



# Lincoln Public Schools

To: School Committee and Faculty Members  
From: Mickey Brandmeyer, Mary Sterling  
Re: 2010 MCAS Results Report  
Date: September 22, 2010

This report provides information on the recently released results of the 2010 MCAS in English Language Arts (ELA), Mathematics, and Science. The report is organized in three parts:

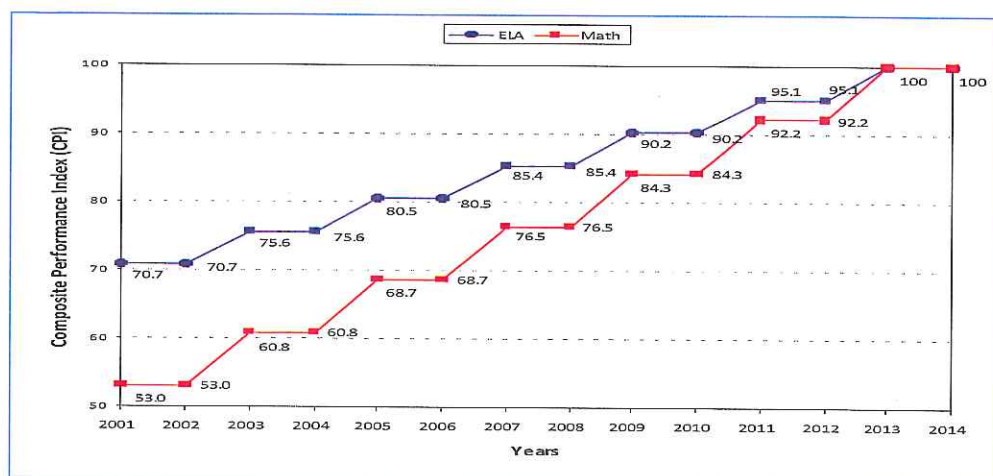
- 1) Information and district results for Adequate Yearly Progress (AYP)
- 2) Information and district results for Student Growth Percentiles (SGP)
- 3) District and School results of Performance Levels in ELA, Mathematics, and Science at each grade.

Each section of the report closes with some comments about next steps administrators and teachers will be taking to work with the data provided by the MCAS results. A November report will offer interpretation of the data and descriptions of the range of work being done throughout the district to respond to needs identified in these results.

## I. Adequate Yearly Progress

Adequate Yearly Progress means the amount of progress that a district, school, or subgroup makes towards the NCLB target of proficiency in ELA and Math by 2014. Each state sets up its own plan and formula for progress which is submitted to the federal government for approval and results are reported each year. The Massachusetts plan has some of the most rigorous standards in the country. The state sets a proficiency target called a "Composite Performance Index" (CPI) in each subject and raises the bar every two years as depicted in the chart below.

**State Performance Targets for ELA and Mathematics, 2001-2014**



In order to make AYP in Massachusetts, scores must meet targets in 3 out of 4 categories:

In order to make AYP in Massachusetts, scores must meet targets in 3 out of 4 categories:

- Participation – Percentage of students assessed should be at least 95%.
- Performance – The Composite Performance Index (CPI) score. CPI is an index score that is calculated by averaging performance scores for each student based on the following chart.

Performance Category	CPI Points	MCAS Scaled Score
Advanced	100	240-280
Proficient	100	240-280
Needs Improvement – High	75	230-238
Needs Improvement – Low	50	220-228
Warning – High	25	210-218
Warning – Low	0	200-209

In addition, scaled scores for students with special needs who took the alternative form of assessment are averaged into the district CPI totals. In order for a district, school, or group to make AYP in 2009, it is required to meet or exceed the state's 2010 performance targets for ELA (90.2) and Math (84.3), or meet the Improvement gain target (see below).

- Improvement – The gain (or shortfall) compared to the CPI gain target that was set by the state for a specific district. The target is established in reference to MCAS results for the district from prior years and mapped against the NCLB proficiency expectations.
- Attendance – The percentage of school attendance rates by all students who took the MCAS tests.

AYP is determined using the following formula:

$$\text{Participation} + (\text{Performance or Improvement}) + \text{Attendance} = \text{AYP}$$

AYP determinations for districts and schools are made for aggregate groups for each subject (ELA and Math) as well as for subgroups of the student population in each subject. Subgroup reporting categories are: Special Education, Limited English Proficiency, Low-Income, African-American / Black, Asian or Pacific Islander, Hispanic, Native American, White. District AYP determinations are based on data for all students, including those based in private settings or educational collaborative schools for the purpose of receiving special education or other services. District AYP is reported in grade level clusters (gr. 3-5, gr. 6-8); school level AYP is calculated on the groups tested in each school for students enrolled prior to October 1<sup>st</sup> in the testing year (Lincoln: gr. 3-8, HPS: gr.3, HMS: gr.4-8).

"Accountability Status" is the final determination by the state based on the district's and each school's history in making AYP. The determination is reported in one of the following categories:

- No Status means that the district does not have to take any action based on AYP.

- Improvement Year 1 means that one or more schools did not make AYP in one or several areas for a second year in a row. Therefore, the district must notify parents, revise the school improvement plan, and provide schools with technical assistance. If any schools in the district did not meet AYP and receive Title I funds, the parents of students in those schools must be offered the option to transfer their children to another school not identified for improvement, if available. In addition, 10% of Title I funds must be used for targeted professional development.
- Improvement Year 2 means that a district did not make AYP in one or several areas for a third year row. Therefore, the district must notify parents, revise the school improvement plan based on new data and analysis of current findings, and provide schools with technical assistance. If any schools in the district receive Title I funds and did not meet AYP, the parents of students in those schools must be offered the option to transfer their children to another school not identified for improvement, if available. Supplemental educational services must be offered to all low-income students in the school. In addition, 10% of Title I funds must be used for targeted professional development.
- Corrective Action means that a district did not make AYP for a fourth year and all requirements for Improvement Year 2 continue with the addition of specific corrective actions and public notification.

### **What are subgroups?**

Subgroups are defined as Special Education, Limited English Proficiency, Low-Income, African-American /Black, Asian or Pacific Islander, Hispanic, Native American, and White. AYP determinations are calculated for subgroups if there are at least 40 students in a specific subgroup and the subgroup is at least 5% of the number of students in total or the subgroup consists of at least 200 students. Because of the small size of the Lincoln Public Schools, subgroup reporting exists at the district level but sometimes is not reported at the school level due to low incidence of groups in a given grade span.

**Lincoln's District Results: 2010 AYP Data District Summary** See chart on following page.

Lincoln:  
2010 AYP Data - All Grades

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	AYP 2010
Aggregate	658	655	100	Yes	655	91.6	Yes	88.5	2.3	88.8-92.8	Yes	95.8	0.4	Yes	Yes
Lim. English Prof.	31	31	-	-	31	87.9	-	-	-	-	-	-	-	-	-
Special Education	86	86	100	Yes	86	70.1	No	64.6	7.1	67.2-76.2	Yes	95.4	2.2	Yes	Yes
Low Income	89	89	100	Yes	89	84.3	No	77.0	4.6	77.1-86.1	Yes	95.5	0.4	Yes	Yes
Afr. Amer./Black	86	86	100	Yes	86	87.2	No	84.6	3.1	84.6-91.9	Yes	96.2	0.2	Yes	Yes
Asian or Pacif. Isl.	44	44	100	Yes	44	93.2	Yes	89.7	2.1	89.7-96.3	Yes	97.5	0.3	Yes	Yes
Hispanic	62	62	100	Yes	62	85.9	No	78.2	4.4	78.2-87.1	Yes	94.0	-0.8	Yes	Yes
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	432	429	99	Yes	429	93.1	Yes	91.2	1.8	91.2-95.0	Yes	95.8	0.8	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	AYP 2010
Aggregate	660	658	100	Yes	658	84.2	No	80.9	3.8	82.7-86.7	Yes	95.8	0.4	Yes	Yes
Lim. English Prof.	32	32	-	-	32	82.8	-	-	-	-	-	-	-	-	-
Special Education	87	87	100	Yes	87	59.8	No	50.9	9.8	56.2-65.2	Yes	95.4	2.2	Yes	Yes
Low Income	89	89	100	Yes	89	71.3	No	63.0	7.4	65.9-74.9	Yes	95.5	0.4	Yes	Yes
Afr. Amer./Black	85	85	100	Yes	85	71.2	No	68.3	6.3	70.1-79.1	Yes	96.2	0.2	Yes	Yes
Asian or Pacif. Isl.	45	45	100	Yes	45	89.4	Yes	88.0	2.4	88.0-94.9	Yes	97.5	0.3	Yes	Yes
Hispanic	62	62	100	Yes	62	73.4	No	70.0	6.0	71.5-80.5	Yes	94.0	-0.8	Yes	Yes
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	433	431	100	Yes	431	87.6	Yes	84.9	3.0	85.9-89.9	Yes	95.8	0.8	Yes	Yes

The combined results for all students in grades 3-8 (Lincoln, Hanscom, & out-of-district Special Education) show that our district has met AYP in the aggregate for both ELA and Math, which has been true every year since 2001. Our students consistently score at very high percentages in the Participation and Attendance categories. In English Language Arts, the "performance rating" for our district is defined as "very high," and for Mathematics, our performance rating is defined as "high." Overall in 2010, district scores demonstrate an increase, showing group gains in many areas.

However, when such results are disaggregated into grade spans and subgroups, some variations in performance occur and there are still two instances where our students' performance did not meet AYP. In the categories listed below, the results are described for grade spans and subgroups.

#### Grades 3-8 Subgroups

When the performance of all subgroups is taken together, the district did indeed meet AYP for these groups in ELA but not in math. This means that the district accountability status is "Improvement Year 2 – subgroups" because this is the third year in a row that the category of subgroups did not meet the targets established by the state in one or more subjects.

#### Grade-Spans

In grades 3-5 for all students, the district scores did meet the AYP target for ELA and for Mathematics. This represents an improvement over ratings in 2009. The aggregate scores for the grade span 6-8 also met the ELA and Mathematics targets.

#### Grade-Spans Subgroups

In grades 3-5 ELA and Mathematics, all subgroups met AYP. In the grade 6-8 span for ELA, all subgroups met the gain target determined by the state. In Mathematics, however, only the African-American subgroup did not meet AYP (see discussion in section on the Lincoln School).

Some of our subgroup performance has not met AYP in the past three years, our district accountability status for subgroups is "Improvement Year 2."

**Lincoln School Results: Grades 3-8 2010 AYP Data Summary** See chart on following page.

Massachusetts School and District Profiles  
Lincoln School

## Lincoln School - 2010 Accountability Data

District: Lincoln (01570000)  
School: Lincoln School (01570025)  
Accountability & Assistance Level: Level 2  
School Title I Status: Non-Title I School (NT)  
NCLB School Choice Required: No  
Supplemental Educational Services Required: No

### 2010 Adequate Yearly Progress (AYP) Data - Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	414	411	99	Yes	410	94.0	Yes	92.6	1.5	92.6-96.6	Yes	95.9	0.4	Yes	Yes
Lim. English Prof.	23	23	-	-	23	91.3	-	-	-	-	-	-	-	-	-
Special Education	50	50	100	Yes	50	73.5	No	72.4	5.5	73.4-82.4	Yes	95.7	1.6	Yes	Yes
Low Income	42	42	100	Yes	42	82.7	No	76.3	4.7	76.5-85.5	Yes	94.7	0.1	Yes	Yes
Afr. Amer./Black	51	51	100	Yes	51	85.8	No	87.0	2.6	87.0-94.1	No	95.9	0.3	Yes	No
Asian or Pacif. Isl.	36	36	-	-	36	94.4	-	-	-	-	-	-	-	-	-
Hispanic	24	24	-	-	24	83.3	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	283	280	99	Yes	279	96.2	Yes	95.7	0.9	95.7-99.1	Yes	95.7	0.4	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	416	414	100	Yes	411	88.7	Yes	86.9	2.6	87.0-92.0	Yes	95.9	0.4	Yes	Yes
Lim. English Prof.	24	24	-	-	23	89.1	-	-	-	-	-	-	-	-	-
Special Education	50	50	100	Yes	50	65.5	No	59.6	8.1	63.2-72.2	Yes	95.7	1.6	Yes	Yes
Low Income	42	42	100	Yes	42	70.2	No	68.8	6.2	70.5-79.5	No	94.7	0.1	Yes	No
Afr. Amer./Black	51	51	100	Yes	51	67.2	No	69.4	6.1	71.0-80.0	No	95.9	0.3	Yes	No
Asian or Pacif. Isl.	37	37	-	-	36	94.4	-	-	-	-	-	-	-	-	-
Hispanic	24	24	-	-	24	74.0	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	284	282	99	Yes	280	93.1	Yes	91.4	1.7	91.4-95.6	Yes	95.7	0.4	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status	
		2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups	
	All Subgroups	Yes	Yes	Yes	Yes	No	No	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups	
	All Subgroups	Yes	Yes	Yes	Yes	No	No	No	No		

The results for all students in grades 3-8 in ELA earned a performance rating of “very high” and an improvement rating of “on target” for meeting proficiency in 2014. The aggregate scores of all students met AYP, as did those of all subgroups except the African-American group, which did not meet AYP.

In Math, the performance rating for all students in grades 3-8 is “high” and the improvement rating is “on target.” The aggregate scores of all students met AYP, as did the scores for most subgroups except the African-American and Low Income group, which did not meet AYP.

The AYP determination for a subgroup is calculated using a “gain target” for improvement that the state sets every year for each group. The performance of African-American students in ELA does not meet AYP because the scores missed the state determined gain target for the group by 1.2 CPI points. In Math, the performance of students in this group did not meet AYP; their scores fell short of the gain target by 3.8 CPI points. In Math, the Low-income subgroup missed the state target for their group by .3 CPI points.

Since two subgroups did not make AYP, the accountability status for the Lincoln School is “Corrective Action” because the school had an “Improvement Year 2” status last year.

**Hanscom Primary School Results: Grade 3 2010 AYP Data Summary** See chart on following page.

Massachusetts School and District Profiles  
Hanscom Primary

## Hanscom Primary - 2010 Accountability Data

District: Lincoln (01570000)  
School: Hanscom Primary (01570006)  
Accountability & Assistance Level: Level 1  
School Title I Status: Title I School (TA)  
NCLB School Choice Required: No  
Supplemental Educational Services Required: No

### 2010 Adequate Yearly Progress (AYP) Data - Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	48	48	100	Yes	45	87.2	No	81.4	3.7	81.4-89.6	Yes	95.4	-0.3	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	29	29	-	-	27	88.0	-	-	-	-	-	-	-	-	-

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	48	48	100	Yes	45	82.2	No	80.9	3.8	80.9-89.2	Yes	95.4	-0.3	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	29	29	-	-	27	81.5	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No Status
	All Subgroups	Yes	-	-	-	No	-	-	-	
MATH	Aggregate	-	-	-	-	Yes	No	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	-	-	-	

The results for all students in grade 3 in ELA earned a performance rating of “high” and an improvement rating of “on target.” Third graders in Spring 2010 made a gain in scores of 5.8 CPI points compared to third graders in 2009. The number of students in subgroups is statistically too small to report.

In Math, the performance rating for all third graders is “high” and the improvement rating is “on target,” which means that the aggregate did meet AYP because they met the gain target for the school. Again, the number of students in subgroups is statistically too small to report.

**Hanscom Middle School Results: Grades 4-8 2010 AYP Data Summary** See chart on following page

Massachusetts School and District Profiles  
Hanscom Middle

# Hanscom Middle - 2010 Accountability Data

District: Lincoln (01570000)  
School: Hanscom Middle (01570305)  
Accountability & Assistance Level: Level 1  
School Title I Status: Title I School (TA)  
NCLB School Choice Required: Yes  
Supplemental Educational Services Required: No

## 2010 Adequate Yearly Progress (AYP) Data - Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	191	191	100	Yes	176	88.8	No	84.1	3.2	84.8-89.8	Yes	95.9	0.3	Yes	Yes
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	27	27	-	-	23	64.1	-	-	-	-	-	-	-	-	-
Low Income	39	39	-	-	37	86.5	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	28	28	-	-	24	94.8	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	28	28	-	-	26	88.5	-	-	-	-	-	-	-	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	118	118	100	Yes	109	86.9	No	85.9	2.8	86.2-91.2	Yes	96.2	1.0	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	191	191	100	Yes	172	77.8	No	71.1	5.8	74.4-79.4	Yes	95.9	0.3	Yes	Yes
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	28	28	-	-	23	52.2	-	-	-	-	-	-	-	-	-
Low Income	39	39	-	-	37	73.0	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	27	27	-	-	21	79.8	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	28	28	-	-	26	76.0	-	-	-	-	-	-	-	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	118	118	100	Yes	108	77.3	No	72.9	5.4	75.8-80.8	Yes	96.2	1.0	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status	
		2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Improvement Year 1	
	All Subgroups	No	Yes	Yes	Yes	Yes	No	Yes	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Improvement Year 1	
	All Subgroups	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes		

The results for all students in grade 4-8 in ELA earned a performance rating of “high” and an improvement rating of “on target.” This is a significant improvement from last year. Overall, student scores in ELA increased 4.9 CPI points from the previous year. The number of students in subgroups is statistically too small to report.

In Math, the performance rating for all 4<sup>th</sup> – 8<sup>th</sup> graders is “moderate” and the improvement rating is “on target.” Student scores increased 6.7 CPI points from 2009, making it possible for the school to meet the gain target determined by the state. This is an impressive gain. Again, the number of students in subgroups is statistically too small to report.

Despite these significant gains in 2010, the school accountability status is: “Improvement Year 1” because the school did not meet AYP in 2009 in both ELA and Math. The state formula requires a school to meet AYP targets for two years before returning to a “no status” designation.

## II. Student Growth Percentiles

Last year, the DESE piloted a new metric, the Student Growth Percentile (SGP). This percentile reflects the amount of growth in individual student performance in each subtest (ELA and Math) compared to academic peers from across the state. The score is based on a student's progress over at least two years of MCAS testing. The percentile score is derived by calculating the rate of change of a student's performance compared to change in the same time period for other students with a similar score history.

This year, the DESE published student growth percentile (SGP) data for every district and included the SGP scores in the student reports sent home to families. The SGP is based on a percentile, with three broad ranges:

<b>SGP Range</b>	<b>Description</b>
1 - 39	<i>Lower Growth</i>
40 - 60	<i>Moderate Growth</i>
61 - 99	<i>Higher Growth</i>

An example of a student's SGP in English language Arts and Mathematics is displayed in the spring 2010 MCAS Parent/Guardian Report shown on the following pages.



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**

# MCAS Tests of Spring 2010

## Parent/Guardian Report

Name:

SASID:

School:

Grade: 6

District:

Date of Birth:

Dear Parent(s) or Guardian(s):

This year, for the first time, the Department is pleased to provide information about how much your child's MCAS achievement in English Language Arts (ELA) and Mathematics changed over the past year. Each child who participated in the MCAS ELA or Mathematics tests in grades 4–8 or 10 in 2010 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP will help increase your understanding of MCAS scores by telling you how your child's progress compares to the progress of other students.

Traditional MCAS scores and achievement levels (such as *Proficient*) measure your child's mastery, as of last spring, of the state curriculum frameworks. While these scores are important, they are not able to tell you how much your child's achievement improved since the last MCAS test. The SGP helps complete the picture by telling you how your child's progress compares to other students who earned similar MCAS scores on previous tests.

Growth percentile scores range from 1 to 99, with 50 being average. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores.

A student's test scores may indicate higher or lower growth for many reasons. Student performance on MCAS tests can be influenced by any combination of personal effort, the quality of instruction received, and other factors. MCAS scores and SGPs by themselves cannot tell us what caused higher achievement or higher growth, but I hope these scores will give parents and teachers a clearer picture of the kind of effort and support each student needs to succeed.

Growth scores for your child's school and district have also been included in this report. Because SGPs are percentiles, the state median, or middle score, is always 50. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts.

Thank you for your interest and involvement in your child's education.

Sincerely,

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

### What is MCAS?

The MCAS program meets the requirements of the Education Reform Act of 1993, which states that the testing program must

- test all public school students in Massachusetts, including students with disabilities and limited English proficient students;
- measure performance based on the Massachusetts curriculum framework learning standards;
- report on the performance of individual students, schools, and districts.

The MCAS program also holds schools and districts responsible for the yearly progress they make toward meeting the goal, set by the federal No Child Left Behind Act, that students will become proficient in reading and mathematics.

### How are MCAS test results used?

MCAS results are used for the following purposes:

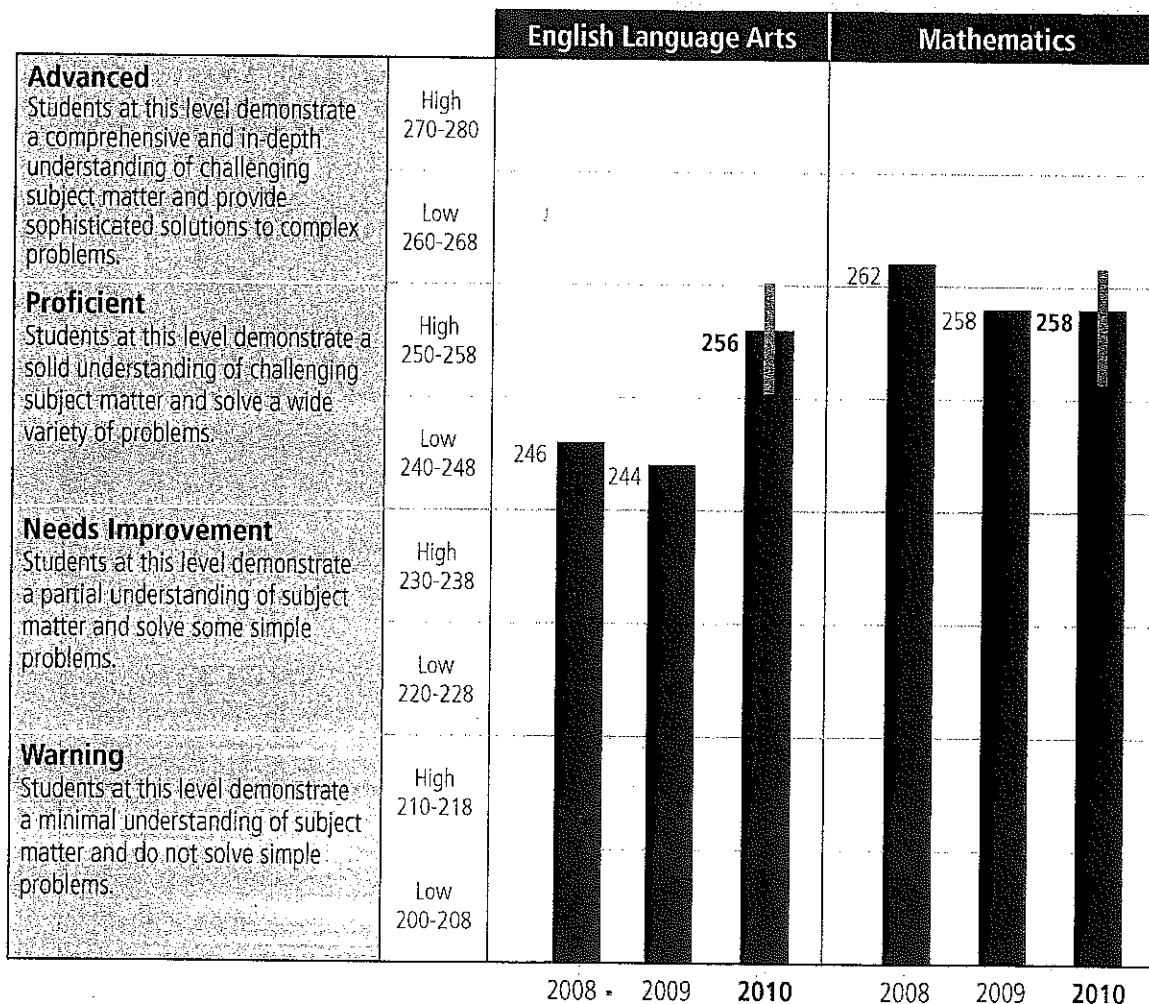
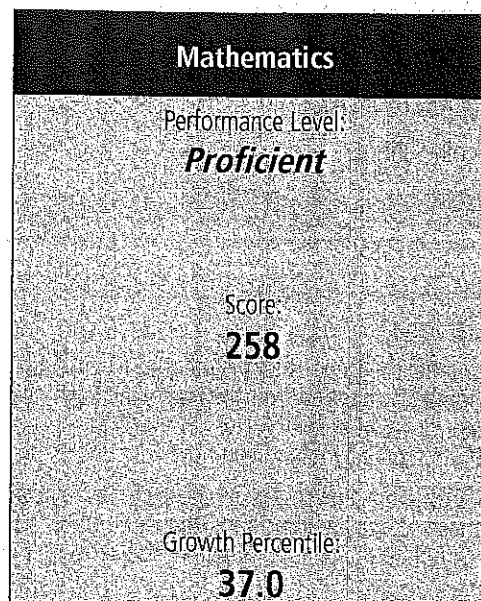
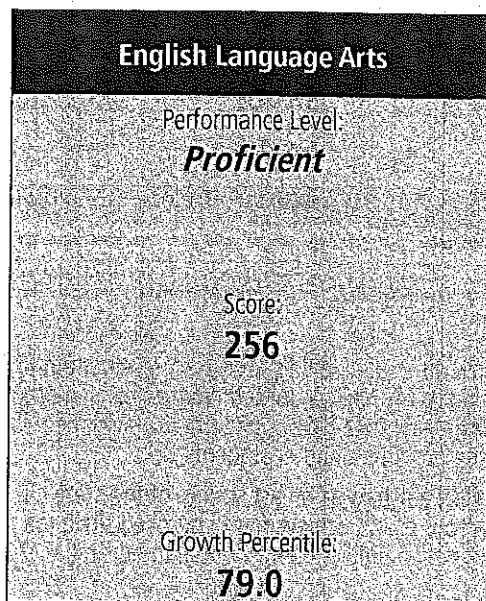
- To show whether schools are helping their students meet the state standards
- To help educators plan improvements to curriculum and instruction
- To determine whether your child meets the state testing requirements for earning a high school diploma
- To determine whether your child is eligible for the John and Abigail Adams Scholarship based on grade 10 ELA and Mathematics results

### Where can you find more information?

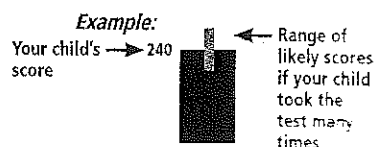
<http://www.doe.mass.edu/MCAS/parents>

## Your child's 2010 performance levels and scores

This section shows your child's MCAS scores and performance levels from 2010 and prior years (if available). It also gives your child's 2010 growth percentile in English Language Arts and Mathematics.



In the figure above, the top of the black bar indicates your child's score on each test. The small gray bar, included for 2010 only, shows the range of likely scores your child would receive if he or she took the test multiple times.



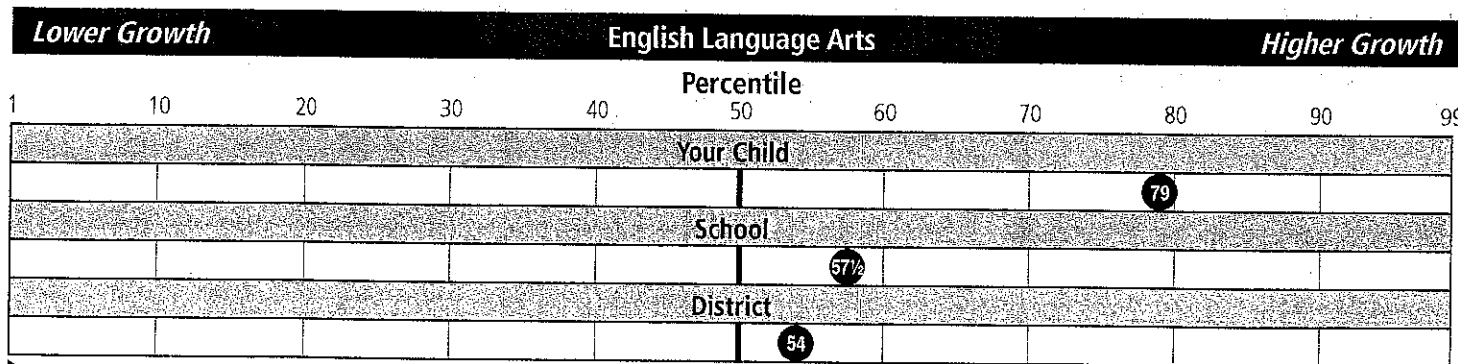
### Your child's performance compared to school, district, and state performance in grade 6

This section shows your child's achievement in each subject. It also shows the percentage of students at each performance level in your child's school, district, and the state. The check (✓) indicates your child's performance level.

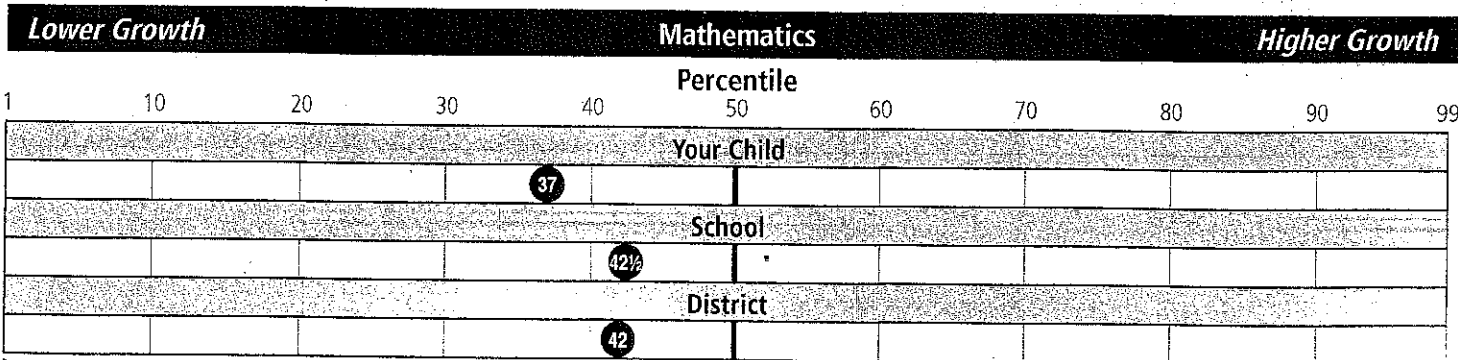
English Language Arts				
Performance Level	Your Child	School	District	State
Advanced		38%	26%	15%
Proficient	✓	53%	58%	54%
Needs Improvement		5%	12%	21%
Warning		4%	4%	9%
Mathematics				
Performance Level	Your Child	School	District	State
Advanced		51%	37%	27%
Proficient	✓	27%	23%	32%
Needs Improvement		18%	28%	25%
Warning		4%	12%	16%

### Growth Percentile

Your child's 2010 growth percentile compares his or her MCAS progress with the progress of all students in the state who received similar MCAS scores in prior years. The school, district, and state growth percentiles represent the growth of the median, or middle, student in your child's grade. The state median is always 50. Growth percentiles below 40 suggest that your child's progress is low compared to most students. Growth percentiles between 40 and 60 represent average progress. Growth percentiles above 60 represent better progress than most students with similar prior achievement have accomplished.



▶ Your child's 2010 English Language Arts MCAS growth percentile is **79.0**. Your child's 2010 English Language Arts MCAS score is **higher** than the scores of **79.0%** of the students in the state who received similar English Language Arts MCAS scores in prior years.



▶ Your child's 2010 Mathematics MCAS growth percentile is **37.0**. Your child's 2010 Mathematics MCAS score is **higher** than the scores of **37.0%** of the students in the state who received similar Mathematics MCAS scores in prior years.

### How your child did on individual test questions

This section shows how your child did on each test question. In the bottom row (Your Child's Score) for each subject, you will find whether your child gave the correct answer on multiple-choice questions and the number of points earned by your child on other types of questions. Reporting Category codes are given in the table at the bottom of this page. Released test questions are available at <http://www.doe.mass.edu/MCAS/testitems.html>.

English Language Arts																																												
Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
Reporting Category	LT	LT	LT	LT	LA	LT	LT	LT	LT	LT	LT	LT	LT	LA	LA	LA	LT	LT	LT	LT	LT	LT	LA	LT	LT	LT	LT	LT	LT	LT	LT	LT	LA	LT	LT	LT	LT	LA	LA					
Your Child's Score	✓	✓	B	✓	✓	3/4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3/4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Mathematics																																												
Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42		
Reporting Category	NS	NS	PR	PR	NS	NS	PR	PR	PR	NS	GE	NS	NS	PR	NS	PR	ME	SP	NS	ME	PR	SP	NS	ME	NS	PR	SP	ME	NS	GE	NS	PR	GE	SP	PR	PR	PR	GE	SP	PR	NS	NS		
Your Child's Score	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	1/4	✓	✓	✓	✓	✓	✓	4/4	✓	✓	✓	✓	✓	✓	✓	✓	0	3/4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4/4

Question Type	Score Codes	
Multiple-choice	✓	Correct answer (1 point earned)
	A, B, C, or D	Incorrect answer on a released question (0 points earned)
	—	Incorrect answer on an unreleased question (0 points earned)
	*	More than one answer (0 points earned)
Short-answer (Mathematics only)	✓	Correct answer (1 point earned)
	0	Incorrect answer (0 points earned)
Open-response	x/4	x points earned out of 4
Writing prompt (ELA grades 4, 7, and 10 only)	x/12	x points earned out of 12 for Topic Development (CT)
	x/8	x points earned out of 8 for Standard English Conventions (CC)
All types	blank space	No answer (0 points earned)

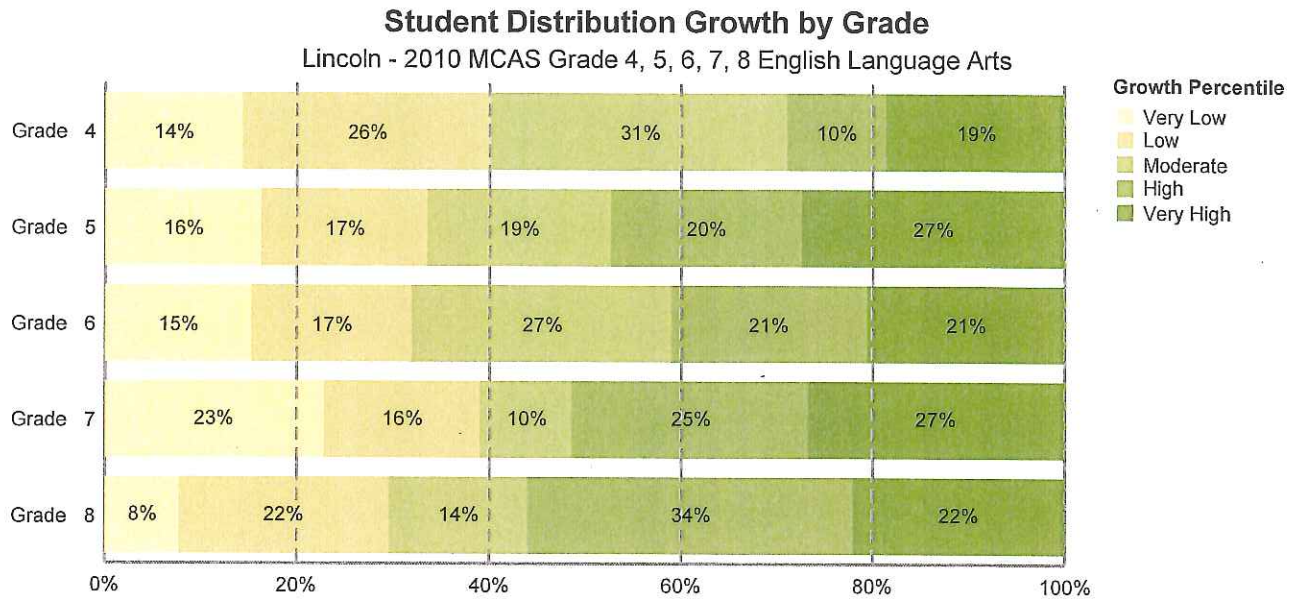
### Your child's scores in the sub-content areas measured by each test

Each test measures knowledge and skills in various sub-content areas (reporting categories). This section shows the percentage of possible points earned by your child in each sub-content area. For comparison, you will also find the percentage of possible points earned by students who performed at the low end of the *Proficient* level across the state. This information can give you a general impression of your child's relative strengths and weaknesses.

English Language Arts		Reporting Category Code	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level
Language		LA	75%	70%
Reading and Literature		LT	84%	65%
Mathematics		Reporting Category Code	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level
Number Sense and Operations		NS	89%	67%
Patterns, Relations, and Algebra		PR	93%	74%
Geometry		GE	57%	67%
Measurement		ME	86%	66%
Data Analysis, Statistics, and Probability		SP	88%	65%

At the district level, the SGP data by grade in both ELA and Math provide a larger picture of the growth trends. In the bar graphs below, each colored section of the bar indicates the percentage of students whose SGP scores are in one of five quintiles (categories) of growth: very low, low, moderate, high, and very high.

The bar graphs on the following pages display these data.

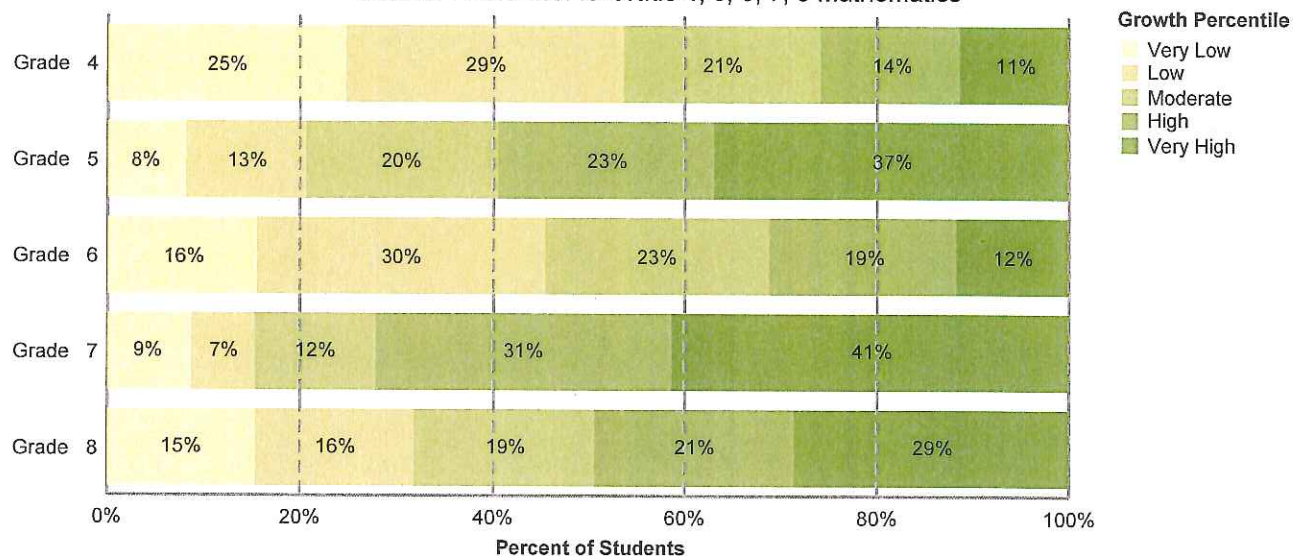


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient
Grade 4	97	14	25	30	10	18	62%
Grade 5	110	18	19	21	22	30	75%
Grade 6	78	12	13	21	16	16	84%
Grade 7	105	24	17	10	26	28	80%
Grade 8	91	7	20	13	31	20	93%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

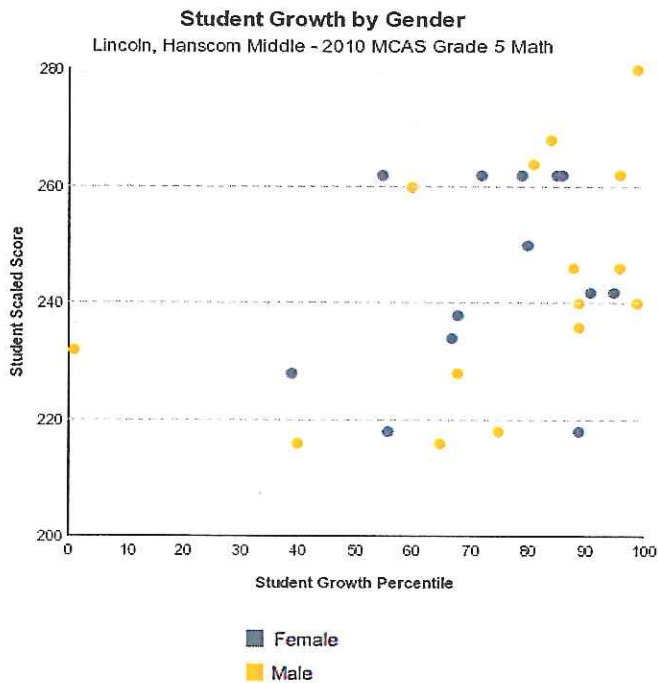
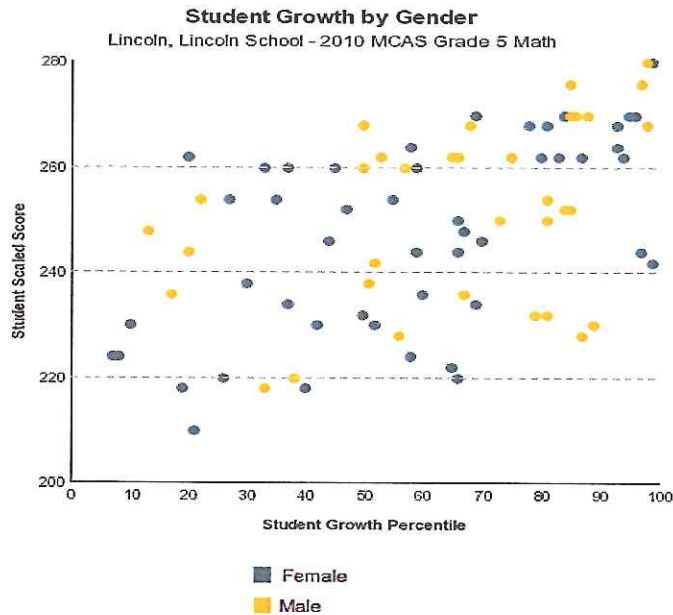
**Student Distribution Growth by Grade**  
Lincoln - 2010 MCAS Grade 4, 5, 6, 7, 8 Mathematics



	N Students	Very Low	Low	Moderate	High	Very High	% Proficient
Grade 4	97	24	28	20	14	11	53%
Grade 5	111	9	14	22	25	41	66%
Grade 6	77	12	23	18	15	9	61%
Grade 7	104	9	7	13	32	43	63%
Grade 8	91	14	15	17	19	26	70%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

SGP data can be presented in a scatterplot graph – see examples from grade 5 Mathematics at each school on the next page – which displays the relationship between student scaled scores and student growth percentile. The interpretation of this type of display will be discussed at the School Committee presentation on September 30<sup>th</sup>.



Our next steps in working with the new SGP scores will focus on these questions for individual students and targeted groups:

- What interpretation and instructional decisions can be made when student growth scores are connected to their performance level?
- For students with low growth scores, what do other sources of data tell us about their learning progress?
- For students who score at low performance levels (Needs Improvement and Warning), what do their growth scores tell us about actual progress? What possible instructional approaches or interventions might be needed? What might we explore about these students' own sense of efficacy and success?

### III. District and School Results: English Language Arts, Mathematics, Science

The annual results of the 2010 Massachusetts Comprehensive Assessment System (MCAS) for the Lincoln Public Schools includes both district-level and school-level results. The chart below depicts which tests were administered to students in grades 3-8 in spring, 2010:

Grade	ELA	Math	Science
3	X	X	
4	X	X	
5	X	X	X
6	X	X	
7	X	X	
8	X	X	X

In each subject area the results are displayed by grade level in charts depicting the school, district and state percentages in each level of performance: *Advanced*, *Proficient*, *Needs Improvement*, and *Warning*. Scores of total district students tested include students who were actually assessed either in our district or out-of-district, using the standard test or an alternative assessment. Please note: because the out-of-district student scores are reported in our district total, the total number of students tested may be higher than the sum of students tested in each school at a given grade level. According to state guidelines, if students arrived in our district after October 1<sup>st</sup>, 2009, their scores are not reflected in these results.

Eight of our students with special needs participated in the MCAS Alternative Assessment, known as "MCAS Alt." The assessment consists of a portfolio of specific materials, collected annually, which may include work samples, instructional data, videotapes and other supporting information. The portfolio is submitted to the state for evaluation and determination of performance level: *Progressing*, *Emerging*, or *Awareness*. This year, the eight students all scored at the top level: *Progressing*.

At the end of each subject area section, a multi-year cohort chart by school is displayed to facilitate comparisons at the grade level in previous years and to trace longitudinal progress of a given group of students. One must be cautious about cohort analysis because our Hanscom

campus has approximately one third turnover of students every year. The cohort changes so much in just two years that it is not possible to determine the longitudinal progress of a whole group of students over multiple years. At Lincoln School, the turnover is very small and therefore cohort progress analysis is more informative. Scrutiny of performance at the same grade level over several years must take into account differences in each grade level group. Variation in student population in a given grade may cause scores to fluctuate substantially, especially in small schools. Because both these issues skew a large scale analysis in a small district like ours, it is generally more useful to focus the analysis of performance on targeted groups and individual students.

At the end of each set of scores by subject, a sample of the new state charts available through the Education Data Warehouse depicts grade level performance scores over three years. Finally, there is a brief statement about some overall trends and the next steps the district is taking to analyze and act upon these results.

## ENGLISH LANGUAGE ARTS

### 2010 Grade 3 Reading Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Proficient +		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Primary School	45	4	2	64	29	24	11	7	3
Lincoln School	55	16	9	69	38	11	6	4	2
Lincoln District	102	11	11	67	67	18	17	5	5
State		14%		49%		30%		8%	

### 2010 Grade 4 ELA Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	41	5	2	46	19	44	18	5	2
Lincoln School	67	10	7	61	41	28	19	0	0
Lincoln District	113	8	9	54	60	35	37	4	2
State		11%		43%		35%		12%	

### 2010 Grade 5 ELA Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	32	6	2	62	20	19	6	12	4
Lincoln School	85	35	30	42	36	20	17	2	2
Lincoln District	118	27	32	47	56	20	23	5	6
State		16%		47%		28%		10%	

**2010 Grade 6 ELA Results with Comparison to State**

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	32	9	3	66	21	19	6	6	2
Lincoln School	55	38	21	53	29	5	3	4	2
Lincoln District	93	26	24	58	50	12	9	4	4
State		15%		54%		21%		9%	

**2010 Grade 7 ELA Results with Comparison to State**

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	37	11	4	73	27	16	6	0	0
Lincoln School	80	19	15	62	50	10	8	9	7
Lincoln District	122	16	19	64	77	11	14	9	7
State		11%		61%		21%		7%	

**2010 Grade 8 ELA Results with Comparison to State**

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	34	26	9	65	22	9	3	0	0
Lincoln School	68	34	24	63	43	3	2	0	0
Lincoln District	106	31	33	62	65	5	5	2	0
State		17%		61%		16%		7%	

#### 4-Year ELA Performance Level Comparison by School

Hanscom Middle School---cohorts can be tracked by color

Year	% Advanced				% Proficient				%Needs Improvement				% Warning			
	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007
GR 4	5	0	4	3	46	33	37	53	44	37	47	38	5	30	11	5
GR 5	6	0	5	12	62	63	62	60	19	35	31	29	12	2	2	0
GR 6	9	4	21	12	66	67	61	60	19	24	15	21	6	4	3	7
GR 7	11	24	10	8	73	59	52	76	16	18	34	16	0	0	2	0
GR 8	26	17	23	9	65	63	65	83	9	20	13	9	0	0	0	0

#### 4-Year ELA Performance Level Comparison by School

Lincoln School--- cohorts can be tracked by color

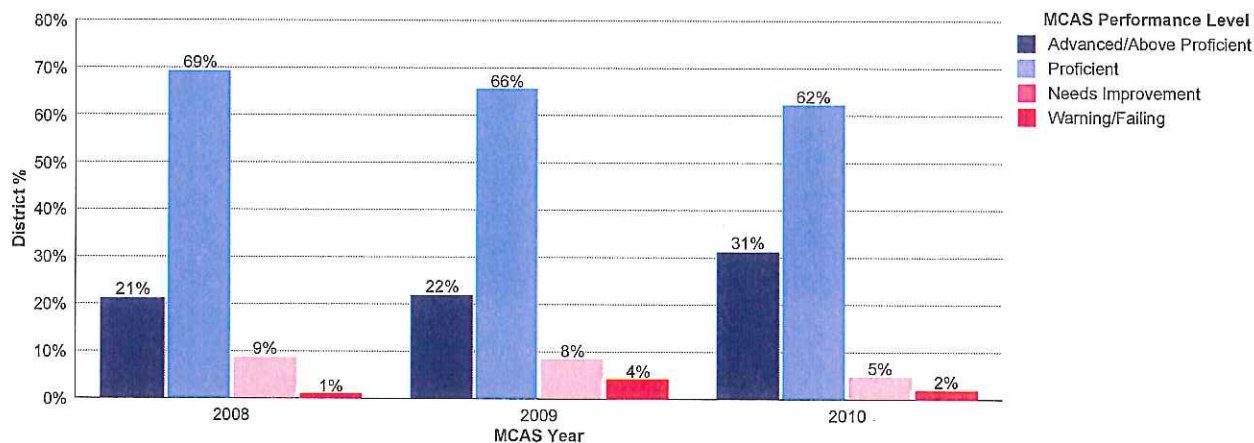
Year	% Advanced				% Proficient				%Needs Improvement				% Warning			
	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007
GR 4	10	15	8	15	61	48	58	55	28	36	27	24	0	1	6	6
GR 5	35	31	23	25	42	55	54	60	20	14	16	11	2	0	6	4
GR 6	38	24	38	14	53	56	47	70	5	16	10	12	4	4	3	4
GR 7	19	13	47	38	62	75	43	52	10	11	9	9	9	1	1	2
GR 8	34	26	20	28	63	71	72	66	3	1	7	6	0	1	0	0

The sample chart below depicts three years of performance levels for eighth graders in English Language Arts. The increase in Advanced scores and decline in non-proficient scores is evident over the three year period.

A historical look at ELA scores in Lincoln reveals that in the younger grades, a lower percentage of students tend to score at the Proficient and Advanced levels than in the older grades. This trend has held true in the 2010 MCAS scores: 78% of third graders scored Proficient or better and 93% of eighth graders scored Proficient or better.

Our next steps in analysis will focus in each school at the grade level and on individuals in English Language Arts who are still in the "Needs Improvement" or "Warning" categories. We will also work with the Item Analysis with particular focus on released questions, the scores in Open Response questions, and the scores in Long Composition at grade 4 and 7 to identify any patterns of response that indicate a need for more focused teaching.

Students Included: On or after Oct 1



MCAS Year	MCAS Performance Level	District #	District %	State %
2008	Advanced	22	21%	12%
	Proficient	72	69%	63%
	Needs Improvement	9	9%	18%
	Warning	1	1%	7%
2008 Students		104		
2009	Advanced	26	22%	15%
	Proficient	78	66%	63%
	Needs Improvement	10	8%	15%
	Warning	5	4%	6%
2009 Students		119		
2010	Advanced	33	31%	17%
	Proficient	66	62%	61%
	Needs Improvement	5	5%	16%
	Warning	2	2%	7%
2010 Students		106		

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

October enrollment filter is applied to the District results only. State results include On or After Oct. 1.

## MATHEMATICS

### 2010 Grade 3 Mathematics Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Proficient +		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Primary School	45	22	10	42	19	29	13	7	3
Lincoln School	55	35	19	47	26	18	10	0	0
Lincoln District	103	28	29	45	45	24	23	3	3
State		25%		40%		24%		11%	

### 2010 Grade 4 Mathematics Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	41	10	4	34	14	54	22	2	1
Lincoln School	67	12	8	48	32	36	25	4	3
Lincoln District	116	11	12	41	46	42	47	5	4
State		16%		32%		41%		11%	

### 2010 Grade 5 Mathematics Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	32	38	12	25	8	22	7	16	5
Lincoln School	85	41	35	27	23	27	23	5	4
Lincoln District	118	40	47	26	31	25	30	8	9
State		25%		30%		28%		17%	

### 2010 Grade 6 Mathematics Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	30	23	7	23	7	33	10	20	6
Lincoln School	55	51	28	27	15	18	11	4	2
Lincoln District	94	37	35	23	22	28	21	12	8
State		27%		32%		25%		16%	

### 2010 Grade 7 Mathematics Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	35	9	3	40	14	37	13	14	5
Lincoln School	81	28	23	44	36	15	12	12	10
Lincoln District	121	21	26	41	50	21	25	16	15
State		14%		39%		27%		19%	

### 2010 Grade 8 Mathematics Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	34	21	7	35	12	29	10	15	5
Lincoln School	68	51	36	28	19	15	10	6	4
Lincoln District	106	41	43	29	31	20	20	10	9
State		22%		29%		28%		21%	

### 4-Year Mathematics Performance Level Comparison by School

Hanscom Primary and Middle School--- cohorts can be tracked by color

Year	% Advanced				% Proficient				% Needs Improvement				% Warning			
	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007
GR 3	22	18	7	11	42	42	43	38	29	25	35	34	7	15	16	17
GR 4	10	8	13	5	34	24	25	27	54	45	52	61	2	24	11	7
GR 5	38	9	5	26	25	33	32	31	22	42	48	31	16	16	14	12
GR 6	23	9	18	12	23	28	45	40	33	46	27	21	20	17	9	28
GR 7	9	31	12	18	40	38	32	32	37	19	25	29	14	13	29	21
GR 8	21	17	23	24	35	32	30	26	29	22	24	39	15	29	23	11

Lincoln School--- cohorts can be tracked by color

Year	% Advanced				% Proficient				% Needs Improvement				% Warning			
	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007
GR 3	35	35	35	31	47	42	32	49	18	19	25	11	0	4	7	8
GR 4	12	20	29	15	48	36	48	43	36	39	20	30	4	6	3	11
GR 5	41	45	27	32	27	31	36	36	27	17	22	23	5	7	13	8
GR 6	51	30	36	25	27	39	31	39	18	20	19	26	4	11	13	9
GR 7	28	41	32	36	44	36	36	38	15	13	21	20	12	9	11	6
GR 8	51	40	44	41	28	40	35	34	15	15	14	23	6	4	6	3

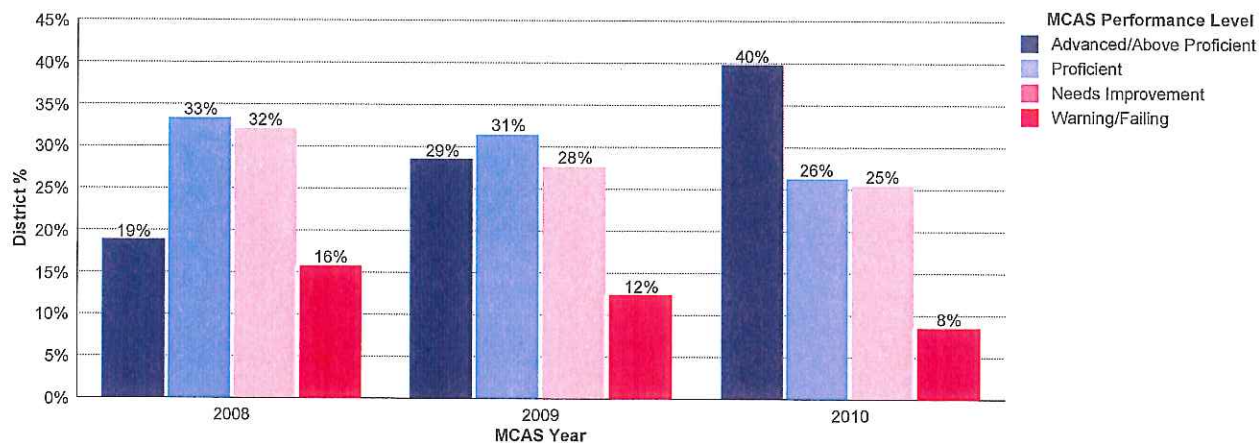
The sample chart below, produced through the Education Data Warehouse, depicts three years of performance levels for district fifth graders in Mathematics.

The grade five mathematics results are of particular interest since these students have been involved with *Everyday Math* for two years. When we look back at the scores the same students had since grade three, there is clear rise in advanced scores in both schools by grade five.

However, we would have to investigate how many Hanscom students actually took the test in Massachusetts in grade three to see if the cohort size was significant enough to warrant a conclusion on that campus.

Our next steps in analysis will be to examine the Item Analysis -- with particular attention to released questions --to determine any patterns of strengths and weaknesses in the mathematics strands (Number & Operations, Geometry, etc.) Results for the Open Response questions will be analyzed and compared to previous years. We will also examine the trends at each grade level in terms of multi-year performance and do some comparisons with the Student Growth Percentile scores. Finally, we will be analyzing the scores of individual students who are not yet proficient and cross-referencing those scores with the data we have from *Everyday Math* and *Impact Mathematics* in order to plan focused instruction.

Students Included: On or after Oct 1



MCAS Year	MCAS Performance Level	District #	District %	State %
2008	Advanced	30	19%	22%
	Proficient	53	33%	30%
	Needs Improvement	51	32%	30%
	Warning	25	16%	17%
2008 Students		159		
2009	Advanced	30	29%	22%
	Proficient	33	31%	32%
	Needs Improvement	29	28%	29%
	Warning	13	12%	18%
2009 Students		105		
2010	Advanced	47	40%	25%
	Proficient	31	26%	30%
	Needs Improvement	30	25%	28%
	Warning	10	8%	17%
2010 Students		118		

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

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## SCIENCE

### 2010 Grade 5 Science and Technology Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	32	16	5	47	15	28	9	9	3
Lincoln School	85	28	24	41	35	31	26	0	0
Lincoln District	117	25	29	43	50	30	35	3	3
State		15%		38%		36%		11%	

### 2010 Grade 8 Science and Technology Results with Comparison to State

DISTRICT or SCHOOL	Number of Students	Advanced		Proficient		Needs Improv		Warning	
		%	#	%	#	%	#	%	#
Hanscom Middle School	34	3	1	53	19	29	10	15	6
Lincoln School	69	16	11	48	34	35	24	1	1
Lincoln District	107	11	12	50	53	32	34	7	7
State		4%		36%		41%		19%	

## 4-YEAR SCIENCE PERFORMANCE LEVEL COMPARISON BY SCHOOL

Hanscom Middle School--- cohorts can be tracked by color

Year	% Advanced				% Proficient				% Needs Improvement				% Warning			
	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007
Gr 5	16	7	7	5	47	23	43	54	28	60	47	37	9	9	4	5
State	15	17	17	14	38	33	33	37	36	29	38	37	11	11	11	12
Gr 8	3	0	3	2	53	39	28	30	29	46	56	52	15	15	14	15
State	4	4	3	3	36	36	36	30	41	41	39	44	19	19	21	14

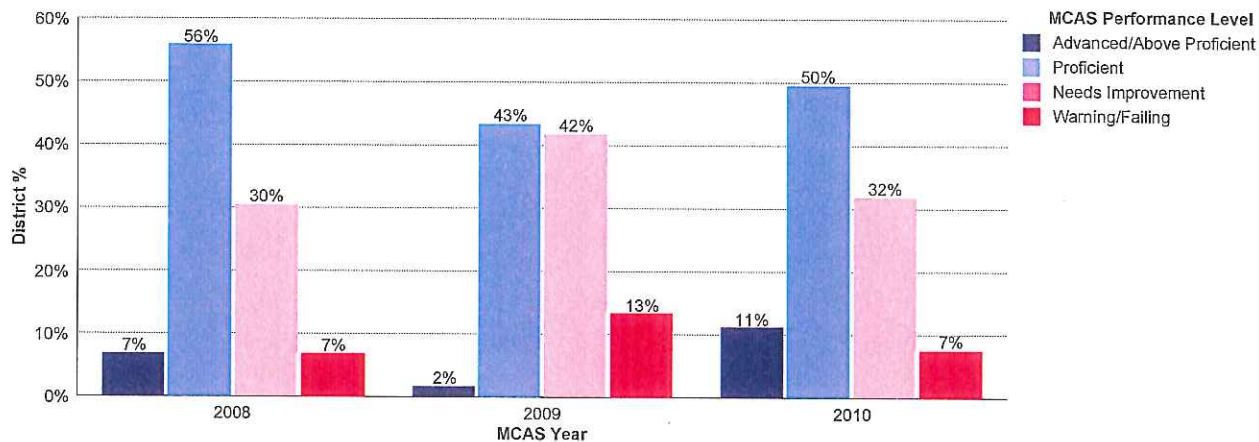
Lincoln School---cohorts can be tracked by color

Year	% Advanced				% Proficient				% Needs Improvement				% Warning			
	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007	2010	2009	2008	2007
Gr 5	28	34	12	27	41	47	47	36	31	14	34	31	0	5	5	7
State	15	17	17	14	38	33	33	37	36	29	38	37	11	11	11	12
Gr 8	16	3	7	3	48	51	71	49	35	41	19	39	1	6	3	8
State	4	4	3	3	36	36	36	30	41	41	39	44	19	19	21	14

Scores in Science at grades five and eight show different patterns of performance at each school. Of note are two indications of strong achievement: grade five at Hanscom Middle and grade eight at Lincoln School and Hanscom Middle. In these cases, the combined Advanced and Proficient scores are at least 10 percentage points higher compared to the previous year's grade level scores. This doesn't necessarily imply growth of the cohort, it just indicates a higher level of proficiency in the current grade level group. On the other hand at grade five in the Lincoln School, the Advanced and Proficient scores were unusually high last year and declined this year. Nonetheless, the total percentage of fifth graders at Lincoln School scoring Proficient or better was 68%, which represents modest growth in grade level achievement since 2007.

Our next steps in working with the Science results are to investigate the Item Analysis for the four domains: Life Science, Physical Science, Earth & Space Science, and Technology/Engineering. We will look for patterns of strength and areas that merit more focused instruction. We will also examine the Open Response scores to see what the evidence of performance might reveal.

Students Included: On or after Oct 1



MCAS Year	MCAS Performance Level	District #	District %	State %
2008	Advanced	7	7%	3%
	Proficient	57	56%	36%
	Needs Improvement	31	30%	39%
	Warning	7	7%	22%
2008 Students		102		
2009	Advanced	2	2%	4%
	Proficient	52	43%	35%
	Needs Improvement	50	42%	40%
	Warning	16	13%	21%
2009 Students		120		
2010	Advanced	12	11%	4%
	Proficient	53	50%	36%
	Needs Improvement	34	32%	41%
	Warning	8	7%	19%
2010 Students		107		

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