

# 2019 School Report Card

Families and communities are critical partners to a school's success. Just as a student's report card shows how they are performing, the school report card shows how a school is performing in multiple areas. It shows the school's strengths and the challenges that need to be addressed to ensure the school is meeting the needs of all students.

## Col Moses Parker School

Chelmsford

**Principal**

Jeffery D Parks

**Grades Served**

05,06,07,08

**Website**

[www.chelmsford.k12.ma.us/parker](http://www.chelmsford.k12.ma.us/parker)

**Address**

75 Graniteville Rd,  
Chelmsford, MA 01824

**Phone**

978-251-5133

**Title I Status**

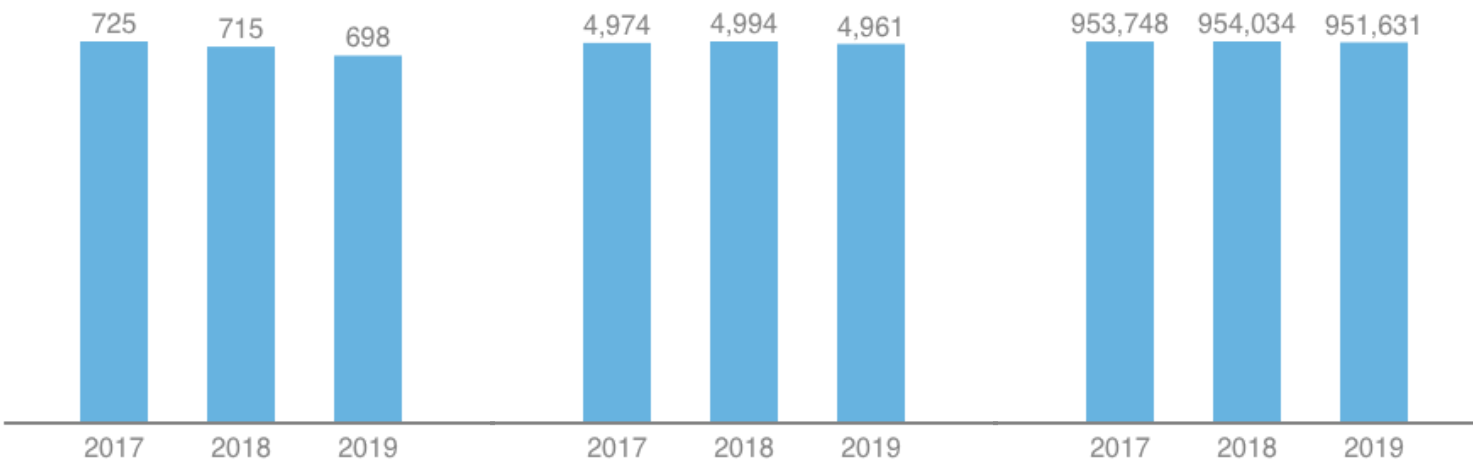
Non-Title I School

▶ Who are our students and teachers?

### Students

#### Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.



Our School

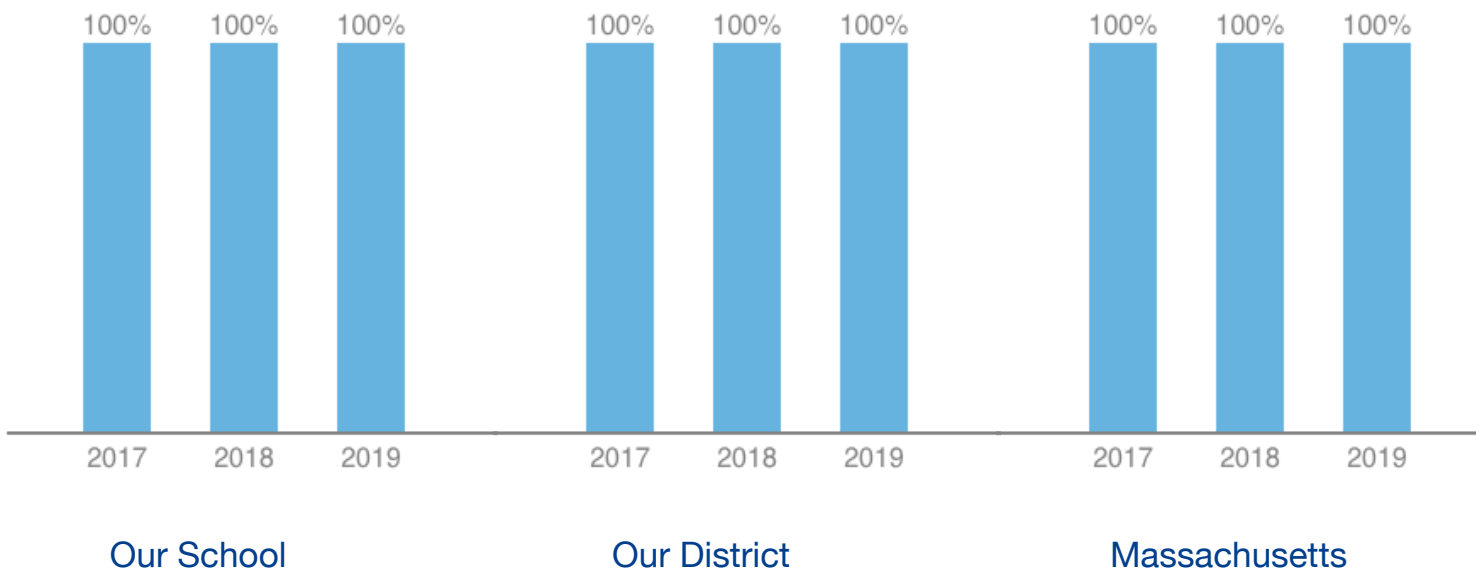
Our District

Massachusetts

### Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students



[View more detailed enrollment data](#)

## Teachers

### Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

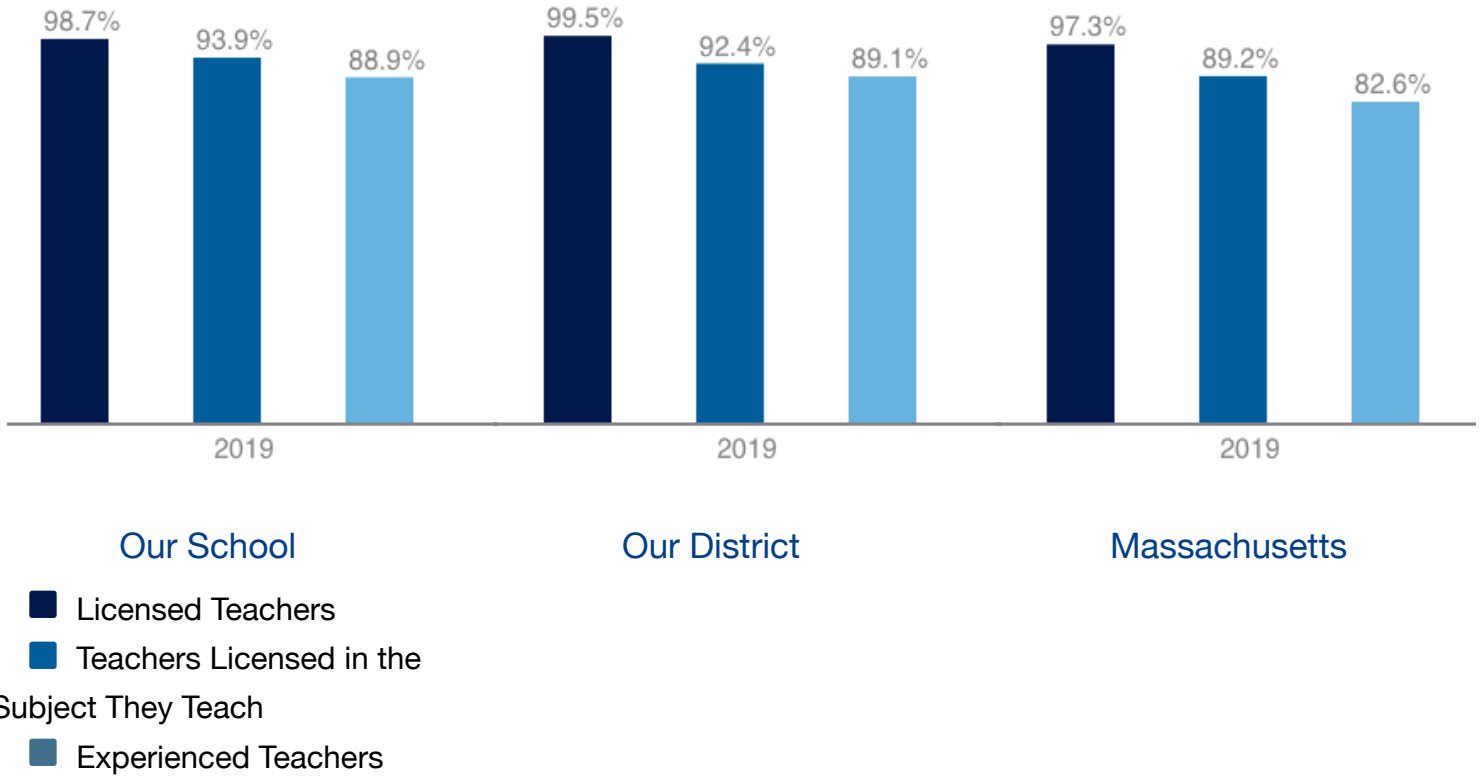
Our School : 60.7

Our District : 373.2

Massachusetts : 73,878.0

## Teacher Qualifications

The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.



[View more detailed teacher data](#)

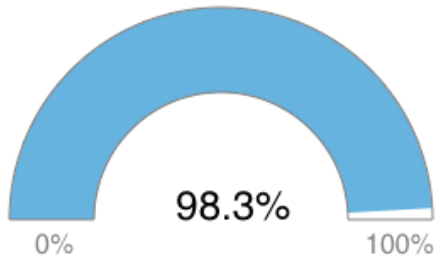
► What academic opportunities are available to our students?

## Access to Broad and Challenging Coursework

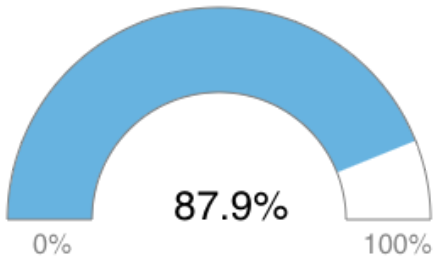
All Students ▾

### Access to the Arts

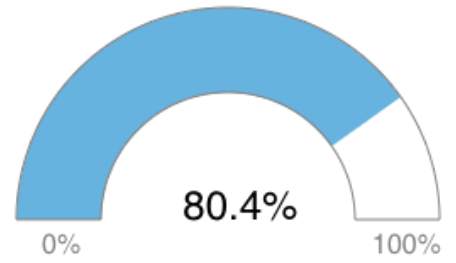
The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.



Our School



Our District

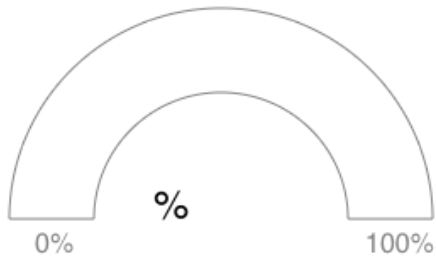


Massachusetts

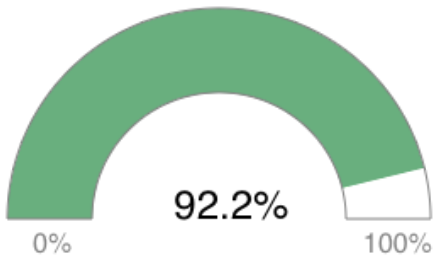
[View more detailed arts data](#)

### Advanced Coursework Completion

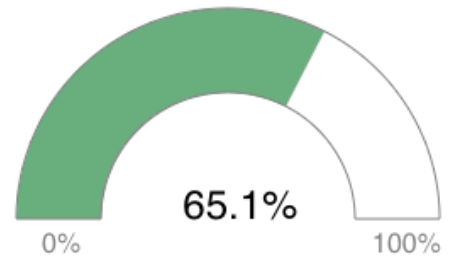
The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.



Our School



Our District

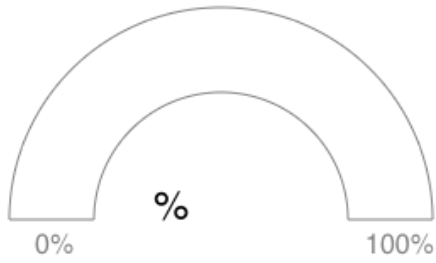


Massachusetts

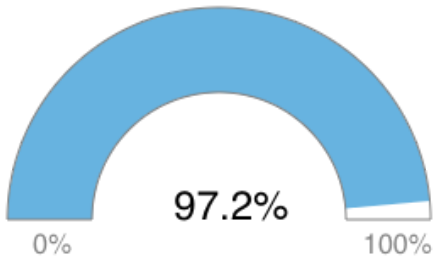
[View more detailed advanced coursework data](#)

### Grade 9 Course-Passing

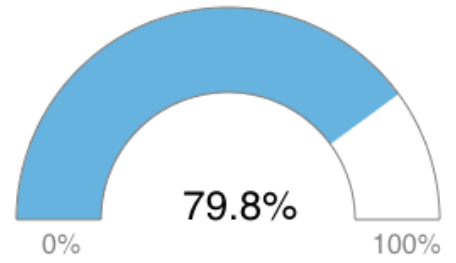
The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.



Our School



Our District

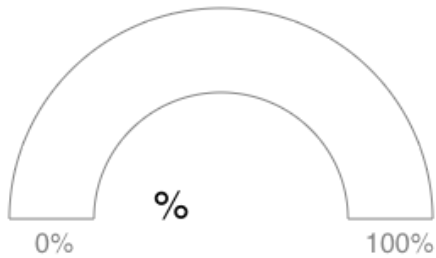


Massachusetts

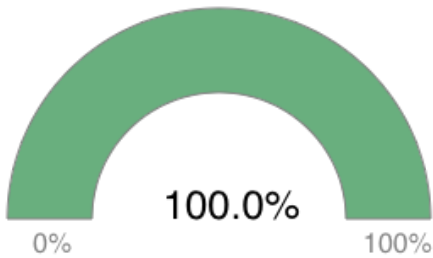
[View more detailed grade 9 course-passing data](#)

### MassCore Completion

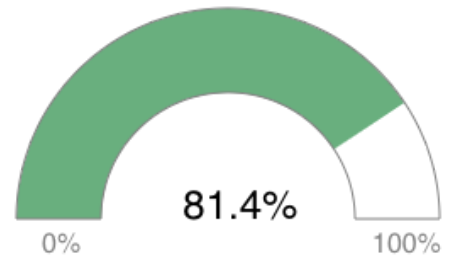
The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.



Our School



Our District



Massachusetts

[View more detailed MassCore data](#)

► What do student attendance and discipline look like at our school?

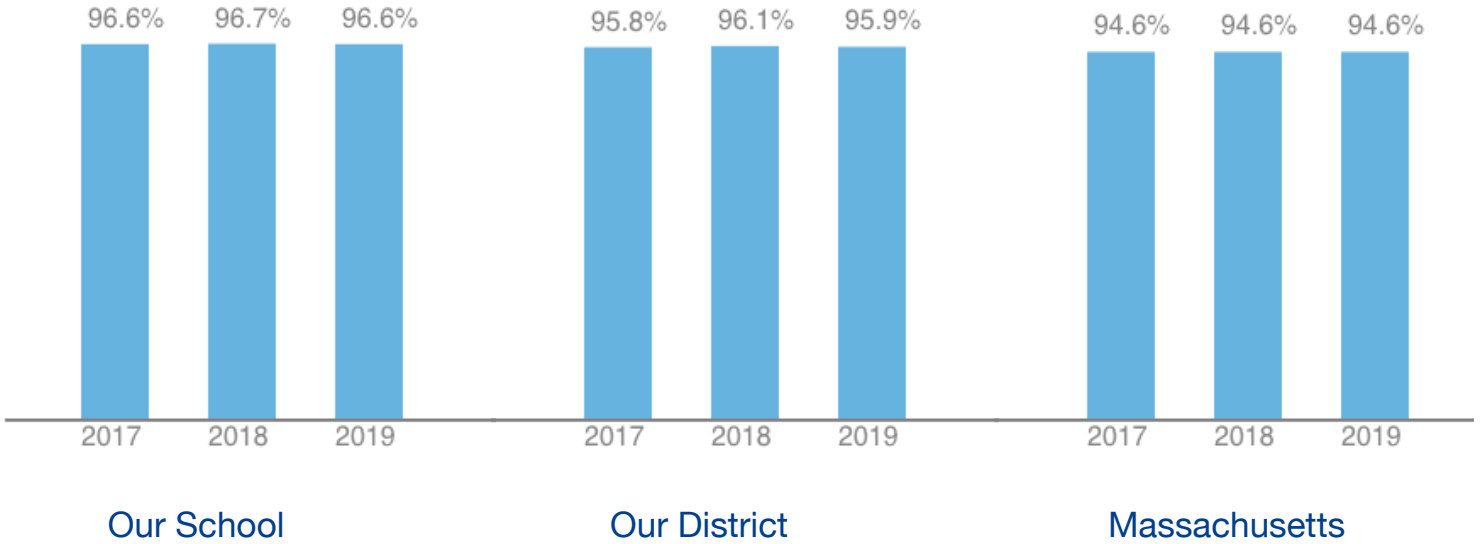
## Student Attendance and Discipline

All Students ▾

### Attendance

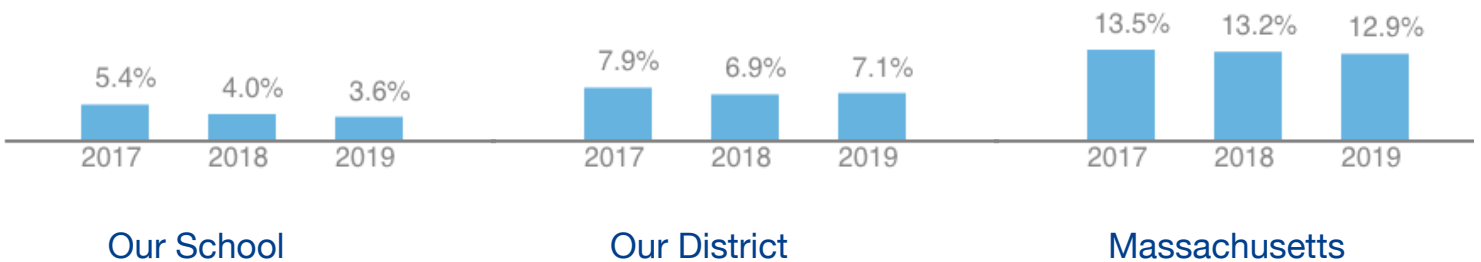
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.



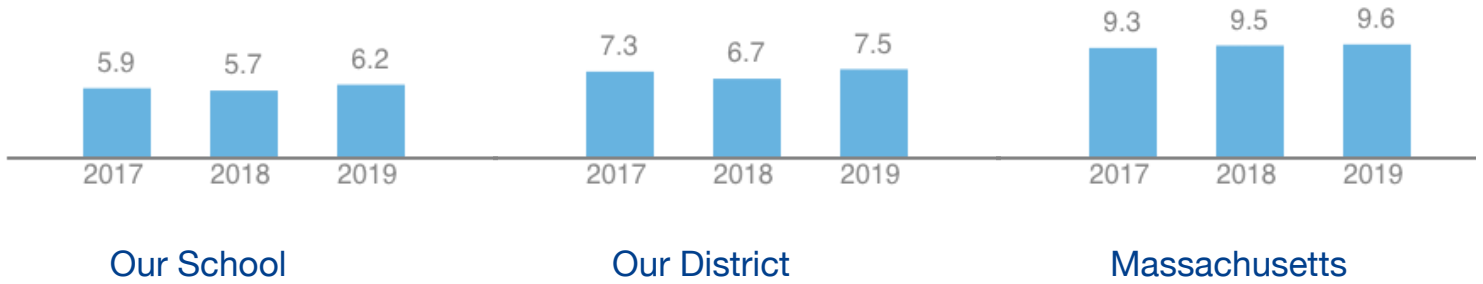
CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.



Average Number of Days Absent

The average number of days of school that a student misses in a school year.

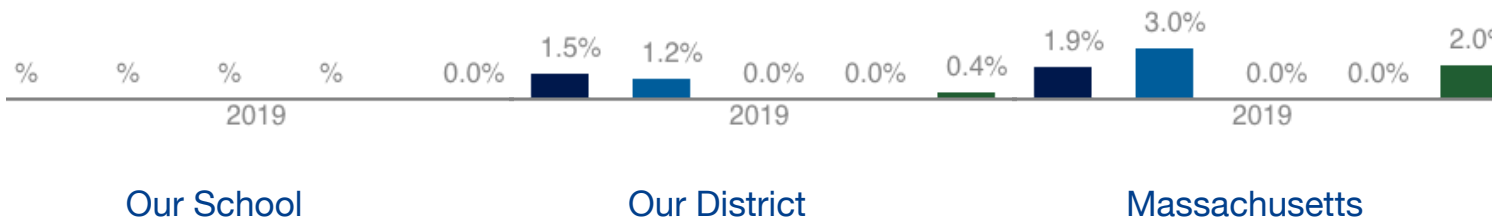


[View more detailed attendance data](#)

## Student Discipline

### Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.



- In-School Suspensions
- Out-of-School Suspensions
- Expulsions
- School-Based Arrests

SCHOOL-BASED ARRESTS

Incidences of Violence

[View more detailed discipline data](#) | [View Federal Civil Rights Data Collection data](#)

► How prepared are our students for success after high school?

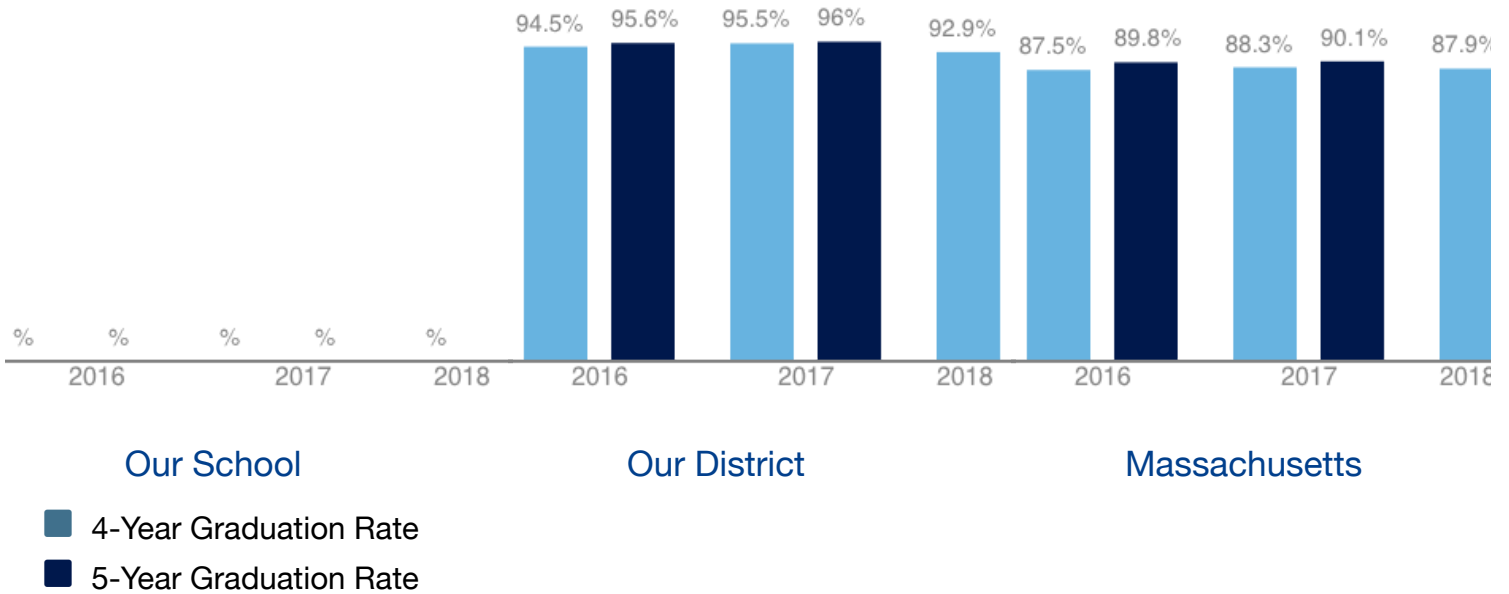
## High School Outcomes

All Students

### High School Completion

#### Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

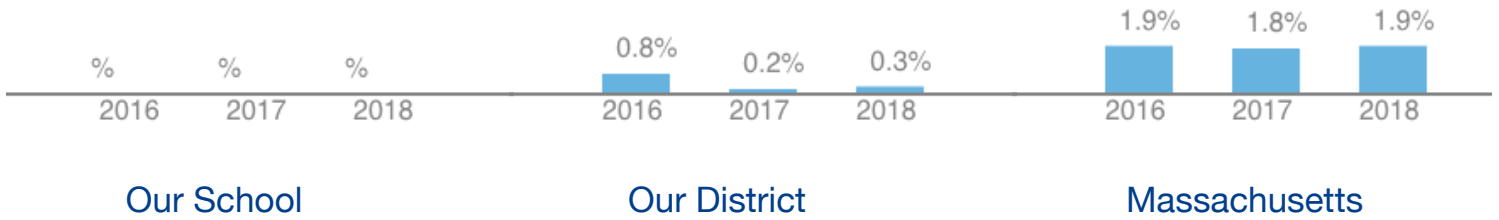


[View more detailed graduation data](#)

### Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a given year without graduating or transferring to another school.



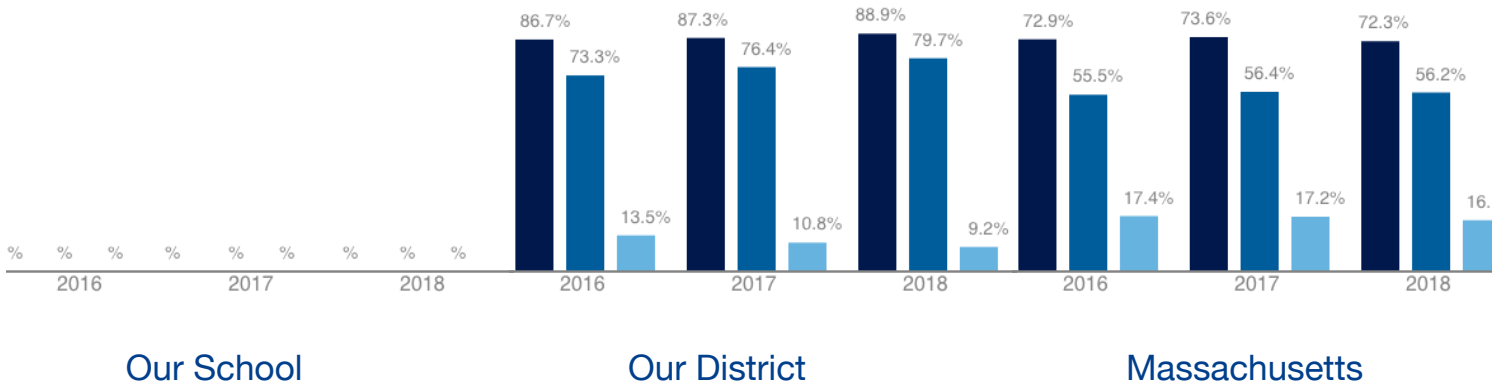


[View more detailed dropout data](#)

## Post-Secondary Enrollment

### College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.



- Any Post-Secondary Institution
- 4-Year Institution
- 2-Year Institution

[View more detailed post-secondary enrollment data](#)

► How do our students perform on state tests?

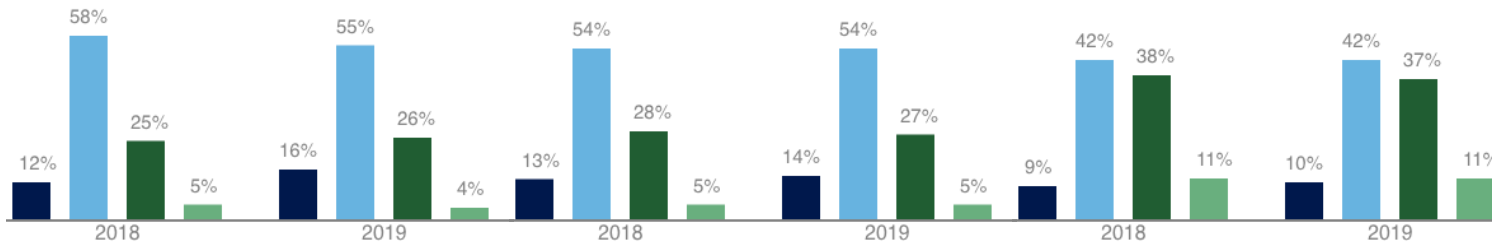
## Student Performance on MCAS

### Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students ▼

#### ENGLISH LANGUAGE ARTS (GRADES 03-08)



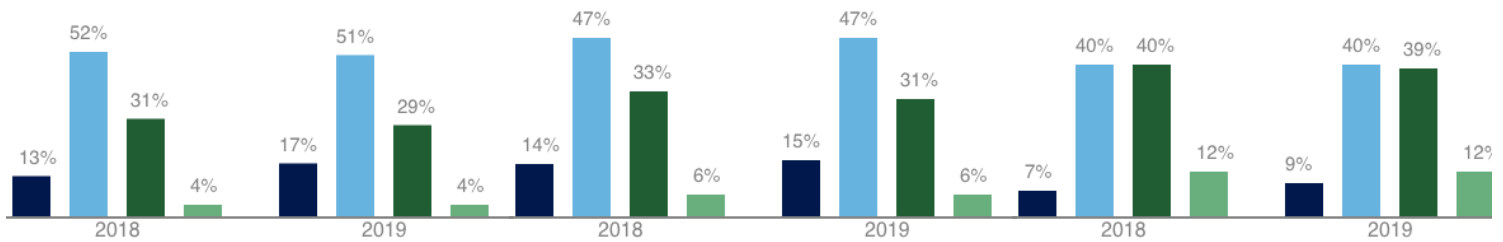
Our School

Our District

Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

#### MATHEMATICS (GRADES 03-08)



Our School

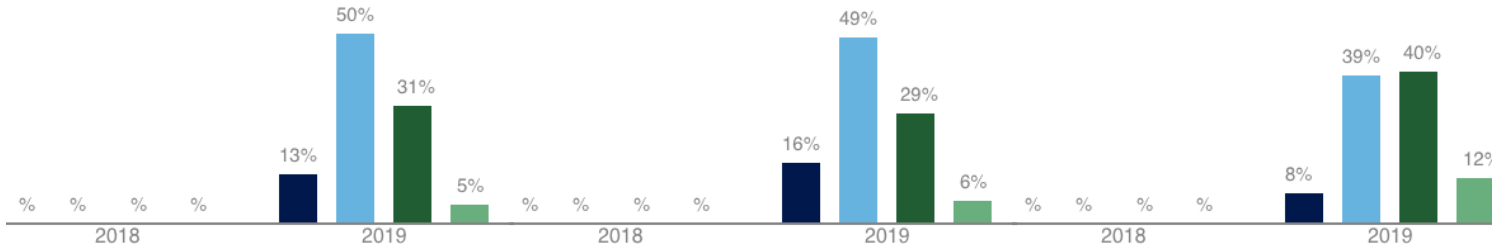
Our District

Massachusetts

- Exceeding Expectations

- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Science (Grade 05 and 08)



Our School

Our District

Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

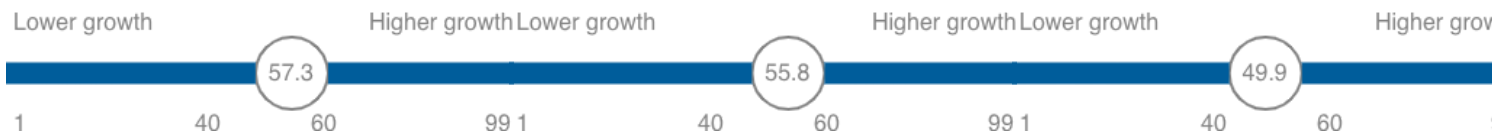
[View more detailed achievement data](#) | [View Massachusetts NAEP data](#) | [View ACCESS for ELLs data](#)

## Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students ▾

ENGLISH LANGUAGE ARTS (GRADES 03-08)

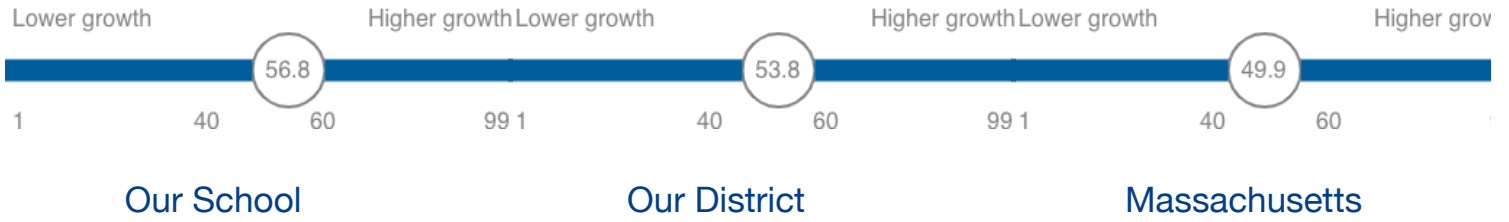


Our School

Our District

Massachusetts

## MATHEMATICS (GRADES 03-08)



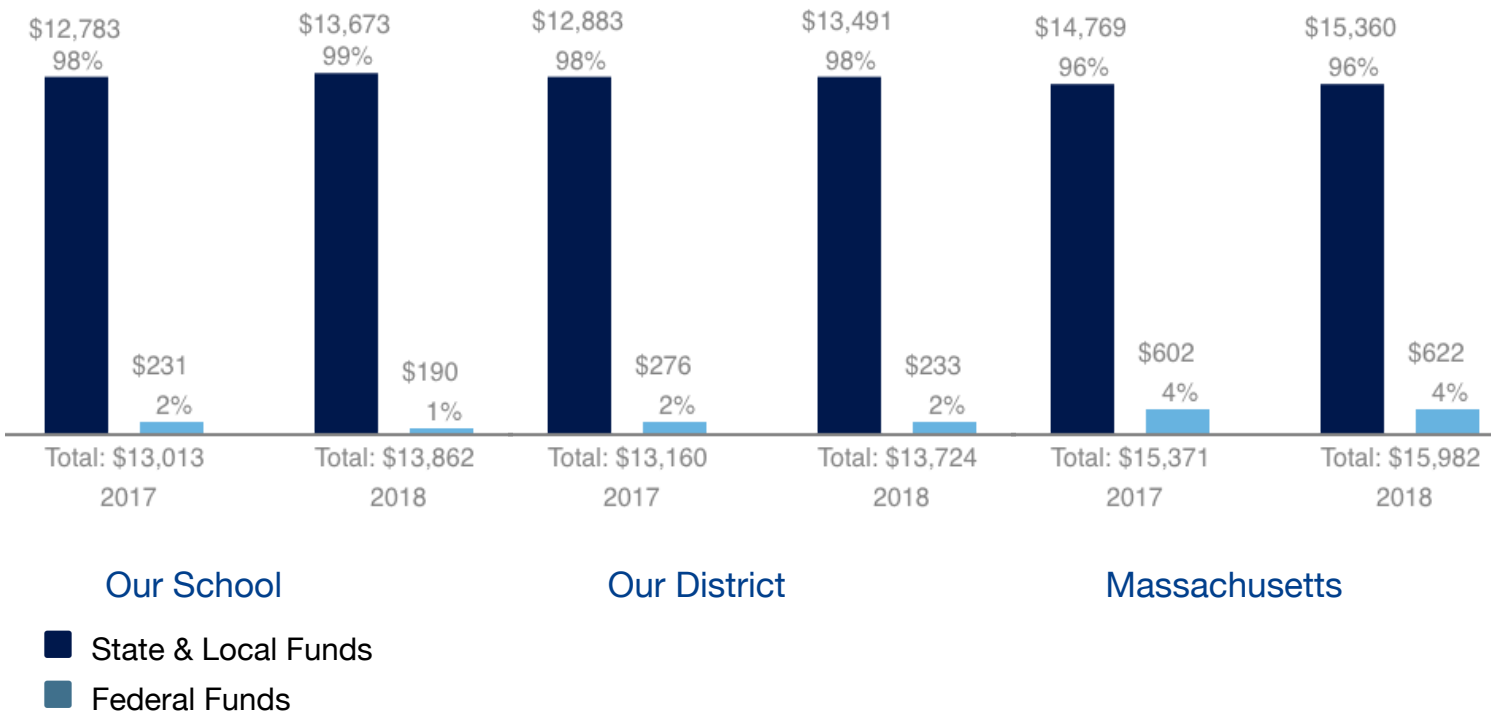
[View more detailed student growth data](#)

► How much does our school spend per student?

## Finance

### Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.



[View more detailed school per pupil spending data](#) | [View more detailed district per pupil spending data](#)

## ► How is our school doing in the state's accountability system? Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

### Progress Toward Improvement Targets

Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.



Our school is making substantial progress toward targets for most accountability measures.

### Accountability Percentile

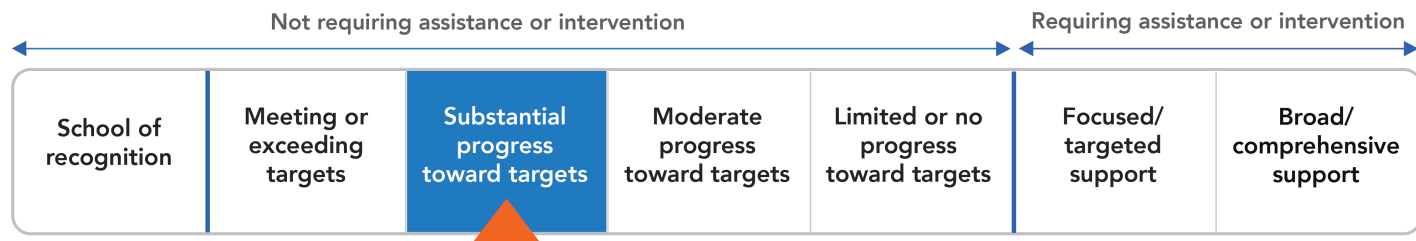
Accountability percentiles (1-99) indicate how a school is performing overall compared to other schools that administer similar MCAS tests. They are calculated by combining information related to achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools with higher percentiles are generally higher performing, and schools with lower percentiles are generally lower performing.



Overall, our school performs better than 81% of elementary and middle schools statewide.

### Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."



[View more detailed accountability data](#) | [View accountability lists](#) | [Learn more about the accountability system](#)

[View our 2018 report card](#)