Elementary (K-8) Report for School Year 2000 - 2001

September 2001
Prepared by the Office of Development and Assessment

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Demographic Data Executive Summary

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 2001. 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 2001 than in 2000. Certain schools are losing more students than others; three schools, the Agassiz, Cambridgeport, Morse, have seen an increase in their student body in the past year.

Racial/Ethnic Enrollments

The racial/ethnic composition of the district changed only slightly from that of the 1999/2000 academic year. Proportionally, the percentage of Hispanic students enrolled was lower in 2000. In 99/00 15% of the students enrolled were Hispanic; in 2000/2001 only 14% were. During the 2000-2001 school year of this report, 60% of the students enrolled in the Cambridge Public Elementary Schools were students of color and 40% were white. 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 higher than in previous years (48% vs. 47%); however the total number of students enrolled in the Free and Reduced Lunch Program was slightly lower this year than in 1999/2000. The percentage of students enrolled in the Free and Reduced Lunch Program is not evenly distributed across the district. For example, there is a group of 5 schools, which have between 60% and 79% of their students enrolled; whereas there is another group of 6 schools with only 19% to 31% of their students are enrolled in the Free and Reduced Lunch program.

The percentage of students enrolled in special education programs has decreased in the past year. In 1999/2000, 22% of all students were enrolled in special education programs; in 2000/2001 only 20% of all elementary students were. The percentage of students with special needs varied by school; some schools had between 29 and 31 percent of their students in special programs, whereas others only had 12%.

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 2000/2001 is 12%. This is a slight decrease over the percentage of LEP students enrolled in the Cambridge Public schools last year (13%).

The percentage of students in whose homes English was not the first language spoken also decreased in 2000/2001 to 32%. In 1999/2000, 34% of all elementary students came from homes in which English was the first language spoken. All schools have a portion of their students coming from homes in which English is not the first language ranging from 13% to 52%; schools with bilingual programs have a higher proportion of these students than schools in which there are no bilingual programs.

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, distributed by the State DOE, was merged with the CPS demographic database and analyzed by this office.

Retentions
The percentage of students retained (1.6%) remained the same as that of the previous school year. Significantly more students with free and reduced school lunch and special education plans were retained than those without. Most of the retentions (84%) were kindergarten, first or second grade students.

Attendance
The median number of absences for all elementary students increased by 2 days from 1999/2000 to 2000/2001. In 2000/2001, the median number of absent days was 7; in other words, the student attendance rate was 96%. Racially, White and Hispanic students were more likely to be absence than other racial/ethnic groups.

Suspensions
The number of Out -of -School suspensions decreased in 2000/2001 while the number of In-School suspensions increased. The number of In-District suspensions remained the same. 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 has not changed significantly at CRLS (2.8%) . 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 at the Harrington (5.3%, 7 students) and the Fitzgerald (5.6%, 3 students). The King school did not have any students drop out from among their former eighth graders and two schools do have not enroll eighth graders, the Cambridgeport and the Haggerty. The most significant group of dropouts (3%, 32 students) are not enrolled from among Cambridge elementary schools.

Early Literacy Assessment
- ***Reading.*** There was a slight decrease in the number of first grade students reading on grade level from 1999/2000 to 2000/2001 (71% to 68%) while the percentage of second grade students reading on grade level remained the same (84%).
- ***Writing.*** Fewer first grade students (37%) were writing on grade level in 2000/2001 than in 1999/2000 (46%). In second grade, the percentage of students writing on grade level was lower also (32% vs. 39%).

Stanford 9
The overall percentage of students (grades 3-8) scoring Basic or above on the Total Reading test of the 2000 Stanford 9 remained the same as in the previous year. 85% of all students in grades 3-8 received a score of Basic or above on this test. A higher percentage of White (93%) and Asian (95%) students scored at Basic and above than Hispanic (73%), African American (77%) and Other Black (76%) 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 (67%) and Asian (63%) students scored at the Proficient or above level than Other Black (21%), Hispanic (25%), and African American (28%) 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

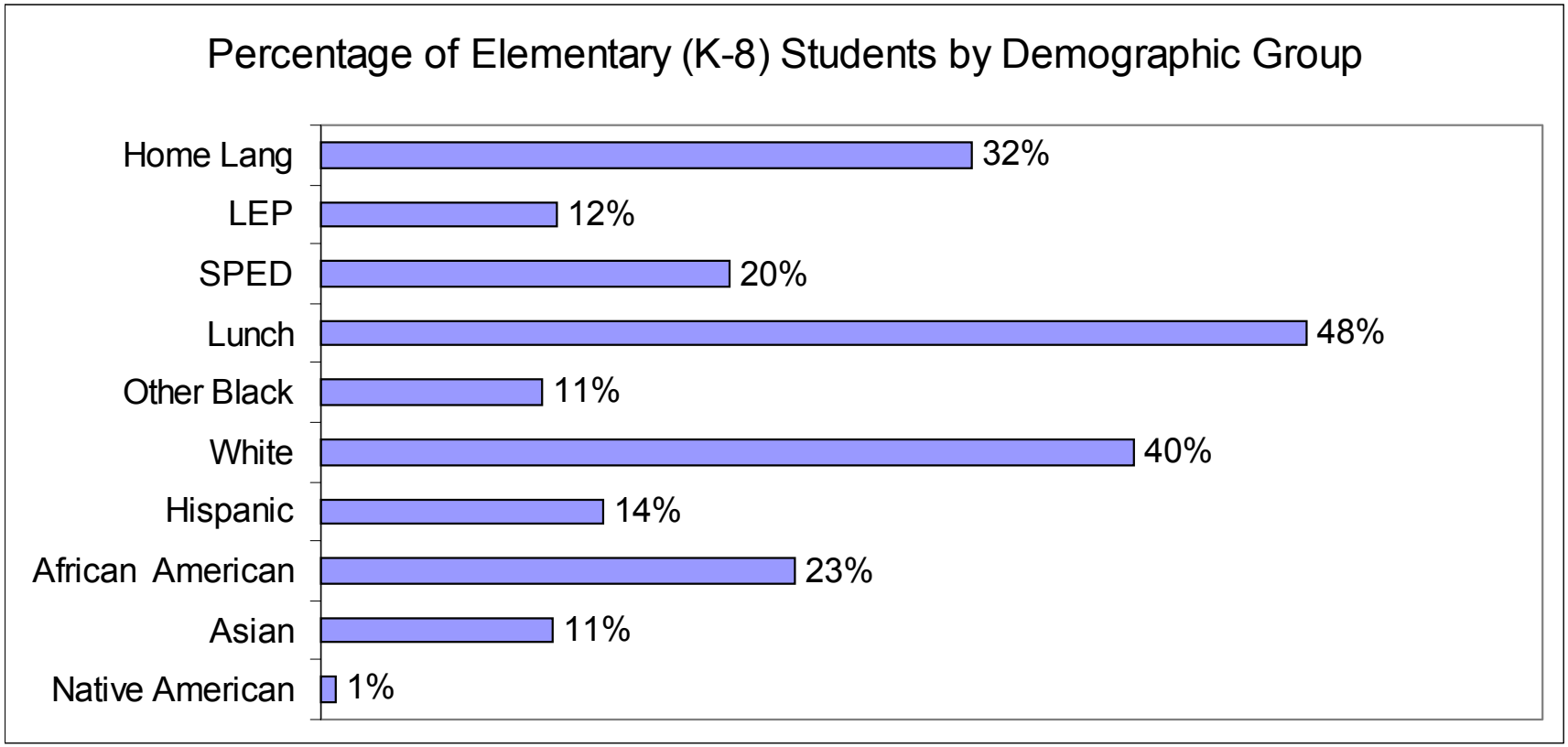
- ***Part I.*** More students passed the Algebra Exam - Part I in 2000/2001 (91%) than in 1999/2000 (75%).
- ***Part II.*** This was the first year that this exam was given to eighth grade students. 83% of all students taking the exam passed.

MCAS

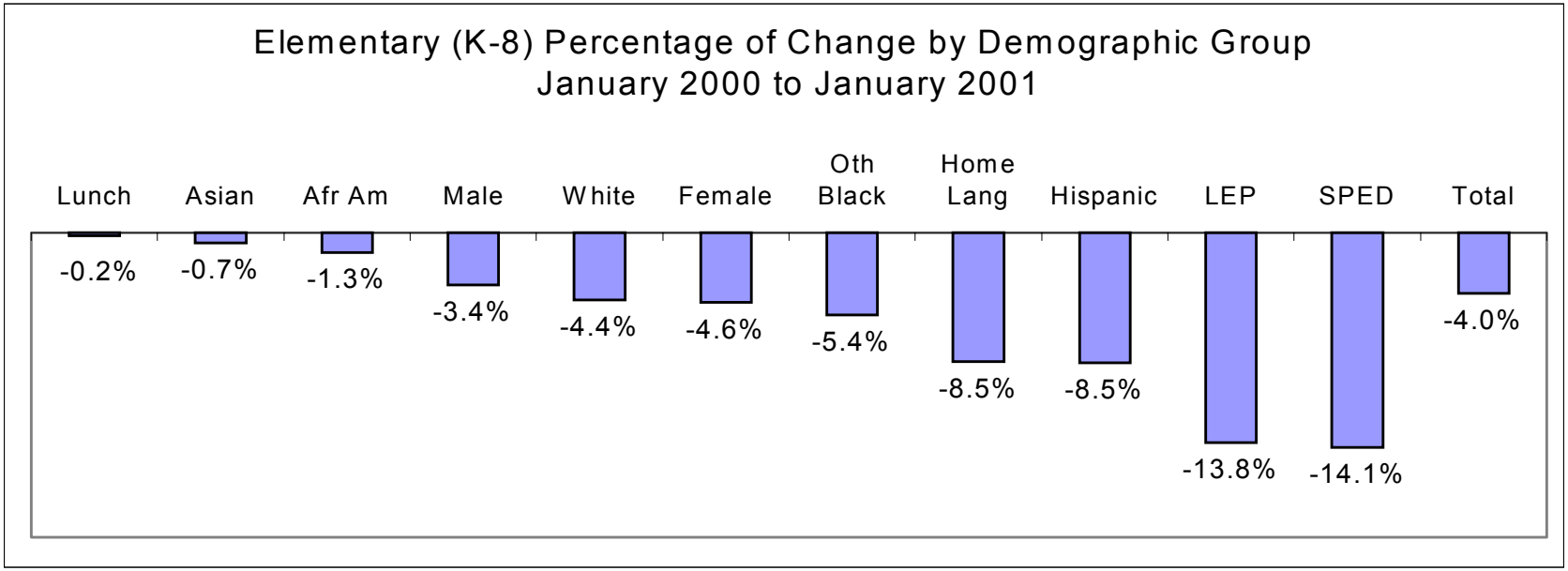
Test Changes: Because some of the tests were new or significantly changed from previous administrations, no performance levels or scale scores are being reported by DOE to the districts. This is the case at grade 5 in the Science/Tech and the History/Social Science tests and in the grade 8 Science/Tech test. At grade 4 the scores have been re-scaled for the ELA results; therefore, they cannot reliably be compared to previous years. The lowest level of competency has been changed from "fail" to "warning" at these grade levels.

The percentage of students scoring ***Needs Improvement (Passing) and above*** on the English Language Arts (ELA) and Math assessments over four years has shown some increases at grades 4 and 8 where they have been administered for four years. At grade eight this may be in part because of the fuller participation of students as compared to the 10% boycott rate of 2000. At each grade level tested, a higher percentage of White and Asian students scored at *Needs Improvement and above* than Hispanic, African American and Other Black students did. The racial/ethnic gap for passing the MCAS is not always very wide, however. Note the grade 8 ELA rates of passing between African American students (89%) and white students (91%).

2000/2001 DEMOGRAPHIC BREAKDOWN



CHANGE IN ENROLLMENT



	1999/2000 Number	1999/2000 Percentage	2000/2001 Number	2000/2001 Percentage	Percentage Change
Male	2774	52%	2679	52%	-3.4%
Female	2612	48%	2493	48%	-4.6%
Other Black	592	11%	560	11%	-5.4%
African American	1221	23%	1205	23%	-1.3%
Hispanic	786	15%	719	14%	-8.5%
Asian	594	11%	590	11%	-0.7%
White	2158	40%	2063	40%	-4.4%
Lunch	2508	47%	2503	48%	-0.2%
SPED	1206	22%	1036	20%	-14.1%
LEP	696	13%	600	12%	-13.8%
Home Language	1807	34%	1654	32%	-8.5%
Total	5386		5172		-4.0%

ENROLLMENT CHANGE BY SCHOOL AND GRADE – JANUARY 2000 TO JANUARY 2001

School	1999/2000	2000/2001	% Change
Agassiz	361	405	12%
Cambridgeport	275	300	9%
Fitzgerald	270	249	-8%
Graham & Parks	381	355	-7%
Haggerty	223	234	5%
Harrington	567	542	-4%
Kennedy	539	534	-1%
King	286	263	-8%
King Open	347	331	-5%
Longfellow	458	414	-10%
Morse	345	353	2%
Peabody	419	408	-3%
Tobin	555	512	-8%

Grade	1999/2000	2000/2001	% Change
Kindergarten	713	722	**1.3%**
First	543	555	**2.2%**
Second	602	530	**-12.0%**
Third	585	566	**-3.2%**
Fourth	566	544	**-3.9%**
Fifth	601	546	**-9.2%**
Sixth	548	556	**1.5%**
Seventh	515	527	**2.3%**
Eighth	604	525	**-13.1%**
Ungraded	109	101	**-7.3%**

GRADE LEVEL DEMOGRAPHICS

2000/2001 Demographics - Elementary (K-8) - Number by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	722	332	390	4	115	165	94	291	53	341	43	65	174
First	555	265	290	7	76	126	70	233	43	281	69	108	180
Second	530	251	279	5	71	137	69	191	57	270	78	86	186
Third	566	287	279	1	68	135	84	219	59	265	124	81	202
Fourth	544	263	281	3	60	153	68	205	55	256	120	54	153
Fifth	546	274	272	2	54	121	71	244	54	252	125	53	173
Sixth	556	262	294	7	57	116	84	217	75	281	137	54	187
Seventh	527	262	265	1	41	111	74	222	78	249	124	41	176
Eighth	525	274	251	4	44	97	81	221	78	232	116	55	189
Ungraded	101	23	78	1	4	44	24	20	8	76	100	3	34
Total	5172	2493	2679	35	590	1205	719	2063	560	2503	1036	600	1654
% of District		**48%**	**52%**	**1%**	**11%**	**23%**	**14%**	**40%**	**11%**	**48%**	**20%**	**12%**	**32%**

2000/2001 Demographics - Elementary (K-8) - Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	14%	46%	54%	1%	16%	23%	13%	40%	7%	47%	6%	9%	24%
First	11%	48%	52%	1%	14%	23%	13%	42%	8%	51%	12%	19%	32%
Second	10%	47%	53%	1%	13%	26%	13%	36%	11%	51%	15%	16%	35%
Third	11%	51%	49%	0%	12%	24%	15%	39%	10%	47%	22%	14%	36%
Fourth	11%	48%	52%	1%	11%	28%	13%	38%	10%	47%	22%	10%	28%
Fifth	11%	50%	50%	0%	10%	22%	13%	45%	10%	46%	23%	10%	32%
Sixth	11%	47%	53%	1%	10%	21%	15%	39%	13%	51%	25%	10%	34%
Seventh	10%	50%	50%	0%	8%	21%	14%	42%	15%	47%	24%	8%	33%
Eighth	10%	52%	48%	1%	8%	18%	15%	42%	15%	44%	22%	10%	36%
Ungraded	2%	23%	77%	1%	4%	44%	24%	20%	8%	75%	99%	3%	34%

2000/2001DEMOGRAPHICS BY SCHOOL

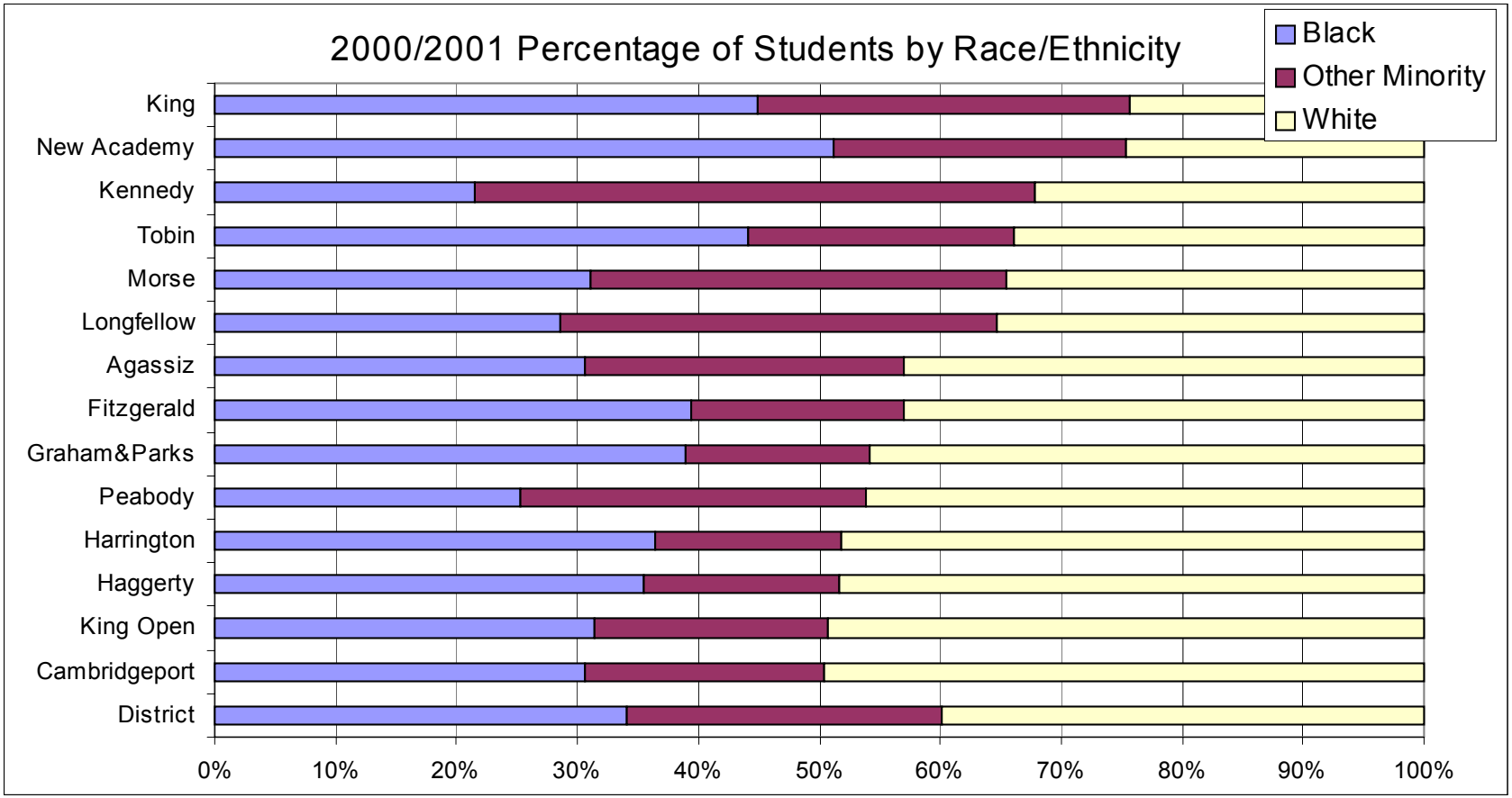
2000/2001Elementary Schools (K-8) - Number by School

	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Hom_Lang
Agassiz	405	185	220	6	64	72	37	174	52	121	50	35	116
Cambridgeport	300	150	150	3	25	77	31	149	15	58	35	3	38
Fitzgerald	249	118	131	2	24	55	18	107	43	149	64	16	75
Graham&Parks	355	173	182	4	27	48	23	163	90	109	87	58	116
Haggerty	234	116	118	3	19	62	16	113	21	70	63	0	42
Harrington	542	263	279	1	18	114	65	261	83	416	110	126	284
Kennedy	534	271	263	3	15	89	229	172	26	344	122	133	233
King	263	133	130	0	55	82	26	64	36	207	76	47	111
King Open	331	170	161	2	45	87	17	163	17	83	54	13	47
Longfellow	414	191	223	2	42	81	106	146	37	218	61	51	176
Morse	353	162	191	1	93	89	27	122	21	181	77	63	117
New Academy	272	124	148	1	10	105	55	67	34	195	84	4	67
Peabody	408	202	206	5	96	71	16	188	32	104	59	17	108
Tobin	512	235	277	2	57	173	53	174	53	248	94	34	124
TOTAL	5172	2493	2679	35	590	1205	719	2063	560	2503	1036	600	1654
% of District		**48%**	**52%**	**1%**	**11%**	**23%**	**14%**	**40%**	**11%**	**48%**	**20%**	**12%**	**32%**

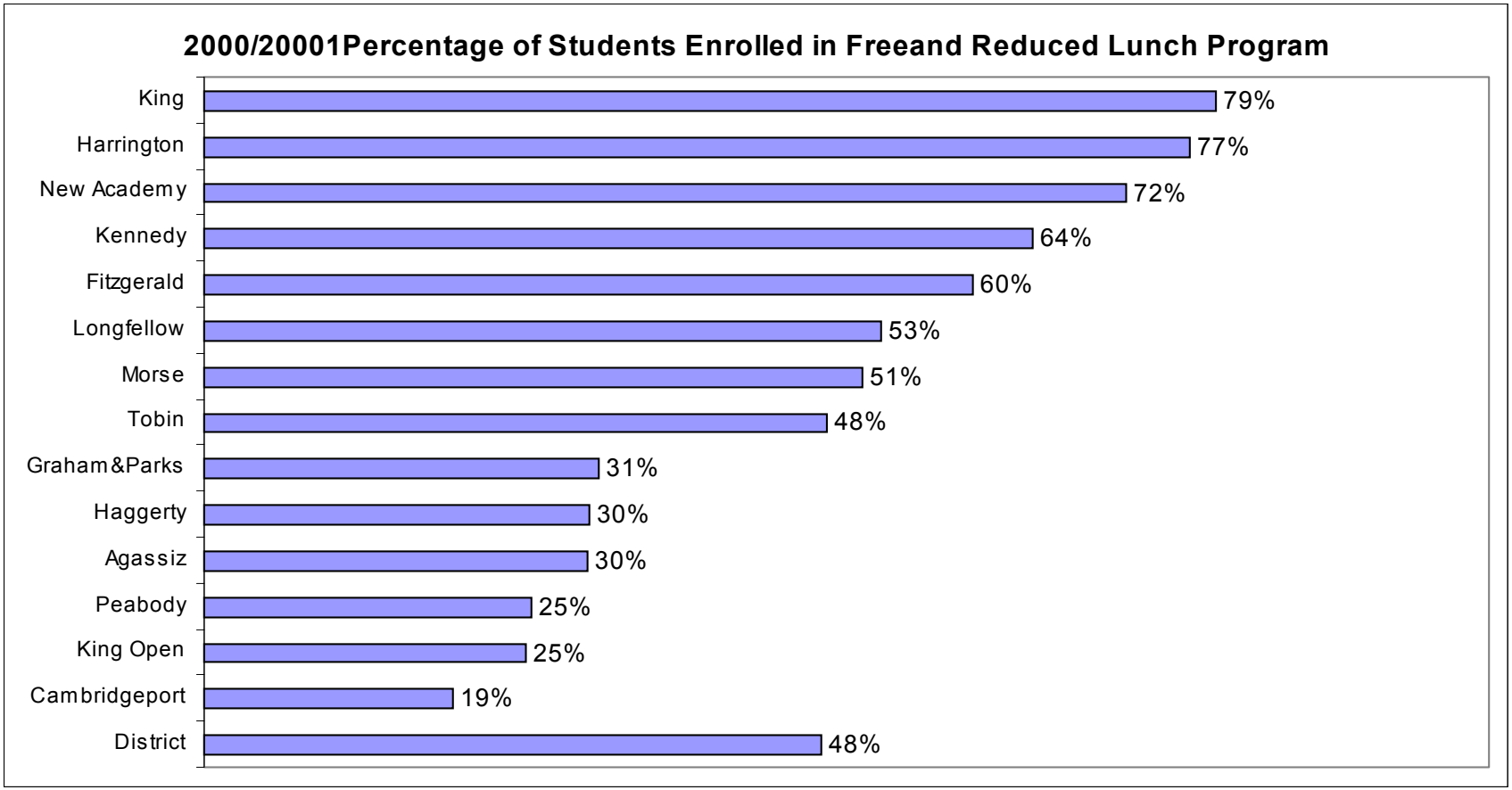
2000/2001Demographics - Elementary Schools (K-8) - Percentage by School

	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Hom_Lang
Agassiz	8%	46%	54%	1%	16%	18%	9%	43%	13%	30%	12%	9%	29%
Cambridgeport	6%	50%	50%	1%	8%	26%	10%	50%	5%	19%	12%	1%	13%
Fitzgerald	5%	47%	53%	1%	10%	22%	7%	43%	17%	60%	26%	6%	30%
Graham&Parks	7%	49%	51%	1%	8%	14%	6%	46%	25%	31%	25%	16%	33%
Haggerty	5%	50%	50%	1%	8%	26%	7%	48%	9%	30%	27%	0%	18%
Harrington	10%	49%	51%	0%	3%	21%	12%	48%	15%	77%	20%	23%	52%
Kennedy	10%	51%	49%	1%	3%	17%	43%	32%	5%	64%	23%	25%	44%
King	5%	51%	49%	0%	21%	31%	10%	24%	14%	79%	29%	18%	42%
King Open	6%	51%	49%	1%	14%	26%	5%	49%	5%	25%	16%	4%	14%
Longfellow	8%	46%	54%	0%	10%	20%	26%	35%	9%	53%	15%	12%	43%
Morse	7%	46%	54%	0%	26%	25%	8%	35%	6%	51%	22%	18%	33%
New Academy	5%	46%	54%	0%	4%	39%	20%	25%	13%	72%	31%	1%	25%
Peabody	8%	50%	50%	1%	24%	17%	4%	46%	8%	25%	14%	4%	26%
Tobin	10%	46%	54%	0%	11%	34%	10%	34%	10%	48%	18%	7%	24%

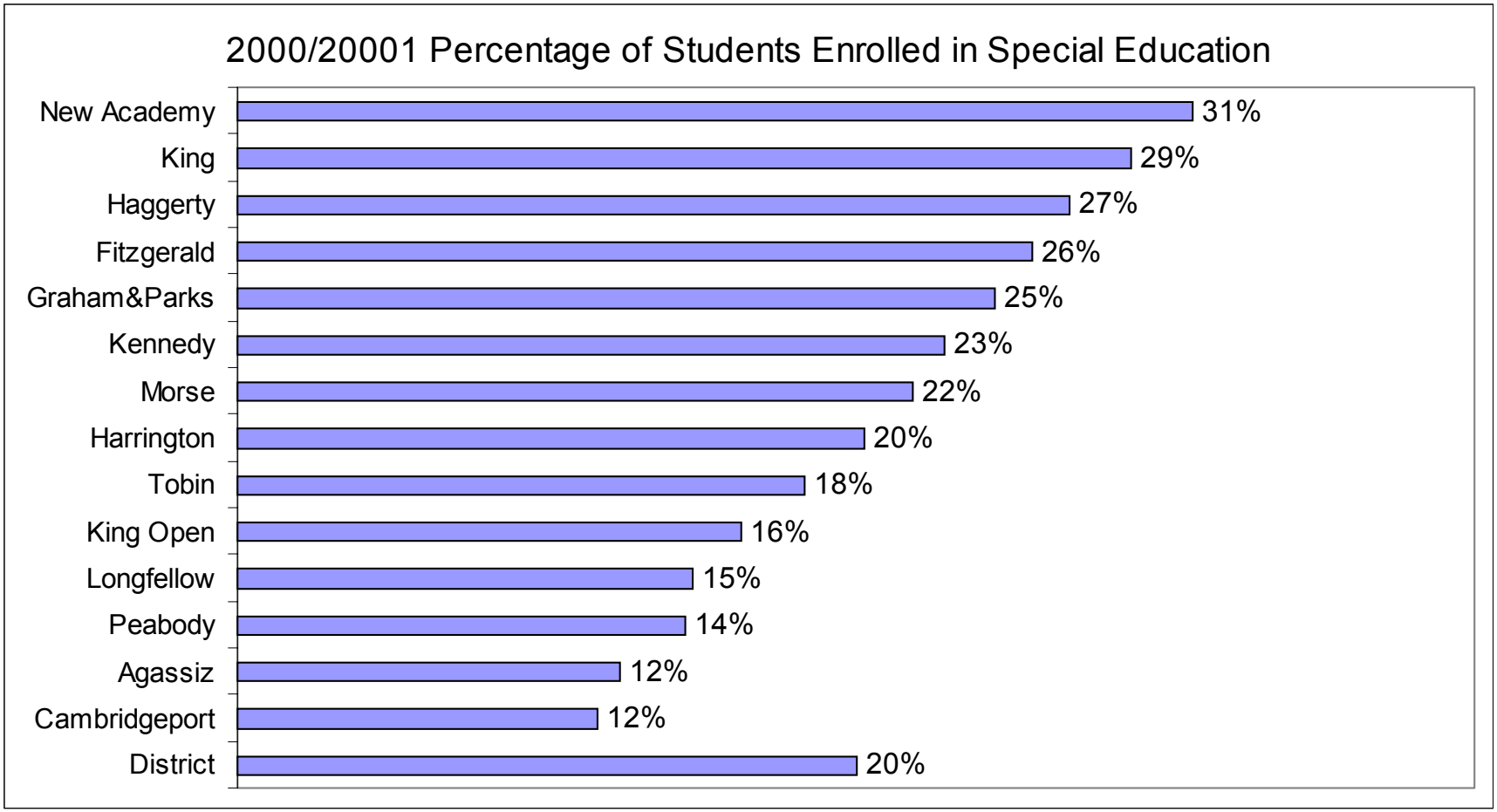
District Elementary (K-8) Racial/Ethnic Composition



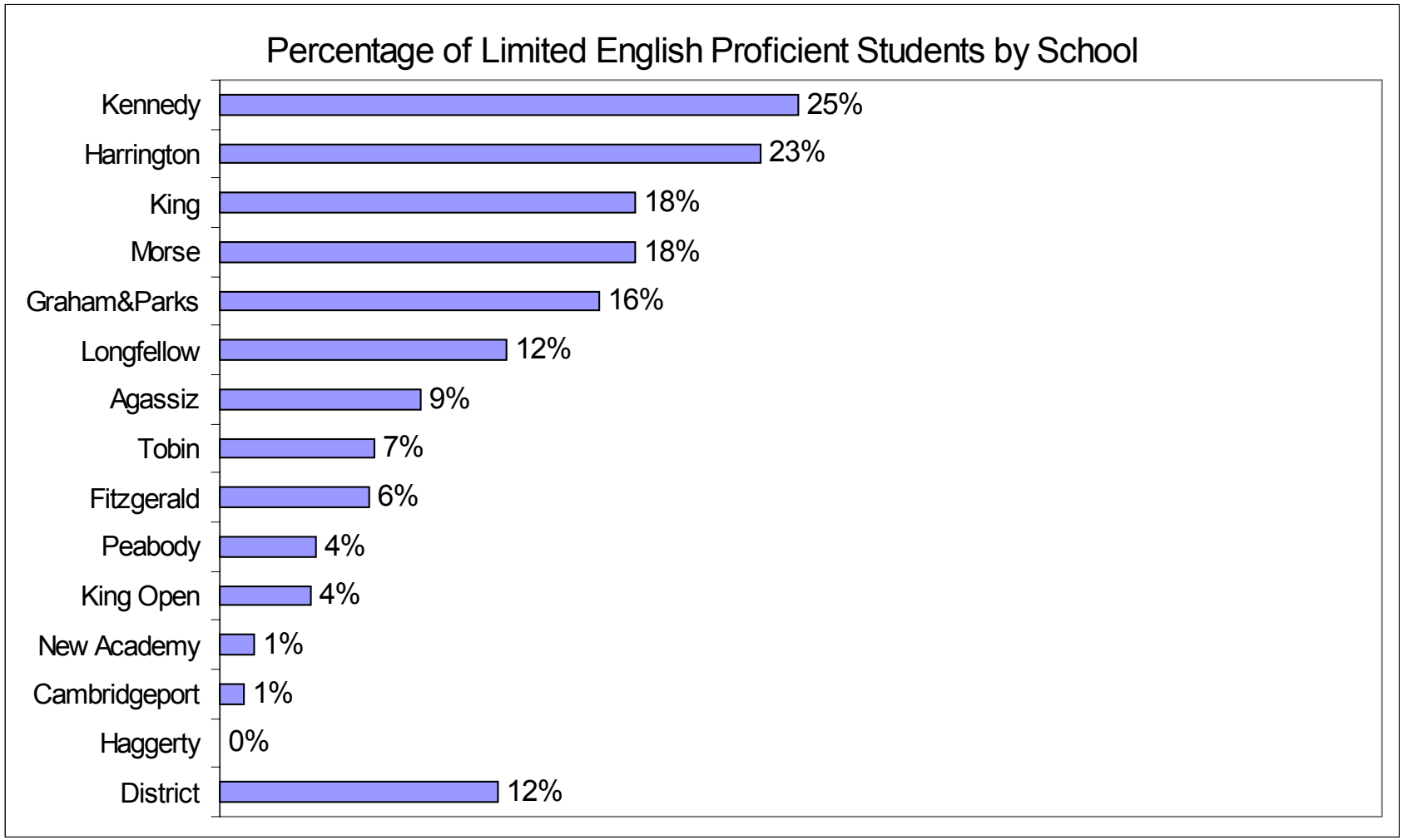
District Elementary (K-8) Enrollment in Free and Reduced Lunch Program



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

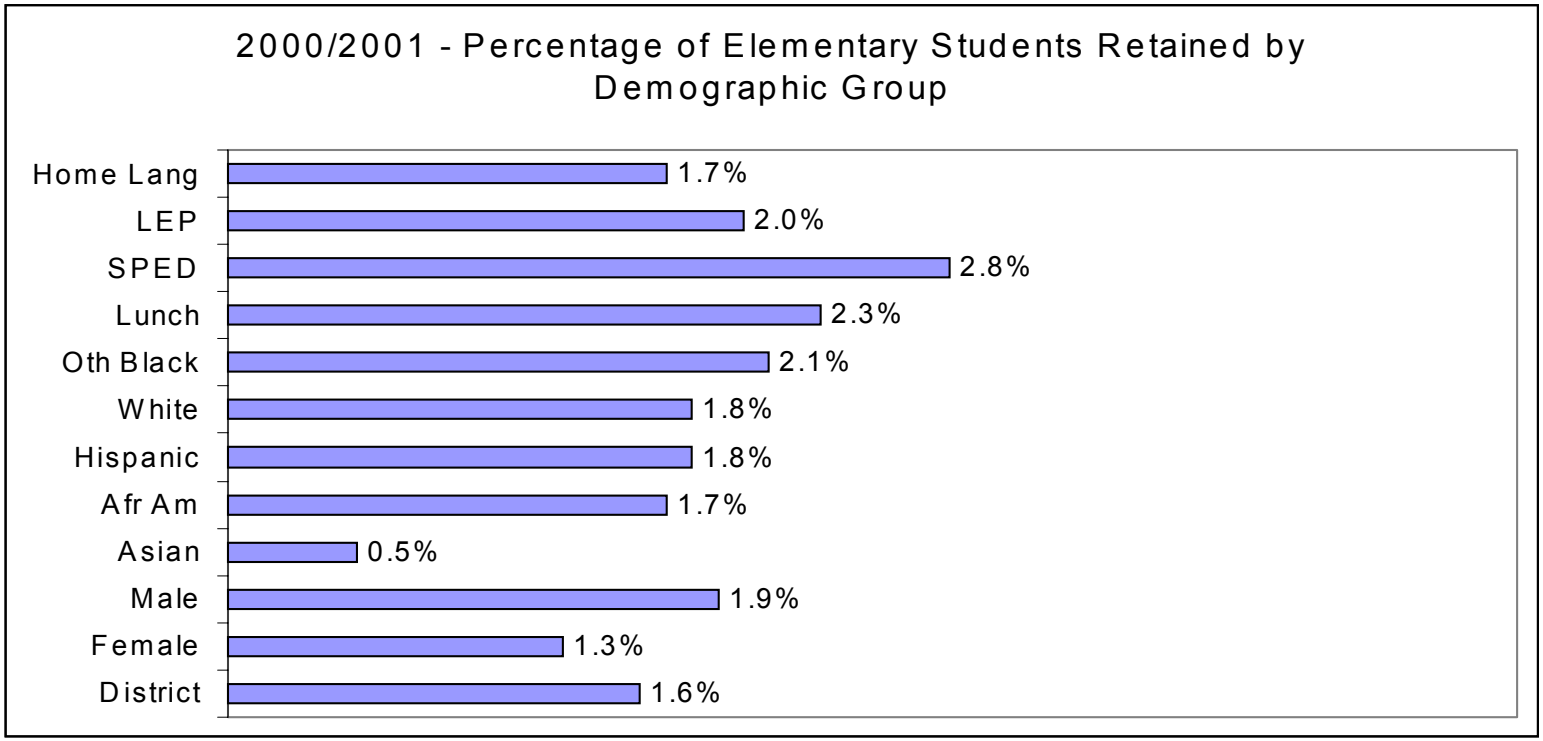


District Elementary (K-8) Limited English Proficient Students



Retentions

- 85 students (K-8) were retained in 2000/2001, which is 1.6% of the total students enrolled.
- **In 1999/2000,** 85 students were also retained (1.6% of the K-8 elementary students).
- ***By grade*** – 40 kindergarten students were retained (5.7%); 16 first grade students (2.9%); 15 second grade students (2.8%); 5 third grade students (.9%); 1 fourth grade student (.2%); 1 fifth grade student (.2%); 3 sixth grade students (.5%); 1 seventh grade student (.2%); 1 eighth grade student (.2%), and two ungraded students (1.9%) were retained.
- ***By Demographics***



Retentions – Number by Grade & School

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	40	17	23	2	7	4	22	5	21	9	9	13
First	16	5	11	0	4	4	7	1	15	5	2	6
Second	15	6	9	1	5	0	7	2	10	9	2	2
Third	5	2	3	0	2	2	0	1	5	3	1	3
Fourth	1	1	0	0	0	0	0	1	1	0	0	0
Fifth	1	0	1	0	0	1	0	0	1	0	0	1
Sixth	3	2	1	0	1	1	0	1	3	0	0	2
Seventh	1	0	1	0	0	0	1	0	1	1	0	0
Eighth	1	1	0	0	0	1	0	0	1	1	0	1
Ungraded	2	0	2	0	1	0	0	1	1	2	1	1
Total	85	34	51	3	20	13	37	12	59	30	15	29
% District	1.6%	1.3%	1.9%	0.5%	1.7%	1.8%	1.8%	2.1%	2.3%	2.8%	2.0%	1.7%

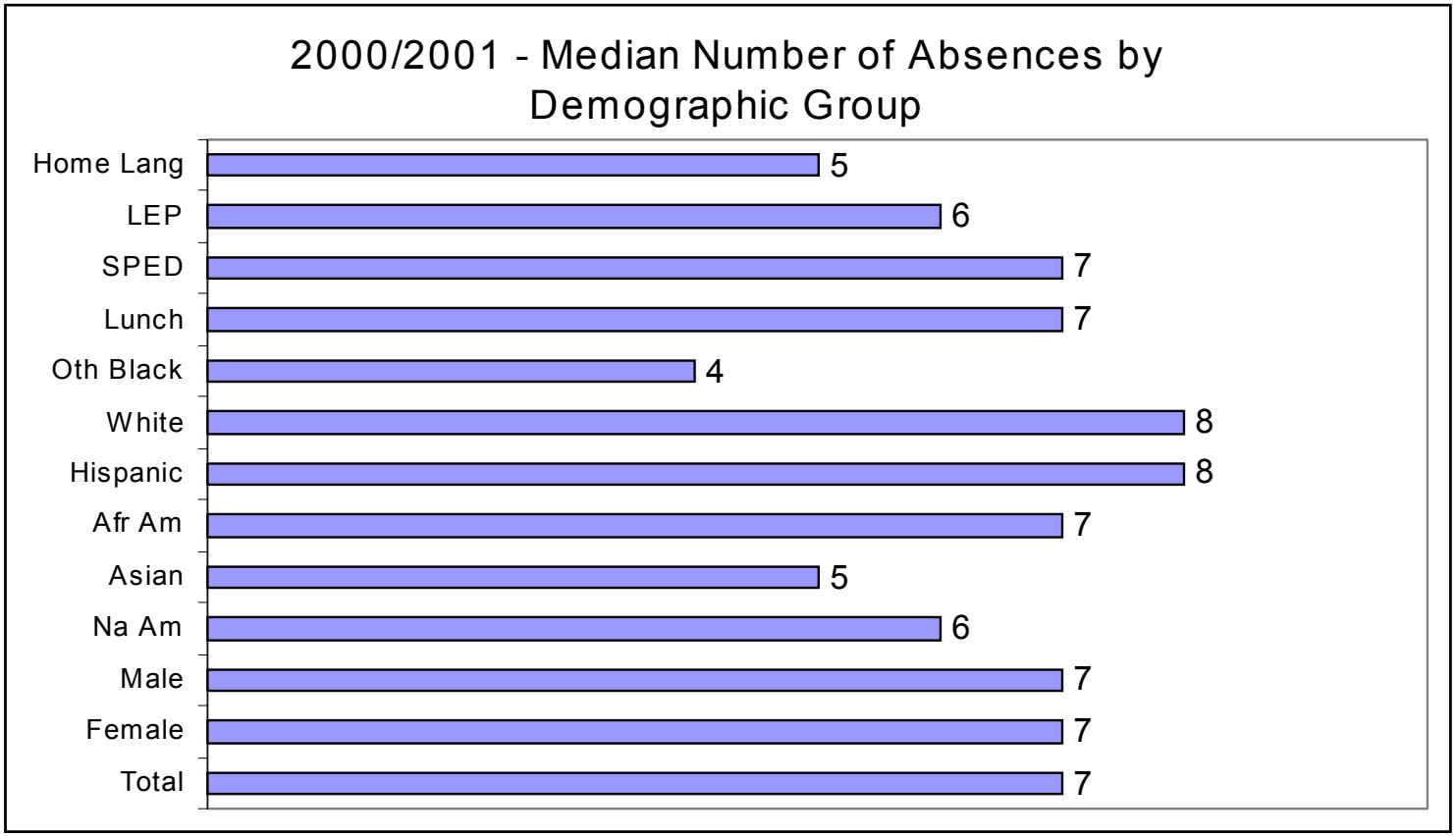
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Hom_Lang
Agassiz	10	2	8	0	3	1	4	2	6	0	0	3
Cambridgeport	2	0	2	0	1	0	1	0	1	2	0	0
Fitzgerald	1	1	0	0	1	0	0	0	1	1	0	0
Graham&Parks	11	3	8	0	1	3	3	4	5	2	4	5
Haggerty	1	1	0	0	0	0	1	0	0	0	0	0
Harrington	16	5	11	0	0	2	12	2	14	7	6	8
Kennedy	4	3	1	0	0	2	2	0	3	1	0	2
King	9	3	6	1	2	1	3	2	9	3	2	3
King Open	20	10	10	2	9	0	8	1	10	8	1	3
Longfellow	9	5	4	0	1	4	3	1	9	4	2	5
Morse	0	0	0	0	0	0	0	0	0	0	0	0
New Academy	1	1	0	0	1	0	0	0	1	1	0	0
Peabody	0	0	0	0	0	0	0	0	0	0	0	0
Tobin	1	0	1	0	1	0	0	0	0	1	0	0
Total	85	34	51	3	20	13	37	12	59	30	15	29
% District	1.6%	1.3%	1.9%	0.5%	1.7%	1.8%	1.8%	2.1%	2.3%	2.8%	2.0%	1.7%

ABSENCES

- The median number of absences for all elementary students (K-8) was 7 absences. For a 180-day school year, the median attendance rate was 96%. The range of absences was from 0 to 134 absences.

- **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%. The range of absences was from 0 to 149 absences.

- ***By Demographics***



MEDIAN ABSENCES BY GRADE & SCHOOL

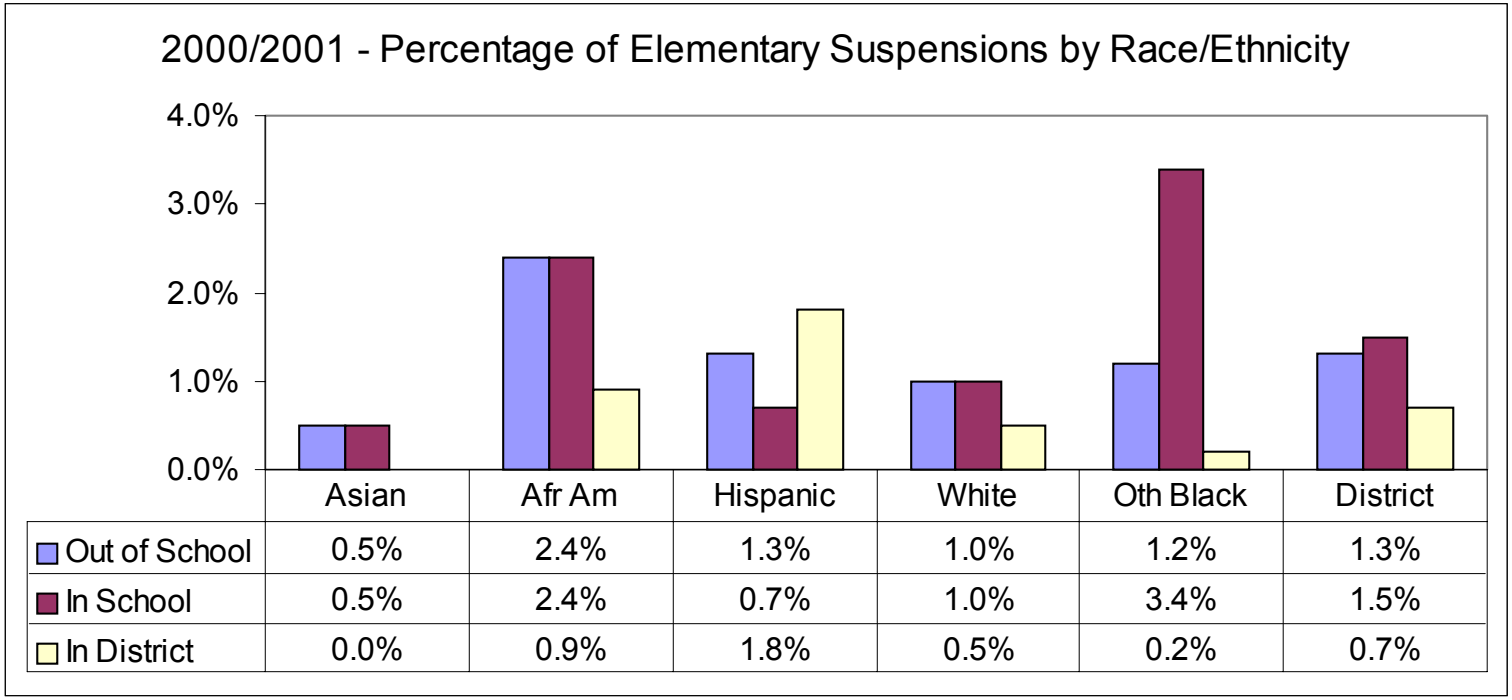
	Median Number of Absences
Kindergarten	**9**
First	**8**
Second	**7**
Third	**7**
Fourth	**5**
Fifth	**5**
Sixth	**6**
Seventh	**7**
Eighth	**6**
Ungraded	**9**
District	**7**

	Median Number of Absences
Agassiz	7
Cambridgeport	7
Fitzgerald	6
Graham&Parks	5
Haggerty	9
Harrington	7
Kennedy	8
King	6
King Open	5
Longfellow	7
Morse	8
New Academy	10
Peabody	6
Tobin	5
District	**7**

Suspensions

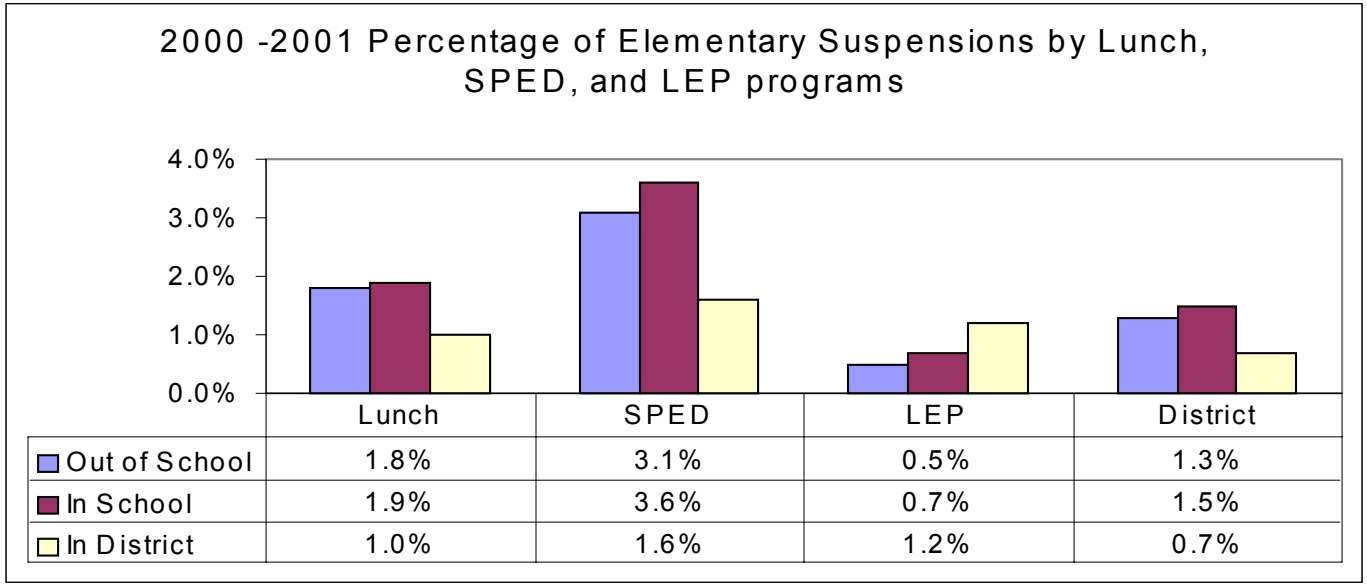
- ***Out-of-School Suspensions***
  - 68 students were suspended (1.3%).
- ***In-School Suspensions***
  - 77 students were suspended (1.5%).
- ***In-District Suspensions***
  - 35 students were suspended to this program (.7%).

- ***By Race/Ethnicity***



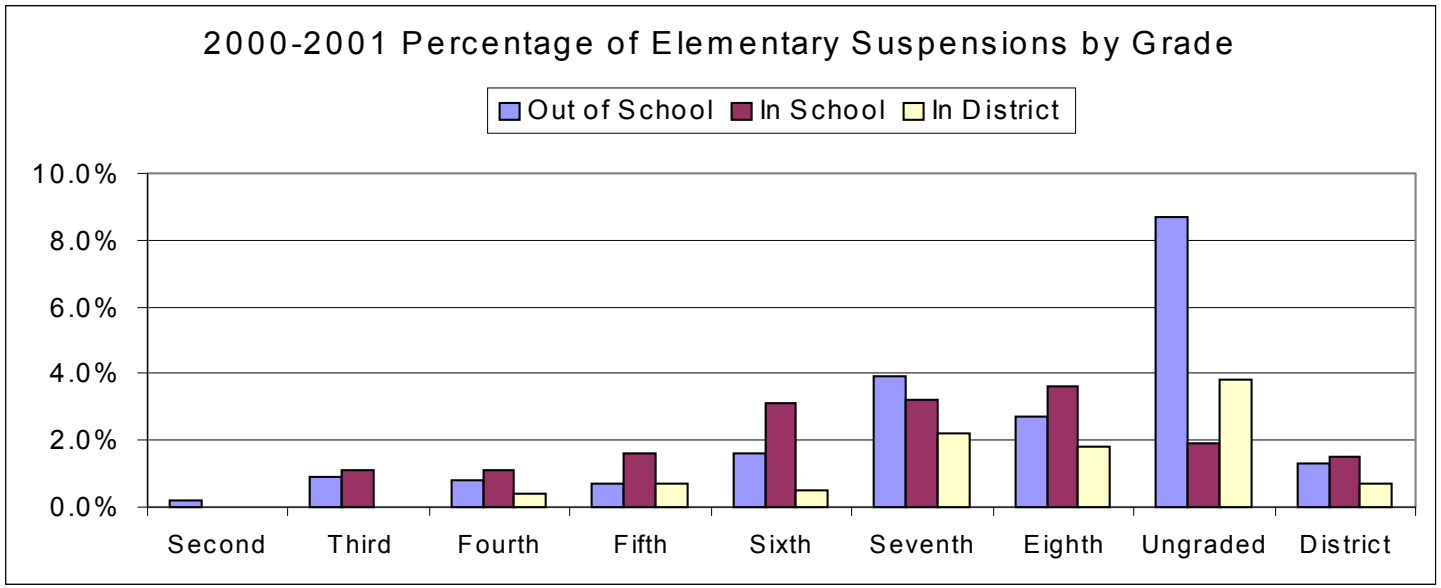
	Asian	Afr Am	Hispanic	White	Oth Black	District
Out of School	0.5%	2.4%	1.3%	1.0%	1.2%	1.3%
In School	0.5%	2.4%	0.7%	1.0%	3.4%	1.5%
In District	0.0%	0.9%	1.8%	0.5%	0.2%	0.7%

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

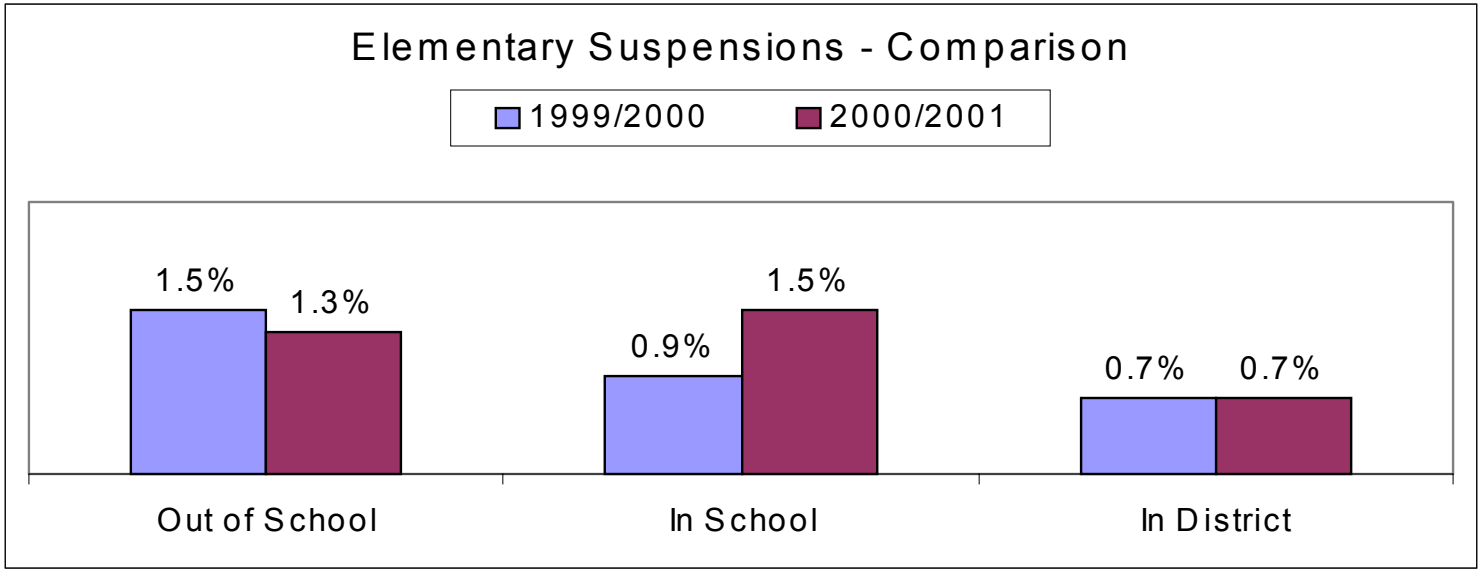


	Lunch	SPED	LEP	District
Out of School	1.8%	3.1%	0.5%	1.3%
In School	1.9%	3.6%	0.7%	1.5%
In District	1.0%	1.6%	1.2%	0.7%

- ***By Grade***

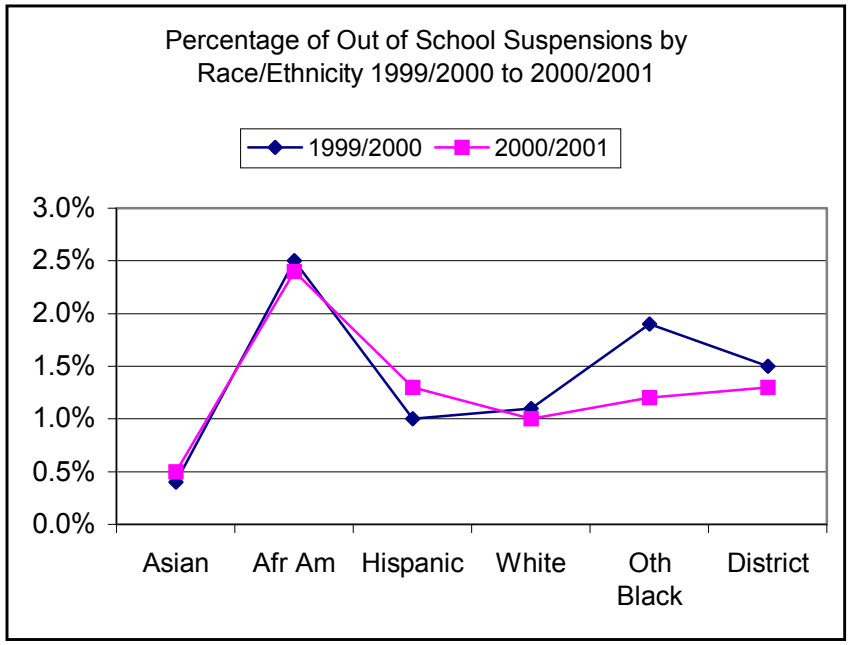


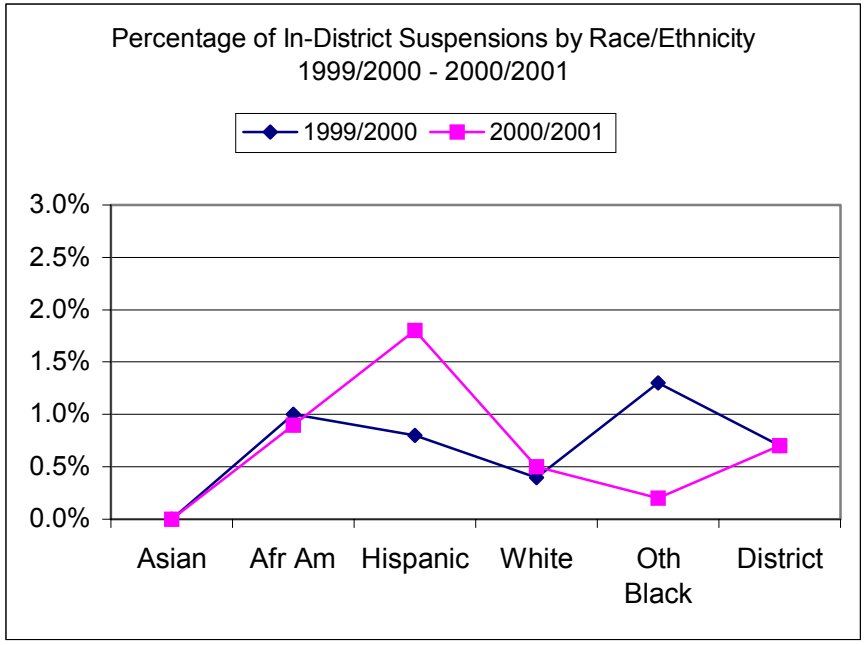
Suspensions - Comparison 1999/2000 - 2000/2001

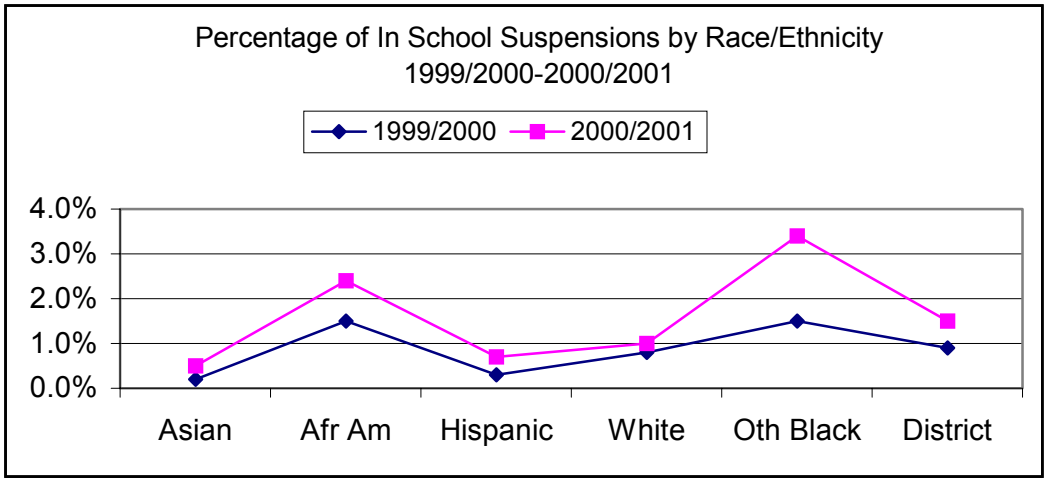


	1999/2000		2000/2001	
	Number	Percentage	Number	Percentage
Out of School	82	1.5%	68	1.3%
In School	51	0.9%	77	1.5%
In District	36	0.7%	35	0.7%

Comparison by Race/Ethnicity







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

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	0	0	0	0	0	0	0	0	0	0	0	0	0
First	0	0	0	0	0	0	0	0	0	0	0	0	0
Second	1	0	1	0	0	0	1	0	0	1	0	1	0
Third	5	1	4	0	1	2	0	2	0	2	3	0	1
Fourth	4	1	3	0	0	3	0	0	1	1	2	0	1
Fifth	4	1	3	0	0	2	0	2	0	1	1	0	0
Sixth	9	2	7	0	0	4	4	1	0	8	6	1	2
Seventh	21	4	17	0	0	9	2	7	3	13	8	1	6
Eighth	15	7	8	0	2	5	0	6	2	9	4	1	5
Ungraded	9	1	8	0	0	4	2	2	1	9	9	0	2
Total	68	17	51	0	3	29	9	20	7	44	33	4	17
% of District	1.3%	0.7%	1.9%	0%	0.5%	2.4%	1.3%	1.0%	1.2%	1.8%	3.1%	0.5%	1.0%

	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Hom_Lang
Agassiz	18	4	14	0	1	7	1	6	3	5	4	0	4
Cambridgepo	3	2	1	0	0	2	1	0	0	3	3	0	1
Fitzgerald	1	0	1	0	0	1	0	0	0	1	1	0	0
Graham&Par	2	0	2	0	0	0	0	2	0	0	0	0	0
Haggerty	1	0	1	0	0	0	0	1	0	1	0	0	0
Harrington	19	4	15	0	0	7	4	6	2	17	9	3	7
Kennedy	2	1	1	0	0	1	1	0	0	2	1	1	0
King	2	1	1	0	0	0	0	1	1	2	2	0	1
King Open	7	3	4	0	1	4	0	1	1	4	2	0	2
Longfellow	8	1	7	0	0	5	1	2	0	5	6	0	0
Morse	0	0	0	0	0	0	0	0	0	0	0	0	0
New Academ	4	1	3	0	1	1	1	1	0	3	4	0	2
Peabody	1	0	1	0	0	1	0	0	0	1	1	0	0
Tobin	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	68	17	51	0	3	29	9	20	7	44	33	4	17
% of District	1.3%	0.7%	1.9%	0%	0.5%	2.4%	1.3%	1.0%	1.2%	1.8%	3.1%	0.5%	1.0%

In-School Suspensions – Number by Grade & School

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	0	0	0	0	0	0	0	0	0	0	0	0	0
First	0	0	0	0	0	0	0	0	0	0	0	0	0
Second	0	0	0	0	0	0	0	0	0	0	0	0	0
Third	6	0	6	0	1	2	1	0	2	2	2	0	2
Fourth	6	2	4	0	1	4	0	1	0	3	5	0	0
Fifth	9	6	3	0	0	5	0	2	2	8	6	0	2
Sixth	17	5	12	1	1	5	0	5	5	11	6	2	6
Seventh	17	8	9	0	0	6	2	8	1	10	8	0	3
Eighth	20	2	18	0	0	6	1	4	9	12	9	3	10
Ungraded	2	0	2	0	0	1	1	0	0	1	2	0	1
Total	77	23	54	1	3	29	5	20	19	47	38	5	24
% of District	1.5%	0.9%	2.0%	2.9%	0.5%	2.4%	0.7%	1.0%	3.4%	1.9%	3.6%	0.7%	1.4%

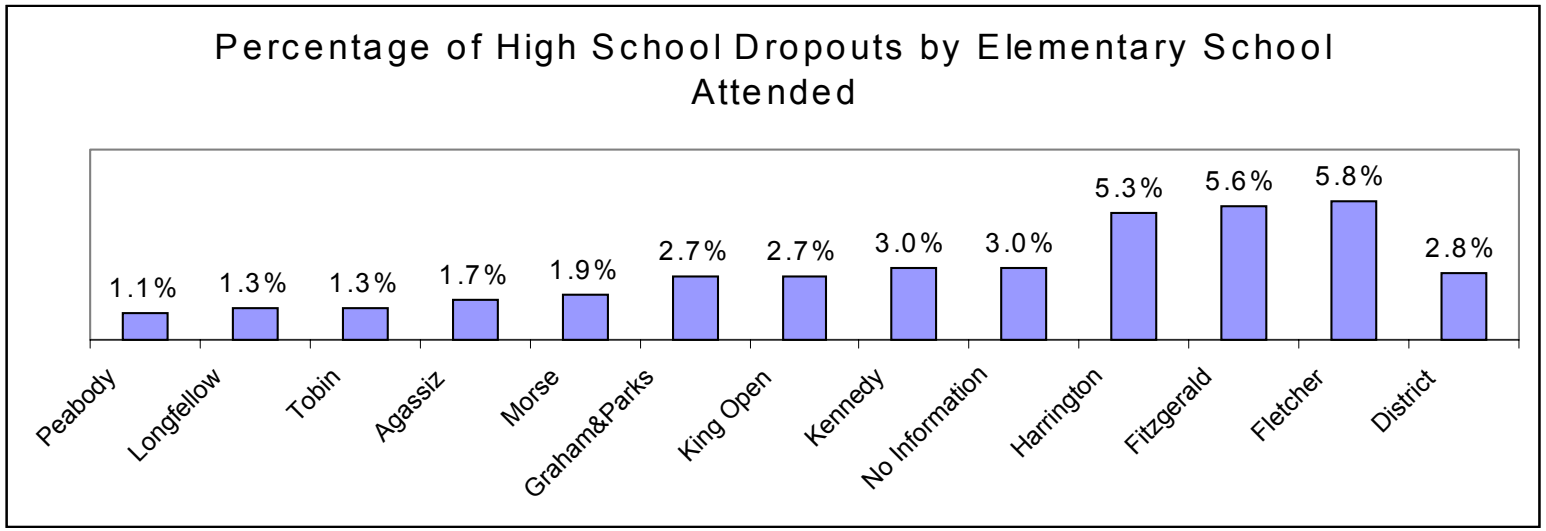
	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Hom_Lang
Agassiz	23	4	19	0	3	7	4	4	5	12	11	1	7
Cambridgepo	3	1	2	0	0	1	0	1	1	1	0	0	1
Fitzgerald	4	0	4	0	0	0	0	2	2	4	3	0	2
Graham&Par	18	5	13	1	0	4	0	6	7	7	11	3	8
Haggerty	9	3	6	0	0	5	0	1	3	7	5	0	3
Harrington	3	3	0	0	0	1	0	1	1	3	0	1	2
Kennedy	3	1	2	0	0	1	1	1	0	2	2	0	1
King	3	2	1	0	0	2	0	1	0	3	1	0	0
King Open	7	4	3	0	0	6	0	1	0	5	4	0	0
Longfellow	1	0	1	0	0	0	0	1	0	0	0	0	0
Morse	1	0	1	0	0	0	0	1	0	1	1	0	0
New Academ	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
Tobin	2	0	2	0	0	2	0	0	0	2	0	0	0
TOTAL	77	23	54	1	3	29	5	20	19	47	38	5	24
% of District	1.5%	0.9%	2.0%	2.9%	0.5%	2.4%	0.7%	1.0%	3.4%	1.9%	3.6%	0.7%	1.4%

In-District Suspensions – Number by Grade & School

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	0	0	0	0	0	0	0	0	0	0	0	0	0
First	0	0	0	0	0	0	0	0	0	0	0	0	0
Second	0	0	0	0	0	0	0	0	0	0	0	0	0
Third	0	0	0	0	0	0	0	0	0	0	0	0	0
Fourth	2	1	1	0	0	2	0	0	0	2	2	0	0
Fifth	4	1	3	0	0	0	3	1	0	2	1	4	3
Sixth	3	1	2	0	0	2	1	0	0	3	2	0	1
Seventh	12	2	10	0	0	2	6	4	0	10	5	3	6
Eighth	10	3	7	0	0	4	2	4	0	5	3	2	1
Ungraded	4	1	3	0	0	1	1	1	1	4	4	0	2
Total	35	9	26	0	0	11	13	10	1	26	17	9	13
% of District	**0.7%**	**0.4%**	**1.0%**	**0.0%**	**0.0%**	**0.9%**	**1.8%**	**0.5%**	**0.2%**	**1.0%**	**1.6%**	**1.2%**	**0.8%**

	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Hom_Lang
Agassiz	1	0	1	0	0	1	0	0	0	1	1	0	0
Cambridgeport	1	1	0	0	0	1	0	0	0	0	1	0	0
Fitzgerald	0	0	0	0	0	0	0	0	0	0	0	0	0
Graham&Parks	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
Harrington	4	1	3	0	0	2	0	1	1	4	3	0	1
Kennedy	19	6	13	0	0	2	11	6	0	13	7	8	11
King	0	0	0	0	0	0	0	0	0	0	0	0	0
King Open	1	0	1	0	0	1	0	0	0	1	1	0	0
Longfellow	2	0	2	0	0	1	0	1	0	1	1	0	0
Morse	3	1	2	0	0	3	0	0	0	3	2	0	0
New Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
Peabody	2	0	2	0	0	0	1	1	0	2	1	1	1
Tobin	2	0	2	0	0	0	1	1	0	1	0	0	0
TOTAL	35	9	26	0	0	11	13	10	1	26	17	9	13
% of District	**0.7%**	**0.4%**	**1.0%**	**0.0%**	**0.0%**	**0.9%**	**1.8%**	**0.5%**	**0.2%**	**1.0%**	**1.6%**	**1.2%**	**0.8%**

HIGH SCHOOL DROPOUTS BY ELEMENTARY SCHOOL ATTENDED



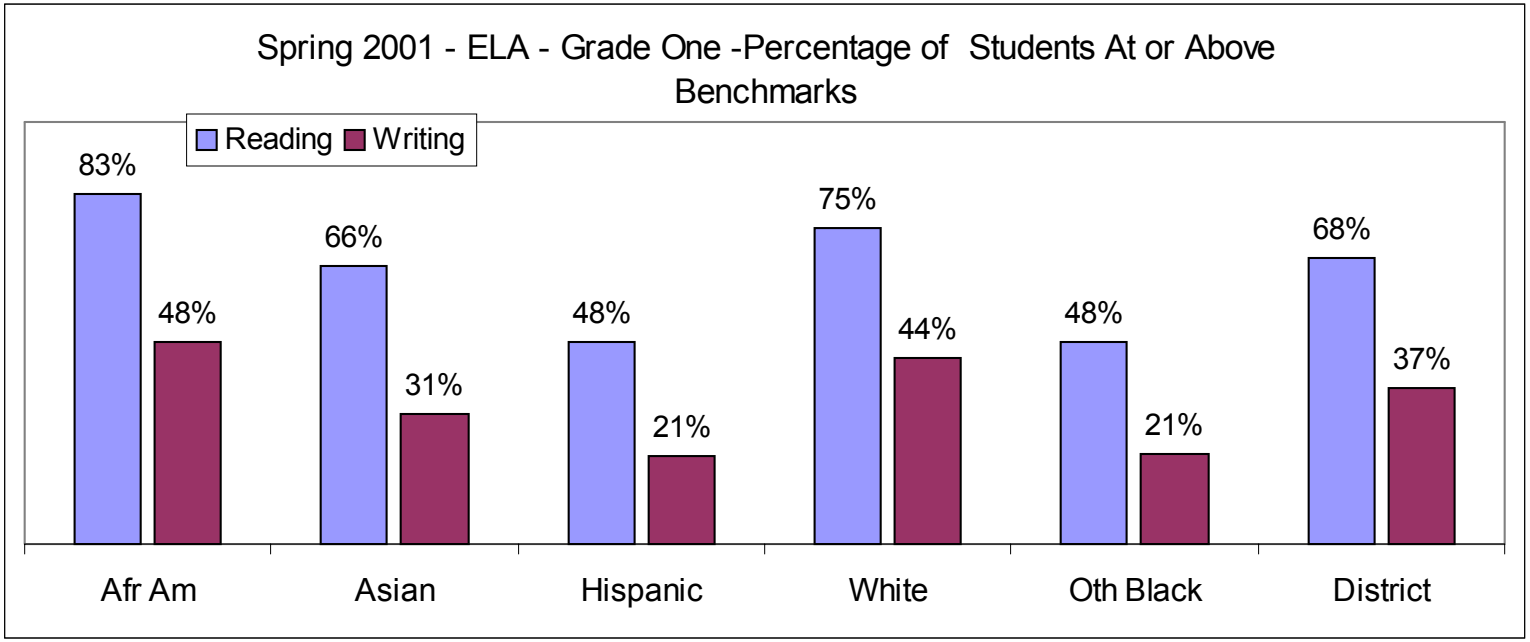
	Number	Percentage based on total from each elementary school enrolled at CRLS
Peabody	1	1.1%
Longfellow	2	1.3%
Tobin	2	1.3%
Agassiz	1	1.7%
Morse	1	1.9%
Graham&Parks	3	2.7%
King Open	2	2.7%
Kennedy	5	3.0%
No Information	32	3.0%
Harrington	7	5.3%
Fitzgerald	3	5.6%
Fletcher	4	5.8%
District	**63**	2.8%

EARLY LITERACY ASSESSMENT – GRADE ONE

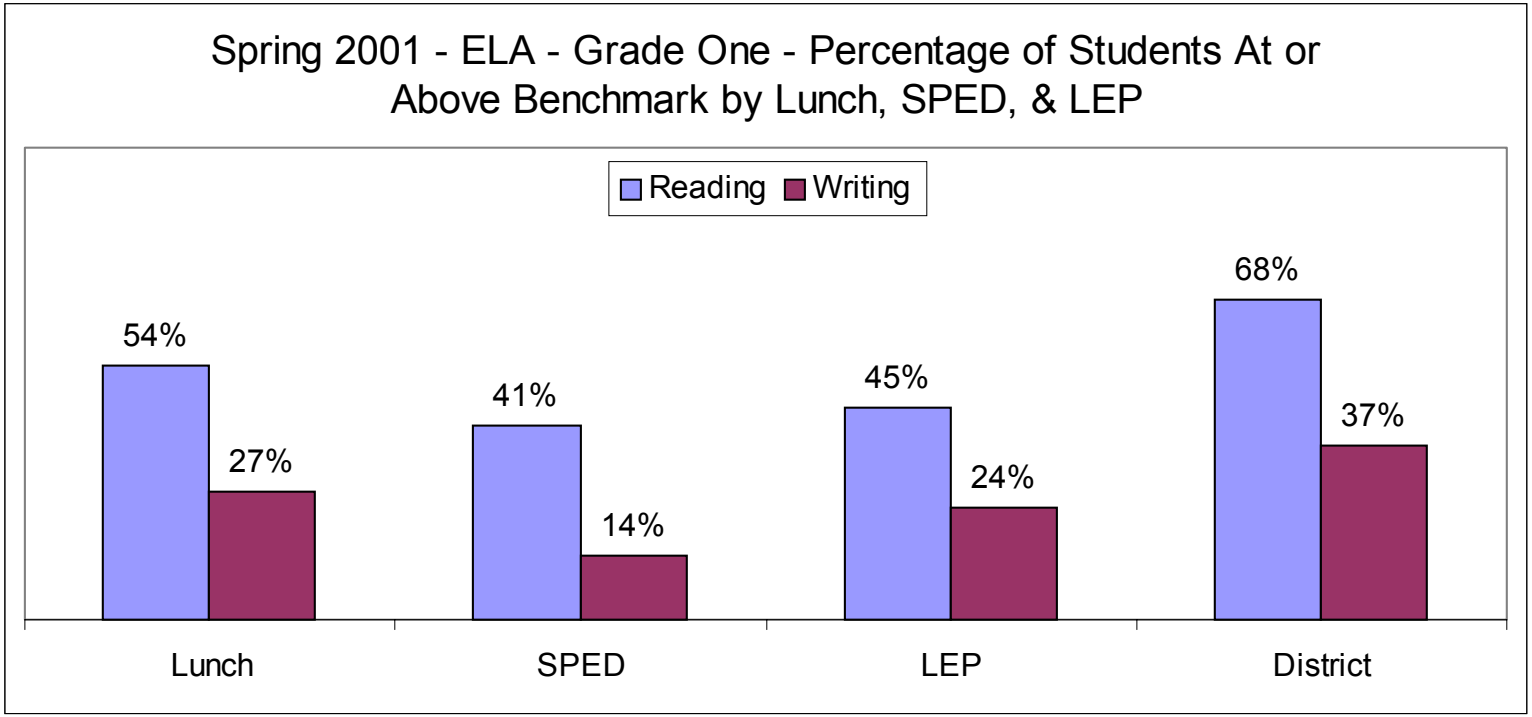
- ***Reading***
  - At the end of grade one, 354 students (68%) were reading at or above grade level based on the Developmental Reading Assessment (DRA).
  - **In 1999/2000**, 71% of first grade students tested were reading at or above grade level.

- ***Writing***
  - At the end of grade one, 189 students (37%) were writing at or above grade level based on scores received on Cambridge Public Schools Continuum for Writing.
  - **In 1999/2000**, 46% of first grade students tested were writing at or above grade level.

- ***By Race/Ethnicity***



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

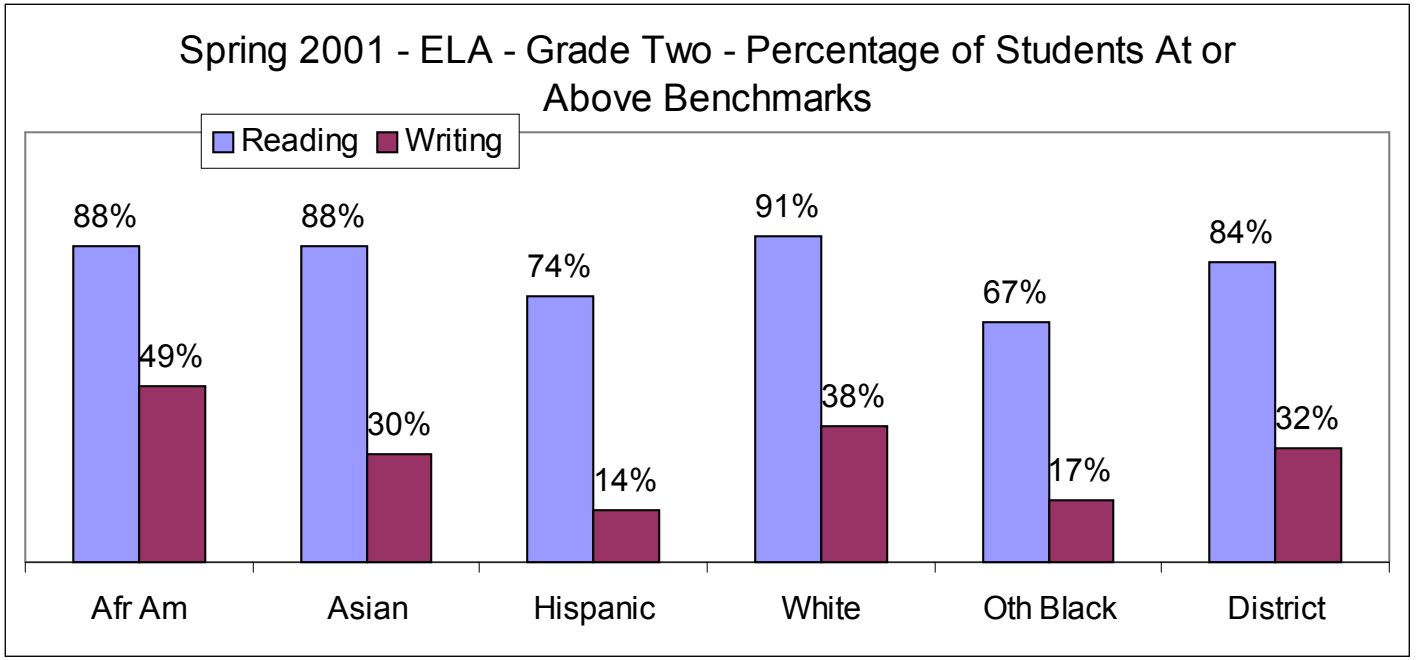


EARLY LITERACY ASSESSMENT – GRADE TWO

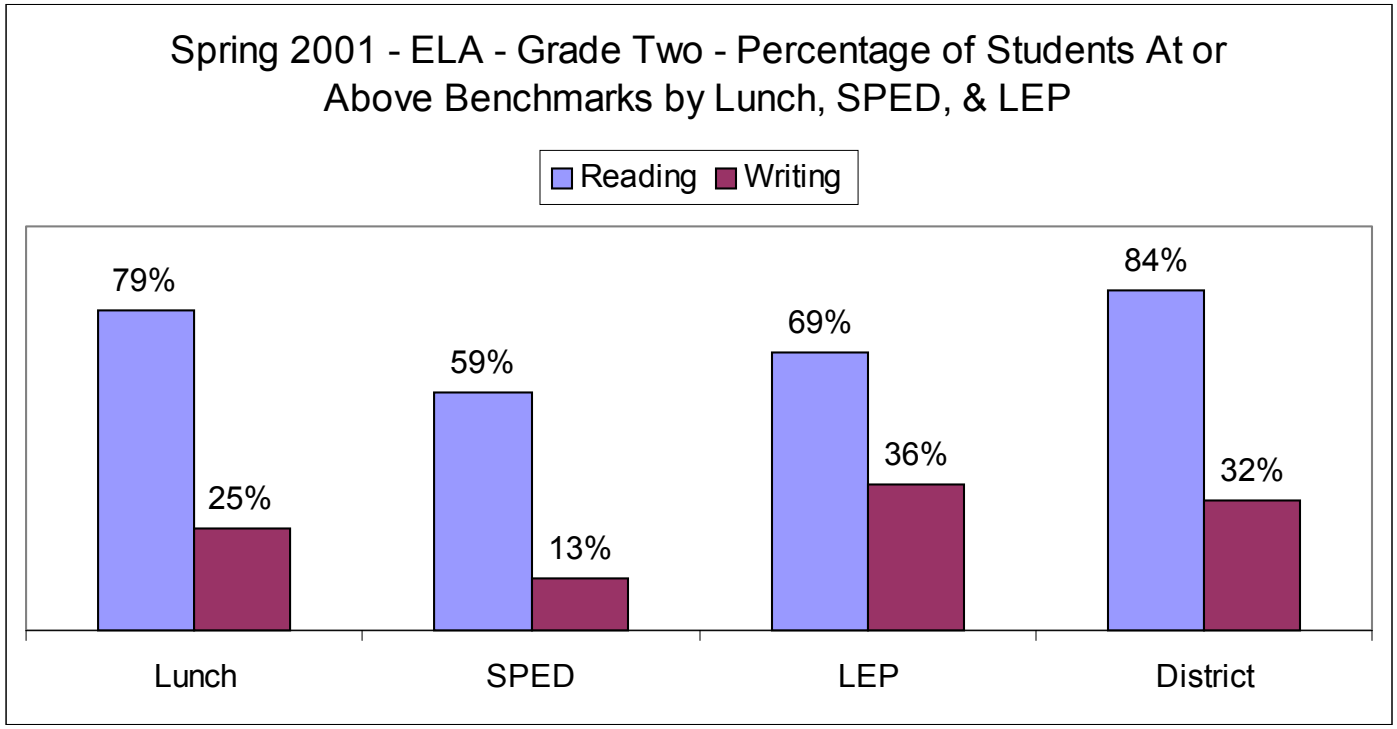
- ***Reading***
  - At the end of grade two, 406 students (84%) were reading at or above grade level based on the Developmental Reading Assessment (DRA).
  - **In 1999/2000**, 84% of second grade students tested were reading at or above grade level on the DRA.

- ***Writing***
  - At the end of grade two, 154 students (32%) were writing at or above grade level based on scores received on Cambridge Public Schools Continuum for Writing.
  - **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 – 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	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
1st Grade At Benchmark	354	178	176	57	79	28	167	20	142	28	51	94
1st Graders Tested	520	251	269	69	119	60	224	42	262	68	112	166
% At Benchmark	**68%**	**71%**	**65%**	**83%**	**66%**	**48%**	**75%**	**48%**	**54%**	**41%**	**45%**	**57%**

Grade Two

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
2nd Grade At Benchmark	406	199	207	60	104	42	160	35	2.4	45	53	129
2nd Graders Tested	483	232	251	68	126	57	175	52	257	76	77	168
% At Benchmark	**84%**	**86%**	**83%**	**88%**	**88%**	**74%**	**91%**	**67%**	**79%**	**59%**	**69%**	**77%**

Writing Benchmarks

Grade One

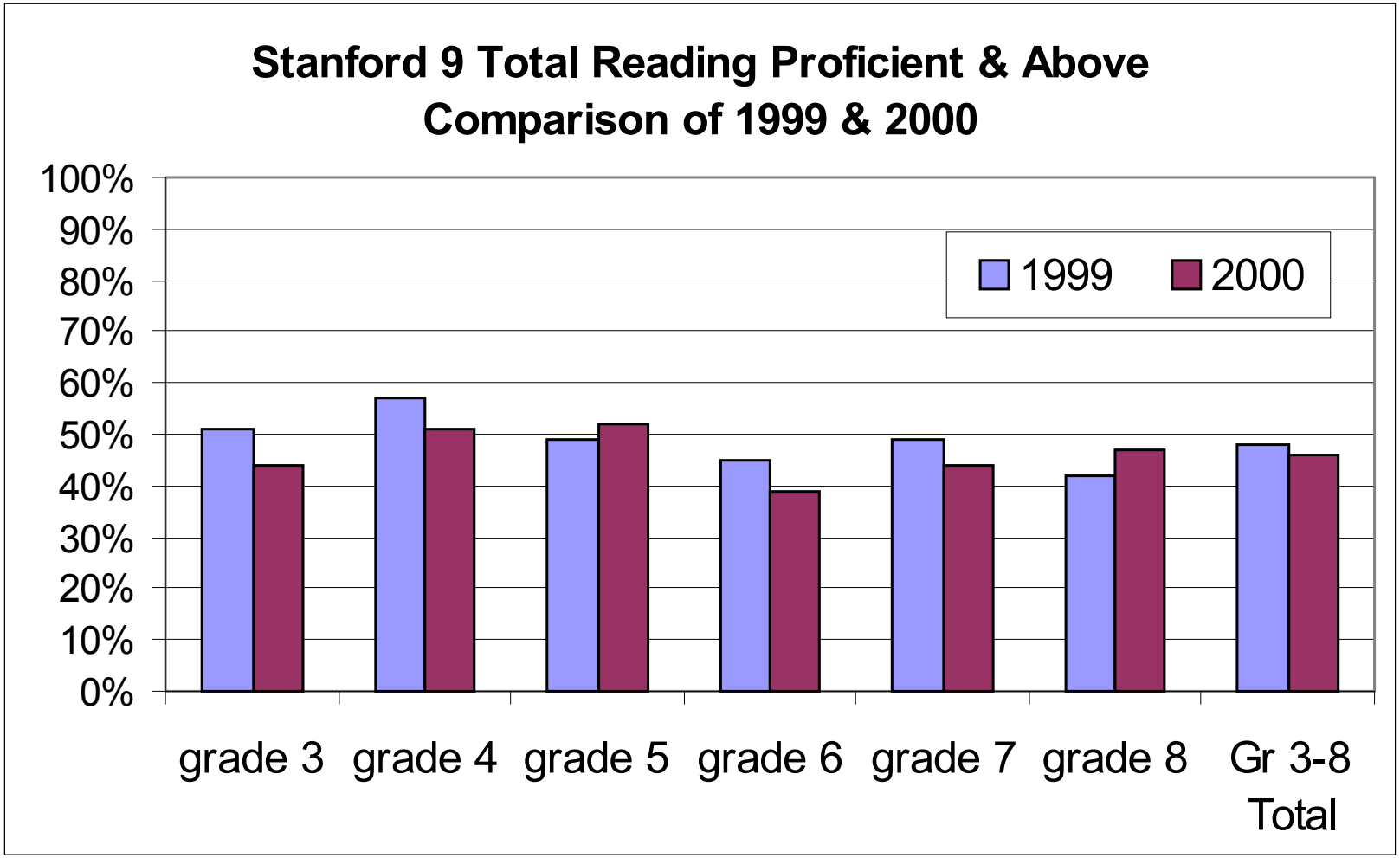
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
1st Grade At Benchmark	189	113	76	32	36	12	98	9	70	9	26	46
1st Graders Tested	512	247	265	67	117	58	222	42	257	66	109	163
% At Benchmark	**37%**	**46%**	**29%**	**48%**	**31%**	**21%**	**44%**	**21%**	**27%**	**14%**	**24%**	**28%**

Grade Two

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
2nd Grade At Benchmark	154	83	71	33	38	8	66	9	65	10	27	47
2nd Graders Tested	481	230	251	67	127	56	174	52	255	79	75	165
% At Benchmark	**32%**	**36%**	**28%**	**49%**	**30%**	**14%**	**38%**	**17%**	**25%**	**13%**	**36%**	**28%**

STANFORD 9 COMPARISON OF 1999 AND 2000 RESULTS

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


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

FALL 2000 STANFORD 9 – TOTAL READING, MATH, AND STUDY SKILLS PERFORMANCE STANDARDS AND NATIONAL PERCENTILE RANKINGS

2000 Stanford 9 - Total Reading - Grades 3-8

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	85%	87%	83%	94%	77%	73%	93%	76%	75%	63%
Proficient & Above	46%	48%	44%	63%	28%	25%	67%	21%	23%	17%
Average NPR	50	52	49	61	37	36	64	34	35	29

2000 Stanford 9 - Total Reading - GRADE 3

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	85%	89%	81%	93%	77%	71%	93%	85%	74%	64%
Proficient & Above	44%	46%	43%	61%	23%	22%	68%	17%	22%	13%
Average NPR	51	53	49	58	38	36	66	39	38	28

2000 Stanford 9 - Math - GRADE 3

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	80%	78%	82%	95%	69%	64%	92%	69%	71%	62%
Proficient & Above	40%	30%	49%	75%	17%	18%	57%	21%	23%	16%
Average NPR	47	42	52	67	32	30	59	34	35	28

2000 Stanford 9 - Total Reading - GRADE 4

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	83%	84%	82%	98%	71%	75%	91%	84%	73%	58%
Proficient & Above	51%	50%	51%	82%	31%	27%	71%	26%	27%	21%
Average NPR	48	49	48	70	33	34	61	36	33	27

2000 Stanford 9 - Total Reading - GRADE 5

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	83%	82%	85%	93%	76%	68%	90%	79%	75%	57%
Proficient & Above	52%	50%	53%	68%	31%	23%	73%	25%	33%	22%
Average NPR	50	49	50	62	36	34	63	32	36	28

2000 Stanford 9 - Total Reading - GRADE 6

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	84%	90%	80%	98%	78%	71%	93%	74%	75%	65%
Proficient & Above	39%	45%	33%	59%	25%	13%	58%	18%	18%	14%
Average NPR	49	52	46	62	38	31	63	34	34	28

2000 Stanford 9 - Math - GRADE 6

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	63%	65%	61%	92%	44%	42%	78%	55%	49%	28%
Proficient & Above	27%	25%	29%	59%	15%	8%	38%	8%	13%	8%
Average NPR	45	45	45	69	33	28	55	34	34	25

2000 Stanford 9 - Total Reading - GRADE 7

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	85%	88%	83%	91%	76%	78%	96%	71%	74%	66%
Proficient & Above	44%	47%	41%	54%	27%	32%	62%	23%	19%	18%
Average NPR	50	52	48	58	37	40	63	33	33	30

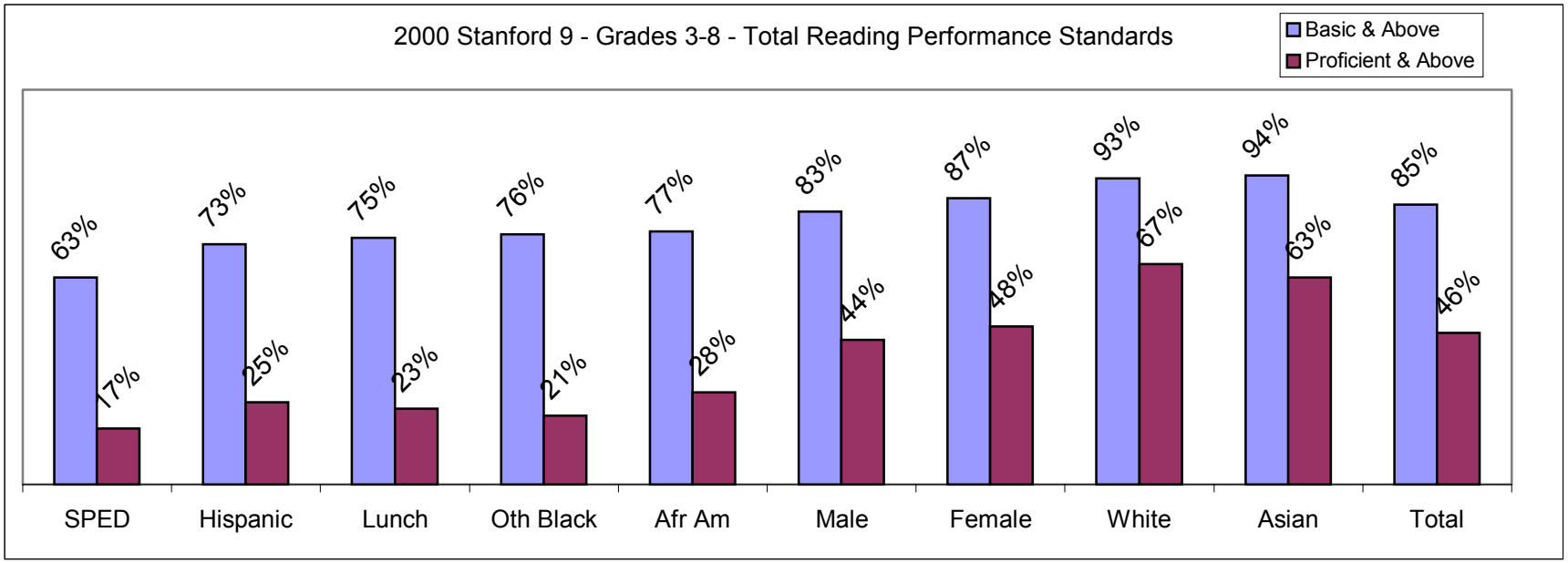
2000 Stanford 9 - Study Skills - GRADE 7

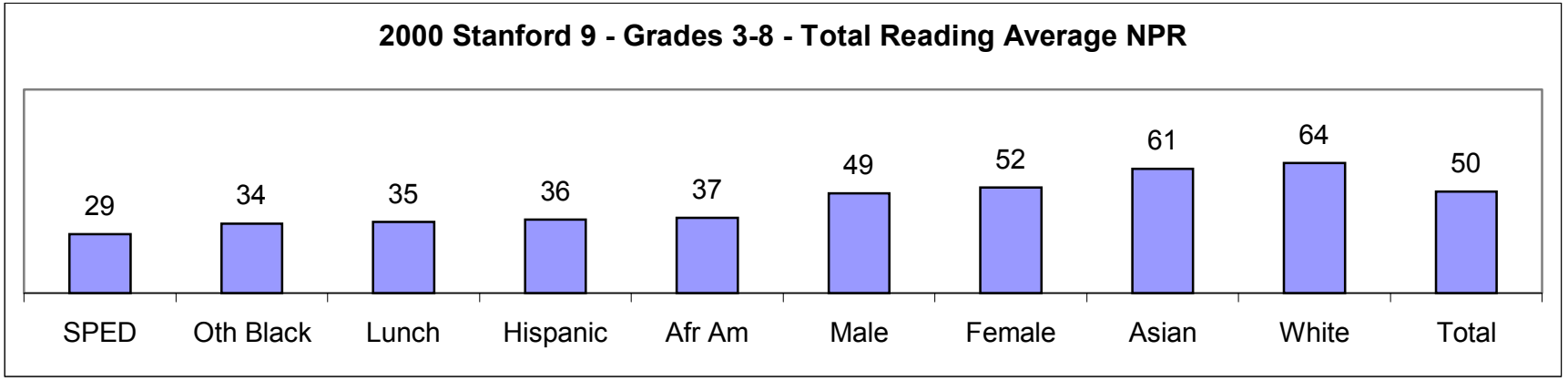
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	82%	84%	79%	85%	71%	75%	93%	65%	69%	55%
Proficient & Above	43%	45%	41%	49%	28%	33%	60%	18%	26%	19%
Average NPR	52	54	50	56	41	46	64	35	40	33

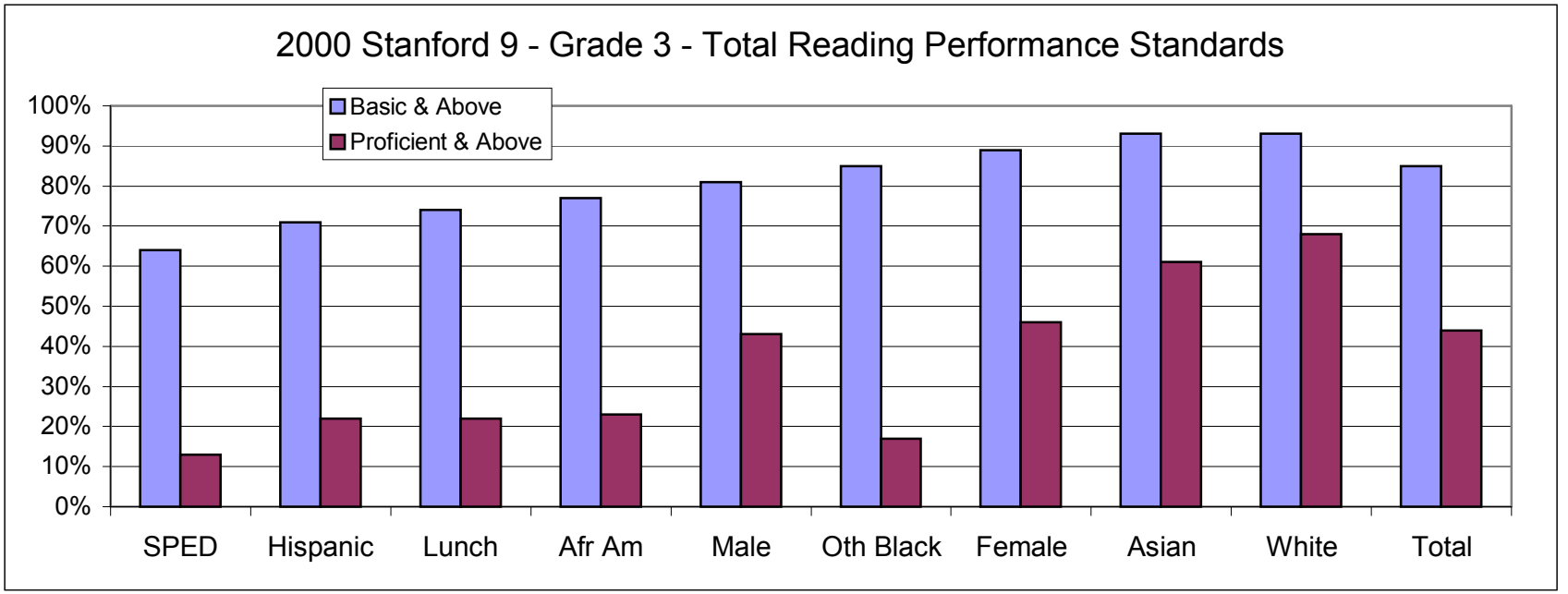
2000 Stanford 9 - Total Reading - GRADE 8

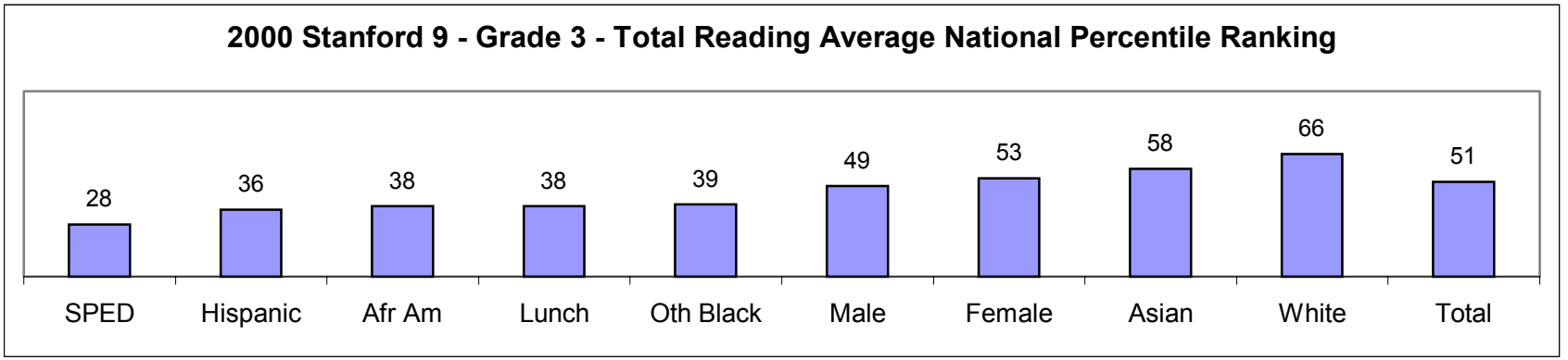
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	87%	89%	86%	87%	87%	79%	95%	71%	78%	68%
Proficient & Above	47%	50%	44%	46%	28%	31%	71%	20%	24%	17%
Average NPR	53	55	52	55	43	41	68	33	37	31

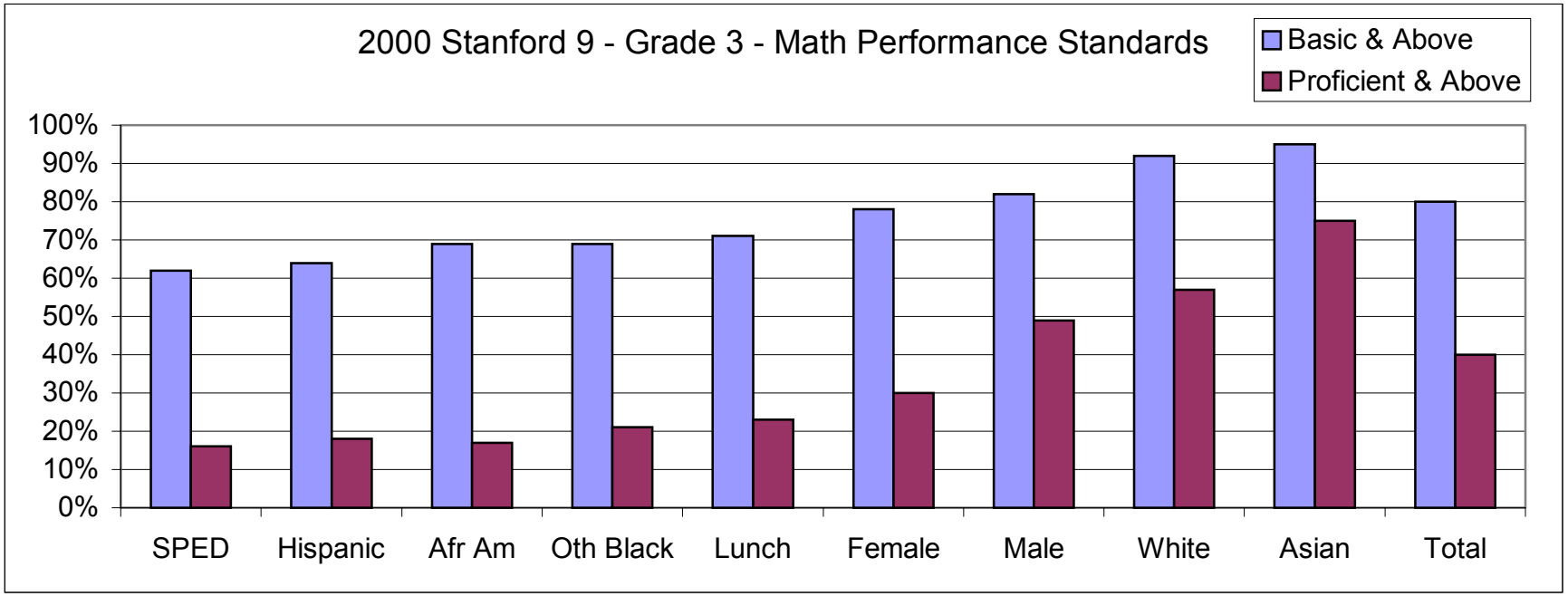
Stanford 9 Grade Level Performance and Student Sub-groups 2000

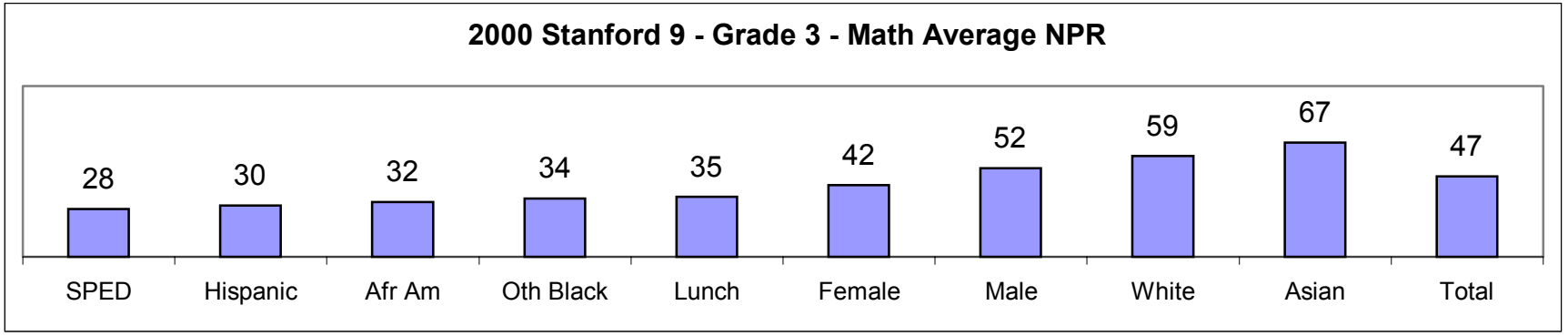


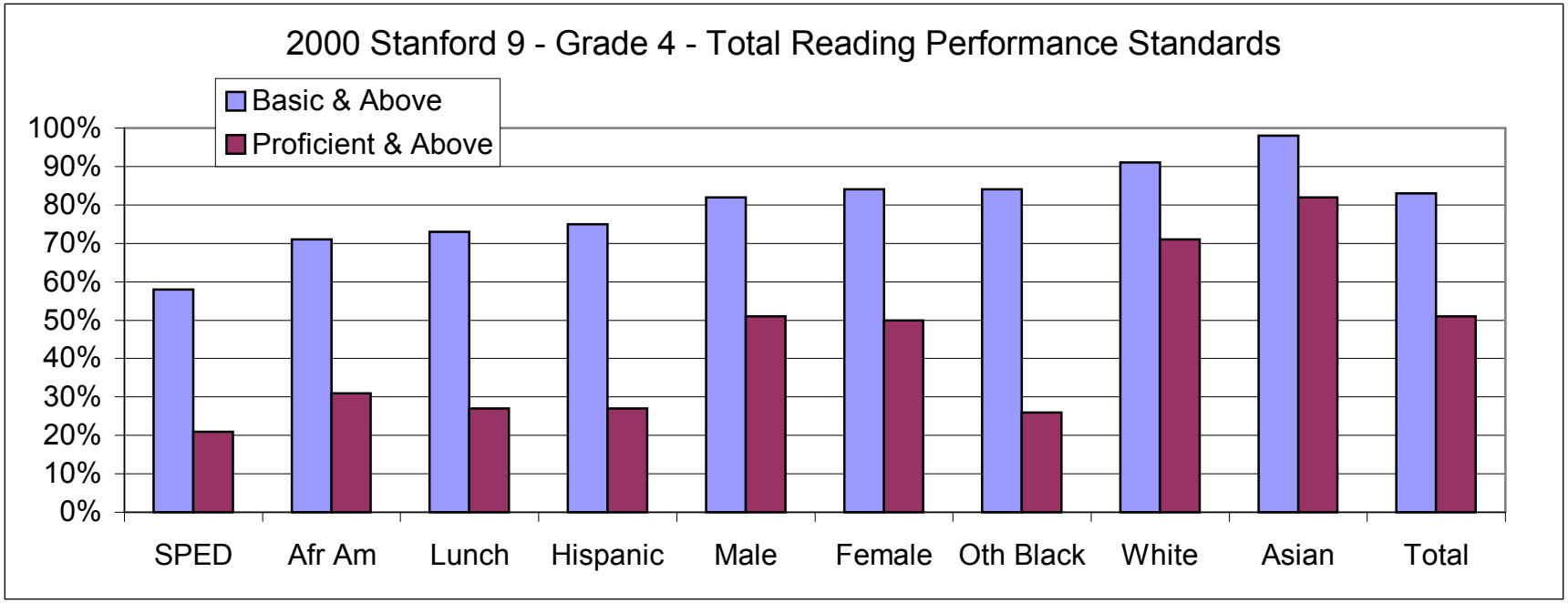


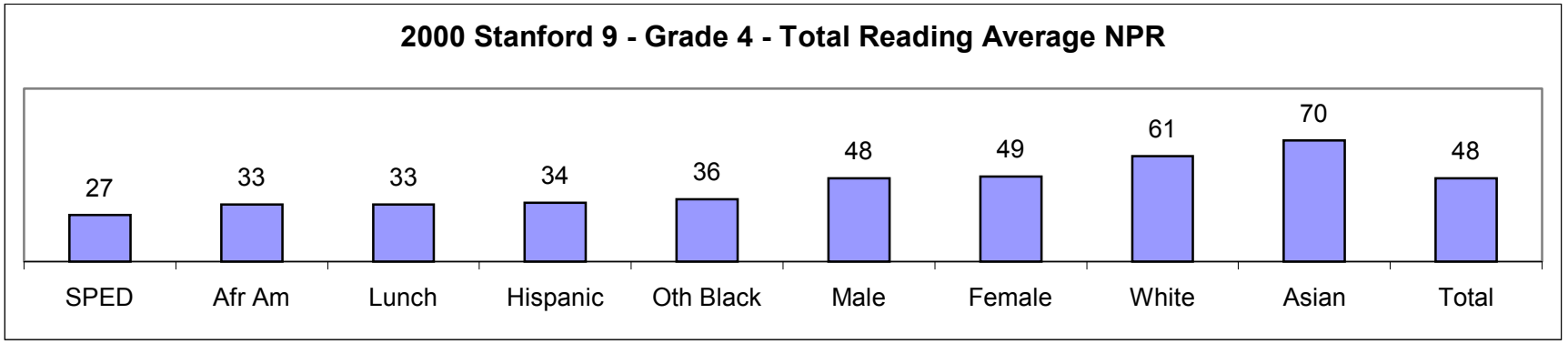

2000 Stanford 9 - Grade 3 - Total Reading Performance Standards
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Hispanic
Lunch
Afr Am
Male
Oth Black
Female
Asian
White
Total

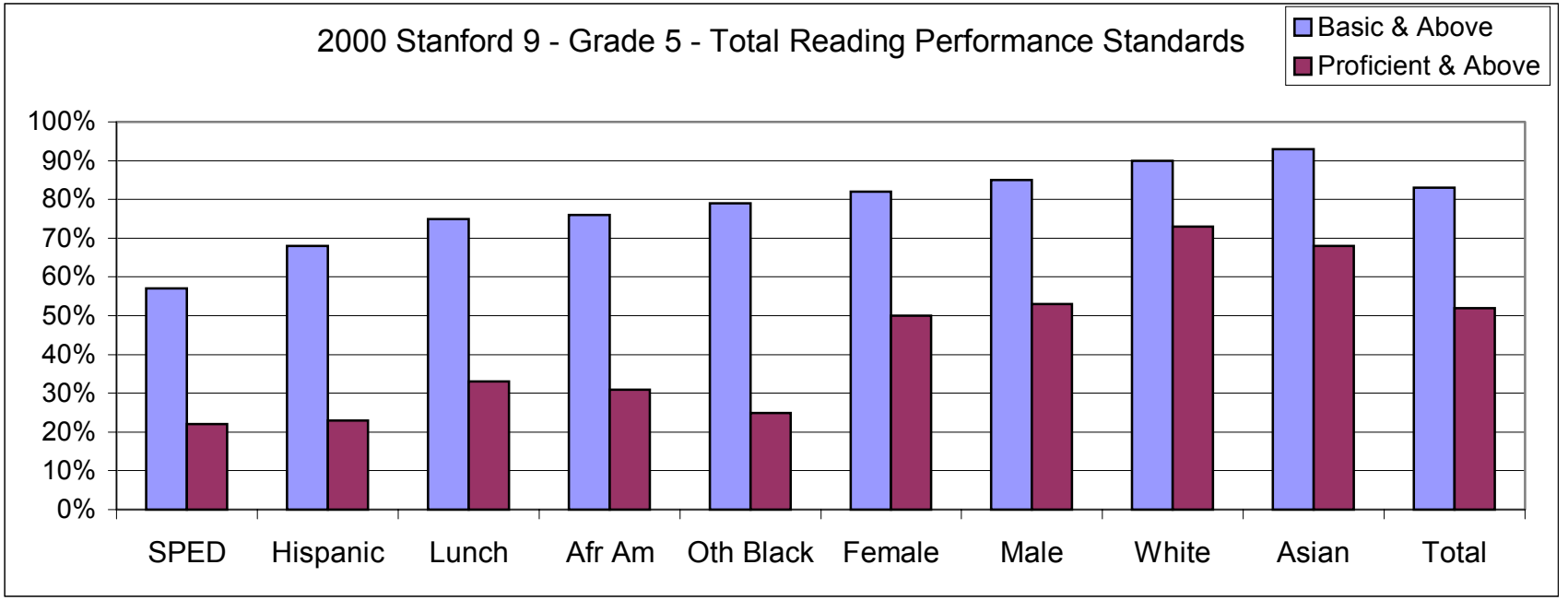

2000 Stanford 9 - Grade 3 - Total Reading Average National Percentile Ranking
28
36
38
38
39
49
53
58
66
51
SPED
Hispanic
Afr Am
Lunch
Oth Black
Male
Female
Asian
White
Total

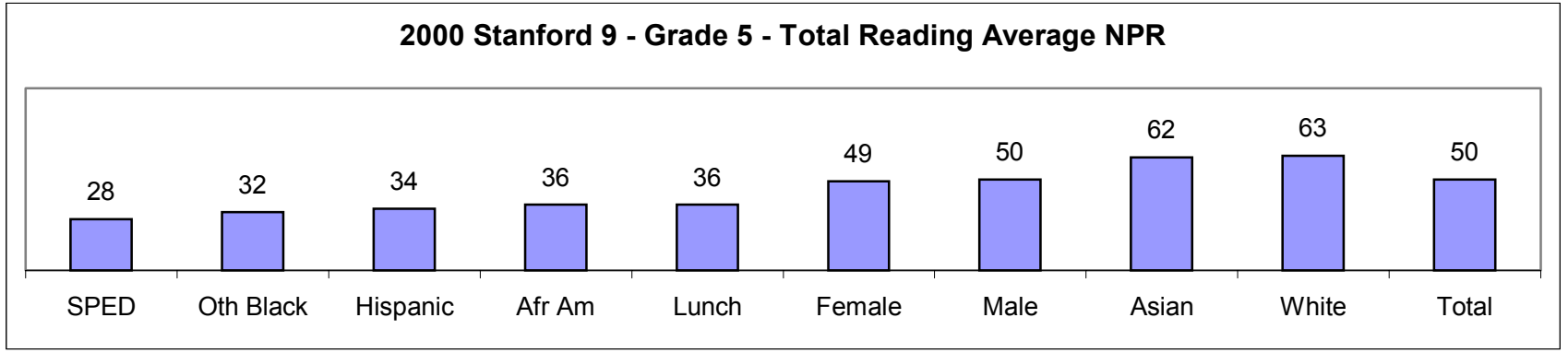

2000 Stanford 9 - Grade 3 - Math Performance Standards
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Hispanic
Afr Am
Oth Black
Lunch
Female
Male
White
Asian
Total

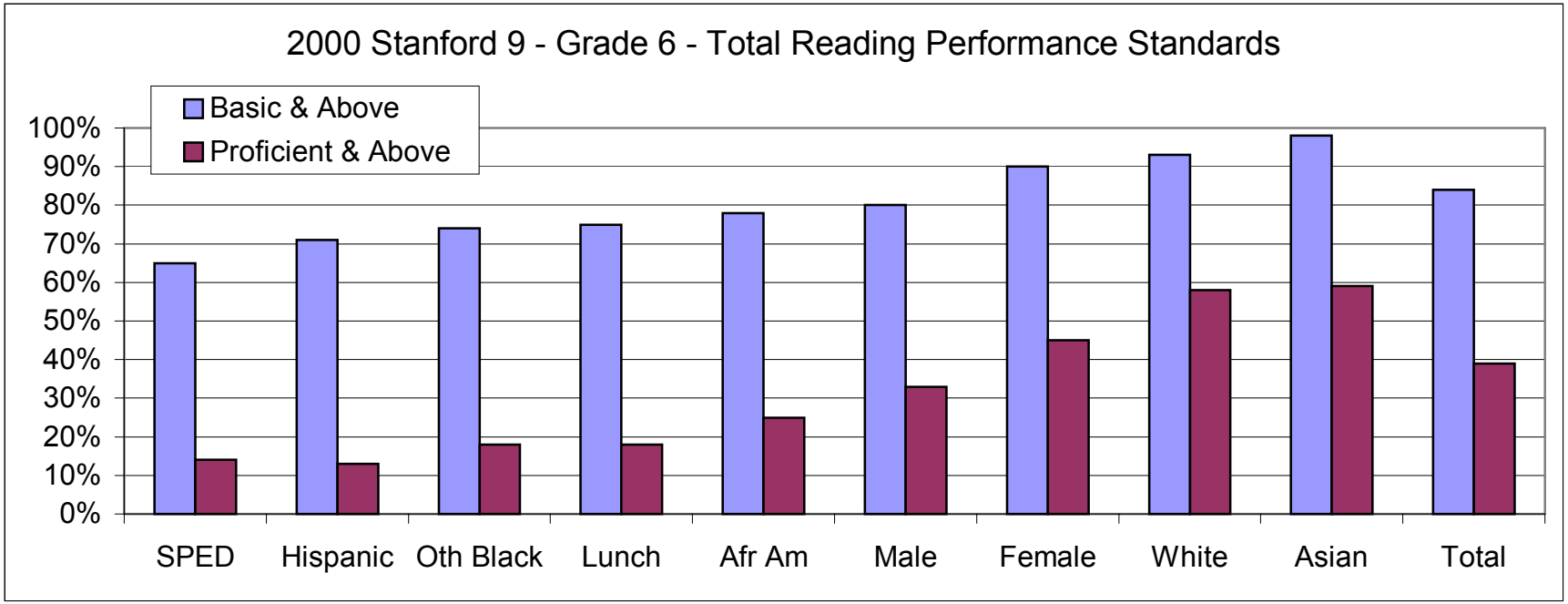

2000 Stanford 9 - Grade 3 - Math Average NPR
28
30
32
34
35
42
52
59
67
47
SPED
Hispanic
Afr Am
Oth Black
Lunch
Female
Male
White
Asian
Total

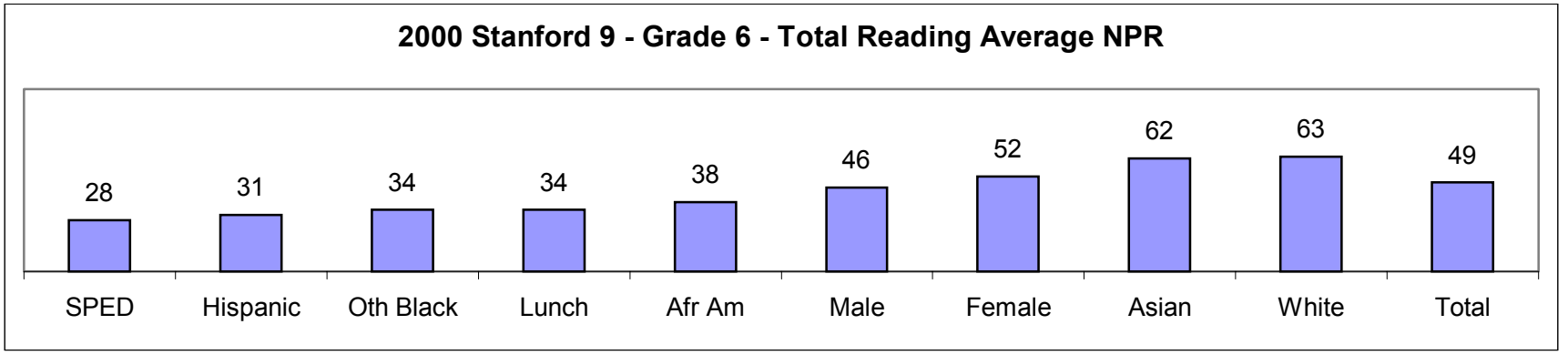

2000 Stanford 9 - Grade 4 - Total Reading Performance Standards
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Afr Am
Lunch
Hispanic
Male
Female
Oth Black
White
Asian
Total

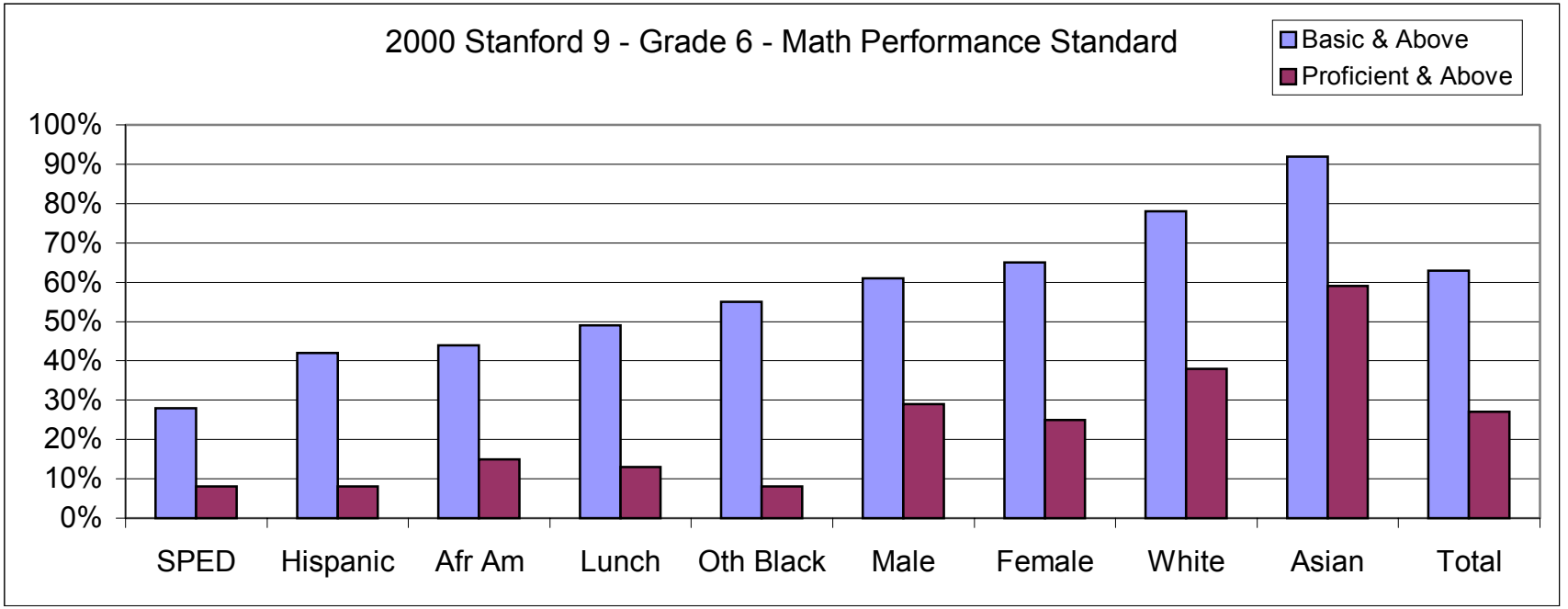

2000 Stanford 9 - Grade 4 - Total Reading Average NPR
27
33
33
34
36
48
49
61
70
48
SPED
Afr Am
Lunch
Hispanic
Oth Black
Male
Female
White
Asian
Total

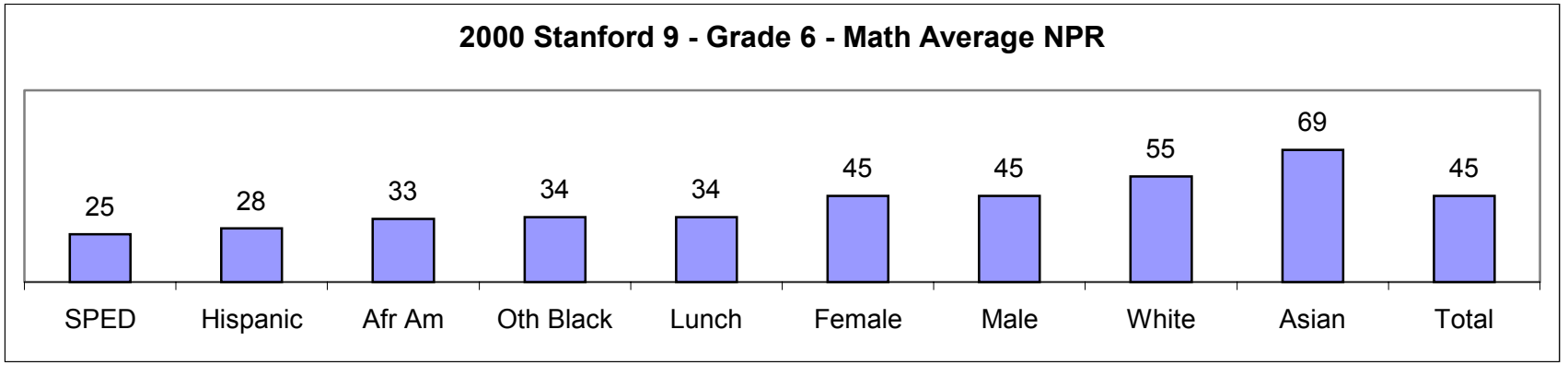

2000 Stanford 9 - Grade 5 - Total Reading Performance Standards
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Hispanic
Lunch
Afr Am
Oth Black
Female
Male
White
Asian
Total

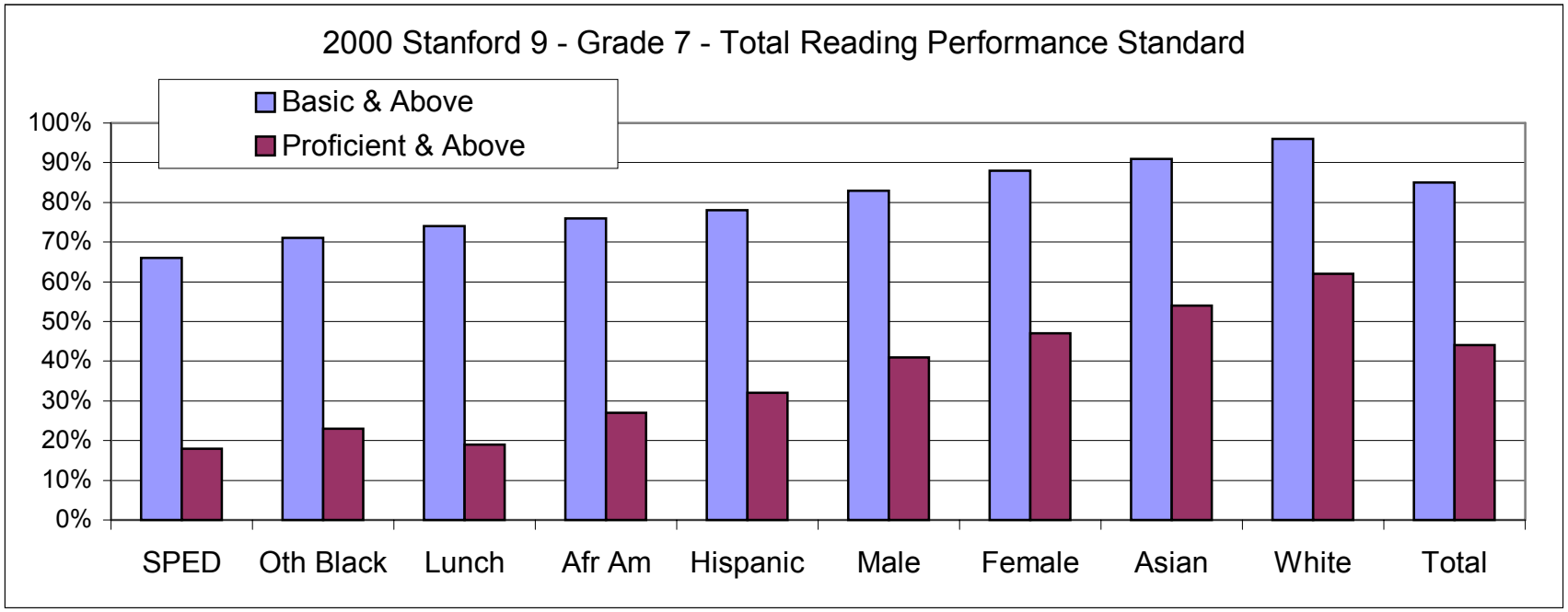

2000 Stanford 9 - Grade 5 - Total Reading Average NPR
28
32
34
36
36
49
50
62
63
50
SPED
Oth Black
Hispanic
Afr Am
Lunch
Female
Male
Asian
White
Total

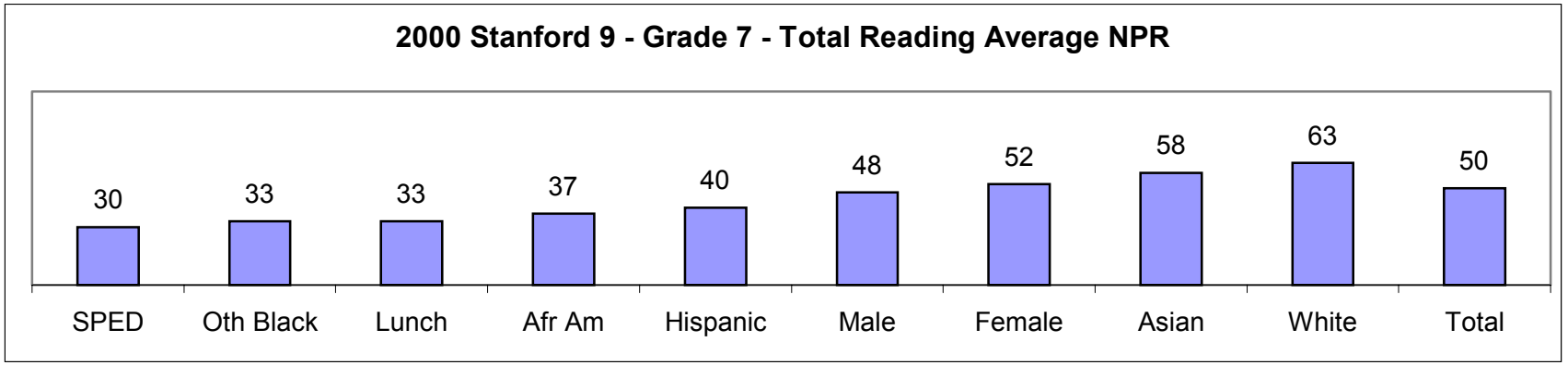

2000 Stanford 9 - Grade 6 - Total Reading Performance Standards
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Hispanic
Oth Black
Lunch
Afr Am
Male
Female
White
Asian
Total

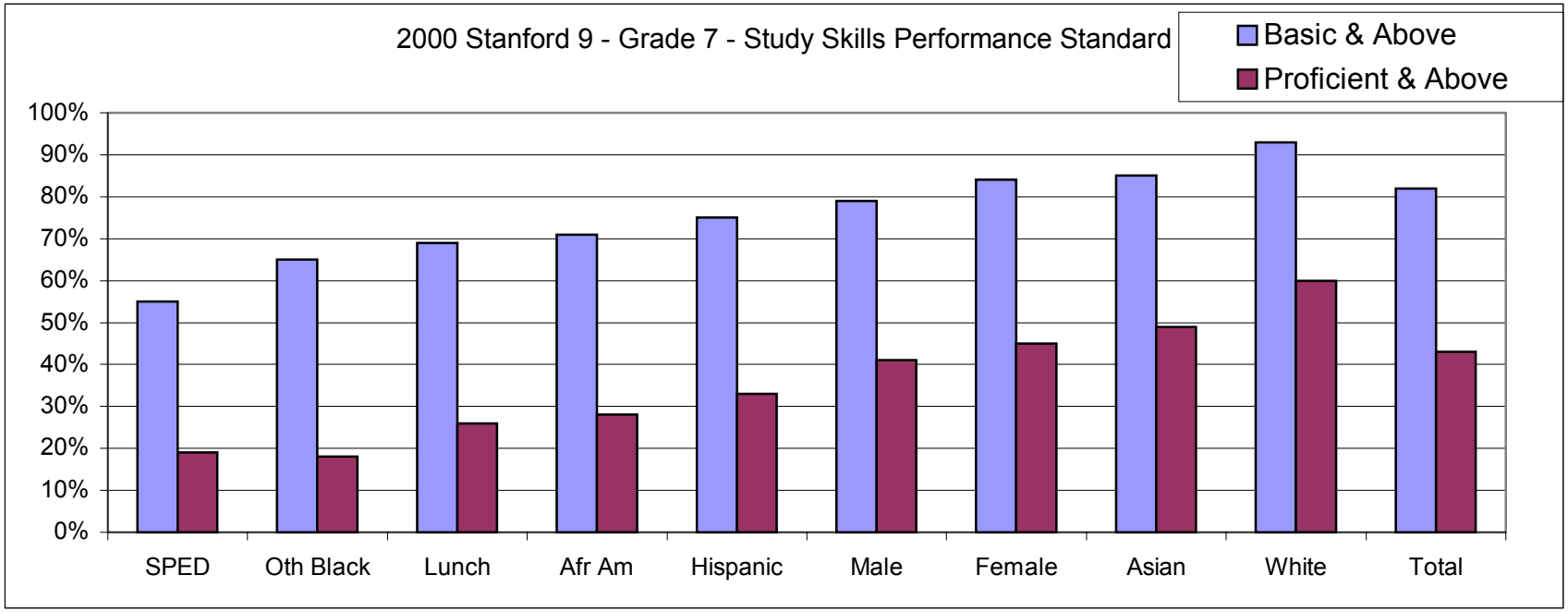

2000 Stanford 9 - Grade 6 - Total Reading Average NPR
28
31
34
34
38
46
52
62
63
49
SPED
Hispanic
Oth Black
Lunch
Afr Am
Male
Female
Asian
White
Total

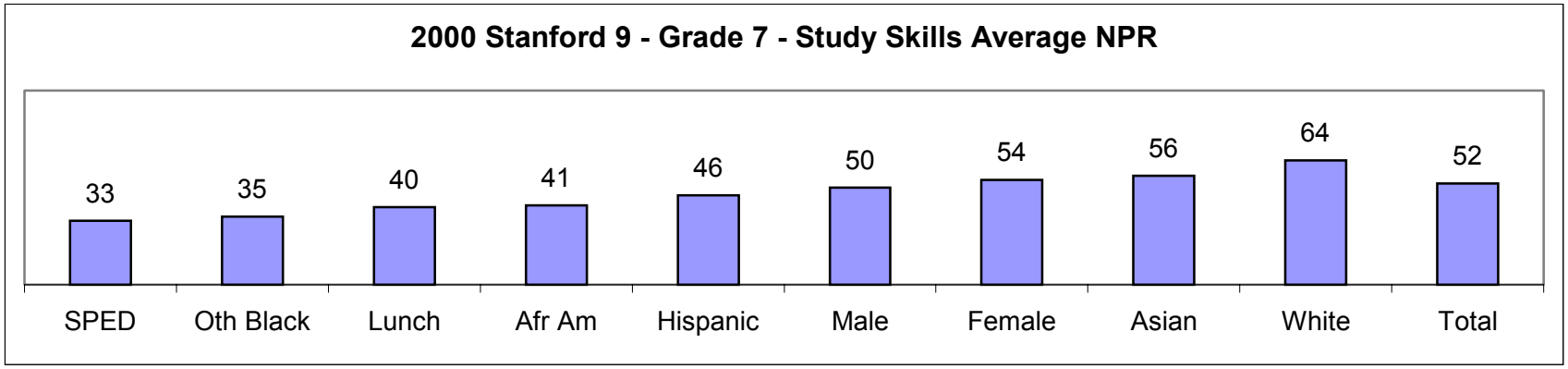

2000 Stanford 9 - Grade 6 - Math Performance Standard
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Hispanic
Afr Am
Lunch
Oth Black
Male
Female
White
Asian
Total

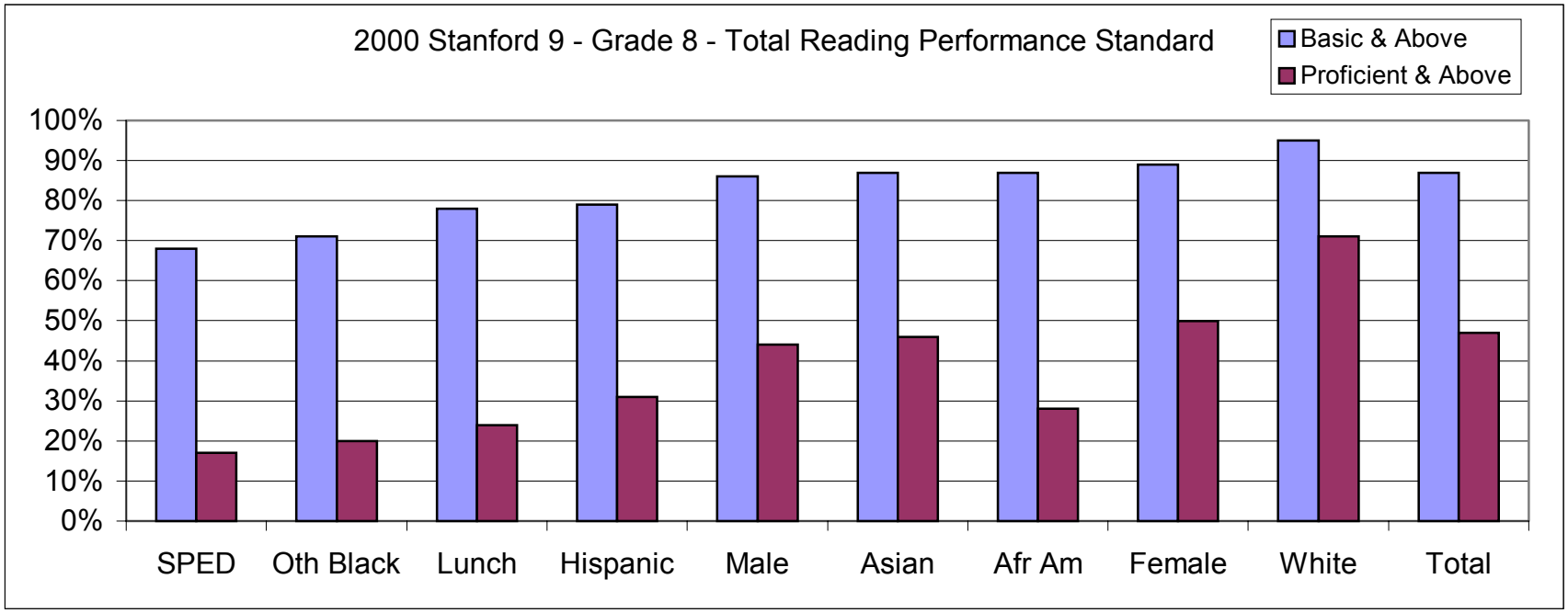

2000 Stanford 9 - Grade 6 - Math Average NPR
25
28
33
34
34
45
45
55
69
45
SPED
Hispanic
Afr Am
Oth Black
Lunch
Female
Male
White
Asian
Total

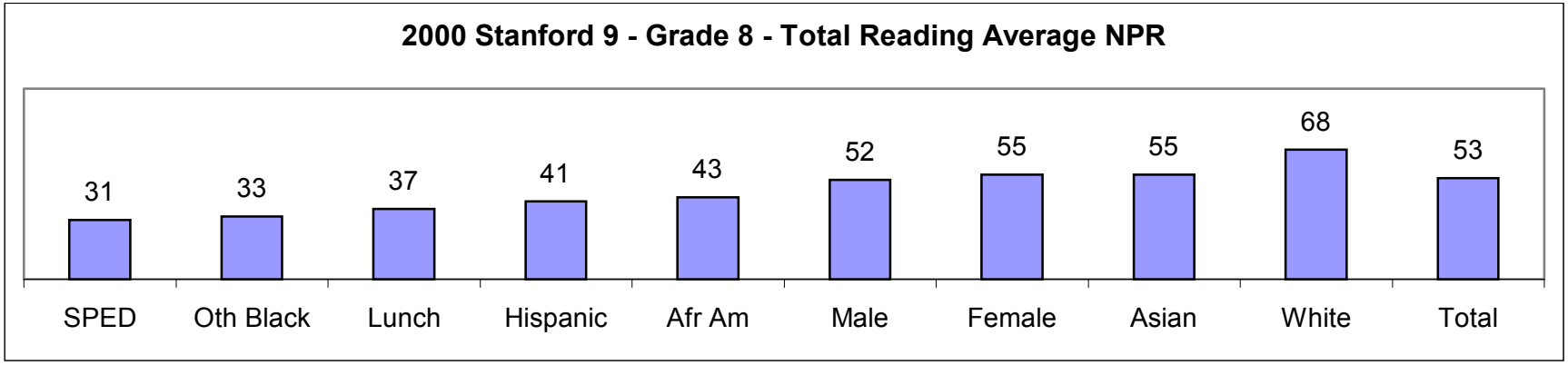

2000 Stanford 9 - Grade 7 - Total Reading Performance Standard
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Oth Black
Lunch
Afr Am
Hispanic
Male
Female
Asian
White
Total


2000 Stanford 9 - Grade 7 - Total Reading Average NPR
30
33
33
37
40
48
52
58
63
50
SPED
Oth Black
Lunch
Afr Am
Hispanic
Male
Female
Asian
White
Total


2000 Stanford 9 - Grade 7 - Study Skills Performance Standard
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Oth Black
Lunch
Afr Am
Hispanic
Male
Female
Asian
White
Total

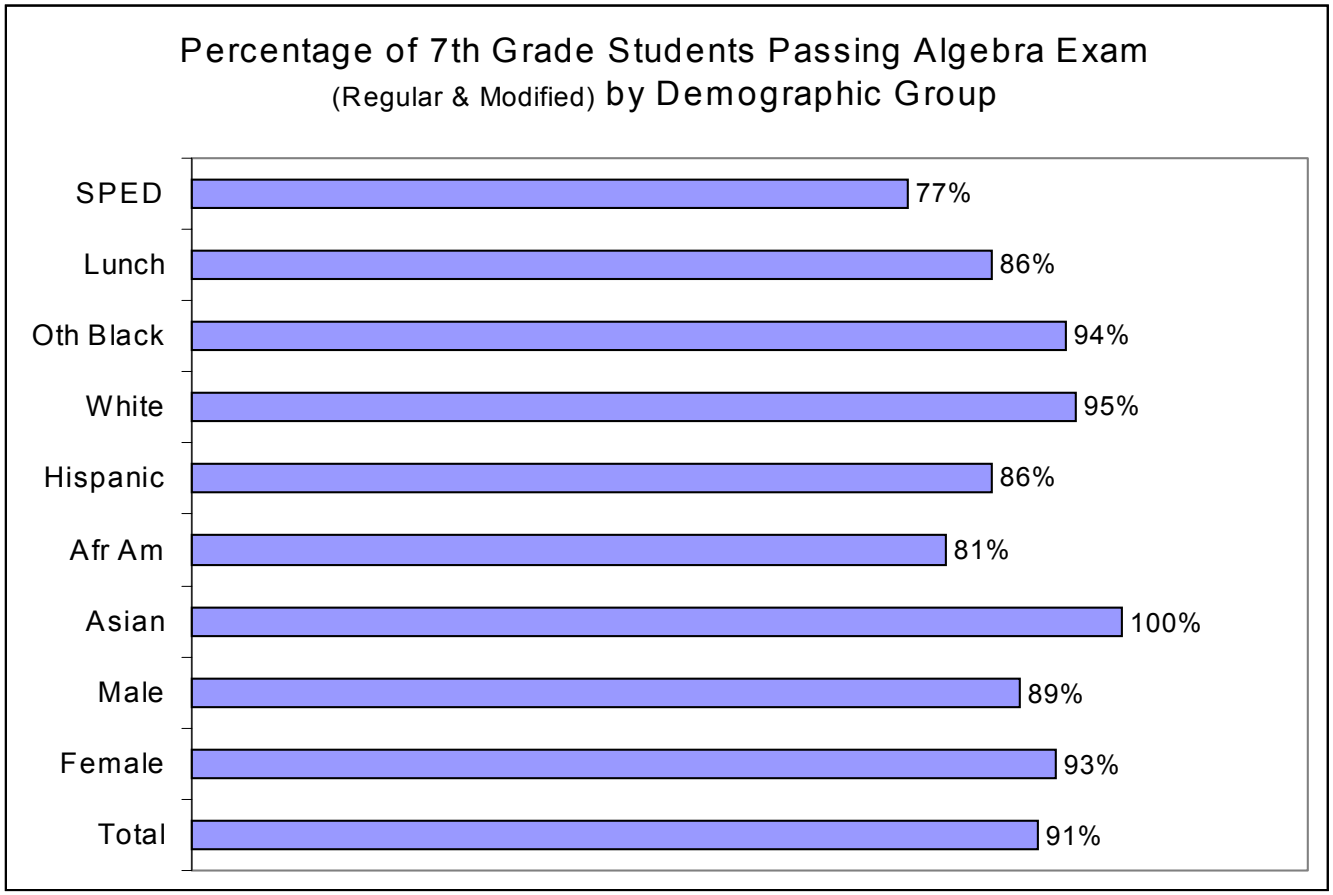

2000 Stanford 9 - Grade 7 - Study Skills Average NPR
33
35
40
41
46
50
54
56
64
52
SPED
Oth Black
Lunch
Afr Am
Hispanic
Male
Female
Asian
White
Total


2000 Stanford 9 - Grade 8 - Total Reading Performance Standard
Basic & Above
Proficient & Above
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
SPED
Oth Black
Lunch
Hispanic
Male
Asian
Afr Am
Female
White
Total


2000 Stanford 9 - Grade 8 - Total Reading Average NPR
31
33
37
41
43
52
55
55
68
53
SPED
Oth Black
Lunch
Hispanic
Afr Am
Male
Female
Asian
White
Total

Algebra Exam - Part I

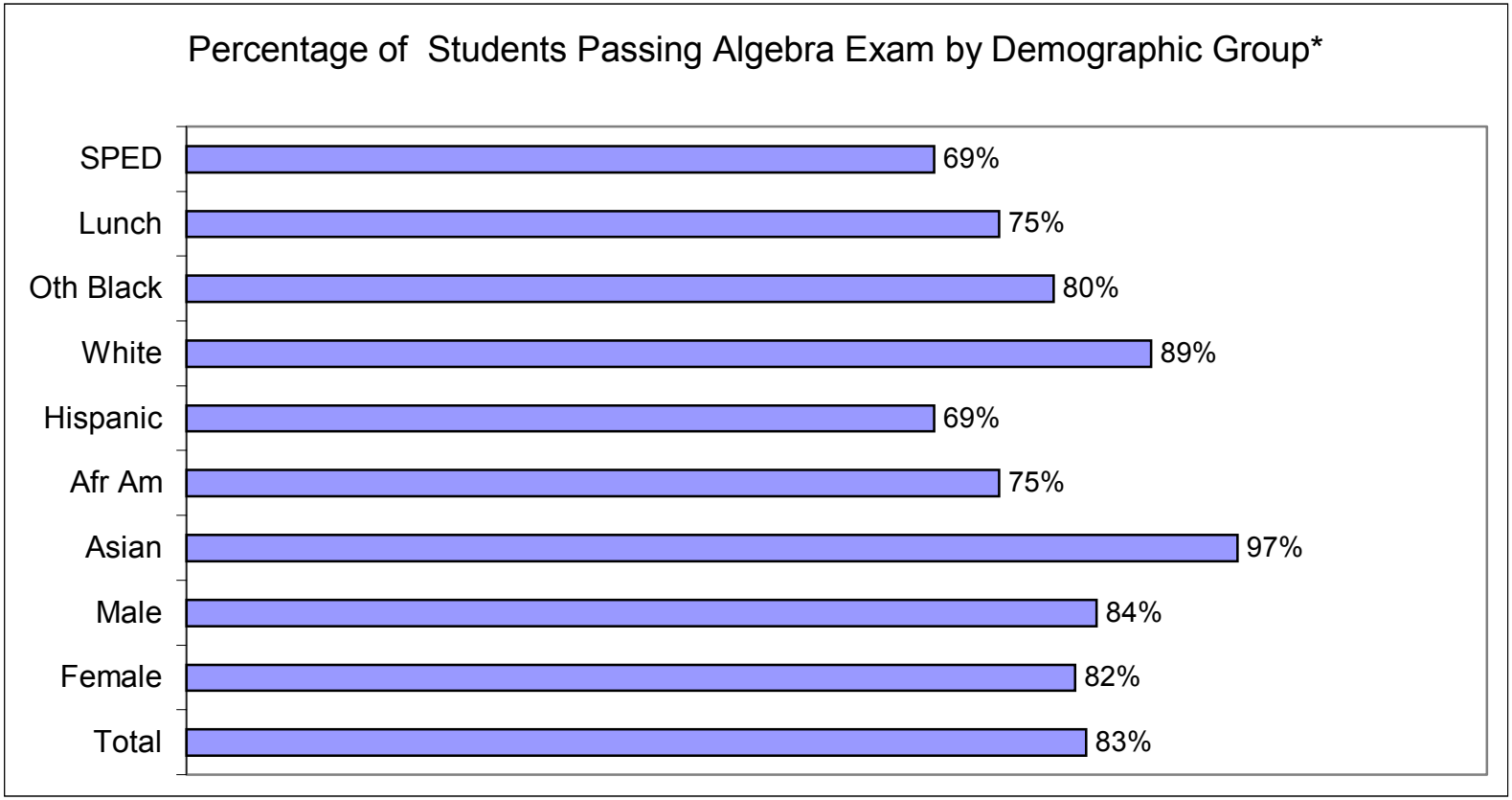
- 431 seventh grade students took the Algebra Exam - Part 1; of those, 43 took a modified version of that exam.
  - Of the 388 students who took the Algebra Exam - Part I without modifications, 93% passed the Exam.
  - Of the 43 students who took a modified version of the Algebra Exam - Part 1, 72% passed.
- Overall, 91% of all students passed the Algebra Exam - Part I. In **1999/2000**, 75% of all students taking the Algebra Exam - Part I passed.



Algebra Exam - Part II

- 388 eighth grade students took the Algebra Exam - Part II. 316 students (83%) passed the test. **In 1999/2000**, this test was piloted and no results were available.

- ***Demographics***



*Harrington, Kennedy Amigos, and Haggerty 8th grade students did not take the Algebra Exam - Part II.

Algebra Exam - Part 1 Results by Demographic Group

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Percentage Passing	91%	93%	89%	100%	81%	86%	95%	94%	86%	77%
Pass Algebra Exam	393	203	190	37	73	43	178	61	163	72
Total	431	218	213	37	90	50	188	65	189	94

Algebra Exam - Part II - Results by Demographic Group

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Percentage	83%	82%	84%	97%	75%	69%	89%	80%	75%	69%
Pass Algebra Exam	316	165	151	34	65	25	150	39	103	58
Total	388	202	178	35	87	36	169	49	138	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%
Statewide 2001			7%		31%		62%

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%
Statewide 2001			11%		38%		44%		7%

* 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%
Statewide 2001			19%		46%		24%		10%

* 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%
Statewide 2001			33%		30%		23%		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%
Statewide 2001			12%		32%		49%		6%

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%
Statewide 2001			8%		25%		59%		8%

* 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%
Statewide 2001			31%		34%		23%		11%

* Only includes students who were tested.

History - GRADE 8

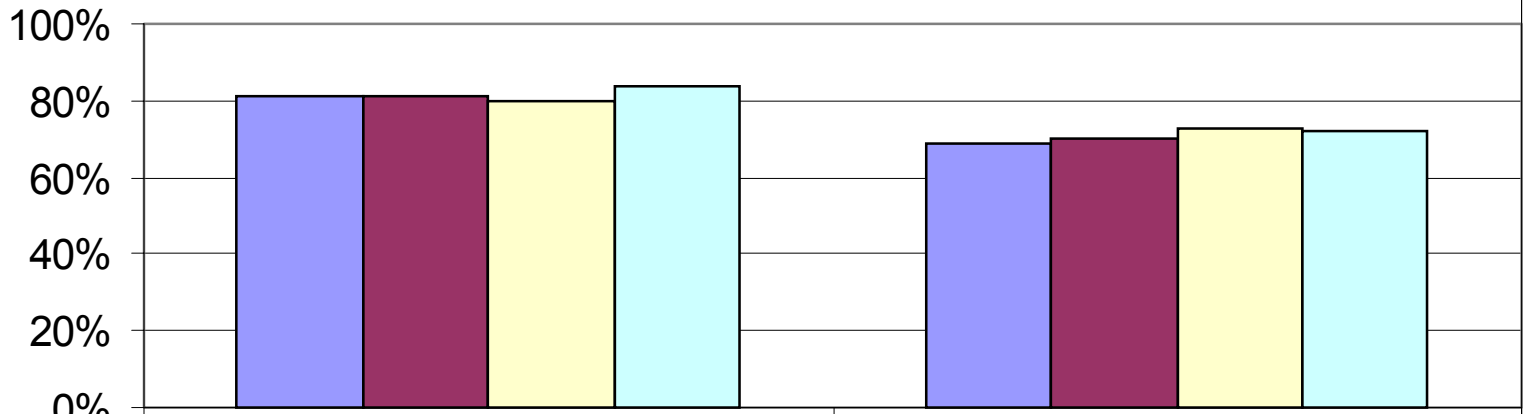
	TOTAL	WARNING		NEEDS IMPROVEMENT		PROFICIENT		ADVANCED	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 2000*	469	304	65%	139	30%	26	6%	0	0%
SPRING 2001	483	253	52%	196	41%	30	6%	4	1%
Statewide 2001			41%		48%		10%		1%

* Only includes students who were tested.

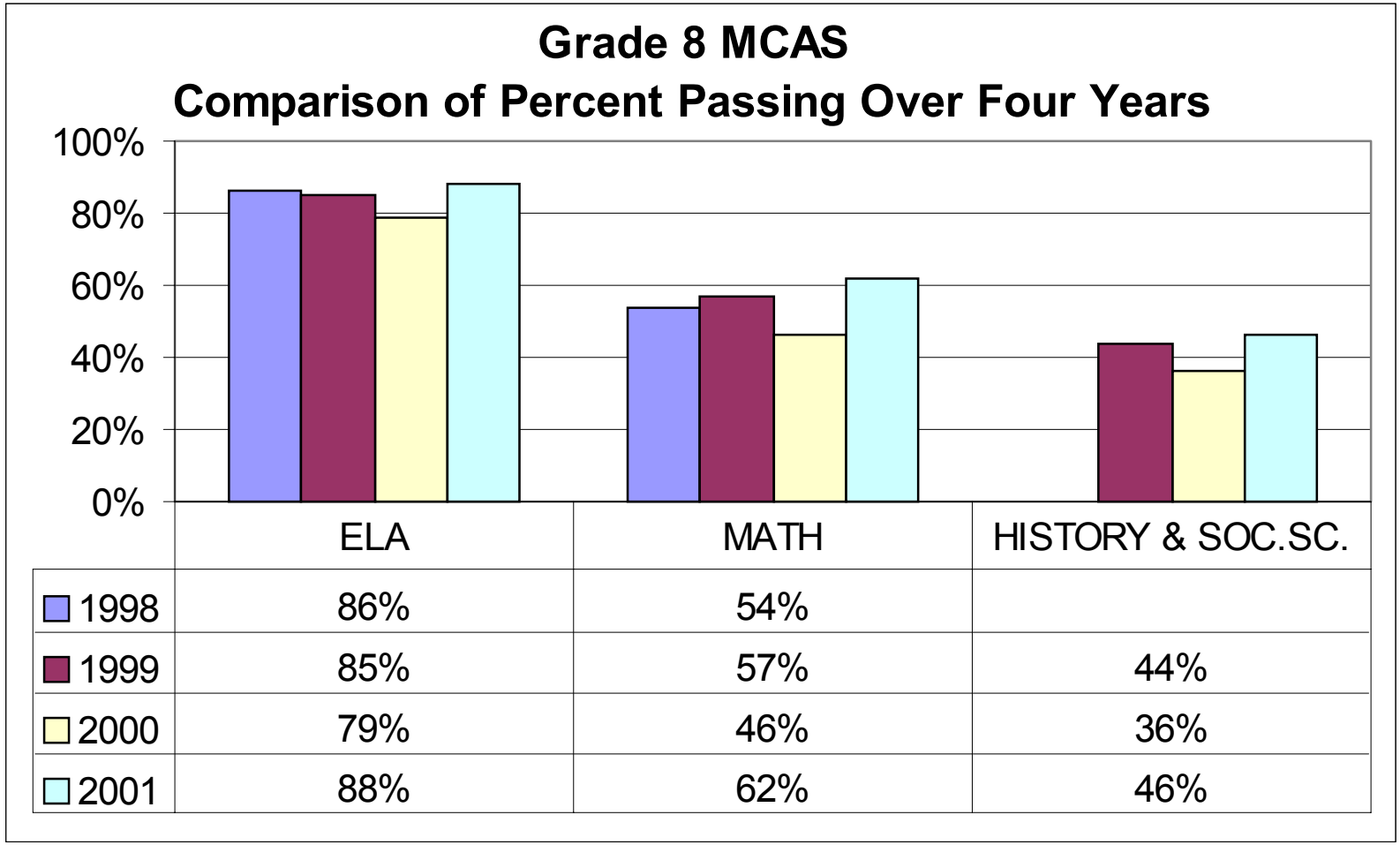
MCAS SCORES -- FOUR YEAR COMPARISON – PERCENT PASSING

% Passing	1998	1999	2000	2001	State 2001
Grade Tested			*valid results from students actually tested*	*valid results from students actually tested*	
3 Reading	na	na	na	90%	93%
4 ELA	81%	81%	80%	84%	89%
4 Math	69%	70%	73%	72%	81%
4 Science	78%	84%	85%	*na*	*na*
5 Science/Tech	*na*	*na*	*na*	*Item analysis only*	*na*
5 History/Soc Sci	*na*	*na*	*na*	*Item analysis only*	*na*
6 Math	*na*	*na*	*na*	59%	66%
7 ELA	*na*	*na*	*na*	85%	88%
8 ELA	86%	85%	78%	88%	92%
8 Math	54%	57%	46%	62%	69%
8 His/SS	*na*	44%	36%	46%	59%
8 Science	52%	43%	43%	*Item analysis only*	*na*

Grade 4 MCAS
Comparison of Percent Passing Over FourYears

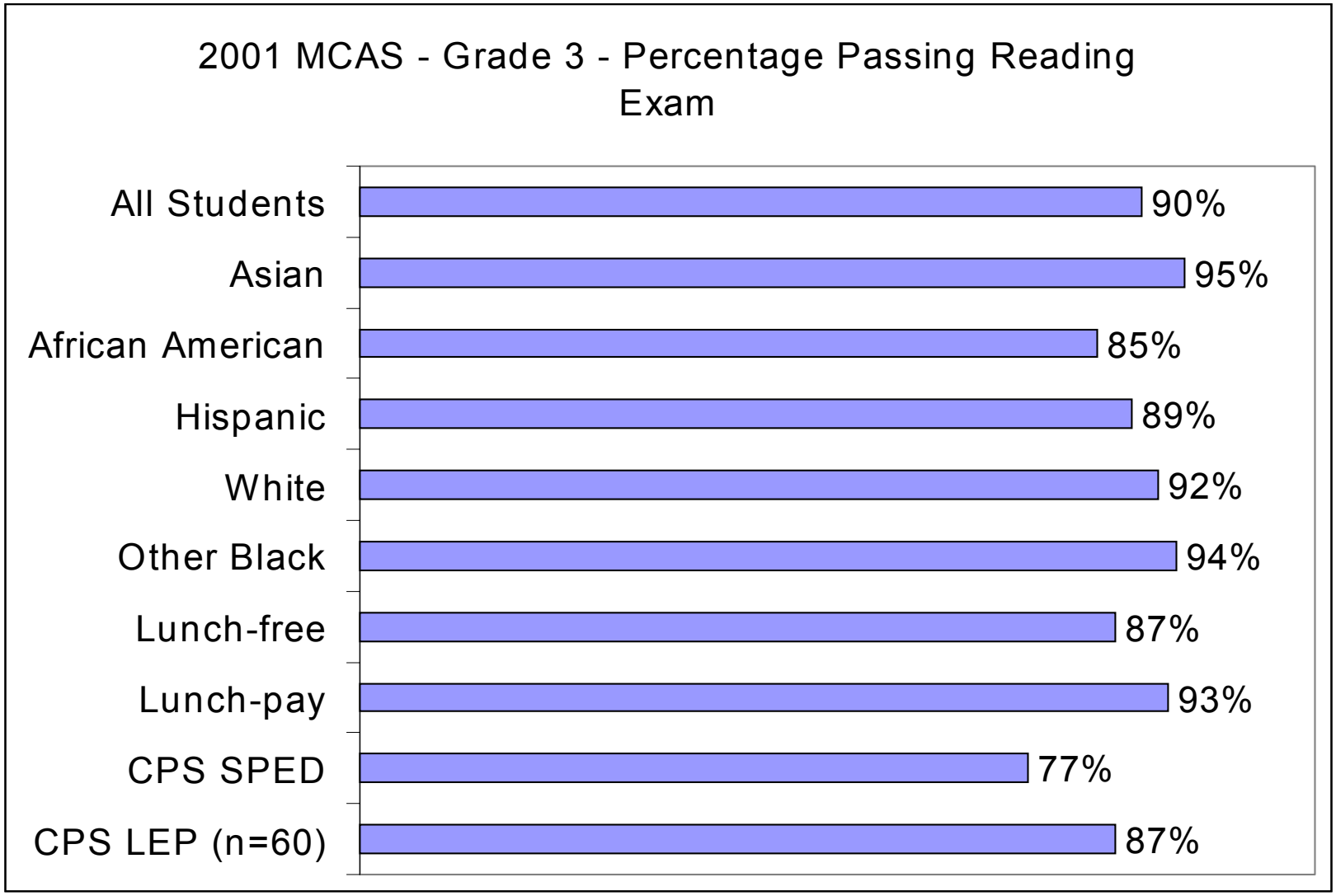


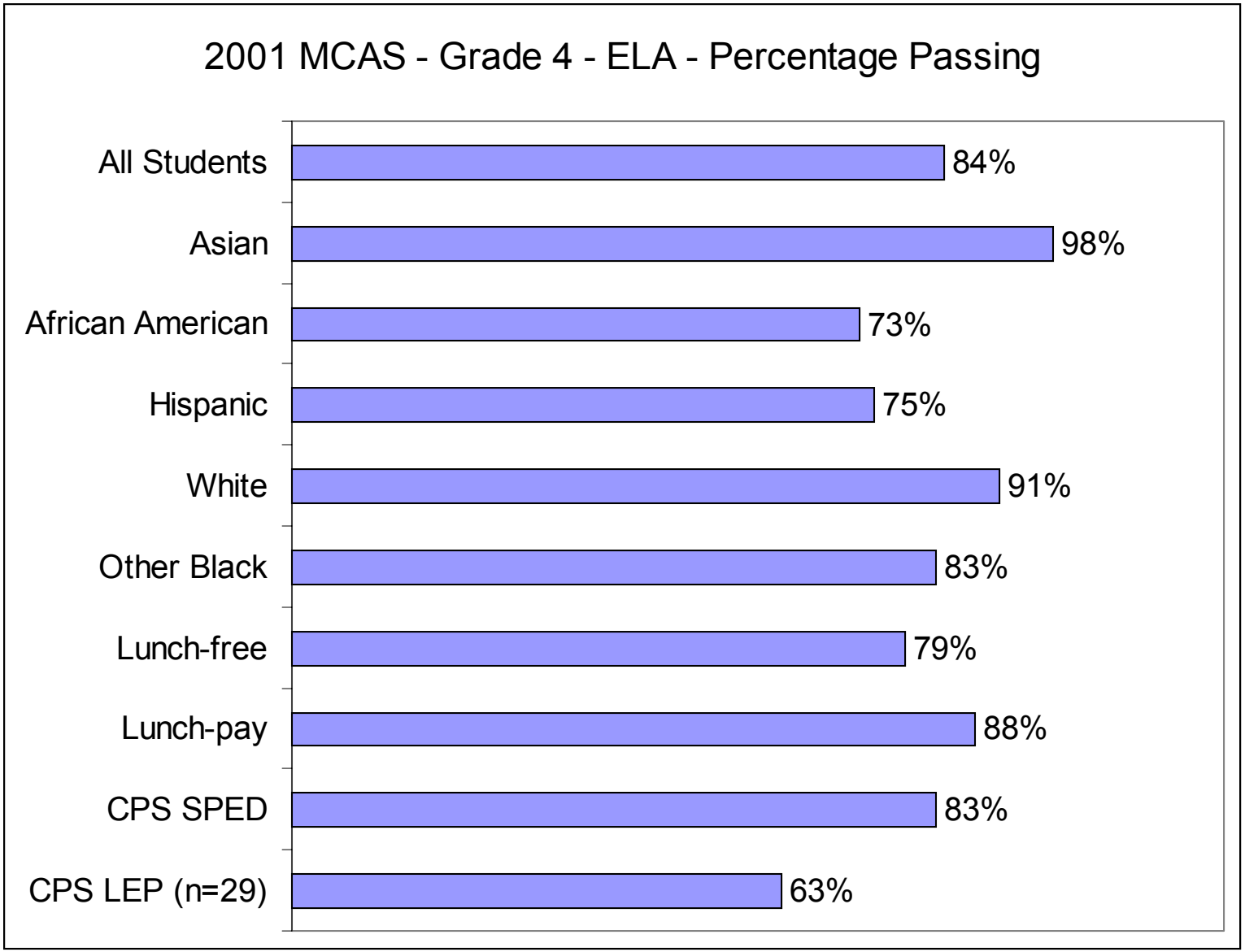
	ELA	MATH
1998	81%	69%
1999	81%	70%
2000	80%	73%
2001	84%	72%

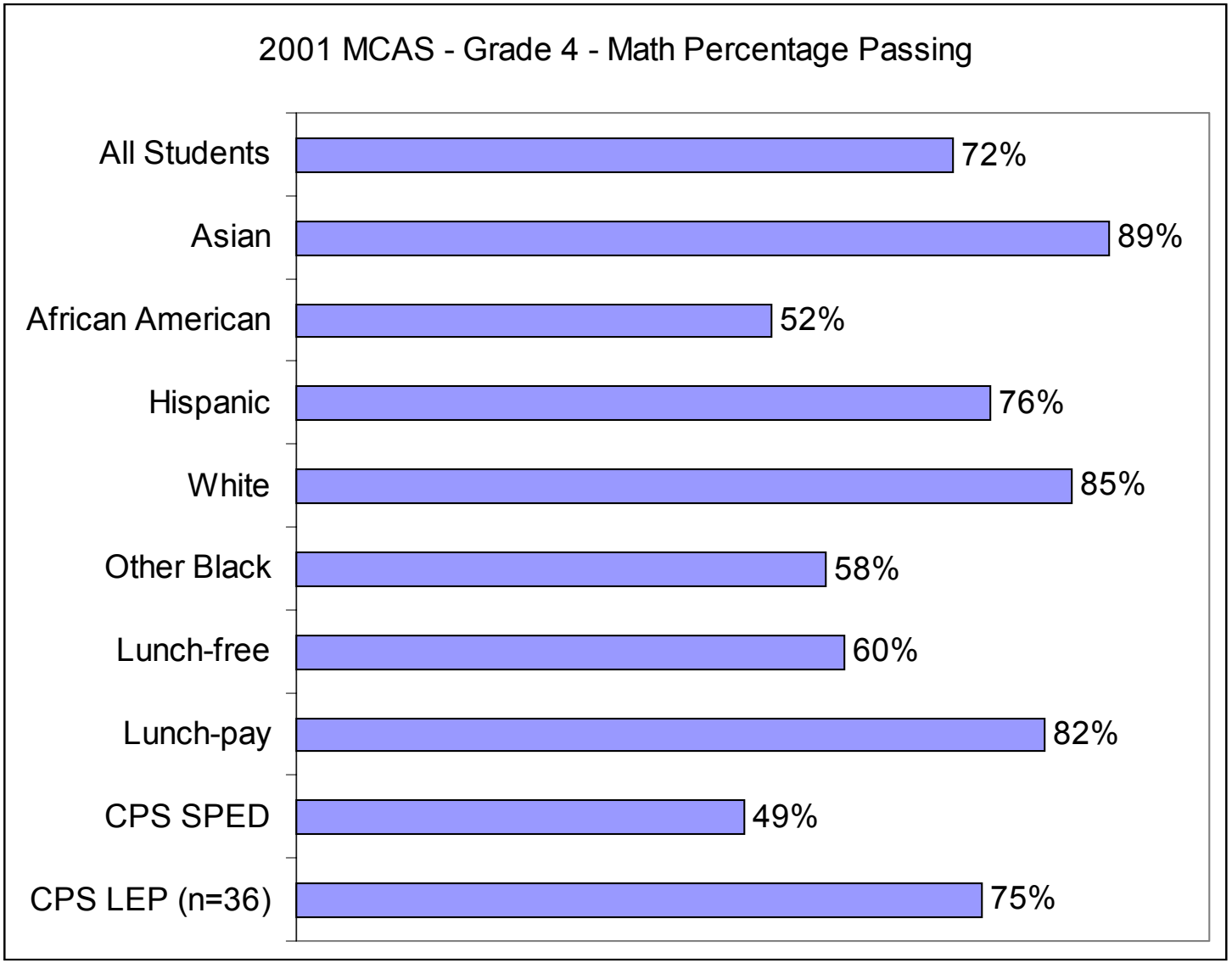


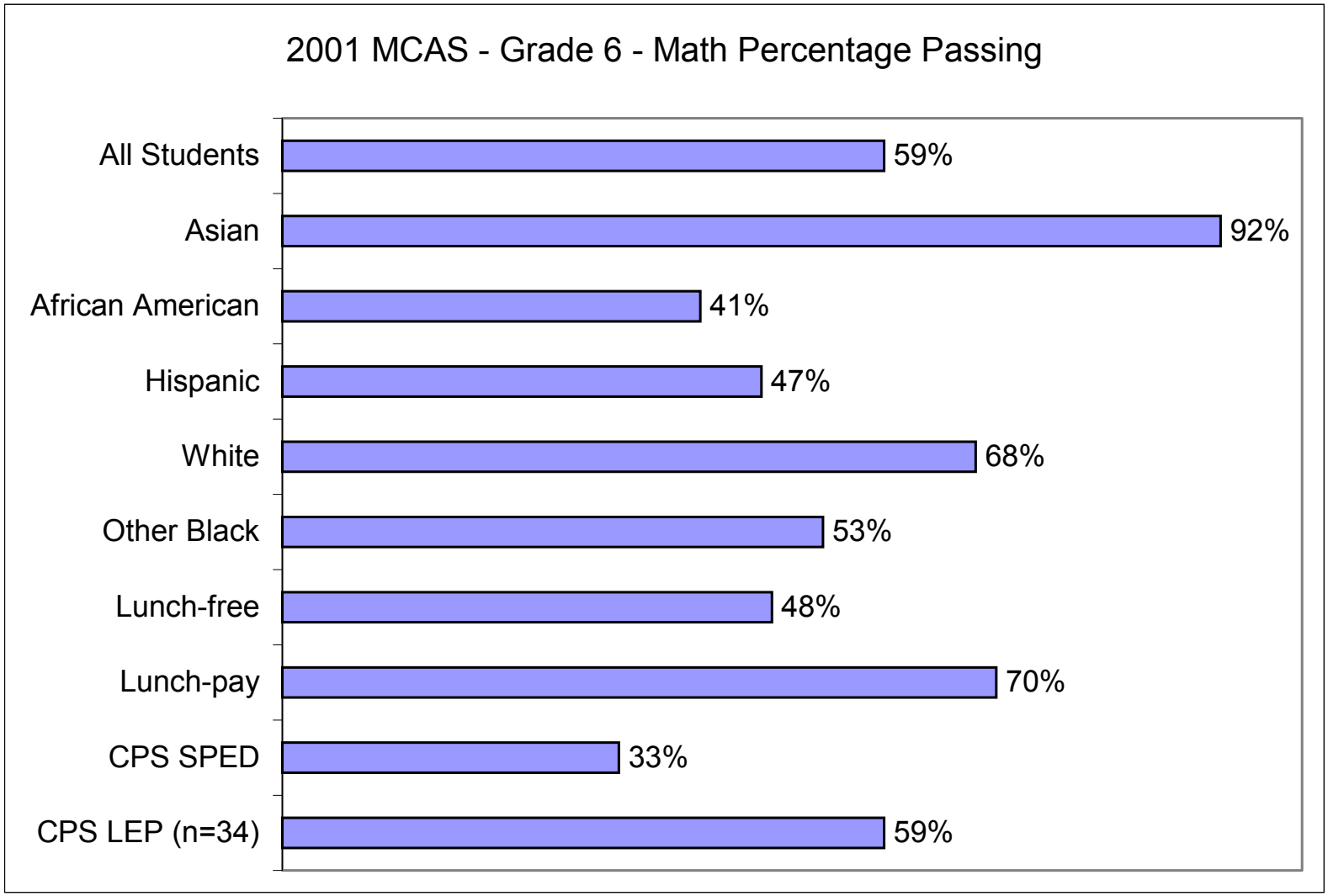
	ELA	MATH	HISTORY & SOC.SC.
1998	86%	54%	
1999	85%	57%	44%
2000	79%	46%	36%
2001	88%	62%	46%

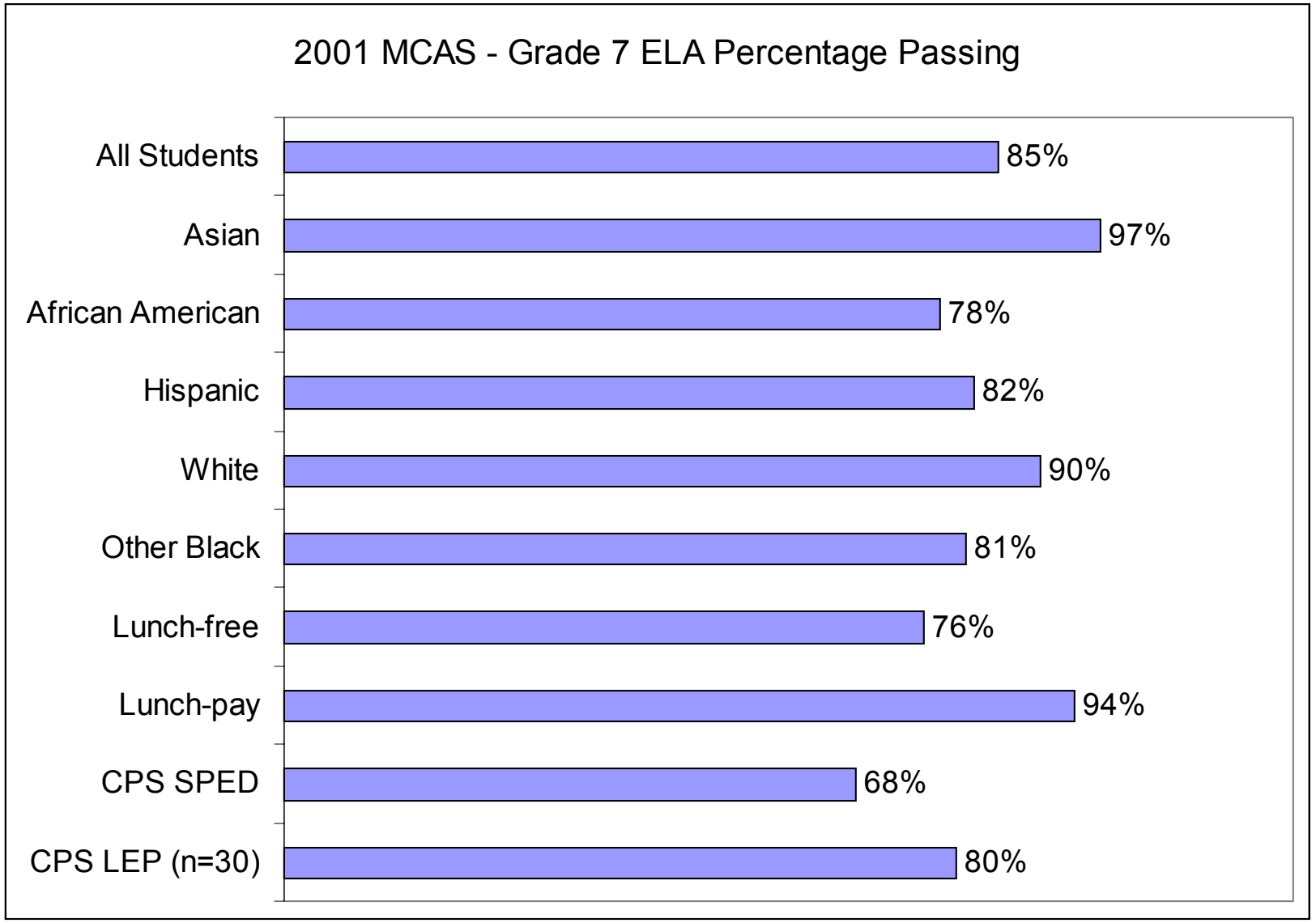
MCAS SCORES 2001 -- PERCENT PASSING FOR STUDENT SUB GROUPS

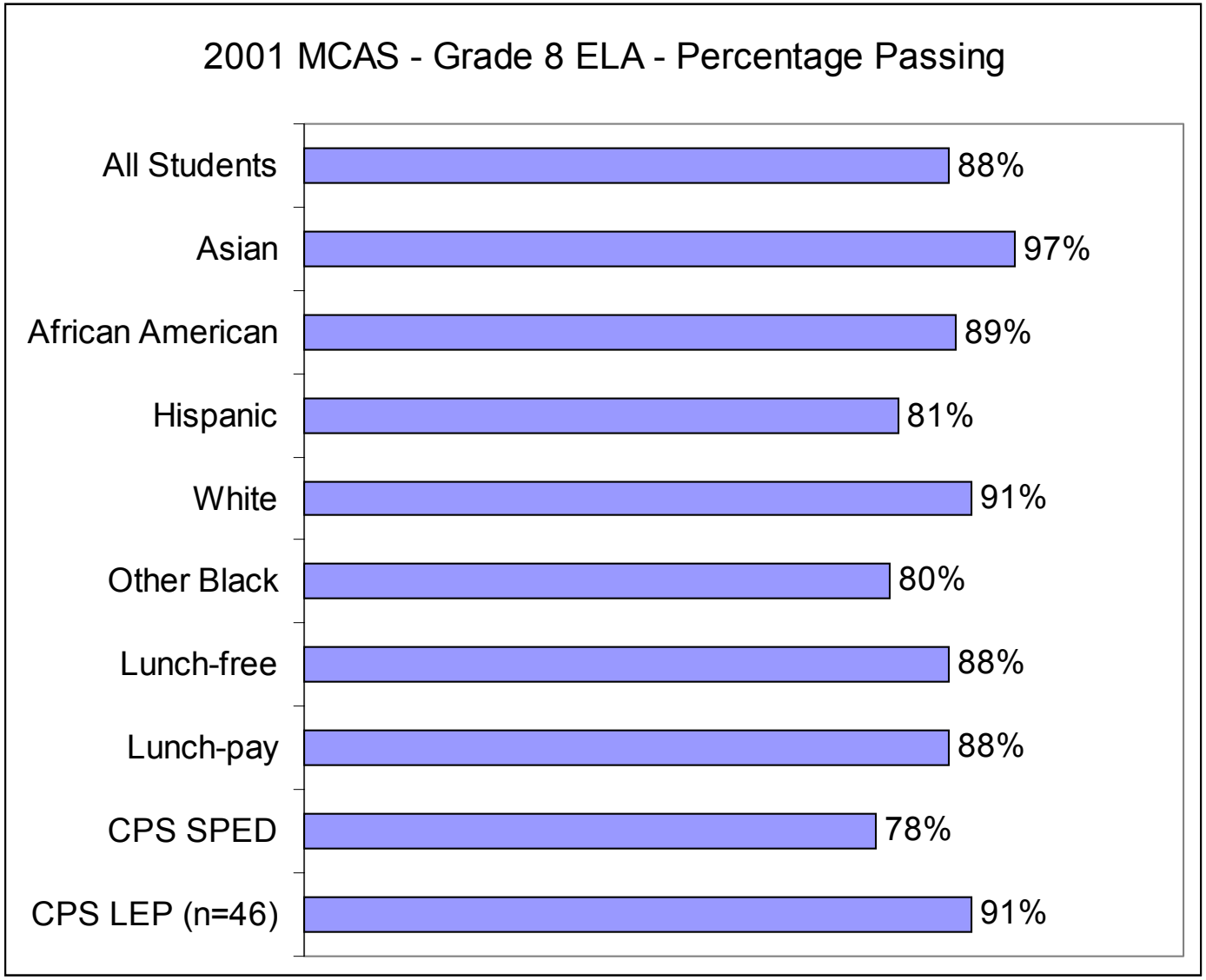


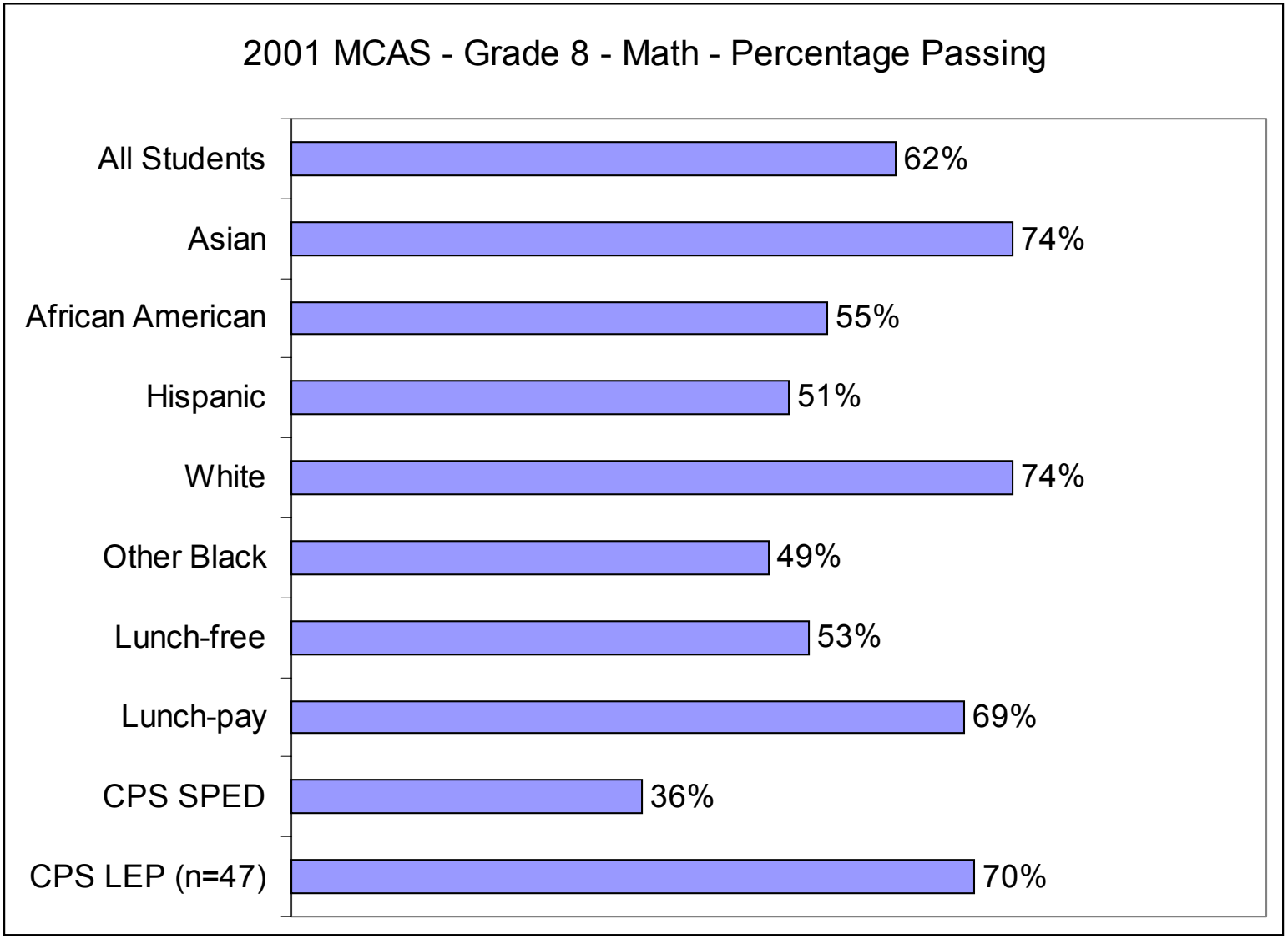

2001 MCAS - Grade 4 - ELA - Percentage Passing
All Students
84%
Asian
98%
African American
73%
Hispanic
75%
White
91%
Other Black
83%
Lunch-free
79%
Lunch-pay
88%
CPS SPED
83%
CPS LEP (n=29)
63%

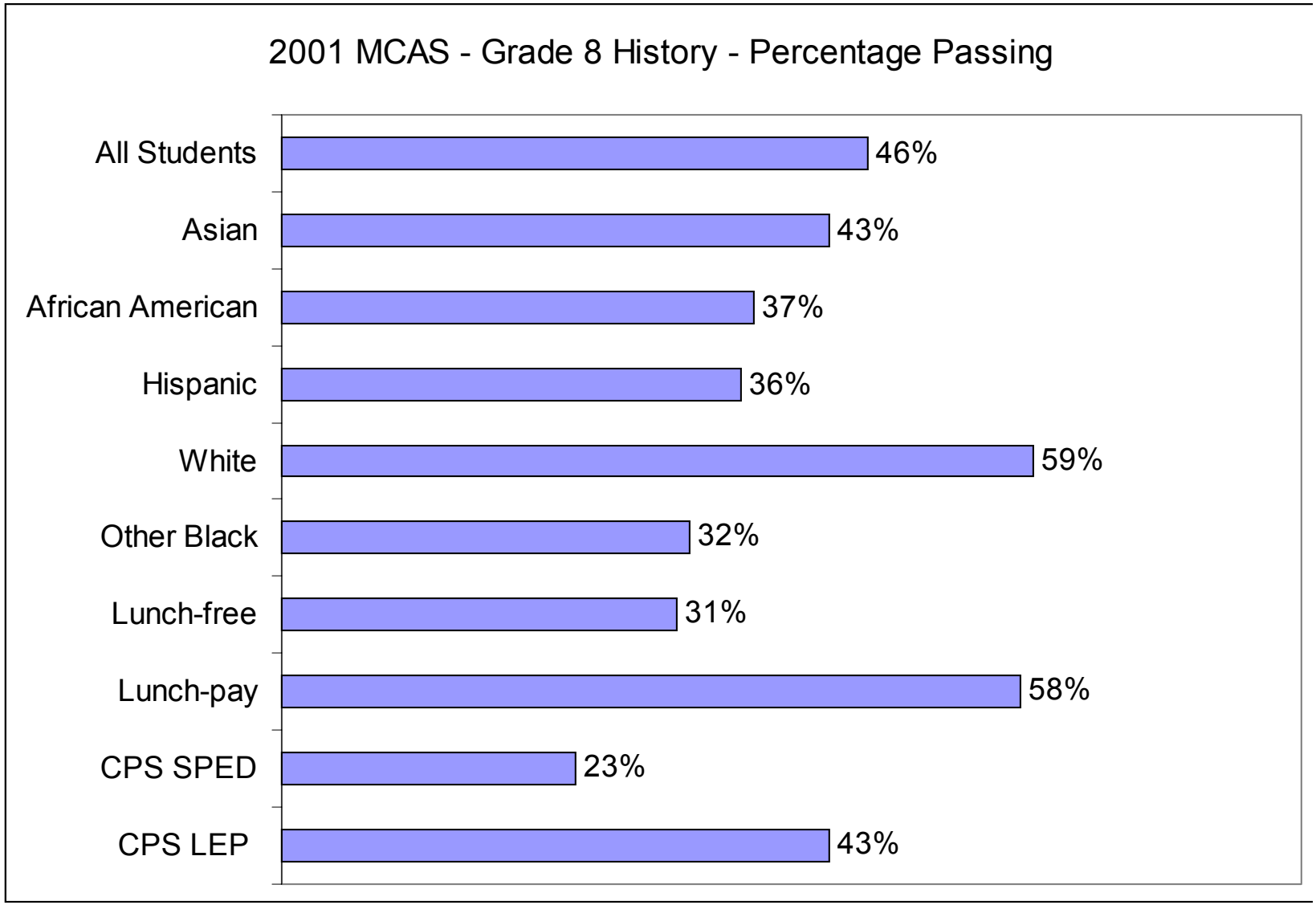

2001 MCAS - Grade 4 - Math Percentage Passing
All Students
72%
Asian
89%
African American
52%
Hispanic
76%
White
85%
Other Black
58%
Lunch-free
60%
Lunch-pay
82%
CPS SPED
49%
CPS LEP (n=36)
75%


2001 MCAS - Grade 6 - Math Percentage Passing
All Students
59%
Asian
92%
African American
41%
Hispanic
47%
White
68%
Other Black
53%
Lunch-free
48%
Lunch-pay
70%
CPS SPED
33%
CPS LEP (n=34)
59%


2001 MCAS - Grade 7 ELA Percentage Passing
All Students
85%
Asian
97%
African American
78%
Hispanic
82%
White
90%
Other Black
81%
Lunch-free
76%
Lunch-pay
94%
CPS SPED
68%
CPS LEP (n=30)
80%


2001 MCAS - Grade 8 ELA - Percentage Passing
All Students
88%
Asian
97%
African American
89%
Hispanic
81%
White
91%
Other Black
80%
Lunch-free
88%
Lunch-pay
88%
CPS SPED
78%
CPS LEP (n=46)
91%


2001 MCAS - Grade 8 - Math - Percentage Passing
All Students
62%
Asian
74%
African American
55%
Hispanic
51%
White
74%
Other Black
49%
Lunch-free
53%
Lunch-pay
69%
CPS SPED
36%
CPS LEP (n=47)
70%


2001 MCAS - Grade 8 History - Percentage Passing
All Students
46%
Asian
43%
African American
37%
Hispanic
36%
White
59%
Other Black
32%
Lunch-free
31%
Lunch-pay
58%
CPS SPED
23%
CPS LEP
43%

English Language Arts - Percentage Passing

	Grade 3	Grade 4	Grade 7	Grade 8
All Students	90%	84%	85%	88%
Tested Regular	95%	91%	87%	90%
Tested SPED	73%	62%	72%	79%
Tested LEP	89% (18)	91% (11)	100% (4)	100% (6)
Asian	95%	98%	97%	97%
African American	85%	73%	78%	89%
Hispanic	89%	75%	82%	81%
White	92%	91%	90%	91%
Other Black	94%	83%	81%	80%
Lunch-free	87%	79%	76%	88%
Lunch-pay	93%	88%	94%	88%
CPS SPED	77%	63%	68%	78%
CPS LEP	87% (60)	83% (29)	80% (30)	91% (46)

Math - Percentage Passing

	Grade 4	Grade 6	Grade 8
All Students	72%	59%	62%
Tested Regular	79%	65%	68%
Tested SPED	45%	36%	35%
Tested LEP	83% (12)	56% (16)	100% (6)
Asian	89%	92%	77%
African American	52%	41%	55%
Hispanic	76%	47%	51%
White	85%	68%	74%
Other Black	58%	53%	49%
Lunch-free	60%	48%	53%
Lunch-pay	82%	70%	69%
CPS SPED	49%	33%	36%
CPS LEP	75% (36)	59% (34)	70% (47)

History - Percentage Passing

	Grade 8
All Students	46%
Tested Regular	52%
Tested SPED	23%
Tested LEP	33% (6)
Asian	43%
African American	37%
Hispanic	36%
White	59%
Other Black	32%
Lunch-free	31%
Lunch-pay	58%
CPS SPED	23%
CPS LEP	43% (47)