2011 NCLB Report Card - Maria Weston Chapman Middle School

Maria Weston Chapman Middle School (03360020)

Kathleen P Sheridan, Principal
Mailing Address: 1051 Commercial Street
Weymouth, MA 02189
Phone: (781) 337-4500
FAX: (781) 340-2594
Website: **http://www.weymouth.ma.us/schools/chapman/index.asp**

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)			
	School	**District**	**State**
Total Count	1,039	6,935	955,563
Race/Ethnicity (%)			
African American or Black	3.5	4.5	8.2
Asian	2.3	3.5	5.5
Hispanic or Latino	5.2	5.7	15.4
Multi-race, Non-Hispanic	1.9	2.2	2.4
Native American	0.3	0.4	0.2
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	86.8	83.6	68.0
Gender (%)			
Male	52.1	51.9	51.3
Female	47.9	48.1	48.7
Selected Populations (%)			
Limited English Proficiency	0.5	1.5	7.1
Low-Income	32.1	26.5	34.2
Special Education	13.5	16.9	17.0
First Language Not English	4.0	4.6	16.3

Educator Data (2010-11)			
	School	**District**	**State**
Total # of Teachers	65.4	413.4	68,754.2
Percentage of Teachers Licensed in Teaching Assignment	100.0	99.4	97.5
Total Number of Classes in Core Academic Areas	251	2,033	335,925
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.9	97.7
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.1	2.3
Student/Teacher Ratio	15.9 to 1	16.8 to 1	13.9 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.7	1.3

Grades Offered:	07, 08

2009 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percentages of Students at Each Achievement Level

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

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

GRADE LEVEL 4 - READING

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**234**	**13**	**47**	**80**	**20**	**100**	**220**	**7**	**32**	**66**	**34**	**100**
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

GRADE LEVEL 4 - MATHEMATICS

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**252**	**12**	**57**	**92**	**8**	**100**	**239**	**6**	**38**	**81**	**19**	**100**
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

GRADE LEVEL 8 - READING

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**274**	**5**	**43**	**83**	**17**	**100**	**262**	**2**	**30**	**74**	**26**	**100**
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

GRADE LEVEL 8 - MATHEMATICS

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**299**	**17**	**52**	**85**	**15**	**100**	**282**	**7**	**33**	**71**	**29**	**100**
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

2009 Massachusetts NAEP Results

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

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

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

2011 MCAS Results by Subgroup by Grade and Subject

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

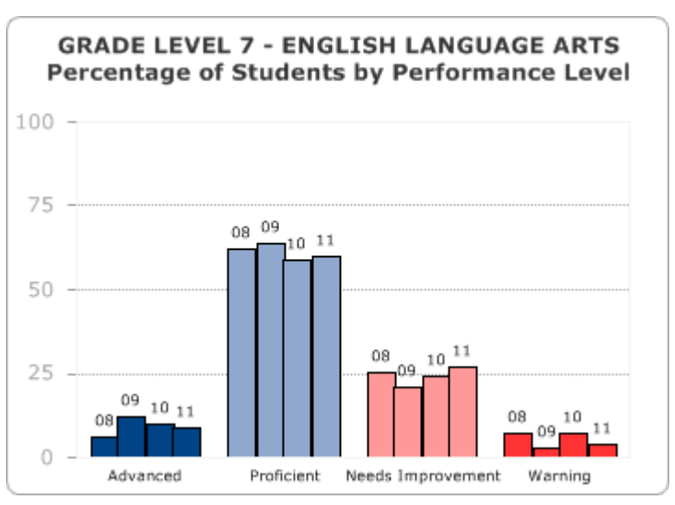
*** NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

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

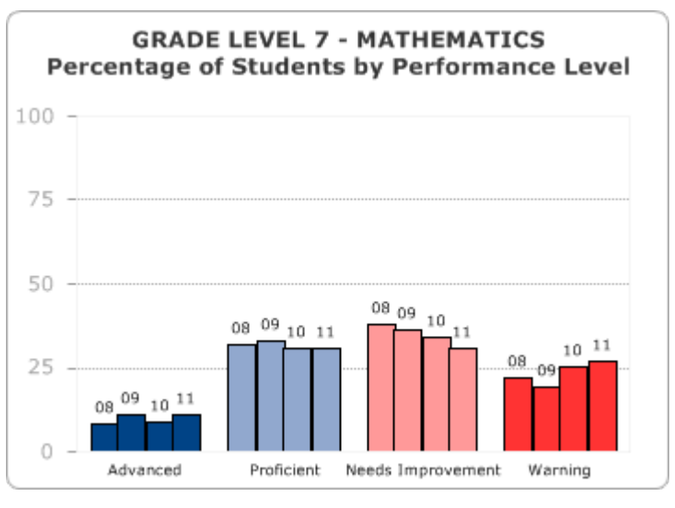
Data Last Updated on September 30, 2011

GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

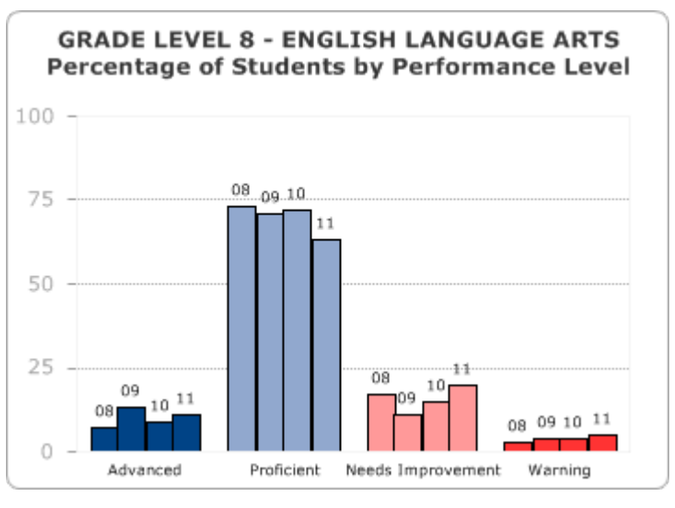
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	71	99	1	15	61	23	59.9	25.0	65	74	97	1	16	59	23	60.8	25.0	65	13,682	98	1	30	44	25	70.8	42.0	11,761
ELL/Former ELL	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	4,801	98	2	33	42	23	69.1	54.0	3,985
Low-Income	143	99	2	47	41	10	78.7	25.0	137	149	98	2	48	40	9	79.2	25.0	137	25,276	99	4	49	34	12	80.6	47.0	22,818
African American/Black	17	100	0	12	53	35	58.8	N/A	15	17	94	0	12	53	35	58.8	N/A	15	5,892	99	5	51	33	11	81.6	52.0	5,201
Asian	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	3,631	99	28	54	15	4	93.0	60.0	3,370
Hispanic/Latino	26	100	4	42	46	8	78.8	22.0	25	27	100	4	44	44	7	79.6	22.0	25	10,431	98	4	46	36	14	78.2	48.0	9,239
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	175	100	5	58	31	6	85.6	48.0	163
White	449	99	9	63	25	3	89.8	28.0	437	455	99	9	63	25	3	89.9	28.0	437	50,554	99	17	63	16	4	92.6	50.0	48,163
Other Subgroups																											
High Needs	176	98	2	42	45	11	76.4	24.5	166	183	98	2	43	44	11	77.0	24.5	166	32,954	99	4	48	35	13	80.2	47.0	29,569
Male	280	99	4	55	34	6	84.2	23.0	270	284	99	4	55	34	7	84.2	23.0	270	36,995	99	9	57	26	8	86.4	43.0	34,367
Female	234	99	15	65	20	1	93.2	39.0	229	239	99	14	65	19	1	93.3	39.0	229	35,235	99	20	61	15	4	92.9	57.0	33,224
Title I	108	100	0	33	56	10	72.0	27.0	102	111	100	0	34	56	10	72.3	27.0	102	19,614	99	5	51	34	11	81.4	48.0	17,776
Non-Title I	406	99	11	67	20	2	92.6	30.0	397	412	99	11	67	19	3	92.7	30.0	397	52,646	99	18	62	15	4	92.6	51.0	49,825
Non-Low Income	371	99	12	64	22	2	92.0	30.0	362	374	99	11	64	22	2	92.0	30.0	362	46,984	99	20	64	13	3	94.3	52.0	44,783
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3,207	97	1	22	47	30	61.7	52.0	2,475
Former ELL	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,594	99	4	55	32	8	84.1	57.0	1,510
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	611	95	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	60	98	17	62	15	7	92.5	55.0	56
Multi-race - Non-Hispanic/Latino	13	93	8	54	38	0	86.5	N/A	13	15	94	7	53	40	0	85.0	N/A	13	1,487	99	16	56	23	6	88.7	47.0	1,399
All Students																											
2011	514	99	9	60	27	4	88.3	29.0	499	523	99	9	60	27	4	88.4	29.0	499	72,260	99	14	59	21	6	89.5	50.0	67,601
2010	306	99	10	59	24	7	87.6	41.0	295	512	99	8	60	23	9	86.3	38.0	479	71,350	99	11	61	21	7	88.6	50.0	66,670



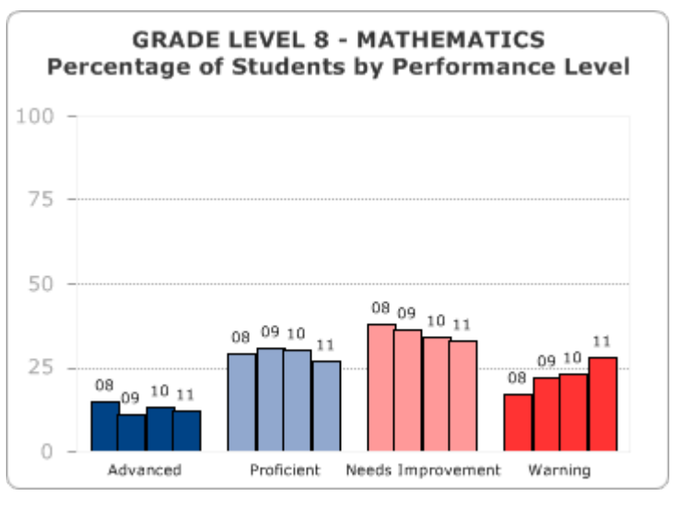
GRADE LEVEL 7 - MATHEMATICS																											
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	72	100	1	0	21	78	29.5	25.0	66	75	99	1	0	20	79	30.3	25.0	66	13,759	99	3	11	27	60	47.9	43.0	11,776
ELL/Former ELL	2	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	4,891	99	6	16	28	51	50.5	55.0	4,016
Low-Income	145	100	2	14	39	45	49.7	25.0	139	152	99	2	14	38	46	49.2	25.0	139	25,435	99	7	22	33	39	58.8	46.0	22,864
African American/Black	17	100	0	18	35	47	45.6	N/A	15	18	100	0	17	33	50	44.4	N/A	15	5,925	99	6	22	32	41	57.7	48.0	5,207
Asian	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	3,659	100	44	30	16	10	87.4	62.0	3,373
Hispanic/Latino	26	100	0	35	27	38	59.6	33.0	25	28	100	0	32	32	36	59.8	33.0	25	10,508	99	6	20	31	43	55.9	48.0	9,274
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	174	100	9	27	34	30	63.9	46.0	162
White	452	100	12	31	32	25	68.3	26.0	441	458	100	12	30	32	25	68.2	26.0	441	50,644	100	22	35	27	16	78.6	50.0	48,195
Other Subgroups																											
High Needs	179	100	2	12	36	50	46.4	25.0	169	188	99	2	12	36	51	46.5	25.0	169	33,158	99	6	21	33	40	58.1	47.0	29,637
Male	283	100	11	27	31	30	64.4	24.0	274	288	100	11	27	31	31	64.3	24.0	274	37,156	99	19	30	27	24	72.6	47.0	34,457
Female	235	100	12	34	31	22	70.4	29.5	230	241	99	12	34	32	23	69.8	29.5	230	35,310	100	20	33	27	20	75.2	53.0	33,217
Title I	108	100	0	1	31	69	34.0	27.0	102	111	100	0	1	32	68	34.2	27.0	102	19,722	99	7	23	33	37	59.9	49.0	17,811
Non-Title I	410	100	14	38	32	16	75.9	27.0	402	419	100	14	38	32	17	75.4	27.0	402	52,773	100	24	35	25	16	79.0	51.0	49,874
Non-Low Income	373	100	15	37	29	20	73.9	27.0	365	378	100	15	36	29	20	73.8	27.0	365	47,060	100	26	37	25	13	82.0	52.0	44,821
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3,289	99	3	11	25	61	43.8	54.0	2,497
Former ELL	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,602	100	10	26	33	31	64.2	56.0	1,519
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	680	100	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	61	100	20	41	18	21	79.5	63.0	57
Multi-race - Non-Hispanic/Latino	14	100	7	29	21	43	58.9	N/A	14	16	100	6	25	19	50	54.7	N/A	14	1,495	100	19	29	27	25	71.1	48.0	1,406
All Students																											
2011	518	100	11	31	31	27	67.1	27.0	504	530	100	11	30	32	27	66.7	27.0	504	72,495	99	19	32	27	22	73.8	50.0	67,685
2010	307	99	9	31	34	25	67.8	36.0	299	513	99	9	34	33	24	69.3	33.5	482	71,452	99	14	39	27	19	76.1	50.0	66,751



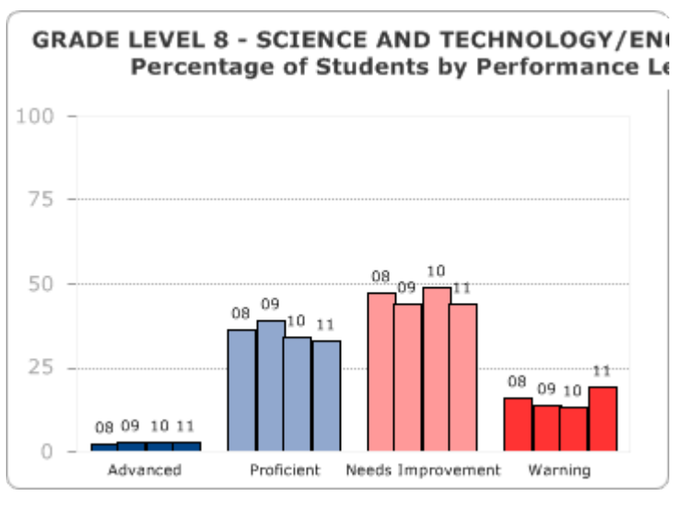
GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS																											
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	77	99	0	22	56	22	59.7	28.5	72	89	99	0	20	52	28	59.0	28.0	74	13,173	98	2	39	34	25	73.5	45.0	11,329
ELL/Former ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	4,166	98	2	34	35	28	67.0	55.0	3,289
Low-Income	155	99	5	59	31	6	84.4	31.0	148	163	99	4	58	31	7	83.4	31.0	148	24,487	99	7	55	25	12	82.9	49.0	22,181
African American/Black	16	100	6	69	25	0	90.6	N/A	16	22	100	5	59	18	18	86.4	N/A	17	5,812	99	7	58	25	11	84.0	50.0	5,235
Asian	14	100	21	57	14	7	91.1	N/A	13	15	100	20	53	13	13	86.7	N/A	13	3,681	99	34	51	11	4	93.8	60.0	3,395
Hispanic/Latino	25	100	4	68	28	0	88.0	32.0	24	26	100	4	65	31	0	87.5	32.0	24	9,967	98	6	52	27	15	80.0	50.0	8,834
Native American	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	205	100	13	60	19	9	87.7	48.0	190
White	427	99	11	63	20	6	88.3	30.0	417	437	99	11	62	20	6	87.7	30.0	418	50,465	99	23	61	11	4	93.9	50.0	48,333
Other Subgroups																											
High Needs	206	99	3	52	35	10	79.1	31.0	197	222	99	3	50	34	13	77.7	31.0	199	31,988	99	6	54	26	14	82.4	49.0	28,713
Male	251	100	7	60	25	8	84.7	27.0	239	264	100	7	58	25	10	83.3	27.0	241	36,712	99	14	60	18	8	88.6	46.0	34,285
Female	240	99	15	67	15	3	92.4	38.0	237	245	99	15	67	15	3	92.1	38.0	237	34,950	99	27	58	11	4	93.8	55.0	33,139
Title I	142	99	1	46	43	10	75.4	31.0	138	143	99	1	45	43	10	75.3	31.0	138	18,648	99	8	57	25	11	83.8	50.0	17,056
Non-Title I	349	99	15	70	11	3	93.8	33.0	338	366	99	14	69	11	6	92.3	32.0	340	53,035	99	25	60	11	5	93.6	50.0	50,379
Non-Low Income	336	99	14	65	15	5	90.3	31.0	328	346	99	14	64	16	7	89.5	31.0	330	47,196	99	27	61	9	3	95.3	51.0	45,254
ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,958	97	1	24	40	35	59.6	53.0	2,157
Former ELL	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,208	100	7	59	23	10	85.1	58.0	1,132
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	546	94	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	78	99	19	59	14	8	89.7	55.0	67
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,454	99	21	59	14	6	91.6	52.0	1,370
All Students																											
2011	491	99	11	63	20	5	88.4	31.0	476	509	99	11	62	20	7	87.6	31.0	478	71,683	99	20	59	15	6	91.1	50.0	67,435
2010	293	100	9	72	15	4	93.2	42.0	279	515	100	8	70	17	5	91.7	42.0	461	72,237	99	17	61	16	7	90.4	50.0	67,821



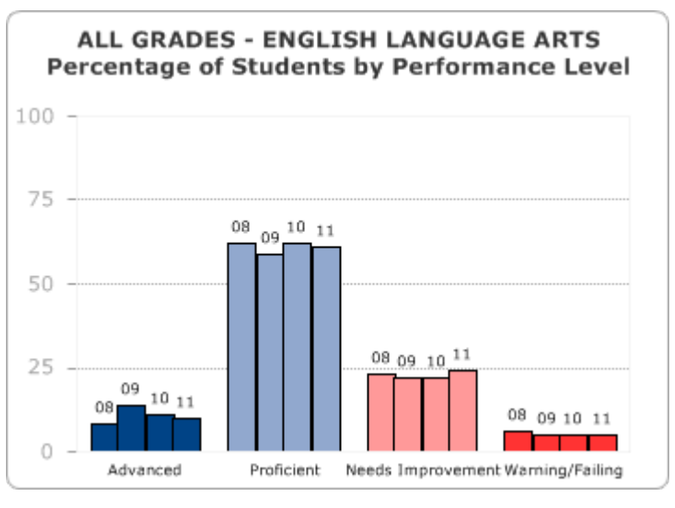
GRADE LEVEL 8 - MATHEMATICS																											
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	78	100	0	1	14	85	27.6	43.5	72	89	99	0	1	15	84	29.5	43.0	75	13,168	98	3	11	26	60	48.1	46.0	11,283
ELL/Former ELL	7	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	4,205	99	7	14	25	54	48.6	58.0	3,296
Low-Income	156	99	8	22	28	42	56.4	35.5	146	164	99	8	21	29	42	55.8	35.5	146	24,486	99	9	21	32	38	59.4	48.0	22,182
African American/Black	16	100	0	19	38	44	54.7	N/A	15	22	100	0	14	41	45	58.0	N/A	16	5,822	99	7	21	32	39	57.7	49.0	5,220
Asian	14	100	21	36	36	7	80.4	N/A	13	15	100	20	33	33	13	75.0	N/A	13	3,698	100	48	26	16	10	87.0	61.0	3,400
Hispanic/Latino	25	100	16	24	28	32	65.0	48.5	24	27	100	15	26	30	30	65.7	48.5	24	9,967	99	8	19	30	43	55.8	50.0	8,855
Native American	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	204	99	12	27	33	27	66.1	46.0	190
White	429	100	12	28	33	28	65.9	37.0	418	439	99	11	27	33	28	65.4	37.0	420	50,486	99	27	32	26	16	78.9	50.0	48,340
Other Subgroups																											
High Needs	207	100	6	17	27	50	50.6	37.0	194	224	99	6	17	27	50	50.4	36.0	197	32,009	99	8	20	31	40	58.5	48.0	28,700
Male	251	100	13	28	33	26	67.1	39.0	238	264	99	13	27	33	28	66.2	39.0	241	36,733	99	23	28	26	22	73.9	51.0	34,274
Female	242	100	10	27	33	30	64.5	34.0	238	248	100	10	27	34	29	64.4	34.0	238	34,980	99	23	29	27	20	74.6	50.0	33,169
Title I	142	99	2	8	32	58	41.9	40.0	136	143	99	2	8	31	59	41.8	40.0	136	18,653	99	11	22	31	36	60.8	50.0	17,059
Non-Title I	351	100	16	35	34	15	75.5	34.0	340	369	99	15	34	34	17	74.5	34.0	343	53,087	99	28	31	25	16	79.0	50.0	50,397
Non-Low Income	337	100	13	30	35	21	70.2	37.0	330	348	100	13	29	35	22	69.8	37.0	333	47,254	99	31	33	24	13	81.9	51.0	45,274
ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,998	99	4	10	23	63	42.3	57.0	2,172
Former ELL	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,207	99	13	24	31	32	64.3	60.5	1,124
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	592	100	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	80	100	19	28	28	26	70.3	57.0	68
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,456	99	24	28	26	22	73.7	50.0	1,370
All Students																											
2011	493	100	12	27	33	28	65.8	37.0	476	512	99	11	27	33	29	65.3	37.0	479	71,740	99	23	29	27	21	74.2	50.0	67,456
2010	294	100	13	30	34	23	70.2	36.0	283	516	100	13	32	33	22	72.3	41.0	466	72,180	99	22	29	28	21	74.8	51.0	67,938



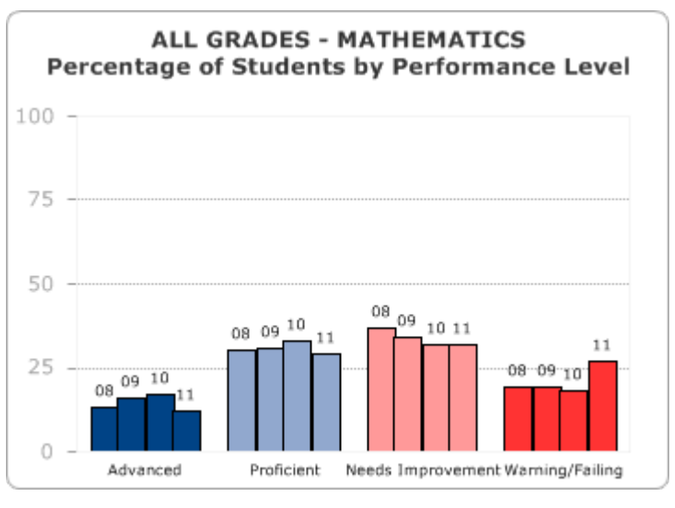
GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY/ENGINEERING																											
	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	78	100	0	3	33	64	37.2	N/A	N/A	89	99	0	2	36	62	38.2	N/A	N/A	13,096	98	1	11	41	48	50.9	N/A	N/A
ELL/Former ELL	7	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	4,196	99	0	7	31	62	39.8	N/A	N/A
Low-Income	157	100	1	27	46	25	61.0	N/A	N/A	164	99	1	26	47	26	60.2	N/A	N/A	24,392	99	1	16	46	37	53.9	N/A	N/A
African American/Black	16	100	0	19	31	50	53.1	N/A	N/A	22	100	0	14	32	55	52.3	N/A	N/A	5,799	99	1	13	46	41	50.7	N/A	N/A
Asian	14	100	0	57	36	7	82.1	N/A	N/A	15	100	0	53	33	13	76.7	N/A	N/A	3,696	100	10	41	34	14	76.9	N/A	N/A
Hispanic/Latino	25	100	8	36	28	28	69.0	N/A	N/A	27	100	7	33	30	30	67.6	N/A	N/A	9,925	98	1	12	42	45	49.0	N/A	N/A
Native American	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	203	99	0	24	49	26	62.2	N/A	N/A
White	430	100	3	33	46	18	68.5	N/A	N/A	439	100	3	33	46	18	68.1	N/A	N/A	50,390	99	5	41	43	11	76.3	N/A	N/A
Other Subgroups																											
High Needs	208	100	1	22	42	35	55.4	N/A	N/A	224	100	1	20	43	36	54.7	N/A	N/A	31,899	98	1	16	47	36	54.9	N/A	N/A
Male	252	100	5	37	42	17	71.3	N/A	N/A	264	100	5	35	42	18	70.4	N/A	N/A	36,644	99	5	36	41	18	71.6	N/A	N/A
Female	242	100	1	30	47	22	65.0	N/A	N/A	248	100	1	29	47	22	64.4	N/A	N/A	34,899	99	4	33	44	19	69.0	N/A	N/A
Title I	143	100	2	8	48	41	48.4	N/A	N/A	144	100	2	8	49	41	48.4	N/A	N/A	18,581	99	1	17	45	37	54.0	N/A	N/A
Non-Title I	351	100	4	44	42	10	76.3	N/A	N/A	368	99	4	42	43	12	74.9	N/A	N/A	52,988	99	6	41	41	12	76.0	N/A	N/A
Non-Low Income	337	100	4	36	43	16	71.6	N/A	N/A	348	100	4	35	44	17	70.9	N/A	N/A	47,177	99	6	44	40	9	78.8	N/A	N/A
ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,992	99	0	3	25	72	34.8	N/A	N/A
Former ELL	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,204	99	1	16	44	40	52.3	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	589	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	80	100	1	36	46	16	69.4	N/A	N/A
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,450	99	4	35	42	18	70.2	N/A	N/A
All Students																											
2011	494	100	3	33	44	19	68.2	N/A	N/A	512	100	3	32	45	20	67.5	N/A	N/A	71,569	99	4	35	42	19	70.3	N/A	N/A
2010	293	100	3	34	49	13	71.7	N/A	N/A	514	99	3	35	47	14	72.5	N/A	N/A	72,026	99	4	36	41	19	71.0	N/A	N/A



ALL GRADES - ENGLISH LANGUAGE ARTS																											
	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
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	148	99	1	19	58	22	59.8	26.0	137	590	98	0	23	50	27	64.6	28.0	423	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	9	-	-	-	-	-	-	-	-	86	100	1	34	38	27	66.9	47.0	49	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	298	99	3	53	36	8	81.6	29.0	285	1,043	98	6	50	34	10	81.8	35.0	793	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	33	100	3	39	39	18	74.2	37.0	31	135	97	6	37	39	19	74.1	42.5	94	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	23	100	26	57	13	4	93.5	45.0	22	112	100	16	55	24	4	90.0	48.5	78	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	51	100	4	55	37	4	83.3	29.0	49	211	100	8	50	31	11	80.3	33.5	154	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American	3	-	-	-	-	-	-	-	-	11	100	18	55	18	9	84.1	N/A	7	1,213	100	10	49	32	9	82.6	47.0	958
White	876	99	10	63	23	4	89.1	29.0	854	2,997	99	14	58	23	5	89.2	37.0	2,446	343,938	99	21	56	19	5	90.9	51.0	281,256
Other Subgroups																											
High Needs	382	99	3	47	40	10	77.9	29.0	363	1,402	99	5	44	38	13	78.4	34.0	1,051	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	531	99	6	57	30	7	84.4	24.0	509	1,848	99	9	55	29	8	85.3	34.0	1,474	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	474	99	15	66	17	2	92.8	38.5	466	1,707	99	18	59	20	4	90.9	42.0	1,379	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I	250	100	1	40	49	10	73.9	29.0	240	773	100	3	38	47	12	74.2	34.0	651	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	755	99	13	68	16	3	93.1	30.0	735	2,782	99	16	62	18	4	91.8	39.0	2,202	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	707	99	13	65	19	3	91.2	30.5	690	2,512	99	16	59	21	4	90.6	39.0	2,060	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL	4	-	-	-	-	-	-	-	-	47	100	0	15	43	43	52.1	46.5	20	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	5	-	-	-	-	-	-	-	-	39	100	3	56	33	8	84.6	49.0	29	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	19	95	5	58	32	5	84.2	N/A	17	88	99	9	52	26	13	84.7	42.0	73	11,536	99	18	51	24	8	86.9	51.0	8,903
All Students																											
2011	1,005	99	10	61	24	5	88.4	30.0	975	3,555	99	13	57	24	6	88.0	38.0	2,853	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	1,242	100	11	62	22	5	89.3	38.0	1,202	3,592	99	14	57	23	6	88.5	41.5	2,830	498,668	99	16	52	24	8	86.9	50.0	396,078



ALL GRADES - MATHEMATICS																											
	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
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	150	100	1	1	17	81	28.5	28.5	138	594	99	2	11	33	55	47.9	29.0	430	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	9	-	-	-	-	-	-	-	-	89	99	10	17	39	34	60.4	38.0	49	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	301	100	5	18	33	43	53.2	28.0	285	1,048	99	9	29	37	26	66.9	32.0	794	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	33	100	0	18	36	45	50.0	28.0	30	136	97	7	24	33	37	59.7	28.5	94	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	23	100	26	39	26	9	82.6	35.5	22	113	100	33	37	20	10	85.2	41.5	78	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	51	100	8	29	27	35	62.3	43.0	49	211	99	11	33	33	23	70.1	43.0	153	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American	3	-	-	-	-	-	-	-	-	11	100	9	45	45	0	81.8	N/A	7	1,206	99	14	31	35	20	72.7	47.0	956
White	881	100	12	29	33	26	67.1	30.0	859	3,006	99	19	38	29	14	79.1	35.0	2,459	344,050	99	28	37	25	10	84.3	50.0	281,305
Other Subgroups																											
High Needs	386	100	4	15	31	50	48.6	28.0	363	1,412	99	7	25	36	31	63.3	32.0	1,057	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	534	100	12	28	32	28	65.7	28.0	512	1,854	99	20	35	27	18	77.1	36.0	1,483	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	477	100	11	31	32	26	67.4	32.0	468	1,713	99	17	39	30	14	78.5	35.0	1,383	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I	250	100	1	5	31	63	38.5	33.5	238	774	100	6	21	37	37	57.5	34.5	648	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	761	100	15	37	33	16	75.7	29.5	742	2,794	99	22	41	26	10	83.4	36.0	2,218	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	710	100	14	34	32	20	72.1	31.0	695	2,520	100	23	40	25	12	82.3	37.0	2,072	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL	4	-	-	-	-	-	-	-	-	48	98	4	21	33	42	57.3	44.0	20	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	5	-	-	-	-	-	-	-	-	41	100	17	12	46	24	64.0	38.0	29	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	20	100	10	25	20	45	57.5	N/A	18	89	100	16	34	25	26	71.6	32.5	74	11,535	99	24	33	28	15	79.1	50.0	8,894
All Students																											
2011	1,011	100	12	29	32	27	66.5	30.0	980	3,568	99	18	37	29	16	77.8	36.0	2,866	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	1,244	100	17	33	32	18	74.6	36.0	1,210	3,591	99	23	34	29	13	80.1	42.0	2,844	498,632	99	26	33	27	15	79.9	50.0	396,662



Maria Weston Chapman Middle School - 2011 Accountability Data

District: Weymouth (03360000)
School: Maria Weston Chapman Middle School (03360020)
Accountability & Assistance Level: Level 2
School Title I Status: Title I School (TA)
NCLB School Choice Required: Yes
Supplemental Educational Services Required: Yes

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2 - Subgroups	No Change
MATHEMATICS	Restructuring Year 2	Declined

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 Did at least 95% of students participate in MCAS?		(B) Performance Did student group meet or exceed state performance target?		(C) Improvement Did student group meet or exceed its own improvement target?		(D) Attendance 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	Yes	99	No	88.4	No	-1.4	Yes	94.3	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	98	No	59.8	No	-6.8	No	91.9	No
Low Income	Yes	98	No	81.6	No	-4.1	No	91.9	No
Afr. Amer./Black	-	-	-	74.2	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	93.5	-	-	-	-	-
Hispanic	Yes	100	No	83.3	No	-2.8	Yes	93.9	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	89.1	No	-0.9	Yes	94.3	No
MATHEMATICS	**Met Target**	**Actual**	**Met Target (92.2)**	**Actual**	**Met Target**	**Change from 2010**	**Met Target**	**Actual**	**AYP 2011**
Aggregate	Yes	100	No	66.5	No	-5.2	Yes	94.3	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	99	No	28.5	No	-11.6	No	91.9	No
Low Income	Yes	99	No	53.2	No	-9.7	No	91.9	No
Afr. Amer./Black	-	-	-	50.0	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	82.6	-	-	-	-	-
Hispanic	Yes	100	No	62.3	Yes/SH	-1.6	Yes	93.9	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	67.1	No	-4.9	Yes	94.3	No

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	**Aggregate**	-	Yes	Yes	Yes	Yes	Yes	No	No	Restructuring Year 2 - Subgroups
	All Subgroups	-	No	No	No	No	Yes	No	No	
MATH	**Aggregate**	-	Yes	Yes	Yes	No	No	No	No	Restructuring Year 2
	All Subgroups	-	No	No	No	No	No	No	No	

Maria Weston Chapman Middle School:
AYP Data Detail

ENGLISH LANGUAGE ARTS															
	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			
Student Group	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	AYP 2011
Aggregate	1,032	1,022	99	Yes	1,005	88.4	No	89.8	2.6	89.9-94.9	No	94.3	-0.9	Yes	No
Lim. English Prof.	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	156	153	98	Yes	148	59.8	No	66.6	8.4	72.5-77.5	No	91.9	-2.0	No	No
Low Income	315	310	98	Yes	298	81.6	No	85.7	3.6	86.8-91.8	No	91.9	-1.9	No	No
Afr. Amer./Black	36	35	-	-	33	74.2	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	23	23	-	-	23	93.5	-	-	-	-	-	-	-	-	-
Hispanic	53	53	100	Yes	51	83.3	No	86.1	3.5	86.1-94.1	No	93.9	-1.6	Yes	No
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	895	887	99	Yes	876	89.1	No	90.0	2.5	90.0-95.0	No	94.3	-0.9	Yes	No

MATHEMATICS															
	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			
Student Group	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	AYP 2011
Aggregate	1,037	1,033	100	Yes	1,011	66.5	No	71.7	7.1	76.3-81.3	No	94.3	-0.9	Yes	No
Lim. English Prof.	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	156	155	99	Yes	150	28.5	No	40.1	15.0	52.6-57.6	No	91.9	-2.0	No	No
Low Income	317	315	99	Yes	301	53.2	No	62.9	9.3	69.7-74.7	No	91.9	-1.9	No	No
Afr. Amer./Black	36	36	-	-	33	50.0	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	23	23	-	-	23	82.6	-	-	-	-	-	-	-	-	-
Hispanic	55	55	100	Yes	51	62.3	No	63.9	9.0	68.4-77.4	Yes/SH	93.9	-1.6	Yes	Yes
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	897	893	100	Yes	881	67.1	No	72.0	7.0	76.5-81.5	No	94.3	-0.9	Yes	No

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	-	Yes	Yes	Yes	Yes	Yes	No	No	Restructuring Year 2 - Subgroups
	All Subgroups	-	No	No	No	No	Yes	No	No	
MATH	Aggregate	-	Yes	Yes	Yes	No	No	No	No	Restructuring Year 2
	All Subgroups	-	No	No	No	No	No	No	No	

About the Data

Enrollment and Educator Data

Notes:
The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

The waiver data included in this 2011 NCLB Report Card reflects only academic waivers issued during the 2010-2011 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, 38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, 89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, 38G) and are therefore included in the data

Student Groups (2010-11 School Year)

African American or Black: A person having origins in any of the black racial groups of Africa.
Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.
First Language Not English: A student whose first language learned or used by the parent/guardian with the child is not English.
Formerly Limited English Proficient (FLEP): A student who has transitioned out of LEP status during the current school year or within the past two school years.
Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.
Low Income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.
Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.
Multi-race, Non-Hispanic: A person selecting more than one racial category and non-Hispanic.
Native American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Special Education: A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.
Title I: Student receives Title I services.
White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

MCAS Data (Spring 2011 Results)

MCAS performance levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.
Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

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

between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.
A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	**100**
Needs Improvement High (230-238)	Progressing or Emerging	**75**
Needs Improvement Low (220-228)	Awareness	**50**
Warning / Failing High (210-218)	Portfolio Incomplete	**25**
Warning / Failing Low (200-208)	Portfolio not Submitted	**0**

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

SGP: Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to http://www.doe.mass.edu/mcas/growth/

Accountability Data (2011)

State Accountability and Assistance Levels

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

Federal NCLB Accountability Status Labels

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see http://www.doe.mass.edu/sda/ayp/.

II1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)
II1/2-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.