

Massachusetts School and District Profiles

A. Irvin Studley Elementary School

A. Irvin Studley Elementary School (00160001)
Joanne DiPalma, Principal
 Mailing Address: 299 Rathbun Willard Drive
 Attleboro, MA 02703
 Phone: (508) 222-2621
 FAX: (508) 226-0419
 Website: <http://ses.attleboroschools.com>

This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Enrollment and Educator Data (2015-16 School Year)

[About the Data](#)

| | School | District | State |
|-------------------------------------|--------|----------|---------|
| Total Count | 451 | 5,918 | 953,429 |
| Race/Ethnicity (%) | | | |
| African American or Black | 1.8 | 4.9 | 8.8 |
| Asian | 3.3 | 4.7 | 6.5 |
| Hispanic or Latino | 25.3 | 13.6 | 18.6 |
| Multi-race, Non-Hispanic | 6.0 | 5.8 | 3.2 |
| Native American | 0.2 | 0.2 | 0.2 |
| Native Hawaiian or Pacific Islander | 0.2 | 0.2 | 0.1 |
| White | 63.2 | 70.6 | 62.7 |
| Gender (%) | | | |
| Male | 52.5 | 53.4 | 51.2 |
| Female | 47.5 | 46.6 | 48.8 |
| Selected Populations (%) | | | |
| English Language Learner | 17.7 | 6.4 | 9.0 |
| Economically Disadvantaged | 35.5 | 26.0 | 27.4 |
| Students w/Disabilities | 15.1 | 17.0 | 17.2 |
| First Language Not English | 21.1 | 13.3 | 19.0 |

Enrollment (2015-16)

| | School | District | State |
|---|-----------|-----------|-----------|
| Total # of Teachers | 29.3 | 382.6 | 72,384.1 |
| Percentage of Teachers Licensed in Teaching Assignment | 100.0 | 99.2 | 97.4 |
| Total Number of Classes in Core Academic Areas | 153 | 2,045 | 348,472 |
| Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified | 100.0 | 99.0 | 96.3 |
| Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified | 0.0 | 1.0 | 3.7 |
| Student/Teacher Ratio | 15.4 to 1 | 15.5 to 1 | 13.2 to 1 |
| Percentage of Public Elementary and Secondary School Teachers Issued Waivers | - | 0.8 | 0.9 |

Educator Data (2015-16)

K, 01, 02, 03, 04

Grades Offered:

2016 MCAS Results by Subgroup by Grade and Subject

NOTE: First-year ELL students are not included in achievement level or CPI results. However, first-year ELL students who took the ACCESS for ELLs 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. Please see the [principal's administration manual \(PAM\)](#) for details.

NOTE: Spring 2016 results in grades 3-8 ELA and Mathematics are not reported because all students in this organization participated in the PARCC test.

[More about the data](#)

Data Last Updated on September 26, 2016

Data Under Review or Fewer than 10 students were tested.

2016 PARCC Results by Subgroup by Grade and Subject

Achievement Levels:

L5 = Level 5: Exceeded Expectations (varies by grade - 850)

L4 = Level 4: Met Expectations (750 - varies by grade)

L3 = Level 3: Approached Expectations (725-749)

L2 = Level 2: Partially met Expectations (700-724)

L1 = Level 1: Did not meet Expectations (650-699)

Trans. SGP = Transitional Student Growth Percentile

generated using current PARCC and prior MCAS scores

Trans. CPI = Transitional Composite Performance Index

generated using linked PARCC and MCAS scores

NOTE: Since only a portion of students in grades 3-8 participated in 2016 PARCC in ELA/L and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those subjects.

NOTE: Students who took the Alternate Assessment are included in Mean CPI, but not in achievement level or growth results.

Data Last Updated on September 24, 2016

| GRADE 3 ELA/L | | | | | | | | | | | | | | | | | | | | |
|----------------------------|----------|-------|-----------|----|----|----|----|--------|--------|------------|----------|-------|-----------|----|----|-------|--------|--------|-------|------------|
| Student Group | School | | | | | | | | | District | | | | | | State | | | | |
| | Included | Part. | % at Each | | | | | Trans. | Trans. | Incl. | Included | Part. | % at Each | | | | Trans. | Trans. | Incl. | |
| | # | % | L5 | L4 | L3 | L2 | L1 | CPI | SGP | in SGP (#) | # | % | L5 | L4 | L3 | L2 | L1 | CPI | SGP | in SGP (#) |
| Subgroups | | | | | | | | | | | | | | | | | | | | |
| High needs | 51 | 100 | 4 | 35 | 24 | 22 | 16 | 77.0 | -- | -- | 211 | 100 | 1 | 36 | 27 | 20 | 15 | 76.6 | -- | -- |
| Econ. disadvantaged | 33 | 100 | 3 | 33 | 24 | 24 | 15 | 74.2 | -- | -- | 138 | 100 | 1 | 38 | 26 | 20 | 16 | 76.8 | -- | -- |
| ELL/Formerly ELL | 22 | 100 | 5 | 27 | 18 | 23 | 27 | 69.3 | -- | -- | 71 | 100 | 3 | 32 | 27 | 18 | 20 | 73.6 | -- | -- |
| Students w/disabilities | 20 | 100 | 0 | 25 | 15 | 40 | 20 | 63.8 | -- | -- | 71 | 100 | 0 | 24 | 25 | 30 | 21 | 68.1 | -- | -- |
| Afr. Amer./Black | 3 | | | | | | | | -- | -- | 21 | 100 | 0 | 33 | 33 | 24 | 10 | 81.0 | -- | -- |
| Hispanic/Latino | 24 | 100 | 4 | 33 | 25 | 21 | 17 | 78.1 | -- | -- | 72 | 100 | 1 | 36 | 29 | 25 | 8 | 80.1 | -- | -- |
| Multi-race, Non-Hisp./Lat. | 1 | | | | | | | | -- | -- | 22 | 100 | 9 | 41 | 14 | 23 | 14 | 79.5 | -- | -- |
| White | 66 | 100 | 12 | 48 | 24 | 8 | 8 | 87.1 | -- | -- | 303 | 100 | 5 | 47 | 26 | 14 | 7 | 84.4 | -- | -- |
| Male | 53 | 100 | 8 | 34 | 28 | 17 | 13 | 79.2 | -- | -- | 239 | 100 | 4 | 41 | 28 | 18 | 10 | 81.4 | -- | -- |
| Female | 41 | 100 | 15 | 56 | 20 | 5 | 5 | 92.1 | -- | -- | 203 | 100 | 6 | 48 | 25 | 15 | 6 | 85.2 | -- | -- |
| Title I | 94 | 100 | 11 | 44 | 24 | 12 | 10 | 84.8 | -- | -- | 333 | 100 | 6 | 45 | 25 | 16 | 8 | 84.1 | -- | -- |
| Non-Disabled | 74 | 100 | 14 | 49 | 27 | 4 | 7 | 90.5 | -- | -- | 371 | 100 | 6 | 48 | 27 | 14 | 6 | 86.3 | -- | -- |
| Non-Econ. disadvantaged | 61 | 100 | 15 | 49 | 25 | 5 | 7 | 90.6 | -- | -- | 304 | 100 | 7 | 47 | 27 | 15 | 5 | 86.1 | -- | -- |
| ELL | 19 | 100 | 5 | 21 | 21 | 26 | 26 | 69.7 | -- | -- | 65 | 100 | 2 | 31 | 28 | 20 | 20 | 72.7 | -- | -- |
| Former ELL | 11 | 100 | 9 | 55 | 27 | 0 | 9 | 88.6 | -- | -- | 27 | 100 | 7 | 56 | 33 | 0 | 4 | 91.7 | -- | -- |
| Ever ELL | 22 | 100 | 5 | 27 | 18 | 23 | 27 | 69.3 | -- | -- | 77 | 100 | 4 | 35 | 26 | 17 | 18 | 75.6 | -- | -- |
| All Students | | | | | | | | | | | | | | | | | | | | |
| 2016 | 94 | 100 | 11 | 44 | 24 | 12 | 10 | 84.8 | -- | -- | 442 | 100 | 5 | 44 | 26 | 17 | 8 | 83.2 | -- | -- |

2016 Accountability Data - A. Irvin Studley Elementary School

| Accountability Information | |
|--|---|
| Accountability and Assistance Level | |
| Level 1 | Meeting gap narrowing goals |
| This school's overall performance relative to other schools in same school type (School percentiles: 1-99) | |
| All students: | <div style="display: flex; align-items: center;"> <div style="flex: 1; border: 1px solid gray; position: relative;"> <div style="background-color: blue; width: 50%; height: 10px; position: absolute; top: -10px;"></div> <div style="position: absolute; top: 5px; left: 0; right: 0; text-align: center;">53</div> </div> <div style="margin-left: 10px; text-align: center;"> Lowest performing Highest performing </div> </div> |

| This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100) | | | |
|---|--|---------------|------------------------|
| Student Group (Click group to view subgroup data) | On Target = 75 or higher - ■ | | |
| | Less progress | More progress | |
| All students | <div style="width: 75%;"><div style="background-color: blue; width: 75%; height: 10px;"></div></div> | | 75 Met Target |
| High needs | <div style="width: 84%;"><div style="background-color: blue; width: 84%; height: 10px;"></div></div> | | 84 Met Target |
| Econ. Disadvantaged | | | - |
| ELL and Former ELL | <div style="width: 96%;"><div style="background-color: blue; width: 96%; height: 10px;"></div></div> | | 96 Met Target |
| Students w/disabilities | <div style="width: 66%;"><div style="background-color: blue; width: 66%; height: 10px;"></div></div> | | 66 Did Not Meet Target |
| Amer. Ind. or Alaska Nat. | | | - |
| Asian | | | - |
| Afr. Amer./Black | | | - |
| Hispanic/Latino | <div style="width: 89%;"><div style="background-color: blue; width: 89%; height: 10px;"></div></div> | | 89 Met Target |
| Multi-race, Non-Hisp./Lat. | | | - |
| Nat. Haw. or Pacif. Isl. | | | - |
| White | <div style="width: 71%;"><div style="background-color: blue; width: 71%; height: 10px;"></div></div> | | 71 Did Not Meet Target |

**A. Irvin Studley Elementary School:
Accountability Data Detail**

| 2016 English Language Arts Proficiency Gap Narrowing | | | | | | | | | | | |
|--|-------------------------------------|-----------------|-------------|-------------|---------------|----------------|-------------------|--|-----|---------------|--------------------------|
| | 0 10 20 30 40 50 60 70 80 90 100 | Baseline CPI | 2015 CPI | 2016 CPI | CPI Change | 2016 Target | 6 Year Goal | CPI Percentile in School Type | N | PPI Points | Rating |
| All students | | 80.2 | 76.8 | 80.8 | 4.0 | 88.5 | 90.1 | 29 | 195 | 50 | Improved Below Target |
| High needs | | 70.3 | 63.4 | 70.0 | 6.6 | 82.7 | 85.2 | 24 | 100 | 50 | Improved Below Target |
| Econ. Disadvantaged | | 68.5 | 68.5 | 72.1 | 3.6 | 71.1 | 84.3 | 28 | 68 | 75 | On Target |
| ELL and Former ELL | | 67.9 | 59.3 | 64.6 | 5.3 | 81.3 | 84.0 | 30 | 41 | 50 | Improved Below Target |
| Students w/disabilities | | 56.4 | 44.4 | 51.5 | 7.1 | 74.6 | 78.2 | 16 | 33 | 50 | Improved Below Target |
| Amer. Ind. or Alaska Nat. | | - | - | - | - | - | - | - | 1 | - | - |
| Asian | | - | - | - | - | - | - | - | 4 | - | - |
| Afr. Amer./Black | | - | - | - | - | - | - | - | 4 | - | - |
| Hispanic/Latino | | 72.1 | 65.2 | 70.3 | 5.1 | 83.7 | 86.1 | 40 | 53 | 50 | Improved Below Target |
| Multi-race, Non-Hisp./Lat. | | - | - | - | - | - | - | - | 8 | - | - |
| Nat. Haw. or Pacif. Isl. | | - | - | - | - | - | - | - | - | - | - |
| White | | 84.7 | 83.9 | 85.6 | 1.7 | 91.1 | 92.4 | 36 | 125 | 50 | Improved Below Target |

| 2016 Mathematics Proficiency Gap Narrowing | | | | | | | | | | | |
|--|-------------------------------------|-----------------|-------------|-------------|---------------|----------------|-------------------|--|-----|---------------|--------------------------|
| | 0 10 20 30 40 50 60 70 80 90 100 | Baseline CPI | 2015 CPI | 2016 CPI | CPI Change | 2016 Target | 6 Year Goal | CPI Percentile in School Type | N | PPI Points | Rating |
| All students | | 85.0 | 87.7 | 88.6 | 0.9 | 91.3 | 92.5 | 64 | 195 | 50 | Improved Below Target |
| High needs | | 76.4 | 77.8 | 82.5 | 4.7 | 86.2 | 88.2 | 78 | 100 | 50 | Improved Below Target |
| Econ. Disadvantaged | | 79.8 | 79.8 | 82.4 | 2.6 | 81.5 | 89.9 | 75 | 68 | 75 | On Target |
| ELL and Former ELL | | 71.4 | 78.6 | 84.8 | 6.2 | 83.3 | 85.7 | 79 | 41 | 100 | Above Target |
| Students w/disabilities | | 71.8 | 60.5 | 66.7 | 6.2 | 83.6 | 85.9 | 56 | 33 | 50 | Improved Below Target |
| Amer. Ind. or Alaska Nat. | | - | - | - | - | - | - | - | 1 | - | - |
| Asian | | - | - | - | - | - | - | - | 4 | - | - |
| Afr. Amer./Black | | - | - | - | - | - | - | - | 4 | - | - |
| Hispanic/Latino | | 74.4 | 83.8 | 85.8 | 2.0 | 85.1 | 87.2 | 88 | 53 | 75 | On Target |
| Multi-race, Non-Hisp./Lat. | | - | - | - | - | - | - | - | 8 | - | - |
| Nat. Haw. or Pacif. Isl. | | - | - | - | - | - | - | - | - | - | - |
| White | | 89.9 | 90.9 | 89.2 | -1.7 | 94.1 | 95.0 | 57 | 125 | 25 | No Change |

| 2016 Science Proficiency Gap Narrowing | | | | | | | | | | | |
|--|--|-----------------|-------------|-------------|---------------|----------------|-------------------|-------------------|---|---------------|--------|
| | | Baseline CPI | 2015 CPI | 2016 CPI | CPI Change | 2016 Target | 6 Year Goal | CPI Percentile | N | PPI Points | Rating |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | Goal | in School Type | | | |
|----------------------------|---|----|----|----|----|----|----|----|----|----|-----|------|----------------|---|---|---|
| All students | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| High needs | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ. Disadvantaged | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| ELL and Former ELL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students w/disabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic/Latino | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |


| 2016 English Language Arts Extra Credit | | | | | | | | |
|---|--|-----------------|-----|------------|---|------------------------|-----|------------|
| | Extra credit for increasing % Advanced (10% or more) | | | | Extra credit for decreasing % Warning/Failing (10% or more) | | | |
| | 2015 % Advanced | 2016 % Advanced | N | PPI Points | 2015 % Warning/Failing | 2016 % Warning/Failing | N | PPI Points |
| All students | 2.4 | 9.2 | 195 | 25 | 9.5 | 10.3 | 195 | 0 |
| High needs | 1.1 | 4.0 | 100 | 25 | 17.0 | 18.0 | 100 | 0 |
| Econ. Disadvantaged | 1.6 | 4.4 | 68 | 25 | 12.9 | 14.7 | 68 | 0 |
| ELL and Former ELL | 0.0 | 2.4 | 41 | 25 | 14.3 | 22.0 | 41 | 0 |
| Students w/disabilities | 0.0 | 3.0 | 33 | 25 | 45.2 | 42.4 | 33 | 0 |
| Amer. Ind. or Alaska Nat. | - | - | 1 | - | - | - | 1 | - |
| Asian | - | - | 4 | - | - | - | 4 | - |
| Afr. Amer./Black | - | - | 4 | - | - | - | 4 | - |
| Hispanic/Latino | 0.0 | 3.8 | 53 | 25 | 11.8 | 18.9 | 53 | 0 |
| Multi-race, Non-Hisp./Lat. | - | - | 8 | - | - | - | 8 | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - | - |
| White | 2.9 | 12.0 | 125 | 25 | 4.8 | 6.4 | 125 | 0 |

| 2016 Mathematics Extra Credit | | | | | | | | |
|-------------------------------|--|-----------------|-----|------------|---|------------------------|-----|------------|
| | Extra credit for increasing % Advanced (10% or more) | | | | Extra credit for decreasing % Warning/Failing (10% or more) | | | |
| | 2015 % Advanced | 2016 % Advanced | N | PPI Points | 2015 % Warning/Failing | 2016 % Warning/Failing | N | PPI Points |
| All students | 27.2 | 34.4 | 195 | 25 | 5.9 | 6.2 | 195 | 0 |
| High needs | 14.8 | 19.0 | 100 | 25 | 11.4 | 11.0 | 100 | 0 |
| Econ. Disadvantaged | 19.4 | 19.1 | 68 | 0 | 11.3 | 11.8 | 68 | 0 |
| ELL and Former ELL | 5.7 | 12.2 | 41 | 25 | 11.4 | 9.8 | 41 | 25 |
| Students w/disabilities | 3.2 | 18.2 | 33 | 25 | 22.6 | 27.3 | 33 | 0 |
| Amer. Ind. or Alaska Nat. | - | - | 1 | - | - | - | 1 | - |
| Asian | - | - | 4 | - | - | - | 4 | - |
| Afr. Amer./Black | - | - | 4 | - | - | - | 4 | - |
| Hispanic/Latino | 11.8 | 18.9 | 53 | 25 | 7.8 | 5.7 | 53 | 25 |
| Multi-race, Non-Hisp./Lat. | - | - | 8 | - | - | - | 8 | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - | - |
| White | 35.6 | 41.6 | 125 | 25 | 2.9 | 6.4 | 125 | 0 |

| 2016 Science Extra Credit | | | | | | | | |
|----------------------------|--|-----------------|---|------------|---|------------------------|---|------------|
| | Extra credit for increasing % Advanced (10% or more) | | | | Extra credit for decreasing % Warning/Failing (10% or more) | | | |
| | 2015 % Advanced | 2016 % Advanced | N | PPI Points | 2015 % Warning/Failing | 2016 % Warning/Failing | N | PPI Points |
| All students | - | - | - | - | - | - | - | - |
| High needs | - | - | - | - | - | - | - | - |
| Econ. Disadvantaged | - | - | - | - | - | - | - | - |
| ELL and Former ELL | - | - | - | - | - | - | - | - |
| Students w/disabilities | - | - | - | - | - | - | - | - |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - | - |
| Asian | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | - | - | - | - | - |
| Hispanic/Latino | - | - | - | - | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | - | - | - | - | - | - | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - |

| 2016 English Language Arts Growth | | | | | | | | | | |
|-----------------------------------|----------------------------------|----------|----------|------------|-------------|------------------|----|------------|--------------|--|
| | 0 10 20 30 40 50 60 70 80 90 100 | 2015 SGP | 2016 SGP | SGP Change | 6 Year Goal | Met Safe Harbor? | N | PPI Points | Rating | |
| | | | | | | | | | | |
| All students | | 37.0 | 49.5 | 12.5 | 51.0 | Yes | 98 | 75 | On Target | |
| High needs | | 31.5 | 49.0 | 17.5 | 51.0 | Yes | 49 | 100 | Above Target | |
| Econ. Disadvantaged | | 32.5 | 50.0 | 17.5 | 51.0 | Yes | 35 | 100 | Above Target | |
| ELL and Former ELL | | - | - | - | 51.0 | - | 19 | - | - | |
| Students w/disabilities | | - | - | - | 51.0 | - | 13 | - | - | |
| Amer. Ind. or Alaska Nat. | | - | - | - | 51.0 | - | 1 | - | - | |
| Asian | | - | - | - | 51.0 | - | 4 | - | - | |
| Afr. Amer./Black | | - | - | - | 51.0 | - | 1 | - | - | |
| Hispanic/Latino | | - | - | - | 51.0 | - | 29 | - | - | |
| Multi-race, Non-Hisp./Lat. | | - | - | - | 51.0 | - | 7 | - | - | |
| Nat. Haw. or Pacif. Isl. | | - | - | - | 51.0 | - | - | - | - | |
| White | | 37.0 | 51.5 | 14.5 | 51.0 | Yes | 56 | 100 | Above Target | |

| 2016 Mathematics Growth | | | | | | | | | | |
|---------------------------|----------------------------------|----------|----------|------------|-------------|------------------|----|------------|--------------|--|
| | 0 10 20 30 40 50 60 70 80 90 100 | 2015 SGP | 2016 SGP | SGP Change | 6 Year Goal | Met Safe Harbor? | N | PPI Points | Rating | |
| | | | | | | | | | | |
| All students | | 39.5 | 49.0 | 9.5 | 51.0 | Yes | 98 | 75 | On Target | |
| High needs | | 26.5 | 46.0 | 19.5 | 51.0 | Yes | 49 | 100 | Above Target | |
| Econ. Disadvantaged | | 25.5 | 43.0 | 17.5 | 51.0 | Yes | 35 | 100 | Above Target | |
| ELL and Former ELL | | - | - | - | 51.0 | - | 19 | - | - | |
| Students w/disabilities | | - | - | - | 51.0 | - | 13 | - | - | |
| Amer. Ind. or Alaska Nat. | | - | - | - | 51.0 | - | 1 | - | - | |
| Asian | | - | - | - | 51.0 | - | 4 | - | - | |
| Afr. Amer./Black | | - | - | - | 51.0 | - | 1 | - | - | |

| | | | | | | | | | |
|----------------------------|---|------|------|------|------|----|----|----|--------------|
| Hispanic/Latino | - | - | - | 51.0 | - | 29 | - | - | |
| Multi-race, Non-Hisp./Lat. | - | - | - | 51.0 | - | 7 | - | - | |
| Nat. Haw. or Pacif. Isl. | - | - | - | 51.0 | - | - | - | - | |
| White |  | 48.0 | 48.0 | 0.0 | 51.0 | No | 56 | 50 | Below Target |

| 2016 Extra credit for English language proficiency growth | | | | |
|---|-----------|-------------|-----------------|------------|
| | 2016 SGPA | 2016 Target | SGPA N Included | PPI Points |
| All students | 62.0 | 60.0 | 70 | 25 |
| High needs | 62.0 | 60.0 | 70 | 25 |
| ELL and Former ELL | 62.0 | 60.0 | 70 | 25 |

| 2016 Assessment Participation | | | | | | | | | | | | |
|-------------------------------|-----------------------|----------|-----|------------------|-------------|----------|-----|------------------|----------|----------|---|------------------|
| | English Language Arts | | | | Mathematics | | | | Science | | | |
| | Enrolled | Assessed | % | Met Target (95%) | Enrolled | Assessed | % | Met Target (95%) | Enrolled | Assessed | % | Met Target (95%) |
| All students | 197 | 197 | 100 | Yes | 197 | 197 | 100 | Yes | - | - | - | - |
| High needs | 101 | 101 | 100 | Yes | 101 | 101 | 100 | Yes | - | - | - | - |
| Econ. Disadvantaged | 68 | 68 | 100 | Yes | 68 | 68 | 100 | Yes | - | - | - | - |
| ELL and Former ELL | 42 | 42 | 100 | Yes | 42 | 42 | 100 | Yes | - | - | - | - |
| Students w/disabilities | 33 | 33 | 100 | Yes | 33 | 33 | 100 | Yes | - | - | - | - |
| Amer. Ind. or Alaska Nat. | 1 | - | - | - | 1 | - | - | - | - | - | - | - |
| Asian | 4 | - | - | - | 4 | - | - | - | - | - | - | - |
| Afr. Amer./Black | 4 | - | - | - | 4 | - | - | - | - | - | - | - |
| Hispanic/Latino | 54 | 54 | 100 | Yes | 54 | 54 | 100 | Yes | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | 8 | - | - | - | 8 | - | - | - | - | - | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 126 | 126 | 100 | Yes | 126 | 126 | 100 | Yes | - | - | - | - |

NOTE: In 2016, assessment participation was calculated two ways: First, the 2016 participation rate for each subgroup in each subject area test was calculated. If the actual 2016 participation rate was lower than 95 percent for any group in any subject, that rate was compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates was factored into the assignment of the school or district's 2016 accountability and assistance level.

2015 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percentages of Students at Each Achievement Level

About the Data

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 | % at Each Level | | | | Avg. Scaled Score | % at Each Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 235 | 14 | 50 | 82 | 18 | 100 | 221 | 8 | 35 | 68 | 32 | 100 |
| Stud. w/ Disab | 209 | 2 | 20 | 55 | 45 | 18 | 186 | 2 | 12 | 33 | 67 | 13 |
| LEP | 200 | 1 | 12 | 44 | 56 | 9 | 189 | 1 | 8 | 32 | 68 | 11 |
| African American/Black | 217 | 3 | 25 | 65 | 35 | 7 | 206 | 2 | 18 | 51 | 49 | 15 |
| Asian/Pacific Islander | 249 | 31 | 68 | 89 | 11 | 6 | 238 | 19 | 53 | 81 | 19 | 5 |
| Hispanic/Latino | 215 | 3 | 25 | 61 | 39 | 19 | 208 | 3 | 21 | 54 | 46 | 26 |
| White | 242 | 17 | 58 | 89 | 11 | 65 | 232 | 11 | 46 | 79 | 21 | 49 |
| Econ. Disadvantaged | 220 | 5 | 29 | 67 | 33 | 42 | 209 | 3 | 21 | 56 | 44 | 55 |

| GRADE LEVEL 4 - MATHEMATICS | | | | | | | | | | | | |
|-----------------------------|-------------------|-----------------|----|----|----|-------------------|-----------------|----|----|----|----|------------|
| Student Group | Massachusetts | | | | | National Public | | | | | | |
| | Avg. Scaled Score | % at Each Level | | | | Avg. Scaled Score | % at Each Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 251 | 13 | 54 | 90 | 10 | 100 | 240 | 7 | 39 | 81 | 19 | 100 |
| Stud. w/ Disab | 231 | 4 | 25 | 74 | 26 | 18 | 217 | 2 | 16 | 54 | 46 | 13 |
| LEP | 223 | 2 | 17 | 65 | 35 | 9 | 218 | 1 | 15 | 57 | 43 | 11 |
| African American/Black | 230 | 1 | 26 | 73 | 27 | 7 | 224 | 1 | 19 | 65 | 35 | 15 |
| Asian/Pacific Islander | 273 | 38 | 81 | 98 | 2 | 6 | 256 | 22 | 61 | 90 | 10 | 5 |
| Hispanic/Latino | 232 | 3 | 28 | 74 | 26 | 19 | 230 | 3 | 26 | 73 | 27 | 26 |
| White | 256 | 15 | 62 | 95 | 5 | 65 | 248 | 10 | 51 | 90 | 10 | 49 |
| Econ. Disadvantaged | 236 | 4 | 31 | 80 | 20 | 42 | 229 | 2 | 24 | 72 | 28 | 55 |

| GRADE LEVEL 8 - READING | | | | | | | | | | | | |
|-------------------------|-------------------|-----------------|----|----|----|-------------------|-----------------|---|----|----|----|------------|
| Student Group | Massachusetts | | | | | National Public | | | | | | |
| | Avg. Scaled Score | % at Each Level | | | | Avg. Scaled Score | % at Each Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 274 | 6 | 46 | 83 | 17 | 100 | 264 | 3 | 33 | 75 | 25 | 100 |
| Stud. w/ Disab | 245 | 1 | 15 | 54 | 46 | 18 | 229 | # | 8 | 36 | 64 | 12 |
| LEP | 225 | # | 6 | 35 | 65 | 5 | 223 | # | 3 | 28 | 72 | 6 |
| African American/Black | 252 | 1 | 18 | 63 | 37 | 9 | 247 | 1 | 15 | 58 | 42 | 15 |
| Asian/Pacific Islander | 290 | 18 | 64 | 90 | 10 | 7 | 279 | 9 | 50 | 85 | 15 | 6 |
| Hispanic/Latino | 249 | # | 17 | 61 | 39 | 14 | 253 | 1 | 20 | 65 | 35 | 25 |
| White | 281 | 7 | 53 | 90 | 10 | 67 | 273 | 4 | 42 | 84 | 16 | 51 |
| Econ. Disadvantaged | 260 | 3 | 28 | 71 | 29 | 44 | 253 | 1 | 20 | 64 | 36 | 52 |

| GRADE LEVEL 8 - MATHEMATICS | | | | | | | | | | | | |
|-----------------------------|-------------------|-----------------|----|----|----|-------------------|-----------------|----|----|----|----|------------|
| Student Group | Massachusetts | | | | | National Public | | | | | | |
| | Avg. Scaled Score | % at Each Level | | | | Avg. Scaled Score | % at Each Level | | | | | |
| | | A | P+ | B+ | BB | | % Assessed | A | P+ | B+ | BB | % Assessed |
| All Students | 297 | 18 | 51 | 81 | 19 | 100 | 281 | 8 | 32 | 70 | 30 | 100 |
| Stud. w/ Disab | 264 | 3 | 16 | 51 | 49 | 18 | 246 | 1 | 8 | 32 | 68 | 12 |
| LEP | 251 | 2 | 10 | 38 | 62 | 6 | 246 | 1 | 5 | 31 | 69 | 6 |
| African American/Black | 268 | 4 | 22 | 54 | 46 | 9 | 260 | 1 | 12 | 47 | 53 | 15 |
| Asian/Pacific Islander | 324 | 44 | 73 | 94 | 6 | 7 | 305 | 25 | 58 | 86 | 14 | 6 |
| Hispanic/Latino | 271 | 4 | 24 | 61 | 39 | 15 | 269 | 3 | 19 | 60 | 40 | 25 |
| White | 304 | 20 | 59 | 88 | 12 | 66 | 291 | 10 | 42 | 81 | 19 | 51 |
| Econ. Disadvantaged | 279 | 7 | 31 | 67 | 33 | 43 | 268 | 2 | 18 | 58 | 42 | 52 |

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 | 3,100 | 18 | 9 | 3 |
| Grade 4 Mathematics | 3,200 | 18 | 9 | 2 |
| Grade 8 Reading | 3,000 | 18 | 5 | 2 |
| Grade 8 Mathematics | 3,100 | 18 | 6 | 2 |