

2008-2009 NCLB Report Card - Silver Lake Regional Middle School

Silver Lake Regional Middle School
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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	642	1,883	958,910
Race/Ethnicity (%)			
African American or Black	1.4	1.5	8.2
Asian	0.9	0.7	5.1
Hispanic or Latino	0.6	0.7	14.3
Multi-race, Non-Hispanic	0.0	0.0	2.0
Native American	0.0	0.1	0.3
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	97.0	96.9	69.9
Gender (%)			
Male	48.1	53.1	51.4
Female	51.9	46.9	48.6
Selected Populations (%)			
Limited English Proficiency	0.3	0.2	5.9
Low-Income	11.4	9.9	30.7
Special Education	13.4	14.5	17.1
First Language Not English	0.3	0.2	15.4
Grades Offered:	07, 08		

Educator Data - 2008-09

	School	District	State
Total # of Teachers	49.4	141.2	-
Percentage of Teachers Licensed in Teaching Assignment	100.0	96.5	-
Total Number of Classes in Core Academic Areas	256	571	-
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	96.8	-
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	3.2	-
Student/Teacher Ratio	13.0 to 1	13.3 to 1	- to 1

2007 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percents of Students at Each Achievement Level

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

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

GRADE LEVEL 4 - READING

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud at Each Perf Level					Avg. Scaled Score	% of Stud. at Each Perf Level				
		P+	P	B+	BB	% Assessed		P+	P	B+	BB	% Assessed
All Students	236	16	49	81	19	100	220	7	32	66	34	100
Stud. w/ Disab	213	6	23	54	46	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9
African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5

Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

GRADE LEVEL 4 - MATHEMATICS

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud at Each Perf Level					Avg. Scaled Score	% of Stud. at Each Perf Level				
		P+	P	B+	BB	% Assessed		P+	P	B+	BB	% Assessed
All Students	252	11	58	93	7	100	239	5	39	81	19	100
Stud. w/ Disab	238	4	33	83	17	14	220	2	19	60	40	11
LEP/FLEP	230	2	24	74	26	6	217	1	13	56	44	10
African American/Black	232	2	26	75	25	7	222	1	15	63	37	17
Asian/Pacific Islander	259	21	66	95	5	6	254	16	59	91	9	5
Hispanic/Latino	231	2	23	77	23	11	227	1	22	69	31	21
White	257	12	65	97	3	75	248	8	51	91	9	55
Low-Income	237	3	32	83	17	27	227	1	22	70	30	46

GRADE LEVEL 8 - READING

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud at Each Perf Level					Avg. Scaled Score	% of Stud. at Each Perf Level				
		P+	P	B+	BB	% Assessed		P+	P	B+	BB	% Assessed
All Students	273	4	43	84	16	100	261	2	29	73	27	100
Stud. w/ Disab	246	1	13	55	45	13	226	#	7	34	66	9
LEP/FLEP	232	#	4	40	60	2	222	#	4	29	71	6
African American/Black	253	1	17	65	35	8	244	#	12	54	46	17
Asian/Pacific Islander	281	6	54	89	11	5	269	5	40	79	21	5
Hispanic/Latino	251	1	15	63	37	9	246	1	14	57	43	18
White	278	5	49	89	11	76	270	3	38	83	17	58
Low-Income	256	1	20	69	31	26	247	1	15	58	42	40

GRADE LEVEL 8 - MATHEMATICS

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud at Each Perf Level					Avg. Scaled Score	% of Stud. at Each Perf Level				
		P+	P	B+	BB	% Assessed		P+	P	B+	BB	% Assessed
All Students	298	15	51	85	15	100	280	7	31	70	30	100
Stud. w/ Disab	271	2	18	62	38	9	246	1	8	33	67	9
LEP/FLEP	251	3	16	33	67	3	245	1	6	30	70	6
African American/Black	264	1	13	54	46	8	259	1	11	47	53	17
Asian/Pacific Islander	315	28	74	94	6	5	296	17	49	82	18	5
Hispanic/Latino	270	5	19	59	41	10	264	2	15	54	46	19
White	305	17	58	91	9	75	290	9	41	81	19	58
Low-Income	275	4	25	65	35	26	265	2	15	55	45	41

2007 Massachusetts NAEP Results Participation Rates for Students with Disabilities and for Limited English Proficient Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – Limited English Proficient	% of Students Excluded from Original Sample
Grade 4 Reading	4,200	14	4	6
Grade 4 Mathematics	4,200	14	6	5
Grade 8 Reading	3,600	13	2	7
Grade 8 Mathematics	3,600	9	3	9

Silver Lake Regional Middle School: 2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	On Target
MATHEMATICS	No Status	Moderate	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		
	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	93.3	Yes	0.6	Yes	96.0	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	70.5	Yes	2.5	Yes	94.3	Yes
Low Income	Yes	98	No	81.7	No	-2.1	Yes	92.8	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	93.6	Yes	0.3	Yes	96.0	Yes
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	100	Yes	78.7	No	-0.1	Yes	96.0	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	42.2	No	-0.5	Yes	94.3	No
Low Income	Yes	100	No	58.3	No	-6.2	Yes	92.8	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	79.4	No	-0.3	Yes	96.0	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	No	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	No	No	Yes	Yes	No	

Silver Lake Regional 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	629	628	100	Yes	622	93.3	Yes	92.7	1.0	92.7-96.2	Yes	96.0	0.6	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	86	86	100	Yes	84	70.5	No	68.0	4.6	68.1-77.1	Yes	94.3	0.0	Yes	Yes
Low Income	65	64	98	Yes	60	81.7	No	83.8	2.3	83.8-90.6	No	92.8	0.0	Yes	No
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	612	611	100	Yes	606	93.6	Yes	93.3	1.0	93.3-96.8	Yes	96.0	0.6	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	629	629	100	Yes	622	78.7	Yes	78.8	3.0	79.3-84.3	No	96.0	0.6	Yes	Yes

Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	85	85	100	Yes	83	42.2	No	42.7	8.2	46.4-55.4	No	94.3	0.0	Yes	No	
Low Income	64	64	100	Yes	60	58.3	No	64.5	5.1	65.1-74.1	No	92.8	0.0	Yes	No	
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	612	612	100	Yes	606	79.4	Yes	79.7	2.9	80.1-85.1	No	96.0	0.6	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	No	Yes	Yes	Yes	No					
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No Status				
	All Subgroups	-	-	-	Yes	No	No	Yes	Yes	No					

Silver Lake Regional Middle School: 2008 MCAS Data - By Grade, Subject and Subgroup

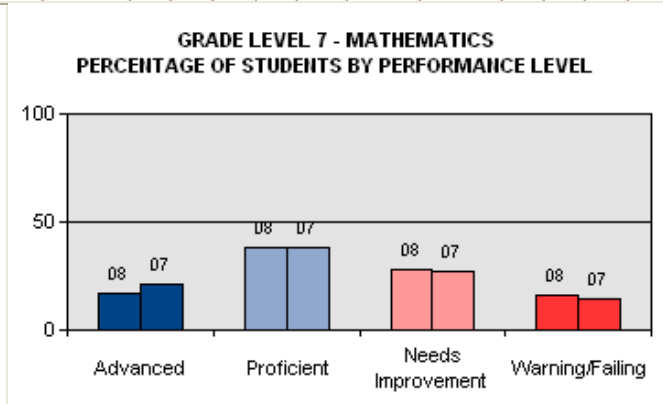
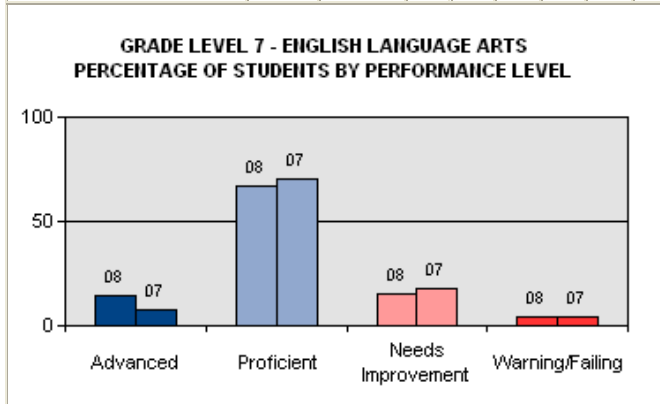
Notes: The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). 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	#		
AYP Subgroups																					
Stud. w/ Disab	46	98	4	33	41	22	70.1	48	98	4	31	42	23	68.8	13544	97	1	26	43	29	67.2
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	4061	98	2	27	40	31	63.0
Low-Income	33	100	6	48	27	18	78.0	36	100	6	44	31	19	75.0	22476	98	3	43	38	16	75.9
African American/Black	6	-	-	-	-	-	-	6	-	-	-	-	-	-	6079	98	3	44	36	16	76.6
Asian	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3385	99	23	55	18	4	91.2
Hispanic/Latino	3	-	-	-	-	-	-	3	-	-	-	-	-	-	9591	98	3	39	39	19	73.0
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	218	99	5	46	38	11	78.4
White	319	100	14	67	14	4	92.8	321	100	14	67	15	4	92.4	52132	99	15	62	19	5	91.0
Other Subgroups																					
Male	153	99	9	64	20	7	88.6	154	99	9	64	21	6	88.3	37458	99	8	54	28	10	83.8
Female	175	100	19	70	10	2	96.0	177	100	19	69	10	2	95.3	35302	99	18	59	18	5	91.1
Title I	80	99	1	68	26	5	88.4	80	99	1	68	26	5	88.4	17412	98	3	44	38	15	76.5
Non-Title I	248	100	19	67	11	4	93.9	251	100	18	66	12	4	93.2	55348	99	15	61	19	5	90.8
Non-Low Income	295	100	15	69	13	2	94.2	295	100	15	69	13	2	94.2	50284	99	17	63	17	4	92.5
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2461	97	0	15	42	43	53.2
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1600	99	4	45	38	13	78.1
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	493	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	1	-	-	-	-	-	-	75	99	8	47	35	11	82.7
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1280	99	14	54	25	8	87.0
All Students																					
2008	328	100	14	67	15	4	92.5	331	100	14	66	15	4	92.1	72799	99	12	57	23	8	87.3
2007	295	100	8	70	18	4	91.0	299	100	8	70	18	4	91.0	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	#		
Stud. w/ Disab	46	98	4	9	35	52	44.6	48	98	4	8	33	54	43.2	13669	98	2	10	26	62	46.5

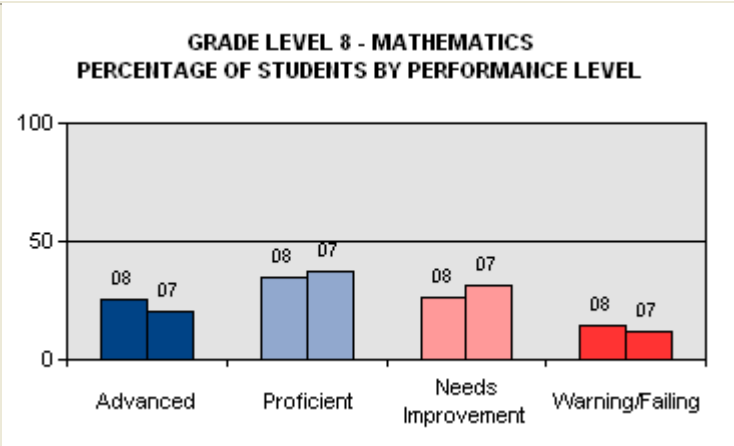
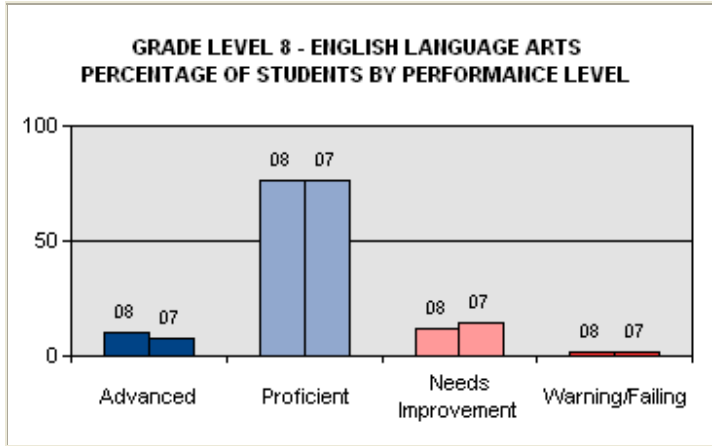
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	4138	99	4	13	25	59	45.4
Low-Income	32	97	13	25	25	38	58.6	35	97	11	23	23	43	55.0	22664	99	4	19	32	45	54.2
African American/Black	6	-	-	-	-	-	-	6	-	-	-	-	-	-	6138	99	3	18	32	47	52.3
Asian	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3398	100	32	35	21	12	83.8
Hispanic/Latino	3	-	-	-	-	-	-	3	-	-	-	-	-	-	9684	99	3	16	29	51	50.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	219	99	5	22	35	37	58.3
White	319	100	18	39	28	15	78.5	321	100	17	39	28	16	78.1	52320	100	17	37	29	17	77.5
Other Subgroups																					
Male	153	99	20	37	30	13	78.6	154	99	19	37	30	14	78.2	37676	99	15	32	27	25	71.5
Female	175	100	15	39	26	19	76.7	177	100	15	39	26	20	76.0	35446	100	15	33	30	23	72.2
Title I	81	100	5	14	51	31	57.4	81	100	5	14	51	31	57.4	17564	99	5	20	32	43	55.3
Non-Title I	247	100	21	47	21	11	84.2	250	100	21	46	20	12	83.4	55558	99	18	36	28	18	77.1
Non-Low Income	296	100	18	40	28	14	79.6	296	100	18	40	28	14	79.6	50458	100	20	38	27	15	79.8
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2526	99	2	8	20	70	38.0
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1612	99	6	21	31	42	56.9
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	559	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	1	-	-	-	-	-	-	75	99	9	33	29	28	69.0
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1288	100	16	29	30	25	70.8

All Students																					
2008	328	100	17	38	28	16	77.6	331	100	17	38	28	17	77.0	73169	99	15	32	29	24	71.8
2007	295	100	21	38	27	14	79.4	298	100	21	38	28	14	79.3	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	#		
AYP Subgroups																					
Stud. w/ Disab	37	100	0	41	46	14	72.3	37	100	0	41	46	14	72.3	13027	97	1	35	36	27	70.3
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3840	98	2	30	34	34	62.3
Low-Income	27	96	4	59	33	4	86.1	28	97	4	57	36	4	85.7	22189	98	3	51	31	15	78.8
African American/Black	3	-	-	-	-	-	-	3	-	-	-	-	-	-	6023	98	4	54	29	13	80.6
Asian	2	-	-	-	-	-	-	2	-	-	-	-	-	-	3355	99	22	59	13	5	92.1
Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	9462	98	3	47	32	18	75.7
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	212	99	8	55	29	8	84.3
White	286	100	10	77	11	2	94.8	289	100	10	76	11	2	94.7	52986	99	14	67	14	4	92.5
Other Subgroups																					
Male	154	100	7	74	16	3	92.2	156	100	7	74	16	3	92.3	37806	99	8	63	20	9	87.3
Female	139	99	14	78	7	1	96.8	140	99	14	77	8	1	96.6	35421	99	17	63	15	5	91.4
Title I	54	100	4	54	31	11	79.6	54	100	4	54	31	11	79.6	16968	98	4	53	30	14	79.6
Non-Title I	239	100	12	81	8	0	97.7	242	100	12	81	8	0	97.6	56259	99	15	66	14	5	92.2
Non-Low Income	266	100	11	77	10	2	95.2	268	100	11	78	10	2	95.2	51038	99	16	68	12	4	93.8
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	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	1	-	-	-	-	-	-	1	-	-	-	-	-	-	65	96	9	51	32	8	85.4
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1124	99	11	63	19	7	88.7
All Students																					
2008	293	100	10	76	12	2	94.4	296	100	10	76	12	2	94.3	73268	99	12	63	18	7	89.3
2007	297	100	8	76	14	2	94.4	303	100	8	76	14	2	94.1	74433	100	12	63	18	6	89.5

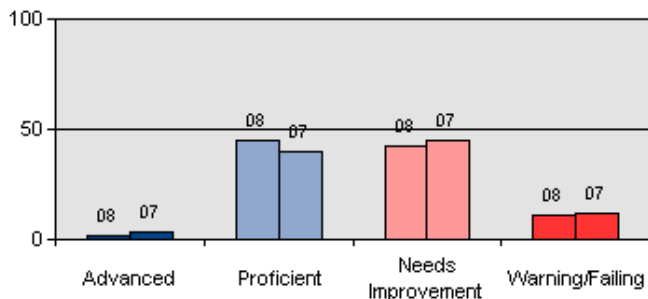


GRADE LEVEL 8 - MATHEMATICS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	#		
AYP Subgroups																					
Stud. w/ Disab	37	100	0	5	32	62	39.2	37	100	0	5	32	62	39.2	13047	97	2	10	26	63	45.8
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3891	99	5	12	23	60	44.3
Low-Income	28	100	14	21	21	43	58.0	29	100	14	21	24	41	57.8	22243	98	6	19	30	45	54.6
African American/Black	3	-	-	-	-	-	-	3	-	-	-	-	-	-	6029	98	5	19	31	46	53.4
Asian	2	-	-	-	-	-	-	2	-	-	-	-	-	-	3356	99	39	29	18	13	83.7
Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	9524	98	5	17	28	50	51.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	209	99	11	25	25	39	62.3
White	287	100	26	36	26	13	80.4	291	100	25	35	26	13	80.0	53017	99	22	34	27	17	77.3
Other Subgroups																					
Male	154	100	28	33	23	16	78.9	156	100	28	33	24	16	78.7	37832	99	19	30	26	24	72.1
Female	140	100	22	38	29	11	80.9	142	100	22	37	30	11	80.3	35492	99	19	30	27	23	72.0
Title I	54	100	2	17	31	50	48.6	54	100	2	17	31	50	48.6	17028	99	7	21	30	43	55.7
Non-Title I	240	100	30	40	25	5	86.9	244	100	30	39	25	6	86.3	56296	99	23	33	26	18	77.0
Non-Low Income	266	100	26	37	26	11	82.1	269	100	26	36	27	11	81.8	51081	99	25	35	25	15	79.7
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	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	1	-	-	-	-	-	-	1	-	-	-	-	-	-	64	96	19	20	34	27	67.6
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1125	99	19	27	28	26	69.4
All Students																					
2008	294	100	25	35	26	14	79.8	298	100	25	35	27	14	79.4	73365	99	19	30	27	24	72.0
2007	297	100	20	37	31	12	78.2	303	100	20	37	30	13	77.7	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	#		

AYP Subgroups																					
Stud. w/ Disab	37	100	0	0	51	49	41.9	37	100	0	0	51	49	41.9	12972	97	0	10	37	53	48.6
LEP/FLEP	0	-	-	-	-	-	0	-	-	-	-	-	-	-	3879	98	0	7	27	66	37.1
Low-Income	28	100	0	32	36	32	59.8	29	100	0	31	38	31	59.5	22139	98	0	14	41	45	49.9
African American/Black	3	-	-	-	-	-	-	3	-	-	-	-	-	-	6003	98	0	11	40	48	47.5
Asian	2	-	-	-	-	-	-	2	-	-	-	-	-	-	3358	99	5	44	34	18	74.3
Hispanic/Latino	1	-	-	-	-	-	-	1	-	-	-	-	-	-	9470	98	0	11	37	52	45.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	208	99	1	27	42	30	63.0
White	287	100	2	45	42	10	76.7	291	100	2	45	42	11	76.4	52940	99	3	44	40	13	75.6
Other Subgroups																					
Male	154	100	3	51	35	12	78.4	156	100	3	51	35	12	78.4	37739	99	3	38	38	21	70.3
Female	140	100	2	38	49	11	73.6	142	100	2	37	49	11	73.1	35424	99	2	35	41	22	67.9
Title I	54	100	0	7	57	35	50.0	54	100	0	7	57	35	50.0	16933	98	0	14	41	45	49.4
Non-Title I	240	100	3	53	38	6	82.0	244	100	3	52	39	6	81.6	56230	99	3	43	39	15	75.1
Non-Low Income	266	100	3	46	42	9	77.8	269	100	3	46	42	9	77.6	51024	99	3	46	38	12	77.4
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	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	1	-	-	-	-	-	-	1	-	-	-	-	-	-	63	94	2	30	46	22	63.5
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1121	99	3	32	42	23	66.1
All Students																					
2008	294	100	2	45	42	11	76.1	298	100	2	44	42	11	75.8	73203	99	3	36	39	22	69.1
2007	297	100	3	40	45	12	75.0	303	100	3	40	45	13	74.5	74257	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/>.

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>.