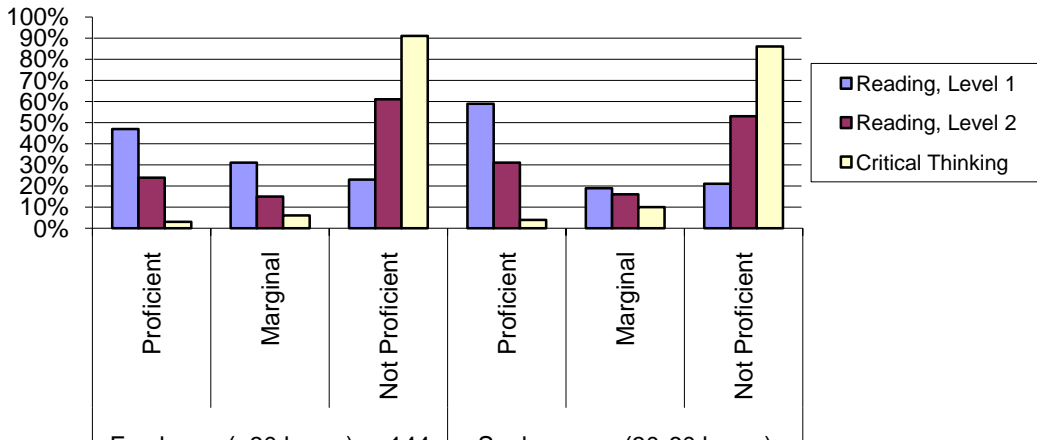


**Edison College
MAPP Tested Students
Proficiency Differences Between Freshmen and Sophomores
Fall 2006**

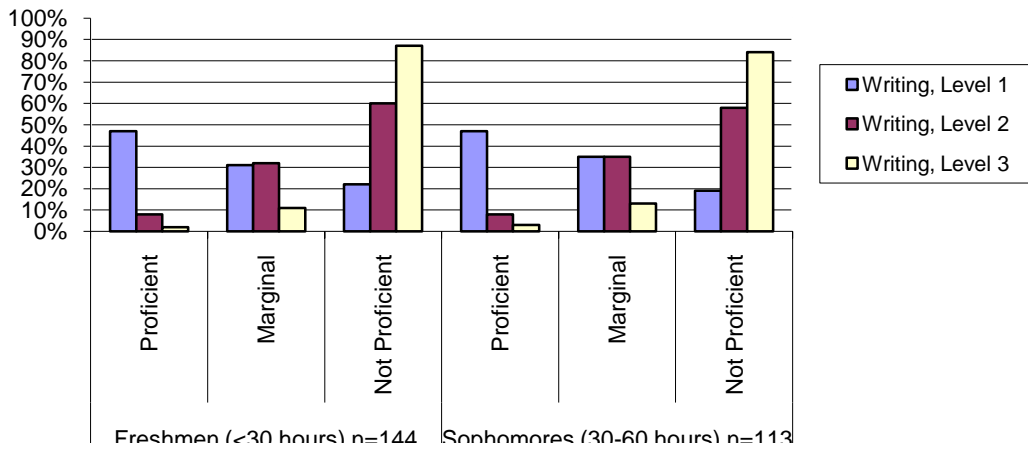
Skill Dimension	Freshmen (<30 hours) n=144			Sophomores (30-60 hours) n=113		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Reading, Level 1	47%	31%	23%	59%	19%	21%
Reading, Level 2	24%	15%	61%	31%	16%	53%
Critical Thinking	3%	6%	91%	4%	10%	86%



Reading Results: Sophomore students showed some learning gains over their Freshman counterparts in reading skill. Critical Thinking, the highest reading level, showed a small improvement in sophomore year students, with "Proficient" increasing 1% and "Marginal" increasing 4%. Reading Level 2 showed the next highest gains, with "Proficient" increasing 7% and "Marginal" increasing 1%. However, Reading Level 1 showed the highest gains, with "Proficient" increasing 12% and "Marginal" decreasing 12% among sophomore level students. However, there was little change from Freshman to Sophomore level in the percentages of students in the Reading Level 1 "Not Proficient" category.

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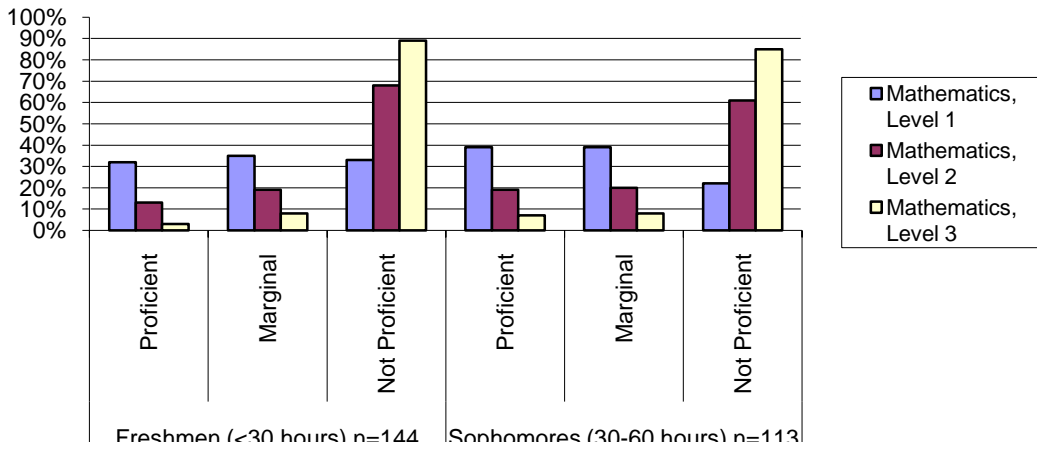
Skill Dimension	Freshmen (<30 hours) n=144			Sophomores (30-60 hours) n=113		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Writing, Level 1	47%	31%	22%	47%	35%	19%
Writing, Level 2	8%	32%	60%	8%	35%	58%
Writing, Level 3	2%	11%	87%	3%	13%	84%



Writing Results: Improvements in writing skill were, for the most part, small gains in "Marginal" proficiency. Writing Level 3 showed little improvement in sophomore year students, with "Proficient" increasing only 1% and "Marginal" increasing 2%. Writing Level 2 showed no gains in the "Proficient" category, while "Marginal" increased 3%. Similarly, Writing Level 1 showed no gains in the "Proficient" category, while "Marginal" increased 4% among sophomore level students. In the writing skill dimension at all levels, there were only small changes from Freshman to Sophomore level in the percentages of students in the "Not Proficient" category.

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Skill Dimension	Freshmen (<30 hours) n=144			Sophomores (30-60 hours) n=113		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Mathematics, Level 1	32%	35%	33%	39%	39%	22%
Mathematics, Level 2	13%	19%	68%	19%	20%	61%
Mathematics, Level 3	3%	8%	89%	7%	8%	85%



Mathematics Results: Mathematics showed the clearest learning gains, with sophomore students showing improvement at most skill levels and proficiencies. Mathematics Level 3, the highest level, showed a small improvement in sophomore year students, with "Proficient" increasing 4% and "Marginal" not increasing at all. Mathematics Level 2 showed the next highest gains, with "Proficient" increasing 6% and "Marginal" increasing 1%. However, Mathematics Level 1 showed the highest gains, with "Proficient" increasing 7% and "Marginal" increasing 4% among sophomore level students. Unlike reading and writing, the mathematics skill dimension showed appreciable decreases in the percentages of students in the "Not Proficient" categories, especially at levels 1 and 2.