

Massachusetts Comprehensive Assessment System

Results of Spring 2011

ELA (Gr.3-8 & 10) Mathematics (Gr.3-8 & 10),
Science (Gr. 5, 8, and high school)

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Executive Summary

Background

- This report presents the results of the MCAS tests administered in 2011 in English Language Arts (ELA) grades 3-8 and 10; Mathematics grades 3-8 and 10; and Science and Technology/Engineering (STE) grades 5, 8, and high school.

English Language Arts¹

Changes from 2010:

- The passing rate is up substantially in grade 7. Eighty-eight percent (88%) of 7th graders passed the ELA test, up 4 points compared to last year. Students at grades 5 and 8 also demonstrated gains in their passing rates, with a 2 point gain each.
- Grade 10 students saw a significant improvement in their proficiency rate. More than two-thirds (67%) of students at grade 10 scored at the *Proficient* level or higher, up 7 points compared to SY2009-10.
- Areas of concern include a 2-point drop in the passing rate for grade 3, down to 80%; and grades 4 and 6 which saw a one-point drop each to 74% and 78% passing, respectively.
- The percentage of students who scored at the *Proficient* level or above increased or remained constant across all grades except grades 3 and 6 which experienced a 2-point decline each to 35% and 42%, respectively.
- African American and Hispanic students saw gains in proficiency rates in grades 5, 7, 8, and 10. Hispanic students also demonstrated a 1-point increase in the 4th grade proficiency rate. The 10th grade gains are especially notable, with a 10-point increase for Hispanic students (64% proficient or above), and a 6-point increase for African American students (59% proficient or above).
- ELL/FELL² students saw a double-digit gain (11 points) in the 10th grade proficiency rate, from 28% to 39%. Similarly, ELL/FELs in 5th grade saw a 4-point gain in the proficiency rate, from 34% to 38%. However, this group of students also experienced a large decline at grade 6 by six percentage points, from 37% to 31%.
- The percentage of students with disabilities scoring at the *Proficient* level or above increased in all except grades 3 and 6 by one to seven points, with the largest gain made by 10th grade students. However, the proficiency rates for this group of students remain at or below 25% across all grades.

Comparisons with State:

- The improvement in passing rates exceeded or equaled state gains in three of the seven grades tested (grades 5, 7, and 8).

¹ The ELA tests at grades 3, 5, 6, and 8 assess reading comprehension, while the ELA tests at grades 4, 7, and 10 assess reading comprehension and writing.

² English language learners (ELL) were previously referred to as limited English proficient (LEP). Former English language learners were previously referred to as formerly limited English proficient (FLEP). The combined ELL and former ELL reporting category represents the official AYP subgroup reporting category.

- Changes in the proficiency rates at grades 4, 7, 8, and 10 also exceeded or equaled state gains.

Mathematics

Changes from 2010:

- The percentage of students passing Math in 2011 increased or remained constant in four of the seven tested grades, with a one-point gain in grades 3 and 4, and a two-point increase in grade 5. There was however a drop in the passing rates in each of the middle grades (2-point drop in grades 7 and 8, and one-point drop in grade 6).
- The proficiency rates in math increased in grades 4, 5, and 10 by 1, 3, and 2 points respectively. However, the proficiency rates declined for students in grade 7 (5-point drop from 38% to 33%), and for grade 3 and 6 students (2-point drop in each grade).
- African American students saw a one-point gain in proficiency rates in grades 5 and 10. Hispanic students saw a notable gain of 7 percentage points in grade 5 and 2 points in grade 10. Asian students experienced improvement in their proficiency rate by 10 points in grade 4, two points in grade 3 and 1 point in grade 10. White students saw gains in all grades except grades 3 and 7; the gains ranged from 1 to 6 points.
- ELL and former ELL students saw gains in their proficiency rates in grades 4, 5, and 10. Most notable were the 8-point increase in grades 5 and 10. ELL/FELLs experienced the largest drop in the proficiency rate in grade 7 (11 points), from 31% to 20%.
- Students with disabilities also saw increases in their proficiency rates in grades 4, 5, and 8. Fifth graders made the largest gain (4 points).

Comparisons with State:

- The one-year gains in passing rates at grades 4 and 5 exceeded or equaled state gains.
- Increases in the proficiency rates in grades 4 and 10 also exceeded or equaled state gains.

Long Term Trends in Racial Achievement Gap (Grade 10):

- In 10th grade ELA, the gap in passing rates between Black and Hispanic students compared to White students has narrowed very significantly: from 35 points in 1998 to 5 points in 2011, with 91% or more students in every racial group passing the MCAS.
- The racial gap in proficiency rates in ELA is also smaller in 10th grade both compared to last year and compared to 1998. However, at 22 percentage points (between White and Hispanic students) and 27 percentage points (between White and African American students), these gaps remain large.
- In 10th grade Math, the gap in passing rates between African American and Hispanic students and their White peers has narrowed significantly since 1998, from 39 points to no more than 10 points.
- Despite the increase in proficiency rates for students of all racial groups, the proficiency gap in 10th grade math has increased compared to 1998 for African American students

(from 28 to 31 points) compared to White students; it remains unchanged for Hispanic students (27 points).

Science

Changes from 2010:

- The percentage of students passing one of the four science tests (Biology, Physics, Chemistry, or Technology/Engineering) in grade 10 increased by 2 points, from 80% to 82%.
- Students in grade 5 experienced a notable decline in both the passing and proficiency rates (10 and 4-point declines, respectively). Students in grade 8 also saw a decline the passing rate, from 53% to 50%.
- All four major racial/ethnic groups in grade 10 saw an increase in the percentage of students scoring *Proficient* or higher on the science tests, with the largest gain made by White students (9 points). Asian students in grade 8 and all racial/ethnic groups in grade 5 saw a decline in their proficiency rates. The largest drop was experienced by Asian students in grade 5 (12- point decline).
- Students with disabilities, low income students and English language learners experienced an improvement in their proficiency rates in science in grade 10, but saw a decline in grade 5.

Comparisons with State:

- In grade 10, where passing a science test is a graduation requirement, the one-year gain in the passing rate exceeded statewide gains.

High School – Competency Determination


- To date, 70% of the class of 2013 (grade10 students in SY2010-2011) has already met or partially met the state graduation requirements by passing the ELA, Mathematics, and Science tests. This represents a 13-point gain compared to the class of 2010 (57%), the 1st class that was required to pass Science as part of the new CD standard in order to be eligible to receive a high school diploma.
- Forty-eight percent (48%) of the students in the class of 2013 have fully met the new CD standard by scoring at the *Proficient* level or higher in both ELA and Math and by scoring at the *Needs Improvement* level or higher in Science. This represents a 4-point gain compared to the classes of 2011 and 2012, and an 9-point increase compared to the class of 2010.
- Results of the high school Science & Technology/Engineering tests show that a majority of students in the class of 2013 (77%) have already met their new STE competency determination requirement.

Summary of the 2011 Districtwide Results by Subject

MCAS English Language Arts Results Percent Difference in Passing, Proficient or Higher 2010 - 2011

English Language Arts % Passing (Needs Improvement or higher)


	BPS						State					
	2007	2008	2009	2010	2011	Percentage Point Difference 2011 - 2010	2007	2008	2009	2010	2011	Percentage Point Difference 2011 - 2010
Grade 3	78%	74%	77%	82%	80%	-2	91%	89%	90%	93%	91%	-2
Grade 4	75%	73%	74%	75%	74%	-1	90%	87%	89%	89%	88%	-1
Grade 5	80%	80%	83%	79%	81%	2	91%	91%	92%	91%	91%	0
Grade 6	81%	80%	80%	79%	78%	-1	92%	91%	90%	90%	91%	1
Grade 7	82%	82%	84%	84%	88%	4	92%	92%	93%	93%	94%	1
Grade 8	85%	85%	86%	85%	87%	2	93%	93%	93%	94%	94%	0
Grade 10	87%	91%	91%	92%	92%	0	95%	96%	96%	96%	97%	1

 Exceed or equal State gains

- Compared to 2010, the percentage of students passing ELA improved or remained constant in grades 5, 7, 8 and 10. Areas of concern include grade 3, which experienced a 2 point drop to 80% passing; and grades 4 and 6, which saw a 1-point drop to 74% and 78% passing, respectively.
- Five-year trends show that the passing rates improved by five or more percentage points in ELA in grades 7 and 10.
- Gains in passing rates since 2010 exceeded or equaled state gains in grades 5, 7, and 8.

English Language Arts % Proficient & Advanced

	BPS						State					
	2007	2008	2009	2010	2011	Percentage Point Difference 2011 - 2010	2007	2008	2009	2010	2011	Percentage Point Difference 2011 - 2010
Grade 3	32%	29%	31%	37%	35%	-2	59%	56%	57%	63%	61%	-2
Grade 4	31%	25%	30%	30%	30%	0	56%	49%	54%	54%	53%	-1
Grade 5	40%	37%	38%	41%	43%	2	63%	61%	63%	63%	67%	4
Grade 6	39%	43%	43%	44%	42%	-2	67%	67%	66%	69%	68%	-1
Grade 7	49%	48%	48%	52%	54%	2	69%	69%	70%	72%	73%	1
Grade 8	55%	57%	59%	58%	60%	2	75%	75%	78%	78%	79%	1
Grade 10	50%	58%	64%	60%	67%	7	71%	75%	79%	78%	84%	6

 Exceed or equal State gains

- Proficiency rates in ELA increased or remained constant in all grade levels except grades 3 and 6. Tenth grade students saw the most improvement with a 7-point increase. By contrast, students in grades 3 and 6 each experienced a 2-point drop in their proficiency rates.
- Since 2007, the proficiency rates of students in grades 7, 8, and 10 have increased by five or more percentage points.
- The 1-year gains in proficiency rates in grades 4, 7, 8 and 10 exceeded or equaled state gains.

English Language Arts % Proficient & Advanced by Racial/Ethnic Group

	2007	2008	2009	2010	2011	Percentage Points Difference 2011 – 2010
Grade 3						
AA/Black	27%	24%	25%	33%	28%	-5
Asian	46%	50%	45%	46%	51%	5
Latino/Hispanic	26%	23%	25%	32%	31%	-1
White	54%	48%	55%	64%	62%	-2
Grade 4						
AA/Black	26%	19%	25%	23%	22%	-1
Asian	52%	44%	51%	47%	51%	4
Latino/Hispanic	23%	20%	26%	24%	25%	1
White	56%	46%	49%	54%	52%	-2
Grade 5						
AA/Black	32%	31%	32%	34%	36%	2
Asian	60%	59%	60%	64%	64%	0
Latino/Hispanic	35%	30%	31%	36%	38%	2
White	61%	61%	59%	59%	64%	5
Grade 6						
AA/Black	30%	37%	37%	38%	33%	-5
Asian	63%	71%	66%	66%	67%	1
Latino/Hispanic	35%	38%	36%	40%	39%	-1
White	62%	60%	65%	62%	60%	-2
Grade 7						
AA/Black	41%	39%	40%	42%	47%	5
Asian	69%	70%	75%	73%	72%	-1
Latino/Hispanic	41%	40%	39%	45%	48%	3
White	72%	75%	68%	76%	76%	0
Grade 8						
AA/Black	48%	49%	51%	52%	53%	1
Asian	74%	76%	80%	81%	76%	-5
Latino/Hispanic	48%	51%	55%	52%	55%	3
White	80%	79%	82%	75%	80%	5
Grade 10						
AA/Black	40%	48%	56%	53%	59%	6
Asian	76%	80%	81%	80%	84%	4
Latino/Hispanic	43%	50%	59%	54%	64%	10
White	74%	79%	85%	78%	86%	8

- Between 2010 and 2011, students of all four major racial/ethnic groups in grades 5 and 10 saw an increase or remained constant in their percentage proficient or advanced in ELA. The largest gain in grade 5 was made by White students (5 points), and the largest gain in grade 10 was made by Hispanic/Latino students (10 points).
- In addition, notable improvements in proficiency rates were experienced by African American students in grade 7 (5 points), Asian students in grades 3 and 4 (5 and 4 points, respectively), Hispanic students in grades 7 and 8 (3 points each), and White students in grade 8 (5 points).

The largest drop in the ELA proficiency rate was experienced by African American students in grades 3 and 6, and Asian students in grade 8.

- From 2010 to 2011, the proficiency gap between African American and White students widened by 1 to 4 percentage points in grades 3, 5, 6, 8, and 10, while the gap narrowed markedly by five points in grade 7 and 1 point in grade 4. Hispanic students have narrowed the proficiency gap with White students in ELA by 1 to 3 percentage points in grades 3, 4, 6, 7, and 10.

English Language Arts % Proficient & Advanced by other AYP Subgroups

	2007	2008	2009	2010	2011	Percentage Points Difference 2011 - 2010
Grade 3						
Students w/ Disab	12%	10%	10%	14%	10%	-4
ELL/FELL	26%	21%	22%	33%	32%	-1
Low Income	27%	25%	26%	32%	30%	-2
Grade 4						
Students w/ Disab	7%	6%	7%	6%	7%	1
ELL/FELL	28%	18%	25%	27%	27%	0
Low Income	26%	21%	25%	25%	25%	0
Grade 5						
Students w/ Disab	11%	8%	11%	11%	14%	3
ELL/FELL	37%	29%	29%	34%	38%	4
Low Income	36%	32%	33%	36%	39%	3
Grade 6						
Students w/ Disab	9%	12%	12%	14%	13%	-1
ELL/FELL	24%	30%	34%	37%	31%	-6
Low Income	35%	39%	38%	40%	37%	-3
Grade 7						
Students w/ Disab	10%	9%	11%	14%	19%	5
ELL/FELL	26%	16%	30%	38%	33%	-5
Low Income	43%	42%	41%	45%	48%	3
Grade 8						
Students w/ Disab	18%	17%	21%	18%	24%	6
ELL/FELL	18%	20%	25%	35%	34%	-1
Low Income	50%	51%	55%	53%	55%	2
Grade 10						
Students w/ Disab	12%	19%	23%	18%	25%	7
ELL/FELL	23%	27%	23%	28%	39%	11
Low Income	45%	54%	59%	54%	63%	9

- Compared to 2010, the percentage of students with disabilities, English language learners, and low-income students scoring *Proficient* or higher in ELA increased or remained unchanged at grades 4, 5, and 10, while in grades 3 and 6, students in each of these groups saw a 1 to 6-point decline.
- Students with disabilities made notable gains in the ELA proficiency rate in grade 10 (7-point increase), grade 8 (6-point increase), and grade 7 (5-point increase). The proficiency rate for


ELL students improved by 11 points in grade 10 and four points in grade 4; and low-income students saw a 9-point gain in grade 10 and 3-point gains in grades 5 and 7.

- Compared to five years ago, all three student groups also made notable gains in the percentage of students scoring *Proficient* or higher in ELA, with the exception of grade 4.

MCAS Mathematics Results Gains in Percent Passing, Proficient or Higher 2010 - 2011

Mathematics % Passing (Needs Improvement or higher)


	BPS						State					
						Percentage point Difference						Percentage point Difference
	2007	2008	2009	2010	2011	2011 - 2010	2007	2008	2009	2010	2011	2011 - 2010
Grade 3	67%	68%	68%	76%	77%	1	84%	86%	85%	89%	91%	2
Grade 4	73%	77%	75%	78%	79%	1	87%	87%	89%	89%	89%	0
Grade 5	67%	67%	67%	72%	74%	2	82%	82%	83%	83%	85%	2
Grade 6	60%	61%	64%	67%	66%	-1	80%	82%	84%	84%	83%	-1
Grade 7	56%	56%	60%	65%	63%	-2	76%	76%	79%	80%	78%	-1
Grade 8	58%	60%	56%	64%	62%	-2	75%	76%	76%	79%	79%	0
Grade 10	82%	84%	86%	86%	86%	0	91%	91%	93%	92%	93%	1

 Exceed or equal State gains

- The percentage of students passing Mathematics improved districtwide between 2010 and 2011 in three of seven grade levels tested. The passing rate in 2011 ranged from 62% in grade 8 to 86% in grade 10. Grade 5 students experienced a 2-point gain, and grades 3 and 4 students saw a 1-point gain since 2010.
- The improvement in passing rates exceeded or equaled the state-wide gains in grades 4 and 5.
- Since 2007, the percentage of students scoring Needs Improvement or higher increased in every grade (ranging from 4 to 10 points); Grade 3 students have experienced the largest five-year gains (10 points).

Mathematics % Proficient & Advanced

	BPS						State					
						Percentage point Difference						Percentage point Difference
	2007	2008	2009	2010	2011	2011 - 2010	2007	2008	2009	2010	2011	2011 - 2010
Grade 3	36%	36%	33%	43%	41%	-2	60%	61%	60%	65%	66%	1
Grade 4	27%	30%	27%	28%	29%	1	48%	49%	48%	48%	47%	-1
Grade 5	33%	33%	33%	39%	42%	3	51%	52%	54%	55%	59%	4
Grade 6	29%	32%	33%	38%	36%	-2	52%	56%	57%	59%	58%	-1
Grade 7	26%	28%	28%	38%	33%	-5	46%	47%	49%	53%	51%	-2
Grade 8	27%	34%	28%	34%	34%	0	45%	49%	48%	51%	52%	1
Grade 10	55%	59%	62%	60%	62%	2	69%	72%	75%	75%	77%	2

 Exceed or equal State gains

- Compared to 2010, students in grades 4, 5, and 10 saw improvements in their proficiency rates in Mathematics. The one-year gains were most significant in grade 5 (3-point increase). An area of particular concern is grade 7, which saw a 5-point decrease in its proficiency rate to 33%.
- In grades 4 and 10, the 1-year gains in proficiency rates exceeded or equaled state gains.
- Over a period of five years, the proficiency rates for all grades except grade 4 have increased by 5 points or more. Grade 5 students have seen 9-point gain since 2007.

Mathematics % Proficient & Advanced by Racial/Ethnic Group

	2007	2008	2009	2010	2011	Percentage Points Difference 2011 - 2010
Grade 3						
AA/Black	31%	29%	23%	32%	29%	-3
Asian	64%	69%	61%	73%	75%	2
Latino/Hispanic	28%	29%	27%	39%	38%	-1
White	55%	55%	55%	70%	66%	-4
Grade 4						
AA/Black	18%	23%	21%	20%	19%	-1
Asian	64%	63%	59%	56%	66%	10
Latino/Hispanic	21%	24%	22%	25%	25%	0
White	52%	48%	46%	46%	50%	4
Grade 5						
AA/Black	22%	23%	26%	30%	31%	1
Asian	74%	72%	72%	76%	76%	0
Latino/Hispanic	29%	25%	26%	33%	40%	7
White	53%	55%	50%	59%	60%	1
Grade 6						
AA/Black	17%	22%	21%	27%	27%	0
Asian	73%	75%	74%	79%	72%	-7
Latino/Hispanic	23%	28%	27%	33%	30%	-3
White	51%	48%	57%	55%	57%	2
Grade 7						
AA/Black	16%	17%	16%	25%	22%	-3
Asian	63%	71%	69%	77%	72%	-5
Latino/Hispanic	19%	19%	21%	29%	26%	-3
White	45%	57%	46%	63%	56%	-7
Grade 8						
AA/Black	14%	22%	16%	25%	21%	-4
Asian	67%	74%	72%	78%	74%	-4
Latino/Hispanic	20%	26%	19%	26%	26%	0
White	52%	57%	52%	54%	60%	6
Grade 10						
AA/Black	45%	46%	51%	51%	52%	1
Asian	89%	92%	92%	89%	90%	1
Latino/Hispanic	48%	54%	56%	54%	56%	2
White	74%	80%	82%	77%	83%	6

- In Mathematics, the percentage of students in all ethnic groups scoring proficient or advanced increased or remained unchanged in grades 5 and 10. Other notable gains in proficiency were experienced by Asian students in grade 4 (10 points) and White students in grades 8 and 10 (6 points each). Students of all racial/ethnic groups in grade 7 experienced a decline in their proficiency rates by 3 to 7 percentage points.
- The gap between African American and Hispanic students, and White students, decreased or remained constant in grades 5 and 7. Increases in the proficiency gap were most pronounced in grades 8 and 10.

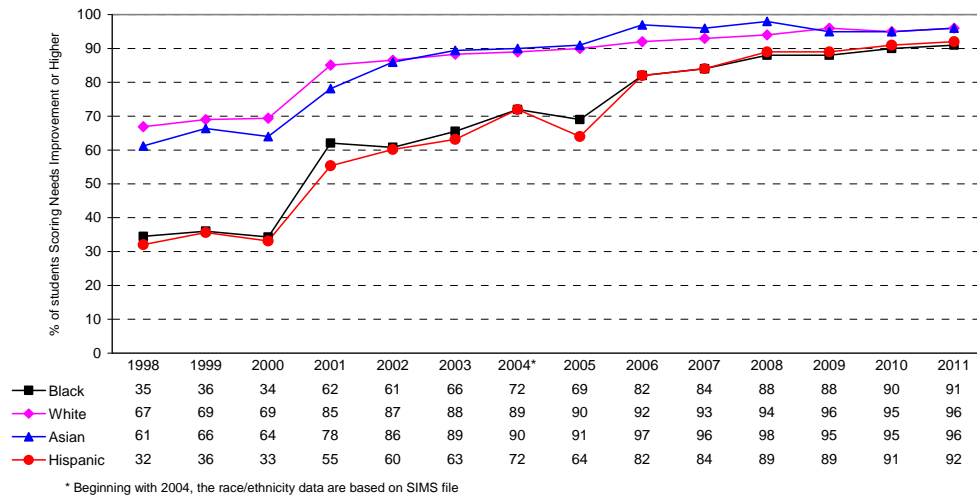
Mathematics % Proficient & Advanced by other AYP Subgroups

	2007	2008	2009	2010	2011	Percentage Points Difference 2011 - 2010
Grade 3						
Students w/ Disab	16%	19%	13%	20%	17%	-3
ELL/FELL	35%	33%	29%	44%	42%	-2
Low Income	33%	32%	27%	38%	36%	-2
Grade 4						
Students w/ Disab	10%	11%	9%	8%	10%	2
ELL/FELL	29%	28%	26%	30%	32%	2
Low Income	23%	26%	23%	24%	25%	1
Grade 5						
Students w/ Disab	10%	10%	9%	12%	16%	4
ELL/FELL	37%	30%	30%	36%	44%	8
Low Income	29%	30%	29%	34%	38%	4
Grade 6						
Students w/ Disab	5%	8%	8%	12%	9%	-3
ELL/FELL	21%	25%	31%	33%	28%	-5
Low Income	25%	29%	29%	34%	31%	-3
Grade 7						
Students w/ Disab	4%	4%	5%	9%	8%	-1
ELL/FELL	16%	13%	21%	31%	20%	-11
Low Income	20%	22%	22%	31%	27%	-4
Grade 8						
Students w/ Disab	4%	6%	5%	6%	7%	1
ELL/FELL	12%	15%	16%	22%	21%	-1
Low Income	23%	28%	22%	29%	29%	0
Grade 10						
Students w/ Disab	16%	19%	25%	22%	21%	-1
ELL/FELL	39%	47%	49%	43%	51%	8
Low Income	52%	57%	58%	56%	57%	1

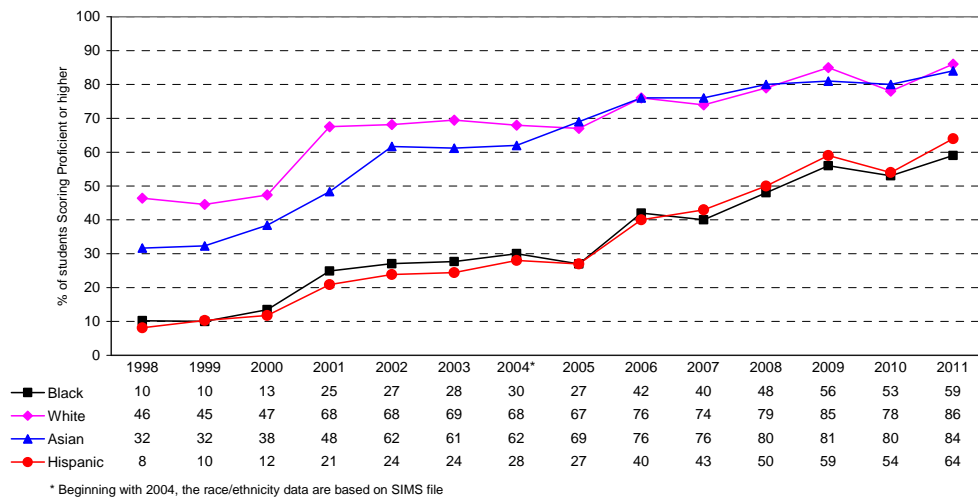
- Since 2010, the proficiency rate in math for students with disabilities, English language learners, and low-income students improved in both grades 4 and grade 5. ELLs and low-income students also saw gains in grade 10. However, all three subgroups experienced a drop in grades 3, 6, and 7.
- In 2011, less than a quarter of students with disabilities scored *Proficient* or higher in any grade level tested in math. The proficiency rate for English language learners ranged from 20% in grade 7 to 51% in grade 10; and for low income students, it ranged from 25% in grade 4 to 57% in grade 10.
- Since 2007, all three subgroups made notable gains in the percentage of students scoring *Proficient* or higher in Mathematic in almost all grades.

Long Term Trends in Racial Achievement Gap (Grade 10)

**MCAS Grade 10 ELA Results –
Percent Needs Improvement or Higher by Race/Ethnicity**

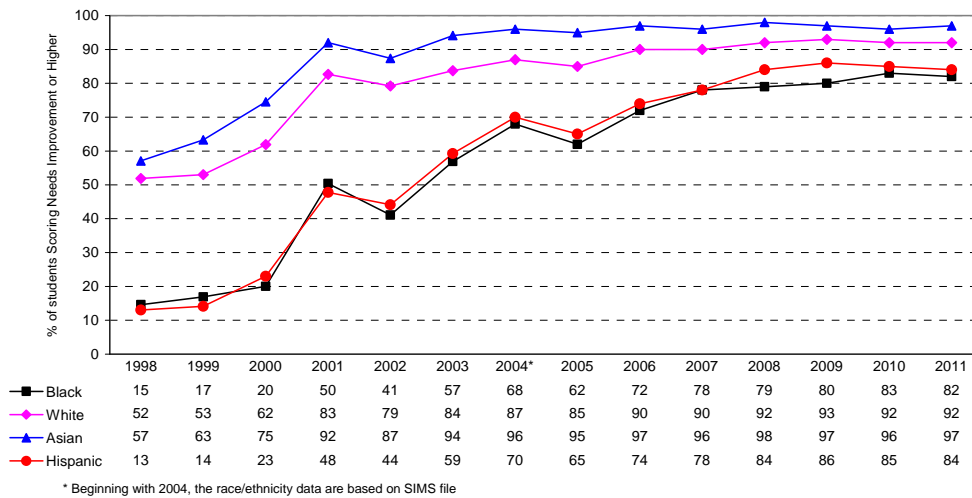


**MCAS Grade 10 ELA Results –
Percent Proficient and Advanced by Race/Ethnicity**

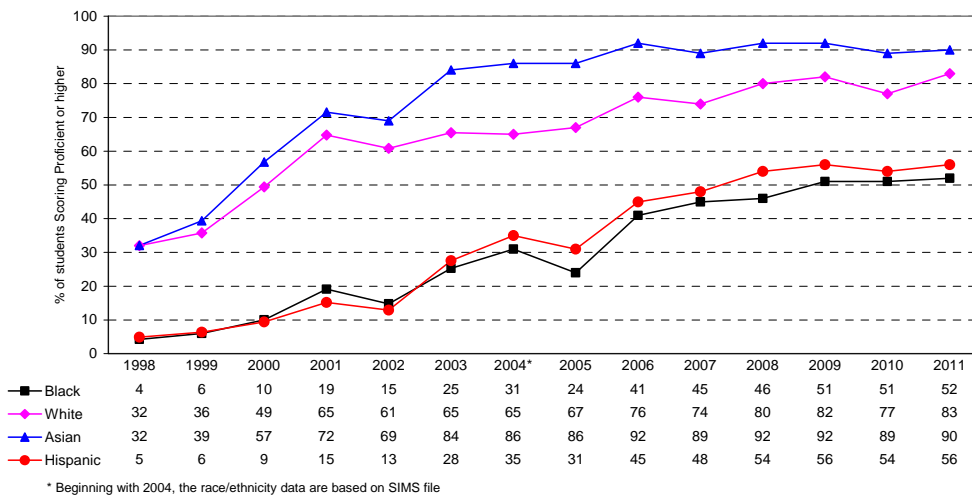


- Since 1998, students of all races / ethnicities in grade 10 have seen a substantial improvement in their ELA passing and proficiency rates. African American and Hispanic students have seen the largest gains.
- The gap in passing rates for African American and Hispanic students compared to White students has reduced significantly over the 13 years period, and the proficiency gap also narrowed considerably.

**MCAS Grade 10 Math Results –
Percent Needs Improvement or Higher by Race/Ethnicity**



**MCAS Grade 10 Math Results –
Percent Proficient and Advanced by Race/Ethnicity**



- Since 1998, students of all racial/ethnic groups have made substantial gains in the passing and proficiency rates on the grade 10 math test. Compared to 1998, Hispanic students saw the greatest gains in passing rates (71 percentage points), and Asian students had the largest increase in proficient rates (58 percentage points).
- While the gap in the passing rates between African American and Hispanic students, and White students has narrowed considerably since 1998, the proficiency gap has slightly increased for African American students and remained unchanged for Hispanic students.

MCAS Science Results Gains in Percent Passing, Proficient or Higher 2010 - 2011

Science and Technology / Engineering % Passing (Needs Improvement or higher)

	BPS					Percentage Point Difference 2011 - 2010	State					Percentage Point Difference 2011 - 2010
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011	
	Grade 5	69%	63%	65%	68%		58%	-10	88%	88%	88%	
Grade 8	46%	48%	49%	53%	50%	-3	77%	78%	79%	81%	81%	0
Grade 10*	N/A	71%	79%	80%	82%	2	N/A	88%	90%	93%	94%	1

2 Exceed or equal State gains

* Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the same district from fall of grade 9 through spring of grade 10 are included.

- The percentage of students passing science improved by 2 percentage points at the high school level, while students in the other two tested grades (grades 5 and 8) showed a drop in their passing rates.
- The 1-year gain in the passing rate made by 10th grade students exceeded state gains.
- In 2011, only slightly more than half of grade 5 and half of grade 8 students passed the science test. On the high-stakes high school science tests, 82% of students had passed science by the 10th grade.
- Since 2008, students in grade 10 have made notable improvements in the science passing rate.

Science and Technology / Engineering % Proficient & Advanced

	BPS					Percentage Point Difference 2011 - 2010	State					Percentage Point Difference 2011 - 2010
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011	
	Grade 5	21%	17%	18%	21%		17%	-4	51%	50%	49%	
Grade 8	8%	10%	10%	10%	10%	0	33%	39%	39%	40%	39%	-1
Grade 10*	N/A	29%	34%	37%	39%	2	N/A	57%	61%	65%	67%	2

2 Exceed or equal State gains

* Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the same district from fall of grade 9 through spring of grade 10 are included.

- Since 2010, 10th graders saw an increase in their proficiency rate, from 37% to 39%, on the science test. The 8th grade rate remained unchanged, while 5th graders saw a drop of 4 percentage points.
- In 2011, less than one-fifth of students in grades 5 and 8 and only two-fifths of grade 10 students were *Proficient* or *Advanced* in Science.
- Since 2008, the proficiency rates for grades 5 and 8 show no change; in grade 10 however, there has been a 10-point improvement.

Science Technology/Engineering % Proficient & Advanced by Racial/Ethnic Group

	2007	2008	2009	2010	2011	Percentage Points Difference 2011 - 2010
Grade 5						
AA/Black	13%	10%	10%	13%	10%	-3
Asian	46%	42%	44%	50%	38%	-12
Latino/Hispanic	16%	11%	13%	17%	13%	-4
White	45%	39%	38%	41%	36%	-5
Grade 8						
AA/Black	4%	5%	6%	5%	5%	0
Asian	22%	28%	24%	30%	26%	-4
Latino/Hispanic	4%	5%	6%	6%	6%	0
White	19%	24%	22%	22%	22%	0
Grade 10*						
AA/Black	N/A	17%	22%	26%	28%	2
Asian	N/A	66%	67%	65%	70%	5
Latino/Hispanic	N/A	17%	25%	28%	31%	3
White	N/A	55%	63%	60%	69%	9

* Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the same district from fall of grade 9 through spring of grade 10 are included.

- The percentage of students reaching proficiency increased for all racial/ethnic groups in grade 10 by two to nine percentage points, with the largest gain made by White students; Asian students also saw a notable increase (five points). However, students of all racial/ethnic groups in grade 5 experienced declines in their proficiency rates.
- African American and Hispanic students have narrowed slightly the proficiency gap compared to their White peers in grade 5 science, but the gaps are significantly higher in high school science, and about the same in grade 8.

Science Technology/Engineering % Proficient & Advanced by other AYP Subgroups

	2007	2008	2009	2010	2011	Percentage Points Difference 2011 - 2010
Grade 5						
Students w/ Disab	6%	4%	6%	7%	5%	-2
ELL/FELL	21%	14%	14%	16%	14%	-2
Low Income	17%	13%	14%	17%	13%	-4
Grade 8						
Students w/ Disab	1%	1%	2%	1%	2%	1
ELL/FELL	3%	3%	4%	5%	4%	-1
Low Income	5%	6%	7%	7%	6%	-1
Grade 10*						
Students w/ Disab	N/A	5%	7%	8%	9%	1
ELL/FELL	N/A	18%	12%	17%	20%	3
Low Income	N/A	23%	27%	29%	32%	3

* Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the same district from fall of grade 9 through spring of grade 10 are included.

- On the high school science tests, students with disabilities, ELL/FELLs, and Low Income students all saw some gains in proficiency rates. Students with disabilities in grade 8 also saw a 1-point gain.
- There is little change in the proficiency rates for 5th and 8th graders in science since 2008. Only 10th graders who are members of these three student groups have seen progress.

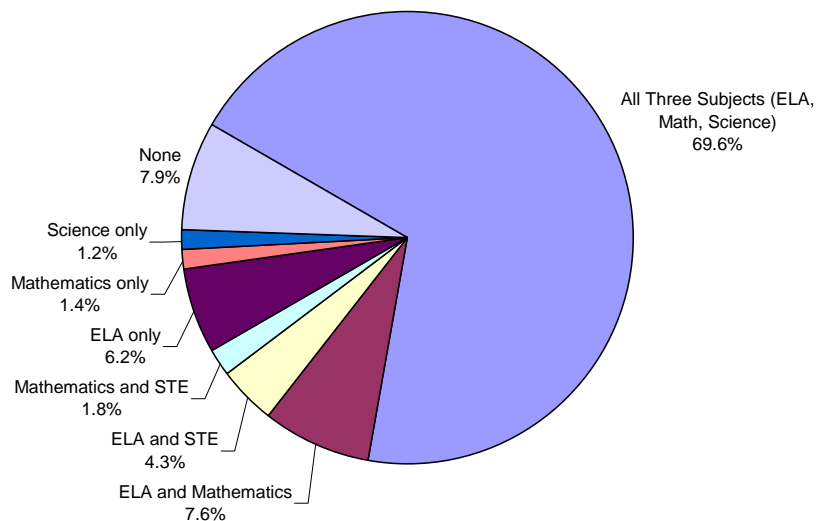
Competency Determination Results

To earn a high school diploma, students in Massachusetts must meet the Commonwealth's Competency Determination (CD) standard in addition to all local graduation requirements. The CD requirement was established as part of the Massachusetts Education Reform Act of 1993 to ensure that students graduating from school have the knowledge and skills they need to succeed in college and workplace.

Starting with the class of 2010, students must meet or exceed the *Proficient* threshold scaled score of 240 on the English Language Arts and Mathematics grade 10 MCAS tests. Students who earn a scaled score between 220 and 238 in English Language Arts and Mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP)*. Students in the class of 2010 and beyond must also pass a discipline-specific high school MCAS Science test in Biology, Chemistry, Introductory Physics, or Technology/Engineering by meeting or exceeding the *Needs Improvement* threshold score of 220 on the test.

The following chart shows the cumulative percentages of all students in the class of 2013 (grade 10 students in SY2010-2011) who took and passed the grade 10 MCAS tests in ELA, Mathematics, Science, and in all three subjects combined, through the spring 2011 test administration.

Class of 2013: Percentage of Students Scoring Needs Improvement or Higher in ELA, Mathematics, and Science and Technology/Engineering through Spring 2011



* An Educational Proficiency Plan (EPP) must be developed for a student who has not met the minimum Proficient level score of 240 on either or both of the Grade 10 ELA and Grade 10 Mathematics MCAS tests.

Each EPP must include, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input,
- the courses the student will be required to take and successfully complete in grades 11 and 12, and
- a description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency.

The assessment options for SY2010-2011 include locally developed end-of-course assessments, locally scored grade 10 MCAS test forms designed for the EPP, the March 2011 MCAS retest in ELA only, and College Board's Accuplacer.

The table below displays the cumulative percentages of all students and student subgroups in the class of 2013 who have already met or partially met the state’s graduation requirements by performing at the *Needs Improvement* level or higher in ELA, Mathematics, and Science through the spring 2011 test administration.

Class of 2013: Percentage of Students Scoring Needs Improvement or Higher in ELA, Math, and STE through the Spring 2011 Administration

Subgroup	Class of 2013 (N=4149)					Class of 2012*	Class of 2011*	Class of 2010*
	ELA	Math	ELA and Math	STE	All Three Tests	All Three Tests	All Three Tests	All Three Tests
All Students	88%	80%	77%	77%	70%	66%	65%	57%
Race/Ethnicity								
AA/Black	86%	77%	73%	74%	65%	61%	59%	49%
Asian	92%	93%	90%	90%	87%	85%	89%	86%
Latino/Hispanic	86%	77%	73%	72%	63%	61%	60%	50%
White	94%	88%	88%	87%	85%	81%	82%	75%
Other AYP Subgroups								
Students w/ Disab	69%	53%	48%	51%	37%	35%	31%	22%
ELL/FELL	73%	73%	64%	65%	54%	42%	43%	34%
Low Income	87%	79%	75%	74%	66%	63%	63%	56%

* Class of 2012 results were through the Spring 2010 administration, Class of 2011 results were through the Spring 2009 administration, Class of 2010 results were through the Spring 2008 Administration.

- More than two-thirds (70%) of students in the class of 2013 performed at the *Needs Improvement* level or higher in all three subjects on their first attempt, 13 percentage points higher than students in the class of 2010, which was the first class of students required to meet the new CD standard in order to be eligible to receive a high school diploma.
- Students of all racial and AYP categories have seen an increase in their passing rates on all three exams since the Class of 2010.
- Seventy-seven percent (77%) of the class of 2013 scored at the *Needs Improvement* level or higher in both ELA and math.
- Asian students were most likely to have passed all three tests (87%) in their first attempt, followed by White students (85%), African American students (65%), and Hispanic students (63%).
- More than a third (37%) of students with disabilities performed at the *Needs Improvement* level or higher in all subjects, while more than half (54%) of English language learners and two-thirds (66%) of low-income students did so.
- ELL/FELLS saw a 12-point gain in the percentage of students who passed all three exams compared to the class of 2012.

The following table presents the number and cumulative percentage of students in the class of 2013 who have already fully met the CD standard by performing at the *Proficient* level or higher in both

ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE through the spring 2011 test administration.

Class of 2013: Number and Percentage of Students Scoring Proficient or Higher in ELA and Mathematics and Needs Improvement or Higher in STE through the Spring 2011 Administration.

CD Requirement	Class of 2013 (N=4149)		Class of 2012*	Class of 2011*	Class of 2010*
	Number	Percent	Percent	Percent	Percent
Earned CD	1,987	48%	44%	44%	39%
ELA and Mathematics <i>Proficient</i> or Higher	2,025	49%	45%	46%	42%
ELA <i>Proficient</i> or Higher	2,554	62%	54%	58%	52%
Mathematics <i>Proficient</i> or Higher	2,352	57%	55%	56%	52%
STE <i>Needs Improvement</i> or Higher	3,190	77%	73%	73%	61%

* Class of 2012 results were through the Spring 2010 administration,
 Class of 2011 results were through the Spring 2009 administration,
 Class of 2010 results were through the Spring 2008 Administration.

- Forty-eight percent of students (48%) in the class of 2013 earned a CD by performing at the *Proficient* level or higher in both ELA and Math and performing at the *Needs Improvement* level or better in Science.
- For the individual components of the CD requirement, nearly half (49%) of the students met the CD requirements in both ELA and Math, 62 percent of students performed at the *Proficient* level or higher in ELA, 57 percent of students achieved *Proficient* or higher in Mathematics, and more than three-fourths (77%) of students performed at the *Needs Improvement* level or higher in Science.
- Compared to the previous three classes (2010 through 2012), a higher percentage of students in the class of 2013 has met each of the CD requirements.

Appendix A: MCAS Background

The Massachusetts Comprehensive Assessment System (MCAS) was developed as part of the Massachusetts Educational Reform Act of 1993. It was designed to measure how well students, schools and districts are performing on the state's learning standards that are contained in the Massachusetts *Curriculum Frameworks*. Because Boston's own *Citywide Learning Standards* are correlated with the state's *Curriculum Frameworks*, the MCAS helps educators, parents, students and the wider community know how well BPS students are doing with respect to Boston's own standards. The MCAS was first administered in May 1998 in grades 4, 8, and 10. The March/April/May 2011 testing is the fourteenth annual administration of the MCAS tests. Tests were administered in ELA and Math in grades 3-8 and 10 and Science and Technology in grades 5, 8, 9 and 10. The High school Science and Technology/Engineering test includes Biology, Chemistry, Introductory Physics, and Technology/Engineering that became operational in 2007. However, the History and Social Science tests that were administered in 2007 and 2008 in grades 5, 7 and 10/11, and were slated to go fully operational in spring 2009 were suspended. In February 2009, due to fiscal considerations, the Board of Elementary and Secondary Education approved a two-year (2009 and 2010) suspension of operational MCAS History and Social Science test and waived the Competency Determination requirement in this subject area for the classes of 2012 and 2013. In August 2010, the Board of Elementary and Secondary Education again voted to delay MCAS testing in history and social science, which was scheduled to resume in spring 2011 because of a further decline in the state budget. As a result, no History and Social Science tests were administered in grade 5, grade 7, or high school in spring 2011.

As a part of the state's graduation requirements, students in the Class of 2010 and subsequent classes, are required to meet or exceed the minimum *Proficient* score on both the ELA and Mathematics MCAS grade 10 tests. Students who scored at the *Needs Improvement* performance level will have to fulfill the requirements of an Educational Proficiency Plan (EPP). Additionally, students in the Class of 2010 and beyond have to meet or exceed the minimum *Needs Improvement* score in a high school Science Technology/Engineering test in Biology, Chemistry, Introductory Physics, or Technology/Engineering.

No Child Left Behind (NCLB) requirements mandate that all students attain Proficient and Advanced by 2014.

The MCAS was intended by its framers to measure the performance of students, schools and districts with respect to statewide standards, and thus to be used for accountability purposes. As such, the MCAS is a criterion-referenced standardized test in which students' performance is compared to standards, not a norm-referenced test in which students are compared to other students' performance. The MCAS was also intended to improve classroom instruction both by giving detailed feedback about student performance and by providing models of effective assessment methods. In the spring of 2011, all students in grades 3-10 statewide, in all publicly funded schools, including BPS Pilot Schools and statewide charter schools were required to take the MCAS.

What Are The MCAS Tests Like?

Content areas covered include English/Language Arts, Mathematics, Science & Technology/Engineering and History and Social Science (suspended for 2009, 2010 & 2011). Testing occurs from grade 3 through 10, although not all content areas are covered at each grade.

MCAS Grade Levels and Content Areas Tests in 2011 – Summary Data Reported

Grade	English Language Arts	Mathematics	Science and Technology/ Engineering
3	X	X	
4	X	X	
5	X	X	X
6	X	X	
7	X	X	
8	X	X	X
9			X ^a
10	X	X	X ^a

^a Students may take one of four high school STE tests offered in Biology, Chemistry, Introductory Physics, and Technology/Engineering in grade 9 or grade 10.

The test is designed to be untimed, with the expected testing times for each test ranging from two to seven hours.

There is a mixture of question formats. Multiple choice and open response items (one to two paragraphs, a graph or a chart, as appropriate) are found on all tests. Short answer items appeared on the Mathematics test only, also, short-response items are used in grade 3 ELA test (beginning in 2010) only. Finally, the English/Language Arts test included writing prompts in grades 4, 7 and 10.

The tests are designed to be rigorous. They are also intended to be cumulative of the learning standards up to the grade of testing. For example, the grade 4 tests might well contain items related to third grade learning standards from the Curriculum Frameworks.

Eighty percent of the items on each test for each grade are “common items” seen by all students in a given test. These and only these are the basis of all official summary scores. Prior to 2009, these questions were released by the state each year after testing is complete. Beginning in 2009, the Massachusetts Department of Elementary and Secondary Education (MA DESE) only release approximately 50 percent of the common items for grades 3 – 8 and all of the common items at the high school level including the English/Spanish edition of the grade 10 Mathematics test (except the Chemistry and Technology/Engineering tests, for which no common items were released in 2009) are released.

The other 20% of the items are “matrix sampled”. These items are used to equate MCAS tests from year to year and to field test new items for future tests. These items also are used along with the common items at the school and district levels to provide subject area subscores.

How Is Student Performance On The MCAS Scored And Reported?

Scoring

Multiple choice items are all scored 0 or 1 and are scanned and scored electronically.

All others items are read and scored by trained staff, many of whom are teachers. Short-answer items on the Mathematics test are scored 0 or 1. Short-Response items on the grade 3 ELA test are worth up to 2 points per item. Open-response items are scored on a 0 to 4 scale, except in grade 3 Mathematics which is scored on a 0 to 2 scale, which are scores according to rubrics developed by the Assessment Development Committees and a selection of "benchmark" responses (samples of student work representing each of the score points for each question). Compositions on the English/Language Arts test are rated on a scale of 0 to 20.

Reporting

Summary scores are reported as Performance Levels, defined with respect to the State's Curriculum Frameworks. These are defined as follows:

Advanced³: Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient: Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement: Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing: Students at this level demonstrate a minimal understanding of subject matter and do not solve even simple problems. The term *Failing* is applicable to grades 9 and 10 only.

Students' standings on these Performance Levels are the major scores reported and compared across schools and districts. Scores are reported for each test separately; there is no overall score.

³ Prior to 2011, the highest performance level at grade 3 was *Above Proficient*. This was changed to *Advanced* in 2011 to provide consistency in reporting.

Test performance is also reported as scaled scores ranging from 200 to 280 for all grades. At grade 3, 2010 was the first year in which student results are reported as scaled scores; prior to 2010, only raw score points representing the total number of points a student earned were reported. The scaled scores provide information concerning students' relative standing within a Performance Level. The scaled score range corresponding to each performance level is as follows: Advanced - 260 to 280, Proficient - 240 to 258, Needs Improvement - 220 to 238, and Warning/Failing - 200 to 218.

Testing Population

In keeping with state and federal regulations, virtually all students statewide are tested.

Students with Disabilities

Students with Disabilities were defined as those who either had an Individualized Education Plan (IEP) or received instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Students with Disabilities were expected to take the test in accordance with the Massachusetts Education Reform Act and a 1997 amendment to the federal Individuals with Disabilities Education Act (IDEA). Testing accommodations were permitted if specified in the student's Individualized Education Plan (IEP) or 504 plans. The state's detailed list of approved accommodations included modifications to the timing and scheduling of the test, the setting of the test, how the items were presented to the student, and how the student provided the answers. The actual test content could not be modified. Students with significant cognitive disabilities who are unable to take the standard MCAS tests even with accommodations are required to take the MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt enables these students to submit portfolios of their work that demonstrate their performance on the curriculum framework learning standards.

English Language Learners

According to MA DESE definitions, a English language learner (ELL)⁴ student is "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English." All ELL students must participate in MCAS tests scheduled for their grades regardless of the program and services they are receiving or the amount of time they have been in the United States. The sole exception to this requirement applies to first-year ELL students (i.e., students who first enrolled in school in the United States after March 1, 2010). While schools have the option of testing first-year ELL students in English Language Arts (ELA), as per Federal guidelines issued in February 2004, all first-year ELL students must be assessed in Mathematics and Science and Technology/Engineering (STE) as required by the NCLB Law.

For MCAS reporting purposes, the results of first-year ELL students in 2011 who took the English Language Arts tests was not factored into school or district performance results, nor the results of these students' Mathematics and Science and Technology/Engineer tests, in accordance with NCLB allowances.

The federal government requires that states/districts continue to monitor the progress of ELL students who has transitioned out of ELL status (i.e., Former ELL) during the current school year or within the past two school years, the performance of combined ELL and former ELL students are reported and this reporting category represents the official AYP subgroup reporting category.

A Spanish version of the grade 10 Mathematics test was developed for Spanish-speaking ELL students. Grade 10 Spanish-speaking ELL students who could read and write at grade 10 level or above in Spanish took the available Spanish-language Mathematics.

⁴ English language learner (ELL) was previously referred to as limited English proficient (LEP).

Appendix B: 2006-2011 MCAS Results by Subgroup

by Grade then Subject

GRADE 3 - READING									GRADE 3 - MATHEMATICS								
	BPS				State					BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level					% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	W	A	P	NI	W		A	P	NI	W	A	P	NI	W
All Students									All Students								
2011	4	32	44	20	11	50	30	9	2011	6	35	36	23	14	52	25	10
2010	5	32	45	18	14	49	30	8	2010	11	31	34	24	25	40	24	11
2009	4	27	46	24	12	45	33	10	2009	7	26	35	33	20	40	25	15
2008	6	23	45	26	15	41	33	11	2008	10	26	32	32	25	36	25	14
2007	5	27	46	22	14	45	32	9	2007	7	29	31	33	19	41	24	16
2006	6	24	48	22	18	40	34	8	2006	1	29	35	34	4	48	32	16
Stud. w/ Disab									Stud. w/ Disab								
2011	0	10	41	50	2	22	45	32	2011	2	15	36	47	3	28	36	33
2010	1	13	41	45	2	23	46	29	2010	3	17	33	47	6	24	35	34
2009	1	9	39	51	2	21	44	33	2009	1	12	27	60	5	23	31	42
2008	1	9	39	51	3	20	42	36	2008	4	15	27	55	7	22	30	41
2007	1	11	41	47	3	24	44	29	2007	1	15	29	56	5	23	30	42
2006	2	9	44	45	5	24	47	25	2006	1	14	30	55	1	22	36	41
ELL/FELL*									ELL/FELL*								
2011	3	29	48	20	3	30	46	22	2011	6	36	37	20	7	37	35	21
2010	4	29	50	17	4	30	47	19	2010	10	34	35	21	12	31	34	23
2009	2	20	45	33	3	26	46	25	2009	5	24	32	39	8	28	32	33
2008	4	17	42	37	4	22	44	30	2008	8	25	33	35	12	28	30	30
2007	3	23	46	28	4	25	46	25	2007	7	28	30	36	7	28	29	36
2006	5	20	49	26	5	22	49	24	2006	1	29	35	35	2	28	34	36
Low-Income									Low-Income								
2011	2	28	48	22	4	36	44	16	2011	4	32	39	25	6	40	35	19
2010	3	28	49	20	6	37	43	14	2010	8	29	36	26	11	34	34	20
2009	2	24	48	26	4	31	46	19	2009	4	23	37	36	7	31	34	28
2008	4	21	47	29	5	27	46	23	2008	8	24	33	35	11	30	32	27
2007	3	24	48	24	4	32	46	18	2007	5	28	33	35	7	31	31	31
2006	4	21	51	24	7	28	48	17	2006	1	27	36	36	1	30	38	31
AA/Black									AA/Black								
2011	2	26	47	25	3	34	45	18	2011	2	27	39	31	4	35	38	23
2010	4	28	48	20	6	36	43	15	2010	6	25	39	29	9	31	37	24
2009	2	23	50	25	4	31	45	20	2009	3	20	38	39	6	27	36	31
2008	4	20	48	28	6	27	45	23	2008	6	23	33	38	10	27	33	30
2007	3	24	49	23	5	31	47	18	2007	4	27	32	37	6	29	32	33
2006	3	24	50	22	7	29	49	15	2006	1	24	37	39	1	28	39	32
Asian									Asian								
2011	7	44	40	9	17	52	24	7	2011	16	59	20	5	26	53	15	5
2010	7	39	40	14	18	49	27	6	2010	27	45	20	7	40	38	17	6
2009	5	40	40	16	17	47	28	7	2009	19	42	27	12	34	38	19	9

GRADE 3 - READING									
	2008	13	37	35	14	21	41	29	9
	2007	10	36	40	15	20	44	28	8
	2006	13	33	40	14	22	40	32	7
Hispanic/Latino									
	2011	2	29	48	21	3	33	45	19
	2010	3	28	49	19	5	33	45	17
	2009	2	23	47	28	4	28	46	22
	2008	3	20	46	31	4	25	45	26
	2007	3	23	47	27	4	28	46	22
	2006	3	17	52	28	5	24	50	22
White									
	2011	11	51	27	11	13	56	26	6
	2010	17	47	27	9	17	53	25	5
	2009	13	42	32	14	15	51	29	6
	2008	14	34	35	17	18	45	29	7
	2007	15	39	34	11	16	50	28	6
	2006	17	36	36	11	21	45	29	5

GRADE 3 - MATHEMATICS									
	2008	26	43	21	10	37	36	19	9
	2007	19	45	24	12	31	39	18	11
	2006	4	58	25	13	8	55	26	11
Hispanic/Latino									
	2011	4	33	40	23	5	38	37	20
	2010	8	31	35	26	10	32	34	24
	2009	4	23	36	37	7	28	33	32
	2008	7	22	35	36	11	28	31	30
	2007	4	24	33	38	7	28	31	35
	2006	1	23	37	39	1	25	37	37
White									
	2011	15	51	24	10	15	57	21	6
	2010	27	43	19	11	30	43	21	7
	2009	17	38	28	18	23	44	23	10
	2008	19	36	25	20	28	39	23	10
	2007	16	39	27	18	22	45	22	11
	2006	5	50	29	15	5	53	31	11

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 4 - ENGLISH LANGUAGE ARTS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	4	25	44	26	10	43	35	12
2010	4	26	45	25	11	43	35	12
2009	4	26	44	25	11	42	35	11
2008	2	23	48	27	8	41	39	13
2007	4	27	44	26	10	46	34	10
2006	3	23	46	28	8	42	39	12
Stud. w/ Disab								
2011	0	7	31	61	1	14	44	41
2010	0	6	36	58	1	15	44	40
2009	0	7	34	60	1	15	44	39
2008	0	6	34	60	1	13	44	42
2007	0	7	37	56	1	18	47	34
2006	-	6	35	59	1	15	48	36
ELL/FELL*								
2011	3	24	47	26	3	25	45	28
2010	2	25	49	24	3	23	46	28
2009	2	23	43	32	3	22	45	30
2008	1	17	49	34	1	17	48	33
2007	3	25	43	28	3	24	46	28
2006	4	22	43	31	2	20	46	31
Low-Income								
2011	3	22	47	28	3	29	46	22
2010	2	23	48	27	3	28	47	23
2009	3	22	47	28	3	26	48	23
2008	1	20	50	29	2	24	49	25
2007	2	24	46	28	3	29	48	21
2006	2	21	47	30	2	25	49	24
AA/Black								
2011	2	20	47	31	3	27	46	24
2010	2	21	48	29	3	26	47	23
2009	3	22	46	29	3	26	47	24
2008	1	18	51	29	2	23	50	25
2007	2	24	47	28	3	29	48	21
2006	2	18	49	31	2	25	49	24
Asian								
2011	11	40	33	16	18	47	27	8
2010	9	39	41	12	19	45	29	8
2009	8	43	36	14	19	43	29	9
2008	5	39	41	15	13	43	34	10
2007	11	41	34	13	17	46	29	8

GRADE 4 - MATHEMATICS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	7	22	49	21	15	32	42	11
2010	7	21	50	22	16	32	41	11
2009	6	21	48	24	16	32	41	11
2008	9	21	47	23	20	29	38	13
2007	8	19	46	27	19	29	39	13
2006	8	18	47	27	15	25	45	15
Stud. w/ Disab								
2011	2	8	41	48	3	13	48	36
2010	1	7	43	49	3	13	48	36
2009	1	8	39	53	3	13	47	37
2008	2	9	41	48	4	14	44	39
2007	2	8	37	53	4	13	46	37
2006	1	8	38	52	3	12	46	39
ELL/FELL*								
2011	7	24	50	19	7	21	48	24
2010	6	24	51	19	7	21	48	24
2009	6	20	48	26	6	20	47	27
2008	8	20	48	24	9	19	44	29
2007	9	20	45	26	8	18	45	29
2006	10	19	44	28	7	15	46	32
Low-Income								
2011	5	20	52	23	6	22	52	20
2010	4	20	52	24	6	22	51	21
2009	4	19	50	26	6	22	51	22
2008	7	19	49	25	8	21	47	24
2007	6	17	48	29	7	20	48	25
2006	6	17	48	29	6	15	51	28
AA/Black								
2011	3	16	53	28	5	18	53	25
2010	3	16	53	27	5	20	52	24
2009	3	18	49	30	5	20	51	25
2008	5	18	50	28	7	19	48	26
2007	4	14	48	33	6	17	50	27
2006	3	15	50	33	4	14	52	30
Asian								
2011	26	40	28	6	32	36	27	6
2010	19	37	37	7	32	33	29	6
2009	21	38	31	9	29	36	29	6
2008	28	35	32	6	38	28	26	7
2007	28	36	31	6	32	31	30	7

GRADE 4 - ENGLISH LANGUAGE ARTS									
	2006	15	35	38	12	14	43	33	9
Hispanic/Latino									
	2011	3	23	47	28	3	26	45	26
	2010	2	22	49	27	3	25	46	26
	2009	2	24	46	28	3	25	46	26
	2008	1	19	48	31	2	21	48	29
	2007	2	21	46	31	2	26	47	25
	2006	2	19	46	33	2	22	48	29
White									
	2011	13	39	34	15	11	48	32	8
	2010	11	43	32	13	13	48	31	8
	2009	10	39	37	14	14	47	32	7
	2008	7	39	39	15	10	46	36	9
	2007	11	45	31	13	12	51	30	6
	2006	6	42	38	14	9	47	37	7

GRADE 4 - MATHEMATICS									
	2006	30	28	34	7	28	29	34	9
Hispanic/Latino									
	2011	5	21	52	22	5	20	51	23
	2010	5	20	52	23	6	21	50	11
	2009	5	17	54	24	5	20	50	25
	2008	6	18	50	26	8	20	45	27
	2007	5	16	49	30	6	18	48	28
	2006	6	15	48	31	5	13	49	33
White									
	2011	17	33	39	11	17	36	39	7
	2010	15	31	43	12	18	36	39	7
	2009	14	32	41	14	18	36	39	7
	2008	18	30	39	14	23	33	36	9
	2007	17	35	38	11	21	33	37	9
	2006	19	30	39	12	17	28	44	10

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 5 - ENGLISH LANGUAGE ARTS									
	BPS				State				
	% of Students at Each Perf Level				% of Students at Each Perf Level				
	A	P	NI	W	A	P	NI	W	
All Students									
2011	6	37	38	19	17	50	24	9	
2010	7	33	39	21	16	47	28	10	
2009	7	31	45	18	15	48	29	8	
2008	6	31	43	20	13	48	30	8	
2007	7	33	40	21	15	48	28	9	
2006	7	28	43	22	15	44	31	9	
Stud. w/ Disab									
2011	1	13	41	46	2	25	41	32	
2010	1	10	35	55	2	21	43	35	
2009	1	10	43	46	2	22	47	29	
2008	0	8	43	49	2	21	47	30	
2007	1	10	37	52	2	23	43	31	
2006	0	7	40	53	2	22	47	28	
ELL/FELL*									
2011	5	34	42	20	4	31	40	25	
2010	4	30	44	22	4	27	42	28	
2009	4	25	49	22	4	25	47	24	
2008	4	25	45	27	3	23	47	26	
2007	5	32	40	23	4	26	42	28	
2006	6	26	42	27	3	22	46	29	
Low-Income									
2011	4	34	41	20	5	40	38	17	
2010	5	30	42	23	5	35	40	19	
2009	5	28	48	19	5	35	45	16	
2008	4	28	46	22	4	33	46	18	
2007	4	32	42	22	4	34	43	18	
2006	5	26	45	23	4	30	47	18	
AA/Black									
2011	4	33	44	20	6	40	38	16	
2010	4	30	43	23	6	34	40	19	
2009	4	28	48	20	5	34	45	16	
2008	3	28	48	22	4	33	46	17	
2007	3	29	44	24	4	35	43	18	
2006	4	23	48	25	5	30	47	18	
Asian									
2011	14	50	23	13	27	48	18	7	
2010	19	45	28	8	26	45	21	7	
2009	19	41	31	9	26	44	24	6	
2008	17	42	30	11	22	46	25	7	
2007	14	46	32	8	23	45	25	7	

GRADE 5 - MATHEMATICS									
	BPS				State				
	% of Students at Each Perf Level				% of Students at Each Perf Level				
	A	P	NI	W	A	P	NI	W	
All Students									
2011	11	30	32	26	25	34	26	15	
2010	14	25	34	28	25	30	28	17	
2009	10	23	34	33	22	32	29	18	
2008	11	22	34	34	22	30	30	17	
2007	11	22	34	33	19	32	31	18	
2006	8	17	35	40	17	26	34	23	
Stud. w/ Disab									
2011	2	15	28	55	5	17	32	46	
2010	2	10	29	59	4	14	32	50	
2009	1	8	27	63	4	14	32	50	
2008	2	8	25	65	4	14	33	49	
2007	2	8	26	64	3	14	33	50	
2006	1	4	25	70	3	11	31	55	
ELL/FELL*									
2011	10	33	32	25	10	26	31	33	
2010	12	24	38	26	10	20	33	37	
2009	10	20	36	35	9	20	32	39	
2008	10	20	36	34	9	19	34	38	
2007	12	25	32	30	8	21	33	38	
2006	9	19	36	36	7	15	32	46	
Low-Income									
2011	8	30	33	28	9	28	34	28	
2010	10	24	36	30	10	23	37	30	
2009	8	21	35	35	8	21	35	35	
2008	9	21	35	35	8	22	37	32	
2007	8	21	35	35	7	22	38	33	
2006	6	16	36	42	6	16	37	42	
AA/Black									
2011	5	26	35	34	8	27	35	30	
2010	7	23	36	34	9	22	36	33	
2009	6	20	36	39	8	23	36	33	
2008	5	18	36	41	8	20	39	33	
2007	5	17	36	42	5	20	38	36	
2006	3	12	35	49	4	14	37	44	
Asian									
2011	36	40	17	7	47	30	15	8	
2010	45	31	16	8	46	28	18	9	
2009	38	34	19	9	44	29	18	9	
2008	40	32	20	8	42	29	20	9	
2007	37	37	17	9	36	34	21	9	

GRADE 5 - ENGLISH LANGUAGE ARTS									
Hispanic/Latino	2006	18	41	30	10	22	43	27	8
	2011	4	34	41	21	5	36	38	21
	2010	5	31	40	24	5	32	41	22
	2009	4	27	49	20	4	31	47	18
	2008	4	26	48	23	3	29	47	21
	2007	5	30	42	23	4	30	43	23
	2006	4	24	46	26	3	25	48	24
White	2011	14	50	25	11	20	54	20	5
	2010	15	44	29	12	19	51	24	6
	2009	17	42	32	9	18	53	25	5
	2008	16	45	27	12	16	53	26	5
	2007	17	44	26	13	17	53	24	5
	2006	18	44	27	11	18	50	27	5

GRADE 5 - MATHEMATICS									
Hispanic/Latino	2006	33	30	28	8	32	28	27	13
	2011	8	32	34	27	8	27	33	32
	2010	10	23	38	29	9	21	35	35
	2009	6	20	38	37	7	21	35	37
	2008	6	19	37	37	7	20	37	37
	2007	7	22	37	35	6	20	36	39
	2006	5	16	37	42	4	14	34	48
White	2011	26	33	23	17	28	38	23	11
	2010	27	32	23	17	29	33	27	12
	2009	17	33	28	21	25	35	27	13
	2008	24	31	28	17	26	33	29	13
	2007	22	31	29	18	21	36	30	13
	2006	18	29	34	19	19	29	34	17

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 5 - SCIENCE AND TECHNOLOGY

	BPS				State			
	% of Students at Each				% of Students at Each			
	Perf Level				Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	2	14	41	42	14	36	36	15
2010	3	18	46	32	15	38	36	11
2009	4	14	47	35	17	32	39	12
2008	3	14	46	37	17	33	38	12
2007	4	17	48	32	14	37	37	12
2006	4	15	47	34	17	33	39	11
Stud. w/ Disab								
2011	0	5	30	65	4	17	41	39
2010	0	6	33	60	3	18	45	34
2009	1	5	35	59	4	16	45	34
2008	0	4	33	63	4	17	45	33
2007	0	6	37	56	3	18	45	33
2006	0	5	37	58	5	18	48	30
ELL/FELL*								
2011	2	12	41	45	2	14	42	42
2010	1	15	47	37	3	17	46	34
2009	4	10	45	41	4	14	46	36
2008	2	12	43	44	3	13	46	38
2007	3	18	48	31	3	16	46	36
2006	3	14	45	38	3	15	46	36
Low-Income								
2011	1	12	42	46	4	22	45	29
2010	2	15	47	36	4	25	48	23
2009	2	12	48	38	4	20	50	26
2008	2	11	47	40	4	19	50	26
2007	2	15	49	34	3	21	49	26
2006	3	13	47	37	5	20	51	24
AA/Black								
2011	1	9	41	50	2	17	45	35
2010	1	12	50	37	3	20	50	27
2009	1	9	50	40	3	15	52	30
2008	1	9	47	43	3	16	50	31
2007	2	11	50	38	2	18	50	30
2006	2	10	47	40	4	18	52	27
Asian								
2011	9	30	42	20	22	36	29	13
2010	10	39	38	13	23	39	29	9
2009	19	25	40	16	28	31	31	10
2008	10	32	42	15	25	31	34	10
2007	10	36	43	11	23	36	32	10

GRADE 5 - SCIENCE AND TECHNOLOGY

	2006	11	30	41	17	23	33	36	9
Hispanic/Latino									
	2011	1	11	42	45	3	18	44	34
	2010	1	16	46	37	3	21	48	28
	2009	1	12	47	39	4	17	50	29
	2008	2	9	46	43	4	15	50	31
	2007	2	14	50	34	3	17	49	31
	2006	3	11	47	39	3	16	50	31
White									
	2011	6	30	39	25	17	42	33	8
	2010	11	30	39	19	18	44	32	6
	2009	9	29	42	19	20	37	36	7
	2008	11	28	44	17	20	38	35	7
	2007	10	35	39	17	17	42	34	7
	2006	11	28	47	14	20	38	36	6

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 6 - ENGLISH LANGUAGE ARTS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	5	36	36	22	17	51	23	9
2010	6	38	34	21	15	54	21	9
2009	7	36	37	20	16	50	24	9
2008	6	37	37	19	15	52	24	8
2007	4	35	42	20	9	58	25	7
2006	4	32	42	22	10	54	28	8
Stud. w/ Disab								
2011	1	12	36	51	2	26	40	32
2010	0	14	35	51	1	27	38	33
2009	0	12	42	46	2	24	41	33
2008	0	12	42	46	2	26	42	31
2007	0	9	44	46	1	26	45	28
2006	0	7	40	53	1	25	46	28
ELL/FELL*								
2011	1	29	42	28	3	28	39	29
2010	3	34	38	25	3	33	37	27
2009	4	30	41	25	5	28	38	29
2008	2	28	40	30	3	28	41	28
2007	1	23	43	34	1	26	44	29
2006	1	17	37	45	1	23	44	31
Low-Income								
2011	3	34	39	24	5	42	36	17
2010	4	36	37	23	5	43	34	18
2009	5	33	41	21	6	38	38	18
2008	4	35	40	21	4	40	38	17
2007	3	32	45	20	2	40	42	16
2006	2	30	44	23	2	36	45	17
AA/Black								
2011	3	31	42	25	5	40	38	17
2010	3	35	38	25	5	43	34	18
2009	4	33	41	22	6	39	38	16
2008	2	35	42	22	5	42	37	16
2007	2	28	48	22	3	40	43	15
2006	2	27	47	25	3	37	44	16
Asian								
2011	14	53	21	12	28	49	17	6
2010	20	45	24	10	30	49	14	6
2009	17	49	26	8	29	47	18	6
2008	20	51	22	7	29	49	17	5
2007	12	51	27	10	17	55	22	6

GRADE 6 - MATHEMATICS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	13	23	30	34	26	32	25	16
2010	13	25	30	33	27	32	25	16
2009	11	22	31	37	24	33	27	16
2008	10	22	29	39	23	33	26	18
2007	9	20	31	41	20	32	28	20
2006	6	14	30	50	17	29	29	25
Stud. w/ Disab								
2011	1	8	22	69	4	15	31	50
2010	2	11	26	62	4	15	31	49
2009	1	7	24	68	4	15	32	49
2008	1	7	21	70	4	14	29	53
2007	0	5	22	72	3	13	30	54
2006	0	2	18	80	2	11	27	60
ELL/FELL*								
2011	6	21	34	39	8	20	31	40
2010	10	24	32	34	10	22	30	38
2009	8	23	29	40	9	21	30	40
2008	7	18	29	46	8	20	28	44
2007	5	16	29	50	6	17	28	48
2006	3	10	27	60	5	13	27	56
Low-Income								
2011	9	22	33	36	11	26	33	30
2010	10	24	31	35	11	26	32	30
2009	8	21	32	39	9	25	35	31
2008	8	21	30	41	9	24	32	35
2007	7	18	32	43	7	22	33	38
2006	4	13	31	51	5	17	32	46
AA/Black								
2011	7	20	30	43	10	24	32	34
2010	6	21	33	41	9	25	33	33
2009	5	16	34	45	8	24	36	32
2008	4	18	32	47	7	23	33	37
2007	3	14	32	51	6	21	33	41
2006	2	9	29	59	5	16	32	48
Asian								
2011	40	32	17	11	49	27	16	8
2010	46	33	14	8	51	28	14	7
2009	39	35	18	8	45	31	15	8
2008	43	32	16	9	45	31	15	9
2007	40	33	19	8	40	31	19	10

GRADE 6 - ENGLISH LANGUAGE ARTS									
	2006	10	53	29	8	18	52	24	6
Hispanic/Latino									
	2011	3	35	38	24	5	37	37	21
	2010	3	37	36	24	5	40	35	20
	2009	5	31	41	23	5	35	38	22
	2008	4	34	40	22	4	36	39	21
	2007	2	33	43	22	2	36	42	20
	2006	2	28	44	26	2	31	45	22
White									
	2011	15	45	28	12	21	56	18	5
	2010	13	49	27	11	18	59	18	6
	2009	16	49	23	11	19	55	21	6
	2008	15	45	26	14	17	57	20	5
	2007	11	51	29	8	11	64	21	4
	2006	12	47	28	13	12	60	23	5

GRADE 6 - MATHEMATICS									
	2006	28	32	26	14	32	30	22	15
Hispanic/Latino									
	2011	9	22	35	35	9	24	33	34
	2010	8	25	32	35	10	24	32	34
	2009	6	21	33	41	7	22	34	36
	2008	6	22	30	43	8	22	31	40
	2007	4	19	34	43	6	19	32	44
	2006	2	13	33	52	4	14	30	53
White									
	2011	28	29	24	20	30	36	23	11
	2010	24	30	26	20	31	35	23	11
	2009	25	32	22	21	27	36	25	11
	2008	22	26	27	25	27	36	24	13
	2007	19	32	27	21	24	36	27	13
	2006	14	23	30	33	19	33	30	18

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 7 - ENGLISH LANGUAGE ARTS									
	BPS				State				
	% of Students at Each Perf Level				% of Students at Each Perf Level				
	A	P	NI	W	A	P	NI	W	
All Students									
2011	4	50	33	12	14	59	21	6	
2010	3	49	33	16	11	61	21	7	
2009	4	44	36	16	14	56	23	7	
2008	4	44	34	18	12	57	23	8	
2007	3	46	33	18	9	60	23	8	
2006	4	39	36	20	10	55	26	9	
Stud. w/ Disab									
2011	0	19	47	35	1	30	44	25	
2010	0	14	44	42	1	29	42	28	
2009	0	11	44	45	1	27	44	27	
2008	0	9	42	49	1	26	43	29	
2007	0	10	39	51	1	27	43	30	
2006	-	10	37	54	1	24	43	32	
ELL/FELL*									
2011	1	32	44	23	2	33	42	23	
2010	1	37	38	25	2	32	38	28	
2009	1	29	43	27	2	28	42	27	
2008	0	16	39	45	2	27	40	31	
2007	0	26	34	40	1	28	39	32	
2006	1	12	34	53	2	24	39	36	
Low-Income									
2011	3	45	38	14	4	49	34	12	
2010	1	44	37	18	3	49	34	14	
2009	2	39	41	18	4	44	38	14	
2008	3	39	39	20	3	43	38	16	
2007	2	41	37	20	2	44	37	16	
2006	2	35	40	22	2	39	39	20	
AA/Black									
2011	2	45	39	14	5	51	33	11	
2010	1	41	40	18	3	50	34	13	
2009	2	38	40	20	4	46	37	13	
2008	2	37	38	23	3	44	36	16	
2007	1	40	38	21	2	46	36	16	
2006	2	34	41	24	3	40	39	18	
Asian									
2011	12	60	22	6	28	54	15	4	
2010	8	65	17	10	21	59	15	5	
2009	11	64	19	6	26	53	17	4	
2008	11	59	23	7	23	55	18	4	
2007	7	62	23	9	17	58	19	6	

GRADE 7 - MATHEMATICS									
	BPS				State				
	% of Students at Each Perf Level				% of Students at Each Perf Level				
	A	P	NI	W	A	P	NI	W	
All Students									
2011	9	24	30	37	19	32	27	22	
2010	8	29	28	35	14	39	27	19	
2009	7	21	32	40	16	33	30	21	
2008	7	21	28	43	15	32	29	24	
2007	6	20	30	44	15	31	30	24	
2006	6	16	33	45	12	28	33	28	
Stud. w/ Disab									
2011	1	7	22	70	3	11	27	60	
2010	1	8	21	70	1	14	29	56	
2009	1	4	20	76	2	11	28	59	
2008	0	4	16	80	2	10	26	62	
2007	0	4	17	79	2	10	27	61	
2006	0	2	19	79	1	8	26	65	
ELL/FELL*									
2011	4	16	31	50	6	16	28	51	
2010	5	26	28	41	4	20	28	47	
2009	4	17	29	50	5	15	28	52	
2008	3	10	20	67	4	13	25	59	
2007	3	13	25	59	4	13	26	56	
2006	3	8	23	66	4	10	26	60	
Low-Income									
2011	6	21	31	42	7	22	33	39	
2010	5	26	29	40	5	27	33	36	
2009	5	17	34	45	5	21	35	39	
2008	5	17	29	49	4	19	32	45	
2007	4	16	32	48	4	18	33	45	
2006	4	13	34	49	3	14	33	49	
AA/Black									
2011	4	18	33	45	6	22	32	41	
2010	2	23	30	45	4	26	34	37	
2009	2	14	33	51	3	20	35	42	
2008	2	15	28	56	3	18	32	47	
2007	2	14	30	54	3	17	34	47	
2006	1	10	33	56	2	12	35	51	
Asian									
2011	38	34	19	9	44	30	16	10	
2010	33	44	15	8	33	41	16	10	
2009	31	38	21	10	36	34	19	11	
2008	32	39	19	10	32	35	21	12	
2007	28	35	25	12	32	32	22	14	

GRADE 7 - ENGLISH LANGUAGE ARTS									
	2006	8	54	28	10	17	53	22	8
Hispanic/Latino									
	2011	2	46	36	16	4	46	36	14
	2010	1	43	36	19	3	45	36	17
	2009	1	38	42	18	4	39	40	17
	2008	2	38	40	20	3	39	39	19
	2007	1	40	38	21	2	40	37	21
	2006	2	33	41	24	2	33	40	25
White									
	2011	6	70	20	4	17	63	16	4
	2010	8	68	18	7	13	66	16	5
	2009	9	59	23	9	16	61	19	4
	2008	9	66	18	7	15	62	19	5
	2007	7	65	18	11	11	65	19	5
	2006	12	60	20	8	12	60	22	6

GRADE 7 - MATHEMATICS									
	2006	22	35	29	14	28	30	26	16
Hispanic/Latino									
	2011	4	22	31	43	6	20	31	43
	2010	3	26	32	39	4	23	33	40
	2009	3	18	34	45	4	18	32	45
	2008	3	16	33	48	3	16	29	51
	2007	3	16	34	48	3	16	31	50
	2006	2	12	35	51	2	11	30	57
White									
	2011	16	39	27	17	22	35	27	16
	2010	21	42	22	14	16	44	26	14
	2009	12	34	34	20	18	38	29	15
	2008	16	41	25	19	17	37	29	17
	2007	12	33	28	27	17	35	30	18
	2006	16	30	32	22	14	32	33	20

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 8 - ENGLISH LANGUAGE ARTS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	6	54	27	13	20	59	15	6
2010	6	52	27	15	17	61	16	7
2009	4	55	27	14	15	63	15	6
2008	5	52	28	15	12	63	18	7
2007	4	51	30	14	12	63	18	6
2006	5	49	30	16	12	62	19	7
Stud. w/ Disab								
2011	0	24	42	34	2	39	34	25
2010	0	18	40	42	1	35	36	28
2009	0	21	40	39	2	38	36	25
2008	0	17	40	43	1	35	36	27
2007	0	18	39	43	1	35	39	25
2006	0	16	40	44	1	34	39	27
ELL/FELL*								
2011	1	33	40	26	2	34	35	28
2010	2	33	37	28	2	32	36	29
2009	1	24	35	40	2	34	35	29
2008	1	19	31	49	2	30	34	34
2007	0	18	39	43	2	28	42	29
2006	1	15	36	48	1	28	37	35
Low-Income								
2011	3	52	30	14	7	55	25	12
2010	3	49	30	17	5	54	27	14
2009	3	52	30	16	5	56	27	13
2008	2	49	32	17	3	51	31	15
2007	2	48	33	16	3	51	32	13
2006	3	46	34	17	3	48	33	16
AA/Black								
2011	3	51	32	15	7	58	25	11
2010	3	49	30	18	5	54	27	13
2009	2	49	32	17	6	57	25	11
2008	2	47	33	17	4	54	29	13
2007	2	46	36	17	4	52	32	13
2006	3	46	34	17	3	50	33	14
Asian								
2011	16	60	17	8	34	51	11	4
2010	15	66	13	6	30	55	11	4
2009	14	66	14	6	28	57	11	4
2008	14	62	18	5	22	59	13	5
2007	10	64	20	6	19	58	17	5

GRADE 8 - MATHEMATICS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	13	21	28	38	23	29	27	21
2010	12	22	29	36	22	29	28	21
2009	9	19	28	44	20	28	28	23
2008	9	25	26	40	19	30	27	24
2007	7	20	31	42	17	28	30	25
2006	7	16	29	48	12	28	31	29
Stud. w/ Disab								
2011	2	6	20	73	3	11	26	60
2010	1	5	18	75	3	10	26	61
2009	1	4	16	79	3	9	26	62
2008	1	5	18	77	2	10	26	63
2007	1	3	16	81	2	8	26	64
2006	0	4	13	83	1	7	24	68
ELL/FELL*								
2011	6	15	27	52	7	14	25	54
2010	7	15	27	50	6	14	26	54
2009	4	12	19	65	5	13	23	59
2008	5	10	19	67	5	12	23	60
2007	2	10	20	68	4	11	24	61
2006	2	7	21	71	3	10	23	65
Low-Income								
2011	9	20	30	42	9	21	32	38
2010	10	19	30	41	9	21	33	38
2009	6	16	28	49	7	18	31	44
2008	7	21	28	44	6	19	30	45
2007	5	18	32	45	5	16	33	45
2006	5	13	30	52	3	14	31	52
AA/Black								
2011	4	17	30	49	7	21	32	40
2010	6	19	31	44	6	22	33	38
2009	3	13	27	56	6	18	31	45
2008	3	19	28	49	5	19	31	46
2007	2	12	33	52	4	15	34	47
2006	2	12	26	60	3	14	30	54
Asian								
2011	44	30	16	10	48	26	16	10
2010	46	32	14	8	47	27	16	10
2009	38	34	19	10	41	27	20	11
2008	37	37	15	11	39	29	18	13
2007	29	38	21	11	34	31	22	14

GRADE 8 - ENGLISH LANGUAGE ARTS									
	2006	13	63	15	8	20	56	18	6
Hispanic/Latino									
	2011	3	52	30	15	6	52	27	15
	2010	4	48	32	16	5	50	29	16
	2009	2	53	30	16	4	52	28	16
	2008	2	49	31	18	3	47	32	18
	2007	2	46	33	19	3	45	35	17
	2006	2	42	37	19	2	42	35	21
White									
	2011	15	65	14	5	23	61	11	4
	2010	13	62	17	8	20	64	12	4
	2009	10	72	13	6	18	67	12	4
	2008	12	67	14	8	14	67	14	4
	2007	10	70	16	5	15	68	14	4
	2006	14	66	13	7	14	67	14	4

GRADE 8 - MATHEMATICS									
	2006	31	32	24	13	27	32	24	18
Hispanic/Latino									
	2011	7	19	31	42	8	19	30	43
	2010	7	18	31	43	7	18	31	43
	2009	3	16	31	49	6	16	29	49
	2008	5	21	30	44	5	17	28	50
	2007	3	17	33	48	4	14	30	52
	2006	3	11	32	55	3	12	29	57
White									
	2011	29	31	23	17	27	32	26	16
	2010	21	33	29	17	25	33	27	15
	2009	19	33	29	19	24	32	27	17
	2008	16	41	22	21	22	34	27	17
	2007	17	35	28	20	20	32	30	18
	2006	15	31	31	23	14	32	32	22

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 8 - SCIENCE AND TECHNOLOGY

	BPS				State			
	% of Students at Each				% of Students at Each			
	Perf Level				Perf Level			
	A	P	NI	W	A	P	NI	W
All Students								
2011	0	10	40	50	4	35	42	19
2010	0	10	43	47	4	36	41	19
2009	0	10	39	51	4	35	40	21
2008	0	10	38	52	3	36	39	22
2007	0	8	38	54	3	30	44	24
2006	0	8	34	58	4	28	43	25
Stud. w/ Disab								
2011	0	2	20	78	1	11	41	48
2010	0	1	20	79	0	10	39	51
2009	0	2	13	86	1	10	36	53
2008	0	1	15	84	0	10	37	53
2007	0	1	14	85	0	7	36	56
2006	-	1	12	87	0	7	33	59
ELL/FELL*								
2011	0	4	25	72	0	7	31	62
2010	0	4	30	65	0	7	32	61
2009	0	4	19	77	0	7	30	62
2008	0	3	18	79	0	7	27	66
2007	0	3	16	81	0	5	26	68
2006	-	1	13	86	0	4	26	70
Low-Income								
2011	0	6	37	57	1	16	46	37
2010	0	7	41	53	1	17	45	37
2009	0	7	36	58	1	15	43	40
2008	0	6	35	59	0	14	41	45
2007	0	5	35	60	0	11	42	46
2006	0	5	32	63	0	9	40	50
AA/Black								
2011	0	5	35	60	1	13	46	41
2010	0	5	41	54	0	13	46	41
2009	0	6	32	62	0	13	43	44
2008	0	5	34	62	0	11	40	48
2007	0	4	34	61	0	8	42	50
2006	0	4	30	66	0	8	37	55
Asian								
2011	1	24	50	25	10	41	34	14
2010	1	29	49	21	10	44	33	13
2009	1	23	53	23	9	41	35	15
2008	1	27	48	24	5	44	34	18
2007	1	21	52	27	7	36	38	20

GRADE 8 - SCIENCE AND TECHNOLOGY

	2006	1	18	52	28	8	31	39	23
Hispanic/Latino									
	2011	0	6	37	57	1	12	42	45
	2010	0	6	40	54	1	12	42	45
	2009	0	6	36	58	1	12	40	48
	2008	0	5	34	61	0	11	37	52
	2007	0	4	31	65	0	7	37	55
	2006	0	4	28	68	0	7	35	57
White									
	2011	1	21	54	24	5	41	43	11
	2010	1	22	52	26	4	43	41	12
	2009	0	22	55	23	5	42	40	13
	2008	0	24	50	26	3	44	40	13
	2007	0	19	54	27	3	36	45	15
	2006	0	23	49	28	5	34	45	17

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 10 - ENGLISH LANGUAGE ARTS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	F	A	P	NI	F
All Students								
2011	16	51	25	8	33	51	13	3
2010	12	48	32	8	26	52	18	4
2009	16	48	27	9	29	52	15	4
2008	14	44	33	9	23	51	21	4
2007	11	39	37	13	22	49	24	6
2006	9	42	35	15	16	53	24	7
Stud. w/ Disab								
2011	2	24	49	25	5	44	35	15
2010	0	18	53	28	2	36	44	17
2009	2	21	44	34	4	39	38	19
2008	1	18	48	33	3	32	46	20
2007	1	11	45	43	2	28	47	23
2006	0	10	44	46	1	28	46	25
ELL/FELL*								
2011	3	36	43	18	3	34	44	19
2010	3	25	49	23	2	26	51	22
2009	2	21	49	27	3	28	45	25
2008	6	21	45	27	4	24	49	23
2007	2	21	39	39	2	20	47	31
2006	1	16	38	45	2	23	42	33
Low-Income								
2011	11	52	28	9	14	55	25	7
2010	8	47	37	9	9	50	32	8
2009	10	49	31	10	11	51	28	9
2008	10	44	37	10	8	45	37	9
2007	7	38	41	14	7	41	40	13
2006	6	39	39	16	5	41	40	15
AA/Black								
2011	10	49	32	9	14	55	24	6
2010	7	46	38	10	9	51	32	7
2009	10	46	32	12	12	51	28	8
2008	7	41	40	12	8	47	36	9
2007	5	35	44	15	6	40	41	12
2006	4	38	40	17	5	42	40	13
Asian								
2011	33	50	12	4	45	42	11	3
2010	30	50	15	5	37	44	15	4
2009	31	50	14	4	38	44	14	4
2008	30	50	18	3	33	44	19	4
2007	26	50	20	4	31	43	21	5

GRADE 10 - MATHEMATICS								
	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	F	A	P	NI	F
All Students								
2011	37	25	24	14	48	29	16	7
2010	37	23	26	14	50	25	17	7
2009	36	26	24	14	47	28	18	8
2008	35	24	25	16	43	29	19	9
2007	33	22	27	18	42	27	22	9
2006	32	21	25	22	40	27	21	12
Stud. w/ Disab								
2011	6	16	37	42	12	27	34	27
2010	8	14	40	38	12	24	36	27
2009	5	20	33	42	11	26	35	28
2008	6	13	32	48	9	24	35	32
2007	6	10	32	52	9	22	37	32
2006	3	10	29	58	9	21	32	38
ELL/FELL*								
2011	24	27	29	20	19	22	31	29
2010	23	20	33	24	16	20	34	30
2009	23	26	26	25	16	22	32	31
2008	25	22	26	27	18	21	31	30
2007	23	16	30	32	16	18	34	32
2006	23	15	24	38	17	18	28	37
Low-Income								
2011	31	26	27	15	27	31	27	14
2010	31	25	30	14	28	29	29	14
2009	30	28	27	15	24	30	30	16
2008	31	26	27	16	22	29	30	18
2007	29	23	29	19	21	26	33	19
2006	28	22	27	23	19	25	31	26
AA/Black								
2011	24	27	30	18	24	32	29	15
2010	26	25	32	17	25	28	31	16
2009	23	28	29	19	21	30	31	17
2008	22	24	33	22	20	28	33	19
2007	21	24	33	23	19	26	35	20
2006	19	22	31	28	16	24	34	26
Asian								
2011	78	13	6	3	71	17	9	3
2010	78	11	7	4	70	17	9	4
2009	77	15	5	2	67	19	10	4
2008	78	14	6	2	65	20	11	4
2007	77	12	7	4	64	18	13	5

GRADE 10 - ENGLISH LANGUAGE ARTS									
	2006	25	51	21	3	24	49	21	6
Hispanic/Latino									
	2011	10	55	27	8	11	52	28	9
	2010	7	47	37	9	8	48	35	9
	2009	8	51	30	11	9	48	31	12
	2008	8	42	39	10	7	42	40	11
	2007	5	38	41	16	6	37	41	16
	2006	4	36	42	18	3	36	41	20
White									
	2011	36	50	10	4	38	51	9	2
	2010	27	51	16	5	30	54	13	2
	2009	37	48	11	4	33	53	11	3
	2008	29	50	15	5	27	53	17	3
	2007	28	46	19	6	25	52	19	3
	2006	23	53	16	7	18	57	20	4

GRADE 10 - MATHEMATICS									
	2006	79	13	5	3	63	17	14	7
Hispanic/Latino									
	2011	27	29	29	16	23	29	30	18
	2010	27	28	31	15	23	26	32	19
	2009	27	29	30	14	20	28	32	19
	2008	24	30	30	16	19	27	32	23
	2007	24	24	30	21	18	24	34	24
	2006	20	25	29	27	14	22	32	32
White									
	2011	65	18	10	8	54	29	13	4
	2010	60	17	15	8	56	25	14	4
	2009	63	19	11	7	53	28	15	5
	2008	61	19	12	9	48	30	16	6
	2007	55	19	16	11	46	29	19	6
	2006	59	17	14	10	45	28	19	8

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

GRADE 10 - SCIENCE AND TECHNOLOGY*

*These results are reported based on student' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in same district or in MA public schools from fall of grade 9 through spring of grade 10 are included, respectively, in BPS's and State's statistic.

	BPS				State			
	% of Students at Each Perf Level				% of Students at Each Perf Level			
	A	P	NI	F	A	P	NI	F
All Students								
2011	10	29	42	18	20	47	27	7
2010	5	31	43	20	18	47	28	8
2009	7	27	45	21	16	45	29	9
2008	5	24	42	29	14	43	31	12
Stud. w/ Disab								
2011	1	8	43	48	3	27	46	24
2010	1	7	42	50	2	25	46	27
2009	1	6	40	54	2	23	46	29
2008	0	5	28	67	2	19	43	37
ELL/FELL*								
2011	2	18	52	28	3	20	47	30
2010	2	15	46	37	2	18	46	35
2009	1	11	47	40	2	16	43	39
2008	3	15	30	52	3	17	36	44
Low-Income								
2011	6	26	47	21	7	37	42	14
2010	3	26	48	22	5	35	43	16
2009	4	23	50	23	4	32	44	19
2008	3	20	46	31	3	28	44	26
AA/Black								
2011	4	24	50	22	6	34	45	16
2010	2	24	48	26	4	33	45	18
2009	2	20	50	27	3	30	46	21
2008	1	16	47	36	3	25	45	27
Asian								
2011	33	37	24	6	37	39	20	4
2010	20	45	26	8	32	40	21	7
2009	20	47	28	5	29	41	22	7
2008	19	47	29	6	29	39	24	8
Hispanic/Latino								
2011	3	27	48	21	5	31	46	19
2010	2	27	50	22	4	29	46	21
2009	3	22	52	24	3	25	48	24
2008	1	16	47	36	2	22	43	32
White								
2011	26	43	21	10	23	51	22	4

GRADE 10 - SCIENCE AND TECHNOLOGY*								
2010	12	48	29	10	21	52	23	4
2009	19	44	27	10	19	51	25	5
2008	11	44	31	14	16	49	28	7

Note: Percentages may not total 100 due to rounding.

* Prior to 2011, English language learner (ELL) was referred to as limited English proficient (LEP), and Former English language learner (FELL) was referred to as formerly limited English proficient (FLEP).

Appendix C: 2011 MCAS Results by School - English Language Arts

School	% Advanced	% Proficient	% Needs Improvement	% Warning / Failing	Total N (N less than 10 not reported)	ELA Average CPI	Median SGP (N less than 20 not reported)	Change in ELA CPI 2010 to 2011
Adams Elementary	0%	22%	52%	26%	90	61.9	48.0	-6.8
Agassiz Elementary	1%	29%	52%	17%	204	67.2	45.0	1.8
Alighieri Elementary	6%	40%	49%	6%	53	77.8	48.0	2.4
Another Course College	21%	55%	21%	2%	42	89.9	50.0	0.5
Bates Elementary	8%	36%	39%	17%	146	75.5	50.5	0.9
Beethoven Elementary	9%	42%	44%	4%	45	81.1		2.5
Blackstone Elementary	1%	17%	44%	38%	231	52.6	38.0	-.9
Boston Arts Academy	18%	66%	16%	0%	95	95.3	50.0	1.9
Boston Comm Lead Acad	6%	65%	21%	7%	112	90.6	57.0	1.8
Boston International	4%	36%	60%	0%	50	79.5		14.4
Boston Latin	38%	61%	1%	0%	1149	99.7	38.0	-0.1
Boston Latin Academy	19%	78%	3%	0%	827	98.9	38.0	0.6
Bradley Elementary	10%	61%	26%	3%	128	88.1	65.5	0.9
Brighton High	4%	50%	38%	8%	207	80.0	56.0	-5.2
Brook Farm Academy	1%	61%	35%	3%	71	85.6	32.5	3.0
BTU K8 Pilot	3%	50%	40%	7%	112	81.3	46.5	-4.1
Burke High	1%	40%	44%	16%	128	71.9	30.5	6.6
Carter Center					4			
Channing Elementary	5%	28%	51%	15%	144	69.1	35.5	-3.0
Charlestown High	8%	47%	29%	16%	182	84.1	51.0	-0.2
Chittick Elementary	2%	29%	48%	21%	119	68.7	41.5	-0.6
Clap Elementary	2%	29%	40%	29%	58	68.5	59.0	7.3
Comm Acad Sci Health	0%	55%	42%	3%	62	84.3	67.0	6.0
Community Academy	0%	67%	33%	0%	3			
Condon Elementary	5%	24%	40%	31%	347	61.7	34.5	-3.7
Conley Elementary	4%	48%	38%	11%	80	76.9	49.5	6.2
Curley K8	8%	35%	34%	23%	442	71.7	47.0	-0.9
Dearborn Middle	1%	31%	43%	25%	211	64.5	54.0	5.7
Dever Elementary	1%	19%	47%	34%	193	54.4	48.0	-4.0
Dorchester Academy	4%	55%	38%	4%	55	83.2	38.0	1.5
E Greenwood Leadership	3%	28%	49%	21%	156	64.6	52.0	7.4
East Boston High	15%	49%	25%	12%	226	84.5	52.0	8.0
Edison K8	3%	36%	38%	23%	463	67.8	39.5	-0.7
Edwards Middle	5%	59%	27%	8%	476	84.5	74.0	4.9
Eliot K8	10%	62%	21%	7%	173	89.5	64.0	4.2
Ellis Elementary	0%	21%	49%	31%	101	58.2	39.0	-14.0
Ellison/Parks EES	3%	34%	38%	25%	32	67.2		
Emerson Elementary	1%	14%	50%	35%	105	53.3	44.0	0.1
Engineering School	3%	52%	11%	33%	63	84.9	49.0	3.2
English High	5%	40%	40%	16%	106	75.7	47.5	2.6
Everett Elementary	2%	34%	50%	13%	126	72.8	45.0	0.8
Excel High	8%	58%	33%	2%	52	86.1	62.0	5.2
Farragut Elementary	12%	28%	45%	16%	94	71.8	56.5	3.6
Fenway High	13%	82%	6%	0%	71	98.6	58.0	6.5

Appendix C: 2011 MCAS Results by School - English Language Arts

School	% Advanced	% Proficient	% Needs Improvement	% Warning / Failing	Total N (N less than 10 not reported)	ELA Average CPI	Median SGP (N less than 20 not reported)	Change in ELA CPI 2010 to 2011
Fifield Elementary	0%	34%	46%	20%	133	66.7	36.5	-3.5
Frederick Pilot Middle	1%	38%	40%	21%	578	74.4	47.0	1.8
Gardner Pilot Academy	3%	28%	43%	26%	145	73.1	23.0	-4.6
Gavin Middle	1%	32%	34%	33%	424	71.8	41.0	0.3
Greater Egleston High	0%	39%	50%	11%	18	72.2		
Greenwood Sarah K8	3%	38%	41%	17%	185	70.9	47.0	-6.3
Grew Elementary	0%	22%	58%	20%	110	63.0	30.0	-7.0
Guild Elementary	1%	26%	47%	27%	132	59.8	54.0	1.9
Hale Elementary	10%	60%	27%	3%	70	90.4	78.5	9.2
Haley Elementary	8%	30%	44%	18%	117	69.7	57.0	0.4
Harbor School	3%	44%	41%	12%	240	78.0	54.5	5.7
Harvard/Kent Elementary	4%	37%	38%	21%	191	72.4	57.0	7.0
Henderson Elementary	11%	41%	33%	14%	99	84.8	48.0	-3.4
Hennigan Elementary	4%	26%	44%	26%	266	65.8	42.5	0.1
Hernandez K8	6%	45%	42%	7%	208	80.2	54.0	2.7
Higginson/Lewis K8	0%	32%	43%	25%	189	68.8	31.5	-2.4
Holland Elementary	0%	12%	50%	37%	298	55.3	35.0	-.9
Holmes Elementary	2%	23%	51%	24%	123	61.6	30.0	-10.7
Horace Mann	0%	9%	16%	76%	58	71.1		2.2
Hurley K8	11%	38%	31%	19%	159	73.0	46.5	6.7
Irving Middle	5%	39%	41%	15%	515	72.7	44.0	0.8
Jackson/Mann K8	5%	36%	37%	21%	403	71.5	44.5	0.1
Kennedy John F Elemen	3%	32%	43%	22%	173	65.9	32.0	2.7
Kennedy Patrick Elem	1%	39%	53%	7%	100	74.8	62.0	-3.0
Kenny Elementary	2%	22%	44%	32%	117	57.9	51.0	-2.7
Kilmer K8	12%	57%	30%	2%	242	89.8	39.0	-2.2
King K8	0%	46%	44%	10%	173	76.3	37.0	-0.2
Lee Academy	5%	29%	41%	24%	95	67.9	46.0	5.4
Lee Elementary	8%	41%	42%	9%	168	84.2	43.0	-4.7
Lyndon K8	10%	54%	22%	14%	309	85.5	56.0	-1.8
Lyon 912	17%	65%	17%	0%	23	93.5		
Lyon K8	18%	64%	15%	4%	80	92.5	64.0	2.1
Madison Park High	1%	32%	48%	19%	271	66.9	34.0	2.0
Manning Elementary	5%	36%	41%	17%	58	72.0	39.5	-6.8
Marshall Elementary	1%	19%	48%	33%	223	56.3	39.5	0.1
Mason Elementary	6%	37%	51%	6%	83	78.6	53.0	1.4
Mather Elementary	5%	33%	44%	18%	226	70.2	42.0	-1.9
Mattahunt Elementary	1%	18%	46%	35%	242	58.1	31.0	-7.4
McCormack Middle	2%	37%	39%	23%	518	68.2	31.0	-2.8
McKay K8	2%	43%	43%	12%	444	75.6	55.0	3.8
Mckinley School	0%	15%	32%	52%	151	61.8	38.5	5.5
Media Comm Tech High	1%	43%	51%	4%	90	76.1	42.0	-2.0
Mendell Elementary	3%	27%	53%	17%	70	65.7	37.0	-6.2
Middle School Academy					3			

Appendix C: 2011 MCAS Results by School - English Language Arts

School	% Advanced	% Proficient	% Needs Improvement	% Warning / Failing	Total N (N less than 10 not reported)	ELA Average CPI	Median SGP (N less than 20 not reported)	Change in ELA CPI 2010 to 2011
Mildred Avenue K8	0%	22%	43%	34%	571	61.3	35.0	-4.1
Mission Hill K8	7%	48%	31%	14%	95	79.2	62.0	6.8
Monument High	5%	53%	39%	3%	59	83.1	40.0	6.6
Mozart Elementary	2%	31%	45%	22%	58	72.8	34.0	-8.3
Murphy K8	8%	49%	32%	12%	637	82.1	46.0	-1.0
New Mission High	7%	65%	27%	0%	55	92.3	46.5	1.2
O'Bryant Math & Sci.	17%	75%	8%	0%	518	97.7	40.0	0.3
O'Donnell Elementary	2%	30%	51%	17%	112	71.7	59.0	-3.3
Odyssey High	3%	55%	27%	15%	62	79.4	42.0	5.6
Ohrenberger	9%	42%	37%	12%	501	78.6	55.0	-0.5
Orchard Gardens K8	0%	30%	41%	28%	444	63.9	63.0	5.2
Otis Elementary	5%	41%	44%	11%	133	73.9	68.0	-1.5
Parkway Tech & Health	0%	60%	38%	2%	42	82.1	14.0	5.2
Perkins Elementary	7%	32%	36%	25%	75	74.3	18.0	-2.0
Perry K8	2%	31%	50%	18%	131	67.9	25.0	-7.7
Philbrick Elementary	16%	46%	30%	8%	61	82.4	70.0	0.9
Quincy Elementary	12%	44%	37%	7%	388	82.3	71.0	0.9
Quincy Upper School	8%	50%	35%	8%	359	81.8	40.5	1.6
Rogers Middle	2%	40%	44%	14%	570	73.9	41.0	-3.6
Roosevelt K8	7%	58%	30%	6%	306	85.5	62.0	0.3
Russell Elementary	2%	27%	48%	24%	157	63.2	47.0	-9.3
Snowden International	1%	71%	26%	1%	76	90.1	42.0	4.1
Social Justice Academy	4%	56%	36%	4%	45	80.6	54.0	2.3
Sumner Elementary	5%	37%	43%	16%	200	77.0	65.0	2.5
Taylor Elementary	11%	40%	36%	12%	210	77.0	63.0	1.1
TechBoston Acad 1012	7%	63%	29%	0%	95	90.0	58.0	1.4
TechBoston Acad 69	3%	39%	41%	18%	306	71.1	45.0	2.5
Timilty Middle	2%	42%	37%	19%	665	71.7	43.5	-1.7
Tobin K8	2%	25%	49%	25%	265	62.4	46.0	-0.1
Trotter Elementary	0%	20%	56%	23%	124	60.7	52.0	-1.9
Tynan Elementary	5%	27%	35%	34%	124	74.0	28.0	-13.3
Umana Middle	2%	38%	35%	26%	430	71.7	36.0	1.0
Urban Science Academy	10%	63%	15%	12%	59	96.2	68.0	1.0
Warren/Prescott K8	14%	56%	25%	6%	280	91.4	40.0	-0.3
Winship Elementary	0%	39%	48%	13%	77	74.0	36.0	0.5
Winthrop Elementary	3%	30%	51%	16%	116	68.5	57.0	4.3
Young Achievers K8	2%	36%	47%	16%	292	69.4	35.5	-3.4

Appendix C: 2011 MCAS Results by School - Mathematics

School	% Advanced	% Proficient	% Needs Improvement	% Warning / Failing	Total N (N less than 10 not reported)	Math Average CPI	Median SGP (N less than 20 not reported)	Change in Math CPI 2010 to 2011
Adams Elementary	1%	26%	50%	23%	90	68.1	54.0	-2.0
Agassiz Elementary	4%	34%	43%	19%	204	69.4	58.0	4.0
Alighieri Elementary	9%	43%	43%	4%	53	82.5	36.0	16.8
Another Course College	45%	23%	23%	10%	40	81.9	75.0	-3.1
Bates Elementary	14%	25%	33%	27%	146	69.7	36.0	-2.4
Beethoven Elementary	20%	45%	30%	5%	44	86.4		10.4
Blackstone Elementary	1%	20%	47%	32%	231	57.7	60.0	
Boston Arts Academy	19%	38%	35%	8%	97	80.4	38.0	-2.0
Boston Comm Lead Acad	30%	36%	22%	12%	110	87.0	77.0	-5.9
Boston International	43%	31%	20%	6%	49	87.2		5.1
Boston Latin	70%	24%	6%	0%	1152	97.9	53.0	-.3
Boston Latin Academy	42%	36%	19%	3%	833	91.2	47.5	-2.3
Bradley Elementary	14%	44%	39%	3%	128	83.6	44.0	-.5
Brighton High	15%	28%	39%	18%	195	70.3	52.5	-8.7
Brook Farm Academy	29%	33%	24%	14%	72	78.8	59.0	4.9
BTU K-8 Pilot	5%	31%	44%	21%	111	67.8	59.5	-3.4
Burke High	8%	31%	41%	21%	130	67.3	51.5	6.5
Carter Center					4			
Channing Elementary	10%	24%	47%	19%	141	69.1	38.5	-3.4
Charlestown High	29%	20%	27%	24%	177	78.5	55.5	-1.4
Chittick Elementary	1%	26%	52%	21%	119	66.4	51.0	2.9
Clap Elementary	2%	22%	36%	41%	59	53.8	64.0	4.2
Comm Acad Sci Health	18%	34%	37%	11%	62	78.2	67.5	-.2
Community Academy					4			
Condon Elementary	8%	24%	41%	28%	345	63.0	50.0	-1.4
Conley Elementary	14%	34%	37%	15%	79	75.9	45.0	3.0
Curley K-8	10%	19%	34%	36%	439	60.2	50.0	2.2
Dearborn Middle	5%	19%	30%	45%	207	51.8	60.0	3.5
Dever Elementary	4%	31%	43%	23%	194	65.7	68.0	9.6
Dorchester Academy	23%	25%	36%	17%	53	71.7	70.0	-2.0
E Greenwood Leadership	6%	26%	38%	29%	156	61.9	43.0	6.5
East Boston High	22%	32%	28%	18%	219	78.8	47.0	5.1
Edison K-8	9%	21%	36%	34%	459	59.5	48.0	-2.2
Edwards Middle	8%	31%	37%	24%	476	68.0	66.0	.2
Eliot K-8	25%	35%	30%	10%	173	83.5	72.5	2.4
Ellis Elementary	4%	22%	54%	19%	103	64.6	71.0	-5.7
Ellison/Parks EES	3%	35%	35%	26%	31	64.5		-8.1
Emerson Elementary	1%	15%	48%	36%	105	53.6	43.0	-8.2
Engineering School	17%	25%	20%	38%	60	75.4	53.5	-3.4
English High	18%	27%	27%	27%	106	66.5	45.0	-.1
Everett Elementary	7%	36%	42%	15%	126	73.0	59.0	1.8
Excel High	27%	37%	31%	6%	52	84.1	74.0	-2.1
Farragut Elementary	15%	23%	32%	30%	94	64.6	35.0	-2.9
Fenway High	41%	43%	16%	0%	70	95.4	56.0	2.4
Fifield Elementary	0%	30%	41%	29%	133	61.1	26.0	-5.2
Frederick Pilot Middle	3%	18%	35%	44%	578	57.7	58.0	7.5
Gardner Pilot Academy	6%	32%	35%	27%	143	76.7	30.0	1.7
Gavin Middle	6%	19%	28%	48%	435	61.6	52.0	-3.3
Greater Egleston High	0%	8%	46%	46%	13	44.2		
Greenwood Sarah K-8	3%	22%	43%	32%	186	59.4	20.0	-15.1
Grew Elementary	4%	26%	45%	25%	110	63.2	37.0	-3.0
Guild Elementary	5%	35%	38%	23%	133	68.4	79.0	8.9
Hale Elementary	10%	43%	46%	1%	70	85.0	72.0	5.9
Haley Elementary	5%	22%	50%	23%	118	62.9	57.0	-1.2
Harbor School	3%	13%	37%	48%	238	51.4	44.0	-.9
Harvard/Kent Elementary	18%	38%	30%	15%	192	79.8	60.0	4.7
Henderson Elementary	21%	40%	24%	15%	100	86.8	64.0	-1.8

Appendix C: 2011 MCAS Results by School - Mathematics

School	% Advanced	% Proficient	% Needs Improvement	% Warning / Failing	Total N (N less than 10 not reported)	Math Average CPI	Median SGP (N less than 20 not reported)	Change in Math CPI 2010 to 2011
Hennigan Elementary	4%	22%	40%	34%	268	60.4	54.0	1.4
Hernandez K-8	10%	36%	38%	16%	208	74.2	59.0	-.7
Higginson/Lewis K-8	1%	11%	29%	59%	194	46.1	31.0	-2.5
Holland Elementary	3%	19%	44%	34%	303	59.8	48.0	2.8
Holmes Elementary	1%	25%	49%	25%	122	61.1	37.0	-8.1
Horace Mann	2%	12%	24%	63%	59	64.8		.3
Hurley K-8	18%	31%	33%	18%	159	73.0	59.5	7.8
Irving Middle	6%	13%	31%	50%	525	48.8	33.0	-4.7
Jackson/Mann K-8	9%	21%	36%	34%	414	62.0	42.0	-2.2
Kennedy John F Elem	14%	41%	32%	13%	173	78.9	62.0	13.7
Kennedy Patrick Elem	3%	35%	50%	12%	100	73.0	76.0	2.7
Kenny Elementary	7%	20%	47%	26%	117	61.1	69.0	-.2
Kilmer K-8	23%	44%	28%	5%	241	86.4	48.5	-1.0
King K-8	5%	23%	43%	30%	173	59.2	40.0	-2.8
Lee Academy	5%	20%	43%	32%	95	61.6	43.0	-.7
Lee Elementary	5%	24%	47%	24%	169	68.9	28.5	-8.3
Lyndon K-8	13%	35%	31%	22%	309	75.6	45.0	-4.7
Lyon 9-12	43%	30%	22%	4%	23	87.0		
Lyon K-8	37%	35%	25%	3%	79	88.9	58.0	-2.9
Madison Park High	4%	27%	47%	22%	270	64.2	42.0	1.3
Manning Elementary	3%	33%	36%	28%	58	64.7	59.5	-8.0
Marshall Elementary	3%	14%	53%	30%	224	55.5	63.0	2.1
Mason Elementary	10%	39%	45%	7%	83	80.7	65.0	6.0
Mather Elementary	8%	29%	51%	13%	231	71.8	49.5	3.9
Mattahunt Elementary	2%	14%	40%	45%	240	53.2	36.0	-1.9
McCormack Middle	9%	21%	29%	41%	524	56.0	36.0	-9.0
McKay K-8	5%	28%	43%	24%	445	65.8	59.0	1.4
Mckinley School	3%	9%	24%	64%	151	54.3	56.0	3.9
Media Comm Tech High	7%	35%	42%	15%	85	71.8	45.5	-6.0
Mendell Elementary	9%	17%	46%	29%	70	59.3	23.5	1.3
Middle School Academy					3			
Mildred Avenue K-8	1%	7%	30%	62%	568	42.7	39.0	-4.1
Mission Hill K-8	11%	36%	29%	24%	95	70.5	66.5	8.8
Monument High	5%	38%	46%	11%	56	75.4	58.0	2.7
Mozart Elementary	7%	39%	30%	23%	56	78.6	35.0	.1
Murphy K-8	18%	33%	27%	22%	635	74.7	50.0	-3.1
New Mission High	43%	34%	23%	0%	53	92.0	82.0	1.8
O'Bryant Math & Sci.	53%	35%	10%	2%	512	94.9	57.0	-.1
O'Donnell Elementary	3%	23%	51%	23%	112	66.1	33.0	-11.3
Odyssey High	6%	32%	30%	32%	63	61.9	25.0	-.2
Ohrenberger	10%	28%	39%	23%	500	69.0	45.0	-5.7
Orchard Gardens K-8	6%	29%	32%	33%	444	63.9	79.0	13.5
Otis Elementary	11%	43%	37%	9%	133	79.5	64.5	-4.9
Parkway Tech & Health	33%	28%	33%	5%	39	83.3	66.0	8.7
Perkins Elementary	1%	42%	30%	27%	74	75.3	24.0	-5.6
Perry K-8	3%	20%	48%	28%	132	60.2	41.0	-3.4
Philbrick Elementary	13%	34%	43%	10%	61	76.6	45.0	-4.0
Quincy Elementary	25%	47%	22%	6%	390	88.0	78.0	2.2
Quincy Upper School	19%	30%	28%	22%	358	72.1	42.0	-3.8
Rogers Middle	5%	17%	29%	49%	570	51.4	35.0	-9.4
Roosevelt K-8	11%	34%	35%	19%	306	72.6	49.0	-6.3
Russell Elementary	5%	33%	41%	21%	157	67.7	66.5	-.3
Snowden International	15%	42%	29%	14%	73	78.4	42.0	-5.1
Social Justice Academy	11%	21%	32%	36%	47	59.0	46.5	-1.1
Sumner Elementary	8%	37%	37%	19%	200	77.1	75.0	9.2
Taylor Elementary	12%	37%	38%	13%	210	76.5	57.0	-.5
TechBoston Acad 10-12	22%	46%	28%	4%	98	86.5	65.0	.7

Appendix C: 2011 MCAS Results by School - Mathematics

School	% Advanced	% Proficient	% Needs Improvement	% Warning / Failing	Total N (N less than 10 not reported)	Math Average CPI	Median SGP (N less than 20 not reported)	Change in Math CPI 2010 to 2011
TechBoston Acad 6-9	1%	9%	33%	58%	304	41.2	30.5	.9
Timilty Middle	7%	20%	35%	39%	664	56.3	47.0	-7.4
Tobin K-8	3%	19%	45%	34%	271	56.3	63.0	2.9
Trotter Elementary	1%	18%	47%	34%	123	55.1	69.0	4.0
Tynan Elementary	5%	25%	40%	31%	124	74.6	30.0	-10.9
Umana Middle	8%	20%	28%	44%	431	57.3	47.0	2.1
Urban Science Academy	16%	33%	28%	23%	57	82.0	57.0	-7.5
Warren/Prescott K-8	21%	43%	28%	7%	278	88.5	57.5	-1.2
Winship Elementary	9%	39%	39%	13%	77	76.9	35.0	7.8
Winthrop Elementary	2%	29%	44%	25%	115	65.0	55.0	6.1
Young Achievers K-8	2%	22%	44%	31%	291	57.7	40.5	-3.5