

*Spring 2006
MCAS Tests*

*Summary of
State Results*

September 2006
Massachusetts Department of Education



Massachusetts Department of Education

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Dr. David P. Driscoll, Commissioner of Education

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Commissioner's Foreword

September 20, 2006

Dear Interested Parties:

I am pleased to announce the results of the spring 2006 Massachusetts Comprehensive Assessment System (MCAS) tests. Over one-half million students participated in these tests, the ninth operational administration of the MCAS since the program was introduced in 1998.

In spring 2006, students were tested in Reading (grade 3), English Language Arts (grades 4–8 and 10), Mathematics (grades 3–8 and 10), and Science and Technology/Engineering (grades 5 and 8). Six of these sixteen tests – English Language Arts at grades 5, 6, and 8 and Mathematics at grades 3, 5, and 7 – were newly introduced in 2006 in response to the requirements of the federal *No Child Left Behind Act* (NCLB). The 2005-2006 school year marked the first time that NCLB required all 50 states to have in place annual reading and mathematics assessments at grades 3–8 and one grade at high school.

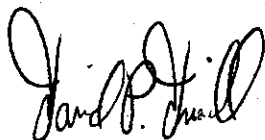
While most of the 2006 results remain largely unchanged from 2005, our grade 10 students continue to show remarkable gains in both English Language Arts and Mathematics. Between 2005 and 2006, students in grade 10 significantly improved their performance. These gains were made by all student subgroups. In 2006, the percent of grade 10 students performing at the *Proficient* and *Advanced* levels increased by six points in both subjects – from 64 to 70 percent in English Language Arts and from 61 to 67 percent in Mathematics. In Mathematics, this increase was highlighted by a six-point jump in the percent of students performing at the *Advanced* level (from 34 percent in 2005 to 40 percent in 2006).

As a result of the higher scores by grade 10 students in both subjects, I am pleased to report another increase in the high school Competency Determination attainment rate for 2006. Eighty-four percent of students in the class of 2008 passed both the grade 10 English Language Arts and Mathematics tests on their first attempt in spring 2006, up from 81 percent for the class of 2007.

With this good news at grade 10 comes a concern about the state's mediocre performance in Mathematics at grades 3–8.

As we look ahead, the task at hand remains clear. First, we must strive to prevent achievement gaps between white and African American and Hispanic students from forming and aggressively pursue strategies to close those achievement gaps that have already opened and persist. Second, we must enhance our efforts to raise student performance in Mathematics and Science and Technology/Engineering, especially at grades 3–8. Finally, our success in the global economy will continue to be measured by our ability to challenge all students to achieve proficiency and beyond. Our success this year in moving more grade 10 students into the *Advanced* category in Mathematics represents an important success. To duplicate this trend in other grades and subjects will continue to require the leadership and determination of our educators, business and community leaders, parents, and students.

Sincerely,



David P. Driscoll
Commissioner of Education

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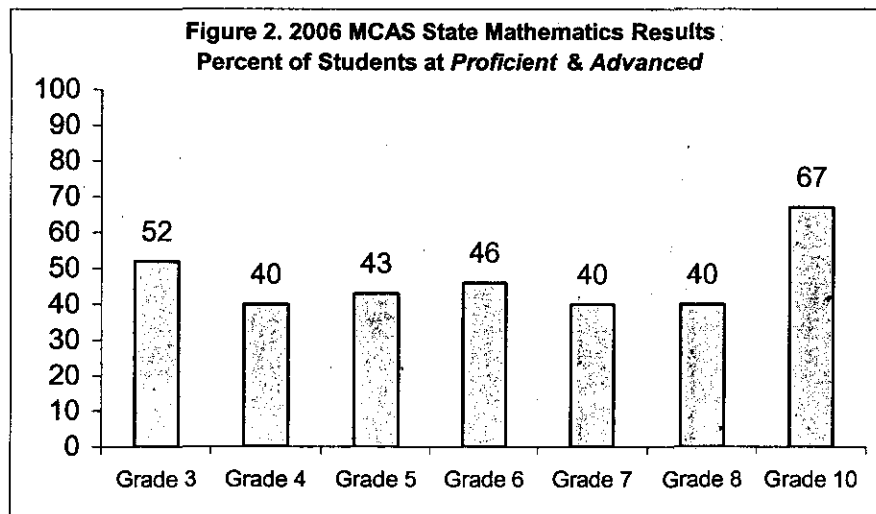
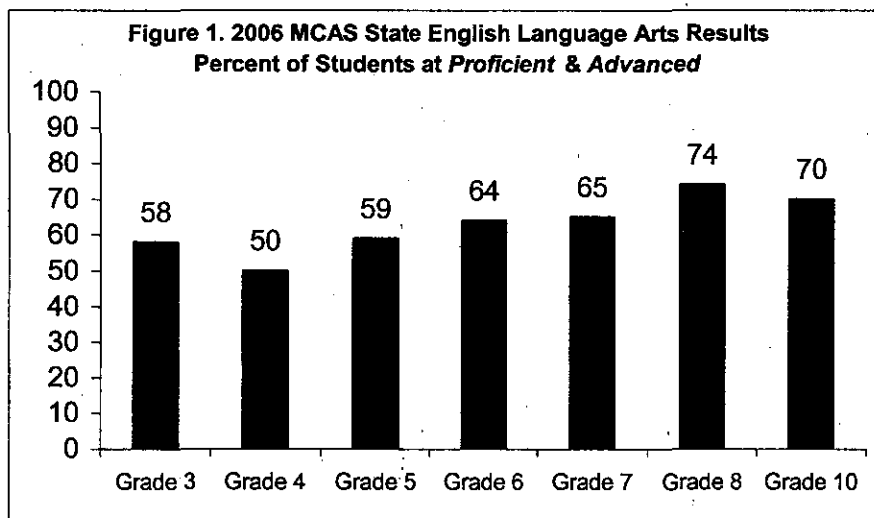
Executive Summary of the 2006 MCAS State Results

In the spring of 2006, 519,898 Massachusetts public school students in grades 3–8 and 10 participated in the ninth administration of the Massachusetts Comprehensive Assessment System (MCAS). A total of sixteen MCAS tests in Reading, English Language Arts (ELA), Mathematics, and Science and Technology/Engineering were administered to students across seven grade levels tested. Six of the sixteen MCAS tests were newly introduced in 2006: ELA tests at grades 5, 6, and 8 and Mathematics tests at grades 3, 5, and 7. State-level results for the sixteen tests are provided in this report.

I. Summary Results

□ Comparison of Performance: Grades 3–8 versus Grade 10

Across the grade levels, student performance in ELA continues to exceed student performance in Mathematics. In 2006, at least 58 percent of all students performed at the *Proficient* and *Advanced* levels in ELA, with the sole exception of grade 4, where 50 percent of students performed at *Proficient* and *Advanced* levels. By comparison, only 40 to 46 percent of students in grades 4–8 performed at the *Proficient* and *Advanced* levels in Mathematics in 2006.



The gap in ELA and Mathematics student performance for the two highest reporting categories (*Proficient* and *Advanced*) is smallest at grade 10 (three points). The gains made by students in grade 10 in 2006 in ELA and Mathematics provide evidence that significant educational improvements are continuing in the Commonwealth's high schools.

□ English Language Arts / Reading¹

Grade 10 student performance on ELA tests improved since 2005. The percent of grade 10 students performing at the *Proficient* and *Advanced* levels increased from 64 percent in 2005 to 70 percent in 2006. Performance declined at grade 3, where the percent of students scoring at the *Proficient* and *Above Proficient*² levels was 58 in 2006, compared to 62 percent of students who scored *Proficient* in 2005.

At grade 4, the percent of students performing at the *Proficient* and *Advanced* levels in ELA remained unchanged (50 percent in 2005 and 2006). At grade 7, there was a one-point decline in the percent of students performing at the *Proficient* and *Advanced* levels between 2005 and 2006 (from 66 percent to 65 percent).

As this was the first year for the new grades 5, 6, and 8 ELA tests, no trend data exists. The percents of students performing at the *Proficient* and *Advanced* levels were 59 percent at grade 5, 64 percent at grade 6, and 74 percent at grade 8.

□ Mathematics

In Mathematics, performance at grade 8 rose slightly, where there was a one-point increase in the percent of students performing at the *Proficient* and *Advanced* levels (from 39 percent in 2005 to 40 percent in 2006).

At grade 10, the increase was six points – from 61 percent of students performing at the *Proficient* and *Advanced* levels in 2005 to 67 percent in 2006.

At grades 4 and 6, the performance of students in Mathematics remained unchanged between 2005 and 2006. In 2006, 40 percent of grade 4 students performed at the *Proficient* and *Advanced* levels; at grade 6, 46 percent performed at the same levels.

On the new Mathematics tests (grades 3, 5, 7), fewer than half of all students performed at the *Proficient* and *Advanced* levels, with the exception of grade 3 where 52 percent scored in the top two performance categories.

□ Science and Technology/Engineering

Student performance declined in 2006 from 2005 by one point on the grades 5 and 8 Science and Technology/Engineering tests in 2006. The percent of students performing at the *Proficient* and *Advanced* levels at grade 5 declined from 51 percent in 2005 to 50 percent in 2006. At grade 8, the decline was from 33 percent in 2005 to 32 percent in 2006. The percent of students performing at the *Warning* level declined at both grade 5 (from 12 percent in 2005 to 11 percent in 2006) and grade 8 (from 26 percent in 2005 to 25 percent in 2006).

¹ The ELA tests at grades 3, 5, 6, and 8 assess reading comprehension, while the ELA tests at grades 4, 7, and 10 assess reading comprehension and writing.

² To comply with NCLB, Massachusetts added the "Above Proficient" performance level for grade 3 Reading in 2006. To compare 2006 student performance in grade 3 Reading to prior years, the percent of students scoring *Above Proficient* and *Proficient* in 2006 can be compared to the percent scoring *Proficient* in 2001-2005.

□ Racial/Ethnic Groups

On the grade 10 English Language Arts and Mathematics tests, African American/black, Asian, Hispanic and white students improved their performance since 2005. In ELA, the improvements ranged from a four-point increase in the percent of students performing at the *Proficient* and *Advanced* levels (white students) to a ten-point increase (African American/black students). In Mathematics, the improvements ranged from a five-point increase in the percent of students performing at the *Proficient* and *Advanced* levels (white students) to an eleven-point increase (African American/black students).

All four racial/ethnic groups also showed modest gains in grade 8 Mathematics—between a one- and three-point increase—between 2005 and 2006. In Reading at grade 3, the performance of Asian students remained unchanged from 2005, whereas African American/black, Hispanic, and white students scored lower in 2006 than in 2005.

There is some evidence that the historically existing performance gaps – defined as the difference in the percents of students performing at the *Proficient* and *Advanced* levels between white and African American/black and Hispanic students – decreased since 2005. The performance gap between white and African American/Black students at grade 10 decreased by six points in both subjects, while the performance gaps between white and Hispanic students at grade 10 decreased by five points in English Language Arts and two points in Mathematics since 2005.

The closing of the performance gap in Reading at grade 3 was in part the result of a decline in performance by white students. At grade 3, the gap between white and African American/black and white and Hispanic students was reduced because white students' scores fell at a sharper rate than those of African American/black and Hispanic students between 2005 and 2006.

□ Students with Disabilities

At grade 10, the percent of students with disabilities scoring at the *Proficient* and *Advanced* levels showed a six-point increase in ELA and a five-point increase in Mathematics since 2005. Students with disabilities made one-point gains in Mathematics at grade 4 and in Science and Technology/Engineering at grade 5, while performance dropped by four percentage points in Reading at grade 3 between 2005 and 2006.

□ Limited English Proficient Students

In 2006, the percent of LEP students performing at the *Proficient* and *Advanced* levels since 2005 increased in ELA at grades 4 and 10, and in Mathematics at grades 4 and 10. LEP student performance fell by three percentage points in Reading at grade 3.

□ Low Income Students

At grade 10, low income students showed nine-points gains in the percent performing at the *Proficient* and *Advanced* levels in both ELA and Mathematics since 2005. In Reading at grade 3, the performance of low income students fell by four percentage points.

In 2006, across all grades and subjects tested, low income students outperformed students with disabilities and limited English proficient students.

Student Participation

- Participation rates remained very high for students across the Commonwealth, including students with disabilities and LEP students. More than 98.9 percent of all enrolled students participated in each of the fourteen operational MCAS tests at grades 3 through 8 in 2006. At grade 10, more than 98.5 percent of all enrolled students participated in both high school tests.
- Approximately 7,006 students with disabilities participated in the MCAS Alternate Assessment (MCAS-Alt) by submitting a portfolio documenting their academic performance.

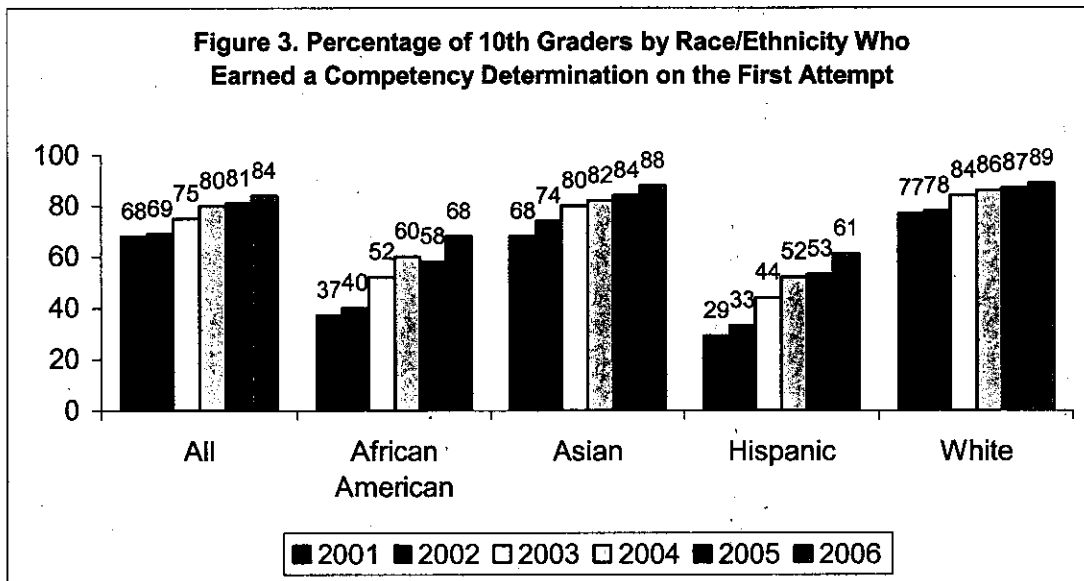
Competency Determination Results

Students in the class of 2008 are required to earn a Competency Determination as well as meet local requirements in order to graduate from high school. To earn a Competency Determination, students must pass both the grade 10 English Language Arts and Mathematics tests by earning a score of 220 (*Needs Improvement*) or above.

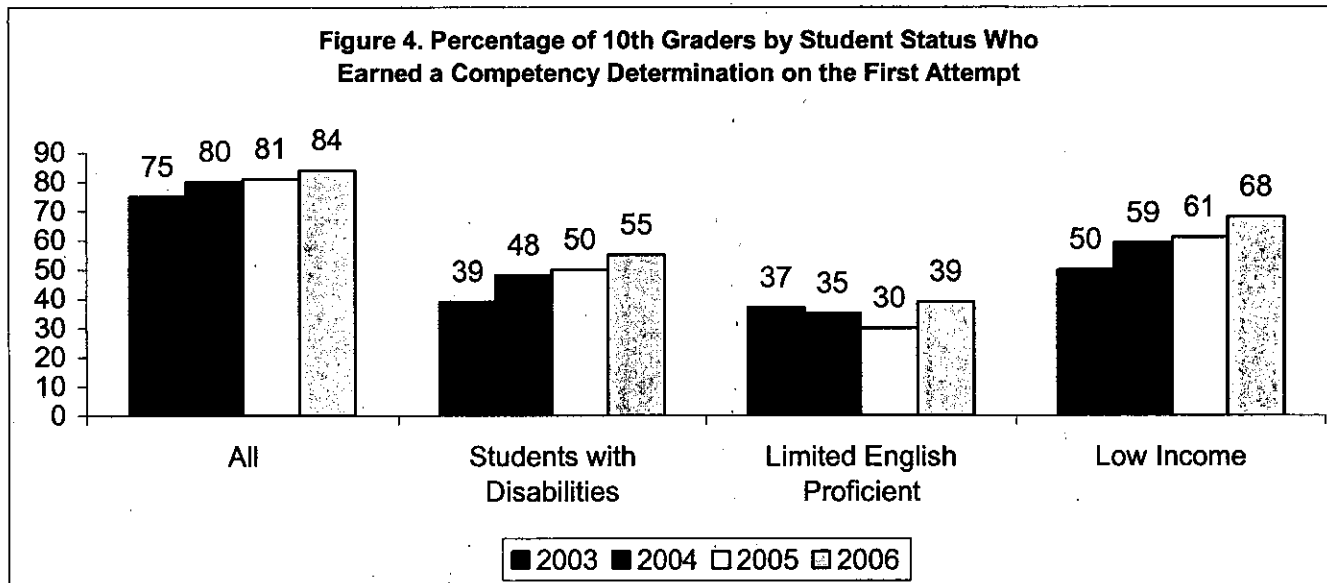
Table 1	
2006 Competency Determination (CD) Results	
Percent of Students in Grade 10 (Class of 2008)	
Earning a CD on Their First Attempt	
	Percent of Students Earning a CD
All Students	84%
Gender	
Female	85%
Male	82%
Race/Ethnicity	
African American/Black	68%
Asian or Pacific Islander	88%
Hispanic	61%
Native American	81%
White	89%
Student Status	
Students with Disabilities	55%
Limited English Proficient	39%
Low Income	68%

- Of the 7 percent of students who performed at the *Failing* level on the grade 10 English Language Arts test, approximately 74 percent earned a scaled score of 216 or 218, just short of the 220 passing standard. Of the 12 percent of students who performed at the *Failing* level on the grade 10 Mathematics test, approximately 71 percent earned a scaled score of 216 or 218, just short of the 220 passing standard.

- Figure 3 below shows that the percent of students earning a CD on the first attempt increased in 2006 for all students and for all racial groups.



- Figure 4 below shows that the percent of students earning a CD on the first attempt increased in 2006 for students with disabilities, limited English proficient students, and low income students.



Summary Performance Level Results for the 2006 MCAS Tests

The following tables provide summary performance level results for the 2006 MCAS tests.

Table 2 2001-2006 Statewide MCAS Results: Grade 3 Percentage of Students at Each Performance Level ¹					
		<i>Above Proficient</i> ²	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
READING	2006	18	40	33	8
	2005	-	62	31	7
	2004	-	63	30	7
	2003	-	63	31	6
	2002	-	67	27	6
	2001	-	62	31	7
	MATHEMATICS	2006	4	48	32
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.</p> <p>2. To comply with NCLB, Massachusetts added the "Above Proficient" performance level for grade 3 Reading in 2006. To compare 2006 student performance in grade 3 Reading to prior years, the percent of students scoring Above Proficient and Proficient in 2006 can be compared to the percent scoring Proficient in 2001-2005.</p>					

Table 3 1998-2006 Statewide MCAS Results: Grade 4 Percentage of Students at Each Performance Level ¹					
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
ENGLISH LANGUAGE ARTS	2006	8	42	39	11
	2005	10	40	40	11
	2004	11	45	35	10
	2003	10	46	34	9
	2002	8	46	37	10
	2001	7	44	38	11
	MATHEMATICS	2006	15	25	45
	2005	14	26	44	15
	2004	14	28	44	14
	2003	12	28	44	16
	2002	12	27	42	19
	2001	10	24	46	19
	2000	12	28	42	18
	1999	12	24	44	19
	1998	11	23	44	23
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.</p>					

Table 4 2003-2006 Statewide MCAS Results: Grade 5 Percentage of Students at Each Performance Level ¹					
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
ENGLISH LANGUAGE ARTS	2006	15	44	31	9
MATHEMATICS	2006	17	26	34	23
SCIENCE AND TECH/ENGINEERING	2006	17	33	39	11
	2005	16	35	38	12
	2004	20	35	33	13
	2003	19	33	34	14
1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 5 2001-2006 Statewide MCAS Results: Grade 6 Percentage of Students at Each Performance Level ¹					
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
ENGLISH LANGUAGE ARTS	2006	10	54	28	8
MATHEMATICS	2006	17	29	29	25
	2005	17	29	30	23
	2004	17	26	32	25
	2003	16	26	32	26
	2002	13	28	29	30
	2001	13	23	30	33
1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 6 2001-2006 Statewide MCAS Results: Grade 7 Percentage of Students at Each Performance Level ¹					
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
ENGLISH LANGUAGE ARTS	2006	10	55	26	9
	2005	10	56	27	8
	2004	9	59	25	7
	2003	8	58	28	7
	2002	9	55	28	9
	2001	6	49	32	12
MATHEMATICS	2006	12	28	33	28
1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 7 1998-2006 Statewide MCAS Results: Grade 8 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
ENGLISH LANGUAGE ARTS				
2006	12	62	19	7
MATHEMATICS				
2006	12	28	31	29
2005	13	26	30	31
2004	13	26	32	29
2003	12	25	30	33
2002	11	23	33	33
2001	11	23	34	31
2000	10	24	27	39
1999	6	22	31	40
1998	8	23	26	42
SCIENCE AND TECH/ENGINEERING				
2006	4	28	43	25
2005	4	29	41	26
2004	5	28	35	31
2003	4	28	37	30
1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.				

Table 8 1998-2006 Statewide MCAS Results: Grade 10 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
ENGLISH LANGUAGE ARTS				
2006	16	54	24	7
2005	22	42	25	11
2004	19	43	27	11
2003	20	41	28	11
2002	19	40	27	14
2001	15	36	31	18
2000	7	29	30	34
1999	4	30	34	32
1998	5	33	34	28
MATHEMATICS				
2006	40	27	21	12
2005	34	27	24	15
2004	29	28	28	15
2003	24	27	29	20
2002	20	24	31	25
2001	18	27	30	25
2000	15	18	22	45
1999	9	15	23	53
1998	7	17	24	52
1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.				

II. 2006 MCAS At-A-Glance

What is MCAS?

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

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

Who participates in MCAS?

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

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

Students with significant cognitive disabilities who are unable to take the standard MCAS tests, even with accommodations, must take 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* academic content knowledge and skills.

New tests in 2006

The federal *No Child Left Behind Act* requires that all states administer annual reading and mathematics tests in grades 3–8 and one grade in high school (beginning in the 2005–2006 school year). To meet this requirement, Massachusetts introduced six new MCAS tests in 2006 – three in ELA (grades 5, 6, and 8) and three in Mathematics (grades 3, 5, 7) – bringing the total number of MCAS tests to sixteen. The new ELA tests contain multiple choice and open response questions that only assess a student's reading comprehension. Therefore, the new ELA tests differ slightly in design from the existing ELA tests (grades 4, 7, 10) that also assess a student's writing by requiring students to respond to a writing prompt.

Table 9 below shows the MCAS tests administered at each grade level in 2006.

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

New in 2006

What are the tests' administration guidelines?

MCAS tests provide students the opportunity to demonstrate their knowledge and skills related to the grade and subject-specific MCAS *Curriculum Framework* learning standards. MCAS test sessions are designed to be completed in 45–60 minutes on average. However, all MCAS test administrations are untimed, and schools must allocate the necessary resources, including staff and classrooms, to ensure that all students have sufficient time to complete each individual session.

Except in grade 3 (for which a combined test/answer booklet is used), students at each grade level receive separate test and answer booklets. The test booklets contain all item-specific information, including the actual test questions, any reading passages and corresponding illustrations, writing prompts, and answer options for multiple-choice items. Students record their answers to each test item in the corresponding answer booklet. The standard MCAS tests contain a variety of question, or item, types at each grade level. Table 10 below shows the point values of test items by types of test items used on the 2006 MCAS tests.

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

Each MCAS test booklet contains both *common* and *matrix-sampled* questions. Common questions—which compose roughly 80 percent of a student’s test booklet—are those items that are identical in each student’s booklet and from which all student, school, and district results are derived. After each test administration, the Department of Education releases 100 percent of the common items to the public for use as a tool to improve curriculum and instruction. Matrix-sampled questions are used to equate MCAS tests from year to year and to field test new items for future tests.

When are MCAS tests administered?

Each spring there are two MCAS administration periods. In 2006, the first testing period was from March 27–April 7 for tests in Reading and English Language Arts. The second testing period was from May 15–June 2 for tests in Mathematics and Science and Technology/Engineering, and History and Social Science question tryouts.

How are results on MCAS tests reported?

Results on the MCAS tests are reported by performance levels that describe a student’s knowledge and skills as they relate to the performance standards contained in the Massachusetts *Curriculum Framework* content standards. Students receive a separate performance level in each

subject area. School and districts results are then reported according to the percent of students attaining each performance level in each grade-level subject area tested.

Table 11 below provides the general MCAS performance level descriptions.

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

Except for grade 3, where raw score points are reported to represent the total number of points a student earned, student-level MCAS results at grades 4–8 and 10 are also reported as scaled scores, which range from 200 to 280 in each content area. Scaled scores provide more precise feedback to schools, parents, and students by quantifying a student’s performance according to the continuum of scores within performance levels. Table 12 below provides the scaled score point ranges and their corresponding performance levels.

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

What is the Competency Determination?

In order to receive a high school diploma from a Massachusetts public high school, Massachusetts state law requires that all students earn a Competency Determination as well as meet all local graduation requirements. The Competency Determination is based on performance on the grade 10 MCAS English Language Arts and Mathematics tests. Currently, to earn the Competency Determination, students must attain a score of *Needs Improvement* or higher in both subject areas. Students who do not earn the Competency Determination in grade 10 may participate in retest opportunities, provided in November and March of each school year.

Local superintendents may also file a performance appeal on behalf of grade 12 students who have not met the *Needs Improvement* threshold on the MCAS but for whom there is compelling evidence that they have met the standards required for the Competency Determination.

Where can I find more information on MCAS?

The Department’s Web site is an invaluable resource for educators, parents, and others who are seeking additional information on MCAS results, released items, Curriculum Frameworks, and other test-related topics. To access that information, visit www.doe.mass.edu/mcas. If you have

additional questions, you may contact the Department's Student Assessment Services Unit at (781) 338-3625.

III. 2006 Statewide MCAS Participation Results

Students Tested

Table 13 below presents information on the percentage of enrolled students at grades 3–8 and 10 who were tested on MCAS tests in spring 2006. As in previous years, participation rates were very high. The figures below include participation rates for all enrolled students educated with public funds, including regular education students, students with disabilities, and limited English proficient students.

Grade	English Language Arts/ Reading	Mathematics	Science and Technology/Engineering
Grade 3	99.1%	99.1%	N/A
Grade 4	99.0%	99.2%	N/A
Grade 5	99.0%	99.1%	99.1%
Grade 6	99.0%	99.1%	N/A
Grade 7	98.9%	99.0%	N/A
Grade 8	99.0%	99.0%	99.0%
Grade 10	98.8%	98.5%	N/A

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

The percentage of students who were not tested on MCAS remained very low at all grade levels. As in previous years, one percent or less of grade 4 students did not participate in an MCAS test. On average, one percent of students at grade 8 and slightly more than one percent of students at grade 10 did not participate in an MCAS test.

How are absent students treated in MCAS performance results?

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

IV. 2006 MCAS Results Disaggregated by Subgroup

This section provides detailed information regarding statewide student subgroup participation and performance level results for the 2006 MCAS tests. Tables showing results by student status (e.g., LEP) are listed first, followed by results by race, and finally by gender. The following list provides definitions for the student groups that appear in this section:

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

Students with Disabilities: A student with a disability has an Individualized

Education Program (IEP) provided under the *Individuals with Disabilities Education Act*.

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

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years. The federal government requires that states continue to monitor the progress of FLEP students. The combined LEP & Formerly LEP reporting category in tables 14 to 20 represents the official AYP subgroup reporting category.

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

Table 14					
2003-2006 Statewide MCAS Performance Level Results by Student Status: Grade 3					
<i>Percentage of Students at Each Performance Level</i>					
Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Reading</i>					
Non-Disabled Students:	2006	21	44	31	5
	2005	-	68	28	4
	2004	-	69	27	4
	2003	-	69	27	4
Students with Disabilities:	2006	5	23	47	25
	2005	-	32	45	23
	2004	-	32	45	22
	2003	-	30	46	24
Limited English Proficient:	2006	3	17	51	29
	2005	-	23	50	27
	2004	-	26	50	24
	2003	-	22	46	32
LEP & Formerly LEP:	2006	5	22	49	24
	2005	-	28	49	23
	2004	-	32	48	20
	2003	-	28	46	26

Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Reading</i>					
Formerly LEP:	2006	12	35	43	10
	2005	-	39	48	13
	2004	-	43	45	12
	2003	-	41	48	12
Low Income:	2006	6	28	48	17
	2005	-	38	47	15
	2004	-	40	46	14
	2003	-	39	46	15
<i>Mathematics</i>					
Non-Disabled Students:	2006	5	53	31	11
Students with Disabilities:	2006	1	22	36	41
Limited English Proficient:	2006	1	23	35	42
LEP & Formerly LEP:	2006	2	28	34	36
Formerly LEP:	2006	4	42	32	22
Low Income:	2006	1	30	38	31
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2006	9	48	37	6
	2005	12	45	38	6
	2004	13	49	32	5
	2003	12	50	32	6
Students with Disabilities:	2006	1	15	48	36
	2005	1	16	51	32
	2004	1	20	49	30
	2003	1	21	47	31
Limited English Proficient:	2006	1	13	46	40
	2005	1	11	47	41
	2004	1	16	46	36
	2003	1	15	40	45

Table 15					
2003-2006 Statewide MCAS Performance Level Results by Student Status: Grade 4					
<i>Percentage of Students at Each Performance Level</i>					
Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
LEP & Formerly LEP:	2006	2	20	46	31
	2005	3	20	49	29
	2004	3	22	46	29
	2003	2	18	43	38
Formerly LEP:	2006	5	34	46	14
	2005	4	28	50	17
	2004	5	30	45	19
	2003	3	25	49	23
Low Income:	2006	2	25	49	23
	2005	2	24	53	21
	2004	3	28	49	20
	2003	2	28	47	22
<i>Mathematics</i>					
Non-Disabled Students:	2006	17	28	45	9
	2005	16	30	44	10
	2004	16	32	43	9
	2003	14	31	43	12
Students with Disabilities:	2006	3	12	46	39
	2005	3	11	46	41
	2004	3	12	47	38
	2003	2	13	44	40
Limited English Proficient:	2006	4	11	45	39
	2005	2	9	44	45
	2004	3	12	45	39
	2003	3	10	41	46
LEP & Formerly LEP:	2006	7	15	46	32
	2005	5	14	47	34
	2004	6	15	46	33
	2003	3	12	42	42
Formerly LEP:	2006	13	22	47	19
	2005	8	18	50	23
	2004	9	19	47	26
	2003	5	17	46	32
Low Income:	2006	6	15	51	28
	2005	4	15	51	29
	2004	4	17	51	28
	2003	11	16	49	31
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 16
2003-2006 Statewide MCAS Performance Level Results by Student Status: Grade 5
Percentage of Students at Each Performance Level

Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2006	19	50	28	4
Students with Disabilities:	2006	2	22	47	28
Limited English Proficient:	2006	1	12	44	43
LEP & Formerly LEP:	2006	3	22	46	29
Formerly LEP:	2006	6	33	47	14
Low Income:	2006	4	30	47	18
<i>Mathematics</i>					
Non-Disabled Students:	2006	20	30	35	16
Students with Disabilities:	2006	3	11	31	55
Limited English Proficient:	2006	3	10	28	59
LEP & Formerly LEP:	2006	7	15	32	46
Formerly LEP:	2006	10	21	36	32
Low Income:	2006	6	16	37	42
<i>Science and Technology/Engineering</i>					
Non-Disabled Students:	2006	19	36	37	7
	2005	18	38	36	8
	2004	22	37	31	9
	2003	21	36	32	11
Students with Disabilities:	2006	5	18	48	30
	2005	4	18	46	33
	2004	6	20	42	32
	2003	5	18	41	36
Limited English Proficient:	2006	1	9	43	47
	2005	1	8	38	52
	2004	2	13	36	49
	2003	0	3	17	79
LEP & Formerly LEP:	2006	3	15	46	36
	2005	3	14	44	39
	2004	3	15	39	43
	2003	3	11	37	49
Formerly LEP:	2006	5	21	51	23
	2005	5	19	50	26
	2004	4	18	43	34
	2003	4	15	43	38
Low Income:	2006	5	20	51	24
	2005	4	20	49	26
	2004	6	21	45	28
	2003	5	19	43	33

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

Table 17
2001-2006 Statewide MCAS Performance Level Results by Student Status: Grade 6
Percentage of Students at Each Performance Level

Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2006	12	60	24	4
Students with Disabilities:	2006	1	25	46	28
Limited English Proficient:	2006	1	13	43	43
LEP & Formerly LEP:	2006	1	23	44	31
Formerly LEP:	2006	3	38	45	14
Low Income:	2006	2	36	45	17
<i>Mathematics</i>					
Non-Disabled Students:	2006	20	33	30	17
	2005	21	33	31	16
	2004	20	29	33	18
	2003	19	30	33	19
	Students with Disabilities:	2006	2	11	27
	2005	2	11	29	58
	2004	2	8	27	63
	2003	2	8	26	64
	Limited English Proficient:	2006	3	8	23
	2005	3	9	24	65
	2004	3	9	24	64
	2003	3	7	22	68
	LEP & Formerly LEP:	2006	5	12	27
	2005	5	13	28	54
	2004	4	11	28	57
	2003	5	11	26	58
	Formerly LEP:	2006	9	20	32
	2005	7	19	33	41
	2004	6	13	31	50
	2003	8	16	31	45
	Low Income:	2006	5	17	32
	2005	5	18	34	43
	2004	5	15	34	47
	2003	5	14	33	48

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

Table 18
2001-2006 Statewide MCAS Performance Level Results by Student Status: Grade 7
Percentage of Students at Each Performance Level

Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2006	12	61	22	4
	2005	12	63	22	3
	2004	10	66	21	3
	2003	9	64	23	4
Students with Disabilities:	2006	1	24	43	32
	2005	1	25	48	26
	2004	1	26	46	27
	2003	0	24	49	26
Limited English Proficient:	2006	0	15	36	48
	2005	1	15	44	40
	2004	1	18	44	38
	2003	1	18	40	40
LEP & Formerly LEP:	2006	2	24	39	36
	2005	2	25	46	27
	2004	1	27	43	29
	2003	1	22	44	32
Formerly LEP:	2006	3	38	42	17
	2005	3	36	48	13
	2004	2	37	43	18
	2003	4	21	44	31
Low Income:	2006	2	39	39	19
	2005	2	39	44	15
	2004	2	41	41	16
	2003	1	37	45	17
<i>Mathematics</i>					
Non-Disabled Students:	2006	15	32	34	19
Students with Disabilities:	2006	1	8	26	65
Limited English Proficient:	2006	2	7	22	69
LEP & Formerly LEP:	2006	4	10	26	60
Formerly LEP:	2006	6	15	32	46
Low Income:	2006	3	14	33	49
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 19
1999-2006 Statewide MCAS Performance Level Results by Student Status: Grade 8
Percentage of Students at Each Performance Level

Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2006	14	68	14	3
Students with Disabilities:	2006	1	34	39	27
Limited English Proficient:	2006	0	17	37	45
LEP & Formerly LEP:	2006	1	28	37	35
Formerly LEP:	2006	2	47	36	15
Low Income:	2006	3	49	33	16
<i>Mathematics</i>					
Non-Disabled Students:	2006	15	32	33	21
	2005	16	30	32	23
	2004	15	30	34	21
	2003	14	29	31	25
Students with Disabilities:	2006	1	7	24	68
	2005	1	6	22	70
	2004	1	6	25	67
	2003	1	6	21	72
Limited English Proficient:	2006	1	8	18	73
	2005	2	7	16	75
	2004	3	7	22	68
	2003	2	7	18	73
LEP & Formerly LEP:	2006	3	10	23	65
	2005	3	9	21	66
	2004	5	10	24	61
	2003	3	8	20	68
Formerly LEP:	2006	5	15	30	50
	2005	5	13	27	55
	2004	8	14	26	52
	2003	5	10	23	62
Low Income:	2006	3	14	31	52
	2005	3	14	29	54
	2004	3	13	32	52
	2003	3	11	26	60
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 19 - continued
1999-2006 Statewide MCAS Performance Level Results by Student Status: Grade 8
Percentage of Students at Each Performance Level

Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<i>Science and Technology/Engineering</i>					
Non-Disabled Students:	2006	5	32	45	18
	2005	4	34	43	19
	2004	6	32	37	24
	2003	5	32	39	23
Students with Disabilities:	2006	0	7	33	59
	2005	0	7	32	61
	2004	1	7	26	66
	2003	1	7	29	63
Limited English Proficient:	2006	0	3	20	78
	2005	0	3	20	77
	2004	0	5	18	76
	2003	1	7	29	63
LEP & Formerly LEP:	2006	0	4	26	70
	2005	1	5	25	69
	2004	1	7	21	71
	2003	0	5	20	75
Formerly LEP:	2006	0	8	37	54
	2005	1	8	32	59
	2004	1	9	23	66
	2003	1	6	24	69
Low Income:	2006	0	9	40	50
	2005	0	10	39	51
	2004	1	10	30	59
	2003	1	9	33	58

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

Table 20					
2003-2006 Statewide MCAS Performance Level Results by Student Status: Grade 10					
<i>Percentage of Students at Each Performance Level</i>					
Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
<i>English Language Arts</i>					
Non-Disabled Students:	2006	18	58	20	3
	2005	26	46	22	5
	2004	22	48	24	6
	2003	23	44	26	7
Students with Disabilities:	2006	1	28	45	25
	2005	2	21	42	34
	2004	2	20	43	36
	2003	2	20	41	37
Limited English Proficient:	2006	1	13	42	45
	2005	1	8	32	59
	2004	1	11	36	52
	2003	3	13	31	53
LEP & Formerly LEP:	2006	2	23	42	33
	2005	2	15	37	46
	2004	4	17	38	42
	2003	3	15	34	47
Formerly LEP:	2006	4	39	42	15
	2005	4	25	45	26
	2004	7	25	40	28
	2003	4	21	44	31
Low Income:	2006	5	41	39	15
	2005	7	30	39	24
	2004	5	29	41	25
	2003	5	26	39	29
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.					

Table 20 - continued					
2003-2006 Statewide MCAS Performance Level Results by Student Status: Grade 10					
<i>Percentage of Students at Each Performance Level</i>					
Subject Area and Student Status Category		PERFORMANCE LEVEL			
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
<i>Mathematics</i>					
Non-Disabled Students:	2006	46	28	19	8
	2005	40	28	22	10
	2004	34	30	27	10
	2003	27	29	28	15
Students with Disabilities:	2006	9	21	32	38
	2005	6	19	33	41
	2004	4	17	36	43
	2003	4	14	28	54
Limited English Proficient:	2006	12	14	27	46
	2005	9	13	29	49
	2004	9	17	33	41
	2003	14	15	28	43
LEP & Formerly LEP:	2006	17	18	28	37
	2005	13	16	30	41
	2004	15	17	31	37
	2003	13	16	28	42
Formerly LEP:	2006	23	23	30	24
	2005	18	21	33	28
	2004	23	17	29	32
	2003	12	18	29	41
Low Income:	2006	19	25	31	26
	2005	14	21	33	31
	2004	11	21	36	31
	2003	9	18	32	41
<p>Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent with or without a medically documented excuse from any subject area MCAS test were not included in performance results but were counted as non-participants for that subject area.</p>					

Table 21
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
African American/Black
Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 3						
READING	2006	7	29	49	16	5,914
	2005	-	38	47	15	6,114
	2004	-	41	46	14	6,586
	2003	-	39	47	14	6,752
	2002	-	40	47	13	6,843
	2001	-	36	49	15	6,804
MATHEMATICS	2006	1	28	39	32	5,931
GRADE 4						
ENGLISH LANGUAGE ARTS	2006	2	25	49	23	6,061
	2005	3	24	51	22	6,584
	2004	3	29	49	19	6,431
	2003	2	27	49	21	6,825
	2002	1	25	52	23	6,663
	2001	1	23	52	24	6,555
MATHEMATICS	2006	4	14	52	30	6,129
	2005	3	13	50	33	6,602
	2004	3	15	52	30	6,524
	2003	2	12	49	37	6,872
	2002	2	11	43	43	6,732
	2001	2	10	49	40	6,591
GRADE 5						
ENGLISH LANGUAGE ARTS	2006	5	30	47	18	6,588
MATHEMATICS	2006	4	14	37	44	6,619
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	4	18	52	27	6,616
	2005	4	18	50	28	6,386
	2004	4	18	47	32	6,784
	2003	4	16	43	37	6,949
GRADE 6						
ENGLISH LANGUAGE ARTS	2006	3	37	44	16	6,578
MATHEMATICS	2006	5	15	32	48	6,612
	2005	4	17	33	46	6,931
	2004	4	12	34	50	6,988
	2003	4	13	33	50	7,091
	2002	2	13	27	59	6,835
	2001	2	9	26	64	6,471

Table 21 - continued
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
African American/Black
Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 7						
ENGLISH LANGUAGE ARTS	2006	3	40	39	18	6,810
	2005	2	39	44	14	7,123
	2004	2	43	41	15	7,011
	2003	1	37	48	14	7,000
	2002	2	35	45	18	6,525
	2001	1	28	44	27	5,826
MATHEMATICS	2006	2	12	35	51	6,879
GRADE 8						
ENGLISH LANGUAGE ARTS	2006	3	50	33	14	6,920
MATHEMATICS	2006	3	14	30	54	6,952
	2005	2	12	29	56	6,964
	2004	2	12	31	55	6,929
	2003	2	10	26	62	6,762
	2002	2	9	30	60	6,252
	2001	2	9	29	60	5,650
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	0	8	37	55	6,947
	2005	0	8	38	55	6,958
	2004	1	8	29	63	6,929
	2003	0	7	32	61	6,765
GRADE 10						
ENGLISH LANGUAGE ARTS	2006	5	42	39	13	6,331
	2005	7	30	39	24	6,235
	2004	5	32	41	23	5,834
	2003	6	28	39	28	5,943
	2002	5	27	35	32	5,334
	2001	4	21	37	39	4,783
MATHEMATICS	2006	16	24	33	26	6,352
	2005	10	19	35	36	6,257
	2004	9	22	37	31	5,945
	2003	7	16	34	43	6,083
	2002	4	12	30	54	5,553
	2001	3	13	32	51	4,890

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

Table 22 2001-2006 Statewide MCAS Test Results by Race/Ethnicity: Asian or Pacific Islander <i>Percentage of Students at Each Performance Level</i>						
	Year	Advanced/ Above Proficient	Proficient	Needs Improvement	Warning/ Failing	Students Included
GRADE 3						
READING	2006	22	40	32	7	3,604
	2005	-	62	30	7	3,643
	2004	-	64	30	6	3,531
	2003	-	63	30	7	3,490
	2002	-	64	29	7	3,213
	2001	-	57	36	8	3,246
MATHEMATICS	2006	8	55	26	11	3,623
GRADE 4						
ENGLISH LANGUAGE ARTS	2006	14	43	33	9	3,668
	2005	17	40	34	10	3,596
	2004	16	42	33	10	3,391
	2003	14	43	33	11	3,315
	2002	9	45	35	10	3,255
	2001	10	43	34	14	3,238
MATHEMATICS	2006	28	29	34	9	3,685
	2005	24	29	37	10	3,601
	2004	23	31	37	10	3,406
	2003	22	31	36	12	3,328
	2002	20	28	37	16	3,268
	2001	17	27	41	16	3,247
GRADE 5						
ENGLISH LANGUAGE ARTS	2006	22	43	27	8	3,603
MATHEMATICS	2006	32	28	27	13	3,609
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	23	33	36	9	3,608
	2005	21	33	33	12	3,467
	2004	21	32	34	14	3,298
	2003	20	30	34	16	3,414
GRADE 6						
ENGLISH LANGUAGE ARTS	2006	18	52	24	6	3,460
MATHEMATICS	2006	32	30	22	15	3,471
	2005	34	29	23	15	3,312
	2004	32	26	26	16	3,346
	2003	31	26	26	18	3,398
	2002	27	28	22	23	3,222
	2001	24	24	26	26	3,196

Table 22 - continued
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
Asian or Pacific Islander
Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 7						
ENGLISH LANGUAGE ARTS	2006	17	53	22	8	3,356
	2005	17	53	23	6	3,383
	2004	16	56	22	7	3,390
	2003	14	55	24	7	3,347
	2002	15	52	26	7	3,240
	2001	10	47	31	12	2,965
MATHEMATICS	2006	28	30	26	16	3,386
GRADE 8						
ENGLISH LANGUAGE ARTS	2006	20	56	18	7	3,422
MATHEMATICS	2006	27	32	24	18	3,435
	2005	28	29	23	20	3,437
	2004	29	28	25	18	3,277
	2003	26	27	24	24	3,445
	2002	21	26	27	26	3,157
	2001	22	26	28	25	2,964
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	8	31	39	23	3,436
	2005	8	36	36	21	3,434
	2004	10	32	31	27	3,277
	2003	9	29	34	28	3,445
GRADE 10						
ENGLISH LANGUAGE ARTS	2006	24	49	21	6	3,315
	2005	28	36	25	11	3,325
	2004	24	38	28	11	3,176
	2003	23	34	28	15	3,157
	2002	23	38	25	14	2,913
	2001	21	30	30	20	2,712
MATHEMATICS	2006	63	17	14	7	3,331
	2005	53	21	17	10	3,323
	2004	49	24	18	10	3,194
	2003	42	24	20	15	3,186
	2002	35	24	23	18	2,970
	2001	34	26	25	16	2,742

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

Table 23
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
Hispanic

Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 3						
READING	2006	5	23	50	22	8,671
	2005	-	31	49	20	8,607
	2004	-	33	49	18	8,717
	2003	-	32	48	21	8,667
	2002	-	35	48	17	8,119
	2001	-	29	51	20	8,202
MATHEMATICS	2006	1	25	37	37	8,699
GRADE 4						
ENGLISH LANGUAGE ARTS	2006	2	22	48	29	8,546
	2005	2	20	51	27	8,632
	2004	3	24	48	25	8,281
	2003	2	23	47	28	8,676
	2002	1	22	50	27	8,156
	2001	1	19	49	31	7,679
MATHEMATICS	2006	5	13	49	33	8,644
	2005	3	13	49	35	8,651
	2004	4	14	49	34	8,438
	2003	2	13	48	37	8,827
	2002	2	11	44	43	8,600
	2001	2	9	45	44	8,071
GRADE 5						
ENGLISH LANGUAGE ARTS	2006	3	25	48	24	8,650
MATHEMATICS	2006	4	14	34	48	8,674
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	3	16	50	31	8,670
	2005	3	16	47	33	8,574
	2004	4	17	43	37	8,688
	2003	3	14	41	41	9,175
GRADE 6						
ENGLISH LANGUAGE ARTS	2006	2	31	45	23	8,775
MATHEMATICS	2006	4	14	30	53	8,823
	2005	4	15	32	50	9,000
	2004	4	12	30	54	9,088
	2003	3	12	29	56	8,896
	2002	3	11	25	62	8,550
	2001	2	8	22	69	8,103

Table 23 - continued
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
Hispanic

Percentage of Students at Each Performance Level

	Year	Advanced/ Above Proficient	Proficient	Needs Improvement	Warning/ Failing	Students Included
GRADE 7						
ENGLISH LANGUAGE ARTS	2006	2	33	40	25	8,954
	2005	2	33	45	20	9,389
	2004	1	35	43	21	8,839
	2003	1	31	46	22	8,896
	2002	1	28	44	27	7,806
	2001	1	22	43	34	6,722
MATHEMATICS	2006	2	11	30	57	9,110
GRADE 8						
ENGLISH LANGUAGE ARTS	2006	2	42	35	21	9,274
MATHEMATICS	2006	3	12	29	57	9,331
	2005	2	11	26	60	8,802
	2004	2	10	28	60	8,789
	2003	2	9	23	67	8,609
	2002	1	7	26	66	7,525
	2001	2	7	26	65	6,913
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	0	7	35	58	9,319
	2005	0	7	32	60	8,795
	2004	1	7	25	68	8,791
	2003	0	6	25	69	8,605
GRADE 10						
ENGLISH LANGUAGE ARTS	2006	3	36	41	20	7,476
	2005	5	25	39	31	7,202
	2004	4	25	40	31	6,381
	2003	4	23	39	34	6,382
	2002	4	21	36	39	5,427
	2001	3	15	34	48	4,568
MATHEMATICS	2006	14	22	32	32	7,438
	2005	10	19	32	39	7,221
	2004	8	18	37	37	6,489
	2003	6	15	32	48	6,526
	2002	4	10	29	58	5,863
	2001	3	11	29	58	4,999

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

Table 24
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
Native American

Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 3						
READING	2006	11	38	38	13	283
	2005	-	54	39	7	221
	2004	-	55	40	5	241
	2003	-	51	42	7	213
	2002	-	58	35	7	246
	2001	-	54	38	8	248
	MATHEMATICS	2006	2	42	37	18
GRADE 4						
ENGLISH LANGUAGE ARTS	2006	4	33	47	16	225
	2005	6	30	56	8	248
	2004	5	39	43	13	217
	2003	6	39	45	11	244
	2002	4	38	45	13	236
	2001	3	39	43	16	228
	MATHEMATICS	2006	9	22	50	18
2005		10	18	54	18	249
2004		6	23	54	18	218
2003		6	27	45	23	245
2002		5	19	48	28	236
2001		5	19	54	22	229
GRADE 5						
ENGLISH LANGUAGE ARTS	2006	10	42	40	9	248
MATHEMATICS	2006	9	28	37	27	247
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	9	33	47	11	247
	2005	9	29	42	20	225
	2004	14	30	41	15	235
	2003	12	34	39	15	234
GRADE 6						
ENGLISH LANGUAGE ARTS	2006	5	45	40	9	226
MATHEMATICS	2006	9	21	31	38	232
	2005	10	26	32	32	241
	2004	7	23	40	31	242
	2003	11	23	37	30	233
	2002	7	23	27	43	219
	2001	4	15	35	46	207

Table 24 - continued
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
Native American

Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 7						
ENGLISH LANGUAGE ARTS	2006	5	54	30	11	241
	2005	5	54	34	7	248
	2004	6	53	31	10	231
	2003	3	55	29	13	220
	2002	5	44	36	16	220
	2001	2	39	37	22	222
MATHEMATICS	2006	5	23	37	35	240
GRADE 8						
ENGLISH LANGUAGE ARTS	2006	7	60	25	9	245
MATHEMATICS	2006	6	23	34	37	247
	2005	9	24	30	36	247
	2004	7	22	32	40	228
	2003	6	16	29	49	218
	2002	4	15	36	45	220
	2001	9	23	39	30	367
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	2	22	45	32	246
	2005	2	25	43	29	247
	2004	1	24	37	38	228
	2003	1	17	40	41	218
GRADE 10						
ENGLISH LANGUAGE ARTS	2006	8	56	29	7	213
	2005	10	45	31	14	205
	2004	10	42	34	13	198
	2003	10	37	38	15	235
	2002	8	35	38	19	175
	2001	9	34	34	24	204
MATHEMATICS	2006	29	30	30	11	210
	2005	17	30	26	26	205
	2004	21	25	33	21	202
	2003	11	25	32	32	236
	2002	9	18	35	39	179
	2001	9	24	34	33	209

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

Table 25
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
White

Percentage of Students at Each Performance Level

	Year	Advanced / Above Proficient	Proficient	Needs Improvement	Warning/ Failing	Students Included
GRADE 3						
READING	2006	21	44	29	5	52,000
	2005	-	70	26	4	52,778
	2004	-	71	25	4	54,167
	2003	-	70	26	4	54,859
	2002	-	75	22	3	55,824
	2001	-	70	26	4	56,996
MATHEMATICS	2006	5	53	31	11	52,035
GRADE 4						
ENGLISH LANGUAGE ARTS	2006	9	47	37	7	52,379
	2005	11	45	37	7	53,743
	2004	13	50	32	6	54,421
	2003	13	51	30	6	55,858
	2002	9	52	33	6	56,750
	2001	8	50	35	7	57,260
MATHEMATICS	2006	17	28	44	10	52,634
	2005	16	30	43	10	53,768
	2004	16	32	42	10	54,585
	2003	15	32	43	11	55,957
	2002	14	32	41	13	56,881
	2001	12	28	47	13	57,387
GRADE 5						
ENGLISH LANGUAGE ARTS	2006	18	50	27	5	53,449
MATHEMATICS	2006	19	29	34	17	53,551
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	20	38	36	6	53,532
	2005	19	40	35	7	54,070
	2004	24	40	30	7	55,465
	2003	23	38	32	8	57,187
GRADE 6						
ENGLISH LANGUAGE ARTS	2006	12	60	23	5	54,674
MATHEMATICS	2006	19	33	30	18	54,266
	2005	20	33	30	17	55,125
	2004	20	29	33	18	56,782
	2003	18	30	32	19	58,239
	2002	15	33	30	22	59,876
	2001	15	27	32	25	58,788

Table 25 - continued
2001-2006 Statewide MCAS Test Results by Race/Ethnicity:
White

Percentage of Students at Each Performance Level

	Year	Advanced/ Above Proficient	Proficient	Needs Improvement	Warning/ Failing	Students Included
GRADE 7						
ENGLISH LANGUAGE ARTS	2006	12	60	22	6	54,674
	2005	11	62	22	5	56,486
	2004	10	65	20	4	57,749
	2003	9	64	23	4	59,745
	2002	10	61	24	5	59,122
	2001	7	55	30	8	56,290
MATHEMATICS	2006	14	32	33	20	54,948
GRADE 8						
ENGLISH LANGUAGE ARTS	2006	14	67	14	4	56,110
MATHEMATICS	2006	14	32	32	22	56,225
	2005	15	30	31	24	57,367
	2004	15	30	34	22	59,330
	2003	14	29	31	26	59,370
	2002	12	27	35	26	57,977
	2001	13	27	36	24	55,478
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	5	34	45	17	56,213
	2005	4	35	43	18	57,250
	2004	6	33	38	22	59,326
	2003	5	34	40	21	59,349
GRADE 10						
ENGLISH LANGUAGE ARTS	2006	18	58	20	4	55,397
	2005	26	46	22	7	55,465
	2004	22	47	24	7	53,928
	2003	23	45	25	7	53,696
	2002	22	44	25	9	52,235
	2001	18	39	30	13	50,409
MATHEMATICS	2006	45	28	19	8	55,387
	2005	39	29	22	10	55,534
	2004	33	30	27	11	54,193
	2003	27	30	28	15	54,014
	2002	23	27	32	19	52,608
	2001	21	30	31	19	50,652

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

Table 26
2001-2006 Statewide MCAS Test Results by Gender:
Female

Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 3						
READING	2006	21	41	32	7	34,262
	2005	-	65	29	6	34,503
	2004	-	66	28	5	35,445
	2003	-	65	30	6	35,599
	2002	-	70	26	5	35,794
	2001	-	64	31	5	36,387
MATHEMATICS	2006	4	47	32	16	34,298
GRADE 4						
ENGLISH LANGUAGE ARTS	2006	11	46	35	9	34,409
	2005	13	42	36	8	35,061
	2004	15	47	31	7	35,171
	2003	14	47	31	8	35,901
	2002	11	49	33	8	36,429
	2001	9	47	35	8	35,978
MATHEMATICS	2006	15	25	45	15	34,587
	2005	14	26	45	15	35,064
	2004	15	28	43	14	35,369
	2003	11	28	45	16	36,114
	2002	12	28	42	19	36,801
	2001	11	24	47	18	36,250
GRADE 5						
ENGLISH LANGUAGE ARTS	2006	20	45	28	7	35,183
MATHEMATICS	2006	16	26	35	23	35,269
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	16	32	41	11	35,254
	2005	15	34	39	12	35,066
	2004	18	35	35	13	35,981
	2003	17	32	36	15	37,050
GRADE 6						
ENGLISH LANGUAGE ARTS	2006	13	55	25	6	35,338
MATHEMATICS	2006	16	29	30	25	35,427
	2005	17	29	31	22	35,899
	2004	16	26	34	24	37,026
	2003	16	27	33	25	37,266
	2002	13	28	29	29	37,944
	2001	12	23	32	33	37,193

Table 26 - continued
2001-2006 Statewide MCAS Test Results by Gender:
Female

Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 7						
ENGLISH LANGUAGE ARTS	2006	14	57	22	7	35,740
	2005	14	59	22	5	36,868
	2004	12	61	22	5	37,234
	2003	11	61	24	5	37,991
	2002	12	58	24	6	37,115
	2001	9	53	29	9	35,559
MATHEMATICS	2006	12	28	34	27	35,948
GRADE 8						
ENGLISH LANGUAGE ARTS	2006	17	62	16	5	36,844
MATHEMATICS	2006	13	28	32	27	36,925
	2005	13	27	31	29	37,092
	2004	12	26	33	29	38,051
	2003	12	25	31	32	37,758
	2002	10	23	34	33	36,679
	2001	11	23	35	31	34,792
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	4	27	44	25	36,910
	2005	3	27	42	28	37,028
	2004	4	26	37	34	38,046
	2003	4	26	38	33	37,761
GRADE 10						
ENGLISH LANGUAGE ARTS	2006	20	54	20	5	35,948
	2005	28	42	22	8	35,008
	2004	23	44	25	9	34,617
	2003	25	42	25	9	33,848
	2002	23	41	24	11	32,487
	2001	20	38	29	14	31,144
MATHEMATICS	2006	39	27	22	11	35,901
	2005	35	27	25	14	35,048
	2004	29	28	29	14	34,834
	2003	23	28	30	19	34,236
	2002	18	25	32	25	32,997
	2001	18	28	32	22	31,528

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

Table 27
2001-2006 Statewide MCAS Test Results by Gender:
Male
Percentage of Students at Each Performance Level

	Year	<i>Advanced/ Above Proficient</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>	Students Included
GRADE 3						
READING	2006	16	40	35	9	36,262
	2005	-	60	32	8	36,749
	2004	-	60	32	8	37,837
	2003	-	61	32	7	37,812
	2002	-	64	29	7	38,400
	2001	-	61	33	7	38,469
MATHEMATICS	2006	4	48	31	16	36,329
GRADE 4						
ENGLISH LANGUAGE ARTS	2006	5	38	43	14	36,509
	2005	6	37	44	13	37,415
	2004	7	42	39	12	37,600
	2003	7	44	37	11	38,136
	2002	5	43	40	12	38,477
	2001	4	41	42	13	38,089
MATHEMATICS	2006	15	25	45	15	36,771
	2005	14	27	44	16	37,439
	2004	13	29	44	14	37,837
	2003	13	29	43	15	38,436
	2002	12	27	41	19	38,856
	2001	11	25	47	18	38,382
GRADE 5						
ENGLISH LANGUAGE ARTS	2006	11	44	34	10	37,398
MATHEMATICS	2006	17	26	33	23	37,478
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	17	33	38	11	37,466
	2005	16	35	37	12	37,631
	2004	21	35	32	13	38,548
	2003	20	34	33	13	39,218
GRADE 6						
ENGLISH LANGUAGE ARTS	2006	7	53	30	10	37,884
MATHEMATICS	2006	17	29	29	25	38,021
	2005	18	28	30	24	38,697
	2004	18	25	31	26	39,524
	2003	16	26	31	27	39,934
	2002	14	28	28	30	40,638
	2001	14	24	30	32	39,730

Table 27 - continued
2001-2006 Statewide MCAS Test Results by Gender:
Male

Percentage of Students at Each Performance Level

	Year	Advanced/ Above Proficient	Proficient	Needs Improvement	Warning/ Failing	Students Included
GRADE 7						
ENGLISH LANGUAGE ARTS	2006	7	53	29	12	38,326
	2005	6	54	31	9	39,414
	2004	6	57	28	9	40,055
	2003	5	55	32	8	40,510
	2002	6	52	31	11	39,573
	2001	4	46	35	16	37,142
MATHEMATICS	2006	13	27	32	28	38,649
GRADE 8						
ENGLISH LANGUAGE ARTS	2006	8	62	21	9	39,161
MATHEMATICS	2006	12	27	30	30	39,303
	2005	13	25	30	32	39,706
	2004	13	26	32	29	40,603
	2003	12	25	29	34	40,111
	2002	11	23	33	34	38,499
	2001	12	24	34	31	36,625
SCIENCE AND TECHNOLOGY/ ENGINEERING	2006	4	29	42	26	39,288
	2005	4	31	40	25	39,637
	2004	7	30	34	29	40,605
	2003	5	30	37	28	40,112
GRADE 10						
ENGLISH LANGUAGE ARTS	2006	11	53	28	8	36,812
	2005	18	42	28	12	35,616
	2004	15	43	30	12	34,987
	2003	16	40	31	13	34,628
	2002	15	39	29	16	33,361
	2001	11	34	33	21	31,501
MATHEMATICS	2006	40	26	20	13	36,846
	2005	36	27	22	15	35,671
	2004	29	27	28	16	35,297
	2003	25	27	27	21	35,090
	2002	21	23	29	26	33,964
	2001	19	26	29	25	31,926

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