

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Michelle McKeon

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Amvet Boulevard Elementary School

(As it should appear in the official records)

School Mailing Address 70 Amvet Boulevard

(If address is P.O. Box, also include street address.)

City North Attleborough State MA Zip Code+4 (9 digits total) 02760-1429

County Bristol County State School Code Number\* 02120007

Telephone 508-643-2155 Fax 508-643-2184

Web site/URL

http://www.edline.net/pages/Amvet  
Boulevard School E-mail mmckeon@naschools.net

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

Blog

YouTube/URL \_\_\_\_\_ kidblog.org/MrsMckeonsAmvetBlog/ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Mrs. Suzan Cullen

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: scullen@naschools.net

Other)

District Name North Attleborough Tel. 508-643-2100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Arthur Poirier

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 8 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 27         | 20           | 47          |
| 1                     | 21         | 41           | 62          |
| 2                     | 33         | 41           | 74          |
| 3                     | 40         | 34           | 74          |
| 4                     | 29         | 35           | 64          |
| 5                     | 31         | 35           | 66          |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12                    | 0          | 0            | 0           |
| <b>Total Students</b> | 181        | 206          | 387         |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 5 % Asian
  - 1 % Black or African American
  - 7 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 80 % White
  - 5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year   | 14            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 19            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 33            |
| (4) Total number of students in the school as of October 1   | 385           |
| (5) Total transferred students in row (3) divided by total students in row (4)                                       | 0.086         |
| (6) Amount in row (5) multiplied by 100  | 9             |

7. English Language Learners (ELL) in the school: 6%  
25 Total number ELL  
 Number of non-English languages represented: 10  
 Specify non-English languages: Arabic, Spanish, Urdu, Chinese, Tamil, Gujarati, Telugu, Hindi, Bangla, Vietnamese
8. Students eligible for free/reduced-priced meals: 25%  
 Total number students who qualify: 98

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 34% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %  
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>7</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>10</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>10</u> Developmentally Delayed              |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 1                      |
| Classroom teachers  | 19                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 7                      |
| Paraprofessionals   | 11                     |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 5                      |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| <b>Required Information</b> | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 96%       | 96%       | 96%       | 96%       |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| Graduating class size                         | 0  |
| Enrolled in a 4-year college or university    | 0% |
| Enrolled in a community college               | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment                              | 0% |
| Joined the military or other public service   | 0% |
| Other   | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Amvet School's mission is to become a center for excellence where students are motivated intellectually, emotionally, socially, and physically, while learning to become productive and responsible citizens.

## **PART III – SUMMARY**

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Amvet Boulevard Elementary School was built in 1961 and originally served as a district-wide Junior High School. Named for the American Veterans, Amvet School has a rich history in the Town of North Attleboro, and now serves as a neighborhood elementary school for up to 400 students. The school includes diverse neighborhoods composed of middle and upper income homes, many apartment complexes, and a number of homeless families living in local motels. The school also has two intense Special Education programs for medically fragile students and students with multiple disabilities. Our school welcomes students from many different backgrounds and cultures, and every child who attends the school is a valued member of our community.

The school district's vision is "to become a center of excellence where students are motivated intellectually, emotionally, socially, and physically, while learning to become productive and responsible citizens." Amvet School promotes the district's vision by considering everyone who joins our school community part of the "Amvet Family." Staff members, parents, community members, and students work together to create a learning environment that promotes a safe, respectful culture where all students can reach their full potential.

The Amvet School believes in a team approach to teaching and learning. The school is divided into grade level teams, and teachers work within these teams to get to know all of the students at their grade level. Students with disabilities are included in their grade level teams, and teachers create opportunities for all students to participate in grade level projects and activities. This shared responsibility creates a culture where each student is supported by many individuals, not just a classroom teacher. Weekly common planning times have been built into the school schedule so that staff members can look at data, talk about student learning, and share ideas to improve instruction. This simple act of weekly discussions has encouraged staff to create team goals, and try new instructional strategies to support students. For instance, teachers will identify diverse student needs amongst classes in math and create a switching day where each teacher focuses on teaching a specific learning strategy to students from other classrooms. This data driven instruction pairs students with a teacher based on their needs at any given time.

Students are given many opportunities to develop their strengths and interests at Amvet. Some of the ways students become involved are through the Student Council, monthly community service projects, reading buddies, the Garden Club, peer tutoring, spirit committee, technology assistants, and Amvet's Walking Club. By enlisting the help of parent volunteers, the school has created opportunities for students to become active, involved citizens who contribute to the positive school culture.

Over the past three years, Amvet School has worked to build a stronger home school connection. Family involvement is considered one of the key ingredients to the success of the school, and families are encouraged to participate in all aspects of their child's education. Teachers and parents collaborate on a regular basis to present projects at school, volunteer in classrooms to enhance student learning, and participate in special events at night and on weekends that help to build a sense of community within the school.

Although Amvet is one of the largest Elementary Schools in the district, we are known for our warm family environment and positive atmosphere that is infused into the entire school. One example of this atmosphere is Amvet School's tradition of recognizing Veteran's during the yearly Veteran's Day Tribute. The Veteran's Day Tribute is a school-wide event where each grade level learns why our school is named for the American Veterans, and encourages students to pay tribute to our local veterans. During the ceremony, veterans from around the community are invited to attend our celebration, and each grade gives a special presentation to honor the veterans. Students make poppies to hand out to our guests, make posters thanking veterans in area nursing homes, and write essays celebrating our freedom. The music teacher leads the school in a Veteran's Day song, and distinguished guests such a Massachusetts senator and area veteran's agent speak at the event. The sense of community and respect is evident all year long, but this event highlights our strong ties to the community.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The Amvet School curriculum and assessments are aligned to the Common Core State Standards. The North Attleboro School system has created district curriculum committees to review and implement curriculum in all subject areas, and teachers from Amvet participate in this ongoing review cycle. Through this process, we support the achievement of one of North Attleboro's Core Values: "Student Achievement: Students will be challenged to become confident, self-engaged learners, motivated to achieve their highest academic potential. Quality teaching is the foundation that impacts learning, and effective leadership focuses on improvement, closing achievement gaps, and enhancing student performance and success."

Amvet School uses a hybrid approach to language arts. Teachers help students develop reading, writing, speaking, and listening skills by utilizing a wide variety of materials and teaching strategies. In reading and writing, educators use exemplar texts to teach core skills to the entire class. By using a rich variety of high quality literature in all genres, teachers are able to model the use of strategies, their thought process while reading, and how to respond to literature. A significant portion of nonfiction and informational texts complements our social studies and science curriculum. With a cross-curricular thematic approach, teachers use guided reading materials, core vocabulary, and independent reading opportunities to ensure that each student is given multiple opportunities to learn and grow. This multi-tiered approach helps to develop a deeper understanding of literature, and a love of reading that carries on throughout the grades.

In addition to specific writing instruction through the Empowering Writers program, students are given natural writing opportunities in all subject areas. Students are asked to respond in writing to convey their thinking and share ideas with classmates. Common assessments are given during each trimester, so that teachers can assess what skills students have mastered, and identify areas where students need additional instruction. This ongoing assessment and adjustment to practice helps Amvet teachers address the needs of students and customize their learning.

The Everyday Math program is used throughout the district, and addresses standards related to number sense, operations, measurement, geometry, patterns, functions, algebra, and problem solving. As a school, we have analyzed student data, and found that students' ability to solve and explain word problems is a weakness. Teachers use supplemental materials to provide weekly opportunities for students to practice and discuss problem solving strategies. This practice has made a direct impact on students' ability to solve multi-step problems, and grade level teams continue to develop additional practice techniques to support the students.

Science is taught at every grade level at Amvet School with an emphasis on experimentation and discovery. Students study units on matter, life cycles, rocks and minerals, energy, weather, earth and space, and living things. To meet Engineering and Technology Common Core goals, our staff has designed an "Invention Convention" where students are challenged to "invent" solutions to everyday problems. Through hands on activities, field trips, and enrichment opportunities, students have the ability to experience science in a way that promotes a real world understanding of the topics studied.

Amvet School's Social Studies curriculum follows state standards and begins by developing an understanding of our community. From there the curriculum explores communities around the world, the regions of the United States, Massachusetts, and U.S. History. This in depth study of the world around us helps students to develop a deeper understanding of the rich New England history, as well as an appreciation for diverse cultures around the globe. By integrating science and social studies into our daily reading and writing, students gain an appreciation for the world around them, and learn to consider how outside influences impact our school, our community, and our daily lives.



## **2. Other Curriculum Areas:**

Amvet School believes in developing well-rounded students and provides opportunities for students to develop in art, music, physical education, and technology through a daily specialist block (an average of 40 minutes per day). Instructors for these courses work with classroom teachers to integrate grade level content into their curriculum areas while introducing important art, music, physical education, and technology concepts to students.

In our library/media skills class, the teacher promoted nonfiction reading through a 5th grade project where students researched holiday traditions from around the world. As part of the project, the students learned important research skills, note-taking strategies, and created presentation boards to share with 2nd grade students. This collaboration developed important core skills while reinforcing classroom learning.

In the area of art, our art teacher consults on a regular basis with grade level teachers and collaborates with teams of teachers to bring art into history, math and science. By teaching a unit on designing a home, the art teacher motivated students to learn about scale and practice measurement skills that are taught in math class. This real life application motivated students to imagine all the details of their dream home, and create accurate drawings by practicing their measurement skills.

Amvet School's music teacher consistently contributes to student learning by integrating music into all aspects of the curriculum. Leading up to our Veteran's Day Tribute, the music teacher teaches important history topics and helps students understand how Veterans contribute to our freedom. Through songs and videos, students gain a greater understanding of what freedom means in America, and the entire school participates in a Veteran's Day Tribute song led by the music teacher.

The Physical Education teacher also promotes an integrated approach to learning. An example of this is her unit on Games from Africa. In second grade, students study the continent of Africa, its people, and culture. Amvet's Physical Education teacher develops gross and fine motor skills by teaching traditional African games. The unit culminates with a chance for the students to play these games with their classmates, and share their understanding of African culture.

Technology is also an integral part of all 21st Century Learning. Unfortunately the school's budget does not allow for a technology teacher, so we have developed an alternative plan. Each classroom teacher is provided with team meeting time to brainstorm ways to promote the use of technology as part of their day to day instruction. Each class is given weekly computer lab time with their classroom teacher. This time is used by staff to enhance their instruction of all subject areas. Teachers use websites like Starfall®, Brain Pop®, and Discovery Education® to show videos, enrich classroom instruction, and expand what students know about a topic. As a school, we have worked to have a projector installed into every classroom, so that teachers can project important components to their daily lessons onto a whiteboard in their classrooms. This change in presentation has made our classroom instruction an interactive learning environment. Students eagerly participate in science lessons and are motivated to see math concepts demonstrated in the real world. Upper grade level classes have also used technology to create their own videos to demonstrate what they have learned about topics leading up to the Revolutionary War, and are becoming proficient in using technology to share their ideas with others.

## **3. Instructional Methods and Interventions:**

Amvet School uses a myriad of instructional methods to reach every student by carefully analyzing student data, and designing instruction to meet the needs of a diverse group of learners. When you walk through the halls of Amvet, you hear singing, see student centered projects, and witness creative teaching practices happening on a daily basis.

Since Amvet is a Title I School, we use our school-wide data to determine which students are in need of Title I support. For students who require intensive reading support, we have two reading specialists who work with small groups of students on decoding, fluency and comprehension skills. In addition we employ two Title I paraprofessionals to work in classrooms, and pull out small groups of students to support them in

mathematics and writing. The Title I staff meets with classroom teachers to maintain consistency in instruction. They also provide valuable insights into possible instructional methods for our struggling students. To promote our Title 1 Program, and build parent support, we hold a Title 1 Family night. On this evening, parents find literacy, math, and technology centers set up around the building. Students are given a “passport” to travel around the school, and complete learning activities with their parent/guardian. This event allows families to experience simple games and activities that they can do at home to help their children, and builds an enthusiasm for learning among the students and their families. Special events like this strengthen Amvet’s home-school connection, and are a critical component to the success of our students.

For students performing below grade level, Amvet School has a Response to Intervention team (RTI) that meets with teachers to identify concerns, and recommend specific interventions. These interventions are planned with specific goals in mind, and are tracked over a period of six to eight weeks. If the student continues to struggle, the RTI team refers the student to our Special Education Resource teacher. This process allows us to involve key specialists in the evaluation and small group instruction for our struggling students. When students qualify for Special Education services, our Resource teacher provides explicit instruction in a small group setting, and designs specialized instruction to meet the student’s learning goals.

In addition, Amvet School has a growing number of ELL students. These students contribute to the rich diversity of our school community. Many of the ELL families do not speak English, or are just learning English, but are strongly invested in helping their children be successful at school. Amvet School has an ELL teacher who works directly with our ELL students, and has regular communication with families. We have also sent many of our classroom teachers to ELL training in order to support the students’ language development in the classroom setting. Amvet invites families into the school, translates documents for parents, and connects families who have similar backgrounds to help families adjust to the expectations at school.

Another important program that supports student learning is our before school program for struggling students. Using our assessment data, we determine which students are performing below grade level, and create small learning groups that meet weekly before school. This small group learning time, allows teachers and paraprofessionals to work with a small group of students on targeted skills and strategies so that the students can be more successful in the classroom.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Amvet School takes a team approach to ensuring the success of all students. To this end, we involve faculty, support staff, students and parents in our work to achieve excellence academics and citizenship. Amvet was rated a Level One School in 2012, 2013, and 2014 by the state of Massachusetts for narrowing proficiency gaps, and for the school's overall performance. This commendation was based upon the academic success of our students in English Language Arts and Mathematics.

Students at Amvet School in grades three through five are required to take the Massachusetts Comprehensive Assessment System (MCAS) tests each year. The tests measure student performance based on the State's Curriculum Frameworks. The school's baseline Composite Performance Index (CPI) was 87.8, and our target for 2014 was to hit 90.9. Amvet School exceeded the target in 2014 by reaching a CPI of 93.3 in English Language Arts and a 93.9 in Mathematics. Students in the High Needs and Low Income subgroups were both above target in English Language Arts and Mathematics.

Reviewing the past five years of data demonstrates that Amvet School has made significant academic gains. In 2010, only 63% of students were Proficient or Advanced in English/Language Arts, and 59% of students were proficient or advanced in Mathematics. While in 2014, 78% of students have reached proficient or advanced in English Language Arts, and 80% of students have reached proficient or advanced in Mathematics.

During this five year span, Amvet School has made great gains with High Needs, Title I, and Low Income students' success. As a school, we have identified students' weaknesses, and targeted them with small group instruction. Although there are achievement gaps of 10 or greater for some subgroups, we have created a data system that clearly identifies struggling learners, and provides explicit instruction in areas of weakness. Grade level teams work together to design re-teaching and additional practice for students at their grade level. The Title I staff, resource teachers, and before school instructors conference regularly to ensure that students are getting the additional help that they need. In 2010, less than 50% of students in these subgroups were Proficient or Advanced. Through targeted assistance, we have seen the number of student scores in Proficient and Advanced categories continue to grow. For example the fifth grade High Needs subgroup went from 53% in the Proficient or Advanced category to 83% reaching Proficient or Advanced in 2014.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Amvet School uses a wide range of assessments and data in order to inform daily instruction and to improve student achievement. MCAS scores are analyzed for students in grades four and five. We also use Dibels, Fountas and Pinnell, district created common assessments, NWEA Measures of Academic Progress online testing, student grades, and formative assessments to gain a full snapshot of each child. The administrator, grade level teachers, reading teachers, Title I staff, the school nurse, and other specialists work together to gain an understanding of each child's strengths and weaknesses as well important background information.

Amvet School has instituted a simple four step protocol to analyze data, and determine next steps for students. We have created student data cards for every student in the school, and record key pieces of data for each trimester. This card system allows us to easily determine who our high needs students are, and what types of interventions will be most beneficial. Teachers work in teams to discuss their biggest concerns, track student progress, and help one another customize teaching strategies to support the students. Through our Response to Intervention team, students are followed by a team of teachers, and interventions are created for students. The reading, Title I and resource staff work with small groups or one-on-one with students to target specific needs. This RTI process allows us to communicate with parents when we have a concern, and provide a specific intervention plan to parents. In most cases, the staff provides practice material for parents to do at home with students, so that we can maintain a strong home-school connection. We provide reading bags with independent reading books, sight word rings, access to online phonics, and

math games, as well as ideas to help parents support their students with homework.

By the use of many different assessment strategies, teachers are able to regularly check in with students and determine how to best meet the needs of the children on a daily basis. This ongoing assessment allows teachers to differentiate instruction and work with students as soon as they see a concern. The team approach allows any staff member that works with the student to provide the necessary help when needed. Teachers also hold conferences with parents several times per year. There is an understanding at Amvet School that parents, administrators, teachers and support staff all play an important role in developing successful students who love to learn.

## **Part VI School Support**

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### **1. School Climate/Culture**

Amvet School can best be described as a joyful learning environment where teachers and students love to come to school every day. By creating a strong connection with the Parent Teacher Organization, Amvet has developed many positive routines and traditions that support the positive attitude seen throughout the building. By teaching character and citizenship, Amvet School creates a respectful learning environment. The Good Citizen Program recognizes students who have shown responsibility, kindness, respect, and good character during the week. On Friday afternoons the "Good Citizens" are announced over the intercom, and all Good Citizens come to the main office to receive a certificate and have their picture taken with the principal. Students love to be recognized, and see their pictures on the Good Citizen bulletin board.

Amvet School has also created a Student Council. The student council became so popular that it has been divided into six different interest groups. Every fifth grader has the opportunity to be a member of one of the Student Council Committees. The groups range from the "Spirit Committee," who plan monthly community service projects and spirit days, to "Technology Specialists," who help in the computer lab, and "Peer Tutors," who buddy up with younger students to practice sight words during morning arrival. These jobs allow us to include our special education classrooms by having children with Down Syndrome and other medical needs participate in jobs around the school. These students work with the Student Council members on several of our fifth grade groups. One noteworthy project was a new friendship garden that was built in memory of one of our students. Special needs students worked with parent volunteers, teachers, and their grade level peers to construct a friendship garden. All classes in the school contributed a stone designed by the class, and flowers, birdfeeders, and reading benches were set up for the entire school community to enjoy.

The PTO plays an important role in Amvet's culture. Together with the administrator and teaching staff, they plan monthly social events for students and their families. In partnership with the school, the PTO holds an annual talent show attended by teachers, students and family members, a holiday fair and vendor event, paint nights, dances, and family nights. Parents also plan a week long teacher appreciation event where students and parents have daily opportunities to thank their teachers with posters, writing assignments, and special treats. Teacher representatives attend monthly PTO meetings, and enjoy sharing special projects that students are working on.

In the past three years, Amvet teachers have developed family events during the school day. These special events are held at every grade level, and allow parents to come into the school to view curriculum related projects that the students have completed. These celebrations of learning are held at each grade level. First grade hosts "Someone You Love Day", second grade hosts "Ancestor Projects", Third grade hosts "Matter Mysteries", Fourth Grade shares book projects, and Fifth grade hosts a biography "Wax Museum" and "Invention Convention." These family events promote a sense of teamwork between parents, students and teachers. They also get students motivated to share what they have learned at school. There is a sense of pride that everyone at the school shares when students are successful, and it creates an environment where there is a daily buzz of excitement for learning.

### **2. Engaging Families and Community**

Amvet School has worked to develop strong ties with families and community members, and considers them partners in the success of our students. We have created a weekly communication system where every Monday important news from the Principal, the PTO, and town-wide organizations is e-mailed home to families. This system keeps families informed of learning going on around the school, PTO news, and important events. Amvet School also maintains a school webpage, Twitter account, and Principal's Blog to celebrate the learning that is happening around our school. We have found that these connections have fostered strong relationships between the school and the community.

The PTO has an active base of parents who volunteer for daily activities around the school and for special events. They support our enrichment programs by coordinating field trips for every grade level that link area resources with curriculum units, and promote hands-on learning through trips to the Freedom Trail, Roger Williams Zoo, a local farm, a visit from a meteorologist, and a trip to a colonial home in North Attleboro. These field trips allow students to have a direct connection to our community, and give them a deeper understanding of topics covered at school.

Amvet School also works to plan school-wide community service projects. One of our most noteworthy projects is our Veteran's Day Tribute. Over the past 3 years, the event has expanded to include students, teachers, parents, and local veterans. Every grade level has completed an extension project that reaches out to Veteran's through donations sent to Veterans serving overseas, and thank you cards and posters distributed to local veterans. This tradition along with food drives for our local pantry, pennies for patients with cancer, and gift donations for families in need during the holidays help students to develop an understanding of how they can have a positive impact on our community.

### **3. Professional Development**

The principal and staff at Amvet Boulevard School share a clear vision for the academic growth of their students. School and district-wide professional development opportunities provide the vehicle to propel teachers towards improving instruction and enhancing student achievement.

Collaboration between teachers is a vital element of the school culture at Amvet School. Across the district, staff meetings are held three times per month. Two of these meetings are dedicated to Professional Learning Communities (PLCs) where teachers analyze student data and identify students with various needs. Driven by data from state testing, district assessments, DIBELS®, and Measures of Academic Progress® (MAP®) Testing, teachers make instructional decisions that will support student learning. Protocols are utilized to guide the work of the team and maximize group learning time.

In addition, grade level PLCs utilize a common planning block during the school day to collaborate and share information. Using a "shared approach," the grade level team takes ownership of each student and collaborates to design specific instruction to support students of all needs. For example, if students are struggling with a certain concept in math, the team may design a grade-level activity where students are grouped according to need and are given repeated opportunities to practice the skill, or participate in an enrichment group.

Professional development at the district and school level has targeted improving instruction through the use of educational technology. Staff have had opportunities to develop their 21st century learning skills through workshops on Office 365® tools, interactive class websites using Edline®, and documenting progress towards instructional goals using Baseline Edge®. At Amvet, one staff meeting per month focuses on instructional technology strategies. Teachers explore topics that enhance technology implementation and share resources like Symbaloo, Class Dojo, and Story Bird. The district encourages teachers to attend conferences and workshops that promote the use of technology, such as MassCue and Discovery Education's New England Day of Discovery. Teachers who attend these workshops are encouraged to share their learning and resources with the staff in their building during a monthly staff meeting.

### **4. School Leadership**

Amvet's principal is the school's instructional leader, and she promotes a positive learning environment where teachers and staff members contribute to the success of all students. The opinions of teachers, support staff, and parents are viewed as an important part of the decision-making process. Teachers work in grade level teams to make instructional decisions, and a representative from each grade level serves on all district curriculum committees to align the school's curriculum with the Common Core State Standards.

Shared decision-making is at the heart of Amvet School's leadership. The principal creates a collaborative environment where teachers are encouraged to take risks and try new teaching approaches that can best

help students learn. By designing a schedule that provides common planning time to teams, the principal gives teachers a chance to meet and discuss strategies for improving student learning. Staff members meet regularly with the principal to discuss student growth, and to continue to improve instructional strategies.

There is a strong belief that communication between school leaders, teachers, parents and support staff creates a positive environment where everyone succeeds. The family atmosphere throughout the building makes it a safe place where people feel supported, and are excited to collaborate with one another. Celebrations of student learning highlight student accomplishments, and the principal recognizes the teamwork and effort of staff and students on a regular basis.

Through formal and informal evaluations and regular classroom walk-throughs, there is an ongoing dialogue to brainstorm possible teaching strategies, and offer support to the Amvet Staff. The principal works with teachers to develop “SMART” Goals that impact student achievement and professional practice. Amvet school's focus is on continuous growth and improvement. This passion for excellence, and enthusiasm to work as a team creates an environment where teachers and students are willing to take risks, and share in the success of Amvet school.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>Massachusetts Comprehensive Assessment System (MCAS)</u> |
| <b>All Students Tested/Grade:</b> <u>3</u> | <b>Edition/Publication Year:</b> <u>2014</u>                             |
| <b>Publisher:</b> <u>Measured Progress</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 82        | 82        | 70        | 73        | 52        |
| Advanced   | 42        | 35        | 29        | 16        | 10        |
| Number of students tested  | 60        | 55        | 70        | 58        | 69        |
| Percent of total students tested   | 98        | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 2         | 3         | 2         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 72        |           | 55        | 64        | 25        |
| Advanced   | 36        |           | 11        | 0         | 8         |
| Number of students tested  | 11        |           | 18        | 11        | 12        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   |           |           |           | 36        | 27        |
| Advanced   |           |           |           | 0         | 0         |
| Number of students tested  |           |           |           | 11        | 11        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |



| School Year   | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|
| Number of students tested   |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>9. White Students</b>  |           |           |           |           |           |
| Proficient and above  | 86        | 85        | 75        | 73        | 56        |
| Advanced  | 47        | 40        | 30        | 11        | 11        |
| Number of students tested   | 51        | 42        | 56        | 45        | 62        |
| <b>10. Two or More Races identified Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>11. Other 1: High Needs (Low Income + Students with Disabilities + current/former English Language Learners)</b> |           |           |           |           |           |
| Proficient and above  | 58        | 46        | 54        | 58        |           |
| Advanced  | 29        | 8         | 9         | 0         |           |
| Number of students tested   | 17        | 13        | 22        | 19        |           |
| <b>12. Other 2: Other 2</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

**NOTES:** Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report on the High Needs group.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>Massachusetts Comprehensive Assessment System (MCAS)</u> |
| <b>All Students Tested/Grade:</b> <u>4</u> | <b>Edition/Publication Year:</b> <u>2014</u>                             |
| <b>Publisher:</b> <u>Measured Progress</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 77        | 59        | 59        | 50        | 53        |
| Advanced   | 34        | 16        | 13        | 16        | 10        |
| Number of students tested  | 58        | 67        | 63        | 68        | 69        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 99        |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 3         | 2         | 1         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 61        | 40        | 20        | 40        | 25        |
| Advanced   | 23        | 13        | 0         | 10        | 8         |
| Number of students tested  | 13        | 15        | 10        | 10        | 12        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year   | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>9. White Students</b>  |           |           |           |           |           |
| Proficient and above  | 81        | 59        | 65        | 51        | 57        |
| Advanced  | 36        | 16        | 13        | 19        | 12        |
| Number of students tested   | 42        | 56        | 48        | 59        | 60        |
| <b>10. Two or More Races identified Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>11. Other 1: High Needs (Low Income + Students with Disabilities + current/former English Language Learners)</b> |           |           |           |           |           |
| Proficient and above  | 55        | 40        | 29        | 37        |           |
| Advanced  | 25        | 10        | 0         | 6         |           |
| Number of students tested   | 20        | 20        | 14        | 16        |           |
| <b>12. Other 2: Other 2</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

**NOTES:** Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report on the High Needs group.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>Massachusetts Comprehensive Assessment System (MCAS)</u> |
| <b>All Students Tested/Grade:</b> <u>5</u> | <b>Edition/Publication Year:</b> <u>2014</u>                             |
| <b>Publisher:</b> <u>Measured Progress</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 81        | 83        | 72        | 73        | 73        |
| Advanced   | 35        | 43        | 37        | 24        | 24        |
| Number of students tested  | 69        | 60        | 68        | 74        | 63        |
| Percent of total students tested   | 100       | 100       | 99        | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 0         | 0         | 1         | 1         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 75        |           | 58        | 46        | 65        |
| Advanced   | 30        |           | 29        | 15        | 29        |
| Number of students tested  | 20        |           | 14        | 13        | 14        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year   | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>9. White Students</b>  |           |           |           |           |           |
| Proficient and above  | 81        | 84        | 73        | 73        | 75        |
| Advanced  | 36        | 42        | 36        | 27        | 25        |
| Number of students tested   | 56        | 48        | 59        | 63        | 56        |
| <b>10. Two or More Races identified Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>11. Other 1: High Needs (Low Income + Students With Disabilities + current/former English Language Learners)</b> |           |           |           |           |           |
| Proficient and above  | 71        | 61        | 60        | 43        |           |
| Advanced  | 29        | 15        | 30        | 11        |           |
| Number of students tested   | 24        | 13        | 20        | 19        |           |
| <b>12. Other 2: Other 2</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

**NOTES:** Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report on the High Needs group.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>Massachusetts Comprehensive Assessment System (MCAS)</u> |
| <b>All Students Tested/Grade:</b> <u>3</u> | <b>Edition/Publication Year:</b> <u>2014</u>                             |
| <b>Publisher:</b> <u>Measured Progress</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 71        | 67        | 80        | 72        | 66        |
| Advanced   | 13        | 16        | 32        | 8         | 14        |
| Number of students tested  | 60        | 55        | 71        | 59        | 69        |
| Percent of total students tested   | 98        | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 2         | 3         | 2         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 73        |           | 67        | 54        | 42        |
| Advanced   | 9         |           | 6         | 18        | 17        |
| Number of students tested  | 11        |           | 18        | 11        | 12        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   |           |           |           | 27        | 27        |
| Advanced   |           |           |           | 0         | 0         |
| Number of students tested  |           |           |           | 11        | 11        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year   | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>9. White Students</b>  |           |           |           |           |           |
| Proficient and above  | 75        | 72        | 84        | 72        | 71        |
| Advanced  | 16        | 17        | 33        | 7         | 16        |
| Number of students tested   | 51        | 42        | 57        | 46        | 62        |
| <b>10. Two or More Races identified Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>11. Other 1: High Needs (Low Income + Students with Disabilities + current/former English Language Learners)</b> |           |           |           |           |           |
| Proficient and above  | 53        | 38        | 64        | 48        |           |
| Advanced  | 6         | 0         | 9         | 11        |           |
| Number of students tested   | 17        | 13        | 22        | 19        |           |
| <b>12. Other 2: Other 2</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

**NOTES:** Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report on the High Needs group.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>Massachusetts Comprehensive Assessment System (MCAS)</u> |
| <b>All Students Tested/Grade:</b> <u>4</u> | <b>Edition/Publication Year:</b> <u>2014</u>                             |
| <b>Publisher:</b> <u>Measured Progress</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 74        | 75        | 74        | 49        | 45        |
| Advanced   | 12        | 12        | 3         | 9         | 0         |
| Number of students tested  | 58        | 67        | 62        | 68        | 69        |
| Percent of total students tested   | 100       | 100       | 98        | 100       | 99        |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 3         | 2         | 1         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 54        | 67        |           | 40        | 25        |
| Advanced   | 8         | 0         |           | 10        | 0         |
| Number of students tested  | 13        | 15        |           | 10        | 12        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |



| School Year   | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>9. White Students</b>  |           |           |           |           |           |
| Proficient and above  | 76        | 71        | 70        | 51        | 48        |
| Advanced  | 12        | 14        | 4         | 10        | 0         |
| Number of students tested   | 42        | 56        | 47        | 59        | 60        |
| <b>10. Two or More Races identified Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>11. Other 1: High Needs (Low Income + Students with Disabilities + current/former English Language Learners)</b> |           |           |           |           |           |
| Proficient and above  | 50        | 60        | 69        | 31        |           |
| Advanced  | 5         | 0         | 0         | 6         |           |
| Number of students tested   | 20        | 20        | 13        | 16        |           |
| <b>12. Other 2: Other 2</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

**NOTES:** Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report on the High Needs group.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>Massachusetts Comprehensive Assessment System (MCAS)</u> |
| <b>All Students Tested/Grade:</b> <u>5</u> | <b>Edition/Publication Year:</b> <u>2014</u>                             |
| <b>Publisher:</b> <u>Measured Progress</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 87        | 87        | 71        | 73        | 79        |
| Advanced   | 26        | 17        | 18        | 15        | 17        |
| Number of students tested  | 69        | 60        | 68        | 74        | 63        |
| Percent of total students tested   | 100       | 100       | 99        | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 0         | 0         | 1         | 1         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 90        |           | 78        | 62        | 64        |
| Advanced   | 10        |           | 14        | 0         | 7         |
| Number of students tested  | 20        |           | 14        | 13        | 14        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year   | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>9. White Students</b>  |           |           |           |           |           |
| Proficient and above  | 84        | 88        | 71        | 73        | 84        |
| Advanced  | 32        | 15        | 17        | 14        | 20        |
| Number of students tested   | 56        | 48        | 59        | 63        | 56        |
| <b>10. Two or More Races identified Students</b>  |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>11. Other 1: High Needs (Low Income + Students with Disabilities + current/former English Language Learners)</b> |           |           |           |           |           |
| Proficient and above  | 83        | 70        | 60        | 53        |           |
| Advanced  | 8         | 8         | 10        | 0         |           |
| Number of students tested   | 24        | 13        | 20        | 19        |           |
| <b>12. Other 2: Other 2</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>   |           |           |           |           |           |
| Proficient and above  |           |           |           |           |           |
| Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

**NOTES:** Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report on the High Needs group.