

Weston Public Schools
2007-2008 Standardized Testing Report

Educational Records Bureau: ERB
And
The Massachusetts Comprehensive
Assessment System: MCAS

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School Committee Report
November 17, 2008

Imagination is more important than knowledge. – Albert Einstein

Education is not the filling of a pail, but the lighting of a fire. – William Butler Yeats

Introduction:

The Weston Public Schools is committed to sustaining and improving its academic excellence, while recognizing that it is only one of the important benchmarks of a school community that nurtures well rounded life long learners. Each year the annual ‘ERB and MCAS Report’ provides the opportunity to analyze data and set goals for refining aspects of our work. As educators we draw from a wide range of sources of information about how children learn, and to what comparison or standard we attribute their individual successes. Given these considerations, standardized tests do provide meaningful information for the following potential purposes:

- The data adds to the profile of information we have on individual learners and how they are progressing.
- The data is disaggregated allowing us to monitor progress made with targeted groups.
- The tests are linked to our curriculum and learning standards, providing important item analysis feedback to curriculum leaders and teachers.
- Students must pass the high stakes 10th grade exam to graduate from high school.

Similarly, the Weston School Committee policy (file IL) and the Weston Schools embrace the importance of standardized testing programs for the following reasons:

- To obtain a third-party, objective measure of each student’s achievement.
- To gauge the individual student’s gains from year to year.
- To assess the strengths and weaknesses of individual students and determine needs.
- To compare, generally, the standing of Weston children with that of students in other regions of the country.
- To analyze, in a general way, the effects of the instructional program.

This report reviews the spring 2008 ERB and MCAS data for students in 3rd through 10th grades. Testing begins in March with the Long Composition in 4th and 7th grades, and ends in June with the High School Science examinations. Across the span of these months students in grades 3 through 10 spend hours on these assessments, and while the gathering of data can be alluring in its seeming potential to impact learning – it cannot be forgotten that there is measurable loss in meaningful instructional time because of these tests. The good news is that this year’s testing data indicates Weston’s continued strong performance as measured by scaled scores and in comparison to their peers.

Tests Administration: Hours Required*

<u>Grade</u>	<u>ERB</u>	<u>MCAS</u>	<u>Hours (est)</u>
Grade 3	Math 1 & 2	Math	4
	Reading Comprehension	ELA	4
Grade 4	Math 1 & 2	Math	4
	Reading Comprehension	ELA	4
	Vocabulary	Long Composition	6
Grade 5	Math 1 & 2	Math	4
	Reading Comprehension	ELA	4
	Vocabulary	Science and Technology	3
		Social Studies (pilot)	1
Grade 6	Math 1 & 2	Math	4
	Quantitative Reasoning	ELA	3
	Reading Comprehension		2
	Vocabulary		1
	Verbal Reasoning		1
	Writing Mechanics		1
	Writing Concepts & Skills		1
Grade 7	Math 1 & 2	Math	4
	Quantitative Reasoning	ELA	3
	Writing Mechanics		1
	Reading Comprehension	Long Composition	7
Grade 8		Math	2
		ELA	2
		Science and Technology	2
		Social Studies	2
Grade 10		Math	3
		ELA	3
(9 th or 10 th)		Science and Technology	3

*Note: MCAS tests are untimed as some students may actually work for additional hours.

Because testing blocks are un-timed, the range of time to complete a round of testing can extend well beyond the estimated time. With the complication of block schedules, students needing special accommodations, and make-up sessions, the impact on the school schedule is substantial.

Data Analysis

Test data is received by the school district in late summer or early fall. Curriculum leaders analyze results grade by grade and formulate strategies for working with students in the current year and share the information with administrative leaders.

ERB CTP4 Test Results

Overview:

Over the last twenty-one years, the Weston Public Schools has utilized the CTP4 testing program of the Educational Records Bureau (ERB) to assess our continued ability to maintain high standards for our students as well as monitor individual student progress. The school administration made the decision several years ago to reduce the number of ERB examinations taken because of the increasing amount of time required for MCAS examinations. The modified testing program has maintained the longstanding practice of longitudinal ERB data collection as a means for comparing trends in Grades 3-7. While the focus is on Reading and Mathematics in Grades 3-7, a broader array of testing is conducted in Grade 6, which provides Middle School teachers with additional data to help students in their transition from elementary school. Discussion of abbreviating the 6th grade testing to parallel other grades is under consideration.

Analysis

The Quantitative and Verbal Reasoning subtests measure problem solving ability; all others are achievement tests. The components of the ERB testing results we use are described below:

1. Item Analysis

The ERB statistical report contains a national, suburban, and independent school analysis of the average percent of items correct for each subtest and within multiple categories. Analyzing our subtest results helps us diagnose specific curriculum strengths and weaknesses. As has been traditionally done, our item analysis test results have been compared with those of suburban and independent school populations only. These are reported in **Appendix A & B**.

2. Scaled and Percentile Scores

For each ERB test, the number of questions a student answers correctly (raw score) is converted to a standardized scale (scale score) in order to make it possible to compare the student's score with the results of students in the norm population. Scale scores also allow us to compare each student's or group performance over time.

The ERB program also converts scale scores to percentile ranks or percentile scores. This term refers to the percentage of students in a norm population whose scores fall at or below a given score. Thus, a percentile score indicates a student's ranking in relation to the rest of the norm population and provides each student with percentile subtest scores that depict where each student's scores rank within her/his school population and within national, suburban, and independent school populations.

ERB Data Summary and Insights:

Our long standing performance data from the ERB's provides an important balance and comparable reference to MCAS and other informal assessment data collected by teachers. These pieces of data when synthesized provide insights that allow for both responsive curriculum adjustment and individual student instructional support. The overall health of our student performance continues to be supported across the range of grades represented in the data as compared to our peers in both suburban and independent schools. As illustrated by the graphs and tables below (and further in **Appendix A & B**), Weston students benchmark at or above their peers in all areas, except for a slight dip in the 4th grade reading at the 90%tile.

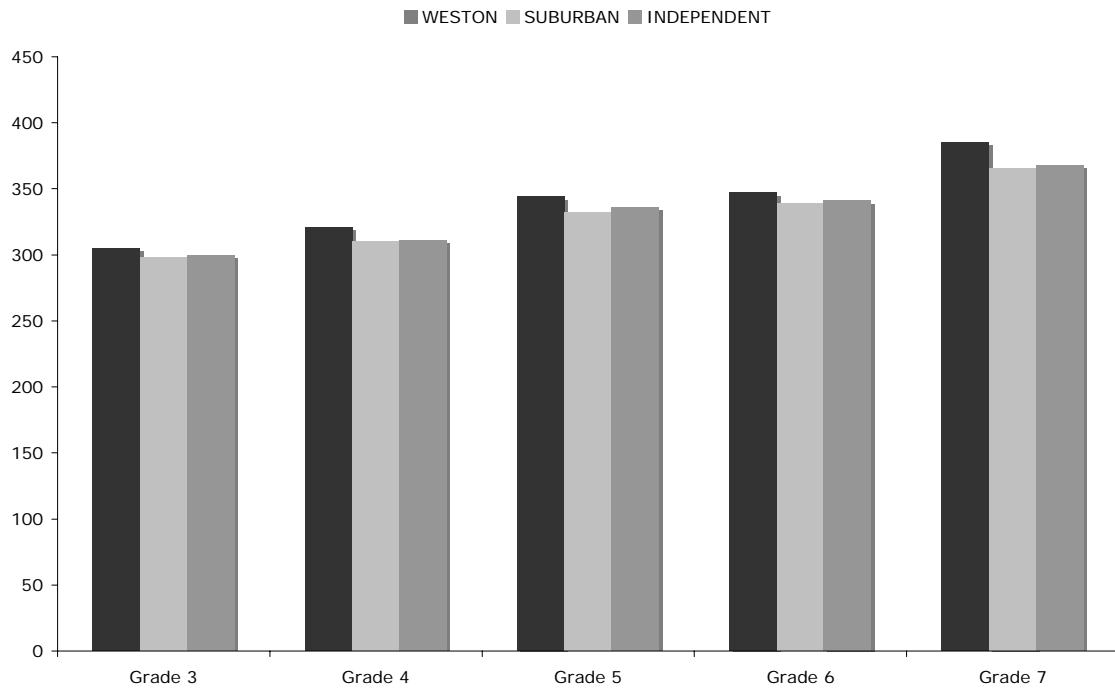
A closer item analysis illustrates some generalized aspects of performance that should be given a closer look and compared further to MCAS data. Because of the strongly consistent performance data on ERB tests, a noticeable cluster of performance dips can indicate an area of needed focus for a set of students. Within the added writing mechanics test of the 7th grade, the data indicates the need to explore added instructional focus on some aspects of mechanics. A cross reference of the Long Composition scores on the MCAS do not indicate strong concern, but by reviewing question content, teachers will provide added instructional review this year. On the mechanics aspect of the MCAS Long Composition, students averaged 7.5 out of 8 possible points, but the added ERB data provides a set of skills to review, and both tests provide data for the development of a focused student list for instructional review. Also within the subject strand of English Language Arts, the 5th and 6th grades both scored 69% on comprehension questions requiring analysis, synthesis, or categorization of text. This score was still higher than our suburban or independent school peers, but was lower than our other areas of reading comprehension performance when just comparing within our own data. While this more analytical strand of literature analysis is developing across the range of these grades, and is covered within regular classroom curriculum goals, Middle School teachers are aware of this focus area.

The item analysis of the math content also illustrates some generalized performance summaries, with the overall data indicating program strength. Our fifth graders demonstrate strength in number relationships, at 81% correct as compared to their suburban peers with 69% and independent peers at 73% correct. Two areas of note for our 6th grades were in Measurement, 58% correct and Problem Solving, 56%. While we scored better than our peer groups in both of these areas, compared to our own relative performance, these are areas where added focus will have benefits.

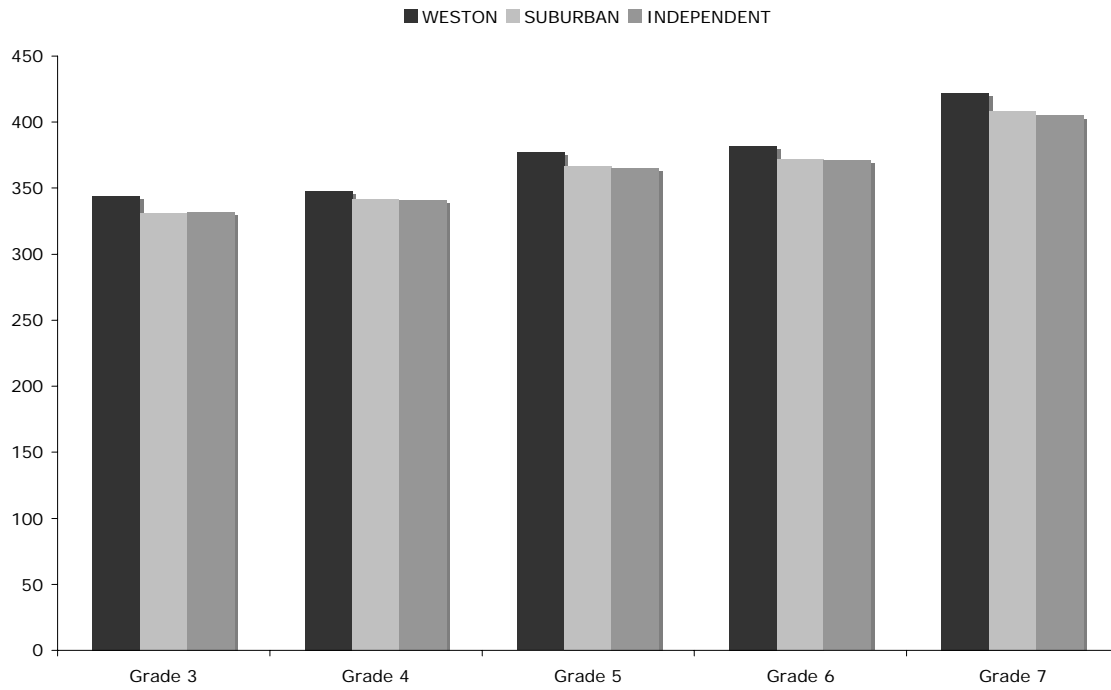
**ERB 2008
Mathematics 1 & 2 Scaled Scores**

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	305	298	300	344	331	332
4	321	310	311	348	342	341
5	344	332	336	377	367	365
6	347	339	341	382	372	371
7	385	365	368	422	408	405

ERB 2008 Mathematics 50th %ile Scaled Scores



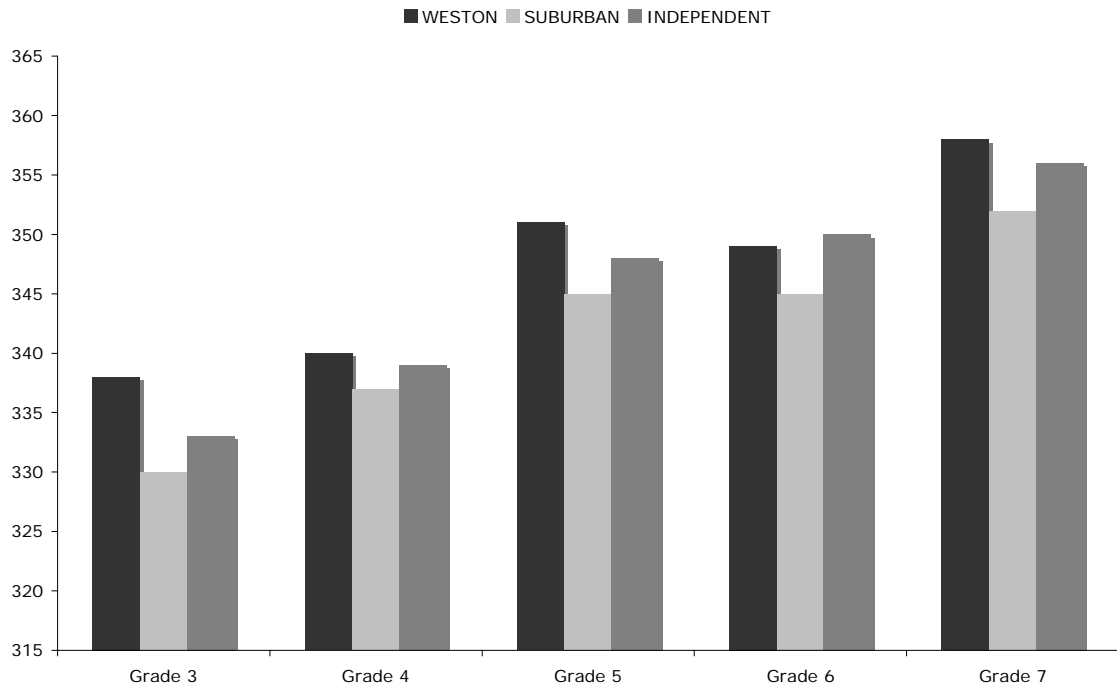
ERB 2008 Mathematics 90th %ile Scales Scores



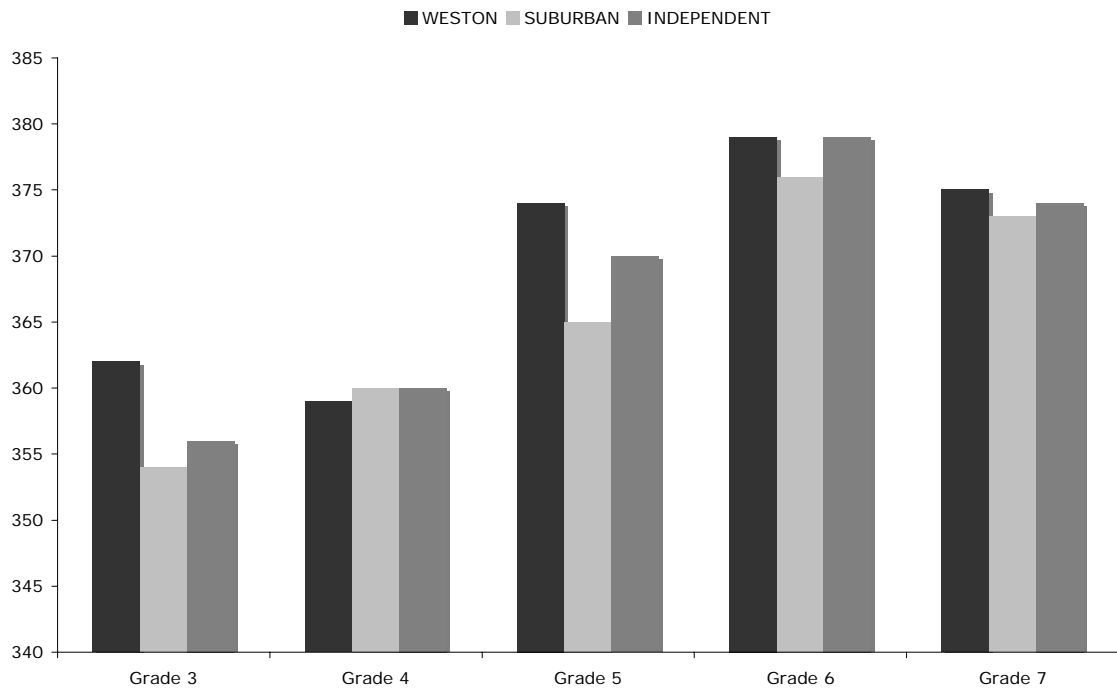
**ERB 2008
Reading Comprehension Scaled Scores**

Grade	50% Percentile			90% Percentile		
	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	338	330	333	362	354	356
4	340	337	339	359	360	360
5	351	345	348	374	365	370
6	349	345	350	379	376	379
7	358	352	356	375	373	374

ERB 2008 Reading Comprehension 50th %ile Scaled Scores



ERB 2008 Reading Comprehension 90th %ile Scaled Scores



MCAS Test Results

Overview:

After eleven years in existence, the Massachusetts Comprehensive Achievement Testing is an established presence in a child's school experience. With the additional testing expectations that were added to MCAS to fulfill requirements of NCLB, students are now tested across 3rd through 10th grades. In the last several years, added benchmarks of "AYP" Adequate Yearly Progress, and now "EPP" Educational Progress Plan, have made the impacts of the test more time intensive for both educators and students. As noted earlier in this report, it remains important that Weston students perform well on these tests for a variety of reasons, and this year's overall scores indicate that Weston students continue to demonstrate strong growth and achievement over the span of years that MCAS benchmarks their progress. In support of this observation, both this year's Weston 3rd graders and 10th graders were ranked 5th, and our 4th graders ranked 7th in the state for ELA. This was complimented by a range of our other grades and subjects ranking in the teens for their overall state level of performance.

MCAS Data Summary and Insights:

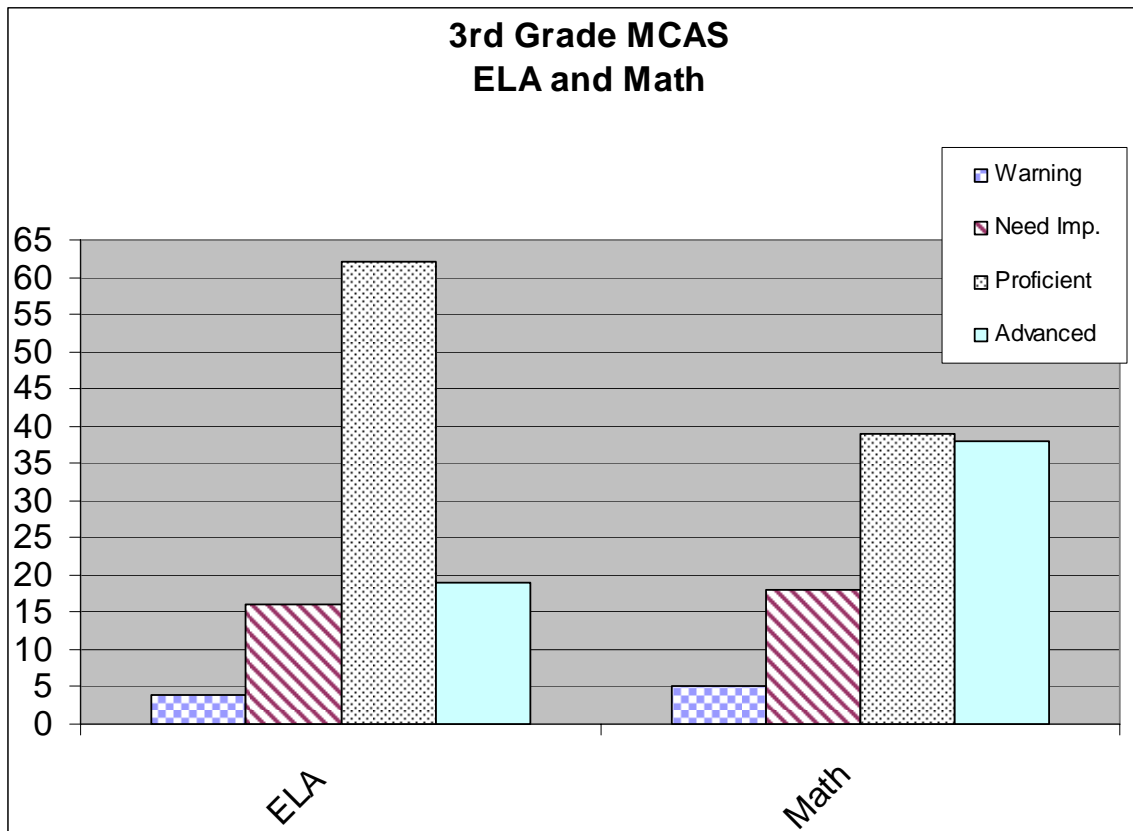
Weston's performance over a span of years has continued to maintain a general level of overall performance strength across the span of both subject area and grade level (see **Appendix C**). In studying the trends of data over many years, the 10th grade math illustrates a clear pattern of decreasing "Warnings and Needs Improvement", and an increasing percentage of "Advanced" performance. In 1998 students had 17% Warnings and 36% Advanced, while currently in 2008 there are 1% in Warning for math and 64% in Advanced. Similarly the strong performance of our ELA is seen in the exit scores of the 10th grade measuring very well against neighboring schools of comparison, and achieving all but 7 students testing in the Proficient or Advanced range of performance.

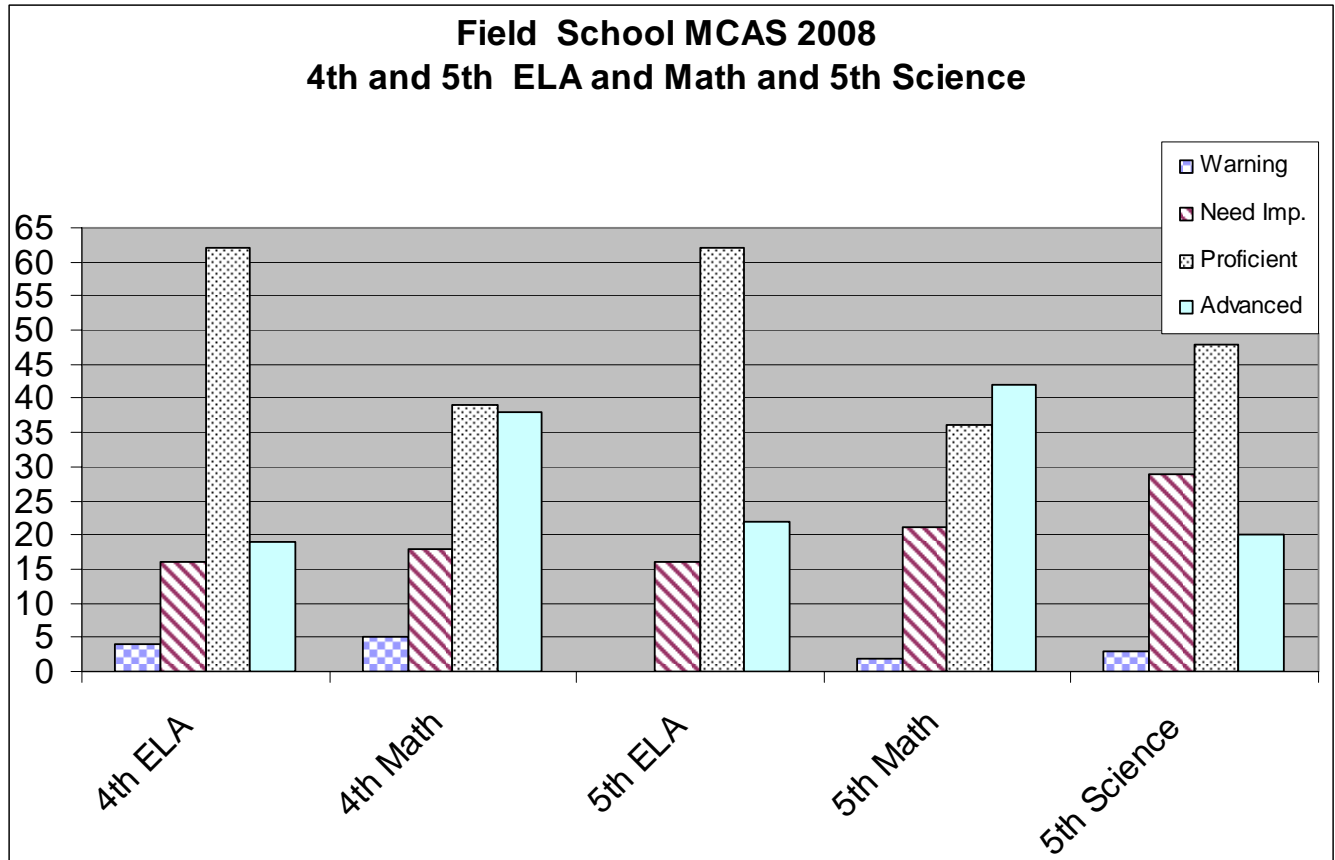
The MCAS data provides a range of information on student progress, tracking a number of varied cohort groups that allow schools to respond with specialized instruction and additional programming. Weston provides both strong classroom instruction and a number of instructional supports, resulting in our yearly "AYP" being attained in almost all monitored groups, and our overall performance trends slowly shifting students toward proficient performance. It is important to note that while viewing the data year to year by grade level provides curriculum guidance, growth in performance is better noted by tracking cohort groups over time and by studying individual student performance patterns.

In noting the overall health of our test performance, the graph illustrating the growth of the 10th grade in their Advanced Performance Growth over the span of their testing years demonstrates a program that improves student performance year by year.

Third Grade:

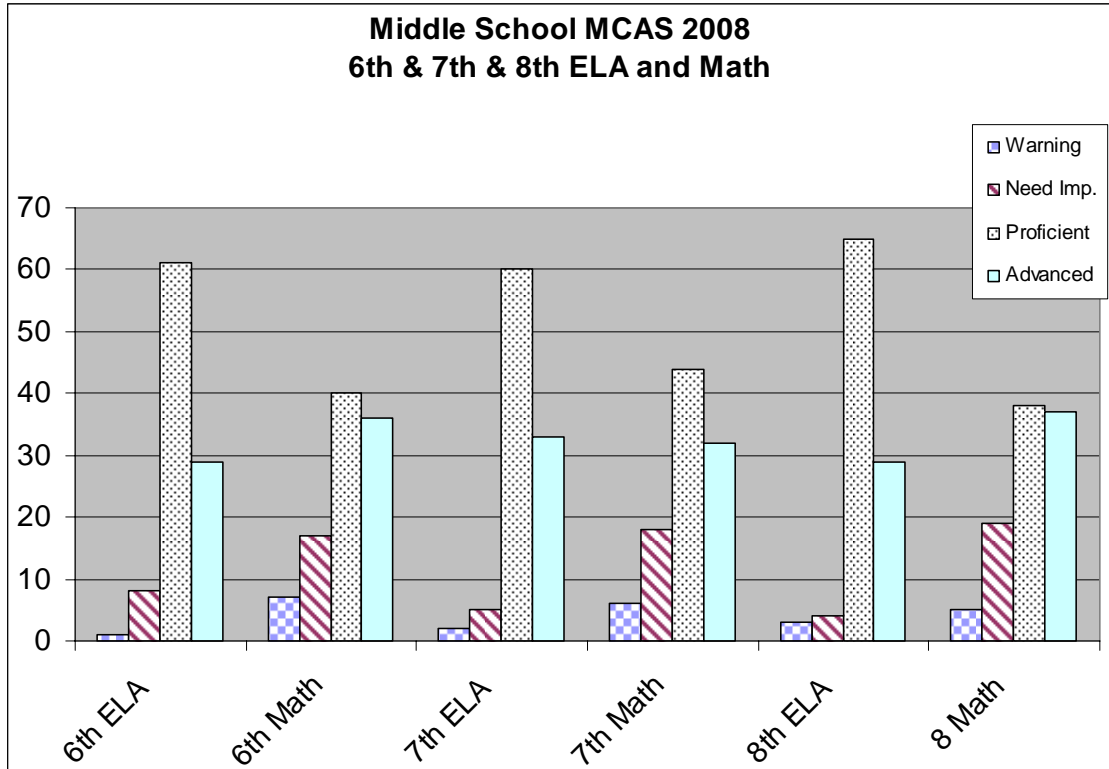
The Third grade performed well this year, ranking 5th in the state for ELA with a combined “Advanced and Proficient” percentage of 87%. The on-going work to provide well implemented, differentiated instruction through guided reading to our young readers is the hallmark of literacy development. Supporting that development are a range of regular education programs such as Reading Recovery and Title One Reading services for students needing extra time with their reading. After a careful analysis of the MCAS and ERB data, the Literacy Specialist shares data with classroom teachers and support teachers to further adjust instruction for each child. Math is supported in a similar manner with additional support being offered in 1st and 2nd grades.





Field School:

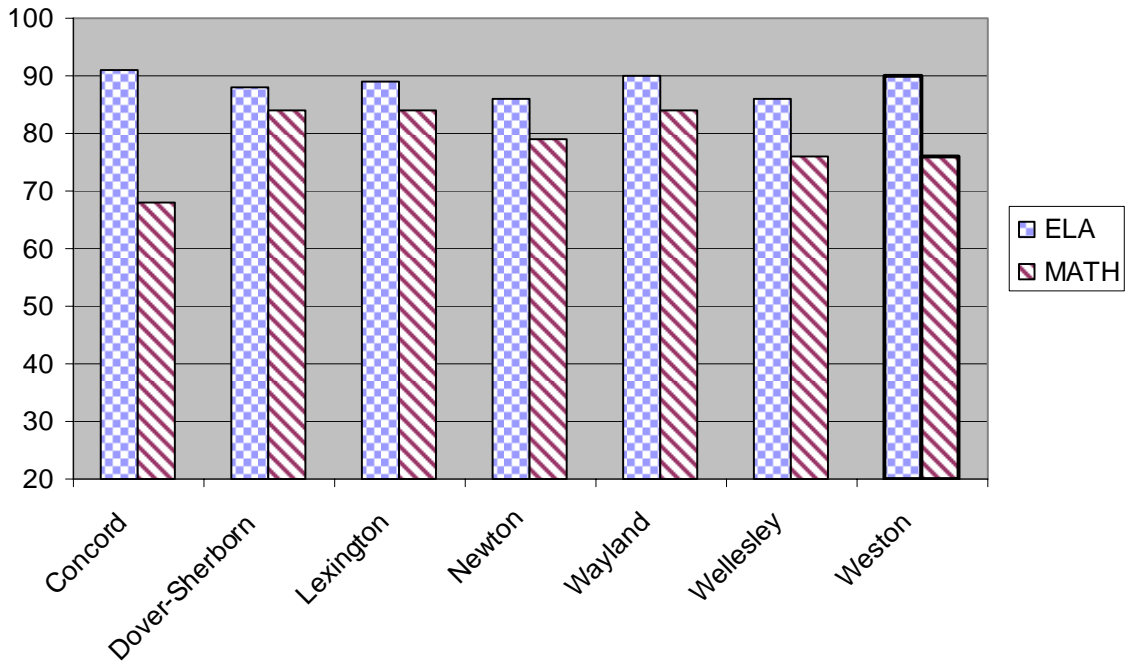
Entering into the upper elementary setting the complexity of skill and analytical thinking leaps forward in all areas of curriculum. At Field School students performed solidly across the subjects and fifth graders had their first look at the Science testing, which will count toward graduation when they are 10th graders. It should be noted that the 4th grade ELA test is inclusive of the Long Composition test, which is scored for content development and for the mechanics and conventions of writing an essay. A dip on performance percentages from the year before is anticipated with the notable differences in the two tests. The 4th grade test is considered by many to be the most rigorous of the tests and our students were able to maintain performance percentages while making notable gains in “Advanced” in math from 3rd grade the year before. This cohort of students increased 10% in the Advanced level in math between third and fourth grade. In our first round of reported 5th grade Science scores our students achieved 68% at Advanced or Proficient, placing us 204 out of 912 schools. The Science Specialist has been able to use the item analysis to begin assessing aspects of curriculum and the overall student learning experiences in science in preparation for the 2009 Science MCAS.



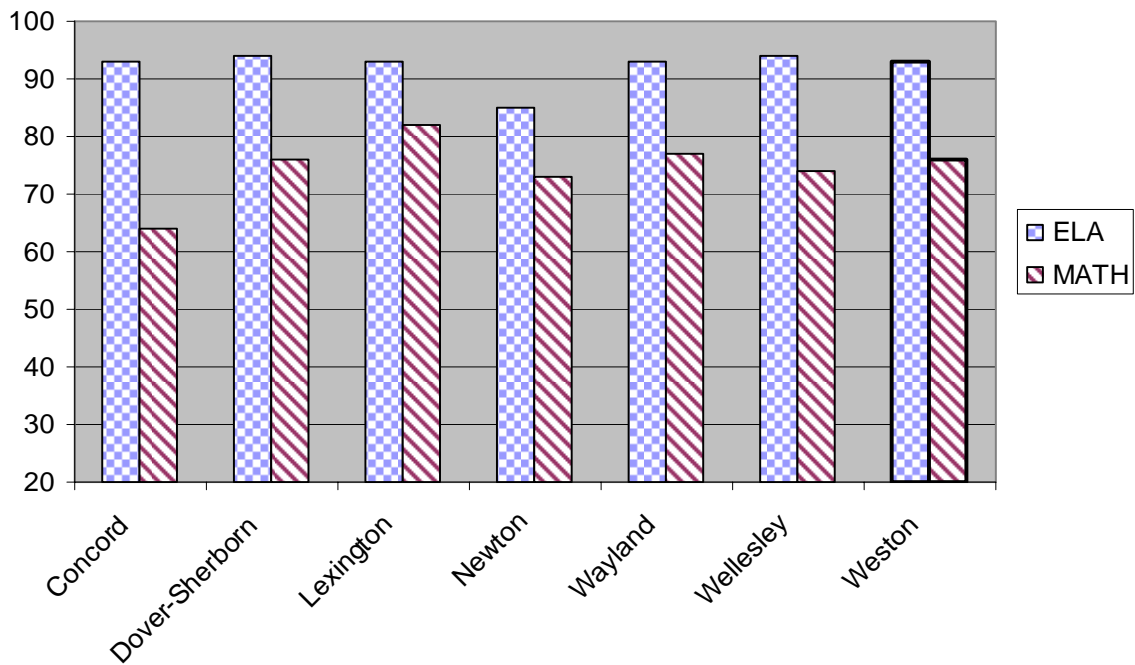
Middle School:

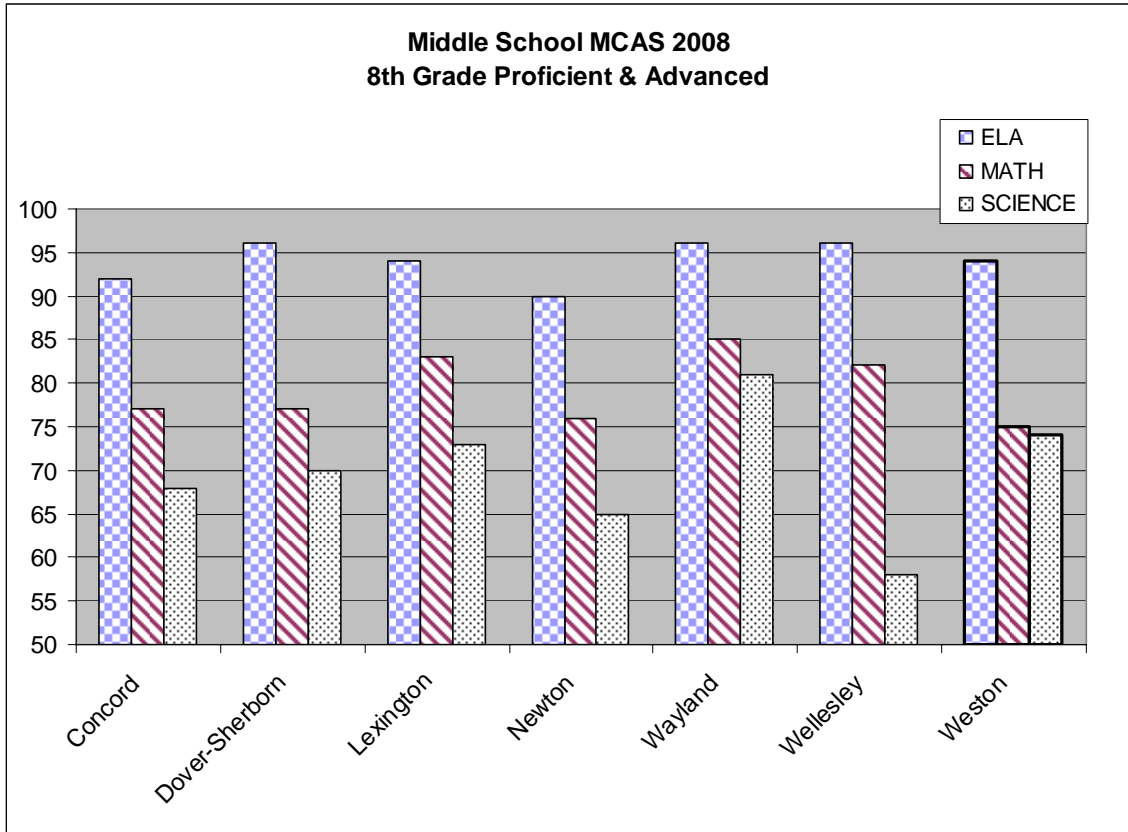
The Middle School data, as reflected in our 6th through 8th grade testing, requires some additional analysis to see the areas of progress as well as areas of needed focus. To see important aspects of academic growth you need to study cohort data using the **Appendix C** charts. This illustrates areas of slow growth through the middle school years. That said, we recognize that a focus on our Middle School performance data using several years of trend data will help us to better reflect on areas of need. In looking at the cohort data over time, you can see that the 7th grade gained 20% in Advanced ELA in one year. The 8th grade as well shows slow but steady gain in ELA scores over time, while in Math the 8th graders gained 12% in Advanced since the 4th grade, growing from 25% to 37% Advanced. It is important to note that the 8th grade test is rigorous and is gauged to provide data that allows for teaching toward the 10th grade test. In the graph, noting the growth of our current 10th graders, it is evident that solid progress is made in all subject areas as students progress through the grades.

**6th Grade MCAS 2008
Percent Proficient & Advanced**



**7th Grade MCAS 2008
Percent Proficient & Advanced**



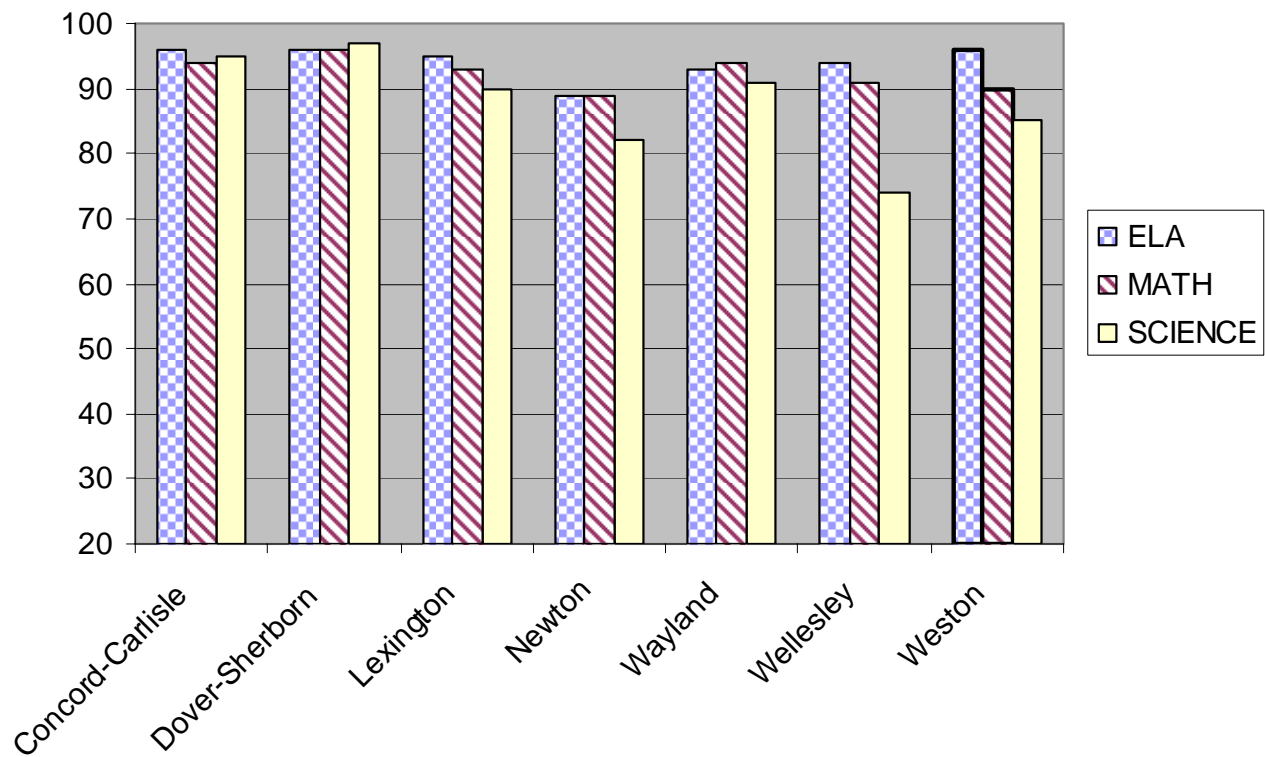


High School:

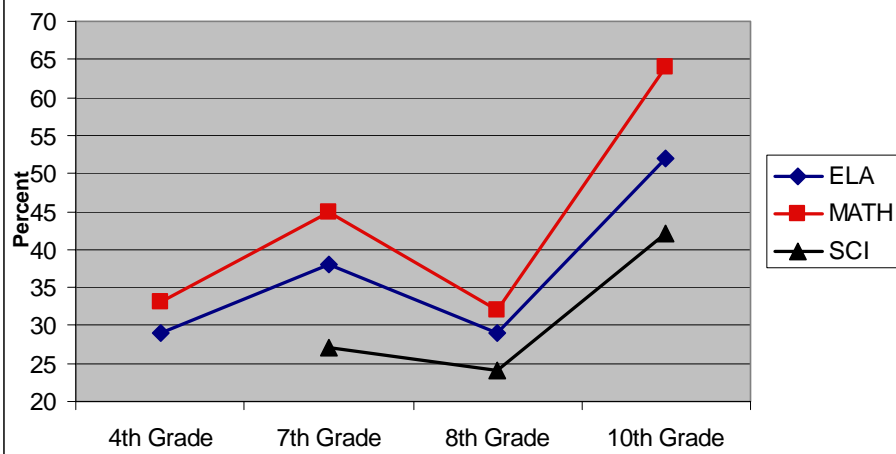
The High School testing illustrates aspects of both clear achievement recognitions and other more subtle achievements that are only seen in the more specific breakdown of scores. A clear strength was the ELA score of the 10th graders, who ranked 5th in the state. Within our more specific comparison group of schools outlined in the charts, the ELA percentage of “Proficient and Advanced” was at or above all of the schools compared. In Math we exited students at 64% Advanced in Math and a combined percentage of 90% inclusive of “Proficient and Advanced.” The performance on Science and Technology was solidly in the upper middle of our comparison group of schools with 42% Advanced.

It is also evident in reviewing the data of different groupings of students that require more detailed reporting for “AYP” – Adequate Yearly Progress - that all students grew in overall performance. Within the standard test application Weston had no failures, and a only small number of students will require additional review for having achieved “Needs Improvement” in an area of the testing – 7 students for ELA and 16 students for Math (the Science section does not yet require a review process for students getting NI). This need for additional review refers to the new EPP (Education Progress Plan) requirement initiated this year to ensure that students who get NI are still receiving additional instructional support if needed.

High School MCAS 2008 Percent Proficient & Advanced



10th Grade Class Growth in Advanced Percentage on MCAS



Observations and Focus Work:

Meeting Adequate Yearly Progress:

- Embedded in the scores are the performance benchmarks of specific “Adequate Yearly Progress” AYP for all designated groups based on ethnicity, identified learning issues (SPED), or socio-economic classifications (low-income). This year, Weston has met AYP for all groups in grades 6-8 of Special Education. After several years of meeting AYP for Special Education and for all of our sub-groups, this is not an area of concern that requires any different focus in our work.

Open Response Questions:

- The area for focus in our whole elementary setting 2nd through 5th continues to be a need to improve scores on open response questions across the subjects. Typically Weston students perform well on multiple choice questions, but raising our overall percentage scores on open response questions is the area that will best raise our performance across the grades in ELA, Math and Science & Technology.

Utilizing Data:

- After receiving data, the curriculum leaders, directors and department heads respond in the following ways:
 - Track performance of students who have had regular education interventions.
 - Compare Item Analysis of WPS students to state performance.
 - Analyze performance on Open Response questions.
 - Compare and analyze the performance of composition at Grade 4 & 7 as compared to previous years.
 - Analyze performance of subgroups for “AYP”.
 - Create and disseminate lists of high risk students at each grade and conference with teachers to discuss next steps.
 - Use the data to follow-up with individual students.
 - Meet with EDCO colleagues to compare results on specific questions and overall performance of students, and to collaborate on shared ideas.
 - Compare the percentage of students scoring in each performance category and study cohorts for long range assessment.
 - Make recommendations for modifications to curriculum or pedagogy if needed.

Targeted Programs:

- As the data of varied groups is tracked and information is gathered across a range of years, we continue to study the data over time to explore the possible connections of impact of programs and specific work to differentiate instruction for some groups of students. These are long term data assessments.
 - Summer METCO program and extend academic programming.
 - Saturday math sessions for students with “EPP” goals.
 - Summer books program at the elementary level for at risk students.
 - Elementary support programs in math and literacy.

Focus on Middle School:

- Work with WMS leadership to set priority goals for targeted improvement of MCAS achievement; recognizing that the creative variety of programming for our Middle School students is an untested area of strength in the curriculum.

Conclusion:

Testing, be it formative or summative, is used to adjust curriculum and target instruction for students throughout their preK-12 journey. Standardized results, when used as longitudinal data, are indicators of successful institutional practices and monitor achievement over time. With this in mind, the MCAS testing outcomes of the 10th grade culminate the range of educational experiences. With young learners we focus analysis and comparisons just on personal individual goals, and then over time with the more mature learner we extend comparisons to larger peer groups as well as individual goals. Therefore, the graphs and tables inclusive in the report shifted with the age of the students to begin making system wide comparisons when they were more relevant to needed performance benchmarks – such as the graduation requirement of 10th grade and the High School Profile Development where outside comparisons become more important points of reference.

It continues to be essential to note what these tests do not assess including 9 out of 12 expectations for student learning in the Weston High School “Statement of Purpose and School Expectations.” While other school systems have limited their focus and their resources in support of standardized test results, Weston has maintained a richly diverse curriculum and educational experience that is to be envied. The strong technology, music, sports, foreign language, travel experience, arts, and extensive extra curriculum experience prepare Weston students for a rich and meaningful life. It is the goal of Weston to achieve growth in all areas of academic development while sustaining wide educational goals and globally minded students with a broad range of interests and talents.

ERB TEST RESULTS
Reading Comprehension - Test Dates, May 1999 - May 2008

90th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Current 12th	2009	358	(00)	362	(01)	377	(02)	381	(03)	375	(04)
Current 11th	2010	358	(01)	365	(02)	379	(03)	382	(04)	381	(05)
Current 10th	2011	355	(02)	**	(03)	379	(04)	383	(05)	380	(06)
Current 9th	2012	358	(03)	361	(04)	374	(05)	380	(06)	378	(07)
Current 8th	2013	358	(04)	364	(05)	375	(06)	380	(07)	375	(08)
Current 7th	2014	359	(05)	361	(06)	374	(07)	379	(08)		
Current 6th	2015	358	(06)	362	(07)	374	(08)				
Current 5th	2016	359	(07)	359	(08)						
Current 4th	2017	362	(08)								

362(07)*

75th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Current 12th	2009	346	(00)	350	(01)	363	(02)	366	(03)	368	(04)
Current 11th	2010	344	(01)	351	(02)	368	(03)	368	(04)	372	(05)
Current 10th	2011	345	(02)	**	(03)	366	(04)	369	(05)	372	(06)
Current 9th	2012	345	(03)	347	(04)	362	(05)	365	(06)	369	(07)
Current 8th	2013	349	(04)	355	(05)	362	(06)	367	(07)	367	(08)
Current 7th	2014	349	(05)	353	(06)	363	(07)	363	(08)		
Current 6th	2015	347	(06)	350	(07)	363	(08)				
Current 5th	2016	349	(07)	352	(08)						
Current 4th	2017	352	(08)								

347 (07)*

50th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Current 12th	2009	334	(00)	339	(01)	349	(02)	350	(03)	358	(04)
Current 11th	2010	334	(01)	338	(02)	352	(03)	351	(04)	360	(05)
Current 10th	2011	333	(02)	**	(03)	351	(04)	350	(05)	359	(06)
Current 9th	2012	332	(03)	337	(04)	349	(05)	348	(06)	357	(07)
Current 8th	2013	337	(04)	344	(05)	350	(06)	350	(07)	358	(08)
Current 7th	2014	335	(05)	339	(06)	351	(07)	349	(08)		
Current 6th	2015	335	(06)	340	(07)	351	(08)				
Current 5th	2016	337	(07)	340	(08)						
Current 4th	2017	338	(08)								

343 (07)*

Reading Comprehension (cont.)

25th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Current 12th	2009	322	(00)	328	(01)	337	(02)	335	(03)	348	(04)
Current 11th	2010	325	(01)	327	(02)	339	(03)	335	(04)	348	(05)
Current 10th	2011	323	(02)	**	(03)	339	(04)	338	(05)	349	(06)
Current 9th	2012	321	(03)	324	(04)	341	(05)	325	(06)	349	(07)
Current 8th	2013	326	(04)	330	(05)	339	(06)	336	(07)	347	(08)
Current 7th	2014	324	(05)	326	(06)	339	(07)	335	(08)		330 (07)*
Current 6th	2015	325	(06)	331	(07)	339	(08)				
Current 5th	2016	326	(07)	330	(08)						
Current 4th	2017	325	(08)								

10th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Current 12th	2009	314	(00)	317	(01)	325	(02)	323	(03)	337	(04)
Current 11th	2010	313	(01)	316	(02)	329	(03)	327	(04)	336	(05)
Current 10th	2011	314	(02)	**	(03)	328	(04)	327	(05)	340	(06)
Current 9th	2012	315	(03)	314	(04)	330	(05)	324	(06)	341	(07)
Current 8th	2013	315	(04)	318	(05)	330	(06)	329	(07)	334	(08)
Current 7th	2014	315	(05)	318	(06)	328	(07)	324	(08)		315 (07)*
Current 6th	2015	316	(06)	322	(07)	331	(08)				
Current 5th	2016	318	(07)	320	(08)						
Current 4th	2017	318	(08)								

**No Reading test
given that spring

*Non-standard

ERB TEST RESULTS
Mathematics - Test Dates, May 1999 - May 2008

90th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2009	331	(00)	344	(01)	371	(02)	377	(03)	419	(04)	
Current 11th	2010	332	(01)	345	(02)	370	(03)	381	(04)	421	(05)	
Current 10th	2011	334	(02)	349	(03)	376	(04)	384	(05)	423	(06)	
Current 9th	2012	340	(03)	346	(04)	375	(05)	381	(06)	423	(07)	410 (07)*
Current 8th	2013	331	(04)	348	(05)	377	(06)	379	(07)	422	(08)	
Current 7th	2014	336	(05)	349	(06)	379	(07)	382	(08)			
Current 6th	2015	339	(06)	348	(07)	377	(08)					
Current 5th	2016	336	(07)	348	(08)							
Current 4th	2017	344	(08)									

75th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2009	316	(00)	333	(01)	354	(02)	363	(03)	397	(04)	
Current 11th	2010	317	(01)	330	(02)	357	(03)	368	(04)	404	(05)	
Current 10th	2011	320	(02)	336	(03)	358	(04)	368	(05)	401	(06)	
Current 9th	2012	320	(03)	331	(04)	358	(05)	367	(06)	405	(07)	358 (07)*
Current 8th	2013	315	(04)	337	(05)	366	(06)	365	(07)	406	(08)	
Current 7th	2014	313	(05)	336	(06)	362	(07)	363	(08)			
Current 6th	2015	321	(06)	338	(07)	362	(08)					
Current 5th	2016	320	(07)	338	(08)							
Current 4th	2017	324	(08)									

50th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2009	301	(00)	317	(01)	338	(02)	343	(03)	373	(04)	
Current 11th	2010	300	(01)	313	(02)	339	(03)	348	(04)	377	(05)	
Current 10th	2011	304	(02)	320	(03)	344	(04)	351	(05)	381	(06)	
Current 9th	2012	303	(03)	312	(04)	340	(05)	347	(06)	386	(07)	333 (07)*
Current 8th	2013	301	(04)	323	(05)	345	(06)	350	(07)	385	(08)	
Current 7th	2014	299	(05)	319	(06)	344	(07)	347	(08)			
Current 6th	2015	301	(06)	316	(07)	344	(08)					
Current 5th	2016	304	(07)	321	(08)							
Current 4th	2017	305	(08)									

Mathematics (cont.)25th Percentile -
Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2009	289	(00)	295	(01)	316	(02)	325	(03)	348	(04)	
Current 11th	2010	283	(01)	294	(02)	324	(03)	329	(04)	345	(05)	
Current 10th	2011	287	(02)	297	(03)	327	(04)	335	(05)	354	(06)	
Current 9th	2012	290	(03)	297	(04)	326	(05)	337	(06)	363	(07)	317 (07)*
Current 8th	2013	285	(04)	304	(05)	331	(06)	333	(07)	356	(08)	
Current 7th	2014	288	(05)	302	(06)	329	(07)	333	(08)			
Current 6th	2015	291	(06)	300	(07)	328	(08)					
Current 5th	2016	291	(07)	303	(08)							
Current 4th	2017	293	(08)									

10th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2009	274	(00)	271	(01)	293	(02)	302	(03)	316	(04)	
Current 11th	2010	267	(01)	274	(02)	297	(03)	311	(04)	320	(05)	
Current 10th	2011	273	(02)	283	(03)	307	(04)	318	(05)	323	(06)	
Current 9th	2012	275	(03)	282	(04)	303	(05)	320	(06)	341	(07)	303 (07)*
Current 8th	2013	274	(04)	291	(05)	317	(06)	318	(07)	332	(08)	
Current 7th	2014	274	(05)	290	(06)	311	(07)	309	(08)			
Current 6th	2015	278	(06)	290	(07)	313	(08)					
Current 5th	2016	277	(07)	295	(08)							
Current 4th	2017	282	(08)									

*Non-standard

WESTON MCAS PERFORMANCE LEVEL HISTORY**Based on Subject Areas Tested, Spring 2008****2006-first administration of test at Grades 5, 6 & 8****English Language Arts**

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
3 (Reading)	43%	44%	12%	2%	2008
	25%	58%	14%	2%	2007
	43%	43%	14%	0%	2006
	NC**	85%	14%	1%	2005
	NC**	82%	16%	1%	2004
	NC**	83%	17%	0%	2003
	NC**	88%	10%	2%	2002
	NC**	82%	15%	2%	2001

4	19%	62%	16%	4%	2008
	27%	58%	14%	1%	2007
	20%	60%	18%	2%	2006
	31%	46%	18%	5%	2005
	24%	53%	19%	4%	2004
	31%	50%	15%	4%	2003
	29%	53%	14%	4%	2002
	16%	58%	21%	5%	2001
	2%	47%	45%	5%	2000
	3%	46%	50%	1%	1999
	1%	42%	53%	3%	1998

5	22%	62%	16%	0%	2008
	32%	53%	12%	2%	2007
	40%	48%	8%	4%	2006

6	29%	61%	8%	1%	2008
	13%	77%	9%	1%	2007
	17%	70%	11%	2%	2006

7	33%	60%	5%	2%	2008
	27%	66%	6%	2%	2007
	41%	53%	4%	2%	2006
	38%	54%	6%	2%	2005
	29%	64%	6%	1%	2004
	32%	59%	8%	1%	2003
	17%	71%	11%	1%	2002
	15%	68%	14%	3%	2001

8	29%	65%	4%	3%	2008
	16%	79%	4%	1%	2007
	29%	60%	8%	2%	2006

10	52%	44%	3%	1%	2008
	51%	44%	4%	1%	2007
	35%	60%	5%	1%	2006
	47%	48%	6%	0%	2005
	51%	41%	8%	0%	2004
	54%	39%	6%	1%	2003
	54%	41%	5%	0%	2002
	43%	44%	11%	2%	2001
	13%	44%	31%	13%	2000
	14%	55%	23%	8%	1999
	19%	54%	21%	5%	1998

Mathematics
2001 – first administration of test at Grade 6
2006 – first administration of test at Grades 3, 5, 7

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
3	51%	38%	9%	2%	2008
	28%	50%	16%	6%	2007
	11%	65%	20%	3%	2006
4	38%	39%	18%	5%	2008
	42%	31%	26%	1%	2007
	35%	37%	24%	4%	2006
	27%	40%	27%	6%	2005
	25%	35%	33%	6%	2004
	35%	33%	25%	7%	2003
	33%	30%	29%	7%	2002
	26%	33%	34%	8%	2001
	36%	37%	23%	4%	2000
	33%	34%	30%	4%	1999
	23%	38%	31%	9%	1998
5	42%	36%	21%	2%	2008
	32%	53%	12%	2%	2007
	41%	28%	24%	7%	2006
6	36%	40%	17%	7%	2008
	37%	38%	20%	4%	2007
	32%	43%	19%	7%	2006
	37%	38%	20%	6%	2005
	45%	25%	23%	7%	2004
	33%	33%	24%	9%	2003
	42%	35%	13%	11%	2002
	39%	36%	20%	5%	2001
7	32%	44%	18%	6%	2008
	34%	36%	21%	9%	2007
	32%	38%	21%	9%	2006
8	37%	38%	19%	5%	2008
	40%	34%	19%	7%	2007
	32%	34%	20%	14%	2006
	34%	36%	20%	11%	2005
	47%	28%	18%	7%	2004
	36%	32%	25%	7%	2003
	38%	32%	24%	6%	2002
	27%	40%	27%	6%	2001
	35%	39%	19%	7%	2000
	23%	45%	23%	9%	1999
	37%	40%	19%	4%	1998

10	64%	26%	9%	1%	2008
	65%	24%	9%	2%	2007
	76%	19%	3%	2%	2006
	69%	25%	6%	0%	2005
	65%	20%	15%	1%	2004
	52%	32%	15%	1%	2003
	59%	27%	14%	1%	2002
	47%	35%	12%	6%	2001
	35%	30%	24%	12%	2000
	39%	26%	21%	13%	1999
	36%	28%	19%	17%	1998

History/Social Science
(Not tested in 2003, 2004, 2005 & 2006)

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
8	2%	26%	56%	16%	2002
	7%	35%	53%	5%	2001
	1%	18%	66%	15%	2000
	1%	20%	57%	22%	1999

Science/Technology

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
5	20%	48%	29%	3%	2008
	21%	45%	30%	3%	2007
	22%	44%	31%	4%	2006
	18%	45%	30%	6%	2005
	27%	44%	25%	4%	2004
	35%	40%	20%	5%	2003

8	9%	65%	22%	4%	2008
	13%	53%	29%	5%	2007
	24%	41%	25%	10%	2006
	9%	55%	26%	11%	2005
	11%	42%	35%	12%	2004
	12%	52%	32%	5%	2003

10 (New)	42%	43%	15	1	2008
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NOTE: For each subject area, the sum of percents across performance levels may not total 100% due to rounding.

**No Category (NC)

***Warning – formerly failing. Failing applies to Grade 10 only.