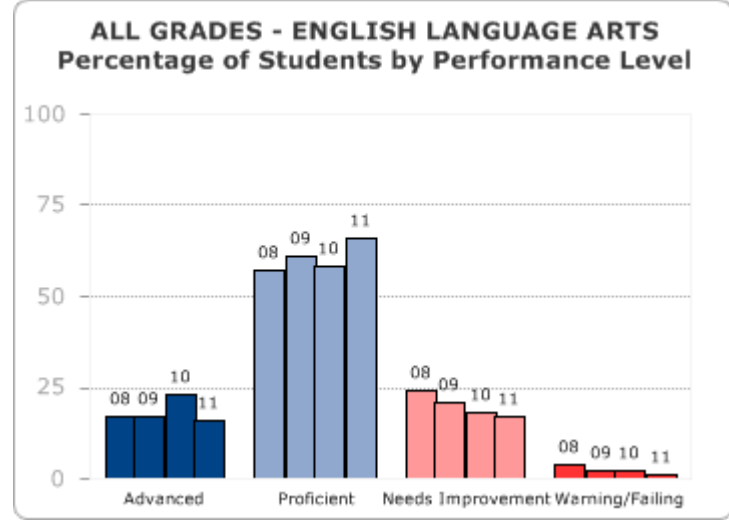
**GRADE LEVEL 4 - MATHEMATICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	100	10	30	50	10	77.5	N/A	9	88	100	3	18	55	24	66.5	41.0	77	13,563	99	3	13	48	36	60.1	39.0	11,615
ELL/Former ELL	1	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	7,934	100	7	21	48	24	65.1	50.0	6,830
Low-Income	13	100	0	62	38	0	86.5	N/A	13	60	100	12	37	45	7	82.5	52.0	53	25,922	100	6	22	52	20	67.4	45.0	23,521
African American/Black		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	5,664	100	5	18	53	25	63.1	42.0	5,032
Asian	2	-	-	-	-	-	-	-	-	25	100	24	48	28	0	92.0	60.0	23	4,060	100	32	36	27	6	87.4	66.0	3,758
Hispanic/Latino	2	-	-	-	-	-	-	-	-	19	100	37	21	42	0	81.6	N/A	19	10,908	100	5	20	51	23	65.2	46.0	9,694
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	162	100	9	22	54	15	70.8	50.0	153
White	100	100	28	44	25	3	89.8	60.0	99	576	100	22	41	32	5	87.3	55.0	550	48,172	100	17	36	39	7	82.5	50.0	45,994
<b>Other Subgroups</b>																											
High Needs	23	100	4	52	39	4	84.8	49.5	22	139	100	7	29	49	15	74.3	46.0	125	34,365	100	6	22	51	21	67.6	45.0	30,944
Male	49	100	37	37	27	0	90.8	62.0	49	307	100	27	37	33	3	87.8	60.0	298	36,503	100	15	32	41	12	78.5	50.0	33,985
Female	55	100	18	53	24	5	88.6	59.0	54	328	100	19	45	31	5	86.9	52.0	308	34,570	100	15	33	42	10	78.2	50.0	32,633
Title I	2	-	-	-	-	-	-	-	-	34	100	0	21	71	9	67.6	40.5	30	25,760	100	7	22	52	19	68.2	46.0	23,569
Non-Title I	102	100	27	45	25	3	90.0	60.0	101	601	100	24	42	30	4	88.4	56.0	576	45,341	100	20	38	36	7	84.2	52.0	43,060
Non-Low Income	91	100	31	43	23	3	90.1	60.0	90	575	100	24	42	31	4	87.8	56.0	553	45,179	100	20	38	36	6	84.7	52.0	43,108
ELL	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	5,566	100	5	17	50	29	59.8	50.0	4,588
Former ELL		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,368	100	13	32	44	11	77.6	51.5	2,242
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	556	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	16	33	39	13	78.9	44.0	90
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	2,011	100	16	30	43	11	77.0	50.0	1,897
<b>All Students</b>																											
2011	104	100	27	45	25	3	89.7	60.0	103	635	100	23	41	32	4	87.3	55.0	606	71,101	100	15	32	42	11	78.4	50.0	66,629
2010	89	100	37	35	27	1	90.7	64.0	88	586	100	28	37	31	4	87.5	58.0	554	70,924	100	16	32	41	11	78.7	49.0	66,792



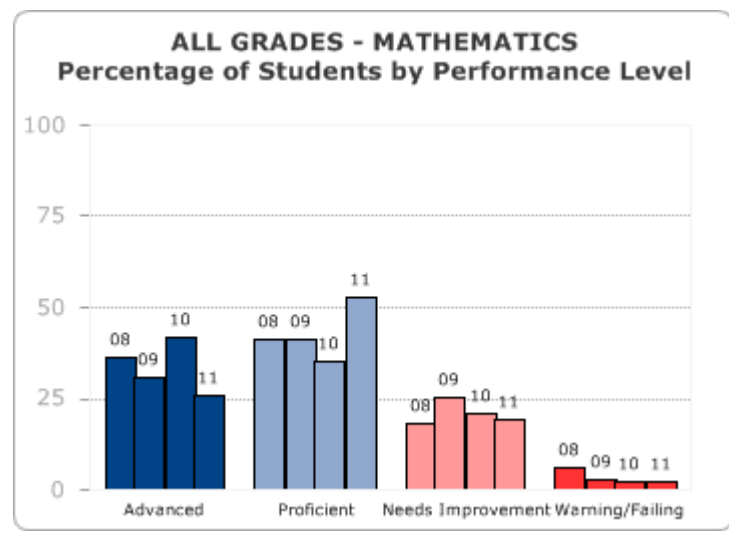
**ALL GRADES - ENGLISH LANGUAGE ARTS**

Student Group	School									District									State											
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
<b>AYP Subgroups</b>																														
Stud. w/ Disab	20	100	5	40	40	15	77.5	N/A	9	609	99	3	39	40	19	77.7	49.0	444	92,004	98	2	28	41	29	68.3	42.0	67,383			
ELL/Former ELL	2	-	-	-	-	-	-	-	-	53	98	0	53	40	8	81.1	65.0	33	42,402	98	3	30	42	25	66.2	50.0	27,475			
Low-Income	24	100	4	50	46	0	84.4	N/A	13	366	99	11	58	25	6	88.0	50.0	280	174,384	99	6	43	36	15	77.1	46.0	132,764			
African American/Black		-	-	-	-	-	-	-	-	61	100	18	52	25	5	87.3	61.5	48	40,300	99	6	44	35	15	77.4	47.0	30,278			
Asian	7	-	-	-	-	-	-	-	-	111	99	26	60	11	3	93.9	63.0	87	26,656	99	28	49	18	6	90.2	59.0	20,597			
Hispanic/Latino	7	-	-	-	-	-	-	-	-	140	100	16	56	24	4	89.3	62.0	96	72,903	99	5	40	37	18	74.2	46.0	53,717			
Native American		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958			
White	197	100	17	66	16	2	94.4	65.0	99	3,820	100	26	59	12	3	95.0	57.0	3,149	343,938	99	21	56	19	5	90.9	51.0	281,256			
<b>Other Subgroups</b>																														
High Needs	44	100	5	48	41	7	82.4	49.0	22	892	99	6	48	33	13	82.8	49.0	659	229,396	99	5	42	36	16	77.0	46.0	173,378			
Male	108	100	8	71	19	1	93.1	57.0	49	2,125	100	19	62	16	4	93.3	52.0	1,724	254,409	99	13	51	26	10	84.7	47.0	201,101			
Female	104	100	24	61	13	2	95.0	75.0	54	2,086	100	33	56	9	2	95.9	62.0	1,717	242,686	99	22	53	20	5	89.8	53.0	195,020			
Title I	3	-	-	-	-	-	-	-	-	162	100	1	49	48	1	81.8	35.0	130	148,778	99	6	43	37	15	76.8	46.0	110,697			
Non-Title I	209	100	16	67	16	1	94.1	68.0	101	4,049	100	27	59	11	3	95.1	59.0	3,311	348,480	99	22	56	17	5	91.6	52.0	285,485			
Non-Low Income	188	100	18	68	13	2	95.2	68.5	90	3,845	100	27	59	11	3	95.3	58.0	3,161	322,874	99	24	57	16	4	92.6	52.0	263,418			
ELL	2	-	-	-	-	-	-	-	-	25	97	0	28	56	16	69.0	N/A	13	29,528	98	1	21	46	31	59.4	48.0	17,497			
Former ELL		-	-	-	-	-	-	-	-	28	100	0	75	25	0	92.0	62.0	20	12,874	99	7	49	33	10	81.7	54.0	9,978			
1st Yr ELL*		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	10	100	30	60	10	0	97.5	N/A	9	549	99	17	51	22	10	86.3	53.5	412			
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	63	100	24	52	19	5	92.1	60.0	48	11,536	99	18	51	24	8	86.9	51.0	8,903			
<b>All Students</b>																														
2011	212	100	16	66	17	1	94.0	67.0	103	4,211	100	26	59	12	3	94.6	58.0	3,441	497,258	99	17	52	23	8	87.2	50.0	396,182			
2010	193	100	23	58	18	2	93.1	66.0	88	4,146	99	22	59	15	3	93.5	55.0	3,327	498,668	99	16	52	24	8	86.9	50.0	396,078			



**ALL GRADES - MATHEMATICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	20	100	10	25	55	10	75.0	N/A	9	607	98	6	23	37	34	65.4	47.0	443	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	2	-	-	-	-	-	-	-	-	53	100	9	30	49	11	74.1	57.0	33	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	24	100	13	54	33	0	87.5	N/A	13	365	99	18	37	29	17	77.6	45.0	282	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black		-	-	-	-	-	-	-	-	61	100	20	36	30	15	76.6	51.0	48	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	7	-	-	-	-	-	-	-	-	110	99	46	35	15	3	92.7	63.0	85	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	7	-	-	-	-	-	-	-	-	139	100	25	29	31	14	78.2	49.5	96	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956
White	197	100	27	53	18	2	93.0	60.0	99	3,810	100	34	40	20	6	89.3	52.0	3,146	344,050	99	28	37	25	10	84.3	50.0	281,305
<b>Other Subgroups</b>																											
High Needs	44	100	11	43	41	5	83.0	49.5	22	889	99	11	30	34	25	72.0	47.0	661	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	108	100	32	49	18	1	93.3	62.0	49	2,117	100	34	38	21	8	88.3	50.0	1,719	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	104	100	19	58	20	3	91.6	59.0	54	2,082	100	34	41	19	6	89.1	54.0	1,717	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I	3	-	-	-	-	-	-	-	-	162	100	2	22	64	13	66.5	49.0	131	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	209	100	26	53	19	2	92.6	60.0	101	4,037	100	35	40	18	7	89.6	52.0	3,305	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	188	100	28	53	17	2	93.1	60.0	90	3,834	100	35	39	19	6	89.8	53.0	3,154	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL	2	-	-	-	-	-	-	-	-	25	100	4	24	56	16	69.0	N/A	13	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL		-	-	-	-	-	-	-	-	28	100	14	36	43	7	78.6	51.0	20	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	10	100	30	40	30	0	90.0	N/A	9	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	63	100	32	40	16	13	84.9	52.0	48	11,535	99	24	33	28	15	79.1	50.0	8,894
<b>All Students</b>																											
2011	212	100	26	53	19	2	92.5	60.0	103	4,199	100	34	39	20	7	88.7	52.0	3,436	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	193	100	42	35	21	2	90.8	64.0	88	4,147	100	36	37	20	7	88.4	53.0	3,327	498,632	99	26	33	27	15	79.9	50.0	396,662







# 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.

The waiver data included in this 2011 NCLB Report Card reflects only academic waivers issued during the 2010-2011 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

## Student Groups (2010-11 School Year)

**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 2011 Results)

MCAS performance levels include Advanced (A) in grades 3-8 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.

**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.

**CPI:** The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number

between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.

A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)	Portfolio not Submitted	0

\* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

**SGP:** Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

## Accountability Data (2011)

### State Accountability and Assistance Levels

Accountability reports for all districts and schools (except charter schools) display a state Accountability and Assistance Level of 1 to 5 indicating its placement on the Framework for Accountability and Assistance, the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention will be in Level 1; those requiring the most intervention will be in Level 5. For information on understanding Accountability and Assistance Levels, please see <http://www.doe.mass.edu/sda/framework/default.html>.

### Federal NCLB Accountability Status Labels

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/>.

**I1/2-S:** Identified for Improvement - Subgroups only (Year 1 or 2)

**I1/2-A:** Identified for Improvement (Year 1 or 2)

**CA-S:** Identified for Corrective Action - Subgroups only

**CA-A:** Identified for Corrective Action

**RST1/2-S:** Identified for Restructuring - Subgroups only (Year 1 or 2)

**RST1/2:** Identified for Restructuring (Year 1 or 2)

**UR:** Under Review

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 Massachusetts, please visit the <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

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