

2005-06 District Report Card – Canton (00500000)

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Overview:

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

Mission Statement:

OUR VISION: To strive for excellence, foster a love of learning, celebrate individuality, and build a foundation for life-long learning and achievement

OUR BELIEFS: Quality education requires partnership among home, school, community; a safe and nurturing environment; respect for diversity; commitment to life-long learning; support for faculty and staff; and challenging, responsive instruction.

Enrollment – 2005-2006		
	District	State
Total Count	3,073	972,371
Race/Ethnicity (%)		
African-American	7.8	8.3
Asian	6.3	4.6
Hispanic	2.9	12.9
Native American	0.2	0.3
White	80.6	72.4
Native Hawaiian, Pacific Islander	0.7	0.1
Multi-Race	1.5	1.4
Gender (%)		
Male	50.3	51.4
Female	49.7	48.6
Selected Populations (%)		
Limited English Proficiency	1.1	5.3
Low-income	7.1	28.2
Special Education	14.6	16.5
First Language Not English	3.0	14.3
Migrant	0.0	0.1
Grades Offered	PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	

Teacher Data – 2005-2006			
	District	State	
Total # of Teachers	228	73,593	
% of Teachers licensed in Teaching Assignment	99.8	94.4	
Total # of Teachers in Core Academic Areas	191	62,301	
% of Core Academic Teachers Identified as Highly Qualified	100.0	93.7	
Student/Teacher Ratio	13.5 to 1	13.2 to 1	
Educator Quality Data	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of teachers licensed in area in which teaching	99.8	-	100.0
Percentage of teachers in core academic subjects who are Highly Qualified	100.0	-	100.0
Web Resources			
Massachusetts Department of Education: http://www.doe.ma.edu/			
School and District Profiles: http://profiles.doe.mass.edu/?orgcode=00500000			
Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIVmid/			
Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/			

GRADE LEVEL 3 - READING

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	193	81	NA	87	12	1
DISABLED	42	18	NA	67	21	12
LIMITED ENGLISH PROFICIENT	4	2	NA	-	-	-
GENDER						
FEMALE	137	57	NA	86	12	1
MALE	102	43	NA	77	19	4
RACE/ETHNICITY						
AFRICAN-AMERICAN	10	4	NA	50	40	10
ASIAN OR PACIFIC ISLANDER	20	8	NA	80	15	5
HISPANIC	4	2	NA	-	-	-
NATIVE AMERICAN	1	0	NA	-	-	-
WHITE	204	85	NA	84	14	2
LOW INCOME	19	8	NA	68	21	11
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
ALL STUDENT						
2005	239	100	NA	82	15	3
2004	250	100	NA	68	27	4
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	196	81	31	51	17	2
DISABLED	44	18	7	23	50	20
LIMITED ENGLISH PROFICIENT	1	0	-	-	-	-
GENDER						
FEMALE	100	41	27	51	19	3
MALE	141	59	26	41	26	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	21	9	0	33	57	10
ASIAN OR PACIFIC ISLANDER	13	5	46	46	8	0
HISPANIC	5	2	-	-	-	-
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	201	83	28	46	20	5
LOW INCOME	20	8	10	40	40	10
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
ALL STUDENT						
2005	241	100	27	45	23	5
2004	263	100	30	47	20	3
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 4 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	196	81	38	36	24	2
DISABLED	44	18	11	11	52	25
LIMITED ENGLISH PROFICIENT	1	0	-	-	-	-
GENDER						
FEMALE	100	41	33	35	27	5
MALE	141	59	33	29	31	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	21	9	5	10	62	24
ASIAN OR PACIFIC ISLANDER	13	5	77	15	8	0
HISPANIC	5	2	-	-	-	-
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	201	83	33	35	27	4
LOW INCOME	20	8	10	20	50	20
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
ALL STUDENT						
2005	241	100	33	32	29	6
2004	264	100	29	32	32	7
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	212	81	19	50	29	2
DISABLED	47	18	2	26	47	26
LIMITED ENGLISH PROFICIENT	4	2	-	-	-	-
GENDER						
FEMALE	127	48	14	41	36	9
MALE	136	52	17	49	29	5
RACE/ETHNICITY						
AFRICAN-AMERICAN	25	10	4	8	40	48
ASIAN OR PACIFIC ISLANDER	18	7	22	44	28	6
HISPANIC	5	2	-	-	-	-
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	214	81	16	50	32	2
LOW INCOME	24	9	0	21	38	42
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
ALL STUDENT						
2005	263	100	16	45	33	7
2004	247	100	17	35	40	7
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 6 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	194	81	24	42	27	8
DISABLED	45	19	0	16	29	56
LIMITED ENGLISH PROFICIENT	1	0	-	-	-	-
GENDER						
FEMALE	113	47	17	37	29	17
MALE	127	53	21	36	26	17
RACE/ETHNICITY						
AFRICAN-AMERICAN	33	14	3	15	36	45
ASIAN OR PACIFIC ISLANDER	9	4	-	-	-	-
HISPANIC	5	2	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	193	80	22	41	26	11
LOW INCOME	21	9	0	19	33	48
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	74789	100	17	29	30	23
2004	76661	100	17	25	32	25
ALL STUDENT						
2005	240	100	19	37	28	17
2004	237	100	26	32	29	14
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	204	86	16	75	8	1
DISABLED	33	14	3	36	52	9
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	125	53	15	69	15	1
MALE	111	47	13	72	13	3
RACE/ETHNICITY						
AFRICAN-AMERICAN	28	12	4	54	32	11
ASIAN OR PACIFIC ISLANDER	14	6	29	57	14	0
HISPANIC	9	4	-	-	-	-
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	185	78	15	74	10	1
LOW INCOME	29	12	7	59	24	10
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	76717	100	10	56	27	7
2004	77386	100	9	59	25	7
ALL STUDENT						
2005	237	100	14	70	14	2
2004	213	100	21	65	13	1
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 8 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	181	85	19	39	31	11
DISABLED	32	15	3	9	25	63
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	100	47	17	37	32	14
MALE	113	53	16	32	29	23
RACE/ETHNICITY						
AFRICAN-AMERICAN	19	9	5	5	53	37
ASIAN OR PACIFIC ISLANDER	10	5	40	40	20	0
HISPANIC	4	2	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	180	85	17	37	28	18
LOW INCOME	22	10	5	14	55	27
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	77026	100	13	26	30	31
2004	78893	100	13	26	32	29
ALL STUDENT						
2005	213	100	16	34	31	19
2004	240	100	15	30	35	20
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	181	85	5	40	49	6
DISABLED	32	15	0	9	44	47
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	100	47	6	27	57	10
MALE	113	53	3	43	41	13
RACE/ETHNICITY						
AFRICAN-AMERICAN	19	9	0	16	53	32
ASIAN OR PACIFIC ISLANDER	10	5	30	40	30	0
HISPANIC	4	2	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	180	85	3	37	49	11
LOW INCOME	22	10	0	14	64	23
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	76891	100	4	29	41	26
2004	78887	100	5	28	35	31
ALL STUDENT						
2005	213	100	4	36	48	12
2004	240	100	5	34	43	18
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	198	85	32	55	12	2
DISABLED	34	15	3	29	47	21
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	125	54	35	54	10	2
MALE	106	46	20	48	25	7
RACE/ETHNICITY						
AFRICAN-AMERICAN	21	9	19	38	33	10
ASIAN OR PACIFIC ISLANDER	6	3	-	-	-	-
HISPANIC	6	3	-	-	-	-
NATIVE AMERICAN	2	1	-	-	-	-
WHITE	196	84	30	53	14	4
LOW INCOME	12	5	17	50	17	17
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72036	100	23	42	25	10
2004	69808	100	19	43	27	11
ALL STUDENT						
2005	232	100	28	51	17	4
2004	210	100	23	51	20	6
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

GRADE LEVEL 10 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	198	85	55	30	14	2
DISABLED	34	15	3	38	38	21
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	125	54	53	29	17	2
MALE	106	46	41	34	18	8
RACE/ETHNICITY						
AFRICAN-AMERICAN	21	9	19	29	43	10
ASIAN OR PACIFIC ISLANDER	6	3	-	-	-	-
HISPANIC	6	3	-	-	-	-
NATIVE AMERICAN	2	1	-	-	-	-
WHITE	196	84	52	30	14	4
LOW INCOME	12	5	25	33	25	17
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72141	100	35	27	24	15
2004	70293	100	29	28	28	15
ALL STUDENT						
2005	232	100	47	31	17	5
2004	210	100	41	39	15	5
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

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	950	943	99	Yes	943	92.7	Yes	1.8	Yes	95.0	0.4	Yes	Yes
Lim. English Prof.	18	18	-	-	18	-	-	-	-	-	-	-	-
Spec. Ed.	147	146	99	Yes	146	76.0	No	3.1	Yes	94.1	0.6	Yes	Yes
Low Income	80	76	95	Yes	76	86.5	Yes	5.1	Yes	92.0	0.1	Yes	Yes
Afr. Amer./Black	80	77	96	Yes	77	81.8	Yes	2.5	Yes	94.2	0	Yes	Yes
Asian or Pacif. Isl.	53	53	100	Yes	53	93.4	Yes	1.6	Yes	96.0	0.3	Yes	Yes
Hispanic	24	24	-	-	24	91.7	-	-	-	93.7	0.7	-	-
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-
White	787	784	100	Yes	784	93.7	Yes	1.8	Yes	95.0	0.4	Yes	Yes

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	928	921	99	Yes	921	82.4	Yes	1.5	Yes	95.0	0.4	Yes	Yes
Lim. English Prof.	12	12	-	-	12	-	-	-	-	-	-	-	-
Spec. Ed.	150	148	99	Yes	148	55.6	No	2.1	No	94.1	0.6	Yes	No
Low Income	75	73	97	Yes	73	60.6	No	-0.8	No	92.0	0.1	Yes	No
Afr. Amer./Black	94	93	99	Yes	93	59.4	No	-2.9	No	94.2	0	Yes	No
Asian or Pacif. Isl.	38	38	-	-	38	91.4	-	-	-	96.0	0.3	-	-
Hispanic	20	20	-	-	20	72.5	-	-	-	93.7	0.7	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-
White	772	767	99	Yes	767	84.9	Yes	2.1	Yes	95.0	0.4	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Identified for Improvement – Subgroups only
	All subgroups	N/A	N/A	N/A	N/A	No	No	Yes	
MATH	Aggregate	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Identified for Improvement – Subgroups only
	All subgroups	N/A	N/A	N/A	N/A	No	No	No	

Schools Identified for Improvement Canton Public Schools																
	English Language Arts							Mathematics								
School	1999	2000	2001	2002	2003	2004	2005	Status	1999	2000	2001	2002	2003	2004	2005	Status
Wm H Galvin Middle	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	II-S

Teacher Quality Data for High-Poverty and Low-Poverty Canton Public Schools		
School	HQ%	LIC%
Low Poverty		
Dean S Luce	100.0	100.0
Lt Peter M Hansen	100.0	100.0

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.

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