

NEWS

Connecticut Department of Education

Dr. Mark K. McQuillan
Commissioner

EMBARGOED UNTIL:



11:00 a.m., Thursday, July 15, 2010

Contact: Tom Murphy 860.713.6525

CT Students Improve Performance on 2010 CMT; Post Gains over Benchmark Year (2006) Across Grades 3-8 in All Content Areas Except Writing at Grade 3; Largest Gains Seen in Grades 6, 7 and 8

(HARTFORD, CT). Results of the annual, state-administered Connecticut Mastery Test (CMT) in Grades 3-8 show a trend of improving student performance in reading, writing and mathematics since the new generation test was introduced in 2006. While students' scores were both up and down from 2009 to 2010, depending on the grade and discipline, scores were generally improved, particularly in Grades 6, 7 and 8.

The CMT assesses approximately 250,000 students on their application of skills and knowledge in the core academic content areas of mathematics, reading and writing in Grades 3 through 8, and in science in Grades 5 and 8. This year marked the fifth administration of the Fourth Generation CMT, which was first administered in March 2006. The March 2006 administration serves as a baseline for examining changes in student performance over the course of the Fourth Generation.

“This year’s test results show that from 2006 to 2010, there is a positive trend of improved student achievement across all six grades and academic disciplines, which is encouraging,” said Commissioner Mark K. McQuillan in announcing this year’s statewide CMT scores. “Our students are performing better, but challenges remain.” The Commissioner recognized the efforts of educators to raise student performance levels and encouraged continued efforts to reach all students to help them succeed.

For the CMT, five levels of student performance are reported: Below Basic, Basic, Proficient, Goal and Advanced. The Proficient level is used to identify schools and districts that are making Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB) Act. The Goal level is more challenging than the Proficient level and is the state target for student performance. In September, parents will receive CMT score reports that provide individual student performance data for their children. Table 1 compares the 2010 CMT results with those from the previous four years of Generation 4 CMT.

Table 1 CMT Performance, by Year and Grade, Percent At/Above Proficient and Percent At/Above Goal, 2006-2010

Grade	Year	Mathematics		Reading		Writing		Science	
		% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
3	2006	56.3	78.3	54.4	69.2	61.1	81.7		
3	2007	59.4	80.1	52.3	69.3	60.8	82.4		

		Mathematics		Reading		Writing		Science	
Grade	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
3	2008	60.2	80.7	52.1	68.4	63.5	82.9		
3	2009	63.0	82.8	54.6	71.1	62.6	83.2		
3	2010	62.6	83.6	57.1	72.3	58.3	80.3		
4	2006	58.8	80.3	57.8	71.8	62.8	84.2		
4	2007	62.3	80.9	57.0	70.6	65.1	84.1		
4	2008	60.5	81.5	56.0	69.7	62.9	84.8		
4	2009	63.8	84.6	60.7	74.4	64.2	85.0		
4	2010	67.2	85.2	60.0	72.9	63.6	86.5		
5	2006	60.7	80.8	60.9	72.8	65.0	85.3	NA	NA
5	2007	66.0	82.5	61.5	73.4	64.6	85.7	NA	NA
5	2008	66.2	83.1	62.2	74.0	64.6	85.7	55.2	81.1
5	2009	69.0	85.9	66.0	77.7	66.6	86.5	58.3	82.9
5	2010	72.6	87.8	61.8	75.4	68.2	87.3	59.7	82.5
6	2006	58.6	79.8	63.6	75.4	62.2	82.7		
6	2007	63.9	82.7	64.3	75.7	63.0	83.8		
6	2008	66.6	84.3	66.4	77.6	61.9	82.9		
6	2009	69.0	86.8	69.0	80.3	62.2	83.1		
6	2010	71.0	88.2	74.9	85.5	65.9	85.5		
7	2006	57.0	77.8	66.7	76.4	60.0	80.9		
7	2007	60.3	80.2	65.9	75.5	60.4	81.1		
7	2008	63.3	82.6	71.2	79.7	62.0	80.1		
7	2009	66.3	85.7	74.9	83.4	62.9	80.9		
7	2010	68.8	87.4	77.5	85.3	61.3	79.7		
8	2006	58.3	78.9	66.7	76.6	62.4	81.9	NA	NA
8	2007	60.8	80.8	66.6	76.4	64.0	82.5	NA	NA
8	2008	61.0	81.2	64.9	77.0	63.4	82.7	58.9	75.2
8	2009	64.7	84.5	68.5	80.5	66.5	83.7	60.9	76.6
8	2010	67.5	86.6	73.4	82.6	62.7	80.6	63.1	76.0

Compared with the results from the first administration of the Generation 4 CMT in 2006, Connecticut's elementary and middle school students improved their performance at the Goal level in all content areas and at all grade levels tested, except for Grade 3 Writing in 2010. Performance at the Proficient level also showed marked gains over the base year at all grade levels and in all subject areas, except for writing in Grades 3, 7 and 8, which dropped by approximately 1 percentage point from the first administration of Generation 4. Grades 6 and 7 posted the greatest gains over the base year at the Goal level in both reading and mathematics, with an increase of 12.4 percentage points in mathematics and 11.3 percentage points for reading in Grade 6, and an increase of 11.8 percentage points in mathematics and 10.8 percentage points for reading in Grade 7.

Compared with the 2009 administration, most content areas were up across all grades at both the Proficient and Goal levels with the following exceptions: reading at Grades 4 and 5, both at the Proficient and Goal levels, and writing in Grades 3, 7 and 8 at both the Proficient and Goal levels. Grade 4 increased at the Proficient level, but dropped by less than 1 percentage point at the Goal level. Grade 3 mathematics remained unchanged at the Proficient level (there was less than a .5 percent change over last year). In

science for Grades 5 and 8, results increased at the Goal level, but decreased by less than 1 percentage point at the Proficient level.

“I am pleased to see improvements in the performance of students across the board, including somewhat larger gains by minority and economically disadvantaged students, which helps to close Connecticut’s large achievement gaps. While this shows positive movement, we should all be concerned with the 30 percentage point gaps in performance among racial and economic groups that persist. We need to do more to help all children succeed,” McQuillan said.

CMT Results by Content Area

The following summarizes CMT performance for mathematics, reading, writing and science (Grades 5 and 8), focusing on the trends in the percentages of students scoring at or above the Goal and Proficient levels across grades.

Mathematics

Across the grades, the CMT mathematics tests assess skills, concepts and applications in four broad areas of mathematics: Numerical and Proportional Reasoning; Algebraic Reasoning; Patterns and Functions; Geometry and Measurement; and Working with Data: Probability and Statistics.

The score progressions for the Goal and Proficient levels of performance for mathematics within each grade trended upward across all five years of the generation, with the 2010 percentages exceeding 2009 results by 2 to 3 percentage points. By 2010, at least 63 percent of the students in each grade scored at or above the Goal level on the mathematics portion of the CMT, while at least 84 percent of the students met or exceeded the Proficient standard.

Reading

For each grade assessed, the CMT reading tests contain two components: Reading Comprehension and the Degrees of Reading Power[®] (DRP). Reading Comprehension assesses how well students understand the content of literary and informational passages, interpret meaning, make connections to the world, and elaborate on the text. The DRP is a national norm-referenced test that identifies the level of text that students are able to read.

The variability in the percentage of students scoring at or above the Goal level across the grades in reading continues to be substantial, with approximately 57 percent of the Grade 3 students meeting Goal compared with about 78 percent in Grade 7. At the Proficient level in reading, the range was 72 percent in Grade 3 to 86 percent in Grade 6. The overall trends between 2006 and 2010 are positive at most grades and levels, with the 2010 cohort of students exceeding previous cohorts in the percentage of students scoring at or above Goal and at or above Proficient, except for Grades 4 and 5.

Writing

The CMT writing tests include the Direct Assessment of Writing and Editing & Revising at each grade. The Direct Assessment of Writing requires students to write up to a three-page first draft. Students respond to a prompt that was designed to elicit a narrative (Grades 3 and 4), expository (Grades 5 and 6), or persuasive (Grades 7 and 8) response. The Editing questions assess students’ understanding of the conventions of the English language, including capitalization, punctuation and usage of language and spelling, while Revising questions assess students’ ability to identify errors in organization, syntax and word choice.

In 2010, across Grades 3 through 8, percentages ranged from a low of 58 percent of the students at or above the Goal level and 80 percent of students at the Proficient level in Grade 3, to 68 percent of the students at or above Goal and 87 percent of the students at the Proficient level in Grade 5. Student performance was somewhat inconsistent this year with three grades (4, 5 and 6) continuing the upward trend over the life of the generation and three grades (3, 7 and 8) showing a slight downturn.

Science

This was the third year that Connecticut elementary and middle school students were assessed in science. Grade 5 students took a cumulative elementary science CMT that assessed concepts and skills taught throughout the elementary grades. Students in Grade 8 were assessed on science concepts and skills taught in

Grades 6 through 8. Both assessments are based on state expectations for science learning described in the 2004 Core Science Curriculum Framework. Students are expected to understand and explain science concepts and how they relate to the real world in the areas of earth, physical and life science. In addition, students must be able to explain how scientific inquiry is conducted. Science performance tasks developed by the Connecticut State Department of Education for teachers' use during the school year form the basis for some of the CMT questions that assess students' understanding of scientific inquiry.

In 2010, approximately 60 percent of the Grade 5 students and 63 percent of the students in Grade 8 scored at or above the Goal level on the science portion of the CMT, and about 83 percent of the Grade 5 students and 76 percent of the Grade 8 students scored at the Proficient level. Scores at the Goal level had increased for both grades from the 2009 administration, while scores at the Proficient level were down slightly for both grades over last year's administration.

Student Subgroup Analysis

Eligibility for Free/Reduced-Priced Meal Subgroup

Appendix A provides comparisons of CMT performance data for Grades 3-8 in the areas of mathematics, reading, writing and science by: gender, racial/ethnic subgroups, eligibility for free or reduced-priced meals (poverty status), special education (SPED) status and English language learner (ELL) status.

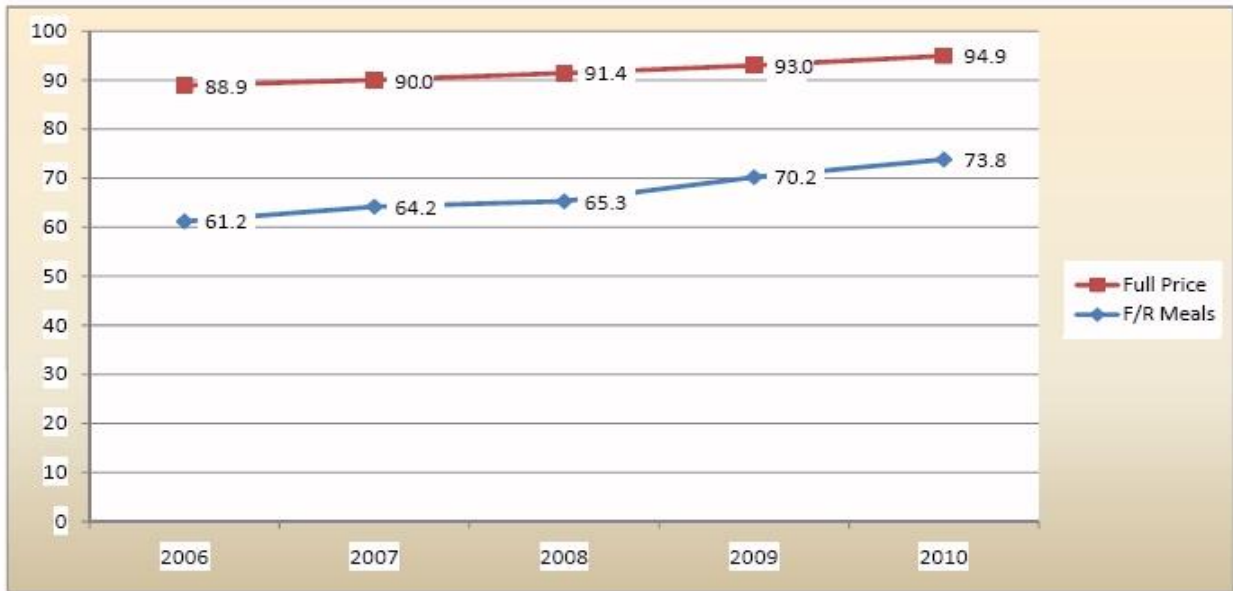
While the 2010 CMT results demonstrated improvement over the base year for all students in all content areas except writing, students who were eligible to receive free/reduced-priced meals posted much higher gains than their peers who pay full price, thus indicating that the achievement gap based upon economic need or poverty is narrowing. Eligibility for free/reduced-priced meals is used as a proxy for a family's socio-economic status or level of economic need. Students who were economically disadvantaged posted higher average gains across all grades, performance levels and content areas except for writing at the Goal level. Average gains across Grades 3-8 ranged from a 1 percent gain in writing at the Proficient level to a 7 percent gain at the Proficient level in mathematics. See Appendix A for more specific information about these gains.

Some of the trends in reading and mathematics for students eligible for free/reduced-priced meals are outlined in the following figures. The trend of positive change from the beginning of Generation 4 is apparent. For example, Figure 1 shows that in Grade 5 mathematics, there is a 12.6 percentage point increase for students who are eligible for free/reduced-priced meal scoring at/above Proficient from 2006. Full-priced meal students gained only about 6 percentage points at the Proficient level during that same time frame. Figure 2 illustrates that free/reduced priced meal students also had similar gains in Grade 8 mathematics, where they demonstrated larger gains (14.7 percentage points) than students who were full-priced lunch students (6.3 percentage points).

Figures 3 and 4 compare the percentages, from 2006 to 2010, of Grade 5 and 8 students scoring at/above Proficient in reading. The percentage of Grade 5 students eligible for free/reduced-priced meals increased by 5.1 percentage points since 2006, compared to an increase of 3.9 percentage points for students not eligible for free/reduced-priced meals. For Grade 8, the increases are even more dramatic. Figure 4 shows an increase of 11.4 percentage points for students eligible for free/reduced-priced meals, compared to 5.3 percentage points for their noneligible counterparts.

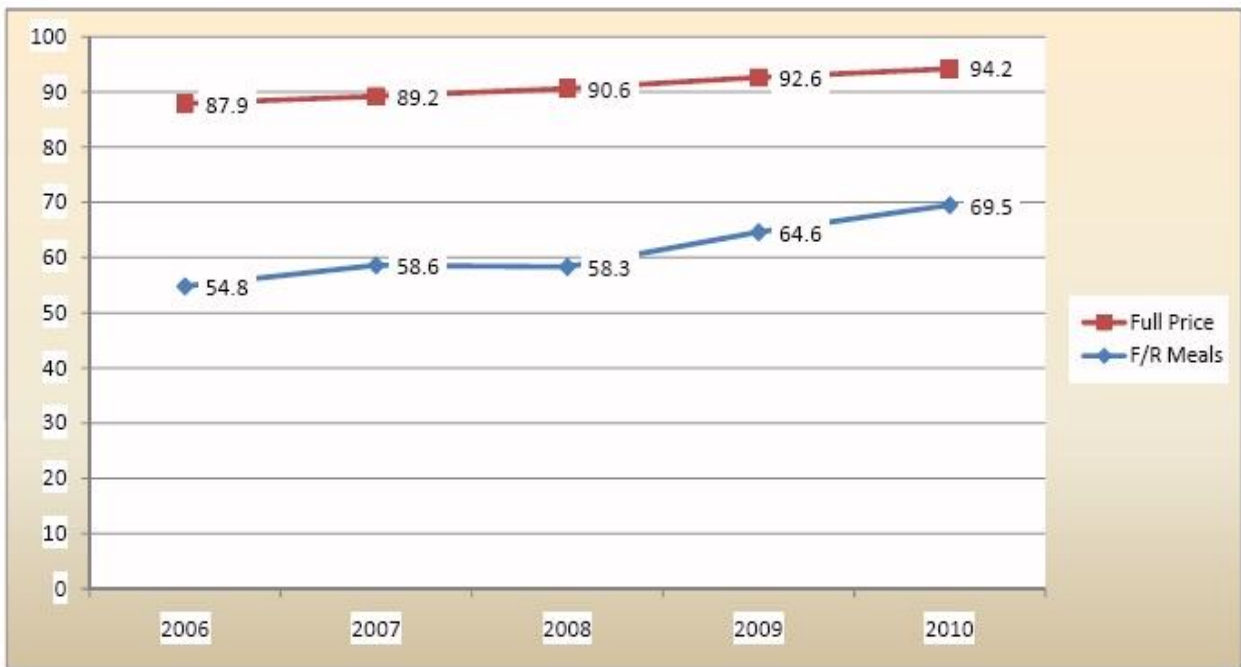
CMT MATH
GRADE 5
Free Reduced Meals (F/R Meals) / Full Price

Figure 1 Proficient or Above



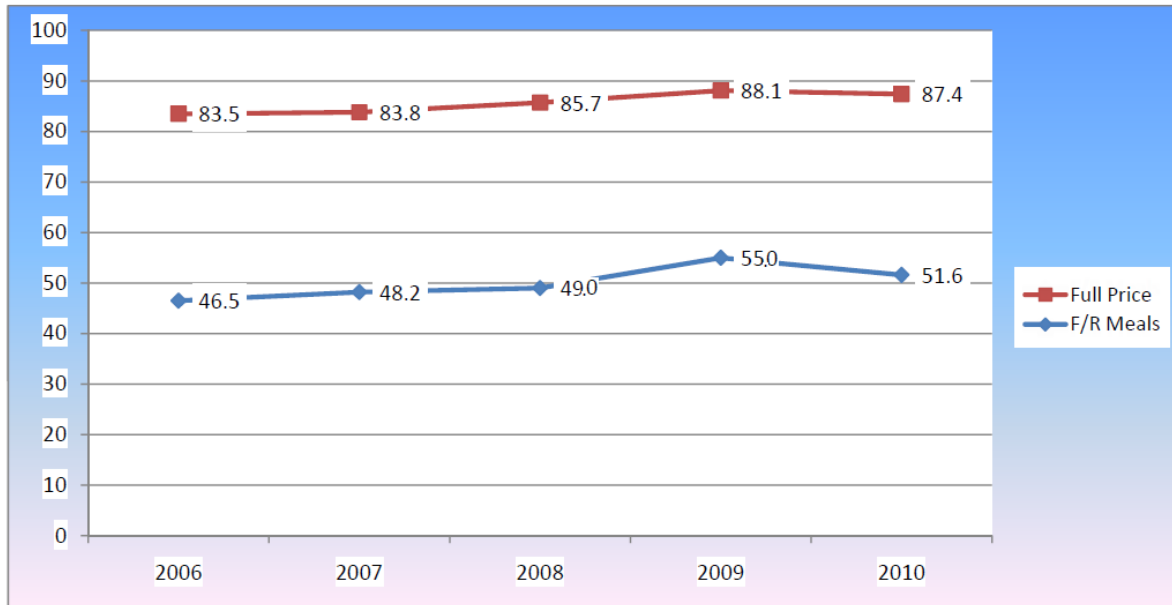
CMT MATH
GRADE 8
Free Reduced Meals (F/R Meals) / Full Price

Figure 2 Proficient or Above



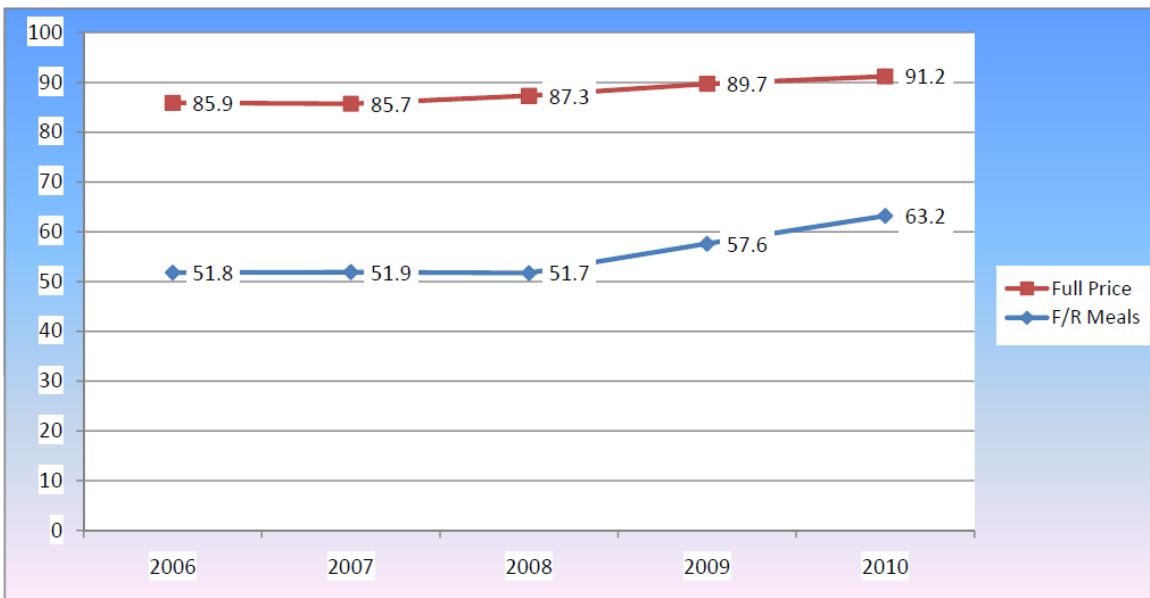
CMT READING
GRADE 5
Free Reduced Meals (F/R Meals) / Full Price

Figure 3
Proficient or Above



CMT READING
GRADE 8
Free Reduced Meals (F/R Meals) / Full Price

Figure 4
Proficient or Above



Special Education Subgroup

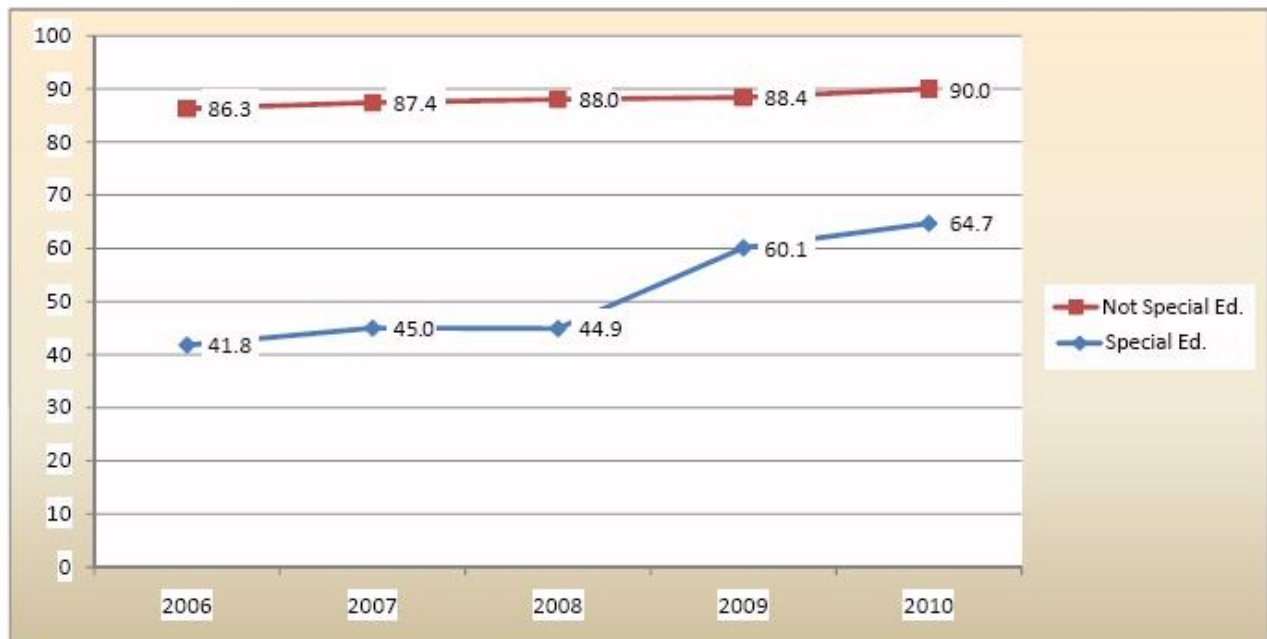
About 12 percent of the total student population receives special education services. These students either take the standard grade-level CMT test (with or without accommodations), the Skills Checklist for significantly, cognitively disabled special education students, or the CMT Modified Assessment System (MAS). The CMT MAS, which was administered for the first time this year, is an alternate assessment designed to be more appropriate for those special education students whose disability would preclude them from achieving grade-level proficiency on the standard CMT. The student's Individualized Education Program (IEP) team determines if a student meets the eligibility criteria to be assessed with the CMT MAS in mathematics and/or reading.

Some of the trends in reading and writing for special education students who took the standard test are outlined in the following figures. The general trend of positive growth from the beginning of this generation is apparent. **It is important to note that students who took the MAS in mathematics and/or reading are not included in the summary calculations for the standard test for 2009 and 2010. MAS scores are reported separately.**

Some of the trends in reading and mathematics for students eligible for special education are outlined in the following charts. The trend of positive growth from the beginning of Generation 4 is apparent. For example, in Grade 5 mathematics, there is a much larger percentage of special education students scoring at/above Proficient. There are more than 22.9 percent of Grade 5 special education students scoring at/above Proficient in 2010 when compared to the percentage in 2006. In 2010, 58.8 percent of the special education students in Grade 8 reading scored at/above Proficient compared to 37.8 percent of special education students in Grade 8 reading in 2006.

CMT MATH
GRADE 5
Special Education/ Not Special Ed.
Proficient or Above

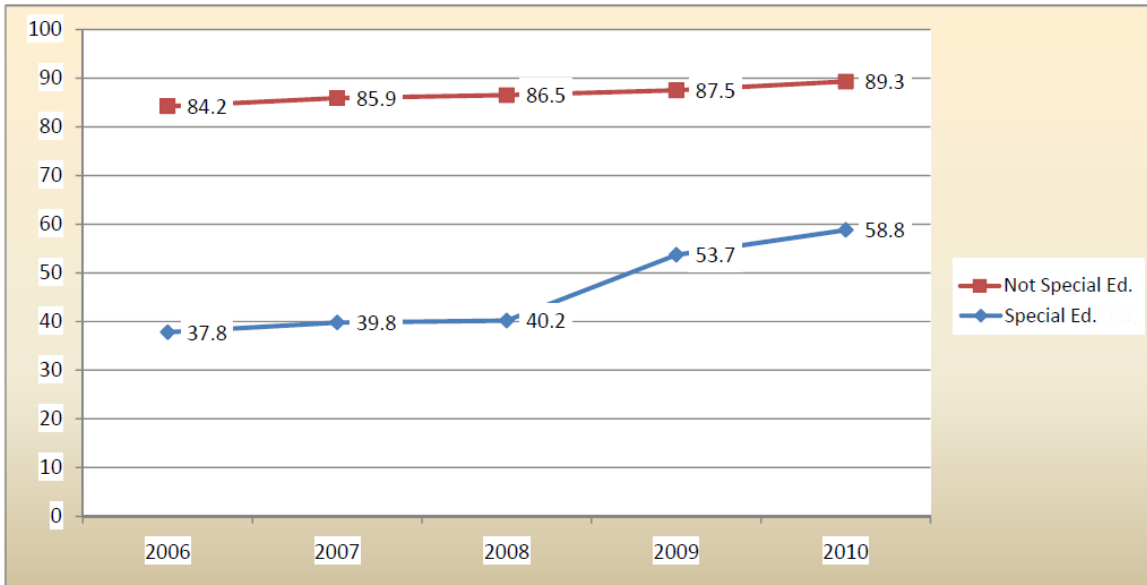
Figure 5



(Students who took CMT MAS or the Checklist are not included in average district/statewide scores for 2009 and 2010.)

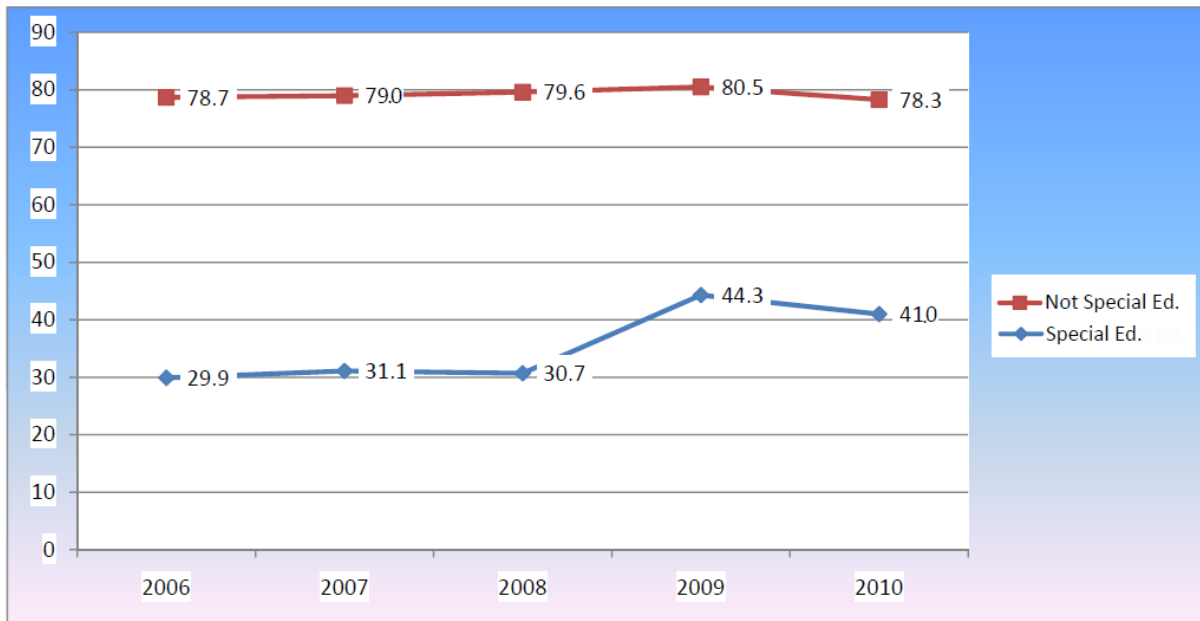
CMT MATH
GRADE 8
Special Education/ Not Special Ed.

Figure 6 Proficient or Above



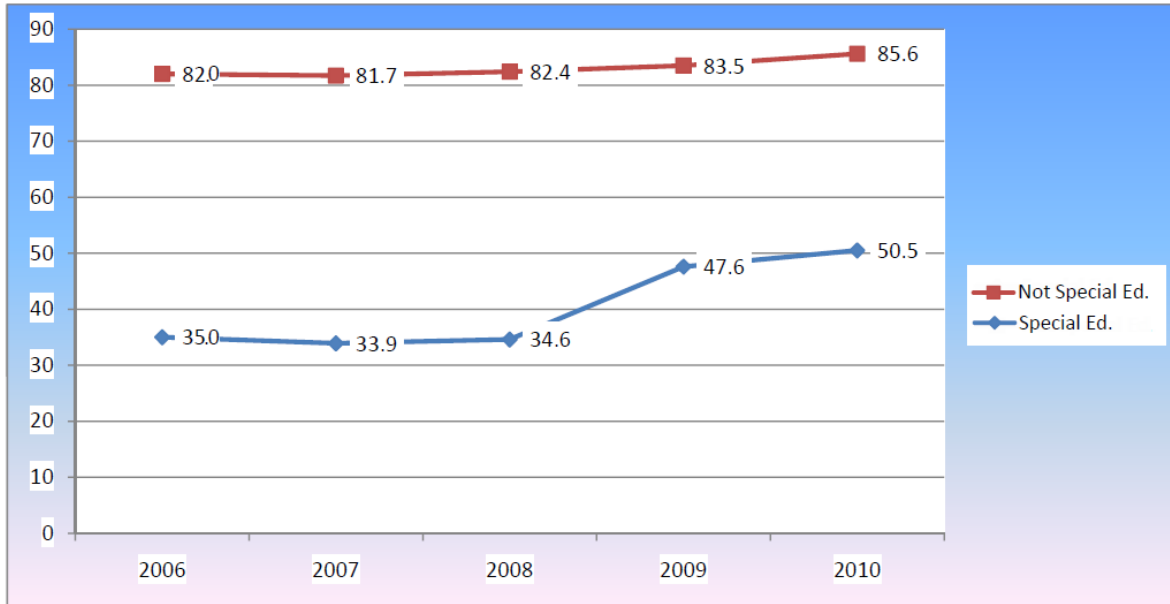
CMT READING
GRADE 5
Special Education/ Not Special Ed.

Figure 7 Proficient or Above



CMT READING
GRADE 8
Special Education/ Not Special Ed.

Figure 8 Proficient or Above



MAS Performance

Students who were assessed with the CMT MAS were categorized as being in one of three performance levels: Basic, Proficient or Goal. Since this is the first administration of the CMT MAS, the data being released should be considered as a baseline. Table 2 reports CMT MAS performance by showing the percentage of test takers by grade who scored at the Goal level on this modified test. It also reports the percentage of students by grade, who scored at or above the Proficient level. This last percentage includes all the students who scored in both the Goal and Proficient levels.

Table 2: CMT Performance, by Grade, Percent At/Above Proficient and Percent At/Above Goal for Students who Took the CMT MAS

Grade	Test	Mathematics		Reading	
		% Goal	% Prof or Above	% Goal	% Prof or Above
3	MAS	45.4	74.1	29.9	44.3
4	MAS	40.7	71.4	36.3	64.9
5	MAS	36.7	70.3	34.2	66.2
6	MAS	40.6	72.7	15.8	48.2
7	MAS	19.4	44.2	26.2	56.4
8	MAS	16.1	40.1	41.4	64.1

Race/Ethnicity Subgroup

White students continue to substantially outperform their black and Hispanic peers at all grade levels and across the four content areas. However, if we examine student gains over last year for Grades 5 and 8, which test all four content areas, we see dramatic increases between 2009 and 2010 on the part of the black and Hispanic students over their white classmates, at both the Goal and Proficient levels in all content areas except writing, which has declined for all groups. Figures 9 through 12 summarize the results.

Looking over the last five years of CMT administration, a steady trend across content areas and performance levels suggests that, in the majority of cases, black and Hispanic students are posting annual gains that are greater than their white counterparts. These data would suggest that while there is a positive trend in performance for all subgroups across the five years of Generation 4, the gap between white students and their black and Hispanic peers is beginning to narrow.

Figure 9 indicates that between 2006 and 2010, the percentage of Grade 5 white students scoring at the Proficient level increased by 5.2 points compared to an increase of 13.1 points for black and Hispanic students. Figure 10 shows a similar trend for Grade 8 students in mathematics. For white students, the percentage of students scoring at the Proficient level increased by 4.9 points, while the percentage of black and Hispanic students increased by 15.3 points.

Figure 11 compares the percentage of Grade 5 black/Hispanic students and white students scoring at the Proficient level in reading from 2006 to 2010. The percentage increase was 2.9 points for white students and 4.3 points for black/Hispanic students. For Grade 8 reading, illustrated in Figure 12, white students registered a 3.9 point increase compared to an 11.2 point increase for black/Hispanic students.

CMT MATH
GRADE 5
White - Black/Hispanic

Figure 9

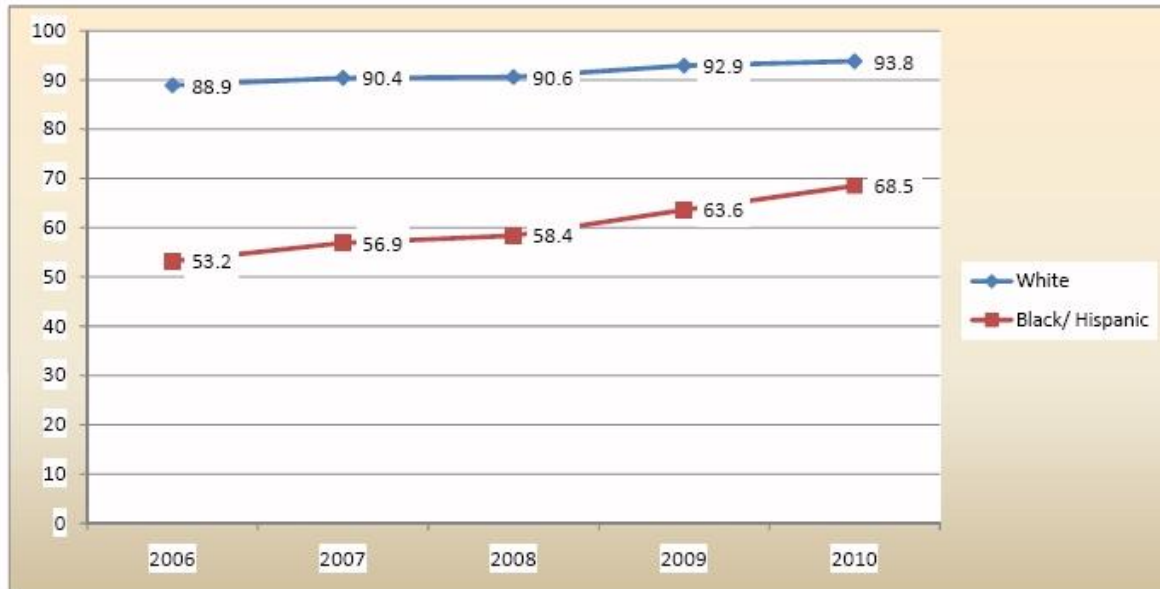
Proficient or Above



CMT MATH
GRADE 8
White - Black/Hispanic

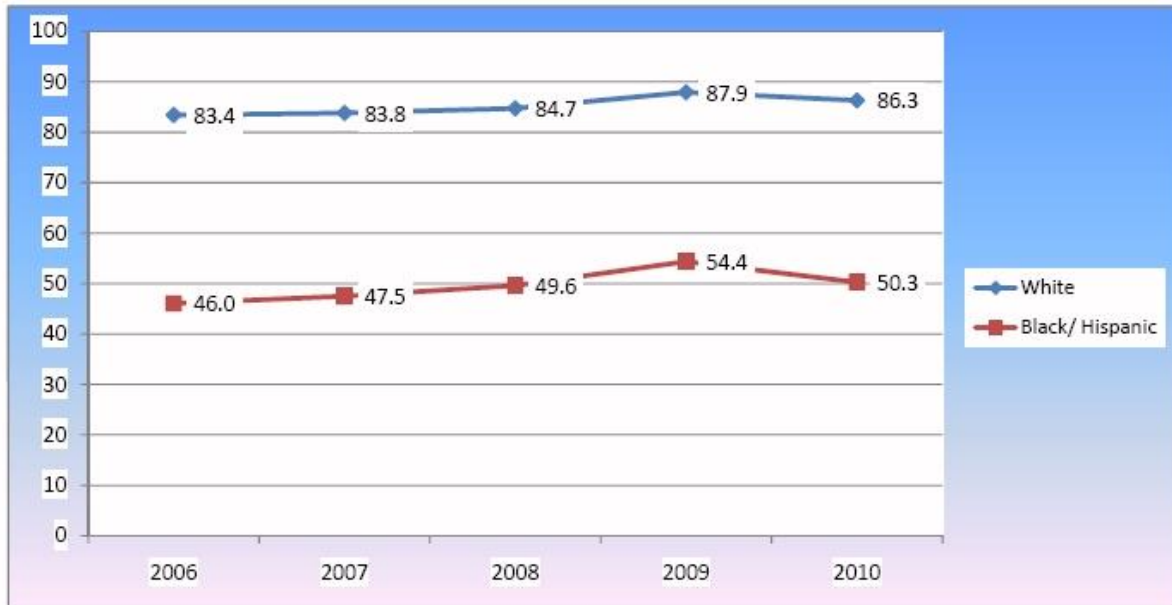
Figure 10

Proficient or Above



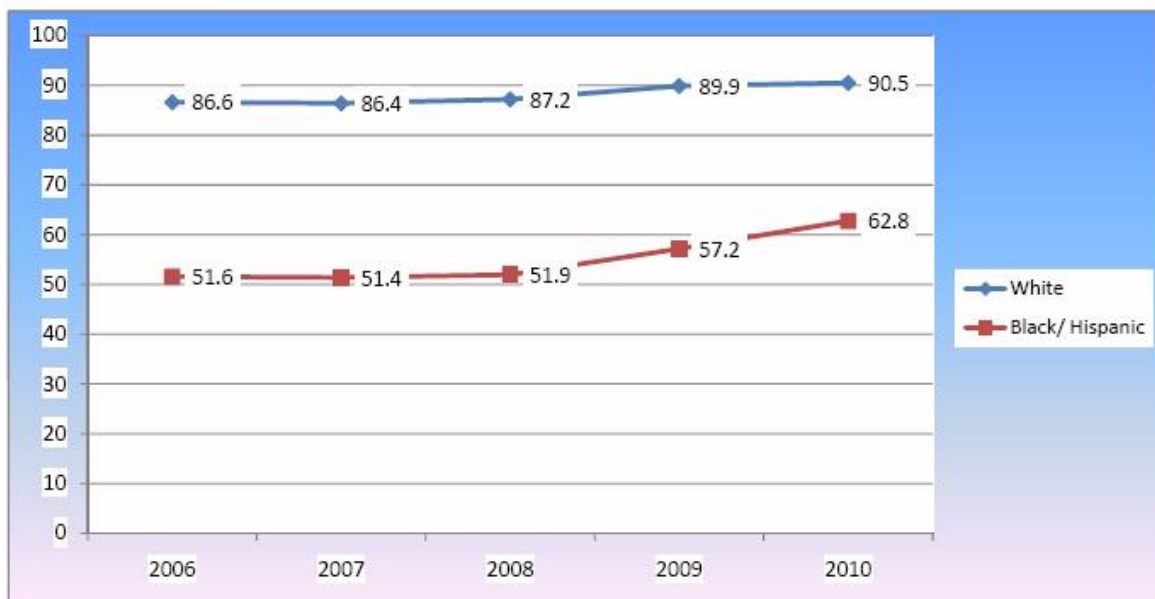
CMT READING
GRADE 5
White - Black/Hispanic
Proficient or Above

Figure 11



CMT READING
GRADE 8
White - Black/Hispanic
Proficient or Above

Figure 12



Additional information on subgroup performance is available on the Connecticut Online Reports Web site (www.ctreports.com).

Sample items from the CMT for each content area and examples of student responses are available in the CMT Handbooks located on the CSDE Web site (www.ct.gov/sde).

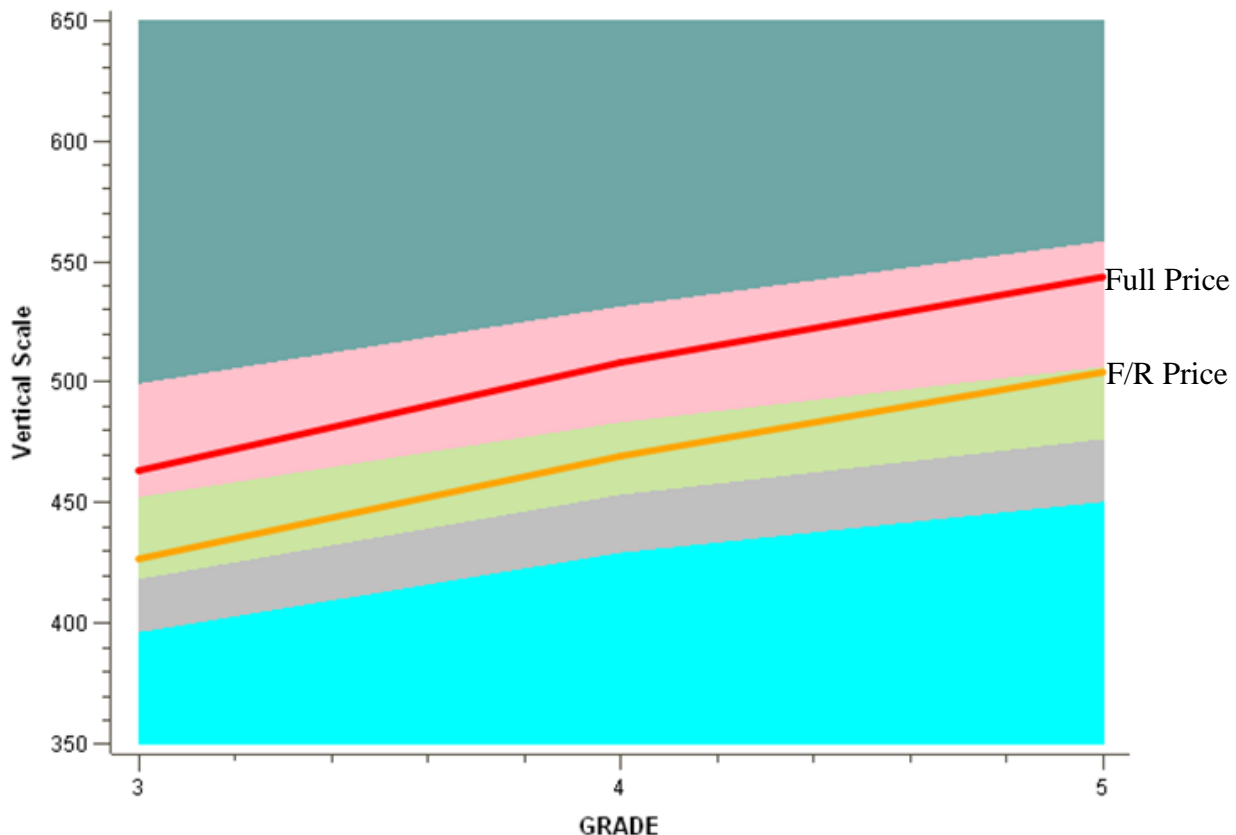
Student Growth

In 2008, the CSDE released a vertical scale for mathematics and reading for the Fourth Generation CMT. Vertical scale data is available for all students who took the CMT from 2006 to 2010. The vertical scale will permit districts and schools to measure changes in student performance (growth) within each content area as they progress from Grade 3 through Grade 8. In addition, districts can use the vertical scales to set growth targets for students or groups of students (class, school, districts), and monitor how these targets are met on a yearly basis. The vertical scales could be used for accountability, instructional planning, program evaluation and other educational purposes. The vertical scales from 2006 to 2010 are available on the CSDE’s Web site.

One of the features of the vertical scales is that the growth in content can be mapped onto the performance levels (Below Basic, Basic, Proficient, Goal and Advanced) within each content area, and students’ growth can be examined in relation to the achievement levels. As an example, Figure 13 below presents growth in mathematics scores for all elementary students by lunch status (red = full price, orange = free/reduced price) from Grade 3 to Grade 5. The background colors represent five achievement levels: from Below Basic at the bottom to Advanced at the top.

Figure 13

MATHEMATICS GROWTH ACROSS GRADES 3-5



The figure compares how both groups have grown from Grade 3 to Grade 5. More interestingly, it shows how both groups have grown in relation to the achievement levels. Students who receive free or reduced-price meals, for example, started at the low end of the Proficient level in Grade 3 in 2008 and ended at the border between Proficient and Goal in Grade 5 in 2010. Students who were not eligible for free or reduced-price meals started at the low end of the Goal level in Grade 3 in 2008 and ended at the upper end of the Goal level in Grade 5 in 2010.

National Assessment of Educational Progress (NAEP) Performance

Connecticut participates in biennial administrations of the National Assessment of Educational Progress (NAEP), the nation's only representative and continuing assessment of what America's students know and can do in various subject areas. In Connecticut, we use NAEP results to chart student achievement over time and to compare the performance of our state's students to their peers across the country. Results from the NAEP 2009 reading and mathematics assessments place Connecticut among the top 10 performing states in the nation and show similar performance patterns to those evident in the CMT 2006-2010 results.

In Grade 8 mathematics and reading, Connecticut student performance on NAEP increased when compared to results from recent years. In the case of Grade 4 students, NAEP 2009 mathematics and reading results remained steady overall, but there was improvement for some of our student subgroups. For example, the average scale score of Grade 4 students identified as economically disadvantaged improved by 8 points on the NAEP reading scale when comparing 2009 results to those reported in 2007. Over the last few NAEP administrations, we have begun to see consistent incremental improvements for many of our student subgroups, and these improvements are reflected in the CMT trend data.

NAEP results provide us with additional evidence to support our findings from this round of CMT reporting. Overall, Connecticut student performance is improving over time, and results show rising student achievement among our subgroups. These are critical steps forward in closing our state's wide and persistent achievement gaps.

To read more about Connecticut student performance on NAEP, visit:

<http://www.csde.state.ct.us/public/cedar/assessment/national/naep.htm>.

Guidance for Proper Data Analysis

When it comes to analyzing CMT data, there are proper methods as well as improper methods. Conducting an improper analysis will lead to conclusions that are not necessarily supported by the data. Therefore, the Connecticut State Department of Education (CSDE) provides guidance for proper data analysis of the statewide testing data in the document "*Data Analysis Guide*," which is available through the Student Assessment Link on the CSDE Web site.

Appendix A– Comparisons by Subgroups

Grade 3 Subgroup Comparisons

Grade 3		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
Black	2006	28.2	56.3	25.6	43.8	38.6	66.7
	2007	31.4	59.1	23.6	43.4	38.4	67.8
	2008	32.7	60.2	26.6	45.0	42.7	69.1
	2009	33.9	62.5	28.3	47.9	40.6	68.5
	2010	34.6	65.1	31.8	50.3	39.4	66.9
Hispanic	2006	31.0	58.0	24.3	41.1	35.4	63.3
	2007	34.0	61.4	22.9	41.7	38.0	66.4
	2008	36.3	62.5	24.0	42.6	41.1	67.3
	2009	39.0	65.6	27.0	46.7	40.6	68.0
	2010	39.3	67.8	30.6	48.5	36.5	64.5
White	2006	67.5	87.3	67.2	80.9	71.2	88.7
	2007	70.9	88.7	65.1	81.2	70.4	88.9
	2008	71.4	89.1	64.0	79.3	72.7	89.2
	2009	74.5	90.9	66.7	81.7	72.4	90.0
	2010	73.9	91.4	69.1	82.8	67.7	87.0
Asian American	2006	74.3	90.9	66.3	79.4	73.4	90.3
	2007	77.3	92.2	66.2	82.3	76.2	92.4
	2008	77.7	91.8	67.0	82.4	79.8	92.1
	2009	80.3	94.0	67.9	83.6	77.7	92.3
	2010	80.0	92.7	68.9	83.2	74.1	91.1
Am. Indian	2006	46.8	65.4	41.7	64.1	51.6	72.9
	2007	55.2	73.0	48.1	61.7	52.5	83.8
	2008	53.9	82.2	44.7	62.7	61.2	86.8
	2009	52.7	72.9	46.1	64.8	51.5	74.3
	2010	58.2	82.4	49.7	72.7	47.6	78.9
Free/Reduced-Price Meals	2006	30.8	58.1	24.5	42.5	36.4	64.2
	2007	34.4	61.4	23.4	42.8	37.5	66.8
	2008	34.6	61.2	24.5	43.3	40.4	66.8
	2009	37.9	65.1	27.5	47.4	39.7	67.9
	2010	38.9	67.6	31.5	49.9	37.2	65.0
Full Price Meals	2006	67.7	87.3	67.6	81.0	71.7	89.3
	2007	70.6	88.4	65.1	81.1	71.1	89.3
	2008	72.5	90.0	65.2	80.4	74.4	90.4
	2009	75.3	91.4	67.7	82.6	74.0	90.9
	2010	75.3	92.2	70.7	84.2	70.0	88.7
Sped	2006	23.9	45.2	17.2	28.6	20.7	42.3

Grade 3		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2007	23.8	46.1	15.3	27.4	21.0	43.8
	2008	25.9	48.1	13.4	25.5	21.1	43.1
	2009	30.7	56.2	19.3	34.4	19.2	43.2
	2010	31.4	58.3	21.3	35.5	17.0	37.6
Non-Sped	2006	60.2	82.3	58.8	74.0	65.6	86.1
	2007	63.5	84.0	56.5	74.1	65.2	86.7
	2008	64.2	84.5	56.5	73.3	68.3	87.3
	2009	65.8	85.1	57.3	73.9	67.4	87.7
	2010	65.3	85.8	59.8	75.1	63.0	85.1
ELL	2006	27.1	52.7	15.2	30.5	29.1	55.3
	2007	26.1	52.5	10.3	24.6	27.0	55.5
	2008	27.3	51.8	10.3	24.2	26.8	53.2
	2009	29.7	57.4	12.4	29.0	28.0	58.0
	2010	27.9	57.3	12.9	28.3	24.2	51.7
Non-ELL	2006	58.4	80.1	57.1	71.9	63.2	83.5
	2007	61.4	81.8	54.8	72.0	62.8	84.0
	2008	62.1	82.3	54.5	70.9	65.5	84.5
	2009	65.2	84.4	57.3	73.8	64.8	84.9
	2010	64.7	85.2	59.8	75.0	60.5	82.2

Grade 4 Subgroup Comparisons

Grade 4		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
Black	2006	28.0	57.0	29.5	47.6	39.9	70.0
	2007	33.0	59.0	29.5	45.9	41.3	69.6
	2008	31.8	60.6	29.4	45.2	39.7	71.5
	2009	35.3	65.3	34.9	52.5	42.2	71.9
	2010	38.6	65.9	34.5	50.6	41.3	75.1
Hispanic	2006	32.8	60.4	27.4	44.4	39.2	69.5
	2007	35.6	60.8	27.5	41.9	40.8	67.8
	2008	35.5	63.1	27.9	43.1	37.8	69.6
	2009	38.2	67.1	30.7	47.3	40.1	70.1
	2010	43.5	69.6	30.9	46.4	40.3	73.2
White	2006	69.9	88.8	69.6	82.1	71.9	89.8
	2007	74.2	89.8	69.5	82.2	75.2	90.6
	2008	72.0	89.9	67.9	81.0	73.3	90.9

Grade 4		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2009	75.1	92.4	72.7	85.1	74.2	91.1
	2010	78.2	92.7	71.8	83.5	73.7	92.0
Asian American	2006	76.0	92.1	69.2	82.5	77.5	93.1
	2007	79.6	93.2	69.3	82.9	80.1	93.8
	2008	78.7	93.1	71.6	82.2	79.2	93.9
	2009	82.4	94.6	74.9	85.4	81.2	94.3
	2010	84.7	95.0	73.1	84.4	80.2	94.5
Am. Indian	2006	46.1	70.4	50.3	63.4	46.1	74.7
	2007	49.7	74.5	47.1	61.8	53.5	81.3
	2008	50.9	77.6	47.0	64.0	54.0	81.6
	2009	57.6	81.3	55.7	70.0	53.7	81.6
	2010	58.6	77.3	54.0	69.4	57.8	85.2
Free/Reduced-Price Meals	2006	31.7	59.9	27.5	45.4	38.6	69.0
	2007	35.4	61.1	28.2	44.1	40.1	67.8
	2008	34.6	62.9	27.9	44.0	38.0	69.6
	2009	38.0	67.2	32.9	50.0	40.8	70.5
	2010	42.6	69.4	33.0	49.0	40.4	73.6
Full Price Meals	2006	70.2	88.8	70.4	82.7	72.9	90.4
	2007	74.2	89.6	69.7	82.3	76.0	91.2
	2008	72.8	90.3	69.2	81.8	74.6	91.9
	2009	76.0	92.7	73.6	85.8	75.6	92.0
	2010	80.1	93.5	73.8	85.1	76.2	93.4
Sped	2006	23.2	46.0	18.1	29.0	21.1	46.0
	2007	25.7	46.7	16.5	27.9	21.2	44.8
	2008	22.0	45.6	15.6	25.7	19.0	45.5
	2009	32.6	62.6	25.7	39.8	20.1	46.8
	2010	34.1	60.3	23.1	36.7	20.0	48.1
Non-Sped	2006	63.5	84.8	62.9	77.3	68.2	89.1
	2007	67.0	85.2	62.1	75.9	70.5	88.9
	2008	65.4	86.0	61.0	75.2	68.3	89.6
	2009	66.7	86.6	63.5	77.2	69.8	89.8
	2010	70.2	87.5	62.8	75.7	69.0	91.1
ELL	2006	27.6	54.0	15.2	30.4	31.9	62.1
	2007	23.5	49.2	8.6	19.4	24.7	53
	2008	22.6	49.8	7.8	17.7	20.0	53.6
	2009	24.7	54.2	10.5	22.9	22.6	52.4
	2010	27.4	53.5	7.1	19.0	20.0	54.6
Non-ELL	2006	60.7	81.8	60.2	74.2	64.6	85.4
	2007	64.6	82.7	59.8	73.5	67.3	85.8
	2008	62.5	83.2	58.5	72.4	65.2	86.4

Grade 4		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2009	65.7	86.1	63.1	76.9	66.3	86.6
	2010	69.2	86.8	62.5	75.5	65.9	88.1

Grade 5 Subgroup Comparisons

Grade 5		Mathematics		Reading		Writing		Science	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
Black	2006	31.5	58.4	30.5	46.3	41.3	72.0	NA	NA
	2007	37.9	61.9	33.1	48.6	40.6	72.6	NA	NA
	2008	38.2	64.0	34.9	50.8	39.1	71.6	23.3	57.8
	2009	42.2	68.9	39.2	54.8	44.7	74.2	26.4	61.8
	2010	46.6	71.0	33.1	51.2	47.4	76.4	28.1	60.1
Hispanic	2006	34.1	61.1	31.6	45.8	41.3	69.0	NA	NA
	2007	40.6	64.1	31.3	46.5	39.6	69.8	NA	NA
	2008	41.5	65.4	34.6	48.6	38.6	69.7	25.6	59.1
	2009	45.2	69.7	38.1	54.0	42.3	72.6	29.3	63.5
	2010	50.4	74.4	32.3	49.5	44.5	73.8	29.4	61.2
White	2006	71.4	89.0	72.8	83.4	74.3	91.1	NA	NA
	2007	76.5	90.2	73.3	83.8	74.3	91.5	NA	NA
	2008	77.4	91.0	74.2	84.7	75.8	92.3	68.7	91.1
	2009	79.6	92.9	77.9	87.9	76.8	92.3	72.1	92.0
	2010	82.6	94.2	74.4	86.3	77.9	92.8	73.8	92.4
Asian American	2006	80.1	92.9	74.8	84.2	77.6	93.8	NA	NA
	2007	82.2	93.3	74.8	85.8	80.1	93.9	NA	NA
	2008	84.1	94.4	76.0	85.9	79.2	94.4	69.9	90.1
	2009	85.8	95.6	78.0	87.2	79.8	94.3	70.9	91.2
	2010	89.4	96.0	73.8	86.0	85.5	95.3	70.9	91.0
Am. Indian	2006	51.1	77.4	45.9	59.4	53.0	78.8	NA	NA
	2007	56.3	75.3	52.5	69.0	56.3	81.6	NA	NA
	2008	54.2	80.4	57.4	72.9	60.4	85.7	51.9	81.2
	2009	57.4	80.9	57.8	72.0	59.8	85.1	49.1	80.3
	2010	68.6	87.1	51.9	69.6	61.2	85.7	54.8	84.9
Free/Reduced-Price Meals	2006	34.0	61.2	31.5	46.5	40.6	70.2	NA	NA
	2007	40.3	64.2	32.5	48.2	39.7	71.1	NA	NA
	2008	40.8	65.3	34.2	49.0	38.2	70.2	25.4	59.0
	2009	45.3	70.2	38.8	55.0	43.1	72.9	29.6	63.9
	2010	49.7	73.8	34.0	51.6	46.0	75.0	31.0	62.7
Full Price Meals	2006	71.7	88.9	73.0	83.5	74.9	91.4	NA	NA

Grade 5		Mathematics		Reading		Writing		Science	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2007	76.7	90.0	73.4	83.8	74.9	91.8	NA	NA
	2008	78.0	91.4	75.3	85.7	76.9	93.0	69.1	91.4
	2009	79.9	93.0	78.4	88.1	77.8	93.0	72.1	92.0
	2010	84.2	94.9	75.7	87.4	79.9	93.8	74.8	92.9
Sped	2006	21.3	41.8	19.9	29.9	22.3	47.7	NA	NA
	2007	24.6	45.0	19.5	31.1	20.7	48.0	NA	NA
	2008	24.9	44.9	20.1	30.7	22.4	49.3	23.0	50.2
	2009	34.5	60.1	30.6	44.3	21.5	49.4	24.3	53.8
	2010	37.9	64.7	24.9	41.0	23.8	51.3	23.4	51.3
Non-Sped	2006	66.2	86.3	66.6	78.7	70.8	90.4	NA	NA
	2007	71.5	87.4	67.0	79.0	70.4	90.7	NA	NA
	2008	71.5	88.0	67.6	79.6	70.0	90.4	59.4	85.1
	2009	72.3	88.4	69.0	80.5	72.4	91.3	62.8	86.7
	2010	75.9	90.0	64.8	78.3	74.0	92.1	64.5	86.6
ELL	2006	25.6	51.3	15.9	28.0	27.3	56.8	NA	NA
	2007	24.9	48.7	10.6	23.1	21.4	53.5	NA	NA
	2008	23.7	48.5	11.1	21.7	18.6	52.6	9.9	37.9
	2009	27.1	51.6	11.9	24.1	22.0	55.2	11.9	42.6
	2010	29.0	56.0	7.6	19.3	20.8	54.0	9.5	36.8
Non-ELL	2006	62.4	82.3	63.1	74.9	66.8	86.7	NA	NA
	2007	68.1	84.2	64.0	75.9	66.8	87.4	NA	NA
	2008	68.4	84.9	64.9	76.8	67.0	87.5	57.6	83.4
	2009	71.0	87.5	68.5	80.2	68.7	88.0	60.6	84.9
	2010	74.6	89.2	64.1	77.8	70.4	88.9	62.1	84.6

Grade 6 Subgroup Comparisons

Grade 6		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
Black	2006	27.1	56.2	36.1	52.6	38.3	67.2
	2007	33.0	62.2	36.0	52.1	38.5	69.1
	2008	36.9	64.7	38.8	55.3	40.2	69.3
	2009	39.8	68.9	41.9	58.8	39.4	69.3
	2010	44.8	73.3	52.8	70.3	43.9	73.7
Hispanic	2006	29.6	58.1	33.4	48.7	36.9	66.1
	2007	34.5	62.5	34.4	49.6	38.4	68.3
	2008	39.3	66.4	36.7	51.9	38.2	66.3

Grade 6		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2009	41.8	69.5	39.4	55.6	37.0	66.1
	2010	45.0	72.4	49.9	66.9	40.6	70.0
White	2006	70.4	88.8	75.3	85.3	71.9	89.1
	2007	75.9	91.0	76.3	86.0	72.8	89.8
	2008	78.1	91.9	78.2	87.6	71.0	89.0
	2009	80.8	94.2	81.3	90.4	72.7	89.8
	2010	82.0	94.9	85.1	92.8	76.5	91.8
	2011	82.0	94.9	85.1	92.8	76.5	91.8
Asian American	2006	77.8	91.8	75.1	85.3	77.8	92.0
	2007	83.0	93.6	77.4	86.0	77.9	93.2
	2008	84.6	94.5	79.3	87.1	77.6	91.7
	2009	86.6	96.2	80.0	88.6	78.3	93.8
	2010	87.9	96.4	86.7	93.2	81.8	93.8
Am. Indian	2006	51.6	70.3	52.9	72.9	53.5	77.4
	2007	56.3	73.6	52.4	69.2	46.2	74.5
	2008	56.7	79.3	58.4	75.8	52.3	75.2
	2009	62.7	88.0	65.9	84.1	53.1	79.6
	2010	56.7	84.8	68.4	82.3	54.8	81.0
Free/Reduced-Price Meals	2006	29.5	58.0	34.6	50.3	37.1	66.3
	2007	34.9	63.4	35.2	51.1	37.9	68.5
	2008	38.8	66.3	37.8	53.7	37.7	66.9
	2009	42.1	70.4	41.2	57.7	37.1	67.1
	2010	46.9	74.2	51.9	69.1	42.1	71.7
Full Price Meals	2006	70.4	88.7	75.5	85.6	72.5	89.4
	2007	75.6	90.5	76.0	85.6	73.0	89.9
	2008	78.9	92.3	78.9	88.2	72.6	89.9
	2009	81.1	94.1	81.5	90.5	73.9	90.6
	2010	82.8	95.1	86.1	93.5	78.1	92.7
Sped	2006	16.8	39.0	20.0	31.9	18.5	41.9
	2007	20.7	42.8	20.1	31.6	18.6	43.1
	2008	25.0	46.9	23.7	36.3	17.3	42.7
	2009	33.3	61.1	35.0	51.3	17.2	42.6
	2010	34.9	64.0	40.4	58.0	21.1	47.0
Non-Sped	2006	64.3	85.3	69.5	81.3	68.1	88.2
	2007	69.5	88.0	70.1	81.5	68.7	89.0
	2008	72.1	89.2	72.0	83.0	67.7	88.1
	2009	72.4	89.2	71.9	82.8	68.0	88.3
	2010	74.3	90.5	77.8	87.8	71.7	90.6
ELL	2006	16.6	41.6	12.6	24.9	21.8	50.2
	2007	15.0	41.8	8.9	18.0	18.5	48.9
	2008	18.9	44.5	8.9	19.3	16.6	44.2

Grade 6		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2009	19.4	47.2	10.3	22.7	14.5	44.6
	2010	20.7	50.0	15.9	33.7	16.0	45.4
Non-ELL	2006	60.3	81.4	65.7	77.4	63.9	84.1
	2007	65.9	84.4	66.6	78.1	64.8	85.2
	2008	68.7	86.1	68.9	80.2	63.9	84.6
	2009	71.2	88.5	71.6	82.8	64.4	84.9
	2010	73.0	89.8	77.2	87.5	68	87.3

Grade 7 Subgroup Comparisons

Grade 7		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
Black	2006	23.9	51.8	38.9	53.3	37.1	65.2
	2007	27.9	55.8	38.7	52.8	36.0	64.9
	2008	31.3	60.9	45.3	59.2	37.2	62.1
	2009	36.6	66.5	52.2	65.9	39.5	64.4
	2010	40.9	70.6	56.0	69.5	36.9	62.7
Hispanic	2006	26.0	52.1	36.5	49.7	33.6	60.1
	2007	30.6	57.5	36.1	48.9	32.6	61.0
	2008	33.8	61.9	43.0	55.2	34.9	59.7
	2009	37.5	66.8	48.7	62.2	36.1	61.0
	2010	41.1	70.4	52.3	65.6	33.5	59.4
White	2006	69.8	88.1	78.4	86.5	69.8	88.3
	2007	72.6	89.7	77.4	85.5	70.9	88.4
	2008	75.6	91.3	82.4	89.0	72.5	87.9
	2009	77.7	93.3	84.8	91.2	73.1	88.3
	2010	80.4	94.5	87.4	92.9	72.7	87.9
Asian American	2006	76.7	91.4	79.4	87.1	72.8	89.2
	2007	79.6	91.8	78.9	87.5	75.2	91.0
	2008	82.5	93.2	83.2	89.3	77.4	91.7
	2009	83.9	93.8	85.4	91.6	77.5	91.5
	2010	85.2	96.2	88.9	93.2	78.5	91.1
Am. Indian	2006	43.7	73.3	60.2	66.2	47.8	72.4
	2007	47.8	71.4	57.9	72.3	52.2	72.3
	2008	57.0	79.2	64.4	77.2	52.0	73.0
	2009	55.0	83.2	66.0	76.2	53.3	75.3
	2010	66.2	88.2	80.3	86.9	56.9	81.9
Free/Reduced-Price Meals	2006	26.7	54.0	38.0	52.0	34.6	62.9
	2007	30.1	57.3	37.0	50.4	33.6	62.1

Grade 7		Mathematics		Reading		Writing	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2008	33.6	62.3	44.5	57.4	35.7	60.7
	2009	37.3	67.1	49.9	63.6	36.9	61.9
	2010	42.3	71.8	54.3	67.7	34.8	60.4
Full Price Meals	2006	68.8	87.0	77.8	85.9	69.8	87.9
	2007	72.1	89.2	77.2	85.4	70.9	88.5
	2008	75.7	91.1	82.3	89.0	73.0	88.3
	2009	78.5	93.5	85.4	91.7	74.2	89.1
	2010	81.5	94.9	88.6	93.7	74.6	89.4
Sped	2006	17.0	35.9	22.5	33.3	17.1	38.6
	2007	18.1	38.8	21.4	31.7	16.3	39.2
	2008	20.1	41.3	27.5	37.8	17.0	37.0
	2009	27.6	56.5	38.5	52.6	17.6	38.0
	2010	31.1	61.3	41.9	56.5	16.3	36.1
Non-Sped	2006	62.4	83.3	72.5	82.1	65.6	86.5
	2007	65.9	85.7	71.7	81.3	66.1	86.5
	2008	68.8	87.9	76.8	85.0	67.8	85.6
	2009	70.2	88.6	78.4	86.3	68.7	86.4
	2010	72.2	89.8	80.5	87.7	66.9	85.1
ELL	2006	12.6	33.3	13.2	23.9	15.8	39.9
	2007	12.1	33.3	8.2	17.2	10.8	36.5
	2008	13.2	36.2	11.7	23.3	12.0	34.7
	2009	15.0	40.9	15.0	27.8	10.6	32.4
	2010	16.5	43.9	14.7	29.0	8.1	28.5
Non-ELL	2006	58.7	79.5	68.7	78.4	61.6	82.4
	2007	62.1	81.9	68.0	77.7	62.2	82.7
	2008	65.3	84.5	73.5	81.9	64.0	81.9
	2009	68.3	87.4	77.2	85.5	65.0	82.8
	2010	70.9	89.1	79.9	87.5	63.5	81.8

Grade 8 Subgroup Comparisons

Grade 8		Mathematics		Reading		Writing		Science	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
Black	2006	24.6	52.7	38.2	52.8	37.0	65.8	NA	NA
	2007	27.7	56.9	38.3	53.0	36.4	65.0	NA	NA
	2008	28.3	57.6	36.1	53.7	35.3	65.2	24.8	45.7
	2009	32.2	64.1	40.3	59.6	40.6	68.9	26.4	48.0
	2010	37.7	68.9	49.8	64.6	36.7	62.7	31.0	49.5
Hispanic	2006	25.9	53.7	36.2	50.4	34.3	62.0	NA	NA

Grade 8		Mathematics		Reading		Writing		Science	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2007	29.7	56.9	37.3	49.9	34.5	61.7	NA	NA
	2008	30.5	59.1	34.4	50.4	35.4	62.8	25.9	46.5
	2009	33.6	63.2	38.3	55.1	40.0	65.3	27.9	48.4
	2010	38.8	68.2	47.3	61.2	34.3	59.1	32.0	49.2
White	2006	71.1	88.9	78.5	86.6	72.9	89.0	NA	NA
	2007	73.4	90.4	78.2	86.4	75.4	90.2	NA	NA
	2008	73.8	90.6	77.0	87.2	74.6	90.4	72.8	87.3
	2009	77.2	92.9	80.1	89.9	77.2	90.6	74.9	88.4
	2010	79.0	93.8	83.3	90.5	73.8	88.8	76.2	87.3
Asian American	2006	78.8	92.4	78.6	86.5	76.8	90.3	NA	NA
	2007	81.2	92.3	79.0	87.0	78.3	92.1	NA	NA
	2008	80.3	92.7	79.0	88.8	80.8	92.1	71.6	86.2
	2009	82.6	93.9	81.9	89.4	81.8	93.0	74.8	87.0
	2010	84.0	94.0	84.5	90.5	78.0	90.7	76.1	86.2
Am. Indian	2006	42.3	76.1	55.0	70.7	53.9	75.2	NA	NA
	2007	45.7	71.7	51.9	70.4	48.1	69.6	NA	NA
	2008	49.7	70.6	56.9	70.6	53.5	73.5	45.8	65.2
	2009	55.6	83.1	60.8	76.2	58.1	76.4	56.1	73.6
	2010	55.6	82.1	61.1	76.5	56.3	77.5	50.6	64.3
Free/Reduced-Price Meals	2006	26.5	54.8	37.6	51.8	35.3	63.5	NA	NA
	2007	30.3	58.6	38.2	51.9	36.1	63.9	NA	NA
	2008	29.9	58.3	35.0	51.7	34.3	63.0	25.9	46.3
	2009	33.7	64.6	39.8	57.6	40.6	66.9	28.9	49.6
	2010	39.7	69.5	49.0	63.2	35.5	61.2	33.5	51
Full Price Meals	2006	70.2	87.9	77.6	85.9	72.5	88.8	NA	NA
	2007	72.3	89.2	77.3	85.7	74.5	89.6	NA	NA
	2008	73.7	90.6	77.0	87.3	75.2	90.7	72.4	87.1
	2009	77.2	92.6	80.0	89.7	77.3	90.7	74.2	87.8
	2010	79.9	94.2	84.2	91.2	75.3	89.6	76.8	87.7
Sped	2006	17.3	37.8	24.4	35.0	18.8	41.6	NA	NA
	2007	19.5	39.8	23.3	33.9	20.5	41.9	NA	NA
	2008	18.5	40.2	21.2	34.6	19.2	42.5	21.5	38.8
	2009	26.4	53.7	29.5	47.6	21.3	43.3	23.3	39.0
	2010	28.8	58.8	35.1	50.5	18.8	38.9	24.1	37.9
Non-Sped	2006	63.7	84.2	72.2	82.0	68.0	87.1	NA	NA
	2007	65.9	85.9	72.0	81.7	69.4	87.6	NA	NA
	2008	66.5	86.5	70.4	82.4	69.0	87.8	63.7	79.9
	2009	68.4	87.5	72.1	83.5	72.2	88.8	65.6	81.3
	2010	71.2	89.3	77.0	85.6	68.2	85.8	68.0	80.8
ELL	2006	16.4	40.2	14.7	24.3	16.8	41.3	NA	NA

Grade 8		Mathematics		Reading		Writing		Science	
Subgroup	Year	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above	% Goal	% Prof or Above
	2007	12.7	34.6	8.8	17.6	12.7	33.6	NA	NA
	2008	11.0	34.4	6.9	18.5	11.4	35.6	5.0	18.7
	2009	10.5	35.5	7.1	19.3	13.4	38.7	4.8	16.8
	2010	14.6	38.4	11.0	22.5	8.8	27.5	6.2	16.2
Non-ELL	2006	59.8	80.3	68.6	78.5	64.0	83.3	NA	NA
	2007	62.4	82.4	68.5	78.4	65.7	84.1	NA	NA
	2008	62.9	82.9	67.0	79.1	65.3	84.4	60.9	77.3
	2009	66.6	86.3	70.6	82.7	68.5	85.4	63.0	78.8
	2010	69.4	88.3	75.6	84.7	64.7	82.6	65.2	78.3