

2009-2010 NCLB Report Card - Salem High

Salem High (02580505)

David J Angeramo, Principal

Mailing Address: 77 Willson Street

Salem, MA 01970

Phone: (978) 740-1123

FAX: (978) 740-1110

Website: <http://spssalemhs.salemk12.org/Pages/index>

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: Charter schools are not required to hire licensed teachers; 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.

Enrollment - 2009-10				Educator Data - 2009-10			
	School	District	State		School	District	State
Total Count	1,229	4,496	957,053	Total # of Teachers	118.0	408.2	69,908.9
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	97.5	98.8	97.1
African American or Black	4.4	4.4	8.2	Total Number of Classes in Core Academic Areas	402	2,138	280,489
Asian	3.7	3.2	5.3	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	99.3	99.5	97.3
Hispanic or Latino	36.2	32.4	14.8	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.7	0.5	2.7
Multi-race, Non-Hispanic	2.6	3.7	2.2	Student/Teacher Ratio	10.4 to 1	11.0 to 1	13.7 to 1
Native American	0.2	0.2	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.1				
White	52.9	56.0	69.1				
Gender (%)							
Male	51.5	51.5	51.3				
Female	48.5	48.5	48.7				
Selected Populations (%)							
Limited English Proficiency	8.0	11.3	6.2				
Low-Income	49.0	53.4	32.9				
Special Education	22.1	24.7	17.0				
First Language Not English	33.2	25.0	15.6				

Grades Offered: 09, 10, 11, 12

2007 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percents 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	236	16	49	81	19	100	220	7	32	66	34	100
Stud. w/ Disab	213	6	23	54	46	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9
African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5
Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

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	11	58	93	7	100	239	5	39	81	19	100
Stud. w/ Disab	238	4	33	83	17	14	220	2	19	60	40	11
LEP/FLEP	230	2	24	74	26	6	217	1	13	56	44	10
African American/Black	232	2	26	75	25	7	222	1	15	63	37	17
Asian/Pacific Islander	259	21	66	95	5	6	254	16	59	91	9	5
Hispanic/Latino	231	2	23	77	23	11	227	1	22	69	31	21
White	257	12	65	97	3	75	248	8	51	91	9	55
Low-Income	237	3	32	83	17	27	227	1	22	70	30	46

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	273	4	43	84	16	100	261	2	29	73	27	100
Stud. w/ Disab	246	1	13	55	45	13	226	#	7	34	66	9
LEP/FLEP	232	#	4	40	60	2	222	#	4	29	71	6
African American/Black	253	1	17	65	35	8	244	#	12	54	46	17
Asian/Pacific Islander	281	6	54	89	11	5	269	5	40	79	21	5
Hispanic/Latino	251	1	15	63	37	9	246	1	14	57	43	18
White	278	5	49	89	11	76	270	3	38	83	17	58
Low-Income	256	1	20	69	31	26	247	1	15	58	42	40

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	298	15	51	85	15	100	280	7	31	70	30	100
Stud. w/ Disab	271	2	18	62	38	9	246	1	8	33	67	9
LEP/FLEP	251	3	16	33	67	3	245	1	6	30	70	6
African American/Black	264	1	13	54	46	8	259	1	11	47	53	17
Asian/Pacific Islander	315	28	74	94	6	5	296	17	49	82	18	5
Hispanic/Latino	270	5	19	59	41	10	264	2	15	54	46	19
White	305	17	58	91	9	75	290	9	41	81	19	58
Low-Income	275	4	25	65	35	26	265	2	15	55	45	41

2007 Massachusetts NAEP Results

Participation Rates for Students with Disabilities and for Limited English Proficient 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 – Limited English Proficient	% of Students Excluded from Original Sample
Grade 4 Reading	4,200	14	4	6
Grade 4 Mathematics	4,200	14	6	5
Grade 8 Reading	3,600	13	2	7
Grade 8 Mathematics	3,600	9	3	9

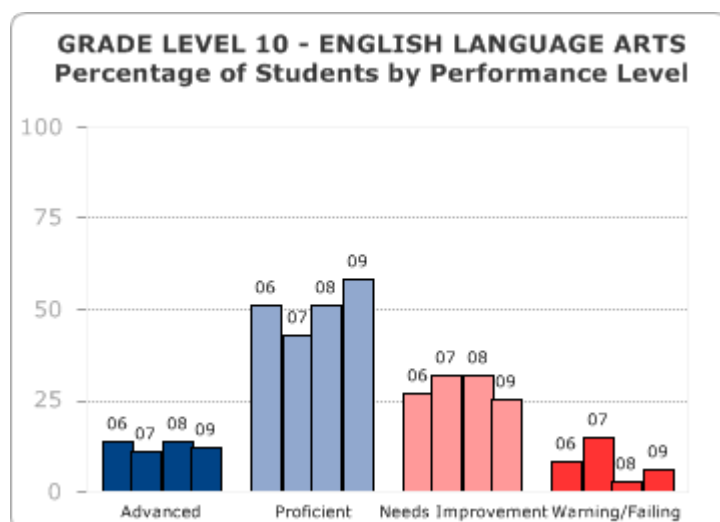
2009 MCAS Results by Subgroup by Grade then Subject

* **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.

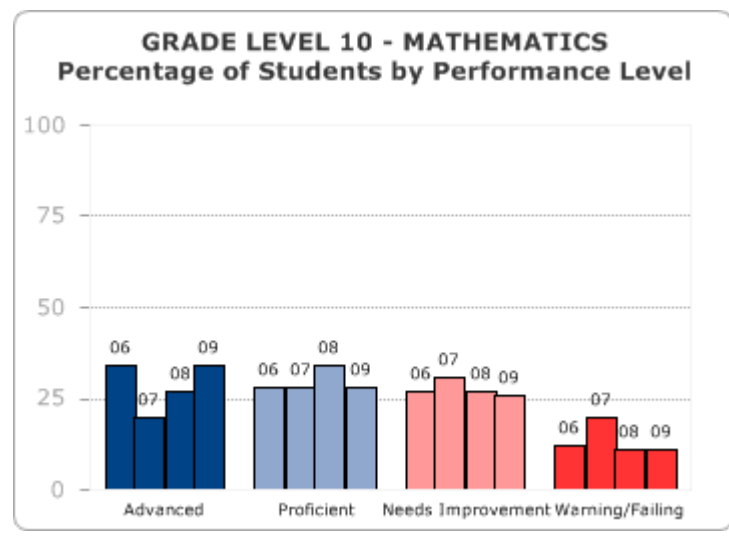
Data Last Updated on October 27, 2009

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						
AYP Subgroups																														
Stud. w/ Disab	51	94	0	27	53	20	66.7	20.5	34	59	91	0	27	51	22	64.4	20.5	36	11,369	95	4	39	38	19	76.0	39.0	9,089			
LEP/FLEP	22	88	0	18	68	14	61.4	N/A	8	24	90	0	21	67	13	63.5	N/A	8	3,227	95	3	28	45	25	65.7	53.0	1,691			
Low-Income	129	95	7	47	36	9	80.2	36.0	80	134	95	7	47	37	10	79.9	36.0	80	19,316	96	11	51	28	9	84.4	45.0	15,307			
African American/Black	15	100	13	33	47	7	78.3	N/A	11	15	100	13	33	47	7	78.3	N/A	11	5,947	96	12	51	28	8	84.8	51.0	4,510			
Asian	16	94	19	63	13	6	92.2	N/A	12	16	94	19	63	13	6	92.2	N/A	12	3,282	99	38	44	14	4	92.8	59.0	2,724			
Hispanic/Latino	99	95	3	48	39	9	79.0	32.0	65	102	94	3	48	40	9	78.9	32.0	65	8,564	96	9	48	31	12	81.4	45.0	6,445			
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	181	93	19	57	20	4	89.6	46.0	163			
White	149	99	16	66	15	3	93.1	36.5	128	159	98	15	64	16	5	91.0	36.5	130	51,126	99	33	53	11	3	94.9	50.0	46,055			
□																														
Other Subgroups																														
Male	141	97	9	55	28	9	83.9	36.0	97	147	96	8	53	29	10	82.7	36.5	98	35,727	98	23	54	18	5	90.5	49.0	30,595			
Female	147	97	15	61	22	2	91.2	36.0	123	155	97	14	61	22	3	90.0	36.0	124	34,574	98	35	50	12	3	94.0	50.0	30,291			
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,622	96	9	51	31	9	83.2	44.0	7,406			
Non-Title I	288	97	12	58	25	6	87.6	36.0	220	302	97	11	57	25	6	86.4	36.0	222	60,679	98	32	52	13	4	93.7	51.0	53,480			
Non-Low Income	159	99	16	67	15	3	93.6	36.5	140	168	98	15	65	17	4	91.7	36.5	142	50,985	99	35	52	10	2	95.2	51.0	45,579			
LEP	17	85	0	6	76	18	52.9	N/A	6	18	88	0	6	78	17	54.2	N/A	6	2,178	95	1	19	48	32	58.4	50.0	847			
FLEP	5	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,049	97	7	46	37	9	80.8	56.0	844			
1st Yr LEP*	6	-	-	-	-	-	-	-	-	11	100	-	-	-	-	-	N/A	N/A	448	98	-	-	-	-	-	N/A	N/A			
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	78	92	22	54	15	9	88.5	48.0	55			
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,123	98	30	50	17	4	92.0	49.0	934			
□																														
All Students																														
2009	288	97	12	58	25	6	87.6	36.0	220	302	97	11	57	25	6	86.4	36.0	222	70,383	98	29	52	15	4	92.2	50.0	60,902			
2008	258	99	14	51	32	3	86.8	N/A	N/A	280	99	13	48	33	6	85.0	N/A	N/A	71,510	98	23	51	21	4	90.3	N/A	N/A			



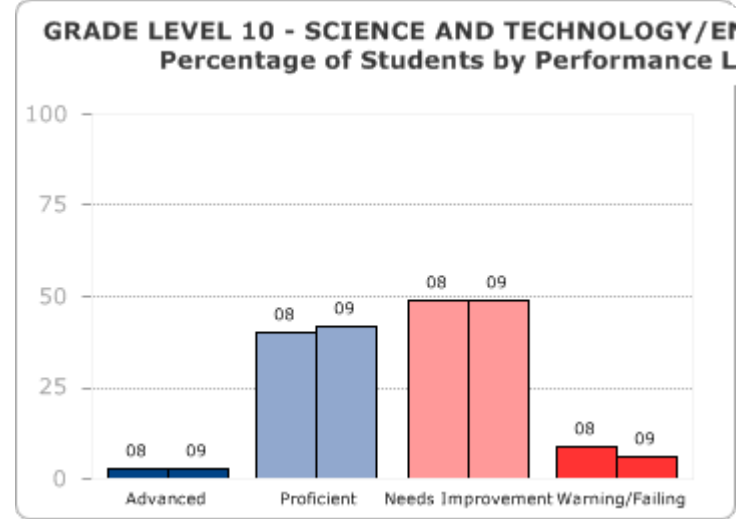
GRADE LEVEL 10 - MATHEMATICS

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			
AYP Subgroups																											
Stud. w/ Disab	51	94	6	8	55	31	54.4	26.0	33	60	92	5	8	52	35	52.5	28.0	34	11,389	95	11	26	35	28	69.4	47.0	9,047
LEP/FLEP	26	100	15	12	31	42	52.9	N/A	9	28	100	14	11	29	46	50.9	N/A	9	3,261	96	16	22	32	31	65.2	50.0	1,709
Low-Income	130	96	21	27	33	19	72.5	35.0	78	134	96	21	26	33	20	72.0	35.0	78	19,267	96	24	30	30	16	77.7	46.0	15,303
African American/Black	15	100	20	13	47	20	66.7	N/A	11	15	100	20	13	47	20	66.7	N/A	11	5,950	96	21	30	31	17	75.9	48.0	4,523
Asian	17	100	76	6	6	12	88.2	N/A	12	17	100	76	6	6	12	88.2	N/A	12	3,285	99	67	19	10	4	93.9	60.0	2,725
Hispanic/Latino	102	97	18	27	34	21	71.1	37.0	65	106	97	18	26	34	22	70.3	37.0	65	8,519	96	20	28	32	19	73.7	45.0	6,419
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	182	94	37	30	24	9	84.6	52.0	162
White	145	97	43	33	19	5	89.7	42.0	124	154	96	40	32	20	8	87.0	42.0	125	50,995	98	53	28	15	5	91.7	50.0	45,955
Other Subgroups																											
Male	141	97	35	27	25	13	80.5	38.0	95	147	96	33	27	25	15	79.1	38.0	96	35,651	98	47	27	18	9	87.7	51.0	30,563
Female	147	97	34	30	27	10	82.8	38.0	121	154	98	33	29	27	12	81.2	38.0	121	34,478	98	46	28	19	7	88.6	49.0	30,206
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,577	96	24	29	32	15	77.0	49.0	7,415
Non-Title I	288	97	34	28	26	11	81.7	38.0	216	301	97	33	28	26	13	80.1	38.0	217	60,552	98	50	27	16	6	89.9	50.0	53,354
Non-Low Income	158	99	46	30	20	5	89.2	41.0	138	167	98	43	29	20	8	86.7	42.0	139	50,862	98	55	27	14	5	92.1	51.0	45,466
LEP	21	100	10	14	33	43	51.2	N/A	7	22	100	9	14	32	45	50.0	N/A	7	2,210	95	13	19	32	37	60.3	48.0	860
FLEP	5	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,051	98	23	28	31	18	75.5	52.0	849
1st Yr LEP*	6	-	-	-	-	-	-	-	-	12	100	-	-	-	-	-	N/A	N/A	489	95	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	79	93	32	32	22	15	79.1	46.0	57
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	1,119	98	44	27	20	8	87.1	46.0	928
All Students																											
2009	288	97	34	28	26	11	81.7	38.0	216	301	97	33	28	26	13	80.1	38.0	217	70,194	98	47	28	18	8	88.1	50.0	60,782
2008	259	99	27	34	27	11	81.0	N/A	N/A	284	99	25	33	27	15	79.0	N/A	N/A	71,166	97	43	29	19	9	86.7	N/A	N/A



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING

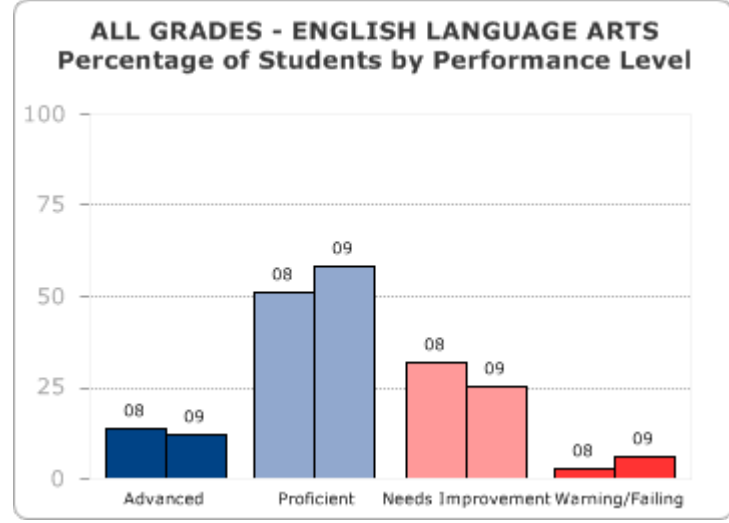
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	48	96	2	8	81	8	57.8	N/A	N/A	54	96	2	7	81	9	59.3	N/A	N/A	11,159	96	2	23	46	29	63.9	N/A	N/A
LEP/FLEP	21	95	0	14	43	43	46.4	N/A	N/A	21	95	0	14	43	43	46.4	N/A	N/A	2,791	96	2	16	43	39	54.5	N/A	N/A
Low-Income	117	98	3	26	59	12	66.5	N/A	N/A	118	98	3	26	59	12	66.5	N/A	N/A	18,717	97	4	32	44	19	69.1	N/A	N/A
African American/Black	12	100	0	33	50	17	68.8	N/A	N/A	13	100	0	31	54	15	67.3	N/A	N/A	5,670	97	3	30	46	21	67.0	N/A	N/A
Asian	14	100	7	71	21	0	91.1	N/A	N/A	14	100	7	71	21	0	91.1	N/A	N/A	3,073	99	29	41	22	7	87.0	N/A	N/A
Hispanic/Latino	89	97	0	25	62	13	64.3	N/A	N/A	90	97	0	24	62	13	64.4	N/A	N/A	8,168	97	3	25	48	24	63.6	N/A	N/A
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	177	97	8	47	36	8	80.2	N/A	N/A
White	146	100	5	51	43	1	83.2	N/A	N/A	151	100	5	49	44	2	82.8	N/A	N/A	49,809	99	19	51	25	5	87.9	N/A	N/A
Other Subgroups																											
Male	128	99	3	42	49	5	75.4	N/A	N/A	133	99	3	41	50	6	75.2	N/A	N/A	34,645	98	18	45	28	9	83.4	N/A	N/A
Female	142	99	3	42	49	6	77.8	N/A	N/A	144	99	3	42	49	6	77.6	N/A	N/A	33,389	99	15	46	31	8	82.8	N/A	N/A
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9,410	98	3	27	48	21	65.4	N/A	N/A
Non-Title I	270	99	3	42	49	6	76.7	N/A	N/A	277	99	3	41	50	6	76.4	N/A	N/A	58,624	99	19	48	26	7	85.9	N/A	N/A
Non-Low Income	153	100	3	54	41	1	84.5	N/A	N/A	159	100	3	52	43	2	83.8	N/A	N/A	49,317	99	21	50	24	5	88.4	N/A	N/A
LEP	17	94	0	6	47	47	41.2	N/A	N/A	17	94	0	6	47	47	41.2	N/A	N/A	1,745	94	1	11	41	47	49.0	N/A	N/A
FLEP	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,046	99	4	26	46	24	63.6	N/A	N/A
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73	94	15	30	41	14	76.4	N/A	N/A
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	1,064	98	19	43	30	8	82.8	N/A	N/A
All Students																											
2009	270	99	3	42	49	6	76.7	N/A	N/A	277	99	3	41	50	6	76.4	N/A	N/A	68,034	98	16	45	29	9	83.1	N/A	N/A
2008	230	87	3	40	49	9	75.0	N/A	N/A	237	87	3	39	49	10	73.8	N/A	N/A	68,358	97	14	43	31	12	79.8	N/A	N/A



* **Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2011 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 2007 are included in state-level results; only students enrolled in the same district since October 2007 are included in district-level results; only students enrolled in the same school since October 2007 are included in school-level results.

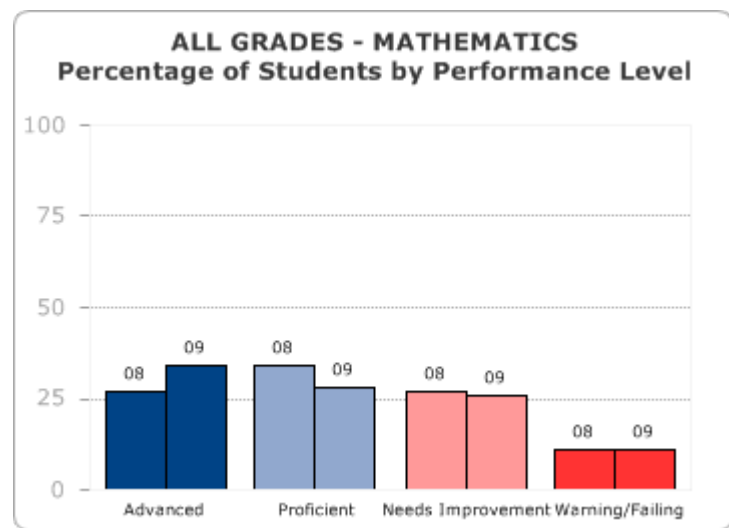
ALL GRADES - ENGLISH LANGUAGE ARTS

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			
AYP Subgroups																											
Stud. w/ Disab	51	94	0	27	53	20	66.7	20.5	34	580	98	1	20	45	34	63.8	31.0	395	89,677	98	2	26	42	29	67.8	40.0	66,224
LEP/FLEP	22	88	0	18	68	14	61.4	N/A	8	262	95	1	17	46	36	57.0	50.0	159	36,592	98	3	27	43	27	64.8	51.0	23,482
Low-Income	129	95	7	47	36	9	80.2	36.0	80	1,179	98	3	37	41	19	73.1	39.0	794	157,793	99	5	40	39	16	75.5	45.0	118,989
African American/Black	15	100	13	33	47	7	78.3	N/A	11	98	99	6	32	39	23	70.9	42.0	64	40,098	99	6	41	38	15	76.3	48.0	30,107
Asian	16	94	19	63	13	6	92.2	N/A	12	72	99	14	60	24	3	90.3	38.5	56	24,556	99	26	48	20	6	89.5	60.0	18,925
Hispanic/Latino	99	95	3	48	39	9	79.0	32.0	65	726	97	2	33	44	21	70.5	40.0	492	68,042	98	5	36	40	19	72.6	46.0	49,717
Native American	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,346	98	9	48	32	10	81.7	47.0	1,089
White	149	99	16	66	15	3	93.1	36.5	128	1,266	99	9	54	28	9	85.6	42.0	967	354,294	99	19	55	21	5	90.2	50.0	288,750
Other Subgroups																											
Male	141	97	9	55	28	9	83.9	36.0	97	1,120	98	4	43	37	16	76.7	38.0	807	256,002	99	12	50	28	10	84.2	47.0	201,735
Female	147	97	15	61	22	2	91.2	36.0	123	1,122	99	10	50	30	11	83.3	44.0	826	242,663	99	21	52	22	6	88.9	53.0	194,583
Title I		-	-	-	-	-	-	-	-	1,376	99	5	44	36	15	77.8	41.0	1,040	133,053	99	5	39	40	16	75.0	46.0	98,091
Non-Title I	288	97	12	58	25	6	87.6	36.0	220	866	98	11	49	29	11	83.6	42.0	593	365,612	99	20	55	20	5	90.7	51.0	298,227
Non-Low Income	159	99	16	67	15	3	93.6	36.5	140	1,063	99	11	57	25	6	87.7	43.0	839	340,872	99	21	56	19	4	91.6	52.0	277,329
LEP	17	85	0	6	76	18	52.9	N/A	6	175	93	0	5	49	46	48.1	46.0	91	24,008	98	1	18	46	35	57.2	48.0	13,474
FLEP	5	-	-	-	-	-	-	-	-	87	100	2	40	41	16	74.7	56.0	68	12,584	99	7	44	38	11	79.3	54.0	10,008
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	22	100	0	23	41	36	58.0	N/A	12
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	563	97	15	46	26	12	84.1	51.0	389
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	74	100	11	46	28	15	80.1	41.0	51	9,766	99	16	49	27	8	85.8	50.0	7,341
All Students																											
2009	288	97	12	58	25	6	87.6	36.0	220	2,244	99	7	46	33	13	80.0	41.0	1,633	499,025	99	16	51	25	8	86.5	50.0	396,371
2008	258	99	14	51	32	3	86.8	N/A	N/A	2,177	99	7	45	35	13	78.5	44.0	1,399	501,261	99	14	50	27	9	85.2	50.0	329,788



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	51	94	6	8	55	31	54.4	26.0	33	584	98	2	10	28	60	50.6	38.0	389	89,871	98	4	16	33	47	56.9	43.0	66,303			
LEP/FLEP	26	100	15	12	31	42	52.9	N/A	9	279	100	4	8	32	56	45.2	46.0	162	36,981	99	8	21	33	38	59.2	49.0	23,757			
Low-Income	130	96	21	27	33	19	72.5	35.0	78	1,189	99	7	21	34	37	60.5	41.0	791	158,289	99	9	24	36	31	64.5	44.0	119,659			
African American/Black	15	100	20	13	47	20	66.7	N/A	11	98	100	9	17	38	36	61.0	40.0	63	40,235	99	8	23	37	32	62.7	46.0	30,260			
Asian	17	100	76	6	6	12	88.2	N/A	12	73	100	40	33	18	10	87.3	57.0	56	24,624	100	42	31	19	8	87.6	60.0	18,987			
Hispanic/Latino	102	97	18	27	34	21	71.1	37.0	65	740	99	6	19	35	41	57.7	44.0	492	68,363	99	8	22	35	35	61.4	44.0	50,091			
Native American	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,351	98	13	29	34	24	70.1	47.0	1,090			
White	145	97	43	33	19	5	89.7	42.0	124	1,264	99	19	34	28	19	76.3	42.0	965	354,557	99	27	36	26	11	83.0	51.0	289,352			
Other Subgroups																														
Male	141	97	35	27	25	13	80.5	38.0	95	1,124	99	15	27	30	29	69.0	44.0	808	256,497	99	24	32	28	17	78.1	50.0	202,538			
Female	147	97	34	30	27	10	82.8	38.0	121	1,129	100	14	29	31	25	70.3	43.0	822	242,977	99	23	33	29	15	78.9	50.0	194,984			
Title I	-	-	-	-	-	-	-	-	-	1,389	100	9	26	33	32	65.0	43.0	1,039	133,536	99	9	25	37	29	65.0	46.0	98,715			
Non-Title I	288	97	34	28	26	11	81.7	38.0	216	864	98	24	30	27	20	77.2	44.0	591	365,938	99	29	35	25	11	83.5	51.0	298,807			
Non-Low Income	158	99	46	30	20	5	89.2	41.0	138	1,064	99	23	35	27	16	79.9	46.0	839	341,185	99	30	36	25	9	85.0	52.0	277,863			
LEP	21	100	10	14	33	43	51.2	N/A	7	192	100	1	5	30	64	39.6	40.5	94	24,378	99	5	17	32	46	53.1	48.0	13,727			
FLEP	5	-	-	-	-	-	-	-	-	87	100	11	14	34	40	57.5	50.5	68	12,603	99	14	29	34	23	70.8	52.0	10,030			
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	100	0	26	30	43	55.4	N/A	12			
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	570	98	21	29	28	22	74.5	50.0	392			
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	72	97	8	32	31	29	67.7	45.0	51	9,774	99	23	31	29	17	77.5	49.0	7,350			
All Students																														
2009	288	97	34	28	26	11	81.7	38.0	216	2,254	99	14	28	31	27	69.6	43.0	1,630	499,717	99	23	32	28	16	78.5	50.0	397,572			
2008	259	99	27	34	27	11	81.0	N/A	N/A	2,189	99	15	27	30	28	68.7	41.0	1,404	501,976	99	24	31	28	17	77.7	50.0	330,279			



Salem High:
2009 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action - Subgroups	High	On Target
MATHEMATICS	Improvement Year 2 - Subgroups	High	On Target

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2009
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	97	No	87.6	Yes	0.8	Yes	68.3	Yes
Lim. English Prof.	-	-	-	61.4	-	-	-	-	-
Special Education	Yes	95	No	66.7	No	0.5	No	45.5	No
Low Income	Yes	95	No	80.2	No	-0.2	Yes	58.3	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	95	No	79.0	No	-0.3	Yes	62.2	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	93.1	Yes	1.9	Yes	70.6	Yes
MATHEMATICS									
Aggregate	Yes	97	No	81.7	Yes	0.7	Yes	68.3	Yes
Lim. English Prof.	-	-	-	52.9	-	-	-	-	-
Special Education	Yes	95	No	54.4	No	-3.2	No	45.5	No
Low Income	Yes	96	No	72.5	No	1.0	Yes	58.3	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	97	No	71.1	No	0.6	Yes	62.2	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	Yes	89.7	Yes	3.2	Yes	70.6	Yes

Adequate Yearly Progress History											NCLB Accountability Status
	2001	2002	2003	2004	2005	2006	2007	2008	2009		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	-	-	No	Yes	No	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Improvement Year 2 - Subgroups
	All Subgroups	-	-	No	Yes	Yes	No	No	Yes	No	

Salem High:
AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2009
	Enrolled	Assessed	%	Met Target (95%)	N	2009 CPI	Met Target (90.2)	2008 CPI (Baseline)	Gain Target	On Target Range	Met Target	2008 (4yr)	Change (4yr)	2007 (5yr)	Met Target	
Aggregate	313	305	97	Yes	288	87.6	No	86.8	2.2	86.8-91.5	Yes	68.3	-5.5	76.9	Yes	Yes
Lim. English Prof.	39	35	-	-	22	61.4	-	-	-	-	-	-	-	-	-	-
Special Education	55	52	95	Yes	51	66.7	No	66.2	5.6	67.3-76.3	No	45.5	-3.8	50.7	No	No
Low Income	149	142	95	Yes	129	80.2	No	80.4	3.3	81.2-86.2	No	58.3	-7.6	70.9	Yes	No
Afr. Amer./Black	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	17	16	-	-	16	-	-	-	-	-	-	-	-	-	-	-
Hispanic	115	109	95	Yes	99	79.0	No	79.3	3.5	79.3-87.3	No	62.2	-5.9	71.7	Yes	No
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	157	156	99	Yes	149	93.1	Yes	91.2	1.5	91.2-95.2	Yes	70.6	-4.8	77.7	Yes	Yes

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2009
	Enrolled	Assessed	%	Met Target (95%)	N	2009 CPI	Met Target (84.3)	2008 CPI (Baseline)	Gain Target	On Target Range	Met Target	2008 (4yr)	Change (4yr)	2007 (5yr)	Met Target	
Aggregate	313	305	97	Yes	288	81.7	No	81.0	3.2	81.7-86.7	Yes	68.3	-5.5	76.9	Yes	Yes
Lim. English Prof.	40	40	-	-	26	52.9	-	-	-	-	-	-	-	-	-	-
Special Education	55	52	95	Yes	51	54.4	No	57.6	7.1	60.2-69.2	No	45.5	-3.8	50.7	No	No
Low Income	149	143	96	Yes	130	72.5	No	71.5	4.8	73.8-78.8	No	58.3	-7.6	70.9	Yes	No
Afr. Amer./Black	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	17	17	-	-	17	-	-	-	-	-	-	-	-	-	-	-
Hispanic	116	113	97	Yes	102	71.1	No	70.5	4.9	72.9-77.9	No	62.2	-5.9	71.7	Yes	No
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	156	151	97	Yes	145	89.7	Yes	86.5	2.3	86.5-91.3	Yes	70.6	-4.8	77.7	Yes	Yes

Adequate Yearly Progress History											NCLB Accountability Status
	2001	2002	2003	2004	2005	2006	2007	2008	2009		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	-	-	No	Yes	No	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Improvement Year 2 - Subgroups
	All Subgroups	-	-	No	Yes	Yes	No	No	Yes	No	

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.

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 2009 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.

SGP: Each student with at least two consecutive years of MCAS scores will receive a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. 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 on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

Accountability Data (2009)

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>.