



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Spring 2013 MCAS Tests: Summary of State Results

September 2013



This document was prepared by the
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Executive Summary

The sixteenth administration of the Massachusetts Comprehensive Assessment System (MCAS) tests took place in spring 2013.

Participation

A total of 548,788 Massachusetts public school students in grades 3–10 participated in a total of 17 MCAS tests in English Language Arts (ELA), Mathematics, and Science and Technology/Engineering (STE).¹ Participation rates remained very high, ranging from 98 to 100 percent across the grades and subjects tested.

In 2013, 9,235 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 12 of the 17 MCAS tests administered in 2013. Between 2012 and 2013, the percentage of students scoring *Proficient* or higher² improved in ELA at grades 5, 6, 7, and 10; in Mathematics at all grades; and in STE at grade 10. At the high school level, student achievement improved in all subjects.

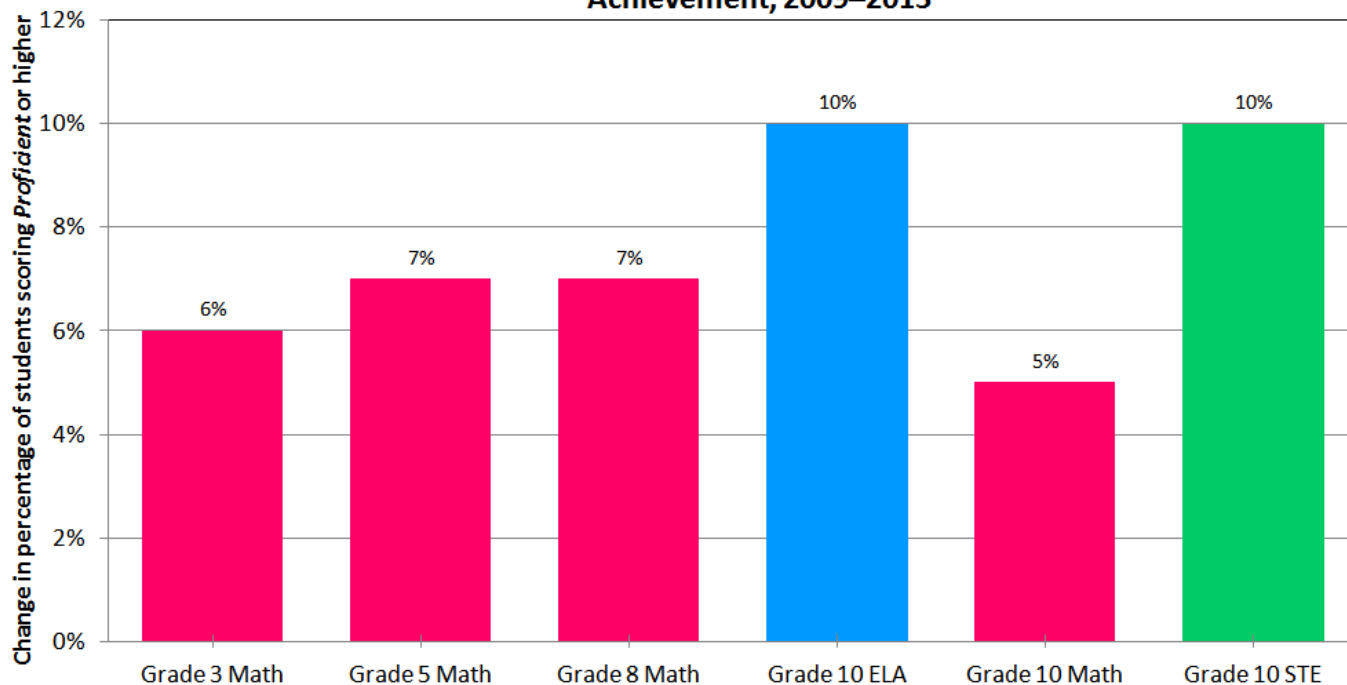
Trends in Achievement

Because measures of student achievement often change incrementally over short periods of time, the Department is presenting a series of five-year views in this report in order to reveal achievement trends that have occurred over multiple years. Over the five-year period from 2009 to 2013, an increase of five or more percentage points indicates improvement that has been sustained. The grades and subject areas in which the percentage of students scoring *Proficient* or higher increased by five or more points over the last five years are shown in Figure E-1.

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.

Figure E-1: Five or More Percentage-Point Increase in MCAS Achievement, 2009–2013



The five-year increases in student achievement shown above include:

In ELA:

- Grade 10 increased from 81 to 91 percent *Proficient* or higher.

In Mathematics:

- Grade 3 increased from 60 to 66 percent *Proficient* or higher.
- Grade 5 increased from 54 to 61 percent *Proficient* or higher.
- Grade 8 increased from 48 to 55 percent *Proficient* or higher.
- Grade 10 increased from 75 to 80 percent *Proficient* or higher.

In STE:

- Grade 10 increased from 61 to 71 percent *Proficient* or higher.

At the high school level, where high stakes have been attached to tests in ELA and Mathematics since 2001 (for the class of 2003), the percentage of students scoring *Proficient* or higher in ELA has increased from 38 percent in 1998 to 91 percent in 2013, and in Mathematics from 24 percent in 1998 to 80 percent in 2013. Beginning with the class of 2010, students must also earn a score of *Needs Improvement* or higher on one of the four high school MCAS STE tests to be eligible to receive a high school diploma. In STE, the percentage of students scoring *Proficient* or higher has increased from 57 percent in 2008 to 71 percent in 2013.

Figure E-2 shows the improvement in the percentage of students scoring *Proficient* or higher in grade 10 ELA and Mathematics over the duration of the MCAS program. Figure E-2 also shows the improvement in the percentage of students scoring *Proficient* or higher on the high school STE test since 2008.

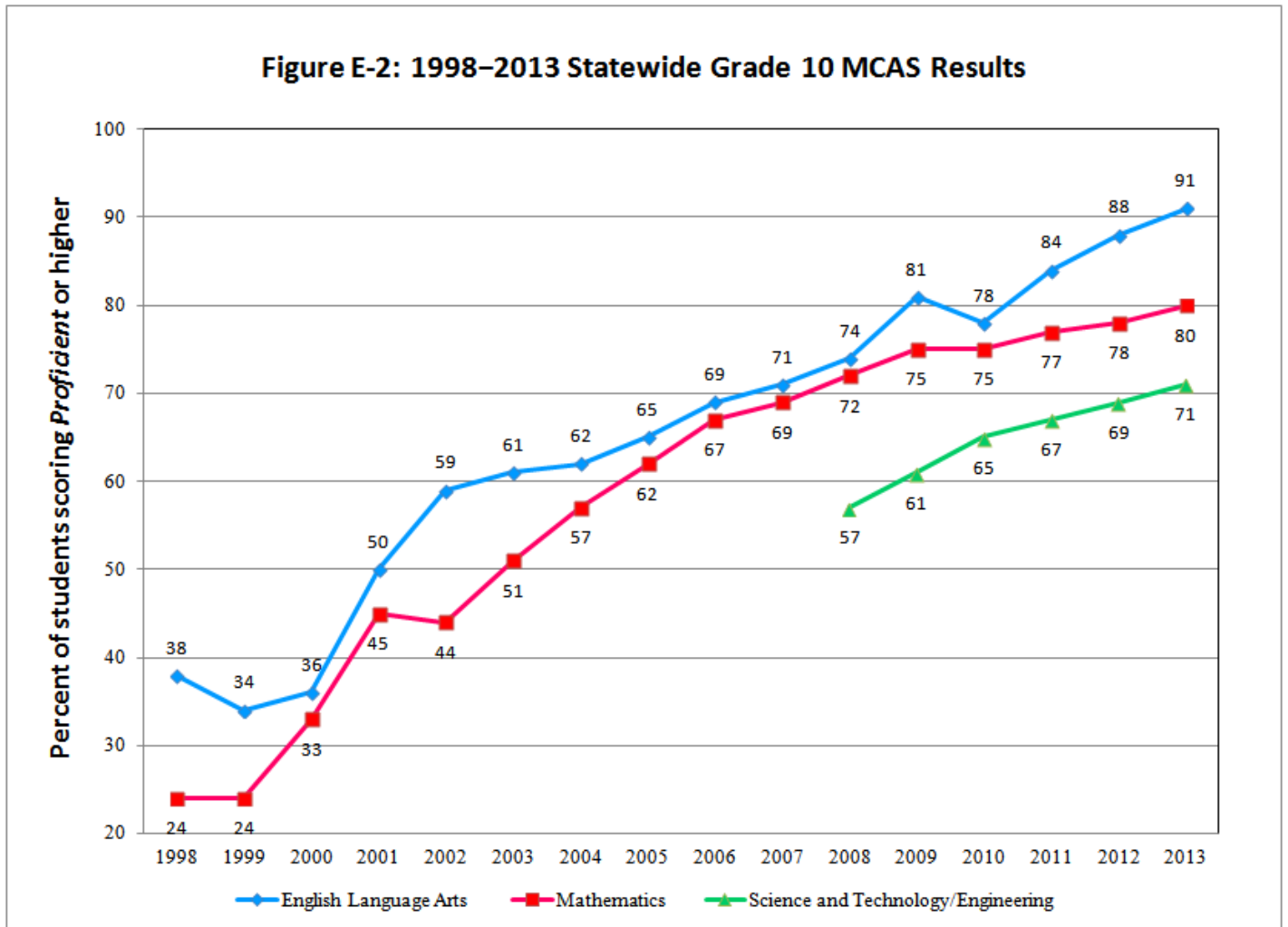


Table E-1 below shows ELA, Mathematics, and STE results at all grade levels for each test since its inception.

**Table E-1: 1998–2013 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 3	2013	57	66	–
	2012	61	61	–
	2011	61	66	–
	2010	63	65	–
	2009	57	60	–
	2008	56	61	–
	2007	59	60	–

**Table E-1: 1998–2013 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 3	2006	58	52	–
	2005	62	–	–
	2004	63	–	–
	2003	63	–	–
	2002	67	–	–
	2001	62	–	–
Grade 4	2013	53	52	–
	2012	57	51	–
	2011	53	47	–
	2010	54	48	–
	2009	53	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	2013	66	61	51
	2012	61	57	52
	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	2013	67	61	–
	2012	66	60	–
	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	2013	72	52	–
	2012	71	51	–
	2011	73	51	–
	2010	72	53	–
	2009	70	49	–

**Table E-1: 1998–2013 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 7	2008	69	47	–
	2007	69	46	–
	2006	65	40	–
	2005	66	–	–
	2004	68	–	–
	2003	66	–	–
	2002	64	–	–
	2001	55	–	–
Grade 8	2013	78	55	39
	2012	81	52	43
	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	2013	91	80	71
	2012	88	78	69
	2011	84	77	67
	2010	78	75	65
	2009	81	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.

I. 2013 MCAS at a Glance

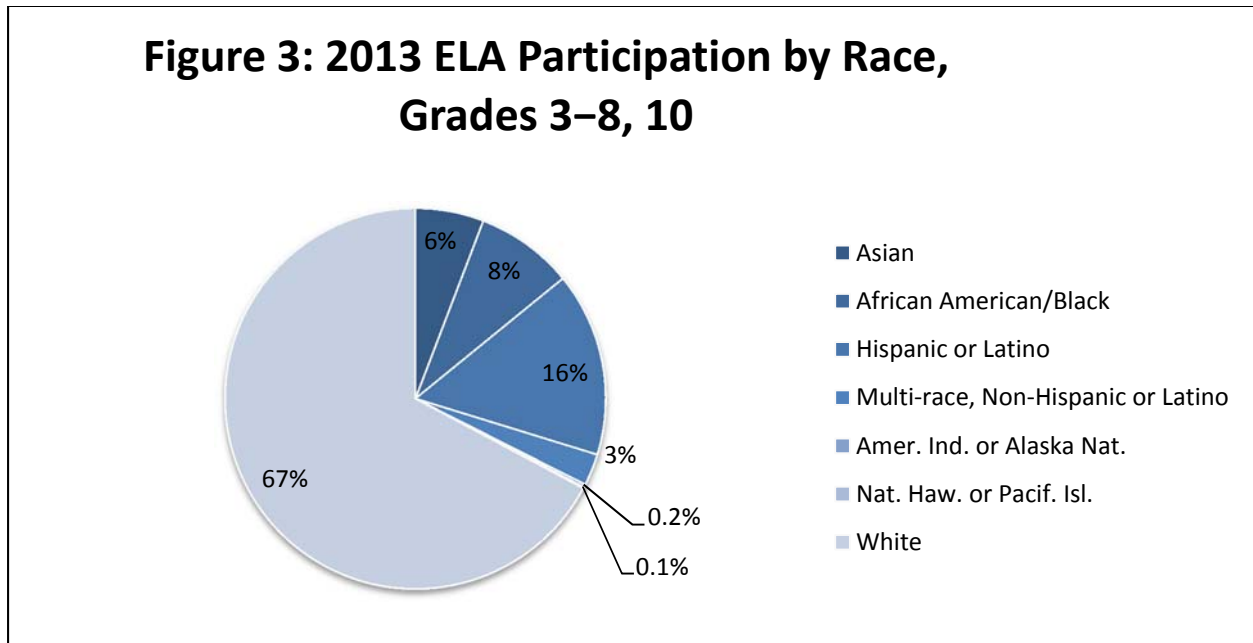
What is MCAS?

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).

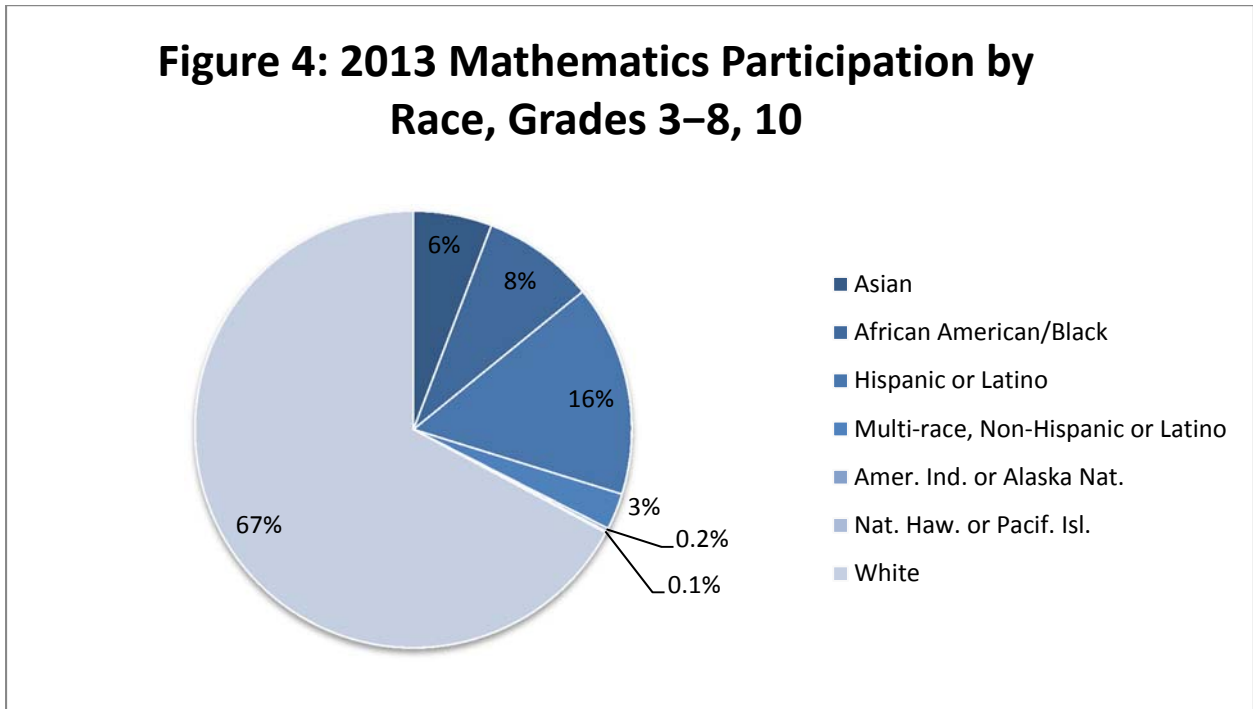
Who participates in MCAS?

All students who are enrolled in the tested grades and who are educated at public expense are required by state and federal law to participate in MCAS testing. Figure 3 and the table below show the number and percentage of students by race who took the 2013 MCAS tests in ELA in grades 3–8 and 10.



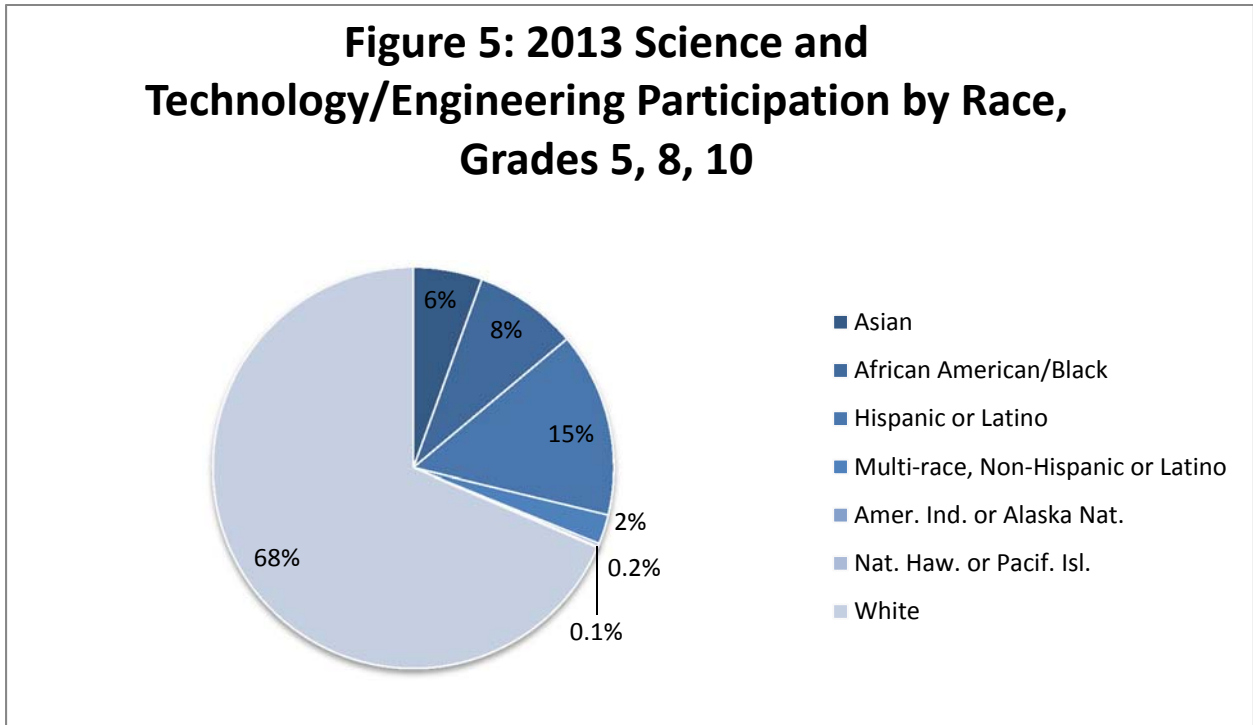
English Language Arts Participation by Race	Number of Students	Percentage of Total
Asian	28,814	6%
African American/Black	41,211	8%
Hispanic or Latino	77,576	16%
Multi-race, Non-Hispanic or Latino	13,405	3%
Amer. Ind. or Alaska Nat.	1,178	0.2%
Nat. Haw. or Pacif. Isl.	546	0.1%
White	333,268	67%
Total	496,175	100%

Figure 4 and the table below show the number and percentage of students by race who took the 2013 MCAS tests in Mathematics in grades 3–8 and 10.



Mathematics Participation by Race	Number of Students	Percentage of Total
Asian	28,893	6%
African American/Black	41,283	8%
Hispanic or Latino	77,862	16%
Multi-race, Non-Hispanic or Latino	13,410	3%
Amer. Ind. or Alaska Nat.	1,174	0.2%
Nat. Haw. or Pacif. Isl.	546	0.1%
White	333,664	67%
Total	497,090	100%

Figure 5 and the table below show the number and percentage of students by race who took the 2013 MCAS tests in STE.

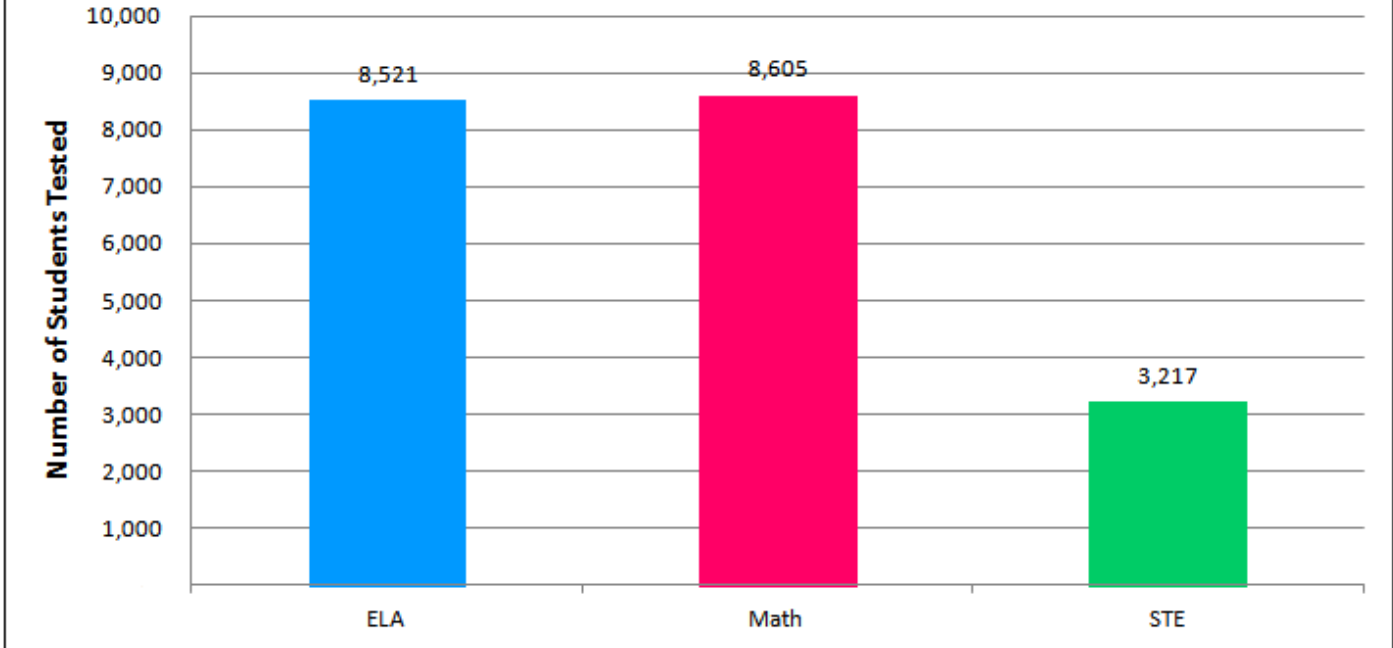


Science and Technology/Engineering Participation by Race	Number of Students	Percentage of Total
Asian	11,629	6%
African American/Black	17,497	8%
Hispanic or Latino	31,140	15%
Multi-race, Non-Hispanic or Latino	4,993	2%
Amer. Ind. or Alaska Nat.	513	0.2%
Nat. Haw. or Pacif. Isl.	209	0.1%
White	143,510	68%
Total	209,573	100%

MCAS-Alt Participation

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. Figure 6 shows the number of students who took the MCAS-Alt.

Figure 6: 2013 MCAS-Alt Participation by Test



Which MCAS tests were administered in 2013?

In 2013, 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 2013.

Table 1: 2013 MCAS Tests Administered by Grade Level

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. Results of the grade 9 and 10 tests are summarized and reported in 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 2013.

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 answer 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 by item type for each grade and test.

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 2013, the first testing period was March 25–April 5 for tests in English Language Arts. The second testing period was May 6–May 21 for tests in Mathematics and May 7–May 21 for tests in grades 5 and 8 Science and Technology/Engineering. The third testing period was June 4–7 for the end-of-course high school STE tests.

How are results on MCAS tests reported?

Results on the MCAS tests are reported by achievement 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 achievement level in each subject area. School and district results are reported according to the percentage of students attaining each achievement level in each grade-level subject area tested.

Table 3 below provides the general MCAS achievement level definitions.

Achievement Level	Definition
<i>Advanced</i> ³	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> ⁴	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 achievement 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 achievement levels.

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

⁴ The *Warning* level is applicable to grades 3–8, and the *Failing* level is applicable to grades 9 and 10.

Table 4: MCAS Scaled Score Ranges

Scaled Score Range	Achievement 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/Black
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White

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

Beginning in 2006, the Department revised its data collection procedures to comply with the Office of Management and Budget (OMB) revisions to the standards for classification of federal data on race and ethnicity announced in the Federal Register Notice of October 30, 1997. The revised standards require that agencies offer individuals the opportunity to select one or more races when reporting information on race in federal data collections. In addition, race and Hispanic or 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/Black
- Asian
- Hispanic or Latino
- American Indian or Alaskan Native
- White
- Native Hawaiian or Pacific Islander
- Multi-race, Non-Hispanic or 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 achievement 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 2013 Statewide MCAS Results

In spring 2013, 548,788 Massachusetts public school students in grades 3–10 participated in the sixteenth administration of the MCAS tests. A total of 17 MCAS tests in ELA, Mathematics, and STE were administered to students across eight grade levels. State-level results for these tests are provided in this report.

Achievement Level Results by Subject

English Language Arts

Table 5 summarizes the percentage changes in ELA achievement by students statewide between 2009 and 2013. Data for 2012 are included to illustrate the one-year trend.

Student achievement in ELA⁵ improved statewide between 2009 and 2013 in grades 5, 6, 7, and 10, and remained unchanged in grades 3, 4, and 8. The percentage of students statewide scoring *Proficient* or higher in 2013 ranged from a low of 53 percent at grade 4 to a high of 91 percent at grade 10. Achievement in ELA improved markedly in grade 10, as the percentage of students scoring *Proficient* or higher increased by ten percentage points.

Table 5: 2009–2013 Statewide MCAS English Language Arts Results

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher			Percentage Point Change, 2009 to 2013
	2009	2012	2013	
Grade 3	57	61	57	0
Grade 4	53	57	53	0
Grade 5	63	61	66	+3
Grade 6	66	66	67	+1
Grade 7	70	71	72	+2
Grade 8	78	81	78	0
Grade 10	81	88	91	+10

Mathematics

Table 6 summarizes the percentage changes in Mathematics achievement by students statewide between 2009 and 2013. Data for 2012 are included to illustrate the one-year trend.

Student achievement in Mathematics improved at all grade levels statewide between 2009 and 2013. The percentage of students scoring *Proficient* or higher in 2013 ranged from a low of 52 percent at grades 4 and 7 to a high of 80 percent at grade 10.

Between 2009 and 2013, achievement in Mathematics improved five or more percentage points at grades 3, 5, 8, and 10. Improvement in the percentage of students scoring *Proficient* or higher was greatest at grades 5 and 8, where it increased by seven percentage points.

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

Table 6: 2009–2013 Statewide MCAS Mathematics Results

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher			Percentage Point Change, 2009 to 2013
	2009	2012	2013	
Grade 3	60	61	66	+6
Grade 4	48	51	52	+4
Grade 5	54	57	61	+7
Grade 6	57	60	61	+4
Grade 7	49	51	52	+3
Grade 8	48	52	55	+7
Grade 10	75	78	80	+5

Science and Technology/Engineering

Table 7 summarizes the percentage changes in STE achievement by students statewide between 2009 and 2013. Data for 2012 are included to illustrate the one-year trend.

Student achievement in STE improved statewide at grades 5 and 10 between 2009 and 2013, while it remained unchanged at grade 8. The percentage of students scoring *Proficient* or higher in 2013 ranged from a low of 39 percent at grade 8 to a high of 71 percent at grade 10.

Between 2009 and 2013, achievement in STE increased markedly at grade 10, as the percentage of students scoring *Proficient* or higher increased by 10 percentage points.

Table 7: 2009–2013 Statewide MCAS Science and Technology/Engineering Results

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher			Percentage Point Change, 2009 to 2013
	2009	2012	2013	
Grade 5	49	52	51	+2
Grade 8	39	43	39	0
Grade 10	61	69	71	+10

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

English Language Arts

Tables 8 and 9 summarize changes that occurred between 2009 and 2013 in the ELA proficiency gap between African American/Black students and white students, and between Hispanic or Latino students and white students. Data for 2012 are included to illustrate the one-year trend.

The between-group gap in the percentage of students scoring *Proficient* or higher for African American/Black students narrowed between 2009 and 2013 at grades 4, 5, 7, and 10, and widened marginally at grades 3, 6, and 8. The gap for Hispanic or Latino students narrowed at all grades except grade 3, where it remained unchanged, and grade 6, where it widened marginally. Between 2009 and 2013, the greatest narrowing of the gap was seen at grade 10: for African American/Black students, the

gap decreased from 23 percent to 12 percent, and for Hispanic or Latino students, it decreased from 29 percent to 17 percent.

**Table 8: 2009–2013 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American/Black			White			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	35	38	33	66	69	65	31	32	+1
Grade 4	29	32	32	61	64	61	32	29	-3
Grade 5	39	40	46	71	69	72	32	26	-6
Grade 6	45	42	45	74	75	75	29	30	+1
Grade 7	50	52	53	77	78	79	27	26	-1
Grade 8	63	66	61	85	86	84	22	23	+1
Grade 10	63	76	83	86	93	95	23	12	-11

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

**Table 9: 2009–2013 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic or Latino			White			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	32	36	31	66	69	65	34	34	0
Grade 4	28	33	30	61	64	61	33	31	-2
Grade 5	35	36	43	71	69	72	36	29	-7
Grade 6	40	39	40	74	75	75	34	35	+1
Grade 7	43	48	48	77	78	79	34	31	-3
Grade 8	56	59	56	85	86	84	29	28	-1
Grade 10	57	71	78	86	93	95	29	17	-12

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

Mathematics

Tables 10 and 11 summarize changes that occurred between 2009 and 2013 in the Mathematics proficiency gap between African American/Black students and white students, and between Hispanic or Latino students and white students. Data for 2012 are included to illustrate the one-year trend.

Between 2009 and 2013, the between-group gap in the percentage of students scoring *Proficient* or higher for African American/Black students narrowed at grades 3, 6, 7, 8, and 10, while the gap widened marginally at grades 4 and 5. The gap for Hispanic or Latino students narrowed at all grades. Among both African American/Black and Hispanic or Latino students, the greatest change in the gap occurred at grade 3, where it narrowed by 6 percentage points.

Table 10: 2009–2013 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	African American/Black			White			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	33	38	45	67	68	73	34	28	-6
Grade 4	25	24	28	54	58	58	29	30	+1
Grade 5	31	31	37	60	64	67	29	30	+1
Grade 6	32	38	39	63	67	67	31	28	-3
Grade 7	23	28	28	56	58	59	33	31	-2
Grade 8	24	27	33	55	60	61	31	28	-3
Grade 10	51	59	60	81	84	86	30	26	-4

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

Table 11: 2009–2013 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	Hispanic or Latino			White			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	35	37	47	67	68	73	32	26	-6
Grade 4	25	28	30	54	58	58	29	28	-1
Grade 5	28	32	40	60	64	67	32	27	-5
Grade 6	29	36	37	63	67	67	34	30	-4
Grade 7	22	26	27	56	58	59	34	32	-2
Grade 8	22	27	31	55	60	61	33	30	-3
Grade 10	48	55	57	81	84	86	33	29	-4

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

Science and Technology/Engineering

Tables 12 and 13 summarize changes that occurred between 2009 and 2013 in the STE proficiency gap between African American/Black students and white students, and between Hispanic or Latino students and white students. Data for 2012 are included to illustrate the one-year trend.

From 2009 to 2013 in STE, the between-group gap in the percentage of students scoring *Proficient* or higher for African American/Black students and for Hispanic or Latino students narrowed at all grades. The gap narrowed the most for African American/Black students and for Hispanic or Latino students at grade 10, where it decreased by six and five percentage points respectively.

**Table 12: 2009–2013 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African American/Black			White			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 5	18	22	24	57	61	59	39	35	-4
Grade 8	13	17	17	47	50	46	34	29	-5
Grade 10 ^b	33	45	47	70	77	78	37	31	-6

^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 13: 2009–2013 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispanic or Latino			White			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 5	21	23	25	57	61	59	36	34	-2
Grade 8	13	16	16	47	50	46	34	30	-4
Grade 10 ^b	28	38	41	70	77	78	42	37	-5

^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

Tables 14–16 summarize changes that occurred between 2009 and 2013 in the ELA, Mathematics, and STE proficiency gaps between students with disabilities and all students. Data for 2012 are included to illustrate the one-year trend.

From 2009 to 2013 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for students with disabilities narrowed markedly at grade 10 and widened at all other grades. The greatest widening of the gap occurred at grade 3, where it increased by four percentage points.

In Mathematics, the between-group gap for students with disabilities widened at all grades, with gaps at grades 3 and 7 widening the most. In STE, the gap for students with disabilities widened at grades 5 and 10, and was unchanged at grade 8.

**Table 14: 2009–2013 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			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	23	24	19	57	61	57	34	38	+4
Grade 4	16	18	14	54	57	53	38	39	+1
Grade 5	24	21	24	63	61	66	39	42	+3
Grade 6	26	26	25	66	66	67	40	43	+3
Grade 7	28	29	29	70	71	72	42	43	+1
Grade 8	40	42	38	78	81	78	38	40	+2
Grade 10	43	60	66	79	88	91	36	25	-11

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

**Table 15: 2009–2013 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Students with Disabilities			All Students			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	28	26	30	60	61	67	32	37	+5
Grade 4	16	18	18	48	51	52	32	34	+2
Grade 5	18	20	22	54	57	61	36	39	+3
Grade 6	19	21	20	57	60	61	38	41	+3
Grade 7	13	14	14	46	51	52	33	38	+5
Grade 8	12	14	15	48	52	55	36	40	+2
Grade 10	37	41	40	75	78	80	38	40	+2

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

**Table 16: 2009–2013 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			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 5	20	19	19	49	52	51	29	32	+3
Grade 8	11	12	11	39	43	39	28	28	0
Grade 10 ^b	25	32	33	61	69	71	36	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: English Language Learner (ELL) Students

Tables 17–19 summarize changes that occurred between 2009 and 2013 in the ELA, Mathematics, and STE proficiency gaps between ELL students and all students. Data for 2012 are included to illustrate the one-year trend.

From 2009 to 2013 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for ELL students narrowed marginally at grades 5 and 7, and narrowed markedly at grade 10. The gap widened at grades 3, 6, and 8, and remained unchanged at grade 4.

In Mathematics, the gap for ELL students narrowed at grades 3 and 6; widened marginally at grades 5, 7, and 8; widened markedly at grade 10; and remained unchanged at grade 4. In STE, the gap for ELL students widened at all tested grades.

**Table 17: 2009–2013 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	ELL Students			All Students			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	23	24	19	57	61	57	34	38	+4
Grade 4	17	20	17	53	57	53	36	36	0
Grade 5	17	19	23	63	61	66	46	43	-3
Grade 6	18	19	17	66	66	67	48	50	+2
Grade 7	15	20	19	70	71	72	55	53	-2
Grade 8	24	27	23	78	81	78	54	55	+1
Grade 10	20	35	43	81	88	91	61	48	-13

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

**Table 18: 2009–2013 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	ELL Students			All Students			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	30	32	39	60	61	67	30	28	-2
Grade 4	18	22	22	48	51	52	30	30	0
Grade 5	21	24	27	54	57	61	33	34	+1
Grade 6	19	24	24	57	60	61	38	37	-1
Grade 7	11	14	12	49	51	52	38	40	+2
Grade 8	12	14	16	48	52	55	36	39	+3
Grade 10	32	32	27	75	78	80	43	53	+10

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

**Table 19: 2009–2013 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			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 5	11	10	11	49	52	51	38	40	+2
Grade 8	4	4	3	39	43	39	35	36	+1
Grade 10 ^b	12	17	16	61	69	71	49	55	+6

^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

Tables 20–22 summarize changes that occurred between 2009 and 2013 in the ELA, Mathematics, and STE proficiency gaps between low-income students and all students. Data for 2012 are included to illustrate the one-year trend.

From 2009 to 2013 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for low-income students narrowed at all grades except 3 and 8, where it increased marginally or remained unchanged. The gap in Mathematics for low-income students did not widen at any grade, and narrowed at all grades except grade 4, where it remained unchanged. In STE, the gap for low-income students narrowed at all tested grades.

**Table 20: 2009–2013 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			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	35	40	34	57	61	57	22	23	+1
Grade 4	29	35	32	53	57	53	24	21	-3
Grade 5	40	40	46	63	61	66	23	20	-3
Grade 6	44	45	46	66	66	67	22	21	-1
Grade 7	48	53	52	70	71	72	22	20	-2
Grade 8	61	64	61	78	81	78	17	17	0
Grade 10	62	77	82	81	88	91	19	9	-10

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

Table 21: 2009–2013 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher

Grade	Low-Income Students			All Students			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 3	38	41	49	60	61	67	22	18	-4
Grade 4	28	31	32	48	51	52	20	20	0
Grade 5	32	36	41	54	57	61	22	20	-2
Grade 6	34	39	41	57	60	61	23	20	-3
Grade 7	26	30	30	49	51	52	23	22	-1
Grade 8	25	30	34	48	52	55	23	21	-2
Grade 10	54	62	63	75	78	80	21	17	-4

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

Table 22: 2009–2013 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			Five-Year Between-Group Gap		
	Percentage of Students Scoring <i>Proficient</i> or Higher						2009	2013	Between-Group Gap Change, 2009–2013 ^a
	2009	2012	2013	2009	2012	2013			
Grade 5	24	28	30	49	52	51	25	21	-4
Grade 8	16	20	19	39	43	39	23	20	-3
Grade 10 ^b	36	48	50	61	69	71	25	21	-4

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

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

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 ELA 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 2012–2013, the assessment options included locally developed end-of-course assessments, locally scored grade 10 MCAS test forms designed for the EPP, the March 2013 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 (*Needs Improvement*) 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 23 displays the cumulative percentage of all students and student subgroups in the class of 2015 who have already met or partially met the MCAS requirements for graduation by performing at the *Needs Improvement* level or higher in ELA, Mathematics, and STE through the spring 2013 test administration. In 2013, 88 percent of students in the class of 2015 performed at the *Needs Improvement* level or higher in all three subjects by the end of grade 10. This represents an increase of two percentage points over the class of 2014, and an increase of one percentage point over the class of 2013.⁶

Table 23: 2013 Statewide MCAS Results: Class of 2015
Percentage of Students Scoring *Needs Improvement* or Higher in ELA, Mathematics, and STE through the Spring 2013 Administration

Subgroup	Class of 2015					Class of 2014 ^a	Class of 2013 ^a
	ELA	Math	ELA and Math	STE	All Three Tests	All Three Tests	All Three Tests
All Students	96	91	90	93	88	86	87
Gender							
Female	97	92	91	94	89	88	89
Male	95	90	89	92	87	85	86
Race/Ethnicity							
African American/Black	93	81	80	85	76	73	73
Asian	95	95	93	94	91	90	90
Native Hawaiian, Pacific Islander	95	86	86	91	84	79	84
Hispanic or Latino	90	77	76	81	71	67	68
Multi-Race, Non-Hispanic or Latino	96	91	90	94	88	87	87
Amer. Ind. or Alaska Nat.	94	89	88	93	87	77	81
White	97	94	94	96	92	92	92
Student Status							
High Needs	91	81	79	85	76	73	74
Non-Disabled	98	95	95	96	93	92	93
Students with Disabilities	84	67	66	76	61	60	61
English Language Learner (ELL)	75	54	48	59	41	43	43
Former ELL	95	87	86	90	82	80	77
ELL and Former ELL	81	64	60	69	53	51	51
Low Income	92	82	81	86	77	75	75

⁶ The achievement figures for students in the class of 2015 may be lower than the corresponding figures for grade 10 students cited elsewhere in this report because the figures for students in the class of 2015 include students participating in a retest administration (primarily students retained in grade) while those for grade 10 students include first-time spring MCAS administration testers only.

^a To provide comparable data, results for the classes of 2014 and 2013 are based on MCAS tests through the spring 2012 and spring 2011 administrations, respectively.

The percentage of students 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 91 percent, African American/Black students at 76 percent, and Hispanic or Latino students at 71 percent. When results for the class of 2015 are compared to those for the class of 2014, Hispanic or Latino students showed the highest percentage increase at four percent, followed by African American/Black students at three percent, and Asian students at one percent. The percentage was unchanged for white students.
- Seventy-seven percent of low-income students performed at the *Needs Improvement* level or higher in all three subjects, followed by 76 percent of high-needs students, 61 percent of students with disabilities, and 41 percent of ELL students. All subgroups except ELL students demonstrated an increase over the class of 2014 in the percentage scoring *Needs Improvement* or higher in all three subjects.

Table 24 shows the number and cumulative percentage of students in the class of 2015 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 2013 test administration. Seventy-six percent of students in the class of 2015 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, 89 percent of students performed at the *Proficient* level or higher in ELA, 78 percent of students performed at the *Proficient* level or higher in Mathematics, and 93 percent of students performed at the *Needs Improvement* level or higher in STE.

CD Requirement	Number	Percent
Earned CD	53,343	76
ELA and Mathematics <i>Proficient</i> or Higher	53,667	76
ELA <i>Proficient</i> or Higher	62,436	89
Mathematics <i>Proficient</i> or Higher	54,842	78
STE <i>Needs Improvement</i> or Higher	65,350	93

III. 2013 Statewide MCAS Participation Results

Students Tested

Table 25 presents information on the number and percentage of enrolled students who participated in the spring 2013 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 25: Participation Rates^a
Number and Percentage of Enrolled Students Tested on the Spring 2013 MCAS Tests

Grade	English Language Arts		Mathematics		Science and Technology/Engineering ^b	
	Number	Percent	Number	Percent	Number	Percent
Grade 3	71,012	100	71,107	100		
Grade 4	71,107	100	71,422	100		
Grade 5	71,372	100	71,450	100	71,358	100
Grade 6	72,070	100	72,154	100		
Grade 7	72,186	99	72,565	100		
Grade 8	72,681	99	72,744	99	72,581	99
Grade 10	69,092	98	69,299	98	70,012	99

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

^b Grade 10 STE figures include students in the class of 2015 who participated in an STE test in grade 9 in 2012 or grade 10 in 2013; 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 were not required to take ELA tests; however, they were reported in ELA school and district participation rates based on their participation in the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) tests. The Department used ACCESS for ELLs testing for state and federal accountability purposes, which require that all ELL students, with the exception of students for whom an accommodation was not available, participate in the ELL assessment.

Students absent during testing, including those with medical excuses, were 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 Elementary and Secondary Education Act requires that absent students be counted as non-participants for school and district accountability calculations. Schools are placed in a lower accountability level if their participation rates fall below 95% or 90% in the aggregate or for a subgroup.

IV. 2013 Statewide MCAS Results Disaggregated by Subgroup

Tables 26–42 provide summary statewide achievement level results disaggregated by student subgroup for the spring 2013 MCAS tests.

**Table 26: 2013 Statewide MCAS Results: Grade 3 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	57	12	45	36	8
Gender					
Female	61	15	46	33	6
Male	52	9	43	38	10
Race/Ethnicity					
African American/Black	33	3	29	52	15
Asian	66	19	47	28	5
Native Hawaiian, Pacific Islander	41	10	32	48	11
Hispanic or Latino	31	3	27	52	17
Multi-Race, Non-Hispanic or Latino	56	12	45	36	7
Amer. Ind. or Alaska Nat.	38	9	29	53	9
White	65	14	51	30	5
Student Status					
High Needs ^b	34	4	31	50	15
Non-Disabled	64	14	51	33	3
Students with Disabilities	19	1	17	50	31
English Language Learner (ELL)	19	2	18	57	24
Former ELL	51	8	43	42	7
ELL and Former ELL	29	3	25	52	19
Low Income	34	4	31	51	15

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

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

Table 27: 2013 Statewide MCAS Results: Grade 3 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	66	31	36	22	11
Gender					
Female	68	31	37	22	10
Male	65	30	35	23	12
Race/Ethnicity					
African American/Black	45	13	32	33	22
Asian	81	50	31	14	5
Native Hawaiian, Pacific Islander	59	19	40	22	19
Hispanic or Latino	47	15	32	31	22
Multi-Race, Non-Hispanic or Latino	64	31	33	23	13
Amer. Ind. or Alaska Nat.	56	13	43	32	13
White	73	35	38	20	7
Student Status					
High Needs ^b	49	16	33	31	20
Non-Disabled	74	35	39	20	6
Students with Disabilities	30	8	22	32	37
English Language Learner (ELL)	39	11	29	35	26
Former ELL	68	30	38	23	10
ELL and Former ELL	48	16	31	31	21
Low Income	49	16	33	31	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 28: 2013 Statewide MCAS Results: Grade 4 English Language Arts
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	53	10	43	33	13
Gender					
Female	62	15	47	28	9
Male	45	6	39	38	17
Race/Ethnicity					
African American/Black	32	3	29	42	26
Asian	67	20	47	25	8
Native Hawaiian, Pacific Islander	45	5	40	40	15
Hispanic or Latino	30	3	26	42	28
Multi-Race, Non-Hispanic or Latino	56	12	44	33	11
Amer. Ind. or Alaska Nat.	40	5	35	43	16
White	61	12	48	31	9
Student Status					
High Needs ^b	31	3	28	44	25
Non-Disabled	62	13	50	32	6
Students with Disabilities	14	1	13	40	46
English Language Learner (ELL)	17	1	16	44	39
Former ELL	47	7	40	39	13
ELL and Former ELL	27	3	24	42	30
Low Income	32	3	29	43	24

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

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

Table 29: 2013 Statewide MCAS Results: Grade 4 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	52	18	34	38	10
Gender					
Female	53	18	35	39	9
Male	51	18	33	38	11
Race/Ethnicity					
African American/Black	28	6	22	50	21
Asian	72	37	35	24	4
Native Hawaiian, Pacific Islander	44	9	35	40	17
Hispanic or Latino	30	6	23	50	20
Multi-Race, Non-Hispanic or Latino	52	21	32	38	10
Amer. Ind. or Alaska Nat.	38	10	27	47	15
White	58	21	38	35	7
Student Status					
High Needs ^b	32	7	24	49	19
Non-Disabled	60	22	38	36	4
Students with Disabilities	18	4	14	47	35
English Language Learner (ELL)	22	4	18	53	26
Former ELL	49	14	35	41	10
ELL and Former ELL	31	7	23	49	20
Low Income	32	7	25	50	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.

Table 30: 2013 Statewide MCAS Results: Grade 5 English Language Arts
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	66	18	47	24	10
Gender					
Female	71	23	48	22	7
Male	61	14	47	27	12
Race/Ethnicity					
African American/Black	46	7	39	35	19
Asian	77	33	44	15	7
Native Hawaiian, Pacific Islander	48	11	37	39	13
Hispanic or Latino	43	6	36	37	21
Multi-Race, Non-Hispanic or Latino	68	22	46	23	9
Amer. Ind. or Alaska Nat.	53	11	41	32	16
White	72	21	51	21	6
Student Status					
High Needs ^b	44	6	38	36	19
Non-Disabled	75	22	53	21	4
Students with Disabilities	24	2	22	40	37
English Language Learner (ELL)	23	1	21	41	36
Former ELL	59	11	48	31	10
ELL and Former ELL	37	5	32	37	26
Low Income	46	7	40	36	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.

Table 31: 2013 Statewide MCAS Results: Grade 5 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	61	28	33	25	14
Gender					
Female	63	30	33	25	12
Male	59	27	32	25	16
Race/Ethnicity					
African American/Black	37	11	26	35	28
Asian	81	54	27	13	6
Native Hawaiian, Pacific Islander	46	17	30	34	20
Hispanic or Latino	40	12	28	33	27
Multi-Race, Non-Hispanic or Latino	61	30	31	24	14
Amer. Ind. or Alaska Nat.	43	21	22	37	20
White	67	32	35	23	10
Student Status					
High Needs ^b	40	13	27	34	26
Non-Disabled	70	34	36	23	7
Students with Disabilities	22	5	17	32	46
English Language Learner (ELL)	27	6	20	35	38
Former ELL	56	25	32	29	15
ELL and Former ELL	38	13	25	33	29
Low Income	41	13	28	34	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.

Table 32: 2013 Statewide MCAS Results: Grade 5 Science and Technology/Engineering
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	51	20	31	36	12
Gender					
Female	51	19	31	38	12
Male	52	20	31	35	13
Race/Ethnicity					
African American/Black	25	6	18	47	28
Asian	65	33	31	26	9
Native Hawaiian, Pacific Islander	36	14	21	43	21
Hispanic or Latino	26	7	19	47	27
Multi-Race, Non-Hispanic or Latino	53	22	30	37	11
Amer. Ind. or Alaska Nat.	39	9	31	43	18
White	59	23	36	33	7
Student Status					
High Needs ^b	30	7	22	47	23
Non-Disabled	59	24	35	35	7
Students with Disabilities	19	4	15	44	37
English Language Learner (ELL)	11	2	10	43	46
Former ELL	38	12	26	47	15
ELL and Former ELL	22	6	16	45	34
Low Income	30	7	22	47	23

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

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

**Table 33: 2013 Statewide MCAS Results: Grade 6 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	67	16	51	23	10
Gender					
Female	73	21	51	20	7
Male	61	11	51	26	13
Race/Ethnicity					
African American/Black	45	5	40	36	19
Asian	77	27	50	17	6
Native Hawaiian, Pacific Islander	69	16	52	21	10
Hispanic or Latino	40	5	36	37	23
Multi-Race, Non-Hispanic or Latino	67	17	51	25	8
Amer. Ind. or Alaska Nat.	58	7	51	31	11
White	75	19	56	19	6
Student Status					
High Needs ^b	44	5	40	36	20
Non-Disabled	76	19	57	19	4
Students with Disabilities	25	1	23	39	36
English Language Learner (ELL)	17	0	17	42	41
Former ELL	54	6	48	35	12
ELL and Former ELL	32	3	29	39	29
Low Income	46	5	41	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 34: 2013 Statewide MCAS Results: Grade 6 Mathematics
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	61	25	35	24	15
Gender					
Female	63	26	37	24	13
Male	59	25	34	23	18
Race/Ethnicity					
African American/Black	39	10	29	32	29
Asian	81	52	29	13	6
Native Hawaiian, Pacific Islander	63	33	30	22	15
Hispanic or Latino	37	10	27	31	32
Multi-Race, Non-Hispanic or Latino	59	26	33	26	16
Amer. Ind. or Alaska Nat.	52	17	35	27	21
White	67	29	39	22	11
Student Status					
High Needs ^b	39	11	28	32	29
Non-Disabled	70	30	40	22	8
Students with Disabilities	20	4	16	31	50
English Language Learner (ELL)	24	5	19	31	44
Former ELL	54	19	35	29	17
ELL and Former ELL	36	11	25	31	34
Low Income	41	11	29	32	27

^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 35: 2013 Statewide MCAS Results: Grade 7 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	72	12	59	22	7
Gender					
Female	79	17	62	17	4
Male	65	8	57	26	9
Race/Ethnicity					
African American/Black	53	3	49	35	12
Asian	81	23	58	14	5
Native Hawaiian, Pacific Islander	68	12	57	23	9
Hispanic or Latino	48	3	45	36	16
Multi-Race, Non-Hispanic or Latino	70	13	57	23	7
Amer. Ind. or Alaska Nat.	56	5	50	32	12
White	79	14	64	17	4
Student Status					
High Needs ^b	50	3	47	36	14
Non-Disabled	81	15	67	17	2
Students with Disabilities	29	1	28	44	28
English Language Learner (ELL)	19	0	18	48	33
Former ELL	60	2	58	33	6
ELL and Former ELL	36	1	35	42	22
Low Income	52	3	49	35	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.

**Table 36: 2013 Statewide MCAS Results: Grade 7 Mathematics
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	52	19	33	27	21
Gender					
Female	54	20	34	27	19
Male	50	19	31	26	23
Race/Ethnicity					
African American/Black	28	6	22	33	40
Asian	75	43	32	16	10
Native Hawaiian, Pacific Islander	51	21	30	27	22
Hispanic or Latino	27	6	21	30	43
Multi-Race, Non-Hispanic or Latino	50	21	29	26	24
Amer. Ind. or Alaska Nat.	39	9	30	26	35
White	59	22	37	26	15
Student Status					
High Needs ^b	29	7	22	32	39
Non-Disabled	60	23	37	27	13
Students with Disabilities	14	3	11	25	61
English Language Learner (ELL)	12	2	10	25	62
Former ELL	42	10	32	32	26
ELL and Former ELL	25	5	19	28	47
Low Income	30	7	24	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 37: 2013 Statewide MCAS Results: Grade 8 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	78	20	58	15	7
Gender					
Female	84	26	58	11	5
Male	72	14	59	18	10
Race/Ethnicity					
African American/Black	61	7	54	25	13
Asian	85	33	52	10	5
Native Hawaiian, Pacific Islander	73	13	60	19	7
Hispanic or Latino	56	6	51	25	18
Multi-Race, Non-Hispanic or Latino	76	20	56	15	8
Amer. Ind. or Alaska Nat.	71	12	60	23	6
White	84	24	61	11	4
Student Status					
High Needs ^b	59	6	53	25	15
Non-Disabled	87	24	63	11	3
Students with Disabilities	38	2	36	32	30
English Language Learner (ELL)	23	0	22	36	42
Former ELL	65	6	59	25	10
ELL and Former ELL	39	2	36	32	29
Low Income	61	7	54	25	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 38: 2013 Statewide MCAS Results: Grade 8 Mathematics
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	55	22	32	25	20
Gender					
Female	57	23	34	26	18
Male	53	22	31	25	22
Race/Ethnicity					
African American/Black	33	9	24	30	37
Asian	76	48	29	14	9
Native Hawaiian, Pacific Islander	51	10	41	24	25
Hispanic or Latino	31	8	23	30	39
Multi-Race, Non-Hispanic or Latino	53	24	29	25	22
Amer. Ind. or Alaska Nat.	43	8	36	27	30
White	61	25	36	24	15
Student Status					
High Needs ^b	32	8	24	30	38
Non-Disabled	63	27	37	25	12
Students with Disabilities	15	3	12	26	60
English Language Learner (ELL)	16	3	12	24	60
Former ELL	41	11	29	32	28
ELL and Former ELL	25	7	19	27	47
Low Income	34	9	25	31	35

^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: 2013 Statewide MCAS Results: Grade 8 Science and Technology/Engineering
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	39	4	35	43	18
Gender					
Female	37	3	34	45	18
Male	42	5	37	40	18
Race/Ethnicity					
African American/Black	16	1	16	46	38
Asian	56	11	45	32	12
Native Hawaiian, Pacific Islander	26	0	26	53	21
Hispanic or Latino	15	1	14	44	41
Multi-Race, Non-Hispanic or Latino	40	5	35	40	19
Amer. Ind. or Alaska Nat.	26	2	23	51	23
White	46	4	42	43	11
Student Status					
High Needs ^b	18	1	18	47	34
Non-Disabled	45	5	41	43	11
Students with Disabilities	11	1	10	40	50
English Language Learner (ELL)	3	0	3	25	71
Former ELL	17	1	16	50	33
ELL and Former ELL	9	0	8	35	57
Low Income	19	1	18	48	34

^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: 2013 Statewide MCAS Results: Grade 10 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	91	45	46	7	2
Gender					
Female	94	53	41	5	2
Male	89	37	52	8	3
Race/Ethnicity					
African American/Black	83	25	58	13	4
Asian	92	57	35	6	2
Native Hawaiian, Pacific Islander	84	44	39	11	5
Hispanic or Latino	78	21	58	16	5
Multi-Race, Non-Hispanic or Latino	92	45	47	6	2
Amer. Ind. or Alaska Nat.	92	32	59	5	3
White	95	51	44	4	2
Student Status					
High Needs ^b	81	22	59	14	5
Non-Disabled	96	52	44	3	1
Students with Disabilities	66	10	56	22	12
English Language Learner (ELL)	43	2	41	42	15
Former ELL	86	17	69	12	3
ELL and Former ELL	58	7	50	31	11
Low Income	82	24	58	13	4

^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: 2013 Statewide MCAS Results: Grade 10 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	80	55	25	13	7
Gender					
Female	81	55	26	13	7
Male	79	55	24	13	8
Race/Ethnicity					
African American/Black	59	28	32	24	17
Asian	89	74	15	7	4
Native Hawaiian, Pacific Islander	71	53	18	16	13
Hispanic or Latino	57	27	30	24	19
Multi-Race, Non-Hispanic or Latino	79	54	25	13	7
Amer. Ind. or Alaska Nat.	78	46	32	13	9
White	86	62	24	10	4
Student Status					
High Needs ^b	61	30	31	23	16
Non-Disabled	87	62	25	9	3
Students with Disabilities	40	14	26	30	30
English Language Learner (ELL)	27	10	17	30	43
Former ELL	61	30	32	27	12
ELL and Former ELL	39	17	22	29	32
Low Income	63	33	30	22	15

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

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

Table 42: 2013 Statewide MCAS Results: Grade 10 Science and Technology/Engineering
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	71	26	45	24	5
Gender					
Female	71	25	46	24	4
Male	71	27	44	23	6
Race/Ethnicity					
African American/Black	47	8	39	41	11
Asian	81	45	36	15	4
Native Hawaiian, Pacific Islander	75	24	51	17	8
Hispanic or Latino	41	8	33	45	14
Multi-Race, Non-Hispanic or Latino	70	26	44	25	5
Amer. Ind. or Alaska Nat.	64	14	50	30	6
White	78	30	49	19	3
Student Status					
High Needs ^b	49	10	39	40	12
Non-Disabled	78	30	48	19	2
Students with Disabilities	33	4	29	46	21
English Language Learner (ELL)	16	1	15	49	35
Former ELL	45	8	37	47	8
ELL and Former ELL	27	4	24	48	24
Low Income	50	10	40	39	11

^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 43–49 provide statewide aggregate trend achievement level results for the 1998–2013 MCAS tests. Not all tests were administered in all years.

**Table 43: 2001–2013 Statewide MCAS Results: Grade 3
Percentage of Students at Each Achievement 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					
2013	57	12	45	36	8
2012	61	15	46	30	9
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					
2013	66	31	36	22	11
2012	61	27	34	25	14
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 44: 1998–2013 Statewide MCAS Results: Grade 4
Percentage of Students at Each Achievement 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					
2013	53	10	43	33	13
2012	57	13	44	30	14
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					
2013	52	18	34	38	10
2012	51	16	35	36	12
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 45: 2003–2013 Statewide MCAS Results: Grade 5
Percentage of Students at Each Achievement 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					
2013	66	18	47	24	10
2012	61	17	44	28	11
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					
2013	61	28	33	25	14
2012	57	25	32	26	17
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					
2013	51	20	31	36	12
2012	52	22	30	34	14
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 46: 2001–2013 Statewide MCAS Results: Grade 6
Percentage of Students at Each Achievement 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					
2013	67	16	51	23	10
2012	66	18	48	22	11
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					
2013	61	25	35	24	15
2012	60	27	33	24	16
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 47: 2001–2013 Statewide MCAS Results: Grade 7
Percentage of Students at Each Achievement 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					
2013	72	12	59	22	7
2012	71	15	56	21	7
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					
2013	52	19	33	27	21
2012	51	20	31	30	18
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 48: 1998–2013 Statewide MCAS Results: Grade 8
Percentage of Students at Each Achievement 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					
2013	78	20	58	15	7
2012	81	18	63	14	6
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					
2013	55	22	32	25	20
2012	52	22	30	28	19
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					
2013	39	4	35	43	18
2012	43	5	38	38	20
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 49: 1998–2013 Statewide MCAS Results: Grade 10
Percentage of Students at Each Achievement 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					
2013	91	45	46	7	2
2012	88	37	51	9	3
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					
2013	80	55	25	13	7
2012	78	50	28	15	7
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					
2013	71	26	45	24	5
2012	69	24	45	25	6
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 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 achievement and growth results for the 2009 through 2013 MCAS tests. Tables in this section provide the percentage of students at each achievement level for all tested grades and the median Student Growth Percentile (SGP) in ELA and Mathematics for grades 4–8 and 10. SGPs represent the middle student’s growth for that subgroup compared to students with the same or very similar MCAS scores in prior years. Because MCAS testing begins in grade 3, SGPs cannot be calculated in that grade. Tables 50–66 show results by student status (e.g., students with disabilities); Tables 67–73 give results by race/ethnicity; and Tables 74 and 75 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.

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)⁷ 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 learner⁸ 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 federal and state accountability 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.

⁷ English language learner (ELL) was previously referred to as limited English proficient (LEP).

⁸ Former English language learner was previously referred to as formerly limited English proficient (FLEP).

**Table 50: 2009–2013 Statewide MCAS Results by Student Status: Grade 3 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2013	4	31	50	15
2012	6	34	43	17
2011	4	35	44	17
Students with Disabilities				
2013	1	17	50	31
2012	3	21	44	32
2011	2	22	45	32
2010	2	23	46	29
2009	2	21	44	33
English Language Learner (ELL)				
2013	2	18	57	24
2012	2	22	49	27
2011	1	23	49	26
2010	2	25	51	22
2009	2	21	48	29
ELL and Former ELL				
2013	3	25	52	19
2012	5	29	45	21
2011	3	30	46	22
2010	4	30	47	19
2009	3	26	46	25
Former ELL				
2013	8	43	42	7
2012	11	47	35	7
2011	8	48	36	8
2010	9	45	38	8
2009	8	41	39	13
Low Income				
2013	4	31	51	15
2012	5	35	43	17
2011	4	36	44	16
2010	6	37	43	14
2009	4	31	46	19

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

^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 51: 2009–2013 Statewide MCAS Results by Student Status: Grade 3 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2013	16	33	31	20
2012	13	28	32	26
2011	6	40	35	19
Students with Disabilities				
2013	8	22	32	37
2012	7	19	31	43
2011	3	28	36	33
2010	6	24	35	34
2009	5	23	31	42
English Language Learner (ELL)				
2013	11	29	35	26
2012	9	23	33	35
2011	4	33	38	25
2010	8	29	36	27
2009	5	25	33	37
ELL and Former ELL				
2013	16	31	31	21
2012	14	26	31	29
2011	7	37	35	21
2010	12	31	34	23
2009	8	28	31	33
Former ELL				
2013	30	38	23	10
2012	27	36	25	13
2011	13	50	27	9
2010	23	38	26	12
2009	17	38	27	19
Low Income				
2013	16	33	31	20
2012	13	28	33	26
2011	6	40	35	19
2010	11	34	34	20
2009	7	31	34	28

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

^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 52: 2009–2013 Statewide MCAS Results by Student Status: Grade 4 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	3	28	44	25	42.0
2012	4	30	40	26	43.0
2011	3	28	47	23	42.0
Students with Disabilities					
2013	1	13	40	46	34.0
2012	1	17	38	44	37.0
2011	1	14	44	41	36.0
2010	1	15	44	40	36.0
2009	1	15	44	39	34.0
English Language Learner (ELL)					
2013	1	16	44	39	44.0
2012	1	19	41	38	46.0
2011	1	17	47	34	46.0
2010	1	18	48	33	45.0
2009	1	16	46	37	44.0
ELL and Former ELL					
2013	3	24	42	30	47.0
2012	3	26	39	32	47.0
2011	3	25	45	28	47.0
2010	3	23	46	28	46.0
2009	3	22	45	30	46.0
Former ELL					
2013	7	40	39	13	50.0
2012	8	42	36	14	49.0
2011	7	42	40	12	52.0
2010	7	37	41	15	49.0
2009	6	36	43	15	50.0
Low Income					
2013	3	29	43	24	43.0
2012	4	31	40	25	42.0
2011	3	29	46	22	42.0
2010	3	28	47	23	42.0
2009	3	26	47	23	41.0

^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 53: 2009–2013 Statewide MCAS Results by Student Status: Grade 4 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	7	24	49	19	49.0
2012	6	24	46	23	43.0
2011	6	22	51	21	45.0
Students with Disabilities					
2013	4	14	47	35	47.0
2012	3	15	43	39	40.0
2011	3	13	48	36	39.0
2010	3	13	48	36	39.0
2009	3	13	47	37	39.0
English Language Learner (ELL)					
2013	4	18	53	26	52.0
2012	3	19	47	31	45.0
2011	5	17	50	29	50.0
2010	5	18	50	28	51.0
2009	3	15	48	33	40.0
ELL and Former ELL					
2013	7	23	49	20	53.0
2012	6	23	44	26	46.0
2011	7	21	48	24	50.0
2010	7	21	48	24	52.0
2009	6	20	47	27	43.0
Former ELL					
2013	14	35	41	10	54.0
2012	13	34	39	13	48.0
2011	13	32	44	11	51.5
2010	14	29	43	14	54.0
2009	13	29	43	15	49.0
Low Income					
2013	7	25	50	18	49.0
2012	6	25	47	23	43.0
2011	6	22	52	20	45.0
2010	6	22	51	21	46.0
2009	6	22	51	22	42.0

^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 54: 2009–2013 Statewide MCAS Results by Student Status: Grade 5 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	6	38	36	19	50.0
2012	6	33	40	22	46.0
2011	5	39	38	18	46.0
Students with Disabilities					
2013	2	22	40	37	46.0
2012	2	19	41	39	43.0
2011	2	25	41	32	43.0
2010	2	21	43	35	42.0
2009	2	22	47	29	42.0
English Language Learner (ELL)					
2013	1	21	41	36	55.0
2012	2	17	45	37	46.0
2011	1	22	44	32	45.0
2010	2	20	44	35	47.0
2009	1	16	49	34	46.0
ELL and Former ELL					
2013	5	32	37	26	56.0
2012	5	25	42	29	49.0
2011	4	31	40	25	47.0
2010	4	27	42	28	49.0
2009	4	25	47	24	48.0
Former ELL					
2013	11	48	31	10	58.0
2012	11	42	36	12	54.0
2011	9	50	30	11	51.0
2010	9	41	37	13	52.0
2009	8	40	44	8	51.0
Low Income					
2013	7	40	36	18	50.0
2012	6	34	39	20	45.0
2011	5	40	38	17	45.0
2010	5	35	40	19	46.0
2009	5	35	45	16	44.0

^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 55: 2009–2013 Statewide MCAS Results by Student Status: Grade 5 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	13	27	34	26	49.0
2012	11	24	33	32	45.0
2011	10	27	34	29	44.0
Students with Disabilities					
2013	5	17	32	46	42.0
2012	5	15	30	51	40.0
2011	5	17	32	46	42.0
2010	4	14	32	50	41.0
2009	4	14	32	50	41.0
English Language Learner (ELL)					
2013	6	20	35	38	54.0
2012	6	18	33	43	51.0
2011	6	20	33	41	50.0
2010	5	17	33	45	51.0
2009	5	16	30	50	46.0
ELL and Former ELL					
2013	13	25	33	29	57.0
2012	11	22	32	35	51.0
2011	10	26	31	33	50.0
2010	10	20	33	37	50.0
2009	9	20	32	39	48.0
Former ELL					
2013	25	32	29	15	60.0
2012	22	29	30	19	52.0
2011	19	38	27	17	51.0
2010	18	26	32	23	49.0
2009	16	27	35	21	50.0
Low Income					
2013	13	28	34	25	50.0
2012	11	25	34	30	45.0
2011	9	28	34	28	43.0
2010	10	23	37	30	44.0
2009	8	24	35	33	44.0

^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 56: 2009–2013 Statewide MCAS Results by Student Status: Grade 5 Science & Tech/Eng
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2013	7	22	47	23
2012	8	21	44	27
2011	4	23	45	28
Students with Disabilities				
2013	4	15	44	37
2012	5	14	41	40
2011	4	17	41	39
2010	3	18	45	34
2009	4	16	45	34
English Language Learner (ELL)				
2013	2	10	43	46
2012	2	8	40	50
2011	1	9	38	52
2010	1	11	46	42
2009	2	9	43	46
ELL and Former ELL				
2013	6	16	45	34
2012	4	14	42	40
2011	2	14	42	42
2010	3	17	46	34
2009	4	14	46	36
Former ELL				
2013	12	26	47	15
2012	10	25	46	20
2011	6	25	49	20
2010	6	30	46	18
2009	8	22	51	19
Low Income				
2013	7	22	47	23
2012	7	21	44	28
2011	4	22	45	29
2010	4	25	48	23
2009	4	20	50	26

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

^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 57: 2009–2013 Statewide MCAS Results by Student Status: Grade 6 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	5	40	36	20	47.0
2012	5	38	35	22	46.0
2011	5	41	36	18	46.0
Students with Disabilities					
2013	1	23	39	36	46.0
2012	2	24	37	38	44.0
2011	2	26	40	32	44.0
2010	1	27	38	33	42.0
2009	2	24	41	33	41.0
English Language Learner (ELL)					
2013	0	17	42	41	50.0
2012	1	18	39	42	49.0
2011	1	19	42	38	48.0
2010	1	23	40	36	54.0
2009	2	16	41	42	52.0
ELL and Former ELL					
2013	3	29	39	29	52.0
2012	3	30	37	31	51.0
2011	3	28	39	29	49.0
2010	3	33	37	27	55.0
2009	5	28	38	29	55.0
Former ELL					
2013	6	48	35	12	55.0
2012	7	49	33	11	52.0
2011	6	45	35	13	51.0
2010	7	50	30	12	58.0
2009	9	44	36	11	58.0
Low Income					
2013	5	41	35	19	47.0
2012	6	39	35	21	44.0
2011	5	42	36	17	45.0
2010	5	43	34	18	47.0
2009	6	38	38	18	47.0

^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 58: 2009–2013 Statewide MCAS Results by Student Status: Grade 6 Mathematics
Percentage of Students at Each Achievement Level^a

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	11	28	32	29	46.0
2012	12	26	32	30	47.0
2011	11	25	33	31	46.0
Students with Disabilities					
2013	4	16	31	50	41.0
2012	5	16	30	50	41.0
2011	4	15	31	50	41.0
2010	4	15	31	49	42.0
2009	4	15	32	49	41.0
English Language Learner (ELL)					
2013	5	19	31	44	54.0
2012	6	18	31	45	55.0
2011	5	15	30	51	50.0
2010	6	17	30	47	55.0
2009	5	14	28	52	51.0
ELL and Former ELL					
2013	11	25	31	34	56.0
2012	12	24	30	34	55.0
2011	8	20	31	40	50.0
2010	10	22	30	38	56.0
2009	9	21	30	40	53.0
Former ELL					
2013	19	35	29	17	57.0
2012	22	34	29	16	56.0
2011	15	29	33	23	50.0
2010	17	30	30	22	56.0
2009	14	30	33	23	55.0
Low Income					
2013	11	29	32	27	47.0
2012	12	27	32	28	47.0
2011	11	26	33	30	46.0
2010	11	26	32	30	46.0
2009	9	25	35	31	45.0

^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 59: 2009–2013 Statewide MCAS Results by Student Status: Grade 7 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	3	47	36	14	47.0
2012	4	46	35	15	47.0
2011	4	48	35	13	47.0
Students with Disabilities					
2013	1	28	44	28	43.0
2012	1	28	41	29	41.0
2011	1	30	44	25	42.0
2010	1	29	42	28	42.0
2009	1	27	44	27	41.0
English Language Learner (ELL)					
2013	0	18	48	33	54.0
2012	1	19	42	38	53.0
2011	1	22	47	30	52.0
2010	1	20	41	39	51.0
2009	0	14	46	39	49.0
ELL and Former ELL					
2013	1	35	42	22	55.0
2012	2	33	38	27	56.0
2011	2	33	42	23	54.0
2010	2	32	38	28	52.0
2009	2	28	42	27	51.0
Former ELL					
2013	2	58	33	6	55.0
2012	4	56	31	10	58.0
2011	4	55	33	8	57.0
2010	4	53	33	10	55.0
2009	4	49	37	10	55.0
Low Income					
2013	3	49	35	13	47.0
2012	5	48	33	14	48.0
2011	4	49	34	12	47.0
2010	3	49	34	14	46.0
2009	4	44	38	14	45.0

^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: 2009–2013 Statewide MCAS Results by Student Status: Grade 7 Mathematics
Percentage of Students at Each Achievement Level^a

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	7	22	32	39	41.0
2012	7	21	37	35	46.0
2011	6	21	33	40	47.0
Students with Disabilities					
2013	3	11	25	61	39.0
2012	3	11	32	55	44.0
2011	3	11	27	60	43.0
2010	1	14	29	56	45.0
2009	2	11	28	59	43.0
English Language Learner (ELL)					
2013	2	10	25	62	44.0
2012	3	11	30	57	56.0
2011	3	11	25	61	54.0
2010	2	13	25	60	53.0
2009	2	9	24	65	53.0
ELL and Former ELL					
2013	5	19	28	47	46.0
2012	6	16	33	45	55.0
2011	6	16	28	51	55.0
2010	4	20	28	47	55.0
2009	5	15	28	52	53.0
Former ELL					
2013	10	32	32	26	47.0
2012	10	26	38	25	54.0
2011	10	26	33	31	56.0
2010	8	34	32	26	59.0
2009	9	25	34	32	53.0
Low Income					
2013	7	24	32	38	40.0
2012	8	22	37	33	46.0
2011	7	22	33	39	46.0
2010	5	27	33	36	48.0
2009	5	21	35	39	45.0

^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: 2009–2013 Statewide MCAS Results by Student Status: Grade 8 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	6	53	25	15	46.0
2012	6	57	26	12	48.0
2011	6	54	26	14	49.0
Students with Disabilities					
2013	2	36	32	30	41.0
2012	2	40	34	24	46.0
2011	2	39	34	25	45.0
2010	1	35	36	28	45.0
2009	2	38	36	25	43.0
English Language Learner (ELL)					
2013	0	22	36	42	50.0
2012	1	26	41	33	53.0
2011	1	24	40	35	53.0
2010	1	23	39	37	56.0
2009	1	22	38	39	57.0
ELL and Former ELL					
2013	2	36	32	29	51.0
2012	2	39	35	24	54.0
2011	2	34	35	28	55.0
2010	2	32	36	29	58.0
2009	2	34	35	29	58.0
Former ELL					
2013	6	59	25	10	53.0
2012	4	65	24	6	57.0
2011	7	59	23	10	58.0
2010	5	54	29	12	62.0
2009	4	57	30	10	59.0
Low Income					
2013	7	54	25	14	46.0
2012	6	58	25	11	48.0
2011	7	55	25	12	49.0
2010	5	54	27	14	48.0
2009	5	56	27	13	49.0

^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: 2009–2013 Statewide MCAS Results by Student Status: Grade 8 Mathematics
Percentage of Students at Each Achievement Level^a

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>	<i>Median SGP</i>
High Needs^b					
2013	8	24	30	38	47.0
2012	8	21	35	37	47.0
2011	8	20	31	40	48.0
Students with Disabilities					
2013	3	12	26	60	43.0
2012	3	11	29	57	47.0
2011	3	11	26	60	46.0
2010	3	10	26	61	45.0
2009	3	9	26	62	45.0
English Language Learner (ELL)					
2013	3	12	24	60	57.0
2012	4	10	25	61	52.0
2011	4	10	23	63	57.0
2010	4	10	24	63	59.0
2009	3	9	20	68	55.0
ELL and Former ELL					
2013	7	19	27	47	58.0
2012	5	14	30	51	53.0
2011	7	14	25	54	58.0
2010	6	14	26	54	59.0
2009	5	13	23	59	55.0
Former ELL					
2013	11	29	32	28	58.0
2012	9	24	38	29	54.0
2011	13	24	31	32	60.5
2010	13	23	31	33	58.0
2009	9	21	31	40	56.0
Low Income					
2013	9	25	31	35	48.0
2012	8	22	35	35	46.0
2011	9	21	32	38	48.0
2010	9	21	33	38	49.0
2009	7	18	31	44	47.0

^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: 2009–2013 Statewide MCAS Results by Student Status: Grade 8 Science & Tech/Eng
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
High Needs^b				
2013	1	18	47	34
2012	1	18	42	38
2011	1	16	46	36
Students with Disabilities				
2013	1	10	40	50
2012	1	11	36	52
2011	1	11	41	48
2010	0	10	39	51
2009	1	10	36	53
English Language Learner (ELL)				
2013	0	3	25	71
2012	0	4	22	73
2011	0	3	25	72
2010	0	3	26	70
2009	0	4	23	73
ELL and Former ELL				
2013	0	8	35	57
2012	0	8	30	62
2011	0	7	31	62
2010	0	7	32	61
2009	0	7	30	62
Former ELL				
2013	1	16	50	33
2012	1	15	47	37
2011	1	16	44	40
2010	1	14	45	40
2009	1	15	43	41
Low Income				
2013	1	18	48	34
2012	1	19	42	38
2011	1	16	46	37
2010	1	17	45	37
2009	1	15	43	40

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

^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: 2009–2013 Statewide MCAS Results by Student Status: Grade 10 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Median SGP</i>
High Needs^b					
2013	22	59	14	5	54.0
2012	16	60	19	6	46.0
2011	12	54	25	8	46.0
Students with Disabilities					
2013	10	56	22	12	51.0
2012	8	52	28	12	45.0
2011	5	44	35	15	43.0
2010	2	36	44	17	39.0
2009	4	38	40	19	39.0
English Language Learner (ELL)					
2013	2	41	42	15	62.0
2012	1	34	49	16	54.0
2011	2	25	49	24	52.5
2010	1	18	53	27	53.0
2009	1	18	48	33	50.0
ELL and Former ELL					
2013	7	50	31	11	65.0
2012	4	43	40	13	59.0
2011	3	34	44	19	56.0
2010	2	26	51	22	55.0
2009	3	26	45	25	53.0
Former ELL					
2013	17	69	12	3	68.0
2012	13	68	17	3	64.0
2011	8	57	30	5	59.0
2010	4	42	45	9	58.0
2009	7	45	39	9	56.0
Low Income					
2013	24	58	13	4	54.0
2012	17	60	19	5	45.0
2011	14	55	25	7	46.0
2010	9	50	32	8	46.0
2009	11	50	30	9	45.0

^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: 2009–2013 Statewide MCAS Results by Student Status: Grade 10 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Median SGP</i>
High Needs^b					
2013	30	31	23	16	45.0
2012	27	32	26	15	48.0
2011	25	31	28	15	48.0
Students with Disabilities					
2013	14	26	30	30	42.0
2012	13	28	32	27	47.0
2011	12	27	34	27	46.0
2010	12	24	36	27	47.0
2009	11	26	35	28	47.0
English Language Learner (ELL)					
2013	10	17	30	43	41.0
2012	13	19	33	35	56.0
2011	15	20	32	34	56.0
2010	13	17	35	35	56.0
2009	13	19	32	37	48.0
ELL and Former ELL					
2013	17	22	29	32	45.0
2012	19	23	30	29	59.0
2011	19	22	31	29	59.0
2010	16	20	34	30	55.0
2009	16	22	32	31	50.0
Former ELL					
2013	30	32	27	12	50.0
2012	35	33	21	12	64.0
2011	30	27	29	14	61.0
2010	23	28	32	17	55.0
2009	23	28	31	18	52.0
Low Income					
2013	33	30	22	15	45.0
2012	30	32	25	14	47.0
2011	27	31	27	14	48.0
2010	28	29	29	14	47.0
2009	24	30	30	16	46.0

^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: 2009–2013 Statewide MCAS Results by Student Status: Grade 10 Science & Tech/Eng
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
High Needs^b				
2013	10	39	40	12
2012	8	38	42	12
2011	6	36	43	15
Students with Disabilities				
2013	4	29	46	21
2012	5	27	47	22
2011	3	27	46	24
2010	2	25	46	27
2009	2	22	46	30
English Language Learner (ELL)				
2013	1	15	49	35
2012	2	15	50	34
2011	2	14	47	37
2010	1	11	47	41
2009	1	11	40	48
ELL and Former ELL				
2013	4	24	48	24
2012	4	22	48	26
2011	3	20	47	30
2010	2	18	46	35
2009	2	16	42	39
Former ELL				
2013	8	37	47	8
2012	9	37	43	10
2011	6	34	46	15
2010	4	30	43	22
2009	4	26	46	25
Low Income				
2013	10	40	39	11
2012	9	39	41	11
2011	7	37	42	14
2010	5	35	43	16
2009	4	32	44	20

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

^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.

Tables 67–75 provide statewide summary results for the 2009 through 2013 MCAS tests disaggregated by seven race/ethnicity categories and by gender.

**Table 67: 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: African American/Black
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	<i>Median SGP</i>
Grade 3						
English Language Arts	2013	3	29	52	15	N/A
	2012	5	33	44	18	N/A
	2011	3	34	45	18	N/A
	2010	6	36	43	15	N/A
	2009	4	31	45	20	N/A
Mathematics	2013	13	32	33	22	N/A
	2012	12	26	32	31	N/A
	2011	4	35	38	23	N/A
	2010	9	31	37	24	N/A
	2009	6	27	36	31	N/A
Grade 4						
English Language Arts	2013	3	29	42	26	44.0
	2012	4	28	40	28	41.0
	2011	3	27	46	24	41.0
	2010	3	26	47	23	41.0
	2009	3	26	47	24	41.0
Mathematics	2013	6	22	50	21	48.0
	2012	4	20	49	27	41.0
	2011	5	18	53	25	42.0
	2010	5	20	52	24	44.0
	2009	5	20	51	25	40.0
Grade 5						
English Language Arts	2013	7	39	35	19	54.0
	2012	7	33	40	21	47.0
	2011	6	40	38	16	48.0
	2010	6	34	40	19	47.0
	2009	5	34	45	16	44.0
Mathematics	2013	11	26	35	28	55.0
	2012	8	23	36	33	49.0
	2011	8	27	35	30	46.0
	2010	9	22	36	33	49.0
	2009	8	23	36	33	48.0
Science and Technology/ Engineering	2013	6	18	47	28	N/A
	2012	5	17	45	33	N/A
	2011	2	17	45	35	N/A
	2010	3	20	50	27	N/A
	2009	3	15	52	30	N/A
Grade 6						
English Language Arts	2013	5	40	36	19	48.0
	2012	6	36	36	22	43.0
	2011	5	40	38	17	44.0
	2010	5	43	34	18	47.0
	2009	6	39	38	16	52.0
Mathematics	2013	10	29	32	29	53.0
	2012	11	27	32	30	52.0
	2011	10	24	32	34	45.0
	2010	9	25	33	33	46.0
	2009	8	24	36	32	46.0

(Table 67 continued on following page)

Table 67 (cont.): 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: African American/Black
Percentage of Students at Each Achievement Level^a

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	<i>Median SGP</i>
Grade 7						
English Language Arts	2013	3	49	35	12	52.0
	2012	5	47	34	13	51.0
	2011	5	51	33	11	52.0
	2010	3	50	34	13	46.0
	2009	4	46	37	13	47.0
Mathematics	2013	6	22	33	40	41.0
	2012	7	21	36	36	49.0
	2011	6	22	32	41	48.0
	2010	4	26	34	37	49.0
	2009	3	20	35	42	45.0
Grade 8						
English Language Arts	2013	7	54	25	13	47.0
	2012	7	59	25	10	52.0
	2011	7	58	25	11	50.0
	2010	5	54	27	13	46.0
	2009	6	57	25	11	53.0
Mathematics	2013	9	24	30	37	51.0
	2012	6	21	36	37	47.0
	2011	7	21	32	40	49.0
	2010	6	22	33	38	53.0
	2009	6	18	31	45	50.0
Science and Technology/ Engineering	2013	1	16	46	38	N/A
	2012	1	16	41	42	N/A
	2011	1	13	46	41	N/A
	2010	0	13	46	41	N/A
	2009	0	13	43	44	N/A
Grade 10						
English Language Arts	2013	25	58	13	4	57.0
	2012	16	60	19	5	48.0
	2011	14	55	24	6	50.0
	2010	9	51	32	7	46.0
	2009	12	50	30	8	51.0
Mathematics	2013	28	32	24	17	44.0
	2012	28	31	26	14	52.0
	2011	24	32	29	15	52.0
	2010	25	28	31	16	48.0
	2009	21	30	31	17	48.0
Science and Technology/ Engineering^b	2013	8	39	41	11	N/A
	2012	7	38	43	13	N/A
	2011	6	34	45	16	N/A
	2010	4	33	45	18	N/A
	2009	3	30	45	22	N/A

^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 68: 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: Asian
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	19	47	28	5	N/A
	2012	23	46	24	6	N/A
	2011	17	52	24	7	N/A
	2010	18	49	27	6	N/A
	2009	17	47	28	7	N/A
Mathematics	2013	50	31	14	5	N/A
	2012	47	32	15	6	N/A
	2011	26	53	15	5	N/A
	2010	40	38	17	6	N/A
	2009	34	38	19	9	N/A
Grade 4						
English Language Arts	2013	20	47	25	8	62.0
	2012	22	47	23	9	62.0
	2011	18	47	27	8	63.0
	2010	19	45	29	8	60.0
	2009	19	43	29	9	58.0
Mathematics	2013	37	35	24	4	65.0
	2012	33	37	23	6	62.0
	2011	32	36	27	6	66.0
	2010	32	33	29	6	60.0
	2009	29	36	29	6	61.0
Grade 5						
English Language Arts	2013	33	44	15	7	63.0
	2012	27	43	22	8	57.0
	2011	27	48	18	7	57.0
	2010	26	45	21	7	59.0
	2009	26	44	24	6	61.0
Mathematics	2013	54	27	13	6	67.0
	2012	48	27	16	8	64.0
	2011	47	30	15	8	64.0
	2010	46	28	18	9	64.0
	2009	44	29	18	9	62.0
Science and Technology/ Engineering	2013	33	31	26	9	N/A
	2012	31	29	28	11	N/A
	2011	22	36	29	13	N/A
	2010	23	39	29	9	N/A
	2009	28	31	31	10	N/A
Grade 6						
English Language Arts	2013	27	50	17	6	61.0
	2012	31	46	16	7	59.0
	2011	28	49	17	6	59.0
	2010	30	49	14	6	64.0
	2009	29	47	18	6	62.0
Mathematics	2013	52	29	13	6	66.0
	2012	51	28	14	7	62.5
	2011	49	27	16	8	64.0
	2010	51	28	14	7	64.0
	2009	45	31	15	8	62.0

(Table 68 continued on following page)

**Table 68 (continued): 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: Asian
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	<i>Median SGP</i>
Grade 7						
English Language Arts	2013	23	58	14	5	55.0
	2012	27	53	15	6	59.0
	2011	28	54	15	4	60.0
	2010	21	59	15	5	58.0
	2009	26	53	17	4	58.5
Mathematics	2013	43	32	16	10	57.0
	2012	43	30	18	9	61.0
	2011	44	30	16	10	62.0
	2010	33	41	16	10	61.0
	2009	36	34	19	11	58.0
Grade 8						
English Language Arts	2013	33	52	10	5	58.0
	2012	35	53	9	3	63.0
	2011	34	51	11	4	60.0
	2010	30	55	11	4	58.0
	2009	28	57	11	4	62.0
Mathematics	2013	48	29	14	9	63.0
	2012	47	27	17	8	57.0
	2011	48	26	16	10	61.0
	2010	47	27	16	10	62.0
	2009	41	27	20	11	58.0
Science and Technology/ Engineering	2013	11	45	32	12	N/A
	2012	12	46	29	13	N/A
	2011	10	41	34	14	N/A
	2010	10	44	33	13	N/A
	2009	9	41	36	15	N/A
Grade 10						
English Language Arts	2013	57	35	6	2	66.0
	2012	50	40	8	2	57.0
	2011	45	42	11	3	57.0
	2010	37	44	15	4	57.0
	2009	38	44	15	4	59.0
Mathematics	2013	74	15	7	4	59.0
	2012	74	16	7	3	65.0
	2011	71	17	9	3	65.0
	2010	70	17	9	4	61.5
	2009	67	19	10	4	60.0
Science and Technology/ Engineering^b	2013	45	36	15	4	N/A
	2012	43	37	16	4	N/A
	2011	37	39	20	4	N/A
	2010	32	40	21	7	N/A
	2009	29	41	22	7	N/A

^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 69: 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: Native Hawaiian, Pacific Islander: Percentage of Students at Each Achievement Level^a

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	10	32	48	11	N/A
	2012	9	39	34	18	N/A
	2011	7	49	36	8	N/A
	2010	11	47	32	10	N/A
	2009	13	49	27	11	N/A
Mathematics	2013	19	40	22	19	N/A
	2012	16	35	26	23	N/A
	2011	11	44	35	11	N/A
	2010	26	39	24	11	N/A
	2009	27	37	21	15	N/A
Grade 4						
English Language Arts	2013	5	40	40	15	61.5
	2012	9	41	30	20	54.0
	2011	13	43	29	16	56.0
	2010	11	53	24	11	45.5
	2009	4	49	30	16	51.0
Mathematics	2013	9	35	40	17	52.5
	2012	17	23	48	13	49.5
	2011	16	33	39	13	44.0
	2010	22	34	35	8	56.0
	2009	17	21	44	17	52.5
Grade 5						
English Language Arts	2013	11	37	39	13	53.0
	2012	17	47	23	14	59.0
	2011	17	53	20	10	50.0
	2010	8	45	34	13	43.5
	2009	13	46	37	4	52.0
Mathematics	2013	17	30	34	20	54.0
	2012	31	27	25	17	49.5
	2011	24	38	24	15	43.0
	2010	16	24	35	24	43.0
	2009	24	23	33	20	52.5
Science and Technology/ Engineering	2013	14	21	43	21	N/A
	2012	25	25	35	16	N/A
	2011	11	39	34	16	N/A
	2010	6	32	48	13	N/A
	2009	20	33	37	10	N/A
Grade 6						
English Language Arts	2013	16	52	21	10	55.0
	2012	20	50	19	11	53.5
	2011	11	40	37	11	52.5
	2010	23	48	21	8	48.0
	2009	24	35	30	11	55.0
Mathematics	2013	33	30	22	15	64.0
	2012	32	36	20	12	57.0
	2011	24	23	31	23	63.5
	2010	25	28	26	21	52.0
	2009	23	35	25	17	47.5

(Table 69 continued on following page)

**Table 69 (cont.): 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: Hawaiian/Pacific Isl.
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2013	12	57	23	9	51.0
	2012	12	45	35	8	44.0
	2011	17	62	15	7	55.0
	2010	11	56	22	11	61.0
	2009	15	42	24	18	52.0
Mathematics	2013	21	30	27	22	44.0
	2012	17	27	29	27	38.0
	2011	20	41	18	21	63.0
	2010	13	37	28	23	60.5
	2009	15	21	27	37	52.5
Grade 8						
English Language Arts	2013	13	60	19	7	48.0
	2012	17	69	5	9	51.0
	2011	19	59	14	8	55.0
	2010	15	56	16	13	53.0
	2009	14	47	23	16	50.0
Mathematics	2013	10	41	24	25	60.0
	2012	19	34	25	22	37.0
	2011	19	28	28	26	57.0
	2010	14	22	31	32	45.0
	2009	7	30	30	33	48.0
Science and Technology/ Engineering	2013	0	26	53	21	N/A
	2012	3	42	32	22	N/A
	2011	1	36	46	16	N/A
	2010	2	25	46	26	N/A
	2009	1	32	31	36	N/A
Grade 10						
English Language Arts	2013	44	39	11	5	57.5
	2012	30	49	16	4	49.0
	2011	31	54	7	8	55.0
	2010	24	44	25	7	42.0
	2009	22	52	18	8	48.0
Mathematics	2013	53	18	16	13	48.0
	2012	45	16	27	12	57.0
	2011	49	27	18	6	60.0
	2010	40	26	22	12	46.0
	2009	32	32	22	15	46.0
Science and Technology/ Engineering^b	2013	24	51	17	8	N/A
	2012	16	40	33	11	N/A
	2011	19	47	24	10	N/A
	2010	23	30	36	11	N/A
	2009	15	30	41	14	N/A

^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 70: 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	3	27	52	17	N/A
	2012	5	31	44	20	N/A
	2011	3	33	45	19	N/A
	2010	5	33	45	17	N/A
	2009	4	28	46	22	N/A
Mathematics	2013	15	32	31	22	N/A
	2012	11	26	34	29	N/A
	2011	5	38	37	20	N/A
	2010	10	32	34	24	N/A
	2009	7	28	33	32	N/A
Grade 4						
English Language Arts	2013	3	26	42	28	43.0
	2012	4	29	40	28	43.0
	2011	3	26	45	26	43.0
	2010	3	25	46	26	42.0
	2009	3	25	46	26	42.0
Mathematics	2013	6	23	50	20	50.5
	2012	5	23	46	25	44.0
	2011	5	20	51	23	46.0
	2010	6	21	50	23	47.0
	2009	5	20	50	25	41.0
Grade 5						
English Language Arts	2013	6	36	37	21	51.0
	2012	6	30	40	24	45.0
	2011	5	36	38	21	45.0
	2010	5	32	41	22	46.0
	2009	4	31	47	18	45.0
Mathematics	2013	12	28	33	27	51.0
	2012	9	23	34	34	45.0
	2011	8	27	33	32	43.0
	2010	9	21	35	35	43.0
	2009	7	21	35	37	43.0
Science and Technology/ Engineering	2013	7	19	47	27	N/A
	2012	6	17	44	33	N/A
	2011	3	18	44	34	N/A
	2010	3	21	48	28	N/A
	2009	4	17	50	29	N/A
Grade 6						
English Language Arts	2013	5	36	37	23	46.0
	2012	5	34	35	25	44.0
	2011	5	37	37	21	45.0
	2010	5	40	35	20	49.0
	2009	5	35	38	22	49.0
Mathematics	2013	10	27	31	32	46.0
	2012	11	25	32	32	47.0
	2011	9	24	33	34	45.0
	2010	10	24	32	34	46.0
	2009	7	22	34	36	46.0

(Table 70 continued on following page)

**Table 70 (cont.): 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2013	3	45	36	16	48.0
	2012	4	44	35	18	50.0
	2011	4	46	36	14	48.0
	2010	3	45	36	17	48.0
	2009	4	39	40	17	46.0
Mathematics	2013	6	21	30	43	39.0
	2012	7	19	36	38	46.0
	2011	6	20	31	43	48.0
	2010	4	23	33	40	48.0
	2009	4	18	32	45	45.0
Grade 8						
English Language Arts	2013	6	51	25	18	46.0
	2012	6	53	27	14	48.0
	2011	6	52	27	15	50.0
	2010	5	50	29	16	51.0
	2009	4	52	28	16	51.0
Mathematics	2013	8	23	30	39	50.0
	2012	7	20	33	40	46.0
	2011	8	19	30	43	50.0
	2010	7	18	31	43	50.0
	2009	6	16	29	49	48.0
Science and Technology/ Engineering	2013	1	14	44	41	N/A
	2012	1	15	39	45	N/A
	2011	1	12	42	45	N/A
	2010	1	12	42	45	N/A
	2009	1	12	40	48	N/A
Grade 10						
English Language Arts	2013	21	58	16	5	54.0
	2012	14	57	22	6	45.0
	2011	11	52	28	9	45.0
	2010	8	48	35	9	47.0
	2009	9	47	33	12	45.0
Mathematics	2013	27	30	24	19	42.0
	2012	25	30	26	18	47.0
	2011	23	29	30	18	48.0
	2010	23	26	32	19	46.0
	2009	20	28	32	19	45.0
Science and Technology/ Engineering^b	2013	8	33	45	14	N/A
	2012	6	32	46	16	N/A
	2011	5	31	46	19	N/A
	2010	4	29	46	21	N/A
	2009	3	25	47	24	N/A

^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 71: 2009–2013 Statewide MCAS Test Results by Race/Ethnicity:
Multi-Race, Non-Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	12	45	36	7	N/A
	2012	17	47	28	8	N/A
	2011	12	51	29	7	N/A
	2010	16	48	30	6	N/A
	2009	13	44	34	9	N/A
Mathematics	2013	31	33	23	13	N/A
	2012	30	32	24	14	N/A
	2011	15	50	26	9	N/A
	2010	26	36	27	11	N/A
	2009	20	40	25	15	N/A
Grade 4						
English Language Arts	2013	12	44	33	11	48.0
	2012	14	44	29	13	50.0
	2011	10	43	36	11	51.0
	2010	12	40	36	12	49.0
	2009	12	39	37	13	48.0
Mathematics	2013	21	32	38	10	54.0
	2012	17	33	38	12	49.0
	2011	16	30	43	11	50.0
	2010	16	30	43	11	47.0
	2009	17	30	40	14	51.5
Grade 5						
English Language Arts	2013	22	46	23	9	52.0
	2012	17	44	28	11	52.0
	2011	19	49	23	9	51.0
	2010	16	46	29	9	50.0
	2009	15	48	29	8	50.0
Mathematics	2013	30	31	24	14	52.0
	2012	25	30	26	19	50.0
	2011	27	31	27	15	50.0
	2010	24	28	29	18	49.0
	2009	23	28	31	18	49.0
Science and Technology/ Engineering	2013	22	30	37	11	N/A
	2012	22	29	35	14	N/A
	2011	15	35	37	13	N/A
	2010	16	36	37	10	N/A
	2009	17	31	40	12	N/A
Grade 6						
English Language Arts	2013	17	51	25	8	52.0
	2012	19	46	24	10	48.0
	2011	19	48	24	9	52.0
	2010	17	52	21	10	50.0
	2009	16	50	26	8	48.5
Mathematics	2013	26	33	26	16	50.0
	2012	28	29	27	17	48.0
	2011	27	30	25	18	53.0
	2010	26	31	26	17	47.0
	2009	24	31	28	17	48.0

(Table 71 continued on following page)

**Table 71 (continued): 2009–2013 Statewide MCAS Test Results by Race/Ethnicity:
Multi-Race, Non-Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2013	13	57	23	7	48.0
	2012	16	54	22	8	49.0
	2011	16	56	23	6	47.0
	2010	12	60	22	7	49.0
	2009	14	56	23	7	51.0
Mathematics	2013	21	29	26	24	46.5
	2012	21	27	32	21	48.0
	2011	19	29	27	25	48.0
	2010	14	39	26	22	49.0
	2009	16	32	30	23	49.0
Grade 8						
English Language Arts	2013	20	56	15	8	48.0
	2012	19	61	14	6	50.0
	2011	21	59	14	6	52.0
	2010	18	61	15	6	50.0
	2009	19	60	15	6	53.0
Mathematics	2013	24	29	25	22	48.0
	2012	22	26	31	21	49.0
	2011	24	28	26	22	50.0
	2010	23	27	29	21	50.0
	2009	22	25	28	25	49.0
Science and Technology/ Engineering	2013	5	35	40	19	N/A
	2012	6	36	36	23	N/A
	2011	4	35	42	18	N/A
	2010	5	35	42	18	N/A
	2009	5	35	42	19	N/A
Grade 10						
English Language Arts	2013	45	47	6	2	57.0
	2012	38	51	9	2	48.0
	2011	33	52	13	2	49.0
	2010	25	53	19	4	49.0
	2009	29	49	18	4	49.0
Mathematics	2013	54	25	13	7	49.0
	2012	48	30	16	6	47.0
	2011	47	30	18	6	47.0
	2010	47	25	20	8	45.0
	2009	44	27	20	8	46.0
Science and Technology/ Engineering^b	2013	26	44	25	5	N/A
	2012	24	45	26	5	N/A
	2011	21	45	28	6	N/A
	2010	19	44	29	8	N/A
	2009	19	43	30	9	N/A

^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 72: 2009–2013 Statewide MCAS Test Results by Race/Ethnicity:
American Indian or Alaskan Native
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	9	29	53	9	N/A
	2012	10	42	35	13	N/A
	2011	8	39	40	13	N/A
	2010	10	40	39	11	N/A
	2009	8	42	41	10	N/A
Mathematics	2013	13	43	32	13	N/A
	2012	15	34	31	19	N/A
	2011	9	45	33	13	N/A
	2010	16	34	33	17	N/A
	2009	12	37	32	19	N/A
Grade 4						
English Language Arts	2013	5	35	43	16	48.0
	2012	6	38	34	23	43.0
	2011	5	30	48	16	43.0
	2010	6	39	38	17	43.0
	2009	5	37	43	15	46.0
Mathematics	2013	10	27	47	15	53.5
	2012	9	33	44	15	40.0
	2011	9	22	54	15	50.0
	2010	10	31	46	13	47.0
	2009	10	26	52	12	47.5
Grade 5						
English Language Arts	2013	11	41	32	16	51.0
	2012	7	43	41	9	48.0
	2011	13	43	34	10	49.0
	2010	10	42	36	11	50.0
	2009	8	41	40	10	49.0
Mathematics	2013	21	22	37	20	46.0
	2012	21	27	31	21	48.0
	2011	18	32	34	16	51.5
	2010	19	22	43	17	51.0
	2009	10	31	34	24	47.0
Science and Technology/ Engineering	2013	9	31	43	18	N/A
	2012	16	22	46	16	N/A
	2011	8	30	43	19	N/A
	2010	7	28	51	14	N/A
	2009	9	27	49	15	N/A
Grade 6						
English Language Arts	2013	7	51	31	11	49.0
	2012	8	46	29	16	45.0
	2011	10	50	30	10	50.0
	2010	5	54	32	10	47.0
	2009	10	49	29	13	48.0
Mathematics	2013	17	35	27	21	46.0
	2012	18	29	29	24	54.0
	2011	16	30	33	21	44.0
	2010	11	36	31	23	43.5
	2009	12	30	33	25	46.0

(Table 72 continued on following page)

**Table 72 (cont.): 2009–2013 Statewide MCAS Test Results by Race/Ethnicity:
American Indian or Alaskan Native
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2013	5	50	32	12	46.0
	2012	5	55	30	9	47.5
	2011	5	58	31	6	48.0
	2010	6	57	26	12	42.0
	2009	8	53	29	11	49.5
Mathematics	2013	9	30	26	35	40.5
	2012	10	28	38	24	44.0
	2011	9	27	34	30	46.0
	2010	7	31	33	29	48.0
	2009	4	30	32	33	42.0
Grade 8						
English Language Arts	2013	12	60	23	6	44.5
	2012	8	63	20	9	49.5
	2011	13	60	19	9	48.0
	2010	13	53	23	12	53.0
	2009	8	55	27	9	46.0
Mathematics	2013	8	36	27	30	45.0
	2012	9	27	40	25	51.0
	2011	12	27	33	27	46.0
	2010	12	26	31	31	39.0
	2009	8	21	29	41	49.5
Science and Technology/ Engineering	2013	2	23	51	23	N/A
	2012	1	23	45	30	N/A
	2011	0	24	49	26	N/A
	2010	1	27	46	26	N/A
	2009	3	18	46	33	N/A
Grade 10						
English Language Arts	2013	32	59	5	3	54.0
	2012	26	53	17	4	44.0
	2011	15	55	26	4	45.0
	2010	19	52	22	7	43.0
	2009	19	57	21	4	46.0
Mathematics	2013	46	32	13	9	54.5
	2012	37	28	21	14	44.0
	2011	28	37	24	12	46.0
	2010	43	22	24	10	45.5
	2009	37	30	24	9	52.0
Science and Technology/ Engineering^b	2013	14	50	30	6	N/A
	2012	14	44	34	8	N/A
	2011	4	46	40	10	N/A
	2010	12	43	32	13	N/A
	2009	8	47	36	8	N/A

^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 73: 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: White
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	14	51	30	5	N/A
	2012	18	51	25	5	N/A
	2011	13	56	26	6	N/A
	2010	17	53	25	5	N/A
	2009	15	51	29	6	N/A
Mathematics	2013	35	38	20	7	N/A
	2012	31	37	23	10	N/A
	2011	15	57	21	6	N/A
	2010	30	43	21	7	N/A
	2009	23	44	23	10	N/A
Grade 4						
English Language Arts	2013	12	48	31	9	50.0
	2012	15	49	27	9	51.0
	2011	11	48	32	8	51.0
	2010	13	48	31	8	51.0
	2009	14	47	32	7	52.0
Mathematics	2013	21	38	35	7	55.0
	2012	18	40	33	8	51.0
	2011	17	36	39	7	50.0
	2010	18	36	39	7	49.0
	2009	18	36	39	7	52.0
Grade 5						
English Language Arts	2013	21	51	21	6	51.0
	2012	20	49	24	7	51.0
	2011	20	54	20	5	51.0
	2010	19	51	24	6	50.0
	2009	18	53	25	5	51.0
Mathematics	2013	32	35	23	10	53.0
	2012	29	35	24	12	50.0
	2011	28	38	23	11	51.0
	2010	29	33	27	12	51.0
	2009	25	35	27	13	50.0
Science and Technology/ Engineering	2013	23	36	33	7	N/A
	2012	26	35	31	8	N/A
	2011	17	42	33	8	N/A
	2010	18	44	32	6	N/A
	2009	20	37	36	7	N/A
Grade 6						
English Language Arts	2013	19	56	19	6	53.0
	2012	22	53	18	7	51.0
	2011	21	56	18	5	51.0
	2010	18	59	18	6	50.0
	2009	19	55	21	6	49.0
Mathematics	2013	29	39	22	11	49.0
	2012	31	36	22	11	50.0
	2011	30	36	23	11	51.0
	2010	31	35	23	11	50.0
	2009	27	36	25	11	50.0

(Table 73 continued on following page)

**Table 73 (continued): 2009–2013 Statewide MCAS Test Results by Race/Ethnicity: White
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2013	14	64	17	4	47.0
	2012	18	60	17	5	49.0
	2011	17	63	16	4	50.0
	2010	13	66	16	5	50.0
	2009	16	61	19	4	50.0
Mathematics	2013	22	37	26	15	47.0
	2012	23	35	29	12	51.0
	2011	22	35	27	16	50.0
	2010	16	44	26	14	50.0
	2009	18	38	29	15	51.0
Grade 8						
English Language Arts	2013	24	61	11	4	51.0
	2012	20	66	10	4	49.0
	2011	23	61	11	4	50.0
	2010	20	64	12	4	50.0
	2009	18	67	12	4	49.0
Mathematics	2013	25	36	24	15	49.0
	2012	26	34	27	13	51.0
	2011	27	32	26	16	50.0
	2010	25	33	27	15	49.0
	2009	24	32	27	17	50.0
Science and Technology/ Engineering	2013	4	42	43	11	N/A
	2012	6	44	38	12	N/A
	2011	5	41	43	11	N/A
	2010	4	43	41	12	N/A
	2009	5	42	40	13	N/A
Grade 10						
English Language Arts	2013	51	44	4	2	57.0
	2012	43	50	5	2	51.0
	2011	38	51	9	2	50.0
	2010	30	54	13	2	50.0
	2009	33	52	12	3	50.0
Mathematics	2013	62	24	10	4	52.0
	2012	56	28	12	4	50.0
	2011	54	29	13	4	50.0
	2010	56	25	14	4	50.0
	2009	53	28	15	5	50.0
Science and Technology/ Engineering^b	2013	30	49	19	3	N/A
	2012	29	48	20	3	N/A
	2011	23	51	22	4	N/A
	2010	21	52	23	4	N/A
	2009	19	51	25	5	N/A

^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 74: 2009–2013 Statewide MCAS Test Results by Gender: Female
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	15	46	33	6	N/A
	2012	19	47	27	7	N/A
	2011	14	51	28	7	N/A
	2010	17	50	27	6	N/A
	2009	14	47	31	8	N/A
Mathematics	2013	31	37	22	10	N/A
	2012	27	34	25	14	N/A
	2011	13	53	25	9	N/A
	2010	25	40	24	10	N/A
	2009	20	40	25	14	N/A
Grade 4						
English Language Arts	2013	15	47	28	9	57.0
	2012	17	46	26	10	55.0
	2011	13	47	31	9	57.0
	2010	15	45	32	9	57.0
	2009	16	44	31	9	55.0
Mathematics	2013	18	35	39	9	55.0
	2012	17	36	36	11	51.0
	2011	15	33	42	10	50.0
	2010	16	33	42	10	49.0
	2009	16	33	41	10	49.0
Grade 5						
English Language Arts	2013	23	48	22	7	52.0
	2012	21	45	25	8	51.0
	2011	22	50	22	7	52.0
	2010	21	47	25	7	51.0
	2009	20	49	26	6	53.0
Mathematics	2013	30	33	25	12	56.0
	2012	25	32	27	15	52.0
	2011	24	36	26	14	50.0
	2010	24	30	30	16	49.0
	2009	21	33	29	17	49.0
Science and Technology/ Engineering	2013	19	31	38	12	N/A
	2012	21	31	34	13	N/A
	2011	12	35	38	15	N/A
	2010	14	38	37	11	N/A
	2009	15	31	42	13	N/A
Grade 6						
English Language Arts	2013	21	51	20	7	54.0
	2012	23	49	20	8	52.0
	2011	22	51	20	7	51.0
	2010	20	55	18	6	53.0
	2009	22	51	21	6	55.0
Mathematics	2013	26	37	24	13	53.0
	2012	28	34	25	14	52.0
	2011	26	33	25	15	51.0
	2010	27	33	25	15	51.0
	2009	23	34	28	15	51.0

(Table 74 continued on following page)

**Table 74 (continued): 2009–2013 Statewide MCAS Test Results by Gender: Female
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2013	17	62	17	4	54.0
	2012	20	58	17	5	56.0
	2011	20	61	15	4	57.0
	2010	15	63	17	5	54.0
	2009	19	57	19	5	54.0
Mathematics	2013	20	34	27	19	47.0
	2012	22	32	30	16	53.0
	2011	20	33	27	20	53.0
	2010	14	40	28	18	53.0
	2009	16	34	31	20	52.0
Grade 8						
English Language Arts	2013	26	58	11	5	54.0
	2012	23	62	11	4	50.0
	2011	27	58	11	4	55.0
	2010	22	60	13	5	50.0
	2009	20	63	13	4	49.0
Mathematics	2013	23	34	26	18	52.0
	2012	22	31	29	18	48.0
	2011	23	29	27	20	50.0
	2010	22	30	29	20	50.0
	2009	20	30	28	22	52.0
Science and Technology/ Engineering	2013	3	34	45	18	N/A
	2012	4	36	40	20	N/A
	2011	4	33	44	19	N/A
	2010	3	34	43	20	N/A
	2009	4	34	42	20	N/A
Grade 10						
English Language Arts	2013	53	41	5	2	58.0
	2012	43	48	7	2	49.0
	2011	39	48	11	2	49.0
	2010	32	51	15	3	51.0
	2009	34	49	13	3	50.0
Mathematics	2013	55	26	13	7	49.0
	2012	52	29	14	6	52.0
	2011	49	30	16	6	49.0
	2010	49	27	18	6	48.0
	2009	46	28	19	7	49.0
Science and Technology/ Engineering^b	2013	25	46	24	4	N/A
	2012	24	45	26	5	N/A
	2011	19	48	27	6	N/A
	2010	17	47	28	7	N/A
	2009	15	46	30	9	N/A

^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 75: 2009–2013 Statewide MCAS Test Results by Gender: Male
Percentage of Students at Each Achievement Level^a

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2013	9	43	38	10	N/A
	2012	12	45	32	11	N/A
	2011	8	49	32	11	N/A
	2010	12	47	32	9	N/A
	2009	11	44	34	12	N/A
Mathematics	2013	30	35	23	12	N/A
	2012	27	33	24	15	N/A
	2011	14	51	24	11	N/A
	2010	26	39	24	11	N/A
	2009	20	39	26	15	N/A
Grade 4						
English Language Arts	2013	6	39	38	17	42.0
	2012	8	42	33	17	44.0
	2011	6	39	40	15	43.0
	2010	7	40	38	15	44.0
	2009	8	40	39	14	44.0
Mathematics	2013	18	33	38	11	54.0
	2012	15	35	36	14	49.0
	2011	15	32	41	12	50.0
	2010	16	31	41	12	48.0
	2009	16	32	40	12	51.0
Grade 5						
English Language Arts	2013	14	47	27	12	52.0
	2012	12	43	31	14	49.0
	2011	13	50	27	11	47.0
	2010	12	46	30	12	48.0
	2009	11	47	32	10	47.0
Mathematics	2013	27	32	25	16	52.0
	2012	25	31	25	19	48.0
	2011	25	33	25	17	50.0
	2010	25	30	27	18	51.0
	2009	23	31	28	19	51.0
Science and Technology/ Engineering	2013	20	31	35	13	N/A
	2012	22	30	33	15	N/A
	2011	15	36	33	15	N/A
	2010	16	39	34	12	N/A
	2009	19	33	37	12	N/A
Grade 6						
English Language Arts	2013	11	51	26	13	50.0
	2012	14	48	25	14	48.0
	2011	13	51	25	11	49.0
	2010	11	53	24	12	47.0
	2009	11	50	28	11	45.0
Mathematics	2013	25	34	23	18	47.0
	2012	27	32	24	17	49.0
	2011	26	31	25	18	49.0
	2010	27	32	24	17	49.0
	2009	24	32	26	18	49.0

(Table 75 continued on following page)

**Table 75 (continued): 2009–2013 Statewide MCAS Test Results by Gender: Male
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2013	8	57	26	9	42.0
	2012	10	55	25	10	44.0
	2011	9	57	26	8	43.0
	2010	7	60	24	9	46.0
	2009	9	55	27	9	46.0
Mathematics	2013	19	31	26	23	45.0
	2012	19	30	30	20	47.0
	2011	19	30	27	24	47.0
	2010	14	38	27	21	48.0
	2009	16	33	28	23	49.0
Grade 8						
English Language Arts	2013	14	59	18	10	46.0
	2012	13	63	16	8	51.0
	2011	14	60	18	8	46.0
	2010	12	61	18	9	50.0
	2009	11	64	18	8	51.0
Mathematics	2013	22	31	25	22	49.0
	2012	23	30	28	20	53.0
	2011	23	28	26	22	51.0
	2010	23	28	27	22	51.0
	2009	21	27	27	25	49.0
Science and Technology/ Engineering	2013	5	37	40	18	N/A
	2012	6	39	36	20	N/A
	2011	5	36	41	18	N/A
	2010	4	38	40	18	N/A
	2009	5	36	39	21	N/A
Grade 10						
English Language Arts	2013	37	52	8	3	56.0
	2012	32	54	11	3	52.0
	2011	27	54	15	4	51.0
	2010	20	54	21	5	48.0
	2009	22	53	19	6	49.0
Mathematics	2013	55	24	13	8	53.0
	2012	49	28	15	8	48.0
	2011	48	28	16	8	52.0
	2010	51	24	17	8	52.0
	2009	47	27	18	9	51.0
Science and Technology/ Engineering^b	2013	27	44	23	6	N/A
	2012	25	44	25	6	N/A
	2011	21	46	26	7	N/A
	2010	18	47	27	8	N/A
	2009	18	45	28	9	N/A

^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.