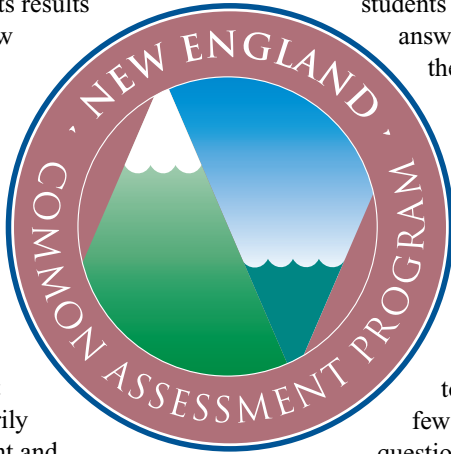


# About The New England Common Assessment Program



This report highlights results from the Fall 2007 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 2007 Beginning of Grade 11 NECAP Tests

**Grade 11 Students in 2007-2008**

## School Results

**School:** William E. Tolman High

**District:** Pawtucket

**Code:** 26-26105



# Fall 2007 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2007-2008

# Grade Level Summary Report

**School:** William E. Tolman High  
**District:** Pawtucket  
**State:** Rhode Island  
**Code:** 26-26105

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled

in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>298</b>			<b>549</b>			<b>11,661</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	287	286	281	519	523	510	11,145	11,174	11,131	96	96	94	95	95	93	96	96	95
<b>Students not tested in NECAP</b>																		
State Approved	11	12	10	19	14	17	192	147	165	4	4	3	3	3	3	2	1	1
Alternate Assessment	7	7	7	7	7	7	58	61	58	2	2	2	1	1	1	0	1	0
First Year LEP	0	0	0	6	0	6	53	0	53	0	0	0	1	0	1	0	0	0
Withdrew After October 1	3	3	2	4	4	3	57	59	42	1	1	1	1	1	1	0	1	0
Enrolled After October 1	1	1	1	1	1	1	4	4	5	0	0	0	0	0	0	0	0	0
Special Consideration	0	1	0	1	2	0	20	23	7	0	0	0	0	0	0	0	0	0
Other	0	0	7	11	12	22	324	340	365	0	0	2	2	2	4	3	3	3

## NECAP RESULTS

	School												District						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>	298	11	0	287	24	8	133	46	98	34	32	11	1141	519	6	39	35	19	1139	11145	16	45	24	14	1143
<b>MATH</b>	298	12	0	286	1	0	43	15	78	27	164	57	1131	523	0	11	24	65	1129	11174	1	21	27	51	1132
<b>WRITING</b>	298	10	7	281	5	2	90	32	158	56	28	10	5.7	510	1	26	58	15	5.4	11131	3	34	49	14	5.7

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.



# Fall 2007 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2007-2008

# Reading Results

School: William E. Tolman High  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26105

### 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.

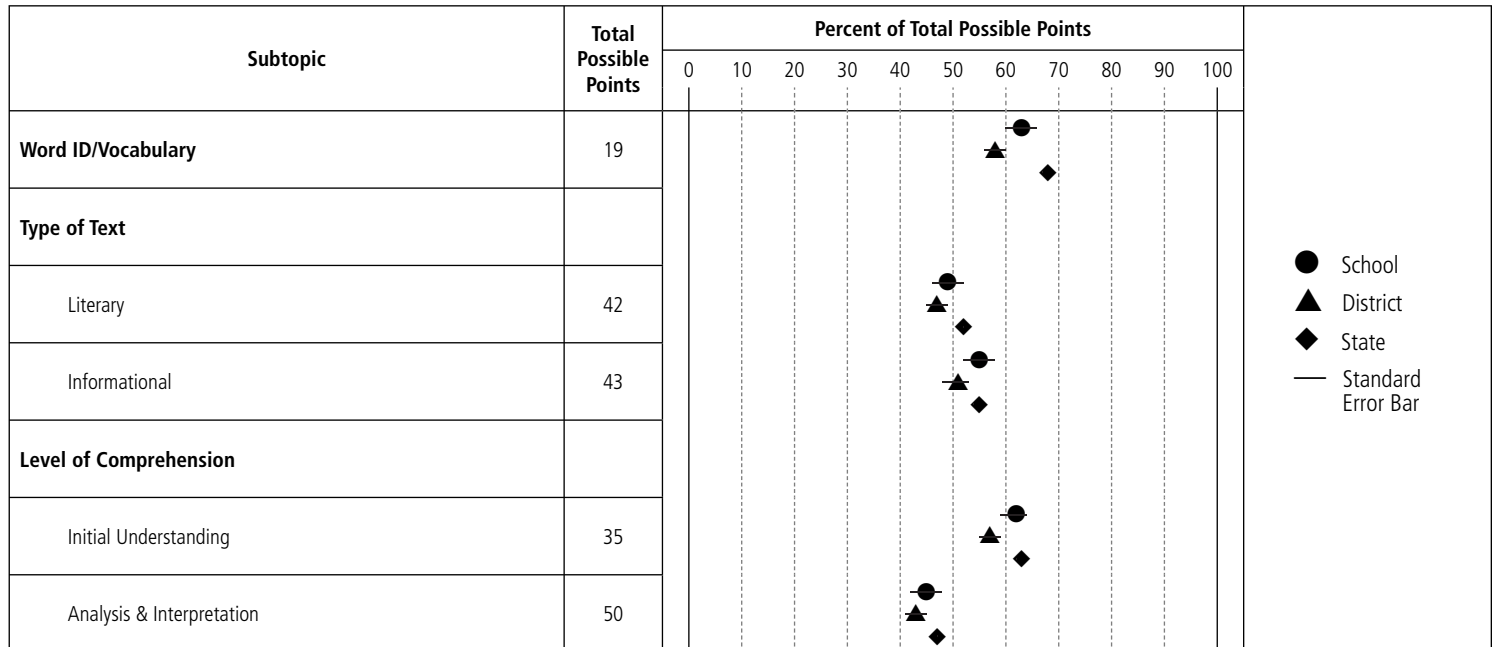
### Partially Proficient (Level 2)

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 Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08	298	11	0	287	24	8	133	46	98	34	32	11	1141
DISTRICT 2007-08	549	19	11	519	32	6	205	39	182	35	100	19	1139
STATE 2007-08	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143





# Fall 2007 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2007-2008

# Disaggregated Reading Results

School: William E. Tolman High  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26105

REPORTING CATEGORIES	School												District						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	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	<b>298</b>	<b>11</b>	<b>0</b>	<b>287</b>	<b>24</b>	<b>8</b>	<b>133</b>	<b>46</b>	<b>98</b>	<b>34</b>	<b>32</b>	<b>11</b>	<b>1141</b>	<b>519</b>	<b>6</b>	<b>39</b>	<b>35</b>	<b>19</b>	<b>1139</b>	<b>11145</b>	<b>16</b>	<b>45</b>	<b>24</b>	<b>14</b>	<b>1143</b>
<b>Gender</b>																									
Male	139	5	0	134	12	9	61	46	46	34	15	11	1141	237	5	38	35	22	1138	5561	12	43	27	18	1141
Female	159	6	0	153	12	8	72	47	52	34	17	11	1141	282	7	40	35	17	1139	5583	20	48	22	9	1145
Not Reported	0	0	0	0										0						1					
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	4	0	0	4										5						66	6	32	36	26	1136
Asian	2	0	0	2										4						302	21	46	20	14	1143
Black or African American	48	2	0	46	2	4	19	41	14	30	11	24	1138	129	4	32	37	27	1136	920	5	36	33	26	1137
Hispanic or Latino	76	4	0	72	3	4	27	38	36	50	6	8	1139	150	3	35	42	20	1137	1681	4	36	37	22	1137
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	168	5	0	163	19	12	83	51	46	28	15	9	1143	231	10	46	29	15	1141	8172	20	48	21	11	1145
No Primary Race/Ethnicity Reported	0	0	0	0										0						4					
<b>LEP Status</b>																									
Currently receiving LEP services	4	1	0	3										36	0	3	31	67	1129	246	0	6	35	59	1128
Former LEP student - monitoring year 1	5	0	0	5										17	0	18	47	35	1132	81	1	19	48	32	1133
Former LEP student - monitoring year 2	0	0	0	0										9						42	2	33	40	24	1136
All Other Students	289	10	0	279	24	9	131	47	94	34	30	11	1141	457	7	44	35	15	1140	10776	17	47	24	13	1143
<b>IEP</b>																									
Students with an IEP	35	8	0	27	0	0	2	7	12	44	13	48	1130	58	0	10	33	57	1127	1804	2	22	34	42	1132
All Other Students	263	3	0	260	24	9	131	50	86	33	19	7	1142	461	7	43	35	15	1140	9341	19	50	23	8	1145
<b>SES</b>																									
Economically Disadvantaged Students	94	7	0	87	8	9	36	41	32	37	11	13	1140	278	5	32	37	26	1136	3155	6	38	34	22	1138
All Other Students	204	4	0	200	16	8	97	49	66	33	21	11	1142	241	8	48	33	11	1141	7990	21	48	21	10	1145
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	298	11	0	287	24	8	133	46	98	34	32	11	1141	519	6	39	35	19	1139	11145	16	45	24	14	1143
<b>Title I</b>																									
Students Receiving Title I Services	6	0	0	6										226	4	31	38	27	1136	742	3	38	39	20	1138
All Other Students	292	11	0	281	24	9	131	47	95	34	31	11	1141	293	8	46	32	13	1141	10403	17	46	23	13	1143
<b>504 Plan</b>																									
Students with a 504 Plan	6	1	0	5										5						246	17	53	23	6	1145
All Other Students	292	10	0	282	24	9	129	46	97	34	32	11	1141	514	6	39	35	19	1139	10899	16	45	24	14	1143

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 2007 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2007-2008

# Mathematics Results

School: William E. Tolman High  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26105

### 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.

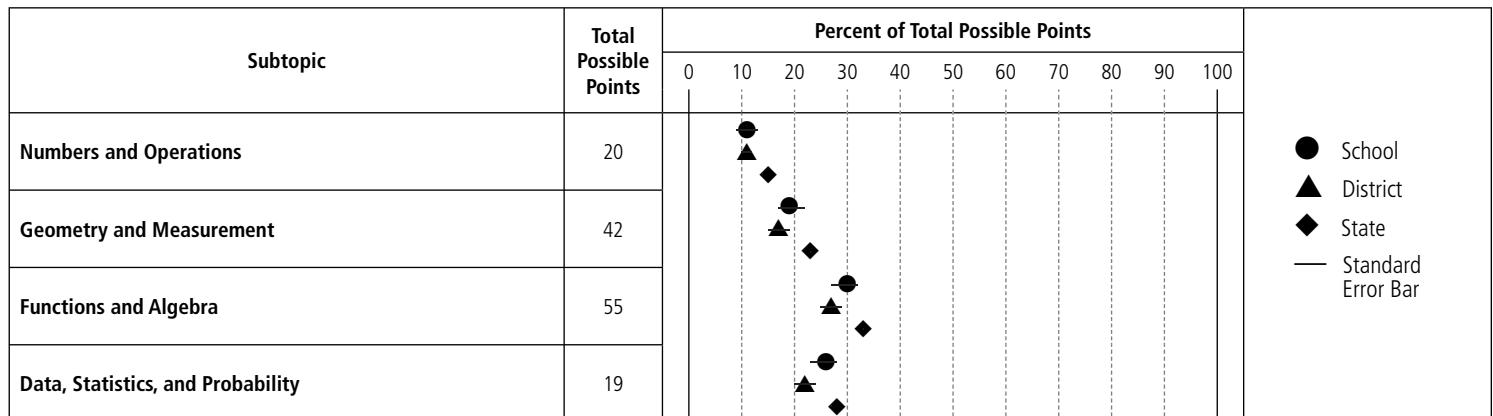
### Partially Proficient (Level 2)

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 Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08	298	12	0	286	1	0	43	15	78	27	164	57	1131
DISTRICT 2007-08	549	14	12	523	2	0	59	11	123	24	339	65	1129
STATE 2007-08	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132





# Fall 2007 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2007-2008

# Disaggregated Mathematics Results

School: William E. Tolman High  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26105

REPORTING CATEGORIES	School												District						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	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	<b>298</b>	<b>12</b>	<b>0</b>	<b>286</b>	<b>1</b>	<b>0</b>	<b>43</b>	<b>15</b>	<b>78</b>	<b>27</b>	<b>164</b>	<b>57</b>	<b>1131</b>	<b>523</b>	<b>0</b>	<b>11</b>	<b>24</b>	<b>65</b>	<b>1129</b>	<b>11174</b>	<b>1</b>	<b>21</b>	<b>27</b>	<b>51</b>	<b>1132</b>
<b>Gender</b>																									
Male	139	6	0	133	1	1	25	19	38	29	69	52	1132	237	1	14	23	62	1129	5579	1	22	24	52	1132
Female	159	6	0	153	0	0	18	12	40	26	95	62	1131	286	0	9	24	67	1128	5594	1	19	30	50	1132
Not Reported	0	0	0	0										0						1					
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	4	0	0	4										5						65	0	14	25	62	1128
Asian	2	0	0	2										4						308	4	28	27	41	1135
Black or African American	48	2	0	46	0	0	3	7	13	28	30	65	1128	131	0	5	21	74	1127	923	0	6	18	76	1126
Hispanic or Latino	76	4	0	72	0	0	6	8	16	22	50	69	1130	154	1	8	18	73	1128	1716	0	6	19	75	1126
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	168	6	0	162	1	1	31	19	47	29	83	51	1132	229	0	17	28	55	1130	8158	1	26	30	43	1134
No Primary Race/Ethnicity Reported	0	0	0	0										0						4					
<b>LEP Status</b>																									
Currently receiving LEP services	4	1	0	3										42	0	0	5	95	1118	295	0	3	6	92	1120
Former LEP student - monitoring year 1	5	0	0	5										17	0	0	6	94	1123	81	0	2	10	88	1124
Former LEP student - monitoring year 2	0	0	0	0										9						42	0	7	17	76	1126
All Other Students	289	11	0	278	1	0	43	15	77	28	157	56	1131	455	0	13	26	61	1130	10756	1	22	28	49	1133
<b>IEP</b>																									
Students with an IEP	35	8	0	27	0	0	0	0	0	0	27	100	1120	57	0	0	4	96	1119	1796	0	3	10	87	1123
All Other Students	263	4	0	259	1	0	43	17	78	30	137	53	1133	466	0	13	26	61	1130	9378	1	24	30	44	1134
<b>SES</b>																									
Economically Disadvantaged Students	94	7	0	87	0	0	14	16	20	23	53	61	1131	283	0	8	20	71	1127	3187	0	9	21	71	1128
All Other Students	204	5	0	199	1	1	29	15	58	29	111	56	1131	240	0	15	28	57	1131	7987	1	26	30	43	1134
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	298	12	0	286	1	0	43	15	78	27	164	57	1131	523	0	11	24	65	1129	11174	1	21	27	51	1132
<b>Title I</b>																									
Students Receiving Title I Services	6	0	0	6										232	0	7	19	73	1126	752	0	6	23	71	1128
All Other Students	292	12	0	280	1	0	43	15	76	27	160	57	1131	291	0	15	27	58	1131	10422	1	22	27	49	1132
<b>504 Plan</b>																									
Students with a 504 Plan	6	1	0	5										5						243	0	26	28	46	1134
All Other Students	292	11	0	281	1	0	42	15	78	28	160	57	1131	518	0	11	24	65	1129	10931	1	21	27	51	1132

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 2007 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2007-2008

### Writing Results

School: William E. Tolman High  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26105

#### 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 2007-08	298	10	7	281	5	2	90	32	158	56	28	10	5.7
DISTRICT 2007-08	549	17	22	510	5	1	135	26	295	58	75	15	5.4
STATE 2007-08	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7

Strand	Total Possible Points	Percent of Total Possible Points										Number of Prompts	Distribution of Score Points Across Prompts							
		0	10	20	30	40	50	60	70	80	90		100	0	1	2	3	4	5	6
		%	%	%	%	%	%	%	%	%	%		%	%	%	%	%	%	%	%
<b>Writing in Response to Text</b> • Response to Informational Text • Response to Literary Text	12											2	School	2	9	25	41	19	4	0
		District	2	11	29	39	17	3	0											
		State	1	11	26	34	22	6	0											
<b>Informational Writing</b> • Report • Procedure • Persuasive Essay	18											3	School	1	5	27	40	24	3	0
		District	3	11	27	38	20	2	0											
		State	2	11	24	34	24	6	0											
<b>Expressive Writing</b> • Reflective Essay	6											1	School	3	12	47	21	15	3	0
		District	8	13	37	30	11	2	0											
		State	7	18	29	31	14	2	0											

● School ▲ District ◆ State — Standard Error Bar



# Fall 2007 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2007-2008

# Disaggregated Writing Results

School: William E. Tolman High  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26105

REPORTING CATEGORIES	School												District						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	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	<b>298</b>	<b>10</b>	<b>7</b>	<b>281</b>	<b>5</b>	<b>2</b>	<b>90</b>	<b>32</b>	<b>158</b>	<b>56</b>	<b>28</b>	<b>10</b>	<b>5.7</b>	<b>510</b>	<b>1</b>	<b>26</b>	<b>58</b>	<b>15</b>	<b>5.4</b>	<b>11131</b>	<b>3</b>	<b>34</b>	<b>49</b>	<b>14</b>	<b>5.7</b>
<b>Gender</b>																									
Male	139	5	2	132	3	2	34	26	79	60	16	12	5.6	234	1	21	59	19	5.1	5555	2	27	50	20	5.3
Female	159	5	5	149	2	1	56	38	79	53	12	8	5.9	276	1	31	57	11	5.6	5575	4	40	48	7	6.2
Not Reported	0	0	0	0										0						1					
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	4	0	0	4										5						68	3	19	57	21	5.0
Asian	2	0	0	2										4						301	5	37	45	13	6.0
Black or African American	48	2	3	43	0	0	11	26	24	56	8	19	5.1	125	0	22	58	20	5.0	914	1	21	55	23	4.9
Hispanic or Latino	76	4	2	70	0	0	18	26	47	67	5	7	5.4	146	0	21	68	12	5.3	1679	0	21	60	19	5.0
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	168	4	2	162	4	2	58	36	85	52	15	9	6.0	230	2	32	53	14	5.7	8165	4	38	47	12	6.0
No Primary Race/Ethnicity Reported	0	0	0	0										0						4					
<b>LEP Status</b>																									
Currently receiving LEP services	4	1	0	3										35	0	3	54	43	3.8	245	0	3	44	53	3.5
Former LEP student - monitoring year 1	5	0	0	5										17	0	0	88	12	4.6	80	0	6	79	15	4.6
Former LEP student - monitoring year 2	0	0	0	0										9						42	0	19	76	5	5.4
All Other Students	289	9	7	273	5	2	90	33	150	55	28	10	5.8	449	1	30	56	13	5.5	10764	3	35	49	13	5.8
<b>IEP</b>																									
Students with an IEP	35	7	0	28	0	0	1	4	13	46	14	50	3.3	57	0	7	47	46	3.5	1802	0	8	51	40	3.9
All Other Students	263	3	7	253	5	2	89	35	145	57	14	6	6.0	453	1	29	59	11	5.6	9329	4	39	49	9	6.1
<b>SES</b>																									
Economically Disadvantaged Students	94	7	2	85	0	0	23	27	53	62	9	11	5.5	273	0	21	62	18	5.1	3152	1	22	57	20	5.0
All Other Students	204	3	5	196	5	3	67	34	105	54	19	10	5.8	237	2	33	53	11	5.8	7979	4	38	46	11	6.0
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	298	10	7	281	5	2	90	32	158	56	28	10	5.7	510	1	26	58	15	5.4	11131	3	34	49	14	5.7
<b>Title I</b>																									
Students Receiving Title I Services	6	0	0	6										223	0	20	61	19	5.0	740	0	19	62	19	5.0
All Other Students	292	10	7	275	5	2	89	32	154	56	27	10	5.8	287	2	32	55	11	5.7	10391	3	35	48	13	5.8
<b>504 Plan</b>																									
Students with a 504 Plan	6	1	0	5										5						245	3	31	58	9	5.9
All Other Students	292	9	7	276	5	2	90	33	153	55	28	10	5.7	505	1	27	57	15	5.4	10886	3	34	49	14	5.7

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.