

Sub-Study of the 1992 End-of-Year Assessment Report by Decile

We wanted to see whether students at the extreme ends of the learning spectrum are better (or worse) served by CPM classes as compared to non-CPM. In an effort to get some information about this issue, we broke down the total scores in the 1992 End-of-Year Assessment examination into deciles, looking at the top 10% CPM scorers compared to the top 10% non-CPM scorers, etc. These results are summarized below. The numbers are the average percent of the maximum possible score (8).

	Algebra		Geometry	
	CPM	non-CPM	CPM	non-CPM
Lowest 10%	17	8	14	5
11% - 20%	29	20	30	15
21% - 30%	39	25	37	25
31% - 40%	50	34	46	28
41% - 50%	56	38	51	38
51% - 60%	63	44	62	40
61% - 70%	73	51	64	50
71% - 80%	79	63	74	60
81% - 90%	90	68	82	71
Top 10%	100	90	98	94

These results show that CPM seems to be effective for students at all performance levels. We had assumed that scores at one end or the other of the performance spectrum would show more of a change.