

## Massachusetts School and District Profiles

### Charles Taylor Elementary

#### Charles Taylor Elementary (00990050)

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This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

## Enrollment and Educator Data (2015-16 School Year)

[About the Data](#)

	School	District	State
<b>Total Count</b>	244	2,645	953,429
<b>Race/Ethnicity (%)</b>			
African American or Black	3.3	4.2	8.8
Asian	3.7	3.5	6.5
Hispanic or Latino	2.0	3.2	18.6
Multi-race, Non-Hispanic	1.2	1.6	3.2
Native American	0.8	0.4	0.2
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	88.9	87.1	62.7
<b>Gender (%)</b>			
Male	58.6	52.6	51.2
Female	41.4	47.4	48.8
<b>Selected Populations (%)</b>			
English Language Learner	0.8	0.9	9.0
Economically Disadvantaged	13.1	12.6	27.4
Students w/Disabilities	15.2	17.4	17.2
First Language Not English	0.8	1.3	19.0

### Enrollment (2015-16)

	School	District	State
Total # of Teachers	22.0	209.8	72,384.1
Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	97.4
Total Number of Classes in Core Academic Areas	110	1,080	348,472
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	96.3
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	3.7
Student/Teacher Ratio	11.1 to 1	12.6 to 1	13.2 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.5	0.9

### Educator Data (2015-16)

K, 01, 02, 03, 04

### Grades Offered:

## 2016 MCAS Results by Subgroup by Grade and Subject

**NOTE:** First-year ELL students are not included in achievement level or CPI results. However, first-year ELL students who took the ACCESS for ELLs test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. Please see the [principal's administration manual \(PAM\)](#) for details.

**NOTE:** Spring 2016 results in grades 3-8 ELA and Mathematics are not reported because all students in this organization participated in the PARCC test.

[More about the data](#)

Data Last Updated on September 26, 2016

Data Under Review or Fewer than 10 students were tested.

## 2016 PARCC Results by Subgroup by Grade and Subject

### Achievement Levels:

**L5 = Level 5: Exceeded Expectations** (varies by grade - 850)

**L4 = Level 4: Met Expectations** (750 - varies by grade)

**L3 = Level 3: Approached Expectations** (725-749)

**L2 = Level 2: Partially met Expectations** (700-724)

**L1 = Level 1: Did not meet Expectations** (650-699)

**Trans. SGP** = Transitional Student Growth Percentile

generated using current PARCC and prior MCAS scores

**Trans. CPI** = Transitional Composite Performance Index

generated using linked PARCC and MCAS scores

**NOTE:** Since only a portion of students in grades 3-8 participated in 2016 PARCC in ELA/L and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those subjects.

**NOTE:** Students who took the Alternate Assessment are included in Mean CPI, but not in achievement level or growth results.

**Data Last Updated on September 24, 2016**















# 2016 Accountability Data - Charles Taylor Elementary

Accountability Information	
Accountability and Assistance Level	
<b>Level 1</b>	Meeting gap narrowing goals
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
<b>All students:</b>	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		
	Less progress	More progress	
All students		76	Met Target
High needs		100	Met Target
Econ. Disadvantaged		-	
ELL and Former ELL		-	
Students w/disabilities		-	
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		-	
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		78	Met Target






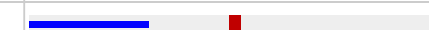
ELL and Former ELL	-	-	-	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	-	-	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-

2016 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2015 % Advanced	2016 % Advanced	N	PPI Points	2015 % Warning/Failing	2016 % Warning/Failing	N	PPI Points
All students	14.5	10.7	103	0	4.3	3.9	103	0
High needs	3.0	8.3	36	25	12.1	8.3	36	25
Econ. Disadvantaged	-	-	16	-	-	-	16	-
ELL and Former ELL	-	-	2	-	-	-	2	-
Students w/disabilities	-	-	23	-	-	-	23	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	3	-	-	-	3	-
Afr. Amer./Black	-	-	5	-	-	-	5	-
Hispanic/Latino	-	-	1	-	-	-	1	-
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	-	2	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	14.7	10.9	92	0	4.6	3.3	92	25

2016 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2015 % Advanced	2016 % Advanced	N	PPI Points	2015 % Warning/Failing	2016 % Warning/Failing	N	PPI Points
All students	37.1	42.6	101	25	5.2	1.0	101	25
High needs	6.1	28.6	35	25	15.2	2.9	35	25
Econ. Disadvantaged	-	-	15	-	-	-	15	-
ELL and Former ELL	-	-	2	-	-	-	2	-
Students w/disabilities	-	-	23	-	-	-	23	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	3	-	-	-	3	-
Afr. Amer./Black	-	-	5	-	-	-	5	-
Hispanic/Latino	-	-	1	-	-	-	1	-
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	-	2	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	37.0	41.1	90	25	4.6	0.0	90	25

2016 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2015 % Advanced	2016 % Advanced	N	PPI Points	2015 % Warning/Failing	2016 % Warning/Failing	N	PPI Points
All students	-	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-	-
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-

2016 English Language Arts Growth										
	0 10 20 30 40 50 60 70 80 90 100	2015	2016	SGP	6	Met	N	PPI	Rating	
		SGP	SGP	Change	Year	Safe		Points		
All students		62.0	53.0	-9.0	51.0	No	54	75	On Target	
High needs		-	-	-	51.0	-	16	-	-	
Econ. Disadvantaged		-	-	-	51.0	-	7	-	-	
ELL and Former ELL		-	-	-	51.0	-	1	-	-	
Students w/disabilities		-	-	-	51.0	-	12	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	1	-	-	
Afr. Amer./Black		-	-	-	51.0	-	2	-	-	
Hispanic/Latino		-	-	-	51.0	-	1	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	1	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		64.0	54.0	-10.0	51.0	No	49	75	On Target	

2016 Mathematics Growth										
	0 10 20 30 40 50 60 70 80 90 100	2015	2016	SGP	6	Met	N	PPI	Rating	
		SGP	SGP	Change	Year	Safe		Points		
All students		35.0	30.0	-5.0	51.0	Yes	53	75	On Target	
High needs		-	-	-	51.0	-	16	-	-	
Econ. Disadvantaged		-	-	-	51.0	-	7	-	-	
ELL and Former ELL		-	-	-	51.0	-	1	-	-	
Students w/disabilities		-	-	-	51.0	-	12	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	1	-	-	
Afr. Amer./Black		-	-	-	51.0	-	2	-	-	
Hispanic/Latino		-	-	-	51.0	-	1	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	1	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		36.5	30.0	-6.5	51.0	Yes	48	75	On Target	

2016 Extra credit for English language proficiency growth				
	2016 SGPA	2016 Target	SGPA N Included	PPI Points
All students	-	60.0	1	-
High needs	-	60.0	1	-
ELL and Former ELL	-	60.0	1	-

2016 Assessment Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	107	106	99	Yes	107	104	97	Yes	-	-	-	-
High needs	38	37	97	Yes	38	36	95	Yes	-	-	-	-
Econ. Disadvantaged	17	-	-	-	17	-	-	-	-	-	-	-
ELL and Former ELL	2	-	-	-	2	-	-	-	-	-	-	-
Students w/disabilities	25	-	-	-	25	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	3	-	-	-	3	-	-	-	-	-	-	-
Afr. Amer./Black	5	-	-	-	5	-	-	-	-	-	-	-
Hispanic/Latino	1	-	-	-	1	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	2	-	-	-	2	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	96	95	99	Yes	96	93	97	Yes	-	-	-	-

**NOTE:** In 2016, assessment participation was calculated two ways: First, the 2016 participation rate for each subgroup in each subject area test was calculated. If the actual 2016 participation rate was lower than 95 percent for any group in any subject, that rate was compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates was factored into the assignment of the school or district's 2016 accountability and assistance level.

# 2015 Massachusetts and Nationwide NAEP Results by Student Group

## Average Scaled Scores and Percentages of Students at Each Achievement Level

### About the Data

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.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	235	14	50	82	18	100	221	8	35	68	32	100
Stud. w/ Disab	209	2	20	55	45	18	186	2	12	33	67	13
LEP	200	1	12	44	56	9	189	1	8	32	68	11
African American/Black	217	3	25	65	35	7	206	2	18	51	49	15
Asian/Pacific Islander	249	31	68	89	11	6	238	19	53	81	19	5
Hispanic/Latino	215	3	25	61	39	19	208	3	21	54	46	26
White	242	17	58	89	11	65	232	11	46	79	21	49
Econ. Disadvantaged	220	5	29	67	33	42	209	3	21	56	44	55

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	251	13	54	90	10	100	240	7	39	81	19	100
Stud. w/ Disab	231	4	25	74	26	18	217	2	16	54	46	13
LEP	223	2	17	65	35	9	218	1	15	57	43	11
African American/Black	230	1	26	73	27	7	224	1	19	65	35	15
Asian/Pacific Islander	273	38	81	98	2	6	256	22	61	90	10	5
Hispanic/Latino	232	3	28	74	26	19	230	3	26	73	27	26
White	256	15	62	95	5	65	248	10	51	90	10	49
Econ. Disadvantaged	236	4	31	80	20	42	229	2	24	72	28	55

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	274	6	46	83	17	100	264	3	33	75	25	100
Stud. w/ Disab	245	1	15	54	46	18	229	#	8	36	64	12
LEP	225	#	6	35	65	5	223	#	3	28	72	6
African American/Black	252	1	18	63	37	9	247	1	15	58	42	15
Asian/Pacific Islander	290	18	64	90	10	7	279	9	50	85	15	6
Hispanic/Latino	249	#	17	61	39	14	253	1	20	65	35	25
White	281	7	53	90	10	67	273	4	42	84	16	51
Econ. Disadvantaged	260	3	28	71	29	44	253	1	20	64	36	52

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	297	18	51	81	19	100	281	8	32	70	30	100
Stud. w/ Disab	264	3	16	51	49	18	246	1	8	32	68	12
LEP	251	2	10	38	62	6	246	1	5	31	69	6
African American/Black	268	4	22	54	46	9	260	1	12	47	53	15
Asian/Pacific Islander	324	44	73	94	6	7	305	25	58	86	14	6
Hispanic/Latino	271	4	24	61	39	15	269	3	19	60	40	25
White	304	20	59	88	12	66	291	10	42	81	19	51
Econ. Disadvantaged	279	7	31	67	33	43	268	2	18	58	42	52

### Participation Rates for Students with Disabilities and for English Language Learner 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 - English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	3,100	18	9	3
Grade 4 Mathematics	3,200	18	9	2
Grade 8 Reading	3,000	18	5	2
Grade 8 Mathematics	3,100	18	6	2