

2011 NCLB Report Card - Danvers High

Danvers High (00710505)

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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	996	3,637	955,563	Total # of Teachers	74.8	271.0	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	97.3	98.1	97.5
African American or Black	0.7	0.8	8.2	Total Number of Classes in Core Academic Areas	364	1,322	335,925
Asian	1.3	2.1	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	97.3	98.0	97.7
Hispanic or Latino	4.5	4.9	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	2.7	2.0	2.3
Multi-race, Non-Hispanic	0.8	1.8	2.4	Student/Teacher Ratio	13.3 to 1	13.4 to 1	13.9 to 1
Native American	0.1	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	92.6	90.2	68.0				
Gender (%)							
Male	43.9	48.8	51.3				
Female	56.1	51.2	48.7				
Selected Populations (%)							
Limited English Proficiency	0.9	0.6	7.1				
Low-Income	11.8	15.4	34.2				
Special Education	15.7	16.4	17.0				
First Language Not English	2.5	2.2	16.3				

Grades Offered: 09, 10, 11, 12

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

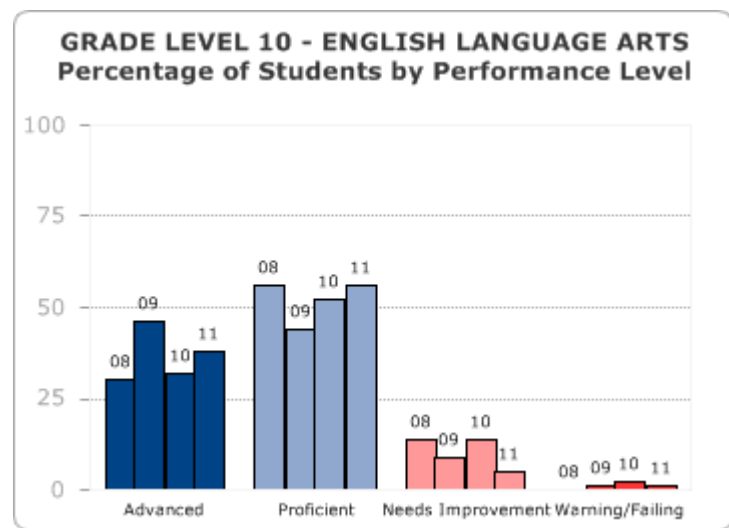
* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science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

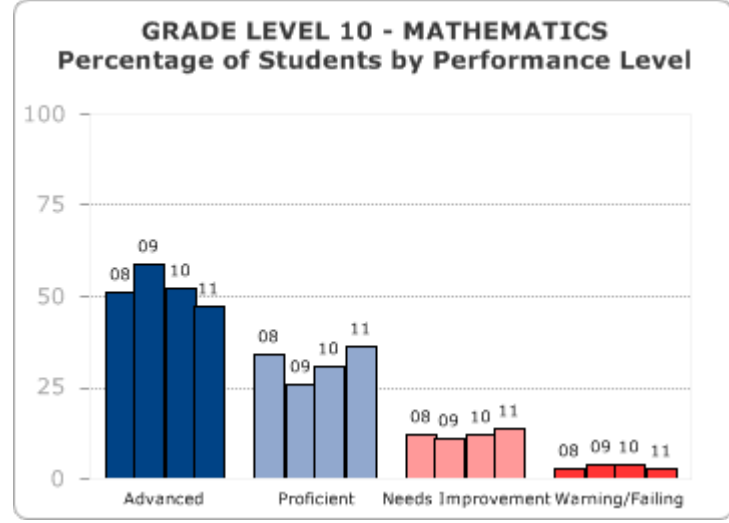
Data Last Updated on September 30, 2011

GRADE LEVEL 10 - 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	F			#	%	A	P	NI	F			#	%	A	P	NI	F					
AYP Subgroups																											
Stud. w/ Disab	32	91	16	50	28	6	89.1	67.5	28	42	89	12	43	36	10	82.1	64.0	30	11,594	95	5	44	35	15	80.2	43.0	9,421
ELL/Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,517	96	3	34	44	18	69.7	56.0	1,828
Low-Income	33	94	15	67	18	0	93.9	30.5	30	35	92	17	63	20	0	92.9	28.0	31	21,826	97	14	55	24	7	87.4	46.0	17,588
African American/Black	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,956	97	14	55	24	6	87.6	50.0	4,561
Asian	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3,629	99	45	42	11	2	94.6	57.0	3,073
Hispanic/Latino	14	100	21	57	21	0	91.1	N/A	13	16	100	19	50	31	0	87.5	N/A	13	8,894	96	12	52	27	9	84.5	45.0	6,776
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	181	98	15	56	25	4	89.4	45.0	151
White	227	97	40	56	4	1	98.6	54.0	215	237	97	39	54	6	1	97.5	54.0	217	49,447	99	38	51	9	2	96.3	50.0	44,902
□																											
Other Subgroups																											
High Needs	56	93	16	61	20	4	92.4	47.0	49	68	92	15	53	26	6	87.1	47.0	51	29,011	97	13	55	25	8	86.9	46.0	23,502
Male	105	95	29	65	7	0	98.1	47.0	100	112	95	27	62	11	1	96.0	45.5	102	35,146	98	27	54	15	4	92.6	51.0	30,359
Female	143	99	45	50	4	1	98.1	55.5	134	149	98	44	48	5	2	96.8	55.5	134	34,378	98	39	48	10	2	95.3	49.0	30,324
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,556	97	11	57	26	6	87.0	45.0	9,900
Non-Title I	248	97	38	56	5	1	98.1	53.0	234	261	97	37	54	8	2	96.5	52.5	236	56,976	98	38	50	9	3	95.4	51.0	50,797
Non-Low Income	215	98	41	54	3	1	98.7	55.5	204	226	97	40	53	6	2	97.0	55.0	205	47,706	99	42	49	7	2	96.9	52.0	43,109
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,558	95	2	26	49	24	63.4	52.5	1,046
Former ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	959	98	8	57	30	5	86.6	59.0	782
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	432	92	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	84	98	31	54	7	8	91.7	55.0	61
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,333	98	34	52	12	2	94.8	49.0	1,159
□																											
All Students																											
2011	248	97	38	56	5	1	98.1	53.0	234	261	97	37	54	8	2	96.5	52.5	236	69,532	98	33	51	13	3	93.9	50.0	60,697
2010	244	99	32	52	14	2	95.5	58.0	220	262	98	30	51	15	4	94.5	58.0	221	70,369	98	26	52	18	4	91.9	50.0	60,626



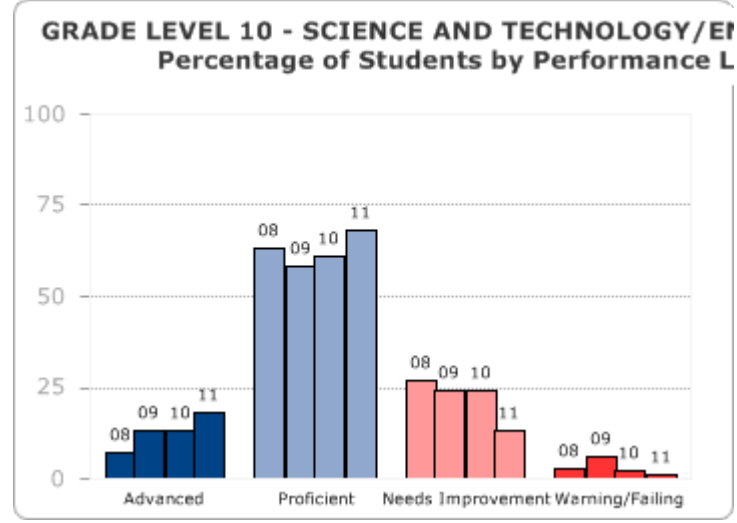
GRADE LEVEL 10 - MATHEMATICS

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	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	35	100	9	31	40	20	71.4	48.0	28	45	96	7	24	44	24	67.8	50.5	30	11,592	95	12	27	34	27	70.1	46.0	9,390
ELL/Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,540	97	19	22	31	29	66.2	59.0	1,840
Low-Income	35	100	29	31	29	11	80.7	45.0	29	39	100	26	28	33	13	78.2	46.5	30	21,722	97	27	31	27	14	79.7	48.0	17,545
African American/Black	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,930	97	24	32	29	15	78.3	52.0	4,571
Asian	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3,636	99	71	17	9	3	94.6	65.0	3,067
Hispanic/Latino	14	100	36	43	21	0	91.1	N/A	12	16	100	31	38	25	6	85.9	N/A	12	8,855	97	23	29	30	18	75.5	48.0	6,750
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	181	96	28	37	24	12	81.8	46.0	151
White	232	100	48	34	14	3	93.3	56.5	218	243	99	47	33	16	4	92.0	56.5	220	49,320	99	54	29	13	4	92.9	50.0	44,827
Other Subgroups																											
High Needs	60	100	22	35	32	12	80.8	44.0	50	73	97	18	29	37	16	76.4	46.5	52	28,888	97	25	31	28	15	79.1	48.0	23,423
Male	110	100	50	37	10	3	93.6	52.5	104	117	99	47	35	13	5	91.2	52.5	106	35,051	98	48	28	16	8	88.7	52.0	30,319
Female	144	99	45	35	17	3	93.2	58.0	133	151	99	44	33	19	4	91.9	58.0	133	34,285	98	49	30	16	6	90.1	49.0	30,264
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,440	97	26	31	29	14	78.9	51.0	9,864
Non-Title I	254	100	47	36	14	3	93.4	57.0	237	268	99	45	34	16	4	91.6	57.0	239	56,902	98	53	28	13	5	91.7	50.0	50,735
Non-Low Income	219	100	50	37	12	1	95.4	58.0	208	229	99	48	35	14	3	93.9	58.0	209	47,620	99	58	27	11	4	93.8	51.0	43,054
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,589	97	15	20	32	34	61.6	56.0	1,058
Former ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	951	98	30	27	29	14	78.9	61.0	782
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	456	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	85	100	49	27	18	6	88.5	60.0	63
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,329	97	47	30	18	6	89.3	47.0	1,154
All Students																											
2011	254	100	47	36	14	3	93.4	57.0	237	268	99	45	34	16	4	91.6	57.0	239	69,342	98	48	29	16	7	89.4	50.0	60,599
2010	242	99	52	31	12	4	93.3	44.0	219	260	97	51	29	12	7	91.5	44.0	220	70,401	98	50	25	17	7	88.8	50.0	60,674



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING

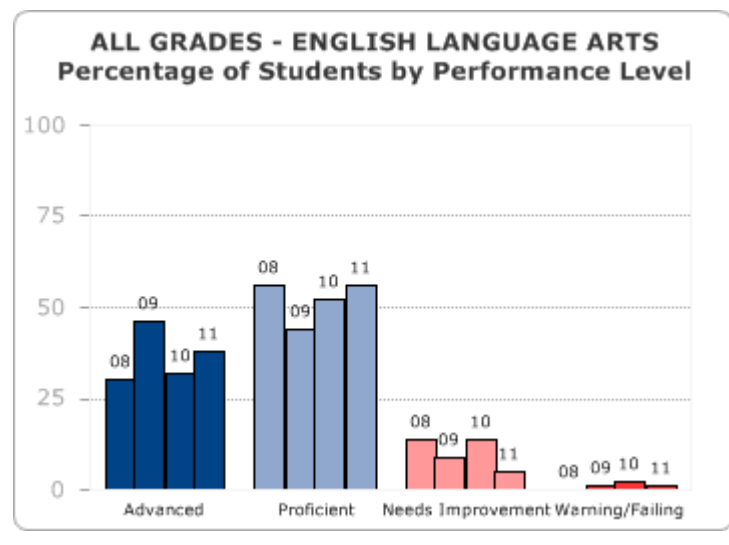
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	34	100	6	50	38	6	83.1	N/A	N/A	44	100	5	41	41	14	77.3	N/A	N/A	11,866	97	3	27	46	24	67.1	N/A	N/A
ELL/Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3,062	97	3	20	47	30	59.3	N/A	N/A
Low-Income	31	100	10	58	29	3	85.5	N/A	N/A	33	100	9	55	33	3	84.8	N/A	N/A	21,464	98	7	37	42	14	73.9	N/A	N/A
African American/Black	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	5,780	98	6	34	45	16	71.5	N/A	N/A
Asian	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,435	99	37	39	20	4	89.9	N/A	N/A
Hispanic/Latino	13	100	15	54	31	0	86.5	N/A	N/A	14	100	14	57	29	0	87.5	N/A	N/A	8,654	98	5	31	46	19	68.6	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	183	100	4	46	40	10	77.3	N/A	N/A
White	224	100	18	69	12	1	95.5	N/A	N/A	232	100	18	66	14	2	94.2	N/A	N/A	49,041	99	23	51	22	4	90.2	N/A	N/A
Other Subgroups																											
High Needs	55	100	7	56	33	4	85.9	N/A	N/A	65	100	6	49	35	9	81.5	N/A	N/A	28,656	98	6	36	43	15	73.9	N/A	N/A
Male	108	100	19	70	10	0	96.3	N/A	N/A	115	100	18	67	13	2	94.3	N/A	N/A	34,793	99	21	46	26	7	85.6	N/A	N/A
Female	135	100	17	66	16	1	94.1	N/A	N/A	138	100	17	64	16	3	92.9	N/A	N/A	33,678	99	19	48	27	6	85.9	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,359	98	5	33	46	16	70.9	N/A	N/A
Non-Title I	243	100	18	68	13	1	95.1	N/A	N/A	253	100	17	66	15	2	93.6	N/A	N/A	56,112	99	23	49	23	5	89.0	N/A	N/A
Non-Low Income	212	100	19	69	11	0	96.5	N/A	N/A	220	100	19	67	12	2	94.9	N/A	N/A	47,007	99	26	51	20	3	91.1	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,111	96	2	14	47	37	53.6	N/A	N/A
Former ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	951	99	6	34	46	15	71.9	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	72	95	19	47	24	10	84.7	N/A	N/A
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,306	99	21	45	28	6	86.0	N/A	N/A
All Students																											
2011	243	100	18	68	13	1	95.1	N/A	N/A	253	100	17	66	15	2	93.6	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A
2010	232	100	13	61	24	2	91.6	N/A	N/A	237	100	13	60	24	3	91.5	N/A	N/A	68,240	98	18	47	28	8	84.6	N/A	N/A



* **Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2013 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2009 are included in state-level results; only students enrolled in the same district since October 2009 are included in district-level results; only students enrolled in the same school since October 2009 are included in school-level results.

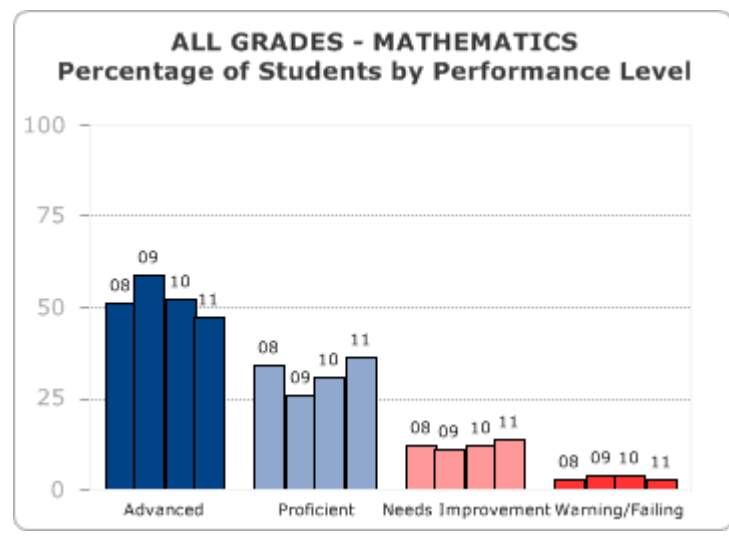
ALL GRADES - ENGLISH LANGUAGE ARTS

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	32	91	16	50	28	6	89.1	67.5	28	379	99	4	34	45	17	74.7	38.5	284	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	2	-	-	-	-	-	-	-	-	18	100	0	72	22	6	87.5	N/A	11	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	33	94	15	67	18	0	93.9	30.5	30	359	98	7	55	33	6	85.0	45.5	272	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	3	-	-	-	-	-	-	-	-	19	95	5	53	32	11	81.6	N/A	14	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	3	-	-	-	-	-	-	-	-	45	96	16	71	11	2	95.6	64.5	30	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	14	100	21	57	21	0	91.1	N/A	13	94	99	10	52	29	10	84.6	61.0	70	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958
White	227	97	40	56	4	1	98.6	54.0	215	1,846	100	19	59	19	3	92.2	49.0	1,506	343,938	99	21	56	19	5	90.9	51.0	281,256
Other Subgroups																											
High Needs	56	93	16	61	20	4	92.4	47.0	49	627	99	6	46	37	11	81.4	43.0	470	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	105	95	29	65	7	0	98.1	47.0	100	1,038	99	12	61	23	5	89.6	44.0	833	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	143	99	45	50	4	1	98.1	55.5	134	1,012	99	25	57	16	2	93.6	53.0	826	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I		-	-	-	-	-	-	-	-	143	100	2	48	44	6	81.5	47.0	96	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	248	97	38	56	5	1	98.1	53.0	234	1,907	99	19	60	18	3	92.3	49.0	1,563	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	215	98	41	54	3	1	98.7	55.5	204	1,691	100	20	60	17	3	93.0	50.0	1,387	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL		-	-	-	-	-	-	-	-	15	100	0	80	13	7	90.0	N/A	10	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	1	-	-	-	-	-	-	-	-	40	98	13	40	30	18	80.6	30.0	33	11,536	99	18	51	24	8	86.9	51.0	8,903
All Students																											
2011	248	97	38	56	5	1	98.1	53.0	234	2,050	99	18	59	19	4	91.6	49.0	1,659	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	244	99	32	52	14	2	95.5	58.0	220	2,031	100	15	59	22	5	90.4	46.0	1,624	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	35	100	9	31	40	20	71.4	48.0	28	380	99	5	20	31	44	59.2	38.0	267	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	2	-	-	-	-	-	-	-	-	19	100	0	42	32	26	68.4	N/A	11	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	35	100	29	31	29	11	80.7	45.0	29	366	100	13	30	33	23	70.4	41.0	266	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	3	-	-	-	-	-	-	-	-	20	100	0	25	55	20	61.3	N/A	12	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	3	-	-	-	-	-	-	-	-	46	100	24	70	4	2	97.3	61.0	30	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	14	100	36	43	21	0	91.1	N/A	12	95	100	13	27	36	24	70.5	44.0	69	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956
White	232	100	48	34	14	3	93.3	56.5	218	1,852	100	25	40	25	10	84.7	50.0	1,497	344,050	99	28	37	25	10	84.3	50.0	281,305
Other Subgroups																											
High Needs	60	100	22	35	32	12	80.8	44.0	50	633	100	10	27	33	30	67.7	40.0	455	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	110	100	50	37	10	3	93.6	52.5	104	1,043	100	23	40	25	13	83.2	50.0	826	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	144	99	45	35	17	3	93.2	58.0	133	1,015	100	24	41	27	9	84.5	49.0	818	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I		-	-	-	-	-	-	-	-	143	100	2	29	60	8	72.2	55.0	96	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	254	100	47	36	14	3	93.4	57.0	237	1,915	100	25	41	23	11	84.7	49.0	1,548	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	219	100	50	37	12	1	95.4	58.0	208	1,692	100	26	42	24	8	86.8	51.0	1,378	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL		-	-	-	-	-	-	-	-	15	100	0	40	33	27	68.3	N/A	10	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	2	-	-	-	-	-	-	-	-	39	100	10	36	21	33	71.8	29.0	30	11,535	99	24	33	28	15	79.1	50.0	8,894
All Students																											
2011	254	100	47	36	14	3	93.4	57.0	237	2,058	100	23	40	26	11	83.8	50.0	1,644	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	242	99	52	31	12	4	93.3	44.0	219	2,028	99	26	37	26	10	84.2	54.0	1,609	498,632	99	26	33	27	15	79.9	50.0	396,662



Danvers High - 2011 Accountability Data

District: Danvers (00710000)
School: Danvers High (00710505)
Accountability & Assistance Level: Level 1
School Title I Status: Non-Title I School (NT)
NCLB School Choice Required: No
Supplemental Educational Services Required: No

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Met NCLB Goal
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) Grad Rate		AYP 2011
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
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)?				
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	97 <input type="checkbox"/>	Yes <input type="checkbox"/>	98.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	2.6 <input type="checkbox"/>	Yes <input type="checkbox"/>	92.7 <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"/>	89.1 <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"/>	93.9 <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"/>	97 <input type="checkbox"/>	Yes <input type="checkbox"/>	98.6 <input type="checkbox"/>	Yes <input type="checkbox"/>	2.6 <input type="checkbox"/>	Yes <input type="checkbox"/>	93.1 <input type="checkbox"/>	Yes <input type="checkbox"/>
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	Yes <input type="checkbox"/>	93.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	0.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	92.7 <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"/>	71.4 <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"/>	80.7 <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"/>	Yes <input type="checkbox"/>	93.3 <input type="checkbox"/>	No <input type="checkbox"/>	-0.8 <input type="checkbox"/>	Yes <input type="checkbox"/>	93.1 <input type="checkbox"/>	Yes <input type="checkbox"/>

Adequate Yearly Progress History									NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011	
<input type="checkbox"/>									
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"/>	Yes <input type="checkbox"/>
	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"/>
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"/>
	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"/>

Danvers High:
AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	258	251	97	Yes	248	98.1	Yes	95.5	1.1	95.5-99.1	Yes	92.7	3.0	90.1	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	35	32	-	-	32	89.1	-	-	-	-	-	-	-	-	-	-
Low Income	37	35	-	-	33	93.9	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	15	15	-	-	14	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	235	229	97	Yes	227	98.6	Yes	96.0	1.0	96.0-99.5	Yes	93.1	2.2	91.4	Yes	Yes

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	259	258	100	Yes	254	93.4	Yes	93.3	1.7	93.3-97.5	Yes	92.7	3.0	90.1	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	35	35	-	-	35	71.4	-	-	-	-	-	-	-	-	-	-
Low Income	38	38	-	-	35	80.7	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	15	15	-	-	14	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	236	235	100	Yes	232	93.3	Yes	94.1	1.5	94.1-98.1	No	93.1	2.2	91.4	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
ELA	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes		
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
MATH	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 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>.