Beyond Demographic Destiny

An Analysis of Massachusetts Minority and White Student Achievement Gaps

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Introduction

While Massachusetts is widely recognized for the high academic achievement of its students when compared to other states, unacceptably large achievement gaps persist between historically under-achieving minority groups—African-American and Hispanic students—and White students.[1] Using the 2009 results from the Massachusetts Comprehensive Assessment System (MCAS), for example, 61 percent of White students in Grade 4 achieved Proficiency in English Language Arts (ELA) but only 29 percent of African-American students in the same grade attained Proficiency, resulting in an achievement gap of 32 percentage points. Similarly, 56 percent of White students in Grade 8 met Proficiency standards in Mathematics, but only 22 percent of Hispanic students in the same grade achieved Proficiency, resulting in a gap of 34 percentage points.

Massachusetts is not unusual in reporting such large achievement gaps. The federally-administered National Assessment of Educational Progress (NAEP) has regularly documented large achievement gaps in its nationally representative sample of American students. In 2007, NAEP reported that 83 percent of White students in grade 8 achieved Basic skills or higher in Reading, while only 57 percent of Hispanic students attained the same level, resulting in an achievement gap of 26 percent. In 2005, NAEP reported that 70 percent of White students in grade 12 achieved Basic or higher skills in Mathematics, while only 30 percent of African-American students attained the same level, resulting in an achievement gap of 40 percentage points. In fact, the academic performance of minority students in 12th grade on the NAEP is closer to that of White students in 8th grade than it is to White students at the same grade.[2]

It is in our nation's interest for achievement gaps of this magnitude to be narrowed substantially. Each student has but one chance to obtain a high quality elementary and secondary education before facing the highly competitive world of higher education or work. Addressing basic academic skill deficits after students have left high school presents practical challenges. Many students lacking such skills never develop them. With limited skills, they are hobbled in the modern work world and face drastically limited choices for post-secondary education. If they do attempt higher education, such students have difficulty completing it and often remain substantially behind as their higher-skilled peers add to a stronger foundation.

This report analyzes achievement gaps for African-American and Hispanic minority students in selected Massachusetts school districts. It examines the gaps in English Language Arts and Mathematics achievement on the state assessment, MCAS, between each minority group and White students.

Typically, analyses of the achievement gap compare the performance African-American or Hispanic students in a district with local White students in the same district. When situations are found where minority students appear to be receiving less educational benefit than majority students, such cases should be investigated and addressed. Often, however, Massachusetts school districts that are not very effective in educating minority students to high standards are also not very effective in educating White students to high standards. African-American or Hispanic students from less successful school districts, after they leave school, will still have to compete with better educated White students from other school systems. From the perspective of Hispanic or African-American students and their parents, little solace can be taken from knowing that they obtained an education that is as deficient as that received by the White students sitting next to them in school. For this reason, this report analyzes the achievement gaps between African-American and Hispanic students in each district and White students state-wide, rather than simply the gaps with local White students in the same district.

Further, the report also analyzes the achievement gaps between local district White students and White students state-wide. Often, districts are found to outperform others in educating one student subgroup but not another. Only a few outperform other districts in educating both their minority and White students, while a comparable few under-perform their peers in educating both minority and White students.

Racial and ethnic differences in academic achievement are an important concern for general policymakers and the public, not only for those who are affected directly. As noted above, such differences impact success on the job as well in post-secondary education. The United States remains committed to ameliorating socially divisive gaps in employment, income, housing and other areas that manifest themselves along racial and ethnic lines. Many of these are, at

Figure 1: Individual District Report for Boston

COMMUNITY PARTNERS INITIATIVE

Boston (#D12)

2009 MCAS Proficiency - All Subjects and Grades (District)

District Less State (Achievement Gap vs. White Students)

Boston

	Percent Advanced+Proficient - 2009																							
	Average English	Average Math	English											Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-29.5	-27.5		-35	-31	-33	-31	-29	-26		-22				-34	-27	-27	-30	-28	-28		-19		
District				31	30	38	43	48	59		64				33	27	33	33	28	28		62		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				3962	3938	3799	3273	3777	3916		3933				3971	3971	3795	3299	3833	3972		3892		
African American																								
Dis. Less St. White	-36.2	-37.4		-41	-36	-39	-37	-37	-34		-30				-44	-33	-34	-42	-40	-40		-30		
District				25	25	32	37	40	51		56				23	21	26	21	16	16		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1401	1567	1519	1274	1514	1603		1537				1404	1585	1517	1286	1538	1632		1540		
Asian																								
Dis. Less St. White	-8.3	9.4		-21	-10	-11	-8	-2	-5		-5				-6	5	12	11	13	16		11		
District				45	51	60	66	75	80		81				61	59	72	74	69	72		92		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				283	274	317	305	348	374		401				286	277	320	307	354	375		404		
Hispanic																								
Dis. Less St. White	-35.8	-34.3		-41	-35	-40	-38	-38	-30		-27				-40	-32	-34	-36	-35	-37		-25		
District				25	26	31	36	39	55		59				27	22	26	27	21	19		56		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1643	1444	1410	1218	1307	1320		1328				1649	1453	1412	1234	1333	1338		1298		
Limited English Proficient																								
Dis. Less St. White	-57.9	-41.8		-45	-46	-60	-63	-69	-71		-70				-38	-36	-44	-48	-48	-46		-36		
District				21	15	11	11	8	14		16				29	18	16	15	8	10		45		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1020	743	711	604	548	410		491				1026	751	713	637	583	432		489		
Low Income																								
Dis. Less St. White	-34.9	-32.6		-40	-36	-38	-36	-36	-30		-27				-40	-31	-31	-34	-34	-34		-23		
District				26	25	33	38	41	55		59				27	23	29	29	22	22		58		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				3195	3151	3121	2675	2791	2901		2626				3201	3181	3116	2694	2841	2941		2602		
SPED																								
Dis. Less St. White	-60.6	-51.6		-56	-54	-60	-62	-66	-64		-63				-54	-45	-51	-55	-51	-51		-56		
District				10	7	11	12	11	21		23				13	9	9	8	5	5		25		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				835	892	937	828	882	900		650				840	906	933	827	893	919		653		
White																								
Dis. Less St. White	-7.9	-6.9		-11	-12	-12	-9	-9	-3		-1				-12	-8	-10	-6	-10	-4		1		
District				55	49	59	65	68	82		85				55	46	50	57	46	52		82		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				525	548	473	405	529	541		586				525	555	472	408	536	551		577		

least in part, exacerbated by differences in academic skills and outcomes; it is difficult to imagine sustained progress in these other areas without progress in closing achievement gaps. As many business groups and others have recognized, the large achievement gap also implies underutilization of a substantial part of our economy's human capital, reducing our ability to compete and create well-paying employment in a global market.

Actual Achievement Gap

In addressing achievement gaps, data can be illuminating. Analysis of well-designed reports can highlight areas to target for improvement and provide evidence of progress, or the lack of it.[3] School system administrators can find it useful to review detailed reports that track achievement gaps at each grade and subject. Figure 1 provides an example of such a report for the Boston school district. This report, developed by the Community Partners Initiative (CPI)[4], provides a detailed break out of the achievement gaps between various student subgroups and White students state-wide. Achievement gaps are disaggregated in each subject and grade, for each student subgroup. Overall averages across the grades are also provided in the columns on the left. As shown on the report, the achievement gaps can be quite large, including -34.3 percentage points for Hispanic students in Mathematics, and -36.2 percentage points for African-American students in ELA. When considering only a single district, the size of the gaps may appear daunting. (Results using the same report type for select school districts in this study are provided in Appendix C.)

For policymakers and citizens interested in more than just one district, or for anyone seeking a broader context for interpreting a single district's results, it is helpful to consider the achievement gaps in multiple school districts. Figure 2 provides overall (i.e., cross-grade) minority achievement

Figure 2: District Actual Gap by Subgroup and Subject (2007-2009)

DISTRICT	BLACK		HISPANIC	
	ELA *Actual Gap**	MATH *Actual Gap**	ELA *Actual Gap**	MATH Actual Gap*
Attleboro	**	**	-26.9	-27.1
Boston	-36.6	-36.4	-36.5	-33.4
Brockton	-29.6	-31.3	-30.0	-30.2
Brookline	-11.4	-17.9	-5.8	-5.2
Cambridge	-28.3	-31.0	-22.0	-27.0
Chelsea	-39.0	-32.3	-35.0	-26.3
Chicopee	**	**	-39.7	-40.0
Everett	**	**	-31.0	-31.5
Fall River	-36.9	-40.4	-43.8	-42.3
Fitchburg	**	**	-37.8	-34.0
Framingham	-18.7	-23.6	-34.8	-32.5
Haverhill	-23.0	-32.6	-40.6	-42.1
Holyoke	**	**	-52.5	-48.7
Lawrence	-32.5	-37.4	-41.3	-40.5
Leominster	**	**	-38.0	-30.9
Lowell	-30.2	-36.5	-44.3	-42.4
Lynn	-31.0	-32.8	-35.1	-31.3
Malden	-30.4	-35.6	-26.8	-28.3
Marlborough	**	**	-29.4	-25.7
Medford	-26.4	-30.7	-19.2	-20.4
Methuen	**	**	-37.1	-37.7
Milton	-20.0	-23.6	-25.2	-27.2
New Bedford	-36.9	-34.1	-43.4	-36.5
Newton	-17.6	-21.2	-8.1	-5.8
Northampton	**	**	-33.0	-40.3
Peabody	**	**	-26.0	-29.6
Pittsfield	-34.8	-34.4	-42.0	-41.2
Quincy	-28.3	-32.6	-29.3	-34.9
Randolph	-31.7	-35.5	**	**
Revere	**	**	-19.7	-16.7
Salem	**	**	-39.1	-37.5
Somerville	-35.1	-36.4	-32.4	-31.5
Springfield	-35.8	-40.3	-44.1	-41.7
Stoughton	-12.7	-18.5	**	**
Taunton	-27.2	-30.7	-25.9	-28.5
Waltham	-18.0	-29.2	-25.0	-32.1
Westfield	**	**	-35.3	-38.9
Worcester	-32.5	-33.5	-42.6	-39.8

*Actual Gap = District Subgroup Proficiency minus State White Proficiency.
** Data for subgroup in this district does not meet minimum requirements for inclusion in the study.

gaps for most medium- to large-sized school districts in Massachusetts. To ensure a sufficient amount of data to permit comparisons, it pools results from the three most recent state test administrations, including 2007, 2008, and 2009. It includes the "actual" achievement gaps, without any adjustments for differences in family background.

The actual achievement gap between African-American students and state White students can be quite large in both ELA and Mathematics. Notice in Figure 2, the gap in ELA performance ranges from a best case of -11.4 percentage points in Brookline (e.g., 61.5 percent Proficient for district African-Americans minus 72.9 percent Proficient for state Whites) to a high of -39.0 percentage points in Chelsea, while the gap in Mathematics ranges from -17.9 percentage points in Brookline to -40.4 percentage points in Fall River.

Similarly, the performance gap between Hispanic students and White students state-wide varies substantially in ELA as well as Mathematics. The gap in ELA performance ranges from a best case of -5.8 percentage points in Brookline to a high of -52.5 percentage points in Holyoke, while the gap in Mathematics ranges from -5.2 percentage points in Brookline to -48.7 percentage points in Holyoke.

Actual v. Predicted Gap

While reviewing achievement gap data from multiple districts can provide context, it can also be misleading. Certain family and community background characteristics tend to increase, or reduce, the challenge to school systems in educating students to high academic standards.[5] In Massachusetts, minority populations vary enormously between school districts on key background characteristics, including poverty and educational attainment, that have been shown to influence student achievement. For example, the proportion African-Americans lacking a high school education varies from less than 4 percent in one school district to nearly 47 percent in another. Similarly, the proportion of Hispanic student families living below the federal poverty line varies from less than 6 percent in one district to nearly 66 percent in another district. Similar ranges between school districts are also present for White students.

While such differences should never be used to excuse or ignore low student achievement for students from more challenging backgrounds, considering them when comparing school districts provides important information. Taking into account non-school factors that influence academic achievement can identify school districts that are reducing achievement gaps despite a challenging social environment. At the same time, this type of analysis can expose districts that appear to have reduced gaps but which are, in fact, benefiting from a less challenging climate.

To the extent possible, this report analyzes data on all Massachusetts school districts for which data were available. Drawing on student demographic data for each district regarding educational attainment as well as the proportion of students living in poverty, it identifies the "predicted" achievement gaps that one might expect for each district based on the achievement gaps for similar students across the state. In effect, it compares each district's success in reducing the achievement gaps with the success of other districts in the state serving students with similar background characteristics. It is thus based on actual results accomplished by Massachusetts school systems, not goals or aspirations. Districts that manage to shrink their achievement gaps to a greater extent than predicted are reported positively, while districts that have larger achievement gaps than predicted are reported negatively.

The benefits of this approach have already been mentioned. The risks associated with such an analysis, however, must also be acknowledged so that they may be avoided. If such an analysis were viewed as a *replacement* for addressing the

large, actual achievement gaps that currently exist, it could well lead to lower expectations for school districts serving students from challenging backgrounds, which in turn could lead to lower expectations for the students. That would clearly be an injustice to many students.

Therefore, this analysis should instead be used to *accompany* and add to the information contained in the raw achievement data. Remaining differences in the size of academic achievement gaps, even after taking into account non-school factors, provide an opportunity to identify districts that may offer lessons on narrowing such gaps. Such differences can also provide an opportunity to identify districts that would benefit the most from intervention, because other school systems in Massachusetts have already shown that similar students can achieve at higher levels of performance. Perhaps just as important, a range of achievement gaps after accounting for differences in family background can help to counter the unspoken belief—sometimes present even among the best-intentioned—that there is really very little that communities and school systems can do when faced with challenging social conditions among some minority families. In fact, there is quite a lot that can be done, as some Massachusetts school districts are already demonstrating.

Results

District Minority Achievement Gaps with State White Students

Figures 3 and 4 indicate the extent to which individual school districts are performing statistically significantly better, or worse, than other Massachusetts districts in reducing the gap between minority students (i.e., African-American or Hispanic students) from similar household poverty and community education levels and state White students in ELA and Mathematics. The size of the achievement in gap in other Massachusetts districts serving similar students is the "predicted gap." The graphs only include results for those districts where the gaps are significantly smaller—better—or significantly larger—worse—than those in other Massachusetts districts serving similar minority students; significant results tend to be larger districts or districts with larger gaps.[6]

Taunton and Cambridge stand out for *substantially smaller achievement gaps* between their African-American students and state White students, besting the predicted gap in ELA and in Mathematics. African-American students in Stoughton have a significantly smaller achievement gap with state White students in Mathematics. Boston Hispanic students

Figure 3: ELA % Proficient Achievement Gap: African-American (AA) and Hispanic (H) Students and State White Students (2007-2009)

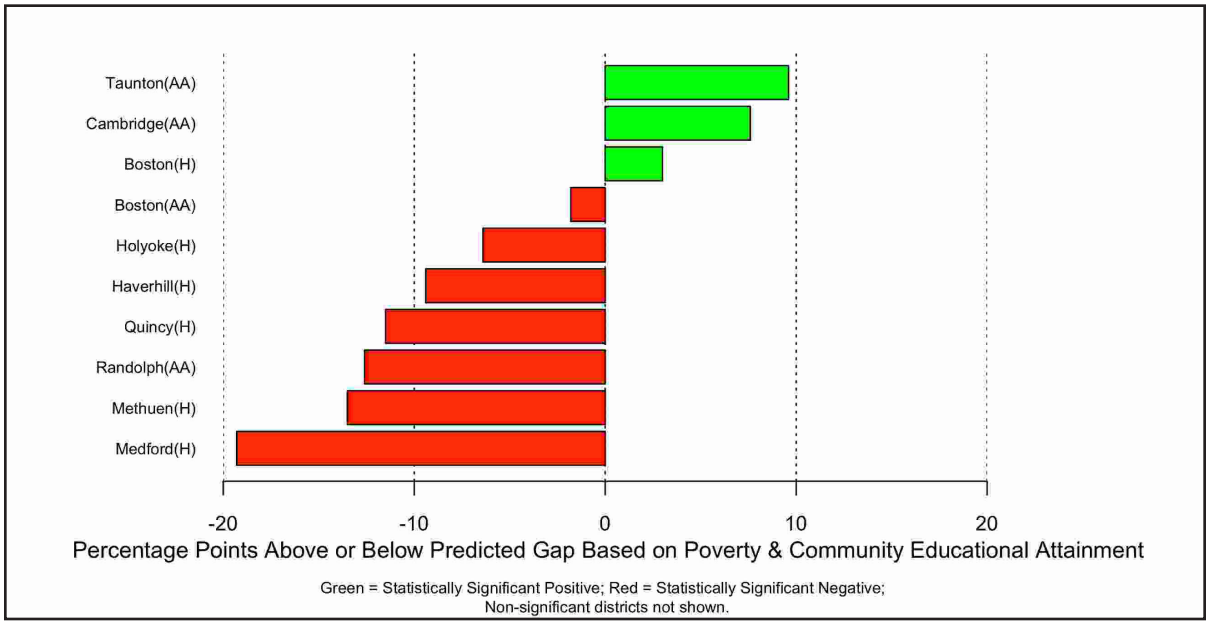
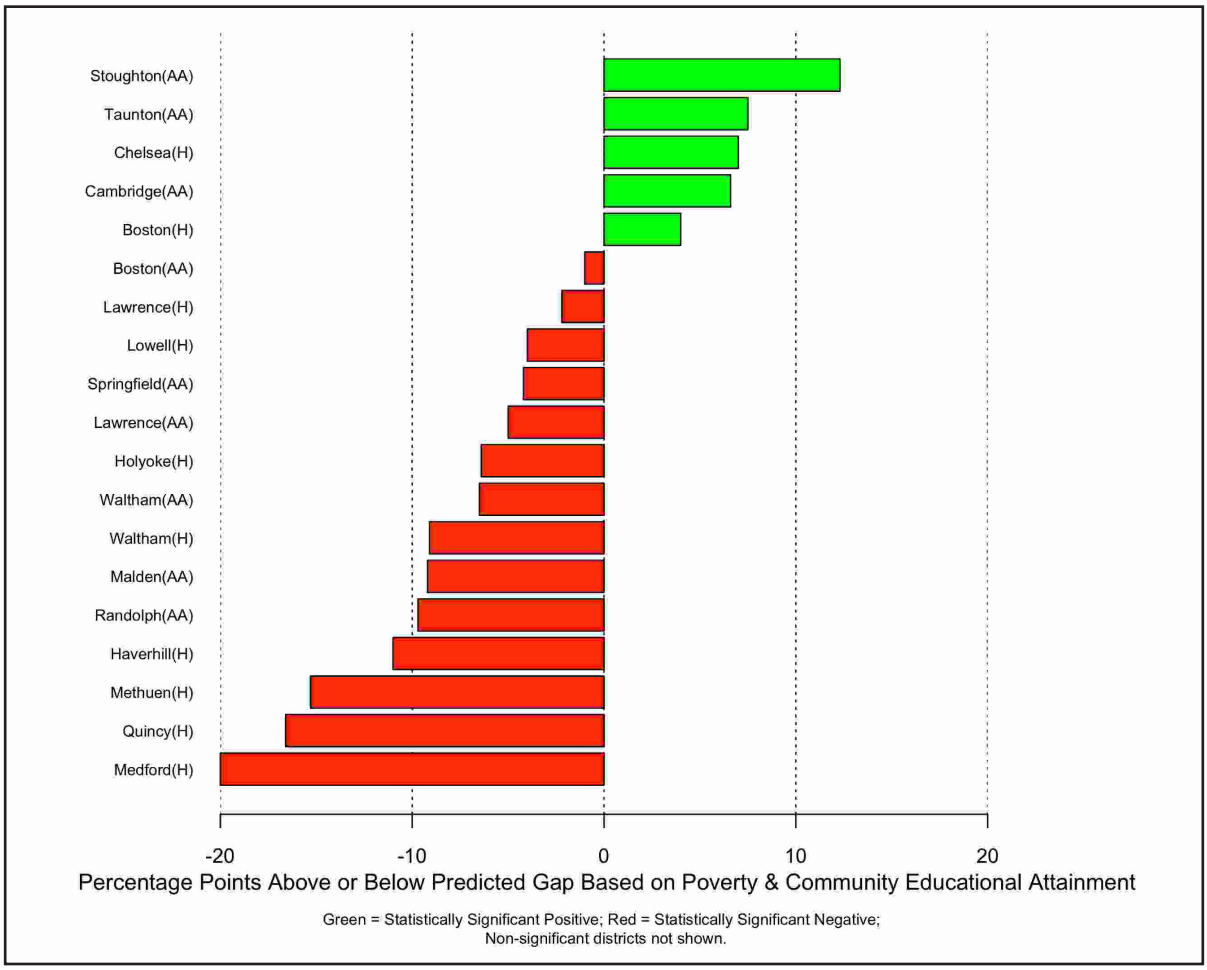


Figure 4: Math % Proficient Achievement Gap: African-American (AA) and Hispanic (H) Students and State White Students (2007-2009)



achieve a slightly smaller achievement gap in ELA and Mathematics, while Chelsea Hispanic students achieve a smaller achievement gap in Mathematics.

Unfortunately, several districts stand out for significantly larger achievement gaps for African-American students in ELA or Mathematics than students from similar backgrounds in other districts, including Randolph, Malden, Waltham, Lawrence, Springfield, and, to a slight extent, Boston. Similarly, a number of districts have significantly larger achievement gaps for Hispanic students in ELA or Mathematics than other districts serving students from similar backgrounds, including Medford, Methuen, Quincy, Haverhill, Waltham, Holyoke, Lowell and, to a slight extent, Lawrence.

District White Achievement Gaps with State White Students

This analysis also reviewed the extent of achievement gaps between district White students and state White students, comparing the district results to the size of achievement gaps in other Massachusetts districts serving students from similar backgrounds. Figures 5 and 6 indicate the extent to which individual school districts are performing statistically significantly better, or worse, than other Massachusetts districts in reducing the gap between district White students from similar poverty and education levels and state White students in ELA and Mathematics. The size of the achievement in gap in other Massachusetts districts serving similar students is the "predicted gap." As might be expected since White students are more numerous than minority

students in most Massachusetts districts, results for a larger number of districts were determined to be statistically significant. Cases where district Whites exceed the performance of state Whites are marked in gold on the graphs.[7]

Stoughton, Taunton, Holyoke, Newton, New Bedford, Lynn and, to a slight extent, Boston stand out for *significantly smaller than predicted achievement gaps* between their district White students and state White students in both ELA and in Mathematics. Leominster, Waltham and Revere attained smaller than predicted achievement gaps between district White students and state White students in either ELA or Mathematics.

Unfortunately, several districts achieved *significantly larger than predicted achievement gaps* between their district White students and state White students in both ELA and Mathematics. These include Randolph, Haverhill, Lawrence, Malden, Lowell and Somerville. Several districts attained larger than predicted achievement gaps predicted achievement gaps between district White students and state White students in either ELA or Mathematics, including Quincy, Northampton, Everett, Brockton, Chicopee and Worcester.

Districts Outperforming Others with Both Minority and White Students

Two districts stand out as *significantly exceeding the performance of other Massachusetts districts in serving both minority and White students*, achieving smaller than predicted gaps with state White students for both groups. Taunton achieved smaller gaps in both ELA and Mathematics with its African-American students, as well as smaller

Figure 5: ELA % Proficient Achievement Gap: Local White Students and State White Students (2007-2009)

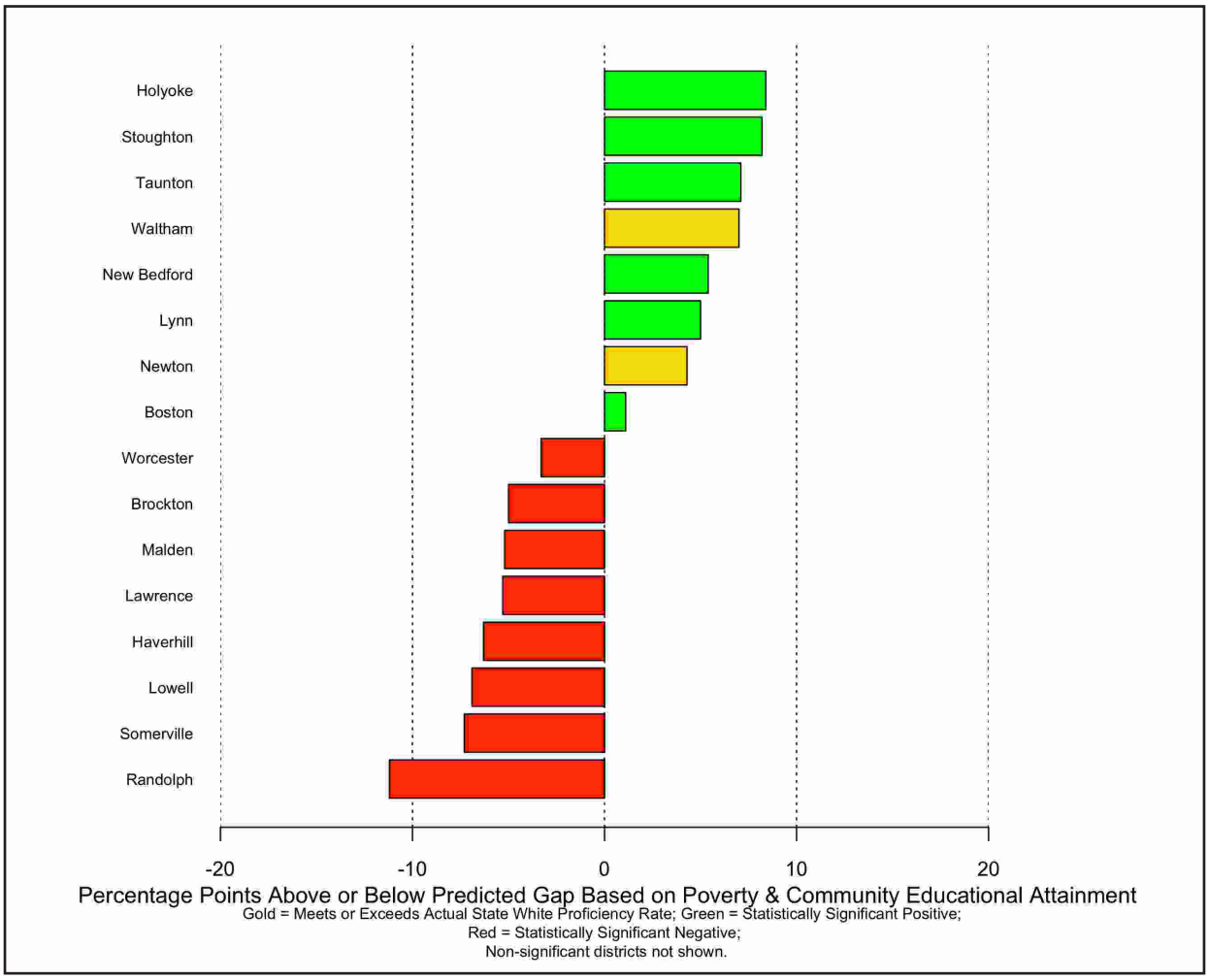
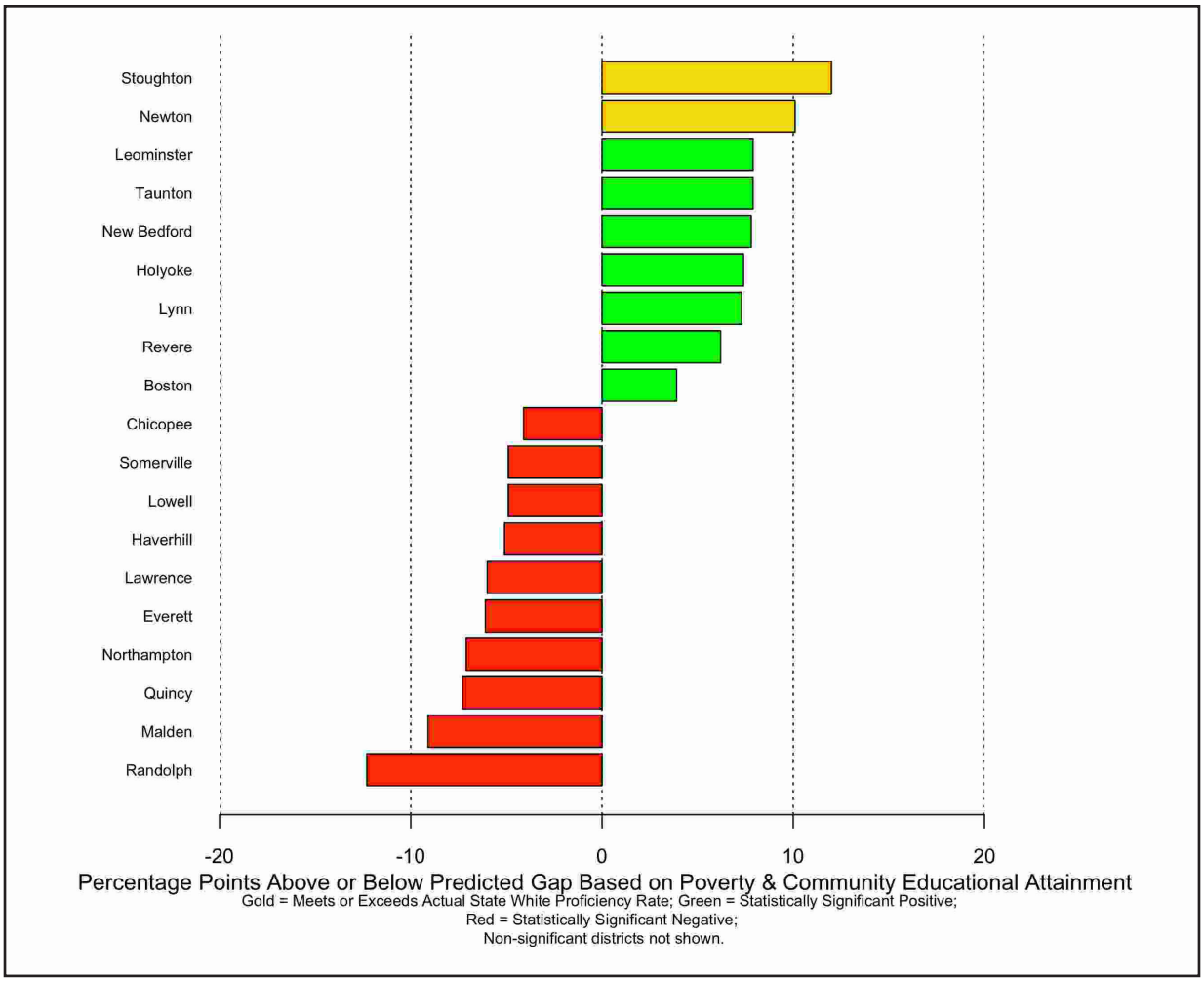


Figure 6: Math % Proficient Achievement Gap: Local White Students and State White Students (2007-2009)



gaps in both ELA and Mathematics with its White students. Stoughton achieved a smaller gap in Mathematics with its African-American students, as well as smaller gaps in both ELA and Mathematics with its White students.

Districts Underperforming Others with Both Minority and White Students

Three districts stand out as performing significantly worse than other Massachusetts districts in serving both minority and White students, resulting in larger than predicted gaps with state White students for both groups. Randolph had larger gaps in both ELA and Mathematics with its African-American students, as well as larger gaps in both ELA and Mathematics with its White students. Haverhill had larger gaps in both ELA and Mathematics with its Hispanic students, as well as larger gaps in ELA and Mathematics with its White students. Similarly, Malden had a larger gap in Mathematics with its African-American students, as well as larger gaps in both ELA and Mathematics with its White students.

Districts with a Substantial Disparity in Success Between Minority and White Students

Some school districts outperformed other districts in serving one group of students, but did not outperform with other groups of students. Other districts underperformed in serving one group of students, but did not underperform with other groups of students. One district, however, stood out for underperforming other

districts in serving its minority students, while outperforming other districts in serving its White students. Holyoke had larger than predicted gaps in both ELA and Mathematics with its Hispanic students, but smaller than predicted gaps in both ELA and Mathematics with its White students. While Holyoke is to be commended for its relative success with White students, it should investigate the reasons for this apparent disparity and take the steps necessary to ensure that its minority students are receiving equitable educational opportunities.

Study Design Overview

This study analyzed the size of "actual" achievement gaps in 93 Massachusetts school districts for local minority and White students with state White students by comparing them to the size of "predicted" gaps. Results from approximately 1.7 million student test administrations over three years in ELA, as well as a similar number in Mathematics, were incorporated in the analysis. Since it is assumed that reducing or eliminating such gaps is an important educational goal, a district with a smaller than predicted gap is described in this report as performing better than the predicted gap or exceeding the predicted gap. A district with a larger than predicted gap is referred to as performing worse than the predicted gap or below the predicted gap.

The actual achievement gap is defined as the difference between the academic achievement of the student subgroup and the comparable figure for state White students. The predicted gap for each district was determined through a regression analysis that took into account poverty of households with children in the school district, educational attainment of community members in the school district, and the size of the actual achievement gap for all Massachusetts districts for which data were available. Three years of data from the American Community Survey (ACS), conducted by the United States Census Bureau, were used as an estimate of household poverty and community educational attainment in districts with a population large enough to permit a reliable sample (over 20,000 total population). Poverty and educational attainment data were analyzed for each racial or ethnic group at the district level. The ACS survey is used by the federal government to generate Title I funding allocations to school districts based on poverty and is an independent and sufficiently reliable indicator for this purpose. It should be noted that Free and Reduced Lunch statistics collected by school districts, which are often used as a proxy for poverty data when these are not available, are calculated differently and are not directly comparable. Free and Reduced Lunch data are also not publicly available for individual school districts in a form that is disaggregated by racial or ethnic group.

Three years of achievement data for each school district were used to generate results for enough students that reliable analysis could be performed. Achievement data, which were obtained online from the Massachusetts Department of Elementary and Secondary Education (DESE), were based on the percent of students attaining Proficient or above on the state Massachusetts Comprehensive Assessment System (MCAS) test in ELA or Mathematics.

If the actual gap was found to be smaller than the predicted gap, the difference between the two was reported in the graphs as a positive number. If the actual gap was larger than the predicted gap, the difference was reported in the graphs as a negative number.

Statistical tests were used to determine whether the actual gap was significantly different from the predicted gap. The likelihood that a result was statistically significant was a function of the magnitude of the result and the number of participants in the Census survey. The statistical test used was designed to permit identification of districts that accomplish positive (or negative)

results in a subject with a high level of confidence that the results were not simply due to chance.

The graphs in the main body of this report only included districts with achievement gaps that were statistically significantly different from the predicted achievement gaps, or where the district minority or district White students exceeded the performance of state Whites.

Extensive additional technical information about the design of the analysis is included in Appendix A.

Conclusion

The findings in this report lead to one overwhelming conclusion – demography is *not* destiny. Higher poverty and lower educational attainment levels certainly pose additional challenges to educators. But some Massachusetts school systems are substantially more successful in reducing African-American and Hispanic student achievement gaps than other districts serving students with similar backgrounds in these key areas. Similarly, some districts are also more successful in educating their White students than other districts in the state serving students from similar backgrounds. The results stand out, positively as well as negatively, indicating that even relevant family and community characteristics need not be decisive in determining the future of Massachusetts students.

Taunton, Cambridge, Chelsea, and certain other school districts are significantly more successful than most Massachusetts districts in reducing ELA or Mathematics achievement gaps between minority students and White students state-wide. Unfortunately, a number of school systems are less successful in reducing achievement gaps than other districts serving students with similar backgrounds. African-American students in Randolph, Malden, and several other districts have significantly larger achievement gaps, while Hispanic students in Medford, Haverhill, and other districts also face significantly larger achievement gaps.

It is noteworthy that, after accounting for non-school factors, Taunton and Stoughton appear to significantly reduce achievement gaps with state White students in ELA or in Mathematics, for both minority students and district White students. It is vital, however, not to lose sight of the actual, unadjusted achievement gaps, which indicate how much work still remains. For example, a significant proportion of Taunton's minority students are from communities of poverty and limited education; even though Taunton is more successful than other districts in reducing achievement gaps for minority students, the gaps that remain are still too large. Conversely, Randolph, and Haverhill stand out for the opposite reason. Such districts perform significantly worse in ELA and in Mathematics than other Massachusetts districts serving students from similar backgrounds. Minority students perform worse than predicted, as do local White students.

Some school districts are effectively addressing the challenge of educating disadvantaged students. Even these more successful communities need to continue to find new ways to accelerate their work and further reduce achievement gaps; but they deserve credit for what they have accomplished so far and less effective districts might derive useful lessons from them. Others districts should focus on improving their practices, not their students' demographics. State education officials have a responsibility to investigate the more egregious situations thoroughly and, if the findings of this study are confirmed, to intervene expeditiously.

Endnotes

1. See C*losing the Achievement Gap: An Annual Massachusetts Report on Performance Based High School Interventions and Turnarounds* (Boston: Mass Insight Education, 2009), retrieved on November 12, 2009 from: www.massinsight.org.

2. A. Vanneman, L. Hamilton, J. Anderson Baldwin, and T. Rahman, *Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress* (NCES 2009-455) (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC 2009).

3. For a review of ways to use MCAS data to make instructional, grouping, and organizational decisions, see Madigan, K., Rebarber, T., and Bean. B., *Closing Springfield's Achievement Gap: Innovative Ways to Use MCAS Data to Drive School Reform* (Boston: Pioneer Institute 2009).

4. The Community Partners Initiative (CPI) provides school districts with many other types of reports beyond the one included here. Additional information on CPI reports is available on their website: http://www.cpieducate.org.

5. See Caroline Hoxby's study for more complete discussion of the degree to which different demographic factors are correlated with student achievement in "If Families Matter Most, Where Do Schools Come In?" in Terry M. Moe (ed.) *A Primer on America's Schools* (Stanford University: Hoover Institute Press, 2001). Or see V.E. Lee and D.T. Burkam, "Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School," *Economic Policy Institute* (2002), from http://epicpolicy.org/files/Inequality%20at%20the%20Starting%20Gate.pdf retrieved on November 20, 2009. Or see L. Woessmann, *How Equal are Educational Opportunities? Family Background and Student Achievement in Europe and the US*. CESifo Working Paper Series No. 1162 (March 2004), abstract available at: http://ssrn.com/abstract=528209. For more information about community influences on student achievement see: Christopher Jencks and Susan Mayer in their oft cited work "The Social Consequences of Growing up in a Poor Neighborhood," in L. Lynn and M. McGreary (eds.) *Inner-city Poverty in the United States* (Washington, D.C.: National Academy Press 1990). Jencks and Mayer propose that communities could influence student achievement, for example, by providing role models or enforcement of social norms, such as earning a high school diploma (or not). For an interesting discussion on the community variables impacting student achievement, see Gary Solon, M.E. Page, and Greg J. Duncan's paper, "Correlations between neighboring children in their subsequent educational attainment," in *The Review of Economic and Statistics*, August 2000, 82(3): 383-392.

6. Achievement gap data for all districts in the analysis, including non-statistically significant results, may be found in Appendix B.

7. No statistical test for significance was performed on results where district Whites exceed state Whites, but they are included in the graphs and are discussed in this section along with the results that are statistically significant.

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Dr. Bruce Bean has been involved in various forms of data analysis for over thirty years, creating custom software for many uses. Working as an accountant, he created a complete custom software general ledger package and other software programs. As the founder of his own economic statistics software company, he created custom software that contained over 14,000 economic and financial time series and gained national acclaim. For the past twelve years, he has worked for The Community Group and Community Partners Initiative in Lawrence, MA, where he has been involved in creating the CPI MCAS Data Tools and Benchmark Data Tools. These Data Tools present test data to teachers and administrators in an extremely easy-to-use form. He earned a Ph.D. in Physics from the University of New Hampshire.

About Pioneer:

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Appendices

for

Beyond Demographic Destiny
An Analysis of Massachusetts Minority and White Student Achievement Gap

By Richard Cross, Theodor Rebarber, Kathleen Madigan, and Bruce Bean

Content and List of Figures

Appendix A: Study Design, Methods and Procedures

Introduction

The goal of this research study was to examine the differences in district-wide academic achievement of selected subgroups (Hispanic, African-American and Local White) with the academic performance of state White students. For the purposes of this report the difference between actual performance of each subgroup and state White performance is labeled as the "actual gap". Although educators, civic leaders, and policy makers, have discussed the issue of closing the "actual gap", this report seeks to provide a different lens for examining the issue by controlling for what are often called "non-school factors". The non-school factors used for this study have been strongly correlated with student achievement, but not directed or regulated by the school.

Which Non-School Factors Were Controlled?

Evidence from academic research suggests that a student's achievement is strongly connected to certain family and community characteristics.[1] The data sources used in this study had sufficient information for analysis using two well-established factors: household income level and community educational attainment.[2] That is, students living in poverty in a neighborhood with few high school graduates tend to perform worse in mathematics, reading, and writing than students who are not living in poverty and live in a community with a majority of individuals who have graduated from high school. Unless, the students are systematically provided with excellent educational opportunity and instruction, the gap between those who are poor and live in a less well-educated neighborhood tends to widen.[3]

The Poverty Metric

Support for the correlation between poverty and student achievement is not only cited in research, but also can be found in school policy and finance decisions. Specifically, recognizing the challenges associated with teaching students who come from poverty, Massachusetts provides additional funding for students in poverty. Kevin Carey in his paper reviewing state poverty based funding options indicates that the Massachusetts funding formula generated $2,405 in additional funding per student in grades 1 – 6 receiving free and reduced lunch; in 2001 – 2002. The base per student funding level for all students in grades 1 – 6 was $5,180.[4] More recently the Education Trust's EdWatch State report detailing information about Massachusetts noted that in MA high poverty and high minority districts received more funds (5% and 15 % more respectively) than low poverty or low minority districts. Given that a student's status below poverty level tends to negatively impact the results of educational effects and this status is outside the control of the school, this study controlled for the poverty level associated with each subgroup.

Community Educational Attainment

ACS provides estimates of the educational attainment by ethnic groups of all persons who were over 25 years of age within a school district's geographic region. These data would likely capture the student's family's educational level, plus the educational attainment of other individuals in the community who could also influence the student's achievement level.[5] Given that a student living in a community with fewer high school graduates tends to negatively impact the results of educational effects, this study controlled for the community educational attainment level associated with each subgroup.

Non-School Factors and the Predicted Gap

For the purposes of this study, a student subgroup's poverty and community education characteristics, along with estimated regression coefficients, were used to calculate predicted test scores and the "predicted gap." By subtracting the "predicted gap" from the "actual gap," the study was able to measure the size of the gap after accounting for key inputs outside the school district's control.

Rationale for Poverty Data Source

In research there are often two main sources of data often used for determining the proportion of low-income students in a school district: 1) Free and/or reduced lunch and 2) Census Bureau Data from the American Community Survey Program (ACS)[6]. The following provides a description for the rationale for selecting ACS as the data source for determining the poverty level for each group.

Schools can receive cash subsidies and donated commodities in return for offering free or reduced-price lunches to eligible children by participating in the Department of Agriculture's National School Lunch Program. Eligibility for free and reduced lunch is based on the family's income level compared to a federally established standard for poverty. For example, free lunch qualification is set at 130 percent of the poverty level or below, and reduced-price lunch qualification is set at between 130 and 185 percent of the poverty level. (See http://www.fns.usda.gov/cnd/lunch for more information.) A common procedure in educational research is to use free and/or reduced lunch data as a proxy for poverty level data. The challenge with using free and reduced lunch information was that data were collected at the school level, which can result in questions about the accuracy of those data.[7] In addition, some eligible low-income students in the upper grades may fail to enroll in the free and reduced-price lunch program because of the social stigma associated with poverty.[8] Plus, poverty/low-income information for each school or district, generated by free and/or reduced lunch program participation, was not broken out by ethnicity or race.

Without the specific information about poverty level for each sub group, estimating gaps could be biased when applying a whole district or school-wide low-income index across all students. Specifically, just because a student is African-American, does not indicate that he/she is from a low-income background. For example, if the study had used the district wide poverty rate reported by Lawrence as 83% (see District information from October, 2007) for all minority student, then differences in achievement rates between African-American, Hispanic and local White Students would not have been detected. Specifically, the most recent ACS data in Lawrence indicated that African-American students have a 21% poverty rate, while Hispanic have a 40% and White students have 15%. This indicates that educating Hispanic students may present more challenges than educating African-American or White students in Lawrence who have roughly comparable poverty rates.

District level poverty data broken out by ethnic groups, was available from the United States Census Bureau, American Community Survey (ACS) School District Tabulation. The ACS provides household level poverty statistics by ethnic group for students who attended public schools in the Commonwealth. Importantly, these data were provided at the district level for poverty for each ethnic group.[9]

Further, ACS is used by the United States Department of Education to determine Title I funding; since data were collected by an external agency there is no financial stake in the outcome. Using surveys, the census estimates were based on information from a sample of households in each school district.

Methods, Procedures, and Design

Data sources

Massachusetts 2008-09 Enrollment By Race/Gender Report-District Level. http://profiles.doe.mass.edu/state_report/enrollmentbyracegender.aspx?mode=district&orderBy=&year=2009

2007 - 2009 MCAS Report (DISTRICT) for Grade 3 - 10 / Black or Afr. Amer., Hispanic, White Students; 2006 Rules/Policies Applied http://profiles.doe.mass.edu/state_report/mcas.aspx

United States Census Bureau, American Community Survey School District Tabulation (ST030) School District Demographics System American Community Survey 2006-08 – three year estimates

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=datasets_2&_lang=en

– Total Relevant Children enrolled --Public
– Race & Ethnic Groups--Social, Economic, and Housing Characteristics
– Black or Afr. American/ Hispanic or Latino /White alone, not Hispanic or Latino
– Householder Alone
– ACS Poverty Status tables C17020x[10]
– ACS Educational Attainment tables C15002x.

ACS Public Use Microdata Sample http://www.census.gov/acs/www/Products/PUMS/

(PUMS) 2005-2007 3-Year. (See the "2005-2007 PUMS Accuracy of the Data (Accuracy PUMS.pdf) and the ACS PUMS DATA DICTIONARY – 2005-2007 HOUSING January 26, 2009 for details on how to access and use the data files.)

District and Group Selection – Criteria of Inclusion

District size

Beginning in 2008, the Census Bureau released its first 3-year estimates based on ACS data collected from 2005 through 2007. These 3-year estimates were available annually for geographic areas with a population of 20,000 or more, including the nation, all states and the District of Columbia, all congressional districts, approximately 1,800 counties, and 900 metropolitan and micropolitan statistical areas, among others. For areas with a population less than 20,000, 5-year estimates will be available. The first 5-year estimates, based on ACS data collected from 2005 through 2009, will be released in 2010.[11]

The initial review of the Massachusetts school districts included only districts with 2006-2008 average enrollments of at least 2000 students; these were deemed large in this study. Districts with enrollments below 2000 students were not reviewed or reported. From among this original district pool characteristics of minority enrollment and poverty level were reviewed to ensure adequate number of students in each subgroup.

Poverty estimates

The tabulated ACS district poverty estimates were provided by subgroups based upon all children under the age of 18, including students in both public and private schools, and children younger than school age. As such, in order to arrive at a more accurate estimate of poverty level for each subgroup of children enrolled in public schools, the study used 1) the ACS Public Use Microdata Sample (PUMS) estimates, which contained a sub-sample of the ACS sample at the individual household level including children's ages and enrollment status in public school; and compared that to 2) ACS tabulated estimates of the poverty percentage of all children in the district under the age of 18. This resulted in two poverty estimates. Districts where these two poverty estimates diverged by more than 15% points within a group were not included in the analysis. In the included districts, an adjustment to the tabulated ACS poverty estimate was made based upon the PUMS estimate.[12] The average adjustment by district amounted to fewer than 3 percentage points.

Minority Participation for Academic Achievement

Because the focus was on the achievement gap between the minority student groups and the state white groups, the minority sample sizes needed to be large enough to provide statistically reliable results, thus the study included district groups that had at least 500 student-test results (pooled over three years) in either subgroups: Hispanic or African-American students. Further, in all districts with the minimum level of Hispanic and/or African-American participation, the local white student performance was evaluated.

Community Educational Attainment

Educational attainment in the ACS survey is measured by answers to Question #11. Individuals responded to the highest degree or education attained. For example, they could

respond that they received a high school diploma or had a high school diploma and some college. Distinctions were made between regular high school diploma and GED or other alternatives. In addition, individuals who were educated in a foreign or ungraded system were asked to report their attainment level as an equivalent in the regular American system. The ACS community educational attainment by subgroup data were drawn from persons 25 years of age and over in the school district geographic region who do not obtain a high school diploma or a GED.

For a list of the districts used in the analysis and their data sets see Figures 8-10 in Appendix B.

Procedures

The analysis objective is to evaluate selected school districts in MA using MCAS African-American and Hispanic student academic performance in English Language Arts (ELA) and Mathematics (Math) while noting any discrepancies with the state's white student performance with a specific analysis that controls for the effects of each district's subgroup's poverty level and that subgroup's community educational attainment level.

These discrepancies were measured for ELA and Math using the District Performance Discrepancy (DPD) with state white student. The DPD had two forms, the Actual DPD (DPD_actual) and the Expected DPD (DPD_expected), defined by the following equations:

Definitions

DPD_actual = State white percent proficient - district group percent proficient

DPD_ expected = State white percent proficient - district group poverty/education adjusted percent proficient

The DPD_ expected score served as the control. In all instances, the percent proficient includes all students at or above proficient on the MCAS pooled across the three years 2007 - 2009. The DPD_actual and DPD_expected results were derived for Math and ELA percent proficient results.

The DPD_actual scores for each district group were based on the MCAS results disaggregated by subgroup within grade level (3, 4, 5, 6, 7, 8, and 10). Grade level results were pooled into an overall result, that is the proficient N counts within each district for each grade were added, and then divided by the total number of students tested. This provided the actual percent proficient.

The DPD_expected scores were derived from regression equations on state-provided MCAS data as well as the 2006-2008 American Community Survey three-year estimates for poverty and community educational attainment. Equation predictors were taken from the ACS data on poverty (which was adjusted using PUMS data to account for the difference between private and public school students) and the community educational attainment proxy in the proportion of adults without a high school diploma within the district.

All districts with ACS provided statistics were used to generate six (6) regression-adjusted prediction formulas (see Figure 7a): African-American, ELA; African-American, Math; Hispanic, ELA; Hispanic, Math; Local White, ELA; White, Math.

A multivariate regression was conducted on MCAS ELA and Math results using educational and poverty estimates. These regression estimates were used to determine the predicted district performance. The predicted district performance and the actual gap with state whites were used to calculate the predicted gap. Separate regressions of MCAS Math and ELA performance across poverty and education levels for each subgroup were weighted for district subgroup size based on the ACS estimates of student counts within the district. Since ACS data were estimates, it was also important to correct for regression dilution due to any measurement error associated with those estimates.[13] Therefore, the regression coefficients were "adjusted" (see equation in Figure 7b) to correct for the regression dilution.

Prediction scores for each district included three scores for ELA (African-American, Hispanic, Local White), and Mathematics (African-American, Hispanic, Local White). Poverty/educational-adjusted proportions were used in the DPD_expected equation. Sampling standard errors from the ACS scores were computed[14] and applied to the predicted scores for each district and group. The application of the ACS standard errors created a confidence interval about the predicted score. The DPD_Actual scores that fell beyond the confidence interval of the DPD_expected scores were deemed significant.

Figure 7a: Prediction Equations

African American

Ypredicted ELA logit = -0.96 - 0.226 * γ1African American - 0.256 * γ2African American

Ypredicted Math logit = -1.21 - 0.226 * γ1African American - 0.014 * γ2African American

Hispanic

Ypredicted ELA logit = -0.95 - 0.314 * γ1Hispanic - 0.262 * γ2Hispanic

Ypredicted Math logit = -1.32 - 0.338 * γ1Hispanic - 0.176 * γ2Hispanic

White

Ypredicted ELA logit = -0.70 - 0.016 * γ1White - 0.525 * γ2White

Ypredicted Math logit = -1.07 - 0.121 * γ1White - 0.505 * γ2White

γ1 = ACS Poverty Logit

γ2 = ACS no High School Diploma Logit

Figure 7b: Regression Dilution Adjustment Equation

Regression dilution correction were made to each regression coefficient for poverty and community education level using:

$$B = \hat{\beta} * \left(1 + \frac{\text{var}(P_{err})}{\text{var}(P_t)}\right)$$

where P_t is the true score proportion estimated by $P_t = \left(1 - \frac{P_{err}}{P_{estimate}}\right)$

and P_{err} and $P_{estimate}$ are the ACS standard errors of the proportion and estimated proportions respectively for each district's (i) ethnic groups.

Definition of Selected Terms for American Community Survey (ACS) from the United States Census Bureau

What is the ACS?

The ACS asks essentially the same questions as the Census 2000 long form. However, it offers different data products, and there were some differences in resulting estimates because of differences in reference periods and in how the data were collected (U.S. Census Bureau, 2006b). The ACS has been producing one-year estimates of population demographics since 1997 for selected geographic areas. The ACS sample was increased to its full size starting in 2005, and starting with estimates for 2005 the ACS provides full sets of estimates annually for all states and for all communities of 65,000 persons or more. For less populous communities, such as rural areas, city neighborhoods, or very small population groups, the sample size is too small to make reliable estimates from one year of ACS sample. Starting in 2008, geographic entities with populations of at least 20,000 received three-year estimates (U.S. Census Bureau, 2009).[15] ACS data were available using prepared summary tabulations or Public Use Microdata Sample files (PUMS). PUMS data files contain actual participant responses to non-confidential ACS survey questions. Each record has an individual weight, which allows researchers to develop population estimates. Plus, each record provides replicate weights that were used to produce standard errors and to do statistical testing.[16]

School Districts

School districts were defined as geographic entities within which state, county, or local officials or the Department of Defense that provided public educational services for the areas residents. The U.S. Census Bureau obtained the boundaries and names for school districts from state officials. The U.S. Census Bureau first provided data for school districts in conjunction with the 1970 census. For Census 2000, the U.S. Census Bureau tabulated data for three types of school districts: elementary, secondary, and unified. Each school district was assigned a five-digit code that was unique within state. School district codes were assigned by the Department of Education and were not necessarily in alphabetical order by school district name.[17]

Income used for Poverty Classification

''Total income'' was defined as the sum of the amounts reported separately for wage or salary income; net self-employment income; interest, dividends, or net rental or royalty income, or income from estates and trusts; social security or railroad retirement income; Supplemental Security Income; public assistance or welfare payments; retirement, survivor, or disability pensions; and all other income. The estimates were inflation-adjusted using the Consumer Price Index.[18]

Understanding Statistical Significance

The poverty-adjusted and community educational attainment predictors were based on ACS samples of persons within the districts, and as such the results were subject to sampling error. In order to determine if the differences between the actual and expected scores exceed the margin of error, the study applied statistical tests for significance based upon the sampling error estimated in the ACS. The term significant does imply a judgment about the degree or relevance of the difference. It means that these results were most likely due to something other than the margin of error. By the same token, if the results were not significant, it doesn't mean that they lack relevance. It merely means that the ACS error estimates were large enough that one needs to be cautious in interpreting the results. For the purposes of this study, significance levels at.05 level or at the 95% level of confidence were used.[19]

References for More Information About American Community Survey

Census Bureau (2006a). "Design and Methodology: American Community Survey." Technical Paper 67. Issued May

2006; http://www.census.gov/acs/www/Downloads/tp67.pdf

Census Bureau (2006b). "2006 Data Users Handbook The American Community Survey" http://www.census.gov/acs/www/Downloads/Handbook2006.pdf

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Census Bureau (2007c). "About the Data (Methodology): The Multiyear Estimates Study: Overview".http://www.census.gov/acs/www/AdvMeth/Multi_Year_Estimates/overview.html

Census Bureau (2007d). "About the Data (Methodology): The Multiyear Estimates Study: About the Multiyear Estimates Study". http://www.census.gov/acs/www/AdvMeth/Multi_Year_Estimates/study_details.html

Census Bureau (2008a). "A Compass for Understanding and Using American Community Survey Data." http://www.census.gov/acs/www/UseData/Compass/compass_series.html

Appendix B: Data Tables for Districts – Non-School Factors, Actual and Predicted Gaps

Figure 8a: ACS Estimated District Poverty and Educational Attainment – African-American

District	ACS N (est.)	Below Poverty (prop.)	Below Poverty stdErr (prop.)	No HS Diploma 25+ (prop.)	No HS Diploma stdErr (prop.)
Boston	39,752	0.35	0.02	0.22	0.01
Brockton	9,865	0.13	0.03	0.21	0.02
Cambridge	3,007	0.47	0.08	0.17	0.02
Chelsea	819	0.31	0.16	0.48	0.05
Fall River	852	0.52	0.15	0.14	0.05
Haverhill	739	0.28	0.08	0.10	0.04
Lawrence	528	0.21	0.07	0.32	0.07
Lowell	1,813	0.20	0.13	0.10	0.03
Lynn	4,684	0.24	0.07	0.25	0.03
Malden	2,042	0.08	0.12	0.09	0.03
Milton	692	0.02	0.14	0.14	0.04
New Bedford	1,871	0.36	0.11	0.31	0.03
Quincy	842	0.29	0.11	0.05	0.02
Randolph	2,759	0.07	0.03	0.12	0.03
Somerville	666	0.37	0.32	0.17	0.05
Springfield	9,901	0.38	0.04	0.20	0.02
Stoughton	781	0.17	0.08	0.07	0.03
Taunton	1,082	0.51	0.12	0.17	0.04
Waltham	670	0.04	0.05	0.17	0.05
Worcester	4,331	0.32	0.07	0.16	0.02

ACS N (est.): Estimated student N by ACS in computing proportion of students at or below poverty; used also as weighting estimate in the regression equations.

Below Poverty (prop.): ACS estimate of proportion of students in district at or below poverty; PUMS adjusted for students in public schools.

Below Poverty stdErr (prop.): Standard error term of the proportion for poverty.

No HS Diploma 25+ (prop.): ACS estimate of proportion of persons 25 and older in district who have not attained a high school diploma.

No HS Diploma 25+ stdErr (prop.): Standard error term of the proportion for no high school diploma.

Figure 8b: ACS Estimated District Poverty and Educational Attainment – Hispanic

District	ACS N (est.)	Below Poverty (prop.)	Below Poverty stdErr (prop.)	No HS Diploma 25+ (prop.)	No Diploma stdErr (prop.)
Attleboro	760	0.29	0.13	0.37	0.10
Boston	29,647	0.41	0.02	0.37	0.01
Brockton	3,283	0.18	0.05	0.31	0.04
Brookline	846	0.38	0.24	0.10	0.04
Cambridge	1,200	0.20	0.08	0.12	0.04
Chelsea	6,325	0.25	0.05	0.43	0.03
Chicopee	2,803	0.49	0.10	0.34	0.06
Everett	1,683	0.23	0.12	0.43	0.08
Fall River	1,517	0.67	0.08	0.38	0.05
Fitchburg	3,016	0.50	0.10	0.30	0.05
Haverhill	2,748	0.27	0.09	0.25	0.05
Holyoke	7,236	0.58	0.04	0.46	0.03
Lawrence	18,141	0.40	0.03	0.45	0.02
Leominster	1,811	0.47	0.14	0.30	0.06
Lowell	5,795	0.44	0.06	0.40	0.04
Lynn	7,873	0.27	0.05	0.50	0.03
Malden	1,310	0.20	0.10	0.22	0.12
Medford	1,274	0.02	0.04	0.08	0.04
Methuen	3,617	0.08	0.04	0.36	0.05
Newton	1,007	0.24	0.20	0.21	0.06
Northampton	550	0.65	0.19	0.18	0.06
Pittsfield	551	0.43	0.12	0.17	0.07
Quincy	528	0.07	0.07	0.21	0.06
Revere	3,345	0.04	0.03	0.51	0.05
Somerville	1,097	0.33	0.18	0.28	0.05
Springfield	19,214	0.57	0.03	0.40	0.02
Waltham	1,524	0.09	0.08	0.37	0.07
Westfield	907	0.45	0.20	0.14	0.07
Worcester	10,775	0.51	0.04	0.33	0.02

Figure 8c: ACS Estimated District Poverty and Educational Attainment—Local White

District	Mean enrollment N*	ACS N (est)	Below Poverty (prop.)	Below Poverty stdErr (prop.)	No HS Diploma 25+ (prop.)	No Diploma stdErr (prop.)
Attleboro	6,075	8,540	0.04	0.02	0.13	0.01
Boston	56,635	44,569	0.26	0.02	0.10	0.01
Brockton	15,615	8,312	0.12	0.03	0.14	0.01
Brookline	6,108	7,884	0.08	0.04	0.02	0.00
Cambridge	5,695	5,831	0.08	0.02	0.04	0.01
Chelsea	5,518	4,331	0.16	0.06	0.27	0.03
Chicopee	7,657	9,267	0.12	0.04	0.17	0.01
Everett	5,433	5,225	0.17	0.04	0.19	0.02
Fall River	10,512	15,584	0.21	0.03	0.34	0.01
Fitchburg	5,511	6,335	0.27	0.06	0.16	0.02
Haverhill	7,525	10,156	0.11	0.02	0.11	0.01
Holyoke	6,287	8,995	0.46	0.04	0.22	0.02
Lawrence	12,259	4,087	0.15	0.04	0.23	0.02
Leominster	6,175	7,807	0.18	0.05	0.13	0.01
Lowell	13,834	10,973	0.18	0.03	0.18	0.01
Lynn	13,685	11,239	0.22	0.03	0.19	0.01
Malden	6,331	6,074	0.15	0.04	0.11	0.01
Medford	4,796	6,425	0.09	0.03	0.12	0.01
Methuen	7,438	7,680	0.04	0.02	0.13	0.01
Natick	4,612	7,182	0.06	0.02	0.03	0.01
New Bedford	13,178	15,949	0.35	0.03	0.36	0.01
Newton	11,633	16,036	0.06	0.02	0.03	0.00
Northampton	2,861	3,330	0.07	0.03	0.07	0.01
Pittsfield	6,353	7,297	0.18	0.03	0.11	0.01
Quincy	8,810	8,676	0.10	0.04	0.09	0.01
Randolph	3,410	1,977	0.06	0.03	0.10	0.02
Revere	5,864	9,453	0.13	0.04	0.21	0.02
Somerville	5,003	4,554	0.15	0.04	0.10	0.01
Springfield	25,410	13,402	0.42	0.03	0.19	0.01
Stoughton	3,941	4,758	0.08	0.03	0.15	0.02
Taunton	8,133	11,026	0.14	0.03	0.17	0.01
Waltham	4,764	5,235	0.11	0.03	0.10	0.01
Westfield	6,375	8,936	0.19	0.05	0.10	0.01
Worcester	23,501	23,372	0.24	0.03	0.15	0.01

* Entire enrollment including all racial/ethnic groups 2006-2008.

Figure 9a: African-American Actual and Predicted Achievement Gaps: MCAS English Language Arts Achievement (2007 – 2009)

District	Tested N[20] (African American ELA)	%Prof+[21]	Gap Upper-Bound 95%[22]	Predicted Gap%[23]	Gap Lower Bound 95%[24]	Actual Gap%[25]	Gap Difference%[26]	Significant
Boston	98,778	36.3	33.7	34.8	36.6	36.6	-1.8	*
Brockton	34,668	43.3	21.8	27.5	30.1	29.6	-2.0	
Cambridge	9,171	44.6	32.2	36.0	41.3	28.4	7.6	*
Chelsea	1,737	33.9	25.2	41.1	47.8	39.1	2.0	
Fall River	3,981	36.0	24.0	35.5	46.2	36.9	-1.4	
Haverhill	1,341	49.9	14.8	27.3	35.5	23.0	4.3	
Lawrence	1,137	40.4	24.8	34.2	39.4	32.5	1.7	
Lowell	4,041	42.7	-3.3	25.1	34.6	30.2	-5.2	
Lynn	8,250	41.9	25.3	33.0	37.9	31.0	2.0	
Malden	5,688	42.5	-4.2	18.3	30.6	30.5	-12.2	
Milton	3,885	52.9	-2.0	13.4	32.2	20.0	-6.6	
New Bedford	7,191	36.0	30.2	37.9	43.7	36.9	1.0	
Quincy	2,118	44.6	7.3	22.7	32.9	28.3	-5.6	
Randolph	8,235	41.2	5.2	19.1	24.3	31.7	-12.6	*
Somerville	2,916	37.8	-0.7	33.5	51.3	35.2	-1.6	
Springfield	27,375	37.1	32.7	35.0	38.2	35.8	-0.7	
Stoughton	2,775	60.2	4.3	21.1	29.8	12.7	8.4	
Taunton	3,030	45.7	29.6	36.8	44.8	27.2	9.6	*
Waltham	1,884	54.9	-0.9	18.3	26.9	18.0	0.3	
Worcester	13,500	40.4	26.9	31.9	36.9	32.5	-0.7	

Figure 9b: Hispanic Actual and Predicted Achievement Gaps: MCAS English Language Arts Achievement (2007 – 2009)

District	Tested N (Hispanic ELA)	%Prof+	Gap Upper-Bound 95%	Predicted Gap%	Gap Lower Bound 95%	Actual Gap%	Gap Difference%	Significant
Attleboro	2,610	46.0	16.3	35.7	45.5	26.9	8.7	
Boston	84,486	36.4	37.5	39.5	41.0	36.5	3.0	*
Brockton	9,927	42.9	19.4	29.3	34.2	30.0	-0.6	
Brookline	2,205	67.1	-13.3	28.2	45.8	5.8	22.4	
Cambridge	3,531	50.9	6.7	22.6	30.9	22.0	0.6	
Chelsea	18,390	37.9	28.4	35.5	39.3	35.0	0.5	
Chicopee	8,859	33.2	33.0	41.0	47.9	39.7	1.3	
Everett	5,841	41.9	12.8	34.9	43.8	31.0	3.9	
Fall River	6,855	29.1	41.6	46.8	53.0	43.8	2.9	
Fitchburg	9,765	35.1	32.3	40.2	47.3	37.8	2.3	
Haverhill	7,164	32.3	18.5	31.2	38.6	40.6	-9.4	*
Holyoke	20,673	20.4	43.4	46.1	49.1	52.5	-6.4	*
Lawrence	50,391	31.6	38.4	41.2	43.2	41.3	-0.1	
Leominster	6,678	34.9	27.9	39.5	48.8	38.0	1.4	
Lowell	15,003	28.6	35.8	40.9	45.1	44.3	-3.4	
Lynn	26,310	37.8	32.4	38.3	41.6	35.1	3.2	
Malden	5,178	46.1	-5.1	27.1	38.6	26.8	0.3	
Medford	2,175	53.7	-15.5	0.0	13.4	19.3	-19.3	*
Methuen	8,010	35.8	4.0	23.7	29.6	37.1	-13.5	*
Newton	3,183	64.8	-8.9	28.7	42.9	8.1	20.6	
Northampton	1,821	39.9	25.0	40.7	59.1	33.0	7.6	
Pittsfield	1,818	30.9	18.4	34.0	44.2	42.1	-8.1	
Quincy	1,809	43.6	-8.9	17.8	28.1	29.3	-11.5	*
Revere	9,480	53.2	-1.3	22.6	29.3	19.7	2.9	
Somerville	6,996	40.5	8.7	34.4	45.6	32.4	1.9	
Springfield	62,874	28.8	43.0	44.7	46.9	44.1	0.5	
Waltham	5,727	47.9	-4.8	24.4	34.2	25.0	-0.6	
Westfield	2,889	37.6	9.2	33.1	48.0	35.3	-2.3	
Worcester	36,180	30.3	38.1	41.1	44.2	42.6	-1.5	

Figure 9c: Local White Actual and Predicted Achievement Gaps: MCAS English Language Arts Achievement (2007 – 2009)

District	Tested N (Local White ELA)	%Prof+	Gap Upper-Bound 95%	Predicted Gap%	Gap Lower Bound 95%	Actual Gap%	Gap Difference%	Significant
Attleboro	22,425	66.4	-2.3	4.5	8.4	6.5	-1.9	
Boston	33,036	66.0	7.2	8.0	10.3	6.9	1.1	*
Brockton	22,950	58.9	4.9	9.0	12.6	14.0	-5.0	*
Brookline	16,617	88.5	-16.1	-11.4	-7.1	-15.6	4.1	
Cambridge	8,988	77.5	-8.5	-5.7	-2.4	-4.6	-1.1	
Chelsea	2,358	51.4	13.1	20.7	25.9	21.5	-0.8	
Chicopee	23,850	57.3	8.1	12.4	15.9	15.7	-3.3	
Everett	13,659	55.2	9.7	14.9	19.6	17.7	-2.7	
Fall River	34,620	48.8	24.0	26.8	29.1	24.1	2.7	
Fitchburg	11,202	59.6	10.3	15.0	20.1	13.3	1.7	
Haverhill	25,695	61.5	1.8	5.1	8.5	11.4	-6.3	*
Holyoke	5,505	58.1	20.8	23.2	27.0	14.8	8.4	*
Lawrence	4,449	49.4	13.4	18.2	22.1	23.5	-5.3	*
Leominster	19,644	63.7	5.7	10.2	14.7	9.2	1.0	
Lowell	26,430	51.0	12.1	15.0	18.0	21.9	-6.9	*
Lynn	17,451	61.4	13.6	16.5	19.8	11.5	5.0	*
Malden	11,454	60.8	2.9	7.0	11.3	12.1	-5.2	*
Medford	14,721	66.6	1.4	6.0	9.9	6.3	-0.2	
Methuen	26,481	65.7	-2.4	3.8	7.5	7.2	-3.4	
Natick	18,846	82.6	-13.6	-9.8	-5.9	-9.7	-0.1	
New Bedford	31,452	47.9	28.7	30.4	32.4	25.0	5.4	*
Newton	38,523	86.0	-12.5	-8.8	-5.5	-13.1	4.3	*
Northampton	10,338	75.0	-6.6	-1.5	2.9	-2.1	0.6	
Pittsfield	22,848	61.8	3.8	7.4	11.5	11.1	-3.7	
Quincy	24,144	66.5	-2.3	3.0	7.2	6.4	-3.5	
Randolph	4,005	59.7	-9.8	2.0	8.3	13.2	-11.2	*
Revere	13,245	62.8	9.7	15.3	19.5	10.1	5.2	
Somerville	8,763	60.2	1.6	5.4	9.3	12.8	-7.3	*
Springfield	17,529	53.3	18.5	20.1	23.3	19.6	0.5	
Stoughton	14,190	72.4	2.4	8.7	13.5	0.5	8.2	*
Taunton	30,444	67.4	9.2	12.6	15.8	5.5	7.1	*
Waltham	12,093	75.6	-0.7	4.2	8.5	-2.7	7.0	*
Westfield	25,878	66.1	2.4	7.0	11.9	6.8	0.2	
Worcester	42,402	56.4	11.5	13.2	15.9	16.5	-3.3	*

Figure 10a: African-American Actual and Predicted Achievement Gaps: MCAS Math Achievement (2007 – 2009)

District	%Prof+	Gap Upper-Bound 95%	Predicted Gap%	Gap Lower Bound 95%	Actual Gap%	Gap Difference%	Significant
Boston	24.8	35.1	35.5	36.4	36.5	-1.0	*
Brockton	29.9	27.0	29.6	31.8	31.4	-1.8	
Cambridge	30.2	35.6	37.7	40.0	31.1	6.6	*
Chelsea	28.9	24.9	35.2	40.0	32.4	2.7	
Fall River	20.8	33.7	38.3	42.9	40.5	-2.2	
Haverhill	28.6	29.9	34.0	37.0	32.7	1.2	
Lawrence	23.8	28.4	32.5	35.5	37.5	-5.0	*
Lowell	24.7	9.6	31.9	36.9	36.6	-4.6	
Lynn	28.4	29.3	33.3	36.2	32.9	0.4	
Malden	25.6	9.5	26.5	34.3	35.7	-9.2	*
Milton	37.6	9.7	19.1	33.8	23.7	-4.6	
New Bedford	27.1	31.6	35.9	39.4	34.2	1.7	
Quincy	28.6	27.5	33.9	37.8	32.7	1.2	
Randolph	25.7	16.9	25.9	29.5	35.6	-9.7	*
Somerville	24.8	9.8	35.9	46.1	36.5	-0.6	
Springfield	20.9	35.1	36.2	37.7	40.4	-4.2	*
Stoughton	42.7	21.7	30.9	34.8	18.6	12.3	*
Taunton	30.5	35.0	38.3	41.8	30.8	7.5	*
Waltham	32.0	9.8	22.7	29.3	29.3	-6.5	*
Worcester	27.7	32.3	35.0	37.4	33.6	1.4	

Figure 10b: Hispanic Actual and Predicted Achievement Gaps: MCAS Math Achievement (2007 – 2009)

District	%Prof+	Gap Upper-Bound 95%	Predicted Gap%	Gap Lower Bound 95%	Actual Gap%	Gap Difference%	Significant
Attleboro	34.1	16.4	34.0	41.5	27.2	6.8	
Boston	27.8	35.9	37.5	38.7	33.5	4.0	*
Brockton	31.0	19.4	28.7	32.6	30.3	-1.6	
Brookline	56.0	-16.7	30.9	44.6	5.3	25.5	
Cambridge	34.2	9.6	24.9	31.7	27.1	-2.2	
Chelsea	34.9	27.1	33.4	36.4	26.4	7.0	*
Chicopee	21.2	32.8	39.0	44.1	40.1	-1.1	
Everett	29.7	11.4	32.8	39.9	31.6	1.3	
Fall River	18.9	40.0	43.6	48.0	42.4	1.2	
Fitchburg	27.2	32.5	38.6	44.0	34.1	4.6	
Haverhill	19.1	19.9	31.2	37.0	42.2	-11.0	*
Holyoke	12.5	40.5	42.4	44.7	48.8	-6.4	*
Lawrence	20.7	36.0	38.3	39.9	40.6	-2.2	*
Leominster	30.3	28.6	38.1	45.2	31.0	7.1	
Lowell	18.8	34.6	38.5	41.7	42.5	-4.0	*
Lynn	29.9	30.3	35.4	37.9	31.4	4.0	
Malden	32.9	-1.7	27.7	36.3	28.4	-0.7	
Medford	40.8	-18.9	0.4	14.6	20.5	-20.0	*
Methuen	23.5	1.2	22.5	27.5	37.8	-15.3	*
Newton	55.4	-12.8	29.3	40.9	5.9	23.4	
Northampton	20.9	28.5	40.3	53.3	40.4	-0.1	
Pittsfield	20.0	22.9	34.7	42.1	41.3	-6.6	
Quincy	26.3	-12.8	18.4	27.5	35.0	-16.6	*
Revere	44.5	-6.9	19.8	25.7	16.8	3.1	
Somerville	29.7	8.2	33.7	42.7	31.6	2.1	
Springfield	19.5	40.4	41.6	43.3	41.8	-0.1	
Waltham	29.1	-9.5	23.2	31.7	32.3	-9.1	*
Westfield	22.3	13.7	34.3	45.5	39.0	-4.7	
Worcester	21.4	37.0	39.2	41.6	39.9	-0.7	

Figure 10c: Local White Actual and Predicted Achievement Gaps: MCAS Math Achievement (2007 – 2009)

District	%Prof+	Gap Upper-Bound 95%	Predicted Gap%	Gap Lower Bound 95%	Actual Gap%	Gap Difference%	Significant
Attleboro	55.6	-1.1	6.7	10.0	5.7	1.1	
Boston	56.1	8.0	9.2	11.2	5.2	3.9	*
Brockton	49.3	6.3	10.8	13.8	12.0	-1.2	
Brookline	80.8	-19.9	-13.3	-8.4	-19.5	6.2	
Cambridge	67.1	-9.6	-5.7	-2.3	-5.8	0.1	
Chelsea	41.0	15.0	22.0	26.0	20.3	1.7	
Chicopee	43.0	9.8	14.2	16.9	18.3	-4.1	*
Everett	38.7	11.2	16.5	20.3	22.6	-6.1	*
Fall River	33.0	24.7	27.2	28.7	28.3	-1.1	
Fitchburg	47.9	11.5	16.2	20.5	13.4	2.8	
Haverhill	49.5	2.8	6.8	9.7	11.8	-5.1	*
Holyoke	45.3	21.1	23.4	26.4	16.0	7.4	*
Lawrence	35.6	15.1	19.8	22.8	25.8	-6.0	*
Leominster	57.4	6.9	11.7	15.5	3.9	7.9	*
Lowell	39.9	13.5	16.5	18.8	21.4	-4.9	*
Lynn	50.8	14.7	17.8	20.4	10.5	7.3	*
Malden	43.8	3.8	8.5	12.3	17.5	-9.1	*
Medford	52.3	2.6	7.9	11.2	9.0	-1.1	
Methuen	52.9	-1.2	6.1	9.2	8.4	-2.2	
Natick	74.3	-16.4	-10.9	-6.5	-13.0	2.1	
New Bedford	39.2	28.4	29.9	31.3	22.1	7.8	*
Newton	80.9	-14.5	-9.5	-6.1	-19.6	10.1	*
Northampton	54.8	-6.9	-0.6	3.7	6.5	-7.1	*
Pittsfield	51.4	4.7	8.8	12.5	9.9	-1.1	
Quincy	49.6	-1.5	4.5	8.3	11.7	-7.3	*
Randolph	45.3	-10.1	3.8	9.6	16.0	-12.3	*
Revere	50.4	11.5	17.1	20.4	10.9	6.2	*
Somerville	49.6	2.5	6.8	10.3	11.7	-4.9	*
Springfield	40.9	18.9	20.6	23.2	20.4	0.2	
Stoughton	62.5	3.8	10.8	15.0	-1.2	12.0	*
Taunton	54.8	10.7	14.4	16.9	6.5	7.9	*
Waltham	60.0	0.2	5.8	9.7	1.3	4.4	
Westfield	49.1	3.3	8.3	12.8	12.2	-3.8	
Worcester	46.6	12.6	14.5	16.7	14.7	-0.1	

Appendix C: Individual District Performance Charts (CPI)

Boston

COMMUNITY PARTNERS INITIATIVE

Boston (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Boston

	Percent Advanced+Proficient - 2009																						
	Average English	Average Math	English										Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-29.5	-27.5		-35	-31	-33	-31	-29	-26		-22				-34	-27	-27	-30	-28	-28		-19		
District				31	30	38	43	48	59		64				33	27	33	33	28	28		62		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				3962	3938	3799	3273	3777	3916		3933				3971	3971	3795	3299	3833	3972		3892		
African American																								
Dis. Less St. White	-36.2	-37.4		-41	-36	-39	-37	-37	-34		-30				-44	-33	-34	-42	-40	-40		-30		
District				25	25	32	37	40	51		56				23	21	26	21	16	16		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1401	1567	1519	1274	1514	1603		1537				1404	1585	1517	1286	1538	1632		1540		
Asian																								
Dis. Less St. White	-8.3	9.4		-21	-10	-11	-8	-2	-5		-5				-6	5	12	11	13	16		11		
District				45	51	60	66	75	80		81				61	59	72	74	69	72		92		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				283	274	317	305	348	374		401				286	277	320	307	354	375		404		
Hispanic																								
Dis. Less St. White	-35.8	-34.3		-41	-35	-40	-38	-38	-30		-27				-40	-32	-34	-36	-35	-37		-25		
District				25	26	31	36	39	55		59				27	22	26	27	21	19		56		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1643	1444	1410	1218	1307	1320		1328				1649	1453	1412	1234	1333	1338		1298		
Limited English Proficient																								
Dis. Less St. White	-57.9	-41.8		-45	-46	-60	-63	-69	-71		-70				-38	-36	-44	-48	-48	-46		-36		
District				21	15	11	11	8	14		16				29	18	16	15	8	10		45		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1020	743	711	604	548	410		491				1026	751	713	637	583	432		489		
Low Income																								
Dis. Less St. White	-34.9	-32.6		-40	-36	-38	-36	-36	-30		-27				-40	-31	-31	-34	-34	-34		-23		
District				26	25	33	38	41	55		59				27	23	29	29	22	22		58		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				3195	3151	3121	2675	2791	2901		2626				3201	3181	3116	2694	2841	2941		2602		
SPED																								
Dis. Less St. White	-60.6	-51.6		-56	-54	-60	-62	-66	-64		-63				-54	-45	-51	-55	-51	-51		-56		
District				10	7	11	12	11	21		23				13	9	9	8	5	5		25		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				835	892	937	828	882	900		650				840	906	933	827	893	919		653		
White																								
Dis. Less St. White	-7.9	-6.9		-11	-12	-12	-9	-9	-3		-1				-12	-8	-10	-6	-10	-4		1		
District				55	49	59	65	68	82		85				55	46	50	57	46	52		82		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				525	548	473	405	529	541		586				525	555	472	408	536	551		577		

Brockton

COMMUNITY PARTNERS INITIATIVE

Brockton (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Brockton

	Percent Advanced+Proficient - 2009																							
	Average English	Average Math	English											Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-23.2	-24.9		-30	-27	-30	-24	-22	-16		-12				-30	-23	-23	-21	-25	-28		-24		
District				36	34	41	50	55	69		74				37	31	37	42	31	28		57		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1137	1139	1134	1153	1200	1141		952				1136	1145	1136	1155	1199	1144		943		
African American																								
Dis. Less St. White	-28.3	-32.1		-35	-33	-38	-28	-26	-22		-16				-38	-30	-31	-29	-32	-35		-30		
District				31	28	33	46	51	63		70				29	24	29	34	24	21		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				542	571	545	574	577	559		524				542	575	548	573	577	560		518		
Asian																								
Dis. Less St. White	-6.6	0.8		-21	-14	-3	6	4	2		-5				-17	6	4	4	8	4		1		
District				45	47	68	80	73	87		81				50	60	64	67	64	60		82		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				36	30	34	24	29	23		21				36	30	34	24	30	23		22		
Hispanic																								
Dis. Less St. White	-29.6	-30.3		-40	-33	-35	-32	-25	-22		-16				-38	-24	-28	-28	-29	-31		-36		
District				26	28	36	42	52	63		70				29	30	32	35	27	25		45		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				172	165	156	148	198	159		104				172	167	155	148	199	159		105		
Limited English Proficient																								
Dis. Less St. White	-56.1	-45.4		-45	-51	-61	-62	-65	-65		-66				-41	-44	-45	-50	-45	-47		-56		
District				21	10	10	12	12	20		20				26	10	15	13	11	9		25		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				301	203	167	105	114	104		102				300	205	167	105	115	105		103		
Low Income																								
Dis. Less St. White	-28.1	-29.9		-35	-33	-36	-28	-26	-20		-16				-35	-28	-29	-25	-29	-35		-28		
District				31	28	35	46	51	65		70				32	26	31	38	27	21		53		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				848	843	822	846	898	845		625				847	847	823	847	897	849		621		
SPED																								
Dis. Less St. White	-60.7	-52.9		-60	-56	-64	-63	-64	-54		-64				-59	-50	-52	-48	-49	-53		-68		
District				6	5	7	11	13	31		22				8	4	8	15	7	3		13		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				172	191	200	191	236	179		108				172	193	199	191	235	181		103		
White																								
Dis. Less St. White	-13.1	-13.2		-18	-16	-18	-16	-14	4		4				-20	-13	-10	7	-14	-17		-12		
District				48	45	53	58	63	81		82				47	41	50	56	42	39		69		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				332	336	365	366	357	356		281				332	336	366	369	354	359		276		

Brookline

COMMUNITY PARTNERS INITIATIVE

Brookline (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Brookline

	Percent Advanced+Proficient - 2009																							
	Average English	Average Math	English											Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	10.5	16.5		11	10	13	14	13	8		4				17	15	20	18	18	20		8		
District				77	71	84	88	90	93		90				84	69	80	81	74	76		89		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				494	423	426	429	386	382		424				496	426	426	433	388	382		422		
African American																								
Dis. Less St. White	-11.9	-13.9		-30	-27	-13	-9	8	3		-14				-17	-17	-12	-31	0	-4		-19		
District				36	34	58	65	85	88		72				50	37	48	32	56	52		62		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				40	38	36	31	34	43		39				40	38	36	31	34	43		39		
Asian																								
Dis. Less St. White	11.7	26.2		21	-1	12	11	13	11		10				29	18	27	23	35	38		15		
District				87	60	83	85	90	96		96				96	72	87	86	91	94		96		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				97	63	64	67	49	52		57				98	63	65	69	48	51		56		
Hispanic																								
Dis. Less St. White	-6.5	-1.0		-26	-10	0	-2	4	-7		-7				-4	0	5	9	-3	-9		-4		
District				40	51	71	72	81	78		79				63	54	65	72	53	47		77		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				32	33	37	29	38	32		43				32	33	37	29	38	32		43		
Limited English Proficient																								
Dis. Less St. White	-23.7	6.8		-22	-8	-21					-56				13	-1	9	27				-21		
District				44	53	50					30				80	53	69	90				60		
State White				66	61	71					86				67	54	60	63				81		
District - # Students Taking Test				25	15	16					10				25	15	19	10				10		
Low Income																								
Dis. Less St. White	-14.5	-18.1		-37	-20	-15	-6	0	-8		-11				-28	-24	-18	-8	-18	-14		-15		
District				29	41	56	68	77	77		75				39	30	42	55	38	42		66		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				59	49	55	50	49	49		44				59	49	55	51	50	48		45		
SPED																								
Dis. Less St. White	-17.9	-19.2		-26	-26	-17	-17	-12	-17		-12				-15	-24	-21	-14	-24	-26		-13		
District				40	35	54	57	65	68		74				52	30	39	49	32	30		68		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				79	68	74	98	82	76		83				79	68	73	99	84	75		82		
White																								
Dis. Less St. White	16.0	20.8		19	21	18	19	16	10		8				22	20	25	22	21	24		12		
District				85	82	89	93	93	95		94				89	74	85	85	77	80		93		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				289	275	264	277	249	240		266				289	277	264	279	252	241		264		

Cambridge

COMMUNITY PARTNERS INITIATIVE

Cambridge (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Cambridge

Percent Advanced+Proficient - 2009

	Average English	Average Math	English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-12.5	-13.2		-9	-11	-20	-12	-13	-7		-16				-10	-6	-18	-12	-15	-14		-18		
District				57	50	51	62	64	78		70				57	48	42	51	41	42		63		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				421	399	407	397	377	399		375				422	400	407	393	377	396		381		
African American																								
Dis. Less St. White	-29.5	-31.6		-29	-31	-41	-26	-33	-18		-30				-29	-26	-34	-29	-38	-35		-29		
District				37	30	30	48	44	67		56				38	28	26	34	18	21		52		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				145	124	155	148	144	169		148				145	125	155	147	143	166		148		
Asian																								
Dis. Less St. White	0.9	9.2		1	1	6	1	2	4		-13				1	16	13	14	12	8		1		
District				67	62	77	75	79	89		73				68	70	73	77	68	64		82		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				60	47	38	39	43	34		26				61	47	37	39	43	34		27		
Hispanic																								
Dis. Less St. White	-21.0	-28.5		-25	-25	-39	-19	-10	-14		-15				-32	-21	-30	-36	-29	-22		-29		
District				41	36	32	55	67	71		71				35	33	30	27	27	34		52		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				53	56	55	57	58	49		52				54	57	56	58	59	49		55		
Limited English Proficient																								
Dis. Less St. White	-53.3	-39.7		-34	-55		-65	-70			-66				-28	-36		-54	-49			-48		
District				32	6		9	7			20				39	18		9	7			33		
State White				66	61		74	77			86				67	54		63	56			81		
District - # Students Taking Test				31	17		11	15			15				31	17		11	15			15		
Low Income																								
Dis. Less St. White	-28.7	-30.8		-27	-37	-40	-26	-30	-15		-26				-27	-27	-35	-30	-33	-35		-27		
District				39	24	31	48	47	70		60				40	27	25	33	23	21		54		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				203	171	197	184	172	194		127				204	171	197	183	173	191		128		
SPED																								
Dis. Less St. White	-47.9	-44.9		-41	-45	-52	-49	-50	-39		-63				-39	-42	-49	-46	-43	-44		-51		
District				25	16	19	25	27	46		23				28	12	11	17	13	12		30		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				91	110	130	114	110	128		81				91	110	129	111	109	125		87		
White																								
Dis. Less St. White	4.7	5.1		11	9	3	3	2	5		-1				11	8	0	8	6	8		-6		
District				77	70	74	77	79	90		85				78	62	60	71	62	64		75		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				148	156	143	146	125	138		138				147	156	143	142	125	138		140		

Chelsea

COMMUNITY PARTNERS INITIATIVE

Chelsea (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Chelsea

Percent Advanced+Proficient - 2009

	Average English	Average Math	English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-30.1	-25.3		-33	-21	-35	-30	-27	-28		-38				-20	-12	-32	-28	-22	-29		-38		
District				33	40	36	44	50	57		48				47	42	28	35	34	27		43		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				444	391	389	397	365	359		286				443	392	389	396	367	360		287		
African American																								
Dis. Less St. White	-38.4	-33.1		-40	-35	-36	-37	-32	-32		-59				-31	-22	-24	-39	-35	-31		-52		
District				26	26	35	37	45	53		27				36	32	36	24	21	25		29		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				34	35	23	22	33	28		26				33	35	22	21	33	28		28		
Asian																								
Dis. Less St. White	9.9	9.5		1	31				-3						0	15				16				
District				67	92				82						67	69				72				
State White				66	61				85						67	54				56				
District - # Students Taking Test				15	13				11						15	13				11				
Hispanic																								
Dis. Less St. White	-31.9	-26.2		-34	-25	-36	-32	-27	-30		-40				-22	-13	-32	-30	-20	-31		-39		
District				32	36	35	42	50	55		46				45	41	28	33	36	25		42		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				369	303	331	320	289	276		223				369	304	331	320	290	277		221		
Limited English Proficient																								
Dis. Less St. White	-60.0	-51.7		-46	-50	-66	-66	-65	-77		-78				-42	-48	-60	-58	-45	-53		-70		
District				20	11	5	8	12	8		8				25	6	0	5	11	3		11		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				85	75	40	38	35	37		38				84	75	41	38	35	37		38		
Low Income																								
Dis. Less St. White	-32.6	-26.3		-35	-24	-37	-33	-28	-32		-41				-22	-15	-32	-28	-22	-30		-40		
District				31	37	34	41	49	53		45				45	39	28	35	34	26		41		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				386	322	333	335	309	289		222				385	323	333	333	311	290		220		
SPED																								
Dis. Less St. White	-67.8	-53.6		-61	-52	-66	-68	-73	-76		-80				-46	-47	-54	-58	-50	-55		-68		
District				5	9	5	6	4	9		6				21	7	6	5	6	1		13		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				59	68	64	65	70	67		54				59	68	63	65	71	68		53		
White																								
Dis. Less St. White	-17.7	-18.6		-11	-1	-25	-18	-35	-23		-10				9	0	-31	-20	-38	-23		-23		
District				55	60	46	56	42	62		76				76	54	29	43	18	33		58		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				24	40	30	40	33	42		25				24	39	31	40	34	42		26		

Chicopee

COMMUNITY PARTNERS INITIATIVE

Chicopee (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Chicopee

	Percent Advanced+Proficient - 2009																							
	Average English	Average Math	English											Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	**-21.5**	**-24.1**		**-23**	**-26**	**-17**	**-17**	**-30**	**-18**		**-20**				**-25**	**-22**	**-22**	**-21**	**-24**	**-24**		**-30**		
District				43	35	54	57	47	67		66				42	32	38	42	32	32		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				510	536	559	511	525	590		611				508	535	559	513	525	592		613		
African American																								
Dis. Less St. White	**-29.4**	**-38.0**		**-27**	**-37**	**-39**	**-17**	**-31**	**-38**		**-18**				**-28**	**-46**	**-51**	**-16**	**-23**	**-42**		**-41**		
District				39	24	32	57	46	47		68				39	8	9	47	33	14		40		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				13	25	22	16	13	15		28				13	25	22	15	12	15		30		
Asian																								
Dis. Less St. White	**-12.5**	**5.7**			**-28**		**6**									**13**		**-3**						
District					33		80									67		60						
State White					61		74									54		63						
District - # Students Taking Test					12		10									12		10						
Hispanic																								
Dis. Less St. White	**-37.3**	**-39.6**		**-36**	**-34**	**-35**	**-34**	**-47**	**-31**		**-46**				**-36**	**-38**	**-39**	**-38**	**-42**	**-37**		**-49**		
District				30	27	36	40	30	54		40				31	16	21	25	14	19		32		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				147	152	167	144	154	147		118				145	152	167	145	151	150		120		
Limited English Proficient																								
Dis. Less St. White	**-54.3**	**-41.5**		**-43**	**-45**	**-56**	**-49**	**-77**	**-78**						**-39**	**-38**	**-40**	**-44**	**-46**	**-49**				
District				23	16	15	25	0	7						28	16	20	19	10	7				
State White				66	61	71	74	77	85						67	54	60	63	56	56				
District - # Students Taking Test				44	31	20	16	22	14						43	31	20	16	22	14				
Low Income																								
Dis. Less St. White	**-28.7**	**-31.9**		**-28**	**-29**	**-24**	**-22**	**-42**	**-28**		**-30**				**-33**	**-29**	**-29**	**-27**	**-32**	**-34**		**-41**		
District				38	32	47	52	35	57		56				34	25	31	36	24	22		40		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				341	340	333	225	232	222		247				340	339	333	228	232	224		252		
SPED																								
Dis. Less St. White	**-63.0**	**-56.2**		**-56**	**-55**	**-62**	**-62**	**-69**	**-69**		**-70**				**-54**	**-48**	**-55**	**-59**	**-55**	**-50**		**-73**		
District				10	6	9	12	8	16		16				13	6	5	4	1	6		8		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				87	102	90	100	85	85		82				87	101	91	100	86	86		87		
White																								
Dis. Less St. White	**-14.9**	**-17.6**		**-17**	**-22**	**-8**	**-11**	**-20**	**-12**		**-15**				**-21**	**-15**	**-12**	**-15**	**-16**	**-18**		**-24**		
District				49	39	63	63	57	73		71				46	39	48	48	40	38		57		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				328	327	350	325	338	406		444				328	326	350	327	342	406		441		

Everett

COMMUNITY PARTNERS INITIATIVE

Everett (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Everett

	Percent Advanced+Proficient - 2009																							
	Average English	Average Math	English											Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	**-23.5**	**-25.0**		**-23**	**-27**	**-32**	**-20**	**-29**	**-14**		**-20**				**-21**	**-22**	**-25**	**-22**	**-27**	**-28**		**-30**		
District				43	34	39	54	48	71		66				46	32	35	41	29	28		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				400	370	385	414	390	403		372				402	373	387	415	391	404		369		
African American																								
Dis. Less St. White	**-32.7**	**-34.3**		**-30**	**-32**	**-42**	**-35**	**-38**	**-13**		**-44**				**-32**	**-32**	**-29**	**-30**	**-28**	**-35**		**-53**		
District				36	29	29	39	39	72		42				35	22	31	33	28	21		28		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				56	74	58	65	59	77		63				57	74	58	65	59	77		64		
Asian																								
Dis. Less St. White	**-3.1**	**2.1**		**9**	**-28**	**-15**	**10**	**-12**	**15**		**-2**				**3**	**-4**	**-16**	**11**	**2**	**16**		**8**		
District				75	33	56	84	65	100		84				70	50	44	74	58	72		89		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				20	15	25	18	17	18		19				20	16	25	19	17	18		19		
Hispanic																								
Dis. Less St. White	**-30.0**	**-29.6**		**-26**	**-35**	**-41**	**-27**	**-35**	**-24**		**-20**				**-25**	**-26**	**-33**	**-27**	**-33**	**-34**		**-31**		
District				40	26	30	47	42	61		66				42	28	27	36	23	22		50		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				120	107	104	101	102	95		86				120	109	104	101	103	94		86		
Limited English Proficient																								
Dis. Less St. White	**-60.4**	**-47.8**		**-53**	**-50**	**-67**	**-63**	**-65**	**-58**		**-74**				**-50**	**-40**	**-56**	**-34**	**-48**	**-42**		**-65**		
District				13	11	4	11	12	27		12				17	14	4	29	8	14		16		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				46	28	25	28	25	22		24				46	28	25	28	25	22		24		
Low Income																								
Dis. Less St. White	**-26.6**	**-27.1**		**-26**	**-30**	**-35**	**-24**	**-30**	**-16**		**-26**				**-23**	**-26**	**-27**	**-25**	**-29**	**-30**		**-31**		
District				40	31	36	50	47	69		60				44	28	33	38	27	26		50		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				293	264	274	303	288	286		221				294	266	275	303	288	286		222		
SPED																								
Dis. Less St. White	**-61.0**	**-52.7**		**-60**	**-55**	**-65**	**-60**	**-70**	**-51**		**-64**				**-54**	**-48**	**-49**	**-50**	**-51**	**-52**		**-67**		
District				6	6	6	14	7	34		22				13	6	11	13	5	4		14		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				79	66	82	83	86	74		67				80	67	83	84	86	76		65		
White																								
Dis. Less St. White	**-18.9**	**-22.1**		**-23**	**-18**	**-25**	**-15**	**-25**	**-12**		**-15**				**-19**	**-17**	**-19**	**-19**	**-27**	**-26**		**-27**		
District				43	43	46	59	52	73		71				48	37	41	44	29	30		54		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				201	169	196	227	209	209		202				202	170	198	227	208	211		198		

Fall River

COMMUNITY PARTNERS INITIATIVE

Fall River (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Fall River

	Percent Advanced+Proficient - 2009																						
	Average English	Average Math	English											Math									
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	**-28.4**	**-30.0**		**-31**	**-33**	**-27**	**-34**	**-30**	**-21**		**-21**				**-34**	**-26**	**-29**	**-29**	**-28**	**-30**		**-35**		
District				35	28	44	40	47	64		65				33	28	31	34	28	26		46		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				817	805	802	781	746	831		567				817	811	799	778	748	833		576		
African American																								
Dis. Less St. White	**-36.3**	**-39.6**		**-43**	**-36**	**-42**	**-47**	**-45**	**-17**		**-25**				**-51**	**-32**	**-39**	**-37**	**-44**	**-34**		**-44**		
District				23	25	29	27	32	68		61				16	22	21	26	12	22		37		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				48	72	64	58	53	55		61				48	74	64	58	52	57		67		
Asian																								
Dis. Less St. White	**-27.1**	**-19.6**		**-41**	**-32**	**-24**	**-31**	**-32**	**-12**		**-19**				**-27**	**-23**	**-24**	**-14**	**-17**	**-12**		**-23**		
District				25	29	47	43	45	73		67				40	31	36	49	39	44		58		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				28	28	32	39	33	33		31				28	29	33	39	33	32		31		
Hispanic																								
Dis. Less St. White	**-44.6**	**-41.9**		**-44**	**-47**	**-36**	**-55**	**-51**	**-36**		**-40**				**-47**	**-41**	**-39**	**-49**	**-37**	**-37**		**-41**		
District				22	14	35	19	26	49		46				20	13	21	14	19	19		40		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				146	150	123	130	109	112		70				145	150	122	127	110	113		70		
Limited English Proficient																								
Dis. Less St. White	**-58.0**	**-50.3**		**-54**	**-56**	**-53**	**-64**	**-71**	**-51**		**-67**				**-50**	**-49**	**-42**	**-53**	**-53**	**-49**		**-65**		
District				12	5	18	10	6	34		19				17	5	18	10	3	7		16		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				79	73	56	51	31	29		26				79	73	55	52	31	30		26		
Low Income																								
Dis. Less St. White	**-34.3**	**-35.1**		**-39**	**-38**	**-32**	**-40**	**-36**	**-26**		**-27**				**-41**	**-34**	**-34**	**-33**	**-33**	**-33**		**-39**		
District				27	23	39	34	41	59		59				26	20	26	30	23	23		42		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				603	592	594	593	541	600		389				603	597	591	588	543	600		396		
SPED																								
Dis. Less St. White	**-60.8**	**-54.3**		**-56**	**-54**	**-56**	**-61**	**-67**	**-64**		**-70**				**-57**	**-48**	**-50**	**-56**	**-53**	**-52**		**-70**		
District				10	7	15	13	10	21		16				10	6	10	7	3	4		11		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				153	151	151	168	166	181		95				155	153	149	167	165	182		98		
White																								
Dis. Less St. White	**-24.3**	**-26.5**		**-26**	**-29**	**-24**	**-29**	**-24**	**-20**		**-17**				**-29**	**-22**	**-25**	**-24**	**-25**	**-29**		**-33**		
District				40	32	47	45	53	65		69				38	32	35	39	31	27		48		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				558	539	560	537	535	616		391				559	542	557	537	538	616		394		

Fitchburg

COMMUNITY PARTNERS INITIATIVE

Fitchburg (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Fitchburg

	Percent Advanced+Proficient - 2009																						
	Average English	Average Math	English											Math									
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	**-27.5**	**-27.2**		**-24**	**-31**	**-31**	**-29**	**-32**	**-19**		**-26**				**-24**	**-27**	**-31**	**-27**	**-24**	**-28**		**-30**		
District				42	30	40	45	45	66		60				43	27	29	36	32	28		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				426	415	407	379	372	378		304				427	419	404	381	371	382		306		
African American																								
Dis. Less St. White	**-28.9**	**-28.9**		**-27**	**-13**	**-23**	**-35**	**-37**	**-32**		**-30**				**-28**	**-14**	**-35**	**-38**	**-32**	**-31**		**-23**		
District				39	48	48	39	40	53		56				39	40	25	25	24	25		58		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				18	27	21	41	25	32		34				18	27	20	41	25	32		36		
Asian																								
Dis. Less St. White	**-31.0**	**-23.0**		**-21**	**-45**	**-42**	**-24**	**-33**	**-20**		**-36**				**-19**	**-38**	**-28**	**-19**	**-15**	**-22**		**-26**		
District				45	16	29	50	44	65		50				48	16	32	44	41	34		55		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				27	19	28	32	29	23		22				27	19	28	32	29	23		22		
Hispanic																								
Dis. Less St. White	**-37.7**	**-36.3**		**-37**	**-33**	**-46**	**-34**	**-45**	**-26**		**-46**				**-33**	**-32**	**-40**	**-33**	**-39**	**-36**		**-47**		
District				29	28	25	40	32	59		40				34	22	20	30	17	20		34		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				200	194	172	140	159	153		89				201	196	170	141	157	154		90		
Limited English Proficient																								
Dis. Less St. White	**-59.6**	**-48.8**		**-56**	**-51**	**-63**	**-60**	**-73**	**-56**		**-65**				**-49**	**-50**	**-47**	**-55**	**-52**	**-51**		**-16**		
District				10	10	8	14	4	29		21				18	4	13	8	4	5		65		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				77	49	38	36	46	41		14				77	49	38	36	46	42		14		
Low Income																								
Dis. Less St. White	**-35.5**	**-34.9**		**-33**	**-37**	**-40**	**-35**	**-42**	**-24**		**-38**				**-30**	**-32**	**-42**	**-34**	**-35**	**-35**		**-38**		
District				33	24	31	39	35	61		48				37	22	18	29	21	21		43		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				297	296	270	256	243	248		169				298	298	268	258	244	250		169		
SPED																								
Dis. Less St. White	**-60.9**	**-51.7**		**-51**	**-56**	**-64**	**-67**	**-68**	**-63**		**-57**				**-51**	**-44**	**-50**	**-58**	**-51**	**-51**		**-62**		
District				15	5	7	7	9	22		29				16	10	10	5	5	5		19		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				84	91	92	75	86	81		60				84	91	91	75	83	84		56		
White																								
Dis. Less St. White	**-17.1**	**-17.9**		**-12**	**-27**	**-15**	**-24**	**-17**	**-11**		**-14**				**-12**	**-20**	**-23**	**-19**	**-9**	**-20**		**-22**		
District				54	34	56	50	60	74		72				55	34	37	44	47	36		59		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				170	163	175	161	153	165		159				170	164	175	161	155	166		158		

Framingham

COMMUNITY PARTNERS INITIATIVE

Framingham (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Framingham

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-9.9	-7.4		-12	-11	-9	-8	-12	-9		-8				-9	-7	-5	-14	-10	-5		-1		
District				54	50	62	66	65	76		78				58	47	55	49	46	51		80		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				624	640	628	599	591	637		519				625	643	630	596	591	632		517		
African American																								
Dis. Less St. White	-20.9	-22.5		-18	-23	-17	-32	-24	-7		-28				-24	-24	-10	-39	-26	-17		-23		
District				48	38	54	42	53	78		58				43	30	50	24	30	39		58		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				35	43	44	33	40	50		53				35	43	44	33	40	49		54		
Asian																								
Dis. Less St. White	1.2	11.7		8	-13	-1	4	16	0		4				21	8	6	14	12	7		15		
District				74	48	70	78	93	85		82				88	62	66	77	68	63		96		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				41	36	46	36	29	35		28				41	37	46	36	28	35		28		
Hispanic																								
Dis. Less St. White	-35.8	-34.7		-44	-37	-42	-29	-39	-28		-30				-44	-36	-40	-45	-28	-28		-15		
District				22	24	29	45	38	57		56				23	18	20	18	28	28		66		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				134	142	117	128	122	135		86				133	143	118	127	122	134		82		
Limited English Proficient																								
Dis. Less St. White	-49.4	-39.7		-54	-35	-49	-60	-51	-49		-69				-37	-30	-39	-55	-42	-44		-59		
District				12	26	22	14	26	36		17				30	24	21	8	14	12		22		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				116	109	81	51	42	33		24				116	110	83	50	41	33		23		
Low Income																								
Dis. Less St. White	-31.0	-29.6		-39	-33	-33	-34	-35	-22		-18				-38	-28	-31	-44	-28	-25		-7		
District				27	28	38	40	42	63		68				29	26	29	19	28	31		74		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				226	226	201	220	231	254		154				228	227	201	217	231	252		154		
SPED																								
Dis. Less St. White	-46.0	-38.6		-42	-41	-46	-46	-50	-51		-46				-40	-31	-30	-49	-41	-43		-37		
District				24	20	25	28	27	34		40				27	23	30	14	15	13		44		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				129	179	160	162	159	161		103				129	179	160	161	158	155		108		
White																								
Dis. Less St. White	-1.7	0.7		4	0	1	-1	4	4		0				0	4	4	5	4	2		4		
District				62	61	72	73	73	81		86				67	58	64	58	52	58		85		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				405	412	419	400	400	413		350				407	414	420	398	401	409		351		

Haverhill

COMMUNITY PARTNERS INITIATIVE

Haverhill (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Haverhill

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-19.4	-19.3		-20	-21	-23	-24	-22	-13		-11				-21	-16	-22	-22	-19	-18		-17		
District				46	40	48	50	55	72		75				46	38	38	41	37	38		64		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				488	491	483	555	601	588		397				486	490	486	560	607	588		399		
African American																								
Dis. Less St. White	-24.2	-36.2		-38	-25	-21	-16	-22	-16		-36				-45	-26	-22	-33	-32	-35		-56		
District				28	36	50	58	55	69		50				22	28	38	30	24	21		25		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				18	14	14	24	29	23		20				18	14	13	24	29	23		20		
Asian																								
Dis. Less St. White	-1.8	0.2						-7	-3		4								4	16		-21		
District								70	82		90								60	72		60		
State White								77	85		86								56	56		81		
District - # Students Taking Test								10	11		11								10	11		10		
Hispanic																								
Dis. Less St. White	-40.3	-41.7		-43	-42	-44	-40	-45	-33		-31				-48	-34	-40	-41	-43	-44		-43		
District				23	19	27	34	32	52		55				19	20	20	22	13	12		38		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				101	117	110	111	120	107		68				100	116	111	113	123	105		74		
Limited English Proficient																								
Dis. Less St. White	-64.0	-55.6		-66	-61	-68	-65	-62	-62		-63				-63	-50	-54	-60	-51	-52		-67		
District				0	0	3	9	15	23		23				4	4	6	3	5	4		14		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				25	26	33	33	40	26		13				26	25	33	33	44	26		14		
Low Income																								
Dis. Less St. White	-35.8	-36.3		-38	-38	-40	-36	-41	-27		-27				-38	-32	-38	-38	-37	-34		-37		
District				28	23	31	38	36	58		59				29	22	22	25	19	22		44		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				234	230	239	266	282	237		160				232	227	241	269	286	237		160		
SPED																								
Dis. Less St. White	-57.7	-51.2		-51	-47	-61	-63	-68	-58		-50				-57	-42	-51	-54	-51	-49		-56		
District				15	14	10	11	9	27		36				10	12	9	9	5	7		25		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				94	109	96	130	130	120		76				94	110	97	133	131	122		82		
White																								
Dis. Less St. White	-13.6	-12.7		-14	-13	-17	-21	-16	-8		-4				-11	-9	-16	-17	-13	-13		-8		
District				52	48	54	53	61	77		82				56	45	44	46	43	43		73		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				358	350	355	412	438	446		295				357	351	358	415	442	448		292		

Holyoke

COMMUNITY PARTNERS INITIATIVE

Holyoke (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Holyoke

	Percent Advanced+Proficient - 2009																						
	Average English	Average Math	English										Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	**-45.1**	**-42.5**		**-45**	**-45**	**-53**	**-49**	**-49**	**-40**		**-34**				**-48**	**-40**	**-47**	**-40**	**-42**	**-42**		**-39**		
District				21	16	18	25	28	45		52				19	14	13	23	14	14		42		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				376	408	401	451	457	463		375				378	408	405	455	461	458		388		
African American																								
Dis. Less St. White	**-38.1**	**-44.6**		**-33**	**-53**	**-35**	**-54**	**-59**	**-21**		**-15**				**-56**	**-46**	**-46**	**-49**	**-50**	**-33**		**-28**		
District				33	8	36	20	18	64		71				11	8	14	14	6	23		53		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				18	12	14	15	17	14		17				18	12	14	14	18	13		15		
Asian																								
Dis. Less St. White																								
District																								
State White																								
District - # Students Taking Test																								
Hispanic																								
Dis. Less St. White	**-53.4**	**-49.0**		**-54**	**-51**	**-58**	**-57**	**-58**	**-47**		**-48**				**-55**	**-46**	**-51**	**-47**	**-47**	**-48**		**-50**		
District				12	10	13	17	19	38		38				12	8	9	16	9	8		31		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				288	304	319	345	344	365		258				290	303	323	349	346	361		272		
Limited English Proficient																								
Dis. Less St. White	**-69.6**	**-58.9**		**-62**	**-57**	**-68**	**-72**	**-76**	**-79**		**-84**				**-61**	**-52**	**-57**	**-61**	**-56**	**-56**		**-81**		
District				4	4	3	2	1	6		2				6	2	3	2	0	0		0		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				124	113	100	96	110	97		45				126	112	104	97	110	96		51		
Low Income																								
Dis. Less St. White	**-51.3**	**-47.0**		**-51**	**-50**	**-55**	**-55**	**-55**	**-46**		**-45**				**-52**	**-44**	**-49**	**-45**	**-48**	**-46**		**-45**		
District				15	11	16	19	22	39		41				15	10	11	18	8	10		36		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				321	343	335	357	350	367		231				325	343	339	361	353	363		243		
SPED																								
Dis. Less St. White	**-68.6**	**-58.6**		**-66**	**-60**	**-68**	**-70**	**-73**	**-68**		**-79**				**-65**	**-52**	**-57**	**-59**	**-55**	**-54**		**-76**		
District				0	1	3	4	4	17		7				2	2	3	4	1	2		5		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				108	132	120	140	135	142		73				111	133	121	141	137	140		81		
White																								
Dis. Less St. White	**-16.3**	**-18.6**		**-14**	**-20**	**-34**	**-19**	**-16**	**-13**		**-3**				**-20**	**-23**	**-30**	**-10**	**-20**	**-18**		**-13**		
District				52	41	37	55	61	72		83				47	31	30	53	36	38		68		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				63	86	65	88	95	81		95				63	87	66	89	96	81		97		

Lawrence

COMMUNITY PARTNERS INITIATIVE

Lawrence (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Lawrence

	Percent Advanced+Proficient - 2009																						
	Average English	Average Math	English										Math										
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	**-37.4**	**-37.7**		**-32**	**-34**	**-39**	**-41**	**-41**	**-36**		**-40**				**-30**	**-25**	**-35**	**-44**	**-41**	**-42**		**-51**		
District				34	27	32	33	36	49		46				37	29	25	19	15	14		30		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				940	936	857	907	964	1016		643				941	938	865	908	972	1011		629		
African American																								
Dis. Less St. White	**-39.7**	**-43.1**		**-31**	**-36**		**-37**	**-47**	**-28**		**-66**				**-29**	**-35**		**-44**	**-46**	**-35**		**-74**		
District				35	25		37	30	57		20				38	19		19	10	21		7		
State White				66	61		74	77	85		86				67	54		63	56	56		81		
District - # Students Taking Test				17	16		22	20	23		15				16	16		22	20	23		15		
Asian																								
Dis. Less St. White	**-15.3**	**-7.3**		**-12**	**12**	**-19**	**-30**	**-31**	**-6**		**-17**				**4**	**19**	**-1**	**-16**	**-29**	**-14**		**-14**		
District				54	73	52	44	46	79		69				71	73	59	47	27	42		67		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				24	22	27	18	30	19		16				24	22	27	17	30	19		15		
Hispanic																								
Dis. Less St. White	**-38.9**	**-39.3**		**-35**	**-35**	**-41**	**-43**	**-42**	**-37**		**-40**				**-32**	**-26**	**-38**	**-45**	**-42**	**-44**		**-52**		
District				31	26	30	31	35	48		46				35	28	22	18	14	12		29		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				825	837	754	798	849	890		586				827	839	761	800	856	883		571		
Limited English Proficient																								
Dis. Less St. White	**-61.8**	**-50.9**		**-52**	**-51**	**-61**	**-69**	**-69**	**-70**		**-85**				**-48**	**-39**	**-50**	**-62**	**-53**	**-49**		**-76**		
District				14	10	10	5	8	15		1				19	15	10	1	3	7		5		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				205	169	127	76	107	97		78				209	173	129	78	108	97		74		
Low Income																								
Dis. Less St. White	**-38.3**	**-38.4**		**-33**	**-34**	**-39**	**-43**	**-42**	**-37**		**-41**				**-31**	**-25**	**-36**	**-45**	**-42**	**-42**		**-52**		
District				33	27	32	31	35	48		45				36	29	24	18	14	14		29		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				817	830	764	816	862	890		546				820	833	772	817	868	884		542		
SPED																								
Dis. Less St. White	**-63.6**	**-55.0**		**-55**	**-55**	**-64**	**-64**	**-68**	**-66**		**-74**				**-51**	**-44**	**-56**	**-59**	**-54**	**-54**		**-76**		
District				11	6	7	10	9	19		12				16	10	4	4	2	2		5		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				167	204	199	233	269	263		113				166	202	202	231	276	263		107		
White																								
Dis. Less St. White	**-21.8**	**-22.7**		**-21**	**-22**	**-26**	**-21**	**-21**	**-17**		**-32**				**-15**	**-17**	**-9**	**-30**	**-30**	**-25**		**-45**		
District				45	39	45	53	56	68		54				52	37	51	33	26	31		36		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				68	60	68	68	65	84		26				69	60	68	68	66	85		28		

Leominster

COMMUNITY PARTNERS INITIATIVE

Leominster (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Leominster

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-16.1	-11.0		-17	-21	-14	-18	-21	-9		-12				-12	-16	-7	-5	-5	-18		-14		
District				49	40	57	56	56	76		74				55	38	53	58	51	38		67		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				502	471	486	476	471	488		397				500	473	487	471	477	489		402		
African American																								
Dis. Less St. White	-29.8	-27.7		-22	-46	-33	-29	-29	-8		-39				-25	-34	-23	-18	-20	-34		-38		
District				44	15	38	45	48	77		47				42	20	37	45	36	22		43		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				29	40	29	29	25	31		23				29	40	30	29	25	31		23		
Asian																								
Dis. Less St. White	-17.1	-7.6		-19	-11	-4	-39	-19	-21		5				-15	7	6	-28	2	-35		10		
District				47	50	67	35	58	64		91				52	61	66	35	58	21		91		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				19	18	12	17	26	14		11				19	18	12	17	26	14		11		
Hispanic																								
Dis. Less St. White	-35.5	-29.5		-41	-38	-30	-35	-38	-29		-37				-33	-31	-25	-28	-25	-34		-31		
District				25	23	41	39	39	56		49				34	23	35	35	31	22		50		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				114	120	114	108	114	105		92				112	120	113	105	115	107		92		
Limited English Proficient																								
Dis. Less St. White	-55.9	-46.4		-47	-54	-46	-61	-65	-61		-80				-44	-40	-47	-52	-36	-53		-75		
District				19	7	25	13	12	24		6				23	14	13	11	20	3		6		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				80	58	40	47	43	37		17				80	58	39	46	44	38		17		
Low Income																								
Dis. Less St. White	-32.3	-25.9		-37	-37	-31	-33	-39	-19		-29				-28	-29	-21	-23	-19	-33		-28		
District				29	24	40	41	38	66		57				39	25	39	40	37	23		53		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				216	215	204	192	174	194		141				214	217	205	188	176	195		145		
SPED																								
Dis. Less St. White	-58.6	-48.6		-54	-53	-57	-61	-70	-51		-67				-50	-45	-48	-46	-47	-51		-59		
District				12	8	14	13	7	34		19				17	9	12	17	9	5		22		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				98	89	107	100	77	56		52				97	89	108	98	78	57		50		
White																								
Dis. Less St. White	-7.7	-2.5		-9	-11	-5	-11	-14	-2		-2				-3	-9	-1	-6	-3	-10		-6		
District				57	50	66	63	63	83		84				64	45	61	69	59	46		75		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				333	284	317	311	292	330		264				333	285	318	311	297	329		268		

Lowell

COMMUNITY PARTNERS INITIATIVE

Lowell (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Lowell

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-29.1	-24.5		-33	-33	-33	-28	-33	-22		-19				-33	-25	-25	-17	-26	-25		-18		
District				33	28	38	46	44	63		67				34	29	35	46	30	31		63		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1092	992	984	988	1107	1086		772				1098	1000	986	983	1104	1081		794		
African American																								
Dis. Less St. White	-29.6	-34.2		-40	-37	-38	-29	-27	-14		-26				-47	-34	-40	-31	-27	-32		-30		
District				26	24	33	45	50	71		60				20	20	20	32	29	24		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				65	56	63	70	64	71		79				65	57	63	70	65	71		83		
Asian																								
Dis. Less St. White	-27.9	-18.1		-36	-30	-31	-25	-26	-21		-25				-31	-20	-19	-6	-15	-21		-10		
District				30	31	40	49	51	64		61				36	34	41	57	41	35		71		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				325	278	274	260	275	306		236				326	282	275	258	277	301		233		
Hispanic																								
Dis. Less St. White	-42.4	-40.1		-47	-44	-49	-41	-48	-31		-33				-50	-38	-43	-31	-39	-36		-44		
District				19	17	22	33	29	54		53				17	16	17	32	17	20		37		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				270	249	254	244	300	259		172				274	251	254	243	298	260		177		
Limited English Proficient																								
Dis. Less St. White	-46.5	-36.7		-45	-40	-45	-47	-60	-48		-46				-42	-33	-33	-26	-46	-42		-35		
District				21	21	26	27	17	37		40				25	21	27	37	10	14		46		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				471	424	363	283	257	261		209				473	428	361	279	256	258		212		
Low Income																								
Dis. Less St. White	-36.6	-31.7		-41	-38	-39	-35	-42	-29		-29				-41	-32	-30	-24	-34	-32		-26		
District				25	23	32	39	35	56		57				26	22	30	39	22	24		55		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				760	702	711	705	783	769		422				762	707	712	700	779	765		438		
SPED																								
Dis. Less St. White	-64.3	-52.7		-57	-57	-62	-65	-71	-70		-67				-55	-48	-51	-53	-52	-52		-64		
District				9	4	9	9	6	15		19				12	6	9	10	4	4		17		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				157	194	198	204	220	196		85				158	196	198	201	208	191		95		
White																								
Dis. Less St. White	-21.5	-17.8		-20	-27	-24	-22	-29	-19		-4				-24	-19	-16	-12	-23	-19		-8		
District				46	34	47	52	48	66		82				43	35	44	51	33	37		73		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				421	393	386	407	462	437		283				423	396	386	405	459	438		298		

Lynn

COMMUNITY PARTNERS INITIATIVE

Lynn (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Lynn

	Percent Advanced+Proficient - 2009																						
	Average English	Average Math	English											Math									
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-27.3	-25.3		-29	-29	-29	-27	-30	-24		-23				-23	-24	-22	-25	-31	-28		-25		
District				37	32	42	47	47	61		63				44	30	38	38	25	28		56		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1048	968	953	845	898	904		945				1051	968	953	845	894	904		936		
African American																								
Dis. Less St. White	-32.6	-34.8		-33	-32	-38	-30	-32	-29		-33				-34	-33	-33	-35	-31	-36		-41		
District				33	29	33	44	45	56		53				33	21	27	28	25	20		40		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				132	129	148	121	116	133		132				132	129	147	120	113	135		131		
Asian																								
Dis. Less St. White	-22.1	-13.4		-25	-32	-24	-25	-25	-11		-17				-11	-23	-5	-10	-20	-14		-11		
District				41	29	47	49	52	74		69				56	31	55	53	36	42		70		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				88	74	85	87	105	112		89				88	73	85	87	104	110		87		
Hispanic																								
Dis. Less St. White	-35.4	-33.1		-39	-38	-40	-35	-37	-29		-28				-31	-31	-31	-33	-38	-35		-34		
District				27	23	31	39	40	56		58				36	23	29	30	18	21		47		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				543	470	419	361	390	393		411				546	471	421	361	389	393		410		
Limited English Proficient																								
Dis. Less St. White	-50.1	-39.6		-42	-42	-53	-56	-62	-60		-62				-32	-35	-35	-47	-47	-50		-56		
District				24	19	18	18	15	25		24				35	19	25	16	9	6		25		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				401	353	255	173	124	124		142				402	353	256	172	125	124		141		
Low Income																								
Dis. Less St. White	-33.1	-30.6		-35	-36	-37	-34	-35	-28		-26				-28	-29	-27	-32	-35	-34		-30		
District				31	25	34	40	42	57		60				39	25	33	31	21	22		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				820	743	716	621	690	678		694				823	744	716	623	686	675		687		
SPED																								
Dis. Less St. White	-62.3	-51.4		-51	-57	-60	-66	-65	-68		-71				-48	-43	-51	-53	-53	-53		-61		
District				15	4	11	8	12	17		15				19	11	9	10	3	3		20		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				173	189	221	168	188	191		146				175	189	222	169	185	193		142		
White																								
Dis. Less St. White	-13.2	-12.2		-7	-10	-11	-16	-22	-15		-12				-3	-7	-8	-15	-22	-20		-11		
District				59	51	60	58	55	70		74				64	47	52	48	34	36		70		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				240	267	271	242	256	234		284				241	268	272	242	257	232		279		

Malden

COMMUNITY PARTNERS INITIATIVE

Malden (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Malden

	Percent Advanced+Proficient - 2009																						
	Average English	Average Math	English											Math									
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-18.3	-18.6		-26	-32	-23	-14	-12	-7		-13				-20	-24	-18	-15	-18	-19		-16		
District				40	29	48	60	65	78		73				47	30	42	48	38	37		65		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				491	461	469	485	477	467		392				491	463	468	485	479	469		383		
African American																								
Dis. Less St. White	-29.5	-35.4		-41	-40	-41	-29	-21	-13		-20				-38	-35	-37	-34	-36	-36		-31		
District				25	21	30	45	56	72		66				29	19	23	29	20	20		50		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				94	85	110	86	101	91		89				94	85	110	86	100	91		90		
Asian																								
Dis. Less St. White	-7.3	6.1		-11	-20	-5	-2	-10	4		-6				-7	-1	14	8	9	9		12		
District				55	41	66	72	67	89		80				60	53	74	71	65	65		93		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				102	86	93	96	98	79		91				102	85	93	95	96	79		90		
Hispanic																								
Dis. Less St. White	-29.4	-28.8		-35	-48	-40	-18	-22	-14		-23				-29	-31	-32	-19	-27	-31		-36		
District				31	13	31	56	55	71		63				38	23	28	44	29	25		45		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				117	95	73	93	80	76		60				119	96	72	93	81	76		56		
Limited English Proficient																								
Dis. Less St. White	-54.3	-37.9		-42	-50	-50	-49	-62	-71		-70				-47	-44	-36	-24	-34	-46		-27		
District				24	11	21	25	15	14		16				20	10	24	39	22	10		54		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				41	38	33	28	26	22		25				41	39	33	28	27	22		22		
Low Income																								
Dis. Less St. White	-26.1	-24.3		-32	-42	-36	-22	-20	-11		-18				-28	-29	-26	-23	-24	-25		-13		
District				34	19	35	52	57	74		68				39	25	34	40	32	31		68		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				283	270	252	266	280	253		218				284	271	250	266	280	253		215		
SPED																								
Dis. Less St. White	-61.7	-55.0		-58	-59	-68	-62	-61	-56		-68				-54	-46	-59	-50	-53	-51		-77		
District				8	2	3	12	16	29		18				13	8	1	13	3	5		4		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				77	66	94	81	87	78		56				77	66	93	83	91	79		55		
White																								
Dis. Less St. White	-14.0	-16.8		-20	-27	-12	-12	-8	-9		-11				-15	-24	-16	-11	-17	-17		-18		
District				46	34	59	62	69	76		75				52	30	44	52	39	39		63		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				157	170	178	186	169	199		141				157	172	178	187	172	200		136		

New Bedford

COMMUNITY PARTNERS INITIATIVE

New Bedford (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

New Bedford

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-31.9	-26.4		-28	-28	-32	-38	-36	-31		-31				-23	-20	-20	-23	-32	-34		-38		
District				38	33	39	36	41	54		55				44	34	40	40	24	22		43		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				932	1059	957	857	910	1003		543				936	1064	959	862	920	1009		533		
African American																								
Dis. Less St. White	-37.0	-32.7		-32	-34	-28	-38	-47	-39		-42				-34	-24	-19	-28	-36	-42		-49		
District				34	27	43	36	30	46		44				33	30	41	35	20	14		32		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				98	110	102	96	106	141		66				99	109	103	97	106	141		65		
Asian																								
Dis. Less St. White	-20.1	2.3		6			-20	-31							3			14	-10					
District				60			54	46							70			77	46					
State White				66			74	77							67			63	56					
District - # Students Taking Test				10			13	13							10			13	13					
Hispanic																								
Dis. Less St. White	-41.4	-32.5		-34	-34	-43	-53	-42	-42		-50				-29	-22	-26	-38	-38	-40		-50		
District				32	27	28	21	35	43		36				38	32	34	25	18	16		31		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				276	328	264	247	232	237		107				277	333	266	244	237	239		105		
Limited English Proficient																								
Dis. Less St. White	-60.0	-48.3		-40	-53	-60	-64	-63	-66		-82				-39	-33	-53	-50	-51	-51		-76		
District				26	8	11	10	14	19		4				28	21	7	13	5	5		5		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				34	39	27	30	35	36		23				36	43	28	31	37	40		22		
Low Income																								
Dis. Less St. White	-36.4	-30.5		-31	-34	-34	-42	-41	-35		-42				-27	-24	-22	-29	-35	-39		-47		
District				35	27	37	32	36	50		44				40	30	38	34	21	17		34		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				704	793	700	668	672	750		319				707	796	701	671	682	755		315		
SPED																								
Dis. Less St. White	-61.6	-48.3		-49	-47	-60	-67	-70	-71		-76				-45	-35	-44	-49	-52	-53		-73		
District				17	14	11	7	7	14		10				22	19	16	14	4	3		8		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				193	179	196	177	168	165		97				193	180	197	178	170	170		96		
White																								
Dis. Less St. White	-25.4	-21.1		-24	-22	-26	-29	-30	-23		-24				-18	-18	-15	-14	-27	-29		-30		
District				42	39	45	45	47	62		62				49	36	45	49	29	27		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				492	527	516	437	459	521		301				494	527	515	439	462	520		295		

Newton

COMMUNITY PARTNERS INITIATIVE

Newton (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Newton

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	9.4	16.8		10	14	12	10	10	4		5				16	21	20	15	17	21		8		
District				76	75	83	84	87	89		91				83	75	80	78	73	77		89		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				941	890	904	836	831	804		883				941	894	907	836	835	806		878		
African American																								
Dis. Less St. White	-19.2	-23.8		-42	-14	-27	-10	-11	-13		-18				-29	-21	-19	-18	-31	-18		-30		
District				24	47	44	64	66	72		68				38	33	41	45	25	38		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				41	41	46	42	44	43		50				40	40	46	42	44	42		49		
Asian																								
Dis. Less St. White	12.6	26.0		13	21	16	12	14	5		6				19	29	29	24	32	33		17		
District				79	82	87	86	91	90		92				86	83	89	87	88	89		98		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				146	137	125	125	97	125		111				147	137	126	125	98	125		111		
Hispanic																								
Dis. Less St. White	-8.3	-7.2		-15	-1	-10	-9	-2	-16		-8				-1	3	-2	-15	-20	-12		-15		
District				51	60	61	65	75	69		78				66	57	58	48	36	44		66		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				63	74	59	40	48	39		46				62	76	59	40	48	39		47		
Limited English Proficient																								
Dis. Less St. White	-21.3	5.5		-17	-15	-33	-38	-9	-22		-19				8	4	-7	0	18	10		8		
District				49	46	38	36	68	63		67				75	58	53	63	74	66		89		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				62	55	34	33	25	32		18				62	56	34	33	27	32		19		
Low Income																								
Dis. Less St. White	-17.1	-15.0		-26	-16	-19	-21	-9	-16		-12				-11	-13	-12	-17	-20	-16		-17		
District				40	45	52	53	68	69		74				56	41	48	46	36	40		64		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				94	92	87	81	88	70		87				94	92	89	81	90	71		86		
SPED																								
Dis. Less St. White	-22.1	-17.8		-31	-22	-24	-25	-21	-22		-12				-16	-17	-15	-20	-22	-19		-16		
District				35	39	47	49	56	63		74				51	37	45	43	34	37		65		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				160	160	187	168	178	177		206				159	162	189	168	179	177		204		
White																								
Dis. Less St. White	12.1	19.3		15	17	16	12	10	6		8				18	24	23	18	20	23		10		
District				81	78	87	86	87	91		94				85	78	83	81	76	79		91		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				658	584	636	587	596	545		641				660	586	638	587	600	548		636		

Peabody

COMMUNITY PARTNERS INITIATIVE

Peabody (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Peabody

Percent Advanced+Proficient - 2009

	Average English	Average Math	English										Math									
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-6.5	-10.9		-15	-1	-4	-1	-6	-6		-13				-11	-9	-12	-7	-12	-13		-12		
District				51	60	67	73	71	79		73				56	45	48	56	44	43		69		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				437	473	491	464	518	513		476				439	472	491	464	517	513		477		
African American																								
Dis. Less St. White	-26.6	-26.6		-22	-17	-28		-44							-16	-17	-39		-39					
District				44	44	43		33							51	37	21		17					
State White				66	61	71		77							67	54	60		56					
District - # Students Taking Test				16	16	14		12							16	16	14		12					
Asian																								
Dis. Less St. White	-1.7	8.1			2			-19	15							18			-6	14				
District					63			58	100							72			50	70				
State White					61			77	85							54			56	56				
District - # Students Taking Test					11			12	10							11			12	10				
Hispanic																								
Dis. Less St. White	-28.4	-31.9		-30	-25	-22	-15	-31	-24		-41				-26	-33	-28	-22	-39	-32		-39		
District				36	36	49	59	46	61		45				41	21	32	41	17	24		42		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				65	39	47	51	69	44		80				66	38	47	51	69	45		77		
Limited English Proficient																								
Dis. Less St. White	-43.6	-38.9		-41	-35			-47	-45		-66				-28	-38			-56	-46		-61		
District				25	26			30	40		20				39	16			0	10		20		
State White				66	61			77	85		86				67	54			56	56		81		
District - # Students Taking Test				41	19			10	10		10				41	19			10	10		10		
Low Income																								
Dis. Less St. White	-25.0	-27.9		-26	-20	-26	-16	-31	-21		-36				-19	-25	-32	-30	-32	-30		-30		
District				40	41	45	58	46	64		50				48	29	28	33	24	26		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				158	126	132	119	134	118		97				159	126	132	119	133	116		98		
SPED																								
Dis. Less St. White	-49.2	-48.0		-50	-43	-45	-42	-55	-51		-57				-42	-42	-50	-47	-51	-50		-54		
District				16	18	26	32	22	34		29				25	12	10	16	5	6		27		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				98	89	81	89	89	100		96				98	88	81	89	89	100		99		
White																								
Dis. Less St. White	-2.5	-7.5		-11	2	0	0	1	5		6				8	7	9	5	6	-11		6		
District				55	63	71	74	78	80		80				59	47	51	58	50	45		75		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				333	395	415	385	411	440		374				334	395	415	385	410	439		378		

Springfield

COMMUNITY PARTNERS INITIATIVE

Springfield (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Springfield

Percent Advanced+Proficient - 2009

	Average English	Average Math	English										Math									
			2	3	4	5	6	7	8	9	10	11	12	2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-36.2	-36.6		-30	-33	-34	-43	-41	-37		-36				-29	-27	-30	-42	-40	-45		-45		
District				36	28	37	31	36	48		50				38	27	30	21	16	11		36		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1930	1856	1837	1809	1712	1901		1551				1942	1871	1852	1819	1741	1878		1530		
African American																								
Dis. Less St. White	-34.4	-39.2		-28	-32	-36	-43	-38	-32		-33				-30	-29	-33	-47	-41	-47		-46		
District				38	29	35	31	39	53		53				37	25	27	16	15	9		35		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				411	387	413	391	357	448		478				410	388	416	391	360	448		468		
Asian																								
Dis. Less St. White	-9.6	-1.4		-13	-16	-14	8	0	5		-12				3	7	4	15	4	-15		6		
District				53	45	57	66	77	80		74				64	47	64	78	60	41		75		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				28	42	28	41	35	39		39				28	43	28	41	35	39		40		
Hispanic																								
Dis. Less St. White	-42.8	-41.8		-37	-38	-38	-48	-49	-46		-45				-36	-32	-35	-48	-44	-49		-53		
District				29	23	33	26	28	39		41				31	22	25	15	12	7		28		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1036	1110	1075	1064	1025	1051		713				1050	1122	1088	1076	1046	1030		703		
Limited English Proficient																								
Dis. Less St. White	-64.9	-52.8		-50	-50	-65	-70	-73	-82		-78				-49	-43	-50	-60	-54	-54		-70		
District				16	11	6	4	4	3		8				18	11	10	3	2	2		11		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				272	272	217	206	197	208		140				288	277	225	210	203	199		144		
Low Income																								
Dis. Less St. White	-39.5	-39.1		-33	-36	-37	-47	-44	-41		-40				-32	-29	-34	-46	-42	-47		-48		
District				33	25	34	27	33	44		46				35	25	26	17	14	9		33		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1681	1611	1606	1537	1432	1562		1092				1691	1626	1621	1549	1454	1541		1081		
SPED																								
Dis. Less St. White	-63.4	-54.7		-49	-54	-58	-68	-71	-70		-71				-48	-46	-50	-60	-54	-55		-71		
District				17	7	13	6	6	15		15				19	8	10	3	2	1		10		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				391	415	434	435	457	573		364				394	418	439	444	471	562		370		
White																								
Dis. Less St. White	-20.1	-18.8		-13	-16	-16	-30	-21	-22		-24				-7	-8	-12	-22	-26	-29		-29		
District				53	45	55	44	56	63		62				60	46	48	41	30	27		52		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				300	250	252	245	229	278		261				300	253	253	244	235	275		260		

Taunton

COMMUNITY PARTNERS INITIATIVE

Taunton (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Taunton

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-8.5	-10.6		-6	-5	-14	-8	-9	-10		-7				-4	0	-11	-13	-16	-18		-11		
District				60	56	57	66	68	75		79				63	54	49	50	40	38		70		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				605	638	630	661	660	666		453				604	641	631	660	667	670		444		
African American																								
Dis. Less St. White	-26.8	-29.9		-31	-23	-25	-37	-18	-27		-25				-23	-17	-21	-36	-39	-42		-29		
District				35	38	46	37	59	58		61				44	37	39	27	17	14		52		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				48	45	53	54	46	54		46				48	46	53	53	46	57		45		
Asian																								
Dis. Less St. White																								
District																								
State White																								
District - # Students Taking Test																								
Hispanic																								
Dis. Less St. White	-24.5	-28.0		-24	-16	-36	-20	-26	-24		-25				-21	-19	-26	-30	-34	-34		-38		
District				42	45	35	54	51	61		61				46	35	34	33	22	22		43		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				63	83	81	57	64	68		44				63	83	81	57	67	67		44		
Limited English Proficient																								
Dis. Less St. White	-34.8	-19.9		-25	-24	-35		-57			-50				-12	-4	-26		-48					
District				41	37	36		20			36				55	50	34		8					
State White				66	61	71		77			86				67	54	60		56					
District - # Students Taking Test				22	16	14		10			11				22	16	15		12					
Low Income																								
Dis. Less St. White	-21.6	-24.7		-18	-18	-29	-20	-22	-24		-19				-17	-10	-26	-29	-30	-33		-30		
District				48	43	42	54	55	61		67				50	44	34	34	26	23		51		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				271	273	263	263	278	271		150				269	273	263	264	281	274		146		
SPED																								
Dis. Less St. White	-56.3	-50.7		-44	-47	-61	-57	-60	-65		-62				-46	-42	-51	-57	-51	-51		-62		
District				22	14	10	17	17	20		24				21	12	9	6	5	5		19		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				108	111	125	116	107	108		58				107	112	125	117	108	107		59		
White																								
Dis. Less St. White	-4.3	-5.7		-1	-2	-9	-3	-5	-7		-2				1	5	-7	-8	-11	-13		-5		
District				65	59	62	71	72	78		84				68	59	53	55	45	43		76		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				468	467	467	513	529	509		338				467	469	468	512	532	512		330		

Worcester

COMMUNITY PARTNERS INITIATIVE

Worcester (#D12)
2009 MCAS Proficiency - All Subjects and Grades (District)
District Less State (Achievement Gap vs. White Students)

Worcester

	Average English	Average Math	Percent Advanced+Proficient - 2009 English 2	3	4	5	6	7	8	9	10	11	12	Math 2	3	4	5	6	7	8	9	10	11	12
All Students																								
Dis. Less St. White	-26.8	-24.5		-31	-30	-29	-26	-26	-26		-19				-27	-23	-24	-20	-25	-28		-24		
District				35	31	42	48	51	59		67				40	31	36	43	31	28		57		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1824	1663	1636	1589	1480	1599		1604				1820	1664	1645	1598	1507	1600		1597		
African American																								
Dis. Less St. White	-28.4	-33.1		-36	-36	-28	-27	-30	-27		-17				-36	-31	-31	-30	-37	-36		-31		
District				30	25	43	47	47	58		69				31	23	29	33	19	20		50		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				215	215	219	218	196	229		248				214	216	221	220	205	229		245		
Asian																								
Dis. Less St. White	-14.8	-3.7		-19	-27	-22	-15	-6	-13		0				-11	-6	-3	4	2	-10		0		
District				47	34	49	59	71	72		86				56	48	57	67	58	46		81		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				146	123	131	125	116	133		125				146	123	132	126	121	135		123		
Hispanic																								
Dis. Less St. White	-41.3	-38.0		-47	-43	-47	-40	-40	-38		-32				-40	-32	-36	-36	-41	-43		-38		
District				19	18	24	34	37	47		54				27	22	24	27	15	13		43		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				690	611	579	557	572	593		539				688	609	583	561	574	595		541		
Limited English Proficient																								
Dis. Less St. White	-53.4	-42.7		-44	-48	-54	-55	-64	-67		-67				-37	-33	-42	-48	-48	-50		-66		
District				22	13	17	19	13	18		19				30	21	18	15	8	6		15		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				624	459	387	305	238	221		155				625	455	392	310	243	221		155		
Low Income																								
Dis. Less St. White	-35.9	-33.7		-41	-39	-41	-35	-34	-33		-26				-37	-31	-34	-30	-34	-37		-32		
District				25	22	30	39	43	52		60				30	23	26	33	22	19		49		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				1273	1137	1099	1052	1042	1116		991				1272	1138	1109	1061	1060	1114		986		
SPED																								
Dis. Less St. White	-61.3	-52.6		-56	-56	-60	-63	-64	-66		-63				-54	-45	-52	-54	-50	-55		-59		
District				10	5	11	11	13	19		23				13	9	8	9	6	1		22		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				332	372	376	373	372	427		321				331	373	381	376	381	427		318		
White																								
Dis. Less St. White	-15.6	-13.1		-19	-18	-16	-15	-14	-15		-12				-15	-15	-13	-8	-11	-16		-13		
District				47	43	55	59	63	70		74				52	39	47	55	45	40		68		
State White				66	61	71	74	77	85		86				67	54	60	63	56	56		81		
District - # Students Taking Test				703	661	654	635	561	616		673				702	663	657	637	571	613		668		

Endnotes

1. See Caroline Hoxby's study for more complete discussion of the degree to which different demographic factors are correlated with student achievement in "If Families Matter Most, Where Do Schools Come In?" in Terry M. Moe (ed.) *A Primer on America's Schools* (Stanford University: Hoover Institute Press, 2001).

2. See also V.E. Lee and D.T. Burkam, "Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School," *Economic Policy Institute* (2002), from http://epicpolicy.org/files/Inequality%20at%20the%20Starting%20Gate.pdf retrieved on November 20, 2009. Or see L. Woessmann, *How Equal are Educational Opportunities? Family Background and Student Achievement in Europe and the US*. CESifo Working Paper Series No. 1162 (March 2004), abstract available at: http://ssrn.com/abstract=528209.

3. See the recent American Institutes of Research study detailing which instructional models provide significant gains for disadvantaged students. American Institutes for Research review and evaluation of the top school reform models suggests that only two school reform models have sufficient evidence that using the model will promote significant gains in learning: Direct Instruction and Success for All. Although other models are discussed as having potential for effects, the size of the effect according to the report is not as substantial as the other two models. The report contains a good review of the literature and research studies for all models and can be found at: http://www.csrq.org/documents/CSRQCenterCombinedReport_Web11-03-06.pdf

4. From Kevin Carey: November 7, 2002; *State Poverty-Based Education Funding: A survey of current programs and options for improvement*, at www.cbpp.org.

5. Christopher Jencks and Susan Mayer in their oft cited work "The Social Consequences of Growing up in a Poor Neighborhood," in L. Lynn and M. McGreary (eds.) *Inner-city Poverty in the United States* (Washington, D.C.: National Academy Press 1990). Jencks and Mayer propose that communities could influence student achievement, for example, by providing role models or enforcement of social norms, such as earning a high school diploma (or not). For an interesting discussion on the community variables impacting student achievement, see Gary Solon, M.E. Page, and Greg J. Duncan's paper, "Correlations Between Neighboring Children in their Subsequent Educational Attainment," in *The Review of Economic and Statistics*, August 2000, 82(3): 383-392.

6. For more information about the American Community Survey (ACS) see references at the end of this Appendix.

7. From Kevin Carey, *State Poverty-Based Education Funding: A survey of current programs and options for improvement*, November 7, 2002; at www.cbpp.org.

8. Research cited in Carey page 14: http://www.cbpp.org/archiveSite/11-7-02sfp.pdf.

9. A household's poverty level status is determined based on answers to the income questions of the ACS. If a family is below the appropriate poverty threshold, the household is classified as poor. (For more information, see ACS information in references.)

10. "x" denotes sub-tables A, B, and I for white, African-Americans, and Hispanics, respectively.

11. Information quoted from ACS webpage retrieved on November 11, 2009 from: http://factfinder.census.gov/jsp/saff/SAFFInfo.jsp?_pageId=sp1_acs&_submenuId=

12. A regression analysis was conducted using ACS poverty estimates across the PUMS poverty estimates; the resulting predicted scores were used as the adjusted ACS poverty score.

13. J. Hausman, "Mismeasured Variables in Econometric Analysis: Problems from the Right and Problems from the Left," *Journal of Economic Perspectives* (2003): 57– 67.

14. See the ACS manual "Accuracy of the Data" p. 11-13

15. From Michael Beaghen and Lynn Weidman, *Statistical Issues of the Interpretation of the American Community Survey's One-, Three- and Five-Year Estimates. US Census Bureau*, (October, 2008).

16. For more information on PUMS see: http://www.census.gov/acs/www/Products/PUMS/ (accessed on November 19, 2009)

17. A – 5 Geographic Terms and Concepts, ACS Fact Finder, www.uscensus.org

18. From ACS Design Methods: Survey Rules, Concepts, and Definitions, see references for more information.

19. For more information about similar tests of significance used in gap studies see, A. Vanneman, L. Hamilton, J. Anderson Baldwin, and T. Rahman, *Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress* (NCES 2009-455) (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC 2009).

20. Tested N: Number of completed MCAS tests 2007-2009.

21. %Prof+: Percent proficient and above 2007-2009.

22. Gap Upper-Bound 95%: The upper boundary (95% confidence interval) of the performance gap with state whites. Actual gaps that are smaller than this boundary are significantly different from the Predicted Gap.

23. Gap Lower-Bound 95%: The lower boundary (95% confidence interval) of the performance gap with state whites. Actual gaps that exceed this boundary are significantly different from the Predicted Gap.

24. Actual Gap%: Actual gap % between the state white performance and district performance.

25. Predicted Gap%: Predicted gap % between the state white performance and district performance based upon the predictions using district poverty and adult educational attainment.

26. Gap Difference%: Equals the difference between the Actual Gap % and the Predicted Gap %. A positive value, if significant, indicates the district exceeded expectations of the predictors. A negative value, if significant, indicates district did not meet expectations of the predictors.

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