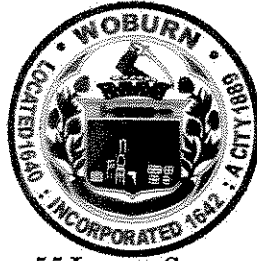


Woburn Public Schools

MARK D. DONOVAN
SUPERINTENDENT OF SCHOOLS
Ext. 200

Tel: 781-937-8233
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55 Locust Street
Woburn, MA 01801

GARY S. REESE, Ed.D.
ASSISTANT SUPERINTENDENT FOR
CURRICULUM
Ext. 201

JOSEPH V. ELIA
ASSISTANT SUPERINTENDENT FOR
FINANCE AND OPERATIONS
Ext. 202

October 21, 2011

Dear Parent or Guardian:

We are pleased to share with you the 2011 report card for the JoyceSchool. It contains information about enrollment and teacher qualifications, testing, and accountability. The report card consists of three sections, and each section presents data on the school as it compares to the district and the state as a whole.

Part I: Enrollment and Teacher Qualifications

Under NCLB, teachers must hold a Massachusetts teaching license at the Preliminary, Initial, or Professional level and demonstrate subject matter competency in the areas they teach. NCLB standards apply to the subject matter taught by teachers. For example, a teacher may be qualified to teach one subject but not another. With this in mind, we are doubling our efforts to make sure all teachers at our school are appropriately assigned to teach classes that reflect their qualifications.

The JoyceSchool is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. The information in the enclosed report card contains information about the teachers in our schools as a whole.

Part II: Testing

This section contains information on how Massachusetts students performed on the National Assessment of Educational Progress (NAEP). NAEP 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.

This section also contains information on how your child's school compares to the district and the state on the Massachusetts Comprehensive Assessment System (MCAS) exam. If your child took the MCAS last year, you will receive a parent/guardian report with your child's results, along with an explanation for what those results mean.

Part III: Accountability

This section contains the school's 2011 Adequate Yearly Progress (AYP) report. AYP is a measure of the extent to which a student group demonstrates proficiency in English language arts and mathematics. AYP Reports, issued each year, show the progress schools and districts are making toward the goal of having all students reach proficiency by the year 2014.

To receive an affirmative AYP determination, the school must meet a student participation requirement, an additional attendance or graduation requirement, and either the State's performance target or the group's own improvement target. Schools that do not make AYP for two or more consecutive years must follow a required course of action to improve school performance. A school's "Accountability status" defines that course of action. Accountability Status designations include Improvement, Corrective Action and Restructuring. To be assigned to the positive No Status category, schools have to make AYP in a subject for all student groups for two or more consecutive years.

If you have any questions regarding the 2011 report card for our school, please feel free to contact Tom Qualey, Principal at 781-937-8233.

School Accountability Notification

The Joyce Middle School has been identified for restructuring in mathematics for student subgroups under the federal No Child Left Behind Act (NCLB).

Adequate Yearly Progress (AYP) is a measure of the extent to which a student group demonstrates proficiency in English language arts and mathematics. AYP Reports are issued each year and show the progress schools and districts are making toward the goal of having all students reach proficiency by the year 2014. Schools and districts that do not make AYP for two or more consecutive years must follow a required course of action to improve school performance. A school or district's "Accountability Status" defines that course of action. Accountability Status designations include Improvement, Corrective Action and Restructuring. To be assigned to the positive No Status category schools have to make AYP in a subject for all student groups for two or more consecutive years.

This designation alone does not indicate a failing school. It highlights areas where more work is needed by principals, teachers and parents to ensure that all students are successful. Schools identified under NCLB become eligible for additional support from the school district and the state as they work together to improve teaching and learning, especially in English language arts and mathematics.

We are doing many things to improve teaching and learning in the school, including:

- We appointed a full-time mathematics specialist, who is responsible for working with the most struggling students build competency in their mathematical skills and concepts.

- Last year, we purchased a new math series, based on scientific research and aligned to the Massachusetts Curriculum Frameworks.
- We are providing after-school tutoring and homework help for students needing more support.

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school and school success helps children become successful adults. We encourage you to become involved in helping us improve our school. Some of the ways you can become involved are:

- Attending parent-teacher meetings and other special meetings
- Serving as a volunteer in our school or district
- Encouraging other parents to become involved

For more information on participating in the school improvement process, contact Tom Qualey, Principal at 781-937-8233.

District Accountability Notification

As of the 2010-2011 school year, our district has been identified for improvement because one or more student groups in each of the district's three grade spans did meet academic proficiency targets in English Language Arts and for corrective action because one or more student groups in each of the district's three grade spans did meet academic proficiency targets in mathematics.

Because of this designation, the district must develop a plan for improvement. One important component of this plan will be parent involvement in both the development and implementation of the plan.

We are doing many things to improve teaching and learning in the district, including:

- We are providing high-quality professional development for instructional staff that focuses primarily on improved instruction;
- We are implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects; and

Sincerely,



Gary S. Reese, Ed.D.

Assistant Superintendent

Enc.: NCLB Report Card

2011 NCLB Report Card - Daniel L Joyce Middle School

Daniel L Joyce Middle School (03470410)

Thomas J Qualey, Principal
 Mailing Address: 55 Locust Street
 Woburn, MA 01801
 Phone: (781) 937-8233
 FAX: (781) 932-0668
 Website: <http://woburnpublicschools.com>

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
Total Count	511	4,809	955,563	Total # of Teachers	48.0	364.3	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	97.9	98.9	97.5
African American or Black	3.5	5.3	8.2	Total Number of Classes in Core Academic Areas	278	2,460	335,925
Asian	4.5	6.8	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	97.7
Hispanic or Latino	8.2	7.7	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	1.8	1.7	2.4	Student/Teacher Ratio	10.6 to 1	13.2 to 1	13.9 to 1
Native American	0.0	0.1	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	1.4	1.3
Native Hawaiian or Pacific Islander	0.2	0.1	0.1				
White	81.8	78.1	68.0				
Gender (%)							
Male	51.1	49.8	51.3				
Female	48.9	50.2	48.7				
Selected Populations (%)							
Limited English Proficiency	2.5	4.2	7.1				
Low-Income	24.5	24.9	34.2				
Special Education	21.3	16.7	17.0				
First Language Not English	11.4	13.3	16.3				

Grades Offered: 06, 07, 08

2009 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	234	13	47	80	20	100	220	7	32	66	34	100
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

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	12	57	92	8	100	239	6	38	81	19	100
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

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	274	5	43	83	17	100	262	2	30	74	26	100
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

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	17	52	85	15	100	282	7	33	71	29	100
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

2009 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.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	3,900	14	6	5
Grade 4 Mathematics	3,700	14	6	5
Grade 8 Reading	3,600	15	1	5
Grade 8 Mathematics	3,600	14	2	6

2011 MCAS Results by Subgroup by Grade and Subject

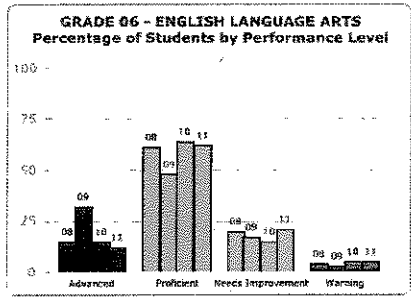
* NOTE: First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science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

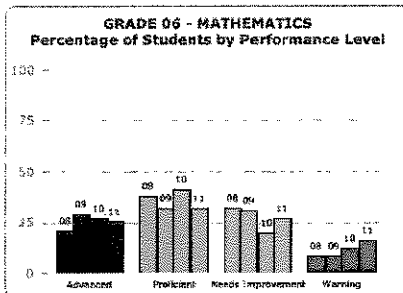
Data Last Updated on September 30, 2011

Student Group	GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS																										
	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	41	100	0	29	51	20	70.1	28.0	33	82	99	0	34	51	15	72.3	35.0	68	13,567	99	2	26	40	32	66.0	44.0	11,630
ELL/Former ELL	9	-	-	-	-	-	-	-	-	21	100	10	67	10	14	89.3	N/A	16	6,070	99	3	28	39	29	64.1	49.0	5,160
Low-Income	66	100	2	62	29	8	85.2	46.0	59	123	100	7	63	25	6	86.8	51.5	110	25,709	99	5	42	36	17	75.4	45.0	23,245
African American/Black	7	-	-	-	-	-	-	-	-	14	100	7	64	21	7	83.9	N/A	12	5,863	99	5	40	38	17	74.7	44.0	5,187
Asian	10	100	10	80	10	0	97.5	N/A	9	24	100	17	79	4	0	99.0	70.0	23	3,585	100	28	49	17	6	90.3	59.0	3,324
Hispanic/Latino	17	100	29	47	12	12	85.3	N/A	17	33	100	15	55	24	6	85.6	61.0	26	10,626	99	5	37	37	21	71.7	45.0	9,461
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	174	100	10	50	30	10	82.9	50.0	164
White	127	100	11	62	23	4	90.0	47.0	117	284	100	15	60	22	4	90.7	51.0	262	49,572	100	21	56	18	5	90.9	51.0	47,240
Other Subgroups																											
High Needs	83	100	1	57	33	10	82.8	45.5	74	168	99	5	55	32	7	84.2	49.0	147	33,533	99	5	41	36	18	75.4	46.0	30,155
Male	92	100	7	61	28	4	87.5	43.0	84	188	99	10	58	28	4	87.6	45.0	171	36,643	100	13	51	25	11	84.5	49.0	34,021
Female	75	100	19	64	12	5	93.0	60.0	71	173	100	20	64	13	3	93.6	62.0	157	34,821	100	22	51	20	7	88.7	51.0	32,881
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21,947	99	6	42	36	16	75.9	45.0	19,932
Non-Title I	167	100	12	62	21	5	90.0	49.0	155	361	100	14	61	21	4	90.5	52.0	328	49,544	100	22	56	17	5	91.3	52.0	46,977
Non-Low Income	101	100	19	62	16	3	93.1	52.5	96	238	100	18	60	18	3	92.4	53.5	218	45,782	100	24	57	15	4	92.8	53.0	43,664
ELL	2	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	3,860	99	1	19	42	38	56.0	48.0	3,062
Former ELL	7	-	-	-	-	-	-	-	-	14	100	14	64	7	14	92.9	N/A	11	2,210	100	6	45	35	13	78.3	51.0	2,098
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	529	96	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	62	100	11	40	37	11	81.9	52.5	54
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,582	100	19	48	24	9	86.1	52.0	1,472
All Students																											
2011	167	100	12	62	21	5	90.0	49.0	155	361	100	14	61	21	4	90.5	52.0	328	71,491	100	17	51	23	9	86.6	50.0	66,909
2010	163	100	15	64	15	5	91.7	56.5	152	371	99	14	59	21	6	89.6	54.0	338	72,172	100	15	54	21	9	86.8	50.0	67,589

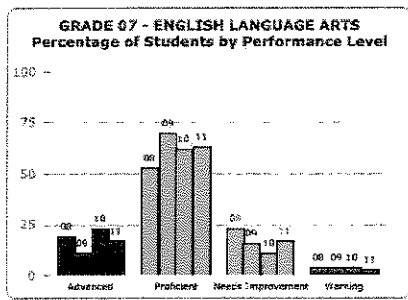


GRADE LEVEL 6 - MATHEMATICS

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	41	100	5	7	44	44	55.5	25.0	35	83	100	2	13	45	40	57.8	20.5	70	13,575	99	4	15	31	50	55.2	41.0	11,527			
ELL/Former ELL	9	-	-	-	-	-	-	-	-	21	100	24	29	24	24	73.8	N/A	17	6,120	100	8	20	31	40	58.3	50.0	5,149			
Low-Income	66	100	15	26	33	26	70.1	47.0	61	123	100	14	28	37	22	70.7	38.5	112	25,721	100	11	26	33	30	66.4	46.0	23,143			
African American/Black	7	-	-	-	-	-	-	-	-	14	100	7	21	29	43	55.4	N/A	12	5,888	100	10	24	32	34	63.6	45.0	5,171			
Asian	10	100	50	30	20	0	92.5	N/A	9	24	100	46	38	17	0	93.8	48.0	23	3,600	100	49	27	16	8	88.8	64.0	3,327			
Hispanic/Latino	17	100	35	24	18	24	75.0	N/A	17	33	100	18	18	39	24	65.2	47.0	27	10,648	99	9	24	33	34	62.8	45.0	9,409			
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	174	100	16	30	33	21	72.3	44.0	162			
White	127	100	22	34	30	14	79.3	50.0	120	285	100	19	34	35	12	79.4	36.0	264	49,563	100	30	36	23	11	84.6	51.0	47,172			
Other Subgroups																														
High Needs	83	100	12	25	36	27	68.7	48.5	76	169	100	11	25	41	24	68.6	37.0	149	33,570	99	11	25	33	31	65.9	46.0	30,009			
Male	92	100	27	26	30	16	77.7	52.0	87	189	100	20	30	36	14	77.0	34.0	173	36,652	100	26	31	25	18	79.0	49.0	33,945			
Female	75	100	23	39	23	16	80.7	50.0	71	173	100	21	36	30	13	79.6	40.0	158	34,854	100	26	33	25	15	80.4	51.0	32,808			
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21,986	100	13	26	33	28	67.4	46.0	19,870			
Non-Title I	167	100	25	32	27	16	79.0	51.0	158	362	100	21	33	33	14	78.2	37.0	331	49,550	100	32	35	21	11	85.1	51.0	46,890			
Non-Low Income	101	100	32	36	23	10	84.9	53.0	97	239	100	24	35	31	9	82.1	35.0	219	45,815	100	35	36	21	9	87.1	52.0	43,617			
ELL	2	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	3,912	99	5	15	30	50	50.8	50.0	3,063			
Former ELL	7	-	-	-	-	-	-	-	-	14	100	29	36	21	14	83.9	N/A	11	2,208	100	15	29	33	23	71.5	50.0	2,086			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	591	99	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	62	100	24	23	31	23	73.8	63.5	54			
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,571	99	27	30	25	18	78.4	53.0	1,458			
All Students																														
2011	167	100	25	32	27	16	79.0	51.0	158	362	100	21	33	33	14	78.2	37.0	331	71,536	100	26	32	25	16	79.6	50.0	66,760			
2010	161	99	27	41	20	12	85.4	43.0	151	371	99	23	34	26	17	78.3	34.0	339	72,177	100	27	32	25	16	79.7	50.0	67,652			

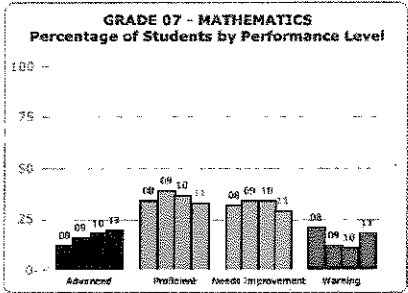


GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
AYP Subgroups																											
Stud. w/ Disab	43	98	2	35	49	14	75.6	32.0	38	90	99	3	31	47	19	76.4	37.0	72	13,682	98	1	30	44	25	70.8	42.0	11,761
ELL/Former ELL	10	100	10	70	10	10	87.5	N/A	8	17	100	6	59	12	24	85.3	N/A	11	4,801	98	2	33	42	23	69.1	54.0	3,985
Low-Income	47	96	9	53	30	9	83.0	50.0	43	105	98	6	58	28	9	86.2	44.0	90	25,276	99	4	49	34	12	80.6	47.0	22,818
African American/Black	3	-	-	-	-	-	-	-	-	11	100	9	55	18	18	86.4	N/A	9	5,892	99	5	51	33	11	81.6	52.0	5,201
Asian	7	-	-	-	-	-	-	-	-	14	100	29	36	14	21	82.1	N/A	10	3,631	99	28	54	15	4	93.0	60.0	3,370
Hispanic/Latino	15	100	13	53	20	13	81.7	N/A	15	34	100	9	50	26	15	84.6	64.5	28	10,431	98	4	46	36	14	78.2	48.0	9,239
Native American	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	175	100	5	58	31	6	85.6	48.0	163
White	146	98	17	64	17	1	93.5	48.5	138	320	99	13	66	18	3	93.2	45.0	297	50,554	99	17	63	16	4	92.6	50.0	48,163
Other Subgroups																											
High Needs	76	97	8	53	32	8	84.5	48.0	68	166	99	5	52	32	11	84.8	44.5	138	32,954	99	4	48	35	13	80.2	47.0	29,569
Male	89	98	10	63	21	6	89.3	60.0	83	194	99	8	61	25	6	89.3	45.0	175	36,995	99	9	57	26	8	86.4	43.0	34,367
Female	85	99	25	62	12	1	95.3	47.5	80	193	99	19	66	12	3	94.4	49.0	176	35,235	99	20	61	15	4	92.9	57.0	33,224
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19,614	99	5	51	34	11	81.4	48.0	17,776
Non-Title I	174	98	17	63	17	3	92.2	50.0	163	387	99	13	63	19	5	91.9	47.0	351	52,646	99	18	62	15	4	92.6	51.0	49,825
Non-Low Income	127	99	20	66	12	2	95.7	50.0	120	282	100	16	65	16	3	94.0	47.0	261	46,984	99	20	64	13	3	94.3	52.0	44,783
ELL	5	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	3,207	97	1	22	47	30	61.7	52.0	2,475
Former ELL	5	-	-	-	-	-	-	-	-	11	100	9	64	9	18	88.6	N/A	8	1,594	99	4	55	32	8	84.1	57.0	1,510
1st Yr ELL*	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	611	95	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	60	98	17	62	15	7	92.5	55.0	56
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,487	99	16	56	23	6	88.7	47.0	1,399
All Students																											
2011	174	98	17	63	17	3	92.2	50.0	163	387	99	13	63	19	5	91.9	47.0	351	72,260	99	14	59	21	6	89.5	50.0	67,601
2010	155	99	23	62	11	4	95.5	58.0	147	327	100	15	63	17	5	91.7	53.0	305	71,350	99	11	61	21	7	88.6	50.0	66,670



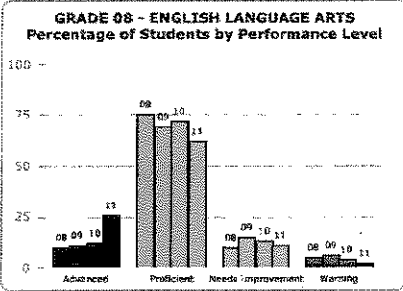
GRADE LEVEL 7 - MATHEMATICS

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	44	100	5	16	27	52	54.0	60.0	37	90	100	4	12	23	60	51.7	58.0	71	13,759	99	3	11	27	60	47.9	43.0	11,776			
ELL/Former ELL	10	100	40	30	20	10	85.0	N/A	8	17	100	24	35	12	29	80.9	N/A	11	4,891	99	6	16	28	51	50.5	55.0	4,016			
Low-Income	49	100	6	18	41	35	59.7	36.0	41	107	100	6	21	36	36	60.7	37.5	88	25,435	99	7	22	33	39	58.8	46.0	22,864			
African American/Black	3	-	-	-	-	-	-	-	-	11	100	0	27	36	36	63.6	N/A	9	5,925	99	6	22	32	41	57.7	48.0	5,207			
Asian	7	-	-	-	-	-	-	-	-	14	100	36	21	7	36	75.0	N/A	10	3,659	100	44	30	16	10	87.4	62.0	3,373			
Hispanic/Latino	15	100	7	33	33	27	63.3	N/A	14	34	100	6	29	26	38	64.0	54.0	27	10,508	99	6	20	31	43	55.9	48.0	9,274			
Native American	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	174	100	9	27	34	30	63.9	46.0	162			
White	149	100	21	34	29	16	78.2	57.0	139	322	100	17	30	30	22	72.7	46.0	299	50,644	100	22	35	27	16	78.6	50.0	48,195			
Other Subgroups																														
High Needs	78	100	10	22	35	33	64.4	48.5	66	167	100	7	21	31	41	60.6	45.5	136	33,158	99	6	21	33	40	58.1	47.0	29,637			
Male	91	100	16	31	30	23	73.6	49.5	82	195	100	15	26	32	27	69.1	46.0	174	37,156	99	19	30	27	24	72.6	47.0	34,457			
Female	86	100	24	35	29	12	80.2	60.0	81	194	100	18	33	27	23	73.8	47.0	178	35,310	100	20	33	27	20	75.2	53.0	33,217			
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19,722	99	7	23	33	37	59.9	49.0	17,811			
Non-Title I	177	100	20	33	29	18	76.8	58.0	163	389	100	16	30	29	25	71.5	46.5	352	52,773	100	24	35	25	16	79.0	51.0	49,874			
Non-Low Income	128	100	26	38	25	11	83.4	60.5	122	282	100	21	33	27	20	75.5	49.0	264	47,060	100	26	37	25	13	82.0	52.0	44,821			
ELL	5	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	3,289	99	3	11	25	61	43.8	54.0	2,497			
Former ELL	5	-	-	-	-	-	-	-	-	11	100	18	45	9	27	81.8	N/A	8	1,602	100	10	26	33	31	64.2	56.0	1,519			
1st Yr ELL*	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	680	100	-	-	-	-	-	N/A	N/A			
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	61	100	20	41	18	21	79.5	63.0	57			
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,495	100	19	29	27	25	71.1	48.0	1,406			
All Students																														
2011	177	100	20	33	29	18	76.8	58.0	163	389	100	16	30	29	25	71.5	46.5	352	72,495	99	19	32	27	22	73.8	50.0	67,685			
2010	156	100	18	37	34	11	80.9	56.5	148	326	100	9	36	38	17	74.0	43.5	304	71,452	99	14	39	27	19	76.1	50.0	66,751			



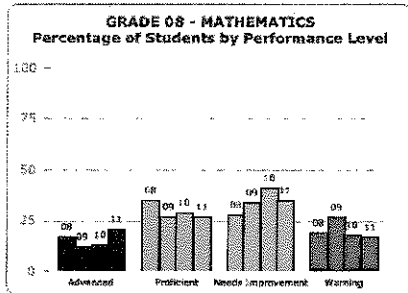
GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS

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	29	100	3	55	31	10	87.1	29.0	25	72	99	3	40	39	18	75.7	26.5	64	13,173	98	2	39	34	25	73.5	45.0	11,329			
ELL/Former ELL	6	-	-	-	-	-	-	-	-	12	100	0	50	50	0	79.2	N/A	7	4,166	98	2	34	35	28	67.0	55.0	3,289			
Low-Income	47	100	17	55	21	6	89.9	48.5	40	94	99	11	54	31	4	87.2	44.0	83	24,487	99	7	55	25	12	82.9	49.0	22,181			
African American/Black	8	-	-	-	-	-	-	-	-	14	100	14	57	21	7	85.7	N/A	11	5,812	99	7	58	25	11	84.0	50.0	5,235			
Asian	6	-	-	-	-	-	-	-	-	13	100	38	54	8	0	98.1	N/A	12	3,681	99	34	51	11	4	93.8	60.0	3,395			
Hispanic/Latino	8	-	-	-	-	-	-	-	-	25	100	4	68	20	8	93.0	N/A	18	9,967	98	6	52	27	15	80.0	50.0	8,834			
Native American	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	205	100	13	60	19	9	87.7	48.0	190			
White	137	100	28	61	10	1	96.5	35.0	135	275	100	20	61	15	4	92.2	36.0	264	50,465	99	23	61	11	4	93.9	50.0	48,333			
Other Subgroups																														
High Needs	65	100	14	60	22	5	91.2	42.0	57	144	99	8	53	31	9	84.0	37.0	127	31,988	99	6	54	26	14	82.4	49.0	28,713			
Male	75	100	13	75	8	4	96.0	33.0	69	184	100	13	61	19	8	88.7	41.0	167	36,712	99	14	60	18	8	88.6	46.0	34,285			
Female	85	100	36	51	13	0	95.6	42.0	83	149	99	28	60	11	1	95.6	40.0	144	34,950	99	27	58	11	4	93.8	55.0	33,139			
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18,648	99	8	57	25	11	83.8	50.0	17,056			
Non-Title I	160	100	26	62	11	2	95.8	40.0	152	333	100	20	60	16	5	91.8	40.0	311	53,035	99	25	60	11	5	93.6	50.0	50,379			
Non-Low Income	113	100	29	65	6	0	98.2	39.5	112	239	100	23	63	10	5	93.6	40.0	228	47,196	99	27	61	9	3	95.3	51.0	45,254			
ELL	4	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	2,958	97	1	24	40	35	59.6	53.0	2,157			
Former ELL	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,208	100	7	59	23	10	85.1	58.0	1,132			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	546	94	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	78	99	19	59	14	8	89.7	55.0	67			
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,454	99	21	59	14	6	91.6	52.0	1,370			
All Students																														
2011	160	100	26	62	11	2	95.8	40.0	152	333	100	20	60	16	5	91.8	40.0	311	71,683	99	20	59	15	6	91.1	50.0	67,435			
2010	160	100	12	72	13	4	94.4	37.5	156	326	100	13	68	14	5	92.7	37.5	302	72,237	99	17	61	16	7	90.4	50.0	67,821			



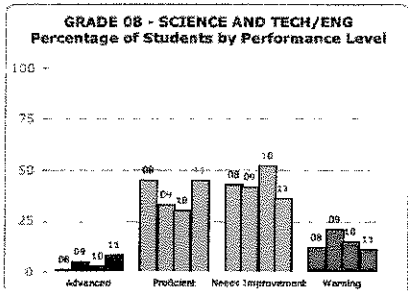
GRADE LEVEL 8 - MATHEMATICS

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				#	%	A	P	NI	W		
AYP Subgroups																																			
Stud. w/ Disab	29	100	3	14	31	52	54.3	40.0	26	73	99	1	12	32	55	49.3	51.0	64	13,168	98	3	11	26	60	48.1	46.0	11,283								
ELL/Former ELL	6	-	-	-	-	-	-	-	-	12	100	25	25	42	8	72.9	N/A	7	4,205	99	7	14	25	54	48.6	58.0	3,296								
Low-Income	47	100	17	9	45	30	64.4	42.0	41	95	99	11	18	41	31	63.2	46.0	83	24,486	99	9	21	32	38	59.4	48.0	22,182								
African American/Black	8	-	-	-	-	-	-	-	-	14	100	0	14	64	21	64.3	N/A	11	5,822	99	7	21	32	39	57.7	49.0	5,220								
Asian	6	-	-	-	-	-	-	-	-	13	100	38	31	23	8	82.7	N/A	12	3,698	100	48	26	16	10	87.0	61.0	3,400								
Hispanic/Latino	8	-	-	-	-	-	-	-	-	26	100	8	12	58	23	64.4	N/A	18	9,967	99	8	19	30	43	55.8	50.0	8,855								
Native American	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	204	99	12	27	33	27	66.1	46.0	190								
White	137	100	23	31	31	16	75.5	36.0	136	274	100	18	32	31	19	73.9	49.0	263	50,486	99	27	32	26	16	78.9	50.0	48,340								
Other Subgroups																																			
High Needs	65	100	15	14	43	28	64.6	45.0	58	145	99	8	18	39	34	59.8	49.0	127	32,009	99	8	20	31	40	58.5	48.0	28,700								
Male	75	100	28	28	27	17	79.3	47.5	70	184	100	21	26	32	21	73.6	57.5	166	36,733	99	23	28	26	22	73.9	51.0	34,274								
Female	85	100	15	26	42	16	69.7	27.0	83	149	99	12	34	38	16	71.6	40.5	144	34,980	99	23	29	27	20	74.6	50.0	33,169								
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18,653	99	11	22	31	36	60.8	50.0	17,059								
Non-Title I	160	100	21	27	35	17	74.2	36.0	153	333	100	17	29	35	19	72.7	49.0	310	53,087	99	28	31	25	16	79.0	50.0	50,397								
Non-Low Income	113	100	23	35	31	12	78.3	34.5	112	238	100	20	34	32	14	76.6	52.0	227	47,254	99	31	33	24	13	81.9	51.0	45,274								
ELL	4	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	2,998	99	4	10	23	63	42.3	57.0	2,172								
Former ELL	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,207	99	13	24	31	32	64.3	60.5	1,124								
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	592	100	-	-	-	-	-	N/A	N/A								
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	80	100	19	28	28	26	70.3	57.0	68								
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,456	99	24	28	26	22	73.7	50.0	1,370								
All Students																																			
2011	160	100	21	27	35	17	74.2	36.0	153	333	100	17	29	35	19	72.7	49.0	310	71,740	99	23	29	27	21	74.2	50.0	67,456								
2010	159	99	13	29	41	18	73.1	23.0	154	329	99	16	30	34	19	73.6	44.0	303	72,180	99	22	29	28	21	74.8	51.0	67,938								



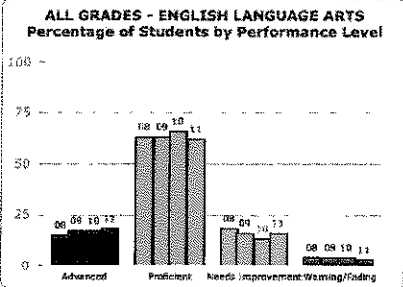
GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY/ENGINEERING

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	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
AYP Subgroups																														
Stud. w/ Disab	29	100	3	17	48	31	63.8	N/A	N/A	73	99	1	16	47	36	57.2	N/A	N/A	13,096	98	1	11	41	48	50.9	N/A	N/A			
ELL/Former ELL	6	-	-	-	-	-	-	-	-	12	100	0	17	75	8	64.6	N/A	N/A	4,196	99	0	7	31	62	39.8	N/A	N/A			
Low-Income	47	100	2	32	38	28	68.1	N/A	N/A	95	99	1	24	53	22	63.7	N/A	N/A	24,392	99	1	16	46	37	53.9	N/A	N/A			
African American/Black	8	-	-	-	-	-	-	-	-	14	100	0	14	29	57	53.6	N/A	N/A	5,799	99	1	13	46	41	50.7	N/A	N/A			
Asian	6	-	-	-	-	-	-	-	-	13	100	0	54	38	8	80.8	N/A	N/A	3,696	100	10	41	34	14	76.9	N/A	N/A			
Hispanic/Latino	8	-	-	-	-	-	-	-	-	26	100	0	15	62	23	61.5	N/A	N/A	9,925	98	1	12	42	45	49.0	N/A	N/A			
Native American	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	203	99	0	24	49	26	62.2	N/A	N/A			
White	137	100	9	48	37	6	81.8	N/A	N/A	274	100	6	42	43	9	77.2	N/A	N/A	50,390	99	5	41	43	11	76.3	N/A	N/A			
Other Subgroups																														
High Needs	65	100	3	29	45	23	67.7	N/A	N/A	145	99	1	23	50	26	61.9	N/A	N/A	31,899	98	1	16	47	36	54.9	N/A	N/A			
Male	75	100	11	47	33	9	83.0	N/A	N/A	184	100	7	38	41	14	75.7	N/A	N/A	36,644	99	5	36	41	18	71.6	N/A	N/A			
Female	85	100	5	44	39	13	75.3	N/A	N/A	149	99	3	41	46	10	73.8	N/A	N/A	34,899	99	4	33	44	19	69.0	N/A	N/A			
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18,581	99	1	17	45	37	54.0	N/A	N/A			
Non-Title I	160	100	8	45	36	11	78.9	N/A	N/A	333	100	5	39	44	12	74.8	N/A	N/A	52,988	99	6	41	41	12	76.0	N/A	N/A			
Non-Low Income	113	100	10	50	35	4	83.4	N/A	N/A	238	100	7	45	40	8	79.3	N/A	N/A	47,177	99	6	44	40	9	78.8	N/A	N/A			
ELL	4	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	2,992	99	0	3	25	72	34.8	N/A	N/A			
Former ELL	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,204	99	1	16	44	40	52.3	N/A	N/A			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	589	99	-	-	-	-	-	N/A	N/A			
Native Hawaiian/ Pacific Islander	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	80	100	1	36	46	16	69.4	N/A	N/A			
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,450	99	4	35	42	18	70.2	N/A	N/A			
All Students																														
2011	160	100	8	45	36	11	78.9	N/A	N/A	333	100	5	39	44	12	74.8	N/A	N/A	71,569	99	4	35	42	19	70.3	N/A	N/A			
2010	159	99	3	30	52	15	72.0	N/A	N/A	327	99	2	34	48	16	71.3	N/A	N/A	72,026	99	4	36	41	19	71.0	N/A	N/A			



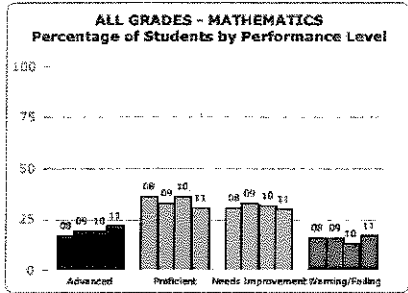
ALL GRADES - ENGLISH LANGUAGE ARTS

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	N	I	W			#	%	A	P	N	I	W			#	%	A	P	N	I	W			#	%	A	P	N	I	W	
AYP Subgroups																																			
Stud. w/ Disab	113	99	2	38	45	15	76.5	32.0	96	521	98	3	36	41	20	77.3	37.0	367	92,004	98	2	28	41	29	68.3	42.0	67,383								
ELL/Former ELL	25	100	8	64	12	16	85.0	63.0	21	151	99	5	46	36	12	80.3	54.5	84	42,402	98	3	30	42	25	66.2	50.0	27,475								
Low-Income	160	99	8	58	27	8	85.9	46.5	142	748	99	8	55	30	8	85.4	47.0	558	174,384	99	6	43	36	15	77.1	46.0	132,764								
African American/Black	18	100	6	72	17	6	88.9	N/A	15	121	99	12	47	31	10	82.6	55.0	81	40,300	99	6	44	35	15	77.4	47.0	30,278								
Asian	23	100	22	61	9	9	94.6	N/A	19	140	99	29	51	13	7	91.6	65.0	106	26,656	99	28	49	18	6	90.2	59.0	20,597								
Hispanic/Latino	40	100	20	50	18	13	84.4	64.0	37	205	100	10	50	29	11	86.0	47.0	145	72,903	99	5	40	37	18	74.2	46.0	53,717								
Native American	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958								
White	410	99	19	63	17	2	93.4	46.0	390	2,019	99	18	60	19	4	92.2	46.0	1,604	343,938	99	21	56	19	5	90.9	51.0	281,256								
Other Subgroups																																			
High Needs	224	99	7	56	29	8	85.8	46.0	199	1,108	99	7	51	32	10	84.2	45.0	808	229,396	99	5	42	36	16	77.0	46.0	173,378								
Male	256	99	10	66	20	5	90.6	45.0	236	1,280	99	11	58	24	6	88.9	45.0	988	254,409	99	13	51	26	10	84.7	47.0	201,101								
Female	245	100	27	59	12	2	94.7	51.0	234	1,253	100	23	58	16	3	93.3	50.0	985	242,686	99	22	53	20	5	89.8	53.0	195,020								
Title I	-	-	-	-	-	-	-	-	-	105	100	0	42	52	6	77.6	51.0	65	148,778	99	6	43	37	15	76.8	46.0	110,697								
Non-Title I	501	99	18	62	16	3	92.6	47.0	470	2,428	99	18	59	18	5	91.6	47.0	1,908	348,480	99	22	56	17	5	91.6	52.0	285,485								
Non-Low Income	341	100	23	65	11	1	95.7	47.0	328	1,785	100	21	59	16	4	93.4	47.0	1,415	322,874	99	24	57	16	4	92.6	52.0	263,418								
ELL	11	100	0	64	18	18	77.3	N/A	8	74	98	1	42	42	15	76.4	51.0	37	29,528	98	1	21	46	31	59.4	48.0	17,497								
Former ELL	14	100	14	64	7	14	91.1	N/A	13	77	100	9	51	31	9	84.1	59.0	47	12,874	99	7	49	33	10	81.7	54.0	9,978								
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412								
Multi-race - Non-Hispanic/Latino	9	-	-	-	-	-	-	-	-	42	100	5	55	26	14	83.3	36.5	32	11,536	99	18	51	24	8	86.9	51.0	8,903								
All Students																																			
2011	501	99	18	62	16	3	92.6	47.0	470	2,533	99	17	58	20	5	91.0	47.0	1,973	497,258	99	17	52	23	8	87.2	50.0	396,182								
2010	478	100	17	66	13	4	93.8	49.0	455	2,444	99	16	58	22	5	90.5	49.0	1,866	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						
AYP Subgroups																														
Stud. w/ Disab	114	100	4	12	34	49	54.6	42.5	98	526	99	4	19	38	39	62.4	40.0	371	92,185	99	5	17	33	45	57.7	43.0	67,337			
ELL/Former ELL	25	100	36	32	16	16	84.0	84.0	21	153	100	14	35	33	18	75.8	59.5	86	42,747	99	9	24	34	34	62.0	52.0	27,467			
Low-Income	162	100	13	19	39	30	65.3	42.0	143	751	99	11	31	38	21	72.4	41.0	557	174,589	99	10	27	35	27	67.3	46.0	132,625			
African American/Black	18	100	6	6	56	33	58.3	N/A	15	121	99	9	30	40	21	70.9	37.0	81	40,391	99	9	25	36	30	65.0	47.0	30,273			
Asian	23	100	48	22	17	13	85.9	N/A	19	140	99	36	39	16	9	88.8	61.0	106	26,741	100	45	32	16	7	89.5	64.0	20,599			
Hispanic/Latino	40	100	20	23	33	25	68.8	43.0	36	206	100	11	28	38	24	71.1	39.0	145	73,062	99	9	25	35	30	64.4	46.0	53,604			
Native American	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956			
White	413	100	22	33	30	15	77.7	47.0	395	2,023	100	22	38	29	11	82.1	44.0	1,610	344,050	99	28	37	25	10	84.3	50.0	281,305			
Other Subgroups																														
High Needs	226	100	12	21	38	29	66.0	48.0	200	1,113	99	10	30	38	23	71.4	42.0	810	229,782	99	10	27	35	28	67.1	46.0	173,254			
Male	258	100	24	28	29	19	76.7	49.0	239	1,283	100	20	35	31	14	79.9	44.0	991	254,687	99	24	33	26	16	79.4	50.0	201,207			
Female	246	100	21	33	32	15	76.7	42.0	235	1,255	100	21	38	29	11	81.8	45.0	988	242,853	99	24	35	27	13	80.5	51.0	194,843			
Title I	-	-	-	-	-	-	-	-	-	105	100	0	25	52	23	62.9	47.0	65	148,969	99	10	28	36	25	68.2	48.0	110,579			
Non-Title I	504	100	22	31	30	17	76.7	47.0	474	2,433	100	22	37	29	12	81.6	45.0	1,914	348,743	99	30	37	23	10	85.0	51.0	285,536			
Non-Low Income	342	100	27	36	26	11	82.2	49.0	331	1,787	100	25	39	27	9	84.4	46.0	1,422	323,123	100	32	38	22	8	86.8	52.0	263,490			
ELL	11	100	36	27	18	18	77.3	N/A	8	76	100	9	30	42	18	71.4	52.0	39	29,878	99	6	20	35	40	56.3	52.0	17,513			
Former ELL	14	100	36	36	14	14	89.3	N/A	13	77	100	18	39	25	18	80.2	68.0	47	12,869	100	16	34	32	18	75.1	53.0	9,954			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419			
Multi-race - Non-Hispanic/Latino	9	-	-	-	-	-	-	-	-	42	100	17	26	33	24	72.6	44.5	32	11,535	99	24	33	28	15	79.1	50.0	8,894			
All Students																														
2011	504	100	22	31	30	17	76.7	47.0	474	2,538	100	21	36	30	13	80.8	45.0	1,979	497,712	99	24	34	27	15	79.9	50.0	396,115			
2010	476	99	19	36	32	13	79.8	40.0	453	2,449	99	25	35	28	12	82.0	47.0	1,870	498,632	99	26	33	27	15	79.9	50.0	396,662			



Daniel L Joyce Middle School - 2011 Accountability Data

District: Woburn (03470000)
 School: Daniel L Joyce Middle School (03470410)
 Accountability & Assistance Level: Level 2
 School Title I Status: Non-Title I School (NT)
 NCLB School Choice Required: No
 Supplemental Educational Services Required: No

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	No Change
MATHEMATICS	Restructuring Year 1 - Subgroups	Declined

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) Attendance		
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	99	No	92.6	No	-1.2	Yes	95.6	No
Lim. English Prof.	-	-	-	85.0	-	-	-	-	-
Special Education	Yes	99	No	76.5	No	-3.3	Yes	94.2	No
Low Income	Yes	99	No	85.9	No	-3.1	Yes	94.2	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	94.8	-	-	-	-	-
Hispanic	Yes	100	No	84.4	Yes	5.1	Yes	95.3	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	93.4	No	-1.1	Yes	95.6	No
MATHEMATICS									
Aggregate	Yes	100	No	76.7	No	-3.2	Yes	95.6	No
Lim. English Prof.	-	-	-	84.0	-	-	-	-	-
Special Education	Yes	100	No	54.6	No	-1.5	Yes	94.2	No
Low Income	Yes	100	No	65.3	No	-4.5	Yes	94.2	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	85.4	-	-	-	-	-
Hispanic	Yes	100	No	68.8	Yes	5.8	Yes	95.3	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	77.7	No	-3.8	Yes	95.6	No

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	No	Yes	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Restructuring Year 1 - Subgroups
	All Subgroups	No	Yes	Yes	No	No	No	No	No	

Daniel L Joyce Middle School:
AYP Data Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance				(C) Improvement			(D) Attendance			
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	AYP 2011
Aggregate	518	515	99	Yes	501	92.6	No	93.8	1.6	93.8-97.9	No	95.6	0.8	Yes	No
Lim. English Prof.	28	28	-	-	25	85.0	-	-	-	-	-	-	-	-	-
Special Education	117	116	99	Yes	113	76.5	No	79.8	5.1	82.4-87.4	No	94.2	1.3	Yes	No
Low Income	163	161	99	Yes	160	85.9	No	89.0	2.8	89.3-94.3	No	94.2	1.4	Yes	No
Afr. Amer./Black	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	24	24	-	-	24	94.8	-	-	-	-	-	-	-	-	-
Hispanic	45	45	100	Yes	40	84.4	No	79.3	5.2	80.0-89.0	Yes	95.3	0.6	Yes	Yes
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	422	419	99	Yes	410	93.4	No	94.5	1.4	94.5-98.4	No	95.6	0.7	Yes	No

MATHEMATICS															
Student Group	(A) Participation				(B) Performance				(C) Improvement			(D) Attendance			
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	AYP 2011
Aggregate	518	518	100	Yes	504	76.7	No	79.9	5.0	82.4-87.4	No	95.6	0.8	Yes	No
Lim. English Prof.	28	28	-	-	25	84.0	-	-	-	-	-	-	-	-	-
Special Education	117	117	100	Yes	114	54.6	No	56.1	11.0	64.6-69.6	No	94.2	1.3	Yes	No
Low Income	163	163	100	Yes	162	65.3	No	69.8	7.6	74.9-79.9	No	94.2	1.4	Yes	No
Afr. Amer./Black	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	24	24	-	-	24	85.4	-	-	-	-	-	-	-	-	-
Hispanic	45	45	100	Yes	40	68.8	No	63.0	9.3	67.8-76.8	Yes	95.3	0.6	Yes	Yes
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	422	422	100	Yes	413	77.7	No	81.5	4.6	83.6-88.6	No	95.6	0.7	Yes	No

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No		No Status
ELA All Subgroups	Yes	Yes	Yes	No	Yes	No	Yes	No		
MATH Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	No		Restructuring Year 1 - Subgroups
MATH All Subgroups	No	Yes	Yes	No	No	No	No	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.

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-AII) 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-AIT.

MCAS Performance Level (Scaled Score Range)	MCAS-AIT 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>.