

**MASSACHUSETTS DEPARTMENT OF EDUCATION**

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Part I**

for  
**STATE FORMULA GRANT PROGRAMS**  
under the  
**ELEMENTARY AND SECONDARY EDUCATION ACT**  
As amended by the  
**No Child Left Behind Act of 2001**

for reporting on  
**School Year 2002-2003**

**DECEMBER 22, 2003**

## INTRODUCTION

The No Child Left Behind (NCLB) Consolidated State Performance Report will consist of two information collections each year. The first part of the Consolidated State Performance Report will be due in December of each year and the second part of the report will be due the following Spring.

This workbook contains Part I of the U.S. Department of Education's Consolidated State Performance Report instrument for State formula grant programs authorized by the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001(NCLB). The workbook contains State reporting requirements for information from the 2002-2003 school year due to the Department by **December 22, 2003**. The Secretary will use this information as part of his first annual report to Congress on the implementation of NCLB.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2002-2003 school year must respond to this Consolidated State Performance Report. Reports are due to the Department on **December 22, 2003**, and should reflect data from the 2002-2003 school year.

## TRANSMITTAL INSTRUCTIONS

To expedite the receipt of this report, please send your report via the Internet as a .doc file, pdf file, rtf or .txt file to [conreport@ed.gov](mailto:conreport@ed.gov), or provide the URL for the site where your submission is posted on the Internet. Please send a follow-up, signed paper copy of "Consolidated State Performance Report Signature Page" via an express courier to the address below.

A State that submits only a paper report should mail the submission to:

Daisy Greenfield  
U.S. Department of Education  
Room 3E307  
400 Maryland Avenue, S.W.  
Washington, DC 20202-6400

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 361 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write directly to Consolidated State Performance Report, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E307, Washington, DC 20202-6400.

OMB Number: 1810-0614  
Expiration Date: 05/31/2004

Consolidated State Performance Report  
For  
State Formula Grant Programs  
under the  
Elementary And Secondary Education Act  
as amended by the  
No Child Left Behind Act of 2001

**Massachusetts Department of Education**

Name of State Educational Agency (SEA) Submitting This Report:

350 Main Street

Address:

Malden, MA 02148

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Name of Authorizing State Official:

David P. Driscoll, Commissioner of Education

(Mailed under separate cover on 12/19/03.)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## I. STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2002-2003 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2002-2003 school year. States should provide data on the percentage of students scoring at the proficient and advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2002-2003 school year.

<b>Grade 3 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>N/A; no grade 3 Mathematics test</b>
American Indian or Alaska Native	<b>N/A</b>
Asian	<b>N/A</b>
Black or African American	<b>N/A</b>
Hispanic or Latino	<b>N/A</b>
Native Hawaiian or Other Pacific Islander	<b>N/A</b>
White	<b>N/A</b>
Students with Disabilities	<b>N/A</b>
Limited English Proficient	<b>N/A</b>
Economically Disadvantaged	<b>N/A</b>
Migrant	<b>N/A</b>
Male	<b>N/A</b>
Female	<b>N/A</b>

<b>Grade 3 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>63</b>
American Indian or Alaska Native	<b>50</b>
Asian	<b>63</b>
Black or African American	<b>40</b>
Hispanic or Latino	<b>32</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>71</b>
Students with Disabilities	<b>34</b>
Limited English Proficient	<b>23</b>
Economically Disadvantaged	<b>39</b>
Migrant	<b>20</b>
Male	<b>61</b>
Female	<b>65</b>

<b>Grade 4 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>40</b>
American Indian or Alaska Native	<b>20</b>
Asian	<b>52</b>
Black or African American	<b>15</b>
Hispanic or Latino	<b>15</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>48</b>
Students with Disabilities	<b>18</b>
Limited English Proficient	<b>14</b>
Economically Disadvantaged	<b>18</b>
Migrant	<b>17</b>
Male	<b>42</b>
Female	<b>39</b>

<b>Grade 4 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>56</b>
American Indian or Alaska Native	<b>38</b>
Asian	<b>58</b>
Black or African American	<b>30</b>
Hispanic or Latino	<b>26</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>65</b>
Students with Disabilities	<b>26</b>
Limited English Proficient	<b>16</b>
Economically Disadvantaged	<b>30</b>
Migrant	<b>25</b>
Male	<b>51</b>
Female	<b>61</b>

<b>Grade 5 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 5 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 6 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>42</b>
American Indian or Alaska Native	<b>21</b>
Asian	<b>57</b>
Black or African American	<b>17</b>
Hispanic or Latino	<b>16</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>50</b>
Students with Disabilities	<b>13</b>
Limited English Proficient	<b>11</b>
Economically Disadvantaged	<b>19</b>
Migrant	<b>10</b>
Male	<b>42</b>
Female	<b>43</b>

<b>Grade 6 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>N/A</b>
American Indian or Alaska Native	<b>N/A</b>
Asian	<b>N/A</b>
Black or African American	<b>N/A</b>
Hispanic or Latino	<b>N/A</b>
Native Hawaiian or Other Pacific Islander	<b>N/A</b>
White	<b>N/A</b>
Students with Disabilities	<b>N/A</b>
Limited English Proficient	<b>N/A</b>
Economically Disadvantaged	<b>N/A</b>
Migrant	<b>N/A</b>
Male	<b>N/A</b>
Female	<b>N/A</b>

<b>Grade 7 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>N/A</b>
American Indian or Alaska Native	<b>N/A</b>
Asian	<b>N/A</b>
Black or African American	<b>N/A</b>
Hispanic or Latino	<b>N/A</b>
Native Hawaiian or Other Pacific Islander	<b>N/A</b>
White	<b>N/A</b>
Students with Disabilities	<b>N/A</b>
Limited English Proficient	<b>N/A</b>
Economically Disadvantaged	<b>N/A</b>
Migrant	<b>N/A</b>
Male	<b>N/A</b>
Female	<b>N/A</b>

<b>Grade 7 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>66</b>
American Indian or Alaska Native	<b>32</b>
Asian	<b>69</b>
Black or African American	<b>39</b>
Hispanic or Latino	<b>31</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>75</b>
Students with Disabilities	<b>29</b>
Limited English Proficient	<b>19</b>
Economically Disadvantaged	<b>37</b>
Migrant	<b>16</b>
Male	<b>60</b>
Female	<b>72</b>

<b>Grade 8 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>37</b>
American Indian or Alaska Native	<b>12</b>
Asian	<b>54</b>
Black or African American	<b>11</b>
Hispanic or Latino	<b>11</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>44</b>
Students with Disabilities	<b>8</b>
Limited English Proficient	<b>11</b>
Economically Disadvantaged	<b>13</b>
Migrant	<b>9</b>
Male	<b>37</b>
Female	<b>37</b>

<b>Grade 8 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>N/A</b>
American Indian or Alaska Native	<b>N/A</b>
Asian	<b>N/A</b>
Black or African American	<b>N/A</b>
Hispanic or Latino	<b>N/A</b>
Native Hawaiian or Other Pacific Islander	<b>N/A</b>
White	<b>N/A</b>
Students with Disabilities	<b>N/A</b>
Limited English Proficient	<b>N/A</b>
Economically Disadvantaged	<b>N/A</b>
Migrant	<b>N/A</b>
Male	<b>N/A</b>
Female	<b>N/A</b>

<b>High School Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>51</b>
American Indian or Alaska Native	<b>38</b>
Asian	<b>67</b>
Black or African American	<b>24</b>
Hispanic or Latino	<b>21</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>58</b>
Students with Disabilities	<b>21</b>
Limited English Proficient	<b>27</b>
Economically Disadvantaged	<b>27</b>
Migrant	<b>17</b>
Male	<b>52</b>
Female	<b>51</b>

<b>High School Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	<b>61</b>
American Indian or Alaska Native	<b>46</b>
Asian	<b>58</b>
Black or African American	<b>35</b>
Hispanic or Latino	<b>26</b>
Native Hawaiian or Other Pacific Islander	<b>Report Pacific Islander with Asian</b>
White	<b>69</b>
Students with Disabilities	<b>26</b>
Limited English Proficient	<b>12</b>
Economically Disadvantaged	<b>31</b>
Migrant	<b>23</b>
Male	<b>56</b>
Female	<b>67</b>

## **II. SCHOOLS IN NEED OF IMPROVEMENT**

- A. In the following chart, please provide a list of Title I schools identified for improvement, corrective action, or restructuring under section 1116 for the 2003-2004 school year, based upon data from the 2002-2003 school year. For each school listed, please provide the name of the school's district, the reason(s) for identification (e.g., missing proficiency target, participation rate, other academic indicator), and the school improvement status for the 2003-2004 school year (e.g., school in need of improvement year 1, school in need of improvement year 2, corrective action, restructuring).

### **SEE ATTACHMENT I.**

- B. Briefly describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring.

The Massachusetts Department of Education has taken the following steps to support the improvement of the schools identified under section 1116 of Title I.

1. All school districts with Title I schools on the list have received grants that support the development and implementation of improvement plans focused on raising the achievement of students in the content area(s) in which the school did not make Adequate Yearly Progress. The list contains all 208 Massachusetts schools in improvement or corrective action status. Of these, 197 are Title I schools and 11 are not Title I schools in the 2003-2004 school year. (The schools that are shaded on the attached list are not Title I schools.)
2. In 2002-2003, 70% of the schools on the list received additional support from School Support Specialists hired specifically to provide intensive direct assistance to the schools in the ten largest school districts in the state. The Department established a network of School Support Specialists to build a high quality assistance infrastructure for the state's low performing schools. The School Support Specialists have received intensive training and have had significant opportunities for information sharing and problem solving to develop their expertise in supporting low performing schools. The School Support Specialists directly facilitated the development of improvement plans in the schools in which the student performance was lowest and provided training and improvement planning support to the other schools in their assigned school districts. The School Support Specialists also provided assistance to schools on the implementation of the strategies identified in the school improvement plans to increase student achievement. Finally, the School Support Specialists played a vital role at the district leadership level by focusing and leveraging district resources on needed improvement initiatives for the identified schools. In 2003-2004, additional School Support Specialists have been added to the network to enable over 90% of schools in improvement or corrective action to receive additional support.
3. The School Support Specialists were trained by the Department in a results-oriented data-driven school improvement planning protocol, Performance Improvement Mapping (PIM). The School Support Specialists used the PIM methodology to develop improvement plans with their low performing schools. PIM was developed by the Department to assist low performing

schools in raising student performance in English language arts and mathematics. PIM assists low performing schools by leading them through a deliberate planning process in which the school:

- Sets goals aligned with state and federal AYP expectations,
- Investigates their student performance data, including completing a thorough analysis of weaknesses and strengths in content and skills,
- Analyzes the root causes of the low student performance,
- Appraises the school's practices to determine whether or not they contribute to improvement in identified areas of student performance,
- Researches and selects new research-based strategies to be implemented to help the school reach its performance targets, and
- Sets implementation and outcome benchmarks and establishes a system for monitoring performance.

### **III. PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES**

#### **A. Public School Choice**

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. **87**

2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. **161**

3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. **845**

#### **B. Supplemental Educational Services**

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2002-2003 school year. **96**

2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2002-2003 school year. **3,063**

#### **IV. HIGHLY QUALIFIED TEACHERS**

In the September 1, 2003, Consolidated State Application submission, States provided information on the percentage of classes in core academic subjects taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools. For the 2002-2003 school year, please now also provide the percentage of classes in the core academic subjects taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA) in “low-poverty” schools. (Section 1111(h)(1)(C)(viii) defines “low poverty” as schools in the bottom quartile of poverty in the State).

Percentage of classes in core academic subjects taught by “highly qualified” teachers in “low-poverty” schools during the 2002-2003 school year. NA (See explanation that follows.)

#### **Massachusetts Response:**

As stated in Massachusetts’s September 1, 2003, Consolidated State Application submission and approved by the United States Department of Education, the Massachusetts Department of Education is not able, at this time, to provide valid data for the percentage of classes taught by highly qualified teachers. This includes information related to the percentage of classes in core academic subjects taught by “highly qualified” teachers in “low-poverty” schools during the 2002-2003 school year.

The Department is implementing a new data collection process that will yield the baseline and target data for these indicators. This information will be based on those teachers employed in each school as of October 1, 2003. This information will be made available to the United States Department of Education by May 31, 2004. A link to the Department’s data collection document follows.

<http://www.doe.mass.edu/infoservices/data/samples/dssr.pdf>

**Attachment I Massachusetts Schools Identified for Improvement, Corrective Action, and Restructuring 12.22.03 USED Report**

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003/04
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
WORCESTER - 2513230	ACCELERATED LEARNING - 02252	X						Corrective Action ELA
SPRINGFIELD - 2511130	BRIGHTWOOD - 01796	X						Corrective Action ELA
LYNN - 2507110	E J HARRINGTON - 01070		X					Corrective Action ELA
SPRINGFIELD - 2511130	GERENA - 01822					X		Corrective Action ELA
BOSTON - 2502790	LUCY STONE - 00281	X						Corrective Action ELA
SPRINGFIELD - 2511130	WASHINGTON - 01836	X						Corrective Action ELA
SPRINGFIELD - 2511130	WHITE STREET - 01837	X						Corrective Action ELA
FALL RIVER - 2504830	HENRY LORD MIDDLE - 00661			X		X		Corrective Action ELA & Math
SPRINGFIELD - 2511130	HOMER STREET - 01808	X		X				Corrective Action ELA & Math
CAMBRIDGE - 2503270	M E FITZGERALD - 00445	X		X				Corrective Action ELA & Math
BOSTON - 2502790	MICHAEL J PERKINS - 00292	X		X				Corrective Action ELA & Math
BOSTON - 2502790	PAUL A DEVER - 00304	X		X				Corrective Action ELA & Math
BOSTON - 2502790	WILLIAM M TROTTER - 00343	X		X				Corrective Action ELA & Math
BOSTON - 2502790	CHARLES H TAYLOR - 00213				X			Corrective Action Math
BENJAMIN BANNEKER - 2500022	CHARTER SCHOOL - 00514			X				Corrective Action Math
LAWRENCE FAMILY DEV - 2500032	CHARTER SCHOOL - 00553			X				Corrective Action Math
HOLYOKE - 2506270	DR WM R PECK MIDDLE - 00897			X				Corrective Action Math
FALL RIVER - 2504830	EDMOND P TALBOT MIDD - 00655					X		Corrective Action Math

OMB NO. 1810-0614  
Expires: May 31, 2004  
Massachusetts Department of Education

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003/04
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
SPRINGFIELD - 2511130	ELIAS BROOKINGS - 01801			X				Corrective Action Math
BOSTON - 2502790	ELIHU GREENWOOD - 00229			X				Corrective Action Math
LAWRENCE - 2506660	EMILY G WETHERBEE - 00955			X				Corrective Action Math
BOSTON - 2502790	GROVER CLEVELAND - 00242					X		Corrective Action Math
LAWRENCE - 2506660	JAMES F LEONARD - 00959			X				Corrective Action Math
BOSTON - 2502790	JAMES J CHITTICK - 00255			X				Corrective Action Math
LOWELL - 2507020	JAMES SULLIVAN MIDDLE - 00073			X				Corrective Action Math
SPRINGFIELD - 2511130	JOHN J DUGGAN MIDDLE - 02599			X				Corrective Action Math
BOSTON - 2502790	JOHN MARSHALL - 00267			X				Corrective Action Math
NEW BEDFORD - 2508430	KEITH JR HIGH - 01334			X				Corrective Action Math
SPRINGFIELD - 2511130	M MARCUS KILEY MIDDLE - 02602			X				Corrective Action Math
SPRINGFIELD - 2511130	MASS CAREER DEV INST - 02415				X			Corrective Action Math
BOSTON - 2502790	MATTAHUNT - 00290			X				Corrective Action Math
BOSTON - 2502790	MAURICE J TOBIN - 00291			X				Corrective Action Math
NEW BEDFORD - 2508430	NORMANDIN JR HIGH - 01337			X				Corrective Action Math
SOMERVILLE - 2510890	POWDER HOUSE COMMUNI - 01743				X			Corrective Action Math
LAWRENCE - 2506660	SOUTH LAWRENCE EAST - 00739			X				Corrective Action Math
BOSTON - 2502790	WASHINGTON IRVING MS - 00334			X				Corrective Action Math
SPRINGFIELD - 2511130	WILLIAM N DEBERRY - 01838			X				Corrective Action Math

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District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003/04
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
FALL RIVER - 2504830	WILLIAM S GREENE - 00684			X				Corrective Action Math
NEW BEDFORD - 2508430	ABRAHAM LINCOLN - 01318	X		X				Improvement Status ELA & Math
BOSTON - 2502790	AGASSIZ - 00196	X		X				Improvement Status ELA & Math
NEW BEDFORD - 2508430	ALFRED J GOMES - 01326	X		X				Improvement Status ELA & Math
LOWELL - 2507020	B.F.BUTLER MIDDLE SC - 01026	X		X				Improvement Status ELA & Math
LOWELL - 2507020	BARTLETT MIDDLE SCH - 01025	X		X				Improvement Status ELA & Math
CAMBRIDGE - 2503270	CHARLES G HARRINGTON - 00438	X		X				Improvement Status ELA & Math
SABIS INTERNATIONAL - 2500028	CHARTER SCHOOL - 00537	X		X				Improvement Status ELA & Math
ATLANTIS - 2500041	CHARTER SCHOOL - 00601	X		X				Improvement Status ELA & Math
BROCKTON - 2503090	DOWNEY - 00387	X		X				Improvement Status ELA & Math
WORCESTER - 2513230	ELM PARK COMMUNITY - 02211	X		X				Improvement Status ELA & Math
CAMBRIDGE - 2503270	FLETCHER/MAYNARD ACA - 01518	X		X				Improvement Status ELA & Math
WESTFIELD - 2512630	FRANKLIN AVE - 02064	X		X				Improvement Status ELA & Math

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District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003/04
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
WORCESTER - 2513230	GREENDALE - 02221	X		X				Improvement Status ELA & Math
NEW BEDFORD - 2508430	HAYDEN/MCFADDEN - 01327	X		X				Improvement Status ELA & Math
BOSTON - 2502790	JOHN F KENNEDY - 00265	X		X				Improvement Status ELA & Math
BOSTON - 2502790	JOHN P HOLLAND - 00268	X		X				Improvement Status ELA & Math
FALL RIVER - 2504830	LAUREL LAKE - 00668	X		X				Improvement Status ELA & Math
SPRINGFIELD - 2511130	LIBERTY - 01814	X		X				Improvement Status ELA & Math
HOLYOKE - 2506270	MAGNET MIDDLE FOR AR - 02550	X		X				Improvement Status ELA & Math
HOLYOKE - 2506270	MAURICE A DONAHUE ES - 00909	X		X				Improvement Status ELA & Math
SPRINGFIELD - 2511130	MILTON BRADLEY SCHOO - 00896	X		X				Improvement Status ELA & Math
NEW BEDFORD - 2508430	MT PLEASANT - 01335	X		X				Improvement Status ELA & Math
NEW BEDFORD - 2508430	PHILLIPS AVENUE - 01338	X		X				Improvement Status ELA & Math
FALL RIVER - 2504830	RALPH M SMALL - 00676	X		X				Improvement Status ELA & Math

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District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003/04
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
FITCHBURG - 2504890	SOUTH STREET ELEMENT - 02469	X		X				Improvement Status ELA & Math
TAUNTON - 2511520	WALKER - 01916	X		X				Improvement Status ELA & Math
LYNN - 2507110	WM P CONNERY - 01087	X		X				Improvement Status ELA & Math
LYNN - 2507110	A DREWICZ ELEM - 01062	X						Improvement Status ELA
WEBSTER - 2512240	ANTHONY J SITKOWSKI - 02298	X						Improvement Status ELA
SOMERVILLE - 2510890	ARTHUR D HEALEY - 01731	X						Improvement Status ELA
SALEM - 2510380	BATES - 01653	X						Improvement Status ELA
SALEM - 2510380	BENTLEY - 01654	X						Improvement Status ELA
WORCESTER - 2513230	CHANDLER MAGNET - 02506	X						Improvement Status ELA
WORCESTER - 2513230	CITY VIEW - 02610	X						Improvement Status ELA
BOSTON - 2502790	DANTE ALIGHIERI - 00219	X						Improvement Status ELA
BOSTON RENAISSANCE - 2500039	CHARTER SCHOOL - 00599	X						Improvement Status ELA

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		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
SOMERVILLE CHARTER - 2500051	CHARTER SCHOOL - 00819	X						Improvement Status ELA
CHESTERFIELD-GOSHEN - 2500014	NEW HINGHAM REGIONAL - 01275	X						Improvement Status ELA
RANDOLPH - 2509930	ELIZABETH G LYONS ES - 01590	X						Improvement Status ELA
MALDEN - 2507170	FERRYWAY - 01345	X						Improvement Status ELA
FALL RIVER - 2504830	HARRIET T HEALY - 00658	X						Improvement Status ELA
WESTFIELD - 2512630	HIGHLAND - 02065	X						Improvement Status ELA
SPRINGFIELD - 2511130	HIRAM L DORMAN - 01807	X						Improvement Status ELA
LYNN - 2507110	HOOD - 01074	X						Improvement Status ELA
TAUNTON - 2511520	HOPEWELL - 01909	X						Improvement Status ELA
NORTH ADAMS - 2508670	J S SULLIVAN - 01388	X						Improvement Status ELA
BOSTON - 2502790	JAMES OTIS - 00257	X						Improvement Status ELA
DENNIS-YARMOUTH - 2504140	JOHN SIMPKINS ELEM - 00560	X						Improvement Status ELA

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		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
BROCKTON - 2503090	JOSEPH F PLOUFFE ES - 01141	X						Improvement Status ELA
CHICOPEE - 2503660	LAMBERT-LAVOIE - 00501	X						Improvement Status ELA
WORCESTER - 2513230	LINCOLN STREET - 02229	X						Improvement Status ELA
CHICOPEE - 2503660	LITWIN - 00502	X						Improvement Status ELA
TAUNTON - 2511520	LOWELL M MAXHAM - 01913	X						Improvement Status ELA
WORCESTER - 2513230	MAY STREET - 02231	X						Improvement Status ELA
GREENFIELD - 2505490	NEWTON SCHOOL - 02578	X						Improvement Status ELA
HAVERHILL PUBLIC SCH - 2505970	PENTUCKET LAKE ELEM - 01169	X						Improvement Status ELA
LOWELL - 2507020	PETER W REILLY - 01045	X						Improvement Status ELA
FITCHBURG - 2504890	REINGOLD ELEMENTARY - 00702	X						Improvement Status ELA
ATHOL-ROYALSTON - 2502160	RIVERBEND - 00080	X						Improvement Status ELA
SPRINGFIELD - 2511130	SAMUEL BOWLES - 01826	X						Improvement Status ELA

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		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
LYNN - 2507110	SEWELL-ANDERSON - 01084	X						Improvement Status ELA
NEW BEDFORD - 2508430	SGT WM H CARNEY ACAD - 01341	X						Improvement Status ELA
FALL RIVER - 2504830	SPENCER BORDEN - 00679	X						Improvement Status ELA
SPRINGFIELD - 2511130	SPRINGFIELD ACADEMY - 01403	X						Improvement Status ELA
MEDFORD - 2507560	SWAN ELEMENTARY - 01179	X						Improvement Status ELA
BOSTON - 2502790	THOMAS GARDNER - 00331	X						Improvement Status ELA
WINCHENDON - 2513080	TOY TOWN ELEM - 00804	X						Improvement Status ELA
LYNN - 2507110	TRACY - 01085	X						Improvement Status ELA
BOSTON - 2502790	WILLIAM H OHRENBERGE - 00339	X						Improvement Status ELA
SOMERVILLE - 2510890	WINTER HILL COMMUNIT - 01749	X						Improvement Status ELA
BOSTON - 2502790	WM B ROGERS MIDDLE - 00345	X						Improvement Status ELA
FRAMINGHAM - 2504980	WOODROW WILSON - 00734	X						Improvement Status ELA

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		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
WESTFIELD - 2512630	ABNER GIBBS - 02061	X		X				Improvement Status ELA & Math
CHICOPEE - 2503660	BARRY - 00489	X		X				Improvement Status ELA & Math
CHICOPEE - 2503660	BOWE - 00492	X		X				Improvement Status ELA & Math
NORTH ADAMS - 2508670	BRAYTON - 01390	X		X				Improvement Status ELA & Math
WORCESTER - 2513230	BURNCOAT STREET - 02201	X		X				Improvement Status ELA & Math
ABBY KELLEY FOSTER - 2500051	CHARTER SCHOOL - 01247	X		X				Improvement Status ELA & Math
NEW LEADERSHIP HMCS - 2500056	CHARTER SCHOOL - 01270	X		X				Improvement Status ELA & Math
BOSTON - 2502790	ELLIS MENDELL - 00232	X		X				Improvement Status ELA & Math
LYNN - 2507110	FECTEAU-LEARY MIDDLE - 01310	X		X				Improvement Status ELA & Math
CHICOPEE - 2503660	GEN JOHN J STEFANIK - 00500	X		X				Improvement Status ELA & Math
NEW BEDFORD - 2508430	GEORGE H DUNBAR - 01325	X		X				Improvement Status ELA & Math
WORCESTER - 2513230	GRANITE STREET - 02220	X		X				Improvement Status ELA & Math

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CAMBRIDGE - 2503270	HAGGERTY - 00441	X		X				Improvement Status ELA & Math
BOSTON - 2502790	HARBOR SCHOOL - 00952	X		X				Improvement Status ELA & Math
NEW BEDFORD - 2508430	HORATIO A KEMPTON - 01328	X		X				Improvement Status ELA & Math
BOSTON - 2502790	JAMES F CONDON ES - 00254	X		X				Improvement Status ELA & Math
BOSTON - 2502790	JAMES M CURLEY - 00256	X		X				Improvement Status ELA & Math
NEW BEDFORD - 2508430	JOHN B DEVALLES - 01332	X		X				Improvement Status ELA & Math
FALL RIVER - 2504830	JOHN J DORAN - 00666	X		X				Improvement Status ELA & Math
CAMBRIDGE - 2503270	JOHN M TOBIN - 00442	X		X				Improvement Status ELA & Math
BOSTON - 2502790	JOHN WINTHROP - 00270	X		X				Improvement Status ELA & Math
CAMBRIDGE - 2503270	KING OPEN - 00228	X		X				Improvement Status ELA & Math
HOLYOKE - 2506270	LT ELMER J MCMAHON E - 00908	X		X				Improvement Status ELA & Math
BOSTON - 2502790	MARGARET FULLER - 00284	X		X				Improvement Status ELA & Math

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BOSTON - 2502790	MATHER - 00289	X		X				Improvement Status ELA & Math
FITCHBURG - 2504890	MCKAY CAMPUS-FSC - 00700	X		X				Improvement Status ELA & Math
PITTSFIELD - 2509630	MORNINGSIDE COMM SCH - 01524	X		X				Improvement Status ELA & Math
WESTFIELD - 2512630	MOSELEY - 00370	X		X				Improvement Status ELA & Math
WORCESTER - 2513230	MULTIPLE INTELLIGENC - 02208	X		X				Improvement Status ELA & Math
FALL RIVER - 2504830	N B BORDEN - 00673	X		X				Improvement Status ELA & Math
BOSTON - 2502790	OLIVER HAZARD PERRY - 00297	X		X				Improvement Status ELA & Math
WARE PUBLIC SCHOOLS - 2512030	WARE MIDDLE SCHOOL - 02538	X		X				Improvement Status ELA & Math
FALL RIVER - 2504830	WILLIAM CONNELL - 00682	X		X				Improvement Status ELA & Math
BOSTON - 2502790	WM ELLERY CHANNING - 00338	X		X				Improvement Status ELA & Math
WORCESTER - 2513230	WORCESTER EAST MS - 02253	X		X				Improvement Status ELA & Math
LOWELL - 2507020	ABRAHAM LINCOLN - 01023			X				Improvement Status Math

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		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Indicator (Elementary/Middle)	Graduation Rate (High School)	
FITCHBURG - 2504890	ACADEMY MIDDLE SCHOO - 01529			X				Improvement Status Math
LAWRENCE - 2506660	ALEXANDER B BRUCE - 00950			X				Improvement Status Math
SPRINGFIELD - 2511130	ALFRED G ZANETTI - 01809			X				Improvement Status Math
ATHOL-ROYALSTON - 2502160	ATHOL-ROYALSTON MIDD - 00176			X				Improvement Status Math
WEBSTER - 2512240	BARTLETT JR SR HIGH - 02012			X				Improvement Status Math
CHICOPEE - 2503660	BELLAMY MIDDLE - 00491			X				Improvement Status Math
NEW BEDFORD - 2508430	BETSEY B WINSLOW - 01319			X				Improvement Status Math
SPRINGFIELD - 2511130	BOLLAND SCHOOL - 01794			X				Improvement Status Math
WORCESTER - 2513230	BURNCOAT MIDDLE SCHO - 02202			X				Improvement Status Math
CAMBRIDGE - 2503270	CAMBRIDGEPORT - 00020			X				Improvement Status Math
LOWELL - 2507020	CHARLOTTE M MURKLAND - 00092			X				Improvement Status Math
BOSTON - 2502790	CLARENCE EDWARDS SCH - 00216			X				Improvement Status Math

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LYNN - 2507110	COBBET ELEMENTARY - 01068			X				Improvement Status Math
BOSTON - 2502790	DENNIS C HALEY - 00223			X				Improvement Status Math
ROBERT M. HUGHES - 2500061	CHARTER SCHOOL - 01442			X				Improvement Status Math
RALPH C MAHAR - 2509900	RALPH C MAHAR REG - 01587			X				Improvement Status Math
LOWELL - 2507020	DR GERTRUDE BAILEY - 00067			X				Improvement Status Math
HOLYOKE - 2506270	E N WHITE ELEM - 02581			X				Improvement Status Math
BROCKTON - 2503090	EDGAR B DAVIS - 00390			X				Improvement Status Math
BOSTON - 2502790	ELIOT ELEMENTARY - 00230			X				Improvement Status Math
CHICOPEE - 2503660	FAIRVIEW MIDDLE - 00722			X				Improvement Status Math
WORCESTER - 2513230	FOREST GROVE MIDDLE - 02213			X				Improvement Status Math
BOSTON - 2502790	GEORGE H CONLEY - 00241			X				Improvement Status Math
WORCESTER - 2513230	GODDARD SCH/SCIENCE - 02215			X				Improvement Status Math

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HAVERHILL PUBLIC SCH - 2505970	GOLDEN HILL - 00296			X				Improvement Status Math
GILL-MONTAGUE - 2505270	GREAT FALLS MIDDLE - 02386			X				Improvement Status Math
LOWELL - 2507020	GREENHALGE - 01033			X				Improvement Status Math
WORCESTER - 2513230	HARLOW STREET - 02222			X				Improvement Status Math
LAWRENCE - 2506660	HAVERHILL ST SCHOOL - 00732			X				Improvement Status Math
BOSTON - 2502790	HENRY GREW - 00247			X				Improvement Status Math
HOLBROOK - 2506150	HOLBROOK JR SR HIGH - 00878			X				Improvement Status Math
LYNN - 2507110	INGALLS - 01075			X				Improvement Status Math
BOSTON - 2502790	JAMES W HENNIGAN - 00259			X				Improvement Status Math
LOWELL - 2507020	JOHN J SHAUGHNESSY - 01048			X				Improvement Status Math
LAWRENCE - 2506660	JOHN K TARBOX - 02477			X				Improvement Status Math
BOSTON - 2502790	JOSEPH LEE - 00273			X				Improvement Status Math

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HOLYOKE - 2506270	KELLY ELEM - 00904			X				Improvement Status Math
HOLYOKE - 2506270	LAWRENCE ELEM - 00906			X				Improvement Status Math
SPRINGFIELD - 2511130	LINCOLN - 01815			X				Improvement Status Math
BOSTON - 2502790	MARY E CURLEY MIDDLE - 00288			X				Improvement Status Math
SOUTHBRIDGE - 2511010	MARY E WELLS JR HIGH - 01765			X				Improvement Status Math
WINCHENDON - 2513080	MURDOCK MIDDLE/HIGH - 02162			X				Improvement Status Math
BOSTON - 2502790	O W HOLMES - 02569			X				Improvement Status Math
BOSTON - 2502790	PAULINE AGASSIZ SHAW - 00305			X				Improvement Status Math
RANDOLPH - 2509930	RANDOLPH COMMUNITY M - 01392			X				Improvement Status Math
SPRINGFIELD - 2511130	REBECCA M JOHNSON - 00341			X				Improvement Status Math
WORCESTER - 2513230	RICE SQUARE - 02242			X				Improvement Status Math
LAWRENCE - 2506660	ROBERT FROST - 02433			X				Improvement Status Math

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LOWELL - 2507020	S CHRISTA MACAULIFFE - 00088			X				Improvement Status Math
BOSTON - 2502790	SAMUEL ADAMS - 00321			X				Improvement Status Math
CHICOPEE - 2503660	SELSER MEMORIAL ES - 02463			X				Improvement Status Math
NORTH ADAMS - 2508670	SILVIO O CONTE MIDDLE - 01391			X				Improvement Status Math
FALL RIVER - 2504830	SLADE - 00678			X				Improvement Status Math
BOSTON - 2502790	SOLOMON LEWENBERG MS - 00324			X				Improvement Status Math
WESTFIELD - 2512630	SOUTH MIDDLE SCHOOL - 01570			X				Improvement Status Math
SPRINGFIELD - 2511130	SPRINGFIELD H S - 00911			X				Improvement Status Math
WORCESTER - 2513230	SULLIVAN MIDDLE - 02223			X				Improvement Status Math
BOSTON - 2502790	THOMAS J KENNY - 00332			X				Improvement Status Math
LOWELL - 2507020	VARNUM ARTS - 00747			X				Improvement Status Math
BOSTON - 2502790	WILLIAM E RUSSELL - 00337			X				Improvement Status Math

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BOSTON - 2502790	WM E ENDICOTT - 00346			X				Improvement Status Math
WORCESTER - 2513230	CHANDLER ELEM COMMUN - 02204							DATA UNDER REVIEW