

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/>.

I1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)  
 I1/2-A: Identified for Improvement (Year 1 or 2)  
 CA-S: Identified for Corrective Action - Subgroups only  
 CA-A: Identified for Corrective Action  
 RST1/2-S: Identified for Restructuring - Subgroups only (Year 1 or 2)  
 RST1/2: Identified for Restructuring (Year 1 or 2)  
 UR: Under Review

For more information on the No Child Left Behind Act, please visit <http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of Massachusetts, please visit the <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.

## 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.

Riverdale:  
AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance				AYP 2011
	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		
Aggregate	132	132	100	Yes	127	83.9	No	85.2	3.7	86.4-91.4	No	96.4	0.0	Yes	No	
Lim. English Prof.	12	12	-	-	11	-	-	-	-	-	-	-	-	-	-	
Special Education	41	41	100	Yes	40	66.3	No	63.2	9.2	67.9-76.9	No	96.0	0.3	Yes	No	
Low Income	43	43	-	-	39	79.5	-	-	-	-	-	-	-	-	-	
Afr. Amer./Black	11	11	-	-	10	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	13	13	-	-	10	-	-	-	-	-	-	-	-	-	-	
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	100	100	100	Yes	100	85.3	No	86.2	3.5	87.2-92.2	No	96.3	0.1	Yes	No	

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance				AYP 2011
	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		
Aggregate	131	131	100	Yes	127	88.8	No	84.8	3.8	86.1-91.1	Yes	96.4	0.0	Yes	Yes	
Lim. English Prof.	12	12	-	-	11	-	-	-	-	-	-	-	-	-	-	
Special Education	41	41	100	Yes	40	73.1	No	66.4	8.4	70.3-79.3	Yes	96.0	0.3	Yes	Yes	
Low Income	42	42	-	-	39	84.0	-	-	-	-	-	-	-	-	-	
Afr. Amer./Black	11	11	-	-	10	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	12	12	-	-	10	-	-	-	-	-	-	-	-	-	-	
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	100	100	100	Yes	100	89.8	No	84.6	3.9	86.0-91.0	Yes	96.3	0.1	Yes	Yes	

Adequate Yearly Progress History										NCLB Accountability Status	
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Improvement Year 1	
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	Yes	Yes	Yes	No	Yes		

**Riverdale - 2011 Accountability Data**

District: Dedham (00730000)  
 School: Riverdale (00730045)  
 Accountability & Assistance Level: Level 1  
 School Title I Status: Non-Title I School (NT)  
 NCLB School Choice Required: No  
 Supplemental Educational Services Required: No

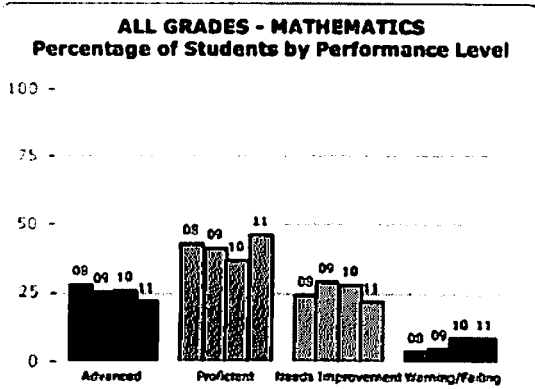
	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 1	No Change
MATHEMATICS	No Status	On Target

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		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	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 attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate	Yes	100	No	83.9	No	-1.3	Yes	96.4	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	66.3	No	3.1	Yes	96.0	No
Low Income	-	-	-	79.5	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	85.3	No	-0.9	Yes	96.3	No
<b>MATHEMATICS</b>									
Aggregate	Yes	100	No	88.8	Yes	4.0	Yes	96.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	73.1	Yes	6.7	Yes	96.0	Yes
Low Income	-	-	-	84.0	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	89.8	Yes	5.2	Yes	96.3	Yes

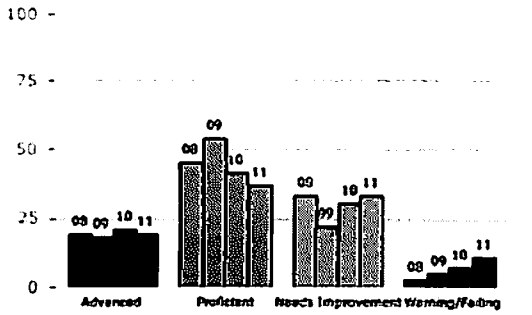
Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Improvement Year 1
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	No	Yes	

ALL GRADES - MATHEMATICS																											
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					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	40	100	5	25	40	30	73.1	54.5	22	353	99	5	24	37	33	64.7	54.0	237	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	11	100	18	36	36	9	79.5	N/A	6	94	100	13	32	35	20	70.7	56.0	59	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	39	100	13	41	21	26	84.0	69.0	23	406	100	18	33	31	18	76.4	55.0	303	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	10	100	0	40	30	30	80.0	N/A	4	99	100	10	29	29	31	67.2	63.0	66	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	4	-	-	-	-	-	-	-	-	50	100	46	42	10	2	95.0	66.0	40	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	10	100	10	30	60	0	80.0	N/A	7	148	100	18	35	32	16	77.5	60.0	100	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American	2	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956
White	100	100	26	46	19	9	89.8	72.0	64	1,174	100	31	39	22	7	87.7	57.0	942	344,050	99	28	37	25	10	84.3	50.0	281,305
<b>Other Subgroups</b>																											
High Needs	63	100	13	38	30	19	81.3	69.0	37	655	100	15	32	33	21	74.4	55.0	477	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	66	100	21	47	23	9	87.1	76.0	41	791	100	27	38	23	12	84.1	56.0	623	254,887	99	24	33	26	16	79.4	50.0	201,207
Female	61	100	23	46	21	10	90.6	68.5	38	718	100	31	38	24	7	86.9	60.0	554	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I	-	-	-	-	-	-	-	-	-	38	100	3	45	39	13	75.0	61.0	26	148,968	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	127	100	22	46	22	9	88.8	70.0	79	1,471	100	30	38	23	10	85.7	58.0	1,151	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	88	100	26	49	23	2	90.9	75.0	56	1,103	100	33	40	21	6	88.8	60.0	874	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL	4	-	-	-	-	-	-	-	-	69	100	9	33	36	22	68.8	52.5	44	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	7	-	-	-	-	-	-	-	-	25	100	24	28	32	16	76.0	N/A	15	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	33	100	24	30	27	18	80.3	68.0	25	11,535	99	24	33	28	15	79.1	50.0	8,894
<b>All Students</b>																											
2011	127	100	22	46	22	9	88.8	70.0	79	1,509	100	29	38	24	10	85.4	58.0	1,177	487,712	99	24	34	27	15	79.9	50.0	396,115
2010	140	100	26	37	28	9	84.8	66.0	82	1,531	100	25	37	27	10	84.0	50.0	1,212	498,632	99	26	33	27	15	79.9	50.0	396,682



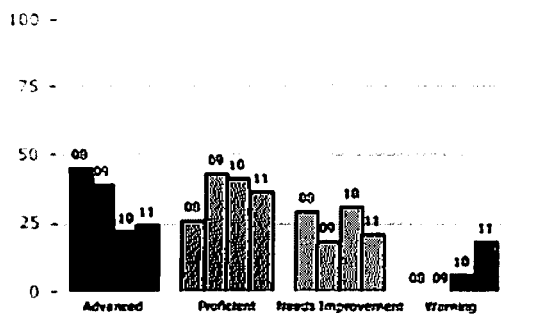
Student Group	ALL GRADES - ENGLISH LANGUAGE ARTS																										
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	40	100	0	18	48	35	66.3	56.5	22	353	99	1	32	48	19	74.0	43.5	236	92.004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	11	100	0	36	55	9	75.0	N/A	6	90	95	6	50	33	11	80.0	51.5	58	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-income	39	100	10	28	36	26	79.5	64.0	23	405	99	10	49	31	10	83.7	52.0	303	174,384	99	6	43	36	15	77.1	46.0	132,784
African American/Black	10	100	0	20	50	30	72.5	N/A	4	97	98	3	43	40	13	79.1	52.5	66	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	4	-	-	-	-	-	-	-	-	48	98	35	54	8	2	95.3	71.0	40	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	10	100	0	30	70	0	75.0	N/A	7	149	98	11	50	31	8	85.2	56.0	102	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American	2	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958
White	100	100	22	39	28	11	85.3	69.5	64	1,174	100	22	56	18	4	92.1	51.5	940	343,938	99	21	56	19	5	90.9	51.0	281,258
<b>Other Subgroups</b>																											
High Needs	63	100	6	27	44	22	74.6	62.0	37	652	99	7	46	36	11	82.0	51.0	475	229,398	99	5	42	36	16	77.0	46.0	173,378
Male	66	100	12	36	42	9	81.1	60.0	41	787	99	15	54	25	6	88.4	47.0	619	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	61	100	26	38	23	13	86.9	79.0	38	719	99	25	55	17	3	92.8	59.0	558	242,888	99	22	53	20	5	89.8	53.0	195,020
Title I	-	-	-	-	-	-	-	-	-	39	100	0	31	59	10	72.4	24.5	26	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	127	100	19	37	33	11	83.9	69.0	79	1,467	99	20	55	20	5	91.0	54.0	1,151	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	88	100	23	41	32	5	85.8	70.0	56	1,101	99	23	57	17	3	93.0	54.0	874	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL	4	-	-	-	-	-	-	-	-	65	93	3	48	37	12	78.5	54.0	43	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	7	-	-	-	-	-	-	-	-	25	100	12	56	24	8	84.0	N/A	15	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	33	100	15	45	30	9	84.8	38.0	25	11,536	99	18	51	24	8	86.9	51.0	8,903
<b>All Students</b>																											
2011	127	100	19	37	33	11	83.9	69.0	79	1,508	99	20	55	21	5	90.5	54.0	1,177	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	140	100	21	41	30	7	85.2	55.0	82	1,533	99	16	57	22	5	90.1	49.5	1,208	498,668	99	16	52	24	8	86.9	50.0	396,076

**ALL GRADES - ENGLISH LANGUAGE ARTS**  
Percentage of Students by Performance Level

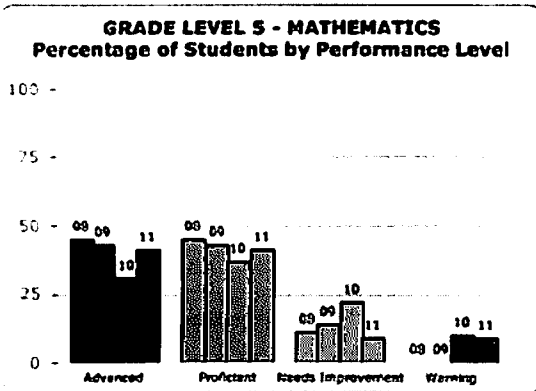


GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	11	100	0	27	36	36	59.1	N/A	N/A	54	100	6	28	43	24	68.1	N/A	N/A	13,738	99	4	17	41	39	60.3	N/A	N/A
ELL/Former ELL	4	-	-	-	-	-	-	-	-	14	100	7	7	57	29	57.1	N/A	N/A	7,366	99	2	14	42	42	52.6	N/A	N/A
Low-Income	9	-	-	-	-	-	-	-	-	43	98	16	30	37	16	75.0	N/A	N/A	25,758	100	4	22	45	29	62.0	N/A	N/A
African American/Black	3	-	-	-	-	-	-	-	-	13	100	15	38	46	0	84.6	N/A	N/A	5,676	99	2	17	45	35	57.2	N/A	N/A
Asian	-	-	-	-	-	-	-	-	-	11	100	64	27	0	9	93.2	N/A	N/A	3,957	100	22	36	29	12	80.7	N/A	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	19	100	16	21	32	32	65.8	N/A	N/A	10,844	99	3	18	44	34	58.1	N/A	N/A
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	145	99	8	30	43	19	71.0	N/A	N/A
White	27	100	30	37	11	22	79.6	N/A	N/A	156	100	28	47	19	6	89.1	N/A	N/A	48,912	100	17	42	33	8	83.2	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	16	94	0	31	38	31	64.1	N/A	N/A	84	99	12	30	39	19	72.6	N/A	N/A	33,917	99	4	23	45	28	63.6	N/A	N/A
Male	17	100	6	47	24	24	73.5	N/A	N/A	101	100	23	45	22	11	84.2	N/A	N/A	36,711	100	15	38	33	15	78.2	N/A	N/A
Female	16	94	44	25	19	13	85.9	N/A	N/A	101	99	33	42	20	6	89.6	N/A	N/A	34,647	100	12	35	38	15	75.8	N/A	N/A
Title I	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	24,512	100	4	22	45	29	62.2	N/A	N/A
Non-Title I	33	97	24	36	21	18	79.5	N/A	N/A	193	99	29	44	19	8	88.0	N/A	N/A	46,870	100	19	43	31	7	84.7	N/A	N/A
Non-Low Income	24	100	33	33	25	8	86.5	N/A	N/A	159	100	31	47	16	6	90.1	N/A	N/A	45,624	100	20	44	30	7	85.5	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,046	99	1	9	39	52	45.5	N/A	N/A
Former ELL	3	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,320	100	6	25	49	20	67.8	N/A	N/A
1st Yr ELL*	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	540	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	96	100	11	39	34	16	77.6	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,728	100	15	35	37	13	77.8	N/A	N/A
<b>All Students</b>																											
2011	33	97	24	36	21	18	79.5	N/A	N/A	202	100	28	43	21	8	86.9	N/A	N/A	71,382	100	14	36	36	15	77.0	N/A	N/A
2010	51	100	22	41	31	6	87.3	N/A	N/A	237	100	23	43	28	5	87.6	N/A	N/A	70,931	100	15	38	36	11	79.7	N/A	N/A

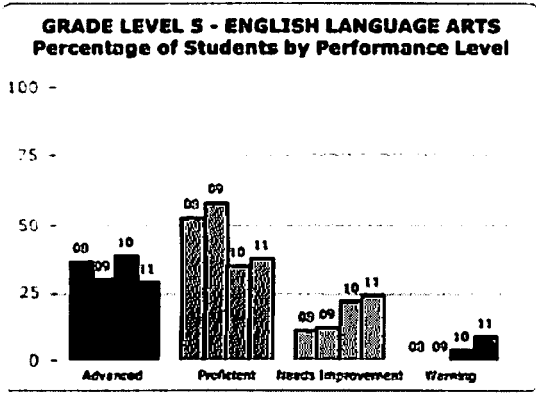
**GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING**  
**Percentage of Students by Performance Lvl**



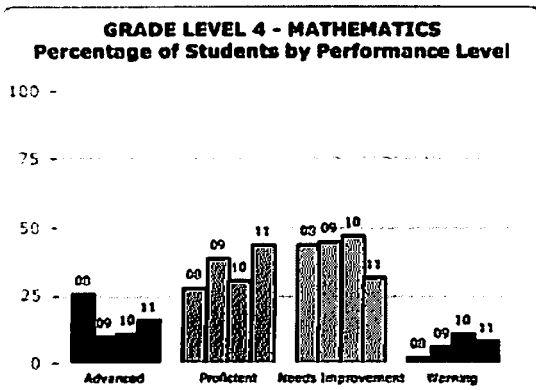
GRADE LEVEL 5 - MATHEMATICS																														
Student Group	School									District									State											
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc In SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc In SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc In SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
<b>AYP Subgroups</b>																														
Stud. w/ Disab	11	100	9	45	18	27	84.1	N/A	9	54	100	9	28	35	30	72.2	65.0	46	13,774	99	5	17	32	46	57.8	42.0	11,748			
ELL/Former ELL	4	-	-	-	-	-	-	-	-	14	100	21	21	43	14	69.6	N/A	11	7,370	99	10	26	31	33	63.4	50.0	6,336			
Low-Income	10	100	20	50	0	30	90.0	N/A	8	44	100	20	38	25	18	80.7	74.0	37	25,792	100	9	28	34	28	66.9	43.0	23,370			
African American/Black	3	-	-	-	-	-	-	-	-	13	100	31	23	38	8	80.8	N/A	12	5,683	100	8	27	35	30	64.9	46.0	5,072			
Asian	-	-	-	-	-	-	-	-	-	11	100	64	27	0	9	93.2	N/A	10	3,957	100	47	30	15	8	89.2	64.0	3,674			
Hispanic/Latino	2	-	-	-	-	-	-	-	-	19	100	21	26	32	21	77.6	N/A	15	10,857	100	8	27	33	32	64.2	43.0	9,622			
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	146	99	18	32	34	16	74.8	51.5	138			
White	27	100	44	37	7	11	93.5	85.0	24	156	100	46	35	12	8	91.0	79.5	146	48,969	100	28	38	23	11	84.3	51.0	46,777			
<b>Other Subgroups</b>																														
High Needs	17	100	24	47	12	18	89.7	N/A	15	85	100	18	33	28	21	78.2	70.0	74	33,970	100	10	27	34	29	67.0	44.0	30,541			
Male	17	100	35	35	18	12	91.2	N/A	15	101	100	40	29	18	14	86.4	79.0	94	36,756	100	25	33	25	17	79.3	50.0	34,227			
Female	17	100	47	47	0	6	95.6	N/A	16	102	100	47	37	11	5	92.4	79.0	93	34,882	100	24	36	26	14	80.4	50.0	32,752			
Title I	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	24,538	100	11	29	34	26	68.0	45.0	22,406			
Non-Title I	34	100	41	41	9	9	93.4	84.0	31	194	100	45	33	14	8	90.5	81.0	178	46,925	100	32	37	21	10	86.0	52.0	44,580			
Non-Low Income	24	100	50	38	13	0	94.8	85.0	23	159	100	50	32	11	7	91.8	80.5	150	45,671	100	33	38	21	8	87.1	53.0	43,616			
ELL	1	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,050	99	6	20	33	41	56.4	50.0	4,135			
Former ELL	3	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,320	100	19	38	27	17	78.5	51.0	2,201			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	543	98	-	-	-	-	N/A	N/A				
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	96	100	24	38	24	15	84.1	43.0	87			
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,730	100	27	31	27	15	79.5	50.0	1,609			
<b>All Students</b>																														
2011	34	100	41	41	9	9	93.4	84.0	31	203	100	43	33	14	9	89.4	79.0	187	71,463	100	25	34	26	15	79.8	50.0	66,986			
2010	51	100	31	37	22	10	86.3	68.5	50	237	100	29	41	22	8	86.9	65.0	230	70,946	100	25	30	28	17	77.4	50.0	66,855			



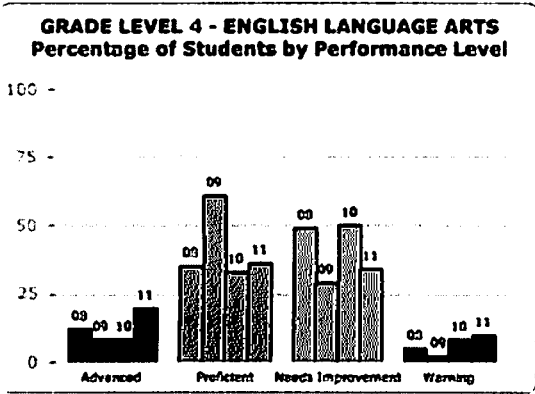
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	11	100	0	27	45	27	72.7	N/A	9	54	100	4	28	50	19	76.4	43.0	45	13,752	99	2	25	41	32	66.1	43.0	11,703
ELL/Former ELL	4	-	-	-	-	-	-	-	-	14	83	0	29	57	14	67.9	N/A	11	7,342	99	4	31	40	25	66.8	47.0	6,351
Low-Income	10	100	10	30	30	30	82.5	N/A	8	44	100	7	48	30	16	83.0	63.0	37	25,750	99	5	40	38	17	75.1	45.0	23,370
African American/Black	3	-	-	-	-	-	-	-	-	13	100	15	38	46	0	80.8	N/A	12	5,675	99	6	40	38	16	75.5	48.0	5,083
Asian	-	-	-	-	-	-	-	-	-	11	100	64	27	0	9	90.9	N/A	10	3,953	100	27	48	18	7	89.1	57.0	3,675
Hispanic/Latino	2	-	-	-	-	-	-	-	-	19	86	5	37	37	21	81.6	N/A	15	10,841	99	5	36	38	21	71.9	45.0	9,652
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	146	100	13	43	34	10	81.3	49.0	137
White	27	100	33	41	15	11	90.7	80.0	24	156	100	30	46	19	4	92.3	65.0	145	48,929	100	20	54	20	5	90.1	51.0	46,722
<b>Other Subgroups</b>																											
High Needs	17	100	6	35	41	18	79.4	N/A	15	85	97	6	40	40	14	80.9	56.0	73	33,912	99	5	39	38	18	75.1	46.0	30,521
Male	17	100	12	29	47	12	80.9	N/A	15	101	99	19	43	31	8	87.4	58.0	93	36,708	100	13	50	27	11	83.7	47.0	34,164
Female	17	100	47	47	0	6	95.6	N/A	16	102	98	39	44	13	4	93.6	78.0	93	34,658	100	22	50	22	7	88.4	52.0	32,794
Title I	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	24,491	99	6	41	37	16	75.9	46.0	22,425
Non-Title I	34	100	29	38	24	9	88.2	78.0	31	194	98	30	45	19	6	91.5	70.0	177	46,903	100	23	55	18	5	91.3	52.0	44,542
Non-Low Income	24	100	38	42	21	0	90.6	81.0	23	159	98	35	42	19	3	92.6	70.0	149	45,844	100	23	56	17	4	92.2	52.0	43,597
ELL	1	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,018	98	1	22	44	32	59.3	45.0	4,153
Former ELL	3	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,324	100	9	50	30	10	83.0	51.0	2,198
1st Yr ELL*	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	471	93	-	-	-	-	N/A	N/A	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	94	99	17	53	20	10	88.3	50.0	86
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,728	100	19	49	23	9	86.2	51.0	1,603
<b>All Students</b>																											
2011	34	100	29	38	24	9	88.2	78.0	31	203	99	29	43	22	6	90.5	68.0	186	71,394	100	17	50	24	9	86.0	50.0	66,987
2010	51	100	39	35	22	4	90.2	73.5	50	237	100	30	44	22	5	90.3	65.0	229	71,007	100	16	47	28	10	84.2	50.0	66,744



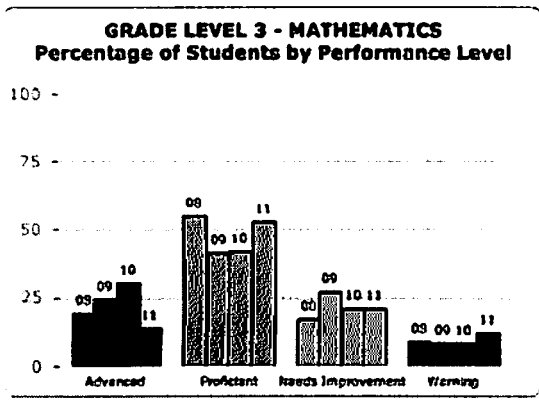
GRADE LEVEL 4 - MATHEMATICS																																			
Student Group	School									District									State																
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP					
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W		
<b>AYP Subgroups</b>																																			
Stud. w/ Disab	15	100	7	20	47	27	73.3	N/A	13	49	98	8	16	55	20	74.0	54.0	41	13,563	99	3	13	48	36	60.1	39.0	11,615								
ELL/Former ELL	2	-	-	-	-	-	-	-	-	16	100	0	44	44	13	73.4	N/A	14	7,934	100	7	21	48	24	65.1	50.0	6,830								
Low-Income	17	100	12	35	35	18	83.8	N/A	15	63	98	5	24	57	14	74.2	58.5	54	25,922	100	6	22	52	20	67.4	45.0	23,521								
African American/Black	1	-	-	-	-	-	-	-	-	12	100	0	33	58	8	68.8	N/A	10	5,664	100	5	18	53	25	63.1	42.0	5,032								
Asian	2	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	4,060	100	32	36	27	6	87.4	66.0	3,758								
Hispanic/Latino	5	-	-	-	-	-	-	-	-	19	100	0	26	63	11	71.1	N/A	18	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	42	100	19	45	26	10	88.1	63.0	40	180	99	19	39	37	5	87.5	54.5	170	48,172	100	17	36	39	7	82.5	50.0	45,994								
<b>Other Subgroups</b>																																			
High Needs	24	100	13	33	38	17	80.2	59.0	22	93	99	8	26	53	14	75.8	54.0	82	34,365	100	6	22	51	21	67.6	45.0	30,944								
Male	26	100	15	50	31	4	87.5	63.0	26	121	100	17	38	38	7	84.9	57.0	112	36,503	100	15	32	41	12	78.5	50.0	33,985								
Female	24	100	17	38	33	13	86.5	59.0	22	108	99	15	39	41	6	84.7	53.5	102	34,570	100	15	33	42	10	78.2	50.0	32,633								
Title I		-	-	-	-	-	-	-	-	17	100	0	41	53	6	75.0	N/A	17	25,760	100	7	22	52	19	68.2	46.0	23,589								
Non-Title I	50	100	16	44	32	8	87.0	63.0	48	212	100	17	38	38	6	85.6	54.0	197	45,341	100	20	38	36	7	84.2	52.0	43,060								
Non-Low Income	33	100	18	48	30	3	88.6	55.0	33	166	100	20	44	33	3	88.9	53.5	160	45,179	100	20	38	36	6	84.7	52.0	43,108								
ELL	2	-	-	-	-	-	-	-	-	15	100	0	40	47	13	71.7	N/A	13	5,586	100	5	17	50	29	59.8	50.0	4,588								
Former ELL		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,368	100	13	32	44	11	77.6	51.5	2,242								
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,011	100	16	30	43	11	77.0	50.0	1,897								
<b>All Students</b>																																			
2011	50	100	16	44	32	8	87.0	63.0	48	229	100	16	38	39	6	84.8	54.5	214	71,101	100	15	32	42	11	78.4	50.0	66,629								
2010	36	100	11	31	47	11	80.6	41.0	32	205	100	15	33	42	10	79.9	47.0	189	70,924	100	16	32	41	11	78.7	49.0	66,792								



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						
<b>AYP Subgroups</b>																														
Stud. w/ Disab	15	100	0	20	47	33	65.0	N/A	13	49	98	0	14	59	27	66.8	53.0	41	13,497	99	1	14	44	41	57.9	36.0	11,539			
ELL/Former ELL	2	-	-	-	-	-	-	-	-	15	94	0	60	27	13	81.7	N/A	14	7,866	99	3	25	45	28	62.5	47.0	6,862			
Low-Income	17	100	18	29	35	18	80.9	N/A	15	64	98	5	33	47	16	75.0	52.0	55	25,847	99	3	29	46	22	67.5	42.0	23,562			
African American/Black	1	-	-	-	-	-	-	-	-	11	92	0	36	64	0	75.0	N/A	10	5,629	99	3	27	46	24	66.2	41.0	5,011			
Asian	2	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	4,054	100	18	47	27	8	84.5	63.0	3,760			
Hispanic/Latino	5	-	-	-	-	-	-	-	-	20	100	0	40	50	10	73.8	N/A	18	10,865	99	3	28	45	26	64.9	43.0	9,755			
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	164	100	5	30	48	16	70.0	43.0	153			
White	42	100	21	38	29	12	84.5	64.0	40	179	99	11	50	32	7	86.0	56.0	169	48,076	100	11	48	32	8	83.8	51.0	45,896			
<b>Other Subgroups</b>																														
High Needs	24	100	13	29	38	21	75.0	61.5	22	93	98	3	33	46	17	74.7	51.5	82	34,228	99	3	28	47	23	67.3	42.0	30,918			
Male	26	100	15	38	42	4	82.7	60.5	26	120	98	8	42	43	8	81.3	45.0	110	36,389	99	6	39	40	15	75.6	43.0	33,905			
Female	24	100	25	33	25	17	83.3	68.0	22	108	99	10	56	28	6	87.7	65.0	103	34,506	100	13	47	31	9	83.4	57.0	32,658			
Title I		-	-	-	-	-	-	-	-	18	100	0	33	50	17	69.4	N/A	17	25,673	99	4	29	48	21	68.1	43.0	23,608			
Non-Title I	50	100	20	38	34	10	83.0	64.0	48	210	99	10	50	34	6	85.6	57.0	196	45,247	100	13	51	29	7	85.8	54.0	42,965			
Non-Low Income	33	100	21	39	33	6	84.1	61.0	33	164	99	11	54	31	4	88.0	58.0	158	45,073	100	14	51	29	6	88.2	54.0	43,011			
ELL	2	-	-	-	-	-	-	-	-	14	93	0	57	29	14	80.4	N/A	13	5,499	99	1	17	47	34	56.0	46.0	4,604			
Former ELL		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,011	100	10	43	36	11	79.4	51.0	1,900			
<b>All Students</b>																														
2011	50	100	20	38	34	10	83.0	64.0	48	228	99	9	48	36	7	84.3	56.0	213	70,920	100	10	43	35	12	79.4	51.0	66,573			
2010	36	100	8	33	50	8	78.5	37.5	32	204	100	9	44	40	7	81.5	39.0	189	70,911	100	11	43	35	12	80.1	50.0	66,628			



GRADE LEVEL 3 - MATHEMATICS																											
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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	14	100	0	14	50	36	64.3	N/A	N/A	63	100	5	29	41	25	70.6	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A
ELL/Former ELL	5	-	-	-	-	-	-	-	-	19	100	11	53	21	16	81.6	N/A	N/A	8,687	100	7	37	35	21	71.8	N/A	N/A
Low-Income	12	100	8	42	17	33	79.2	N/A	N/A	57	100	16	46	21	18	84.2	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A
African American/Black	6	-	-	-	-	-	-	-	-	17	100	0	41	18	41	75.0	N/A	N/A	5,479	100	4	35	38	23	69.8	N/A	N/A
Asian	2	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	4,131	100	28	53	15	5	91.7	N/A	N/A
Hispanic/Latino	3	-	-	-	-	-	-	-	-	26	100	12	50	31	8	83.7	N/A	N/A	11,319	100	5	38	37	20	72.3	N/A	N/A
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	165	99	9	45	33	13	80.6	N/A	N/A
White	31	100	19	55	19	6	88.7	N/A	N/A	180	100	30	52	14	4	92.4	N/A	N/A	46,996	100	15	57	21	6	88.9	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	22	100	5	36	38	23	78.1	N/A	N/A	105	100	12	42	30	16	80.5	N/A	N/A	33,822	100	8	40	35	19	74.9	N/A	N/A
Male	23	100	17	52	17	13	83.7	N/A	N/A	116	100	22	49	16	12	86.4	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A
Female	20	100	10	55	25	10	91.3	N/A	N/A	117	100	26	56	15	3	94.4	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A
Title I	-	-	-	-	-	-	-	-	-	11	100	0	64	36	0	86.4	N/A	N/A	25,870	100	6	41	35	17	75.4	N/A	N/A
Non-Title I	43	100	14	53	21	12	87.2	N/A	N/A	222	100	26	52	14	8	90.7	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A
Non-Low Income	31	100	16	58	23	3	90.3	N/A	N/A	176	100	27	55	14	4	92.5	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	13	100	8	62	15	15	84.6	N/A	N/A	6,474	100	4	33	38	25	67.5	N/A	N/A
Former ELL	4	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	2,213	100	13	50	28	9	84.4	N/A	N/A
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	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	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A
<b>All Students</b>																											
2011	43	100	14	53	21	12	87.2	N/A	N/A	233	100	24	53	15	7	90.5	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A
2010	53	100	30	42	21	8	86.3	N/A	N/A	225	100	28	47	20	4	90.0	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A



### 2011 MCAS Results by Subgroup by Grade and Subject

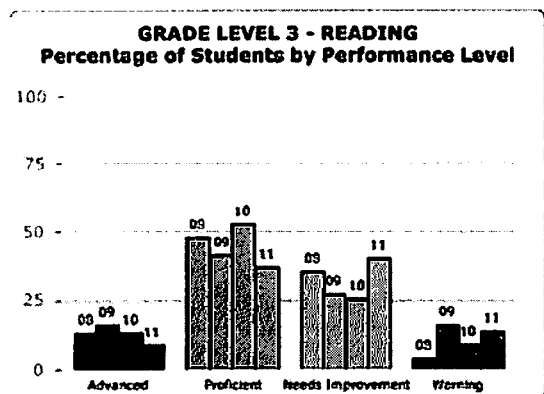
\* NOTE: First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science 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

Student Group	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					
#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																																			
Stud. w/ Disab	14	100	0	7	50	43	62.5	N/A	N/A	63	100	2	22	56	21	71.0	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A								
ELL/Former ELL	5	-	-	-	-	-	-	-	-	19	100	11	53	26	11	82.9	N/A	N/A	8,640	99	3	30	46	22	67.1	N/A	N/A								
Low-Income	12	100	0	25	42	33	75.0	N/A	N/A	57	100	9	49	28	14	85.1	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A								
African American/Black	6	-	-	-	-	-	-	-	-	17	100	0	41	29	29	82.4	N/A	N/A	5,473	99	3	34	45	18	71.4	N/A	N/A								
Asian	2	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	4,123	99	17	52	24	7	87.4	N/A	N/A								
Hispanic/Latino	3	-	-	-	-	-	-	-	-	26	100	8	50	38	4	84.6	N/A	N/A	11,279	99	3	33	45	19	70.6	N/A	N/A								
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	168	100	8	39	40	13	78.9	N/A	N/A								
White	31	100	13	39	39	10	81.5	N/A	N/A	180	100	14	59	23	3	89.9	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A								
<b>Other Subgroups</b>																																			
High Needs	22	100	0	18	55	27	70.5	N/A	N/A	105	100	7	38	43	12	79.3	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A								
Male	23	100	9	39	39	13	79.3	N/A	N/A	116	100	11	53	28	8	85.8	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A								
Female	20	100	10	35	40	15	83.8	N/A	N/A	117	100	15	61	21	3	92.1	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A								
Title I	-	-	-	-	-	-	-	-	-	11	100	0	45	55	0	81.8	N/A	N/A	25,849	100	4	37	44	15	73.7	N/A	N/A								
Non-Title I	43	100	9	37	40	14	81.4	N/A	N/A	222	100	14	57	23	6	89.3	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A								
Non-Low Income	31	100	13	42	39	6	83.9	N/A	N/A	176	100	14	59	24	3	90.2	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A								
ELL	1	-	-	-	-	-	-	-	-	13	100	8	62	23	8	88.5	N/A	N/A	6,428	99	1	23	49	26	61.8	N/A	N/A								
Former ELL	4	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	2,212	100	8	48	36	8	82.5	N/A	N/A								
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	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	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A								
<b>All Students</b>																																			
2011	43	100	9	37	40	14	81.4	N/A	N/A	233	100	13	57	25	6	88.9	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A								
2010	53	100	13	53	25	9	84.9	N/A	N/A	226	100	15	55	26	4	89.6	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A								



**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.

<b>Grade/Subject</b>	<b># in Sample</b>	<b>% of Sample – Students with Disabilities</b>	<b>% of Sample – English Language Learners</b>	<b>% of Students Excluded from Original Sample</b>
<b>Grade 4 Reading</b>	3,900	14	6	5
<b>Grade 4 Mathematics</b>	3,700	14	6	5
<b>Grade 8 Reading</b>	3,600	15	1	5
<b>Grade 8 Mathematics</b>	3,600	14	2	6

**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	58	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	48	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	98	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	6	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

## Massachusetts School and District Profiles Riverdale

### 2011 NCLB Report Card - Riverdale

#### Riverdale (00730045)

Doris T Claypool, Principal  
Mailing Address: 143 Needham Street  
Dedham, MA 02026  
Phone: (781) 326-5350  
FAX: (781) 251-0732  
Website: <http://www.dedham.k12.ma.us>

#### 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
<b>Total Count</b>	221	2,879	955,563
<b>Race/Ethnicity (%)</b>			
African American or Black	9.0	6.5	8.2
Asian	2.7	3.3	5.5
Hispanic or Latino	7.2	10.2	15.4
Multi-race, Non-Hispanic	2.7	2.1	2.4
Native American	1.4	0.3	0.2
Native Hawaiian or Pacific Islander	0.0	0.0	0.1
White	76.9	77.6	68.0
<b>Gender (%)</b>			
Male	54.3	52.4	51.3
Female	45.7	47.6	48.7
<b>Selected Populations (%)</b>			
Limited English Proficiency	4.5	4.8	7.1
Low-income	27.6	23.2	34.2
Special Education	28.1	22.4	17.0
First Language Not English	11.3	10.9	16.3

Grades Offered: 01, 02, 03, 04, 05

Educator Data (2010-11)			
	School	District	State
<b>Total # of Teachers</b>	18.4	226.3	68,754.2
<b>Percentage of Teachers Licensed in Teaching Assignment</b>	100.0	99.6	97.5
<b>Total Number of Classes in Core Academic Areas</b>	82	1,051	335,925
<b>Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified</b>	100.0	100.0	97.7
<b>Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified</b>	0.0	0.0	2.3
<b>Student/Teacher Ratio</b>	12.0 to 1	12.7 to 1	13.9 to 1
<b>Percentage of Public Elementary and Secondary School Teachers Issued Waivers</b>	-	0.4	1.3



# Riverdale School



143 Needham Street Dedham, Massachusetts 781-326-5350



**Doris T. Claypool, Principal**

October 13, 2011

Dear Parent or Guardian:

We are pleased to direct you to our school report card for the current year. It contains important information about teacher qualifications, student achievement on Massachusetts Comprehensive Assessment System (MCAS ) tests, and the progress we are making toward helping all students become Proficient in English Language Arts and mathematics.

Riverdale School has been in accordance with No Child Left Behind (NCLB) and was identified for Improvement Year 1 for ELA and No Status for Mathematics. We notified all parents in August 2011 about the NCLB Accountability Status.

Since then we have implemented several initiatives for the school to make Adequate Yearly Progress in 2012 in ELA. These include:

- Implementing leveled reading groups for students in grades four and five – four days a week
- Implementing a new English Language Arts curriculum program, *Treasures*, that began in September 2011 in grades one through three
- Targeted professional development in ELA for teachers in grades four and five
- Full time library media specialist will assist the reading teachers with programming throughout the year

We are happy to help you if you have further questions about what this report card means. It is on the Riverdale website: <http://www.dedham.k12.ma.us/riverdale>. Hard copies are available at the school. Please feel free to call me directly if I can be of additional assistance to you.

Sincerely yours,

  
Doris T. Claypool