



Lincoln Public Schools

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To: School Committee
From: Mary Sterling
Re: Report on the 2011 MCAS Results
Date: October 14, 2011

This report presents the 2011 MCAS testing results for the Lincoln School district, administered by the Massachusetts Department of Elementary and Secondary Education. Three key dimensions are delineated and discussed for both the Lincoln and Hanscom schools, with appendices to provide specific data:

- I. **Performance Levels:** How did students perform relative to the expectation of proficiency in English language arts (ELA), mathematics, and science/engineering?
- II. **Adequate Yearly Progress (AYP):** How did the district and schools progress towards meeting the federal goal of 100% proficiency in ELA and mathematics by 2014?
- III. **Student Growth:** How did students individually grow in performance over the past few years of MCAS testing?

A closing section discusses the district's action steps to promote proficiency and growth for all students.

Part I Performance Levels

Lincoln School

English language arts – (see detailed scores in Appendix A, pages 1, 2)

The Lincoln School students demonstrated strong performance in ELA. In grades 3-8, 85% of students score at proficient or higher levels. The Lincoln School performance is well above the state level, especially in the percentage of scores at the advanced level. Consistent with longitudinal data, the percentage of scores at proficient and advanced levels increases when comparing scores at grade 3 to those at grade 8. Scores at the advanced level jumped at grade 5 to 33% and stayed steady through grade 8. The percentage of scores at Needs Improvement and Warning levels dropped significantly at grade 6 (9%) and stayed low through grade 8.

The cohort growth chart (Appendix A, p. 6,) shows that scores maintain a four year trend of increasing levels of proficiency in Lincoln School across grades. Highlights include these points about the combined percentage of advanced and proficient scores in the following grades:

- Grade 5: 85% compared to 71% in grade 4, 2010, characterized by a 23 point increase in percentage of advanced level scores
- Grade 6: 90% compared to 77% in grade 5, 2010, characterized by a 18 point increase in percentage of proficient scores
- Grade 7: 91% compared to 91% in grade 6, 2010, characterized by decline in percentage of advanced scores and a rise in percentage of proficient scores
- Grade 8: 88% compared to 81% in grade 7, 2010, characterized by 13 point increase in percentage of advanced scores

Results for students in subgroups at the Lincoln School have not been as strong as the overall school performance. Students whose scores are reported in subgroups of income, race and ethnicity, disabilities, and English language learner (ELL) typically did not score at advanced levels of performance and a significant number fall below proficient levels of achievement. This pattern of difference between overall performance and subgroup performance has been true for several years.

A set of data about subgroup performance for ELA in all grades at Lincoln School is included in Appendix B; it shows the percentage of each group's scores in each performance level. The chart shows clear contrasts between students whose scores are reported in a subgroup and those not classified in that group. The data show significant differences in performance between students of color and white students; between students with disabilities and those who are non-disabled, students with "high needs" and those who are not in that category. Two words of caution: first, in this chart the percentage of students in a subgroup is given for each level but the actual number of students is not. Yet the numbers are so small that one or two student scores can vary the percentage results significantly. For example, the chart shows that the "N Included" – the total number of ELL students in grades 3-8 – is 17. The data show that 6% of those 17 students scored in the advanced level: that percentage represents 1 student. 59% of ELL students scored in proficient levels (a group of 10 students), and 35% scored in the Needs Improvement level (6 students). If just one student's score were changed at any level, all percentages would be significantly altered.

The second caution is that for many of the students whose scores are reported in one subgroup, the scores are also reported in another subgroup. For example, a student whose scores are reported in the "Low-Income" subgroup, may also be classified in the "disability" subgroup and therefore, those same scores are reported in both places and impact the performance levels. Preliminary analysis of the subgroup data shows that the large majority of students whose scores are below proficient in ELA and in mathematics are classified as belonging to at least one subgroup and more than half have scores reported in two or more subgroups. Further analysis in the coming weeks will determine the precise pattern of overlapping subgroups categorization in both subject areas. The district takes seriously the evidence of difficulty in performance by students in these subgroups. Each student who scores below the proficient level will be given opportunities and instruction to strengthen his or her understanding and skill in English language arts.

An analysis of ELA performance on different types of questions and in the three strands of *Language, Reading, and Writing* reveal both strengths and areas for growth at the Lincoln School. Overall, the performance in questions about language and reading reveals the students in grades 3-8

have strength in topics such as “understanding a text,” “genre,” and “vocabulary.” The scores on the long composition for grades 4 and 7 show greater strength in conventions than in craft. The older students scored higher than the younger students in their composition performance (73% points correct at grade 7; 64% points correct at grade 4). Nonetheless, the goal of improving composition skills will remain a priority for students in all grades. As is true in the district and in the state, Lincoln School students perform better on multiple choice questions than they do on short answer or open response questions. The percentage of points correct on Open Response increased from the younger grades (grade 3: 65%) to the older grades (Grade 8: 75%). Also, at most grade levels, students scored slightly better in Open Response than they did the previous year when they were a year younger. However, the percentage of points correct in these topics still needs to increase; improvement in responding to open response questions remains a goal at the school and in the district.

Mathematics – (see detailed scores in Appendix A, pages 3, 4)

In mathematics at all grade levels, Lincoln School students score consistently higher than students across the state in percentage of scores at advanced and proficient levels. Overall, students show stronger performance at the earlier grades than the older grades: 81% of 3rd graders scored at proficient or higher levels whereas 70% of 8th graders scored at proficient levels or above. On the other hand, by 7th and 8th grade, the spread of scores changes: the percentage of advanced scores exceeds the percentage of students scoring at the proficient levels yet there is a slight increase of scores at the warning levels compared to earlier grades.

The cohort growth chart, (Appendix A, page 6) shows that each cohort varied in terms of growth over four years, since 2008. Highlights include the following points about the combined percentage of advanced and proficient scores in the following grades for a two year period:

- Grade 5: 83% compared to 60% as 4th graders in 2010, characterized by a 31 point increase in percentage of advanced scores (43%)
- Grade 6: 70% compared to 68% as 5th graders in 2010, characterized by a decline in advanced scores and a rise in proficient scores
- Grade 7: 76% compared to 78% as 6th graders in 2010, characterized by a 4 point decline in percentage of advanced scores (still high at 47%) and an increase in warning scores (10%)
- Grade 8: 70% compared to 72% as 7th graders in 2010, characterized by an 11 point increase in percentage of advanced scores (39%) and yet a total of 13% scores at the warning level

Mathematics scores for students in one or more subgroups trail behind the performance of the whole group, as has been true in the district and the state for several years. A set of data about subgroup performance for mathematics in all grades at Lincoln school is included in Appendix B: it shows the percentage of scores at each performance level for each group. The two cautions discussed in the subgroup results for ELA also apply in mathematics. First, the percentage of students in a subgroup is given for each level but the actual number of students is not. Again, it is important to note this because one or two student scores can vary the percentage results significantly. Second, the majority of students whose scores are reported in one subgroup are also reported in another subgroup. As in ELA, the performance differences are clear between students whose scores are reported in a subgroup and those whose scores are not, thus possibly confusing the results in each group.

One subgroup is of particular concern in the mathematics testing: African-American students in grades 3-8. The combined advanced and proficient scores for the 41 students in this group totaled 32% compared to the combined scores of 75% for the total population (411 students). The achievement gap described by these scores contributes to the AYP results for Lincoln School, discussed below. The gap is also a key driver behind the district's renewed effort to adopt strategies to narrow achievement gaps. Continuing analysis of the item responses of each student whose scores are reported in subgroups will provide more specific information to use in addressing needs, particularly of those who have scores in the Needs Improvement and Warning levels.

An analysis of mathematics performance on different types of questions shows some gain since 2010. In grades 3-8, the average percentage of possible points correct for questions in all categories ranged from 79% to 86%, which is a gain over the 2010 range of 73% to 81% points correct. As in English language arts, students tended to receive more correct points on multiple choice questions than they did on open response and short answer questions. Yet, at most grades, the gain since 2010 in correct points for these open-ended questions is evident, particularly in the earlier grades. 8th grade was the one grade that did not make a gain over the previous year. Further investigation of the open response and short answer questions will be undertaken using the released questions for these items at each grade.

Performance on the strands of mathematics varied somewhat from grade to grade in each strand. For questions pertaining to the strand *Number Sense and Operations*, the percentage correct ranged from 77% (grade 6) to 84% (grade 3). In *Data Analysis, Statistics and Probability*, the range is greater: 75% (grade 6) to 89% (grade 4). Percentage correct in the other major strand -- *Patterns, Relations, and Algebra* -- ranged from 80% (grade 6) to 87% (grade 8). An item analysis of questions that seemed particularly difficult for students at any given grade level will be undertaken to determine any areas of specific weakness that need attention.

Science & Engineering – (See detailed scores in Appendix A, page 5)

Lincoln School students achieved modest gains in performance in their science scores since 2010, which continues a trend of improvement over the past four years. At grade 5, the percentage of students with scores at proficient or higher levels increased from 69% in 2010 to 74% in 2011. The change is characterized by a drop in scores at the "needs improvement level." For comparison, the combined science scores in advanced and proficient levels at the state are 50%. At grade 8, scores also increased from 64% scores at proficient or higher levels in 2010 to 67% in 2011, characterized by a decline in scores at the Needs Improvement level but an increase in scores at the Warning level. The combined state scores are at 39% proficient or higher levels at grade 8. A look at the grade 8 cohort shows moderate gains in scores at both advanced and proficient levels since these students were 5th graders in 2008.

An analysis of question type shows the same pattern as found in ELA and mathematics performance: students perform better on questions with multiple choice than on open response questions. As has been true in past years, 5th graders tend to score higher on Open Response than 8th graders – but that is also true across the state and may have to do with a difference in the demands of the questions at each grade. Lincoln students' scores for percent correct on Open Response are 14 points

above the state scores at both grades. Even though these results exceed the state performance by a clear margin, the district continues to focus on developing proficiency in responding to open-ended questions to develop students' skill in writing about their thinking in science.

Responses analyzed by the strands of science show a mixed picture. In all strands, Lincoln School 5th grade scores of percentage correct were 75% or above. The greatest percentage of correct responses was in *Technology/Engineering*: 82%. The patterns of responses on subtopics in each strand give science teachers some areas to investigate but only one is of concern: Earth's History. Unusually high scores (90% or higher) are evident in correct responses for the subtopics of Rocks, Magnetic Energy, and Engineering Design. At grade 8, responses to questions in each strand ranged from 74 to 78 percent correct, giving a fairly even performance picture across strands. Again, subtopic scores give science teachers direction in looking more closely at item analysis. In particular, a low percentage of scores occurred in the subtopic about the solar system and a high percentage of correct responses (over 90%) was evident for seven different subtopics, spread among the three domains of science.

Hanscom Schools

English language arts – (see detailed scores in Appendix A, page 1, 2)

Students in the Hanscom schools demonstrated a moderate performance in ELA. In grades 4-8, 71% of students scored at proficient or higher levels. The Hanscom School students' performance levels are often comparable to the state levels, although the 2011 results for grade 6 showed 80% of students scoring at proficient or higher levels compared to the state level at 68%. Overall, the Hanscom students score at higher proficiency levels in the older grades, which also mirror the state results.

Most striking at Hanscom is the high turnover rate which makes cohort analysis very problematic. The cohort stability over the past two years ranges from 48% to 69%. For example, when trying to compare 2011 MCAS results for 23 6th graders to their results as 5th graders in 2010, only 48% (11) of these students attended the Hanscom schools in 2010. Another example shows the high end of the stability range: of the 45 5th graders who took the 2011 MCAS test, 69% (31 students) were part of the grade 5 testing in 2010. Due to this high turnover, teachers and administrators at the Hanscom schools emphasize examining results on an individual basis rather than trace cohort progress.

Scores of students in subgroups at the Hanscom schools are difficult to interpret because of the very small numbers in each group at a grade level. However, the overall subgroup scores for students in grades 4-8 (see chart in Appendix B, p. 3), show little significant difference in performance between subgroups defined by race or ethnicity. Larger gaps in performance are evident between students in the disabilities category and their non-disabled counterparts.

An analysis of performance on different types of questions and in the strands of *Language*, *Reading*, and *Writing* reveal some strength across the grades in the topics of "vocabulary" and "understanding a text;" while areas of weakness vary from grade to grade. The proficient scores in "Long Composition" were similar in grade 4 (62%) to grade 7 (61%). Scores show greater strength in "conventions" than in "craft." As is true in the district, Hanscom students perform better on multiple choice than on open-

ended questions. Proficient scores on open response questions range from 45% at grade 5 to 55% at grade 8. The development of strength in answering Open Response and composing longer pieces of writing continues to be a priority at Hanscom and in the district.

Mathematics – (see detailed scores in Appendix A, pages 3, 4)

In mathematics at grades 3-6, students in the Hanscom schools scored somewhat higher than students across the state in percentage of scores at advanced and proficient levels. However, at grades 7 and 8, the combined scores drop below 50%, and are under the state scores. At the high end of the range, grade 6 students had combined scores of 74%, which is 16 percentage points above the state level. The low end was at grade 7 with combined scores of 38%, 13 percentage points below the state level. The school has responded to the low scores in several ways, outlined in the action steps in the closing section.

Scores of students in subgroups for grades 4-8 are displayed in Appendix B. As with the ELA results, the groups are small, making the interpretation problematic. However in mathematics scores, the differences subgroups defined by race and ethnicity are nonetheless significant. 33% of black students in grades 3-8 (21 students) scored at levels of proficient or higher whereas the combined score total for the whole group of 160 students was 51%. This gap in performance is one of the drivers of the school and district effort to use interconnected strategies to narrow achievement gaps.

An analysis of mathematics performance on different types of questions shows that students in grades 3-8 tended to receive more correct points on multiple choice questions than they did on open response and short answer questions. Students in earlier grades earned a higher percentage of correct points for Open Response (a range of 68% to 74%) than did students in grades 7 and 8 who scored at a level of 54% and 51% points correct respectively. The short answer questions were the most difficult type for students in younger grades. Further investigation of the difficulties associated with open response and short answer questions is already underway using the released questions for these items at each grade.

Performance on the strands of mathematics varied quite a bit from grade to grade in each strand. As was seen in the disparity in overall performance level, students at grades 7 and 8 had greater difficulty with the three major strands than did students in earlier grades. In *Data Analysis, Statistics, and Probability*, 60% of responses from 7th graders were correct whereas at grade 4, 86% of responses were correct. In *Number Sense and Operations*, 57% of responses from 8th graders were correct in contrast to 78% correct at grade 6. For the third major strand -- *Patterns, Relations, and Algebra* -- points correct ranged from 65% (grade 7) to 80% (grade 4). An item analysis of questions that seemed particularly difficult for students at any given grade level will be undertaken to determine any areas of specific weakness that need attention.

Science & Engineering – (See detailed scores in Appendix A, page 5)

The performance scores in science and engineering at Hanscom show that many students at both 5th and 8th grades have difficulty achieving a proficient level of response to questions posed. The scores are comparable to state levels of performance. At grade 5, combined scores of proficient and higher are

at 50% (state 50%) and at grade 8, combined scores are 42% (state 39%). At both grades, scores were lower than those achieved by students at the same grades in 2010.

The high turnover rate at Hanscom is a major factor in the low science scores. Questions for the tests at grade 5 are based on state science standards in grades K-5. Success depends on students having participated in the district's science instruction for all of those years. In fact, a small percentage of students who take the grade 5 test attended Hanscom schools for even three years. Similarly, the grade 8 test questions are taken from the state science standards in grades 6-8 and students must have thoroughly studied all topics in those three grades to be successful. The challenge of students who are unprepared for the state science tests continues to be of great concern to the school and the district.

Nonetheless, a close look at question type and performance on strands and subtopics is important to discern patterns of performance that may reveal both strengths and areas for focused instruction. In both grades, students responded to multiple choice questions with greater accuracy than they were able to achieve in open response questions. At grade 5, more students were able to respond correctly to questions regarding the topics they studied during the 2010-11 school year. Higher scores are evident in Engineering Design, Magnetic Energy, Adaptations, and the Water Cycle. Not surprisingly, a similar pattern occurs at grade 8. An analysis of the released questions for 2011 showed some areas of strong performance on questions that correlated to grade 8 instruction: interpretation of graphs (100% correct – this is one of our district common assessments), understanding seasons, classification, and photosynthesis. Questions on many other topics did not reveal strong understanding and, in some cases, signal instructional areas that need more attention in grade 8.

Part II Adequate Yearly Progress

Starting in 2003, the Massachusetts Department of Elementary and Secondary Education has adhered to the federal requirement of No Child Left Behind (NCLB) by making determinations of progress for each school and district, called Adequate Yearly Progress (AYP). The determination indicates how much progress districts and schools are making toward having all students reach proficiency in English Language Arts (ELA) and mathematics by the year 2014. A full explanation of AYP is to be found in Appendix D, which includes answers to the questions:

- What is AYP?
- What are Subgroups?
- What is "Accountability Status?"
- What are the Levels of Accountability and Assistance?
- What are the State Commendation Designations?

The way that AYP is calculated and the strictures surrounding the regulations have recently come into question nationally and at the state level. When the 2011 MCAS results were made public in mid September, 2011, it became clear that 82% percent of schools and 90% of districts did not make AYP. In fact, since 2003, the percentage of schools that have not "made AYP" has steadily increased, even though the test results show that an increasing number of students have gained in proficiency in ELA and mathematics. In late September, President Obama issued an executive directive allowing

states to apply for a waiver. This directive gives states the option of proposing an alternative system for assessing and monitoring student progress. Within days, Massachusetts Commissioner of Education, Mitchell Chester, applied for a waiver. Because our state has some of the most rigorous standards in the country, officials at the Department of Elementary and Secondary Education are confident that the state can utilize a better system of assessing district and school progress without using the current AYP formula.

Even though the use of AYP in Massachusetts may be discontinued, it is still in effect this year. Schools and districts are expected to follow the regulations and respond to the designated “accountability status.” The AYP reports for the Lincoln district and each school are available in Appendix C. The following charts and explanatory points summarize the accountability status for our district and our schools.

Lincoln District: Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	Yes	No	Yes	No	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	No	Yes	No	No	No	Yes	Yes	

- The district met a high standard of AYP in ELA for all students but has not made AYP for subgroups over several years, which places it in “Corrective Action.” A description of the requirements for corrective action is in Appendix D.
- The district has met a high standard for AYP in mathematics for all students and subgroups for the past two years. “No Status” means no improvement measures are required by the state.

Lincoln School: Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	Yes	Yes	Yes	No	No	No	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 1 - Subgroups
	All Subgroups	Yes	Yes	Yes	No	No	No	No	No	

- Lincoln School met a high standard of AYP in ELA for all students and subgroups. However, subgroups need to make AYP for two consecutive years for the school to return to “no status.” Therefore, the school is in “Corrective Action.” A description of the requirements for corrective action is in Appendix D.

- Lincoln School has met a high standard for AYP in mathematics for all students since 2003. However, performance of subgroups has not met AYP for several years, which places the school in “Restructuring Year 1”, which is described in Appendix D.
- Lincoln School also received a commendation from the state for “Narrowing Proficiency Gaps.” It is one of only 69 schools in the state that “substantially narrowed proficiency gaps for low income, limited English proficient, formerly limited English proficient, and special education students over a two-year period.”¹

Hanscom Primary School: Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	No	Yes	No	Yes	No	No Status
	All Subgroups	-	-	-	No	-	-	-	-	
MATH	Aggregate	-	-	-	Yes	No	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	-	-	-	-	

- Hanscom Primary School did not meet AYP in ELA for all students this year. Because the school met AYP last year, it continues in “No Status.” The number of students in subgroups is not large enough to report, according to the AYP formula.
- Hanscom Primary School did meet AYP in mathematics for all students. It continues in the designation of “No Status,” and therefore has no improvement requirements.

Hanscom Middle School: Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Improvement Year 2
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	No	Improvement Year 2
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	

- Hanscom Middle School did not meet AYP in ELA for all students but did meet AYP for subgroups. Because Hanscom Middle School did not meet AYP in 2009, this second year of not making AYP places the school in “Improvement Year 2.” Requirements for this designation are described in Appendix D.
- Hanscom Middle School did not meet AYP in mathematics for all students for more than two years, which places it in “Improvement Year 2.” The school did meet AYP for subgroups.

As per the requirements of AYP status designations, the district sent a letter to all parents on September 30, 2011 (See Appendix E). The Lincoln Administrative Council is working as a team to respond to each school’s AYP accountability designation and to follow the requirements of each situation.

¹ See *School Leaders’ Guide to the 2011 Accountability Reports*, Massachusetts DESE, p. 8.

Part III Student Growth

In 2010, the DESE began using a new metric for assessing student growth in ELA and mathematics achievement. It is called the Student Growth Percentile (SGP) and it reflects a student's progress over at least two years of MCAS testing relative to that of students across the state who are considered "academic peers." The rate of growth is expressed as a percentile score, which is calculated using the performance scores of other students who have a similar test score history. The growth percentile, which is separate from the MCAS achievement score, adds to an understanding of student performance. While the achievement score indicates how a student performed relative to grade level standards in a given year, "the SGP provides a measure of how a student changed from one year to the next."² In several of its presentations, DESE argues that adding a growth percentile to the information on MCAS testing of a student's achievement on standards redefines performance:

$$\text{Performance} = \text{Achievement} + \text{Growth}$$

The DESE cites several possible advantages to having the SGP as a data point along with the MCAS achievement results:³

- A student can achieve at a low level but still improve relative to his academic peers
- Another student could achieve well but not improve much from year to year
- Evidence of improvement is available even among those with low achievement
- High achieving students and schools have something to strive for beyond proficiency

The use of SGP in the past year has begun to show that these points might well be important to take into consideration as each district assesses the progress of its students.

In the Lincoln Public Schools, students in grades 4-8 who have taken the MCAS tests for at least two years have information about SGP in the MCAS results report sent home to families. The parent information chart includes achievement level and scores along with student growth percentiles for ELA and mathematics. For example, a 6th grader earned a scaled achievement score in ELA of 250 which places her at the Proficient level of achievement. Her SGP score is 48 – a percentile that places her in the middle of her academic peers and indicates that she grew as much or more than 48% of her peers. The DESE offers three points of guidance in using SGP scores:

- Typical student growth percentiles are between about 40 and 60 on most tests.
- Students or groups outside this range have higher or lower than typical growth.
- Differences of fewer than 10 SGP points are likely not educationally meaningful.

In the case of the example, her MCAS performance in ELA is a combination of moderate growth and proficient achievement. More examples and interpretation of student SGP scores will be presented at the School Committee meeting on October 20, 2011.

Using the SGP scores for groups of students makes it possible to gain perspective about the growth of one group compared to another or to show individual scores within a group context.

² *MCAS Student Growth Model Interpretive Guide*. DESE, March, 2011, p. 2.

³ *Growth Model Power Point Presentation*. DESE, March 2011, slide 4.

Appendix F displays “scatter plot” graphs of 2011 MCAS results for 4th - 8th graders at each school in ELA and mathematics. The scatter plot graphs are developed by the Education Data Warehouse, an assessment branch of the DESE. In these graphs, colored dots represent individual performance plotted on two axes that relate achievement to growth. The Y axis indicates the scaled score on the MCAS test; a scaled score of 240 begins the “proficient” level of achievement. The X axis indicates the growth percentile; scores in the range of 40 to 60 are considered typical growth. Only those students who have taken MCAS tests for at least two years have scores included on the graphs. Further explanation of these graphs and discussion of the implications will be presented at the School Committee presentation on October 20, 2011. As a district, we are just beginning to explore how an understanding of the data about growth and achievement on MCAS tests can assist us in interpreting individual and group progress.

Action Steps

Each year, the release of MCAS results contributes to a district and school perspective on the amount of progress and level of achievement our students are attaining. We bring together state results with local assessment data in order to gain a more complex picture of student performance. Most importantly, we use our interpretation to influence planning and instruction in the current year. Action steps are underway in the district and at each school: they are not only based on the MCAS results this year, but they have been influenced by patterns of student performance in the past, discerned through examination of past MCAS results and local assessments.

First and foremost, the district has developed a focused and comprehensive plan to narrow achievement gaps and raise proficiency for all students. Presented at School Committee on October 6, 2011, this plan makes a commitment to five interconnected strategies designed to intensify our approach to promoting growth and raising achievement, particularly for those students who are members of subgroups.

A key feature of our district plan is a systematic approach to “Goal-focused interventions” which involve individualized, short-term instruction focused on a specific goal for a student. The student goal is developed based on available assessment data, parents are informed and involved, and progress is monitored throughout the intervention. These interventions are provided to students with a range of needs. One group of students who receive these interventions is identified by MCAS results: those students whose MCAS scores are in levels described as “Needs Improvement” or “Warning.” Goal-focused interventions for students have already begun in all schools and will be discussed in greater detail at a School Committee meeting later in the fall.

Throughout this report, several action steps are referenced that address areas of concern signaled by the testing. Some steps are district-wide and others are specific to a school. Throughout the district, the writing initiative begun last year will continue this year with special attention to open-response questions in all subject areas and the development of “craft” in longer pieces of writing. An item analysis is being undertaken of low achievement on any ELA and mathematics open response or short answer questions that have been released. This analysis will help us see more clearly the kind of difficulties our students encountered and plan instruction to remedy those issues. In science, a renewed

focus on writing about science thinking is underway and item analysis has been completed to understand areas of difficulty for our students.

Each school has planned action steps that are specifically aimed at their students' needs and are responsive to the school's AYP accountability designation. School Improvement Plans on both campuses have been revised, as required by their AYP status, to include goals that address issues of performance raised by the MCAS results.

At Lincoln School, administrators and teachers have reviewed the MCAS data and compared it to local subject area assessments to gain perspective on current student achievement and needs. While the mathematics and ELA achievement is high for the whole group, the main concern is the progress of students who are members of subgroups. Goal-focused intervention plans have been written for each student in need of targeted instruction. Communication among the student's teachers and with the parents has underscored the importance of a concerted effort to address the specific areas of need. Lincoln School principals and faculty members have begun a conversation about the implications of the AYP accountability status.

Hanscom Middle School has already taken several steps to meet the needs of their students in mathematics. The principal has initiated a school-wide mathematics goal. The schedule has been adjusted to increase mathematics instruction by 60 minutes per week for students in grades 6-8. Diagnostic tests in mathematics have been administered to pinpoint areas of strength and weakness. In Academic Extension periods for grades 6-8, Goal-focused interventions are underway for every student whose MCAS scores fell in the needs improvement and warning levels. Finally, teachers have organized mathematics support during lunch/recess for students struggling to complete mathematics homework. In ELA, Hanscom teachers have discussed and made plans to continue the writing initiative in every subject with special focus on development of craft and improvement of skill in open response.

In this district, teachers and administrators are united in our dedication to the growth and achievement of all students. The strong gains evident in individual and group MCAS results are cause for confidence in our program and appreciation of our students' hard work. The areas of difficulty are signals for the kind of thoughtful planning and focused instruction described in our action steps. We anticipate greater growth and higher achievement during this school year.

2011 MCAS Results: Appendices

Appendix A

- 2011 Performance Levels: State, District, Schools by Grade in ELA, Math, Science
- 2008-2011 Cohort Performance Levels at Lincoln School by Grade in ELA, Math, Science/Engineering

Appendix B

- 2011 Subgroup Performance Levels by grade in ELA and Math for each school

Appendix C

- 2011 AYP reports: District, Lincoln School, Hanscom Middle, Hanscom Primary

Appendix D

- Adequate Yearly Progress: Background and Explanation

Appendix E

- Superintendent's AYP letter to families, September 30, 2011

Appendix F

- 2011 Student Growth and Achievement: Scatter Plot Graphs of ELA and mathematics for Lincoln School and Hanscom Middle School, grades 4-8

Appendix A

2011 Grade 3 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Primary	45	2	1	53	24	29	13	16	7	84.1		
Lincoln	63	19	12	60	38	19	12	2	1.3	93.7		
Lincoln District	114	11	13	59	67	23	26	7	8	90.4		
State		11		50		30		9				

2011 Grade 4 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	36	19	7	42	15	36	13	3	1.1	84.7	53	29
Lincoln	59	15	9	58	34	22	13	5	3	90.5	63	55
Lincoln District	98	16	16	50	49	30	29	4	3.9	87.4	60	84
State		10		43		35		12				

2011 Grade 5 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	42	2	1	69	29	21	9	7	3	90.6	38.5	30
Lincoln	67	33	22	52	35	15	10	0	0	94.8	64	64
Lincoln District	116	21	24	57	66	19	22	3	4	91.9	57	95
State		17		50		24		9				

2011 Grade 6 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	20	5	1	75	15	15	3	5	1	91.3		11
Lincoln	83	30	25	60	50	8	7	1	0.8	96.4	65	83
Lincoln District	108	25	27	62	67	10	11	3	3.2	94.7	65	94
State		17		51		23		9				

2011 Grade 7 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	31	10	3	55	17	26	8	10	3.1	83.3	36.5	22
Lincoln	58	26	15	66	38	9	5	0	0	96.6	55.5	56
Lincoln District	92	20	18	61	56	16	15	3	2.8	91.6	49.5	78
State		14		59		21		6				

2011 Grade 8 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	36	22	8	58	21	19	7	0	0	91.7	61	23
Lincoln	80	33	26	55	44	3	3	10	8	96.3	58.5	72
Lincoln District	124	28	35	56	69	9	11	7	8.7	94.5	59	95
State		20		59		15		6				

Appendix A

2011 Grade 3 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Primary	43	9	4	65	28	14	6	12	5	90.7		
Lincoln	63	32	20	49	31	17	11	2	1	94.4		
Lincoln District	112	21	24	55	62	18	20	5	6	92.4		
State		14		52		25		10				

2011 Grade 4 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	34	29	10	24	8	41	14	6	2	83.8	67	27
Lincoln	59	31	18	41	24	29	17	0	0	90.7	65	56
Lincoln District	96	29	28	33	32	34	33	3	3	87.2	66	83
State		15		32		42		11				

2011 Grade 5 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	40	15	6	38	15	35	14	12	5	79.4	61.5	32
Lincoln	67	43	29	40	27	10	7	6	4	92.2	75	65
Lincoln District	115	32	37	37	42	22	25	10	11	85	71	98
State		25		34		26		15				

2011 Grade 6 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	19	32	6	42	8	16	3	11	2	85.5		10
Lincoln	83	30	25	40	33	25	21	5	4	86.7	40	82
Lincoln District	108	29	31	39	42	26	28	6	6	85.2	42.5	92
State		26		32		25		16				

2011 Grade 7 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	31	3	1	35	11	26	8	35	11	62.1	42	23
Lincoln	59	47	28	29	17	14	8	10	6	86.9	73	57
Lincoln District	94	31	29	31	29	19	18	19	18	77.9	68	80
State		19		32		27		22				

2011 Grade 8 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	36	11	4	33	12	33	12	22	8	68.1	62	23
Lincoln	80	39	31	31	25	18	14	12	10	86.3	61	72
Lincoln District	124	28	35	33	41	22	27	17	21	80.2	62	95
State		23		29		27		21				

2011 Grade 8 Math Results with Comparison to State

District or School	Number of Students	Advanced		Proficient		Needs Improv		Warning		CPI	SGP ile	SGP #
		%	#	%	#	%	#	%	#			
Hanscom Middle	36	11	4	33	12	33	12	22	8	68.1	62	23
Lincoln	80	39	31	31	25	18	14	12	10	86.3	61	72
Lincoln District	124	28	35	33	41	22	27	17	21	80.2	62	95
State		23		29		27		21				

Appendix A

2011 Grade 5 Science & Technology/Engineering Results with Comparison to State

District or School	Number of Students	Advanced		Proficient		Needs Improv		Warning		CPI	SGP ile	SGP #
		%	#	%	#	%	#	%	#			
Hanscom Middle	40	5	2	45	18	45	18	5	2	81.9		
Lincoln	66	27	18	47	31	23	15	3	2	90.5		
Lincoln District	114	18	20	46	52	32	36	5	6	85.7		
State		14		36		36		15				

2011 Grade 8 Science & Technology/Engineering Results with Comparison to State

District or School	Number of Students	Advanced		Proficient		Needs Improv		Warning		CPI	SGP ile	SGP #
		%	#	%	#	%	#	%	#			
Hanscom Middle	36	3	1	31	11	61	22	6	2	72.2		
Lincoln	80	16	13	51	41	25	20	8	6	87.2		
Lincoln District	124	11	14	44	55	36	45	8	10	81.9		
State		4		35		42		19				

Appendix A: Cohort Comparison for Lincoln School, 2008-2011

4-Year ELA Performance Level Comparison

	% Advanced				% Proficient				% Needs Improvement				% Warning			
Year	2011	2010	2009	2008	2011	2010	2009	2008	2011	2010	2009	2008	2011	2010	2009	2008
GR 4	15	10	15	8	58	61	48	58	22	28	36	27	5	0	1	6
GR 5	33	35	31	23	52	42	55	54	15	20	14	16	0	2	0	6
GR 6	30	38	24	38	60	53	56	47	8	5	16	10	1	4	4	3
GR 7	26	19	13	47	66	62	75	43	9	10	11	9	6	9	1	1
GR 8	33	34	26	20	55	63	71	72	3	3	1	7	10	0	1	0

4-Year Mathematics Performance Level Comparison

	% Advanced				% Proficient				% Needs Improvement				% Warning			
Year	2011	2010	2009	2008	2011	2010	2009	2008	2011	2010	2009	2008	2011	2010	2009	2008
GR 4	31	12	20	29	41	48	36	48	29	36	39	20	0	4	6	3
GR 5	43	41	45	27	40	27	31	36	10	27	17	22	6	5	7	13
GR 6	30	51	30	36	40	27	39	31	25	18	20	19	5	4	11	13
GR 7	47	28	41	32	29	44	36	36	14	15	13	21	10	12	9	11
GR 8	39	51	40	44	31	28	40	35	18	15	15	14	13	6	4	6

4-Year Science Performance Level Comparison

	% Advanced				% Proficient				% Needs Improvement				% Warning			
Year	2011	2010	2009	2008	2011	2010	2009	2008	2011	2010	2009	2008	2011	2010	2009	2008
GR 5	27	28	34	12	47	41	47	47	23	31	14	34	3	0	5	5
State	14	15	17	17	36	38	33	33	36	36	29	38	15	11	11	11
GR 8	16	16	3	7	51	48	51	71	25	35	41	19	8	1	6	3
State	4	4	4	3	35	36	36	36	42	41	41	39	19	19	19	21

Appendix B

Spring 2011 Preliminary MCAS School Performance Level English Language Arts

District: Lincoln
School: Lincoln School

Grade All Grades

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	85	27	58	12	3	94.8	410	62.5	328
Disability Status									
Students w/ Disabilities	41	2	39	37	22	79.4	51	56.5	36
Non-Disabled	91	30	61	8	1	96.9	359	63	292
English Language Learner (ELL) Status									
Non-ELL	86	27	58	11	3	95.1	393	61.5	314
ELL	65	6	59	35	0	86.8	17		14
Gender									
Male	83	19	64	14	4	93.4	192	57	150
Female	87	33	54	11	3	96.0	218	65.5	178
High Needs Status									
High Needs	57	6	51	30	13	84.7	90	61.5	72
Non-High Needs	93	32	60	7	0	97.6	320	63	256
Low Income Status									
Low Income	68	6	62	21	12	84.6	34	61	31
Non-Low Income	86	28	58	11	2	95.7	376	63	297
Race/Ethnicity									
Hispanic/Latino	59	7	52	26	15	83.3	27	58	21
Black	68	10	59	27	5	87.2	41	61	37
White	90	31	59	9	2	96.9	281	62	223
Asian	86	30	57	11	3	96.6	37	74	29
Multi-Race	83	21	62	12	4	92.7	24		18
Title 1 Status									
Non-Title 1	85	27	58	12	3	94.8	410	62.5	328

Appendix B

Spring 2011 MCAS School Performance Level Mathematics

District: Lincoln
School: Lincoln School

Grade All Grades

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	75	37	38	19	6	89.3	411	64	332
Disability Status									
Students w/ Disabilities	37	2	35	39	24	73.0	51	62	37
Non-Disabled	80	42	39	16	4	91.6	360	64	295
English Language Learner (ELL) Status									
Non-ELL	76	38	38	19	6	89.5	394	63	317
ELL	59	18	41	29	12	83.8	17		15
Gender									
Female	74	34	40	18	8	88.1	219	62.5	180
Male	77	40	36	20	4	90.6	192	67	152
High Needs Status									
High Needs	44	9	36	36	20	75.3	90	63	74
Non-High Needs	83	45	39	14	2	93.2	321	64.5	258
Low Income Status									
Low Income	35	3	32	47	18	72.1	34	48	31
Non-Low Income	79	40	39	16	5	90.8	377	66	301
Race/Ethnicity									
Black	32	10	22	46	22	67.7	41	50	37
Hispanic/Latino	33	4	30	37	30	67.6	27	51	21
White	84	43	41	14	2	93.4	282	66	226
Asian	81	41	41	16	3	95.3	37	69	30
Multi-Race	83	42	42	12	4	92.7	24		18
Title 1 Status									
Non-Title 1	75	37	38	19	6	89.3	411	64	332

Appendix B



Spring 2011 MCAS School Performance Level English Language Arts

District: Lincoln
School: Hanscom Middle

Grade All Grades

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	71	12	59	24	5	88.0	165	49	115
Disability Status									
Non-Disabled	83	15	68	16	1	93.4	136	51	99
Students w/ Disabilities	14	0	14	62	24	62.9	29		16
English Language Learner (ELL) Status									
Non-ELL	72	12	60	23	5	88.5	161	50	112
ELL							4		3
Gender									
Female	79	20	59	19	2	91.6	86	48	69
Male	62	4	58	30	8	84.2	79	50	46
High Needs Status									
High Needs	46	3	42	42	12	77.5	59	47	42
Non-High Needs	85	17	68	14	1	93.9	106	51	73
Low Income Status									
Low Income	63	6	57	37	0	85.7	35	43.5	30
Non-Low Income	73	14	59	21	6	88.7	130	51	85
Race/Ethnicity									
White	76	15	62	18	5	90.2	110	46.5	74
Black	62	10	52	33	5	84.5	21		13
Hispanic/Latino	68	11	58	32	0	86.8	19		16
Native American							3		2
Asian							3		3
Multi-Race							9		7
Title 1 Status									
Non-Title 1	71	12	59	24	5	88.0	165	49	115

Appendix B

Spring 2011 MCAS School Performance Level Mathematics

District: Lincoln
School: Hanscom Middle

Grade All Grades

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	51	17	34	32	18	75.2	160	60	115
Disability Status									
Non-Disabled	58	20	38	32	11	80.5	133	60.5	100
Students w/ Disabilities	15	4	11	33	52	49.1	27		15
English Language Learner (ELL) Status									
Non-ELL	51	17	34	31	17	75.5	156	60	112
ELL							4		3
Gender									
Male	49	19	30	32	18	75.3	77	59	47
Female	52	14	37	31	17	75.0	83	61	68
High Needs Status									
High Needs	30	9	21	34	36	60.3	56	60	41
Non-High Needs	62	21	40	31	8	83.2	104	60.5	74
Low Income Status									
Low Income	45	9	36	30	24	70.5	33	53	29
Non-Low Income	52	19	33	32	16	76.4	127	61.5	86
Race/Ethnicity									
White	57	20	37	29	14	79.2	107	60	73
Black	33	5	29	48	19	67.9	21		15
Hispanic/Latino	47	18	29	35	18	70.6	17		15
Native American							3		2
Asian							3		3
Multi-Race							9		7
Title 1 Status									
Non-Title 1	51	17	34	32	18	75.2	160	60	115

Appendix C



Massachusetts Department of
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Name: Mary Sterling

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Lincoln - 2011 Accountability Data

District: Lincoln (01570000)
Title I District: Yes
Accountability & Assistance Level: Level 2

2011 Adequate Yearly Progress (AYP) Data - Summary

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action - Subgroups	No Change
MATHEMATICS	No Status	No Change

A district is newly identified for improvement if it fails to make AYP in the same subject area and all grade-spans, for students in the aggregate or any subgroup, for two consecutive years. A district will have no accountability status if it makes AYP in the same subject area for at least one grade-span for two consecutive years.

ENGLISH LANGUAGE ARTS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	No	Yes	Yes	Low Income -
	All Subgroups	No	Yes	No	
Grades 6-8	Aggregate	Yes	Yes	No	Special Education -
	All Subgroups	No	Yes	No	
Grades 9-12	Aggregate	-	-	-	
	All Subgroups	-	-	-	

MATHEMATICS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	Yes	
	All Subgroups	No	Yes	Yes	
Grades 6-8	Aggregate	Yes	Yes	No	White -Special Education -
	All Subgroups	No	No	No	
Grades 9-12	Aggregate	-	-	-	
	All Subgroups	-	-	-	

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	Yes	No	Yes	No	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	No	Yes	No	No	No	Yes	Yes	

[2011 Glossary of AYP Reporting Terms](#) (pop-up window)

[2011 AYP Explanatory Materials](#)

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Massachusetts Department of
Elementary & Secondary Education

State Government · State Services



Name: Mary Sterling

Security Portal Log Out

Lincoln - 2011 Accountability Data

District: Lincoln (01570000)

Title I District: Yes

Accountability &
Assistance Level: Level 2

2011 Adequate Yearly Progress (AYP) Data - Detail

[Summary Data](#) | [Detailed Data](#)

Lincoln:

2011 AYP Data - English Language Arts By Grade Span

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance/Grad Rate			AYP 2011	
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target		
Grades 3-5																
Aggregate	329	329	100	Yes	328	89.6	No	88.8	2.8	89.1-94.1	Yes	95.9	0.0	Yes	Yes	
Lim. English Prof.	20	20	-	-	19	-	-	-	-	-	-	-	-	-	-	
Special Education	46	46	100	Yes	46	70.1	No	62.8	9.3	67.6-76.6	Yes	95.2	0.1	Yes	Yes	
Low Income	46	46	100	Yes	46	81.0	No	81.0	4.8	81.3-90.3	No	95.6	-0.1	Yes	No	
Afr. Amer./ Black	43	43	100	Yes	43	83.7	No	82.7	4.3	82.7-91.5	Yes	96.7	0.7	Yes	Yes	
Asian or Pacif. Isl.	23	23	-	-	22	92.0	-	-	-	-	-	-	-	-	-	
Hispanic	33	33	-	-	33	86.4	-	-	-	-	-	-	-	-	-	
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	207	207	100	Yes	207	91.4	No	90.3	2.4	90.3-95.2	Yes	96.0	0.0	Yes	Yes	
Grades 6-8																
Aggregate	327	324	99	Yes	324	93.5	No	94.4	1.4	94.4-98.3	No	95.8	0.1	Yes	No	
Lim. English Prof.	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-	
Special Education	52	50	96	Yes	50	73.0	No	76.1	6.0	77.6-86.6	No	94.0	-1.9	Yes	No	
Low Income	38	38	-	-	38	88.2	-	-	-	-	-	-	-	-	-	
Afr. Amer./ Black	36	36	-	-	36	86.8	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	21	21	-	-	21	97.6	-	-	-	-	-	-	-	-	-	
Hispanic	20	20	-	-	20	81.3	-	-	-	-	-	-	-	-	-	
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	233	230	99	Yes	230	95.4	Yes	95.8	1.1	95.8-99.4	No	95.6	0.1	Yes	Yes	
Grades 9-12												2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Low Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Afr. Amer./ Black		-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Appendix C

Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Appendix C

**Lincoln:
2011 AYP Data - Mathematics By Grade Span**

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

MATHEMATICS																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance/Grad Rate			AYP 2011	
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target		
Grades 3-5																
Aggregate	324	324	100	Yes	323	88.2	No	84.8	3.8	86.1-91.1	Yes	95.9	0.0	Yes	Yes	
Lim. English Prof.	20	20	-	-	19	-	-	-	-	-	-	-	-	-	-	
Special Education	45	45	100	Yes	45	72.8	No	62.2	9.5	67.2-76.2	Yes	95.2	0.1	Yes	Yes	
Low Income	45	45	100	Yes	45	78.9	No	75.5	6.1	77.1-86.1	Yes	95.6	-0.1	Yes	Yes	
Afr. Amer./ Black	43	43	100	Yes	43	78.5	No	74.4	6.4	76.3-85.3	Yes	96.7	0.7	Yes	Yes	
Asian or Pacif. Isl.	23	23	-	-	22	92.0	-	-	-	-	-	-	-	-	-	
Hispanic	30	30	-	-	30	85.0	-	-	-	-	-	-	-	-	-	
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	205	205	100	Yes	205	90.5	No	87.6	3.1	88.2-93.2	Yes	96.0	0.0	Yes	Yes	
Grades 6-8																
Aggregate	329	326	99	Yes	326	81.2	No	83.5	4.1	85.1-90.1	No	95.8	0.1	Yes	No	
Lim. English Prof.	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-	
Special Education	52	49	94	No	49	59.2	No	57.8	10.6	63.9-72.9	Yes/SH	94.0	-1.9	Yes	No	
Low Income	37	37	-	-	37	62.2	-	-	-	-	-	-	-	-	-	
Afr. Amer./ Black	37	37	-	-	37	59.5	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	21	21	-	-	21	91.7	-	-	-	-	-	-	-	-	-	
Hispanic	20	20	-	-	20	50.0	-	-	-	-	-	-	-	-	-	
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	234	231	99	Yes	231	86.6	No	87.6	3.1	88.2-93.2	No	95.6	0.1	Yes	No	
Grades 9-12												2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Low Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Afr. Amer./ Black		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White		-	-	-	-	-	-	-	-	-	-	-	-	-	-	

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**Lincoln:
2011 AYP Data - All Grades**

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	656	653	100	Yes	652	91.6	No	91.6	2.1	91.7-95.7	No	95.9	0.1	Yes	No
Lim. English Prof.	33	33	-	-	32	86.7	-	-	-	-	-	-	-	-	-
Special Education	98	96	98	Yes	96	71.6	No	70.1	7.5	73.1-82.1	No	94.7	-0.7	Yes	No
Low Income	84	84	100	Yes	84	84.2	No	84.3	3.9	84.3-92.7	No	95.2	-0.3	Yes	No
Afr. Amer./Black	79	79	100	Yes	79	85.1	No	87.2	3.2	87.2-94.9	No	96.4	0.2	Yes	No
Asian or Pacif. Isl.	44	44	100	Yes	43	94.8	No	93.2	1.7	93.2-98.7	Yes	96.8	-0.7	Yes	Yes
Hispanic	53	53	100	Yes	53	84.4	No	85.9	3.5	85.9-93.9	No	94.9	0.9	Yes	No
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	440	437	99	Yes	437	93.5	No	93.1	1.7	93.1-96.8	Yes	95.8	0.0	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	653	650	100	Yes	649	84.7	No	84.2	4.0	86.2-90.2	No	95.9	0.1	Yes	No
Lim. English Prof.	33	33	-	-	32	81.3	-	-	-	-	-	-	-	-	-
Special Education	97	94	97	Yes	94	65.7	No	59.8	10.1	65.4-74.4	Yes	94.7	-0.7	Yes	Yes
Low Income	82	82	100	Yes	82	71.3	No	71.3	7.2	74.0-83.0	No	95.2	-0.3	Yes	No
Afr. Amer./Black	80	80	100	Yes	80	69.7	No	71.2	7.2	73.9-82.9	No	96.4	0.2	Yes	No
Asian or Pacif. Isl.	44	44	100	Yes	43	91.9	No	89.4	2.7	89.4-96.6	Yes	96.8	-0.7	Yes	Yes
Hispanic	50	50	100	Yes	50	71.0	No	73.4	6.7	75.6-84.6	No	94.9	0.9	Yes	No
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	439	436	99	Yes	436	88.4	No	87.6	3.1	88.7-92.7	Yes/SH	95.8	0.0	Yes	Yes

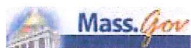
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Name: Mary Sterling

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Lincoln School - 2011 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

Commended For: Narrowing proficiency gaps

2011 Adequate Yearly Progress (AYP) Data - Detail

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ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	418	417	100	Yes	410	94.8	No	94.0	1.5	94.0-98.0	Yes	95.8	-0.1	Yes	Yes
Lim. English Prof.	24	24	-	-	22	89.8	-	-	-	-	-	-	-	-	-
Special Education	51	51	100	Yes	51	79.4	No	73.5	6.6	75.6-84.6	Yes	95.1	-0.6	Yes	Yes
Low Income	34	34	-	-	34	84.6	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	43	43	100	Yes	41	87.2	No	85.8	3.6	85.8-93.9	Yes	95.3	-0.6	Yes	Yes
Asian or Pacif. Isl.	38	38	-	-	37	96.6	-	-	-	-	-	-	-	-	-
Hispanic	28	28	-	-	27	83.3	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	284	283	100	Yes	281	96.9	Yes	96.2	1.0	96.2-99.7	Yes	95.9	0.2	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	418	418	100	Yes	411	89.3	No	88.7	2.8	89.0-94.0	Yes	95.8	-0.1	Yes	Yes
Lim. English Prof.	24	24	-	-	22	86.4	-	-	-	-	-	-	-	-	-
Special Education	51	51	100	Yes	51	73.0	No	65.5	8.6	69.6-78.6	Yes	95.1	-0.6	Yes	Yes
Low Income	34	34	-	-	34	72.1	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	43	43	100	Yes	41	67.7	No	67.2	8.2	70.9-79.9	No	95.3	-0.6	Yes	No
Asian or Pacif. Isl.	38	38	-	-	37	95.3	-	-	-	-	-	-	-	-	-
Hispanic	28	28	-	-	27	67.6	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	284	284	100	Yes	282	93.4	Yes	93.1	1.7	93.1-97.3	Yes	95.9	0.2	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status	
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups	
	All Subgroups	Yes	Yes	Yes	No	No	No	No	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 1 - Subgroups	
	All Subgroups	Yes	Yes	Yes	No	No	No	No	No		

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Name: Mary Sterling

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Lincoln School - 2011 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
Commended For: Narrowing proficiency gaps

2011 Adequate Yearly Progress (AYP) Data - Summary

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	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action - Subgroups	On Target
MATHEMATICS	Restructuring Year 1 - Subgroups	On Target

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
Aggregate	Yes	100	No	94.8	Yes	0.8	Yes	95.8	Yes
Lim. English Prof.	-	-	-	89.8	-	-	-	-	-
Special Education	Yes	100	No	79.4	Yes	5.9	Yes	95.1	Yes
Low Income	-	-	-	84.6	-	-	-	-	-
Afr. Amer./Black	Yes	100	No	87.2	Yes	1.4	Yes	95.3	Yes
Asian or Pacif. Isl.	-	-	-	96.6	-	-	-	-	-
Hispanic	-	-	-	83.3	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	96.9	Yes	0.7	Yes	95.9	Yes
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	
Aggregate	Yes	100	No	89.3	Yes	0.6	Yes	95.8	Yes
Lim. English Prof.	-	-	-	86.4	-	-	-	-	-
Special Education	Yes	100	No	73.0	Yes	7.5	Yes	95.1	Yes
Low Income	-	-	-	72.1	-	-	-	-	-
Afr. Amer./Black	Yes	100	No	67.7	No	0.5	Yes	95.3	No
Asian or Pacif. Isl.	-	-	-	95.3	-	-	-	-	-

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Hispanic	-	-	-	67.6	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	93.4	Yes	0.3	Yes	95.9	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	Yes	Yes	Yes	No	No	No	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 1 - Subgroups
	All Subgroups	Yes	Yes	Yes	No	No	No	No	No	

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Hanscom Primary - 2011 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

2011 Adequate Yearly Progress (AYP) Data - Detail

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ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	48	48	100	Yes	45	83.3	No	87.2	3.2	87.2-94.9	No	95.7	0.3	Yes	No
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	29	29	-	-	27	83.3	-	-	-	-	-	-	-	-	-

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	46	46	100	Yes	43	90.7	No	82.2	4.5	82.2-91.2	Yes	95.7	0.3	Yes	Yes
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	28	28	-	-	26	92.3	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History										NCLB Accountability Status	
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	No	Yes	No	Yes	No	No Status	
	All Subgroups	-	-	-	No	-	-	-	-		
MATH	Aggregate	-	-	-	Yes	No	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	Yes	-	-	-	-		

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Hanscom Primary - 2011 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

2011 Adequate Yearly Progress (AYP) Data - Summary

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	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	No Change
MATHEMATICS	No Status	On Target

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	100	No	83.3	No	-3.9	Yes	95.7	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	83.3	-	-	-	-	-
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	100	No	90.7	Yes	8.5	Yes	95.7	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-

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Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	92.3	-	-	-	-	-

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	No	Yes	No	Yes	No	No Status
	All Subgroups	-	-	-	No	-	-	-	-	
MATH	Aggregate	-	-	-	Yes	No	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	-	-	-	-	

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Hanscom Middle - 2011 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: Yes

2011 Adequate Yearly Progress (AYP) Data - Detail

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ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	184	183	99	Yes	165	88.0	No	88.8	2.8	89.1-94.1	No	96.3	0.4	Yes	No
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	32	31	-	-	29	62.9	-	-	-	-	-	-	-	-	-
Low Income	40	40	-	-	35	85.7	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	28	28	-	-	21	84.5	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	19	19	-	-	19	-	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	121	120	99	Yes	110	90.2	No	86.9	3.3	87.7-92.7	Yes	95.8	-0.4	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	182	181	99	Yes	160	75.2	No	77.8	5.6	80.9-85.9	No	96.3	0.4	Yes	No
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	30	29	-	-	27	49.1	-	-	-	-	-	-	-	-	-
Low Income	38	38	-	-	33	70.5	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	29	29	-	-	21	67.9	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	17	17	-	-	17	-	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	120	119	99	Yes	107	79.2	No	77.3	5.7	80.5-85.5	Yes/SH	95.8	-0.4	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status	
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Improvement Year 2	
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	No	Improvement Year 2	
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes		

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Massachusetts Department of
Elementary & Secondary Education

State Government · State Services



Name: Mary Sterling

Security Portal Log Out

Hanscom Middle - 2011 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: Yes

2011 Adequate Yearly Progress (AYP) Data - Summary

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 2	No Change
MATHEMATICS	Improvement Year 2	Declined

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
Aggregate	Yes	99	No	88.0	No	-0.8	Yes	96.3	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	62.9	-	-	-	-	-
Low Income	-	-	-	85.7	-	-	-	-	-
Afr. Amer./Black	-	-	-	84.5	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	90.2	Yes	3.3	Yes	95.8	Yes
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	99	No	75.2	No	-2.6	Yes	96.3	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	49.1	-	-	-	-	-
Low Income	-	-	-	70.5	-	-	-	-	-
Afr. Amer./Black	-	-	-	67.9	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-

Appendix C

Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	79.2	Yes/SH	1.9	Yes	95.8	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Improvement Year 2
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	No	Improvement Year 2
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	

 [2011 Glossary of AYP Reporting Terms \(pop-up window\)](#)

 [2011 AYP Explanatory Materials](#)

Massachusetts Department of
Elementary & Secondary Education

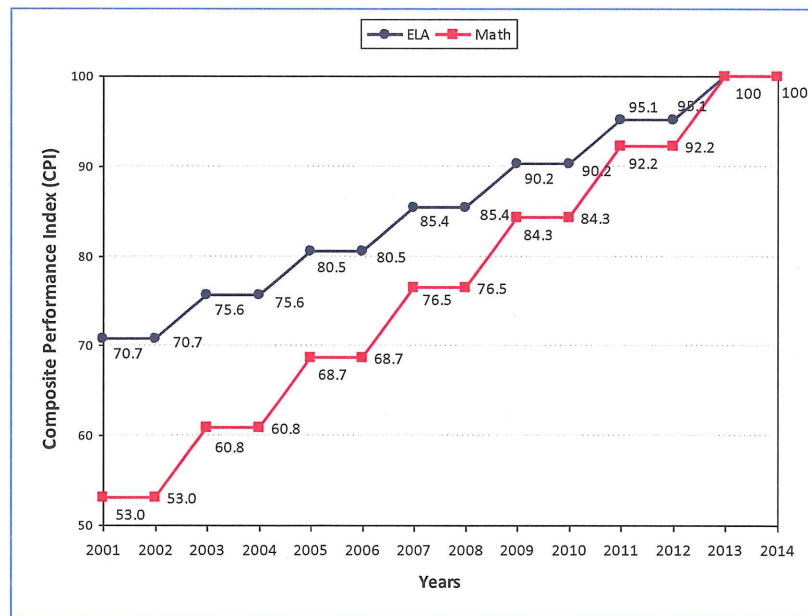
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Appendix D: Adequate Yearly Progress

What is Adequate Yearly Progress (AYP)?

Adequate Yearly Progress means the amount of progress that a district, school, or subgroup makes towards the NCLB target of proficiency in English Language Arts (ELA) and mathematics 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. 2011 is the year when the state raised the bar for CPI in ELA to 95.1 and Math to 92.2. This represents a significant increase in expectations for proficiency since 2010. The formula calls for the bar to be at 100% proficiency in both subjects by 2013.

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:

1. Participation – Percentage of students assessed should be at least 95%.

2. Attendance – The percentage of school attendance rates by all students who took the MCAS tests.
3. 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 2011, it is required to meet or exceed the state's 2011 CPI performance targets for ELA (95.1) and Math (92.2), or meet the Improvement gain target (see below).

4. 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.

AYP is determined using the following formula:

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

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. 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 1st in the testing year (Lincoln: gr. 3-8, HPS: gr.3, HMS: gr.4-8).

What are Subgroups?

Subgroup reporting categories are: Special Education, Limited English Proficiency (ELL), Low-Income, African-American /Black, Asian or Pacific Islander, Hispanic, Native American, White. Just this year, the DESE added a subgroup: "High Needs" which includes students whose scores are reported in three groups: ELL, Special Education, and Low-Income. AYP determinations are calculated for student groups if "(1) 40 students or more assessed in each

year for which performance data is being analyzed and (2) the number of group members is at least 5% of the number of students whose assessment results are included in the school or district's aggregate AYP calculation, or (3) the number of group members is 200 or more."¹ Because of the small size of the Lincoln Public Schools, subgroup reporting exists at the district level but in some cases, it is not reported at the school level due to low incidence of groups in a given grade span.

What is "Accountability Status?"

Accountability Status is a determination for improvement made by the state based on the district's and its schools' history in making AYP. A district or school is identified for improvement if they fail to make AYP in a subject for two years. The improvement determination places the district and schools in the categories of action described below. The 2011 AYP results for the Lincoln Public Schools are available in Appendix C, which shows the history of results since 2003. In order to move out of any level of improvement status, the district or school must make AYP for two years in a row.

Improvement Status Categories:

- No Status means that the district or school makes AYP for two consecutive years in the same subject; no action needed.
- Improvement Year 1 means that one or more schools did not make AYP in one or several areas for a second year. Therefore, the district must (1) notify parents, (2) require the school to revise its school improvement plan, and (3) provide the school with technical assistance. If any schools in the district did not meet AYP and received 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 or school did not make AYP in one or several areas for a third year. Therefore, the district must notify parents, require the school to 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, funded by the district, 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 or school did not make AYP for a fourth year in at least one area or must meet AYP for another year in order to return to "no status." All

¹ *School Leaders' Guide to the 2011 Accountability Reports*, Massachusetts DESE, p. 3.

requirements for Improvement Year 2 continue with the addition of specific corrective actions and public notification.

- Restructuring Year 1 means that a district or school did not make AYP for a fifth year in at least one area or must meet AYP for another year in order to return to “no status.” All requirements from previous levels of accountability continue and the district must plan to take at least one structuring step specified by the NCLB statute. If the school becomes identified Restructuring Year 2, the district must implement the restructuring step.

What are the Levels of Accountability and Assistance?

Every non-charter school with four consecutive years of assessment data is assigned an “Accountability and Assistance Level” of 1-5.² Schools are placed in Level 1 or Level 2 based on their NCLB accountability status, described above. Lower levels of assignment occur for the lowest performing and least improving 20% of schools statewide.

- Level 1 is the assignment for schools with an accountability status of “No Status,” “Improvement Year 1 or 2.”
- Level 2 is the assignment for schools with an accountability status of “Corrective Action” or “Restructuring.”

What are the State Commendation Designations?

The state had defined designations to commend schools that make demonstrable progress in three areas:

- Narrowing Proficiency Gaps
- High Growth
- Exiting NCLB Accountability Status

The Accountability reports for these schools will display a “commended for” label followed by the category of commendation.³

² For a detailed descriptions of each level, see *School Leaders’ Guide to the 2011 Accountability Reports*, Massachusetts DESE, p. 7.

³ For more detailed information about commendations, see *School Leaders’ Guide to the 2011 Accountability Reports*, Massachusetts DESE, p. 8.



LINCOLN PUBLIC SCHOOLS

Michael F. Brandmeyer
Superintendent

September 28, 2011

Dear Parents and Caregivers,

The Massachusetts Department of Elementary and Secondary Education (DESE) has released the 2011 MCAS results. One measure of student performance is Adequate Yearly Progress (AYP). AYP, established by the federal *No Child Left Behind Act* (NCLB), measures the progress that students are making toward meeting educational standards. AYP results are reported for individual schools and districts in terms of progress for all students and for subgroups of students, e.g., low income, special education, classification by race, etc.

When this measure was enacted in 2004, it was designed to challenge, and hold schools accountable to ensure that all students become proficient in ELA and Math by 2014. However, the use of AYP has recently been identified as an inaccurate measure of school and district performance. Despite clear gains in proficiency in ELA and Math, in 2011 the AYP formula designated 82% of Massachusetts' schools and 91% of the state's districts as under-performing. Recently, President Obama has called for a reform to the NCLB with particular attention to AYP and invited states to apply for waivers. On September 27th, the Boston Globe reported that the Commissioner of Education in Massachusetts, Mitchell Chester, is considering applying for a waiver.

While the district performance overall is strong, we have not met AYP for subgroups for at least two years in a row and as a result the district and our schools have NCLB status designations of Improvement Year 2, Restructuring Year 1, or Corrective Action Year 1. Each of these designations requires certain actions by the schools and district. The designation for each school and summary of action steps currently being implemented are listed below.

In the Lincoln School district we support high standards and agree that closing achievement gaps is the right goal. Our district goals and school improvement plans focus on ensuring that every student makes strong academic progress.

Our commitment to standards-based assessment, instruction and reporting includes intervention for all students who are not yet proficient on MCAS.

Lincoln School

The Lincoln School has been commended for narrowing proficiency gaps and has met AYP for students in total in English Language Arts and Mathematics every year since 2004, the first year that AYP results were reported. However, the school did not meet AYP for all subgroups for at least two years in a row resulting in NCLB status of Corrective Action for Subgroups in ELA and Restructuring Year 1 – Subgroups for Mathematics. As a result, the school is required to rewrite its School Improvement Plan and to develop a Restructuring Plan while it implements curriculum and instruction to better address each students' learning needs.

Appendix E

Hanscom Middle School (HMS)

HMS has not met AYP for at least two years in a row since 2004 in ELA and Math, which results in an NCLB status of Improvement Year 2. As a result, the school must include a goal in the School Improvement Plan to address NCLB requirements. Since HMS is a Title I school, it is also required to offer supplemental educational services (SES) to low-income students. Information regarding SES will be sent directly to parents of qualifying students under separate cover.

Hanscom Primary School (HPS)

HPS administered MCAS in English Language Arts and Mathematics in grade 3. Since the school met AYP in both ELA and Math in 2010, there is no NCLB Accountability Status this year. However, HPS did not make AYP in 2011 in ELA and the school will continue to focus on strong foundational programs in literacy and mathematics in an effort to meet all children's learning needs.

In summary it is very important that you know that we will continue to focus the district's resources to provide your children with the very best educational experiences possible. Our school improvement plans, district goals and work-plans clearly articulate the efforts we will make in the areas of teaching and learning, professional development and instructional design to ensure that our students succeed. These plans will be posted on the district's website and I encourage you to review them and to attend presentations about the district's educational programs.

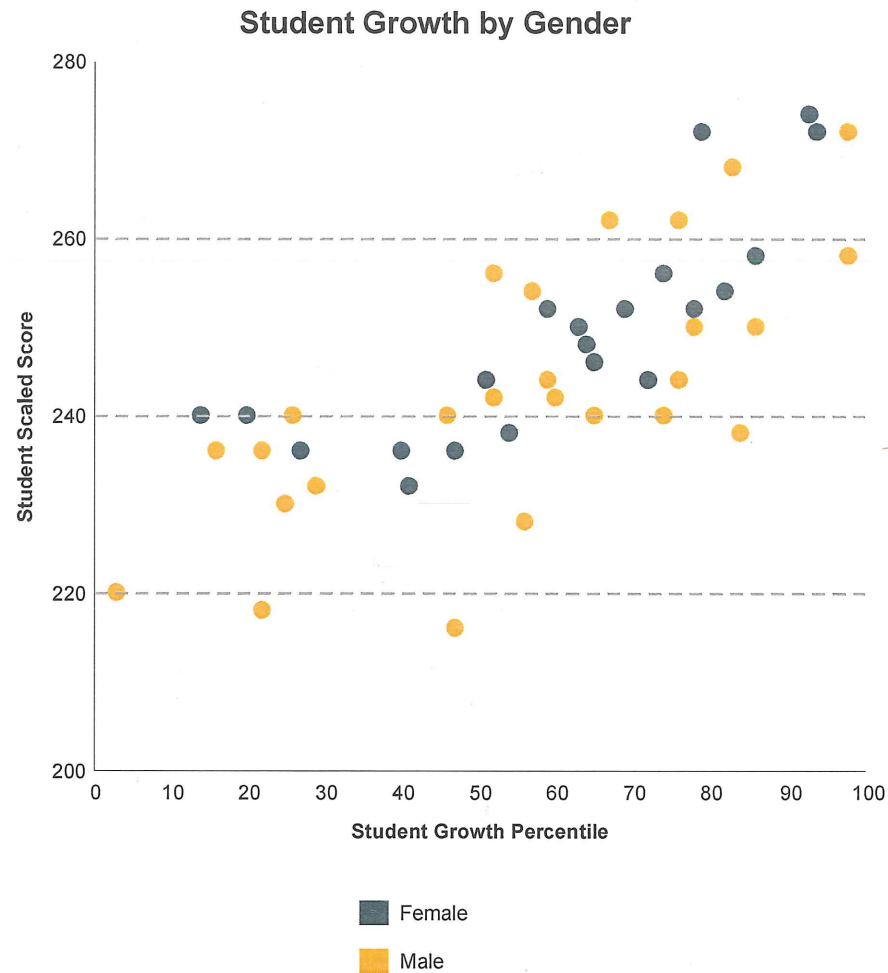
I also want to encourage you to be involved with your child's school. We know that when there is a strong home-school partnership that our students -- your children -- succeed at higher levels. Thank you for your continued support. If you have any questions, please do not hesitate to contact Mary Sterling, Assistant Superintendent, your child's School Principal or me. I can be reached at 781-259-9409.

Sincerely,

Michael F. Brandmeyer
Superintendent

Spring 2011 MCAS Student Growth Scatter Plot
English Language Arts

District: Lincoln
School: Lincoln School
Grade: 04

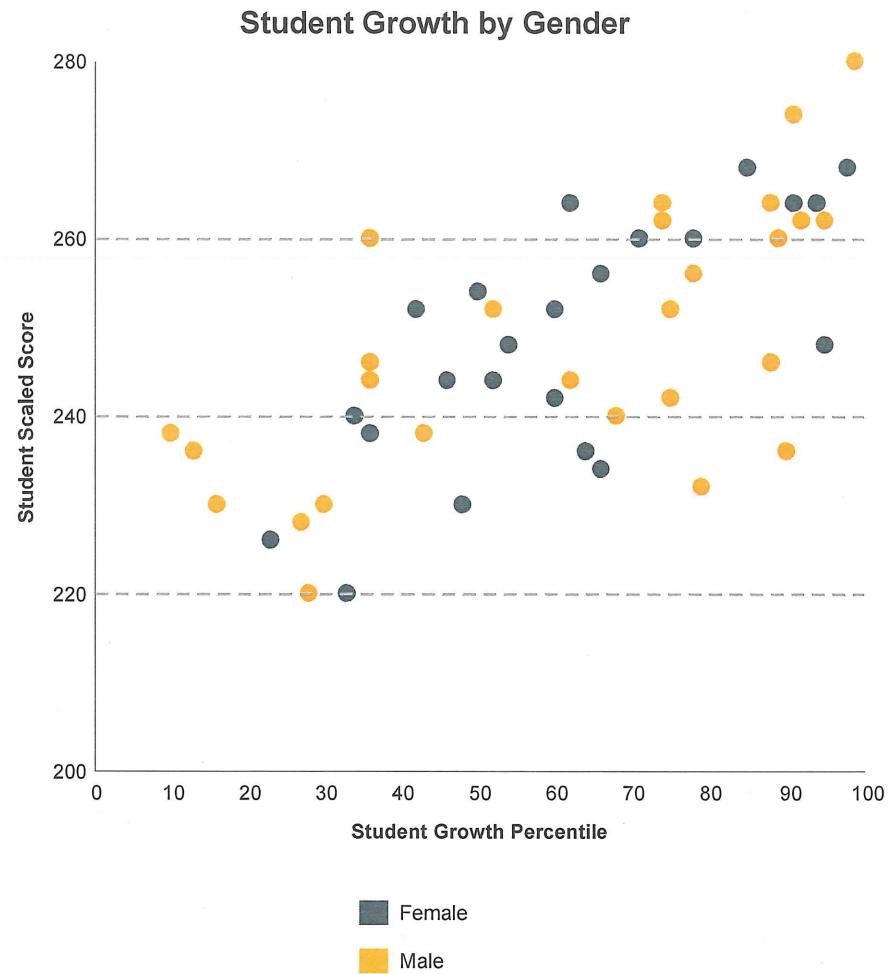


Appendix F



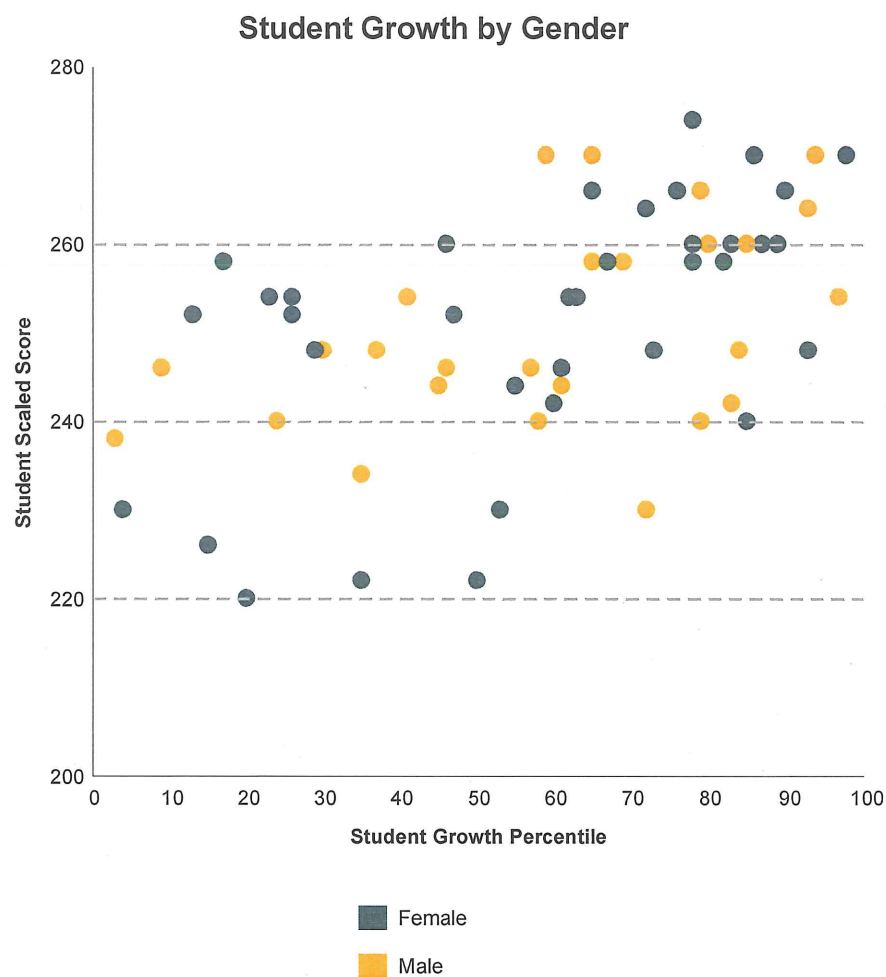
Spring 2011 MCAS Student Growth Scatter Plot Mathematics

District: Lincoln
School: Lincoln School
Grade: 04



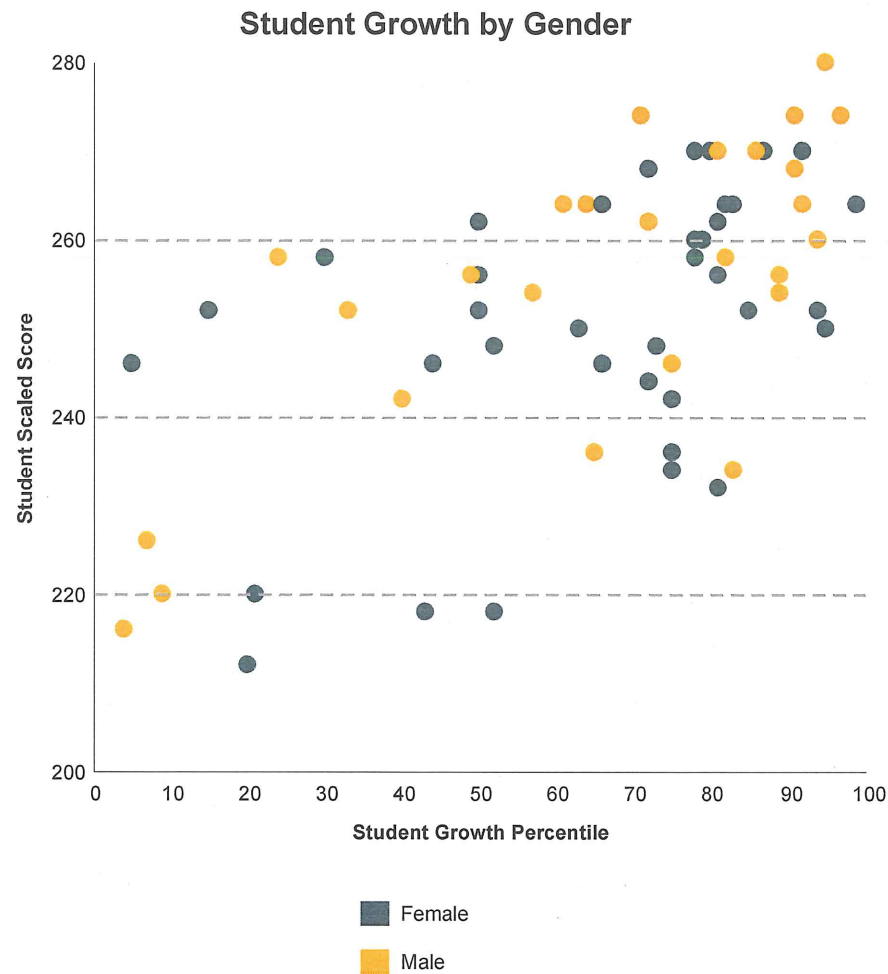
Spring 2011 MCAS Student Growth Scatter Plot
English Language Arts

District: Lincoln
School: Lincoln School
Grade: 05



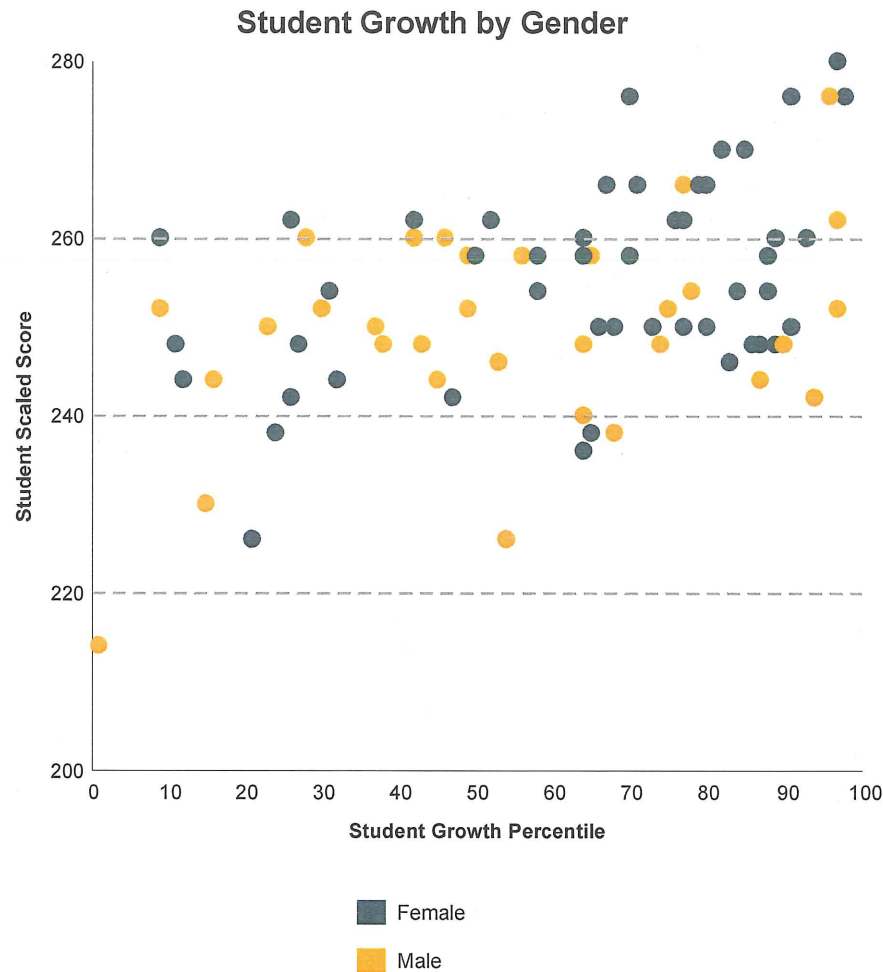
Spring 2011 MCAS Student Growth Scatter Plot
Mathematics

District: Lincoln
School: Lincoln School
Grade: 05



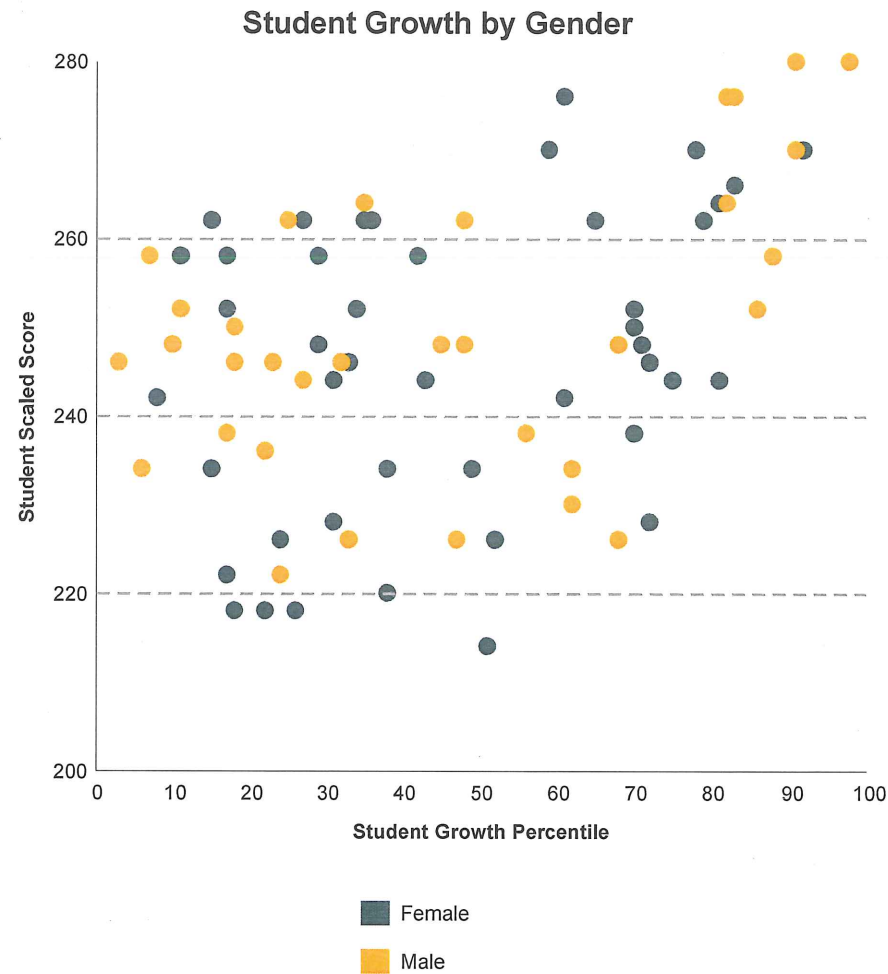
Spring 2011 MCAS Student Growth Scatter Plot
English Language Arts

District: Lincoln
School: Lincoln School
Grade: 06



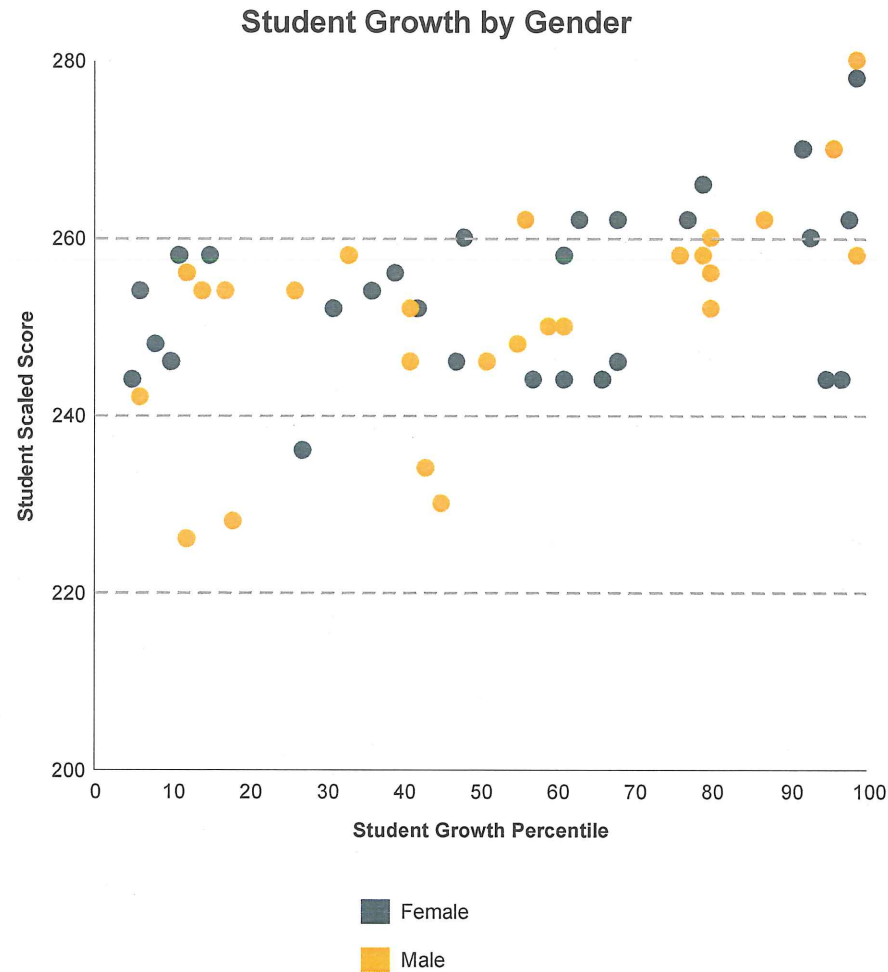
Spring 2011 MCAS Student Growth Scatter Plot
Mathematics

District: Lincoln
School: Lincoln School
Grade: 06



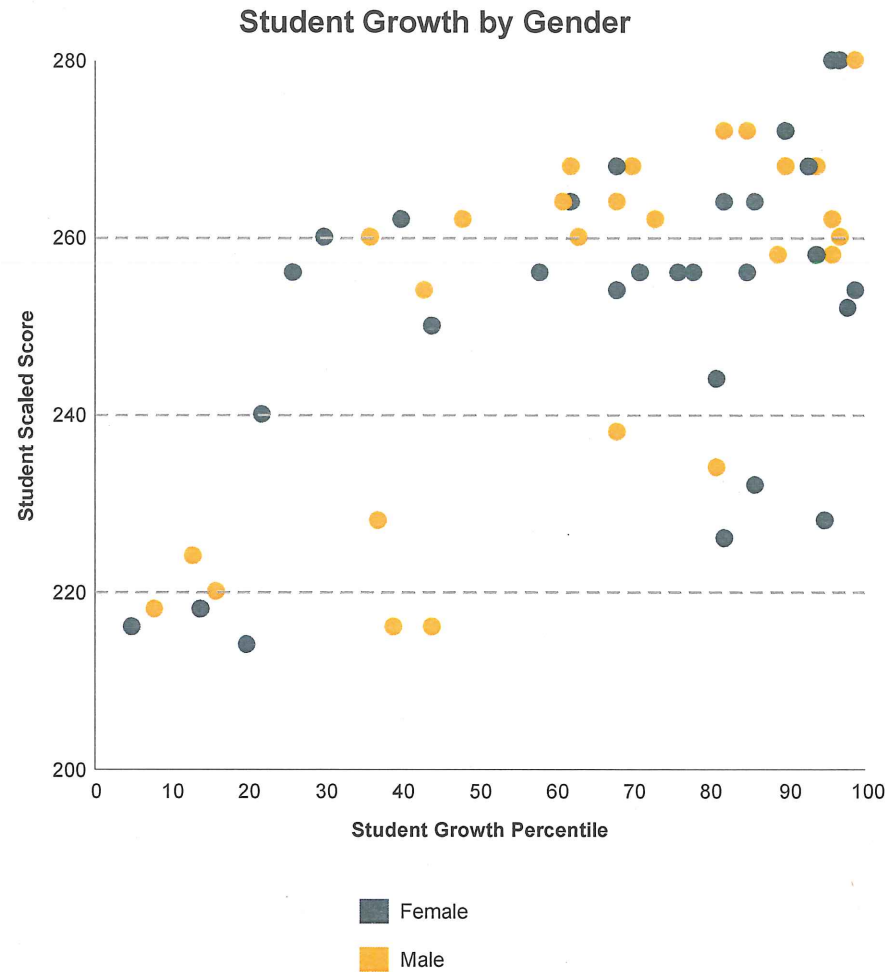
Spring 2011 MCAS Student Growth Scatter Plot
English Language Arts

District: Lincoln
School: Lincoln School
Grade: 07



Spring 2011 MCAS Student Growth Scatter Plot
 Mathematics

District: Lincoln
 School: Lincoln School
 Grade: 07

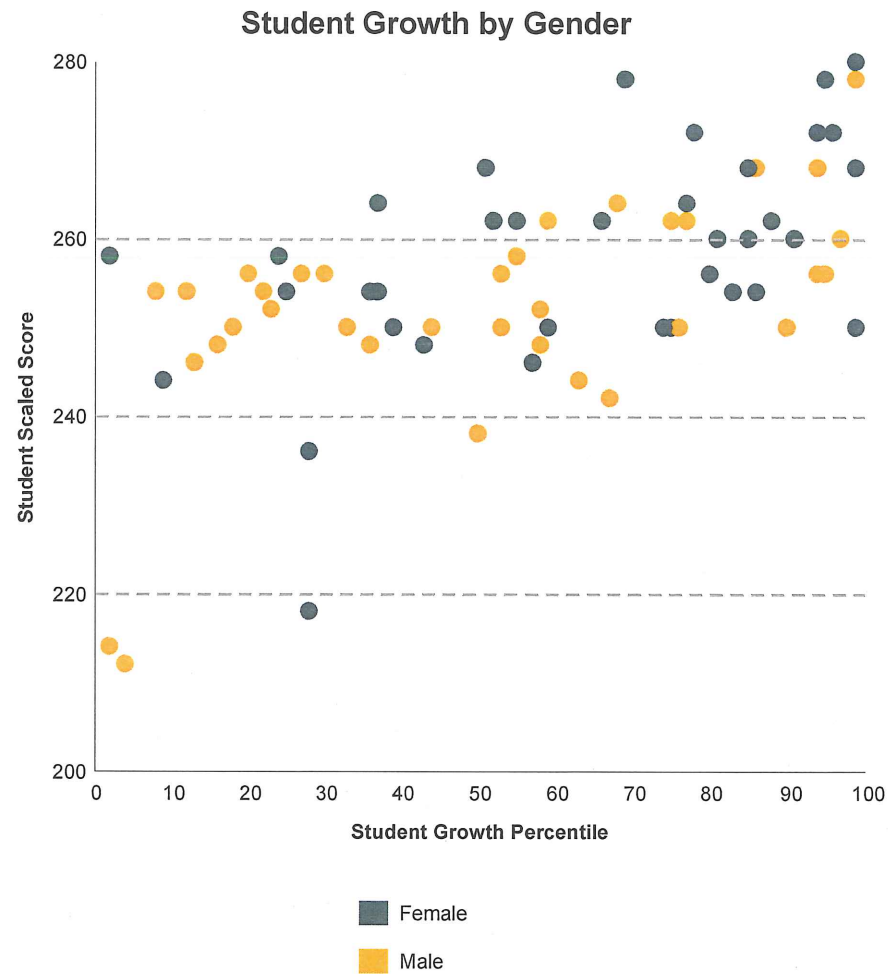


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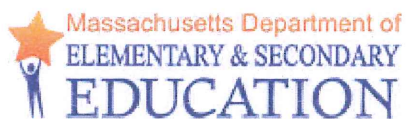


Spring 2011 MCAS Student Growth Scatter Plot English Language Arts

District: Lincoln
School: Lincoln School
Grade: 08

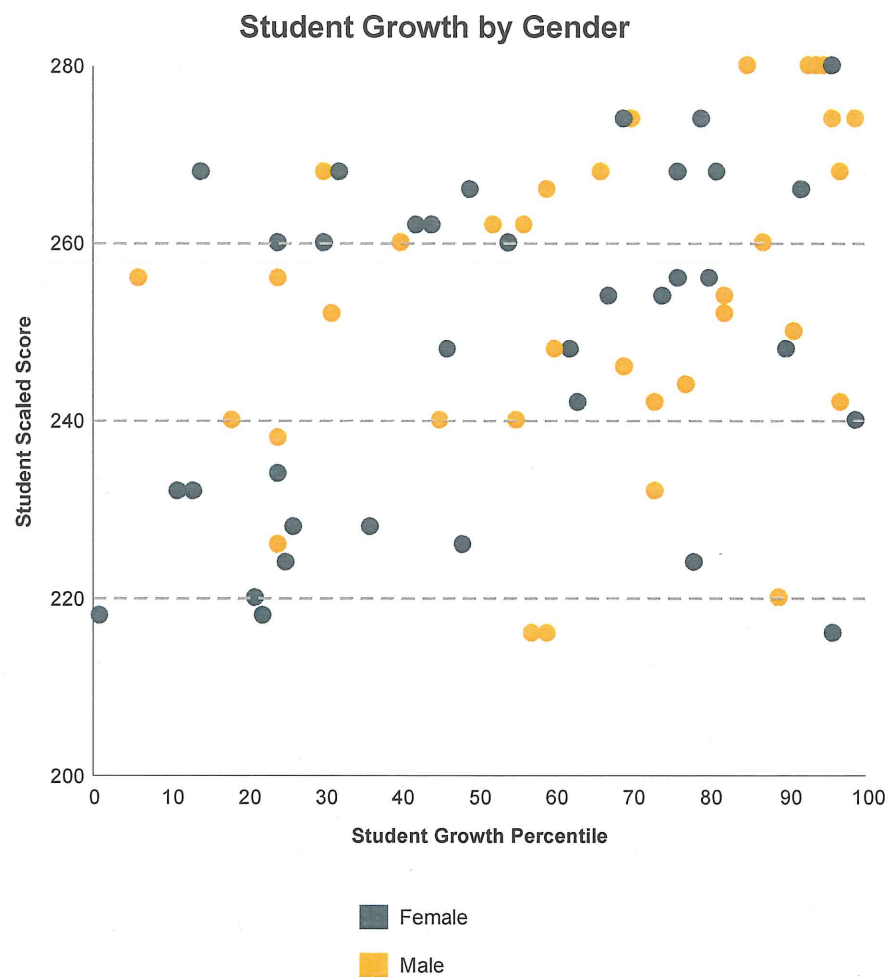


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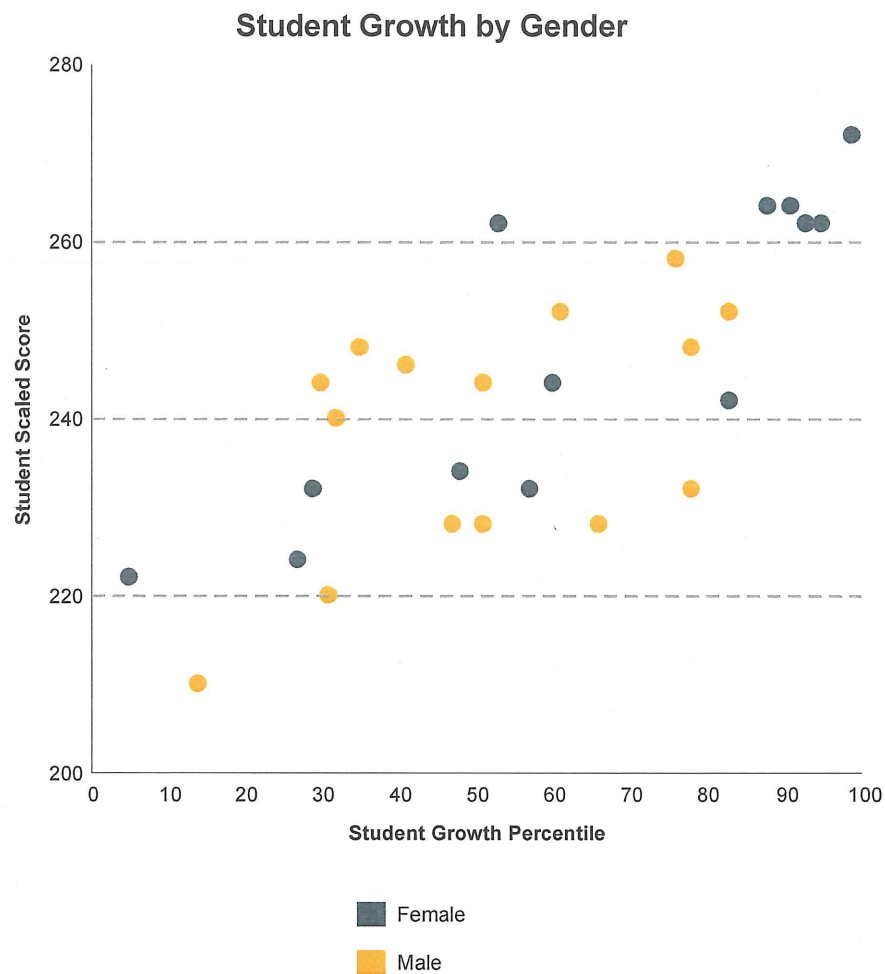
Spring 2011 MCAS Student Growth Scatter Plot Mathematics

District: Lincoln
School: Lincoln School
Grade: 08



Appendix F
 Spring 2011 MCAS Student Growth Scatter Plot
 English Language Arts

District: Lincoln
 School: Hanscom Middle
 Grade: 04

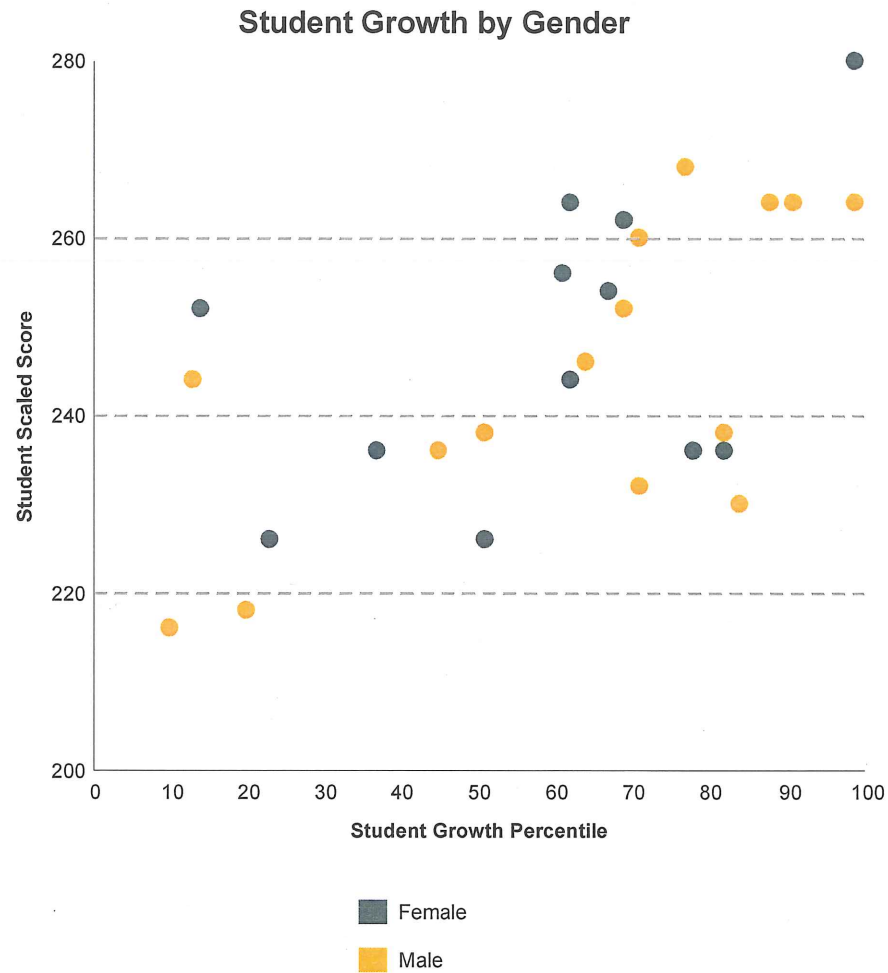


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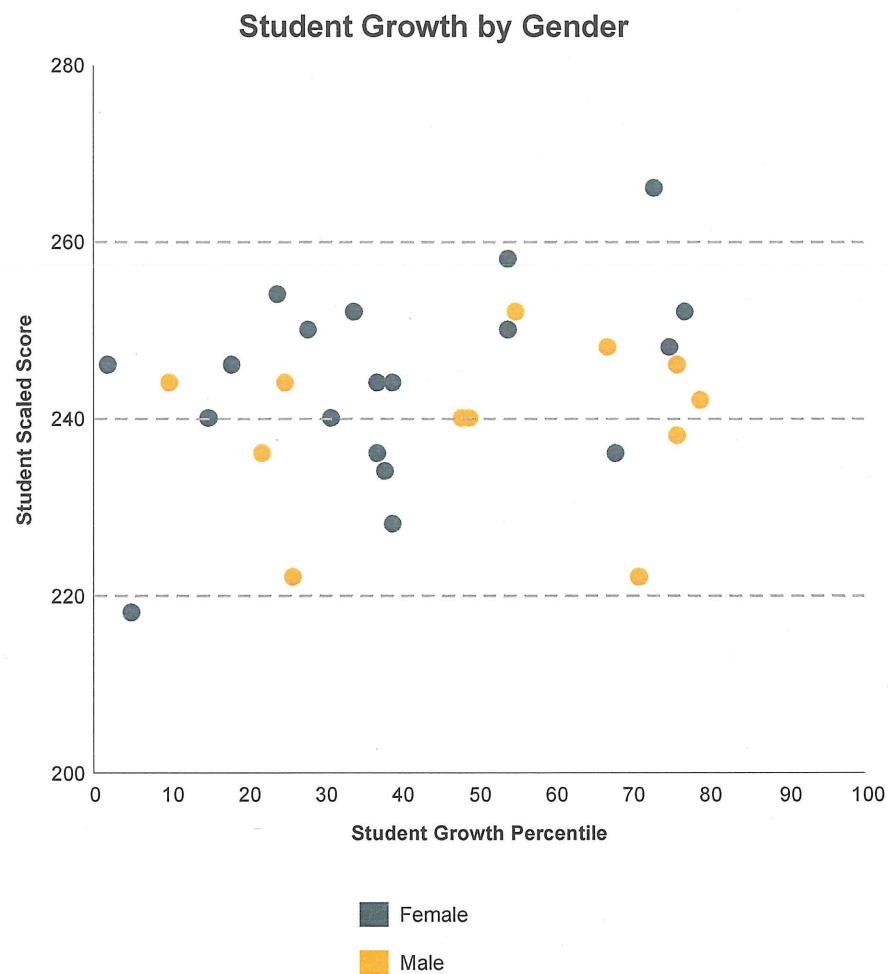
Spring 2011 MCAS Student Growth Scatter Plot Mathematics

District: Lincoln
School: Hanscom Middle
Grade: 04



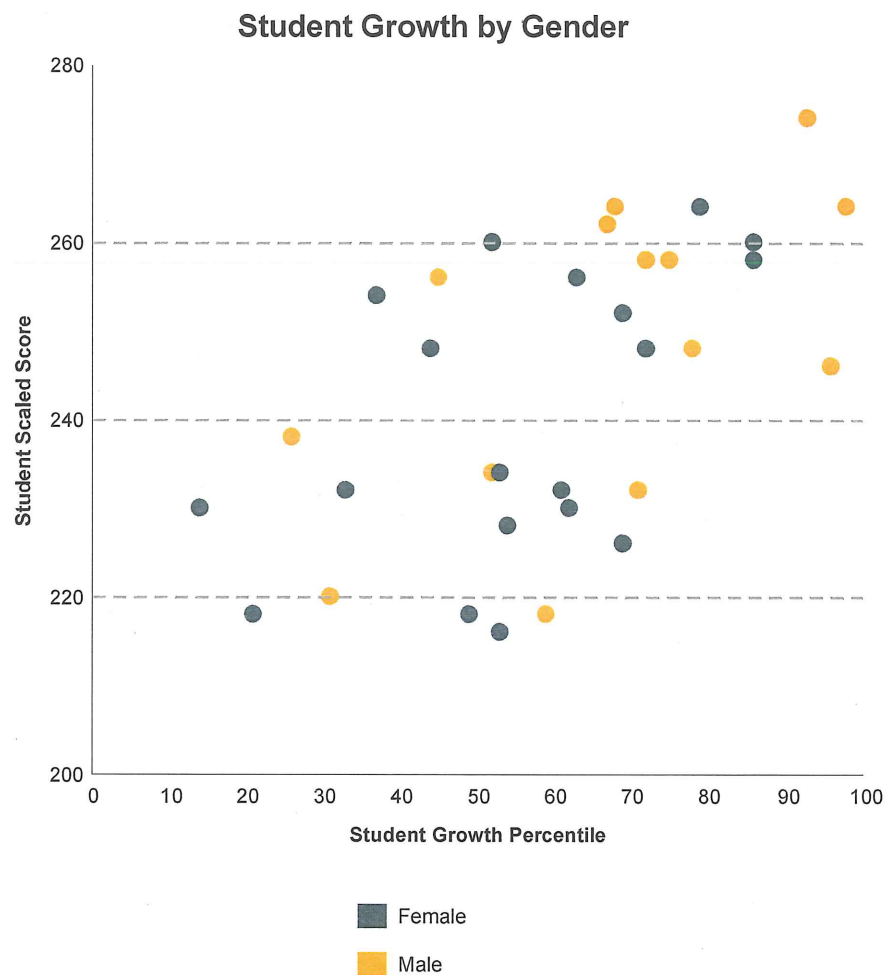
Spring 2011 MCAS Student Growth Scatter Plot
 English Language Arts

District: Lincoln
 School: Hanscom Middle
 Grade: 05



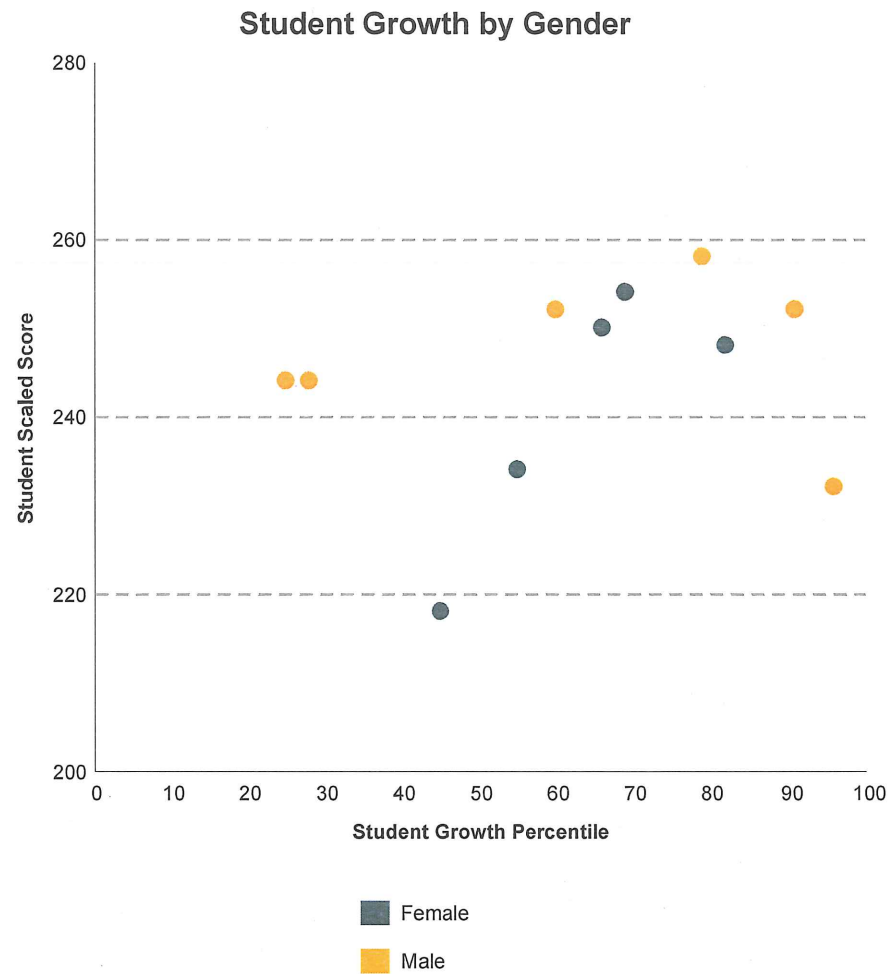
Spring 2011 MCAS Student Growth Scatter Plot
Mathematics

District: Lincoln
School: Hanscom Middle
Grade: 05

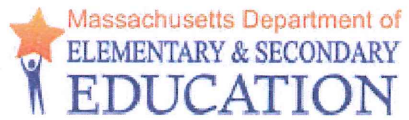


Spring 2011 MCAS Student Growth Scatter Plot
English Language Arts

District: Lincoln
School: Hanscom Middle
Grade: 06

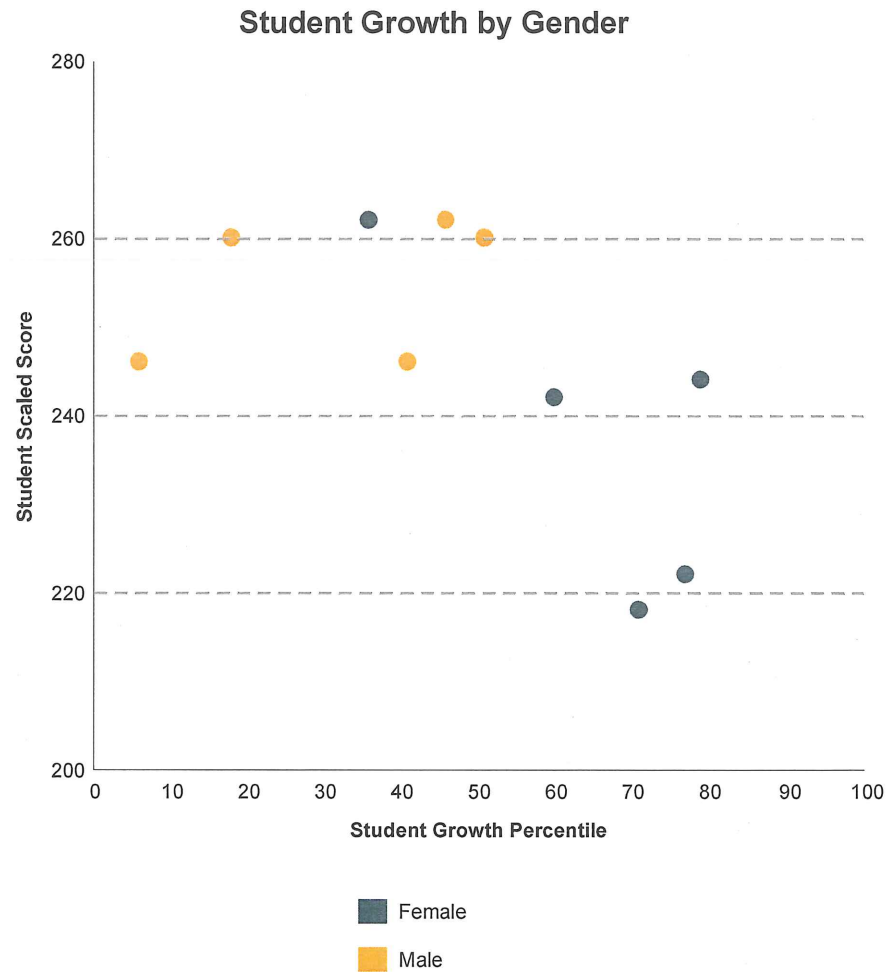


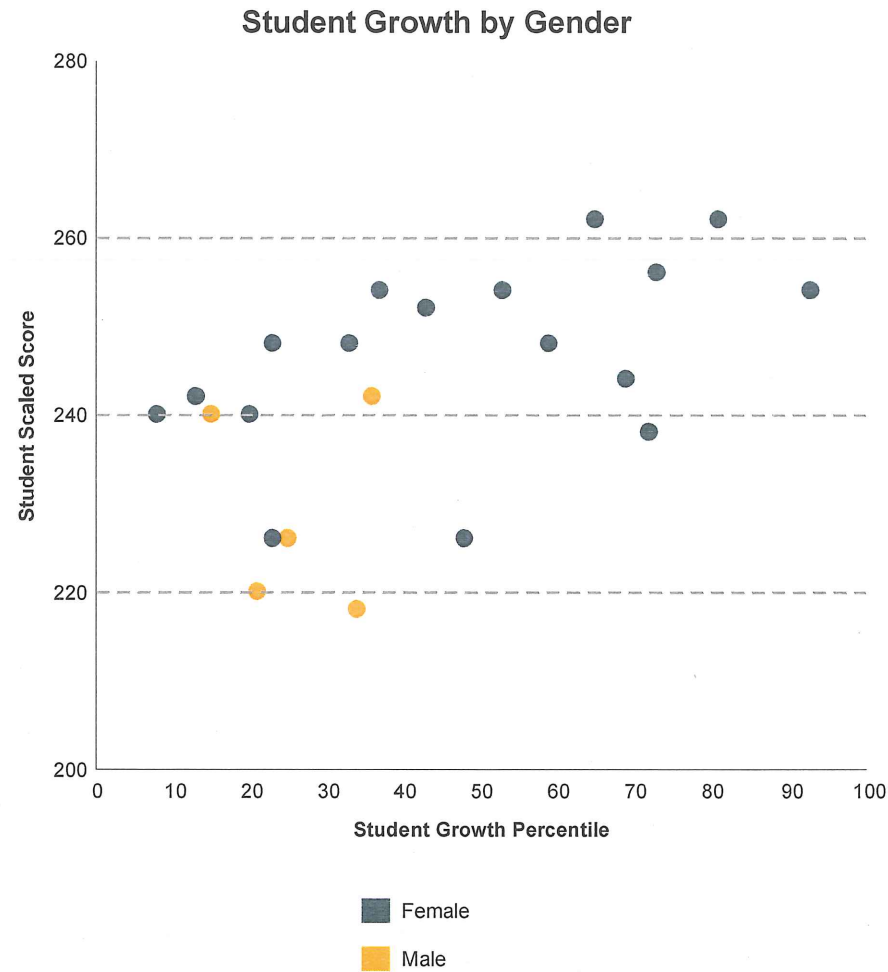
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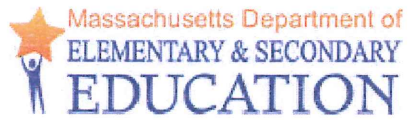
Spring 2011 MCAS Student Growth Scatter Plot Mathematics

District: Lincoln
School: Hanscom Middle
Grade: 06



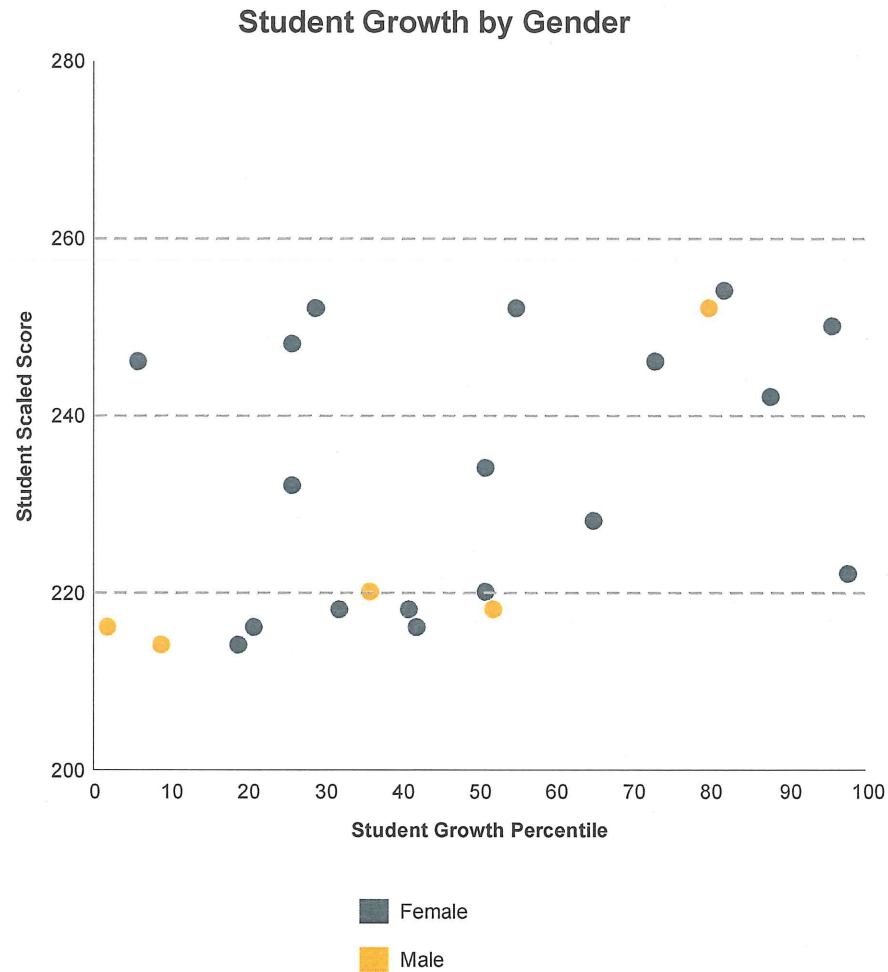
Spring 2011 MCAS Student Growth Scatter Plot
English Language ArtsDistrict: Lincoln
School: Hanscom Middle
Grade: 07

Appendix F



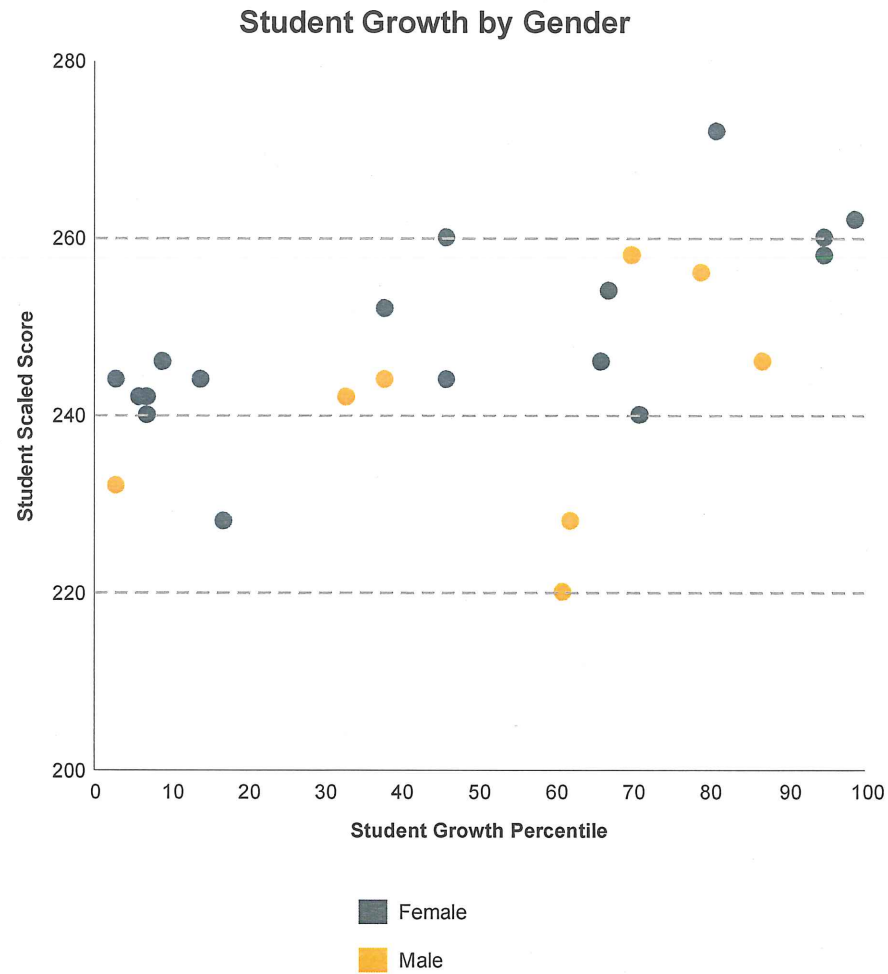
Spring 2011 MCAS Student Growth Scatter Plot Mathematics

District: Lincoln
School: Hanscom Middle
Grade: 07



Spring 2011 MCAS Student Growth Scatter Plot
English Language Arts

District: Lincoln
School: Hanscom Middle
Grade: 08



Appendix F



Spring 2011 MCAS Student Growth Scatter Plot Mathematics

District: Lincoln
School: Hanscom Middle
Grade: 08

