Massachusetts Comprehensive Assessment System

Results of Spring 2012

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

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BOSTON Public Schools
Focus on Children

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Prepared by the Office of Data and Accountability
April 2013

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Executive Summary

Background

- This report presents the results of the MCAS tests administered in 2012 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.

Summary of the 2012 District wide Proficiency Rates (% *Proficient* and *Advanced*) Results

By Subject and Grade Level

Changes from 2011:

- In ELA[1], proficiency rates increased in three of seven tested grades, including a 6 point gain in grade 10, 4 point gain in grade 8, and a 1point gain in grade 4.
- In math, students in every grade except grades 3 and 5 saw improvements in their proficiency rates. The most significant one-year gain (7 points) was made by students in grade 6.
- In STE, students in all tested grades experienced an increase in their proficiency rate (1 point in grade 5, 5 points in grade 8, and 6 points in grade 10).

Changes from 2008:

- In ELA, the proficiency rates increased in all grades, except grade 6, since 2008. Tenth grade students saw the most improvement with a 15 point increase. By contrast, students in grade 6 experienced a 5 point drop in their proficiency rates.
- In math, the proficiency rates remained constant or increased across all grades from 2008 to 2012. Grade 6 students saw the largest gain (11 points).
- In STE, the proficiency rate improved in all three tested grades since 2008, with a 1point gain in grade 5, 5 points in grade 8, and 16 points in grade 10.

Comparisons with State:

- In ELA, the 1-year gains in proficiency rates in grades 8 and 10 exceeded state gains, while the 5-year gains in proficiency rates at grades 3, 5, 7, 8, and 10 exceeded or equaled state gains.
- In math, students in grades 6, 7, 8, and 10 outpaced the state in proficiency rate gains since 2011, and gains in grades 3, 5, 6, 7, and 10 exceeded or equaled state gains since 2008.
- In STE, both 1-year and 5-year gains in proficiency rates for students in grades 8 and 10 exceeded state gains.

[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.

Achievement Gaps by Race

Changes from 2011:

Achievement gaps among racial/ethnic groups persist across grade levels, however:

- In ELA, African American students narrowed the proficiency gap with white students between 2011 and 2012 by 2 percentage points in grade 8 and by 8 percentage points in grade 10.
- In math, African American students narrowed the proficiency gap with white students since last year by 2 points in grade 8 and by 7 points in grade 10; Hispanic students also narrowed the proficiency gap with white students since last year by 4 points in grade 10 since 2011.
- In STE, the proficiency gap in grade 10 was narrowed by 7 percentage points between African American students and white students, and by 5 percentage points between Hispanic students and white students since 2011.

Changes from 2008:

Achievement gaps among racial/ethnic groups have continued across grade levels since 2008, however:

- In ELA, African American students narrowed the proficiency gap with white students between 2008 and 2012 by 5 percentage points in grade 8, and by 12 percentage points in grade 10. Hispanic students also narrowed the proficiency gap with white students since 2008 by 8 points in grade 10.
- In math, the proficiency gap in grade 10 was narrowed by 10 points between African American students and white students, and by 3 points between Hispanic students and white students since 2008.
- In grade 10 STE, African American students and Hispanic students narrowed the proficiency gap with white students between 2008 and 2012 by 4 and 5 points respectively.

Achievement Gaps by Race and Gender

- In ELA, math and Science, gender gaps in proficiency rates exist among all racial groups and are largest in ELA for African American and Hispanic males.

English Language Learners[2]

- In ELA, English language learners (ELL/FELLs) are making progress across grade levels. The proficiency rate for ELL students since 2011 improved by 6 points in grades 8 and 10. Compared to 5 years ago, ELL students in grades 3, 4, 7, 8, and 10 also made notable gains, between 10 and 20 points.
- In math, ELL and former ELL students saw gains in their proficiency rates in grades 6 and 7. Most notable was the 14 point increase in grade 6 between 2011 and 2012. While ELL/FELLs

[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 and the new NCLB Flexibility subgroup reporting category.

in all grades are experiencing gradual improvement since 2008, 6th graders have seen the largest gain in their proficiency rate (17 points), from 25% to 42%.

- In STE, the proficiency rates for ELL/FELLs in grades 5 and 8 dropped or remained unchanged, while 10th grade ELL/FELLs saw a one-point increase in their proficiency rate from 2011 to 2012. Compared to 2008, ELL/FELL students experienced a 3 point improvement in the 10th grade proficiency rate, from 18% to 21%.

- There is a positive association between English Language learners' English language development level (ELD) and their achievement in English language Arts, as well as in math and science. As ELLs learn English, their MCAS performance improves.

Students with Disabilities

- In ELA, for the first time more than a third of students with disabilities scored at the *proficient* level or above in grade 10; this represents a 10 point of increase since 2011, from 25% to 35%. Similarly, the proficiency rates for this group of students in grades 5, 7, 8, and 10 also increased between 2 and 16 percentage points since 2008, with 10th graders experiencing the largest gain (16 points).

- In math, compared to 2011, the proficiency rate for students with disabilities increased in grades 6, 8 and 10, with the largest gain made by 10th grade students (6 points), from 21% to 27%. Between 2008 and 2012, the proficiency rates for this group of students in all except grades 3 and 4 also increased 1 to 8 percentage points, with 10th graders experiencing the largest gain of 8points.

- In STE, students with disabilities also saw increases in their proficiency rates in grades 8 and 10 since 2011. However, the proficiency rates for this group of students remain at or below 11% across the three tested grades.

- MCAS performances for students with disabilities vary by the nature of disability. Students with sensory disabilities, or who are hard of hearing or deaf, experienced the fastest growth (median SGP 66.5). Also, students with all types of disabilities except emotional or health, experienced the same level of growth as their academic peers across the statewide between 2011 to 2012 (their median SGP ranged from 41 to 57).

Student Attendance Category

- Students who attended school consistently performed better on MCAS; the effect was even stronger in math. Proficiency rates are substantially higher for students with attendance rates above 95% (51% in ELA and 48% in math). Even students in the 90-94% attendance category have lower proficiency in ELA (8%) and especially in math (14%).

High School – Competency Determination

- 73% of the class of 2014 (grade10 students in SY2011-2012) have already met or partially met the state graduation requirements by passing the ELA, Mathematics, and Science tests. This represents a 16 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.

- More than half (53%) of the students in the class of 2014 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 5 point gain compared to the class of 2012; a 9 point gain compared to the classes of 2012 and 2011; and a 14-point increase compared to the class of 2010 when the revised CD standard was first implemented.

- Results of the high school Science & Technology/Engineering tests show that a majority of students in the class of 2014 (80%) have already met the STE competency determination requirement.

Summary of the 2012 Districtwide Proficiency Rates

Performance by Subject and Grade Level

English Language Arts

Proficiency Rates (% Proficient & Advanced)

	BPS							State						
	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 - 2011	5-Year Trend Percentage Point Difference 2012 - 2008	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 - 2011	5-Year Trend Percentage Point Difference 2012 - 2008
Grade 3	29%	31%	37%	35%	34%	-1	5	56%	57%	63%	61%	61%	0	5
Grade 4	25%	30%	30%	30%	31%	1	6	49%	54%	54%	53%	57%	4	8
Grade 5	37%	38%	41%	43%	38%	-5	1	61%	63%	63%	67%	61%	-6	0
Grade 6	43%	43%	44%	42%	38%	-4	-5	67%	66%	69%	68%	66%	-2	-1
Grade 7	48%	48%	52%	54%	50%	-4	2	69%	70%	72%	73%	71%	-2	2
Grade 8	57%	59%	58%	60%	64%	4	7	75%	78%	78%	79%	81%	2	6
Grade 10	58%	64%	60%	67%	73%	6	15	75%	79%	78%	84%	88%	4	13

Exceed or equal State gains

- 1-Year Trends: Proficiency rates in ELA increased in three of seven tested grade levels. In grade 10 there was a 6 point gain; 8th graders saw a 4 point gain; and in grade 4, there was a 1 point gain. 8th and 10th grade students reached the highest proficiency levels in the history of BPS's administration of the MCAS, at 64% and 73% respectively.
- 5-Year Trends: Proficiency rates in ELA increased in all grades, except grade 6. Tenth grade students saw the most improvement with a 15-point increase. By contrast, students in grade 6 experienced a 5-point drop in their proficiency rates.
- One-year gains in proficiency rates in grades 8 and 10 exceeded state gains, while the 5-year gains in proficiency in grades 3, 5, 7, 8, and 10 exceeded or equaled state gains.

Mathematics

Proficiency Rates (% Proficient & Advanced)

	BPS							State						
	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 - 2011	5-Year Trend Percentage Point Difference 2012 - 2008	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 - 2011	5-Year Trend Percentage Point Difference 2012 - 2008
Grade 3	36%	33%	43%	41%	39%	-2	3	61%	60%	65%	66%	61%	-5	0
Grade 4	30%	27%	28%	29%	30%	1	0	49%	48%	48%	47%	51%	4	2
Grade 5	33%	33%	39%	42%	39%	-3	6	52%	54%	55%	59%	57%	-2	5
Grade 6	32%	33%	38%	36%	43%	7	11	56%	57%	59%	58%	60%	2	4
Grade 7	28%	28%	38%	33%	34%	1	6	47%	49%	53%	51%	51%	0	4
Grade 8	34%	28%	34%	34%	35%	1	1	49%	48%	51%	52%	52%	0	3
Grade 10	59%	62%	60%	62%	65%	3	6	72%	75%	75%	77%	78%	1	6

Exceed or equal State gains

- 1-Year Trends: Students in every grade except grades 3 and 5 saw improvements in their proficiency rates in Mathematics. The one-year gains were most significant in grade 6 (7 point increase). An area of particular concern is grade 5, which saw a 3-point decrease in its proficiency rate, to 39%.

- 5-Year Trends: Proficiency rates for all grades remained constant or increased. Grade 6 students saw an 11 point gain since 2008; and those in grades 5, 7, and 10 experienced 6 point gains.

- Students in grades 6, 7, 8, and 10 outpaced the state in proficiency rate gains since 2011, and the proficiency rates in grades 3, 5, 6, 7, and 10 exceeded or equaled state gains since 2008.

Science and Technology/Engineering

Proficiency Rates (% Proficient & Advanced)

	BPS							State						
	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 - 2011	5-Year Trend Percentage Point Difference 2012 - 2008	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 - 2011	5-Year Trend Percentage Point Difference 2012 - 2008
Grade 5	17%	18%	21%	17%	18%	1	1	50%	49%	53%	50%	52%	2	2
Grade 8	10%	10%	10%	10%	15%	5	5	39%	39%	40%	39%	43%	4	4
Grade 10*	29%	34%	37%	39%	45%	6	16	57%	61%	65%	67%	69%	2	12

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.

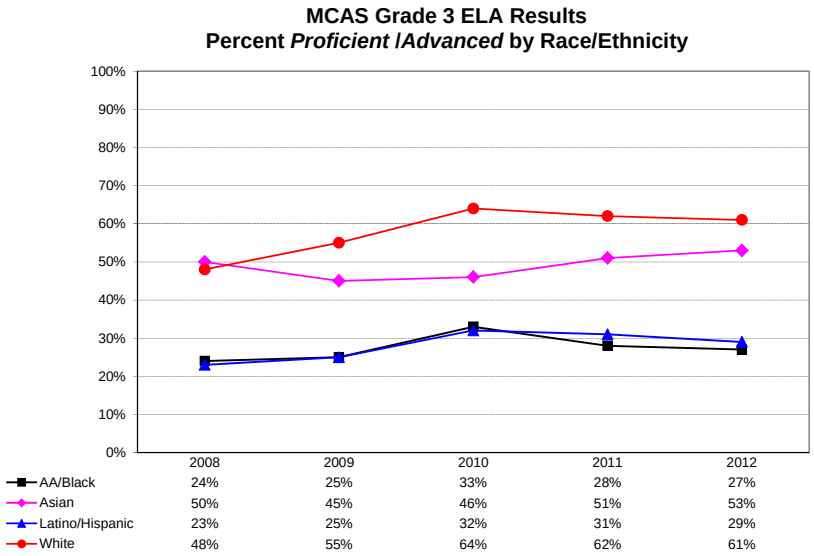
- 1-Year Trends: Students in all tested grades saw an increase in their proficiency rates, from 6 points in grade 10, to 5 points in grade 8, and 1point in grade 5.

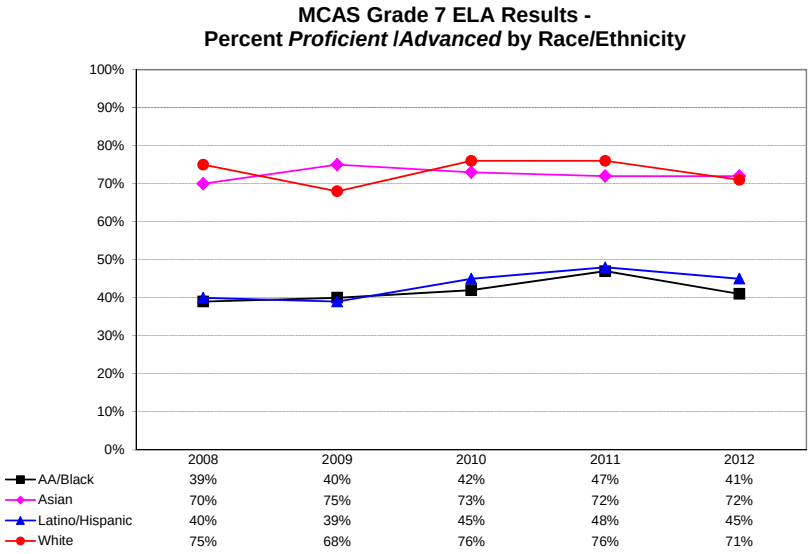
- 5-Year Trends: Proficiency rates improved in all three tested grades since 2008. Especially notable was the gain in 10th grade of 16 points.

- Both the 1-year and 5-year gains in proficiency rates for students in grades 8 and 10 exceeded the State gains in Science.

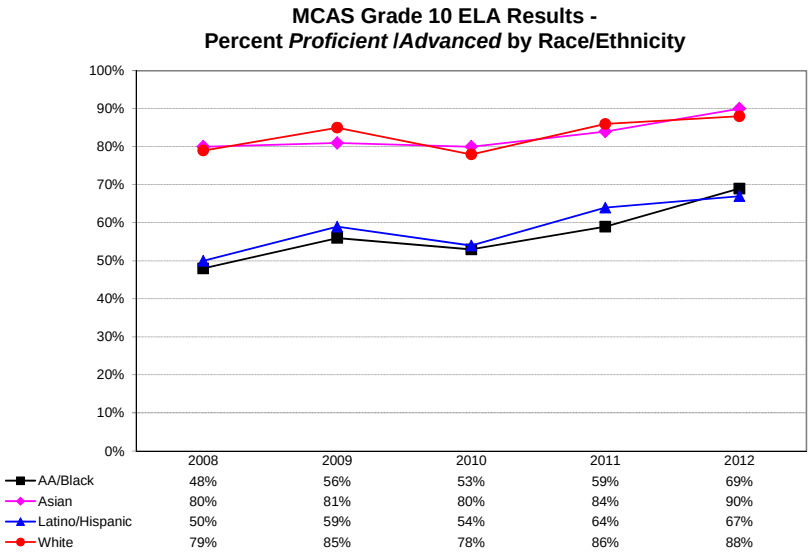
Achievement Gaps by Race

English Language Arts (Selected Grades)



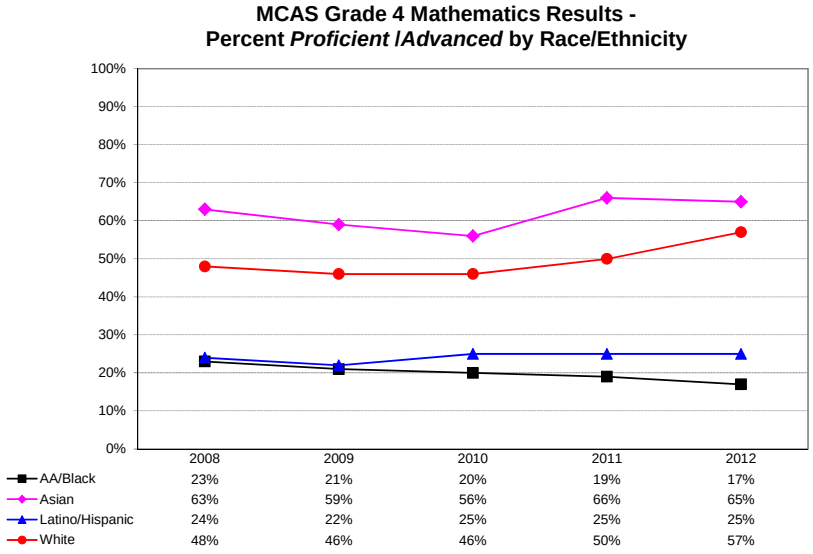


- Both 1-year (from 2011 to 2012) and 5-year (from 2008 to 2012) proficiency gaps in ELA between African American students and White students persist in grades 3 and 7. Similar achievement gaps are also visible between Hispanic and White students in these selected grade levels.

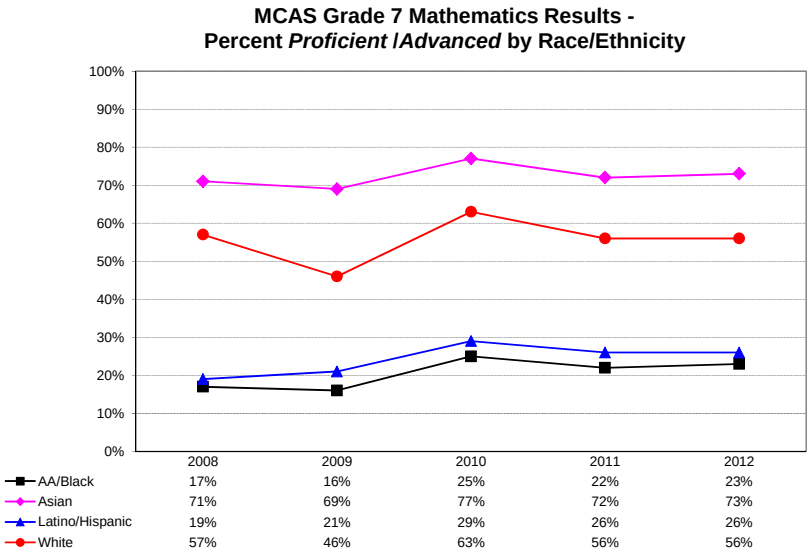


- The achievement gaps are narrowing in ELA in Grade 10. African American students narrowed the proficiency gaps with White students since last year by 8 percentage points. Since 2008, African American and Hispanic students narrowed the achievement gaps with White students by 12 and 8 percentage points, respectively.

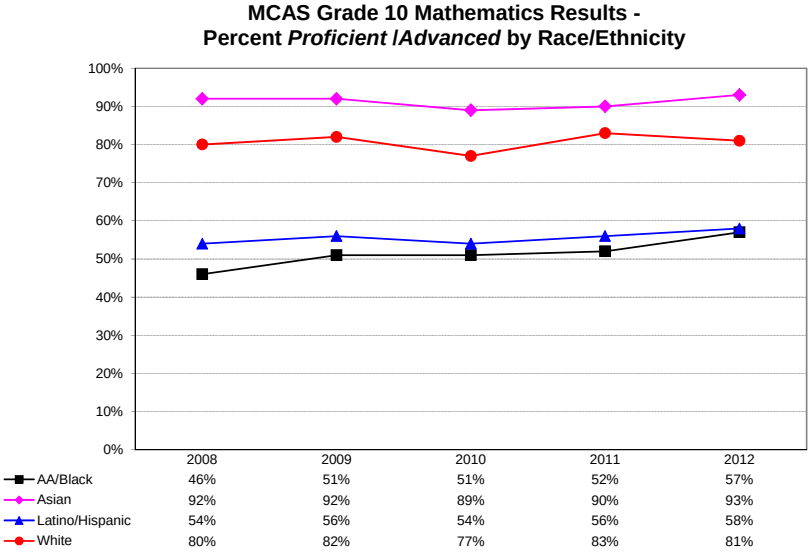
Mathematics



- In grade 4, the gap between African American and White students between 2011 and 2012 increased by 9 points. The proficiency rate gap also widened between Hispanic students and White students since 2011 by 7 points.

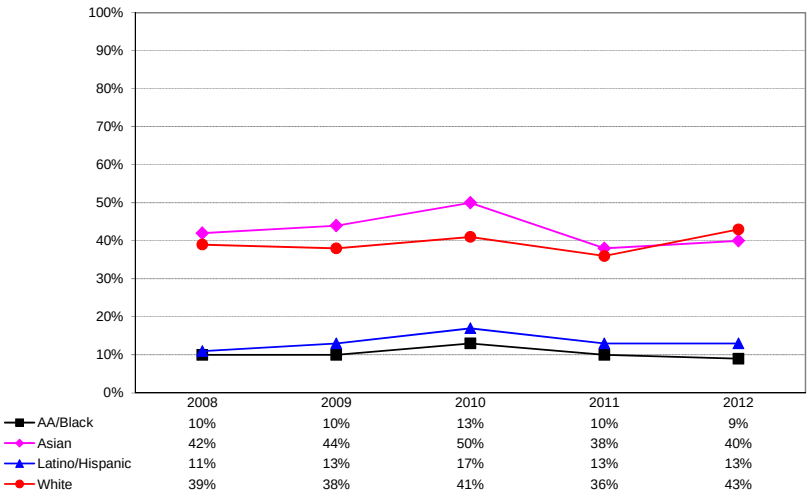


- The proficiency gaps in math between African Americans and Hispanic students, and White students in grade 7 remain unchanged from 2011 to 2012; however, the gap has narrowed by 7 and 8 points since 2008, respectively.



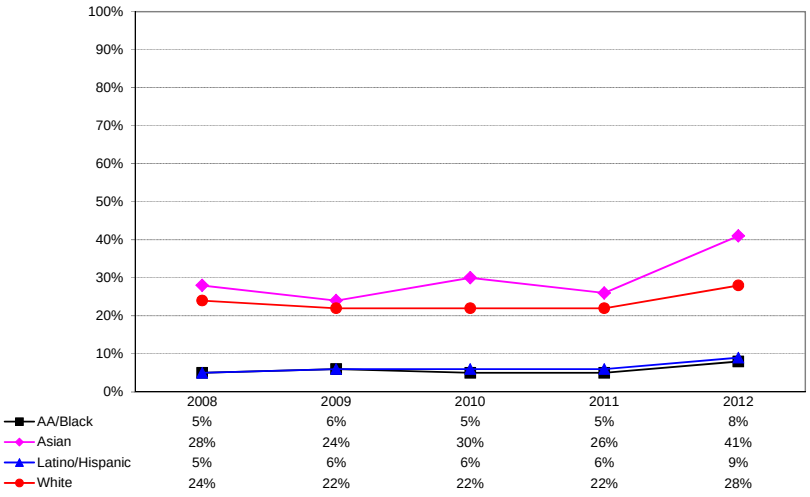
- Tenth grade African Americans and Hispanic students narrowed their proficiency gaps with White students since 2011 by 7 and 4 points, respectively. The reduction in proficiency gap between African Americans students and White students was especially notable, with a 10-point decreased since 2008. However, at 23 percentage points (between White and Hispanic students) and 24 percentage points (between White and African American students), these gaps remain large.

MCAS Grade 5 Science Results -
Percent *Proficient* /*Advanced* by Race/Ethnicity



	2008	2009	2010	2011	2012
AA/Black	10%	10%	13%	10%	9%
Asian	42%	44%	50%	38%	40%
Latino/Hispanic	11%	13%	17%	13%	13%
White	39%	38%	41%	36%	43%

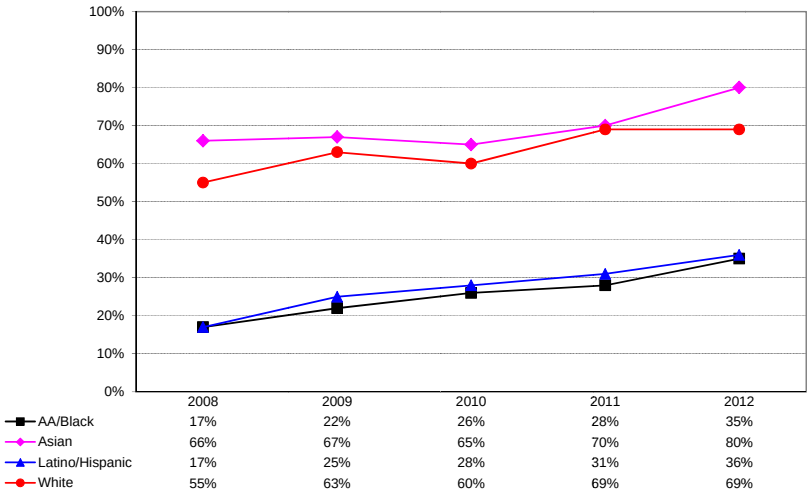
MCAS Grade 7 Science Results -
Percent *Proficient* /*Advanced* by Race/Ethnicity



	2008	2009	2010	2011	2012
AA/Black	5%	6%	5%	5%	8%
Asian	28%	24%	30%	26%	41%
Latino/Hispanic	5%	6%	6%	6%	9%
White	24%	22%	22%	22%	28%

- From 2011 to 2012, the percentage of students reaching proficiency in Science increased for all racial/ethnic groups except African American students in grade 5. Achievement gaps persist not only across grades but also over time from 2008 to 2012.

MCAS Grade 10* Science Results -
Percent *Proficient* /*Advanced* by Race/Ethnicity



	2008	2009	2010	2011	2012
AA/Black	17%	22%	26%	28%	35%
Asian	66%	67%	65%	70%	80%
Latino/Hispanic	17%	25%	28%	31%	36%
White	55%	63%	60%	69%	69%

* 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.

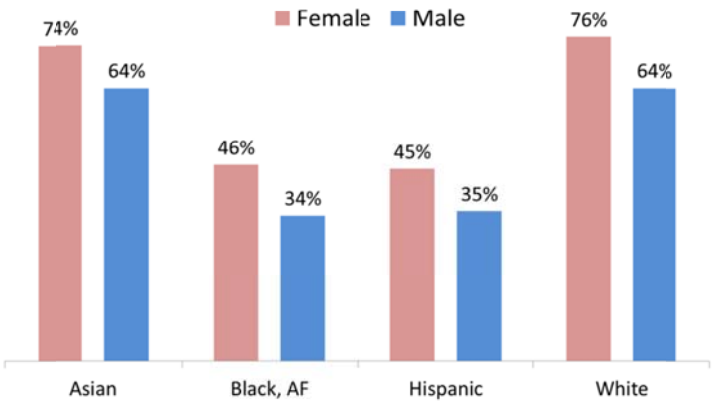
- In grade 10, while all racial groups maintained or improved their proficiency rate in Science since 2011, the achievement gaps persist. However, African American and Hispanic students have narrowed the proficiency gap with White students between 2011 and 2012 (7 and 5 points respectively), and between 2008 and 2012 (4 and 5 points respectively).

Appendix B presents percentage of students scoring *Proficient* or higher in ELA, mathematics and science by racial/ethnic groups and test grades.

Achievement Gaps by Racial/Ethnic Group and Gender

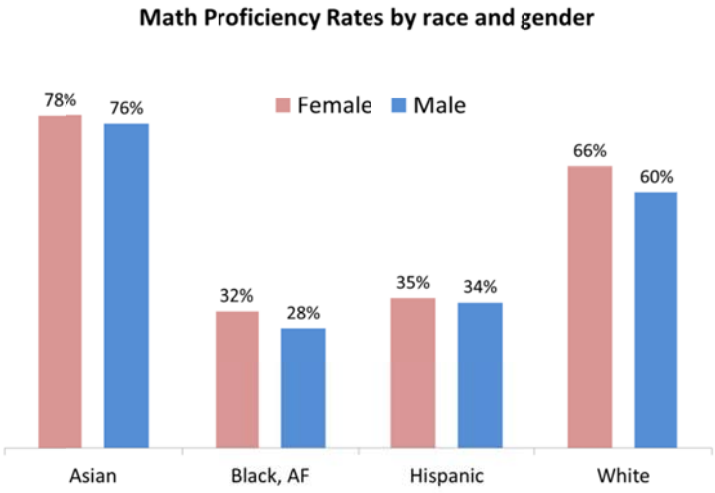
English Language Arts

ELA Proficiency Rates by race and gender



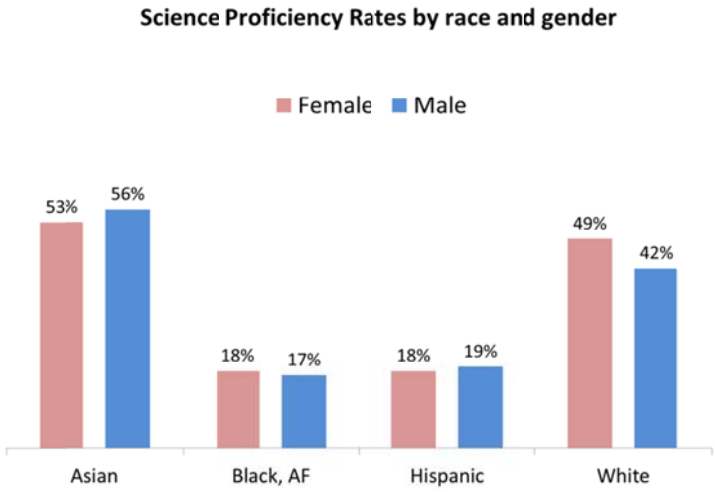
- All grades combined, female students have higher proficiency rates in ELA than males across all major racial groups. The gender gaps ranged from 10 percentage points among Hispanics/Asian to 12 points among Black/White students.

Mathematics



- In math, the proficiency rates for females are slightly higher than that of males for all racial groups. The gender gaps ranged from 1 percentage points among Hispanics to 6 points among White students.

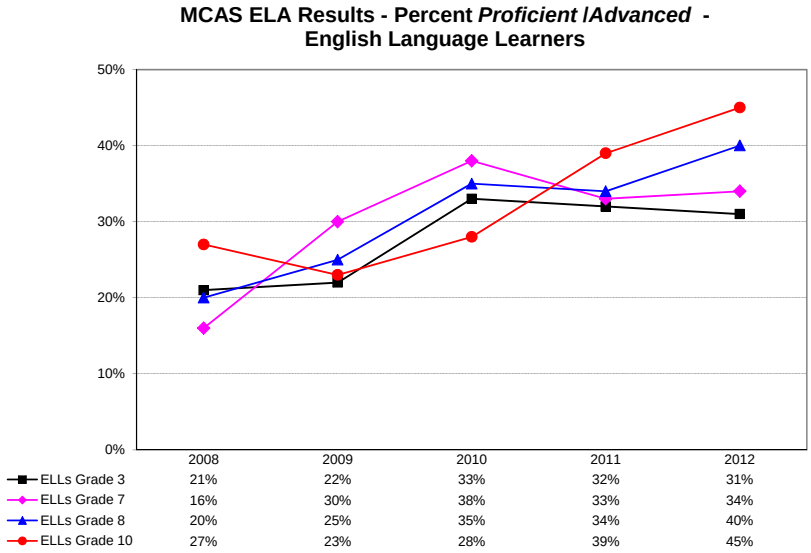
Science



- Gender gaps in Science are evident among White students (7 points) and Asian students (3 points), but are very small for Hispanic and African American students.

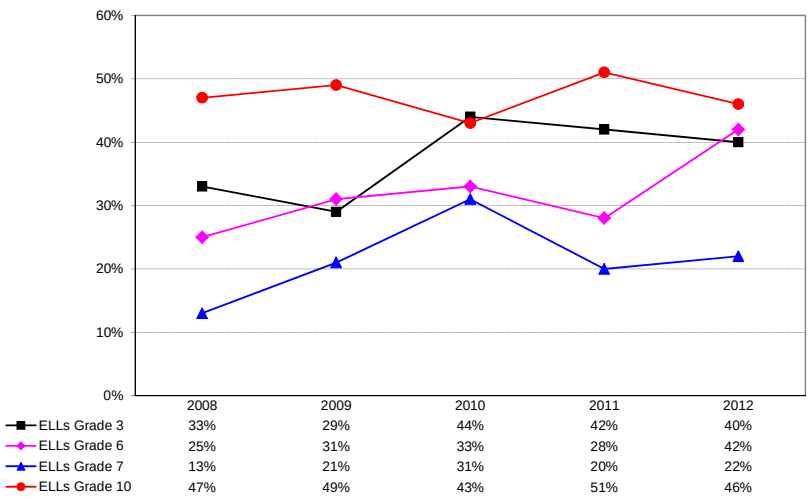
English Language Learners

English Language Arts (Selected Grades)



- English language learners (ELL/FELL) are steadily making progress in ELA across grade levels. The proficiency rate for ELL/FELL students since last year improved by 6 points in grades 8 and 10. Compared to 5 years ago, ELL/FELL students in each of these grade levels also made notable gains (between 10 and 20 points).

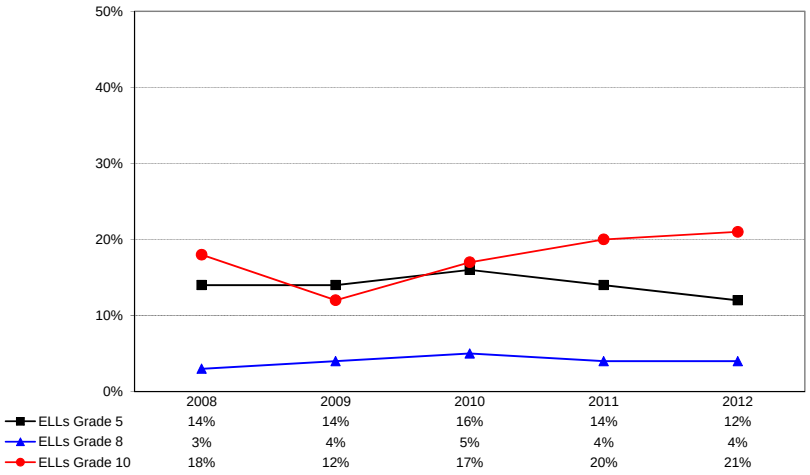
Mathematics (Selected Grades)



- ELL and former ELL students saw gains in their proficiency rates in math in grades 6 and 7. Most notable was the 14 point increase in grade 6 between 2011 and 2012. Sixth grade ELL/FELLs also saw a very notable gain since 2008: their proficiency rate jumped from 25% to 42%, a gain of 17 points.

Science

MCAS Science Results - Percent *Proficient /Advanced* - English Language Learners



- Proficiency rates in Science for ELL/FELLs in grades 5 and 8 dropped or remained unchanged, while 10th graders saw one-point increase in their Science proficiency rate from 2011 to 2012. Compared to 2008, ELL/FELL students experienced 3 point improvement in the 10th grade proficiency rate, from 18% to 21%.

English Language Development Level

MCAS Performance of English Language Learners by English Language Development (ELD) Level

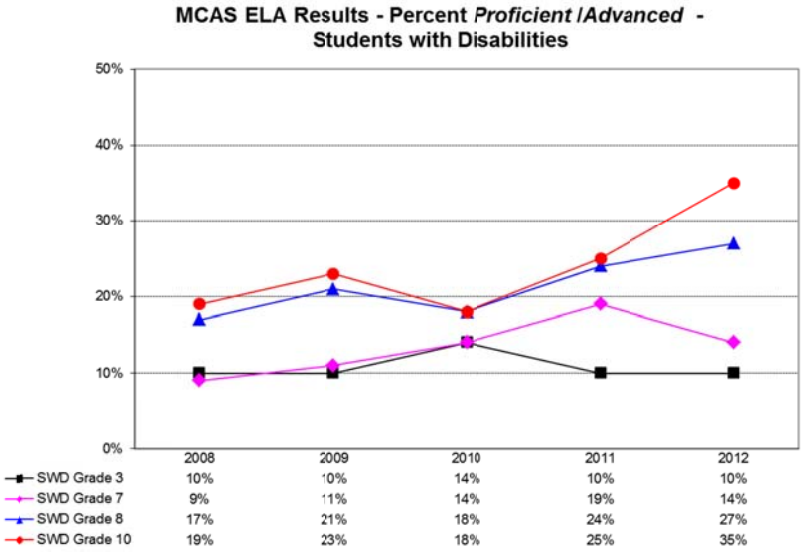
By ELD Level	ELA				Math				Science			
	N	As Percent of ELLs	% Prof./Adv.	% Warming /Failing	N	As Percent of ELLs	% Prof./Adv.	% Warming/ Failing	N	As Percent of ELLs	% Prof./Adv.	% Warming/ Failing
1 (Newcomer)	128	2	2	92	158	2	2	91	51	2	2	90
2 (Novice)	412	5	4	80	443	6	7	78	189	7	5	84
3 (Developing)	1,365	17	5	56	1,372	17	14	58	501	19	3	75
4 (Expanding)	3,020	38	17	31	3,021	38	23	36	898	34	4	60
5 (Bridging)	2,923	37	39	12	2,920	37	40	20	997	38	10	39

- There is a positive association between English Language Learners' English language development (ELD) level and their achievement on the English Language Arts test. This relationship is also evident on the Math and Science tests. As ELLs learn English, their MCAS performance improves. Among ELLs whose English proficiency is at level 5, about 40% reached the proficient level or higher in ELA and math. This is in stark contrast to the performance of students at ELD Level 1 (Newcomers), only 2% of whom reached proficiency.

Appendix C presents the percentage of students scoring *Proficient* or higher in ELA, mathematics and Science by selected student subgroups and test grades.

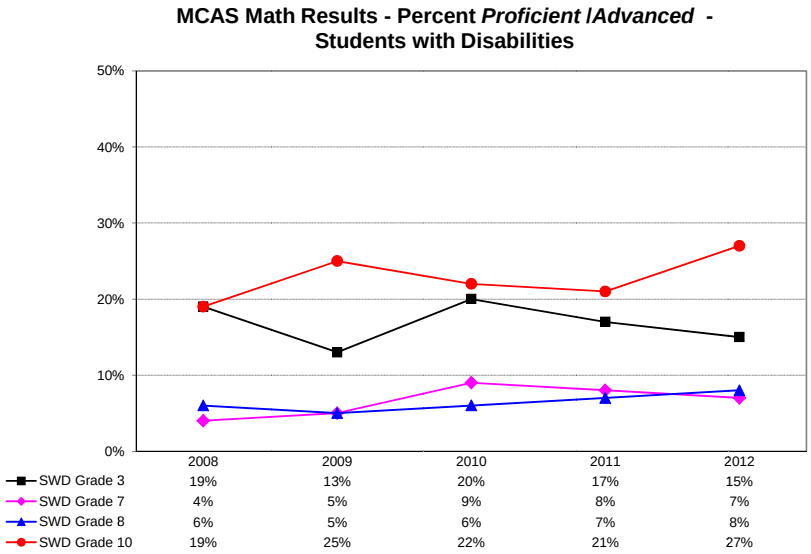
Students with Disabilities

English Language Arts (Selected Grades)



- Compared to 2011, as with all students, the percentage of students with disabilities scoring at the *Proficient* level or above increased in ELA in grades 8 and 10, with the largest gain made by 10th grade students (10 points), from 25% to 35%. However, this group of students also experienced a large decline in grade 7, with a 5 point drop from 19% to 14%. Over the 5 year span since 2008, students with disabilities saw a double-digit gain in the 8th and 10th grades (10 and 16 points respectively).

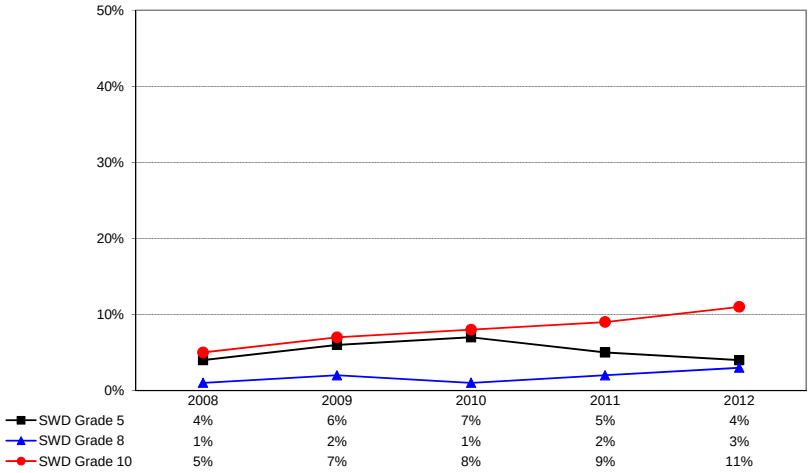
Mathematics (Selected Grades)



- The proficiency rate in math for students with disabilities increased in grades 8 and 10 from 2011 (1and 6 points respectively). Between 2008 and 2012, students with disabilities in grades 7, 8, and 10 also experienced improvements ranging from 2 to 8 percentage points, with 10th graders making the largest gain (8 points). However, the proficiency rates for this group of students remain below 30% across all grades.

Science

MCAS Science Results - Percent *Proficient /Advanced* - Students with Disabilities



- Students with disabilities experienced an improvement in their proficiency rates in science in grades 8 and 10, but saw a decline in grade 5 since 2011. Additionally, as with all students, students with disabilities are making progress since 2008, with tenth graders seeing the largest gain (6 points).

Nature of Disability

MCAS Performance of Students With Disabilities by Nature of Disability

	ELA								Math							
	Performance Level						Growth		Performance Level						Growth	
Nature of Disability	A/P	A	P	NI	W/F	N included	Median	N included	A/P	A	P	NI	W/F	N included	Median	N included
Intellectual	2%	0%	2%	18%	80%	730	27	319	1%	0%	1%	7%	91%	729	40	320
Sensory/Deaf	11%	1%	10%	24%	64%	70	66.5	24	17%	3%	14%	24%	59%	71	57	34
Communication	15%	1%	15%	41%	44%	947	38	691	19%	5%	14%	33%	48%	944	49	696
Sensory/Blind	28%	0%	28%	44%	28%	18	-	11	42%	5%	37%	16%	42%	19	-	11
Emotional	20%	1%	19%	35%	45%	727	32.5	492	12%	3%	9%	24%	64%	747	33.5	532
Physical	21%	1%	20%	36%	43%	115	45	53	22%	5%	17%	28%	50%	113	47	53
Health	23%	1%	22%	49%	27%	198	41	149	18%	6%	12%	40%	42%	196	36	147
Specific Learning Dis	18%	0%	17%	42%	40%	2483	38	2073	13%	2%	11%	34%	54%	2485	46.5	2080
Sensory-Deaf,Blind	-	-	-	-	-	7	-	4	-	-	-	-	-	7	-	4
Multiple Disabilities	5%	0%	5%	27%	67%	132	35.5	52	7%	1%	6%	25%	68%	133	42	53
Autism	11%	1%	10%	12%	76%	314	34.5	82	13%	5%	8%	11%	76%	312	47.5	76
Neurological	20%	2%	18%	36%	44%	50	45	22	14%	2%	12%	24%	62%	50	41	22
Developmental Delay 3-9yr	10%	1%	9%	33%	57%	144	-	7	13%	1%	12%	25%	62%	142	-	7

- Performance level percentages are not calculated for groups with fewer than 10 students.
- Median SGPs are not reported if the number of students included in the aggregated SGP is less than 20.

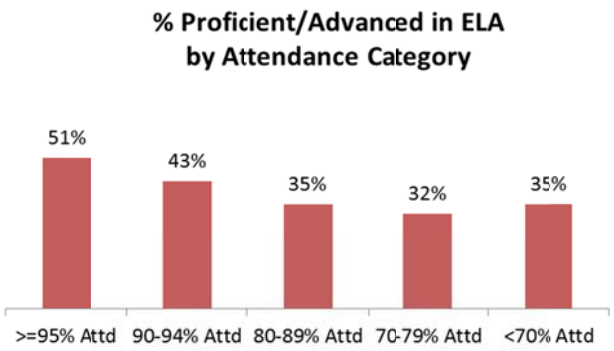
- MCAS performance for students with disabilities varies substantially by the nature of disability. The 2012 proficiency rates in ELA and math for students with significant cognitive disabilities (*Intellectual*, *Sensory/Deaf and Blind*, *Multiple Disabilities*, *Autism*, and *Developmental Delay)* ranged from 2% to 11% in ELA and 1% to 13% in math. These rates are lower than for students with minor or moderate disabilities, whose rates range from 11% to 28% in ELA and 12% to 42% in math.

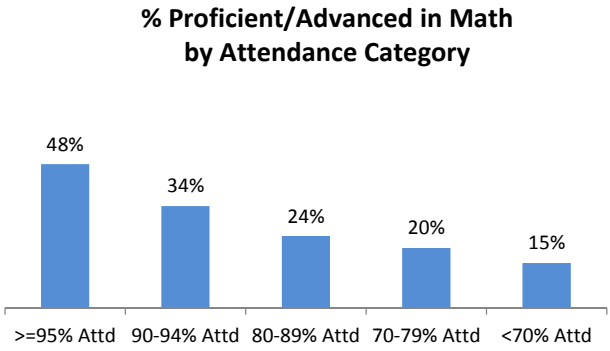
- Students with sensory disabilities, or who are hard of hearing or deaf had the fastest median growth (median SGP 66.5). Students with physical, health, or neurological disabilities also grew as much as their academic peers statewide from 2011 to 2012 in ELA, with median SGPs above the 40th percentile.

- Student achievement in math across all disability types is low, with nearly half of the students scoring *Warming* or *Failing*. However, only students with emotional or health disabilities experienced below average growth; all other students groups grew at a rate similar to that of their academic peers statewide (median SGP ranged from 41 to 57).

Student Attendance and MCAS Performance

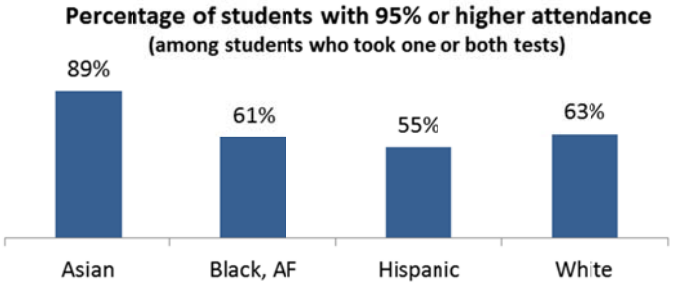
The charts below show the effect of student attendance during SY2011-2012 on spring 2012 MCAS performance.





- Proficiency rates are higher for students with higher attendance rates; the effect is even stronger in math.

- Both in ELA and Math, proficiency rates are substantially higher for students with attendance rates above 95% (51% in ELA and 48% in Math). Even students in the 90-94% attendance category have lower proficiency in ELA (8 points lower) and especially in math (14 points lower).



- The percentage of students with 95% or higher attendance, among students who took ELA and/or math MCAS, varies by race. While 89% of Asian students missed 5% or less of school during SY2011-12, only slightly more than half (55%) of Hispanic students did so.

Schools With Notable Gains/Performance

The following tables show a list of schools that made notable gains and/or had high proficiency rates in English language arts and mathematics as measured by the Composite Performance Index (CPI) and median Student Growth Percentile (SGP) score. Composite Performance Index (CPI) measures a school's progress towards proficiency. A CPI of 100 means that all students are proficient or advanced. Median Student Growth Percentile (SGP) compares how much progress students make each year relative to their peers statewide. An SGP over 60 means that a school is making strong academic progress.

English Language Arts

Schools with CPI Gains Greater than 5 Points in ELA

School	Change in ELA CPI 2011 to 2012
Greater Egleston High	24.2
Madison Park High	13
Adams Elementary	11.6
Conley Elementary	10.3
Another Course College	10.1
Blackstone Elementary	9.8
Dorchester Academy	8.9
Burke High	8.5
Trotter Elementary	8.4
Mozart Elementary	7.6
Henderson Elementary	7.1
Ellison/Parks EES	7.1
Comm Acad Sci Health	6.6
Brighton High	6.3
East Boston High	5
Russell Elementary	4.8

Note: CPIs are not reported for schools with fewer than 10 students.

Schools with Median SGP Greater than 60 in ELA

School	Median SGP
Henderson Elementary	75
UP Academy	71
Orchard Gardens K-8	70
Guild Elementary	67
Adams Elementary	65.5
Boston Comm Lead Acad	63
Eliot K-8	61
Bradley Elementary	60.5

Note: Median SGPs are not reported if the number of students included in the aggregated SGP is less than 20.

- 16 schools with both 2011 and 2012 ELA CPI data made gains of 5 points or more over the last year. Greater Egleston high school saw the highest CPI gain of 24.2 points in ELA (from 72.2 to 96.4 points).
- Between 2011 and 2012, eight schools had strong growth in ELA. The Henderson school showed the fastest growth in ELA, with a median SGP of 75.

Appendix D provides a complete list of schools by the percent of students at each achievement level, average CPI, and median SGP.

Schools with CPI Gains Greater than 5 Points in Math

School	Change in Math CPI 2011 to 2012
Clap Innovation School	13.7
Greater Egleston High	13.7
Blackstone Elementary	10.7
Lyon 9-12	10
Conley Elementary	9.6
Tobin K-8	9.1
Manning Elementary	8.9
Burke High	8.8
Boston Arts Academy	8.3
Trotter Elementary	8
Harbor School	7.9
Greenwood Sarah K-8	6.7
Kennedy Health Careers	6.4
Irving Middle	6.2
Snowden International	6.2
New Mission High	6.1
Frederick Pilot Middle	5.9
Orchard Gardens K-8	5.8
Kennedy Patrick Elem	5.6
Adams Elementary	4.5

Note: CPIs are not reported for schools with fewer than 10 students.

Schools with Median SGP Greater than 60 in Math

School	Median SGP
UP Academy	86
New Mission High	84
Henderson Elementary	80.5
Kennedy Patrick Elem	79.5
Clap Innovation School	78
Eliot K-8	76
Orchard Gardens K-8	74
Blackstone Elementary	71
Manning Elementary	71
Otis Elementary	70
Quincy Elementary	69.5
Brighton High	67
Hale Elementary	66.5
Trotter Elementary	66
English High	65.5
Bates Elementary	65
Boston Comm Lead Acad	65
Fenway High	65
Frederick Pilot Middle	65
Guild Elementary	64
Mario Umana Academy	64
Russell Elementary	63
Tobin K-8	62
Roosevelt K-8	61.5
Holmes Elementary	61
Holland Elementary	60.5
Burke High	60
Edison K-8	60
Mason Elementary	60
Sumner Elementary	60

Note: Median SGPs are not reported if the number of students included in the aggregated SGP is less than 20.

- From 2011 to 2012, 20 schools made improvements in math exceeding 5 CPI points. The Clap Innovation School and Greater Egleston High School showed the most improvement: each saw a 13.7 CPI point gain in math.

- 30 schools grew at a high or very high rate compared to other schools in the district. UP Academy was the fastest growing school, with a median SGP of 86 (i.e. the typical student at this school grew faster than 86% of his/her academic peers across the state).

Appendix D provides a complete list of schools by the percentage of students at each achievement level, average CPI, and median SGP.

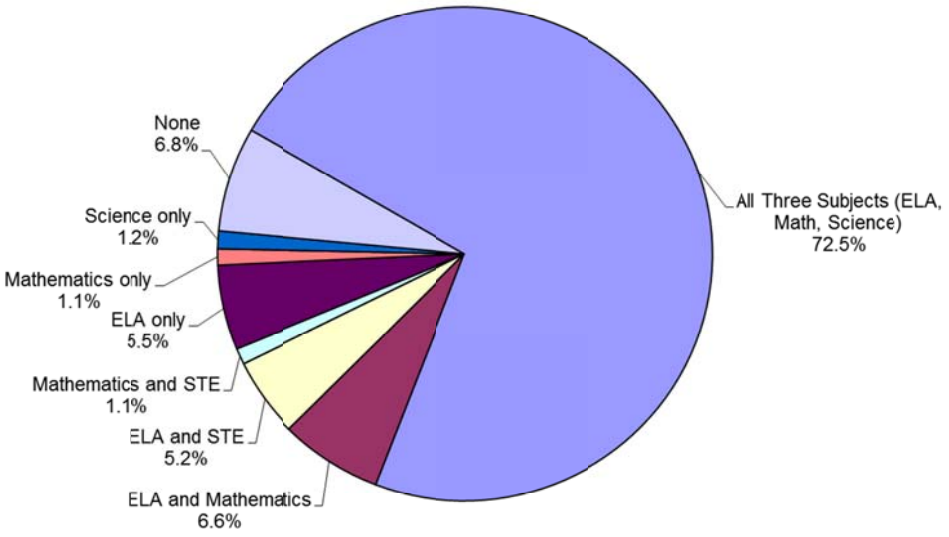
Competency Determination Results

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 the 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 2014 (grade 10 students in SY2011-2012) who took and passed the grade 10 MCAS tests in ELA, Mathematics, Science, and in all three subjects combined, through the spring 2012 test administration.

Class of 2014: Percentage of Students Scoring Needs Improvement or Higher in ELA, Mathematics, and Science and Technology/Engineering through Spring 2012



The table below displays the cumulative percentages of all students and student subgroups in the class of 2014 who have already met or partially met the state's graduation requirements by performing at

* 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 SY2011-2012 include locally developed end-of-course assessments, locally scored grade 10 MCAS test forms designed for the EPP, the March 2012 MCAS retest in ELA only, and College Board's Accuplacer.

the *Needs Improvement* level or higher in ELA, Mathematics, and Science through the spring 2012 test administration.

Class of 2014: Percentage of Students Scoring Needs Improvement or Higher in ELA, Math, and STE through the Spring 2012 Administration

Subgroup	Class of 2014 (N=3898)					Class of 2013*	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 Three Tests
All Students	90%	81%	79%	80%	**73%**	70%	66%	65%	57%
Race/Ethnicity									
AA/Black	89%	79%	77%	76%	**69%**	65%	61%	59%	49%
Asian	96%	94%	93%	94%	**91%**	87%	85%	89%	86%
Latino/Hispanic	88%	77%	74%	76%	**67%**	63%	61%	60%	50%
White	92%	88%	86%	88%	**82%**	85%	81%	82%	75%
Other Student Groups									
Students w/ Disab	72%	55%	53%	53%	**42%**	37%	35%	31%	22%
ELL/Former ELL	81%	71%	65%	65%	**55%**	54%	42%	43%	34%
Low Income	90%	80%	78%	79%	**71%**	66%	63%	63%	56%

* To provide comparable data, results fo rthe classes of 2013, 2012, 2011, and 2010 are based on MCAS tests through the spring 2011, spring 2010, spring 2009, and spring 2008 administrations, respectively.

- Seventy-three percent (73%) of students in the class of 2014 performed at the *Needs Improvement* level or higher in all three subjects on their first attempt, 3 percentage points higher than students in the students in the Class of 2013 and 16 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 major racial groups have seen notable increases in their passing rates on all three exams since the Class of 2010, with the largest gains made by African American students, students with disabilities, and English Language Learners (20 points or higher).

- Seventy-nine percent (79%) of the class of 2014 scored at the *Needs Improvement* level or higher in both ELA and math.

- Asian students were most likely to have passed all three tests (91%) in their first attempt, followed by White students (82%), African American students (69%), and Hispanic students (67%); this represents 3 to 4 point gains compared to their counterparts in the Class of 2013.

- Compared to students in the Class of 2013, the percent of students in the Class of 2014 performing at the *Needs Improvement* level or higher in all three subjects increased for low-income students (from 66% to 71%), students with disabilities (37% to 42%), and English Language Learners from 54% to 55%).

The following table presents the number and cumulative percentage of students in the class of 2014 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 2012 test administration.

Class of 2014: Number and Percentage of Students Scoring Proficient or Higher in ELA and Mathematics and Needs Improvement or Higher in STE through the Spring 2012 Administration.

CD Requirement	Class of 2014 (N=3898)		Class of 2013*	Class of 2012*	Class of 2011*	Class of 2010*
	Number	Percent	Percent	Percent	Percent	Percent
Earned CD	2,063	**53%**	48%	44%	44%	39%
ELA and Mathematics *Proficient* or Higher	2,097	**54%**	49%	45%	46%	42%
ELA *Proficient* or Higher	2,620	**67%**	62%	54%	58%	52%
Mathematics *Proficient* or Higher	2,356	**60%**	57%	55%	56%	52%
STE *Needs Improvement* or Higher	3,116	**80%**	77%	73%	73%	61%

* To provide comparable data, results fo rthe classes of 2013, 2012, 2011, and 2010 are based on MCAS tests through the spring 2011, spring 2010, spring 2009, and spring 2008 administrations, respectively.

- For the first time since the revised CD requirement was implemented, more than half of students (53%) in the class of 2014 have 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, more than half (54%) of the students met the CD requirements in both ELA and Math, two-thirds (67%) of students performed at the P*roficient* level or higher in ELA, 60 percent of students achieved *Proficient* or higher in Mathematics, and more than four-fifths (80%) of students performed at the *Needs Improvement* level or higher in Science.

  Compared to the previous four classes (2010 through 2013), a higher percentage of students in the class of 2014 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 2012 testing is the fifteenth 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 due to decline in the state budget.

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 2012, 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 since 2009). 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 2012 – 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 test s 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:

Advanced[3]: 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 wok that demonstrate their performance on the curriculum framework learning standards.

English Language Learners

According to MA DESE definitions, an 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, 2011). 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 2012 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: % Proficient & Advanced by Racial/Ethnic Group

English language Arts Proficiency Rates

	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 – 2011	5-Year Trend Percentage Point Difference 2012 - 2008
Grade 3							
AA/Black	24%	25%	33%	28%	27%	-1	**3**
Asian	50%	45%	46%	51%	53%	**2**	**3**
Latino/Hispanic	23%	25%	32%	31%	29%	-2	**6**
White	48%	55%	64%	62%	61%	-1	**13**
Grade 4							
AA/Black	19%	25%	23%	22%	21%	-1	**2**
Asian	44%	51%	47%	51%	54%	**3**	**10**
Latino/Hispanic	20%	26%	24%	25%	25%	0	**5**
White	46%	49%	54%	52%	58%	**6**	**12**
Grade 5							
AA/Black	31%	32%	34%	36%	30%	-6	-1
Asian	59%	60%	64%	64%	58%	-6	-1
Latino/Hispanic	30%	31%	36%	38%	33%	-5	**3**
White	61%	59%	59%	64%	62%	-2	**1**
Grade 6							
AA/Black	37%	37%	38%	33%	27%	-6	-10
Asian	71%	66%	66%	67%	65%	-2	-6
Latino/Hispanic	38%	36%	40%	39%	33%	-6	-5
White	60%	65%	62%	60%	64%	**4**	**4**
Grade 7							
AA/Black	39%	40%	42%	47%	41%	-6	**2**
Asian	70%	75%	73%	72%	72%	0	**2**
Latino/Hispanic	40%	39%	45%	48%	45%	-3	**5**
White	75%	68%	76%	76%	71%	-5	-4
Grade 8							
AA/Black	49%	51%	52%	53%	58%	**5**	**9**
Asian	76%	80%	81%	76%	82%	**6**	**6**
Latino/Hispanic	51%	55%	52%	55%	56%	**1**	**5**
White	79%	82%	75%	80%	83%	**3**	**4**
Grade 10							
AA/Black	48%	56%	53%	59%	69%	**10**	**21**
Asian	80%	81%	80%	84%	90%	**6**	**10**
Latino/Hispanic	50%	59%	54%	64%	67%	**3**	**17**
White	79%	85%	78%	86%	88%	**2**	**9**

Mathematics Proficiency Rates

	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 – 2011	5-Year Trend Percentage Point Difference 2012 – 2008
Grade 3							
AA/Black	29%	23%	32%	29%	28%	-1	-1
Asian	69%	61%	73%	75%	75%	0	**6**
Latino/Hispanic	29%	27%	39%	38%	33%	-5	**4**
White	55%	55%	70%	66%	64%	-2	**9**
Grade 4							
AA/Black	23%	21%	20%	19%	17%	-2	-6
Asian	63%	59%	56%	66%	65%	-1	**2**
Latino/Hispanic	24%	22%	25%	25%	25%	0	**1**
White	48%	46%	46%	50%	57%	**7**	**9**
Grade 5							
AA/Black	23%	26%	30%	31%	26%	-5	**3**
Asian	72%	72%	76%	76%	79%	**3**	**7**
Latino/Hispanic	25%	26%	33%	40%	36%	-4	**11**
White	55%	50%	59%	60%	60%	0	**5**
Grade 6							
AA/Black	22%	21%	27%	27%	32%	**5**	**10**
Asian	75%	74%	79%	72%	80%	**8**	**5**
Latino/Hispanic	28%	27%	33%	30%	39%	**9**	**11**
White	48%	57%	55%	57%	65%	**8**	**17**
Grade 7							
AA/Black	17%	16%	25%	22%	23%	**1**	**6**
Asian	71%	69%	77%	72%	73%	**1**	**2**
Latino/Hispanic	19%	21%	29%	26%	26%	0	**7**
White	57%	46%	63%	56%	56%	0	-1
Grade 8							
AA/Black	22%	16%	25%	21%	23%	**2**	**1**
Asian	74%	72%	78%	74%	73%	-1	-1
Latino/Hispanic	26%	19%	26%	26%	27%	**1**	**1**
White	57%	52%	54%	60%	60%	0	**3**
Grade 10							
AA/Black	46%	51%	51%	52%	57%	**5**	**11**
Asian	92%	92%	89%	90%	93%	**3**	**1**
Latino/Hispanic	54%	56%	54%	56%	58%	**2**	**4**
White	80%	82%	77%	83%	81%	-2	**1**

Science Technology/Engineering Proficiency Rates

	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 – 2011	5-Year Trend Percentage Point Difference 2012 – 2008
Grade 5							
AA/Black	10%	10%	13%	10%	9%	-1	-1
Asian	42%	44%	50%	38%	40%	**2**	-2
Latino/Hispanic	11%	13%	17%	13%	13%	0	**2**
White	39%	38%	41%	36%	43%	**7**	**4**
Grade 8							
AA/Black	5%	6%	5%	5%	8%	**3**	**3**
Asian	28%	24%	30%	26%	41%	**15**	**13**
Latino/Hispanic	5%	6%	6%	6%	9%	**3**	**4**
White	24%	22%	22%	22%	28%	**6**	**4**
Grade 10*							
AA/Black	17%	22%	26%	28%	35%	**7**	**18**
Asian	66%	67%	65%	70%	80%	**10**	**14**
Latino/Hispanic	17%	25%	28%	31%	36%	**5**	**19**
White	55%	63%	60%	69%	69%	0	**14**

* 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.

Appendix C: % Proficient & Advanced by Selected Student Subgroup

English Language Arts Proficiency Rates

	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 – 2011	5-Year Trend Percentage Point Difference 2012 - 2008
Grade 3							
Students w/ Disab	10%	10%	14%	10%	10%	0	0
ELL/Former ELL	21%	22%	33%	32%	31%	-1	**10**
Low Income	25%	26%	32%	30%	29%	-1	**4**
Grade 4							
Students w/ Disab	6%	7%	6%	7%	6%	-1	0
ELL/Former ELL	18%	25%	27%	27%	28%	**1**	**10**
Low Income	21%	25%	25%	25%	25%	0	**4**
Grade 5							
Students w/ Disab	8%	11%	11%	14%	10%	-4	**2**
ELL/Former ELL	29%	29%	34%	38%	31%	-7	**2**
Low Income	32%	33%	36%	39%	33%	-6	**1**
Grade 6							
Students w/ Disab	12%	12%	14%	13%	8%	-5	-4
ELL/Former ELL	30%	34%	37%	31%	33%	**2**	**3**
Low Income	39%	38%	40%	37%	32%	-5	-7
Grade 7							
Students w/ Disab	9%	11%	14%	19%	14%	-5	**5**
ELL/Former ELL	16%	30%	38%	33%	34%	**1**	**18**
Low Income	42%	41%	45%	48%	45%	-3	**3**
Grade 8							
Students w/ Disab	17%	21%	18%	24%	27%	**3**	**10**
ELL/Former ELL	20%	25%	35%	34%	40%	**6**	**20**
Low Income	51%	55%	53%	55%	59%	**4**	**8**
Grade 10							
Students w/ Disab	19%	23%	18%	25%	35%	**10**	**16**
ELL/Former ELL	27%	23%	28%	39%	45%	**6**	**18**
Low Income	54%	59%	54%	63%	70%	**7**	**16**

Mathematics Proficiency Rates

	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 – 2011	5-Year Trend Percentage Point Difference 2012 – 2008
Grade 3							
Students w/ Disab	19%	13%	20%	17%	15%	-2	-4
ELL/Former ELL	33%	29%	44%	42%	40%	-2	**7**
Low Income	32%	27%	38%	36%	33%	-3	**1**
Grade 4							
Students w/ Disab	11%	9%	8%	10%	10%	0	-1
ELL/Former ELL	28%	26%	30%	32%	31%	-1	**3**
Low Income	26%	23%	24%	25%	24%	-1	-2
Grade 5							
Students w/ Disab	10%	9%	12%	16%	11%	-5	**1**
ELL/Former ELL	30%	30%	36%	44%	40%	-4	**10**
Low Income	30%	29%	34%	38%	35%	-3	**5**
Grade 6							
Students w/ Disab	8%	8%	12%	9%	13%	**4**	**5**
ELL/Former ELL	25%	31%	33%	28%	42%	**14**	**17**
Low Income	29%	29%	34%	31%	38%	**7**	**9**
Grade 7							
Students w/ Disab	4%	5%	9%	8%	7%	-1	**3**
ELL/Former ELL	13%	21%	31%	20%	22%	**2**	**9**
Low Income	22%	22%	31%	27%	28%	**1**	**6**
Grade 8							
Students w/ Disab	6%	5%	6%	7%	8%	**1**	**2**
ELL/Former ELL	15%	16%	22%	21%	19%	-2	**4**
Low Income	28%	22%	29%	29%	29%	0	**1**
Grade 10							
Students w/ Disab	19%	25%	22%	21%	27%	**6**	**8**
ELL/Former ELL	47%	49%	43%	51%	46%	-5	-1
Low Income	57%	58%	56%	57%	62%	**5**	**5**

Science Technology/Engineering Proficiency Rates

	2008	2009	2010	2011	2012	1-Year Trend Percentage Point Difference 2012 – 2011	5-Year Trend Percentage Point Difference 2012 – 2008
Grade 5							
Students w/ Disab	4%	6%	7%	5%	4%	-1	0
ELL/Former ELL	14%	14%	16%	14%	12%	-2	-2
Low Income	13%	14%	17%	13%	13%	0	0
Grade 8							
Students w/ Disab	1%	2%	1%	2%	3%	**1**	**2**
ELL/Former ELL	3%	4%	5%	4%	4%	0	**1**
Low Income	6%	7%	7%	6%	11%	**5**	**5**
Grade 10*							
Students w/ Disab	5%	7%	8%	9%	11%	**2**	**6**
ELL/Former ELL	18%	12%	17%	20%	21%	**1**	**3**
Low Income	23%	27%	29%	32%	39%	**7**	**16**

* 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.

Appendix D: 2012 MCAS Results by School

English Language Arts: Percentage of Students at Each Achievement Level

School	% Advanced	% Proficient	% Needs Improvement	% Warming/ Failing	Total N (N less than 10 not reported)	ELA Average CPI	Median SGP (N less than 20 not reported)	Change in ELA CPI 2011 to 2012
Adams Elementary	4%	33%	44%	20%	85	73.5	65.5	11.6
Another Course College	21%	80%	0%	0%	44	100	55	10.1
Bates Elementary	13%	31%	39%	17%	150	71.8	43	-3.7
Beethoven Elementary	8%	51%	37%	4%	49	82.7		1.6
Blackstone Elementary	2%	21%	48%	29%	207	62.4	49	9.8
Boston Arts Academy	19%	69%	13%	0%	108	95.8	42.5	0.5
Boston Comm Lead Acad	8%	70%	19%	3%	95	91.3	63	0.7
Boston Day/Evening Acad*					2			
Boston Green Academy*	2%	59%	32%	8%	66	84.1	27	
Boston International	0%	42%	55%	3%	67	78.7		-0.8
Boston Latin	42%	56%	2%	0%	1162	99.6	47	-0.1
Boston Latin Academy	27%	72%	2%	0%	805	99.5	55	0.6
Bradley Elementary	11%	53%	35%	1%	140	86.8	60.5	-1.3
Brighton High	7%	58%	28%	7%	197	86.3	58	6.3
BTU K-8 Pilot	5%	43%	43%	9%	202	77.2	45	-4.1
Burke High	5%	45%	44%	5%	97	80.4	37	8.5
Carter Center					8			
Channing Elementary	1%	16%	44%	38%	147	53.4	19.5	-15.7
Charlestown High	4%	55%	24%	17%	156	86.1	39.5	2
Chittick Elementary	2%	24%	46%	28%	138	62.9	39	-5.8
Clap Innovation School	12%	23%	38%	27%	60	65	45	-3.5
Comm Acad Sci Health	3%	66%	29%	2%	58	90.9	36	6.6
Community Academy					2			
Condon Elementary	7%	25%	39%	30%	325	63.2	40	1.5
Conley Elementary	6%	46%	28%	20%	80	87.2	58	10.3
Curley K-8	7%	37%	29%	28%	488	69.3	52	-2.4
Dearborn Middle	3%	23%	41%	33%	196	58.4	44	-6.1
Dever Elementary	1%	22%	37%	40%	207	55	51	0.6
Dorchester Academy	0%	58%	23%	19%	57	92.1	27.5	8.9
E Greenwood Leadership	2%	20%	48%	30%	181	58.8	42	-5.8
East Boston High	11%	59%	26%	4%	214	89.5	49	5
Edison K-8	4%	34%	35%	28%	519	65.6	46	-2.2
Edwards Middle	3%	51%	32%	13%	486	79.1	56	-5.4
Eliot K-8	13%	51%	29%	7%	166	85.1	61	-4.4
Ellis Elementary	0%	20%	56%	24%	131	58.6	49.5	0.4
Ellison/Parks EES	0%	34%	55%	11%	38	74.3		7.1
English High	0%	39%	49%	12%	141	77.1	30	1.4
Everett Elementary	6%	26%	50%	18%	128	68	44	-4.8
Excel High	5%	61%	29%	5%	99	85.6	39	-0.5
Fenway High	13%	79%	9%	0%	79	97.5	46.5	-1.1

English Language Arts: Percentage of Students at Each Achievement Level
(Continued)

School	% Advanced	% Proficient	% Needs Improvement	% Warming/ Failing	Total N (N less than 10 not reported)	ELA Average CPI	Median SGP (N less than 20 not reported)	Change in ELA CPI 2011 to 2012
Frederick Pilot Middle	2%	35%	40%	23%	593	72.9	52	-1.5
Gardner Pilot Academy	3%	30%	49%	19%	138	69.2	46.5	-3.9
Greater Egleston High	0%	86%	14%	0%	14	96.4		24.2
Greenwood Sarah K-8	2%	40%	37%	21%	189	70.4	48	-0.5
Grew Elementary	2%	21%	54%	23%	124	62.3	40	-0.7
Guild Elementary	4%	21%	44%	31%	120	59.2	67	-0.6
Hale Elementary	11%	40%	43%	6%	72	79.9	51.5	-10.5
Haley Elementary	10%	29%	34%	27%	136	69.1	38	-0.6
Harbor School	3%	44%	38%	16%	226	80.6	53	2.6
Harvard/Kent Elementary	5%	28%	43%	24%	199	65.3	37	-7.1
Henderson Elementary	18%	48%	23%	11%	89	91.9	75	7.1
Hennigan Elementary	5%	21%	42%	33%	307	59.1	38	-6.7
Hernandez K-8	6%	42%	40%	12%	225	76.9	41	-3.3
Higginson/Lewis K-8	1%	24%	45%	30%	186	62.1	35	-6.7
Holland Elementary	1%	19%	39%	42%	303	58.3	49	3
Holmes Elementary	2%	27%	50%	21%	139	65.1	56	3.5
Horace Mann	0%	6%	17%	78%	54	69.4		-1.7
Hurley K-8	13%	41%	34%	13%	167	77.2	44	4.2
Irving Middle	7%	33%	38%	22%	439	67.9	37.5	-4.8
Jackson/Mann K-8	7%	34%	35%	24%	417	70.9	45.5	-0.6
Kennedy Health Careers*	20%	74%	6%	0%	54	98.6	44	2.9
Kennedy John F Elemen	6%	23%	47%	24%	176	63.6	32	-2.3
Kennedy Patrick Elem	4%	29%	54%	13%	105	70.2	57.5	-4.6
Kenny Elementary	4%	17%	38%	41%	142	53	33	-4.9
Kilmer K-8	18%	58%	18%	7%	246	91.5	43	1.7
King K-8	1%	39%	45%	16%	161	71.6	37.5	-4.7
Lee Elementary	6%	36%	35%	23%	258	78.7	35	-5.5
Lyndon K-8	12%	39%	26%	23%	331	78.8	45	-6.7
Lyon 9-12	4%	80%	16%	0%	25	96	11	2.5
Lyon K-8	18%	55%	20%	7%	84	87.8	56.5	-4.7
Madison Park High	2%	47%	42%	10%	307	79.9	38	13
Manning Elementary	14%	33%	34%	19%	70	72.5	44	0.5
Mario Umana Academy	2%	38%	30%	30%	505	71.6	49.5	
Marshall Elementary	0%	10%	43%	47%	230	46.8	23	-9.5
Mason Elementary	6%	39%	45%	10%	95	76.1	59	-2.5
Mather Elementary	3%	30%	46%	21%	263	66.8	47	-3.4
Mattahunt Elementary	1%	14%	44%	41%	222	55.7	27	-2.4
McCormack Middle	3%	33%	34%	31%	608	64.1	36	-4.1
McKay K-8	1%	33%	47%	19%	441	68.4	34	-7.2
Mckinley School	1%	14%	30%	55%	149	57.6	34	-4.2

English Language Arts: Percentage of Students at Each Achievement Level (Continued)

School	% Advanced	% Proficient	% Needs Improvement	% Warming/ Failing	Total N (N less than 10 not reported)	ELA Average CPI	Median SGP (N less than 20 not reported)	Change in ELA CPI 2011 to 2012
Mendell Elementary	1%	18%	55%	26%	78	58.7	18	-7
Middle School Academy					6			
Mildred Avenue K-8	1%	18%	40%	42%	541	57.3	33	-4
Mission Hill K-8	4%	51%	27%	18%	99	74.7	56	-4.5
Mozart Elementary	6%	35%	45%	15%	69	80.4	58	7.6
Murphy K-8	9%	46%	30%	15%	635	83.2	47	1.1
New Mission High	6%	79%	15%	0%	52	95.7	42.5	3.4
O'Bryant Math & Sci.	17%	76%	7%	0%	539	97.8	46	0.1
O'Donnell Elementary	3%	25%	55%	17%	128	66	47.5	-5.7
Ohrenberger	10%	46%	32%	12%	558	79.3	49	0.7
Orchard Gardens K-8	3%	33%	38%	26%	435	67.6	70	3.7
Otis Elementary	4%	33%	43%	20%	159	67.9	50	-6
Perkins Elementary	4%	32%	49%	16%	76	69.7	28	-4.6
Perry K-8	1%	41%	35%	23%	150	69.7	50	1.8
Philbrick Elementary	22%	44%	29%	4%	68	86.8	51	4.4
Quincy Elementary	16%	41%	33%	11%	401	81	58	-1.3
Quincy Upper School	6%	53%	36%	5%	311	84.3	44	2.5
Rogers Middle	2%	44%	41%	14%	545	75.1	48.5	1.2
Roosevelt K-8	7%	49%	35%	10%	312	79.9	45.5	-5.6
Russell Elementary	3%	28%	49%	20%	139	68	48	4.8
Snowden International	3%	75%	21%	1%	98	92.1	36.5	2
Sumner Elementary	2%	29%	57%	12%	190	70.1	47	-6.9
Taylor Elementary	7%	31%	36%	26%	212	68.6	40.5	-8.4
TechBoston Acad	3%	47%	36%	14%	503	76.3	46	-13.7
Timilty Middle	2%	35%	36%	27%	654	65.3	32	-6.4
Tobin K-8	1%	32%	43%	24%	254	65.5	51	3.1
Trotter Elementary	4%	32%	45%	20%	141	69.1	51	8.4
Tynan Elementary	2%	31%	37%	31%	128	67.8	42	-6.2
UP Academy*	3%	50%	32%	15%	451	78.8	71	
Urban Science Academy	7%	65%	26%	2%	122	90.6	33	-5.6
Warren/Prescott K-8	11%	52%	28%	10%	282	88.1	38	-3.3
West Roxbury Academy	2%	60%	33%	6%	129	85.5	24	
Winship Elementary	2%	40%	46%	12%	107	74.1	38	0.1
Winthrop Elementary	1%	27%	45%	27%	126	60.9	31	-7.6
Young Achievers K-8	1%	27%	47%	25%	322	63.8	41.5	-5.6

Note: Percentages may not total 100 due to rounding.

* Boston In-Drictict Horace Mann Charter Schools. In accordance with the MCAS reporting guildiles set by MA DESE regarding single-school districts, the MCAS results for these schools included all students tested in the school.

Mathematics: Percentage of Students at Each Achievement Level

School	% Advanced	% Proficient	% Needs Improvement	% Warming/ Failing	Total N (N less than 10 not reported)	Math Average CPI	Median SGP (N less than 20 not reported)	Change in Math CPI 2011 to 2012
Adams Elementary	4%	38%	32%	27%	85	72.6	54.5	4.5
Another Course College	29%	31%	31%	9%	45	81.7	36	-0.2
Bates Elementary	22%	24%	28%	26%	150	67.8	65	-1.9
Beethoven Elementary	22%	47%	25%	6%	49	87.8		1.4
Blackstone Elementary	8%	27%	41%	25%	207	68.4	71	10.7
Boston Arts Academy	30%	46%	18%	6%	104	88.7	40	8.3
Boston Comm Lead Acad	42%	28%	16%	14%	95	85.8	65	-1.2
Boston Day/Evening Acad*								
Boston Green Academy*	11%	33%	39%	17%	66	69.7	27	
Boston International	27%	44%	24%	5%	66	88.3		1.1
Boston Latin	65%	31%	5%	0%	1162	98.7	54	0.8
Boston Latin Academy	43%	40%	16%	1%	805	93.7	53.5	2.5
Bradley Elementary	10%	40%	42%	8%	138	78.8	42	-4.8
Brighton High	21%	30%	28%	21%	201	73.6	67	3.3
BTU K-8 Pilot	6%	25%	42%	26%	201	64.2	45	-3.6
Burke High	16%	34%	38%	13%	95	76.1	60	8.8
Carter Center					8			
Channing Elementary	4%	10%	34%	52%	149	47.1	20	-22
Charlestown High	26%	29%	17%	28%	152	80.4	57	1.9
Chittick Elementary	2%	12%	46%	39%	138	54.9	28	-11.5
Clap Innovation School	22%	20%	33%	25%	60	67.5	78	13.7
Comm Acad Sci Health	9%	34%	50%	7%	56	74.1	43	-4.1
Community Academy					3			
Condon Elementary	12%	19%	33%	36%	332	60.7	52.5	-2.3
Conley Elementary	17%	33%	25%	25%	81	85.5	45	9.6
Curley K-8	15%	18%	31%	37%	491	61.2	57	1
Dearborn Middle	10%	15%	27%	48%	196	50.8	50.5	-1
Dever Elementary	5%	22%	37%	36%	207	58.6	36	-7.1
Dorchester Academy	16%	21%	26%	37%	57	75.9	48	4.2
E Greenwood Leadership	5%	13%	38%	44%	180	51.3	37	-10.6
East Boston High	24%	34%	28%	13%	211	80.5	46	1.7
Edison K-8	13%	22%	33%	33%	525	61.7	60	2.2
Edwards Middle	5%	27%	40%	27%	485	63.8	50	-4.2
Eliot K-8	33%	32%	25%	10%	166	84	76	0.5
Ellis Elementary	4%	12%	44%	40%	131	52.7	47	-11.9
Ellison/Parks EES	18%	18%	34%	29%	38	65.8		1.3
English High	10%	22%	30%	39%	148	62.8	65.5	-3.7
Everett Elementary	13%	21%	46%	20%	128	68.2	43.5	-4.8
Excel High	28%	35%	23%	14%	95	79.5	48	-4.6
Fenway High	40%	42%	18%	0%	78	92.9	65	-2.5

Mathematics: Percentage of Students at Each Achievement Level (Continued)

School	% Advanced	% Proficient	% Needs Improvement	% Warming/ Failing	Total N (N less than 10 not reported)	Math Average CPI	Median SGP (N less than 20 not reported)	Change in Math CPI 2011 to 2012
Frederick Pilot Middle	7%	21%	38%	35%	588	63.6	65	5.9
Gardner Pilot Academy	11%	31%	34%	24%	138	71.4	35	-5.3
Greater Egleston High	5%	26%	37%	32%	19	57.9		13.7
Greenwood Sarah K-8	9%	29%	37%	26%	188	66.1	55	6.7
Grew Elementary	2%	15%	43%	41%	124	50.2	27	-13
Guild Elementary	10%	28%	35%	28%	120	65.2	64	-3.2
Hale Elementary	10%	33%	43%	14%	72	72.9	66.5	-12.1
Haley Elementary	13%	25%	32%	30%	136	65.8	51	2.9
Harbor School	3%	19%	35%	43%	224	59.3	52	7.9
Harvard/Kent Elementary	18%	28%	32%	22%	199	71	43.5	-8.8
Henderson Elementary	37%	28%	21%	14%	89	89.3	80.5	2.5
Hennigan Elementary	8%	19%	36%	38%	306	56.9	55	-3.5
Hernandez K-8	15%	23%	48%	14%	224	72.2	51	-2
Higginson/Lewis K-8	1%	9%	32%	58%	189	43	38	-3.1
Holland Elementary	9%	17%	32%	42%	297	59.8	60.5	0
Holmes Elementary	8%	22%	44%	26%	139	63.3	61	2.2
Horace Mann	2%	9%	26%	63%	54	62.5	58	-2.3
Hurley K-8	22%	29%	36%	13%	167	77.2	54.5	4.2
Irving Middle	10%	16%	35%	40%	444	55	50	6.2
Jackson/Mann K-8	14%	17%	34%	35%	415	62.5	48	0.5
Kennedy Health Careers*	26%	51%	18%	6%	55	90.5	36	6.4
Kennedy John F Elemen	15%	37%	30%	18%	176	75.9	47	-3
Kennedy Patrick Elem	11%	38%	42%	9%	105	78.6	79.5	5.6
Kenny Elementary	6%	13%	35%	46%	142	50.2	44	-10.9
Kilmer K-8	31%	34%	29%	6%	244	87.7	58	1.3
King K-8	9%	17%	44%	30%	161	59.9	41	0.7
Lee Elementary	6%	21%	45%	28%	258	69.7	38	0.8
Lyndon K-8	15%	25%	28%	31%	332	71.5	40	-4.1
Lyon 9-12	32%	60%	8%	0%	25	97	23	10
Lyon K-8	35%	27%	29%	10%	84	81.3	49	-7.6
Madison Park High	9%	28%	36%	27%	308	66.8	44	2.6
Manning Elementary	21%	34%	21%	23%	70	73.6	71	8.9
Mario Umana Academy	11%	26%	31%	32%	505	67.1	64	
Marshall Elementary	1%	11%	38%	50%	231	45.9	44.5	-9.6
Mason Elementary	8%	46%	36%	10%	95	79.2	60	-1.5
Mather Elementary	13%	24%	41%	22%	264	68.3	52	-3.5
Mattahunt Elementary	1%	16%	37%	46%	224	51.5	45	-1.7
McCormack Middle	12%	21%	30%	37%	607	60.1	56	4.1
McKay K-8	6%	24%	42%	29%	440	62.5	45	-3.3
Mckinley School	3%	8%	20%	68%	157	48.7	41	-5.6

Mathematics: Percentage of Students at Each Achievement Level (Continued)

School	% Advanced	% Proficient	% Needs Improvement	% Warming/ Failing	Total N (N less than 10 not reported)	Math Average CPI	Median SGP (N less than 20 not reported)	Change in Math CPI 2011 to 2012
Mendell Elementary	6%	28%	37%	28%	78	63.5	50	4.2
Middle School Academy					6			
Mildred Avenue K-8	0%	7%	30%	63%	538	42.7	39	0
Mission Hill K-8	5%	28%	34%	34%	98	61.2	41	-9.3
Mozart Elementary	13%	32%	30%	25%	69	76.4	35.5	-2.2
Murphy K-8	16%	31%	29%	23%	639	76.4	52	1.7
New Mission High	54%	40%	6%	0%	52	98.1	84	6.1
O'Bryant Math & Sci.	47%	36%	15%	2%	540	93.7	52	-1.2
O'Donnell Elementary	6%	22%	50%	22%	129	64.9	49	-1.2
Ohrenberger	16%	25%	36%	23%	556	68.8	48.5	-0.2
Orchard Gardens K-8	12%	27%	42%	20%	432	69.7	74	5.8
Otis Elementary	16%	32%	42%	10%	158	77.1	70	-2.4
Perkins Elementary	14%	21%	49%	16%	77	70.8	18.5	-4.5
Perry K-8	7%	24%	36%	34%	148	59.8	50	-0.4
Philbrick Elementary	27%	35%	24%	15%	68	79.8	38	3.2
Quincy Elementary	32%	38%	23%	8%	400	88	69.5	0
Quincy Upper School	16%	31%	35%	18%	314	73.8	33	1.7
Rogers Middle	5%	20%	33%	43%	538	54.5	46	3.1
Roosevelt K-8	13%	32%	37%	18%	312	74	61.5	1.4
Russell Elementary	9%	25%	44%	23%	138	67.9	63	0.2
Snowden International	30%	37%	24%	9%	89	84.6	42	6.2
Sumner Elementary	10%	30%	45%	15%	191	73.8	60	-3.3
Taylor Elementary	13%	25%	38%	25%	212	68.3	48	-8.2
TechBoston Acad	11%	19%	32%	39%	503	57.1	45	-29.4
Timilty Middle	8%	24%	32%	36%	655	59.3	48	3
Tobin K-8	8%	28%	37%	26%	254	65.4	62	9.1
Trotter Elementary	4%	23%	47%	26%	141	63.1	66	8
Tynan Elementary	6%	29%	34%	31%	129	71.7	41.5	-2.9
UP Academy*	16%	31%	30%	24%	450	72.8	86	
Urban Science Academy	26%	40%	28%	6%	120	85.2	57.5	3.2
Warren/Prescott K-8	23%	37%	27%	13%	281	85	54	-3.5
West Roxbury Academy	12%	24%	42%	22%	131	67.9	23.5	
Winship Elementary	6%	31%	48%	15%	109	72.5	37	-4.4
Winthrop Elementary	2%	18%	51%	29%	126	57.3	30	-7.7
Young Achievers K-8	2%	17%	44%	37%	318	54.6	43	-3.1

Note: Percentages may not total 100 due to rounding.

* Boston In-Drictict Horace Mann Charter Schools. In accordance with the MCAS reporting guildiles set by MA DESE regarding single-school districts, the MCAS results for these schools included all students tested in the school.