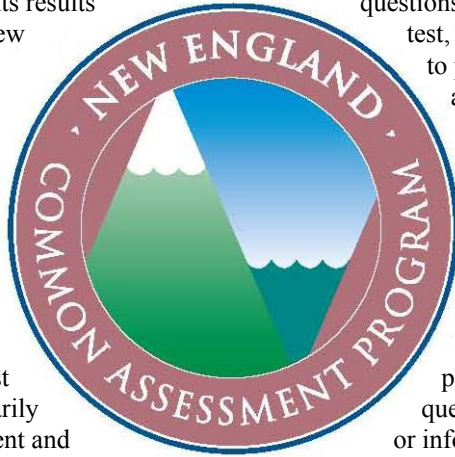


# About The New England Common Assessment Program



This report highlights results from the Fall 2013 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 2013 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

## State Results

State: Rhode Island



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Grade Level Summary Report

State: Rhode Island

PARTICIPATION in NECAP	Number									Percentage																	
	School			District			State			School			District			State											
<b>Students enrolled on or after October 1</b>										<b>10,946</b>																	
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
With an approved accommodation							10,302	10,469	10,267							94	96	94									
Current LEP Students							2,244	3,030	1,608							22	29	16									
With an approved accommodation							330	374	328							3	4	3									
IEP Students							83	142	83							25	38	25									
With an approved accommodation							1,488	1,513	1,469							14	14	14									
Other							920	944	898							62	62	61									
<b>Students not tested in NECAP</b>										<b>644 477 679</b>																	
State Approved										<b>209 153 203</b>																	
Alternate Assessment										<b>96 96 96</b>																	
First Year LEP										<b>62 0 60</b>																	
Withdrew After October 1										<b>43 48 40</b>																	
Enrolled After October 1										<b>1 2 1</b>																	
Special Consideration										<b>7 7 6</b>																	
Other										<b>435 324 476</b>																	

### 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	%	%	%	%	
<b>READING</b>	10,946	209	435	10,302	4,446	43	3,958	38	1,169	11	729	7	1151												
<b>MATH</b>	10,946	153	324	10,469	359	3	3,374	32	2,954	28	3,782	36	1136												
<b>WRITING</b>	10,946	203	476	10,267	1,094	11	5,680	55	3,244	32	249	2	7.3												

**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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# 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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
<b>All Students</b>	10,946	209	435	10,302	4,446	43	3,958	38	1,169	11	729	7	1151												
<b>Gender</b>																									
Male	5,515	125	241	5,149	1,918	37	2,144	42	638	12	449	9	1149												
Female	5,374	81	172	5,121	2,524	49	1,808	35	519	10	270	5	1153												
Not Reported	57	3	22	32	4	13	6	19	12	38	10	31	1137												
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,335	62	106	2,167	500	23	943	44	397	18	327	15	1144												
Not Hispanic or Latino																									
American Indian or Alaskan Native	76	1	4	71	18	25	29	41	11	15	13	18	1145												
Asian	327	5	5	317	152	48	108	34	37	12	20	6	1152												
Black or African American	962	23	65	874	201	23	370	42	181	21	122	14	1144												
Native Hawaiian or Pacific Islander	43	0	0	43	16	37	20	47	6	14	1	2	1149												
White	6,868	110	224	6,534	3,451	53	2,374	36	491	8	218	3	1154												
Two or more races	278	5	9	264	104	39	108	41	34	13	18	7	1149												
No Race/Ethnicity Reported	57	3	22	32	4	13	6	19	12	38	10	31	1137												
<b>LEP Status</b>																									
Current LEP student	400	47	23	330	4	1	41	12	100	30	185	56	1130												
Former LEP student - monitoring year 1	64	0	1	63	10	16	30	48	15	24	8	13	1142												
Former LEP student - monitoring year 2	27	0	1	26	2	8	21	81	2	8	1	4	1146												
All Other Students	10,455	162	410	9,883	4,430	45	3,866	39	1,052	11	535	5	1151												
<b>IEP</b>																									
Students with an IEP	1,719	106	125	1,488	120	8	553	37	423	28	392	26	1138												
All Other Students	9,227	103	310	8,814	4,326	49	3,405	39	746	8	337	4	1153												
<b>SES</b>																									
Economically Disadvantaged Students	4,461	90	226	4,145	1,144	28	1,841	44	711	17	449	11	1146												
All Other Students	6,485	119	209	6,157	3,302	54	2,117	34	458	7	280	5	1154												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	10,946	209	435	10,302	4,446	43	3,958	38	1,169	11	729	7	1151												
<b>Title I</b>																									
Students Receiving Title I Services	2,415	63	120	2,232	501	22	949	43	429	19	353	16	1144												
All Other Students	8,531	146	315	8,070	3,945	49	3,009	37	740	9	376	5	1153												
<b>504 Plan</b>																									
Students with a 504 Plan	270	1	14	255	122	48	107	42	17	7	9	4	1152												
All Other Students	10,676	208	421	10,047	4,324	43	3,851	38	1,152	11	720	7	1151												

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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Mathematics Results

State: Rhode Island

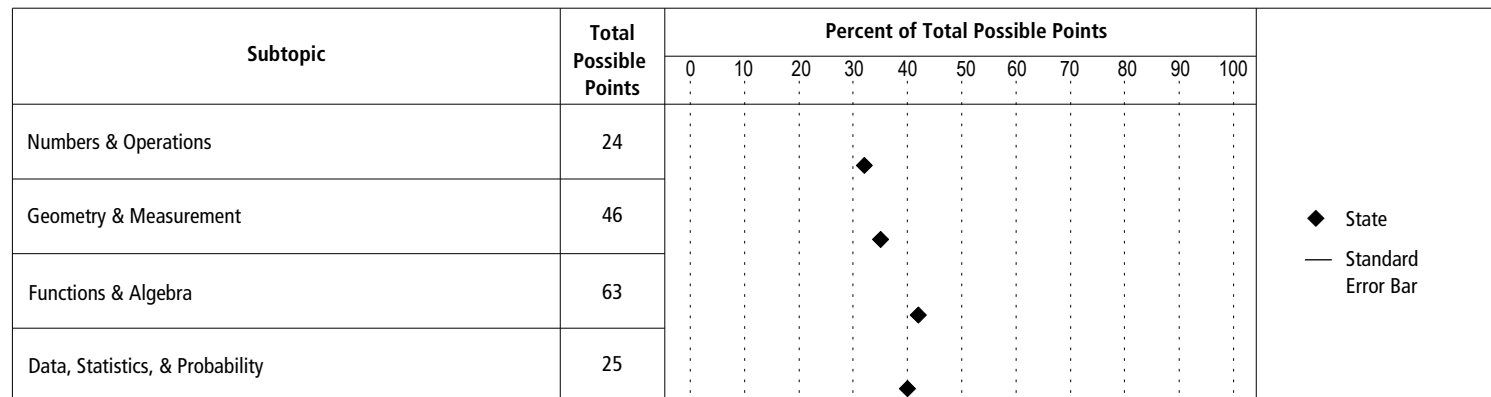
**Proficient with Distinction (Level 4)**  
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.  
**(Scaled Score 1152–1180)**

**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.  
**(Scaled Score 1140–1151)**

**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.  
**(Scaled Score 1134–1139)**

**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.  
**(Scaled Score 1100–1133)**

	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	%	
<b>School</b>													
2011-12													
2012-13													
<b>2013-14</b>													
Cumulative Total													
<b>District</b>													
2011-12													
2012-13													
<b>2013-14</b>													
Cumulative Total													
<b>State</b>													
2011-12	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135
2012-13	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135
<b>2013-14</b>	<b>10,946</b>	<b>153</b>	<b>324</b>	<b>10,469</b>	<b>359</b>	<b>3</b>	<b>3,374</b>	<b>32</b>	<b>2,954</b>	<b>28</b>	<b>3,782</b>	<b>36</b>	<b>1136</b>
Cumulative Total	33,108	453	1,170	31,485	835	3	9,613	31	8,440	27	12,597	40	1135





# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# 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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
<b>All Students</b>	10,946	153	324	10,469	359	3	3,374	32	2,954	28	3,782	36	1136												
<b>Gender</b>																									
Male	5,515	101	180	5,234	201	4	1,711	33	1,441	28	1,881	36	1136												
Female	5,374	49	127	5,198	158	3	1,661	32	1,507	29	1,872	36	1136												
Not Reported	57	3	17	37	0	0	2	5	6	16	29	78	1124												
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,335	35	80	2,220	15	1	351	16	590	27	1,264	57	1131												
Not Hispanic or Latino																									
American Indian or Alaskan Native	76	1	4	71	0	0	16	23	21	30	34	48	1132												
Asian	327	0	4	323	26	8	127	39	73	23	97	30	1139												
Black or African American	962	13	49	900	3	<1	115	13	235	26	547	61	1129												
Native Hawaiian or Pacific Islander	43	0	0	43	0	0	13	30	17	40	13	30	1136												
White	6,868	97	165	6,606	308	5	2,674	40	1,940	29	1,684	25	1138												
Two or more races	278	4	5	269	7	3	76	28	72	27	114	42	1135												
No Race/Ethnicity Reported	57	3	17	37	0	0	2	5	6	16	29	78	1124												
<b>LEP Status</b>																									
Current LEP student	400	6	20	374	0	0	11	3	23	6	340	91	1122												
Former LEP student - monitoring year 1	64	0	1	63	1	2	9	14	16	25	37	59	1132												
Former LEP student - monitoring year 2	27	0	0	27	0	0	3	11	13	48	11	41	1133												
All Other Students	10,455	147	303	10,005	358	4	3,351	33	2,902	29	3,394	34	1136												
<b>IEP</b>																									
Students with an IEP	1,719	110	96	1,513	2	<1	83	5	237	16	1,191	79	1125												
All Other Students	9,227	43	228	8,956	357	4	3,291	37	2,717	30	2,591	29	1137												
<b>SES</b>																									
Economically Disadvantaged Students	4,461	62	170	4,229	32	1	797	19	1,253	30	2,147	51	1132												
All Other Students	6,485	91	154	6,240	327	5	2,577	41	1,701	27	1,635	26	1138												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	10,946	153	324	10,469	359	3	3,374	32	2,954	28	3,782	36	1136												
<b>Title I</b>																									
Students Receiving Title I Services	2,415	39	90	2,286	23	1	336	15	573	25	1,354	59	1130												
All Other Students	8,531	114	234	8,183	336	4	3,038	37	2,381	29	2,428	30	1137												
<b>504 Plan</b>																									
Students with a 504 Plan	270	1	9	260	2	1	86	33	88	34	84	32	1137												
All Other Students	10,676	152	315	10,209	357	3	3,288	32	2,866	28	3,698	36	1136												

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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# 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.  
**(Raw Score 10–12)**

**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.  
**(Raw Score 7–9)**

**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.  
**(Raw Score 4–6)**

**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.  
**(Raw Score 2–3)**

	Enrolled		NT Approved		NT Other		Tested		Level 4		Level 3		Level 2		Level 1		Mean Score
	N		N		N		N	%	N	%	N	%	N	%			
<b>School</b>																	
2011-12																	
2012-13																	
<b>2013-14</b>																	
Cumulative Total																	
<b>District</b>																	
2011-12																	
2012-13																	
<b>2013-14</b>																	
Cumulative Total																	
<b>State</b>																	
2011-12	11,119		116		495		10,508		478	5	4,830	46	4,499	43	701	7	6.4
2012-13	11,043		216		461		10,366		363	4	4,794	46	4,601	44	608	6	6.4
<b>2013-14</b>	<b>10,946</b>		<b>203</b>		<b>476</b>		<b>10,267</b>		<b>1,094</b>	<b>11</b>	<b>5,680</b>	<b>55</b>	<b>3,244</b>	<b>32</b>	<b>249</b>	<b>2</b>	<b>7.3</b>
Cumulative Total	33,108		535		1,432		31,141		1,935	6	15,304	49	12,344	40	1,558	5	6.7

Types of Writing Reported in the Results Above	
2011-12	<p><b>Persuasive Essay</b>            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.</p>
2012-13	<p><b>Response to Literary Text</b>            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.</p>
2013-14	<p><b>Response to Informational Text</b>            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.</p>



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Writing Results

State: Rhode Island

Average Score Comparison by Type of Writing <sup>§</sup>																
Type of Writing	Tested	School					District					State				
		Number Scored	Mean Score	0	7	12	Number Scored	Mean Score	0	7	12	Number Scored	Mean Score	0	7	12
<b>Response to Informational Text</b> 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.	2013-14 (C)											10,267	7.3			
	2012-13											1,705	6.4			
<b>Response to Literary Text</b> 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.	2013-14											2,544	6.4			
	2012-13 (C)											10,366	6.4			
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2013-14											2,570	7.4			
	2012-13											1,732	7.1			
<b>Report (Not assessed in 2013)</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2013-14															
	2012-13											881	6.8			
<b>Persuasive Essay</b> 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.	2013-14											2,559	6.8			
	2012-13											1,726	6.7			
<b>Procedure</b> 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.	2013-14											2,593	7.0			
	2012-13											1,700	6.7			

(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 scored.





# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Writing Results

**State:** Rhode Island

Score Distribution							
Total Score	Score 1	Score 2	State		N	%	%
			N	%			
12	6	6	21	<1			
11	6	5	82	1			
10	5	5	991	10			
9	5	4	1,372	13			
8	4	4	2,832	28			
7	4	3	1,476	14			
6	3	3	2,060	20			
5	3	2	589	6			
4	2	2	595	6			
3	2	1	110	1			
2	1	1	106	1			
0	0	0	33	<1			

Scoring Rubric	
6	<ul style="list-style-type: none"> <li>• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose</li> <li>• distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
5	<ul style="list-style-type: none"> <li>• purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout</li> <li>• 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</li> </ul>
4	<ul style="list-style-type: none"> <li>• purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent</li> <li>• details are relevant and mostly support purpose • well-constructed sentences; uses language well</li> <li>• may show inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>
3	<ul style="list-style-type: none"> <li>• writing has a general purpose • some sense of organization; may have lapses in coherence</li> <li>• 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</li> </ul>
2	<ul style="list-style-type: none"> <li>• attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence</li> <li>• generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting</li> </ul>
1	<ul style="list-style-type: none"> <li>• 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</li> </ul>
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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Disaggregated Writing Results

State: Rhode Island

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	%	%	%	%	
<b>All Students</b>	10,946	203	476	10,267	1,094	11	5,680	55	3,244	32	249	2	7.3												
<b>Gender</b>																									
Male	5,515	120	258	5,137	423	8	2,619	51	1,918	37	177	3	7.0												
Female	5,374	80	193	5,101	671	13	3,059	60	1,307	26	64	1	7.6												
Not Reported	57	3	25	29	0	0	2	7	19	66	8	28	4.6												
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,335	62	120	2,153	107	5	997	46	954	44	95	4	6.6												
Not Hispanic or Latino																									
American Indian or Alaskan Native	76	1	6	69	7	10	26	38	34	49	2	3	6.7												
Asian	327	5	6	316	55	17	178	56	80	25	3	1	7.7												
Black or African American	962	24	71	867	35	4	399	46	388	45	45	5	6.5												
Native Hawaiian or Pacific Islander	43	0	0	43	2	5	30	70	11	26	0	0	7.4												
White	6,868	103	237	6,528	861	13	3,909	60	1,667	26	91	1	7.6												
Two or more races	278	5	11	262	27	10	139	53	91	35	5	2	7.1												
No Race/Ethnicity Reported	57	3	25	29	0	0	2	7	19	66	8	28	4.6												
<b>LEP Status</b>																									
Current LEP student	400	48	24	328	0	0	51	16	225	69	52	16	5.0												
Former LEP student - monitoring year 1	64	0	1	63	1	2	36	57	26	41	0	0	6.9												
Former LEP student - monitoring year 2	27	0	1	26	1	4	14	54	11	42	0	0	7.0												
All Other Students	10,455	155	450	9,850	1,092	11	5,579	57	2,982	30	197	2	7.3												
<b>IEP</b>																									
Students with an IEP	1,719	106	144	1,469	19	1	385	26	911	62	154	10	5.6												
All Other Students	9,227	97	332	8,798	1,075	12	5,295	60	2,333	27	95	1	7.6												
<b>SES</b>																									
Economically Disadvantaged Students	4,461	86	241	4,134	218	5	2,077	50	1,698	41	141	3	6.8												
All Other Students	6,485	117	235	6,133	876	14	3,603	59	1,546	25	108	2	7.6												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	10,946	203	476	10,267	1,094	11	5,680	55	3,244	32	249	2	7.3												
<b>Title I</b>																									
Students Receiving Title I Services	2,415	64	125	2,226	124	6	1,030	46	970	44	102	5	6.6												
All Other Students	8,531	139	351	8,041	970	12	4,650	58	2,274	28	147	2	7.4												
<b>504 Plan</b>																									
Students with a 504 Plan	270	1	13	256	19	7	156	61	79	31	2	1	7.3												
All Other Students	10,676	202	463	10,011	1,075	11	5,524	55	3,165	32	247	2	7.3												

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.