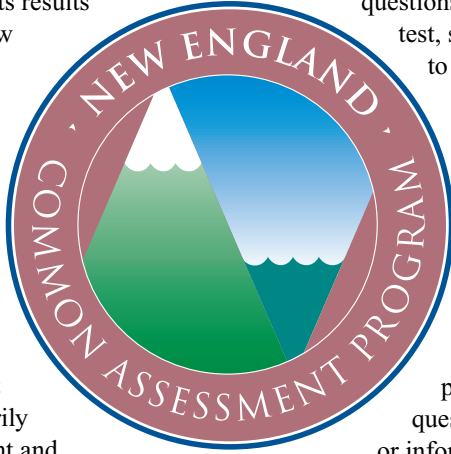


# About The New England Common Assessment Program



This report highlights results from the Fall 2009 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 2009 Beginning of Grade 11 NECAP Tests

**Grade 11 Students in 2009-2010**

## District Results

**District:** Cranston

**Code:** 07



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Grade Level Summary Report

District: Cranston  
 State: Rhode Island  
 Code: 07

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, 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>823</b>			<b>11,189</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
				804	803	804	10,742	10,716	10,679				98	98	98	96	96	95
<b>Students not tested in NECAP</b>																		
State Approved				13	13	12	223	195	221				2	2	1	2	2	2
Alternate Assessment				7	7	7	114	114	114				1	1	1	1	1	1
First Year LEP				1	0	1	48	0	46				0	0	0	0	0	0
Withdrew After October 1				5	5	4	41	46	37				1	1	0	0	0	0
Enrolled After October 1				0	0	0	1	2	1				0	0	0	0	0	0
Special Consideration				0	1	0	19	33	23				0	0	0	0	0	0
Other				6	7	7	224	278	289				1	1	1	2	2	3

### NECAP RESULTS

	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>	823	13	6	804	146	18	459	57	142	18	57	7	1146	10,742	23	50	17	9	1146						
<b>MATH</b>	823	13	7	803	9	1	176	22	217	27	401	50	1134	10,716	2	26	28	45	1134						
<b>WRITING</b>	823	12	7	804	57	7	369	46	340	42	38	5	6.6	10,679	7	48	40	5	6.7						

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 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Reading Results

District: Cranston  
 State: Rhode Island  
 Code: 07

### 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.

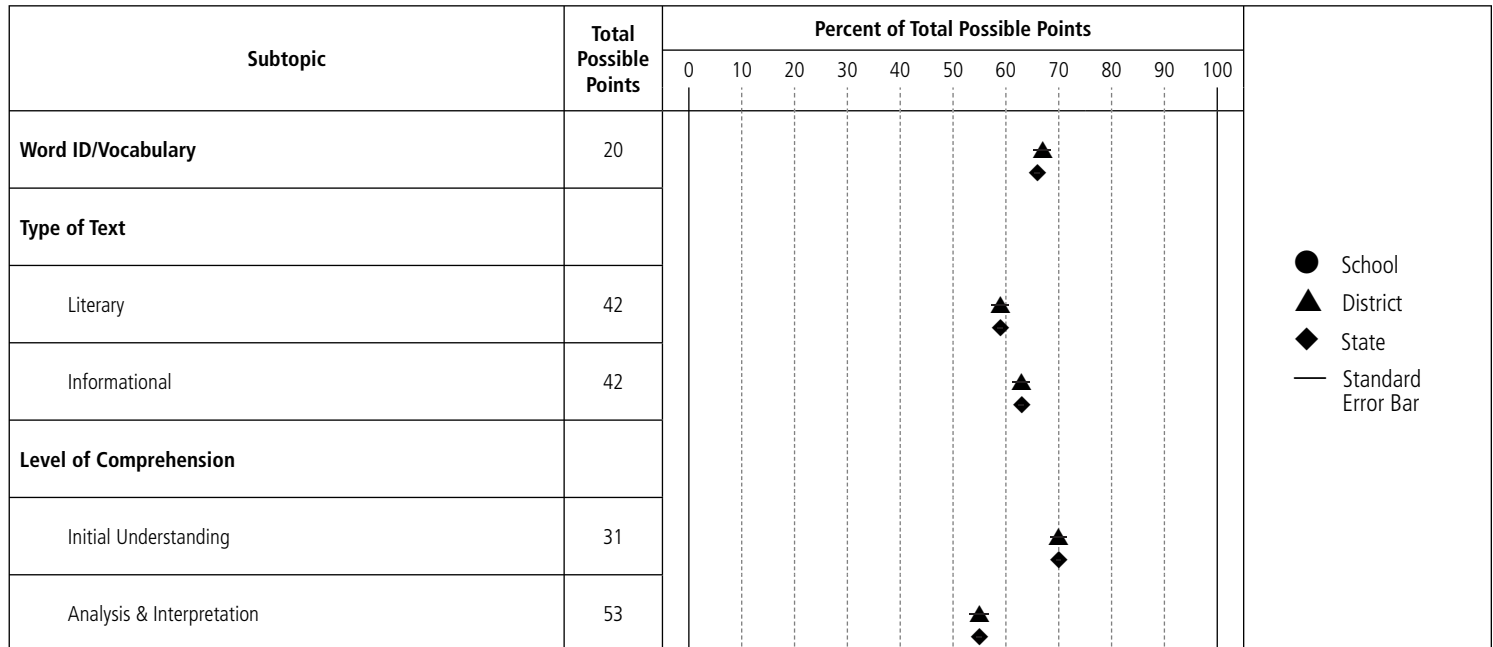
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08													
2008-09													
<b>2009-2010</b>													
Cumulative Total													
<b>DISTRICT</b>													
2007-08	903	6	20	877	91	10	403	46	252	29	131	15	1141
2008-09	885	11	49	825	103	12	459	56	171	21	92	11	1144
<b>2009-2010</b>	<b>823</b>	<b>13</b>	<b>6</b>	<b>804</b>	<b>146</b>	<b>18</b>	<b>459</b>	<b>57</b>	<b>142</b>	<b>18</b>	<b>57</b>	<b>7</b>	<b>1146</b>
Cumulative Total	2,611	30	75	2,506	340	14	1,321	53	565	23	280	11	1144
<b>STATE</b>													
2007-08	11,661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
<b>2009-2010</b>	<b>11,189</b>	<b>223</b>	<b>224</b>	<b>10,742</b>	<b>2,466</b>	<b>23</b>	<b>5,416</b>	<b>50</b>	<b>1,875</b>	<b>17</b>	<b>985</b>	<b>9</b>	<b>1146</b>
Cumulative Total	34,053	594	888	32,571	6,202	19	15,970	49	6,726	21	3,673	11	1145

### 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.





# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Reading Results

District: Cranston  
 State: Rhode Island  
 Code: 07

REPORTING CATEGORIES	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>All Students</b>	<b>823</b>	<b>13</b>	<b>6</b>	<b>804</b>	<b>146</b>	<b>18</b>	<b>459</b>	<b>57</b>	<b>142</b>	<b>18</b>	<b>57</b>	<b>7</b>	<b>1146</b>	<b>10,742</b>	<b>23</b>	<b>50</b>	<b>17</b>	<b>9</b>	<b>1146</b>						
<b>Gender</b>																									
Male	405	6	3	396	56	14	221	56	81	20	38	10	1144	5,292	15	51	21	13	1144						
Female	418	7	3	408	90	22	238	58	61	15	19	5	1148	5,450	30	50	14	6	1149						
Not Reported	0	0	0	0										0											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	8	0	0	8										77	17	44	22	17	1141						
Asian	55	1	0	54	15	28	29	54	7	13	3	6	1148	339	29	45	18	8	1147						
Black or African American	39	2	0	37	3	8	24	65	8	22	2	5	1144	985	12	48	22	18	1142						
Hispanic or Latino	96	0	0	96	12	13	52	54	21	22	11	11	1143	1,811	12	47	25	15	1142						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	625	10	6	609	116	19	348	57	105	17	40	7	1146	7,530	27	52	15	6	1148						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
<b>LEP Status</b>																									
Current LEP student	14	1	0	13	0	0	2	15	5	38	6	46	1132	183	0	11	40	49	1130						
Former LEP student - monitoring year 1	0	0	0	0										72	0	47	35	18	1139						
Former LEP student - monitoring year 2	4	0	0	4										45	4	53	33	9	1141						
All Other Students	805	12	6	787	146	19	454	58	136	17	51	6	1146	10,442	24	51	17	8	1147						
<b>IEP</b>																									
Students with an IEP	143	9	2	132	0	0	55	42	45	34	32	24	1137	1,674	2	30	33	35	1134						
All Other Students	680	4	4	672	146	22	404	60	97	14	25	4	1148	9,068	27	54	15	4	1149						
<b>SES</b>																									
Economically Disadvantaged Students	210	4	3	203	20	10	109	54	54	27	20	10	1143	3,744	13	48	24	15	1142						
All Other Students	613	9	3	601	126	21	350	58	88	15	37	6	1147	6,998	29	52	14	6	1149						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	823	13	6	804	146	18	459	57	142	18	57	7	1146	10,742	23	50	17	9	1146						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,616	14	49	23	14	1143						
All Other Students	823	13	6	804	146	18	459	57	142	18	57	7	1146	8,126	26	51	16	7	1147						
<b>504 Plan</b>																									
Students with a 504 Plan	8	0	0	8										230	18	60	17	6	1147						
All Other Students	815	13	6	796	145	18	454	57	141	18	56	7	1146	10,512	23	50	17	9	1146						

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 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Mathematics Results

District: Cranston  
 State: Rhode Island  
 Code: 07

### 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.

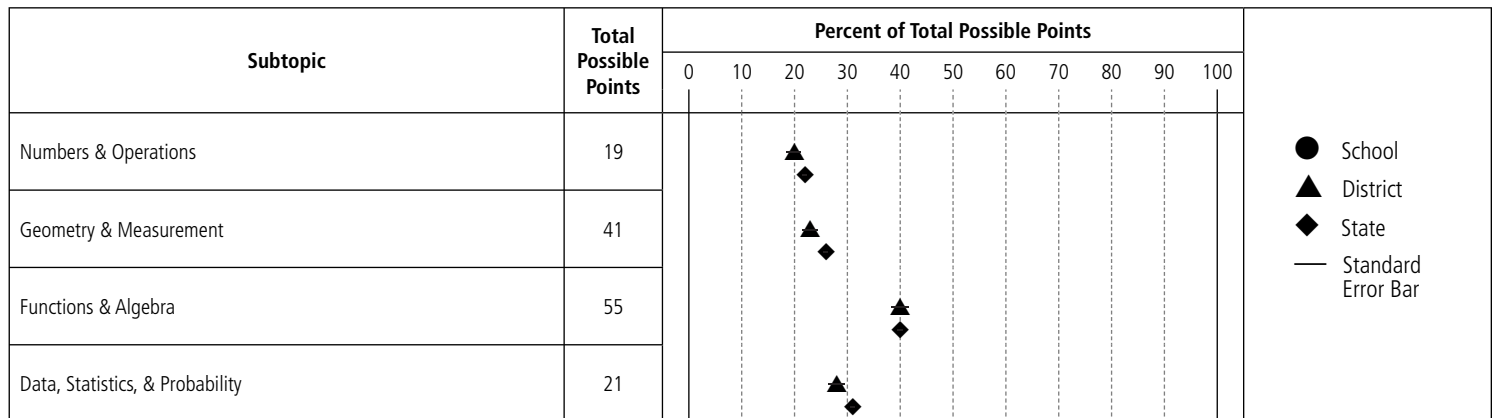
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08													
2008-09													
<b>2009-2010</b>													
Cumulative Total													
<b>DISTRICT</b>													
2007-08	903	7	20	876	6	1	148	17	227	26	495	57	1131
2008-09	885	11	50	824	4	<1	177	21	230	28	413	50	1133
<b>2009-2010</b>	<b>823</b>	<b>13</b>	<b>7</b>	<b>803</b>	<b>9</b>	<b>1</b>	<b>176</b>	<b>22</b>	<b>217</b>	<b>27</b>	<b>401</b>	<b>50</b>	<b>1134</b>
Cumulative Total	2,611	31	77	2,503	19	1	501	20	674	27	1,309	52	1133
<b>STATE</b>													
2007-08	11,661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
<b>2009-2010</b>	<b>11,189</b>	<b>195</b>	<b>278</b>	<b>10,716</b>	<b>181</b>	<b>2</b>	<b>2,748</b>	<b>26</b>	<b>2,958</b>	<b>28</b>	<b>4,829</b>	<b>45</b>	<b>1134</b>
Cumulative Total	34,053	503	961	32,589	459	1	7,827	24	8,997	28	15,306	47	1133

### 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.





# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Mathematics Results

District: Cranston  
 State: Rhode Island  
 Code: 07

REPORTING CATEGORIES	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>All Students</b>	<b>823</b>	<b>13</b>	<b>7</b>	<b>803</b>	<b>9</b>	<b>1</b>	<b>176</b>	<b>22</b>	<b>217</b>	<b>27</b>	<b>401</b>	<b>50</b>	<b>1134</b>	<b>10,716</b>	<b>2</b>	<b>26</b>	<b>28</b>	<b>45</b>	<b>1134</b>						
<b>Gender</b>																									
Male	405	5	4	396	4	1	102	26	100	25	190	48	1134	5,272	2	28	26	44	1134						
Female	418	8	3	407	5	1	74	18	117	29	211	52	1133	5,444	1	24	29	46	1134						
Not Reported	0	0	0	0										0											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	8	0	0	8										75	0	16	17	67	1129						
Asian	55	1	0	54	1	2	15	28	18	33	20	37	1136	336	4	30	26	40	1136						
Black or African American	39	2	0	37	0	0	3	8	7	19	27	73	1130	981	0	7	22	71	1128						
Hispanic or Latino	96	0	0	96	0	0	8	8	22	23	66	69	1130	1,821	<1	9	20	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	625	10	7	608	8	1	150	25	168	28	282	46	1134	7,503	2	32	30	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
<b>LEP Status</b>																									
Current LEP student	14	0	0	14	0	0	0	0	1	7	13	93	1121	219	0	<1	5	94	1121						
Former LEP student - monitoring year 1	0	0	0	0										72	0	1	18	81	1128						
Former LEP student - monitoring year 2	4	0	0	4										45	0	2	24	73	1127						
All Other Students	805	13	7	785	9	1	176	22	214	27	386	49	1134	10,380	2	26	28	44	1134						
<b>IEP</b>																									
Students with an IEP	143	9	2	132	0	0	2	2	15	11	115	87	1126	1,652	0	4	10	86	1124						
All Other Students	680	4	5	671	9	1	174	26	202	30	286	43	1135	9,064	2	30	31	38	1136						
<b>SES</b>																									
Economically Disadvantaged Students	210	3	3	204	0	0	23	11	43	21	138	68	1130	3,742	<1	12	23	65	1130						
All Other Students	613	10	4	599	9	2	153	26	174	29	263	44	1135	6,974	2	33	30	34	1136						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	823	13	7	803	9	1	176	22	217	27	401	50	1134	10,716	2	26	28	45	1134						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,625	<1	12	22	66	1129						
All Other Students	823	13	7	803	9	1	176	22	217	27	401	50	1134	8,091	2	30	29	38	1136						
<b>504 Plan</b>																									
Students with a 504 Plan	8	0	0	8										228	3	29	32	36	1136						
All Other Students	815	13	7	795	9	1	175	22	215	27	396	50	1134	10,488	2	26	27	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 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

### Writing Results

District: Cranston  
 State: Rhode Island  
 Code: 07

#### 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	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total													
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	903 885 <b>823</b> 2,611	4 11 <b>12</b> 27	20 51 <b>7</b> 78	879 823 <b>804</b> 2,506	13 20 <b>57</b> 90	1 2 <b>7</b> 4	222 291 <b>369</b> 882	25 35 <b>46</b> 35	471 449 <b>340</b> 1,260	54 55 <b>42</b> 50	173 63 <b>38</b> 274	20 8 <b>5</b> 11	5.2 6.0 <b>6.6</b> 6.0
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	11,661 11,203 <b>11,189</b> 34,053	165 156 <b>221</b> 542	365 378 <b>289</b> 1,032	11,131 10,669 <b>10,679</b> 32,479	357 403 <b>742</b> 1,502	3 4 <b>7</b> 5	3,744 4,023 <b>5,124</b> 12,891	34 38 <b>48</b> 40	5,495 5,322 <b>4,253</b> 15,070	49 50 <b>40</b> 46	1,535 921 <b>560</b> 3,016	14 9 <b>5</b> 9	5.7 6.1 <b>6.7</b> 6.0

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	1	7	17	43	23	9	1
		District	1	8	20	31	27	10	1											
<b>Informational Writing</b> • Report • Procedure • Persuasive Essay	18											3	School	0	3	14	39	32	11	0
		District	1	4	14	35	33	12	1											
<b>Expressive Writing</b> • Reflective Essay	6											1	School	1	3	23	31	35	7	0
		District	2	4	15	36	32	10	1											

● School ▲ District ◆ State — Standard Error Bar



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Writing Results

**District:** Cranston  
**State:** Rhode Island  
**Code:** 07

REPORTING CATEGORIES	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>All Students</b>	<b>823</b>	<b>12</b>	<b>7</b>	<b>804</b>	<b>57</b>	<b>7</b>	<b>369</b>	<b>46</b>	<b>340</b>	<b>42</b>	<b>38</b>	<b>5</b>	<b>6.6</b>	<b>10,679</b>	<b>7</b>	<b>48</b>	<b>40</b>	<b>5</b>	<b>6.7</b>						
<b>Gender</b>																									
Male	405	6	4	395	24	6	175	44	171	43	25	6	6.4	5,248	5	43	45	7	6.4						
Female	418	6	3	409	33	8	194	47	169	41	13	3	6.9	5,431	9	53	35	3	7.0						
Not Reported	0	0	0	0										0											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	8	0	1	7										76	7	34	49	11	6.2						
Asian	55	0	0	55	7	13	26	47	21	38	1	2	6.9	340	9	54	35	3	7.0						
Black or African American	39	2	0	37	0	0	15	41	19	51	3	8	6.0	972	3	38	49	10	6.0						
Hispanic or Latino	96	0	0	96	4	4	36	38	49	51	7	7	6.3	1,790	4	38	50	9	6.1						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	625	10	6	609	44	7	289	47	249	41	27	4	6.7	7,501	8	52	36	4	7.0						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
<b>LEP Status</b>																									
Current LEP student	14	1	0	13	0	0	3	23	7	54	3	23	4.6	181	0	10	57	32	4.2						
Former LEP student - monitoring year 1	0	0	0	0										72	0	26	68	6	5.7						
Former LEP student - monitoring year 2	4	0	0	4										43	2	33	58	7	5.9						
All Other Students	805	11	7	787	57	7	365	46	330	42	35	4	6.7	10,383	7	49	39	5	6.8						
<b>IEP</b>																									
Students with an IEP	143	9	3	131	1	1	24	18	88	67	18	14	5.1	1,637	<1	20	61	19	5.0						
All Other Students	680	3	4	673	56	8	345	51	252	37	20	3	6.9	9,042	8	53	36	3	7.0						
<b>SES</b>																									
Economically Disadvantaged Students	210	3	3	204	6	3	77	38	111	54	10	5	6.2	3,710	4	39	49	8	6.2						
All Other Students	613	9	4	600	51	9	292	49	229	38	28	5	6.8	6,969	9	53	35	4	7.0						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	823	12	7	804	57	7	369	46	340	42	38	5	6.6	10,679	7	48	40	5	6.7						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,588	4	40	47	9	6.2						
All Other Students	823	12	7	804	57	7	369	46	340	42	38	5	6.6	8,091	8	51	37	4	6.9						
<b>504 Plan</b>																									
Students with a 504 Plan	8	0	0	8										227	4	47	47	3	6.6						
All Other Students	815	12	7	796	56	7	365	46	338	42	37	5	6.7	10,452	7	48	40	5	6.7						

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.