



Spring 2009 MCAS Tests: Summary of State Results

September 2009

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Executive Summary

The twelfth administration of the Massachusetts Comprehensive Assessment System (MCAS) tests took place in spring 2009.

Participation

A total of 553,635 Massachusetts public school students in grades 3–10 participated in a total of 17 MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering.¹ Participation rates remained very high, ranging from 98 to 100 percent across the grades and subjects tested.

In 2009, 8,732 students with disabilities participated in the MCAS Alternate Assessment (MCAS-Alt) by submitting portfolios documenting their academic achievement in one or more subjects in grades 3–12.

Overall Achievement

Student achievement statewide improved on a majority of the 17 MCAS tests administered in 2009. Between 2008 and 2009, the percentage of students scoring *Proficient* or higher² improved by two or more percentage points on four of the seven grade-level tests in English Language Arts (ELA), three of seven grade-level tests in Mathematics, and one of three grade-level tests in Science and Technology/Engineering (STE).

Achievement in 2009 was strongest in English Language Arts and improved statewide at all grade levels except grade 6. The percentage of students statewide scoring *Proficient* or higher ranged from

- 54 percent at grade 4 to 79 percent at grade 10 in ELA
- 48 percent at grades 4 and 8 to 75 percent at grade 10 in Mathematics
- 39 percent at grade 8 to 61 percent at the high school level in STE

Grade 10 students generally made stronger gains in 2009 than students at other grade levels, with increases of four percentage points in ELA, three points in Mathematics, and four points in STE. Other large gains were made in ELA by grade 4 students (five points) and grade 8 students (three points).

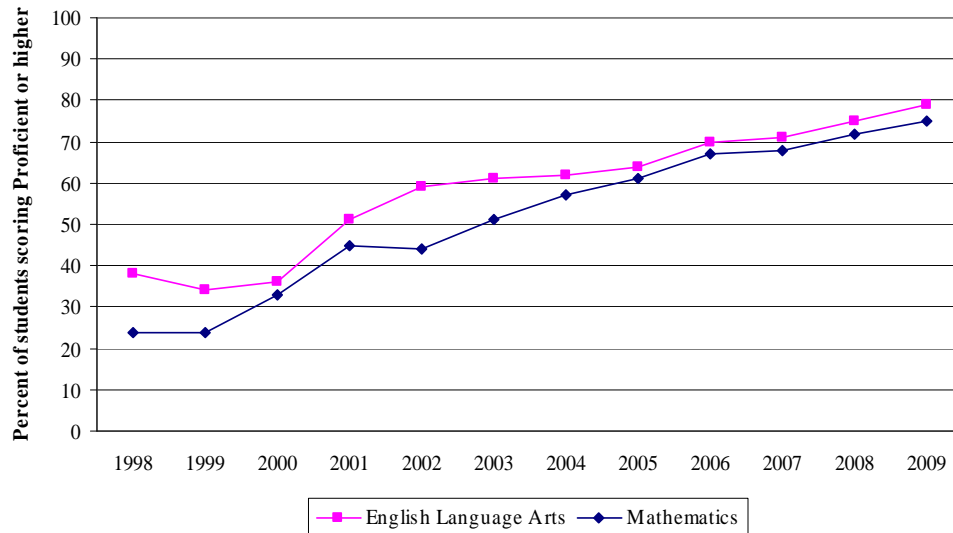
Trends in Achievement

Since the inception of the MCAS program in 1998, student achievement in English Language Arts and Mathematics has risen markedly at most grade levels. At grade 10, where high stakes have been attached to tests in both subjects since 2001 (for the class of 2003), the percentage of students scoring *Proficient* or higher has increased from 38 percent in 1998 to 79 percent in 2009 in ELA, and from 24 percent in 1998 to 75 percent in 2009 in Mathematics. Figure 1 on the following page shows the improvement in the percentage of students scoring *Proficient* or higher in grade 10 ELA and Mathematics for the duration of the MCAS program. Table E-1 provides ELA and Mathematics results at all grade levels for 1998–2009; the individual grade-level tests were first administered beginning in different years.

¹ The four subject-specific high school Science and Technology/Engineering tests in Biology, Chemistry, Introductory Physics, and Technology/Engineering given in grades 9 and 10 are counted here as one operational test.

² In this report, *Proficient* or higher refers to the cumulative percentage of students scoring at the *Proficient* and *Above Proficient* levels at grade 3, and the *Proficient* and *Advanced* levels at grades 4–10.

Figure 1: 1998-2009 Statewide Grade 10 MCAS Results



**Table E-1: 1998–2009 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics
Grade 3	2009	57	60
	2008	56	61
	2007	59	60
	2006	58	52
	2005	62	–
	2004	63	–
	2003	63	–
	2002	67	–
	2001	62	–
	Grade 4	2009	54
2008		49	49
2007		56	48
2006		50	40
2005		50	40
2004		56	42
2003		56	40
2002		54	39
2001		51	34
2000		–	40
1999		–	36
1998	–	34	
Grade 5	2009	63	63
	2008	61	61
	2007	63	63
	2006	59	59

**Table E-1: 1998–2009 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics
Grade 6	2009	66	57
	2008	67	56
	2007	67	52
	2006	64	46
	2005	–	46
	2004	–	43
	2003	–	42
	2002	–	41
	2001	–	36
	Grade 7	2009	70
2008		69	47
2007		69	46
2006		65	40
2005		66	–
2004		68	–
2003		66	–
2002		64	–
2001		55	–
Grade 8		2009	78
	2008	75	49
	2007	75	45
	2006	74	40
	2005	–	39
	2004	–	39
	2003	–	37
	2002	–	34
	2001	–	34
	2000	–	34
	1999	–	28
	1998	–	31
Grade 10	2009	79	75
	2008	75	72
	2007	71	68
	2006	70	67
	2005	64	61
	2004	62	57
	2003	61	51
	2002	59	44
	2001	51	45
	2000	36	33
	1999	34	24
1998	38	24	

Achievement by Subgroup

All student subgroups made gains in each subject at some grade levels between 2008 and 2009. More proficiency gaps—the difference between the percentage of students in subgroups versus all students who scored *Proficient* or higher—narrowed than widened, although many gaps stayed the same.

Achievement in grade 8 Science and Technology/Engineering was especially poor for many subgroups—only 13 percent of both African American and Hispanic/Latino students, 11 percent of students with disabilities, 4 percent of LEP students, and 16 percent of low-income students scored *Proficient* or higher in grade 8 STE.

Race/Ethnicity

In 2009, 65 percent or more of Asian students scored *Proficient* or higher at five of the seven grade levels tested in ELA, at all seven grades tested in Mathematics, and at the high school level only in STE. Sixty-five percent or more of white students scored *Proficient* or higher at all grades tested in ELA except grade 4, at grades 3 and 10 only in Mathematics, and at the high school level only in STE. Forty percent or less of African American and Hispanic/Latino students scored *Proficient* or higher on all Mathematics and STE tests except grade 10 Mathematics, and at three and four grades, respectively, of the seven grade levels tested in ELA.

English Language Arts

Between 2008 and 2009 in ELA, the percentage of African American, Asian, Hispanic/Latino, and white students scoring *Proficient* or higher improved by one to seven percentage points at most grade levels. African American and Hispanic/Latino students made substantial gains at grade 10, where both subgroups improved by seven percentage points.

The proficiency gap in ELA between white students and African American students narrowed by one to three percentage points at grades 7, 8, and 10 between 2008 and 2009, while the gap widened by one to two points at grades 3, 4, and 6. The proficiency gap between white and Hispanic/Latino students narrowed by one to two points at grades 5, 7, 8, and 10 and showed no change at grades 3, 4, and 6.

Mathematics

In Mathematics, the four major racial/ethnic subgroups in the state made improvements of one to three percentage points between 2008 and 2009 at grades 5, 7, and 10, while there was no change or a decline in performance of up to four points at grades 3 and 4. At grade 6, African American students improved by two points, Hispanic/Latino students declined by one point, and Asian and white students showed no change.

The proficiency gap in Mathematics between white students and African American students widened at grade 3 only, by four percentage points, between 2008 and 2009, narrowed by one to two points at grades 4–6, and stayed the same at grades 7, 8, and 10. The proficiency gap between white students and Hispanic/Latino students widened by one to four points at grades 3, 4, 6, and 10, showed no change at grades 5 and 8, and narrowed at grade 7, by one percentage point.

Science and Technology/Engineering

Between 2008 and 2009 in STE, all four of the major racial/ethnic subgroups in the state made gains of two to five percentage points at the high school level. Asian and Hispanic/Latino students experienced gains at all three grade levels tested, African American students improved at grade 8 and the high school level, and white students improved at the high school level only.

The proficiency gap in STE between white students and African American students did not change at grade 5 and the high school level and narrowed by two percentage points at grade 8. The proficiency gap in STE between white students and Hispanic/Latino students narrowed by three points at grade 5 and two points at grade 8 and widened by one point at the high school level.

Students with Disabilities

In 2009, less than 25 percent of students with disabilities scored *Proficient* or higher at three of seven grade levels tested in ELA, at all grades tested in Mathematics except grades 3 and 10, and at all grades tested in STE.

Achievement of students with disabilities improved between 2008 and 2009 at all grade levels tested in ELA except grades 3 and 6, at three of the seven grade levels tested in Mathematics, and at two of the three grades tested in STE. Large gains were made in ELA at grades 8 and 10 (four and seven points, respectively), in Mathematics at grade 10 (four points), and in STE at the high school level (three points).

In ELA, the proficiency gap between students with disabilities and all students narrowed by one percentage point at grade 8 and three points at grade 10 between 2008 and 2009, widened by one to three points at grades 3–6, and stayed the same at grade 7. The proficiency gap in Mathematics between students with disabilities and all students narrowed by one point at grades 8 and 10, widened by one to two points at grades 4, 5, and 7, and remained the same at grades 3 and 6. In STE, the proficiency gap between students with disabilities and all students narrowed by one point at grade 8, widened by one point at the high school level, and showed no change at grade 5.

Limited English Proficient Students

In 2009, less than 25 percent of limited English proficient students scored *Proficient* or higher at all seven grade levels tested in ELA, at all grades tested in Mathematics except grades 3 and 10, and at all grades tested in STE.

Achievement of LEP students improved between 2008 and 2009 at all grade levels tested in ELA except grade 7, at five grades tested in Mathematics, and at two of the three grades tested in STE. Large gains were made in ELA at grades 4 and 8 (five and four points, respectively). Achievement in grade 3 Mathematics declined by four points.

The proficiency gap in ELA between LEP students and all students narrowed by one to three percentage points at grades 3, 6, and 8 between 2008 and 2009, widened by two points at grades 7 and 10, and stayed the same at grades 4 and 5. In Mathematics, the proficiency gap between LEP students and all students narrowed by one point at grade 6 and three points at grade 8, widened by one to three points at grades 3, 7, and 10, and remained the same at grades 4 and 5. In STE, the proficiency gap between LEP students and all students narrowed by one point at grade 8 and three points at grade 5 and widened by four points at the high school level.

Low-Income Students

In 2009, 40 percent or less of low-income students scored *Proficient* or higher at all grade levels tested in both Mathematics and STE with the exception of grade 10 Mathematics, and at three of seven grades tested in ELA.

Achievement of low-income students improved between 2008 and 2009 at all grade levels tested in ELA except grade 6, at four grades tested in Mathematics, and at all three grade levels tested in STE. Large gains were made in ELA at grades 8 and 10 (seven and eight points, respectively), in Mathematics at grades 7 and 10 (three points each), and in STE at the high school level (five points).

In ELA, the proficiency gap between low-income students and all students widened at grade 4 only, by two percentage points, between 2008 and 2009, and narrowed at all other grade levels by one to four points. The proficiency gap in Mathematics between low-income students and all students narrowed at grades 7 and 8 by one point, widened at grade 3 only, by two points, and showed no change at grades 4–6 and 10. In STE, the proficiency gap between low-income students and all students narrowed at all grade levels by one to two points.

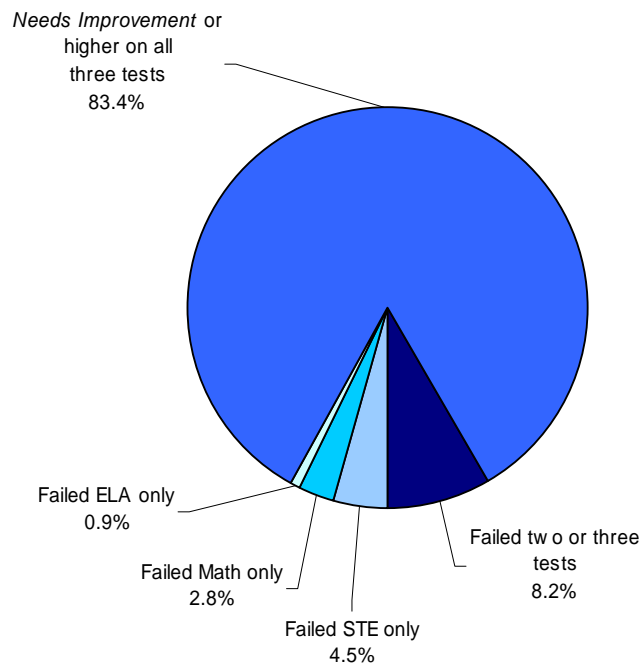
Attainment of Competency Determination Required for High School Graduation

All Massachusetts students who are seeking to earn a high school diploma must meet the Commonwealth's Competency Determination (CD) standard in addition to all local graduation requirements. The CD requirement was established as part of the Massachusetts Education Reform Act of 1993 to ensure that students graduating from school have the knowledge and skills they need to succeed in college and today's workplace. Beginning with the class of 2010, in order to earn a CD, students must *either* earn a scaled score of 240 (*Proficient*) or higher on the grade 10 MCAS ELA and Mathematics tests or retests, *or* earn a score of 220–238 on the grade 10 MCAS ELA and Mathematics tests or retests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students in the class of 2010 and beyond also must earn a score of 220 or higher on one of four subject-specific high school MCAS tests in Science and Technology/Engineering (Biology, Chemistry, Introductory Physics, or Technology/Engineering) to earn a CD.

To date, 65 percent of students in the class of 2011 (grade 10 students in 2009) have already fully met the CD standard by performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE. For the separate components of the CD requirement, 66 percent of students performed at the *Proficient* level or higher in both ELA and Mathematics, and 88 percent of students performed at the *Needs Improvement* level or higher in STE.

Eighty-three percent of students in the class of 2011 have already met or partially met the MCAS requirements for earning a CD by performing at the *Needs Improvement* level or higher in ELA, Mathematics, and STE (see Figure 2 on the next page). More than one-third of the students in the class of 2011 require an Educational Proficiency Plan: 5 percent require an EPP in ELA only, 11 percent require one in Mathematics only, and 18 percent require one in both subjects.

Figure 2: 2009 Statewide MCAS Results: Class of 2011
Percentage of Students Scoring *Needs Improvement* or Higher in English Language Arts, Mathematics, and Science and Technology/Engineering through Spring 2009



The percentage of students in the class of 2011 scoring *Needs Improvement* or higher in ELA, Mathematics, and STE varied widely by subgroup.

- Of the major racial/ethnic subgroups in the state, the percentage of students scoring *Needs Improvement* or higher in all three subjects was highest for white students at 90 percent, followed by Asian students at 87 percent, African American students at 66 percent, and Hispanic/Latino students at 62 percent.
- Thirty-five percent of limited English proficient students performed at the *Needs Improvement* level or higher in all three subjects, while 55 percent of students with disabilities and 68 percent of low-income students did so.

I. Summary of the 2009 Statewide MCAS Results

In spring 2009, 553,635 Massachusetts public school students in grades 3–10 participated in the twelfth administration of the Massachusetts Comprehensive Assessment System (MCAS) tests. A total of 17 MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering were administered to students across eight grade levels. State-level results for these tests are provided in this report.

Performance Level Results by Subject

English Language Arts

Student achievement in English Language Arts (ELA)³ improved in 2009 from 2008 statewide across all grade levels, with the exception of grade 6. The percentage of students statewide scoring *Proficient* or higher in 2009 ranged from 54 percent at grade 4 to 79 percent at grade 10.

In 2009, the largest score gains were made by students in grades 4 and 10, where the percentage of students scoring *Proficient* or higher increased by five and four percentage points, respectively, since 2008. The percentage of grade 6 students scoring *Proficient* or higher declined by one percentage point.

Table 1 below summarizes the percentage changes in ELA achievement by students statewide between 2008 and 2009.

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2008 to 2009
	2008	2009	
Grade 3	56	57	+1
Grade 4	49	54	+5
Grade 5	61	63	+2
Grade 6	67	66	-1
Grade 7	69	70	+1
Grade 8	75	78	+3
Grade 10	75	79	+4

Mathematics

Student achievement in Mathematics improved statewide at grades 5–7 and 10 and declined at grades 3, 4, and 8 between 2008 and 2009. The percentage of students scoring *Proficient* or higher in 2009 ranged from 48 percent at grades 4 and 8 to 75 percent at grade 10.

In 2009, the largest score gains were made by students in grade 10, where the percentage of students scoring *Proficient* or higher increased by three percentage points since 2008. The percentage of students scoring *Proficient* or higher at grades 3, 4, and 8 each declined by one percentage point.

³ The ELA tests at grades 3, 5, 6, and 8 assess reading comprehension, while the ELA tests at grades 4, 7, and 10 assess reading comprehension and writing.

Table 2 below summarizes the percentage changes in Mathematics achievement by students statewide between 2008 and 2009.

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2008 to 2009
	2008	2009	
Grade 3	61	60	-1
Grade 4	49	48	-1
Grade 5	52	54	+2
Grade 6	56	57	+1
Grade 7	47	49	+2
Grade 8	49	48	-1
Grade 10	72	75	+3

Science and Technology/Engineering

Student achievement in Science and Technology/Engineering (STE) improved statewide at grade 10 by four percentage points between 2008 and 2009, remained the same at grade 8, and declined by one point at grade 5. The percentage of students scoring *Proficient* or higher in 2009 ranged from 39 percent at grade 8 to 61 percent at grade 10.

Table 3 below summarizes the percentage changes in STE achievement by students statewide between 2008 and 2009.

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2008 to 2009
	2008	2009	
Grade 5	50	49	-1
Grade 8	39	39	0
Grade 10 ^a	57	61	+4

^a Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Performance Level Results by Race/Ethnicity

English Language Arts

Between 2008 and 2009 in English Language Arts, the percentage of African American, Asian, Hispanic/Latino, and white students scoring *Proficient* or higher improved by one to seven percentage points at most grade levels. The largest gains were made by African American and Hispanic/Latino students at grade 10, where both subgroups improved by seven percentage points. Results declined or were flat at grade 6, where African American and Asian students each experienced a decline of two percentage points and Hispanic/Latino and white students showed no change, and at grade 7, where white students showed no change.

Table 4 below summarizes the changes in the percentage of students scoring *Proficient* or higher in ELA for the major racial/ethnic subgroups in the state.

Table 4: 2008–2009 Statewide MCAS English Language Arts Results by Race/Ethnicity

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
African American	+2	+4	+2	-2	+3	+5	+7
Asian	+2	+6	+2	-2	+1	+4	+5
Hispanic/Latino	+3	+5	+3	0	+1	+6	+7
White	+3	+5	+2	0	0	+4	+5

Mathematics

In Mathematics, the change in the percentage of students scoring *Proficient* or higher between 2008 and 2009 for the major racial/ethnic subgroups varied. All four subgroups made improvements of one to three percentage points at grades 5, 7, and 10, had no change at grade 8, and had either a decline of up to four points or no change in achievement at grades 3 and 4. At grade 6, African American students improved by two points, Hispanic/Latino students declined by one point, and Asian and white students showed no change.

Table 5 below summarizes the changes in the percentage of students scoring *Proficient* or higher in Mathematics for the major racial/ethnic subgroups in the state.

Table 5: 2008–2009 Statewide MCAS Mathematics Results by Race/Ethnicity

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
African American	-4	-1	+3	+2	+2	0	+3
Asian	-1	-1	+2	0	+3	0	+1
Hispanic/Latino	-4	-3	+1	-1	+3	0	+2
White	0	-2	+1	0	+2	0	+3

Science and Technology/Engineering

In Science and Technology/Engineering, the percentage of African American, Asian, Hispanic/Latino, and white students scoring *Proficient* or higher improved between 2008 and 2009 by two to five percentage points at grade 10. At grade 8, achievement of African American, Asian, and Hispanic/Latino students improved by one to two points, while achievement of white students did not change. At grade 5, achievement of Asian and Hispanic/Latino students improved by three and two points, respectively, while achievement of African American and white students each declined by one point.

Table 6 below summarizes the changes in the percentage of students scoring *Proficient* or higher in STE for the major racial/ethnic subgroups in the state.

Table 6: 2008–2009 Statewide MCAS Science and Technology/Engineering Results by Race/ Ethnicity

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>		
	Grade 5	Grade 8	Grade 10 ^a
African American	-1	+2	+5
Asian	+3	+1	+2
Hispanic/Latino	+2	+2	+4
White	-1	0	+5

^a Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

The range in the percentage of students scoring *Proficient* or higher in 2009 for the major racial/ethnic subgroups in the state is given below (see Section VI of this report for complete data). Achievement in grade 8 Science and Technology/Engineering was weak for all four subgroups but especially so for African American and Hispanic/Latino students.

- Achievement of African American students ranged from 13 percent in grade 8 STE to 63 percent in grade 8 ELA.
- Achievement of Asian students ranged from 50 percent in grade 8 STE to 86 percent in grade 10 Mathematics.
- Achievement of Hispanic/Latino students ranged from 13 percent in grade 8 STE to 56 percent in grades 8 and 10 ELA.
- Achievement of white students ranged from 47 percent in grade 8 STE to 85 percent in grades 8 and 10 ELA.

Performance Level Results by Student Status

English Language Arts

Between 2008 and 2009 in English Language Arts, the percentage of students with disabilities, limited English proficient students, and low-income students scoring *Proficient* or higher improved by one to eight percentage points at most grade levels. Students with disabilities made the largest gains at grade 8 (four percentage points) and grade 10 (seven points). LEP students improved most at grade 4 (five points) and grade 8 (four points). Low-income students had the largest gains at grade 8 (seven points) and grade 10 (eight points).

Table 7 below summarizes the changes in the percentage of students scoring *Proficient* or higher in ELA by student status.

Table 7: 2008–2009 Statewide MCAS English Language Arts Results by Student Status

Student Status	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
Student with disabilities	0	+2	+1	-2	+1	+4	+7
LEP students	+3	+5	+2	+2	-1	+4	+2
Low-income students	+3	+3	+3	0	+2	+7	+8

Mathematics

In Mathematics, the percentage of students with disabilities, LEP students, and low-income students scoring *Proficient* or higher improved between 2008 and 2009 at grades 5–7 (with the exception of students with disabilities at grade 5) and grade 10 by one to four percentage points and declined at grades 3 and 4 by one to four points. At grade 8, only LEP students improved, by two points. Students with disabilities improved most at grade 10 (four points). LEP students made the largest gains at grades 5, 6, and 8 (two points each). Low-income students showed the most improvement at grades 7 and 10 (three points each). At grade 3, achievement of LEP students declined by four points and low-income students dropped by three points.

Table 8 below summarizes the changes in the percentage of students scoring *Proficient* or higher in Mathematics by student status.

Table 8: 2008–2009 Statewide MCAS Mathematics Results by Student Status

Student Status	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
Student with disabilities	-1	-2	0	+1	+1	0	+4
LEP students	-4	-1	+2	+2	+1	+2	+1
Low-income students	-3	-1	+2	+1	+3	0	+3

Science and Technology/Engineering

Between 2008 and 2009 in Science and Technology/Engineering, the percentage of low-income students scoring *Proficient* or higher improved by one to five percentage points at all three grade levels tested. Achievement of students with disabilities improved at grade 8 by one point and at grade 10 by three points. LEP students made gains at grade 5 by two points and at grade 8 by one point.

Table 9 below summarizes the changes in the percentage of students scoring *Proficient* or higher in STE by student status.

Table 9: 2008–2009 Statewide MCAS Science and Technology/Engineering Results by Student Status

Student Status	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>		
	Grade 5	Grade 8	Grade 10 ^a
Student with disabilities	-1	+1	+3
LEP students	+2	+1	0
Low-income students	+1	+2	+5

^a Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Performance Level Results by Gender

English Language Arts

Between 2008 and 2009 in English Language Arts, the percentage of female students scoring *Proficient* or higher increased by one to five percentage points at all grade levels tested except grades 6 and 7. Female students made the largest gains at grade 4 (five points), grade 5 (four points), and grade 10 (four points). Achievement of male students improved by one to six points at all grades tested except grade 6. Male students showed the most improvement at grade 4 (six points) and grade 10 (five points).

Table 10 below summarizes the changes in the percentage of students scoring *Proficient* or higher in ELA by gender.

Table 10: 2008–2009 Statewide MCAS English Language Arts Results by Gender

Gender	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Female	+1	+5	+4	0	-1	+3	+4
Male	+3	+6	+1	-2	+2	+4	+5

Mathematics

In Mathematics, the percentage of female students scoring *Proficient* or higher increased between 2008 and 2009 by one to three percentage points at grades 5, 7, 8, and 10. Female students improved most at grade 10 (three points), and they had declines at grades 3 and 4 by two points each. Achievement of male students improved by one to two points at grades 5–7 and grade 10.

Table 11 below summarizes the changes in the percentage of students scoring *Proficient* or higher in Mathematics by gender.

Table 11: 2008–2009 Statewide MCAS Mathematics Results by Gender

Gender	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Female	-2	-2	+2	0	+2	+1	+3
Male	-1	0	+1	+1	+2	-1	+2

Science and Technology/Engineering

Between 2008 and 2009 in Science and Technology/Engineering, the percentage of female students scoring *Proficient* or higher improved at grades 8 and 10 by four percentage points each and declined at grade 5 by two points. Achievement of male students improved by one point at grade 5 and six points at grade 10 and did not change at grade 8.

Table 12 below summarizes the changes in the percentage of students scoring *Proficient* or higher in STE by gender.

Table 12: 2008–2009 Statewide MCAS Science and Technology/Engineering Results by Gender

Gender	Change in Percentage of Students Scoring <i>Proficient or Higher, 2008 to 2009</i>		
	Grade 5	Grade 8	Grade 10 ^a
Female	-2	+4	+4
Male	+1	0	+6

^a Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Proficiency Gap: African American and Hispanic/Latino Students**English Language Arts**

In English Language Arts, the proficiency gap between white students and African American students narrowed by one to three percentage points at grades 7, 8, and 10 between 2008 and 2009, while the gap widened by one to two points at grades 3, 4, and 6. The proficiency gap in ELA between white students and Hispanic/Latino students narrowed by one to two percentage points at grades 5, 7, 8, and 10 and showed no change at grades 3, 4, and 6.

Tables 13 and 14 below summarize the changes in the percentage differences of students scoring *Proficient* or higher in ELA between white students and African American and Hispanic/Latino students from 2008 to 2009.

**Table 13: 2008–2009 Statewide MCAS English Language Arts Results
Proficiency Gap Change (in percentage points)**

Grade	African American		White		White–African American Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	33	35	63	66	30	31	+1
Grade 4	25	29	56	61	31	32	+1
Grade 5	37	39	69	71	32	32	0
Grade 6	47	45	74	74	27	29	+2
Grade 7	47	50	77	77	30	27	-3
Grade 8	58	63	81	85	23	22	-1
Grade 10	55	62	80	85	25	23	-2

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 14: 2008–2009 Statewide MCAS English Language Arts Results
Proficiency Gap Change (in percentage points)**

Grade	Hispanic/Latino		White		White–Hispanic/Latino Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	29	32	63	66	34	34	0
Grade 4	23	28	56	61	33	33	0
Grade 5	32	35	69	71	37	36	-1
Grade 6	40	40	74	74	34	34	0
Grade 7	42	43	77	77	35	34	-1
Grade 8	50	56	81	85	31	29	-2
Grade 10	49	56	80	85	31	29	-2

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

Mathematics

In Mathematics, the proficiency gap between white students and African American students widened at grade 3 only, by four percentage points, between 2008 and 2009, narrowed by one to two points at grades 4–6, and stayed the same at grades 7, 8, and 10. The proficiency gap between white students and Hispanic/Latino students widened by one to four points at grades 3, 4, 6, and 10, showed no change at grades 5 and 8, and narrowed at grade 7, by one percentage point.

Tables 15 and 16 below summarize the changes in the percentage differences in Mathematics achievement between white and African American and Hispanic/Latino students from 2008 to 2009.

**Table 15: 2008–2009 Statewide MCAS Mathematics Results
Proficiency Gap Change (in percentage points)**

Grade	African American		White		White–African American Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	37	33	67	67	30	34	+4
Grade 4	26	25	56	54	30	29	-1
Grade 5	28	31	59	60	31	29	-2
Grade 6	30	32	63	63	33	31	-2
Grade 7	21	23	54	56	33	33	0
Grade 8	24	24	56	56	32	32	0
Grade 10	48	51	78	81	30	30	0

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 16: 2008–2009 Statewide MCAS Mathematics Results
Proficiency Gap Change (in percentage points)**

Grade	Hispanic/Latino		White		White–Hispanic/Latino Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	39	35	67	67	28	32	+4
Grade 4	28	25	56	54	28	29	+1
Grade 5	27	28	59	60	32	32	0
Grade 6	30	29	63	63	33	34	+1
Grade 7	19	22	54	56	35	34	-1
Grade 8	22	22	56	56	34	34	0
Grade 10	46	48	78	81	32	33	+1

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

Science and Technology/Engineering

Between 2008 and 2009 in Science and Technology/Engineering, the proficiency gap between white students and African American students did not change at grades 5 and 10 and narrowed by two percentage points at grade 8. The proficiency gap in STE between white students and Hispanic/Latino students narrowed by three points at grade 5 and two points at grade 8 and widened by one point at grade 10.

Tables 17 and 18 below summarize the changes in the percentage differences in STE achievement between white and African American and Hispanic/Latino students from 2008 to 2009.

**Table 17: 2008–2009 Statewide MCAS Science and Technology/Engineering Results
Proficiency Gap Change (in percentage points)**

Grade	African American		White		White–African American Proficiency Gap		
	Percentage of Students Scoring <i>Proficient or Higher</i>				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 5	19	18	58	57	39	39	0
Grade 8	11	13	47	47	36	34	-2
Grade 10 ^b	28	33	65	70	37	37	0

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 18: 2008–2009 Statewide MCAS Science and Technology/Engineering Results
Proficiency Gap Change (in percentage points)**

Grade	Hispanic/Latino		White		White–Hispanic/Latino Proficiency Gap		
	Percentage of Students Scoring <i>Proficient or Higher</i>				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 5	19	21	58	57	39	36	-3
Grade 8	11	13	47	47	36	34	-2
Grade 10 ^b	24	28	65	70	41	42	+1

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Proficiency Gap: Students with Disabilities

Between 2008 and 2009 in English Language Arts, the proficiency gap between students with disabilities and all students narrowed by one percentage point at grade 8 and three points at grade 10, widened by one to three points at grades 3–6, and stayed the same at grade 7. The proficiency gap in Mathematics between students with disabilities and all students narrowed by one point at grades 8 and 10, widened by one to two percentage points at grades 4, 5, and 7, and remained the same at grades 3 and 6. In Science and Technology/Engineering, the proficiency gap between students with disabilities and all students narrowed by one point at grade 8, widened by one point at grade 10, and showed no change at grade 5.

Tables 19–21 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement, respectively, between students with disabilities and all students from 2008 to 2009.

**Table 19: 2008–2009 Statewide MCAS English Language Arts Results
Proficiency Gap Change (in percentage points)**

Grade	Students with Disabilities		All Students		Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	23	23	56	57	33	34	+1
Grade 4	14	16	49	54	35	38	+3
Grade 5	23	24	61	63	38	39	+1
Grade 6	28	26	67	66	39	40	+1
Grade 7	27	28	69	70	42	42	0
Grade 8	36	40	75	78	39	38	-1
Grade 10	35	42	75	79	40	37	-3

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 20: 2008–2009 Statewide MCAS Mathematics Results
Proficiency Gap Change (in percentage points)**

Grade	Students with Disabilities		All Students		Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	29	28	61	60	32	32	0
Grade 4	18	16	49	48	31	32	+1
Grade 5	18	18	52	54	34	36	+2
Grade 6	18	19	56	57	38	38	0
Grade 7	12	13	47	49	35	36	+1
Grade 8	12	12	49	48	37	36	-1
Grade 10	33	37	72	75	39	38	-1

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 21: 2008–2009 Statewide MCAS Science and Technology/Engineering Results
Proficiency Gap Change (in percentage points)**

Grade	Students with Disabilities		All Students		Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 5	21	20	50	49	29	29	0
Grade 8	10	11	39	39	29	28	-1
Grade 10 ^b	21	24	57	61	36	37	+1

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Proficiency Gap: Limited English Proficient Students

Between 2008 and 2009 in English Language Arts, the proficiency gap between limited English proficient (LEP) students and all students narrowed by one to three percentage points at grades 3, 6, and 8, widened by two points at grades 7 and 10, and stayed the same at grades 4 and 5. In Mathematics, the proficiency gap between LEP students and all students narrowed by one point at grade 6 and three points at grade 8, widened by one to three percentage points at grades 3, 7, and 10, and remained the same at grades 4 and 5. In Science and Technology/Engineering, the proficiency gap between LEP students and all students narrowed by three points at grade 5 and one point at grade 8 and widened by four points at grade 10.

Tables 22–24 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement, respectively, between LEP students and all students from 2008 to 2009.

**Table 22: 2008–2009 Statewide MCAS English Language Arts Results
Proficiency Gap Change (in percentage points)**

Grade	LEP Students		All Students		Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	20	23	56	57	36	34	-2
Grade 4	12	17	49	54	37	37	0
Grade 5	15	17	61	63	46	46	0
Grade 6	16	18	67	66	51	48	-3
Grade 7	15	14	69	70	54	56	+2
Grade 8	19	23	75	78	56	55	-1
Grade 10	17	19	75	79	58	60	+2

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 23: 2008–2009 Statewide MCAS Mathematics Results
Proficiency Gap Change (in percentage points)**

Grade	LEP Students		All Students		Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	34	30	61	60	27	30	+3
Grade 4	19	18	49	48	30	30	0
Grade 5	19	21	52	54	33	33	0
Grade 6	17	19	56	57	39	38	-1
Grade 7	10	11	47	49	37	38	+1
Grade 8	10	12	49	48	39	36	-3
Grade 10	31	32	72	75	41	43	+2

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 24: 2008–2009 Statewide MCAS Science and Technology/Engineering Results
Proficiency Gap Change (in percentage points)**

Grade	LEP Students		All Students		Proficiency Gap		
	Percentage of Students Scoring <i>Proficient or Higher</i>				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 5	9	11	50	49	41	38	-3
Grade 8	3	4	39	39	36	35	-1
Grade 10 ^b	12	12	57	61	45	49	+4

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Proficiency Gap: Low-Income Students

In English Language Arts, the proficiency gap between low-income students and all students widened at grade 4 only, by two percentage points, between 2008 and 2009, and narrowed at all other grade levels by one to four points. The proficiency gap in Mathematics between low-income students and all students widened at grade 3 only, by two percentage points, narrowed at grades 7 and 8 by one point, and showed no change at grades 4–6 and 10. In Science and Technology/Engineering, the proficiency gap between low-income students and all students narrowed at all grade levels by one to two points.

Tables 25–27 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement, respectively, between low-income students and all students from 2008 to 2009.

**Table 25: 2008–2009 Statewide MCAS English Language Arts Results
Proficiency Gap Change (in percentage points)**

Grade	Low-Income Students		All Students		Proficiency Gap		
	Percentage of Students Scoring <i>Proficient or Higher</i>				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	32	35	56	57	24	22	-2
Grade 4	26	29	49	54	23	25	+2
Grade 5	37	40	61	63	24	23	-1
Grade 6	44	44	67	66	23	22	-1
Grade 7	46	48	69	70	23	22	-1
Grade 8	54	61	75	78	21	17	-4
Grade 10	53	61	75	79	22	18	-4

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 26: 2008–2009 Statewide MCAS Mathematics Results
Proficiency Gap Change (in percentage points)**

Grade	Low-Income Students		All Students		Proficiency Gap		
	Percentage of Students Scoring <i>Proficient or Higher</i>				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 3	41	38	61	60	20	22	+2
Grade 4	29	28	49	48	20	20	0
Grade 5	30	32	52	54	22	22	0
Grade 6	33	34	56	57	23	23	0
Grade 7	23	26	47	49	24	23	-1
Grade 8	25	25	49	48	24	23	-1
Grade 10	51	54	72	75	21	21	0

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

**Table 27: 2008–2009 Statewide MCAS Science and Technology/Engineering Results
Proficiency Gap Change (in percentage points)**

Grade	Low-Income Students		All Students		Proficiency Gap		
	Percentage of Students Scoring <i>Proficient or Higher</i>				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
Grade 5	23	24	50	49	27	25	-2
Grade 8	14	16	39	39	25	23	-2
Grade 10 ^b	31	36	57	61	26	25	-1

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Competency Determination Attainment Results

The class of 2003 was the first graduating class in Massachusetts that was required to earn a Competency Determination (in addition to meeting local requirements) to be eligible to graduate from high school. In order to earn a Competency Determination (CD), students in the classes of 2003–2009 were required to earn a scaled score of 220 (*Needs Improvement*) or higher on the grade 10 MCAS tests or retests in English Language Arts and Mathematics.

Beginning with the class of 2010, in order to earn a CD, students must *either* earn a scaled score of 240 (*Proficient*) or higher on the grade 10 MCAS ELA and Mathematics tests or retests, *or* earn a score of 220–238 on the grade 10 MCAS ELA and Mathematics tests or retests and fulfill the requirements of an Educational Proficiency Plan (EPP).

Each EPP must include, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and

- a description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency. For 2008–2009, the assessment options included locally developed end-of-course assessments, locally scored grade 10 MCAS test forms designed for the EPP, and College Board’s Accuplacer.

More information about EPP requirements can be found on the Department’s website at <http://www.doe.mass.edu/hsreform/epp/>.

Students in the class of 2010 and beyond also must earn a score of 220 or higher on one of four high school MCAS tests in Science and Technology/Engineering (Biology, Chemistry, Introductory Physics, or Technology/Engineering) to be eligible to receive a high school diploma. In addition, students must meet all local requirements in order to graduate.

Table 28 below displays the cumulative percentage of all students and student subgroups in the class of 2011 who have already met or partially met the MCAS requirements for earning a CD by performing at the *Needs Improvement* level or higher in ELA, Mathematics, and STE through the spring 2009 test administration. Eighty-three percent of students in the class of 2011 performed at the *Needs Improvement* level or higher in all three subjects, 88 percent did so in ELA and Mathematics, 93 percent performed at this level in ELA, 90 percent did so in Mathematics, and 88 percent did so in STE. More than one-third of the students in the class of 2011 require an Educational Proficiency Plan: 5 percent require an EPP in ELA only, 11 percent require one in Mathematics only, and 18 percent require one in both subjects.

Table 28: 2009 Statewide MCAS Results: Class of 2011
Percentage of Students Scoring *Needs Improvement* or Higher in ELA, Mathematics, and STE
through the Spring 2009 Administration

Subgroup	ELA	Math	ELA and Math	STE	All Three Tests
All Students	93	90	88	88	83
Gender					
Female	95	91	90	89	85
Male	92	88	86	87	82
Race/Ethnicity					
African American	87	79	76	73	66
Asian	94	95	92	90	87
Hawaiian/Pacific Islander	87	82	79	76	69
Hispanic/Latino	84	76	72	70	62
Multi-Race (non-Hispanic/Latino)	94	90	88	88	83
Native American	90	86	82	88	78
White	96	93	92	93	90
Student Status					
Non-Disabled	97	94	93	93	89
Students with Disabilities	76	68	64	66	55
Limited English Proficient (LEP)	59	60	47	47	35
Formerly LEP (FLEP)	88	80	76	74	66
LEP and FLEP	67	66	55	55	44
Low Income	87	81	77	76	68

The percentage of students scoring *Needs Improvement* or higher in ELA, Mathematics, and STE varied widely by subgroup, however.

- Of the major racial/ethnic subgroups in the state, the percentage of students scoring *Needs Improvement* or higher in all three subjects was highest for white students at 90 percent, followed by Asian students at 87 percent, African American students at 66 percent, and Hispanic/Latino students at 62 percent.
- Thirty-five percent of LEP students performed at the *Needs Improvement* level or higher in all three subjects, while 55 percent of students with disabilities and 68 percent of low-income students did so.

Table 29 below shows the number and cumulative percentage of students in the class of 2011 who have already fully met the CD standard by performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE, and the corresponding figures for the individual components of the CD standard, through the spring 2009 test administration. Sixty-five percent of students in the class of 2011 have earned a CD by performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE. For the separate components of the CD requirement, 66 percent of students performed at the *Proficient* level or higher in both ELA and Mathematics, and 88 percent of students performed at the *Needs Improvement* level or higher in STE.

CD Requirement	Number	Percent
Earned CD	48,205	65
ELA and Mathematics <i>Proficient</i> or Higher	48,742	66
ELA <i>Proficient</i> or Higher	57,172	77
Mathematics <i>Proficient</i> or Higher	52,780	71
STE <i>Needs Improvement</i> or Higher	65,322	88

Table 30 below displays the number and percentage of students in the classes of 2011 and 2012 who took a discipline-specific high school Science and Technology/Engineering test in grade 9 or grade 10 and those who earned a score of *Needs Improvement* or higher.

Of the grade 9 students in the class of 2011 who participated in an STE test, the percentage at the *Needs Improvement* level or higher ranged from 91 percent in Technology/Engineering to 53 percent in Chemistry. Of the grade 10 students in the class of 2011 who participated in an STE test, the percentage performing at *Needs Improvement* or higher ranged from 84 percent in Biology to 58 percent in Chemistry. Of the grade 9 students in the class of 2012 who participated in an STE test, the percentage reaching *Needs Improvement* or higher ranged from 92 percent in Technology/Engineering to 56 percent in Chemistry.

**Table 30: 2009 Statewide MCAS Results: Classes of 2011 and 2012
Number and Percentage of Students in Grades 9 and 10 Scoring *Needs Improvement* (NI)
or Higher in High School Science and Technology/Engineering^a**

Class / Subject	Grade 9					Grade 10				
	Took STE		Scored NI or Higher			Took STE		Scored NI or Higher		
	Number	Percent of entire class	Number	Percent of entire class	Percent of all test takers in subject	Number	Percent of entire class	Number	Percent of entire class	Percent of all test takers in subject
Class of 2011										
Biology	23,066	29	19,588	25	85	33,304	46	27,980	39	84
Chemistry	321	0	171	0	53	1,608	2	939	1	58
Physics	15,944	20	13,793	17	87	1,214	2	825	1	68
Tech/Eng	1,613	2	1,468	2	91	624	1	416	1	67
Class of 2012										
Biology	24,204	31	21,054	27	87					
Chemistry	337	0	188	0	56					
Physics	16,903	22	14,384	18	85					
Tech/Eng	1,575	2	1,445	2	92					

^a Includes February 2009 Biology test results.

II. 2009 MCAS At-A-Glance

What is MCAS?

The Massachusetts Comprehensive Assessment System (MCAS) is the state's standards-based student assessment program.

MCAS has three primary purposes: 1) to inform and improve curriculum and instruction; 2) to evaluate student, school, and district performance according to the Massachusetts curriculum framework content standards and MCAS performance standards; and 3) to determine eligibility for the high school Competency Determination.

Who participates in MCAS?

All students who are enrolled in the tested grades and who are educated with Massachusetts public funds are required by state and federal law to participate in MCAS testing.

All students with disabilities and limited English proficient (LEP) students must participate in MCAS testing. Students with disabilities may receive testing accommodations that are specified in their Individualized Education Programs (IEPs) or 504 plans and are routinely used during classroom instruction and testing. Federal guidelines allow schools the option of excusing first-year LEP students from the English Language Arts tests.

Students with significant cognitive disabilities who are unable to take the standard MCAS tests, even with accommodations, are required to participate in the MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt enables these students to submit portfolios of their work that demonstrate their performance on the curriculum framework learning standards.

Which MCAS tests were administered in 2009?

In 2009, a total of 17 operational MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering were administered to students across eight grade levels.

Table 31 below shows the MCAS tests administered at each grade level in 2009.

Content Area	Grade Level							
	3	4	5	6	7	8	9	10
English Language Arts	✓	✓	✓	✓	✓	✓		✓
Mathematics	✓	✓	✓	✓	✓	✓		✓
Science and Technology/Engineering			✓			✓	✓	✓

In February 2009, due to fiscal considerations, the Board of Elementary and Secondary Education approved a two-year suspension of operational MCAS History and Social Science testing and waived the Competency Determination requirement in this subject area for the classes of 2012 and 2013. As a result, no History and Social Science tests were administered in grades 5, 7, and high school in spring 2009 as had been planned.

What are the tests' administration guidelines?

MCAS test sessions are designed to be completed in 45–60 minutes. However, all MCAS test administrations are untimed, and schools must allocate the necessary resources, including staff and classrooms, to ensure that all students have sufficient time to complete each individual session.

Except in grade 3 (for which a combined test/answer booklet is used), students at each grade level receive separate test and answer booklets. The test booklets contain all item-specific information, including the actual test questions, any reading passages and corresponding illustrations, writing prompts, and answer options for multiple-choice items. Students record their answers to each test item in the corresponding answer booklet.

The standard MCAS tests are composed of a variety of question types at each grade level. Table 32 below shows the point values of test items by types of test items used on the 2009 MCAS tests.

Subject-Area Test	Raw Score Point Values by Item Type				Total Number of Raw Score Points
	Multiple-Choice	Open-Response	Short-Answer	Writing Prompt	
Grade 3					
English Language Arts	40	8			48
Mathematics	25	10	5		40
Grade 4					
English Language Arts	36	16		20	72
Mathematics	29	20	5		54
Grade 5					
English Language Arts	36	16			52
Mathematics	29	20	5		54
Science and Tech/Eng	34	20			54
Grade 6					
English Language Arts	36	16			52
Mathematics	29	20	5		54
Grade 7					
English Language Arts	36	16		20	72
Mathematics	29	20	5		54
Grade 8					
English Language Arts	36	16			52
Mathematics	29	20	5		54
Science and Tech/Eng	34	20			54
Grade 10/High School					
English Language Arts	36	16		20	72
Mathematics	32	24	4		60
Science and Tech/Eng	40	20			60

Each MCAS test booklet contains both *common* and *matrix-sampled* questions. Common questions—which comprise roughly 80 percent of a student's test booklet—are those items that are identical in each student's booklet and from which all student, school, and district results are derived. Prior to 2009, the Department of Elementary and Secondary Education released 100 percent of the common items to the public after each test administration for use as a tool to improve curriculum and instruction. Beginning in

2009, in order to reduce testing time and test development costs, the Department began releasing approximately 50 percent of the common items for grades 3–8 while continuing to release 100 percent of the common items at the high school level (with the exception of the Chemistry and Technology/Engineering tests, for which no common items were released). Matrix-sampled questions are used to equate MCAS tests from year to year and to field test new items for future tests.

When are MCAS tests administered?

Each spring there are three MCAS test administration periods. In 2009, the first testing period was from March 30–April 14 for tests in English Language Arts. The second testing period was from May 11–May 28 for tests in Mathematics and grades 5 and 8 Science and Technology/Engineering. The third testing period was from June 4–9 for the end of course high school STE tests.

How are results on MCAS tests reported?

Results on the MCAS tests are reported by performance levels that describe a student’s knowledge and skills as they relate to the performance standards contained in the Massachusetts curriculum framework content standards. Students receive a separate score and attain a separate performance level in each subject area. School and districts results are reported according to the percentage of students attaining each performance level in each grade-level subject area tested.

Table 33 below provides the general MCAS performance level descriptions.

Performance Level	Description
<i>Advanced (Grades 4–8, 10)</i>	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<i>Above Proficient (Grade 3)</i>	Students at this level demonstrate mastery of challenging subject matter and construct solutions to challenging problems.
<i>Proficient</i>	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<i>Needs Improvement</i>	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<i>Warning / Failing</i>	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Except for grade 3, where raw score points representing the total number of points a student earned are reported, student-level MCAS results are reported as scaled scores, which range from 200 to 280 in each content area. Scaled scores provide more precise feedback to schools, parents, and students by quantifying a student’s achievement according to the continuum of scores within performance levels. Table 34 below provides the scaled score point ranges and their corresponding performance levels.

Table 34: MCAS Scaled Score Ranges (Grades 4–10)

Scaled Score Range	Performance Level
260–280	<i>Advanced</i>
240–258	<i>Proficient</i>
220–238	<i>Needs Improvement</i>
200–218	<i>Warning / Failing</i>

How does the Department collect and report race/ethnicity data?

Pursuant to Massachusetts General Laws, Chapter 69, Section 1I, the Department is authorized to collect race/ethnicity data but cannot make such information public. The Department reports these data only in the aggregate. Prior to the 2005–2006 school year, the Department collected data on students according to the following five race/ethnicity categories:

- African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White

Each student was identified by one and only one race/ethnicity category.

Beginning in 2006, the Department revised its data collection procedures to comply with the Office of Management and Budget (OMB) revisions to the standards for classification of federal data on race and ethnicity announced in the Federal Register Notice of October 30, 1997. The revised standards require that agencies offer individuals the opportunity to select one or more races when reporting information on race in federal data collections. In addition, race and Hispanic/Latino origin are considered as two separate and distinct concepts.

In accordance with these changes, the Department now reports aggregate MCAS results according to the following seven race/ethnicity categories:

- African American
- Asian
- Hispanic/Latino
- Native American
- White
- Native Hawaiian/Pacific Islander
- Multi-race (non-Hispanic/Latino)

MCAS results reported according to the former five race/ethnicity categories and the current seven race/ethnicity categories are not directly comparable. To better inform comparisons made between MCAS results by race/ethnicity across years, the Department published the 2005–2006 MCAS Race/Ethnicity Comparison Report, which can be found at <http://profiles.doe.mass.edu/mcas/racecomparison.aspx?linkid=29&orgcode=00000000&fycode=2006&orgtypecode=0>. This report provides a crosswalk between the current and former race/ethnicity categories, giving both total numbers of students tested and percentages of students at each performance level. This information is also available at the school and district levels on the Department’s website through the school and district profiles.

Where can I find more information on MCAS?

The Department's website is a resource for educators, parents, and others who are seeking additional information on MCAS results, released items, curriculum frameworks, and other test-related topics. To access that information, visit <http://www.doe.mass.edu/mcas/> If you have additional questions, you may contact the Department's Student Assessment Services Unit at 781-338-3625.

III. 2009 Statewide MCAS Participation Results

Students Tested

Table 35 below presents information on the number and percentage of enrolled students who participated in the spring 2009 MCAS tests. The figures include participation rates for all enrolled students educated with public funds, including regular education students, students with disabilities, and limited English proficient students. As in previous years, participation rates were very high, ranging from 98 to 100 percent.

**Table 35: Adequate Yearly Progress (AYP) Participation Rates^a
Number and Percentage of Enrolled Students Tested on the Spring 2009 MCAS Tests**

Grade	English Language Arts		Mathematics		Science and Technology/Engineering ^b	
	Number	Percent	Number	Percent	Number	Percent
Grade 3	70,656	100	70,822	100		
Grade 4	70,407	99	70,714	100		
Grade 5	71,657	100	71,801	100	71,691	100
Grade 6	70,942	100	71,083	100		
Grade 7	71,648	99	71,979	99		
Grade 8	73,090	99	73,170	99	72,982	99
Grade 10	72,543	98	70,171	98	68,046	98

^a Includes regular education students, students with disabilities, and limited English proficient students.

^b Grade 10 STE figures include students in the class of 2011 who participated in an STE test in grade 9 in 2008 or grade 10 in 2009; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

How is participation calculated?

Participation rates indicate the number of students who participated in standard MCAS tests and the MCAS Alternate Assessment (MCAS-Alt) divided by the number of students enrolled on the date the tests were administered. LEP students enrolled in U.S. schools for the first time are not required to take ELA tests; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). Students absent during testing, including those with medical excuses, are counted against school and district participation as non-participants. A student is neither a participant nor a non-participant (i.e., excluded from both the numerator and the denominator in participation rate calculations) if all of the following statements are true: 1) the student transferred during the testing window (between the first day of ELA testing and the last day of testing for Mathematics or STE); 2) the student missed at least one entire session of the test in question; and 3) the student was not medically excused or absent for the test in question.

How are absent students treated in MCAS performance results?

The federal No Child Left Behind (NCLB) Act has impacted the reporting of absent students in school and district performance results. Federal guidelines require that absent students be counted strictly as non-participants for school and district Adequate Yearly Progress (AYP) calculations. As a result, the Department no longer assigns students who are absent without a medically excused absence a scaled score of 200 and a performance level of *Warning/Failing*. Instead, to bring MCAS reporting procedures in line with AYP procedures, absent students are counted as non-participants and are no longer included in MCAS performance results.

IV. 2009 Statewide MCAS Results Disaggregated by Subgroup

Tables 36–52 below provide summary statewide performance level results disaggregated by subgroup for the spring 2009 MCAS tests.

**Table 36: 2009 Statewide MCAS Results: Grade 3 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	12	45	33	10
Gender				
Female	14	47	31	8
Male	11	44	34	12
Race/Ethnicity				
African American	4	31	45	20
Asian	17	47	28	7
Hawaiian/Pacific Islander	13	49	27	11
Hispanic/Latino	4	28	46	22
Multi-Race (non-Hispanic/Latino)	13	44	34	9
Native American	8	42	41	10
White	15	51	29	6
Student Status				
Non-Disabled	14	50	30	5
Students with Disabilities	2	21	44	33
Limited English Proficient (LEP)	2	21	48	29
Formerly LEP (FLEP)	8	41	39	13
LEP and FLEP	3	26	46	25
Low Income	4	31	46	19

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 37: 2009 Statewide MCAS Results: Grade 3 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	20	40	25	15
Gender				
Female	20	40	25	14
Male	20	39	26	15
Race/Ethnicity				
African American	6	27	36	31
Asian	34	38	19	9
Hawaiian/Pacific Islander	27	37	21	15
Hispanic/Latino	7	28	33	32
Multi-Race (non-Hispanic/Latino)	20	40	25	15
Native American	12	37	32	19
White	23	44	23	10
Student Status				
Non-Disabled	23	43	24	9
Students with Disabilities	5	23	31	42
Limited English Proficient (LEP)	5	25	33	37
Formerly LEP (FLEP)	17	38	27	19
LEP and FLEP	8	28	31	33
Low Income	7	31	34	28

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 38: 2009 Statewide MCAS Results: Grade 4 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	12	42	35	11
Gender				
Female	16	44	31	9
Male	8	40	39	14
Race/Ethnicity				
African American	3	26	47	24
Asian	19	43	29	9
Hawaiian/Pacific Islander	4	49	30	16
Hispanic/Latino	3	25	46	26
Multi-Race (non-Hispanic/Latino)	12	39	37	13
Native American	5	37	43	15
White	14	47	32	7
Student Status				
Non-Disabled	14	48	33	5
Students with Disabilities	1	15	44	39
Limited English Proficient (LEP)	1	16	46	37
Formerly LEP (FLEP)	6	36	43	15
LEP and FLEP	3	22	45	30
Low Income	3	26	47	23

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 39: 2009 Statewide MCAS Results: Grade 4 Mathematics
Percentage of Students at Each Performance Level^a

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	16	32	41	11
Gender				
Female	16	33	41	10
Male	16	32	40	12
Race/Ethnicity				
African American	5	20	51	25
Asian	29	36	29	6
Hawaiian/Pacific Islander	17	21	44	17
Hispanic/Latino	5	20	50	25
Multi-Race (non-Hispanic/Latino)	17	30	40	14
Native American	10	26	52	12
White	18	36	39	7
Student Status				
Non-Disabled	18	37	39	6
Students with Disabilities	3	13	47	37
Limited English Proficient (LEP)	3	15	48	33
Formerly LEP (FLEP)	13	29	43	15
LEP and FLEP	6	20	47	27
Low Income	6	22	51	22

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 40: 2009 Statewide MCAS Results: Grade 5 English Language Arts
Percentage of Students at Each Performance Level^a

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	15	48	29	8
Gender				
Female	20	49	26	6
Male	11	47	32	10
Race/Ethnicity				
African American	5	34	45	16
Asian	26	44	24	6
Hawaiian/Pacific Islander	13	46	37	4
Hispanic/Latino	4	31	47	18
Multi-Race (non-Hispanic/Latino)	15	48	29	8
Native American	8	41	40	10
White	18	53	25	5
Student Status				
Non-Disabled	18	54	25	3
Students with Disabilities	2	22	47	29
Limited English Proficient (LEP)	1	16	49	34
Formerly LEP (FLEP)	8	40	44	8
LEP and FLEP	4	25	47	24
Low Income	5	35	45	16

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 41: 2009 Statewide MCAS Results: Grade 5 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	22	32	29	18
Gender				
Female	21	33	29	17
Male	23	31	28	19
Race/Ethnicity				
African American	8	23	36	33
Asian	44	29	18	9
Hawaiian/Pacific Islander	24	23	33	20
Hispanic/Latino	7	21	35	37
Multi-Race (non-Hispanic/Latino)	23	28	31	18
Native American	10	31	34	24
White	25	35	27	13
Student Status				
Non-Disabled	26	36	28	10
Students with Disabilities	4	14	32	50
Limited English Proficient (LEP)	5	16	30	50
Formerly LEP (FLEP)	16	27	35	21
LEP and FLEP	9	20	32	39
Low Income	8	24	35	33

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 42: 2009 Statewide MCAS Results: Grade 5 Science and Technology/Engineering
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	17	32	39	12
Gender				
Female	15	31	42	13
Male	19	33	37	12
Race/Ethnicity				
African American	3	15	52	30
Asian	28	31	31	10
Hawaiian/Pacific Islander	20	33	37	10
Hispanic/Latino	4	17	50	29
Multi-Race (non-Hispanic/Latino)	17	31	40	12
Native American	9	27	49	15
White	20	37	36	7
Student Status				
Non-Disabled	20	35	38	7
Students with Disabilities	4	16	45	34
Limited English Proficient (LEP)	2	9	43	46
Formerly LEP (FLEP)	8	22	51	19
LEP and FLEP	4	14	46	36
Low Income	4	20	50	26

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 43: 2009 Statewide MCAS Results: Grade 6 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	16	50	24	9
Gender				
Female	22	51	21	6
Male	11	50	28	11
Race/Ethnicity				
African American	6	39	38	16
Asian	29	47	18	6
Hawaiian/Pacific Islander	24	35	30	11
Hispanic/Latino	5	35	38	22
Multi-Race (non-Hispanic/Latino)	16	50	26	8
Native American	10	49	29	13
White	19	55	21	6
Student Status				
Non-Disabled	20	57	21	3
Students with Disabilities	2	24	41	33
Limited English Proficient (LEP)	2	16	41	42
Formerly LEP (FLEP)	9	44	36	11
LEP and FLEP	5	28	38	29
Low Income	6	38	38	18

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 44: 2009 Statewide MCAS Results: Grade 6 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	24	33	27	16
Gender				
Female	23	34	28	15
Male	24	32	26	18
Race/Ethnicity				
African American	8	24	36	32
Asian	45	31	15	8
Hawaiian/Pacific Islander	23	35	25	17
Hispanic/Latino	7	22	34	36
Multi-Race (non-Hispanic/Latino)	24	31	28	17
Native American	12	30	33	25
White	27	36	25	11
Student Status				
Non-Disabled	28	37	26	9
Students with Disabilities	4	15	32	49
Limited English Proficient (LEP)	5	14	28	52
Formerly LEP (FLEP)	14	30	33	23
LEP and FLEP	9	21	30	40
Low Income	9	25	35	31

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 45: 2009 Statewide MCAS Results: Grade 7 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	14	56	23	7
Gender				
Female	19	57	19	5
Male	9	55	27	9
Race/Ethnicity				
African American	4	46	37	13
Asian	26	53	17	4
Hawaiian/Pacific Islander	15	42	24	18
Hispanic/Latino	4	39	40	17
Multi-Race (non-Hispanic/Latino)	14	56	23	7
Native American	8	53	29	11
White	16	61	19	4
Student Status				
Non-Disabled	17	63	18	2
Students with Disabilities	1	27	44	27
Limited English Proficient (LEP)	0	14	46	39
Formerly LEP (FLEP)	4	49	37	10
LEP and FLEP	2	28	42	27
Low Income	4	44	38	14

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 46: 2009 Statewide MCAS Results: Grade 7 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	16	33	30	21
Gender				
Female	16	34	31	20
Male	16	33	28	23
Race/Ethnicity				
African American	3	20	35	42
Asian	36	34	19	11
Hawaiian/Pacific Islander	15	21	27	37
Hispanic/Latino	4	18	32	45
Multi-Race (non-Hispanic/Latino)	16	32	30	23
Native American	4	30	32	33
White	18	38	29	15
Student Status				
Non-Disabled	19	38	30	13
Students with Disabilities	2	11	28	59
Limited English Proficient (LEP)	2	9	24	65
Formerly LEP (FLEP)	9	25	34	32
LEP and FLEP	5	15	28	52
Low Income	5	21	35	39

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 47: 2009 Statewide MCAS Results: Grade 8 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	15	63	15	6
Gender				
Female	20	63	13	4
Male	11	64	18	8
Race/Ethnicity				
African American	6	57	25	11
Asian	28	57	11	4
Hawaiian/Pacific Islander	14	47	23	16
Hispanic/Latino	4	52	28	16
Multi-Race (non-Hispanic/Latino)	19	60	15	6
Native American	8	55	27	9
White	18	67	12	4
Student Status				
Non-Disabled	18	69	11	2
Students with Disabilities	2	38	36	25
Limited English Proficient (LEP)	1	22	38	39
Formerly LEP (FLEP)	4	57	30	10
LEP and FLEP	2	34	35	29
Low Income	5	56	27	13

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 48: 2009 Statewide MCAS Results: Grade 8 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	20	28	28	23
Gender				
Female	20	30	28	22
Male	21	27	27	25
Race/Ethnicity				
African American	6	18	31	45
Asian	41	27	20	11
Hawaiian/Pacific Islander	7	30	30	33
Hispanic/Latino	6	16	29	49
Multi-Race (non-Hispanic/Latino)	22	25	28	25
Native American	8	21	29	41
White	24	32	27	17
Student Status				
Non-Disabled	24	33	28	15
Students with Disabilities	3	9	26	62
Limited English Proficient (LEP)	3	9	20	68
Formerly LEP (FLEP)	9	21	31	40
LEP and FLEP	5	13	23	59
Low Income	7	18	31	44

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 49: 2009 Statewide MCAS Results: Grade 8 Science and Technology/Engineering
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	4	35	40	21
Gender				
Female	4	34	42	20
Male	5	36	39	21
Race/Ethnicity				
African American	0	13	43	44
Asian	9	41	36	15
Hawaiian/Pacific Islander	1	32	31	36
Hispanic/Latino	1	12	40	48
Multi-Race (non-Hispanic/Latino)	5	35	42	19
Native American	3	18	46	33
White	5	42	40	13
Student Status				
Non-Disabled	5	41	41	13
Students with Disabilities	1	10	36	53
Limited English Proficient (LEP)	0	4	23	73
Formerly LEP (FLEP)	1	15	43	41
LEP and FLEP	0	7	30	62
Low Income	1	15	43	40

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 50: 2009 Statewide MCAS Results: Grade 10 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
All Students	28	51	17	4
Gender				
Female	34	49	13	3
Male	22	53	19	6
Race/Ethnicity				
African American	12	50	30	8
Asian	38	44	15	4
Hawaiian/Pacific Islander	22	52	18	8
Hispanic/Latino	9	47	33	12
Multi-Race (non-Hispanic/Latino)	29	49	18	4
Native American	19	57	21	4
White	33	52	12	3
Student Status				
Non-Disabled	33	54	12	2
Students with Disabilities	4	38	40	19
Limited English Proficient (LEP)	1	18	48	33
Formerly LEP (FLEP)	7	45	39	9
LEP and FLEP	3	26	45	25
Low Income	11	50	30	9

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 51: 2009 Statewide MCAS Results: Grade 10 Mathematics
Percentage of Students at Each Performance Level^a

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
All Students	47	28	18	8
Gender				
Female	46	28	19	7
Male	47	27	18	9
Race/Ethnicity				
African American	21	30	31	17
Asian	67	19	10	4
Hawaiian/Pacific Islander	32	32	22	15
Hispanic/Latino	20	28	32	19
Multi-Race (non-Hispanic/Latino)	44	27	20	8
Native American	37	30	24	9
White	53	28	15	5
Student Status				
Non-Disabled	53	28	15	4
Students with Disabilities	11	26	35	28
Limited English Proficient (LEP)	13	19	32	37
Formerly LEP (FLEP)	23	28	31	18
LEP and FLEP	16	22	32	31
Low Income	24	30	30	16

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 52: 2009 Statewide MCAS Results: Grade 10 Science and Technology/Engineering
Percentage of Students at Each Performance Level^a

Subgroup	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
All Students	16	45	29	9
Gender				
Female	15	46	30	9
Male	18	45	28	9
Race/Ethnicity				
African American	3	30	45	22
Asian	29	41	22	7
Hawaiian/Pacific Islander	15	30	41	14
Hispanic/Latino	3	25	47	24
Multi-Race (non-Hispanic/Latino)	19	43	30	9
Native American	8	47	36	8
White	19	51	25	5
Student Status				
Non-Disabled	19	50	26	5
Students with Disabilities	2	22	46	30
Limited English Proficient (LEP)	1	11	40	48
Formerly LEP (FLEP)	4	26	46	25
LEP and FLEP	2	16	42	39
Low Income	4	32	44	20

^a These results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included. Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

V. Statewide MCAS Trend Results

Tables 53–59 below provide statewide aggregate trend performance level results for the 1998–2009 MCAS tests. Not all tests were administered in all years.

**Table 53: 2001–2009 Statewide MCAS Results: Grade 3
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2009	12	45	33	10
2008	15	41	33	11
2007	14	45	32	9
2006	18	40	33	8
2005	–	62	31	7
2004	–	63	30	7
2003	–	63	31	6
2002	–	67	27	6
2001	–	62	31	7
Mathematics				
2009	20	40	25	15
2008	25	36	25	14
2007	19 ^b	41	24	16
2006	4	48	32	16

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and 2007.

**Table 54: 1998–2009 Statewide MCAS Results: Grade 4
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2009	12	42	35	11
2008	8	41	39	13
2007	10	46	34	10
2006	8	42	39	11
2005	10	40	40	11
2004	11	45	35	10
2003	10	46	34	9
2002	8	46	37	10
2001	7	44	38	11
Mathematics				
2009	16	32	41	11
2008	20	29	38	13
2007	19	29	39	13
2006	15	25	45	15
2005	14	26	44	15
2004	14	28	44	14
2003	12	28	44	16
2002	12	27	42	19
2001	10	24	46	19
2000	12	28	42	18
1999	12	24	44	19
1998	11	23	44	23

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 55: 2003–2009 Statewide MCAS Results: Grade 5
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2009	15	48	29	8
2008	13	48	30	9
2007	15	48	28	9
2006	15	44	31	9
Mathematics				
2009	22	32	29	18
2008	22	30	30	17
2007	19	32	31	18
2006	17	26	34	23
Science and Technology/Engineering				
2009	17	32	39	12
2008	17	33	38	12
2007	14	37	37	12
2006	17	33	39	11
2005	16	35	38	12
2004	20	35	33	13
2003	19	33	34	14

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 56: 2001–2009 Statewide MCAS Results: Grade 6
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2009	16	50	24	9
2008	15	52	24	8
2007	9	58	26	7
2006	10	54	28	8
Mathematics				
2009	24	33	27	16
2008	23	33	26	18
2007	20	32	28	20
2006	17	29	29	25
2005	17	29	30	23
2004	17	26	32	25
2003	16	26	32	26
2002	13	28	29	30
2001	13	23	30	33

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 57: 2001–2009 Statewide MCAS Results: Grade 7
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2009	14	56	23	7
2008	12	57	23	8
2007	9	60	23	8
2006	10	55	26	9
2005	10	56	27	8
2004	9	59	25	7
2003	8	58	28	7
2002	9	55	28	9
2001	6	49	32	12
Mathematics				
2009	16	33	30	21
2008	15	32	29	24
2007	15	31	30	24
2006	12	28	33	28

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 58: 1998–2009 Statewide MCAS Results: Grade 8
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2009	15	63	15	6
2008	12	63	18	7
2007	12	63	18	6
2006	12	62	19	7
Mathematics				
2009	20	28	28	23
2008	19	30	27	24
2007	17	28	30	25
2006	12	28	31	29
2005	13	26	30	31
2004	13	26	32	29
2003	12	25	30	33
2002	11	23	33	33
2001	11	23	34	31
2000	10	24	27	39
1999	6	22	31	40
1998	8	23	26	42
Science and Technology/Engineering				
2009	4	35	40	21
2008	3	36	39	22
2007	3	30	44	24
2006	4	28	43	25
2005	4	29	41	26
2004	5	28	35	31
2003	4	28	37	30

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 59: 1998–2009 Statewide MCAS Results: Grade 10
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
English Language Arts				
2009	28	51	17	4
2008	24	51	21	4
2007	22	49	24	6
2006	16	54	24	7
2005	22	42	25	11
2004	19	43	27	11
2003	20	41	28	11
2002	19	40	27	14
2001	15	36	31	18
2000	7	29	30	34
1999	4	30	34	32
1998	5	33	34	28
Mathematics				
2009	47	28	18	8
2008	43	29	19	9
2007	41	27	22	9
2006	40	27	21	12
2005	34	27	24	15
2004	29	28	28	15
2003	24	27	29	20
2002	20	24	31	25
2001	18	27	30	25
2000	15	18	22	45
1999	9	15	23	53
1998	7	17	24	52
Science and Technology/Engineering^b				
2009	16	45	29	9
2008	14	43	31	12

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

VI. Statewide MCAS Trend Results Disaggregated by Subgroup

This section provides detailed information regarding statewide student subgroup participation and performance level results for the 2009 MCAS tests. Tables 60–76 show results by student status (e.g., LEP); Tables 77–83 give results by race/ethnicity; and Tables 84 and 85 show results by gender. The following list provides definitions of the student status groups that appear in this section:

Non-Disabled: A student who is non-disabled does not have an Individualized Education Program (IEP) provided under the federal Individuals with Disabilities Education Act.

Students with Disabilities: A student with a disability has an IEP provided under the Individuals with Disabilities Education Act.

Limited English Proficient: A limited English proficient (LEP) student is “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

Formerly Limited English Proficient: A student who is formerly limited English proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years. The federal government requires that states continue to monitor the progress of FLEP students. The combined LEP and FLEP reporting category represents the official AYP subgroup reporting category.

Low Income: Students identified as low income are those who are eligible to receive free or reduced-price school lunch according to federal guidelines.

**Table 60: 2005–2009 Statewide MCAS Results by Student Status: Grade 3 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	14	50	30	5
2008	18	45	31	6
2007	16	50	29	5
2006	21	44	31	5
2005	–	68	28	4
Students with Disabilities				
2009	2	21	44	33
2008	3	20	42	36
2007	3	24	44	29
2006	5	23	47	25
2005	–	32	45	23
Limited English Proficient				
2009	2	21	48	29
2008	2	18	45	35
2007	2	20	48	30
2006	3	17	51	29
2005	–	23	50	27
LEP and Formerly LEP				
2009	3	26	46	25
2008	4	22	44	30
2007	4	25	46	25
2006	5	22	49	24
2005	–	28	49	23
Formerly LEP				
2009	8	41	39	13
2008	7	33	44	17
2007	8	36	42	13
2006	12	35	43	10
2005	–	39	48	13
Low Income				
2009	4	31	46	19
2008	5	27	46	23
2007	4	32	46	18
2006	6	28	48	17
2005	–	38	47	15

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 61: 2006–2009 Statewide MCAS Results by Student Status: Grade 3 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	23	43	24	9
2008	28	39	23	9
2007	22 ^b	45	23	11
2006	5	53	31	11
Students with Disabilities				
2009	5	23	31	42
2008	7	22	30	41
2007	5 ^b	23	30	42
2006	1	22	36	41
Limited English Proficient				
2009	5	25	33	37
2008	8	26	32	34
2007	5 ^b	25	30	40
2006	1	23	35	42
LEP and Formerly LEP				
2009	8	28	31	33
2008	12	28	30	30
2007	7 ^b	28	29	36
2006	2	28	34	36
Formerly LEP				
2009	17	38	27	19
2008	20	34	26	20
2007	14 ^b	34	27	25
2006	4	42	32	22
Low Income				
2009	7	31	34	28
2008	11	30	32	27
2007	7 ^b	31	31	31
2006	1	30	38	31

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

Table 62: 2005–2009 Statewide MCAS Results by Student Status: Grade 4 English Language Arts Percentage of Students at Each Performance Level^a

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	14	48	33	5
2008	10	47	37	6
2007	12	52	31	5
2006	9	48	37	6
2005	12	45	38	6
Students with Disabilities				
2009	1	15	44	39
2008	1	13	44	42
2007	1	18	47	34
2006	1	15	48	36
2005	1	16	51	32
Limited English Proficient				
2009	1	16	46	37
2008	1	11	47	42
2007	1	16	47	36
2006	1	13	46	40
2005	1	11	47	41
LEP and Formerly LEP				
2009	3	22	45	30
2008	1	17	48	33
2007	3	24	45	28
2006	2	20	46	31
2005	3	20	49	29
Formerly LEP				
2009	6	36	43	15
2008	3	30	51	16
2007	6	38	43	13
2006	5	34	46	14
2005	4	28	50	17
Low Income				
2009	3	26	47	23
2008	2	24	49	25
2007	3	29	48	21
2006	2	25	49	23
2005	2	24	53	21

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 63: 2005–2009 Statewide MCAS Results by Student Status: Grade 4 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	18	37	39	6
2008	24	33	36	7
2007	22	33	38	7
2006	17	28	45	9
2005	16	30	44	10
Students with Disabilities				
2009	3	13	47	37
2008	4	14	44	39
2007	4	13	46	37
2006	3	12	46	39
2005	3	11	46	41
Limited English Proficient				
2009	3	15	48	33
2008	5	14	45	35
2007	5	14	46	36
2006	4	11	45	39
2005	2	9	44	45
LEP and Formerly LEP				
2009	6	20	47	27
2008	9	19	44	29
2007	8	18	45	29
2006	7	15	46	32
2005	5	14	47	34
Formerly LEP				
2009	13	29	43	15
2008	16	27	41	16
2007	14	25	44	17
2006	13	22	47	19
2005	8	18	50	23
Low Income				
2009	6	22	51	22
2008	8	21	47	24
2007	7	20	48	25
2006	6	15	51	28
2005	4	15	51	29

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 64: 2006–2009 Statewide MCAS Results by Student Status: Grade 5 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	18	54	25	3
2008	16	54	27	3
2007	18	54	25	4
2006	19	50	28	4
Students with Disabilities				
2009	2	22	47	29
2008	2	21	47	30
2007	2	23	43	31
2006	2	22	47	28
Limited English Proficient				
2009	1	16	49	34
2008	1	14	47	38
2007	1	15	43	41
2006	1	12	44	43
LEP and Formerly LEP				
2009	4	25	47	24
2008	3	23	47	26
2007	4	26	42	28
2006	3	22	46	29
Formerly LEP				
2009	8	40	44	8
2008	6	36	47	11
2007	6	39	42	12
2006	6	33	47	14
Low Income				
2009	5	35	45	16
2008	4	33	46	18
2007	4	34	43	19
2006	4	30	47	18

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 65: 2006–2009 Statewide MCAS Results by Student Status: Grade 5 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	26	36	28	10
2008	27	34	30	10
2007	22	37	30	11
2006	20	30	35	16
Students with Disabilities				
2009	4	14	32	50
2008	4	14	33	49
2007	3	14	33	50
2006	3	11	31	55
Limited English Proficient				
2009	5	16	30	50
2008	5	14	31	50
2007	4	15	31	50
2006	3	10	28	59
LEP and Formerly LEP				
2009	9	20	32	39
2008	9	19	34	38
2007	8	21	33	38
2006	7	15	32	46
Formerly LEP				
2009	16	27	35	21
2008	14	26	37	23
2007	13	28	35	24
2006	10	21	36	32
Low Income				
2009	8	24	35	33
2008	8	22	37	32
2007	7	22	38	33
2006	6	16	37	42

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 66: 2005–2009 Statewide MCAS Results by Student Status: Grade 5 Science & Tech/Eng
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	20	35	38	7
2008	20	37	36	7
2007	17	41	35	7
2006	19	36	37	7
2005	18	38	36	8
Students with Disabilities				
2009	4	16	45	34
2008	4	17	45	33
2007	3	18	45	33
2006	5	18	48	30
2005	4	18	46	33
Limited English Proficient				
2009	2	9	43	46
2008	1	8	41	50
2007	1	9	42	48
2006	1	9	43	47
2005	1	8	38	52
LEP and Formerly LEP				
2009	4	14	46	36
2008	3	13	46	38
2007	3	16	46	36
2006	3	15	46	36
2005	3	14	44	39
Formerly LEP				
2009	8	22	51	19
2008	5	20	54	22
2007	4	24	51	21
2006	5	21	51	23
2005	5	19	50	26
Low Income				
2009	4	20	50	26
2008	4	19	50	26
2007	3	21	49	26
2006	5	20	51	24
2005	4	20	49	26

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 67: 2006–2009 Statewide MCAS Results by Student Status: Grade 6 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	20	57	21	3
2008	18	59	20	3
2007	11	65	21	3
2006	12	60	24	4
Students with Disabilities				
2009	2	24	41	33
2008	2	26	42	31
2007	1	26	45	28
2006	1	25	46	28
Limited English Proficient				
2009	2	16	41	42
2008	1	15	42	41
2007	0	15	44	41
2006	1	13	43	43
LEP and Formerly LEP				
2009	5	28	38	29
2008	3	28	41	28
2007	1	26	44	29
2006	1	23	44	31
Formerly LEP				
2009	9	44	36	11
2008	5	45	38	11
2007	2	42	43	14
2006	3	38	45	14
Low Income				
2009	6	38	38	18
2008	4	40	38	17
2007	2	40	41	16
2006	2	36	45	17

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 68: 2005–2009 Statewide MCAS Results by Student Status: Grade 6 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	28	37	26	9
2008	28	37	25	10
2007	24	37	27	12
2006	20	33	30	17
2005	21	33	31	16
Students with Disabilities				
2009	4	15	32	49
2008	4	14	29	53
2007	3	13	30	54
2006	2	11	27	61
2005	2	11	29	58
Limited English Proficient				
2009	5	14	28	52
2008	4	13	26	57
2007	4	11	25	59
2006	3	8	23	67
2005	3	9	24	65
LEP and Formerly LEP				
2009	9	21	30	40
2008	8	20	28	44
2007	6	17	28	48
2006	5	12	27	56
2005	5	13	28	54
Formerly LEP				
2009	14	30	33	23
2008	14	28	31	27
2007	10	25	33	33
2006	9	20	32	39
2005	7	19	33	41
Low Income				
2009	9	25	35	31
2008	9	24	32	35
2007	7	22	33	38
2006	5	17	32	46
2005	5	18	34	43

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 69: 2005–2009 Statewide MCAS Results by Student Status: Grade 7 English Language Arts Percentage of Students at Each Performance Level^a

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	17	63	18	2
2008	15	64	19	3
2007	11	67	19	3
2006	12	61	22	4
2005	12	63	22	3
Students with Disabilities				
2009	1	27	44	27
2008	1	26	43	29
2007	1	27	43	30
2006	1	24	43	32
2005	1	25	48	26
Limited English Proficient				
2009	0	14	46	39
2008	0	15	42	43
2007	1	15	39	45
2006	0	15	36	48
2005	1	15	44	40
LEP and Formerly LEP				
2009	2	28	42	27
2008	2	27	40	31
2007	1	27	39	32
2006	2	24	39	36
2005	2	25	46	27
Formerly LEP				
2009	4	49	37	10
2008	4	45	38	13
2007	2	46	39	14
2006	3	38	42	17
2005	3	36	48	13
Low Income				
2009	4	44	38	14
2008	3	43	38	16
2007	2	44	37	16
2006	2	39	39	19
2005	2	39	44	15

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 70: 2006–2009 Statewide MCAS Results by Student Status: Grade 7 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	19	38	30	13
2008	18	37	29	15
2007	17	36	31	16
2006	15	32	34	19
Students with Disabilities				
2009	2	11	28	59
2008	2	10	26	62
2007	2	10	27	61
2006	1	8	26	65
Limited English Proficient				
2009	2	9	24	65
2008	2	8	20	70
2007	2	8	21	68
2006	2	7	22	69
LEP and Formerly LEP				
2009	5	15	28	52
2008	4	13	25	59
2007	4	13	26	56
2006	4	10	26	60
Formerly LEP				
2009	9	25	34	32
2008	6	21	31	42
2007	7	20	33	40
2006	6	15	32	46
Low Income				
2009	5	21	35	39
2008	4	19	32	45
2007	4	18	33	45
2006	3	14	33	49

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 71: 2006–2009 Statewide MCAS Results by Student Status: Grade 8 English Language Arts Percentage of Students at Each Performance Level^a

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	18	69	11	2
2008	15	69	14	3
2007	15	69	14	2
2006	14	68	14	3
Students with Disabilities				
2009	2	38	36	25
2008	1	35	36	27
2007	1	35	39	25
2006	1	34	39	27
Limited English Proficient				
2009	1	22	38	39
2008	1	18	36	46
2007	0	17	43	40
2006	0	17	37	45
LEP and Formerly LEP				
2009	2	34	35	29
2008	2	30	34	34
2007	2	27	42	29
2006	1	28	37	35
Formerly LEP				
2009	4	57	30	10
2008	4	51	32	14
2007	3	47	39	11
2006	2	47	36	15
Low Income				
2009	5	56	27	13
2008	3	51	31	15
2007	3	51	32	13
2006	3	49	33	16

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 72: 2005–2009 Statewide MCAS Results by Student Status: Grade 8 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	24	33	28	15
2008	23	34	27	16
2007	21	32	31	16
2006	15	32	33	21
2005	16	30	32	23
Students with Disabilities				
2009	3	9	26	62
2008	2	10	26	63
2007	2	8	26	64
2006	1	7	24	68
2005	1	6	22	70
Limited English Proficient				
2009	3	9	20	68
2008	3	7	19	71
2007	2	8	21	69
2006	1	8	18	73
2005	2	7	16	75
LEP and Formerly LEP				
2009	5	13	23	59
2008	5	12	23	60
2007	4	11	24	61
2006	3	10	23	65
2005	3	9	21	66
Formerly LEP				
2009	9	21	31	40
2008	9	21	28	42
2007	7	18	29	46
2006	5	15	30	50
2005	5	13	27	55
Low Income				
2009	7	18	31	44
2008	6	19	30	45
2007	5	16	33	45
2006	3	14	31	52
2005	3	14	29	54

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 73: 2005–2009 Statewide MCAS Results by Student Status: Grade 8 Science & Tech/Eng
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Non-Disabled Students				
2009	5	41	41	13
2008	3	42	40	15
2007	4	34	45	17
2006	5	32	45	18
2005	4	34	43	19
Students with Disabilities				
2009	1	10	36	53
2008	0	10	37	53
2007	0	7	36	56
2006	0	7	33	59
2005	0	7	32	61
Limited English Proficient				
2009	0	4	23	73
2008	0	3	20	78
2007	0	3	20	77
2006	0	3	20	78
2005	0	3	20	77
LEP and Formerly LEP				
2009	0	7	30	62
2008	0	7	27	66
2007	0	5	26	68
2006	0	4	26	70
2005	1	5	25	69
Formerly LEP				
2009	1	15	43	41
2008	0	14	39	47
2007	1	10	39	51
2006	0	8	37	54
2005	1	8	32	59
Low Income				
2009	1	15	43	40
2008	0	14	41	45
2007	0	11	42	46
2006	0	9	40	50
2005	0	10	39	51

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 74: 2005–2009 Statewide MCAS Results by Student Status: Grade 10 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
Non-Disabled Students				
2009	33	54	12	2
2008	27	55	16	1
2007	25	53	19	3
2006	18	58	20	3
2005	26	46	22	5
Students with Disabilities				
2009	4	38	40	19
2008	3	32	46	20
2007	2	28	47	23
2006	1	28	45	25
2005	2	21	42	34
Limited English Proficient				
2009	1	18	48	33
2008	2	15	52	32
2007	1	12	46	42
2006	1	13	42	45
2005	1	8	32	59
LEP and Formerly LEP				
2009	3	26	45	25
2008	4	25	49	23
2007	2	19	47	32
2006	2	23	42	33
2005	2	15	37	46
Formerly LEP				
2009	7	45	39	9
2008	6	41	44	9
2007	5	34	49	12
2006	4	39	42	15
2005	4	25	45	26
Low Income				
2009	11	50	30	9
2008	8	45	37	9
2007	7	41	40	13
2006	5	41	39	15
2005	7	30	39	24

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 75: 2005–2009 Statewide MCAS Results by Student Status: Grade 10 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
Non-Disabled Students				
2009	53	28	15	4
2008	50	30	17	4
2007	48	28	19	5
2006	46	28	19	8
2005	40	28	22	10
Students with Disabilities				
2009	11	26	35	28
2008	9	24	35	32
2007	9	22	37	32
2006	9	21	32	38
2005	6	19	33	41
Limited English Proficient				
2009	13	19	32	37
2008	14	17	32	37
2007	11	16	34	39
2006	12	14	27	46
2005	9	13	29	49
LEP and Formerly LEP				
2009	16	22	32	31
2008	18	21	31	30
2007	16	18	34	32
2006	17	18	28	37
2005	13	16	30	41
Formerly LEP				
2009	23	28	31	18
2008	26	27	30	17
2007	24	23	35	19
2006	23	23	30	24
2005	18	21	33	28
Low Income				
2009	24	30	30	16
2008	22	29	30	18
2007	21	26	33	19
2006	19	25	31	26
2005	14	21	33	31

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

**Table 76: 2008–2009 Statewide MCAS Results by Student Status: Grade 10 Science & Tech/Eng
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
Non-Disabled Students				
2009	19	50	26	5
2008	16	48	29	7
Students with Disabilities				
2009	2	22	46	30
2008	2	19	43	37
Limited English Proficient				
2009	1	11	40	48
2008	1	11	31	56
LEP and Formerly LEP				
2009	2	16	42	39
2008	3	17	36	44
Formerly LEP				
2009	4	26	46	25
2008	5	26	42	27
Low Income				
2009	4	32	44	20
2008	3	28	44	26

^a These results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included. Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

The following tables provide statewide summary results for the 2009 MCAS tests disaggregated by seven race/ethnicity categories and by gender.

Table 77: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
African American
Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	4	31	45	20	5,359
	2008	6	27	45	23	5,539
	2007	5	31	47	18	5,575
	2006	6	29	49	16	5,468
	2005	–	37	48	15	5,597
Mathematics	2009	6	27	36	31	5,364
	2008	10	27	33	30	5,542
	2007	6 ^b	29	32	33	5,578
	2006	1	28	39	33	5,468
Grade 4						
English Language Arts	2009	3	26	47	24	5,566
	2008	2	23	50	25	5,582
	2007	3	29	48	21	5,427
	2006	2	24	49	24	5,563
	2005	3	24	52	22	6,015
Mathematics	2009	5	20	51	25	5,599
	2008	7	19	48	26	5,608
	2007	6	17	50	27	5,434
	2006	4	14	52	31	5,574
	2005	3	13	51	33	6,020
Grade 5						
English Language Arts	2009	5	34	45	16	5,670
	2008	4	33	46	17	5,521
	2007	4	35	43	18	5,558
	2006	4	30	48	18	6,055
	2005	3	24	52	22	6,015
Mathematics	2009	8	23	36	33	5,690
	2008	8	20	39	33	5,522
	2007	5	20	38	36	5,559
	2006	4	14	37	45	6,079
Science and Technology/ Engineering	2009	3	15	52	30	5,680
	2008	3	16	50	31	5,515
	2007	2	18	50	30	5,559
	2006	3	17	52	28	6,076
	2005	3	17	50	29	6,000
Grade 6						
English Language Arts	2009	6	39	38	16	5,641
	2008	5	42	37	16	5,739
	2007	3	40	43	15	6,109
	2006	3	36	45	17	6,112
	2005	4	37	46	13	6,088
Mathematics	2009	8	24	36	32	5,646
	2008	7	23	33	37	5,751
	2007	6	21	32	41	6,094
	2006	4	15	32	49	6,127
	2005	4	17	33	46	6,580

(Table 77 continued on following page)

**Table 77—Continued: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
African American
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	4	46	37	13	5,792
	2008	3	44	36	16	6,079
	2007	2	46	36	16	6,105
	2006	3	39	40	19	6,525
	2005	2	39	45	13	6,697
Mathematics	2009	3	20	35	42	5,831
	2008	3	18	32	47	6,137
	2007	3	17	34	47	6,108
	2006	2	12	34	52	6,547
Grade 8						
English Language Arts	2009	6	57	25	11	6,118
	2008	4	54	29	13	6,023
	2007	4	52	32	13	6,412
	2006	3	49	33	15	6,610
Mathematics	2009	6	18	31	45	6,156
	2008	5	19	31	46	6,028
	2007	4	15	34	47	6,399
	2006	2	13	30	55	6,623
Science and Technology/ Engineering	2009	0	13	43	44	6,134
	2008	0	11	40	48	6,002
	2007	0	8	42	50	6,398
	2006	0	7	37	56	6,616
Grade 10	2009	12	50	30	8	6,387
	2008	8	47	36	8	5,999
	2007	6	40	41	12	6,056
	2006	5	42	40	14	6,004
Mathematics	2009	21	30	31	17	5,951
	2008	20	28	33	19	5,949
	2007	19	26	35	20	5,957
	2006	17	24	33	26	5,930
Science and Technology/ Engineering ^c	2009	3	30	45	22	5,672
	2008	3	25	45	27	5,514

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Table 78: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity**Asian****Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	17	47	28	7	3,787
	2008	21	41	29	9	3,431
	2007	20	44	28	8	3,457
	2006	21	40	32	7	3,344
	2005	–	62	31	7	3,423
Mathematics	2009	34	38	19	9	3,818
	2008	37	36	19	9	3,446
	2007	31 ^b	39	18	11	3,461
	2006	8	55	26	11	3,349
Grade 4						
English Language Arts	2009	19	43	29	9	3,483
	2008	13	43	34	10	3,495
	2007	17	46	29	8	3,370
	2006	15	43	33	10	3,442
	2005	17	40	34	10	3,330
Mathematics	2009	29	36	29	6	3,499
	2008	38	28	26	7	3,507
	2007	32	31	30	7	3,391
	2006	28	29	33	10	3,451
2005	24	29	37	10	3,342	
Grade 5						
English Language Arts	2009	26	44	24	6	3,552
	2008	22	46	25	7	3,366
	2007	23	45	25	7	3,437
	2006	22	43	27	8	3,353
	2005	–	–	–	–	–
Mathematics	2009	44	29	18	9	3,570
	2008	42	29	20	9	3,367
	2007	36	34	21	9	3,454
	2006	32	28	26	13	3,354
Science and Technology/ Engineering	2009	28	31	31	10	3,567
	2008	25	31	34	10	3,363
	2007	23	36	32	10	3,453
	2006	22	33	35	10	3,352
2005	21	33	34	12	3,283	
Grade 6						
English Language Arts	2009	29	47	18	6	3,430
	2008	29	49	17	5	3,459
	2007	17	55	22	6	3,318
	2006	17	52	25	6	3,250
Mathematics	2009	45	31	15	8	3,441
	2008	45	31	15	9	3,463
	2007	40	31	19	10	3,339
	2006	32	30	22	15	3,253
2005	33	29	23	15	3,084	

(Table 78 continued on following page)

Table 78—Continued: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity

Asian

Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	26	53	17	4	3,526
	2008	23	55	18	4	3,385
	2007	17	58	19	6	3,335
	2006	16	53	22	8	3,119
	2005	18	53	24	6	3,219
Mathematics	2009	36	34	19	11	3,537
	2008	32	35	21	12	3,398
	2007	32	32	22	14	3,338
	2006	28	30	26	16	3,141
Grade 8						
English Language Arts	2009	28	57	11	4	3,495
	2008	22	59	13	5	3,355
	2007	19	58	17	5	3,163
	2006	20	56	18	6	3,250
	2005	28	56	18	6	3,250
Mathematics	2009	41	27	20	11	3,489
	2008	39	29	18	13	3,357
	2007	34	31	22	14	3,164
	2006	27	32	22	18	3,254
	2005	28	29	22	21	3,292
Science and Technology/ Engineering	2009	9	41	36	15	3,487
	2008	5	44	34	18	3,359
	2007	7	35	38	20	3,162
	2006	8	31	38	23	3,253
	2005	8	35	36	21	3,292
Grade 10						
English Language Arts	2009	38	44	15	4	3,339
	2008	33	44	19	4	3,273
	2007	31	43	21	5	3,297
	2006	23	49	22	6	3,115
	2005	28	37	26	9	3,115
Mathematics	2009	67	19	10	4	3,283
	2008	65	20	11	4	3,281
	2007	64	18	13	5	3,261
	2006	62	17	14	7	3,102
	2005	54	21	17	8	3,115
Science and Technology/ Engineering ^c	2009	29	41	22	7	3,073
	2008	29	39	24	8	3,077

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 79: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Hawaiian/Pacific Islander
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	13	49	27	11	95
	2008	9	42	42	7	69
	2007	14	48	32	6	165
	2006	24	33	33	9	54
	2005	–	51	37	12	57
Mathematics	2009	27	37	21	15	98
	2008	21	35	25	18	71
	2007	25 ^b	38	25	13	167
	2006	4	42	38	16	55
Grade 4						
English Language Arts	2009	4	49	30	16	67
	2008	10	40	40	10	72
	2007	6	51	37	6	163
	2006	5	39	30	26	66
	2005	13	42	39	7	402
Mathematics	2009	17	21	44	17	70
	2008	23	25	38	14	73
	2007	18	34	37	11	161
	2006	11	20	44	26	66
	2005	9	24	54	13	403
Grade 5						
English Language Arts	2009	13	46	37	4	70
	2008	12	51	31	6	68
	2007	8	50	28	15	173
	2006	10	49	35	6	418
	2005	13	42	39	7	402
Mathematics	2009	24	23	33	20	70
	2008	21	37	31	12	68
	2007	18	34	29	18	173
	2006	14	26	42	19	420
Science and Technology/ Engineering	2009	20	33	37	10	70
	2008	22	34	32	12	68
	2007	7	36	41	16	173
	2006	13	32	45	9	420
	2005	17	38	37	9	399
Grade 6						
English Language Arts	2009	24	35	30	11	74
	2008	15	41	27	17	103
	2007	6	55	26	13	164
	2006	8	53	33	6	393
	2005	13	42	39	7	402
Mathematics	2009	23	35	25	17	75
	2008	18	26	19	37	104
	2007	16	28	32	24	164
	2006	18	34	28	19	401
	2005	16	34	32	18	405

(Table 79 continued on following page)

**Table 79—Continued: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Hawaiian/Pacific Islander
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	15	42	24	18	99
	2008	8	47	35	11	75
	2007	11	57	24	8	159
	2006	5	56	30	9	402
	2005	8	59	27	6	428
Mathematics	2009	15	21	27	37	98
	2008	9	33	29	28	75
	2007	16	35	25	24	161
	2006	10	32	38	21	412
Grade 8						
English Language Arts	2009	14	47	23	16	81
	2008	9	51	32	8	65
	2007	11	74	13	1	141
	2006	12	63	17	8	425
	2005	13	63	17	8	425
Mathematics	2009	7	30	30	33	81
	2008	18	20	34	28	65
	2007	16	32	30	22	141
	2006	12	26	38	24	430
	2005	13	13	27	47	83
Science and Technology/ Engineering	2009	1	32	31	36	81
	2008	2	30	45	23	64
	2007	1	23	60	17	141
	2006	6	34	44	17	431
	2005	2	25	30	42	83
Grade 10						
English Language Arts	2009	22	52	18	8	83
	2008	20	44	26	9	108
	2007	19	47	20	14	118
	2006	25	31	33	11	114
	2005	16	38	29	17	100
Mathematics	2009	32	32	22	15	79
	2008	41	21	21	17	107
	2007	33	28	23	16	116
	2006	40	21	17	22	112
	2005	25	28	20	27	100
Science and Technology/ Engineering ^c	2009	15	30	41	14	73
	2008	11	32	40	16	87

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 80: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Hispanic/Latino
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	4	28	46	22	10,604
	2008	4	25	45	26	10,073
	2007	4	28	46	22	9,636
	2006	6	24	49	21	9,220
	2005	–	32	49	19	9,124
Mathematics	2009	7	28	33	32	10,707
	2008	11	28	31	30	10,108
	2007	7 ^b	28	30	35	9,663
	2006	1	26	37	36	9,228
Grade 4						
English Language Arts	2009	3	25	46	26	10,082
	2008	2	21	48	29	9,717
	2007	2	26	47	25	9,217
	2006	2	22	48	28	9,097
	2005	2	21	51	26	9,059
Mathematics	2009	5	20	50	25	10,190
	2008	8	20	45	27	9,781
	2007	6	18	48	28	9,247
	2006	5	13	49	32	9,134
	2005	3	13	50	33	9,086
Grade 5						
English Language Arts	2009	4	31	47	18	9,852
	2008	3	29	47	21	9,293
	2007	4	30	43	23	9,204
	2006	4	25	48	23	9,123
	2005	–	32	49	19	9,124
Mathematics	2009	7	21	35	37	9,946
	2008	7	20	37	37	9,328
	2007	6	20	36	39	9,228
	2006	5	15	34	47	9,132
Science and Technology/ Engineering	2009	4	17	50	29	9,916
	2008	4	15	50	31	9,315
	2007	3	17	49	31	9,222
	2006	3	17	50	30	9,128
2005	4	17	48	32	9,058	
Grade 6						
English Language Arts	2009	5	35	38	22	9,525
	2008	4	36	39	21	9,487
	2007	2	36	42	20	9,315
	2006	2	31	45	22	9,222
	2005	–	32	49	19	9,124
Mathematics	2009	7	22	34	36	9,630
	2008	8	22	31	40	9,522
	2007	6	19	32	44	9,350
	2006	4	14	30	52	9,254
	2005	4	15	32	49	9,339

(Table 80 continued on following page)

**Table 80—Continued: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Hispanic/Latino
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	4	39	40	17	9,565
	2008	3	39	39	19	9,587
	2007	2	40	37	21	9,407
	2006	2	34	39	24	9,416
	2005	2	35	45	18	9,573
Mathematics	2009	4	18	32	45	9,695
	2008	3	16	29	51	9,683
	2007	3	16	31	50	9,411
	2006	2	12	31	55	9,446
Grade 8						
English Language Arts	2009	4	52	28	16	9,641
	2008	3	47	32	18	9,462
	2007	3	45	35	17	9,408
	2006	3	43	34	20	9,616
	2005	3	43	34	20	9,616
Mathematics	2009	6	16	29	49	9,686
	2008	5	17	28	50	9,524
	2007	4	14	30	52	9,362
	2006	3	12	29	56	9,638
	2005	3	12	27	58	9,343
Science and Technology/ Engineering	2009	1	12	40	48	9,611
	2008	0	11	37	52	9,470
	2007	0	7	37	55	9,338
	2006	0	7	36	56	9,623
	2005	1	8	33	58	9,327
Grade 10						
English Language Arts	2009	9	47	33	12	9,207
	2008	7	42	40	11	8,462
	2007	6	36	41	16	8,511
	2006	4	37	40	19	8,120
	2005	6	28	41	25	7,293
Mathematics	2009	20	28	32	19	8,514
	2008	19	27	32	23	8,383
	2007	18	24	34	24	8,303
	2006	15	22	31	31	7,954
	2005	12	20	34	34	7,322
Science and Technology/ Engineering ^c	2009	3	25	47	24	8,166
	2008	2	22	43	32	7,884

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 81: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Multi-Race (non-Hispanic/Latino)
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	13	44	34	9	1,722
	2008	15	39	34	12	1,446
	2007	13	45	33	9	1,349
	2006	20	40	33	7	1,234
	2005	–	63	32	5	1,113
Mathematics	2009	20	40	25	15	1,723
	2008	25	32	26	17	1,452
	2007	18 ^b	39	25	17	1,352
	2006	5	48	31	16	1,234
Grade 4						
English Language Arts	2009	12	39	37	13	1,511
	2008	6	43	37	13	1,416
	2007	10	46	34	10	1,320
	2006	7	41	43	9	1,146
	2005	11	37	43	8	1,097
Mathematics	2009	17	30	40	14	1,520
	2008	21	27	38	14	1,414
	2007	20	31	34	15	1,323
	2006	14	24	47	15	1,150
	2005	15	25	47	13	1,099
Grade 5						
English Language Arts	2009	15	48	29	8	1,439
	2008	14	48	30	9	1,392
	2007	14	46	32	8	1,196
	2006	16	44	32	8	1,130
	2005	11	37	43	8	1,097
Mathematics	2009	23	28	31	18	1,439
	2008	23	30	28	20	1,395
	2007	20	29	32	19	1,198
	2006	18	25	35	22	1,135
Science and Technology/ Engineering	2009	17	31	40	12	1,437
	2008	17	33	37	13	1,393
	2007	15	34	40	11	1,199
	2006	18	31	41	10	1,135
2005	17	34	39	11	989	
Grade 6						
English Language Arts	2009	16	50	26	8	1,391
	2008	15	50	28	7	1,234
	2007	12	55	26	7	1,271
	2006	11	54	28	6	1,025
Mathematics	2009	24	31	28	17	1,393
	2008	24	30	26	20	1,234
	2007	22	31	27	21	1,272
	2006	18	28	31	24	1,022
2005	20	28	29	23	856	

(Table 81 continued on following page)

**Table 81—Continued: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Multi-Race (non-Hispanic/Latino)
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	14	56	23	7	1,279
	2008	14	54	25	8	1,280
	2007	9	61	24	6	1,099
	2006	12	53	26	8	888
	2005	12	56	26	6	873
Mathematics	2009	16	32	30	23	1,283
	2008	16	29	30	25	1,288
	2007	16	27	31	27	1,104
	2006	16	24	32	28	890
Grade 8						
English Language Arts	2009	19	60	15	6	1,300
	2008	11	62	19	7	1,125
	2007	14	61	19	6	994
	2006	13	63	18	6	899
Mathematics	2009	22	25	28	25	1,299
	2008	19	27	28	26	1,126
	2007	18	26	28	29	997
	2006	13	27	31	29	903
Science and Technology/ Engineering	2009	5	35	42	19	1,297
	2008	3	32	42	23	1,122
	2007	5	27	42	26	995
	2006	4	27	43	25	901
Grade 10	2009	29	49	18	4	1,153
	2008	21	51	24	5	1,057
	2007	24	46	24	5	900
	2006	13	53	30	5	808
Mathematics	2009	44	27	20	8	1,119
	2008	39	29	23	9	1,045
	2007	39	28	23	10	902
	2006	34	29	25	12	805
Science and Technology/ Engineering ^c	2009	19	43	30	9	1,064
	2008	15	39	34	13	984

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Table 82: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Native American
Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	8	42	41	10	155
	2008	8	33	49	10	204
	2007	6	40	45	10	204
	2006	9	37	41	12	234
	2005	–	55	38	7	215
Mathematics	2009	12	37	32	19	155
	2008	16	34	33	17	202
	2007	10 ^b	41	29	20	202
	2006	2	37	40	20	235
Grade 4						
English Language Arts	2009	5	37	43	15	201
	2008	2	31	51	16	190
	2007	4	38	43	16	232
	2006	3	35	48	14	214
	2005	3	28	57	11	231
Mathematics	2009	10	26	52	12	201
	2008	11	27	47	16	193
	2007	10	21	50	19	229
	2006	7	20	57	15	215
	2005	7	19	52	22	231
Grade 5						
English Language Arts	2009	8	41	40	10	181
	2008	3	41	44	12	207
	2007	9	42	40	10	199
	2006	7	38	44	11	230
	2005	–	57	39	5	207
Mathematics	2009	10	31	34	24	181
	2008	12	22	39	27	209
	2007	12	34	30	25	200
	2006	9	22	34	35	230
Science and Technology/ Engineering	2009	9	27	49	15	180
	2008	6	28	49	17	209
	2007	6	32	45	17	199
	2006	6	28	48	18	230
2005	7	29	45	18	218	
Grade 6						
English Language Arts	2009	10	49	29	13	218
	2008	12	52	28	9	199
	2007	4	48	37	11	226
	2006	5	42	43	11	215
Mathematics	2009	12	30	33	25	220
	2008	16	30	31	23	198
	2007	10	23	34	34	226
	2006	10	20	30	41	219
2005	9	29	27	35	248	

(Table 82 continued on following page)

Table 82—Continued: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
Native American
Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	8	53	29	11	195
	2008	5	46	38	11	218
	2007	8	49	32	12	222
	2006	4	50	34	12	242
	2005	5	56	34	5	245
Mathematics	2009	4	30	32	33	195
	2008	5	22	35	37	219
	2007	9	20	34	37	223
	2006	4	20	36	40	240
Grade 8						
English Language Arts	2009	8	55	27	9	215
	2008	8	55	29	8	212
	2007	6	63	24	8	236
	2006	5	60	27	7	242
	2005	6	66	23	5	245
Mathematics	2009	8	21	29	41	218
	2008	11	25	25	39	210
	2007	8	24	37	31	238
	2006	6	21	35	38	245
	2005	6	22	34	38	223
Science and Technology/ Engineering	2009	3	18	46	33	217
	2008	1	27	42	30	209
	2007	0	20	46	34	238
	2006	2	19	45	34	244
	2005	2	19	47	31	223
Grade 10						
English Language Arts	2009	19	57	21	4	182
	2008	15	54	29	2	205
	2007	13	49	32	6	187
	2006	8	54	31	8	195
	2005	11	44	33	12	188
Mathematics	2009	37	30	24	9	182
	2008	31	34	24	11	204
	2007	32	22	33	13	184
	2006	26	27	31	16	191
	2005	18	29	28	26	188
Science and Technology/ Engineering ^c	2009	8	47	36	8	177
	2008	7	39	41	13	201

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Table 83: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity
White
Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	15	51	29	6	48,874
	2008	18	45	29	7	49,486
	2007	16	50	28	6	50,862
	2006	21	45	29	5	51,025
	2005	–	70	26	4	51,880
Mathematics	2009	23	44	23	10	48,925
	2008	28	39	23	10	49,538
	2007	22 ^b	45	22	11	50,900
	2006	5	53	31	11	51,038
Grade 4						
English Language Arts	2009	14	47	32	7	49,452
	2008	10	46	36	9	50,666
	2007	12	51	30	6	50,748
	2006	9	47	37	7	51,654
	2005	11	45	37	6	52,455
Mathematics	2009	18	36	39	7	49,610
	2008	23	33	36	9	50,848
	2007	21	33	37	9	50,850
	2006	17	28	44	10	51,762
2005	16	30	43	10	52,453	
Grade 5						
English Language Arts	2009	18	53	25	5	50,846
	2008	16	53	26	5	50,774
	2007	17	53	24	5	51,403
	2006	19	50	27	5	52,314
Mathematics	2009	25	35	27	13	50,880
	2008	26	33	29	13	50,832
	2007	21	36	30	13	51,504
Science and Technology/ Engineering	2006	19	29	34	17	52,388
	2009	20	37	36	7	50,816
	2008	20	38	35	7	50,799
	2007	17	42	34	7	51,500
2006	20	38	36	6	52,368	
2005	19	40	35	7	53,231	
Grade 6						
English Language Arts	2009	19	55	21	6	50,625
	2008	17	57	20	5	51,314
	2007	11	64	21	4	52,327
	2006	12	60	23	5	53,052
Mathematics	2009	27	36	25	11	50,654
	2008	27	36	24	13	51,361
	2007	24	36	27	13	52,429
	2006	19	33	30	18	53,138
2005	20	33	30	17	54,167	

(Table 83 continued on following page)

Table 83—Continued: 2005–2009 Statewide MCAS Test Results by Race/Ethnicity

White

Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	16	61	19	4	51,139
	2008	15	62	19	5	52,118
	2007	11	65	19	5	53,212
	2006	12	60	22	5	53,808
	2005	12	63	22	4	55,337
Mathematics	2009	18	38	29	15	51,302
	2008	17	37	29	17	52,319
	2007	17	35	30	18	53,212
	2006	14	32	33	20	53,906
Grade 8						
English Language Arts	2009	18	67	12	4	52,183
	2008	14	67	14	4	52,984
	2007	15	68	14	4	54,020
	2006	14	67	14	4	55,031
Mathematics	2009	24	32	27	17	52,200
	2008	22	34	27	17	53,016
	2007	20	32	30	18	53,974
	2006	14	32	32	21	55,102
Science and Technology/ Engineering	2009	5	42	40	13	52,114
	2008	3	44	40	13	52,939
	2007	3	36	45	15	53,950
	2006	5	34	45	16	55,084
Grade 10	2009	33	52	12	3	52,105
	2008	27	53	17	3	52,298
	2007	25	52	19	3	53,322
	2006	18	58	20	4	54,827
Mathematics	2009	53	28	15	5	50,977
	2008	48	30	16	6	52,123
	2007	46	29	19	6	52,941
	2006	45	28	19	8	54,548
Science and Technology/ Engineering ^c	2009	19	51	25	5	49,821
	2008	16	49	28	7	50,627

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Table 84: 2005–2009 Statewide MCAS Test Results by Gender
Female
Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	14	47	31	8	34,273
	2008	18	42	31	9	34,227
	2007	16	46	30	7	34,561
	2006	21	41	32	7	34,262
	2005	–	65	29	6	34,503
Mathematics	2009	20	40	25	14	34,353
	2008	25	37	25	13	34,266
	2007	18 ^b	42	25	16	34,581
	2006	4	47	32	16	34,298
Grade 4						
English Language Arts	2009	16	44	31	9	34,329
	2008	11	44	35	10	34,562
	2007	14	48	30	8	34,267
	2006	11	46	35	9	34,409
	2005	13	42	36	8	35,061
Mathematics	2009	16	33	41	10	34,468
	2008	21	30	38	12	34,675
	2007	18	29	40	13	34,355
	2006	15	25	45	15	34,587
	2005	14	26	45	15	35,064
Grade 5						
English Language Arts	2009	20	49	26	6	34,779
	2008	17	48	28	7	34,270
	2007	19	48	26	7	34,395
	2006	20	45	28	7	35,183
	2005	13	42	36	8	35,061
Mathematics	2009	21	33	29	17	34,836
	2008	22	30	31	17	34,311
	2007	18	32	32	18	34,465
	2006	16	26	35	23	35,269
Science and Technology/ Engineering	2009	15	31	42	13	34,792
	2008	16	32	39	13	34,286
	2007	14	35	38	12	34,455
	2006	16	32	41	11	35,254
2005	15	34	39	12	35,066	
Grade 6						
English Language Arts	2009	22	51	21	6	34,398
	2008	20	53	21	6	34,535
	2007	13	60	22	5	35,203
	2006	13	55	25	6	35,338
Mathematics	2009	23	34	28	15	34,477
	2008	24	33	26	17	34,602
	2007	20	33	28	19	35,271
	2006	16	29	30	25	35,427
2005	17	29	31	22	35,899	

(Table 84 continued on following page)

Table 84—Continued: 2005–2009 Statewide MCAS Test Results by Gender**Female****Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included	
Grade 7							
English Language Arts	2009	19	57	19	5	34,654	
	2008	18	59	18	5	35,293	
	2007	13	62	19	5	35,437	
	2006	14	57	22	7	35,740	
	2005	14	59	22	5	36,868	
Mathematics	2009	16	34	31	20	34,812	
	2008	15	33	30	23	35,447	
	2007	14	32	32	23	35,435	
	2006	12	28	34	27	35,948	
Grade 8							
English Language Arts	2009	20	63	13	4	35,520	
	2008	17	63	15	5	35,420	
	2007	17	63	15	4	35,925	
	2006	17	62	16	5	36,844	
Mathematics	2009	20	30	28	22	35,566	
	2008	19	30	27	23	35,493	
	2007	17	29	31	24	35,878	
	2006	13	28	32	27	36,925	
Science and Technology/ Engineering	2009	4	34	42	20	35,481	
	2008	2	35	41	22	35,425	
	2007	2	27	46	25	35,874	
	2006	4	27	44	25	36,910	
2005	3	27	42	28	37,028		
	Grade 10						
	English Language Arts	2009	34	49	13	3	35,432
		2008	29	50	18	3	35,288
2007		28	48	20	4	35,610	
2006		20	54	20	5	35,948	
2005		28	42	22	8	35,008	
Mathematics	2009	46	28	19	7	34,470	
	2008	42	29	20	8	35,097	
	2007	42	28	22	8	35,304	
	2006	39	27	22	11	35,901	
2005	35	27	25	14	35,048		
	Science and Technology/ Engineering ^c	2009	15	46	30	9	33,393
		2008	14	43	33	11	33,762

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Table 85: 2005–2009 Statewide MCAS Test Results by Gender
Male
Percentage of Students at Each Performance Level^a

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2009	11	44	34	12	36,323
	2008	12	40	34	14	36,021
	2007	12	44	33	10	36,687
	2006	16	40	35	9	36,262
	2005	–	60	32	8	36,749
Mathematics	2009	20	39	26	15	36,437
	2008	24	36	25	15	36,093
	2007	20 ^b	40	24	16	36,742
	2006	4	48	31	16	36,329
Grade 4						
English Language Arts	2009	8	40	39	14	36,033
	2008	5	37	42	16	36,576
	2007	7	43	38	12	36,210
	2006	5	38	43	14	36,509
	2005	6	37	44	13	37,415
Mathematics	2009	16	32	40	12	36,221
	2008	19	29	38	14	36,749
	2007	19	30	39	13	36,280
	2006	15	25	45	15	36,771
	2005	14	27	44	16	37,439
Grade 5						
English Language Arts	2009	11	47	32	10	36,831
	2008	10	47	33	10	36,351
	2007	11	48	31	11	36,775
	2006	11	44	34	10	37,398
	2005	–	–	–	–	–
Mathematics	2009	23	31	28	19	36,940
	2008	23	30	30	18	36,410
	2007	20	33	30	18	36,851
	2006	17	26	33	23	37,478
Science and Technology/ Engineering	2009	19	33	37	12	36,874
	2008	17	34	37	12	36,376
	2007	14	38	36	12	36,850
	2006	17	33	38	11	37,466
	2005	16	35	37	12	37,631
Grade 6						
English Language Arts	2009	11	50	28	11	36,506
	2008	11	52	27	11	37,000
	2007	6	56	29	9	37,527
	2006	7	53	30	10	37,884
	2005	–	–	–	–	–
Mathematics	2009	24	32	26	18	36,582
	2008	23	32	25	20	37,031
	2007	21	31	27	20	37,603
	2006	17	29	29	25	38,021
	2005	18	28	30	24	38,697

(Table 85 continued on following page)

Table 85—Continued: 2005–2009 Statewide MCAS Test Results by Gender**Male****Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2009	9	55	27	9	36,941
	2008	8	54	28	10	37,449
	2007	6	58	27	10	38,102
	2006	7	53	29	12	38,326
	2005	6	54	31	9	39,414
Mathematics	2009	16	33	28	23	37,129
	2008	15	32	27	25	37,672
	2007	15	30	29	26	38,122
	2006	13	27	32	28	38,649
Grade 8						
English Language Arts	2009	11	64	18	8	37,513
	2008	8	63	20	9	37,806
	2007	8	63	21	8	38,449
	2006	8	62	21	9	39,161
Mathematics	2009	21	27	27	25	37,563
	2008	19	30	26	24	37,833
	2007	17	27	29	26	38,397
	2006	12	27	30	30	39,303
Science and Technology/ Engineering	2005	13	25	30	32	39,706
	2009	5	36	39	21	37,460
	2008	3	38	38	21	37,740
	2007	3	32	42	23	38,348
	2006	4	29	42	26	39,288
	2005	4	31	40	25	39,637
	Grade 10					
English Language Arts	2009	22	53	19	6	37,024
	2008	18	52	25	5	36,114
	2007	16	50	27	7	36,781
	2006	11	53	28	8	36,812
	2005	18	42	28	12	35,616
Mathematics	2009	47	27	18	9	35,635
	2008	44	28	19	10	35,995
	2007	42	27	21	10	36,360
	2006	40	26	20	13	36,846
Science and Technology/ Engineering ^c	2005	36	27	22	15	35,671
	2009	18	45	28	9	34,653
	2008	14	43	30	12	34,612

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Above Proficient* standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

^c Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.