About The New England Common Assessment Program

ENGLAN

ASSESSMENT

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

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 2009 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

School Results

School: Cumberland High School

District: Cumberland

Code: 08-08114



Grade Level Summary Report

School: Cumberland High School

District: Cumberland **State:** Rhode Island

Code: 08-08114

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	r							Pe	ercentag	ge			
PARTICIPATION III NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		387			392			11,189			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	373	373	368	375	375	370	10,742	10,716	10,679	96	96	95	96	96	94	96	96	95
Students not tested in NECAP																		
State Approved	0	0	0	2	2	2	223	195	221	0	0	0	1	1	1	2	2	2
Alternate Assessment	0	0	0	2	2	2	114	114	114	0	0	0	1	1	1	1	1	1
First Year LEP	0	0	0	0	0	0	48	0	46	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	0	0	0	0	0	41	46	37	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	19	33	23	0	0	0	0	0	0	0	0	0
Other	14	14	19	15	15	20	224	278	289	4	4	5	4	4	5	2	2	3

NECAP RESULTS

						School										Dis	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	rel 4	Lev	el 3	Lev	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
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	387	0	14	373	83	22	225	60	45	12	20	5	1148	375	22	60	12	5	1148	10,742	23	50	17	9	1146
МАТН	387	0	14	373	7	2	121	32	140	38	105	28	1136	375	2	32	37	29	1136	10,716	2	26	28	45	1134
WRITING	387	0	19	368	21	6	186	51	147	40	14	4	6.9	370	6	50	40	4	6.8	10,679	7	48	40	5	6.7



Reading Results

School: Cumberland High School

District: Cumberland **State:** Rhode Island

Code: 08-08114

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	373	3	10	360	52	14	167	46	97	27	44	12	1142
2008-09	368	5	11	352	82	23	193	55	55	16	22	6	1147
2009-2010	387	0	14	373	83	22	225	60	45	12	20	5	1148
Cumulative	1,128	8	35	1,085	217	20	585	54	197	18	86	8	1146
Total													
DISTRICT													
2007-08	373	3	10	360	52	14	167	46	97	27	44	12	1142
2008-09	368	5	11	352	82	23	193	55	55	16	22	6	1147
2009-2010	392	2	15	375	83	22	226	60	46	12	20	5	1148
Cumulative	1,133	10	36	1,087	217	20	586	54	198	18	86	8	1146
Total													
STATE													
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
2009-2010	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
Cumulative	34,053	594	888	32,571	6,202	19	15,970	49	6,726	21	3,673	11	1145
Total													

	Total			F	Percen	t of To	tal Po	ssible	Point	s		
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100
ord ID/Vocabulary	20								• •			
pe of Text												
Literary	42							♦				
Informational	42							₹	-			
evel of Comprehension												
Initial Understanding	31								◆			
Analysis & Interpretation	53						-	•				



Disaggregated Reading Results

School: Cumberland High School

District: Cumberland **State:** Rhode Island

Code: 08-08114

						Scho	ol									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	Mear Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	387	0	14	373	83	22	225	60	45	12	20	5	1148	375	22	60	12	5	1148	10,742	23	50	17	9	114
Gender																									
Male	190	0	6	184	31	17	113	61	28	15	12	7	1146	185	17	62	15	6	1146	5,292	15	51	21	13	114
Female	197	0	8	189	52	28	112	59	17	9	8	4	1149	190	27	59	9	4	1149	5,450	30	50	14	6	114
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0		İ								0				İ		77	17	44	22	17	114
Asian	6	0	1	5				1						6						339	29	45	18	8	114
Black or African American	6	0	2	4										4						985	12	48	22	18	114
Hispanic or Latino	29	0	2	27	4	15	14	52	6	22	3	11	1144	27	15	52	22	11	1144	1,811	12	47	25	15	114
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	346	0	9	337	77	23	205	61	38	11	17	5	1148	338	23	61	11	5	1148	7,530	27	52	15	6	114
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2		İ						İ		2				İ		183	0	11	40	49	113
Former LEP student - monitoring year 1	0	0	0	0										0						72	0	47	35	18	1139
Former LEP student - monitoring year 2	0	0	0	0		İ						İ		0			İ	İ		45	4	53	33	9	114
All Other Students	385	0	14	371	83	22	225	61	44	12	19	5	1148	373	22	61	12	5	1148	10,442	24	51	17	8	114
IEP																									
Students with an IEP	63	0	4	59	2	3	28	47	16	27	13	22	1138	61	3	48	28	21	1139	1,674	2	30	33	35	113
All Other Students	324	0	10	314	81	26	197	63	29	9	7	2	1149	314	26	63	9	2	1149	9,068	27	54	15	4	1149
SES																									
Economically Disadvantaged Students	64	0	3	61	6	10	34	56	14	23	7	11	1143	61	10	56	23	11	1143	3,744	13	48	24	15	114
All Other Students	323	0	11	312	77	25	191	61	31	10	13	4	1149	314	25	61	10	4	1148	6,998	29	52	14	6	114
Migrant																									
Migrant Students	0	0	0	0		İ								0				İ		0		İ			
All Other Students	387	Ö	14	373	83	22	225	60	45	12	20	5	1148	375	22	60	12	5	1148	10,742	23	50	17	9	114
Title I																									
Students Receiving Title I Services	0	0	0	0				1						0						2,616	14	49	23	14	114
All Other Students	387	0	14	373	83	22	225	60	45	12	20	5	1148	375	22	60	12	5	1148	8,126	26	51	16	7	114
504 Plan																									
Students with a 504 Plan	10	0	0	10	1	10	8	80	1	10	0	0	1148	10	10	80	10	0	1148	230	18	60	17	6	114
All Other Students	377	0	14	363	82	23	217	60	44	12	20	6	1148	365	22	60	12	5	1148	10,512	23	50	17	9	114
/ iii Other Students	"		' "	303	32		'''			1 12	20		1140	505		00	14	,	''40	10,312	2.5	50	''	,	''4

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



Mathematics Results

School: Cumberland High School

District: Cumberland **State:** Rhode Island **Code:** 08-08114

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	373	2	10	361	3	1	71	20	109	30	178	49	1132
2008-09	368	4	11	353	6	2	112	32	124	35	111	31	1136
2009-2010	387	0	14	373	7	2	121	32	140	38	105	28	1136
Cumulative	1,128	6	35	1,087	16	1	304	28	373	34	394	36	1135
Total													
DISTRICT													
2007-08	373	2	10	361	3	1	71	20	109	30	178	49	1132
2008-09	368	4	11	353	6	2	112	32	124	35	111	31	1136
2009-2010	392	2	15	375	7	2	121	32	140	37	107	29	1136
Cumulative	1,133	8	36	1,089	16	1	304	28	373	34	396	36	1135
Total													
STATE													
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
2009-2010	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
Cumulative	34,053	503	961	32,589	459	1	7,827	24	8,997	28	15,306	47	1133
Total													

	Total				F	ercer	t of T	otal Po	ssible	Point	s				
Subtopic	Possible Points	0	1(0	20	30	40	50 ;	60	70 ;	80	90	100		
Numbers & Operations	19				♦									•	School
Geometry & Measurement	41					*								A	District State
Functions & Algebra	55						*	•							- Standar Error Ba
Data, Statistics, & Probability	21					→									



Disaggregated Mathematics Results

School: Cumberland High School

District: Cumberland **State:** Rhode Island **Code:** 08-08114

						Scho	ol									Dist	rict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	vel 3	Lev	el 2	Lev	rel 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	%	%	%	%	1	N	%	%	%	%	1
All Students	387	0	14	373	7	2	121	32	140	38	105	28	1136	375	2	32	37	29	1136	10,716	2	26	28	45	1134
Gender																									
Male	190	0	6	184	5	3	73	40	69	38	37	20	1138	185	3	39	37	21	1138	5,272	2	28	26	44	1134
Female	197	0	8	189	2	1	48	25	71	38	68	36	1135	190	1	25	37	36	1135	5,444	1	24	29	46	1134
Not Reported	0	0	0	0	_			23	, ,	50		50		0			5,	30		0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						75	0	16	17	67	1129
Asian	6	0	1	5										6						336	4	30	26	40	1136
Black or African American	6	0	2	4										4						981	0	7	22	71	1128
Hispanic or Latino	29	0	2	27	0	0	4	15	7	26	16	59	1131	27	0	15	26	59	1131	1,821	<1	9	20	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0		İ			
White (non-Hispanic)	346	0	9	337	6	2	115	34	132	39	84	25	1137	338	2	34	39	25	1137	7,503	2	32	30	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										2						219	0	<1	5	94	1121
Former LEP student - monitoring year 1	0	0	0	0								į		0		İ				72	0	1	18	81	1128
Former LEP student - monitoring year 2	0	0	0	0				1						0			-	1		45	0	2	24	73	1127
All Other Students	385	0	14	371	7	2	121	33	139	37	104	28	1136	373	2	32	37	28	1136	10,380	2	26	28	44	1134
IEP																									
Students with an IEP	63	0	4	59	0	0	3	5	12	20	44	75	1127	61	0	5	20	75	1127	1,652	0	4	10	86	1124
All Other Students	324	0	10	314	7	2	118	38	128	41	61	19	1138	314	2	38	41	19	1138	9,064	2	30	31	38	1136
SES																									
Economically Disadvantaged Students	64	0	3	61	0	0	9	15	15	25	37	61	1131	61	0	15	25	61	1131	3,742	<1	12	23	65	1130
All Other Students	323	0	11	312	7	2	112	36	125	40	68	22	1138	314	2	36	40	22	1137	6,974	2	33	30	34	1136
Migrant																									
Migrant Students	0	0	0	0								į		0						0		į		ĺ	
All Other Students	387	0	14	373	7	2	121	32	140	38	105	28	1136	375	2	32	37	29	1136	10,716	2	26	28	45	1134
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,625	<1	12	22	66	1129
All Other Students	387	0	14	373	7	2	121	32	140	38	105	28	1136	375	2	32	37	29	1136	8,091	2	30	29	38	1136
504 Plan																									
Students with a 504 Plan	10	0	0	10	0	0	3	30	5	50	2	20	1137	10	0	30	50	20	1137	228	3	29	32	36	1136
All Other Students	377	0	14	363	7	2	118	33	135	37	103	28	1136	365	2	32	37	29	1136	10,488	2	26	27	45	1134
All Other Students	311		'*	303	′	-	110	, ,,	''	, ,	103	20	1130	1 303		, ,,,	,,,	1 23	1130	10,400		1 20	- 4	. 40	1134
																	!								
	1	1	1	1	I	į.	1	1	1	i	1	į	1	1	1	į	į.	į.	1	1	1	į.	į.	i	1

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



Writing Results

School: Cumberland High School

District: Cumberland **State:** Rhode Island

Code: 08-08114

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	373	2	11	360	8	2	98	27	195	54	59	16	5.4
2008-09	368	3	14	351	11	3	141	40	179	51	20	6	6.2
2009-2010	387	0	19	368	21	6	186	51	147	40	14	4	6.9
Cumulative	1,128	5	44	1,079	40	4	425	39	521	48	93	9	6.0
Total													
DISTRICT													
2007-08	373	2	11	360	8	2	98	27	195	54	59	16	5.4
2008-09	368	3	14	351	11	3	141	40	179	51	20	6	6.2
2009-2010	392	2	20	370	21	6	186	50	149	40	14	4	6.8
Cumulative	1,133	7	45	1,081	40	4	425	39	523	48	93	9	6.0
Total													
STATE													
2007-08	11,661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-2010	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
Cumulative	34,053	542	1,032	32,479	1,502	5	12,891	40	15,070	46	3,016	9	6.0
Total													

	Total				Per	cen	t of To	otal Po	ssible	Point	s			Number	I	Distr		on of			nts	
Strand	Possible Points	0) 1	0 20	3	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	0 0 1	7 7 8	20 20 20	40 40 31	24 24 27	8 8 10	1 1 1
Informational Writing • Report • Procedure • Persuasive Essay	18							•	● ▲ •					3	School District State	0 0 1	4 4 4	10 10 14	37 37 35	37 37 33	11 11 12	1 1 1
Expressive Writing • Reflective Essay	6							4)					1	School District State	2 2 2	4 4 4	10 10 15	41 42 36	37 37 32	4 4 10	2 2 1



Disaggregated Writing Results

School: Cumberland High School

District: Cumberland State: Rhode Island

cgatca	witting acousts	Code:	08-08114
		•	

						Scho	ol									Dist	rict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	rel 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
All Students	387	0	19	368	21	6	186	51	147	40	14	4	6.9	370	6	50	40	4	6.8	10,679	7	48	40	5	6.7
Gender																									
Male	190	0	9	181	9	5	86	48	77	43	9	5	6.8	182	5	47	43	5	6.7	5,248	5	43	45	7	6.4
Female	197	0	10	187	12	6	100	53	70	37	5	3	7.0	188	6	53	38	3	6.9	5,431	9	53	35	3	7.0
Not Reported	0	0	0	0	'-		100		"				,	0		33	50		0.5	0		33			7.0
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						76	7	34	49	11	6.2
Asian	6	0	1	5										6						340	9	54	35	3	7.0
Black or African American	6	0	3	3						1		1		3		ŀ	İ	İ		972	3	38	49	10	6.0
Hispanic or Latino	29	o o	2	27	0	0	13	48	14	52	0	0	6.6	27	0	48	52	0	6.6	1,790	4	38	50	9	6.1
Native Hawaiian or Pacific Islander	0	0	0	0		"	13		l	52	"	ľ	0.0	0	"	"	52	ľ	0.0	0		30	30		0.1
White (non-Hispanic)	346	0	13	333	20	6	168	50	131	39	14	4	6.9	334	6	50	40	4	6.9	7,501	8	52	36	4	7.0
No Primary Race/Ethnicity Reported	0	0	0	0	20		100	30	131	39	14	4	0.9	0	0	30	40	+	0.9	0	0	32	30	-	7.0
LEP Status																									
Current LEP student	2	0	0	2										2		ŀ	ŀ	1		181	0	10	57	32	4.2
Former LEP student - monitoring year 1	0	0	0	0		1		-						0		:				72	l ő	26	68	6	5.7
Former LEP student - monitoring year 2	0	0	0	0										0						43	2	33	58	7	5.9
All Other Students	385	0	19	366	21	6	186	51	145	40	14	4	6.9	368	6	51	40	4	6.9	10,383	7	49	39	5	6.8
IEP																									
Students with an IEP	63	0	7	56	0	0	15	27	34	61	7	13	5.4	58	0	26	62	12	5.4	1,637	<1	20	61	19	5.0
All Other Students	324	0	12	312	21	7	171	55	113	36	7	2	7.1	312	7	55	36	2	7.1	9,042	8	53	36	3	7.0
SES																									
Economically Disadvantaged Students	64	0	6	58	2	3	23	40	29	50	4	7	6.3	58	3	40	50	7	6.3	3,710	4	39	49	8	6.2
All Other Students	323	0	13	310	19	6	163	53	118	38	10	3	7.0	312	6	52	38	3	6.9	6,969	9	53	35	4	7.0
Migrant																									
Migrant Students	0	0	0	0										0						0				1	
All Other Students	387	0	19	368	21	6	186	51	147	40	14	4	6.9	370	6	50	40	4	6.8	10,679	7	48	40	5	6.7
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,588	4	40	47	9	6.2
All Other Students	387	0	19	368	21	6	186	51	147	40	14	4	6.9	370	6	50	40	4	6.8	8,091	8	51	37	4	6.9
504 Plan																									
Students with a 504 Plan	10	0	0	10	1	10	2	20	7	70	0	0	6.3	10	10	20	70	0	6.3	227	4	47	47	3	6.6
All Other Students	377	0	19	358	20	6	184	51	140	39	14	4	6.9	360	6	51	39	4	6.9	10,452	7	48	40	5	6.7
, Galer stadents	3,,		'5				'0'	"			''		0.5						0.5	10,152	'		"		0.7

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