

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Allison J. Donovan

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lincoln Elementary School

(As it should appear in the official records)

School Mailing Address 80 West Wyoming Avenue

(If address is P.O. Box, also include street address.)

City Melrose State MA Zip Code+4 (9 digits total) 02176-3724

County Middlesex County State School Code Number* 01780020

Telephone 781-979-2250 Fax 781-979-2259

Web site/URL http://lincoln.melroseschools.com E-mail adonovan@melroseschools.com

Twitter Handle Facebook Page
@MelroseLincoln https://www.facebook.com/lincolnMPS Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mrs. Cyndy Taymore, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: ctaymore@melroseschools.com

Other)

District Name Melrose Public Schools Tel. 781-662-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Kristin Thorp

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	35	66
1	33	35	68
2	38	30	68
3	28	33	61
4	32	23	55
5	29	19	48
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	191	175	366

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 9 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1	345
(5) Total transferred students in row (3) divided by total students in row (4)	0.096
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 15 %
55 Total number ELL
 Number of non-English languages represented: 17
 Specify non-English languages: Amharic, Arabic, Bulgarian, Chinese, Haitian, Creole, Hindi, Japanese, Polish, Portuguese, Punjabi, Pushtu, Romanian, Russian, Spanish, Swahili, Turkish
8. Students eligible for free/reduced-priced meals: 32 %
 Total number students who qualify: 116

Information for Public Schools Only - Data Provided by the State

The state has reported that 45 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %
62 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>18</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>15</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: For all students to be responsible, respectful and successful participants in our global community.

PART III – SUMMARY

The Lincoln School is an award winning building that links an historic landmark with modern architecture. Built in 1869 and reopened September 2000, Lincoln Elementary is a kindergarten to 5th grade school with about 360 students in 17 classrooms. Lincoln takes pride in being one of the most diverse schools in the City of Melrose. Our diversity is evident in a student body that includes students from many countries who speak over 17 languages. In any given classroom it is not uncommon to see children who are third generation Lincoln School students seated next to first generation Americans. Having this diverse population supports our school and district's mission. We are committed to building strong partnerships between the families we serve. As a community we collaborate so that our children can achieve the personal and academic success they need to become responsible and successful citizens in our global community.

The Lincoln Community is also proud to have been rated a Level 1 Commendation School for two years in a row. This means that Lincoln is a high achieving, high growth school and is narrowing proficiency gaps. We have achieved this distinction by using a multi-tiered system of support which includes small group instruction in all grades, daily intervention for struggling students and English Language Learner support. Regularly scheduled data meetings to discuss student learning and intervention have allowed us to focus our instruction and intervention. An extensive menu of district professional development and training has also contributed to our school's success.

Our school-wide positive behavior support system provides a successful learning environment for all students. The C.A.R.E.S. acronym which is prominently displayed throughout the building, reminds students of the expected Lincoln School characteristics: Citizenship, Acceptance Respect, Effort and Safety. Students are rewarded when they demonstrate these characteristics. Students' social-emotional needs are supported by our school psychologists and school social worker.

Throughout the school year we not only enjoy a variety of activities and traditions which support learning, but also highlight unique talents of our students. Such activities include an annual Science Fair, Geography Bee and the Mayor's Math League Competition, all of which allow students to shine academically. Our annual "Lincoln's Got Talent" variety show, city-wide art show and twice yearly music concerts with instrumental performances tap into talent for art, music and performing arts, allowing students to showcase their "creative side." Another tradition is a multi-cultural fair, where our families are able to teach students about the culture and traditions of their homelands.

We also use the world around us to engage students in learning. Our third graders go on a city wide "history hunt" to learn about the history of the City of Melrose. Teachers take their classes outside to our Community Garden for hands on science lessons, and students learn about geography by playing map games using the painted map of the United States on our back playground. Because of our close proximity to Boston, our State capital, field trips include Boston's historic Freedom Trail, the State House, and the Maparium at the Mary Baker Eddy Library.

Our strong Parent Teacher Organization supports our students by funding extra-curricular enrichment programs and on and off campus field trips. Students have experienced living history with visits from Harriet Tubman and Abraham Lincoln as well as many other historical figures. On campus field trips include second graders experiencing a visit from the Massachusetts Audubon Society to learn about nature, fourth grade being visited by the Discovery Museum to learn about geology and rocks and fifth grade participation in an engineering program offered by the Museum of Science. Off campus field trips include a trip to Plymouth Plantation to support the third grade curriculum, a visit to the Massachusetts State House to support fourth grade, and a full week at the University of Rhode Island's Alton P. Jones Environmental Camp for the fifth grade.

We also have a large parent volunteer group. Parents are encouraged to come into the school to support children's learning. They volunteer in our computer lab, library, in classrooms and as chaperones on field trips. Through a variety of volunteer opportunities we are able to find a way for parents who are not confident English speakers to volunteer and become a part of their children's school experience.

For the past five years we have witnessed Lincoln School State test scores increase and achievement gaps for our neediest population decrease, advancing us from being rated as an under performing school to a Level 1 Commendation School for the past two years. This achievement is a testament to the dedication of staff, families and students with a common goal, creating positive outcomes.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Lincoln School schedule supports a daily 90 minute literacy block, an 80 minute math block and a 30 minute Writer's Workshop built into daily schedules at every grade level. The math, literacy, and writing blocks are formatted to provide students with a combination of whole group, small group and independent practice. Science and social studies instruction of 45 minutes daily provide an engaging curriculum for all students.

The Lincoln's reading program is designed to provide a rigorous curriculum that includes phonics, vocabulary, and comprehension skills and activities each day. The 90 minute literacy block begins with 30 minutes of whole group instruction. In kindergarten to 2nd grade the mini lessons focus on phonemic awareness; phonics, vocabulary and comprehension. Instruction in grades 3 to 5 are primarily focused on vocabulary and comprehension skills and strategy mini-lessons. Lessons are based upon the core reading program Harcourt Storytown and supplemented with Lively Letters phonics instruction in kindergarten and first grade. The remaining 60 minutes are used for small group explicit and systematic instruction and Literacy centers. Classroom teachers, special education teachers, Title 1 teachers, and paraprofessionals work as a team to provide targeted instruction and guided practice for students flexibly grouped by readiness and ability. While teachers work with small groups, the rest of the class participate in differentiated centers. All students kindergarten to 5th grade are provided with opportunities to partner read and respond to text based questions in writing. In the primary grades, centers include word work. In the upper grades word study is incorporated to help increase vocabulary and comprehension. Although the core of instruction utilizes the Storytown materials, teachers also include a variety of other resources to enhance and support the Common Core State Standards, particularly around non-fiction reading. Time for Kids Weekly Magazine, National Geographic for Kids Guided Readers, and high-quality literature circle trade books are used consistently for instruction during groups and independent/pair reading.

During Writer's Workshop, the initial mini-lesson provides instruction in writer's craft, procedures, or specific language skills. Students move to independent writing while the teacher conferences with individual and small groups. The workshop ends as students share individual writing with peers. . Units of instruction focus on the genres of personal narrative, informational pieces, non-fiction writing with and without research, persuasive writing, and poetry. Writing across the curriculum (reading, math, science, and social studies) ensures that students are familiar with a variety of purposes for writing in different contexts.

A primary focus of Lincoln School's math curriculum is to develop real-life problem solving skills and strategies. Our school wide DICE method (Dissect, Illustrate, Calculate, Explain) ensures that students understand the problem solving process and can not only solve problems but also explain their reasoning with illustrations, calculations, and written explanations. Prior to solving, students thoroughly dissect the problem to segregate essential keywords and numbers from extraneous information. Math instruction utilizes a workshop model to best meet the needs of all learners. At the start of each lesson students work in pairs or independently to solve a problem prior to any direct instruction. The mini-lesson and guided practice that follow build on the conversation and questions generated from the problem of the Day. Students then move to stations to complete activities, while teachers pull targeted small groups to review and reinforce concepts. Rotating stations provide authentic learning opportunities for students to practice math fluency, review previously taught concepts, and demonstrate understanding of current skills. Teachers utilize a variety of online and print resources, in conjunction with the core Pearson Envision, to support all students learning styles.

Science and social studies instruction are integral components of the overall curriculum taught at Lincoln School. Both science and social studies instruction include the use of such non-fiction selections as Time for Kids, National Geographic for Kids, and science/social studies Weekly Newspapers.

In Science, students investigate a variety of concepts using Foss's program of study. Focus is given to the scientific process. Students record their thinking and observations in a Science Notebook using diagrams,

data charts, observations, and lab notes. Students also explore engineering with units from the Museum of Science in Boston.

The Social Studies curriculum is closely tied to the Massachusetts ELA Common Core State Standards. Students use non-fiction resources such as the Harcourt Brace anthology, Social Studies Weekly Newspapers, and trade books to gain information. The use of primary sources has become widely used in social studies classes across grades. Students learn social studies content in an inquiry-based classroom, exploring their communities, country, and world.

2. Other Curriculum Areas:

The Lincoln School provides students in kindergarten through fifth grade with four specialized curriculum areas: physical education, health and wellness; music, and visual arts. Each class meets forty minutes per week to study these areas. Each period of instruction is overseen by an educator who specializes in that particular area of study.

Physical education provides all students with physical activity in an organized environment. Classes are conducted both in the gym and outdoors when weather permits. Students are tested using Fitness Gram (The Cooper Institute) in the fall and the spring to measure growth in many areas of physical fitness and strength. Second through fifth grade students participate in cooperative education units which highlight the team aspects of physical education. All grades participate in “Jump Rope For Heart Jump-A-Thon” sponsored by the American Heart Association. Each spring students, staff and many parent volunteers collaborate on and participate in “Spirit Day,” a whole-school, full-day event dedicated to games, physical competition, good sportsmanship and school community. Peer support and camaraderie is encouraged and celebrated.

Music education provides students with a grade specific curriculum that correlates with National and State standards. Students use their voices, as well as a variety of instruments to create harmonious sounds. All grades participate in winter and spring concerts. The Lincoln School also provides an opportunity for students to take instrumental lessons upon reaching third grade. Over sixty students in grades three through five receive instruction in string, wind, percussion or brass instruments. They then have the opportunity to perform in both the winter and spring concerts as members of a musical ensemble. Beginning at grade four, many are invited to join the Melrose Youth Band or Melrose Youth Orchestra. In addition to the instrumental program, students in third, fourth and fifth grade may elect to join the Chorus Club, which meets once a week under the supervision of the Music teacher. The group has tripled its membership in the last year from eight to twenty-five members.

Health and wellness provides students with a developmentally appropriate curriculum that introduces and builds on students’ understanding of their bodies, and how to make good choices pertaining to a healthy lifestyle. The Healthwave Program is utilized for instruction.

Visual Arts education provides students with a cumulative and comprehensive curriculum. Students explore new media and are connected to a variety of resources and techniques using methods of instruction that are responsive to the individual learner. They examine historical and cultural exemplars to create a deeper understanding of self, others and the world. Students also have the opportunity to be a part of a district-wide art show which takes place in April of each year. Many students, parents, and community members are welcome to view the art work of Lincoln School students along with High School, Middle School and other elementary schools in the Melrose Public School district. Lincoln School students have displayed artworks at such prestigious venues as Boston University’s Stone Gallery and the School of the Museum of Arts Mission Hill Gallery. Fifth grade students are welcome to join an after school art club that meets once a week.

The Lincoln school offers a Talent Show in the spring for grades 3-5. Students must audition for the show with a specific act, performing both during the school day, and after hours for community spectators. Students are also encouraged to become a part of the show through supporting roles such as photographers, lighting, music and stage crews.

Lincoln students have access to the school library and school computer lab. The library gives students an opportunity to learn about various research methods and helps to facilitate, support and expand their ongoing reading needs. The computer lab provides and enhances learning with educational applications and online learning tools.

At Lincoln, a number of clubs meet after school. Included are foreign language clubs, Chess Club, and Lego Engineering Club. Participation in the clubs helps to create communities where students can expand their social skills, learn and create in an alternative environment.

The Lincoln School has many interdependent areas of curriculum, where staff members, students, and the entire school community work together to interweave many areas of interest to create an organic learning environment throughout the school.

3. Instructional Methods and Interventions:

The Lincoln School has implemented a tiered systems of support in reading and math. Students are assessed three times a year: fall, winter, and spring. The data is reviewed by grade level teams at data meetings that include classroom teachers, interventionists and special education teachers after data is collected following each testing period. In both literacy and math, instruction begins with whole group, providing all students with access to the core reading and math programs and Tier I instruction. For the remainder of the literacy block, students rotate through small group instruction, writing in response to reading, partner reading, and collaborative reciprocal teaching in literature groups. In math, student rotations include small group instruction, math journals, independent work, and collaborative problem solving. Small group instruction in both reading and math provide direct explicit instruction based upon students' identified needs driven by the data. Computer assisted instruction provides skills practice while providing students with immediate feedback, and providing instructors with additional ongoing assessment data. Computer programs include Symphony Math, IXL, Xtra Math, and Lexia Learning.

Based upon assessment data, students in need of Tier II and III intervention are identified. Tier II begins with small group instruction by the classroom teacher. Struggling students receive additional intervention in reading and math. Intervention might be provided by a paraprofessional, Title I tutor, classroom teacher, or special education teacher. The intervention used is research based and matched to the specific needs of a student based upon his or her needs as identified by assessment data. Progress monitoring data is collected periodically and used to determine the effectiveness of interventions. When students do not make ambitious or realistic gains, student interventions may be changed. When students meet the benchmark consistently, interventions may be dropped.

In reading, interventions support students in developing needed skills in the five components of reading. Project Read, Linguistics, and Wilson programs may be used for direct phonics instruction. Great Leaps and Read Naturally provide support in reading fluency. Reciprocal teaching is used to support growth in comprehension. In math, students may receive support to enhance their development of conceptual or procedural knowledge while also building automaticity. Math Navigator is used to provide conceptual and procedural knowledge for at-risk students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Lincoln Elementary School participates in the Massachusetts Comprehensive Assessment System (MCAS). MCAS tests are given in the spring for grades three, four and five. The tests measure the students' performance in English language arts and math in grades three, four and five and Science and Technology in grade five. The tests were designed to measure the Massachusetts State standards.

Our student MCAS data results have shown a number of positive performance trends across all grade levels. Presented here are some of the highlights of this forward progress. From 2010 to 2014, in English language arts for third grade to fifth grade students, we improved scores from 62% Proficient and Advanced in 2010 to 79% Proficient and Advanced in 2014. In math we saw a similar trend, with 50% rated Proficient and Advanced in 2010 to 79% rated Proficient and Advanced in 2014. High Needs Students, the subgroup consisting of special education students, low income students and English language learners demonstrated a significant increase as well. Scores of High Needs Students in English language arts moved from just 35% Proficient or Advanced in 2010 to 60% by 2014. Scores in math evidenced an even more dramatic improvement. Scores grew from 32% Proficient or Advanced in 2010 to an amazing 63% in 2014.

Many factors contribute to this improvement in our student outcomes. Initially we began by doing a careful item analysis of the MCAS results to determine our students' specific areas of strength and weakness. We also started implementing common assessments including Developmental Reading Assessment (DRA-2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS, Next) and district math benchmark tests. Additionally, we moved more high needs students to an inclusion setting to increase their access to the grade level curriculum. Title I tutors were made available to support students identified as being low performing and their services were incorporated into the inclusive classroom. This multi-tiered system of support was enhanced through block scheduling in order to maximize student learning and support. Additionally, it provided for common planning time for staff and allowed special education teachers to more readily collaborate and plan with general education teachers. With the analyzed data and maximize staff we were then able to incorporate flexible groupings of students, provide small group instruction and focus on targeted intervention.

The combination of these factors led to Lincoln School's MCAS Accountability and Assistance level improving from being classified as an underperforming school to now being a Level 1 Commended School for the past two years. This means that Lincoln is a high achieving, high growth school and is narrowing proficiency gaps.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Lincoln Elementary School is a data driven school whose priority is to enable all of its students to achieve academic success. The staff works in a collaborative manner among administration, general education teachers, special education teachers, special education specialists (speech pathologist, occupational therapist and physical therapist) instructional coaches, ESL teachers and paraprofessionals. We accomplish this through a variety of formative and summative assessments beginning on the first week of school and continuing throughout the school year. We meet formally and informally to discuss student progress and adapt curriculum, based on results from the data and individual student needs.

The focus of our initial staff meetings center around the Massachusetts Comprehensive Assessment System (MCAS) results. Outcome data is analyzed to ascertain successes made school-wide, at grade level, and within subgroup populations. Areas of strength and weakness are scrutinized to identify trends and patterns in each content area. These findings serve as foundations which drive Lincoln School's instructional focus. Further analysis of test questions at each grade level leads to the identification of areas of need. Information is utilized in developing "Team Student Learning Goals" to ensure that specific learning opportunities are provided in order to strengthen these skills. Additionally, every teacher, upon review, creates a "Professional Practice Goal." This goal serves as a springboard for individualized student instruction. District formative

and summative assessments are vital tools used to drive instruction throughout the school year. These include Trimester Math benchmark assessments, Trimester Writing Prompts, Weekly Core Curriculum Assessments. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered as needed to students identified as being in need of intervention. For those students, Developmental Reading Assessment 2 (DRA 2) may also be given. All assessments serve to mark students' progress toward grade level proficiency goals, all of which are closely monitored. Ongoing assessment of the data throughout the year provides teachers with the necessary information needed to make informed student centered decision.

At the Lincoln School we strongly believe that ongoing communication with parents, students and the community is vitally important to ensure student success. Curriculum nights provide parents with information about standards, expectations, and evaluation policies. Formal conferences are scheduled in the fall, spring, and on an "as needed" basis to inform parents of their children's progress. Ongoing communication to parents and students is maintained through weekly graded assignments, nightly homework, agendas, updated teacher websites, emails, weekly evaluations, frequent school newsletters and telephone communication through Connect Ed System. School wide parent assemblies are conducted to discuss state assessment results and the school's progress toward meeting identified key standards. Using these assessment results, we are able to communicate progress, provide suggestions, and celebrate student successes.

Part VI School Support

1. School Climate/Culture

Lincoln School provides its students with many supports for positive school climate and culture. Academic supports include participation in an annual City-wide Mathematics Meet for grades 4 and 5, Continental Math League challenge for grades 3-5, and a school-wide Science Fair with participation by students from all grades. Our Spring Open House is themed as a S.T.E.M. (Science, Technology, Engineering and Math) Night, with whole families invited to participate in hands-on activities in every classroom.

Social activities include a wide variety of activities and events sponsored by a highly supportive and involved P.T.O. (Parent Teacher Organization), as well as staff sponsored activities. Lincoln students participate in the Fall Festival, Civility Day, Multicultural Dinner; Winter and Spring Concerts and a Dance-A-Thon. Assemblies are held for Memorial and Veteran's Day, with community members who are currently or who have previously served in the military present as special guests of honor. Many students and their families march in the Memorial Day Parade, carrying the Lincoln School Banner. Lincoln participates in the Read Across America Program, with community readers welcomed into classrooms to read to each class. End-of-year activities include an Ice Cream Social, a School Variety Show with participation by students and teachers, and our annual Spirit Day, a full-day outdoor event planned by the Physical Education teacher with parent support, capped off with a staff vs. fifth grade kickball game.

C.A.R.E.S., our school-wide positive behavior support system motivates and engages our students while providing a positive learning environment. C.A.R.E.S. is an acronym which stands for Citizenship, Acceptance, Respect, Effort and Safety. Students in kindergarten through Grade 3 earn stickers for demonstrating a C.A.R.E.S. characteristics. Fourth and fifth graders are given monthly awards describing how they have demonstrated CARES characteristics. Our school mascot, Lucky the Lion is featured prominently in many of our school events and gatherings.

The Physical Education and Health teachers award students who demonstrate positive sportsmanship and healthy habits. This motivates students to recognize that losing is as relevant a part of a challenge as winning, and the importance of making healthy choices.

C.A.R.E.S. awards and the Physical Education and Wellness awards are celebrated during a monthly C.A.R.E.S. assembly. Students look forward to hearing their names being called and celebrating as a group.

Lincoln School is proactive and is sensitive to the emotional needs of our students. Our staff social worker, school psychologist, school nurse and teaching staff provide support to students in crisis. Close parent contact is maintained with discretion and confidentiality. In addition to student counseling, a "Lunch Buddies" program is available, providing the opportunity for small groups of at-risk and mentor students to meet, with adult supervision, and discuss situations both in and out of school.

Staff at Lincoln School display a positive attitude, and show support for its members in a collegial environment, both academically and socially. Staff members work in horizontal and vertical groups at staff meetings and share materials, experiences and suggestions. Mutual respect is clearly shown. Staff members are celebrated with "Kudos" candy bars at staff meetings in recognition of staff who have gone "above and beyond" for their students.

Socially, the staff is cohesive and supportive and is quick to welcome new staff members. Staff takes turns by grade level hosting monthly Staff Breakfasts. Many teachers and other school staff members participate in a yearly "Secret Snowman" swap. A group of staffers staged a "flash mob" and performed at the spring Variety Show, and scoop ice cream at the yearly Ice Cream Social. Every year, many members of the staff contribute anonymously to the "Giving Tree," a program which provides holiday gifts for Lincoln families in need.

2. Engaging Families and Community

The Lincoln School Community works collaboratively with parents, students, teachers, and other Melrose community members to build a solid bond throughout the school year through many social and educational events and projects. Mutual respect is a hallmark.

Lincoln School family members volunteer both during the school day and after school hours. Kindergarten and first grade parents and family members volunteer for writer's workshops and literacy and math groups. Kindergarten parents may participate in a monthly "Sci Fri" program, where teachers supervise parent-led groups of three to four students in conducting engineering projects. Parents volunteer for a variety of field trips, programs and activities. Fourth grade students and their parents participate annually in "Squid Day," a science-based hands-on activity involving the dissection of a squid. Many parents of third graders volunteer as chaperones at historic Plymouth Plantation. After-school volunteers have supported a Lego Engineering Club and a Chess Club, and community volunteers have worked with upper grades in advanced Math and computer technology, such as Scratch before school. The fifth grades have collaborated with students from Boston University in a Science and Technology project held each year.

Lincoln has a Community Garden which is planted by second graders with their teachers in the spring, then maintained throughout the summer by a group of families who volunteer. Harvested vegetables are donated to a local food pantry.

Social gatherings for parent groups, include Coffee Chat, which offers parent education and support with opportunity for discussion, and teacher-coordinated support groups for parents with limited English proficiency. These programs have successfully made parents who might not feel confident enough to join in school and community activities feel more welcome, and more likely to become involved through volunteering. Title I workshops are provided to educate parents about programs being used with their students, field commonly asked questions, and to encourage a strong home/school link.

The Lincoln School Library, which boasts over 10,000 volumes, is parent-organized and run. Parent volunteers read aloud to children in the lower grades and assist all students in locating and checking out books. The Library Committee works closely with classroom teachers to procure specific titles requested by teachers for classroom use.

The PTO holds frequent fund-raisers to sponsor educational school events. During the year, the PTO provides enrichment programs. Performances include actors portraying Harriet Tubman, Marie Curie, and Abraham Lincoln. Outreach programs include visits from The Paul Revere House, Acton Discovery Museum, Bug Works and Discovery Dome. Fifth grade students and their teachers spend a week at Alton Jones, an environmental camp. Families pay a portion of the fee to attend, with PTO defraying a portion of the cost. Scholarships are available to students in need of financial assistance.

3. Professional Development

Several years ago, the Lincoln staff collectively read "Annual Growth for All Students- Catch Up Growth for Those who are Behind" by Lynn Fielding, which resulted in the school-wide goal of all students reading at grade level prior to leaving third grade. After reading and discussing the book, the staff began to change the way students were instructed. Staff meetings were focused on instructional strategies supporting differentiated small group instruction. Students were flexibly grouped and schedules aligned to capitalize on push-in support utilizing as many staff as possible. Teachers in grades K-2 and Title 1 Interventionists received additional training in systematic phonics instruction using Project Read. Research based tier 2 instruction to support struggling readers was implemented by interventionists. The climate of teaching shifted from primarily whole group to small group with targeted differentiation whenever possible.

Lincoln School uses data to drive classroom instruction and to reach district and State benchmarks. Data analysis has produced a strong Response to Intervention (RTI) model which aids in differentiating instruction. To maintain this high level of instruction, Lincoln team members participate in Professional

Learning Communities, collaborate with instructional coaches, and engage in daily educational discourse.

Teachers are committed to refining instructional practices to reflect the most current pedagogical theories. District wide professional growth opportunities are critically structured to help educators reach district, building, and personal goals. Through analysis of school and district data, educators are constantly reflecting, refining, and restructuring their instructional practices to best reach the needs of all students.

A recurring challenge is the education of our population of English Language Learners (ELL). Because of the number of languages spoken, teaching this population is often difficult. Many of the languages require teaching a new alphabet before written English can be taught. Students present with language which is only spoken, lacking a written component, or may be non-English speaking. Families move into the district for just a few years or months, creating sub-groups speaking specific languages. The Lincoln School staff embraces such linguistic and cultural differences and accepts the challenge of teaching this diverse population. The recent addition of ELL teachers to the staff has helped to provide support and resources to classroom teachers, with professional development. The Lincoln School staff is in the process of procuring Sheltered English Immersion (SEI) endorsement for all staff, much of it through a professional development cohort programs for RETELL (Rethinking Equity and Teaching for English Language Learners). Others have pursued ELL licensure. These actions foster achievement not just for native English speakers but for all students.

4. School Leadership

The leadership philosophy of the Lincoln School lies in a belief that true student success begins with a focus on what is best for the students. This goal has allowed the staff at Lincoln to work collectively as a team under the leadership of the principal. Leadership continuously trickles into many aspects of our building, from data meetings and committees to our students themselves. A “can do” attitude is encouraged and nurtured by the staff, which makes every attempt to lead by example. Teachers are encouraged to make instructional decisions based on the needs of their students as well as the data that is collected and analyzed from assessments. The principal supports teachers to grow as professionals. Staff willingly participates in professional development offered by the district both during the school year and during summer vacation in order to develop the teaching craft and to stay current with educational trends, technology and methodology. Sessions are frequently attended by the principal as well, and open dialogue following sessions is the norm. Participation on committees such as School Site Council ensure that that educators are encouraged to express their views and lend expertise. Teachers are also encouraged to share their learning with peers, so that everyone’s students benefit from having teachers who are continuously honing their skills.

Teacher leaders take part in a formal mentoring program to support new teachers. The mentor program ensures success for new teachers and helps them learn the routines of the Lincoln School in a supportive atmosphere. By observing mentor teachers and attending regular meetings, new teachers gather skills and knowledge for implementation in their own classrooms, This builds a true community of educators that has evolved over the years at Lincoln. Such relationships continue well after the official mentoring period has ended and new teacher leaders often emerge due to strong mentoring of veteran teachers.

The Lincoln School Site Council includes an even representation of stakeholders. The Site Council is comprised of the principal, teachers, parents and a community member. The group develops and oversees our School Improvement Plan, which is developed for the purpose of clarifying the needs of the school and creating a framework for educational goals, action steps and accountability to improve student learning outcomes.

Lincoln’s Instructional Support Team includes the principal, teacher leaders and the school psychologist who work together to assist the classroom teacher in formulating data driven, researched based interventions to support students both academically and behaviorally. These interventions are then incorporated into the student’s school program to ensure all students are making effective progress.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	83	91	75	72	75
Advanced	58	54	45	27	23
Number of students tested	52	46	44	64	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67			52	64
Advanced	29			0	21
Number of students tested	21	9	4	21	14
2. Students receiving Special Education					
Proficient and above	69	77		24	50
Advanced	19	31		0	11
Number of students tested	16	13	6	17	18
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	9	3	1	4	3
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	91	80	81	75
Advanced	56	47	48	33	25
Number of students tested	32	34	31	40	56
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs (Low Income + Special Education + ELL)					
Proficient and above	72	80	45	43	
Advanced	36	45	18	0	
Number of students tested	33	20	11	28	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report on the High Needs group.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	83	66	62	52	42
Advanced	34	20	24	11	10
Number of students tested	47	46	66	64	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above			35	47	22
Advanced			5	0	0
Number of students tested	8	7	20	17	18
2. Students receiving Special Education					
Proficient and above	64		21	36	0
Advanced	0		0	7	0
Number of students tested	11	8	19	14	15
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	1	2	2	3	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	83	72	64	51	43
Advanced	33	24	25	12	10
Number of students tested	36	33	44	57	40
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs (Low Income + Special Education + ELL)					
Proficient and above	69	33	28	41	
Advanced	13	0	6	4	
Number of students tested	16	15	32	27	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Massachusetts does not report achievement results for groups smaller than 10 students. Massachusetts did not report High Needs data in 2010.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	69	78	74	60	60
Advanced	43	45	30	22	32
Number of students tested	46	66	63	65	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	40	63	69	38	33
Advanced	30	18	25	14	8
Number of students tested	10	22	16	21	12
2. Students receiving Special Education					
Proficient and above	30	52	41	24	20
Advanced	10	5	12	0	0
Number of students tested	10	19	17	17	15
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	1	2	3	0	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	70	85	76	60	58
Advanced	42	49	30	17	36
Number of students tested	36	45	56	42	45
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs (Low Income + Special Education + ELL)					
Proficient and above	39	60	60	37	
Advanced	22	18	20	9	
Number of students tested	18	33	30	32	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	67	81	78	69	63
Advanced	17	24	23	13	18
Number of students tested	52	46	44	64	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	57			43	64
Advanced	5			0	0
Number of students tested	21	9	4	21	14
2. Students receiving Special Education					
Proficient and above	44	39		41	11
Advanced	13	8		0	0
Number of students tested	16	13	6	17	18
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	9	3	1	4	3
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	66	80	84	68	64
Advanced	19	15	23	15	18
Number of students tested	32	34	31	40	56
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs (Low Income + Special Education + ELL)					
Proficient and above	51	60	36	39	
Advanced	6	20	0	0	
Number of students tested	33	20	11	28	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Massachusetts does not report achievement results for groups smaller than 10 students. In 2009-2010 Massachusetts did not report the High Needs group.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	87	57	70	61	54
Advanced	36	11	17	2	10
Number of students tested	47	46	66	64	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above			50	35	44
Advanced			5	0	0
Number of students tested	8	7	20	17	18
2. Students receiving Special Education					
Proficient and above	45		32	29	13
Advanced	0		0	0	0
Number of students tested	11	8	19	14	15
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	1	2	2	3	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	54	73	60	53
Advanced	39	9	16	2	10
Number of students tested	36	33	44	57	40
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs (Low Income + Special Education + ELL)					
Proficient and above	63	20	44	33	
Advanced	19	7	6	0	
Number of students tested	16	15	32	27	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Massachusetts does not report achievement results for groups smaller than 10 students. Massachusetts did not report High Needs data in 2010.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	85	84	71	75	71
Advanced	33	36	17	12	25
Number of students tested	46	66	63	65	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	60	82	69	67	50
Advanced	20	14	13	0	0
Number of students tested	10	22	16	21	12
2. Students receiving Special Education					
Proficient and above	70	63	47	35	20
Advanced	10	5	6	0	0
Number of students tested	10	19	17	17	15
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	1	2	3	0	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	86	85	72	71	66
Advanced	28	38	20	14	24
Number of students tested	36	45	56	42	45
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs (Low Income + Special Education + ELL)					
Proficient and above	73	73	64	59	
Advanced	17	12	7	0	
Number of students tested	18	33	30	32	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Massachusetts does not report achievement results for groups smaller than 10 students. Massachusetts did not report High Needs data in 2010.