Elementarty K-5

Student Data Report

1999-2000

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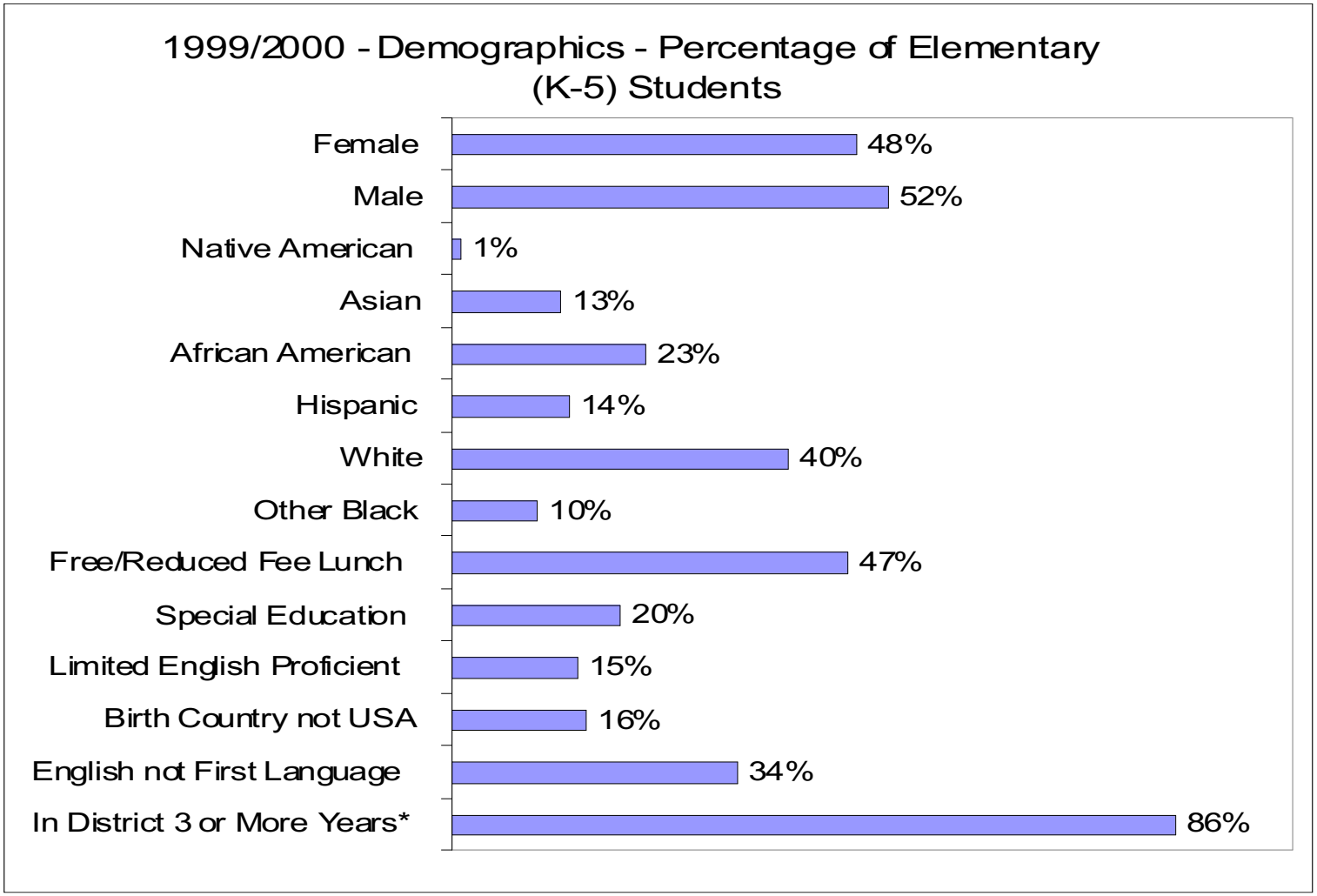
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Elementary (K-5) Demographics

The following chart illustrates the proportion of various demographic groups of students in grades kindergarten through five.



Demographics - Elementary School (K-5) - Number by Grade

The number of students who have been enrolled in the district for three or more years is not calculated until grade two and considers kindergarten as the first possible enrollment year. Percentages are based on available data only. Please note that data regarding years in the district is missing for 39% of the enrolled students.

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	729	348	381	8	110	146	94	312	58	335	63	172	253	
First	588	279	309	4	75	128	95	219	67	279	70	103	217	
Second	622	304	318	3	78	147	92	240	62	285	129	105	225	490
Third	585	284	301	3	73	163	72	217	57	282	133	61	164	492
Fourth	579	290	289	3	69	126	75	250	56	256	126	69	197	461
Fifth	612	298	314	7	68	128	90	245	74	289	155	63	202	501
Ungraded	81	18	63	0	4	34	20	16	7	52	81	1	27	65
Total	3796	1821	1975	28	477	872	538	1499	381	1778	757	574	1285	2009
% of Elementary		**48%**	**52%**	**1%**	**13%**	**23%**	**14%**	**40%**	**10%**	**47%**	**20%**	**15%**	**34%**	**87%**

*** data missing for 1466 students**

There is a drop in grade level enrollments between grades of an average of 23 students per grade; however this is due for the most part to the large enrollment at the kindergarten level. By removing the kindergarten and reviewing the enrollment in grades one through five only, the average difference in grade level enrollment consists of a 6 student increase. It may be useful to study more carefully the reasons for the drop in enrollment between kindergarten and grade one. This may also be an important point at which to establish strong links with families so as to ensure their continued enrollment in the district schools.

Demographics - Elementary School (K-5) - Percentage by Grade

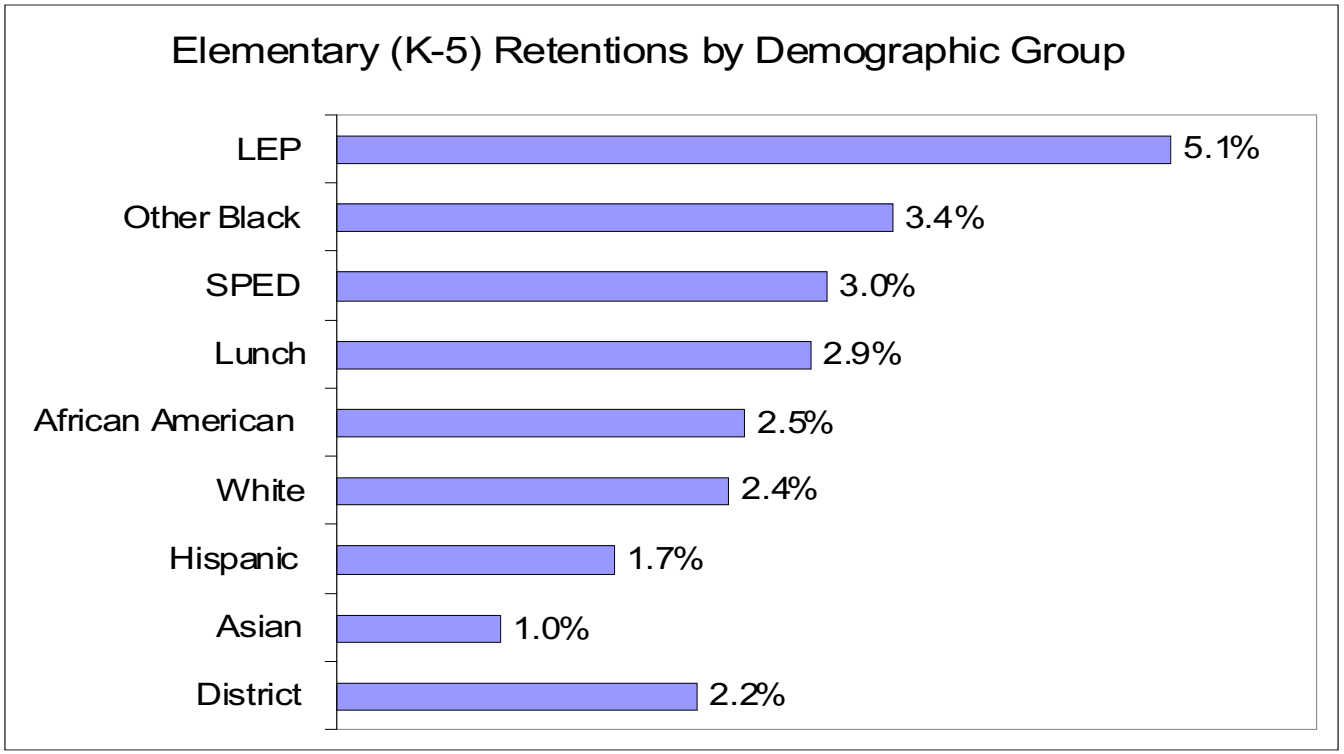
Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	19%	48%	52%	1%	15%	20%	13%	43%	8%	46%	9%	24%	35%	
First	15%	47%	53%	1%	13%	22%	16%	37%	11%	47%	12%	18%	37%	
Second	16%	49%	51%	0%	13%	24%	15%	39%	10%	46%	21%	17%	36%	85%
Third	15%	49%	51%	1%	12%	28%	12%	37%	10%	48%	23%	10%	28%	88%
Fourth	15%	50%	50%	1%	12%	22%	13%	43%	10%	44%	22%	12%	34%	87%
Fifth	16%	49%	51%	1%	11%	21%	15%	40%	12%	47%	25%	10%	33%	86%
Ungraded	2%	22%	78%	0%	5%	42%	25%	20%	9%	64%	100%	1%	33%	89%

Retentions

- 85 elementary students (K-5) were retained in 1999/2000, which is 2.2% of the total students enrolled in K-5 grades. This means that they repeated during the 1999-2000 school year a grade in which they had been enrolled during 1998-99

- ***By grade*** – 48 kindergarten students were retained (6.6%); 16 first grade students (2.7%); 17 second grade students (2.7%); 2 third grade students (.3%); 2 fourth grade student (.3%); no fifth grade or ungraded students were retained.

- ***By Demographics***



Retentions – Number by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	48	20	28	3	10	3	24	8	30	6	17	28
First	16	6	10	2	2	5	5	2	8	4	7	6
Second	17	5	12	0	6	1	7	3	11	9	5	11
Third	2	2	0	0	2	0	0	0	2	2	0	2
Fourth	2	1	1	0	2	0	0	0	1	2	0	1
Fifth	0	0	0	0	0	0	0	0	0	0	0	0
Total	85	34	51	5	22	9	36	13	52	23	29	48
District	**2.2%**	**1.9%**	**2.6%**	**1.0%**	**2.5%**	**1.7%**	**2.4%**	**3.4%**	**2.9%**	**3.0%**	**5.1%**	**3.7%**

Retentions – Percentage by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	7%	6%	7%	3%	7%	3%	8%	14%	9%	10%	10%	11%
First	3%	2%	3%	3%	2%	5%	2%	3%	3%	6%	7%	3%
Second	3%	2%	4%	0%	4%	1%	3%	5%	4%	7%	5%	5%
Third	0%	1%	0%	0%	1%	0%	0%	0%	1%	2%	0%	1%
Fourth	0%	0%	0%	0%	2%	0%	0%	0%	0%	2%	0%	1%
Fifth	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

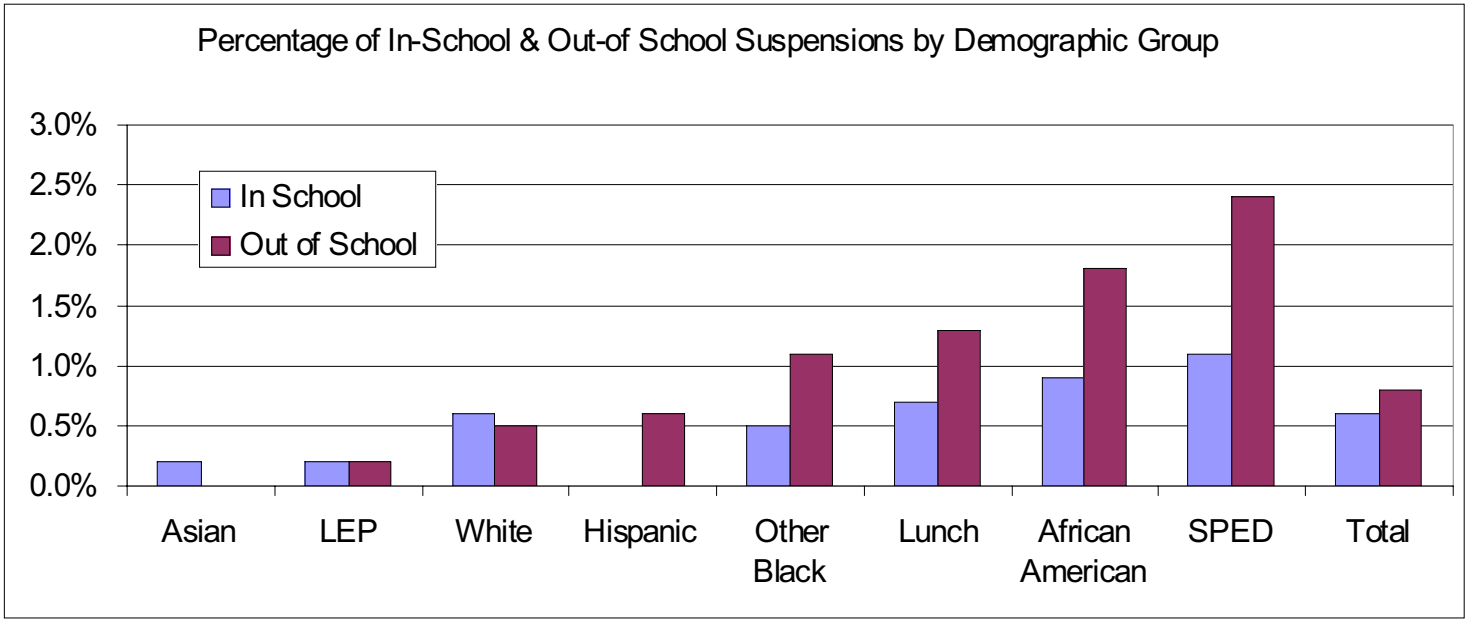
Suspensions

- ***In-School Suspensions***
  - 21 students were suspended (.6%).
  -
- ***In-District Suspensions***
  - 4 students were suspended to this program (.1%).

- ***Out-of-School Suspensions***
  - 31 students were suspended (.8%).

- ***By Demographics***

  (Because of the limited number of In-District Suspensions (4), the demographics for this category of suspension are not presented).



In-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	3	0	3	0	0	0	0	3	0	3	0	0	0	n/a
First	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a
Second	2	1	1	0	0	1	0	1	0	1	1	0	0	2
Third	3	1	2	0	0	3	0	0	0	2	2	0	0	3
Fourth	6	3	3	0	0	2	0	4	0	2	1	0	0	6
Fifth	6	3	3	1	1	1	0	1	2	5	3	1	2	5
Ungraded	1	0	1	0	0	1	0	0	0	0	1	0	0	1
Total	**21**	**8**	**13**	**1**	**1**	**8**	**0**	**9**	**2**	**13**	**8**	**1**	**2**	**17**
District	**0.6%**	**0.4%**	**0.7%**	**3.7%**	**0.2%**	**0.9%**	**0.0%**	**0.6%**	**0.5%**	**0.7%**	**1.1%**	**0.2%**	**0.2%**	**0.9%**

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	0.4%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.9%	0.0%	0.0%	0.0%	n/a
First	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a
Second	0.3%	0.3%	0.3%	0.0%	0.0%	0.7%	0.0%	0.4%	0.0%	0.4%	0.8%	0.0%	0.0%	0.4%
Third	0.5%	0.3%	0.7%	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	0.7%	1.4%	0.0%	0.0%	0.6%
Fourth	1.0%	1.0%	1.1%	0.0%	0.0%	1.6%	0.0%	1.6%	0.0%	0.8%	0.8%	0.0%	0.0%	1.3%
Fifth	1.0%	1.0%	1.0%	16.7%	1.4%	0.8%	0.0%	0.4%	2.7%	1.7%	1.9%	1.4%	1.0%	1.0%
Ungraded	1.2%	0.0%	1.6%	0.0%	0.0%	2.9%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	1.5%

In-District Suspensions – Number & Percentage by Grade

- Because of the limited number (4) of elementary (K-5) students suspended to this program, and in the interest of protecting student anonymity, tables with grade and demographic information will not be presented here.

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

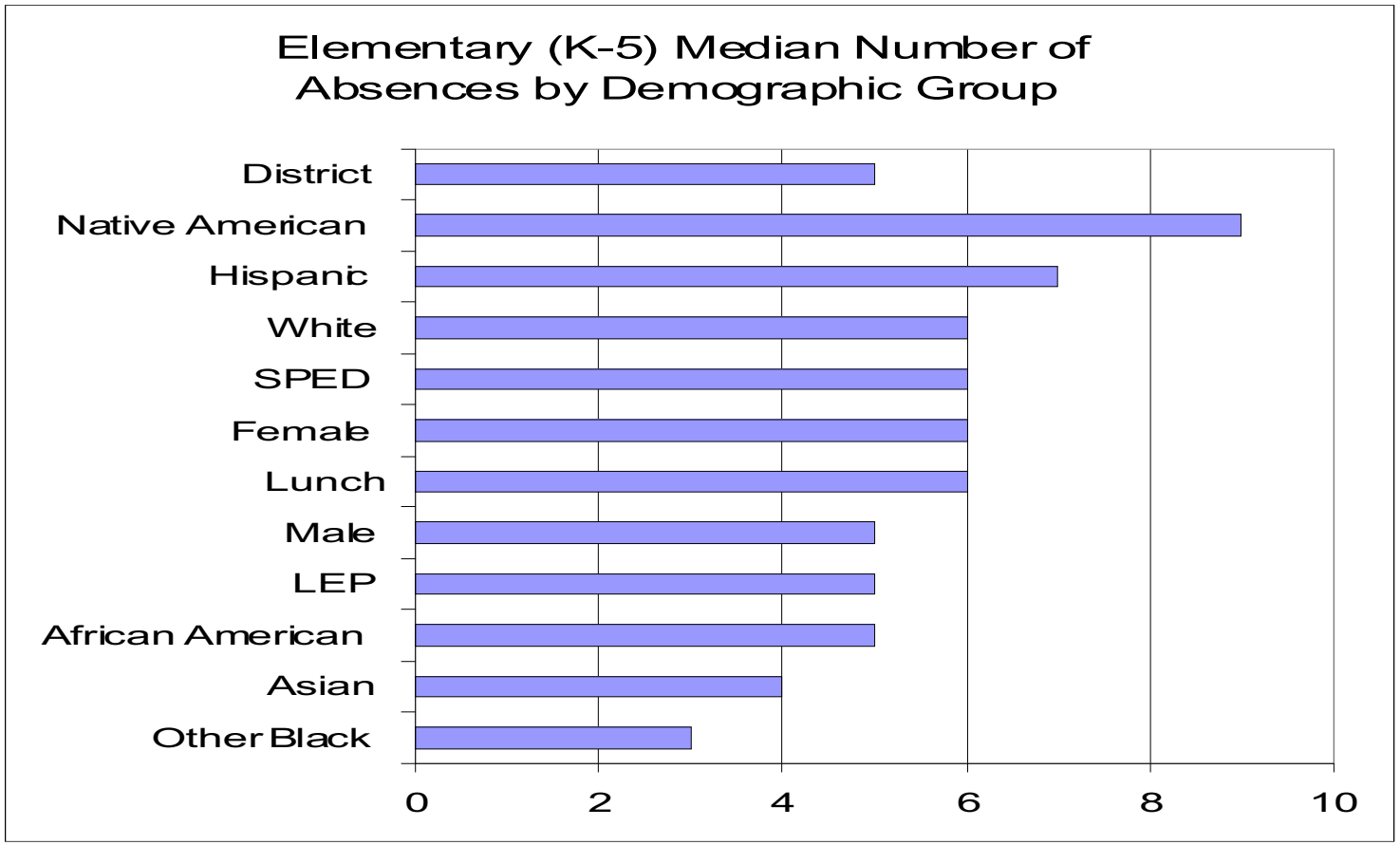
Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	2	0	2	0	0	0	1	1	0	2	1	0	0	n/a
First	1	1	0	0	0	0	0	1	0	1	1	0	0	n/a
Second	3	3	0	0	0	3	0	0	0	2	0	0	0	2
Third	5	0	5	0	0	4	0	1	0	4	2	0	1	4
Fourth	6	2	4	0	0	2	1	0	3	5	2	1	3	4
Fifth	8	2	6	1	0	2	1	4	0	5	6	0	0	8
Ungraded	6	0	6	0	0	5	0	0	1	4	6	0	0	6
Total	**31**	**8**	**23**	**1**	**0**	**16**	**3**	**7**	**4**	**23**	**18**	**1**	**4**	**24**
District %	**0.8%**	**0.4%**	**1.2%**	**3.7%**	**0.0%**	**1.8%**	**0.6%**	**0.5%**	**1.1%**	**1.3%**	**2.4%**	**0.2%**	**0.3%**	**1.2%**

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	0.3%	0.0%	0.5%	0.0%	0.0%	0.0%	1.1%	0.3%	0.0%	0.6%	1.6%	0.0%	0.0%	n/a
First	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.4%	1.5%	0.0%	0.0%	n/a
Second	0.5%	1.0%	0.0%	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.4%
Third	0.8%	0.0%	1.6%	0.0%	0.0%	2.5%	0.0%	0.5%	0.0%	1.4%	1.4%	0.0%	0.6%	0.8%
Fourth	1.0%	0.7%	1.4%	0.0%	0.0%	1.6%	1.6%	0.0%	5.2%	2.0%	1.7%	1.7%	1.6%	0.9%
Fifth	1.3%	0.7%	1.9%	16.7%	0.0%	1.6%	1.1%	1.6%	0.0%	1.7%	3.8%	0.0%	0.0%	1.6%
Ungraded	7.4%	0.0%	9.5%	0.0%	0.0%	14.7%	0.0%	0.0%	14.3%	7.7%	7.4%	0.0%	0.0%	9.2%

Absences

- The median number of absences for all elementary students (K-5) 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.

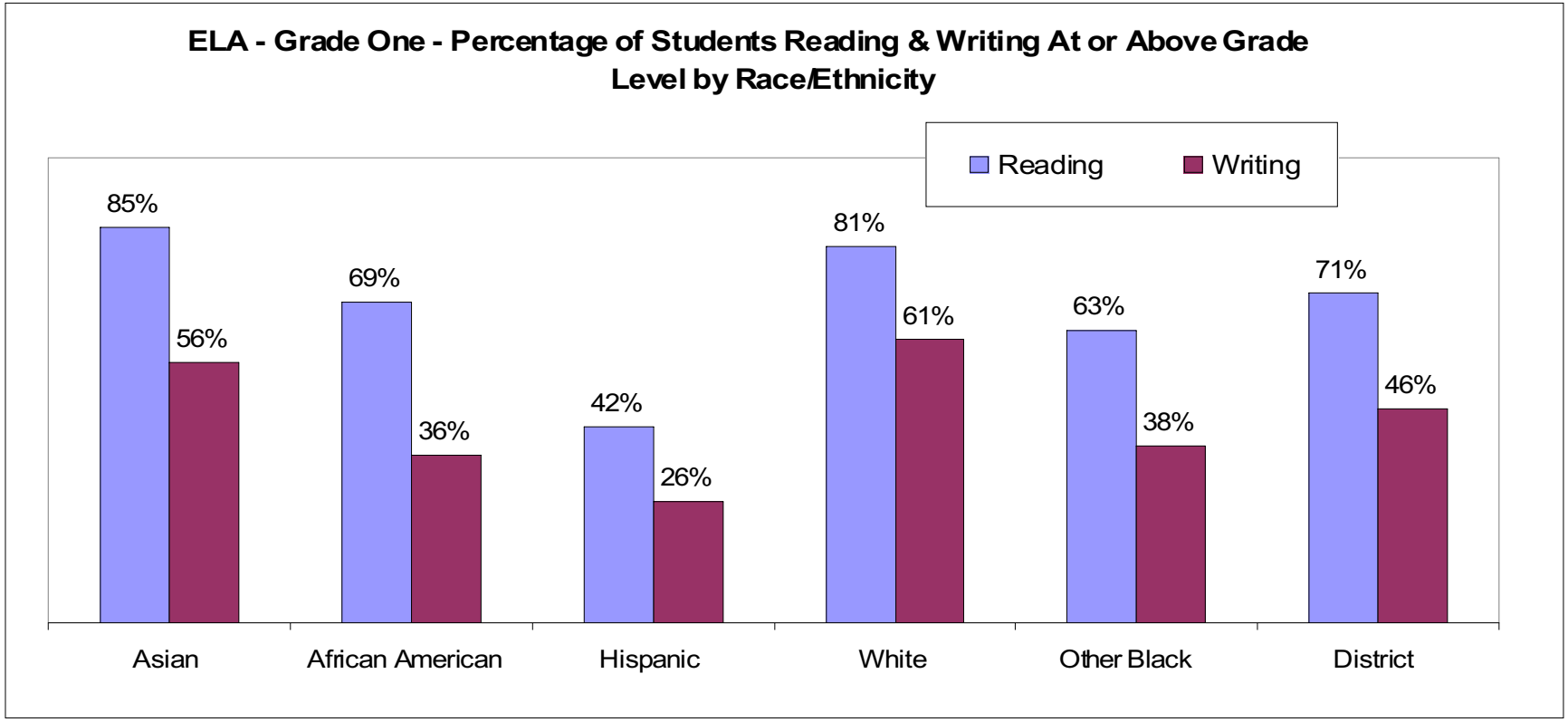
- ***By Demographics***
  The chart below demonstrates that there is slight variation in median absence rate among the various demographic groups in grades K – 5.



Early Literacy Assessment – Grade One

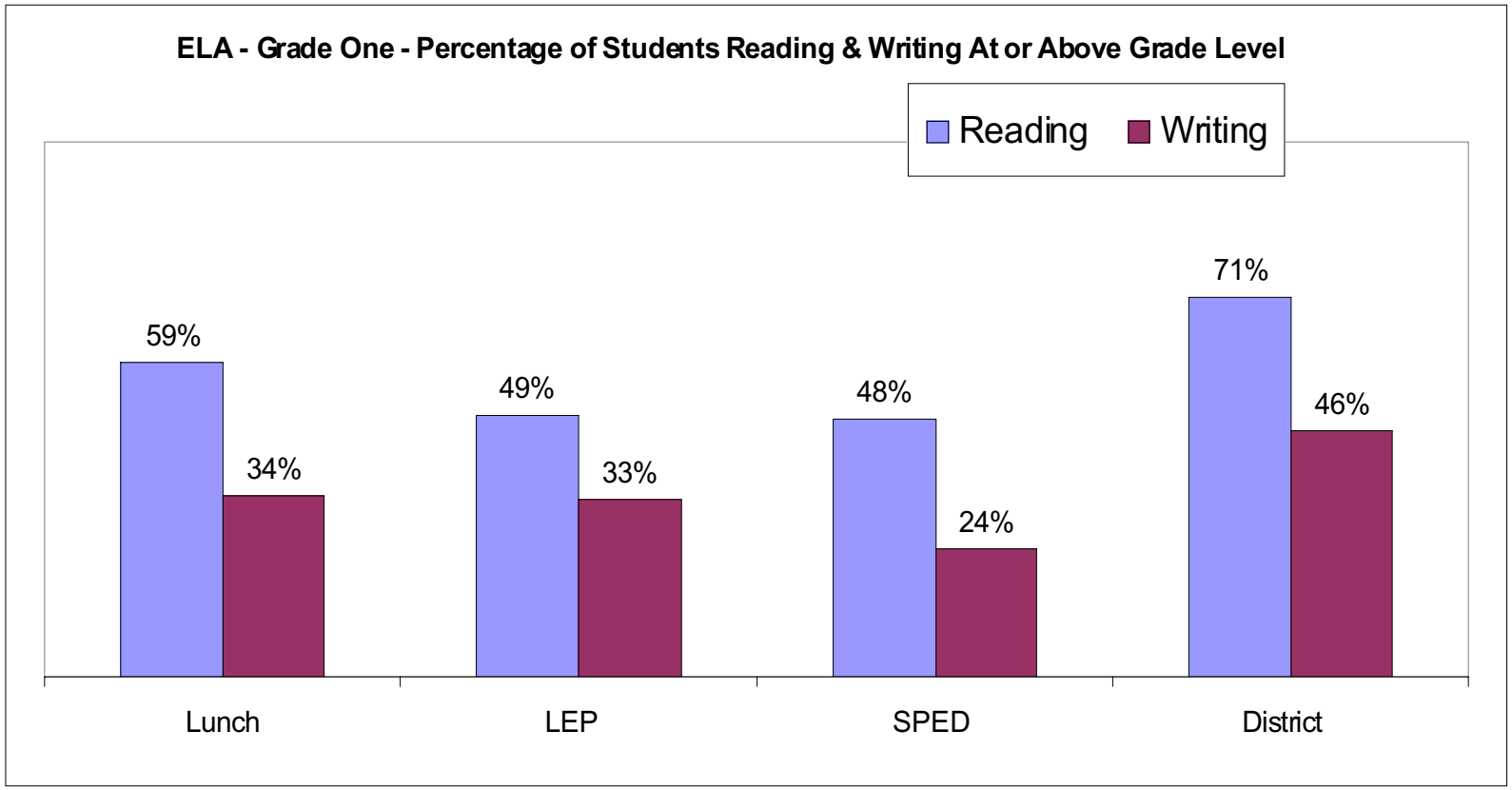
- At the end of grade one, 383 students (71%) were reading at or above grade level based on the Developmental Reading Assessment (DRA). 219 students (46%) were writing at or above grade level. The development of writing skills is required across the district among all groups of students. The greatest gap exists between the reading and the writing skills of all students district-wide with students 54% more likely to read at grade level than to write at grade level in grade one.

- ***By Race/Ethnicity***
  Reading skills among White students are almost two times better developed than among Hispanic students and 17% better than among African American students and 28% better than among Other Black students.



Early Literacy Assessment – Grade One

- ***By Lunch, SPED, and LEP***
  Reading skills are almost 50% better district-wide than they are among the subgroups of students who receive LEP or SPED services. Lunch Program students are almost 20% less likely to read at grade level than students district-wide.

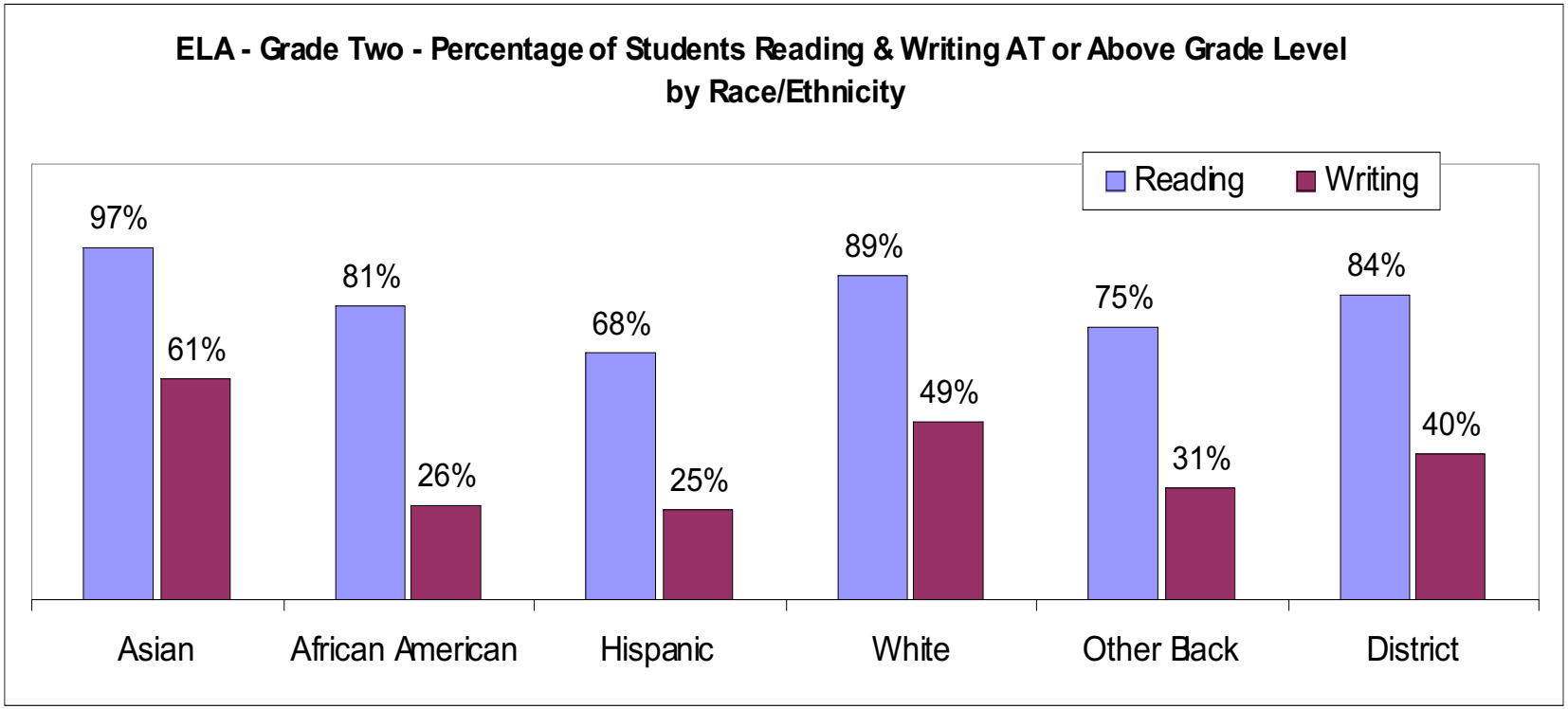


Early Literacy Assessment – Grade Two

- At the end of grade two, 472 students (84%) were reading at or above grade level based on the Developmental Reading Assessment (DRA). 222 students (40%) were writing at or above grade level. In grade two, the reading skills of students are considerably better developed than their writing skills according to this assessment instrument.

- ***By Race/Ethnicity***

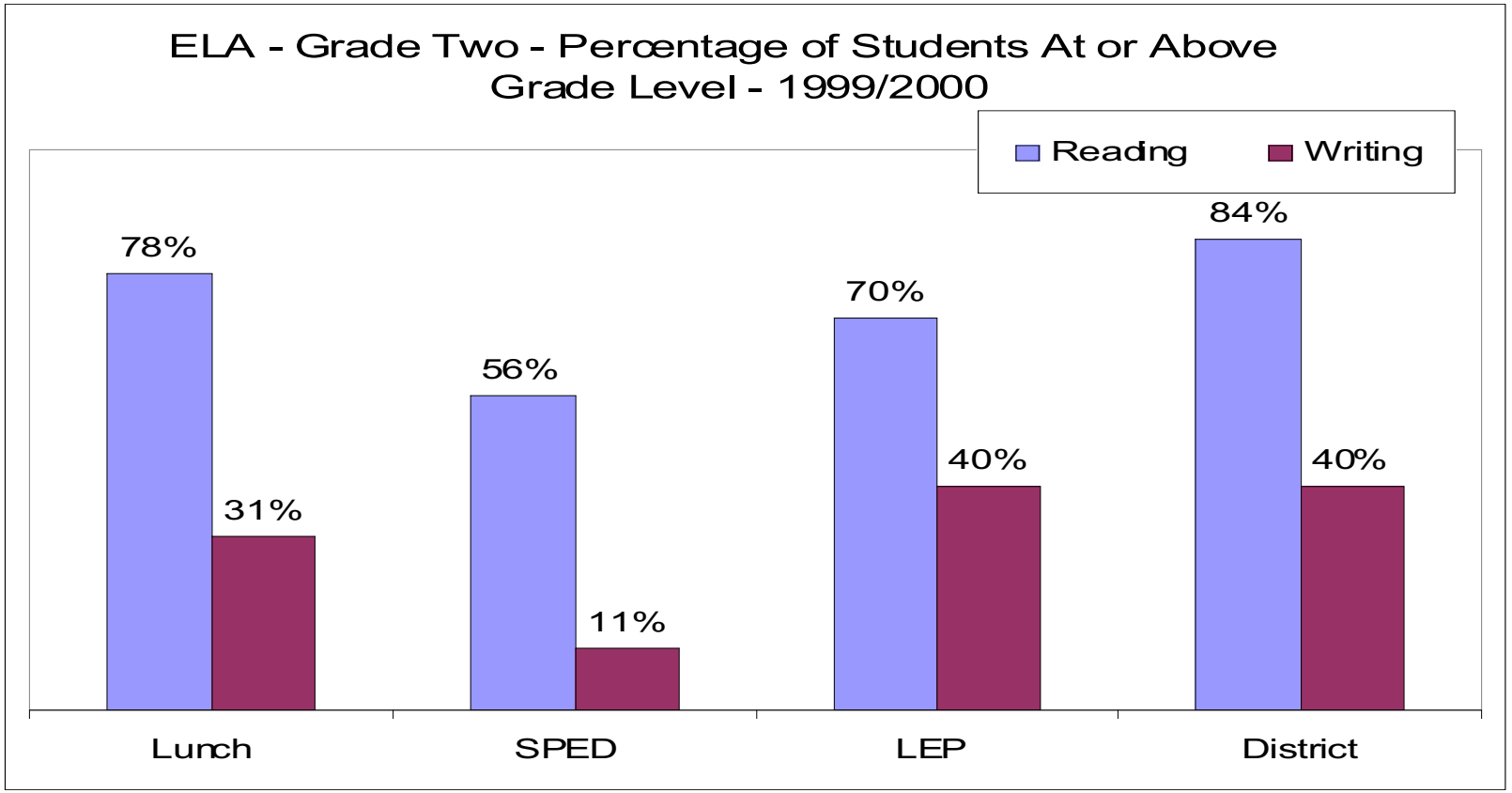
  The gap between Hispanic and White students is 21 points or 30% better among White students than among Hispanic students. There is a smaller gap among African American and White students (8 points or 10%) and a more noticeable gap (14 points or 19%) between Other Black students and White students. This means that White students are 10% more likely to read at grade level than Black students and 19% more likely than Other Black students. Although the writing scores are low for all students, white students are almost twice as likely to write at grade level than Black or Hispanic students are.



Early Literacy Assessment – Grade Two

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

The greatest gap exists between the writing skills and the reading skills of students district-wide with 84% of students reading at or above grade level in grade two but only 40% of students writing at or above grade level. SPED students are the less likely to read or write at grade level than any other group of students.



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

READING

Grade One

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
1st Grade At Benchmark	383	190	193	58	88	33	166	37	156	31	43	115
1st Graders Tested	543	265	278	68	128	79	205	59	264	65	88	191
1st Grade Students	588	279	309	75	128	95	219	67	279	70	103	217
% Tested	**92%**	**95%**	**90%**	**91%**	**100%**	**83%**	**94%**	**88%**	**95%**	**93%**	**85%**	**88%**
% At Benchmark	**71%**	**72%**	**69%**	**85%**	**69%**	**42%**	**81%**	**63%**	**59%**	**48%**	**49%**	**60%**

Grade Two

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
2nd Grade At Benchmark	472	245	227	72	112	56	189	41	197	67	56	150
2nd Graders Tested	564	277	287	74	138	82	213	55	254	120	80	191
2nd Grade Students	622	304	318	78	147	92	240	62	285	129	105	225
% Tested	**91%**	**91%**	**90%**	**95%**	**94%**	**89%**	**89%**	**89%**	**89%**	**93%**	**76%**	**85%**
% At Benchmark	**84%**	**88%**	**79%**	**97%**	**81%**	**68%**	**89%**	**75%**	**78%**	**56%**	**70%**	**79%**

WRITING

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Blk	Lunch	SPED	LEP	Home Lang
1st Graders at Benchmark	219	128	91	32	41	18	107	20	78	41	25	70
2nd Graders at Benchmark	223	129	94	45	36	21	103	17	78	14	32	74

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Blk	Lunch	SPED	LEP	Home Lang
1st Graders at Benchmark	**46%**	**54%**	**39%**	**56%**	**36%**	**25%**	**61%**	**39%**	**34%**	**71%**	**33%**	**43%**
2nd Graders at Benchmark	**40%**	**47%**	**33%**	**61%**	**26%**	**26%**	**49%**	**31%**	**31%**	**12%**	**40%**	**39%**

Fall 1999 Stanford 9 – Total Reading & Open-Ended Performance Standards and National Percentile Rankings

1999 Stanford 9 - Total Reading - GRADE 3

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	90%	90%	90%	98%	82%	87%	96%	83%	81%	75%
Proficient & Above	51%	52%	49%	80%	33%	24%	71%	25%	27%	22%
Average NPR	55	56	55	72	42	43	69	37	40	35

1999 Stanford 9 - Total Reading - GRADE 4

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	88%	88%	89%	91%	80%	81%	95%	90%	83%	71%
Proficient & Above	57%	57%	57%	80%	36%	30%	77%	33%	37%	25%
Average NPR	53	53	53	66	40	36	66	38	39	34

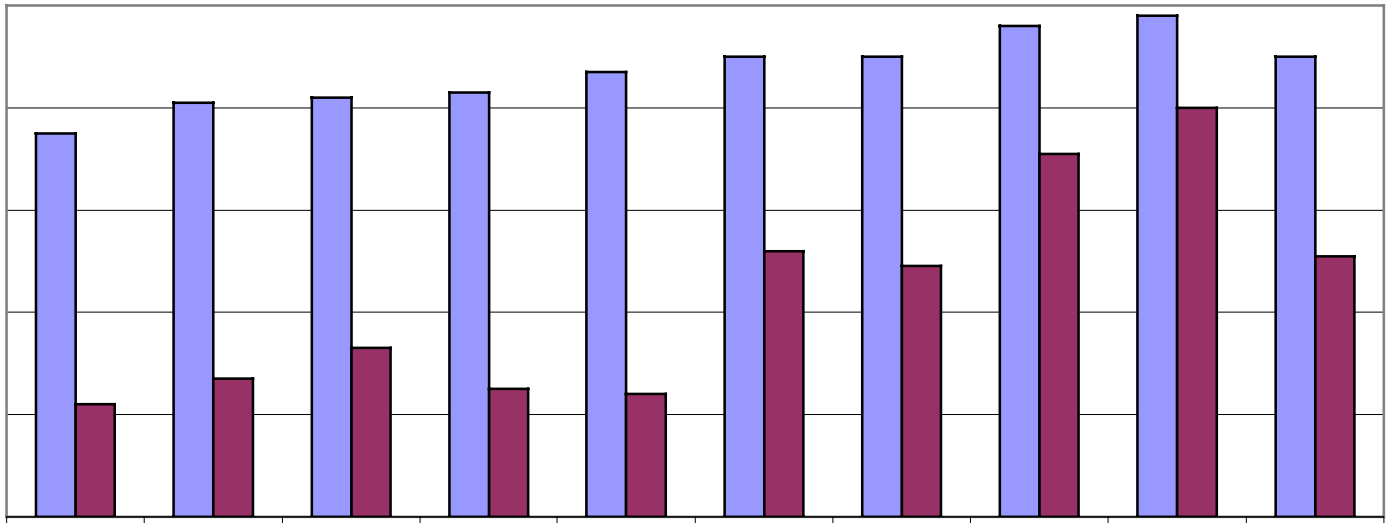
1999 Stanford 9 - Total Reading - GRADE 5

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	85%	87%	82%	96%	78%	76%	90%	76%	78%	65%
Proficient & Above	49%	52%	47%	69%	30%	27%	69%	22%	31%	16%
Average NPR	48	50	47	62	36	32	61	31	35	26

1999 Stanford 9 - Open-Ended - GRADE 5

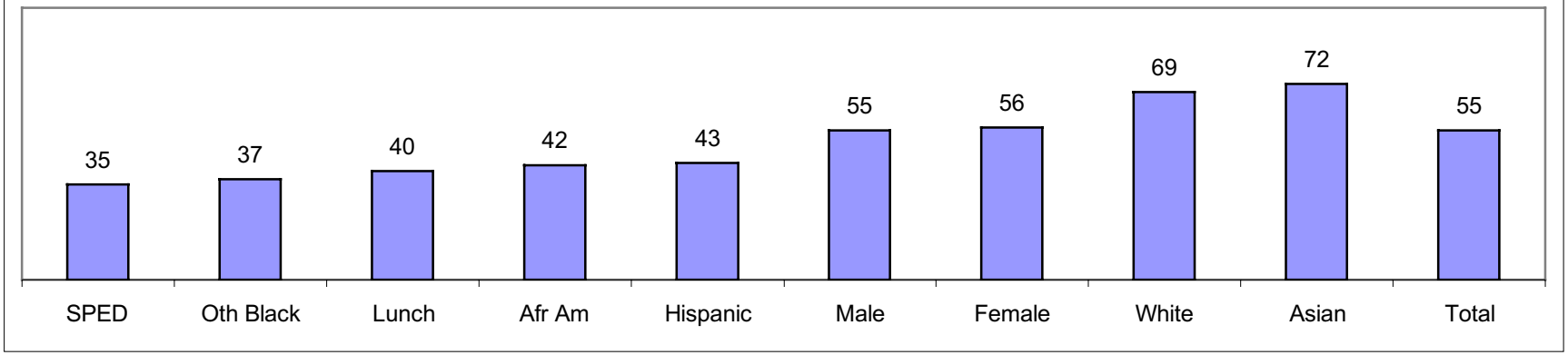
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	78%	83%	74%	86%	71%	75%	81%	78%	74%	63%
Proficient & Above	36%	43%	29%	53%	25%	23%	46%	29%	28%	17%
Average NPR	47	53	42	59	40	40	53	41	41	33

1999 Fall Stanford 9 - Grade 3 - Total Reading Performance Standards

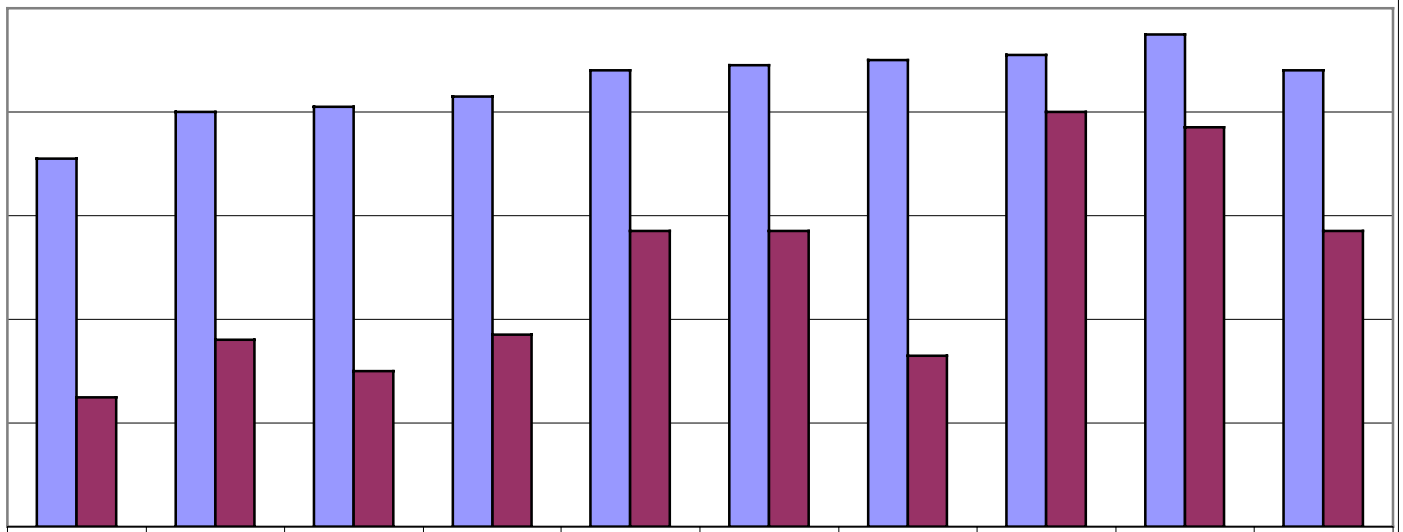


	SPED	Lunch	Afr Am	Oth Black	Hispanic	Female	Male	White	Asian	Total
Basic & Above	75%	81%	82%	83%	87%	90%	90%	96%	98%	90%
Proficient & Above	22%	27%	33%	25%	24%	52%	49%	71%	80%	51%

1999 Fall Stanford 9 - Grade 3 - Total Reading Average National Percentile Ranking (NPR)

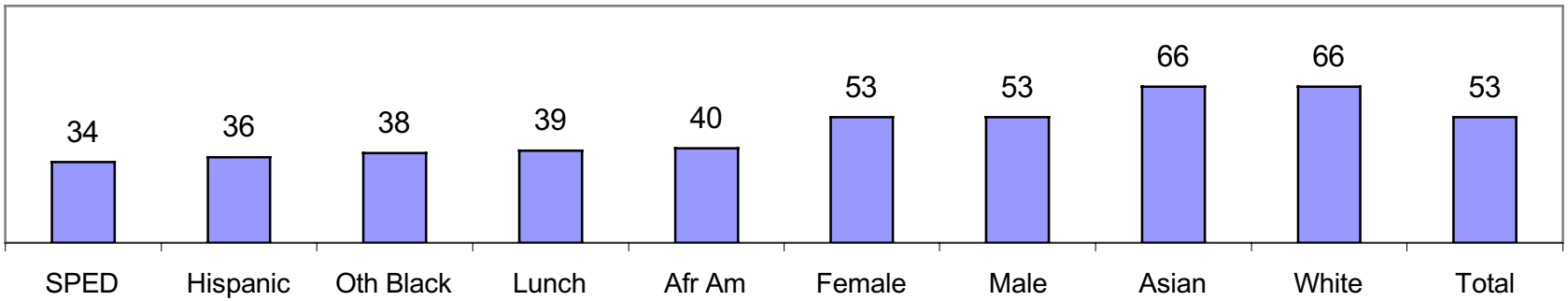


Fall 1999 Stanford 9 - Grade 4 - Total Reading Performance Standards

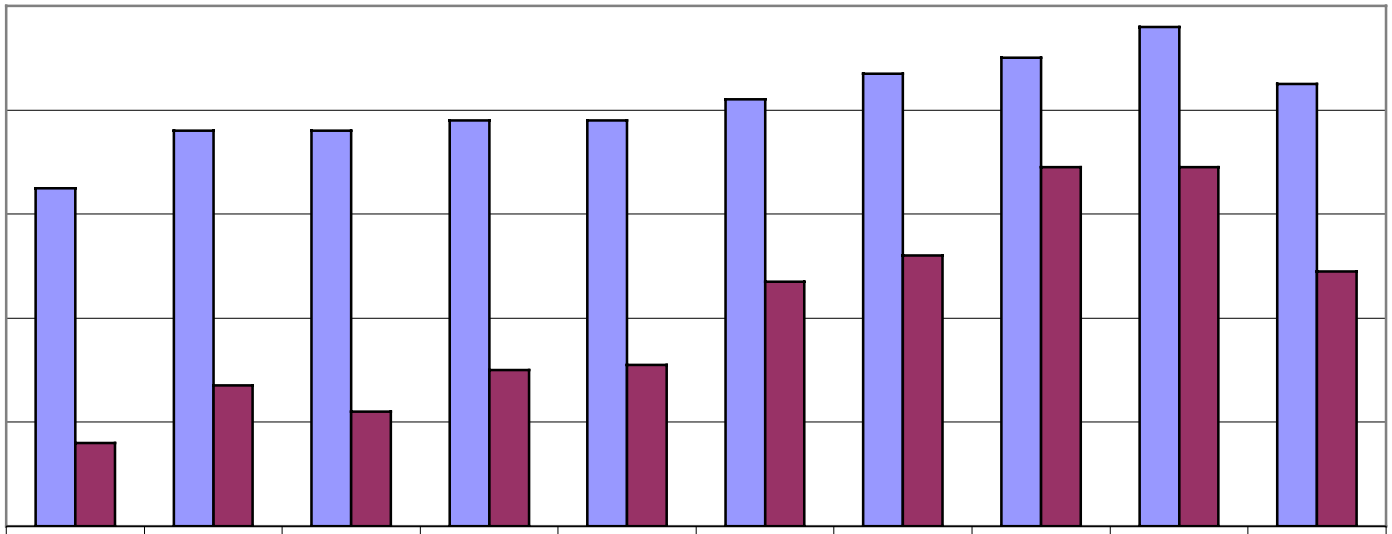


	SPED	Afr Am	Hispanic	Lunch	Female	Male	Oth Black	Asian	White	Total
Basic & Above	71%	80%	81%	83%	88%	89%	90%	91%	95%	88%
Proficient & Above	25%	36%	30%	37%	57%	57%	33%	80%	77%	57%

Fall 1999 Stanford 9 - Grade 4 - Total Reading Average NPR

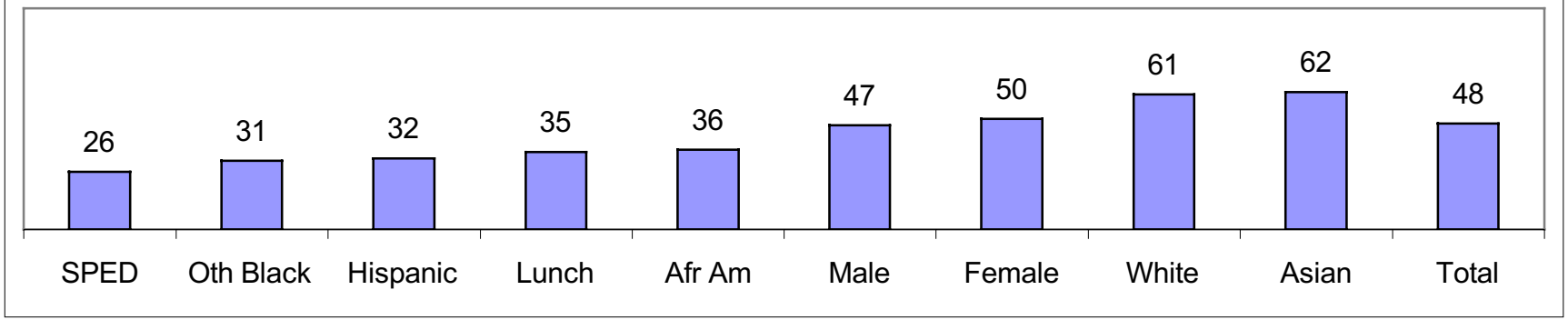


1999 Fall Stanford 9 - Grade 5 - Total Reading Performance Standards

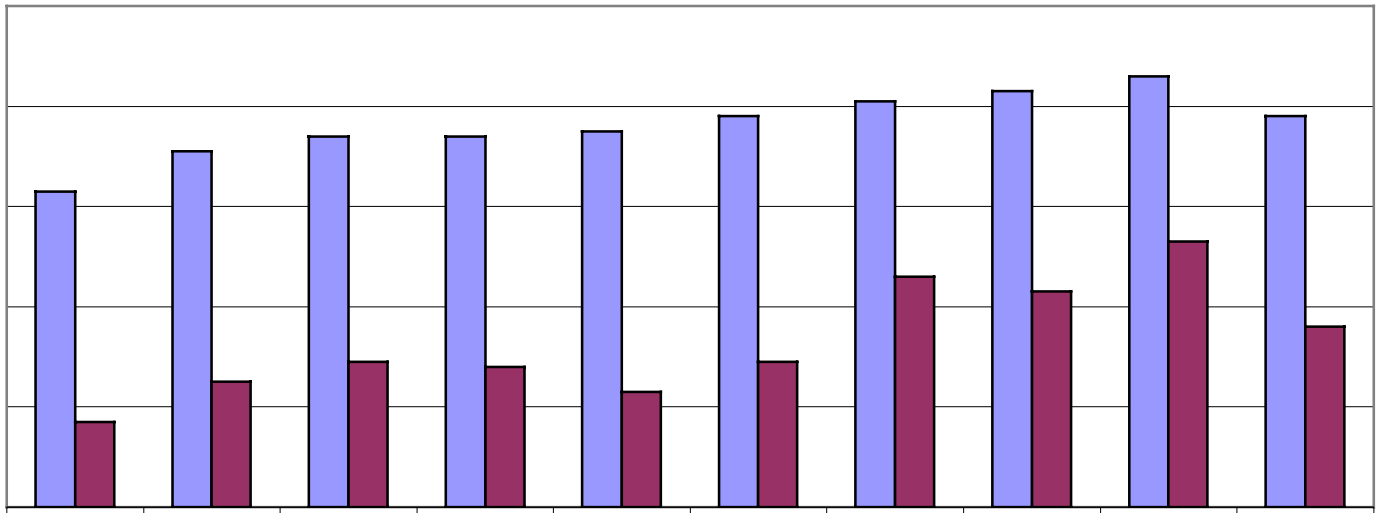


	SPED	Hispanic	Oth Black	Afr Am	Lunch	Male	Female	White	Asian	Total
Basic & Above	65%	76%	76%	78%	78%	82%	87%	90%	96%	85%
Proficient & Above	16%	27%	22%	30%	31%	47%	52%	69%	69%	49%

1999 Fall Stanford 9 - Grade 5 - Total Reading Average NPR

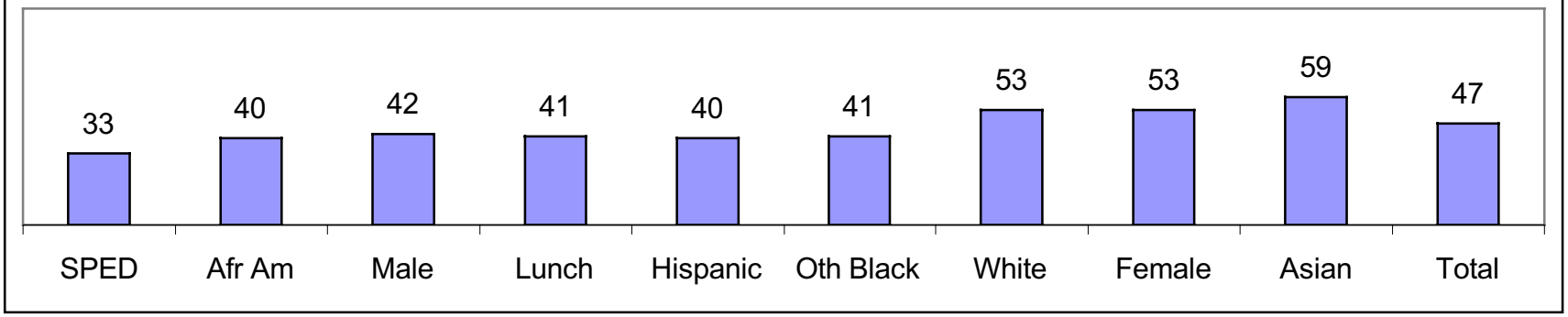


1999 Fall Stanford 9 - Grade 5 - Open-Ended Performance Standards



	SPED	Afr Am	Male	Lunch	Hispanic	Oth Black	White	Female	Asian	Total
Basic & Above	63%	71%	74%	74%	75%	78%	81%	83%	86%	78%
Proficient & Above	17%	25%	29%	28%	23%	29%	46%	43%	53%	36%

1999 Fall Stanford 9 - Open- Ended Average NPR



Spring 2000 MCAS Scores – Grade 4

A more complete report of MCAS results will be provided upon receipt of the electronic data file from the MA Department of Education.

English Language Arts

CPS Absent = 27 (5%) Statewide absent = 0%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	495	98	20%	342	69%	52	11%	3	1%
CPS Published by DOE (incl absent)	522	125	24%	342	66%	52	10%	3	1%
Statewide			13%		67%		19%		1%

Math

CPS Absent = 27 (5%) Statewide absent = 0%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	505	137	27%	201	40%	102	20%	65	13%
CPS Published by DOE (incl absent)	532	164	31%	201	38%	102	19%	65	12%
Statewide			18%		42%		28%		12%

Science

CPS Absent = 31 (5%) Statewide absent = 0%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	500	76	15%	197	39%	184	37%	43	9%
CPS Published by DOE (incl absent)	531	107	20%	197	37%	184	35%	43	8%
Statewide			8%		30%		51%		11%