



## Lincoln Public Schools

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Assistant Superintendent of Schools

To: School Committee  
From: Rob Ford, Stephanie Powers, and Mary Sterling  
Re: Report on Subgroup Performance and Growth  
Date: November 15, 2013

### Background

The Lincoln Public School district has a long-standing commitment to the achievement of all students. Full access to a rigorous core curriculum is a priority, and resources are consistently allocated to provide quality learning experiences and support for all students. Despite these efforts, evidence of achievement gaps has persisted for several years, and various efforts have been made to address the needs of students who have not achieved at a level commensurate with that of grade-level peers in their schools.

In January 2011, the Lincoln Administrative team presented a report to the School Committee on achievement gaps. The purpose of that report was to define achievement gaps more precisely using MCAS results and other measures. In September 2011, a second report focused on a five-point plan to narrow achievement gaps in identified subgroups, and it described a range of strategies to implement.

Following these reports, the district continued and initiated several interventions to address the needs of students in subgroups whose achievement did not match that of their peers. Teachers have become more skilled at employing a data process to examine evidence of achievement, to draw conclusions about what is needed, and to develop plans to address identified student needs in a timely, specific, and measurable way. The district implemented Goal Focused Intervention Plans (GFIPs) to address the needs of individual students whose achievement is determined to be below expectations for the grade level. Principals and literacy specialists have conducted ongoing literacy data team meetings to track student progress and inform practice. Students in need are provided with: direct services in math and literacy, review by Instructional Support Teams, classroom accommodations, extended school day and school year opportunities, and special education services. Progress monitoring is a consistent practice done with individual students regarding their individual goals. Such monitoring, while essential to the ongoing instruction of students, does not lend itself to larger scale analysis because interventions are customized and vary from student to student.

While the district maintains detailed records on individual students who are receiving services, we have not made as much progress as desired in efficiently collecting local assessment results to use in analyzing subgroup performance. However, this year is a pilot year for several new district-determined measures (DDMs). In future years, it is likely that data from these growth measures will give us better access to information about subgroup performance. The district is also engaged in a review of our data systems to identify areas of need in terms of both data collection and analysis. We anticipate that this will help build our capacity to work with local assessments in the future. For the present, we have focused primarily on MCAS results to describe and understand the performance of students in subgroups.

This report includes analysis by campus and by subgroup of MCAS ELA data for grades 3-8, MCAS Mathematics data for grades 3-8, and one local assessment: Fountas & Pinnell literacy assessment data for grades K-5. The information about achievement is organized by grade level spans. Because our student population is small, presenting data in these grade clusters provides sufficient scale to ensure the validity of our analysis and to safeguard student identities. The subgroups described are based on the Massachusetts categories for required reporting: Low Income, Students with Disabilities, African

American, Asian, Hispanic/Latino, Multiple Race/Non-Latino, and White. It should be noted that the reporting of students in categories of race and ethnicity is done by parents through the process of registering their children for school. The presentations on November 21, 2013 will include charts of results to discuss and will provide an opportunity to raise additional questions that data may help us investigate.

## **Considerations Regarding MCAS**

We present MCAS data and some description of trends in student performance and growth in subgroups with several key issues in mind:

- We cluster the grades by school and/or campus because the subgroups are too small to report and analyze at individual grade levels.
- Our cohort of students changes every year. From 2012 to 2013, an entire class of eighth grade students left the district, and a new group of second graders arrived in grade three and began to participate in MCAS. When analyzing the school-wide MCAS subgroups, it is important to note that approximately 1/6 of the group changes from year to year.
- High turnover at Hanscom changes group membership from year to year which raises questions about valid comparison.
- The Performance section of this report compares the 2013 achievement of each subgroup to the aggregate and also highlights movement from 2012 to 2013 in Advanced, Proficient, and Needs Improvement/Warning levels.
- Overall, an increase or decrease of 3 percentage points or less is not considered significant.
- The smaller the subgroup size, the more one student's performance makes a difference in percentage points.
- MCAS scores can be useful because they are considered valid in relation to state standards, they can be seen in the context of the performance of larger populations across the state, and they are considered "objective." The downsides of such state testing are well-known. Two of these downsides that are relevant to subgroup analysis are: 1) the test represents a snapshot of performance in time and cannot show the complexity of learning that students are able to accomplish, and 2) students in these subgroups may have learning and cultural differences that may make these tests inaccessible to the learner.

## **Student Growth Percentile Distribution**

Student Growth Percentile (SGP) is a measure of how individual students have grown in comparison to students across the state who scored similarly in previous years. Students with an SGP between 40 and 60 are considered to have moderate growth. Students with an SGP from 0-40 are considered to have Low or Very Low Growth, and students with an SGP from 60-100 are considered to have High or Very High Growth.

Because SGP measures growth, it requires students to have two years or more of MCAS scores in order to determine their SGP. The sizes (N) of the subgroups at Hanscom are nearly all below the data suppression threshold established by the state. Therefore, we have only included SGP distribution information for the Lincoln School.

## **Lincoln School**

### **Population Shifts from 2012 to 2013 for Grades 3-8:**

All Students: Population size stable at around 400

Low Income: Remained stable

Students with Disabilities: Increased by 13 students

Race/Ethnicity: Subgroups' size remained stable, varying only by 0-4 students in each subgroup

## **Lincoln School – English Language Arts**

### **Lincoln School MCAS English Language Arts Performance Levels Gr 3-8**

*Appendix A: 2013 and 2012*

#### **2013 Performance Level Observations:**

All Students: 85% of all students achieved scores at the Proficient+ level (Proficient and Advanced)

Low Income: Scores were 30 percentage points below the Proficient+ level for the aggregate

Students with Disabilities: Scores were 38 percentage points below the Proficient+ level for the aggregate

Race/ethnicity:

- African American: Scores were 24 percentage points below the Proficient+ level for the aggregate
- Asian: Scores were 7 percentage points above the Proficient+ level for the aggregate
- Hispanic: Scores were 29 percentage points below the Proficient+ level for the aggregate
- Multi-Race: Scores were 11 percentage points above the Proficient+ level for the aggregate
- White: Scores were 7 percentage points above the Proficient+ level for the aggregate

#### **Performance Level Changes from 2012 to 2013:**

All Students: No significant shifts in levels of performance

Low Income: Decreased 6 points in Advanced level; decreased 4 points in Proficient; increased 9 points in Needs Improvement/Warning

Students with Disabilities: Slight shift from Advanced to Proficient; slight decrease in Needs Improvement/Warning

Race/ethnicity:

- African American: Increased 4 points in Advanced; decreased 11 points in Proficient; increased 6 points in Needs Improvement/Warning
- Asian: Decreased 4 points in Advanced; increased 12 points in Proficient; decreased 5 points in Needs Improvement/Warning
- Hispanic: Increased 9 points in Advanced; decreased 8 points in Proficient; no change in Needs Improvement/Warning
- Multi-Race: Decreased 7 points in Advanced; increased 11 points in Proficient; decreased 4 points in Needs Improvement/Warning
- White: Slight decrease in Advanced; slight increase in Proficient; no change in Needs Improvement/Warning

## **Student Growth Percentile Distribution**

### **Lincoln School 2013 MCAS English Language Arts SGP Distribution by Group, Gr. 4-8**

#### *Appendix B*

- In ELA, most of our identified subgroups, including African Americans and Students with Disabilities, show similar growth to our overall population
- The Multi-Race, Non Hispanic subgroup showed the strongest growth with only 19% of students falling into the Low/Very Low Growth category, and 57% of students in the High/Very High Growth category
- The Hispanic subgroup had both the highest percentage of students in the Low/Very Low Growth category (31%) and the lowest percentage of students in the High/Very High Growth category (38%)
- The Low Income subgroup also had a slightly higher percentage of students in the Low/Very Low Growth category (30%) and a significantly lower percentage of students in the High/Very High Growth category (41%) than the All Students group

## **District Literacy Assessment (Fountas & Pinnell):**

The Fountas & Pinnell literacy benchmark assessment is used throughout the district in grades K-5 and has been selected as a district-determined growth measure. Fountas & Pinnell utilizes a one-on-one assessment to measure multiple factors that ultimately determine an instructional level from A-Z. Fountas & Pinnell has established a set of grade-level expectations that have been adapted for use in the Lincoln Public Schools (see Appendix C). For each student, we are able to calculate how many levels they are above or below their respective grade level target. The charts in Appendix C show the median levels above or below target for each subgroup.

## **Lincoln School District Measures:**

### **English Language Arts Fountas & Pinnell Assessment 2013 End-of-Year, Gr. K-5**

#### *Appendix C*

- At the end of the year, the median instructional level was below grade level target for students in the Hispanic, Students with Disabilities, and Low Income subgroups.
- The median instructional level for the African American subgroup was just over half a level above target.
- In the White, Multi-Race/Non-Hispanic, and Asian subgroups, the median instructional level was over two levels above grade-level target.

## **Lincoln School ELA Key Points:**

A comparison of the 2013 aggregate performance in English Language Arts to the performance of each subgroup clearly depicts the gap between the higher achievement of students in the Asian, White and Multi-Race/Non-Hispanic subgroups with the lower performance of students in any of the other subgroups. Advanced scores are highest in the Multi-Race/Non-Hispanic subgroup followed by scores of students in the White and Asian subgroups. The other groups have Advanced scores of 13 percent and under. The subgroup with the highest percentage of scores at the Needs Improvement/Warning level is Students with Disabilities.

An examination of the shifts in performance for subgroups from the 2012 to the 2013 assessments show that subgroups generally achieved a similar performance on both assessments, especially given the total number of students in each group who scored at Proficient or Higher levels. One highlight is the students in the ethnic subgroup of Hispanic/Latino who increased 9 percentage points in Advanced scores. Looking closely at our individual score information, this means that 1-3 students may have moved to Advanced from Proficient in this group of 34 students. An area of concern is the increase of scores (9 percentage points) at the Needs Improvement/Warning level for 53 students in the Low-Income subgroup.

The distribution of student growth percentiles by subgroup shows that growth on the ELA MCAS among most subgroups is fairly consistent with the student population as a whole. Exceptions to this are the Low Income and Hispanic subgroups which both have a slightly higher percentage of students in the Low/Very Low Growth category and significantly lower percentages of students in the High/Very High Growth group. This is an area of concern as a subgroup with lower growth than other students will be unable to close gaps in achievement.

The Fountas & Pinnell benchmark assessments provide further evidence of achievement gaps in ELA between the aggregate and each of three subgroups: Hispanic, Students with Disabilities and Low Income.

## **Lincoln School - Mathematics**

### **Lincoln School MCAS Mathematics Performance Levels, Gr. 3-8**

*Appendix A: 2013 and 2012*

#### **2013 Performance Level Observations:**

All Students: 81% of all students achieved scores at the Proficient+ level (Proficient and Advanced)

Low Income: Scores were 25 percentage points below the Proficient+ level for the aggregate

Students with Disabilities: Scores were 40 percentage points below the Proficient+ level for the aggregate

Race/ethnicity:

- African American: Scores were 14 percentage points below the Proficient+ level for the aggregate.
- Asian: Scores were 8 percentage points above the Proficient+ level for the aggregate.
- Hispanic: Scores were 31 percentage points below the Proficient+ level for the aggregate.
- Multi-Race: Scores were 12 percentage points above the Proficient+ level for the aggregate.
- White: Scores were 4 percentage points above the Proficient+ level for the aggregate.

#### **Performance Level Changes from 2012 to 2013:**

All Students: No significant decrease or increase in levels

Low Income: Decreased 4 points in Advanced; increased 18 points in Proficient; decreased 14 points in Needs Improvement/Warning

Students with Disabilities: no change in Advanced scores; increased 5 points in Proficient; decreased 5 points in Needs Improvement/Warning

Race/Ethnicity:

- African/American: Increased 8 points in Advanced; increased 11 points in Proficient; decreased 20 points in Needs Improvement/Warning

- Asian: Increased 6 points in Advanced, increased 12 points in Proficient; decreased 5 points in Needs Improvement/Warning
- Hispanic: Decreased 12 points in Advanced; increased 14 points in Proficient; no change in Needs Improvement/Warning
- Multi-Race/Non-Hispanic: Decreased 8 points in Advanced; increased 13 points in Proficient; decreased 5 points in Needs Improvement/Warning
- White: Change of just one percentage point at each level

## **Student Growth Percentile Distribution**

### **Lincoln School 2013 MCAS Mathematics SGP Distribution by Group, Gr. 4-8**

#### *Appendix B*

- In Mathematics, there is greater variability in growth distribution than in ELA.
- The two subgroups with the largest percentage of students in the High/Very High Growth category were African American students (60%) and Low Income students (55%). Both subgroups had more students in the High/Very Growth group than the All Students group (50%).
- Over a third (35%) of Students with Disabilities were in the Low/Very Low Growth category and only 36% were in the High/Very High Growth category.
- The Hispanic subgroup had the highest percentage of students in the Low/Very Low Growth group (41%).

## **Lincoln School Mathematics Key Points:**

A comparison of the 2013 subgroup performance to the aggregate clearly depicts the gap between the higher achievement of Asian, White, and Multi-Race/Non-Hispanic students with the lower performance of students in any of the other subgroups. Advanced scores are highest in the Multi-Race/Non-Hispanic and Asian subgroups followed by scores of students in the White subgroup. The other groups have Advanced scores of 18 percent and below. The subgroup with the highest percentage of scores at the Needs Improvement/Warning level is Students with Disabilities.

An examination of the shifts in performance for subgroups from the 2012 to the 2013 assessments shows that the percentage of students scoring Proficient or better was at higher levels for subgroups in the 2013 Mathematics MCAS assessment than in 2012. Many subgroups reflected a decrease in scores at the below-Proficient level. Of special note was the movement to Proficient from Needs Improvement/Warning scores for students in the Low Income and African American subgroups. Students in the African American subgroups also showed gains at the Advanced level since 2012.

The distribution of student growth percentiles by subgroup in mathematics offers a mix of encouraging and concerning signs. The relatively high percentage of African American and Low Income students in the High/Very High Growth group, as compared to the aggregate of All Students, will lead to the narrowing of achievement gaps over time if sustained. One area of concern is the Students with Disabilities subgroup. While this group had a similar SGP distribution to All Students in ELA, they lag the aggregate group substantially in mathematics with over a third of students in the Low/Very Low Growth category. Also of concern is the growth of the Hispanic/Latino subgroup, where 41% of students are in the Low/Very Low Growth category.

## **Lincoln School - Questions to Pursue:**

- Was the ELA assessment more difficult for students across the state in 2013 as the new test included some of the new standards?
- What might account for the 2013 increase in below Proficient ELA scores for students in the Low-Income subgroup?
- Who are the individual students in any of the subgroups who moved from Proficient into the Needs Improvement level of performance in ELA? What course work and services are these students involved with?
- Are we able to identify successful strategies that might account for the strong MCAS Mathemtaics growth in the African American subgroup? Can these strategies be effectively utilized with others?
- What accounts for the strong MCAS ELA growth, but weak MCAS Mathematics growth in the Students with Disabilities subgroup? Are there any trends across individual student programs that would explain this?
- Are Fountas & Pinnell instructional levels correlated with MCAS performance? Do teachers see alignment with functional classroom performance?
- How do the MCAS Mathematics scores assessed in May compare to the report card scores for the math indicators in June?
- If we could conduct an analysis of report card scores in mathematics, would students who earned a preponderance of “3” in June also achieve a Proficient level score in MCAS?
- How could local growth measures in grades K-3 assist us in identifying achievement gaps in subgroups prior to the start of MCAS testing?

## **Hanscom Schools**

### **Hanscom Middle School Population Shifts from 2012 to 2013, Gr. 4-8:**

All Students: Population increased by 10 students from 2012 to 2013

Low Income: Decreased by 10 students

Students with Disabilities: Remained stable

Race/ethnicity:

- African American: Decreased by 12 students
- Asian: Increased by 3 students
- Hispanic: Increased by 17 students
- Multi-Race: Increased by 7 students
- White: Decreased by 5 students

## Hanscom Middle School – English Language Arts

### Hanscom Middle School MCAS English Language Arts Performance Levels, Gr. 4-8

*Appendix A: 2012 and 2013*

#### **2013 Performance Level Observations:**

All Students: 72% of all students achieved scores at the Proficient+ level (Proficient and Advanced)

Low Income: Scores were 10 percentage points below the Proficient+ level for the aggregate

Students with Disabilities: Scores were 47 percentage points below Proficient+ level for the aggregate

Race/ethnicity:

- African American: Scores were 7 percentage points below the Proficient+ level for the aggregate
- Asian: Scores are not available due to small group size
- Hispanic: Scores were 18 percentage points below the Proficient+ level for the aggregate
- Multi-Race: Scores were 5 percentage points above the Proficient+ level for the aggregate
- White: Scores were 4 percentage points above the Proficient+ level for the aggregate

#### **Performance Level Shifts from 2012 to 2013:**

All Students: No significant decrease or increase in levels

Low Income: Decreased 5 points in Advanced level; increased 6 points in Proficient; no change in Needs Improvement/Warning

Students with Disabilities: No change in Advanced scores (0); slight increase in Proficient; slight decrease in Needs Improvement/Warning

Race/ethnicity:

- African American: Increased 2 points in Advanced; increased 5 points in Proficient; decreased 6 points in Needs Improvement/Warning
- Asian: No data due to small population size
- Hispanic: Decreased 21 points in Advanced; increased 10 points in Proficient; increased 10 points in Needs Improvement/Warning
- Multi-Race/Non-Hispanic: No change in Advanced scores (0); increased 4 points in Proficient; decreased 4 points in Needs Improvement/Warning
- White: Increased 5 points in Advanced scores; no change in Proficient; decreased 4 points in Needs Improvement/Warning

#### **District Literacy Assessment:**

##### **Hanscom English Language Arts Fountas & Pinnell Assessment 2013 End of Year, Gr. K-4**

*Appendix C*

On the Hanscom campus, data were not available for a significant number of grade 5 students, so only grades K-4 have been included.

- Students with Disabilities was the only subgroup with a median instructional level below target.
- All other subgroups were no more than one instructional level above target, with the exception of the Asian subgroup which had a median instructional level more than 2.5 levels above target.



## **Hanscom ELA Key Points:**

A comparison of the 2013 subgroup performance to the aggregate clearly depicts the gap between the higher achievement of students in the White and Multi-Race/Non-Hispanic subgroups with the lower performance of students in any of the other subgroups. Advanced scores are highest in the White subgroup. The subgroup with the highest percentage of scores at the Needs Improvement/Warning level is Students with Disabilities. This is also the only subgroup with a median Fountas & Pinnell instructional level below grade level target.

An examination of the shifts in performance for subgroups from the 2012 to the 2013 assessments shows that the population of students in grades 4-8 at Hanscom Middle School increased by 10 students, but their performance overall did not change significantly. The Low-Income subgroup population decreased but showed no significant change in performance over the two years. The African American subgroup decreased significantly in number but made gains in performance. The number of Hispanic/Latino students more than doubled from 2012 (15) to 2013 (32). Their performance as a group decreased significantly from 73% to 62% Proficient or higher levels.

## **Hanscom Middle School – Mathematics**

### **Hanscom Middle School MCAS Mathematics, Gr. 4-8**

*Appendix A: 2012 and 2013*

#### **2013 Performance Level Observations:**

All Students: 56% of all students achieved scores at the Proficient+ level (Proficient and Advanced)

Low Income: Scores were 15 percentage points below the Proficient+ level for the aggregate

Students with Disabilities: Scores were 32 percentage points below the Proficient+ level for the aggregate

Race/ethnicity:

- African American: Scores were 9 percentage points below the Proficient+ level for the aggregate
- Asian: Scores are not available due to small size of group
- Hispanic: Scores were 3 percentage points below the Proficient+ level for the aggregate
- Multi-Race: Scores were 1 percentage point below the Proficient+ level for the aggregate.
- White: Scores were 2 percentage points above the Proficient+ level for the aggregate.

#### **Performance Level Shifts from 2012-2013:**

All Students: An increase in Advanced scores (7 points) with a corresponding decrease in Proficient scores

Low Income: No significant change at any level

Students with Disabilities: No significant change at any level

Race/ethnicity:

- African American: Increased 18 points in Advanced; stable Proficient; decreased 19 points in Needs Improvement/Warning
- Asian: No data due to small population size
- Hispanic: Decreased 5 points in Advanced; decreased 2 points in Proficient; increased 7 points in Needs Improvement/Warning
- Multi-Race/Non-Hispanic: No change in Advanced scores (0); increased 12 points in Proficient; decreased 12 points in Needs Improvement/Warning
- White: Increased 8 points Advanced scores; decreased 12 points in Proficient; decreased 5 points in Needs Improvement/Warning

**Hanscom Mathematics Key Points:**

A comparison of the 2013 subgroup performance to the aggregate depicts a gap between the higher achievement of students in the White and Multi-Race/Non-Hispanic subgroups with the lower performance of students in any of the other subgroups. The subgroups with the highest Advanced scores were Hispanic and White. The students who score consistently low and have the highest percentage of scores at the Needs Improvement/Warning level are in the Students with Disabilities subgroup.

An examination of the shifts in performance for subgroups from the 2012 to the 2013 assessments shows that the percentage of all students scoring Proficient or better was at a somewhat higher level in the 2013 assessment than in 2012. Of special note was the movement of the African American student scores to more proficient performance reflected in 18 percentage points at the Advanced level in 2013 compared to 0% Advanced scores in 2012. Three subgroups reflected a decrease in scores at the below-Proficient level: African American, Multi-race/Non-Hispanic, and White. Of concern is the increase in below-Proficient scores in the Hispanic/Latino subgroup.

**Hanscom Schools Questions to Pursue:**

- What strategies and systems were in place that may have supported the large increase in the percentage of students in the African American subgroup scoring at the Advanced level in Mathematics?
- How can we collect meaningful data regarding achievement gaps on the Hanscom campus in light of the volatility in the student population?
- What new strategies could we implement to address below Proficient performance?
- How can we measure the effectiveness of the Goal Focused Intervention Plans (GFIPS) process?
- Given the high percentage of students in the Disabilities group who have below Proficient scores in ELA and Mathematics, how might we examine instruction for this population to assess effectiveness?

## **Subgroup Performance and Growth: Appendices**

### **Appendix A: 2012-2013 MCAS Performance Level Shifts in Groups**

- Lincoln School English Language Arts, Gr. 3-8 2012
- Lincoln School English Language Arts, Gr. 3-8 2013
- Lincoln School Mathematics, Gr. 3-8 2012
- Lincoln School Mathematics, Gr. 3-8 2013
- Hanscom Middle School English Language Arts, Gr. 4-8 2012
- Hanscom Middle School English Language Arts, Gr. 4-8 2013
- Hanscom Middle School Mathematics, Gr. 4-8 2012
- Hanscom Middle School Mathematics, Gr. 4-8 2013

### **Appendix B: 2013 MCAS Student Growth Percentile Distribution by Group**

- Lincoln School English Language Arts, Gr. 4-8
- Lincoln School Mathematics Arts, Gr. 4-8

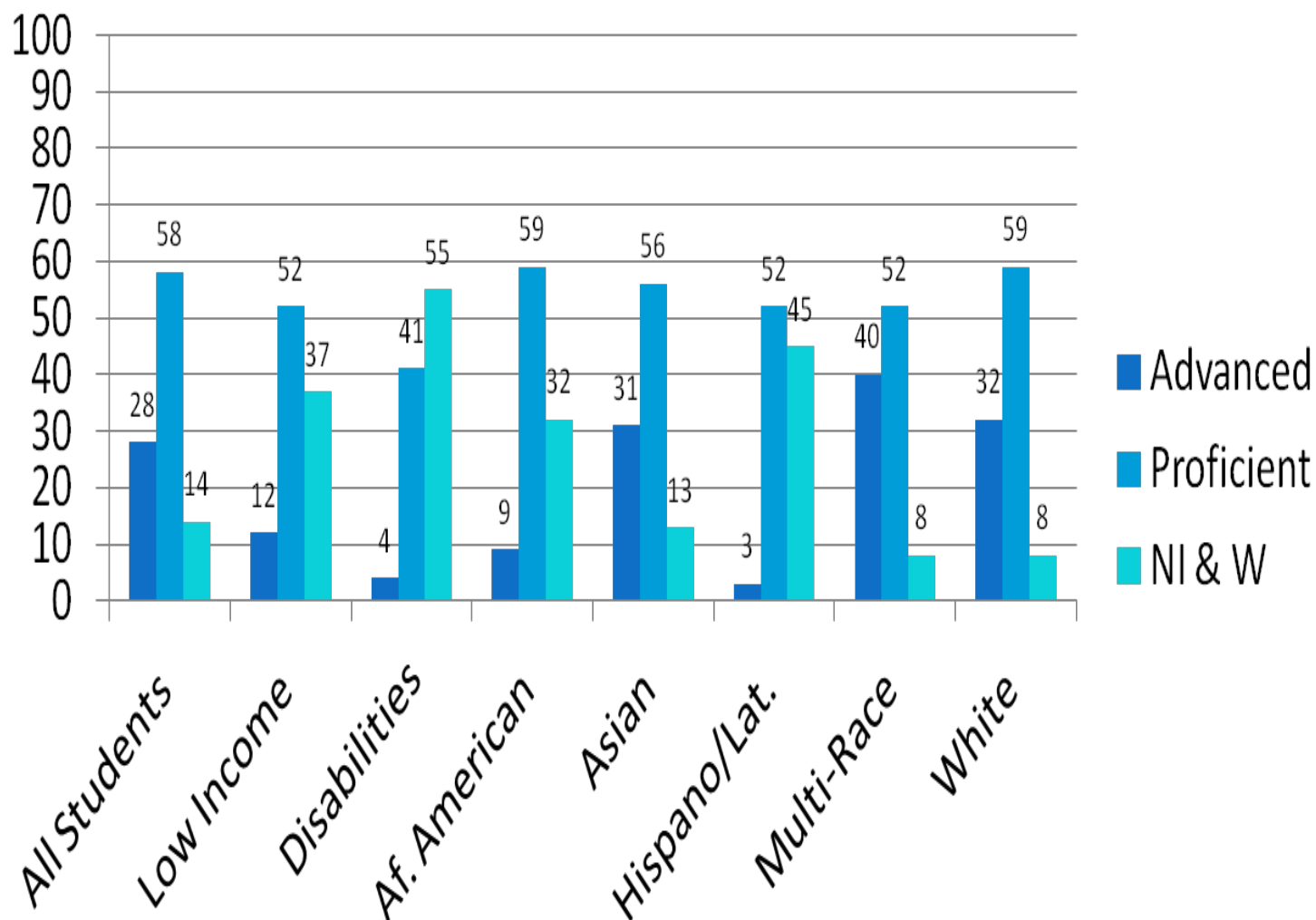
### **Appendix C: 2013 End-of-Year Fountas & Pinnell Benchmark Assessment by Group**

- Fountas & Pinnell Instructional Benchmark Levels by Grade
- Lincoln School (K-5) Fountas & Pinnell Median Levels Compared to Grade Level Target
- Hanscom (K-4) Fountas & Pinnell Median Levels Compared to Grade Level Target

# MCAS English Language Arts Results 2012

## Percentage of Scores at Performance Levels

### Lincoln School Subgroups: Gr. 3-8

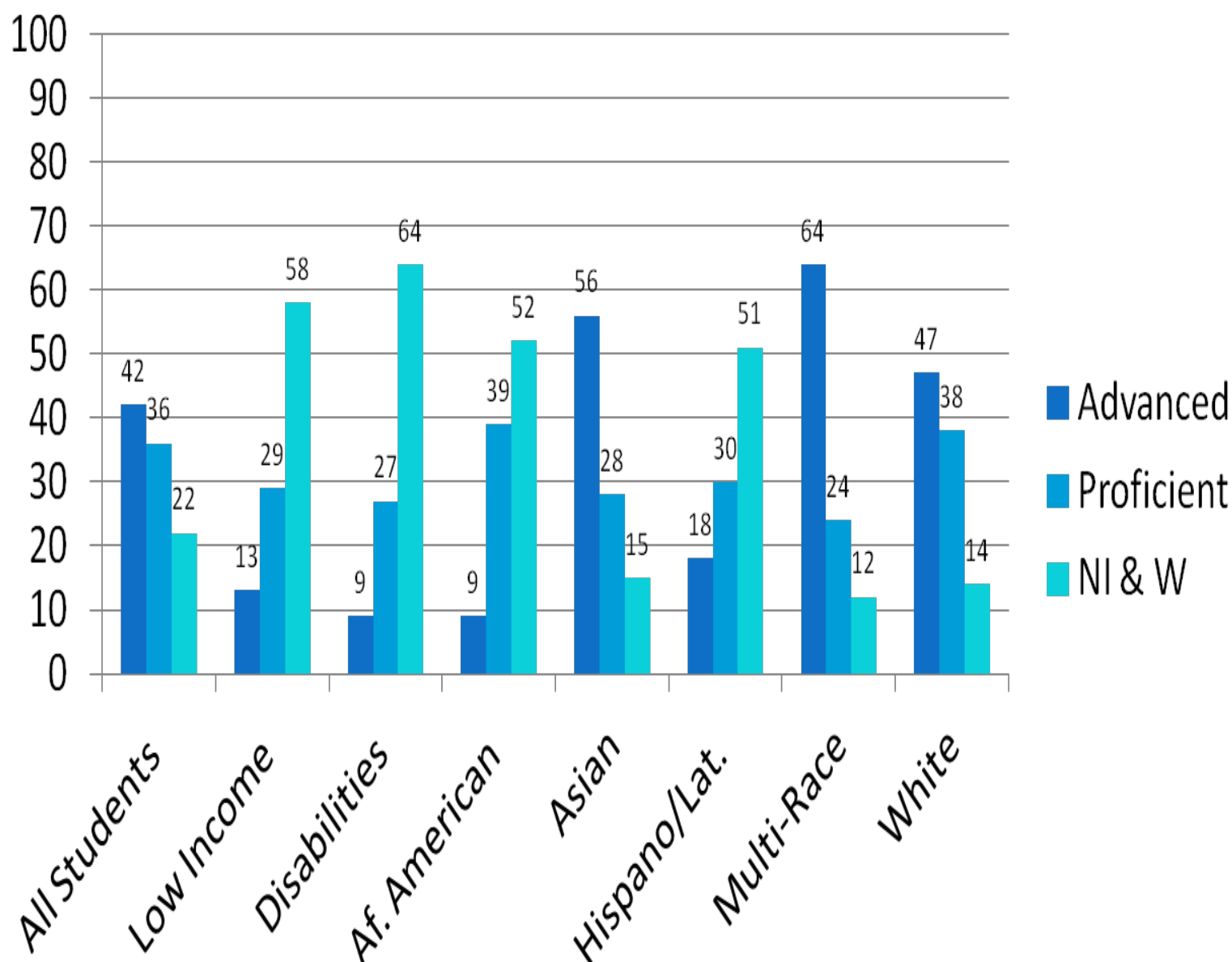


	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	399	52	56	46	39	33	25	255

## MCAS Math Results 2012

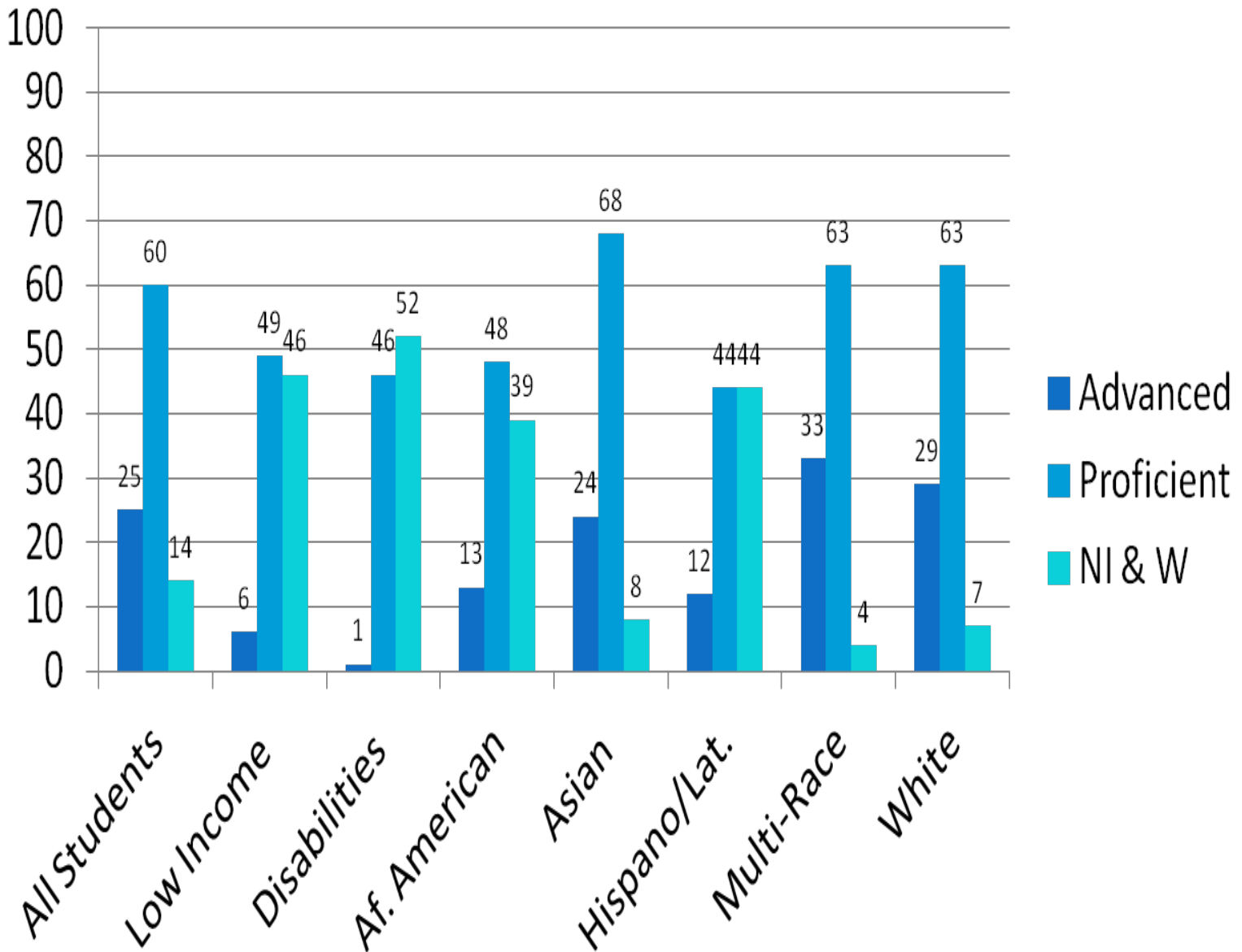
### Percentage of Scores at Performance Levels

### Lincoln School Subgroups: Gr. 3-8



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	399	52	56	46	39	33	25	255

**MCAS English Language Arts Results 2013**  
**Percentage of Scores at Performance Levels**  
**Lincoln School Subgroups: Gr. 3-8**

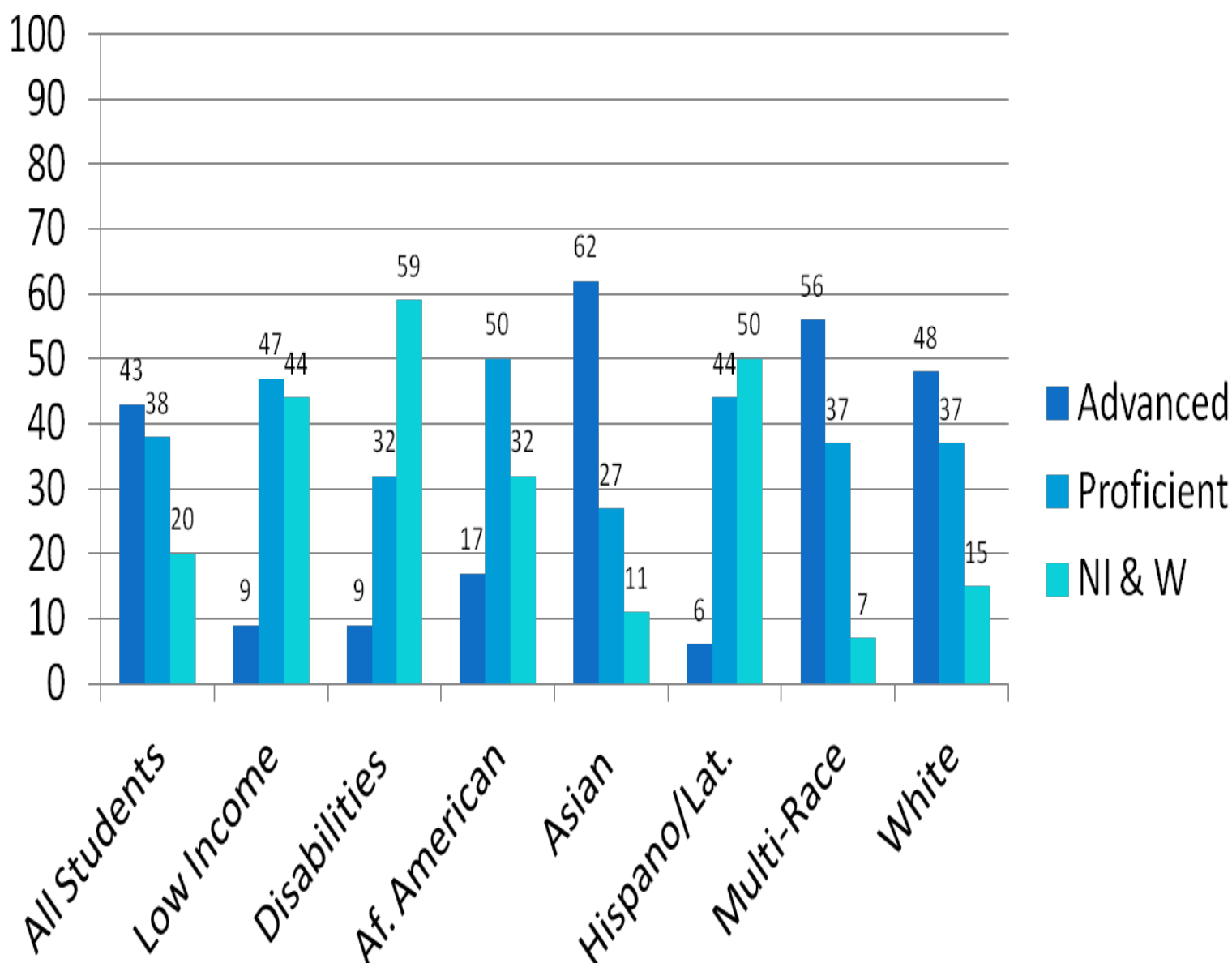


	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	404	53	69	46	37	34	27	259

## MCAS Math Results 2013

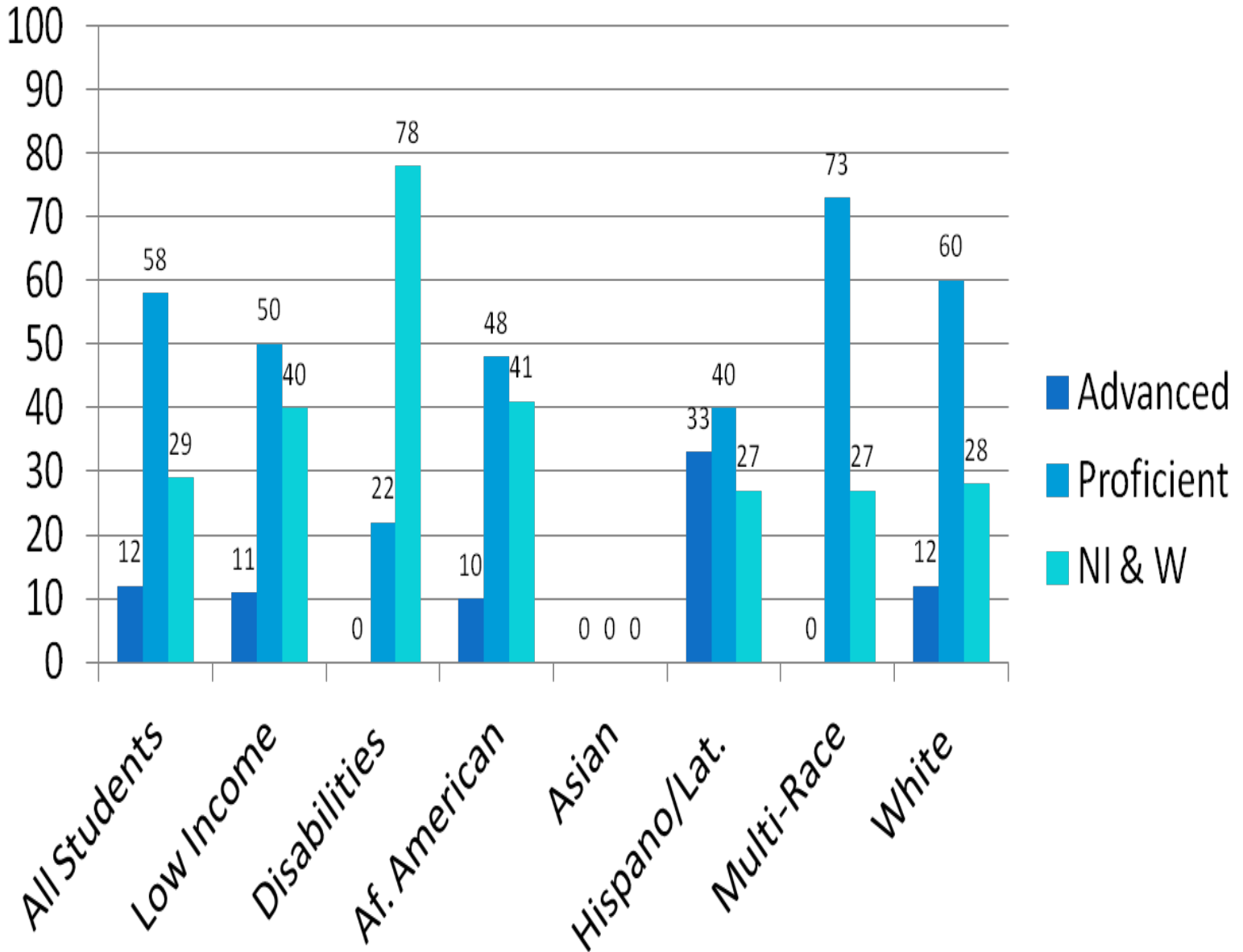
### Percentage of Scores at Performance Levels

### Lincoln School Subgroups: Gr. 3-8



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	404	53	69	40	37	34	27	259

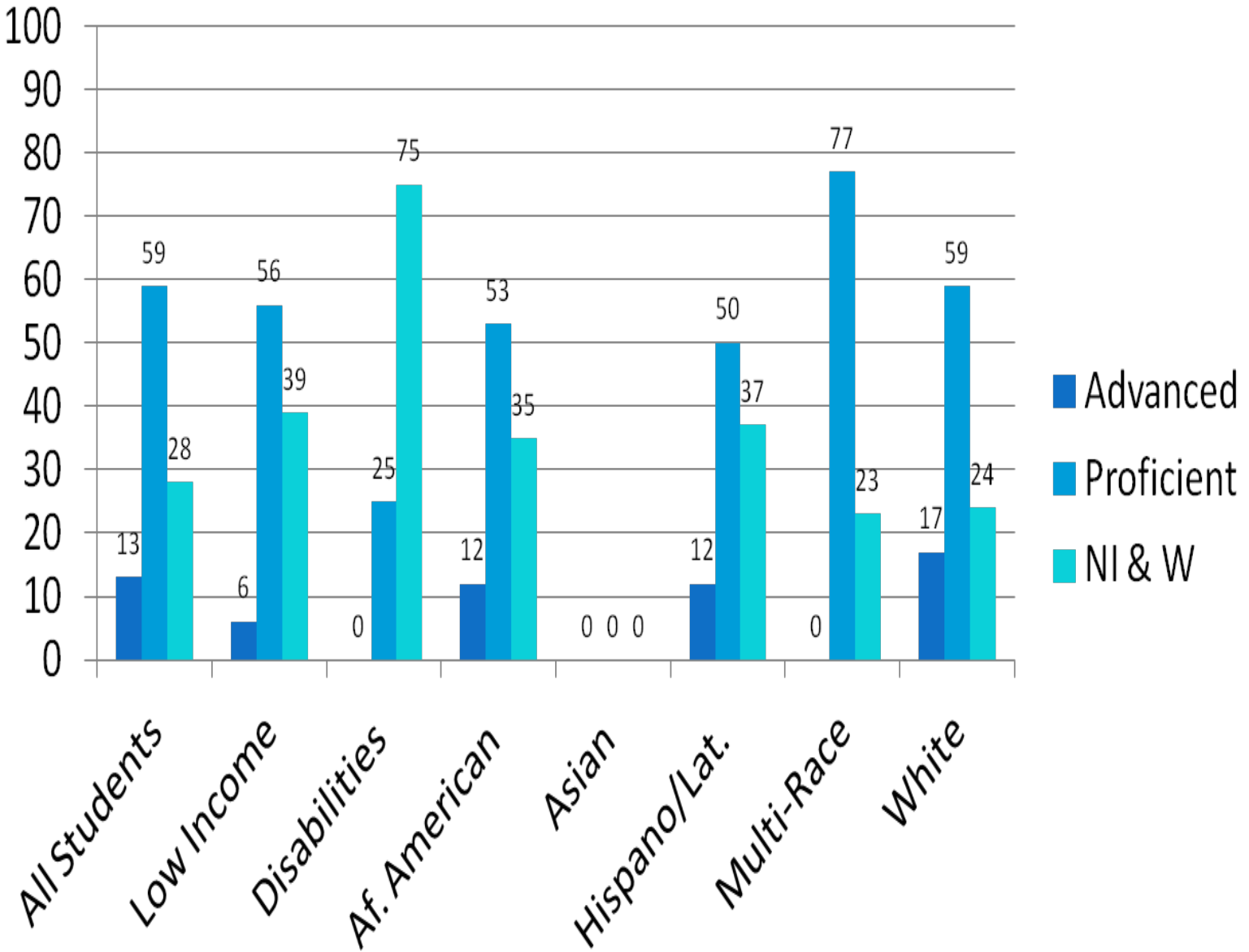
# **MCAS English Language Arts Results 2012** **Percentage of Scores at Performance Levels** **Hanscom Middle School Subgroups: Gr. 4-8**



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	201	46	27	29	2	15	15	138



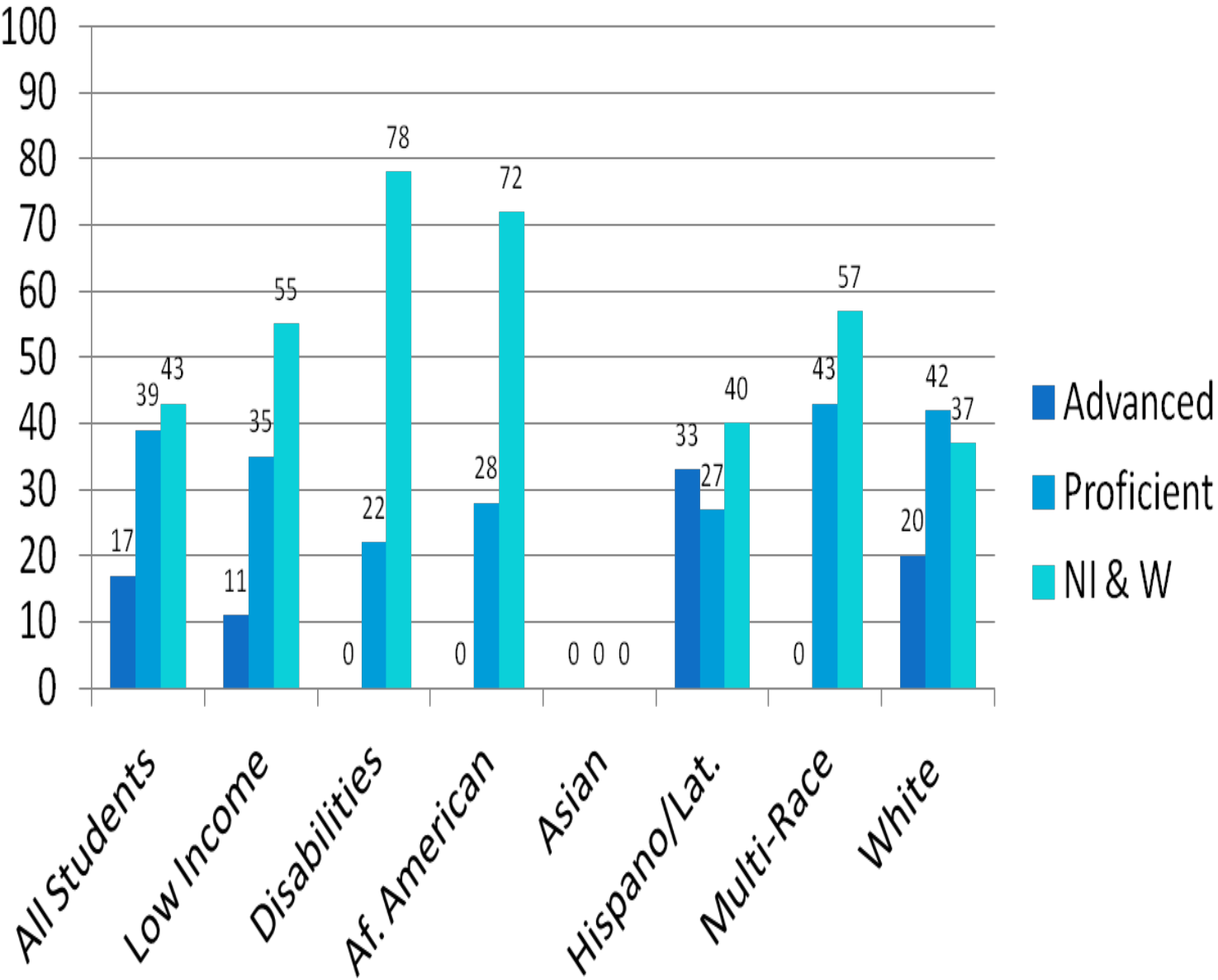
# **MCAS English Language Arts Results 2013** **Percentage of Scores at Performance Levels** **Hanscom Middle School Subgroups: Gr. 4-8**



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	211	36	28	17	5	32	22	133

# MCAS Math Results 2012

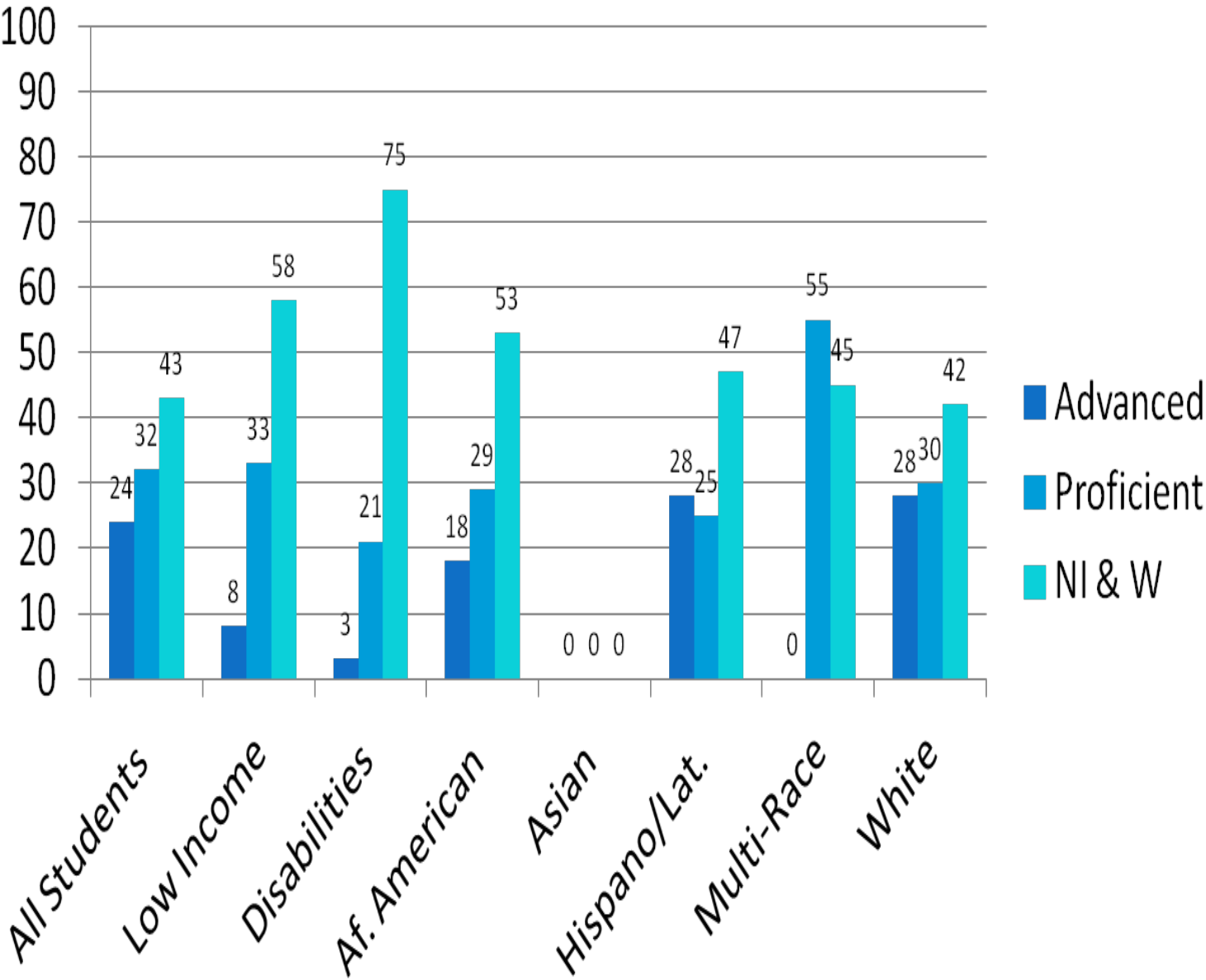
## Percentage of Scores at Performance Levels Hanscom Middle School Subgroups: Gr. 4-8



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	198	46	27	29	2	15	14	137

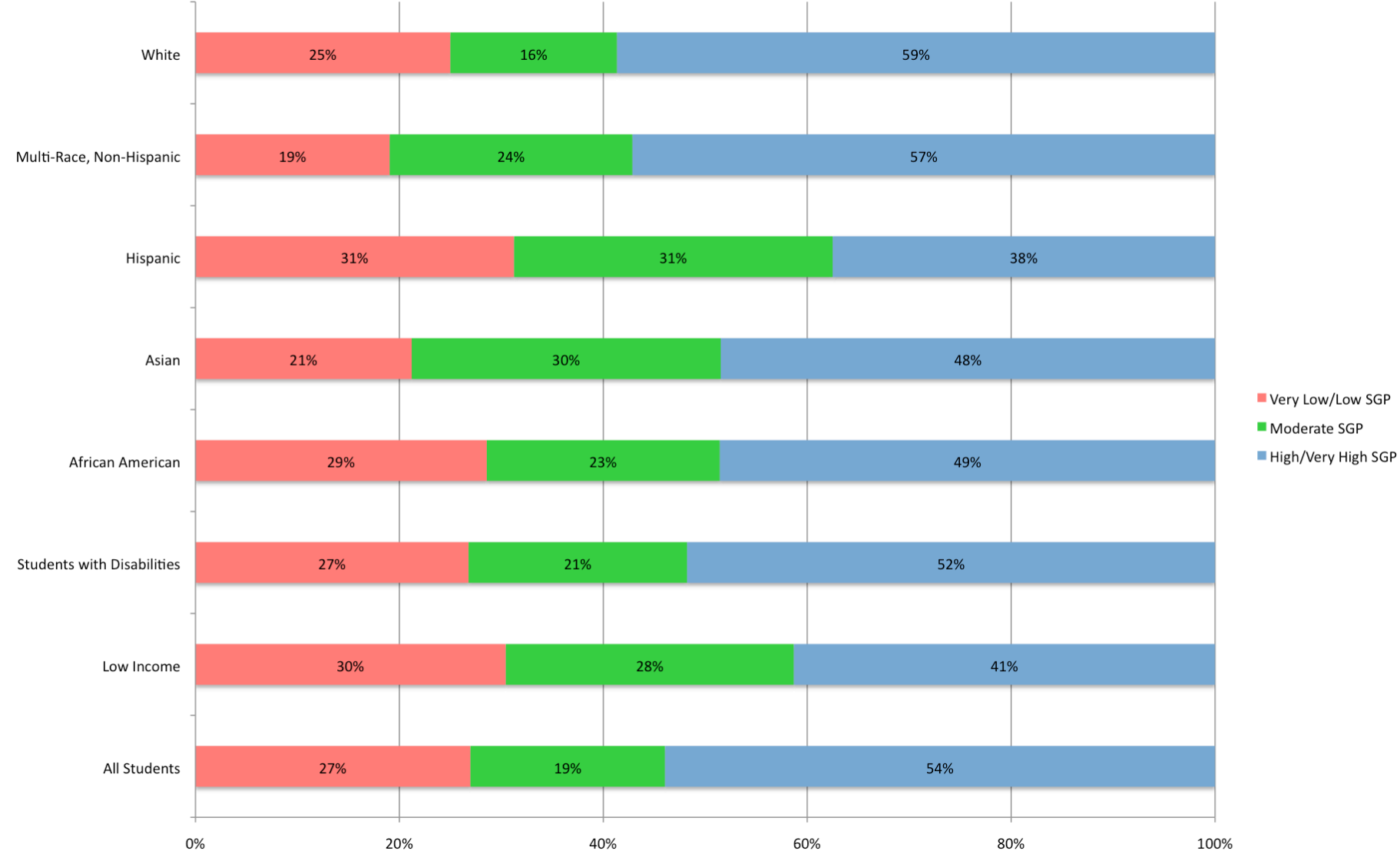
# MCAS Math Results 2013

## Percentage of Scores at Performance Levels Hanscom Middle School Subgroups: Gr. 4-8



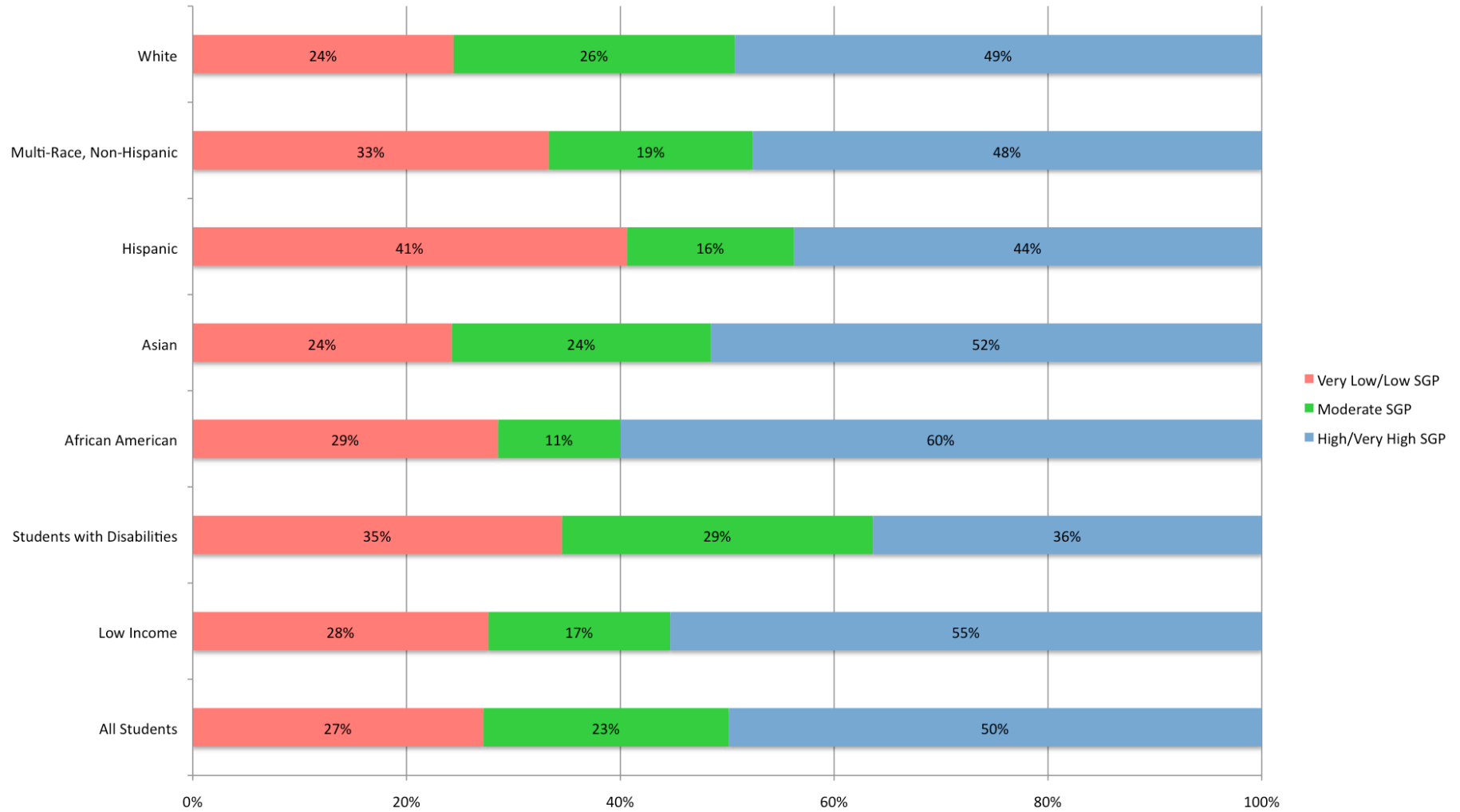
	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	210	36	29	17	5	32	20	134

Lincoln School 2013 MCAS ELA SGP Distribution by Subgroup Grades 4-8



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	330	46	56	35	33	32	21	208

### Lincoln School 2013 MCAS Math SGP Distribution by Subgroup Grades 4-8



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	331	47	55	35	33	32	21	209

**Lincoln Public Schools**  
**Fountas and Pinnell Benchmark Instructional Levels**

	Beginning of Year September	1 <sup>st</sup> Interval December	2 <sup>nd</sup> Interval March	End of Year June
K	Below A	A+	B+	C+
		A	B	C
		Below A	Below A	A
				Below A
1	D+ 6	F+ 10	H+ 14	J+
	C 3/4	E 8/10	G 12	J 18
	B2	D 6	F	H
	Below B	Below D	Below F	Below H
2	J+	K+	M+	N+
	J 18	K 20	L 24	M 28
	I 16	J 18	K 20	L 24
	Below I 16	Below J 18	Below K 20	Below L 24
3	N+	O+	P+	Q+
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
4	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
5	T+	U+	V+	W+
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
6	W+	X+	Y+	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

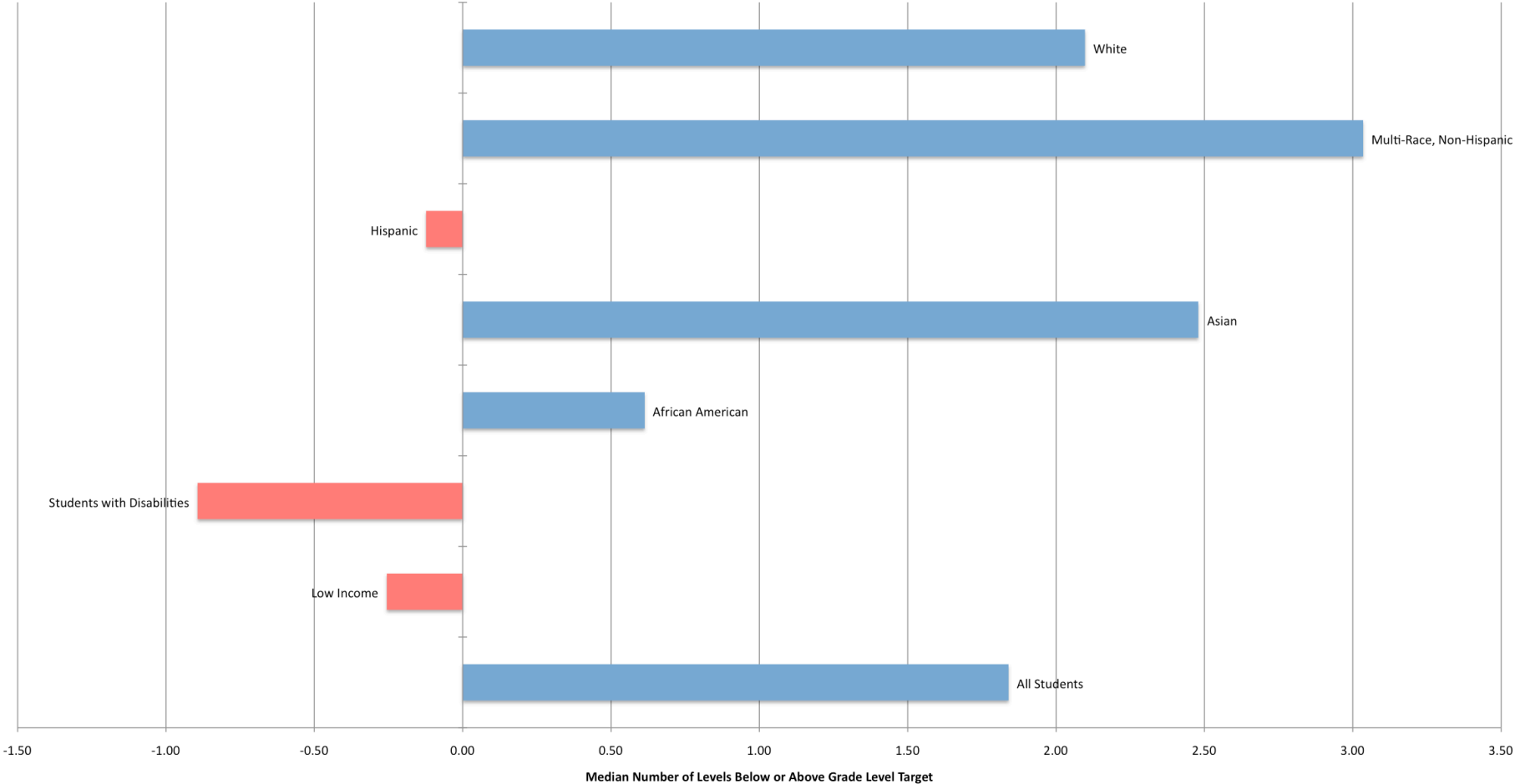
Blue = Exceeds Expectations

Green = Meets Expectations

Yellow = Approaches Expectations: Needs Short-Term Intervention

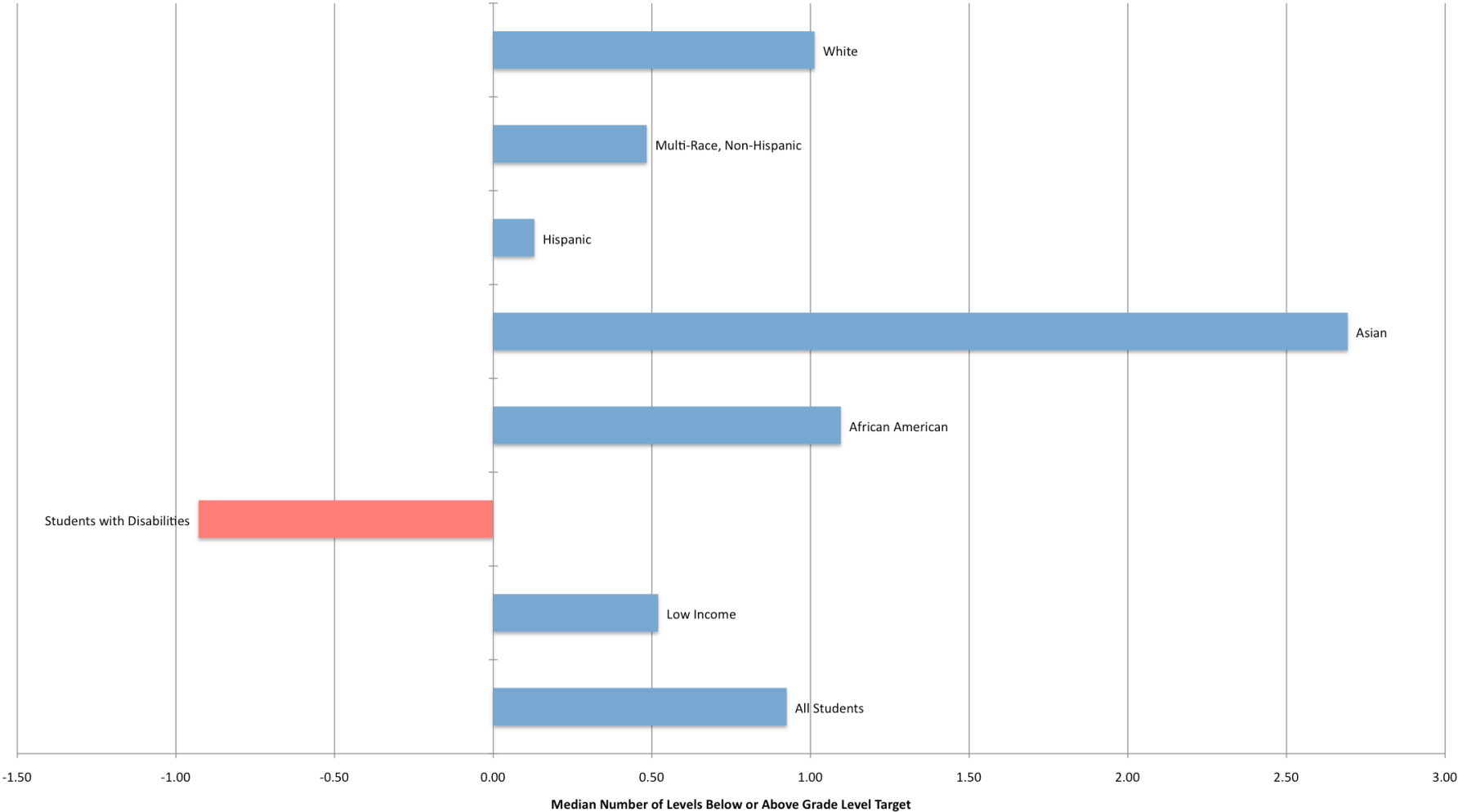
Orange = Does Not Meet Expectations: Needs Intensive Intervention

Lincoln School (K-5) 2013 End of Year Fountas & Pinnell Benchmark Assessment  
Median Levels Below or Above Grade Level Target by Subgroup



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	373	47	56	44	25	35	29	237
Median Levels Below or Above Target	1.84	-0.26	-0.89	0.61	2.48	-0.12	3.03	2.10

Hanscom (K-4) 2013 End of Year Fountas & Pinnell Benchmark Assessment  
Median Levels Below or Above Grade Level Target by Subgroup



	All Students	Low Income	Students with Disabilities	African American	Asian	Hispanic	Multi-Race, Non Hispanic	White
N	286	50	42	32	13	38	31	170
Median Levels Below or Above Target	0.93	0.52	-0.93	1.10	2.69	0.13	0.48	1.01