Elementary (K-8) Report for School Year 2001 - 2002

September 2002
Prepared by the Office of Development and Assessment

Elementary Student Data Executive Summary

Demographic Data

Notes About Data Collection

The demographic data used in this report was downloaded from the Cambridge Public School Starbase System at the end of January 2002. Only students whose status was **Active** at that time were used in compiling this report. Consequently, figures may differ from those reported by the district to the MASS DOE in October of 2000.

Enrollment Changes

Enrollment in the Cambridge Public School continues to decrease. Approximately 200 fewer elementary students attended elementary schools during 2002 than in 2001. This is a 2.1% percentage decrease from last year and a 3.2% decrease from two years ago.

Racial/Ethnic Enrollments

The racial/ethnic composition of the district changed slightly from that of previous years. Proportionally, the percentage of Hispanic and White students continues to decrease. Over the past two years, there has been a 7% decrease in Hispanic students and a 5% decrease in the number of White students. During the 2001-2002 school year, 61% of the students enrolled in the Cambridge Public Elementary Schools were students of color, a slight increase from the previous two years when 60% of the students were of color.

Throughout this report the racial category, Black, is reported as two separate groups. African American students are those whose race is black, were born in the US and in whose homes English is the language most often spoken. Other Black students are those whose race is black and who either were not born in the US and/or in whose homes English is not the language most often spoken.

Free/Reduced Lunch Program and Special Education

The percentage of students enrolled in the free/reduced lunch program within the district was much lower than in previous years (41% vs. 48% in 2000/2001 and 47% in 1999/2000). The percentage of students enrolled in the Free and Reduced Lunch Program continued to be unevenly distributed across the district, ranging from 20% in one school to 72% in another school.

The number of students enrolled in special education programs continues to decrease while the percentage of students enrolled remained the same as last year at 20%. In 1999/2000, 22% of all students were enrolled in special education

programs; in 2000/2001 20% of all elementary students were. The percentage of students with special needs varied by school; one school had 33 percent of their students in special programs, whereas another had only 7%.

Limited English Proficiency & Language Spoken in Homes
Students who cannot do regular class work in English are classified as having Limited English Proficiency (LEP). The district-wide percentage of LEP students in 2001/2002 is 10% in comparison with 12% in 2000/2001 and 13% in 1999/2000. Over the past two years, the percentage of LEP students in the district has decreased by 17%.

Performance and Outcome Data Executive Summary

Notes About Data Collection
Retention and Absence data was all downloaded from the Starbase System at the end of the 2000/2001 school year. The Suspension data came from the Computer Center. The Early Literacy Assessment data was collected by the Early Childhood Education Office, merged with the CPS database and analyzed by this office. The Algebra Exam data was collected and analyzed by this office. The Stanford 9 Achievement Test data, distributed by its publisher, was merged with CPS demographic database and analyzed by this office. The MCAS data was distributed by the State DOE and continues at this point in time to be preliminary results; it was not merged with the CPS demographic database.

Retentions
The percentage of students retained (1.7%) was slightly higher than that of the previous school year. 88 students were retained this year in comparison with 85 students in both 1999 and 2000 academic years.

Attendance
The median number of absences for all elementary students decreased by 1 day from 2000/2001 to 2001/2002. In 2001/2002, the median number of absent days was 6 in comparison with 7 days. In 1999/2000 the median number of absences was 5. For this year, the student attendance rate was 97%. Racially, White and Hispanic students were more likely to be absence than other racial/ethnic groups.

Suspensions
The percentage of Out -of -School suspensions remained approximately the same as the previous two years (1.5% vs. 1.3% and 1.5%). This year the number and percentage of In-School suspensions decreased while the number and percentage of In-District suspensions increased in comparison with previous years. African Americans and Other Black students were more likely to be suspended than other racial/ethnic groups, and students with special education plans were also more likely to be suspended.

Dropouts
The dropout rate dropped significantly at CRLS this year, from 2.8% in 2000/2001 to 1.4% in 2001/2002. The dropout rates for the elementary schools are calculated on the number of students from each elementary school that enroll at CRLS. The elementary school attended is based on the eighth grade year of attendance for each student. The highest dropout rates are of students from the Kennedy (4 students); the Harrington (2 students); the Cambridgeport, Graham & Parks, and Longfellow (each with 1 student). The most significant group of dropouts (2.2%, 20 students) were students who were not enrolled in Cambridge elementary schools during eighth grade.

Early Literacy Assessment
- ***Reading.*** The number and percentage of first grade students reading on grade level continues to increase. This year 73% of all students were reading on grade level in comparison with 68% and 71% in previous years. There was a slight decrease in the percentage of second grade students reading on grade level, with only 77% in comparison with 84% of all second grades in the previous two years.
- ***Writing.*** The number and percentage of first grade students writing at grade level continues to increase. This year 48% of all students were writing at grade level in comparison with 37% and 46% in previous years. In second grade, the percentage of students writing on grade level was lower this year, with only 24% writing on grade level in comparison with 32% and 39% in previous years.

Stanford 9
There was a slight increase in the overall percentage of students (grades 3-8) scoring Basic or above on the Total Reading test of the 2001 Stanford 9. This year, 86% of all students scored at that level versus 85% in 2000/2001 and 86% in 1999/2000. A higher percentage of White (94%) and Asian (93%) students scored at Basic and above than Hispanic (77%), African American (78%) and Other Black (77%) students did. The racial/ethnic gap widens when the percentage of students receiving scores of Proficient or above are examined. A much higher percentage of White (69%) and Asian (65%) students scored at the Proficient or above level than Other Black (24%), Hispanic (29%), and African American (29%) students did.

Because the Stanford 9 is a norm referenced assessment, Cambridge can compare local results to national averages at each grade level tested. On average, Cambridge students are performing on grade level compared to the national average. The National Percentile Rank (NPR) for each grade level is within ten (10) points of the national norm of 50.

Algebra Exam
- ***7th Grade Algebra Exam.*** There was a decrease in the number and percentage of students passing this exam. This year 84% of the students passed it in comparison with 91% in 2000/2001 and 75% in 1999/2000. Fewer Hispanic

(61%) and Other Black (70%) students pass the exam than other racial groups, along with students in special needs programs (70%).

- ***8th Grade Algebra Exam.*** The percentage of students passing this exam remained the same as in 2000/2001 at 83%. The exam was piloted in 1999/2000 and no results were available. Fewer African American (70%) and special needs (62%) students passed the exam than students of other demographic groups.

MCAS

All MCAS data in this report is from the Department of Education. It was not merged with the Cambridge Public School database. Consequently, there is no comparison of racial/ethnic groups and other demographic categories, such as lunch status. Also the number of students at each performance level by grade level was not available from the DOE at the time of this report.

The percentage of students scoring ***Needs Improvement (Passing) and above*** on the English Language Arts (ELA) and Math assessments at the fourth grade level decreased from previous years (ELA - 79% vs. 84%, 80%, 81%, 81% and Math - 66% vs. 72%, 73%, 70%, 69%). However, there was an increase in the percentage of students scoring ***Proficient and above*** over the past five years (ELA - 37% vs. 33%, 11%, 17%, 14% and Math - 26% vs. 25%, 31%, 39%, 31%). At grade eight, the percentage of students scoring ***Needs Improvement (Passing) and above*** on the Math and History assessments was similar to previous years (Math - 59% vs. 62%, 46%, 57%, 54% and History - 46% vs. 46%, 36%, 44%). The percentage scoring ***Proficient and above*** was slightly higher this year (Math - 28% vs. 27%, 23%, 32%, 32% and History - 8% vs. 7%, 5%, 9%).

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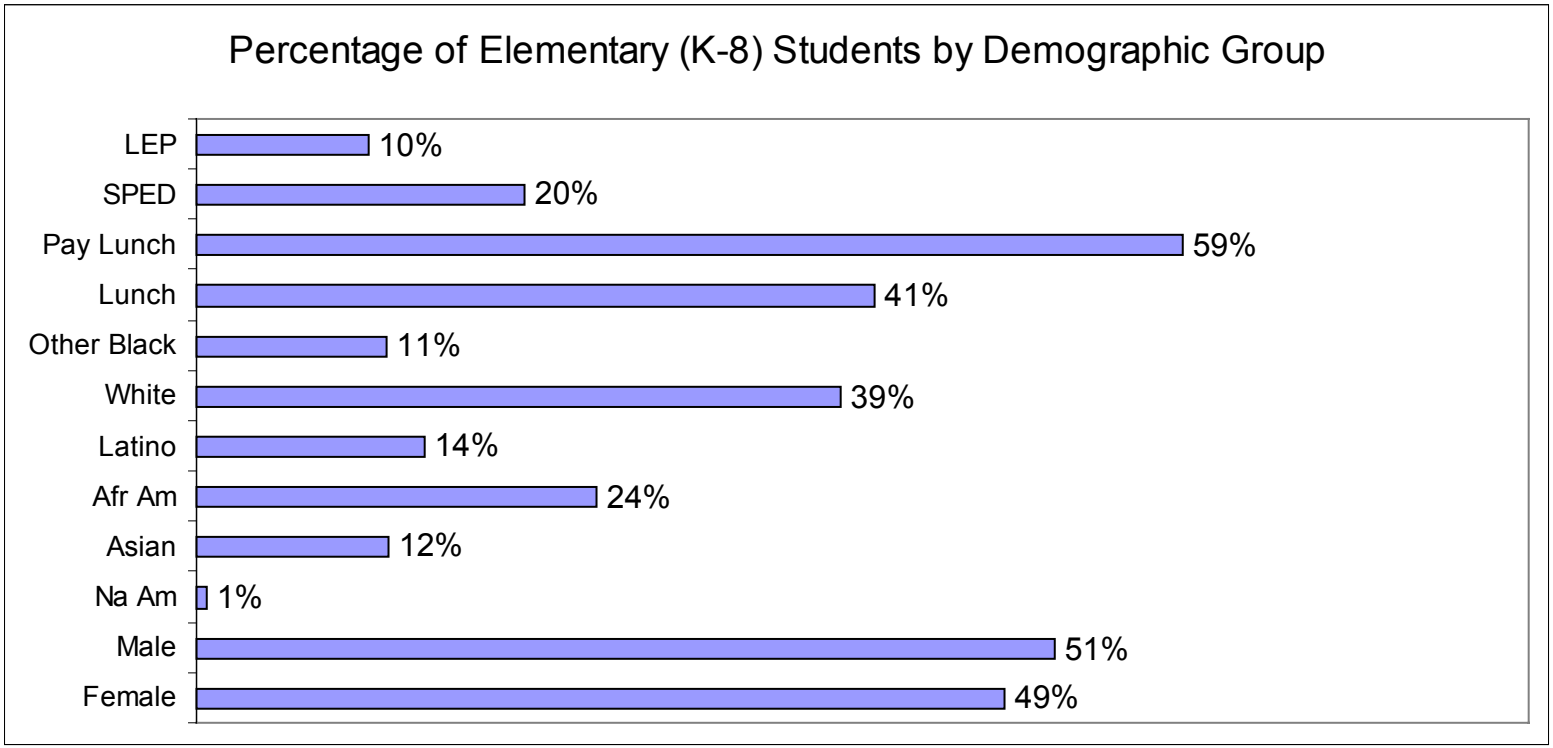
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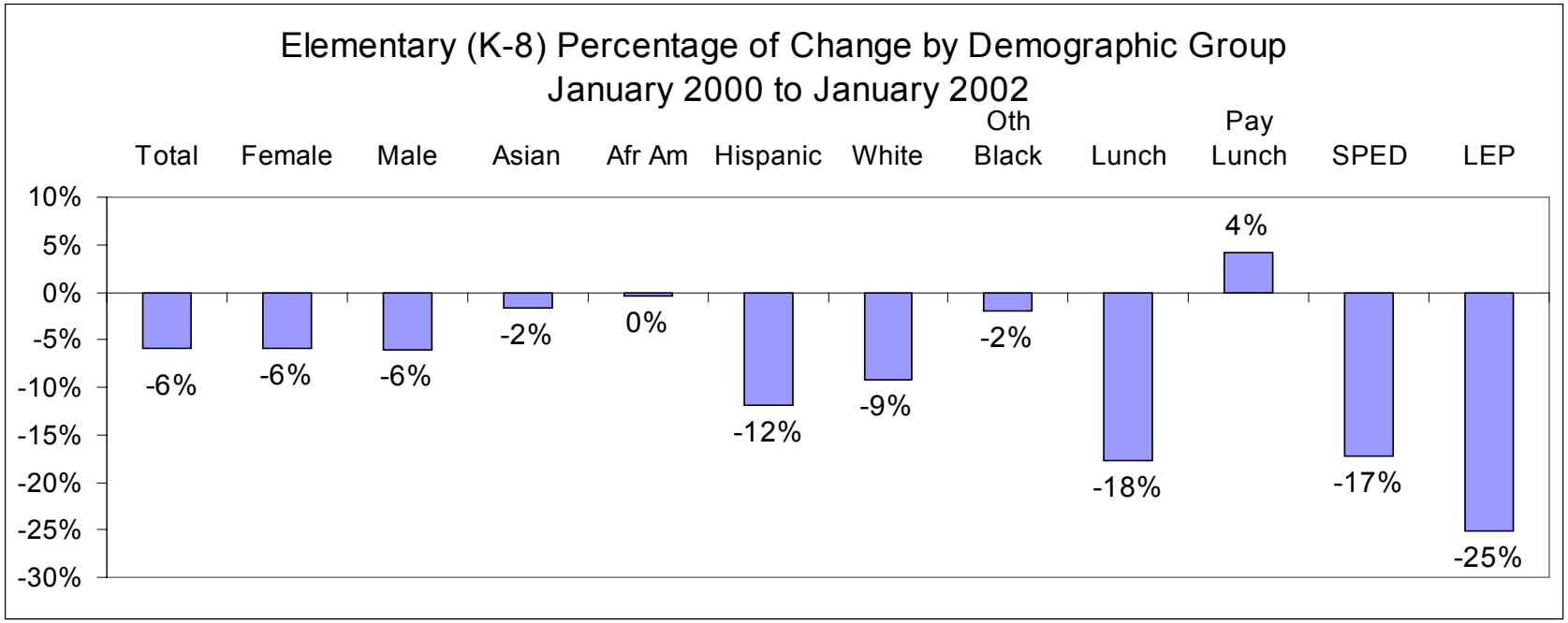
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2001/2002 DEMOGRAPHIC BREAKDOWN



CHANGE IN ENROLLMENT



	1999/2000	1999/2000 Percentage	2000/2001	2001/2002 Percentage	2001/2002	2001/2002 Percentage	Change 2001-2002	Change 1999-2002
Total	5386		5172		5064		-2.1%	-6.0%
Female	2612	48%	2493	48%	2457	49%	-1.4%	-5.9%
Male	2774	52%	2679	52%	2607	51%	-2.7%	-6.0%
Asian	594	11%	590	11%	584	12%	-1.0%	-1.7%
Afr Am	1221	23%	1205	23%	1217	24%	1.0%	-0.3%
Hispanic	786	15%	719	14%	693	14%	-3.6%	-11.8%
White	2158	40%	2063	40%	1960	39%	-5.0%	-9.2%
Oth Black	592	11%	560	11%	580	11%	3.6%	-2.0%
Lunch	2508	47%	2503	48%	2063	41%	-17.6%	-17.7%
Pay Lunch	2878	53%	2669	52%	3000	59%	12.4%	4.2%
SPED	1206	22%	1036	20%	998	20%	-3.7%	-17.2%
LEP	696	13%	600	12%	521	10%	-13.2%	-25.1%

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ENROLLMENT CHANGE BY SCHOOL AND GRADE – JANUARY 2000 TO JANUARY 2002

School	1999/2000	2000/2001	2001/2002	% Change
Amigos			276	
Baldwin	361	405	384	6%
Cambridgeport	275	300	301	9%
Fitzgerald	270	249	379	40%
F/M Academy		272	257	
Graham & Parks	381	355	396	4%
Haggerty	223	234	186	-17%
Harrington	567	542	421	-26%
Kennedy	539	534	266	-51%
King	286	263	264	-8%
King Open	347	331	333	-4%
Longfellow	458	414	385	-16%
Morse	345	353	372	8%
Peabody	419	408	387	-8%
Tobin	555	512	457	-18%
District	5386	5172	5064	-6%

Grade	1999/2000	2000/2001	2001/2002	% Change
Kindergarten	713	722	717	**0.6%**
First	579	555	526	**-9.2%**
Second	614	530	507	**-17.4%**
Third	575	566	519	**-9.7%**
Fourth	568	544	531	**-6.5%**
Fifth	602	546	528	**-12.3%**
Sixth	553	556	506	**-8.5%**
Seventh	528	527	552	**4.5%**
Eighth	545	525	556	**2.0%**
Ungraded	109	101	122	**11.9%**

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GRADE LEVEL DEMOGRAPHICS

2001/2002 Demographics - Elementary Schools (K-8) - Number by Grade

	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Kinder	717	343	374	4	127	157	117	247	65	268	449	52	154
First	526	254	272	3	65	119	69	219	51	233	293	47	87
Second	507	248	259	4	61	127	59	208	48	218	289	86	68
Third	519	245	274	4	64	133	70	182	66	234	285	93	56
Fourth	531	273	258	1	59	130	78	202	61	210	321	117	41
Fifth	528	252	276	4	51	154	63	192	64	224	304	121	30
Sixth	506	263	243	2	44	119	66	224	51	188	318	122	16
Seventh	552	252	300	8	52	122	82	207	81	239	313	153	29
Eighth	556	285	271		48	117	75	230	86	206	349	119	37
Ungraded	122	42	80		13	39	14	49	7	43	79	88	3
Total	5064	2457	2607	30	584	1217	693	1960	580	2063	3000	998	521
% of District		**49%**	**51%**	**1%**	**12%**	**24%**	**14%**	**39%**	**11%**	**41%**	**59%**	**20%**	**10%**

2001/2002 Demographics - Elementary Schools (K-8) - Percentage by Grade

	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Kinder	14%	48%	52%	1%	18%	22%	16%	34%	9%	37%	63%	7%	21%
First	10%	48%	52%	1%	12%	23%	13%	42%	10%	44%	56%	9%	17%
Second	10%	49%	51%	1%	12%	25%	12%	41%	9%	43%	57%	17%	13%
Third	10%	47%	53%	1%	12%	26%	13%	35%	13%	45%	55%	18%	11%
Fourth	10%	51%	49%	0%	11%	24%	15%	38%	11%	40%	60%	22%	8%
Fifth	10%	48%	52%	1%	10%	29%	12%	36%	12%	42%	58%	23%	6%
Sixth	10%	52%	48%	0%	9%	24%	13%	44%	10%	37%	63%	24%	3%
Seventh	11%	46%	54%	1%	9%	22%	15%	38%	15%	43%	57%	28%	5%
Eighth	11%	51%	49%	0%	9%	21%	13%	41%	15%	37%	63%	21%	7%
Ungraded	2%	34%	66%	0%	11%	32%	11%	40%	6%	35%	65%	72%	2%

2000/2001 DEMOGRAPHICS BY SCHOOL

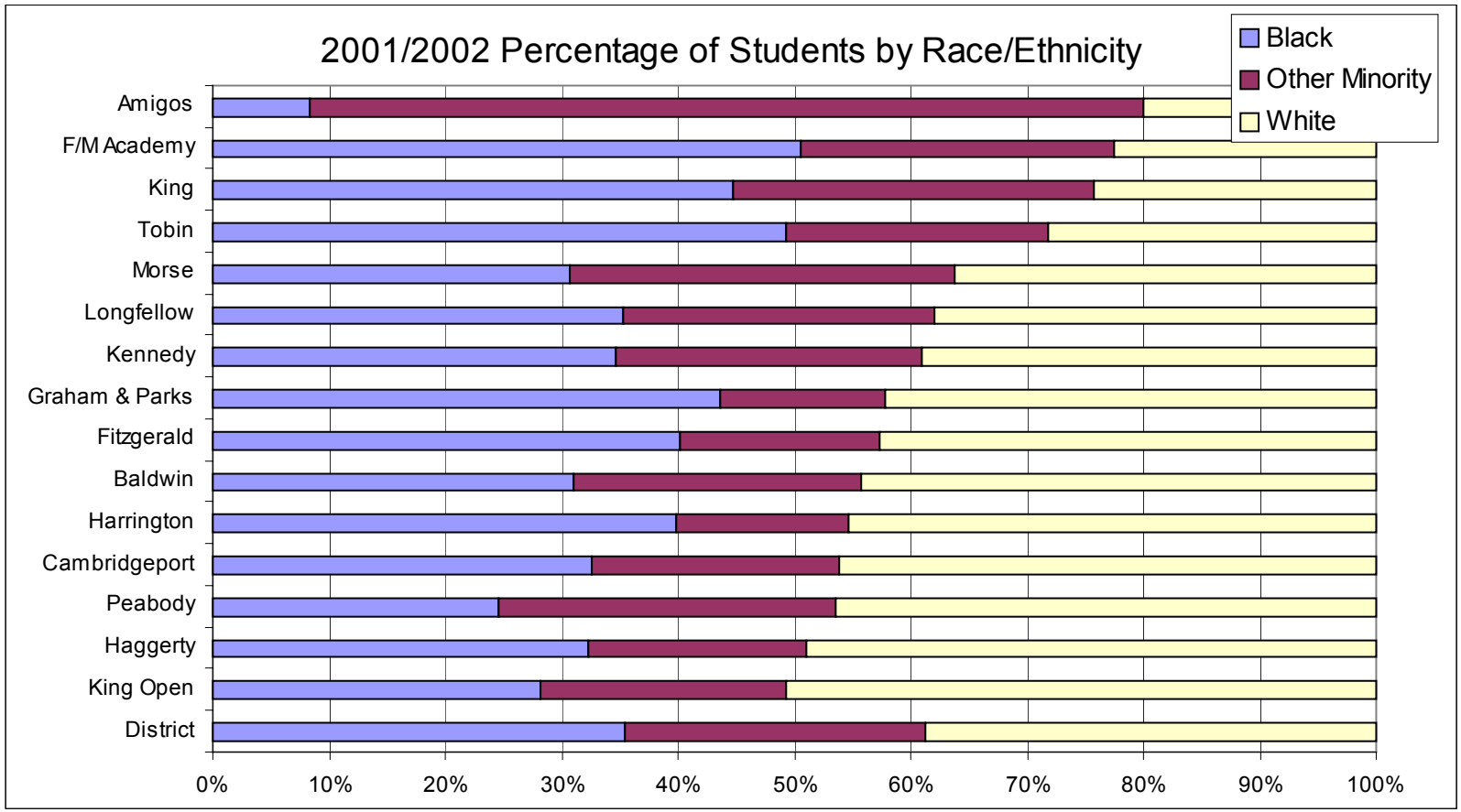
2001/2002 Demographics - Elementary Schools (K-8) - Number by School

	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Amigos	276	143	133	3	2	20	193	55	3	124	152	18	103
Baldwin	384	186	198	2	59	63	34	170	56	111	273	49	25
Cambridgeport	301	142	159	3	25	88	36	139	10	60	241	43	3
Fitzgerald	379	183	196	2	41	92	22	162	60	170	209	101	31
F/M Academy	257	117	140	1	6	103	62	58	27	141	116	81	12
Graham & Parks	396	189	207	5	25	53	26	167	120	132	264	89	72
Haggerty	186	94	92	2	19	47	14	91	13	51	135	40	12
Harrington	421	200	221	1	10	103	51	191	65	302	119	89	65
Kennedy	266	136	130		13	70	57	104	22	126	139	89	14
King	264	147	117		58	82	24	64	36	167	97	70	40
King Open	333	175	158	2	50	72	18	169	22	69	264	48	14
Longfellow	385	193	192	2	43	95	58	146	41	162	223	62	24
Morse	372	166	206	1	93	93	29	135	21	166	206	86	47
Peabody	387	186	201	5	87	68	20	180	27	90	297	54	16
Tobin	457	200	257	1	53	168	49	129	57	192	265	79	43
TOTAL	5064	2457	2607	30	584	1217	693	1960	580	2063	3000	998	521
% of District		**49%**	**51%**	**1%**	**12%**	**24%**	**14%**	**39%**	**11%**	**41%**	**59%**	**20%**	**10%**

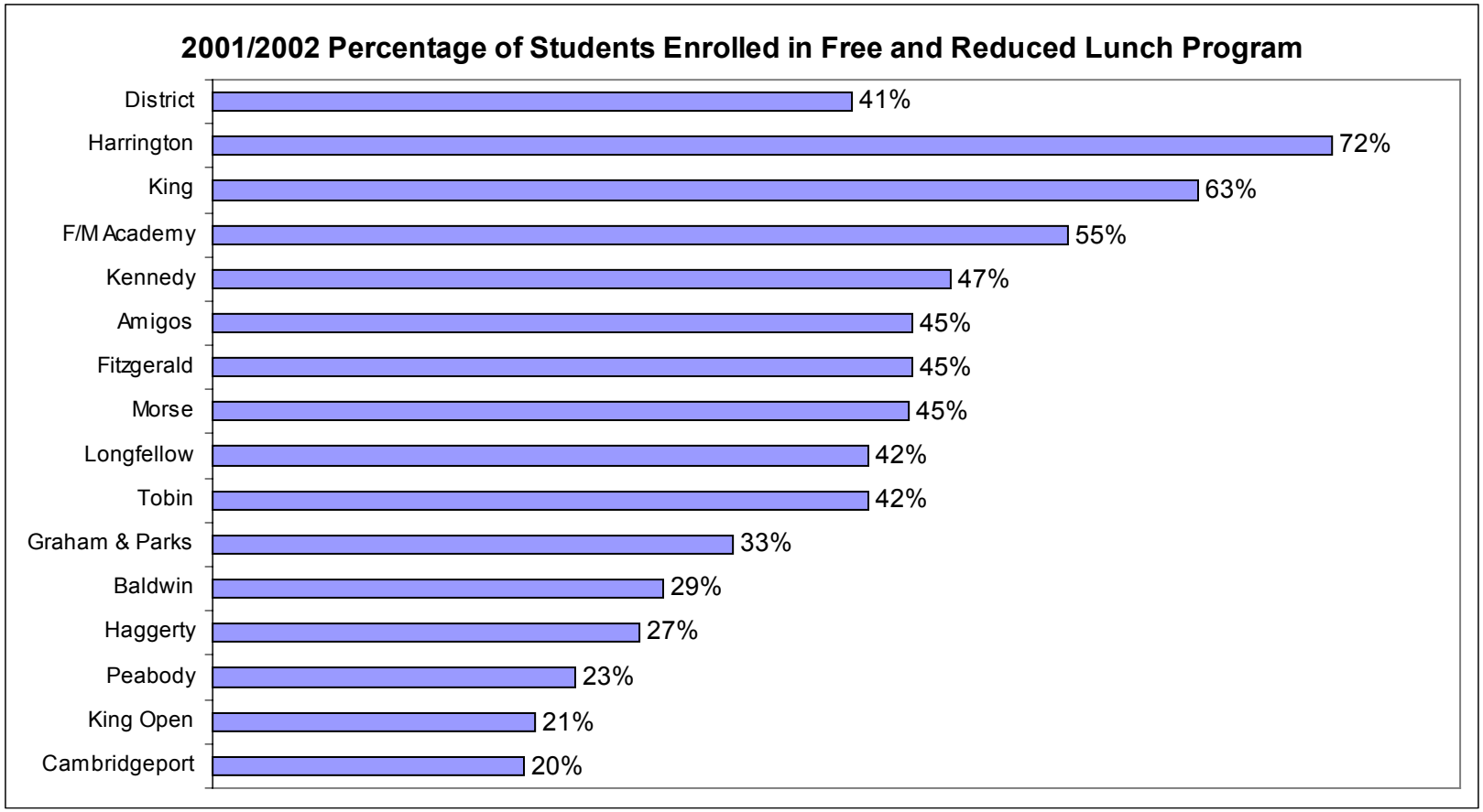
2001/2002 Demographics - Elementary Schools (K-8) - Percentage by School

	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Amigos	5%	52%	48%	1%	1%	7%	70%	20%	1%	45%	55%	7%	37%
Baldwin	8%	48%	52%	1%	15%	16%	9%	44%	15%	29%	71%	13%	7%
Cambridgeport	6%	47%	53%	1%	8%	29%	12%	46%	3%	20%	80%	14%	1%
Fitzgerald	7%	48%	52%	1%	11%	24%	6%	43%	16%	45%	55%	27%	8%
F/M Academy	5%	46%	54%	0%	2%	40%	24%	23%	11%	55%	45%	32%	5%
Graham & Parks	8%	48%	52%	1%	6%	13%	7%	42%	30%	33%	67%	22%	18%
Haggerty	4%	51%	49%	1%	10%	25%	8%	49%	7%	27%	73%	22%	6%
Harrington	8%	48%	52%	0%	2%	24%	12%	45%	15%	72%	28%	21%	15%
Kennedy	5%	51%	49%	0%	5%	26%	21%	39%	8%	47%	52%	33%	5%
King	5%	56%	44%	0%	22%	31%	9%	24%	14%	63%	37%	27%	15%
King Open	7%	53%	47%	1%	15%	22%	5%	51%	7%	21%	79%	14%	4%
Longfellow	8%	50%	50%	1%	11%	25%	15%	38%	11%	42%	58%	16%	6%
Morse	7%	45%	55%	0%	25%	25%	8%	36%	6%	45%	55%	23%	13%
Peabody	8%	48%	52%	1%	22%	18%	5%	47%	7%	23%	77%	14%	4%
Tobin	9%	44%	56%	0%	12%	37%	11%	28%	12%	42%	58%	17%	9%

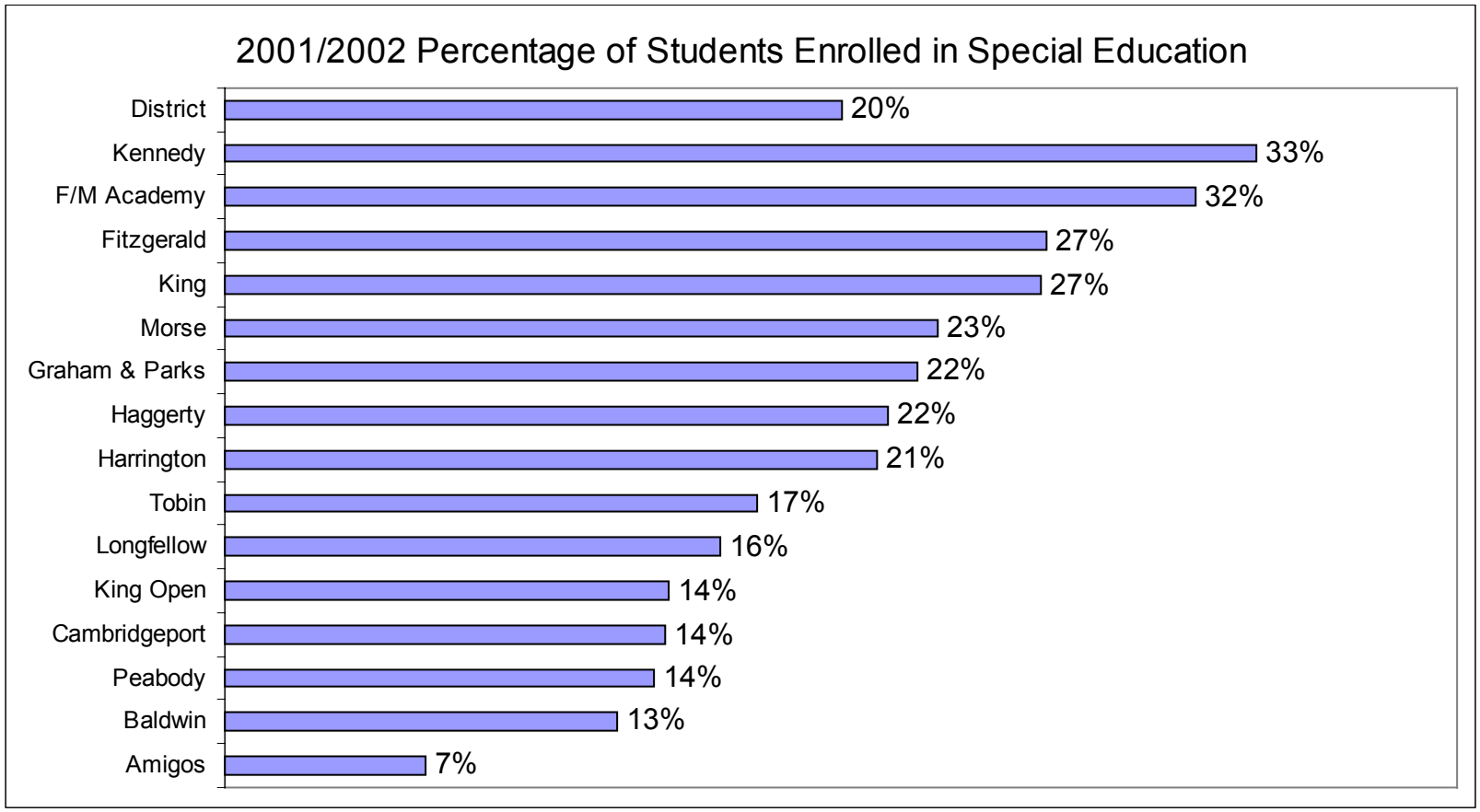
District Elementary (K-8) Racial/Ethnic Composition



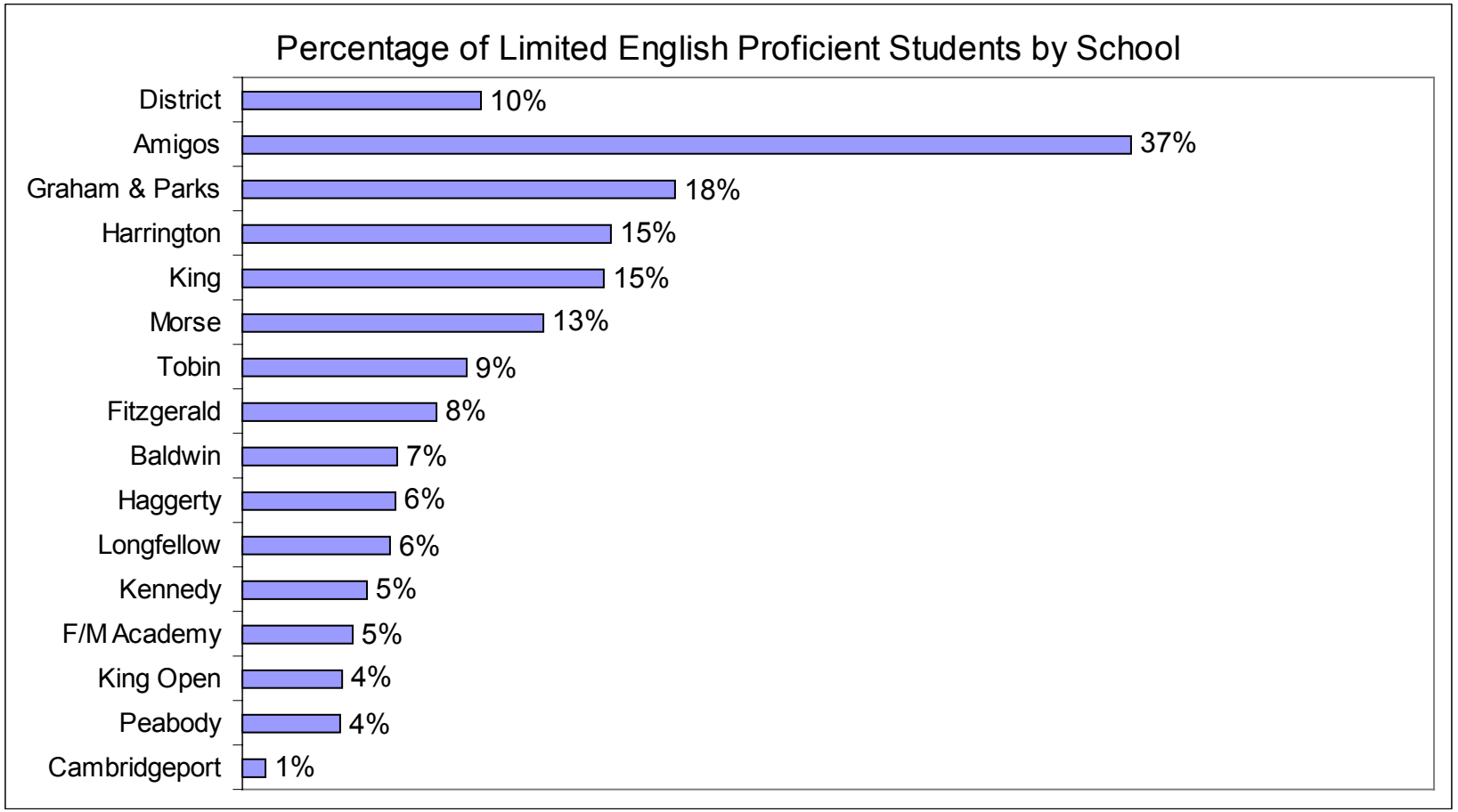
District Elementary (K-8) Enrollment in Free and Reduced Lunch Program



District Elementary (K-8) Enrollment in Special Education Programs

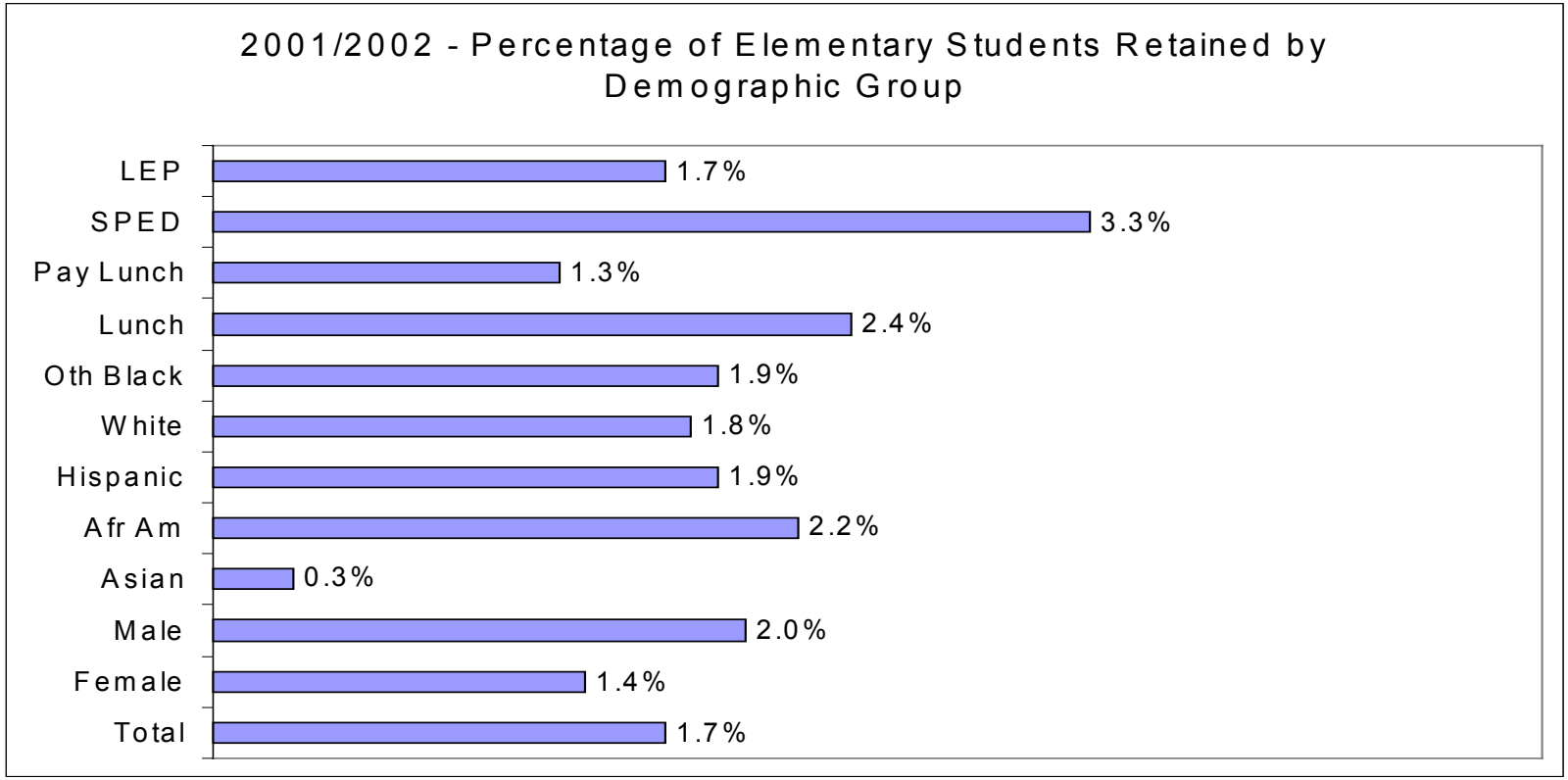


District Elementary (K-8) Limited English Proficient Students



Retentions

- 88 students (K-8) were retained in 2001/2002, which is 1.7% of the total students enrolled.
- **In 2000/2001,** 85 students were retained (1.6% of the K-8 elementary students). **In 1999/2000,** 85 students were also retained (1.6% of the K-8 elementary students).
- ***By grade*** – 4 kindergarten students were retained (.6%); 44 first grade students (8.4%); 22 second grade students (4.3%); 10 third grade students (1.9%); 2 fourth grade student (.4%); 1 sixth grade students (.2%); 1 seventh grade student (.2%); 1 eighth grade student (.2%), and 3 ungraded students (2.5%) were retained.
- ***By Demographics***

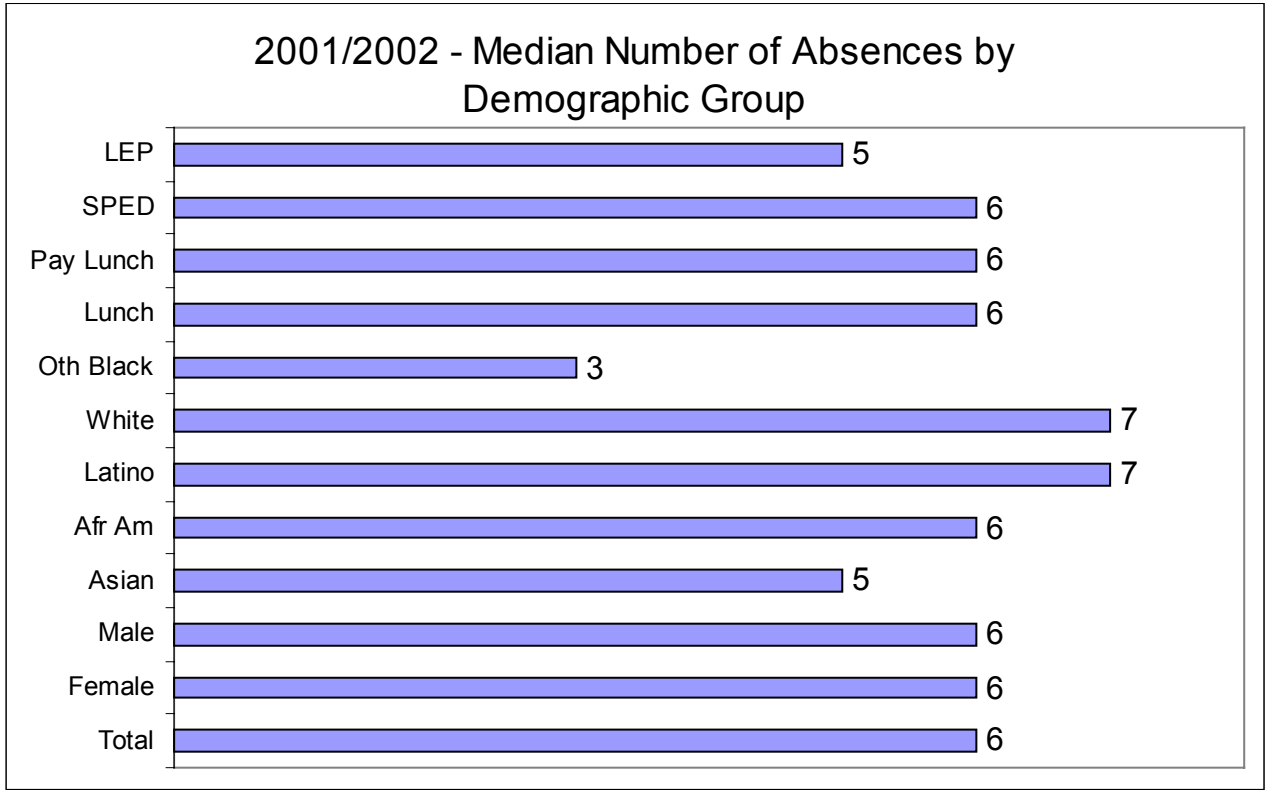


Retentions – Number & Percentage by School

	Percentage	Number	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Amigos	0.0%	0	0	0	0	0	0	0	0	0	0	0	0
Baldwin	2.1%	8	2	6	0	3	1	3	1	4	4	0	0
Cambridgeport	0.7%	2	0	2	0	1	0	1	0	1	1	2	0
Fitzgerald	0.3%	1	0	1	0	0	0	1	0	0	1	0	0
Fletcher/Maynard	0.4%	1	1	0	0	1	0	0	0	1	0	1	0
Graham&Parks	2.5%	10	3	7	0	1	3	2	4	5	5	3	3
Haggerty	0.5%	1	1	0	0	0	0	1	0	0	1	0	0
Harrington	3.3%	14	4	10	0	0	3	9	2	12	2	9	2
Kennedy	1.9%	5	4	1	0	0	2	2	1	3	2	2	0
King	3.4%	9	3	6	1	2	1	3	2	6	3	3	1
King Open	5.4%	18	9	9	1	8	0	8	1	8	10	8	1
Longfellow	0.5%	2	0	2	0	1	0	1	0	1	1	0	1
Morse	3.8%	14	5	9	0	8	3	3	0	6	8	2	1
Peabody	0.3%	1	0	1	0	0	0	1	0	1	0	1	0
Tobin	0.4%	2	1	1	0	2	0	0	0	1	1	2	0
TOTAL		88	33	55	2	27	13	35	11	49	39	33	9
% of District	**1.7%**		**1.4%**	**2.0%**	**0.3%**	**2.2%**	**1.9%**	**1.8%**	**1.9%**	**2.4%**	**1.3%**	**3.3%**	**1.7%**

Absences

- The median number of absences for all elementary students (K-8) was 6 absences. For a 180-day school year, the median attendance rate was 97%.
- **In 2000/2001**, the median number of absences for all elementary students was 7 absences. For a 180-day school year, the median attendance rate was 96%. **In 1999/2000**, the median number of absences for all elementary students was 5 absences. For a 180-day school year, the median attendance rate was 97%.
- ***By Demographics***



Median Absences by Grade & School

Grade	Median
Kinder	9
First	6
Second	6
Third	5
Fourth	5
Fifth	5
Sixth	5
Seventh	5
Eighth	6
Ungraded	7
District	**6**

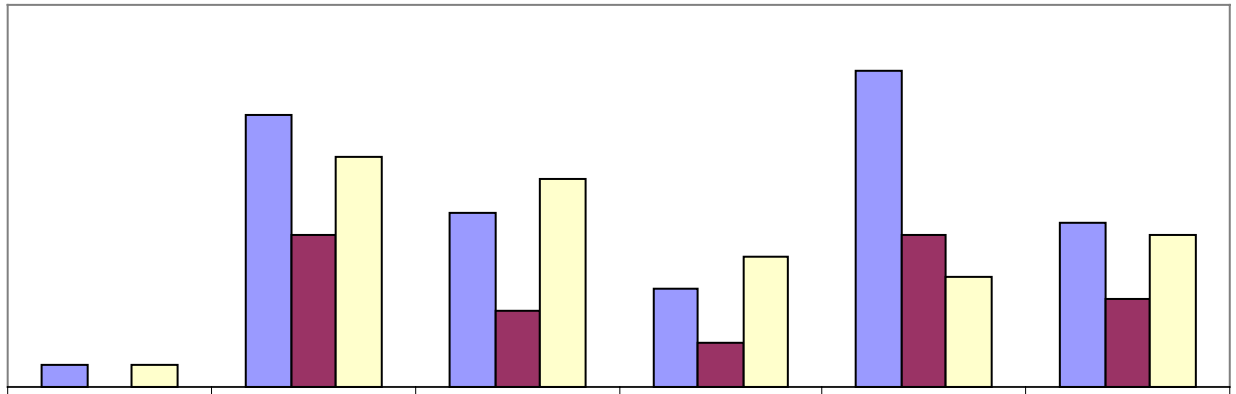
	Median
Amigos	6.5
Baldwin	7
Cambridgeport	7
Fitzgerald	3
Fletcher/Maynard	10
Graham&Parks	5
Haggerty	8
Harrington	6
Kennedy	9
King	6
King Open	5
Longfellow	7
Morse	6
Peabody	5
Tobin	4
TOTAL	**6**

Suspensions

- ***Out-of-School Suspensions***
  - 77 students were suspended (1.5%).
- ***In-School Suspensions***
  - 38 students were suspended (.8%).
- ***In-District Suspensions***
  - 69 students were suspended to this program (1.4%).

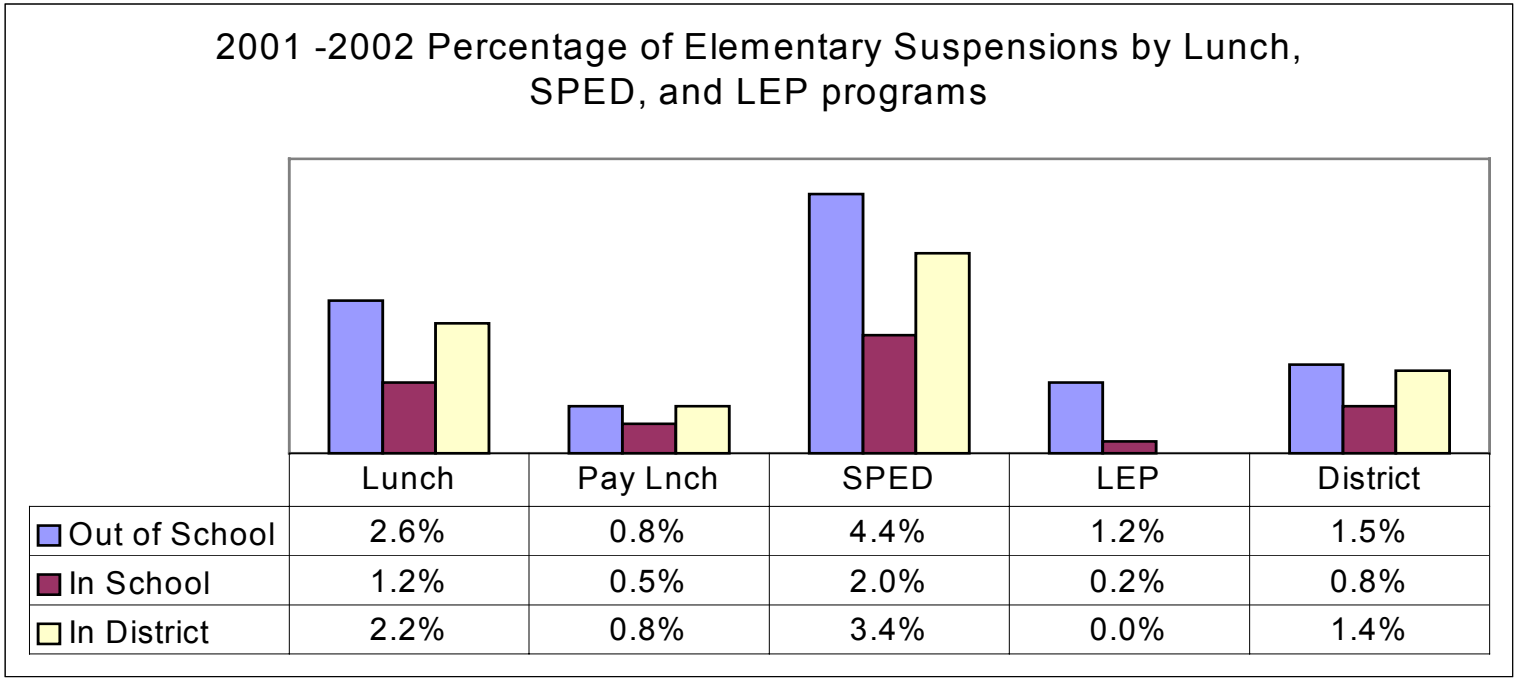
- ***By Race/Ethnicity***

2001/2002 - Percentage of Elementary Suspensions by Race/Ethnicity



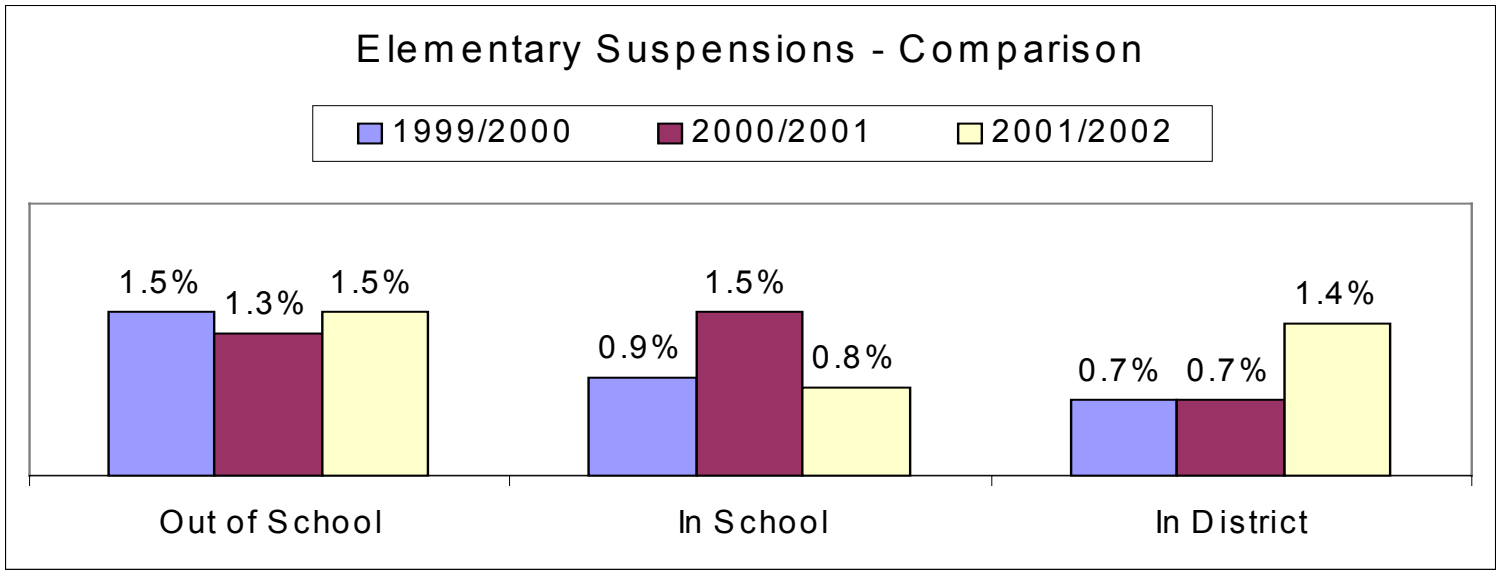
	Asian	Afr Am	Latino	White	Oth Black	District
Out of School	0.2%	2.5%	1.6%	0.9%	2.9%	1.5%
In School	0.0%	1.4%	0.7%	0.4%	1.4%	0.8%
In District	0.2%	2.1%	1.9%	1.2%	1.0%	1.4%

- ***By Lunch, SPED, and LEP***



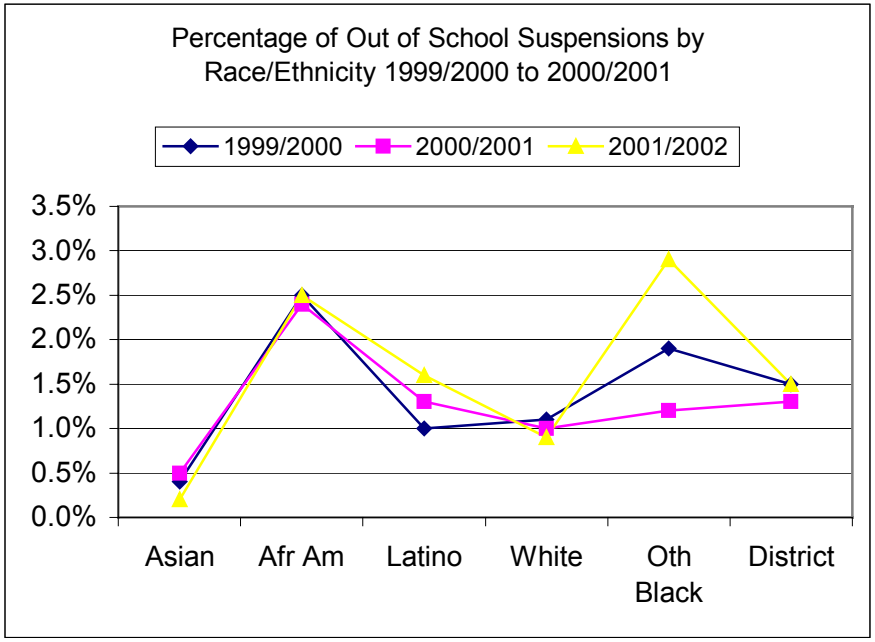
	Lunch	Pay Lnch	SPED	LEP	District
Out of School	2.6%	0.8%	4.4%	1.2%	1.5%
In School	1.2%	0.5%	2.0%	0.2%	0.8%
In District	2.2%	0.8%	3.4%	0.0%	1.4%

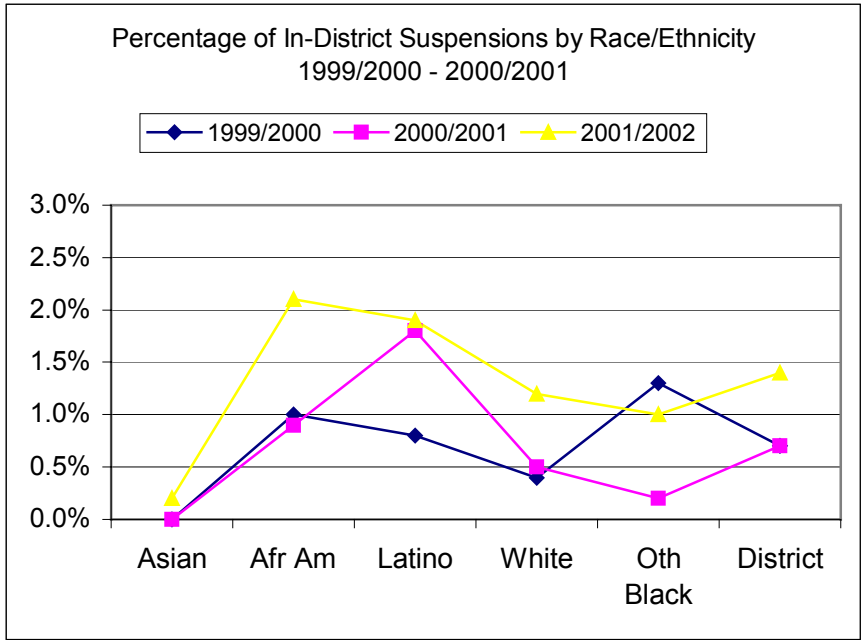
Suspensions - Comparison 1999/2000 - 2001/2002

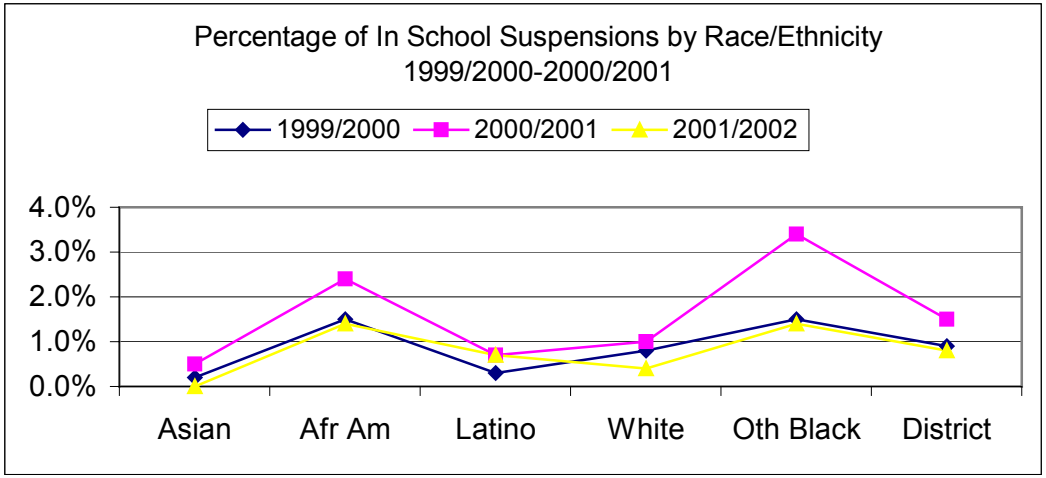


	1999/2000		2000/2001		2001/2002	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Out of School	82	1.5%	68	1.3%	77	**1.5%**
In School	51	0.9%	77	1.5%	38	**0.8%**
In District	36	0.7%	35	0.7%	69	**1.4%**

Comparison by Race/Ethnicity







Out-of-School Suspensions – Number & Percentage by School

	Percentage	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Amigos	**0.0%**	0	0	0	0	0	0	0	0	0	0	0	0	0
Baldwin	**4.9%**	19	1	18	1	0	3	4	4	7	17	2	11	1
Cambridgeport	**4.3%**	13	5	8	0	0	7	1	3	2	7	6	9	0
Fitzgerald	**0.0%**	0	0	0	0	0	0	0	0	0	0	0	0	0
Fletcher/Maynard	**3.1%**	8	0	8	0	0	4	3	0	1	4	4	7	0
Graham&Parks	**0.5%**	2	1	1	0	0	0	0	0	2	2	0	0	2
Haggerty	**0.0%**	0	0	0	0	0	0	0	0	0	0	0	0	0
Harrington	**2.6%**	11	3	8	0	0	4	2	3	2	9	2	3	2
Kennedy	**0.0%**	0	0	0	0	0	0	0	0	0	0	0	0	0
King	**0.4%**	1	0	1	0	0	1	0	0	0	0	1	1	0
King Open	**0.9%**	3	0	3	0	0	2	0	1	0	2	1	2	0
Longfellow	**3.6%**	14	3	11	0	1	8	1	3	1	8	6	8	1
Morse	**1.3%**	5	4	1	0	0	1	0	3	1	4	1	2	0
Peabody	**0.3%**	1	0	1	0	0	0	0	0	1	1	0	1	0
Tobin	**0.0%**	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		77	17	60	1	1	30	11	17	17	54	23	44	6
% of District	**1.5%**		**0.7%**	**2.3%**	**3.3%**	**0.2%**	**2.5%**	**1.6%**	**0.9%**	**2.9%**	**2.6%**	**0.8%**	**4.4%**	**1.2%**

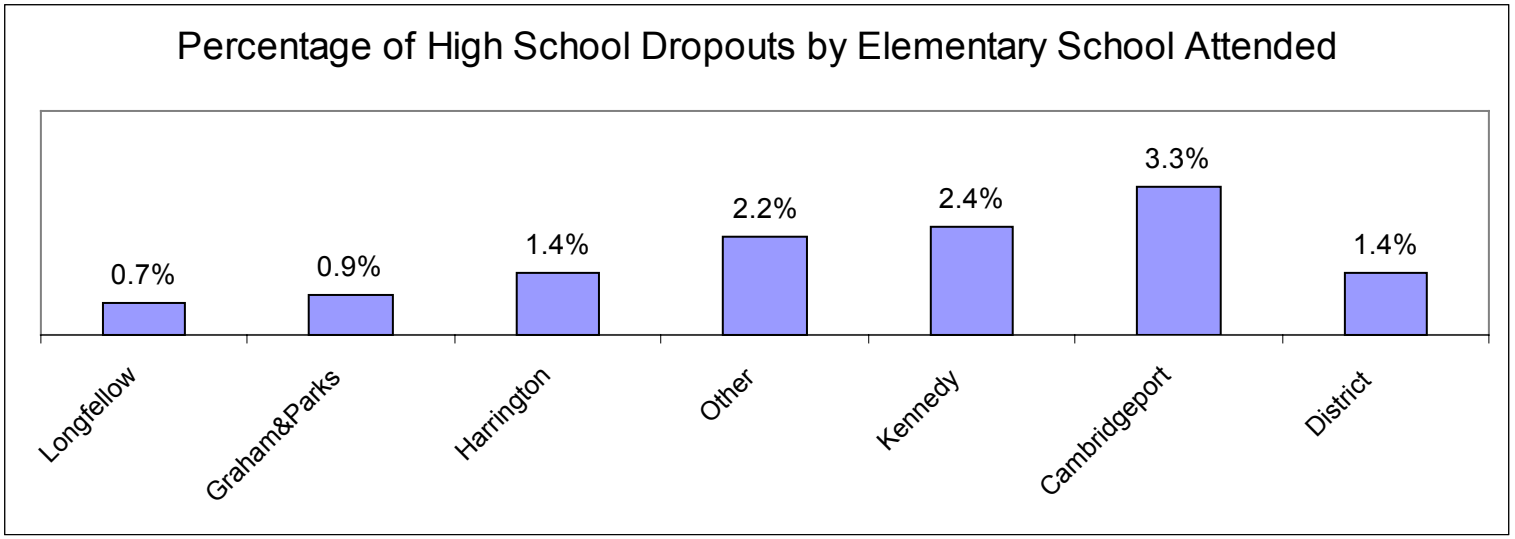
In-School Suspensions – Number & Percentage by School

	Percentage	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Amigos	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Baldwin	4.7%	18	0	18	0	0	7	3	6	2	12	6	11	0
Cambridgeport	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Fitzgerald	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Fletcher/Maynard	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Graham&Parks	3.5%	14	6	8	1	0	6	1	1	5	9	5	8	1
Haggerty	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Harrington	0.7%	3	2	1	0	0	3	0	0	0	1	2	1	0
Kennedy	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
King	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
King Open	0.6%	2	0	2	0	0	1	0	0	1	1	1	0	0
Longfellow	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Morse	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Peabody	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Tobin	0.2%	1	0	1	0	0	0	1	0	0	1	0	0	0
TOTAL		38	8	30	1	0	17	5	7	8	24	14	20	1
% of District	**0.8%**		**0.3%**	**1.2%**	**3.3%**	**0.0%**	**1.4%**	**0.7%**	**0.4%**	**1.4%**	**1.2%**	**0.5%**	**2.0%**	**0.2%**

In-District Suspensions – Number & Percentage by School

	Percentage	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
Amigos	0.7%	2	0	2	0	0	0	2	0	0	0	2	0	0
Baldwin	1.3%	5	0	5	0	0	1	3	1	0	3	2	2	0
Cambridgeport	2.0%	6	3	3	0	1	2	2	0	1	5	1	3	0
Fitzgerald	0.3%	1	0	1	0	0	1	0	0	0	0	1	1	0
Fletcher/Maynard	2.7%	7	3	4	0	0	4	1	2	0	6	1	5	0
Graham&Parks	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Haggerty	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Harrington	2.4%	10	2	8	0	0	1	1	6	2	9	1	1	0
Kennedy	4.9%	13	3	10	0	0	4	2	7	0	6	7	7	0
King	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
King Open	0.6%	2	0	2	0	0	2	0	0	0	0	2	1	0
Longfellow	0.8%	3	0	3	0	0	1	1	0	1	1	2	1	0
Morse	2.7%	10	3	7	0	0	3	0	5	2	8	2	9	0
Peabody	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0
Tobin	2.2%	10	2	8	0	0	7	1	2	0	8	2	4	0
TOTAL		69	16	53	0	1	26	13	23	6	46	23	34	0
% of District	**1.4%**		**0.8%**	**1.9%**	**0.0%**	**0.2%**	**2.1%**	**1.9%**	**1.2%**	**1.0%**	**2.2%**	**0.8%**	**3.4%**	**0.0%**

High School Dropouts by Elementary School Attended

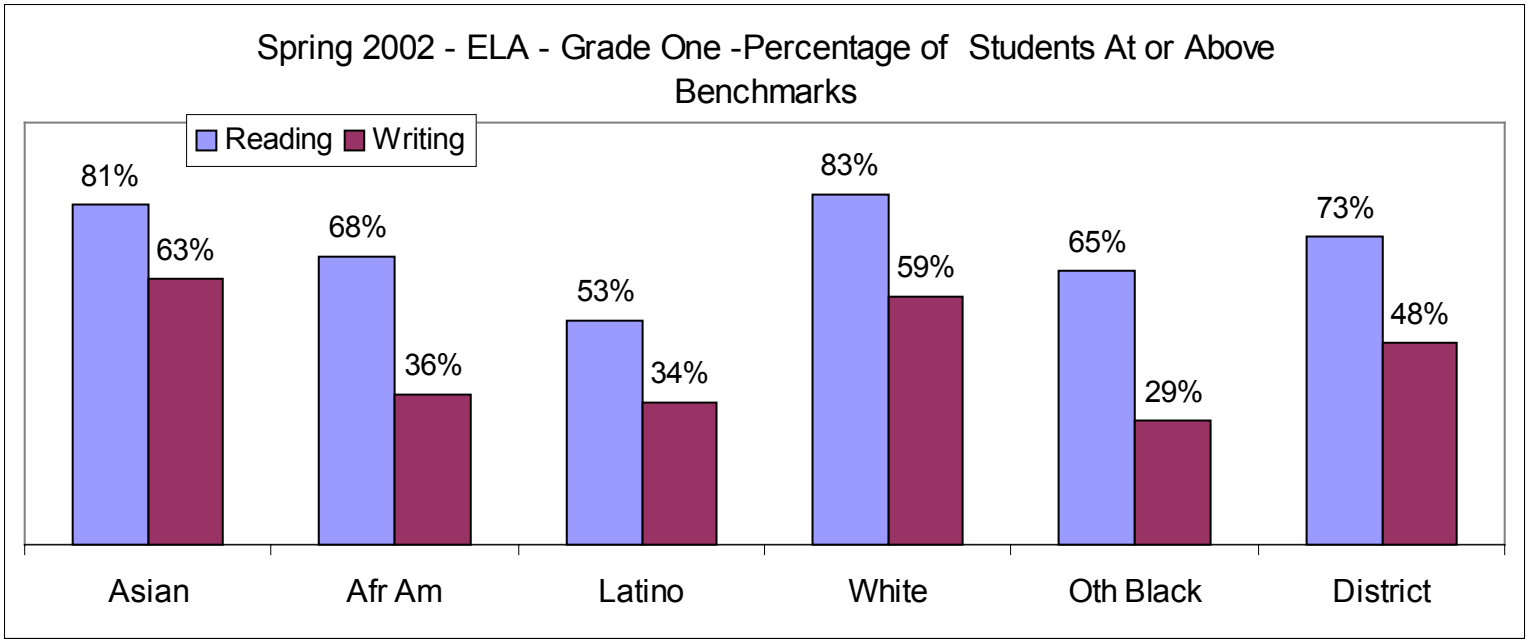


	Number	Percentage
Amigos	0	0%
Baldwin	0	0%
Cambridgeport	1	3.3%
Fitzgerald	0	0%
Fletcher/Maynard	0	0%
Graham&Parks	1	0.9%
Harrington	2	1.4%
Kennedy	4	2.4%
King	0	0%
King Open	0	0%
Longfellow	1	0.7%
Morse	0	0%
Peabody	0	0%
Tobin	0	0%
Other	22	2.2%
District	31	1.4%

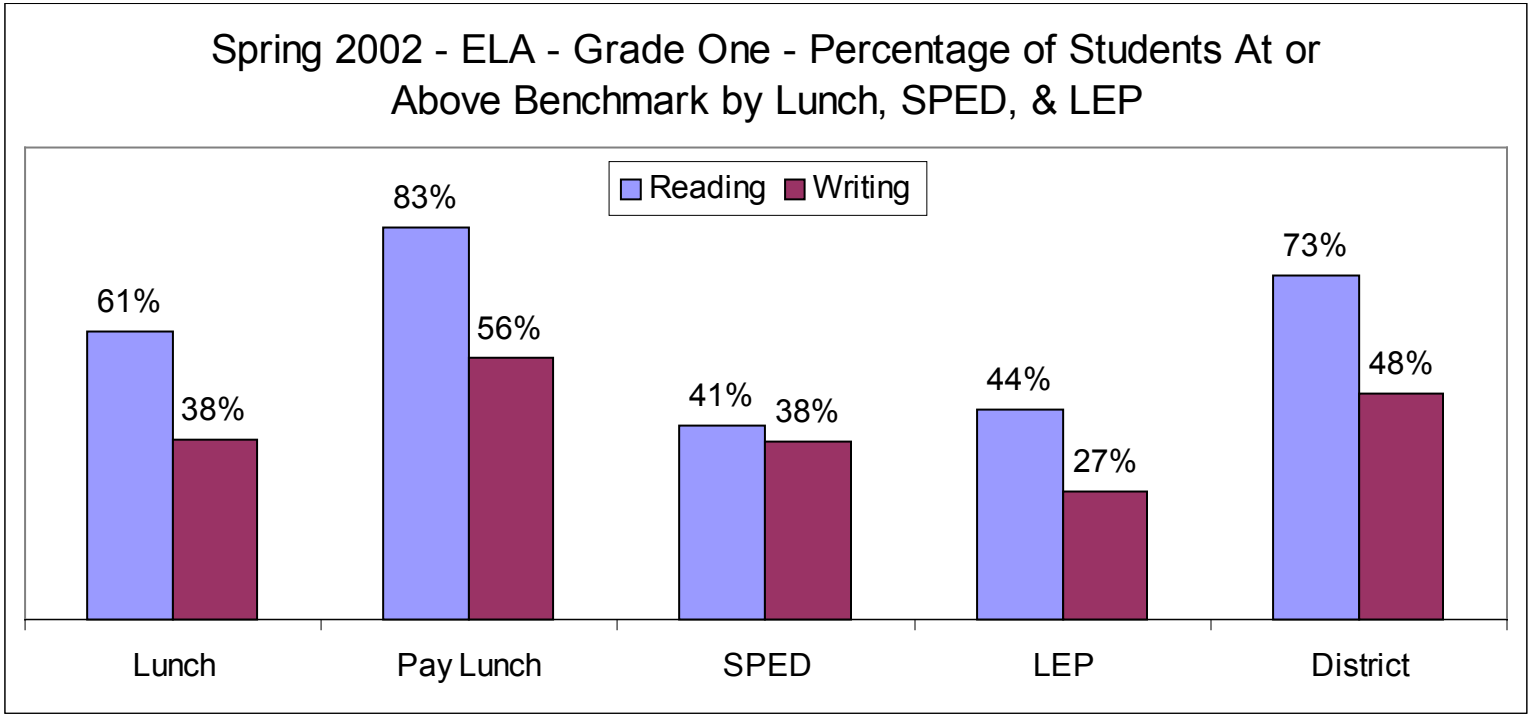
Early Literacy Assessment – Grade One

- ***Reading***
  - At the end of grade one, 377 students (73%) were reading at or above grade level based on the Developmental Reading Assessment (DRA).
  - **In 2000/2001**, 68% of first grade students tested were reading at or above grade level. **In 1999/2000**, 71% of first grade students tested were reading at or above grade level.
- ***Writing***
  - At the end of grade one, 246 students (48%) were writing at or above grade level based on scores received on Cambridge Public Schools Continuum for Writing.
  - **In 2000/2001**, 37% of first grade students tested were writing at or above grade level. **In 1999/2000**, 46% of first grade students tested were writing at or above grade level.

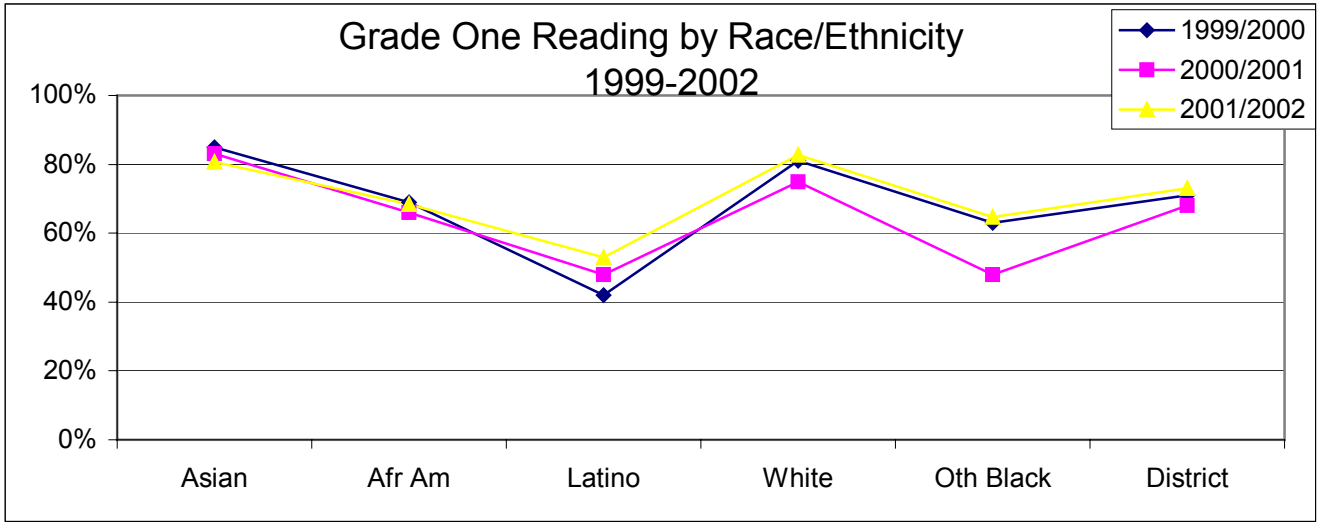
- ***By Race/Ethnicity***

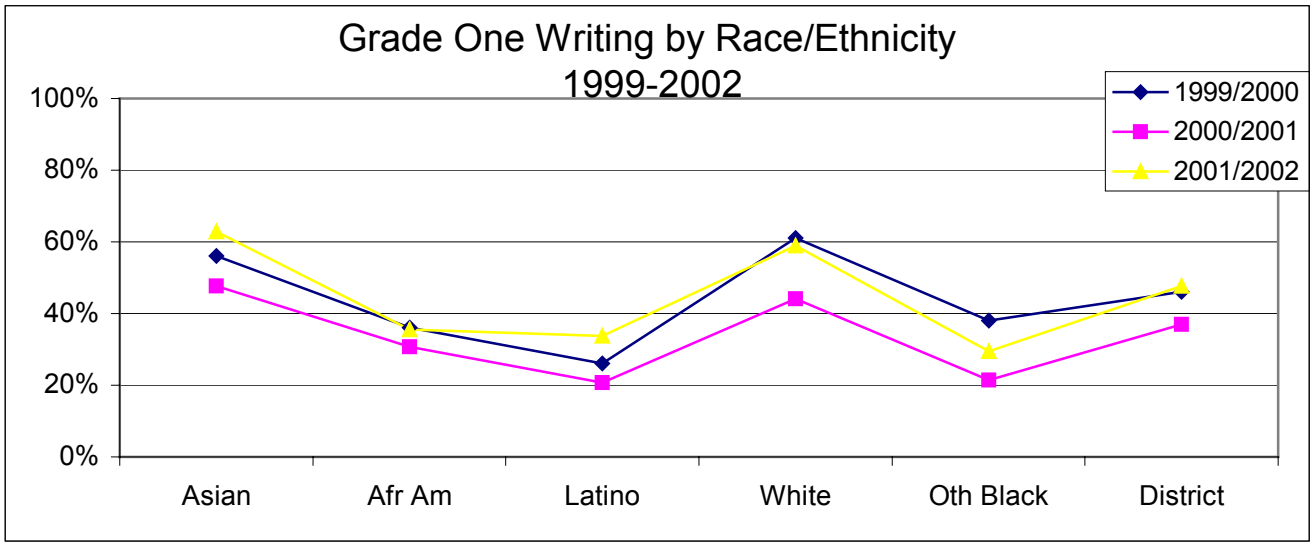


- ***By Lunch, SPED, LEP***



Early Literacy Assessment – Comparison 1999/2000 - 2001/2002

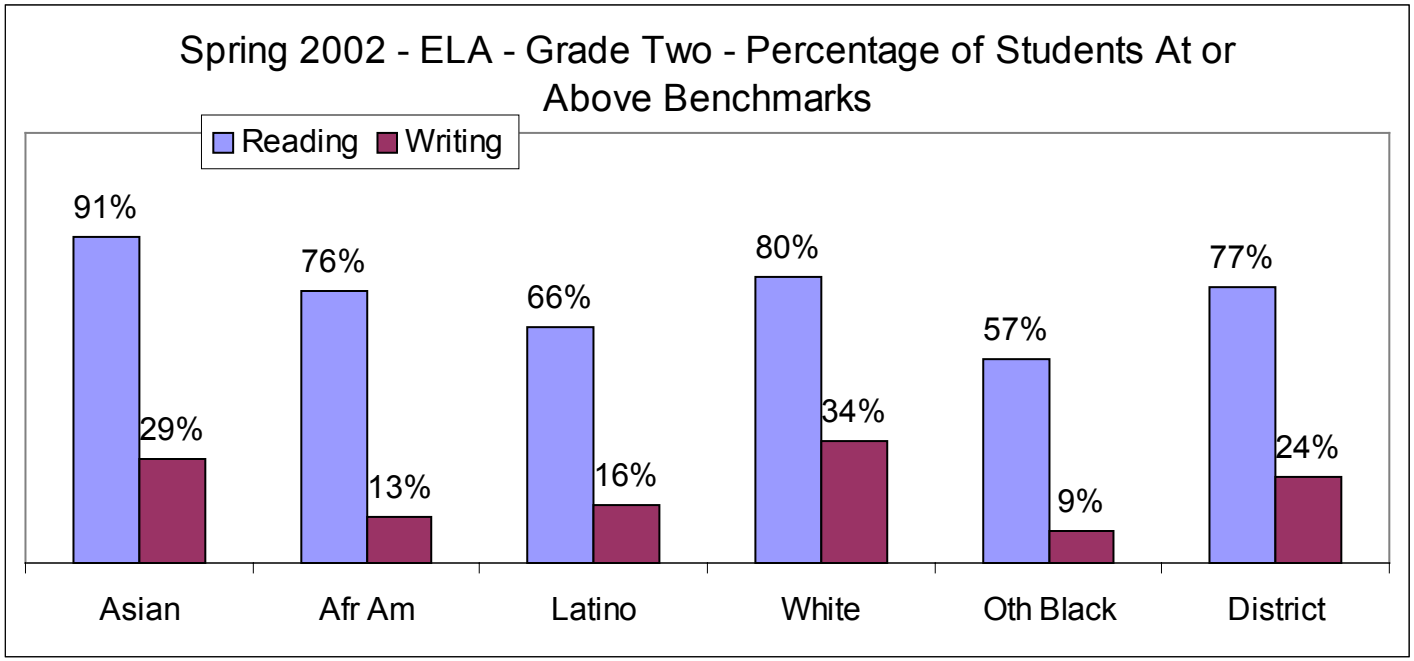




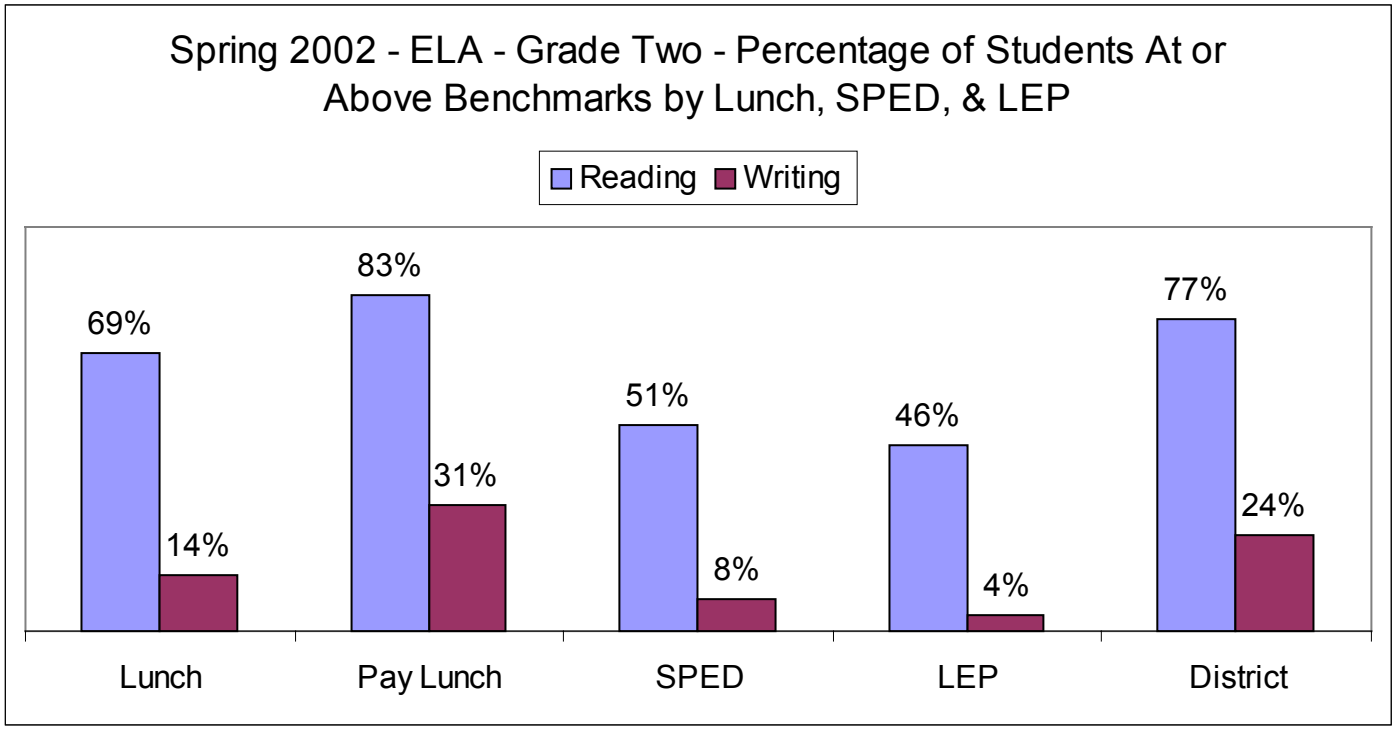
Early Literacy Assessment – Grade Two

- ***Reading***
  - At the end of grade two, 381 students (77%) were reading at or above grade level based on the Developmental Reading Assessment (DRA).
  - **In 2000/2001**, 84% of second grade students tested were reading at or above grade level on the DRA. **In 1999/2000**, 84% of second grade students tested were reading at or above grade level on the DRA.
- ***Writing***
  - At the end of grade two, 117 students (24%) were writing at or above grade level based on scores received on Cambridge Public Schools Continuum for Writing.
  - **In 2000/2001**, 32% of second grade students tested were writing at or above grade level. **In 1999/2000**, 39% of second grade students tested were writing at or above grade level.

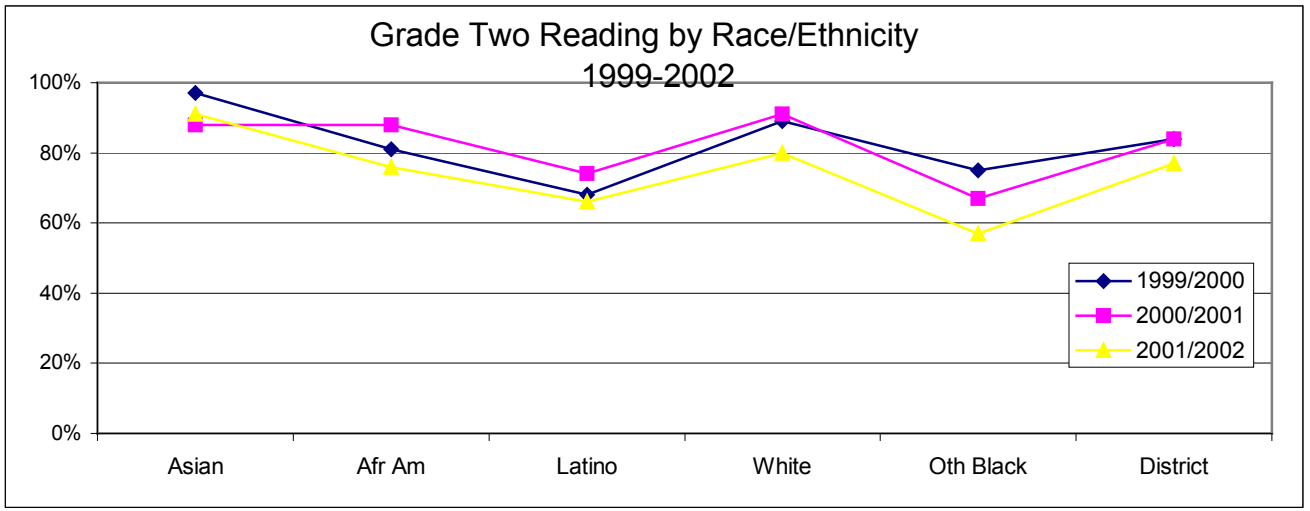
- ***By Race/Ethnicity***

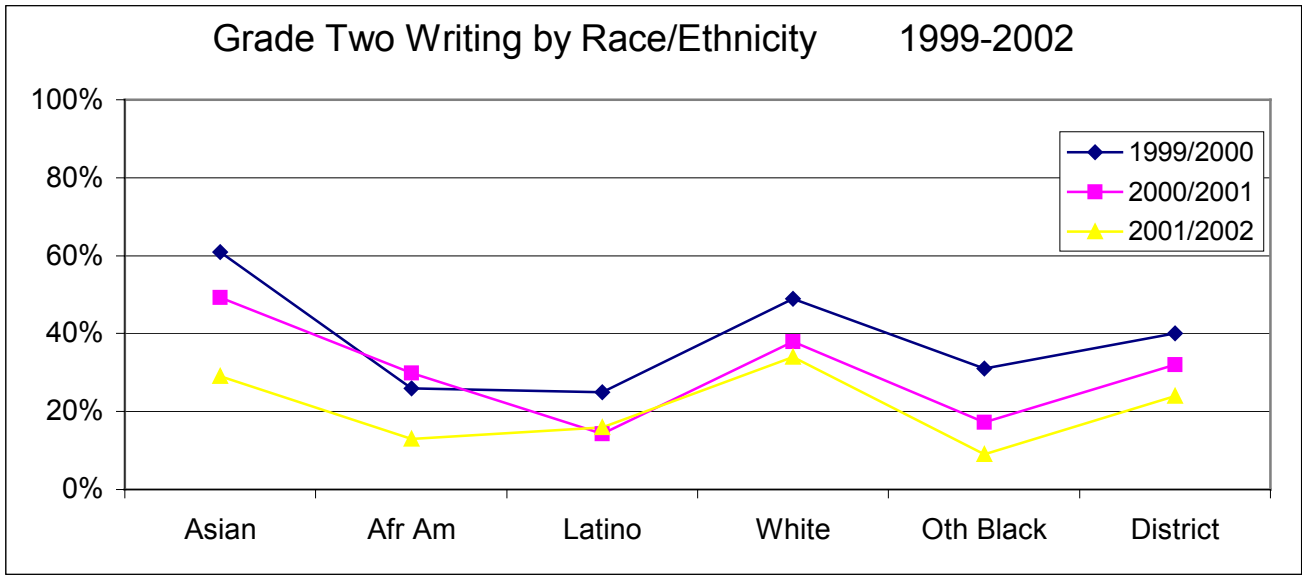


- ***By Lunch, SPED, & LEP***



Early Literacy Assessment – Comparison 1999/2000 - 2001/2002





Early Literacy Assessment – Grade One & Grade Two – Number & Percentage of Students At or Above Grade Level in Reading and Writing

Reading Benchmarks

Grade One

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
1st Grade At Benchmark	377	195	182	50	80	36	177	33	142	235	18	39
1st Graders Tested	515	250	265	62	117	68	214	51	232	283	44	88
% At Benchmark	**73%**	**78%**	**69%**	**81%**	**68%**	**53%**	**83%**	**65%**	**61%**	**83%**	**41%**	**44%**

Grade Two

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
2nd Grade At Benchmark	381	199	182	53	96	39	163	27	146	235	38	32
2nd Graders Tested	498	253	245	58	127	59	203	47	213	285	75	70
% At Benchmark	**77%**	**79%**	**74%**	**91%**	**76%**	**66%**	**80%**	**57%**	**69%**	**83%**	**51%**	**46%**

Writing Benchmarks

Grade One

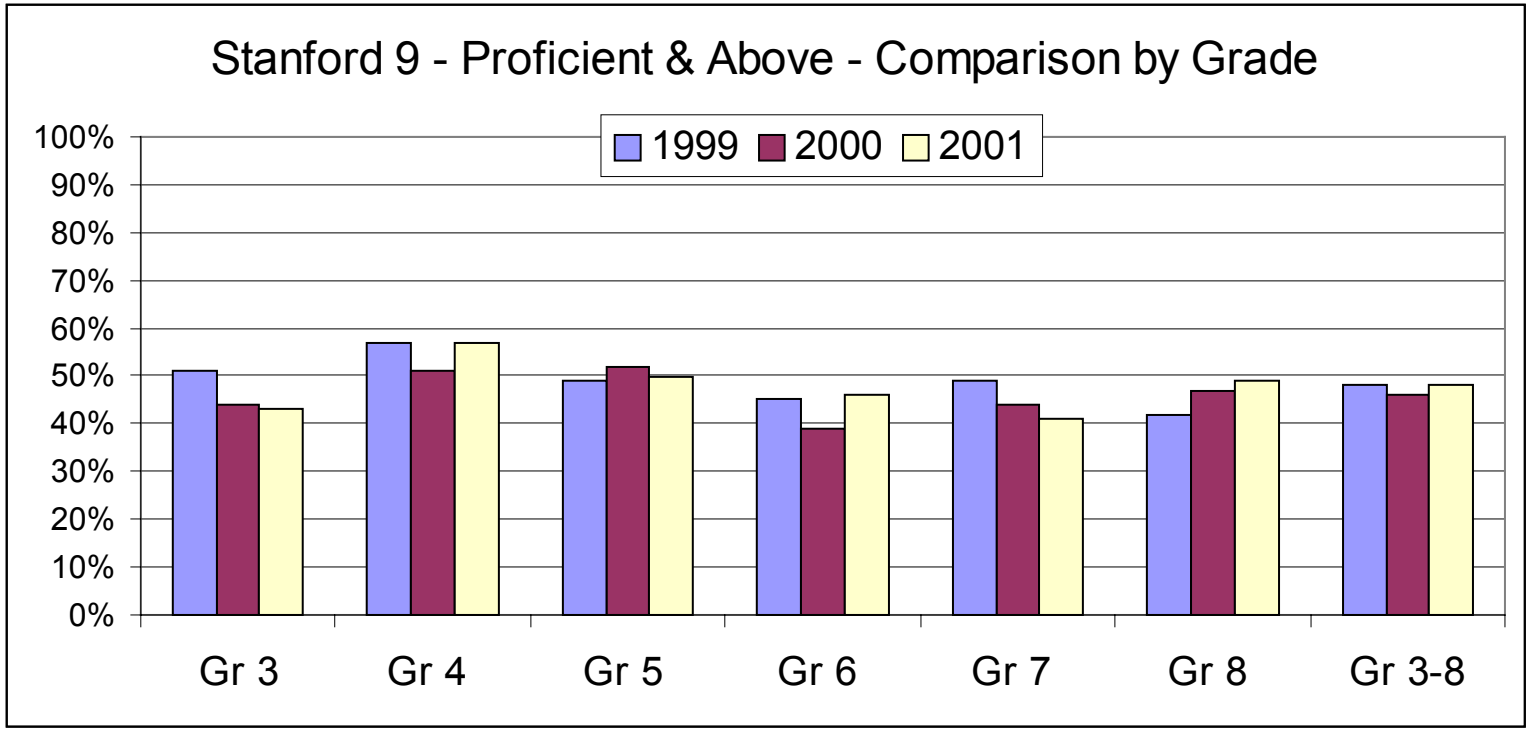
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
1st Grade At Benchmark	246	128	118	39	42	23	126	15	88	158	17	24
1st Graders Tested	516	250	266	62	118	68	214	51	232	284	45	88
% At Benchmark	**48%**	**51%**	**44%**	**63%**	**36%**	**34%**	**59%**	**29%**	**38%**	**56%**	**38%**	**27%**

Grade Two

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	LEP
2nd Grade At Benchmark	117	67	50	17	17	9	68	4	30	87	6	3
2nd Graders Tested	496	251	245	58	127	58	202	47	213	283	76	69
% At Benchmark	**24%**	**27%**	**20%**	**29%**	**13%**	**16%**	**34%**	**9%**	**14%**	**31%**	**8%**	**4%**

Stanford 9 Comparison of 1999, 2000 and 2001 Results

Gr 3 Reading	1999	2000	2001
Basic & Above	90%	85%	87%
Proficient & Above	51%	44%	43%
Average NPR	55	51	50
Gr 4 Reading			
Basic & Above	88%	83%	87%
Proficient & Above	57%	51%	57%
Average NPR	53	48	52
Gr 5 Reading			
Basic & Above	85%	83%	83%
Proficient & Above	49%	52%	50%
Average NPR	48	50	50
Gr 6 Reading			
Basic & Above	87%	84%	87%
Proficient & Above	45%	39%	46%
Average NPR	53	49	53
Gr 7 Reading			
Basic & Above	90%	85%	83%
Proficient & Above	49%	44%	41%
Average NPR	54	50	49
Gr 8 Reading			
Basic & Above	84%	87%	88%
Proficient & Above	42%	47%	49%
Average NPR	49	53	53
Combined Grade 3-8			
Basic & Above	86%	85%	86%
Proficient & Above	48%	46%	48%
Average NPR	51	50	51


Stanford 9 - Proficient & Above - Comparison by Grade
1999
2000
2001
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Gr 3
Gr 4
Gr 5
Gr 6
Gr 7
Gr 8
Gr 3-8

Fall 2000 Stanford 9 – Total Reading, Math, and Study Skills Performance Standards and National Percentile Rankings

2001 Stanford 9 - Total Reading - Grades 3-8

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	86%	88%	84%	93%	78%	77%	94%	77%	77%	91%	67%
Proficient & Above	48%	50%	45%	65%	29%	29%	69%	24%	26%	61%	20%
Average NPR	51	53	49	62	38	38	66	36	37	60	31

2001 Stanford 9 - Total Reading - GRADE 3

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	87%	92%	82%	93%	83%	81%	92%	78%	82%	90%	71%
Proficient & Above	43%	46%	41%	63%	26%	31%	61%	22%	25%	57%	11%
Average NPR	50	53	48	58	42	43	61	38	40	58	30

2001 Stanford 9 - Math - GRADE 3

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	80%	77%	83%	94%	69%	79%	89%	66%	75%	84%	56%
Proficient & Above	37%	33%	40%	63%	14%	24%	54%	26%	23%	47%	10%
Average NPR	45	43	47	60	31	36	58	33	36	52	24

2001 Stanford 9 - Total Reading - GRADE 4

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	87%	88%	87%	95%	83%	77%	94%	79%	78%	93%	73%
Proficient & Above	57%	60%	55%	78%	40%	33%	79%	27%	31%	73%	28%
Average NPR	52	54	51	66	39	35	68	35	36	63	33

2001 Stanford 9 - Total Reading - GRADE 5

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	83%	84%	82%	95%	73%	76%	96%	64%	73%	90%	63%
Proficient & Above	50%	53%	49%	70%	27%	34%	76%	24%	27%	66%	23%
Average NPR	50	51	48	64	33	37	68	30	33	61	30

2001 Stanford 9 - Total Reading - GRADE 6

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	87%	86%	88%	83%	79%	79%	94%	88%	78%	92%	70%
Proficient & Above	46%	47%	45%	59%	25%	22%	68%	19%	23%	58%	20%
Average NPR	53	54	53	58	39	40	67	39	39	61	34

2001 Stanford 9 - Math - GRADE 6

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	66%	65%	68%	81%	53%	48%	80%	54%	53%	73%	38%
Proficient & Above	30%	26%	33%	55%	12%	12%	46%	6%	14%	38%	11%
Average NPR	48	45	50	66	34	35	59	33	36	54	29

2001 Stanford 9 - Total Reading - GRADE 7

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	83%	88%	79%	94%	74%	70%	94%	73%	74%	89%	62%
Proficient & Above	41%	44%	39%	63%	25%	16%	62%	22%	22%	53%	18%
Average NPR	49	52	46	63	37	30	64	35	36	57	28

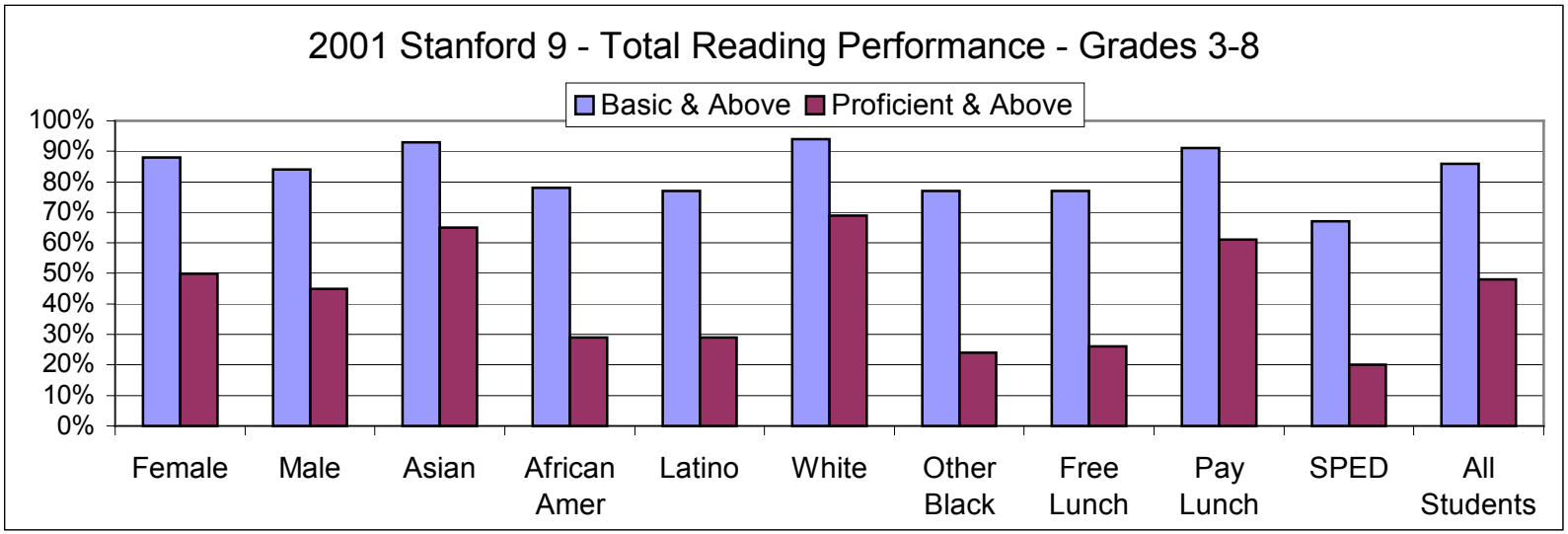
2001 Stanford 9 - Study Skills - GRADE 7

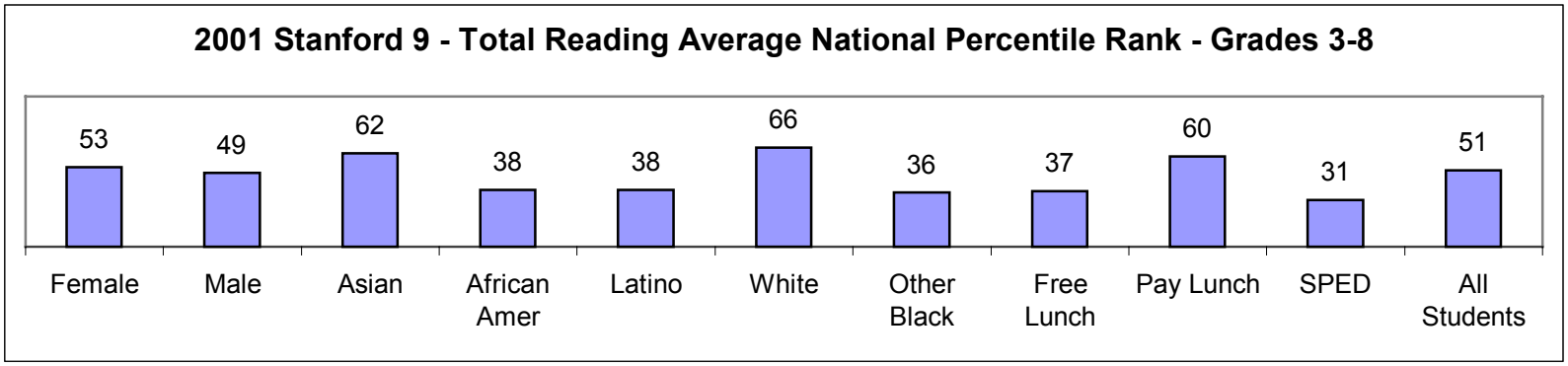
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	78%	81%	74%	93%	71%	67%	86%	67%	68%	84%	46%
Proficient & Above	41%	41%	29%	57%	17%	17%	52%	21%	21%	45%	10%
Average NPR	47	52	43	62	38	34	59	35	37	54	27

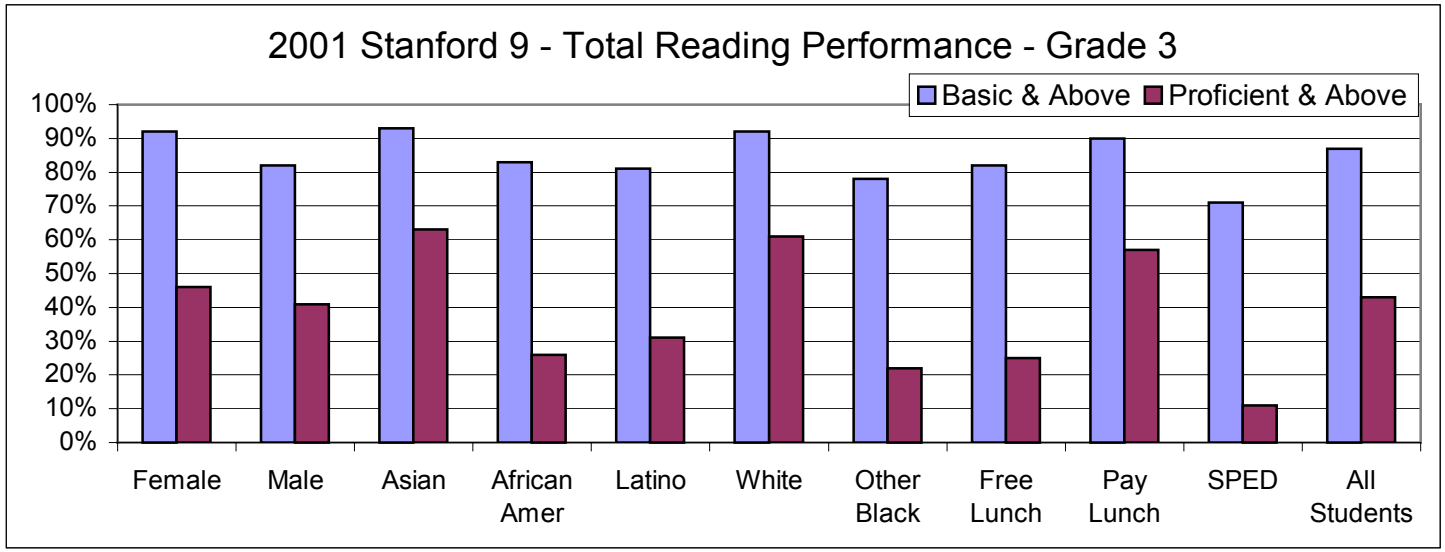
2001 Stanford 9 - Total Reading - GRADE 8

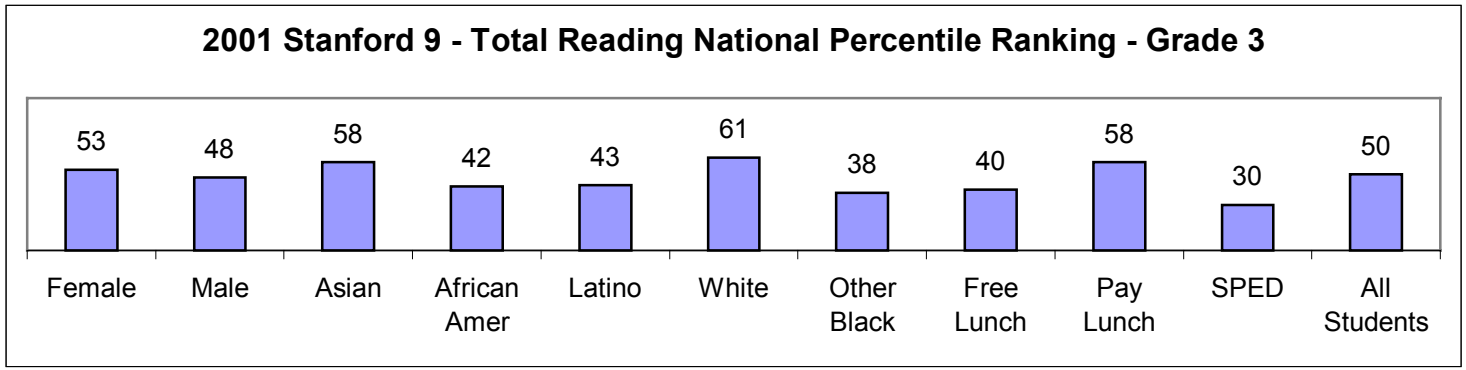
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	88%	90%	86%	95%	79%	81%	96%	80%	77%	94%	67%
Proficient & Above	49%	52%	45%	54%	30%	38%	68%	26%	27%	60%	17%
Average NPR	53	56	51	62	40	43	66	38	37	61	31

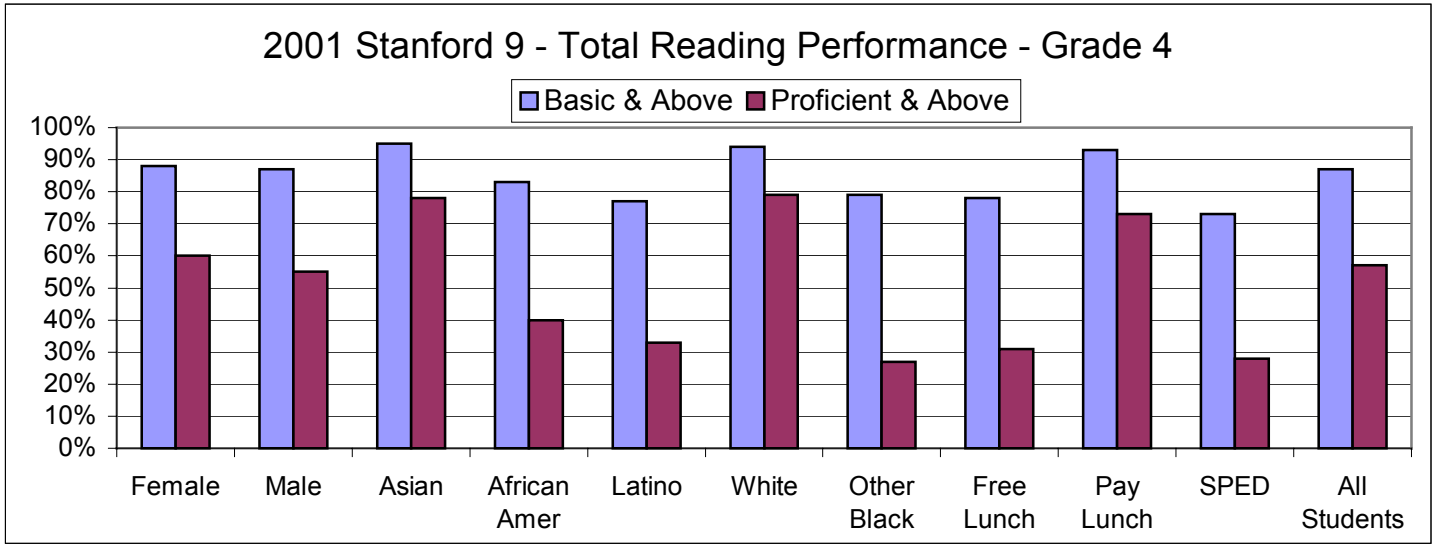
Stanford 9 Grade Level Performance and Student Sub-groups 2001

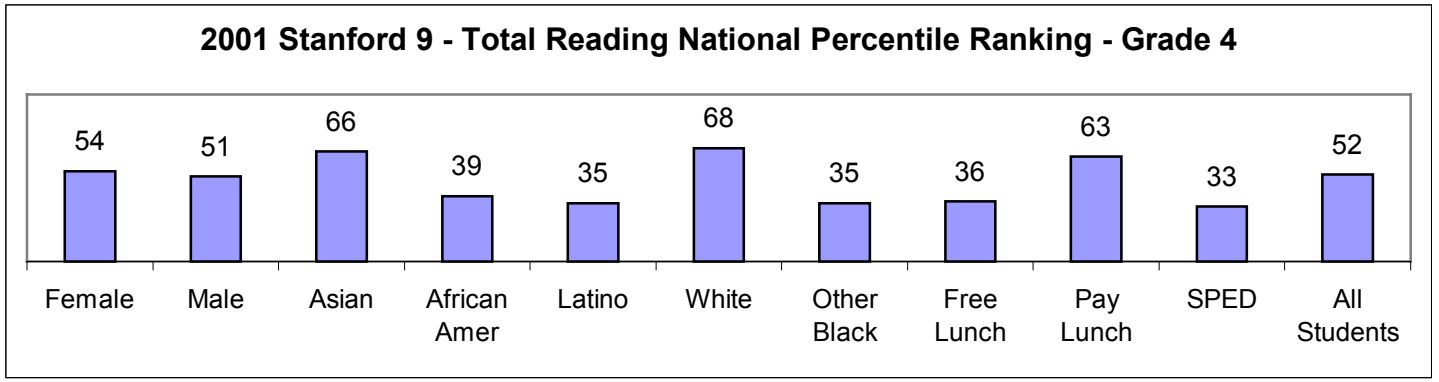


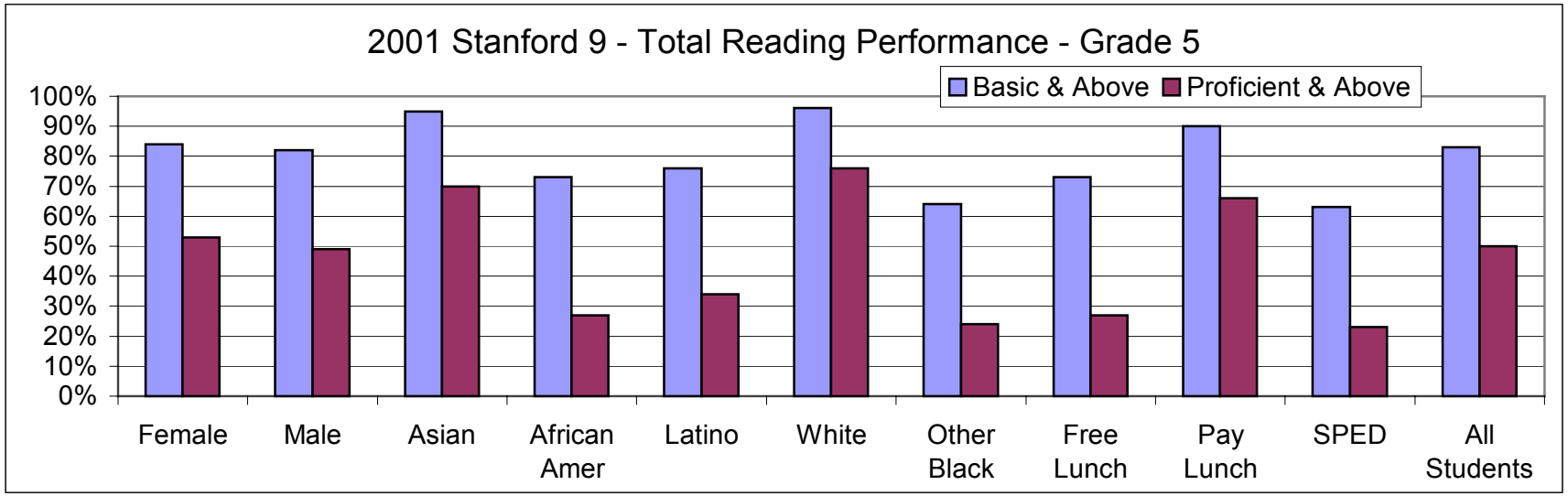


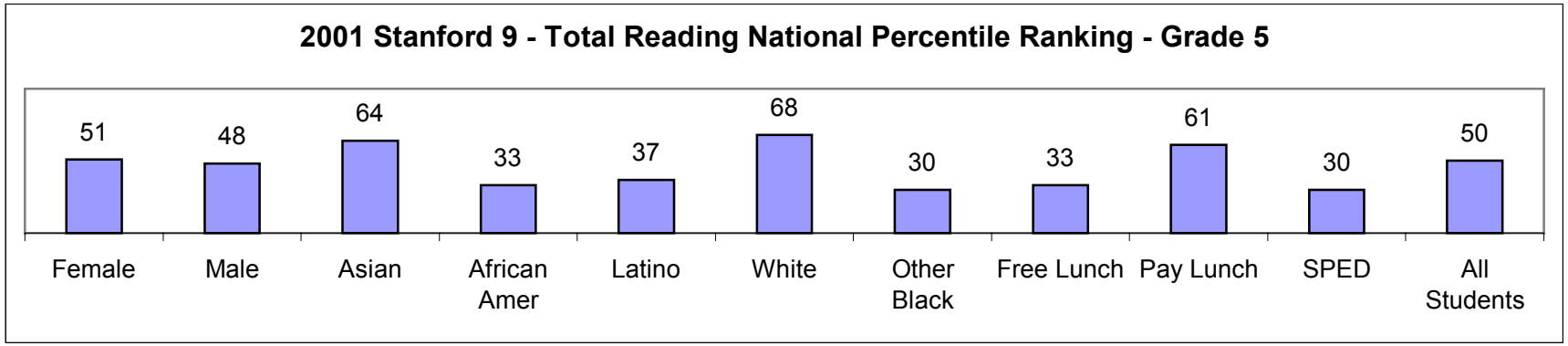

2001 Stanford 9 - Total Reading Performance - Grade 3
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

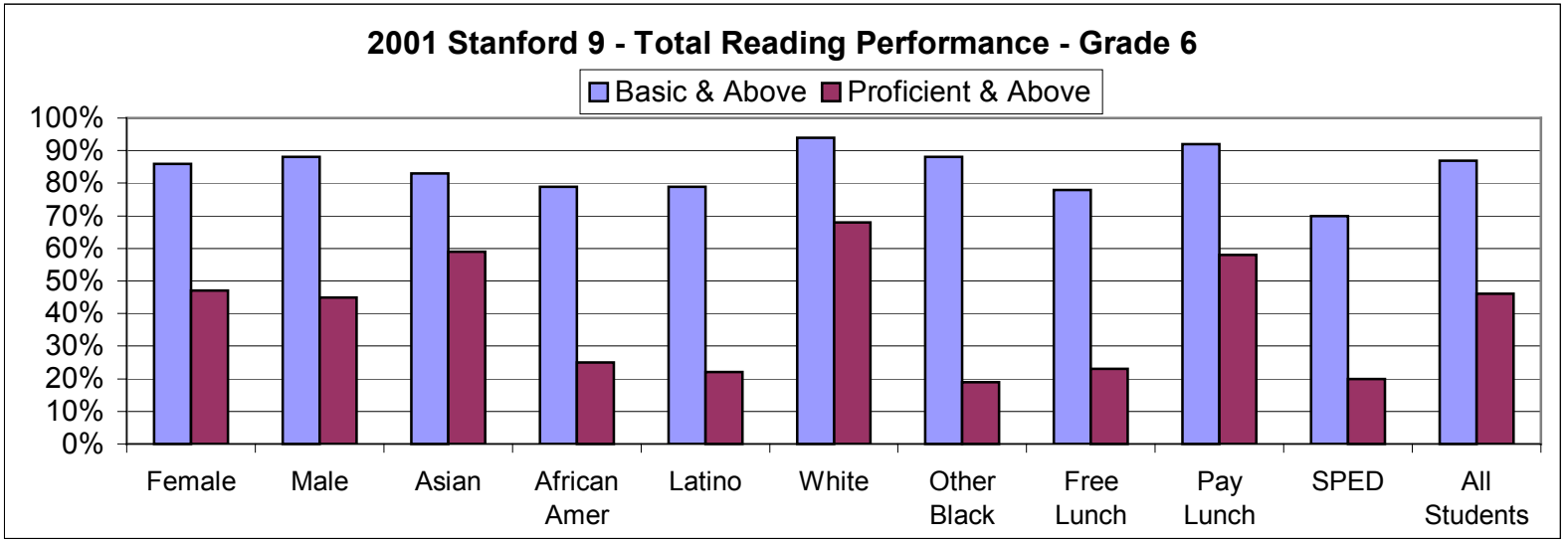

2001 Stanford 9 - Total Reading National Percentile Ranking - Grade 3
53
48
58
42
43
61
38
40
58
30
50
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

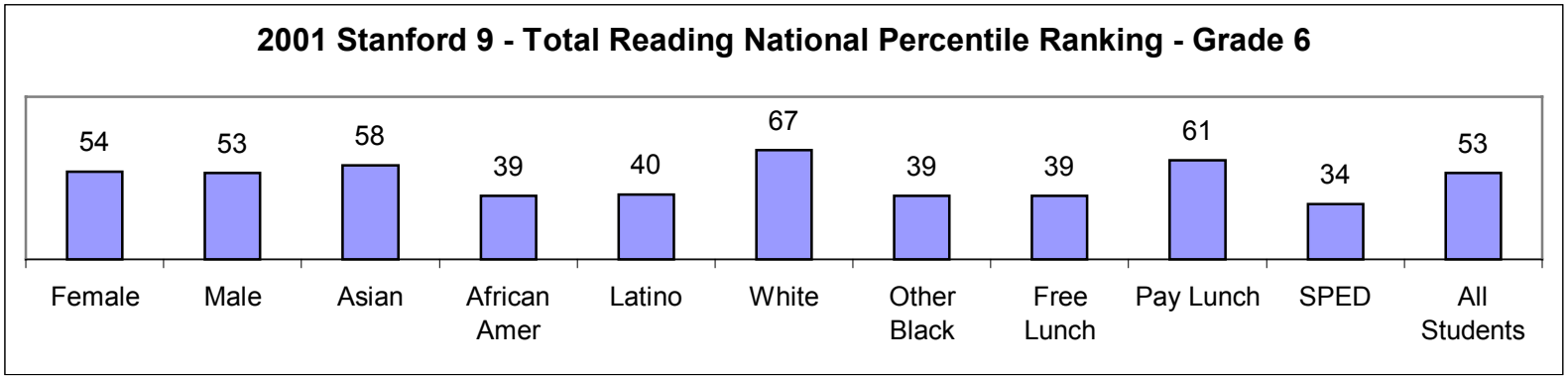

2001 Stanford 9 - Total Reading Performance - Grade 4
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

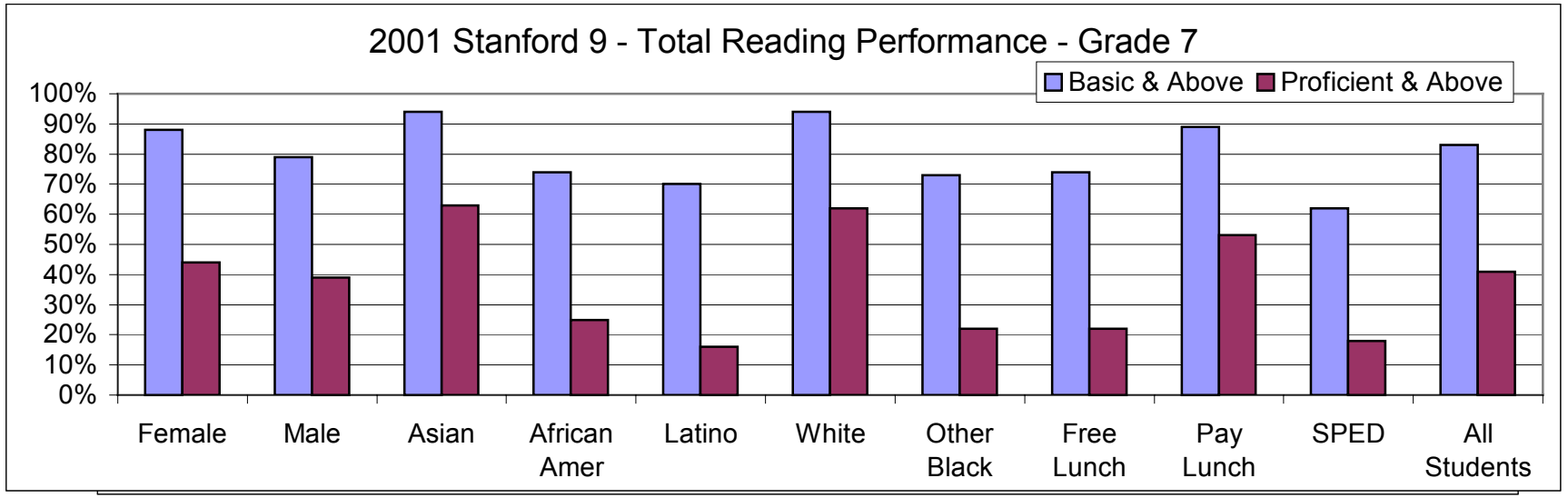

2001 Stanford 9 - Total Reading National Percentile Ranking - Grade 4
54
51
66
39
35
68
35
36
63
33
52
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

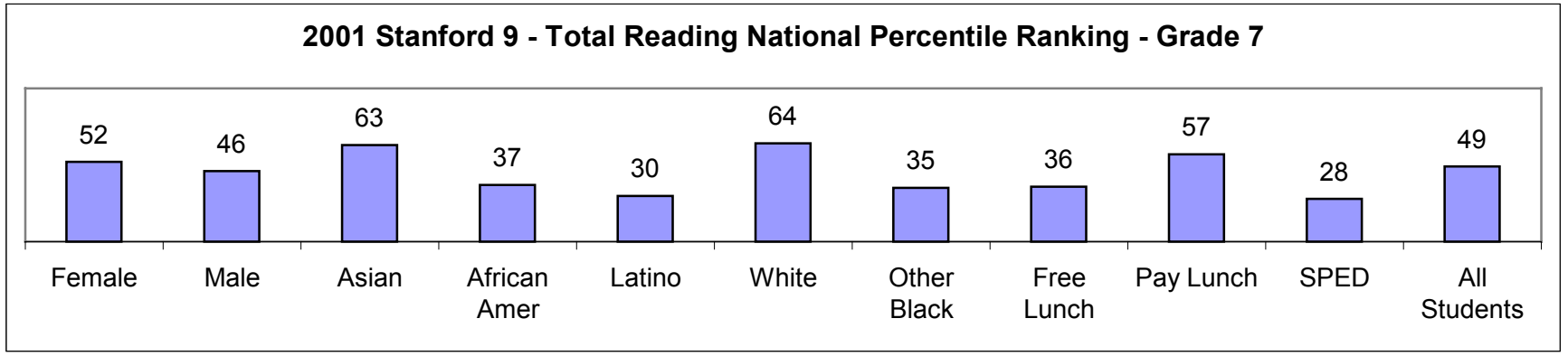

2001 Stanford 9 - Total Reading Performance - Grade 5
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

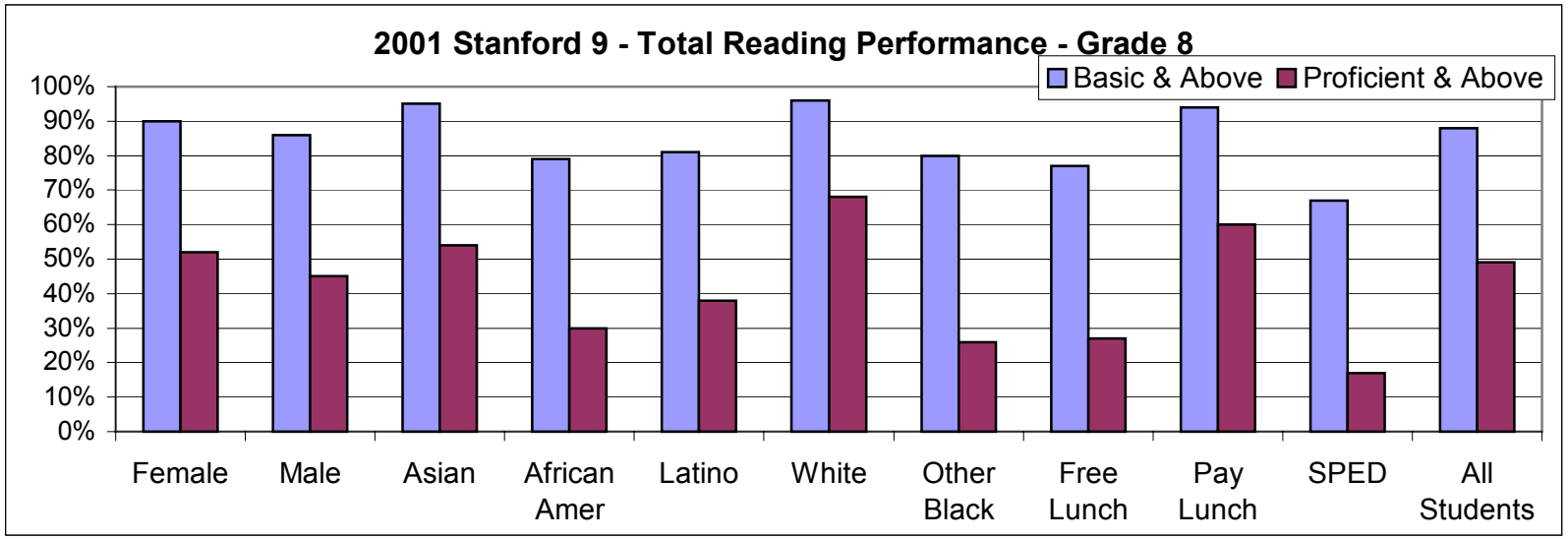

2001 Stanford 9 - Total Reading National Percentile Ranking - Grade 5
51
48
64
33
37
68
30
33
61
30
50
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

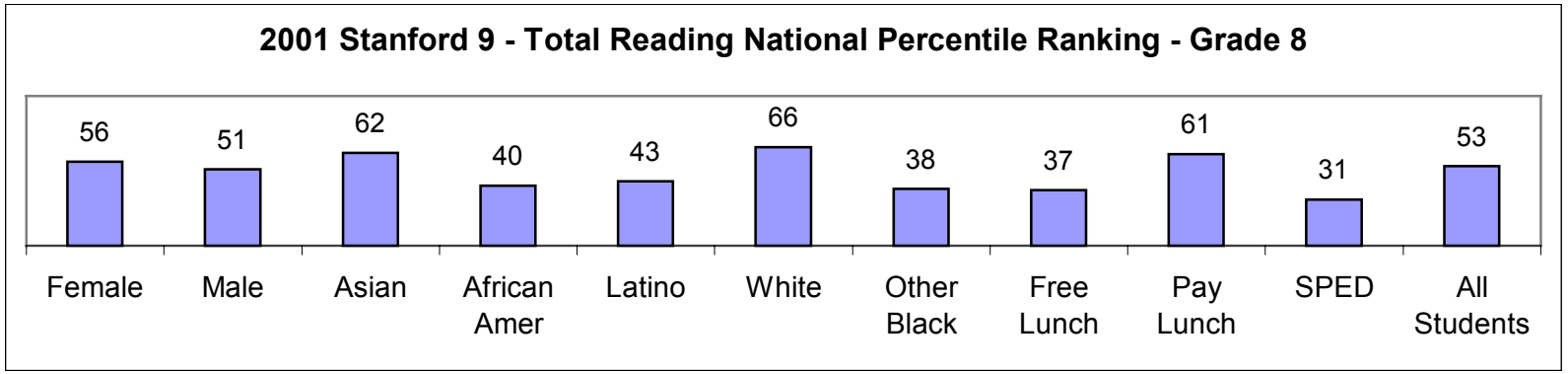

2001 Stanford 9 - Total Reading Performance - Grade 6
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

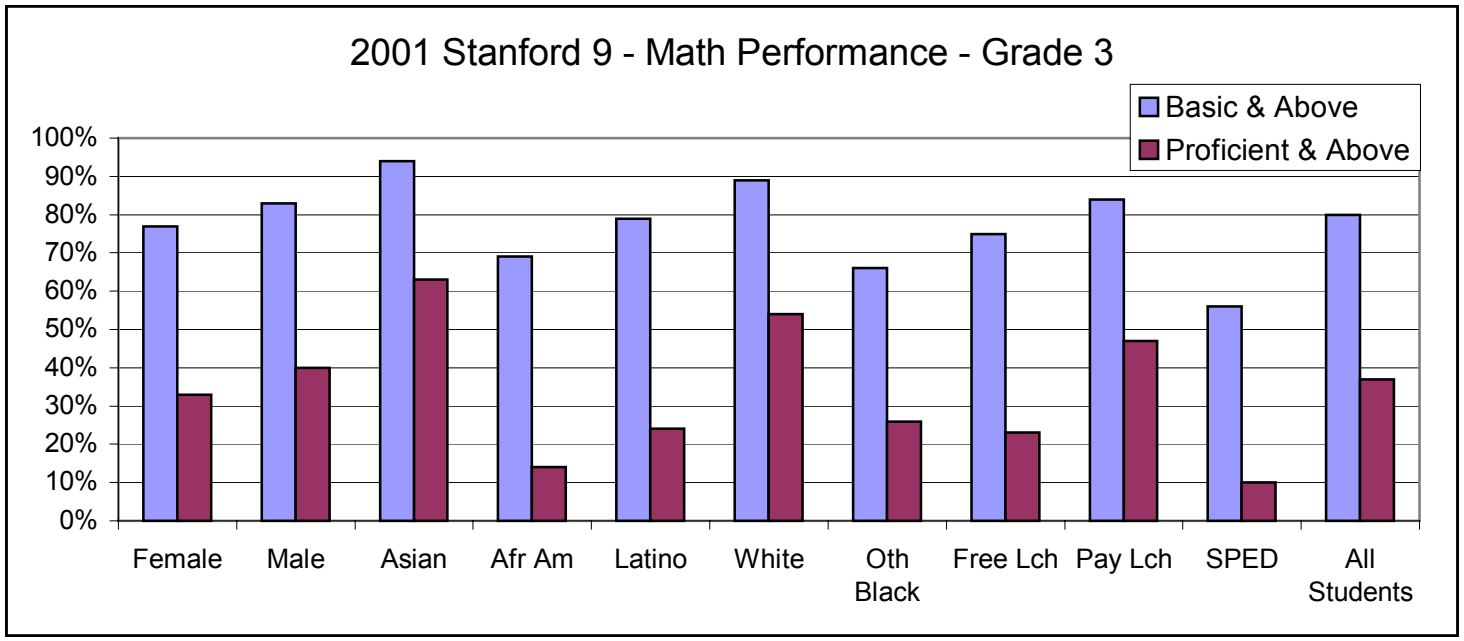

2001 Stanford 9 - Total Reading National Percentile Ranking - Grade 6
54
53
58
39
40
67
39
39
61
34
53
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

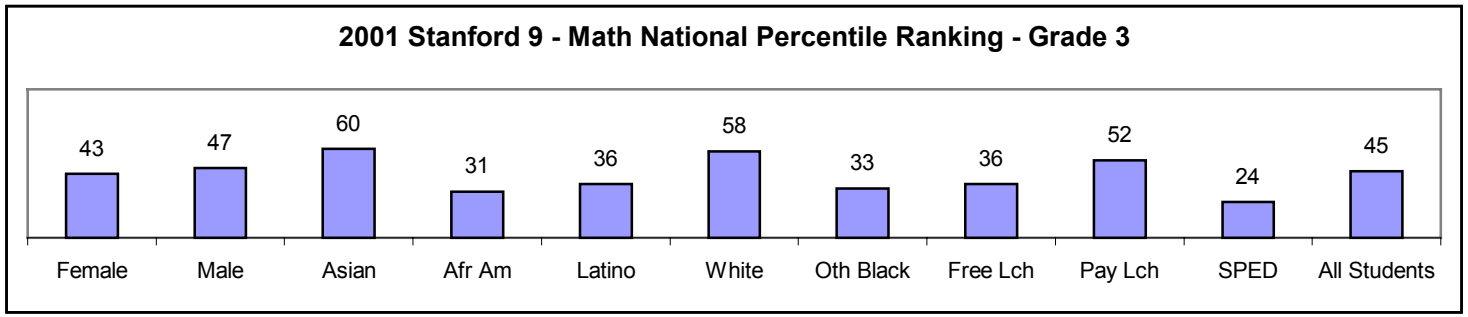

2001 Stanford 9 - Total Reading Performance - Grade 7
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

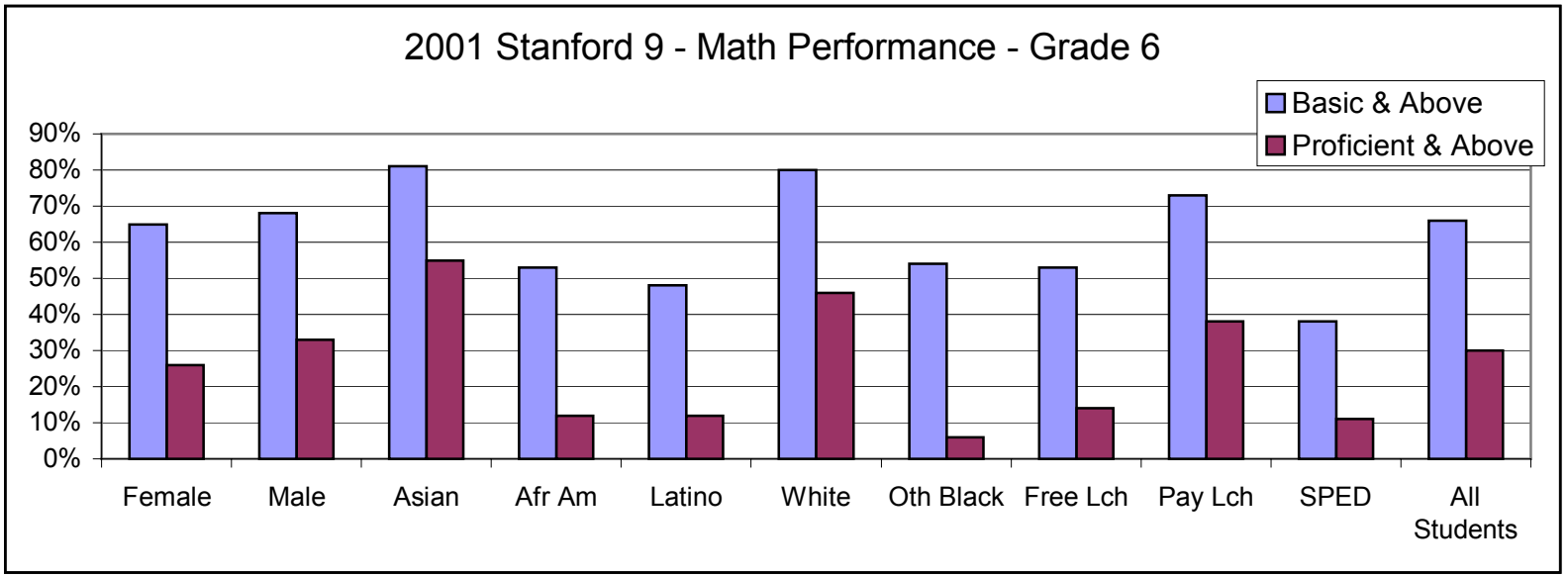

2001 Stanford 9 - Total Reading National Percentile Ranking - Grade 7
52
46
63
37
30
64
35
36
57
28
49
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students

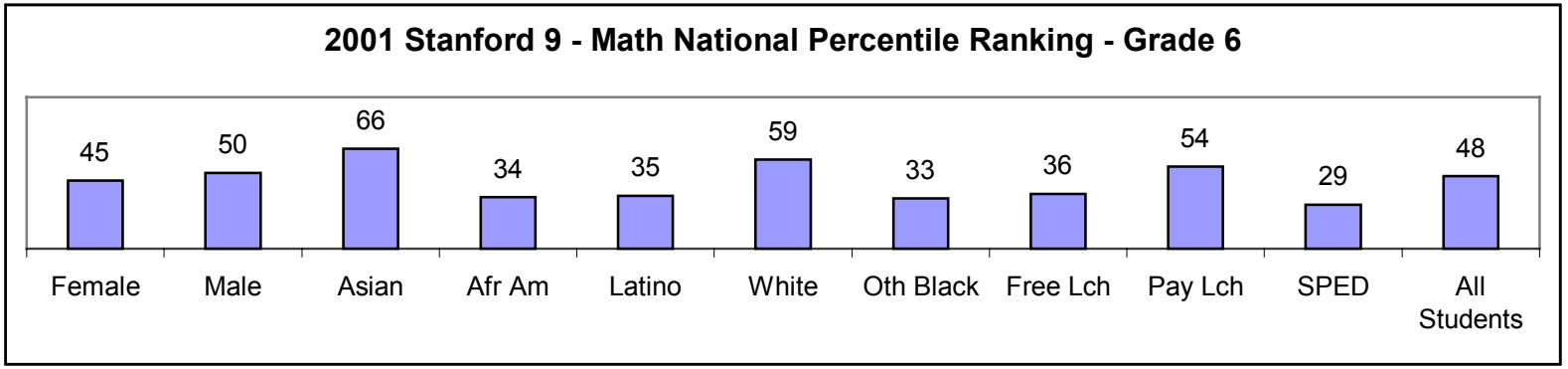

2001 Stanford 9 - Total Reading Performance - Grade 8
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students


2001 Stanford 9 - Total Reading National Percentile Ranking - Grade 8
56
51
62
40
43
66
38
37
61
31
53
Female
Male
Asian
African Amer
Latino
White
Other Black
Free Lunch
Pay Lunch
SPED
All Students


2001 Stanford 9 - Math Performance - Grade 3
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
Afr Am
Latino
White
Oth Black
Free Lch
Pay Lch
SPED
All Students

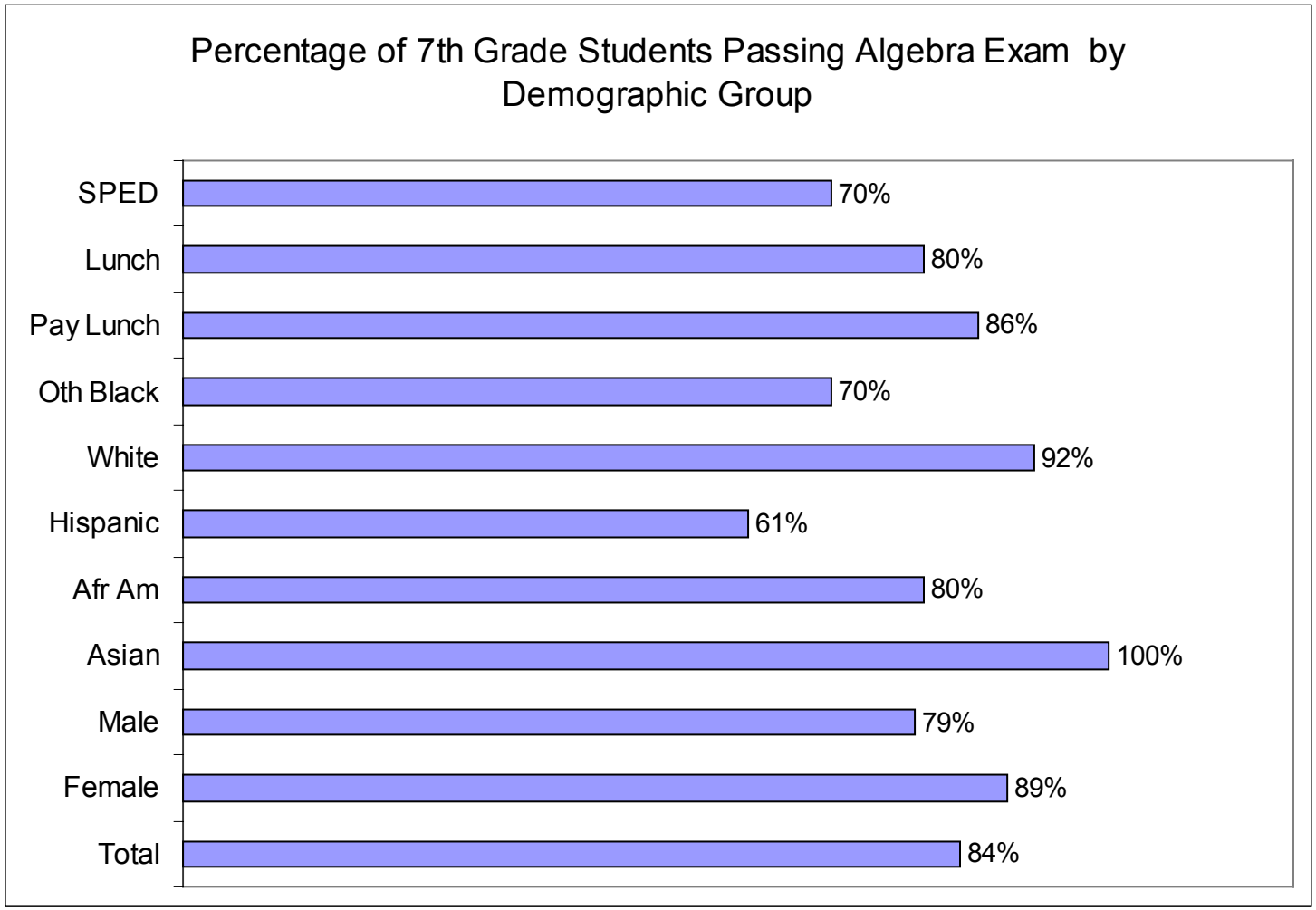

2001 Stanford 9 - Math National Percentile Ranking - Grade 3
43
47
60
31
36
58
33
36
52
24
45
Female
Male
Asian
Afr Am
Latino
White
Oth Black
Free Lch
Pay Lch
SPED
All Students


2001 Stanford 9 - Math Performance - Grade 6
Basic & Above
Proficient & Above
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Female
Male
Asian
Afr Am
Latino
White
Oth Black
Free Lch
Pay Lch
SPED
All Students

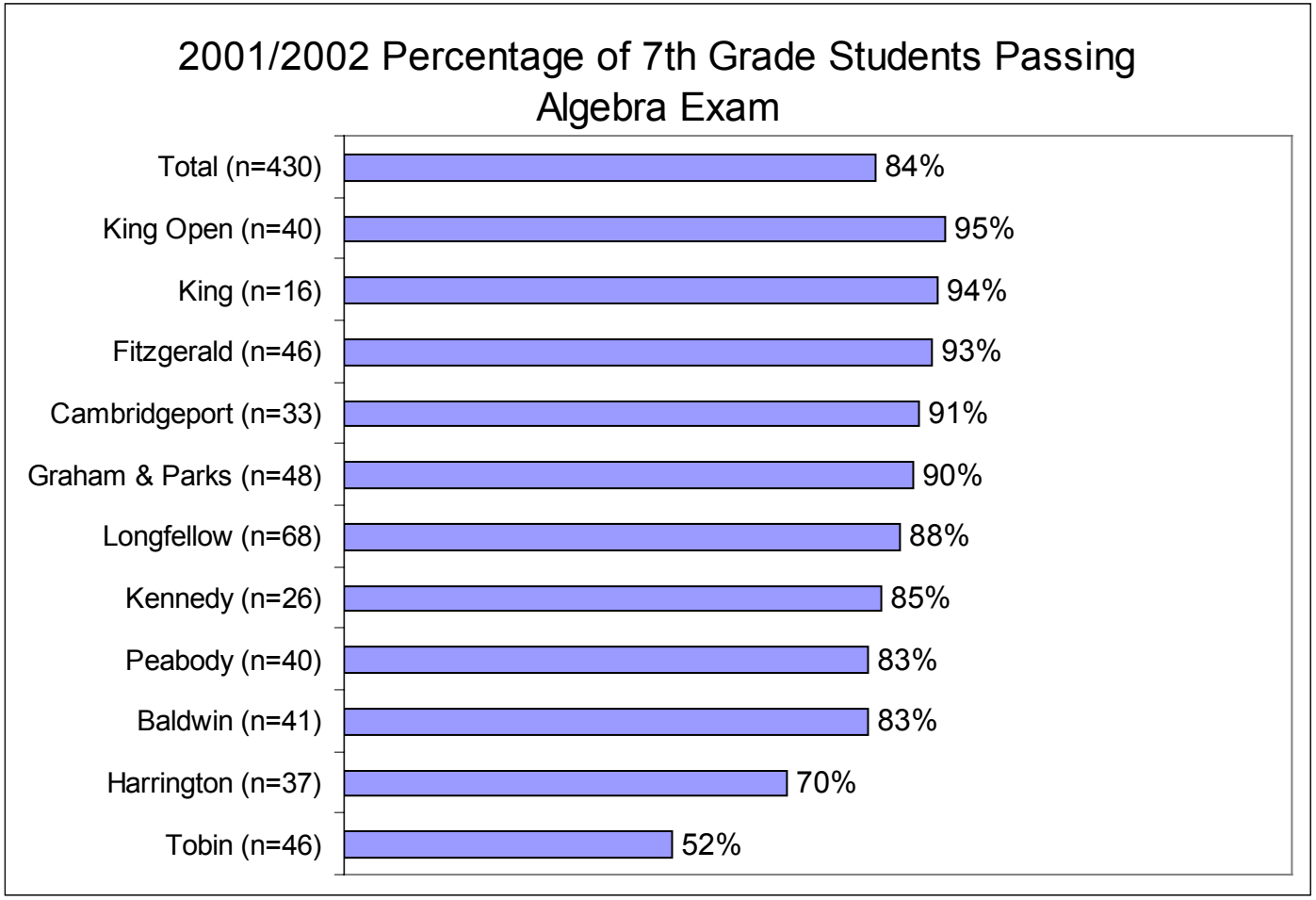

2001 Stanford 9 - Math National Percentile Ranking - Grade 6
45
50
66
34
35
59
33
36
54
29
48
Female
Male
Asian
Afr Am
Latino
White
Oth Black
Free Lch
Pay Lch
SPED
All Students

7th Grade Algebra Exam

- 443 students took the 7th Grade Algebra Exam; 84% passed the Exam.
- In **2000/2001**, 91% of students passed the 7th Grade Algebra Exam and in **1999/2000**, 75% of students passed.



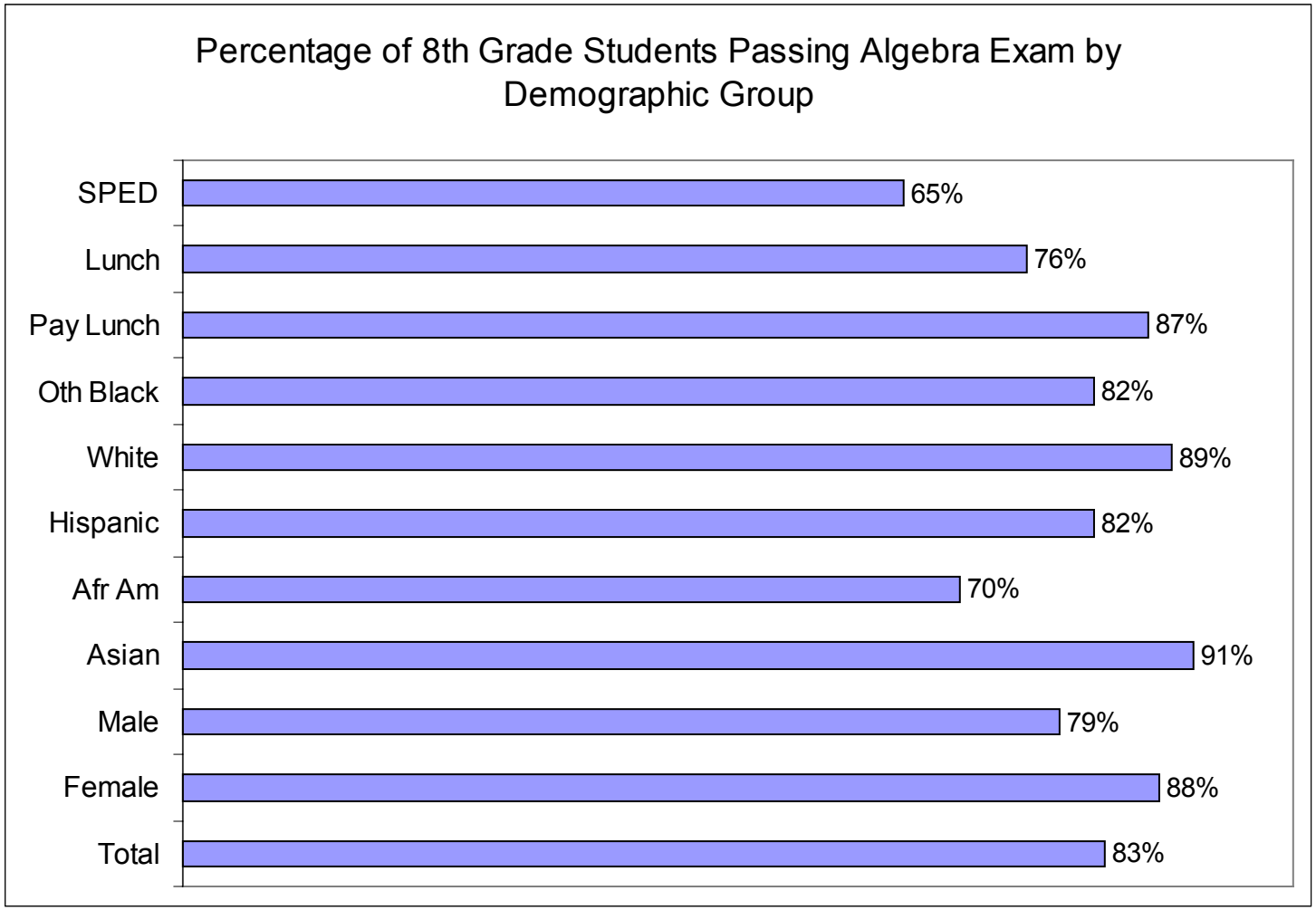
7th Grade Algebra Exam by School



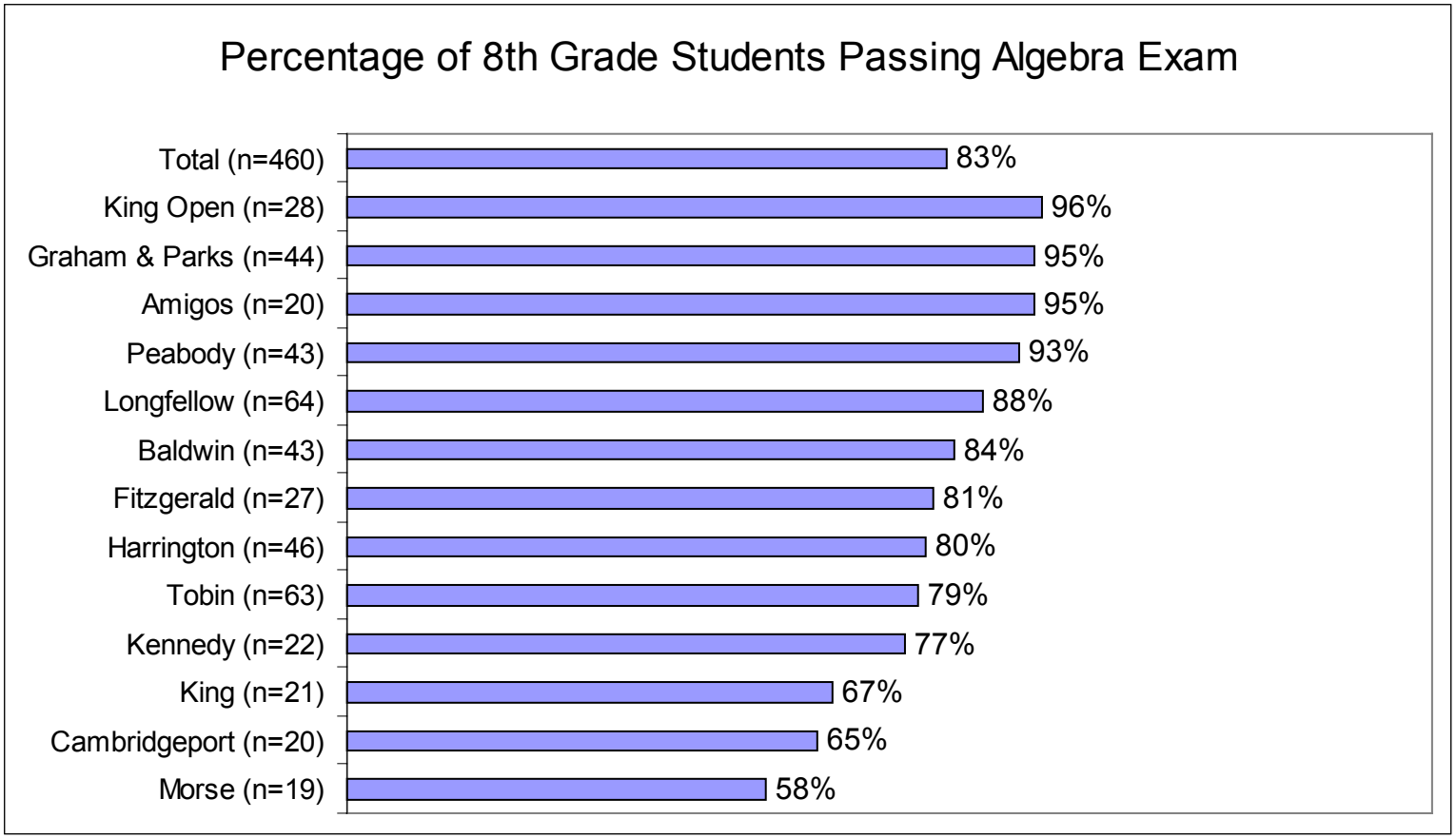
No results were available for the Amigos, Morse, and Fletcher/Maynard Schools

8th Grade Algebra Exam

- 463 eighth grade students took the Algebra Exam; 384 students (83%) passed the test. In **2000/2001,** 83% of eighth grade students also passed the test. In **1999/2000**, this test was piloted and no results were available.



8th Grade Algebra Exam by School



7th Grade Algebra Exam

Tobin (n=46)	52%
Harrington (n=37)	70%
Baldwin (n=41)	83%
Peabody (n=40)	83%
Kennedy (n=26)	85%
Longfellow (n=68)	88%
Graham & Parks (n=48)	90%
Cambridgeport (n=33)	91%
Fitzgerald (n=46)	93%
King (n=16)	94%
King Open (n=40)	95%
Total (n=430)	84%

Missing: Amigos; Morse; Fletcher/Maynard

8th Grade Algebra Exam

Morse (n=19)	58%
Cambridgeport (n=20)	65%
King (n=21)	67%
Kennedy (n=22)	77%
Tobin (n=63)	79%
Harrington (n=46)	80%
Fitzgerald (n=27)	81%
Baldwin (n=43)	84%
Longfellow (n=64)	88%
Peabody (n=43)	93%
Amigos (n=20)	95%
Graham & Parks (n=44)	95%
King Open (n=28)	96%
Total (n=460)	83%

Missing: Fletcher/Maynard

7th Grade Algebra Exam Results by Demographic Group

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Pay Lunch	Lunch	SPED
Percentage Passing	84%	89%	79%	100%	80%	61%	92%	70%	86%	80%	70%
Pass Algebra Exam	370	179	191	43	84	23	163	51	226	141	73
Total	443	201	242	43	105	38	178	73	262	181	105

8th Grade Algebra Exam Results by Demographic Group

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Pay Lunch	Lunch	SPED
Percentage	83%	88%	79%	91%	70%	82%	89%	82%	87%	76%	65%
Pass Algebra Exam	384	211	173	39	62	54	179	50	273	111	55
Total	463	240	220	43	88	66	202	61	314	146	84

Massachusetts Comprehensive Assessment System

English Language Arts - GRADE 3

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT	
	Number	Number	Percent	Number	Percent	Number	Percent
SPRING 2001	513	50	10%	202	39%	261	51%
SPRING 2002	518		13%		36%		51%
Statewide 2002			6%		27%		67%

English Language Arts - GRADE 4

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 1998	589	113	19%	395	67%	77	13%	4	1%
SPRING 1999	598	113	18%	381	64%	103	17%	1	.2%
SPRING 2000*	495	98	20%	342	69%	52	11%	3	1%
SPRING 2001	498	82	17%	248	50%	151	30%	17	3%
SPRING 2002	510		21%		42%		32%		5%
Statewide 2002			10%		37%		46%		8%

* Only includes students who were tested.

Math - GRADE 4

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 1998	589	180	31%	230	39%	111	19%	68	12%
SPRING 1999	583	177	31%	231	40%	103	18%	72	12%
SPRING 2000*	505	137	27%	201	40%	102	20%	65	13%
SPRING 2001	517	147	28%	237	46%	96	19%	37	7%
SPRING 2002	510		34%		40%		16%		10%
Statewide 2002			19%		42%		27%		12%

* Only includes students who were tested.

Math - GRADE 6

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 2001	533	224	41%	168	31%	95	17%	58	11%
SPRING 2002	504		36%		30%		21%		13%
Statewide 2002			30%		29%		28%		13%

English Language Arts - GRADE 7

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 2001	481	71	15%	191	40%	204	42%	15	3%
SPRING 2002	544		17%		36%		44%		4%
Statewide 2002			9%		28%		55%		9%

English Language Arts - GRADE 8

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 1998	506	67	13%	204	40%	220	43%	15	3%
SPRING 1999	512	72	14%	185	36%	247	48%	8	2%
SPRING 2000*	478	100	21%	178	37%	189	40%	11	2%
SPRING 2001	473	57	12%	158	34%	235	50%	23	5%
SPRING 2002	N/A		N/A		N/A		N/A		N/A
Statewide 2002									

* Only includes students who were tested.

Math - GRADE 8

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 1998	506	234	46%	112	22%	103	20%	57	11%
SPRING 1999	515	213	41%	132	26%	111	22%	59	12%
SPRING 2000*	475	255	54%	99	21%	73	15%	48	10%
SPRING 2001	484	172	36%	176	36%	85	18%	51	10%
SPRING 2002	542		41%		31%		19%		9%
Statewide 2002			33%		33%		23%		11%

* Only includes students who were tested.

History - GRADE 8

	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 2000*	469	304	65%	139	30%	26	6%	0	0%
SPRING 2001	483	253	52%	196	41%	30	6%	4	1%
SPRING 2002	511		54%		38%		7%		1%
Statewide 2001			42%		46%		11%		1%

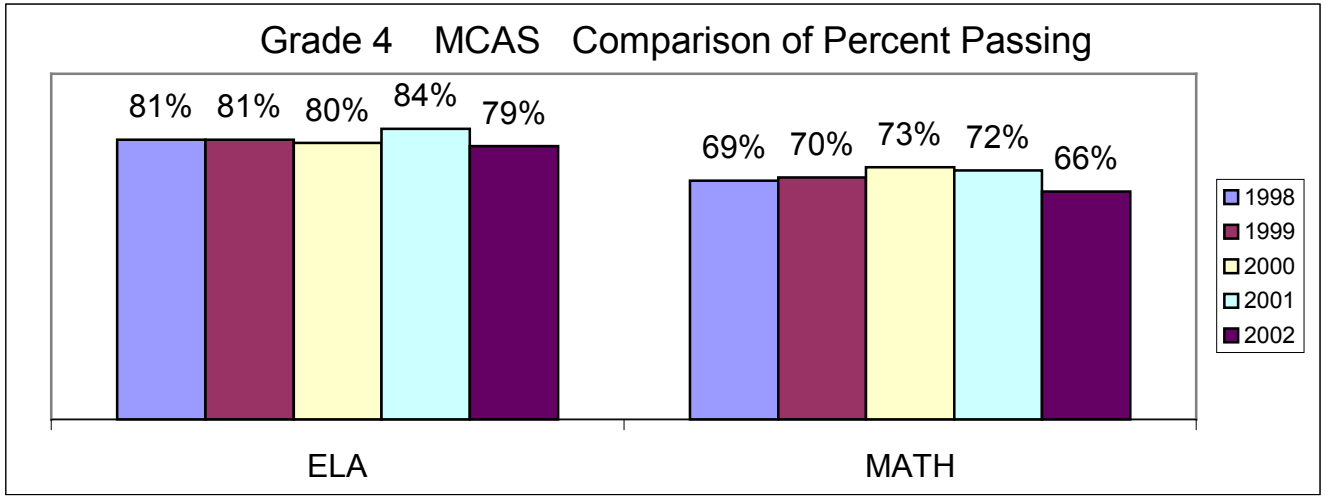
* Only includes students who were tested.

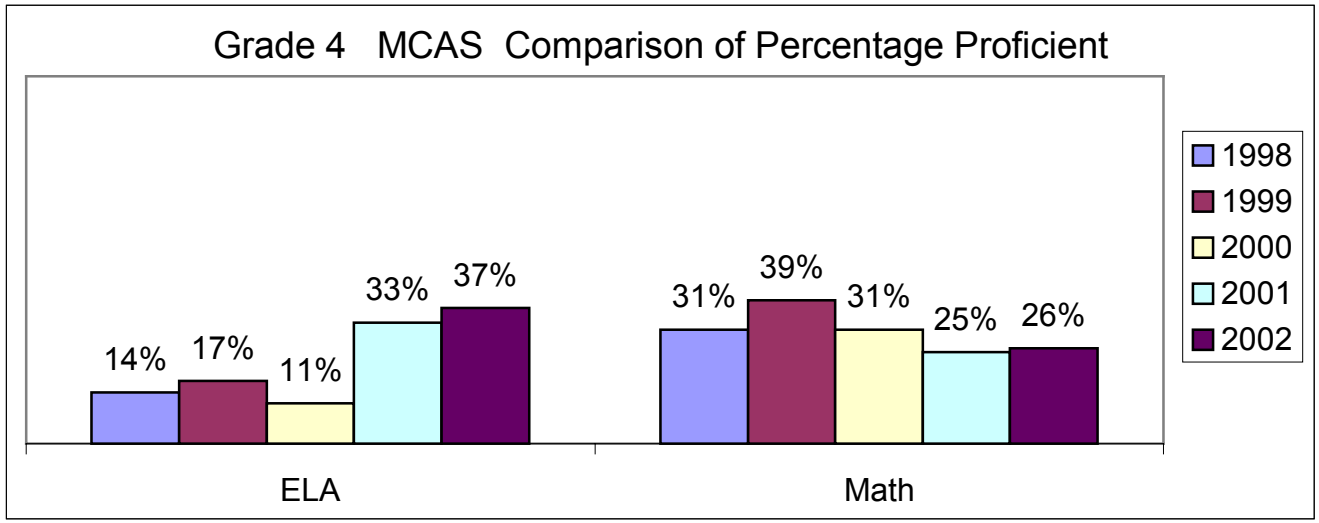
MCAS SCORES -- FIVE YEAR COMPARISON – PERCENT PROFICIENT

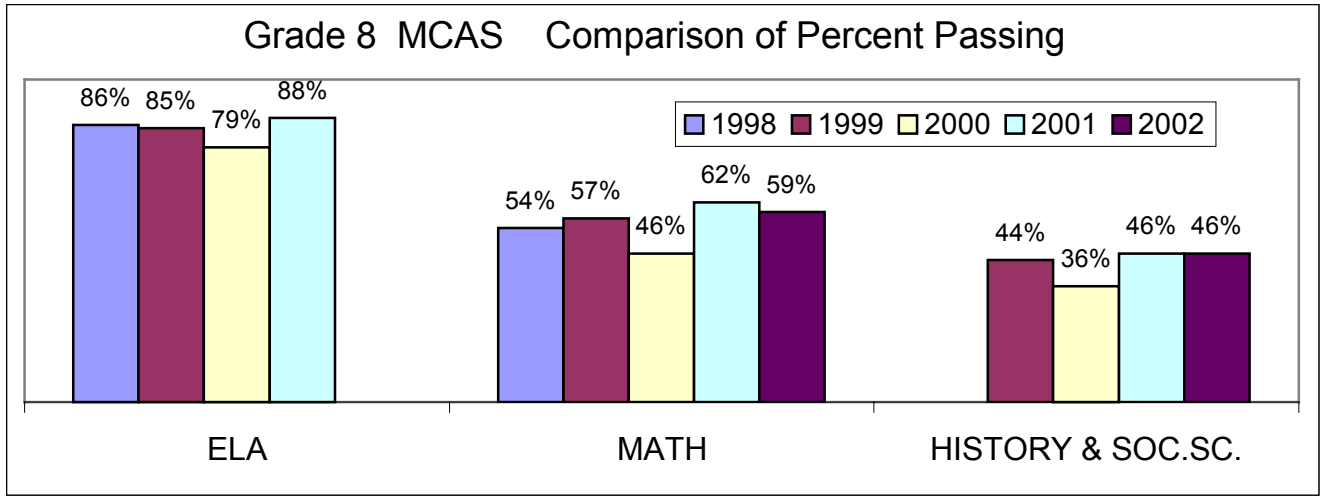
% Proficient Grade/Test	1998	1999	2000 *valid results from students actually tested*	2001	2002	State 2001	STATE 2002
3 Reading	NA	NA	NA	51%	51%	62%	67%
4 ELA	14%	17%	11%	33%	37%	51%	54%
4 Math	31%	39%	31%	25%	26%	34%	39%
4 Science	37%	38%	43%				
5 No Testing				*Science and History Item analysis only*			
6 Math	*na*	*na*	*na*	28%	34%	36%	41%
7 ELA	*na*	*na*	*na*	45%	48%	55%	64%
8 ELA	47%	50%	38%	54%		67%	
8 Math	32%	32%	23%	27%	28%	34%	34%
8 His/SS	*na*	9%	5%	7%	8%	11%	12%
8 Science	26%	32%	20%	*Item analysis only*			

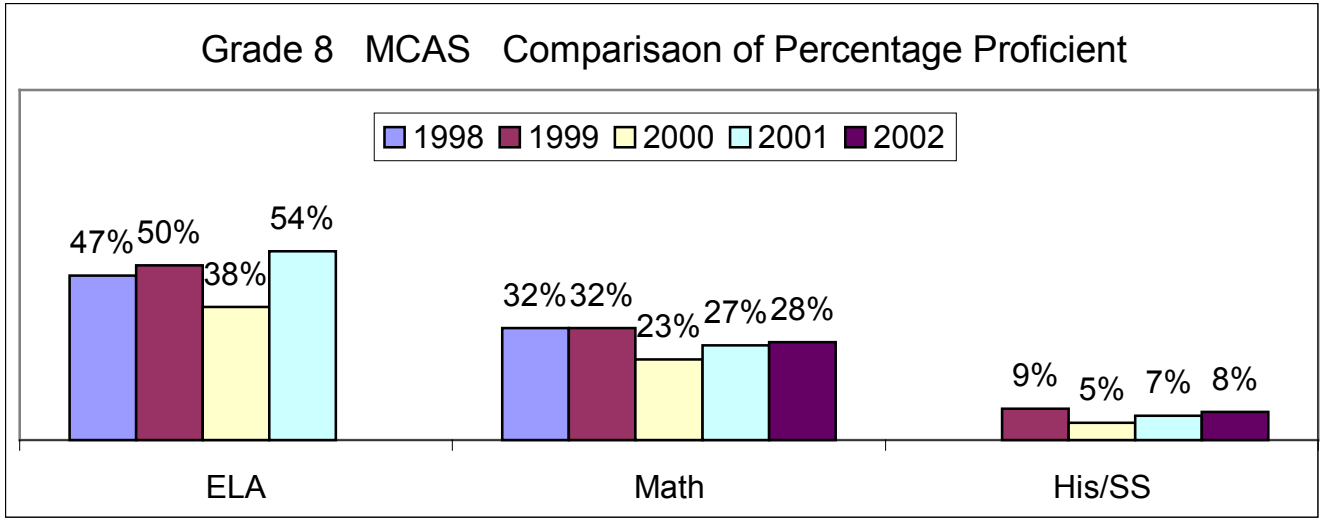
MCAS SCORES -- FIVE YEAR COMPARISON – PERCENT PASSING

% Passing Grade/Test	1998	1999	2000 *valid results from students actually tested*	2001	2002	State 2001	State 2002
3 Reading	NA	NA	NA	89%	*86%*	93%	94%
4 ELA	81%	81%	80%	83%	79%	89%	90%
4 Math	69%	70%	73%	71%	66%	81%	81%
4 Science	78%	84%	85%				
5 No Testing				*Science and History Item analysis only*			
6 Math	*na*	*na*	*na*	58%	64%	66%	70%
7 ELA	*na*	*na*	*na*	85%	83%	88%	91%
8 ELA	86%	85%	78%	87%		92%	
8 Math	54%	57%	46%	62%	59%	69%	67%
8 His/SS	*na*	44%	36%	46%	46%	59%	58%
8 Science	52%	43%	43%	*Item analysis only*			


Grade 4 MCAS Comparison of Percent Passing
81%
81%
80%
84%
79%
69%
70%
73%
72%
66%
1998
1999
2000
2001
2002
ELA
MATH


Grade 4 MCAS Comparison of Percentage Proficient
14%
17%
11%
33%
37%
31%
39%
31%
25%
26%
1998
1999
2000
2001
2002
ELA
Math


Grade 8 MCAS Comparison of Percent Passing
1998
1999
2000
2001
2002
86%
85%
79%
88%
54%
57%
46%
62%
59%
44%
36%
46%
46%
ELA
MATH
HISTORY & SOC.SC.


Grade 8 MCAS Comparisaon of Percentage Proficient
1998
1999
2000
2001
2002
47%
50%
38%
54%
32%
32%
23%
27%
28%
9%
5%
7%
8%
ELA
Math
His/SS