About The New England Common Assessment Program

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ASSESSMENT

This report highlights results from the Fall 2008 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 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 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 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 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 2008 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

School Results

School: Barrington High School

District: Barrington

Code: 01-01106



Grade Level Summary Report

School: Barrington High School

District: Barrington **State:** Rhode Island **Code:** 01-01106

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled

in the school after October 1, 2008, 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).

DADTICIDATION :- NECAD					Number	•							Pe	ercentag	je			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		280			280			11,203			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	277	276	275	277	276	275	10,684	10,699	10,669	99	99	98	99	99	98	95	96	95
Students not tested in NECAP																		
State Approved	2	3	2	2	3	2	179	161	156	1	1	1	1	1	1	2	1	1
Alternate Assessment	2	2	2	2	2	2	76	76	76	1	1	1	1	1	1	1	1	1
First Year LEP	0	0	0	0	0	0	23	0	23	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	1	0	0	1	0	46	52	37	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	9	7	7	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	25	26	13	0	0	0	0	0	0	0	0	0
Other	1	1	3	1	1	3	340	343	378	0	0	1	0	0	1	3	3	3

NECAP RESULTS

						School										Dis	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	rel 4	Lev	el 3	Le	vel 2	Lev	el 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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	280	2	1	277	160	58	100	36	8	3	9	3	1156	277	58	36	3	3	1156	10,684	18	51	20	11	1145
МАТН	280	3	1	276	29	11	166	60	61	22	20	7	1143	276	11	60	22	7	1143	10,699	1	26	28	45	1134
WRITING	280	2	3	275	44	16	165	60	61	22	5	2	7.7	275	16	60	22	2	7.7	10,669	4	38	50	9	6.1



Reading Results

School: Barrington High School

District: Barrington **State:** Rhode Island **Code:** 01-01106

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	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	296 280	1 2	0 1	295 277	158 160	54 58	108 100	37 36	23 8	8 3	6 9	2 3	1155 1156
Cumulative Total	576	3	1	572	318	56	208	36	31	5	15	3	1155
DISTRICT 2007-08 2008-09 Cumulative	297 280 577	1 2 3	1 1 2	295 277 572	158 160 318	54 58 56	108 100 208	37 36 36	23 8 31	8 3 5	6 9 15	2 3 3	1155 1156 1155
Total	5//	2	2	372	310	50	200	30	31	3	13)	1155
STATE 2007-08 2008-09	11661 11203	192 179	324 340	11,145 10,684	1,827 1,909	16 18	5,056 5,498	45 51	2,726 2,125	24 20	1,536 1,152	14 11	1143 1145
Cumulative Total	22864	371	664	21,829	3,736	17	10,554	48	4,851	22	2,688	12	1144

	Total			ı	Percer	t of To	otal Po	ssible	Point	s		
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100
Word ID/Vocabulary	19								•		◆	
ype of Text												
Literary	42							•	7	+		
Informational	43							•		*		
evel of Comprehension												
Initial Understanding	35								♦	*		
Analysis & Interpretation	50						•	•	7	A		



Disaggregated Reading Results

School: Barrington High School

District: Barrington
State: Rhode Island

Code: 01-01106

						Scho	OI									Dist	rict					Sta	ite		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	/el 3	Lev	el 2	Lev	el 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mea Scor
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	280	2	1	277	160	58	100	36	8	3	9	3	1156	277	58	36	3	3	1156	10,684	18	51	20	11	114
Gender																									
Male	158	2	1	155	77	50	66	43	6	4	6	4	1154	155	50	43	4	4	1154	5,347	13	52	21	14	114
Female	122	0	0	122	83	68	34	28	2	2	3	2	1158	122	68	28	2	2	1158	5,336	23	51	19	8	114
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						63	13	46	24	17	114
Asian	7	0	0	7										7						328	20	52	19	10	114
Black or African American	0	0	0	0										0						932	7	43	31	19	113
Hispanic or Latino	2	0	0	2										2						1,617	7	43	28	21	113
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	271	2	1	268	153	57	99	37	8	3	8	3	1156	268	57	37	3	3	1156	7,739	21	54	17	8	114
No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
LEP Status																									
Currently receiving LEP services	1	0	0	1										l 1						214	0	7	26	66	112
Former LEP student - monitoring year 1	1	0	0	1										1 1						45	0	24	42	33	113
Former LEP student - monitoring year 2	l o	0	0	0						1				Ö				1		73	4	22	49	25	113
All Other Students	278	2	1	275	159	58	100	36	7	3	9	3	1156	275	58	36	3	3	1156	10,352	18	53	19	9	114
IEP																									
Students with an IEP	36	2	0	34	6	18	16	47	4	12	8	24	1141	34	18	47	12	24	1141	1,609	2	27	34	36	113
All Other Students	244	0	1	243	154	63	84	35	4	2	1	0	1158	243	63	35	2	0	1158	9,075	21	56	17	6	114
SES																									
Economically Disadvantaged Students	8	0	0	8						İ				8						3,225	8	45	28	19	114
All Other Students	272	2	1	269	158	59	95	35	7	3	9	3	1156	269	59	35	3	3	1156	7,459	22	54	16	7	114
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	280	2	1	277	160	58	100	36	8	3	9	3	1156	277	58	36	3	3	1156	10,684	18	51	20	11	114
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,224	10	47	25	19	114
All Other Students	280	2	1	277	160	58	100	36	8	3	9	3	1156	277	58	36	3	3	1156	8,460	20	53	19	9	114
504 Plan																									
Students with a 504 Plan	6	0	1	5						1				5				1		248	20	60	17	4	114
All Other Students	274	2	0	272	156	57	99	36	8	3	9	3	1156	272	57	36	3	3	1156	10,436	18	51	20	11	114
, and other ordinaries					'50	,	"	50				,	'''	-''-] "	50	_	1	'''	10,150	'Ŭ	,		''	''

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



Mathematics Results

School: Barrington High School

District: Barrington **State:** Rhode Island **Code:** 01-01106

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.

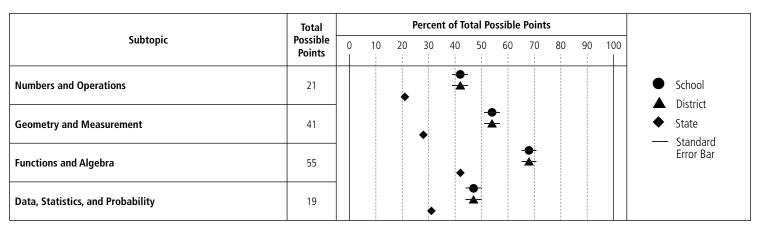
Partially Proficient (Level 2)

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	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	296 280	2 3	0 1	294 276	31 29	11 11	155 166	53 60	67 61	23 22	41 20	14 7	1142 1143
Cumulative Total	576	5	1	570	60	11	321	56	128	22	61	11	1142
DISTRICT 2007-08 2008-09	297 280	2 3	1 1	294 276	31 29	11 11	155 166 321	53 60	67 61	23 22 22	41 20 61	14 7	1142 1143
Cumulative Total	577	5	2	570	60	11	321	56	128	22	61	11	1142
2007-08 2008-09	11661 11203	147 161	340 343	11,174 10,699	123 155	1 1	2,340 2,739	21 26	3,032 3,007	27 28	5,679 4,798	51 45	1132 1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133





Disaggregated Mathematics Results

School: Barrington High School

District: Barrington
State: Rhode Island

risaggi egatea mathematics nesults	Code:	01-01106

						Scho	ol									Dist	rict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	/el 3	Lev	el 2	Lev	el 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	%	%	%	%	1 1
All Students	280	3	1	276	29	11	166	60	61	22	20	7	1143	276	11	60	22	7	1143	10,699	1	26	28	45	1134
Gender Male Female Not Reported	158 122 0	2 1 0	1 0 0	155 121 0	22 7	14 6	88 78	57 64	32 29	21 24	13 7	8 6	1144 1143	155 121 0	14 6	57 64	21 24	8 6	1144 1143	5,357 5,341 1	2	28 24	27 29	44 46	1134 1133
Primary Race/Ethnicity American Indian or Alaskan Native Asian Black or African American Hispanic or Latino Native Hawaiian or Pacific Islander	0 7 0 2 0	0 0 0 0	0 0 0 0	0 7 0 2 0										0 7 0 2 0						62 330 928 1,631 0	0 4 0 0	11 28 7 9	21 31 19 21	68 36 73 70	1130 1136 1127 1128
White (non-Hispanic) No Primary Race/Ethnicity Reported	271 0	3 0	1 0	267 0	24	9	164	61	60	22	19	7	1143	267 0	9	61	22	7	1143	7,742 6	2	31	31	36	1136
LEP Status Currently receiving LEP services Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 All Other Students	1 1 0 278	0 0 0 3	0 0 0 1	1 1 0 274	29	11	164	60	61	22	20	7	1143	1 1 0 274	11	60	22	7	1143	237 45 73 10,344	0 0 0 1	2 4 3 26	9 24 16 29	89 71 81 43	1121 1126 1127 1134
IEP Students with an IEP All Other Students	36 244	2	0	34 242	2 27	6 11	9 157	26 65	10 51	29 21	13 7	38 3	1134 1145	34 242	6 11	26 65	29 21	38 3	1134 1145	1,607 9,092	0 2	5 29	14 31	81 39	1125 1135
SES Economically Disadvantaged Students All Other Students	8 272	0 3	0	8 268	29	11	163	61	58	22	18	7	1144	8 268	11	61	22	7	1144	3,237 7,462	0 2	12 32	22 31	66 36	1129 1136
Migrant Migrant Students All Other Students	0 280	0 3	0	0 276	29	11	166	60	61	22	20	7	1143	0 276	11	60	22	7	1143	0 10,699	1	26	28	45	1134
Title I Students Receiving Title I Services All Other Students	0 280	0 3	0 1	0 276	29	11	166	60	61	22	20	7	1143	0 276	11	60	22	7	1143	2,238 8,461	0 2	13 29	22 30	64 40	1129 1135
504 Plan Students with a 504 Plan All Other Students	6 274	0 3	1 0	5 271	29	11	163	60	60	22	19	7	1143	5 271	11	60	22	7	1143	249 10,450	2	28 26	35 28	35 45	1136 1134

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



Writing Results

School: Barrington High School

District: Barrington **State:** Rhode Island **Code:** 01-01106

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
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	296 280	1 2	0 3	295 275	30 44	10 16	148 165	50 60	105 61	36 22	12 5	4 2	6.9 7.7
Cumulative Total	576	3	3	570	74	13	313	55	166	29	17	3	7.3
DISTRICT 2007-08 2008-09	297 280	1 2	0 3	296 275	30 44	10 16	148 165	50 60	105 61	35 22	13 5	4 2	6.9 7.7
Cumulative Total	577	3	3	571	74	13	313	55	166	29	18	3	7.3
STATE 2007-08 2008-09	11661 11203	165 156	365 378	11,131 10,669	357 403	3 4	3,744 4,023	34 38	5,495 5,322	49 50	1,535 921	14 9	5.7 6.1
Cumulative Total	22864	321	743	21,800	760	3	7,767	36	10,817	50	2,456	11	5.9

	Total				Percer	nt of To	otal Po	ssible	Point	s			Number	I	Distr	ibutio Acro		Scor		nts	
Strand	Possible Points	0	10	20	30	40	50	60	70	80	90	100	of Prompts		0	1	2	3	4	5	6
															%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12						•	*	-				2	School District State	1 1 1	3 3 11	13 13 29	29 29 32	26 26 19	24 24 6	4 4 0
Informational Writing • Report • Procedure • Persuasive Essay	18						•	●					3	School District State	0 0 1	1 1 6	7 7 22	27 27 39	39 39 25	23 23 7	3 3 0
Expressive Writing • Reflective Essay	6					*		A					1	School District State	0 0 4	3 3 14	22 22 32	41 41 33	16 16 14	19 19 4	0 0 0

School



Disaggregated Writing Results

School: Barrington High School

District: Barrington
State: Rhode Island

Code: 01-01106

REPORTING CATEGORIES Incolor Spring CATEGORIES							Scho	OI									Dist	rict					Sta	ite		
All Students 280 2 3 275 44 16 165 60 61 22 5 2 7.7 275 16 60 22 2 7.7 10,669 4 38 8 Gender		Enrolled			Tested	Lev	el 4	Lev	rel 3	Lev	el 2	Lev	el 1		Tested	1					Tested			Level 2	Level 1	Me: Sco
Cender		N	N	N	N	N	%	N	%	N	%	N	%	300.0	N	%	%	%	%	300.0	N	%	%	%	%	
Male 158 2 3 153 22 21 17 81 66 18 15 2 2 8.0 152 55 8.8 2 7.5 5.334 3 32 7.5	All Students	280	2	3	275	44	16	165	60	61	22	5	2	7.7	275	16	60	22	2	7.7	10,669	4	38	50	9	6.
Female Not Reported 0 0 0 0 122 21 17 81 66 18 15 2 2 8.0 122 17 66 15 2 8.0 5.334 4 34 Not Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender																									
Not Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Male			3										7.5										53	12	5.
Primary Race/Ethnicity American Indian or Alaskan Native Asian Asi				1		21	17	81	66	18	15	2	2	8.0		17	66	15	2	8.0	5,334	4	43	47	5	6.
American Indian or Alaska Native Asian 7 0 0 0 0 7 7 Asian 7 0 0 0 7 7 Black or African American 1 0 0 0 0 0 0 0 0 Black or African American 1 0 0 0 0 0 0 0 Black or African American 2 0 0 1 1 1 Bispani or Calabin 2 0 0 0 0 0 0 0 Bispani or African Students 0 0 0 0 0 0 0 Bispani or African American 1 0 0 0 0 0 0 Bispani or African American 1 0 0 0 0 0 0 Bispani or African American 1 0 0 0 0 0 0 Bispani or African American 1 0 0 0 0 0 0 Bispani or African American 1 0 0 0 0 0 0 Bispani or African American 1 0 0 0 0 0 0 0 Bispani or African American 1 0 0 0 1 0 0 0 0 Bispani or African American 1 0 0 0 1 0 0 0 0 0 Bispani or African American 1 0 0 0 1 0 0 0 0 0 0 Bispani or African American 1 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Not Reported	0	0	0	0				1						0						1					
Asian 7 0 0 7 7 0 0 7 7 8 8 8 0 0 8 8 1 0 0 0 1 1 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 0 1 0																										
Black or African American Bl	American Indian or Alaskan Native		0	0											0									62	8	5.
Hispanic or Latino Native Havailan or Pacific Islander 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		1		0											7							6		45	10	6.
Native Hawaiian or Pacific Islander White (non-Hispanic) White (non-Hispanic) White (non-Hispanic) No Primary Race/Ethnicity Reported O O O O O O O O O O O O O O O O O O															0									58	16	5
White (non-Hispanic)															1							1	25	59	15	5
No Primary Race/Ethnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				1						l		_	_									_				1 _
LEP Status Currently receiving LEP services Currently receiving LEP services Currently receiving LEP services Currently receiving LEP services 1 0 0 0 1 74 0 9 8 74 0 9 14 1 0 0 0 1 74 0 9 14 1 0 0 0 1 74 0 9 14 0 9 14 0 9 15 0						41	15	160	60	61	23	5	2	7.7		15	60	23	2	7.7		5	42	47	6	6.
Currently receiving LEP services	No Primary Race/Ethnicity Reported	0	0	0	0				į						0						5					
Former LÉP Student - monitoring year 1																										
Former LEP Students — Migrant Students — O O O O O O O O O O O O O O O O O O				1											1									45	47	3.
All Other Students 278 2 3 273 44 16 164 60 60 22 5 2 7.7 273 16 60 22 2 7.7 10,340 4 39 IEP	Former LEP student - monitoring year 1		-								1				1				İ					71	20	4.
Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students with an IEP All Other Students Students Receiving Title I Services O O O O O O O O O O O O O O O O O O																								69	18	4.
Students with an IEP	All Other Students	278	2	3	273	44	16	164	60	60	22	5	2	7.7	273	16	60	22	2	7.7	10,340	4	39	50	8	6.
All Other Students 244 0 0 0 244 43 18 153 63 46 19 2 1 8.0 244 18 63 19 1 8.0 9,076 4 42 15 ES Economically Disadvantaged Students 8 0 0 0 8 267 42 16 161 60 59 22 5 2 7.7 267 16 60 22 2 7.7 7,453 5 43 Migrant Migrant Students 280 2 3 275 44 16 165 60 61 22 5 2 7.7 275 16 60 22 2 7.7 10,669 4 38 Title I Students Receiving Title I Services 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EP																									
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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient