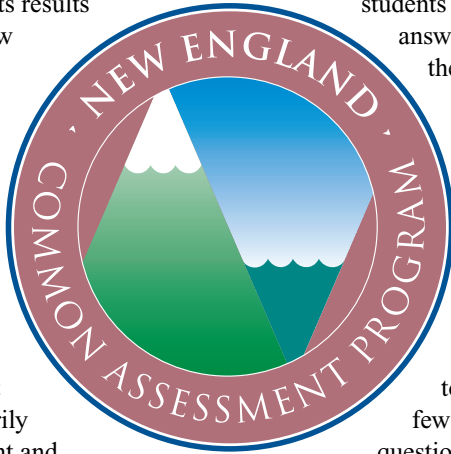


About The New England Common Assessment Program



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 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 2008 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

School Results

School: Shea High School

District: Pawtucket

Code: 26-26118



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Grade Level Summary Report

School: Shea High School
District: Pawtucket
State: Rhode Island
Code: 26-26118

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).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	210			482			11,203			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	206	206	205	459	457	461	10,684	10,699	10,669	98	98	98	95	95	96	95	96	95
Students not tested in NECAP																		
State Approved	3	1	3	15	15	12	179	161	156	1	0	1	3	3	2	2	1	1
Alternate Assessment	0	0	0	6	6	6	76	76	76	0	0	0	1	1	1	1	1	1
First Year LEP	2	0	2	2	0	2	23	0	23	1	0	1	0	0	0	0	0	0
Withdrew After October 1	0	0	0	3	5	0	46	52	37	0	0	0	1	1	0	0	0	0
Enrolled After October 1	0	0	0	3	3	3	9	7	7	0	0	0	1	1	1	0	0	0
Special Consideration	1	1	1	1	1	1	25	26	13	0	0	0	0	0	0	0	0	0
Other	1	3	2	8	10	9	340	343	378	0	1	1	2	2	2	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	210	3	1	206	18	9	82	40	52	25	54	26	1139	459	8	46	29	17	1141	10,684	18	51	20	11	1145
MATH	210	1	3	206	0	0	22	11	44	21	140	68	1129	457	0	14	27	59	1131	10,699	1	26	28	45	1134
WRITING	210	3	2	205	3	1	56	27	122	60	24	12	5.5	461	2	31	58	9	5.8	10,669	4	38	50	9	6.1

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Reading Results

School: Shea High School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26118

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.

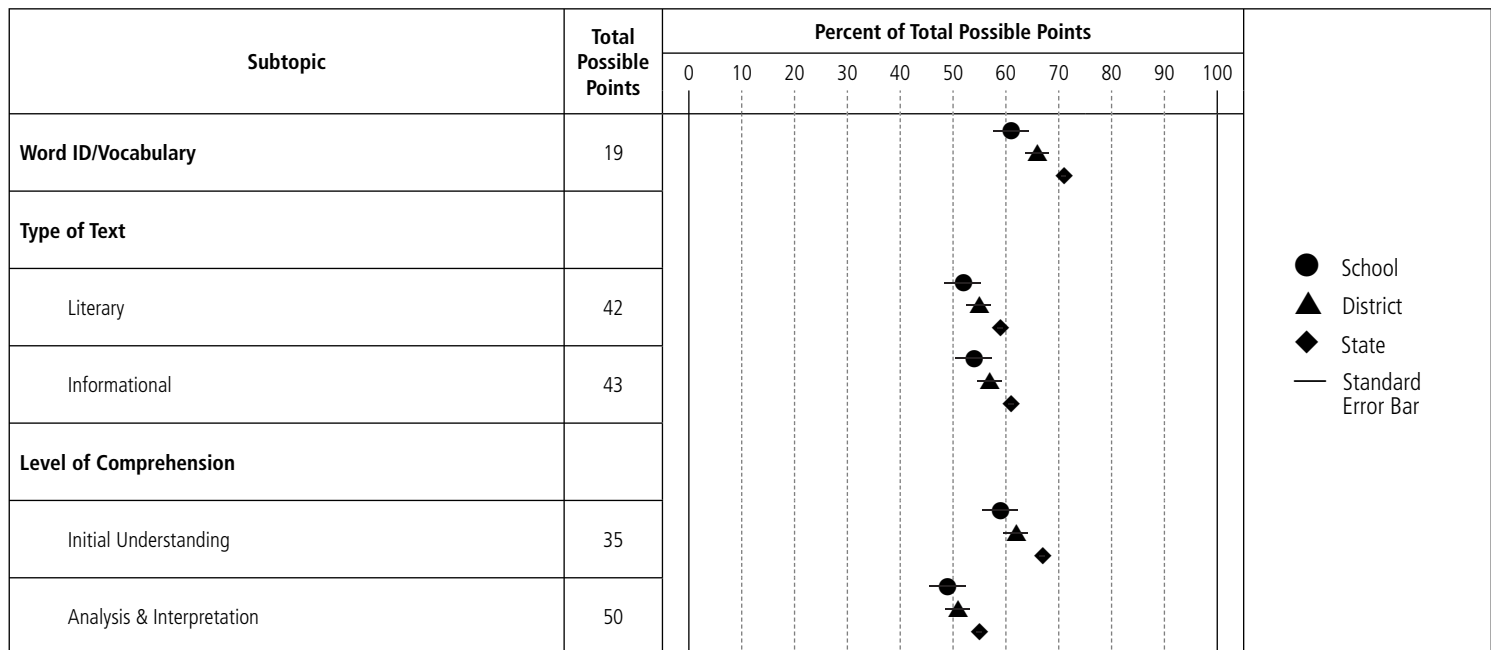
Partially Proficient (Level 2)

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	242	8	6	228	8	4	72	32	84	37	64	28	1136
2008-09	210	3	1	206	18	9	82	40	52	25	54	26	1139
Cumulative Total	452	11	7	434	26	6	154	35	136	31	118	27	1137
DISTRICT													
2007-08	549	19	11	519	32	6	205	39	182	35	100	19	1139
2008-09	482	15	8	459	39	8	211	46	132	29	77	17	1141
Cumulative Total	1031	34	19	978	71	7	416	43	314	32	177	18	1140
STATE													
2007-08	11661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
Cumulative Total	22864	371	664	21,829	3,736	17	10,554	48	4,851	22	2,688	12	1144





Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Reading Results

School: Shea High School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26118

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	210	3	1	206	18	9	82	40	52	25	54	26	1139	459	8	46	29	17	1141	10,684	18	51	20	11	1145
Gender																									
Male	99	1	0	98	5	5	38	39	21	21	34	35	1136	224	5	44	28	22	1139	5,347	13	52	21	14	1143
Female	111	2	1	108	13	12	44	41	31	29	20	19	1141	235	11	48	29	11	1143	5,336	23	51	19	8	1146
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										2						63	13	46	24	17	1142
Asian	3	0	0	3										5						328	20	52	19	10	1146
Black or African American	84	1	1	82	4	5	31	38	23	28	24	29	1137	135	5	40	33	21	1138	932	7	43	31	19	1139
Hispanic or Latino	71	1	0	70	8	11	27	39	16	23	19	27	1140	137	9	40	31	20	1140	1,617	7	43	28	21	1139
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	51	1	0	50	6	12	22	44	12	24	10	20	1140	180	11	55	23	11	1144	7,739	21	54	17	8	1147
No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
LEP Status																									
Currently receiving LEP services	31	2	0	29	0	0	3	10	4	14	22	76	1126	32	0	16	16	69	1127	214	0	7	26	66	1126
Former LEP student - monitoring year 1	5	0	0	5										5						45	0	24	42	33	1135
Former LEP student - monitoring year 2	15	0	0	15	1	7	3	20	7	47	4	27	1137	20	5	25	50	20	1138	73	4	22	49	25	1136
All Other Students	159	1	1	157	17	11	75	48	39	25	26	17	1141	402	9	50	29	12	1142	10,352	18	53	19	9	1145
IEP																									
Students with an IEP	21	0	0	21	0	0	2	10	7	33	12	57	1127	52	0	15	37	48	1130	1,609	2	27	34	36	1133
All Other Students	189	3	1	185	18	10	80	43	45	24	42	23	1140	407	10	50	28	13	1142	9,075	21	56	17	6	1147
SES																									
Economically Disadvantaged Students	179	0	1	178	15	8	70	39	46	26	47	26	1138	316	7	43	30	20	1140	3,225	8	45	28	19	1140
All Other Students	31	3	0	28	3	11	12	43	6	21	7	25	1141	143	11	52	27	10	1143	7,459	22	54	16	7	1147
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	210	3	1	206	18	9	82	40	52	25	54	26	1139	459	8	46	29	17	1141	10,684	18	51	20	11	1145
Title I																									
Students Receiving Title I Services	210	3	1	206	18	9	82	40	52	25	54	26	1139	211	9	40	26	26	1139	2,224	10	47	25	19	1141
All Other Students	0	0	0	0										248	8	51	31	9	1143	8,460	20	53	19	9	1146
504 Plan																									
Students with a 504 Plan	3	0	0	3										9						248	20	60	17	4	1147
All Other Students	207	3	1	203	17	8	81	40	51	25	54	27	1138	450	8	46	29	17	1141	10,436	18	51	20	11	1145

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Mathematics Results

School: Shea High School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26118

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.

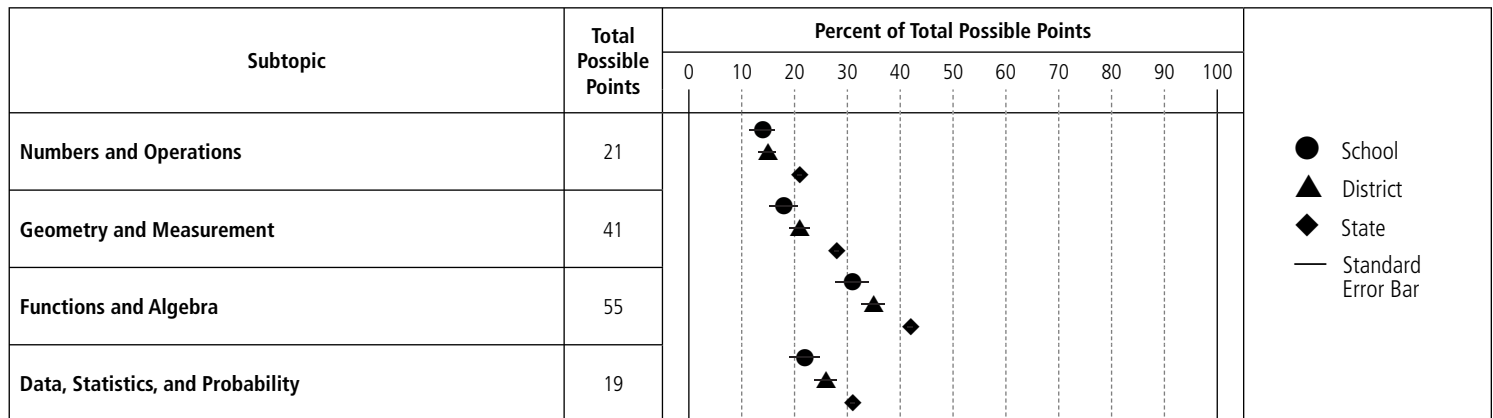
Partially Proficient (Level 2)

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	242	2	6	234	1	0	16	7	45	19	172	74	1126
2008-09	210	1	3	206	0	0	22	11	44	21	140	68	1129
Cumulative Total	452	3	9	440	1	0	38	9	89	20	312	71	1127
DISTRICT													
2007-08	549	14	12	523	2	0	59	11	123	24	339	65	1129
2008-09	482	15	10	457	1	0	63	14	123	27	270	59	1131
Cumulative Total	1031	29	22	980	3	0	122	12	246	25	609	62	1130
STATE													
2007-08	11661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133





Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Mathematics Results

School: Shea High School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26118

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	%	%	%	%	
All Students	210	1	3	206	0	0	22	11	44	21	140	68	1129	457	0	14	27	59	1131	10,699	1	26	28	45	1134
Gender																									
Male	99	1	2	96	0	0	12	13	17	18	67	70	1129	221	0	18	24	58	1131	5,357	2	28	27	44	1134
Female	111	0	1	110	0	0	10	9	27	25	73	66	1129	236	0	10	30	60	1131	5,341	1	24	29	46	1133
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										2						62	0	11	21	68	1130
Asian	3	0	0	3										5						330	4	28	31	36	1136
Black or African American	84	1	1	82	0	0	4	5	18	22	60	73	1129	135	0	7	23	70	1129	928	0	7	19	73	1127
Hispanic or Latino	71	0	2	69	0	0	9	13	13	19	47	68	1129	135	0	12	22	66	1130	1,631	0	9	21	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	51	0	0	51	0	0	8	16	12	24	31	61	1129	180	1	20	33	46	1133	7,742	2	31	31	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						6					
LEP Status																									
Currently receiving LEP services	31	0	1	30	0	0	0	0	3	10	27	90	1125	33	0	0	12	88	1125	237	0	2	9	89	1121
Former LEP student - monitoring year 1	5	0	0	5										5						45	0	4	24	71	1126
Former LEP student - monitoring year 2	15	0	0	15	0	0	1	7	4	27	10	67	1130	20	0	5	30	65	1130	73	0	3	16	81	1127
All Other Students	159	1	2	156	0	0	21	13	35	22	100	64	1130	399	0	16	28	56	1132	10,344	1	26	29	43	1134
IEP																									
Students with an IEP	21	0	0	21	0	0	0	0	3	14	18	86	1119	52	0	2	12	87	1122	1,607	0	5	14	81	1125
All Other Students	189	1	3	185	0	0	22	12	41	22	122	66	1130	405	0	15	29	56	1132	9,092	2	29	31	39	1135
SES																									
Economically Disadvantaged Students	179	0	3	176	0	0	17	10	32	18	127	72	1129	313	0	10	25	65	1130	3,237	0	12	22	66	1129
All Other Students	31	1	0	30	0	0	5	17	12	40	13	43	1132	144	1	22	31	47	1133	7,462	2	32	31	36	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	210	1	3	206	0	0	22	11	44	21	140	68	1129	457	0	14	27	59	1131	10,699	1	26	28	45	1134
Title I																									
Students Receiving Title I Services	210	1	3	206	0	0	22	11	44	21	140	68	1129	211	0	11	21	68	1129	2,238	0	13	22	64	1129
All Other Students	0	0	0	0										246	0	16	32	52	1133	8,461	2	29	30	40	1135
504 Plan																									
Students with a 504 Plan	3	0	0	3										9						249	2	28	35	35	1136
All Other Students	207	1	3	203	0	0	21	10	44	22	138	68	1129	448	0	14	27	59	1131	10,450	1	26	28	45	1134

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Writing Results

School: Shea High School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26118

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.

	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	242	7	10	225	0	0	45	20	136	60	44	20	5.0
2008-09	210	3	2	205	3	1	56	27	122	60	24	12	5.5
Cumulative Total	452	10	12	430	3	1	101	23	258	60	68	16	5.2
DISTRICT													
2007-08	549	17	22	510	5	1	135	26	295	58	75	15	5.4
2008-09	482	12	9	461	7	2	143	31	268	58	43	9	5.8
Cumulative Total	1031	29	31	971	12	1	278	29	563	58	118	12	5.6
STATE													
2007-08	11661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	11203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
Cumulative Total	22864	321	743	21,800	760	3	7,767	36	10,817	50	2,456	11	5.9

Proficient (Level 3)

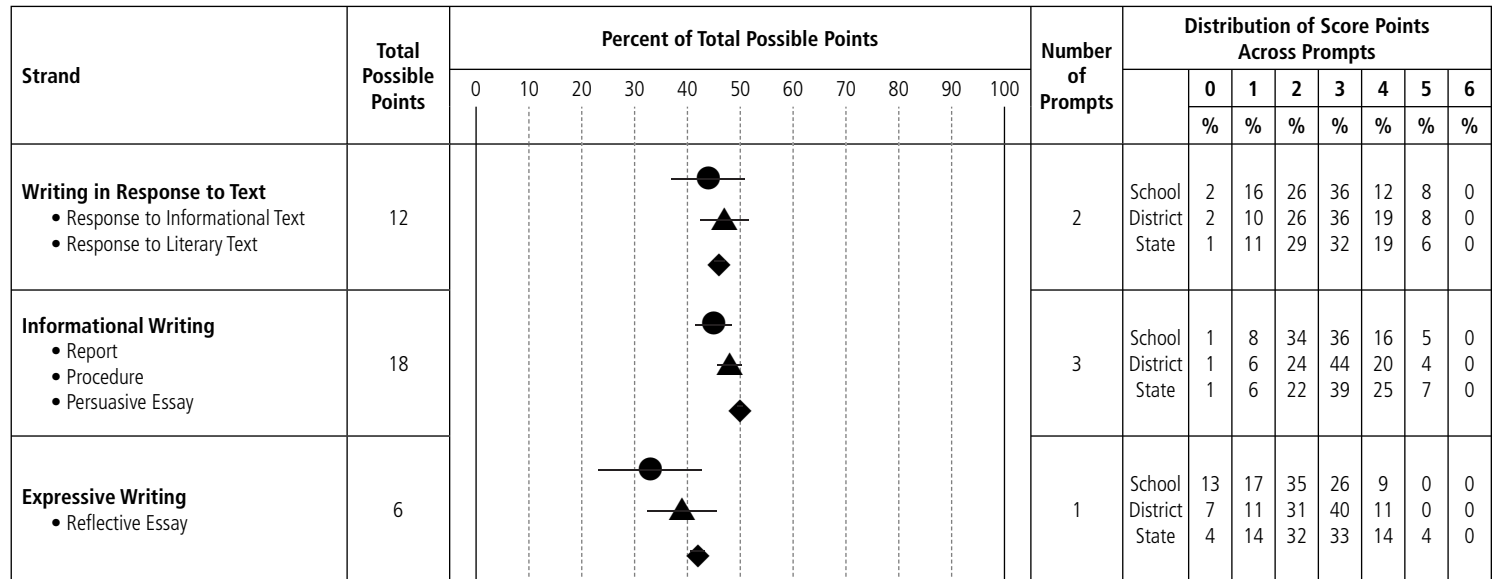
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are 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.



● School ▲ District ◆ State — Standard Error Bar



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Writing Results

School: Shea High School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26118

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	210	3	2	205	3	1	56	27	122	60	24	12	5.5	461	2	31	58	9	5.8	10,669	4	38	50	9	6.1
Gender																									
Male	99	1	1	97	2	2	24	25	56	58	15	15	5.3	226	1	26	61	12	5.6	5,334	3	32	53	12	5.8
Female	111	2	1	108	1	1	32	30	66	61	9	8	5.6	235	2	36	56	6	5.9	5,334	4	43	47	5	6.4
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										2						63	0	30	62	8	5.7
Asian	3	0	0	3										5						327	6	39	45	10	6.3
Black or African American	84	1	1	82	1	1	17	21	53	65	11	13	5.2	136	1	24	64	11	5.4	933	1	26	58	16	5.3
Hispanic or Latino	71	1	1	69	1	1	23	33	37	54	8	12	5.7	137	1	32	55	11	5.7	1,618	1	25	59	15	5.3
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	51	1	0	50	0	0	15	30	30	60	5	10	5.5	181	2	36	55	7	6.1	7,723	5	42	47	6	6.3
No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
LEP Status																									
Currently receiving LEP services	31	2	0	29	0	0	1	3	17	59	11	38	3.7	32	0	3	63	34	3.9	210	0	8	45	47	3.7
Former LEP student - monitoring year 1	5	0	0	5										5						45	0	9	71	20	4.5
Former LEP student - monitoring year 2	15	0	0	15	0	0	2	13	12	80	1	7	5.5	20	0	15	75	10	5.5	74	0	14	69	18	4.9
All Other Students	159	1	2	156	3	2	51	33	90	58	12	8	5.8	404	2	34	57	7	5.9	10,340	4	39	50	8	6.2
IEP																									
Students with an IEP	21	0	0	21	0	0	1	5	16	76	4	19	4.3	53	0	2	70	28	4.2	1,593	1	12	59	28	4.5
All Other Students	189	3	2	184	3	2	55	30	106	58	20	11	5.6	408	2	35	57	7	6.0	9,076	4	42	48	5	6.4
SES																									
Economically Disadvantaged Students	179	0	1	178	3	2	44	25	109	61	22	12	5.4	318	2	28	60	10	5.6	3,216	1	26	59	14	5.4
All Other Students	31	3	1	27	0	0	12	44	13	48	2	7	6.0	143	1	38	54	7	6.1	7,453	5	43	46	6	6.4
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	210	3	2	205	3	1	56	27	122	60	24	12	5.5	461	2	31	58	9	5.8	10,669	4	38	50	9	6.1
Title I																									
Students Receiving Title I Services	210	3	2	205	3	1	56	27	122	60	24	12	5.5	211	1	27	59	13	5.4	2,223	1	27	58	14	5.5
All Other Students	0	0	0	0										250	2	34	58	6	6.1	8,446	4	41	48	7	6.3
504 Plan																									
Students with a 504 Plan	3	0	0	3										9						248	3	47	47	4	6.5
All Other Students	207	3	2	202	3	1	54	27	121	60	24	12	5.4	452	2	31	58	9	5.8	10,421	4	37	50	9	6.1

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.