2011 NCLB Report Card - Ralph Talbot

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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 (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)	School	District	State
Total Count	281	6,935	955,563
Race/Ethnicity (%)			
African American or Black	6.8	4.5	8.2
Asian	3.9	3.5	5.5
Hispanic or Latino	9.6	5.7	15.4
Multi-race, Non-Hispanic	2.5	2.2	2.4
Native American	0.0	0.4	0.2
Native Hawaiian or Pacific Islander	0.4	0.1	0.1
White	76.9	83.6	68.0
Gender (%)			
Male	53.7	51.9	51.3
Female	46.3	48.1	48.7
Selected Populations (%)			
Limited English Proficiency	5.0	1.5	7.1
Low-Income	20.6	26.5	34.2
Special Education	16.0	16.9	17.0
First Language Not English	9.6	4.6	16.3

Educator Data (2010-11)	School	District	State
Total # of Teachers	16.0	413.4	68,754.2
Percentage of Teachers Licensed in Teaching Assignment	97.9	99.4	97.5
Total Number of Classes in Core Academic Areas	91	2,033	335,925
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.9	97.7
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.1	2.3
Student/Teacher Ratio	17.6 to 1	16.8 to 1	13.9 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.7	1.3

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.

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

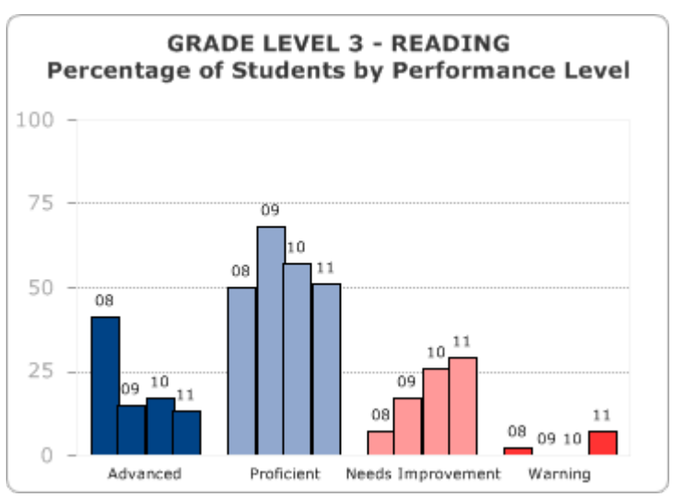
*** NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

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

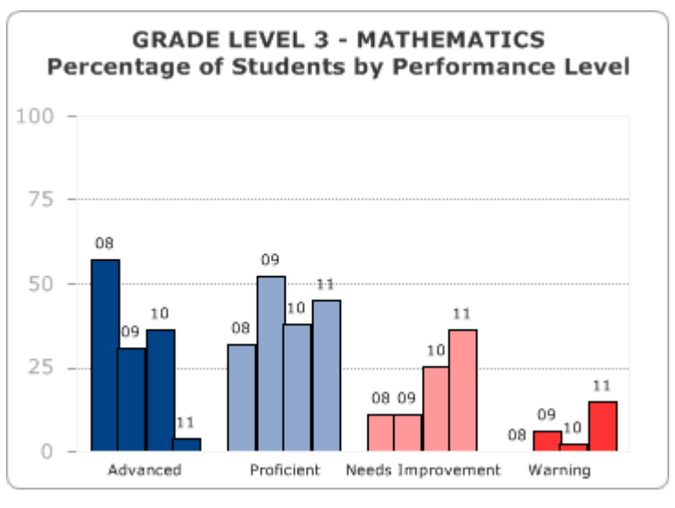
Data Last Updated on September 30, 2011

GRADE LEVEL 3 - READING

	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
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	8	-	-	-	-	-	-	-	-	86	100	1	26	45	28	66.9	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A
ELL/Former ELL	4	-	-	-	-	-	-	-	-	23	100	0	26	39	35	59.8	N/A	N/A	8,640	99	3	30	46	22	67.1	N/A	N/A
Low-Income	12	100	8	33	58	0	77.1	N/A	N/A	149	100	5	49	38	9	80.9	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A
African American/Black	6	-	-	-	-	-	-	-	-	21	100	5	29	52	14	66.7	N/A	N/A	5,473	99	3	34	45	18	71.4	N/A	N/A
Asian	1	-	-	-	-	-	-	-	-	28	100	7	50	36	7	83.9	N/A	N/A	4,123	99	17	52	24	7	87.4	N/A	N/A
Hispanic/Latino	4	-	-	-	-	-	-	-	-	41	100	15	46	27	12	82.3	N/A	N/A	11,279	99	3	33	45	19	70.6	N/A	N/A
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	168	100	8	39	40	13	78.9	N/A	N/A
White	44	100	16	59	18	7	88.6	N/A	N/A	397	100	12	56	26	6	88.3	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A
Other Subgroups																											
High Needs	21	100	5	24	62	10	70.2	N/A	N/A	205	100	4	41	40	15	77.0	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A
Male	29	100	7	45	38	10	78.4	N/A	N/A	251	100	8	51	31	10	83.5	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A
Female	26	100	19	58	19	4	90.4	N/A	N/A	245	100	16	57	24	4	89.6	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A
Title I		-	-	-	-	-	-	-	-	85	100	8	40	38	14	76.2	N/A	N/A	25,849	100	4	37	44	15	73.7	N/A	N/A
Non-Title I	55	100	13	51	29	7	84.1	N/A	N/A	411	100	12	57	26	5	88.6	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A
Non-Low Income	43	100	14	56	21	9	86.0	N/A	N/A	347	100	14	56	23	6	88.9	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A
ELL	3	-	-	-	-	-	-	-	-	18	100	0	17	39	44	52.8	N/A	N/A	6,428	99	1	23	49	26	61.8	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,212	100	8	48	36	8	82.5	N/A	N/A
1st Yr ELL*	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A
All Students																											
2011	55	100	13	51	29	7	84.1	N/A	N/A	496	100	11	54	28	7	86.5	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A
2010	53	100	17	57	26	0	93.4	N/A	N/A	512	99	17	56	23	4	90.9	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A

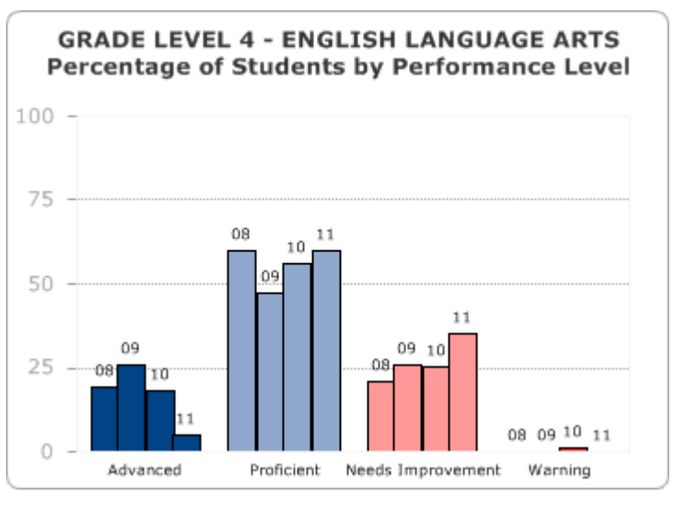


GRADE LEVEL 3 - MATHEMATICS																											
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	8	-	-	-	-	-	-	-	-	86	100	1	24	45	29	68.0	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A
ELL/Former ELL	4	-	-	-	-	-	-	-	-	25	100	16	32	20	32	69.0	N/A	N/A	8,687	100	7	37	35	21	71.8	N/A	N/A
Low-Income	12	100	0	33	42	25	64.6	N/A	N/A	150	100	6	43	37	14	77.5	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A
African American/Black	6	-	-	-	-	-	-	-	-	21	100	14	24	29	33	63.1	N/A	N/A	5,479	100	4	35	38	23	69.8	N/A	N/A
Asian	1	-	-	-	-	-	-	-	-	29	100	24	55	17	3	91.4	N/A	N/A	4,131	100	26	53	15	5	91.7	N/A	N/A
Hispanic/Latino	4	-	-	-	-	-	-	-	-	42	100	14	50	17	19	79.8	N/A	N/A	11,319	100	5	38	37	20	72.3	N/A	N/A
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	165	99	9	45	33	13	80.6	N/A	N/A
White	44	100	5	52	39	5	84.1	N/A	N/A	397	100	13	57	25	6	88.6	N/A	N/A	46,896	100	15	57	21	6	88.9	N/A	N/A
Other Subgroups																											
High Needs	21	100	0	19	43	38	56.0	N/A	N/A	207	100	6	40	36	18	76.4	N/A	N/A	33,822	100	6	40	35	19	74.9	N/A	N/A
Male	29	100	3	38	41	17	74.1	N/A	N/A	253	100	14	51	23	12	84.8	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A
Female	26	100	4	54	31	12	79.8	N/A	N/A	245	100	13	58	24	4	89.0	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A
Title I		-	-	-	-	-	-	-	-	87	100	11	45	26	17	77.3	N/A	N/A	25,870	100	6	41	35	17	75.4	N/A	N/A
Non-Title I	55	100	4	45	36	15	76.8	N/A	N/A	411	100	14	57	23	6	88.9	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A
Non-Low Income	43	100	5	49	35	12	80.2	N/A	N/A	348	100	17	59	18	5	90.9	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A
ELL	3	-	-	-	-	-	-	-	-	20	100	10	35	20	35	66.3	N/A	N/A	6,474	100	4	33	38	25	67.5	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,213	100	13	50	28	9	84.4	N/A	N/A
1st Yr ELL*	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A
All Students																											
2011	55	100	4	45	36	15	76.8	N/A	N/A	498	100	13	55	24	8	86.8	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A
2010	53	100	36	38	25	2	90.1	N/A	N/A	511	100	35	37	20	7	87.7	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A

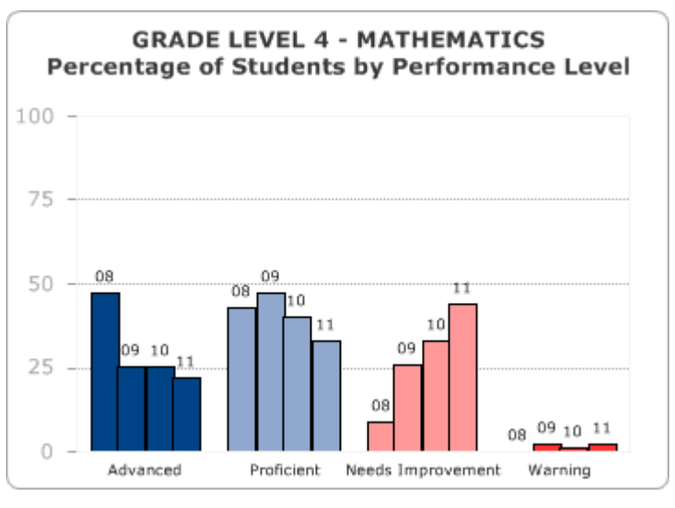


GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

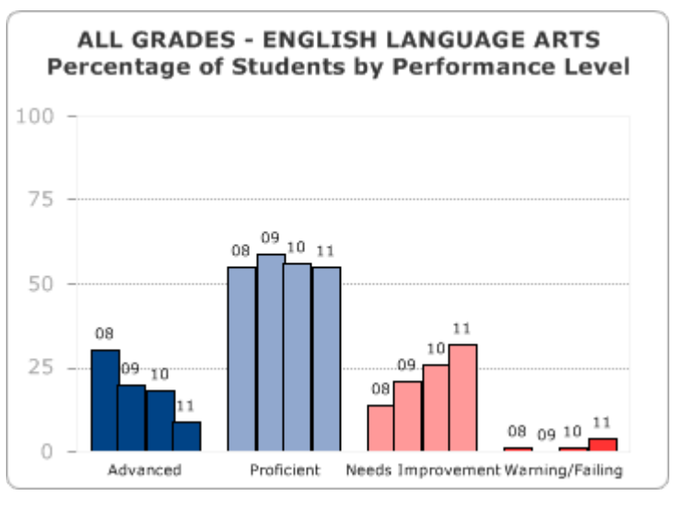
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	14	100	0	29	71	0	71.4	N/A	14	93	99	0	14	53	33	59.1	28.0	79	13,497	99	1	14	44	41	57.9	36.0	11,539
ELL/Former ELL	3	-	-	-	-	-	-	-	-	16	100	0	19	69	13	64.1	N/A	12	7,866	99	3	25	45	28	62.5	47.0	6,862
Low-Income	17	100	0	59	41	0	85.3	N/A	17	163	100	8	40	40	11	78.7	47.0	143	25,847	99	3	29	46	22	67.5	42.0	23,562
African American/Black	3	-	-	-	-	-	-	-	-	19	100	11	37	37	16	76.3	N/A	16	5,629	99	3	27	46	24	66.2	41.0	5,011
Asian		-	-	-	-	-	-	-	-	12	100	17	50	33	0	89.6	N/A	11	4,054	100	18	47	27	8	84.5	63.0	3,760
Hispanic/Latino	5	-	-	-	-	-	-	-	-	29	100	7	24	52	17	64.7	28.5	28	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	46	100	7	63	30	0	89.1	52.0	46	431	100	11	52	32	6	85.3	51.0	409	48,076	100	11	48	32	8	83.8	51.0	45,896
Other Subgroups																											
High Needs	26	100	0	50	50	0	80.8	38.5	26	217	100	6	35	43	16	74.4	44.0	191	34,226	99	3	28	47	23	67.3	42.0	30,918
Male	26	100	4	58	38	0	86.5	43.5	26	271	100	5	47	38	11	79.6	43.0	259	36,389	99	6	39	40	15	75.6	43.0	33,905
Female	29	100	7	62	31	0	88.8	56.0	29	241	100	18	50	28	4	88.0	60.0	224	34,506	100	13	47	31	9	83.4	57.0	32,658
Title I		-	-	-	-	-	-	-	-	93	100	8	43	38	12	77.7	55.0	86	25,673	99	4	29	46	21	68.1	43.0	23,608
Non-Title I	55	100	5	60	35	0	87.7	51.0	55	419	100	12	49	32	7	84.8	50.0	397	45,247	100	13	51	29	7	85.8	54.0	42,965
Non-Low Income	38	100	8	61	32	0	88.8	53.5	38	349	100	12	52	30	6	85.8	53.0	340	45,073	100	14	51	29	6	86.2	54.0	43,011
ELL		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,499	99	1	17	47	34	56.0	46.0	4,604
Former ELL	3	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	13	43	29	16	80.2	56.0	88
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	20	100	15	25	35	25	77.5	N/A	18	2,011	100	10	43	36	11	79.4	51.0	1,900
All Students																											
2011	55	100	5	60	35	0	87.7	51.0	55	512	100	11	48	33	8	83.5	51.0	483	70,920	100	10	43	35	12	79.4	51.0	66,573
2010	72	100	18	56	25	1	91.7	57.0	70	534	100	14	49	29	7	85.5	54.0	500	70,911	100	11	43	35	12	80.1	50.0	66,628



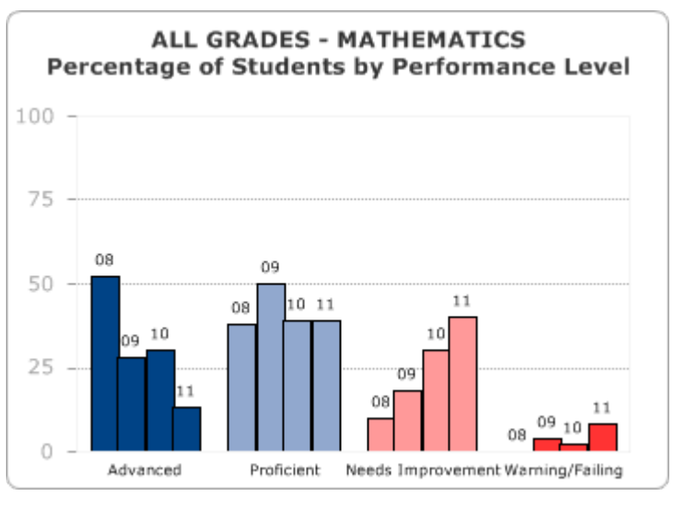
GRADE LEVEL 4 - MATHEMATICS																											
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	14	100	0	14	79	7	60.7	N/A	14	94	100	0	14	57	29	56.6	37.0	80	13,563	99	3	13	48	36	60.1	39.0	11,615
ELL/Former ELL	3	-	-	-	-	-	-	-	-	16	100	6	6	88	0	68.8	N/A	12	7,934	100	7	21	48	24	65.1	50.0	6,830
Low-Income	17	100	6	41	47	6	76.5	N/A	17	163	100	10	26	52	12	72.9	42.0	141	25,922	100	6	22	52	20	67.4	45.0	23,521
African American/Black	3	-	-	-	-	-	-	-	-	19	100	11	26	58	5	71.1	N/A	16	5,664	100	5	18	53	25	63.1	42.0	5,032
Asian		-	-	-	-	-	-	-	-	12	100	50	25	25	0	91.7	N/A	11	4,060	100	32	36	27	6	87.4	66.0	3,758
Hispanic/Latino	5	-	-	-	-	-	-	-	-	29	100	14	10	69	7	66.4	59.5	28	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	46	100	26	33	41	0	84.8	43.0	46	432	100	20	37	37	6	82.9	50.0	408	48,172	100	17	36	39	7	82.5	50.0	45,994
Other Subgroups																											
High Needs	26	100	4	31	62	4	72.1	39.0	26	218	100	8	23	54	15	69.4	42.0	190	34,365	100	6	22	51	21	67.6	45.0	30,944
Male	26	100	23	38	38	0	86.5	43.0	26	271	100	19	32	41	8	80.8	47.5	258	36,503	100	15	32	41	12	78.5	50.0	33,985
Female	29	100	21	28	48	3	77.6	42.0	29	242	100	20	37	37	6	81.6	51.5	224	34,570	100	15	33	42	10	78.2	50.0	32,633
Title I		-	-	-	-	-	-	-	-	93	100	23	31	41	5	80.4	58.0	86	25,760	100	7	22	52	19	68.2	46.0	23,569
Non-Title I	55	100	22	33	44	2	81.8	43.0	55	420	100	19	35	39	7	81.4	48.0	396	45,341	100	20	38	36	7	84.2	52.0	43,060
Non-Low Income	38	100	29	29	42	0	84.2	46.0	38	350	100	24	38	34	5	85.1	52.0	341	45,179	100	20	38	36	6	84.7	52.0	43,108
ELL		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,566	100	5	17	50	29	59.8	50.0	4,588
Former ELL	3	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,368	100	13	32	44	11	77.6	51.5	2,242
1st Yr ELL*		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	556	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	16	33	39	13	78.9	44.0	90
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	20	100	15	25	35	25	68.8	N/A	18	2,011	100	16	30	43	11	77.0	50.0	1,897
All Students																											
2011	55	100	22	33	44	2	81.8	43.0	55	513	100	20	34	39	7	81.2	50.0	482	71,101	100	15	32	42	11	78.4	50.0	66,629
2010	72	100	25	40	33	1	86.8	49.0	70	534	100	19	39	36	6	84.8	59.0	503	70,924	100	16	32	41	11	78.7	49.0	66,792



ALL GRADES - ENGLISH LANGUAGE ARTS																											
	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
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	22	100	0	23	73	5	69.3	N/A	14	590	98	0	23	50	27	64.6	28.0	423	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	7	-	-	-	-	-	-	-	-	86	100	1	34	38	27	66.9	47.0	49	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	29	100	3	48	48	0	81.9	N/A	17	1,043	98	6	50	34	10	81.8	35.0	793	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	9	-	-	-	-	-	-	-	-	135	97	6	37	39	19	74.1	42.5	94	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian		-	-	-	-	-	-	-	-	112	100	16	55	24	4	90.0	48.5	78	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	9	-	-	-	-	-	-	-	-	211	100	8	50	31	11	80.3	33.5	154	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American		-	-	-	-	-	-	-	-	11	100	18	55	18	9	84.1	N/A	7	1,213	100	10	49	32	9	82.6	47.0	958
White	90	100	11	61	24	3	88.9	52.0	46	2,997	99	14	58	23	5	89.2	37.0	2,446	343,938	99	21	56	19	5	90.9	51.0	281,256
Other Subgroups																											
High Needs	47	100	2	38	55	4	76.1	38.5	26	1,402	99	5	44	38	13	78.4	34.0	1,051	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	55	100	5	51	38	5	82.3	43.5	26	1,848	99	9	55	29	8	85.3	34.0	1,474	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	55	100	13	60	25	2	89.5	56.0	29	1,707	99	18	59	20	4	90.9	42.0	1,379	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I		-	-	-	-	-	-	-	-	773	100	3	38	47	12	74.2	34.0	651	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	110	100	9	55	32	4	85.9	51.0	55	2,782	99	16	62	18	4	91.8	39.0	2,202	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	81	100	11	58	26	5	87.3	53.5	38	2,512	99	16	59	21	4	90.6	39.0	2,060	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL		-	-	-	-	-	-	-	-	47	100	0	15	43	43	52.1	46.5	20	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	4	-	-	-	-	-	-	-	-	39	100	3	56	33	8	84.6	49.0	29	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	88	99	9	52	26	13	84.7	42.0	73	11,536	99	18	51	24	8	86.9	51.0	8,903
All Students																											
2011	110	100	9	55	32	4	85.9	51.0	55	3,555	99	13	57	24	6	88.0	38.0	2,853	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	125	100	18	56	26	1	92.4	57.0	70	3,592	99	14	57	23	6	88.5	41.5	2,830	498,668	99	16	52	24	8	86.9	50.0	396,078



ALL GRADES - MATHEMATICS																											
	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
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	22	100	0	9	68	23	55.7	N/A	14	594	99	2	11	33	55	47.9	29.0	430	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	7	-	-	-	-	-	-	-	-	89	99	10	17	39	34	60.4	38.0	49	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	29	100	3	38	45	14	71.6	N/A	17	1,048	99	9	29	37	26	66.9	32.0	794	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	9	-	-	-	-	-	-	-	-	136	97	7	24	33	37	59.7	28.5	94	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian		-	-	-	-	-	-	-	-	113	100	33	37	20	10	85.2	41.5	78	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	9	-	-	-	-	-	-	-	-	211	99	11	33	33	23	70.1	43.0	153	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American		-	-	-	-	-	-	-	-	11	100	9	45	45	0	81.8	N/A	7	1,206	99	14	31	35	20	72.7	47.0	956
White	90	100	16	42	40	2	84.4	43.0	46	3,006	99	19	38	29	14	79.1	35.0	2,459	344,050	99	28	37	25	10	84.3	50.0	281,305
Other Subgroups																											
High Needs	47	100	2	26	53	19	64.9	39.0	26	1,412	99	7	25	36	31	63.3	32.0	1,057	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	55	100	13	38	40	9	80.0	43.0	26	1,854	99	20	35	27	18	77.1	36.0	1,483	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	55	100	13	40	40	7	78.6	42.0	29	1,713	99	17	39	30	14	78.5	35.0	1,383	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I		-	-	-	-	-	-	-	-	774	100	6	21	37	37	57.5	34.5	648	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	110	100	13	39	40	8	79.3	43.0	55	2,794	99	22	41	26	10	83.4	36.0	2,218	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	81	100	16	40	38	6	82.1	46.0	38	2,520	100	23	40	25	12	82.3	37.0	2,072	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL		-	-	-	-	-	-	-	-	48	98	4	21	33	42	57.3	44.0	20	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	4	-	-	-	-	-	-	-	-	41	100	17	12	46	24	64.0	38.0	29	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	89	100	16	34	25	26	71.6	32.5	74	11,535	99	24	33	28	15	79.1	50.0	8,894
All Students																											
2011	110	100	13	39	40	8	79.3	43.0	55	3,568	99	18	37	29	16	77.8	36.0	2,866	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	125	100	30	39	30	2	88.2	49.0	70	3,591	99	23	34	29	13	80.1	42.0	2,844	498,632	99	26	33	27	15	79.9	50.0	396,662



Ralph Talbot - 2011 Accountability Data

District: Weymouth (03360000)
School: Ralph Talbot (03360085)
Accountability & Assistance Level: Level 1
School Title I Status: Non-Title I School (NT)
NCLB School Choice Required: No
Supplemental Educational Services Required: No

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Declined
MATHEMATICS	No Status	Declined

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation Did at least 95% of students participate in MCAS?		(B) Performance Did student group meet or exceed state performance target?		(C) Improvement Did student group meet or exceed its own improvement target?		(D) Attendance Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	**Met Target**	**Actual**	**Met Target (95.1)**	**Actual**	**Met Target**	**Change from 2010**	**Met Target**	**Actual**	**AYP 2011**
Aggregate	Yes	100	No	85.9	No	-6.5	Yes	95.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	69.3	-	-	-	-	-
Low Income	-	-	-	81.9	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	88.9	No	-5.2	Yes	95.5	No
MATHEMATICS	**Met Target**	**Actual**	**Met Target (92.2)**	**Actual**	**Met Target**	**Change from 2010**	**Met Target**	**Actual**	**AYP 2011**
Aggregate	Yes	100	No	79.3	No	-8.9	Yes	95.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	55.7	-	-	-	-	-
Low Income	-	-	-	71.6	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	84.4	No	-7.8	Yes	95.5	No

Adequate Yearly Progress History										NCLB Accountability Status
		2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	
ELA	**Aggregate**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
MATH	**Aggregate**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	

Ralph Talbot:
AYP Data Detail

ENGLISH LANGUAGE ARTS															
	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			
Student Group	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	AYP 2011
Aggregate	116	116	100	Yes	110	85.9	No	92.4	1.9	92.4-96.8	No	95.5	0.1	Yes	No
Lim. English Prof.	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	23	23	-	-	22	69.3	-	-	-	-	-	-	-	-	-
Low Income	33	33	-	-	29	81.9	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	93	93	100	Yes	90	88.9	No	94.1	1.5	94.1-99.9	No	95.5	0.1	Yes	No

MATHEMATICS															
	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			
Student Group	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	AYP 2011
Aggregate	116	116	100	Yes	110	79.3	No	88.2	3.0	88.7-93.7	No	95.5	0.1	Yes	No
Lim. English Prof.	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	23	23	-	-	22	55.7	-	-	-	-	-	-	-	-	-
Low Income	33	33	-	-	29	71.6	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	93	93	100	Yes	90	84.4	No	92.2	2.0	92.2-98.5	No	95.5	0.1	Yes	No

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	

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/.

II1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)
II1/2-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.