

## STEP TWO: SET STUDENT PERFORMANCE GOALS ALIGNED TO ADEQUATE YEARLY PROGRESS (AYP) EXPECTATIONS



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**Facilitator:** As in Step 1, philosophical and ethical dilemmas may arise regarding whether to target students at specific performance levels versus all students.

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**T**he Massachusetts School and District Accountability System sets an improvement target for every school and district’s aggregate population as well as for each student subgroup, based on the expectation that all students will achieve proficiency by 2014. The improvement target changes each year as schools have a shorter time period in which to close this gap.

In Step 2, the planning team will calculate an improvement target for each of the student groups it selected using the Proficiency Index (PI), Composite Performance Index (CPI) or the MCAS-Alt Index. This target will generate student performance goals. While the accountability system assigns targets for student groups schoolwide, the team will have the option to calculate a target for student groups at specific grade levels.

## STEP TWO: SET STUDENT PERFORMANCE GOALS ALIGNED TO ADEQUATE YEARLY PROGRESS (AYP) EXPECTATIONS

## Expectations for this step

**Facilitator:** Teams may feel overwhelmed and discouraged by the amount of improvement they are expected to make and may be tempted to set goals lower than their improvement targets.

Remind teams that whether or not they make their improvement targets in the next cycle, they need to set their sights high in order to drive teaching and learning to the highest levels possible.

- The planning team will set student performance goals that meet state and federal expectations for improvement in student performance.
- Team members will develop a better understanding of the gains needed to reach improvement targets set under the state accountability system.
- Team members will identify which levels of student performance to target.

## Tool Kit

**Worksheets**

[2-A Student performance goal spreadsheet \(Excel\)](#)

[2-B Integrated goal spreadsheet \(Excel\)](#) (Optional)

**Other Materials and Equipment**

Completed Steps 0-1 worksheets, LCD Projector

[Appendix A: Documenting the plan](#) (School Improvement Plan Template, PIM Access Database, or an alternate format)

**Resources**

*School Leaders' Guide to the Cycle III Accountability and AYP Reports:*  
[www.doe.mass.edu/sda/ayp](http://www.doe.mass.edu/sda/ayp)

Massachusetts School and District Accountability System: [www.doe.mass.edu/sda/](http://www.doe.mass.edu/sda/)

## 2.1 Determine the amount of improvement that needs to be made in the performance of identified student groups

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**Facilitator:** To save time, consider pre-populating the worksheet by following steps 2.1.1-2.1.3 ahead of time.

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**Guiding Question:** How much would student performance have to increase in the coming years in order for all students to achieve proficiency by 2014?

For each group the team chose to target, the team will use [Worksheet 2-A \(Student performance goal spreadsheet\)](#) to determine the improvement targets for the next two years. The team will then identify a hypothetical distribution of scores that would allow the school to reach these targets.

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**IMPORTANT:** [Worksheet 2-A](#) can be used to calculate the PI, CPI, or MCAS-Alt Index depending on the information entered. Data may be combined for one or multiple grade levels.

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1. Open [Worksheet 2-A](#) in Microsoft Excel and save it to the computer. In Part 1, type the name of the school, the first targeted student group, and the relevant grade level(s) in the spaces provided at the top.
2. In Part 2, estimate the likely number of students in the student group who will take the MCAS and/or MCAS-Alt in the next cycle (or the remainder of the current cycle if applicable).

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**NOTE:** Find the number of students in each performance level on copies of Worksheet 0-B. Enter the number of students into the spreadsheet, not the percentage of students.

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- 3. In Part 3, enter the distribution of students tested in the previous cycle by performance level.**
  - Enter the number of students in each performance level for the years in the previous cycle (and the mid-cycle if applicable). The spreadsheet will automatically calculate the next improvement target for the group.
- 4. Generate a distribution of student performance that would allow the group to achieve its improvement target.**
  - Using the distribution of scores over the past year as a starting point, think about how scores would have to improve in order to reach the next improvement target. Enter some hypothetical numbers in the performance levels in the column for the upcoming year. As the team explores various scenarios, ask:
  - What is a reasonable expectation for an increase or decrease in the number of students scoring at each level?
  - Will those changes allow the school to reach its improvement target?
  - Should the team focus improvement activities equally across performance levels, or should efforts be focused on one particular level?
- 5. When an appropriate distribution of scores for the coming year has been established, repeat the process by projecting distributions of scores for the remaining years.**
- 6. Repeat steps 1-5 above for any remaining targeted subgroups, grade levels, or subjects.**

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- Use the “Save As” function in Microsoft Excel to save additional versions of Worksheet 2-A.
- If developing goals for the aggregate student population and for targeted subgroups, make sure that the distribution of students for individual subgroups are consistent with the aggregate. For example, if the school intends to move all students out of Warning by 2007, then the projected distribution for student subgroups should not include any student scoring Warning.

**NOTE:** Worksheet 2-A is pre-formatted to print the Student Performance Goals chart.

**7. Copy and paste the chart entitled “Student Performance Goals” for each student group identified in Step 1 into the School Improvement Plan Template, PIM Access Database, or an alternate format (See example below.)**

**Projected Annual Distribution of Student Performance**

School name: East Elementary Grade(s): 4 Student Group: LEP  
 Goal: Meet the State target for Adequate Yearly Progress (AYP) in ELA  
 Minimally this will include the following changes in student performance levels:

MCAS Performance Level <i>(MCAS-Alt in italics)</i>	Cycle III		Cycle IV		Cycle V	
	Actual 2003	Actual 2004	Actual 2005	Projected 2006	Projected 2007	Projected 2008
Proficient / Advanced or <i>Progressing</i>	12 (9%)	14 (10%)	23 (20%)	26 (18%)	39 (25%)	46 (35%)
Needs Improvement- High or <i>Emerging</i>	27 (20%)	29 (20%)	18 (16%)	41 (29%)	48 (31%)	38 (29%)
Needs Improvement- Low or <i>Awareness</i>	50 (38%)	62 (43%)	50 (44%)	59 (42%)	60 (38%)	44 (33%)
Warning / Failing- High or <i>Incomplete</i>	32 (24%)	21 (15%)	15 (13%)	10 (7%)	6 (4%)	3 (2%)
Warning / Failing- Low or <i>Portfolio not submitted</i>	11 (8%)	18 (13%)	8 (7%)	6 (4%)	4 (3%)	2 (2%)
Total Students	132	144	114	142	157	133
Composite Performance Index (CPI)	49.7		57.2	60.2	67.8	70.3
	CPI Target		56.4	59.8	66.8	70.1

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## 2.3 Set goals across multiple grades (optional)

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**Facilitator:** Do not introduce this worksheet until the school planning team thoroughly understands the CPI, PI, and MCAS-Alt Index, and is adept at using Worksheet 2-A.

Once the team has learned to use [Worksheet 2-A \(Student performance goal spreadsheet\)](#), it may use [Worksheet 2-B \(Integrated goal spreadsheet\)](#) to examine student performance at multiple grade levels.

For example, a K-8 school may wish to:

- develop individual goals for ELA in Grades 3, 4, and 7 and also a cumulative goal for combined grades,
- set CPI targets that approximate those reported on the school's AYP Report, and
- target specific grade(s) in the school that may require particular attention in the planning process.

1. **Open [Worksheet 2-B](#) in Microsoft Excel and save it to the computer. Select either the “ELA” or the “Math” tab.**
2. **Parts 1 and 2: Enter the number of students scoring at each performance level in Cycle III (2003 and 2004) for every grade tested in the school.**
3. **Part 3: Enter the likely number of students in the student group at each grade level who will take the MCAS and MCAS-Alt in future years.**
4. **Part 4: Taking one grade level at a time, enter a distribution of students by performance level that meets or exceeds the target for each grade level.**

**5. Part 5: Verify the goals that were set for individual grade levels and for the content area as a whole.**

- For each grade level tested in the school, make sure that the goal (“Your Goal”) meets or exceeds the target calculated by the spreadsheet for each year (“CPI Target”).
- The spreadsheet automatically calculates whether the group is on target for each grade level (horizontally) and for each year (vertically) by generating a “Yes” (black text) or a “No” (red text) in the line next to the text “On Target?”.
- A “No” associated with the content area as a whole or a given year or grade level means that the school must adjust its projected goals in order for the group to be on target for making AYP.
- A CPI Goal with a strikethrough (e.g., ~~60~~) means that the school has not distributed all of the students estimated to take the MCAS or MCAS-Alt in future years.

## Checklist

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Before moving on to Step 3, make sure to have:

- Learned to use [Worksheet 2-A \(Student performance goal spreadsheet\)](#)
- Used Worksheet 2-A to determine how much student performance must increase in order for the school to reach its improvement targets
- Developed student performance goals for each student group identified in Step 1 and documented those goals in the [School Improvement Plan Template](#), [PIM Access Database](#), or an alternate format

## Worksheet 2-A: Student performance goal spreadsheet

**Student Performance Goal Spreadsheet Instructions:** Fill in blue boxes for Parts 1-3 below. In Part 3, verify that (a) your predicted distribution in later years meets or exceeds its CPI targets, and (b) all students are included in your distribution. Complete one sheet for each student group (aggregate/subgroups) in each subject area (ELA/math).

**Part 1:** Type the school name, targeted student group, and grade(s)

School name:	
Student group:	
Grade(s):	
Content area(s):	

**Part 2:** Enter the estimated number of students in the targeted group to be tested in the future

Enter estimated # of students expected in 2006:	
Enter estimated # of students expected in 2007:	
Enter estimated # of students expected in 2008:	

**Part 3:** Enter distribution of students by performance level and project goals for Cycle IV (2005 & 2006) and Cycle V (2006 & 2007)

Enter the distribution of students tested in Cycle III by MCAS performance level, and the predicted distribution of students' performance in later years/cycles.*		Cycle III		Cycle IV		Cycle V	
MCAS Performance Level** <i>(MCAS-Alt in italics)</i>	Points Per Student	Actual 2003	Actual 2004	Actual 2005	Projected 2006	Projected 2007	Projected 2008
Proficient / Advanced (240-280) or <i>Progressing</i>	100						
Needs Improvement- High (230-238) or <i>Emerging</i>	75						
Needs Improvement- Low (220-228) or <i>Awareness</i>	50						
Warning / Failing- High (210-218) or <i>Incomplete</i>	25						
Warning / Failing- Low (200-208) or <i>Portfolio not submitted</i>	0						
Total Students		0	0	0	0	0	0
Is your count off? Add this number of students to your distribution (subtract if negative):					0	0	0
<b>Composite Performance Index (CPI)</b>		Cycle III Baseline		2005	Cycle IV	2007	Cycle V
		CPI Target					

\*CPI Targets for later years will change based on the actual/predicted distribution of student performance levels in earlier years.  
\*\*Results of the Grade 3 MCAS Reading test are not reported as scaled scores.

**Part 4:** Print or paste the below chart into your school improvement plan.

### Student Performance Goals

School name: \_\_\_\_\_ 0 \_\_\_\_\_ Grade(s): \_\_\_\_\_ 0 \_\_\_\_\_ Student group: \_\_\_\_\_ 0 \_\_\_\_\_

**Goal:** Meet the State target for Adequate Yearly Progress (AYP) in \_\_\_\_\_ 0 \_\_\_\_\_

Minimally this will include the following changes in student performance levels:

MCAS Performance Level <i>(MCAS-Alt in italics)</i>	Cycle III		Cycle IV		Cycle V	
	Actual 2003	Actual 2004	Actual 2005	Projected 2006	Projected 2007	Projected 2008
Proficient / Advanced or <i>Progressing</i>						
Needs Improvement- High or <i>Emerging</i>						
Needs Improvement- Low or <i>Awareness</i>						
Warning / Failing- High or <i>Incomplete</i>						
Warning / Failing- Low or <i>Portfolio not submitted</i>						
Total Students		0	0	0	0	0
Composite Performance Index (CPI)		CPI Target				

## Worksheet 2-B: Integrated goal spreadsheet (English language arts)

**Integrated Goal Spreadsheet Instructions:** Fill in blue boxes for Parts 1-4 below. Use Part 5 to verify grade-level goals and confirm that the school is on target to make AYP. Complete one sheet for each student group (aggregate/subgroups) in each subject area (ELA/math). Leave blank grade levels not currently tested.

**Part 1:** Enter the number of students scoring at each MCAS performance level in Cycle III 2003.

<b>2003 (Mid-Cycle)</b>	Grade 3	Grade 4	Grade 7	Grade 10
Proficient and Advanced (240-280)				
Needs Improvement- High (230-238)				
Needs Improvement- Low (220-228)				
Warning / Failing- High (210-218)				
Warning / Failing- Low (200-208)				

**Part 2:** Enter the number of students scoring at each MCAS performance level in Cycle III 2004.

<b>2004 (End of Cycle)</b>	Grade 3	Grade 4	Grade 7	Grade 10
Proficient and Advanced (240-280)				
Needs Improvement- High (230-238)				
Needs Improvement- Low (220-228)				
Warning / Failing- High (210-218)				
Warning / Failing- Low (200-208)				

**Part 3:** Enter the estimated number of students to be tested in English language arts in the future. (Leave blank grade levels not currently tested.)

	Grade 3	Grade 4	Grade 7	Grade 10
Estimated # of students tested in 2005				
Estimated # of students tested in 2006				
Estimated # of students tested in 2007				
Estimated # of students tested in 2008				

## Worksheet 2-B: Integrated goal spreadsheet (English language arts)

**Part 4:** Enter a distribution of students by performance level that meets or exceeds the target for that grade level.

<b>English Language Arts Grade 3</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient	0	0			
Needs Improvement- High	0	0				
Needs Improvement- Low	0	0				
Warning- High	0	0				
Warning / Failing- Low	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

<b>English Language Arts Grade 4</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient and Advanced (240-280)	0	0			
Needs Improvement- High (230-238)	0	0				
Needs Improvement- Low (220-228)	0	0				
Warning / Failing- High (210-218)	0	0				
Warning / Failing- Low (200-208)	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

<b>English Language Arts Grade 7</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient and Advanced (240-280)	0	0			
Needs Improvement- High (230-238)	0	0				
Needs Improvement- Low (220-228)	0	0				
Warning / Failing- High (210-218)	0	0				
Warning / Failing- Low (200-208)	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

<b>English Language Arts Grade 10</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient and Advanced (240-280)	0	0			
Needs Improvement- High (230-238)	0	0				
Needs Improvement- Low (220-228)	0	0				
Warning / Failing- High (210-218)	0	0				
Warning / Failing- Low (200-208)	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

## Worksheet 2-B: Integrated goal spreadsheet (English language arts)

**Part 5:** Verify the goals you set for individual grade levels and for English language arts as a whole.

		Cycle IV		Cycle V	
		Mid 2005	End 2006	Mid 2007	End 2008
Grade 3	Your Goal CPI Target On Target?				
Grade 4	Your Goal CPI Target On Target?				
Grade 7	Your Goal CPI Target On Target?				
Grade 10	Your Goal CPI Target On Target?				
<b>Your ELA CPI Goal</b>					
<b>ELA Target</b>					
<b>On Target?</b>					

**Part 6:** When you are satisfied with your predicted distributions and your calculations show that you are on target, you may copy and paste the below charts into your School Improvement Plan under the heading, "Annual Student Performance Goals, 2005-2008"

### Cycle III Baseline English Language Arts CPI:

Baseline ELA Distribution (%)	Grade 3	Grade 4	Grade 7	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2005 English Language Arts CPI Goal:

2005 ELA Distribution (%)	Grade 3	Grade 4	Grade 7	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2006 English Language Arts CPI Goal:

2006 ELA Distribution (%)	Grade 3	Grade 4	Grade 7	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2007 English Language Arts CPI Goal:

2007 ELA Distribution (%)	Grade 3	Grade 4	Grade 7	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2008 English Language Arts CPI Goal:

2008 ELA Distribution (%)	Grade 3	Grade 4	Grade 7	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

## Worksheet 2-B: Integrated goal spreadsheet (Mathematics)

**Integrated Goal Spreadsheet Instructions:** Fill in blue boxes for Parts 1-4 below. Use Part 5 to verify grade-level goals and confirm that the school is on target to make AYP. Complete one sheet for each student group (aggregate/subgroups) in each subject area (ELA/math). Leave blank grade levels not currently tested.

**Part 1:** Enter the number of students scoring at each MCAS performance level in Cycle III 2003.

<b>2003 (Mid-Cycle)</b>	Grade 4	Grade 6	Grade 8	Grade 10
Proficient and Advanced (240-280)				
Needs Improvement- High (230-238)				
Needs Improvement- Low (220-228)				
Warning / Failing- High (210-218)				
Warning / Failing- Low (200-208)				

**Part 2:** Enter the number of students scoring at each MCAS performance level in Cycle III 2004.

<b>2004 (End of Cycle)</b>	Grade 4	Grade 6	Grade 8	Grade 10
Proficient and Advanced (240-280)				
Needs Improvement- High (230-238)				
Needs Improvement- Low (220-228)				
Warning / Failing- High (210-218)				
Warning / Failing- Low (200-208)				

**Part 3:** Enter the estimated number of students to be tested in Mathematics in the future. (Leave blank grade levels not currently tested.)

	Grade 4	Grade 6	Grade 8	Grade 10
Estimated # of students tested in 2005				
Estimated # of students tested in 2006				
Estimated # of students tested in 2007				
Estimated # of students tested in 2008				

## Worksheet 2-B: Integrated goal spreadsheet (Mathematics)

**Part 4:** Enter a distribution of students by performance level that meets or exceeds the target for that grade level.

<b>Mathematics Grade 4</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient	0	0			
Needs Improvement- High	0	0				
Needs Improvement- Low	0	0				
Warning- High	0	0				
Warning / Failing- Low	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

<b>Mathematics Grade 6</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient and Advanced (240-280)	0	0			
Needs Improvement- High (230-238)	0	0				
Needs Improvement- Low (220-228)	0	0				
Warning / Failing- High (210-218)	0	0				
Warning / Failing- Low (200-208)	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

<b>Mathematics Grade 8</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient and Advanced (240-280)	0	0			
Needs Improvement- High (230-238)	0	0				
Needs Improvement- Low (220-228)	0	0				
Warning / Failing- High (210-218)	0	0				
Warning / Failing- Low (200-208)	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

<b>Mathematics Grade 10</b>	Cycle III		Cycle IV		Cycle V	
	2003	2004	Mid 2005	End 2006	Mid 2007	End 2008
	Proficient and Advanced (240-280)	0	0			
Needs Improvement- High (230-238)	0	0				
Needs Improvement- Low (220-228)	0	0				
Warning / Failing- High (210-218)	0	0				
Warning / Failing- Low (200-208)	0	0				
<i>Is your count off? Add this # to your distribution (subtract if negative)</i>						
<b>Cycle III</b>			<b>Your PI</b>			
<b>Baseline:</b>			<b>PI Target</b>			

## Worksheet 2-B: Integrated goal spreadsheet (Mathematics)

**Part 5:** Verify the goals you set for individual grade levels and for Mathematics as a whole.

		Cycle IV		Cycle V	
		Mid 2005	End 2006	Mid 2007	End 2008
Grade 4	Your Goal CPI Target On Target?				
Grade 6	Your Goal CPI Target On Target?				
Grade 8	Your Goal CPI Target On Target?				
Grade 10	Your Goal CPI Target On Target?				
<b>Your Math CPI Goal Math Target On Target?</b>					

**Part 6:** When you are satisfied with your predicted distributions and your calculations show that you are on target, you may copy and paste the below charts into your School Improvement Plan under the heading, "Annual Student Performance Goals, 2005-2008"

### Cycle III Baseline Mathematics CPI:

Baseline Math Distribution (%)	Grade 4	Grade 6	Grade 8	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2005 Mathematics CPI Goal:

2005 Math Distribution (%)	Grade 4	Grade 6	Grade 8	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2006 Mathematics CPI Goal:

2006 Math Distribution (%)	Grade 4	Grade 6	Grade 8	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2007 Mathematics CPI Goal:

2007 Math Distribution (%)	Grade 4	Grade 6	Grade 8	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

### 2008 Mathematics CPI Goal:

2008 Math Distribution (%)	Grade 4	Grade 6	Grade 8	Grade 10
Proficient and Advanced	0%	0%	0%	0%
Needs Improvement- High	0%	0%	0%	0%
Needs Improvement- Low	0%	0%	0%	0%
Warning / Failing- High	0%	0%	0%	0%
Warning / Failing- Low	0%	0%	0%	0%

