

## 2005-06 School Report Card - Swift River

### Swift River (07280015)

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#### Overview:

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

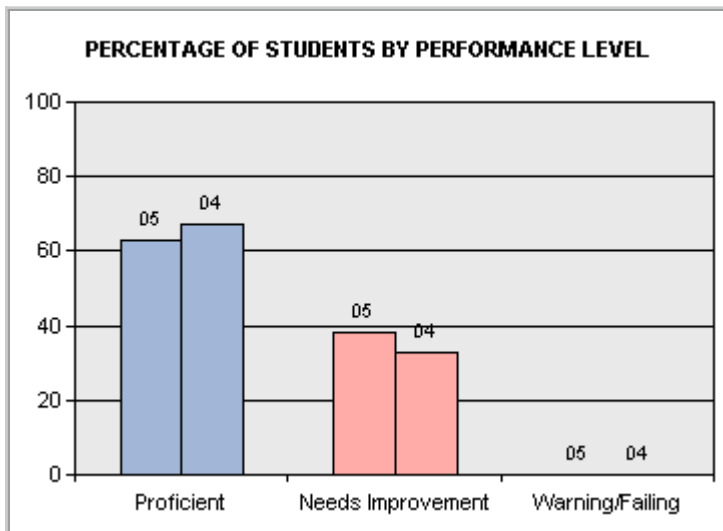
Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	13	13	73,593
% of Teachers Licensed in Teaching Assignment	100.0	100.0	94.4
Total # of Teachers in Core Academic Areas	12	12	62,301
% of Core Academic Teachers Identified as Highly Qualified	100.0	100.0	93.7
Student/Teacher Ratio	11.6 to 1	11.6 to 1	13.2 to 1

Web Resources
Massachusetts Department of Education: <a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles: <a href="http://profiles.doe.mass.edu/?orgcode=07280015">http://profiles.doe.mass.edu/?orgcode=07280015</a>
Adequate Yearly Progress (AYP) Information: <a href="http://www.doe.mass.edu/sda/ayp/cycleIVmid/">http://www.doe.mass.edu/sda/ayp/cycleIVmid/</a>
Massachusetts No Child Left Behind website: <a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>

## 2005-06 School Report Card - Swift River GRADE LEVEL 3 - READING

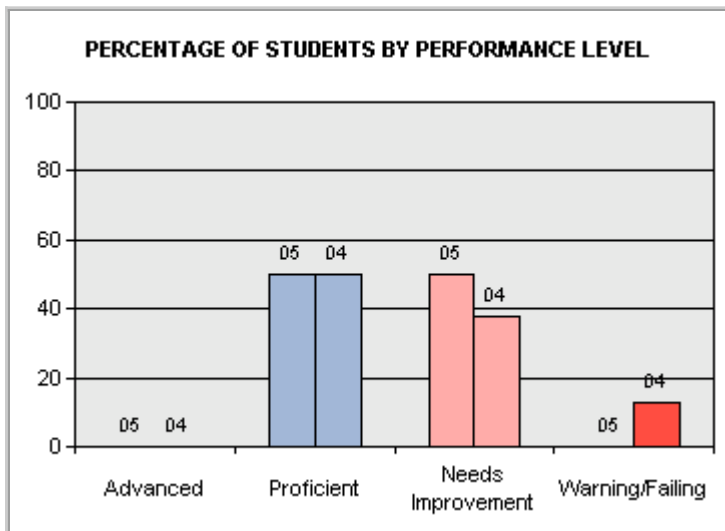
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	15	94	NA	67	33	0
DISABLED	1	6	NA	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	NA	-	-	-
<b>GENDER</b>						
FEMALE	7	44	NA	-	-	-
MALE	9	56	NA	-	-	-
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	0	0	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	1	6	NA	-	-	-
HISPANIC	0	0	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	15	94	NA	67	33	0
<b>LOW INCOME</b>	5	31	NA	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
<b>ALL STUDENT</b>						
2005	16	100	NA	63	38	0
2004	15	100	NA	67	33	0

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



## 2005-06 School Report Card - Swift River GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

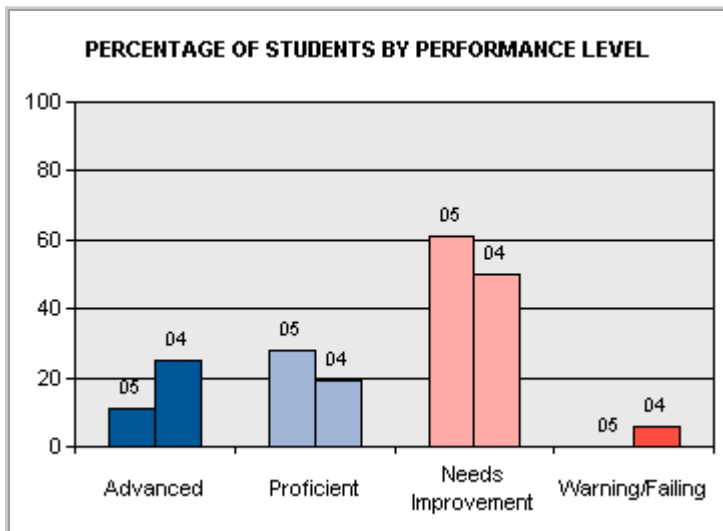
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	13	72	0	46	54	0
DISABLED	5	28	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
<b>GENDER</b>						
FEMALE	3	17	-	-	-	-
MALE	15	83	0	53	47	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	0	0	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	18	100	0	50	50	0
<b>LOW INCOME</b>	5	28	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
<b>ALL STUDENT</b>						
2005	18	100	0	50	50	0
2004	16	100	0	50	38	13
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Swift River GRADE LEVEL 4 - MATHEMATICS

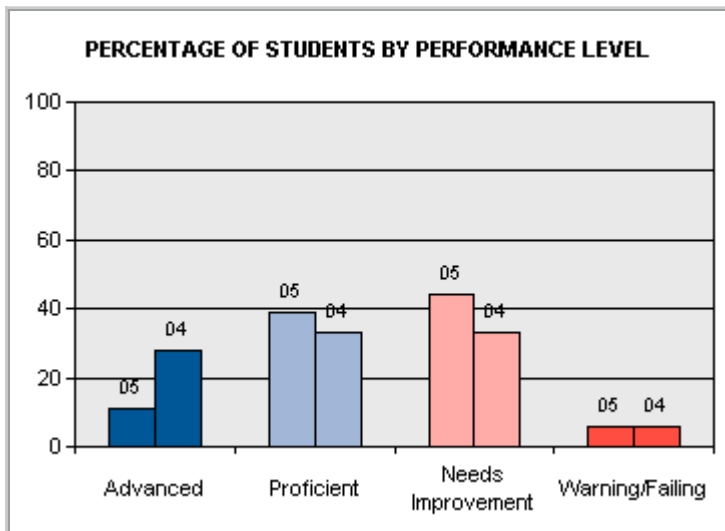
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	13	72	15	38	46	0
DISABLED	5	28	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
<b>GENDER</b>						
FEMALE	3	17	-	-	-	-
MALE	15	83	13	27	60	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	0	0	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	18	100	11	28	61	0
<b>LOW INCOME</b>	5	28	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
<b>ALL STUDENT</b>						
2005	18	100	11	28	61	0
2004	16	100	25	19	50	6

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



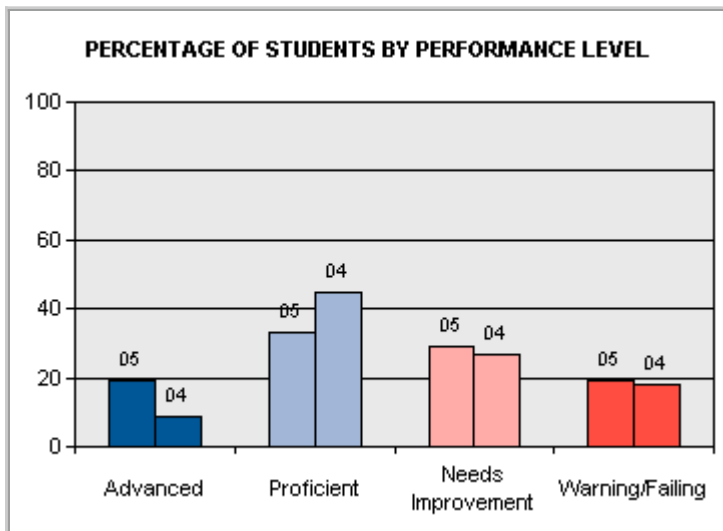
## 2005-06 School Report Card - Swift River GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	13	72	15	38	46	0
DISABLED	5	28	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
<b>GENDER</b>						
FEMALE	5	28	-	-	-	-
MALE	13	72	15	54	23	8
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	0	0	-	-	-	-
ASIAN OR PACIFIC ISLANDER	2	11	-	-	-	-
HISPANIC	1	6	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	15	83	13	40	40	7
<b>LOW INCOME</b>	4	22	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
<b>ALL STUDENT</b>						
2005	18	100	11	39	44	6
2004	18	100	28	33	33	6
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Swift River GRADE LEVEL 6 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	17	81	24	35	29	12
DISABLED	4	19	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
<b>GENDER</b>						
FEMALE	7	33	-	-	-	-
MALE	14	67	21	36	29	14
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	1	5	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	20	95	20	35	30	15
<b>LOW INCOME</b>	6	29	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	74789	100	17	29	30	23
2004	76661	100	17	25	32	25
<b>ALL STUDENT</b>						
2005	21	100	19	33	29	19
2004	22	100	9	45	27	18
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Swift River 2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	34	34	100	Yes	34	85.3	Yes	4.9	Yes	95.6	0.1	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	6	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	10	10	-	-	10	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	33	33	-	-	33	85.6	-	-	-	95.5	0	-	-

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	39	39	100	Yes	39	76.3	Yes	1.9	Yes	95.6	0.1	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	9	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	11	11	-	-	11	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	38	38	-	-	38	77.6	-	-	-	95.5	0	-	-

Adequate Yearly Progress History									Accountability Status
	1999	2000	2001	2002	2003	2004	2005		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	

## Data Definitions

**Enrollment** - This information reflects the public school enrollment on October 1, 2005.

### Race/Ethnicity:

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American.** A person having origins in any of the black racial groups of Africa.

**Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**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.

**White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Multi-racial.** A person selecting more than one racial category and non-Hispanic.

### Selected Populations:

**Limited English Proficient:** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

**Low Income:** An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Special Education:** Students who have an Individualized Education Plan (IEP).

**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.

**Educator Quality** - Educator information is as of October 1, 2005.

**Percent of teachers licensed in the area in which teaching:** The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

**Percentage of core academic classes taught by highly-qualified teachers:** The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

**High-Poverty Schools:** Schools in the bottom quartile statewide by low-income percentage.

**Low-Poverty Schools:** Schools in the top quartile statewide by low-income percentage.

**MCAS Results**- Spring 2005 Results

### Performance Level Definitions

**(A)** Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

**(P)** Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

**(NI)** Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

**(W/F)** Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

### Student Subgroup Definitions

**Regular** - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities** - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient, Race/Ethnicity, Low income, Migrant** - See definitions under Enrollment.

**Adequate Yearly Progress** - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIVmid/>.

### Accountability Status Labels:

**II-S** Identified for Improvement - Subgroups only

**II-A** Identified for Improvement

**CA-A** Identified for Corrective Action

**RST** Identified for Restructuring

**UR** Status Under Review