

## 2011 NCLB Report Card - Highlands

### Highlands (00710010)

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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
<b>Total Count</b>	398	3,637	955,563	Total # of Teachers	29.1	271.0	68,754.2
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	100.0	98.1	97.5
African American or Black	0.3	0.8	8.2	Total Number of Classes in Core Academic Areas	135	1,322	335,925
Asian	2.5	2.1	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	98.0	97.7
Hispanic or Latino	5.0	4.9	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	2.0	2.3
Multi-race, Non-Hispanic	3.8	1.8	2.4	Student/Teacher Ratio	13.7 to 1	13.4 to 1	13.9 to 1
Native American	0.0	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	88.4	90.2	68.0				
<b>Gender (%)</b>							
Male	50.8	48.8	51.3				
Female	49.2	51.2	48.7				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.3	0.6	7.1				
Low-Income	16.8	15.4	34.2				
Special Education	10.3	16.4	17.0				
First Language Not English	0.5	2.2	16.3				

**Grades Offered:** K, 01, 02, 03, 04, 05

# 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.

<b>Grade/Subject</b>	<b># in Sample</b>	<b>% of Sample – Students with Disabilities</b>	<b>% of Sample – English Language Learners</b>	<b>% of Students Excluded from Original Sample</b>
<b>Grade 4 Reading</b>	3,900	14	6	5
<b>Grade 4 Mathematics</b>	3,700	14	6	5
<b>Grade 8 Reading</b>	3,600	15	1	5
<b>Grade 8 Mathematics</b>	3,600	14	2	6

# 2011 MCAS Results by Subgroup by Grade and Subject

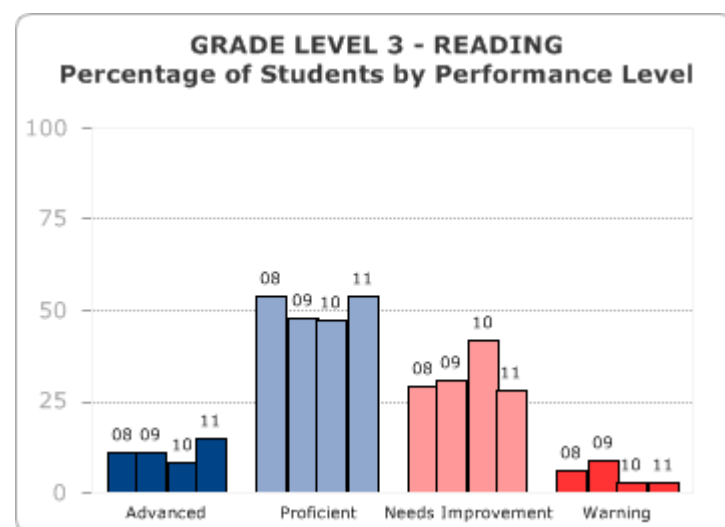
\* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science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

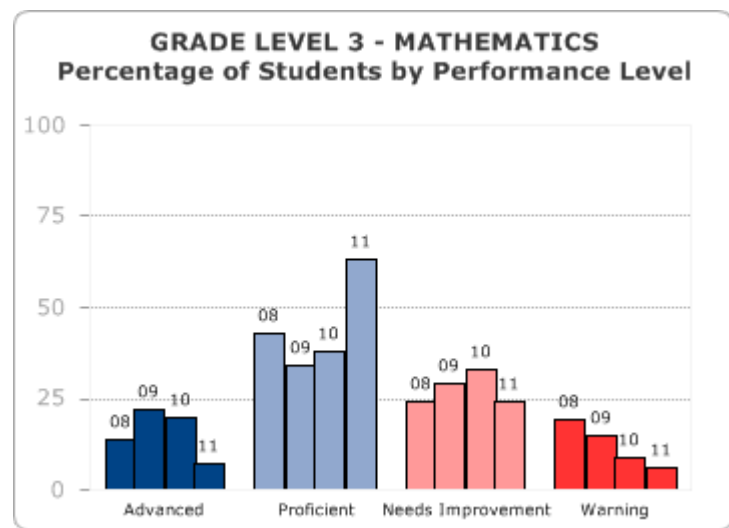
Data Last Updated on September 30, 2011

GRADE LEVEL 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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	5	-	-	-	-	-	-	-	-	47	100	11	43	38	9	83.0	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A
ELL/Former ELL		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	8,640	99	3	30	46	22	67.1	N/A	N/A
Low-Income	12	100	0	50	50	0	85.4	N/A	N/A	55	100	9	53	33	5	85.0	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A
African American/Black		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,473	99	3	34	45	18	71.4	N/A	N/A
Asian		-	-	-	-	-	-	-	-	10	100	20	60	20	0	95.0	N/A	N/A	4,123	99	17	52	24	7	87.4	N/A	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	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	66	100	15	55	27	3	90.2	N/A	N/A	266	100	15	62	20	3	92.1	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A
□																											
<b>Other Subgroups</b>																											
High Needs	16	100	6	38	56	0	84.4	N/A	N/A	88	100	10	51	33	6	86.6	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A
Male	38	100	11	55	29	5	87.5	N/A	N/A	153	100	10	67	20	4	91.8	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A
Female	30	100	20	53	27	0	92.5	N/A	N/A	134	100	21	54	23	1	91.6	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A
Title I	9	-	-	-	-	-	-	-	-	43	100	5	47	42	7	81.4	N/A	N/A	25,849	100	4	37	44	15	73.7	N/A	N/A
Non-Title I	59	100	17	58	24	2	91.5	N/A	N/A	244	100	17	64	18	2	93.5	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A
Non-Low Income	56	100	18	55	23	4	90.6	N/A	N/A	232	100	16	63	19	2	93.3	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A
ELL		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	6,428	99	1	23	49	26	61.8	N/A	N/A
Former ELL		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,212	100	8	48	36	8	82.5	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A
□																											
<b>All Students</b>																											
2011	68	100	15	54	28	3	89.7	N/A	N/A	287	100	15	61	21	3	91.7	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A
2010	64	100	8	47	42	3	84.8	N/A	N/A	270	100	15	58	25	2	91.6	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A



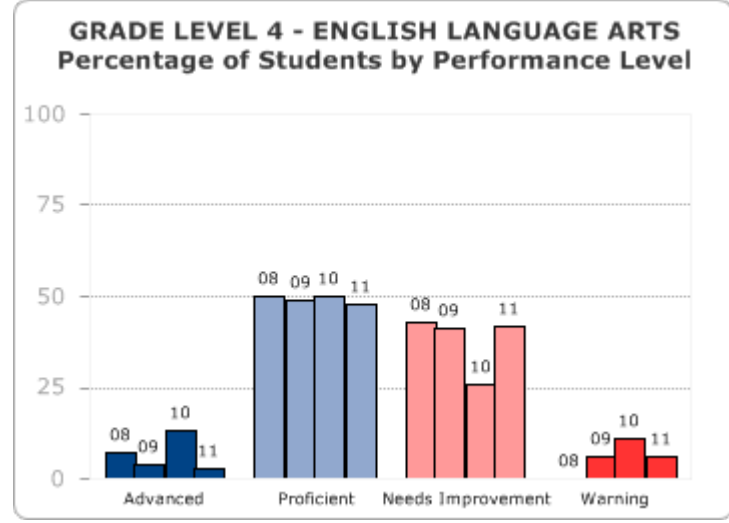
**GRADE LEVEL 3 - MATHEMATICS**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	5	-	-	-	-	-	-	-	-	47	100	15	40	26	19	80.9	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A
ELL/Former ELL		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	8,687	100	7	37	35	21	71.8	N/A	N/A
Low-Income	12	100	0	33	50	17	72.9	N/A	N/A	56	100	13	45	29	14	79.9	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A
African American/Black		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,479	100	4	35	38	23	69.8	N/A	N/A
Asian		-	-	-	-	-	-	-	-	10	100	10	90	0	0	100.0	N/A	N/A	4,131	100	26	53	15	5	91.7	N/A	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	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	66	100	8	65	23	5	90.2	N/A	N/A	266	100	17	62	17	4	92.6	N/A	N/A	46,896	100	15	57	21	6	88.9	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	16	100	0	38	50	13	76.6	N/A	N/A	89	100	13	47	27	12	84.0	N/A	N/A	33,822	100	6	40	35	19	74.9	N/A	N/A
Male	38	100	11	63	18	8	89.5	N/A	N/A	154	100	19	64	12	5	93.8	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A
Female	30	100	3	63	30	3	88.3	N/A	N/A	134	100	13	59	23	5	89.0	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A
Title I	9	-	-	-	-	-	-	-	-	43	100	0	47	47	7	79.7	N/A	N/A	25,870	100	6	41	35	17	75.4	N/A	N/A
Non-Title I	59	100	8	68	19	5	91.1	N/A	N/A	245	100	19	64	12	5	93.7	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A
Non-Low Income	56	100	9	70	18	4	92.4	N/A	N/A	232	100	17	66	14	3	94.4	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A
ELL		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	6,474	100	4	33	38	25	67.5	N/A	N/A
Former ELL		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,213	100	13	50	28	9	84.4	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A
<b>All Students</b>																											
2011	68	100	7	63	24	6	89.0	N/A	N/A	288	100	16	62	17	5	91.6	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A
2010	64	100	20	38	33	9	80.5	N/A	N/A	271	100	29	48	18	5	90.9	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A



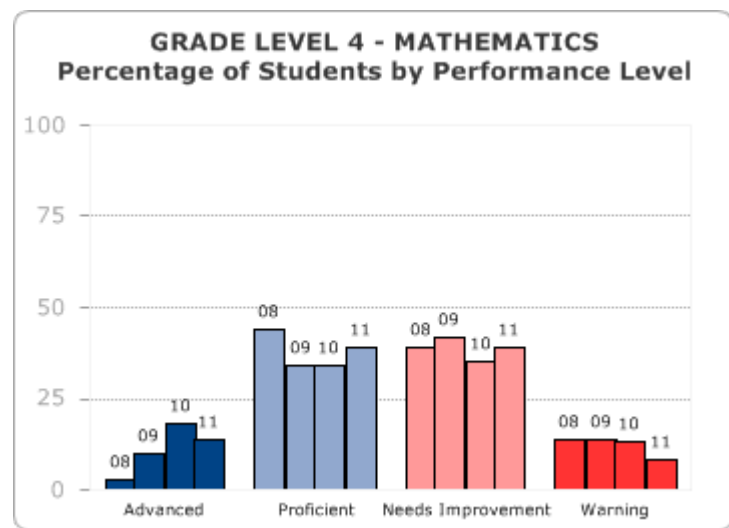
**GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	13	100	0	15	69	15	63.5	N/A	12	42	100	2	19	62	17	69.6	38.5	36	13,497	99	1	14	44	41	57.9	36.0	11,539
ELL/Former ELL	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	7,866	99	3	25	45	28	62.5	47.0	6,862
Low-Income	16	94	0	31	63	6	70.3	N/A	16	46	96	0	33	65	2	75.5	40.0	43	25,847	99	3	29	46	22	67.5	42.0	23,562
African American/Black	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	5,629	99	3	27	46	24	66.2	41.0	5,011
Asian	3	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	4,054	100	18	47	27	8	84.5	63.0	3,760
Hispanic/Latino	6	-	-	-	-	-	-	-	-	17	94	12	47	41	0	82.4	N/A	15	10,865	99	3	26	45	26	64.9	43.0	9,755
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	164	100	5	30	48	16	70.0	43.0	153
White	52	100	4	50	38	8	80.3	48.0	51	240	100	7	50	40	3	84.6	47.0	230	48,076	100	11	48	32	8	83.8	51.0	45,896
<b>Other Subgroups</b>																											
High Needs	26	96	0	27	62	12	67.3	40.0	25	83	98	1	28	61	10	73.5	35.5	74	34,226	99	3	28	47	23	67.3	42.0	30,918
Male	35	100	0	51	40	9	77.9	47.5	34	139	100	4	48	44	4	83.1	40.5	130	36,389	99	6	39	40	15	75.6	43.0	33,905
Female	29	97	7	45	45	3	81.0	47.0	29	136	99	12	50	36	2	86.0	48.5	130	34,506	100	13	47	31	9	83.4	57.0	32,658
Title I	15	100	0	27	60	13	65.0	N/A	15	43	100	0	30	63	7	71.5	47.0	43	25,673	99	4	29	46	21	68.1	43.0	23,608
Non-Title I	49	98	4	55	37	4	83.7	47.0	48	232	99	9	53	36	3	87.0	47.0	217	45,247	100	13	51	29	7	85.8	54.0	42,965
Non-Low Income	48	100	4	54	35	6	82.3	48.0	47	229	100	9	52	35	3	86.4	47.0	217	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	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,367	99	7	42	40	12	77.7	52.0	2,258
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	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	3	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	2,011	100	10	43	36	11	79.4	51.0	1,900
<b>All Students</b>																											
2011	64	98	3	48	42	6	79.3	47.0	63	275	99	8	49	40	3	84.5	47.0	260	70,920	100	10	43	35	12	79.4	51.0	66,573
2010	62	100	13	50	26	11	85.9	57.0	59	271	99	11	48	35	7	84.8	39.0	257	70,911	100	11	43	35	12	80.1	50.0	66,628



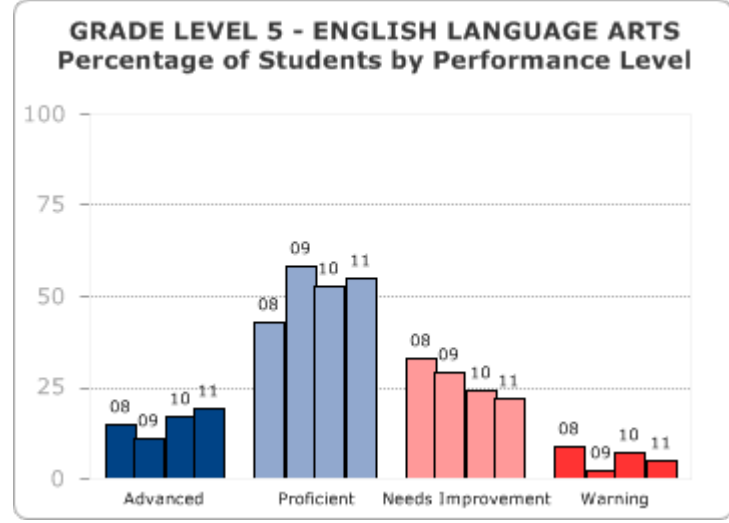
**GRADE LEVEL 4 - MATHEMATICS**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	13	100	0	31	46	23	71.2	N/A	12	42	100	0	24	60	17	70.8	51.0	36	13,563	99	3	13	48	36	60.1	39.0	11,615
ELL/Former ELL	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	7,934	100	7	21	48	24	65.1	50.0	6,830
Low-Income	17	100	18	29	47	6	79.4	N/A	16	47	100	6	30	60	4	76.6	31.5	42	25,922	100	6	22	52	20	67.4	45.0	23,521
African American/Black	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	5,664	100	5	18	53	25	63.1	42.0	5,032
Asian	4	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	4,060	100	32	36	27	6	87.4	66.0	3,758
Hispanic/Latino	6	-	-	-	-	-	-	-	-	17	100	0	41	53	6	77.9	N/A	15	10,908	100	5	20	51	23	65.2	46.0	9,694
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	162	100	9	22	54	15	70.8	50.0	153
White	52	100	15	35	42	8	82.2	60.0	51	240	100	10	37	50	4	81.6	38.5	230	48,172	100	17	36	39	7	82.5	50.0	45,994
<b>Other Subgroups</b>																											
High Needs	27	100	11	30	44	15	76.9	55.0	25	84	100	4	26	60	11	74.1	37.5	74	34,365	100	6	22	51	21	67.6	45.0	30,944
Male	35	100	11	43	37	9	85.0	62.0	34	139	100	9	40	47	4	84.0	44.0	129	36,503	100	15	32	41	12	78.5	50.0	33,985
Female	29	100	17	34	41	7	80.2	53.5	28	136	100	10	35	51	4	79.4	35.0	130	34,570	100	15	33	42	10	78.2	50.0	32,633
Title I	15	100	0	7	73	20	61.7	N/A	15	43	100	0	2	86	12	59.9	52.0	43	25,760	100	7	22	52	19	68.2	46.0	23,569
Non-Title I	49	100	18	49	29	4	89.3	54.0	47	232	100	11	44	42	3	85.8	37.0	216	45,341	100	20	38	36	7	84.2	52.0	43,060
Non-Low Income	47	100	13	43	36	9	84.0	58.5	46	228	100	10	39	47	4	82.8	41.0	217	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	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,368	100	13	32	44	11	77.6	51.5	2,242
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	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	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,011	100	16	30	43	11	77.0	50.0	1,897
<b>All Students</b>																											
2011	64	100	14	39	39	8	82.8	58.5	62	275	100	9	38	49	4	81.7	39.0	259	71,101	100	15	32	42	11	78.4	50.0	66,629
2010	62	100	18	34	35	13	82.7	47.0	59	272	100	15	35	42	8	81.6	35.0	256	70,924	100	16	32	41	11	78.7	49.0	66,792



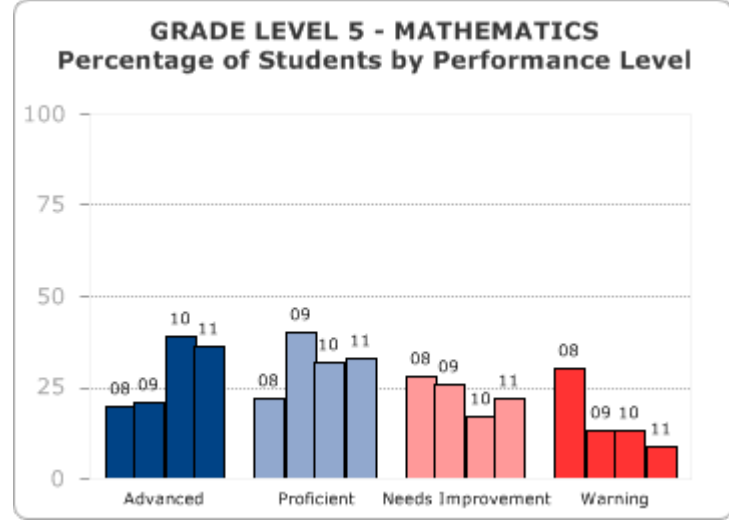
**GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	14	100	7	29	50	14	75.0	N/A	14	59	100	3	41	42	14	79.7	50.0	55	13,752	99	2	25	41	32	66.1	43.0	11,703
ELL/Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	7,342	99	4	31	40	25	66.8	47.0	6,351
Low-Income	13	100	8	62	31	0	92.3	N/A	11	49	100	4	59	31	6	85.2	41.0	45	25,750	99	5	40	38	17	75.1	45.0	23,370
African American/Black		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,675	99	6	40	38	16	75.5	48.0	5,083
Asian		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,953	100	27	48	18	7	89.1	57.0	3,675
Hispanic/Latino	2	-	-	-	-	-	-	-	-	10	100	10	40	10	40	75.0	N/A	6	10,841	99	5	36	38	21	71.9	45.0	9,652
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	146	100	13	43	34	10	81.3	49.0	137
White	59	100	17	59	20	3	91.9	58.0	57	249	100	17	59	21	3	92.1	47.5	240	48,929	100	20	54	20	5	90.1	51.0	46,722
<b>Other Subgroups</b>																											
High Needs	22	100	5	55	32	9	84.1	58.0	20	87	100	3	53	33	10	83.9	46.0	79	33,912	99	5	39	38	18	75.1	46.0	30,521
Male	37	100	11	54	27	8	86.5	58.0	35	143	100	12	59	23	6	89.7	48.0	134	36,708	100	13	50	27	11	83.7	47.0	34,164
Female	27	100	30	56	15	0	96.3	53.5	26	133	100	22	57	20	2	93.2	46.0	127	34,658	100	22	50	22	7	88.4	52.0	32,794
Title I	21	100	5	62	29	5	89.3	41.0	20	54	100	2	63	31	4	88.9	43.0	53	24,491	99	6	41	37	16	75.9	46.0	22,425
Non-Title I	43	100	26	51	19	5	91.3	58.0	41	222	100	20	57	19	4	92.0	47.5	208	46,903	100	23	55	18	5	91.3	52.0	44,542
Non-Low Income	51	100	22	53	20	6	90.2	54.5	50	227	100	19	58	19	4	92.7	49.0	216	45,644	100	23	56	17	4	92.2	52.0	43,597
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,018	98	1	22	44	32	59.3	45.0	4,153
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,324	100	9	50	30	10	83.0	51.0	2,198
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	471	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	94	99	17	53	20	10	88.3	50.0	86
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,728	100	19	49	23	9	86.2	51.0	1,603
<b>All Students</b>																											
2011	64	100	19	55	22	5	90.6	55.0	61	276	100	17	58	21	4	91.4	47.0	261	71,394	100	17	50	24	9	86.0	50.0	66,967
2010	72	100	17	53	24	7	88.2	47.5	68	297	100	13	57	25	5	88.7	45.0	272	71,007	100	16	47	28	10	84.2	50.0	66,744



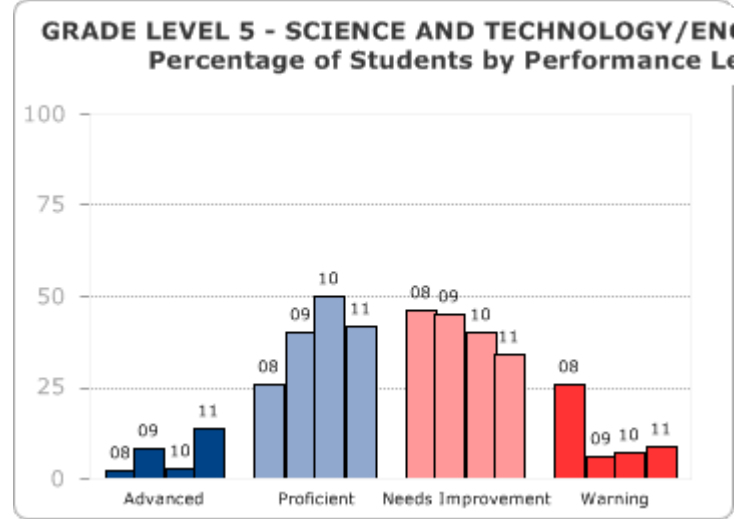
**GRADE LEVEL 5 - MATHEMATICS**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	14	100	7	29	29	36	66.1	N/A	13	59	100	7	22	41	31	66.9	43.0	54	13,774	99	5	17	32	46	57.8	42.0	11,746
ELL/Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	7,370	99	10	26	31	33	63.4	50.0	6,336
Low-Income	13	100	23	38	15	23	78.8	N/A	12	49	100	18	24	39	18	73.5	42.5	46	25,792	100	9	28	34	28	66.9	43.0	23,370
African American/Black		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,683	100	8	27	35	30	64.9	46.0	5,072
Asian		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,957	100	47	30	15	8	89.2	64.0	3,674
Hispanic/Latino	2	-	-	-	-	-	-	-	-	10	100	20	10	40	30	72.5	N/A	6	10,857	100	8	27	33	32	64.2	43.0	9,622
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	146	99	18	32	34	16	74.8	51.5	138
White	59	100	36	34	22	8	87.3	59.0	57	249	100	31	35	27	8	85.4	54.0	240	48,969	100	28	38	23	11	84.3	51.0	46,777
<b>Other Subgroups</b>																											
High Needs	22	100	18	32	27	23	76.1	50.0	20	87	100	14	23	40	23	72.1	45.0	79	33,970	100	10	27	34	29	67.0	44.0	30,541
Male	37	100	30	32	24	14	82.4	59.0	35	143	100	29	33	27	10	84.4	56.5	134	36,756	100	25	33	25	17	79.3	50.0	34,227
Female	27	100	44	33	19	4	91.7	56.0	26	133	100	29	36	28	7	85.5	46.0	127	34,682	100	24	36	26	14	80.4	50.0	32,752
Title I	21	100	5	52	38	5	84.5	66.0	20	54	100	6	39	50	6	77.8	56.0	53	24,538	100	11	29	34	26	68.0	45.0	22,406
Non-Title I	43	100	51	23	14	12	87.2	52.0	41	222	100	35	33	22	9	86.7	49.5	208	46,925	100	32	37	21	10	86.0	52.0	44,580
Non-Low Income	51	100	39	31	24	6	88.2	58.0	49	227	100	32	37	25	7	87.4	54.0	215	45,671	100	33	38	21	8	87.1	53.0	43,616
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,050	99	6	20	33	41	56.4	50.0	4,135
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,320	100	19	38	27	17	78.5	51.0	2,201
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	543	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	24	38	24	15	84.1	43.0	87
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,730	100	27	31	27	15	79.5	50.0	1,609
<b>All Students</b>																											
2011	64	100	36	33	22	9	86.3	58.0	61	276	100	29	34	28	9	85.0	52.0	261	71,463	100	25	34	26	15	79.8	50.0	66,986
2010	72	100	39	32	17	13	88.9	76.0	65	296	100	32	33	26	8	85.4	64.0	270	70,946	100	25	30	28	17	77.4	50.0	66,855



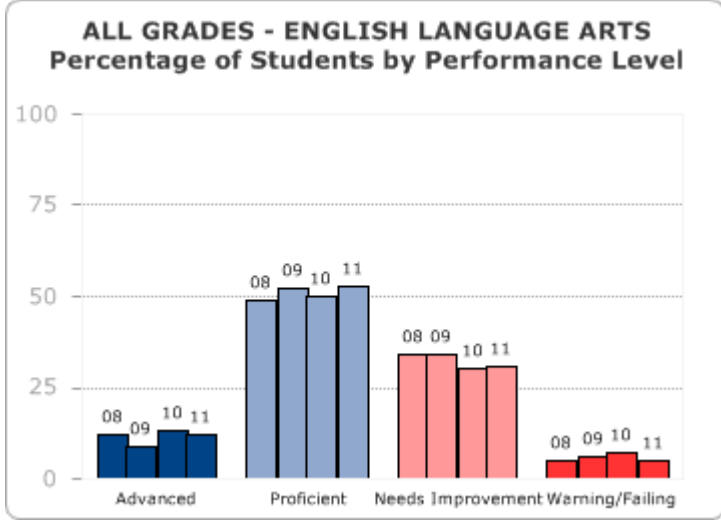
**GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	14	100	0	36	29	36	66.1	N/A	N/A	59	100	2	25	42	31	64.8	N/A	N/A	13,736	99	4	17	41	39	60.3	N/A	N/A
ELL/Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	7,366	99	2	14	42	42	52.6	N/A	N/A
Low-Income	13	100	23	31	31	15	76.9	N/A	N/A	49	100	6	35	39	20	69.4	N/A	N/A	25,758	100	4	22	45	29	62.0	N/A	N/A
African American/Black		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,676	99	2	17	45	35	57.2	N/A	N/A
Asian		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,957	100	22	36	29	12	80.7	N/A	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	10	100	0	20	40	40	55.0	N/A	N/A	10,844	99	3	18	44	34	58.1	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	145	99	8	30	43	19	71.0	N/A	N/A
White	59	100	14	44	34	8	81.8	N/A	N/A	249	100	10	42	39	9	80.5	N/A	N/A	48,912	100	17	42	33	8	83.2	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	22	100	14	36	27	23	76.1	N/A	N/A	87	100	5	30	43	23	69.5	N/A	N/A	33,917	99	4	23	45	28	63.6	N/A	N/A
Male	37	100	14	46	27	14	81.8	N/A	N/A	143	100	10	42	37	11	80.8	N/A	N/A	36,711	100	15	36	33	15	78.2	N/A	N/A
Female	27	100	15	37	44	4	80.6	N/A	N/A	133	100	10	40	41	10	78.2	N/A	N/A	34,647	100	12	35	38	15	75.8	N/A	N/A
Title I	21	100	0	38	52	10	73.8	N/A	N/A	54	100	0	33	59	7	74.5	N/A	N/A	24,512	100	4	22	45	29	62.2	N/A	N/A
Non-Title I	43	100	21	44	26	9	84.9	N/A	N/A	222	100	12	43	34	11	80.7	N/A	N/A	46,870	100	19	43	31	7	84.7	N/A	N/A
Non-Low Income	51	100	12	45	35	8	82.4	N/A	N/A	227	100	11	42	39	8	81.7	N/A	N/A	45,624	100	20	44	30	7	85.5	N/A	N/A
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,046	99	1	9	39	52	45.5	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,320	100	6	25	49	20	67.8	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	540	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	11	39	34	16	77.6	N/A	N/A
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,728	100	15	35	37	13	77.8	N/A	N/A
<b>All Students</b>																											
2011	64	100	14	42	34	9	81.3	N/A	N/A	276	100	10	41	39	11	79.5	N/A	N/A	71,382	100	14	36	36	15	77.0	N/A	N/A
2010	72	100	3	50	40	7	82.6	N/A	N/A	297	100	3	49	40	8	81.0	N/A	N/A	70,931	100	15	38	36	11	79.7	N/A	N/A



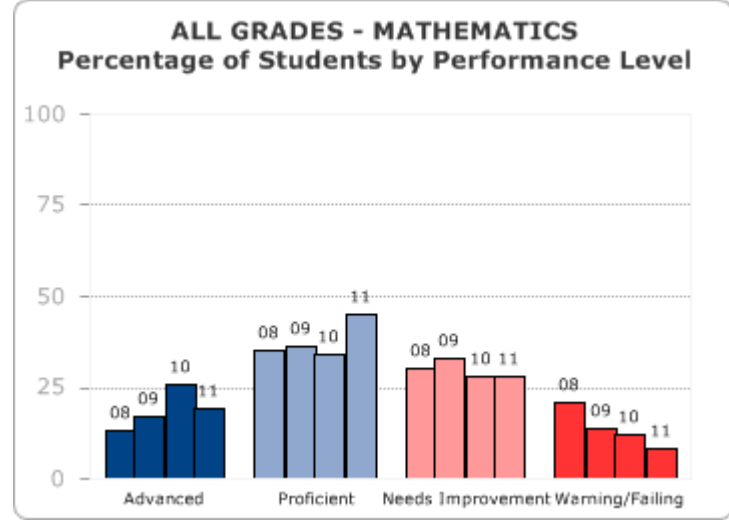
**ALL GRADES - ENGLISH LANGUAGE ARTS**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	32	100	6	19	63	13	71.1	49.0	26	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	1	-	-	-	-	-	-	-	-	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	41	98	2	46	49	2	81.7	48.0	27	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		-	-	-	-	-	-	-	-	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	10	100	0	30	60	10	65.0	N/A	7	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	177	100	12	55	28	5	87.9	51.0	108	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
<b>Other Subgroups</b>																											
High Needs	64	98	3	39	50	8	77.3	47.0	45	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	110	100	7	54	32	7	84.1	49.0	69	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	86	99	19	51	29	1	89.8	51.0	55	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	45	100	2	44	44	9	78.9	47.0	35	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	151	99	15	55	26	3	88.9	51.0	89	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	155	100	15	54	26	5	87.9	51.0	97	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		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	1	-	-	-	-	-	-	-	-	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	6	-	-	-	-	-	-	-	-	40	98	13	40	30	18	80.6	30.0	33	11,536	99	18	51	24	8	86.9	51.0	8,903
<b>All Students</b>																											
2011	196	99	12	53	31	5	86.6	50.5	124	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	198	100	13	50	30	7	86.4	51.0	127	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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	32	100	3	31	38	28	69.5	49.0	25	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	1	-	-	-	-	-	-	-	-	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	42	100	14	33	38	14	77.4	56.5	28	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		-	-	-	-	-	-	-	-	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	4	-	-	-	-	-	-	-	-	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	10	100	0	30	40	30	62.5	N/A	7	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	177	100	19	46	28	7	86.9	59.5	108	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
<b>Other Subgroups</b>																											
High Needs	65	100	11	32	40	17	76.5	55.0	45	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	17	46	26	10	85.7	60.0	69	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	86	100	21	44	30	5	86.6	55.0	54	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	45	100	2	33	53	11	75.0	66.0	35	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	151	100	24	49	21	7	89.4	53.0	88	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	154	100	20	49	25	6	88.5	58.0	95	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		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	1	-	-	-	-	-	-	-	-	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	5	-	-	-	-	-	-	-	-	39	100	10	36	21	33	71.8	29.0	30	11,535	99	24	33	28	15	79.1	50.0	8,894
<b>All Students</b>																											
2011	196	100	19	45	28	8	86.1	58.0	123	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	198	100	26	34	28	12	84.2	64.5	124	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



# Highlands - 2011 Accountability Data

**District:** Danvers (00710000)  
**School:** Highlands (00710010)  
**Accountability & Assistance Level:** Level 1  
**School Title I Status:** Title I School (TA)  
**NCLB School Choice Required:** No  
**Supplemental Educational Services Required:** No

	NCLB Accountability Status	Improvement Rating
<b>ENGLISH LANGUAGE ARTS</b>	No Status	No Change
<b>MATHEMATICS</b>	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	
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)?				
<b>ENGLISH LANGUAGE ARTS</b>	<b>Met Target</b>	<b>Actual</b>	<b>Met Target (95.1)</b>	<b>Actual</b>	<b>Met Target</b>	<b>Change from 2010</b>	<b>Met Target</b>	<b>Actual</b>	<b>AYP 2011</b>
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	86.6 <input type="checkbox"/>	No <input type="checkbox"/>	0.2 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.9 <input type="checkbox"/>	No <input type="checkbox"/>
Lim. English Prof. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Special Education <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	71.1 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Low Income <input type="checkbox"/>	Yes <input type="checkbox"/>	98 <input type="checkbox"/>	No <input type="checkbox"/>	81.7 <input type="checkbox"/>	Yes <input type="checkbox"/>	7.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	94.7 <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"/>	87.9 <input type="checkbox"/>	Yes <input type="checkbox"/>	0.8 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.8 <input type="checkbox"/>	Yes <input type="checkbox"/>
<b>MATHEMATICS</b>	<b>Met Target</b>	<b>Actual</b>	<b>Met Target (92.2)</b>	<b>Actual</b>	<b>Met Target</b>	<b>Change from 2010</b>	<b>Met Target</b>	<b>Actual</b>	<b>AYP 2011</b>
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	86.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	1.8 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.9 <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"/>	69.5 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Low Income <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	77.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	2.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	94.7 <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"/>	86.9 <input type="checkbox"/>	Yes <input type="checkbox"/>	2.0 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.8 <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"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	No Status
	All Subgroups	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	
MATH	Aggregate	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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 Status
	All Subgroups	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	

Highlands:  
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	202	201	100	Yes	196	86.6	No	86.4	3.4	87.3-92.3	No	95.9	0.3	Yes	No
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	32	32	-	-	32	71.1	-	-	-	-	-	-	-	-	-
Low Income	43	42	98	Yes	41	81.7	No	74.3	6.4	76.2-85.2	Yes	94.7	0.1	Yes	Yes
Afr. Amer./Black		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	181	181	100	Yes	177	87.9	No	87.1	3.2	87.8-92.8	Yes	95.8	0.1	Yes	Yes

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	201	201	100	Yes	196	86.1	No	84.3	3.9	85.7-90.7	Yes	95.9	0.3	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	32	32	-	-	32	69.5	-	-	-	-	-	-	-	-	-
Low Income	43	43	100	Yes	42	77.4	No	75.0	6.3	76.8-85.8	Yes	94.7	0.1	Yes	Yes
Afr. Amer./Black		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	181	181	100	Yes	177	86.9	No	84.9	3.8	86.2-91.2	Yes	95.8	0.1	Yes	Yes

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