



# MAYNARD PUBLIC SCHOOLS

To: School Committee  
From: Daniel Mayer  
Date: October 26, 2009  
Subject: 2009 Assessment Data

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We continued a trend of overall improvement on a wide variety of accountability measures and have also identified areas in need of improvement. As you will see below, the measures span subjects and grade levels and give a comprehensive picture of how our students are performing on a variety of standardized performance measures.

## **High School: AP and SAT Scores**

- Over 75 percent of last year's graduates attended a four year college this fall up from 69 percent the prior year.
- As Table 1 shows, our last four years of AP scores were among our strongest in MHS' history. In 2009, 73 percent of students earned a 3 or higher. Students took the following AP courses: biology, calculus, economics, U.S. History, world history, English literature, English composition, Spanish, and music theory.
- Figures 1-3 show that our mean math SAT scores continued upward from well below the state and national average in 2005-2006 to (for the first time ever) higher than the state average in 2009. Our reading scores remained flat (while the state scores declined) and our mean writing SAT score dipped down for a second year in a row causing us to engage in discussions as to how we can reverse this trend.

## **Grades 3-10: MCAS Scores**

- The state rates mathematics and ELA performance using a "performance rating" scale. It includes the following categories: critically low, very low, low, moderate, high, and very high:
  - MHS scored "very high" in both subjects
  - Fowler scored "high" in ELA and "moderate" in math
  - GM scored "high" in both subjects
- Figure 4 shows that averaged across grades 3-10 the percent of students scoring proficient or higher improved between 2008 and 2009 in both ELA and Math.

- Figure 5 shows steady progress on the 10<sup>th</sup> grade MCAS from 2001 through 2009. In 2009, 90 percent scored proficient or higher in ELA (up from 80 percent in 2008) and 86 percent scored proficient or higher in Math (up from 77 percent in 2008)
- The Fowler school science scores were particularly impressive and well above the state average. In grade 8, for example, 91 percent of Maynard students passed the science test as compared to only 79 percent statewide. In grade 5, 95 percent passed the science test as compared to 88 percent statewide.
- Grade 3 math and reading scores showed significant gains. For example, in 2009, 67 percent scored advanced or proficient on the English test as compared to 56 percent in 2008. In math, 72 percent scored advanced or proficient as compared to 62 percent in 2008.
- The state released their new “growth percentile” measure this week. Typical growth is between the 40<sup>th</sup> and 60<sup>th</sup> percentile. In Maynard, in grades 3 through 10 the median, or typical, student grew at the 44<sup>th</sup> percentile in both math and ELA.
- Table 2 presents a breakdown of our MCAS results by grade level and subject from 2000 through 2009.
- While there is much to celebrate there is always room for improvement. Analyses of the data by grade level and subject area show that writing continues to be an area of relative weakness as does middle school mathematics. We are actively working with administrators and teachers to address this issue through professional development and grade level and department level meetings.

### **Grades K-5 Reading Assessments**

- Tables 3 and 4 show the results students obtained on a variety of reading assessments including the following: Letter Naming Fluency (LNF), Initial Sound Fluency (NSF), Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF), and Oral Reading Fluency (ORF).
- The tables show a significant improvement in the percentage of student meeting or exceeding grade level benchmarks in grades K through 5.
- We attribute these improvements to the district’s literacy initiative which began in the 2007-2008 school year. For the initiative we reallocated funds to hire two literacy coaches and then we began collecting and analyzing standardized reading measures for every K through 5 student at three time points during the year. Our new system sets targets for improvement for all students, flags struggling students, offers struggling students several new instructional intervention programs, and monitors their progress throughout the year.

### **No Child Left Behind and Adequate Yearly Progress (see attached state reports)**

- NCLB established a very ambitious requirement that every child achieve proficiency in ELA and mathematics by 2014. To meet this goal schools need to make “Adequate Yearly Progress” (AYP) each year. Because this target is so ambitious (many would say unrealistic) over 50 percent of Massachusetts schools have been identified for improvement, corrective action, or restructuring.

- In 2007 and 2008, Green Meadow’s English Language Arts MCAS results did not grow fast enough to meet the AYP target. In 2009, we exceeded all of the targets in both math and reading. Because we must meet the targets for two consecutive years the school remains on the NCLB “needs improvement” list.
- The law also requires us to measure progress for subgroups of students according to their socioeconomic status, special education status, Limited English Proficient (LEP) status, and race. Because this is the second year low-income and SPED subgroups at Fowler did not meet improvement targets, Fowler has been identified with an NCLB status of “Improvement Year 1 – Subgroups” in both ELA and math.

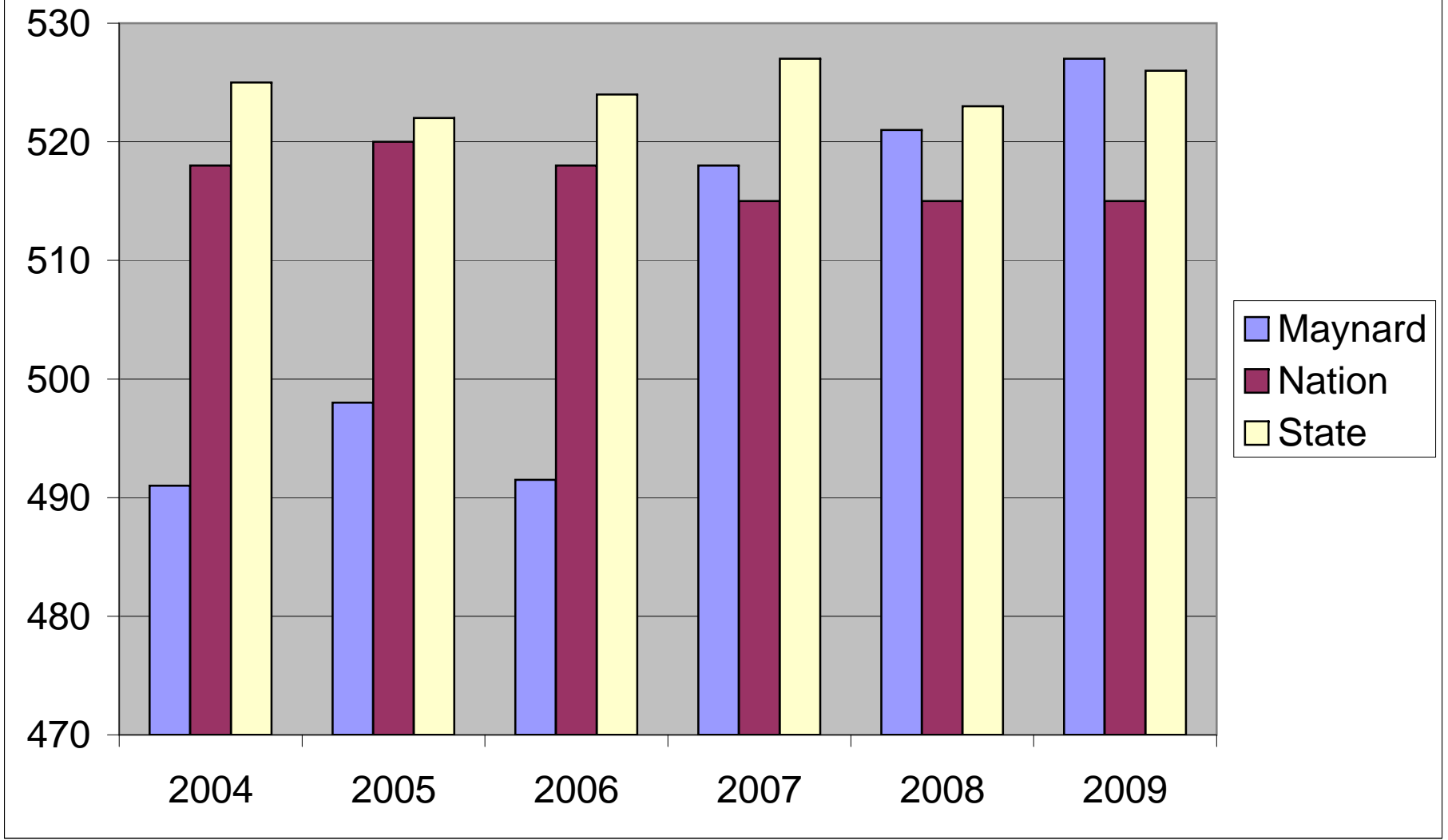
**Table 1: Maynard High School AP Exams**

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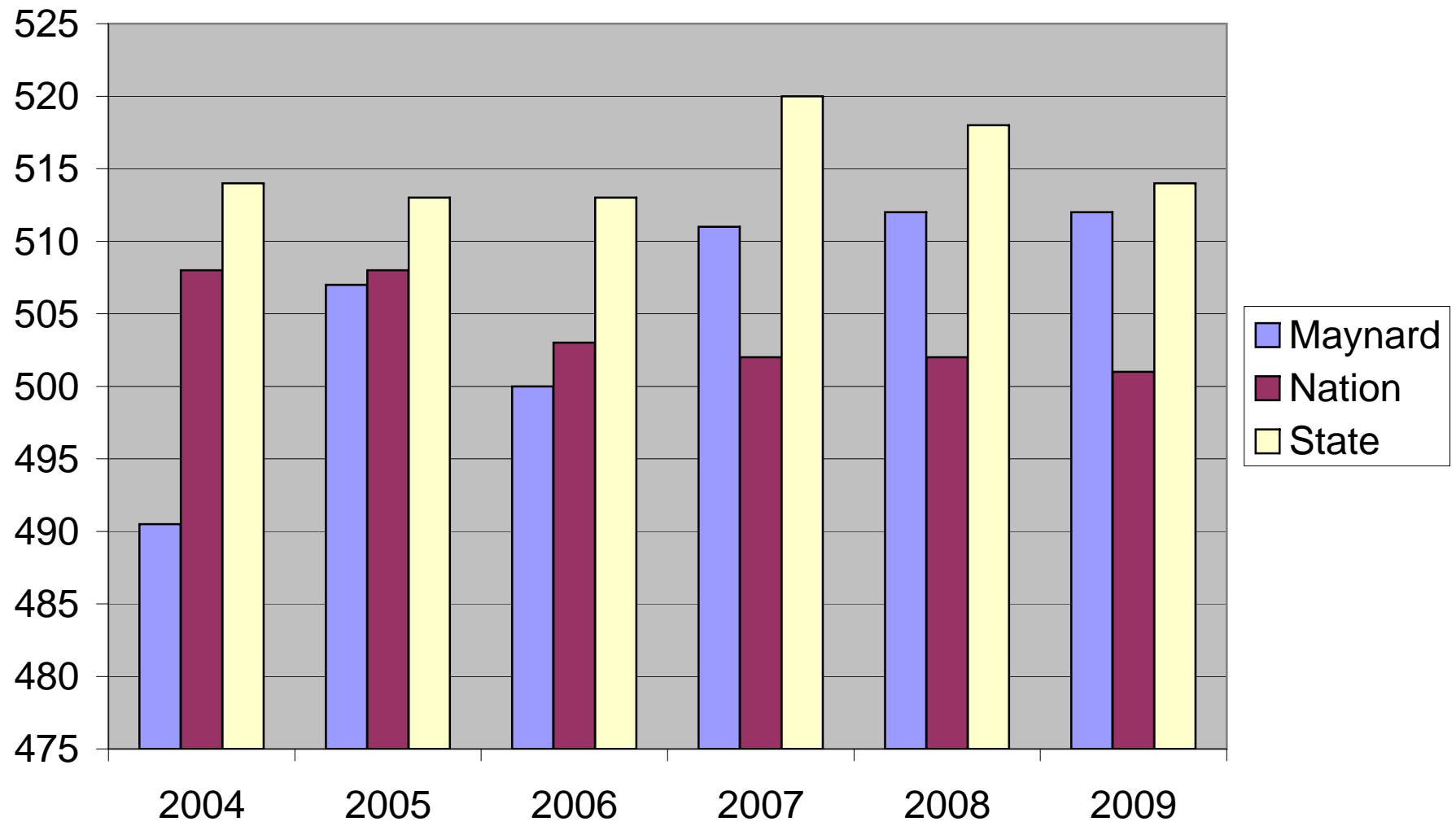
<b>Year</b>	<b>Percent scoring</b>		
	<b>3 or higher</b>	<b># of students</b>	<b># of tests</b>
2000	40	28	30
2001	57	35	54
2002	62	38	58
2003	51	55	90
2004	56	53	80
2005	38	48	82
2006	72	37	57
2007	63	46	71
2008	66	65	102
2009	73	49	81

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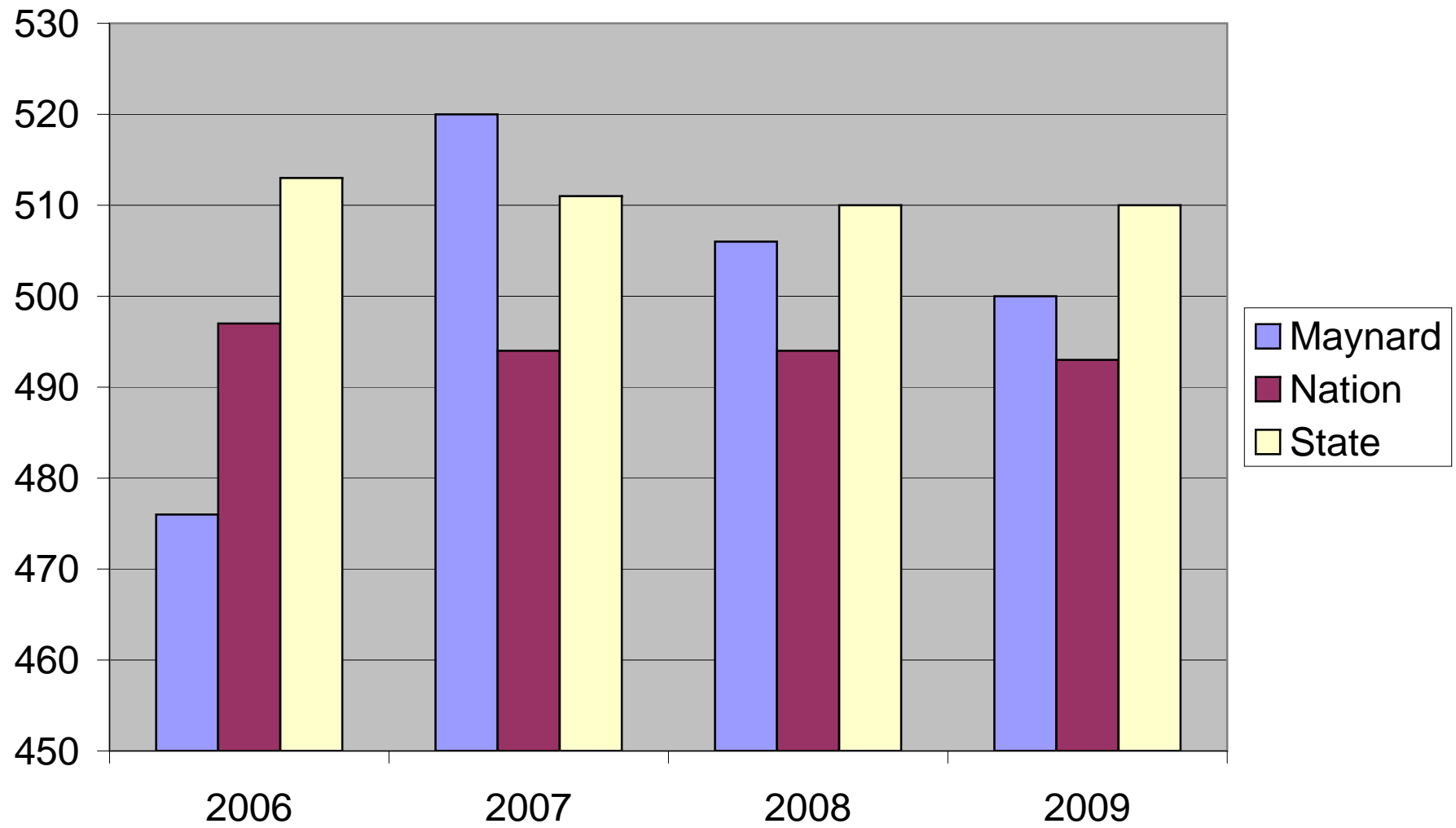
**Figure 1: Mean Math SAT Scores 2004-2009**



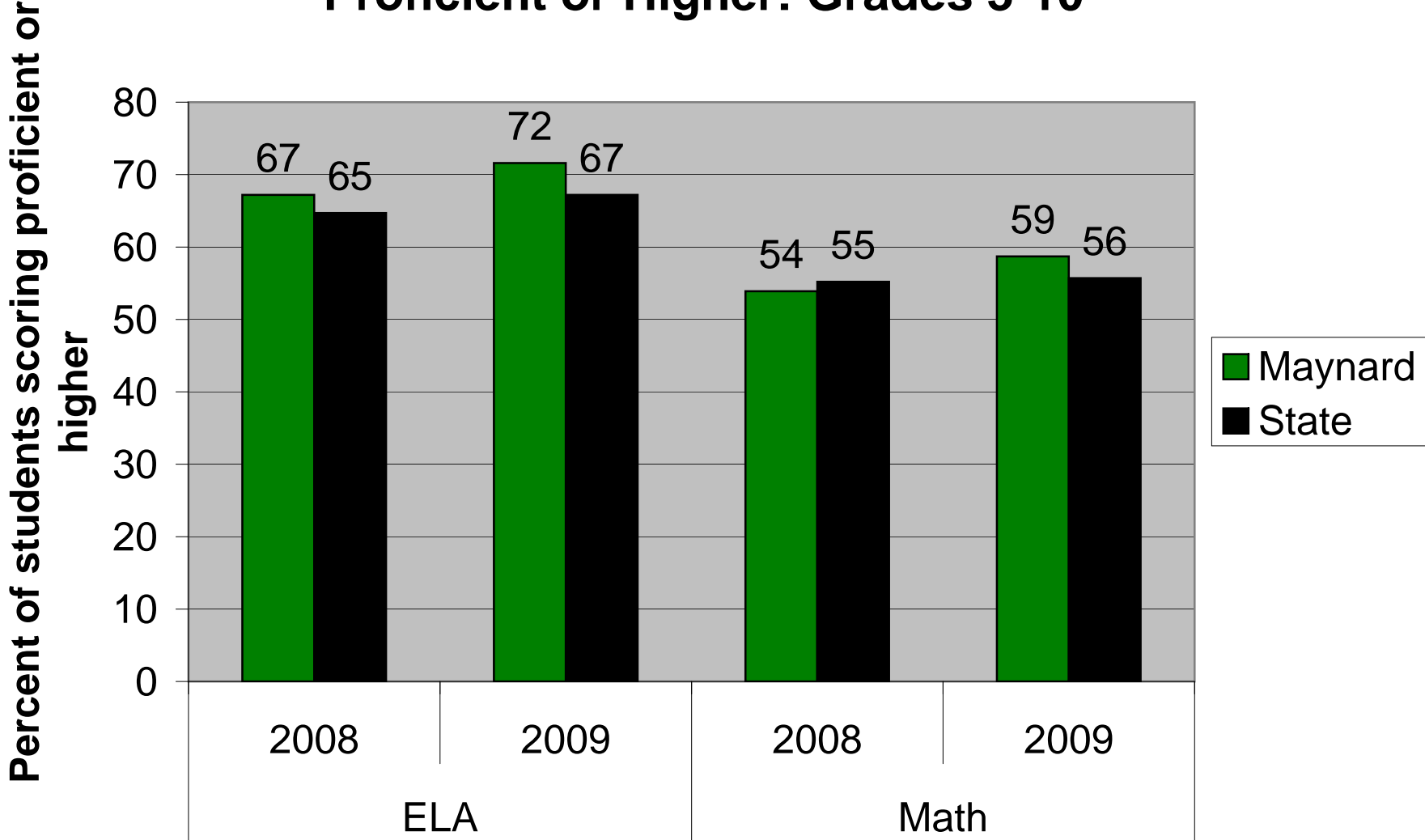
**Figure 2: Mean Reading SAT Scores 2004-2009**



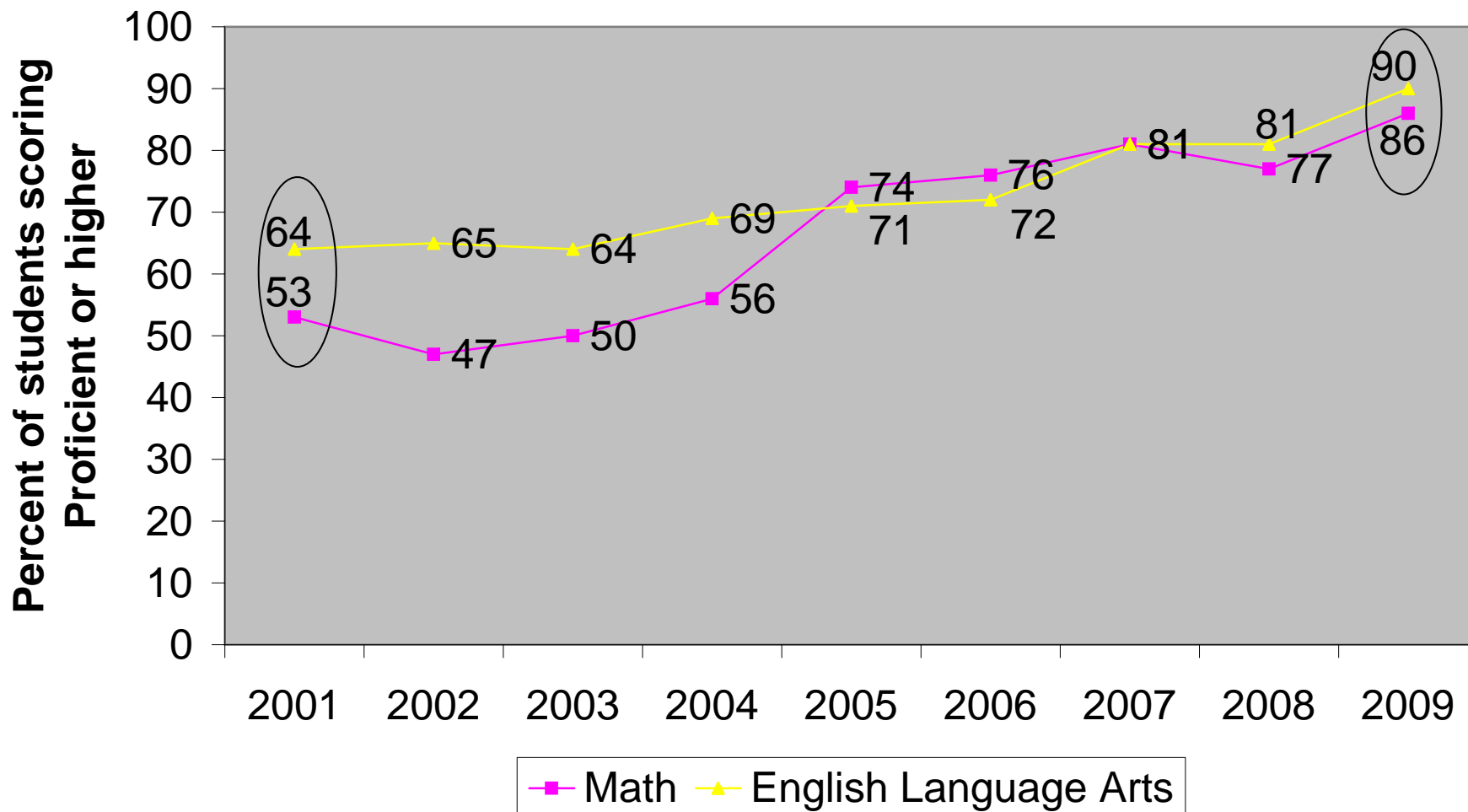
**Figure 3: Mean Writing SAT Score 2006-2009**



**Figure 4: Percent of Students Scoring Proficient or Higher: Grades 3-10**



### Figure 5: Maynard Grade 10 MCAS Results 2001-2009



**Table 2: Maynard Public Schools MCAS Performance 2000-2009**

Dark Green = 10 points above state average, Light Green = 5 points above state average; Red = 5 points below state average

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/Failing		Students Included	CPI	Adv. + Proficient: Percent Different from State	Failing: Percent Different from State		
	District	State	District	State	District	State	District	State						
	<b>2009</b>													
GRADE 03 - READING	14	12	53	45	28	33	5	10	105	87.4	10	++	-5	--
GRADE 03 - MATHEMATICS	28	20	44	40	23	25	6	15	105	88.1	12	++	-9	--
GRADE 04 - ENGLISH LANGUAGE ARTS	9	11	45	42	38	35	9	11	92	81.5	1		-2	
GRADE 04 - MATHEMATICS	10	16	43	32	39	41	8	11	92	80.2	5	+	-3	
GRADE 05 - ENGLISH LANGUAGE ARTS	7	15	56	48	27	29	9	8	95	83.4	0		1	
GRADE 05 - MATHEMATICS	16	22	36	32	31	29	18	18	95	73.9	-2		0	
GRADE 05 - SCIENCE AND TECHNOLOGY	23	17	33	32	39	39	5	12	95	81.8	7	+	-7	--
GRADE 06 - ENGLISH LANGUAGE ARTS	11	16	61	50	19	24	9	9	93	86.3	6	+	0	
GRADE 06 - MATHEMATICS	14	24	41	33	33	27	12	16	93	78.2	-2		-4	
GRADE 07 - ENGLISH LANGUAGE ARTS	4	14	66	56	27	23	3	7	103	90	0		-4	
GRADE 07 - MATHEMATICS	8	16	40	33	37	30	15	21	105	73.8	-1		-6	--
GRADE 08 - ENGLISH LANGUAGE ARTS	5	15	80	63	11	15	3	6	97	94.6	7	+	-3	
GRADE 08 - MATHEMATICS	23	20	25	28	36	28	16	23	97	74.7	0		-7	--
GRADE 08 - SCIENCE AND TECHNOLOGY	11	4	40	35	40	40	9	21	96	80.5	12	++	-12	--
GRADE 10 - ENGLISH LANGUAGE ARTS	25	29	65	52	10	15	0	4	84	97	9	+	-4	
GRADE 10 - MATHEMATICS	48	47	38	28	14	18	0	8	85	95.9	11	++	-8	--
GRADE 10 - SCIENCE AND TECHNOLOGY	20	16	43	45	36	29	1	9	81	88.3	2		-8	--
Total ELA	10	16	61	51	23	25	5	8	669	88.5	4		-5	--
Total Math	20	23	38	32	31	28	11	16	672	80.5	3		-2	
Total Science											7	+	-9	--
Grand Total											5		-5	
<b>2008</b>														
GRADE 03 - READING	18	15	38	41	32	33	12	11	91		0		1	
GRADE 03 - MATHEMATICS	18	25	44	36	25	25	13	14	91		1		-1	
GRADE 04 - ENGLISH LANGUAGE ARTS	5	8	37	41	49	39	9	13	94		-7	--	-4	
GRADE 04 - MATHEMATICS	21	20	26	29	43	38	9	13	95		-2		-4	
GRADE 05 - ENGLISH LANGUAGE ARTS	6	13	57	48	29	30	8	8	103		2		0	
GRADE 05 - MATHEMATICS	18	22	35	30	36	30	11	17	103		1		-6	--
GRADE 05 - SCIENCE AND TECHNOLOGY	16	17	45	33	29	38	11	12	103		11	++	-1	
GRADE 06 - ENGLISH LANGUAGE ARTS	6	15	62	52	28	24	4	8	106		1		-4	
GRADE 06 - MATHEMATICS	17	23	28	33	44	26	10	18	106		-11	--	-8	--
GRADE 07 - ENGLISH LANGUAGE ARTS	11	12	71	57	15	23	2	8	98		13	++	-6	--
GRADE 07 - MATHEMATICS	12	15	34	32	37	29	16	24	99		-1		-8	--
GRADE 08 - ENGLISH LANGUAGE ARTS	7	12	71	63	16	18	7	7	90		3		0	
GRADE 08 - MATHEMATICS	18	19	30	30	30	27	22	24	90		-1		-2	
GRADE 08 - SCIENCE AND TECHNOLOGY	1	3	42	36	40	39	17	22	90		4		-5	--
GRADE 10 - ENGLISH LANGUAGE ARTS	22	23	59	51	20	21	0	4	92		7	+	-4	
GRADE 10 - MATHEMATICS	51	43	26	29	22	19	1	9	92		5	+	-8	--
GRADE 10 - SCIENCE AND TECHNOLOGY	16	14	57	43	27	31	0	12	86		16	++	-12	--
TOTAL ELA	11		56		27		6				3		-2	
TOTAL MATHEMATICS											-1		-5	
Total Science											10		-6	
Grand Total											2		-4	

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	Adv. + Proficient: Percent Different from State	Failing: Percent Different from State
	District	State	District	State	District	State	District	State				
<b>2007</b>												
GRADE 03 - READING	14	14	46	45	32	32	8	9	95		1	-1
GRADE 03 - MATHEMATICS	17	19	43	41	25	24	15	16	95		0	-1
GRADE 04 - ENGLISH LANGUAGE ARTS	3	10	58	46	32	34	7	10	105		5	+ -3
GRADE 04 - MATHEMATICS	22	19	34	29	38	39	6	13	105		8	+ -7
GRADE 05 - ENGLISH LANGUAGE ARTS	5	15	60	48	33	28	2	9	110		2	-7
GRADE 05 - MATHEMATICS	16	19	39	32	37	31	7	18	110		4	-11
GRADE 05 - SCIENCE AND TECHNOLOGY	6	14	41	37	47	37	6	12	109		-4	-6
GRADE 06 - ENGLISH LANGUAGE ARTS	7	9	71	58	21	25	2	7	102		11	++ -5
GRADE 06 - MATHEMATICS	18	20	32	32	30	28	20	20	102		-2	0
GRADE 07 - ENGLISH LANGUAGE ARTS	5	9	67	60	26	23	2	8	100		3	-6
GRADE 07 - MATHEMATICS	10	15	28	31	38	30	23	24	99		-8	-- -1
GRADE 08 - ENGLISH LANGUAGE ARTS	2	12	85	63	12	18	1	6	107		12	++ -5
GRADE 08 - MATHEMATICS	25	17	34	28	28	30	13	25	108		14	++ -12
GRADE 08 - SCIENCE AND TECHNOLOGY	1	3	30	30	56	44	13	24	108		-2	-11
GRADE 10 - ENGLISH LANGUAGE ARTS	14	22	67	49	17	24	2	6	93		10	++ -4
GRADE 10 - MATHEMATICS	56	42	25	27	15	22	3	9	91		12	++ -6
High School Physics	16	14	54	34	24	30	5	21	91		22	++ -16
High School Biology	9	4	48	30	39	38	4	28	82		23	++ -24
TOTAL ELA											6	+ -4
TOTAL MATHEMATICS											4	-5
Total Science											10	+ -9
Grand Total	14	15	48	40	31	30	8	15			6	+ -7
<b>2006</b>												
GRADE 03 - READING	22	18	48	40	29	34	2	8	101		12	++ -6
GRADE 03 - MATH	3	4	58	48	33	32	6	16	100		9	+ -10
GRADE 04 - ELA	2	8	44	42	50	39	3	12	115		-4	-9
GRADE 04 - MATHEMATICS	15	15	24	25	54	45	7	15	115		-1	-8
GRADE 05 - ELA	10	15	64	44	23	31	3	9	100		15	++ -6
GRADE 05 - MATH	19	17	31	26	34	34	16	23	100		7	+ -7
GRADE 05 - SCIENCE AND TECHNOLOGY	8	17	42	33	44	39	6	11	100		0	-5
GRADE 06 - ELA	5	10	62	54	31	28	2	8	97		3	-6
GRADE 06 - MATHEMATICS	9	17	23	29	35	29	33	25	97		-14	-- 8
GRADE 07 - ELA	7	10	63	55	30	26	0	9	110		5	+ -9
GRADE 07 - MATH	14	12	36	28	36	33	14	28	111		10	++ -14
GRADE 08 - ELA	5	12	78	62	17	19	1	7	121		9	+ -6
GRADE 08 - MATHEMATICS	13	12	31	28	43	31	13	29	121		4	-16
GRADE 08 - SCIENCE AND TECHNOLOGY	2	4	28	28	50	43	19	25	121		-2	-6
GRADE 10 - ELA	17	16	55	53	22	24	6	7	87		3	-1
GRADE 10 - MATHEMATICS	52	40	24	27	13	21	11	12	87		9	+ -1
TOTAL MATHEMATICS											3	-7
TOTAL ELA											6	+ -6
Total Science											-1	-6
Grand Total	13	14	44	39	34	32	9	15			4	-6

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	Adv. + Proficient: Percent Different from State	Failing: Percent Different from State
	District	State	District	State	District	State	District	State				
<b>2005</b>												
GRADE 03 - READING	NA	NA	68	62	29	31	3	7	118		6 +	-4
GRADE 04 - ELA	8	10	49	40	40	40	3	11	100		7 +	-8 --
GRADE 04 - MATHEMATICS	14	14	36	27	44	44	6	15	100		9 +	-9 --
GRADE 05 - SCIENCE AND TECHNOLOGY	10	16	35	35	44	38	10	12	105		-6 --	-2
GRADE 06 - MATHEMATICS	20	17	31	29	38	30	10	23	115		5 +	-13 --
GRADE 07 - ELA	12	10	69	56	19	27	1	7	132		15 ++	-6 --
GRADE 08 - MATHEMATICS	21	13	30	26	29	30	20	31	115		12 ++	-11 --
GRADE 08 - SCIENCE AND TECHNOLOGY	5	4	35	29	37	41	23	26	115		7 +	-3
GRADE 10 - ELA	28	23	43	42	25	25	4	10	72		6 +	-6 --
GRADE 10 - MATHEMATICS	46	35	28	27	21	24	6	15	72		12 ++	-9 --
TOTAL MATHEMATICS											9 +	-10 --
TOTAL ELA											8.5 +	-6.0 --
Total Science											0.5	-2.5
Grand Total	18		42								7.3 +	-7.1 --
<b>2004</b>												
GRADE 03 - READING	NA	NA	76	63	21	30	3	7	99		13 ++	-4
GRADE 04 - ENGLISH LANGUAGE ARTS	7	11	38	45	45	35	9	9	108		-11 --	0
GRADE 04 - MATHEMATICS	9	14	23	28	49	44	19	14	108		-10 --	5 +
GRADE 05 - SCIENCE AND TECHNOLOGY	19	20	40	35	37	33	4	13	115		4	-9 --
GRADE 06 - MATHEMATICS	17	17	24	25	40	32	19	25	127		-1	-6 --
GRADE 07 - ENGLISH LANGUAGE ARTS	1	9	78	59	21	25	1	7	107		11 ++	-6 --
GRADE 08 - MATHEMATICS	13	13	32	26	29	32	26	29	121		6 +	-3
GRADE 08 - SCIENCE AND TECHNOLOGY	2	5	30	28	39	35	30	31	121		-1	-1
GRADE 10 - ENGLISH LANGUAGE ARTS	13	19	56	43	28	27	3	11	75		7 +	-8 --
GRADE 10 - MATHEMATICS	21	29	35	28	37	28	7	15	75		-1	-8 --
Total Math											-2	-3
Total ELA											5 +	-4.5
Total Science											1.5	-5.0 --
Grand Total	11		43								1.7	-4.0

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	Adv. + Proficient: Percent Different from State	Failing: Percent Different from State
	District	State	District	State	District	State	District	State				
<b>2003</b>												
GRADE 03 - READING	NA	NA	65	63	35	30	0	7	108		2	-7 --
GRADE 04 - ENGLISH LANGUAGE ARTS	7	10	50	45	40	34	3	10	119		2	-7 --
GRADE 04 - MATHEMATICS	8	12	35	28	51	43	7	16	120		3	-9 --
GRADE 05 - SCIENCE AND TECHNOLOGY	15	18	42	33	35	34	8	15	131		6 +	-7 --
GRADE 06 - MATHEMATICS	18	16	33	26	30	32	19	26	112		9 +	-7 --
GRADE 07 - ENGLISH LANGUAGE ARTS	6	8	61	57	30	28	3	7	122		2	-4
GRADE 08 - MATHEMATICS	10	12	25	25	25	30	40	33	100		-2	7 +
GRADE 08 - SCIENCE AND TECHNOLOGY	7	4	29	28	36	38	28	30	100		4	-2
GRADE 10 - ENGLISH LANGUAGE ARTS	13	20	51	41	30	28	6	12	89		3	-6 --
GRADE 10 - MATHEMATICS	25	24	25	27	34	28	17	21	89		-1	-4
Total Math											2	-3
TOTAL ELA											2.3	-6.0 --
Total Science											5 +	-4.5
Grand Total											2.8	-4.6
<b>2002</b>												
GRADE 03 - READING	NA	NA	73	67	25	27	2	6	129		6 +	-4
GRADE 04 - ENGLISH LANGUAGE ARTS	5	8	46	46	37	37	12	10	141		-3	2
GRADE 04 - MATHEMATICS	16	12	33	27	40	42	11	19	141		10 ++	-8 --
GRADE 06 - MATHEMATICS	13	13	28	28	30	29	30	29	135		0	1
GRADE 07 - ENGLISH LANGUAGE ARTS	12	9	57	55	22	28	9	8	109		5 +	1
GRADE 08 - MATHEMATICS	2	11	16	23	32	33	50	33	111		-16 --	17 ++
GRADE 10 - ENGLISH LANGUAGE ARTS	15	19	50	40	34	27	1	14	74		6 +	-13 --
GRADE 10 - MATHEMATICS	15	20	32	24	35	31	18	25	74		3	-7 --
Total Math											1	1
Total ELA											2.7	-3.3
Grand Total											1.4	-1.4

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	Adv. + Proficient: Percent Different from State	Failing: Percent Different from State		
	District	State	District	State	District	State	District	State						
<b>2001</b>														
GRADE 03 - READING	NA	NA	56	62	36	31	8	7	157		-6	--	1	
GRADE 04 - ENGLISH LANGUAGE ARTS	5	7	33	44	52	38	10	11	135		-13	--	-1	
GRADE 04 - MATHEMATICS	13	10	24	24	43	46	21	19	135		3		2	
GRADE 06 - MATHEMATICS	9	13	22	23	34	30	34	33	116		-5	--	1	
GRADE 07 - ENGLISH LANGUAGE ARTS	5	6	46	49	42	32	6	12	110		-4		-6	--
GRADE 08 - ENGLISH LANGUAGE ARTS	5	8	62	59	31	25	3	8	104		0		-5	--
GRADE 08 - HISTORY	0	1	6	10	58	48	36	41	106		-5	--	-5	--
GRADE 08 - MATHEMATICS	10	11	15	23	41	34	34	31	106		-9	--	3	
GRADE 10 - ENGLISH LANGUAGE ARTS	5	15	59	35	30	31	5	18	96		14	++	-13	--
GRADE 10 - MATHEMATICS	19	18	34	27	33	30	14	25	96		8	+	-11	--
Total Math											-1		-1	
Total ELA											-1.8		-4.8	
Grand Total											-1.7		-3.4	
<b>2000</b>														
GRADE 04 - ENGLISH LANGUAGE ARTS	0	1	12	19	74	67	14	13	123		-7	--	1	
GRADE 04 - MATHEMATICS	8	12	32	28	49	42	11	18	123		0		-7	--
GRADE 04 - SCIENCE AND TECHNOLOGY	8	11	56	51	35	30	1	8	123		2		-7	--
GRADE 08 - ENGLISH LANGUAGE ARTS	3	5	55	57	32	27	10	11	97		-4		-1	
GRADE 08 - HISTORY	0	1	5	10	46	45	49	45	97		-6	--	4	
GRADE 08 - MATHEMATICS	5	10	19	24	31	27	45	40	98		-10	--	5	+
GRADE 08 - SCIENCE AND TECHNOLOGY	1	6	26	29	29	27	44	37	97		-8	--	7	+
GRADE 10 - ENGLISH LANGUAGE ARTS	4	7	21	29	35	30	41	34	79		-11	--	7	+
GRADE 10 - MATHEMATICS	15	15	17	18	24	22	44	45	80		-1		-1	
GRADE 10 - SCIENCE AND TECHNOLOGY	2	3	17	23	45	37	35	37	79		-7	--	-2	
Total Math											-4		-1	
Total ELA											-7	--	2	
Total Science											-4		-1	
Grand Total											-5	--	1	

### Table 3: Percentage of Students Meeting Benchmarks on the DIBELS Assessments

Maynard		Fall 2007	Fall 2008	Fall 2009
Kindergarten	LNF	84	92	82
	ISF	70	79	76
	NWF			
Grade 1	LNF	60	75	81
	PSF	51	82	91
	NWF	61	76	87
	ORF			
Grade 2	NWF	41	71	77
	ORF	74	78	74
Grade 3	ORF	67	71	83
Grade 4	ORF	69	68	81
Grade 5	ORF	76	72	74

**Highlight:** indicates that the school is meeting the goal in that specific skill area (at least 80% at benchmark and 5% or less at-risk).

**Table 4: Percentage of Students in the **At-Risk** Category on DIBELS Assessments**

Maynard		Fall 2007	Fall 2008	Fall 2009
<b>Kindergarten</b>	LNF	4	4	12
	ISF	8	5	9
	NWF			
<b>Grade 1</b>	LNF	13	6	2
	PSF	9	1	1
	NWF	18	5	3
	ORF			
<b>Grade 2</b>	NWF	12	4	5
	ORF	14	9	14
<b>Grade 3</b>	ORF	18	16	12
<b>Grade 4</b>	ORF	13	10	4
<b>Grade 5</b>	ORF	7	15	6

**Highlight:** indicates that the school is meeting the goal in that specific skill area (at least 80% at benchmark and 5% or less at-risk).



Massachusetts School and District Profiles

Fowler School

**Fowler School - 2009 Adequate Yearly Progress (AYP) Data**

**District:** Maynard (01740000)  
**School:** Fowler School (01740305)  
**School Title I Status:** Non-Title I School (NT)  
**NCLB School Choice Required:** No  
**Supplemental Educational Services Required:** No

2009 AYP Data - Summary

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
<b>ENGLISH LANGUAGE ARTS</b>	Improvement Year 1 - Subgroups	High	On Target
<b>MATHEMATICS</b>	Improvement Year 1 - Subgroups	Moderate	No Change

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2009
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>	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)?					
<b>Aggregate</b>	Yes	100	No	87.7	Yes	0.5	Yes	96.1	Yes
<b>Lim. English Prof.</b>	-	-	-	-	-	-	-	-	-
<b>Special Education</b>	Yes	99	No	65.6	No	-0.2	Yes	95.9	No
<b>Low Income</b>	Yes	99	No	74.0	Yes/SH	-1.0	Yes	94.0	Yes
<b>Afr. Amer./Black</b>	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	82.6	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-
<b>White</b>	Yes	100	No	88.9	Yes	0.7	Yes	96.0	Yes
<b>MATHEMATICS</b>	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
<b>Aggregate</b>	Yes	100	No	76.6	No	0.1	Yes	96.1	No
<b>Lim. English Prof.</b>	-	-	-	-	-	-	-	-	-
<b>Special Education</b>	Yes	100	No	49.7	No	-0.7	Yes	95.9	No
<b>Low Income</b>	Yes	100	No	59.0	No	-2.6	Yes	94.0	No
<b>Afr. Amer./Black</b>	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	63.2	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-
<b>White</b>	Yes	100	No	78.4	No	0.5	Yes	96.0	No

Adequate Yearly Progress History											NCLB Accountability Status
	2001	2002	2003	2004	2005	2006	2007	2008	2009		
<b>ELA</b>	<b>Aggregate</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 1 - Subgroups
	<b>All Subgroups</b>	-	-	Yes	Yes	Yes	Yes	Yes	No	No	
<b>MATH</b>	<b>Aggregate</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Improvement Year 1 - Subgroups
	<b>All Subgroups</b>	-	-	No	No	Yes	Yes	Yes	No	No	

Massachusetts School and District Profiles  
Green Meadow

**Green Meadow - 2009 Adequate Yearly Progress (AYP) Data**

**District:** Maynard (01740000)  
**School:** Green Meadow (01740010)  
**School Title I Status:** Title I School (TA)  
**NCLB School Choice Required:** Yes  
**Supplemental Educational Services Required:** No

2009 AYP Data - Summary

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
<b>ENGLISH LANGUAGE ARTS</b>	Improvement Year 1	High	On Target
<b>MATHEMATICS</b>	No Status	High	On Target

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2009
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>	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)?					
<b>Aggregate</b>	Yes	100	No	87.3	Yes	4.7	Yes	96.1	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	59.5	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	87.8	Yes	3.8	Yes	96.1	Yes
<b>MATHEMATICS</b>	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
<b>Aggregate</b>	Yes	100	Yes	88.0	Yes	4.3	Yes	96.1	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	75.0	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	87.8	Yes	3.4	Yes	96.1	Yes

Adequate Yearly Progress History											NCLB Accountability Status
	2001	2002	2003	2004	2005	2006	2007	2008	2009		
ELA	Aggregate	-	-	Yes	Yes	Yes	Yes	No	No	Yes	Improvement Year 1
	All Subgroups	-	-	Yes	Yes	Yes	Yes	Yes	No	Yes	
MATH	Aggregate	-	-	-	-	-	-	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	Yes	Yes	Yes	