



Spring 2011 MCAS Tests: Summary of State Results

September 2011



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Executive Summary

The fourteenth administration of the Massachusetts Comprehensive Assessment System (MCAS) tests took place in spring 2011.

Participation

A total of 547,728 Massachusetts public school students in grades 3–10 participated in a total of 17 MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering.¹ Participation rates remained very high, ranging from 98 to 100 percent across the grades and subjects tested.

In 2011, 9,325 students with disabilities participated in the MCAS Alternate Assessment (MCAS-Alt) by submitting portfolios documenting their academic achievement in one or more subjects in grades 3–12.

Overall Achievement

Student achievement statewide improved on 9 of the 17 MCAS tests administered in 2011. Between 2010 and 2011, the percentage of students scoring *Proficient* or higher² improved by one to six percentage points on four of seven grade-level tests in English Language Arts (ELA), one to four points on four of seven grade-level tests in Mathematics, and two points on one of three grade-level tests in Science and Technology/Engineering (STE).

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

- 53 percent at grade 4 to 84 percent at grade 10 in ELA;
- 47 percent at grade 4 to 77 percent at grade 10 in Mathematics; and
- 39 percent at grade 8 to 67 percent at the high school level in STE.

Trends in Achievement

The most notable improvements in student achievement in 2011 were made at grade 10 in ELA and at grade 5 in ELA and Mathematics. Between 2010 and 2011, the percentage of students scoring *Proficient* or higher rose by six percentage points in grade 10 ELA and by four points in grade 5 ELA and Mathematics. The only notable decline in achievement was in grade 5 STE, where the percentage of students scoring *Proficient* or higher dropped by three points.

Looking at five-year trends, student achievement improved by five or more percentage points in Mathematics at all grade levels except grade 4, in ELA at grade 10, and in STE at grades 8 and 10³. Between 2007 and 2011, the percentage of students scoring *Proficient* or higher increased by 13 points in grade 10 ELA, five to nine points in Mathematics, six points in grade 8 STE, and 10 points in grade 10 STE. In Mathematics, the largest gain was at grade 10 (nine points). On the downside, student achievement declined at grade 4 in both ELA (three points) and Mathematics (one point).

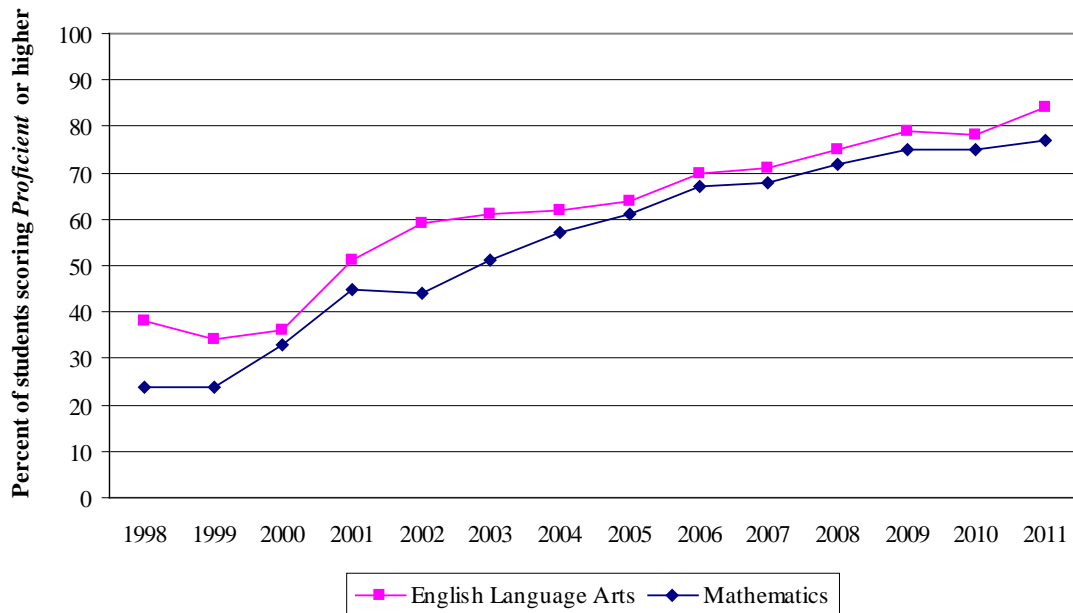
¹ The four subject-specific high school Science and Technology/Engineering tests in Biology, Chemistry, Introductory Physics, and Technology/Engineering given in grades 9 and 10 are counted here as one operational test.

² In this report, *Proficient* or higher refers to the cumulative percentage of students scoring at the *Proficient* and *Advanced* levels.

³ High school STE tests were first administered in 2008; the grade 10 STE trend is therefore a four-year trend.

Since the inception of the MCAS program in 1998, student achievement in ELA and Mathematics has risen markedly at most grade levels. At grade 10, where high stakes have been attached to tests in both subjects since 2001 (for the class of 2003), the percentage of students scoring *Proficient* or higher has increased from 38 percent in 1998 to 84 percent in 2011 in ELA and from 24 percent in 1998 to 77 percent in 2011 in Mathematics. Figure E-1 below shows the improvement in the percentage of students scoring *Proficient* or higher in grade 10 ELA and Mathematics for the duration of the MCAS program. Table E-1 provides ELA, Mathematics, and STE results at all grade levels for 1998–2011; the individual grade-level tests were first administered beginning in different years.

Figure E-1: 1998-2011 Statewide Grade 10 MCAS Results



**Table E-1: 1998–2011 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 3	2011	61	66	–
	2010	63	65	–
	2009	57	60	–
	2008	56	61	–
	2007	59	60	–
	2006	58	52	–
	2005	62	–	–
	2004	63	–	–
	2003	63	–	–
	2002	67	–	–
	2001	62	–	–

**Table E-1: 1998–2011 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 4	2011	53	47	–
	2010	54	48	–
	2009	54	48	–
	2008	49	49	–
	2007	56	48	–
	2006	50	40	–
	2005	50	40	–
	2004	56	42	–
	2003	56	40	–
	2002	54	39	–
	2001	51	34	–
	2000	–	40	–
	1999	–	36	–
	1998	–	34	–
Grade 5	2011	67	59	50
	2010	63	55	53
	2009	63	54	49
	2008	61	52	50
	2007	63	51	51
	2006	59	43	50
	2005	–	–	51
	2004	–	–	55
	2003	–	–	52
Grade 6	2011	68	58	–
	2010	69	59	–
	2009	66	57	–
	2008	67	56	–
	2007	67	52	–
	2006	64	46	–
	2005	–	46	–
	2004	–	43	–
	2003	–	42	–
	2002	–	41	–
2001	–	36	–	
Grade 7	2011	73	51	–
	2010	72	53	–
	2009	70	49	–
	2008	69	47	–
	2007	69	46	–
	2006	65	40	–
	2005	66	–	–
	2004	68	–	–
	2003	66	–	–
	2002	64	–	–
2001	55	–	–	

**Table E-1: 1998–2011 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 8	2011	79	52	39
	2010	78	51	40
	2009	78	48	39
	2008	75	49	39
	2007	75	45	33
	2006	74	40	32
	2005	–	39	33
	2004	–	39	33
	2003	–	37	32
	2002	–	34	–
	2001	–	34	–
	2000	–	34	–
	1999	–	28	–
	1998	–	31	–
Grade 10^a	2011	84	77	67
	2010	78	75	65
	2009	79	75	61
	2008	75	72	57
	2007	71	68	–
	2006	70	67	–
	2005	64	61	–
	2004	62	57	–
	2003	61	51	–
	2002	59	44	–
	2001	51	45	–
	2000	36	33	–
	1999	34	24	–
	1998	38	24	–

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

Achievement by Subgroup

All student subgroups had gains in achievement in each subject at some grade levels between 2010 and 2011. The between-group gap in the percentage of students scoring *Proficient* or higher narrowed in many cases but also widened or remained the same in others.

Race/Ethnicity

English Language Arts

Between 2010 and 2011, the percentage of African American, Asian, Hispanic/Latino, and white students scoring *Proficient* or higher in ELA improved by four to six percentage points at grade 5 and by five to nine percentage points at grade 10, mirroring the statewide results for all students. African American students made strong gains at grades 5 and 8 (six points), grade 7 (three points), and grade 10 (nine points); Asian students at grade 5 (four points) and grade 10 (six points); Hispanic/Latino students at grade 5 (four points), grade 8 (three points), and grade 10 (seven points); and white students at grade 5 (four points) and grade 10 (five points). Notable declines in ELA achievement were experienced by

African American students at grade 3 (five points) and African American and Hispanic/Latino students at grade 6 (three points each).

From 2010 to 2011, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed by two to six percentage points at grades 4, 5, 7, 8, and 10, while the gap widened by four points at grade 3 and by three points at grade 6. The between-group gap in ELA for white students and Hispanic/Latino students narrowed by one to three percentage points at grades 4, 7, 8, and 10; widened by one point at grade 3 and three points at grade 6; and remained the same at grade 5.

Mathematics

Between 2010 and 2011, achievement of each of the four major racial/ethnic subgroups in the state improved in Mathematics at grade 5 by three to five percentage points, with the largest gain made by Hispanic/Latino students, and at grade 10 by one to three points. The other notable gain in the percentage of students scoring *Proficient* or higher in Mathematics was made by Asian students at grade 4 (three points). The only notable drops in achievement were made by Asian students at grade 6 and white students at grade 7 (three points each).

The between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed between 2010 and 2011 by one percentage point at grades 7 and 10; widened by one point at grades 4 and 8; and stayed the same at grades 3, 5, and 6. The between-group gap for white students and Hispanic/Latino students narrowed by one or two points at grades 3, 5, 7, 8, and 10, and widened by one point at grades 4 and 6.

Science and Technology/Engineering

Between 2010 and 2011, student achievement at grade 5 declined by three to four percentage points for all four major racial/ethnic subgroups in the state, while STE achievement improved by one to four points for all four subgroups at grade 10. At grade 8, the percentage of students scoring *Proficient* or higher increased by one percentage point for African American students, declined by three points for Asian students and one point for white students, and was flat for Hispanic/Latino students.

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

High-Needs Students

High needs, a new reporting category introduced in 2011, includes students with disabilities, English language learner (ELL) and former English language learner students, and low-income students.⁴

In 2011, less than 50 percent of high-needs students scored *Proficient* or higher at grades 3, 4, 5, and 6 in ELA; at all grade levels tested in Mathematics with the exception of grade 10; and at all grades tested in STE. The percentage of high-needs students scoring *Proficient* or higher ranged from

- 31 percent at grade 4 to 66 percent at grade 10 in ELA;
- 27 percent at grade 7 to 56 percent at grade 10 in Mathematics; and
- 17 percent at grade 8 to 42 percent at grade 10 in STE.

⁴ Since high needs is a new reporting category in 2011, data for prior years are not provided in this report.

Students with Disabilities

In 2011, less than 25 percent of students with disabilities scored *Proficient* or higher at grades 3 and 4 in ELA; at grades 4, 6, 7, and 8 in Mathematics; and at grades 5 and 8 in STE. The percentage of students with disabilities scoring *Proficient* or higher ranged from

- 15 percent at grade 4 to 49 percent at grade 10 in ELA;
- 14 percent at grades 7 and 8 to 39 percent at grade 10 in Mathematics; and
- 12 percent at grade 8 to 30 percent at grade 10 in STE.

Students with disabilities made notable gains in achievement in ELA between 2010 and 2011 at grades 5 and 8 (four points) and grade 10 (11 points); in Mathematics at grade 5 (four points) and grade 10 (three points); and in STE at grade 10 (three points). The only drops in achievement were in ELA at grades 3 and 4 (one point) and in Mathematics at grade 7 (one point).

The between-group gap in the percentage of students scoring *Proficient* or higher for students with disabilities and all students narrowed or remained the same in all subjects and grades. The between-group gap in ELA narrowed by one point at grades 3 and 6, four points at grade 8, and five points at grade 10. In Mathematics, the between-group gap narrowed by one point at grades 4, 6, 7, and 10. In STE, the gap narrowed by three points at grade 5 and 8 and one point at grade 10.

English Language Learner Students

In 2011, less than 25 percent of English language learner students scored *Proficient* or higher at all grade levels tested in ELA except grades 8 and 10; at grades 4, 6, 7, and 8 in Mathematics; and at all three grades tested in STE. The percentage of ELL students scoring *Proficient* or higher ranged from

- 18 percent at grade 4 to 27 percent at grade 10 in ELA;
- 14 percent at grades 7 and 8 to 37 percent at grade 3 in Mathematics; and
- 3 percent at grade 8 to 16 percent at grade 10 in STE.

ELL students made relatively large gains in achievement in ELA between 2010 and 2011 at grade 10 (eight points), in Mathematics at grade 5 (four points) and grade 10 (five points), and in STE at grade 10 (four points). Achievement of ELL students declined notably in ELA at grade 3 (three points) and grade 6 (four points) and in Mathematics at grade 6 (three points).

Between 2010 and 2011 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for ELL students and all students narrowed by one point at grade 7 and two points at grade 10 but widened by one point at grade 3 and three points at grades 5 and 6. In Mathematics, the between-group gap narrowed by one point at grade 7 and three points at grade 10 but widened by one point at grades 3 and 8 and two points at grade 6. In STE, the gap narrowed by one point at grades 5 and 8 and two points at grade 10.

Low-Income Students

In 2011, less than 50 percent of low-income students scored *Proficient* or higher at grades 3, 4, 5, and 6 in ELA; at all grades tested in Mathematics with the exception of grade 10; and at all grades tested in STE. The percentage of low-income students scoring *Proficient* or higher ranged from

- 32 percent at grade 4 to 69 percent at grade 10 in ELA;
- 28 percent at grade 4 to 58 percent at grade 10 in Mathematics; and
- 17 percent at grade 8 to 44 percent at grade 10 in STE.

Between 2010 and 2011, low-income students made notable gains in achievement in ELA at grade 5 (five points), grade 8 (three points), and grade 10 (10 points); in Mathematics at grade 5 (four points); and in STE at grade 10 (four points). Achievement dropped notably in ELA at grade 3 (three points), in Mathematics at grade 7 (three points), and in STE at grade 5 (three points).

In ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for low-income students and all students narrowed between 2010 and 2011 by two points at grades 4 and 8, one point at grade 5, and four points at grade 10 but widened by one point at grade 3. The between-group gap in Mathematics narrowed by one point at grades 4 and 6 but widened by one point at grades 7, 8, and 10. In STE, the gap narrowed by two points at grade 10.

Attainment of Competency Determination Required for High School Graduation

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

To date, 70 percent of students in the class of 2013 (grade 10 students in 2011) have already fully met the CD standard by performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE. For the individual components of the CD requirement, 81 percent of students performed at the *Proficient* level or higher in ELA, 74 percent of students performed at the *Proficient* level or higher in Mathematics, and 91 percent of students performed at the *Needs Improvement* level or higher in STE.⁵

Eighty-seven percent of students in the class of 2013 have already met or partially met the MCAS requirements for earning a CD by performing at the *Needs Improvement* level or higher in ELA, Mathematics, and STE on their first attempt (see Figure E-2 on the following page). This compares to 86 percent for the class of 2012 and 83 percent for the class of 2011. Ninety-five percent of students in the class of 2013 performed at the *Needs Improvement* level or higher in ELA, 91 percent performed at this level in Mathematics, and 91 percent did so in STE.

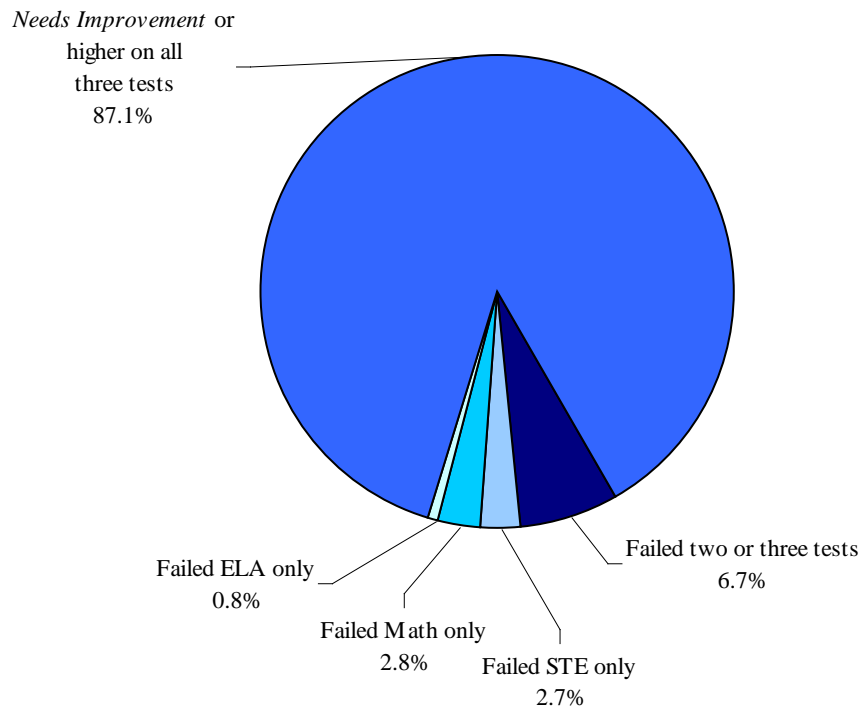
The percentage of students in the class of 2013 scoring *Needs Improvement* or higher in ELA, Mathematics, and STE varied widely by subgroup.

- Of the major racial/ethnic subgroups in the state, the percentage of students scoring *Needs Improvement* or higher in all three subjects was highest for white students at 92 percent, followed by Asian students at 90 percent, African American students at 73 percent, and Hispanic/Latino students at 68 percent.

⁵ The figures cited here for students in the class of 2013 are lower than the corresponding figures for grade 10 students cited elsewhere in this report because the figures for students in the class of 2013 include retesters (primarily students retained in grade) while those for grade 10 students include first-time testers only.

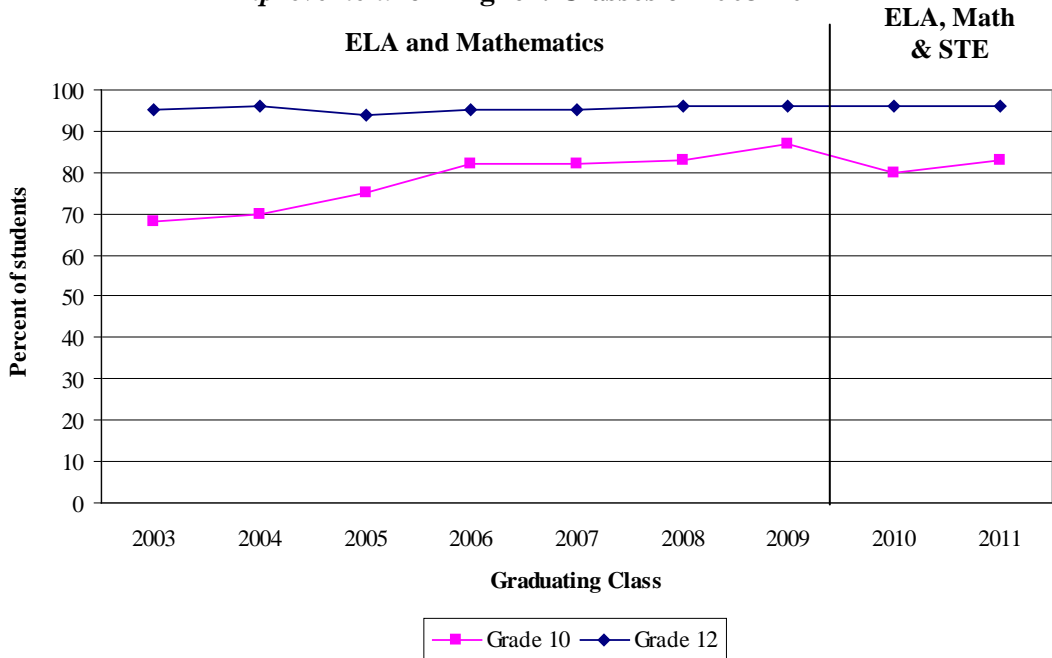
- Seventy-five percent of low-income students performed at the *Needs Improvement* level or higher in all three subjects, while 74 percent of high-needs students, 61 percent of students with disabilities, and 43 percent of ELL students did so.

Figure E-2: 2011 Statewide MCAS Results: Class of 2013
Percentage of Students Scoring *Needs Improvement* or Higher in English Language Arts, Mathematics, and Science and Technology/Engineering through Spring 2011



The class of 2003 was the first graduating class in Massachusetts that was required to earn a CD to be eligible to graduate from high school. In order to earn a CD, students in the classes of 2003–2009 were required to earn a scaled score of 220 (*Needs Improvement*) or higher on the grade 10 MCAS tests or retests in ELA and Mathematics. Figure E-3 on the following page shows the percentage of students in the classes of 2003–2009 who earned a CD on their first attempt as grade 10 students as well as the percentage who earned a CD after one or more retests through the end of grade 12. The percentage of students who earned a CD on their first attempt increased from 68 percent of the class of 2003 to 87 percent of the class of 2009, while the percentage who earned a CD by the end of grade 12 rose from 95 percent of the class of 2003 to 96 percent of the class of 2009. Figure E-3 also shows the corresponding percentages of students in the classes of 2010 and 2011 who met the MCAS requirements for earning a CD by scoring at the *Needs Improvement* level or higher in ELA, Mathematics, **and** STE. The addition of the STE requirement had an adverse impact on the percentage of students who met the MCAS requirements for earning a CD on their first attempt (80 percent of the class of 2010 and 83 percent of the class of 2011), but it has had no impact on the percentage of students who met the MCAS requirements for earning a CD by the end of grade 12 (96 percent of both classes).

Figure E-3: Percentage of Students Scoring *Needs Improvement* or Higher: Classes of 2003-2011



Note: Students in the classes of 2003–2009 were required to score at the *Needs Improvement* level or higher in ELA and Mathematics to be eligible to graduate from high school. Beginning with the class of 2010, students are required to score at the *Needs Improvement* level or higher in ELA, Mathematics, and STE to be eligible to graduate from high school.

I. 2011 MCAS at a Glance

What is MCAS?

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

MCAS has three primary purposes: (1) to inform and improve curriculum and instruction; (2) to evaluate student, school, and district performance according to the Massachusetts curriculum framework content standards and MCAS performance standards; and (3) to determine whether a student has met the state requirements for the Competency Determination (i.e., whether a student is eligible for a high school diploma).

Who participates in MCAS?

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

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

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

Which MCAS tests were administered in 2011?

In 2011, 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 1 below shows the MCAS tests administered at each grade level in 2011.

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

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

In February 2009, due to fiscal considerations, the Board of Elementary and Secondary Education approved a two-year suspension of operational MCAS History and Social Science testing and waived the Competency Determination requirement in this subject area for the classes of 2012 and 2013. As a result, no History and Social Science tests were administered in grade 5, grade 7, or high school in spring 2011.

What are the administration guidelines for the tests?

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

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

The standard MCAS tests are composed of a variety of question types at each grade level and for each subject. Table 2 below shows the point values of test items by types of test items used on the 2011 MCAS tests.

Subject-Area Test	Raw Score Point Values by Item Type					Total Number of Raw Score Points
	Multiple-Choice	Open-Response	Short-Answer	Short-Response	Writing Prompt	
Grade 3						
English Language Arts	36	4		8		48
Mathematics	26	8	6			40
Grade 4						
English Language Arts	36	16			20	72
Mathematics	32	16	6			54
Grade 5						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Science and Tech/Eng	38	16				54
Grade 6						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Grade 7						
English Language Arts	36	16			20	72
Mathematics	32	16	6			54
Grade 8						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Science and Tech/Eng	38	16				54
Grade 10/High School						
English Language Arts	36	16			20	72
Mathematics	32	24	4			60
Science and Tech/Eng	40	20				60

Each MCAS test booklet contains both *common* and *matrix-sampled* questions. Common questions—which comprise roughly 80 percent of a student’s test booklet—are those items that are identical in each student’s booklet and from which all student, school, and district results are derived. Prior to 2009, the

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

When are MCAS tests administered?

Each spring there are three MCAS test administration periods. In 2011, the first testing period was from March 22–April 6 for tests in English Language Arts. The second testing period was from May 10–May 26 for tests in Mathematics and May 11–May 26 for tests in grades 5 and 8 Science and Technology/Engineering. The third testing period was from June 1–6 for the end-of-course high school STE tests.

How are results on MCAS tests reported?

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

Table 3 below provides the general MCAS performance level descriptions.

Performance Level	Description
<i>Advanced</i> ⁶	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex 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> ⁷	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Student-level MCAS results are reported as scaled scores, which range from 200 to 280 in each content area. Scaled scores provide more precise feedback to schools, parents, and students by quantifying a student’s achievement according to the continuum of scores within performance levels. At grade 3, 2010 was the first year in which student results were reported as scaled scores; prior to 2010, only raw score points representing the total number of points a student earned were reported. Table 4 on the following page provides the scaled score point ranges and their corresponding performance levels.

⁶ Prior to 2011, the highest performance level at grade 3 was *Above Proficient*. This was changed to *Advanced* in 2011 to provide consistency in reporting.

⁷ The *Warning* level is applicable to grades 3–8, and the *Failing* level is applicable to grades 9 and 10.

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

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

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

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

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

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

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

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

MCAS results reported according to the former five race/ethnicity categories and the current seven race/ethnicity categories are not directly comparable. To better inform comparisons made between MCAS results by race/ethnicity across years, the Department published the 2005–2006 MCAS Race/Ethnicity Comparison Report, available at profiles.doe.mass.edu/mcas/racecomparison.aspx?linkid=29&orgcode=00000000&fycode=2006&orgtypecode=0&. This report provides a crosswalk between the current and former race/ethnicity categories, giving both total numbers of students tested and percentages of students at each performance level. This

information is also available at the school and district levels on the Department's website through the school and district profiles.

Where can I find more information about MCAS?

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

II. Summary of the 2011 Statewide MCAS Results

In spring 2011, 547,728 Massachusetts public school students in grades 3–10 participated in the fourteenth administration of the Massachusetts Comprehensive Assessment System (MCAS) tests. A total of 17 MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering were administered to students across eight grade levels. State-level results for these tests are provided in this report.

Performance Level Results by Subject

English Language Arts

Student achievement in English Language Arts (ELA)⁸ improved statewide between 2010 and 2011 at four of seven grade levels tested. The percentage of students statewide scoring *Proficient* or higher in 2011 ranged from 53 percent at grade 4 to 84 percent at grade 10.

In 2011, achievement in ELA improved substantially for students in grades 5 and 10, as the percentage of students scoring *Proficient* or higher increased by four and six percentage points respectively, since 2010. Achievement of students in grades 7 and 8 also improved by one percentage point each. The percentage of students scoring *Proficient* or higher declined by two points for grade 3 students and by one point for students in grades 4 and 6.

Table 5 below summarizes the percentage changes in ELA achievement by students statewide between 2010 and 2011.

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2010 to 2011
	2010	2011	
Grade 3	63	61	–2
Grade 4	54	53	–1
Grade 5	63	67	+4
Grade 6	69	68	–1
Grade 7	72	73	+1
Grade 8	78	79	+1
Grade 10	78	84	+6

Mathematics

Student achievement in Mathematics improved statewide between 2010 and 2011 at four of seven grade levels tested. The percentage of students scoring *Proficient* or higher in 2011 ranged from 47 percent at grade 4 to 77 percent at grade 10.

Grade 5 students experienced a large gain in Mathematics achievement in 2011, as the percentage of students scoring *Proficient* or higher increased by four points since 2010. Student achievement at

⁸ 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.

grade 10 improved by two percentage points and at grades 3 and 8 by one point. The percentage of students scoring *Proficient* or higher declined by two points at grade 7 and by one point at grades 4 and 6.

Table 6 below summarizes the percentage changes in Mathematics achievement by students statewide between 2010 and 2011.

Table 6: 2010–2011 Statewide MCAS Mathematics Results

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2010 to 2011
	2010	2011	
Grade 3	65	66	+1
Grade 4	48	47	-1
Grade 5	55	59	+4
Grade 6	59	58	-1
Grade 7	53	51	-2
Grade 8	51	52	+1
Grade 10	75	77	+2

Science and Technology/Engineering

Student achievement in Science and Technology/Engineering (STE) improved statewide between 2010 and 2011 by two percentage points at grade 10 and declined by three points at grade 5 and one point at grade 8. The percentage of students scoring *Proficient* or higher in 2011 ranged from 39 percent at grade 8 to 67 percent at grade 10.

Table 7 below summarizes the percentage changes in STE achievement by students statewide between 2010 and 2011.

Table 7: 2010–2011 Statewide MCAS Science and Technology/Engineering Results

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher		Percentage Point Change, 2010 to 2011
	2010	2011	
Grade 5	53	50	-3
Grade 8	40	39	-1
Grade 10 ^a	65	67	+2

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

Performance Level Results by Race/Ethnicity

English Language Arts

Between 2010 and 2011 in English Language Arts, the percentage of African American, Asian, Hispanic/Latino, and white students scoring *Proficient* or higher improved by four to six percentage points at grade 5 and by five to nine percentage points at grade 10. The largest gain at grade 5 was made by African American students (six points), and the largest gains at grade 10 were made by African American students (nine points) and Hispanic/Latino students (seven points). All four of the major racial/ethnic subgroups in the state also had gains in ELA achievement at grade 7, ranging from one to three percentage points. In addition to the gains made by the four major racial/ethnic subgroups at

grades 5 and 10, achievement of African American students improved by three points at grade 7 and six points at grade 8, and achievement of Hispanic/Latino students improved by three points at grade 8. The largest drop in ELA achievement, five percentage points, was experienced by African American students at grade 3. At grade 6, achievement of African American and Hispanic/Latino students declined by three points each, and achievement of Asian students dropped by two points.

Table 8 below summarizes the changes in the percentage of students scoring *Proficient* or higher in ELA for the major racial/ethnic subgroups in the state.

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
African American	-5	+1	+6	-3	+3	+6	+9
Asian	+2	+1	+4	-2	+2	0	+6
Hispanic/Latino	-2	+1	+4	-3	+2	+3	+7
White	-1	-2	+4	0	+1	0	+5

Mathematics

Between 2010 and 2011, Mathematics achievement of each of the four major racial/ethnic subgroups in the state improved at grade 5 by three to five percentage points, with the largest gain made by Hispanic/Latino students, and at grade 10 by one to three points. The other notable gain in the percentage of students scoring *Proficient* or higher in Mathematics was experienced by Asian students at grade 4 (three points). The only notable drops in achievement were made by Asian students at grade 6 and white students at grade 7 (three points each).

Table 9 below summarizes the changes in the percentage of students scoring *Proficient* or higher in Mathematics for the major racial/ethnic subgroups in the state.

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
African American	-1	-2	+4	0	-2	0	+3
Asian	+1	+3	+3	-3	0	0	+1
Hispanic/Latino	+1	-2	+5	-1	-1	+2	+3
White	-1	-1	+4	0	-3	+1	+2

Science and Technology/Engineering

Between 2010 and 2011 in Science and Technology/Engineering, student achievement at grade 5 declined by three to four percentage points for each of the four major racial/ethnic subgroups in the state, while achievement improved by one to four points for all four subgroups at grade 10. At grade 8, the percentage of students scoring *Proficient* or higher increased by one percentage point for African American students, declined by three points for Asian students and one point for white students, and was flat for Hispanic/Latino students.

Table 10 below summarizes the changes in the percentage of students scoring *Proficient* or higher in STE for the major racial/ethnic subgroups in the state.

Table 10: 2010–2011 Statewide MCAS Science and Technology/Engineering Results by Race/ Ethnicity

Race/Ethnicity	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011		
	Grade 5	Grade 8	Grade 10 ^a
African American	–4	+1	+3
Asian	–4	–3	+4
Hispanic/Latino	–3	0	+3
White	–3	–1	+1

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

The range in the percentage of students scoring *Proficient* or higher in 2011 for the major racial/ethnic subgroups in the state is given below (see Section VI of this report for complete data).

- African American students
 - ELA: 30 percent at grade 4 to 69 percent at grade 10
 - Mathematics: 23 percent at grade 4 to 56 percent at grade 10
 - STE: 14 percent at grade 8 to 40 percent at grade 10
- Asian students
 - ELA: 65 percent at grade 4 to 87 percent at grade 10
 - Mathematics: 68 percent at grade 4 to 88 percent at grade 10
 - STE: 51 percent at grade 8 to 76 percent at grade 10
- Hispanic/Latino students
 - ELA: 29 percent at grade 4 to 63 percent at grade 10
 - Mathematics: 25 percent at grade 4 to 52 percent at grade 10
 - STE: 13 percent at grade 8 to 36 percent at grade 10
- White students
 - ELA: 59 percent at grade 4 to 89 percent at grade 10
 - Mathematics: 53 percent at grade 4 to 83 percent at grade 10
 - STE: 46 percent at grade 8 to 74 percent at grade 10

Performance Level Results by Student Status

English Language Arts

Between 2010 and 2011 in English Language Arts, the percentage of students with disabilities, English language learner (ELL) students, and low-income students scoring *Proficient* or higher improved by one to five percentage points at grades 5 and 8 and by eight to eleven points at grade 10. All three subgroups also made small gains at grade 7. Students with disabilities made notable gains in ELA achievement of four points at grade 5, five points at grade 8, and eleven points at grade 10. Achievement of ELL students improved by eight points at grade 10, and achievement of low-income students improved by five points at grade 5 and ten points at grade 10. The largest drop in achievement was experienced by ELL students at grade 6 (four points).

Table 11 below summarizes the changes in the percentage of students scoring *Proficient* or higher in ELA by student status.

Student Status	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
Students with disabilities	-1	-1	+4	0	+1	+5	+11
ELL students	-3	-1	+1	-4	+2	+1	+8
Low-income students	-3	+1	+5	-1	+1	+3	+10

Mathematics

Between 2010 and 2011 in Mathematics, students with disabilities, ELL students, and low-income students all had gains of four percentage points at grade 5, while achievement at grade 10 improved by five points for ELL students, three points for students with disabilities, and one point for low-income students. The only notable drops in the percentage of students scoring *Proficient* or higher in Mathematics were experienced by ELL students at grade 6 and low-income students at grade 7 (three points each).

Table 12 below summarizes the changes in the percentage of students scoring *Proficient* or higher in Mathematics by student status.

Student Status	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011						
	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	10
Students with disabilities	+1	0	+4	0	-1	+1	+3
ELL students	0	-1	+4	-3	-1	0	+5
Low-income students	+1	0	+4	0	-3	0	+1

Science and Technology/Engineering

Between 2010 and 2011 in Science and Technology/Engineering, achievement of students with disabilities, ELL students, and low-income students improved at grade 10 by three to four percentage points. The only notable decline in the percentage of students scoring *Proficient* or higher in STE was made by low-income students at grade 5 (three points).

Table 13 below summarizes the changes in the percentage of students scoring *Proficient* or higher in STE.

Student Status	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011		
	Grade 5	Grade 8	Grade 10 ^a
Students with disabilities	0	+2	+3
ELL students	-2	0	+4
Low-income students	-3	-1	+4

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

Performance Level Results by Gender

English Language Arts

Between 2010 and 2011 in ELA, the percentage of female students scoring *Proficient* or higher increased by four points at grade 5, three points at grades 7 and 8, and four points at grade 10 but declined by two points at grades 3 and 6. Achievement of male students improved by five points at grade 5, one point at grade 8, and seven points at grade 10 but dropped by two points at grades 3 and 4 and one point at grade 7.

Table 14 below summarizes the changes in the percentage of students scoring *Proficient* or higher in ELA by gender.

Gender	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Female	-2	0	+4	-2	+3	+3	+4
Male	-2	-2	+5	0	-1	+1	+7

Mathematics

Between 2010 and 2011 in Mathematics, the percentage of female students scoring *Proficient* or higher increased by one point at grade 3, six points at grade 5, and three points at grade 10, but declined by one point at grades 4, 6, and 7. Achievement of male students improved by three points at grade 5 and one point at grade 10 but dropped by two points at grade 6 and three points at grade 7.

Table 15 below summarizes the changes in the percentage of students scoring *Proficient* or higher in Mathematics by gender.

Gender	Change in Percentage of Students Scoring <i>Proficient</i> or Higher, 2010 to 2011						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Female	+1	-1	+6	-1	-1	0	+3
Male	0	0	+3	-2	-3	0	+1

Science and Technology/Engineering

Between 2010 and 2011 in STE, achievement of female and male students at grade 10 improved by three and two percentage points respectively and declined at grade 5 by five and four points respectively.

Table 16 below summarizes the changes in the percentage of students scoring *Proficient* or higher in STE by gender.

Table 16: 2010–2011 Statewide MCAS Science and Technology/Engineering Results by Gender

Gender	Change in Percentage of Students Scoring <i>Proficient or Higher, 2010 to 2011</i>		
	Grade 5	Grade 8	Grade 10 ^a
Female	–5	0	+3
Male	–4	–1	+2

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

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

English Language Arts

From 2010 to 2011 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed by two to six percentage points at grades 4, 5, 7, 8, and 10, while the gap widened by four points at grade 3 and by three points at grade 6. The between-group gap in ELA for white students and Hispanic/Latino students narrowed by one to three percentage points at grades 4, 7, 8, and 10, widened by one point at grade 3 and three points at grade 6, and remained the same at grade 5.

Tables 17 and 18 below summarize the changes in the percentage differences of students scoring *Proficient* or higher in ELA between white students and African American and Hispanic/Latino students from 2010 to 2011.

**Table 17: 2010–2011 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American		White		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient or Higher</i>				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	42	37	70	69	28	32	+4
Grade 4	29	30	61	59	32	29	–3
Grade 5	40	46	70	74	30	28	–2
Grade 6	48	45	77	77	29	32	+3
Grade 7	53	56	79	80	26	24	–2
Grade 8	59	65	84	84	25	19	–6
Grade 10	60	69	84	89	24	20	–4

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

**Table 18: 2010–2011 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic/Latino		White		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	38	36	70	69	32	33	+1
Grade 4	28	29	61	59	33	30	–3
Grade 5	37	41	70	74	33	33	0
Grade 6	45	42	77	77	32	35	+3
Grade 7	48	50	79	80	31	30	–1
Grade 8	55	58	84	84	29	26	–3
Grade 10	56	63	84	89	28	26	–2

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

Mathematics

From 2010 to 2011 in Mathematics, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed by one percentage point at grades 7 and 10, widened by one point at grades 4 and 8, and stayed the same at grades 3, 5, and 6. The between-group gap for white students and Hispanic/Latino students narrowed by one or two points at grades 3, 5, 7, 8, and 10, and widened by one point at grades 4 and 6.

Tables 19 and 20 below summarize the changes in the percentage differences in Mathematics achievement between white and African American and Hispanic/Latino students from 2010 to 2011.

**Table 19: 2010–2011 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American		White		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	40	39	73	72	33	33	0
Grade 4	25	23	54	53	29	30	+1
Grade 5	31	35	62	66	31	31	0
Grade 6	34	34	66	66	32	32	0
Grade 7	30	28	60	57	30	29	–1
Grade 8	28	28	58	59	30	31	+1
Grade 10	53	56	81	83	28	27	–1

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

**Table 20: 2010–2011 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic/Latino		White		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	42	43	73	72	31	29	–2
Grade 4	27	25	54	53	27	28	+1
Grade 5	30	35	62	66	32	31	–1
Grade 6	34	33	66	66	32	33	+1
Grade 7	27	26	60	57	33	31	–2
Grade 8	25	27	58	59	33	32	–1
Grade 10	49	52	81	83	32	31	–1

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

Science and Technology/Engineering

From 2010 to 2011 in STE, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American students narrowed by two percentage points at grades 8 and 10 and widened by one point at grade 5. The between-group gap for white students and Hispanic/Latino students narrowed by one point at grade 8 and two points at grade 10, and remained the same at grade 5.

Tables 21 and 22 below summarize the changes in the percentage differences in STE achievement between white and African American and Hispanic/Latino students from 2010 to 2011.

**Table 21: 2010–2011 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American		White		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 5	23	19	62	59	39	40	+1
Grade 8	13	14	47	46	34	32	–2
Grade 10 ^b	37	40	73	74	36	34	–2

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

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

**Table 22: 2010–2011 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic/Latino		White		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 5	24	21	62	59	38	38	0
Grade 8	13	13	47	46	34	33	–1
Grade 10 ^b	33	36	73	74	40	38	–2

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

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

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

From 2010 to 2011 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for students with disabilities and all students narrowed by one point at grades 3 and 6, four points at grade 8, and five points at grade 10; the gap remained the same at grades 4, 5, and 7. The between-group gap in Mathematics for students with disabilities and all students narrowed by one point at grades 4, 6, 7, and 10; the gap showed no change at grades 3, 5, and 8. In STE, the gap for students with disabilities and all students narrowed by three points at grades 5 and 8 and one point at grade 10.

Tables 23–25 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement respectively, between students with disabilities and all students from 2010 to 2011.

**Table 23: 2010–2011 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Students with Disabilities		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	25	24	63	61	38	37	–1
Grade 4	16	15	54	53	38	38	0
Grade 5	23	27	63	67	40	40	0
Grade 6	28	28	69	68	41	40	–1
Grade 7	30	31	72	73	42	42	0
Grade 8	36	41	78	79	42	38	–4
Grade 10	38	49	78	84	40	35	–5

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

Table 24: 2010–2011 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	Students with Disabilities		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	30	31	65	66	35	35	0
Grade 4	16	16	48	47	32	31	–1
Grade 5	18	22	55	59	37	37	0
Grade 6	19	19	59	58	40	39	–1
Grade 7	15	14	53	51	38	37	–1
Grade 8	13	14	51	52	38	38	0
Grade 10	36	39	75	77	39	38	–1

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

Table 25: 2010–2011 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	Students with Disabilities		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 5	21	21	53	50	32	29	–3
Grade 8	10	12	40	39	30	27	–3
Grade 10 ^b	27	30	65	67	38	37	–1

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

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

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

From 2010 to 2011 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for English language learner students and all students narrowed by one point at grade 7 and two points at grade 10, widened by one point at grade 3 and three points at grades 5 and 6, and remained the same at grades 4 and 8. In Mathematics, the between-group gap for ELL students and all students narrowed by one point at grade 7 and three points at grade 10, widened by one point at grades 3 and 8 and two points at grade 6, and did not change at grades 4 and 5. In STE, the between-group gap for ELL students and all students narrowed by one point at grades 5 and 8 and two points at grade 10.

Tables 26–28 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement respectively, between ELL students and all students from 2010 to 2011.

**Table 26: 2010–2011 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	ELL Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	27	24	63	61	36	37	+1
Grade 4	19	18	54	53	35	35	0
Grade 5	22	23	63	67	41	44	+3
Grade 6	24	20	69	68	45	48	+3
Grade 7	21	23	72	73	51	50	–1
Grade 8	24	25	78	79	54	54	0
Grade 10	19	27	78	84	59	57	–2

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

**Table 27: 2010–2011 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	ELL Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	37	37	65	66	28	29	+1
Grade 4	23	22	48	47	25	25	0
Grade 5	22	26	55	59	33	33	0
Grade 6	23	20	59	58	36	38	+2
Grade 7	15	14	53	51	38	37	–1
Grade 8	14	14	51	52	37	38	+1
Grade 10	30	35	75	77	45	42	–3

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

**Table 28: 2010–2011 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	ELL Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 5	12	10	53	50	41	40	–1
Grade 8	3	3	40	39	37	36	–1
Grade 10 ^b	12	16	65	67	53	51	–2

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

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

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

From 2010 to 2011 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for low-income students and all students narrowed by two points at grades 4 and 8, one point at grade 5, and four points at grade 10, widened by one point at grade 3, and remained the same at grades 6 and 7. The between-group gap in Mathematics for low-income students and all students narrowed by one point at grades 4 and 6, widened by one point at grades 7, 8, and 10, and showed no change at grades 3 and 5. In STE, the gap for low-income students and all students narrowed by two points at grade 10 and stayed the same at grades 5 and 8.

Tables 29–31 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement, respectively, between low-income students and all students from 2010 to 2011.

Table 29: 2010–2011 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	Low-Income Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	43	40	63	61	20	21	+1
Grade 4	31	32	54	53	23	21	–2
Grade 5	40	45	63	67	23	22	–1
Grade 6	48	47	69	68	21	21	0
Grade 7	52	53	72	73	20	20	0
Grade 8	59	62	78	79	19	17	–2
Grade 10	59	69	78	84	19	15	–4

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

Table 30: 2010–2011 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	Low-Income Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 3	45	46	65	66	20	20	0
Grade 4	28	28	48	47	20	19	–1
Grade 5	33	37	55	59	22	22	0
Grade 6	37	37	59	58	22	21	–1
Grade 7	32	29	53	51	21	22	+1
Grade 8	30	30	51	52	21	22	+1
Grade 10	57	58	75	77	18	19	+1

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

**Table 31: 2010–2011 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Low-Income Students		All Students		Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher				2010	2011	Between-Group Gap Change, 2010–2011 ^a
	2010	2011	2010	2011			
Grade 5	29	26	53	50	24	24	0
Grade 8	18	17	40	39	22	22	0
Grade 10 ^b	40	44	65	67	25	23	–2

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

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

Competency Determination Attainment Results

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

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

Each EPP must include, at a minimum,

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency. (For 2010–2011, the assessment options included locally developed end-of-course assessments, locally scored grade 10 MCAS test forms designed for the EPP, the March 2011 MCAS retest in ELA only, and College Board's Accuplacer.)

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

Table 32 below displays the cumulative percentage of all students and student subgroups in the class of 2013 who have already met or partially met the MCAS requirements for earning a CD by performing at the *Needs Improvement* level or higher in ELA, Mathematics, and STE through the spring 2011 test administration. Eighty-seven percent of students in the class of 2013 performed at the *Needs Improvement* level or higher in all three subjects on their first attempt, compared to 86 percent for the class of 2012 and 83 percent for the class of 2011. Ninety percent of students in the class of 2013 performed at the *Needs*

Improvement level or higher in ELA and Mathematics, 95 percent performed at this level in ELA, 91 percent did so in Mathematics, and 91 percent did so in STE.

Table 32: 2011 Statewide MCAS Results: Class of 2013
Percentage of Students Scoring *Needs Improvement* or Higher in ELA, Mathematics, and STE through the Spring 2011 Administration

Subgroup	Class of 2013					Class of 2012 ^a	Class of 2011 ^a
	ELA	Math	ELA and Math	STE	All Three Tests	All Three Tests	All Three Tests
All Students	95	91	90	91	87	86	83
Gender							
Female	96	92	91	92	89	87	85
Male	93	90	88	90	86	85	82
Race/Ethnicity							
African American	90	81	79	81	73	70	66
Asian	95	95	93	93	90	87	87
Hawaiian/Pacific Islander	90	94	88	87	84	82	69
Hispanic/Latino	87	78	75	77	68	66	62
Multi-Race (non-Hispanic/Latino)	95	91	90	92	87	83	83
Native American	94	86	83	90	81	79	78
White	97	94	94	95	92	91	90
Student Status							
High Needs ^b	89	81	79	82	74		
Non-Disabled	98	96	95	95	93	91	89
Students with Disabilities	81	70	67	73	61	58	55
English Language Learner (ELL)	67	62	52	57	43	37	35
Former ELL	93	85	83	84	77	69	66
ELL and Former ELL	73	68	60	63	51	46	44
Low Income	90	83	80	82	75	72	68

^a To provide comparable data, results for the classes of 2012 and 2011 are based on MCAS tests through the spring 2010 and spring 2009 administrations, respectively.

^b The High-Needs student subgroup was first introduced in 2011; data for prior years are not provided.

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

- Of the major racial/ethnic subgroups in the state, the percentage of students scoring *Needs Improvement* or higher in all three subjects was highest for white students at 92 percent, followed by Asian students at 90 percent, African American students at 73 percent, and Hispanic/Latino students at 68 percent.
- Seventy-five percent of low-income students performed at the *Needs Improvement* level or higher in all three subjects, while 74 percent of high-needs students, 61 percent of students with disabilities, and 43 percent of ELL students did so.

Table 33 below shows the number and cumulative percentage of students in the class of 2013 who have already fully met the CD standard by performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE, through the spring 2011 test administration. Seventy percent of students in the class of 2013 have earned a CD by

performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE. For the individual components of the CD requirement, 81 percent of students performed at the *Proficient* level or higher in ELA, 74 percent of students performed at the *Proficient* level or higher in Mathematics, and 91 percent of students performed at the *Needs Improvement* level or higher in STE.

Table 33: 2011 Statewide MCAS Results: Class of 2013
Number and Percentage of Students Scoring *Proficient* or Higher in ELA and Mathematics and *Needs Improvement* or Higher in STE through the Spring 2011 Administration

CD Requirement	Number	Percent
Earned CD	50,596	70%
ELA and Mathematics <i>Proficient</i> or Higher	50,903	70%
ELA <i>Proficient</i> or Higher	58,891	81%
Mathematics <i>Proficient</i> or Higher	53,933	74%
STE <i>Needs Improvement</i> or Higher	66,173	91%

III. 2011 Statewide MCAS Participation Results

Students Tested

Table 34 below presents information on the number and percentage of enrolled students who participated in the spring 2011 MCAS tests. The figures include participation rates for all enrolled students educated with public funds, including regular education students, students with disabilities, and ELL students. As in previous years, participation rates were very high, ranging from 98 to 100 percent.

**Table 34: Adequate Yearly Progress (AYP) Participation Rates^a
Number and Percentage of Enrolled Students Tested on the Spring 2011 MCAS Tests**

Grade	English Language Arts		Mathematics		Science and Technology/Engineering ^b	
	Number	Percent	Number	Percent	Number	Percent
Grade 3	69,979	100	70,036	100		
Grade 4	70,915	100	71,101	100		
Grade 5	71,394	100	71,469	100	71,394	100
Grade 6	71,491	100	71,548	100		
Grade 7	72,251	99	72,501	100		
Grade 8	71,682	99	71,753	99	71,584	99
Grade 10	69,993	98	69,342	98	71,882	99

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

^b Grade 10 STE figures include students in the class of 2013 who participated in an STE test in grade 9 in 2010 or grade 10 in 2011; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

How is participation calculated?

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

How are absent students treated in MCAS performance results?

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

IV. 2011 Statewide MCAS Results Disaggregated by Subgroup

Tables 35–51 provide summary statewide performance level results disaggregated by student subgroup for the spring 2011 MCAS tests.

**Table 35: 2011 Statewide MCAS Results: Grade 3 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	61	11	50	30	9
Gender					
Female	65	14	51	28	7
Male	57	8	49	32	11
Race/Ethnicity					
African American	37	3	34	45	18
Asian	69	17	52	24	7
Hawaiian/Pacific Islander	56	7	49	36	8
Hispanic/Latino	36	3	33	45	19
Multi-Race (non-Hispanic/Latino)	63	12	51	29	7
Native American	47	8	39	40	13
White	69	13	56	26	6
Student Status					
High Needs ^b	39	4	35	44	17
Non-Disabled	69	13	56	27	4
Students with Disabilities	24	2	22	45	32
English Language Learner (ELL)	24	1	23	49	26
Former ELL	56	8	48	36	8
ELL and Former ELL	33	3	30	46	22
Low Income	40	4	36	44	16

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 36: 2011 Statewide MCAS Results: Grade 3 Mathematics
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	66	14	52	25	10
Gender					
Female	66	13	53	25	9
Male	65	14	51	24	11
Race/Ethnicity					
African American	39	4	35	38	23
Asian	79	26	53	15	5
Hawaiian/Pacific Islander	55	11	44	35	11
Hispanic/Latino	43	5	38	37	20
Multi-Race (non-Hispanic/Latino)	65	15	50	26	9
Native American	54	9	45	33	13
White	72	15	57	21	6
Student Status					
High Needs ^b	46	6	40	35	19
Non-Disabled	73	16	57	22	5
Students with Disabilities	31	3	28	36	33
English Language Learner (ELL)	37	4	33	38	25
Former ELL	63	13	50	27	9
ELL and Former ELL	44	7	37	35	21
Low Income	46	6	40	35	19

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 37: 2011 Statewide MCAS Results: Grade 4 English Language Arts
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	53	10	43	35	12
Gender					
Female	60	13	47	31	9
Male	45	6	39	40	15
Race/Ethnicity					
African American	30	3	27	46	24
Asian	65	18	47	27	8
Hawaiian/Pacific Islander	56	13	43	29	16
Hispanic/Latino	29	3	26	45	26
Multi-Race (non-Hispanic/Latino)	53	10	43	36	11
Native American	35	5	30	48	16
White	59	11	48	32	8
Student Status					
High Needs ^b	31	3	28	47	23
Non-Disabled	62	12	50	33	5
Students with Disabilities	15	1	14	44	41
English Language Learner (ELL)	18	1	17	47	34
Former ELL	49	7	42	40	12
ELL and Former ELL	28	3	25	45	28
Low Income	32	3	29	46	22

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 38: 2011 Statewide MCAS Results: Grade 4 Mathematics
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	47	15	32	42	11
Gender					
Female	48	15	33	42	10
Male	47	15	32	41	12
Race/Ethnicity					
African American	23	5	18	53	25
Asian	68	32	36	27	6
Hawaiian/Pacific Islander	49	16	33	39	13
Hispanic/Latino	25	5	20	51	23
Multi-Race (non-Hispanic/Latino)	46	16	30	43	11
Native American	31	9	22	54	15
White	53	17	36	39	7
Student Status					
High Needs ^b	28	6	22	51	21
Non-Disabled	55	18	37	40	5
Students with Disabilities	16	3	13	48	36
English Language Learner (ELL)	22	5	17	50	29
Former ELL	45	13	32	44	11
ELL and Former ELL	28	7	21	48	24
Low Income	28	6	22	52	20

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 39: 2011 Statewide MCAS Results: Grade 5 English Language Arts
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	67	17	50	24	9
Gender					
Female	72	22	50	22	7
Male	63	13	50	27	11
Race/Ethnicity					
African American	46	6	40	38	16
Asian	75	27	48	18	7
Hawaiian/Pacific Islander	70	17	53	20	10
Hispanic/Latino	41	5	36	38	21
Multi-Race (non-Hispanic/Latino)	68	19	49	23	9
Native American	56	13	43	34	10
White	74	20	54	20	5
Student Status					
High Needs ^b	44	5	39	38	18
Non-Disabled	77	21	56	20	3
Students with Disabilities	27	2	25	41	32
English Language Learner (ELL)	23	1	22	44	32
Former ELL	59	9	50	30	11
ELL and Former ELL	35	4	31	40	25
Low Income	45	5	40	38	17

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 40: 2011 Statewide MCAS Results: Grade 5 Mathematics
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	59	25	34	26	15
Gender					
Female	60	24	36	26	14
Male	58	25	33	25	17
Race/Ethnicity					
African American	35	8	27	35	30
Asian	77	47	30	15	8
Hawaiian/Pacific Islander	62	24	38	24	15
Hispanic/Latino	35	8	27	33	32
Multi-Race (non-Hispanic/Latino)	58	27	31	27	15
Native American	50	18	32	34	16
White	66	28	38	23	11
Student Status					
High Needs ^b	37	10	27	34	29
Non-Disabled	68	29	39	24	8
Students with Disabilities	22	5	17	32	46
English Language Learner (ELL)	26	6	20	33	41
Former ELL	57	19	38	27	17
ELL and Former ELL	36	10	26	31	33
Low Income	37	9	28	34	28

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 41: 2011 Statewide MCAS Results: Grade 5 Science and Technology/Engineering
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	50	14	36	36	15
Gender					
Female	47	12	35	38	15
Male	51	15	36	33	15
Race/Ethnicity					
African American	19	2	17	45	35
Asian	58	22	36	29	13
Hawaiian/Pacific Islander	50	11	39	34	16
Hispanic/Latino	21	3	18	44	34
Multi-Race (non-Hispanic/Latino)	50	15	35	37	13
Native American	38	8	30	43	19
White	59	17	42	33	8
Student Status					
High Needs ^b	27	4	23	45	28
Non-Disabled	56	16	40	35	9
Students with Disabilities	21	4	17	41	39
English Language Learner (ELL)	10	1	9	38	52
Former ELL	31	6	25	49	20
ELL and Former ELL	16	2	14	42	42
Low Income	26	4	22	45	29

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 42: 2011 Statewide MCAS Results: Grade 6 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	68	17	51	23	9
Gender					
Female	73	22	51	20	7
Male	64	13	51	25	11
Race/Ethnicity					
African American	45	5	40	38	17
Asian	77	28	49	17	6
Hawaiian/Pacific Islander	51	11	40	37	11
Hispanic/Latino	42	5	37	37	21
Multi-Race (non-Hispanic/Latino)	67	19	48	24	9
Native American	60	10	50	30	10
White	77	21	56	18	5
Student Status					
High Needs ^b	46	5	41	36	18
Non-Disabled	78	21	57	18	3
Students with Disabilities	28	2	26	40	32
English Language Learner (ELL)	20	1	19	42	38
Former ELL	51	6	45	35	13
ELL and Former ELL	31	3	28	39	29
Low Income	47	5	42	36	17

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 43: 2011 Statewide MCAS Results: Grade 6 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	58	26	32	25	16
Gender					
Female	59	26	33	25	15
Male	57	26	31	25	18
Race/Ethnicity					
African American	34	10	24	32	34
Asian	76	49	27	16	8
Hawaiian/Pacific Islander	47	24	23	31	23
Hispanic/Latino	33	9	24	33	34
Multi-Race (non-Hispanic/Latino)	57	27	30	25	18
Native American	46	16	30	33	21
White	66	30	36	23	11
Student Status					
High Needs ^b	36	11	25	33	31
Non-Disabled	68	31	37	24	8
Students with Disabilities	19	4	15	31	50
English Language Learner (ELL)	20	5	15	30	51
Former ELL	44	15	29	33	23
ELL and Former ELL	28	8	20	31	40
Low Income	37	11	26	33	30

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 44: 2011 Statewide MCAS Results: Grade 7 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	73	14	59	21	6
Gender					
Female	81	20	61	15	4
Male	66	9	57	26	8
Race/Ethnicity					
African American	56	5	51	33	11
Asian	82	28	54	15	4
Hawaiian/Pacific Islander	79	17	62	15	7
Hispanic/Latino	50	4	46	36	14
Multi-Race (non-Hispanic/Latino)	72	16	56	23	6
Native American	63	5	58	31	6
White	80	17	63	16	4
Student Status					
High Needs ^b	52	4	48	35	13
Non-Disabled	84	18	66	15	2
Students with Disabilities	31	1	30	44	25
English Language Learner (ELL)	23	1	22	47	30
Former ELL	59	4	55	33	8
ELL and Former ELL	35	2	33	42	23
Low Income	53	4	49	34	12

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 45: 2011 Statewide MCAS Results: Grade 7 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	51	19	32	27	22
Gender					
Female	53	20	33	27	20
Male	49	19	30	27	24
Race/Ethnicity					
African American	28	6	22	32	41
Asian	74	44	30	16	10
Hawaiian/Pacific Islander	61	20	41	18	21
Hispanic/Latino	26	6	20	31	43
Multi-Race (non-Hispanic/Latino)	48	19	29	27	25
Native American	36	9	27	34	30
White	57	22	35	27	16
Student Status					
High Needs ^b	27	6	21	33	40
Non-Disabled	60	23	37	28	13
Students with Disabilities	14	3	11	27	60
English Language Learner (ELL)	14	3	11	25	61
Former ELL	36	10	26	33	31
ELL and Former ELL	22	6	16	28	51
Low Income	29	7	22	33	39

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 46: 2011 Statewide MCAS Results: Grade 8 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	79	20	59	15	6
Gender					
Female	85	27	58	11	4
Male	74	14	60	18	8
Race/Ethnicity					
African American	65	7	58	25	11
Asian	85	34	51	11	4
Hawaiian/Pacific Islander	78	19	59	14	8
Hispanic/Latino	58	6	52	27	15
Multi-Race (non-Hispanic/Latino)	80	21	59	14	6
Native American	73	13	60	19	9
White	84	23	61	11	4
Student Status					
High Needs ^b	60	6	54	26	14
Non-Disabled	88	24	64	10	2
Students with Disabilities	41	2	39	34	25
English Language Learner (ELL)	25	1	24	40	35
Former ELL	66	7	59	23	10
ELL and Former ELL	36	2	34	35	28
Low Income	62	7	55	25	12

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 47: 2011 Statewide MCAS Results: Grade 8 Mathematics
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	52	23	29	27	21
Gender					
Female	52	23	29	27	20
Male	51	23	28	26	22
Race/Ethnicity					
African American	28	7	21	32	40
Asian	74	48	26	16	10
Hawaiian/Pacific Islander	47	19	28	28	26
Hispanic/Latino	27	8	19	30	43
Multi-Race (non-Hispanic/Latino)	52	24	28	26	22
Native American	39	12	27	33	27
White	59	27	32	26	16
Student Status					
High Needs ^b	28	8	20	31	40
Non-Disabled	61	28	33	27	13
Students with Disabilities	14	3	11	26	60
English Language Learner (ELL)	14	4	10	23	63
Former ELL	37	13	24	31	32
ELL and Former ELL	21	7	14	25	54
Low Income	30	9	21	32	38

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 48: 2011 Statewide MCAS Results: Grade 8 Science and Technology/Engineering
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	39	4	35	42	19
Gender					
Female	37	4	33	44	19
Male	41	5	36	41	18
Race/Ethnicity					
African American	14	1	13	46	41
Asian	51	10	41	34	14
Hawaiian/Pacific Islander	37	1	36	46	16
Hispanic/Latino	13	1	12	42	45
Multi-Race (non-Hispanic/Latino)	39	4	35	42	18
Native American	24	0	24	49	26
White	46	5	41	43	11
Student Status					
High Needs ^b	17	1	16	46	36
Non-Disabled	45	5	40	43	12
Students with Disabilities	12	1	11	41	48
English Language Learner (ELL)	3	0	3	25	72
Former ELL	17	1	16	44	40
ELL and Former ELL	7	0	7	31	62
Low Income	17	1	16	46	37

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 49: 2011 Statewide MCAS Results: Grade 10 English Language Arts
Percentage of Students at Each Performance Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	84	33	51	13	3
Gender					
Female	87	39	48	11	2
Male	81	27	54	15	4
Race/Ethnicity					
African American	69	14	55	24	6
Asian	87	45	42	11	3
Hawaiian/Pacific Islander	85	31	54	7	8
Hispanic/Latino	63	11	52	28	9
Multi-Race (non-Hispanic/Latino)	85	33	52	13	2
Native American	70	15	55	26	4
White	89	38	51	9	2
Student Status					
High Needs ^b	66	12	54	25	8
Non-Disabled	91	38	53	8	1
Students with Disabilities	49	5	44	35	15
English Language Learner (ELL)	27	2	25	49	24
Former ELL	65	8	57	30	5
ELL and Former ELL	37	3	34	44	19
Low Income	69	14	55	25	7

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 50: 2011 Statewide MCAS Results: Grade 10 Mathematics
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	77	48	29	16	7
Gender					
Female	79	49	30	16	6
Male	76	48	28	16	8
Race/Ethnicity					
African American	56	24	32	29	15
Asian	88	71	17	9	3
Hawaiian/Pacific Islander	76	49	27	18	6
Hispanic/Latino	52	23	29	30	18
Multi-Race (non-Hispanic/Latino)	77	47	30	18	6
Native American	65	28	37	24	12
White	83	54	29	13	4
Student Status					
High Needs ^b	56	25	31	28	15
Non-Disabled	85	56	29	13	3
Students with Disabilities	39	12	27	34	27
English Language Learner (ELL)	35	15	20	32	34
Former ELL	57	30	27	29	14
ELL and Former ELL	41	19	22	31	29
Low Income	58	27	31	27	14

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 51: 2011 Statewide MCAS Results: Grade 10 Science and Technology/Engineering
Percentage of Students at Each Performance Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	67	20	47	27	7
Gender					
Female	67	19	48	27	6
Male	67	21	46	26	7
Race/Ethnicity					
African American	40	6	34	45	16
Asian	76	37	39	20	4
Hawaiian/Pacific Islander	66	19	47	24	10
Hispanic/Latino	36	5	31	46	19
Multi-Race (non-Hispanic/Latino)	66	21	45	28	6
Native American	50	4	46	40	10
White	74	23	51	22	4
Student Status					
High Needs ^b	42	6	36	43	15
Non-Disabled	75	24	51	23	3
Students with Disabilities	30	3	27	46	24
English Language Learner (ELL)	16	2	14	47	37
Former ELL	40	6	34	46	15
ELL and Former ELL	23	3	20	47	30
Low Income	44	7	37	42	14

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

V. Statewide MCAS Trend Results

Tables 52–58 provide statewide aggregate trend performance level results for the 1998–2011 MCAS tests. Not all tests were administered in all years.

**Table 52: 2001–2011 Statewide MCAS Results: Grade 3
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts					
2011	61	11	50	30	9
2010	63	14	49	30	8
2009	57	12	45	33	10
2008	56	15	41	33	11
2007	59	14	45	32	9
2006	58	18	40	33	8
2005	62	–	62	31	7
2004	63	–	63	30	7
2003	63	–	63	31	6
2002	67	–	67	27	6
2001	62	–	62	31	7
Mathematics					
2011	66	14	52	25	10
2010	65	25	40	24	11
2009	60	20	40	25	15
2008	61	25	36	25	14
2007	60	19 ^b	41	24	16
2006	52	4	48	32	16

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

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

**Table 53: 1998–2011 Statewide MCAS Results: Grade 4
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts					
2011	53	10	43	35	12
2010	54	11	43	35	12
2009	54	12	42	35	11
2008	49	8	41	39	13
2007	56	10	46	34	10
2006	50	8	42	39	11
2005	50	10	40	40	11
2004	56	11	45	35	10
2003	56	10	46	34	9
2002	54	8	46	37	10
2001	51	7	44	38	11
Mathematics					
2011	47	15	32	42	11
2010	48	16	32	41	11
2009	48	16	32	41	11
2008	49	20	29	38	13
2007	48	19	29	39	13
2006	40	15	25	45	15
2005	40	14	26	44	15
2004	42	14	28	44	14
2003	40	12	28	44	16
2002	39	12	27	42	19
2001	34	10	24	46	19
2000	40	12	28	42	18
1999	36	12	24	44	19
1998	34	11	23	44	23

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

**Table 54: 2003–2011 Statewide MCAS Results: Grade 5
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts					
2011	67	17	50	24	9
2010	63	16	47	28	10
2009	63	15	48	29	8
2008	61	13	48	30	9
2007	63	15	48	28	9
2006	59	15	44	31	9
Mathematics					
2011	59	25	34	26	15
2010	55	25	30	28	17
2009	54	22	32	29	18
2008	52	22	30	30	17
2007	51	19	32	31	18
2006	43	17	26	34	23
Science and Technology/Engineering					
2011	50	14	36	36	15
2010	53	15	38	36	11
2009	49	17	32	39	12
2008	50	17	33	38	12
2007	51	14	37	37	12
2006	50	17	33	39	11
2005	51	16	35	38	12
2004	55	20	35	33	13
2003	52	19	33	34	14

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

**Table 55: 2001–2011 Statewide MCAS Results: Grade 6
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts					
2011	68	17	51	23	9
2010	69	15	54	21	9
2009	66	16	50	24	9
2008	67	15	52	24	8
2007	67	9	58	26	7
2006	64	10	54	28	8
Mathematics					
2011	58	26	32	25	16
2010	59	27	32	25	16
2009	57	24	33	27	16
2008	56	23	33	26	18
2007	52	20	32	28	20
2006	46	17	29	29	25
2005	46	17	29	30	23
2004	43	17	26	32	25
2003	42	16	26	32	26
2002	41	13	28	29	30
2001	36	13	23	30	33

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

**Table 56: 2001–2011 Statewide MCAS Results: Grade 7
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts					
2011	73	14	59	21	6
2010	72	11	61	21	7
2009	70	14	56	23	7
2008	69	12	57	23	8
2007	69	9	60	23	8
2006	65	10	55	26	9
2005	66	10	56	27	8
2004	68	9	59	25	7
2003	66	8	58	28	7
2002	64	9	55	28	9
2001	55	6	49	32	12
Mathematics					
2011	51	19	32	27	22
2010	53	14	39	27	19
2009	49	16	33	30	21
2008	47	15	32	29	24
2007	46	15	31	30	24
2006	40	12	28	33	28

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

**Table 57: 1998–2011 Statewide MCAS Results: Grade 8
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
English Language Arts					
2011	79	20	59	15	6
2010	78	17	61	16	7
2009	78	15	63	15	6
2008	75	12	63	18	7
2007	75	12	63	18	6
2006	74	12	62	19	7
Mathematics					
2011	52	23	29	27	21
2010	51	22	29	28	21
2009	48	20	28	28	23
2008	49	19	30	27	24
2007	45	17	28	30	25
2006	40	12	28	31	29
2005	39	13	26	30	31
2004	39	13	26	32	29
2003	37	12	25	30	33
2002	34	11	23	33	33
2001	34	11	23	34	31
2000	34	10	24	27	39
1999	28	6	22	31	40
1998	31	8	23	26	42
Science and Technology/Engineering					
2011	39	4	35	42	19
2010	40	4	36	41	19
2009	39	4	35	40	21
2008	39	3	36	39	22
2007	33	3	30	44	24
2006	32	4	28	43	25
2005	33	4	29	41	26
2004	33	5	28	35	31
2003	32	4	28	37	30

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

**Table 58: 1998–2011 Statewide MCAS Results: Grade 10
Percentage of Students at Each Performance Level^a**

Subject / Year	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
English Language Arts					
2011	84	33	51	13	3
2010	78	26	52	18	4
2009	79	28	51	17	4
2008	75	24	51	21	4
2007	71	22	49	24	6
2006	70	16	54	24	7
2005	64	22	42	25	11
2004	62	19	43	27	11
2003	61	20	41	28	11
2002	59	19	40	27	14
2001	51	15	36	31	18
2000	36	7	29	30	34
1999	34	4	30	34	32
1998	38	5	33	34	28
Mathematics					
2011	77	48	29	16	7
2010	75	50	25	17	7
2009	75	47	28	18	8
2008	72	43	29	19	9
2007	68	41	27	22	9
2006	67	40	27	21	12
2005	61	34	27	24	15
2004	57	29	28	28	15
2003	51	24	27	29	20
2002	44	20	24	31	25
2001	45	18	27	30	25
2000	33	15	18	22	45
1999	24	9	15	23	53
1998	24	7	17	24	52
Science and Technology/Engineering^b					
2011	67	20	47	27	7
2010	65	18	47	28	8
2009	61	16	45	29	9
2008	57	14	43	31	12

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

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

VI. Statewide MCAS Trend Results Disaggregated by Subgroup

This section provides detailed information regarding statewide student subgroup participation and performance level results for the 2007 through 2011 MCAS tests (the exception is the grade 10 Science and Technology/Engineering test, which was first administered in 2008). Tables 59–75 show results by student status (e.g., students with disabilities); Tables 76–82 give results by race/ethnicity; and Tables 83 and 84 show results by gender. The following list provides definitions of the student status groups that appear in this section:

High Needs: Students identified as high needs include students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

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

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

English Language Learner: An English language learner (ELL)⁹ student is “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

Former English Language Learner: A student who is a former English language learner¹⁰ has transitioned out of ELL 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 former ELL students. The combined ELL and former ELL reporting category represents the official AYP subgroup reporting category.

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

⁹ English language learner (ELL) was previously referred to as limited English proficient (LEP).

¹⁰ Former English language learner was previously referred to as formerly limited English proficient (FLEP).

**Table 59: 2007–2011 Statewide MCAS Results by Student Status: Grade 3 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	4	35	44	17
Non-Disabled				
2011	13	56	27	4
2010	17	54	26	3
2009	14	50	30	5
2008	18	45	31	6
2007	16	50	29	5
Students with Disabilities				
2011	2	22	45	32
2010	2	23	46	29
2009	2	21	44	33
2008	3	20	42	36
2007	3	24	44	29
English Language Learner (ELL)				
2011	1	23	49	26
2010	2	25	51	22
2009	2	21	48	29
2008	2	18	45	35
2007	2	20	48	30
ELL and Former ELL				
2011	3	30	46	22
2010	4	30	47	19
2009	3	26	46	25
2008	4	22	44	30
2007	4	25	46	25
Former ELL				
2011	8	48	36	8
2010	9	45	38	8
2009	8	41	39	13
2008	7	33	44	17
2007	8	36	42	13
Low Income				
2011	4	36	44	16
2010	6	37	43	14
2009	4	31	46	19
2008	5	27	46	23
2007	4	32	46	18

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 60: 2007–2011 Statewide MCAS Results by Student Status: Grade 3 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	6	40	35	19
Non-Disabled				
2011	16	57	22	5
2010	30	43	22	6
2009	23	43	24	9
2008	28	39	23	9
2007	22	45	23	11
Students with Disabilities				
2011	3	28	36	33
2010	6	24	35	34
2009	5	23	31	42
2008	7	22	30	41
2007	5	23	30	42
English Language Learner (ELL)				
2011	4	33	38	25
2010	8	29	36	27
2009	5	25	33	37
2008	8	26	32	34
2007	5	25	30	40
ELL and Former ELL				
2011	7	37	35	21
2010	12	31	34	23
2009	8	28	31	33
2008	12	28	30	30
2007	7	28	29	36
Former ELL				
2011	13	50	27	9
2010	23	38	26	12
2009	17	38	27	19
2008	20	34	26	20
2007	14	34	27	25
Low Income				
2011	6	40	35	19
2010	11	34	34	20
2009	7	31	34	28
2008	11	30	32	27
2007	7	31	31	31

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 61: 2007–2011 Statewide MCAS Results by Student Status: Grade 4 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	3	28	47	23
Non-Disabled				
2011	12	50	33	5
2010	13	49	33	5
2009	14	48	33	5
2008	10	47	37	6
2007	12	52	31	5
Students with Disabilities				
2011	1	14	44	41
2010	1	15	44	40
2009	1	15	44	39
2008	1	13	44	42
2007	1	18	47	34
English Language Learner (ELL)				
2011	1	17	47	34
2010	1	18	48	33
2009	1	16	46	37
2008	1	11	47	42
2007	1	16	47	36
ELL and Former ELL				
2011	3	25	45	28
2010	3	23	46	28
2009	3	22	45	30
2008	1	17	48	33
2007	3	24	45	28
Former ELL				
2011	7	42	40	12
2010	7	37	41	15
2009	6	36	43	15
2008	3	30	51	16
2007	6	38	43	13
Low Income				
2011	3	29	46	22
2010	3	28	47	23
2009	3	26	47	23
2008	2	24	49	25
2007	3	29	48	21

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 62: 2007–2011 Statewide MCAS Results by Student Status: Grade 4 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	6	22	51	21
Non-Disabled				
2011	18	37	40	5
2010	19	36	40	5
2009	18	37	39	6
2008	24	33	36	7
2007	22	33	38	7
Students with Disabilities				
2011	3	13	48	36
2010	3	13	48	36
2009	3	13	47	37
2008	4	14	44	39
2007	4	13	46	37
English Language Learner (ELL)				
2011	5	17	50	29
2010	5	18	50	28
2009	3	15	48	33
2008	5	14	45	35
2007	5	14	46	36
ELL and Former ELL				
2011	7	21	48	24
2010	7	21	48	24
2009	6	20	47	27
2008	9	19	44	29
2007	8	18	45	29
Former ELL				
2011	13	32	44	11
2010	14	29	43	14
2009	13	29	43	15
2008	16	27	41	16
2007	14	25	44	17
Low Income				
2011	6	22	52	20
2010	6	22	51	21
2009	6	22	51	22
2008	8	21	47	24
2007	7	20	48	25

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 63: 2007–2011 Statewide MCAS Results by Student Status: Grade 5 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	5	39	38	18
Non-Disabled				
2011	21	56	20	3
2010	20	52	24	4
2009	18	54	25	3
2008	16	54	27	3
2007	18	54	25	4
Students with Disabilities				
2011	2	25	41	32
2010	2	21	43	35
2009	2	22	47	29
2008	2	21	47	30
2007	2	23	43	31
English Language Learner (ELL)				
2011	1	22	44	32
2010	2	20	44	35
2009	1	16	49	34
2008	1	14	47	38
2007	1	15	43	41
ELL and Former ELL				
2011	4	31	40	25
2010	4	27	42	28
2009	4	25	47	24
2008	3	23	47	26
2007	4	26	42	28
Former ELL				
2011	9	50	30	11
2010	9	41	37	13
2009	8	40	44	8
2008	6	36	47	11
2007	6	39	42	12
Low Income				
2011	5	40	38	17
2010	5	35	40	19
2009	5	35	45	16
2008	4	33	46	18
2007	4	34	43	19

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 64: 2007–2011 Statewide MCAS Results by Student Status: Grade 5 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	10	27	34	29
Non-Disabled				
2011	29	39	24	8
2010	29	34	28	9
2009	26	36	28	10
2008	27	34	30	10
2007	22	37	30	11
Students with Disabilities				
2011	5	17	32	46
2010	4	14	32	50
2009	4	14	32	50
2008	4	14	33	49
2007	3	14	33	50
English Language Learner (ELL)				
2011	6	20	33	41
2010	5	17	33	45
2009	5	16	30	50
2008	5	14	31	50
2007	4	15	31	50
ELL and Former ELL				
2011	10	26	31	33
2010	10	20	33	37
2009	9	20	32	39
2008	9	19	34	38
2007	8	21	33	38
Former ELL				
2011	19	38	27	17
2010	18	26	32	23
2009	16	27	35	21
2008	14	26	37	23
2007	13	28	35	24
Low Income				
2011	9	28	34	28
2010	10	23	37	30
2009	8	24	35	33
2008	8	22	37	32
2007	7	22	38	33

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 65: 2007–2011 Statewide MCAS Results by Student Status: Grade 5 Science & Tech/Eng
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	4	23	45	28
Non-Disabled				
2011	16	40	35	9
2010	18	43	33	6
2009	20	35	38	7
2008	20	37	36	7
2007	17	41	35	7
Students with Disabilities				
2011	4	17	41	39
2010	3	18	45	34
2009	4	16	45	34
2008	4	17	45	33
2007	3	18	45	33
English Language Learner (ELL)				
2011	1	9	38	52
2010	1	11	46	42
2009	2	9	43	46
2008	1	8	41	50
2007	1	9	42	48
ELL and Former ELL				
2011	2	14	42	42
2010	3	17	46	34
2009	4	14	46	36
2008	3	13	46	38
2007	3	16	46	36
Former ELL				
2011	6	25	49	20
2010	6	30	46	18
2009	8	22	51	19
2008	5	20	54	22
2007	4	24	51	21
Low Income				
2011	4	22	45	29
2010	4	25	48	23
2009	4	20	50	26
2008	4	19	50	26
2007	3	21	49	26

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 66: 2007–2011 Statewide MCAS Results by Student Status: Grade 6 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	5	41	36	18
Non-Disabled				
2011	21	57	18	3
2010	19	61	17	3
2009	20	57	21	3
2008	18	59	20	3
2007	11	65	21	3
Students with Disabilities				
2011	2	26	40	32
2010	1	27	38	33
2009	2	24	41	33
2008	2	26	42	31
2007	1	26	45	28
English Language Learner (ELL)				
2011	1	19	42	38
2010	1	23	40	36
2009	2	16	41	42
2008	1	15	42	41
2007	0	15	44	41
ELL and Former ELL				
2011	3	28	39	29
2010	3	33	37	27
2009	5	28	38	29
2008	3	28	41	28
2007	1	26	44	29
Former ELL				
2011	6	45	35	13
2010	7	50	30	12
2009	9	44	36	11
2008	5	45	38	11
2007	2	42	43	14
Low Income				
2011	5	42	36	17
2010	5	43	34	18
2009	6	38	38	18
2008	4	40	38	17
2007	2	40	41	16

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 67: 2007–2011 Statewide MCAS Results by Student Status: Grade 6 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	11	25	33	31
Non-Disabled				
2011	31	37	24	8
2010	32	36	23	9
2009	28	37	26	9
2008	28	37	25	10
2007	24	37	27	12
Students with Disabilities				
2011	4	15	31	50
2010	4	15	31	49
2009	4	15	32	49
2008	4	14	29	53
2007	3	13	30	54
English Language Learner (ELL)				
2011	5	15	30	51
2010	6	17	30	47
2009	5	14	28	52
2008	4	13	26	57
2007	4	11	25	59
ELL and Former ELL				
2011	8	20	31	40
2010	10	22	30	38
2009	9	21	30	40
2008	8	20	28	44
2007	6	17	28	48
Former ELL				
2011	15	29	33	23
2010	17	30	30	22
2009	14	30	33	23
2008	14	28	31	27
2007	10	25	33	33
Low Income				
2011	11	26	33	30
2010	11	26	32	30
2009	9	25	35	31
2008	9	24	32	35
2007	7	22	33	38

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 68: 2007–2011 Statewide MCAS Results by Student Status: Grade 7 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	4	48	35	13
Non-Disabled				
2011	18	66	15	2
2010	13	69	16	2
2009	17	63	18	2
2008	15	64	19	3
2007	11	67	19	3
Students with Disabilities				
2011	1	30	44	25
2010	1	29	42	28
2009	1	27	44	27
2008	1	26	43	29
2007	1	27	43	30
English Language Learner (ELL)				
2011	1	22	47	30
2010	1	20	41	39
2009	0	14	46	39
2008	0	15	42	43
2007	1	15	39	45
ELL and Former ELL				
2011	2	33	42	23
2010	2	32	38	28
2009	2	28	42	27
2008	2	27	40	31
2007	1	27	39	32
Former ELL				
2011	4	55	33	8
2010	4	53	33	10
2009	4	49	37	10
2008	4	45	38	13
2007	2	46	39	14
Low Income				
2011	4	49	34	12
2010	3	49	34	14
2009	4	44	38	14
2008	3	43	38	16
2007	2	44	37	16

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 69: 2007–2011 Statewide MCAS Results by Student Status: Grade 7 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	6	21	33	40
Non-Disabled				
2011	23	37	28	13
2010	17	45	27	11
2009	19	38	30	13
2008	18	37	29	15
2007	17	36	31	16
Students with Disabilities				
2011	3	11	27	60
2010	1	14	29	56
2009	2	11	28	59
2008	2	10	26	62
2007	2	10	27	61
English Language Learner (ELL)				
2011	3	11	25	61
2010	2	13	25	60
2009	2	9	24	65
2008	2	8	20	70
2007	2	8	21	68
ELL and Former ELL				
2011	6	16	28	51
2010	4	20	28	47
2009	5	15	28	52
2008	4	13	25	59
2007	4	13	26	56
Former ELL				
2011	10	26	33	31
2010	8	34	32	26
2009	9	25	34	32
2008	6	21	31	42
2007	7	20	33	40
Low Income				
2011	7	22	33	39
2010	5	27	33	36
2009	5	21	35	39
2008	4	19	32	45
2007	4	18	33	45

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 70: 2007–2011 Statewide MCAS Results by Student Status: Grade 8 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	6	54	26	14
Non-Disabled				
2011	24	64	10	2
2010	20	66	11	2
2009	18	69	11	2
2008	15	69	14	3
2007	15	69	14	2
Students with Disabilities				
2011	2	39	34	25
2010	1	35	36	28
2009	2	38	36	25
2008	1	35	36	27
2007	1	35	39	25
English Language Learner (ELL)				
2011	1	24	40	35
2010	1	23	39	37
2009	1	22	38	39
2008	1	18	36	46
2007	0	17	43	40
ELL and Former ELL				
2011	2	34	35	28
2010	2	32	36	29
2009	2	34	35	29
2008	2	30	34	34
2007	2	27	42	29
Former ELL				
2011	7	59	23	10
2010	5	54	29	12
2009	4	57	30	10
2008	4	51	32	14
2007	3	47	39	11
Low Income				
2011	7	55	25	12
2010	5	54	27	14
2009	5	56	27	13
2008	3	51	31	15
2007	3	51	32	13

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 71: 2007–2011 Statewide MCAS Results by Student Status: Grade 8 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	8	20	31	40
Non-Disabled				
2011	28	33	27	13
2010	26	33	28	12
2009	24	33	28	15
2008	23	34	27	16
2007	21	32	31	16
Students with Disabilities				
2011	3	11	26	60
2010	3	10	26	61
2009	3	9	26	62
2008	2	10	26	63
2007	2	8	26	64
English Language Learner (ELL)				
2011	4	10	23	63
2010	4	10	24	63
2009	3	9	20	68
2008	3	7	19	71
2007	2	8	21	69
ELL and Former ELL				
2011	7	14	25	54
2010	6	14	26	54
2009	5	13	23	59
2008	5	12	23	60
2007	4	11	24	61
Former ELL				
2011	13	24	31	32
2010	13	23	31	33
2009	9	21	31	40
2008	9	21	28	42
2007	7	18	29	46
Low Income				
2011	9	21	32	38
2010	9	21	33	38
2009	7	18	31	44
2008	6	19	30	45
2007	5	16	33	45

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 72: 2007–2011 Statewide MCAS Results by Student Status: Grade 8 Science & Tech/Eng
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2011	1	16	46	36
Non-Disabled				
2011	5	40	43	12
2010	5	41	42	12
2009	5	41	41	13
2008	3	42	40	15
2007	4	34	45	17
Students with Disabilities				
2011	1	11	41	48
2010	0	10	39	51
2009	1	10	36	53
2008	0	10	37	53
2007	0	7	36	56
English Language Learner (ELL)				
2011	0	3	25	72
2010	0	3	26	70
2009	0	4	23	73
2008	0	3	20	78
2007	0	3	20	77
ELL and Former ELL				
2011	0	7	31	62
2010	0	7	32	61
2009	0	7	30	62
2008	0	7	27	66
2007	0	5	26	68
Former ELL				
2011	1	16	44	40
2010	1	14	45	40
2009	1	15	43	41
2008	0	14	39	47
2007	1	10	39	51
Low Income				
2011	1	16	46	37
2010	1	17	45	37
2009	1	15	43	40
2008	0	14	41	45
2007	0	11	42	46

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 73: 2007–2011 Statewide MCAS Results by Student Status: Grade 10 English Language Arts
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
High Needs^b				
2011	12	54	25	8
Non-Disabled				
2011	38	53	8	1
2010	31	56	13	1
2009	33	54	12	2
2008	27	55	16	1
2007	25	53	19	3
Students with Disabilities				
2011	5	44	35	15
2010	2	36	44	17
2009	4	38	40	19
2008	3	32	46	20
2007	2	28	47	23
English Language Learner (ELL)				
2011	2	25	49	24
2010	1	18	53	27
2009	1	18	48	33
2008	2	15	52	32
2007	1	12	46	42
ELL and Former ELL				
2011	3	34	44	19
2010	2	26	51	22
2009	3	26	45	25
2008	4	25	49	23
2007	2	19	47	32
Former ELL				
2011	8	57	30	5
2010	4	42	45	9
2009	7	45	39	9
2008	6	41	44	9
2007	5	34	49	12
Low Income				
2011	14	55	25	7
2010	9	50	32	8
2009	11	50	30	9
2008	8	45	37	9
2007	7	41	40	13

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 74: 2007–2011 Statewide MCAS Results by Student Status: Grade 10 Mathematics
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
High Needs^b				
2011	25	31	28	15
Non-Disabled				
2011	56	29	13	3
2010	57	26	14	3
2009	53	28	15	4
2008	50	30	17	4
2007	48	28	19	5
Students with Disabilities				
2011	12	27	34	27
2010	12	24	36	27
2009	11	26	35	28
2008	9	24	35	32
2007	9	22	37	32
English Language Learner (ELL)				
2011	15	20	32	34
2010	13	17	35	35
2009	13	19	32	37
2008	14	17	32	37
2007	11	16	34	39
ELL and Former ELL				
2011	19	22	31	29
2010	16	20	34	30
2009	16	22	32	31
2008	18	21	31	30
2007	16	18	34	32
Former ELL				
2011	30	27	29	14
2010	23	28	32	17
2009	23	28	31	18
2008	26	27	30	17
2007	24	23	35	19
Low Income				
2011	27	31	27	14
2010	28	29	29	14
2009	24	30	30	16
2008	22	29	30	18
2007	21	26	33	19

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 75: 2008–2011 Statewide MCAS Results by Student Status: Grade 10 Science & Tech/Eng
Percentage of Students at Each Performance Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
High Needs^b				
2011	6	36	43	15
Non-Disabled				
2011	24	51	23	3
2010	21	51	24	4
2009	19	50	26	5
2008	16	48	29	7
Students with Disabilities				
2011	3	27	46	24
2010	2	25	46	27
2009	2	22	46	30
2008	2	19	43	37
English Language Learner (ELL)				
2011	2	14	47	37
2010	1	11	47	41
2009	1	11	40	48
2008	1	11	31	56
ELL and Former ELL				
2011	3	20	47	30
2010	2	18	46	35
2009	2	16	42	39
2008	3	17	36	44
Former ELL				
2011	6	34	46	15
2010	4	30	43	22
2009	4	26	46	25
2008	5	26	42	27
Low Income				
2011	7	37	42	14
2010	5	35	43	16
2009	4	32	44	20
2008	3	28	44	26

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

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

The following tables provide statewide summary results for the 2007 (with the exception of grade 10 STE, which was first administered in 2008) through 2011 MCAS tests disaggregated by seven race/ethnicity categories and by gender.

**Table 76: 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: African American
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2011	3	34	45	18	5,472
	2010	6	36	43	15	5,485
	2009	4	31	45	20	5,359
	2008	6	27	45	23	5,539
	2007	5	31	47	18	5,575
Mathematics	2011	4	35	38	23	5,478
	2010	9	31	37	24	5,482
	2009	6	27	36	31	5,364
	2008	10	27	33	30	5,542
	2007	6	29	32	33	5,578
Grade 4						
English Language Arts	2011	3	27	46	24	5,628
	2010	3	26	47	23	5,501
	2009	3	26	47	24	5,566
	2008	2	23	50	25	5,582
	2007	3	29	48	21	5,427
Mathematics	2011	5	18	53	25	5,664
	2010	5	20	52	24	5,492
	2009	5	20	51	25	5,599
	2008	7	19	48	26	5,608
	2007	6	17	50	27	5,434
Grade 5						
English Language Arts	2011	6	40	38	16	5,674
	2010	6	34	40	19	5,695
	2009	5	34	45	16	5,670
	2008	4	33	46	17	5,521
	2007	4	35	43	18	5,558
Mathematics	2011	8	27	35	30	5,683
	2010	9	22	36	33	5,687
	2009	8	23	36	33	5,690
	2008	8	20	39	33	5,522
	2007	5	20	38	36	5,559
Science and Technology/ Engineering	2011	2	17	45	35	5,677
	2010	3	20	50	27	5,694
	2009	3	15	52	30	5,680
	2008	3	16	50	31	5,515
	2007	2	18	50	30	5,559
Grade 6						
English Language Arts	2011	5	40	38	17	5,863
	2010	5	43	34	18	5,819
	2009	6	39	38	16	5,641
	2008	5	42	37	16	5,739
	2007	3	40	43	15	6,109
Mathematics	2011	10	24	32	34	5,889
	2010	9	25	33	33	5,818
	2009	8	24	36	32	5,646
	2008	7	23	33	37	5,751
	2007	6	21	32	41	6,094

(Table 76 continued on following page)

**Table 76 (cont.): 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: African American
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	5	51	33	11	5,891
	2010	3	50	34	13	5,729
	2009	4	46	37	13	5,792
	2008	3	44	36	16	6,079
	2007	2	46	36	16	6,105
Mathematics	2011	6	22	32	41	5,928
	2010	4	26	34	37	5,739
	2009	3	20	35	42	5,831
	2008	3	18	32	47	6,137
	2007	3	17	34	47	6,108
Grade 8						
English Language Arts	2011	7	58	25	11	5,812
	2010	5	54	27	13	5,834
	2009	6	57	25	11	6,118
	2008	4	54	29	13	6,023
	2007	4	52	32	13	6,412
Mathematics	2011	7	21	32	40	5,827
	2010	6	22	33	38	5,841
	2009	6	18	31	45	6,156
	2008	5	19	31	46	6,028
	2007	4	15	34	47	6,399
Science and Technology/ Engineering	2011	1	13	46	41	5,804
	2010	0	13	46	41	5,809
	2009	0	13	43	44	6,134
	2008	0	11	40	48	6,002
	2007	0	8	42	50	6,398
Grade 10						
English Language Arts	2011	14	55	24	6	6,016
	2010	9	51	32	7	5,814
	2009	12	50	30	8	6,387
	2008	8	47	36	8	5,999
	2007	6	40	41	12	6,056
Mathematics	2011	24	32	29	15	5,930
	2010	25	28	31	16	5,805
	2009	21	30	31	17	5,951
	2008	20	28	33	19	5,949
	2007	19	26	35	20	5,957
Science and Technology/ Engineering^b	2011	6	34	45	16	5,782
	2010	4	33	45	18	5,545
	2009	3	30	45	22	5,672
	2008	3	25	45	27	5,514

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

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

**Table 77: 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Asian
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2011	17	52	24	7	4,123
	2010	18	49	27	6	3,987
	2009	17	47	28	7	3,787
	2008	21	41	29	9	3,431
	2007	20	44	28	8	3,457
Mathematics	2011	26	53	15	5	4,131
	2010	40	38	17	6	3,985
	2009	34	38	19	9	3,818
	2008	37	36	19	9	3,446
	2007	31	39	18	11	3,461
Grade 4						
English Language Arts	2011	18	47	27	8	4,053
	2010	19	45	29	8	3,857
	2009	19	43	29	9	3,483
	2008	13	43	34	10	3,495
	2007	17	46	29	8	3,370
Mathematics	2011	32	36	27	6	4,060
	2010	32	33	29	6	3,861
	2009	29	36	29	6	3,499
	2008	38	28	26	7	3,507
	2007	32	31	30	7	3,391
Grade 5						
English Language Arts	2011	27	48	18	7	3,953
	2010	26	45	21	7	3,544
	2009	26	44	24	6	3,552
	2008	22	46	25	7	3,366
	2007	23	45	25	7	3,437
Mathematics	2011	47	30	15	8	3,962
	2010	46	28	18	9	3,540
	2009	44	29	18	9	3,570
	2008	42	29	20	9	3,367
	2007	36	34	21	9	3,454
Science and Technology/ Engineering	2011	22	36	29	13	3,962
	2010	23	39	29	9	3,538
	2009	28	31	31	10	3,567
	2008	25	31	34	10	3,363
	2007	23	36	32	10	3,453
Grade 6						
English Language Arts	2011	28	49	17	6	3,585
	2010	30	49	14	6	3,570
	2009	29	47	18	6	3,430
	2008	29	49	17	5	3,459
	2007	17	55	22	6	3,318
Mathematics	2011	49	27	16	8	3,607
	2010	51	28	14	7	3,568
	2009	45	31	15	8	3,441
	2008	45	31	15	9	3,463
	2007	40	31	19	10	3,339

(Table 77 continued on following page)

**Table 77 (continued): 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Asian
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	28	54	15	4	3,629
	2010	21	59	15	5	3,548
	2009	26	53	17	4	3,526
	2008	23	55	18	4	3,385
	2007	17	58	19	6	3,335
Mathematics	2011	44	30	16	10	3,660
	2010	33	41	16	10	3,560
	2009	36	34	19	11	3,537
	2008	32	35	21	12	3,398
	2007	32	32	22	14	3,338
Grade 8						
English Language Arts	2011	34	51	11	4	3,679
	2010	30	55	11	4	3,589
	2009	28	57	11	4	3,495
	2008	22	59	13	5	3,355
	2007	19	58	17	5	3,163
Mathematics	2011	48	26	16	10	3,703
	2010	47	27	16	10	3,591
	2009	41	27	20	11	3,489
	2008	39	29	18	13	3,357
	2007	34	31	22	14	3,164
Science and Technology/ Engineering	2011	10	41	34	14	3,701
	2010	10	44	33	13	3,584
	2009	9	41	36	15	3,487
	2008	5	44	34	18	3,359
	2007	7	35	38	20	3,162
Grade 10						
English Language Arts	2011	45	42	11	3	3,642
	2010	37	44	15	4	3,485
	2009	38	44	15	4	3,339
	2008	33	44	19	4	3,273
	2007	31	43	21	5	3,297
Mathematics	2011	71	17	9	3	3,636
	2010	70	17	9	4	3,492
	2009	67	19	10	4	3,283
	2008	65	20	11	4	3,281
	2007	64	18	13	5	3,261
Science and Technology/ Engineering^b	2011	37	39	20	4	3,436
	2010	32	40	21	7	3,303
	2009	29	41	22	7	3,073
	2008	29	39	24	8	3,077

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

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

**Table 78: 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Hawaiian/Pacific Islander
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2011	7	49	36	8	75
	2010	11	47	32	10	93
	2009	13	49	27	11	95
	2008	9	42	42	7	69
	2007	14	48	32	6	165
Mathematics	2011	11	44	35	11	75
	2010	26	39	24	11	94
	2009	27	37	21	15	98
	2008	21	35	25	18	71
	2007	25	38	25	13	167
Grade 4						
English Language Arts	2011	13	43	29	16	96
	2010	11	53	24	11	96
	2009	4	49	30	16	67
	2008	10	40	40	10	72
	2007	6	51	37	6	163
Mathematics	2011	16	33	39	13	96
	2010	22	34	35	8	96
	2009	17	21	44	17	70
	2008	23	25	38	14	73
	2007	18	34	37	11	161
Grade 5						
English Language Arts	2011	17	53	20	10	94
	2010	8	45	34	13	62
	2009	13	46	37	4	70
	2008	12	51	31	6	68
	2007	8	50	28	15	173
Mathematics	2011	24	38	24	15	96
	2010	16	24	35	24	62
	2009	24	23	33	20	70
	2008	21	37	31	12	68
	2007	18	34	29	18	173
Science and Technology/ Engineering	2011	11	39	34	16	96
	2010	6	32	48	13	62
	2009	20	33	37	10	70
	2008	22	34	32	12	68
	2007	7	36	41	16	173
Grade 6						
English Language Arts	2011	11	40	37	11	62
	2010	23	48	21	8	61
	2009	24	35	30	11	74
	2008	15	41	27	17	103
	2007	6	55	26	13	164
Mathematics	2011	24	23	31	23	62
	2010	25	28	26	21	61
	2009	23	35	25	17	75
	2008	18	26	19	37	104
	2007	16	28	32	24	164

(Table 78 continued on following page)

**Table 78 (cont.): 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Hawaiian/Pacific Isl.
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 7						
English Language Arts	2011	17	62	15	7	60
	2010	11	56	22	11	79
	2009	15	42	24	18	99
	2008	8	47	35	11	75
	2007	11	57	24	8	159
Mathematics	2011	20	41	18	21	61
	2010	13	37	28	23	79
	2009	15	21	27	37	98
	2008	9	33	29	28	75
	2007	16	35	25	24	161
Grade 8						
English Language Arts	2011	19	59	14	8	78
	2010	15	56	16	13	100
	2009	14	47	23	16	81
	2008	9	51	32	8	65
	2007	11	74	13	1	141
Mathematics	2011	19	28	28	26	80
	2010	14	22	31	32	99
	2009	7	30	30	33	81
	2008	18	20	34	28	65
	2007	16	32	30	22	141
Science and Technology/ Engineering	2011	1	36	46	16	80
	2010	2	25	46	26	99
	2009	1	32	31	36	81
	2008	2	30	45	23	64
	2007	1	23	60	17	141
Grade 10						
English Language Arts	2011	31	54	7	8	84
	2010	24	44	25	7	68
	2009	22	52	18	8	83
	2008	20	44	26	9	108
	2007	19	47	20	14	118
Mathematics	2011	49	27	18	6	85
	2010	40	26	22	12	68
	2009	32	32	22	15	79
	2008	41	21	21	17	107
	2007	33	28	23	16	116
Science and Technology/ Engineering^b	2011	19	47	24	10	72
	2010	23	30	36	11	66
	2009	15	30	41	14	73
	2008	11	32	40	16	87

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

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

**Table 79: 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Hispanic/Latino
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 3						
English Language Arts	2011	3	33	45	19	11,275
	2010	5	33	45	17	10,671
	2009	4	28	46	22	10,604
	2008	4	25	45	26	10,073
	2007	4	28	46	22	9,636
Mathematics	2011	5	38	37	20	11,317
	2010	10	32	34	24	10,592
	2009	7	28	33	32	10,707
	2008	11	28	31	30	10,108
	2007	7	28	30	35	9,663
Grade 4						
English Language Arts	2011	3	26	45	26	10,864
	2010	3	25	46	26	10,593
	2009	3	25	46	26	10,082
	2008	2	21	48	29	9,717
	2007	2	26	47	25	9,217
Mathematics	2011	5	20	51	23	10,908
	2010	6	21	50	23	10,553
	2009	5	20	50	25	10,190
	2008	8	20	45	27	9,781
	2007	6	18	48	28	9,247
Grade 5						
English Language Arts	2011	5	36	38	21	10,841
	2010	5	32	41	22	10,336
	2009	4	31	47	18	9,852
	2008	3	29	47	21	9,293
	2007	4	30	43	23	9,204
Mathematics	2011	8	27	33	32	10,855
	2010	9	21	35	35	10,294
	2009	7	21	35	37	9,946
	2008	7	20	37	37	9,328
	2007	6	20	36	39	9,228
Science and Technology/ Engineering	2011	3	18	44	34	10,843
	2010	3	21	48	28	10,325
	2009	4	17	50	29	9,916
	2008	4	15	50	31	9,315
	2007	3	17	49	31	9,222
Grade 6						
English Language Arts	2011	5	37	37	21	10,626
	2010	5	40	35	20	10,198
	2009	5	35	38	22	9,525
	2008	4	36	39	21	9,487
	2007	2	36	42	20	9,315
Mathematics	2011	9	24	33	34	10,648
	2010	10	24	32	34	10,210
	2009	7	22	34	36	9,630
	2008	8	22	31	40	9,522
	2007	6	19	32	44	9,350

(Table 79 continued on following page)

**Table 79 (cont.): 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Hispanic/Latino
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	4	46	36	14	10,427
	2010	3	45	36	17	9,787
	2009	4	39	40	17	9,565
	2008	3	39	39	19	9,587
	2007	2	40	37	21	9,407
Mathematics	2011	6	20	31	43	10,507
	2010	4	23	33	40	9,827
	2009	4	18	32	45	9,695
	2008	3	16	29	51	9,683
	2007	3	16	31	50	9,411
Grade 8						
English Language Arts	2011	6	52	27	15	9,966
	2010	5	50	29	16	9,784
	2009	4	52	28	16	9,641
	2008	3	47	32	18	9,462
	2007	3	45	35	17	9,408
Mathematics	2011	8	19	30	43	9,968
	2010	7	18	31	43	9,750
	2009	6	16	29	49	9,686
	2008	5	17	28	50	9,524
	2007	4	14	30	52	9,362
Science and Technology/ Engineering	2011	1	12	42	45	9,926
	2010	1	12	42	45	9,714
	2009	1	12	40	48	9,611
	2008	0	11	37	52	9,470
	2007	0	7	37	55	9,338
Grade 10						
English Language Arts	2011	11	52	28	9	9,001
	2010	8	48	35	9	8,909
	2009	9	47	33	12	9,207
	2008	7	42	40	11	8,462
	2007	6	36	41	16	8,511
Mathematics	2011	23	29	30	18	8,855
	2010	23	26	32	19	8,935
	2009	20	28	32	19	8,514
	2008	19	27	32	23	8,383
	2007	18	24	34	24	8,303
Science and Technology/ Engineering^b	2011	5	31	46	19	8,659
	2010	4	29	46	21	8,508
	2009	3	25	47	24	8,166
	2008	2	22	43	32	7,884

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

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

**Table 80: 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Multi-Race
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 3						
English Language Arts	2011	12	51	29	7	1,940
	2010	16	48	30	6	1,978
	2009	13	44	34	9	1,722
	2008	15	39	34	12	1,446
	2007	13	45	33	9	1,349
Mathematics	2011	15	50	26	9	1,942
	2010	26	36	27	11	1,987
	2009	20	40	25	15	1,723
	2008	25	32	26	17	1,452
	2007	18	39	25	17	1,352
Grade 4						
English Language Arts	2011	10	43	36	11	2,011
	2010	12	40	36	12	1,728
	2009	12	39	37	13	1,511
	2008	6	43	37	13	1,416
	2007	10	46	34	10	1,320
Mathematics	2011	16	30	43	11	2,011
	2010	16	30	43	11	1,730
	2009	17	30	40	14	1,520
	2008	21	27	38	14	1,414
	2007	20	31	34	15	1,323
Grade 5						
English Language Arts	2011	19	49	23	9	1,726
	2010	16	46	29	9	1,574
	2009	15	48	29	8	1,439
	2008	14	48	30	9	1,392
	2007	14	46	32	8	1,196
Mathematics	2011	27	31	27	15	1,730
	2010	24	28	29	18	1,572
	2009	23	28	31	18	1,439
	2008	23	30	28	20	1,395
	2007	20	29	32	19	1,198
Science and Technology/ Engineering	2011	15	35	37	13	1,729
	2010	16	36	37	10	1,569
	2009	17	31	40	12	1,437
	2008	17	33	37	13	1,393
	2007	15	34	40	11	1,199
Grade 6						
English Language Arts	2011	19	48	24	9	1,582
	2010	17	52	21	10	1,481
	2009	16	50	26	8	1,391
	2008	15	50	28	7	1,234
	2007	12	55	26	7	1,271
Mathematics	2011	27	30	25	18	1,571
	2010	26	31	26	17	1,485
	2009	24	31	28	17	1,393
	2008	24	30	26	20	1,234
	2007	22	31	27	21	1,272

(Table 80 continued on following page)

**Table 80 (continued): 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Multi-Race
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	16	56	23	6	1,485
	2010	12	60	22	7	1,445
	2009	14	56	23	7	1,279
	2008	14	54	25	8	1,280
	2007	9	61	24	6	1,099
Mathematics	2011	19	29	27	25	1,495
	2010	14	39	26	22	1,447
	2009	16	32	30	23	1,283
	2008	16	29	30	25	1,288
	2007	16	27	31	27	1,104
Grade 8						
English Language Arts	2011	21	59	14	6	1,454
	2010	18	61	15	6	1,318
	2009	19	60	15	6	1,300
	2008	11	62	19	7	1,125
	2007	14	61	19	6	994
Mathematics	2011	24	28	26	22	1,456
	2010	23	27	29	21	1,320
	2009	22	25	28	25	1,299
	2008	19	27	28	26	1,126
	2007	18	26	28	29	997
Science and Technology/ Engineering	2011	4	35	42	18	1,450
	2010	5	35	42	18	1,319
	2009	5	35	42	19	1,297
	2008	3	32	42	23	1,122
	2007	5	27	42	26	995
Grade 10						
English Language Arts	2011	33	52	13	2	1,338
	2010	25	53	19	4	1,162
	2009	29	49	18	4	1,153
	2008	21	51	24	5	1,057
	2007	24	46	24	5	900
Mathematics	2011	47	30	18	6	1,329
	2010	47	25	20	8	1,166
	2009	44	27	20	8	1,119
	2008	39	29	23	9	1,045
	2007	39	28	23	10	902
Science and Technology/ Engineering^b	2011	21	45	28	6	1,307
	2010	19	44	29	8	1,138
	2009	19	43	30	9	1,064
	2008	15	39	34	13	984

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

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

**Table 81: 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Native American
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2011	8	39	40	13	168
	2010	10	40	39	11	158
	2009	8	42	41	10	155
	2008	8	33	49	10	204
	2007	6	40	45	10	204
Mathematics	2011	9	45	33	13	165
	2010	16	34	33	17	158
	2009	12	37	32	19	155
	2008	16	34	33	17	202
	2007	10	41	29	20	202
Grade 4						
English Language Arts	2011	5	30	48	16	164
	2010	6	39	38	17	149
	2009	5	37	43	15	201
	2008	2	31	51	16	190
	2007	4	38	43	16	232
Mathematics	2011	9	22	54	15	162
	2010	10	31	46	13	152
	2009	10	26	52	12	201
	2008	11	27	47	16	193
	2007	10	21	50	19	229
Grade 5						
English Language Arts	2011	13	43	34	10	146
	2010	10	42	36	11	185
	2009	8	41	40	10	181
	2008	3	41	44	12	207
	2007	9	42	40	10	199
Mathematics	2011	18	32	34	16	146
	2010	19	22	43	17	183
	2009	10	31	34	24	181
	2008	12	22	39	27	209
	2007	12	34	30	25	200
Science and Technology/ Engineering	2011	8	30	43	19	145
	2010	7	28	51	14	184
	2009	9	27	49	15	180
	2008	6	28	49	17	209
	2007	6	32	45	17	199
Grade 6						
English Language Arts	2011	10	50	30	10	174
	2010	5	54	32	10	168
	2009	10	49	29	13	218
	2008	12	52	28	9	199
	2007	4	48	37	11	226
Mathematics	2011	16	30	33	21	174
	2010	11	36	31	23	170
	2009	12	30	33	25	220
	2008	16	30	31	23	198
	2007	10	23	34	34	226

(Table 81 continued on following page)

**Table 81 (cont.): 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: Native American
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	5	58	31	6	175
	2010	6	57	26	12	226
	2009	8	53	29	11	195
	2008	5	46	38	11	218
	2007	8	49	32	12	222
Mathematics	2011	9	27	34	30	174
	2010	7	31	33	29	227
	2009	4	30	32	33	195
	2008	5	22	35	37	219
	2007	9	20	34	37	223
Grade 8						
English Language Arts	2011	13	60	19	9	205
	2010	13	53	23	12	191
	2009	8	55	27	9	215
	2008	8	55	29	8	212
	2007	6	63	24	8	236
Mathematics	2011	12	27	33	27	204
	2010	12	26	31	31	185
	2009	8	21	29	41	218
	2008	11	25	25	39	210
	2007	8	24	37	31	238
Science and Technology/ Engineering	2011	0	24	49	26	203
	2010	1	27	46	26	185
	2009	3	18	46	33	217
	2008	1	27	42	30	209
	2007	0	20	46	34	238
Grade 10						
English Language Arts	2011	15	55	26	4	184
	2010	19	52	22	7	188
	2009	19	57	21	4	182
	2008	15	54	29	2	205
	2007	13	49	32	6	187
Mathematics	2011	28	37	24	12	181
	2010	43	22	24	10	184
	2009	37	30	24	9	182
	2008	31	34	24	11	204
	2007	32	22	33	13	184
Science and Technology/ Engineering^b	2011	4	46	40	10	183
	2010	12	43	32	13	178
	2009	8	47	36	8	177
	2008	7	39	41	13	201

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

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

**Table 82: 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: White
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 3						
English Language Arts	2011	13	56	26	6	46,895
	2010	17	53	25	5	48,214
	2009	15	51	29	6	48,874
	2008	18	45	29	7	49,486
	2007	16	50	28	6	50,862
Mathematics	2011	15	57	21	6	46,894
	2010	30	43	21	7	48,211
	2009	23	44	23	10	48,925
	2008	28	39	23	10	49,538
	2007	22	45	22	11	50,900
Grade 4						
English Language Arts	2011	11	48	32	8	48,072
	2010	13	48	31	8	48,952
	2009	14	47	32	7	49,452
	2008	10	46	36	9	50,666
	2007	12	51	30	6	50,748
Mathematics	2011	17	36	39	7	48,171
	2010	18	36	39	7	49,000
	2009	18	36	39	7	49,610
	2008	23	33	36	9	50,848
	2007	21	33	37	9	50,850
Grade 5						
English Language Arts	2011	20	54	20	5	48,928
	2010	19	51	24	6	49,578
	2009	18	53	25	5	50,846
	2008	16	53	26	5	50,774
	2007	17	53	24	5	51,403
Mathematics	2011	28	38	23	11	48,968
	2010	29	33	27	12	49,576
	2009	25	35	27	13	50,880
	2008	26	33	29	13	50,832
	2007	21	36	30	13	51,504
Science and Technology/ Engineering	2011	17	42	33	8	48,914
	2010	18	44	32	6	49,528
	2009	20	37	36	7	50,816
	2008	20	38	35	7	50,799
	2007	17	42	34	7	51,500
Grade 6						
English Language Arts	2011	21	56	18	5	49,572
	2010	18	59	18	6	50,823
	2009	19	55	21	6	50,625
	2008	17	57	20	5	51,314
	2007	11	64	21	4	52,327
Mathematics	2011	30	36	23	11	49,563
	2010	31	35	23	11	50,825
	2009	27	36	25	11	50,654
	2008	27	36	24	13	51,361
	2007	24	36	27	13	52,429

(Table 82 continued on following page)

**Table 82 (continued): 2007–2011 Statewide MCAS Test Results by Race/Ethnicity: White
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	17	63	16	4	50,553
	2010	13	66	16	5	50,489
	2009	16	61	19	4	51,139
	2008	15	62	19	5	52,118
	2007	11	65	19	5	53,212
Mathematics	2011	22	35	27	16	50,646
	2010	16	44	26	14	50,531
	2009	18	38	29	15	51,302
	2008	17	37	29	17	52,319
	2007	17	35	30	18	53,212
Grade 8						
English Language Arts	2011	23	61	11	4	50,464
	2010	20	64	12	4	51,364
	2009	18	67	12	4	52,183
	2008	14	67	14	4	52,984
	2007	15	68	14	4	54,020
Mathematics	2011	27	32	26	16	50,488
	2010	25	33	27	15	51,349
	2009	24	32	27	17	52,200
	2008	22	34	27	17	53,016
	2007	20	32	30	18	53,974
Science and Technology/ Engineering	2011	5	41	43	11	50,394
	2010	4	43	41	12	51,273
	2009	5	42	40	13	52,114
	2008	3	44	40	13	52,939
	2007	3	36	45	15	53,950
Grade 10						
English Language Arts	2011	38	51	9	2	49,657
	2010	30	54	13	2	50,669
	2009	33	52	12	3	52,105
	2008	27	53	17	3	52,298
	2007	25	52	19	3	53,322
Mathematics	2011	54	29	13	4	49,320
	2010	56	25	14	4	50,673
	2009	53	28	15	5	50,977
	2008	48	30	16	6	52,123
	2007	46	29	19	6	52,941
Science and Technology/ Engineering^b	2011	23	51	22	4	49,058
	2010	21	52	23	4	49,502
	2009	19	51	25	5	49,821
	2008	16	49	28	7	50,627

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

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

**Table 83: 2007–2011 Statewide MCAS Test Results by Gender: Female
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 3						
English Language Arts	2011	14	51	28	7	34,136
	2010	17	50	27	6	34,282
	2009	14	47	31	8	34,273
	2008	18	42	31	9	34,227
	2007	16	46	30	7	34,561
Mathematics	2011	13	53	25	9	34,171
	2010	25	40	24	10	34,243
	2009	20	40	25	14	34,353
	2008	25	37	25	13	34,266
	2007	18	42	25	16	34,581
Grade 4						
English Language Arts	2011	13	47	31	9	34,502
	2010	15	45	32	9	34,413
	2009	16	44	31	9	34,329
	2008	11	44	35	10	34,562
	2007	14	48	30	8	34,267
Mathematics	2011	15	33	42	10	34,569
	2010	16	33	42	10	34,400
	2009	16	33	41	10	34,468
	2008	21	30	38	12	34,675
	2007	18	29	40	13	34,355
Grade 5						
English Language Arts	2011	22	50	22	7	34,658
	2010	21	47	25	7	34,625
	2009	20	49	26	6	34,779
	2008	17	48	28	7	34,270
	2007	19	48	26	7	34,395
Mathematics	2011	24	36	26	14	34,686
	2010	24	30	30	16	34,605
	2009	21	33	29	17	34,836
	2008	22	30	31	17	34,311
	2007	18	32	32	18	34,465
Science and Technology/ Engineering	2011	12	35	38	15	34,654
	2010	14	38	37	11	34,607
	2009	15	31	42	13	34,792
	2008	16	32	39	13	34,286
	2007	14	35	38	12	34,455
Grade 6						
English Language Arts	2011	22	51	20	7	34,821
	2010	20	55	18	6	35,028
	2009	22	51	21	6	34,398
	2008	20	53	21	6	34,535
	2007	13	60	22	5	35,203
Mathematics	2011	26	33	25	15	34,856
	2010	27	33	25	15	35,037
	2009	23	34	28	15	34,477
	2008	24	33	26	17	34,602
	2007	20	33	28	19	35,271

(Table 83 continued on following page)

**Table 83 (continued): 2007–2011 Statewide MCAS Test Results by Gender: Female
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	20	61	15	4	35,230
	2010	15	63	17	5	34,711
	2009	19	57	19	5	34,654
	2008	18	59	18	5	35,293
	2007	13	62	19	5	35,437
Mathematics	2011	20	33	27	20	35,311
	2010	14	40	28	18	34,783
	2009	16	34	31	20	34,812
	2008	15	33	30	23	35,447
	2007	14	32	32	23	35,435
Grade 8						
English Language Arts	2011	27	58	11	4	34,947
	2010	22	60	13	5	35,030
	2009	20	63	13	4	35,520
	2008	17	63	15	5	35,420
	2007	17	63	15	4	35,925
Mathematics	2011	23	29	27	20	34,984
	2010	22	30	29	20	35,014
	2009	20	30	28	22	35,566
	2008	19	30	27	23	35,493
	2007	17	29	31	24	35,878
Science and Technology/ Engineering	2011	4	33	44	19	34,903
	2010	3	34	43	20	34,950
	2009	4	34	42	20	35,481
	2008	2	35	41	22	35,425
	2007	2	27	46	25	35,874
Grade 10						
English Language Arts	2011	39	48	11	2	34,514
	2010	32	51	15	3	34,598
	2009	34	49	13	3	35,432
	2008	29	50	18	3	35,288
	2007	28	48	20	4	35,610
Mathematics	2011	49	30	16	6	34,285
	2010	49	27	18	6	34,604
	2009	46	28	19	7	34,470
	2008	42	29	20	8	35,097
	2007	42	28	22	8	35,304
Science and Technology/ Engineering^b	2011	19	48	27	6	33,694
	2010	17	47	28	7	33,498
	2009	15	46	30	9	33,393
	2008	14	43	33	11	33,762

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

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

**Table 84: 2007–2011 Statewide MCAS Test Results by Gender: Male
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
Grade 3						
English Language Arts	2011	8	49	32	11	35,812
	2010	12	47	32	9	36,319
	2009	11	44	34	12	36,323
	2008	12	40	34	14	36,021
	2007	12	44	33	10	36,687
Mathematics	2011	14	51	24	11	35,831
	2010	26	39	24	11	36,283
	2009	20	39	26	15	36,437
	2008	24	36	25	15	36,093
	2007	20	40	24	16	36,742
Grade 4						
English Language Arts	2011	6	39	40	15	36,386
	2010	7	40	38	15	36,477
	2009	8	40	39	14	36,033
	2008	5	37	42	16	36,576
	2007	7	43	38	12	36,210
Mathematics	2011	15	32	41	12	36,503
	2010	16	31	41	12	36,499
	2009	16	32	40	12	36,221
	2008	19	29	38	14	36,749
	2007	19	30	39	13	36,280
Grade 5						
English Language Arts	2011	13	50	27	11	36,704
	2010	12	46	30	12	36,365
	2009	11	47	32	10	36,831
	2008	10	47	33	10	36,351
	2007	11	48	31	11	36,775
Mathematics	2011	25	33	25	17	36,754
	2010	25	30	27	18	36,327
	2009	23	31	28	19	36,940
	2008	23	30	30	18	36,410
	2007	20	33	30	18	36,851
Science and Technology/ Engineering	2011	15	36	33	15	36,712
	2010	16	39	34	12	36,311
	2009	19	33	37	12	36,874
	2008	17	34	37	12	36,376
	2007	14	38	36	12	36,850
Grade 6						
English Language Arts	2011	13	51	25	11	36,643
	2010	11	53	24	12	37,112
	2009	11	50	28	11	36,506
	2008	11	52	27	11	37,000
	2007	6	56	29	9	37,527
Mathematics	2011	26	31	25	18	36,658
	2010	27	32	24	17	37,121
	2009	24	32	26	18	36,582
	2008	23	32	25	20	37,031
	2007	21	31	27	20	37,603

(Table 84 continued on following page)

**Table 84 (continued): 2007–2011 Statewide MCAS Test Results by Gender: Male
Percentage of Students at Each Performance Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Students Included
Grade 7						
English Language Arts	2011	9	57	26	8	36,990
	2010	7	60	24	9	36,615
	2009	9	55	27	9	36,941
	2008	8	54	28	10	37,449
	2007	6	58	27	10	38,102
Mathematics	2011	19	30	27	24	37,160
	2010	14	38	27	21	36,654
	2009	16	33	28	23	37,129
	2008	15	32	27	25	37,672
	2007	15	30	29	26	38,122
Grade 8						
English Language Arts	2011	14	60	18	8	36,711
	2010	12	61	18	9	37,174
	2009	11	64	18	8	37,513
	2008	8	63	20	9	37,806
	2007	8	63	21	8	38,449
Mathematics	2011	23	28	26	22	36,742
	2010	23	28	27	22	37,146
	2009	21	27	27	25	37,563
	2008	19	30	26	24	37,833
	2007	17	27	29	26	38,397
Science and Technology/ Engineering	2011	5	36	41	18	36,655
	2010	4	38	40	18	37,057
	2009	5	36	39	21	37,460
	2008	3	38	38	21	37,740
	2007	3	32	42	23	38,348
Grade 10						
English Language Arts	2011	27	54	15	4	35,408
	2010	20	54	21	5	35,754
	2009	22	53	19	6	37,024
	2008	18	52	25	5	36,114
	2007	16	50	27	7	36,781
Mathematics	2011	48	28	16	8	35,051
	2010	51	24	17	8	35,778
	2009	47	27	18	9	35,635
	2008	44	28	19	10	35,995
	2007	42	27	21	10	36,360
Science and Technology/ Engineering^b	2011	21	46	26	7	34,803
	2010	18	47	27	8	34,742
	2009	18	45	28	9	34,653
	2008	14	43	30	12	34,612

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

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