

Interpretive Guide to the WinScan Score Reports for the North Carolina End-of-Course Assessments

2014–15

North Carolina Department of Public Instruction



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Contents

List of Figures	ii
Introduction.....	1
How to Use This Guide.....	1
The WinScan Reports	1
North Carolina End-of-Course Assessments	2
Key Features of the EOC Subject Area Assessments	2
Individual Student Reports	4
Class Roster Reports	5
Score Frequency Reports	6
Achievement Level Frequency Reports	7
Goal Summary Reports.....	8
Index of Terms by Label Number.....	9

List of Figures

Figure 1. Sample ISR for the End-of-Course Assessment.....	4
Figure 2. Sample Class Roster for End-of-Course Assessments.	5
Figure 3. Sample Score Frequency Report for NC EOC Assessments.....	6
Figure 4. Sample Achievement Level Frequency Report for a Sample EOC Assessment.	8
Figure 5. Sample EOC Goal Summary Report.	9

Introduction

WinScan is a software application provided by the North Carolina Department of Public Instruction (NCDPI). This software permits administrators at the district level to produce a variety of score reports on demand, including Individual Student Reports (ISRs), Achievement Level Frequency Reports, Class Roster Reports, Score Frequency Reports, and Goal Summary Reports. *The Interpretive Guide to the WinScan Score Reports for NC EOC Assessments* is intended to help educators understand these reports and to inform decision making at the student, classroom, school, and district levels. This guide will also help administrators and educators explain assessment results to parents and the general public.

For each assessment, the NCDPI also produces an interpretive guide that is designed specifically for parents to understand ISRs. This document, entitled *Understanding the Individual Student Report* (UISR) is available online for every End-Of-Course (EOC), End-of-Grade (EOG), and alternate assessment (see <http://www.ncpublicschools.org/accountability/policies/uirsrs>). The ISR is designed for parents and teachers; whereas, the interpretive guides are designed for teachers and administrators at the school, district, and state levels. Together, these documents provide guidance in interpreting the many reports that are generated by the WinScan software application.

How to Use This Guide

This guide has been designed to give users quick access to the information needed when interpreting a specific WinScan report. The table of contents and the table of figures can be used to identify a sample report for any type of WinScan report. Users can learn about all of the key features of the sample report by simply matching label numbers in the sample reports to the label numbers in the *Index of Terms by Label Number*.

The WinScan Reports

Each WinScan report has a standard template. Except for the ISRs, the standard templates can be modified through user-defined options. When the standard report templates are combined with different options, assessments, and data filters, over three hundred (300) unique reports can be produced. This guide focuses on the most commonly used reports for EOC assessments. Table 1 shows a list of the reports described in subsequent pages and the audiences for which these reports are intended. The ISRs are designed for students, teachers, students' parents, and school administrators. Class Rosters are designed for teachers and school administrators. Score Frequency Reports, Achievement Level Frequency Reports, and Goal Summary Reports are designed for teachers, school administrators, district administrators, and state administrators.

Table 1. *WinScan Reports and Intended Audience*

Report	Audience				
	Parent	Teacher	Administrators		
			School	District	State
Individual Student Report	✓	✓	✓		
Class Roster Reports		✓	✓		
Score and Achievement Level Frequency Reports		✓	✓	✓	✓
Goal Summary Reports		✓	✓	✓	✓

The WinScan reporting system can aggregate data at various levels, including class, school, district, and state levels. Table 2 presents the reporting levels of each group-level WinScan report.

Table 2. *Reporting Levels for Group-Level WinScan Reports*

Report	Reporting Level			
	Class	School	District	State
Class Roster Reports	✓	✓		
Score and Achievement Level Frequency Reports	✓	✓	✓	✓
Goal Summary Reports	✓	✓	✓	✓

The WinScan reporting system can also summarize scores across various subgroups including gender (male and female) and ethnicity (American Indian, Asian, Black, Hispanic, Two or More Races, and White). Table 3 presents the standard reporting groups available for each group-level WinScan report. When multiple subgroups are selected, reports are produced for every combination of the chosen subgroups.

Table 3. *Standard Reporting Groups for Group-Level WinScan Reports*

Report	Groups			
	All	Gender	Ethnicity	Gender & Ethnicity
Class Roster Reports	✓	✓	✓	✓
Score and Achievement Level Frequency Reports	✓	✓	✓	✓
Goal Summary Reports	✓	✓	✓	✓

Note: Ethnicity includes the following: American Indian, Asian, Black, Hispanic, Two or More Races, and White.

As can be seen from Tables 2 and 3, users have many options when producing WinScan reports, including many subject areas, four (4) possible reporting levels, and four (4) grouping variables to choose from, resulting in over three hundred (300) potential individual reports.

North Carolina End-of-Course Assessments

During the final ten (10) days of a course, students take a state-required NC EOC assessment for the identified classes in which students were enrolled. EOC assessments

are administered to students enrolled in Biology, Math I, and English II, as part of the statewide assessment program. These curriculum-based achievement tests are specifically aligned to the North Carolina *Standard Course of Study* and include a variety of strategies to measure the achievement of North Carolina students. Depending on the specific subject assessed, student scores from the EOC assessments are used for computing school and teacher growth as well as performance composites, as required by the state-mandated READY Accountability Program, and for determining Annual Measurable Objectives (AMOs) designed to improve educational outcomes for all students and close achievement gaps, as required under the Elementary and Secondary Education Act (ESEA) waiver obtained by North Carolina in May 2012 and the renewal granted through the 2014–15 school year. This waiver granted North Carolina flexibility regarding specific requirements of the *No Child Left Behind Act* of 2001 (NCLB).

Key Features of the EOC Subject Area Assessments

- Content area knowledge is assessed by having students read and answer questions related to the content area selections.
- The selections on the assessment are chosen to reflect the variety of actual material studied by students in and out of the classroom.
- Depending on the specific subject assessed, there are 60–75 questions on each assessment. Please visit the web site <http://www.ncpublicschools.org/accountability/policies/> for more information regarding high school tests and testing.

Individual Student Reports

The ISR for the EOC provides information concerning performance on the EOC for the identified class. A sample ISR report for the EOC Assessments is provided in Figure 1. Key features are labeled and explained in the *Index of Terms by Label Number*.

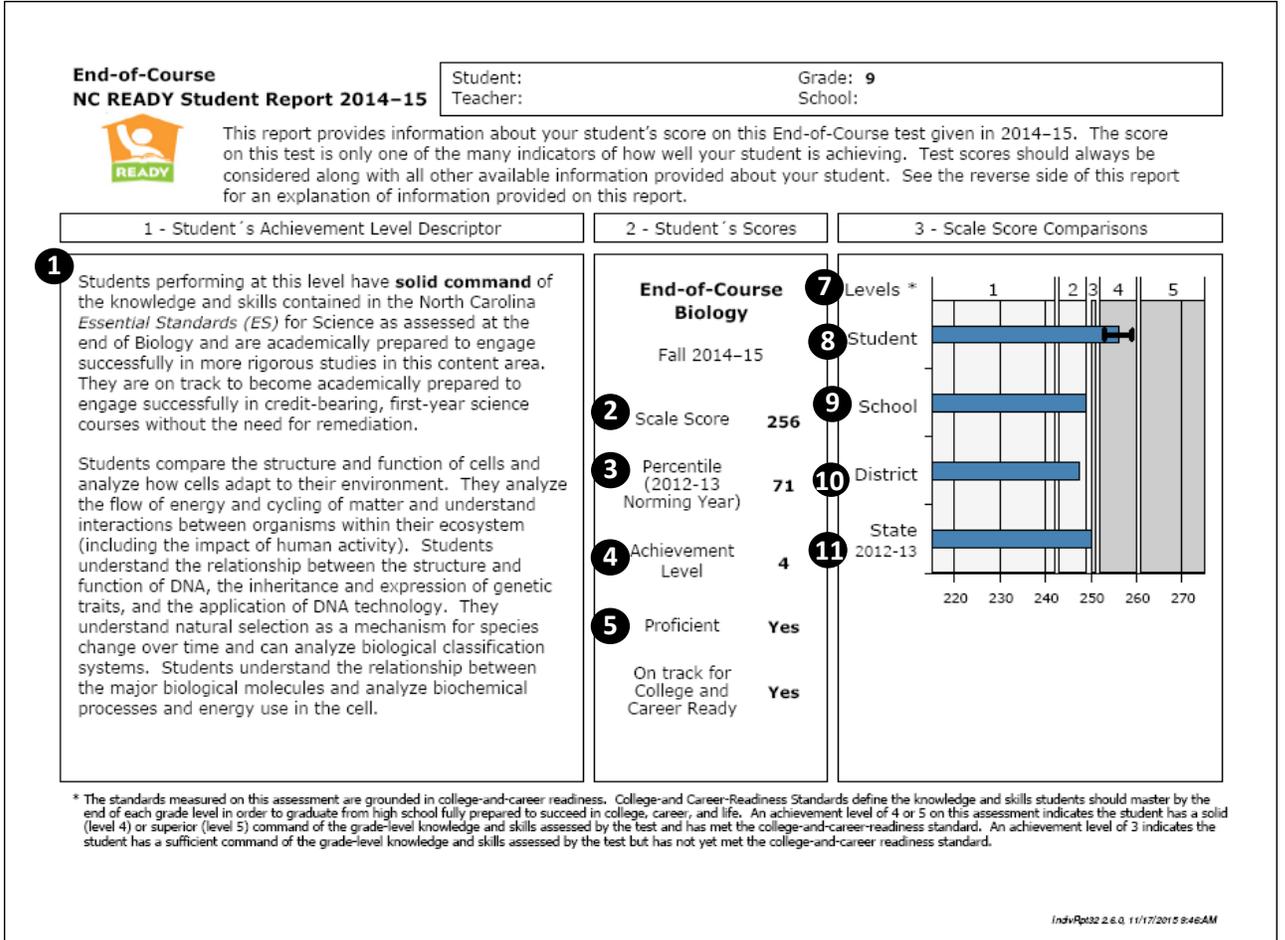


Figure 1. Sample ISR for the End-of-Course Assessment

Class Roster Reports

The Class Roster Reports take on many different combinations. A class roster report contains the course-specific student scores for each content area independently or course-specific student scores for combinations of content areas. Figure 2 presents a sample of the most common NC EOC Roster Report. This report is produced at the class level and the school level. A Class Roster Report's features and layout do not differ across levels. WinScan produces two types of class rosters for EOC assessments. Class rosters with grades can use one of six different grade calculation methods. The *Index of Terms by Label Number* can be used to learn more about each labeled feature of these reports.

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-COURSE TESTS 2014-2015 Biology Class Roster					
12 LEASchCode = ?????????? 13 InstrName = ?????????? 14 TestDates = OTF14		15 SchoolName = ?????????????? 16 ClassPeriod = ???????????			
Student Name	Grade Level	Biology Scores ¹			Achievement Level
		2 Scale Score	27 Number Attempted	17 2013 Percentile Rank ²	
1	??????????	Absent	0		
2	??????????	274	75	99	5
3	??????????	219 ^a	0	1	1
4	??????????	260	75	84	4
5	??????????	242	75	20	1
6	10	245	75	29	2
7	10	237	75	10	1
8	10	241	75	18	1
9	10	277	75	99	5
10	11	274	75	99	5
11	09	Not complete [§]	0		«
12	??????????	263	75	90	5
13	??????????	267	75	96	5
14	??????????	264	75	92	5
15	??????????	265	75	94	5
16	??????	275	75	99	5
17	??????	275	75	99	5
18	??????	274	75	99	5
19	??????????	Repeat ³	0		
20	??????????	275	75	99	5
21	??????????	254	75	64	4
22	??????????	244	75	26	2
23	??????????	250	75	48	3
24	??????????	Transfer	0		
25	??????	234	75	5	1
26	??????????	228	75	1	1
18 Class Mean		256.2			

¹ There are 75 items on the test.
² These state percentile ranks were established from 2012-13 statewide test data.
³ Student repeating this course for credit
^a Student assigned lowest possible score because no responses coded
[§] Online student assessment currently not complete (multiple-sessions, test reset)
[«] Student took assessment online

Figure 2. Sample Class Roster for End-of-Course Assessments

Scale Score Frequency Reports

Frequency tables are used to summarize large quantities of scores. The Frequency Reports available in WinScan are used to summarize score information at the class, school, district, and state levels. The WinScan Score Frequency Report presents the frequency, percent, cumulative frequency, and cumulative percent of each score for a specific course. These reports can be created for each NC EOC. Figure 3 presents a sample Score Frequency Report for an NC EOC Math 1 Assessment. The *Index of Terms by Label Number* can be used to learn more about each labeled feature of this report.

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-COURSE TESTS 2014-2015							
Math I Scale Score Frequency Report							
LEASchCode =		HdrSchoolName =					
InstrName =		ClassPeriod =					
TestDates =	Spring Semester 4 X 4 2015						
Summary Statistics				on Scale Score			
Number of Students with Valid Scores	16	High Score	269				
		Low Score	242				
Scale Score Mean	252.13	Local Percentiles	Scale Scores				
		90	259.0				
Standard Deviation	7.02	75	257.0				
		50 (Median)	252.0				
Mode	259	25	246.5				
		10	244.0				
Frequency Distribution							
Scale Score	Frequency	Cumulative Frequency	Cumulative Percent	Cumulative Percent	Achievement Level	2013 State Percentile	Reported Quantile
269	1	16	6.25	100.00	5	97	1415Q
259	3	15	18.75	93.75	4	83	1205Q
255	1	12	6.25	75.00	4	72	1125Q
254	1	11	6.25	68.75	4	68	1100Q
253	1	10	6.25	62.50	4	65	1080Q
252	2	9	12.50	56.25	3	62	1060Q
250	1	7	6.25	43.75	3	53	1020Q
247	2	6	12.50	37.50	2	42	955Q
246	2	4	12.50	25.00	2	39	935Q
244	1	2	6.25	12.50	2	32	895Q
242	1	1	6.25	6.25	1	25	850Q

Figure 3. Sample Score Frequency Report for NC EOC Assessments

The Score Frequency Report consists of three sections: the header (F1), a summary table of statistics (F2), and a score frequency table (F3).

The first line of the sample Score Frequency Report in the Header of Figure 3 (Section Label F1) describes the type of assessment (EOC) and the school year (2014-15). The second line of the header displays the subject area and the type of report. The LEASchCode (Label 12) indicates the Local Educational Agency school code, the InstrName (Label 13) indicates the instructor's name, TestDates (Label 14) indicates the time of year in which the exam was administered, the HdrSchoolName (Label 15) indicates the school name, and the ClassPeriod (Label 16) indicates the class period.

Figure 3 includes the summary table (section label F2) of a sample Score Frequency Report for the Math I EOC assessment. The top row of the summary table indicates that 16 students in this report had valid scores. The highest score was 269 and the lowest score was 242. The arithmetic mean score was 252.13 (Label 18), the standard deviation was 7.02 (Label 20), and the mode was 259 (Label 21). The percentile scores are listed at the far right of the table (Label 17). The scale scores are listed for the 10th, 25th, 50th, 75th, and 90th percentiles (Label 19). In this sample, a scale score of 257 corresponds to a percentile of 75. This means that 75 percent of the 16 students earned a score of 257 or less.

The frequency table of the Score Frequency Report for the Math I EOC assessment is presented in Figure 3 (section label F3). The Scale Score column (Label 2) presents every score earned by the 16 students. The Frequency column (Label 23) presents the number of students that earned each scale score. For example, one examinee earned a scale score of 242. A “Missing” label would indicate that an examinee did not receive a score. The Cumulative Frequency column (Label 24) presents the total number of students that earned up to and including a given scale score. This column shows 6 students earned up to and including a scale score of 247. The Percent column (Label 25) presents the percent of students that earned a given scale score (number of students that earned the score divided by total number of observations). This column shows that 6.25 percent of the students earned a score of 253. The Cumulative Percent column (Label 25) displays the percent of students that earned up to and including a given scale score. This column shows 18.75 percent of the students earned up to and including a scale score of 259. The Achievement Level column (Label 4) displays the achievement level associated with each scale score. In this example, a scale score of 253 corresponds to an achievement level of 4.

Achievement Level Frequency Reports

Figure 4 displays a sample Achievement Level Frequency Report for an EOC Biology Assessment. The first line of the header indicates the report is for the 2014-2015 school year. The second line indicates the subject area and report type. The third line of the header displays the school district code and name.

In this sample, Biology Achievement Levels column (Label 4) presents every achievement level earned by the students. Students who do not have an achievement level are classified as ‘blank.’ The Frequency column (Label 2) presents the number of students that earned each achievement level. The total count of students excludes blank scores. The sample shows 230 examinees earned an achievement level of 2. The Percent of Total column (Label 25) presents the percent of students that earned a given score (number of students that earned the score divided by total number of observations). This column shows that 22.57 percent of the students earned an achievement level of 2. The Cumulative Frequency column (Label 24) presents the total number of students that earned up to and including a score in a given row. This column shows 531 students earned up to and including an achievement level of 2. The Cumulative Percent column (Label 26) displays the percent of students that earned up to and including a score in a given row. In the sample shown, 52.11 percent of the students earned up to and including

an achievement level of 2. The summary statistics just below the frequency table show 402 of 1019 students were classified as level 4 or 5. This indicates that 39.45 percent of the students met college and career readiness standards and 47.89 percent met on-grade-level standards.

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-COURSE TESTS 2014-2015 Biology Achievement Level Frequency Report				
SystemCode = ??????????		SystemName = ??????????		
4 Biology Achievement Levels	23 Frequency	25 Percent of Total	24 Cumulative Frequency	26 Cumulative Percent
Blank *	21			
1	301	29.54	301	29.54
2	230	22.57	531	52.11
3	86	8.44	617	60.55
4	290	28.46	907	89.01
5	112	10.99	1019	100.00
Total		1019		
31 Met College- and-Career Readiness Standards		32 Met On-Grade-Level Standards		
Number at Levels 4, 5	402	Number at Levels 3, 4, 5	488	
Percent at Levels 4, 5	39.45	Percent at Levels 3, 4, 5	47.89	
* "Blank" are students that did not have an achievement level. The frequency of the "Blank" category is not included in any calculations.				

Figure 4. Sample Achievement Level Frequency Report for a Sample EOC Assessment

Goal Summary Reports

The Goal Summary Report is a course-specific report that summarizes student performance for each learning goal or essential standard. The Goal Summary Report groups students at the school, district, or state level. Typically, the report reflects scores at the goal level. In EOC mathematics, subscale scores are reported with regard to items designated for calculator active sections versus calculator inactive sections on the goal summary report. In EOC reading, the report contains goal-level score reporting as well as subscale scores reflecting items related to literature versus items related to informational text.

Figure 5 displays a sample Goal Summary Report. Key features are labeled and explained in the *Index of Terms by Label Number*. The standard protocol for reporting subscale scores requires that any goal with fewer than five (5) items does not produce a level of reliability sufficient for score reporting. The Goal Summary Report provides valid data about curriculum implementation only when 1) all four (4) forms are administered within the same classroom, school, or LEA, 2) there are at least five (5) students per form, and 3) approximately equal numbers of students have taken each form. It is best to compare a group's weighted mean percent correct with the state weighted mean to determine how far above or below the state weighted mean the group has performed. This comparison is most appropriate because forms are comparable at a total assessment level but not at the goal level.

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-COURSE TESTS 2014-2015 Biology Summary Goal Report					
	33 SystemCode = ??????????		34 SystemName = ??????????		
	19 Scale Score Mean	35 Number of Valid Scores	28 Percent of Biology Items per Form ¹	29 Weighted Mean Percent Correct	30 Difference 2013-14 State Mean Percent Correct ²
Biology	248.3	1019	100.0		
State 2013-14 ³	250.2	109828			
State 2012-13	250.3	107332			
Goal 1: Structure and Function of Living Organisms			20.1	55.7	-7.4
Goal 2: Ecosystems			20.1	67.0	-3.2
Goal 3: Evolution and Genetics			45.3	64.1	-1.9
Goal 4: Molecular Biology			14.5	54.7	-8.8

¹ Domains may not sum to 100 due to rounding.

² The test forms used year to year may be different. Tests are equivalent at the total score level, not at the goal or objective level. Thus, forms from year to year may have more or less difficult items on a particular goal or objective. The comparison data are from the Fall 2013 to Spring 2014 test administrations.

³ The goal summary report provides valid data about curriculum implementation when all multiple forms are administered within the same classroom/school/LEA, there are at least five students per form, and approximately equal numbers of students have taken each form. It is best to compare a group's weighted mean percent correct with the state weighted mean to determine how far above or below the state weighted mean the group has performed.

The Essential Standards for Biology can be found at
<http://www.ncpublicschools.org/docs/acre/standards/new-standards/science/biology.pdf>

Figure 5. Sample EOC Goal Summary Report

Index of Terms by Label Number

- 1 Student’s Achievement Level Descriptor**—This paragraph describes the level of achievement that the student is expected to have mastered given their assessment score. The achievement level descriptors can be viewed at <http://www.ncpublicschools.org/accountability/testing//shared/achievelevel>.
- 2 Scale Score / Developmental Scale Score**—The number of assessment questions the student answers correctly is called a raw score. The raw score is converted to a developmental scale score. The Scale Score depicts growth in achievement from year to year. Elsewhere in the Individual Student Report, the student’s scale score is represented by a black diamond. Surrounding the student’s diamond is a confidence band, indicated by a bar. The confidence band indicates the range of scores that would likely result if the same student completed similar forms of the same assessment many times.
- 3 Percentile**—The percentile rank compares a student’s performance on the assessment this year to that of all North Carolina students who took the assessment in the norming year. The norming year for an assessment is generally the first year the assessment was administered. The percentile shows a student performed at a level equal to or better than the stated percentage of students who took the assessment during the norming year. For example, if a student scores as well as or better than 87 percent of the students who took the assessment in the norming year, the student is at the 87th percentile.
- 4 Achievement Level / Ach. Level**—Achievement level shows the level at which a student performed on the assessment. Achievement levels are predetermined performance standards that allow a student’s performance to be compared to grade-level expectations. Five achievement levels (i.e., Levels 1, 2, 3, 4, and 5) are reported. Achievement levels of 3, 4, and 5 indicate grade-level proficiency. Achievement levels of 4 and 5 indicate college and career readiness. The achievement level descriptors can be viewed at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/>.
- 5 Proficient**—Indicates whether the student meets Grade Level Proficiency Standards with a “Yes” or “No.”
- 6 Reported Quantile or Lexile Score**—The EOC Math I assessment is linked to **The Quantile Framework® for Mathematics**. The EOG Reading Comprehension tests are linked to the **Lexile Framework® for Reading**. Definitions of Lexiles and Quantiles follow.

Lexile Score

The Lexile Framework® measures both reader ability and text difficulty on the same scale, the Lexile scale. Lexile scores are reported from a low of BR (Beginning Reader) to a high of 2000L. Lexile scores do not translate specifically to grade levels. Using a student’s Lexile score one can match a student to books or other reading material that are similar to his or her reading ability. The lower a book’s Lexile measure, the easier it will

be to comprehend. For example, a text with a Lexile measure of 850L will most likely be easier for a reader to comprehend than a text at 950L. The Lexile score also allows one to track a student's progress over time. Additional information on Lexiles can be found at <http://www.lexile.com>.

Quantile Score

To interpret what a **Quantile® score** means for a student, two pieces of information are needed: the Quantile score and the grade level during which a student received the Quantile score. Typically, a higher Quantile measure within a specific grade range indicates that a student probably has very few problems with grade-level material in school. A lower Quantile measure indicates that a student most likely struggles to understand and succeed with grade-level material. Once a student's Quantile measure and grade are known, mathematical concepts, topics, materials, and resources can be identified within that same Quantile range. A student can be matched with resources and engaged in instruction to focus remediation and move forward with more demanding concepts and skills. Additional information on Quantile measures can be found at <http://www.Quantiles.com>.

7 Levels—The 5 achievement levels (described under Label 4) are listed across the top of the graph.

8 Student—The blue bar represents the student's scale score. Surrounding the student's scale score is a confidence interval, indicated by a black line. The confidence interval indicates the range of scores that would likely result if the same student completed similar assessments many times.

9 School—The average school score is represented by this blue bar. The average scale score for the school is based on the fall or spring assessment administration for the given school year of the report.

10 District—The average district score is represented by this blue line. The average scale score for the district is based on the fall or spring assessment administration for the given school year of the report.

11 State—The average state score for 2013 is represented by this blue bar. The state average is based on the scores of all North Carolina students who took the assessment in the norming year (2013).

12 LEASchCode refers to the Local Education Agency (LEA) school code.

13 InstrName refers to the instructor's name.

14 TestDates refers to the time of year in which the exam was administered.

15 HdrSchoolName refers to the school name.

- 16 ClassPeriod** refers to the class period.
- 17 2013 State or Local Pctl (Percentile)** refers to either the ELA/reading and mathematics percentiles that were established from 2013 statewide or the LEA-wide assessment data.
- 18 Class Mean**—The class mean is the average of the class scores. The mean is the sum of all scores in the roster divided by the number of scores in the roster.
- 19 Scale Score Mean**—The group mean is the average of a group of scores. The mean is the sum of all scores in the roster divided by the number of scores in the roster.
- 20 Standard Deviation**—The standard deviation indicates the degree of variation of scores among a group of students. The larger the standard deviation, the greater the variation there is in scores. The standard deviation is the square root of the variance of the scores.
- 21 Mode**—the group mode is the most common score or scores of the group.
- 22 Percentile**—The percentile describes the percent of all values of the scale score that are equal to or less than the scale score. The median is the midpoint of the scale score distribution and corresponds to the 50th percentile.
- 23 Frequency**—The Frequency column presents the number of students that earned each score.
- 24 Cumulative Frequency**—The value in the cumulative frequency column in a frequency table is the total number of students that earned all scores up to and including the score in the same row.
- 25 Percent**—The Percent of Total column presents the percent of students that earned a given score (number of students that earned the score divided by the total number of observations).
- 26 Cumulative Percent**—The value in the Cumulative Percent column in frequency tables is the percent of students that earned all scores/achievement level up to and including the score/achievement level in the same row.
- 27 Number Attempted** refers to the number of questions answered by the student.
- 28 Percent of the Read/Math/Biology Items per Form** – The percent of the items per form is the percent of items that align with each content goal.
- 29 Weighted Mean Percent Correct** –A weighted mean is used to calculate the mean scores from different forms. If the count of students differs across forms, a weighted

mean adjusts for the different counts across the forms. For instance, if twice as many students took one form as compared to another, this form would receive twice the weight in calculating the mean. Usually about the same numbers of students take each form, so in practice, the weighted mean is very similar to an unweighted mean.

30 Difference 2013 State Mean Percent Correct – This difference displays performance relative to the 2013 state mean percent correct. Negative values indicate a score performance below the state mean percent correct, while positive values indicate performance above the state mean.

31 Met College and Career Readiness Standards – The number of students who have met the College and Career Readiness Standards (Levels 4 and 5).

32 Met On-Grade-Level Standards – The number of students who have met On-Grade-Level Standards (levels 3, 4 and 5).

33 SystemCode refers to the Local Education Agency (LEA) school code.

34 SystemName refers to the Local Education Agency (LEA) or District Name.

35 Number of Valid Scores refers to the number of valid scores and is used as the denominator in calculating the mean.