

2007-2008 NCLB Report Card - Codman Academy Charter Public (District)

Codman Academy Charter Public (District) (04380000)

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Overview:

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

Mission Statement:

Codman Academy Charter School's mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.

Enrollment - 2007-08		
	District	State
Total Count	120	962,766
Race/Ethnicity (%)		
African American or Black	85.0	8.1
Asian	0.0	4.9
Hispanic or Latino	13.3	13.9
Multi-race, Non-Hispanic	0.0	1.9
Native American	0.0	0.3
Native Hawaiian or Pacific Islander	0.0	0.1
White	1.7	70.8
Gender (%)		
Male	44.2	51.4
Female	55.8	48.6
Selected Populations (%)		
Limited English Proficiency	0.0	5.8
Low-Income	68.3	29.5
Special Education	20.8	16.9
First Language Not English	15.0	15.1

Educator Data - 2007-08			
	District		
Total # of Teachers	13		
Percentage of Teachers Licensed in Teaching Assignment	61.5		
Total Number of Classes in Core Academic Areas	29		
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	62.1		
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	37.9		
Student/Teacher Ratio	9.2 to 1		
	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	61.5	61.5	-
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	62.1	62.1	-
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	37.9	37.9	-

Grades Offered: 09, 10, 11, 12

Total Schools	Schools with 2007-08 NCLB Accountability Status	
(#)	(#)	(%)
1	0	0.0

Additional Teacher Information

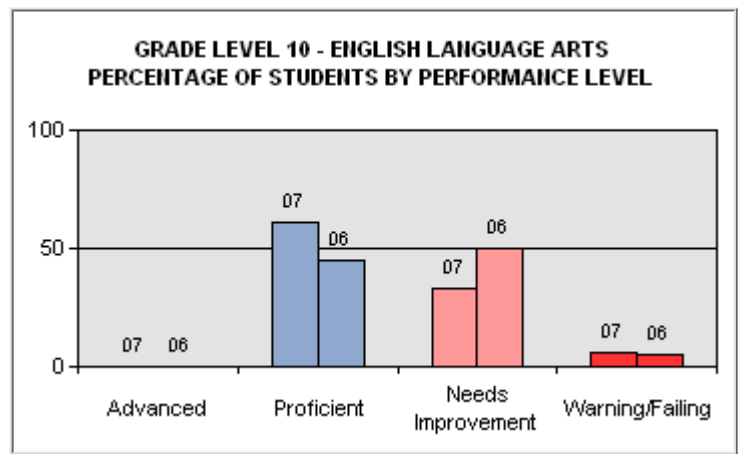
Faculty members hold degrees from Boston College Graduate School of Education, Brown University, Dartmouth, Harvard, Harvard Graduate School of Education, Holy Cross, Princeton, Wesleyan, Columbia University Teachers College, University of Massachusetts at Amherst and Wheelock Graduate School of Education.

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Educator Quality Data for High-Poverty and Low-Poverty Codman Academy Charter Public (District) Public Schools			
School	Highly Qualified %	Not Highly Qualified %	Licensed %
High Poverty			
Codman Academy Charter Public School	62.1	37.9	61.5

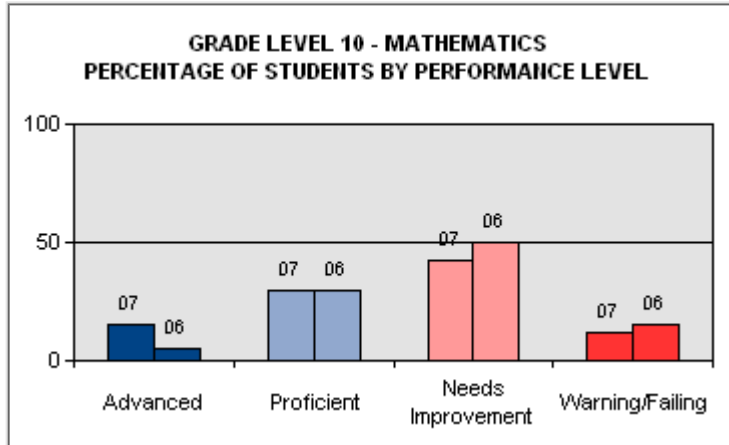
**Codman Academy Charter Public (District):
2007 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups														
Stud. w/ Disab	7	-	-	-	-	-	-	11465	98	2	28	47	23	68.6
LEP/FLEP	2	-	-	-	-	-	-	3502	99	2	20	47	31	58.8
Low-Income	25	100	0	60	36	4	84.0	18294	99	7	41	40	13	76.9
African American/Black	30	100	0	67	30	3	87.5	6053	99	6	40	41	12	76.8
Asian	0	-	-	-	-	-	-	3297	100	31	43	21	5	89.5
Hispanic/Latino	3	-	-	-	-	-	-	8494	99	6	37	41	16	73.5
Native American	0	-	-	-	-	-	-	187	99	13	49	32	6	84.8
White	0	-	-	-	-	-	-	53315	100	25	52	19	3	91.5
Other Subgroups														
Male	16	100	0	75	25	0	92.2	36768	99	16	50	27	7	85.8
Female	17	100	0	47	41	12	76.5	35596	99	28	48	20	4	90.3
Title I	33	100	0	61	33	6	84.1	9596	99	5	39	43	13	75.4
Non-Title I	0	-	-	-	-	-	-	62768	99	24	50	21	5	89.9
Non-Low Income	8	-	-	-	-	-	-	54070	100	27	51	18	3	91.7
LEP	0	-	-	-	-	-	-	2258	98	1	12	46	42	50.5
FLEP	2	-	-	-	-	-	-	1244	99	5	34	49	12	73.8
1st Yr LEP*	0	-	-	-	-	-	-	455	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	1	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	118	99	19	47	20	14	83.9
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	900	99	24	46	24	5	88.5
All Students														
2007	33	100	0	61	33	6	84.1	72471	99	22	49	24	6	87.9
2006	20	100	0	45	50	5	78.8	73351	99	16	53	24	7	86.8



GRADE LEVEL 10 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud. at Each Perf Level				CPI
			#	%	A	P				NI	F	#	%	
AYP Subgroups														
Stud. w/ Disab	7	-	-	-	-	-	-	11241	98	9	22	37	32	63.9
LEP/FLEP	2	-	-	-	-	-	-	3422	98	16	18	34	32	62.6
Low-Income	25	100	8	32	44	16	69.0	17910	98	21	26	33	19	72.9
African American/Black	30	100	17	33	40	10	76.7	5945	98	19	26	35	20	71.5
Asian	0	-	-	-	-	-	-	3258	99	64	18	13	5	91.9
Hispanic/Latino	3	-	-	-	-	-	-	8279	98	18	24	34	24	68.9
Native American	0	-	-	-	-	-	-	183	96	32	22	33	12	77.9
White	0	-	-	-	-	-	-	52917	99	46	29	19	6	88.8
Other Subgroups														
Male	16	100	19	38	31	13	78.1	36328	99	42	27	21	10	84.6
Female	17	100	12	24	53	12	69.1	35272	99	42	28	22	8	85.6
Title I	33	100	15	30	42	12	73.5	9351	98	20	25	35	20	71.8
Non-Title I	0	-	-	-	-	-	-	62249	99	45	28	20	8	87.1
Non-Low Income	8	-	-	-	-	-	-	53690	99	48	28	18	6	89.1
LEP	0	-	-	-	-	-	-	2213	98	11	16	34	39	57.0
FLEP	2	-	-	-	-	-	-	1209	99	24	23	35	19	72.8
1st Yr LEP*	0	-	-	-	-	-	-	462	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	1	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	116	99	33	28	23	16	81.9
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	902	99	39	28	23	10	84.0
All Students														
2007	33	100	15	30	42	12	73.5	71692	99	42	27	22	9	85.0
2006	20	100	5	30	50	15	71.3	72738	99	40	27	21	12	83.2



About the Data

Student Groups (as of October 1, 2007)

African American or Black

A person having origins in any of the black racial groups of Africa.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic

A person selecting more than one racial category and non-Hispanic.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Limited English Proficient (LEP)

A student whose first language is a language other than English who is unable to perform ordinary classroom work in English

Low Income

An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Special Education

A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English

A student whose first language learned or used by the parent/guardian with the child is not English.

Migrant

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient

A student who has transitioned out of LEP status during the current school year or within the past two school years.

Title I

Student receives Title I services.

Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are teaching

The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. (Charter schools are not required to hire licensed teachers.)

Percentage of core academic classes taught by highly-qualified teachers

The percentage of core academic classes taught by highly-qualified teachers (defined as teachers holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. For more information on the definition and requirements of highly-qualified teachers, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

High-Poverty Schools

Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools

Schools in the top quartile statewide by low-income percentage.

MCAS Data (Spring 2007 Results)

Above Proficient (P+) | (Grade 3)

Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced (A) | (Grades 4-8, 10)

Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient (P) | (Grades 3-8, 10)

Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (NI) | (Grades 3-8, 10)

Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing (W/F) | (Grades 3-8, 10)

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Notes:

* The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).

** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the *School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports* posted at <http://www.doe.mass.edu/sda/ayp/2007> for details.

Accountability Data (2007)

Adequate Yearly Progress

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts/reading (ELA) and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

No Status - No Accountability Status

III1-S - Identified for Improvement Year 1 - Subgroups
III1-A - Identified for Improvement Year 1
II2-S - Identified for Improvement Year 2 - Subgroups
II2-A - Identified for Improvement Year 2
CA-S - Identified for Corrective Action - Subgroups
CA-A - Identified for Corrective Action
RST1-S - Identified for Restructuring Year 1 - Subgroups
RST1-A - Identified for Restructuring Year 1
RST2-A - Identified for Restructuring Year 2
UR - Status Under Review

For More Information

Information for Parents on NCLB Requirements

<http://www.doe.mass.edu/nclb/parents.html>

Department of Elementary and Secondary Education Home Page

<http://www.doe.mass.edu/>

Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=>