

2010 NCLB Report Card - Amesbury Elementary

Amesbury Elementary (00070005)

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Overview:

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

Enrollment and Educator Data (as of October 1, 2009)

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.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>.

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.

Enrollment - 2009-10				Educator Data - 2009-10			
	School	District	State		School	District	State
Total Count	433	2,424	957,053	Total # of Teachers	28.5	168.1	69,908.9
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	96.5	98.2	97.1
African American or Black	0.9	0.8	8.2	Total Number of Classes in Core Academic Areas	89	555	280,489
Asian	0.7	0.7	5.3	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	94.4	95.1	97.3
Hispanic or Latino	4.6	3.9	14.8	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	5.6	4.9	2.7
Multi-race, Non-Hispanic	3.0	2.0	2.2	Student/Teacher Ratio	15.2 to 1	14.4 to 1	13.7 to 1
Native American	0.0	0.1	0.3	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	2.3	1.4
Native Hawaiian or Pacific Islander	0.0	0.1	0.1				
White	90.8	92.4	69.1				
Gender (%)							
Male	55.0	53.0	51.3				
Female	45.0	47.0	48.7				
Selected Populations (%)							
Limited English Proficiency	0.0	0.9	6.2				
Low-Income	19.6	21.2	32.9				
Special Education	15.9	15.8	17.0				
First Language Not English	0.5	2.0	15.6				

Grades Offered: PK, K, 01, 02, 03, 04

2009 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	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	234	13	47	80	20	100	220	7	32	66	34	100
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	252	12	57	92	8	100	239	6	38	81	19	100
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	274	5	43	83	17	100	262	2	30	74	26	100
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

GRADE LEVEL 8 - MATHEMATICS											
Student Group	Massachusetts					National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB		%	A	P+	B+	BB

						Assessed						Assessed
All Students	299	17	52	85	15	100	282	7	33	71	29	100
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

2009 Massachusetts NAEP Results

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	3,900	14	6	5
Grade 4 Mathematics	3,700	14	6	5
Grade 8 Reading	3,600	15	1	5
Grade 8 Mathematics	3,600	14	2	6

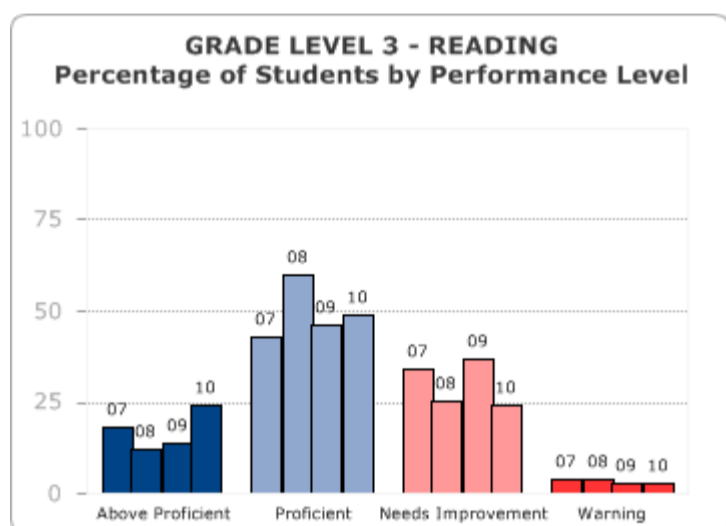
2010 MCAS Results by Subgroup by Grade then Subject

* **NOTE:** First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

* **NOTE:** Performance level percentages are not calculated if student group less than 10. Median student growth percentiles (SGP) are not calculated if no students included in SGP less than 20.

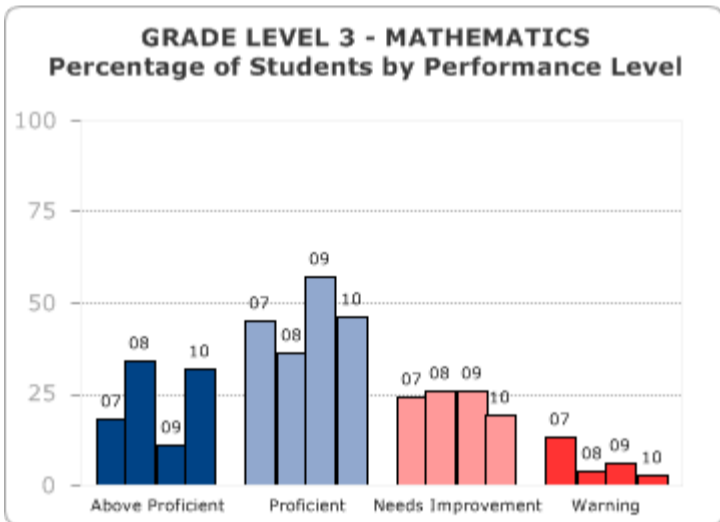
Data Last Updated on September 14, 2010

GRADE LEVEL 3 - READING																										
Student Group	School									District									State							
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP
	#	%	P+	P	NI	W				#	%	P+	P	NI	W				#	%	P+	P	NI	W		
AYP Subgroups																										
Stud. w/ Disab	17	100	6	29	53	12	77.9	N/A	N/A	43	100	2	23	51	23	74.4	N/A	N/A	12,533	99	2	23	46	29	68.2	N/A
LEP/FLEP	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	8,011	99	4	30	47	19	70.3	N/A
Low-Income	16	100	13	38	44	6	78.1	N/A	N/A	46	100	7	41	39	13	78.3	N/A	N/A	25,210	100	6	37	43	14	76.1	N/A
African American/Black	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	5,485	99	6	36	43	15	75.6	N/A
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,987	99	18	49	27	6	87.7	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	10,671	100	5	33	45	17	73.0	N/A
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	158	99	10	40	39	11	80.7	N/A
White	67	100	24	49	25	1	92.2	N/A	N/A	164	100	16	50	30	4	89.6	N/A	N/A	48,214	100	17	53	25	5	89.7	N/A
□																										
Other Subgroups																										
Male	47	100	19	55	21	4	91.5	N/A	N/A	113	100	13	52	27	7	89.8	N/A	N/A	36,319	100	12	47	32	9	84.1	N/A
Female	28	100	32	39	29	0	91.1	N/A	N/A	68	100	21	46	31	3	88.2	N/A	N/A	34,282	100	17	50	27	6	87.7	N/A
Title I	16	100	0	50	50	0	84.4	N/A	N/A	43	100	0	37	63	0	80.8	N/A	N/A	25,047	100	6	38	43	13	77.1	N/A
Non-Title I	59	100	31	49	17	3	93.2	N/A	N/A	138	100	21	54	18	7	91.8	N/A	N/A	45,575	100	19	55	22	5	90.6	N/A
Non-Low Income	59	100	27	53	19	2	94.9	N/A	N/A	135	100	19	53	25	3	93.0	N/A	N/A	45,412	100	19	55	22	4	91.2	N/A
LEP	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,911	99	2	25	51	22	65.8	N/A
FLEP	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,100	100	9	45	38	8	82.9	N/A
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	515	96	-	-	-	-	-	N/A
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	93	100	11	47	32	10	83.3	N/A
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,978	99	16	48	30	6	86.8	N/A
□																										
All Students																										
2010	75	100	24	49	24	3	91.3	N/A	N/A	181	100	16	50	29	6	89.2	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A
2009	70	100	14	46	37	3	84.6	N/A	N/A	167	100	12	46	34	8	83.4	N/A	N/A	70,675	100	12	45	33	10	82.6	N/A



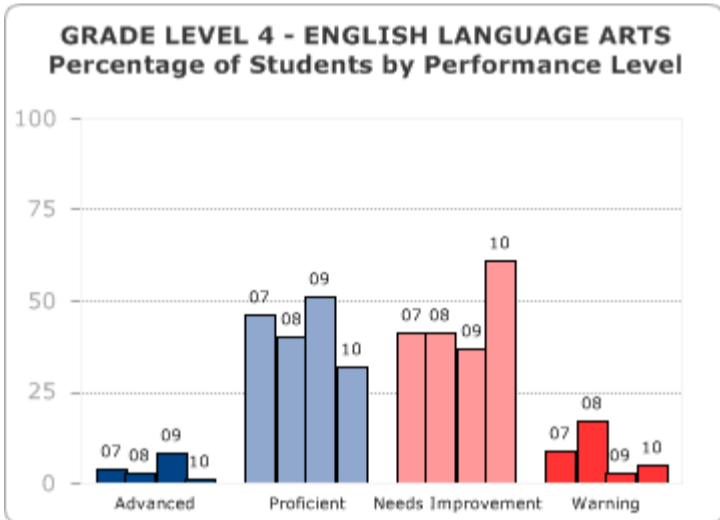
GRADE LEVEL 3 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	
	#	%	P+	P	NI	W				#	%	P+	P	NI	W				#	%	P+	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	16	94	13	44	31	13	82.8	N/A	N/A	42	98	14	26	26	33	75.0	N/A	N/A	12,517	99	6	24	35	34	65.6	N/A	
LEP/FLEP		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	7,958	100	12	31	34	23	69.8	N/A	
Low-Income	16	100	19	50	25	6	84.4	N/A	N/A	46	100	11	43	22	24	78.3	N/A	N/A	25,130	100	11	34	34	20	72.6	N/A	
African American/Black	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	5,482	100	9	31	37	24	69.0	N/A	
Asian		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	3,985	100	40	38	17	6	90.2	N/A	
Hispanic/Latino	2	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	10,592	100	10	32	34	24	69.8	N/A	
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	158	99	16	34	33	17	75.3	N/A	
White	66	99	35	44	20	2	93.6	N/A	N/A	163	99	32	44	18	6	91.4	N/A	N/A	48,211	100	30	43	21	7	88.1	N/A	
Other Subgroups																											
Male	46	98	35	46	15	4	92.4	N/A	N/A	112	99	30	46	14	9	92.4	N/A	N/A	36,283	100	26	39	24	11	84.0	N/A	
Female	28	100	29	46	25	0	93.8	N/A	N/A	68	100	29	38	24	9	86.4	N/A	N/A	34,243	100	25	40	24	10	83.6	N/A	
Title I	16	100	19	31	44	6	82.8	N/A	N/A	43	100	9	37	47	7	80.2	N/A	N/A	24,968	100	12	35	34	19	73.9	N/A	
Non-Title I	58	98	36	50	12	2	95.7	N/A	N/A	137	99	36	45	9	9	93.2	N/A	N/A	45,584	100	33	42	19	7	89.2	N/A	
Non-Low Income	58	98	36	45	17	2	95.3	N/A	N/A	134	99	37	43	16	4	94.2	N/A	N/A	45,422	100	33	43	18	5	90.0	N/A	
LEP		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,871	100	8	29	36	27	65.6	N/A	
FLEP		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,087	100	23	38	26	12	81.6	N/A	
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	606	99	-	-	-	-	-	N/A	
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	94	100	26	39	24	11	85.1	N/A	
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,987	100	26	36	27	11	82.0	N/A	
All Students																											
2010	74	99	32	46	19	3	92.9	N/A	N/A	180	99	30	43	18	9	90.1	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	
2009	70	100	11	57	26	6	86.4	N/A	N/A	167	100	19	44	25	12	83.5	N/A	N/A	70,791	100	20	40	25	15	81.4	N/A	



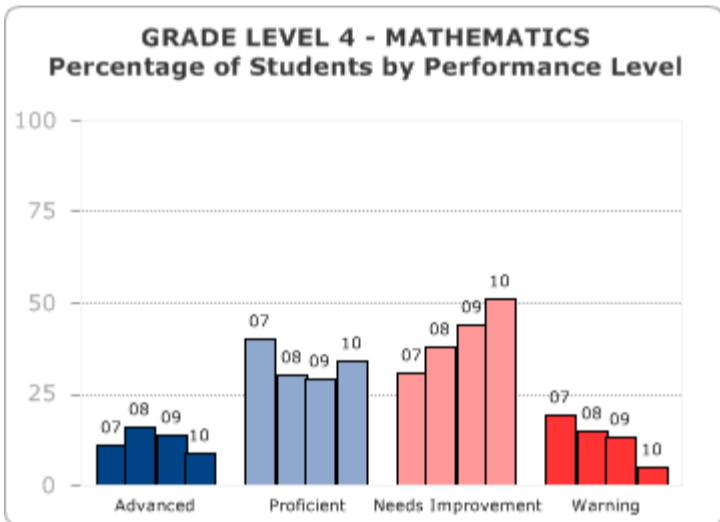
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

Student Group	School									District						State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W		
AYP Subgroups																										
Stud. w/ Disab	8	-	-	-	-	-	-	-	-	22	100	0	14	45	41	55.7	37.0	20	13,089	99	1	15	44	40	58.9	36.0
LEP/FLEP	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	7,438	99	3	23	46	28	62.2	46.0
Low-Income	22	100	0	27	68	5	68.2	35.0	22	44	100	0	39	45	16	69.9	49.0	43	24,995	99	3	28	47	23	67.2	42.0
African American/Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,501	99	3	26	47	23	66.2	41.0
Asian	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,857	100	19	45	29	8	84.8	60.0
Hispanic/Latino	5	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	10,593	99	3	25	46	26	64.8	42.0
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	149	99	6	39	38	17	74.5	43.0
White	66	100	0	35	61	5	75.4	30.0	66	158	100	13	41	40	6	82.4	51.0	154	48,952	100	13	48	31	8	84.6	51.0
Other Subgroups																										
Male	44	100	2	34	59	5	75.6	32.0	43	94	100	9	39	45	7	79.8	51.0	91	36,477	100	7	40	38	15	77.2	44.0
Female	30	100	0	30	63	7	71.7	25.5	30	75	100	19	39	36	7	83.0	53.0	73	34,413	100	15	45	32	9	83.2	57.0
Title I	23	100	0	4	78	17	55.4	48.0	23	51	100	0	25	63	12	68.1	61.0	51	24,664	99	3	29	47	21	68.2	43.0
Non-Title I	51	100	2	45	53	0	82.4	25.5	50	118	100	19	45	31	5	86.9	46.0	113	46,247	100	15	50	28	7	86.5	54.0
Non-Low Income	52	100	2	35	58	6	76.4	31.0	51	125	100	18	39	39	4	85.2	52.0	121	45,916	100	15	51	28	6	87.1	56.0
LEP		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,521	99	1	18	48	33	57.6	45.0
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,917	99	7	37	41	15	75.5	49.0
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	523	92	-	-	-	-	-	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	11	53	24	11	85.9	45.5
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,728	99	12	40	36	12	79.8	49.0
All Students																										
2010	74	100	1	32	61	5	74.0	31.0	73	169	100	13	39	41	7	81.2	51.5	164	70,911	100	11	43	35	12	80.1	50.0
2009	86	100	8	51	37	3	85.5	45.0	83	195	100	10	52	32	6	86.8	55.5	180	70,471	99	11	42	35	11	79.9	50.0



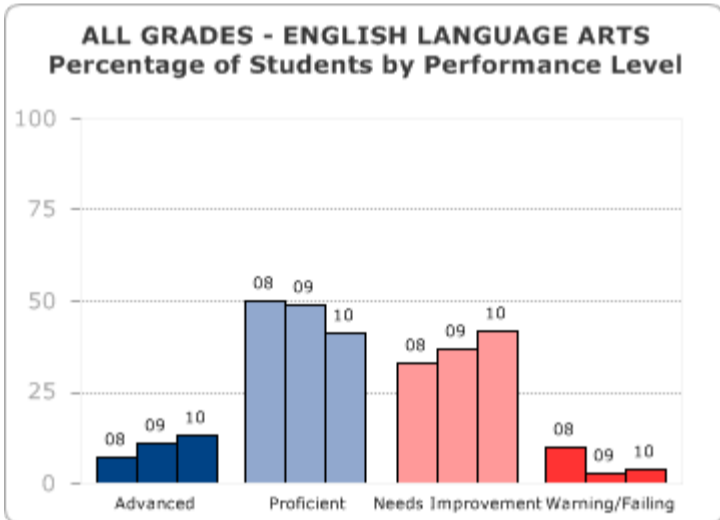
GRADE LEVEL 4 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	8	-	-	-	-	-	-	-	-	22	100	0	14	45	41	59.1	N/A	19	13,097	99	3	13	48	36	60.3	39.0	
LEP/FLEP	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	7,417	100	7	21	48	24	65.5	52.0	
Low-Income	22	100	5	18	68	9	68.2	39.0	22	44	100	2	27	59	11	68.2	51.0	43	24,957	100	6	22	51	21	67.5	46.0	
African American/Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,492	99	5	20	52	24	64.4	44.0	
Asian	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,861	100	32	33	29	6	86.7	60.0	
Hispanic/Latino	5	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	10,553	100	6	21	50	23	65.7	47.0	
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	152	100	10	31	46	13	74.5	47.0	
White	66	100	9	35	53	3	80.7	40.0	66	158	100	19	35	39	6	83.4	57.0	153	49,000	100	18	36	39	7	82.4	49.0	
Other Subgroups																											
Male	44	100	9	39	45	7	81.8	54.0	43	94	100	18	34	41	6	83.2	58.0	90	36,499	100	16	31	41	12	78.3	48.0	
Female	30	100	10	27	60	3	75.8	39.0	30	75	100	19	35	39	8	81.3	55.0	73	34,400	100	16	33	42	10	79.1	49.0	
Title I	23	100	0	13	74	13	64.1	48.0	23	51	100	2	22	69	8	71.1	55.0	51	24,617	100	7	23	51	19	68.5	47.0	
Non-Title I	51	100	14	43	41	2	86.3	45.0	50	118	100	25	40	28	7	87.3	58.0	112	46,307	100	21	37	36	7	84.1	51.0	
Non-Low Income	52	100	12	40	44	4	84.1	50.0	51	125	100	24	37	34	6	87.4	63.0	120	45,967	100	21	37	36	6	84.7	52.0	
LEP		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,492	100	5	18	50	28	61.7	51.0	
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,925	100	14	29	43	14	76.3	54.0	
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	600	99	-	-	-	-	-	N/A	
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	22	34	35	8	85.9	56.0	
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,730	100	16	30	43	11	78.2	47.0	
All Students																											
2010	74	100	9	34	51	5	79.4	46.0	73	169	100	18	34	40	7	82.4	57.0	163	70,924	100	16	32	41	11	78.7	49.0	
2009	86	100	14	29	44	13	75.3	25.0	83	194	100	20	35	34	12	81.3	49.0	179	70,709	100	16	32	41	11	78.5	50.0	



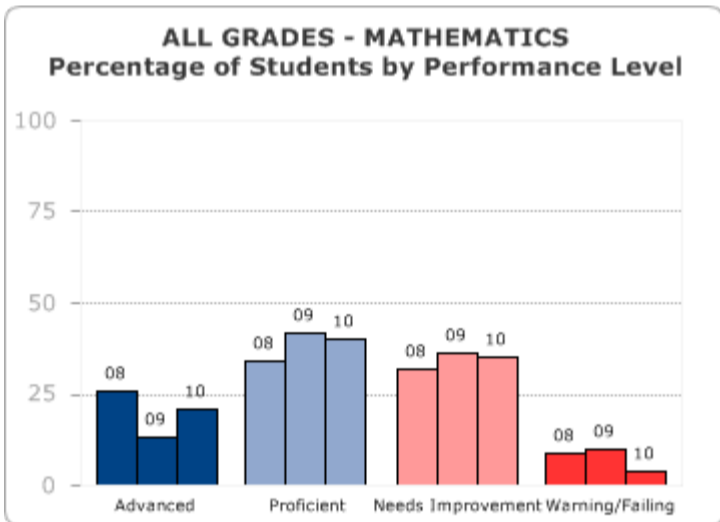
ALL GRADES - ENGLISH LANGUAGE ARTS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	25	100	4	28	52	16	72.0	N/A	8	205	97	1	25	42	32	67.9	37.0	129	89,969	98	2	26	42	30	67.3	41.0	
LEP/FLEP	1	-	-	-	-	-	-	-	-	15	100	0	33	27	40	76.7	N/A	8	39,253	98	3	29	43	26	66.1	51.0	
Low-Income	38	100	5	32	58	5	72.4	35.0	22	299	99	5	54	28	14	80.9	46.0	229	169,152	99	5	42	37	16	76.5	46.0	
African American/Black		-	-	-	-	-	-	-	-	10	100	0	50	30	20	75.0	N/A	6	39,877	99	5	42	37	16	76.6	46.0	
Asian	2	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	25,580	99	26	49	19	6	89.8	59.0	
Hispanic/Latino	7	-	-	-	-	-	-	-	-	48	100	15	52	23	10	88.5	60.0	37	70,278	99	5	38	38	19	73.6	47.0	
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,265	99	10	49	30	11	82.5	45.0	
White	133	100	12	42	43	3	83.8	30.0	66	1,182	99	15	57	22	6	89.4	49.0	945	350,089	99	19	57	20	5	90.5	50.0	
Other Subgroups																											
Male	91	100	11	45	40	4	83.8	32.0	43	696	99	11	57	24	8	87.5	48.0	538	255,816	99	12	52	27	10	84.6	47.0	
Female	58	100	16	34	47	3	81.0	25.5	30	587	100	19	58	19	4	91.7	52.0	483	242,687	99	20	53	21	6	89.3	53.0	
Title I	39	100	0	23	67	10	67.3	48.0	23	94	100	0	31	63	6	73.9	61.0	51	144,544	99	5	42	38	15	76.4	46.0	
Non-Title I	110	100	17	47	34	2	88.2	25.5	50	1,189	99	16	59	18	6	90.7	49.0	970	354,124	99	20	57	18	5	91.1	51.0	
Non-Low Income	111	100	15	44	37	4	86.3	31.0	51	984	100	18	58	20	4	92.0	50.0	792	329,516	99	21	58	17	4	92.2	52.0	
LEP		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	27,116	98	1	21	46	32	59.8	50.0	
FLEP	1	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	12,137	99	7	46	36	11	80.1	55.0	
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	559	99	14	50	25	11	85.5	50.0	
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	31	100	23	68	10	0	96.0	58.0	23	10,686	99	16	51	25	8	86.3	49.0	
All Students																											
2010	149	100	13	41	42	4	82.7	31.0	73	1,283	99	15	57	22	6	89.4	49.0	1,021	498,668	99	16	52	24	8	86.9	50.0	
2009	156	100	11	49	37	3	85.1	45.0	83	1,273	99	15	56	23	6	89.1	50.0	1,009	499,025	99	16	51	25	8	86.5	50.0	



ALL GRADES - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	24	96	8	38	42	13	78.1	N/A	8	204	97	5	13	29	53	57.2	46.0	129	89,944	98	5	16	34	45	57.5	43.0	
LEP/FLEP	1	-	-	-	-	-	-	-	-	15	100	7	13	40	40	68.3	N/A	8	39,255	99	9	22	34	34	61.5	54.0	
Low-Income	38	100	11	32	50	8	75.0	39.0	22	300	99	9	29	36	26	68.6	47.0	227	168,960	99	11	26	36	27	67.1	47.0	
African American/Black		-	-	-	-	-	-	-	-	10	100	10	50	10	30	72.5	N/A	6	39,864	99	10	25	36	29	65.1	48.0	
Asian	2	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	25,597	100	45	30	17	7	89.0	62.0	
Hispanic/Latino	7	-	-	-	-	-	-	-	-	48	100	13	33	31	23	77.6	53.0	37	70,161	99	10	24	36	31	63.9	47.0	
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,259	99	17	29	34	21	72.3	46.0	
White	132	99	22	39	36	2	87.1	40.0	66	1,184	99	25	34	26	14	81.5	53.0	943	350,165	99	29	35	25	10	84.1	50.0	
Other Subgroups																											
Male	90	99	22	42	30	6	87.2	54.0	43	697	99	27	34	26	14	82.7	54.0	537	255,808	99	26	32	27	16	79.5	50.0	
Female	58	100	19	36	43	2	84.5	39.0	30	588	100	22	35	28	15	79.6	51.0	482	242,686	99	25	33	28	14	80.2	50.0	
Title I	39	100	8	21	62	10	71.8	48.0	23	94	100	5	29	59	7	75.3	55.0	51	144,388	99	11	27	36	26	67.8	48.0	
Non-Title I	109	99	26	47	26	2	91.3	45.0	50	1,191	99	26	35	24	15	81.8	53.0	968	354,244	99	31	35	23	10	84.8	51.0	
Non-Low Income	110	99	25	43	30	3	90.0	50.0	51	985	100	30	36	24	10	85.2	54.0	792	329,672	100	33	36	23	8	86.4	52.0	
LEP		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	27,121	99	6	18	35	40	56.2	53.0	
FLEP	1	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	12,134	99	17	30	32	21	73.3	55.0	
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	559	99	22	31	29	19	77.3	51.0	
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	31	100	26	32	32	10	81.5	48.0	23	10,707	99	24	31	29	15	78.6	48.0	
All Students																											
2010	148	99	21	40	35	4	86.1	46.0	73	1,285	99	25	34	27	14	81.3	53.0	1,019	498,632	99	26	33	27	15	79.9	50.0	
2009	156	100	13	42	36	10	80.3	25.0	83	1,266	99	22	35	27	16	79.4	51.0	1,002	499,717	99	23	32	28	16	78.5	50.0	



Amesbury Elementary:
2010 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 2	High	No Change
MATHEMATICS	No Status	High	On Target

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	82.7 <input type="checkbox"/>	No <input type="checkbox"/>	-2.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.6 <input type="checkbox"/>	No <input type="checkbox"/>
Lim. English Prof. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Special Education <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	72.0 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Low Income <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	72.4 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Afr. Amer./Black <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Asian or Pacif. Isl. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Hispanic <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Native American <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
White <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	83.8 <input type="checkbox"/>	No <input type="checkbox"/>	-3.2 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.6 <input type="checkbox"/>	No <input type="checkbox"/>
MATHEMATICS									
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	Yes <input type="checkbox"/>	86.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	5.8 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.6 <input type="checkbox"/>	Yes <input type="checkbox"/>
Lim. English Prof. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Special Education <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	78.1 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Low Income <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	75.0 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Afr. Amer./Black <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Asian or Pacif. Isl. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Hispanic <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Native American <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
White <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	Yes <input type="checkbox"/>	87.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	6.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.6 <input type="checkbox"/>	Yes <input type="checkbox"/>

Adequate Yearly Progress History										NCLB Accountability Status
	2003	2004	2005	2006	2007	2008	2009	2010		
<input type="checkbox"/>										
ELA	Aggregate	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Improvement Year 2 <input type="checkbox"/>
	All Subgroups	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
MATH	Aggregate	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No Status
	All Subgroups	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	

**Amesbury Elementary:
AYP Data Detail**

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	154	154	100	Yes	149	82.7	No	85.1	3.0	85.6-90.6	No	95.6	-0.5	Yes	No
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	26	26	-	-	25	72.0	-	-	-	-	-	-	-	-	-
Low Income	42	42	-	-	38	72.4	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	138	138	100	Yes	133	83.8	No	87.0	2.6	87.1-92.1	No	95.6	-0.7	Yes	No

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	154	153	99	Yes	148	86.1	Yes	80.3	3.9	81.7-86.7	Yes	95.6	-0.5	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	26	25	-	-	24	78.1	-	-	-	-	-	-	-	-	-
Low Income	42	42	-	-	38	75.0	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	138	137	99	Yes	132	87.1	Yes	80.7	3.9	82.1-87.1	Yes	95.6	-0.7	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	No	Improvement Year 2
	All Subgroups	No	Yes	Yes	Yes	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	

About the Data

Enrollment and Educator Data

Notes:

The "Total # 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 NCLB. 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 NCLB-defined core subject areas they are teaching.

The waiver data included in this 2010 NCLB Report Card reflects only academic waivers issued during the 2009-2010 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 2009 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 (as of October 1, 2009)

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

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

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

Formerly Limited English Proficient (FLEP): A student who has transitioned out of LEP status during the current school year or within the past two school years.

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

Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

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

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

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

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

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

Title I: Student receives Title I services.

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

MCAS Data (Spring 2010 Results)

MCAS performance levels include Above Proficient (**P+**) in grade 3; Advanced (**A**) in grades 4-8 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.

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

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: The Composite Performance Index (CPI) is an aggregate measure of student achievement in a school or district. CPI points are awarded to each student who took the MCAS tests according to the tables below. School and district CPIs represent the average number of CPI points awarded to students tested in the school or district.

Standard MCAS Performance Level	Scaled Score	CPI Points
Advanced / Above Proficient	260-280	100
Proficient	240-258	100
Needs Improvement	230-238	75
Needs Improvement	220-228	50
Warning / Failing	210-218	25
Warning / Failing	200-208	0

Alternate Assessment Performance Level	Corresponding MCAS Performance Level	CPI Points
Advanced / Above Proficient	Advanced / Above Proficient	100
Proficient	Proficient	100
Needs Improvement	Needs Improvement	100
Progressing	Warning / Failing	75 or 100*
Emerging	Warning / Failing	75
Awareness	Warning / Failing	50
Incomplete Portfolio	Warning / Failing	25

* See <http://www.doe.mass.edu/news/news.aspx?id=5607> for more information.

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, with 50 being average; 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 performance levels. Therefore, all students, no matter 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 (2010)

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

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

Accountability Status Labels

I1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)

I1/2-A: Identified for Improvement (Year 1 or 2)

CA-S: Identified for Corrective Action - Subgroups only

CA-A: Identified for Corrective Action

RST1/2-S: Identified for Restructuring - Subgroups only (Year 1 or 2)

RST1/2: Identified for Restructuring (Year 1 or 2)

UR: Under Review

For more information on the No Child Left Behind Act, please visit

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

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

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