

2011 NCLB Report Card - Silver Lake Regional Middle School

Silver Lake Regional Middle School (07600405)

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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 (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	619	1,926	955,563	Total # of Teachers	42.8	129.5	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	97.5
African American or Black	2.1	1.5	8.2	Total Number of Classes in Core Academic Areas	185	528	335,925
Asian	0.8	0.6	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	97.7
Hispanic or Latino	0.0	0.3	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	2.3
Multi-race, Non-Hispanic	0.0	0.0	2.4	Student/Teacher Ratio	14.5 to 1	14.9 to 1	13.9 to 1
Native American	0.0	0.1	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	1.3
Native Hawaiian or Pacific Islander	0.2	0.1	0.1				
White	96.9	97.5	68.0				
Gender (%)							
Male	52.2	52.4	51.3				
Female	47.8	47.6	48.7				
Selected Populations (%)							
Limited English Proficiency	0.0	0.1	7.1				
Low-Income	13.7	12.1	34.2				
Special Education	13.7	15.1	17.0				
First Language Not English	0.0	0.1	16.3				

Grades Offered: 07, 08

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		% Assessed	A	P+	B+	BB	% 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

2011 MCAS Results by Subgroup by Grade and Subject

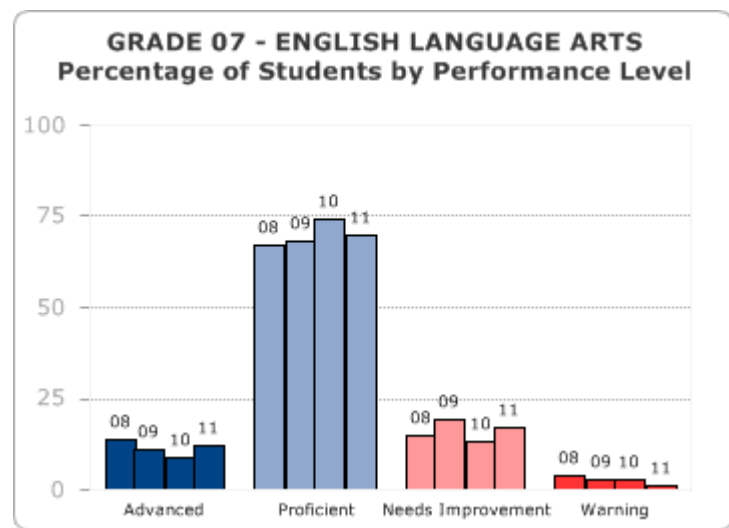
* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science 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.

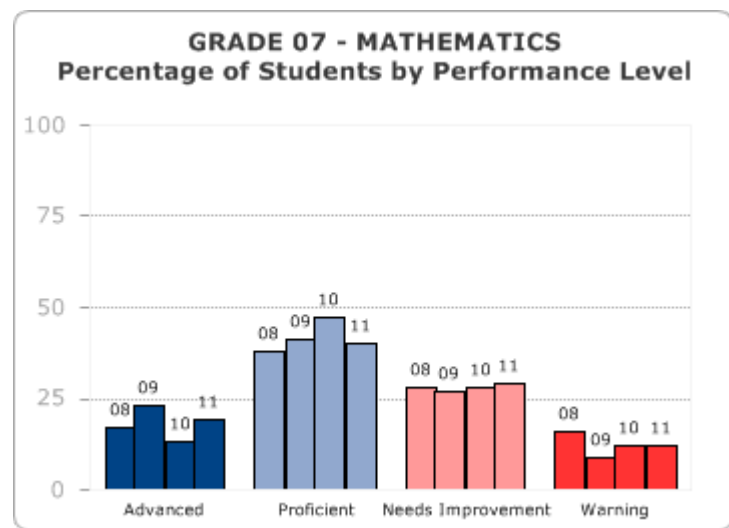
Data Last Updated on September 30, 2011

GRADE LEVEL 7 - 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	47	98	4	43	47	6	77.7	49.0	46	48	98	4	44	46	6	78.1	49.0	46	13,682	98	1	30	44	25	70.8	42.0	11,761
ELL/Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,801	98	2	33	42	23	69.1	54.0	3,985
Low-Income	47	98	4	64	28	4	87.8	33.0	47	50	98	4	66	26	4	88.5	33.0	47	25,276	99	4	49	34	12	80.6	47.0	22,818
African American/Black	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,892	99	5	51	33	11	81.6	52.0	5,201
Asian	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3,631	99	28	54	15	4	93.0	60.0	3,370
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10,431	98	4	46	36	14	78.2	48.0	9,239
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	175	100	5	58	31	6	85.6	48.0	163
White	303	99	12	70	17	1	93.3	40.0	295	308	99	11	70	17	1	93.3	40.0	295	50,554	99	17	63	16	4	92.6	50.0	48,163
□																											
Other Subgroups																											
High Needs	85	99	5	56	35	4	85.0	46.0	84	88	99	5	58	34	3	85.5	46.0	84	32,954	99	4	48	35	13	80.2	47.0	29,569
Male	160	100	5	71	23	1	92.0	33.0	157	161	100	5	71	23	1	91.8	33.0	157	36,995	99	9	57	26	8	86.4	43.0	34,367
Female	148	99	19	69	11	1	94.9	48.0	143	152	99	18	70	11	1	95.1	48.0	143	35,235	99	20	61	15	4	92.9	57.0	33,224
Title I	49	100	0	41	53	6	76.0	56.0	47	50	100	0	42	52	6	76.5	56.0	47	19,614	99	5	51	34	11	81.4	48.0	17,776
Non-Title I	259	99	14	76	10	0	96.7	37.0	253	263	99	14	76	10	0	96.6	37.0	253	52,646	99	18	62	15	4	92.6	51.0	49,825
Non-Low Income	261	100	13	71	15	1	94.4	41.0	253	263	100	13	71	15	1	94.3	41.0	253	46,984	99	20	64	13	3	94.3	52.0	44,783
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,207	97	1	22	47	30	61.7	52.0	2,475
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,594	99	4	55	32	8	84.1	57.0	1,510
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	611	95	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	60	98	17	62	15	7	92.5	55.0	56
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,487	99	16	56	23	6	88.7	47.0	1,399
□																											
All Students																											
2011	308	99	12	70	17	1	93.4	40.0	300	313	99	12	70	17	1	93.4	40.0	300	72,260	99	14	59	21	6	89.5	50.0	67,601
2010	300	100	9	74	13	3	94.3	53.0	293	306	100	9	74	14	3	94.0	53.0	293	71,350	99	11	61	21	7	88.6	50.0	66,670



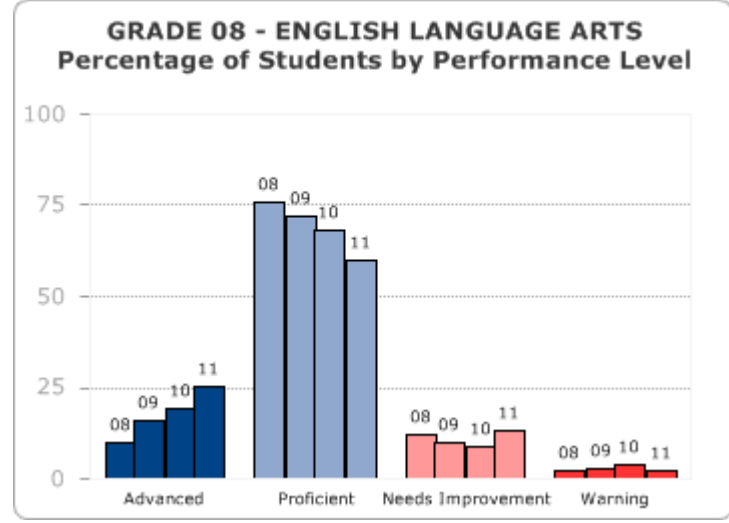
GRADE LEVEL 7 - MATHEMATICS

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	48	100	4	6	46	44	46.4	54.0	47	49	100	4	8	45	43	47.4	54.0	47	13,759	99	3	11	27	60	47.9	43.0	11,776
ELL/Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,891	99	6	16	28	51	50.5	55.0	4,016
Low-Income	47	98	4	32	47	17	69.7	43.0	47	50	98	4	34	46	16	70.5	43.0	47	25,435	99	7	22	33	39	58.8	46.0	22,864
African American/Black	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,925	99	6	22	32	41	57.7	48.0	5,207
Asian	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3,659	100	44	30	16	10	87.4	62.0	3,373
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10,508	99	6	20	31	43	55.9	48.0	9,274
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	174	100	9	27	34	30	63.9	46.0	162
White	304	100	18	40	30	12	80.5	51.0	296	309	100	18	40	30	12	80.3	51.0	296	50,644	100	22	35	27	16	78.6	50.0	48,195
Other Subgroups																											
High Needs	85	99	5	21	47	27	60.6	53.0	84	88	99	5	23	47	26	61.4	53.0	84	33,158	99	6	21	33	40	58.1	47.0	29,637
Male	159	99	19	39	28	14	78.9	48.5	156	160	99	19	39	29	14	78.9	48.5	156	37,156	99	19	30	27	24	72.6	47.0	34,457
Female	150	100	19	41	31	9	82.2	54.0	145	154	100	18	42	31	10	81.8	54.0	145	35,310	100	20	33	27	20	75.2	53.0	33,217
Title I	49	100	0	8	47	45	46.4	55.0	47	50	100	0	8	46	46	46.0	55.0	47	19,722	99	7	23	33	37	59.9	49.0	17,811
Non-Title I	260	100	22	46	26	5	86.9	48.0	254	264	100	22	46	27	5	86.8	48.0	254	52,773	100	24	35	25	16	79.0	51.0	49,874
Non-Low Income	262	100	21	42	26	11	82.4	51.0	254	264	100	21	41	27	11	82.2	51.0	254	47,060	100	26	37	25	13	82.0	52.0	44,821
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,289	99	3	11	25	61	43.8	54.0	2,497
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,602	100	10	26	33	31	64.2	56.0	1,519
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	680	100	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	61	100	20	41	18	21	79.5	63.0	57
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,495	100	19	29	27	25	71.1	48.0	1,406
All Students																											
2011	309	100	19	40	29	12	80.5	51.0	301	314	100	18	40	30	12	80.3	51.0	301	72,495	99	19	32	27	22	73.8	50.0	67,685
2010	300	100	13	47	28	12	81.9	52.0	291	306	100	12	47	28	12	81.7	52.0	291	71,452	99	14	39	27	19	76.1	50.0	66,751



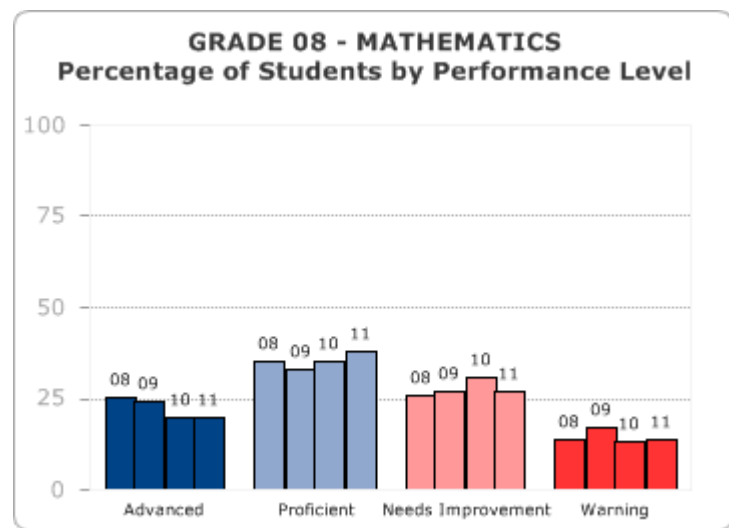
GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS

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	38	100	0	45	45	11	82.9	59.0	35	42	100	0	45	45	10	82.1	59.0	35	13,173	98	2	39	34	25	73.5	45.0	11,329
ELL/Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,166	98	2	34	35	28	67.0	55.0	3,289
Low-Income	41	100	7	63	27	2	89.0	50.0	40	44	100	7	64	27	2	88.6	50.0	40	24,487	99	7	55	25	12	82.9	49.0	22,181
African American/Black	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,812	99	7	58	25	11	84.0	50.0	5,235
Asian	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	3,681	99	34	51	11	4	93.8	60.0	3,395
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9,967	98	6	52	27	15	80.0	50.0	8,834
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	205	100	13	60	19	9	87.7	48.0	190
White	287	100	24	61	13	2	94.9	51.0	282	293	100	24	61	13	2	94.7	51.0	282	50,465	99	23	61	11	4	93.9	50.0	48,333
Other Subgroups																											
High Needs	71	100	4	55	34	7	86.3	55.0	67	75	100	4	55	35	7	85.7	55.0	67	31,988	99	6	54	26	14	82.4	49.0	28,713
Male	159	100	16	64	18	3	93.4	49.0	156	163	100	16	64	18	2	93.3	49.0	156	36,712	99	14	60	18	8	88.6	46.0	34,285
Female	141	99	34	57	8	1	96.8	55.0	139	143	99	34	56	8	1	96.5	55.0	139	34,950	99	27	58	11	4	93.8	55.0	33,139
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18,648	99	8	57	25	11	83.8	50.0	17,056
Non-Title I	300	100	25	60	13	2	95.0	51.0	295	306	100	25	60	13	2	94.8	51.0	295	53,035	99	25	60	11	5	93.6	50.0	50,379
Non-Low Income	259	100	27	60	11	2	95.9	52.0	255	262	100	27	60	11	2	95.8	52.0	255	47,196	99	27	61	9	3	95.3	51.0	45,254
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,958	97	1	24	40	35	59.6	53.0	2,157
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,208	100	7	59	23	10	85.1	58.0	1,132
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	546	94	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	99	19	59	14	8	89.7	55.0	67
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,454	99	21	59	14	6	91.6	52.0	1,370
All Students																											
2011	300	100	25	60	13	2	95.0	51.0	295	306	100	25	60	13	2	94.8	51.0	295	71,683	99	20	59	15	6	91.1	50.0	67,435
2010	304	100	19	68	9	4	94.9	60.0	297	306	100	19	68	9	4	94.9	60.0	297	72,237	99	17	61	16	7	90.4	50.0	67,821



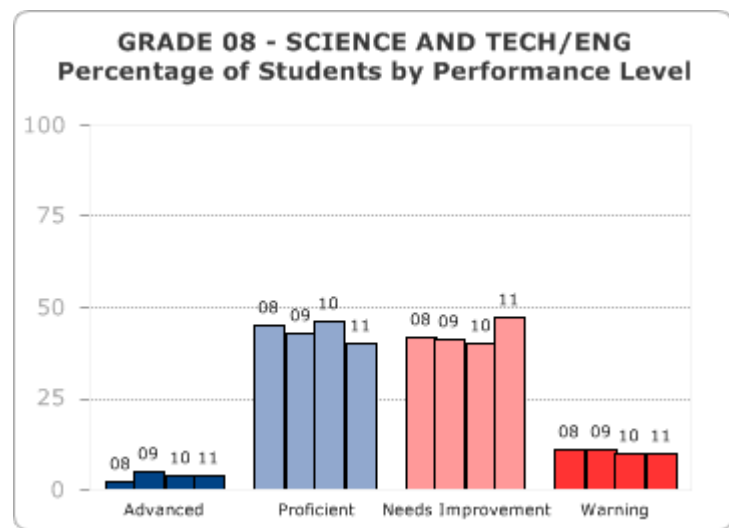
GRADE LEVEL 8 - MATHEMATICS

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	38	100	0	8	29	63	42.8	42.0	35	42	100	0	7	29	64	41.7	42.0	35	13,168	98	3	11	26	60	48.1	46.0	11,283
ELL/Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,205	99	7	14	25	54	48.6	58.0	3,296
Low-Income	41	100	5	37	32	27	67.7	39.0	40	44	100	5	34	32	30	65.3	39.0	40	24,486	99	9	21	32	38	59.4	48.0	22,182
African American/Black	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,822	99	7	21	32	39	57.7	49.0	5,220
Asian	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	3,698	100	48	26	16	10	87.0	61.0	3,400
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9,967	99	8	19	30	43	55.8	50.0	8,855
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	204	99	12	27	33	27	66.1	46.0	190
White	288	100	20	39	27	14	79.9	52.0	283	294	100	20	38	27	15	79.4	52.0	283	50,486	99	27	32	26	16	78.9	50.0	48,340
Other Subgroups																											
High Needs	71	100	3	25	30	42	58.1	38.0	67	75	100	3	24	29	44	56.7	38.0	67	32,009	99	8	20	31	40	58.5	48.0	28,700
Male	159	100	19	36	32	12	80.7	55.5	156	163	100	19	36	32	13	79.9	55.5	156	36,733	99	23	28	26	22	73.9	51.0	34,274
Female	142	100	21	40	22	17	79.2	46.0	140	144	100	22	40	22	17	79.0	46.0	140	34,980	99	23	29	27	20	74.6	50.0	33,169
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18,653	99	11	22	31	36	60.8	50.0	17,059
Non-Title I	301	100	20	38	27	14	80.0	52.0	296	307	100	20	38	27	15	79.5	52.0	296	53,087	99	28	31	25	16	79.0	50.0	50,397
Non-Low Income	260	100	23	38	27	12	81.9	54.0	256	263	100	23	38	26	13	81.8	54.0	256	47,254	99	31	33	24	13	81.9	51.0	45,274
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,998	99	4	10	23	63	42.3	57.0	2,172
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,207	99	13	24	31	32	64.3	60.5	1,124
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	592	100	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80	100	19	28	28	26	70.3	57.0	68
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,456	99	24	28	26	22	73.7	50.0	1,370
All Students																											
2011	301	100	20	38	27	14	80.0	52.0	296	307	100	20	38	27	15	79.5	52.0	296	71,740	99	23	29	27	21	74.2	50.0	67,456
2010	305	100	20	35	31	13	79.7	31.5	300	307	100	20	36	31	13	79.6	31.5	300	72,180	99	22	29	28	21	74.8	51.0	67,938



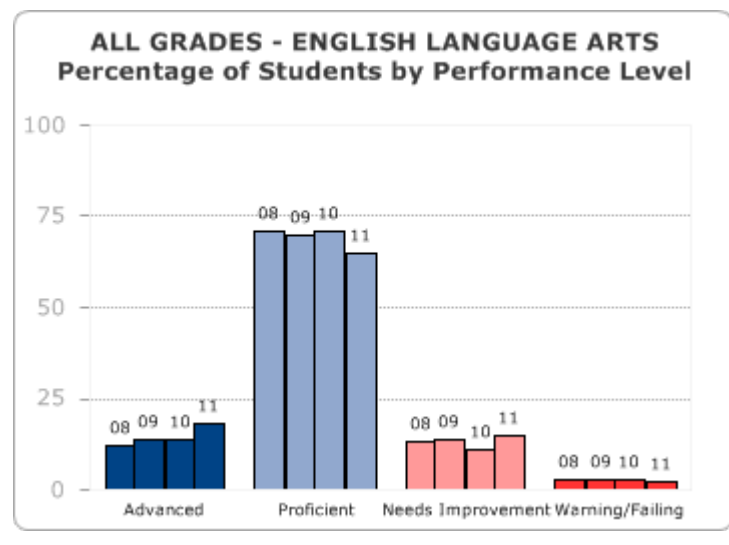
GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY/ENGINEERING

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	38	100	0	8	50	42	51.3	N/A	N/A	42	100	0	7	52	40	50.6	N/A	N/A	13,096	98	1	11	41	48	50.9	N/A	N/A			
ELL/Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,196	99	0	7	31	62	39.8	N/A	N/A			
Low-Income	41	100	0	39	44	17	70.1	N/A	N/A	44	100	0	36	48	16	68.8	N/A	N/A	24,392	99	1	16	46	37	53.9	N/A	N/A			
African American/Black	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,799	99	1	13	46	41	50.7	N/A	N/A			
Asian	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	3,696	100	10	41	34	14	76.9	N/A	N/A			
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9,925	98	1	12	42	45	49.0	N/A	N/A			
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	203	99	0	24	49	26	62.2	N/A	N/A			
White	288	100	4	39	47	10	75.4	N/A	N/A	294	100	4	38	48	10	75.0	N/A	N/A	50,390	99	5	41	43	11	76.3	N/A	N/A			
Other Subgroups																														
High Needs	71	100	0	27	48	25	63.4	N/A	N/A	75	100	0	25	49	25	62.3	N/A	N/A	31,899	98	1	16	47	36	54.9	N/A	N/A			
Male	159	100	4	40	45	10	77.7	N/A	N/A	163	100	4	39	46	10	77.0	N/A	N/A	36,644	99	5	36	41	18	71.6	N/A	N/A			
Female	142	100	3	39	48	10	73.1	N/A	N/A	144	100	3	39	49	10	72.9	N/A	N/A	34,899	99	4	33	44	19	69.0	N/A	N/A			
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18,581	99	1	17	45	37	54.0	N/A	N/A			
Non-Title I	301	100	4	40	47	10	75.5	N/A	N/A	307	100	4	39	47	10	75.1	N/A	N/A	52,988	99	6	41	41	12	76.0	N/A	N/A			
Non-Low Income	260	100	4	40	47	9	76.3	N/A	N/A	263	100	4	40	47	9	76.1	N/A	N/A	47,177	99	6	44	40	9	78.8	N/A	N/A			
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,992	99	0	3	25	72	34.8	N/A	N/A			
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,204	99	1	16	44	40	52.3	N/A	N/A			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	589	99	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80	100	1	36	46	16	69.4	N/A	N/A			
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,450	99	4	35	42	18	70.2	N/A	N/A			
All Students																														
2011	301	100	4	40	47	10	75.5	N/A	N/A	307	100	4	39	47	10	75.1	N/A	N/A	71,569	99	4	35	42	19	70.3	N/A	N/A			
2010	305	100	4	46	40	10	79.3	N/A	N/A	307	100	4	46	40	10	79.3	N/A	N/A	72,026	99	4	36	41	19	71.0	N/A	N/A			



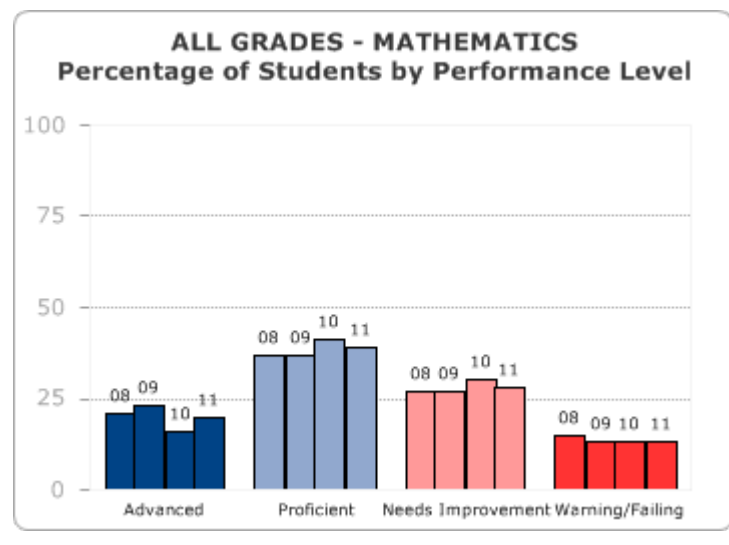
ALL GRADES - ENGLISH LANGUAGE ARTS

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	85	99	2	44	46	8	80.0	54.0	81	136	98	4	42	49	6	80.0	47.5	126	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	88	99	6	64	27	3	88.4	39.0	87	136	98	8	67	23	2	90.4	35.0	127	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	12	100	25	58	17	0	95.8	N/A	12	21	100	19	67	14	0	96.4	55.0	21	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958
White	590	99	17	66	15	2	94.1	46.0	577	917	99	24	60	15	1	94.4	45.5	880	343,938	99	21	56	19	5	90.9	51.0	281,256
Other Subgroups																											
High Needs	156	99	4	56	35	5	85.6	49.0	151	248	98	6	55	35	4	85.9	43.0	233	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	319	100	11	67	20	2	92.7	40.0	313	484	100	17	62	20	1	92.9	41.0	465	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	289	99	26	63	9	1	95.8	53.5	282	462	99	32	58	9	1	96.2	49.0	443	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I	49	100	0	41	53	6	76.0	56.0	47	97	98	1	46	48	4	79.4	46.5	88	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	559	99	20	67	12	1	95.8	46.0	548	849	100	27	62	11	1	96.2	46.0	820	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	520	100	20	66	13	1	95.2	47.0	508	810	100	27	59	13	1	95.2	46.0	781	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11,536	99	18	51	24	8	86.9	51.0	8,903
All Students																											
2011	608	100	18	65	15	2	94.2	46.0	595	946	99	24	60	15	1	94.5	46.0	908	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	604	100	14	71	11	3	94.6	55.0	590	895	99	20	68	10	2	95.5	56.0	865	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	86	100	2	7	38	52	44.8	52.5	82	138	99	6	17	38	39	56.0	50.0	127	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	88	99	5	34	40	22	68.8	41.0	87	134	98	19	33	32	16	75.7	48.0	125	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	12	100	33	25	17	25	75.0	N/A	12	20	100	35	30	20	15	82.5	68.5	20	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956
White	592	100	19	40	29	13	80.2	51.0	579	917	99	31	37	23	9	84.9	51.0	878	344,050	99	28	37	25	10	84.3	50.0	281,305
Other Subgroups																											
High Needs	156	99	4	23	39	34	59.5	49.0	151	247	99	13	27	35	25	68.2	49.0	231	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	318	100	19	38	30	13	79.8	52.0	312	481	99	32	34	25	10	83.9	53.0	462	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	292	100	20	41	26	13	80.7	50.0	285	464	100	31	40	21	9	86.0	48.0	443	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I	49	100	0	8	47	45	46.4	55.0	47	96	98	5	23	42	30	60.9	57.0	87	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	561	100	21	42	27	10	83.2	51.0	550	849	100	34	38	20	7	87.6	50.0	818	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	522	100	22	40	26	11	82.2	53.0	510	811	100	33	37	21	8	86.4	52.0	780	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11,535	99	24	33	28	15	79.1	50.0	8,894
All Students																											
2011	610	100	20	39	28	13	80.2	51.0	597	945	99	31	37	23	10	84.9	51.0	905	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	605	100	16	41	30	13	80.8	42.0	591	908	100	31	36	24	9	85.2	42.0	875	498,632	99	26	33	27	15	79.9	50.0	396,662



Silver Lake Regional Middle School - 2011 Accountability Data

District: Silver Lake (07600000)
School: Silver Lake Regional Middle School (07600405)
Accountability & Assistance Level: Level 1
School Title I Status: Title I School (TA)
NCLB School Choice Required: Yes
Supplemental Educational Services Required: No

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

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									
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	94.2 <input type="checkbox"/>	No <input type="checkbox"/>	-0.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.1 <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"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	No <input type="checkbox"/>	80.0 <input type="checkbox"/>	Yes <input type="checkbox"/>	7.9 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.2 <input type="checkbox"/>	Yes <input type="checkbox"/>
Low Income <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	No <input type="checkbox"/>	88.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	1.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	94.0 <input type="checkbox"/>	Yes <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"/>	94.1 <input type="checkbox"/>	No <input type="checkbox"/>	-0.5 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.1 <input type="checkbox"/>	No <input type="checkbox"/>
MATHEMATICS									
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	80.2 <input type="checkbox"/>	No <input type="checkbox"/>	-0.8 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.1 <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"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	44.8 <input type="checkbox"/>	No <input type="checkbox"/>	-2.9 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.2 <input type="checkbox"/>	No <input type="checkbox"/>
Low Income <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	No <input type="checkbox"/>	68.8 <input type="checkbox"/>	No <input type="checkbox"/>	-2.3 <input type="checkbox"/>	Yes <input type="checkbox"/>	94.0 <input type="checkbox"/>	No <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"/>	80.2 <input type="checkbox"/>	No <input type="checkbox"/>	-0.7 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.1 <input type="checkbox"/>	No <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"/>	Improvement Year 1 - Subgroups <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"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	
MATH	Aggregate	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	Improvement Year 1 <input type="checkbox"/>
	All Subgroups	No <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"/>	No <input type="checkbox"/>	

Silver Lake Regional Middle School:
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	622	619	100	Yes	608	94.2	No	94.6	1.4	94.6-98.5	No	96.1	0.6	Yes	No
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	91	90	99	Yes	85	80.0	No	72.1	7.0	74.6-83.6	Yes	95.2	1.2	Yes	Yes
Low Income	95	94	99	Yes	88	88.4	No	87.0	3.3	87.0-94.6	Yes	94.0	0.6	Yes	Yes
Afr. Amer./Black	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	604	601	100	Yes	590	94.1	No	94.6	1.4	94.6-98.5	No	96.1	0.5	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	622	621	100	Yes	610	80.2	No	81.0	4.8	83.3-88.3	No	96.1	0.6	Yes	No
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	91	91	100	Yes	86	44.8	No	47.7	13.1	56.3-65.3	No	95.2	1.2	Yes	No
Low Income	95	94	99	Yes	88	68.8	No	71.1	7.2	73.8-82.8	No	94.0	0.6	Yes	No
Afr. Amer./Black	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	604	603	100	Yes	592	80.2	No	80.9	4.8	83.2-88.2	No	96.1	0.5	Yes	No

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	Improvement Year 1 - Subgroups
	All Subgroups	No	Yes	Yes	Yes	No	Yes	No	No	
MATH	Aggregate	Yes	No	Yes	Yes	Yes	Yes	No	No	Improvement Year 1
	All Subgroups	No	No	Yes	Yes	No	Yes	No	No	

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>.