

## 2012 Report Card - Lincoln-Sudbury Regional High

### Lincoln-Sudbury Regional High (06950505)

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Organization Description: 9-12 One school district

### Overview:

This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

### Enrollment and Educator Data (2011-12 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.)

**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.

	School	District	State
<b>Total Count</b>	1,601	1,601	953,369
<b>Race/Ethnicity (%)</b>			
African American or Black	5.6	5.6	8.3
Asian	5.4	5.4	5.7
Hispanic or Latino	3.2	3.2	16.1
Multi-race, Non-Hispanic	2.4	2.4	2.5
Native American	0.0	0.0	0.2
Native Hawaiian or Pacific Islander	0.0	0.0	0.1
White	83.4	83.4	67.0
<b>Gender (%)</b>			
Male	50.9	50.9	51.3
Female	49.1	49.1	48.7
<b>Selected Populations (%)</b>			
English Language Learner	0.2	0.2	7.3
Low-Income	5.5	5.5	35.2
Students w/Disabilities	16.4	18.8	17.0
First Language Not English	5.5	5.5	16.7

### Enrollment (2011-12)

	School	District	State
Total # of Teachers	116.9	116.9	69,341.9
Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	97.8
Total Number of Classes in Core Academic Areas	777	777	339,887
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	97.8
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	2.2
Student/Teacher Ratio	13.7 to 1	13.7 to 1	13.7 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	1.0

### Educator Data (2011-12)

09, 10, 11, 12

### Grades Offered:

## 2011 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percentages of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	237	16	50	83	17	100	220	7	32	66	34	100
Stud. w/ Disab	213	4	22	56	44	14	186	2	11	32	68	11
LEP/FLEP	204	1	12	46	54	7	188	1	7	30	70	11
African American/Black	216	3	24	61	39	9	205	2	16	49	51	16
Asian/Pacific Islander	243	25	56	85	15	6	234	17	49	79	21	5
Hispanic/Latino	216	4	23	62	38	14	205	2	18	50	50	23
White	243	18	59	89	11	68	230	10	42	77	23	52
Low-Income	218	4	25	66	34	33	207	2	18	52	48	52

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	253	13	58	93	7	100	240	6	40	82	18	100
Stud. w/ Disab	233	3	26	76	24	16	218	2	17	55	45	12
LEP/FLEP	228	2	20	72	28	7	219	1	14	58	42	11
African American/Black	235	3	27	81	19	9	224	1	17	66	34	16
Asian/Pacific Islander	267	30	76	98	2	6	256	20	62	91	9	5
Hispanic/Latino	236	4	32	80	20	15	229	2	24	72	28	24
White	258	15	67	96	4	68	249	9	52	91	9	52
Low-Income	239	4	36	83	17	34	229	2	24	73	27	52

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	275	6	46	84	16	100	264	3	32	75	25	100
Stud. w/ Disab	249	1	16	59	41	14	230	#	7	36	64	10
LEP/FLEP	211	#	1	17	83	3	223	#	3	29	71	5
African American/Black	255	2	20	68	32	7	248	1	14	58	42	16
Asian/Pacific Islander	288	14	61	90	10	4	275	8	46	82	18	5
Hispanic/Latino	248	1	18	59	41	13	251	1	18	63	37	22
White	282	8	53	91	9	73	272	4	41	84	16	54
Low-Income	257	1	25	70	30	32	251	1	18	63	37	48

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	299	15	51	86	14	100	283	8	34	72	28	100
Stud. w/ Disab	268	3	16	56	44	16	249	2	9	35	65	11
LEP/FLEP	247	1	8	33	67	3	244	1	5	28	72	6
African American/Black	275	4	26	65	35	8	262	1	13	50	50	16
Asian/Pacific Islander	320	39	72	94	6	4	302	22	55	85	15	6
Hispanic/Latino	273	3	21	64	36	13	269	3	20	60	40	23
White	304	17	58	91	9	73	293	10	43	83	17	54
Low-Income	280	5	29	72	28	33	269	2	19	59	41	48

### Participation Rates for Students with Disabilities and for English Language Learner Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	5,000	14	7	6
Grade 4 Mathematics	5,000	16	7	3
Grade 8 Reading	3,600	14	3	6
Grade 8 Mathematics	3,800	16	3	4

# 2012 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. Please see the [principal's administration manual \(PAM\)](#) for details.

\* **NOTE:** Performance level percentages are not calculated for groups with fewer than 10 students. Median student growth percentiles (SGP) are not calculated if the number of students included in the aggregated 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 27, 2012

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I
<b>Subgroups</b>																											
Students w/disabilities	73	97	32	59	7	3	97.6	54.0	63	73	97	32	59	7	3	97.6	54.5	64	11,604	95	8	52	28	12	85.8	45.0	9,139
ELL and Former ELL	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,909	95	4	43	40	13	77.0	59.0	2,001
Low income	21	100	43	57	0	0	100.0	N/A	19	21	100	43	57	0	0	100.0	N/A	19	22,743	97	17	60	19	5	91.3	45.0	18,051
High needs	88	98	34	58	6	2	98.0	55.0	77	88	98	34	58	6	2	98.0	57.0	78	29,799	96	16	60	19	6	91.0	46.0	23,738
Afr. Amer./Black	25	100	20	76	4	0	99.0	46.0	24	25	100	20	76	4	0	99.0	46.0	24	5,944	96	16	60	19	5	91.4	48.0	4,484
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	163	97	26	53	17	4	93.3	44.0	131
Asian	19	100	63	32	5	0	98.7	N/A	17	19	100	63	32	5	0	98.7	N/A	17	3,739	98	50	40	8	2	96.3	57.0	3,139
Hispanic/Latino	20	100	70	30	0	0	100.0	N/A	18	20	100	70	30	0	0	100.0	N/A	18	8,992	96	14	57	22	6	88.8	45.0	6,774
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,392	97	38	51	9	2	96.1	48.0	1,219
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89	99	30	49	16	4	92.4	49.0	72
White	334	99	75	23	1	1	99.6	58.0	317	334	99	75	23	1	1	99.6	58.0	318	48,732	98	43	50	5	2	97.7	51.0	44,051
Male	202	100	67	30	2	1	99.3	60.0	191	202	100	67	30	2	1	99.3	60.0	192	35,032	98	32	54	11	3	95.0	52.0	30,051
Female	202	100	76	23	0	0	99.9	52.0	191	202	100	76	23	0	0	99.9	52.0	191	34,022	98	43	48	7	2	96.7	49.0	29,833
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,868	94	1	34	49	16	71.3	54.0	1,124
<b>All Students</b>																											
2012	404	100	72	27	1	0	99.6	56.0	382	404	100	72	27	1	0	99.6	56.0	383	69,059	98	37	51	9	3	95.8	50.0	59,870
2011	422	99	54	42	3	2	98.2	49.0	390	422	99	54	42	3	2	98.2	49.0	391	69,532	98	33	51	13	3	93.9	50.0	60,697

GRADE LEVEL 10 - MATHEMATICS																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I
<b>Subgroups</b>																											
Students w/disabilities	73	97	45	36	12	7	92.8	48.0	63	73	97	45	36	12	7	92.8	48.0	64	11,646	95	13	28	32	27	71.4	47.0	9,093
ELL and Former ELL	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,969	96	19	23	30	29	67.5	59.0	2,023
Low income	21	100	52	33	10	5	92.9	N/A	19	21	100	52	33	10	5	92.9	N/A	19	22,698	97	30	32	25	14	81.3	47.0	18,006
High needs	88	98	50	34	10	6	94.0	51.0	77	88	98	50	34	10	6	94.0	49.5	78	29,790	97	27	32	26	15	80.4	48.0	23,668
Afr. Amer./Black	25	100	24	52	24	0	92.0	41.5	24	25	100	24	52	24	0	92.0	41.5	24	5,941	97	28	31	26	14	80.5	52.0	4,494
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	162	98	37	28	21	14	82.6	44.0	131
Asian	18	95	83	17	0	0	100.0	N/A	16	18	95	83	17	0	0	100.0	N/A	16	3,763	99	74	16	7	3	95.4	65.0	3,142
Hispanic/Latino	20	100	80	15	0	5	96.3	N/A	18	20	100	80	15	0	5	96.3	N/A	18	9,002	96	25	30	26	18	76.7	47.0	6,783
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,396	97	48	30	16	6	89.9	47.0	1,228
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89	99	45	16	27	12	81.7	57.0	72
White	334	99	88	9	1	1	99.2	60.0	317	334	99	88	9	1	1	99.2	60.0	318	48,654	98	56	28	12	4	93.2	50.0	43,966
Male	201	99	82	13	3	2	98.3	58.5	190	201	99	82	13	3	2	98.3	58.0	191	35,031	98	49	28	15	8	89.0	48.0	30,063
Female	202	100	86	11	2	0	99.0	61.0	191	202	100	86	11	2	0	99.0	61.0	191	33,979	98	52	29	14	6	91.0	52.0	29,764
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,917	96	13	19	33	35	61.6	56.0	1,141
<b>All Students</b>																											
2012	403	99	84	12	2	1	98.6	60.0	381	403	99	84	12	2	1	98.6	60.0	382	69,015	98	50	28	15	7	90.0	50.0	59,816
2011	418	99	74	20	5	2	97.4	53.5	388	418	99	74	20	5	2	97.4	53.5	388	69,342	98	48	29	16	7	89.4	50.0	60,599



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GRADE LEVEL 10 - SCIENCE AND TECH/ENG																											
Student Group	School								District								State										
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I
<b>Subgroups</b>																											
Students w/disabilities	69	97	12	29	57	3	77.2	N/A	N/A	69	97	12	29	57	3	77.2	N/A	N/A	11,665	98	5	27	47	22	68.8	N/A	N/A
ELL and Former ELL	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	3,304	98	4	22	48	26	61.8	N/A	N/A
Low income	21	100	5	57	38	0	85.7	N/A	N/A	21	100	5	57	38	0	85.7	N/A	N/A	22,172	99	9	39	41	11	76.2	N/A	N/A
High needs	83	98	12	36	49	2	80.4	N/A	N/A	83	98	12	36	49	2	80.4	N/A	N/A	29,089	98	8	38	42	12	76.0	N/A	N/A
Afr. Amer./Black	24	100	8	29	63	0	76.0	N/A	N/A	24	100	8	29	63	0	76.0	N/A	N/A	5,668	99	7	38	43	13	74.7	N/A	N/A
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	160	97	14	44	34	8	81.7	N/A	N/A
Asian	17	100	59	24	18	0	91.2	N/A	N/A	17	100	59	24	18	0	91.2	N/A	N/A	3,570	99	43	37	16	4	91.5	N/A	N/A
Hispanic/Latino	19	100	26	58	16	0	94.7	N/A	N/A	19	100	26	58	16	0	94.7	N/A	N/A	8,664	98	6	32	46	16	70.8	N/A	N/A
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,380	99	24	45	26	5	87.0	N/A	N/A
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	88	99	16	40	33	11	81.3	N/A	N/A
White	325	99	42	46	11	1	95.8	N/A	N/A	325	99	42	46	11	1	95.8	N/A	N/A	48,026	99	29	48	20	3	91.1	N/A	N/A
Male	194	99	39	46	14	1	94.7	N/A	N/A	194	99	39	46	14	1	94.7	N/A	N/A	34,473	99	25	44	25	6	86.9	N/A	N/A
Female	197	99	40	45	16	0	94.2	N/A	N/A	197	99	40	45	16	0	94.2	N/A	N/A	33,083	99	24	45	26	5	87.1	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,279	97	2	15	50	34	55.2	N/A	N/A
<b>All Students</b>																											
2012	391	99	39	45	15	1	94.4	N/A	N/A	391	99	39	45	15	1	94.4	N/A	N/A	67,556	99	24	45	25	6	87.0	N/A	N/A
2011	412	100	42	40	15	2	93.2	N/A	N/A	412	100	42	40	15	2	93.2	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A

\* Note: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2014 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 2010 are included in state-level results; only students enrolled in the same district since October 2010 are included in district-level results; only students enrolled in the same school since October 2010 are included in school-level results.

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ALL GRADES - ENGLISH LANGUAGE ARTS																											
Student Group	School								District								State										
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
<b>Subgroups</b>																											
Students w/disabilities	76	96	30	58	7	5	96.7	54.0	63	76	96	30	58	7	5	96.7	55.0	65	91,757	98	3	28	38	32	67.3	43.0	66,785
ELL and Former ELL	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	45,367	99	4	30	40	26	66.2	51.0	29,933
Low income	21	100	43	57	0	0	100.0	N/A	19	21	100	43	57	0	0	100.0	N/A	19	180,261	99	7	43	34	16	76.7	45.0	137,185
High needs	91	97	33	57	5	4	97.3	55.0	77	91	97	33	57	5	4	97.3	59.0	79	235,216	99	6	42	34	17	76.5	46.0	177,719
Afr. Amer./Black	25	100	20	76	4	0	99.0	46.0	24	25	100	20	76	4	0	99.0	46.0	24	41,346	99	7	43	34	17	76.5	47.0	31,098
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,184	99	10	49	29	12	82.0	47.0	897
Asian	19	100	63	32	5	0	98.7	N/A	17	19	100	63	32	5	0	98.7	N/A	17	27,788	99	30	47	17	6	90.2	59.0	21,439
Hispanic/Latino	20	100	70	30	0	0	100.0	N/A	18	20	100	70	30	0	0	100.0	N/A	18	74,705	99	6	39	35	20	73.5	46.0	55,322
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	12,765	99	19	49	23	9	86.3	50.0	9,784
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	539	99	17	48	23	12	84.9	52.0	406
White	337	99	75	23	1	1	99.4	58.0	317	337	99	75	23	1	1	99.4	58.0	319	339,049	99	22	54	18	5	90.6	51.0	276,785
Male	204	99	66	30	2	1	98.9	60.0	191	204	99	66	30	2	1	98.9	60.0	193	254,654	99	14	50	25	11	84.4	48.0	200,808
Female	203	100	76	23	0	0	99.9	52.0	191	203	100	76	23	0	0	99.9	52.0	191	242,830	99	24	51	19	6	89.2	52.0	194,978
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	31,048	98	1	21	44	34	58.6	49.0	18,640
<b>All Students</b>																											
2012	407	99	71	27	1	1	99.4	56.0	382	407	99	71	27	1	1	99.4	56.0	384	497,549	99	19	50	22	9	86.7	50.0	395,772
2011	422	99	54	42	3	2	98.2	49.0	390	422	99	54	42	3	2	98.2	49.0	391	497,258	99	17	52	23	8	87.2	50.0	396,182



# 2012 Accountability Data - Lincoln-Sudbury Regional High

Accountability Information	
Accountability and Assistance Level	
<b>Level 1</b>	Meeting gap narrowing goals
This school's determination of need for special education technical assistance or intervention	
<b>Meets Requirements (MR)</b>	
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)	
<b>All students:</b>	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■	Less progress	More progress	
All students				97 Met Target
High needs				87 Met Target
Low income				-
ELL and Former ELL				-
Students w/disabilities				80 Met Target
Amer. Ind. or Alaska Nat.				-
Asian				-
Afr. Amer./Black				-
Hispanic/Latino				-
Multi-race, Non-Hisp./Lat.				-
Nat. Haw. or Pacif. Isl.				-
White				97 Met Target

**Lincoln-Sudbury Regional High:  
Accountability Data Detail**

2012 English Language Arts Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		99.1	98.2	1.2	98.4	99.4	86	407	100	Above Target
High needs		96.6	93.1	4.2	93.7	97.3	84	91	100	Above Target
Low income		-	-	-	-	-	-	21	-	-
ELL and Former ELL		-	-	-	-	-	-	5	-	-
Students w/disabilities		96.0	91.9	4.8	92.6	96.7	86	76	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	19	-	-
Afr. Amer./Black		-	-	-	-	-	-	25	-	-
Hispanic/Latino		-	-	-	-	-	-	20	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		99.5	98.9	0.5	99.0	99.4	81	337	100	Above Target

2012 Mathematics Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		98.7	97.4	0.6	97.6	98.0	88	407	100	Above Target
High needs		95.2	90.3	1.0	91.1	91.3	82	92	75	On Target
Low income		-	-	-	-	-	-	21	-	-
ELL and Former ELL		-	-	-	-	-	-	6	-	-
Students w/disabilities		94.6	89.1	0.5	90.0	89.6	86	77	75	On Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	18	-	-
Afr. Amer./Black		-	-	-	-	-	-	25	-	-
Hispanic/Latino		-	-	-	-	-	-	20	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		99.2	98.4	0.0	98.5	98.4	88	338	100	Above Target

2012 Science Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
High needs		89.0	78.0	1.0	79.8	79.0	41	87	75	On Target
Low income		-	-	-	-	-	-	21	-	-
ELL and Former ELL		-	-	-	-	-	-	5	-	-
Students w/disabilities		88.4	76.7	-1.0	78.6	75.7	61	73	25	No Change
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	17	-	-
Afr. Amer./Black		-	-	-	-	-	-	24	-	-
Hispanic/Latino		-	-	-	-	-	-	19	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		97.5	94.9	0.4	95.3	95.3	70	329	75	On Target

2012 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	53.6	71.0	407	25	0.7	0.2	407	25
High needs	15.2	33.0	91	25	2.9	1.1	91	25
Low income	-	-	21	-	-	-	21	-
ELL and Former ELL	-	-	5	-	-	-	5	-
Students w/disabilities	12.2	30.3	76	25	3.3	1.3	76	25
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	19	-	-	-	19	-
Afr. Amer./Black	-	-	25	-	-	-	25	-
Hispanic/Latino	-	-	20	-	-	-	20	-
Multi-race, Non-Hisp./Lat.	-	-	6	-	-	-	6	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	55.5	74.8	337	25	0.3	0.3	337	0



2012 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	73.9	83.0	407	25	1.0	1.5	407	0
High needs	41.6	47.8	92	25	4.0	6.5	92	0
Low income	-	-	21	-	-	-	21	-
ELL and Former ELL	-	-	6	-	-	-	6	-
Students w/disabilities	40.0	42.9	77	0	4.7	7.8	77	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	18	-	-	-	18	-
Afr. Amer./Black	-	-	25	-	-	-	25	-
Hispanic/Latino	-	-	20	-	-	-	20	-
Multi-race, Non-Hisp./Lat.	-	-	6	-	-	-	6	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	76.5	87.3	338	25	0.3	1.5	338	0

2012 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	42.5	39.0	395	0	1.7	0.8	395	25
High needs	10.9	11.5	87	0	6.9	3.4	87	25
Low income	-	-	21	-	-	-	21	-
ELL and Former ELL	-	-	5	-	-	-	5	-
Students w/disabilities	10.3	11.0	73	0	8.0	4.1	73	25
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	17	-	-	-	17	-
Afr. Amer./Black	-	-	24	-	-	-	24	-
Hispanic/Latino	-	-	19	-	-	-	19	-
Multi-race, Non-Hisp./Lat.	-	-	6	-	-	-	6	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	44.5	41.0	329	0	0.9	0.9	329	0

2012 English Language Arts Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	49.0	7.0	56.0	382	Yes	75	On Target
High needs		51.0	42.5	12.5	55.0	77	Yes	75	On Target
Low income		51.0	-	-	-	19	-	-	-
ELL and Former ELL		51.0	-	-	-	2	-	-	-
Students w/disabilities		51.0	43.0	11.0	54.0	63	Yes	75	On Target
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	17	-	-	-
Afr. Amer./Black		51.0	-	-	-	24	-	-	-
Hispanic/Latino		51.0	-	-	-	18	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	6	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	49.0	9.0	58.0	317	Yes	75	On Target

2012 Mathematics Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	53.5	6.5	60.0	381	Yes	100	Above Target
High needs		51.0	53.0	-2.0	51.0	77	Yes	75	On Target
Low income		51.0	-	-	-	19	-	-	-
ELL and Former ELL		51.0	-	-	-	2	-	-	-
Students w/disabilities		51.0	53.0	-5.0	48.0	63	Yes	75	On Target
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	16	-	-	-
Afr. Amer./Black		51.0	-	-	-	24	-	-	-
Hispanic/Latino		51.0	-	-	-	18	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	6	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	53.0	7.0	60.0	317	Yes	100	Above Target

2011 4-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2010 Rate (Baseline)	Change	Annual Target	Cohort Graduation Rate	N	PPI Points	Rating
All Students		90.0	97.0	0.9	75.0	97.9	380	100	Above Target
High needs		90.0	88.4	4.1	75.0	92.5	107	75	On Target
Low income		90.0	-	-	75.0	-	21	-	-
ELL and Former ELL		90.0	-	-	75.0	-	1	-	-
Students w/disabilities		90.0	86.6	8.7	75.0	95.3	85	100	Above Target
Amer. Ind. or Alaska Nat.		90.0	-	-	75.0	-	-	-	-
Asian		90.0	-	-	75.0	-	7	-	-
Afr. Amer./Black		90.0	-	-	75.0	-	19	-	-
Hispanic/Latino		90.0	-	-	75.0	-	3	-	-
Multi-race, Non-Hisp./Lat.		90.0	-	-	75.0	-	10	-	-
Nat. Haw. or Pacif. Isl.		90.0	-	-	75.0	-	-	-	-
White		90.0	97.0	1.5	75.0	98.5	341	100	Above Target

2010 5-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2009 Rate (Baseline)	Change	Annual Target	Cohort Graduation Rate	N	PPI Points	Rating
All Students		95.0	97.1	2.1	80.0	99.2	388	100	Above Target
High needs		95.0	92.4	-0.5	80.0	91.9	86	75	On Target
Low income		95.0	-	-	80.0	-	28	-	-
ELL and Former ELL		95.0	-	-	80.0	-	5	-	-
Students w/disabilities		95.0	91.4	7.0	80.0	98.4	61	100	Above Target
Amer. Ind. or Alaska Nat.		95.0	-	-	80.0	-	-	-	-
Asian		95.0	-	-	80.0	-	23	-	-
Afr. Amer./Black		95.0	-	-	80.0	-	27	-	-
Hispanic/Latino		95.0	-	-	80.0	-	8	-	-
Multi-race, Non-Hisp./Lat.		95.0	-	-	80.0	-	2	-	-
Nat. Haw. or Pacif. Isl.		95.0	-	-	80.0	-	-	-	-
White		95.0	96.8	2.3	80.0	99.1	328	100	Above Target

2011 Annual Dropout Rate										
	0 2 4 6 8 10 12 14 16 18 20	6 Year Goal	2010 Rate (Baseline)	Change	Annual Target	Annual Dropout Rate	Percentile in Grade Span	N	PPI Points	Rating
High needs		0.1	0.3	-0.7	0.3	1.0	81	311	0	Declined
Low income		-	-	-	-	-	-	70	-	-
ELL and Former ELL		-	-	-	-	-	-	5	-	-
Students w/disabilities		0.2	0.4	-0.8	0.4	1.2	71	260	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	62	-	-
Afr. Amer./Black		-	-	-	-	-	-	87	-	-
Hispanic/Latino		-	-	-	-	-	-	42	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	42	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		0.1	0.2	0.0	0.2	0.2	92	1378	100	Above Target

2012 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All Students	410	407	99	Yes	410	407	99	Yes	397	395	99	Yes
High needs	94	91	97	Yes	94	92	98	Yes	89	87	98	Yes
Low income	21	-	-	-	21	-	-	-	21	-	-	-
ELL and Former ELL	6	-	-	-	6	-	-	-	5	-	-	-
Students w/disabilities	79	76	96	Yes	79	77	97	Yes	75	73	97	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	19	-	-	-	19	-	-	-	17	-	-	-
Afr. Amer./Black	25	-	-	-	25	-	-	-	24	-	-	-
Hispanic/Latino	20	-	-	-	20	-	-	-	19	-	-	-
Multi-race, Non-Hisp./Lat.	6	-	-	-	6	-	-	-	6	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	340	337	99	Yes	340	338	99	Yes	331	329	99	Yes

# About the Data

## Enrollment and Educator Data

### Notes:

The total number 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 ESEA. 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 ESEA-defined core subject areas they are teaching.

The waiver data included in this 2012 report card reflects only academic waivers issued during the 2011-2012 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 (2011-12 School Year)

**African American/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.

**Former ELL:** A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.

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

**English Language Learner (ELL):** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

**High needs:** An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

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

**American Indian or Alaska Native:** 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 Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

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

## MCAS Data (Spring 2012 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:** Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards this goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based how close they came to scoring



Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100. A CPI of 100 means that all students in a group are proficient.

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 (2012)

### Accountability and Assistance Levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

### Determination of need for special education technical assistance or intervention

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

### School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

### Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

For more information on the Elementary and Secondary Education Act, please visit <http://www.doe.mass.edu/apa/titlei/esea/default.html>.

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

For detailed information about the accountability report, please visit <http://www.doe.mass.edu/apa/accountability/default.html>.

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