

2011 NCLB Report Card - Memorial Elementary

Memorial Elementary (01770015)

Amanda Luizzi, Principal

Mailing Address: 16 Cassidy Lane

Medway, MA 02053

Phone: (508) 533-3266

FAX: (508) 533-3274

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 (2010-11 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.) 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 (2010-11)				Educator Data (2010-11)			
	School	District	State		School	District	State
Total Count	416	2,640	955,563	Total # of Teachers	27.4	176.1	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	99.5	97.5
African American or Black	1.0	0.9	8.2	Total Number of Classes in Core Academic Areas	119	923	335,925
Asian	2.4	2.2	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.8	97.7
Hispanic or Latino	1.7	1.9	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.2	2.3
Multi-race, Non-Hispanic	0.7	0.8	2.4	Student/Teacher Ratio	15.2 to 1	15.0 to 1	13.9 to 1
Native American	0.2	0.2	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	1.1	1.3
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	94.0	93.9	68.0				
Gender (%)							
Male	53.4	50.1	51.3				
Female	46.6	49.9	48.7				
Selected Populations (%)							
Limited English Proficiency	0.5	0.2	7.1				
Low-Income	7.2	6.7	34.2				
Special Education	14.7	17.1	17.0				
First Language Not English	0.5	0.5	16.3				

Grades Offered: 03, 04

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	% 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	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	% 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	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	% 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	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

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		% 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

2011 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	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

2011 MCAS Results by Subgroup by Grade and Subject

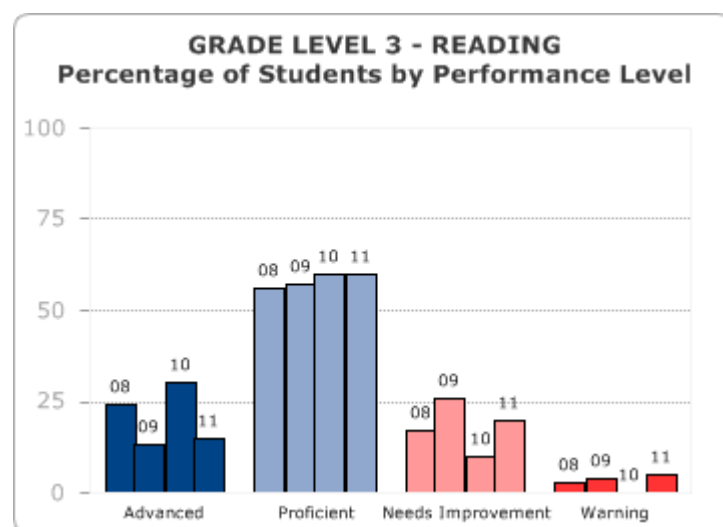
* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science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

* **NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

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

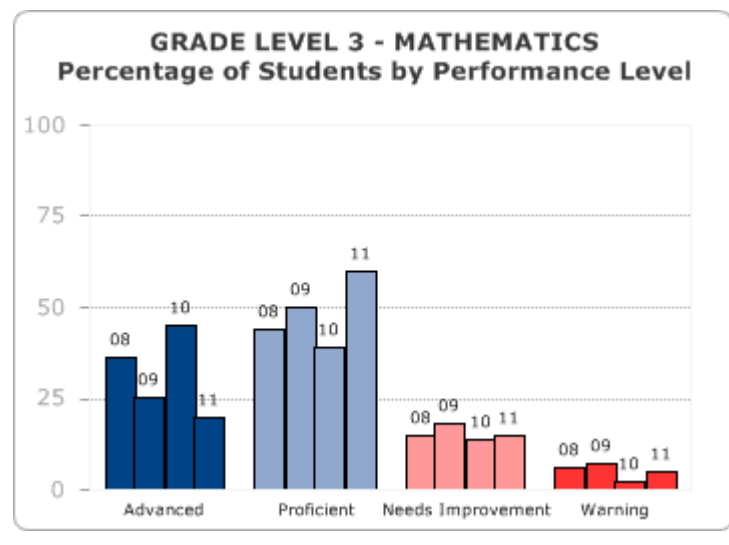
Data Last Updated on September 30, 2011

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	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	41	100	2	39	41	17	83.5	N/A	N/A	42	100	2	38	40	19	83.9	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A
ELL/Former ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	8,640	99	3	30	46	22	67.1	N/A	N/A
Low-Income	17	100	12	47	29	12	88.2	N/A	N/A	17	100	12	47	29	12	88.2	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A
African American/Black	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,473	99	3	34	45	18	71.4	N/A	N/A
Asian	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	4,123	99	17	52	24	7	87.4	N/A	N/A
Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	11,279	99	3	33	45	19	70.6	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	168	100	8	39	40	13	78.9	N/A	N/A
White	201	100	15	60	20	4	92.0	N/A	N/A	202	100	15	60	20	5	92.1	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A
□																											
Other Subgroups																											
High Needs	56	100	5	43	39	13	85.3	N/A	N/A	57	100	5	42	39	14	85.5	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A
Male	120	100	14	55	23	8	89.2	N/A	N/A	121	100	14	55	23	8	89.3	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A
Female	93	100	16	67	16	1	94.9	N/A	N/A	93	100	16	67	16	1	94.9	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A
Title I	58	100	3	50	40	7	82.3	N/A	N/A	58	100	3	50	40	7	82.3	N/A	N/A	25,849	100	4	37	44	15	73.7	N/A	N/A
Non-Title I	155	100	19	64	13	4	95.2	N/A	N/A	156	100	19	63	13	4	95.2	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A
Non-Low Income	196	100	15	61	19	4	92.0	N/A	N/A	197	100	15	61	19	5	92.0	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	6,428	99	1	23	49	26	61.8	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,212	100	8	48	36	8	82.5	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	538	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	7	49	36	8	80.7	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A
□																											
All Students																											
2011	213	100	15	60	20	5	91.7	N/A	N/A	214	100	15	60	20	5	91.7	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A
2010	196	100	30	60	10	0	96.8	N/A	N/A	198	100	29	60	10	1	96.8	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A



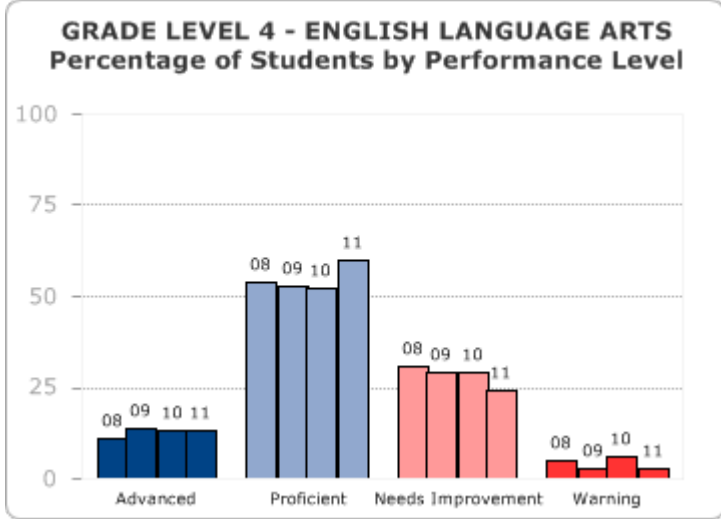
GRADE LEVEL 3 - MATHEMATICS

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	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	41	100	12	41	27	20	84.1	N/A	N/A	42	100	12	40	26	21	84.5	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A
ELL/Former ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	8,687	100	7	37	35	21	71.8	N/A	N/A
Low-Income	17	100	6	47	35	12	85.3	N/A	N/A	17	100	6	47	35	12	85.3	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A
African American/Black	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,479	100	4	35	38	23	69.8	N/A	N/A
Asian	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	4,131	100	26	53	15	5	91.7	N/A	N/A
Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	11,319	100	5	38	37	20	72.3	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	165	99	9	45	33	13	80.6	N/A	N/A
White	201	100	20	61	14	5	93.5	N/A	N/A	202	100	20	60	14	5	93.6	N/A	N/A	46,896	100	15	57	21	6	88.9	N/A	N/A
Other Subgroups																											
High Needs	56	100	11	43	32	14	84.4	N/A	N/A	57	100	11	42	32	16	84.6	N/A	N/A	33,822	100	6	40	35	19	74.9	N/A	N/A
Male	120	100	18	63	12	8	93.5	N/A	N/A	121	100	18	62	12	8	93.6	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A
Female	93	100	23	57	18	2	92.2	N/A	N/A	93	100	23	57	18	2	92.2	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A
Title I	58	100	3	47	40	10	79.7	N/A	N/A	58	100	3	47	40	10	79.7	N/A	N/A	25,870	100	6	41	35	17	75.4	N/A	N/A
Non-Title I	155	100	26	65	5	3	97.9	N/A	N/A	156	100	26	65	5	4	97.9	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A
Non-Low Income	196	100	21	61	13	5	93.6	N/A	N/A	197	100	21	61	13	5	93.7	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	6,474	100	4	33	38	25	67.5	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,213	100	13	50	28	9	84.4	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	606	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	11	44	35	11	79.0	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A
All Students																											
2011	213	100	20	60	15	5	93.0	N/A	N/A	214	100	20	60	14	6	93.0	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A
2010	196	100	45	39	14	2	93.4	N/A	N/A	198	100	45	39	14	2	93.3	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A



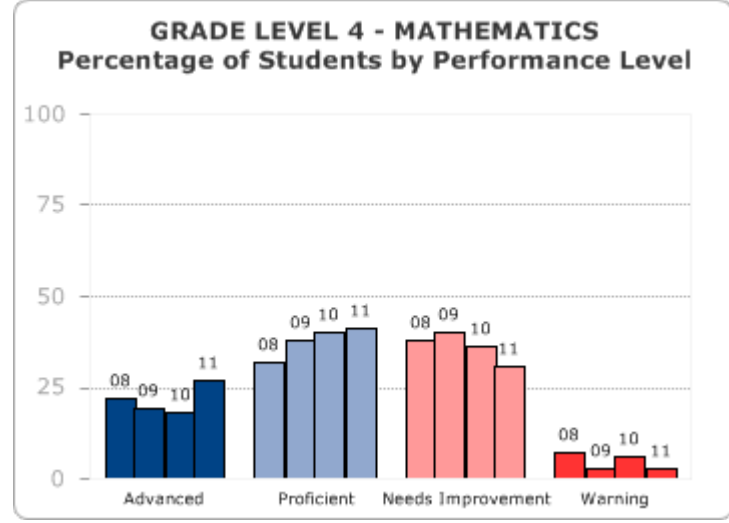
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

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	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	29	97	0	28	52	21	64.7	29.0	29	31	97	0	26	48	26	63.7	29.0	29	13,497	99	1	14	44	41	57.9	36.0	11,539
ELL/Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	7,866	99	3	25	45	28	62.5	47.0	6,862
Low-Income	10	100	0	30	60	10	72.5	N/A	10	12	100	0	25	58	17	66.7	N/A	10	25,847	99	3	29	46	22	67.5	42.0	23,562
African American/Black	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,629	99	3	27	46	24	66.2	41.0	5,011
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	4,054	100	18	47	27	8	84.5	63.0	3,760
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	10,865	99	3	26	45	26	64.9	43.0	9,755
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	164	100	5	30	48	16	70.0	43.0	153
White	187	99	13	60	24	3	90.4	49.0	183	190	99	13	59	24	4	89.7	49.0	183	48,076	100	11	48	32	8	83.8	51.0	45,896
Other Subgroups																											
High Needs	35	97	0	29	54	17	67.1	27.0	35	38	97	0	26	53	21	65.8	27.0	35	34,226	99	3	28	47	23	67.3	42.0	30,918
Male	99	99	7	69	22	2	91.9	43.0	97	101	99	7	67	23	3	91.3	43.0	97	36,389	99	6	39	40	15	75.6	43.0	33,905
Female	100	99	19	51	26	4	88.0	52.0	98	101	99	19	50	26	5	87.4	52.0	98	34,506	100	13	47	31	9	83.4	57.0	32,658
Title I	43	98	0	42	49	9	76.2	39.0	42	44	98	0	41	50	9	75.6	39.0	42	25,673	99	4	29	46	21	68.1	43.0	23,608
Non-Title I	156	99	17	65	17	1	93.8	49.0	153	158	99	16	64	17	3	93.2	49.0	153	45,247	100	13	51	29	7	85.8	54.0	42,965
Non-Low Income	189	99	14	61	22	3	90.9	51.0	185	190	99	14	61	22	3	90.8	51.0	185	45,073	100	14	51	29	6	86.2	54.0	43,011
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,499	99	1	17	47	34	56.0	46.0	4,604
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,367	99	7	42	40	12	77.7	52.0	2,258
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	489	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	96	100	13	43	29	16	80.2	56.0	88
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,011	100	10	43	36	11	79.4	51.0	1,900
All Students																											
2011	199	99	13	60	24	3	89.9	48.0	195	202	99	13	59	24	4	89.4	48.0	195	70,920	100	10	43	35	12	79.4	51.0	66,573
2010	228	100	13	52	29	6	87.6	56.0	216	233	100	13	52	28	6	87.3	56.0	217	70,911	100	11	43	35	12	80.1	50.0	66,628



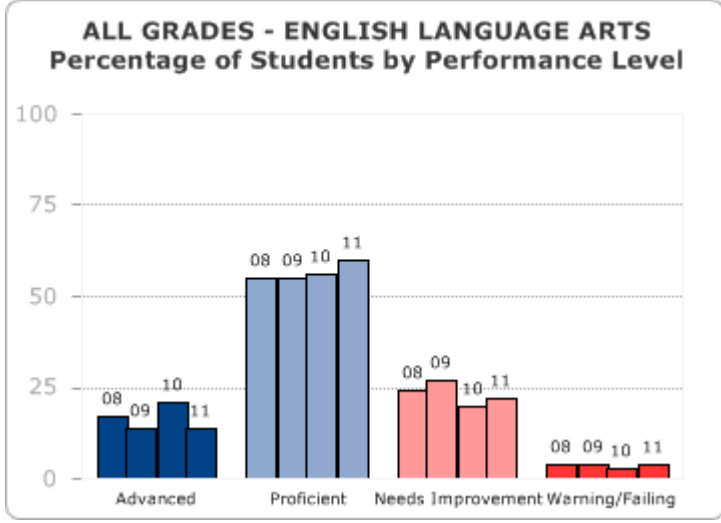
GRADE LEVEL 4 - MATHEMATICS

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	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
AYP Subgroups																											
Stud. w/ Disab	30	100	10	20	53	17	65.8	28.5	30	31	100	10	19	52	19	65.3	28.5	30	13,563	99	3	13	48	36	60.1	39.0	11,615
ELL/Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	7,934	100	7	21	48	24	65.1	50.0	6,830
Low-Income	10	100	10	30	50	10	77.5	N/A	10	11	100	9	27	55	9	75.0	N/A	10	25,922	100	6	22	52	20	67.4	45.0	23,521
African American/Black	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,664	100	5	18	53	25	63.1	42.0	5,032
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	4,060	100	32	36	27	6	87.4	66.0	3,758
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	10,908	100	5	20	51	23	65.2	46.0	9,694
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	162	100	9	22	54	15	70.8	50.0	153
White	188	99	26	41	30	3	88.3	47.0	184	190	99	25	41	31	3	87.9	47.0	184	48,172	100	17	36	39	7	82.5	50.0	45,994
Other Subgroups																											
High Needs	36	100	11	22	53	14	68.8	28.5	36	38	100	11	21	53	16	67.8	28.5	36	34,365	100	6	22	51	21	67.6	45.0	30,944
Male	99	99	31	45	22	1	92.2	48.0	97	101	99	31	45	23	2	91.3	48.0	97	36,503	100	15	32	41	12	78.5	50.0	33,985
Female	101	100	22	36	39	4	84.2	39.0	99	101	100	22	36	39	4	84.2	39.0	99	34,570	100	15	33	42	10	78.2	50.0	32,633
Title I	44	100	0	18	73	9	68.2	34.0	43	45	100	0	18	73	9	67.8	34.0	43	25,760	100	7	22	52	19	68.2	46.0	23,569
Non-Title I	156	99	34	47	19	1	93.8	50.0	153	157	99	34	46	18	1	93.5	50.0	153	45,341	100	20	38	36	7	84.2	52.0	43,060
Non-Low Income	190	99	27	41	29	2	88.7	47.0	186	191	99	27	41	29	3	88.5	47.0	186	45,179	100	20	38	36	6	84.7	52.0	43,108
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,566	100	5	17	50	29	59.8	50.0	4,588
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,368	100	13	32	44	11	77.6	51.5	2,242
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	556	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	96	100	16	33	39	13	78.9	44.0	90
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,011	100	16	30	43	11	77.0	50.0	1,897
All Students																											
2011	200	100	27	41	31	3	88.1	46.5	196	202	100	26	40	31	3	87.7	46.5	196	71,101	100	15	32	42	11	78.4	50.0	66,629
2010	227	100	18	40	36	6	86.0	48.0	215	232	100	18	40	36	6	85.8	48.0	216	70,924	100	16	32	41	11	78.7	49.0	66,792



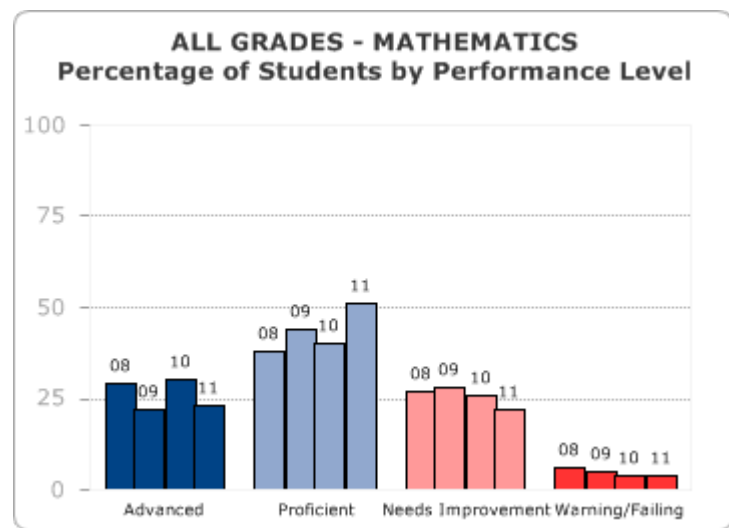
ALL GRADES - ENGLISH LANGUAGE ARTS

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	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	70	99	1	34	46	19	75.7	29.0	29	281	99	2	46	38	14	82.4	43.5	212	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	4	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	27	100	7	41	41	11	82.4	N/A	10	101	100	7	56	29	8	87.9	46.5	76	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	4	-	-	-	-	-	-	-	-	15	100	27	40	33	0	85.0	N/A	14	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	9	-	-	-	-	-	-	-	-	30	100	27	73	0	0	100.0	46.5	26	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	7	-	-	-	-	-	-	-	-	24	100	17	42	33	8	84.4	N/A	16	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958
White	388	99	14	60	22	4	91.2	49.0	183	1,418	100	25	59	13	3	94.8	56.0	1,165	343,938	99	21	56	19	5	90.9	51.0	281,256
Other Subgroups																											
High Needs	91	99	3	37	45	14	78.3	27.0	35	345	99	4	50	34	12	84.4	46.0	257	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	219	100	11	61	23	5	90.4	43.0	97	754	100	18	62	16	4	93.7	51.0	602	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	193	99	18	59	21	3	91.3	52.0	98	749	100	32	55	11	2	95.5	58.0	633	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I	101	99	2	47	44	8	79.7	39.0	42	151	99	3	53	38	5	83.8	58.0	89	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	311	100	18	64	15	3	94.5	49.0	153	1,352	100	27	60	11	3	95.8	56.0	1,146	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	385	99	15	61	21	3	91.4	51.0	185	1,402	100	26	59	12	2	95.1	56.0	1,159	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	13	100	15	62	23	0	92.3	N/A	11	11,536	99	18	51	24	8	86.9	51.0	8,903
All Students																											
2011	412	100	14	60	22	4	90.8	48.0	195	1,503	100	25	59	13	3	94.6	56.0	1,235	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	424	100	21	56	20	3	91.9	56.0	216	1,486	99	24	61	13	3	94.5	55.0	1,230	498,668	99	16	52	24	8	86.9	50.0	396,078



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	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	71	100	11	32	38	18	76.4	28.5	30	283	100	10	28	35	27	71.9	52.0	215	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	4	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	27	100	7	41	41	11	82.4	N/A	10	101	100	13	36	36	16	78.0	52.0	77	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	4	-	-	-	-	-	-	-	-	16	100	25	38	31	6	82.8	N/A	15	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	9	-	-	-	-	-	-	-	-	30	100	47	47	7	0	97.5	46.5	26	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	7	-	-	-	-	-	-	-	-	24	100	13	29	42	17	75.0	N/A	16	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956
White	389	100	23	51	22	4	91.0	47.0	184	1,415	100	36	39	19	6	90.1	55.0	1,166	344,050	99	28	37	25	10	84.3	50.0	281,305
Other Subgroups																											
High Needs	92	100	11	35	40	14	78.3	28.5	36	347	100	12	30	35	23	74.0	52.0	260	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	219	100	24	55	16	5	92.9	48.0	97	752	100	35	41	17	7	90.3	54.5	602	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	194	100	22	46	29	3	88.0	39.0	99	749	100	36	38	22	5	89.3	54.0	635	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I	102	100	2	34	54	10	74.8	34.0	43	152	100	5	34	53	9	74.7	42.0	90	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	311	100	30	56	12	2	95.8	50.0	153	1,349	100	39	40	16	6	91.5	55.0	1,147	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	386	100	24	51	21	3	91.2	47.0	186	1,400	100	37	40	19	5	90.7	55.0	1,160	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	13	100	38	31	8	23	78.8	N/A	11	11,535	99	24	33	28	15	79.1	50.0	8,894
All Students																											
2011	413	100	23	51	22	4	90.6	46.5	196	1,501	100	35	39	20	6	89.8	54.0	1,237	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	423	100	30	40	26	4	89.4	48.0	215	1,489	99	37	36	22	5	89.1	59.0	1,231	498,632	99	26	33	27	15	79.9	50.0	396,662



Memorial Elementary - 2011 Accountability Data

District: Medway (01770000)
School: Memorial Elementary (01770015)
Accountability & Assistance Level: Level 2
School Title I Status: Title I School (TA)
NCLB School Choice Required: Yes
Supplemental Educational Services Required: Yes

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 1 - Subgroups	No Change
MATHEMATICS	No Status	On Target

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Did at least 95% of students participate in MCAS?	Did student group meet or exceed state performance target?	Did student group meet or exceed its own improvement target?	Did student group meet attendance (G1-8) or graduation rate target (G9-12)?					
Aggregate	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	90.8 <input type="checkbox"/>	No <input type="checkbox"/>	-1.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.8 <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"/>
Special Education	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	No <input type="checkbox"/>	75.7 <input type="checkbox"/>	No <input type="checkbox"/>	0.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.4 <input type="checkbox"/>	No <input type="checkbox"/>
Low Income	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	82.4 <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"/>
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"/>
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"/>
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"/>
White	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	No <input type="checkbox"/>	91.2 <input type="checkbox"/>	No <input type="checkbox"/>	-0.3 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.8 <input type="checkbox"/>	No <input type="checkbox"/>
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	90.6 <input type="checkbox"/>	Yes <input type="checkbox"/>	1.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.8 <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"/>
Special Education	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	76.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	4.2 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.4 <input type="checkbox"/>	Yes <input type="checkbox"/>
Low Income	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	82.4 <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"/>
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"/>
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"/>
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"/>
White	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	91.0 <input type="checkbox"/>	Yes <input type="checkbox"/>	1.8 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.8 <input type="checkbox"/>	Yes <input type="checkbox"/>

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	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"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Restructuring Year 1 - Subgroups <input type="checkbox"/>
	All Subgroups	Yes <input type="checkbox"/>	No <input type="checkbox"/>	No <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"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No Status
	All Subgroups	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	

Memorial Elementary:
AYP Data Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	416	414	100	Yes	412	90.8	No	91.9	2.0	91.9-96.4	No	96.8	0.2	Yes	No
Lim. English Prof.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	72	71	99	Yes	70	75.7	No	75.6	6.1	77.2-86.2	No	96.4	0.7	Yes	No
Low Income	29	29	-	-	27	82.4	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	392	390	99	Yes	388	91.2	No	91.5	2.1	91.5-96.1	No	96.8	0.2	Yes	No

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	415	414	100	Yes	413	90.6	No	89.5	2.6	89.6-94.6	Yes	96.8	0.2	Yes	Yes
Lim. English Prof.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	71	71	100	Yes	71	76.4	No	72.2	7.0	74.7-83.7	Yes	96.4	0.7	Yes	Yes
Low Income	28	28	-	-	27	82.4	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	391	390	100	Yes	389	91.0	No	89.2	2.7	89.4-94.4	Yes	96.8	0.2	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Restructuring Year 1 - Subgroups
	All Subgroups	Yes	No	No	Yes	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	No	Yes	Yes	No	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 2011 NCLB Report Card reflects only academic waivers issued during the 2010-2011 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 (2010-11 School Year)

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 2011 Results)

MCAS performance 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: The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number

between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.

A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance 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)	Portfolio not Submitted	0

* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

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 (2011)

State Accountability and Assistance Levels

Accountability reports for all districts and schools (except charter schools) display a state Accountability and Assistance Level of 1 to 5 indicating its placement on the Framework for Accountability and Assistance, the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention will be in Level 1; those requiring the most intervention will be in Level 5. For information on understanding Accountability and Assistance Levels, please see <http://www.doe.mass.edu/sda/framework/default.html>.

Federal NCLB Accountability Status Labels

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/>.

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>.