2009

Weston Public Schools

2008-2009 Standardized Testing Report

Educational Records Bureau: ERB
&
Massachusetts Comprehensive Assessment System: MCAS

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School Committee Report
12/7/2009

Introduction:

The pursuit of academic excellence is one of the guiding core purposes of the Weston Public Schools. We remain continually committed to sustaining and improving each student's ability to achieve to the best of his/her academic potential, and our energy as educators is directed to this goal. In Weston we also recognize that academic achievement is only one of the important benchmarks of a school community that nurtures well rounded lifelong learners. Many important talents and life skills that we value in Weston, such as social responsibility and civic participation are immeasurable by standardized norms. Yet, in assessing the strand of academic achievement, standardized testing provides indicators of our progress. Each year the annual 'ERB and MCAS Report' provides the opportunity to analyze data and set goals for refining our work. As educators we draw from a wide range of sources of information about how children learn, and these tests provide some of this important information. While recognized as having limitations, these 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 2009 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 this time students in grades 3 through 10 spend hours on these assessments, and it has been a goal in Weston that we balance our focus on broader learning expectations versus the ongoing allure of shaping instruction for the limited spectrum of testing. It can be a point of pride that Weston continues to focus on meaningful instructional time and limited test preparation while still continuing to perform strongly and consistently over years of testing. This year's testing data again indicates Weston's continued strong performance as measured by ERB and MCAS performance data.

ERB and MCAS

ERB CTP4 Test Overview:

The Weston Public Schools has utilized the CTP testing program of the Educational Records Bureau (ERB) for over 20 years 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.

Background

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.

MCAS Test Overview:

The Massachusetts Comprehensive Achievement Testing, MCAS, has twelve years of data and testing development that continues to embed itself into the school experience. With the additional testing added to MCAS several years ago 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. This year, with the introduction of a new data analysis model, "The Growth Model," MCAS has continued to gain a focus toward tracking student performance year to year, as well as their growth overtime. As noted earlier in this report, it remains important that Weston students perform well on these tests; however, it remains our core mission to maintain a focus on the development of the whole student, and on teaching toward our Weston Learning Standards.

ERB and MCAS Data Analysis

Utilizing Data for both tests

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 reflect on trends that merit system-wide curriculum responses. They utilize data in the follow ways:

- Track performance of students with interventions.
- Compare item analysis of WPS students to state performance.
- Analyze performance on the range of question styles.
- Analyze performance of subgroups for "AYP".
- Conference with teachers on interventions for high risk students.
- Compare the percent of students scoring in each performance category and study cohorts for long range assessment.

Data Presentation of Test Results

The following section presents the performance data for both ERB and MCAS for 2008-2009. The graphs and tables provide two main types of data comparison:

- Data for comparison to like groups- such as comparison communities for MCAS, and similar norm groups for ERB.
- Five year performance comparisons by grade/subject for MCAS

The MCAS graphs provide a five year comparison to allow for comparisons of long range grade level performance and trends. The ERB tables allow for a quick comparison of performance comparison to like groups in suburban and independent schools. The analysis and summary follow after the data presentation. Appendices A, B & C provide further long range data on both tests.

ERB 2009
Mathematics 1 & 2 Scaled Scores

	50% Percentile			90% Percentile		
Grade	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	306	299	399	340	332	332
4	324	311	311	354	343	341
5	348	332	336	378	369	366
6	351	340	341	380	375	372
7	382	366	368	427	410	405

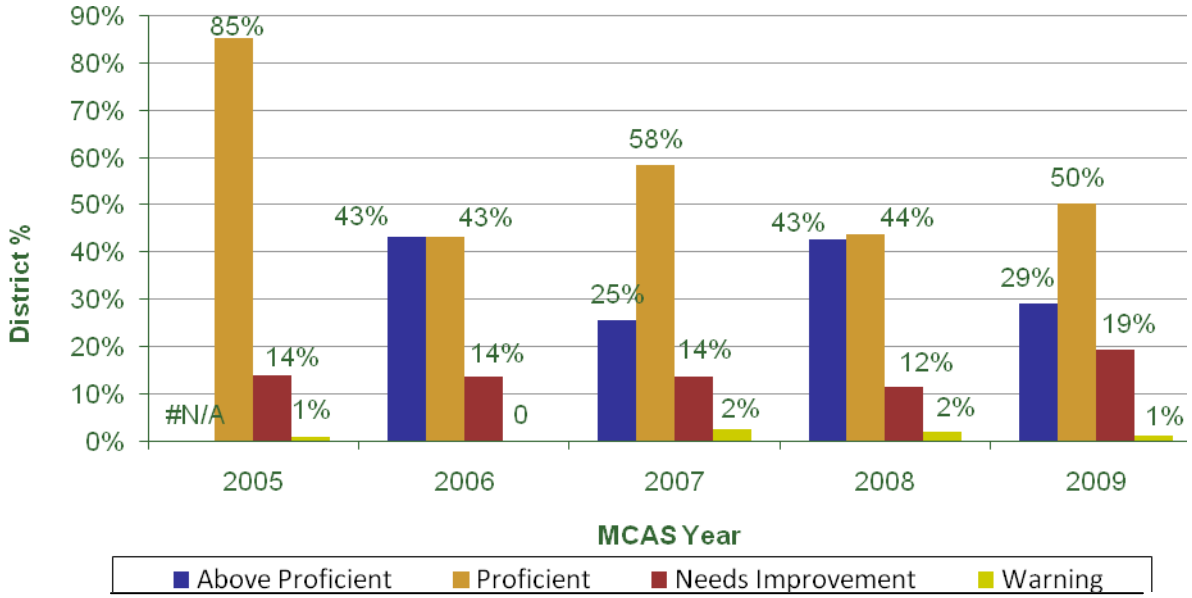
ERB 2009
Reading Comprehension Scaled Scores

	50% Percentile			90% Percentile		
Grade	Weston	Suburban	Indep.	Weston	Suburban	Indep.
3	338	329	332	363	354	356
4	344	337	339	363	359	360
5	350	344	348	374	364	370
6	354	344	350	381	374	379
7	359	352	356	378	372	374

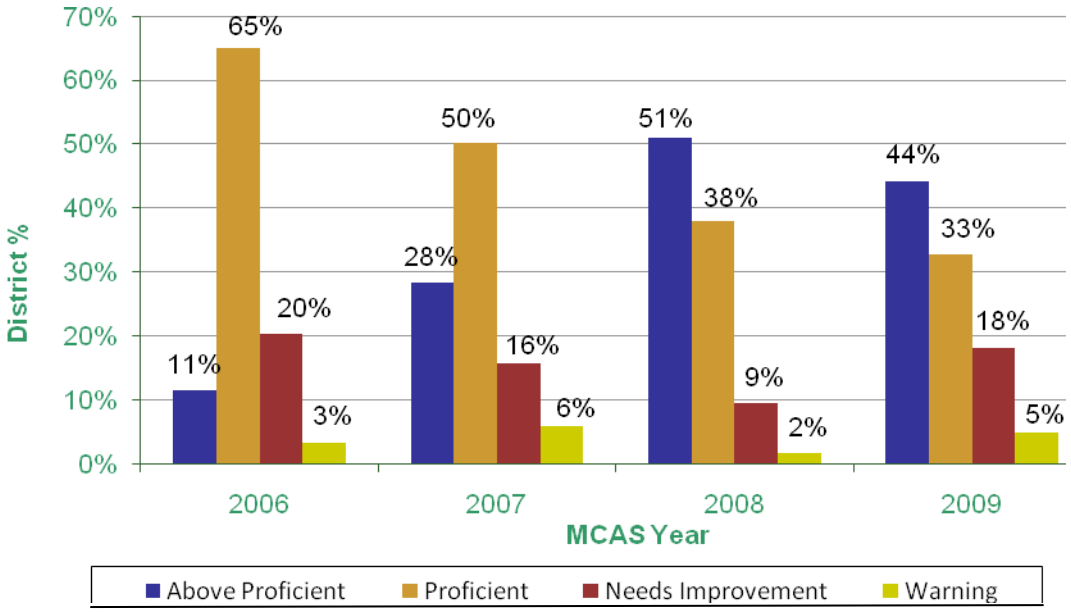
2009 MCAS Results Comparison by Towns

2009 MCAS Results Comparison by Towns															
		ELA								Math					
Towns	Enrollment	% of Advanced & Proficient Scores								% of Advanced & Proficient Scores					
		Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10		Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Sherborn	486	80	82	86	-	-	-	-		79	67	69	-	-	-	-
Dover	579	76	69	86	-	-	-	-		75	67	83	-	-	-	-
Carlisle	720	78	85	92	83	89	97	-		83	73	85	76	79	87	-
Dover/Sherborn	1110	-	-	-	90	93	95	99		-	-	-	81	77	78	97
Concord/Carlisle	1268	-	-	-	-	-	-	96		-	-	-	-	-	-	88
Concord	1875	80	79	90	88	93	94			73	71	88	63	75	68	
Weston	**2403**	**79**	**86**	**86**	**96**	**97**	**93**	**97**		**77**	**83**	**83**	**83**	**75**	**77**	**96**
Wayland	2766	72	74	83	88	90	96	93		75	64	75	75	80	75	95
Belmont	3863	81	85	85	86	91	96	95		85	72	76	78	77	75	94
Wellesley	4896	76	83	89	92	92	96	97		70	67	80	79	66	73	95
Lexington	6235	81	84	86	89	93	96	95		84	77	85	83	81	88	94
Newton	11700	76	75	83	84	87	89	91		83	75	80	78	73	77	89

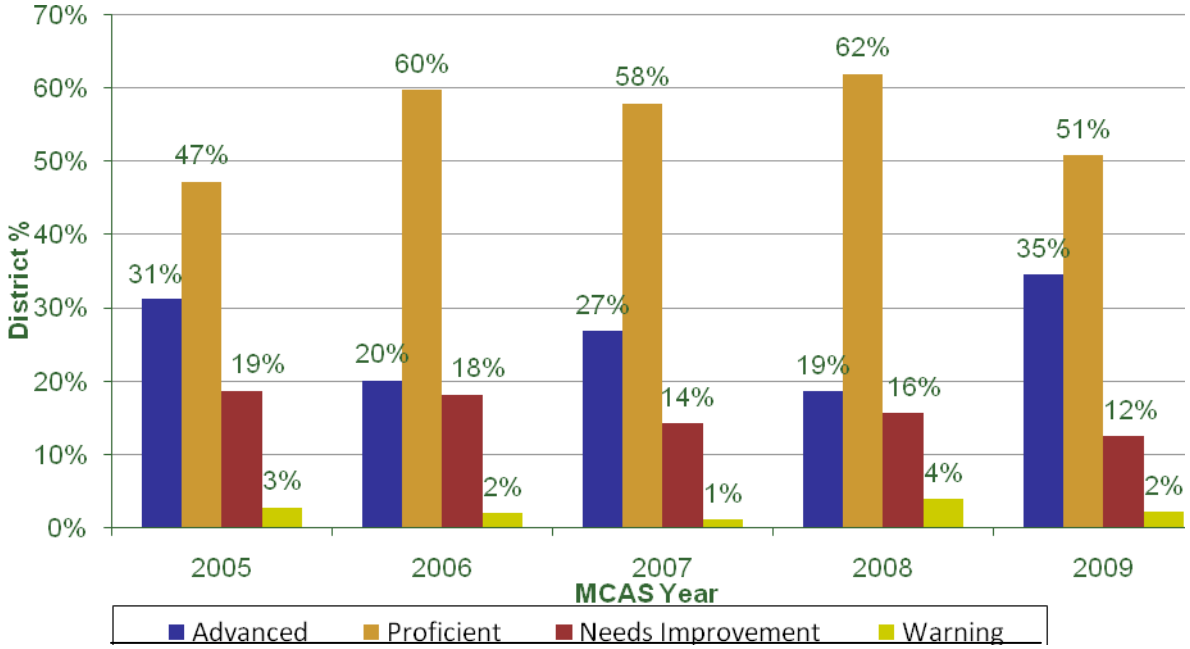
Weston - MCAS Grade 3 ELA



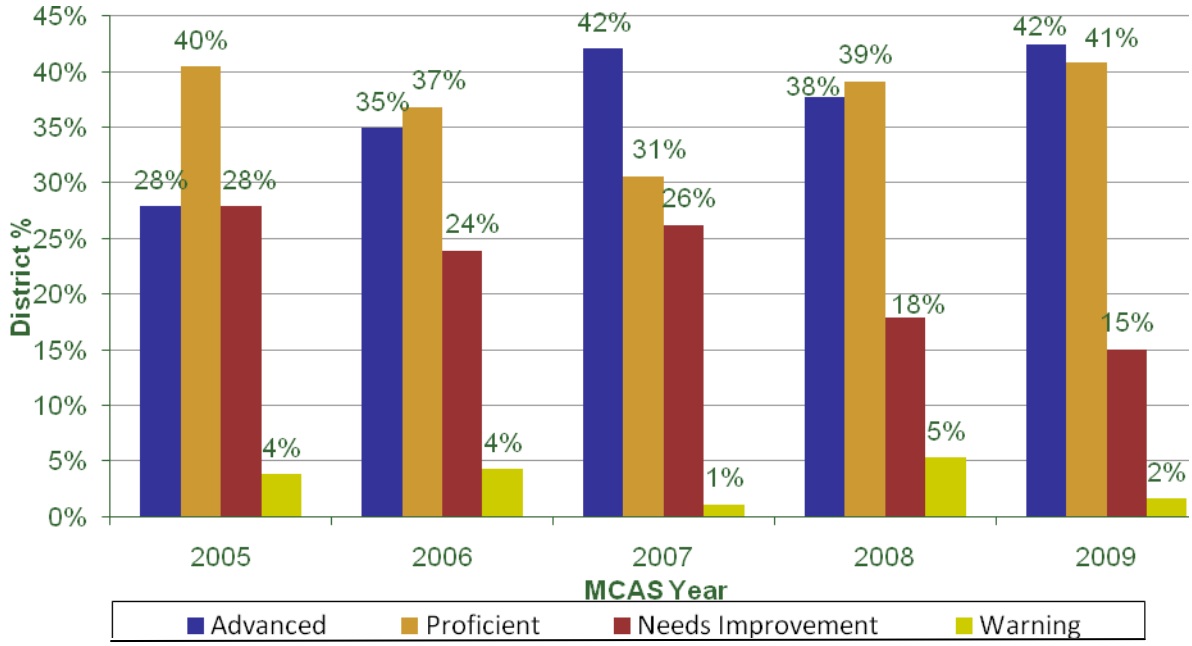
Weston MCAS Grade 3 - Math



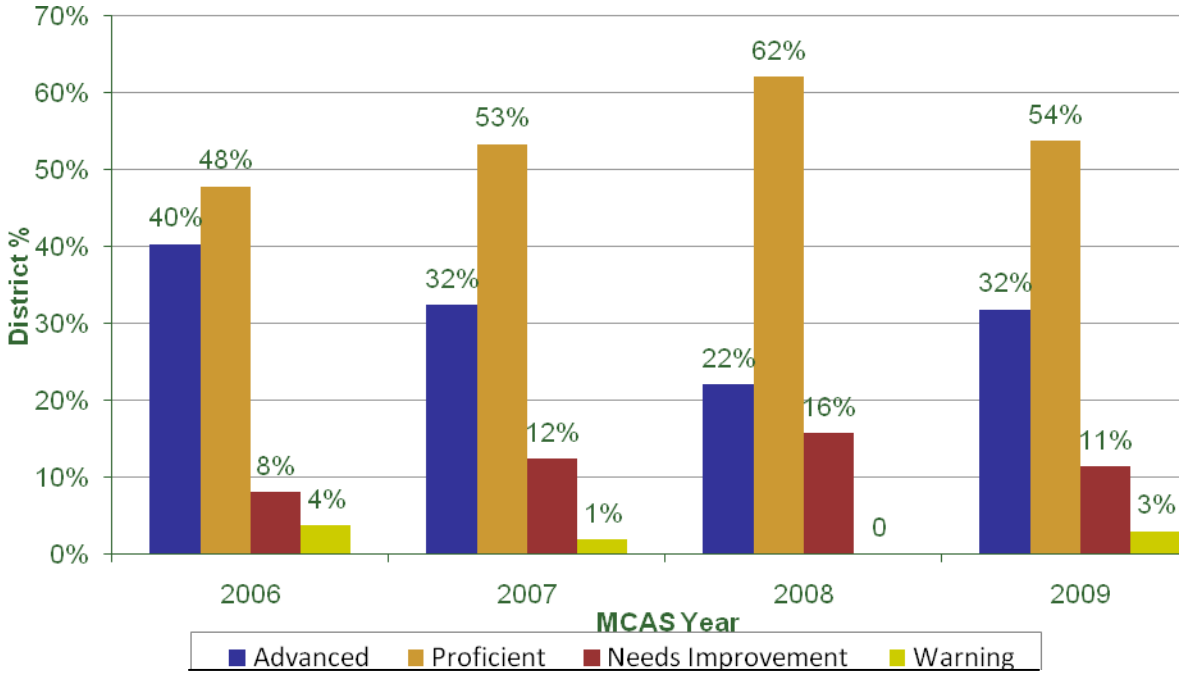
Weston - MCAS Grade 4 ELA



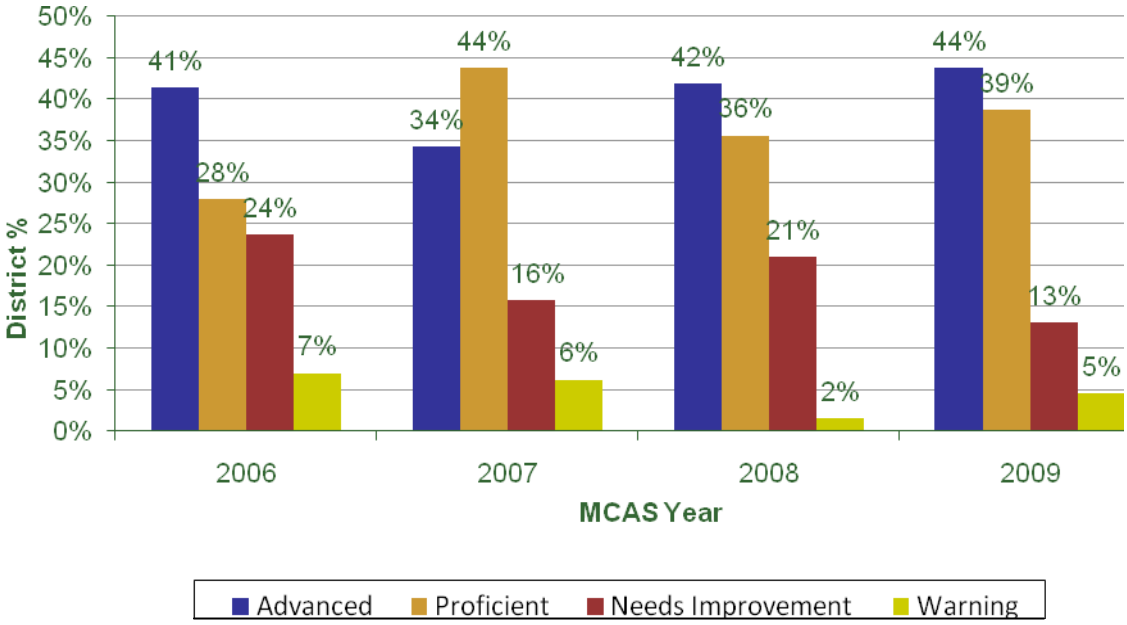
Weston - MCAS Grade 4 Math



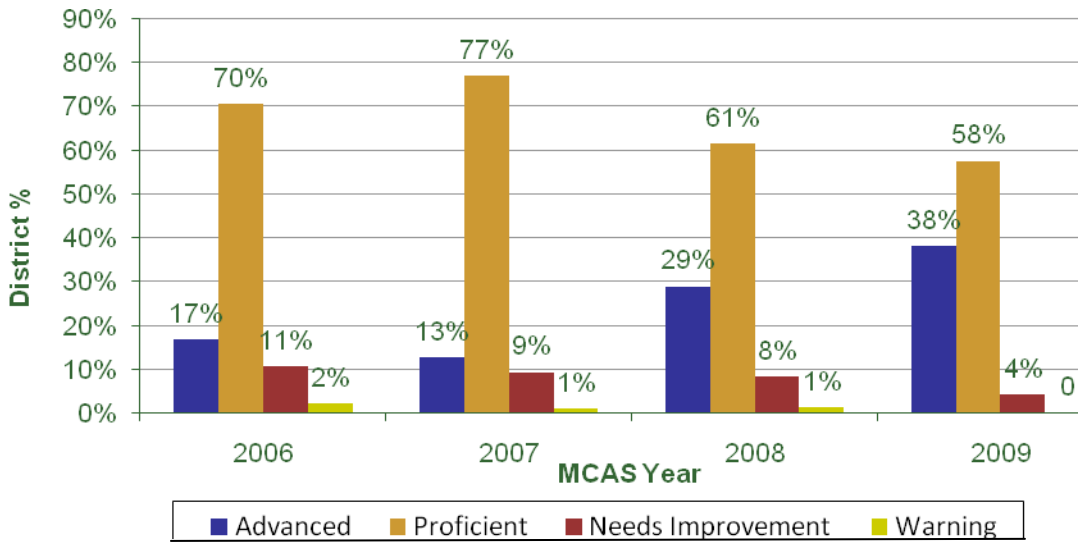
Weston - MCAS Grade 5 ELA



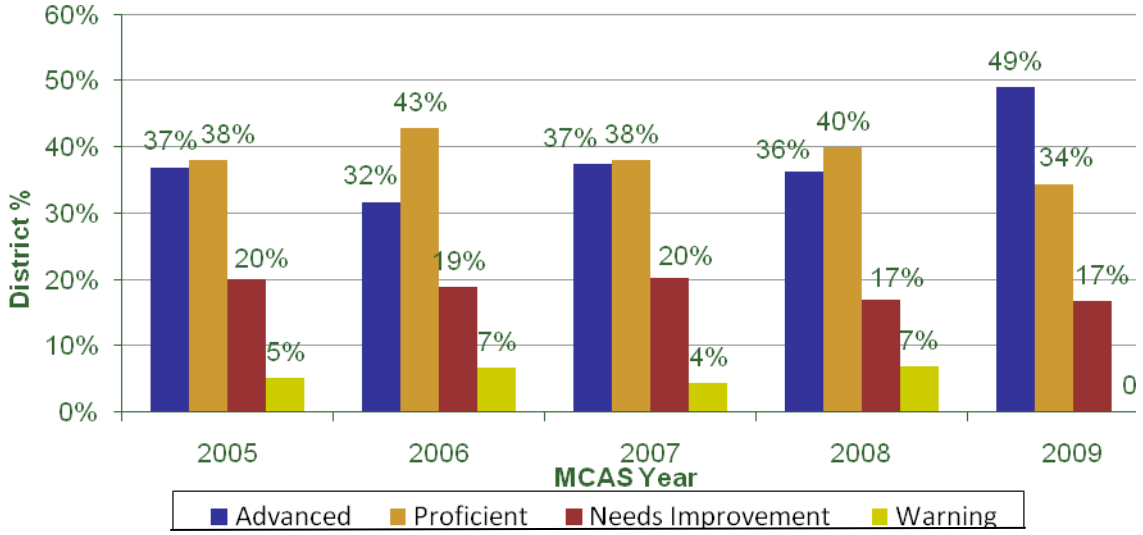
Weston - MCAS Grade 5 Math



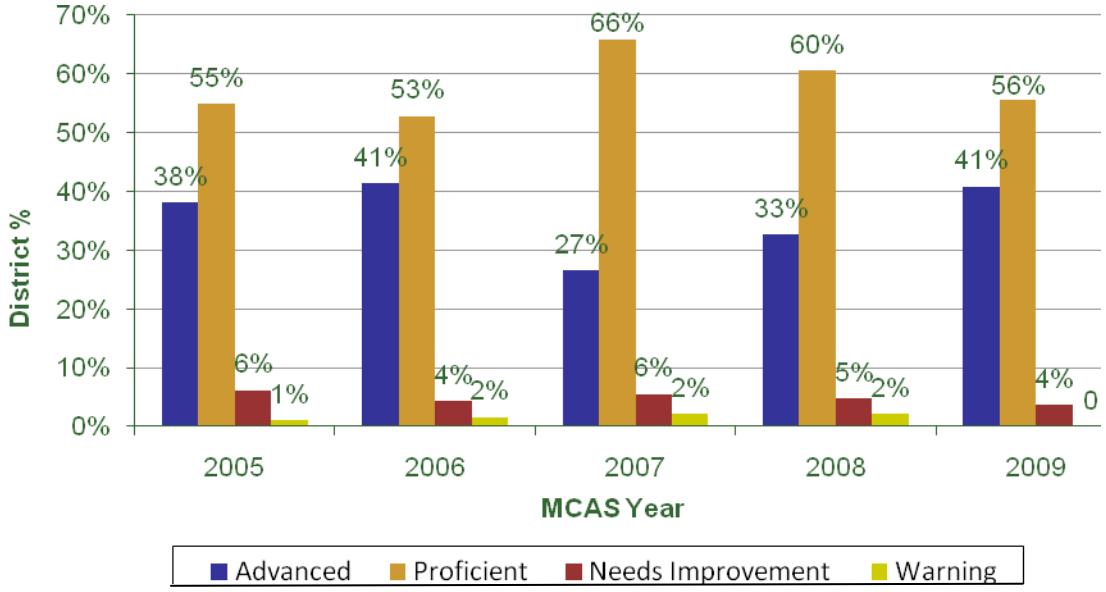
Weston - MCAS Grade 6 ELA



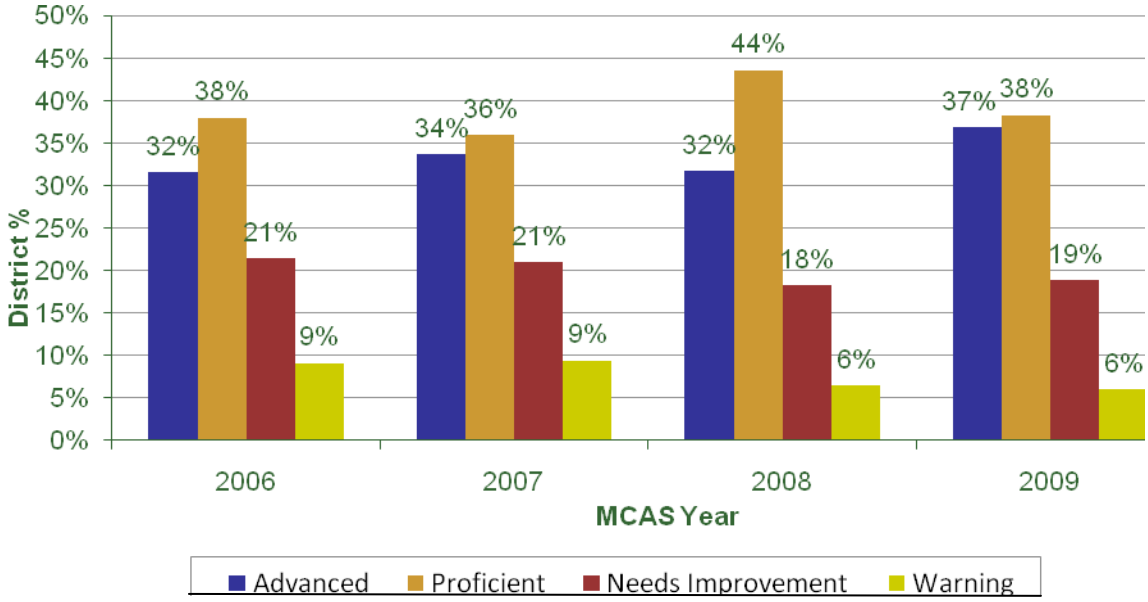
Weston - MCAS Grade 6 Math



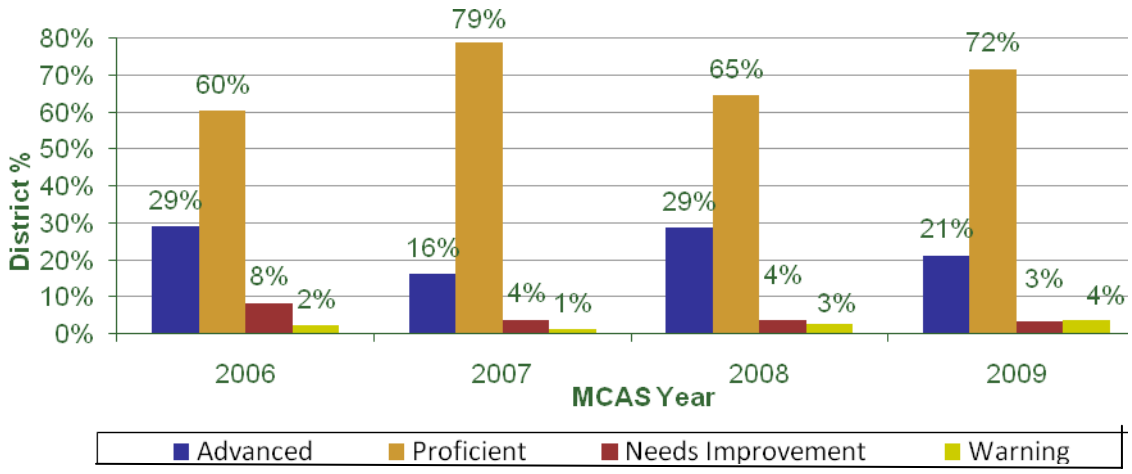
Weston - MCAS Grade 7 ELA



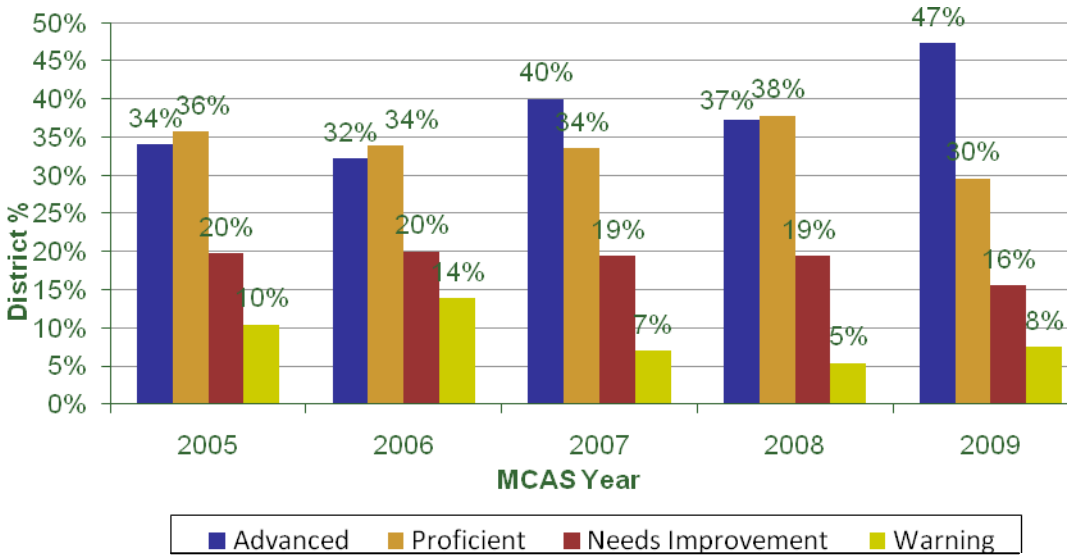
Weston - MCAS Grade 7 Math



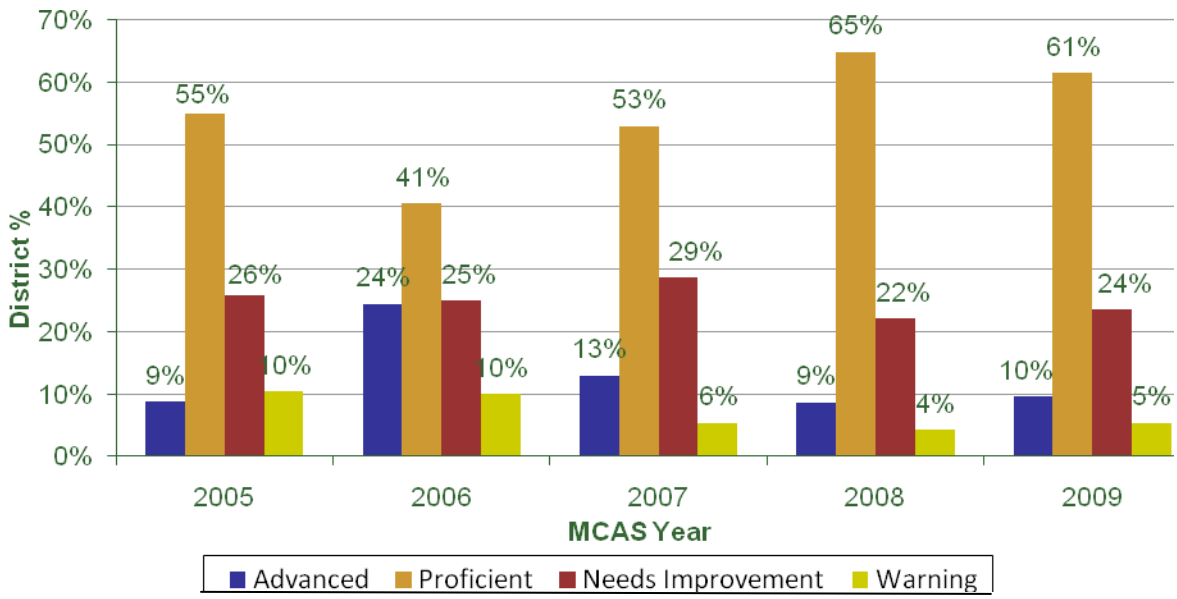
Weston - MCAS Grade 8 ELA



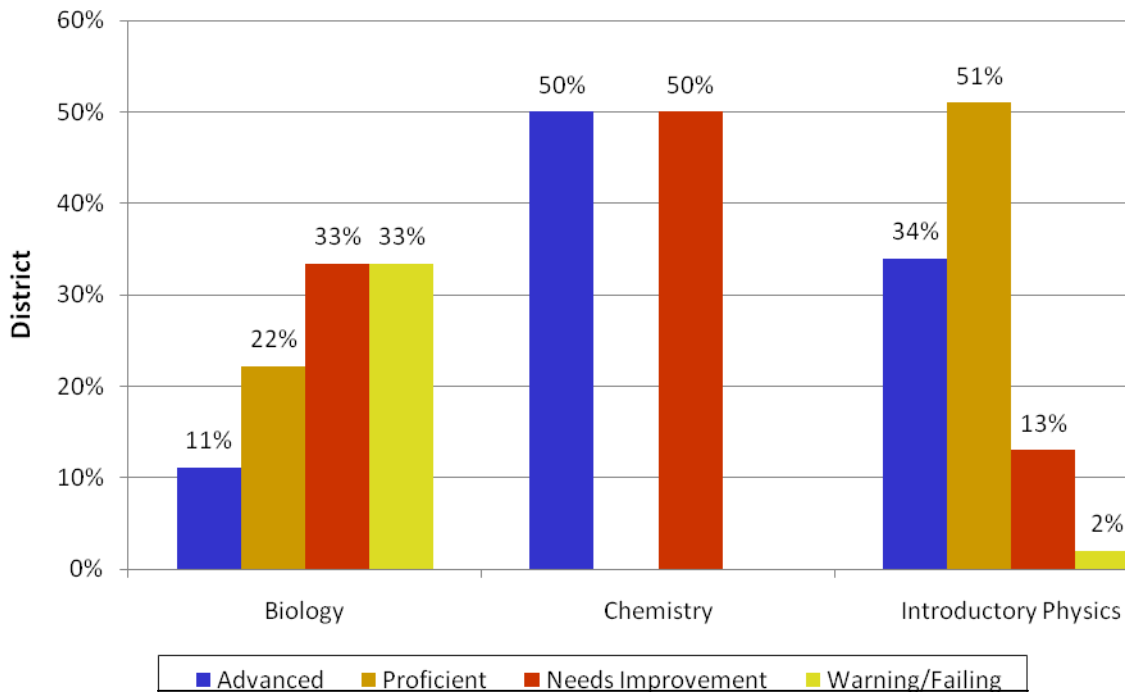
Weston - MCAS Grade 8 Math



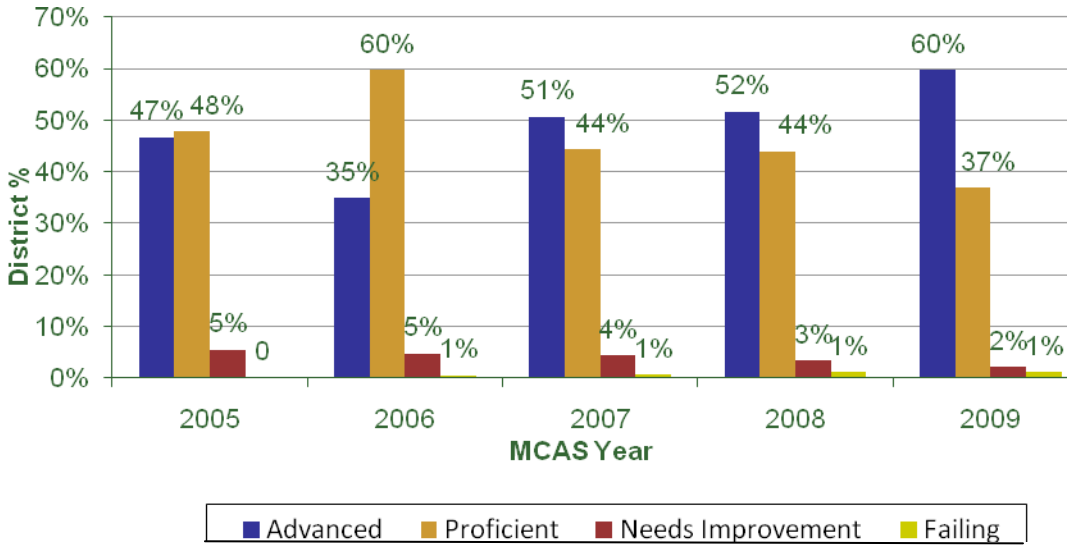
Weston MCAS Grade 8 - Science



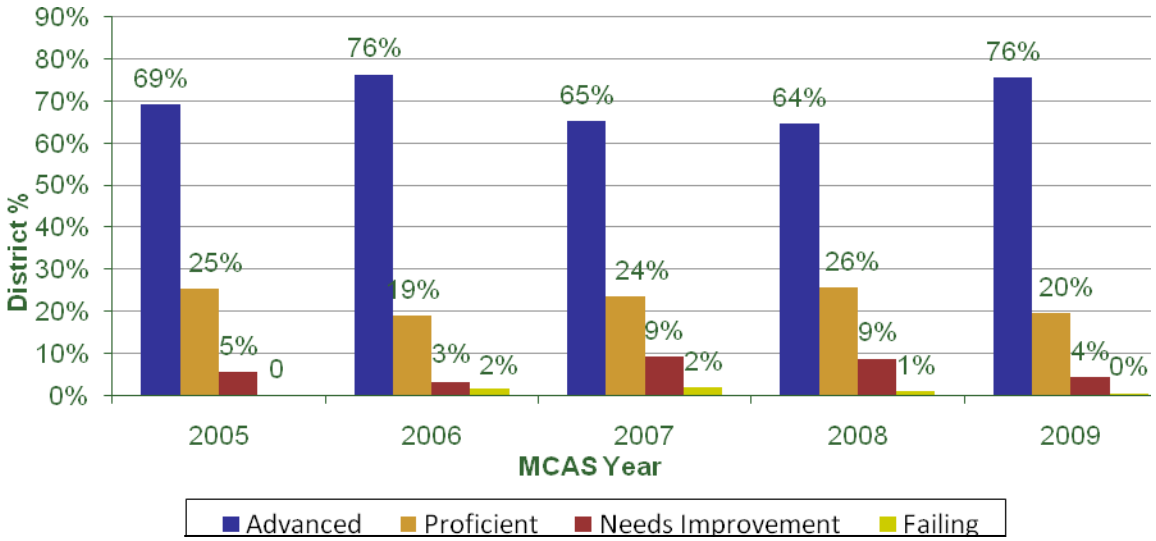
Weston - MCAS Grade 9 & 10 Science



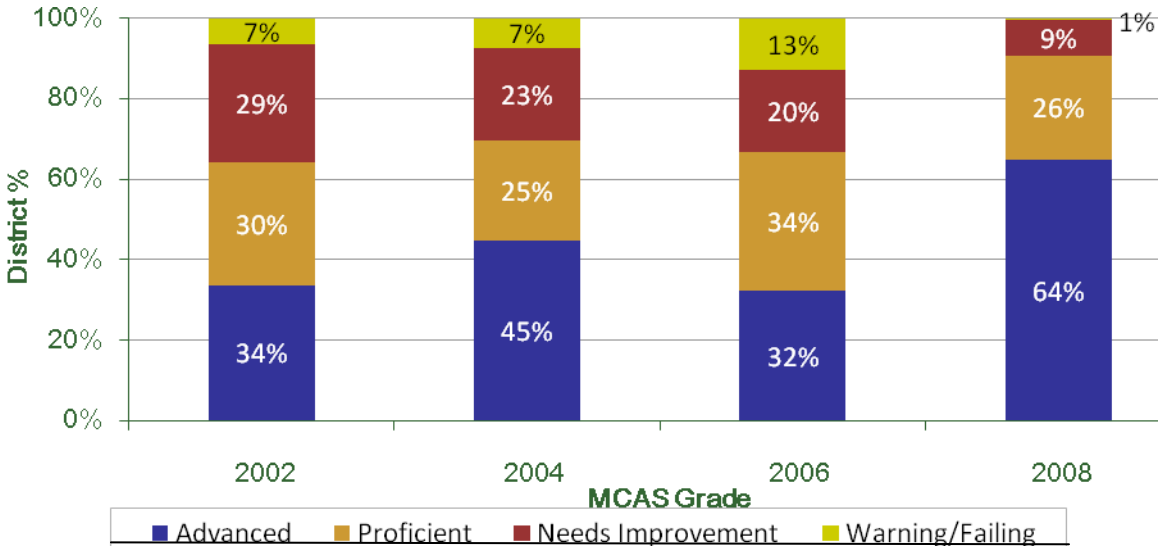
Weston - MCAS Grade 10 English



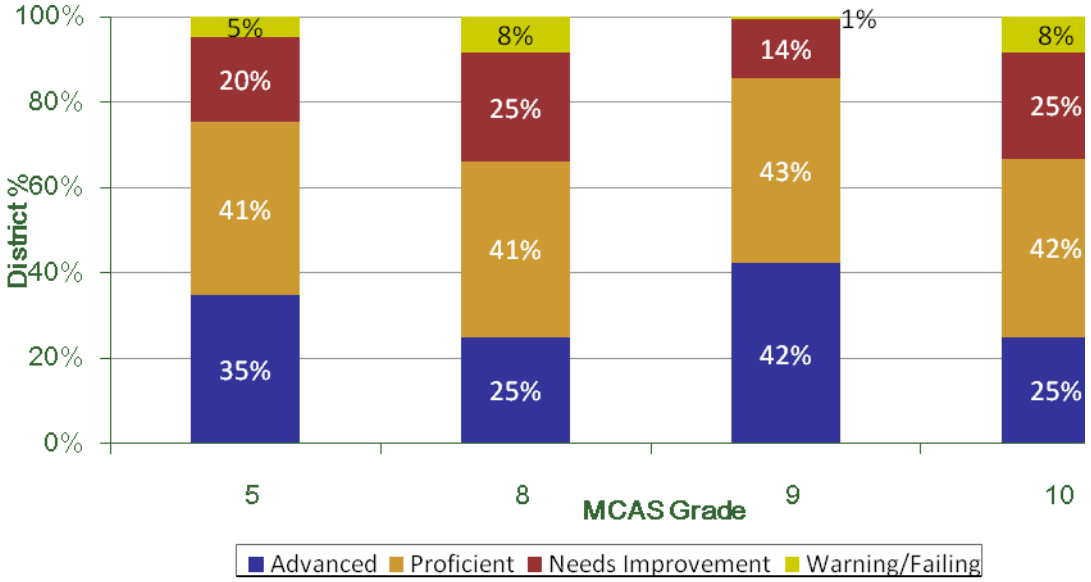
Weston - MCAS Grade 10 Math



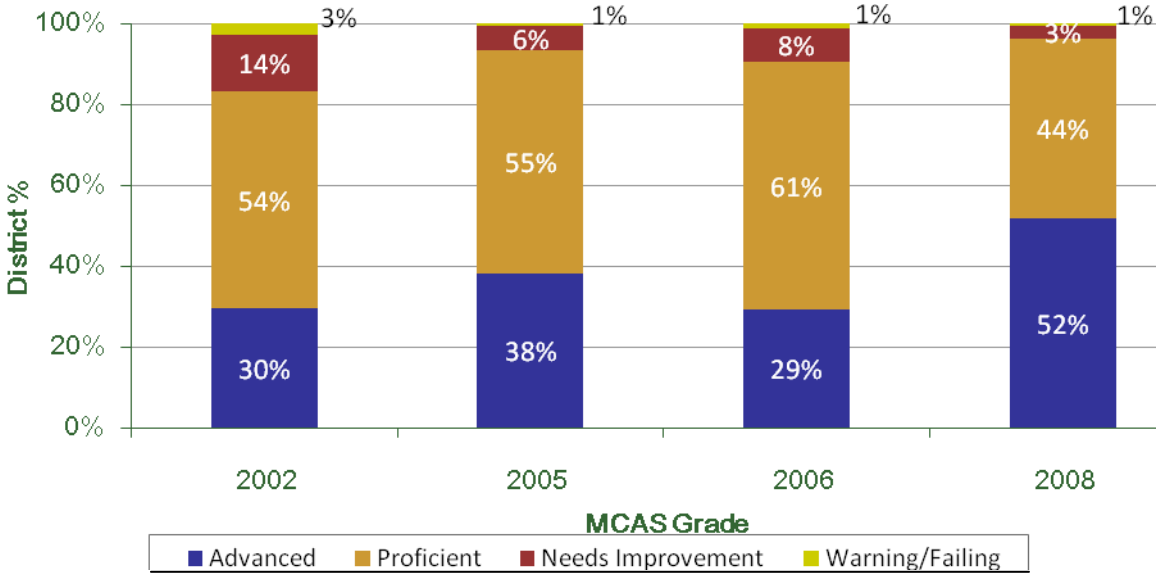
District Graduating Class History
Weston - Class of 2010 Mathematics



District Graduating Class History
Weston - Class of 2010 Science and Technology



District Graduating Class History
Weston - Class of 2010 English Language Arts



Analysis:

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.

Highlights:

- Weston continues to perform with consistent strength combined with slow steady improvement to our overall scores. (**See Appendix A & B**)

- This year marks an overall strength in math that is measurably above that of peers in suburbs and independent schools on a range of skill strands.
    - A 17 point percentage at 7th grade and 8 & 11 point percentage spread at 3rd and 4th grades.

- Subtests in probability, statistics and number relationships and problem solving were noticeably strong in 5th and 6th grades.

- Weston students benchmark above their peers in all areas, except for a slight dip in the 3th grade math at the 50%tile.

- Reading Comprehension remains comparable to peers.

MCAS Data Summary and Insights:

Weston's performance over a span of years has continued to maintain a level of overall strength across the span of both subject area and grade level (see **Appendix C**). It is notable that 13 new teachers were instructing students in tested grade levels across the system, and yet student performance was maintained. It speaks well of the development of strong curriculum and teacher mentorship and support that there are few dips in test performance.

Highlights K-5:

- The percentage of students needing improvement/warning in ELA trends down significantly by middle school. This is an indicator that students who start out "behind" and are well supported by early intervention programs in our K-5 schools, are able to demonstrate proficiency by grade 6.

- The students who received math intervention in their early years, now the current third through fifth graders, trended slightly upward in the proficient and advanced categories. While we are still in the early stages of looking at outcome data for math early intervention, students who had no math intervention in the early grades (now in grades 6-8), appear to score Warning/or Needs Improvement at higher numbers than in ELA. We will continue to compare MCAS outcomes for students who now get intervention.

- This year the 5th grade science scores demonstrated a gender break that was flagged; beginning this year we will follow gender data in the science test. The percentage of Proficient male and female students in the science portion of the MCAS is nearly equal. However, in the Advanced category males outscored females nearly 2 to 1, and in the Needs Improvement category, females outnumbered the males nearly 2 to 1. This could be an anomaly, or an age related 'blip' in data but we will assess it closely.

- The Fourth grades performance was notable, with a state ranking of 2nd in Math and 7th in ELA.

Highlights 6-12:

- Both Sixth and Seventh grade ELA demonstrated strong performance, ranking 1st and 3rd respectively, in the state. Sixth grade had a combined 96% at Advanced and Proficient level. This was made more impressive with only 4% of students in

Needs Improvement, and 0% in Warning. Following right behind, Seventh had 97%, with 4% and 0% as well.

- Sixth and Tenth grade Math had 0% in Warning.

- The English Department Head, and Assistant Superintendent, will begin working with Eighth grade ELA to assess the trend of low percentages of achievement at the Advanced level in ELA. With Math achievement at Advanced levels being significantly higher, the statistical variation requires a careful assessment. Of equal importance is the notable difference in percentages of more students scoring Needs Improvement or Warning in Math as compared to the consistently low number in ELA.

- Tenth grade Math and ELA performed very well, ranking 7th and 8th respectively at the state level.

- The graduating class of 2010 demonstrated steady growth in all subjects across the span of years leading up to the 10th grade test. In noting the overall health of our test performance 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.

AYP Subgroups:
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. Our overall performance trends slowly sifting 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.

Highlights:

- This year the Field School was identified as not having achieved AYP for ELA in the subgroup of Special Education. An action plan has been formulated and a team, chaired by the principal, is working to demonstrate progress and complete the necessary improvement to meet AYP.

- The achievement gap for students of color is tracked in Weston using some of the data from AYP. However, at some grade levels there is no AYP calculation because the number of students in the grade is too small. Therefore, the METCO director works with his staff to assess individual student data to include in his annual report.

- 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 needing extra support for MCAS testing.
- Summer books program at the elementary level for at risk students.
- Elementary support programs in math and literacy.
- Topics in secondary mathematics.

Conclusion:

Our educational work to analyze data, adjust curriculum, and target instruction are focused on developing a cohesive long range educational process that achieves outcomes from the culmination of a preK-12 journey. With this in mind, the testing outcomes of the 10th grade culminate the range of educational experiences.

It continues to be essential to note all that standardized tests do not assess. While other systems have further limited their focus and their resources to attain just this single goal of achievement, 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 make Weston students well prepared as they move beyond Weston.

Appendix A

ERB TEST RESULTS
Reading Comprehension - Test Dates, May 2001 - May 2009

90th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	358	(01)	365	(02)	379	(03)	382	(04)	381	(05)	
Current 11th	2011	355	(02)	**	(03)	379	(04)	383	(05)	380	(06)	
Current 10th	2012	358	(03)	361	(04)	374	(05)	380	(06)	378	(07)	362(07)*
Current 9th	2013	358	(04)	364	(05)	375	(06)	380	(07)	375	(08)	
Current 8th	2014	359	(05)	361	(06)	374	(07)	379	(08)	378	(09)	
Current 7th	2015	358	(06)	362	(07)	374	(08)	381	(09)			
Current 6th	2016	359	(07)	359	(08)	374	(09)					
Current 5th	2017	362	(08)	363	(09)							
Current 4th	2018	363	(09)									

75th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	344	(01)	351	(02)	368	(03)	368	(04)	372	(05)	
Current 11th	2011	345	(02)	**	(03)	366	(04)	369	(05)	372	(06)	
Current 10th	2012	345	(03)	347	(04)	362	(05)	365	(06)	369	(07)	347 (07)*
Current 9th	2013	349	(04)	355	(05)	362	(06)	367	(07)	367	(08)	
Current 8th	2014	349	(05)	353	(06)	363	(07)	363	(08)	370	(09)	
Current 7th	2015	347	(06)	350	(07)	363	(08)	368	(09)			
Current 6th	2016	349	(07)	352	(08)	361	(09)					
Current 5th	2017	352	(08)	355	(09)							
Current 4th	2018	351	(09)									

50th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	334	(01)	338	(02)	352	(03)	351	(04)	360	(05)	
Current 11th	2011	333	(02)	**	(03)	351	(04)	350	(05)	359	(06)	
Current 10th	2012	332	(03)	337	(04)	349	(05)	348	(06)	357	(07)	343 (07)*
Current 9th	2013	337	(04)	344	(05)	350	(06)	350	(07)	358	(08)	
Current 8th	2014	335	(05)	339	(06)	351	(07)	349	(08)	359	(09)	
Current 7th	2015	335	(06)	340	(07)	351	(08)	354	(09)			
Current 6th	2016	337	(07)	340	(08)	350	(09)					
Current 5th	2017	338	(08)	344	(09)							
Current 4th	2018	338	(09)									

Reading Comprehension (cont.)

25th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	325	(01)	327	(02)	339	(03)	335	(04)	348	(05)	
Current 11th	2011	323	(02)	**	(03)	339	(04)	338	(05)	349	(06)	
Current 10th	2012	321	(03)	324	(04)	341	(05)	325	(06)	349	(07)	
Current 9th	2013	326	(04)	330	(05)	339	(06)	336	(07)	347	(08)	
Current 8th	2014	324	(05)	326	(06)	339	(07)	335	(08)	348	(09)	330 (07)*
Current 7th	2015	325	(06)	331	(07)	339	(08)	343	(09)			
Current 6th	2016	326	(07)	330	(08)	339	(09)					
Current 5th	2017	325	(08)	331	(09)							
Current 4th	2018	326	(09)									

10th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	313	(01)	316	(02)	329	(03)	327	(04)	336	(05)	
Current 11th	2011	314	(02)	**	(03)	328	(04)	327	(05)	340	(06)	
Current 10th	2012	315	(03)	314	(04)	330	(05)	324	(06)	341	(07)	
Current 9th	2013	315	(04)	318	(05)	330	(06)	329	(07)	334	(08)	
Current 8th	2014	315	(05)	318	(06)	328	(07)	324	(08)	337	(09)	315 (07)*
Current 7th	2015	316	(06)	322	(07)	331	(08)	328	(09)			
Current 6th	2016	318	(07)	320	(08)	331	(09)					
Current 5th	2017	318	(08)	322	(09)							
Current 4th	2018	316	(09)									

**No Reading test given that spring

*Non-standard

Appendix B

ERB TEST RESULTS
Mathematics - Test Dates, May 2001 - May 2009

90th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	332	(01)	345	(02)	370	(03)	381	(04)	421	(05)	
Current 11th	2011	334	(02)	349	(03)	376	(04)	384	(05)	423	(06)	
Current 10th	2012	340	(03)	346	(04)	375	(05)	381	(06)	423	(07)	410 (07)*
Current 9th	2013	331	(04)	348	(05)	377	(06)	379	(07)	422	(08)	
Current 8th	2014	336	(05)	349	(06)	379	(07)	382	(08)	427	(09)	
Current 7th	2015	339	(06)	348	(07)	377	(08)	380	(09)			
Current 6th	2016	336	(07)	348	(08)	378	(09)					
Current 5th	2017	344	(08)	354	(09)							
Current 4th	2018	340	(09)									

75th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	317	(01)	330	(02)	357	(03	368	(04)	404	(05)	
Current 11th	2011	320	(02)	336	(03)	358	(04)	368	(05)	401	(06)	
Current 10th	2012	320	(03)	331	(04)	358	(05)	367	(06)	405	(07)	358 (07)*
Current 9th	2013	315	(04)	337	(05)	366	(06)	365	(07)	406	(08)	
Current 8th	2014	313	(05)	336	(06)	362	(07)	363	(08)	400	(09)	
Current 7th	2015	321	(06)	338	(07)	362	(08)	369	(09)			
Current 6th	2016	320	(07)	338	(08)	364	(09)					
Current 5th	2017	324	(08)	338	(09)							
Current 4th	2018	322	(09)									

50th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	300	(01)	313	(02)	339	(03)	348	(04)	377	(05)	
Current 11th	2011	304	(02)	320	(03)	344	(04)	351	(05)	381	(06)	
Current 10th	2012	303	(03)	312	(04)	340	(05)	347	(06)	386	(07)	333 (07)*
Current 9th	2013	301	(04)	323	(05)	345	(06)	350	(07)	385	(08)	
Current 8th	2014	299	(05)	319	(06)	344	(07)	347	(08)	382	(09)	
Current 7th	2015	301	(06)	316	(07)	344	(08)	351	(09)			
Current 6th	2016	304	(07)	321	(08)	348	(09)					
Current 5th	2017	305	(08)	324	(09)							
Current 4th	2018	306	(09)									

Mathematics (cont.)
25th Percentile -
Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	283	(01)	294	(02)	324	(03)	329	(04)	345	(05)	
Current 11th	2011	287	(02)	297	(03)	327	(04)	335	(05)	354	(06)	
Current 10th	2012	290	(03)	297	(04)	326	(05)	337	(06)	363	(07)	317 (07)*
Current 9th	2013	285	(04)	304	(05)	331	(06)	333	(07)	356	(08)	
Current 8th	2014	288	(05)	302	(06)	329	(07)	333	(08)	357	(09)	
Current 7th	2015	291	(06)	300	(07)	328	(08)	334	(09)			
Current 6th	2016	291	(07)	303	(08)	332	(09)					
Current 5th	2017	293	(08)	309	(09)							
Current 4th	2018	293	(09)									

10th Percentile - Scaled Scores

YOG		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Current 12th	2010	267	(01)	274	(02)	297	(03)	311	(04)	320	(05)	
Current 11th	2011	273	(02)	283	(03)	307	(04)	318	(05)	323	(06)	
Current 10th	2012	275	(03)	282	(04)	303	(05)	320	(06)	341	(07)	303 (07*)
Current 9th	2013	274	(04)	291	(05)	317	(06)	318	(07)	332	(08)	
Current 8th	2014	274	(05)	290	(06)	311	(07)	309	(08)	328	(09)	
Current 7th	2015	278	(06)	290	(07)	313	(08)	315	(09)			
Current 6th	2016	277	(07)	295	(08)	323	(09)					
Current 5th	2017	282	(08)	292	(09)							
Current 4th	2018	281	(09)									

*Non-standard

Appendix C

WESTON MCAS PERFORMANCE LEVEL HISTORY
Based on Subject Areas Tested, Spring 2009
2006-first administration of test at Grades 5, 6 & 8

English Language Arts

Grade	Advanced	Proficient	Needs Improvement	Warning***	Year
3 (Reading)	29%	50%	19%	1%	2009
	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	35%	51%	12%	2%	2009
	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	32%	54%	11%	3%	2009
	22%	62%	16%	0%	2008
	32%	53%	12%	2%	2007
	40%	48%	8%	4%	2006
6	38%	58%	4%	0%	2009
	29%	61%	8%	1%	2008
	13%	77%	9%	1%	2007
	17%	70%	11%	2%	2006

7	41%	56%	4%	0%	2009
	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	21%	72%	3%	4%	2009
	29%	65%	4%	3%	2008
	16%	79%	4%	1%	2007
	29%	60%	8%	2%	2006

10	60%	37%	2%	1%	2009
	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

Appendix C

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	44%	33%	18%	5%	2009
	51%	38%	9%	2%	2008
	28%	50%	16%	6%	2007
	11%	65%	20%	3%	2006
4	42%	41%	15%	2%	2009
	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	44%	39%	13%	5%	2009
	42%	36%	21%	2%	2008
	32%	53%	12%	2%	2007
	41%	28%	24%	7%	2006
6	49%	34%	17%	0%	2009
	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	37%	38%	19%	6%	2009
	32%	44%	18%	6%	2008
	34%	36%	21%	9%	2007
	32%	38%	21%	9%	2006

8	47%	30%	16%	8%	2009
	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	76%	20%	4%	1%	2009
	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

Appendix C

History/Social Science
(Not tested since 2002)

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	25%	48%	23%	4%	2009
	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	10%	61%	24%	5%	2009
	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	34%	51%	13%	2%	2009
	42%	43%	15	1	2008

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.