

2008-2009 NCLB Report Card - King Philip Middle School

King Philip Middle School (06900510)

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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 include all public school districts in Massachusetts except for the Norwood Public Schools.**

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	808	2,083	958,910	Total # of Teachers	47.1	123.0	70,132.3
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	93.6	96.2	96.5
African American or Black	0.4	0.9	8.2	Total Number of Classes in Core Academic Areas	197	479	278,712
Asian	0.7	1.2	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	96.5
Hispanic or Latino	0.7	1.0	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	3.5
Multi-race, Non-Hispanic	0.4	0.5	2.0	Student/Teacher Ratio	17.2 to 1	16.9 to 1	13.6 to 1
Native American	0.0	0.0	0.3				
Native Hawaiian or Pacific Islander	0.1	0.0	0.1				
White	97.6	96.4	69.9				
Gender (%)							
Male	52.2	50.7	51.4				
Female	47.8	49.3	48.6				
Selected Populations (%)							
Limited English Proficiency	0.0	0.1	5.9				
Low-Income	6.4	5.6	30.7				
Special Education	16.1	15.2	17.1				
First Language Not English	0.5	0.6	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

King Philip Middle School: 2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	No Change
MATHEMATICS	Improvement Year 2 - Subgroups	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		
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	99	Yes	93.2	No	-0.9	Yes	96.1	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	73.3	No	-0.2	Yes	95.2	No
Low Income	Yes	98	No	74.0	No	-7.5	Yes	93.5	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	93.3	No	-0.6	Yes	96.1	Yes
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	99	Yes	81.0	No	-1.0	Yes	96.1	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	99	No	48.2	No	0.2	Yes	95.2	No
Low Income	Yes	100	No	56.5	No	-1.5	Yes	93.5	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	81.1	No	-0.9	Yes	96.1	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	-	-	-	No	Yes	No	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 2 - Subgroups
	All Subgroups	-	-	-	Yes	Yes	No	No	Yes	No	

King Philip Middle School:
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	839	832	99	Yes	824	93.2	Yes	94.1	0.8	94.1-97.4	No	96.1	0.1	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	130	130	100	Yes	129	73.3	No	73.5	3.8	74.8-79.8	No	95.2	1.0	Yes	No
Low Income	52	51	98	Yes	49	74.0	No	81.5	2.6	81.5-88.6	No	93.5	1.2	Yes	No
Afr. Amer./Black	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	11	-	-	-	-	-	-	-	-	-	-
Hispanic	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	802	798	100	Yes	790	93.3	Yes	93.9	0.9	93.9-97.3	No	96.1	0.1	Yes	Yes

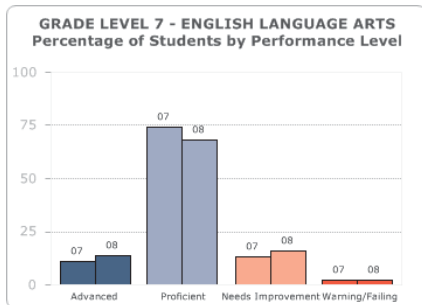
MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	840	835	99	Yes	826	81.0	Yes	82.0	2.6	82.1-87.1	No	96.1	0.1	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	130	129	99	Yes	128	48.2	No	48.0	7.4	52.9-57.9	No	95.2	1.0	Yes	No
Low Income	52	52	100	Yes	50	56.5	No	58.0	6.0	59.5-68.5	No	93.5	1.2	Yes	No
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	11	-	-	-	-	-	-	-	-	-	-
Hispanic	11	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	803	799	100	Yes	790	81.1	Yes	82.0	2.6	82.1-87.1	No	96.1	0.1	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	-	-	-	No	Yes	No	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 2 - Subgroups
	All Subgroups	-	-	-	Yes	Yes	No	No	Yes	No	

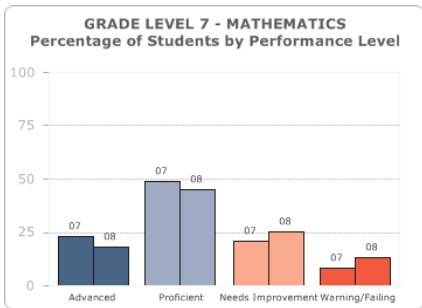
2008 MCAS Results by Subgroup by Grade then Subject

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

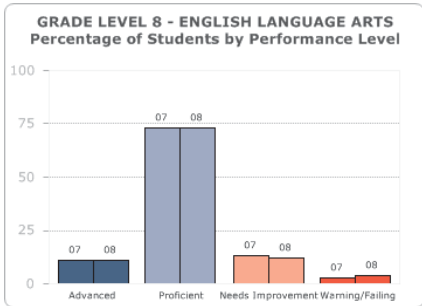
GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS																					
Student Group	School					District					State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI			
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W			
AYP Subgroups																					
Stud. w/ Disab	67	100	1	34	52	12	71.6	69	97	1	35	52	12	71.7	13,544	97	1	26	43	29	67.2
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,061	98	2	27	40	31	63.0
Low-Income	28	97	7	39	43	11	75.9	29	97	7	38	45	10	75.0	22,476	98	3	43	38	16	75.9
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	-	6,079	98	3	44	36	16	76.6
Asian	5	-	-	-	-	-	-	5	-	-	-	-	-	-	3,385	99	23	55	18	4	91.2
Hispanic/Latino	5	-	-	-	-	-	-	5	-	-	-	-	-	-	9,591	98	3	39	39	19	73.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	218	99	5	46	38	11	78.4
White	388	100	14	68	15	2	93.2	392	99	14	68	15	2	93.2	52,132	99	15	62	19	5	91.0
Other Subgroups																					
Male	210	99	8	66	23	3	89.5	211	98	8	66	23	3	89.6	37,458	99	8	54	28	10	83.8
Female	195	99	22	71	7	1	96.9	198	99	21	71	8	1	96.7	35,302	99	18	59	18	5	91.1
Title I	15	94	0	87	13	0	95.0	15	94	0	87	13	0	95.0	17,412	98	3	44	38	15	76.5
Non-Title I	390	99	15	67	16	2	93.0	394	99	15	68	16	2	93.0	55,348	99	15	61	19	5	90.8
Non-Low Income	377	99	15	70	14	1	94.4	380	99	15	71	13	1	94.4	50,284	99	17	63	17	4	92.5
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,461	97	0	15	42	43	53.2
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,600	99	4	45	38	13	78.1
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	493	96	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	75	99	8	47	35	11	82.7
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1,280	99	14	54	25	8	87.0
All Students																					
2008	405	99	14	68	16	2	93.1	409	99	14	68	16	2	93.0	72,799	99	12	57	23	8	87.3
2007	421	100	11	74	13	2	94.5	433	100	11	72	14	3	93.2	73,577	100	9	60	23	8	86.9



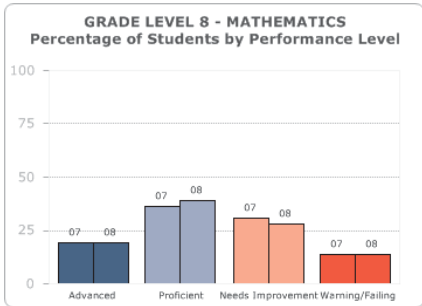
GRADE LEVEL 7 - MATHEMATICS																					
Student Group	School					District					State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI			
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W			
AYP Subgroups																					
Stud. w/ Disab	67	100	1	9	34	55	46.3	70	99	1	9	36	54	46.4	13,669	98	2	10	26	62	46.5
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,138	99	4	13	25	59	45.4
Low-Income	29	100	7	24	34	34	58.6	30	100	7	23	33	37	57.5	22,664	99	4	19	32	45	54.2
African American/Black	5	-	-	-	-	-	-	5	-	-	-	-	-	-	6,138	99	3	18	32	47	52.3
Asian	5	-	-	-	-	-	-	5	-	-	-	-	-	-	3,398	100	32	35	21	12	83.8
Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	9,684	99	3	16	29	51	50.2
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	219	99	5	22	35	37	58.3
White	389	100	18	45	24	13	81.9	395	100	18	45	25	13	81.7	52,320	100	17	37	29	17	77.5
Other Subgroups																					
Male	211	100	19	37	30	14	79.1	213	99	19	38	30	14	79.1	37,676	99	15	32	27	25	71.5
Female	197	100	17	53	19	11	84.9	201	100	16	52	20	11	84.5	35,446	100	15	33	30	23	72.2
Title I	16	100	0	44	56	0	79.7	16	100	0	44	56	0	79.7	17,564	99	5	20	32	43	55.3
Non-Title I	392	100	19	45	23	13	82.0	398	100	18	44	24	13	81.8	55,558	99	18	36	28	18	77.1
Non-Low Income	379	100	19	46	24	11	83.7	384	99	18	46	25	11	83.6	50,458	100	20	38	27	15	79.8
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,526	99	2	8	20	70	38.0
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,612	99	6	21	31	42	56.9
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	559	99	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	75	99	9	33	29	28	69.0
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1,288	100	16	29	30	25	70.8
All Students																					
2008	408	100	18	45	25	13	81.9	414	100	18	44	25	13	81.7	73,169	99	15	32	29	24	71.8
2007	420	100	23	49	21	8	86.4	432	100	22	47	21	9	85.1	73,592	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			
AYP Subgroups																					
Stud. w/ Disab	62	100	2	40	35	23	75.0	67	99	1	42	34	22	76.1	13,027	97	1	35	36	27	70.3
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,840	98	2	30	34	34	62.3
Low-Income	21	100	5	29	43	24	71.4	22	100	5	32	41	23	72.7	22,189	98	3	51	31	15	78.8
African American/Black	5	-	-	-	-	-	-	5	-	-	-	-	-	-	6,023	98	4	54	29	13	80.6
Asian	5	-	-	-	-	-	-	5	-	-	-	-	-	-	3,355	99	22	59	13	5	92.1
Hispanic/Latino	4	-	-	-	-	-	-	4	-	-	-	-	-	-	9,462	98	3	47	32	18	75.7
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	212	99	8	55	29	8	84.3
White	402	100	11	73	12	4	93.3	412	99	11	72	13	4	93.2	52,986	99	14	67	14	4	92.5
Other Subgroups																					
Male	218	100	7	75	13	5	92.8	224	99	7	75	14	4	92.6	37,806	99	8	63	20	9	87.3
Female	201	100	15	70	10	4	94.0	205	100	15	70	11	4	93.9	35,421	99	17	63	15	5	91.4
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16,968	98	4	53	30	14	79.6
Non-Title I	419	100	11	73	12	4	93.4	429	99	11	72	12	4	93.2	56,259	99	15	66	14	5	92.2
Non-Low Income	398	100	11	75	10	3	94.5	407	99	11	75	11	3	94.3	51,038	99	16	68	12	4	93.8
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,385	97	1	18	36	46	52.4
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,455	99	4	51	32	14	78.7
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	426	96	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	65	96	9	51	32	8	85.4
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	3	-	-	-	-	-	-	1,124	99	11	63	19	7	88.7
All Students																					
2008	419	100	11	73	12	4	93.4	429	99	11	72	12	4	93.2	73,268	99	12	63	18	7	89.3
2007	399	99	11	73	13	3	93.5	405	99	11	73	13	3	93.0	74,433	100	12	63	18	6	89.5

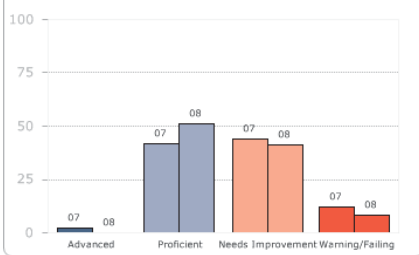


GRADE LEVEL 8 - MATHEMATICS																					
Student Group	School					District					State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI			
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W			
AYP Subgroups																					
Stud. w/ Disab	61	98	2	15	26	57	50.4	66	97	2	14	27	58	49.6	13,047	97	2	10	26	63	45.8
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,891	99	5	12	23	60	44.3
Low-Income	21	100	10	10	38	43	53.6	22	100	9	14	36	41	55.7	22,243	98	6	19	30	45	54.6
African American/Black	5	-	-	-	-	-	-	5	-	-	-	-	-	-	6,029	98	5	19	31	46	53.4
Asian	5	-	-	-	-	-	-	5	-	-	-	-	-	-	3,356	99	39	29	18	13	83.7
Hispanic/Latino	4	-	-	-	-	-	-	4	-	-	-	-	-	-	9,524	98	5	17	28	50	51.2
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	209	99	11	25	39	62.3	
White	401	99	19	40	28	13	80.3	411	99	18	40	28	14	79.7	53,017	99	22	34	27	17	77.3
Other Subgroups																					
Male	217	99	22	40	25	13	81.7	223	98	22	40	26	13	81.3	37,832	99	19	30	26	24	72.1
Female	201	100	16	39	31	14	78.5	205	100	16	39	30	16	77.8	35,492	99	19	30	27	23	72.0
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17,028	99	7	21	30	43	55.7
Non-Title I	418	99	19	39	28	14	80.1	428	99	19	39	28	14	79.6	56,296	99	23	33	26	18	77.0
Non-Low Income	397	99	20	41	27	12	81.5	406	99	19	41	27	13	80.9	51,081	99	25	35	25	15	79.7
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,433	99	3	7	19	71	36.6
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,458	99	9	21	28	42	57.2
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	475	100	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	64	96	19	20	34	27	67.6
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	3	-	-	-	-	-	-	1,125	99	19	27	28	26	69.4
All Students																					
2008	418	99	19	39	28	14	80.1	428	99	19	39	28	14	79.6	73,365	99	19	30	27	24	72.0
2007	397	99	19	36	31	14	77.3	404	99	19	35	31	15	76.5	74,319	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	
AYP Subgroups																					
Stud. w/ Disab	62	100	0	19	45	35	58.5	67	99	0	21	45	34	59.0	12,972	97	0	10	37	53	48.6
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,879	98	0	7	27	66	37.1
Low-Income	21	100	0	5	62	33	53.6	22	100	0	5	59	36	52.3	22,139	98	0	14	41	45	49.9
African American/Black	5	-	-	-	-	-	-	5	-	-	-	-	-	-	6,003	98	0	11	40	48	47.5
Asian	5	-	-	-	-	-	-	5	-	-	-	-	-	-	3,358	99	5	44	34	18	74.3
Hispanic/Latino	4	-	-	-	-	-	-	4	-	-	-	-	-	-	9,470	98	0	11	37	52	45.2
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	208	99	1	27	42	30	63.0
White	401	99	0	51	40	8	79.5	411	99	0	51	40	9	79.0	52,940	99	3	44	40	13	75.6
Other Subgroups																					
Male	217	99	1	56	34	9	81.5	223	98	1	56	34	9	80.9	37,739	99	3	38	38	21	70.3
Female	201	100	0	45	48	7	76.9	205	100	0	44	48	8	76.5	35,424	99	2	35	41	22	67.9
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16,933	98	0	14	41	45	49.4
Non-Title I	418	99	0	51	41	8	79.2	428	99	0	50	41	9	78.8	56,230	99	3	43	39	15	75.1
Non-Low Income	397	99	1	53	40	7	80.6	406	99	0	53	40	7	80.2	51,024	99	3	46	38	12	77.4
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,431	98	0	3	20	78	30.4
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,448	98	0	14	39	47	48.2
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	476	99	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	94	2	30	46	22	63.5
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	3	-	-	-	-	-	-	1,121	99	3	32	42	23	66.1
All Students																					
2008	418	99	0	51	41	8	79.2	428	99	0	50	41	9	78.8	73,203	99	3	36	39	22	69.1
2007	397	99	2	42	44	12	74.8	404	99	2	42	44	13	74.1	74,257	99	3	30	44	24	65.9

GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY/ENGINEERING
Percentage of Students by Performance Level



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/>.

Accountability Status Labels

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>.