

School & District Accountability System

December 2003

Accountability Provisions

“No Child Left Behind”

- Single State system for state, district and school performance review -- all schools
- Student assessment results as primary indicator
- 12 year goal -- All students proficient in ELA and mathematics
- Standards set by State for assessing *Adequate Yearly Progress* (“AYP”) toward achieving 12 year goal.
- Performance goals must be met for students in aggregate *and* for subgroups of students; 95% participation required
- At least one additional indicator required --graduation rate mandatory for high schools; student attendance rates for elementary/middle schools

Student Subgroups

- Special education students
- Limited English proficient students
- Economically disadvantaged students
- Students in racial and ethnic minority groups

For data to be reported and included in AYP, there must be at least twenty students in the group.

2003 “Mid-Cycle” AYP Determinations

- School Performance Ratings are made every two years (cycles)
- AYP determinations are made every year
- In 2003, AYP determinations come in the middle of Cycle III of the School Performance Rating Process
- Performance for 2003 AYP determinations will be based on 2003 MCAS results
- Performance for 2004 AYP determinations will be based on the average of 2003 and 2004 MCAS results
- End of Cycle II baselines (average of 2001 and 2002 MCAS results) will be used to establish performance targets for both 2003 and 2004 AYP determinations

2003 AYP Determinations

What's New?

- In 2003, AYP will be determined separately for ELA and Math with performance aggregated across grades.
 - for a K-5 school, ELA will include grade 3 Reading and grade 4 ELA MCAS results
 - For a 6-8 school, Math will include grade 6 and grade 8 Math MCAS results
- Determinations for students in the aggregate and for each federally mandated student subgroup
- Include MCAS Alternate Assessment results
- Include new indicators: MCAS Participation, Attendance and Graduation Rates
- For schools, AYP determinations will only include students enrolled in the school by October 1, 2002

Including MCAS Alternate Assessment Results in AYP Determinations

- The USDE provides some flexibility in how states factor the performance of *significantly cognitively impaired* students into their AYP determinations
- A maximum of 1% of total students assessed, at the state and district levels, may be identified as *significantly cognitively impaired*
- DOE has created a new “MCAS-Alt Index” to award points to *significantly cognitively impaired* students based on their performance on the MCAS Alternate Assessment

How are Students' MCAS Results Factored into AYP Determinations?

Composite Performance Index (CPI)

Proficiency Index

Proficient/Adv	100
High Needs Imp	75
Low Needs Imp	50
High Warning/Fail	25
Warning/Fail	0

MCAS-Alt-Index

(up to 1% of students)

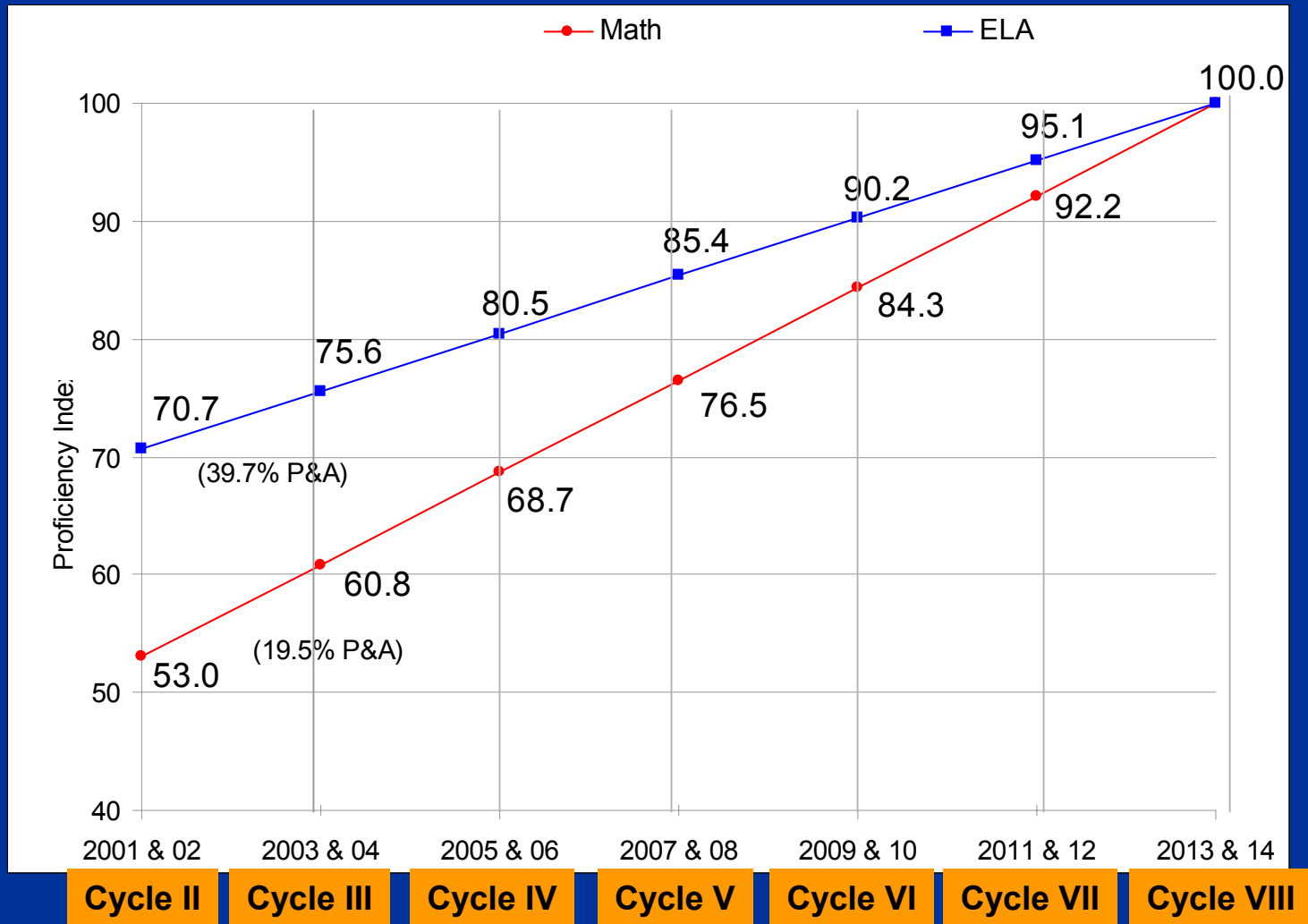
Progressing	100
Emerging	75
Awareness	50
Incomplete	25
Not submitted	0

Calculate the total points for school or subgroups, then divide by the number of students.

Additionally ...

- For the purpose of measuring improvement, 2001-2002 baseline results will be recalculated to include:
 - The results for tests not included in previous AYP determinations: grade 3 Reading, grade 6 Math
 - Scores of 200 for LEP students not tested in 2001 and 2002
 - MCAS-Alt Index points for students who participated in the MCAS-Alt in 2001 and 2002
- A school's 2003 AYP improvement target will be $\frac{2}{3}$ of its end of Cycle III target (e.g., if target is 6 CPI points, school will need to make 4)

Massachusetts Performance Targets for ELA and Mathematics 2002 - 2014



Criteria for Determining Whether A School Made “AYP”

AYP is determined separately for ELA and mathematics for all students and all subgroups in each school and in the district.

There are two possible routes to making AYP:

AYP Determination Factor	Cycle III Targets
A. Participation Rate	95% or greater participation in state assessments (combined MCAS tests and MCAS-Alt)
B. Performance Relative to State Targets	Composite Performance Index (CPI) of: English Language Arts 75.6 Mathematics 60.8

Criteria for Determining Whether A School Made “AYP”

The second route to AYP:

AYP Determination Factor	Cycle III Targets
A. Participation Rate	95% or greater participation in state assessments (combined MCAS tests and MCAS-Alt)
C. Improvement Relative to the School’s Baseline Composite Performance Index	2003 mid-cycle AYP target = two-thirds of the Cycle III target
D. Performance or Improvement on Additional Indicator <ul style="list-style-type: none"> • Attendance – Elementary and Middle Schools • Graduation (Grade 12 Competency Determination) – High Schools 	<u>Attendance Criteria</u> <ul style="list-style-type: none"> • Rate of 92% or above, or • Improvement of 1 percentage point or greater compared to prior year <u>Grade 12 CD Attainment criteria</u> <ul style="list-style-type: none"> • Class of 2003 CD attainment rate, as of September 1, 2003, of 70% or higher

Beverly Public Schools - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B			C		D			AYP 2003
	Participation - 95%				Performance - 75.6			Improvement - 2/3 of Cycle III target		Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met Target	%	Change	Met	
				Target			Target					Target	
Aggregate	1365	1346	99	Yes	1346	86.5	Yes	0.7	Yes	93.9	-1	Yes	Yes
Lim. English Prof.	22	20	91	No	20	52.5	No	39.7	Yes	91.8	-2.6	No	No
Spec. Ed.	215	210	98	Yes	210	65.7	No	-1.1	No	91.9	-0.7	No	No
Free Lunch	234	227	97	Yes	227	72	No	-0.3	No	91.2	-1.4	No	No
Afr. Amer./Black	20	19	-	-	19	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	11	-	-	-	-	-	-	-	-
Hispanic	47	46	98	Yes	46	70.7	No	7.3	Yes	91.4	-1.7	No	No
Native American	1	1	-	-	1	-	-	-	-	-	-	-	-
White	1285	1269	99	Yes	1269	87.3	Yes	0.4	No	94	-1	Yes	Yes

MATHEMATICS													
Student Group	A				B			C		D			AYP 2003
	Participation - 95%				Performance - 60.8			Improvement - 2/3 of Cycle III target		Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met Target	%	Change	Met	
				Target			Target					Target	
Aggregate	1427	1408	99	Yes	1408	71.7	Yes	1.7	No	93.9	-1	Yes	Yes
Lim. English Prof.	32	28	88	No	28	44.6	No	34.8	Yes	91.8	-2.6	No	No
Spec. Ed.	237	232	98	Yes	232	47	No	-0.5	No	91.9	-0.7	No	No
Free Lunch	255	248	97	Yes	248	50.9	No	0.3	No	91.2	-1.4	No	No
Afr. Amer./Black	38	36	95	Yes	36	45.1	No	-0.7	No	91.3	-1.5	No	No
Asian or Pacif. Isl.	16	16	-	-	16	-	-	-	-	-	-	-	-
Hispanic	53	49	92	No	49	38.8	No	-3.4	No	91.4	-1.7	No	No
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	1320	1307	99	Yes	1307	73.5	Yes	1.6	No	94	-1	Yes	Yes

Adequate Yearly Progress History											AYP Determinations		
	English Language Arts					Mathematics							
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003			
Aggregate	N/A	N/A	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes		or	
Allsubgroups	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	No		A plus	C & D

Ayers/Ryal Side Elementary School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B			C		D			AYP 2003
	Participation - 95%				Performance - 75.6			Improvement - 2/3 of Cycle III target		Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met Target	%	Change	Met	
				Target			Target					Target	
Aggregate	150	148	99	Yes	147	81.6	Yes	0.5	Yes	96.1	0.3	Yes	Yes
Lim. English Prof.	11	10	-	-	9	-	-	-	-	-	-	-	-
Spec. Ed.	25	25	100	Yes	25	68	No	-1	No	96.5	1.7	Yes	No
Free Lunch	42	42	100	Yes	41	69.5	No	-4.8	No	95	0.9	Yes	No
Afr. Amer./Black	2	2	-	-	2	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-	-
Hispanic	9	9	-	-	8	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	137	136	99	Yes	136	82.7	Yes	1.7	Yes	96.2	0.4	Yes	Yes

MATHEMATICS													
Student Group	A				B			C		D			AYP 2003
	Participation - 95%				Performance - 60.8			Improvement - 2/3 of Cycle III target		Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met Target	%	Change	Met	
				Target			Target					Target	
Aggregate	67	67	100	Yes	67	76.1	Yes	9.7	Yes	96.1	0.3	Yes	Yes
Lim. English Prof.	5	5	-	-	5	-	-	-	-	-	-	-	-
Spec. Ed.	11	11	-	-	11	-	-	-	-	-	-	-	-
Free Lunch	15	15	-	-	15	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	1	-	-	1	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-	-
Hispanic	2	2	-	-	2	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	63	63	100	Yes	63	77	Yes	10.9	Yes	96.2	0.4	Yes	Yes

Adequate Yearly Progress History										
	English Language Arts					Mathematics				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Allsubgroups	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes

AYP Determinations	
A plus	B
or	
A plus	C & D

Centerville Elementary School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 75.6		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	98	98	100	Yes	97	90.5	Yes	-0.5	Yes/SH	96	-2	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	9	9	-	-	9	-	-	-	-	-	-	-	-
Free Lunch	9	9	-	-	8	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	3	-	-	3	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	0	0	-	-	0	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	95	95	100	Yes	94	90.7	Yes	-1.5	No	96.1	-1.9	Yes	Yes

MATHEMATICS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 60.8		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	43	43	100	Yes	42	78.6	Yes	0.6	Yes	96	-2	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	2	2	-	-	2	-	-	-	-	-	-	-	-
Free Lunch	5	5	-	-	4	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	0	-	-	0	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	0	0	-	-	0	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	43	43	100	Yes	42	78.6	Yes	-0.5	No	96.1	-1.9	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		or
Allsubgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	Yes		A plus C & D

Cove Elementary School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 75.6		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	156	156	100	Yes	155	89.7	Yes	-4.8	No	95.8	-0.6	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	20	20	100	Yes	20	70	No	-16.3	No	96.2	0.3	Yes	No
Free Lunch	22	22	100	Yes	22	87.5	Yes	-	-	94.6	-1.2	Yes	Yes
Afr. Amer./Black	3	3	-	-	3	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	5	5	-	-	5	-	-	-	-	-	-	-	-
Hispanic	9	9	-	-	9	-	-	-	-	-	-	-	-
Native American	1	1	-	-	1	-	-	-	-	-	-	-	-
White	138	138	100	Yes	137	89.6	Yes	-5.7	No	95.7	-0.6	Yes	Yes

MATHEMATICS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 60.8		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	80	80	100	Yes	80	78.8	Yes	-0.2	No	95.8	-0.6	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	10	10	-	-	10	-	-	-	-	-	-	-	-
Free Lunch	11	11	-	-	11	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	1	-	-	1	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	3	-	-	3	-	-	-	-	-	-	-	-
Hispanic	4	4	-	-	4	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	72	72	100	Yes	72	78.5	Yes	-1.2	No	95.7	-0.6	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Allsubgroups	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes		

Hannah Elementary School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 75.6		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	107	107	100	Yes	100	84.3	Yes	-2.2	No	95.5	-0.2	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	16	16	-	-	15	-	-	-	-	-	-	-	-
Free Lunch	22	22	100	Yes	20	63.8	No	-14.4	No	93.6	0.2	Yes	No
Afr. Amer./Black	3	3	-	-	3	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	2	-	-	2	-	-	-	-	-	-	-	-
Hispanic	6	6	-	-	5	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	96	96	100	Yes	90	85.6	Yes	-2	No	95.6	-0.4	Yes	Yes

MATHEMATICS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 60.8		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	66	66	100	Yes	62	72.6	Yes	-3.2	No	95.5	-0.2	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	11	11	-	-	10	-	-	-	-	-	-	-	-
Free Lunch	16	16	-	-	15	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	3	-	-	3	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-	-
Hispanic	4	4	-	-	4	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	58	58	100	Yes	54	75	Yes	-1.9	Yes/SH	95.6	-0.4	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Allsubgroups	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes		

McKeown Elementary School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 75.6		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	81	81	100	Yes	78	88.1	Yes	2.7	Yes	95.9	0.1	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	2	2	-	-	2	-	-	-	-	-	-	-	-
Free Lunch	23	23	100	Yes	21	81	Yes	3.3	Yes	94.1	94.1	Yes	Yes
Afr. Amer./Black	1	1	-	-	1	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-	-
Hispanic	3	3	-	-	3	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	76	76	100	Yes	73	87.3	Yes	1.5	Yes	96	0.2	Yes	Yes

MATHEMATICS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 60.8		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	41	41	100	Yes	41	74.4	Yes	8.3	Yes	95.9	0.1	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	0	0	-	-	0	-	-	-	-	-	-	-	-
Free Lunch	9	9	-	-	9	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	0	-	-	0	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-	-
Hispanic	0	0	-	-	0	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	40	40	100	Yes	40	73.8	Yes	7	Yes	96	0.2	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Allsubgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	Yes	A plus	B or C & D

North Beverly Elementary School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 75.6		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	101	101	100	Yes	96	86.2	Yes	-8.6	No	96	-1	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	32	32	100	Yes	28	73.2	No	-14.9	No	94.4	-1.6	Yes	No
Free Lunch	16	16	-	-	14	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	3	-	-	3	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	5	5	-	-	4	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	93	93	100	Yes	89	87.6	Yes	-7	No	96.2	-0.8	Yes	Yes

MATHEMATICS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 60.8		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	42	42	100	Yes	41	74.4	Yes	-14	No	96	-1	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	16	16	-	-	15	-	-	-	-	-	-	-	-
Free Lunch	6	6	-	-	5	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	1	-	-	1	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	2	2	-	-	1	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	39	39	100	Yes	39	75	Yes	-13.6	No	96.2	-0.8	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Allsubgroups	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes		

Briscoe Middle School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B			C		D			AYP 2003
	Participation - 95%				Performance - 75.6			Improvement - 2/3 of Cycle III target		Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met Target	%	Change	Met	
				Target			Target					Target	
Aggregate	187	187	100	Yes	186	89.5	Yes	-0.8	No	95.3	0.6	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	33	33	100	Yes	33	68.9	No	10.3	Yes	95.4	95.4	Yes	Yes
Free Lunch	28	28	100	Yes	28	81.3	Yes	4.9	Yes	93.5	93.5	Yes	Yes
Afr. Amer./Black	0	0	-	-	0	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	2	2	-	-	2	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	185	185	100	Yes	184	89.5	Yes	-1.2	No	95.4	0.7	Yes	Yes

MATHEMATICS													
Student Group	A				B			C		D			AYP 2003
	Participation - 95%				Performance - 60.8			Improvement - 2/3 of Cycle III target		Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met Target	%	Change	Met	
				Target			Target					Target	
Aggregate	393	392	100	Yes	382	68.2	Yes	-0.8	No	95.3	0.6	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	58	58	100	Yes	58	43.5	No	-0.1	No	95.4	95.4	Yes	No
Free Lunch	58	58	100	Yes	53	44.8	No	-3.7	No	93.5	93.5	Yes	No
Afr. Amer./Black	9	9	-	-	7	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	9	9	-	-	7	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	375	374	100	Yes	368	69.4	Yes	-0.6	No	95.4	0.7	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Allsubgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	No	A plus	C & D

Memorial Middle School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 75.6		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	163	163	100	Yes	163	94	Yes	1.6	Yes	95.6	-0.3	Yes	Yes
Lim. English Prof.	2	2	-	-	2	-	-	-	-	-	-	-	-
Spec. Ed.	7	7	-	-	7	-	-	-	-	-	-	-	-
Free Lunch	21	21	100	Yes	21	86.9	Yes	4.3	Yes	93.3	-0.5	Yes	Yes
Afr. Amer./Black	1	1	-	-	1	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	6	6	-	-	6	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	156	156	100	Yes	156	94.2	Yes	0.7	Yes	95.7	-0.3	Yes	Yes

MATHEMATICS													
Student Group	A				B		C			D			AYP 2003
	Participation - 95%				Performance - 60.8		Improvement - 2/3 of Cycle III target			Attendance - 92% or 1 % better than prior year			
	Enrolled	Assessed	%	Met	N	CPI	Met	CPI Change	Met	%	Change	Met	
				Target			Target		Target				
Aggregate	357	354	99	Yes	349	70.3	Yes	0	No	95.6	-0.3	Yes	Yes
Lim. English Prof.	18	15	-	-	15	-	-	-	-	-	-	-	-
Spec. Ed.	45	45	100	Yes	45	47.8	No	0	No	94	0.5	Yes	No
Free Lunch	73	72	99	Yes	70	54.3	No	3.2	Yes	93.3	-0.5	Yes	Yes
Afr. Amer./Black	16	16	-	-	15	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	8	8	-	-	8	-	-	-	-	-	-	-	-
Hispanic	23	20	-	-	19	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	310	310	100	Yes	307	73.5	Yes	-0.1	No	95.7	-0.3	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Allsubgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	No	A plus	C & D

Beverly High School - 2003 Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS												
Student Group	A				B			C		D		AYP 2003
	Participation - 95%				Performance - 75.6			Improvement - 2/3 of Cycle III target		CD Attainment 70% (9/1/03)		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	291	275	95	Yes	264	85.6	Yes	4.6	Yes	96	Yes	Yes
Lim. English Prof.	9	8	-	-	7	-	-	-	-	-	-	-
Spec. Ed.	42	38	90	No	35	55.7	No	4.6	Yes	72	Yes	No
Free Lunch	47	41	87	No	38	57.9	No	3.7	Yes	68	No	No
Afr. Amer./Black	2	2	-	-	1	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-
Hispanic	6	5	-	-	4	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-
White	282	267	95	Yes	258	86.4	Yes	3.8	Yes	96	Yes	Yes

MATHEMATICS												
Student Group	A				B			C		D		AYP 2003
	Participation - 95%				Performance - 60.8			Improvement - 2/3 of Cycle III target		CD Attainment 70% (9/1/03)		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	291	277	95	Yes	266	83.5	Yes	10.7	Yes	96	Yes	Yes
Lim. English Prof.	9	8	-	-	7	-	-	-	-	-	-	-
Spec. Ed.	42	38	90	No	35	51.4	No	13.1	Yes	72	Yes	No
Free Lunch	46	41	89	No	38	61.2	Yes	19	Yes	68	No	No
Afr. Amer./Black	4	3	-	-	2	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	1	-	-	1	-	-	-	-	-	-	-
Hispanic	6	5	-	-	4	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-
White	280	268	96	Yes	259	84.1	Yes	9.7	Yes	96	Yes	Yes

Adequate Yearly Progress History											AYP Determinations	
	English Language Arts					Mathematics						
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003		
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		or
Allsubgroups	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	No		

Consequences of Not Making AYP

- Under NCLB, schools that fail to make AYP for 2 consecutive years must be “identified for improvement”
- Only schools already “identified for improvement” based on Cycle II results will be immediately impacted by 2003 AYP determinations
- All schools identified for improvement must develop a plan for improving student performance
- Title 1 schools identified for improvement must:
 - offer school choice
 - offer supplemental services, if they fail to make AYP for 3 consecutive years