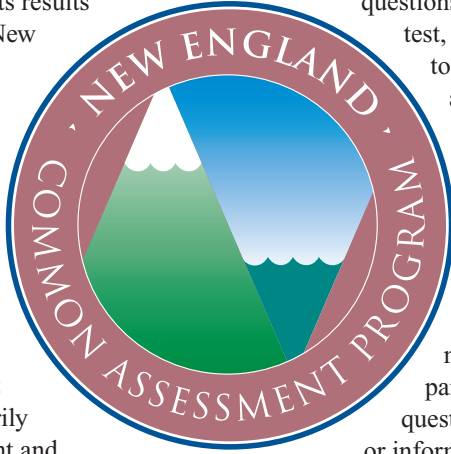


About The New England Common Assessment Program

This report highlights results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level



results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

State Results

State: Rhode Island



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

State: Rhode Island

PARTICIPATION in NECAP	Number									Percentage										
	School			District			State			School			District			State				
Students enrolled on or after October 1										11,164										100
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing		
With an approved accommodation							10,628	10,672	10,594							95	96	95		
Current LEP Students							271	311	261							3	3	2		
With an approved accommodation							36	50	28							13	16	11		
IEP Students							1,627	1,625	1,612							15	15	15		
With an approved accommodation							820	841	747							50	52	46		
Students not tested in NECAP							536	492	570							5	4	5		
State Approved							195	156	189							36	32	33		
Alternate Assessment							108	108	108							55	69	57		
First Year LEP							40	0	41							21	0	22		
Withdrew After October 1							34	35	30							17	22	16		
Enrolled After October 1							1	0	1							1	0	1		
Special Consideration							12	13	9							6	8	5		
Other							341	336	381							64	68	67		

NECAP RESULTS

	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147												
MATH	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135												
WRITING	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

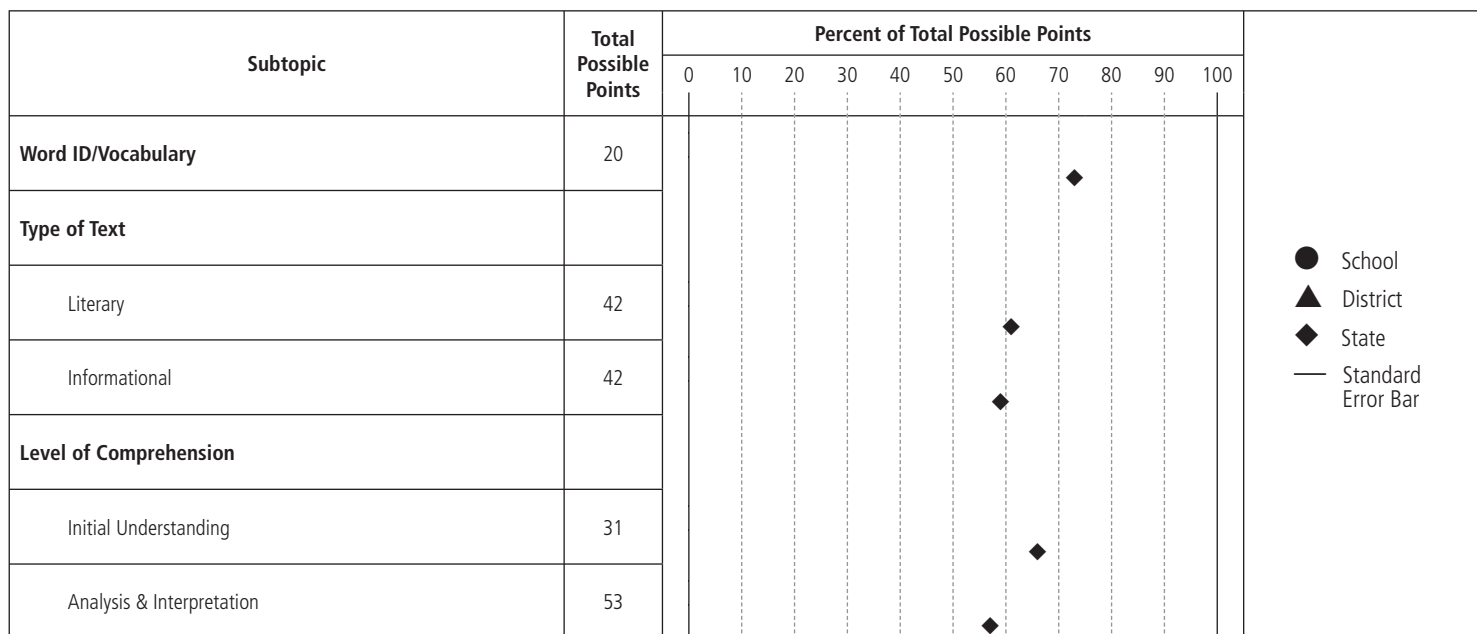
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11													
Cumulative Total													
STATE													
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-10	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
2010-11	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147
Cumulative Total	33,556	597	905	32,054	7,339	23	16,040	50	5,688	18	2,987	9	1146





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147												
Gender																									
Male	5,673	103	206	5,364	1,177	22	2,681	50	967	18	539	10	1145												
Female	5,482	92	135	5,255	1,786	34	2,443	46	718	14	308	6	1149												
Not Reported	9	0	0	9																					
Race/Ethnicity																									
Hispanic or Latino	1,936	54	79	1,803	203	11	868	48	434	24	298	17	1141												
Not Hispanic or Latino																									
American Indian or Alaskan Native	68	2	3	63	10	16	26	41	19	30	8	13	1142												
Asian	301	8	5	288	74	26	151	52	51	18	12	4	1148												
Black or African American	900	10	28	862	98	11	395	46	237	27	132	15	1141												
Native Hawaiian or Pacific Islander	31	0	1	30	1	3	16	53	7	23	6	20	1140												
White	7,638	106	189	7,343	2,528	34	3,578	49	879	12	358	5	1150												
Two or more races	176	4	6	166	46	28	78	47	33	20	9	5	1147												
No Race/Ethnicity Reported	114	11	30	73	4	5	14	19	28	38	27	37	1134												
LEP Status																									
Current LEP student	332	33	28	271	4	1	49	18	87	32	131	48	1131												
Former LEP student - monitoring year 1	26	0	0	26	0	0	14	54	10	38	2	8	1140												
Former LEP student - monitoring year 2	35	1	2	32	1	3	17	53	12	38	2	6	1141												
All Other Students	10,771	161	311	10,299	2,959	29	5,046	49	1,579	15	715	7	1148												
IEP																									
Students with an IEP	1,876	121	128	1,627	69	4	515	32	544	33	499	31	1135												
All Other Students	9,288	74	213	9,001	2,895	32	4,611	51	1,144	13	351	4	1149												
SES																									
Economically Disadvantaged Students	4,013	92	159	3,762	497	13	1,840	49	905	24	520	14	1142												
All Other Students	7,151	103	182	6,866	2,467	36	3,286	48	783	11	330	5	1150												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147												
Title I																									
Students Receiving Title I Services	2,814	63	99	2,652	332	13	1,265	48	660	25	395	15	1142												
All Other Students	8,350	132	242	7,976	2,632	33	3,861	48	1,028	13	455	6	1149												
504 Plan																									
Students with a 504 Plan	256	1	5	250	75	30	137	55	30	12	8	3	1149												
All Other Students	10,908	194	336	10,378	2,889	28	4,989	48	1,658	16	842	8	1147												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

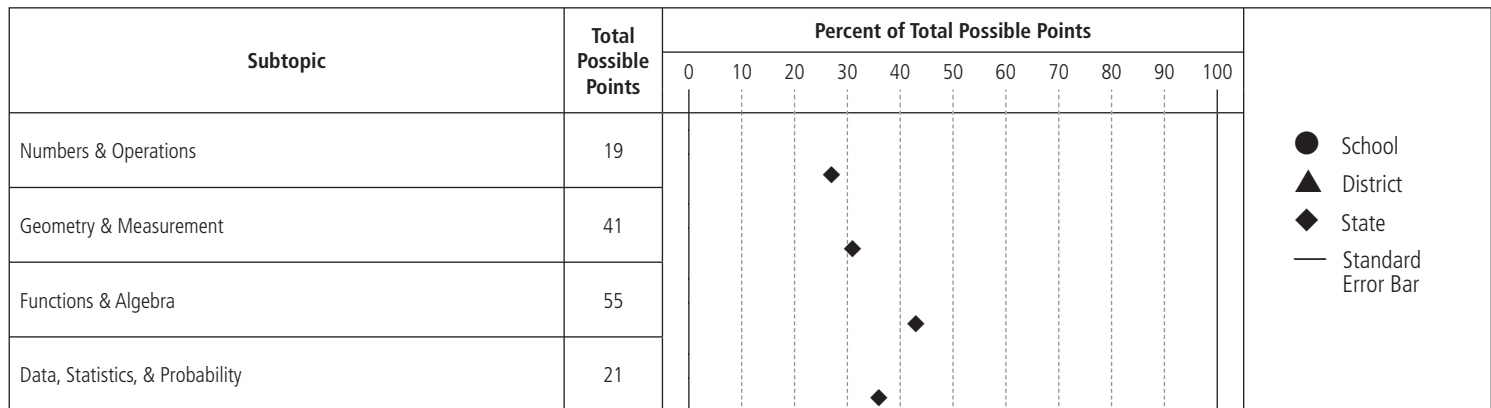
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11													
Cumulative Total													
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																									
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
All Students	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135													
Gender																										
Male	5,673	84	203	5,386	158	3	1,674	31	1,520	28	2,034	38	1135													
Female	5,482	72	133	5,277	114	2	1,548	29	1,573	30	2,042	39	1135													
Not Reported	9	0	0	9																						
Race/Ethnicity																										
Hispanic or Latino	1,936	22	77	1,837	2	<1	241	13	458	25	1,136	62	1129													
Not Hispanic or Latino																										
American Indian or Alaskan Native	68	2	2	64	1	2	9	14	18	28	36	56	1132													
Asian	301	4	4	293	13	4	96	33	91	31	93	32	1137													
Black or African American	900	9	26	865	4	<1	103	12	211	24	547	63	1129													
Native Hawaiian or Pacific Islander	31	0	2	29	0	0	6	21	7	24	16	55	1129													
White	7,638	105	191	7,342	251	3	2,724	37	2,247	31	2,120	29	1137													
Two or more races	176	4	6	166	1	1	39	23	52	31	74	45	1135													
No Race/Ethnicity Reported	114	10	28	76	0	0	6	8	10	13	60	79	1124													
LEP Status																										
Current LEP student	332	0	21	311	0	0	8	3	27	9	276	89	1122													
Former LEP student - monitoring year 1	26	0	0	26	0	0	2	8	4	15	20	77	1130													
Former LEP student - monitoring year 2	35	1	1	33	0	0	4	12	8	24	21	64	1130													
All Other Students	10,771	155	314	10,302	272	3	3,210	31	3,055	30	3,765	37	1135													
IEP																										
Students with an IEP	1,876	121	130	1,625	0	0	94	6	217	13	1,314	81	1124													
All Other Students	9,288	35	206	9,047	272	3	3,130	35	2,877	32	2,768	31	1137													
SES																										
Economically Disadvantaged Students	4,013	67	152	3,794	20	1	591	16	1,043	27	2,140	56	1131													
All Other Students	7,151	89	184	6,878	252	4	2,633	38	2,051	30	1,942	28	1137													
Migrant																										
Migrant Students	0	0	0	0																						
All Other Students	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135													
Title I																										
Students Receiving Title I Services	2,814	33	101	2,680	15	1	391	15	669	25	1,605	60	1130													
All Other Students	8,350	123	235	7,992	257	3	2,833	35	2,425	30	2,477	31	1137													
504 Plan																										
Students with a 504 Plan	256	1	5	250	11	4	79	32	92	37	68	27	1137													
All Other Students	10,908	155	331	10,422	261	3	3,145	30	3,002	29	4,014	39	1135													

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11													
Cumulative Total													
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
Cumulative Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

Types of Writing Reported in the Results Above	
2008-09	<p>Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.</p>
2009-10	<p>Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.</p>
2010-11	<p>Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.</p>



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

State: Rhode Island

Average Score Comparison by Type of Writing [§]																	
Type of Writing	Tested	School					District					State					
		Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)												10,594	6.4			
	2009-10												1,339	6.5			
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11												1,327	6.2			
	2009-10												1,323	6.2			
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11												1,313	6.3			
	2009-10												1,321	6.2			
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11												1,321	6.6			
	2009-10												1,339	6.5			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11												1,328	6.6			
	2009-10												1,337	6.8			
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11												1,340	6.6			
	2009-10												1,326	6.6			

(C) This type of writing was administered to all students.
 The ● shows this year's score and the black bar (————) shows the range where most students in this sample scored.
 The ▲ shows last year's score and the gray bar (————) shows the range where most students in this sample scored.
 § The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.
 The score of 7 represents the score required to be proficient.
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

State: Rhode Island

Score Distribution							
Total Score	Score 1	Score 2	State		N	%	%
			N	%			
12	6	6	2	<1			
11	6	5	15	<1			
10	5	5	102	1			
9	5	4	340	3			
8	4	4	2,822	27			
7	4	3	2,107	20			
6	3	3	3,071	29			
5	3	2	826	8			
4	2	2	783	7			
3	2	1	143	1			
2	1	1	208	2			
0	0	0	175	2			

Scoring Rubric	
6	<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

State: Rhode Island

Disaggregated Writing Results

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4												
Gender																									
Male	5,673	99	235	5,339	51	1	2,311	43	2,634	49	343	6	6.2												
Female	5,482	90	146	5,246	68	1	2,957	56	2,039	39	182	3	6.7												
Not Reported	9	0	0	9																					
Race/Ethnicity																									
Hispanic or Latino	1,936	53	99	1,784	8	<1	668	37	919	52	189	11	5.8												
Not Hispanic or Latino																									
American Indian or Alaskan Native	68	2	2	64	1	2	27	42	29	45	7	11	6.0												
Asian	301	8	5	288	6	2	155	54	119	41	8	3	6.6												
Black or African American	900	12	36	852	5	1	287	34	479	56	81	10	5.7												
Native Hawaiian or Pacific Islander	31	0	1	30	0	0	5	17	21	70	4	13	5.2												
White	7,638	98	198	7,342	98	1	4,047	55	2,989	41	208	3	6.7												
Two or more races	176	4	6	166	1	1	68	41	92	55	5	3	6.3												
No Race/Ethnicity Reported	114	12	34	68	0	0	12	18	32	47	24	35	4.4												
LEP Status																									
Current LEP student	332	33	38	261	0	0	29	11	131	50	101	39	3.7												
Former LEP student - monitoring year 1	26	0	0	26	0	0	7	27	17	65	2	8	5.7												
Former LEP student - monitoring year 2	35	1	1	33	0	0	8	24	23	70	2	6	5.7												
All Other Students	10,771	155	342	10,274	119	1	5,225	51	4,509	44	421	4	6.5												
IEP																									
Students with an IEP	1,876	118	146	1,612	3	<1	286	18	1,026	64	297	18	4.9												
All Other Students	9,288	71	235	8,982	116	1	4,983	55	3,654	41	229	3	6.7												
SES																									
Economically Disadvantaged Students	4,013	90	183	3,740	17	<1	1,374	37	2,034	54	315	8	5.9												
All Other Students	7,151	99	198	6,854	102	1	3,895	57	2,646	39	211	3	6.7												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4												
Title I																									
Students Receiving Title I Services	2,814	63	128	2,623	13	<1	980	37	1,361	52	269	10	5.8												
All Other Students	8,350	126	253	7,971	106	1	4,289	54	3,319	42	257	3	6.6												
504 Plan																									
Students with a 504 Plan	256	1	5	250	5	2	127	51	114	46	4	2	6.7												
All Other Students	10,908	188	376	10,344	114	1	5,142	50	4,566	44	522	5	6.4												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.