



Spring 2008 MCAS Tests: Summary of State Results

September 2008

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Commissioner

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Commissioner's Foreword

I am pleased to release state results for the spring 2008 Massachusetts Comprehensive Assessment System (MCAS) tests. This year, more than 550,000 students participated in the eleventh administration of the MCAS since the program's inception in 1998. Twenty operational tests were administered to students in English Language Arts (grades 3–8 and 10), Mathematics (grades 3–8 and 10), and Science and Technology/Engineering (grades 5, 8, and high school).

Overall, the results for 2008 are very good. It appears that schools' efforts to improve mathematics curriculum and instruction have begun to yield results. For the second year in a row, there has been an increase in the percentage of students performing at the *Proficient* level in mathematics at every grade (3–8 and 10) tested.

Student performance in English language arts at all grades except for grade 10 decreased or was flat in comparison with performance in 2007. Of particular concern is the significant decrease in students performing at the *Proficient* level on the grade 4 English language arts test.

We continue to see gains in the percent of students meeting the state's high school graduation requirement in English arts and mathematics. I am particularly pleased to see a significant increase in students performing at the *Proficient* level on these tests since students performing at *Proficient* or higher are more likely than students only attaining the passing standard to have the content knowledge and skills necessary to meet the demands of the 21st century workplace and to succeed in credit-bearing coursework at post-secondary institutions.

Results for the state's new high school graduation requirement in Science and Technology/Engineering (STE) show that most students—eighty-three percent the class of 2010—have already earned their Competency Determination in STE. However, the passing rate for particular subgroups, especially limited English proficient students and students with disabilities, requires attention.

While the achievement gap among student subgroups remains a critical concern, there have been important improvements in the performance of—and a closing of the achievement gap for—African-American and Hispanic students in English language arts and mathematics at a number of grade levels.

An important part of the work that lies ahead will be to bring districts together to examine best approaches, share best practices, and produce curriculum resources that will lead to across the board improvements for all children.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Executive Summary of the 2008 MCAS State Results

In spring 2008, 551,688 Massachusetts public school students in grades 3–10 participated in the eleventh administration of the Massachusetts Comprehensive Assessment System (MCAS). A total of twenty MCAS tests in English Language Arts (ELA), Mathematics, and Science and Technology/Engineering were administered to students across eight grade levels tested. State-level results for these tests are provided in this report.

I. Summary Results

Performance Level Results

□ English Language Arts¹

Student performance statewide in English Language Arts (ELA) declined at grades 3–5, remained the same at grades 6–8, and improved at grade 10 between 2007 and 2008. The percent of students statewide scoring *Proficient* and higher² in 2008 ranged from 49 percent at grade 4 to 75 percent at grades 8 and 10.

Table 1 below summarizes the percentage changes statewide in ELA performance by students between 2007 and 2008.

Grade	Percent of Students Scoring <i>Proficient</i> and higher		Percent Point Change, 2007 to 2008
	2007	2008	
Grade 3	59	56	-3
Grade 4	56	49	-7
Grade 5	63	61	-2
Grade 6	67	67	0
Grade 7	69	69	0
Grade 8	75	75	0
Grade 10	71	75	+4

□ Mathematics

Student performance in Mathematics improved statewide across all grade levels between 2007 and 2008. The percent of students scoring *Proficient* and higher in 2008 ranged from 49 percent at grades 4 and 8 to 72 percent at grade 10.

In 2008, the largest score gains were made by students in grades 6, 8, and 10, where the percent of students scoring *Proficient* and higher increased by four percentage points since 2007.

¹ 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.

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

Table 2 below summarizes the improvement in Mathematics performance by students statewide between 2007 and 2008.

Table 2 2007–2008 MCAS Mathematics Results — Statewide Percent of students scoring <i>Proficient</i> and higher			
Grade	Percent of Students Scoring Proficient and higher		Percent Point Change, 2007 to 2008
	2007	2008	
Grade 3	60	61	+1
Grade 4	48	49	+1
Grade 5	51	52	+1
Grade 6	52	56	+4
Grade 7	46	47	+1
Grade 8	45	49	+4
Grade 10	68	72	+4

□ Science and Technology/Engineering

Students made a six-point percentage gain in Science and Technology/Engineering performance at grade 8 between 2007 and 2008. The percent of students scoring *Proficient* and higher at grade 8 increased from 33 percent in 2007 to 39 percent in 2008. At grade 5, student performance declined by one point (from 51 percent *Proficient* and higher in 2007 to 50 percent in 2008).

Table 3 below summarizes the percentage changes in Science and Technology/Engineering performance by students statewide between 2007 and 2008.

Table 3 2007–2008 MCAS Science and Technology/Engineering Results — Statewide Percent of students scoring <i>Proficient</i> and higher			
Grade	Percent of Students Scoring Proficient and higher		Percent Point Change, 2007 to 2008
	2007	2008	
Grade 5	51	50	-1
Grade 8	33	39	+6
Note: Participation requirements for high school STE tests differed in 2007 from those in 2008, so comparisons of results for these two years are not valid.			

□ Racial/Ethnic Groups

Between 2007 and 2008, African American/Black, Asian, Hispanic/Latino, and white students made across-the-board improvements of one to five percentage points in Mathematics. The only two exceptions were white students at grade 3 and Hispanic/Latino students at grade 7, where in each case student performance did not change between 2007 and 2008.

In English Language Arts, all racial subgroups made improvements of three to nine percentage points at grade 10 between 2007 and 2008. At grades 3 and 4, the performance of African American/Black, Asian, Hispanic/Latino, and white students declined since 2007.

The range in the percents of students scoring *Proficient* and higher in 2008 by race/ethnicity was the following:

- African American/Black students ranged from 11 percent (grade 8 Science and Technology/Engineering) to 58 percent (grade 8 English Language Arts)
- Asian students ranged from 49 percent (grade 8 Science and Technology/Engineering) to 85 percent (grade 10 Mathematics)
- Hispanic/Latino students ranged from 11 percent (grade 8 Science and Technology/Engineering) to 50 percent (grade 8 English Language Arts)
- White students ranged from 47 percent (grade 8 Science and Technology/Engineering) to 81 percent (grade 8 English Language Arts)

Tables 4 (English Language Arts) and 5 (Mathematics) below show the changes in the percentages of students scoring *Proficient* and higher by race/ethnicity between 2007 and 2008.

Table 4 2007–2008 MCAS English Language Arts Results — Statewide by Race/Ethnicity							
Race/Ethnicity	Change in Percent of Students Scoring <i>Proficient</i> and higher, 2007 to 2008						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
African American/Black	-3	-7	-2	+4	-1	+2	+9
Asian	-2	-7	0	+6	+3	+4	+3
Hispanic/Latino	-3	-5	-2	+2	0	+2	+7
White	-3	-7	-1	-1	+1	-2	+3
All	-3	-7	-2	0	0	0	+4

Table 5 2007–2008 MCAS Mathematics Results — Statewide by Race/Ethnicity							
Race/Ethnicity	Change in Percent of Students Scoring <i>Proficient</i> and higher, 2007 to 2008						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
African American/Black	+2	+3	+3	+3	+1	+5	+3
Asian	+3	+3	+1	+5	+3	+3	+3
Hispanic/Latino	+4	+4	+1	+5	0	+4	+4
White	0	+2	+2	+3	+2	+4	+3
All	+1	+1	+1	+4	+1	+4	+4

□ Proficiency Gap

In English Language Arts, there was evidence in 2008 of a slight closing of the proficiency gap among student subgroups in some areas in some grades.

For example, there was a four-to-six point decrease in the ELA proficiency gap between white students and African American/Black students at grades 6, 8, and 10, and a two-to-four point decrease in the ELA proficiency gap between white students and Hispanic/Latino students at grades 4, 6, 8, and 10. However, from 2007 to 2008, the ELA proficiency gap between white students and African American/Black students increased by one point at grade 5 and two points at grade 7, and the gap between white students and Hispanic/Latino students increased by one point at grades 5 and 7.

Tables 6 and 7 below summarize the changes in the score differences in English Language Arts between white students and African American/Black and Hispanic/Latino students from 2007 to 2008.

Table 6 2007–2008 MCAS English Language Arts Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	African American / Black		White		White–African American / Black Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	36	33	66	63	30	30	0
Grade 4	32	25	63	56	31	31	0
Grade 5	39	37	70	69	31	32	+1
Grade 6	43	47	75	74	32	27	-5
Grade 7	48	47	76	77	28	30	+2
Grade 8	56	58	83	81	27	23	-4
Grade 10	46	55	77	80	31	25	-6

Table 7 2007–2008 MCAS English Language Arts Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	Hispanic / Latino		White		White–Hispanic / Latino Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	32	29	66	63	34	34	0
Grade 4	28	23	63	56	35	33	-2
Grade 5	34	32	70	69	36	37	+1
Grade 6	38	40	75	74	37	34	-3
Grade 7	42	42	76	77	34	35	+1
Grade 8	48	50	83	81	35	31	-4
Grade 10	42	49	77	80	35	31	-4

In Mathematics, there was evidence of a slight closing of the proficiency gap in some grades, as the score gains made by African American/Black and Hispanic/Latino students outpaced the score gains made by white students. For instance, from 2007 to 2008, the Mathematics proficiency gap between white students and African American/Black students decreased by one point at grades 4, 5, and 8, and by two points at grade 3. Hispanic/Latino students also closed the Mathematics proficiency gap with white students at grade 10 (one point), grades 4 and 6 (two points), and grade 3 (four points).

Tables 8 and 9 below summarize the changes in the percentage differences in Mathematics between white and African American/Black and Hispanic/Latino students from 2007 to 2008.

Table 8 2007–2008 MCAS Mathematics Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	African American / Black		White		White–African American / Black Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	35	37	67	67	32	30	-2
Grade 4	23	26	54	56	31	30	-1
Grade 5	25	28	57	59	32	31	-1
Grade 6	27	30	60	63	33	33	0
Grade 7	20	21	52	54	32	33	+1
Grade 8	19	24	52	56	33	32	-1
Grade 10	45	48	75	78	30	30	0

Table 9 2007–2008 MCAS Mathematics Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	Hispanic / Latino		White		White–Hispanic / Latino Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	35	39	67	67	32	28	-4
Grade 4	24	28	54	56	30	28	-2
Grade 5	26	27	57	59	31	32	+1
Grade 6	25	30	60	63	35	33	-2
Grade 7	19	19	52	54	33	35	+2
Grade 8	18	22	52	56	34	34	0
Grade 10	42	46	75	78	33	32	-1

Tables 10 and 11 below summarize the changes in the score differences in Science and Technology/Engineering between white and African American/Black and Hispanic/Latino students from 2007 to 2008.

Table 10 2007–2008 MCAS Science and Technology/Engineering Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	African American / Black		White		White–African American / Black Difference		
	Percent of Students Scoring <i>Proficient</i> and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 5	20	19	59	58	39	39	0
Grade 8	8	11	39	47	31	36	+5

Table 11 2007–2008 MCAS Science and Technology/Engineering Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	Hispanic / Latino		White		White–Hispanic / Latino Difference		
	Percent of Students Scoring <i>Proficient</i> and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 5	20	19	59	58	39	39	0
Grade 8	7	11	39	47	32	36	+4

□ Students with Disabilities

Students with disabilities made gains on nine MCAS tests between 2007 and 2008. The largest gains were two- to five- point increases in the percentages of students scoring *Proficient* and higher in English Language Arts at grade 10, in Mathematics at grades 6, 8, and 10, and in Science and Technology/Engineering at grade 8.

The gap between students with disabilities and all students changed by two percentage points or less for all tests, with the exception of grade 8 Science and Technology/Engineering, where the gap widened by three points.

Table 12
2007–2008 MCAS English Language Arts Results — Statewide
 Proficiency Gap Change (in percentage points)

Grade	Students with Disabilities		All Students		Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	27	23	59	56	32	33	+1
Grade 4	19	14	56	49	37	35	-2
Grade 5	25	23	63	61	38	38	0
Grade 6	27	28	67	67	40	39	-1
Grade 7	28	27	69	69	41	42	+1
Grade 8	36	36	75	75	39	39	0
Grade 10	30	35	71	75	41	40	-1

Table 13
2007–2008 MCAS Mathematics Results — Statewide
 Proficiency Gap Change (in percentage points)

Grade	Students with Disabilities		All Students		Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	28	29	60	61	32	32	0
Grade 4	17	18	48	49	31	31	0
Grade 5	17	18	51	52	34	34	0
Grade 6	16	18	52	56	36	38	+2
Grade 7	12	12	46	47	34	35	+1
Grade 8	10	12	45	49	35	37	+2
Grade 10	31	33	68	72	37	39	+2

Table 14
2007–2008 MCAS Science and Technology/Engineering Results — Statewide
 Proficiency Gap Change (in percentage points)

Grade	Students with Disabilities		All Students		Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 5	21	21	51	50	30	29	-1
Grade 8	7	10	33	39	26	29	+3

□ Limited English Proficient Students

In 2008, limited English proficient (LEP) students made gains on six MCAS tests since 2007. The largest gains were a two-point increase in the percent scoring *Proficient* and higher in grade 6 Mathematics and four-point increases in English Language Arts at grade 10 and in Mathematics at grades 3 and 10.

From 2007 to 2008, the gap between LEP students and all students narrowed slightly on six MCAS tests and widened on seven MCAS tests. The gap grew by 4 points for grade 8 Mathematics and by 6 points for grade 8 Science and Technology/Engineering.

Table 15 2007–2008 MCAS English Language Arts Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	LEP Students		All Students		Difference		
	Percent of Students Scoring <i>Proficient</i> and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	22	20	59	56	37	36	-1
Grade 4	17	12	56	49	39	37	-2
Grade 5	16	15	63	61	47	46	-1
Grade 6	15	16	67	67	52	51	-1
Grade 7	16	15	69	69	53	54	+1
Grade 8	17	19	75	75	58	56	-2
Grade 10	13	17	71	75	58	58	0

Table 16 2007–2008 MCAS Mathematics Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	LEP Students		All Students		Difference		
	Percent of Students Scoring <i>Proficient</i> and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	30	34	60	61	30	27	-3
Grade 4	19	19	48	49	29	30	+1
Grade 5	19	19	51	52	32	33	+1
Grade 6	15	17	52	56	37	39	+2
Grade 7	10	10	46	47	36	37	+1
Grade 8	10	10	45	49	35	39	+4
Grade 10	27	31	68	72	41	41	0

Table 17 2007–2008 MCAS Science and Technology/Engineering Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	LEP Students		All Students		Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 5	10	9	51	50	41	41	0
Grade 8	3	3	33	39	30	36	+6

□ Low Income Students

Low income students made gains on 10 MCAS tests between 2007 and 2008, including three- to five-point gains in English Language Arts at grade 10, in Mathematics at grades 3, 6, 8, and 10, and in Science and Technology/Engineering at grade 8.

Between 2007 and 2008, the gap between low income students and all students changed by less than two percentage points or less with the exception of grade 8 Science and Technology/Engineering, where the gap widened by three points.

Table 18 2007–2008 MCAS English Language Arts Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	Low Income Students		All Students		Difference		
	Percent of Students Scoring Proficient and higher				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	36	32	59	56	23	24	+1
Grade 4	32	26	56	49	24	23	-1
Grade 5	38	37	63	61	25	24	-1
Grade 6	42	44	67	67	25	23	-2
Grade 7	46	46	69	69	23	23	0
Grade 8	54	54	75	75	21	21	0
Grade 10	48	53	71	75	23	22	-1

Table 19 2007–2008 MCAS Mathematics Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	Low Income Students		All Students		Difference		
	Percent of Students Scoring <i>Proficient and higher</i>				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 3	38	41	60	61	22	20	-2
Grade 4	27	29	48	49	21	20	-1
Grade 5	29	30	51	52	22	22	0
Grade 6	29	33	52	56	23	23	0
Grade 7	22	23	46	47	24	24	0
Grade 8	21	25	45	49	24	24	0
Grade 10	47	51	68	72	21	21	0

Table 20 2007–2008 MCAS Science and Technology/Engineering Results — Statewide Proficiency Gap Change (in percentage points)							
Grade	Low Income Students		All Students		Difference		
	Percent of Students Scoring <i>Proficient and higher</i>				2007	2008	Proficiency Gap Change, 2007–2008
	2007	2008	2007	2008			
Grade 5	24	23	51	50	27	27	0
Grade 8	11	14	33	39	22	25	+3

Student Participation

Participation rates remained very high for students across the Commonwealth, including students with disabilities and LEP students. More than 97 percent of all enrolled students participated in each of the seventeen operational MCAS tests at grades 3–8 and 10.

In 2008, 8,221 students with disabilities participated in the MCAS Alternate Assessment (MCAS-Alt) by submitting a portfolio documenting their academic performance in one or more subjects in grades 3–12.

Competency Determination 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) in order to graduate from high school. For students in the classes of 2003 through 2009, earning a Competency Determination has meant that students passed both the grade 10 English Language Arts and Mathematics tests by earning a score of 220 (*Needs Improvement*) or above.

Starting with the class of 2010, the standards to meet the Competency Determination have been enhanced. Students in the class of 2010 must meet or exceed the *Proficient* threshold scaled score of 240 on the

English Language Arts and Mathematics grade 10 MCAS tests. Students who earn a scaled score between 220 and 238 in English Language Arts and Mathematics must also fulfill the requirements of an Educational Proficiency Plan³. Students in the class of 2010 must also pass a discipline-specific high school MCAS Science and Technology/Engineering test in Biology, Chemistry, Introductory Physics, or Technology/Engineering by meeting or exceeding the *Needs Improvement* threshold score of 220 on the test.

The following table displays the cumulative percentages of all students and student subgroups in the class of 2010 who took and passed the grade 10 MCAS tests in ELA, Mathematics, Science and Technology/Engineering, and in all three subjects combined, through the spring 2008 test administration.

Table 21					
2008 Statewide MCAS Results: Class of 2010					
<i>Percentage of Students Passing ELA, Math, and STE Tests¹</i>					
<i>as part of the Competency Determination Requirement</i>					
	Cumulative Percent of Grade 10 Students Who Earned a Passing Score through the Spring 2008 Administration				
	ELA	Math	ELA and Math	STE	All 3 Tests
All Students	93%	88%	87%	83%	80%
Gender					
Female	95%	90%	88%	84%	81%
Male	92%	87%	86%	82%	78%
Race/Ethnicity					
African American/Black	86%	76%	74%	64%	58%
Asian	93%	94%	90%	88%	85%
Hawaiian/Pacific Islander	84%	80%	77%	76%	71%
Hispanic/Latino	83%	73%	70%	60%	54%
Multi-Race (non-Hispanic/Latino)	93%	89%	87%	81%	77%
Native American	92%	84%	83%	80%	73%
White	96%	92%	92%	89%	87%
Student Status					
Non-Disabled	97%	94%	93%	89%	86%
Students with Disabilities	75%	63%	60%	56%	47%
Limited English Proficient (LEP)	58%	59%	45%	37%	28%
Formerly LEP (FLEP)	89%	80%	77%	68%	63%
LEP & FLEP	68%	66%	56%	47%	39%
Low Income	87%	78%	75%	67%	61%
¹ Beginning with the class of 2010, to earn the Competency Determination, students must meet or exceed the <i>Proficient</i> threshold (scaled score of 240) in English Language Arts and Mathematics or earn a score of <i>Needs Improvement</i> (scaled score of 220–238) and fulfill the requirements of an Educational Proficiency Plan. In addition, students must meet or exceed the <i>Needs Improvement</i> threshold in Science and Technology/Engineering.					

³ An Educational Proficiency Plan (EPP) must be developed for a student who scores between 220 and 238 on the grade 10 ELA and/or Mathematics tests.

Each EPP must include, at a minimum:

- a review of the student’s strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input,
- the courses the student will be required to take and successfully complete in grades 11 and 12, and
- a description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency. For 2008–2009, the assessment options include locally developed end-of-course assessments; grade 10 MCAS test forms designed for the EPP; College Board’s Accuplacer; and the Algebra II end-of-course test.

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

Of the 4 percent of students who performed at the *Failing* level on the grade 10 English Language Arts test, approximately 78 percent earned a scaled score of 216 or 218, just short of the 220 passing standard. Of the 9 percent of students who performed at the *Failing* level on the grade 10 Mathematics test, approximately 80 percent earned a scaled score of 216 or 218, just short of the 220 passing standard. Of the 13 percent of students who performed at the *Failing* level on the Science and Technology/Engineering tests, approximately 68 percent earned a scaled score of 216 or 218, just short of the 220 passing standard.

Table 22 below displays the number and percent of students in the classes of 2010 and 2011 who took and passed a discipline-specific high school Science and Technology/Engineering test in grade 9 or grade 10.

Table 22										
High School MCAS Science and Technology/Engineering (STE) Tests										
<i>Number and Percent of Students Who Earned a Passing Score in STE in Grades 9 and 10: Classes of 2010 and 2011</i>										
	Students in Grade 9					Students in Grade 10				
	Took STE		Passed STE			Took STE		Passed STE		
Subject	#	% of entire class	#	% of entire class	% of all test takers in that subject	#	% of entire class	#	% of entire class	% of all test takers in that subject
Class of 2010										
Biology	19,765	26%	16,861	22%	85%	37,146	49%	30,335	40%	82%
Chemistry	658	1%	274	0%	42%	1,990	3%	1,097	1%	55%
Physics	14,555	19%	12,028	16%	83%	1,127	2%	761	1%	68%
Tech/Eng	1,347	2%	1,149	2%	85%	640	1%	461	1%	72%
Class of 2011										
Biology	23,066	29%	19,588	25%	85%	-	-	-	-	-
Chemistry	321	0%	171	0%	53%	-	-	-	-	-
Physics	15,944	20%	13,793	17%	87%	-	-	-	-	-
Tech/Eng	1,613	2%	1,468	2%	91%	-	-	-	-	-

II. 2008 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 *Curriculum Framework* content standards and MCAS performance standards; and (3) to determine eligibility for the high school Competency Determination requirement.

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 (IEP) 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, must 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 2008?

In 2008, 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 23 below shows the MCAS tests administered at each grade level in 2008.

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

What are the tests’ administration guidelines?

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

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

options for multiple-choice items. Students record their answers to each test item in the corresponding answer booklet.

The standard MCAS tests are composed of a variety of question types at each grade level. Table 24 below shows the point values of test items by types of test items used on the 2008 MCAS tests.

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

Each MCAS test booklet contains both *common* and *matrix-sampled* questions. Common questions—which compose 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. After each test administration, the Department of Elementary and Secondary Education releases 100 percent of the common items to the public for use as a tool to improve curriculum and instruction. 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 two MCAS administration periods. In 2008, the first testing period was from March 24–April 4 for tests in English Language Arts. The second testing period was from May 12–June 4 for tests in Mathematics and Science and Technology/Engineering, and for pilot testing in History and Social Science.

How are results on MCAS tests reported?

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

Table 25 below provides the general MCAS performance level descriptions.

Table 25 General MCAS Performance Level Definitions	
Performance Level	Description
<i>Advanced (Grades 4–8, 10)</i>	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<i>Above Proficient (Grade 3)</i>	Students at this level demonstrate mastery of challenging subject matter and construct solutions to challenging problems.
<i>Proficient</i>	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<i>Needs Improvement</i>	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<i>Warning / Failing</i>	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Except for grade 3, where raw score points representing the total number of points a student earned are reported, student-level MCAS results are reported as scaled scores, which range from 200 to 280 in each content area. Scaled scores provide more precise feedback to schools, parents, and students by quantifying a student’s performance according to the continuum of scores within performance levels. Table 26 below provides the scaled score-point ranges and their corresponding performance levels.

Table 26 MCAS Scaled Score Ranges (Grades 4–10)	
Scaled Score Points	Performance Level
260–280	<i>Advanced</i>
240–258	<i>Proficient</i>
220–238	<i>Needs Improvement</i>
200–218	<i>Warning / Failing</i>

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

Pursuant to Massachusetts General Laws, Chapter 69, Section 1I, the Department is authorized to collect race/ethnicity data but cannot make such information public. The Department reports this 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/Black
- 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 origin are to be 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/Black
- 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?district=000&school=&mcasyear=2006>.

Where can I find more information on MCAS?

The Department’s website is a resource for educators, parents, and others who are seeking additional information on MCAS results, released items, *Curriculum Frameworks*, and other test-related topics. To access that information, visit 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. 2008 Statewide MCAS Participation Results

Students Tested

Table 27 on the following page presents information on the numbers and percentages of enrolled students at grades 3–8 and 10 who were tested on MCAS tests in spring 2008. The figures include participation rates for all enrolled students educated with public funds, including regular education students, students with disabilities, and limited English proficient students. As in previous years, participation rates were very high.

Grade	<i>English Language Arts</i>		<i>Mathematics</i>		<i>Science and Technology/Engineering</i>	
	#	%	#	%	#	%
Grade 3	70,282	99%	70,397	100%		
Grade 4	71,159	99%	71,454	100%		
Grade 5	70,644	100%	70,748	100%	70,689	100%
Grade 6	71,572	99%	71,678	100%		
Grade 7	72,782	99%	73,167	99%		
Grade 8	73,267	99%	73,367	99%	73,205	99%
Grade 10/ High School	71,478	97%	71,176	97%	72,219	97%

¹ Includes regular education students, students with disabilities, and limited English proficient students.
² The number of enrolled students who were tested per grade and subject has been rounded, since these numbers are preliminary figures.

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 English Language Arts testing and the last day of testing for Mathematics or Science and Technology/Engineering); (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 *No Child Left Behind 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 the 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. Summary Statewide Results for the 2008 MCAS Tests

The following tables provide summary statewide performance level results for the 2008 MCAS tests.

Table 28				
2008 Statewide MCAS Results: Grade 3 English Language Arts				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 3 English Language Arts	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	15	41	33	11
Gender				
Female	18	42	31	9
Male	12	40	34	14
Race/Ethnicity				
African American/Black	6	27	45	23
Asian	21	41	29	9
Hawaiian/Pacific Islander	9	42	42	7
Hispanic/Latino	4	25	45	26
Multi-Race (non-Hispanic/Latino)	15	39	34	12
Native American	8	33	49	10
White	18	45	29	7
Student Status				
Non-Disabled	18	45	31	6
Students with Disabilities	3	20	42	36
Limited English Proficient (LEP)	2	18	45	35
Formerly LEP (FLEP)	7	33	44	17
LEP & FLEP	4	22	44	30
Low Income	5	27	46	23

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 29				
2008 Statewide MCAS Results: Grade 3 Mathematics				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 3 Mathematics	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	25	36	25	14
Gender				
Female	25	37	25	13
Male	24	36	25	15
Race/Ethnicity				
African American/Black	10	27	33	30
Asian	37	36	19	9
Hawaiian/Pacific Islander	21	35	25	18
Hispanic/Latino	11	28	31	30
Multi-Race (non-Hispanic/Latino)	25	32	26	17
Native American	16	34	33	17
White	28	39	23	10

(Table 29 continued on following page)

Table 29 – Continued
2008 Statewide MCAS Results: Grade 3 Mathematics
Percentage of Students at Each Performance Level¹

Grade 3 Mathematics	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Student Status				
Non-Disabled	28	39	23	9
Students with Disabilities	7	22	30	41
Limited English Proficient (LEP)	8	26	32	34
Formerly LEP (FLEP)	20	34	26	20
LEP & FLEP	12	28	30	30
Low Income	11	30	32	27

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 30
2008 Statewide MCAS Results: Grade 4 English Language Arts
Percentage of Students at Each Performance Level¹

Grade 4 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	8	41	39	13
Gender				
Female	11	44	35	10
Male	5	37	42	16
Race/Ethnicity				
African American/Black	2	23	50	25
Asian	13	43	34	10
Hawaiian/Pacific Islander	10	40	40	10
Hispanic/Latino	2	21	48	29
Multi-Race (non-Hispanic/Latino)	6	43	37	13
Native American	2	31	51	16
White	10	46	36	9
Student Status				
Non-Disabled	10	47	37	6
Students with Disabilities	1	13	44	42
Limited English Proficient (LEP)	1	11	47	42
Formerly LEP (FLEP)	3	30	51	16
LEP & FLEP	1	17	48	33
Low Income	2	24	49	25

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Grade 4 Mathematics	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	20	29	38	13
Gender				
Female	21	30	38	12
Male	19	29	38	14
Race/Ethnicity				
African American/Black	7	19	48	26
Asian	38	28	26	7
Hawaiian/Pacific Islander	23	25	38	14
Hispanic/Latino	8	20	45	27
Multi-Race (non-Hispanic/Latino)	21	27	38	14
Native American	11	27	47	16
White	23	33	36	9
Student Status				
Non-Disabled	24	33	36	7
Students with Disabilities	4	14	44	39
Limited English Proficient (LEP)	5	14	45	35
Formerly LEP (FLEP)	16	27	41	16
LEP & FLEP	9	19	44	29
Low Income	8	21	47	24

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Grade 5 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	13	48	30	9
Gender				
Female	17	48	28	7
Male	10	47	33	10
Race/Ethnicity				
African American/Black	4	33	46	17
Asian	22	46	25	7
Hawaiian/Pacific Islander	12	51	31	6
Hispanic/Latino	3	29	47	21
Multi-Race (non-Hispanic/Latino)	14	48	30	9
Native American	3	41	44	12
White	16	53	26	5
Student Status				
Non-Disabled	16	54	27	3
Students with Disabilities	2	21	47	30
Limited English Proficient (LEP)	1	14	47	38
Formerly LEP (FLEP)	6	36	47	11

(Table 32 continued on following page)

Table 32 — Continued				
2008 Statewide MCAS Results: Grade 5 English Language Arts				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 5 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
LEP & FLEP	3	23	47	26
Low Income	4	33	46	18

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 33				
2008 Statewide MCAS Results: Grade 5 Mathematics				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 5 Mathematics	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	22	30	30	17
Gender				
Female	22	30	31	17
Male	23	30	30	18
Race/Ethnicity				
African American/Black	8	20	39	33
Asian	42	29	20	9
Hawaiian/Pacific Islander	21	37	31	12
Hispanic/Latino	7	20	37	37
Multi-Race (non-Hispanic/Latino)	23	30	28	20
Native American	12	22	39	27
White	26	33	29	13
Student Status				
Non-Disabled	27	34	30	10
Students with Disabilities	4	14	33	49
Limited English Proficient (LEP)	5	14	31	50
Formerly LEP (FLEP)	14	26	37	23
LEP & FLEP	9	19	34	38
Low Income	8	22	37	32

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 34				
2008 Statewide MCAS Results: Grade 5 Science and Technology/Engineering (STE)				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 5 STE	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	17	33	38	12
Gender				
Female	16	32	39	13
Male	17	34	37	12

(Table 34 continued on following page)

Table 34 — Continued				
2008 Statewide MCAS Results: Grade 5 Science and Technology/Engineering (STE)				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 5 STE	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Race/Ethnicity				
African American/Black	3	16	50	31
Asian	25	31	34	10
Hawaiian/Pacific Islander	22	34	32	12
Hispanic/Latino	4	15	50	31
Multi-Race (non-Hispanic/Latino)	17	33	37	13
Native American	6	28	49	17
White	20	38	35	7
Student Status				
Non-Disabled	20	37	36	7
Students with Disabilities	4	17	45	33
Limited English Proficient (LEP)	1	8	41	50
Formerly LEP (FLEP)	5	20	54	22
LEP & FLEP	3	13	46	38
Low Income	4	19	50	26

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 35				
2008 Statewide MCAS Results: Grade 6 English Language Arts				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 6 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	15	52	24	8
Gender				
Female	20	53	21	6
Male	11	52	27	11
Race/Ethnicity				
African American/Black	5	42	37	16
Asian	29	49	17	5
Hawaiian/Pacific Islander	15	41	27	17
Hispanic/Latino	4	36	39	21
Multi-Race (non-Hispanic/Latino)	15	50	28	7
Native American	12	52	28	9
White	17	57	20	5
Student Status				
Non-Disabled	18	59	20	3
Students with Disabilities	2	26	42	31
Limited English Proficient (LEP)	1	15	42	41
Formerly LEP (FLEP)	5	45	38	11
LEP & FLEP	3	28	41	28
Low Income	4	40	38	17

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 36
2008 Statewide MCAS Results: Grade 6 Mathematics
Percentage of Students at Each Performance Level¹

Grade 6 Mathematics	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	23	33	26	18
Gender				
Female	24	33	26	17
Male	23	32	25	20
Race/Ethnicity				
African American/Black	7	23	33	37
Asian	45	31	15	9
Hawaiian/Pacific Islander	18	26	19	37
Hispanic/Latino	8	22	31	40
Multi-Race (non-Hispanic/Latino)	24	30	26	20
Native American	16	30	31	23
White	27	36	24	13
Student Status				
Non-Disabled	28	37	25	10
Students with Disabilities	4	14	29	53
Limited English Proficient (LEP)	4	13	26	57
Formerly LEP (FLEP)	14	28	31	27
LEP & FLEP	8	20	28	44
Low Income	9	24	32	35

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 37
2008 Statewide MCAS Results: Grade 7 English Language Arts
Percentage of Students at Each Performance Level¹

Grade 7 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	12	57	23	8
Gender				
Female	18	59	18	5
Male	8	54	28	10
Race/Ethnicity				
African American/Black	3	44	36	16
Asian	23	55	18	4
Hawaiian/Pacific Islander	8	47	35	11
Hispanic/Latino	3	39	39	19
Multi-Race (non-Hispanic/Latino)	14	54	25	8
Native American	5	46	38	11
White	15	62	19	5
Student Status				
Non-Disabled	15	64	19	3
Students with Disabilities	1	26	43	29
Limited English Proficient (LEP)	0	15	42	43
Formerly LEP (FLEP)	4	45	38	13

(Table 37 continued on following page)

Table 37 — Continued				
2008 Statewide MCAS Results: Grade 7 English Language Arts				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 7 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
LEP & FLEP	2	27	40	31
Low Income	3	43	38	16

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 38				
2008 Statewide MCAS Results: Grade 7 Mathematics				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 7 Mathematics	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	15	32	29	24
Gender				
Female	15	33	30	23
Male	15	32	27	25
Race/Ethnicity				
African American/Black	3	18	32	47
Asian	32	35	21	12
Hawaiian/Pacific Islander	9	33	29	28
Hispanic/Latino	3	16	29	51
Multi-Race (non-Hispanic/Latino)	16	29	30	25
Native American	5	22	35	37
White	17	37	29	17
Student Status				
Non-Disabled	18	37	29	15
Students with Disabilities	2	10	26	62
Limited English Proficient (LEP)	2	8	20	70
Formerly LEP (FLEP)	6	21	31	42
LEP & FLEP	4	13	25	59
Low Income	4	19	32	45

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 39				
2008 Statewide MCAS Results: Grade 8 English Language Arts				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 8 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	12	63	18	7
Gender				
Female	17	63	15	5
Male	8	63	20	9

(Table 39 continued on following page)

Table 39 — Continued
2008 Statewide MCAS Results: Grade 8 English Language Arts
Percentage of Students at Each Performance Level¹

Grade 8 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Race/Ethnicity				
African American/Black	4	54	29	13
Asian	22	59	13	5
Hawaiian/Pacific Islander	9	51	32	8
Hispanic/Latino	3	47	32	18
Multi-Race (non-Hispanic/Latino)	11	62	19	7
Native American	8	55	29	8
White	14	67	14	4
Student Status				
Non-Disabled	15	69	14	3
Students with Disabilities	1	35	36	27
Limited English Proficient (LEP)	1	18	36	46
Formerly LEP (FLEP)	4	51	32	14
LEP & FLEP	2	30	34	34
Low Income	3	51	31	15

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 40
2008 Statewide MCAS Results: Grade 8 Mathematics
Percentage of Students at Each Performance Level¹

Grade 8 Mathematics	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	19	30	27	24
Gender				
Female	19	30	27	23
Male	19	30	26	24
Race/Ethnicity				
African American/Black	5	19	31	46
Asian	39	29	18	13
Hawaiian/Pacific Islander	18	20	34	28
Hispanic/Latino	5	17	28	50
Multi-Race (non-Hispanic/Latino)	19	27	28	26
Native American	11	25	25	39
White	22	34	27	17
Student Status				
Non-Disabled	23	34	27	16
Students with Disabilities	2	10	26	63
Limited English Proficient (LEP)	3	7	19	71
Formerly LEP (FLEP)	9	21	28	42
LEP & FLEP	5	12	23	60
Low Income	6	19	30	45

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 41				
2008 Statewide MCAS Results: Grade 8 Science and Technology/Engineering (STE)				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 8 STE	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	3	36	39	22
Gender				
Female	2	35	41	22
Male	3	38	38	21
Race/Ethnicity				
African American/Black	0	11	40	48
Asian	5	44	34	18
Hawaiian/Pacific Islander	2	30	45	23
Hispanic/Latino	0	11	37	52
Multi-Race (non-Hispanic/Latino)	3	32	42	23
Native American	1	27	42	30
White	3	44	40	13
Student Status				
Non-Disabled	3	42	40	15
Students with Disabilities	0	10	37	53
Limited English Proficient (LEP)	0	3	20	78
Formerly LEP (FLEP)	0	14	39	47
LEP & FLEP	0	7	27	66
Low Income	0	14	41	45

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 42				
2008 Statewide MCAS Results: Grade 10 English Language Arts				
<i>Percentage of Students at Each Performance Level¹</i>				
Grade 10 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
All Students	24	51	21	4
Gender				
Female	29	50	18	3
Male	18	52	25	5
Race/Ethnicity				
African American/Black	8	47	36	8
Asian	33	44	19	4
Hawaiian/Pacific Islander	20	44	26	9
Hispanic/Latino	7	42	40	11
Multi-Race (non-Hispanic/Latino)	21	51	24	5
Native American	15	54	29	2
White	27	53	17	3
Student Status				
Non-Disabled	27	55	16	1
Students with Disabilities	3	32	46	20
Limited English Proficient (LEP)	2	15	52	32
Formerly LEP (FLEP)	6	41	44	9

(Table 42 continued on following page)

Table 42 — Continued
2008 Statewide MCAS Results: Grade 10 English Language Arts
Percentage of Students at Each Performance Level¹

Grade 10 English Language Arts	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
LEP & FLEP	4	25	49	23
Low Income	8	45	37	9

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 43
2008 Statewide MCAS Results: Grade 10 Mathematics
Percentage of Students at Each Performance Level¹

Grade 10 Mathematics	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
All Students	43	29	19	9
Gender				
Female	42	29	20	8
Male	44	28	19	10
Race/Ethnicity				
African American/Black	20	28	33	19
Asian	65	20	11	4
Hawaiian/Pacific Islander	41	21	21	17
Hispanic/Latino	19	27	32	23
Multi-Race (non-Hispanic/Latino)	39	29	23	9
Native American	31	34	24	11
White	48	30	16	6
Student Status				
Non-Disabled	50	30	17	4
Students with Disabilities	9	24	35	32
Limited English Proficient (LEP)	14	17	32	37
Formerly LEP (FLEP)	26	27	30	17
LEP & FLEP	18	21	31	30
Low Income	22	29	30	18

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Class of 2010 STE	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
All Students	14	43	31	12
Gender				
Female	14	43	33	11
Male	14	43	30	12
Race/Ethnicity				
African American/Black	3	25	45	27
Asian	29	39	24	8
Hawaiian/Pacific Islander	11	32	40	16
Hispanic/Latino	2	22	43	32
Multi-Race (non-Hispanic/Latino)	15	39	34	13
Native American	7	39	41	13
White	16	49	28	7
Student Status				
Non-Disabled	16	48	29	7
Students with Disabilities	2	19	43	37
Limited English Proficient (LEP)	1	11	31	56
Formerly LEP (FLEP)	5	26	42	27
LEP & FLEP	3	17	36	44
Low Income	3	27	44	26

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

² The results in this table represent the highest performance of last year's 10th grade class received on any of the four STE courses in 9th grade in 2007 or 10th grade in 2008.

The tables below provide statewide trend performance level results for the 1998–2008 MCAS tests.

	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
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

(Table 45 continued on following page)

Table 45 — Continued
2001–2008 Statewide MCAS Results: Grade 3
Percentage of Students at Each Performance Level¹

	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
Mathematics				
2008	25	36	25	14
2007	19 ²	41	24	16
2006	4	48	32	16

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

² 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 46
2001–2008 Statewide MCAS Results: Grade 4
Percentage of Students at Each Performance Level¹

	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
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				
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

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 47 2001–2008 Statewide MCAS Results: Grade 5 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2008	13	48	30	9
2007	15	48	28	9
2006	15	44	31	9
Mathematics				
2008	22	30	30	17
2007	19	32	31	18
2006	17	26	34	23
¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.				
Science and Tech/Eng				
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
¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.				

Table 48 2001–2008 Statewide MCAS Results: Grade 6 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2008	15	52	24	8
2007	9	58	26	7
2006	10	54	28	8
Mathematics				
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
¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.				

Table 49 2001–2008 Statewide MCAS Results: Grade 7 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
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				
2008	15	32	29	24
2007	15	31	30	24
2006	12	28	33	28

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 50 1998–2008 Statewide MCAS Results: Grade 8 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts				
2008	12	63	18	7
2007	12	63	18	6
2006	12	62	19	7
Mathematics				
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 Tech/Eng				
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

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 51
2001–2008 Statewide MCAS Results: Class of 2010
Percentage of Students at Each Performance Level¹

	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
English Language Arts				
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				
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 Tech/Eng				
2008	14	43	31	12

¹ Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

V. 2008 MCAS Results Disaggregated by Subgroup

This section provides detailed information regarding statewide student subgroup participation and performance level results for the 2008 MCAS tests. Tables showing results by student status (e.g., LEP) are listed first, followed by results by race, and finally by gender. The following list provides definitions for the student 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 *Individuals with Disabilities Education Act*.

Students with Disabilities: A student with a disability has an Individualized Education Program (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 and reduced-price school lunches according to federal guidelines.

Table 52					
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 3					
<i>Percentage of Students at Each Performance Level¹</i>					
Subject Area and Student Status Category		Performance Level			
		<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2008	18	45	31	6
	2007	16	50	29	5
	2006	21	44	31	5
	2005	-	68	28	4
	2004	-	69	27	4
Students with Disabilities:	2008	3	20	42	36
	2007	3	24	44	29
	2006	5	23	47	25
	2005	-	32	45	23
	2004	-	32	45	22
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					
(Table 52 continued on following page)					

Table 52 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 3
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	
<i>English Language Arts</i>					
Limited English Proficient:	2008	2	18	45	35
	2007	2	20	48	30
	2006	3	17	51	29
	2005	-	23	50	27
	2004	-	26	50	24
LEP & Formerly LEP:	2008	4	22	44	30
	2007	4	25	46	25
	2006	5	22	49	24
	2005	-	28	49	23
	2004	-	32	48	20
Formerly LEP:	2008	7	33	44	17
	2007	8	36	42	13
	2006	12	35	43	10
	2005	-	39	48	13
	2004	-	43	45	12
Low Income:	2008	5	27	46	23
	2007	4	32	46	18
	2006	6	28	48	17
	2005	-	38	47	15
	2004	-	40	46	14
<i>Mathematics</i>					
Non-Disabled Students:	2008	28	39	23	9
	2007	22 ²	45	23	11
	2006	5	53	31	11
Students with Disabilities:	2008	7	22	30	41
	2007	5	23	30	42
	2006	1	22	36	41
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area. ² The <i>Above Proficient</i> 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 <i>Above Proficient</i> in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring <i>Proficient</i> and <i>Above Proficient</i> in 2006 and in 2007.					
(Table 52 continued on following page)					

Table 52 —Continued					
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 3					
<i>Percentage of Students at Each Performance Level¹</i>					
Subject Area and Student Status Category		Performance Level			
		<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Mathematics</i>					
Limited English Proficient:	2008	8	26	32	34
	2007	5	25	30	40
	2006	1	23	35	42
LEP & Formerly LEP:	2008	12	28	30	30
	2007	7	28	29	36
	2006	2	28	34	36
Formerly LEP:	2008	20	34	26	20
	2007	14	34	27	25
	2006	4	42	32	22
Low Income:	2008	11	30	32	27
	2007	7	31	31	31
	2006	1	30	38	31
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 53					
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 4					
<i>Percentage of Students at Each Performance Level¹</i>					
Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2008	10	47	37	6
	2007	12	52	31	5
	2006	9	48	37	6
	2005	12	45	38	6
	2004	13	49	32	5
Students with Disabilities:	2008	1	13	44	42
	2007	1	18	47	34
	2006	1	15	48	36
	2005	1	16	51	32
	2004	1	20	49	30
(Table 53 continued on following page)					

Table 53 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 4
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	
<i>English Language Arts</i>					
Limited English Proficient:	2008	1	11	47	42
	2007	1	16	47	36
	2006	1	13	46	40
	2005	1	11	47	41
	2004	1	16	46	36
LEP & Formerly LEP:	2008	1	17	48	33
	2007	3	24	45	28
	2006	2	20	46	31
	2005	3	20	49	29
	2004	3	22	46	29
Formerly LEP:	2008	3	30	51	16
	2007	6	38	43	13
	2006	5	34	46	14
	2005	4	28	50	17
	2004	5	30	45	19
Low Income:	2008	2	24	49	25
	2007	3	29	48	21
	2006	2	25	49	23
	2005	2	24	53	21
	2004	3	28	49	20
<i>Mathematics</i>					
Non-Disabled Students:	2008	24	33	36	7
	2007	22	33	38	7
	2006	17	28	45	9
	2005	16	30	44	10
	2004	16	32	43	9
Students with Disabilities:	2008	4	14	44	39
	2007	4	13	46	37
	2006	3	12	46	39
	2005	3	11	46	41
	2004	3	12	47	38

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 53 continued on following page)

Table 53 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 4
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category		Performance Level			
<i>Mathematics</i>					
Limited English Proficient:	2008	5	14	45	35
	2007	5	14	46	36
	2006	4	11	45	39
	2005	2	9	44	45
	2004	3	12	45	39
LEP & Formerly LEP:	2008	9	19	44	29
	2007	8	18	45	29
	2006	7	15	46	32
	2005	5	14	47	34
	2004	6	15	46	33
Formerly LEP:	2008	16	27	41	16
	2007	14	25	44	17
	2006	13	22	47	19
	2005	8	18	50	23
	2004	9	19	47	26
Low Income:	2008	8	21	47	24
	2007	7	20	48	25
	2006	6	15	51	28
	2005	4	15	51	29
	2004	4	17	51	28

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 54
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 5
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2008	16	54	27	3
	2007	18	54	25	4
	2006	19	50	28	4

(Table 54 continued on following page)

Table 54 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 5
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	
<i>English Language Arts</i>					
Students with Disabilities:	2008	2	21	47	30
	2007	2	23	43	31
	2006	2	22	47	28
Limited English Proficient:	2008	1	14	47	38
	2007	1	15	43	41
	2006	1	12	44	43
LEP & Formerly LEP:	2008	3	23	47	26
	2007	4	26	42	28
	2006	3	22	46	29
Formerly LEP:	2008	6	36	47	11
	2007	6	39	42	12
	2006	6	33	47	14
Low Income:	2008	4	33	46	18
	2007	4	34	43	19
	2006	4	30	47	18
<i>Mathematics</i>					
Non-Disabled Students:	2008	27	34	30	10
	2007	22	37	30	11
	2006	20	30	35	16
Students with Disabilities:	2008	4	14	33	49
	2007	3	14	33	50
	2006	3	11	31	55
Limited English Proficient:	2008	5	14	31	50
	2007	4	15	31	50
	2006	3	10	28	59
LEP & Formerly LEP:	2008	9	19	34	38
	2007	8	21	33	38
	2006	7	15	32	46

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 54 continued on following page)

Table 54 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 5
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	
<i>Mathematics</i>					
Formerly LEP:	2008	14	26	37	23
	2007	13	28	35	24
	2006	10	21	36	32
Low Income:	2008	8	22	37	32
	2007	7	22	38	33
	2006	6	16	37	42
<i>Science and Technology/Engineering</i>					
Non-Disabled Students:	2008	20	37	36	7
	2007	17	41	35	7
	2006	19	36	37	7
	2005	18	38	36	8
	2004	22	37	31	9
Students with Disabilities:	2008	4	17	45	33
	2007	3	18	45	33
	2006	5	18	48	30
	2005	4	18	46	33
	2004	6	20	42	32
Limited English Proficient:	2008	1	8	41	50
	2007	1	9	42	48
	2006	1	9	43	47
	2005	1	8	38	52
	2004	2	13	36	49
LEP & Formerly LEP:	2008	3	13	46	38
	2007	3	16	46	36
	2006	3	15	46	36
	2005	3	14	44	39
	2004	3	15	39	43
Formerly LEP:	2008	5	20	54	22
	2007	4	24	51	21
	2006	5	21	51	23
	2005	5	19	50	26
	2004	4	18	43	34

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 54 continued on following page)

Table 54 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 5
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level			
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Science and Technology/Engineering</i>				
Low Income: 2008	4	19	50	26
2007	3	21	49	26
2006	5	20	51	24
2005	4	20	49	26
2004	6	21	45	28

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 55
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 6
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level			
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>				
Non-Disabled Students: 2008	18	59	20	3
2007	11	65	21	3
2006	12	60	24	4
Students with Disabilities: 2008	2	26	42	31
2007	1	26	45	28
2006	1	25	46	28
Limited English Proficient: 2008	1	15	42	41
2007	0	15	44	41
2006	1	13	43	43
LEP & Formerly LEP: 2008	3	28	41	28
2007	1	26	44	29
2006	1	23	44	31
Formerly LEP: 2008	5	45	38	11
2007	2	42	43	14
2006	3	38	45	14

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 55 continued on following page)

Table 55 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 6
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	
<i>English Language Arts</i>					
Low Income:	2008	4	40	38	17
	2007	2	40	41	16
	2006	2	36	45	17
<i>Mathematics</i>					
Non-Disabled Students:	2008	28	37	25	10
	2007	24	37	27	12
	2006	20	33	30	17
	2005	21	33	31	16
	2004	20	29	33	18
Students with Disabilities:	2008	4	14	29	53
	2007	3	13	30	54
	2006	2	11	27	61
	2005	2	11	29	58
	2004	2	8	27	63
Limited English Proficient:	2008	4	13	26	57
	2007	4	11	25	59
	2006	3	8	23	67
	2005	3	9	24	65
	2004	3	9	24	64
LEP & Formerly LEP:	2008	8	20	28	44
	2007	6	17	28	48
	2006	5	12	27	56
	2005	5	13	28	54
	2004	4	11	28	57
Formerly LEP:	2008	14	28	31	27
	2007	10	25	33	33
	2006	9	20	32	39
	2005	7	19	33	41
	2004	6	13	31	50
Low Income:	2008	9	24	32	35
	2007	7	22	33	38
	2006	5	17	32	46
	2005	5	18	34	43
	2004	5	15	34	47

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 56
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 7
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	
<i>English Language Arts</i>					
Non-Disabled Students:	2008	15	64	19	3
	2007	11	67	19	3
	2006	12	61	22	4
	2005	12	63	22	3
	2004	10	66	21	3
Students with Disabilities:	2008	1	26	43	29
	2007	1	27	43	30
	2006	1	24	43	32
	2005	1	25	48	26
	2004	1	26	46	27
Limited English Proficient:	2008	0	15	42	43
	2007	1	15	39	45
	2006	0	15	36	48
	2005	1	15	44	40
	2004	1	18	44	38
LEP & Formerly LEP:	2008	2	27	40	31
	2007	1	27	39	32
	2006	2	24	39	36
	2005	2	25	46	27
	2004	1	27	43	29
Formerly LEP:	2008	4	45	38	13
	2007	2	46	39	14
	2006	3	38	42	17
	2005	3	36	48	13
	2004	2	37	43	18
Low Income:	2008	3	43	38	16
	2007	2	44	37	16
	2006	2	39	39	19
	2005	2	39	44	15
	2004	2	41	41	16
<p>1 Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.</p>					
(Table 56 continued on following page)					

Table 56 — Continued					
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 7					
<i>Percentage of Students at Each Performance Level¹</i>					
Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Mathematics</i>					
Non-Disabled Students:	2008	18	37	29	15
	2007	17	36	31	16
	2006	15	32	34	19
Students with Disabilities:	2008	2	10	26	62
	2007	2	10	27	61
	2006	1	8	26	65
Limited English Proficient:	2008	2	8	20	70
	2007	2	8	21	68
	2006	2	7	22	69
LEP & Formerly LEP:	2008	4	13	25	59
	2007	4	13	26	56
	2006	4	10	26	60
Formerly LEP:	2008	6	21	31	42
	2007	7	20	33	40
	2006	6	15	32	46
Low Income:	2008	4	19	32	45
	2007	4	18	33	45
	2006	3	14	33	49
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 57					
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 8					
<i>Percentage of Students at Each Performance Level¹</i>					
Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2008	15	69	14	3
	2007	15	69	14	2
	2006	14	68	14	3
Students with Disabilities:	2008	1	35	36	27
	2007	1	35	39	25
	2006	1	34	39	27
(Table 57 continued on following page)					

Table 57 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 8
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	
<i>English Language Arts</i>					
Limited English Proficient:	2008	1	18	36	46
	2007	0	17	43	40
	2006	0	17	37	45
LEP & Formerly LEP:	2008	2	30	34	34
	2007	2	27	42	29
	2006	1	28	37	35
Formerly LEP:	2008	4	51	32	14
	2007	3	47	39	11
	2006	2	47	36	15
Low Income:	2008	3	51	31	15
	2007	3	51	32	13
	2006	3	49	33	16
<i>Mathematics</i>					
Non-Disabled Students:	2008	23	34	27	16
	2007	21	32	31	16
	2006	15	32	33	21
	2005	16	30	32	23
	2004	15	30	34	21
Students with Disabilities:	2008	2	10	26	63
	2007	2	8	26	64
	2006	1	7	24	68
	2005	1	6	22	70
	2004	1	6	25	67
Limited English Proficient:	2008	3	7	19	71
	2007	2	8	21	69
	2006	1	8	18	73
	2005	2	7	16	75
	2004	3	7	22	68
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					
(Table 57 continued on following page)					

Table 57 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 8
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Mathematics</i>					
LEP & Formerly LEP:	2008	5	12	23	60
	2007	4	11	24	61
	2006	3	10	23	65
	2005	3	9	21	66
	2004	5	10	24	61
Formerly LEP:	2008	9	21	28	42
	2007	7	18	29	46
	2006	5	15	30	50
	2005	5	13	27	55
	2004	8	14	26	52
Low Income:	2008	6	19	30	45
	2007	5	16	33	45
	2006	3	14	31	52
	2005	3	14	29	54
	2004	3	13	32	52
<i>Science and Technology/Engineering</i>					
Non-Disabled Students:	2008	3	42	40	15
	2007	4	34	45	17
	2006	5	32	45	18
	2005	4	34	43	19
	2004	6	32	37	24
Students with Disabilities:	2008	0	10	37	53
	2007	0	7	36	56
	2006	0	7	33	59
	2005	0	7	32	61
	2004	1	7	26	66
Limited English Proficient:	2008	0	3	20	78
	2007	0	3	20	77
	2006	0	3	20	78
	2005	0	3	20	77
	2004	0	5	18	76
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					
(Table 57 continued on following page)					

Table 57 — Continued					
2004–2008 Statewide MCAS Performance Level Results by Student Status: Grade 8					
<i>Percentage of Students at Each Performance Level¹</i>					
Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Science and Technology/Engineering</i>					
LEP & Formerly LEP:	2008	0	7	27	66
	2007	0	5	26	68
	2006	0	4	26	70
	2005	1	5	25	69
	2004	1	7	21	71
Formerly LEP:	2008	0	14	39	47
	2007	1	10	39	51
	2006	0	8	37	54
	2005	1	8	32	59
	2004	1	9	23	66
Low Income:	2008	0	14	41	45
	2007	0	11	42	46
	2006	0	9	40	50
	2005	0	10	39	51
	2004	1	10	30	59
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 58					
2004–2008 Statewide MCAS Performance Level Results by Student Status: Class of 2010					
<i>Percentage of Students at Each Performance Level¹</i>					
Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2008	27	55	16	1
	2007	25	53	19	3
	2006	18	58	20	3
	2005	26	46	22	5
	2004	22	48	24	6
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					
(Table 58 continued on following page)					

Table 58 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Class of 2010
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category		Performance Level			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
<i>English Language Arts</i>					
Students with Disabilities:	2008	3	32	46	20
	2007	2	28	47	23
	2006	1	28	45	25
	2005	2	21	42	34
	2004	2	20	43	36
Limited English Proficient:	2008	2	15	52	32
	2007	1	12	46	42
	2006	1	13	42	45
	2005	1	8	32	59
	2004	1	11	36	52
LEP & Formerly LEP:	2008	4	25	49	23
	2007	2	19	47	32
	2006	2	23	42	33
	2005	2	15	37	46
	2004	4	17	38	42
Formerly LEP:	2008	6	41	44	9
	2007	5	34	49	12
	2006	4	39	42	15
	2005	4	25	45	26
	2004	7	25	40	28
Low Income:	2008	8	45	37	9
	2007	7	41	40	13
	2006	5	41	39	15
	2005	7	30	39	24
	2004	5	29	41	25
<i>Mathematics</i>					
Non-Disabled Students:	2008	50	30	17	4
	2007	48	28	19	5
	2006	46	28	19	8
	2005	40	28	22	10
	2004	34	30	27	10

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 58 continued on following page)

Table 58 — Continued
2004–2008 Statewide MCAS Performance Level Results by Student Status: Class of 2010
Percentage of Students at Each Performance Level¹

Subject Area and Student Status Category	Performance Level				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	
<i>Mathematics</i>					
Students with Disabilities:	2008	9	24	35	32
	2007	9	22	37	32
	2006	9	21	32	38
	2005	6	19	33	41
	2004	4	17	36	43
Limited English Proficient:	2008	14	17	32	37
	2007	11	16	34	39
	2006	12	14	27	46
	2005	9	13	29	49
	2004	9	17	33	41
LEP & Formerly LEP:	2008	18	21	31	30
	2007	16	18	34	32
	2006	17	18	28	37
	2005	13	16	30	41
	2004	15	17	31	37
Formerly LEP:	2008	26	27	30	17
	2007	24	23	35	19
	2006	23	23	30	24
	2005	18	21	33	28
	2004	23	17	29	32
Low Income:	2008	22	29	30	18
	2007	21	26	33	19
	2006	19	25	31	26
	2005	14	21	33	31
	2004	11	21	36	31
<i>Science and Technology/Engineering</i>					
Non-Disabled Students:	2008	16	48	29	7
Students with Disabilities:	2008	2	19	43	37
Limited English Proficient	2008	1	11	31	56
LEP & Formerly LEP:	2008	3	17	36	44
Formerly LEP:	2008	5	26	42	27
Low Income:	2008	3	27	44	26

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

The following tables provide statewide summary results for the 2008 MCAS tests disaggregated by seven race/ethnicity categories and by gender.

Table 59 2005–2008 Statewide MCAS Test Results by Race/Ethnicity African American/Black <i>Percentage of Students at Each Performance Level¹</i>						
	Year	<i>Above Proficient/Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/Failing</i>	Students Included
Grade 3						
English Language Arts	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	2008	10	27	33	30	5,542
	2007	6 ²	29	32	33	5,578
	2006	1	28	39	33	5,468
Grade 4						
English Language Arts	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	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	2008	4	33	46	17	5,521
	2007	4	35	43	18	5,558
	2006	4	30	48	18	6,055
Mathematics	2008	8	20	39	33	5,522
	2007	5	20	38	36	5,559
	2006	4	14	37	45	6,079
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area. ² The <i>Above Proficient</i> 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 <i>Above Proficient</i> in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring <i>Proficient</i> and <i>Above Proficient</i> in 2006 and in 2007.						
(Table 59 continued on following page)						

Table 59 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
African American/Black
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	5	42	37	16	5,739
	2007	3	40	43	15	6,109
	2006	3	36	45	17	6,112
Mathematics	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
Grade 7						
English Language Arts	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	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	2008	4	54	29	13	6,023
	2007	4	52	32	13	6,412
	2006	3	49	33	15	6,610
Mathematics	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

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 59 continued on following page)

Table 59 — Continued						
2005–2008 Statewide MCAS Test Results by Race/Ethnicity						
African American/Black						
<i>Percentage of Students at Each Performance Level¹</i>						
	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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
Mathematics	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
Science and Technology/ Engineering	2008	3	25	45	27	5,514
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						

Table 60						
2005–2008 Statewide MCAS Test Results by Race/Ethnicity						
Asian						
<i>Percentage of Students at Each Performance Level¹</i>						
	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	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
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						
(Table 60 continued on following page)						

Table 60 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Asian
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
Mathematics	2008	37	36	19	9	3,446
	2007	31 ²	39	18	11	3,461
	2006	8	55	26	11	3,349
Grade 4						
English Language Arts	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	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	2008	22	46	25	7	3,366
	2007	23	45	25	7	3,437
	2006	22	43	27	8	3,353
Mathematics	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	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
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						
(Table 60 continued on following page)						

Table 60 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Asian
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 6						
English Language Arts	2008	29	49	17	5	3,459
	2007	17	55	22	6	3,318
	2006	17	52	25	6	3,250
Mathematics	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
Grade 7						
English Language Arts	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	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	2008	22	59	13	5	3,355
	2007	19	58	17	5	3,163
	2006	20	56	18	6	3,250
Mathematics	2008	39	29	18	13	3,357
	2007	34	31	22	14	3,164
	2006	27	32	22	18	3,254
	2005	28	29	22	21	3,292

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 60 continued on following page)

Table 60 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Asian

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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	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	2008	29	39	24	8	3,077

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

² 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
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Hawaiian/Pacific Islander
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2008	9	42	42	7	69
	2007	14	48	32	6	165
	2006	24	33	33	9	54
	2005	-	51	37	12	57
Mathematics	2008	21	35	25	18	71
	2007	25 ²	38	25	13	167
	2006	4	42	38	16	55
Grade 4						
English Language Arts	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	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	2008	12	51	31	6	68
	2007	8	50	28	15	173
	2006	10	49	35	6	418
Mathematics	2008	21	37	31	12	68
	2007	18	34	29	18	173
	2006	14	26	42	19	420
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area. ² The <i>Above Proficient</i> 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 <i>Above Proficient</i> in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring <i>Proficient</i> and <i>Above Proficient</i> in 2006 and in 2007.						
(Table 61 continued on following page)						

Table 61 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Hawaiian/Pacific Islander
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	15	41	27	17	103
	2007	6	55	26	13	164
	2006	8	53	33	6	393
Mathematics	2008	18	26	19	37	104
	2007	16	28	32	24	164
	2006	18	34	28	19	401
	2005	16	34	32	18	405
Grade 7						
English Language Arts	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	2008	9	33	29	28	75
	2007	16	35	25	24	161
	2006	10	32	38	21	412
Grade 8						
English Language Arts	2008	9	51	32	8	65
	2007	11	74	13	1	141
	2006	12	63	17	8	425
Mathematics	2008	18	20	34	28	65
	2007	16	32	30	22	141
	2006	12	26	38	24	430
	2005	13	13	27	47	83

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 61 continued on following page)

Table 61 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Hawaiian/Pacific Islander
 Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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	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	2008	11	32	40	16	87

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 62
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Hispanic/Latino
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	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	2008	11	28	31	30	10,108
	2007	7 ²	28	30	35	9,663
	2006	1	26	37	36	9,228
Grade 4						
English Language Arts	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	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	2008	3	29	47	21	9,293
	2007	4	30	43	23	9,204
	2006	4	25	48	23	9,123
Mathematics	2008	7	20	37	37	9,328
	2007	6	20	36	39	9,228
	2006	5	15	34	47	9,132

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

² The *Above Proficient* standard in Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Above Proficient* in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring *Proficient* and *Above Proficient* in 2006 and in 2007.

(Table 62 continued on following page)

Table 62 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Hispanic/Latino
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	4	36	39	21	9,487
	2007	2	36	42	20	9,315
	2006	2	31	45	22	9,222
Mathematics	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
Grade 7						
English Language Arts	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	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	2008	3	47	32	18	9,462
	2007	3	45	35	17	9,408
	2006	3	43	34	20	9,616
Mathematics	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

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 62 continued on following page)

Table 62 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Hispanic/Latino

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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	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	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	2008	2	22	43	32	7,884

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

Table 63
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Multi-Race (non-Hispanic/Latino)
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	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	2008	25	32	26	17	1,452
	2007	18 ²	39	25	17	1,352
	2006	5	48	31	16	1,234
Grade 4						
English Language Arts	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	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	2008	14	48	30	9	1,392
	2007	14	46	32	8	1,196
	2006	16	44	32	8	1,130
Mathematics	2008	23	30	28	20	1,395
	2007	20	29	32	19	1,198
	2006	18	25	35	22	1,135
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area. ² The <i>Above Proficient</i> 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 <i>Above Proficient</i> in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring <i>Proficient</i> and <i>Above Proficient</i> in 2006 and in 2007.						
(Table 63 continued on following page)						

Table 63 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Multi-Race (non-Hispanic/Latino)
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	15	50	28	7	1,234
	2007	12	55	26	7	1,271
	2006	11	54	28	6	1,025
Mathematics	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
Grade 7						
English Language Arts	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	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	2008	11	62	19	7	1,125
	2007	14	61	19	6	994
	2006	13	63	18	6	899
Mathematics	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
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						
(Table 63 continued on following page)						

Table 63 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Multi-Race (non-Hispanic/Latino)
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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	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	2008	15	39	34	13	984
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						

Table 64
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Native American
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2008	8	33	49	10	204
	2007	6	40	45	10	204
	2006	9	37	41	12	234
	2005	-	55	38	7	215
Mathematics	2008	16	34	33	17	202
	2007	10 ²	41	29	20	202
	2006	2	37	40	20	235
Grade 4						
English Language Arts	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	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	2008	3	41	44	12	207
	2007	9	42	40	10	199
	2006	7	38	44	11	230
Mathematics	2008	12	22	39	27	209
	2007	12	34	30	25	200
	2006	9	22	34	35	230

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

² 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 64 continued on following page)

Table 64 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Native American
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	12	52	28	9	199
	2007	4	48	37	11	226
	2006	5	42	43	11	215
Mathematics	2008	16	30	31	23	198
	2007	10	23	34	34	226
	2006	10	20	30	41	219
	2005	9	29	27	35	248
Grade 7						
English Language Arts	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	2008	5	22	35	37	219
	2007	9	20	34	37	223
	2006	4	20	36	40	240
Grade 8						
English Language Arts	2008	8	55	29	8	212
	2007	6	63	24	8	236
	2006	5	60	27	7	242
Mathematics	2008	11	25	25	39	210
	2007	8	24	37	31	238
	2006	6	21	35	38	245
	2005	6	22	34	38	223

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 64 continued on following page)

Table 64 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Native American
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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	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	2008	7	39	41	13	201
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						

Table 65
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
White

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	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	2008	28	39	23	10	49,538
	2007	22 ²	45	22	11	50,900
	2006	5	53	31	11	51,038
Grade 4						
English Language Arts	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	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	2008	16	53	26	5	50,774
	2007	17	53	24	5	51,403
	2006	19	50	27	5	52,314
Mathematics	2008	26	33	29	13	50,832
	2007	21	36	30	13	51,504
	2006	19	29	34	17	52,388

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

² 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 65 continued on following page)

Table 65 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
White
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	17	57	20	5	51,314
	2007	11	64	21	4	52,327
	2006	12	60	23	5	53,052
Mathematics	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
Grade 7						
English Language Arts	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	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	2008	14	67	14	4	52,984
	2007	15	68	14	4	54,020
	2006	14	67	14	4	55,031
Mathematics	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
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						
(Table 65 continued on following page)						

Table 65 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
White

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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	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	2008	16	49	28	7	50,627
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						

Table 66
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Female

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/Failing</i>	Students Included
Grade 3						
English Language Arts	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	2008	25	37	25	13	34,266
	2007	18 ²	42	25	16	34,581
	2006	4	47	32	16	34,298
Grade 4						
English Language Arts	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	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	2008	17	48	28	7	34,270
	2007	19	48	26	7	34,395
	2006	20	45	28	7	35,183
Mathematics	2008	22	30	31	17	34,311
	2007	18	32	32	18	34,465
	2006	16	26	35	23	35,269
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area. ² The <i>Above Proficient</i> 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 <i>Above Proficient</i> in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring <i>Proficient</i> and <i>Above Proficient</i> in 2006 and in 2007.						
(Table 66 continued on following page)						

Table 66 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Female
Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	20	53	21	6	34,535
	2007	13	60	22	5	35,203
	2006	13	55	25	6	35,338
Mathematics	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
Grade 7						
English Language Arts	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	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	2008	17	63	15	5	35,420
	2007	17	63	15	4	35,925
	2006	17	62	16	5	36,844
Mathematics	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

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 66 continued on following page)

Table 66 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Female

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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	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	2008	14	43	33	11	33,762
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						

Table 67
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Male

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	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	2008	24	36	25	15	36,093
	2007	20 ²	40	24	16	36,742
	2006	4	48	31	16	36,329
Grade 4						
English Language Arts	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	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	2008	10	47	33	10	36,351
	2007	11	48	31	11	36,775
	2006	11	44	34	10	37,398
Mathematics	2008	23	30	30	18	36,410
	2007	20	33	30	18	36,851
	2006	17	26	33	23	37,478

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

² 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 67 continued on following page)

Table 67 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Male

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 5						
Science and Technology/ Engineering	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	2008	11	52	27	11	37,000
	2007	6	56	29	9	37,527
	2006	7	53	30	10	37,884
Mathematics	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
Grade 7						
English Language Arts	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	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	2008	8	63	20	9	37,806
	2007	8	63	21	8	38,449
	2006	8	62	21	9	39,161
Mathematics	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

¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.

(Table 67 continued on following page)

Table 67 — Continued
2005–2008 Statewide MCAS Test Results by Race/Ethnicity
Male

Percentage of Students at Each Performance Level¹

	Year	<i>Above Proficient/ Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 8						
Science and Technology/ Engineering	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/High School						
English Language Arts	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	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	2008	14	43	30	12	34,612
¹ Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.						