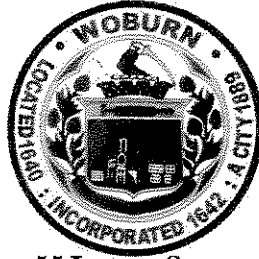


Woburn Public Schools

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 Shamrock 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 Shamrock 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 Wayne Clark, Principal at 781-937-8241.

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 - Shamrock

Shamrock (03470043)

Wayne T Clark, Principal
 Mailing Address: 60 Green Street
 Woburn, MA 01801
 Phone: (781) 937-8241
 FAX: (781) 937-8267
 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	373	4,809	955,563	Total # of Teachers	28.5	364.3	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	98.9	97.5
African American or Black	7.5	5.3	8.2	Total Number of Classes in Core Academic Areas	234	2,460	335,925
Asian	8.8	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	13.9	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	5.4	1.7	2.4	Student/Teacher Ratio	13.1 to 1	13.2 to 1	13.9 to 1
Native American	0.3	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	64.1	78.1	68.0				
Gender (%)							
Male	53.6	49.8	51.3				
Female	46.4	50.2	48.7				
Selected Populations (%)							
Limited English Proficiency	4.3	4.2	7.1				
Low-Income	35.1	24.9	34.2				
Special Education	22.8	16.7	17.0				
First Language Not English	24.9	13.3	16.3				

Grades Offered: PK, 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/fag.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

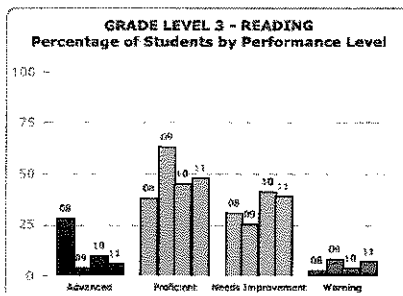
* NOTE: First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science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

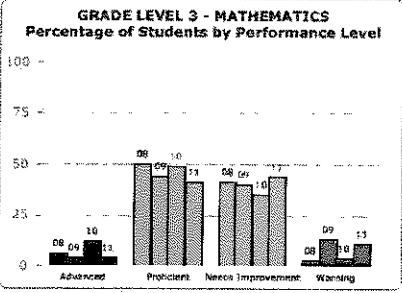
Data Last Updated on September 30, 2011

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								
#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W						
AYP Subgroups																											
Stud. w/ Disab	12	100	0	42	25	33	91.7	N/A	N/A	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	9	-	-	-	-	-	-	-	-	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	25	100	4	44	40	12	88.0	N/A	N/A	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	3	-	-	-	-	-	-	-	-	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	8	-	-	-	-	-	-	-	-	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	35	100	9	49	34	9	89.3	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
Other Subgroups																											
High Needs	30	100	3	43	40	13	88.3	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	30	100	7	43	43	7	85.8	N/A	N/A	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	24	100	4	54	33	8	90.6	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	13	100	0	46	54	0	86.5	N/A	N/A	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	41	100	7	49	34	10	88.4	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	29	100	7	52	38	3	87.9	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	3	-	-	-	-	-	-	-	-	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	6	-	-	-	-	-	-	-	-	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	5	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A
All Students																											
2011	54	100	6	48	39	7	88.0	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	49	100	10	45	41	4	88.3	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



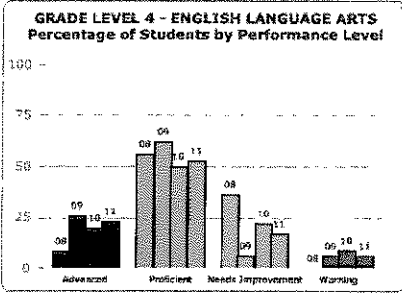
GRADE LEVEL 3 - MATHEMATICS

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		#	%	A	P	Ni	W
AYP Subgroups																											
Stud. w/ Disab	12	100	0	17	50	33	79.2	N/A	N/A	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	9	-	-	-	-	-	-	-	-	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	25	100	0	36	48	16	76.0	N/A	N/A	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	3	-	-	-	-	-	-	-	-	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	8	-	-	-	-	-	-	-	-	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	35	100	3	40	43	14	76.4	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	30	100	0	33	50	17	75.8	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	30	100	3	40	47	10	76.7	N/A	N/A	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	24	100	4	42	42	13	80.2	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	13	100	0	23	69	8	65.4	N/A	N/A	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	41	100	5	46	37	12	82.3	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	29	100	7	45	41	7	80.2	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	3	-	-	-	-	-	-	-	-	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	6	-	-	-	-	-	-	-	-	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	5	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A
All Students																											
2011	54	100	4	41	44	11	78.2	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	49	100	12	49	35	4	87.2	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



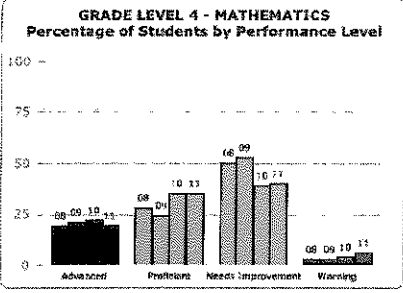
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

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	9	-	-	-	-	-	-	79	98	1	33	43	23	75.3	57.0	63	13,497	99	1	14	44	41	57.9	36.0	11,539					
ELL/Former ELL	6	-	-	-	-	-	-	30	97	7	23	63	7	69.2	49.0	24	7,866	99	3	25	45	28	62.5	47.0	6,862					
Low-Income	27	96	19	48	30	4	91.7	80.0	25	118	98	8	42	37	12	80.1	65.0	105	25,847	99	3	29	46	22	67.5	42.0	23,562			
African American/Black	6	-	-	-	-	-	-	-	-	18	95	11	33	44	11	77.8	N/A	14	5,629	99	3	27	46	24	66.2	41.0	5,011			
Asian	7	-	-	-	-	-	-	-	-	32	100	22	59	16	3	90.6	78.0	27	4,054	100	18	47	27	8	84.5	63.0	3,760			
Hispanic/Latino	7	-	-	-	-	-	-	-	-	33	100	9	30	52	9	78.0	63.0	29	10,865	99	3	26	45	26	64.9	43.0	9,755			
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	164	100	5	30	48	16	70.0	43.0	153			
White	27	96	22	56	15	7	96.3	88.0	25	294	99	14	56	23	6	89.5	60.0	275	48,076	100	11	48	32	8	83.8	51.0	45,896			
Other Subgroups																														
High Needs	32	97	19	47	25	9	92.2	80.5	28	176	98	6	43	38	13	80.1	63.5	150	34,226	99	3	28	47	23	67.3	42.0	30,918			
Male	30	97	23	57	13	7	95.8	86.5	28	187	98	9	50	33	9	84.1	60.0	170	36,389	99	6	39	40	15	75.6	43.0	33,905			
Female	17	100	24	47	24	6	92.6	N/A	15	199	100	19	56	21	4	91.0	64.5	184	34,506	100	13	47	31	9	83.4	57.0	32,658			
Title I	10	100	0	50	50	0	85.0	N/A	9	36	100	0	39	53	8	75.7	59.0	33	25,673	99	4	29	46	21	68.1	43.0	23,608			
Non-Title I	37	97	30	54	8	8	97.3	87.0	34	350	99	15	55	24	6	88.9	63.0	321	45,247	100	13	51	29	7	85.8	54.0	42,965			
Non-Low Income	20	100	30	60	0	10	98.8	N/A	18	268	100	16	58	22	4	91.0	60.0	249	45,073	100	14	51	29	6	86.2	54.0	43,011			
ELL	4	-	-	-	-	-	-	-	-	17	94	6	6	76	12	60.3	N/A	12	5,499	99	1	17	47	34	56.0	46.0	4,604			
Former ELL	2	-	-	-	-	-	-	-	-	13	100	8	46	46	0	80.8	N/A	12	2,367	99	7	42	40	12	77.7	52.0	2,258			
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	489	93	-	-	-	-	-	N/A	N/A			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	96	100	13	43	29	16	80.2	56.0	88			
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,011	100	10	43	36	11	79.4	51.0	1,900			
All Students																														
2011	47	98	23	53	17	6	94.7	86.0	43	386	99	14	53	26	6	87.6	63.0	354	70,920	100	10	43	35	12	79.4	51.0	66,573			
2010	46	100	20	50	22	9	91.3	72.0	43	369	99	14	55	26	5	89.7	63.0	341	70,911	100	11	43	35	12	80.1	50.0	66,628			



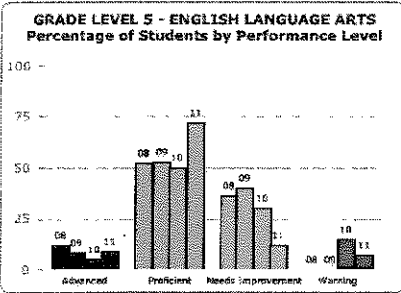
GRADE LEVEL 4 - MATHEMATICS

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					
AYP Subgroups																											
Stud. w/ Disab	10	100	0	20	60	20	75.0	N/A	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	6	-	-	-	-	-	-	-	-	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	28	100	18	32	43	7	83.0	83.0	26	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	6	-	-	-	-	-	-	-	-	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	7	-	-	-	-	-	-	-	-	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	7	-	-	-	-	-	-	-	-	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	28	100	14	36	46	4	84.8	65.0	27	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	33	100	15	33	42	9	82.6	83.0	30	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	31	100	19	39	35	6	87.1	65.0	29	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	17	100	18	29	47	6	79.4	N/A	16	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	10	100	0	10	80	10	62.5	N/A	9	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	38	100	24	42	29	5	90.1	83.0	36	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	20	100	20	40	35	5	86.3	N/A	19	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	4	-	-	-	-	-	-	-	-	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	2	-	-	-	-	-	-	-	-	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	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,011	100	16	30	43	11	77.0	50.0	1,897
AIP Students																											
2011	48	100	19	35	40	6	84.4	65.0	45	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	46	100	22	35	39	4	86.4	76.0	44	371	100	21	40	34	5	87.0	63.0	343	70,924	100	16	32	41	11	78.7	49.0	66,792



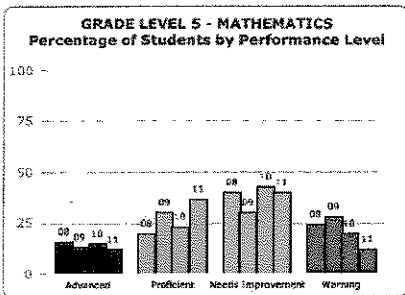
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS

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						
AYP Subgroups																														
Stud. w/ Disab	9	-	-	-	-	-	-	-	-	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	3	-	-	-	-	-	-	-	-	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	25	100	8	76	12	4	96.0	49.0	24	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	5	-	-	-	-	-	-	-	-	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	1	-	-	-	-	-	-	-	-	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	4	-	-	-	-	-	-	-	-	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	32	100	13	69	9	9	94.5	34.0	29	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	30	100	7	70	13	10	93.3	44.0	27	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	26	100	12	62	15	12	92.3	39.0	23	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	17	100	6	88	6	0	98.5	N/A	17	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	16	100	0	81	19	0	93.8	N/A	16	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	27	100	15	67	7	11	95.4	36.5	24	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	18	100	11	67	11	11	93.1	N/A	16	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	3	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	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	-	-	-	-	-	-	-	-	1,728	100	19	49	23	9	86.2	51.0	1,603			
All Students																														
2011	43	100	9	72	12	7	94.8	38.0	40	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	40	100	5	50	30	15	85.0	16.5	36	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						
AYP Subgroups																														
Stud. w/ Disab	9	-	-	-	-	-	-	-	-	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	3	-	-	-	-	-	-	-	-	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	25	100	0	44	40	16	77.0	24.0	24	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	5	-	-	-	-	-	-	-	-	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	1	-	-	-	-	-	-	-	-	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	4	-	-	-	-	-	-	-	-	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	32	100	13	44	34	9	84.4	26.5	30	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	30	100	3	37	43	17	75.8	24.0	28	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	26	100	15	19	46	19	74.0	30.0	24	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	17	100	6	65	29	0	89.7	N/A	17	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	16	100	0	13	69	19	60.9	N/A	16	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	27	100	19	52	22	7	91.7	28.0	25	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	18	100	28	28	39	6	84.7	N/A	17	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	3	-	-	-	-	-	-	-	-	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		-	-	-	-	-	-	-	-	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	43	100	12	37	40	12	80.2	28.0	41	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	40	100	15	23	43	20	70.0	28.5	36	352	100	25	36	26	13	81.5	46.0	317	70,946	100	25	30	28	17	77.4	50.0	66,855			



Shamrock - 2011 Accountability Data

District: Woburn (03470000)
 School: Shamrock (03470043)
 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		(B) Performance		(C) Improvement		(D) Attendance		
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	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	92.2	Yes	3.9	Yes	96.0	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	89.2	-	-	-	-	-
Low Income	Yes	99	No	91.9	Yes	5.4	Yes	95.1	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	93.1	Yes	3.5	Yes	96.1	Yes
MATHEMATICS									
Aggregate	Yes	100	No	80.9	No	-1.3	Yes	96.0	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	74.2	-	-	-	-	-
Low Income	Yes	100	No	78.8	Yes	1.9	Yes	95.1	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	81.6	No	-1.3	Yes	96.1	No

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

Shamrock:
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	148	147	99	Yes	144	92.2	No	88.3	2.9	88.7-93.7	Yes	96.0	0.5	Yes	Yes
Lim. English Prof.	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Special Education	32	31	-	-	30	89.2	-	-	-	-	-	-	-	-	-
Low Income	79	78	99	Yes	77	91.9	No	86.5	3.4	86.8-93.0	Yes	95.1	0.5	Yes	Yes
Afr. Amer./Black	15	15	-	-	14	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	11	-	-	-	-	-	-	-	-	-	-
Hispanic	20	20	-	-	19	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	96	95	99	Yes	94	93.1	No	89.6	2.6	89.6-94.9	Yes	96.1	0.8	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	148	148	100	Yes	145	80.9	No	82.2	4.5	84.2-89.2	No	96.0	0.5	Yes	No
Lim. English Prof.	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Special Education	32	32	-	-	31	74.2	-	-	-	-	-	-	-	-	-
Low Income	79	79	100	Yes	78	78.8	No	76.9	5.8	78.2-87.2	Yes	95.1	0.5	Yes	Yes
Afr. Amer./Black	15	15	-	-	14	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	11	-	-	-	-	-	-	-	-	-	-
Hispanic	20	20	-	-	19	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	96	96	100	Yes	95	81.6	No	82.9	4.3	82.9-91.7	No	96.1	0.8	Yes	No

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

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