

MONSON PUBLIC SCHOOLS

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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 Quarry Hill Community 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 the Quarry Hill Community 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,

A handwritten signature in cursive script that reads "Linda L. Carrier". The signature is fluid and matches the printed name below it.

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 Quarry Hill Comm

2010 NCLB Report Card - Quarry Hill Comm

Quarry Hill Comm (01910025)

Neil G Gile, Principal

Mailing Address: 43 Margaret Street

Monson, MA 01057-9417

Phone: (413) 267-4160

FAX: (413) 267-4154

Website: <http://www.monsonschools.com>

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
Total Count	598	1,419	957,053
Race/Ethnicity (%)			
African American or Black	0.2	0.5	8.2
Asian	1.2	0.9	5.3
Hispanic or Latino	1.3	1.7	14.8
Multi-race, Non-Hispanic	1.2	1.0	2.2
Native American	0.0	0.0	0.3
Native Hawaiian or Pacific Islander	0.2	0.1	0.1
White	96.0	95.8	69.1
Gender (%)			
Male	49.5	48.5	51.3
Female	50.5	51.5	48.7
Selected Populations (%)			
Limited English Proficiency	1.7	0.7	6.2
Low-Income	26.3	22.3	32.9
Special Education	14.4	13.6	17.0
First Language Not English	2.7	1.9	15.6

Grades Offered:	PK, K, 01, 02, 03, 04
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Educator Data - 2009-10			
	School	District	State
Total # of Teachers	38.0	95.5	69,908.9
Percentage of Teachers Licensed in Teaching Assignment	97.4	98.4	97.1
Total Number of Classes in Core Academic Areas	120	292	280,489
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.7	97.3
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.3	2.7
Student/Teacher Ratio	15.7 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
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

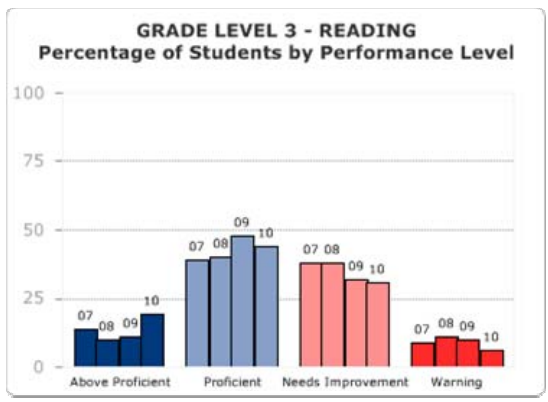
2010 MCAS Results by Subgroup by Grade then Subject

* **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.

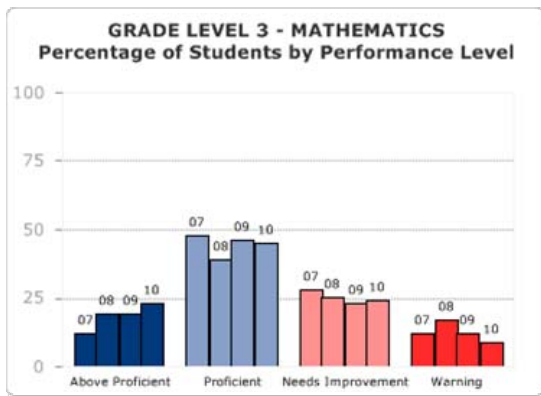
* **NOTE:** Performance level percentages are not calculated if student group less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP less than 20.

Data Last Updated on September 14, 2010

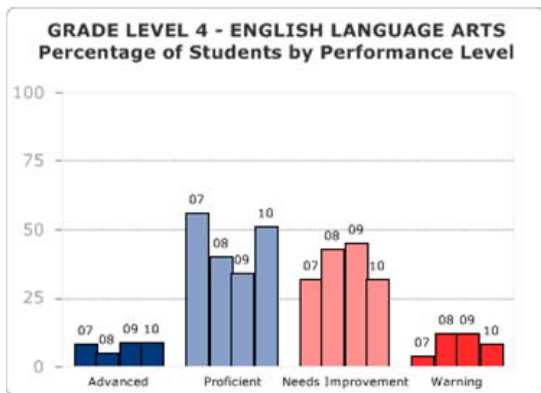
GRADE LEVEL 3 - READING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	P+	P	NI	W				#	%	P+	P	NI	W				#	%	P+	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	12	100	0	0	67	33	45.8	N/A	N/A	13	100	0	0	69	31	48.1	N/A	N/A	12,533	99	2	23	46	29	68.2	N/A	N/A
LEP/FLEP	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	8,011	99	4	30	47	19	70.3	N/A	N/A
Low-Income	27	100	11	44	41	4	85.2	N/A	N/A	28	100	11	43	43	4	84.8	N/A	N/A	25,210	100	6	37	43	14	76.1	N/A	N/A
African American/Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,485	99	6	36	43	15	75.6	N/A	N/A
Asian	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,987	99	18	49	27	6	87.7	N/A	N/A
Hispanic/Latino		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	10,671	100	5	33	45	17	73.0	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	158	99	10	40	39	11	80.7	N/A	N/A
White	102	100	19	44	31	6	86.3	N/A	N/A	103	100	18	44	32	6	86.2	N/A	N/A	48,214	100	17	53	25	5	89.7	N/A	N/A
Other Subgroups																											
Male	59	100	14	46	34	7	85.2	N/A	N/A	60	100	13	45	35	7	85.0	N/A	N/A	36,319	100	12	47	32	9	84.1	N/A	N/A
Female	46	100	26	41	28	4	88.0	N/A	N/A	47	100	26	40	30	4	87.8	N/A	N/A	34,282	100	17	50	27	6	87.7	N/A	N/A
Title I	12	100	0	50	50	0	87.5	N/A	N/A	12	100	0	50	50	0	87.5	N/A	N/A	25,047	100	6	38	43	13	77.1	N/A	N/A
Non-Title I	93	100	22	43	29	6	86.3	N/A	N/A	95	100	21	42	31	6	86.1	N/A	N/A	45,575	100	19	55	22	5	90.6	N/A	N/A
Non-Low Income	78	100	22	44	28	6	86.9	N/A	N/A	79	100	22	43	29	6	86.7	N/A	N/A	45,412	100	19	55	22	4	91.2	N/A	N/A
LEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,911	99	2	25	51	22	65.8	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,100	100	9	45	38	8	82.9	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	515	96	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	93	100	11	47	32	10	83.3	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,978	99	16	48	30	6	86.8	N/A	N/A
All Students																											
2010	105	100	19	44	31	6	86.4	N/A	N/A	107	100	19	43	33	6	86.2	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A
2009	113	100	11	48	32	10	84.3	N/A	N/A	118	100	10	47	33	9	84.1	N/A	N/A	70,675	100	12	45	33	10	82.6	N/A	N/A



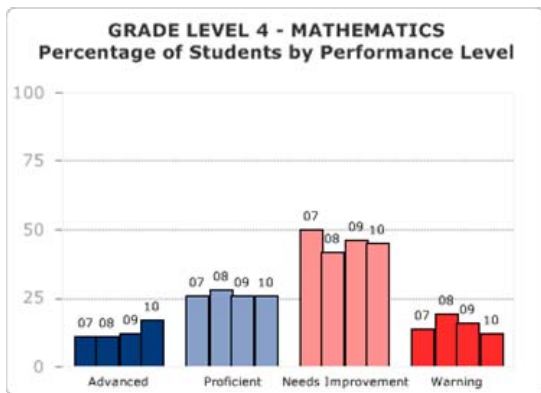
GRADE LEVEL 3 - MATHEMATICS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	P+	P	NI	W				#	%	P+	P	NI	W				#	%	P+	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	12	100	0	17	25	58	43.8	N/A	N/A	13	100	0	15	31	54	46.2	N/A	N/A	12,517	99	6	24	35	34	65.6	N/A	N/A
LEP/FLEP	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	7,958	100	12	31	34	23	69.8	N/A	N/A
Low-Income	27	100	11	48	26	15	80.6	N/A	N/A	28	100	11	46	29	14	80.4	N/A	N/A	25,130	100	11	34	34	20	72.6	N/A	N/A
African American/Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,482	100	9	31	37	24	69.0	N/A	N/A
Asian	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,985	100	40	38	17	6	90.2	N/A	N/A
Hispanic/Latino		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	10,592	100	10	32	34	24	69.8	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	158	99	16	34	33	17	75.3	N/A	N/A
White	102	100	23	45	24	9	84.6	N/A	N/A	103	100	22	45	24	9	84.5	N/A	N/A	48,211	100	30	43	21	7	88.1	N/A	N/A
Other Subgroups																											
Male	59	100	27	46	22	5	87.7	N/A	N/A	60	100	27	45	23	5	87.5	N/A	N/A	36,283	100	26	39	24	11	84.0	N/A	N/A
Female	46	100	17	43	26	13	81.0	N/A	N/A	47	100	17	43	28	13	80.9	N/A	N/A	34,243	100	25	40	24	10	83.6	N/A	N/A
Title I	12	100	0	42	58	0	75.0	N/A	N/A	12	100	0	42	58	0	75.0	N/A	N/A	24,968	100	12	35	34	19	73.9	N/A	N/A
Non-Title I	93	100	26	45	19	10	86.0	N/A	N/A	95	100	25	44	21	9	85.8	N/A	N/A	45,584	100	33	42	19	7	89.2	N/A	N/A
Non-Low Income	78	100	27	44	23	6	86.2	N/A	N/A	79	100	27	43	24	6	86.1	N/A	N/A	45,422	100	33	43	18	5	90.0	N/A	N/A
LEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,871	100	8	29	36	27	65.6	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,087	100	23	38	26	12	81.6	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	606	99	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	94	100	26	39	24	11	85.1	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,987	100	26	36	27	11	82.0	N/A	N/A
All Students																											
2010	105	100	23	45	24	9	84.8	N/A	N/A	107	100	22	44	25	8	84.6	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A
2009	112	99	19	46	23	12	85.0	N/A	N/A	117	99	18	46	24	12	84.6	N/A	N/A	70,791	100	20	40	25	15	81.4	N/A	N/A



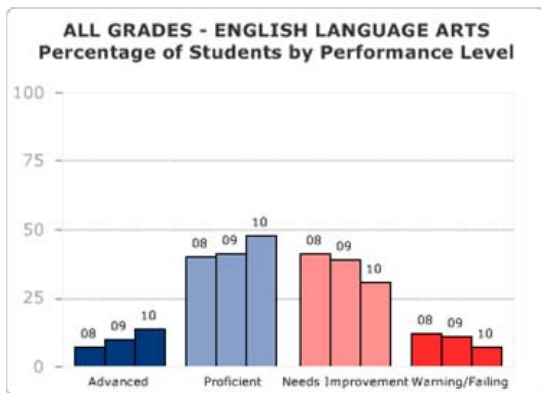
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS																														
Student Group	School										District								State											
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
AYP Subgroups																														
Stud. w/ Disab	15	100	0	7	40	53	56.7	N/A	12	16	100	0	6	38	56	54.7	N/A	13	13,089	99	1	15	44	40	58.9	36.0	11,171			
LEP/FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	7,438	99	3	23	46	28	62.2	46.0	6,498			
Low-Income	29	100	3	52	38	7	81.9	48.0	29	30	100	3	50	40	7	80.8	48.0	29	24,995	99	3	28	47	23	67.2	42.0	22,715			
African American/Black	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,501	99	3	26	47	23	66.2	41.0	4,926			
Asian		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	3,857	100	19	45	29	8	84.8	60.0	3,582			
Hispanic/Latino	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	10,593	99	3	25	46	26	64.8	42.0	9,480			
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	149	99	6	39	38	17	74.5	43.0	139			
White	107	100	9	51	31	8	86.0	51.0	103	112	100	9	50	32	9	85.0	51.0	104	48,952	100	13	48	31	8	84.6	51.0	46,792			
Other Subgroups																														
Male	50	100	4	54	32	10	83.5	39.0	49	54	100	4	52	33	11	82.4	37.0	50	36,477	100	7	40	38	15	77.2	44.0	33,990			
Female	61	100	13	49	31	7	87.3	56.5	58	62	100	13	48	32	6	86.7	56.5	58	34,413	100	15	45	32	9	83.2	57.0	32,638			
Title I	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	24,664	99	3	29	47	21	68.2	43.0	22,671			
Non-Title I	102	100	10	54	29	7	87.7	52.0	98	107	100	9	52	31	7	86.7	51.0	99	46,247	100	15	50	28	7	86.5	54.0	43,957			
Non-Low Income	82	100	11	51	29	9	86.9	52.0	78	86	100	10	50	30	9	86.0	51.0	79	45,916	100	15	51	28	6	87.1	56.0	43,913			
LEP		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,521	99	1	18	48	33	57.6	45.0	4,698			
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,917	99	7	37	41	15	75.5	49.0	1,800			
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	523	92	-	-	-	-	-	N/A	N/A			
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	11	53	24	11	85.9	45.5	84			
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,728	99	12	40	36	12	79.8	49.0	1,616			
All Students																														
2010	111	100	9	51	32	8	85.6	51.0	107	116	100	9	50	33	9	84.7	51.0	108	70,911	100	11	43	35	12	80.1	50.0	66,628			
2009	115	100	9	34	45	12	75.0	42.0	112	117	100	9	33	44	14	73.9	42.0	113	70,471	99	11	42	35	11	79.9	50.0	66,274			



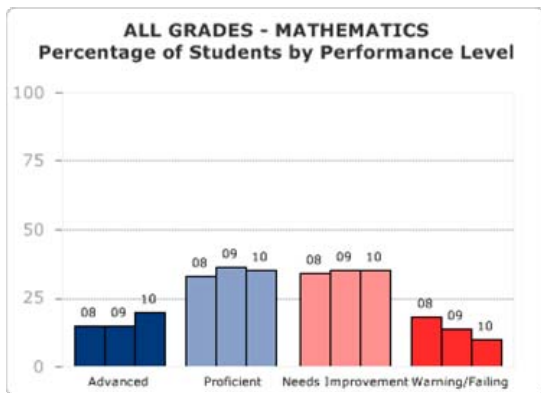
GRADE LEVEL 4 - MATHEMATICS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	15	100	0	0	33	67	43.3	N/A	11	16	100	0	0	31	69	40.6	N/A	12	13,097	99	3	13	48	36	60.3	39.0	11,242
LEP/FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	7,417	100	7	21	48	24	65.5	52.0	6,545
Low-Income	29	100	17	17	52	14	71.6	38.0	29	30	100	17	20	50	13	72.5	38.0	29	24,957	100	6	22	51	21	67.5	46.0	22,814
African American/Black	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,492	99	5	20	52	24	64.4	44.0	4,935
Asian		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	3,861	100	32	33	29	6	86.7	60.0	3,597
Hispanic/Latino	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	10,553	100	6	21	50	23	65.7	47.0	9,538
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	152	100	10	31	46	13	74.5	47.0	141
White	107	100	18	27	43	12	78.0	44.5	102	112	100	17	27	44	13	77.5	43.0	103	49,000	100	18	36	39	7	82.4	49.0	46,869
Other Subgroups																											
Male	50	100	28	18	42	12	79.0	51.0	49	54	100	26	17	44	13	77.3	49.5	50	36,499	100	16	31	41	12	78.3	48.0	34,120
Female	61	100	8	33	48	11	76.6	38.0	57	62	100	8	34	47	11	77.0	38.0	57	34,400	100	16	33	42	10	79.1	49.0	32,672
Title I	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	24,617	100	7	23	51	19	68.5	47.0	22,738
Non-Title I	102	100	19	28	43	10	80.4	47.0	97	107	100	18	28	44	10	79.7	46.5	98	46,307	100	21	37	36	7	84.1	51.0	44,054
Non-Low Income	82	100	17	29	43	11	79.9	46.0	77	86	100	16	28	44	12	78.8	46.0	78	45,967	100	21	37	36	6	84.7	52.0	43,978
LEP		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,492	100	5	18	50	28	61.7	51.0	4,726
FLEP	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,925	100	14	29	43	14	76.3	54.0	1,819
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	600	99	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	22	34	35	8	85.9	56.0	85
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,730	100	16	30	43	11	78.2	47.0	1,618
All Students																											
2010	111	100	17	26	45	12	77.7	44.5	106	116	100	16	26	46	12	77.2	43.0	107	70,924	100	16	32	41	11	78.7	49.0	66,792
2009	115	100	12	26	46	16	73.7	48.5	112	118	100	12	25	45	18	72.2	48.0	113	70,709	100	16	32	41	11	78.5	50.0	66,581



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	27	100	0	4	52	44	51.9	N/A	12	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	3	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	39,253	98	3	29	43	26	66.1	51.0	25,279			
Low-Income	56	100	7	48	39	5	83.5	48.0	29	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	2	-	-	-	-	-	-	-	-	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	209	100	14	48	31	7	86.1	51.0	103	732	99	11	54	28	7	86.2	45.0	605	350,089	99	19	57	20	5	90.5	50.0	285,376			
Other Subgroups																														
Male	109	100	9	50	33	8	84.4	39.0	49	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	107	100	19	46	30	6	87.6	56.5	58	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	21	100	0	38	52	10	76.2	N/A	9	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	195	100	15	49	29	7	87.1	52.0	98	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	160	100	16	48	29	8	86.9	52.0	78	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	2	-	-	-	-	-	-	-	-	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	2	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	10,686	99	16	51	25	8	86.3	49.0	7,993			
All Students																														
2010	216	100	14	48	31	7	86.0	51.0	107	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	228	100	10	41	39	11	79.6	42.0	112	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						
AYP Subgroups																														
Stud. w/ Disab	27	100	0	7	30	63	43.5	N/A	11	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	3	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	39,255	99	9	22	34	34	61.5	54.0	25,514			
Low-Income	56	100	14	32	39	14	75.9	38.0	29	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	1	-	-	-	-	-	-	-	-	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	2	-	-	-	-	-	-	-	-	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	209	100	20	36	33	11	81.2	44.5	102	733	100	16	32	35	16	75.0	43.0	605	350,165	99	29	35	25	10	84.1	50.0	285,544			
Other Subgroups																														
Male	109	100	28	33	31	8	83.7	51.0	49	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	107	100	12	37	38	12	78.5	38.0	57	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	21	100	0	24	62	14	63.1	N/A	9	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	195	100	22	36	32	10	83.1	47.0	97	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	160	100	22	36	33	9	83.0	46.0	77	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	2	-	-	-	-	-	-	-	-	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	2	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	10,707	99	24	31	29	15	78.6	48.0	8,008			
All Students																														
2010	216	100	20	35	35	10	81.1	44.5	106	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	227	100	15	36	35	14	79.3	48.5	112	804	100	17	32	34	17	75.1	48.5	658	499,717	99	23	32	28	16	78.5	50.0	397,572			



Quarry Hill Comm:
2010 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	No Status	High	On Target

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) Attendance		AYP 2010
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
ENGLISH LANGUAGE ARTS	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)?		
Aggregate	Yes	100	No	86.0	Yes	6.4	Yes	94.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	51.9	-	-	-	-	-
Low Income	Yes	100	No	83.5	Yes	13.5	Yes	93.1	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	86.1	Yes	6.6	Yes	94.8	Yes
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	100	No	81.3	Yes	2.0	Yes	94.8	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	44.4	-	-	-	-	-
Low Income	Yes	100	No	75.9	Yes	8.6	Yes	93.1	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	81.3	Yes	1.8	Yes	94.8	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No Status
	All Subgroups	No	Yes	Yes	No	Yes	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	No	No	Yes	No	Yes	Yes	No Status
	All Subgroups	Yes	Yes	No	No	Yes	No	Yes	Yes	

Quarry Hill Comm:
AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010	
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target		
Aggregate	221	221	100	Yes	216	86.0	No	79.6	4.1	81.2-86.2	Yes	94.8	-0.8	Yes	Yes	
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education	27	27	-	-	27	51.9	-	-	-	-	-	-	-	-	-	
Low Income	57	57	100	Yes	56	83.5	No	70.0	6.0	71.5-80.5	Yes	93.1	-1.4	Yes	Yes	
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	213	213	100	Yes	209	86.1	No	79.5	4.1	81.1-86.1	Yes	94.8	-0.8	Yes	Yes	

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010	
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target		
Aggregate	221	221	100	Yes	216	81.3	No	79.3	4.1	80.9-85.9	Yes	94.8	-0.8	Yes	Yes	
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education	27	27	-	-	27	44.4	-	-	-	-	-	-	-	-	-	
Low Income	57	57	100	Yes	56	75.9	No	67.3	6.5	69.3-78.3	Yes	93.1	-1.4	Yes	Yes	
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	213	213	100	Yes	209	81.3	No	79.5	4.1	81.1-86.1	Yes	94.8	-0.8	Yes	Yes	

Adequate Yearly Progress History										NCLB Accountability Status	
		2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No Status	
	All Subgroups	No	Yes	Yes	No	Yes	No	Yes	Yes		
MATH	Aggregate	Yes	Yes	No	No	Yes	No	Yes	Yes	No Status	
	All Subgroups	Yes	Yes	No	No	Yes	No	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>.