

**BELMONT PUBLIC SCHOOLS
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**EXHIBIT C
9-27-11**

TO: Dr. Thomas S. Kingston
Interim Superintendent

DATE: September 20, 2011

FROM: Janice G. Darias, JGD
Assistant Superintendent

RE: 2011 Accountability Data

Official district and school Accountability Data, which include Adequate Yearly Progress (AYP) determinations and No Child Left Behind (NCLB) accountability status, will be released to the public mid-September. A preview of this information was provided to districts on September 14, 2011, and is summarized in this memo.

As required by the federal No Child Left Behind Act, all districts and schools receive an annual Accountability Status designation based on meeting “adequate yearly progress” targets. These targets measure each district’s and school’s progress toward the NCLB goal that 100% of students achieve proficiency in English Language Arts and Mathematics by 2014. This is measured by students’ performance on MCAS in addition to MCAS participation and yearly attendance or graduation rates.

Districts and schools receive an annual AYP determination based on four parameters:

1. Participation (the percentage of students who took the MCAS). The state requirement to make AYP is 95%.
2. Attendance for the school year or, for high schools, graduation rate. The state attendance requirement is 92%. The state graduation requirement over four years is 70%.

3. Performance as measured by the scores achieved by students in the form of Composite Performance Index (CPI). CPI points are awarded based on MCAS scores:

MCAS Scaled Scores	Performance Level	CPI Points Awarded
240-280	Proficient and Advanced	100
230-238	Needs Improvement – High	75
220-228	Needs Improvement – Low	50
210-218	Warning/Failing – High	25
200-209	Warning/Failing – Low	0

The state Performance Targets were increased in 2011:

- 95.1 CPI in English Language Arts
- 92.2 CPI in Mathematics

2010 Performance Targets were:

- 90.2 CPI in English Language Arts
- 84.3 CPI in Mathematics

Performance targets have increased every two years since 2002 in order to reach the 2014 target of 100 CPI. [See Appendix A for a chart of the progression.]

4. Improvement, which measures a specific district's or school's progress toward the goal of 100 CPI in 2014.

A district or school meets Adequate Yearly Progress determinations based on achieving the standard in Participation, Attendance, and either Performance or Improvement. AYP is measured for all students (aggregate) and subgroups of students (with at least 40 students that equals 5% or more of the total population). Schools that do not meet AYP determinations in the aggregate or any subgroup for two consecutive years are assigned to a status category of "improvement." AYP must be met for two consecutive years to exit the category of improvement.

Here is the information for the district and each school in English Language Arts and Mathematics.

English Language Arts

	2010 CPI Target	2010 CPI Actual (aggregate)	2011 CPI Target	2011 CPI Actual (aggregate)	2011 State Performance CPI Target	2011 AYP (aggregate)	2011 Performance Rating	2011 Improvement Rating	2011 NCLB Accountability Status
District	95.8-97.6	96.1	96.1-98.1	96.4	95.1	Yes	Very High	On Target	No Status
Burbank	95.4-98.8	95.4	95.4-99.1	94.4		No	Very High	No Change	No Status
Butler	96.2-99.5	95.1	95.1-98.8	93.5		No	Very High	No Change	No Status
Wellington	92.2-96.3	92.1	92.1-96.6	94.8		Yes	Very High	On Target	No Status
Winn Brook	96.4-99.6	96.5	96.5-99.9	93.9		No	Very High	Declined	No Status
Chenery Middle School	96.8-99.9	97.1	97.1-100	97.5		Yes	Very High	Met NCLB Goal	Improvement – Year 1 – Subgroups
Belmont High School	99.1-100	98.7	98.7-100	99.9		Yes	Very High	Met NCLB Goal	No Status

Mathematics

	2010 CPI Target	2010 CPI Actual (aggregate)	2011 CPI Target	2011 CPI Actual (aggregate)	2011 State Performance CPI Target	2011 AYP (aggregate)	2011 Performance Rating	2011 Improvement Rating	2011 NCLB Accountability Status
District	92.2-94.2	92.5	93.4-95.4	92.3	92.2	Yes	Very High	No Change	No Status
Burbank	92.4-96.4	92.6	92.6-97.0	92.7		Yes	Very High	On Target	No Status
Butler	90.2-94.7	93.1	93.1-97.3	90.2		No	Very High	Declined	No Status
Wellington	92.2-96.3	91.5	91.5-96.1	92.4		Yes	Very High	On Target	No Status
Winn Brook	96.0-99.3	96.3	96.3-99.7	93.7		Yes	Very High	Declined	No Status
Chenery Middle School	90.6-95.0	91.7	91.7-96.3	91.7		Yes	Very High	On Target	Improvement – Year 2 – Subgroups
Belmont High School	98.6-100	99.0	99.0-100	99.4		Yes	Very High	Met NCLB Goal	No Status

As we approach the 2014 deadline for 100% proficiency, the performance and improvement targets become more challenging to meet. A school that does not make AYP in the aggregate and/or all subgroups for two consecutive years is given a designation of “Improvement.” To exit this designation, they must meet AYP for two consecutive years. In accordance with No Child Left Behind, AYP is measured for these groups of students: students with disabilities, students with limited English proficiency, economically disadvantaged students, and students belonging to racial and ethnic minority groups.

In 2009 and 2010, all subgroups at Cheney Middle School did not meet AYP in English Language Arts or Mathematics. As a result, the school received the designation of “Improvement – Year 1.” In 2011, all subgroups met AYP in English Language Arts; the designation remains at “Improvement – Year 1” for this subject because they must meet AYP for two consecutive years to exit this designation. However, in Mathematics all subgroups did not make AYP, which changes the status designation to “Improvement – Year 2.”

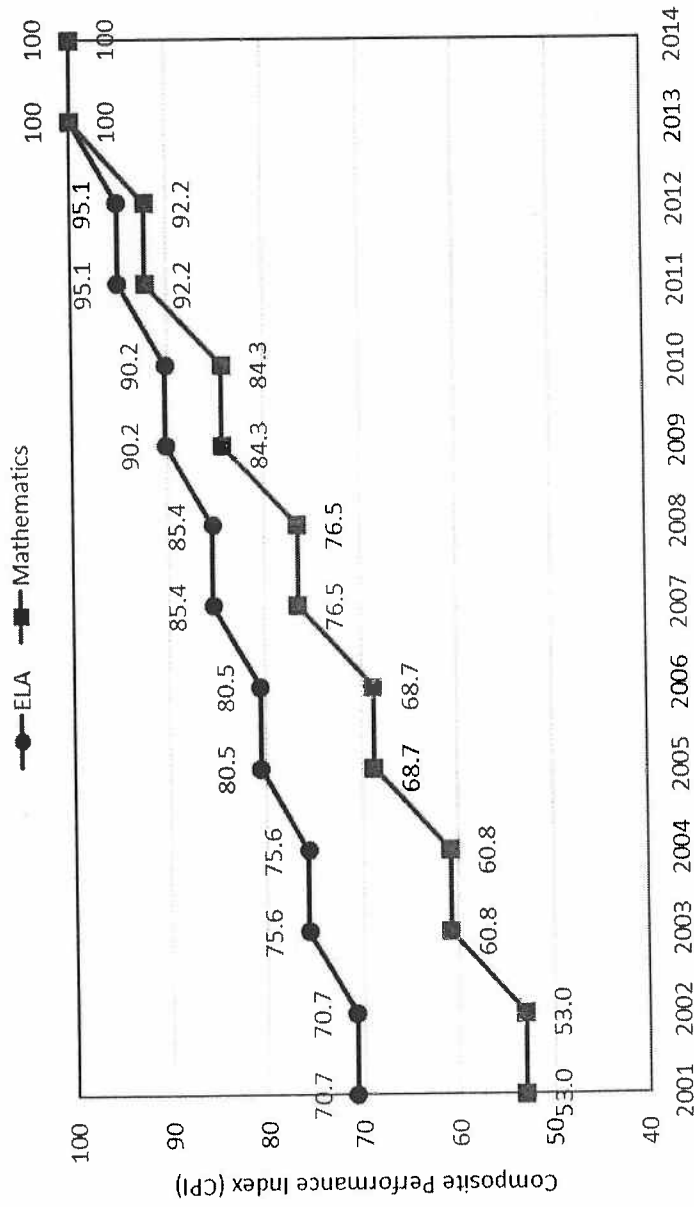
Three elementary schools did not make AYP in 2011 for one or more subjects. They include the Burbank School, which did not make AYP in English Language Arts (aggregate); the Butler School, which did not make AYP in English Language Arts or Mathematics (aggregate and subgroups); and the Winn Brook School, which did not make AYP in English Language Arts (aggregate and subgroups). This is the first year that all three schools did not attain AYP targets; therefore they still maintain the designation of “No Status.”

What are the next steps?

School and district leaders will work together toward the goal of meeting the learning needs of all students. This will be achieved by continuing to focus resources to:

1. Analyze data,
2. Identify and address improvements in instruction,
3. Provide professional development to all teachers, and
4. Implement changes in the classrooms.

Appendix A



From "School Leaders Guide to the 2011 Accountability Reports," Massachusetts Department of Elementary and Secondary Education.