

MCAS Alternate Assessment (MCAS-Alt)

*Spring 2004 and Spring 2005
State Summary of
Participation and Performance*

Massachusetts Department of Education
June 2006



Massachusetts Department of Education

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Dr. David P. Driscoll, Commissioner of Education

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Commissioner's Foreword

Dear Interested Parties:

I am pleased to present the participation rates and performance results of students with disabilities who participated in the MCAS Alternate Assessment (MCAS-Alt) in both 2004 and 2005. I am encouraged that, for our students with the most significant disabilities, it appears that educational opportunities based on the Massachusetts *Curriculum Frameworks* are provided, and that these students are making progress in academic achievement. However, challenges remain in educating these students and in measuring their progress and performance.

Students with significant disabilities are required by law to participate in statewide assessments and to be counted in the overall performance results of all students. The state is required to report results publicly. Schools, districts, and the state are held accountable for the performance of these students. Additionally, the federal *No Child Left Behind* law requires that these students be included in the determination of whether each school and district in Massachusetts is making adequate yearly progress (AYP) in improving the academic performance of their students.

The MCAS-Alt evaluates and reports the annual performance of these students on meeting state standards and provides parents and teachers with vital information to assist in monitoring their progress.

Sincerely,

David P. Driscoll
Commissioner of Education

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Executive Summary

The following information briefly summarizes the participation of students with disabilities in the 2004 and 2005 MCAS-Alt administrations and provides an overview of the results.

- ♦ The number of students taking MCAS-Alt increased by almost one thousand between 2004 and 2005, reflecting a growing awareness of the alternate assessment as an appropriate format for the assessment of students with a range of significant disabilities. The federal “1 percent rule,” which allows states to include the results of students with significant cognitive disabilities taking alternate assessments in AYP determinations, has also contributed to this increase.
- ♦ More than two-thirds of students with significant disabilities in Massachusetts attained challenging academic goals over the last two years at relatively high levels of accuracy and independence. In 2004, the number of *Progressing* portfolios rose to 75.9 percent, and was 67.9 percent in 2005.

“...more than two-thirds of students with significant disabilities in Massachusetts attained challenging academic goals over the last two years at relatively high levels of accuracy and independence.”

- ♦ Some students with significant disabilities still have difficulty demonstrating attainment of academic concepts and skills, as evidenced by the percentage of students who scored *Awareness* (1.7 percent) and *Emerging* (13.7 percent) on their portfolios.
- ♦ The number of portfolios scored as *Incomplete* was 8 percent in 2004 and just over 16 percent in 2005, signifying that a small number of educators conducting MCAS-Alt are not yet familiar with portfolio submission requirements and effective data-collection strategies. However, 87 percent of teachers who conducted MCAS-Alt indicated they had attended training activities in the past year, and most were able to submit complete portfolios for their students.
- ♦ A few students each year earn the Competency Determination by achieving a score of *Needs Improvement* or higher on their MCAS-Alt portfolios in English Language Arts and/or Mathematics. Use of this alternative pathway to meet the state’s graduation requirement has increased over time, judging from the number of “competency portfolios” submitted each year, and the number who subsequently resubmit portfolios beyond grade 10.

Introduction

The purpose of this report is to summarize the spring 2004 and spring 2005 results of students with disabilities who participated in MCAS Alternate Assessment (MCAS-Alt). Alternate assessments reflect the academic curriculum being taught to students with significant disabilities and the degree to which they have learned the skills and concepts described in the Massachusetts *Curriculum Frameworks*. This report also presents information on the nature of the disabilities of the students who took MCAS-Alt, the rate at which they participated, and the methods for evaluating and reporting their performance. A prior report summarizing student results on the 2001-2003 MCAS-Alt has been released and is posted on the Department's Web site at www.doe.mass.edu/mcas/alt.

MCAS-Alt: Background

MCAS-Alt has been administered annually since 2001 in Massachusetts. According to state and federal laws, all students with disabilities are required to participate in statewide assessments, either by taking standard tests, with or without accommodations, or by taking alternate assessments. Decisions on how each student will participate in MCAS are made by the student's IEP or 504 team and must be documented in the student's IEP or 504 plan.

Participation Guidelines

A student with a significant cognitive disability should be considered for alternate assessments by an IEP or 504 team when the student:

- receives instruction in which the content and level of instruction have been modified well below the expectations of non-disabled students enrolled in the same grade;
 And
- receives intensive, individualized instruction across all settings in which a subject is taught;
 And
- does not adequately demonstrate knowledge and skills in the subject being assessed on a standardized, paper-and-pencil test such as MCAS, even when accommodations are provided.

Students with *other* complex and significant, though not necessarily cognitive, disabilities should also be considered for alternate assessments when those disabilities present the student with unique and significant challenges that may not allow the student to fully demonstrate knowledge and skills on a paper-and-pencil test such as MCAS, even with accommodations.

Portfolio Contents and Structure

The MCAS-Alt portfolio consists of a structured collection of products, compiled throughout the school year, that document the student's performance of skills and understanding based on the *Curriculum Framework* in the content area being assessed. Evidence is organized in a portfolio according to the standards specified for assessment in each content area, and may include the following products and information:

- Data charts showing the student's performance during activities based on the learning standard being assessed (Data charts have been required in each portfolio beginning in 2005.)
- Work samples, video clips, and/or photographs documenting the student's performance of tasks based on the standards being assessed
- Descriptive notes provided by the teacher, examples of materials and tools used by the student, reflection sheets, and other supporting documentation

Creation of portfolios is guided by information in the Department publication entitled the *Educator's Manual for MCAS-Alt*, which is updated annually, distributed at Department-sponsored training events, and posted to the Department's Web page at www.doe.mass.edu/mcas/alt.

Scoring MCAS-Alt Portfolios

Once portfolios are completed and submitted to the Department each May, they are reviewed and scored by licensed Massachusetts educators at a three-week summer scoring institute sponsored by the Department of Education. The *Rubric for Scoring Portfolio Strands*, found in the *Educator's Manual for MCAS-Alt*, is used as the basis for scoring all student portfolios. The general scoring criteria are listed in Table 1. Detailed information on scoring portfolios is found in the Department's publication *2005 Guidelines for Scoring Student Portfolios* posted at www.doe.mass.edu/mcas/alt.

**Table 1
MCAS-Alt Scoring Criteria**

Scoring Dimension	Descriptor
<i>Level of Complexity</i>	The degree of alignment between portfolio evidence and state learning standards, and the complexity of tasks addressed by the student in the content area being assessed (0-5 points)
<i>Demonstration of Skills and Concepts</i>	The accuracy of the student's responses during academic activities in the content area being assessed (0-4 points)
<i>Independence</i>	The degree to which cues, prompts, and other assistance were provided to the student during academic activities in the content area being assessed (1-4 points)
<i>Self-Evaluation</i>	The degree to which the student made instructional decisions, reflected on or self-corrected his or her performance, and/or set learning goals for him- or herself in the content area being assessed (1-4 points)
<i>Generalized Performance</i>	The degree to which the student demonstrated knowledge and skills in multiple contexts and using multiple approaches in the content area being assessed (1-4 points)

Rate of Student Participation and Nature of Disabilities

In each of the last two MCAS administrations (2004 and 2005), more than 98 percent of students with disabilities participated. The rate and method of participation (i.e., standard test, with or without accommodations, or alternate assessment) is shown in Appendices D and E. Participation in alternate assessments in grades 3-8 and 10 has remained relatively constant at about 1% of all students assessed, or about 6.2% of all students with disabilities in Massachusetts. The overall number and percentage of students with disabilities who participated in alternate assessments is shown in Table 2. The nature of the disabilities of students taking MCAS-Alt is shown in Table 3.

Table 2
Rate of Participation in MCAS-Alt by Students with Disabilities

	Total Students Taking MCAS-Alt	Percentage of All Assessed Students Taking MCAS-Alt	Percentage of Students with Disabilities Taking MCAS-Alt
2004	5,139	0.99	5.5
2005	6,131	1.18	6.4

Table 3
Nature of Primary Disability of Students Taking 2005 MCAS-Alt in at Least One Subject

Primary Disability	Number in Each Disability Category Taking MCAS-Alt	Percent of Total Taking MCAS-Alt	Percent of Total in Disability Category
Intellectual	2,462	40.0	31.6
Autism	1,165	18.9	43.5
Multiple	997	16.2	37.2
Specific Learning	404	6.6	0.9
Developmental Delay	215	3.5	11.4
Neurological	194	3.2	6.2
Communication	173	2.8	1.5
Emotional	158	2.6	1.9
Unidentified	119	1.9	N/A
Sensory/Hearing	87	1.4	14.5
Health	70	1.1	1.5
Physical	56	0.9	9.3
Sensory/Deaf-Blindness	30	0.5	21.7
Sensory/Vision	20	0.3	7.2
TOTAL	6150	100.0	N/A

Note: Totals may not equal 100 percent due to rounding.

Reporting Student Performance on MCAS-Alt

Alternate and Grade-level Achievement Standards

The MCAS participation guidelines on page 2 direct IEP and 504 teams to consider for alternate assessments students with a wide range of disabilities that prevent them from adequately demonstrating knowledge and skills on a standard MCAS test, even with accommodations. These students may be working either well below, close to, or at grade level expectations.

MCAS-Alt results for students with significant cognitive disabilities are reported using different performance level descriptions than those used for other students who take standard MCAS tests. Rather than reporting the scores of students with significant cognitive disabilities in the lowest performance

level by students in that grade (i.e., *Warning/Failing*), the performance levels *Awareness*, *Emerging*, and *Progressing* are used to describe their performance. These performance levels (called *alternate achievement standards*) provide information that allows meaningful interpretation of student achievement and the progress these students have made in learning the academic skills and content addressed by all students at that grade level, even though the skills and content have been addressed well below the grade-level expectations of their peers. Descriptions of each performance level are shown on Table 6.

While the vast majority of Massachusetts students taking MCAS-Alt are those with significant cognitive disabilities, a smaller number are working at or near grade-level expectations. In either case, alternate assessments must be aligned with grade-level skills, concepts, and knowledge, even if outcomes have been modified to reflect lower levels of difficulty and complexity. Tables 4 and 5 indicate the number and percentage of students who took alternate assessments in 2004 and 2005 based either on *alternate* or *grade-level achievement standards*.¹

Table 4
2004 Statewide MCAS-Alt Participation
Based on Alternate and Grade-level Achievement Standards
(Combined for All Grades Assessed in Each Subject)

Students Who Took:	ELA		MATHEMATICS		SCI & TECH/ENG	
	Number	Percentage	Number	Percentage	Number	Percentage
MCAS-Alt based on <i>Grade-level Achievement Standards</i>	69	0.02	82	0.03	53	0.03
MCAS-Alt based on <i>Alternate Achievement Standards</i>	2,804	0.96	2,860	0.96	1,349	0.88
Standard MCAS Tests	289,616	99.02	295,141	99.01	151,889	99.09
Total Students Assessed	292,489	100.00	298,083	100.00	153,291	100.00

Table 5
2005 Statewide MCAS-Alt Participation
Based on Alternate and Grade-level Achievement Standards
(Combined for All Grades Assessed in Each Subject)

Students Who Took:	ELA		MATHEMATICS		SCI & TECH/ENG	
	Number	Percentage	Number	Percentage	Number	Percentage
MCAS-Alt based on <i>Grade-level Achievement Standards</i>	81	0.03	145	0.05	52	0.03
MCAS-Alt based on <i>Alternate Achievement Standards</i> (for students with significant cognitive disabilities)	3,287	1.11	3,271	1.09	1,612	1.06
Standard MCAS Tests	293,018	98.86	296,581	98.86	149,844	98.90
Total Students Assessed	296,386	100.00	299,997	100.00	151,508	100.00

¹ This terminology is taken from the U. S. Department of Education's Title 1 regulations and is used to document and report whether the results of individual alternate assessments are based either on grade-level expectations or a different (alternate) set of performance expectations to describe the achievements of students with significant cognitive disabilities.

Performance Level Descriptors

The MCAS-Alt performance levels shown in Table 6 are reported for each assessed content area based on scores obtained using the *Rubric for Scoring Portfolio Strands*.

Table 6
MCAS-Alt Performance Levels

Performance Level	Descriptor
<i>Incomplete</i>	An assessment was not submitted, or two or more of the three required strands in a content area did not contain information required to determine a score.
<i>Awareness</i>	The student demonstrates <i>very little understanding</i> of learning standards in the Massachusetts <i>Curriculum Frameworks</i> in the content area. The student requires extensive prompting and assistance, and performance is primarily inaccurate.
<i>Emerging</i>	The student demonstrates a <i>simple understanding of a limited number</i> of learning standards in the Massachusetts <i>Curriculum Frameworks</i> in the content area at <i>below grade-level expectations</i> . The student requires frequent prompting and assistance, and performance is limited and inconsistent.
<i>Progressing</i>	The student demonstrates a <i>partial understanding of a limited number</i> of learning standards in the Massachusetts <i>Curriculum Frameworks</i> in the content area, and addresses these <i>below grade-level expectations</i> . The student appears to be receiving challenging instruction and is steadily learning new skills, concepts, and content. The student requires minimal prompting and assistance, and the performance is fundamentally accurate.
<i>Needs Improvement</i> ²	The student demonstrates a <i>partial understanding</i> of subject matter in the Massachusetts <i>Curriculum Frameworks</i> in the content area and solves some simple problems <i>at grade-level expectations</i> .
<i>Proficient</i>	The student demonstrates a <i>solid understanding</i> of challenging subject matter in the Massachusetts <i>Curriculum Frameworks</i> in this content area and solves a wide variety of problems <i>at grade-level expectations</i> .
<i>Advanced</i>	The student demonstrates a <i>comprehensive and in-depth understanding</i> of subject matter in the Massachusetts <i>Curriculum Frameworks</i> in this content area and provides sophisticated solutions to complex problems <i>at grade-level expectations</i> .

² In order to meet the state's graduation requirement, a performance level of *Needs Improvement* or higher is necessary on the grade 10 MCAS assessments (either the standard tests or alternate assessments) in English Language Arts and Mathematics.

Meeting the Competency Determination

In order to graduate from high school, students are required to earn a Competency Determination by passing the grade 10 MCAS assessments in English Language Arts and Mathematics at a score of *Needs Improvement* or higher. Students must also meet all local requirements. Students who fail either or both tests are offered multiple opportunities to participate in MCAS retests and/or resubmit their MCAS-Alt portfolios. Students may earn a Competency Determination by passing the standard test in one subject and passing MCAS-Alt in the other.

Students who take the MCAS-Alt are eligible to earn a Competency Determination if they demonstrate in their portfolio a level of knowledge and skills comparable to that of a student who has passed the standard grade 10 MCAS tests in English Language Arts and Mathematics. Portfolios are evaluated by a panel of content area experts to ensure that they meet the grade 10 performance standard in that subject. Specific requirements for submission of portfolios for the Competency Determination are described in the *Educator's Manual for MCAS-Alt*.

Most students taking MCAS-Alt are those with significant cognitive disabilities working well below grade level expectations. It is not expected, therefore, that all will earn a Competency Determination. However, as with MCAS tests, alternate assessments guide educators to provide opportunities to students to learn and achieve the learning standards required to meet the state's graduation requirement. Students may elect, but are not required, to resubmit their cumulative portfolios in either English Language Arts and/or Mathematics each year beyond grade 10 until they have achieved a performance level of *Needs Improvement*, or have exited publicly funded education. Table 7 shows the number of students who have earned a score of *Needs Improvement* or higher on their MCAS-Alt portfolio since 2001.

Table 7
Number of Students Awarded a Competency Determination through MCAS-Alt

	2001	2002	2003	2004	2005	Total: 2001-2005
ELA	8	8	11	3	13	43
Mathematics	3	1	15	6	10	35
Total Portfolios Submitted in Grades 10-12	632	685	692	653	802	

MCAS-Alt and AYP Determinations: the "1% Rule"

The results of alternate assessments are included in determinations of school and district Adequate Yearly Progress (AYP) using the indices shown in Tables 8 and 9. No Child Left Behind (NCLB) requires that all students, including students with disabilities, reach proficiency in English Language Arts and Mathematics by 2014.

The Department determines a Composite Performance Index (CPI) for each school and district based on the performance of students on MCAS ELA and Mathematics assessments. Points are awarded to each school and district based on the results of students who took standard MCAS tests (as shown in Table 8) and who took MCAS-Alt (as shown in Table 9). Up to one percent of all assessed students in the state can be counted on the *MCAS-Alt Index*, provided those students have significant cognitive disabilities.

Table 8
MCAS Test Index

Scaled Score and Performance Level	Points Awarded
200 - 208 <i>Failing/Warning – Low</i>	0
210 - 218 <i>Failing/Warning – High</i>	25
220 - 228 <i>Needs Improvement – Low</i>	50
230 - 238 <i>Needs Improvement – High</i>	75
240 - 280 <i>Proficient/Advanced</i>	100

Table 9
MCAS-Alt Index
for Students with
Significant Cognitive Disabilities³

Performance Level	Points Awarded
<i>Portfolio not submitted</i>	0
<i>Incomplete</i>	25
<i>Awareness</i>	50
<i>Emerging</i>	75
<i>Progressing</i>	100

Professional Development for Educators

The Department sponsors twenty regional workshops during the school year to train educators responsible for conducting MCAS-Alt. In addition, technical assistance is available throughout the year from the Department’s Student Assessment Services office and from approximately one hundred MCAS-Alt “training specialists” who assist the Department by providing professional development to their colleagues and hosting training events across the state. These educators also arrange drop-in discussion groups at local schools to assist teachers on their portfolios-in-progress.

Data on Educators Who Conduct MCAS-Alt

In 2005, the Department surveyed special educators who conducted MCAS-Alt in order to determine the intensity of effort required by teachers to compile portfolios, whether teachers who conducted MCAS-Alt were assisted within their schools and districts, and the professional development activities in which these teachers engaged. Seventy-nine percent of educators who conducted the 2005 MCAS-Alt responded to a written survey. Highlights of their responses are described below.

- The percentage of teachers who reported seeing direct benefits for their students in the alternate assessment increased to 76 percent from 61 percent in 2003.
- Most (90 percent) reported receiving at least some assistance in compiling portfolios from other adults in the building, although they would welcome more involvement by general educators and administrators.
- A large majority (87 percent) attended a Department-sponsored training activity during the 2004-2005 school year.
- Special educators said they participated in the following professional development activities in the 2004-2005 school year to enhance their academic content expertise:
 - Seventy-six percent said they reviewed the *Curriculum Frameworks*.
 - Forty-one percent said they consulted with general educators on curriculum issues.
 - Thirty-three percent said they attended a district-sponsored professional development activity in one or more curriculum areas.

³ Up to 1% of the total number of students with significant disabilities in a district and in the state who were assessed on MCAS-Alt are counted by the Department of Education on the *MCAS-Alt Index*.

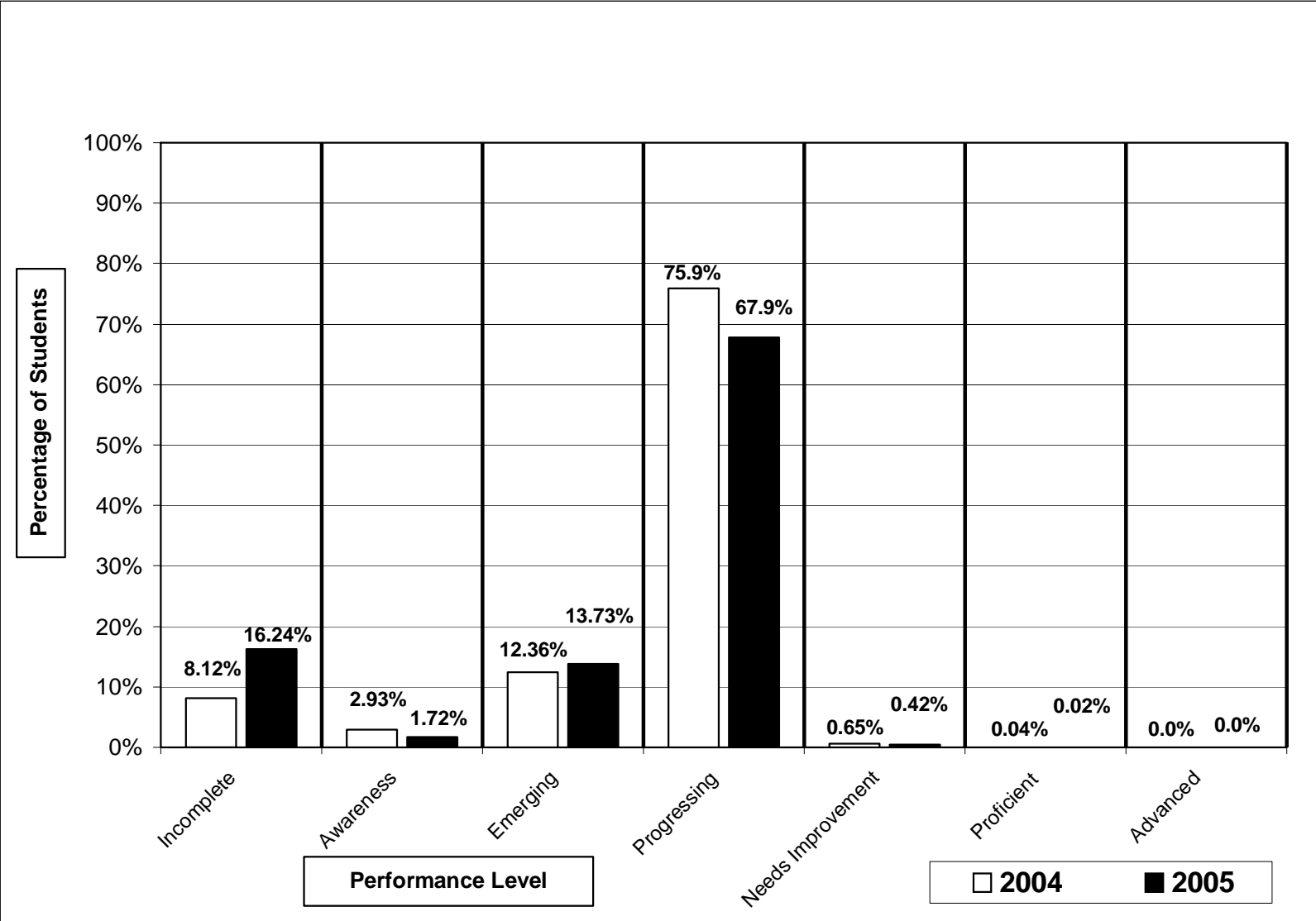
- Twenty-two percent said they enrolled in a college course in a content area.

The Department will use information from this survey to identify and provide targeted assistance, training, and support for Massachusetts educators responsible for these assessments. Teachers submitting portfolios for the first time, in particular, need opportunities to obtain advice, information, and assistance from experienced staff. To this end, the Department conducts training activities throughout the year and maintains an active network of teacher experts available to assist colleagues who are learning to conduct the MCAS-Alt.

Resources and Materials

Online publications and notices of training opportunities related to the MCAS-Alt are posted to the Department's Web page at www.doe.mass.edu/mcas/alt. Assistance is also available by contacting the Department by e-mail at mcas@doe.mass.edu or by phone at (781) 338-3625, or the MCAS Service Center at (800) 737-5103.

APPENDIX A
2004 and 2005 MCAS-Alt:
Performance Level Results Combined for All Grades



APPENDIX B
Spring 2004 MCAS-Alt Results for Each Grade Level and Subject:
Performance Levels and Participation Data

2004 MCAS-Alt - Grade 3 Results		
Performance Level	READING	
	Number	Percent
<i>Incomplete</i>	25	3.48
<i>Awareness</i>	28	3.90
<i>Emerging</i>	52	7.24
<i>Progressing</i>	604	84.12
<i>Needs Improvement</i>	9	1.25
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	718	100.00
Participation Data		
Student took:	READING	
	Number	Percent
Standard MCAS Test	72,388	99.02
MCAS-Alt based on Alternate Achievement Standards	702	0.96
MCAS-Alt based on Grade-Level Achievement Standards	16	0.02
Total	73,106	100.00

2004 MCAS-Alt - Grade 4 Results				
Performance Level	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
<i>Incomplete</i>	61	7.86	48	6.05
<i>Awareness</i>	17	2.19	21	2.64
<i>Emerging</i>	108	13.92	115	14.48
<i>Progressing</i>	585	75.39	605	76.20
<i>Needs Improvement</i>	5	0.64	5	0.63
<i>Proficient</i>	0	0.00	0	0.00
<i>Advanced</i>	0	0.00	0	0.00
Total	776	100.00	794	100.00
Participation Data				
Student took:	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
Standard MCAS Test	72,122	98.94	72,324	98.91
MCAS-Alt based on Alternate Achievement Standards	745	1.02	760	1.04
MCAS-Alt based on Grade-Level Achievement Standards	31	0.04	34	0.05
Total	72,898	100.00	73,118	100.00

2004 MCAS-Alt - Grade 5 Results		
Performance Level	SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent
<i>Incomplete</i>	55	7.85
<i>Awareness</i>	29	4.14
<i>Emerging</i>	68	9.70
<i>Progressing</i>	541	77.18
<i>Needs Improvement</i>	8	1.14
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	701	100.00
Participation Data		
Student took:	SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent
Standard MCAS Test	73,904	99.06
MCAS-Alt based on Alternate Achievement Standards	669	0.90
MCAS-Alt based on Grade-Level Achievement Standards	32	0.04
Total	74,605	100.00

2004 MCAS-Alt - Grade 6 Results		
Performance Level	MATHEMATICS	
	Number	Percent
<i>Incomplete</i>	53	6.27
<i>Awareness</i>	32	3.79
<i>Emerging</i>	108	12.78
<i>Progressing</i>	645	76.33
<i>Needs Improvement</i>	7	0.83
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	845	100.00
Participation Data		
Student took:	MATHEMATICS	
	Number	Percent
Standard MCAS Test	75,590	98.89
MCAS-Alt based on Alternate Achievement Standards	828	1.08
MCAS-Alt based on Grade-Level Achievement Standards	17	0.02
Total	76,435	100.00

2004 MCAS-Alt - Grade 7 Results		
Performance Level	ELA	
	Number	Percent
<i>Incomplete</i>	66	8.13
<i>Awareness</i>	19	2.34
<i>Emerging</i>	94	11.58
<i>Progressing</i>	632	77.83
<i>Needs Improvement</i>	1	0.12
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	812	100.00
Participation Data		
Student took:	ELA	
	Number	Percent
Standard MCAS Test	76,326	98.95
MCAS-Alt based on Alternate Achievement Standards	800	1.04
MCAS-Alt based on Grade-Level Achievement Standards	12	0.02
Total	77,138	100.00

2004 MCAS-Alt - Grade 8 Results				
Performance Level	MATHEMATICS		SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent	Number	Percent
<i>Incomplete</i>	48	6.67	81	11.56
<i>Awareness</i>	22	3.05	17	2.43
<i>Emerging</i>	95	13.20	84	11.98
<i>Progressing</i>	550	76.40	516	73.61
<i>Needs Improvement</i>	5	0.69	3	0.43
<i>Proficient</i>	0	0.00	0	0.00
<i>Advanced</i>	0	0.00	0	0.00
Total	720	100.00	701	100.00
Participation Data				
Student took:	MATHEMATICS		SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent	Number	Percent
Standard MCAS Test	77,971	99.09	77,985	99.11
MCAS-Alt based on Alternate Achievement Standards	705	0.90	680	0.86
MCAS-Alt based on Grade-Level Achievement Standards	15	0.02	21	0.03
Total	78,691	100.00	78,686	100.00

2004 MCAS-Alt - Grade 10 Results				
Performance Level	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
<i>Incomplete</i>	64	11.29	55	9.43
<i>Awareness</i>	11	1.94	18	3.09
<i>Emerging</i>	82	14.46	96	16.47
<i>Progressing</i>	410	72.31	412	70.67
<i>Needs Improvement</i>	0	0.00	1	0.17
<i>Proficient</i>	0	0.00	1	0.17
<i>Advanced</i>	0	0.00	0	0.00
Total	567	100.00	583	100.00
Participation Data				
Student took:	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
Standard MCAS Test	68,780	99.18	69,256	99.17
MCAS-Alt based on Alternate Achievement Standards	557	0.81	567	0.81
MCAS-Alt based on Grade-Level Achievement Standards	10	0.01	16	0.02
Total	69,347	100.00	69,839	100.00

2004 MCAS-Alt - Grade 11-12 Results (Optional Participation)				
Performance Level	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
<i>Incomplete</i>	19	26.39	10	12.66
<i>Awareness</i>	1	1.39	1	1.2
<i>Emerging</i>	5	6.94	4	5.06
<i>Progressing</i>	44	61.11	60	75.95
<i>Needs Improvement</i>	2	2.78	3	3.80
<i>Proficient</i>	1	1.39	1	1.27
<i>Advanced</i>	0	0.00	0	0.00
Total	72	100.0	79	100.0
Participation Data				
Student took:	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
MCAS-Alt based on Grade-Level Achievement Standards	72	100.00	79	100.00

Note: Totals may not equal 100 percent due to rounding.

APPENDIX C
Spring 2005 MCAS-Alt Results for Each Grade Level and Subject:
Performance Levels and Participation Data

2005 MCAS-Alt - Grade 3 Results		
Performance Level	READING	
	Number	Percent
<i>Incomplete</i>	77	8.81
<i>Awareness</i>	10	1.14
<i>Emerging</i>	37	4.23
<i>Progressing</i>	744	85.13
<i>Needs Improvement</i>	6	0.69
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	874	100.00
Participation Data		
Student took:	READING	
	Number	Percent
Standard MCAS Test	70,594	98.78
MCAS-Alt based on Alternate Achievement Standards	860	1.20
MCAS-Alt based on Grade-Level Achievement Standards	14	0.02
Total	71,468	100.00

2005 MCAS-Alt - Grade 4 Results				
Performance Level	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
<i>Incomplete</i>	155	17.13	150	16.08
<i>Awareness</i>	5	0.55	10	1.07
<i>Emerging</i>	159	17.57	142	15.22
<i>Progressing</i>	585	64.64	629	67.42
<i>Needs Improvement</i>	1	0.11	2	0.21
<i>Proficient</i>	0	0.00	0	0.00
<i>Advanced</i>	0	0.00	0	0.00
Total	905	100.00	933	100.00
Participation Data				
Student took:	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
Standard MCAS Test	71,785	98.75	71,816	98.72
MCAS-Alt based on Alternate Achievement Standards	872	1.20	896	1.23
MCAS-Alt based on Grade-Level Achievement Standards	33	0.05	37	0.05
Total	72,690	100.00	72,749	100.00

2005 MCAS-Alt - Grade 5 Results		
Performance Level	SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent
<i>Incomplete</i>	148	17.05
<i>Awareness</i>	12	1.38
<i>Emerging</i>	129	14.86
<i>Progressing</i>	576	66.36
<i>Needs Improvement</i>	3	0.35
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	868	100.00
Participation Data		
Student took:	SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent
Standard MCAS Test	72,178	98.81
MCAS-Alt based on Alternate Achievement Standards	843	1.15
MCAS-Alt based on Grade-Level Achievement Standards	25	0.03
Total	73,046	100.00

2005 MCAS-Alt - Grade 6 Results		
Performance Level	MATHEMATICS	
	Number	Percent
<i>Incomplete</i>	125	13.54
<i>Awareness</i>	11	1.19
<i>Emerging</i>	138	14.95
<i>Progressing</i>	648	70.21
<i>Needs Improvement</i>	1	0.11
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	923	100.00
Participation Data		
Student took:	MATHEMATICS	
	Number	Percent
Standard MCAS Test	73,783	98.76
MCAS-Alt based on Alternate Achievement Standards	878	1.18
MCAS-Alt based on Grade-Level Achievement Standards	45	0.06
Total	74,706	100.00

2005 MCAS-Alt - Grade 7 Results		
Performance Level	ELA	
	Number	Percent
<i>Incomplete</i>	135	15.38
<i>Awareness</i>	14	1.59
<i>Emerging</i>	118	13.44
<i>Progressing</i>	611	69.59
<i>Needs Improvement</i>	0	0.00
<i>Proficient</i>	0	0.00
<i>Advanced</i>	0	0.00
Total	878	100.00
Participation Data		
Student took:	ELA	
	Number	Percent
Standard MCAS Test	75,896	98.86
MCAS-Alt based on Alternate Achievement Standards	860	1.12
MCAS-Alt based on Grade-Level Achievement Standards	18	0.02
Total	76,774	100.00

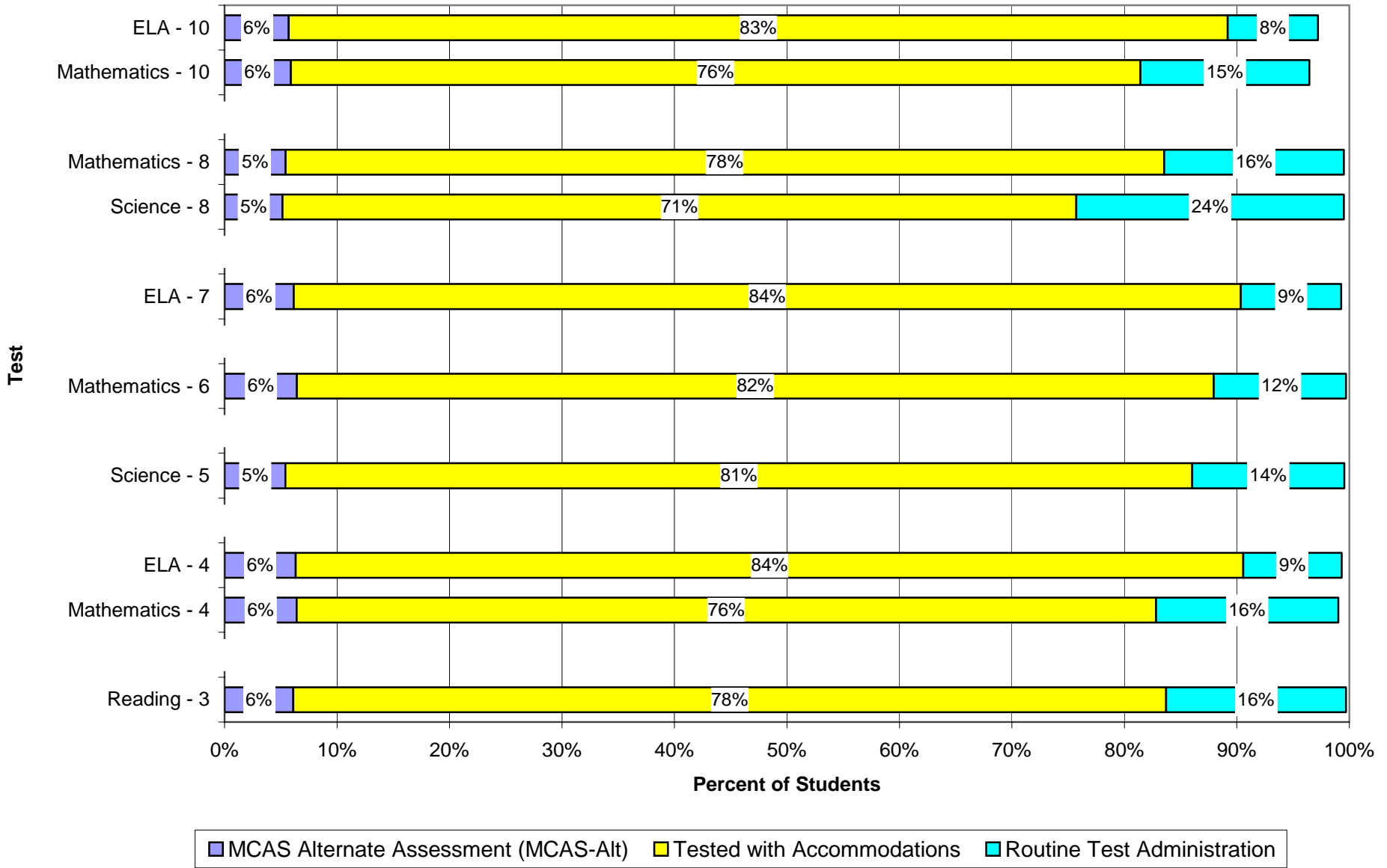
2005 MCAS-Alt - Grade 8 Results				
Performance Level	MATHEMATICS		SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent	Number	Percent
<i>Incomplete</i>	123	14.78	152	19.10
<i>Awareness</i>	19	2.28	18	2.26
<i>Emerging</i>	126	15.14	117	14.70
<i>Progressing</i>	562	67.55	508	63.82
<i>Needs Improvement</i>	2	0.24	1	0.13
<i>Proficient</i>	0	0.00	0	0.00
<i>Advanced</i>	0	0.00	0	0.00
Total	832	100.00	796	100.00
Participation Data				
Student took:	MATHEMATICS		SCIENCE AND TECHNOLOGY/ENGINEERING	
	Number	Percent	Number	Percent
Standard MCAS Test	76,102	98.92	76,002	98.96
MCAS-Alt based on Alternate Achievement Standards	797	1.04	769	1.00
MCAS-Alt based on Grade-Level Achievement Standards	35	0.05	27	0.04
Total	76,934	100.00	76,798	100.00

2005 MCAS-Alt - Grade 10 Results				
Performance Level	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
<i>Incomplete</i>	135	18.99	150	20.60
<i>Awareness</i>	24	3.38	24	3.30
<i>Emerging</i>	104	14.63	106	14.56
<i>Progressing</i>	447	62.87	448	61.54
<i>Needs Improvement</i>	1	0.14	0	0.00
<i>Proficient</i>	0	0.00	0	0.00
<i>Advanced</i>	0	0.00	0	0.00
Total	711	100.00	728	100.00
Participation Data				
Student took:	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
Standard MCAS Test	71,375	99.01	71,464	98.99
MCAS-Alt based on Alternate Achievement Standards	695	0.96	700	0.97
MCAS-Alt based on Grade-Level Achievement Standards	16	0.02	28	0.04
Total	72,086	100.00	72,192	100.00

Grade 11-12 (Optional Participation)				
Performance Level	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
<i>Incomplete</i>	23	32.86	22	31.43
<i>Awareness</i>	1	1.43	0	0.00
<i>Emerging</i>	3	4.29	0	0.00
<i>Progressing</i>	31	44.29	39	55.71
<i>Needs Improvement</i>	11	15.71	8	11.43
<i>Proficient</i>	1	1.43	1	1.43
<i>Advanced</i>	0	0.00	0	0.00
Total	70	100.00	70	100.00
Participation Data				
Student took:	ELA		MATHEMATICS	
	Number	Percent	Number	Percent
MCAS-Alt (based on Grade-Level Achievement Standards)	70	100.00	70	100.00

Note: Totals may not equal 100 percent due to rounding.

**Appendix D
Spring 2004 MCAS
Statewide Rate and Method of Participation by Students with Disabilities**



Appendix E
Spring 2005 MCAS
Statewide Rate and Method of Participation by Students with Disabilities

