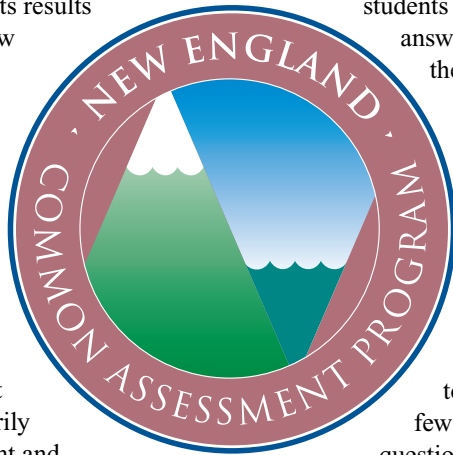


About The New England Common Assessment Program



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: Chariho High School

District: Chariho

Code: 98-98101



Fall 2007 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2007-2008

Grade Level Summary Report

School: Chariho High School
 District: Chariho
 State: Rhode Island
 Code: 98-98101

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		
Students enrolled on or after October 1	304			313			11,661			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	302	302	301	311	311	310	11,145	11,174	11,131	99	99	99	99	99	99	96	96	95
Students not tested in NECAP																		
State Approved	1	1	1	1	1	1	192	147	165	0	0	0	0	0	0	2	1	1
Alternate Assessment	0	0	1	0	0	1	58	61	58	0	0	0	0	0	0	0	1	0
First Year LEP	0	0	0	0	0	0	53	0	53	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	0	0	0	0	0	57	59	42	0	0	0	0	0	0	0	1	0
Enrolled After October 1	0	0	0	0	0	0	4	4	5	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	0	1	1	0	20	23	7	0	0	0	0	0	0	0	0	0
Other	1	1	2	1	1	2	324	340	365	0	0	1	0	0	1	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	%	%	%	%	
READING	304	1	1	302	64	21	151	50	55	18	32	11	1146	311	21	49	19	11	1145	11145	16	45	24	14	1143
MATH	304	1	1	302	5	2	84	28	96	32	117	39	1135	311	2	27	31	41	1135	11174	1	21	27	51	1132
WRITING	304	1	2	301	17	6	128	43	126	42	30	10	6.2	310	5	42	43	10	6.2	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: Chariho High School
 District: Chariho
 State: Rhode Island
 Code: 98-98101

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.

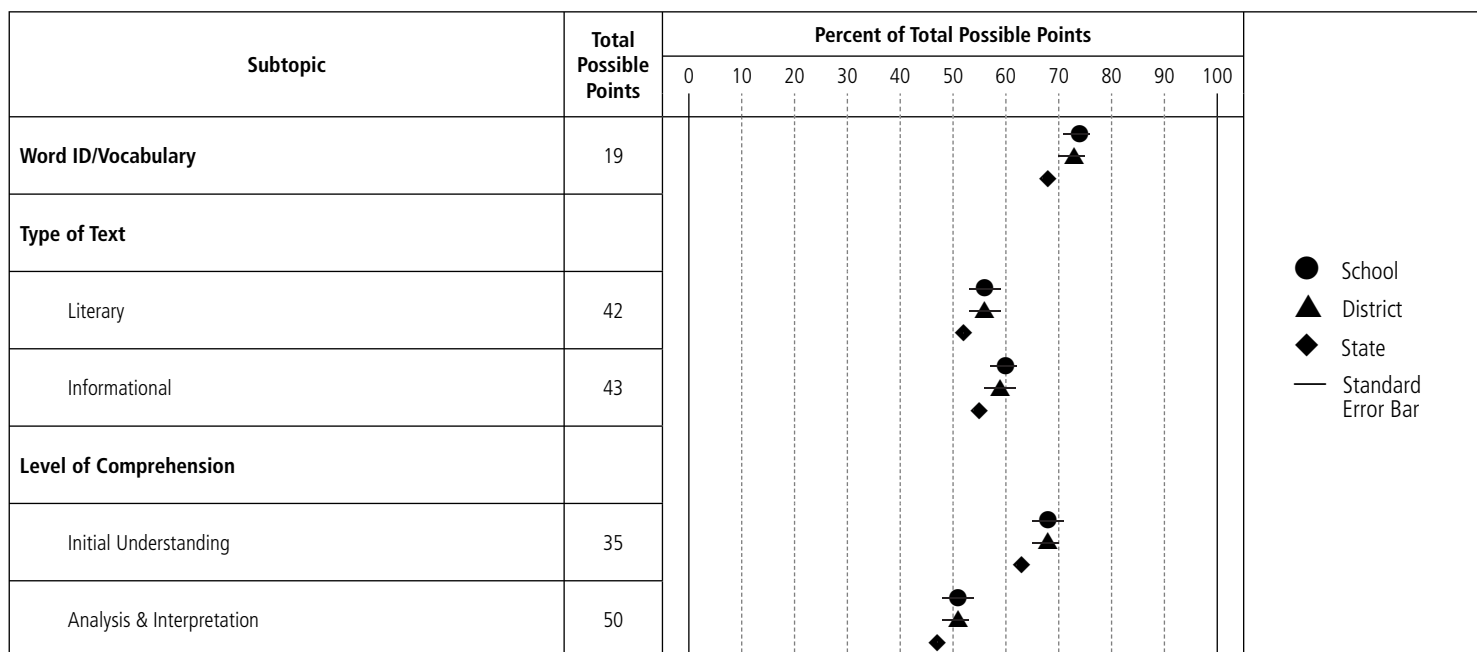
Partially Proficient (Level 2)

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	304	1	1	302	64	21	151	50	55	18	32	11	1146
DISTRICT 2007-08	313	1	1	311	65	21	153	49	60	19	33	11	1145
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: Chariho High School
 District: Chariho
 State: Rhode Island
 Code: 98-98101

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
All Students	304	1	1	302	64	21	151	50	55	18	32	11	1146	311	21	49	19	11	1145	11145	16	45	24	14	1143
Gender																									
Male	147	1	0	146	22	15	71	49	33	23	20	14	1143	149	15	48	23	14	1143	5561	12	43	27	18	1141
Female	157	0	1	156	42	27	80	51	22	14	12	8	1148	162	27	50	16	7	1148	5583	20	48	22	9	1145
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										2						66	6	32	36	26	1136
Asian	0	0	0	0										0						302	21	46	20	14	1143
Black or African American	1	0	0	1										1						920	5	36	33	26	1137
Hispanic or Latino	1	0	0	1										1						1681	4	36	37	22	1137
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	300	1	1	298	64	21	148	50	54	18	32	11	1146	307	21	49	19	11	1145	8172	20	48	21	11	1145
No Primary Race/Ethnicity Reported	0	0	0	0										0						4					
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						246	0	6	35	59	1128
Former LEP student - monitoring year 1	0	0	0	0										0						81	1	19	48	32	1133
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	33	40	24	1136
All Other Students	304	1	1	302	64	21	151	50	55	18	32	11	1146	311	21	49	19	11	1145	10776	17	47	24	13	1143
IEP																									
Students with an IEP	45	0	0	45	1	2	8	18	18	40	18	40	1132	47	2	19	38	40	1133	1804	2	22	34	42	1132
All Other Students	259	1	1	257	63	25	143	56	37	14	14	5	1148	264	24	55	16	5	1148	9341	19	50	23	8	1145
SES																									
Economically Disadvantaged Students	53	0	0	53	2	4	31	58	12	23	8	15	1141	54	4	57	24	15	1141	3155	6	38	34	22	1138
All Other Students	251	1	1	249	62	25	120	48	43	17	24	10	1147	257	25	47	18	10	1146	7990	21	48	21	10	1145
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	304	1	1	302	64	21	151	50	55	18	32	11	1146	311	21	49	19	11	1145	11145	16	45	24	14	1143
Title I																									
Students Receiving Title I Services	0	0	0	0										0						742	3	38	39	20	1138
All Other Students	304	1	1	302	64	21	151	50	55	18	32	11	1146	311	21	49	19	11	1145	10403	17	46	23	13	1143
504 Plan																									
Students with a 504 Plan	10	1	0	9										10	10	70	10	10	1142	246	17	53	23	6	1145
All Other Students	294	0	1	293	63	22	145	49	54	18	31	11	1146	301	21	49	20	11	1146	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: Chariho High School
 District: Chariho
 State: Rhode Island
 Code: 98-98101

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.

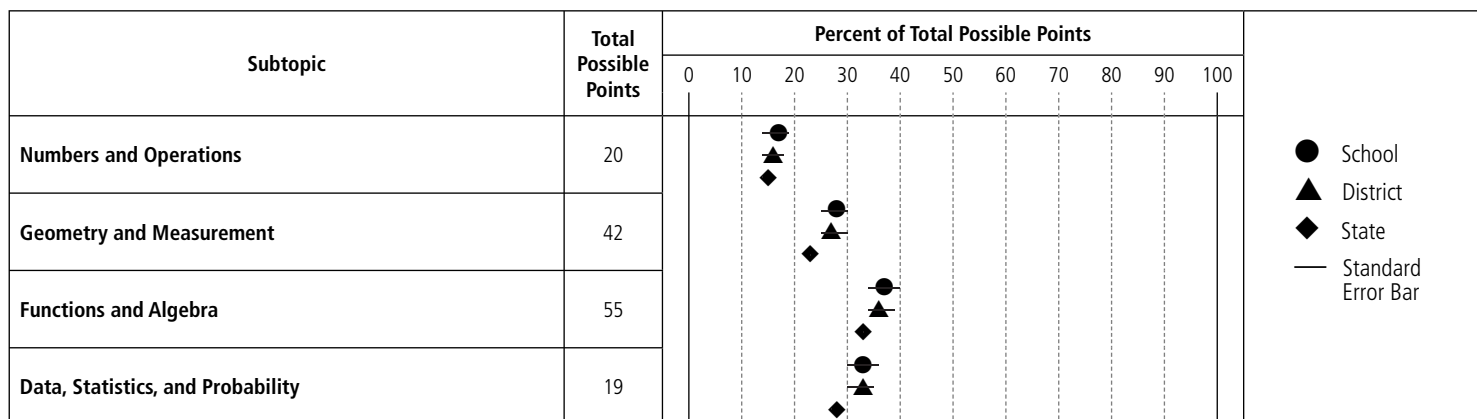
Partially Proficient (Level 2)

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	304	1	1	302	5	2	84	28	96	32	117	39	1135
DISTRICT 2007-08	313	1	1	311	5	2	84	27	96	31	126	41	1135
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: Chariho High School
District: Chariho
State: Rhode Island
Code: 98-98101

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
All Students	304	1	1	302	5	2	84	28	96	32	117	39	1135	311	2	27	31	41	1135	11174	1	21	27	51	1132
Gender																									
Male	147	1	0	146	1	1	45	31	43	29	57	39	1135	149	1	30	29	40	1134	5579	1	22	24	52	1132
Female	157	0	1	156	4	3	39	25	53	34	60	38	1135	162	2	24	33	41	1135	5594	1	19	30	50	1132
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										2						65	0	14	25	62	1128
Asian	0	0	0	0										0						308	4	28	27	41	1135
Black or African American	1	0	0	1										1						923	0	6	18	76	1126
Hispanic or Latino	1	0	0	1										1						1716	0	6	19	75	1126
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	300	1	1	298	5	2	83	28	95	32	115	39	1135	307	2	27	31	40	1135	8158	1	26	30	43	1134
No Primary Race/Ethnicity Reported	0	0	0	0										0						4					
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						295	0	3	6	92	1120
Former LEP student - monitoring year 1	0	0	0	0										0						81	0	2	10	88	1124
Former LEP student - monitoring year 2	0	0	0	0										0						42	0	7	17	76	1126
All Other Students	304	1	1	302	5	2	84	28	96	32	117	39	1135	311	2	27	31	41	1135	10756	1	22	28	49	1133
IEP																									
Students with an IEP	45	0	0	45	0	0	2	4	3	7	40	89	1125	47	0	4	6	89	1125	1796	0	3	10	87	1123
All Other Students	259	1	1	257	5	2	82	32	93	36	77	30	1137	264	2	31	35	32	1137	9378	1	24	30	44	1134
SES																									
Economically Disadvantaged Students	53	0	0	53	0	0	6	11	20	38	27	51	1132	54	0	11	37	52	1131	3187	0	9	21	71	1128
All Other Students	251	1	1	249	5	2	78	31	76	31	90	36	1136	257	2	30	30	38	1135	7987	1	26	30	43	1134
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	304	1	1	302	5	2	84	28	96	32	117	39	1135	311	2	27	31	41	1135	11174	1	21	27	51	1132
Title I																									
Students Receiving Title I Services	0	0	0	0										0						752	0	6	23	71	1128
All Other Students	304	1	1	302	5	2	84	28	96	32	117	39	1135	311	2	27	31	41	1135	10422	1	22	27	49	1132
504 Plan																									
Students with a 504 Plan	10	1	0	9	5	2	82	28	92	31	114	39	1135	10	0	20	40	40	1132	243	0	26	28	46	1134
All Other Students	294	0	1	293	5	2	82	28	92	31	114	39	1135	301	2	27	31	41	1135	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: Chariho High School
 District: Chariho
 State: Rhode Island
 Code: 98-98101

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	304	1	2	301	17	6	128	43	126	42	30	10	6.2
DISTRICT 2007-08	313	1	2	310	17	5	130	42	132	43	31	10	6.2
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	
															%	%	%	%	%	%	%	
Writing in Response to Text <ul style="list-style-type: none">• Response to Informational Text• Response to Literary Text	12						<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div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● School ▲ District ◆ State — Standard Error Bar



Fall 2007 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2007-2008

Disaggregated Writing Results

School: Chariho High School
District: Chariho
State: Rhode Island
Code: 98-98101

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
All Students	304	1	2	301	17	6	128	43	126	42	30	10	6.2	310	5	42	43	10	6.2	11131	3	34	49	14	5.7
Gender																									
Male	147	0	1	146	5	3	46	32	76	52	19	13	5.6	149	3	32	52	13	5.6	5555	2	27	50	20	5.3
Female	157	1	1	155	12	8	82	53	50	32	11	7	6.8	161	7	52	34	7	6.7	5575	4	40	48	7	6.2
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										2						68	3	19	57	21	5.0
Asian	0	0	0	0										0						301	5	37	45	13	6.0
Black or African American	1	0	0	1										1						914	1	21	55	23	4.9
Hispanic or Latino	1	0	0	1										1						1679	0	21	60	19	5.0
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	300	1	2	297	17	6	126	42	124	42	30	10	6.2	306	6	42	42	10	6.2	8165	4	38	47	12	6.0
No Primary Race/Ethnicity Reported	0	0	0	0										0						4					
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						245	0	3	44	53	3.5
Former LEP student - monitoring year 1	0	0	0	0										0						80	0	6	79	15	4.6
Former LEP student - monitoring year 2	0	0	0	0										0						42	0	19	76	5	5.4
All Other Students	304	1	2	301	17	6	128	43	126	42	30	10	6.2	310	5	42	43	10	6.2	10764	3	35	49	13	5.8
IEP																									
Students with an IEP	45	0	0	45	0	0	2	4	26	58	17	38	4.1	47	0	4	57	38	4.1	1802	0	8	51	40	3.9
All Other Students	259	1	2	256	17	7	126	49	100	39	13	5	6.6	263	6	49	40	5	6.6	9329	4	39	49	9	6.1
SES																									
Economically Disadvantaged Students	53	0	0	53	1	2	20	38	21	40	11	21	5.3	54	2	37	41	20	5.3	3152	1	22	57	20	5.0
All Other Students	251	1	2	248	16	6	108	44	105	42	19	8	6.4	256	6	43	43	8	6.4	7979	4	38	46	11	6.0
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	304	1	2	301	17	6	128	43	126	42	30	10	6.2	310	5	42	43	10	6.2	11131	3	34	49	14	5.7
Title I																									
Students Receiving Title I Services	0	0	0	0										0						740	0	19	62	19	5.0
All Other Students	304	1	2	301	17	6	128	43	126	42	30	10	6.2	310	5	42	43	10	6.2	10391	3	35	48	13	5.8
504 Plan																									
Students with a 504 Plan	10	1	0	9										10	0	30	60	10	5.2	245	3	31	58	9	5.9
All Other Students	294	0	2	292	17	6	125	43	121	41	29	10	6.2	300	6	42	42	10	6.2	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.