

APPENDIX J

SAMPLE OF MCAS SPRING 2007 SCHOOL REPORT (AND DISTRICT REPORT)



Massachusetts Department of Education
SPRING 2007 MCAS TESTS
School Report

SCHOOL: SCHOOL ID #: DISTRICT: GRADE:
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Fall 2007

Dear Administrators and Other Interested Parties:

I am pleased to present you with your school's results from the 2007 Massachusetts Comprehensive Assessment System grade 10 tests in English Language Arts and Mathematics. Results for the high school Science and Technology/Engineering tests are provided in a separate report. No results are reported for the U.S. History test.

As required by the Education Reform Law, the results from the 2007 MCAS English Language Arts and Mathematics tests will be used to determine the eligibility for a high school diploma of students in the class of 2009. At this crucial juncture in our education reform efforts, it is particularly important to identify quickly those students who will need additional support in order to meet the Commonwealth's standards so that they can be provided with appropriate extended learning opportunity programs prior to participating in a retest.

In addition to forming the basis of your school reports, the ELA and Mathematics results will be used to establish your school's 2007 Adequate Yearly Progress Performance and Improvement Scores.

I invite you to take advantage of the TestWiz software package available at www.testwiz.com to facilitate your analysis of student-level MCAS data. MCAS common test items are available on the Department's Web site at www.doe.mass.edu/mcas/testitems.html.

I appreciate your continued cooperation in administering the program and in using this report, along with other MCAS reports and resources, to further strengthen your curriculum and instruction. The Department is committed to its collaboration with you to ensure that all Massachusetts public school students acquire the knowledge and skills they need to succeed.

Sincerely,
 Jeffrey Nellhaus
 Acting Commissioner of Education

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Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Interpreting This Report

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

This page provides general information to help you interpret this report. Additional information to help you understand and make appropriate inferences from this report is provided in the document *Guide to Interpreting the Spring 2007 MCAS Reports for Schools and Districts*.

Performance Level Definitions

Advanced (A): Students at this level demonstrate a comprehensive and in-depth understanding of challenging subject matter and provide sophisticated solutions to complex problems.

Proficient (P): Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (NI): Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Failing (F): Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Scaled Score Intervals

MCAS scores range from 200 to 280 and are associated with performance levels as follows:

- * **Advanced** scores range from 260 to 280
- * **Proficient** scores range from 240 to 258
- * **Needs Improvement** scores range from 220 to 238
- * **Failing** scores range from 200 to 218

NOTE: To minimize over-interpretation of insignificant differences, students' scores are rounded to the nearest even integer.

Student Status Definitions

Students with Disabilities (Sw/D): Students with Disabilities are defined here as students who have an Individualized Education Program (IEP) as reported in the Student Information Management System (SIMS).

Limited or Formerly Limited English Proficient (LEP/FLEP): Limited English proficient (LEP) students are students who have been designated as LEP in SIMS because they cannot perform ordinary classwork in English. The LEP/FLEP subgroup combines students who were LEP at the time of testing with those who were identified as LEP in any of the past three school years.

Low-Income: An indication of whether the student meets ANY ONE of the following definitions of low-income in SIMS reports:

- The student's family is eligible for free or reduced price lunch, or
- The student's family receives Transitional Aid to Needy Families benefits, or
- The student's family is eligible for food stamps.

Preliminary Composite Performance Index Results (CPI)

CPI points are awarded to a school or district for each student tested according to the tables below.

Standard MCAS Performance Level	Scaled Score	CPI Points
Advanced (A)	260-280	100
Proficient (P)	240-258	100
Needs Improvement (NI)	230-238	75
Needs Improvement (NI)	220-228	50
Failing (F)	210-218	25
Failing (F)	200-208	0

Alternate Assessment Performance Level	CPI Points	Corresponding MCAS Performance Level
Advanced (A_A)	100	A
Proficient (P_A)	100	P
Needs Improvement (NIA)	100	NI
Progressing (PRG)	100	F
Emerging (EMG)	75	F
Awareness (AWR)	50	F
Incomplete (INP)	25	F

How Are Summary Statistics Affected by Students Who Are Not Tested?

Absent (ABS): Students from any student status group who were absent during the testing period, and who did not receive a medically documented absence as described below, receive a performance level of ABS. Absent students are not included in the determination of scaled score results, performance level results, or the CPI, but are counted against the AYP participation rate.

Medically Documented Absence (MED): Students who obtained a written statement from a licensed medical professional, stating both the medical reason that prevented them from taking the test and the dates for which they were absent due to the medical condition, receive a performance level of MED. MED results are not included in the determination of scaled score results, performance level results, or the CPI, but are counted against the AYP participation rate.

Incomplete Test Results (INC): Students whose test results were incomplete or invalidated receive a performance level of INC. Incomplete results are not counted in scaled score results, performance level results, the CPI, or the AYP participation rate.

First-Year LEP (LEP): LEP students in their first year of enrollment in U.S. schools receive a performance level of LEP. First-year LEP results are not counted in the determination of scaled score results, performance level results, or the CPI. First-year LEP students are counted as participants in the AYP participation rate, provided they participated in MEBA.

Transferred (TRN): Students who transferred into or out of a school during the testing window and who did not complete all of the test sessions receive a performance level of TRN. These results are not counted in scaled score results, performance level results, the CPI, or the AYP participation rate.

Enrolled after October 1st: Students who arrived at a school after October 1st are required to participate in MCAS testing but are not included in most school-level MCAS and accountability reports because they have not been enrolled for the full academic year. These students are included in school AYP participation rates and in district-level summaries. They are also included in the school reports for districts with only one school in grades 3-8 and 10, such as charter and regional vocational districts.



Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Student Participation Report
English Language Arts

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

SCHOOL	Number of Students Enrolled	AYP Part. Rate	Included in Performance Level Results		Not Included in Performance Level Results						
			Tested Standard	Tested Alternate Assessment	ABS	MED	INC	LEP	TRN	Tested and Enrolled after October 1st	
Student Status	Sw/D	6	100 %	6	0	0	0	0	0	0	0
	LEP/FLEP	1	100 %	1	0	0	0	0	0	0	0
	Low-Income	18	100 %	18	0	0	0	0	0	0	0
Race/Ethnicity	African American/Black	4	100 %	4	0	0	0	0	0	0	0
	Asian	0									
	Hispanic/Latino	3	100 %	3	0	0	0	0	0	0	0
	Native American	0									
	White	136	100 %	135	0	0	0	0	0	0	1
	Native Hawaiian/Pacific Islander	2	100 %	2	0	0	0	0	0	0	0
	Multi-race - Non-Hispanic/Latino	1	100 %	1	0	0	0	0	0	0	0
Total	146	100 %	145	0	0	0	0	0	0	1	

DISTRICT	Number of Students Enrolled	AYP Part. Rate	Included in Performance Level Results		Not Included in Performance Level Results					
			Tested Standard	Tested Alternate Assessment	ABS	MED	INC	LEP	TRN	
Student Status	Sw/D	10	100 %	9	1	0	0	0	0	0
	LEP/FLEP	1	100 %	1	0	0	0	0	0	0
	Low-Income	18	100 %	18	0	0	0	0	0	0
Race/Ethnicity	African American/Black	4	100 %	4	0	0	0	0	0	0
	Asian	0								
	Hispanic/Latino	3	100 %	3	0	0	0	0	0	0
	Native American	0								
	White	139	100 %	139	0	0	0	0	0	0
	Native Hawaiian/Pacific Islander	2	100 %	2	0	0	0	0	0	0
	Multi-race - Non-Hispanic/Latino	1	100 %	1	0	0	0	0	0	0
Total	150	100 %	149	1	0	0	0	0	0	

STATE	Number of Students Enrolled	AYP Part. Rate	Included in Performance Level Results		Not Included in Performance Level Results					
			Tested Standard	Tested Alternate Assessment	ABS	MED	INC	LEP	TRN	
Student Status	Sw/D	11,987	98 %	10,718	747	111	71	128	6	206
	LEP/FLEP	4,173	99 %	3,428	74	33	7	59	436	136
	Low-Income	19,343	99 %	17,967	327	115	64	166	302	402
Race/Ethnicity	African American/Black	6,396	99 %	5,968	85	29	17	74	120	103
	Asian	3,415	100 %	3,264	33	5	2	9	77	25
	Hispanic/Latino	9,209	99 %	8,343	151	69	35	107	191	313
	Native American	195	99 %	184	3	0	2	2	1	3
	White	54,128	100 %	52,859	456	137	121	164	54	337
	Native Hawaiian/Pacific Islander	124	99 %	114	4	1	0	2	1	2
	Multi-race - Non-Hispanic/Latino	936	99 %	893	7	8	4	9	6	9
Total	74,536	99 %	71,724	747	250	181	386	451	797	

Appendix J



Massachusetts Department of Education SPRING 2007 MCAS TESTS Student Participation Report Mathematics

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

SCHOOL	Number of Students Enrolled	AYP Part. Rate	Included in Performance Level Results		Not Included in Performance Level Results					Tested and Enrolled after October 1st	
			Tested Standard	Tested Alternate Assessment	ABS	MED	INC	LEP	TRN		
Student Status	Sw/D	6	100 %	6	0	0	0	0	0	0	0
	LEP/FLEP	1	100 %	1	0	0	0	0	0	0	0
	Low-Income	18	100 %	18	0	0	0	0	0	0	0
Race/Ethnicity	African American/Black	4	100 %	4	0	0	0	0	0	0	0
	Asian	0									
	Hispanic/Latino	3	100 %	3	0	0	0	0	0	0	0
	Native American	0									
	White	136	98 %	133	0	2	1	0	0	0	0
	Native Hawaiian/Pacific Islander	2	100 %	2	0	0	0	0	0	0	0
	Multi-race - Non-Hispanic/Latino	1	100 %	1	0	0	0	0	0	0	0
Total	146	98 %	143	0	2	1	0	0	0	0	

DISTRICT	Number of Students Enrolled	AYP Part. Rate	Included in Performance Level Results		Not Included in Performance Level Results					
			Tested Standard	Tested Alternate Assessment	ABS	MED	INC	LEP	TRN	
Student Status	Sw/D	10	100 %	8	1	0	0	1	0	0
	LEP/FLEP	1	100 %	1	0	0	0	0	0	0
	Low-Income	18	100 %	18	0	0	0	0	0	0
Race/Ethnicity	African American/Black	4	100 %	4	0	0	0	0	0	0
	Asian	0								
	Hispanic/Latino	3	100 %	3	0	0	0	0	0	0
	Native American	0								
	White	139	98 %	135	0	2	1	1	0	0
	Native Hawaiian/Pacific Islander	2	100 %	2	0	0	0	0	0	0
	Multi-race - Non-Hispanic/Latino	1	100 %	1	0	0	0	0	0	0
Total	150	98 %	145	1	2	1	1	0	0	

STATE	Number of Students Enrolled	AYP Part. Rate	Included in Performance Level Results		Not Included in Performance Level Results					
			Tested Standard	Tested Alternate Assessment	ABS	MED	INC	LEP	TRN	
Student Status	Sw/D	11,987	98 %	10,483	758	181	81	200	8	276
	LEP/FLEP	4,173	98 %	3,347	75	56	10	72	443	170
	Low-Income	19,343	98 %	17,581	329	251	76	275	311	520
Race/Ethnicity	African American/Black	6,396	98 %	5,861	84	78	29	83	120	141
	Asian	3,415	99 %	3,224	34	16	4	25	83	29
	Hispanic/Latino	9,209	98 %	8,125	154	157	34	153	186	400
	Native American	195	96 %	180	3	6	1	2	1	2
	White	54,128	99 %	52,453	464	244	166	305	56	440
	Native Hawaiian/Pacific Islander	124	99 %	112	4	1	0	4	2	1
	Multi-race - Non-Hispanic/Latino	936	99 %	895	7	7	1	9	7	10
Total	74,536	99 %	70,934	758	510	236	613	456	1,029	



Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Distribution of Results by
Composite Performance Index Points

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

Performance Levels Arranged by CPI Points	CPI Points	English Language Arts						Mathematics					
		School		District		State		School		District		State	
		#	%	#	%	#	%	#	%	#	%	#	%
Advanced (260 - 280)	100	30	21	30	20	15,684	22	69	48	69	47	29,755	42
Alternate Assessment Advanced		0	0	0	0	0	0	0	0	0	0	0	0
Proficient (240 - 258)		93	64	95	63	35,302	49	55	38	56	38	19,647	27
Alternate Assessment Proficient		0	0	0	0	0	0	0	0	0	0	0	0
Alternate Assessment Needs Improvement		0	0	0	0	1	0	0	0	0	0	0	0
Alternate Assessment Progressing		0	0	1	1	519	1	0	0	1	1	532	1
Needs Improvement (230 - 238)	75	15	10	16	11	10,670	15	11	8	11	8	7,267	10
Alternate Assessment Emerging		0	0	0	0	125	0	0	0	0	0	110	0
Needs Improvement (220 - 228)	50	7	5	7	5	6,580	9	7	5	7	5	8,286	12
Alternate Assessment Awareness		0	0	0	0	11	0	0	0	0	0	16	0
Failing (210 - 218)	25	0	0	1	1	3,229	4	1	1	1	1	5,292	7
Alternate Assessment Incomplete		0	0	0	0	91	0	0	0	0	0	100	0
Failing (200 - 208)	0	0	0	0	0	259	0	0	0	1	1	687	1
Total CPI Points		13,775		14,175		6,372,775		13,600		13,800		6,096,575	
Total Students		145		150		72,471		143		146		71,692	



Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Subject Area Subscores
on Standard Test

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

English Language Arts		Number of Possible Points Across All Forms			Summary of Points Attained (average number and percent of all possible points)						Summary of Points Attained by Performance Level, State (average number and percent of all possible points)							
					School		District		State		A		P		NI		F	
		Common	Matrix	Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reporting Category	Language	6	8	14	11.5	82	11.4	81	10.5	75	13.1	94	11.2	80	7.8	56	4.7	34
	Reading and Literature	46	72	118	83.0	70	81.9	69	80.6	68	104.2	88	85.0	72	59.4	50	32.2	27
	Composition: Total	20	0	20	15.4	77	15.3	77	14.7	74	16.8	84	15.2	76	13.0	65	9.2	46
	Composition: Topic Development	12	0	12	7.9	66	7.8	65	7.5	63	8.9	74	7.7	64	6.6	55	4.7	39
	Composition: Standard English Conventions	8	0	8	7.5	94	7.5	94	7.2	90	8.0	100	7.5	94	6.4	80	4.5	56
Item Type	Multiple-Choice	36	48	84	66.7	79	66.0	79	62.9	75	78.0	93	67.1	80	47.5	57	27.5	33
	Open-Response	16	32	48	27.8	58	27.3	57	28.2	59	39.3	82	29.2	61	19.7	41	9.4	20
	Writing Prompt	20	0	20	15.4	77	15.3	77	14.7	74	16.8	84	15.2	76	13.0	65	9.2	46

Mathematics		Number of Possible Points Across All Forms			Summary of Points Attained (average number and percent of all possible points)						Summary of Points Attained by Performance Level, State (average number and percent of all possible points)							
					School		District		State		A		P		NI		F	
		Common	Matrix	Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reporting Category	Number Sense and Operations	10	12	22	13.3	60	13.3	60	12.8	58	17.6	80	12.0	55	7.8	35	4.3	20
	Patterns, Relations, and Algebra	18	18	36	22.6	63	22.5	63	19.7	55	28.2	78	17.6	49	10.8	30	6.3	18
	Geometry	9	10	19	11.6	61	11.5	61	10.5	55	14.6	77	9.8	52	6.2	33	3.7	19
	Measurement	10	7	17	11.5	68	11.5	68	10.5	62	14.3	84	10.3	61	6.3	37	2.9	17
	Data Analysis, Statistics, and Probability	13	13	26	18.8	72	18.8	72	16.8	65	21.3	82	16.6	64	12.4	48	6.4	25
Item Type	Multiple-Choice	32	32	64	42.5	66	42.3	66	38.6	60	51.0	80	35.8	56	25.9	40	17.5	27
	Short-Answer	4	4	8	4.7	59	4.7	59	4.6	58	6.3	79	4.4	55	2.9	36	1.2	15
	Open-Response	24	24	48	30.6	64	30.5	64	27.1	56	38.6	80	25.9	54	14.7	31	5.1	11

Performance Levels:

A = Advanced, P = Proficient, NI = Needs Improvement, F = Failing

Subject area subscores are the only reported MCAS scores based on both common and matrix-sampled items.

Common items are test items that are taken by all students. **Matrix items** are test items that are unique to each MCAS test form.

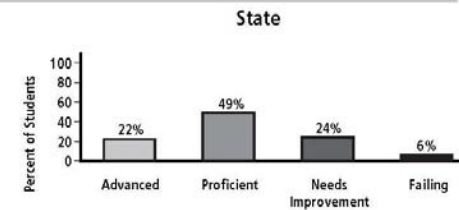
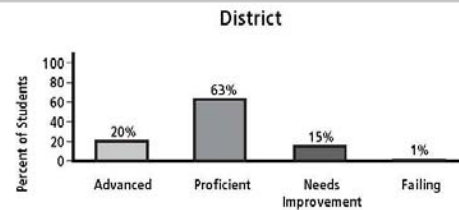
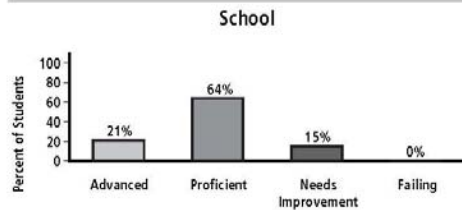
NOTE: In order for each table to be fully populated, at least one of each test form must have been completed at the school. Schools with small populations may not fulfill this requirement.



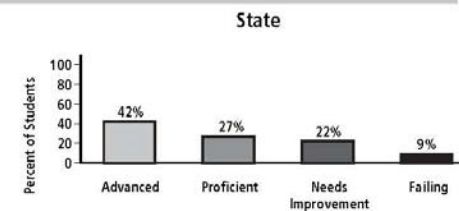
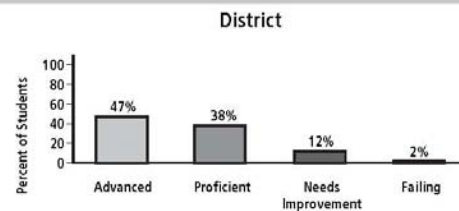
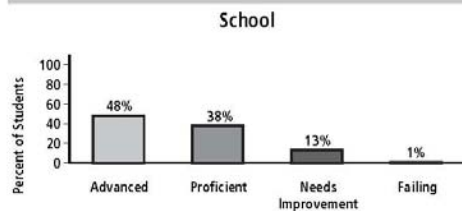
Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Performance Level Results

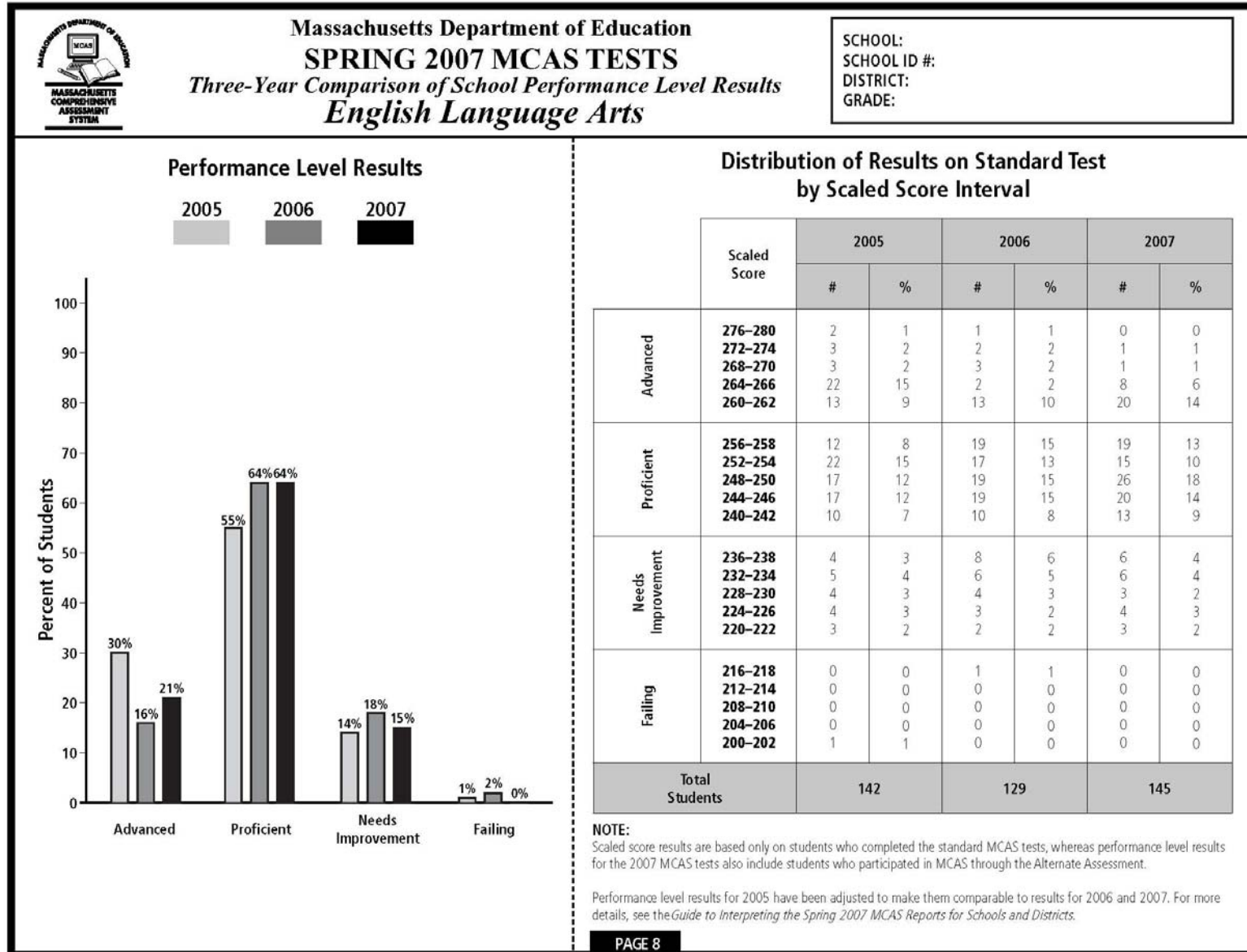
SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

English Language Arts



Mathematics

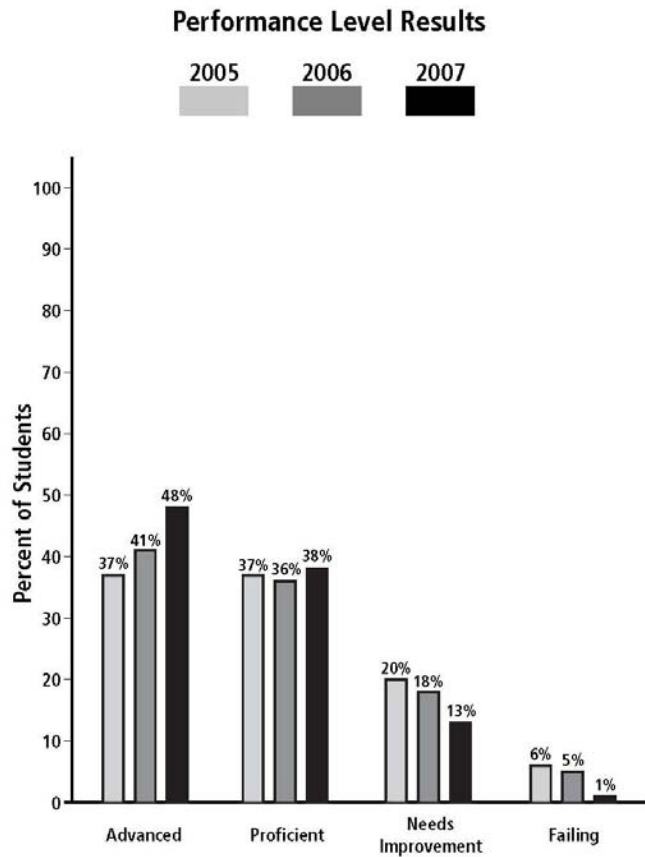






Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Three-Year Comparison of School Performance Level Results
Mathematics

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:



Distribution of Results on Standard Test by Scaled Score Interval

	Scaled Score	2005		2006		2007	
		#	%	#	%	#	%
Advanced	276-280	3	2	5	4	2	1
	272-274	1	1	1	1	2	1
	268-270	8	6	7	5	19	13
	264-266	15	11	18	14	18	13
	260-262	25	18	23	18	28	20
Proficient	256-258	7	5	7	5	10	7
	252-254	7	5	10	8	19	13
	248-250	20	14	11	8	10	7
	244-246	9	6	7	5	14	10
	240-242	9	6	12	9	2	1
Needs Improvement	236-238	5	4	9	7	3	2
	232-234	8	6	5	4	5	3
	228-230	3	2	3	2	6	4
	224-226	6	4	3	2	3	2
	220-222	7	5	4	3	1	1
Failing	216-218	7	5	5	4	1	1
	212-214	0	0	0	0	0	0
	208-210	0	0	0	0	0	0
	204-206	1	1	0	0	0	0
	200-202	1	1	0	0	0	0
Total Students		142		130		143	

NOTE:
 Scaled score results are based only on students who completed the standard MCAS tests, whereas performance level results for the 2007 MCAS tests also include students who participated in MCAS through the Alternate Assessment.

Performance level results for 2005 have been adjusted to make them comparable to results for 2006 and 2007. For more details, see the *Guide to Interpreting the Spring 2007 MCAS Reports for Schools and Districts*.

Appendix J



Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Performance Level and Preliminary CPI for Subgroups of Students
English Language Arts

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

	SCHOOL						DISTRICT						STATE					
	Students Included	Percent of Students at Each Performance Level				CPI	Students Included	Percent of Students at Each Performance Level				CPI	Students Included	Percent of Students at Each Performance Level				CPI
	#	A	P	NI	F		#	A	P	NI	F		#	A	P	NI	F	
AYP Subgroups																		
Students with Disabilities	6						10	10	50	20	20	85.0	11,465	2	28	47	23	68.6
LEP/FLEP	1						1					3,502	2	20	47	31	58.8	
Low Income	18	6	61	33	0	90.3	18	6	61	33	0	90.3	18,294	7	41	40	13	76.9
African American/Black	4						4					6,053	6	40	41	12	76.8	
Asian	0						0					3,297	31	43	21	5	89.5	
Hispanic/Latino	3						3					8,494	6	37	41	16	73.5	
Native American	0						0					187	13	49	32	6	84.8	
White	135	20	66	14	0	95.6	139	19	65	14	1	95.0	53,315	25	52	19	3	91.5
Other Subgroups																		
Native Hawaiian/Pacific Islander	2						2					118	19	47	20	14	83.9	
Multi-race - Non-Hispanic/Latino	1						1					900	24	46	24	5	88.5	
Male	72	17	65	18	0	94.1	73	16	64	18	1	93.2	36,768	16	50	27	7	85.8
Female	73	25	63	12	0	95.9	76	24	63	13	0	95.7	35,596	28	48	20	4	90.3
Title I	0						0					9,596	5	39	43	13	75.4	
Non-Title I	145	21	64	15	0	95.0	149	20	64	15	1	94.5	62,768	24	50	21	5	89.9
Non-Low Income	127	23	65	13	0	95.7	131	22	64	13	1	95.0	54,070	27	51	18	3	91.7
LEP	1						1					2,258	1	12	46	42	50.5	
FLEP	0						0					1,244	5	34	49	12	73.8	
Total Students	145	21	64	15	0	95.0	150	20	63	15	1	94.5	72,471	22	49	24	6	87.9

Performance Levels:

A = Advanced, P = Proficient, NI = Needs Improvement, F = Failing

For more information regarding subgroups used on this report, please see the *Guide to Interpreting the Spring 2007 MCAS Reports for Schools and Districts*.



Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Performance Level and Preliminary CPI for Subgroups of Students
Mathematics

SCHOOL:
 SCHOOL ID #:
 DISTRICT:
 GRADE:

	SCHOOL						DISTRICT						STATE					
	Students Included	Percent of Students at Each Performance Level				CPI	Students Included	Percent of Students at Each Performance Level				CPI	Students Included	Percent of Students at Each Performance Level				CPI
	#	A	P	NI	F		#	A	P	NI	F		#	A	P	NI	F	
AYP Subgroups																		
Students with Disabilities	6					84.7	9					84.7	11,241	9	22	37	32	63.9
LEP/FLEP	1						1						3,422	16	18	34	32	62.6
Low Income	18	22	44	28	6	84.7	18	22	44	28	6	84.7	17,910	21	26	33	19	72.9
African American/Black	4						4						5,945	19	26	35	20	71.5
Asian	0						0						3,258	64	18	13	5	91.9
Hispanic/Latino	3						3						8,279	18	24	34	24	68.9
Native American	0						0						183	32	22	33	12	77.9
White	133	50	40	10	1	96.1	135	49	40	10	1	95.4	52,917	46	29	19	6	88.8
Other Subgroups																		
Native Hawaiian/Pacific Islander	2						2						116	33	28	23	16	81.9
Multi-race - Non-Hispanic/Latino	1						1						902	39	28	23	10	84.0
Male	71	52	38	10	0	96.8	72	51	38	10	1	95.5	36,328	42	27	21	10	84.6
Female	72	44	39	15	1	93.4	73	44	40	15	1	93.5	35,272	42	28	22	8	85.6
Title I	0						0						9,351	20	25	35	20	71.8
Non-Title I	143	48	38	13	1	95.1	145	48	39	12	1	94.5	62,249	45	28	20	8	87.1
Non-Low Income	125	52	38	10	0	96.6	127	51	38	10	1	95.9	53,690	48	28	18	6	89.1
LEP	1						1						2,213	11	16	34	39	57.0
FLEP	0						0						1,209	24	23	35	19	72.8
Total Students	143	48	38	13	1	95.1	146	47	38	12	2	94.5	71,692	42	27	22	9	85.0

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