

Woburn Public Schools

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SUPERINTENDENT OF SCHOOLS
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October 21, 2011

Dear Parent or Guardian:

We are pleased to share with you the 2011 report card for the Linscott-Rumford School. 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 Linscott-Rumford School 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 Ernie Wells, Principal at 781-937-8239.

District Accountability Notification

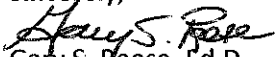
As of the 2010-2011 school year, our district has been identified for improvement because one or more student groups in each of the district's three grade spans did meet academic proficiency targets in English Language Arts and for corrective action because one or more student groups in each of the district's 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
- We are providing after-school tutoring and homework help for students needing more support.

Sincerely,


Gary S. Reese, Ed.D.

Assistant Superintendent

Enc.: NCLB Report Card

2011 NCLB Report Card - Linscott-Rumford

Linscott-Rumford (03470025)

Ernest E Wells, Principal
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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	223	4,809	955,563	Total # of Teachers	15.9	364.3	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	98.9	97.5
African American or Black	10.3	5.3	8.2	Total Number of Classes in Core Academic Areas	157	2,460	335,925
Asian	18.4	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	4.0	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	1.3	1.7	2.4	Student/Teacher Ratio	14.0 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	0.0	0.1	0.1				
White	65.9	78.1	68.0				
Gender (%)							
Male	44.4	49.8	51.3				
Female	55.6	50.2	48.7				
Selected Populations (%)							
Limited English Proficiency	8.5	4.2	7.1				
Low-Income	26.0	24.9	34.2				
Special Education	13.0	16.7	17.0				
First Language Not English	21.1	13.3	16.3				

Grades Offered: K, 01, 02, 03, 04, 05

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.

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

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

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

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

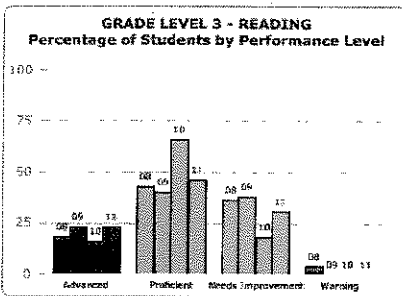
* NOTE: First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science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

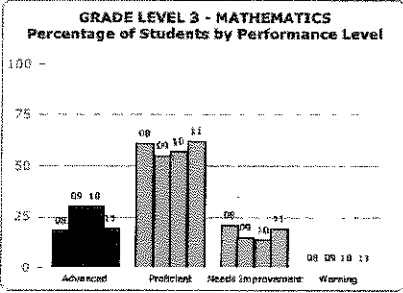
Data Last Updated on September 30, 2011

Student Group	GRADE LEVEL 3 - READING																												
	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	5	-	-	-	-	-	-	69	100	7	26	46	20	77.9	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A				
ELL/Former ELL	3	-	-	-	-	-	-	32	100	3	50	38	9	85.2	N/A	N/A	8,640	99	3	30	46	22	67.1	N/A	N/A				
Low-Income	9	-	-	-	-	-	-	108	100	3	48	41	8	82.2	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A				
African American/Black	3	-	-	-	-	-	-	21	100	5	29	57	10	73.8	N/A	N/A	5,473	99	3	34	45	18	71.4	N/A	N/A				
Asian	4	-	-	-	-	-	-	19	100	32	26	26	16	88.2	N/A	N/A	4,123	99	17	52	24	7	87.4	N/A	N/A				
Hispanic/Latino		-	-	-	-	-	-	21	100	5	48	33	14	88.1	N/A	N/A	11,279	99	3	33	45	19	70.6	N/A	N/A				
Native American		-	-	-	-	-	-		-	-	-	-	-	-	-	-	168	100	8	39	40	13	78.9	N/A	N/A				
White	19	100	26	53	21	0	93.4	N/A	N/A	279	100	12	57	27	4	89.2	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A		
L																													
Other Subgroups																													
High Needs	13	100	23	38	38	0	88.5	N/A	N/A	159	100	6	43	41	11	82.2	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A		
Male	8	-	-	-	-	-	-	175	100	10	52	33	6	86.6	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A				
Female	18	100	28	50	22	0	94.4	N/A	N/A	173	100	14	54	27	5	89.7	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A		
Title I		-	-	-	-	-	-	36	100	0	31	64	6	74.3	N/A	N/A	25,849	100	4	37	44	15	73.7	N/A	N/A				
Non-Title I	26	100	23	46	31	0	91.3	N/A	N/A	312	100	13	56	26	5	89.7	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A		
Non-Low Income	17	100	29	53	18	0	95.6	N/A	N/A	240	100	16	55	25	4	90.8	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A		
ELL	2	-	-	-	-	-	-	14	100	0	64	21	14	89.3	N/A	N/A	6,428	99	1	23	49	26	61.8	N/A	N/A				
Former ELL	1	-	-	-	-	-	-	18	100	6	39	50	6	81.9	N/A	N/A	2,212	100	8	48	36	8	82.5	N/A	N/A				
1st Yr ELL*		-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	538	93	-	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	7	49	36	8	80.7	N/A	N/A				
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A				
I																													
All Students																													
2011	26	100	23	46	31	0	91.3	N/A	N/A	348	100	12	53	30	5	88.1	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A		
2010	44	100	16	66	18	0	95.5	N/A	N/A	391	100	18	53	24	4	90.3	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A		



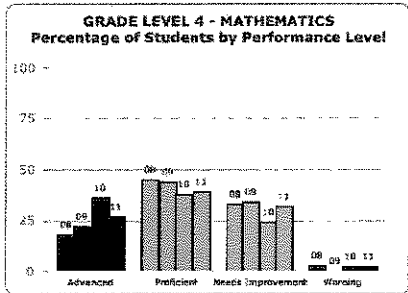
GRADE LEVEL 3 - MATHEMATICS

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	5	-	-	-	-	-	-	-	-	70	100	6	31	34	29	72.5	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A			
ELL/Former ELL	3	-	-	-	-	-	-	-	-	32	100	3	50	38	9	80.5	N/A	N/A	8,687	100	7	37	35	21	71.8	N/A	N/A			
Low-Income	9	-	-	-	-	-	-	-	-	108	100	2	45	39	14	76.6	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A			
African American/Black	3	-	-	-	-	-	-	-	-	21	100	5	33	48	14	67.9	N/A	N/A	5,479	100	4	35	38	23	69.8	N/A	N/A			
Asian	4	-	-	-	-	-	-	-	-	19	100	26	42	16	16	90.8	N/A	N/A	4,131	100	26	53	15	5	91.7	N/A	N/A			
Hispanic/Latino		-	-	-	-	-	-	-	-	21	100	0	38	43	19	76.2	N/A	N/A	11,319	100	5	38	37	20	72.3	N/A	N/A			
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	165	99	9	45	33	13	80.6	N/A	N/A			
White	19	100	21	63	16	0	96.1	N/A	N/A	280	100	13	56	25	7	87.0	N/A	N/A	46,896	100	15	57	21	6	88.9	N/A	N/A			
Other Subgroups																														
High Needs	13	100	15	62	23	0	92.3	N/A	N/A	160	100	4	43	36	16	77.5	N/A	N/A	33,822	100	6	40	35	19	74.9	N/A	N/A			
Male	8	-	-	-	-	-	-	-	-	176	100	12	51	31	7	84.8	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A			
Female	18	100	22	56	22	0	93.1	N/A	N/A	173	100	12	54	23	11	85.7	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A			
Title I		-	-	-	-	-	-	-	-	36	100	0	22	44	33	55.6	N/A	N/A	25,870	100	6	41	35	17	75.4	N/A	N/A			
Non-Title I	26	100	19	62	19	0	94.2	N/A	N/A	313	100	13	56	25	6	88.7	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A			
Non-Low Income	17	100	24	65	12	0	97.1	N/A	N/A	241	100	17	56	21	7	89.1	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A			
ELL	2	-	-	-	-	-	-	-	-	14	100	0	43	50	7	78.6	N/A	N/A	6,474	100	4	33	38	25	67.5	N/A	N/A			
Former ELL	1	-	-	-	-	-	-	-	-	18	100	6	56	28	11	81.9	N/A	N/A	2,213	100	13	50	28	9	84.4	N/A	N/A			
1st Yr ELL*		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	606	98	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	11	44	35	11	79.0	N/A	N/A			
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A			
All Students																														
2011	26	100	19	62	19	0	94.2	N/A	N/A	349	100	12	52	27	9	85.2	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A			
2010	44	100	30	57	14	0	94.3	N/A	N/A	391	100	33	40	20	6	89.0	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A			



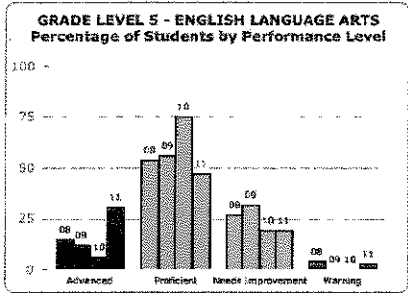
GRADE LEVEL 4 - MATHEMATICS

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	8	-	-	-	-	-	-	-	81	100	1	25	49	25	69.8	37.0	66	13,563	99	3	13	48	36	60.1	39.0	11,615				
ELL/Former ELL	1	-	-	-	-	-	-	-	31	100	10	32	45	13	75.0	63.5	24	7,934	100	7	21	48	24	65.1	50.0	6,830				
Low-Income	11	100	0	45	55	0	79.5	N/A	10	120	100	12	33	43	13	77.1	56.5	106	25,922	100	6	22	52	20	67.4	45.0	23,521			
African American/Black	3	-	-	-	-	-	-	-	19	100	11	37	37	16	72.4	N/A	15	5,664	100	5	18	53	25	63.1	42.0	5,032				
Asian	5	-	-	-	-	-	-	-	32	100	31	47	19	3	89.8	69.0	27	4,060	100	32	36	27	6	87.4	66.0	3,758				
Hispanic/Latino	3	-	-	-	-	-	-	-	33	100	12	27	42	18	73.5	57.0	29	10,908	100	5	20	51	23	65.2	46.0	9,694				
Native American		-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	162	100	9	22	54	15	70.8	50.0	153				
White	29	100	34	28	38	0	87.9	73.0	29	298	100	16	39	39	6	85.0	50.0	277	48,172	100	17	36	39	7	82.5	50.0	45,994			
Other Subgroups																														
High Needs	16	100	6	44	50	0	81.3	N/A	15	179	100	8	35	43	14	77.4	53.0	153	34,365	100	6	22	51	21	67.6	45.0	30,944			
Male	14	100	29	43	29	0	87.5	N/A	13	190	100	16	38	36	9	83.0	52.5	172	36,503	100	15	32	41	12	78.5	50.0	33,985			
Female	27	100	26	37	33	4	87.0	67.0	27	201	100	17	38	40	5	84.0	50.0	185	34,570	100	15	33	42	10	78.2	50.0	32,633			
Title I		-	-	-	-	-	-	-	36	100	0	31	58	11	71.5	59.0	33	25,760	100	7	22	52	19	68.2	46.0	23,569				
Non-Title I	41	100	27	39	32	2	87.2	65.0	40	355	100	18	39	36	7	84.7	49.5	324	45,341	100	20	38	36	7	84.2	52.0	43,060			
Non-Low Income	30	100	37	37	23	3	90.0	70.5	30	271	100	18	41	36	4	86.3	48.0	251	45,179	100	20	38	36	6	84.7	52.0	43,108			
ELL		-	-	-	-	-	-	-	18	100	11	28	50	11	73.6	N/A	12	5,566	100	5	17	50	29	59.8	50.0	4,588				
Former ELL	1	-	-	-	-	-	-	-	13	100	8	38	38	15	76.9	N/A	12	2,368	100	13	32	44	11	77.6	51.5	2,242				
1st Yr ELL*		-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	556	99	-	-	-	-	-	N/A	N/A				
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	16	33	39	13	78.9	44.0	90				
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,011	100	16	30	43	11	77.0	50.0	1,897				
All Students																														
2011	41	100	27	39	32	2	87.2	65.0	40	391	100	16	38	38	7	83.5	50.0	357	71,101	100	15	32	42	11	78.4	50.0	66,629			
2010	42	100	36	38	24	2	89.9	65.0	41	371	100	21	40	34	5	87.0	63.0	343	70,924	100	16	32	41	11	78.7	49.0	66,792			



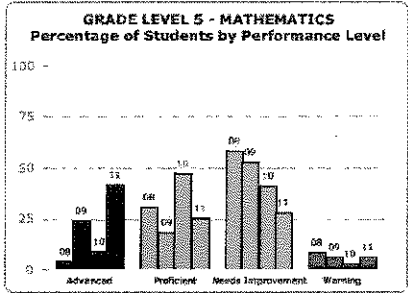
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS

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		#	%	A	P	NI	W
AYP Subgroups																											
Stud. w/ Disab	8	-	-	-	-	-	-	-	71	100	1	45	28	25	82.7	42.5	56	13,752	99	2	25	41	32	66.1	43.0	11,703	
ELL/Former ELL	2	-	-	-	-	-	-	-	22	100	5	50	32	14	86.4	N/A	16	7,342	99	4	31	40	25	66.8	47.0	6,351	
Low-Income	9	-	-	-	-	-	-	-	114	100	10	55	25	10	87.9	40.0	101	25,750	99	5	40	38	17	75.1	45.0	23,370	
African American/Black	4	-	-	-	-	-	-	-	27	100	15	56	22	7	90.7	63.0	24	5,675	99	6	40	38	16	75.5	48.0	5,083	
Asian	6	-	-	-	-	-	-	-	21	100	43	38	14	5	91.7	61.5	20	3,953	100	27	48	18	7	89.1	57.0	3,675	
Hispanic/Latino	3	-	-	-	-	-	-	-	30	100	13	47	23	17	88.3	40.0	21	10,841	99	5	36	38	21	71.9	45.0	9,652	
Native American		-	-	-	-	-	-	-		-	-	-	-	-	-	-	146	100	13	43	34	10	81.3	49.0	137		
White	22	100	27	59	14	0	96.6	45.5	22	284	100	18	63	15	4	94.0	43.5	268	48,929	100	20	54	20	5	90.1	51.0	46,722
Other Subgroups																											
High Needs	15	100	13	47	33	7	83.3	N/A	15	163	100	7	55	26	12	87.3	40.0	142	33,912	99	5	39	38	18	75.1	46.0	30,521
Male	18	100	22	61	11	6	91.7	N/A	18	196	100	11	64	16	9	91.6	42.5	176	36,708	100	13	50	27	11	83.7	47.0	34,164
Female	18	100	39	33	28	0	91.7	N/A	18	173	100	27	54	17	2	94.2	46.5	164	34,658	100	22	50	22	7	88.4	52.0	32,794
Title I		-	-	-	-	-	-	-	33	100	0	58	39	3	83.3	38.0	32	24,491	99	6	41	37	16	75.9	46.0	22,425	
Non-Title I	36	100	31	47	19	3	91.7	45.5	36	336	100	20	59	15	6	93.8	46.0	308	46,903	100	23	55	18	5	91.3	52.0	44,542
Non-Low Income	27	100	33	56	11	0	97.2	47.0	27	255	100	22	61	13	4	95.0	46.0	239	45,644	100	23	56	17	4	92.2	52.0	43,597
ELL		-	-	-	-	-	-	-	13	100	0	46	38	15	84.6	N/A	8	5,018	98	1	22	44	32	59.3	45.0	4,153	
Former ELL	2	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	2,324	100	9	50	30	10	83.0	51.0	2,198		
1st Yr ELL*		-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	471	93	-	-	-	-	-	N/A	N/A		
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	94	99	17	53	20	10	88.3	50.0	86		
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	1,726	100	19	49	23	9	86.2	51.0	1,603		
All Students																											
2011	36	100	31	47	19	3	91.7	45.5	36	369	100	18	59	17	6	92.8	44.5	340	71,394	100	17	50	24	9	86.0	50.0	66,967
2010	32	100	6	75	19	0	93.0	41.0	31	351	99	14	54	26	5	88.1	47.0	316	71,007	100	16	47	28	10	84.2	50.0	66,744



GRADE LEVEL 5 - MATHEMATICS

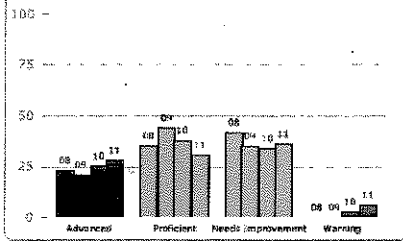
Student Group	School									District									State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP					
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W		
AYP Subgroups																													
Stud. w/ Disab	8	-	-	-	-	-	-	-	70	100	9	21	37	33	72.5	40.5	56	13,774	99	5	17	32	46	57.8	42.0	11,746			
ELL/Former ELL	2	-	-	-	-	-	-	-	22	100	9	41	27	23	77.3	N/A	17	7,370	99	10	26	31	33	63.4	50.0	6,336			
Low-Income	9	-	-	-	-	-	-	-	114	100	11	37	36	16	79.4	35.0	101	25,792	100	9	28	34	28	66.9	43.0	23,370			
African American/Black	4	-	-	-	-	-	-	-	27	100	15	33	41	11	82.4	32.0	24	5,683	100	8	27	35	30	64.9	46.0	5,072			
Asian	6	-	-	-	-	-	-	-	21	100	48	38	5	10	91.7	58.5	20	3,957	100	47	30	15	8	89.2	64.0	3,674			
Hispanic/Latino	3	-	-	-	-	-	-	-	30	100	17	33	27	23	82.5	37.0	21	10,857	100	8	27	33	32	64.2	43.0	9,622			
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	146	99	18	32	34	16	74.8	51.5	138				
White	22	100	41	32	18	9	86.4	28.0	22	283	100	25	41	26	7	86.8	43.5	270	48,969	100	28	38	23	11	84.3	51.0	46,777		
Other Subgroups																													
High Needs	15	100	20	20	53	7	80.0	N/A	15	162	100	12	35	34	19	78.9	39.0	142	33,970	100	10	27	34	29	67.0	44.0	30,541		
Male	18	100	44	28	22	6	90.3	N/A	18	195	100	23	38	25	14	84.4	38.0	177	36,756	100	25	33	25	17	79.3	50.0	34,227		
Female	18	100	39	22	33	6	84.7	N/A	18	173	100	28	40	27	5	88.0	47.0	165	34,682	100	24	36	26	14	80.4	50.0	32,752		
Title I	-	-	-	-	-	-	-	-	33	100	0	21	55	24	61.4	26.5	32	24,538	100	11	29	34	26	68.0	45.0	22,406			
Non-Title I	36	100	42	25	28	6	87.5	36.0	36	335	100	28	41	23	8	88.5	45.0	310	46,925	100	32	37	21	10	86.0	52.0	44,580		
Non-Low Income	27	100	48	30	15	7	89.8	33.0	27	254	100	31	40	22	7	89.1	45.0	241	45,671	100	33	38	21	8	87.1	53.0	43,616		
ELL	-	-	-	-	-	-	-	-	13	100	0	38	38	23	73.1	N/A	9	5,050	99	6	20	33	41	56.4	50.0	4,135			
Former ELL	2	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	2,320	100	19	38	27	17	78.5	51.0	2,201			
1st Yr ELL*	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	543	98	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	24	38	24	15	84.1	43.0	87			
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,730	100	27	31	27	15	79.5	50.0	1,609			
All Students																													
2011	36	100	42	25	28	6	87.5	36.0	36	368	100	25	39	26	10	86.1	42.5	342	71,463	100	25	34	26	15	79.8	50.0	66,986		
2010	32	100	9	47	41	3	84.4	21.0	31	352	100	25	36	26	13	81.5	46.0	317	70,946	100	25	30	28	17	77.4	50.0	66,855		



GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING

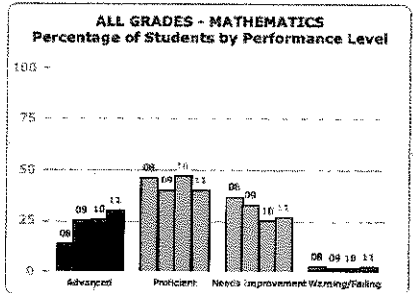
Student Group	School										District										State									
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
AYP Subgroups																														
Stud. w/ Disab	8	-	-	-	-	-	-	-	-	70	100	6	26	39	30	75.0	N/A	N/A	13,736	99	4	17	41	39	60.3	N/A	N/A			
ELL/Former ELL	2	-	-	-	-	-	-	-	-	22	100	5	14	59	23	68.2	N/A	N/A	7,366	99	2	14	42	42	52.6	N/A	N/A			
Low-income	9	-	-	-	-	-	-	-	-	114	100	12	31	44	13	79.2	N/A	N/A	25,758	100	4	22	45	29	62.0	N/A	N/A			
African American/Black	4	-	-	-	-	-	-	-	-	27	100	7	44	37	11	83.3	N/A	N/A	5,676	99	2	17	45	35	57.2	N/A	N/A			
Asian	6	-	-	-	-	-	-	-	-	21	100	43	14	38	5	84.5	N/A	N/A	3,957	100	22	36	29	12	80.7	N/A	N/A			
Hispanic/Latino	3	-	-	-	-	-	-	-	-	30	100	17	33	27	23	82.5	N/A	N/A	10,844	99	3	18	44	34	58.1	N/A	N/A			
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	145	99	8	30	43	19	71.0	N/A	N/A			
White	22	100	23	36	41	0	87.5	N/A	N/A	283	100	17	45	33	5	87.0	N/A	N/A	48,912	100	17	42	33	8	83.2	N/A	N/A			
Other Subgroups																														
High Needs	15	100	7	13	67	13	71.7	N/A	N/A	162	100	11	30	44	15	78.7	N/A	N/A	33,917	99	4	23	45	28	63.6	N/A	N/A			
Male	18	100	28	39	28	6	88.9	N/A	N/A	195	100	18	42	30	10	86.5	N/A	N/A	36,711	100	15	36	33	15	78.2	N/A	N/A			
Female	18	100	28	22	44	6	80.6	N/A	N/A	173	100	17	42	36	5	85.1	N/A	N/A	34,647	100	12	35	38	15	75.8	N/A	N/A			
Title I	-	-	-	-	-	-	-	-	-	33	100	0	33	52	15	69.7	N/A	N/A	24,512	100	4	22	45	29	62.2	N/A	N/A			
Non-Title I	36	100	28	31	36	6	84.7	N/A	N/A	335	100	19	43	31	7	87.5	N/A	N/A	46,870	100	19	43	31	7	84.7	N/A	N/A			
Non-Low Income	27	100	33	37	30	0	90.7	N/A	N/A	254	100	20	47	28	5	88.9	N/A	N/A	45,624	100	20	44	30	7	85.5	N/A	N/A			
ELL	-	-	-	-	-	-	-	-	-	13	100	0	15	62	23	67.3	N/A	N/A	5,046	99	1	9	39	52	45.5	N/A	N/A			
Former ELL	2	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	2,320	100	6	25	49	20	67.8	N/A	N/A			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	540	98	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	11	39	34	16	77.6	N/A	N/A			
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,728	100	15	35	37	13	77.8	N/A	N/A			
All Students																														
2011	36	100	28	31	36	6	84.7	N/A	N/A	368	100	18	42	33	8	85.9	N/A	N/A	71,382	100	14	36	36	15	77.0	N/A	N/A			
2010	32	100	25	38	34	3	86.7	N/A	N/A	352	100	19	45	30	6	86.0	N/A	N/A	70,931	100	15	38	36	11	79.7	N/A	N/A			

GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENI
Percentage of Students by Performance Lvl



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		#	%	A	P	NI	W
AYP Subgroups																											
Stud. w/ Disab	21	100	14	19	67	0	77.4	N/A	16	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	6	-	-	-	-	-	-	-	-	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	29	100	10	38	52	0	82.8	N/A	19	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	10	100	10	30	60	0	80.0	N/A	7	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	15	100	40	47	13	0	95.0	N/A	10	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	6	-	-	-	-	-	-	-	-	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	70	100	33	39	26	3	89.6	47.0	51	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	44	100	14	41	43	2	84.1	49.5	30	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	40	100	33	43	23	3	90.6	35.0	31	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	63	100	29	38	30	3	88.1	60.0	45	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	103	100	30	40	27	3	89.1	50.0	76	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	74	100	38	41	18	4	91.6	50.0	57	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		-	-	-	-	-	-	-	-	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	4	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	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	103	100	30	40	27	3	89.1	50.0	76	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	118	100	26	47	25	2	90.0	45.5	72	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



Linscott-Rumford - 2011 Accountability Data

District: Woburn (03470000)
 School: Linscott-Rumford (03470025)
 Accountability & Assistance Level: Level 1
 School Title I Status: Title I School (TA)
 NCLB School Choice Required: No
 Supplemental Educational Services Required: No

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	On Target
MATHEMATICS	No Status	No Change

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 Did at least 95% of students participate in MCAS?		(B) Performance Did student group meet or exceed state performance target?		(C) Improvement Did student group meet or exceed its own improvement target?		(D) Attendance Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		AYP 2011
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	No	92.7	Yes	0.1	Yes	96.9	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	81.0	-	-	-	-	-
Low Income	-	-	-	81.9	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	95.0	Yes	1.2	Yes	97.0	Yes
MATHEMATICS									
Aggregate	Yes	100	No	89.1	No	-0.9	Yes	96.9	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	77.4	-	-	-	-	-
Low Income	-	-	-	82.8	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	89.6	Yes	0.5	Yes	97.0	Yes

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

Linscott-Rumford:
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	104	104	100	Yes	103	92.7	No	92.6	1.9	92.6-97.0	Yes	96.9	0.5	Yes	Yes
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	21	21	-	-	21	81.0	-	-	-	-	-	-	-	-	-
Low Income	30	30	-	-	29	81.9	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	71	71	100	Yes	70	95.0	No	93.8	1.6	93.8-98.5	Yes	97.0	0.5	Yes	Yes

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	104	104	100	Yes	103	89.1	No	90.0	2.5	90.0-95.0	No	96.9	0.5	Yes	No
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	21	21	-	-	21	77.4	-	-	-	-	-	-	-	-	-
Low Income	30	30	-	-	29	82.8	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	71	71	100	Yes	70	89.6	No	89.1	2.7	89.1-96.2	Yes	97.0	0.5	Yes	Yes

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

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-Alt) 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>.