

## 2011 NCLB Report Card - Lincoln-Sudbury Regional High

### Lincoln-Sudbury Regional High (06950505)

**Scott R Carpenter, Principal**

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Organization Description: 9-12 One school district

### 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)				Educator Data (2010-11)			
	School	District	State		School	District	State
<b>Total Count</b>	1,614	1,614	955,563	Total # of Teachers	122.2	122.2	68,754.2
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	100.0	100.0	97.5
African American or Black	5.4	5.4	8.2	Total Number of Classes in Core Academic Areas	752	752	335,925
Asian	3.8	3.8	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	97.7
Hispanic or Latino	2.6	2.6	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	2.3
Multi-race, Non-Hispanic	2.6	2.6	2.4	Student/Teacher Ratio	13.2 to 1	13.2 to 1	13.9 to 1
Native American	0.0	0.0	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	1.3
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	85.6	85.6	68.0				
<b>Gender (%)</b>							
Male	50.6	50.6	51.3				
Female	49.4	49.4	48.7				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.3	0.3	7.1				
Low-Income	4.3	4.3	34.2				
Special Education	16.3	18.1	17.0				
First Language Not English	5.8	5.8	16.3				

**Grades Offered:** 09, 10, 11, 12

# 2011 Massachusetts and Nationwide NAEP Results by Student Group

## Average Scaled Scores and Percentages of Students at Each Achievement Level

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

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

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

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

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

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

## 2011 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.

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

# 2011 MCAS Results by Subgroup by Grade and Subject

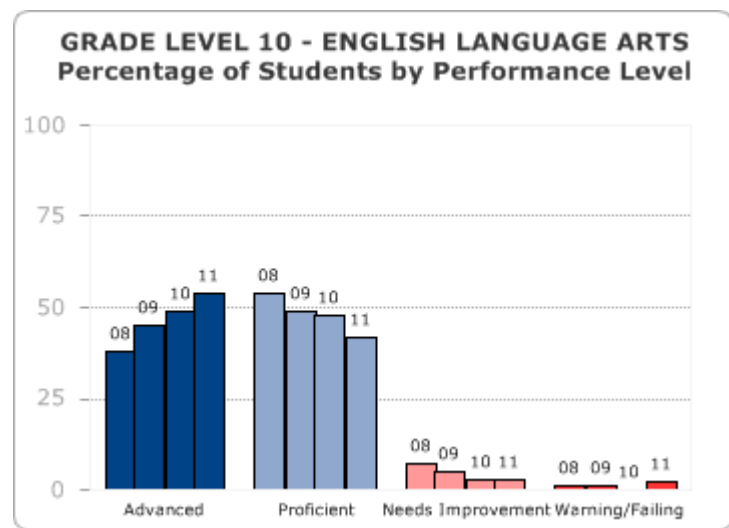
\* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science 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.

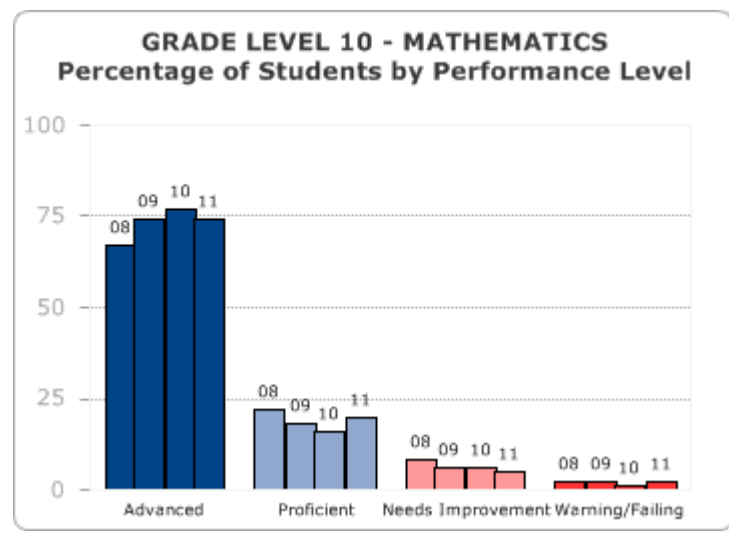
Data Last Updated on September 30, 2011

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	90	99	12	68	12	8	91.9	43.0	76	90	99	12	68	12	8	91.9	43.0	77	11,594	95	5	44	35	15	80.2	43.0	9,421
ELL/Former ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3,517	96	3	34	44	18	69.7	56.0	1,828
Low-Income	20	95	25	50	20	5	90.0	N/A	17	20	95	25	50	20	5	90.0	N/A	17	21,826	97	14	55	24	7	87.4	46.0	17,588
African American/Black	19	95	11	68	21	0	93.4	N/A	19	19	95	11	68	21	0	93.4	N/A	19	5,956	97	14	55	24	6	87.6	50.0	4,561
Asian	27	100	67	30	0	4	96.3	48.0	26	27	100	67	30	0	4	96.3	48.0	26	3,629	99	45	42	11	2	94.6	57.0	3,073
Hispanic/Latino	11	100	45	55	0	0	100.0	N/A	9	11	100	45	55	0	0	100.0	N/A	9	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	346	99	55	41	2	1	98.9	49.0	319	346	99	55	41	2	1	98.9	49.0	320	49,447	99	38	51	9	2	96.3	50.0	44,902
□																											
<b>Other Subgroups</b>																											
High Needs	105	98	15	68	10	7	93.1	42.5	90	105	98	15	68	10	7	93.1	43.0	91	29,011	97	13	55	25	8	86.9	46.0	23,502
Male	207	100	43	52	3	2	98.1	48.0	190	207	100	43	52	3	2	98.1	48.0	191	35,146	98	27	54	15	4	92.6	51.0	30,359
Female	215	99	64	33	2	1	98.4	50.0	200	215	99	64	33	2	1	98.4	50.0	200	34,378	98	39	48	10	2	95.3	49.0	30,324
Title I	33	100	9	73	18	0	93.9	58.0	32	33	100	9	73	18	0	93.9	58.0	32	12,556	97	11	57	26	6	87.0	45.0	9,900
Non-Title I	389	99	57	39	2	2	98.6	48.5	358	389	99	57	39	2	2	98.6	49.0	359	56,976	98	38	50	9	3	95.4	51.0	50,797
Non-Low Income	402	100	55	42	2	1	98.6	49.0	373	402	100	55	42	2	1	98.6	49.0	374	47,706	99	42	49	7	2	96.9	52.0	43,109
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,558	95	2	26	49	24	63.4	52.5	1,046
Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	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	19	100	47	37	11	5	92.1	N/A	17	19	100	47	37	11	5	92.1	N/A	17	1,333	98	34	52	12	2	94.8	49.0	1,159
□																											
<b>All Students</b>																											
2011	422	99	54	42	3	2	98.2	49.0	390	422	99	54	42	3	2	98.2	49.0	391	69,532	98	33	51	13	3	93.9	50.0	60,697
2010	414	99	49	48	3	0	98.7	49.0	379	414	99	49	48	3	0	98.7	49.0	381	70,369	98	26	52	18	4	91.9	50.0	60,626



**GRADE LEVEL 10 - MATHEMATICS**

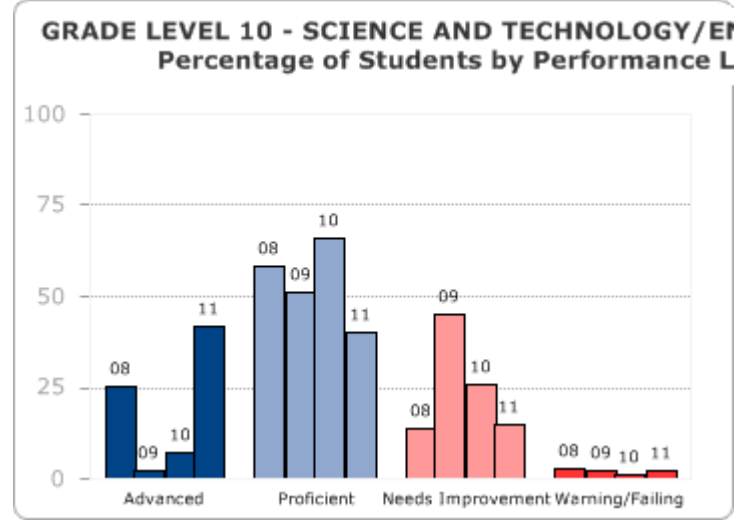
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	85	94	40	35	15	9	89.1	53.0	73	85	94	40	35	15	9	89.1	53.0	73	11,592	95	12	27	34	27	70.1	46.0	9,390
ELL/Former ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3,540	97	19	22	31	29	66.2	59.0	1,840
Low-Income	20	95	30	50	15	5	88.8	N/A	18	20	95	30	50	15	5	88.8	N/A	18	21,722	97	27	31	27	14	79.7	48.0	17,545
African American/Black	20	100	25	50	25	0	90.0	45.0	20	20	100	25	50	25	0	90.0	45.0	20	5,930	97	24	32	29	15	78.3	52.0	4,571
Asian	27	100	93	4	0	4	97.2	65.0	26	27	100	93	4	0	4	97.2	65.0	26	3,636	99	71	17	9	3	94.6	65.0	3,067
Hispanic/Latino	11	100	45	36	18	0	93.2	N/A	9	11	100	45	36	18	0	93.2	N/A	9	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	341	99	77	19	3	1	98.4	53.0	315	341	99	77	19	3	1	98.4	53.0	315	49,320	99	54	29	13	4	92.9	50.0	44,827
<b>Other Subgroups</b>																											
High Needs	101	95	42	37	14	8	90.3	53.0	88	101	95	42	37	14	8	90.3	53.0	88	28,888	97	25	31	28	15	79.1	48.0	23,423
Male	203	99	74	20	3	2	97.7	57.0	188	203	99	74	20	3	2	97.7	57.0	188	35,051	98	48	28	16	8	88.7	52.0	30,319
Female	215	99	73	20	6	1	97.1	52.0	200	215	99	73	20	6	1	97.1	52.0	200	34,285	98	49	30	16	6	90.1	49.0	30,264
Title I	33	100	18	58	21	3	88.6	55.0	33	33	100	18	58	21	3	88.6	55.0	33	12,440	97	26	31	29	14	78.9	51.0	9,864
Non-Title I	385	99	79	16	3	2	98.1	53.0	355	385	99	79	16	3	2	98.1	53.0	355	56,902	98	53	28	13	5	91.7	50.0	50,735
Non-Low Income	398	99	76	18	4	2	97.8	53.0	370	398	99	76	18	4	2	97.8	53.0	370	47,620	99	58	27	11	4	93.8	51.0	43,054
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2,589	97	15	20	32	34	61.6	56.0	1,058
Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	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	19	100	68	16	5	11	89.5	N/A	18	19	100	68	16	5	11	89.5	N/A	18	1,329	97	47	30	18	6	89.3	47.0	1,154
<b>All Students</b>																											
2011	418	99	74	20	5	2	97.4	53.5	388	418	99	74	20	5	2	97.4	53.5	388	69,342	98	48	29	16	7	89.4	50.0	60,599
2010	416	100	77	16	6	1	97.5	52.0	379	416	100	77	16	6	1	97.5	52.0	381	70,401	98	50	25	17	7	88.8	50.0	60,674





**GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING**

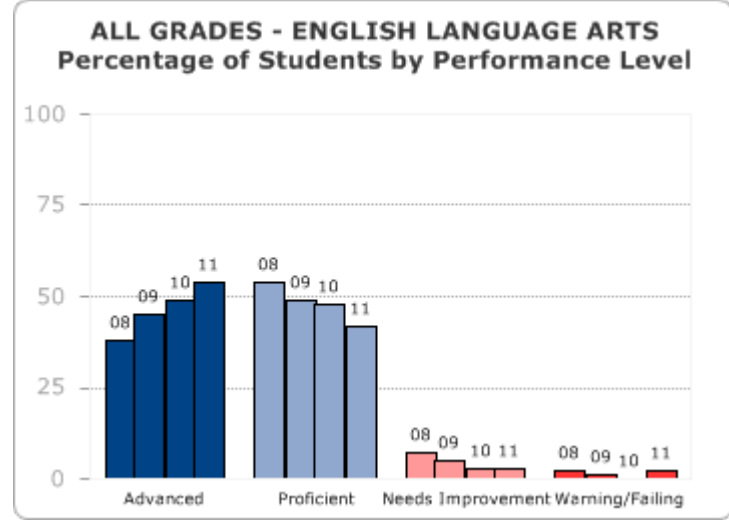
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	87	99	10	32	46	11	76.7	N/A	N/A	87	99	10	32	46	11	76.7	N/A	N/A	11,866	97	3	27	46	24	67.1	N/A	N/A
ELL/Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,062	97	3	20	47	30	59.3	N/A	N/A
Low-Income	19	100	11	26	47	16	69.7	N/A	N/A	19	100	11	26	47	16	69.7	N/A	N/A	21,464	98	7	37	42	14	73.9	N/A	N/A
African American/Black	20	100	5	30	60	5	71.3	N/A	N/A	20	100	5	30	60	5	71.3	N/A	N/A	5,780	98	6	34	45	16	71.5	N/A	N/A
Asian	27	100	56	33	7	4	94.4	N/A	N/A	27	100	56	33	7	4	94.4	N/A	N/A	3,435	99	37	39	20	4	89.9	N/A	N/A
Hispanic/Latino	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	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	337	100	45	42	12	2	94.9	N/A	N/A	337	100	45	42	12	2	94.9	N/A	N/A	49,041	99	23	51	22	4	90.2	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	101	99	11	35	45	10	78.0	N/A	N/A	101	99	11	35	45	10	78.0	N/A	N/A	28,656	98	6	36	43	15	73.9	N/A	N/A
Male	202	100	41	45	11	3	94.3	N/A	N/A	202	100	41	45	11	3	94.3	N/A	N/A	34,793	99	21	46	26	7	85.6	N/A	N/A
Female	210	100	44	35	19	2	92.1	N/A	N/A	210	100	44	35	19	2	92.1	N/A	N/A	33,678	99	19	48	27	6	85.9	N/A	N/A
Title I	33	100	0	27	64	9	68.9	N/A	N/A	33	100	0	27	64	9	68.9	N/A	N/A	12,359	98	5	33	46	16	70.9	N/A	N/A
Non-Title I	379	100	46	41	11	2	95.3	N/A	N/A	379	100	46	41	11	2	95.3	N/A	N/A	56,112	99	23	49	23	5	89.0	N/A	N/A
Non-Low Income	393	100	44	41	13	2	94.3	N/A	N/A	393	100	44	41	13	2	94.3	N/A	N/A	47,007	99	26	51	20	3	91.1	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	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	19	100	37	37	16	11	88.2	N/A	N/A	19	100	37	37	16	11	88.2	N/A	N/A	1,306	99	21	45	28	6	86.0	N/A	N/A
<b>All Students</b>																											
2011	412	100	42	40	15	2	93.2	N/A	N/A	412	100	42	40	15	2	93.2	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A
2010	410	100	7	66	26	1	90.1	N/A	N/A	410	100	7	66	26	1	90.1	N/A	N/A	68,240	98	18	47	28	8	84.6	N/A	N/A



\* **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.

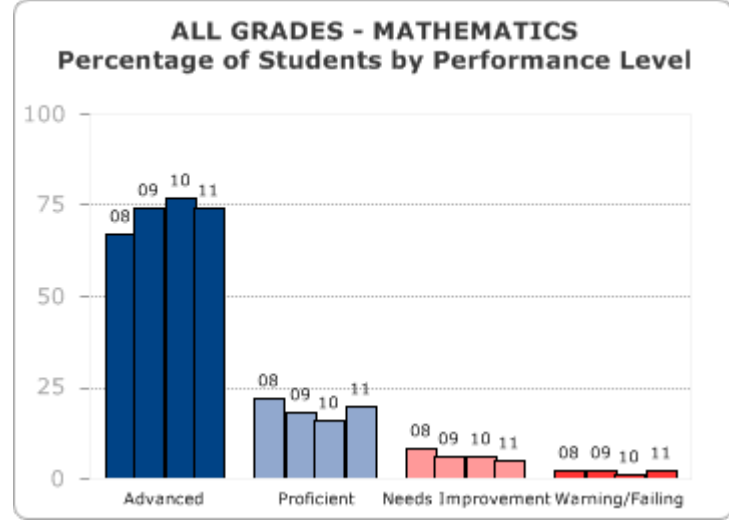
**ALL GRADES - ENGLISH LANGUAGE ARTS**

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			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	90	99	12	68	12	8	91.9	43.0	76	90	99	12	68	12	8	91.9	43.0	77	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	20	95	25	50	20	5	90.0	N/A	17	20	95	25	50	20	5	90.0	N/A	17	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	19	95	11	68	21	0	93.4	N/A	19	19	95	11	68	21	0	93.4	N/A	19	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	27	100	67	30	0	4	96.3	48.0	26	27	100	67	30	0	4	96.3	48.0	26	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	11	100	45	55	0	0	100.0	N/A	9	11	100	45	55	0	0	100.0	N/A	9	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958
White	346	99	55	41	2	1	98.9	49.0	319	346	99	55	41	2	1	98.9	49.0	320	343,938	99	21	56	19	5	90.9	51.0	281,256
<b>Other Subgroups</b>																											
High Needs	105	98	15	68	10	7	93.1	42.5	90	105	98	15	68	10	7	93.1	43.0	91	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	207	100	43	52	3	2	98.1	48.0	190	207	100	43	52	3	2	98.1	48.0	191	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	215	99	64	33	2	1	98.4	50.0	200	215	99	64	33	2	1	98.4	50.0	200	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I	33	100	9	73	18	0	93.9	58.0	32	33	100	9	73	18	0	93.9	58.0	32	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	389	99	57	39	2	2	98.6	48.5	358	389	99	57	39	2	2	98.6	49.0	359	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	402	100	55	42	2	1	98.6	49.0	373	402	100	55	42	2	1	98.6	49.0	374	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	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	19	100	47	37	11	5	92.1	N/A	17	19	100	47	37	11	5	92.1	N/A	17	11,536	99	18	51	24	8	86.9	51.0	8,903
<b>All Students</b>																											
2011	422	99	54	42	3	2	98.2	49.0	390	422	99	54	42	3	2	98.2	49.0	391	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	414	99	49	48	3	0	98.7	49.0	379	414	99	49	48	3	0	98.7	49.0	381	498,668	99	16	52	24	8	86.9	50.0	396,078



**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	85	94	40	35	15	9	89.1	53.0	73	85	94	40	35	15	9	89.1	53.0	73	92,185	99	5	17	33	45	57.7	43.0	67,337			
ELL/Former ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	42,747	99	9	24	34	34	62.0	52.0	27,467			
Low-Income	20	95	30	50	15	5	88.8	N/A	18	20	95	30	50	15	5	88.8	N/A	18	174,589	99	10	27	35	27	67.3	46.0	132,625			
African American/Black	20	100	25	50	25	0	90.0	45.0	20	20	100	25	50	25	0	90.0	45.0	20	40,391	99	9	25	36	30	65.0	47.0	30,273			
Asian	27	100	93	4	0	4	97.2	65.0	26	27	100	93	4	0	4	97.2	65.0	26	26,741	100	45	32	16	7	89.5	64.0	20,599			
Hispanic/Latino	11	100	45	36	18	0	93.2	N/A	9	11	100	45	36	18	0	93.2	N/A	9	73,062	99	9	25	35	30	64.4	46.0	53,604			
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956			
White	341	99	77	19	3	1	98.4	53.0	315	341	99	77	19	3	1	98.4	53.0	315	344,050	99	28	37	25	10	84.3	50.0	281,305			
<b>Other Subgroups</b>																														
High Needs	101	95	42	37	14	8	90.3	53.0	88	101	95	42	37	14	8	90.3	53.0	88	229,782	99	10	27	35	28	67.1	46.0	173,254			
Male	203	99	74	20	3	2	97.7	57.0	188	203	99	74	20	3	2	97.7	57.0	188	254,687	99	24	33	26	16	79.4	50.0	201,207			
Female	215	99	73	20	6	1	97.1	52.0	200	215	99	73	20	6	1	97.1	52.0	200	242,853	99	24	35	27	13	80.5	51.0	194,843			
Title I	33	100	18	58	21	3	88.6	55.0	33	33	100	18	58	21	3	88.6	55.0	33	148,969	99	10	28	36	25	68.2	48.0	110,579			
Non-Title I	385	99	79	16	3	2	98.1	53.0	355	385	99	79	16	3	2	98.1	53.0	355	348,743	99	30	37	23	10	85.0	51.0	285,536			
Non-Low Income	398	99	76	18	4	2	97.8	53.0	370	398	99	76	18	4	2	97.8	53.0	370	323,123	100	32	38	22	8	86.8	52.0	263,490			
ELL	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	29,878	99	6	20	35	40	56.3	52.0	17,513			
Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	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	19	100	68	16	5	11	89.5	N/A	18	19	100	68	16	5	11	89.5	N/A	18	11,535	99	24	33	28	15	79.1	50.0	8,894			
<b>All Students</b>																														
2011	418	99	74	20	5	2	97.4	53.5	388	418	99	74	20	5	2	97.4	53.5	388	497,712	99	24	34	27	15	79.9	50.0	396,115			
2010	416	100	77	16	6	1	97.5	52.0	379	416	100	77	16	6	1	97.5	52.0	381	498,632	99	26	33	27	15	79.9	50.0	396,662			





# Lincoln-Sudbury Reg High - 2011 Accountability Data

**District:** Lincoln-Sudbury (06950000)  
**School:** Lincoln-Sudbury Reg High (06950505)  
**Accountability & Assistance Level:** Level 1  
**School Title I Status:** Title I School (TA)  
**NCLB School Choice Required:** No  
**Supplemental Educational Services Required:** No

	NCLB Accountability Status	Improvement Rating
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Met NCLB Goal
<b>MATHEMATICS</b>	No Status	No Change

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2011
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	Yes <input type="checkbox"/>	98.2 <input type="checkbox"/>	Yes <input type="checkbox"/>	-0.5 <input type="checkbox"/>	Yes <input type="checkbox"/>	97.0 <input type="checkbox"/>	Yes <input type="checkbox"/>
Lim. English Prof. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Special Education <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	No <input type="checkbox"/>	91.9 <input type="checkbox"/>	No <input type="checkbox"/>	-1.3 <input type="checkbox"/>	Yes <input type="checkbox"/>	86.6 <input type="checkbox"/>	No <input type="checkbox"/>
Low Income <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	90.0 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Afr. Amer./Black <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Asian or Pacif. Isl. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	96.3 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Hispanic <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Native American <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
White <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	Yes <input type="checkbox"/>	98.9 <input type="checkbox"/>	Yes <input type="checkbox"/>	-0.3 <input type="checkbox"/>	Yes <input type="checkbox"/>	97.0 <input type="checkbox"/>	Yes <input type="checkbox"/>
<b>MATHEMATICS</b>									
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	Yes <input type="checkbox"/>	97.4 <input type="checkbox"/>	Yes/SH <input type="checkbox"/>	-0.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	97.0 <input type="checkbox"/>	Yes <input type="checkbox"/>
Lim. English Prof. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Special Education <input type="checkbox"/>	No <input type="checkbox"/>	94 <input type="checkbox"/>	No <input type="checkbox"/>	89.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	0.9 <input type="checkbox"/>	Yes <input type="checkbox"/>	86.6 <input type="checkbox"/>	No <input type="checkbox"/>
Low Income <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	88.8 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Afr. Amer./Black <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	90.0 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Asian or Pacif. Isl. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	97.2 <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Hispanic <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Native American <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
White <input type="checkbox"/>	Yes <input type="checkbox"/>	99 <input type="checkbox"/>	Yes <input type="checkbox"/>	98.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	0.0 <input type="checkbox"/>	Yes <input type="checkbox"/>	97.0 <input type="checkbox"/>	Yes <input type="checkbox"/>

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
<input type="checkbox"/>										
<b>ELA</b>	Aggregate	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No Status
	All Subgroups	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>MATH</b>	Aggregate	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No Status
	All Subgroups	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	



# 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>.