

# KINGSTON ELEMENTARY SCHOOL

150 Main Street, Kingston, MA 02364  
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Paula J. Bartosiak, Principal

Darrin B. Reynolds, Assistant Principal

March 31, 2010

Dear Parent or Guardian:

We are pleased to enclose 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. The information in the report card is divided into three parts:

- Part I: Teacher Qualifications
- Part II: Student Achievement
- Part III: School Accountability

Part I provides information about the qualifications of the teachers in our school and district. Part II summarizes how our school’s students scored in English language arts and mathematics in the last two years of MCAS examinations. Part III indicates whether or not our school is on target to meet the goal of all students reaching proficiency in English language arts and mathematics by 2014, a fundamental goal of the federal No Child Left Behind Act (NCLB). In accordance with NCLB, schools that do not make sufficient progress toward this goal are identified for ‘improvement’, ‘corrective action’, or ‘restructuring’.

I am pleased to report that our school’s 2009 Adequate Yearly Progress (AYP) report shows that Kingston Elementary School has achieved AYP in all subject areas and subgroups.

We are happy to help you if you have further questions about what this report card means. Please feel free to call me directly if I can be of additional assistance to you.

Sincerely yours,

Paula J. Bartosiak  
Principal

**Massachusetts School and District Profiles**

**Kingston Elementary (01450005)**

**2009-2010 NCLB Report Card - Kingston Elementary**

<p><b>Kingston Elementary (01450005)</b></p> <p>Paula J Bartosiak, Principal  Mailing Address: 150 Main Street  Kingston, MA 02364  Phone: (781) 585-3821  FAX: (781) 582-3858  Website: <a href="http://www.kes.mec.edu">http://www.kes.mec.edu</a></p>
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**Overview:**

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

**Enrollment and Educator Data (as of October 1, 2009)**

A highly qualified teacher is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Charter schools are not required to hire licensed teachers; self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>. High Poverty Schools are schools in the top quartile of poverty in the State. Low Poverty Schools are in the bottom quartile of poverty in the State.

Enrollment - 2009-10			
	School	District	State
Total Count	526	1,180	957,053
Race/Ethnicity (%)			
African American or Black	1.7	1.4	8.2
Asian	1.3	1.0	5.3
Hispanic or Latino	0.2	0.4	14.8
Multi-race, Non-Hispanic	0.0	0.0	2.2
Native American	0.0	0.0	0.3
Native Hawaiian or Pacific Islander	0.0	0.3	0.1
White	96.8	96.9	69.1
Gender (%)			
Male	52.7	50.9	51.3
Female	47.3	49.1	48.7
Selected Populations (%)			
Limited English Proficiency	0.2	0.3	6.2
Low-Income	12.5	13.6	32.9
Special Education	8.6	13.7	17.0
First Language Not English	0.2	0.3	15.6

**Educator Data - 2009-10**

	School	District	State
Total # of Teachers	29.0	66.8	69,908.9
Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	97.1
Total Number of Classes in Core Academic Areas	119	259	280,489
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	97.3
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	2.7
Student/Teacher Ratio	18.1 to 1	17.7 to 1	13.7 to 1

Grades Offered:	K, 01, 02
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**2007 Massachusetts and Nationwide NAEP Results by Student Group  
Average Scaled Scores and Percents of Students at Each Achievement Level**

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

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

<b>GRADE LEVEL 4 - READING</b>												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	236	16	49	81	19	100	220	7	32	66	34	100
Stud. w/ Disab	213	6	23	54	46	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9
African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5
Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

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

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

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

### 2007 Massachusetts NAEP Results

#### Participation Rates for Students with Disabilities and for Limited English Proficient Students

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

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

### 2009 MCAS Results by Subgroup by Grade then Subject

\* NOTE: First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

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

Data Last Updated on October 27, 2009

Data Under Review or Fewer than 10 students were tested.

#### Kingston Elementary:

#### 2009 Adequate Yearly Progress (AYP) Data

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
ENGLISH LANGUAGE ARTS	No Status	Very High	Above Target
MATHEMATICS	No Status	Very High	On Target



Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	158	158	100	Yes	158	91.8	Yes	87.0	2.2	87.0-91.7	Yes	95.2	-0.8	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2009
	Enrolled	Assessed	%	Met Target (95%)	N	2009 CPI	Met Target (84.3)	2008 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	164	164	100	Yes	164	91.2	Yes	86.5	2.3	86.5-91.3	Yes	95.2	-0.8	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Low Income	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	158	158	100	Yes	158	91.3	Yes	87.3	2.1	87.3-91.9	Yes	95.2	-0.8	Yes	Yes

Adequate Yearly Progress History											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	-	-	-	-	-	-	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	Yes	Yes	Yes	

## About the Data

### Enrollment and Educator Data

Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

### Student Groups (as of October 1, 2009)

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 2009 Results)**

MCAS performance levels include Above Proficient (P+) in grade 3; Advanced (A) in grades 4-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

Above Proficient: Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.  
Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.  
Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.  
Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.  
Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

SGP: Each student with at least two consecutive years of MCAS scores will receive a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. 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 on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

### **Accountability Data (2009)**

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/>.

#### Accountability Status Labels

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