

2013 Report Card - Amesbury Elementary

Amesbury Elementary (00070005)

Walter L Helliesen, Principal

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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 (2012-13 School Year)

A **highly qualified teacher** is defined as a teacher 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. (Notes: Self-contained classroom courses have been weighted to reflect the core academic courses within them.)

High poverty schools are schools in the top quartile of poverty in the state. **Low poverty schools** are in the bottom quartile of poverty in the state.

Waivers are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

	School	District	State
Total Count	428	2,337	954,773
Race/Ethnicity (%)			
African American or Black	1.2	1.2	8.6
Asian	0.7	1.0	5.9
Hispanic or Latino	2.8	3.5	16.4
Multi-race, Non-Hispanic	3.5	2.7	2.7
Native American	0.0	0.0	0.2
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	91.8	91.5	66.0
Gender (%)			
Male	52.6	52.9	51.2
Female	47.4	47.1	48.8
Selected Populations (%)			
English Language Learner	0.0	0.6	7.7
Low-Income	21.5	23.6	37.0
Students w/Disabilities	16.6	19.0	17.0
First Language Not English	0.0	2.1	17.3

Enrollment (2012-13)

	School	District	State
Total # of Teachers	29.2	159.6	70,635.8
Percentage of Teachers Licensed in Teaching Assignment	96.6	99.4	97.5
Total Number of Classes in Core Academic Areas	138	778	345,316
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	98.0
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	2.0
Student/Teacher Ratio	14.7 to 1	14.6 to 1	13.5 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	0.3

Educator Data (2012-13)

PK, K, 01, 02, 03, 04

Grades Offered:

* **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. Please see the [principal's administration manual \(PAM\)](#) for details.

* **NOTE:** Achievement level percentages are not calculated for groups with fewer than 10 students. Median student growth percentiles (SGP) are not calculated if the number of students included in the aggregated SGP is less than 20.

* **NOTE:** The High needs subgroup includes students with disabilities, low income students, and English language learner/former English language learner students.

Data Last Updated on September 30, 2013

GRADE LEVEL 3 - READING																													
Student Group	School									District						State													
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)					
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	
Subgroups																													
Students w/disabilities	8	-	-	-	-	-	-	33	100	0	27	48	24	72.0	N/A	N/A	12,237	99	1	17	50	31	63.4	N/A	N/A				
ELL and Former ELL		-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,012	99	3	25	52	19	67.8	N/A	N/A				
Low income	18	100	17	72	6	6	94.4	N/A	N/A	45	100	9	58	20	13	83.3	N/A	N/A	27,540	100	4	31	51	15	72.8	N/A	N/A		
High needs	24	100	13	67	17	4	92.7	N/A	N/A	64	100	6	53	28	13	84.0	N/A	N/A	35,307	99	4	31	50	15	73.0	N/A	N/A		
Afr. Amer./Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,640	99	3	29	52	15	71.9	N/A	N/A		
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	165	99	9	29	53	9	76.4	N/A	N/A		
Asian	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	4,405	99	19	47	28	5	87.8	N/A	N/A		
Hispanic/Latino		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	12,060	99	3	27	52	17	69.9	N/A	N/A		
Multi-race, Non-Hisp./Lat.	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,392	100	12	45	36	7	83.5	N/A	N/A		
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	73	99	10	32	48	11	80.1	N/A	N/A		
White	66	100	32	52	15	2	95.1	N/A	N/A	174	100	21	56	20	3	92.7	N/A	N/A	45,732	100	14	51	30	5	87.9	N/A	N/A		
Male	41	100	22	61	17	0	95.7	N/A	N/A	92	100	16	59	21	4	91.0	N/A	N/A	36,140	100	9	43	38	10	81.3	N/A	N/A		
Female	28	100	46	39	11	4	94.6	N/A	N/A	90	100	27	51	18	4	92.8	N/A	N/A	34,347	100	15	46	33	6	85.5	N/A	N/A		
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	6,293	99	2	18	57	24	61.7	N/A	N/A		
Ever ELL		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	9,608	99	4	26	52	19	68.4	N/A	N/A		
All Students																													
2013	69	100	32	52	14	1	95.3	N/A	N/A	182	100	21	55	19	4	91.9	N/A	N/A	70,499	100	12	45	36	8	83.3	N/A	N/A		
2012	75	100	21	67	12	0	95.7	N/A	N/A	176	99	22	54	18	6	89.1	N/A	N/A	70,709	100	15	46	30	9	84.1	N/A	N/A		

GRADE LEVEL 3 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NIW			#	%	A	P	NIW			#	%	A	P	NIW			#					
Subgroups																											
Students w/disabilities	8	-	-	-	-	-	-	32	97	16	22	44	19	75.0	N/A	N/A	12,251	99	8	22	32	37	64.4	N/A	N/A		
ELL and Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9,051	100	16	31	31	21	73.0	N/A	N/A		
Low income	18	95	39	39	17	6	90.3	N/A	N/A	44	98	18	43	34	5	85.8	N/A	N/A	27,586	100	16	33	31	20	74.8	N/A	N/A
High needs	24	96	38	33	21	8	85.4	N/A	N/A	63	98	21	37	33	10	83.3	N/A	N/A	35,367	100	16	33	31	20	74.9	N/A	N/A
Afr. Amer./Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,657	100	13	32	33	22	71.6	N/A	N/A
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	165	100	13	43	32	13	78.8	N/A	N/A
Asian	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	4,406	100	50	31	14	5	92.2	N/A	N/A
Hispanic/Latino	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	12,075	100	15	32	31	22	73.1	N/A	N/A
Multi-race, Non-Hisp./Lat.	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,402	100	31	33	23	13	83.3	N/A	N/A
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73	99	19	40	22	19	79.5	N/A	N/A
White	66	99	56	29	12	3	93.2	N/A	N/A	173	99	42	39	16	3	92.9	N/A	N/A	45,764	100	35	38	20	7	88.2	N/A	N/A
Male	41	100	61	27	10	2	94.5	N/A	N/A	92	100	42	40	15	2	93.5	N/A	N/A	36,170	100	30	35	23	12	83.7	N/A	N/A
Female	28	97	50	32	14	4	92.0	N/A	N/A	89	99	40	35	20	4	91.0	N/A	N/A	34,393	100	31	37	22	10	85.0	N/A	N/A
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,333	100	11	29	35	26	67.8	N/A	N/A
Ever ELL	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	9,649	100	17	31	30	21	73.6	N/A	N/A
All Students																											
2013	69	99	57	29	12	3	93.5	N/A	N/A	181	99	41	38	18	3	92.3	N/A	N/A	70,581	100	31	36	22	11	84.3	N/A	N/A
2012	74	100	42	46	9	3	94.9	N/A	N/A	175	99	34	40	16	10	86.9	N/A	N/A	70,763	100	27	34	25	14	80.9	N/A	N/A

GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

Student Group	School									District									State								
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NIW			#	%	A	P	NIW			#	%	A	P	NIW			#					
Subgroups																											
Students w/disabilities	10	100	0	30	70	0	75.0	N/A	9	30	97	0	20	40	40	55.0	26.0	25	13,022	99	1	13	40	46	55.5	34.0	11,107
ELL and Former ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	8,342	99	3	24	42	30	61.3	47.0	7,541
Low income	19	100	11	58	32	0	89.5	N/A	17	51	100	4	49	27	20	76.0	49.0	45	26,841	99	3	29	43	24	66.7	43.0	24,709
High needs	28	100	7	50	43	0	85.7	43.0	26	71	99	3	42	32	23	71.8	47.0	63	34,710	99	3	28	44	25	66.5	42.0	31,665
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,625	99	3	29	42	26	66.0	44.0	5,114
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	182	99	5	35	43	16	71.4	48.0	172
Asian	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	4,375	99	20	47	25	8	85.7	62.0	4,106
Hispanic/Latino	4	-	-	-	-	-	-	-	-	10	100	0	60	20	20	80.0	N/A	8	11,597	99	3	26	42	28	64.2	43.0	10,560
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,177	100	12	44	33	11	79.9	48.0	2,051
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	99	5	40	40	15	76.6	61.5	70
White	66	100	14	58	29	0	90.2	43.5	64	155	99	15	57	21	8	86.8	56.5	150	46,546	99	12	48	31	9	83.5	50.0	44,525
Male	40	100	8	65	28	0	90.6	34.5	38	91	99	5	58	22	14	81.0	47.0	86	36,171	99	6	39	38	17	74.7	42.0	33,857
Female	36	100	19	50	31	0	88.9	66.5	34	85	100	24	52	21	4	90.0	75.0	80	34,431	99	15	47	28	9	83.4	57.0	32,749
ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	5,530	98	1	16	44	39	53.5	44.0	4,835
Ever ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	9,753	99	4	27	41	28	63.9	48.0	8,889
All Students																											
2013	76	100	13	58	29	0	89.8	47.0	72	176	99	14	55	22	9	85.4	57.0	166	70,605	99	10	43	33	13	78.9	49.0	66,606
2012	81	99	2	46	46	6	78.7	37.0	79	185	99	17	45	32	5	85.3	58.0	177	70,264	100	13	44	30	14	80.0	50.0	66,141

GRADE LEVEL 4 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
Subgroups																											
Students w/disabilities	10	100	0	20	80	0	67.5	N/A	10	30	100	0	17	60	23	59.2	65.0	25	13,097	99	4	14	47	35	61.0	47.0	11,223
ELL and Former ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	8,422	100	7	23	49	20	67.0	53.0	7,599
Low income	19	100	5	47	47	0	86.8	N/A	18	51	100	14	31	47	8	77.9	58.0	45	26,965	100	7	25	50	18	69.5	49.0	24,845
High needs	28	100	4	39	57	0	80.4	48.0	27	71	100	10	28	52	10	73.2	61.0	63	34,890	100	7	24	49	19	69.6	49.0	31,863
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,649	100	6	22	50	21	66.8	48.0	5,137
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	182	99	10	27	47	15	72.1	53.5	172
Asian	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	4,401	100	37	35	24	4	89.6	65.0	4,127
Hispanic/Latino	4	-	-	-	-	-	-	-	-	10	100	10	20	70	0	72.5	N/A	8	11,673	100	6	23	50	20	68.0	50.5	10,640
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,185	100	21	32	38	10	79.9	54.0	2,062
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	100	9	35	40	17	75.0	52.5	68
White	66	100	17	50	33	0	88.3	50.0	64	155	100	24	46	26	5	87.6	66.0	149	46,695	100	21	38	35	7	84.0	55.0	44,687
Male	40	100	13	60	28	0	88.8	47.0	38	91	100	18	48	29	5	85.4	60.0	85	36,307	100	18	33	38	11	79.7	54.0	34,041
Female	36	100	17	36	47	0	85.4	52.0	35	85	100	27	36	34	2	86.5	72.0	81	34,579	100	18	35	39	9	80.7	55.0	32,859
ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	5,604	99	4	18	53	26	61.1	52.0	4,877
Ever ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	9,839	100	9	25	47	19	69.1	53.0	8,955
All Students																											
2013	76	100	14	49	37	0	87.2	47.0	73	176	100	22	43	31	4	85.9	66.0	166	70,903	100	18	34	38	10	80.2	54.0	66,900
2012	82	100	26	30	34	10	79.3	51.0	82	186	100	29	36	28	6	85.9	68.0	179	70,425	100	16	35	36	12	79.2	50.0	66,323

ALL GRADES - ENGLISH LANGUAGE ARTS

Student Group	School									District									State								
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	18	100	0	33	61	6	76.4	N/A	9	242	98	2	30	40	29	68.3	38.0	168	88,956	98	2	27	38	32	66.8	43.0	64,773
ELL and Former ELL	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	46,676	98	3	31	41	24	67.4	53.0	31,672
Low income	37	100	14	65	19	3	91.9	N/A	17	308	99	6	52	27	15	78.9	43.5	230	184,999	99	7	43	34	16	77.2	47.0	141,671
High needs	52	100	10	58	31	2	88.9	43.0	26	451	99	5	47	30	18	78.3	42.5	330	237,163	99	7	42	35	17	76.8	47.0	180,087
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	11	100	0	55	36	9	79.5	N/A	9	41,211	99	8	43	34	16	77.5	50.0	31,170
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,178	98	12	47	31	11	81.9	49.0	925
Asian	1	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	28,814	99	30	48	17	6	90.7	61.0	22,450
Hispanic/Latino	4	-	-	-	-	-	-	-	-	41	98	12	44	24	20	78.7	49.0	31	77,576	99	6	39	36	19	74.2	48.0	57,959
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	28	100	18	68	14	0	94.6	46.0	21	13,405	99	19	49	24	8	86.4	51.0	10,233
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	546	99	16	45	28	10	84.2	54.0	417
White	132	100	23	55	22	1	92.6	43.5	64	1,151	99	21	56	17	6	90.5	49.0	909	333,268	99	22	54	19	5	90.5	51.0	272,368
Male	81	100	15	63	22	0	93.2	34.5	38	676	99	12	59	20	9	87.5	43.0	536	253,683	99	14	50	26	11	84.1	48.0	200,380
Female	64	100	31	45	22	2	91.4	66.5	34	563	99	29	53	15	4	92.9	58.0	440	242,449	99	24	51	19	6	89.6	55.0	195,188
ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	29,630	97	1	20	46	33	58.6	51.0	18,192
Ever ELL	-	-	-	-	-	-	-	-	-	20	86	10	45	20	25	77.5	N/A	15	69,734	98	8	39	34	19	74.1	53.0	52,739
All Students																											
2013	145	100	22	55	22	1	92.4	47.0	72	1,239	99	20	56	17	6	90.0	49.0	976	496,175	99	19	50	23	8	86.8	51.0	395,568
2012	156	99	12	56	29	3	86.9	37.0	79	1,285	99	19	55	19	6	89.6	49.0	1,025	497,549	99	19	50	22	9	86.7	50.0	395,772

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ALL GRADES - MATHEMATICS																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
Subgroups																											
Students w/disabilities	18	95	11	17	61	11	66.7	N/A	10	240	98	5	18	33	45	57.2	45.0	167	89,193	98	6	17	32	46	57.4	42.0	65,068
ELL and Former ELL	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	47,046	99	11	24	33	31	63.9	53.0	31,986
Low income	37	97	22	43	32	3	88.5	N/A	18	307	99	13	31	31	25	69.3	45.0	227	185,392	99	13	28	33	26	69.0	46.0	142,354
High needs	52	98	19	37	40	4	82.7	48.0	27	450	98	11	27	32	30	67.0	45.0	329	237,745	99	13	27	33	27	68.6	46.0	180,866
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	11	100	0	27	36	36	54.5	N/A	9	41,283	99	12	27	34	28	67.0	49.0	31,258
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,174	98	18	32	30	20	74.1	48.0	923
Asian	1	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	28,893	100	51	28	14	6	90.7	63.0	22,539
Hispanic/Latino	4	-	-	-	-	-	-	-	-	41	98	17	20	41	22	70.1	53.0	31	77,862	99	12	26	33	29	66.5	47.0	58,347
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	28	100	29	25	36	11	79.5	29.5	22	13,410	99	29	31	26	15	79.9	50.0	10,256
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	546	99	23	32	26	19	77.3	52.0	416
White	132	99	36	39	23	2	90.7	50.0	64	1,151	99	31	36	20	12	83.8	52.0	907	333,664	99	32	35	23	10	85.1	51.0	272,908
Male	81	100	37	43	19	1	91.7	47.0	38	675	99	28	36	21	14	82.2	50.0	533	254,147	99	28	32	25	16	79.8	49.0	201,152
Female	64	98	31	34	33	2	88.3	52.0	35	564	99	33	33	23	12	83.7	53.0	442	242,827	99	29	34	25	12	81.8	52.0	195,539
ELL	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	29,991	99	6	19	35	40	56.6	51.0	18,445
Ever ELL	-	-	-	-	-	-	-	-	-	21	95	5	24	38	33	66.7	N/A	16	70,126	99	17	26	30	27	68.8	52.0	53,150
All Students																											
2013	145	99	34	39	25	1	90.2	47.0	73	1,239	99	30	35	22	13	82.9	51.0	975	497,090	99	28	33	25	14	80.8	51.0	396,691
2012	156	100	33	38	22	6	86.7	51.0	82	1,282	100	29	34	24	13	82.3	58.0	1,023	497,984	99	27	32	26	15	79.9	50.0	396,357

2013 Accountability Data - Amesbury Elementary

Accountability Information	
Accountability and Assistance Level	
Level 1	Meeting gap narrowing goals
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		
	Less progress	More progress	
All students		88	Met Target
High needs		100	Met Target
Low income		100	Met Target
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		88	Met Target

Low income	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-

2013 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	11.5	22.1	145	25	3.2	0.7	145	25
High needs	8.7	9.6	52	25	5.8	1.9	52	25
Low income	9.5	13.5	37	25	4.8	2.7	37	25
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	18	-	-	-	18	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	1	-	-	-	1	-
Afr. Amer./Black	-	-	2	-	-	-	2	-
Hispanic/Latino	-	-	4	-	-	-	4	-
Multi-race, Non-Hisp./Lat.	-	-	6	-	-	-	6	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	11.5	22.7	132	25	3.6	0.8	132	25

2013 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	33.3	34.5	145	0	6.4	1.4	145	25
High needs	26.5	19.2	52	0	11.8	3.8	52	25
Low income	29.3	21.6	37	0	9.8	2.7	37	25
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	18	-	-	-	18	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	1	-	-	-	1	-
Afr. Amer./Black	-	-	2	-	-	-	2	-
Hispanic/Latino	-	-	4	-	-	-	4	-
Multi-race, Non-Hisp./Lat.	-	-	6	-	-	-	6	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	33.6	36.4	132	0	5.7	1.5	132	25

2013 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	-	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-	-
Low income	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-

2013 English Language Arts Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012	2013	SGP	6	Met	N	PPI	Rating	
		SGP	SGP	Change	Year Goal	Safe Harbor?		Points		
All students		37.0	47.0	10.0	51.0	Yes	72	75	On Target	
High needs		-	-	-	51.0	-	26	-	-	
Low income		-	-	-	51.0	-	17	-	-	
ELL and Former ELL		-	-	-	51.0	-	-	-	-	
Students w/disabilities		-	-	-	51.0	-	9	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	-	-	-	
Afr. Amer./Black		-	-	-	51.0	-	1	-	-	
Hispanic/Latino		-	-	-	51.0	-	4	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	3	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		34.0	43.5	9.5	51.0	Yes	64	75	On Target	

2013 Mathematics Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012	2013	SGP	6	Met	N	PPI	Rating	
		SGP	SGP	Change	Year Goal	Safe Harbor?		Points		
All students		51.0	47.0	-4.0	51.0	No	73	50	Below Target	
High needs		-	-	-	51.0	-	27	-	-	
Low income		-	-	-	51.0	-	18	-	-	
ELL and Former ELL		-	-	-	51.0	-	-	-	-	
Students w/disabilities		-	-	-	51.0	-	10	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	-	-	-	
Afr. Amer./Black		-	-	-	51.0	-	1	-	-	
Hispanic/Latino		-	-	-	51.0	-	4	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	4	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		53.5	50.0	-3.5	51.0	Yes	64	75	On Target	

2013 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	147	147	100	Yes	147	146	99	Yes	-	-	-	-
High needs	54	54	100	Yes	54	53	98	Yes	-	-	-	-
Low income	39	39	100	Yes	39	38	97	Yes	-	-	-	-
ELL and Former ELL	-	-	-	-	-	-	-	-	-	-	-	-
Students w/disabilities	20	-	-	-	20	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	1	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	2	-	-	-	-	-	-	-
Hispanic/Latino	5	-	-	-	5	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	6	-	-	-	6	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	133	133	100	Yes	133	132	99	Yes	-	-	-	-

2011 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percentages of Students at Each Achievement Level

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	237	16	50	83	17	100	220	7	32	66	34	100
Stud. w/ Disab	213	4	22	56	44	14	186	2	11	32	68	11
LEP/FLEP	204	1	12	46	54	7	188	1	7	30	70	11
African American/Black	216	3	24	61	39	9	205	2	16	49	51	16
Asian/Pacific Islander	243	25	56	85	15	6	234	17	49	79	21	5
Hispanic/Latino	216	4	23	62	38	14	205	2	18	50	50	23
White	243	18	59	89	11	68	230	10	42	77	23	52
Low-Income	218	4	25	66	34	33	207	2	18	52	48	52

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	253	13	58	93	7	100	240	6	40	82	18	100
Stud. w/ Disab	233	3	26	76	24	16	218	2	17	55	45	12
LEP/FLEP	228	2	20	72	28	7	219	1	14	58	42	11
African American/Black	235	3	27	81	19	9	224	1	17	66	34	16
Asian/Pacific Islander	267	30	76	98	2	6	256	20	62	91	9	5
Hispanic/Latino	236	4	32	80	20	15	229	2	24	72	28	24
White	258	15	67	96	4	68	249	9	52	91	9	52
Low-Income	239	4	36	83	17	34	229	2	24	73	27	52

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	275	6	46	84	16	100	264	3	32	75	25	100
Stud. w/ Disab	249	1	16	59	41	14	230	#	7	36	64	10
LEP/FLEP	211	#	1	17	83	3	223	#	3	29	71	5
African American/Black	255	2	20	68	32	7	248	1	14	58	42	16
Asian/Pacific Islander	288	14	61	90	10	4	275	8	46	82	18	5
Hispanic/Latino	248	1	18	59	41	13	251	1	18	63	37	22
White	282	8	53	91	9	73	272	4	41	84	16	54

Low-Income	257	1	25	70	30	32	251	1	18	63	37	48
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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	299	15	51	86	14	100	283	8	34	72	28	100
Stud. w/ Disab	268	3	16	56	44	16	249	2	9	35	65	11
LEP/FLEP	247	1	8	33	67	3	244	1	5	28	72	6
African American/Black	275	4	26	65	35	8	262	1	13	50	50	16
Asian/Pacific Islander	320	39	72	94	6	4	302	22	55	85	15	6
Hispanic/Latino	273	3	21	64	36	13	269	3	20	60	40	23
White	304	17	58	91	9	73	293	10	43	83	17	54
Low-Income	280	5	29	72	28	33	269	2	19	59	41	48

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	5,000	14	7	6
Grade 4 Mathematics	5,000	16	7	3
Grade 8 Reading	3,600	14	3	6
Grade 8 Mathematics	3,800	16	3	4

About the Data

Enrollment and Educator Data

Notes:

The total number of teachers is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by ESEA. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the ESEA-defined core subject areas they are teaching.

The waiver data included in this 2013 report card reflects only academic waivers issued during the 2012-2013 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

Student Groups (2012-13 School Year)

African American/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.

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

Former ELL: A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.

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

English Language Learner (ELL): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

High needs: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

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.

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.

Multi-race, Non-Hispanic/Latino: A person selecting more than one racial category and non-Hispanic.

American Indian or Alaska Native: 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 Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

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

MCAS Data (Spring 2013 Results)

MCAS achievement levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

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

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

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

Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

CPI: Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards the goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS Alternate Assessment (MCAS-Alt) tests based on how close they came

to scoring Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI for a student group is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100.

MCAS Achievement Level (Scaled Score Range)	MCAS-Alt Achievement Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)		0

* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay. Additionally, a student must be reported as having a "high level of need."

SGP: Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS achievement levels. Therefore, all students, regardless of the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

Accountability Data (2013)

Accountability and Assistance Levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

Determination of need for special education technical assistance or intervention

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

For more information on the Elementary and Secondary Education Act, please visit <http://www.doe.mass.edu/apa/titlei/esea/default.html>.

For a detailed profile of Massachusetts, please visit <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For detailed information about the accountability report, please visit <http://www.doe.mass.edu/apa/accountability/default.html>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.