

## 2005-06 School Report Card - John D Runkle

John D Runkle (00460045)

### David Summergrad, Principal

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#### Overview:

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

Enrollment - 2005-06				Teacher Data (2005-06)			
	School	District	State		School	District	State
<b>Total Count</b>	442	6,014	972,371	Total # of Teachers	43	522	73,593
<b>Race/Ethnicity (%)</b>				% of Teachers Licensed in Teaching Assignment	100.0	97.7	94.4
African American	10.9	9.1	8.3	Total # of Teachers in Core Academic Areas	38	463	62,301
Asian	12.7	17.5	4.6	% of Core Academic Teachers Identified as Highly Qualified	100.0	98.5	93.7
Hispanic	12.0	6.9	12.9	Student/Teacher Ratio	10.3 to 1	11.5 to 1	13.2 to 1
Native American	0.0	0.1	0.3				
White	62.4	63.9	72.4				
Native Hawaiian, Pacific Islander	0.0	0.0	0.1				
Multi-Ethnic	2.0	2.4	1.4				
<b>Gender (%)</b>							
Male	51.6	51.1	51.4				
Female	48.4	48.9	48.6				
<b>Selected Populations (%)</b>							
Limited English Proficiency	5.0	5.9	5.3				
Low-income	12.2	10.7	28.2				
Special Education	17.4	18.3	16.5				
First Language Not English	19.7	26.0	14.3				
Migrant	0.0	0.0	0.1				

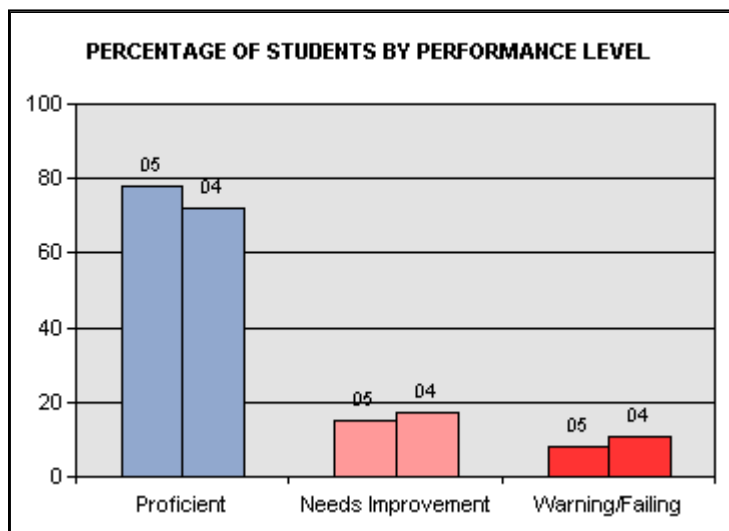
  

Web Resources	
Massachusetts Department of Education:	<a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles:	<a href="http://profiles.doe.mass.edu/?orgcode=00460045">http://profiles.doe.mass.edu/?orgcode=00460045</a>
Adequate Yearly Progress (AYP) Information:	<a href="http://www.doe.mass.edu/sda/ayp/cycleIVmid/">http://www.doe.mass.edu/sda/ayp/cycleIVmid/</a>
Massachusetts No Child Left Behind website:	<a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>

<b>Grades Offered:</b>	PK, K, 01, 02, 03, 04, 05, 06, 07, 08
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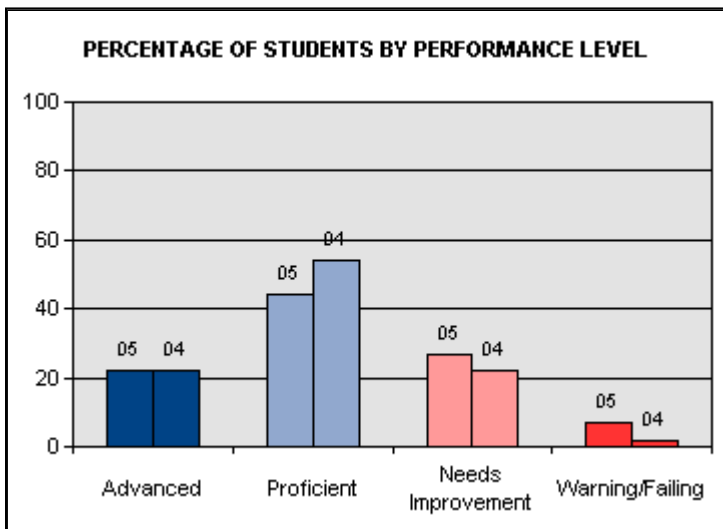
**2005-06 School Report Card - John D Runkle**  
**GRADE LEVEL 3 - READING**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	28	70	NA	86	14	0
DISABLED	12	30	NA	58	17	25
LIMITED ENGLISH PROFICIENT	0	0	NA	-	-	-
<b>GENDER</b>						
FEMALE	20	50	NA	80	20	0
MALE	20	50	NA	75	10	15
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	3	8	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	4	10	NA	-	-	-
HISPANIC	8	20	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	25	63	NA	84	8	8
<b>LOW INCOME</b>	8	20	NA	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
<b>ALL STUDENT</b>						
2005	40	100	NA	78	15	8
2004	36	100	NA	72	17	11
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



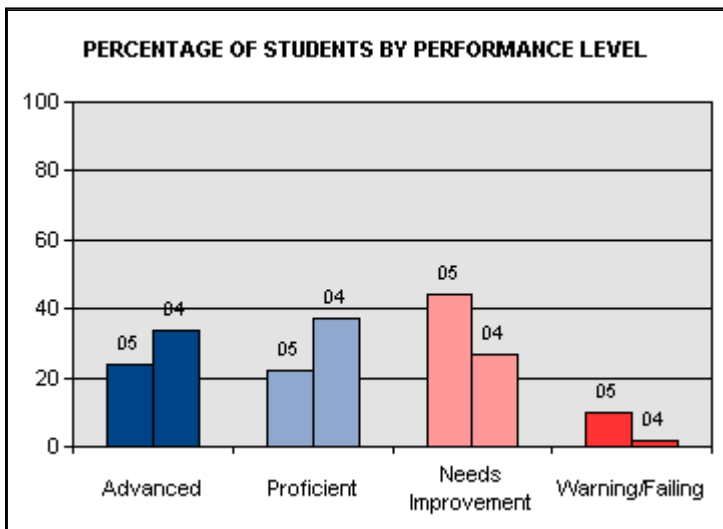
**2005-06 School Report Card - John D Runkle  
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	33	80	27	45	27	0
DISABLED	7	17	-	-	-	-
LIMITED ENGLISH PROFICIENT	1	2	-	-	-	-
<b>GENDER</b>						
FEMALE	20	49	30	35	30	5
MALE	21	51	14	52	24	10
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	8	20	-	-	-	-
ASIAN OR PACIFIC ISLANDER	5	12	-	-	-	-
HISPANIC	5	12	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	23	56	26	52	13	9
<b>LOW INCOME</b>	5	12	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
<b>ALL STUDENT</b>						
2005	41	100	22	44	27	7
2004	59	100	22	54	22	2
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



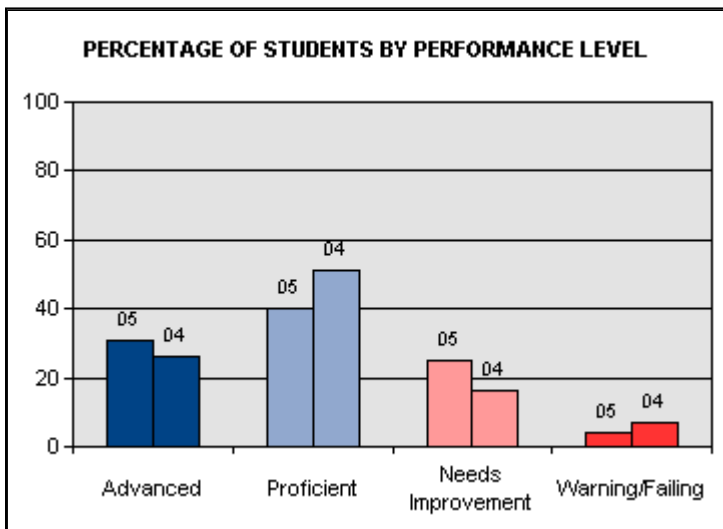
**2005-06 School Report Card - John D Runkle  
GRADE LEVEL 4 - MATHEMATICS**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	33	80	30	24	39	6
DISABLED	7	17	-	-	-	-
LIMITED ENGLISH PROFICIENT	1	2	-	-	-	-
<b>GENDER</b>						
FEMALE	20	49	25	5	55	15
MALE	21	51	24	38	33	5
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	8	20	-	-	-	-
ASIAN OR PACIFIC ISLANDER	5	12	-	-	-	-
HISPANIC	5	12	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	23	56	30	39	22	9
<b>LOW INCOME</b>	5	12	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
<b>ALL STUDENT</b>						
2005	41	100	24	22	44	10
2004	59	100	34	37	27	2
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



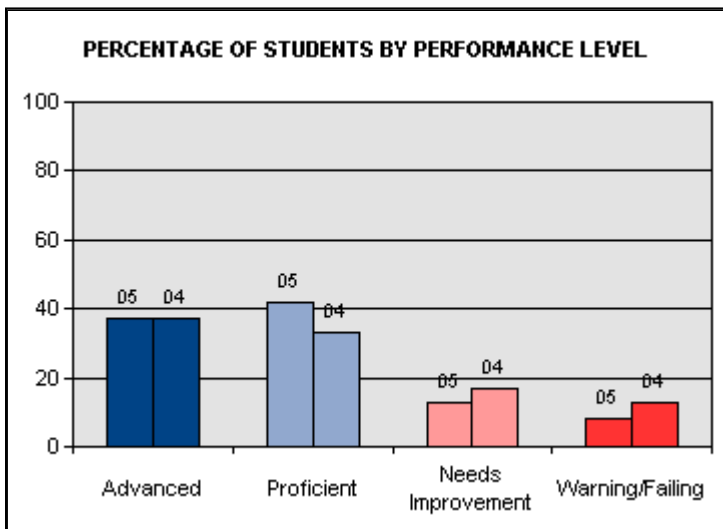
**2005-06 School Report Card - John D Runkle  
GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	44	85	34	41	20	5
DISABLED	7	13	-	-	-	-
LIMITED ENGLISH PROFICIENT	1	2	-	-	-	-
<b>GENDER</b>						
FEMALE	25	48	32	32	28	8
MALE	27	52	30	48	22	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	6	12	-	-	-	-
ASIAN OR PACIFIC ISLANDER	7	13	-	-	-	-
HISPANIC	4	8	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	35	67	31	43	23	3
<b>LOW INCOME</b>	6	12	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
<b>ALL STUDENT</b>						
2005	52	100	31	40	25	4
2004	43	100	26	51	16	7
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



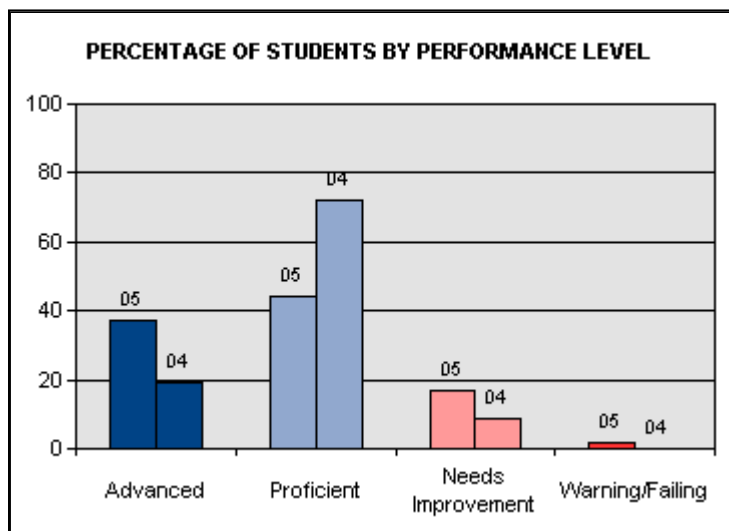
**2005-06 School Report Card - John D Runkle  
GRADE LEVEL 6 - MATHEMATICS**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	37	71	49	43	8	0
DISABLED	12	23	8	42	17	33
LIMITED ENGLISH PROFICIENT	3	6	-	-	-	-
<b>GENDER</b>						
FEMALE	23	44	35	43	17	4
MALE	29	56	38	41	10	10
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	5	10	-	-	-	-
ASIAN OR PACIFIC ISLANDER	8	15	-	-	-	-
HISPANIC	6	12	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	33	63	45	33	12	9
<b>LOW INCOME</b>	5	10	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	74789	100	17	29	30	23
2004	76661	100	17	25	32	25
<b>ALL STUDENT</b>						
2005	52	100	37	42	13	8
2004	46	100	37	33	17	13
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



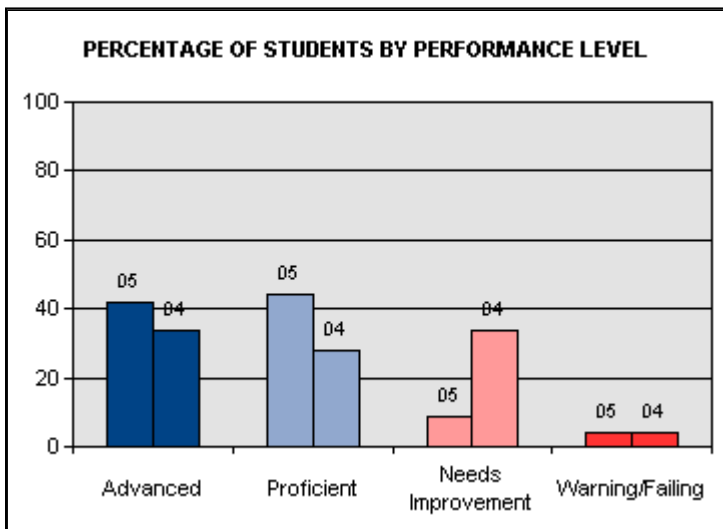
**2005-06 School Report Card - John D Runkle  
GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	28	68	50	43	7	0
DISABLED	11	27	9	45	36	9
LIMITED ENGLISH PROFICIENT	2	5	-	-	-	-
<b>GENDER</b>						
FEMALE	27	66	41	52	7	0
MALE	14	34	29	29	36	7
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	5	12	-	-	-	-
ASIAN OR PACIFIC ISLANDER	5	12	-	-	-	-
HISPANIC	3	7	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	28	68	50	39	7	4
<b>LOW INCOME</b>	5	12	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	76717	100	10	56	27	7
2004	77386	100	9	59	25	7
<b>ALL STUDENT</b>						
2005	41	100	37	44	17	2
2004	47	100	19	72	9	0
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



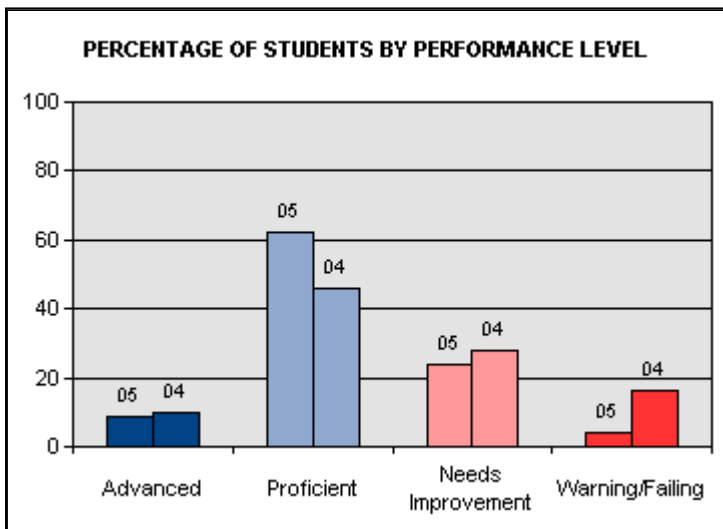
**2005-06 School Report Card - John D Runkle  
GRADE LEVEL 8 - MATHEMATICS**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	37	82	46	43	8	3
DISABLED	6	13	-	-	-	-
LIMITED ENGLISH PROFICIENT	2	4	-	-	-	-
<b>GENDER</b>						
FEMALE	19	42	26	63	5	5
MALE	26	58	54	31	12	4
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	2	4	-	-	-	-
ASIAN OR PACIFIC ISLANDER	8	18	-	-	-	-
HISPANIC	3	7	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	32	71	38	53	6	3
LOW INCOME	3	7	-	-	-	-
MIGRANT STUDENT	0	0	-	-	-	-
<b>STATE</b>						
2005	77026	100	13	26	30	31
2004	78893	100	13	26	32	29
<b>ALL STUDENT</b>						
2005	45	100	42	44	9	4
2004	50	100	34	28	34	4
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



**2005-06 School Report Card - John D Runkle  
GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY**

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	37	82	11	65	22	3
DISABLED	6	13	-	-	-	-
LIMITED ENGLISH PROFICIENT	2	4	-	-	-	-
<b>GENDER</b>						
FEMALE	19	42	11	58	32	0
MALE	26	58	8	65	19	8
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	2	4	-	-	-	-
ASIAN OR PACIFIC ISLANDER	8	18	-	-	-	-
HISPANIC	3	7	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	32	71	6	66	28	0
<b>LOW INCOME</b>	3	7	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	76891	100	4	29	41	26
2004	78887	100	5	28	35	31
<b>ALL STUDENT</b>						
2005	45	100	9	62	24	4
2004	50	100	10	46	28	16
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



**2005-06 School Report Card - John D Runkle  
2005 Adequate Yearly Progress (AYP) Report**

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	122	122	100	Yes	119	93.3	Yes	2.6	Yes	95.6	-2.6	Yes	Yes
Lim. English Prof.	14	14	-	-	14	-	-	-	-	-	-	-	-
Spec. Ed.	30	30	-	-	30	87.5	-	-	-	95.5	-2.6	-	-
Low Income	18	18	-	-	18	-	-	-	-	-	-	-	-
Afr. Amer./Black	16	16	-	-	14	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	14	14	-	-	14	-	-	-	-	-	-	-	-
Hispanic	16	16	-	-	15	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	76	76	100	Yes	76	95.1	Yes	-0.4	No	95.4	-2.8	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	139	137	99	Yes	131	89.9	Yes	6.6	Yes	95.6	-2.6	Yes	Yes
Lim. English Prof.	11	11	-	-	8	-	-	-	-	-	-	-	-
Spec. Ed.	24	24	-	-	24	74.0	-	-	-	95.5	-2.6	-	-
Low Income	13	13	-	-	13	-	-	-	-	-	-	-	-
Afr. Amer./Black	15	15	-	-	13	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	21	21	-	-	21	94.0	-	-	-	96.6	-2.1	-	-
Hispanic	14	13	-	-	10	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	89	88	99	Yes	87	92.2	Yes	5.1	Yes	95.4	-2.8	Yes	Yes

Adequate Yearly Progress History									Accountability Status
	1999	2000	2001	2002	2003	2004	2005		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	Yes	



## Data Definitions

**Enrollment** - This information reflects the public school enrollment on October 1, 2005.

### Race/Ethnicity:

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American.** A person having origins in any of the black racial groups of Africa.

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

**Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**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.

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

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

### Selected Populations:

**Limited English Proficient:** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

**Low Income:** An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Special Education:** Students who have an Individualized Education Plan (IEP).

**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.

**Educator Quality** - Educator information is as of October 1, 2005.

**Percent of teachers licensed in the area in which 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 staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

**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 Results**- Spring 2005 Results

### Performance Level Definitions

**(A) Advanced** - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

**(P) Proficient** - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

**(NI) Needs Improvement** - Students demonstrate partial understanding of subject matter, and solve some simple problems.

**(W/F) Warning/Failing** - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

### Student Subgroup Definitions

**Regular** - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities** - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient, Race/Ethnicity, Low income, Migrant** - See definitions under Enrollment.

**Adequate Yearly Progress** - According to federal law, a measure of the extent to which students in a school, taken as

a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIVmid/>.

**Accountability Status Labels:**

**II-S** Identified for Improvement - Subgroups only

**II-A** Identified for Improvement

**CA-A** Identified for Corrective Action

**RST** Identified for Restructuring

**UR** Status Under Review