

2006-2007 Report Card - Lexington

Lexington (01550000)

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Overview:

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

Enrollment - 2006-07		
	District	State
Total Count	6,226	968,661
Race/Ethnicity (%)		
African American or Black	4.1	8.2
Asian	21.4	4.8
Hispanic or Latino	3.7	13.3
Multi-race, Non-Hispanic	1.9	1.7
Native American	0.1	0.3
Native Hawaiian or Pacific Islander	0.0	0.2
White	68.8	71.5
Gender (%)		
Male	50.8	51.4
Female	49.2	48.6
Selected Populations (%)		
Limited English Proficiency	3.8	5.6
Low-Income	3.7	28.9
Special Education	17.9	16.7

Educator Data - 2006-07

	District	State
Total # of Teachers	498	73,176
Percentage of Teachers Licensed in Teaching Assignment	97.0	95.4
Total Number of Teachers in Core Academic Areas	438	60,604
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	99.1	95.1
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	1.0	4.9
Student/Teacher Ratio	12.5 to 1	13.2 to 1

	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	97.0	-	97.0

First Language Not English	17.4	14.9
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Grades Offered:	PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
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Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	99.1	-	99.1
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	1.0	-	1.0

2006-07 NCLB Report Card - Lexington

Educator Quality Data for High-Poverty and Low-Poverty Lexington Public Schools			
School	Highly Qualified %	Not Highly Qualified %	Licensed %
Low Poverty			
Bowman	100.0	0.0	100.0
Bridge	100.0	0.0	97.5
Fiske	100.0	0.0	95.1
Harrington	100.0	0.0	97.3
Jonas Clarke Middle	95.2	4.8	90.6
Joseph Estabrook	100.0	0.0	98.1
Lexington High	99.5	0.5	98.9
Maria Hastings	98.0	2.1	97.2
Wm Diamond Middle	100.0	0.0	97.6

Lexington: AYP History and 2006-07 Accountability Status

ENGLISH LANGUAGE ARTS							
Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	Yes	LowInc -	No Status
	All Subgroups	-	-	-	No		
Grades 6-8	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	Yes	Yes		
	All Subgroups	Yes	Yes	Yes	Yes		

MATHEMATICS							
Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	Yes		No Status
	All Subgroups	-	-	-	Yes		
Grades 6-8	Aggregate	-	-	-	Yes	Afr Am -SpecEd -	
	All Subgroups	-	-	-	No		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	Yes	Yes		
	All Subgroups	Yes	Yes	Yes	Yes		

Lexington:

2006 AYP Data - English Language Arts By Grade Span

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance/CD			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Grades 3-5													
Aggregate	1435	1434	100	Yes	1854	92.6	Yes	-1.3	No	96.3	0.1	Yes	Yes
Lim. English Prof.	123	123	100	Yes	130	85.8	Yes	-1.8	Yes/SH	96.5	-0.2	Yes	Yes
Special Education	258	258	100	Yes	325	81.3	Yes	1.1	No	95.8	-0.3	Yes	Yes
Low Income	75	75	100	Yes	94	74.5	No	-6.5	No	95.0	-0.3	Yes	No
Afr. Amer./ Black	72	72	-	-	90	82.2	-	-	-	95.9	-0.1	-	-
Asian or Pacif. Isl.	353	352	100	Yes	433	95.0	Yes	-0.6	No	96.8	0.0	Yes	Yes
Hispanic	32	32	-	-	35	82.9	-	-	-	95.4	-0.4	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	973	973	100	Yes	1291	92.9	Yes	-2.3	No	96.1	0.0	Yes	Yes
Grades 6-8													
Aggregate	1533	1523	99	Yes	993	96.7	Yes	0.5	Yes	96.2	-0.2	Yes	Yes
Lim. English Prof.	60	60	-	-	26	92.3	-	-	-	97.5	0.0	-	-
Special Education	277	273	99	Yes	187	85.8	Yes	1.4	Yes	95.0	-0.7	Yes	Yes
Low Income	78	77	-	-	52	84.1	-	-	-	95.3	0.6	-	-
Afr. Amer./ Black	81	81	-	-	50	82.0	-	-	-	96.1	-0.1	-	-
Asian or Pacif. Isl.	289	287	99	Yes	185	97.8	Yes	-0.5	Yes	97.5	-0.3	Yes	Yes

Hispanic	31	30	-	-	18	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	1129	1122	99	Yes	740	97.5	Yes	0.7	Yes	96.0	-0.1	Yes	Yes
Grades 9-12													
Aggregate	534	531	99	Yes	1013	96.4	Yes	1.1	Yes	95	-	Yes	Yes
Lim. English Prof.	17	17	-	-	31	85.5	-	-	-	86	-	-	-
Special Education	99	98	99	Yes	189	86.6	Yes	5.4	Yes	77	-	Yes	Yes
Low Income	18	18	-	-	29	91.4	-	-	-	100	-	-	-
Afr. Amer./ Black	20	20	-	-	34	81.6	-	-	-	100	-	-	-
Asian or Pacif. Isl.	84	83	99	Yes	179	97.2	Yes	1.9	Yes	95	-	Yes	Yes
Hispanic	14	14	-	-	25	96.0	-	-	-	100	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	413	411	100	Yes	773	96.9	Yes	0.7	Yes	95	-	Yes	Yes

Lexington:

2006 AYP Data - Mathematics By Grade Span

MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance/CD			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Grades 3-5													
Aggregate	1432	1430	100	Yes	948	89.9	Yes	0.8	Yes	96.3	0.1	Yes	Yes
Lim. English Prof.	123	122	-	-	61	84.8	-	-	-	96.5	-0.2	-	-
Special Education	256	256	100	Yes	169	77.7	Yes	8.3	Yes	95.8	-0.3	Yes	Yes
Low Income	73	73	-	-	46	65.8	-	-	-	95.0	-0.3	-	-
Afr. Amer./ Black	72	72	-	-	46	70.1	-	-	-	95.9	-0.1	-	-
Asian or Pacif. Isl.	354	353	100	Yes	237	94.9	Yes	-0.3	No	96.8	0.0	Yes	Yes
Hispanic	31	31	-	-	19	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	971	970	100	Yes	644	89.9	Yes	-0.8	No	96.1	0.0	Yes	Yes
Grades 6-8													
Aggregate	1533	1530	100	Yes	2032	89.2	Yes	0.3	No	96.2	-0.2	Yes	Yes
Lim. English Prof.	61	61	-	-	63	82.9	-	-	-	97.5	0.0	-	-
Special Education	278	277	100	Yes	357	63.0	No	-2.6	No	95.0	-0.7	Yes	No
Low Income	78	78	-	-	87	62.6	-	-	-	95.3	0.6	-	-
Afr. Amer./ Black	81	81	100	Yes	107	62.1	No	-1.8	No	96.1	-0.1	Yes	No
Asian or Pacif. Isl.	288	287	100	Yes	358	96.3	Yes	-0.2	Yes/SH	97.5	-0.3	Yes	Yes

Hispanic	31	30	-	-	48	66.1	-	-	-	94.4	-1.0	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	1131	1130	100	Yes	1517	90.3	Yes	0.8	No	96.0	-0.1	Yes	Yes
Grades 9-12													
Aggregate	535	529	99	Yes	1011	95.7	Yes	5.2	Yes	95	-	Yes	Yes
Lim. English Prof.	18	17	-	-	31	94.4	-	-	-	86	-	-	-
Special Education	99	96	97	Yes	187	83.2	Yes	15.9	Yes	77	-	Yes	Yes
Low Income	18	17	-	-	28	94.6	-	-	-	100	-	-	-
Afr. Amer./ Black	20	19	-	-	33	78.8	-	-	-	100	-	-	-
Asian or Pacif. Isl.	84	83	99	Yes	179	99.2	Yes	3.1	Yes	95	-	Yes	Yes
Hispanic	15	14	-	-	25	86.0	-	-	-	100	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	413	410	99	Yes	772	95.9	Yes	4.8	Yes	95	-	Yes	Yes

Lexington:

2006 AYP Data - All Grades

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	3502	3488	100	Yes	3860	94.7	Yes	-0.1	No	96.6	-0.2	Yes	Yes
Lim. English Prof.	200	200	100	Yes	187	86.6	Yes	1.2	Yes	97.2	0.0	Yes	Yes
Special Education	634	629	99	Yes	701	84.0	Yes	2.3	Yes	95.4	-1.0	Yes	Yes
Low Income	171	170	-	-	175	80.1	-	-	-	95.7	0.0	-	-
Afr. Amer./ Black	173	173	-	-	174	82.0	-	-	-	96.4	-0.1	-	-
Asian or Pacif. Isl.	726	722	99	Yes	797	96.1	Yes	0.0	Yes	97.4	-0.3	Yes	Yes
Hispanic	77	76	-	-	78	89.1	-	-	-	95.7	-0.5	-	-
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-
White	2515	2506	100	Yes	2804	95.2	Yes	-0.7	No	96.5	-0.1	Yes	Yes

MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	3500	3489	100	Yes	3991	91.0	Yes	1.7	Yes	96.6	-0.2	Yes	Yes
Lim. English Prof.	202	200	-	-	155	86.0	-	-	-	97.2	0.0	-	-
Special Education	633	629	99	Yes	713	71.8	Yes	4.9	Yes	95.4	-1.0	Yes	Yes
Low Income	169	168	-	-	161	69.1	-	-	-	95.7	0.0	-	-
Afr. Amer./ Black	173	172	-	-	186	67.1	-	-	-	96.4	-0.1	-	-
Asian or Pacif. Isl.	726	723	100	Yes	774	96.5	Yes	0.4	Yes	97.4	-0.3	Yes	Yes

Hispanic	77	75	-	-	92	73.1	-	-	-	95.7	-0.5	-	-
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-
White	2515	2510	100	Yes	2933	91.7	Yes	1.6	Yes	96.5	-0.1	Yes	Yes

Lexington: 2006 MCAS Data - By Grade, Subject and Subgroup

Data Under Review or Fewer than 10 students were tested.

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Race/Ethnicity:

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 including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

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.

Multi-race, Non-Hispanic A person selecting more than one racial category and non-Hispanic.

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

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 with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English: Students who first language learned or used by the parent/guardian with the child was not English.

Educator Data - Educator information is as of October 1, 2006.

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.

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 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

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

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

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

- * First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

AYP Participation Rates are calculated using the AYP participation rules. See the School

- ** Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

Student Subgroup Definitions

Students with Disabilities:(same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

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.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

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/cycleIV/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review

Web Resources

Massachusetts Department of Education	http://www.doe.mass.edu/
School and District Profiles	http://profiles.doe.mass.edu/?orgcode=01550000
Adequate Yearly Progress (AYP) Information	http://www.doe.mass.edu/sda/ayp/cycleIV
Massachusetts No Child Left Behind website	http://www.doe.mass.edu/nclb/