



Spring 2010 MCAS Tests: Summary of State Results

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Executive Summary

The thirteenth administration of the Massachusetts Comprehensive Assessment System (MCAS) tests took place in spring 2010.

Participation

A total of 553,278 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 2010, 9,291 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 11 of the 17 MCAS tests administered in 2010. Between 2009 and 2010, the percentage of students scoring *Proficient* or higher² improved by two to six percentage points on three of the seven grade-level tests in English Language Arts (ELA), by one to five points on five of seven grade-level tests in Mathematics, and by one to four points on all three grade-level tests in Science and Technology/Engineering (STE).

The percentage of students statewide scoring *Proficient* or higher ranged from

- 54 percent at grade 4 to 78 percent at grades 8 and 10 in ELA
- 48 percent at grade 4 to 75 percent at grade 10 in Mathematics
- 40 percent at grade 8 to 65 percent at the high school level in STE

Trends in Achievement

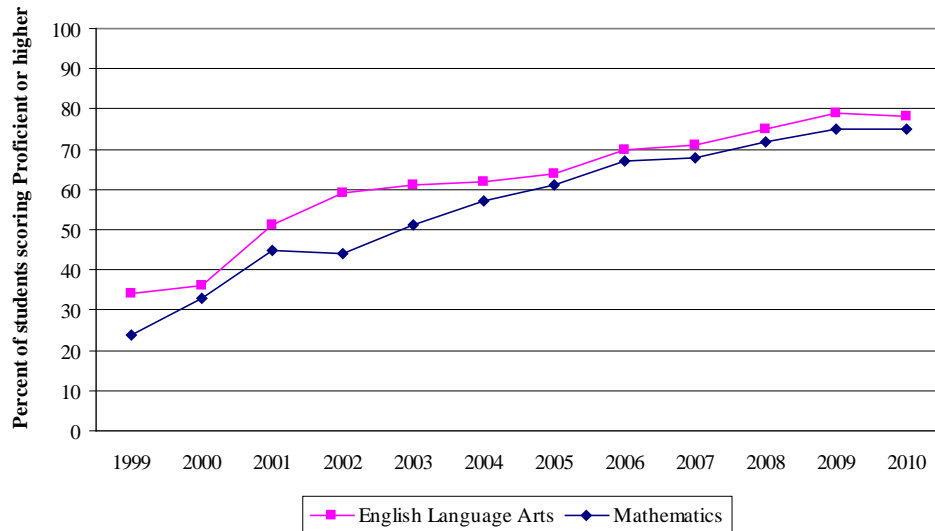
Improvement in student achievement in 2010 was strongest in Mathematics, as the percentage of students scoring *Proficient* or higher increased since 2009 by one to five percentage points at all grades tested except grades 4 and 10, where achievement was flat. The largest single point gain, however, was in grade 3 ELA, where student achievement improved by six percentage points. The only decline in student achievement was in grade 10 ELA, where achievement dropped by one point.

Since the inception of the MCAS program in 1998, student achievement in ELA 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 78 percent in 2010 in ELA, and from 24 percent in 1998 to 75 percent in 2010 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 1998–2010; 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: 1998-2010 Statewide Grade 10 MCAS Results



**Table E-1: 1998–2010 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics
Grade 3	2010	63	65
	2009	57	60
	2008	56	61
	2007	59	60
	2006	58	52
	2005	62	–
	2004	63	–
	2003	63	–
	2002	67	–
	2001	62	–
	2000	–	–
Grade 4	2010	54	48
	2009	54	48
	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	2010	63	55
	2009	63	54
	2008	61	52

**Table E-1: 1998–2010 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics
Grade 5	2007	63	51
	2006	59	43
Grade 6	2010	69	59
	2009	66	57
	2008	67	56
	2007	67	52
	2006	64	46
	2005	–	46
	2004	–	43
	2003	–	42
	2002	–	41
	2001	–	36
	Grade 7	2010	72
2009		70	49
2008		69	47
2007		69	46
2006		65	40
2005		66	–
2004		68	–
2003		66	–
2002		64	–
2001		55	–
Grade 8		2010	78
	2009	78	48
	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	2010	78	75
	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 had gains in achievement in each subject at some grade levels between 2009 and 2010. The between-group gap in the percentage of students scoring *Proficient* or higher narrowed in many cases, but also widened or remained the same in others.

Race/Ethnicity

English Language Arts

Between 2009 and 2010 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 grades 3, 6, and 7. The achievement of the four major racial/ethnic subgroups in the state declined by one to four points or was flat at grades 8 and 10. African American and Hispanic/Latino students made substantial gains at grade 3, improving by seven and six percentage points, respectively.

The between-group gap in the percentage of students scoring *Proficient* or higher in ELA for white students and African American students narrowed by one to three percentage points at grades 3, 5, and 7 between 2009 and 2010, while the gap widened by one point at grade 10 and three points at grade 8. The between-group gap for white and Hispanic/Latino students narrowed by one to three points at grades 3, 5, 6, 7, and 10 and showed no change at grades 4 and 8.

Mathematics

Student achievement in Mathematics improved between 2009 and 2010 for each of the four major racial/ethnic subgroups in the state at most grade levels tested. The percentage of students in each of the four major racial/ethnic subgroups in the state scoring *Proficient* or higher increased statewide at grades 3, 6, 7, and 8. The gains were especially strong at grades 3 and 7, ranging from four to seven percentage points. Three of four subgroups each showed improvement at all other grades tested except grade 4. As in ELA, the largest gains were made by grade 3 African American and Hispanic/Latino students, by seven points each.

The between-group gap in the percentage of students scoring *Proficient* or higher in Mathematics for white students and African American students narrowed between 2009 and 2010 by one to three percentage points at grades 3, 7, 8, and 10, and widened by one point at grade 6 and two points at grade 5. The between-group gap for white students and Hispanic/Latino students narrowed by one or two points at all tested grades except grade 5, where there was no change in the gap.

Science and Technology/Engineering

Between 2009 and 2010 in STE, all four of the major racial/ethnic subgroups in the state made gains of two to five percentage points at grades 5 and 10. At grade 8, Asian students improved by four percentage points, while there was no change for African American, Hispanic/Latino, and white students.

The between-group gap in the percentage of students scoring *Proficient* or higher in STE for white students and African American students narrowed by one percentage point at grade 10 and remained the same at grades 5 and 8. The between-group gap for white students and Hispanic/Latino students narrowed by two percentage points at grade 10, remained the same at grade 8, and widened by two points at grade 5.

Students with Disabilities

In 2010, 25 percent or less of students with disabilities scored *Proficient* or higher at grades 3, 4, and 5 in ELA, at all grades tested in Mathematics except grades 3 and 10, and at grades 5 and 8 in STE. The percentage of students with disabilities scoring *Proficient* or higher ranged from

- 16 percent at grade 4 to 38 percent at grade 10 in ELA
- 13 percent at grade 8 to 36 percent at grade 10 in Mathematics
- 10 percent at grade 8 to 27 percent at grade 10 in STE

Achievement of students with disabilities in ELA improved between 2009 and 2010 by two percentage points at grades 3, 6, and 7, declined by four points at grades 8 and 10 and by one point at grade 5, and remained the same at grade 4. In Mathematics, achievement of students with disabilities improved by two points at grades 3 and 7 and by one point at grade 8, declined by one point at grade 10, and remained the same at grades 4, 5, and 6. Achievement of students with disabilities in STE improved by three points at grade 10 and by one point at grade 5, and declined by one point at grade 8.

Between 2009 and 2010 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for students with disabilities and all students widened by one to four percentage points at all grades tested except grades 4 and 7, where the gap showed no change. The between-group gap in Mathematics for students with disabilities and all students widened by one to three points at all grades except grade 4, where the gap remained the same. In STE, the between-group gap for students with disabilities and all students widened by one to three points at each of the three grade levels tested.

Limited English Proficient Students

In 2010, less than 25 percent of limited English proficient (LEP) students scored *Proficient* or higher at all seven grade levels tested in ELA with the exception of grade 3, at all grades tested in Mathematics except grades 3 and 10, and at all three grades tested in STE. The percentage of LEP students scoring *Proficient* or higher ranged from

- 19 percent at grades 4 and 10 to 27 percent at grade 3 in ELA
- 14 percent at grade 8 to 37 percent at grade 3 in Mathematics
- 3 percent at grade 8 to 12 percent at grades 5 and 10 in STE

LEP students had relatively large gains in achievement between 2009 and 2010 at most grade levels tested in both ELA and Mathematics. Achievement of LEP students improved by one to seven percentage points at all grade levels tested in ELA except grade 10, where achievement was flat, by one to seven percentage points at all grades tested in Mathematics except grade 10, where achievement declined by two points, and by one point in grade 5 STE. Achievement of LEP students improved most at grades 6 and 7 in ELA (by six and seven points, respectively) and at grade 3 in Mathematics (by seven points).

The between-group gap in the percentage of students scoring *Proficient* or higher in ELA for LEP students and all students narrowed between 2009 and 2010 by one to five percentage points at all grades except grade 3, where the gap widened by two points. In Mathematics, the between-group gap for LEP students and all students narrowed by two to five points at grades 3, 4, and 6, widened by one point at grade 8 and two points at grade 10, and remained the same at grades 5 and 7. In STE, the between-group gap for LEP students and all students widened by two to four points at each of the tested grades.

Low-Income Students

In 2010, less than 50 percent of low-income students scored *Proficient* or higher at all grades tested in ELA with the exception of grades 7, 8, and 10, at all grades tested in Mathematics with the exception of grade 10, and at all grades tested in STE. The percentage of low-income students scoring *Proficient* or higher ranged from

- 31 percent at grade 4 to 59 percent at grades 8 and 10 in ELA
- 28 percent at grade 4 to 57 percent at grade 10 in Mathematics
- 18 percent at grade 8 to 40 percent at grade 10 in STE

Low-income students had relatively large gains in achievement between 2009 and 2010 at several grade levels tested in each subject. Achievement of low-income students improved by two to eight percentage points at grades 3, 4, 6, and 7 in ELA, by one to seven points at all grades tested in Mathematics with the exception of grade 4, and by two to five points at each of the tested grades in STE. Achievement of low-income students showed the most improvement at grade 3, where the percentage of students scoring *Proficient* or higher increased by eight percentage points in ELA and seven points in Mathematics.

In ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for low-income students and all students narrowed between 2009 and 2010 by one or two percentage points at grades 3, 4, 6, and 7, widened by one point at grade 10 and two points at grade 8, and showed no change at grade 5. The between-group gap in Mathematics for low-income students and all students narrowed by one to three points at all grades tested except grades 4 and 5, where the gap showed no change. In STE, the between-group gap for low-income students and all students narrowed by one point at grades 5 and 8 and remained the same at grade 10.

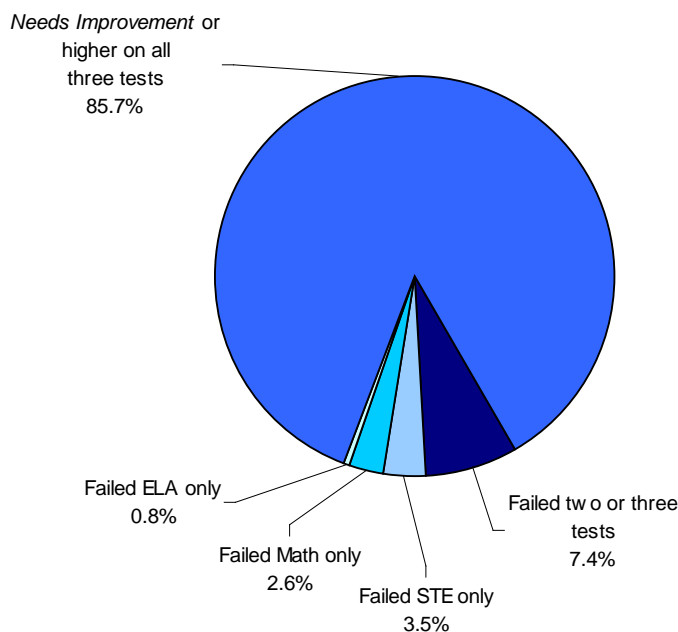
Attainment of Competency Determination Required for High School Graduation

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. 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, 67 percent of students in the class of 2012 (grade 10 students in 2010) 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, 67 percent of students performed at the *Proficient* level or higher in both ELA and Mathematics, and 90 percent of students performed at the *Needs Improvement* level or higher in STE.

Eighty-six percent of students in the class of 2012 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 on their first attempt (see Figure 2 below). This compares to 83 percent for the class of 2011 and 80 percent for the class of 2010. Eighty-nine percent of students in the class of 2012 performed at the *Needs Improvement* level or higher in ELA and Mathematics, 94 percent performed at this level in ELA, 91 percent did so in Mathematics, and 90 percent did so in STE.

Figure 2: 2010 Statewide MCAS Results: Class of 2012
Percentage of Students Scoring *Needs Improvement* or Higher in English Language Arts, Mathematics, and Science and Technology/Engineering through Spring 2010



The percentage of students in the class of 2012 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 91 percent, followed by Asian students at 87 percent, African American students at 70 percent, and Hispanic/Latino students at 66 percent.
- Thirty-seven percent of LEP students performed at the *Needs Improvement* level or higher in all three subjects, while 58 percent of students with disabilities and 72 percent of low-income students did so.

I. Summary of the 2010 Statewide MCAS Results

In spring 2010, 553,278 Massachusetts public school students in grades 3–10 participated in the thirteenth 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 statewide between 2009 and 2010 at three of seven grade levels tested. The percentage of students statewide scoring *Proficient* or higher in 2010 ranged from 54 percent at grade 4 to 78 percent at grades 8 and 10.

In 2010, students in grade 3 showed the most improvement, as the percentage of students scoring *Proficient* or higher increased by six percentage points since 2009. Achievement of students in grades 6 and 7 also improved, by three and two percentage points, respectively. The percentage of grade 10 students scoring *Proficient* or higher declined by one percentage point.

Table 1 below summarizes the percentage changes in ELA achievement by students statewide between 2009 and 2010.

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2009 to 2010
	2009	2010	
Grade 3	57	63	+6
Grade 4	54	54	0
Grade 5	63	63	0
Grade 6	66	69	+3
Grade 7	70	72	+2
Grade 8	78	78	0
Grade 10	79	78	-1

Mathematics

Student achievement in Mathematics improved statewide between 2009 and 2010 at all grades with the exception of grades 4 and 10, where achievement was flat. The percentage of students scoring *Proficient* or higher in 2010 ranged from 48 percent at grade 4 to 75 percent at grade 10.

In 2010, the largest gain was made by students in grade 3, where the percentage of students scoring *Proficient* or higher increased by five percentage points since 2009. Student achievement improved by four percentage points at grade 7, three points at grade 8, two points at grade 6, and one point at grade 5.

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 2009 and 2010.

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2009 to 2010
	2009	2010	
Grade 3	60	65	+5
Grade 4	48	48	0
Grade 5	54	55	+1
Grade 6	57	59	+2
Grade 7	49	53	+4
Grade 8	48	51	+3
Grade 10	75	75	0

Science and Technology/Engineering

Student achievement in Science and Technology/Engineering (STE) improved statewide between 2009 and 2010 by four percentage points at grades 5 and 10 and by one point at grade 8. The percentage of students scoring *Proficient* or higher in 2010 ranged from 40 percent at grade 8 to 65 percent at grade 10.

Table 3 below summarizes the percentage changes in STE achievement by students statewide between 2009 and 2010.

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2009 to 2010
	2009	2010	
Grade 5	49	53	+4
Grade 8	39	40	+1
Grade 10 ^a	61	65	+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 2009 and 2010 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 grades 3, 6, and 7, mirroring the statewide results for all students. The achievement of the four major racial/ethnic subgroups in the state declined by one to four percentage points or was flat at grades 8 and 10. The largest gains were made by grade 3 African American and Hispanic/Latino students, by seven and six percentage points, respectively.

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: 2009–2010 Statewide MCAS English Language Arts Results by Race/Ethnicity

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
African American	+7	0	+1	+3	+3	-4	-2
Asian	+3	+2	+1	+3	+1	0	-1
Hispanic/Latino	+6	0	+2	+5	+5	-1	0
White	+4	0	-1	+3	+2	-1	-1

Mathematics

Student achievement in Mathematics improved between 2009 and 2010 for each of the four major racial/ethnic subgroups in the state at most grade levels tested. The percentage of students in each of the four major racial/ethnic subgroups in the state scoring *Proficient* or higher increased statewide at grades 3, 6, 7, and 8. The gains were especially strong at grades 3 and 7, ranging from four to seven percentage points. Three of four subgroups each showed improvement at all other grades tested except grade 4. As in ELA, the largest gains were made by grade 3 African American and Hispanic/Latino students, by seven points each.

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: 2009–2010 Statewide MCAS Mathematics Results by Race/Ethnicity

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
African American	+7	0	0	+2	+7	+4	+2
Asian	+6	0	+1	+3	+4	+6	+1
Hispanic/Latino	+7	+2	+2	+5	+5	+3	+1
White	+6	0	+2	+3	+4	+2	0

Science and Technology/Engineering

In Science and Technology/Engineering, student achievement improved between 2009 and 2010 for each of the four major racial/ethnic subgroups in the state at grades 5 and 10, with gains ranging from two to five percentage points. The percentage of students scoring *Proficient* or higher increased by five percentage points for African American and white students at grade 5 and for Hispanic/Latino students at grade 10.

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: 2009–2010 Statewide MCAS Science and Technology/Engineering Results by Race/ Ethnicity

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2009 to 2010		
	Grade 5	Grade 8	Grade 10 ^a
African American	+5	0	+4
Asian	+3	+4	+2
Hispanic/Latino	+3	0	+5
White	+5	0	+3

^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 2010 for the major racial/ethnic subgroups in the state is given below (see Section VI of this report for complete data).

- Achievement of African American students ranged from 13 percent in grade 8 STE to 60 percent in grade 10 ELA.
- Achievement of Asian students ranged from 54 percent in grade 8 STE to 87 percent in grade 10 Mathematics.
- Achievement of Hispanic/Latino students ranged from 13 percent in grade 8 STE to 56 percent in grade 10 ELA.
- Achievement of white students ranged from 47 percent in grade 8 STE to 84 percent in grades 8 and 10 ELA.

Performance Level Results by Student Status

English Language Arts

Between 2009 and 2010 in English Language Arts, the percentage of students with disabilities, limited English proficient (LEP students, and low-income students scoring *Proficient* or higher improved by two to eight percentage points at grades 3, 6, and 7. Achievement of LEP students improved at all grades except grade 10, where achievement was flat. Achievement of students with disabilities improved by two points at grades 3, 6, and 7, but declined by four points at grades 8 and 10 and by one point at grade 5. The largest gains were made by grade 3 low-income students (eight points) and grade 7 LEP students (seven points).

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

Table 7: 2009–2010 Statewide MCAS English Language Arts Results by Student Status

Student Status	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
Students with disabilities	+2	0	-1	+2	+2	-4	-4
LEP students	+4	+2	+5	+6	+7	+1	0
Low-income students	+8	+2	0	+4	+4	-2	-2

Mathematics

In Mathematics, the percentage of students with disabilities, LEP students, and low-income students scoring *Proficient* or higher improved statewide between 2009 and 2010 at grades 3, 7, and 8, with gains ranging from two to seven points. Achievement of LEP students improved at all tested grades except grade 10, where achievement declined by two points, and achievement of low-income students improved at all grades except grade 4, where achievement was flat. Achievement of students with disabilities improved by one or two points at grades 3, 7, and 8. The largest gains were made by grade 3 LEP and low-income students (seven points each).

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

Table 8: 2009–2010 Statewide MCAS Mathematics Results by Student Status

Student Status	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
Students with disabilities	+2	0	0	0	+2	+1	-1
LEP students	+7	+5	+1	+4	+4	+2	-2
Low-income students	+7	0	+1	+3	+6	+5	+3

Science and Technology/Engineering

Between 2009 and 2010 in Science and Technology/Engineering, achievement of students with disabilities, LEP students, and low-income students improved at grade 5 by one to five percentage points, and achievement of students with disabilities and low-income students improved at grade 10 by three and four points, respectively. Low-income students made the largest gains. At grade 8, percentage of students scoring *Proficient* or higher increased by two points for low-income students but declined by one point each for students with disabilities and LEP students.

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

Table 9: 2009–2010 Statewide MCAS Science and Technology/Engineering Results by Student Status

Student Status	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>		
	Grade 5	Grade 8	Grade 10 ^a
Students with disabilities	+1	-1	+3
LEP students	+1	-1	0
Low-income students	+5	+2	+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 Gender

English Language Arts

Between 2009 and 2010 in English Language Arts, the percentage of both female and male students scoring *Proficient* or higher increased by two to six points at grades 3, 6, and 7, while achievement was flat or declined by one or two points at grades 4, 5, 8, and 10.

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

Table 10: 2009–2010 Statewide MCAS English Language Arts Results by Gender

Gender	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Female	+6	0	-1	+2	+2	-1	0
Male	+4	-1	0	+3	+3	-2	-1

Mathematics

In Mathematics, achievement of both female and male students improved statewide between 2009 and 2010 at all grades tested except grades 4 and 5, with gains ranging from two to five percentage points for female students and from one to six points for male students.

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

Table 11: 2009–2010 Statewide MCAS Mathematics Results by Gender

Gender	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Female	+5	0	-1	+3	+4	+2	+2
Male	+6	-1	+1	+3	+3	+3	+1

Science and Technology/Engineering

Between 2009 and 2010 in Science and Technology/Engineering, the percentage of male students scoring *Proficient* or higher increased at grades 5, 8, and 10 by one to three percentage points, while the achievement of female students improved by six points at grade 5 and by 3 points at grade 10.

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

Table 12: 2009–2010 Statewide MCAS Science and Technology/Engineering Results by Gender

Gender	Change in Percentage of Students Scoring <i>Proficient or Higher, 2009 to 2010</i>		
	Grade 5	Grade 8	Grade 10 ^a
Female	+6	-1	+3
Male	+3	+1	+2

^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.

Between-Group Gap in the Percentage of Students Scoring *Proficient* or Higher: African American and Hispanic/Latino Students**English Language Arts**

In English Language Arts, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed by one to three percentage points at grades 3, 5, and 7 between 2009 and 2010, while the gap widened by one point at grade 10 and by three points at grade 8. The between-group gap in ELA for white students and Hispanic/Latino students narrowed by one to three percentage points at all grades except grades 4 and 8, where there was no change in the gap.

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 2009 to 2010.

**Table 13: 2009–2010 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American		White		White–African American Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between- Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	35	42	66	70	31	28	–3
Grade 4	29	29	61	61	32	32	0
Grade 5	39	40	71	70	32	30	–2
Grade 6	45	48	74	77	29	29	0
Grade 7	50	53	77	79	27	26	–1
Grade 8	63	59	85	84	22	25	+3
Grade 10	62	60	85	84	23	24	+1

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

**Table 14: 2009–2010 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic/Latino		White		White–Hispanic/Latino Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between- Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	32	38	66	70	34	32	–2
Grade 4	28	28	61	61	33	33	0
Grade 5	35	37	71	70	36	33	–3
Grade 6	40	45	74	77	34	32	–2
Grade 7	43	48	77	79	34	31	–3
Grade 8	56	55	85	84	29	29	0
Grade 10	56	56	85	84	29	28	–1

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

Mathematics

In Mathematics, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed between 2009 and 2010 by one to three percentage points at grades 3, 7, 8, and 10, and widened by one point at grade 6 and two points at grade 5. The between-group gap for white students and Hispanic/Latino students narrowed by one or two points at all tested grades except grade 5, where there was no change in the gap.

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 2009 to 2010.

**Table 15: 2009–2010 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American		White		White–African American Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between- Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	33	40	67	73	34	33	–1
Grade 4	25	25	54	54	29	29	0
Grade 5	31	31	60	62	29	31	+2
Grade 6	32	34	63	66	31	32	+1
Grade 7	23	30	56	60	33	30	–3
Grade 8	24	28	56	58	32	30	–2
Grade 10	51	53	81	81	30	28	–2

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

**Table 16: 2009–2010 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic/Latino		White		White–Hispanic/Latino Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between- Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	35	42	67	73	32	31	–1
Grade 4	25	27	54	54	29	27	–2
Grade 5	28	30	60	62	32	32	0
Grade 6	29	34	63	66	34	32	–2
Grade 7	22	27	56	60	34	33	–1
Grade 8	22	25	56	58	34	33	–1
Grade 10	48	49	81	81	33	32	–1

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

Science and Technology/Engineering

Between 2009 and 2010 in Science and Technology/Engineering, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed by one percentage point at grade 10 and showed no change at grades 5 and 8. The between-group gap for white students and Hispanic/Latino students narrowed by two points at grade 10, widened by two points at grade 5, and showed no change at grade 8.

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 2009 to 2010.

**Table 17: 2009–2010 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American		White		White–African American Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between- Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 5	18	23	57	62	39	39	0
Grade 8	13	13	47	47	34	34	0
Grade 10 ^b	33	37	70	73	37	36	–1

^a Negative value represents narrowing of between-group gap, positive value represents widening of 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: 2009–2010 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic/Latino		White		White–Hispanic/Latino Proficiency Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between- Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 5	21	24	57	62	36	38	+2
Grade 8	13	13	47	47	34	34	0
Grade 10 ^b	28	33	70	73	42	40	–2

^a Negative value represents narrowing of between-group gap, positive value represents widening of 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.

Between-Group Gap in the Percentage of Students Scoring *Proficient* or Higher: Students with Disabilities

Between 2009 and 2010 in English Language Arts, the between-group gap in the percentage of students scoring *Proficient* or higher for students with disabilities and all students widened by one to four percentage points at all grades except grades 4 and 7, where the gap showed no change. The between-group gap in Mathematics for students with disabilities and all students widened by one to three points at all grades except grade 4, where there was no change. In Science and Technology/Engineering, the gap for students with disabilities and all students widened by one to three points at grades 5, 8, and 10.

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 2009 to 2010.

**Table 19: 2009–2010 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Students with Disabilities		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	23	25	57	63	34	38	+4
Grade 4	16	16	54	54	38	38	0
Grade 5	24	23	63	63	39	40	+1
Grade 6	26	28	66	69	40	41	+1
Grade 7	28	30	70	72	42	42	0
Grade 8	40	36	78	78	38	42	+4
Grade 10	42	38	79	78	37	40	+3

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

**Table 20: 2009–2010 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Students with Disabilities		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	28	30	60	65	32	35	+3
Grade 4	16	16	48	48	32	32	0
Grade 5	18	18	54	55	36	37	+1
Grade 6	19	19	57	59	38	40	+2
Grade 7	13	15	49	53	36	38	+2
Grade 8	12	13	48	51	36	38	+2
Grade 10	37	36	75	75	38	39	+1

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

**Table 21: 2009–2010 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Students with Disabilities		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 5	20	21	49	53	29	32	+3
Grade 8	11	10	39	40	28	30	+2
Grade 10 ^b	24	27	61	65	37	38	+1

^a Negative value represents narrowing of between-group gap, positive value represents widening of 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.

Between-Group Gap in the Percentage of Students Scoring *Proficient* or Higher: Limited English Proficient Students

Between 2009 and 2010 in English Language Arts, the between-group gap in the percentage of students scoring *Proficient* or higher for limited English proficient students and all students narrowed by one to five percentage points at all grades except grade 3, where the gap widened by two points. In Mathematics, the between-group gap for LEP students and all students narrowed by two to five points at grades 3, 4, and 6, widened by one point at grade 8 and two points at grade 10, and remained the same at grades 5 and 7. In Science and Technology/Engineering, the gap for LEP students and all students widened by two to four points at each of the tested grades.

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 2009 to 2010.

Table 22: 2009–2010 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	LEP Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	23	27	57	63	34	36	+2
Grade 4	17	19	54	54	37	35	–2
Grade 5	17	22	63	63	46	41	–5
Grade 6	18	24	66	69	48	45	–3
Grade 7	14	21	70	72	56	51	–5
Grade 8	23	24	78	78	55	54	–1
Grade 10	19	19	79	78	60	59	–1

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

Table 23: 2009–2010 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	LEP Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	30	37	60	65	30	28	–2
Grade 4	18	23	48	48	30	25	–5
Grade 5	21	22	54	55	33	33	0
Grade 6	19	23	57	59	38	36	–2
Grade 7	11	15	49	53	38	38	0
Grade 8	12	14	48	51	36	37	+1
Grade 10	32	30	75	75	43	45	+2

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

**Table 24: 2009–2010 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	LEP Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 5	11	12	49	53	38	41	+3
Grade 8	4	3	39	40	35	37	+2
Grade 10 ^b	12	12	61	65	49	53	+4

^a Negative value represents narrowing of between-group gap, positive value represents widening of 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.

Between-Group Gap in the Percentage of Students Scoring *Proficient* or Higher: Low-Income Students

In English Language Arts, the between-group gap in the percentage of students scoring *Proficient* or higher for low-income students and all students narrowed by one or two percentage points at grades 3, 4, 6, and 7, widened by one point at grade 10 and two points at grade 8, and showed no change at grade 5. The between-group gap in Mathematics for low-income students and all students narrowed by one to three points at all grades tested except grades 4 and 5, where the gap remained the same. In Science and Technology/Engineering, the gap for low-income students and all students narrowed by one point at grades 5 and 8 and stayed the same at grade 10.

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 2009 to 2010.

**Table 25: 2009–2010 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Low-Income Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	35	43	57	63	22	20	–2
Grade 4	29	31	54	54	25	23	–2
Grade 5	40	40	63	63	23	23	0
Grade 6	44	48	66	69	22	21	–1
Grade 7	48	52	70	72	22	20	–2
Grade 8	61	59	78	78	17	19	+2
Grade 10	61	59	79	78	18	19	+1

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

**Table 26: 2009–2010 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Low-Income Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 3	38	45	60	65	22	20	–2
Grade 4	28	28	48	48	20	20	0
Grade 5	32	33	54	55	22	22	0
Grade 6	34	37	57	59	23	22	–1
Grade 7	26	32	49	53	23	21	–2
Grade 8	25	30	48	51	23	21	–2
Grade 10	54	57	75	75	21	18	–3

^a Negative value represents narrowing of between-group gap, positive value represents widening of gap.

**Table 27: 2009–2010 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Low-Income Students		All Students		Proficiency Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2009	2010	Between-Group Gap Change, 2009–2010 ^a
	2009	2010	2009	2010			
Grade 5	24	29	49	53	25	24	–1
Grade 8	16	18	39	40	23	22	–1
Grade 10 ^b	36	40	61	65	25	25	0

^a Negative value represents narrowing of between-group gap, positive value represents widening of 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 2009–2010, the assessment options included locally developed end-of-course assessments, locally scored grade 10 MCAS test forms designed for the EPP, the March 2010 MCAS retest in ELA only, and College Board’s Accuplacer.

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 2012 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 2010 test administration. Eighty-six percent of students in the class of 2012 performed at the *Needs Improvement* level or higher in all three subjects on their first attempt, compared to 83 percent for the class of 2011 and 80 percent for the class of 2010. Eighty-nine percent of students in the class of 2012 performed at the *Needs Improvement* level or higher in ELA and Mathematics, 94 percent performed at this level in ELA, 91 percent did so in Mathematics, and 90 percent did so in STE.

Table 28: 2010 Statewide MCAS Results: Class of 2012
Percentage of Students Scoring *Needs Improvement* or Higher in ELA, Mathematics, and STE through the Spring 2010 Administration

Subgroup	Class of 2012					Class of 2011	Class of 2010
	ELA	Math	ELA and Math	STE	All Three Tests	All Three Tests	All Three Tests
All Students	94	91	89	90	86	83	80
Gender							
Female	95	92	91	91	87	85	81
Male	93	90	88	89	85	82	78
Race/Ethnicity							
African American	88	81	78	78	70	66	58
Asian	93	94	91	90	87	87	85
Hawaiian/Pacific Islander	90	88	87	85	82	69	71
Hispanic/Latino	86	77	74	74	66	62	54
Multi-Race (non-Hispanic/Latino)	93	89	87	89	83	83	77
Native American	89	86	84	83	79	78	73
White	96	94	93	94	91	90	87
Student Status							
Non-Disabled	97	95	94	94	91	89	86
Students with Disabilities	78	69	66	69	58	55	47
Limited English Proficient (LEP)	61	60	47	51	37	35	28
Formerly LEP (FLEP)	90	81	78	76	69	66	63
LEP and FLEP	69	65	55	58	46	44	39
Low Income	89	82	79	79	72	68	61

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 91 percent, followed by Asian students at 87 percent, African American students at 70 percent, and Hispanic/Latino students at 66 percent.
- Thirty-seven percent of LEP students performed at the *Needs Improvement* level or higher in all three subjects, while 58 percent of students with disabilities and 72 percent of low-income students did so.

Table 29 below shows the number and cumulative percentage of students in the class of 2012 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 2010 test administration. Sixty-seven percent of students in the class of 2012 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, 67 percent of students performed at the *Proficient* level or higher in both ELA and Mathematics, and 90 percent of students performed at the *Needs Improvement* level or higher in STE.

CD Requirement	Number	Percent
Earned CD	48,209	67
ELA and Mathematics <i>Proficient</i> or Higher	48,567	67
ELA <i>Proficient</i> or Higher	55,092	76
Mathematics <i>Proficient</i> or Higher	53,033	73
STE <i>Needs Improvement</i> or Higher	72,482	90

II. 2010 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 whether a student has met the state requirements for the Competency Determination (i.e., whether a student is eligible for a high school diploma).

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 2010?

In 2010, 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 30 below shows the MCAS tests administered at each grade level in 2010.

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

^a Students may take one of four high school STE tests offered in Biology, Chemistry, Introductory Physics, and Technology/Engineering in grade 9 or grade 10.

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 2010.

What are the administration guidelines for the tests?

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 and for each subject. Table 31 below shows the point values of test items by types of test items used on the 2010 MCAS tests.

Subject-Area Test	Raw Score Point Values by Item Type					Total Number of Raw Score Points
	Multiple-Choice	Open-Response	Short-Answer	Short-Response	Writing Prompt	
Grade 3						
English Language Arts	36	4		8		48
Mathematics	26	8	6			40
Grade 4						
English Language Arts	36	16			20	72
Mathematics	32	16	6			54
Grade 5						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Science and Tech/Eng	38	16				54
Grade 6						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Grade 7						
English Language Arts	36	16			20	72
Mathematics	32	16	6			54
Grade 8						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Science and Tech/Eng	38	16				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 in 2009, 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 2010, the first testing period was from March 22–April 12 for tests in English Language Arts. The second testing period was from May 10–May 27 for tests in Mathematics and May 11–May 27 for tests in grades 5 and 8 Science and Technology/Engineering. The third testing period was from June 2–3 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 MCAS performance standards and the content standards contained in the Massachusetts curriculum frameworks. Students receive a separate score and attain a separate performance level in each subject area. School and district results are reported according to the percentage of students attaining each performance level in each grade-level subject area tested.

Table 32 below provides the general MCAS performance level descriptions.

Performance Level	Description
<i>Advanced</i> (Grades 4–8, 10)	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</i> (Grade 3)	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.

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. For grade 3, 2010 represents the first year in which student results are reported as scaled scores; prior to 2010, only raw score points representing the total number of points a student earned were reported. Table 33 below provides the scaled score point ranges and their corresponding performance levels.

Table 33: MCAS Scaled Score Ranges

Scaled Score Range	Performance Level
260–280	<i>Advanced / Above Proficient</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 about MCAS?

The Department's website is a resource for educators, parents, and others who are seeking additional information about 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. 2010 Statewide MCAS Participation Results

Students Tested

Table 34 below presents information on the number and percentage of enrolled students who participated in the spring 2010 MCAS tests. The figures include participation rates for all enrolled students educated with public funds, including regular education students, students with disabilities, and LEP students. As in previous years, participation rates were very high, ranging from 98 to 100 percent.

**Table 34: Adequate Yearly Progress (AYP) Participation Rates^a
Number and Percentage of Enrolled Students Tested on the Spring 2010 MCAS Tests**

Grade	English Language Arts		Mathematics		Science and Technology/Engineering ^b	
	Number	Percent	Number	Percent	Number	Percent
Grade 3	70,622	100	70,552	100		
Grade 4	70,911	100	70,924	100		
Grade 5	71,007	100	70,946	100	70,931	100
Grade 6	72,172	100	72,177	100		
Grade 7	71,350	99	71,452	100		
Grade 8	72,237	99	72,180	99	72,026	99
Grade 10	70,369	98	70,401	98	68,240	99

^a Includes regular education students, students with disabilities, and LEP students.

^b Grade 10 STE figures include students in the class of 2012 who participated in an STE test in grade 9 in 2009 or grade 10 in 2010; 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. 2010 Statewide MCAS Results Disaggregated by Subgroup

Tables 35–51 below provide summary statewide performance level results disaggregated by subgroup for the spring 2010 MCAS tests.

Subgroup	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	14	49	30	8
Gender				
Female	17	50	27	6
Male	12	47	32	9
Race/Ethnicity				
African American	6	36	43	15
Asian	18	49	27	6
Hawaiian/Pacific Islander	11	47	32	10
Hispanic/Latino	5	33	45	17
Multi-Race (non-Hispanic/Latino)	16	48	30	6
Native American	10	40	39	11
White	17	53	25	5
Student Status				
Non-Disabled	17	54	26	3
Students with Disabilities	2	23	46	29
Limited English Proficient (LEP)	2	25	51	22
Formerly LEP (FLEP)	9	45	38	8
LEP and FLEP	4	30	47	19
Low Income	6	37	43	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 36: 2010 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	25	40	24	11
Gender				
Female	25	40	24	10
Male	26	39	24	11
Race/Ethnicity				
African American	9	31	37	24
Asian	40	38	17	6
Hawaiian/Pacific Islander	26	39	24	11
Hispanic/Latino	10	32	34	24
Multi-Race (non-Hispanic/Latino)	26	36	27	11
Native American	16	34	33	17
White	30	43	21	7
Student Status				
Non-Disabled	30	43	22	6
Students with Disabilities	6	24	35	34
Limited English Proficient (LEP)	8	29	36	27
Formerly LEP (FLEP)	23	38	26	12
LEP and FLEP	12	31	34	23
Low Income	11	34	34	20

^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: 2010 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	11	43	35	12
Gender				
Female	15	45	32	9
Male	7	40	38	15
Race/Ethnicity				
African American	3	26	47	23
Asian	19	45	29	8
Hawaiian/Pacific Islander	11	53	24	11
Hispanic/Latino	3	25	46	26
Multi-Race (non-Hispanic/Latino)	12	40	36	12
Native American	6	39	38	17
White	13	48	31	8
Student Status				
Non-Disabled	13	49	33	5
Students with Disabilities	1	15	44	40
Limited English Proficient (LEP)	1	18	48	33
Formerly LEP (FLEP)	7	37	41	15
LEP and FLEP	3	23	46	28
Low Income	3	28	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 38: 2010 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	42	10
Male	16	31	41	12
Race/Ethnicity				
African American	5	20	52	24
Asian	32	33	29	6
Hawaiian/Pacific Islander	22	34	35	8
Hispanic/Latino	6	21	50	23
Multi-Race (non-Hispanic/Latino)	16	30	43	11
Native American	10	31	46	13
White	18	36	39	7
Student Status				
Non-Disabled	19	36	40	5
Students with Disabilities	3	13	48	36
Limited English Proficient (LEP)	5	18	50	28
Formerly LEP (FLEP)	14	29	43	14
LEP and FLEP	7	21	48	24
Low Income	6	22	51	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 39: 2010 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	16	47	28	10
Gender				
Female	21	47	25	7
Male	12	46	30	12
Race/Ethnicity				
African American	6	34	40	19
Asian	26	45	21	7
Hawaiian/Pacific Islander	8	45	34	13
Hispanic/Latino	5	32	41	22
Multi-Race (non-Hispanic/Latino)	16	46	29	9
Native American	10	42	36	11
White	19	51	24	6
Student Status				
Non-Disabled	20	52	24	4
Students with Disabilities	2	21	43	35
Limited English Proficient (LEP)	2	20	44	35
Formerly LEP (FLEP)	9	41	37	13
LEP and FLEP	4	27	42	28
Low Income	5	35	40	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 40: 2010 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	25	30	28	17
Gender				
Female	24	30	30	16
Male	25	30	27	18
Race/Ethnicity				
African American	9	22	36	33
Asian	46	28	18	9
Hawaiian/Pacific Islander	16	24	35	24
Hispanic/Latino	9	21	35	35
Multi-Race (non-Hispanic/Latino)	24	28	29	18
Native American	19	22	43	17
White	29	33	27	12
Student Status				
Non-Disabled	29	34	28	9
Students with Disabilities	4	14	32	50
Limited English Proficient (LEP)	5	17	33	45
Formerly LEP (FLEP)	18	26	32	23
LEP and FLEP	10	20	33	37
Low Income	10	23	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 41: 2010 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	15	38	36	11
Gender				
Female	14	38	37	11
Male	16	39	34	12
Race/Ethnicity				
African American	3	20	50	27
Asian	23	39	29	9
Hawaiian/Pacific Islander	6	32	48	13
Hispanic/Latino	3	21	48	28
Multi-Race (non-Hispanic/Latino)	16	36	37	10
Native American	7	28	51	14
White	18	44	32	6
Student Status				
Non-Disabled	18	43	33	6
Students with Disabilities	3	18	45	34
Limited English Proficient (LEP)	1	11	46	42
Formerly LEP (FLEP)	6	30	46	18
LEP and FLEP	3	17	46	34
Low Income	4	25	48	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 42: 2010 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	15	54	21	9
Gender				
Female	20	55	18	6
Male	11	53	24	12
Race/Ethnicity				
African American	5	43	34	18
Asian	30	49	14	6
Hawaiian/Pacific Islander	23	48	21	8
Hispanic/Latino	5	40	35	20
Multi-Race (non-Hispanic/Latino)	17	52	21	10
Native American	5	54	32	10
White	18	59	18	6
Student Status				
Non-Disabled	19	61	17	3
Students with Disabilities	1	27	38	33
Limited English Proficient (LEP)	1	23	40	36
Formerly LEP (FLEP)	7	50	30	12
LEP and FLEP	3	33	37	27
Low Income	5	43	34	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 43: 2010 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	27	32	25	16
Gender				
Female	27	33	25	15
Male	27	32	24	17
Race/Ethnicity				
African American	9	25	33	33
Asian	51	28	14	7
Hawaiian/Pacific Islander	25	28	26	21
Hispanic/Latino	10	24	32	34
Multi-Race (non-Hispanic/Latino)	26	31	26	17
Native American	11	36	31	23
White	31	35	23	11
Student Status				
Non-Disabled	32	36	23	9
Students with Disabilities	4	15	31	49
Limited English Proficient (LEP)	6	17	30	47
Formerly LEP (FLEP)	17	30	30	22
LEP and FLEP	10	22	30	38
Low Income	11	26	32	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 44: 2010 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	11	61	21	7
Gender				
Female	15	63	17	5
Male	7	60	24	9
Race/Ethnicity				
African American	3	50	34	13
Asian	21	59	15	5
Hawaiian/Pacific Islander	11	56	22	11
Hispanic/Latino	3	45	36	17
Multi-Race (non-Hispanic/Latino)	12	60	22	7
Native American	6	57	26	12
White	13	66	16	5
Student Status				
Non-Disabled	13	69	16	2
Students with Disabilities	1	29	42	28
Limited English Proficient (LEP)	1	20	41	39
Formerly LEP (FLEP)	4	53	33	10
LEP and FLEP	2	32	38	28
Low Income	3	49	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 45: 2010 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	14	39	27	19
Gender				
Female	14	40	28	18
Male	14	38	27	21
Race/Ethnicity				
African American	4	26	34	37
Asian	33	41	16	10
Hawaiian/Pacific Islander	13	37	28	23
Hispanic/Latino	4	23	33	40
Multi-Race (non-Hispanic/Latino)	14	39	26	22
Native American	7	31	33	29
White	16	44	26	14
Student Status				
Non-Disabled	17	45	27	11
Students with Disabilities	1	14	29	56
Limited English Proficient (LEP)	2	13	25	60
Formerly LEP (FLEP)	8	34	32	26
LEP and FLEP	4	20	28	47
Low Income	5	27	33	36

^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: 2010 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	17	61	16	7
Gender				
Female	22	60	13	5
Male	12	61	18	9
Race/Ethnicity				
African American	5	54	27	13
Asian	30	55	11	4
Hawaiian/Pacific Islander	15	56	16	13
Hispanic/Latino	5	50	29	16
Multi-Race (non-Hispanic/Latino)	18	61	15	6
Native American	13	53	23	12
White	20	64	12	4
Student Status				
Non-Disabled	20	66	11	2
Students with Disabilities	1	35	36	28
Limited English Proficient (LEP)	1	23	39	37
Formerly LEP (FLEP)	5	54	29	12
LEP and FLEP	2	32	36	29
Low Income	5	54	27	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 47: 2010 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	22	29	28	21
Gender				
Female	22	30	29	20
Male	23	28	27	22
Race/Ethnicity				
African American	6	22	33	38
Asian	47	27	16	10
Hawaiian/Pacific Islander	14	22	31	32
Hispanic/Latino	7	18	31	43
Multi-Race (non-Hispanic/Latino)	23	27	29	21
Native American	12	26	31	31
White	25	33	27	15
Student Status				
Non-Disabled	26	33	28	12
Students with Disabilities	3	10	26	61
Limited English Proficient (LEP)	4	10	24	63
Formerly LEP (FLEP)	13	23	31	33
LEP and FLEP	6	14	26	54
Low Income	9	21	33	38

^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: 2010 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	36	41	19
Gender				
Female	3	34	43	20
Male	4	38	40	18
Race/Ethnicity				
African American	0	13	46	41
Asian	10	44	33	13
Hawaiian/Pacific Islander	2	25	46	26
Hispanic/Latino	1	12	42	45
Multi-Race (non-Hispanic/Latino)	5	35	42	18
Native American	1	27	46	26
White	4	43	41	12
Student Status				
Non-Disabled	5	41	42	12
Students with Disabilities	0	10	39	51
Limited English Proficient (LEP)	0	3	26	70
Formerly LEP (FLEP)	1	14	45	40
LEP and FLEP	0	7	32	61
Low Income	1	17	45	37

^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: 2010 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	26	52	18	4
Gender				
Female	32	51	15	3
Male	20	54	21	5
Race/Ethnicity				
African American	9	51	32	7
Asian	37	44	15	4
Hawaiian/Pacific Islander	24	44	25	7
Hispanic/Latino	8	48	35	9
Multi-Race (non-Hispanic/Latino)	25	53	19	4
Native American	19	52	22	7
White	30	54	13	2
Student Status				
Non-Disabled	31	56	13	1
Students with Disabilities	2	36	44	17
Limited English Proficient (LEP)	1	18	53	27
Formerly LEP (FLEP)	4	42	45	9
LEP and FLEP	2	26	51	22
Low Income	9	50	32	8

^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: 2010 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	50	25	17	7
Gender				
Female	49	27	18	6
Male	51	24	17	8
Race/Ethnicity				
African American	25	28	31	16
Asian	70	17	9	4
Hawaiian/Pacific Islander	40	26	22	12
Hispanic/Latino	23	26	32	19
Multi-Race (non-Hispanic/Latino)	47	25	20	8
Native American	43	22	24	10
White	56	25	14	4
Student Status				
Non-Disabled	57	26	14	3
Students with Disabilities	12	24	36	27
Limited English Proficient (LEP)	13	17	35	35
Formerly LEP (FLEP)	23	28	32	17
LEP and FLEP	16	20	34	30
Low Income	28	29	29	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 51: 2010 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	18	47	28	8
Gender				
Female	17	47	28	7
Male	18	47	27	8
Race/Ethnicity				
African American	4	33	45	18
Asian	32	40	21	7
Hawaiian/Pacific Islander	23	30	36	11
Hispanic/Latino	4	29	46	21
Multi-Race (non-Hispanic/Latino)	19	44	29	8
Native American	12	43	32	13
White	21	52	23	4
Student Status				
Non-Disabled	21	51	24	4
Students with Disabilities	2	25	46	27
Limited English Proficient (LEP)	1	11	47	41
Formerly LEP (FLEP)	4	30	43	22
LEP and FLEP	2	18	46	35
Low Income	5	35	43	16

^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 52–58 below provide statewide aggregate trend performance level results for the 1998–2010 MCAS tests. Not all tests were administered in all years.

**Table 52: 2001–2010 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				
2010	14	49	30	8
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				
2010	25	40	24	11
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 53: 1998–2010 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				
2010	11	43	35	12
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				
2010	16	32	41	11
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 54: 2003–2010 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				
2010	16	47	28	10
2009	15	48	29	8
2008	13	48	30	9
2007	15	48	28	9
2006	15	44	31	9
Mathematics				
2010	25	30	28	17
2009	22	32	29	18
2008	22	30	30	17
2007	19	32	31	18
2006	17	26	34	23
Science and Technology/Engineering				
2010	15	38	36	11
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 55: 2001–2010 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				
2010	15	54	21	9
2009	16	50	24	9
2008	15	52	24	8
2007	9	58	26	7
2006	10	54	28	8
Mathematics				
2010	27	32	25	16
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 56: 2001–2010 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				
2010	11	61	21	7
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				
2010	14	39	27	19
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 57: 1998–2010 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				
2010	17	61	16	7
2009	15	63	15	6
2008	12	63	18	7
2007	12	63	18	6
2006	12	62	19	7
Mathematics				
2010	22	29	28	21
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				
2010	4	36	41	19
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 58: 1998–2010 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				
2010	26	52	18	4
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				
2010	50	25	17	7
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				
2010	18	47	28	8
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 2010 MCAS tests. Tables 59–75 show results by student status (e.g., LEP); Tables 76–82 give results by race/ethnicity; and Tables 83 and 84 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 59: 2005–2010 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				
2010	17	54	26	3
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				
2010	2	23	46	29
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				
2010	2	25	51	22
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				
2010	4	30	47	19
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				
2010	9	45	38	8
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				
2010	6	37	43	14
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 60: 2006–2010 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				
2010	30	43	22	6
2009	23	43	24	9
2008	28	39	23	9
2007	22 ^b	45	23	11
2006	5	53	31	11
Students with Disabilities				
2010	6	24	35	34
2009	5	23	31	42
2008	7	22	30	41
2007	5 ^b	23	30	42
2006	1	22	36	41
Limited English Proficient				
2010	8	29	36	27
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				
2010	12	31	34	23
2009	8	28	31	33
2008	12	28	30	30
2007	7 ^b	28	29	36
2006	2	28	34	36
Formerly LEP				
2010	23	38	26	12
2009	17	38	27	19
2008	20	34	26	20
2007	14 ^b	34	27	25
2006	4	42	32	22
Low Income				
2010	11	34	34	20
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 61: 2005–2010 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				
2010	13	49	33	5
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				
2010	1	15	44	40
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				
2010	1	18	48	33
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				
2010	3	23	46	28
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				
2010	7	37	41	15
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				
2010	3	28	47	23
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 62: 2005–2010 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				
2010	19	36	40	5
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				
2010	3	13	48	36
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				
2010	5	18	50	28
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				
2010	7	21	48	24
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				
2010	14	29	43	14
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				
2010	6	22	51	21
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 63: 2006–2010 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				
2010	20	52	24	4
2009	18	54	25	3
2008	16	54	27	3
2007	18	54	25	4
2006	19	50	28	4
Students with Disabilities				
2010	2	21	43	35
2009	2	22	47	29
2008	2	21	47	30
2007	2	23	43	31
2006	2	22	47	28
Limited English Proficient				
2010	2	20	44	35
2009	1	16	49	34
2008	1	14	47	38
2007	1	15	43	41
2006	1	12	44	43
LEP and Formerly LEP				
2010	4	27	42	28
2009	4	25	47	24
2008	3	23	47	26
2007	4	26	42	28
2006	3	22	46	29
Formerly LEP				
2010	9	41	37	13
2009	8	40	44	8
2008	6	36	47	11
2007	6	39	42	12
2006	6	33	47	14
Low Income				
2010	5	35	40	19
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 64: 2006–2010 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				
2010	29	34	28	9
2009	26	36	28	10
2008	27	34	30	10
2007	22	37	30	11
2006	20	30	35	16
Students with Disabilities				
2010	4	14	32	50
2009	4	14	32	50
2008	4	14	33	49
2007	3	14	33	50
2006	3	11	31	55
Limited English Proficient				
2010	5	17	33	45
2009	5	16	30	50
2008	5	14	31	50
2007	4	15	31	50
2006	3	10	28	59
LEP and Formerly LEP				
2010	10	20	33	37
2009	9	20	32	39
2008	9	19	34	38
2007	8	21	33	38
2006	7	15	32	46
Formerly LEP				
2010	18	26	32	23
2009	16	27	35	21
2008	14	26	37	23
2007	13	28	35	24
2006	10	21	36	32
Low Income				
2010	10	23	37	30
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 65: 2005–2010 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				
2010	18	43	33	6
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				
2010	3	18	45	34
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				
2010	1	11	46	42
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				
2010	3	17	46	34
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				
2010	6	30	46	18
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				
2010	4	25	48	23
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 66: 2006–2010 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				
2010	19	61	17	3
2009	20	57	21	3
2008	18	59	20	3
2007	11	65	21	3
2006	12	60	24	4
Students with Disabilities				
2010	1	27	38	33
2009	2	24	41	33
2008	2	26	42	31
2007	1	26	45	28
2006	1	25	46	28
Limited English Proficient				
2010	1	23	40	36
2009	2	16	41	42
2008	1	15	42	41
2007	0	15	44	41
2006	1	13	43	43
LEP and Formerly LEP				
2010	3	33	37	27
2009	5	28	38	29
2008	3	28	41	28
2007	1	26	44	29
2006	1	23	44	31
Formerly LEP				
2010	7	50	30	12
2009	9	44	36	11
2008	5	45	38	11
2007	2	42	43	14
2006	3	38	45	14
Low Income				
2010	5	43	34	18
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 67: 2005–2010 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				
2010	32	36	23	9
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				
2010	4	15	31	49
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				
2010	6	17	30	47
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				
2010	10	22	30	38
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				
2010	17	30	30	22
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				
2010	11	26	32	30
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 68: 2005–2010 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				
2010	13	69	16	2
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				
2010	1	29	42	28
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				
2010	1	20	41	39
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				
2010	2	32	38	28
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				
2010	4	53	33	10
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				
2010	3	49	34	14
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 69: 2006–2010 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				
2010	17	45	27	11
2009	19	38	30	13
2008	18	37	29	15
2007	17	36	31	16
2006	15	32	34	19
Students with Disabilities				
2010	1	14	29	56
2009	2	11	28	59
2008	2	10	26	62
2007	2	10	27	61
2006	1	8	26	65
Limited English Proficient				
2010	2	13	25	60
2009	2	9	24	65
2008	2	8	20	70
2007	2	8	21	68
2006	2	7	22	69
LEP and Formerly LEP				
2010	4	20	28	47
2009	5	15	28	52
2008	4	13	25	59
2007	4	13	26	56
2006	4	10	26	60
Formerly LEP				
2010	8	34	32	26
2009	9	25	34	32
2008	6	21	31	42
2007	7	20	33	40
2006	6	15	32	46
Low Income				
2010	5	27	33	36
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 70: 2006–2010 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				
2010	20	66	11	2
2009	18	69	11	2
2008	15	69	14	3
2007	15	69	14	2
2006	14	68	14	3
Students with Disabilities				
2010	1	35	36	28
2009	2	38	36	25
2008	1	35	36	27
2007	1	35	39	25
2006	1	34	39	27
Limited English Proficient				
2010	1	23	39	37
2009	1	22	38	39
2008	1	18	36	46
2007	0	17	43	40
2006	0	17	37	45
LEP and Formerly LEP				
2010	2	32	36	29
2009	2	34	35	29
2008	2	30	34	34
2007	2	27	42	29
2006	1	28	37	35
Formerly LEP				
2010	5	54	29	12
2009	4	57	30	10
2008	4	51	32	14
2007	3	47	39	11
2006	2	47	36	15
Low Income				
2010	5	54	27	14
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 71: 2005–2010 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				
2010	26	33	28	12
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				
2010	3	10	26	61
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				
2010	4	10	24	63
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				
2010	6	14	26	54
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				
2010	13	23	31	33
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				
2010	9	21	33	38
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 72: 2005–2010 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				
2010	5	41	42	12
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				
2010	0	10	39	51
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				
2010	0	3	26	70
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				
2010	0	7	32	61
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				
2010	1	14	45	40
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				
2010	1	17	45	37
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 73: 2005–2010 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				
2010	31	56	13	1
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				
2010	2	36	44	17
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				
2010	1	18	53	27
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				
2010	2	26	51	22
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				
2010	4	42	45	9
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				
2010	9	50	32	8
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 74: 2005–2010 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				
2010	57	26	14	3
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				
2010	12	24	36	27
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				
2010	13	17	35	35
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				
2010	16	20	34	30
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				
2010	23	28	32	17
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				
2010	28	29	29	14
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 75: 2008–2010 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				
2010	21	51	24	4
2009	19	50	26	5
2008	16	48	29	7
Students with Disabilities				
2010	2	25	46	27
2009	2	22	46	30
2008	2	19	43	37
Limited English Proficient				
2010	1	11	47	41
2009	1	11	40	48
2008	1	11	31	56
LEP and Formerly LEP				
2010	2	18	46	35
2009	2	16	42	39
2008	3	17	36	44
Formerly LEP				
2010	4	30	43	22
2009	4	26	46	25
2008	5	26	42	27
Low Income				
2010	5	35	43	16
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 2010 MCAS tests disaggregated by seven race/ethnicity categories and by gender.

**Table 76: 2005–2010 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	2010	6	36	43	15	5,485
	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	2010	9	31	37	24	5,482
	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	2010	3	26	47	23	5,501
	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	2010	5	20	52	24	5,492
	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	2010	6	34	40	19	5,695
	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	4	30	48	18	6,055
Mathematics	2010	9	22	36	33	5,687
	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	2010	3	20	50	27	5,694
	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	2010	5	43	34	18	5,819
	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	3	36	45	17	6,112
Mathematics	2010	9	25	33	33	5,818
	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 76 continued on following page)

**Table 76—Cont.: 2005–2010 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	2010	3	50	34	13	5,729
	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	2010	4	26	34	37	5,739
	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	2010	5	54	27	13	5,834
	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
	2005	2	42	35	19	6,514
Mathematics	2010	6	22	33	38	5,841
	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
	2005	2	12	29	56	6,514
Science and Technology/ Engineering	2010	0	13	46	41	5,809
	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
	2005	0	7	37	55	6,505
Grade 10						
English Language Arts	2010	9	51	32	7	5,814
	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
	2005	6	30	43	21	5,541
	2004	6	30	43	21	5,541
Mathematics	2010	25	28	31	16	5,805
	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
	2005	10	19	37	33	5,567
	2004	10	19	37	33	5,567
Science and Technology/ Engineering^c	2010	4	33	45	18	5,545
	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 77: 2005–2010 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	2010	18	49	27	6	3,987
	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	2010	40	38	17	6	3,985
	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	2010	19	45	29	8	3,857
	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	2010	32	33	29	6	3,861
	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	2010	26	45	21	7	3,544
	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	22	43	27	8	3,353
Mathematics	2010	46	28	18	9	3,540
	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	2010	23	39	29	9	3,538
	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	2010	30	49	14	6	3,570
	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
	2005	17	52	25	6	3,250
Mathematics	2010	51	28	14	7	3,568
	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 77 continued on following page)

**Table 77—Continued: 2005–2010 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	2010	21	59	15	5	3,548
	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	2010	33	41	16	10	3,560
	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	2010	30	55	11	4	3,589
	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	29	22	21	3,292
Mathematics	2010	47	27	16	10	3,591
	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
Science and Technology/ Engineering	2010	10	44	33	13	3,584
	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	2010	37	44	15	4	3,485
	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	2010	70	17	9	4	3,492
	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	2010	32	40	21	7	3,303
	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 78: 2005–2010 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	2010	11	47	32	10	93
	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	2010	26	39	24	11	94
	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	2010	11	53	24	11	96
	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	2010	22	34	35	8	96
	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	2010	8	45	34	13	62
	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	10	49	35	6	418
Mathematics	2010	16	24	35	24	62
	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	2010	6	32	48	13	62
	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	2010	23	48	21	8	61
	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	8	53	33	6	393
Mathematics	2010	25	28	26	21	61
	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 78 continued on following page)

**Table 78—Cont.: 2005–2010 Statewide MCAS Test Results by Race/Ethnicity: Hawaiian/Pacific Isl.
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	2010	11	56	22	11	79
	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	2010	13	37	28	23	79
	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	2010	15	56	16	13	100
	2009	14	47	23	16	81
	2008	9	51	32	8	65
	2007	11	74	13	1	141
	2006	12	63	17	8	425
	Mathematics	2010	14	22	31	32
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	2010	2	25	46	26	99
	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	2010	24	44	25	7	68
	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	2010	40	26	22	12	68
	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	2010	23	30	36	11	66
	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 79: 2005–2010 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	2010	5	33	45	17	10,671
	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	2010	10	32	34	24	10,592
	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	2010	3	25	46	26	10,593
	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	2010	6	21	50	23	10,553
	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	2010	5	32	41	22	10,336
	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	4	25	48	23	9,123
Mathematics	2010	9	21	35	35	10,294
	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	2010	3	21	48	28	10,325
	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	2010	5	40	35	20	10,198
	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	2	31	45	22	9,222
Mathematics	2010	10	24	32	34	10,210
	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 79 continued on following page)

**Table 79—Cont.: 2005–2010 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	2010	3	45	36	17	9,787
	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	2010	4	23	33	40	9,827
	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	2010	5	50	29	16	9,784
	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	2010	7	18	31	43	9,750
	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	2010	1	12	42	45	9,714
	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	2010	8	48	35	9	8,909
	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	2010	23	26	32	19	8,935
	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	2010	4	29	46	21	8,508
	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 80: 2005–2010 Statewide MCAS Test Results by Race/Ethnicity: Multi-Race
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	2010	16	48	30	6	1,978
	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	2010	26	36	27	11	1,987
	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	2010	12	40	36	12	1,728
	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	2010	16	30	43	11	1,730
	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	2010	16	46	29	9	1,574
	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	16	44	32	8	1,130
Mathematics	2010	24	28	29	18	1,572
	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
	2005	18	25	35	22	1,135
Science and Technology/ Engineering	2010	16	36	37	10	1,569
	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	2010	17	52	21	10	1,481
	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
	2005	11	54	28	6	1,025
Mathematics	2010	26	31	26	17	1,485
	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 80 continued on following page)

**Table 80—Continued: 2005–2010 Statewide MCAS Test Results by Race/Ethnicity: Multi-Race
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	2010	12	60	22	7	1,445
	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	2010	14	39	26	22	1,447
	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	2010	18	61	15	6	1,318
	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	2010	23	27	29	21
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
2005		14	24	31	31	875
Science and Technology/ Engineering	2010	5	35	42	18	1,319
	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
	2005	4	26	43	27	874
Grade 10						
English Language Arts	2010	25	53	19	4	1,162
	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
	2005	20	44	28	8	736
Mathematics	2010	47	25	20	8	1,166
	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
	2005	29	26	32	12	736
Science and Technology/ Engineering^c	2010	19	44	29	8	1,138
	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 81: 2005–2010 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	2010	10	40	39	11	158
	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	2010	16	34	33	17	158
	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	2010	6	39	38	17	149
	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	2010	10	31	46	13	152
	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	2010	10	42	36	11	185
	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	7	38	44	11	230
Mathematics	2010	19	22	43	17	183
	2009	10	31	34	24	181
	2008	12	22	39	27	209
	2007	12	34	30	25	200
	2006	9	22	34	35	230
	2005	9	22	34	35	230
Science and Technology/ Engineering	2010	7	28	51	14	184
	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	2010	5	54	32	10	168
	2009	10	49	29	13	218
	2008	12	52	28	9	199
	2007	4	48	37	11	226
	2006	5	42	43	11	215
	2005	5	42	43	11	215
Mathematics	2010	11	36	31	23	170
	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 81 continued on following page)

**Table 81—Cont.: 2005–2010 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	2010	6	57	26	12	226
	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	2010	7	31	33	29	227
	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	2010	13	53	23	12	191
	2009	8	55	27	9	215
	2008	8	55	29	8	212
	2007	6	63	24	8	236
	2006	5	60	27	7	242
	Mathematics	2010	12	26	31	31
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	2010	1	27	46	26	185
	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	2010	19	52	22	7	188
	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	2010	43	22	24	10	184
	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	2010	12	43	32	13	178
	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 82: 2005–2010 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	2010	17	53	25	5	48,214
	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	2010	30	43	21	7	48,211
	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	2010	13	48	31	8	48,952
	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	2010	18	36	39	7	49,000
	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	2010	19	51	24	6	49,578
	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
	2005	19	50	27	5	52,314
Mathematics	2010	29	33	27	12	49,576
	2009	25	35	27	13	50,880
	2008	26	33	29	13	50,832
	2007	21	36	30	13	51,504
	2006	19	29	34	17	52,388
Science and Technology/ Engineering	2010	18	44	32	6	49,528
	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	2010	18	59	18	6	50,823
	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
	2005	12	60	23	5	53,052
Mathematics	2010	31	35	23	11	50,825
	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 82 continued on following page)

**Table 82—Continued: 2005–2010 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	2010	13	66	16	5	50,489
	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	2010	16	44	26	14	50,531
	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	2010	20	64	12	4	51,364
	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	2010	25	33	27	15
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
2005		15	30	31	23	56,466
Science and Technology/ Engineering	2010	4	43	41	12	51,273
	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
2005	4	35	43	17	56,322	
Grade 10						
English Language Arts	2010	30	54	13	2	50,669
	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
	2005	27	46	22	5	53,918
Mathematics	2010	56	25	14	4	50,673
	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
	2005	40	29	22	9	53,946
Science and Technology/ Engineering^c	2010	21	52	23	4	49,502
	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 83: 2005–2010 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	2010	17	50	27	6	34,282
	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	2010	25	40	24	10	34,243
	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	2010	15	45	32	9	34,413
	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	2010	16	33	42	10	34,400
	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	2010	21	47	25	7	34,625
	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	20	45	28	7	35,183
Mathematics	2010	24	30	30	16	34,605
	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	2010	14	38	37	11	34,607
	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	2010	20	55	18	6	35,028
	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
	2005	13	55	25	6	35,338
Mathematics	2010	27	33	25	15	35,037
	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 83 continued on following page)

**Table 83—Continued: 2005–2010 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	2010	15	63	17	5	34,711
	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	2010	14	40	28	18	34,783
	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	2010	22	60	13	5	35,030
	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	2010	22	30	29	20
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
2005		13	27	31	29	37,092
Science and Technology/ Engineering	2010	3	34	43	20	34,950
	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	2010	32	51	15	3	34,598
	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	2010	49	27	18	6	34,604
	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	2010	17	47	28	7	33,498
	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 84: 2005–2010 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	2010	12	47	32	9	36,319
	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	2010	26	39	24	11	36,283
	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	2010	7	40	38	15	36,477
	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	2010	16	31	41	12	36,499
	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	2010	12	46	30	12	36,365
	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	11	44	34	10	37,398
Mathematics	2010	25	30	27	18	36,327
	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	2010	16	39	34	12	36,311
	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	2010	11	53	24	12	37,112
	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	7	53	30	10	37,884
Mathematics	2010	27	32	24	17	37,121
	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 84 continued on following page)

**Table 84—Continued: 2005–2010 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	2010	7	60	24	9	36,615
	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	2010	14	38	27	21	36,654
	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	2010	12	61	18	9	37,174
	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	2010	23	28	27	22
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
2005		13	25	30	32	39,706
Science and Technology/ Engineering	2010	4	38	40	18	37,057
	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	2010	20	54	21	5	35,754
	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	2010	51	24	17	8	35,778
	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
	2005	36	27	22	15	35,671
Science and Technology/ Engineering^c	2010	18	47	27	8	34,742
	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.