

APPENDIX K


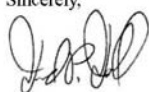
SAMPLE MCAS SPRING 2006 DISTRICT REPORT (AND SCHOOL REPORT)

Appendix K

This appendix contains a sample of the MCAS Spring 2006 District Report provided to school districts. Data in the report is fictitious.

MCAS Spring 2006 School Reports were identical to the District Reports, except that District Reports contained combined data for all schools in the district, and each School Report contained only data for the school named on the Report.

Information on how to interpret the information in these reports is provided in the Department's publication, *Interpretive Guide for School and District Reports*, available online at http://www.doe.mass.edu/mcas/interpretive_guides.html.

	<p>Massachusetts Department of Education SPRING 2006 MCAS TESTS <i>District Report</i></p>	<p>DISTRICT: DISTRICT ID #: GRADE: 10</p>																																													
<p>Fall 2006</p> <p>Dear Administrators and Other Interested Parties:</p> <p>I am pleased to present you with your district's results from the 2006 Massachusetts Comprehensive Assessment System grade 10 tests in English Language Arts and Mathematics. Performance levels will not be established for the science tests until 2007. No results are reported for the U.S. History question tryouts.</p> <p>As required by the Education Reform Law, the results from the 2006 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 2008. 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 high standards so that they can be provided with appropriate extended learning opportunity programs prior to participating in a retest.</p> <p>The Department has introduced several changes this year to align MCAS reports with the rules used to calculate Adequate Yearly Progress reports that are required under No Child Left Behind. The interpretive materials accompanying this report contain a full explanation of the revised reporting rules.</p> <p>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 now available on the Department's Web site at www.doe.mass.edu/mcas/testitems.html.</p> <p>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 continuing its collaboration with you to ensure that all Massachusetts public school students acquire the knowledge and skills they need to succeed.</p> <p>Sincerely,</p>  <p>David P. Driscoll Commissioner of Education</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Contents</th> <th style="text-align: right;">Page</th> </tr> </thead> <tbody> <tr> <td>Interpreting This Report</td> <td style="text-align: right;">2</td> </tr> <tr> <td>• Results of MCAS Tests</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Student Participation Report</td> <td></td> </tr> <tr> <td style="padding-left: 40px;">English Language Arts.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="padding-left: 40px;">Mathematics.....</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="padding-left: 20px;">Distribution of Results by Composite Performance Index Points</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="padding-left: 20px;">Subject Area Subscores on Standard Test</td> <td></td> </tr> <tr> <td style="padding-left: 40px;">English Language Arts and Mathematics.....</td> <td style="text-align: right;">6</td> </tr> <tr> <td>• Overall MCAS Performance Level Results</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Performance Level Results</td> <td style="text-align: right;">7</td> </tr> <tr> <td>• Three-Year Comparison of Performance Level Results</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">English Language Arts.....</td> <td style="text-align: right;">8</td> </tr> <tr> <td style="padding-left: 20px;">Mathematics.....</td> <td style="text-align: right;">9</td> </tr> <tr> <td>• Preliminary Proficiency Index Results</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Performance Level and Preliminary Composite Performance Index for</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Subgroups of Students</td> <td></td> </tr> <tr> <td style="padding-left: 40px;">English Language Arts.....</td> <td style="text-align: right;">10</td> </tr> <tr> <td style="padding-left: 40px;">Mathematics.....</td> <td style="text-align: right;">11</td> </tr> <tr> <td>• Comparison of 2005 and 2006 Race/Ethnicity Report</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">English Language Arts.....</td> <td style="text-align: right;">12</td> </tr> <tr> <td style="padding-left: 20px;">Mathematics.....</td> <td style="text-align: right;">13</td> </tr> <tr> <td>• Competency Determination Results</td> <td style="text-align: right;">14</td> </tr> </tbody> </table>	Contents	Page	Interpreting This Report	2	• Results of MCAS Tests		Student Participation Report		English Language Arts.....	3	Mathematics.....	4	Distribution of Results by Composite Performance Index Points	5	Subject Area Subscores on Standard Test		English Language Arts and Mathematics.....	6	• Overall MCAS Performance Level Results		Performance Level Results	7	• Three-Year Comparison of Performance Level Results		English Language Arts.....	8	Mathematics.....	9	• Preliminary Proficiency Index Results		Performance Level and Preliminary Composite Performance Index for		Subgroups of Students		English Language Arts.....	10	Mathematics.....	11	• Comparison of 2005 and 2006 Race/Ethnicity Report		English Language Arts.....	12	Mathematics.....	13	• Competency Determination Results	14
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Massachusetts Department of Education
SPRING 2006 MCAS TESTS
Interpreting This Report

DISTRICT:
 DISTRICT ID #:
 GRADE: 10

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 2006 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 have been 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	260-280	100
Proficient	240-258	100
Needs Improvement	230-238	75
Needs Improvement	220-228	50
Failing	210-218	25
Failing	200-208	0

Alternate Assessment Performance Level	CPI Points	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 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 Absent (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.

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 the school AYP participation rates and in district-level summaries. They are also included in the school reports for districts with only one school such as charter and regional vocational districts.

Appendix K

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	109	99%	94	9	1	0	3	0	2
	LEP/FLEP	119	100%	101	0	0	0	0	17	1
	Low-Income	648	98%	607	6	9	1	4	8	13
Race/Ethnicity	African American/Black	548	98%	511	2	8	2	3	13	9
	Asian or Pacific Islander	36	100%	35	0	0	0	0	1	0
	Hispanic	116	99%	110	1	1	0	0	3	1
	Native American	3	100%	3	0	0	0	0	0	0
	White	381	99%	366	6	3	1	1	0	4
Total		1,087	99%	1,025	10	12	3	4	18	15
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	12,184	99%	10,912	708	96	71	173	5	219
	LEP/FLEP	3,992	99%	3,363	64	25	11	53	380	96
	Low-Income	18,366	99%	17,148	273	115	62	166	271	331
Race/Ethnicity	African American/Black	6,791	99%	6,319	89	47	19	69	100	148
	Asian or Pacific Islander	3,474	100%	3,316	22	6	10	12	73	35
	Hispanic	8,115	99%	7,430	133	58	30	110	159	195
	Native American	227	99%	211	2	1	1	4	0	8
	White	56,623	99%	55,165	467	139	166	187	70	429
Total		75,493	99%	72,634	721	253	226	414	416	829

DISTRICT:
DISTRICT ID #:
GRADE: 10




Massachusetts Department of Education
SPRING 2006 MCAS TESTS
Student Participation Report
Mathematics

DISTRICT:
 DISTRICT ID #:
 GRADE: 10

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	109	100%	96	9	0	0	2	0	2
	LEP/FLEP	119	100%	101	0	0	0	0	16	2
	Low-Income	648	99%	606	6	3	2	7	8	16
Race/Ethnicity	African American/Black	548	99%	510	2	4	1	5	13	13
	Asian or Pacific Islander	36	100%	35	0	0	0	0	1	0
	Hispanic	116	100%	110	1	0	0	0	2	3
	Native American	3	100%	3	0	0	0	0	0	0
	White	381	100%	367	6	0	1	3	0	4
Total		1,087	99%	1,025	10	4	2	8	17	21
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	12,184	98%	10,789	716	173	77	167	5	257
	LEP/FLEP	3,992	98%	3,315	64	49	11	48	389	116
	Low-Income	18,366	98%	16,832	275	260	71	203	272	453
Race/Ethnicity	African American/Black	6,791	98%	6,239	91	83	25	73	100	180
	Asian or Pacific Islander	3,474	99%	3,308	22	12	7	16	79	35
	Hispanic	8,115	98%	7,279	131	150	37	94	161	263
	Native American	227	98%	208	2	3	2	4	0	8
	White	56,623	99%	54,863	475	258	160	257	70	540
Total		75,493	99%	72,011	729	508	231	548	425	1,041

Appendix K

		 Massachusetts Department of Education SPRING 2006 MCAS TESTS <i>Distribution of Results by</i> <i>Composite Performance Index Points</i>								DISTRICT: DISTRICT ID #: GRADE: 10		
		CPI Points	English Language Arts				Mathematics					
			District		State		District		State			
		#	%	#	%	#	%	#	%			
Advanced (260 - 280)	100	205	20	11,420	16	257	25	28,946	40			
Proficient (240 - 258)		473	46	39,219	53	253	24	19,425	27			
Alternate Assessment Advanced		0	0	0	0	0	0	0	0			
Alternate Assessment Proficient		0	0	0	0	0	0	0	0			
Alternate Assessment Needs Improvement		0	0	2	0	0	0	1	0			
Alternate Assessment Progressing		9	1	527	1	8	1	527	1			
Needs Improvement (230 - 238)	75	126	12	10,015	14	135	13	8,074	11			
Alternate Assessment Emerging		1	0	85	0	2	0	90	0			
Needs Improvement (220 - 228)	50	133	13	7,822	11	154	15	7,349	10			
Alternate Assessment Awareness		0	0	10	0	0	0	13	0			
Failing (210 - 218)	25	83	8	3,788	5	191	18	7,261	10			
Alternate Assessment Incomplete		0	0	97	0	0	0	98	0			
Failing (200 - 208)	0	5	0	370	1	35	3	956	1			
Total CPI Points		86,950		6,363,025		74,550		6,054,275				
Total Students		1,035		73,355		1,035		72,740				



Massachusetts Department of Education
SPRING 2006 MCAS TESTS
Subject Area Subscores
on Standard Test

DISTRICT:
 DISTRICT ID #:
 GRADE: 10

English Language Arts		Number of Possible Points			Total Points Attained across District and State (average number and percent)				Total Points Attained by Students in Each Performance Level (average number and percent in state)							
					District		State		A		P		NI		F	
		Common	Matrix	Total	#	%	#	%	#	%	#	%	#	%	#	%
Reporting Category	Language	6	7	13	9.2	71	9.6	74	12.1	93	10.5	81	7.3	56	4.6	35
	Reading and Literature	46	72	118	82.6	70	81.0	69	105.4	89	87.3	74	62.0	53	33.6	28
	Composition: Total	20	0	20	15.1	76	15.1	76	17.3	87	15.7	79	13.6	68	9.8	49
	Composition: Topic Development	12	0	12	7.9	66	7.8	65	9.3	78	8.0	67	6.9	58	5.0	42
	Composition: Standard English Conventions	8	0	8	7.2	90	7.3	91	8.0	100	7.7	96	6.6	83	4.8	60
Item Type	Multiple-Choice	36	47	83	58.2	70	63.2	76	77.4	93	68.6	83	50.1	60	28.9	35
	Open-Response	16	32	48	33.5	70	27.4	57	40.1	84	29.2	61	19.3	40	9.3	19
	Writing Prompt	20	0	20	15.1	76	15.1	76	17.3	87	15.7	79	13.6	68	9.8	49

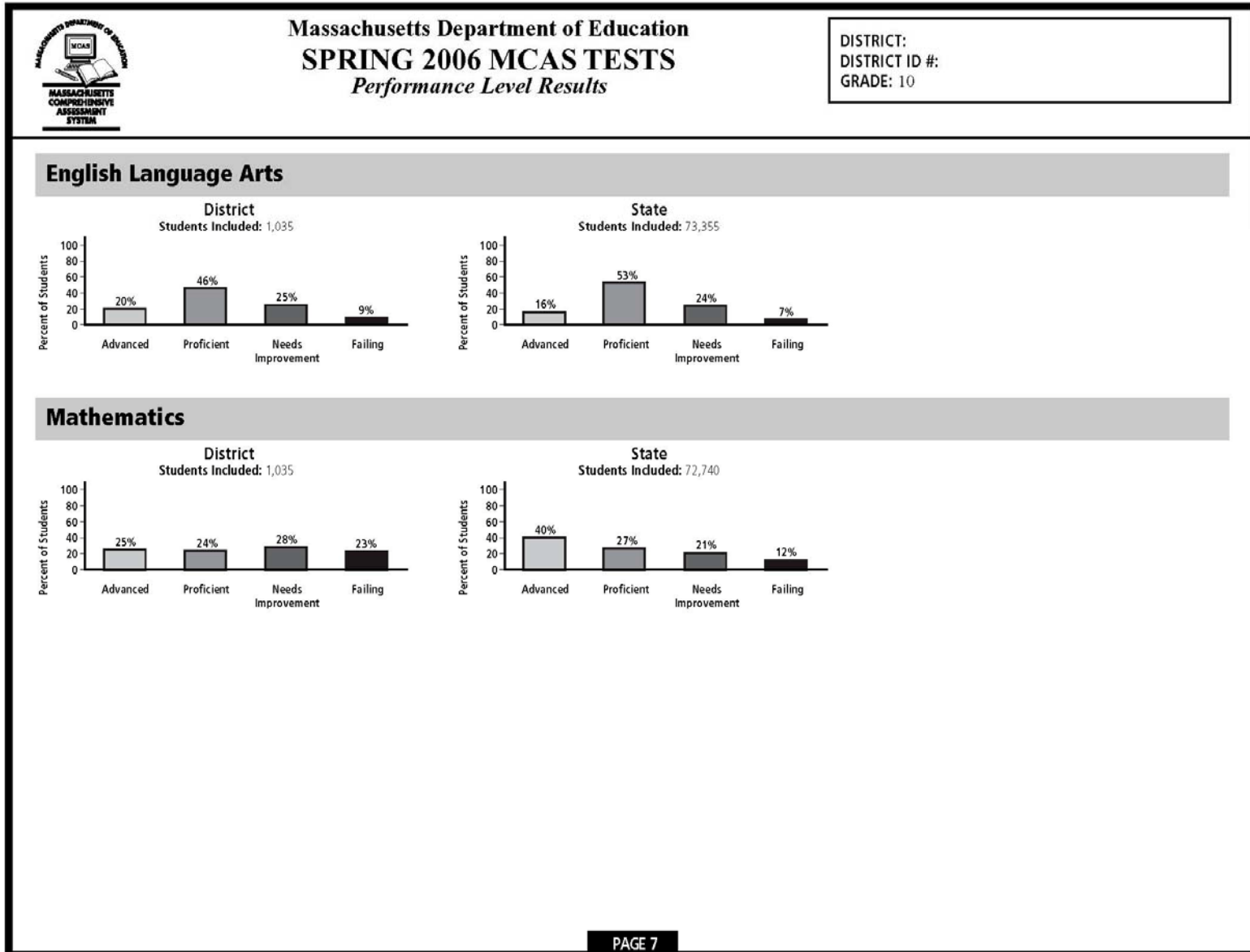
Mathematics		Number of Possible Points			Total Points Attained across District and State (average number and percent)				Total Points Attained by Students in Each Performance Level (average number and percent in state)							
					District		State		A		P		NI		F	
		Common	Matrix	Total	#	%	#	%	#	%	#	%	#	%	#	%
Reporting Category	Number Sense and Operations	14	12	26	13.0	50	16.0	62	21.5	83	15.6	60	11.3	43	6.4	25
	Patterns, Relations, and Algebra	17	16	33	13.9	42	17.7	54	25.9	78	16.1	49	10.3	31	5.8	18
	Geometry	9	9	18	7.3	41	8.8	49	13.7	76	7.8	43	4.3	24	2.5	14
	Measurement	10	9	19	8.5	45	10.7	56	15.4	81	9.8	52	6.4	34	3.9	21
	Data Analysis, Statistics, and Probability	10	14	24	13.3	55	14.3	60	18.8	78	14.3	60	10.3	43	5.5	23
Item Type	Multiple-Choice	32	32	64	32.9	51	38.0	59	50.6	79	35.7	56	27.0	42	18.7	29
	Short-Answer	4	4	8	3.0	38	3.8	48	5.8	73	3.5	44	2.0	25	0.9	11
	Open-Response	24	24	48	20.2	42	25.7	54	38.8	81	24.4	51	13.7	29	4.6	10

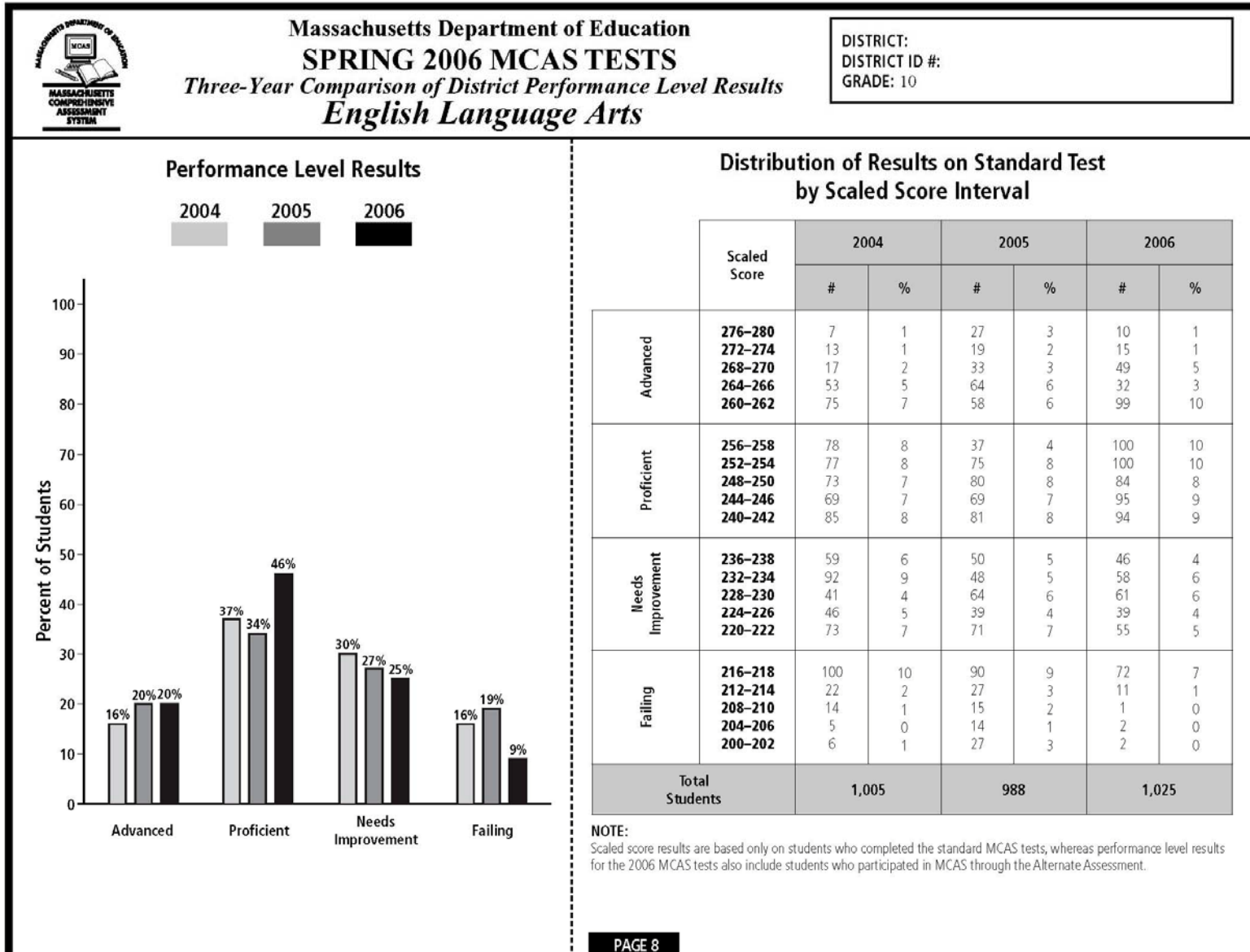
Performance Levels:

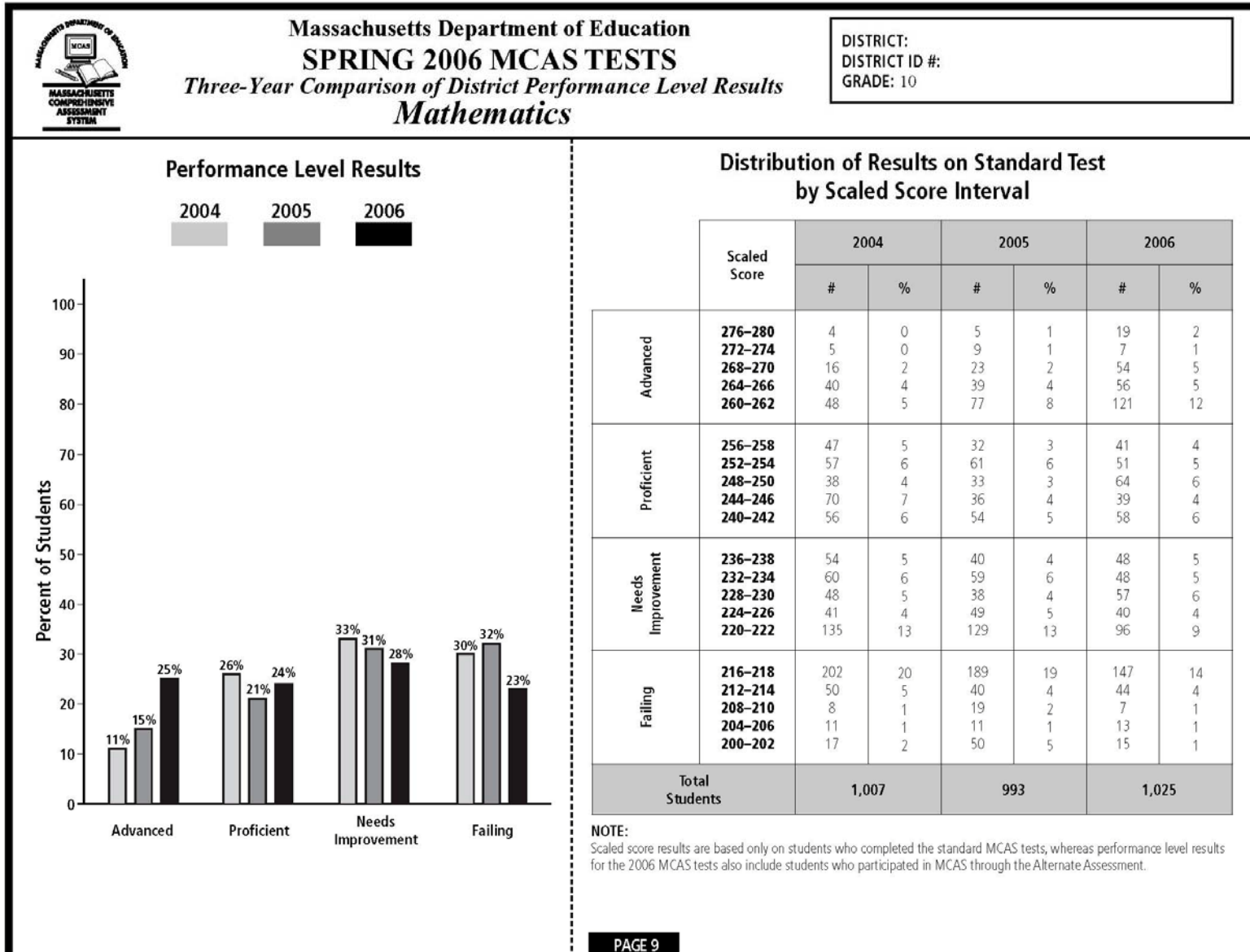
A = Advanced, P = Proficient, NI = Needs Improvement, F = Failing

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.









Massachusetts Department of Education
SPRING 2006 MCAS TESTS
Performance Level and Preliminary Composite Performance Index for Subgroups of Students
English Language Arts

DISTRICT:
 DISTRICT ID #:
 GRADE: 10

	DISTRICT						STATE					
	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	
AYP Subgroups												
Students with Disabilities	103	2	17	46	35	61.4	11,620	1	28	46	25	66.6
LEP/FLEP	101	3	19	38	41	53.0	3,427	2	23	42	33	58.4
Low Income	613	14	42	31	13	79.2	17,421	5	41	40	15	74.6
African American/Black	513	12	44	32	12	78.8	6,408	5	42	40	13	75.7
Asian or Pacific Islander	35	34	51	11	3	93.6	3,338	24	49	21	6	88.2
Hispanic	111	11	48	28	14	79.3	7,563	3	36	41	20	70.2
Native American	3						213	8	56	29	7	84.9
White	372	31	48	16	5	91.7	55,632	18	57	20	4	90.3
Other Subgroups												
Male	530	17	46	26	11	82.4	37,043	11	53	28	8	84.4
Female	504	23	45	24	8	85.7	36,142	20	54	20	5	89.3
Title I	4						9,502	3	40	42	15	73.3
Non-Title I	1,030	20	46	25	9	84.2	63,683	17	56	22	5	88.8
Non-Low Income	421	28	51	16	5	90.9	55,764	19	58	20	4	90.6
LEP	83	1	11	41	47	46.4	2,108	1	13	42	45	49.1
FLEP	18	11	56	22	11	83.3	1,319	4	38	42	16	73.2
Total Students	1,035	20	46	25	9	84.0	73,355	16	53	24	7	86.7

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 2006 MCAS Reports for Schools and Districts*.

Appendix K

	DISTRICT						STATE					
	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	
AYP Subgroups												
Students with Disabilities	105	7	10	25	58	49.3	11,505	9	21	32	38	61.7
LEP/FLEP	101	8	12	26	54	47.3	3,379	17	18	28	37	60.6
Low Income	612	17	23	31	29	66.1	17,107	19	25	31	26	69.2
African American/Black	512	15	22	34	29	64.5	6,330	16	24	34	26	68.0
Asian or Pacific Islander	35	60	17	11	11	85.7	3,325	63	17	14	7	90.1
Hispanic	111	14	22	32	32	63.5	7,410	14	22	32	32	63.5
Native American	3						210	29	30	30	11	81.0
White	373	39	29	19	13	83.5	55,338	45	28	19	8	87.3
Other Subgroups												
Male	532	28	25	26	21	73.5	36,789	40	26	20	13	82.9
Female	502	22	24	30	24	70.4	35,854	39	27	22	11	83.6
Title I	4						9,376	19	23	31	27	68.1
Non-Title I	1,030	25	25	28	23	72.1	63,267	43	27	20	10	85.5
Non-Low Income	422	36	26	24	14	80.6	55,536	46	27	18	8	87.6
LEP	83	6	8	24	61	42.2	2,078	12	14	27	46	53.9
FLEP	18	17	28	33	22	70.8	1,301	24	23	30	24	71.3
Total Students	1,035	25	24	28	23	72.0	72,740	40	27	21	12	83.2

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 2006 MCAS Reports for Schools and Districts*.

RACE/ETHNICITY CURRENT CODES	Total Students with Performance Levels		Advanced		Proficient		Needs Improvement		Failing	
	2005	2006	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %
African American/Black	530	513	11	12	32	44	35	32	22	12
Asian or Pacific Islander	37	35	30	34	35	51	22	11	14	3
Hispanic	105	111	13	11	31	48	31	28	24	14
Native American	3	3								
White	326	372	36	31	38	48	13	16	13	5
RACE/ETHNICITY FUTURE CODES	Total Students with Performance Levels		Advanced		Proficient		Needs Improvement		Failing	
	2005	2006	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %
African American/Black	476	483	11	12	32	44	36	33	22	12
Asian	34	33	32	36	35	48	18	12	15	3
Hispanic/Latino	138	140	14	13	33	49	31	26	22	11
Native American	5	5								
White	309	343	36	32	38	47	12	15	13	6
Native Hawaiian/Pacific Islander	3	3								
Multi-Race - Not Hispanic/Latino	36	27	19	26	39	52	33	22	8	0

For more information regarding subgroups used on this report, please see the *Guide to Interpreting the Spring 2006 MCAS Reports for Schools and Districts*.

Appendix K

RACE/ETHNICITY CURRENT CODES		Total Students with Performance Levels		Advanced		Proficient		Needs Improvement		Failing	
		2005	2006	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %
African American/Black		532	512	7	15	18	22	35	34	40	29
Asian or Pacific Islander		37	35	35	60	24	17	24	11	16	11
Hispanic		105	111	8	14	18	22	37	32	37	32
Native American		3	3								
White		329	373	29	39	29	29	24	19	19	13

RACE/ETHNICITY FUTURE CODES		Total Students with Performance Levels		Advanced		Proficient		Needs Improvement		Failing	
		2005	2006	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %	2005 %	2006 %
African American/Black		479	482	6	14	17	23	35	33	41	29
Asian		34	33	38	64	26	15	18	12	18	9
Hispanic/Latino		138	141	8	14	20	22	37	36	36	28
Native American		5	5								
White		311	344	29	39	29	28	23	19	18	13
Native Hawaiian/Pacific Islander		3	3								
Multi-Race - Not Hispanic/Latino		36	26	22	38	14	19	36	27	28	15

For more information regarding subgroups used on this report, please see the *Guide to Interpreting the Spring 2006 MCAS Reports for Schools and Districts.*

