

## Massachusetts School and District Profiles

### Douglas Primary School

#### Douglas Primary School (00770005)

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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 (2016-17 School Year)

[About the Data](#)

	School	District	State
<b>Total Count</b>	230	1,388	953,748
<b>Race/Ethnicity (%)</b>			
African American or Black	0.0	0.4	8.9
Asian	0.9	1.4	6.7
Hispanic or Latino	4.3	3.0	19.4
Multi-race, Non-Hispanic	2.6	2.1	3.4
Native American	0.0	0.0	0.2
Native Hawaiian or Pacific Islander	0.0	0.2	0.1
White	92.2	92.9	61.3
<b>Gender (%)</b>			
Male	53.9	50.9	51.3
Female	46.1	49.1	48.7
<b>Selected Populations (%)</b>			
English Language Learner	0.0	0.1	9.5
Economically Disadvantaged	14.3	15.1	30.2
Students w/Disabilities	18.7	17.8	17.4
First Language Not English	0.0	0.2	20.1

#### Enrollment (2016-17)

	School	District	State
Total # of Teachers	12.4	88.6	72,090.0
Percentage of Teachers Licensed in Teaching Assignment	100.0	96.6	97.4
Total Number of Classes in Core Academic Areas	-	-	-
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	-	-	-
Student/Teacher Ratio	18.5 to 1	15.7 to 1	13.2 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	-	-

#### Educator Data (2016-17)

PK, K, 01

#### Grades Offered:

### 2017 Next Generation MCAS Results by Subgroup by Grade and Subject

[More about the data](#)

Data Last Updated on October 18, 2017

**Note:** School achievement percentiles (1-99) compare each group's average scaled score to the average scaled scores of the same group from all public schools across the state. Only students enrolled in the same school since October 1 are included in calculations, and groups with fewer than 10 students do not receive percentiles.

### 2017 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.

[More about the data](#)

**Data Last Updated on October 18, 2017**

Data Under Review or Fewer than 10 students were tested.

## 2017 Official Accountability Data - Douglas Primary School

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

2017 Assessment Participation													<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science				
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	
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	-	-	-	-	-	-	-	-	-	-	-	-	

**NOTE:** In 2017, assessment participation was calculated two ways: First, the 2017 participation rate for each subgroup in each subject area test was calculated. If the actual 2017 participation rate was lower than 95 percent (high schools) or 90 percent (schools and districts administering Next-Generation MCAS test in grades 3-8) 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 2017 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