

2008-2009 NCLB Report Card - Concord Carlisle High

Concord Carlisle High (06400505)

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Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment and Educator Data (as of October 1, 2008)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Charter schools are not required to hire licensed teachers; self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit:

<http://www.doe.mass.edu/nclb/hq/>. **State educator data totals will be available once this information is collected from all schools and districts.**

High Poverty Schools are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

Enrollment - 2008-09				Educator Data - 2008-09			
	School	District	State		School	District	State
Total Count	1,268	1,268	958,910	Total # of Teachers	93.9	93.9	-
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	-
African American or Black	5.5	5.5	8.2	Total Number of Classes in Core Academic Areas	328	328	-
Asian	5.2	5.2	5.1	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	98.5	98.5	-
Hispanic or Latino	2.9	2.9	14.3	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	1.5	1.5	-
Multi-race, Non-Hispanic	2.3	2.3	2.0	Student/Teacher Ratio	13.5 to 1	13.5 to 1	- to 1
Native American	0.2	0.2	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	83.8	83.8	69.9				
Gender (%)							
Male	48.3	48.3	51.4				
Female	51.7	51.7	48.6				
Selected Populations (%)							
Limited English Proficiency	0.1	0.1	5.9				
Low-Income	4.3	4.3	30.7				
Special Education	14.4	16.8	17.1				
First Language Not English	5.1	5.1	15.4				

Grades Offered: 09, 10, 11, 12

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

Concord Carlisle High: 2008 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	Met NCLB Goal
MATHEMATICS	No Status	Very High	Met NCLB Goal

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) Grad Rate		AYP 2008
	MetTarget	Actual	MetTarget (85.4)	Actual	MetTarget	Change from 2007	MetTarget	Actual	
Aggregate	Yes	99	Yes	99.1	Yes	0.5	Yes	98.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	98	Yes	95.1	Yes	2.0	Yes	94.3	Yes
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	96.4	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	99.2	Yes	-0.1	Yes	98.8	Yes
MATHEMATICS	MetTarget	Actual	MetTarget (76.5)	Actual	MetTarget	Change from 2007	MetTarget	Actual	AYP 2008
Aggregate	Yes	100	Yes	97.7	Yes	1.7	Yes	98.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	98	Yes	89.6	Yes	4.4	Yes	94.3	Yes
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	96.4	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	98.4	Yes	2.0	Yes	98.8	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	Yes	Yes	Yes	

Concord Carlisle High:
AYP Data Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			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	335	333	99	Yes	333	99.1	Yes	98.6	0.2	98.6-100.0	Yes	98.3	1.1	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	42	41	98	Yes	41	95.1	Yes	93.1	1.0	93.1-97.6	Yes	94.3	12.7	Yes	Yes
Low Income	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	21	21	-	-	21	96.4	-	-	-	-	-	-	-	-	-
Hispanic	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	290	288	99	Yes	288	99.2	Yes	99.3	0.1	99.3-100.0	Yes	98.8	2.1	Yes	Yes

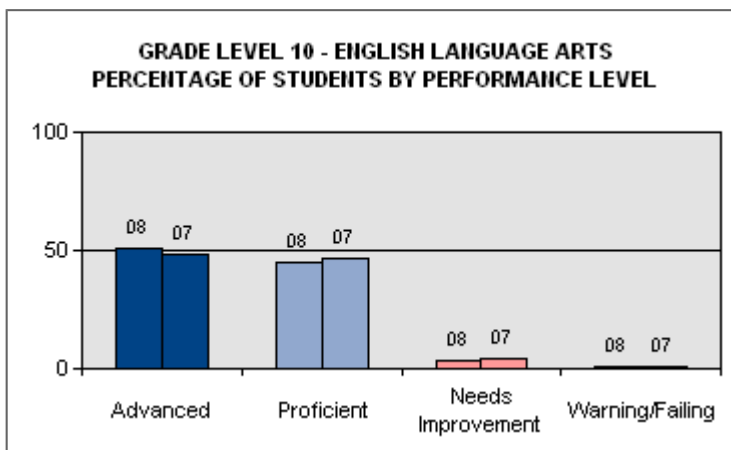
MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	335	334	100	Yes	334	97.7	Yes	96.0	0.6	96.0-99.1	Yes	98.3	1.1	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	42	41	98	Yes	41	89.6	Yes	85.2	2.1	85.2-91.8	Yes	94.3	12.7	Yes	Yes
Low Income	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	21	21	-	-	21	96.4	-	-	-	-	-	-	-	-	-
Hispanic	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	290	289	100	Yes	289	98.4	Yes	96.4	0.5	96.4-99.4	Yes	98.8	2.1	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	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	

Concord Carlisle High: 2008 MCAS Data - By Grade, Subject and Subgroup

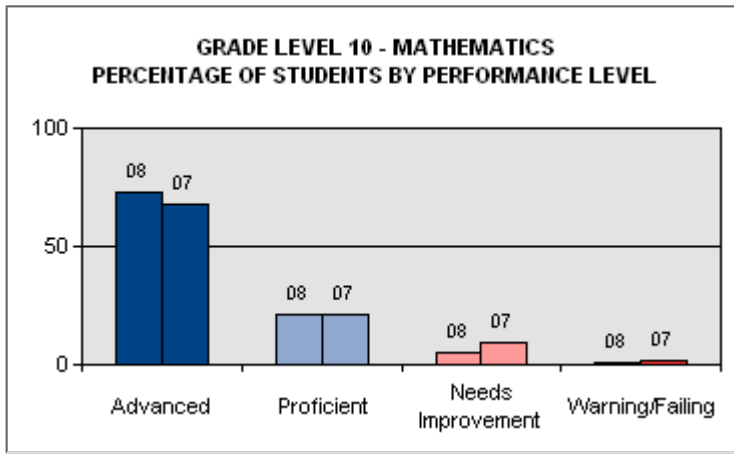
Notes: The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). 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 10 - 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	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	41	98	15	66	12	7	95.1	41	98	15	66	12	7	95.1	11433	94	3	32	46	20	73.1
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3325	94	4	24	49	23	64.7
Low-Income	13	100	23	54	15	8	94.2	13	100	23	54	15	8	94.2	18676	96	8	45	37	9	81.2
African American/Black	10	100	0	100	0	0	100.0	10	100	0	100	0	0	100.0	6002	96	8	47	36	9	82.3
Asian	21	100	76	10	10	5	96.4	21	100	76	10	10	5	96.4	3274	98	33	44	19	4	91.2
Hispanic/Latino	8	-	-	-	-	-	-	8	-	-	-	-	-	-	8471	95	7	42	40	11	78.3
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	205	96	15	54	29	2	87.6
White	288	99	51	46	2	1	99.2	288	99	51	46	2	1	99.2	52316	98	27	53	17	3	93.1
Other Subgroups																					
Male	157	99	42	54	4	1	98.7	157	99	42	54	4	1	98.7	36139	97	18	52	25	5	88.4
Female	176	99	59	38	2	1	99.4	176	99	59	38	2	1	99.4	35295	98	29	50	18	3	92.2
Title I	17	100	6	88	6	0	98.5	17	100	6	88	6	0	98.5	9308	96	7	44	40	9	79.6
Non-Title I	316	99	53	43	3	1	99.1	316	99	53	43	3	1	99.1	62126	98	26	52	18	4	91.9
Non-Low Income	320	99	52	45	2	1	99.3	320	99	52	45	2	1	99.3	52758	98	29	53	15	3	93.5
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2092	93	2	15	52	32	56.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1233	97	6	41	44	9	78.8
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	376	94	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	5	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	108	97	20	44	26	9	85.9
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	1058	98	21	51	24	5	89.6
All Students																					
2008	333	99	51	45	3	1	99.1	333	99	51	45	3	1	99.1	71510	98	23	51	21	4	90.3
2007	332	99	48	47	4	1	98.6	332	99	48	47	4	1	98.6	72471	99	22	49	24	6	87.9



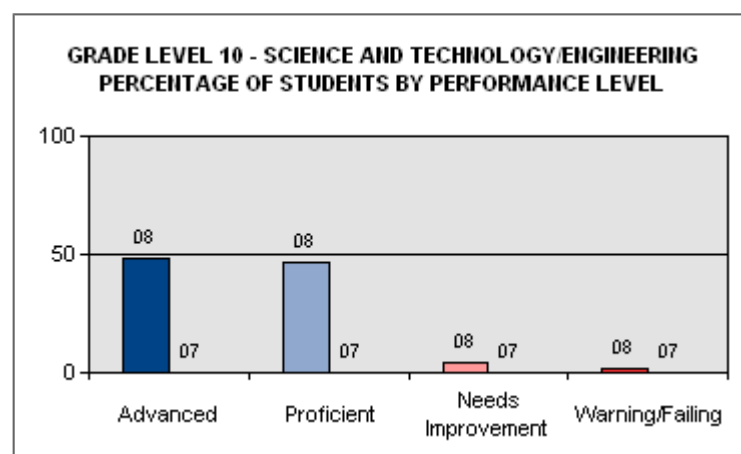
GRADE LEVEL 10 - MATHEMATICS

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	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	41	98	27	44	17	12	89.6	41	98	27	44	17	12	89.6	11341	94	9	24	35	32	65.9
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3325	95	18	21	31	30	65.5
Low-Income	13	100	31	31	23	15	84.6	13	100	31	31	23	15	84.6	18468	96	22	29	30	18	75.2
African American/Black	10	100	10	50	40	0	85.0	10	100	10	50	40	0	85.0	5946	95	20	28	33	19	73.3
Asian	21	100	86	5	0	10	96.4	21	100	86	5	0	10	96.4	3279	99	65	20	11	4	93.3
Hispanic/Latino	8	-	-	-	-	-	-	8	-	-	-	-	-	-	8381	94	19	27	32	23	71.3
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	204	95	31	34	24	11	82.0
White	289	100	75	20	4	1	98.4	289	100	75	20	4	1	98.4	52120	98	48	30	16	6	90.3
Other Subgroups																					
Male	157	99	76	19	3	2	98.2	157	99	76	19	3	2	98.2	35989	97	44	28	19	10	86.6
Female	177	100	69	22	7	1	97.2	177	100	69	22	7	1	97.2	35093	98	42	29	20	8	86.9
Title I	17	100	24	47	24	6	85.3	17	100	24	47	24	6	85.3	9191	95	22	29	31	18	74.7
Non-Title I	317	100	75	19	4	1	98.3	317	100	75	19	4	1	98.3	61891	98	46	29	18	7	88.5
Non-Low Income	321	100	74	20	4	1	98.2	321	100	74	20	4	1	98.2	52614	98	50	28	16	5	90.7
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2106	95	14	17	32	37	59.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1219	96	26	27	30	17	75.9
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	397	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	107	96	41	21	21	17	79.9
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	1045	97	39	29	23	9	85.8
All Students																					
2008	334	100	73	21	5	1	97.7	334	100	73	21	5	1	97.7	71166	97	43	29	19	9	86.7
2007	332	100	68	21	9	2	96.0	332	100	68	21	9	2	96.0	71692	99	42	27	22	9	85.0



GRADE LEVEL 10 - 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	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	38	97	5	63	16	16	86.2	38	97	5	63	16	16	86.2	10787	93	2	19	43	37	58.6
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2872	94	3	17	36	44	52.2
Low-Income	12	100	17	33	33	17	81.3	12	100	17	33	33	17	81.3	17572	95	3	28	44	26	64.0
African American/Black	10	100	0	70	30	0	90.0	10	100	0	70	30	0	90.0	5509	95	3	25	45	27	62.1
Asian	21	100	67	24	0	10	96.4	21	100	67	24	0	10	96.4	3078	99	29	39	24	8	85.4
Hispanic/Latino	8	-	-	-	-	-	-	8	-	-	-	-	-	-	7877	95	2	22	43	32	58.7
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	200	97	7	39	41	13	74.0
White	275	99	47	49	3	1	98.2	275	99	47	49	3	1	98.2	50623	98	16	49	28	7	84.8
Other Subgroups																					
Male	147	99	49	46	3	2	98.0	147	99	49	46	3	2	98.0	34591	97	14	43	30	12	80.1
Female	173	99	47	47	5	2	97.7	173	99	47	47	5	2	97.7	33767	98	14	43	33	11	79.6
Title I	17	100	6	71	18	6	86.8	17	100	6	71	18	6	86.8	8721	95	2	22	49	28	59.5
Non-Title I	303	99	50	45	3	2	98.4	303	99	50	45	3	2	98.4	59637	98	16	46	29	9	82.8
Non-Low Income	308	99	49	47	3	1	98.5	308	99	49	47	3	1	98.5	50786	98	18	48	27	7	85.3
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1676	93	1	11	31	56	44.0
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1196	96	5	26	42	27	63.6
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	87	98	11	32	40	16	73.3
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	984	97	15	39	34	13	78.5
All Students																					
2008	320	99	48	47	4	2	97.8	320	99	48	47	4	2	97.8	68358	97	14	43	31	12	79.8
2007	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-



* **Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2006 are included in state-level results; only students enrolled in the same district since October 2006 are included in district-level results; only students enrolled in the same school since October 2006 are included in school-level results.

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>.