



Memorial Middle School

NCLB Report Card

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Mission Statement

To enable students to reach their potential through an academically challenging and diverse education.

Dear Parent or Guardian:

On January 8, 2002, President Bush signed the *No Child Left Behind Act of 2001* into law. The law calls for sweeping changes in public education, including a new federal requirement that all states and school districts that receive Title I funds must issue annual "report cards" to parents. The purpose of the report card is to provide parents with information about their child's school in terms of academic achievement and the academic qualifications of its teachers.

In reporting on "highly qualified" teachers, data is provided on (1) the percentage of teachers who are certified or licensed to teach in Massachusetts, and (2) the percentage of core subject area teachers who are "highly qualified" to teach core subjects. Those teachers who are not certified are either working on a waiver granted by the Massachusetts Department of Education, or have yet to be re-certified in their current subject area assignment. With respect to the "highly qualified" requirement, *No Child Left Behind* mandates that core subject teachers meet this higher standard by the 2005-2006 school year. Thus, this statistic provides only an indication of how far each school has to go in order to comply with this deadline. Clearly, the vast majority of our teachers are certified and most, if not all, are "highly qualified".

The remainder of this report relates to MCAS performance. *No Child Left Behind* requires that test results for reading and mathematics be reported annually. This report summarizes how we did on the 2004 MCAS examinations. Through the portion entitled "Cycle III AYP Report", you receive information about how well our school is doing relative to its performance in prior years. The Composite Proficiency Index (CPI) scores for English Language Arts and Mathematics are part of the Massachusetts' School Performance Rating system. This system has been set up to comply with the accountability provisions of *No Child Left Behind*, which require, among other things, that each school make "adequate yearly progress" (AYP) toward meeting a national goal of all students being "proficient" in mathematics and English language arts by the year 2013-2014.

This school report card provides only one part of the overall picture. A complete district report card is available for you to review at the Superintendent's Office, at the school office, and on our district's website at www.beverlyschools.org.

I am pleased to provide you with this information. Through your support and the efforts of district staff, the Beverly Schools have made considerable progress in striving to meet the challenges of MCAS and *No Child Left Behind*. Please know that we are prepared to help you further should you have questions about what this report card means and how you can use it to help you and your child grow stronger academically. Please feel free to contact me or your school principal if we can be of additional assistance to you.

Thank you for your continued support.
 James J. Hayes, Superintendent

Enrollment - 2004-05				
	School	District	State	
Total Count		504	4,514	975,859
Race/Ethnicity (%)				
African American		4.2	2.9	8.9
Asian		2	1.7	4.8
Hispanic		4	4.8	11.8
Native American		0.2	0.1	0.3
White		89.7	90.5	74.2
Gender (%)				
Male		52.6	50.5	51.4
Female		47.4	49.5	48.6
Selected Populations (%)				
Limited English Proficiency		1.6	1	5.1
Low Income		21.6	19.3	27.7
Special Education		18.7	20.1	15
First Language Not English		5.2	3.1	14
Migrant		0	0	0.1

2004-05 School Report Card - Memorial Middle Grade 06 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	141	100	16	35	37	12
Disabled	36	100		6	53	42
Limited English Proficient	4	80				
GENDER						
Female	103	99	15	29	35	21
Male	77	100	10	29	48	13
RACE/ETHNICITY						
African American/Black	11	100		18	27	55
Asian or Pacific Islander	1	100				
Hispanic	5	100				
White	163	99	13	30	41	15
LOW INCOME	37	100		19	49	32
ALL STUDENTS						
2004	181	99	13	29	40	18
2003	172	99	14	29	38	19
DISTRICT						
2004	373	100	15	25	37	23
2003	378	100	15	28	34	22
STATE						
2004	76661	99	17	25	32	25
2003	78040	100	16	26	32	26

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Highly Qualified Teachers Memorial Middle School

We are providing data on the professional qualifications of our teaching staff. There are two pieces of information: the percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes); and the percentage of core academic classes taught by "highly-qualified" teachers. The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. To be identified as "highly qualified", teachers of these core subjects must meet specific criteria set by the federal government and the state's Department of Education.

Percent of teachers licensed: 94.3%

Percent of teachers in core academic subject areas who are Highly Qualified: 96.1%

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2004.

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps.

Special Education: Students who have an Individualized Education Plan (IEP).

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.

Educator Quality - Educator information is as of October 1, 2004.

Percent of teachers licensed in the area in which teaching:

The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	120	100	15	75	10	
Disabled	37	100		59	41	
Limited English Proficient	8	73				
GENDER						
Female	77	99	18	68	14	
Male	88	98	6	72	23	
RACE/ETHNICITY						
African American/Black	6	100				
Asian or Pacific Islander	2	100				
Hispanic	12	92	17	50	33	
Native American	1	100				
White	144	99	11	73	16	
LOW INCOME		97	11	44	44	
ALL STUDENTS						
2004	165	98	12	70	19	
2003	163	100	15	67	17	1
DISTRICT						
2004	366	98	8	66	23	4
2003	360	100	9	66	23	3
STATE						
2004	77386	98	9	59	25	7
2003	79345	99	8	57	28	7

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

2004-05 School Report Card - Memorial Middle Grade 08 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	139	99	21	42	32	5
Disabled	30	97	3	10	37	50
Limited English Proficient	3	60				
GENDER						
Female	98	97	19	31	34	16
Male	74	99	15	45	31	9
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	1	100				
Hispanic	8	89				
White	161	98	18	39	32	12
LOW INCOME	39	95	8	21	38	33
ALL STUDENTS						
2004	172	98	17	37	33	13
2003	182	99	13	29	36	21
DISTRICT						
2004	376	98	14	32	32	22
2003	397	99	14	24	32	30
STATE						
2004	78893	99	13	26	32	29
2003	78589	99	12	25	30	33

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results

Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Student Subgroup Definitions Regular - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

NCLB Report Cards for the Beverly School District and all of its schools are available on our website:

Cycle III AYP Report—Memorial Middle School

The federal *No Child Left Behind* legislation requires schools and districts to set as a goal that all students become “proficient” in reading and mathematics by 2014, with the aim being to make “adequate yearly progress” (AYP) each year. AYP is a statement of whether or not a school or district has met its annual performance target for reading and mathematics, starting from a baseline established in 2002. Schools will face sanctions if progress flattens or declines for two or more consecutive years.

AYP is determined by reviewing four different sets of data. It involves analyzing students' MCAS scores in both English language arts and mathematics, as well as two other factors--the percentage of students taking each MCAS examination and school attendance (for elementary schools) or graduation rate (for high schools). Each school receives performance scores on two indices of academic success: (1) whether it is performing at a level on or above the performance standard set for all schools in Massachusetts for reading and mathematics; (2) whether it has made sufficient improvement, relative to its baseline performance, to suggest that it will eventually catch up and meet the proficiency standard by 2014 if the rate of improvement continues. The Composite Proficiency Index (CPI) scores for Mathematics and English Language Arts measure progress toward the ultimate goal of 100% proficiency. A successful score on either "performance" or "improvement" will result in a finding of "Yes" on AYP, provided that satisfactory findings have also been posted for test-taking percentages, school attendance, and graduation.

The report includes AYP determinations for mathematics and English language arts/reading, as well as determinations for all of the subgroups that make up a school's or district's student population: Hispanic, Asian, African-American, White, students with disabilities, students with limited English proficiency, and students in receipt of free or reduced lunches, as well as all students. For our middle schools, the AYP data for mathematics is based upon student performance on the Grade 6 and the Grade 8 Mathematics MCAS. As required by NCLB, AYP determinations must be reported for each district, each school, and each subgroup for both subject areas, with the result being that each school and district will be given up to sixteen separate findings. Taken together, these findings are intended to provide a diagnosis of strengths, weaknesses, and areas in need of special attention.

**2004-05 School Report Card - Memorial Middle
2004 Adequate Yearly Progress (AYP) Report**

Student Group	ENGLISH LANGUAGE ARTS													AYP 2004
	2004 Participation				Cycle III combined data for 2003 and 2004						2004 Attendance			
	Enrolled	Assessed	%	Met Target	Performance		Improvement				%	Change	Met Target	
				N	CPI	Met Target	CPI Change	Met Target						
Aggregate	167	167	100	Yes	324	94.1	Yes	1.7	Yes		95.5	-0.1	Yes	Yes
Lim. English Prof.	11	11	-	-	11	-	-	-	-	-	-	-	-	-
Spec. Ed.	31	31	-	-	38	83.6	-	3	-	-	94.5	0.5	-	-
Low Income	36	36	-	-	57	86	-	3.4	-	-	93.6	0.2	-	-
Afr. Amer./Black	6	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	12	12	-	-	18	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-
White	146	146	100	Yes	297	94.9	Yes	1.4	Yes		95.6	-0.1	Yes	Yes

Student Group	MATHEMATICS													AYP 2004
	2004 Participation				Cycle III combined data for 2003 and 2004						2004 Attendance			
	Enrolled	Assessed	%	Met Target	Performance		Improvement				%	Change	Met Target	
				N	CPI	Met Target	CPI Change	Met Target						
Aggregate	357	356	100	Yes	685	72.5	Yes	2.2	Yes		95.5	-0.1	Yes	Yes
Lim. English Prof.	14	14	-	-	22	38.6	-	-	-	-	-	-	-	-
Spec. Ed.	65	64	98	Yes	103	47.6	No	-0.2	No		94.5	0.5	Yes	No
Low Income	77	77	100	Yes	139	55.9	No	4.8	No		93.6	0.2	Yes	No
Afr. Amer./Black	12	12	-	-	27	48.1	-	1.8	-	-	94.7	0.4	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	13	13	-	-	26	48.1	-	22.1	-	-	94.5	0.3	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-
White	328	327	100	Yes	622	74.7	Yes	1.1	No		95.6	-0.1	Yes	Yes

Adequate Yearly Progress History								2004 Accountability Status	Cycle III Performance Rating	Cycle III Improvement Rating
		1999	2000	2001	2002	2003	2004			
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status	Very High	On Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes			
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only	Moderate	No Change
	All subgroups	N/A	N/A	N/A	N/A	No	No			

*2003 MCAS results may differ slightly from earlier published figures because Alternately Assessed students whose portfolios were incomplete have now been included.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIII/>.

- Accountability Status Labels:
 II-S Identified for Improvement - Subgroups only
 II-A Identified for Improvement
 CA-A Identified for Corrective Action
 RST Identified for Restructuring
 UR Status Under Review