

# MONSON PUBLIC SCHOOLS

P.O. BOX 159, MONSON, MASSACHUSETTS 01057-0159

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www.monsonschoools.com



Mr. Patrice L. Dardenne, Superintendent of Schools

Mr. Donald R. Smith, Director of Business & Facilities

Dr. Linda L. Carrier, Director of Curriculum and Instruction

Mrs. Nicole Heroux, Director of Pupil Services

March 23, 2011

Dear Parent or Guardian:

We would like to share the Monson High School NCLB school “report card” for the current year. It contains important information about teacher qualifications, student achievement on Massachusetts Comprehensive Assessment System (MCAS) tests, and the progress we are making toward helping all students become proficient in English language arts and mathematics. The information in the report card is divided into three parts:

Part I: Teacher Qualifications

Part II: Student Achievement

Part III: School Accountability

Part I provides information about the qualifications of the teachers in the school and district. Part II summarizes how the school’s students scored in English language arts and mathematics in the last two years of MCAS examinations. Part III indicates whether the school is on target to meet the goal of all students reaching proficiency in English language arts and mathematics by 2014, a fundamental goal of the federal No Child Left Behind Act (NCLB). In accordance with NCLB, schools that do not make sufficient progress toward this goal are identified for ‘improvement’, ‘corrective action’, or ‘restructuring’.

The 2010 Adequate Yearly Progress (AYP) report shows that Monson High School has made AYP in both English Language Arts and Mathematics. As a result of these determinations, the school is identified as performing on target.

We are happy to help you if you have further questions about what this report card means. Please feel free to call me directly if I can be of additional assistance to you.

Sincerely yours,

Linda L. Carrier, Ed.D.

Director of Curriculum and Instruction

The Monson Public Schools provide Equal Educational and Employment Opportunities without regard to race, color, sex, religion, national origin, sexual orientation, and disability.

If you need assistance translating this document into a language other than English, please contact the district's Coordinator of English Language Learners at 413-267-4150 x 1003.

Si necesita ayuda que traduce este documento en un idioma de otra manera que inglés, contacta por favor Coordinador del distrito de Estudiantes ingleses de Idioma en 413-267-4150 X 1003.

Если Вы нуждаетесь в помощи, переводящей этот документ на язык кроме английского языка, пожалуйста свяжитесь с Координатором района английских Языковых Учеников в 413-267-4150 x 1003.

如果你需要除了英语将这份文件翻译成一种语言的帮助，请在 413-267-4150 x 1003 联系英语学习者的地区的协调人。

## Massachusetts School and District Profiles Monson High School

### 2010 NCLB Report Card - Monson High School

#### Monson High School (01910505)

Andrew H Linkenhoker, Principal

Mailing Address: 55 Margaret Street

Monson, MA 01057-9417

Phone: (413) 267-4589

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Website: <http://www.monsonschoools.com/mhs>

#### 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 (as of October 1, 2009)

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 - 2009-10			
	School	District	State
<b>Total Count</b>	369	1,419	957,053
<b>Race/Ethnicity (%)</b>			
African American or Black	1.1	0.5	8.2
Asian	0.5	0.9	5.3
Hispanic or Latino	1.6	1.7	14.8
Multi-race, Non-Hispanic	0.5	1.0	2.2
Native American	0.0	0.0	0.3
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	96.2	95.8	69.1
<b>Gender (%)</b>			
Male	44.7	48.5	51.3
Female	55.3	51.5	48.7
<b>Selected Populations (%)</b>			
Limited English Proficiency	0.0	0.7	6.2
Low-Income	14.4	22.3	32.9
Special Education	8.7	13.6	17.0
First Language Not English	1.1	1.9	15.6

Grades Offered:	09, 10, 11, 12
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Educator Data - 2009-10

	School	District	State
Total # of Teachers	30.2	95.5	69,908.9
Percentage of Teachers Licensed in Teaching Assignment	98.3	98.4	97.1
Total Number of Classes in Core Academic Areas	80	292	280,489
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	98.8	99.7	97.3
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	1.3	0.3	2.7
Student/Teacher Ratio	12.2 to 1	14.9 to 1	13.7 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	1.4

## 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
<b>Grade 4 Reading</b>	3,900	14	6	5
<b>Grade 4 Mathematics</b>	3,700	14	6	5
<b>Grade 8 Reading</b>	3,600	15	1	5
<b>Grade 8 Mathematics</b>	3,600	14	2	6

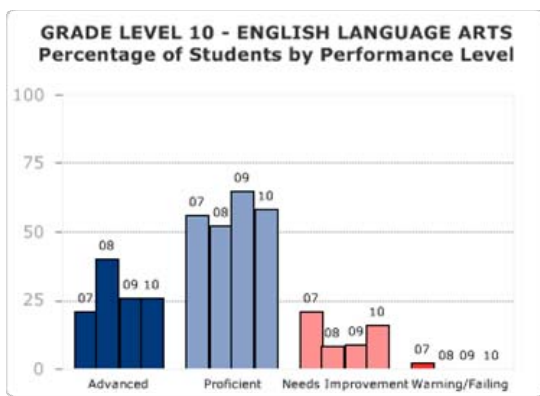
### 2010 MCAS Results by Subgroup by Grade then Subject

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

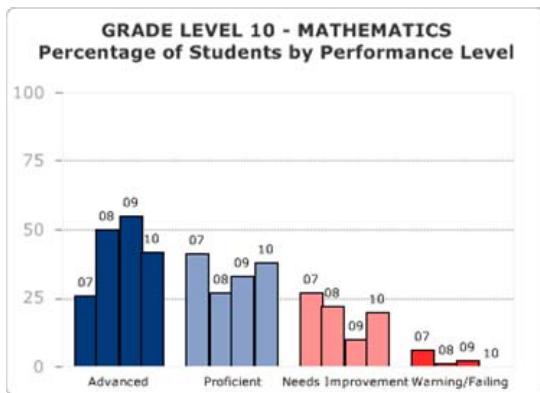
\* **NOTE:** Performance level percentages are not calculated if student group less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP less than 20.

Data Last Updated on September 14, 2010

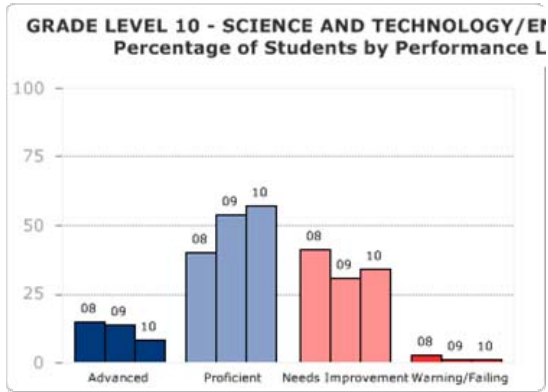
GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	F			#	%	A	P	NI	F			#	%	A	P	NI	F					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	83	0	50	50	0	85.0	N/A	10	11	85	0	45	55	0	84.1	N/A	11	11,467	94	2	36	44	17	75.7	39.0	9,062
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,376	93	2	26	51	22	65.9	55.0	1,725
Low-Income	13	93	23	38	38	0	88.5	N/A	12	14	93	21	36	43	0	87.5	N/A	13	21,360	96	9	50	32	8	84.1	46.0	16,809
African American/Black	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,814	95	9	51	32	7	84.3	46.0	4,372
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,485	98	37	44	15	4	92.5	57.0	2,922
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	8,909	95	8	48	35	9	81.6	47.0	6,612
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	188	96	19	52	22	7	88.8	43.0	150
White	86	99	26	59	15	0	95.6	65.0	85	87	99	25	59	16	0	95.4	65.0	86	50,669	98	30	54	13	2	94.6	50.0	45,523
<b>Other Subgroups</b>																											
Male	36	95	22	56	22	0	93.8	72.0	35	37	95	22	54	24	0	93.2	72.0	36	35,754	97	20	54	21	5	90.3	48.0	30,489
Female	52	100	29	60	12	0	96.2	64.0	52	52	100	29	60	12	0	96.2	64.0	52	34,598	98	32	51	15	3	93.6	51.0	30,137
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,570	96	7	51	35	8	83.1	43.0	9,711
Non-Title I	88	98	26	58	16	0	95.2	65.0	87	89	98	26	57	17	0	94.9	65.0	88	57,799	98	30	53	14	3	93.9	51.0	50,915
Non-Low Income	75	99	27	61	12	0	96.3	65.0	75	75	99	27	61	12	0	96.3	65.0	75	49,009	98	33	53	11	2	95.3	52.0	43,817
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,319	91	1	18	53	27	59.9	53.0	900
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,057	98	4	42	45	9	78.9	58.0	825
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	641	87	-	-	-	-	-	N/A	N/A
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68	99	24	44	25	7	87.1	42.0	50
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,162	96	25	53	19	4	91.3	49.0	982
<b>All Students</b>																											
2010	88	98	26	58	16	0	95.2	65.0	87	89	98	26	57	17	0	94.9	65.0	88	70,369	98	26	52	18	4	91.9	50.0	60,626
2009	110	100	26	65	9	0	97.3	62.0	109	111	100	26	64	9	1	96.4	62.0	110	70,383	98	29	52	15	4	92.2	50.0	60,902



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					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	91	10	20	70	0	75.0	N/A	10	11	92	9	27	64	0	77.3	N/A	11	11,497	94	12	24	36	27	69.4	47.0	9,054
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,421	95	16	20	34	30	64.5	55.0	1,745
Low-Income	14	100	14	36	50	0	76.8	N/A	13	15	100	13	40	47	0	78.3	N/A	14	21,366	96	28	29	29	14	78.9	47.0	16,858
African American/Black	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	5,805	96	25	28	31	16	76.9	48.0	4,384
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,492	99	70	17	9	4	94.0	61.5	2,930
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	8,935	95	23	26	32	19	74.4	46.0	6,645
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	184	95	43	22	24	10	84.0	45.5	150
White	85	99	42	39	19	0	92.9	50.5	84	86	99	42	40	19	0	93.0	51.0	85	50,673	98	56	25	14	4	92.4	50.0	45,513
<b>Other Subgroups</b>																											
Male	36	97	47	31	22	0	90.3	45.0	35	37	97	46	32	22	0	90.5	47.5	36	35,778	97	51	24	17	8	88.4	52.0	30,513
Female	52	100	38	42	19	0	93.3	51.0	52	52	100	38	42	19	0	93.3	51.0	52	34,604	98	49	27	18	6	89.1	48.0	30,161
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,574	96	26	28	30	15	77.5	48.5	9,730
Non-Title I	88	99	42	38	20	0	92.0	50.0	87	89	99	42	38	20	0	92.1	50.0	88	57,827	98	55	25	15	5	91.2	51.0	50,944
Non-Low Income	74	99	47	38	15	0	94.9	51.5	74	74	99	47	38	15	0	94.9	51.5	74	49,035	98	60	24	12	4	93.1	52.0	43,816
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,374	94	13	17	35	35	59.6	56.0	927
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,047	97	23	28	32	17	75.7	55.0	818
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	685	97	-	-	-	-	-	N/A	N/A
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68	99	40	26	22	12	84.6	46.0	51
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,166	97	47	25	20	8	86.5	45.0	989
<b>All Students</b>																											
2010	88	99	42	38	20	0	92.0	50.0	87	89	99	42	38	20	0	92.1	50.0	88	70,401	98	50	25	17	7	88.8	50.0	60,674
2009	109	99	55	33	10	2	94.7	41.0	109	110	99	55	33	11	2	94.3	41.5	110	70,194	98	47	28	18	8	88.1	50.0	60,782

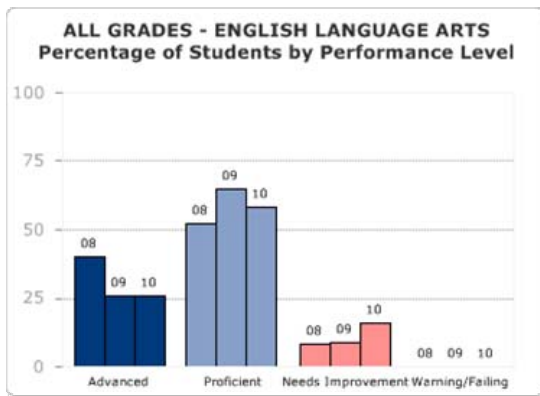


GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	100	0	20	70	10	70.0	N/A	N/A	11	100	0	18	73	9	68.2	N/A	N/A	11,310	96	2	25	46	27	65.2	N/A	N/A
LEP/FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,861	95	2	18	46	35	55.8	N/A	N/A
Low-Income	13	100	0	62	38	0	88.5	N/A	N/A	14	100	0	57	43	0	85.7	N/A	N/A	20,647	97	5	35	43	16	71.8	N/A	N/A
African American/Black	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,545	97	4	33	45	18	69.8	N/A	N/A
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,303	99	32	40	21	7	87.8	N/A	N/A
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	8,508	97	4	29	46	21	66.8	N/A	N/A
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	178	97	12	43	32	13	79.8	N/A	N/A
White	81	100	9	57	33	1	88.3	N/A	N/A	82	100	9	56	34	1	87.8	N/A	N/A	49,502	99	21	52	23	4	89.2	N/A	N/A
<b>Other Subgroups</b>																											
Male	34	100	15	53	29	3	89.0	N/A	N/A	35	100	14	51	31	3	87.9	N/A	N/A	34,742	98	18	47	27	8	84.7	N/A	N/A
Female	49	100	4	59	37	0	87.8	N/A	N/A	49	100	4	59	37	0	87.8	N/A	N/A	33,498	99	17	47	28	7	84.5	N/A	N/A
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,220	97	3	32	46	18	69.0	N/A	N/A
Non-Title I	83	100	8	57	34	1	88.3	N/A	N/A	84	100	8	56	35	1	87.8	N/A	N/A	56,020	99	21	50	24	5	88.1	N/A	N/A
Non-Low Income	70	100	10	56	33	1	88.2	N/A	N/A	70	100	10	56	33	1	88.2	N/A	N/A	47,593	99	23	52	21	4	90.2	N/A	N/A
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,849	94	1	11	47	41	49.7	N/A	N/A
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,012	98	4	30	43	22	67.0	N/A	N/A
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	97	23	30	36	11	80.3	N/A	N/A
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,138	98	19	44	29	8	83.0	N/A	N/A
<b>All Students</b>																											
2010	83	100	8	57	34	1	88.3	N/A	N/A	84	100	8	56	35	1	87.8	N/A	N/A	68,240	98	18	47	28	8	84.6	N/A	N/A
2009	107	100	14	54	31	1	88.3	N/A	N/A	107	100	14	54	31	1	88.3	N/A	N/A	68,034	98	16	45	29	9	83.1	N/A	N/A

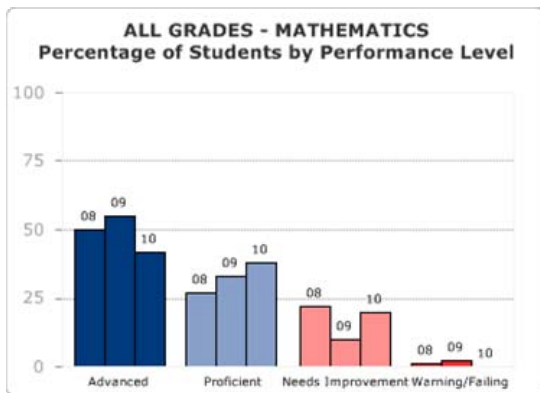


\* Note: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2012 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2008 are included in state-level results; only students enrolled in the same district since October 2008 are included in district-level results; only students enrolled in the same school since October 2008 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					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	83	0	50	50	0	85.0	N/A	10	109	97	0	19	45	36	59.4	39.5	86	89,969	98	2	26	42	30	67.3	41.0	65,554
LEP/FLEP	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	39,253	98	3	29	43	26	66.1	51.0	25,279
Low-Income	13	93	23	38	38	0	88.5	N/A	12	180	98	4	46	42	8	80.4	42.0	144	169,152	99	5	42	37	16	76.5	46.0	127,715
African American/Black	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	39,877	99	5	42	37	16	76.6	46.0	29,830
Asian	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	25,580	99	26	49	19	6	89.8	59.0	19,755
Hispanic/Latino	1	-	-	-	-	-	-	-	-	13	100	8	46	31	15	80.8	N/A	12	70,278	99	5	38	38	19	73.6	47.0	51,676
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,265	99	10	49	30	11	82.5	45.0	993
White	86	99	26	59	15	0	95.6	65.0	85	732	99	11	54	28	7	86.2	45.0	605	350,089	99	19	57	20	5	90.5	50.0	285,376
<b>Other Subgroups</b>																											
Male	36	95	22	56	22	0	93.8	72.0	35	375	99	6	50	33	11	81.9	40.0	301	255,816	99	12	52	27	10	84.6	47.0	201,587
Female	52	100	29	60	12	0	96.2	64.0	52	387	100	16	57	24	3	89.8	46.0	329	242,687	99	20	53	21	6	89.3	53.0	194,491
Title I	-	-	-	-	-	-	-	-	-	58	100	0	31	53	16	69.0	28.0	45	144,544	99	5	42	38	15	76.4	46.0	107,227
Non-Title I	88	98	26	58	16	0	95.2	65.0	87	704	99	12	55	27	7	87.3	45.0	585	354,124	99	20	57	18	5	91.1	51.0	288,851
Non-Low Income	75	99	27	61	12	0	96.3	65.0	75	582	99	13	56	25	7	87.6	45.5	486	329,516	99	21	58	17	4	92.2	52.0	268,363
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27,116	98	1	21	46	32	59.8	50.0	16,011
FLEP	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	12,137	99	7	46	36	11	80.1	55.0	9,268
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	559	99	14	50	25	11	85.5	50.0	391
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	10,686	99	16	51	25	8	86.3	49.0	7,993
<b>All Students</b>																											
2010	88	98	26	58	16	0	95.2	65.0	87	762	99	11	53	29	7	85.9	44.5	630	498,668	99	16	52	24	8	86.9	50.0	396,078
2009	110	100	26	65	9	0	97.3	62.0	109	805	100	11	52	29	8	85.3	44.0	657	499,025	99	16	51	25	8	86.5	50.0	396,371



ALL GRADES - MATHEMATICS																												
Student Group	School									District									State									
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	W			#	%	A	P	NI	W				#	%	A	P	NI	W					
<b>AYP Subgroups</b>																												
Stud. w/ Disab	10	91	10	20	70	0	75.0	N/A	10	109	98	2	9	36	53	47.5	41.0	85	89,944	98	5	16	34	45	57.5	43.0	65,471	
LEP/FLEP	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	39,255	99	9	22	34	34	61.5	54.0	25,514	
Low-Income	14	100	14	36	50	0	76.8	N/A	13	183	100	9	26	40	24	66.7	39.0	147	168,960	99	11	26	36	27	67.1	47.0	128,065	
African American/Black	2	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	39,864	99	10	25	36	29	65.1	48.0	29,896	
Asian	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	25,597	100	45	30	17	7	89.0	62.0	19,819	
Hispanic/Latino	1	-	-	-	-	-	-	-	-	13	100	8	0	69	23	63.5	N/A	12	70,161	99	10	24	36	31	63.9	47.0	51,940	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,259	99	17	29	34	21	72.3	46.0	1,000	
White	85	99	42	39	19	0	92.9	50.5	84	733	100	16	32	35	16	75.0	43.0	605	350,165	99	29	35	25	10	84.1	50.0	285,544	
<b>Other Subgroups</b>																												
Male	36	97	47	31	22	0	90.3	45.0	35	377	99	17	28	38	18	72.6	43.0	303	255,808	99	26	32	27	16	79.5	50.0	201,997	
Female	52	100	38	42	19	0	93.3	51.0	52	387	100	15	36	34	15	76.6	42.5	328	242,686	99	25	33	28	14	80.2	50.0	194,665	
Title I	-	-	-	-	-	-	-	-	-	58	100	0	14	43	43	50.0	39.0	45	144,388	99	11	27	36	26	67.8	48.0	107,509	
Non-Title I	88	99	42	38	20	0	92.0	50.0	87	706	100	17	33	35	14	76.7	44.0	586	354,244	99	31	35	23	10	84.8	51.0	289,153	
Non-Low Income	74	99	47	38	15	0	94.9	51.5	74	581	99	18	33	35	14	77.2	45.0	484	329,672	100	33	36	23	8	86.4	52.0	268,597	
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27,121	99	6	18	35	40	56.2	53.0	16,199	
FLEP	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	12,134	99	17	30	32	21	73.3	55.0	9,315	
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	559	99	22	31	29	19	77.3	51.0	394	
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	10,707	99	24	31	29	15	78.6	48.0	8,008	
<b>All Students</b>																												
2010	88	99	42	38	20	0	92.0	50.0	87	764	100	16	32	36	16	74.6	43.0	631	498,632	99	26	33	27	15	79.9	50.0	396,662	
2009	109	99	55	33	10	2	94.7	41.0	109	804	100	17	32	34	17	75.1	48.5	658	499,717	99	23	32	28	16	78.5	50.0	397,572	



Monson High School:  
2010 Adequate Yearly Progress (AYP) Data

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Very High	No Change
<b>MATHEMATICS</b>	No Status	Very High	No Change

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2010
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
<b>Aggregate</b>	Yes	98	Yes	95.2	No	-2.1	Yes	86.6	Yes
<b>Lim. English Prof.</b>	-	-	-	-	-	-	-	-	-
<b>Special Education</b>	-	-	-	-	-	-	-	-	-
<b>Low Income</b>	-	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-
<b>White</b>	Yes	99	Yes	95.6	No	-1.6	Yes	87.4	Yes
<b>MATHEMATICS</b>	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
<b>Aggregate</b>	Yes	99	Yes	92.0	No	-2.7	Yes	86.6	Yes
<b>Lim. English Prof.</b>	-	-	-	-	-	-	-	-	-
<b>Special Education</b>	-	-	-	-	-	-	-	-	-
<b>Low Income</b>	-	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-
<b>White</b>	Yes	99	Yes	92.9	No	-1.7	Yes	87.4	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2003	2004	2005	2006	2007	2008	2009	2010		
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	

**Monson High School:  
AYP Data Detail**

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	90	88	98	Yes	88	95.2	Yes	97.3	0.5	97.3-100.0	No	86.6	3.1	86.4	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	12	10	-	-	10	-	-	-	-	-	-	-	-	-	-	-
Low Income	14	13	-	-	13	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	87	86	99	Yes	86	95.6	Yes	97.2	0.6	97.2-100.0	No	87.4	4.2	86.1	Yes	Yes

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	89	88	99	Yes	88	92.0	Yes	94.7	1.1	94.7-99.3	No	86.6	3.1	86.4	Yes	Yes
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	11	10	-	-	10	-	-	-	-	-	-	-	-	-	-	-
Low Income	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	86	85	99	Yes	85	92.9	Yes	94.6	1.1	94.6-99.0	No	87.4	4.2	86.1	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status	
		2003	2004	2005	2006	2007	2008	2009	2010		
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 2010 NCLB Report Card reflects only academic waivers issued during the 2009-2010 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 2009 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 (as of October 1, 2009)

**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 2010 Results)

MCAS performance levels include Above Proficient (**P+**) in grade 3; Advanced (**A**) in grades 4-8 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.

**Above Proficient:** Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

**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 an aggregate measure of student achievement in a school or district. CPI points are awarded to each student who took the MCAS tests according to the tables below. School and district CPIs represent the average number of CPI points awarded to students tested in the school or district.

Standard MCAS Performance Level	Scaled Score	CPI Points
Advanced / Above Proficient	260-280	100

Proficient	240-258	100
Needs Improvement	230-238	75
Needs Improvement	220-228	50
Warning / Failing	210-218	25
Warning / Failing	200-208	0

Alternate Assessment Performance Level	Corresponding MCAS Performance Level	CPI Points
Advanced / Above Proficient	Advanced / Above Proficient	100
Proficient	Proficient	100
Needs Improvement	Needs Improvement	100
Progressing	Warning / Failing	75 or 100*
Emerging	Warning / Failing	75
Awareness	Warning / Failing	50
Incomplete Portfolio	Warning / Failing	25

\* See <http://www.doe.mass.edu/news/news.aspx?id=5607> for more information.

**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 (2010)

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/>

#### Accountability Status Labels

**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>.