

Massachusetts School and District Profiles

Amesbury High

2011 NCLB Report Card - Amesbury High

Amesbury High (00070505)

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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)			
	School	District	State
Total Count	644	2,385	955,563
Race/Ethnicity (%)			
African American or Black	1.6	0.8	8.2
Asian	1.1	0.7	5.5
Hispanic or Latino	1.7	3.5	15.4
Multi-race, Non-Hispanic	2.2	2.3	2.4
Native American	0.2	0.1	0.2
Native Hawaiian or Pacific Islander	0.2	0.0	0.1
White	93.2	92.7	68.0
Gender (%)			
Male	52.5	53.2	51.3
Female	47.5	46.8	48.7
Selected Populations (%)			
Limited English Proficiency	0.2	0.4	7.1
Low-Income	20.7	22.9	34.2
Special Education	14.3	17.5	17.0
First Language Not English	1.7	1.8	16.3

Grades Offered: 09, 10, 11, 12

Educator Data (2010-11)

	School	District	State
Total # of Teachers	47.0	163.4	68,754.2
Percentage of Teachers Licensed in Teaching Assignment	95.7	98.8	97.5
Total Number of Classes in Core Academic Areas	294	817	335,925
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	90.5	95.7	97.7
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	9.5	4.3	2.3
Student/Teacher Ratio	13.7 to 1	14.6 to 1	13.9 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	3.6	1.3

2011 MCAS Results by Subgroup by Grade and Subject

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

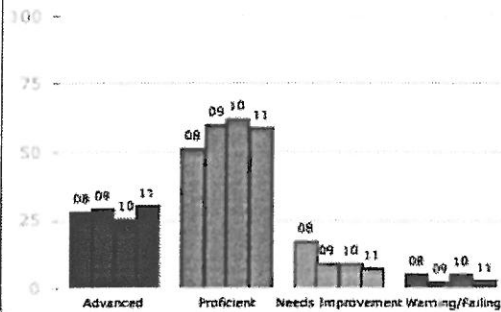
* NOTE: Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

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

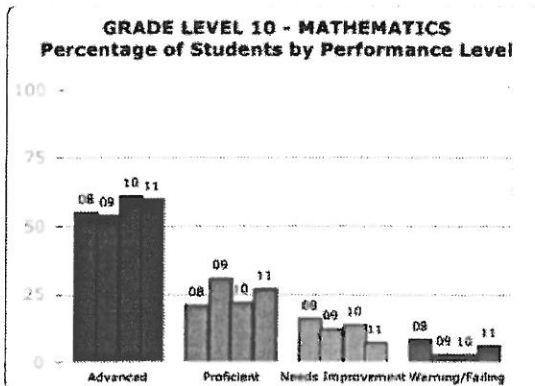
Data Last Updated on September 30, 2011

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																														
Student Group	School									District									State											
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	F	#				%	A	P	NI	F	#	%				A	P	NI	F						
AYP Subgroups																														
Stud. w/ Disab	20	95	0	45	35	20	82.5	N/A	15		24	96	0	42	38	21	80.2	N/A	16		11,594	95	5	44	35	15	80.2	43.0	9,421	
ELL/Former ELL	1	-	-	-	-	-	-	-	-		1	-	-	-	-	-	-	-	-		3,517	96	3	34	44	18	69.7	56.0	1,828	
Low-Income	27	96	22	48	19	11	90.7	33.0	21		31	97	23	45	19	13	88.7	32.0	22		21,826	97	14	55	24	7	87.4	46.0	17,588	
African American/Black	3	-	-	-	-	-	-	-	-		5	-	-	-	-	-	-	-	-		5,956	97	14	55	24	6	87.6	50.0	4,561	
Asian	2	-	-	-	-	-	-	-	-		2	-	-	-	-	-	-	-	-		3,629	99	45	42	11	2	94.6	57.0	3,073	
Hispanic/Latino	3	-	-	-	-	-	-	-	-		3	-	-	-	-	-	-	-	-		8,894	96	12	52	27	9	84.5	45.0	6,776	
Native American		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		181	98	15	56	25	4	89.4	45.0	151	
White	137	99	31	60	7	2	97.6	43.0	121		141	99	30	60	8	2	97.3	43.0	121		49,447	99	38	51	9	2	96.3	50.0	44,902	
Other Subgroups																														
High Needs	38	97	16	50	24	11	89.5	36.5	30		44	98	16	48	25	11	88.1	33.0	31		29,011	97	13	55	25	8	86.9	46.0	23,502	
Male	85	100	28	59	11	2	96.5	49.0	77		87	100	28	57	11	3	95.4	49.0	78		35,146	98	27	54	15	4	92.6	51.0	30,359	
Female	63	98	33	60	3	3	97.6	37.5	52		67	99	33	60	4	3	97.4	37.5	52		34,378	98	39	48	10	2	95.3	49.0	30,324	
Title I		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		12,556	97	11	57	26	6	87.0	45.0	9,900	
Non-Title I	148	99	30	59	7	3	97.0	44.0	129		154	99	30	58	8	3	96.3	43.5	130		56,976	98	38	50	9	3	95.4	51.0	50,797	
Non-Low Income	121	100	32	62	5	1	98.3	44.5	108		123	100	32	62	6	1	98.2	44.5	108		47,706	99	42	49	7	2	96.9	52.0	43,109	
ELL		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		2,558	95	2	26	49	24	63.4	52.5	1,046	
Former ELL	1	-	-	-	-	-	-	-	-		1	-	-	-	-	-	-	-	-		959	98	8	57	30	5	86.6	59.0	782	
1st Yr ELL*		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		432	92	-	-	-	-	-	N/A	N/A	
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		84	98	31	54	7	8	91.7	55.0	61	
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-		3	-	-	-	-	-	-	-	-		1,333	98	34	52	12	2	94.8	49.0	1,159	
All Students																														
2011	148	99	30	59	7	3	97.0	44.0	129		154	99	30	58	8	3	96.3	43.5	130		69,532	98	33	51	13	3	93.9	50.0	60,697	
2010	151	98	25	62	9	5	93.9	49.0	135		157	98	25	61	9	6	93.6	49.0	135		70,369	98	26	52	18	4	91.9	50.0	60,626	

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS
Percentage of Students by Performance Level

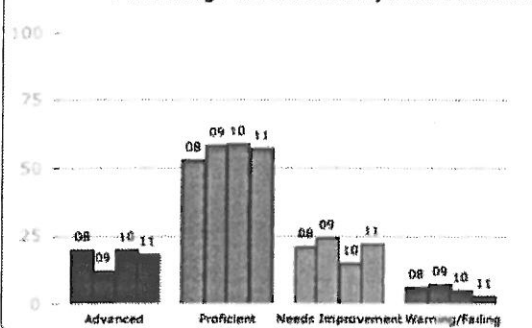


GRADE LEVEL 10 - MATHEMATICS																													
Student Group	School									District									State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP		
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F					
AYP Subgroups																													
Stud. w/ Disab	20	91	10	25	20	45	60.0	N/A	16		22	88	9	27	18	45	59.1	N/A	17		11,592	95	12	27	34	27	70.1	46.0	9,390
ELL/Former ELL	1	-	-	-	-	-	-	-	-		1	-	-	-	-	-	-	-	-		3,540	97	19	22	31	29	66.2	59.0	1,840
Low-Income	28	97	25	43	14	18	83.9	45.0	22		32	97	25	44	13	19	82.8	40.0	23		21,722	97	27	31	27	14	79.7	48.0	17,545
African American/Black	3	-	-	-	-	-	-	-	-		5	-	-	-	-	-	-	-	-		5,930	97	24	32	29	15	78.3	52.0	4,571
Asian	2	-	-	-	-	-	-	-	-		2	-	-	-	-	-	-	-	-		3,636	99	71	17	9	3	94.6	65.0	3,067
Hispanic/Latino	3	-	-	-	-	-	-	-	-		3	-	-	-	-	-	-	-	-		8,855	97	23	29	30	18	75.5	48.0	6,750
Native American		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		181	96	28	37	24	12	81.8	46.0	151
White	136	98	61	26	7	6	93.6	68.0	121		138	97	60	28	7	6	93.7	68.0	121		49,320	99	54	29	13	4	92.9	50.0	44,827
Other Subgroups																													
High Needs	38	95	24	37	16	24	77.0	50.0	31		42	93	24	38	14	24	76.8	45.0	32		28,888	97	25	31	28	15	79.1	48.0	23,423
Male	85	99	58	28	8	6	92.6	70.5	78		87	99	56	29	8	7	91.7	70.0	79		35,051	98	48	28	16	8	88.7	52.0	30,319
Female	62	97	63	24	6	6	93.5	65.0	51		64	96	63	25	6	6	93.8	65.0	51		34,285	98	49	30	16	6	90.1	49.0	30,264
Title I		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		12,440	97	26	31	29	14	78.9	51.0	9,864
Non-Title I	147	98	60	27	7	6	93.0	70.0	129		151	97	59	27	7	7	92.5	69.5	130		56,902	98	53	28	13	5	91.7	50.0	50,735
Non-Low Income	119	98	68	23	6	3	95.2	72.0	107		119	98	68	23	6	3	95.2	72.0	107		47,620	99	58	27	11	4	93.8	51.0	43,054
ELL		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		2,589	97	15	20	32	34	61.6	56.0	1,058
Former ELL	1	-	-	-	-	-	-	-	-		1	-	-	-	-	-	-	-	-		951	98	30	27	29	14	78.9	61.0	782
1st Yr ELL*		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		456	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		85	100	49	27	18	6	88.5	60.0	63
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-		3	-	-	-	-	-	-	-	-		1,329	97	47	30	18	6	89.3	47.0	1,154
All Students																													
2011	147	98	60	27	7	6	93.0	70.0	129		151	97	59	27	7	7	92.5	69.5	130		69,342	98	48	29	16	7	89.4	50.0	60,599
2010	153	98	61	22	14	3	93.6	68.0	135		159	98	60	21	14	4	93.1	68.0	136		70,401	98	50	25	17	7	88.8	50.0	60,674



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	18	86	0	44	33	22	75.0	N/A	N/A	20	87	0	40	35	25	70.0	N/A	N/A	11,866	97	3	27	46	24	67.1	N/A	N/A
ELL/Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	3,062	97	3	20	47	30	59.3	N/A	N/A
Low-Income	26	93	8	35	46	12	75.0	N/A	N/A	28	93	7	32	46	14	71.4	N/A	N/A	21,464	98	7	37	42	14	73.9	N/A	N/A
African American/Black	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,780	98	6	34	45	16	71.5	N/A	N/A
Asian	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,435	99	37	39	20	4	89.9	N/A	N/A
Hispanic/Latino	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	8,654	98	5	31	46	19	68.6	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	183	100	4	46	40	10	77.3	N/A	N/A
White	133	98	18	60	20	2	92.7	N/A	N/A	134	98	18	60	20	2	92.4	N/A	N/A	49,041	99	23	51	22	4	90.2	N/A	N/A
Other Subgroups																											
High Needs	35	92	6	40	43	11	78.6	N/A	N/A	37	93	5	38	43	14	75.7	N/A	N/A	28,656	98	6	36	43	15	73.9	N/A	N/A
Male	84	98	19	57	21	2	92.0	N/A	N/A	86	98	19	56	22	3	90.4	N/A	N/A	34,793	99	21	46	26	7	85.6	N/A	N/A
Female	59	98	17	58	22	3	91.1	N/A	N/A	59	98	17	58	22	3	91.1	N/A	N/A	33,678	99	19	48	27	6	85.9	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,359	98	5	33	46	16	70.9	N/A	N/A
Non-Title I	143	98	18	57	22	3	91.6	N/A	N/A	145	98	18	57	22	3	90.7	N/A	N/A	56,112	99	23	49	23	5	89.0	N/A	N/A
Non-Low Income	117	99	21	62	16	1	95.3	N/A	N/A	117	99	21	62	16	1	95.3	N/A	N/A	47,007	99	26	51	20	3	91.1	N/A	N/A
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	2,111	96	2	14	47	37	53.6	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	951	99	6	34	46	15	71.9	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	72	95	19	47	24	10	84.7	N/A	N/A
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,306	99	21	45	28	6	86.0	N/A	N/A
All Students																											
2011	143	98	18	57	22	3	91.6	N/A	N/A	145	98	18	57	22	3	90.7	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A
2010	137	97	20	59	15	5	92.2	N/A	N/A	138	97	20	59	15	6	92.0	N/A	N/A	68,240	98	18	47	28	8	84.6	N/A	N/A

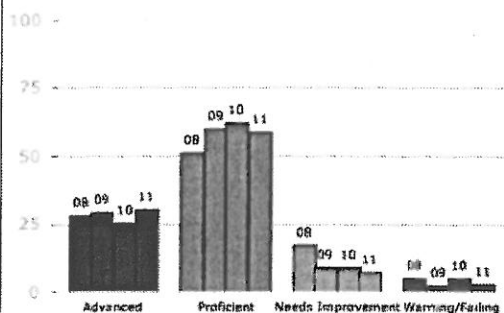
GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING
Percentage of Students by Performance Level



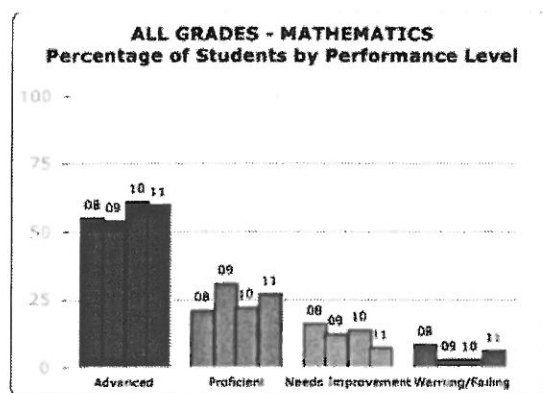
* Note: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2013 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts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

ALL GRADES - ENGLISH LANGUAGE ARTS																												
Student Group	School									District									State									
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W				
AYP Subgroups																												
Stud. w/ Disab	20	95	0	45	35	20	82.5	N/A	15	227	99	0	27	43	30	69.2	37.0	156	92,004	98	2	28	41	29	68.3	42.0	67,383	
ELL/Former ELL	1	-	-	-	-	-	-	-	-	18	95	17	22	28	33	77.8	N/A	7	42,402	98	3	30	42	25	66.2	50.0	27,475	
Low-Income	27	96	22	48	19	11	90.7	33.0	21	332	100	7	49	31	13	81.8	43.0	250	174,384	99	6	43	36	15	77.1	46.0	132,764	
African American/Black	3	-	-	-	-	-	-	-	-	12	100	8	50	25	17	77.1	N/A	6	40,300	99	6	44	35	15	77.4	47.0	30,278	
Asian	2	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	26,656	99	28	49	18	6	90.2	59.0	20,597	
Hispanic/Latino	3	-	-	-	-	-	-	-	-	56	100	11	50	27	13	85.7	53.0	37	72,903	99	5	40	37	18	74.2	46.0	53,717	
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958	
White	137	99	31	60	7	2	97.6	43.0	121	1,181	100	17	57	20	6	90.4	50.0	933	343,938	99	21	56	19	5	90.9	51.0	281,256	
Other Subgroups																												
High Needs	38	97	16	50	24	11	89.5	36.5	30	472	100	6	45	34	15	79.9	43.0	348	229,396	99	5	42	36	16	77.0	46.0	173,378	
Male	85	100	28	59	11	2	96.5	49.0	77	704	100	13	57	23	8	88.2	50.0	560	254,409	99	13	51	26	10	84.7	47.0	201,101	
Female	63	98	33	60	3	3	97.6	37.5	52	583	100	21	58	17	4	92.5	52.0	449	242,686	99	22	53	20	5	89.8	53.0	195,020	
Title I		-	-	-	-	-	-	-	-	92	99	0	28	65	7	73.1	53.0	44	148,778	99	6	43	37	15	76.8	46.0	110,697	
Non-Title I	148	99	30	59	7	3	97.0	44.0	129	1,195	100	18	60	17	6	91.4	51.0	965	348,480	99	22	56	17	5	91.6	52.0	285,485	
Non-Low Income	121	100	32	62	5	1	98.3	44.5	108	955	100	20	60	16	3	93.0	53.0	759	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	94	20	20	27	33	81.7	N/A	6	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	3	-	-	-	-	-	-	-	-	29	100	10	76	14	0	95.7	66.0	25	11,536	99	18	51	24	8	86.9	51.0	8,903	
All Students																												
2011	148	99	30	59	7	3	97.0	44.0	129	1,287	100	17	57	20	6	90.1	51.0	1,009	497,258	99	17	52	23	8	87.2	50.0	396,182	
2010	151	98	25	62	9	5	93.9	49.0	135	1,283	99	15	57	22	6	89.4	49.0	1,021	498,668	99	16	52	24	8	86.9	50.0	396,078	

ALL GRADES - ENGLISH LANGUAGE ARTS
Percentage of Students by Performance Level



ALL GRADES - MATHEMATICS																												
Student Group	School									District									State									
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W				
AYP Subgroups																												
Stud. w/ Disab	20	91	10	25	20	45	60.0	N/A	16	226	99	4	16	25	54	56.2	46.0	154	92,185	99	5	17	33	45	57.7	43.0	67,337	
ELL/Former ELL	1	-	-	-	-	-	-	-	-	19	100	5	21	26	47	64.5	N/A	7	42,747	99	9	24	34	34	62.0	52.0	27,467	
Low-Income	28	97	25	43	14	18	83.9	45.0	22	334	100	10	27	33	30	67.0	39.0	249	174,589	99	10	27	35	27	67.3	46.0	132,625	
African American/Black	3	-	-	-	-	-	-	-	-	12	100	17	17	33	33	58.3	N/A	6	40,391	99	9	25	36	30	65.0	47.0	30,273	
Asian	2	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	26,741	100	45	32	16	7	89.5	64.0	20,599	
Hispanic/Latino	3	-	-	-	-	-	-	-	-	55	100	15	33	35	18	78.2	51.0	36	73,062	99	9	25	35	30	64.4	46.0	53,604	
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956	
White	136	98	61	26	7	6	93.6	68.0	121	1,181	100	25	36	24	15	81.5	49.0	931	344,050	99	28	37	25	10	84.3	50.0	281,305	
Other Subgroups																												
High Needs	38	95	24	37	16	24	77.0	50.0	31	472	99	9	25	31	35	65.1	42.5	346	229,782	99	10	27	35	28	67.1	46.0	173,254	
Male	85	99	58	28	8	6	92.6	70.5	78	705	100	25	35	24	15	81.1	50.0	558	254,687	99	24	33	26	16	79.4	50.0	201,207	
Female	62	97	63	24	6	6	93.5	65.0	51	581	99	23	36	26	15	80.8	50.0	448	242,853	99	24	35	27	13	80.5	51.0	194,843	
Title I		-	-	-	-	-	-	-	-	93	100	2	32	55	11	74.2	46.0	45	148,969	99	10	28	36	25	68.2	48.0	110,579	
Non-Title I	147	98	60	27	7	6	93.0	70.0	129	1,193	100	26	36	23	15	81.5	50.0	961	348,743	99	30	37	23	10	85.0	51.0	285,536	
Non-Low Income	119	98	68	23	6	3	95.2	72.0	107	952	100	29	39	22	10	85.8	54.0	757	323,123	100	32	38	22	8	86.8	52.0	263,490	
ELL		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	29,878	99	6	20	35	40	56.3	52.0	17,513	
Former ELL	1	-	-	-	-	-	-	-	-	16	100	6	25	19	50	68.8	N/A	6	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	3	-	-	-	-	-	-	-	-	29	100	14	34	41	10	79.3	72.0	25	11,535	99	24	33	28	15	79.1	50.0	8,894	
All Students																												
2011	147	98	60	27	7	6	93.0	70.0	129	1,286	100	24	36	25	15	80.9	50.0	1,006	497,712	99	24	34	27	15	79.9	50.0	396,115	
2010	153	98	61	22	14	3	93.6	68.0	135	1,285	99	25	34	27	14	81.3	53.0	1,019	498,632	99	26	33	27	15	79.9	50.0	396,662	



District:	Amesbury (00070000)
School:	Amesbury High (00070505)
Accountability & Assistance Level:	Level 1
School Title I Status:	Non-Title I School (NT)
NCLB School Choice Required:	No
Supplemental Educational Services Required:	No

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.

[illegible]

Amesbury High:
AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	153	152	99	Yes	148	97.0	Yes	93.9	1.5	93.9-97.9	Yes	84.8	-1.3	87.9	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	23	22	-	-	20	82.5	-	-	-	-	-	-	-	-	-	-
Low Income	30	29	-	-	27	90.7	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	141	140	99	Yes	137	97.6	Yes	94.1	1.5	94.1-98.1	Yes	87.1	1.1	88.0	Yes	Yes

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	153	149	97	Yes	147	93.0	Yes	93.6	1.6	93.6-97.7	Yes/SH	84.8	-1.3	87.9	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	23	20	-	-	20	60.0	-	-	-	-	-	-	-	-	-	-
Low Income	31	30	-	-	28	83.9	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	141	137	97	Yes	136	93.6	Yes	94.7	1.3	94.7-98.5	Yes/SH	87.1	1.1	88.0	Yes	Yes

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