About The New England **Common Assessment Program**

ASSESSMENT

ENGLAN

This report highlights results from the Fall 2010 Beginning of Grade New **England** Common Assessment Program (NECAP) tests. The NECAP tests are administered to MMO students in Maine. 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.

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NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four 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 that students have learned through the end of the previous grade.

Each test contains a mix of multiplechoice 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 Ź graph, or explain how GRA 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 a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of schooland/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 level results, schools and districts will also receive Summary Reports, 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 schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

State Results

State:

Rhode Island



Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2010-2011

State: Rhode Island

Grade Level Summary Report

					Number								Pe	ercenta	ge			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1								10,240									100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							10,019	10,090	10,001							98	99	98
With an approved accommodation							1,791	2,009	1,671							18	20	17
Current LEP Students							451	519	451							5	5	5
With an approved accommodation							120	158	90							27	30	20
IEP Students							1,426	1,423	1,422							14	14	14
With an approved accommodation							1,046	1,071	1,030							73	75	72
Students not tested in NECAP							221	150	239							2	1	2
State Approved							183	112	192							83	75	80
Alternate Assessment							86	86	86							47	77	45
First Year LEP							79	0	79							43	0	41
Withdrew After October 1							9	18	16							5	16	8
Enrolled After October 1							3	0	1							2	0	1
Special Consideration							6	8	10							3	7	5
Other							38	38	47							17	25	20

NECAP RESULTS

						State																			
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	vel 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547												
MATH	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543												
WRITING	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	543												

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 5 NECAP Tests Grade 5 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 gradeappropriate 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	Leve	el 4	Leve	el 3	Lev	el 2	Leve	el 1	Mean
	Ν	N	Ν	Ν	N	%	N	%	N	%	N	%	Scaled Score
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total													
STATE 2008-09 2009-10 2010-11 Cumulative Total	11,034 9,852 10,240 31,126	154 187 183 524	43 38 38 119	10,837 9,627 10,019 30,483	1,635 1,770 2,280 5,685	15 18 23 19	5,709 5,174 5,047 15,930	53 54 50 52	2,311 1,728 1,820 5,859	21 18 18 19	1,182 955 872 3,009	11 10 9 10	545 546 547 546

	Total			F	Percer	nt of To	otal Po	ssible	Point	s							
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90 i	100 					
Word ID/Vocabulary	24								•								
Type of Text														ς	ch	choo	chool
Literary	57													D	ist	istric	istrict
Informational	49							•					• 	- St	tai		ate tandar rror Ba
Level of Comprehension																	
Initial Understanding	54							•									
Analysis & Interpretation	52							•									



Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2010-2011

State: Rhode Island

Disaggregated Reading Results

						Stat	te																		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	rel 3	Lev	el 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	1 105100	Leve 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547												
Gender																									
Male	5,364	119	20	5,225	952	18	2,702	52	994	19	577	11	545												
Female	4,872	64	18	4,790	1,328	28	2,343	49	826	17	293	6	549												
Not Reported	4	0	0	4																					
Race/Ethnicity																									
Hispanic or Latino	2,167	67	12	2,088	230	11	969	46	560	27	329	16	542												
Not Hispanic or Latino	2,107	07	12	2,000	230		505	40	500	27	525	10	542												
American Indian or Alaskan Native	72	1	0	71	6	8	34	48	17	24	14	20	541												
Asian	297	13	3	281	103	37	124	44	39	14	15	5	551												
Black or African American	759	22	6	731	85	12	323	44	199	27	124	17	541												
Native Hawaiian or Pacific Islander	9	1	0	8																					
White	6,600	66	12	6,522	1,802	28	3,437	53	942	14	341	5	549												
Two or more races	286	4	1	281	50	18	141	50	56	20	34	12	544												
No Race/Ethnicity Reported	50	9	4	37	3	8	14	38	5	14	15	41	536												
LEP Status																								1	
Current LEP student	527	70	6	451	15	3	108	24	179	40	149	33	534												
Former LEP student - monitoring year 1	106	0	1	105	11	10	52	24 50	34	40 32	8	33 8	543												
Former LEP student - monitoring year 2	29	1	1	27	6	22	11	41	5	19	5	19	542												
All Other Students	9,578	112	30	9,436	2,248	24	4,876		1,602	17	710	8	547												
	,								·																
IEP																									
Students with an IEP	1,529	87	16	1,426	42	3	370	26	493	35	521	37	533												
All Other Students	8,711	96	22	8,593	2,238	26	4,677	54	1,327	15	351	4	549												
SES																									
Economically Disadvantaged Students	4,730	110	17	4,603	603	13	2,164	47	1,183	26	653	14	542												
All Other Students	5,510	73	21	5,416	1,677	31	2,883	53	637	12	219	4	550												
Migrant																									
Migrant Students	0	0	0	0				50			0.70														
All Other Students	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547												
Title I																									
Students Receiving Title I Services	3,761	98	20	3,643	489	13	1,663	46	977	27	514	14	542												
All Other Students	6,479	85	18	6,376	1,791	28	3,384	53	843	13	358	6	549												
504 Plan		_	_								_	-													
Students with a 504 Plan	166	2	0	164	25	15	95	58	39	24	5	3	547												
All Other Students	10,074	181	38	9,855	2,255	23	4,952	50	1,781	18	867	9	547												
									1		1			I										1	1

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



Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 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	Lev	el 4	Lev	el 3	Lev	el 2	Leve	el 1	Mean
	Ν	N	Ν	Ν	N	%	N	%	N	%	N	%	Scaled Score
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total													
STATE 2008-09 2009-10 2010-11 Cumulative Total	11,034 9,852 10,240 31,126	91 125 112 328	50 38 38 126	10,893 9,689 10,090 30,672	1,686 1,648 1,736 5,070	15 17 17 17	4,938 4,215 4,508 13,661	45 44 45 45	1,803 1,617 1,666 5,086	17 17 17 17	2,466 2,209 2,180 6,855	23 23 22 22	542 542 543 542

	Total			F	Percen	t of To	otal Po	ssible	Point	s				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100		
Numbers & Operations	73						•							School District
Geometry & Measurement	33					•	•						•	State Standard
Functions & Algebra	32							•						Error Bai
Data, Statistics, & Probability	24						•							



Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2010-2011

State: Rhode Island

Disaggregated Mathematics Results

						Stat	te																		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	rel 3	Lev	el 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543												
Gender																									
Male	5,364	79	20	5,265	931	18	2,357	45	843	16	1,134	22	543												
Female	4,872	33	18	4,821	805	17	2,151	45	821	17	1,044	22	542												
Not Reported	4	0	0	4																					
Race/Ethnicity																									
Hispanic or Latino	2,167	24	12	2,131	115	5	785	37	433	20	798	37	536					1							
Not Hispanic or Latino	2,107	27	12	2,131			105	57		20	/ 50	57	550												
American Indian or Alaskan Native	72	1	0	71	7	10	16	23	17	24	31	44	535												
Asian	297	2	2	293	72	25	142	48	33	11	46	16	545												
Black or African American	759	9	5	745	37	5	240	32	152	20	316	42	535					1							
Native Hawaiian or Pacific Islander	9	0	0	9	5/		240	52	152	20	510	42	555					1							
White	-	67	13	-	1,478	23	2 104	10	0.01	15	007	1.4	FAC					1							
	6,600	67		6,520			3,194	49	961		887	14	546												
Two or more races	286	4	2	280	25	9	120	43	56	20	79	28	539												
No Race/Ethnicity Reported	50	5	4	41	1	2	7	17	12	29	21	51	530												
LEP Status																									
Current LEP student	527	3	5	519	13	3	84	16	80	15	342	66	527												
Former LEP student - monitoring year 1	106	0	1	105	7	7	43	41	24	23	31	30	539												
Former LEP student - monitoring year 2	29	1	1	27	0	0	11	41	9	33	7	26	536												
All Other Students	9,578	108	31	9,439	1,716	18	4,370	46	1,553	16	1,800	19	543												
IEP																									
	1,529	88	18	1,423	42	3	292	21	251	10	0.00	59	E20												
Students with an IEP					42			21	251	18	838		530												
All Other Students	8,711	24	20	8,667	1,694	20	4,216	49	1,415	16	1,342	15	545												
SES																									
Economically Disadvantaged Students	4,730	49	18	4,663	335	7	1,805	39	951	20	1,572	34	538												
All Other Students	5,510	63	20	5,427	1,401	26	2,703	50	715	13	608	11	547												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543												
	10,240	112	50	10,030	1,750		4,500	45	1,000	17	2,100	22	1,1,1												
Title I																									
Students Receiving Title I Services	3,761	40	20	3,701	257	7	1,400	38	733	20	1,311	35	537							1					
All Other Students	6,479	72	18	6,389	1,479	23	3,108	49	933	15	869	14	546												
504 Plan																									
Students with a 504 Plan	166	3	0	163	24	15	75	46	39	24	25	15	544							1					
	10,074	109	38	9,927	1,712	15	4,433	40	1,627	16	2,155		544												
All Other Students	10,074	109	00	9,927	',/ 12	17	4,455	45	1,02/	10	2,100	22	542												
						1										1	1	1				1			

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



Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 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	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	N	Ν	N	%	N	%	N	%	N	%	Scaled Score
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total													
STATE 2008-09 2009-10	11,034	142	65	10,827	3,046	28	3,253	30	2,799	26	1,729	16	545
2010-11 Cumulative	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	543
Total	21,274	334	112	20,828	4,616	22	7,560	36	6,187	30	2,465	12	544

	Total			I	Percen	t of To	otal Po	ssible	Point	s				
Subtopic	Possible Points	0 	10	20	30	40	50	60	70	80	90	100 		School
Multiple Choice	10													District
Short Responses	12						•						-	 State Standard Error Bar
Extended Response	12						•							



Fall 2010 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2010-2011 Disaggregated Writing Results

State: Rhode Island

Gender Male Female female Male female female female Resetthindry 5.364 4.872 125 67 28 70 5.211 4.786 50 10 2.062 2.0 40 2.062 20 4.7 20 2.0 40 4.7 540 5.40 Gender Male female female Asian Ast Hystoprited 5.364 4.872 125 6.7 28 70 5.211 4.786 50 70 120 70 2.068 70 40 70 534 70 540 70 540 70 540 70 Misponie Astronomical Misina Pradici Back African American Male Astronomical Missina Pradici Back African American Partice Hawing and Pradici Back African American Partice Hawi							Stat	te																				
No. No. <th></th> <th>Enrolled</th> <th></th> <th></th> <th>Tested</th> <th>Lev</th> <th>el 4</th> <th>Lev</th> <th>rel 3</th> <th>Lev</th> <th>el 2</th> <th>Lev</th> <th>el 1</th> <th>Scaled</th> <th>Tested</th> <th></th> <th></th> <th></th> <th>Level 1</th> <th>Scaled</th> <th>Level 1</th> <th>caled</th> <th>Tested</th> <th></th> <th></th> <th></th> <th></th> <th>Scaled</th>		Enrolled			Tested	Lev	el 4	Lev	rel 3	Lev	el 2	Lev	el 1	Scaled	Tested				Level 1	Scaled	Level 1	caled	Tested					Scaled
Gender Malk Not Reported Safe 2		N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	%	Score	Ν	%	%	%	%	Score
Male Nor Reported 5.80 4.877 125 4.97 28 4.97 5.90 4.9 107 4.97 40 4.97 100 4.9 100 4.9 </th <th>All Students</th> <th>10,240</th> <th>192</th> <th>47</th> <th>10,001</th> <th>1,570</th> <th>16</th> <th>4,307</th> <th>43</th> <th>3,388</th> <th>34</th> <th>736</th> <th>7</th> <th>543</th> <th></th>	All Students	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	543														
Immate Not Repertance 4.87 6.7 19 4.78 0.02 2 2.24 4.7 1.28 2 2.00 4. 566 Base Impating 2.167 6.7 12 2.088 7 80.7 82.7 20.0 4. 566 Base Thispanic 7.16 6.7 12 2.088 7 81.2	Gender																											
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Not Higgenic or Lation I <thi< th=""> I I <thi< th=""></thi<></thi<>																												
Anside Markan Native 77 11 0 71 64 8 23 32 80 42 17 538 Bick or African American 759 122 7 730 64 82 250 34 810 43 103 44 548 Native Howards 6600 75 199 620 1238 19 297 46 1968 80 321 5 545 Note Resultioning reacts 250 8 44 19 297 46 1968 30 321 5 545 No Resultioning reacts 250 8 44 19 297 46 1968 20 33 21 54 53 LEP state 70 6 451 9 27 70 6 451 9 27 70 6 451 9 27 70 6 451 9 27 70 6 451 9 27 71 75 71 76 71 75 71 78 71		2,167	67	12	2,088	156	7	812	39	873	42	247	12	539														
Asian 297 13 3 32 281 64 29 120 43 43 10 4 546 Black or Andre American 79 12 7 73		72	1	0	71	6	0	22	22	20	12	12	17	520														
Bits or Arkinga American 759 22 7 730 64 9 20 34 313 43 103 14 538 Nathe Howards or Pacific Islander 6,600 75 19 6,600 75 19 6,600 1,238 19 2,979 40 101 21 21 53 545 Nathe Howards or Pacific Islander 750 26 43 13 101 29 110 29 27 105 545 Nake Howards 50 8 4 31 41 102 27 101 29 531 545 Corrent LP student - montoring year 1 527 70 6 451 19 2 94 21 230 51 22 531 Forme LP student - montoring year 1 527 70 6 457 10 10 10 10 12 230 13 31 33 12 531 545 EP Student's widen's minet P 1,529 87 20 1,425 23 10 26<			13																									
Note Have Have inor or Pacific Islander 9 1 0 8 1 0 8 1 0 8 1 0 <td></td>																												
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Two or more races 266 5 2 279 40 14 102 37 110 39 27 10 542 No Race/Ethnicity Reported 50 50 64 451 9 2 94 12 200 51 190 542 LEP Status 50 527 70 6 451 9 2 94 21 200 51 118 26 533 Current LP student - monitoring year 1 106 0 1 105 10 10 39 37 54 51 22 541 Former LP student - monitoring year 1 105 10 1,42 10 39 37 54 51 22 541 Students 87,79 105 20 1,42 158 166 723 17 43 351 545 Students 87,79 105 20 1,425 188 40,75 19 43 201 231 245 231 245 231 245 231 245						1 238	19	2 979	46	1 968	30	321	5	545			1											
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All Other Students 10,240 192 47 10,001 1,570 16 4,307 43 3,388 34 736 7 543 Title I Students Receiving Title I Services 3,761 99 22 3,640 331 9 1,364 37 1,527 42 418 11 540 504 Plan Students with a 504 Plan 166 3 0 163 16 10 65 40 75 46 7 4 540	Migrant																											
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Students Receiving Title I Services 3,761 99 22 3,640 331 9 1,364 37 1,527 42 418 11 540 All Other Students 6,479 93 25 6,361 1,239 19 2,943 46 17 18 11 540 504 Plan 166 3 0 163 16 10 65 40 75 46 7 4 541	Title I																											
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	All Other Students	10,074	103	4/	3,030	1,554	10	4,242	45	3,313	54	129	/	545														

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