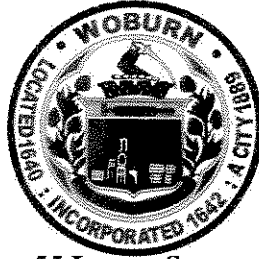


Woburn Public Schools

MARK D. DONOVAN
SUPERINTENDENT OF SCHOOLS
Ext. 200

Tel: 781-937-8233
Fax: 781-937-3805



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 Woburn Memorial High 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 Woburn Memorial High 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 Joseph Finigan, Principal at 781-937-8210.

School Accountability Notification

The Woburn Memorial High School has been identified for improvement year 1 in English Language Arts 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 are providing after-school tutoring and homework help for students needing more support.
- The English Department is meeting to develop student performance objectives, writing objectives, 5 paragraph essay outlines and rubrics – all under the direction of the English Department head
- Data teams are being established to identify specific areas of need and to establish action plans with benchmarks

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 Joseph Finigan, Principal at 781-937-8210.

District Accountability Notification

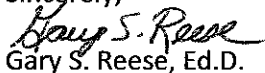
As of the 2010-2011 school year, our district has been identified for improvement because one or more student groups in each of the district's three grade spans did meet academic proficiency targets in English Language Arts and for corrective action because one or more student groups in each of the district's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

Woburn High (03470505)

Joseph Finigan, Principal
 Mailing Address: 88 Montvale Avenue
 Woburn, MA 01801
 Phone: (781) 937-8210
 FAX: (781) 937-8216
 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	1,359	4,809	955,563	Total # of Teachers	105.9	364.3	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	97.2	98.9	97.5
African American or Black	5.7	5.3	8.2	Total Number of Classes in Core Academic Areas	453	2,460	335,925
Asian	4.9	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	7.6	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	1.2	1.7	2.4	Student/Teacher Ratio	12.8 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	0.1	0.1	0.1				
White	80.5	78.1	68.0				
Gender (%)							
Male	48.0	49.8	51.3				
Female	52.0	50.2	48.7				
Selected Populations (%)							
Limited English Proficiency	2.4	4.2	7.1				
Low-Income	28.5	24.9	34.2				
Special Education	16.0	16.7	17.0				
First Language Not English	10.8	13.3	16.3				

Grades Offered: 09, 10, 11, 12

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

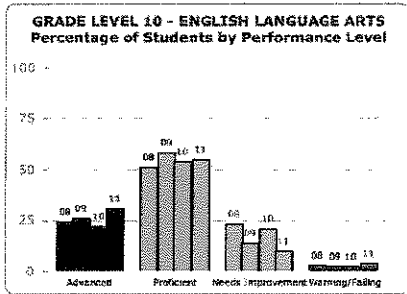
* NOTE: First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science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

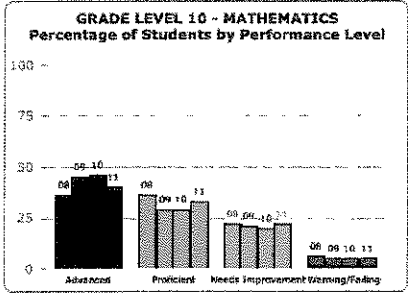
Data Last Updated on September 30, 2011

Student Group	GRADE LEVEL 10 - 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	N	I	F			#	%	A	P	N	I	F			#	%	A	P	N	I	F		
AYP Subgroups																											
Stud. w/ Disab	55	96	5	49	29	16	82.3	24.5	44	58	94	5	50	28	17	83.2	24.5	44	11,594	95	5	44	35	15	80.2	43.0	9,421
ELL/Former ELL	17	100	6	35	41	18	67.6	N/A	10	17	95	6	35	41	18	67.6	N/A	10	3,517	96	3	34	44	18	69.7	56.0	1,828
Low-Income	83	98	13	61	18	7	88.3	23.0	69	86	97	13	63	17	7	88.7	23.0	69	21,826	97	14	55	24	7	87.4	46.0	17,588
African American/Black	15	100	20	40	27	13	78.3	N/A	11	16	100	19	44	25	13	79.7	N/A	11	5,956	97	14	55	24	6	87.6	50.0	4,561
Asian	17	100	29	53	6	12	89.7	N/A	14	17	94	29	53	6	12	89.7	N/A	14	3,629	99	45	42	11	2	94.6	57.0	3,073
Hispanic/Latino	28	100	11	57	25	7	86.6	11.0	23	29	97	10	59	24	7	87.1	11.0	23	8,894	96	12	52	27	9	84.5	45.0	6,776
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	181	98	15	56	25	4	89.4	45.0	151
White	277	98	34	56	8	2	96.7	30.5	238	283	98	34	56	8	2	96.7	30.5	238	49,447	99	38	51	9	2	96.3	50.0	44,902
Other Subgroups																											
High Needs	126	98	11	58	21	10	87.1	24.5	104	132	96	11	59	20	10	87.7	24.5	104	29,011	97	13	55	25	8	86.9	46.0	23,502
Male	152	98	24	62	11	3	94.7	33.0	129	156	98	24	63	11	3	94.9	33.0	129	35,146	98	27	54	15	4	92.6	51.0	30,359
Female	189	99	37	50	10	4	94.6	28.0	160	193	98	36	50	9	5	94.7	28.0	160	34,378	98	39	48	10	2	95.3	49.0	30,324
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,556	97	11	57	26	6	87.0	45.0	9,900
Non-Title I	341	99	31	55	10	4	94.6	30.0	289	349	98	30	56	10	4	94.8	30.0	289	56,976	98	38	50	9	3	95.4	51.0	50,797
Non-Low Income	258	99	37	53	8	2	96.7	34.0	220	263	98	36	54	8	3	96.8	34.0	220	47,706	99	42	49	7	2	96.9	52.0	43,109
ELL	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,558	95	2	26	49	24	63.4	52.5	1,046
Former ELL	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	959	98	8	57	30	5	86.6	59.0	782
1st Yr ELL*	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	432	92	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	84	98	31	54	7	8	91.7	55.0	61
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,333	98	34	52	12	2	94.8	49.0	1,159
All Students																											
2011	341	99	31	55	10	4	94.6	30.0	289	349	98	30	56	10	4	94.8	30.0	289	69,532	98	33	51	13	3	93.9	50.0	60,697
2010	301	97	22	54	21	2	91.8	32.0	264	309	97	22	54	21	3	91.7	32.0	264	70,369	98	26	52	18	4	91.9	50.0	60,626



GRADE LEVEL 10 - MATHEMATICS

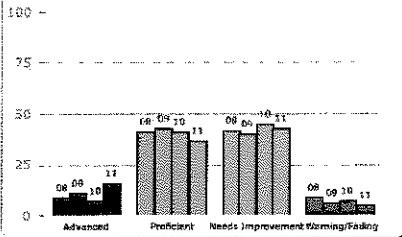
Student Group	School									District									State																	
	Stud. Incl		AYP Part			% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl		AYP Part			% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl		AYP Part			% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F	#	%	A				P	NI	F	#	%	A	P	NI	F				#	%	A	P	NI	F	#	%	A			
AYP Subgroups																																				
Stud. w/ Disab	56	97	7	20	48	25	67.4	34.5	44	59	94	7	19	47	27	66.9	34.5	44	11,592	95	12	27	34	27	70.1	46.0	9,390									
ELL/Former ELL	18	100	17	17	39	28	66.7	N/A	10	18	100	17	17	39	28	66.7	N/A	10	3,540	97	19	22	31	29	66.2	59.0	1,840									
Low-Income	81	95	23	28	36	12	77.5	35.0	67	84	96	23	31	35	12	78.3	35.0	67	21,722	97	27	31	27	14	79.7	48.0	17,545									
African American/Black	14	94	21	29	29	21	76.8	N/A	10	15	94	20	33	27	20	78.3	N/A	10	5,930	97	24	32	29	15	78.3	52.0	4,571									
Asian	17	100	24	47	29	0	89.7	N/A	14	17	94	24	47	29	0	89.7	N/A	14	3,636	99	71	17	9	3	94.6	65.0	3,067									
Hispanic/Latino	28	100	11	36	36	18	73.2	22.0	23	29	100	10	38	34	17	74.1	22.0	23	8,855	97	23	29	30	18	75.5	48.0	6,750									
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	181	96	28	37	24	12	81.8	46.0	151									
White	275	97	45	32	20	3	91.1	42.0	237	281	97	44	32	20	4	90.8	42.0	237	49,320	99	54	29	13	4	92.9	50.0	44,827									
Other Subgroups																																				
High Needs	125	97	18	29	40	14	76.8	35.0	103	131	96	17	30	39	15	76.9	35.0	103	28,888	97	25	31	28	15	79.1	48.0	23,423									
Male	150	97	39	37	20	5	89.8	39.0	129	154	96	38	37	20	5	89.3	39.0	129	35,051	98	48	28	16	8	88.7	52.0	30,319									
Female	188	98	41	30	23	6	88.3	43.0	158	192	97	40	31	22	6	88.5	43.0	158	34,285	98	49	30	16	6	90.1	49.0	30,264									
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,440	97	26	31	29	14	78.9	51.0	9,864									
Non-Title I	338	97	40	33	22	5	89.0	41.0	287	346	97	39	34	21	6	88.9	41.0	287	56,902	98	53	28	13	5	91.7	50.0	50,735									
Non-Low Income	257	98	45	35	17	3	92.6	43.0	220	262	97	44	35	17	4	92.3	43.0	220	47,620	99	58	27	11	4	93.8	51.0	43,054									
ELL	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	2,589	97	15	20	32	34	61.6	56.0	1,058									
Former ELL	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	951	98	30	27	29	14	78.9	61.0	782									
1st Yr ELL*	2	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	456	99	-	-	-	-	-	N/A	N/A									
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	85	100	49	27	18	6	88.5	60.0	63									
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,329	97	47	30	18	6	89.3	47.0	1,154									
All Students																																				
2011	338	97	40	33	22	5	89.0	41.0	287	346	97	39	34	21	6	88.9	41.0	287	69,342	98	48	29	16	7	89.4	50.0	60,599									
2010	300	97	46	29	20	5	89.6	48.0	263	309	97	46	29	19	6	89.3	48.0	264	70,401	98	50	25	17	7	88.8	50.0	60,674									



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING

Student Group	School										District										State									
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F						
AYP Subgroups																														
Stud. w/ Disab	54	100	2	19	57	22	65.3	N/A	N/A	59	100	2	17	54	27	64.0	N/A	N/A	11,866	97	3	27	46	24	67.1	N/A	N/A			
ELL/Former ELL	15	100	7	20	53	20	61.7	N/A	N/A	15	100	7	20	53	20	61.7	N/A	N/A	3,062	97	3	20	47	30	59.3	N/A	N/A			
Low-Income	74	99	5	30	55	9	71.6	N/A	N/A	74	99	5	30	55	9	71.6	N/A	N/A	21,464	98	7	37	42	14	73.9	N/A	N/A			
African American/Black	11	92	9	9	82	0	68.2	N/A	N/A	11	92	9	9	82	0	68.2	N/A	N/A	5,780	98	6	34	45	16	71.5	N/A	N/A			
Asian	15	100	33	20	40	7	78.3	N/A	N/A	16	100	31	19	38	13	79.7	N/A	N/A	3,435	99	37	39	20	4	89.9	N/A	N/A			
Hispanic/Latino	26	100	4	23	58	15	66.3	N/A	N/A	27	100	4	22	56	19	63.9	N/A	N/A	8,654	98	5	31	46	19	68.6	N/A	N/A			
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	183	100	4	46	40	10	77.3	N/A	N/A			
White	275	100	16	40	40	4	83.5	N/A	N/A	278	100	16	40	40	4	83.2	N/A	N/A	49,041	99	23	51	22	4	90.2	N/A	N/A			
Other Subgroups																														
High Needs	117	99	4	26	57	13	69.7	N/A	N/A	122	99	4	25	56	16	68.9	N/A	N/A	28,656	98	6	36	43	15	73.9	N/A	N/A			
Male	149	100	15	44	38	3	85.4	N/A	N/A	152	100	15	43	37	5	84.5	N/A	N/A	34,793	99	21	46	26	7	85.6	N/A	N/A			
Female	182	99	16	31	47	6	78.3	N/A	N/A	184	99	16	30	47	7	78.1	N/A	N/A	33,678	99	19	48	27	6	85.9	N/A	N/A			
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,359	98	5	33	46	16	70.9	N/A	N/A			
Non-Title I	331	99	16	37	43	5	81.5	N/A	N/A	336	99	16	36	42	6	81.0	N/A	N/A	56,112	99	23	49	23	5	89.0	N/A	N/A			
Non-Low Income	257	100	19	39	39	4	84.3	N/A	N/A	262	100	19	38	39	5	83.7	N/A	N/A	47,007	99	26	51	20	3	91.1	N/A	N/A			
ELL	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,111	96	2	14	47	37	53.6	N/A	N/A			
Former ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	951	99	6	34	46	15	71.9	N/A	N/A			
1st Yr ELL*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	72	95	19	47	24	10	84.7	N/A	N/A			
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,306	99	21	45	28	6	86.0	N/A	N/A			
All Students																														
2011	331	99	16	37	43	5	81.5	N/A	N/A	336	99	16	36	42	6	81.0	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A			
2010	300	100	7	41	45	7	78.8	N/A	N/A	302	100	7	40	45	8	78.7	N/A	N/A	68,240	98	18	47	28	8	84.6	N/A	N/A			

GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING
Percentage of Students by Performance L

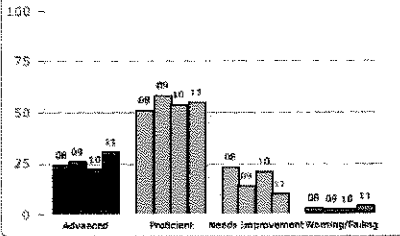


* Note: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2013 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2009 are included in state-level results; only students enrolled in the same district since October 2009 are included in district-level results; only students enrolled in the same school since October 2009 are included in school-level results.

ALL GRADES - ENGLISH LANGUAGE ARTS

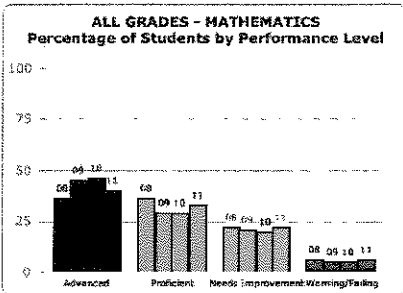
Student Group	School										District										State									
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP						
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W			
AYP Subgroups																														
Stud. w/ Disab	56	97	5	48	29	18	82.6	24.5	44	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	17	100	6	35	41	18	67.6	N/A	10	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	83	98	13	61	18	7	88.3	23.0	69	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	15	100	20	40	27	13	78.3	N/A	11	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	17	100	29	53	6	12	89.7	N/A	14	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	28	100	11	57	25	7	86.6	11.0	23	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	278	98	34	55	8	2	96.7	30.5	238	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	127	98	11	57	21	10	87.2	24.5	104	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	153	98	24	61	11	3	94.8	33.0	129	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	189	99	37	50	10	4	94.6	28.0	160	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	342	99	31	55	10	4	94.7	30.0	289	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	259	99	37	53	8	3	96.7	34.0	220	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	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	9	-	-	-	-	-	-	-	-	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	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412			
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	-	-	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	342	99	31	55	10	4	94.7	30.0	289	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	301	97	22	54	21	2	91.8	32.0	264	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 - ENGLISH LANGUAGE ARTS
Percentage of Students by Performance Level



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	57	97	7	19	47	26	68.0	34.5	44	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	18	100	17	17	39	28	66.7	N/A	10	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	81	95	23	28	36	12	77.5	35.0	67	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	14	94	21	29	29	21	76.8	N/A	10	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	17	100	24	47	29	0	89.7	N/A	14	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	28	100	11	36	36	18	73.2	22.0	23	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	276	97	45	32	20	4	91.1	42.0	237	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	126	97	17	29	40	14	77.0	35.0	103	1,113	99	10	30	36	23	71.4	42.0	810	229,782	99	10	27	35	28	67.1	46.0	173,254									
Male	151	97	38	36	20	5	89.9	39.0	129	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	188	98	41	30	23	6	88.3	43.0	158	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	339	97	40	33	22	6	89.0	41.0	287	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	258	98	45	34	17	3	92.6	43.0	220	1,767	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	9									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	9									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	4									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	339	97	40	33	22	6	89.0	41.0	287	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	300	97	46	29	20	5	89.6	48.0	263	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									



Woburn High - 2011 Accountability Data

District: Woburn (03470000)
 School: Woburn High (03470505)
 Accountability & Assistance Level: Level 1
 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	Improvement Year 1 - Subgroups	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) Grad Rate 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	98	No	94.7	Yes	2.9	Yes	86.9	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	97	No	82.6	Yes	13.5	Yes	73.1	Yes
Low Income	Yes	97	No	88.3	Yes	3.4	No	70.7	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	86.6	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	98	Yes	96.7	Yes	3.1	Yes	92.0	Yes
MATHEMATICS									
Aggregate	Yes	97	No	89.0	No	-0.6	Yes	86.9	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	97	No	68.0	Yes	8.1	Yes	73.1	Yes
Low Income	Yes	96	No	77.5	No	-4.3	No	70.7	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	73.2	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	No	91.1	No	-0.5	Yes	92.0	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	Yes	Improvement Year 1 - Subgroups
	All Subgroups	Yes	Yes	Yes	No	Yes	Yes	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	No	No	Yes	Yes	No	

Woburn High:
AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	AYP 2011
Aggregate	356	350	98	Yes	342	94.7	No	91.8	2.1	91.8-96.4	Yes	86.9	1.1	87.5	Yes	Yes
Lim. English Prof.	20	19	-0	-0	17	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Special Education	59	57	97	Yes	56	82.6	No	69.1	7.7	72.3-81.3	Yes	73.1	-8.7	83.6	Yes	Yes
Low Income	91	88	97	Yes	83	88.3	No	84.9	3.8	84.9-93.2	Yes	70.7	-2.8	76.1	No	No
Afr. Amer./Black	17	17	-0	-0	15	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Asian or Pacif. Isl.	17	17	-0	-0	17	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Hispanic	30	29	-0	-0	28	86.6	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Native American		-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
White	288	283	98	Yes	278	96.7	Yes	93.6	1.6	93.6-97.7	Yes	92.0	1.0	91.7	Yes	Yes

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	AYP 2011
Aggregate	357	348	97	Yes	339	89.0	No	89.6	2.6	89.7-94.7	No	86.9	1.1	87.5	Yes	No
Lim. English Prof.	21	21	-0	-0	18	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Special Education	60	58	97	Yes	57	68.0	No	59.9	10.0	65.4-74.4	Yes	73.1	-8.7	83.6	Yes	Yes
Low Income	91	87	96	Yes	81	77.5	No	81.8	4.6	81.9-90.9	No	70.7	-2.8	76.1	No	No
Afr. Amer./Black	17	16	-0	-0	14	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Asian or Pacif. Isl.	17	17	-0	-0	17	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Hispanic	30	30	-0	-0	28	73.2	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
Native American		-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0	-0
White	289	281	97	Yes	276	91.1	No	91.6	2.1	91.6-96.2	No	92.0	1.0	91.7	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	Improvement Year 1 - Subgroups
	All Subgroups	Yes	Yes	Yes	No	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	No	No	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-Ait) 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>.