

# Massachusetts

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of substantial Excellence Gaps for African-American, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than African-American and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam. Massachusetts state assessments have fairly rigorous standards for advanced status.

According to NAEP proficiency data, the percentage of students at the advanced level increased in both grades of Math as well as Reading Grade 4 for all but African-American students in Grade 8 Math and Hispanic students in Grade 4 Reading, with white and non-FARM students expanding the Excellence Gap. In Reading Grade 8 declines among non-FARM and white students and improvement among Hispanic students resulted in a narrowing of the achievement gap.

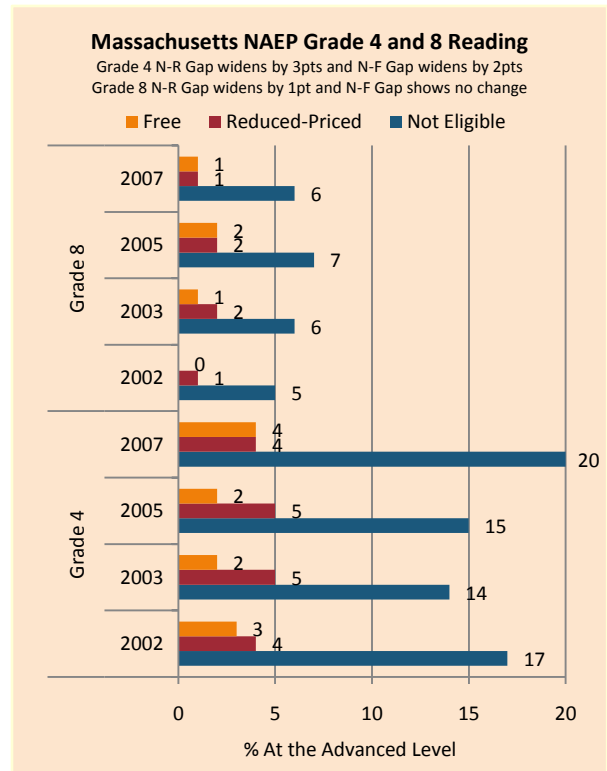
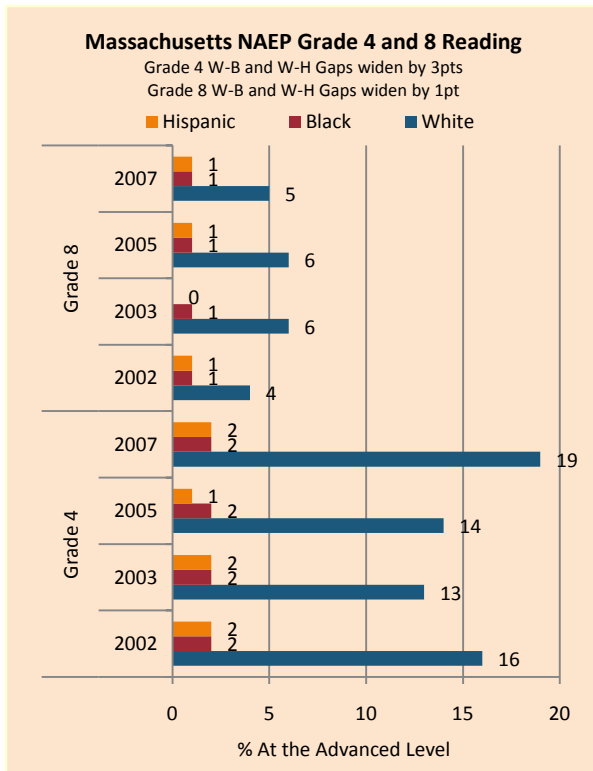
NAEP scale scores at the 90<sup>th</sup> percentile increased in both grades of Math and in Reading Grade 4, with substantial improvements by all but African-American students in Math Grade 4. Achievement gaps in Math narrowed (except for African-American students in Grade 4), while white and non-FARM students improved more quickly in Reading Grade 4. The Excellence Gap shrank in Reading Grade 8 due in part to declines among white and non-FARM students.

There was a substantial increase in the proportion of students among ethnic and income subgroups reaching the advanced level on state assessments across grade levels in Math as well as Grade 7 and Grade 10 Reading, with white and affluent students increasing their performance more quickly than African-American, Hispanic, or lower-income students. There was little change in performance or achievement gaps in Grade 4 Reading.

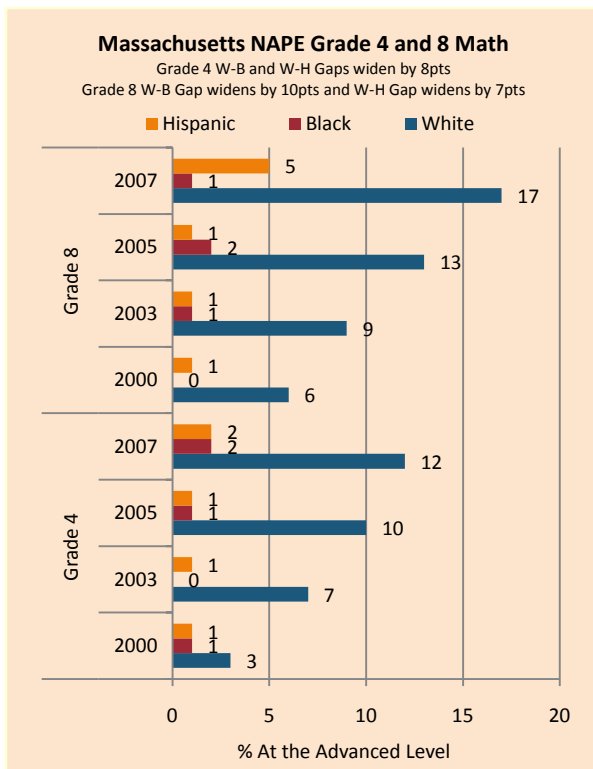
On the AP exams, there were increases in achievement gaps in mean scores, the percentage of exams taken and scoring a 5 weighted by enrollment. There were increases in the gap between white and African-American students but a decrease in the gap between white and Hispanic students in the percentage of tests taken that scored a 5 on the exam.

### Summary of State Policy as of 2006-2007

State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
Massachusetts	no	no	Not	no	no	\$740,000	N/A



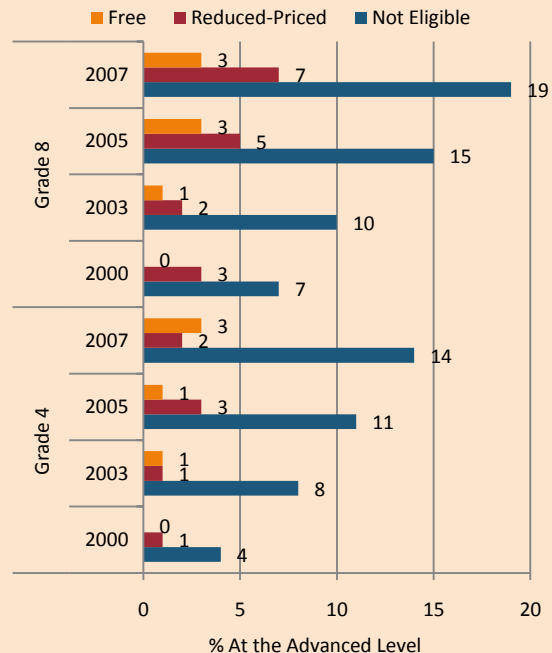
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NAEP Scores at the 90 <sup>th</sup> percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	278	286	5	5
Math 4 Female	273	280		
Math 8 Male	333	344	5	7
Math 8 Female	327	337		
Reading 4 Male	266	273	7	5
Reading 4 Female	272	278		
Reading 8 Male	310	308	8	8
Reading 8 Female	318	316		
Math 4 ELL	247	263	28	21
Math 4 NonELL	276	284		
Math 8 ELL	290	315	41	27
Math 8 NonELL	330	341		
Reading 4 ELL	233	246	37	31
Reading 4 NonELL	270	276		
Reading 8 ELL	262	268	52	44
Reading 8 NonELL	314	312		
Math 4 FARM	258	266	22	21
Math 4 NonFARM	279	286		
Math 8 FARM	304	318	29	27

**Massachusetts NAEP Grade 4 and 8 Math**

Grade 4 N-R Gap widens by 9pts and N-F Gap widens by 7pts  
Grade 8 N-R Gap widens by 8pts and N-F Gap widens by 9pts



Math 8 NonFARM	333	345		
Reading 4 FARM	250	253	23	27
Reading 4 NonFARM	273	280		
Reading 8 FARM	293	293	23	22
Reading 8 NonFARM	316	315		
Math 4 White	279	284		
Math 4 Black	250	258	29	26
Math 4 Hispanic	260	267	19	18
Math 8 White	332	343		
Math 8 Black	299	303	33	40
Math 8 Hispanic	297	315	35	28
Reading 4 White	272	279		
Reading 4 Black	245	250	28	29
Reading 4 Hispanic	246	249	27	30
Reading 8 White	316	314		
Reading 8 Black	292	292	25	22
Reading 8 Hispanic	287	289	29	25

**MA Comprehensive Assessment System Grade 4, 7, 10 in Reading Excellence Achievement Gaps on Race**

% At the Advanced Level	Grade 4					Grade 7					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2001	8	1	1	7	7	7	1	1	6	6	17	4	3	13	14
2002	9	1	1	8	8	10	2	1	8	9	22	5	4	17	18
2003	13	2	2	11	11	9	1	1	8	8	23	6	4	17	19
2004	13	3	2	10	11	10	2	1	8	9	22	5	4	17	18
2005	11	3	2	8	9	11	2	2	9	9	26	7	6	19	20
2006	9	2	2	7	7	12	2	2	10	10	18	5	3	13	15
2007	12	3	2	9	10	11	2	2	9	9	25	6	6	19	19
2008	10	2	2	8	8	15	3	3	12	12	27	8	7	19	20

**MA Comprehensive Assessment System Grade 4, 8, 10 Mathematics Excellence Achievement Gaps on Race**

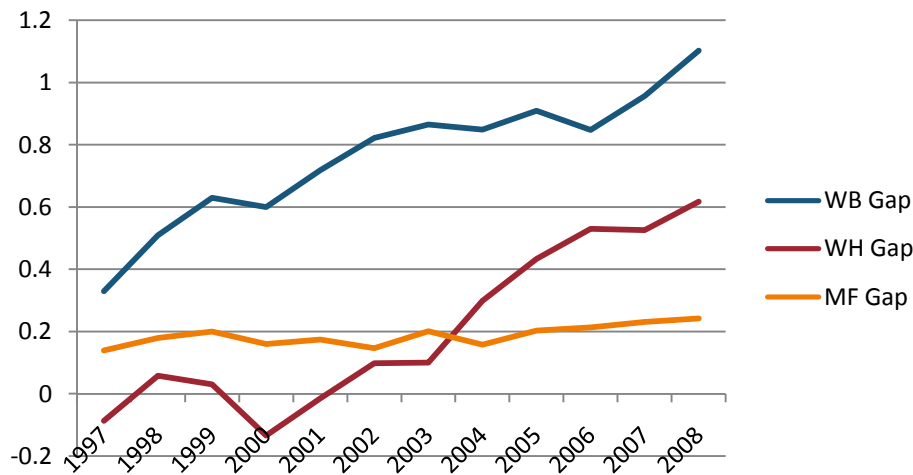
% At the Advanced Level	Grade 4					Grade 8					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2001	12	2	2	10	11	13	2	2	11	11	21	3	3	18	18
2002	14	2	2	12	12	12	2	1	10	11	23	4	4	19	19

<b>2003</b>	15	2	2	<b>13</b>	<b>13</b>	14	2	2	<b>12</b>	<b>12</b>	27	7	6	<b>20</b>	<b>21</b>
<b>2004</b>	16	3	3	<b>13</b>	<b>13</b>	15	2	2	<b>13</b>	<b>13</b>	33	9	8	<b>24</b>	<b>25</b>
<b>2005</b>	16	4	3	<b>12</b>	<b>13</b>	15	2	2	<b>13</b>	<b>13</b>	39	10	10	<b>29</b>	<b>29</b>
<b>2006</b>	17	4	5	<b>13</b>	<b>12</b>	14	3	3	<b>11</b>	<b>11</b>	45	16	14	<b>29</b>	<b>31</b>
<b>2007</b>	21	6	6	<b>15</b>	<b>15</b>	20	4	4	<b>16</b>	<b>16</b>	46	19	18	<b>27</b>	<b>28</b>
<b>2008</b>	23	7	8	<b>16</b>	<b>15</b>	17	3	3	<b>14</b>	<b>14</b>	48	20	19	<b>28</b>	<b>29</b>

MA Comprehensive Assessment System Grade 4, 7, 10 Reading Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
<b>2006</b>	10	2	<b>8</b>	14	2	<b>12</b>	19	5	<b>14</b>
<b>2007</b>	13	3	<b>10</b>	13	2	<b>11</b>	27	7	<b>20</b>
<b>2008</b>	11	2	<b>9</b>	17	3	<b>14</b>	29	8	<b>21</b>

MA Comprehensive Assessment System Grade 4, 7, 10 Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
<b>2006</b>	19	6	<b>13</b>	16	3	<b>13</b>	46	19	<b>27</b>
<b>2007</b>	24	7	<b>17</b>	19	4	<b>15</b>	48	21	<b>26</b>
<b>2008</b>	25	8	<b>17</b>	20	4	<b>16</b>	50	22	<b>28</b>

**Gaps in Mean AP Scores**



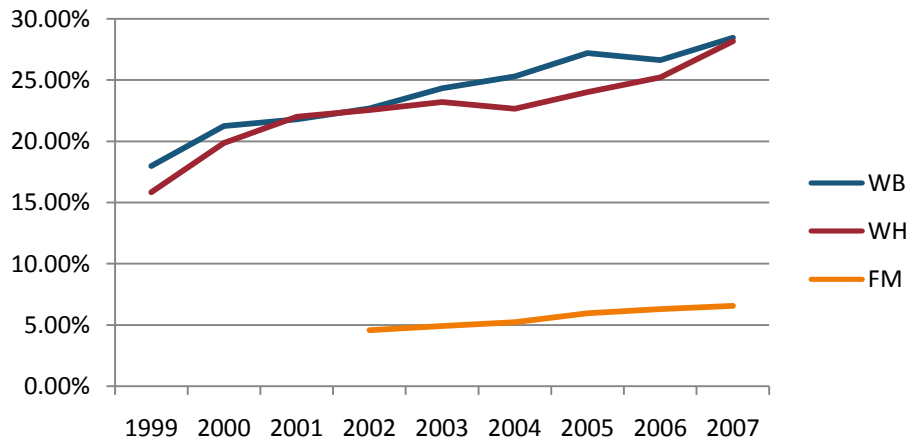
**Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup\***

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	20.81%	22.83%	22.99%	23.15%	21.54%	23.35%	23.79%	23.89%	23.82%	25.08%	27.01%	27.08%
Female	16.54%	16.52%	17.79%	18.04%	16.16%	18.27%	17.19%	19.18%	18.05%	19.07%	19.86%	20.06%
White	17.52%	18.78%	19.72%	19.59%	18.15%	20.03%	19.16%	20.83%	20.06%	21.53%	22.48%	22.82%
Black	11.81%	8.77%	8.10%	9.33%	5.80%	7.33%	7.33%	7.93%	7.08%	9.14%	7.43%	6.38%
Hispanic	27.45%	22.80%	23.12%	31.16%	25.66%	21.29%	25.56%	19.77%	15.19%	15.66%	16.58%	15.84%
M-F Gap	4.27%	6.32%	5.20%	5.10%	5.37%	5.09%	6.60%	4.70%	5.77%	6.00%	7.15%	7.02%
W-B Gap	5.71%	10.01%	11.61%	10.26%	12.36%	12.70%	11.83%	12.89%	12.98%	12.39%	15.05%	16.44%
W-H Gap	-9.93%	-4.02%	-3.40%	-11.57%	-7.51%	-1.26%	-6.39%	1.05%	4.87%	5.87%	5.89%	6.98%

**Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment\***

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male				7.42%	7.97%	8.28%	8.60%	9.59%	10.85%
Female				6.64%	6.60%	7.65%	7.60%	8.50%	9.28%
White	5.01%	5.71%	5.70%	6.64%	6.80%	7.60%	7.69%	8.66%	9.63%
Black	0.60%	0.74%	0.55%	0.77%	0.82%	0.89%	0.79%	1.24%	1.07%
Hispanic	2.21%	2.90%	2.41%	2.26%	3.13%	2.74%	2.17%	2.35%	2.44%
M-F Gap				0.78%	1.37%	0.63%	1.01%	1.10%	1.57%
W-B Gap	4.41%	4.98%	5.14%	5.88%	5.98%	6.71%	6.90%	7.42%	8.56%
W-H Gap	2.80%	2.81%	3.29%	4.38%	3.66%	4.86%	5.51%	6.31%	7.20%

**Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment\***



\*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.