



Report on 2009 MCAS Student Growth Percentiles

Office of Research, Assessment, and Evaluation
November 2009

Overview

In addition to the yearly MCAS scores used to measure student performance and the Composite Performance Index used as a measure of progress toward proficiency, the MA Department of Elementary and Secondary Education introduced a new metric in the fall of 2009: based on student results on the MCAS, the growth model is a statistical measure of the change in individual student performance over time. A growth model complements the MCAS year-by-year test scores, since it reports change over time rather than a student's performance level in any one year. These three types of measures are described briefly below:

- **MCAS scores** present information about the performance of students at the end of each school year, displaying the distribution of students performing at each of the MCAS performance levels (Warning / Failing; Needs Improvement; Proficient; Advanced / Above proficient). Since the MCAS is not vertically aligned, the percentages of students at each performance level are not comparable across grades.
- **Composite Performance Index (CPI)** describes a group or school's progress toward proficiency based on the students' current level of performance. The CPI is not sensitive to change in student performance from Proficient to Advanced, because all students scoring Proficient and above receive the same number of CPI points: 100.
- **Growth Model** reports information about how much progress or "growth" students made in their MCAS performance from year to year in relation to their academic peers (i.e. students with a similar MCAS test result history). The rate of change is expressed as a percentile. All students can potentially grow at the 1st or 99th percentile.

A more complete understanding of student, school, or district MCAS performance can be obtained by using all three measures.

Student Growth Percentile (SGP):

- **Individual Student SGP:** measures student progress over time by comparing one student's progress to the progress of all other students with similar MCAS performance histories statewide (the student's academic peers). For example, a student with a growth percentile of 80 in 4th grade mathematics indicates this student grew faster than 80 percent of his/her academic peers with similar score histories across the state between the 3rd and 4th grades. This student grew slower in math than 20% of his/her academic peers.

The individual SGPs for ELA and Math are calculated for students in grades 4 through 8 who have two or more consecutive years of MCAS results. Since there is no 9th grade MCAS testing in ELA or Math, the SGPs for grade 10 students are calculated using MCAS results from the 8th grade to the 10th grade and, therefore, represent two years of growth for each student.

The student growth percentile (SGP) distribution can be grouped into five categories: (1) Very Low Growth (below the 20th percentile), Low Growth (21st to 40th percentile), Moderate Growth (41st to 60th percentile), High Growth (61st to 80th percentile), and Very High Growth (81st percentile or higher).

- **SGP in the Aggregate (Median SGP):** represents the “typical” growth (midpoint of all students’ growth percentiles ranked from highest to lowest) of a specific group, school, or district. A typical school or district in the Commonwealth would have a median student growth percentile of 50. For example, Dewey school with a median growth percentile of 65 in 5th grade English Language Arts indicates that 5th grade students at Dewey school grew faster than expected relative to the typical growth made by students with similar MCAS score histories statewide.

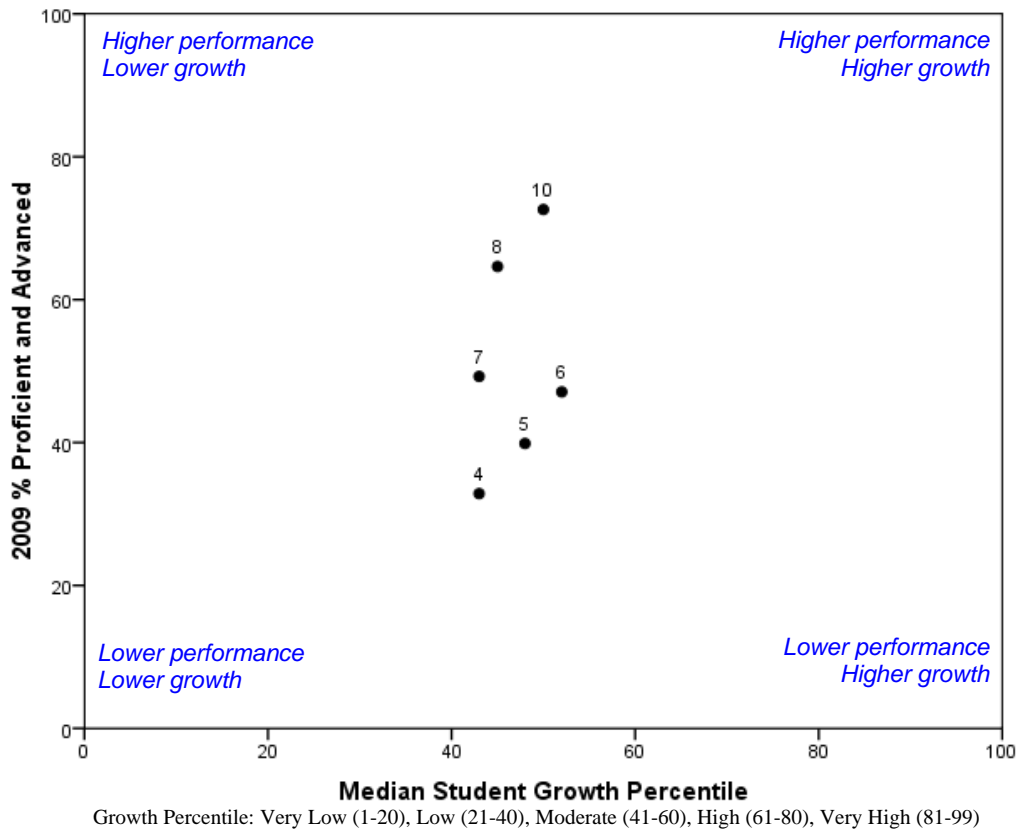
For groups such as grades, schools, or districts, a median student growth percentile of roughly 40 to 60 is typical. Student groups with growth outside this range are considered as having exceptionally high or low growth. However, differences of fewer than 10 SGP points are likely not to be educationally meaningful.

This report presents the growth students experienced across the district in MCAS in ELA and Math from 2008 to 2009 for grades 4 through 8, and from 2007 to 2009 for grade 10 students, relative to their academic peers statewide. Scatter plots with the Median SGP on the x-axis and percent of Proficient and Advanced students on the y-axis are first presented to give a general picture of the relationship between students’ typical growth rate and their performance for a specific group. This is followed by the distribution of student growth percentiles for each student group: these bar charts help identify which group(s) had larger proportions of students growing at a rate faster, on par, or slower, than their academic peers across state. Only students assigned a growth percentile are included in the analyses. Detailed statistics are presented in the Appendix.

District-wide Student Growth by Grade

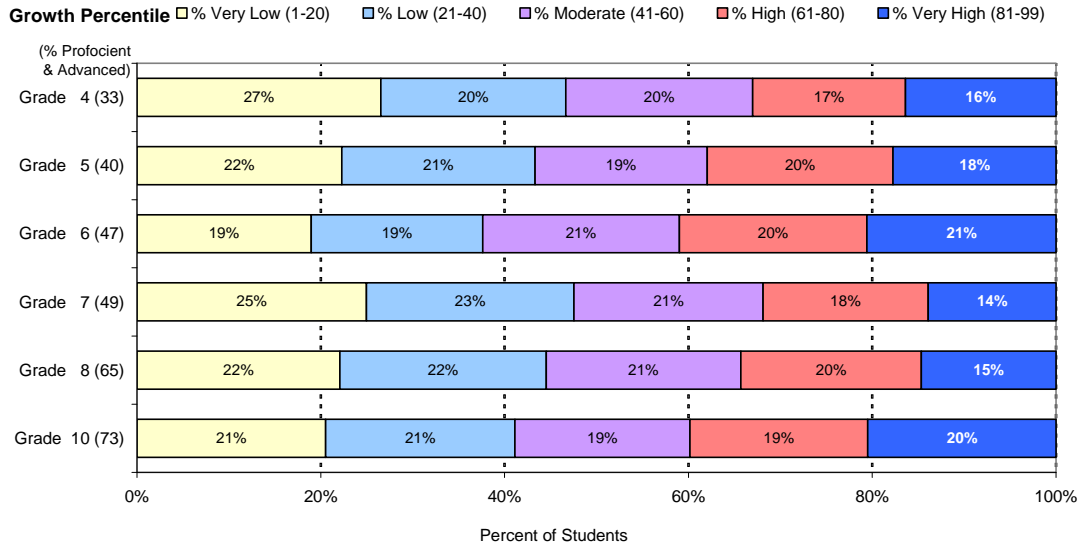
English Language Arts

ELA: 2009 Median SGP by % Proficient by Grade



- In ELA, 10th graders demonstrated higher performance than that of all other grade levels. BPS students at every grade level demonstrated at least typical growth compared to their academic peers statewide, with no median SGP falling below 40. Students in grades 10 (median SGP 50) and 6 (median SGP 52) grew as fast as, or slightly faster than, their academic peers across the state.

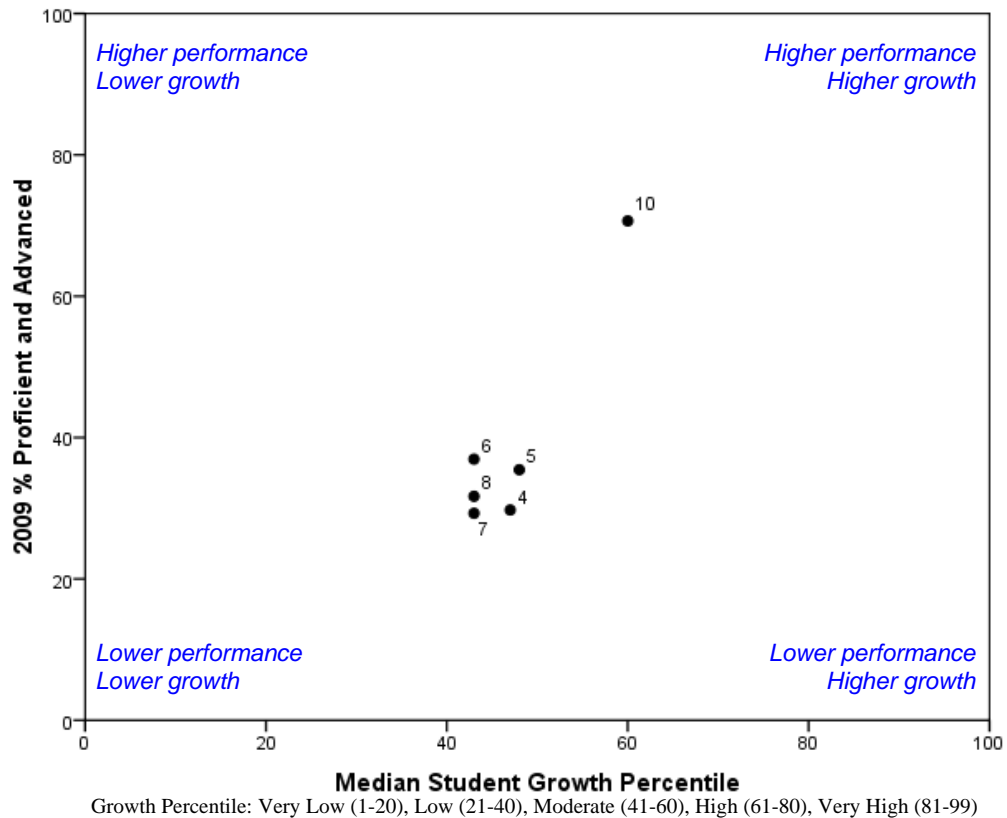
**MCAS English Language Arts
Student Growth by Grade
Percent of Students in Growth Percentile Ranges**



- Across all grades, at least 32% of students grew at a High or Very High rate (above the 61st percentile) compared to their academic peers statewide.
- The student growth distribution in grade 10 matches closely the statewide distribution, with roughly 20% of students falling into each of the five categories (very low, low, moderate, high, and very high growth).

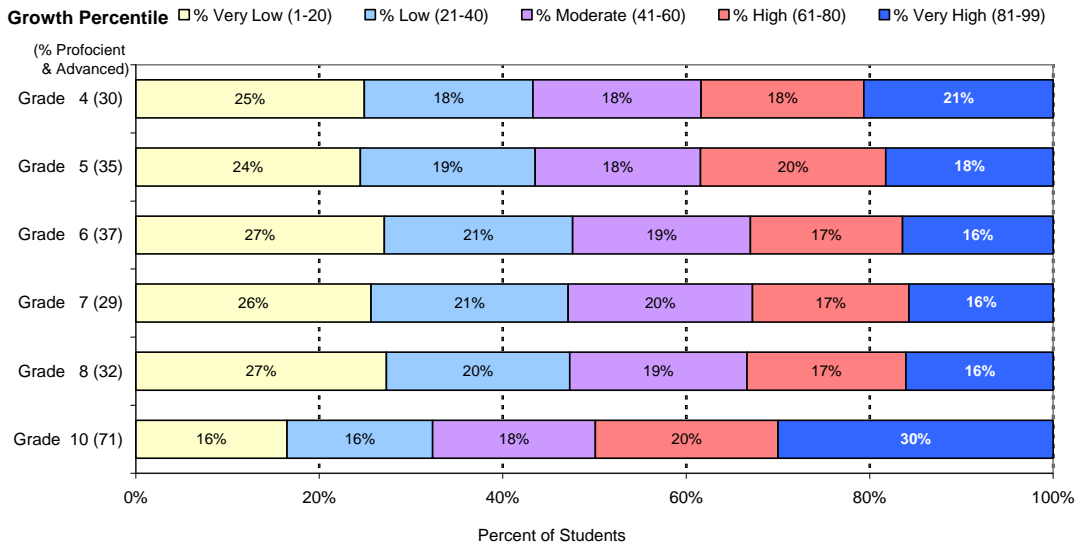
Mathematics

Math: 2009 Median SGP by % Proficient by Grade



- In Math, while every grade made typical growth relative to their academic peers across the state (median SGP over 41), grade 10 students showed higher performance and higher growth compared to all other grades. Grade 10 students (median SGP 62) also grew faster than students with similar MCAS histories statewide: the average BPS 10th grader grew faster than 62% of his/her peers across the state.

**MCAS Mathematics
Student Growth by Grade
Percent of Students in Growth Percentile Ranges**

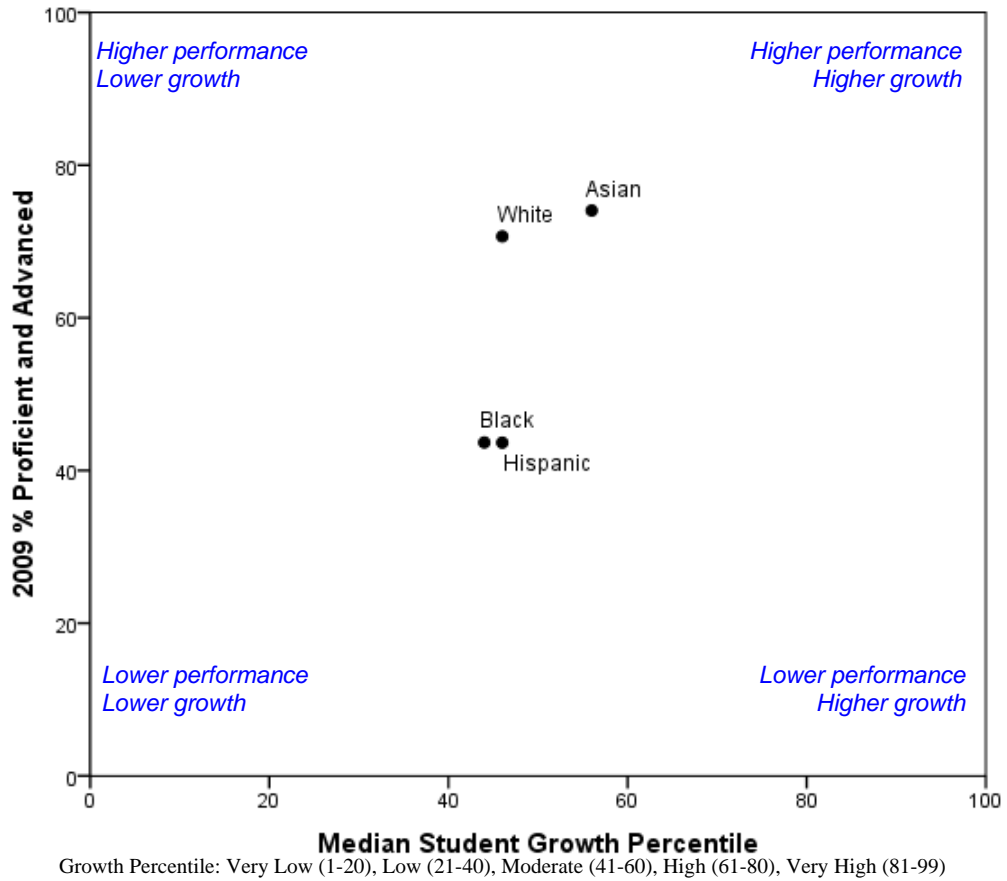


- About a third of students in grades 6 to 8 and about 40% of grade 4 and 5 students demonstrated High or Very High growth from 2008 to 2009.
- While 71% of grade 10 students were proficient or advanced, from 2007 to 2009, half of the 10th grade students showed High or Very High growth compared to their academic peers statewide.

District-wide Student Growth by Race/Ethnicity

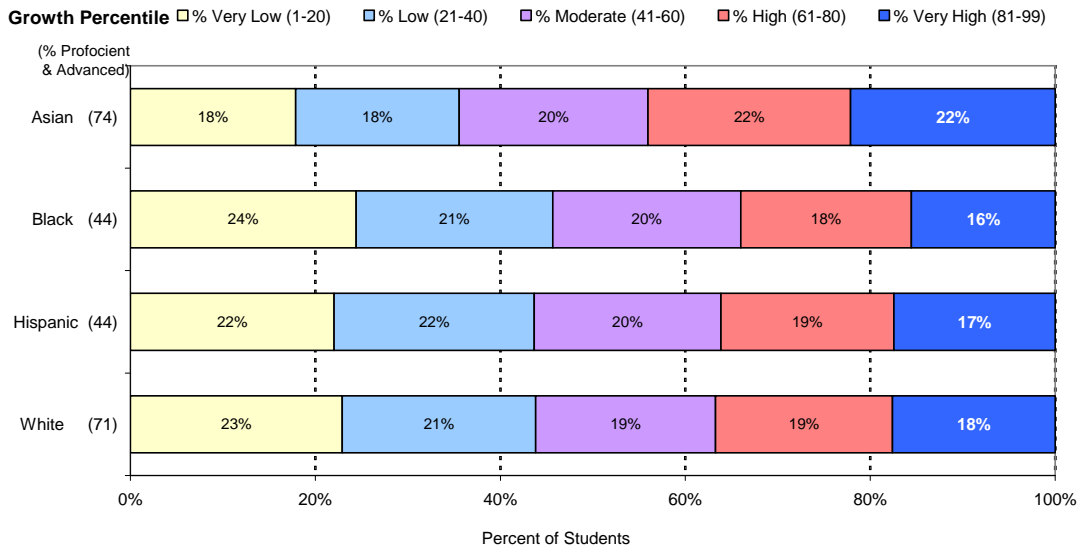
English Language Arts

ELA: 2009 Median SGP by % Proficient by Race/Ethnicity



- In ELA, while Asian and White students had higher proficiency rates, every racial group grew at a typical rate relative to students with similar MCAS histories across the state.

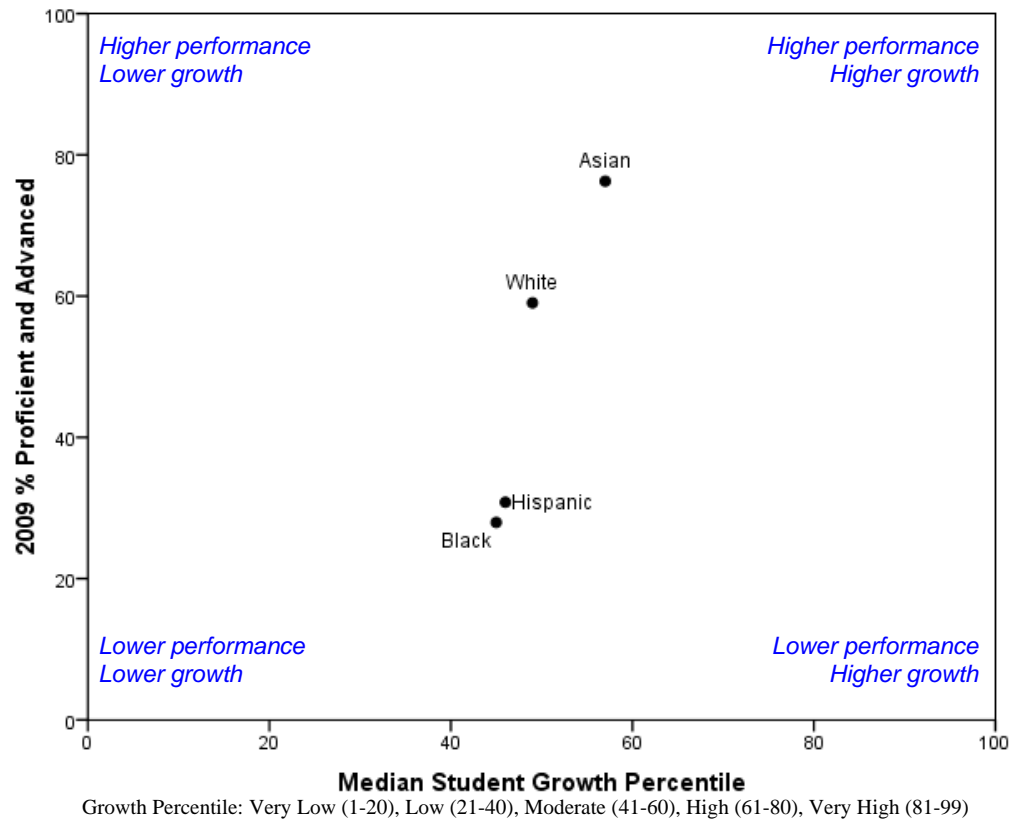
**MCAS English Language Arts
Student Growth by Race/Ethnicity
Percent of Students in Growth Percentile Ranges**



- Between 2008 and 2009, 44% of Asian students grew at or above the 61st percentile in ELA relative to students across the state with similar MCAS test score histories.
- More than a third of African American (34%) and Hispanic students (36%) grew at or above the 61st percentile relative to students with similar MCAS test score histories.
- The growth distribution of white students somewhat mirrors the state growth distribution with about 20% of students scoring in each of the five growth percentile ranges.

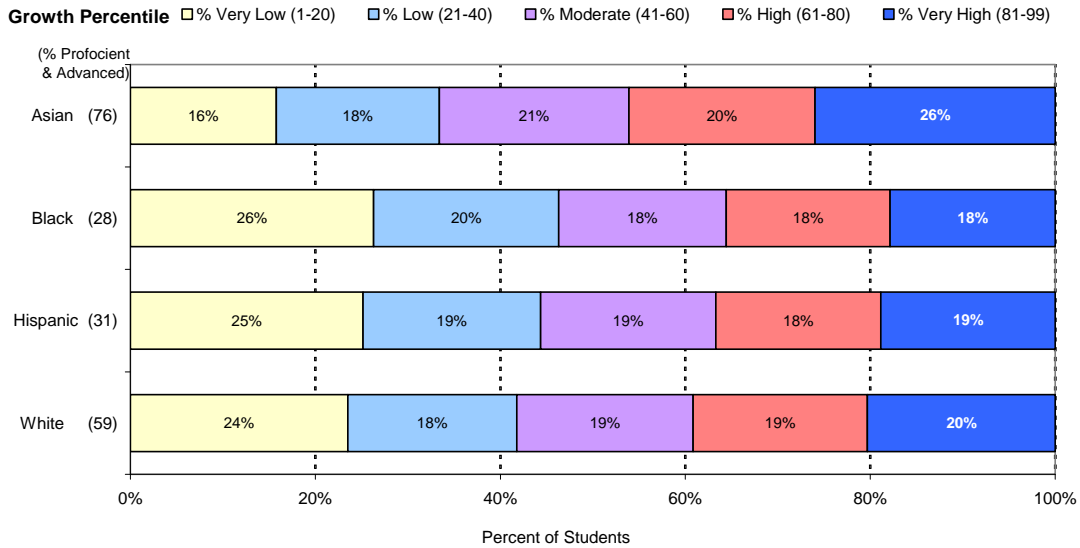
Mathematics

Math: 2009 Median SGP by % Proficient by Race/Ethnicity



- In Math, while Asian and White students had higher proficiency rates, every racial group grew at a typical rate relative to students with similar MCAS histories across the state. Asian students (median SGP 57) grew faster than their academic peers statewide.

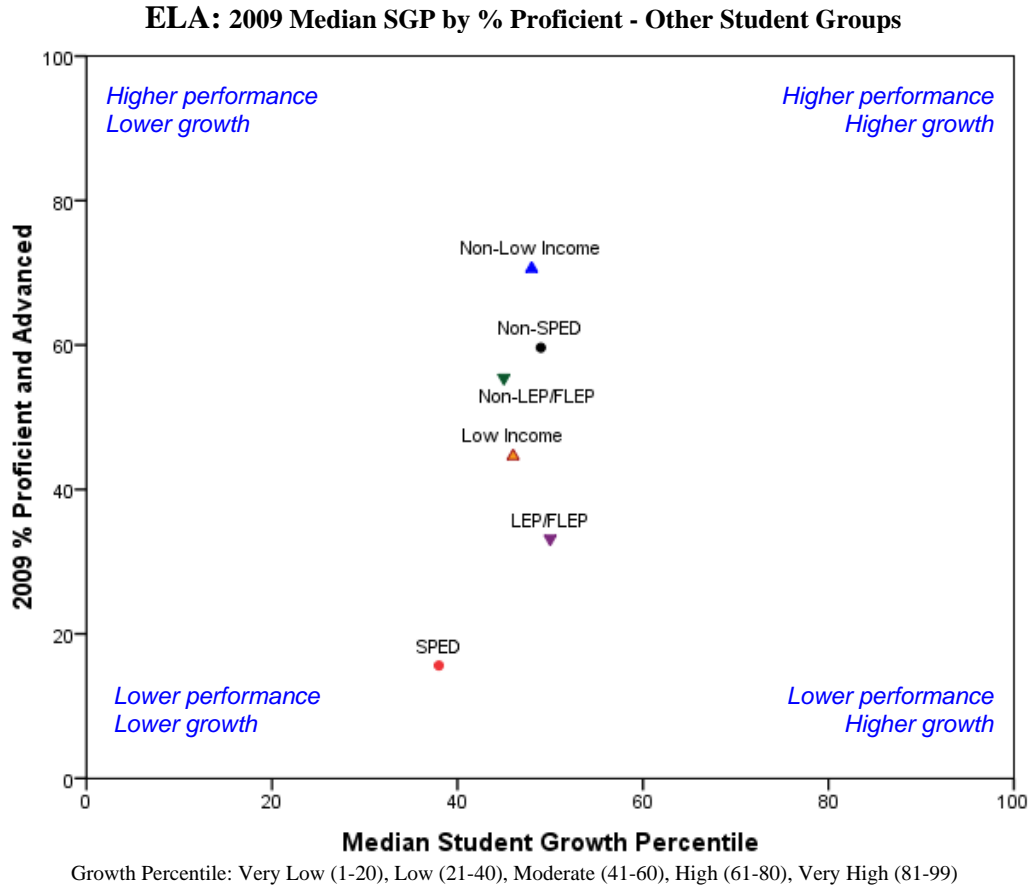
**MCAS Mathematics
Student Growth by Race/Ethnicity
Percent of Students in Growth Percentile Ranges**



- Between 2008 and 2009, 46% of Asian students had high or very high growth rates in Math relative to students across the state with similar MCAS test score histories.
- More than a third of African American (36%) and Hispanic students (37%) grew at or above the 61st percentile relative to students with similar MCAS test score histories.
- The growth distribution of white students somewhat mirrors the state growth distribution with about 20% of students scoring in each of the five growth percentile ranges except the very low growth category where Boston had a slightly higher percentage (24%).

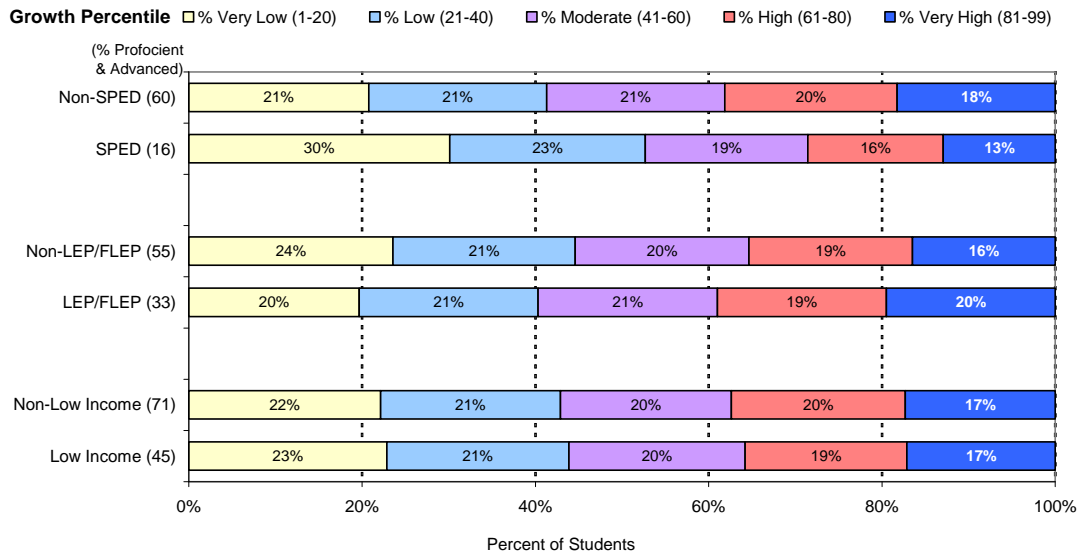
District-wide Student Growth - Other Student Groups

English Language Arts



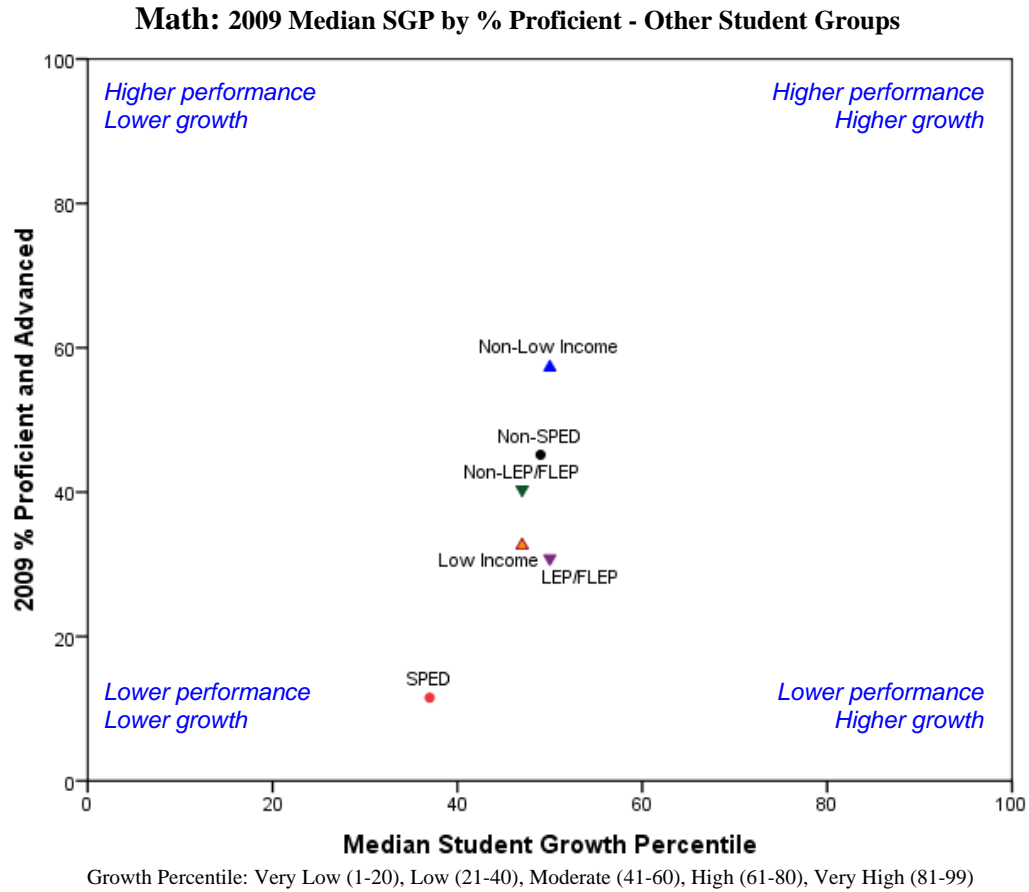
- In ELA, students with disabilities exhibited lower performance and lower growth relative to their academic peers statewide.
- Relative to students with similar MCAS histories across the state, Limited or formerly Limited English Proficient students, had a slightly higher growth rate than that of non-LEP/FLEP students. Boston’s LEP/FLEP students grew at a similar rate (median SGP 50) as their academic peers statewide in ELA.
- A higher percentage of non-Low Income students were proficient or advanced compared to Low Income students, but the growth rate was about the same for both groups, and fell within the typical growth rate range.

**MCAS English Language Arts
Student Growth by Other Student Groups
Percent of Students in Growth Percentile Ranges**



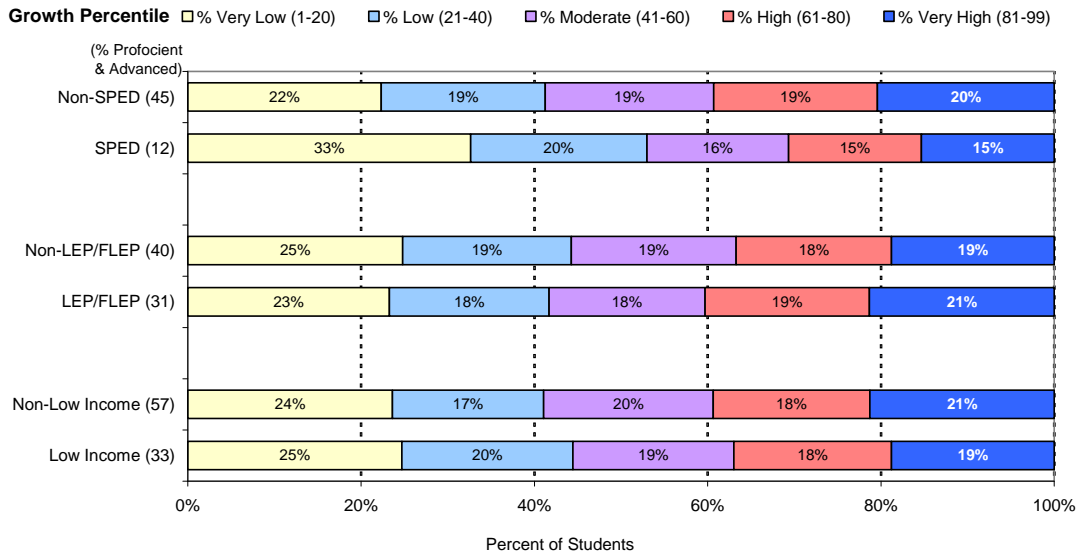
- Compared to students across the state with similar MCAS test score histories, 29% of students with disabilities grew at or above the 61st percentile in 2009, while growth among students without disabilities was fairly evenly distributed across each of the growth percentile ranges.
- Relative to students with similar MCAS score histories statewide, thirty-nine percent (39%) of Limited or former Limited English Proficient students grew at or above the 61st percentile in 2009, compared to 35% for non-LEP/FLEP students.
- In 2009, the student growth distribution across each of the growth percentile ranges between Low Income and Non-Low Income students groups was very similar.

Mathematics



- In Math, students with disabilities demonstrated lower performance and lower growth compared to their academic peers statewide.
- Relative to students with similar MCAS histories across the state, Limited or formerly Limited English Proficient students exhibited lower performance but higher growth in Math than non-LEP/FLEP students. Boston's LEP/FLEP students (median SGP 50) grew as fast as their academic peers statewide.
- Low Income students demonstrated lower performance than did Non-Low Income students, but the growth rates were about the same for both groups and fell within the typical growth rate range.

**MCAS Mathematics
Student Growth by Other Student Groups
Percent of Students in Growth Percentile Ranges**



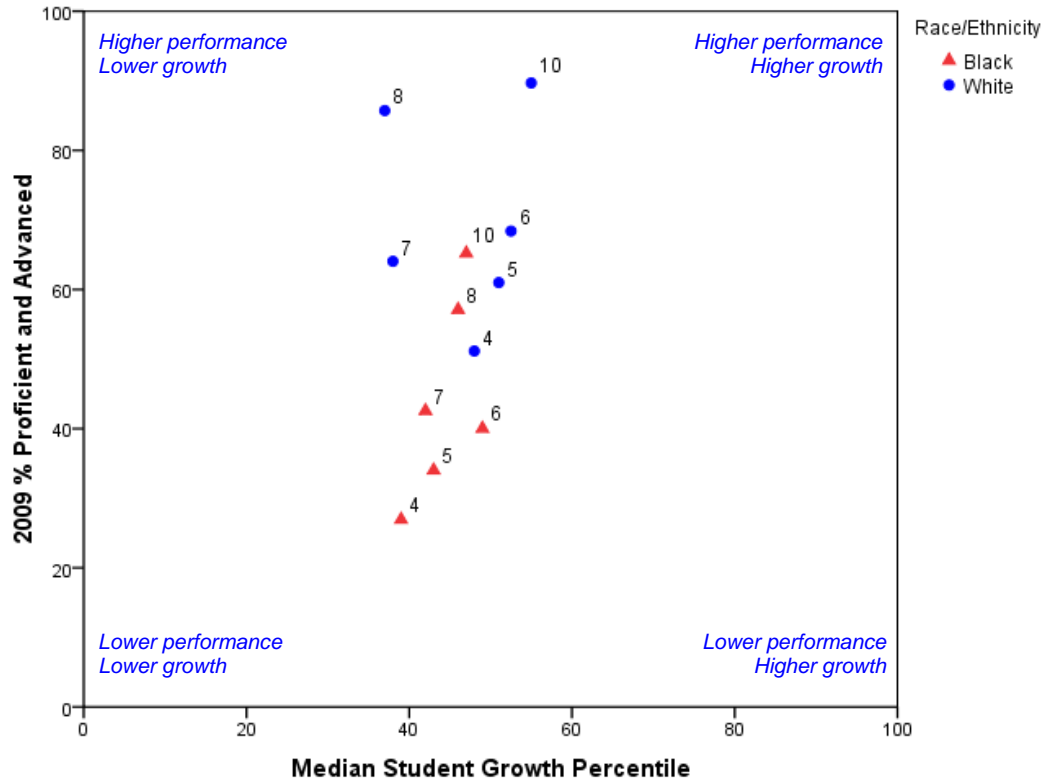
- In 2009, thirty percent (30%) of students with disabilities versus thirty-nine percent (39%) of students without disabilities grew at or above the 61st percentile compared to their academic peers across the state.
- Between 2008 and 2009, 40% of Limited or formerly Limited English Proficient students and 37% of Non-LEP students grew at or above the 61st percentile relative to students with similar MCAS test score histories statewide.
- 37% of Low Income students and 39% of Non-Low Income had high or very high growth rates in 2009, relative to students across the state with similar MCAS test score histories.

District-wide Student Growth by Grade Level and Selected Subgroups

White vs. Black Students

English Language Arts

ELA: 2009 Median SGP by % Proficient: Grade by Whites vs. Blacks



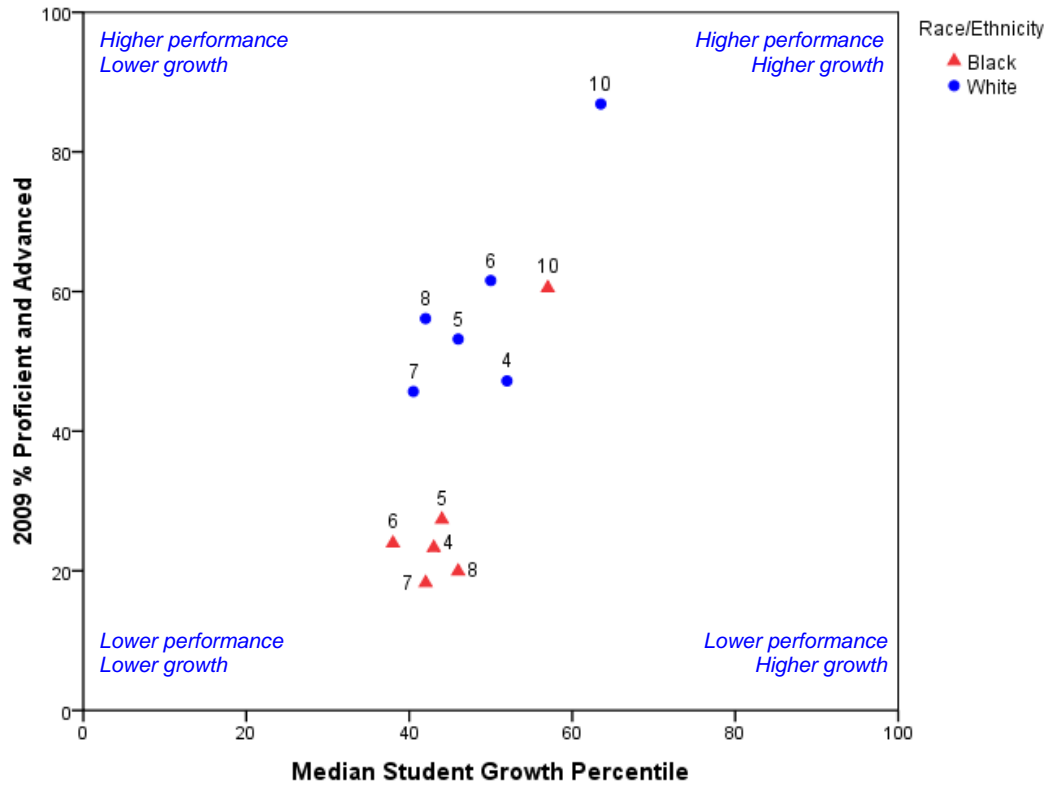
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- Relative to students with similar MCAS histories, while White students demonstrated higher performance than Black students in every grade in ELA, Black students showed higher growth in grades 7 and 8.

White vs. Black Students

Mathematics

Math: 2009 Median SGP by 2009 % Proficient: Grade by Whites vs. Blacks



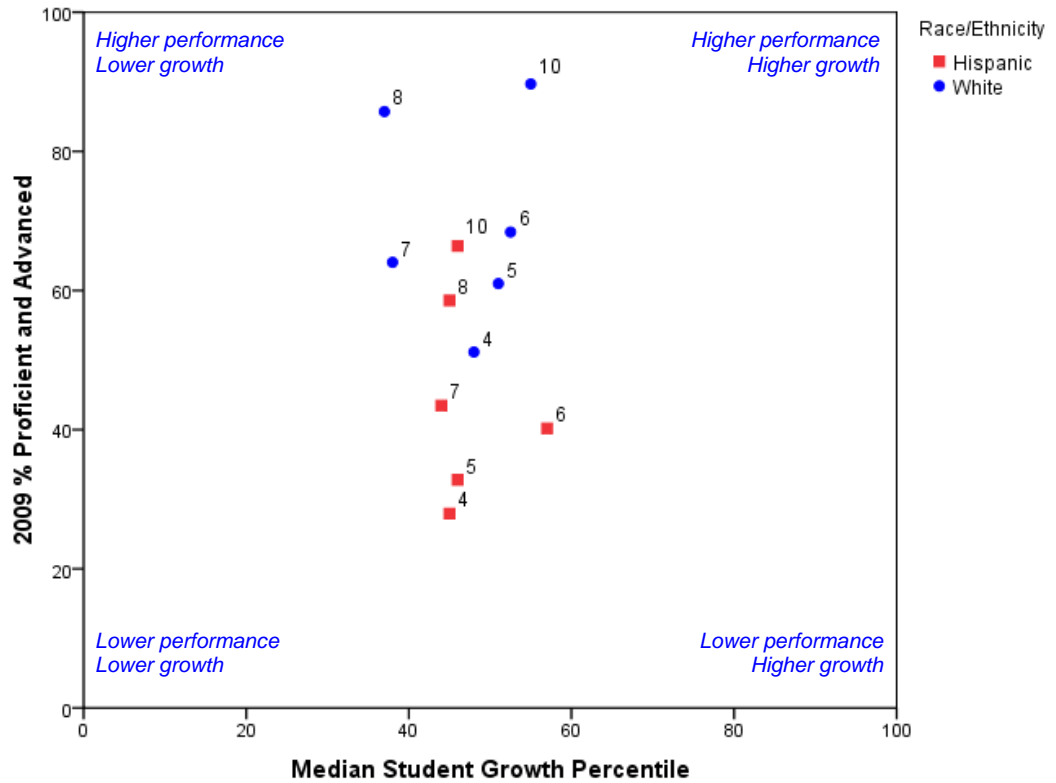
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- In Math, relative to students with similar MCAS histories, White students demonstrated higher performance and higher growth than Black students in every grade except for grades 7 and 8, where Black students exhibited slightly higher growth.

White vs. Hispanic Students

English Language Arts

ELA: 2009 Median SGP by 2009 % Proficient: Grade by Whites vs. Hispanics



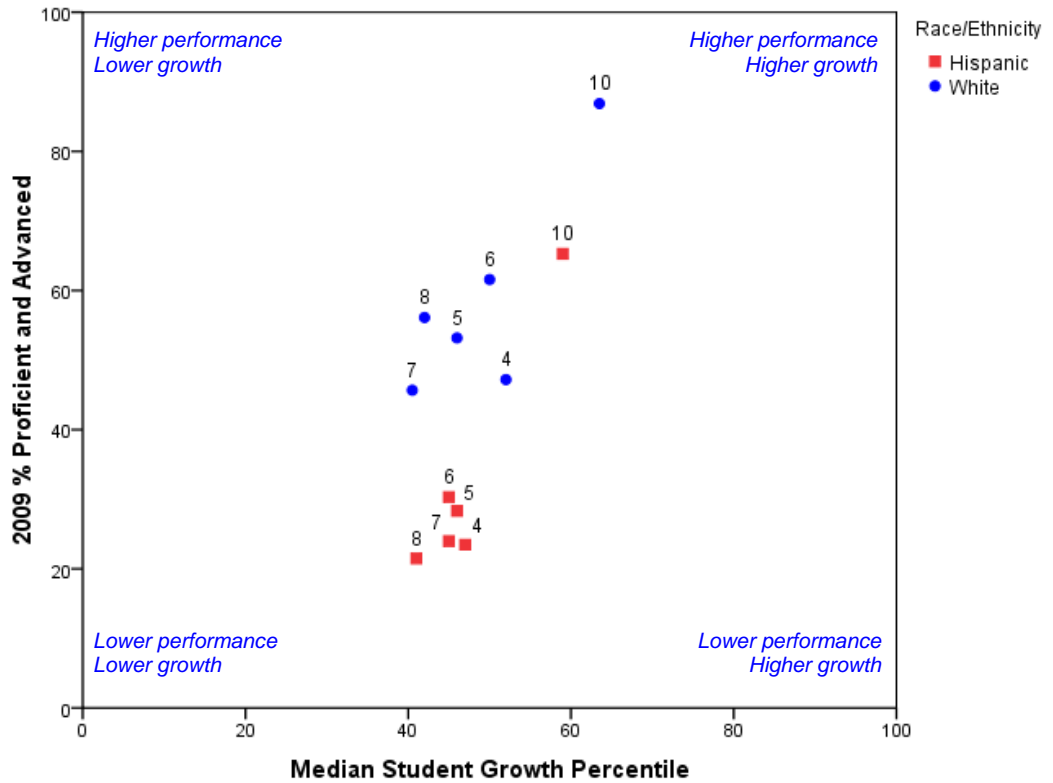
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- Relative to students with similar MCAS histories, White students demonstrated higher performance and higher growth than Hispanic students in the elementary and high school grades. Hispanic students had higher median growth in the middle grades (6, 7, and 8).

White vs. Hispanic Students

Mathematics

Math: 2009 Median SGP by 2009 % Proficient: Grade by Whites vs. Hispanics



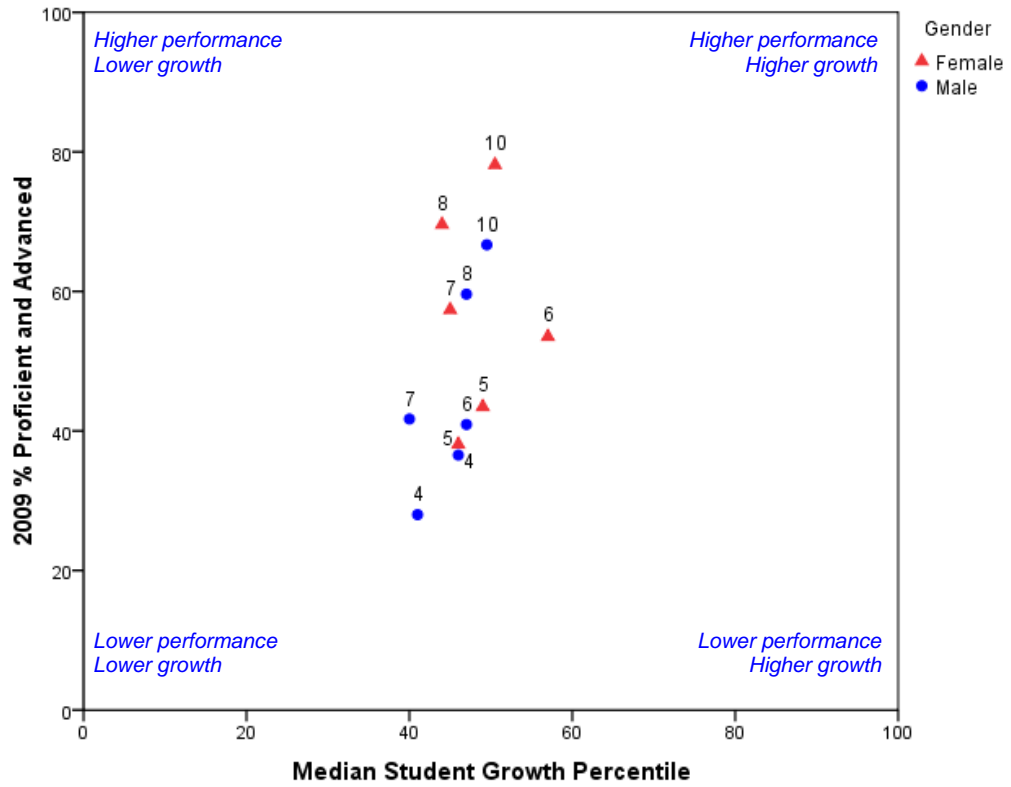
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- In Math, White students achieved higher performance and higher growth than Hispanic students in all grades, except grade 7.

Grade by Gender

English Language Arts

ELA: 2009 Median SGP by 2009 % Proficient: Grade by Gender



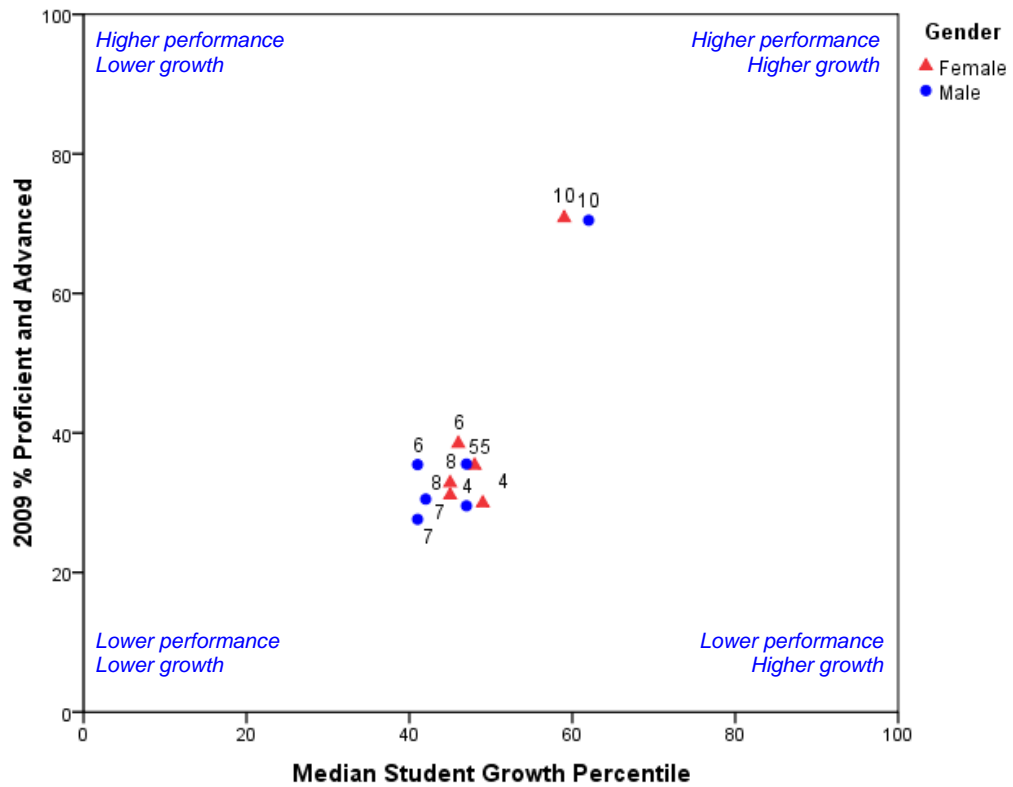
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- In ELA, females showed higher performance and higher growth than males in every grade level except grade 8 where males had slightly higher growth than females.

Grade by Gender

Mathematics

Math: 2009 Median SGP by 2009 % Proficient: Grade by Gender



Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- In Math, females and males exhibited comparable performance and growth in all grade levels except middle school grades (6, 7 and 8) where females showed slightly higher performance and higher growth than males.

Student Growth by Schools within Each Administrative Level

Overall:

- In ELA, of the 124 schools with sufficient data^{*}, 41 schools (33%) had a median SGP higher than 50 points, indicating that the typical student at these schools grew at a rate equal to or higher than his/her academic peers across the state.
- In Math, of these 124 schools, 57 (46%) had median SGP higher than 50 points indicating that a majority of students at these schools grew at a rate equal to or higher than their academic peers statewide.
- The distribution of the 124 schools by growth category is as follows:

In ELA:

- 14 schools (11%) demonstrated high or very high growth (median SGP above 60).
- 70 schools (56%) showed moderate growth (median SGP between 41 and 60).
- 40 schools (32%) showed low growth (median SGP between 21 and 40).
- None of the BPS schools had a median SGP below 21, which would place them in the very low growth category.

In Math:

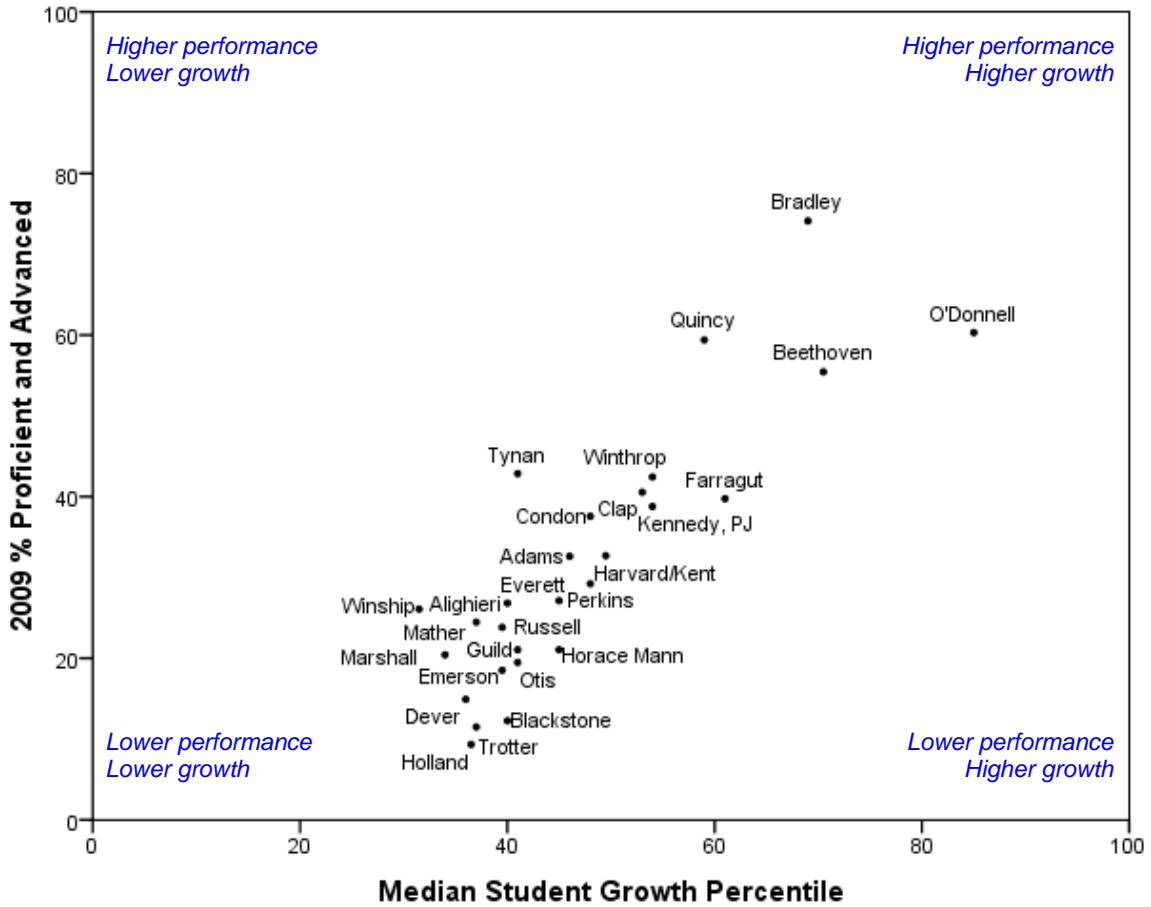
- 27 schools (22%) demonstrated high or very high growth (median SGP above 60).
- 61 schools (49%) demonstrated moderate growth (median SGP between 41 and 60).
- 35 schools (28%) showed low growth (median SGP between 21 and 40).
- Only one school had a median SGP below 21.

This section of the report presents the median SGP by percentage of students who scored at the proficient and advanced levels, for each school and subject area. Schools with particularly high growth rates over a one-year period may serve as examples of best practices and warrant further analysis.

^{*} Only schools where at least 20 students had been assigned a student growth percentile are reported. At least 2 MCAS scores were required in order to determine a student's growth percentile.

English Language Arts

Elementary Schools – A (N=27)

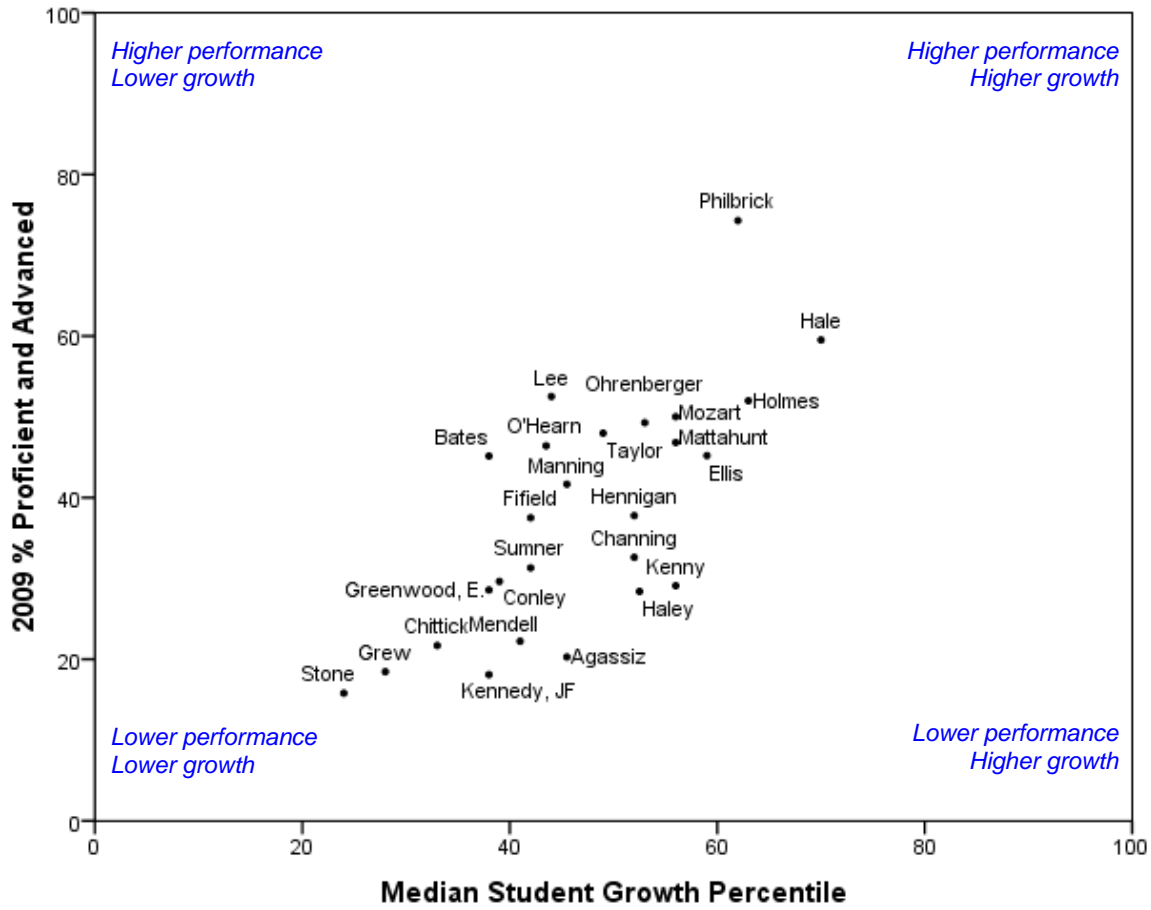


Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- In 2009, O'Donnell, Beethoven, Bradley and Farragut showed higher growth in ELA compared to other Elementary A schools. A majority of Elementary A schools demonstrated moderate growth.

English Language Arts

Elementary Schools – B (N=26*)

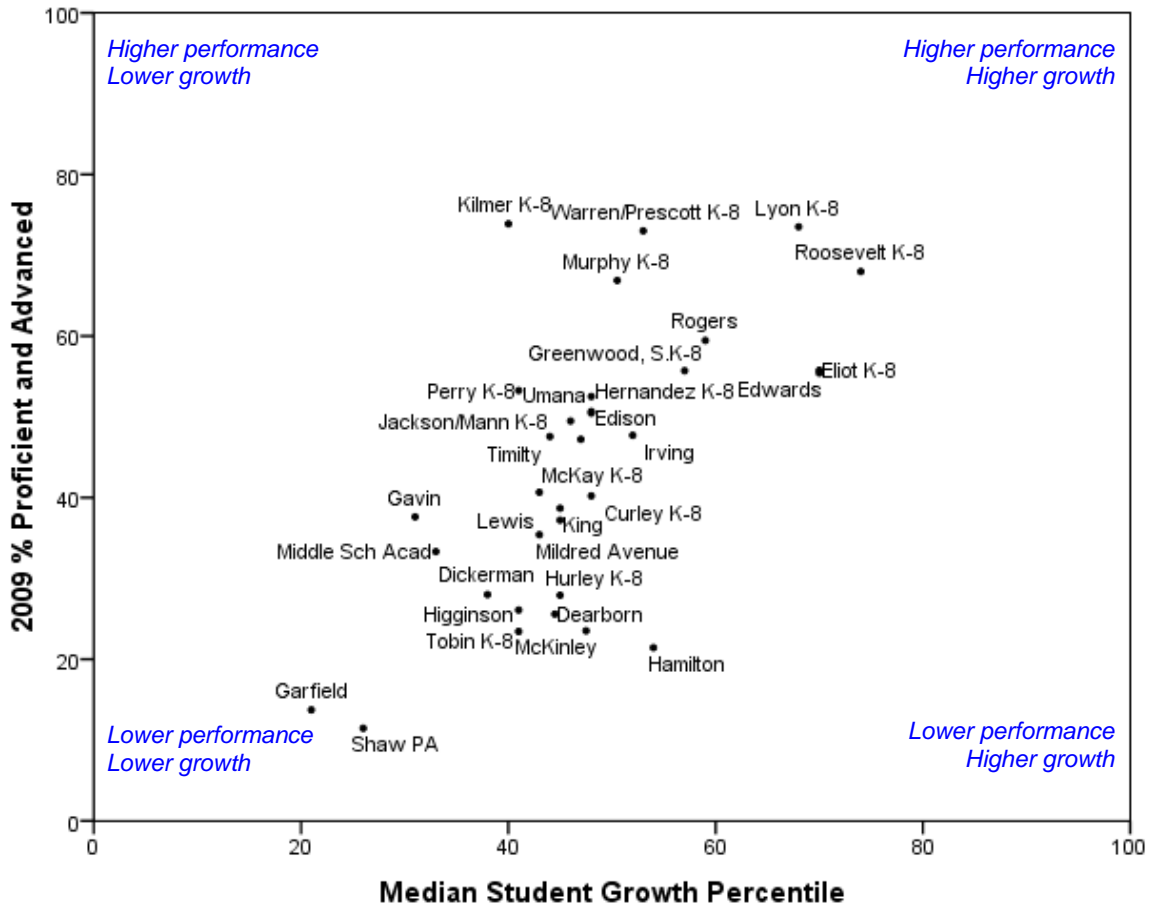


* Beginning in SY2009-2010, Stone school has merged with Holmes school.

- In ELA, from 2008 to 2009, Hale, Holmes and Philbrick demonstrated high performance and higher growth than other Elementary B schools. A majority of Elementary B schools grew at a moderate rate.

English Language Arts

Middle/K-8 Schools – (N=33*)

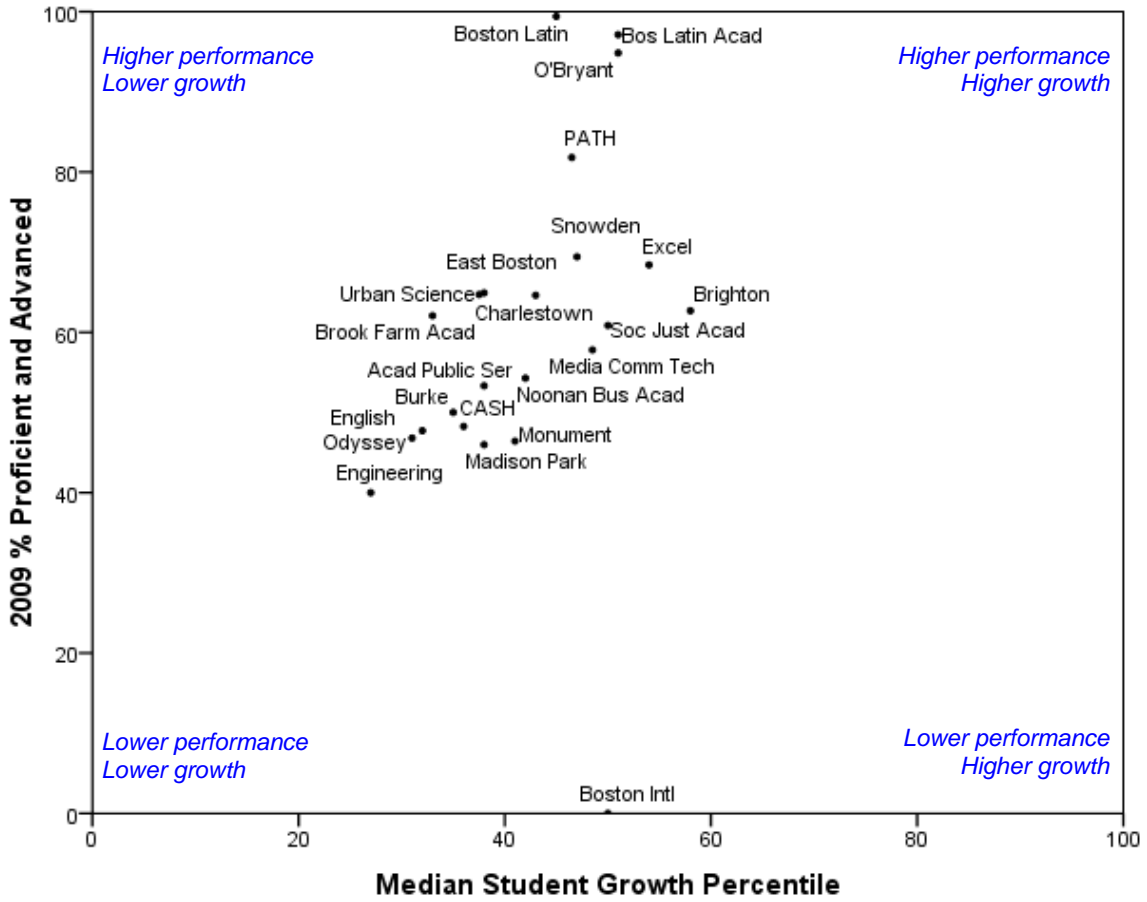


* The following schools were open in SY2008-09 and reconfigured beginning in SY2009-2010: (1) Edison, Garfield and Hamilton merged into Edison K-8, (2) Higginson and Lewis merged into Higginson/Lewis K-8, (3) Mildred Ave and Shaw, PA merged into Mildred Ave. K-8, (4) King and Dickerman merged into King K-8.

- From 2008 to 2009, Roosevelt, Lyon, Edwards and Eliot stand out as examples of high growth schools, with a median SGP above 61. Most Middle or K-8 schools showed a typical growth rate in ELA.

English Language Arts

High Schools (N=23*)



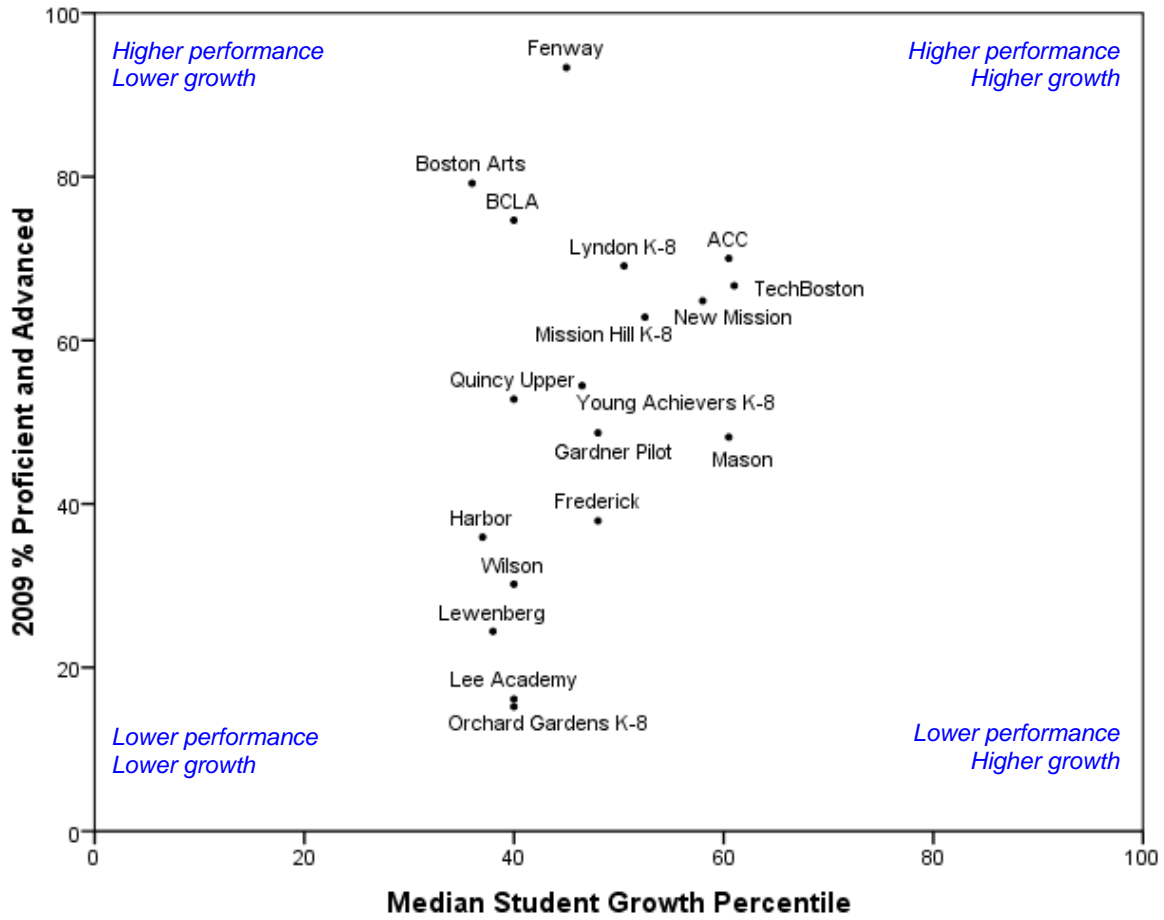
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

* Beginning in SY2009-2010, Noonan and APS merged into Dorchester Academy.

- Growth rates in ELA for the majority of high schools were moderate. Brighton High, with a median SGP of 58, had the highest growth rate. The three Exam schools and PATH demonstrated moderate growth, but also had a high percentage of students in the Proficient and Advanced performance categories.

English Language Arts

Pilot Schools (N=18)*



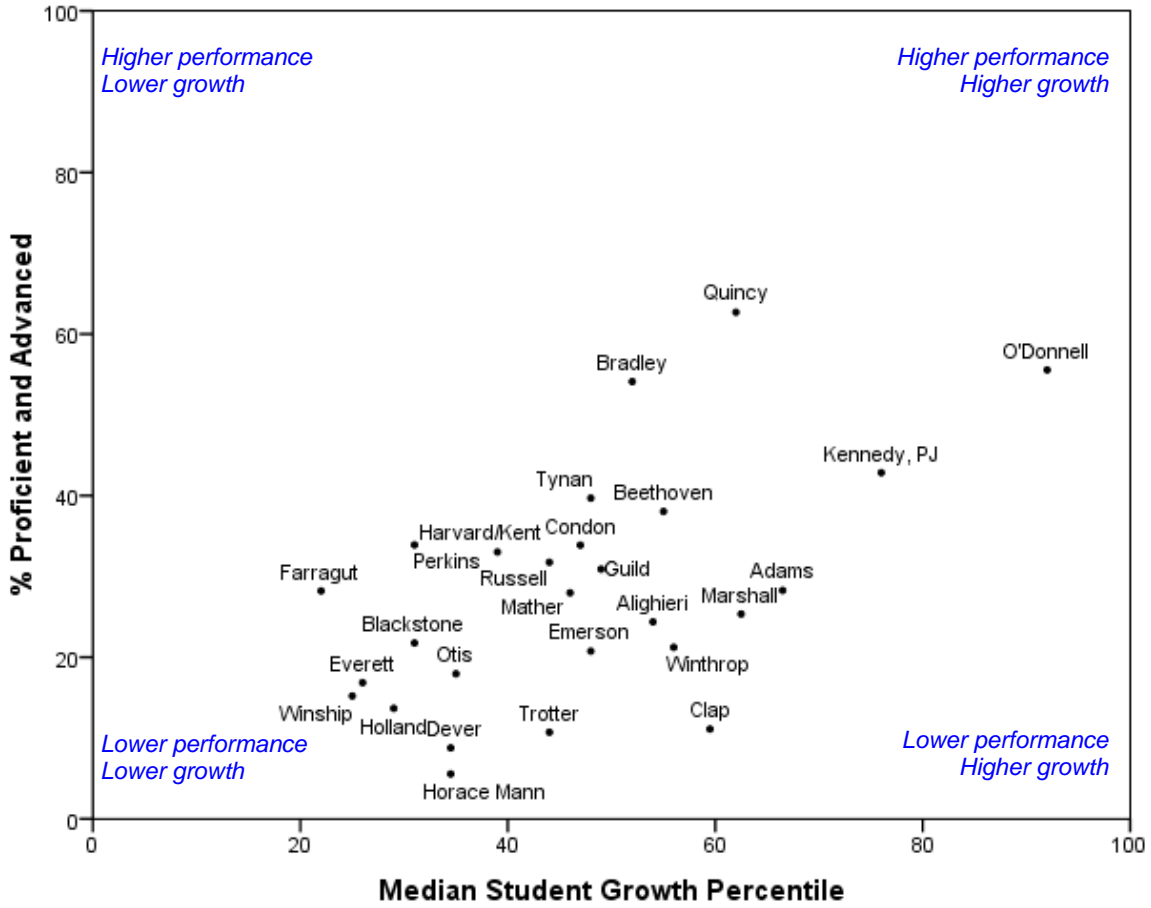
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

* Beginning in SY2009-2010, Wilson merged with TechBoston into TechBoston 6-12, and Lewenberg merged with Young Achievers K-8.

- In 2009, the growth rates in ELA for ACC, TechBoston, and Mason were higher compared to other Pilot Schools. Fenway demonstrated the highest proficiency rate.

Mathematics

Elementary Schools - A (N=27)

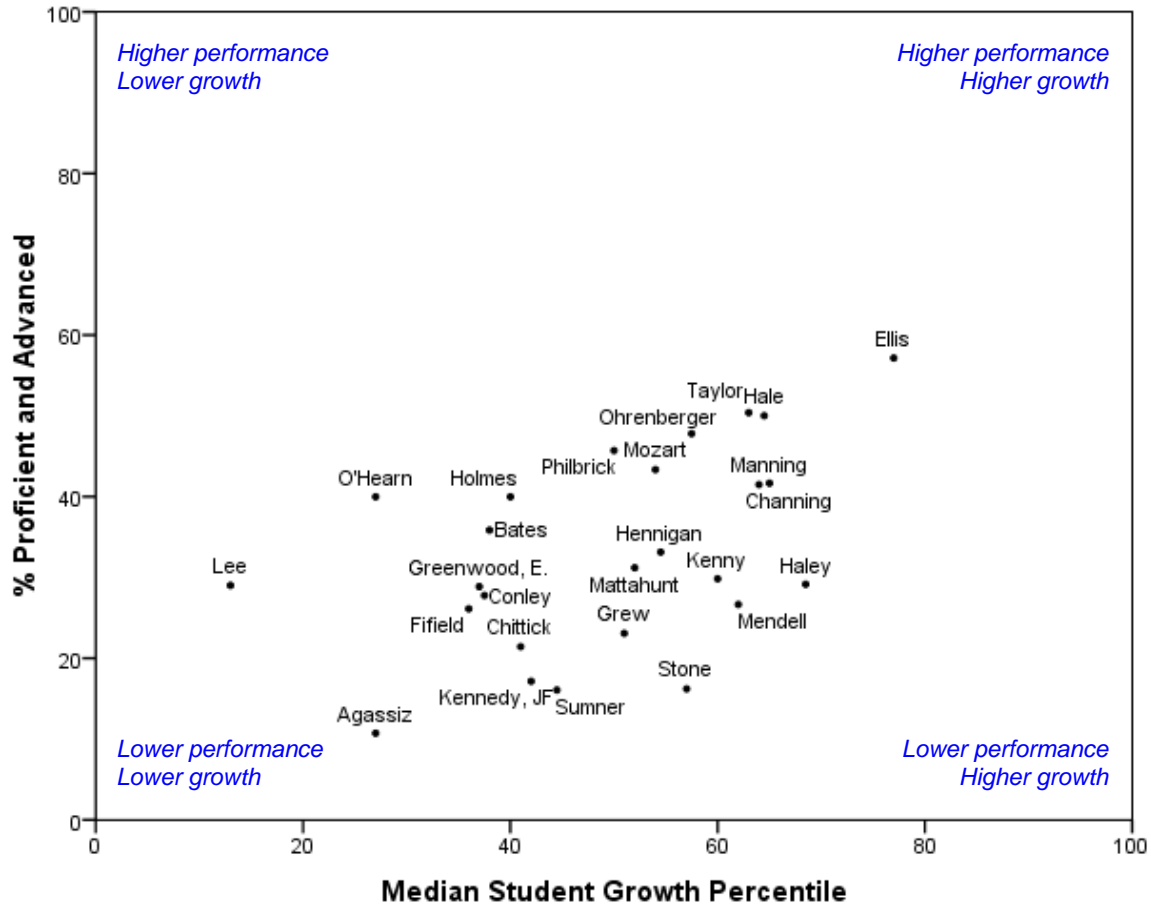


Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- From 2008 to 2009, O'Donnell, P. J. Kennedy and Quincy exhibited higher performance and higher growth in Math than the other Elementary A schools. Adams and Marshall also had high growth rates, although the proficiency rates were below 28% at these two schools.

Mathematics

Elementary Schools - B (N=26)

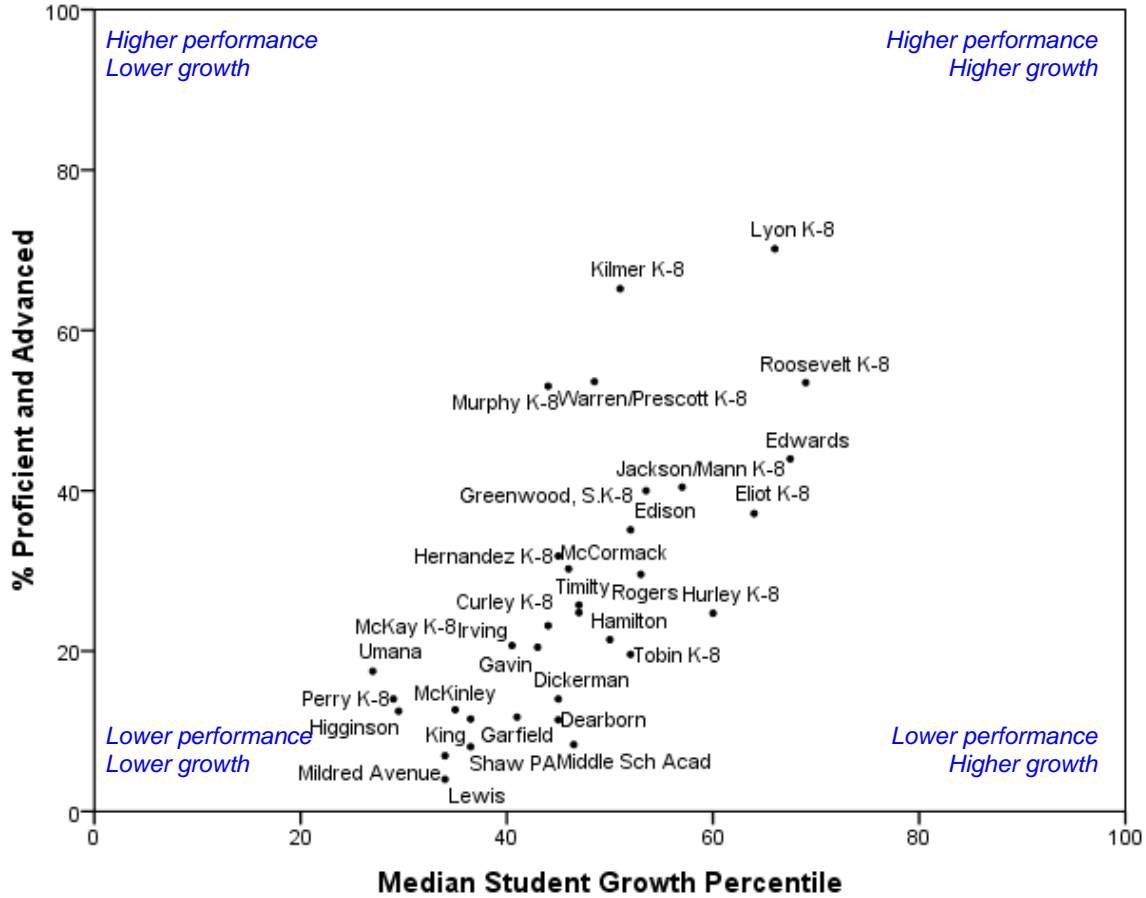


Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

- From 2008 to 2009, the Ellis, Haley, Manning, Hale, Channing, Taylor and Mendell schools demonstrated higher growth in Math than the other Elementary B schools. Ellis also saw an increase in its percentage of students scoring proficient and advanced.

Mathematics

Middle/K-8 Schools - B (N=33*)



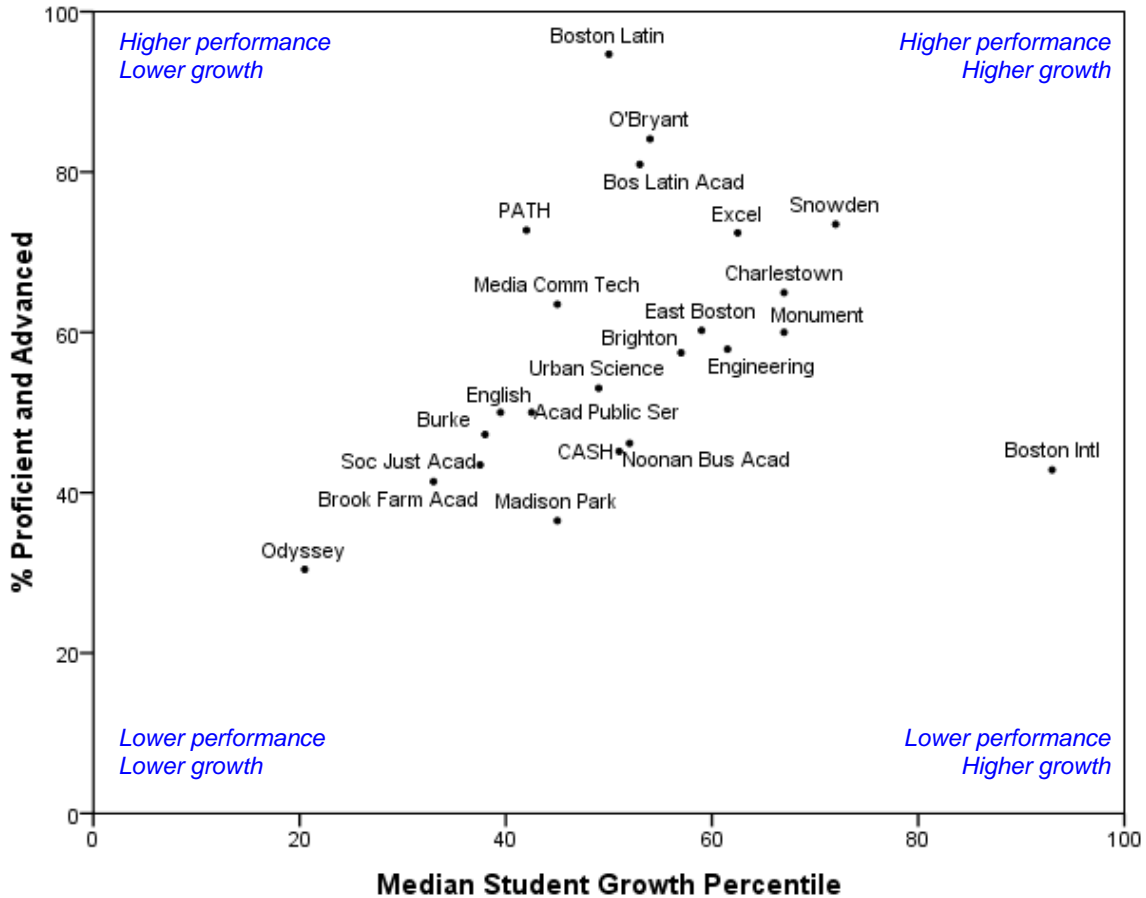
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

* The following schools were open in SY2008-09 and reconfigured beginning in SY2009-2010: (1) Edison, Garfield and Hamilton merged into Edison K-8, (2) Higginson and Lewis merged into Higginson/Lewis K-8, (3) Mildred Ave and Shaw, PA merged into Mildred Ave. K-8, (4) King and Dickerman merged into King K-8.

- Roosevelt, Edwards, Lyon and Eliot showed higher growth in Math than the other schools in the Middle/K-8 cluster. The Lyon also had the highest proficiency rate.

Mathematics

High Schools - B (N=23*)



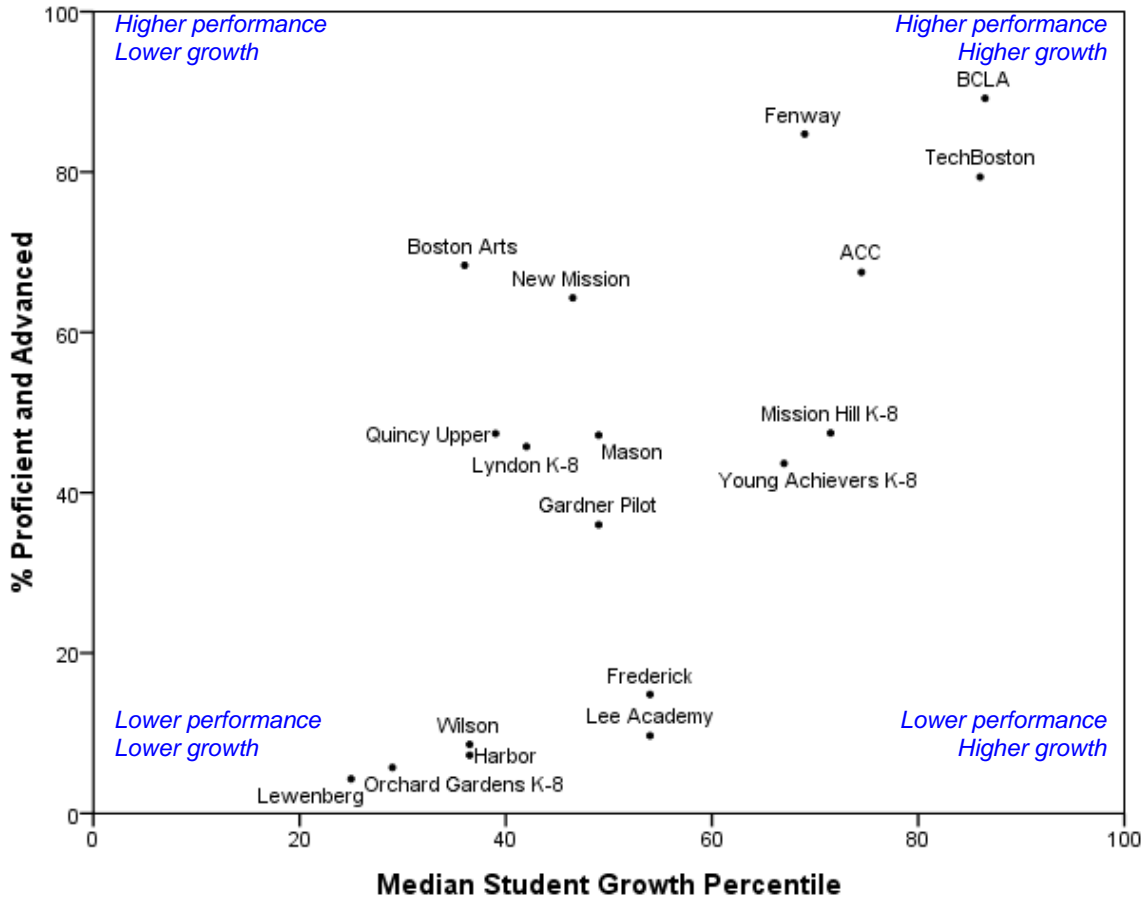
Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

* Beginning in SY2009-2010, Noonan and APS merged into Dorchester Academy.

- Boston International, Snowden, Charlestown, Monument, Excel, and Engineering schools exhibited higher growth in Math than other high schools. Among these schools, Snowden and Excel also had a higher percentage of students in the Proficient and Advanced categories in 2009.

Mathematics

Pilot Schools - B (N=18*)



Growth Percentile: Very Low (1-20), Low (21-40), Moderate (41-60), High (61-80), Very High (81-99)

* Beginning in SY2009-2010, Wilson merged with TechBoston into TechBoston 6-12, and Lewenberg merged with Young Achievers K-8.

- A number of pilot schools demonstrated high or very high growth in Math; they include BCLA, TechBoston, ACC, Mission Hill, Fenway, and Young Achievers. Of these schools, BCLA, Fenway and TechBoston also increased their proficiency rate in 2009.

Appendix

**Boston Public Schools
MCAS English Language Arts Performance
2009 Student Growth Distribution**

	N Students	Median SGP	% Very Low (1-20)	% Low (21-40)	% Moderate (41-60)	% High (61-80)	% Very High (81-99)	% Proficient & Advanced
All Students	18487	46	23	21	20	19	17	51
Grade								
4	3408	43	27	20	20	17	16	33
5	3304	48	22	21	19	20	18	40
6	2733	52	19	19	21	20	21	47
7	2948	43	25	23	21	18	14	49
8	3298	45	22	22	21	20	15	65
10	2796	50	21	21	19	19	20	73
Race/Ethnicity								
Asian	1780	56	18	18	20	22	22	74
AA/Black	7302	44	24	21	20	18	16	44
Hispanic	6461	46	22	22	20	19	17	44
Multi-Race	270	49	22	20	20	22	16	54
Native American	82	47	23	18	23	17	18	49
Pacific Islander	13							
White	2579	46	23	21	19	19	18	71
Gender								
Female	9106	48	21	21	21	19	18	56
Male	9381	45	24	21	20	19	16	45
LEP Status								
Non-LEP/FLEP	14401	45	24	21	20	19	16	55
LEP/FLEP	4086	50	20	21	21	19	20	33
SPED Status								
Non-SPED	14655	49	21	21	21	20	18	60
SPED	3832	38	30	23	19	16	13	16
Income Status								
Non-Low Income	4202	48	22	21	20	20	17	71
Low Income	14285	46	23	21	20	19	17	45

Note: only students assigned a growth percentile are included. Data are not reported if student group less than 20.

**Boston Public Schools
MCAS Mathematics
2009 Student Growth Distribution**

	N Students	Median SGP	% Very Low (1-20)	% Low (21-40)	% Moderate (41-60)	% High (61-80)	% Very High (81-99)	% Proficient & Advanced
All Students	18626	47	24	19	19	18	19	38
Grade								
4	3419	47	25	18	18	18	21	30
5	3307	48	24	19	18	20	18	35
6	2753	43	27	21	19	17	16	37
7	2998	43	26	21	20	17	16	29
8	3365	43	27	20	19	17	16	32
10	2784	60	16	16	18	20	30	71
Race/Ethnicity								
Asian	1794	57	16	18	21	20	26	76
AA/Black	7345	45	26	20	18	18	18	28
Hispanic	6524	46	25	19	19	18	19	31
Multi-Race	267	47	24	19	20	18	19	43
Native American	83	44	25	17	19	16	23	37
Pacific Islander	13							
White	2600	49	24	18	19	19	20	59
Gender								
Female	9156	49	23	20	20	19	19	39
Male	9470	46	26	19	18	18	19	37
LEP Status								
Non-LEP/FLEP	14463	47	25	19	19	18	19	40
LEP/FLEP	4163	50	23	18	18	19	21	31
SPED Status								
Non-SPED	14769	49	22	19	19	19	20	45
SPED	3857	37	33	20	16	15	15	12
Income Status								
Non-Low Income	4218	50	24	17	20	18	21	57
Low Income	14408	47	25	20	19	18	19	33

Note: only students assigned a growth percentile are included. Data are not reported if student group less than 20.

**MCAS English Language Arts Performance
2009 Student Growth Distribution: Grade by Student Groups**

Grade	Student Groups	N Students	Median SGP	%	%	%	%	%	% Proficient & Advanced
				Very Low (1-20)	Low (21-40)	Moderate (41-60)	High (61-80)	Very High (81-99)	
4	All Students	3408	43	27	20	20	17	16	33
	Asian	249	52	20	17	21	25	17	53
	AA/Black	1347	39	31	20	20	15	15	27
	Hispanic	1253	45	24	21	21	16	18	28
	Multi-Race	59	44	24	22	24	15	15	39
	Native American	20	18	55	15	10	10	10	25
	Pacific Islander	1							
	White	479	48	22	21	19	20	18	51
	Female	1644	46	24	20	21	17	19	38
	Male	1764	41	29	21	20	16	14	28
	Non-LEP/FLEP	2544	41	28	20	20	16	15	34
	LEP/FLEP	864	48	22	20	21	17	19	28
	Non-SPED	2683	48	22	20	22	18	19	40
	SPED	725	26	44	21	15	11	8	8
	Non-Low Income	663	48	22	20	20	21	17	55
Low Income	2745	42	28	20	20	16	16	28	
5	All Students	3304	48	22	21	19	20	18	40
	Asian	283	65	12	16	18	22	32	64
	AA/Black	1320	43	25	22	17	20	15	34
	Hispanic	1211	46	23	22	20	19	17	33
	Multi-Race	46	50	17	20	24	24	15	46
	Native American	20	64	5	15	25	45	10	45
	Pacific Islander	1							
	White	423	51	20	19	20	21	20	61
	Female	1590	49	21	21	19	20	19	43
	Male	1714	46	24	21	18	20	17	37
	Non-LEP/FLEP	2322	47	23	21	19	21	17	43
	LEP/FLEP	982	48	21	22	19	19	19	32
	Non-SPED	2542	50	20	21	19	21	19	48
	SPED	762	39	30	22	18	17	12	12
	Non-Low Income	585	55	19	18	19	23	21	63
Low Income	2719	46	23	22	19	20	17	35	
6	All Students	2733	52	19	19	21	20	21	47
	Asian	275	55	19	16	23	20	22	70
	AA/Black	1047	49	20	19	23	18	20	40
	Hispanic	993	57	18	19	19	23	21	40
	Multi-Race	42	48	33	12	14	19	21	50

**MCAS English Language Arts Performance
2009 Student Growth Distribution: Grade by Student Groups**

Grade	Student Groups	N Students	Median SGP	%	%	%	%	%	% Proficient & Advanced
				Very Low (1-20)	Low (21-40)	Moderate (41-60)	High (61-80)	Very High (81-99)	
	Native American	12							
	Pacific Islander								
	White	364	53	19	20	21	20	20	68
	Female	1338	57	16	17	22	21	25	54
	Male	1395	47	22	20	21	19	17	41
	Non-LEP/FLEP	1830	51	20	18	22	20	21	51
	LEP/FLEP	903	54	17	20	21	21	20	39
	Non-SPED	2100	54	18	18	21	22	21	57
	SPED	633	47	22	20	22	16	19	13
	Non-Low Income	495	54	19	17	21	21	22	68
	Low Income	2238	52	19	19	22	20	20	42
7	All Students	2948	43	25	23	21	18	14	49
	Asian	310	46	27	18	21	19	15	78
	AA/Black	1217	42	25	24	20	18	13	43
	Hispanic	1026	44	23	23	21	19	15	43
	Multi-Race	39	49	21	21	26	21	13	51
	Native American	7							
	Pacific Islander	4							
	White	345	38	32	22	20	13	12	64
	Female	1421	45	23	22	22	19	14	57
	Male	1527	40	27	24	19	17	14	42
	Non-LEP/FLEP	2193	41	26	23	19	18	13	54
	LEP/FLEP	755	48	21	21	24	18	15	35
	Non-SPED	2301	44	24	22	21	19	15	59
	SPED	647	36	29	26	19	15	11	13
Non-Low Income	640	42	28	21	20	20	12	67	
Low Income	2308	43	24	23	21	18	14	44	
8	All Students	3298	45	22	22	21	20	15	65
	Asian	342	51	18	21	22	23	17	82
	AA/Black	1319	46	22	21	22	20	15	57
	Hispanic	1091	45	22	23	21	19	15	59
	Multi-Race	46	40	22	28	17	20	13	72
	Native American	15							
	Pacific Islander	2							
	White	483	37	27	25	18	19	10	86
	Female	1667	44	22	23	23	19	13	70
	Male	1631	47	22	22	20	21	16	60

**MCAS English Language Arts Performance
2009 Student Growth Distribution: Grade by Student Groups**

Grade	Student Groups	N Students	Median SGP	%	%	%	%	%	% Proficient & Advanced
				Very Low (1-20)	Low (21-40)	Moderate (41-60)	High (61-80)	Very High (81-99)	
	Non-LEP/FLEP	2942	44	23	23	21	19	14	69
	LEP/FLEP	356	56	15	20	20	22	22	31
	Non-SPED	2633	45	22	22	21	20	15	75
	SPED	665	45	22	23	21	19	15	25
	Non-Low Income	858	41	25	24	21	18	12	79
	Low Income	2440	46	21	22	21	20	15	60
	10	All Students	2796	50	21	21	19	19	20
	Asian	321	62	11	18	18	22	30	89
	AA/Black	1052	47	23	21	19	20	17	65
	Hispanic	887	46	23	22	18	16	20	66
	Multi-Race	38	64	16	16	16	37	16	71
	Native American	8							
	Pacific Islander	5							
	White	485	55	18	18	20	20	24	90
	Female	1446	51	19	22	19	20	21	78
	Male	1350	50	22	19	19	19	20	67
	Non-LEP/FLEP	2570	49	21	21	19	19	20	76
	LEP/FLEP	226	60	15	21	15	21	28	31
	Non-SPED	2396	53	19	20	19	20	22	80
	SPED	400	35	32	23	18	15	12	28
	Non-Low Income	961	50	19	22	18	19	21	82
	Low Income	1835	50	21	20	19	19	20	68

Note: only students assigned a growth percentile are included. Data are not reported if student group less than 20.

**MCAS Mathematics Performance
2009 Student Growth Distribution: Grade by Student Groups**

Grade	Student Groups	N Students	Median SGP	%	%	%	%	%	% Proficient & Advanced
				Very Low (1-20)	Low (21-40)	Moderate (41-60)	High (61-80)	Very High (81-99)	
4	All Students	3419	47	25	18	18	18	21	30
	Asian	250	59	15	12	26	24	24	62
	AA/Black	1352	43	28	19	18	16	18	23
	Hispanic	1253	47	24	19	17	17	21	23
	Multi-Race	60	51	25	18	15	20	22	32
	Native American	20	30	45	10	15	10	20	25
	Pacific Islander	1							
	White	483	52	21	18	18	20	24	47
	Female	1646	49	24	19	19	18	21	30
	Male	1773	47	26	18	18	17	21	30
	Non-LEP/FLEP	2553	47	26	18	19	18	20	30
	LEP/FLEP	866	50	23	18	17	18	24	29
	Non-SPED	2693	51	21	18	19	19	23	35
	SPED	726	33	39	19	15	14	13	10
	Non-Low Income	667	51	22	17	18	18	26	49
Low Income	2752	47	26	19	18	18	19	25	
5	All Students	3307	48	24	19	18	20	18	35
	Asian	286	68	9	15	20	24	32	75
	AA/Black	1320	44	28	19	16	20	18	27
	Hispanic	1211	46	25	20	20	19	16	28
	Multi-Race	44	52	18	20	18	30	14	32
	Native American	20	65	10	5	20	30	35	60
	Pacific Islander	1	39						
	White	425	46	24	21	18	20	17	53
	Female	1593	48	24	19	19	20	18	35
	Male	1714	47	25	19	17	21	18	36
	Non-LEP/FLEP	2324	46	25	19	18	20	18	37
	LEP/FLEP	983	51	22	19	19	21	19	32
	Non-SPED	2546	51	22	19	19	22	20	43
	SPED	761	36	34	20	16	16	14	11
	Non-Low Income	588	49	23	19	21	19	19	54
Low Income	2719	47	25	19	17	21	18	32	
6	All Students	2753	43	27	21	19	17	16	37
	Asian	277	53	20	19	19	21	21	77
	AA/Black	1053	38	30	23	19	14	13	24
	Hispanic	1003	45	27	19	19	18	18	30
	Multi-Race	41	43	32	12	27	17	12	44

**MCAS Mathematics Performance
2009 Student Growth Distribution: Grade by Student Groups**

Grade	Student Groups	N Students	Median SGP	%	%	%	%	%	% Proficient & Advanced
				Very Low (1-20)	Low (21-40)	Moderate (41-60)	High (61-80)	Very High (81-99)	
	Native American	12							
	Pacific Islander								
	White	367	50	23	19	21	17	20	62
	Female	1346	46	24	21	19	18	18	38
	Male	1407	41	30	20	20	16	15	35
	Non-LEP/FLEP	1840	41	27	22	20	16	15	37
	LEP/FLEP	913	46	27	18	18	18	19	36
	Non-SPED	2122	45	25	21	20	18	17	45
	SPED	631	34	35	20	17	13	15	10
	Non-Low Income	502	47	24	18	22	17	19	58
	Low Income	2251	42	28	21	19	17	16	32
7	All Students	2998	43	26	21	20	17	16	29
	Asian	312	46	20	24	21	16	20	72
	AA/Black	1232	42	26	22	20	17	14	18
	Hispanic	1059	45	25	20	20	18	17	24
	Multi-Race	38	45	21	21	29	5	24	39
	Native American	7							
	Pacific Islander	4							
	White	346	41	29	21	22	15	13	46
	Female	1445	45	23	22	22	18	16	31
	Male	1553	41	28	21	19	16	16	28
	Non-LEP/FLEP	2222	42	26	22	21	16	15	31
	LEP/FLEP	776	48.5	24	20	18	19	19	24
	Non-SPED	2339	45	24	21	21	18	16	36
	SPED	659	35	31	24	17	14	15	5
	Non-Low Income	642	41	30	20	19	18	14	47
	Low Income	2356	44	25	22	20	17	16	24
8	All Students	3365	43	27	20	19	17	16	32
	Asian	345	47	23	21	21	15	19	74
	AA/Black	1340	46	26	20	18	19	17	20
	Hispanic	1117	41	29	20	20	16	15	21
	Multi-Race	46	36	28	26	20	13	13	43
	Native American	16							
	Pacific Islander	2							
	White	499	42	30	17	20	17	15	56
	Female	1687	45	25	21	20	18	16	33
	Male	1678	42	29	19	18	16	16	31

**MCAS Mathematics Performance
2009 Student Growth Distribution: Grade by Student Groups**

Grade	Student Groups	N Students	Median SGP	%	%	%	%	%	% Proficient & Advanced
				Very Low (1-20)	Low (21-40)	Moderate (41-60)	High (61-80)	Very High (81-99)	
	Non-LEP/FLEP	2982	42	28	20	19	17	15	33
	LEP/FLEP	383	53	22	17	19	17	25	20
	Non-SPED	2680	44	27	20	20	17	16	38
	SPED	685	40	30	21	16	18	15	7
	Non-Low Income	868	40	30	20	20	16	14	49
	Low Income	2497	45	26	20	19	18	17	26
10	All Students	2784	60	16	16	18	20	30	71
	Asian	324	73	6	14	18	22	40	94
	AA/Black	1048	57	19	17	18	19	28	60
	Hispanic	881	59	19	16	18	19	28	65
	Multi-Race	38	61	18	18	13	21	29	74
	Native American	8							
	Pacific Islander	5							
	White	480	63.5	15	16	16	22	31	87
	Female	1439	59	16	17	20	20	28	71
	Male	1345	62	17	15	16	20	32	70
	Non-LEP/FLEP	2542	60	17	16	18	20	29	73
	LEP/FLEP	242	65	15	16	15	18	36	50
	Non-SPED	2389	62	16	16	18	20	31	77
	SPED	395	53	22	18	17	19	25	35
	Non-Low Income	951	63	15	13	19	21	32	79
Low Income	1833	59	17	17	17	19	29	66	

Note: only students assigned a growth percentile are included. Data are not reported if student group less than 20.

Boston Public Schools
MCAS English Language Arts Performance
2009 Student Growth Distribution by School
(Grades 4, 5, 6, 7, 8, and 10 Combined)

School Name	N Students	Median SGP	% Very Low (1-20)	% Low (21-40)	% Moderate (41-60)	% High (61-80)	% Very High (81-99)	% Proficient & Advanced
District	18,487	46	23	21	20	19	17	51
<i>Acad Public Ser¹</i>	30	38	33	27	13	13	13	53
ACC	40	61	18	10	23	25	25	70
Adams	46	46	15	26	26	20	13	33
Agassiz	148	46	24	22	18	22	14	20
Alighieri	41	40	29	22	24	10	15	27
BATA	--	--	--	--	--	--	--	--
Bates	93	38	26	26	12	23	14	45
BCLA	75	40	25	25	12	23	15	75
Beethoven	92	71	10	15	13	24	38	55
Blackstone	147	40	31	20	20	12	18	12
Bos Latin Acad	728	51	20	19	19	16	25	97
Boston Arts	101	36	29	25	16	20	11	79
Boston Intl	14	--	--	--	--	--	--	--
Boston Latin	997	45	22	23	21	21	13	99
Bradley	85	69	6	11	22	29	32	74
Brighton	185	58	17	18	18	19	28	63
Brook Farm Acad	58	33	36	28	14	14	9	62
Burke	56	35	29	27	18	13	14	50
Carter	--	--	--	--	--	--	--	--
CASH	29	36	31	21	24	17	7	48
Channing	92	52	26	14	25	17	17	33
Charlestown	82	43	24	16	26	23	11	65
Chittick	83	33	31	28	19	16	6	22
Clap	37	53	19	22	19	14	27	41
Community Acad	3	--	--	--	--	--	--	--
Condon	181	48	24	20	18	17	21	38
Conley	54	39	31	24	13	17	15	30
Curley K-8	373	48	22	21	21	21	15	40
Dearborn	250	45	21	26	18	18	17	26
Dever	114	36	28	26	26	14	5	15
<i>Dickerman⁵</i>	50	38	26	26	24	12	12	28
East Boston	171	38	27	24	21	17	11	65
<i>Edison²</i>	319	48	21	20	20	22	17	50
Edwards	296	70	9	14	16	25	36	55
Eliot K-8	113	70	5	14	19	36	26	56
Ellis	73	59	23	12	15	22	27	45

Boston Public Schools
MCAS English Language Arts Performance
2009 Student Growth Distribution by School
(Grades 4, 5, 6, 7, 8, and 10 Combined)

School Name	N Students	Median SGP	% Very Low (1-20)	% Low (21-40)	% Moderate (41-60)	% High (61-80)	% Very High (81-99)	% Proficient & Advanced
Emerson	54	40	24	28	17	19	13	19
Engineering	40	27	38	30	13	13	8	40
English	44	32	36	20	23	14	7	48
Everett	89	48	30	15	21	25	9	29
Excel	57	54	21	16	21	18	25	68
Farragut	78	61	24	14	12	21	29	40
Fenway	60	45	23	22	15	13	27	93
Fifield	88	42	27	22	22	16	14	38
Frederick	509	48	21	21	22	21	14	38
Gardner Pilot	76	48	12	25	28	20	16	49
<i>Garfield</i> ²	51	21	47	20	18	8	8	14
Gavin	287	31	36	23	17	14	10	38
Great Egleston	5	--	--	--	--	--	--	--
Greenwood, E.	98	38	35	19	15	19	11	29
Greenwood, S.K-8	140	57	16	15	24	19	26	56
Grew	65	28	25	45	14	12	5	18
Guild	57	41	25	25	28	14	9	21
Hale	42	70	21	7	12	29	31	60
Haley	74	53	19	27	23	19	12	28
<i>Hamilton</i> ²	42	54	10	33	12	33	12	21
Harbor	217	37	31	24	25	12	8	36
Harvard/Kent	104	50	31	14	13	24	18	33
Hennigan	180	52	19	21	23	18	19	37
Hernandez K-8	154	48	19	26	16	23	16	51
<i>Higginson</i> ³	23	41	26	22	17	30	4	26
Holland	182	37	35	24	16	14	11	9
<i>Holmes</i> ⁶	50	63	20	10	14	22	34	52
Horace Mann	19	--	--	--	--	--	--	--
Hurley K-8	86	45	20	20	27	21	13	28
Irving	480	52	19	19	20	17	25	48
Jackson/Mann K-8	305	47	19	21	26	20	14	47
Kennedy, JF	105	38	25	29	23	13	10	18
Kennedy, PJ	49	54	6	24	31	20	18	39
Kenny	55	56	15	15	24	24	24	29
Kilmer K-8	157	40	31	20	25	15	10	74
<i>King</i> ⁵	181	45	27	18	24	18	13	39
Lee	99	44	26	19	22	19	13	53

Boston Public Schools
MCAS English Language Arts Performance
2009 Student Growth Distribution by School
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School Name	N Students	Median SGP	% Very Low (1-20)	% Low (21-40)	% Moderate (41-60)	% High (61-80)	% Very High (81-99)	% Proficient & Advanced
Lee Academy	31	40	32	19	19	23	6	16
Lewenberg ⁸	245	40	28	22	21	17	11	30
Lewis ³	172	45	23	22	23	17	16	37
Lyndon K-8	220	51	15	21	21	19	23	69
Lyon K-8	68	68	12	12	18	32	26	74
Madison Park	261	38	28	24	17	16	14	46
Manning	36	46	22	19	22	14	22	42
Marshall	137	34	36	18	21	14	12	20
Mason	54	61	7	22	20	22	28	48
Mather	139	37	30	22	21	17	11	24
Mattahunt	126	56	26	13	13	17	31	47
McCormack	493	46	23	20	19	22	15	49
McKay K-8	327	43	24	25	21	15	15	41
McKinley	68	48	25	19	24	13	19	24
Media Comm Tech	64	49	22	25	22	20	11	58
Mendell	45	41	22	24	22	16	16	22
Middle Sch Acad	12	--	--	--	--	--	--	--
Mildred Avenue ⁴	384	43	26	21	22	17	14	35
Mission Hill K-8	78	53	17	14	23	24	22	63
Monument	56	41	16	34	25	20	5	46
Mozart	30	56	17	23	13	40	7	50
Murphy K-8	474	51	19	18	22	19	22	67
New Mission	54	58	24	13	15	17	31	65
Noonan Bus Acad ¹	35	42	37	11	20	14	17	54
O'Bryant	446	51	20	20	20	22	18	95
O'Donnell	63	85	2	8	11	27	52	60
Odyssey	47	31	32	32	11	9	17	47
O'Hearn	56	44	27	18	21	20	14	46
Ohrenberger	136	53	21	18	19	24	18	49
Orchard Gardens K-8	309	40	28	23	23	14	13	15
Otis	77	41	29	21	18	19	13	19
PATH	44	47	18	27	9	27	18	82
Perkins	59	45	25	22	25	15	12	27
Perry K-8	107	41	27	21	18	17	17	53
Philbrick	35	62	3	17	26	29	26	74
Quincy	266	59	14	18	19	23	25	59
Quincy Upper	305	40	28	23	24	16	10	53

Boston Public Schools
MCAS English Language Arts Performance
2009 Student Growth Distribution by School
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School Name	N Students	Median SGP	% Very Low (1-20)	% Low (21-40)	% Moderate (41-60)	% High (61-80)	% Very High (81-99)	% Proficient & Advanced
Rogers	434	59	11	20	22	24	24	59
Roosevelt K-8	128	74	9	14	13	23	42	68
Russell	84	40	25	26	24	18	7	24
<i>Shaw PA</i> ⁴	61	26	41	28	13	16	2	11
Snowden	85	47	22	22	19	24	13	69
Soc Just Acad	46	50	17	24	24	13	22	61
<i>Stone</i> ⁶	38	24	47	13	11	11	18	16
Sumner	115	42	26	23	17	16	18	31
Taylor	123	49	17	24	18	17	24	48
<i>TechBoston</i> ⁷	63	61	8	24	17	22	29	67
Timilty	534	44	24	22	22	19	13	48
Tobin K-8	192	41	22	27	22	17	13	23
Trotter	113	37	36	19	27	12	6	12
Tynan	63	41	30	19	16	14	21	43
Umana	396	48	20	24	19	21	15	53
Urban Science	68	38	31	21	24	12	13	65
Warren/Prescott K-8	189	53	16	21	21	24	17	73
<i>Wilson</i> ⁷	213	38	28	26	20	16	9	24
Winship	46	32	35	24	22	15	4	26
Winthrop	99	54	21	17	20	23	18	42
<i>Young Achievers K-8</i> ⁸	180	47	31	13	18	17	22	54

Note: only students assigned a growth percentile are included. Data are not reported if student group fewer than 20.

¹ Dorchester Academy: Noonan and APS

² Edison K-8: Edison, Garfield, and Hamilton

³ Higginson/Lewis K-8

⁴ Mildred Ave K-8: Mildred Ave and Shaw, PA.

⁵ King K-8: King and Dickerman

⁶ Holmes: Holmes and Stone

⁷ TechBoston: TechBoston and Wilson

⁸ Young Achievers: Young Achievers and Lewenberg

Boston Public Schools
MCAS Mathematics Performance
2009 Student Growth Distribution by School
(Grades 4, 5, 6, 7, 8, and 10 Combined)

School Name	N Students	Median SGP	% Very Low (1-20)	% Low (21-40)	% Moderate (41-60)	% High (61-80)	% Very High (81-99)	% Proficient & Advanced
District	18,626	47	24	19	19	18	19	38
<i>Acad Public Ser¹</i>	30	43	37	10	20	20	13	50
ACC	40	75	20	5	18	13	45	68
Adams	46	67	9	11	15	37	28	28
Agassiz	149	27	44	15	18	14	9	11
Alighieri	41	54	15	12	27	22	24	24
BATA	--	--	--	--	--	--	--	--
Bates	92	38	30	22	24	14	10	36
BCLA	74	87	0	5	9	28	57	89
Beethoven	92	55	17	18	18	35	11	38
Blackstone	147	31	37	20	12	12	20	22
Bos Latin Acad	730	53	23	16	18	17	26	81
Boston Arts	98	36	29	27	18	16	10	68
Boston Intl	14	--	--	--	--	--	--	--
Boston Latin	1,001	50	21	19	21	18	21	95
Bradley	85	52	18	22	20	20	20	54
Brighton	188	57	20	17	17	19	27	57
Brook Farm Acad	58	33	40	17	26	14	3	41
Burke	55	38	33	22	18	15	13	47
Carter	--	--	--	--	--	--	--	--
CASH	31	51	23	16	23	13	26	45
Channing	94	64	24	12	13	13	38	41
Charlestown	77	67	10	14	18	25	32	65
Chittick	84	41	27	20	19	13	20	21
Clap	36	60	19	6	25	22	28	11
Community Acad	3	--	--	--	--	--	--	--
Condon	180	47	19	26	17	22	17	34
Conley	54	38	30	24	17	15	15	28
Curley K-8	375	47	25	19	20	21	15	25
Dearborn	254	45	23	23	25	16	14	11
Dever	114	35	32	24	28	13	4	9
<i>Dickerman⁵</i>	50	45	20	22	24	28	6	14
East Boston	176	59	22	17	13	16	31	60
<i>Edison²</i>	319	52	23	18	17	21	20	35
Edwards	298	68	10	16	17	23	34	44
Eliot K-8	113	64	19	15	12	17	36	37
Ellis	70	77	7	10	10	26	47	57

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Emerson	53	48	25	15	25	13	23	21
Engineering	38	62	16	13	18	21	32	58
English	44	40	32	20	9	16	23	50
Everett	89	26	43	22	16	11	8	17
Excel	58	63	12	17	19	19	33	72
Farragut	78	22	47	18	12	9	14	28
Fenway	59	69	19	10	14	25	32	85
Fifield	88	36	32	28	18	7	15	26
Frederick	519	54	18	21	19	19	24	15
Gardner Pilot	75	49	11	17	32	23	17	36
<i>Garfield</i> ²	51	41	35	14	24	20	8	12
Gavin	293	43	30	17	22	12	20	20
Great Egleston	4	--	--	--	--	--	--	--
Greenwood, E.	97	37	36	19	18	16	11	29
Greenwood, S.K-8	140	54	21	16	21	23	19	40
Grew	65	51	22	12	32	17	17	23
Guild	55	49	27	11	16	24	22	31
Hale	42	65	14	14	17	24	31	50
Haley	72	69	7	22	18	19	33	29
<i>Hamilton</i> ²	42	50	12	31	17	19	21	21
Harbor	220	37	32	24	18	16	11	7
Harvard/Kent	103	39	30	20	16	20	14	33
Hennigan	178	55	19	20	15	22	24	33
Hernandez K-8	157	45	27	18	23	17	14	32
<i>Higginson</i> ³	24	30	25	42	21	13	0	13
Holland	183	29	37	25	14	11	12	14
<i>Holmes</i> ⁶	50	40	24	26	16	14	20	40
Horace Mann	18	--	--	--	--	--	--	--
Hurley K-8	85	60	12	13	26	26	24	25
Irving	498	41	28	22	18	16	16	21
Jackson/Mann K-8	309	57	18	17	20	24	20	40
Kennedy, JF	105	42	28	20	19	21	12	17
Kennedy, PJ	49	76	4	10	18	22	45	43
Kenny	57	60	16	16	19	23	26	30
Kilmer K-8	158	51	20	20	20	19	22	65
<i>King</i> ⁵	182	37	34	22	18	16	10	12
Lee	100	13	58	19	8	9	6	29

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Lee Academy	31	54	23	6	29	29	13	10
Lewenberg ⁸	244	37	33	23	17	15	12	9
Lewis ³	175	34	33	24	19	17	7	4
Lyndon K-8	223	42	27	20	23	18	12	46
Lyon K-8	67	66	12	16	13	28	30	70
Madison Park	263	45	25	23	21	15	17	37
Manning	36	65	19	14	14	11	42	42
Marshall	142	63	18	14	15	30	23	25
Mason	53	49	34	11	17	9	28	47
Mather	143	46	24	21	17	22	15	28
Mattahunt	125	52	24	15	18	22	20	31
McCormack	509	46	21	24	22	18	15	30
McKay K-8	328	44	23	22	23	18	15	23
McKinley	71	35	30	24	15	10	21	13
Media Comm Tech	63	45	19	25	21	13	22	63
Mendell	45	62	22	16	9	24	29	27
Middle Sch Acad	12	--	--	--	--	--	--	--
Mildred Avenue ⁴	389	34	29	28	20	15	8	7
Mission Hill K-8	78	72	14	10	15	22	38	47
Monument	55	67	9	16	15	33	27	60
Mozart	30	54	17	7	53	10	13	43
Murphy K-8	477	44	26	19	19	16	19	53
New Mission	56	47	13	25	23	16	23	64
Noonan Bus Acad ¹	39	52	15	15	31	15	23	46
O'Bryant	447	54	20	15	23	20	21	84
O'Donnell	63	92	3	5	10	16	67	56
Odyssey	46	21	50	24	7	17	2	30
O'Hearn	55	27	40	20	9	18	13	40
Ohrenberger	136	58	19	10	24	24	23	48
Orchard Gardens K-8	315	29	42	22	15	14	8	6
Otis	78	35	21	41	14	17	8	18
PATH	44	42	18	25	20	25	11	73
Perkins	59	31	37	24	22	7	10	34
Perry K-8	107	29	41	20	15	20	5	14
Philbrick	35	50	11	23	20	34	11	46
Quincy	268	62	15	10	22	24	29	63
Quincy Upper	306	39	29	22	17	19	13	47

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Rogers	433	53	23	18	18	18	24	30
Roosevelt K-8	129	69	11	16	16	17	40	53
Russell	85	44	22	25	22	14	16	32
<i>Shaw PA</i> ⁴	62	37	42	10	21	19	8	8
Snowden	83	72	11	14	14	24	36	73
Soc Just Acad	46	38	35	17	20	15	13	43
<i>Stone</i> ⁶	37	57	14	19	19	35	14	16
Sumner	112	45	27	21	18	15	19	16
Taylor	125	63	13	21	11	25	30	50
<i>TechBoston</i> ⁷	63	86	5	2	10	27	57	79
Timilty	544	47	25	20	19	19	18	26
Tobin K-8	194	52	10	25	22	22	21	20
Trotter	112	44	26	22	18	14	20	11
Tynan	63	48	27	16	16	17	24	40
Umana	423	27	39	22	22	10	7	17
Urban Science	66	49	26	15	23	11	26	53
Warren/Prescott K-8	194	49	24	19	19	19	20	54
<i>Wilson</i> ⁷	210	25	41	26	11	15	6	4
Winship	46	25	41	30	7	13	9	15
Winthrop	99	56	15	18	23	22	21	21
<i>Young Achievers K-8</i> ⁸	181	67	21	10	14	20	34	44

Note: only students assigned a growth percentile are included. Data are not reported if student group less than 20.

¹ Dorchester Academy: Noonan and APS

² Edison K-8: Edison, Garfield, and Hamilton

³ Higginson/Lewis K-8

⁴ Mildred Ave K-8: Mildred Ave and Shaw, PA.

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