



Lincoln Public Schools

Patricia Kinsella
Assistant Superintendent of Schools

To: School Committee
From: Patricia Kinsella
Re: Report on Subgroup Performance for Spring 2016
Date: November 3, 2016

Context

Lincoln Public Schools has a long-standing commitment to the high achievement of every student. The district makes full access to a strong curriculum a priority, and we consistently allocate our resources to provide quality learning experiences to students.

Despite these efforts, differences in outcomes among subgroups of students persist.

Scholars and social critics have cautioned against the use of terms such as “achievement gap” to describe differences in test scores among students of different demographic groups, particularly racial and ethnic groups. Some have advocated for reframing the issue as an “opportunity gap.” Others have noted the relatively small effect that schooling has on educational outcomes, including academic achievement scores, when compared to factors external to schooling.

Regardless of cause, and regardless of the assessment measures used, the differences observed in the Lincoln Public Schools mirror the differences seen in neighboring districts, throughout the Commonwealth, and across the nation. With this report, we refocus our efforts to identify those students who need additional support and the ways in which we can provide the most effective supports possible.

Considerations Regarding the Data

This report disaggregates assessment data from four Key Yearly Measures to provide a detailed picture of academic achievement by subgroups of students. The subgroups analyzed derive from categories outlined in state and/or federal reporting guidelines:

- High Needs, including ELL and Former ELL, Economically Disadvantaged, and Students with Disabilities;
- Race/Ethnicity, including African American, Asian, Hispanic/Latino, Multiple Race/Non-Latino, and White; and
- Gender.

The data analyzed include 2016 results of four Key Yearly Measures: MCAS, the Common Writing Assessment, the Fountas and Pinnell reading assessment, and the Student Interview Model math assessment.

We present the data with several key issues in mind:

- We include subgroup data for MCAS as presented by the state Department of Elementary and Secondary Education.
- Because the LPS student population is small, we present some data in grade spans in order to safeguard student identities and to ensure the validity of our analysis.
- There are cases in which even the grade-span subgroup is smaller than ten students and is therefore not included in the analysis.
- The smaller the subgroup, the greater the impact of each student’s performance on the overall picture of that subgroup.

Structure of this Report

For each of the Key Yearly Measures analyzed, this report provides two frames of reference. The first is a brief list of bulleted points that highlights important stories within the numbers. The second is a set of graphs that visually represents the assessment data. The data used in this report come from both the state's data warehouse and LPS internal data systems.

The bulleted points are not intended to be a comprehensive analysis of subgroup scores. They are, rather, starting points for conversation on reducing performance differences among subgroups.

The district extends its thanks to Rob Ford for his work creating the attached data charts.

I. MCAS: Achievement by Student Subgroups in Grades 3-8 (Appendix A)

We share MCAS data for the three subgroups (High Needs, Race/Ethnicity, and Gender) exactly as presented by the Department of Elementary and Secondary Education (DESE). We make several important points below regarding the subgroup scores, and we limit analysis in the MCAS section so as to provide space for analysis of the additional three Key Yearly Measures included in this report.

The High Needs category is an unduplicated count of students belonging to any of the following three subgroups: ELL & Former ELL, Economically Disadvantaged, and Students with Disabilities.

The comments below address these subgroups for grade spans at HMS (4-8) and Lincoln School (3-8). We do not generalize with the numbers from HPS given the small sample size.

A. MCAS NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

| ACHIEVEMENT 2016: Percentage of students scoring Proficient or Advanced | | | | |
|---|---------------|-------------------|---------------|-------------------|
| | ELA | | Math | |
| | High needs | Non-High Needs | High needs | Non-High Needs |
| HMS | 37 | 88 | 20 | 61 |
| Linc. | 74 | 96 | 58 | 91 |
| | Econ. Disadv. | Non-Econ. Disadv. | Econ. Disadv. | Non-Econ. Disadv. |
| HMS | --- | 77 | -- | 53 |
| Linc. | 77 | 92 | 54 | 86 |
| | SWD | Non-Disabled | SWD | Non-Disabled |
| HMS | 29 | 87 | 12 | 61 |
| Linc. | 70 | 95 | 52 | 90 |
| | ELL | Non-ELL | ELL | Non-ELL |
| HMS | -- | 78 | -- | 53 |
| Linc. | 60 | 92 | 40 | 85 |

- The achievement of students in the aggregated High Needs category, along with each of the three subgroups that together form this category, continues to lag behind that of other LPS students on both campuses.

- There is slight improvement in the scores for 2016 when compared with 2015 for students in each subgroup on both campuses.
- Hanscom: Almost three-quarters of students with disabilities score Warning/Needs Improvement in ELA and more than three-quarters score W/NI in Math.
- Lincoln: In all three categories (Economically Disadvantaged, Students with Disabilities, and ELL), students score higher in ELA than in Math; more than or close to half of these students, however, score W/NI in Math.

B. MCAS NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

- For every racial/ethnic subgroup, on both campuses and for both ELA and Math, 2016 scores are higher than or equal to 2015 scores, with two exceptions: Hispanic/Latino students at HMS in Math (down 3 percentage points) and Asian students in Lincoln School in Math (down 7 percentage points).
- Students in the Asian and/or Multi-Race subgroups outscore all other racial/ethnic subgroups on both campuses in both ELA and Math.
- The difference in performance among racial/ethnic subgroups is smaller than the difference among High Needs and Gender subgroups; the largest differences among racial/ethnic subgroups is from 21-30 points.

C. MCAS NOTES ON STUDENT SUBGROUPS: GENDER

The following statistics relate to the combined total of Advanced/Proficient scores.

ELA

- Girls, on average, outscore boys by 15 percentage points on Hanscom and 6 points in Lincoln.
- The range of percentage points by which girls outscore boys is 3-28.
- Boys outscore girls in only one grade on each campus, by very small margins.

Math

- The difference between how girls and boys score is smaller than in ELA.
- On Hanscom, girls, on average, outscore boys by 4 percentage points. In Lincoln, boys outscore girls by 1 percentage point.
- The two outlier grades are on Hanscom, with Gr. 7 girls outscoring boys by 28 percentage points and Gr. 8, with boys outscoring girls by 23 percentage points.

II. Common Writing Assessment (CWA) Achievement by Subgroups in Grades 1-8 (Appendix B)

This report provides data for the Spring, 2016 end-of-year CWA, an assessment given twice per year.

Students in grades 1-5 receive nine distinct CWA scores: Idea Development, Organization, Sentence Fluency, Word Choice, Voice, Grammar, Capitalization, Punctuation, and Spelling. Students in grades 6-8 receive six subscores (the four convention scores are collapsed into a single score). We have selected the subscore for Idea Development for analysis in this report.

The data in Appendix B depict the percentage of students in specific subgroups who meet the end-of-year benchmark for Idea Development in the late spring administration of the CWA. We have included data only when the student subgroup has ten or more members. In all cases, the total number of students in each subgroup (N) is shown. Reader will note that Race/Ethnicity subgroups are not large enough to include in the grade-specific graphs. For this reason, we have included a single grade-span graph for each campus that shows CWA achievement by Race/Ethnicity.

A. CWA NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

- At every grade on both campuses, except for grade 7, the difference in performance between High Needs and Non-High Needs students is more pronounced in Lincoln than on Hanscom (i.e., students in the High Needs category are more likely to score closer to their Non-High Needs peers on Hanscom than in Lincoln).
- In five grades on the Lincoln campus, the difference in the number of students in High Needs and Non-High Needs meeting the end-of-year benchmark is large, between 37 and 49 percentage points.
- Gr. 7 in Lincoln stands apart, with a difference of only one percentage point.
- In some cases, the number of students with High Needs meeting the benchmark is low both overall and in comparison to their Non-High Needs peers: grades 3, 4, and 5 on Hanscom and grades 2, 3, 4, 6 and 8 in Lincoln.

B. CWA NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

- On Hanscom, Asian students are the highest scoring subgroup, with meeting the end-of-year benchmark; for the remaining four subgroups, the range is 44-59%.
- In Lincoln, Asian students are also the high scorers, with more than three-quarters meeting the end-of-year benchmark; the range among the other subgroups is 40-69%.
- The differences between African American and Hispanic/Latino students and their Multi-Race and White peers are more pronounced on the Lincoln campus than on the Hanscom campus.
- African American students score within four percentage points of each other on the two campuses. Similarly small differences are seen with Asian students (1 percentage point), Hispanic/Latino students (six percentage points), and White students (one percentage point). The only subgroup with a significant gap between the two campuses is Multi-Race, with 50% meeting the end-of-year benchmark on Hanscom and 69% in Lincoln.

C. CWA NOTES ON STUDENT SUBGROUPS: GENDER

- Girls meet the end-of-year benchmark more frequently than boys on both campuses in all grades, with few exceptions (Gr. 5 in HMS and grades 5 and 6 in Lincoln).
- Grades 6 and 8 in Lincoln and Gr. 7 on Hanscom have significant differences in scores between genders, with girls about two times more likely to reach the benchmark than boys. (These grades also show significant differences between High Needs and Non-High Needs.)

III. Fountas and Pinnell (F&P) Achievement by Student Subgroups in Grades 1-5 **(Appendix C)**

The scores in Appendix C represent student achievement on the March cycle of the F&P reading assessment, as measured against expectations specific to March. The achievement is displayed through four levels: Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Meet Expectations. Every student subgroup, when comprised of ten or more students, has been broken out to show the percentage of its members who fall into each of these four categories. As with the Common Writing Assessment, the number of students in the Race/Ethnicity subgroups is too small to analyze at the grade-specific level. We have, therefore, aggregated the data for the racial/ethnic subgroups by grade-spans in order to share their achievement results.

A. (F&P) NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

- In every grade on both campuses, students in the High Needs category are less likely to score at Exceeds expectations and more likely to score at Does Not Meet expectations than their Non-High Needs peers.
- The differences between the scores of students in the High Needs and Non-High Needs groups can be stark.
- In grades 3, 4, and 5 on Hanscom and grades 1, 2, and 5 in Lincoln, High Needs students score Meets or Exceeds expectations at half the rate (or less) than their Non-High Needs peers.
- Of the ten grade cohorts across the two campuses analyzed for this report, only three had sufficient numbers of students in the Free/Reduced Lunch subgroup to report. We have not, therefore, included that subgroup in this analysis.

| F&P March 2016: Percentage of students scoring Meets or Exceeds Expectations | | | | | | |
|---|----------------|------------|-----|----------------|------------|-----|
| Gr. | Hanscom | | | Lincoln | | |
| | Non-High Needs | High Needs | SWD | Non-High Needs | High Needs | SWD |
| 1 | 85 | 55 | 50 | 96 | 53 | -- |
| 2 | 84 | 62 | -- | 91 | 39 | 20 |
| 3 | 54 | 23 | 0 | 92 | 73 | -- |
| 4 | 66 | 26 | 25 | 100 | 80 | 70 |
| 5 | 78 | 40 | -- | 90 | 47 | 43 |

B. (F&P) NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

The comments below refer to the aggregated scores for grades 1-5.

- In Lincoln, 89% or more of students in the Asian, Hispanic/Latino, and Multi-Race subgroups score at Meets or Exceeds expectations.
- 82% of White students and 77% of African American students score similarly.
- Students in each racial/ethnic subgroup score lower on the Hanscom campus than on the Lincoln campus.
- On Hanscom, between 51-67% of students in each racial/ethnic subgroup score at Meets or Exceeds expectations.

C. (F&P) NOTES ON STUDENT SUBGROUPS: GENDER

- On both campuses, girls are more likely to score at Exceeding Expectations, and boys are more likely to score at Does Not Meet Expectations, with several exceptions.
- The F&P score differences by gender mirror the differences in MCAS ELA scores.
- When combining the scores for Meets or Exceeds expectations, the gender differences are less pronounced on both campuses.
- The range between the percentage of girls who score Meets or Exceeds and boys who score similarly is 3-19 percentage points.

IV. Student Interview Model (SIM) Achievement by Student Subgroups in Grades K-3 (Appendix D)

Students in grades K-3 participate in the Student Interview Model (SIM) math assessment. For this report, we have selected just one of the tasks (“Benchmark 2”) from the assessment. The data represent the percentage of students who meet the end-of-year benchmark for the March cycle of this assessment.

As with the other Key Yearly Measures presented in this report, the SIM data do not include many subgroups at the grade level; we have, therefore, included a grade-span graph for each campus to analyze the results of Race/Ethnicity subgroups.

The SIM data show the fewest large gaps in subgroup scores of any of the measures analyzed in this report.

A. (SIM) NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

- The differences in achievement between the High Needs and Non-High Needs subgroups are larger on the Lincoln campus than on Hanscom.
- On Hanscom, the difference in number of students in High Needs and Non-High Needs meeting the benchmark is from 3-24 percentage points.
- On Lincoln, the difference between the two groups ranges from 14-48%.
- In Gr. 1 Lincoln, students in the Non-High Needs group are three times more likely to meet the benchmark than their High Needs Peers.

B. (SIM) NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

- Asian students on Hanscom are more likely than any other racial/ethnic subgroup on the Hanscom campus to meet the benchmark.
- The same is true for Multi-Race students in Lincoln.
- The differences among the racial/ethnic groups on the Hanscom campus is smaller (22 percentage point spread) than on the Lincoln campus (37 percentage point spread).
- Students in the Hispanic/Latino subgroup are the least likely to reach the benchmark on both campuses, with 58% on Hanscom and 50% on Lincoln.

C. (SIM) NOTES ON STUDENT SUBGROUPS: GENDER

- The variation by Gender in scores is small.
- The largest gender differences are in Gr. 2, HPS (boys higher by 17 percentage points) and Lincoln, Gr. 1 (girls higher by 11 percentage points).

V. Overlapping Subgroup Membership (Appendix E)

This report looks at achievement for four Key Yearly Measures through the lens of student membership in demographic subgroups. It is important to consider the overlapping nature of group membership when determining next steps in addressing differences in achievement among subgroups of students.

The overlapping nature of subgroup membership is outlined in Appendix E.

On the Lincoln campus, for instance, only 6% of Asian or Multi-Race students have disabilities and/or qualify for free or reduced lunch, while 59% of African American and Hispanic/Latino students have disabilities and/or qualify for free or reduced lunch. This is almost a tenfold difference between student populations.

The student population on the Hanscom campus shows a distinctly different pattern of subgroup overlap. Half of all Asian students, for instance, do qualify for free or reduced lunch (although the Asian subgroup overall is small, with 16 students), and none has disabilities. Fewer African American and Hispanic/Latino students on Hanscom have disabilities (24% and 18% respectively) or qualify for free or reduced lunch (26% and 17%) than do their counterparts in Lincoln.

2016 SUBGROUP REPORT: APPENDICES

Appendix A: MCAS Achievement, Grades 3-8

Appendix B: Common Writing Assessment, Grades 1-8

Appendix C: Fountas & Pinnell Assessment, Grades 1-5

Appendix D: Student Interview Model, Grades K-3

Appendix E: Overlap of Student Subgroups

Appendix A

MCAS Achievement, Grades 3-8

Hanscom Middle - All Grades English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 76 | 24 | 52 | 18 | 5 | 89.7 | 221 | 66.5 | 152 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 8 | | 3 |
| Non-Economically Disadvantaged | 77 | 24 | 53 | 18 | 5 | 90.3 | 213 | 66.0 | 149 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 29 | 0 | 29 | 51 | 20 | 68.3 | 41 | 66.0 | 31 |
| Non-Disabled | 87 | 29 | 58 | 11 | 2 | 94.6 | 180 | 69.0 | 121 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 3 | | 2 |
| Non-ELL | 78 | 24 | 53 | 17 | 5 | 90.3 | 218 | 67.5 | 150 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | 55 | 9 | 45 | 36 | 9 | 77.3 | 22 | | 16 |
| Asian | | | | | | | 7 | | 5 |
| Hispanic/Latino | 69 | 10 | 59 | 21 | 10 | 84.6 | 39 | 57.0 | 31 |
| Multi-Race, Non-Hisp./Lat. | 85 | 35 | 50 | 12 | 4 | 92.3 | 26 | | 17 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 3 | | 3 |
| White | 81 | 26 | 55 | 15 | 4 | 92.7 | 124 | 64.0 | 80 |
| Gender | | | | | | | | | |
| Male | 68 | 20 | 49 | 24 | 8 | 86.6 | 101 | 70.5 | 60 |
| Female | 83 | 28 | 56 | 13 | 3 | 92.3 | 120 | 58.5 | 92 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 76 | 24 | 52 | 18 | 5 | 89.7 | 221 | 66.5 | 152 |
| High Needs Status | | | | | | | | | |
| High Needs | 37 | 2 | 35 | 45 | 18 | 71.6 | 51 | 66.0 | 38 |
| Non-High Needs | 88 | 31 | 58 | 10 | 2 | 95.1 | 170 | 68.0 | 114 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 5 | | 5 |
| Non-Former ELL | 76 | 25 | 52 | 18 | 6 | 89.7 | 216 | 67.0 | 147 |

No Data Available

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 04 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 51 | 6 | 45 | 38 | 11 | 76.6 | 47 | 50.0 | 37 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 2 | | 1 |
| Non-Economically Disadvantaged | 51 | 7 | 44 | 38 | 11 | 76.7 | 45 | 49.0 | 36 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 29 | 0 | 29 | 59 | 12 | 66.2 | 17 | | 14 |
| Non-Disabled | 63 | 10 | 53 | 27 | 10 | 82.5 | 30 | 44.0 | 23 |
| English Language Learner (ELL) Status | | | | | | | | | |
| Non-ELL | 51 | 6 | 45 | 38 | 11 | 76.6 | 47 | 50.0 | 37 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 4 | | 3 |
| Hispanic/Latino | | | | | | | 8 | | 7 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 4 | | 3 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 1 | | 1 |
| White | 63 | 10 | 53 | 27 | 10 | 82.5 | 30 | 52.0 | 23 |
| Gender | | | | | | | | | |
| Male | 36 | 5 | 32 | 45 | 18 | 69.3 | 22 | | 16 |
| Female | 64 | 8 | 56 | 32 | 4 | 83 | 25 | 48.0 | 21 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 51 | 6 | 45 | 38 | 11 | 76.6 | 47 | 50.0 | 37 |
| High Needs Status | | | | | | | | | |
| High Needs | 33 | 0 | 33 | 56 | 11 | 68.1 | 18 | | 15 |
| Non-High Needs | 62 | 10 | 52 | 28 | 10 | 81.9 | 29 | 41.0 | 22 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 52 | 7 | 46 | 37 | 11 | 77.2 | 46 | 49.0 | 36 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 05 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 75 | 29 | 46 | 21 | 4 | 91.1 | 56 | 70.0 | 39 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 1 | | |
| Non-Economically Disadvantaged | 75 | 29 | 45 | 22 | 4 | 90.9 | 55 | 70.0 | 39 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 8 | | 6 |
| Non-Disabled | 83 | 33 | 50 | 15 | 2 | 93.8 | 48 | 73.0 | 33 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | 1 |
| Non-ELL | 76 | 29 | 47 | 22 | 2 | 92.3 | 55 | 71.5 | 38 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 8 | | 6 |
| Asian | | | | | | | 2 | | 2 |
| Hispanic/Latino | | | | | | | 9 | | 5 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 7 | | 6 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 1 | | 1 |
| White | 72 | 34 | 38 | 24 | 3 | 93.1 | 29 | | 19 |
| Gender | | | | | | | | | |
| Male | 68 | 32 | 36 | 28 | 4 | 90 | 25 | | 16 |
| Female | 81 | 26 | 55 | 16 | 3 | 91.9 | 31 | 58.0 | 23 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 75 | 29 | 46 | 21 | 4 | 91.1 | 56 | 70.0 | 39 |
| High Needs Status | | | | | | | | | |
| High Needs | 36 | 0 | 36 | 45 | 18 | 75 | 11 | | 8 |
| Non-High Needs | 84 | 36 | 49 | 16 | 0 | 95 | 45 | 73.0 | 31 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 75 | 29 | 45 | 22 | 4 | 90.9 | 55 | 69.5 | 38 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 06 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 86 | 22 | 64 | 11 | 3 | 94.4 | 36 | 56.5 | 24 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 1 | | 1 |
| Non-Economically Disadvantaged | 89 | 23 | 66 | 9 | 3 | 95.7 | 35 | 57.0 | 23 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 5 | | 4 |
| Non-Disabled | 97 | 26 | 71 | 3 | 0 | 99.2 | 31 | 60.5 | 20 |
| English Language Learner (ELL) Status | | | | | | | | | |
| Non-ELL | 86 | 22 | 64 | 11 | 3 | 94.4 | 36 | 56.5 | 24 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 3 | | 3 |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | | | | | | | 6 | | 4 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 6 | | 3 |
| White | 85 | 20 | 65 | 15 | 0 | 95 | 20 | | 14 |
| Gender | | | | | | | | | |
| Male | 83 | 22 | 61 | 17 | 0 | 95.8 | 18 | | 10 |
| Female | 89 | 22 | 67 | 6 | 6 | 93.1 | 18 | | 14 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 86 | 22 | 64 | 11 | 3 | 94.4 | 36 | 56.5 | 24 |
| High Needs Status | | | | | | | | | |
| High Needs | | | | | | | 6 | | 5 |
| Non-High Needs | 97 | 27 | 70 | 3 | 0 | 99.2 | 30 | | 19 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 86 | 23 | 63 | 11 | 3 | 94.3 | 35 | 56.0 | 23 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 07 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 83 | 26 | 57 | 10 | 7 | 91.7 | 42 | 71.5 | 28 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 3 | | 1 |
| Non-Economically Disadvantaged | 87 | 28 | 59 | 10 | 3 | 93.6 | 39 | 71.0 | 27 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 8 | | 5 |
| Non-Disabled | 97 | 32 | 65 | 3 | 0 | 99.3 | 34 | 77.0 | 23 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | 1 |
| Non-ELL | 85 | 27 | 59 | 7 | 7 | 92.1 | 41 | 72.0 | 27 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 6 | | 3 |
| Asian | | | | | | | 2 | | 2 |
| Hispanic/Latino | | | | | | | 9 | | 8 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | 4 |
| White | 95 | 20 | 75 | 5 | 0 | 97.5 | 20 | | 11 |
| Gender | | | | | | | | | |
| Male | 70 | 5 | 65 | 15 | 15 | 85 | 20 | | 10 |
| Female | 95 | 45 | 50 | 5 | 0 | 97.7 | 22 | | 18 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 83 | 26 | 57 | 10 | 7 | 91.7 | 42 | 71.5 | 28 |
| High Needs Status | | | | | | | | | |
| High Needs | 30 | 0 | 30 | 40 | 30 | 65 | 10 | | 7 |
| Non-High Needs | 100 | 34 | 66 | 0 | 0 | 100 | 32 | 77.0 | 21 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 83 | 27 | 56 | 10 | 7 | 91.5 | 41 | 72.0 | 27 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 08 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 92 | 38 | 55 | 5 | 2 | 96.9 | 40 | 73.5 | 24 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 1 | | |
| Non-Economically Disadvantaged | 92 | 36 | 56 | 5 | 3 | 96.8 | 39 | 73.5 | 24 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 3 | | 2 |
| Non-Disabled | 95 | 41 | 54 | 5 | 0 | 97.3 | 37 | 73.0 | 22 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | |
| Non-ELL | 95 | 38 | 56 | 3 | 3 | 98.1 | 39 | 73.5 | 24 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 1 | | 1 |
| Asian | | | | | | | 2 | | 1 |
| Hispanic/Latino | | | | | | | 7 | | 7 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 4 | | 1 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 1 | | 1 |
| White | 96 | 44 | 52 | 0 | 4 | 99 | 25 | | 13 |
| Gender | | | | | | | | | |
| Male | 94 | 38 | 56 | 6 | 0 | 96.9 | 16 | | 8 |
| Female | 92 | 38 | 54 | 4 | 4 | 96.9 | 24 | | 16 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 92 | 38 | 55 | 5 | 2 | 96.9 | 40 | 73.5 | 24 |
| High Needs Status | | | | | | | | | |
| High Needs | | | | | | | 6 | | 3 |
| Non-High Needs | 97 | 41 | 56 | 3 | 0 | 98.5 | 34 | 71.0 | 21 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 92 | 38 | 54 | 5 | 3 | 96.8 | 39 | 72.0 | 23 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Primary - All Grades English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 37 | 2 | 35 | 51 | 12 | 76.8 | 57 | | |
| Economic Status | | | | | | | | | |
| Non-Economically Disadvantaged | 37 | 2 | 35 | 51 | 12 | 76.8 | 57 | | |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 0 | 0 | 0 | 55 | 45 | 59.1 | 11 | | |
| Non-Disabled | 46 | 2 | 43 | 50 | 4 | 81 | 46 | | |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | |
| Non-ELL | 38 | 2 | 36 | 50 | 12 | 77.2 | 56 | | |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 6 | | |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | 46 | 8 | 38 | 46 | 8 | 82.7 | 13 | | |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | |
| White | 38 | 0 | 38 | 53 | 9 | 75.8 | 32 | | |
| Gender | | | | | | | | | |
| Male | 32 | 3 | 29 | 56 | 12 | 78.7 | 34 | | |
| Female | 43 | 0 | 43 | 43 | 13 | 73.9 | 23 | | |
| Title 1 Status | | | | | | | | | |
| Title 1 | | | | | | | 8 | | |
| Non-Title 1 | 39 | 2 | 37 | 49 | 12 | 79.1 | 49 | | |
| High Needs Status | | | | | | | | | |
| High Needs | 0 | 0 | 0 | 55 | 45 | 59.1 | 11 | | |
| Non-High Needs | 46 | 2 | 43 | 50 | 4 | 81 | 46 | | |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 37 | 2 | 35 | 51 | 12 | 76.8 | 57 | | |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Primary - Grade 03 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 37 | 2 | 35 | 51 | 12 | 76.8 | 57 | | |
| Economic Status | | | | | | | | | |
| Non-Economically Disadvantaged | 37 | 2 | 35 | 51 | 12 | 76.8 | 57 | | |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 0 | 0 | 0 | 55 | 45 | 59.1 | 11 | | |
| Non-Disabled | 46 | 2 | 43 | 50 | 4 | 81 | 46 | | |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | |
| Non-ELL | 38 | 2 | 36 | 50 | 12 | 77.2 | 56 | | |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 6 | | |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | 46 | 8 | 38 | 46 | 8 | 82.7 | 13 | | |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | |
| White | 38 | 0 | 38 | 53 | 9 | 75.8 | 32 | | |
| Gender | | | | | | | | | |
| Male | 32 | 3 | 29 | 56 | 12 | 78.7 | 34 | | |
| Female | 43 | 0 | 43 | 43 | 13 | 73.9 | 23 | | |
| Title 1 Status | | | | | | | | | |
| Title 1 | | | | | | | 8 | | |
| Non-Title 1 | 39 | 2 | 37 | 49 | 12 | 79.1 | 49 | | |
| High Needs Status | | | | | | | | | |
| High Needs | 0 | 0 | 0 | 55 | 45 | 59.1 | 11 | | |
| Non-High Needs | 46 | 2 | 43 | 50 | 4 | 81 | 46 | | |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 37 | 2 | 35 | 51 | 12 | 76.8 | 57 | | |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - All Grades English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 91 | 27 | 64 | 8 | 1 | 96.3 | 394 | 61.0 | 307 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | 77 | 4 | 73 | 23 | 0 | 91.3 | 26 | | 18 |
| Non-Economically Disadvantaged | 92 | 29 | 63 | 7 | 1 | 96.6 | 368 | 62.0 | 289 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 70 | 7 | 63 | 22 | 7 | 86.2 | 67 | 53.0 | 57 |
| Non-Disabled | 95 | 31 | 64 | 5 | 0 | 98.3 | 327 | 63.5 | 250 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | 60 | 0 | 60 | 30 | 10 | 77.5 | 10 | | 7 |
| Non-ELL | 92 | 28 | 64 | 7 | 1 | 96.7 | 384 | 61.5 | 300 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | 79 | 14 | 65 | 14 | 7 | 90.7 | 43 | 62.5 | 34 |
| Asian | 100 | 40 | 60 | 0 | 0 | 100 | 20 | | 18 |
| Hispanic/Latino | 83 | 14 | 69 | 17 | 0 | 92.4 | 36 | 54.0 | 31 |
| Multi-Race, Non-Hisp./Lat. | 96 | 32 | 64 | 4 | 0 | 99.1 | 28 | 57.0 | 20 |
| White | 93 | 30 | 63 | 7 | 1 | 97.1 | 267 | 62.0 | 204 |
| Gender | | | | | | | | | |
| Male | 88 | 21 | 67 | 10 | 2 | 94.8 | 194 | 60.0 | 145 |
| Female | 94 | 34 | 60 | 6 | 0 | 97.6 | 200 | 62.0 | 162 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 91 | 27 | 64 | 8 | 1 | 96.3 | 394 | 61.0 | 307 |
| High Needs Status | | | | | | | | | |
| High Needs | 74 | 7 | 67 | 21 | 5 | 88.2 | 91 | 51.0 | 72 |
| Non-High Needs | 96 | 33 | 63 | 4 | 0 | 98.7 | 303 | 65.0 | 235 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 7 | | 6 |
| Non-Former ELL | 91 | 28 | 63 | 8 | 1 | 96.2 | 387 | 62.0 | 301 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 03 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 81 | 23 | 58 | 17 | 1 | 93.8 | 69 | | |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 8 | | |
| Non-Economically Disadvantaged | 82 | 26 | 56 | 16 | 2 | 93.9 | 61 | | |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 30 | 10 | 20 | 60 | 10 | 75 | 10 | | |
| Non-Disabled | 90 | 25 | 64 | 10 | 0 | 97 | 59 | | |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 2 | | |
| Non-ELL | 82 | 24 | 58 | 18 | 0 | 94.8 | 67 | | |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 9 | | |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | | | | | | | 5 | | |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | |
| White | 86 | 29 | 57 | 12 | 2 | 94.9 | 49 | | |
| Gender | | | | | | | | | |
| Male | 82 | 29 | 53 | 18 | 0 | 95.4 | 38 | | |
| Female | 81 | 16 | 65 | 16 | 3 | 91.9 | 31 | | |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 81 | 23 | 58 | 17 | 1 | 93.8 | 69 | | |
| High Needs Status | | | | | | | | | |
| High Needs | 47 | 6 | 41 | 47 | 6 | 82.4 | 17 | | |
| Non-High Needs | 92 | 29 | 63 | 8 | 0 | 97.6 | 52 | | |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 81 | 23 | 58 | 17 | 1 | 93.8 | 69 | | |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 04 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 85 | 13 | 72 | 15 | 0 | 94 | 67 | 40.0 | 61 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 4 | | 4 |
| Non-Economically Disadvantaged | 87 | 14 | 73 | 13 | 0 | 95.2 | 63 | 40.0 | 57 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 36 | 9 | 27 | 64 | 0 | 72.7 | 11 | | 11 |
| Non-Disabled | 95 | 14 | 80 | 5 | 0 | 98.2 | 56 | 50.5 | 50 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 3 | | 3 |
| Non-ELL | 86 | 14 | 72 | 14 | 0 | 94.5 | 64 | 40.0 | 58 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 2 | | 2 |
| Asian | | | | | | | 4 | | 3 |
| Hispanic/Latino | | | | | | | 9 | | 9 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 6 | | 5 |
| White | 85 | 13 | 72 | 15 | 0 | 94.6 | 46 | 39.5 | 42 |
| Gender | | | | | | | | | |
| Male | 80 | 9 | 71 | 20 | 0 | 92.1 | 35 | 29.0 | 31 |
| Female | 91 | 19 | 72 | 9 | 0 | 96.1 | 32 | 54.5 | 30 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 85 | 13 | 72 | 15 | 0 | 94 | 67 | 40.0 | 61 |
| High Needs Status | | | | | | | | | |
| High Needs | 59 | 6 | 53 | 41 | 0 | 82.4 | 17 | | 16 |
| Non-High Needs | 94 | 16 | 78 | 6 | 0 | 98 | 50 | 42.0 | 45 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 2 | | 1 |
| Non-Former ELL | 85 | 14 | 71 | 15 | 0 | 93.8 | 65 | 41.0 | 60 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 05 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/ Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------------|---------------|-----------------|------------------------|-----------------------|------|------------|---------------|----------------------|
| All Students | | | | | | | | | |
| All Students | 92 | 25 | 67 | 5 | 3 | 95.5 | 61 | 51.0 | 58 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 3 | | 3 |
| Non-Economically Disadvantaged | 91 | 26 | 66 | 5 | 3 | 95.3 | 58 | 52.0 | 55 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 87 | 7 | 80 | 0 | 13 | 90 | 15 | | 15 |
| Non-Disabled | 93 | 30 | 63 | 7 | 0 | 97.3 | 46 | 58.0 | 43 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | 1 |
| Non-ELL | 93 | 25 | 68 | 3 | 3 | 96.3 | 60 | 52.0 | 57 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 8 | | 8 |
| Asian | | | | | | | 1 | | 1 |
| Hispanic/Latino | | | | | | | 6 | | 6 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 1 | | 1 |
| White | 93 | 27 | 67 | 4 | 2 | 96.7 | 45 | 52.0 | 42 |
| Gender | | | | | | | | | |
| Male | 90 | 27 | 63 | 3 | 7 | 93.3 | 30 | 45.0 | 28 |
| Female | 94 | 23 | 71 | 6 | 0 | 97.6 | 31 | 52.5 | 30 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 92 | 25 | 67 | 5 | 3 | 95.5 | 61 | 51.0 | 58 |
| High Needs Status | | | | | | | | | |
| High Needs | 83 | 6 | 78 | 6 | 11 | 88.9 | 18 | | 18 |
| Non-High Needs | 95 | 33 | 63 | 5 | 0 | 98.3 | 43 | 60.0 | 40 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 3 | | 3 |
| Non-Former ELL | 91 | 26 | 66 | 5 | 3 | 95.3 | 58 | 52.0 | 55 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 06 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 91 | 32 | 58 | 6 | 3 | 95.4 | 65 | 58.0 | 63 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 5 | | 5 |
| Non-Economically Disadvantaged | 93 | 35 | 58 | 3 | 3 | 96.3 | 60 | 60.0 | 58 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 70 | 10 | 60 | 10 | 20 | 82.5 | 10 | | 10 |
| Non-Disabled | 95 | 36 | 58 | 5 | 0 | 97.7 | 55 | 60.0 | 53 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 2 | | 2 |
| Non-ELL | 92 | 33 | 59 | 5 | 3 | 96 | 63 | 60.0 | 61 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | 70 | 10 | 60 | 10 | 20 | 82.5 | 10 | | 10 |
| Asian | | | | | | | 4 | | 4 |
| Hispanic/Latino | | | | | | | 4 | | 4 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | 5 |
| White | 95 | 33 | 62 | 5 | 0 | 98.2 | 42 | 58.0 | 40 |
| Gender | | | | | | | | | |
| Male | 84 | 22 | 62 | 9 | 6 | 91.4 | 32 | 56.5 | 30 |
| Female | 97 | 42 | 55 | 3 | 0 | 99.2 | 33 | 64.0 | 33 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 91 | 32 | 58 | 6 | 3 | 95.4 | 65 | 58.0 | 63 |
| High Needs Status | | | | | | | | | |
| High Needs | 69 | 8 | 62 | 15 | 15 | 82.7 | 13 | | 13 |
| Non-High Needs | 96 | 38 | 58 | 4 | 0 | 98.6 | 52 | 61.5 | 50 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 91 | 33 | 58 | 6 | 3 | 95.3 | 64 | 59.0 | 62 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 07 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 99 | 25 | 73 | 1 | 0 | 99.6 | 71 | 70.5 | 66 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 5 | | 5 |
| Non-Economically Disadvantaged | 98 | 26 | 73 | 2 | 0 | 99.6 | 66 | 69.0 | 61 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 100 | 0 | 100 | 0 | 0 | 100 | 13 | | 13 |
| Non-Disabled | 98 | 31 | 67 | 2 | 0 | 99.6 | 58 | 69.0 | 53 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 2 | | 1 |
| Non-ELL | 99 | 26 | 72 | 1 | 0 | 99.6 | 69 | 69.0 | 65 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 7 | | 7 |
| Asian | | | | | | | 7 | | 7 |
| Hispanic/Latino | | | | | | | 7 | | 7 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | 3 |
| White | 100 | 31 | 69 | 0 | 0 | 100 | 45 | 70.0 | 42 |
| Gender | | | | | | | | | |
| Male | 96 | 7 | 89 | 4 | 0 | 99.1 | 28 | 73.0 | 25 |
| Female | 100 | 37 | 63 | 0 | 0 | 100 | 43 | 67.0 | 41 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 99 | 25 | 73 | 1 | 0 | 99.6 | 71 | 70.5 | 66 |
| High Needs Status | | | | | | | | | |
| High Needs | 100 | 6 | 94 | 0 | 0 | 100 | 18 | | 17 |
| Non-High Needs | 98 | 32 | 66 | 2 | 0 | 99.5 | 53 | 69.0 | 49 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 99 | 26 | 73 | 1 | 0 | 99.6 | 70 | 72.0 | 65 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 08 English Language Arts

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 98 | 46 | 52 | 2 | 0 | 99.2 | 61 | 74.0 | 59 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 1 | | 1 |
| Non-Economically Disadvantaged | 98 | 47 | 52 | 2 | 0 | 99.2 | 60 | 74.0 | 58 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 8 | | 8 |
| Non-Disabled | 100 | 51 | 49 | 0 | 0 | 100 | 53 | 74.0 | 51 |
| English Language Learner (ELL) Status | | | | | | | | | |
| Non-ELL | 98 | 46 | 52 | 2 | 0 | 99.2 | 61 | 74.0 | 59 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 7 | | 7 |
| Asian | | | | | | | 3 | | 3 |
| Hispanic/Latino | | | | | | | 5 | | 5 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 6 | | 6 |
| White | 98 | 48 | 50 | 2 | 0 | 98.8 | 40 | 78.5 | 38 |
| Gender | | | | | | | | | |
| Male | 97 | 29 | 68 | 3 | 0 | 98.4 | 31 | 71.0 | 31 |
| Female | 100 | 63 | 37 | 0 | 0 | 100 | 30 | 74.5 | 28 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 98 | 46 | 52 | 2 | 0 | 99.2 | 61 | 74.0 | 59 |
| High Needs Status | | | | | | | | | |
| High Needs | | | | | | | 8 | | 8 |
| Non-High Needs | 100 | 51 | 49 | 0 | 0 | 100 | 53 | 74.0 | 51 |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 98 | 46 | 52 | 2 | 0 | 99.2 | 61 | 74.0 | 59 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - All Grades Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 52 | 19 | 33 | 37 | 11 | 78.4 | 220 | 58.0 | 153 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 7 | | 5 |
| Non-Economically Disadvantaged | 53 | 19 | 33 | 37 | 11 | 78.8 | 213 | 58.0 | 148 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 12 | 2 | 10 | 51 | 37 | 55.5 | 41 | 57.5 | 32 |
| Non-Disabled | 61 | 23 | 39 | 34 | 5 | 83.7 | 179 | 60.0 | 121 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 3 | | 2 |
| Non-ELL | 53 | 19 | 34 | 36 | 11 | 78.8 | 217 | 58.0 | 151 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | 41 | 9 | 32 | 41 | 18 | 68.2 | 22 | | 16 |
| Asian | | | | | | | 7 | | 5 |
| Hispanic/Latino | 36 | 13 | 23 | 54 | 10 | 71.8 | 39 | 52.0 | 33 |
| Multi-Race, Non-Hisp./Lat. | 58 | 23 | 35 | 27 | 15 | 77.9 | 26 | | 17 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 3 | | 3 |
| White | 57 | 21 | 36 | 33 | 10 | 81.5 | 123 | 62.0 | 79 |
| Gender | | | | | | | | | |
| Male | 50 | 26 | 25 | 34 | 16 | 76 | 101 | 62.0 | 62 |
| Female | 54 | 13 | 40 | 39 | 7 | 80.5 | 119 | 56.0 | 91 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 52 | 19 | 33 | 37 | 11 | 78.4 | 220 | 58.0 | 153 |
| High Needs Status | | | | | | | | | |
| High Needs | 20 | 4 | 16 | 49 | 31 | 59.7 | 49 | 57.0 | 39 |
| Non-High Needs | 61 | 23 | 38 | 33 | 5 | 83.8 | 171 | 60.0 | 114 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 4 | | 4 |
| Non-Former ELL | 52 | 19 | 33 | 37 | 11 | 78.4 | 216 | 58.0 | 149 |

No Data Available

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 04 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 29 | 17 | 12 | 56 | 15 | 71.9 | 48 | 60.5 | 38 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 2 | | 1 |
| Non-Economically Disadvantaged | 28 | 17 | 11 | 57 | 15 | 71.7 | 46 | 61.0 | 37 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 12 | 0 | 12 | 59 | 29 | 60.3 | 17 | | 14 |
| Non-Disabled | 39 | 26 | 13 | 55 | 6 | 78.2 | 31 | 61.5 | 24 |
| English Language Learner (ELL) Status | | | | | | | | | |
| Non-ELL | 29 | 17 | 12 | 56 | 15 | 71.9 | 48 | 60.5 | 38 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 4 | | 3 |
| Hispanic/Latino | | | | | | | 9 | | 8 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 4 | | 3 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 1 | | 1 |
| White | 40 | 20 | 20 | 47 | 13 | 79.2 | 30 | 71.0 | 23 |
| Gender | | | | | | | | | |
| Male | 26 | 22 | 4 | 48 | 26 | 66.3 | 23 | | 17 |
| Female | 32 | 12 | 20 | 64 | 4 | 77 | 25 | 61.0 | 21 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 29 | 17 | 12 | 56 | 15 | 71.9 | 48 | 60.5 | 38 |
| High Needs Status | | | | | | | | | |
| High Needs | 17 | 0 | 17 | 56 | 28 | 62.5 | 18 | | 15 |
| Non-High Needs | 37 | 27 | 10 | 57 | 7 | 77.5 | 30 | 62.0 | 23 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 30 | 17 | 13 | 55 | 15 | 72.3 | 47 | 61.0 | 37 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 05 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 69 | 33 | 36 | 22 | 9 | 86.4 | 55 | 72.0 | 39 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 1 | | 1 |
| Non-Economically Disadvantaged | 69 | 31 | 37 | 22 | 9 | 86.1 | 54 | 71.5 | 38 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 8 | | 6 |
| Non-Disabled | 77 | 38 | 38 | 19 | 4 | 89.9 | 47 | 72.0 | 33 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | 1 |
| Non-ELL | 70 | 33 | 37 | 20 | 9 | 87 | 54 | 73.5 | 38 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 8 | | 6 |
| Asian | | | | | | | 2 | | 2 |
| Hispanic/Latino | | | | | | | 8 | | 5 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 7 | | 6 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 1 | | 1 |
| White | 69 | 38 | 31 | 21 | 10 | 86.2 | 29 | | 19 |
| Gender | | | | | | | | | |
| Male | 71 | 46 | 25 | 17 | 12 | 87.5 | 24 | | 16 |
| Female | 68 | 23 | 45 | 26 | 6 | 85.5 | 31 | 72.0 | 23 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 69 | 33 | 36 | 22 | 9 | 86.4 | 55 | 72.0 | 39 |
| High Needs Status | | | | | | | | | |
| High Needs | 30 | 10 | 20 | 40 | 30 | 67.5 | 10 | | 8 |
| Non-High Needs | 78 | 38 | 40 | 18 | 4 | 90.6 | 45 | 72.0 | 31 |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 69 | 33 | 36 | 22 | 9 | 86.4 | 55 | 72.0 | 39 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 06 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 58 | 14 | 44 | 42 | 0 | 81.9 | 36 | 39.0 | 24 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 1 | | 1 |
| Non-Economically Disadvantaged | 60 | 14 | 46 | 40 | 0 | 82.9 | 35 | 34.0 | 23 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 5 | | 4 |
| Non-Disabled | 68 | 16 | 52 | 32 | 0 | 86.3 | 31 | 54.5 | 20 |
| English Language Learner (ELL) Status | | | | | | | | | |
| Non-ELL | 58 | 14 | 44 | 42 | 0 | 81.9 | 36 | 39.0 | 24 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 3 | | 3 |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | | | | | | | 6 | | 4 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 6 | | 3 |
| White | 55 | 10 | 45 | 45 | 0 | 80 | 20 | | 14 |
| Gender | | | | | | | | | |
| Male | 56 | 22 | 33 | 44 | 0 | 81.9 | 18 | | 10 |
| Female | 61 | 6 | 56 | 39 | 0 | 81.9 | 18 | | 14 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 58 | 14 | 44 | 42 | 0 | 81.9 | 36 | 39.0 | 24 |
| High Needs Status | | | | | | | | | |
| High Needs | | | | | | | 6 | | 5 |
| Non-High Needs | 67 | 17 | 50 | 33 | 0 | 85.8 | 30 | | 19 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 57 | 14 | 43 | 43 | 0 | 81.4 | 35 | 34.0 | 23 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 07 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 55 | 10 | 45 | 29 | 17 | 76.8 | 42 | 56.0 | 29 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 3 | | 2 |
| Non-Economically Disadvantaged | 56 | 10 | 46 | 28 | 15 | 78.2 | 39 | 56.0 | 27 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 8 | | 6 |
| Non-Disabled | 68 | 12 | 56 | 29 | 3 | 86.8 | 34 | 56.0 | 23 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | 1 |
| Non-ELL | 56 | 10 | 46 | 27 | 17 | 77.4 | 41 | 57.5 | 28 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 6 | | 3 |
| Asian | | | | | | | 2 | | 2 |
| Hispanic/Latino | | | | | | | 9 | | 9 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | 4 |
| White | 65 | 10 | 55 | 25 | 10 | 83.8 | 20 | | 11 |
| Gender | | | | | | | | | |
| Male | 40 | 5 | 35 | 30 | 30 | 65 | 20 | | 11 |
| Female | 68 | 14 | 55 | 27 | 5 | 87.5 | 22 | | 18 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 55 | 10 | 45 | 29 | 17 | 76.8 | 42 | 56.0 | 29 |
| High Needs Status | | | | | | | | | |
| High Needs | 10 | 0 | 10 | 30 | 60 | 42.5 | 10 | | 8 |
| Non-High Needs | 69 | 12 | 56 | 28 | 3 | 87.5 | 32 | 56.0 | 21 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 56 | 10 | 46 | 27 | 17 | 76.8 | 41 | 57.5 | 28 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Middle - Grade 08 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 49 | 18 | 31 | 38 | 13 | 73.7 | 39 | 25.0 | 23 |
| Economic Status | | | | | | | | | |
| Non-Economically Disadvantaged | 49 | 18 | 31 | 38 | 13 | 73.7 | 39 | 25.0 | 23 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 3 | | 2 |
| Non-Disabled | 50 | 17 | 33 | 39 | 11 | 75 | 36 | 25.0 | 21 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | |
| Non-ELL | 50 | 18 | 32 | 37 | 13 | 74.3 | 38 | 25.0 | 23 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 1 | | 1 |
| Asian | | | | | | | 2 | | 1 |
| Hispanic/Latino | | | | | | | 7 | | 7 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 4 | | 1 |
| Nat. Haw. or Pacif. Isl. | | | | | | | 1 | | 1 |
| White | 58 | 21 | 38 | 29 | 12 | 78.1 | 24 | | 12 |
| Gender | | | | | | | | | |
| Male | 62 | 31 | 31 | 31 | 6 | 79.7 | 16 | | 8 |
| Female | 39 | 9 | 30 | 43 | 17 | 69.6 | 23 | | 15 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 49 | 18 | 31 | 38 | 13 | 73.7 | 39 | 25.0 | 23 |
| High Needs Status | | | | | | | | | |
| High Needs | | | | | | | 5 | | 3 |
| Non-High Needs | 50 | 18 | 32 | 38 | 12 | 75 | 34 | 24.5 | 20 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 47 | 18 | 29 | 39 | 13 | 73 | 38 | 24.5 | 22 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Primary - All Grades Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 51 | 18 | 33 | 32 | 18 | 78.9 | 57 | | |
| Economic Status | | | | | | | | | |
| Non-Economically Disadvantaged | 51 | 18 | 33 | 32 | 18 | 78.9 | 57 | | |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 9 | 0 | 9 | 45 | 45 | 59.1 | 11 | | |
| Non-Disabled | 61 | 22 | 39 | 28 | 11 | 83.7 | 46 | | |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | |
| Non-ELL | 52 | 18 | 34 | 30 | 18 | 79.5 | 56 | | |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 6 | | |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | 31 | 8 | 23 | 46 | 23 | 73.1 | 13 | | |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | |
| White | 62 | 22 | 41 | 28 | 9 | 83.6 | 32 | | |
| Gender | | | | | | | | | |
| Male | 50 | 21 | 29 | 29 | 21 | 80.1 | 34 | | |
| Female | 52 | 13 | 39 | 35 | 13 | 77.2 | 23 | | |
| Title 1 Status | | | | | | | | | |
| Title 1 | | | | | | | 8 | | |
| Non-Title 1 | 55 | 20 | 35 | 27 | 18 | 81.1 | 49 | | |
| High Needs Status | | | | | | | | | |
| High Needs | 9 | 0 | 9 | 45 | 45 | 59.1 | 11 | | |
| Non-High Needs | 61 | 22 | 39 | 28 | 11 | 83.7 | 46 | | |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 51 | 18 | 33 | 32 | 18 | 78.9 | 57 | | |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Hanscom Primary - Grade 03 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 51 | 18 | 33 | 32 | 18 | 78.9 | 57 | | |
| Economic Status | | | | | | | | | |
| Non-Economically Disadvantaged | 51 | 18 | 33 | 32 | 18 | 78.9 | 57 | | |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 9 | 0 | 9 | 45 | 45 | 59.1 | 11 | | |
| Non-Disabled | 61 | 22 | 39 | 28 | 11 | 83.7 | 46 | | |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | |
| Non-ELL | 52 | 18 | 34 | 30 | 18 | 79.5 | 56 | | |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 6 | | |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | 31 | 8 | 23 | 46 | 23 | 73.1 | 13 | | |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | |
| White | 62 | 22 | 41 | 28 | 9 | 83.6 | 32 | | |
| Gender | | | | | | | | | |
| Male | 50 | 21 | 29 | 29 | 21 | 80.1 | 34 | | |
| Female | 52 | 13 | 39 | 35 | 13 | 77.2 | 23 | | |
| Title 1 Status | | | | | | | | | |
| Title 1 | | | | | | | 8 | | |
| Non-Title 1 | 55 | 20 | 35 | 27 | 18 | 81.1 | 49 | | |
| High Needs Status | | | | | | | | | |
| High Needs | 9 | 0 | 9 | 45 | 45 | 59.1 | 11 | | |
| Non-High Needs | 61 | 22 | 39 | 28 | 11 | 83.7 | 46 | | |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 51 | 18 | 33 | 32 | 18 | 78.9 | 57 | | |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - All Grades Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 83 | 45 | 39 | 13 | 3 | 93.5 | 392 | 47.5 | 306 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | 54 | 27 | 27 | 31 | 15 | 77.9 | 26 | | 18 |
| Non-Economically Disadvantaged | 86 | 46 | 40 | 12 | 2 | 94.6 | 366 | 48.0 | 288 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 52 | 13 | 39 | 36 | 12 | 79.9 | 67 | 55.0 | 57 |
| Non-Disabled | 90 | 51 | 39 | 9 | 2 | 96.3 | 325 | 46.0 | 249 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | 40 | 0 | 40 | 20 | 40 | 65 | 10 | | 7 |
| Non-ELL | 85 | 46 | 39 | 13 | 2 | 94.2 | 382 | 48.0 | 299 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | 70 | 21 | 49 | 26 | 5 | 87.8 | 43 | 50.5 | 34 |
| Asian | 85 | 55 | 30 | 10 | 5 | 93.8 | 20 | | 18 |
| Hispanic/Latino | 64 | 22 | 42 | 28 | 8 | 85.4 | 36 | 52.0 | 31 |
| Multi-Race, Non-Hisp./Lat. | 96 | 61 | 36 | 4 | 0 | 99.1 | 28 | 47.5 | 20 |
| White | 87 | 49 | 38 | 11 | 3 | 94.9 | 265 | 47.0 | 203 |
| Gender | | | | | | | | | |
| Male | 84 | 48 | 36 | 13 | 3 | 94.1 | 194 | 45.0 | 145 |
| Female | 83 | 41 | 42 | 13 | 4 | 92.9 | 198 | 50.0 | 161 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 83 | 45 | 39 | 13 | 3 | 93.5 | 392 | 47.5 | 306 |
| High Needs Status | | | | | | | | | |
| High Needs | 58 | 21 | 37 | 30 | 12 | 81.6 | 91 | 52.0 | 72 |
| Non-High Needs | 91 | 52 | 39 | 8 | 1 | 97.1 | 301 | 46.5 | 234 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 7 | | 6 |
| Non-Former ELL | 83 | 45 | 38 | 14 | 3 | 93.4 | 385 | 47.0 | 300 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 03 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 91 | 75 | 16 | 6 | 3 | 96.3 | 68 | | |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 8 | | |
| Non-Economically Disadvantaged | 90 | 77 | 13 | 7 | 3 | 95.8 | 60 | | |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 60 | 20 | 40 | 20 | 20 | 80 | 10 | | |
| Non-Disabled | 97 | 84 | 12 | 3 | 0 | 99.1 | 58 | | |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 2 | | |
| Non-ELL | 92 | 77 | 15 | 6 | 2 | 97.3 | 66 | | |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 9 | | |
| Asian | | | | | | | 1 | | |
| Hispanic/Latino | | | | | | | 5 | | |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | |
| White | 90 | 77 | 12 | 6 | 4 | 95.3 | 48 | | |
| Gender | | | | | | | | | |
| Male | 92 | 82 | 11 | 8 | 0 | 98 | 38 | | |
| Female | 90 | 67 | 23 | 3 | 7 | 94.2 | 30 | | |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 91 | 75 | 16 | 6 | 3 | 96.3 | 68 | | |
| High Needs Status | | | | | | | | | |
| High Needs | 76 | 41 | 35 | 12 | 12 | 88.2 | 17 | | |
| Non-High Needs | 96 | 86 | 10 | 4 | 0 | 99 | 51 | | |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 91 | 75 | 16 | 6 | 3 | 96.3 | 68 | | |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 04 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 79 | 24 | 55 | 19 | 1 | 93.3 | 67 | 26.0 | 61 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 4 | | 4 |
| Non-Economically Disadvantaged | 81 | 25 | 56 | 19 | 0 | 94.8 | 63 | 26.0 | 57 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 55 | 9 | 45 | 36 | 9 | 79.5 | 11 | | 11 |
| Non-Disabled | 84 | 27 | 57 | 16 | 0 | 96 | 56 | 25.5 | 50 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 3 | | 3 |
| Non-ELL | 83 | 25 | 58 | 17 | 0 | 94.9 | 64 | 26.0 | 58 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 2 | | 2 |
| Asian | | | | | | | 4 | | 3 |
| Hispanic/Latino | | | | | | | 9 | | 9 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 6 | | 5 |
| White | 87 | 28 | 59 | 13 | 0 | 96.2 | 46 | 28.0 | 42 |
| Gender | | | | | | | | | |
| Male | 77 | 31 | 46 | 23 | 0 | 92.9 | 35 | 27.0 | 31 |
| Female | 81 | 16 | 66 | 16 | 3 | 93.8 | 32 | 21.5 | 30 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 79 | 24 | 55 | 19 | 1 | 93.3 | 67 | 26.0 | 61 |
| High Needs Status | | | | | | | | | |
| High Needs | 59 | 12 | 47 | 35 | 6 | 83.8 | 17 | | 16 |
| Non-High Needs | 86 | 28 | 58 | 14 | 0 | 96.5 | 50 | 26.0 | 45 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 2 | | 1 |
| Non-Former ELL | 78 | 23 | 55 | 20 | 2 | 93.1 | 65 | 26.0 | 60 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 05 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 82 | 39 | 43 | 16 | 2 | 93.4 | 61 | 59.5 | 58 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 3 | | 3 |
| Non-Economically Disadvantaged | 84 | 40 | 45 | 14 | 2 | 94 | 58 | 60.0 | 55 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 53 | 0 | 53 | 47 | 0 | 85 | 15 | | 15 |
| Non-Disabled | 91 | 52 | 39 | 7 | 2 | 96.2 | 46 | 60.0 | 43 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 1 | | 1 |
| Non-ELL | 83 | 40 | 43 | 17 | 0 | 94.6 | 60 | 60.0 | 57 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 8 | | 8 |
| Asian | | | | | | | 1 | | 1 |
| Hispanic/Latino | | | | | | | 6 | | 6 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 1 | | 1 |
| White | 84 | 44 | 40 | 16 | 0 | 95 | 45 | 60.0 | 42 |
| Gender | | | | | | | | | |
| Male | 87 | 43 | 43 | 13 | 0 | 95 | 30 | 61.5 | 28 |
| Female | 77 | 35 | 42 | 19 | 3 | 91.9 | 31 | 55.5 | 30 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 82 | 39 | 43 | 16 | 2 | 93.4 | 61 | 59.5 | 58 |
| High Needs Status | | | | | | | | | |
| High Needs | 56 | 11 | 44 | 39 | 6 | 83.3 | 18 | | 18 |
| Non-High Needs | 93 | 51 | 42 | 7 | 0 | 97.7 | 43 | 60.0 | 40 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 3 | | 3 |
| Non-Former ELL | 81 | 40 | 41 | 17 | 2 | 93.1 | 58 | 57.0 | 55 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 06 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 75 | 34 | 42 | 18 | 6 | 89.2 | 65 | 26.0 | 63 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 5 | | 5 |
| Non-Economically Disadvantaged | 82 | 37 | 45 | 15 | 3 | 92.5 | 60 | 26.0 | 58 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 40 | 10 | 30 | 50 | 10 | 75 | 10 | | 10 |
| Non-Disabled | 82 | 38 | 44 | 13 | 5 | 91.8 | 55 | 26.0 | 53 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 2 | | 2 |
| Non-ELL | 76 | 35 | 41 | 19 | 5 | 90.1 | 63 | 26.0 | 61 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | 50 | 0 | 50 | 30 | 20 | 72.5 | 10 | | 10 |
| Asian | | | | | | | 4 | | 4 |
| Hispanic/Latino | | | | | | | 4 | | 4 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | 5 |
| White | 76 | 33 | 43 | 21 | 2 | 91.7 | 42 | 28.0 | 40 |
| Gender | | | | | | | | | |
| Male | 81 | 44 | 38 | 12 | 6 | 91.4 | 32 | 26.0 | 30 |
| Female | 70 | 24 | 45 | 24 | 6 | 87.1 | 33 | 30.0 | 33 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 75 | 34 | 42 | 18 | 6 | 89.2 | 65 | 26.0 | 63 |
| High Needs Status | | | | | | | | | |
| High Needs | 38 | 8 | 31 | 38 | 23 | 69.2 | 13 | | 13 |
| Non-High Needs | 85 | 40 | 44 | 13 | 2 | 94.2 | 52 | 26.0 | 50 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 75 | 34 | 41 | 19 | 6 | 89.1 | 64 | 27.0 | 62 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 07 Mathematics

| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 86 | 39 | 47 | 13 | 1 | 95 | 70 | 76.0 | 65 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 5 | | 5 |
| Non-Economically Disadvantaged | 88 | 40 | 48 | 11 | 2 | 95.8 | 65 | 75.0 | 60 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | 62 | 23 | 38 | 31 | 8 | 86.5 | 13 | | 13 |
| Non-Disabled | 91 | 42 | 49 | 9 | 0 | 96.9 | 57 | 65.5 | 52 |
| English Language Learner (ELL) Status | | | | | | | | | |
| ELL | | | | | | | 2 | | 1 |
| Non-ELL | 85 | 40 | 46 | 13 | 1 | 94.9 | 68 | 75.0 | 64 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 7 | | 7 |
| Asian | | | | | | | 7 | | 7 |
| Hispanic/Latino | | | | | | | 7 | | 7 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 5 | | 3 |
| White | 91 | 45 | 45 | 7 | 2 | 96.6 | 44 | 73.0 | 41 |
| Gender | | | | | | | | | |
| Male | 86 | 29 | 57 | 14 | 0 | 96.4 | 28 | 74.0 | 25 |
| Female | 86 | 45 | 40 | 12 | 2 | 94 | 42 | 78.0 | 40 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 86 | 39 | 47 | 13 | 1 | 95 | 70 | 76.0 | 65 |
| High Needs Status | | | | | | | | | |
| High Needs | 67 | 28 | 39 | 28 | 6 | 87.5 | 18 | | 17 |
| Non-High Needs | 92 | 42 | 50 | 8 | 0 | 97.6 | 52 | 69.0 | 48 |
| Former ELL Status | | | | | | | | | |
| Former ELL | | | | | | | 1 | | 1 |
| Non-Former ELL | 86 | 38 | 48 | 13 | 1 | 94.9 | 69 | 76.5 | 64 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Lincoln School - Grade 08 Mathematics

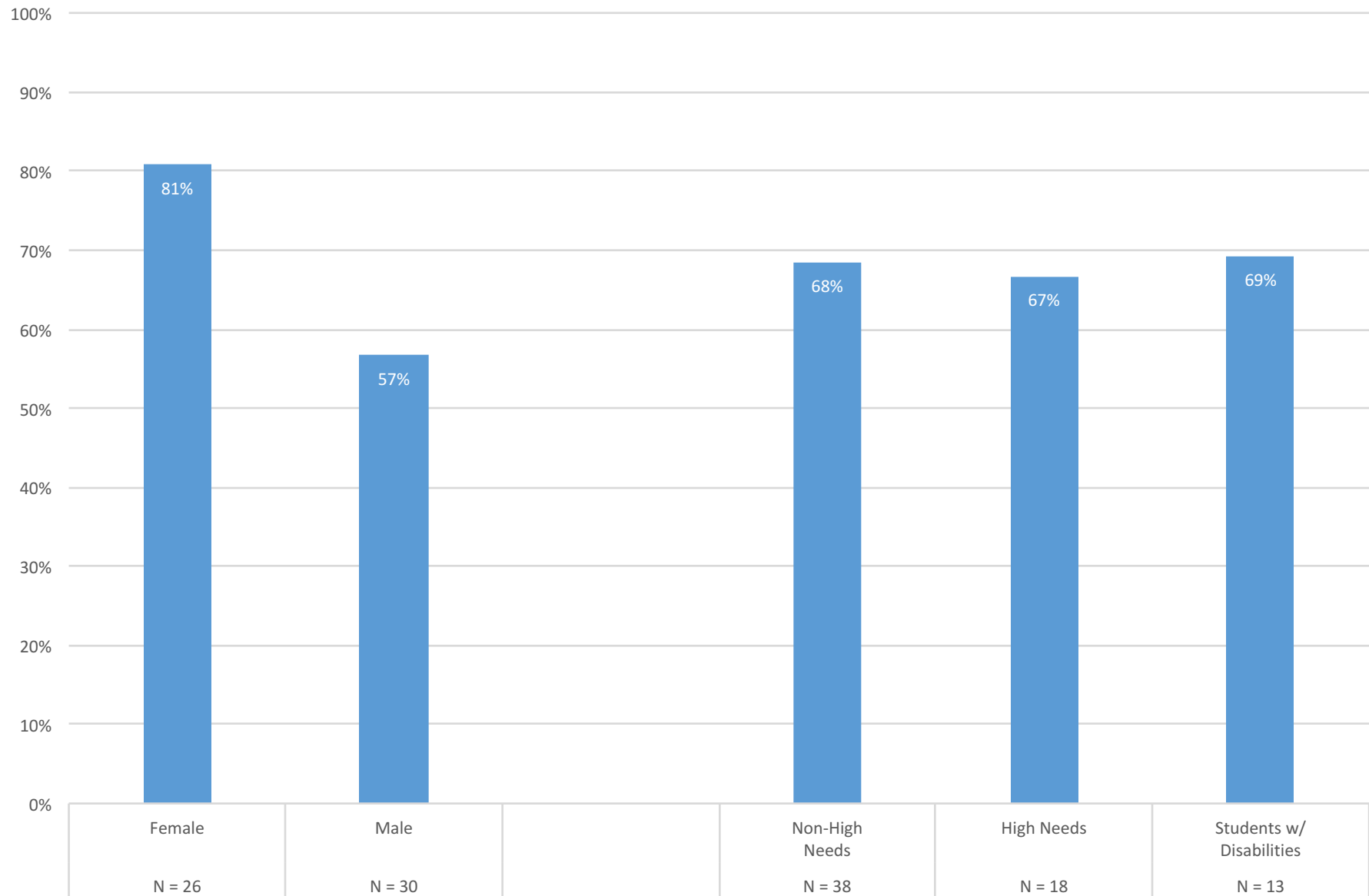
| | % Proficient or Higher | % Advanced | % Proficient | % Needs Improvement | % Warning/Failing | CPI | N Included | Median SGP | N Included in SGP |
|--|------------------------|------------|--------------|---------------------|-------------------|------|------------|------------|-------------------|
| All Students | | | | | | | | | |
| All Students | 87 | 57 | 30 | 7 | 7 | 93.4 | 61 | 62.0 | 59 |
| Economic Status | | | | | | | | | |
| Economically Disadvantaged | | | | | | | 1 | | 1 |
| Non-Economically Disadvantaged | 88 | 58 | 30 | 7 | 5 | 94.6 | 60 | 63.0 | 58 |
| Disability Status | | | | | | | | | |
| Students w/ Disabilities | | | | | | | 8 | | 8 |
| Non-Disabled | 94 | 62 | 32 | 4 | 2 | 97.6 | 53 | 65.0 | 51 |
| English Language Learner (ELL) Status | | | | | | | | | |
| Non-ELL | 87 | 57 | 30 | 7 | 7 | 93.4 | 61 | 62.0 | 59 |
| Race/Ethnicity | | | | | | | | | |
| African Amer./Black | | | | | | | 7 | | 7 |
| Asian | | | | | | | 3 | | 3 |
| Hispanic/Latino | | | | | | | 5 | | 5 |
| Multi-Race, Non-Hisp./Lat. | | | | | | | 6 | | 6 |
| White | 92 | 65 | 28 | 0 | 8 | 94.4 | 40 | 64.5 | 38 |
| Gender | | | | | | | | | |
| Male | 81 | 55 | 26 | 10 | 10 | 90.3 | 31 | 55.0 | 31 |
| Female | 93 | 60 | 33 | 3 | 3 | 96.7 | 30 | 66.5 | 28 |
| Title 1 Status | | | | | | | | | |
| Non-Title 1 | 87 | 57 | 30 | 7 | 7 | 93.4 | 61 | 62.0 | 59 |
| High Needs Status | | | | | | | | | |
| High Needs | | | | | | | 8 | | 8 |
| Non-High Needs | 94 | 62 | 32 | 4 | 2 | 97.6 | 53 | 65.0 | 51 |
| Former ELL Status | | | | | | | | | |
| Non-Former ELL | 87 | 57 | 30 | 7 | 7 | 93.4 | 61 | 62.0 | 59 |

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

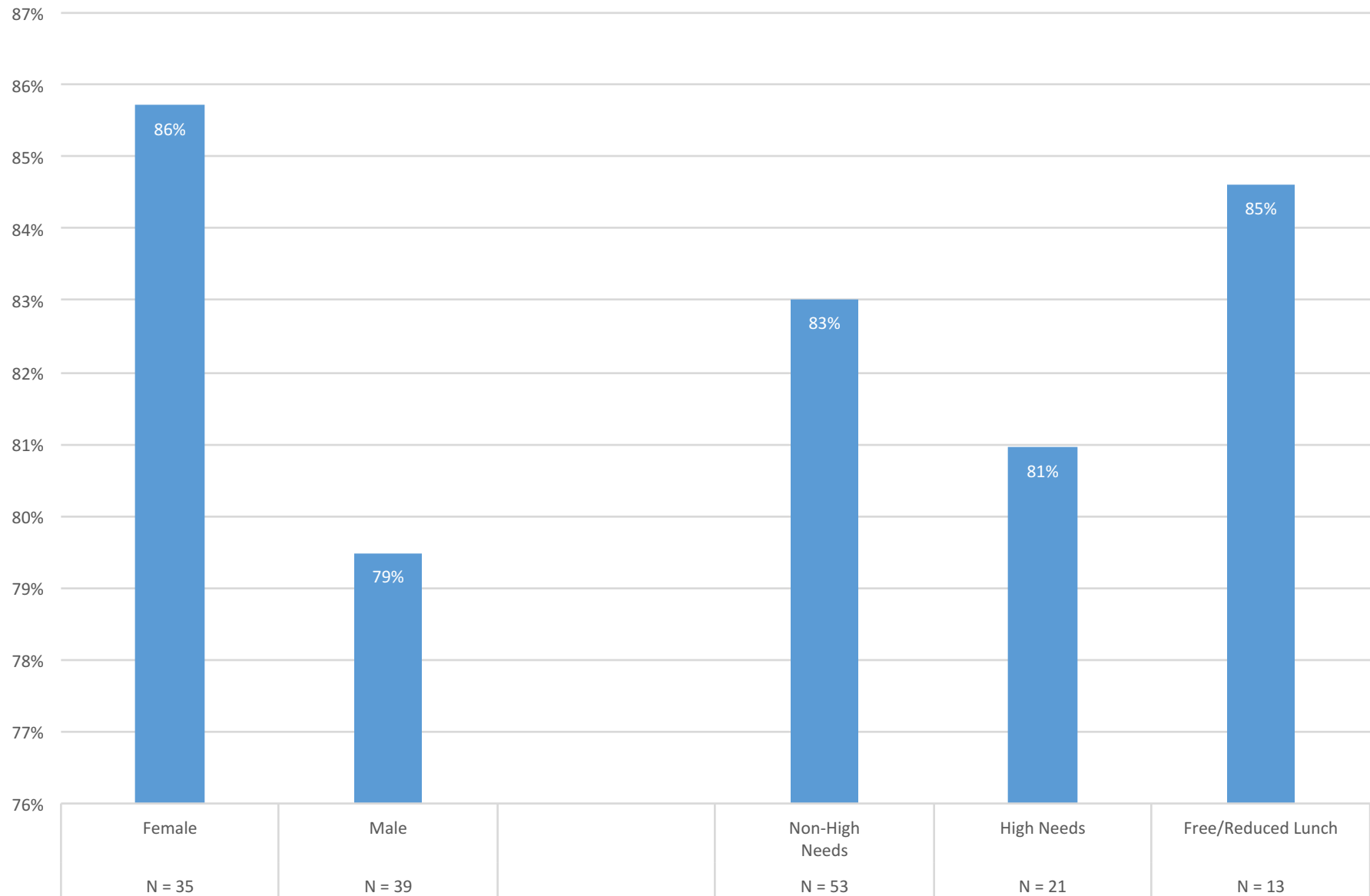
Appendix B

**Common Writing Assessment,
Grades 1-8**

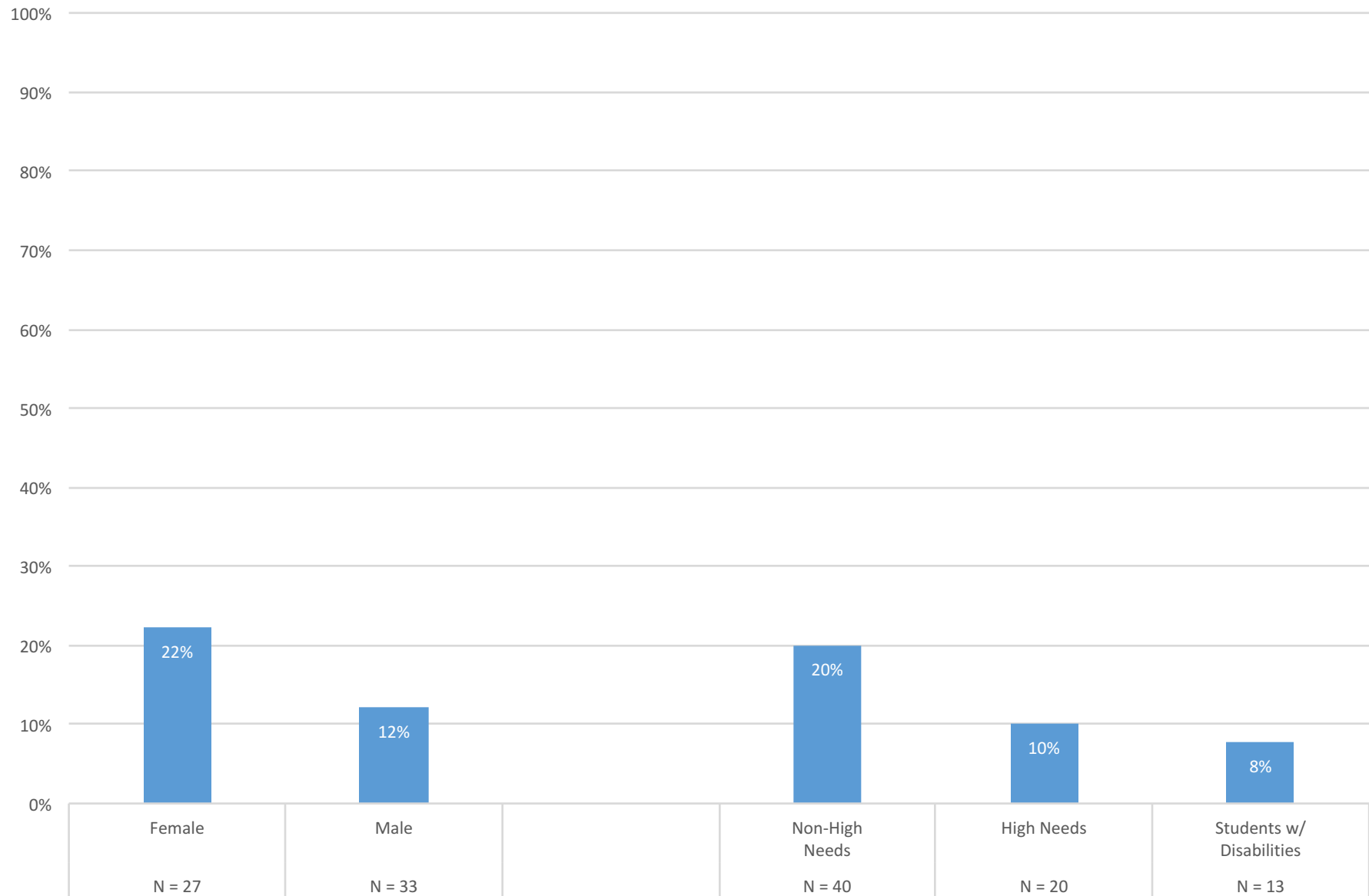
15-16 Writing Assesment - % Met Spring Benchmark
Hanscom Grade 1 - Idea Development by Gender and High Needs Group



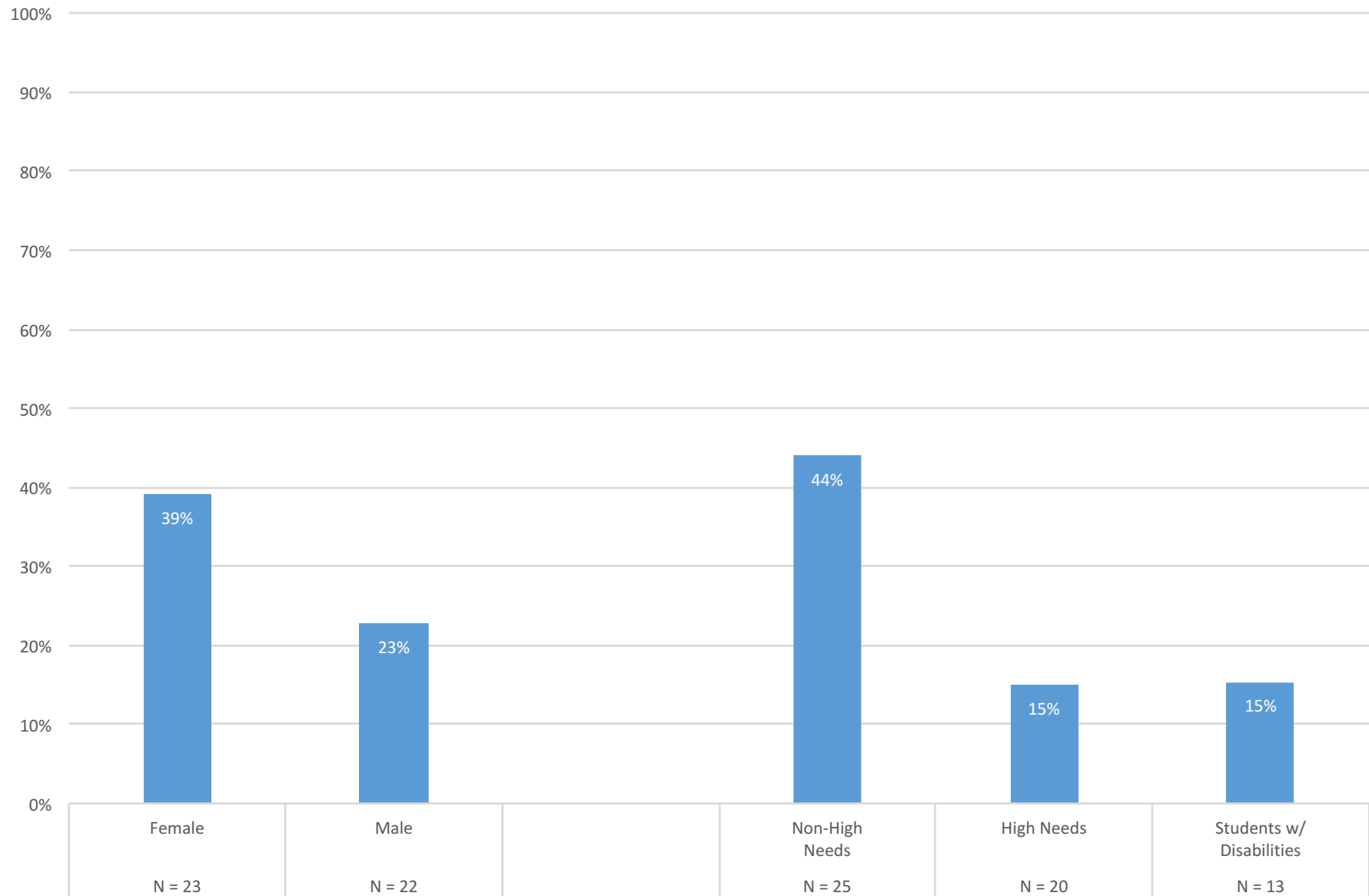
15-16 Writing Assesement - % Met Spring Benchmark
Hanscom Grade 2 - Idea Development by Gender and High Needs Group



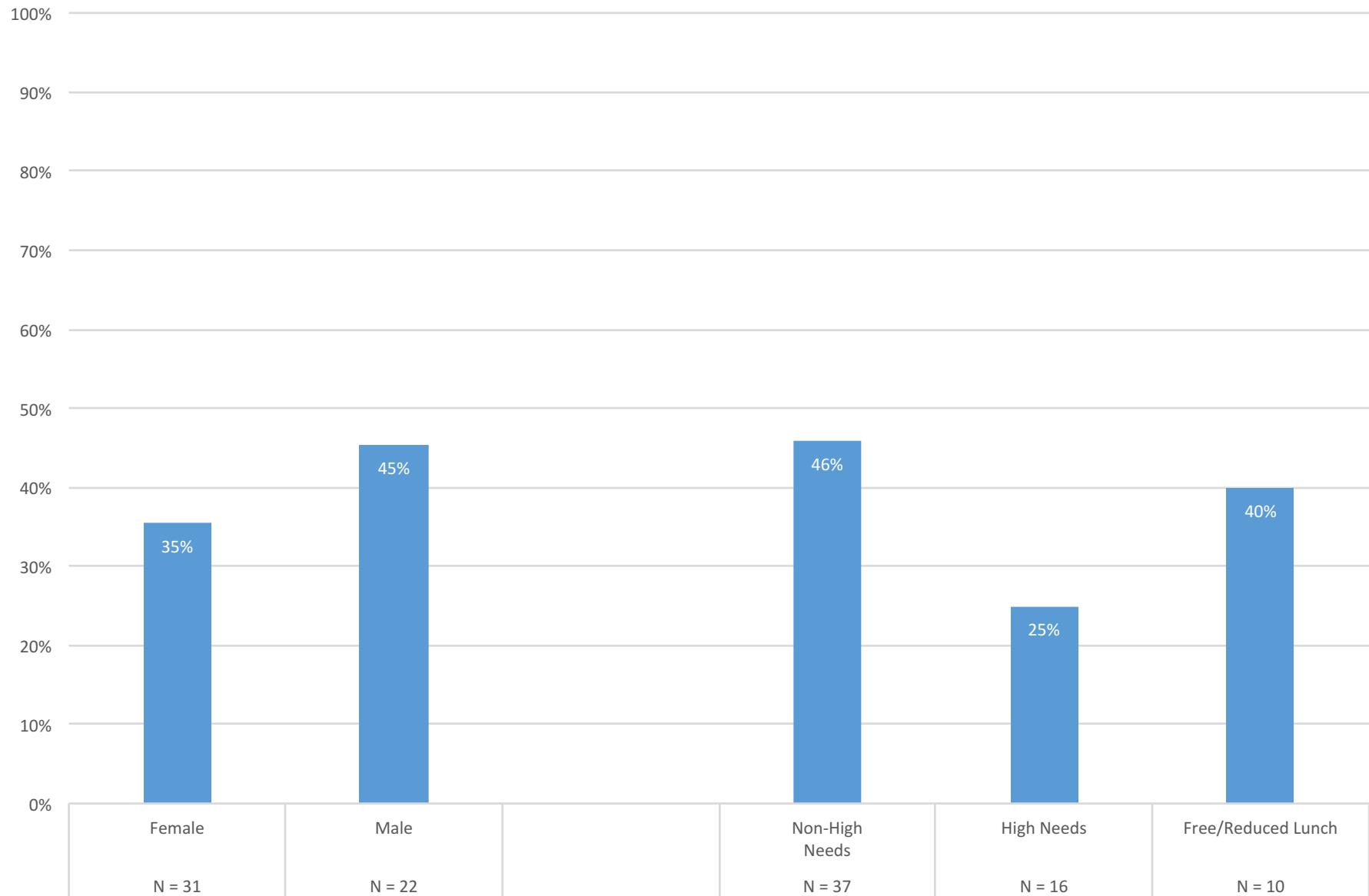
15-16 Writing Assessement - % Met Spring Benchmark
Hanscom Grade 3 - Idea Development by Gender and High Needs Group



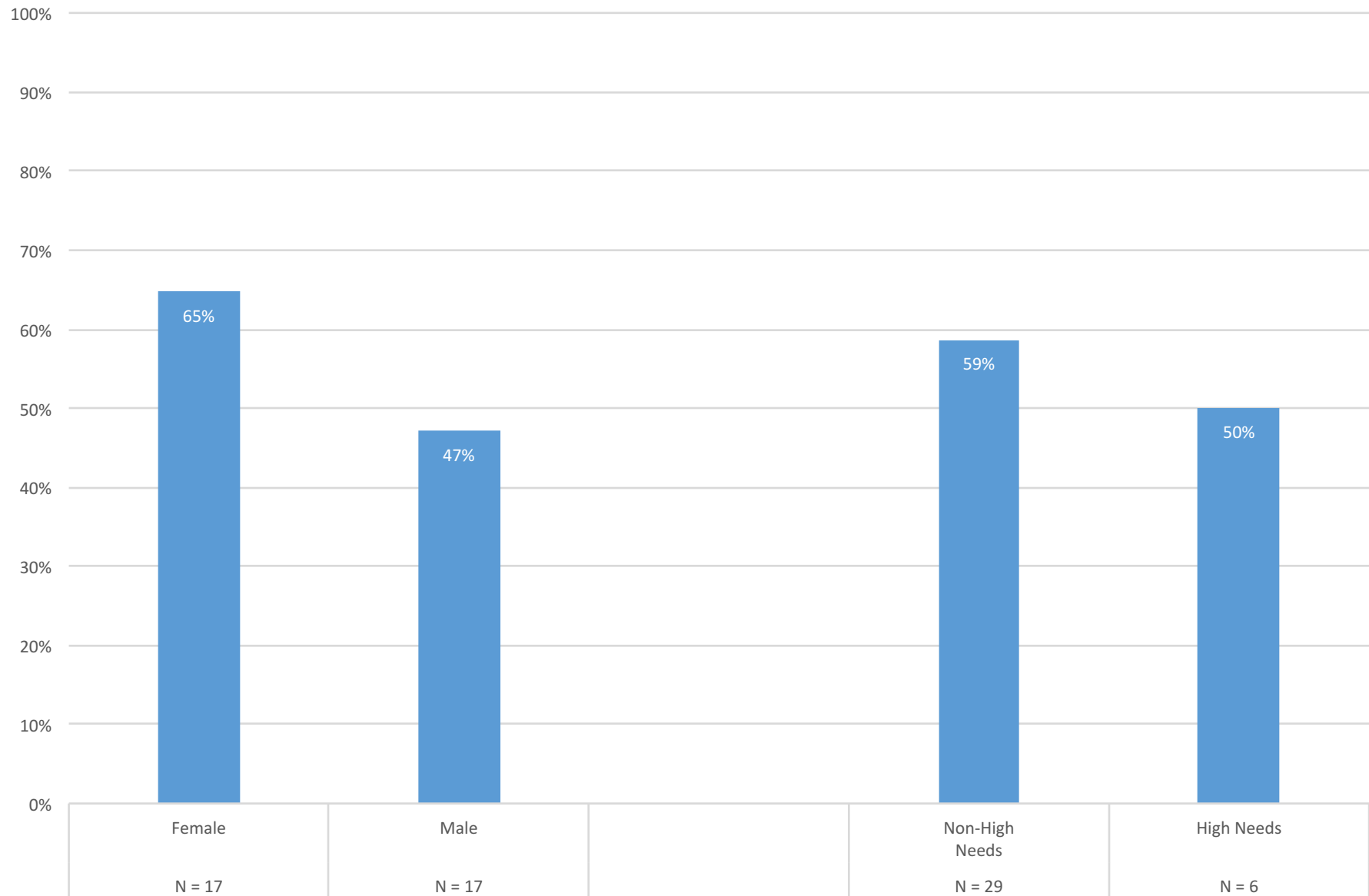
15-16 Writing Assessement - % Met Spring Benchmark
Hanscom Grade 4 - Idea Development by Gender and High Needs Group



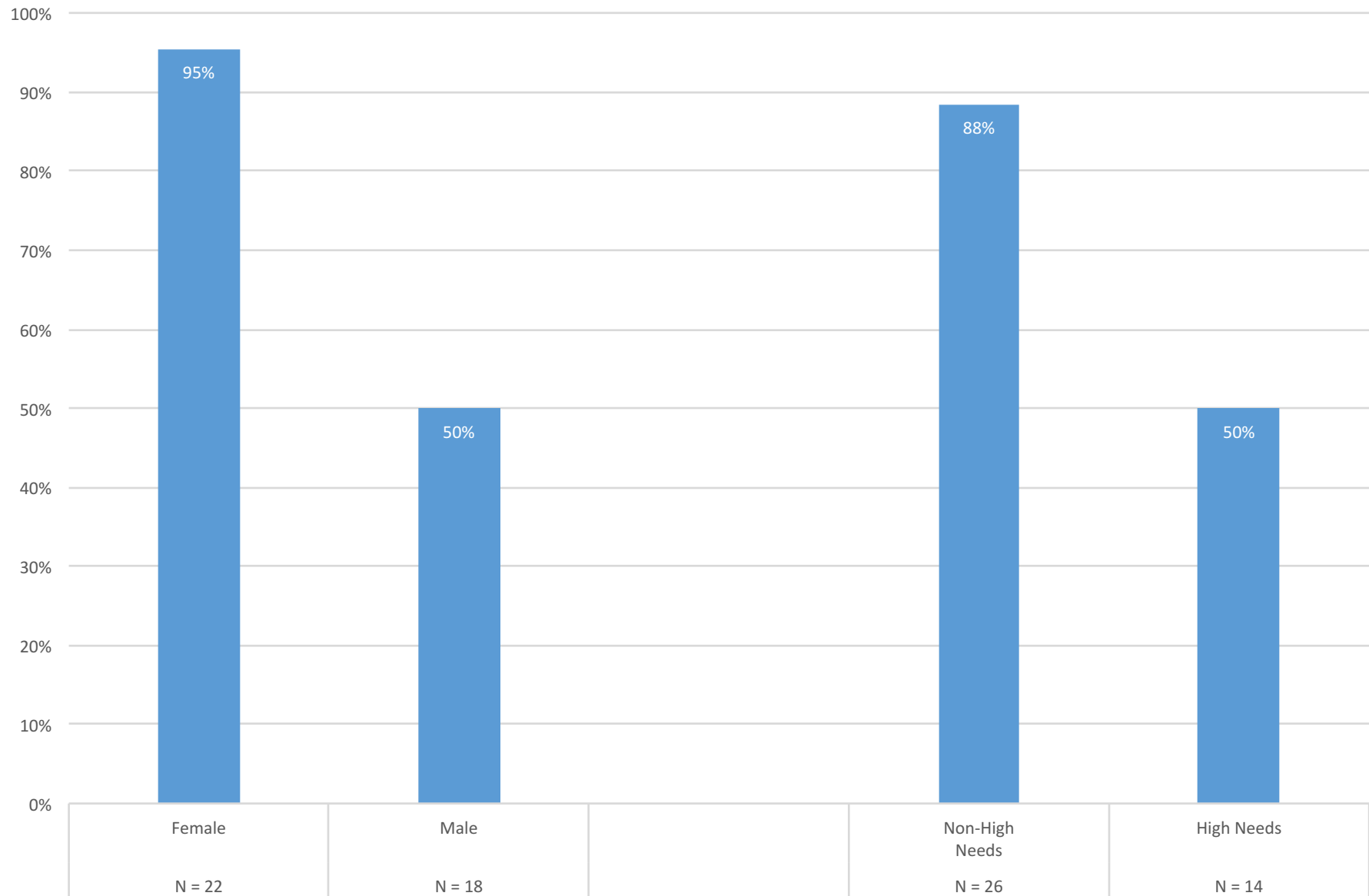
15-16 Writing Assessement - % Met Spring Benchmark
Hanscom Grade 5 - Idea Development by Gender and High Needs Group



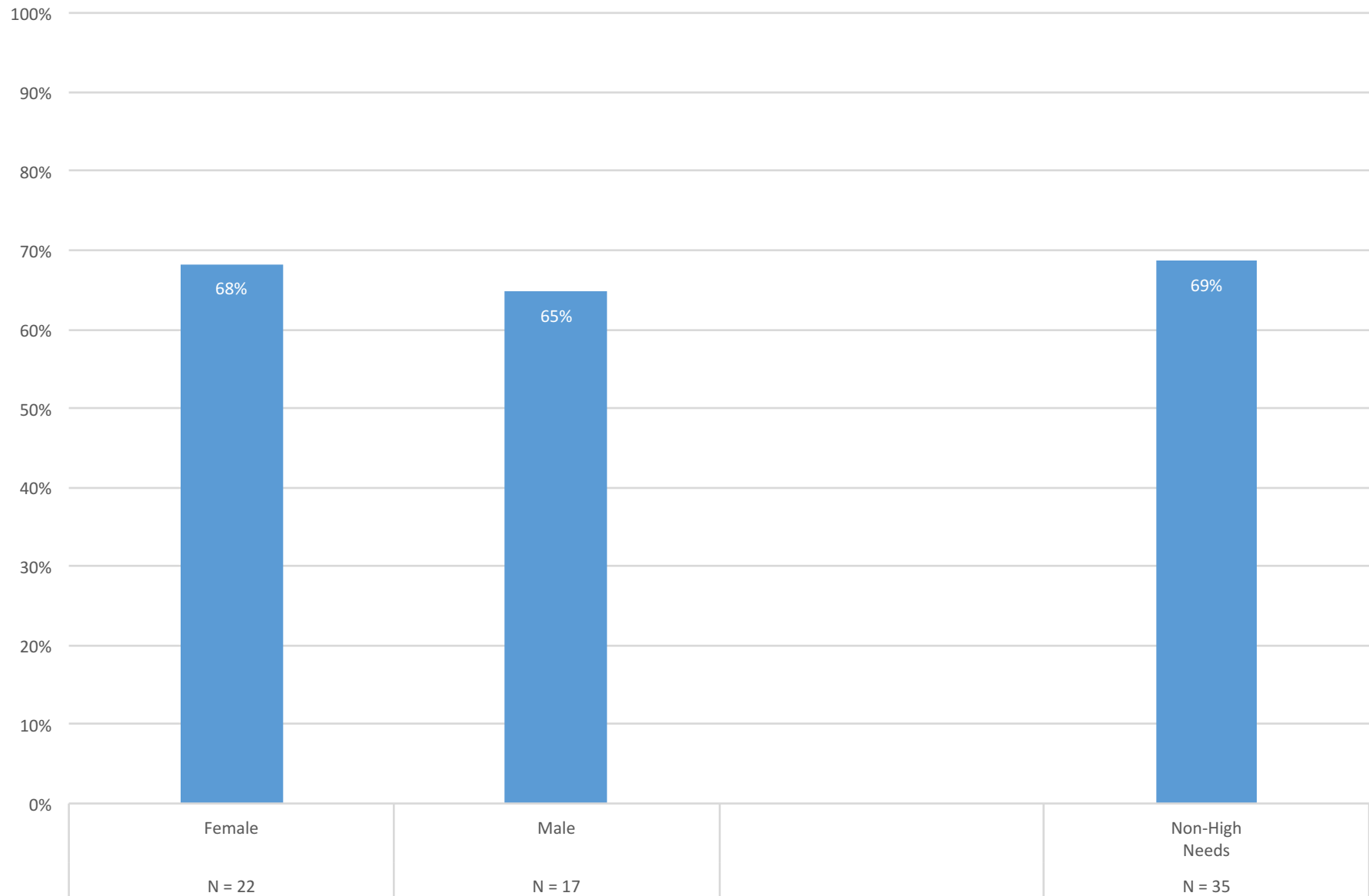
15-16 Writing Assesement - % Met Spring Benchmark
Hanscom Grade 6 - Idea Development by Gender and High Needs Group



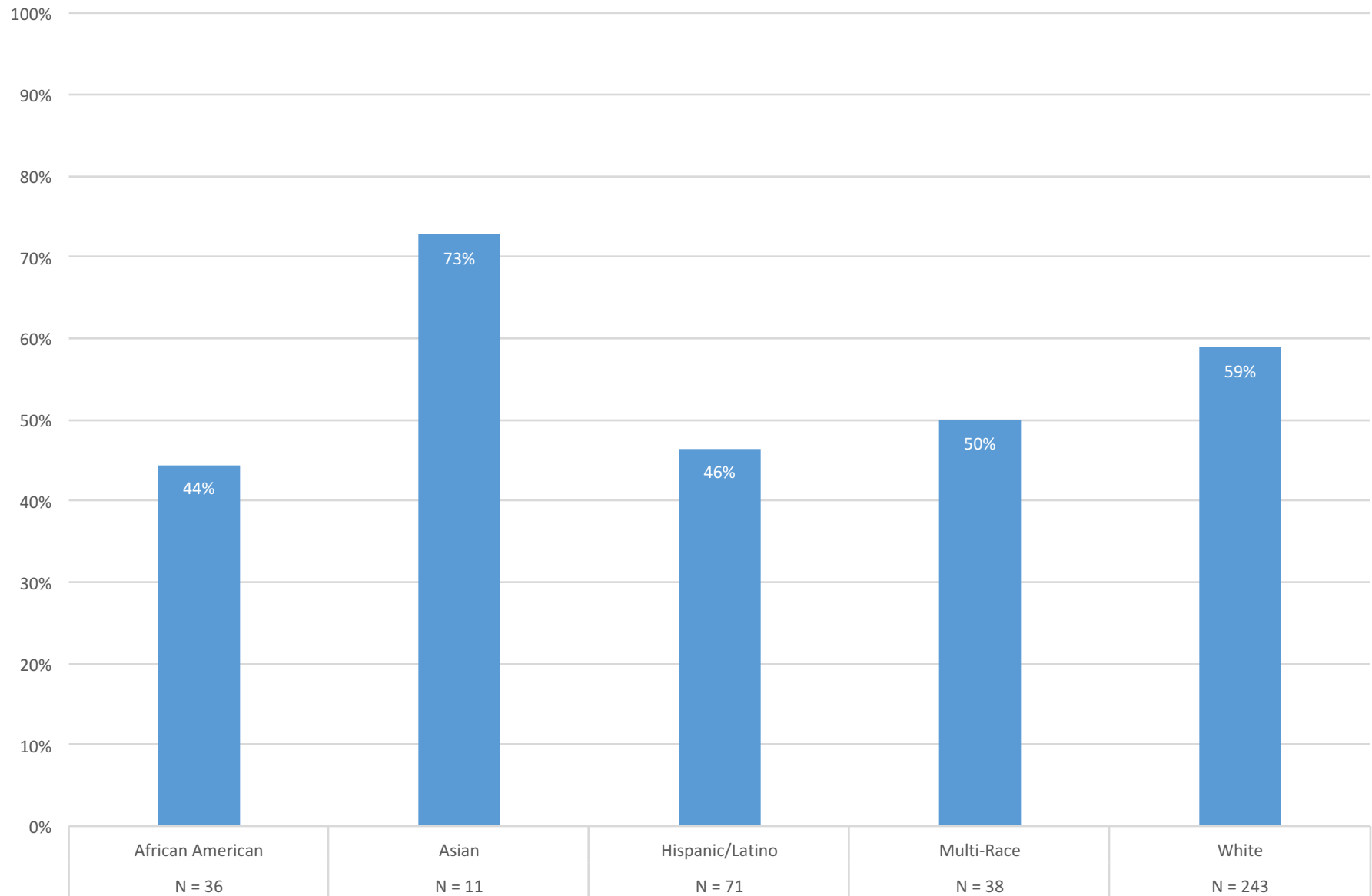
15-16 Writing Assesement - % Met Spring Benchmark
Hanscom Grade 7 - Idea Development by Gender and High Needs Group



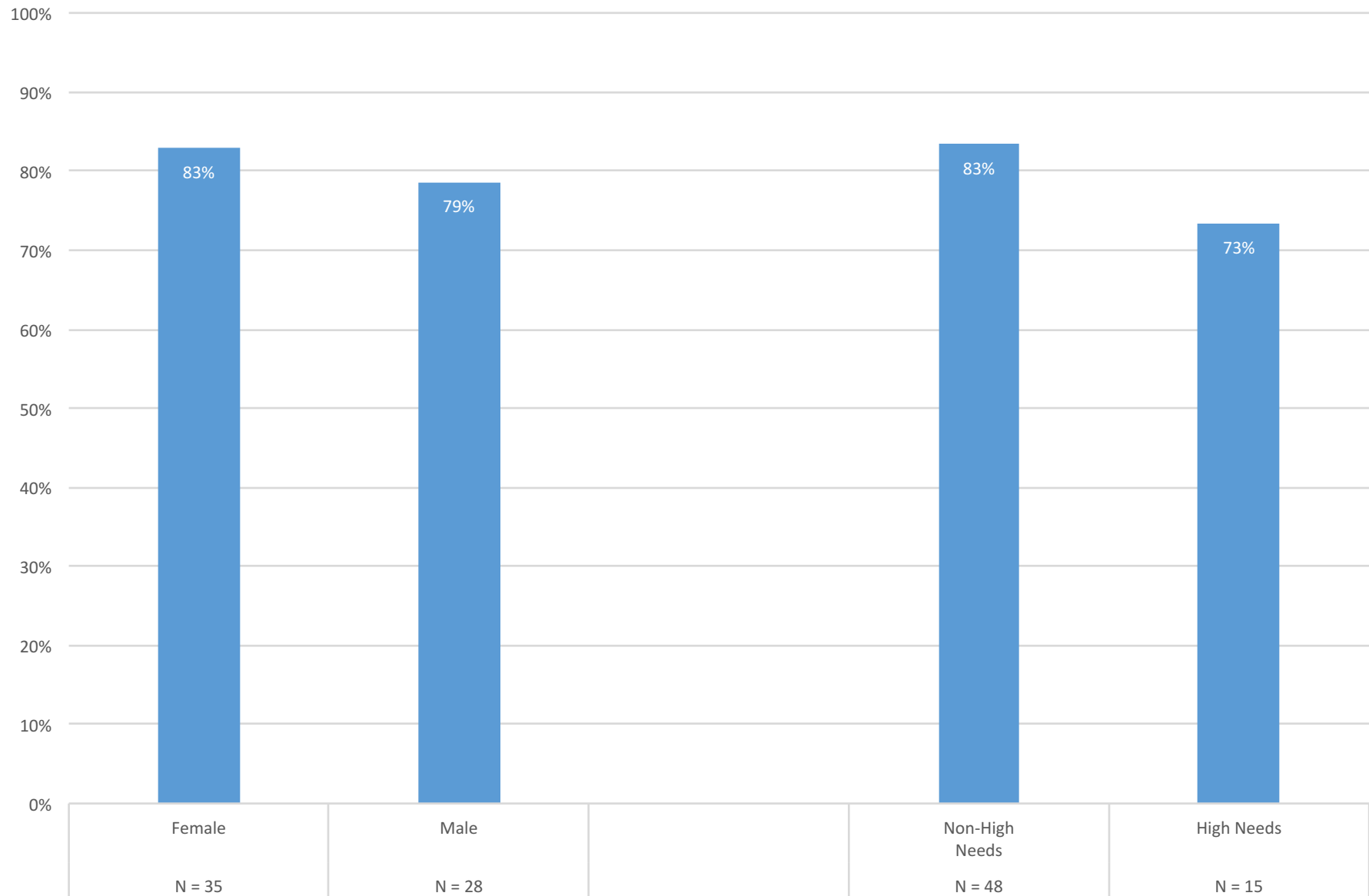
15-16 Writing Assesement - % Met Spring Benchmark
Hanscom Grade 8 - Idea Development by Gender and High Needs Group



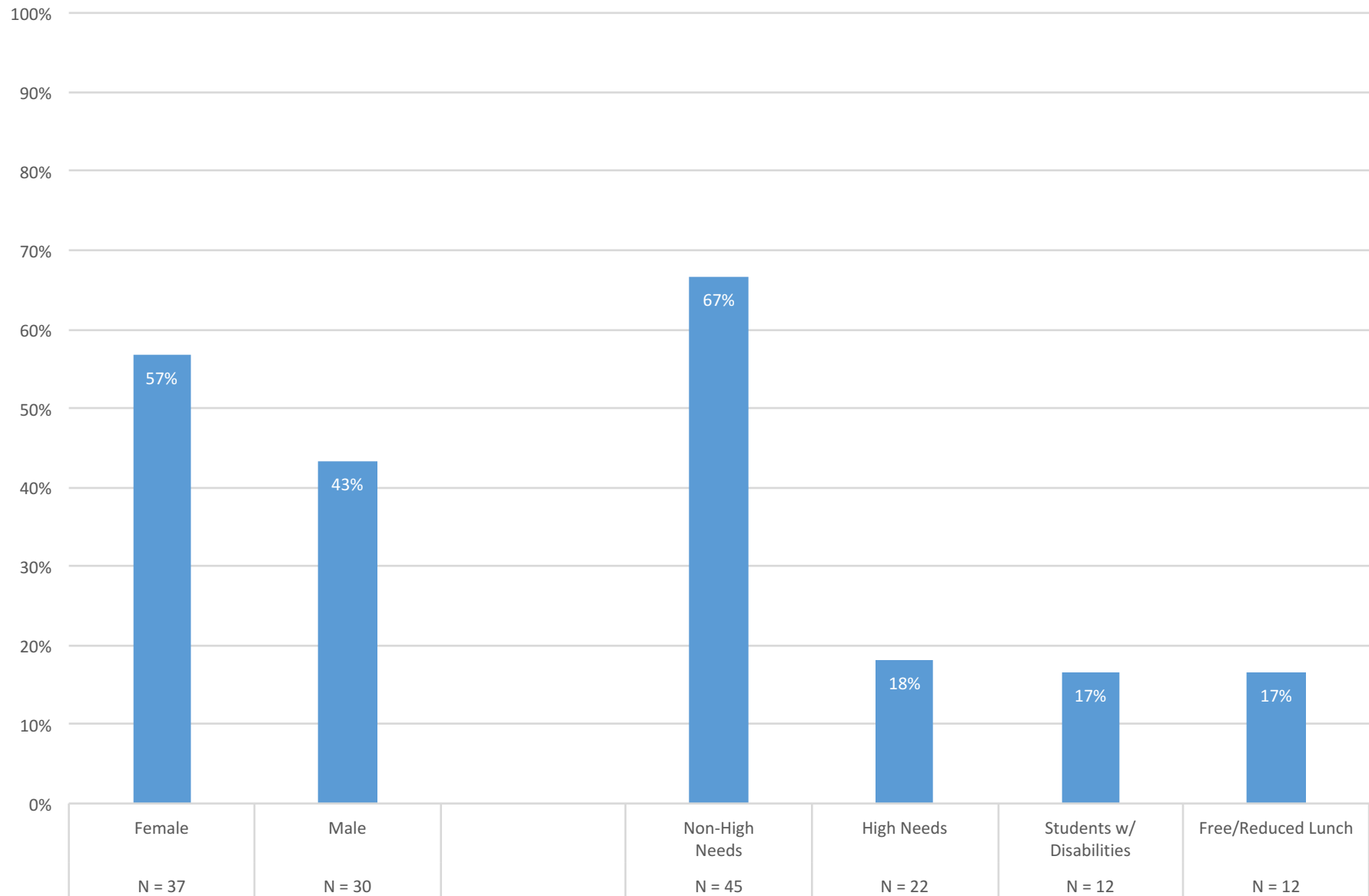
15-16 Writing Assesement - % Met End of Year Benchmark
Hanscom Grades 1-8 - Idea Development by Race/Ethnicity



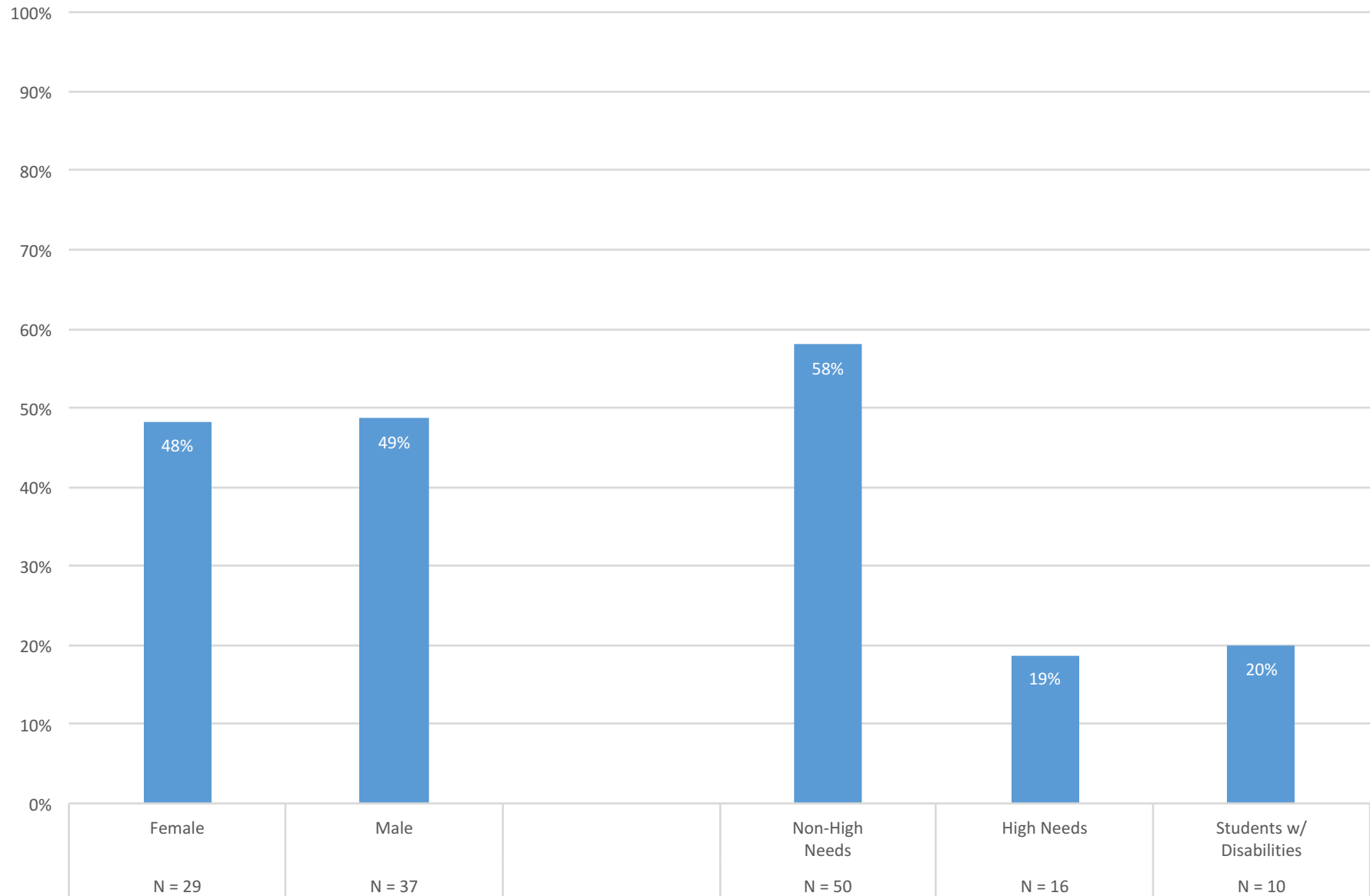
15-16 Writing Assesement - % Met Spring Benchmark
Lincoln Grade 1 - Idea Development by Gender and High-Needs Group



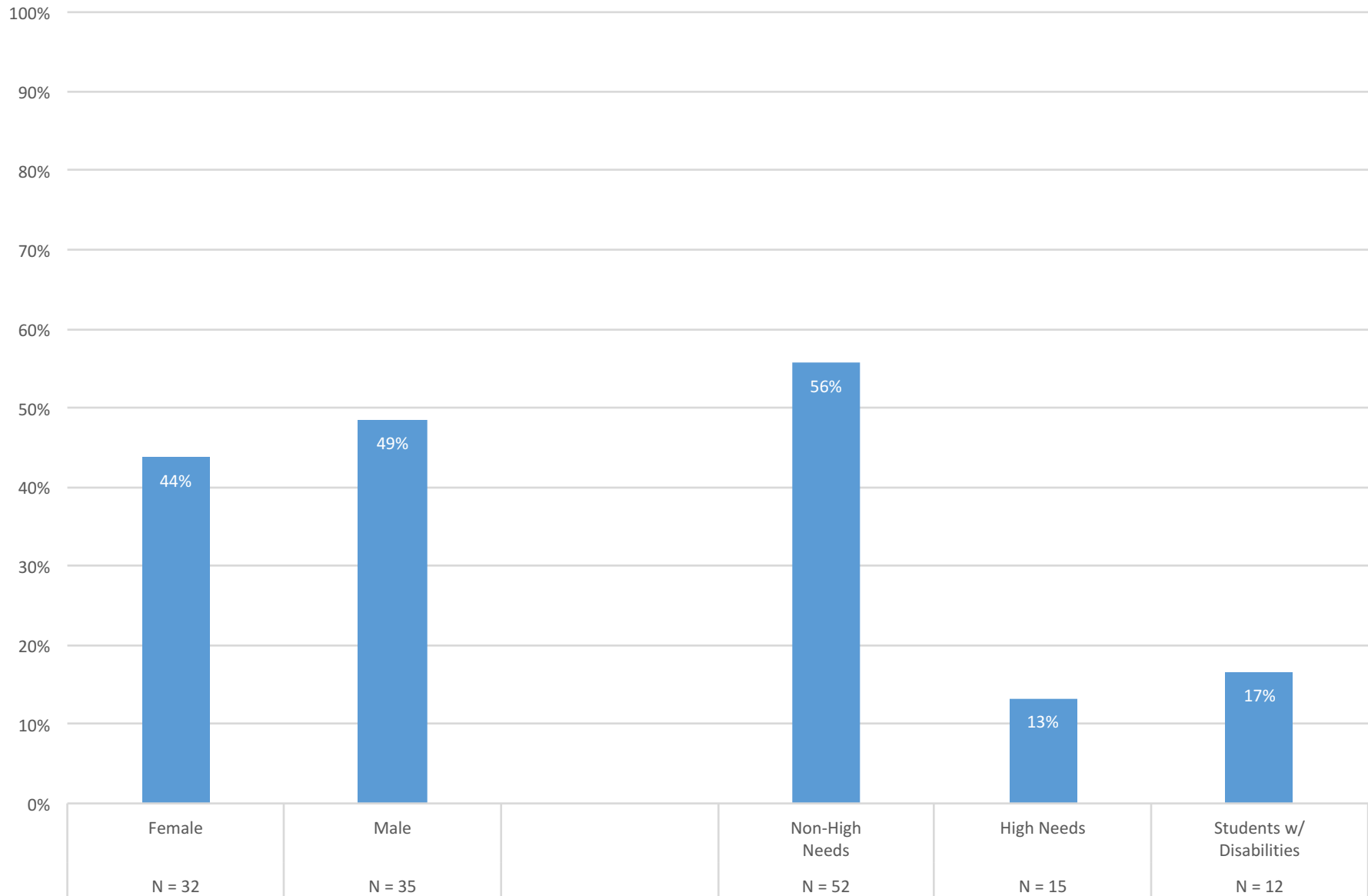
15-16 Writing Assesement - % Met Spring Benchmark
Lincoln Grade 2 - Idea Development by Gender and High Needs Group



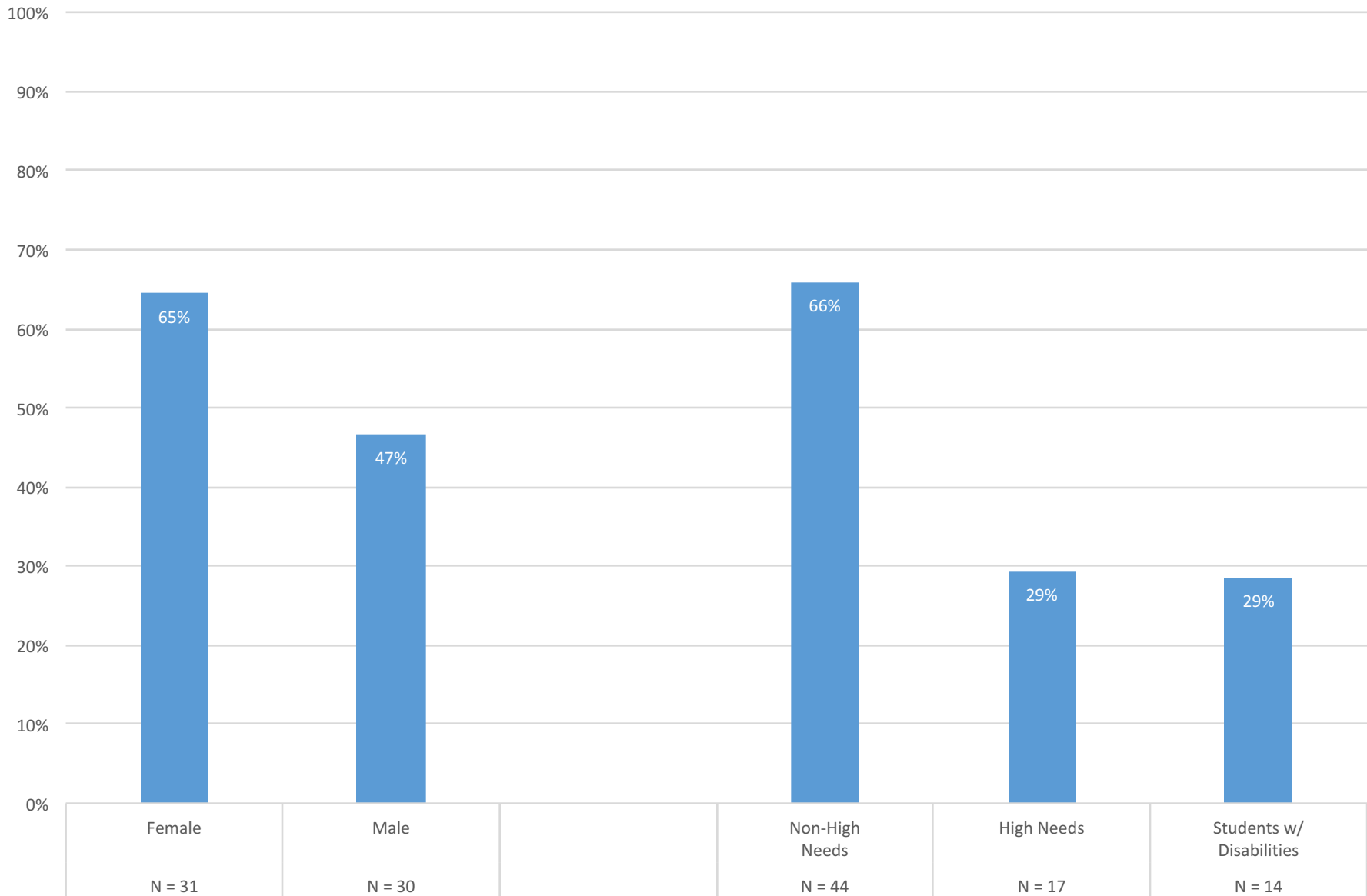
15-16 Writing Assesement - % Met Spring Benchmark
Lincoln Grade 3 - Idea Development by Gender and High Needs Group



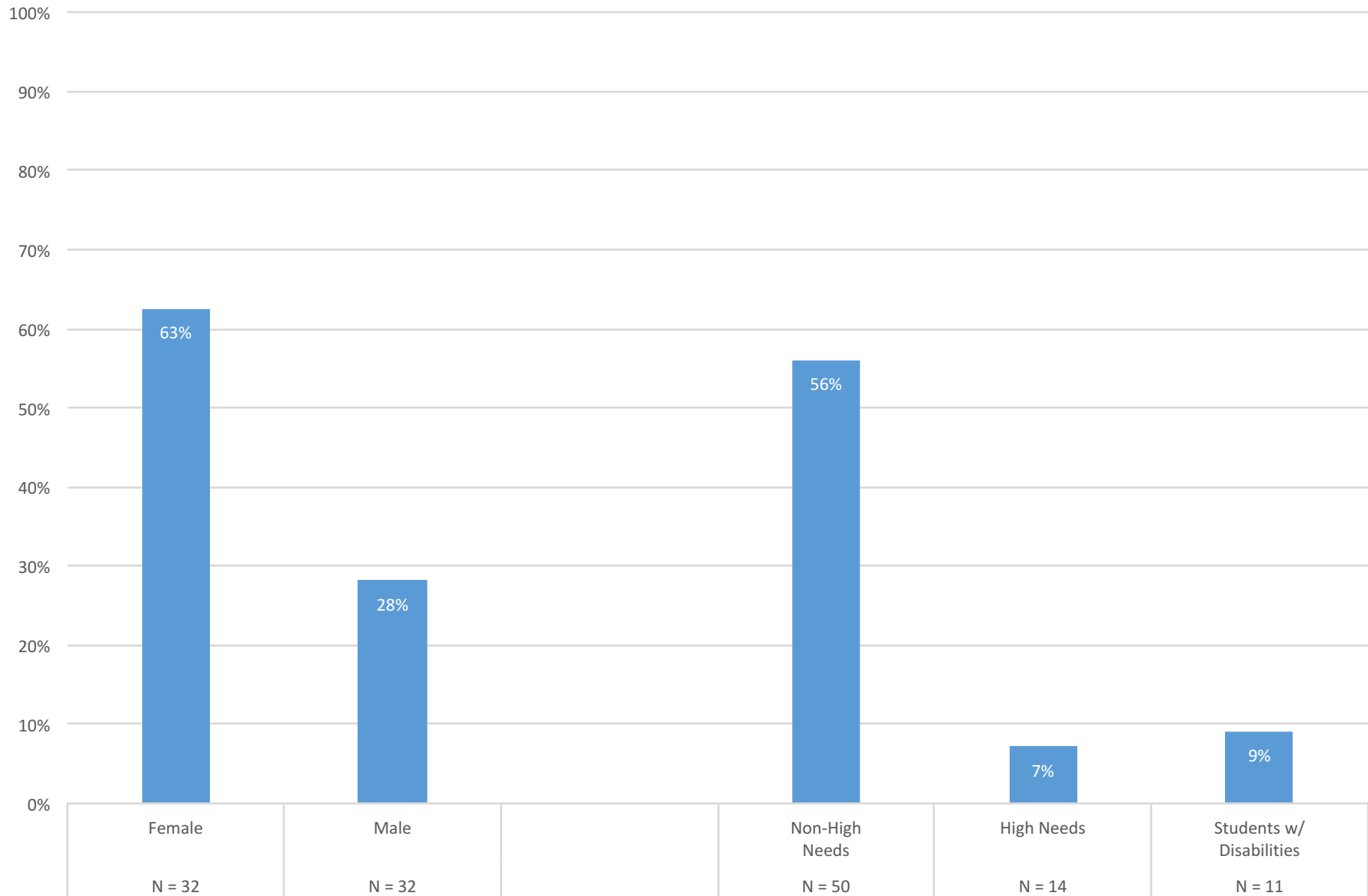
15-16 Writing Assessement - % Met Spring Benchmark
Lincoln Grade 4 - Idea Development by Gender and High Needs Group



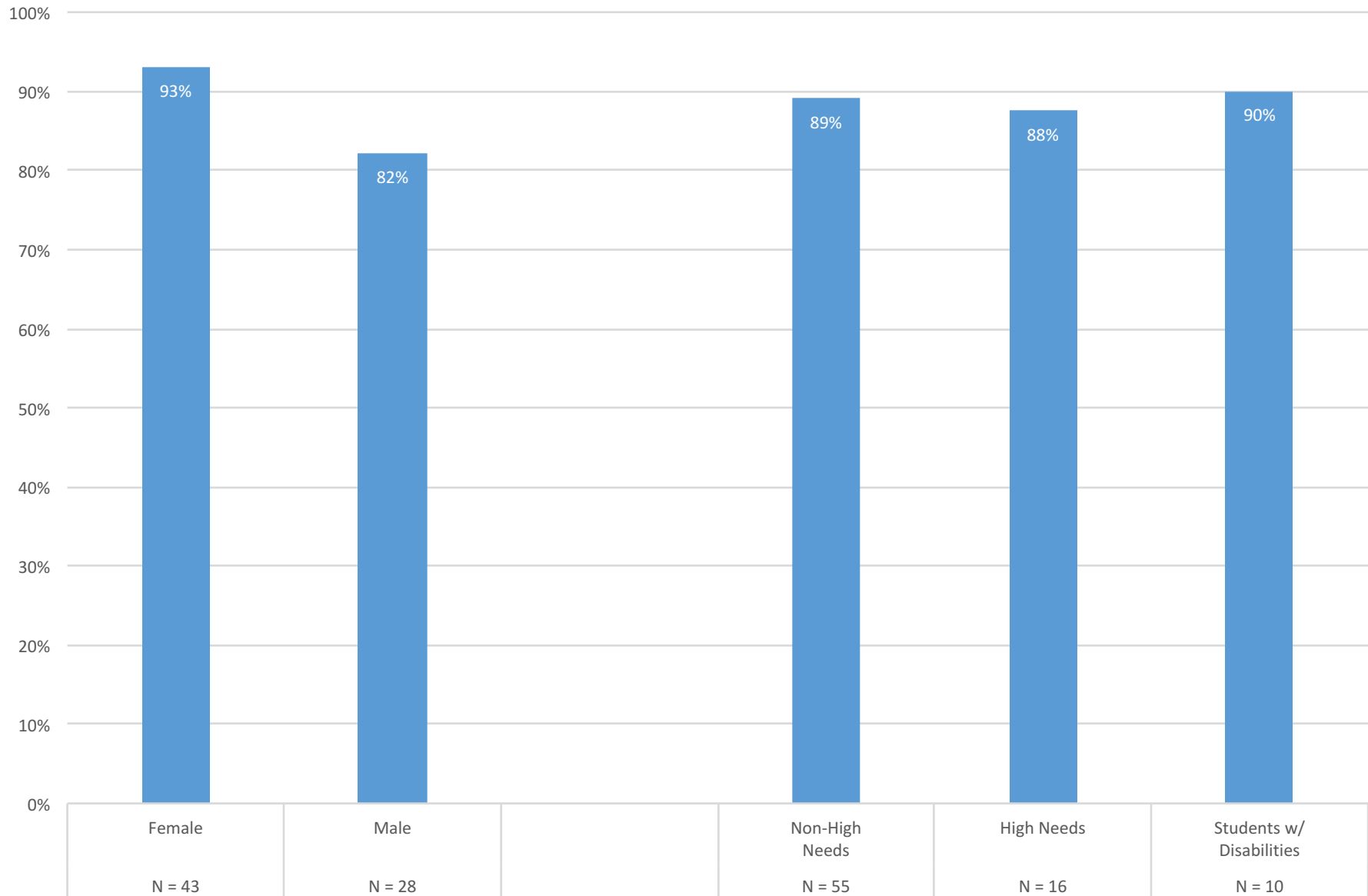
15-16 Writing Assesement - % Met Spring Benchmark
Lincoln Grade 5 - Idea Development by Gender and High Needs Group



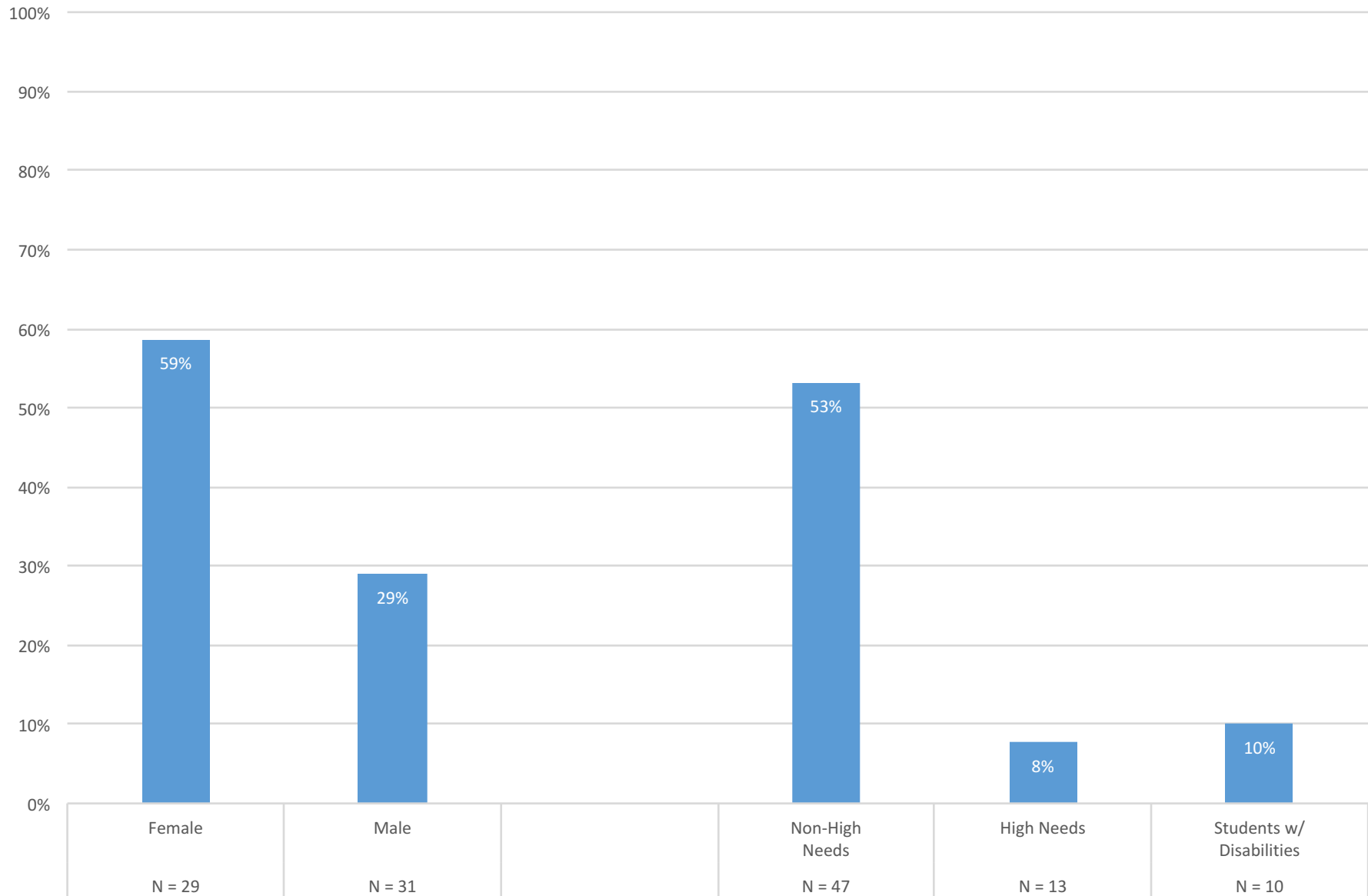
15-16 Writing Assesement - % Met Spring Benchmark
Lincoln Grade 6 - Idea Development by Gender and High Needs Group



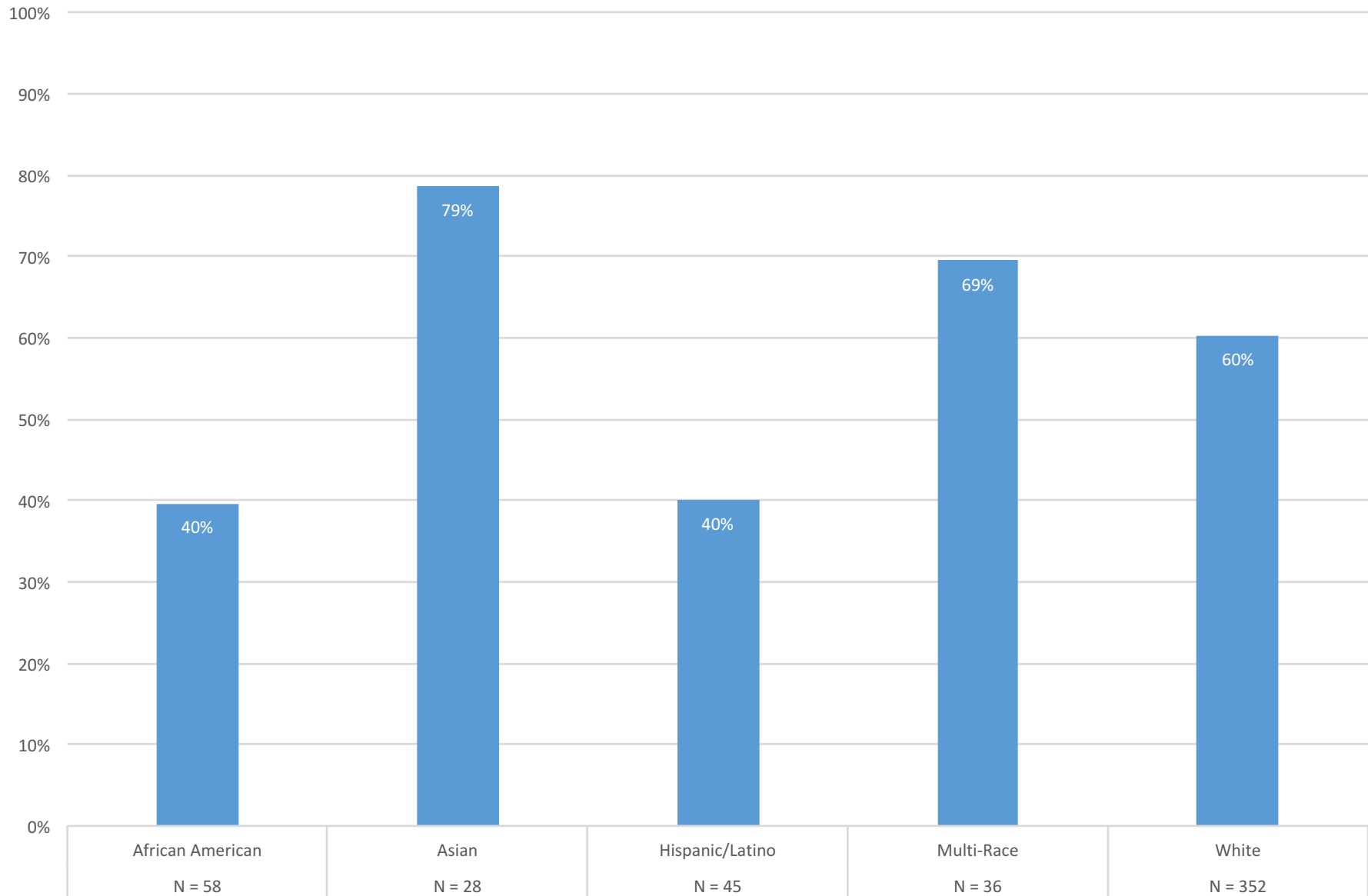
15-16 Writing Assesement - % Met Spring Benchmark
Lincoln Grade 7 - Idea Development by Gender and High Needs Group



15-16 Writing Assesement - % Met Spring Benchmark
Lincoln Grade 8 - Idea Development by Gender and High Needs Group



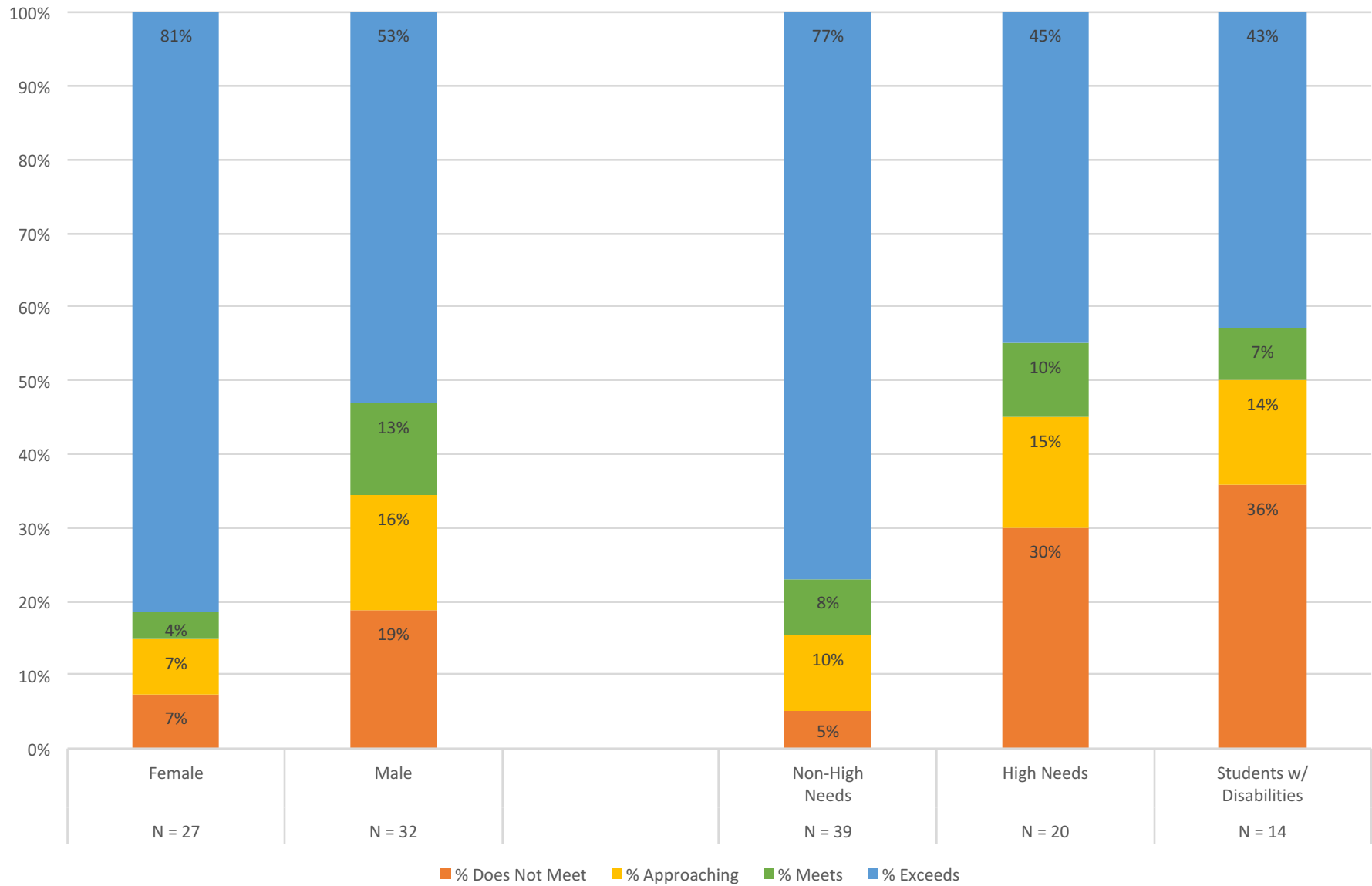
15-16 Writing Assesement - % Met SpringBenchmark
Lincoln Grades 1-8 - Idea Development by Race/Ethnicity



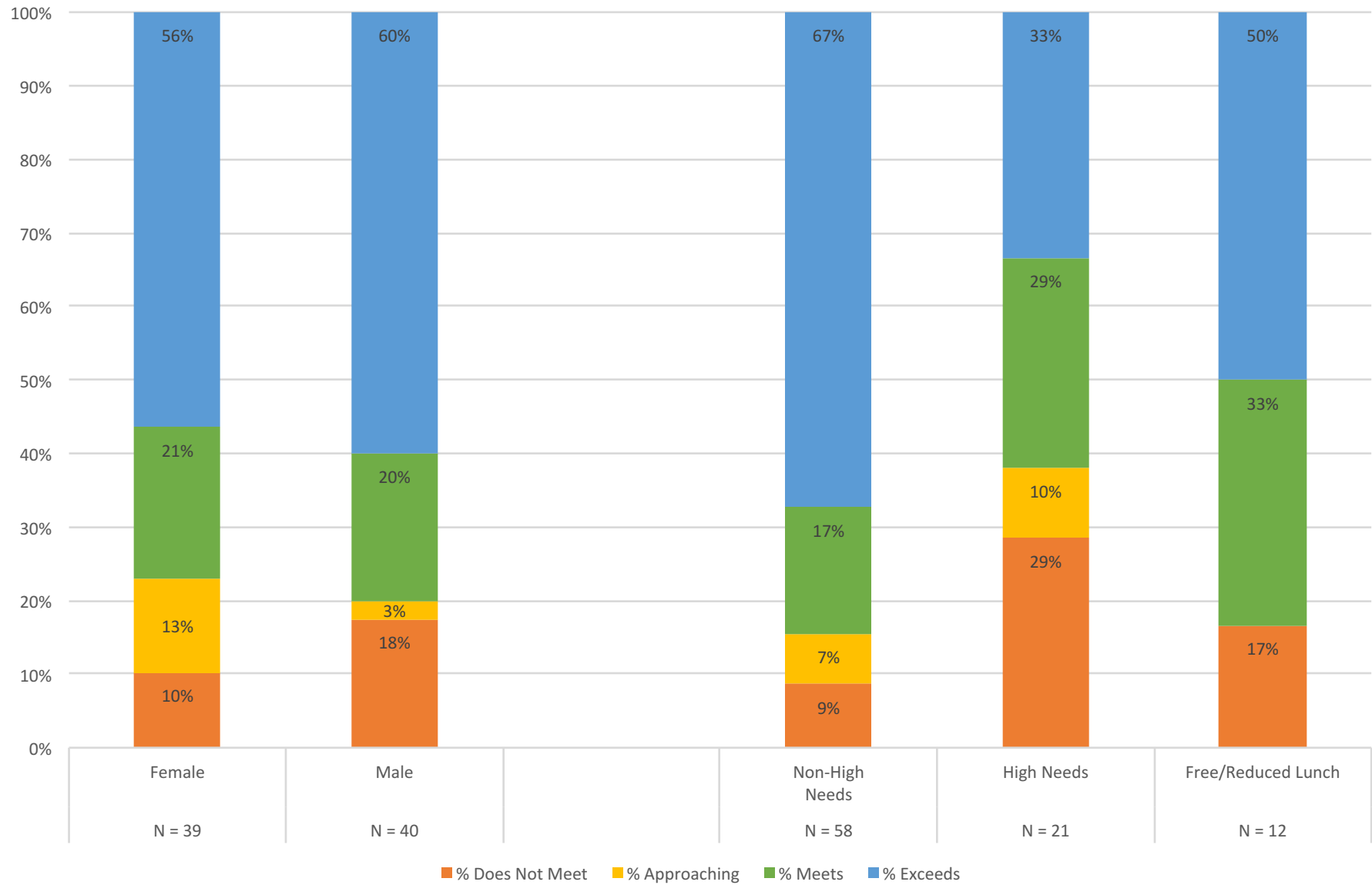
Appendix C

**Fountas & Pinnell Reading Assessment,
Grades 1-5**

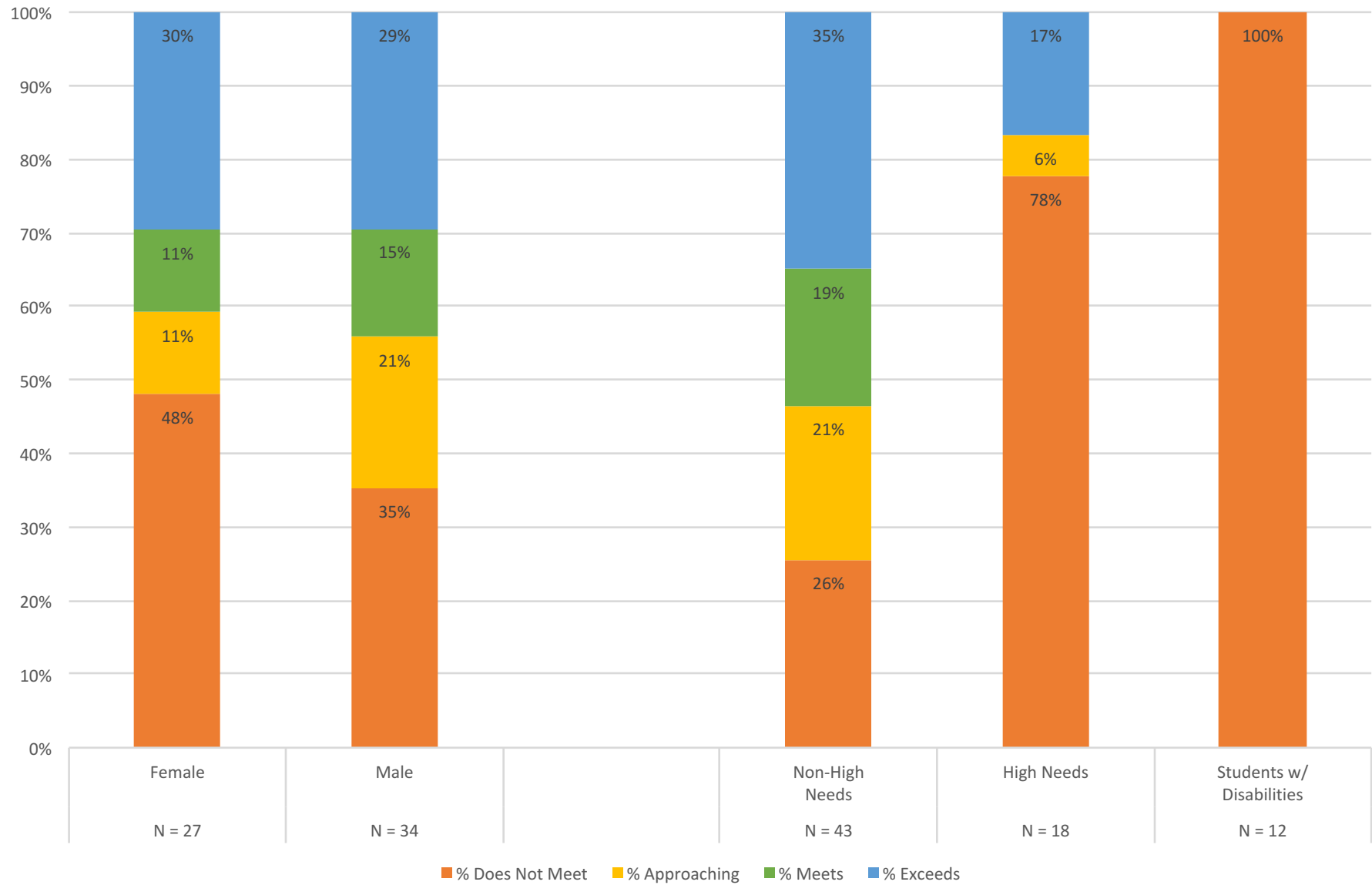
15-16 Fountas & Pinnell March Benchmark Hanscom Grade 1 Performance by Gender and High Needs Group



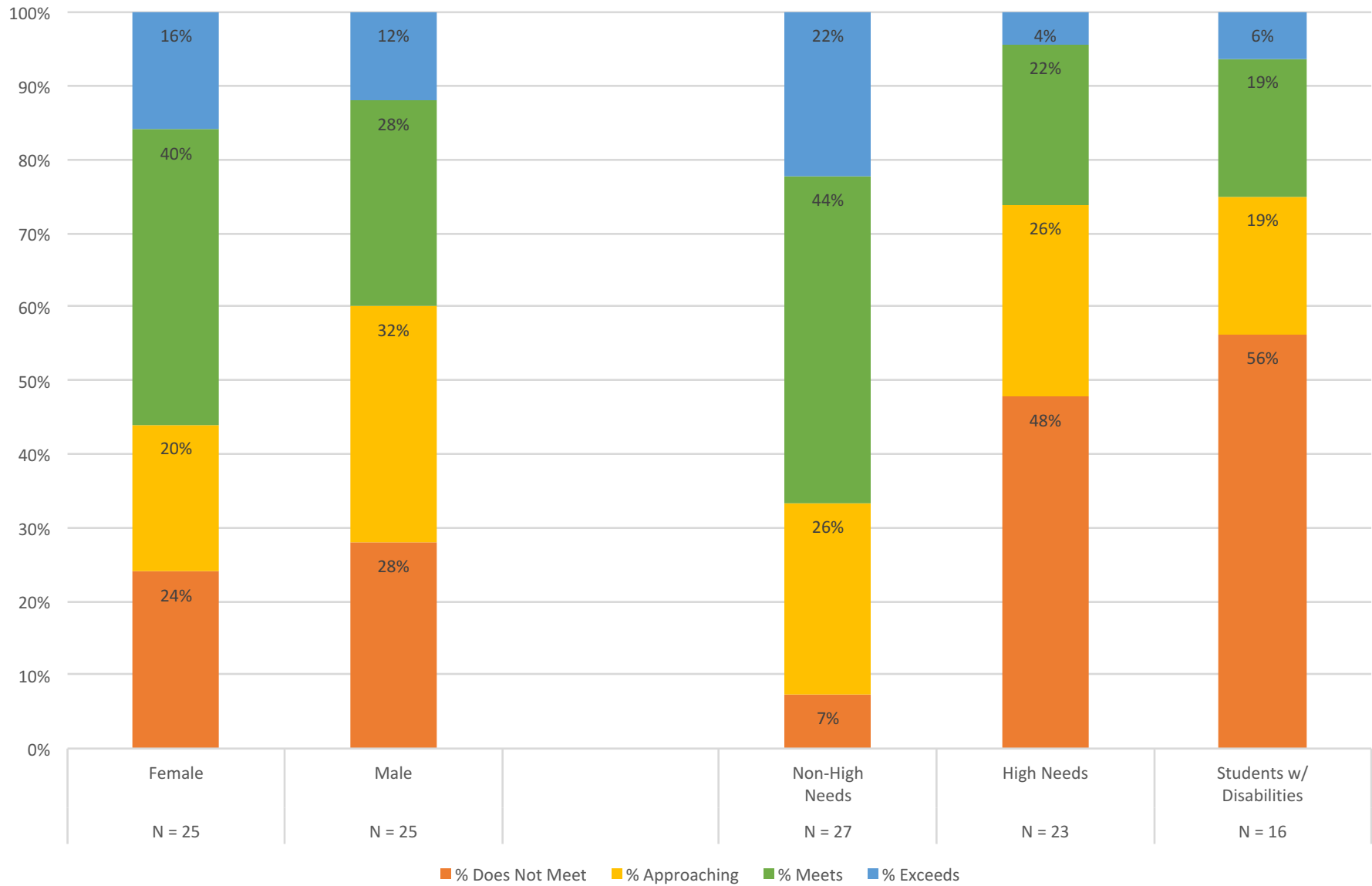
15-16 Fountas & Pinnell March Benchmark Hanscom Grade 2 Performance by Gender and High Needs Group



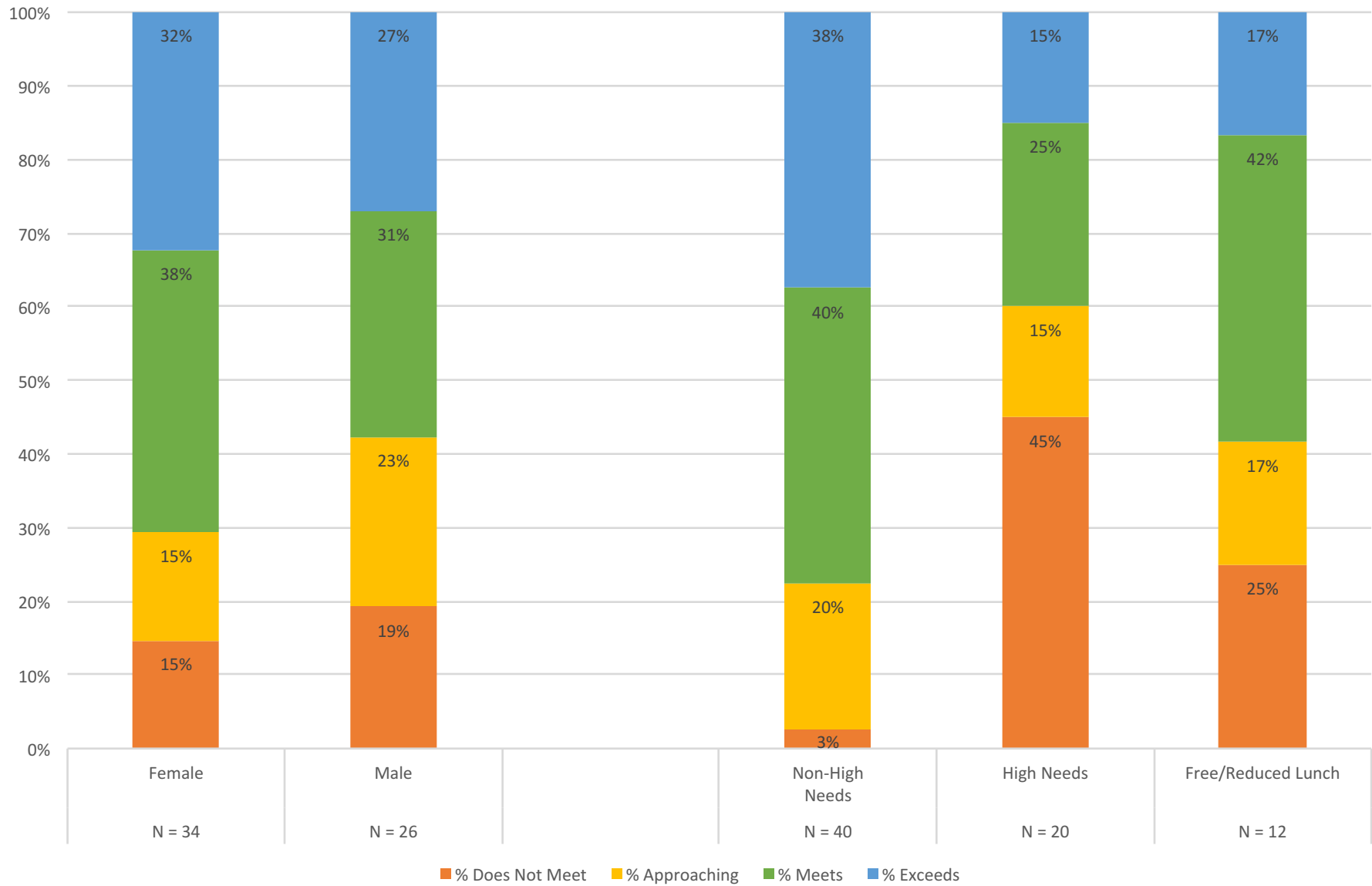
15-16 Fountas & Pinnell March Benchmark
Hanscom Grade 3 Performance by Gender and High Needs Group



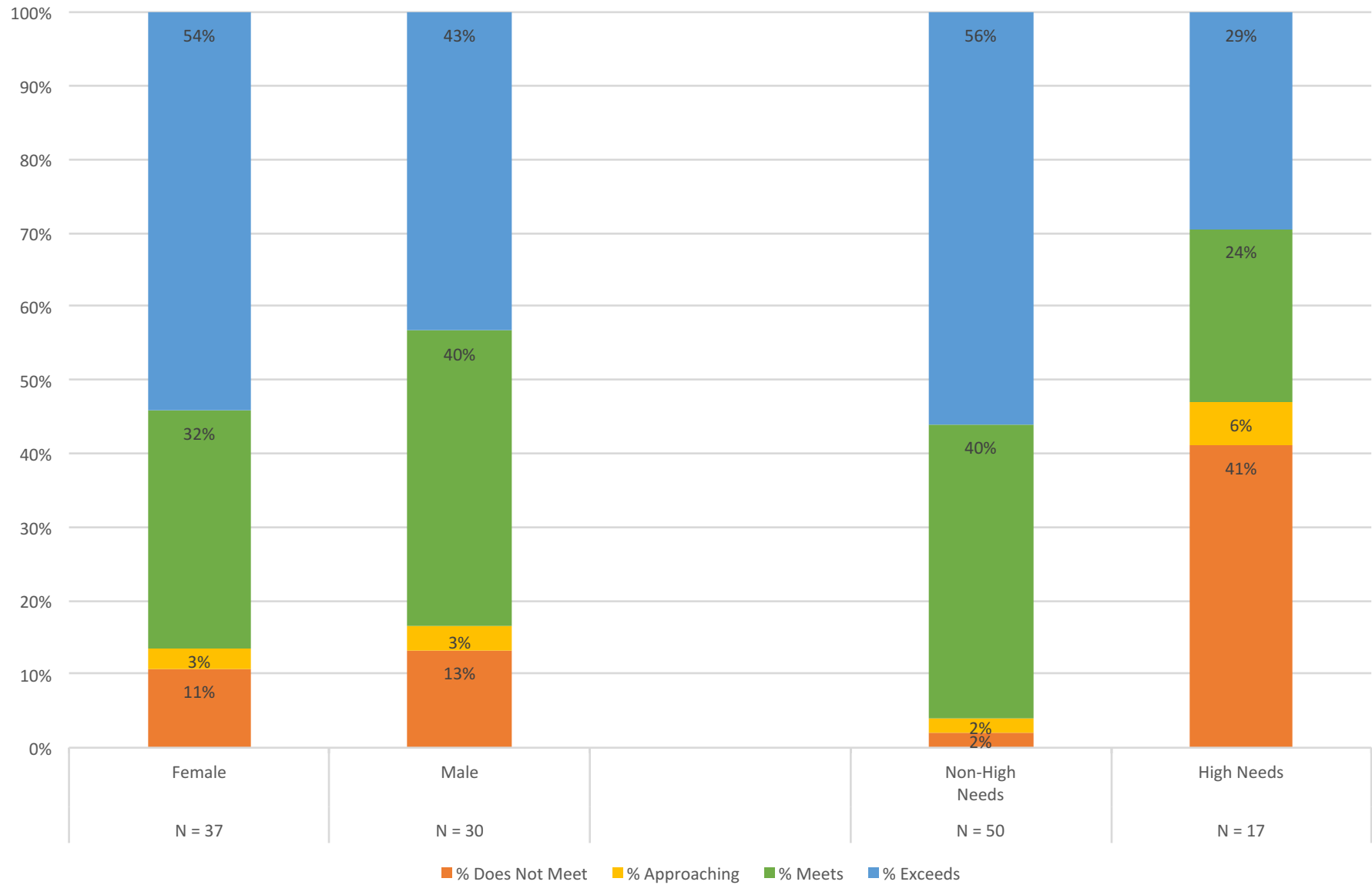
15-16 Fountas & Pinnell March Benchmark Hanscom Grade 4 Performance by Gender and High Needs Group



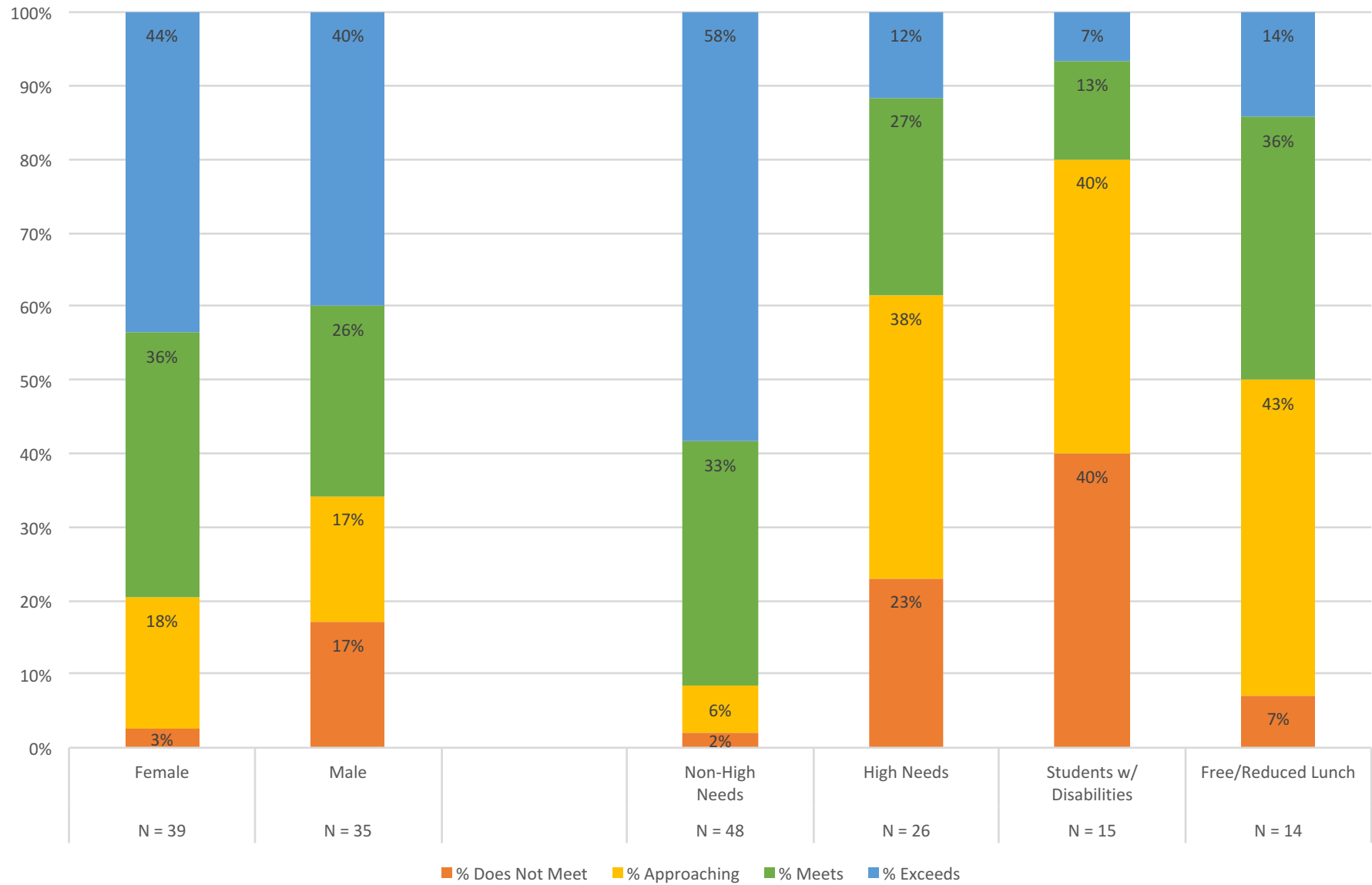
15-16 Fountas & Pinnell March Benchmark Hanscom Grade 5 Performance by Gender and High Needs Group



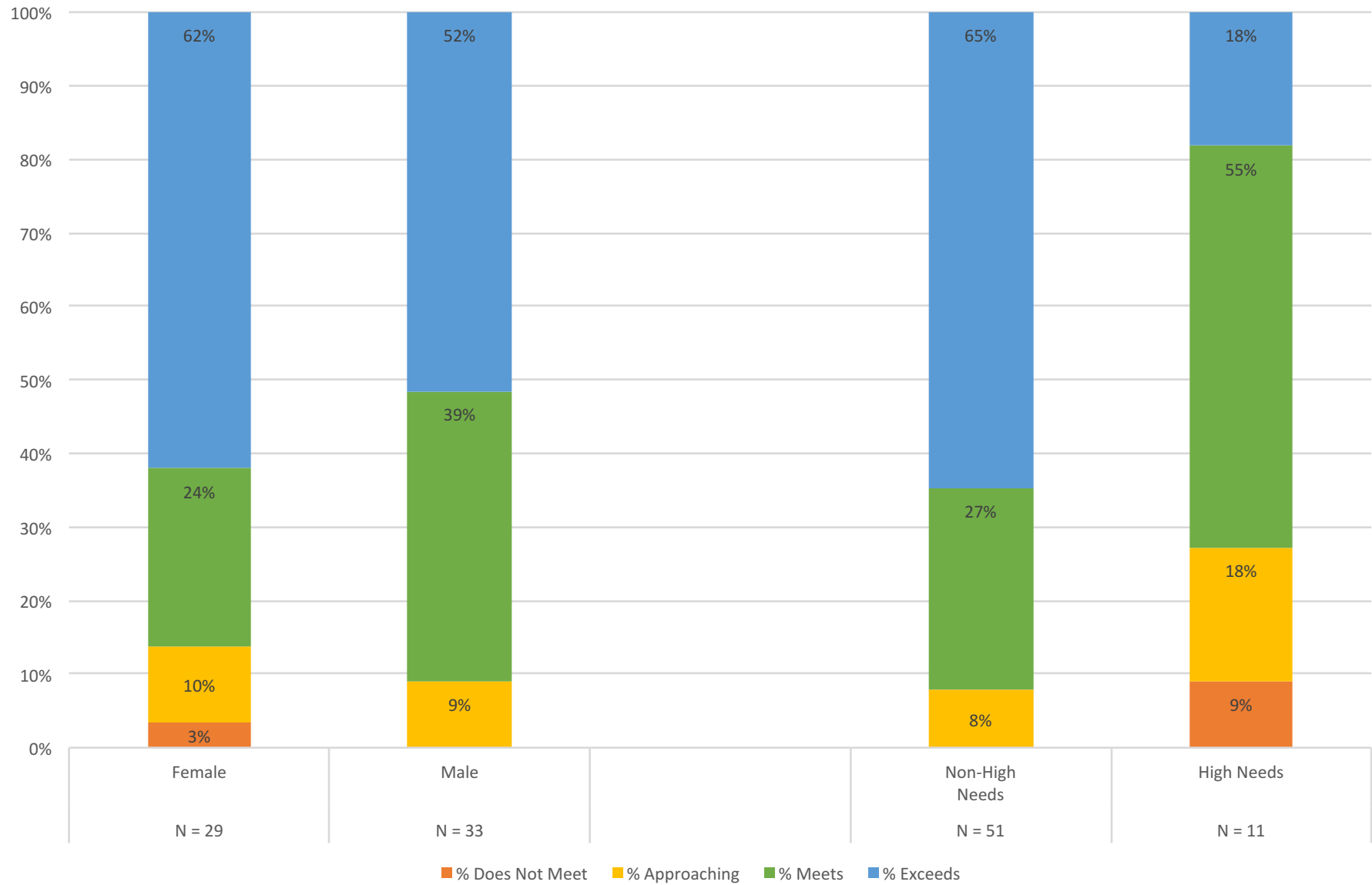
15-16 Fountas & Pinnell March Benchmark
Lincoln Grade 1 Performance by Gender and High Needs Group



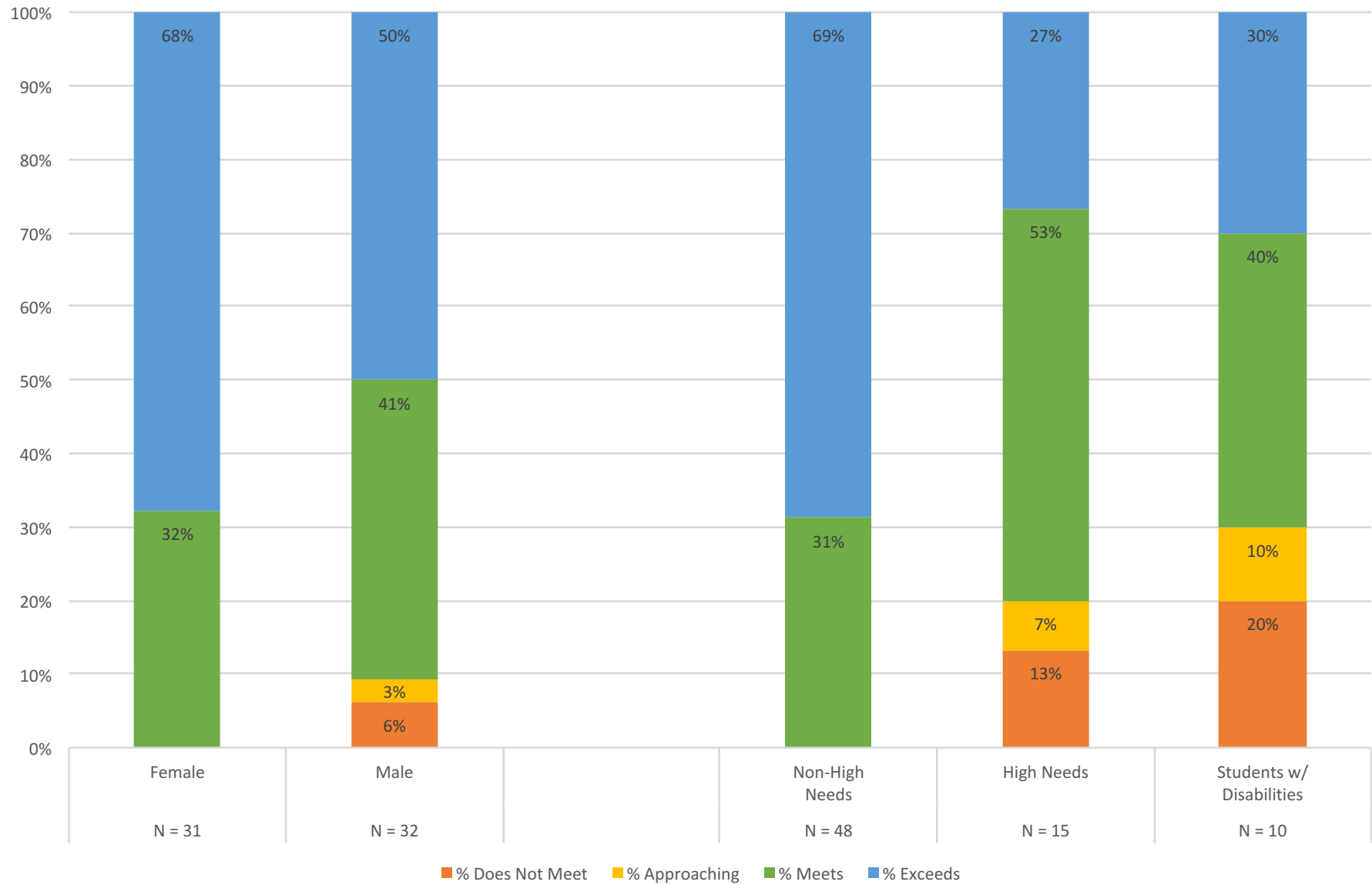
15-16 Fountas & Pinnell March Benchmark Lincoln Grade 2 Performance by Gender and High Needs Group



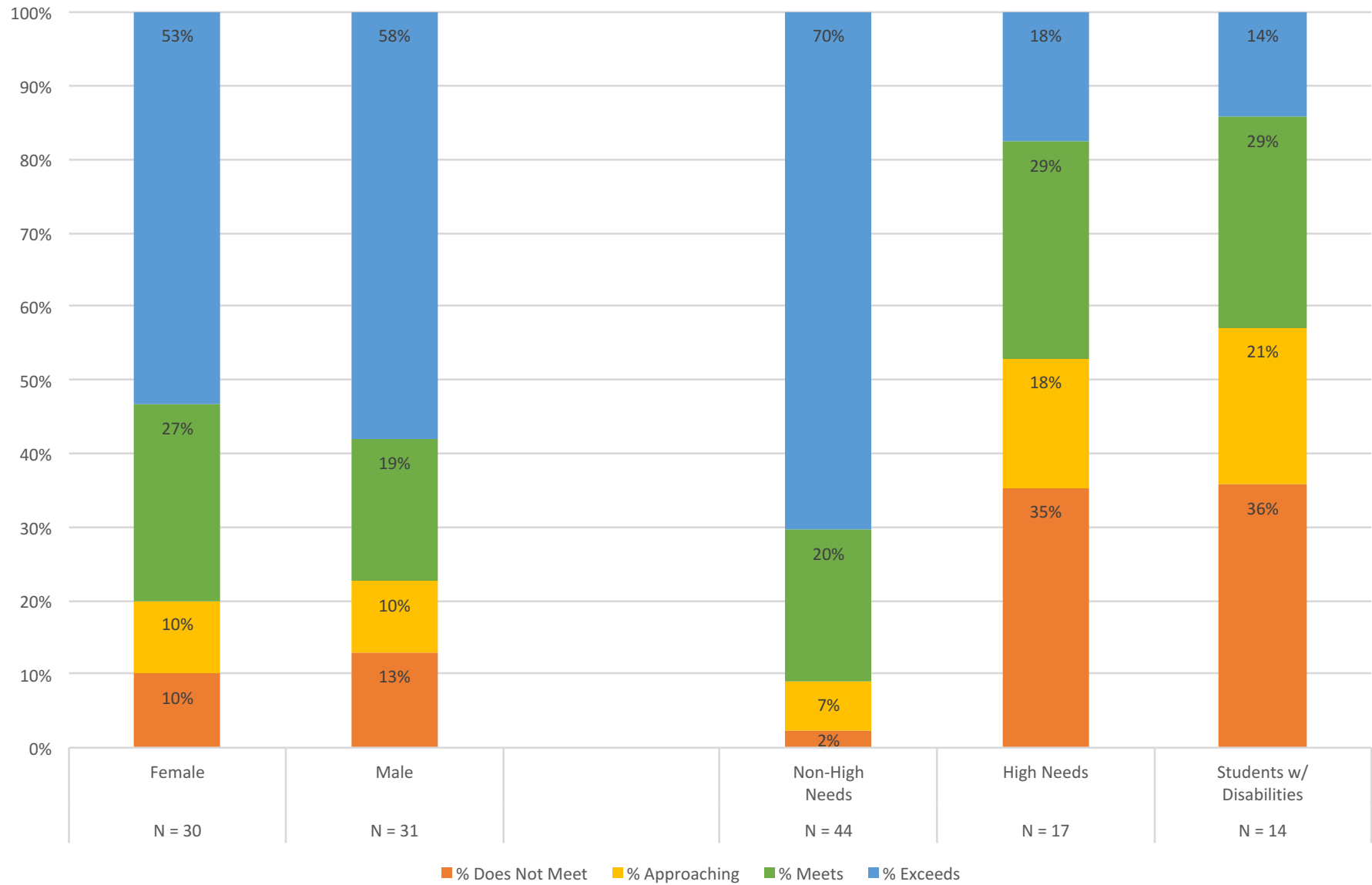
15-16 Fountas & Pinnell March Benchmark
Lincoln Grade 3 Performance by Gender and High Needs Group



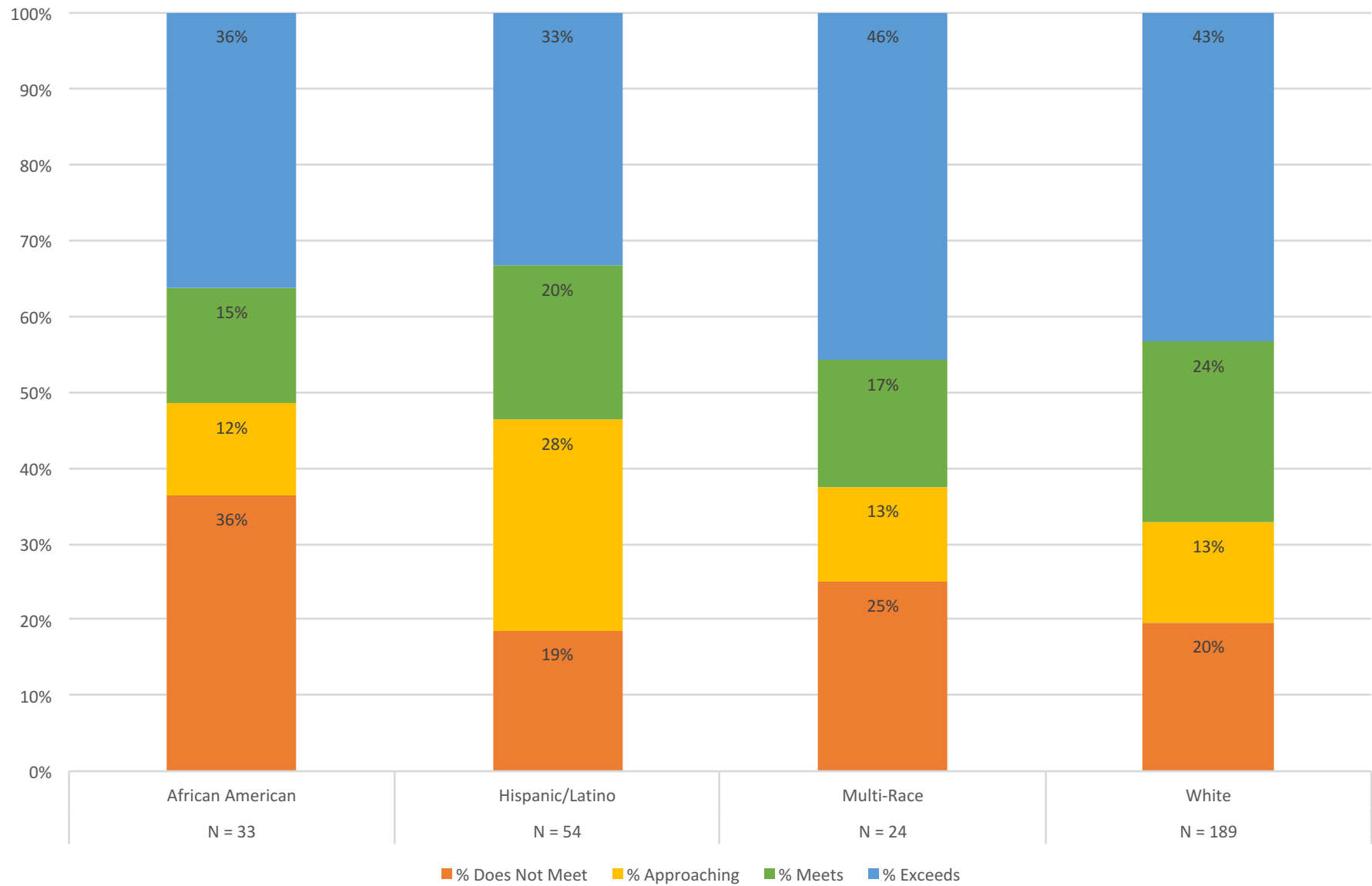
15-16 Fountas & Pinnell March Benchmark
Lincoln Grade 4 Performance by Gender and High Needs Group



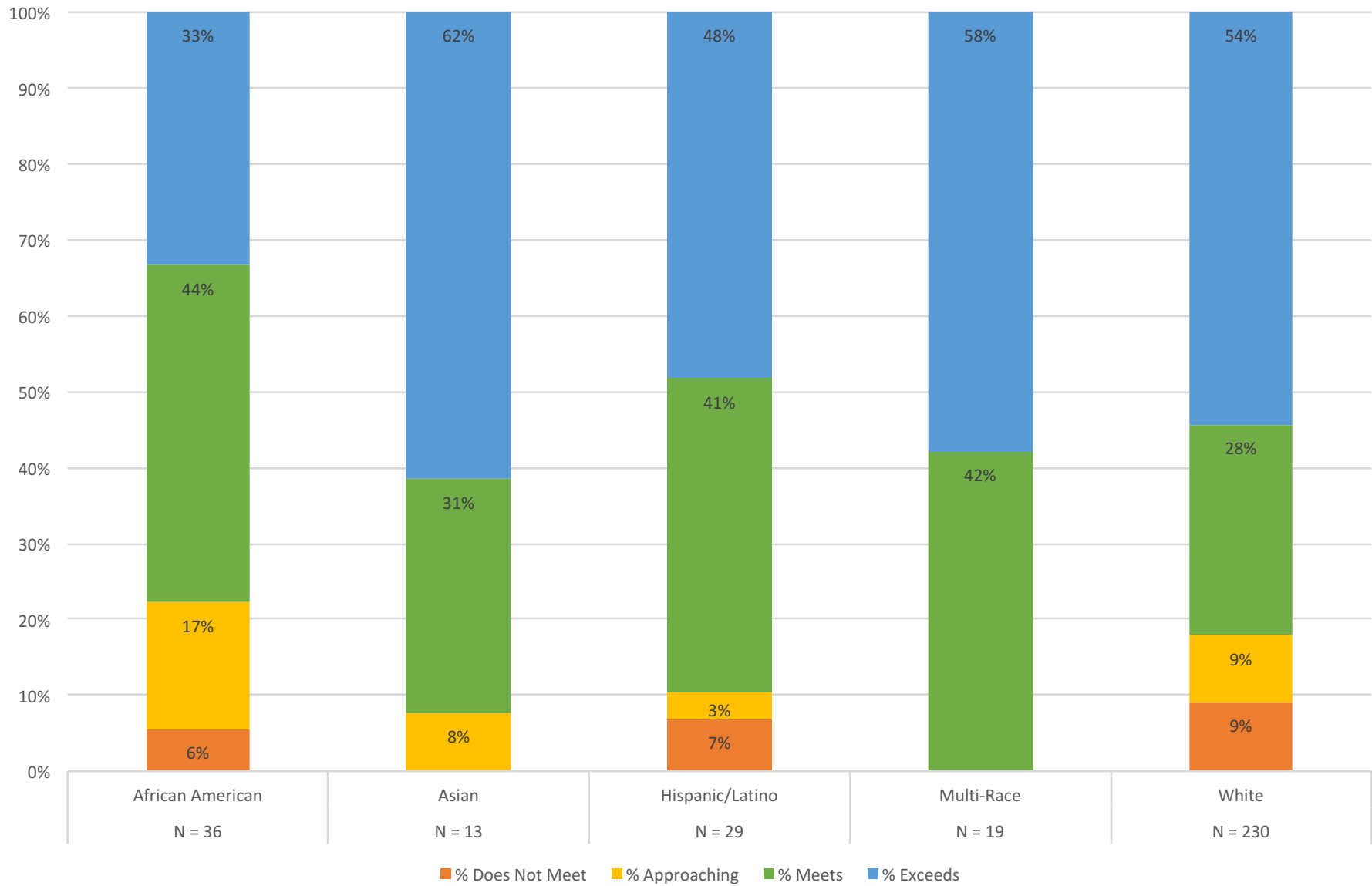
15-16 Fountas & Pinnell March Benchmark Lincoln Grade 5 Performance by Gender and High Needs Group



15-16 Fountas & Pinnell March Benchmark
Hanscom Grades 1-5 Performance by Race/Ethnicity



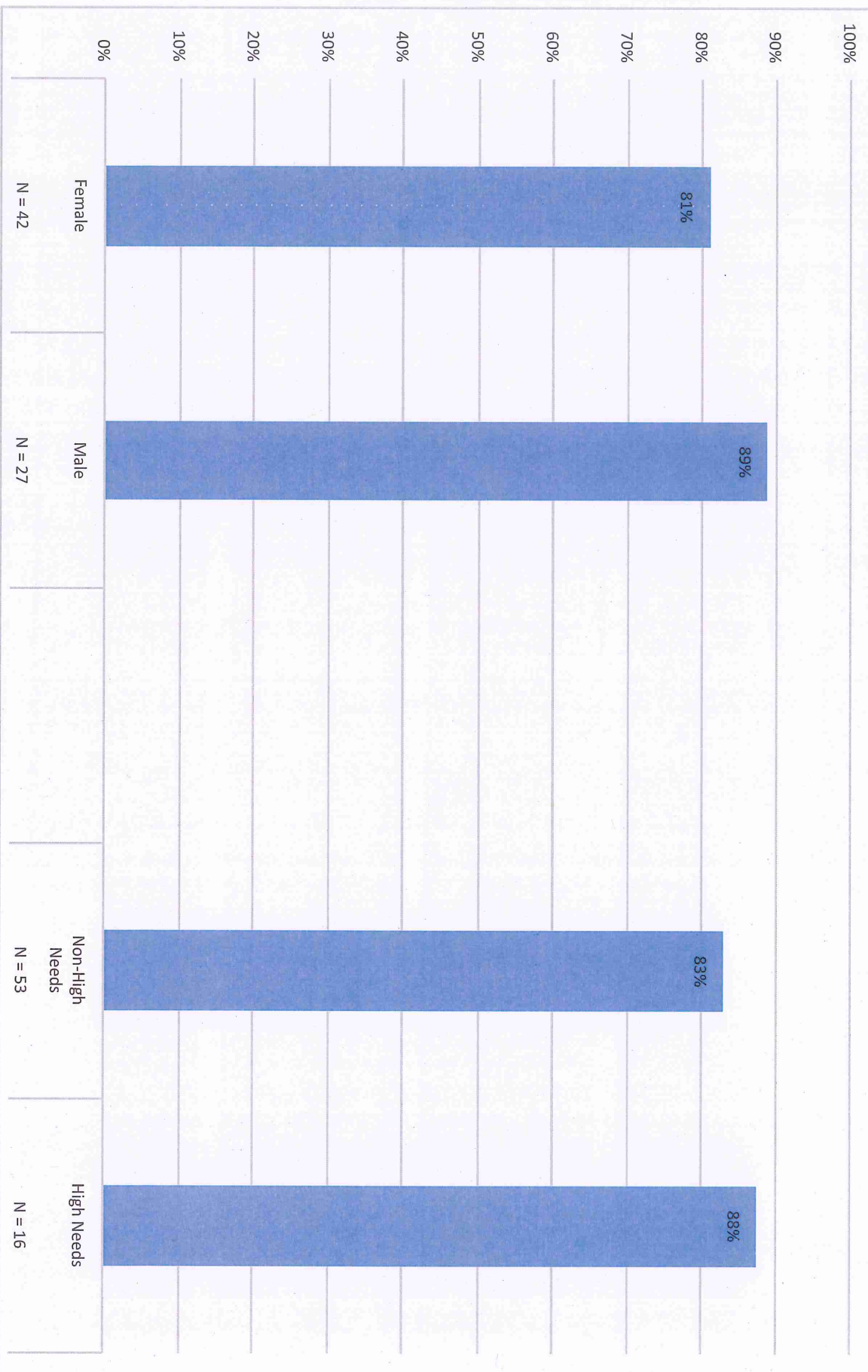
15-16 Fountas & Pinnell March Benchmark
Lincoln Grades 1-5 Performance by Race/Ethnicity



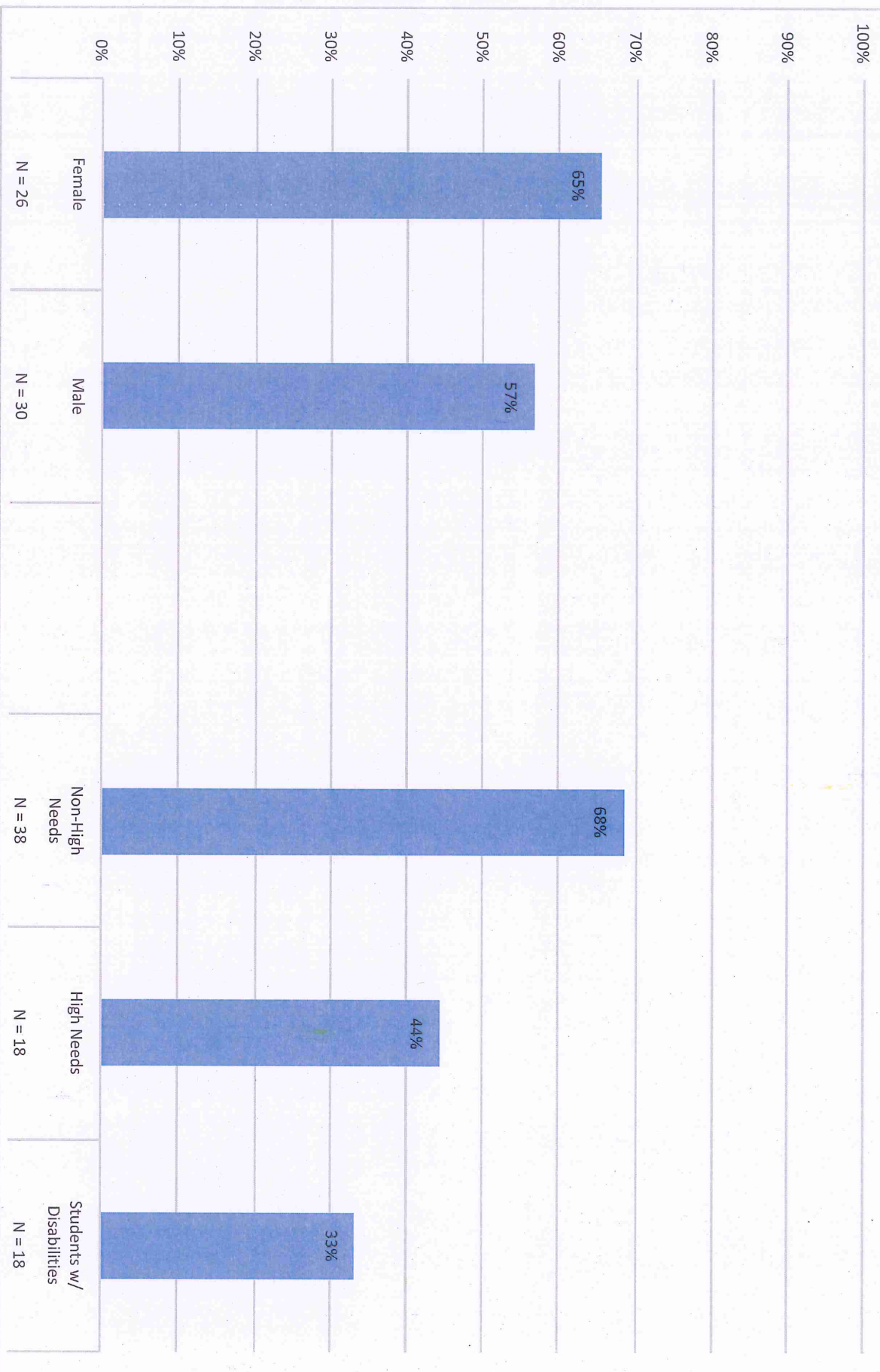
Appendix D

**Student Interview Model, Math
Grades K-3**

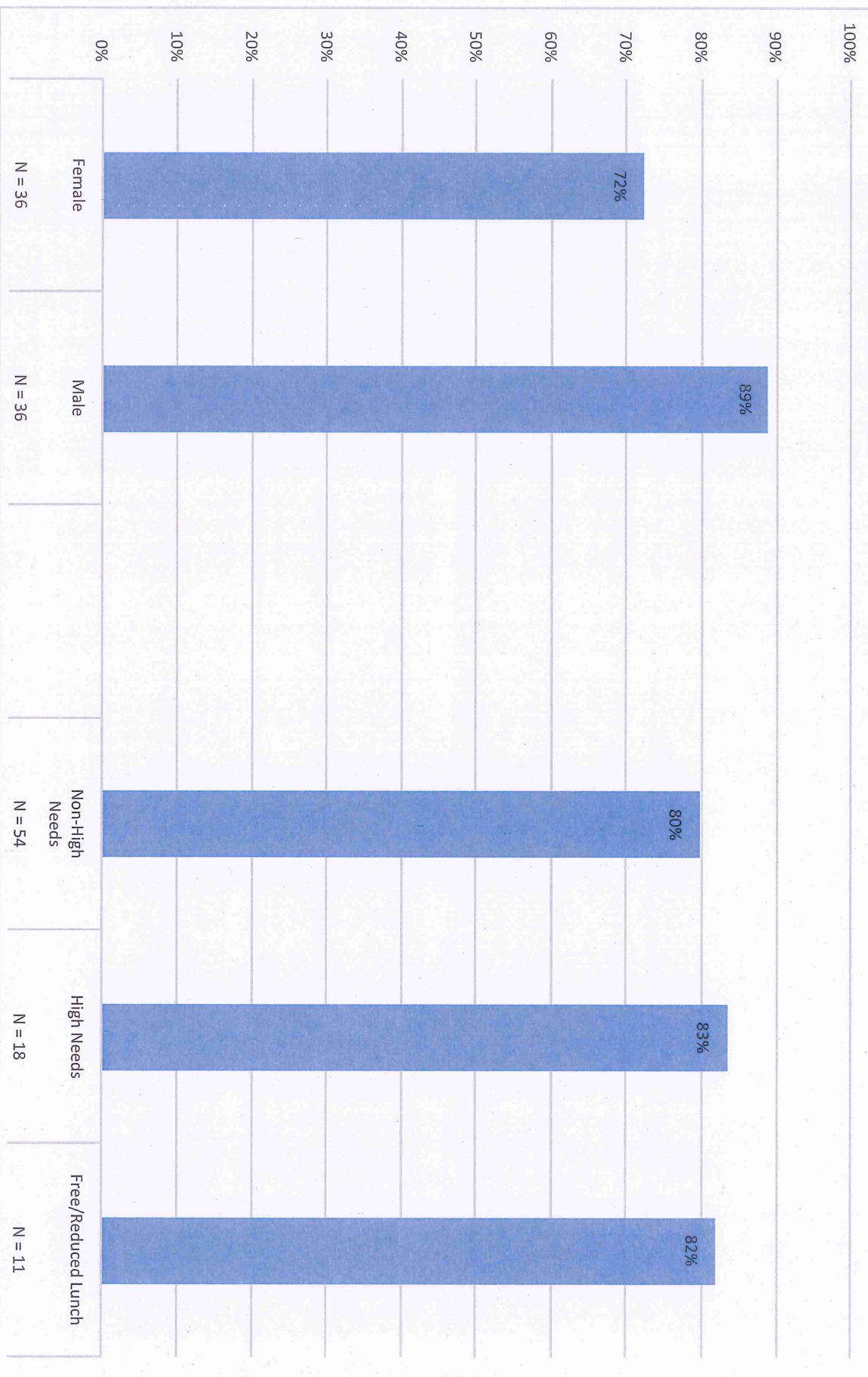
15-16 Math Interview - % Met End-of-Year Benchmark as of March
Hanscom Grade K - Benchmark 2 by Gender and High Needs Group



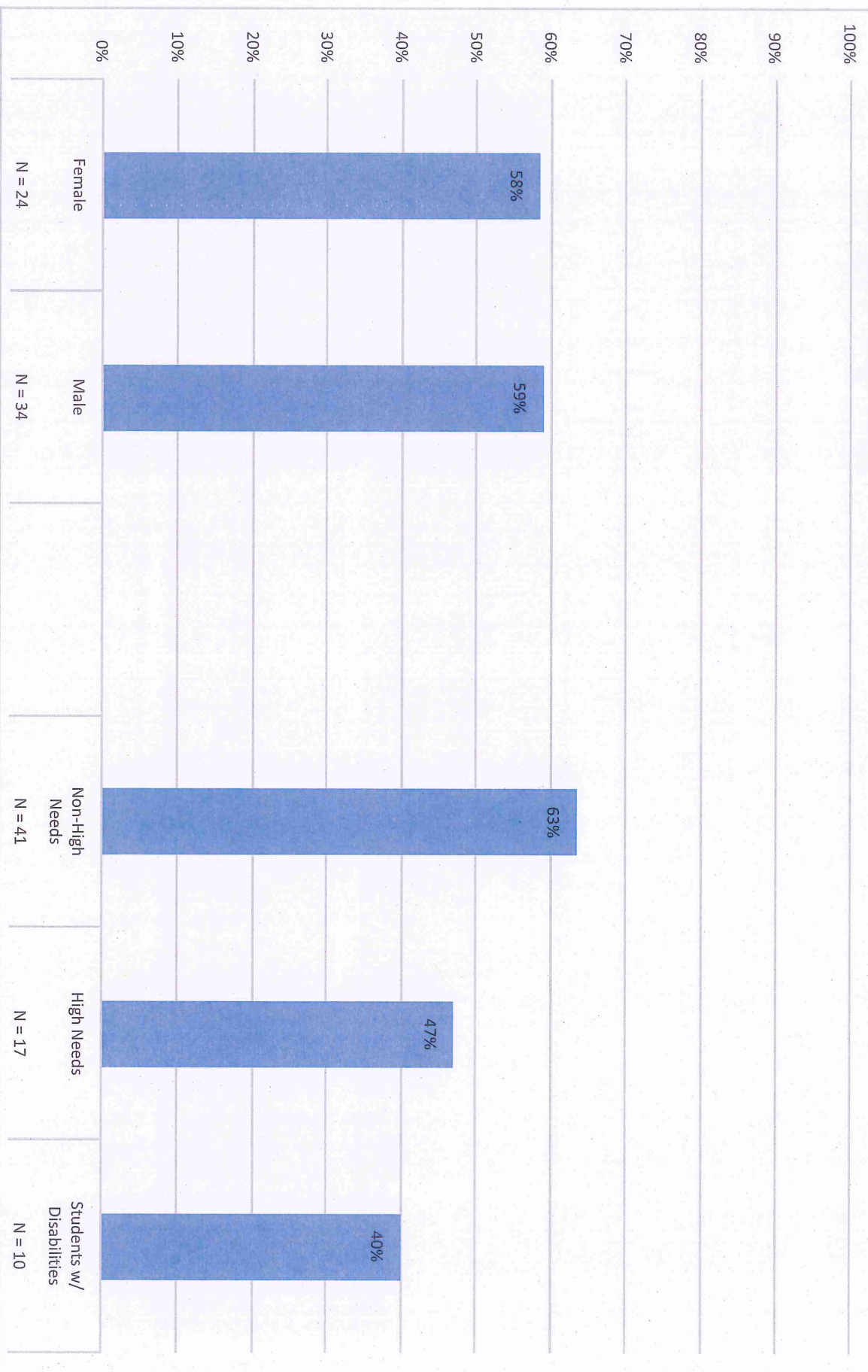
15-16 Math Interview - % Met End-of-Year Benchmark as of March
Hanscom Grade 1 - Benchmark 2 by Gender and High Needs Group



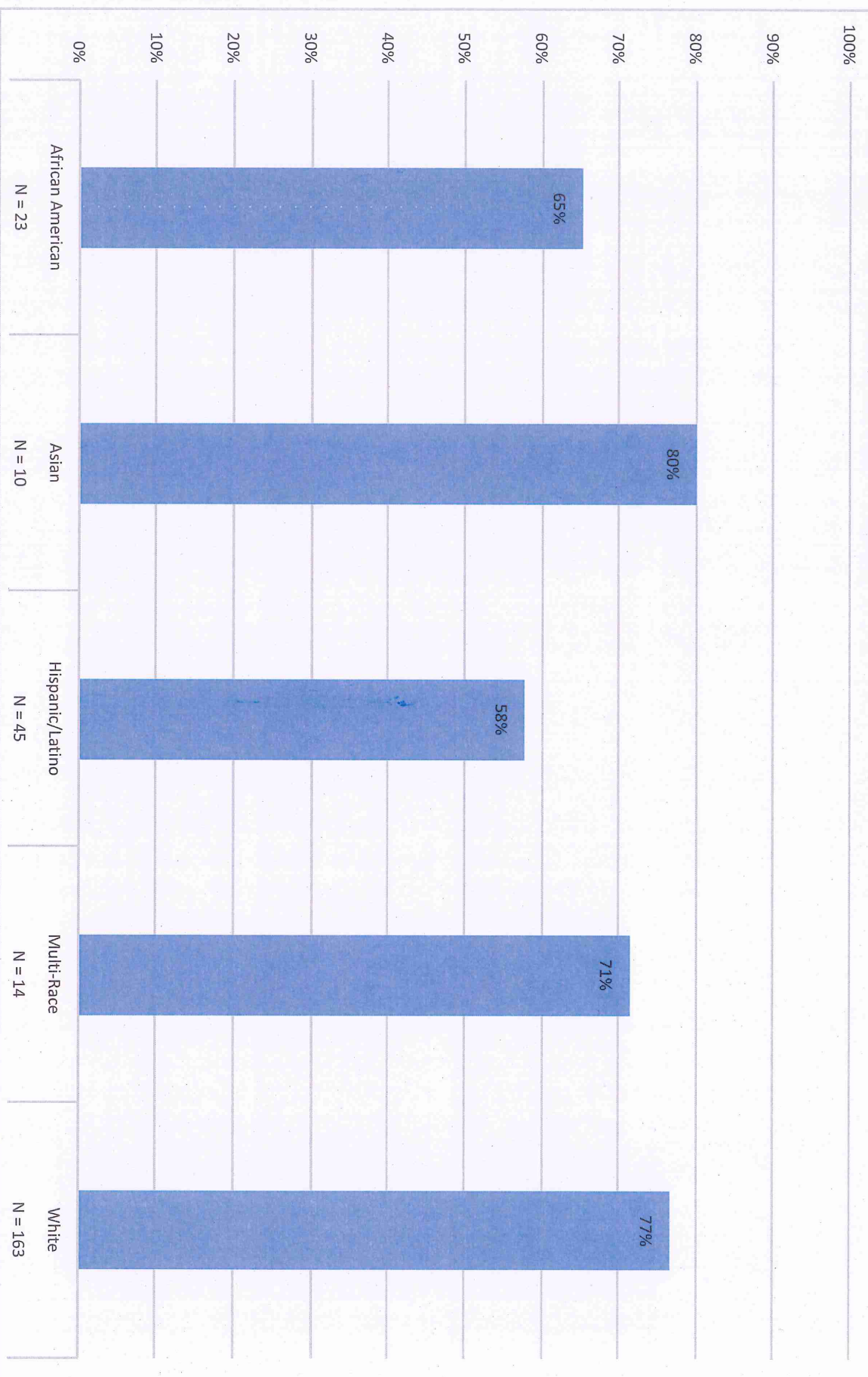
15-16 Math Interview - % Met End-of-Year Benchmark as of March Hanscom Grade 2 - Benchmark 2 by Gender and High Needs Group



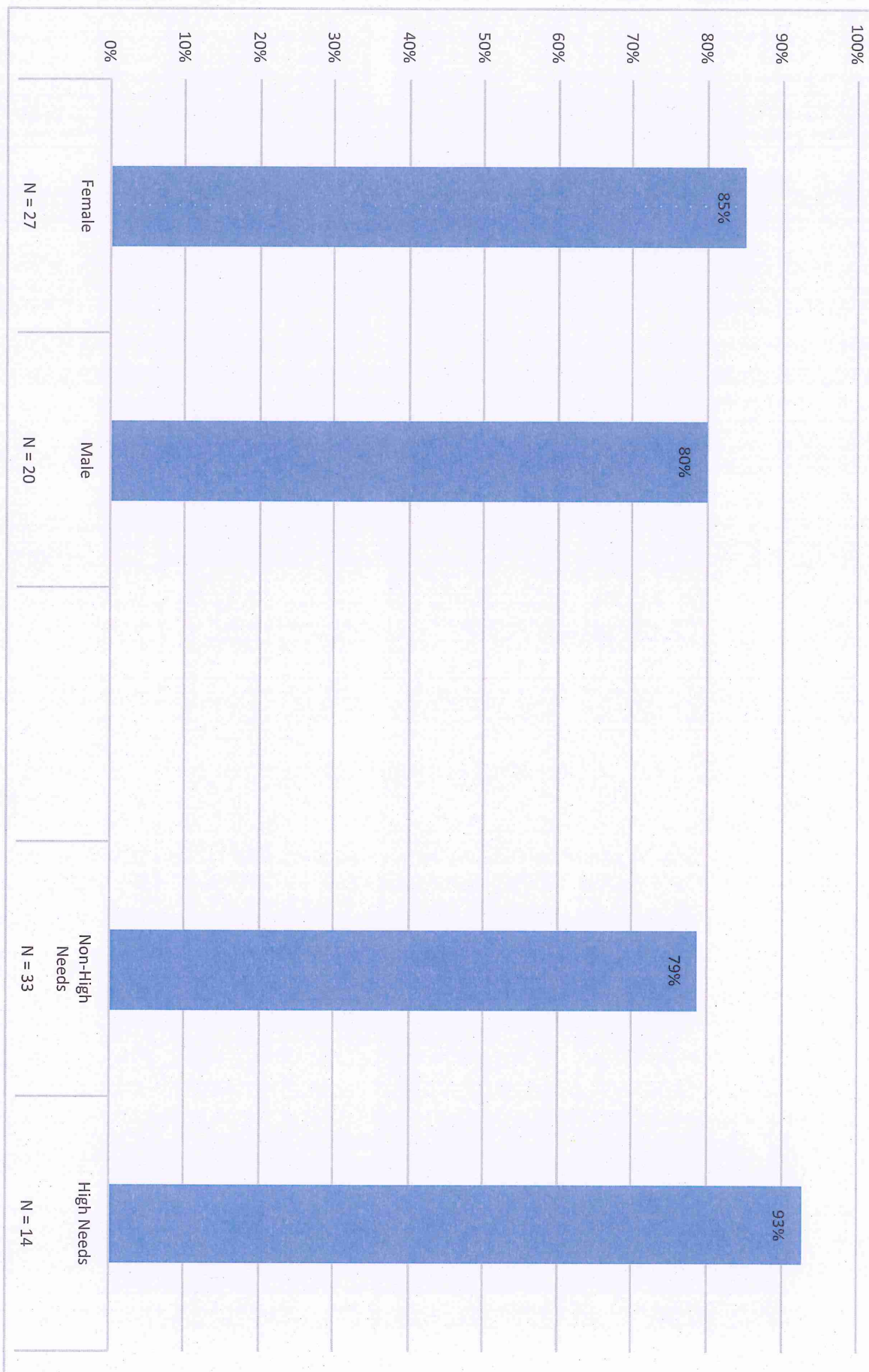
15-16 Math Interview - % Met End-of-Year Benchmark as of March
Hanscom Grade 3 - Benchmark 2 by Gender and High Needs Group



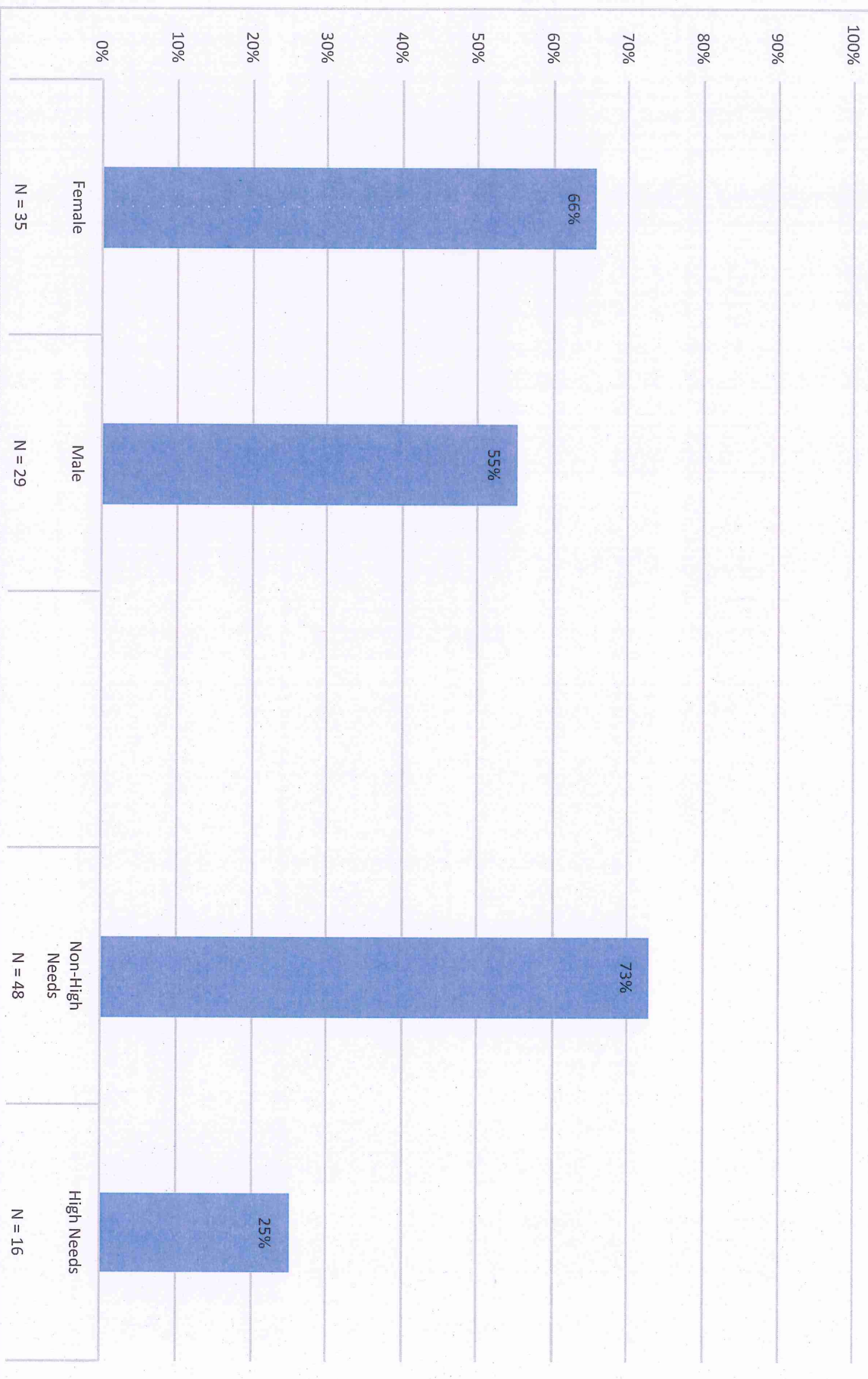
15-16 Math Interview - % Met End-of-Year Benchmark as of March
Hanscom Grades K-3 - Benchmark 2 by Race/Ethnicity



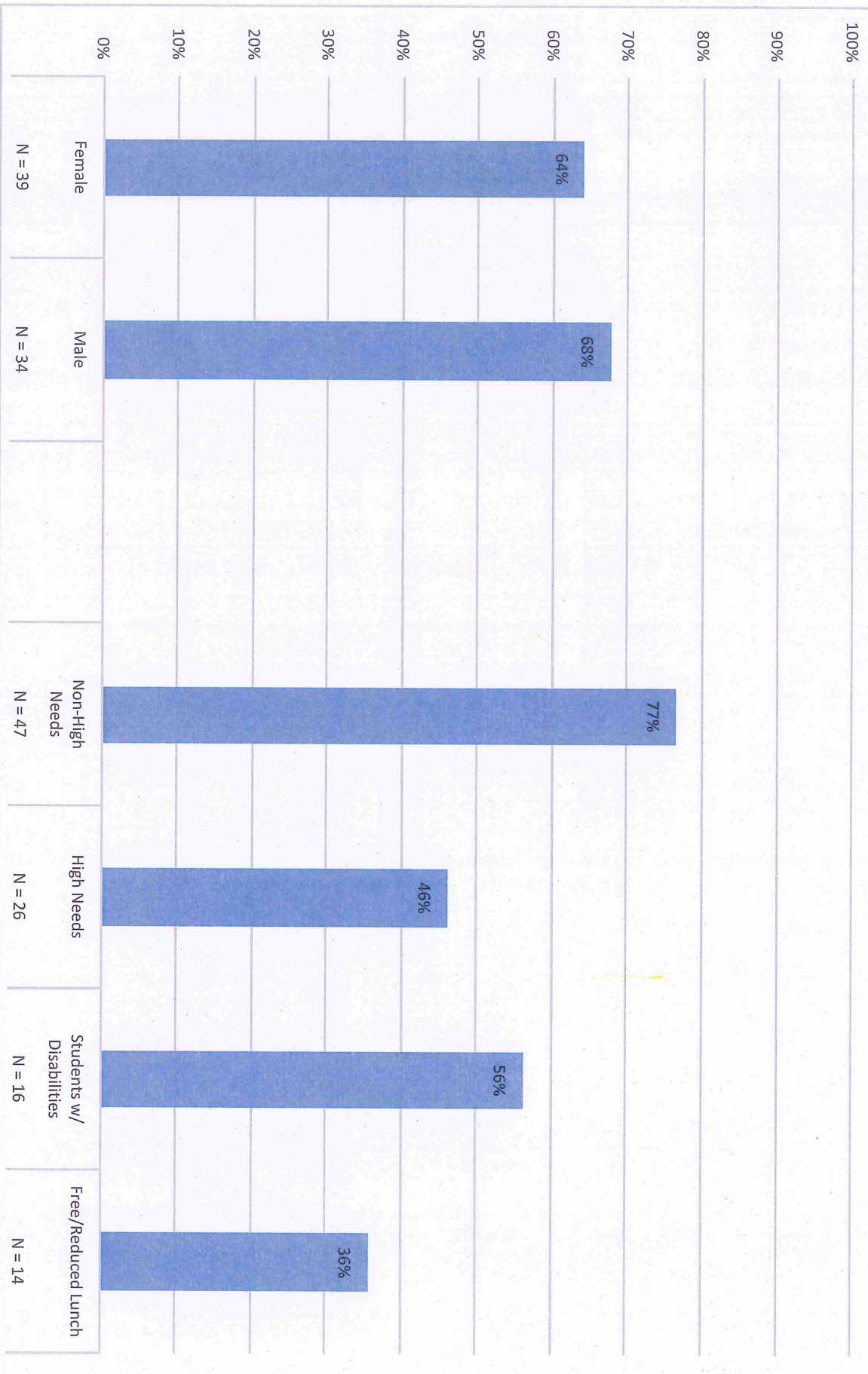
15-16 Math Interview - % Met End-of-Year Benchmark as of March
Lincoln Grade K - Benchmark 2 by Gender and High Needs Group



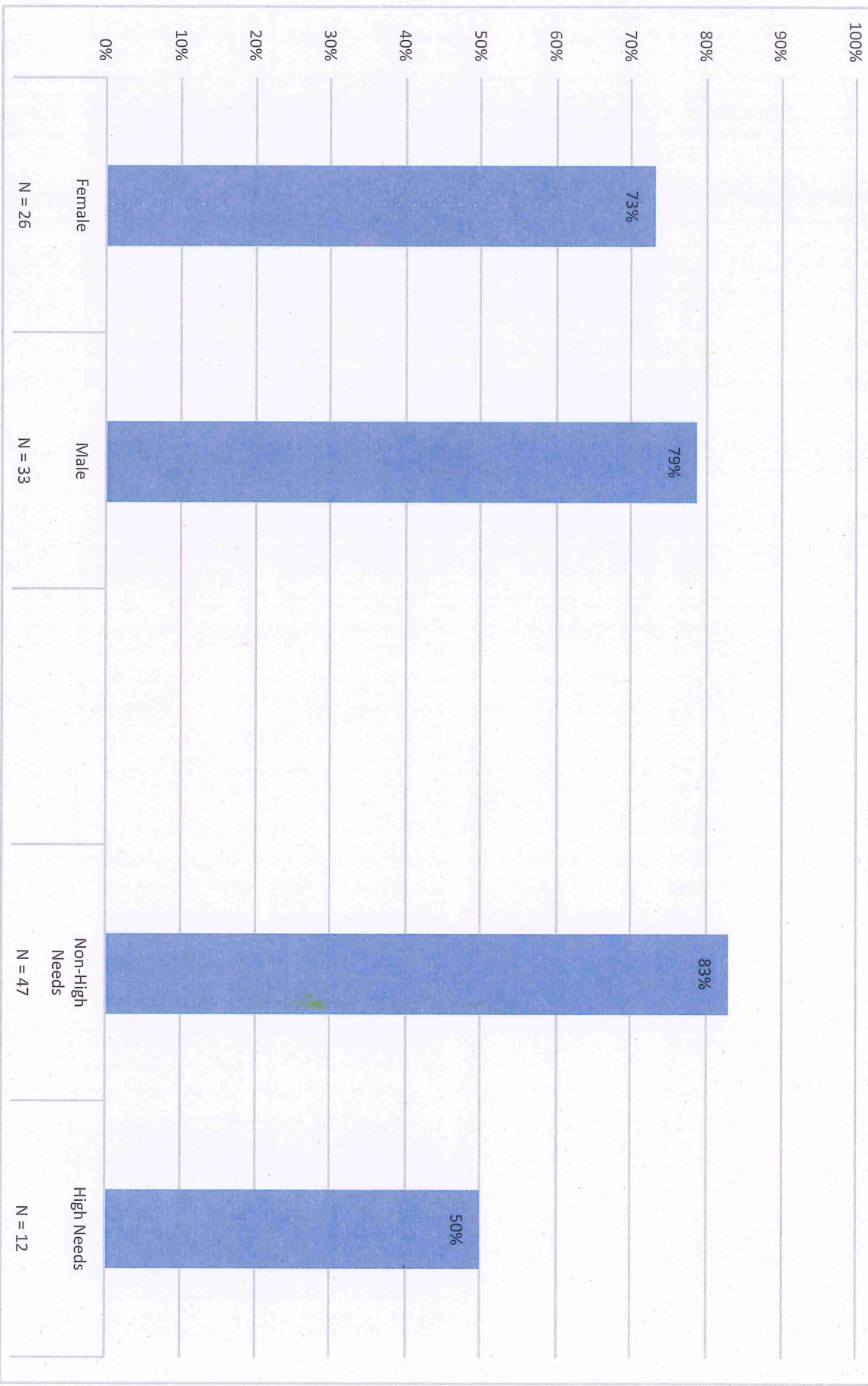
15-16 Math Interview - % Met End-of-Year Benchmark as of March
Lincoln Grade 1 - Benchmark 2 by Gender and High Needs Group



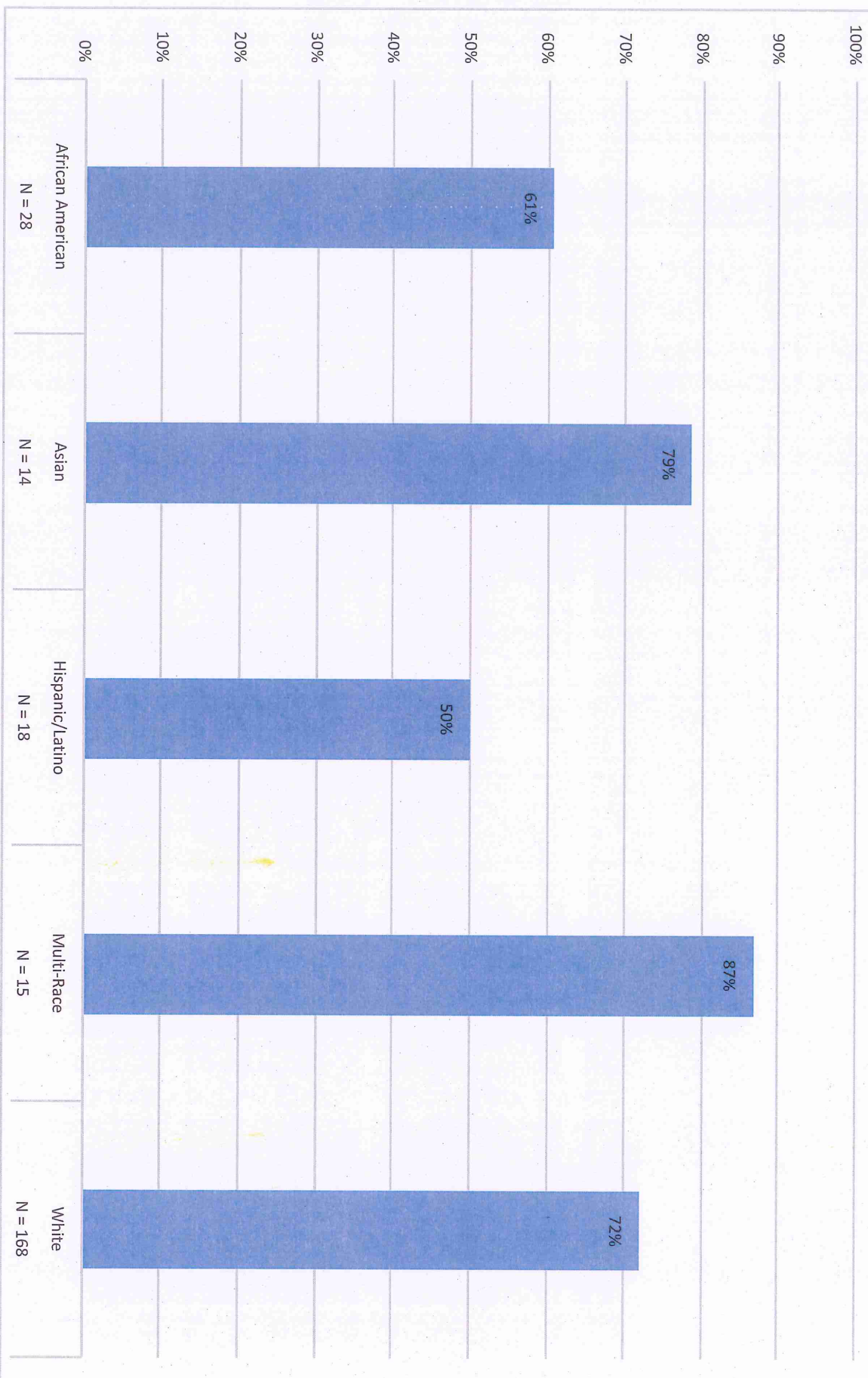
15-16 Math Interview - % Met End-of-Year Benchmark as of March Lincoln Grade 2 - Benchmark 2 by Gender and High Needs Group



15-16 Math Interview - % Met End-of-Year Benchmark as of March Lincoln Grade 3 - Benchmark 2 by Gender and High Needs Group



15-16 Math Interview - % Met End-of-Year Benchmark as of March
Lincoln Grades K-3 - Benchmark 2 by Race/Ethnicity



Appendix E

Overlap of Student Subgroups

**% of K-8 Students Free/Reduced Lunch,
Students w/ Disabilities, and Both
By Race & Ethnicity, 2016-2017 (as of 10/1/16)**

