Executive Summary
2000 Maryland School Performance Program Report

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Executive Summary of 2000 MSPP Report

Background

The Maryland School Performance Program (MSPP) report is a district and state report card published since 1991. The report includes academic and other MSPP indicators. These data help to describe the students the district is serving and how well they are being educated. State standards have been set on some of the data elements; others are presented as descriptive information. This executive summary is divided into two sections; academic indicators and other MSPP indicators. This summary shows that MCPS is generally doing well and improving on these indicators while the education load of students needing special services is increasing. The data also show there is still a large gap in the performance of racial/ethnic groups.

Academic Indicators

There are four academic indicators in the MSPP report. Three of these are tests and one is a combination of rigorous academic criteria to be met by graduates. Two of the tests are developed by the Maryland State Department of Education (MSDE). The Maryland State Performance Assessment Program (MSPAP) tests are designed to measure school and district achievement in elementary and middle schools. The Maryland Functional Tests (MFT) are administered in middle and high schools and are required for high school graduation. The third test, the Comprehensive Tests of Basic Skills (CTBS), is nationally normed and is administered in elementary and middle schools. Details about the academic indicators are summarized in the Attachments.

Maryland School Performance Assessment Program (MSPAP)

The Maryland School Performance Assessment Program (MSPAP) tests have been administered statewide in Grades 3, 5, and 8 since 1993. They measure school, district, and state achievement in six content areas – reading, writing, language usage, mathematics, science, and social studies. Student scores range from 1 to 5 with 1 representing the top performance. Scores from 1 to 3 are satisfactory; scores of 1 and 2 are excellent. The results discussed below are composites (i.e., averages) of the percent satisfactory or excellent across the 6 content areas.

System Results

Satisfactory Composites: Performance by MCPS students on the MSPAP tests showed slight improvement in 2000. Overall the composite scores improved by .6 of a percentage point (54.8 to 55.4) from 1999 and 9 percentage points from 1993. The MCPS 2000 composite was the fourth highest in the state behind Kent County (62.0), Howard County (61.4), and Harford County (55.7). In 1999 the MCPS composite was fifth in the state. The composites went up in Grades 5 (57.0 to 57.6) and 8 (55.9 to 58.0). In Grade 3 the composite went down (51.6 to 50.5). Countywide results by content area for 1993, 1999, and 2000 are shown in the table on the next page.

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1 The MCPS composite is impacted slightly by tests that were invalidated because of test administration irregularities. If these students had performed similarly to students in those schools in 1999 the overall county composite would have increased 0.2 percentage points.
### MCPS MSPAP RESULTS
Percentage of Students at Satisfactory (Standard = 70%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Area</th>
<th>1993</th>
<th>1999</th>
<th>2000</th>
<th>1999-2000 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading</td>
<td>N.A.</td>
<td>48.9</td>
<td>44.2</td>
<td>-4.7</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>48.6</td>
<td>56.1</td>
<td>57.9</td>
<td>+1.8</td>
</tr>
<tr>
<td></td>
<td>Language Usage</td>
<td>43.5</td>
<td>57.1</td>
<td>56.9</td>
<td>-0.2</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>45.4</td>
<td>52.1</td>
<td>49.2</td>
<td>-2.9</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>49.4</td>
<td>48.4</td>
<td>47.2</td>
<td>-1.2</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>47.1</td>
<td>47.1</td>
<td>47.3</td>
<td>+0.2</td>
</tr>
<tr>
<td></td>
<td>Composite Score</td>
<td>46.8</td>
<td>51.6</td>
<td>50.5</td>
<td>-1.1</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>35.8</td>
<td>50.0</td>
<td>52.3</td>
<td>+2.3</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>49.0</td>
<td>48.7</td>
<td>51.5</td>
<td>+2.8</td>
</tr>
<tr>
<td></td>
<td>Language Usage</td>
<td>37.9</td>
<td>64.0</td>
<td>66.6</td>
<td>+2.6</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>59.6</td>
<td>61.2</td>
<td>60.4</td>
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</tr>
<tr>
<td></td>
<td>Science</td>
<td>50.2</td>
<td>63.3</td>
<td>60.3</td>
<td>-3.0</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>47.1</td>
<td>55.0</td>
<td>55.2</td>
<td>+0.2</td>
</tr>
<tr>
<td></td>
<td>Composite Score</td>
<td>46.7</td>
<td>57.0</td>
<td>57.6</td>
<td>+0.6</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>37.5</td>
<td>34.2</td>
<td>35.6</td>
<td>+1.4</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>47.6</td>
<td>56.1</td>
<td>61.7</td>
<td>+5.6</td>
</tr>
<tr>
<td></td>
<td>Language Usage</td>
<td>51.4</td>
<td>59.6</td>
<td>61.1</td>
<td>+1.5</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>53.2</td>
<td>66.1</td>
<td>66.0</td>
<td>-0.1</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>52.7</td>
<td>63.3</td>
<td>62.4</td>
<td>-0.9</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>37.7</td>
<td>55.7</td>
<td>60.4</td>
<td>+4.7</td>
</tr>
<tr>
<td></td>
<td>Composite Score</td>
<td>45.5</td>
<td>55.9</td>
<td>58.0</td>
<td>+2.1</td>
</tr>
</tbody>
</table>

**Overall Composite | 46.4 | 54.8 | 55.4 | +0.6**

**Excellent Composites:** The size of the gains on the percent of students meeting the excellent standard was similar to those for satisfactory -- .3 of a percentage point from 1999 to 2000 and 9.2 percentage points from 1993. However, since far fewer students reach this standard, the improvement from 1993 was almost 100 percent (9.6 percent to 18.8 percent). The disparity among racial/ethnic groups is large with Asian American and white students averaging about 25 percent excellent and African American and Hispanic students averaging about 8 percent. Females outperformed males 22 percent to 15 percent. The table on the next page shows the percent excellent by content area.
MCPS MSPAP RESULTS  
Percentage of Students at Excellent (Standard = 25%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Area</th>
<th>1993</th>
<th>1999</th>
<th>2000</th>
<th>1999-2000 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading</td>
<td>7.5</td>
<td>6.9</td>
<td></td>
<td>-0.6</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>15.7</td>
<td>16.3</td>
<td>17.7</td>
<td>+1.4</td>
</tr>
<tr>
<td></td>
<td>Language Usage</td>
<td>16.8</td>
<td>25.7</td>
<td>23.8</td>
<td>-1.9</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>4.3</td>
<td>10.6</td>
<td>7.8</td>
<td>-2.8</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>4.7</td>
<td>9.7</td>
<td>10.4</td>
<td>+0.7</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>1.8</td>
<td>6.1</td>
<td>7.3</td>
<td>+1.2</td>
</tr>
<tr>
<td></td>
<td><strong>Composite</strong></td>
<td>8.7</td>
<td>12.7</td>
<td>12.3</td>
<td>-0.33</td>
</tr>
<tr>
<td></td>
<td><strong>Score</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>4.0</td>
<td>10.6</td>
<td>12.7</td>
<td>+2.1</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>18.1</td>
<td>26.2</td>
<td>26.5</td>
<td>+0.3</td>
</tr>
<tr>
<td></td>
<td>Language Usage</td>
<td>16.5</td>
<td>40.1</td>
<td>40.7</td>
<td>+0.6</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>12.5</td>
<td>21.0</td>
<td>22.6</td>
<td>+1.6</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>8.4</td>
<td>17.6</td>
<td>17.1</td>
<td>-0.5</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>5.8</td>
<td>17.4</td>
<td>17.2</td>
<td>-0.2</td>
</tr>
<tr>
<td></td>
<td><strong>Composite</strong></td>
<td>10.9</td>
<td>22.2</td>
<td>22.8</td>
<td>+0.65</td>
</tr>
<tr>
<td></td>
<td><strong>Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>2.1</td>
<td>2.9</td>
<td>3.3</td>
<td>+0.4</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>14.5</td>
<td>28.2</td>
<td>26.9</td>
<td>-1.3</td>
</tr>
<tr>
<td></td>
<td>Language Usage</td>
<td>15.0</td>
<td>28.4</td>
<td>30.7</td>
<td>+2.3</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>8.9</td>
<td>28.9</td>
<td>26.7</td>
<td>-2.2</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>--</td>
<td>23.0</td>
<td>23.7</td>
<td>+0.7</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>4.4</td>
<td>13.5</td>
<td>16.2</td>
<td>+2.7</td>
</tr>
<tr>
<td></td>
<td><strong>Composite</strong></td>
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<td>20.8</td>
<td>21.3</td>
<td>+0.43</td>
</tr>
<tr>
<td></td>
<td><strong>Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Overall Composite</strong></td>
<td>9.6</td>
<td>18.5</td>
<td>18.8</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Group Results

The disparity in MSPAP results among racial/ethnic groups in 2000 was similar to 1999. In 2000 the average satisfactory composite for white and Asian American students was 66 percent compared to 34 percent for African American and Hispanic students. Females outperformed males by 60 percent to 51 percent.

Students receiving special services performed lower than the overall county composite of 55.4 percent. The composite for students receiving Free and Reduced Meals services was 31.5 percent. For Limited English Proficient students the composite was 30.6 percent. Students receiving less than 15 hours of special education services had a

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2 The results for special education students in the MSPP report include all students receiving any level of service. We have broken the results down into two groups to provide more useful information.
composite of 37.1 percent. Those receiving 15 or more hours of special education services had a composite of 22.6 percent.

Students receiving special services had lower percents of students scoring excellent than the county as a whole. The composite for students receiving Free and Reduced Meals services was 6.3 percent. For Limited English Proficient students the composite was 6.8 percent. Students receiving less than 15 hours of Special Education service had a composite of 14.1 percent; those receiving 15 or more hours of Special Education service had a composite of 5.1 percent.

School Results
Twenty-five MCPS schools exceeded the state satisfactory standard of 70 percent. This was second to Baltimore County that had 26 schools. Statewide 84 schools met this standard. Six of the top 15 schools in the state are in MCPS. Cold Spring Elementary School (85.8 composite) was second in the state. Other MCPS elementary schools in the top 15 were Burning Tree, Darnestown, Farmland, Carderock Springs, and Wayside. A table presenting school composite scores for 1993, 1999, and 2000 is in the Appendix.

Maryland Functional Tests (MFTs)
The MFTs have been administered for over 20 years. Passing these tests in reading, mathematics, and writing is a state high school graduation requirement. Students begin taking the tests in middle school and continue to take them until they pass all three tests. The MSPP functional test results are the percent of students in Grades 9 and 11 who have passed each test. In 2000 MCPS students met the state excellent standard on 5 of the 6 indicators. On Grade 11 math they met the satisfactory standard. This is the same as in 1999 and better than 1993 when MCPS had 2 excellents and 2 satisfactories. The table below shows the number of state standards met by various MCPS groups in 2000, 1999, and 1993, the baseline year.

<table>
<thead>
<tr>
<th>Number of State Functional Test Indicator Standards Met by Various MCPS Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>Total MCPS</td>
</tr>
<tr>
<td>African-American</td>
</tr>
<tr>
<td>Asian-American</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Regular Education</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
</tbody>
</table>

In the state MSPP report, regular education students are those receiving no special education services. Students receiving any intensity of special education are placed in the special education category.

3
White and Asian American students met the excellent standard on all six indicators in 2000. Whites also achieved that level in 1999 and 1993. Asian Americans met excellent on 5 indicators in 1999 and 4 in the baseline year. African American students achieved excellent on 2 indicators in the three years reported. They achieved satisfactory on 2 in 2000 and 3 in the other years. This was a decline from 1999 and 1993. Hispanic students were excellent on 2 indicators in 2000 and satisfactory on 3. This was an improvement from 1999 and 1993.

Female students generally performed better than males on the functional tests. In the past 2 years females were excellent on 5 of 6 indicators. Males were excellent on 3 in 2000 and 4 in 1999. Both groups showed considerable improvement from 1993 when females were excellent on 3 indicators and males on 1.

Students receiving special education services performed well below the regular education students. The results for regular education students were the same as those for the total county. In 2000 special education students were satisfactory on 3 indicators and did not meet the standard on the other 3. This was a decline from 1999 when they were excellent on 1 and satisfactory on 3.

MCPS performance was well above that of the state. In 2000 the statewide results showed students meeting excellent on 2 functional test indicators and satisfactory on 3. The state results were the same in 1999.

**Comprehensive Tests of Basic Skills (CTBS)**

The CTBS was administered countywide for the first time in 2000. The results were reported in detail in an October 27, 2000, memorandum from Dr. Weast to the Board of Education. Overall, the results showed MCPS students scoring well above the national median. There are no state performance standards for the CTBS. Countywide data are presented in the table below.

<table>
<thead>
<tr>
<th>CTBS Subtest</th>
<th>Nation</th>
<th>Grade 2</th>
<th>Grade 4</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>50</td>
<td>64</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>Language</td>
<td>50</td>
<td>68</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td>Language Mechanics</td>
<td>50</td>
<td>77</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
<td>70</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td>Mathematics Computation</td>
<td>50</td>
<td>68</td>
<td>71</td>
<td>67</td>
</tr>
</tbody>
</table>

**Rigorous Courses**

This indicator is the percent of graduates who have achieved at least 4 of the following 6 areas:
- Two or more credits in a foreign language with a grade of B or better
- Two or more credits of approved advanced technology with a grade of B or better
• Mathematics courses beyond algebra II and geometry with a grade of B or better
• Four credits of science with a grade of B or better
• A score of 1000 or higher on the SAT
• A cumulative grade point average of 3.0 or higher on a 4.0 scale

There are no state standards for this indicator.

In 2000, 39.9 percent of MCPS graduates had achieved at least 4 of the above areas. This was a gain of 1.1 percentage points from 1999 and placed MCPS number 1 in the state. Howard County, with 36.8 percent, was second. In 1999 Howard had been first with 39.1 percent. The state average in 2000 was 22.2 percent, a 1 point increase from 1999.

Other MSPP Indicators

The other indicators in the MSPP report are of two types – those that a district or school may have an impact on and those that simply describe the population. The first group – Attendance Rate and Dropout Rate – has state performance standards. The second group – Enrollment, Students Receiving Special Services, and Student Mobility – do not have performance standards. These indicators are summarized in the Attachments.

Attendance Rate

MCPS elementary school students met the state excellent standard in attendance in 2000 with a rate of 96.0 percent. This was the first time this standard was met. Middle school and high school students met the satisfactory standard with rates of 95.1 percent and 94.1 percent, respectively. These represented gains from 1993, the baseline year, at all three levels and slight gains from 1999 in elementary and middle schools. The gains from 1993 ranged from .7 of a percentage point in middle school to 1 percentage point in elementary school. The MCPS rates exceeded those of the state at all levels – from 2.6 points in high school to .6 points in elementary school.

Dropout Rate

MCPS achieved its lowest dropout rate (1.71 percent) since the baseline year of 1993. In all years the MCPS rate has been substantially below the satisfactory standard of 3.0 percent. The statewide rate in 2000 was 3.90 percent, the lowest since 1993.

Enrollment

MCPS enrollment continued a long upward trend in 2000 with 130,720 students. This was a gain of almost 3,000 (2 percent) from 1999 and over 20,000 (19 percent) from 1993. MCPS represented about 15 percent of the enrollment in Maryland public schools, the same as in 1993.

Students Receiving Special Services

The number of students receiving special services has increased at a rate well above the increase in enrollment since 1993. This is especially true for Limited English Proficient students and those receiving free and reduced meals.
**Limited English Proficient (LEP):** The LEP population in MCPS has been growing much faster than overall enrollment. In 2000 there were 9,098 LEP students in MCPS, a 23 percent increase from 1999 and a 60 percent increase from 1993. Forty-seven percent of the LEP students in Maryland were enrolled in MCPS in 2000. MCPS's percent of the state enrollment has been fairly consistent since 1993.

**Title I:** The number of Title I eligible students in MCPS has increased at a rate less than the overall county enrollment. In 2000 there were 6,015 students in Title I, compared to 5,637 in 1993.

**Special Education:** The number of students receiving special education services in MCPS in 2000 was 13,072, a 21 percent increase from 1993 but a 7 percent decrease from 1999. The long-term gain is about the same as the overall county enrollment gain.

**Free and Reduced Meals:** The number of students receiving Free and Reduced Meals services has increased 51 percent since 1993 to 30,945 students. This represents 23 percent of the enrollment in MCPS.

**Mobility**

The mobility rate is defined as the percent of students who enter and/or withdraw from a school. This movement can be from or to schools inside or outside the district. The rate in MCPS has remained fairly constant since 1993. In that year, 18 percent of the students entered or withdrew from an MCPS school. In 2000 the percent was 17. Statewide the mobility rate was 24 percent in 2000.

**Summary**

The data in the MSPP report show MCPS performing well and improving while the education load created by students needing special services is increasing. While the overall county data are encouraging, we still have a large discrepancy in performance between racial/ethnic groups. Some of the encouraging findings from the data are:

- The MCPS attendance rate is up with elementary schools achieving an excellent rating for the first time.
- Our dropout rate is the lowest it has been in the eight years covered by the report.
- Scores on the Comprehensive Tests of Basic Skills (CTBS) are well above the national median.
- We achieved the excellent standard on 5 of the 6 Maryland Functional Tests indicators.
- The county average on the Maryland School Performance Assessment Program (MSPAP) tests improved slightly from 1999 and is the fourth highest in the state. Twenty-five MCPS schools met the satisfactory standard with 6 of our schools being in the top 15 statewide.

All of these accomplishments have been achieved while the need for special services has increased significantly. The two most prominent examples of this are:
• Enrollment in the Limited English Proficient program in 2000 was 9,098. This was an increase of 23 percent from 1999 and 60 percent from 1993.
• The number of students in the Free and Reduced Meals program in 2000 was 30,945. This was an increase of 51 percent from 1993.
Attachments

Academic Indicators Reported in Maryland School Performance Program Report

Other MSPP Indicators Reported in Maryland School Performance Program Report

School Results for 1993, 1999, and 2000
## Academic Indicators Reported in
Maryland School Performance Program Report

<table>
<thead>
<tr>
<th>Test</th>
<th>Grades Reported</th>
<th>Subjects/Indicators</th>
<th>State Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland School Performance</td>
<td>3, 5, 8</td>
<td>Reading, Writing, Language Usage, Mathematics, Science, Social Studies</td>
<td>Satisfactory: 70% Excellent: 25%</td>
<td>Satisfactory is scores in the top 3 of 5 proficiency levels. Excellent is the top 2 levels</td>
</tr>
<tr>
<td>Assessment Program (MSPAP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland Functional Tests (MFT)</td>
<td>9, 11</td>
<td>Reading, Mathematics, Writing, Reading, Mathematics, Writing, Passed all tests</td>
<td>Satisfactory: 95% Excellent: 97%</td>
<td>Passing is a graduation requirement. Students initially take MFTs in middle school and continue until they pass.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80% 90% 97% 99%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Tests of Basic</td>
<td>2, 4, 6</td>
<td>Reading, Language, Lang. Mechanics, Mathematics, Math. Computation</td>
<td>None</td>
<td>2000 is the first year this test was given to all students</td>
</tr>
<tr>
<td>Skills (CTBS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigorous Courses</td>
<td>12</td>
<td>Foreign language, Advanced technology, Higher level math, Science, SAT, GPA</td>
<td>2 credits with B or higher 2 credits with B or higher With B or higher 4 credits with B or higher 1000 or higher 3.0 or higher</td>
<td>Seniors have to achieve 4 of the 6 standards</td>
</tr>
</tbody>
</table>
### Other MSPP Indicators Reported in
Maryland School Performance Program Report

<table>
<thead>
<tr>
<th>Area</th>
<th>Grades</th>
<th>State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate (Yearly)</td>
<td>1-5</td>
<td>For All levels:</td>
</tr>
<tr>
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## MSPAP SCHOOL PERFORMANCE INDEX
(Sorted by school in alphabetical order)

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The reason for some schools not to have data for 1993 and 1999 is because these schools were not open those years. Missing data for Potomac ES is due to state invalidation of scores.
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The reason for some schools not to have data for 1993 is because these schools were not open that year.