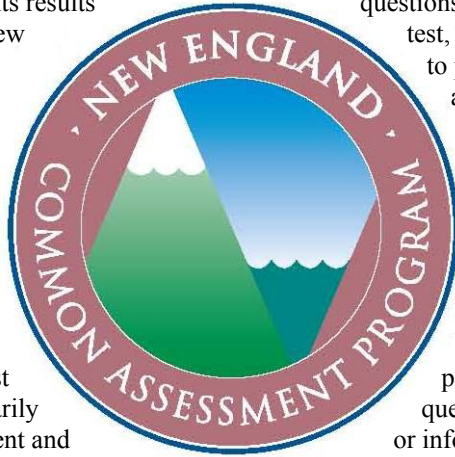


# About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

## State Results

State: Rhode Island



# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# 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>11,043</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							10,390	10,438	10,366							94	95	94									
Current LEP Students							1,967	2,729	1,275							19	26	12									
With an approved accommodation							365	416	361							4	4	3									
IEP Students							97	131	88							27	31	24									
With an approved accommodation							1,476	1,464	1,463							14	14	14									
Other							860	885	848							58	60	58									
<b>Students not tested in NECAP</b>							653	605	677							6	5	6									
State Approved							225	181	216							34	30	32									
Alternate Assessment							125	125	125							56	69	58									
First Year LEP							54	0	52							24	0	24									
Withdrew After October 1							31	36	28							14	20	13									
Enrolled After October 1							1	2	1							<1	1	<1									
Special Consideration							14	18	10							6	10	5									
Other							428	424	461							66	70	68									

### 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>	11,043	225	428	10,390	3,422	33	4,741	46	1,432	14	795	8	1149												
<b>MATH</b>	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135												
<b>WRITING</b>	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# 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>	11,043	225	428	10,390	3,422	33	4,741	46	1,432	14	795	8	1149												
<b>Gender</b>																									
Male	5,641	127	263	5,251	1,429	27	2,505	48	818	16	499	10	1147												
Female	5,397	98	163	5,136	1,992	39	2,235	44	614	12	295	6	1150												
Not Reported	5	0	2	3																					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,223	77	104	2,042	333	16	887	43	464	23	358	18	1142												
Not Hispanic or Latino																									
American Indian or Alaskan Native	47	1	4	42	13	31	21	50	8	19	0	0	1149												
Asian	292	8	5	279	103	37	102	37	46	16	28	10	1148												
Black or African American	913	23	38	852	137	16	374	44	205	24	136	16	1142												
Native Hawaiian or Pacific Islander	34	1	1	32	6	19	17	53	7	22	2	6	1146												
White	7,305	110	265	6,930	2,776	40	3,243	47	667	10	244	4	1151												
Two or more races	200	4	9	187	52	28	93	50	31	17	11	6	1148												
No Race/Ethnicity Reported	29	1	2	26	2	8	4	15	4	15	16	62	1128												
<b>LEP Status</b>																									
Current LEP student	436	49	22	365	4	1	31	8	86	24	244	67	1126												
Former LEP student - monitoring year 1	50	0	4	46	0	0	22	48	19	41	5	11	1138												
Former LEP student - monitoring year 2	17	0	0	17	0	0	7	41	9	53	1	6	1139												
All Other Students	10,540	176	402	9,962	3,418	34	4,681	47	1,318	13	545	5	1149												
<b>IEP</b>																									
Students with an IEP	1,761	133	152	1,476	57	4	506	34	488	33	425	29	1136												
All Other Students	9,282	92	276	8,914	3,365	38	4,235	48	944	11	370	4	1151												
<b>SES</b>																									
Economically Disadvantaged Students	4,258	117	174	3,967	729	18	1,866	47	887	22	485	12	1144												
All Other Students	6,785	108	254	6,423	2,693	42	2,875	45	545	8	310	5	1151												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	11,043	225	428	10,390	3,422	33	4,741	46	1,432	14	795	8	1149												
<b>Title I</b>																									
Students Receiving Title I Services	2,457	70	82	2,305	431	19	1,000	43	507	22	367	16	1143												
All Other Students	8,586	155	346	8,085	2,991	37	3,741	46	925	11	428	5	1150												
<b>504 Plan</b>																									
Students with a 504 Plan	260	4	11	245	73	30	141	58	25	10	6	2	1150												
All Other Students	10,783	221	417	10,145	3,349	33	4,600	45	1,407	14	789	8	1148												

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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# 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.

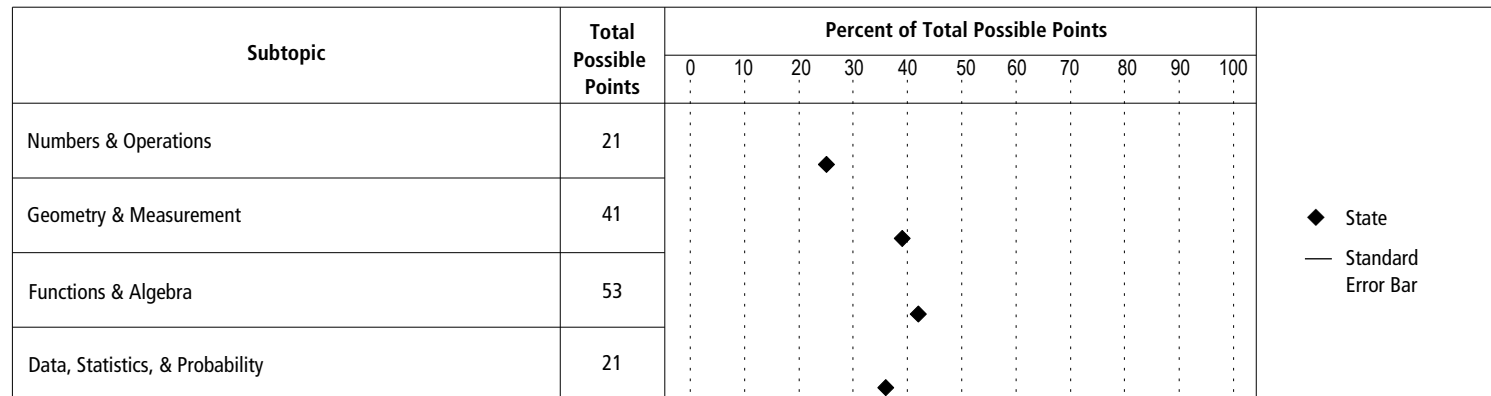
(Scaled Score 1134–1139)

### 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>													
2010-11													
2011-12													
<b>2012-13</b>													
Cumulative Total													
<b>District</b>													
2010-11													
2011-12													
<b>2012-13</b>													
Cumulative Total													
<b>State</b>													
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
2011-12	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135
<b>2012-13</b>	<b>11,043</b>	<b>181</b>	<b>424</b>	<b>10,438</b>	<b>250</b>	<b>2</b>	<b>3,298</b>	<b>32</b>	<b>2,731</b>	<b>26</b>	<b>4,159</b>	<b>40</b>	<b>1135</b>
Cumulative Total	33,326	456	1,182	31,688	748	2	9,463	30	8,580	27	12,897	41	1135





# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### 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>	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135												
<b>Gender</b>																									
Male	5,641	111	259	5,271	172	3	1,753	33	1,270	24	2,076	39	1136												
Female	5,397	70	165	5,162	78	2	1,545	30	1,460	28	2,079	40	1135												
Not Reported	5	0	0	5																					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,223	44	97	2,082	7	<1	274	13	471	23	1,330	64	1130												
Not Hispanic or Latino																									
American Indian or Alaskan Native	47	1	4	42	1	2	11	26	11	26	19	45	1136												
Asian	292	2	4	286	18	6	96	34	76	27	96	34	1137												
Black or African American	913	20	35	858	0	0	124	14	181	21	553	64	1130												
Native Hawaiian or Pacific Islander	34	1	2	31	0	0	6	19	11	35	14	45	1136												
White	7,305	108	271	6,926	217	3	2,742	40	1,940	28	2,027	29	1138												
Two or more races	200	4	9	187	7	4	45	24	37	20	98	52	1135												
No Race/Ethnicity Reported	29	1	2	26	0	0	0	0	4	15	22	85	1123												
<b>LEP Status</b>																									
Current LEP student	436	10	10	416	1	<1	13	3	26	6	376	90	1122												
Former LEP student - monitoring year 1	50	0	3	47	0	0	4	9	11	23	32	68	1130												
Former LEP student - monitoring year 2	17	0	0	17	0	0	1	6	4	24	12	71	1129												
All Other Students	10,540	171	411	9,958	249	3	3,280	33	2,690	27	3,739	38	1136												
<b>IEP</b>																									
Students with an IEP	1,761	133	164	1,464	2	<1	68	5	182	12	1,212	83	1125												
All Other Students	9,282	48	260	8,974	248	3	3,230	36	2,549	28	2,947	33	1137												
<b>SES</b>																									
Economically Disadvantaged Students	4,258	87	170	4,001	18	<1	685	17	969	24	2,329	58	1131												
All Other Students	6,785	94	254	6,437	232	4	2,613	41	1,762	27	1,830	28	1138												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135												
<b>Title I</b>																									
Students Receiving Title I Services	2,457	34	75	2,348	20	1	399	17	508	22	1,421	61	1131												
All Other Students	8,586	147	349	8,090	230	3	2,899	36	2,223	27	2,738	34	1137												
<b>504 Plan</b>																									
Students with a 504 Plan	260	4	11	245	8	3	68	28	82	33	87	36	1137												
All Other Students	10,783	177	413	10,193	242	2	3,230	32	2,649	26	4,072	40	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### 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	%	N	%	
<b>School</b>													
2010-11													
2011-12													
<b>2012-13</b>													
Cumulative Total													
<b>District</b>													
2010-11													
2011-12													
<b>2012-13</b>													
Cumulative Total													
<b>State</b>													
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
2011-12	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4
<b>2012-13</b>	<b>11,043</b>	<b>216</b>	<b>461</b>	<b>10,366</b>	<b>363</b>	<b>4</b>	<b>4,794</b>	<b>46</b>	<b>4,601</b>	<b>44</b>	<b>608</b>	<b>6</b>	<b>6.4</b>
Cumulative Total	33,326	521	1,337	31,468	960	3	14,893	47	13,780	44	1,835	6	6.4

Types of Writing Reported in the Results Above	
2010-11	<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.
2011-12	<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.
2012-13	<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.





# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Writing Results

State: Rhode Island

#### Average Score Comparison by Type of Writing<sup>§</sup>

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
<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.	2012-13 (C)											10,366	6.4			
	2011-12											1,304	6.4			
<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.	2012-13											1,705	6.4			
	2011-12											1,330	6.0			
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2012-13											1,732	7.1			
	2011-12											1,317	6.7			
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13											881	6.8			
	2011-12											1,317	6.7			
<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.	2012-13											1,726	6.7			
	2011-12 (C)											10,508	6.4			
<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.	2012-13											1,700	6.7			
	2011-12											1,300	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Writing Results

**State:** Rhode Island

Score Distribution							
Total Score	Score 1	Score 2	State		N	%	%
			N	%			
12	6	6	20	<1			
11	6	5	46	<1			
10	5	5	297	3			
9	5	4	758	7			
8	4	4	2,126	21			
7	4	3	1,910	18			
6	3	3	2,565	25			
5	3	2	1,021	10			
4	2	2	1,015	10			
3	2	1	250	2			
2	1	1	265	3			
0	0	0	93	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# 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>	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	6.4												
<b>Gender</b>																									
Male	5,641	123	286	5,232	170	3	2,057	39	2,570	49	435	8	6.1												
Female	5,397	93	173	5,131	193	4	2,737	53	2,030	40	171	3	6.8												
Not Reported	5	0	2	3																					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,223	76	111	2,036	24	1	681	33	1,096	54	235	12	5.7												
Not Hispanic or Latino																									
American Indian or Alaskan Native	47	1	4	42	1	2	18	43	22	52	1	2	6.5												
Asian	292	7	4	281	14	5	132	47	118	42	17	6	6.6												
Black or African American	913	23	42	848	11	1	280	33	472	56	85	10	5.8												
Native Hawaiian or Pacific Islander	34	1	2	31	1	3	11	35	18	58	1	3	6.4												
White	7,305	103	284	6,918	305	4	3,589	52	2,779	40	245	4	6.7												
Two or more races	200	3	10	187	7	4	80	43	92	49	8	4	6.4												
No Race/Ethnicity Reported	29	2	4	23	0	0	3	13	4	17	16	70	3.3												
<b>LEP Status</b>																									
Current LEP student	436	47	28	361	0	0	27	7	186	52	148	41	3.8												
Former LEP student - monitoring year 1	50	0	3	47	0	0	11	23	32	68	4	9	5.7												
Former LEP student - monitoring year 2	17	0	0	17	0	0	4	24	12	71	1	6	5.6												
All Other Students	10,540	169	430	9,941	363	4	4,752	48	4,371	44	455	5	6.5												
<b>IEP</b>																									
Students with an IEP	1,761	129	169	1,463	4	<1	211	14	933	64	315	22	4.8												
All Other Students	9,282	87	292	8,903	359	4	4,583	51	3,668	41	293	3	6.7												
<b>SES</b>																									
Economically Disadvantaged Students	4,258	109	188	3,961	54	1	1,398	35	2,177	55	332	8	5.9												
All Other Students	6,785	107	273	6,405	309	5	3,396	53	2,424	38	276	4	6.8												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	6.4												
<b>Title I</b>																									
Students Receiving Title I Services	2,457	68	92	2,297	43	2	844	37	1,171	51	239	10	5.9												
All Other Students	8,586	148	369	8,069	320	4	3,950	49	3,430	43	369	5	6.6												
<b>504 Plan</b>																									
Students with a 504 Plan	260	4	11	245	5	2	113	46	118	48	9	4	6.4												
All Other Students	10,783	212	450	10,121	358	4	4,681	46	4,483	44	599	6	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.