# About The New England **Common Assessment Program**

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This report highlights results from the Fall 2009 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to  $\square$ students in New MMO Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment ASSESSMEN 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.

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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

# **District Results**

District: Warwick

Code: 35



# Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Grade Level Summary Report

District:WarwickState:Rhode IslandCode:35

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								Pe	ercentag	je			
PARTICIPATION III NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		ading Math Writing Reading Math Writing Re						11,189						100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				767	763	761	10,742	10,716	10,679				96	96	95	96	96	95
Students not tested in NECAP																		
State Approved				13	14	13	223	195	221				2	2	2	2	2	2
Alternate Assessment				8	8	8	114	114	114				1	1	1	1	1	1
First Year LEP				0	0	0	48	0	46				0	0	0	0	0	0
Withdrew After October 1				2	3	2	41	46	37				0	0	0	0	0	0
Enrolled After October 1				0	0	0	1	2	1				0	0	0	0	0	0
Special Consideration				3	3	3	19	33	23				0	0	0	0	0	0
Other				17	20	23	224	278	289				2	3	3	2	2	3

#### NECAP RESULTS

					I	District										Sta	ate								
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	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
	N	Ν	Ν	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	797	13	17	767	118	15	412	54	157	20	80	10	1144	10,742	23	50	17	9	1146						
MATH	797	14	20	763	1	<1	153	20	270	35	339	44	1133	10,716	2	26	28	45	1134						
WRITING	797	13	23	761	40	5	366	48	321	42	34	4	6.7	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:WarwickState:Rhode IslandCode:35

#### 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 gradeappropriate 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
	Ν	N	Ν	Ν	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	947 863 <b>797</b> 2,607	16 9 <b>13</b> 38	39 31 <b>17</b> 87	892 823 <b>767</b> 2,482	108 131 <b>118</b> 357	12 16 <b>15</b> 14	466 432 <b>412</b> 1,310	52 52 <b>54</b> 53	214 180 <b>157</b> 551	24 22 <b>20</b> 22	104 80 <b>80</b> 264	12 10 <b>10</b> 11	1143 1144 <b>1144</b> 1144
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	11,661 11,203 <b>11,189</b> 34,053	192 179 <b>223</b> 594	324 340 <b>224</b> 888	11,145 10,684 <b>10,742</b> 32,571	1,827 1,909 <b>2,466</b> 6,202	16 18 <b>23</b> 19	5,056 5,498 <b>5,416</b> 15,970	45 51 <b>50</b> 49	2,726 2,125 <b>1,875</b> 6,726	24 20 <b>17</b> 21	1,536 1,152 <b>985</b> 3,673	14 11 <b>9</b> 11	1143 1145 <b>1146</b> 1145

	Total			F	Percer	nt of To	otal Po	ssible	e Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100 I	
Word ID/Vocabulary	20								▲				
Type of Text													Scho
Literary	42							▲					Distri State
Informational	42							*	•				 Stanc Stanc Error
Level of Comprehension													
Initial Understanding	31								*				
Analysis & Interpretation	53						*	•					



# Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Disaggregated Reading Results

District:WarwickState:Rhode IslandCode:35

					I	Distr	ict									Sta	ate								
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	vel 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 Score
	N	N	Ν	N	N	%	N	%	N	%	N	%		N	%	%	%	%	1	Ν	%	%	%	%	1
All Students	797	13	17	767	118	15	412	54	157	20	80	10	1144	10,742	23	50	17	9	1146						
Gender																									
Male	397	5	10	382	26	7	196	51	104	27	56	15	1141	5,292	15	51	21	13	1144						
Female Not Reported	400 0	8 0	7 0	385 0	92	24	216	56	53	14	24	6	1147	5,450 0	30	50	14	6	1149						
		0	0	0																					
Primary Race/Ethnicity		0	0	, .											17	44	22	17	1141						
American Indian or Alaskan Native Asian	3	0	0 1	3 13	2	15	7	54	2	15	2	15	1144	77 339	17 29	44 45	22 18	17 8	1141						
Black or African American	14	1	0	13	0	0	9	64	3	21	2	14	1144	985	12	43	22	18	1147						
Hispanic or Latino	30	0	2	28	2	7	15	54	7	25	4	14	1142	1,811	12	40	25	15	1142						
Native Hawaiian or Pacific Islander	0	ů ů	0	0	-	ĺ ĺ	15		l '	25			1112	0	12		2.5		1112						
White (non-Hispanic)	735	12	14	709	114	16	380	54	144	20	71	10	1144	7,530	27	52	15	6	1148						
No Primary Race/Ethnicity Reported	0	0	0	0			500			20				0	27	52									
LEP Status																									
Current LEP student	1	0	1	0						1				183	0	11	40	49	1130				1		
Former LEP student - monitoring year 1	0	0	0	0										72	0	47	35	18	1139						
Former LEP student - monitoring year 2	0	0	0	0										45	4	53	33	9	1141						
All Other Students	796	13	16	767	118	15	412	54	157	20	80	10	1144	10,442	24	51	17	8	1147						
IEP																									
Students with an IEP	149	9	8	132	1	1	33	25	45	34	53	40	1133	1,674	2	30	33	35	1134						
All Other Students	648	4	9	635	117	18	379	60	112	18	27	4	1147	9,068	27	54	15	4	1149						
SES																									
Economically Disadvantaged Students	203	5	4	194	12	6	100	52	53	27	29	15	1141	3,744	13	48	24	15	1142						
All Other Students	594	8	13	573	106	18	312	54	104	18	51	9	1145	6,998	29	52	14	6	1149						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	797	13	17	767	118	15	412	54	157	20	80	10	1144	10,742	23	50	17	9	1146						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,616	14	49	23	14	1143						
All Other Students	797	13	17	767	118	15	412	54	157	20	80	10	1144	8,126	26	51	16	7	1145						
504 Plan																									
Students with a 504 Plan	19	0	0	19	1	5	12	63	4	21	2	11	1144	230	18	60	17	6	1147						
All Other Students	778	13	17	748	117	16	400	53	153	20	78	10	1144	10,512	23	50	17	9	1147						
	//0	د، ا	17	/40		10	400		1.00	20	10	10	1144	10,312	23	50	17	5	140						
														I							I				

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



## Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Mathematics Results

District:WarwickState:Rhode IslandCode:35

#### 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
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	947 863 <b>797</b> 2,607	18 9 <b>14</b> 41	38 33 <b>20</b> 91	891 821 <b>763</b> 2,475	2 5 <b>1</b> 8	<1 1 <b>&lt;1</b> <1	157 180 <b>153</b> 490	18 22 <b>20</b> 20	266 260 <b>270</b> 796	30 32 <b>35</b> 32	466 376 <b>339</b> 1,181	52 46 <b>44</b> 48	1132 1134 <b>1133</b> 1133
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	11,661 11,203 <b>11,189</b> 34,053	147 161 <b>195</b> 503	340 343 <b>278</b> 961	11,174 10,699 <b>10,716</b> 32,589	123 155 <b>181</b> 459	1 1 <b>2</b> 1	2,340 2,739 <b>2,748</b> 7,827	21 26 <b>26</b> 24	3,032 3,007 <b>2,958</b> 8,997	27 28 <b>28</b> 28	5,679 4,798 <b>4,829</b> 15,306	51 45 <b>45</b> 47	1132 1134 <b>1134</b> 1133

	Total			I	Percen	t of To	otal Po	ssible	Point	s				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100		
Numbers & Operations	19			<b>*</b>									•	School District
Geometry & Measurement	41				•								•	State Standard
Functions & Algebra	55					*								Error Bar
Data, Statistics, & Probability	21				*									



### Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010

# **Disaggregated Mathematics Results**

District:WarwickState:Rhode IslandCode:35

						Distr	ict									Sta	ate								
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Le	vel 4	Lev	vel 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	%	1	N	%	%	%	%	1	N	%	%	%	%	1
All Students	797	14	20	763	1	<1	153	20	270	35	339	44	1133	10,716	2	26	28	45	1134						
Gender																									
Male	397	5	11	381	1	<1	71	19	130	34	179	47	1133	5,272	2	28	26	44	1134						
Female	400	9	9	382	0	0	82	21	140	37	160	42	1134	5,444	1	24	29	46	1134						
Not Reported	0	0	0	0										0											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	3	0	0	3										75	0	16	17	67	1129						
Asian	14	Ő	1	13	0	0	3	23	5	38	5	38	1135	336	4	30	26	40	1136						
Black or African American	15	1	0	14	0	0	0	0	6	43	8	57	1130	981	0	7	22	71	1128						
Hispanic or Latino	30	0	3	27	0	0	3	11	7	26	17	63	1130	1,821	<1	9	20	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	735	13	16	706	1	<1	147	21	252	36	306	43	1134	7,503	2	32	30	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	1	0	1	0										219	0	<1	5	94	1121						
Former LEP student - monitoring year 1	0	0	0	0										72	0	1	18	81	1121						
Former LEP student - monitoring year 1	0	0	0	0										45	0	2	24	73	1120						
All Other Students	796	14	19	763	1	<1	153	20	270	35	339	44	1133	10,380	2	26	28	44	1134						
														,											
IEP																									
Students with an IEP	149	9	10	130	0	0	1	1	11	8	118	91	1124	1,652	0	4	10	86	1124						
All Other Students	648	5	10	633	1	<1	152	24	259	41	221	35	1135	9,064	2	30	31	38	1136						
SES																									
Economically Disadvantaged Students	203	5	4	194	0	0	25	13	61	31	108	56	1132	3,742	<1	12	23	65	1130						
All Other Students	594	9	16	569	1	<1	128	22	209	37	231	41	1134	6,974	2	33	30	34	1136						
Nd:																									
Migrant Migrant Students	0		0	0																					
All Other Students	797	0	20	763	1	<1	153	20	270	35	339	44	1133	0 10,716	2	26	28	45	1134						
								2.0						,	-	20	20								
Title I																									1
Students Receiving Title I Services	0	0	0	0										2,625	<1	12	22	66	1129						
All Other Students	797	14	20	763	1	<1	153	20	270	35	339	44	1133	8,091	2	30	29	38	1136						
504 Plan																									
Students with a 504 Plan	19	0	0	19	0	0	4	21	10	53	5	26	1136	228	3	29	32	36	1136						1
All Other Students	778	14	20	744		<1	149	20	260	35	334	45	1133	10,488	2	26	27	45	1130						1
															-		-'								1
				I		1		1												L					1

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



## Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Writing Results

District:WarwickState:Rhode IslandCode:35

#### 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
	Ν	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	947 863 <b>797</b> 2,607	10 5 <b>13</b> 28	43 33 <b>23</b> 99	894 825 <b>761</b> 2,480	18 25 <b>40</b> 83	2 3 <b>5</b> 3	299 308 <b>366</b> 973	33 37 <b>48</b> 39	498 433 <b>321</b> 1,252	56 52 <b>42</b> 50	79 59 <b>34</b> 172	9 7 <b>4</b> 7	5.9 6.1 <b>6.7</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

	Total			I	Percen	it of To	otal Po	ossible	Point	s			Number	I	Distr			Scor romp		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						<b>*</b>						2	School District State	1 1	10 8	29 20	31 31	22 27	6 10	2
Informational Writing • Report • Procedure • Persuasive Essay	18							<b>▲</b>					3	School District State	0 1	4 4	12 14	39 35	35 33	10 12	0
Expressive Writing • Reflective Essay	6							-					1	School District State	1 2	7 4	18 15	33 36	30 32	8 10	3
	●	chool			District		•	State		s	tanda	rd Erro	or Bar								



# Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Disaggregated Writing Results

District:WarwickState:Rhode IslandCode:35

BEPORTING CATEGORIES    Image    M    Teste    Image    Ima    Image    Image	CATEGORIES	N	Approved N	Other N		Lev	vel 4	Lev	al 2													Loval	Loval	Laval	امینوا	
NI Students    797    13    23    761    40    5    66    48    211    42    34    4    6.7    10.679    7    44    40    5    6.7    0    5    6.7    0    5    6.7    0    5    6.7    6.4    5    6.7    6.4    5    6.7    6.4    5    6.7    6.4    5    6.7    7    6.4    5    6.7    7    6.4    5    6.7    7    6.4    5    6.7    7    6.4    5    6.7    7    6.4    5    6.7    7    6.4    5    6.7    7    6.4    5    6.7    7    6.4    7    6.4    7    6.4    7    6.4    7    7.6    7    3.4    9    10    6.6    7    7.5    7    7.6    7    3.4    9    10    6.0    7    7.0    7    3.4    9    10    6.0    7					N				ei 5	Lev	el 2	Lev	el 1		Tested						Tested					
Sender, Maine Fennel, Sender, Mort Reported  Nort		797	13		IN	N	%	N	%	N	%	N	%		N	%	%	%	%	1	N	%	%	%	%	1
Adde  397  5  14  378  10  3  105  30  75  14  278  100  100  5  14  278  100  100  5  14  278  100  100  5  14  278  100 <th< th=""><th>ender</th><th></th><th></th><th>23</th><th>761</th><th>40</th><th>5</th><th>366</th><th>48</th><th>321</th><th>42</th><th>34</th><th>4</th><th>6.7</th><th>10,679</th><th>7</th><th>48</th><th>40</th><th>5</th><th>6.7</th><th></th><th></th><th></th><th></th><th></th><th></th></th<>	ender			23	761	40	5	366	48	321	42	34	4	6.7	10,679	7	48	40	5	6.7						
Tende  400  8  9  383  30  8  216  56  125  33  12  3  12  3  12  5  15  16 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>																										
Mode Reported  0  <	Male	397					3	150							5,248					6.4						
American Maderian Matrike  34  0  0  33  2  15  8  62  3  23  0  76  7  74  44  95  13  6.0    Magerian  15  1  0  13  12  15  8  62  3  23  0  14  59  97.8  340  97.8  340  93  45  60  14  59  14  59.5  17.9  18  50  13  60  10  60  61 <td>Female</td> <td>400</td> <td>8</td> <td>9</td> <td>383</td> <td>30</td> <td>8</td> <td>216</td> <td>56</td> <td>125</td> <td>33</td> <td>12</td> <td>3</td> <td>7.1</td> <td>5,431</td> <td>9</td> <td>53</td> <td>35</td> <td>3</td> <td>7.0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Female	400	8	9	383	30	8	216	56	125	33	12	3	7.1	5,431	9	53	35	3	7.0						
American Indian or Alaskan Native  3  0  0  3  0  0  1  13  2  15  1  13  13  14  1  7  4  29  7  50  2  14  59  972  33  495  51  70    Black or Alican American  15  1  0  144  1  7  4  29  7  50  2  14  59  972  33  495  51  70  60    Mispanic Alaskan Native  30  0  0  14  1  7  4  29  7  50  12  14  61  61  7  61  7  84  495  51  60  60  61  70  61  70  61  70  61  70  61  70  61  70  61  70  61  70  61  70  61  70  70  70  70  70  70  70  70  70  70  70  70  70  70  70  70 <th7< td=""><td>Not Reported</td><td>0</td><td>0</td><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th7<>	Not Reported	0	0	0	0										0											
American Indian Avaisan Native  3  0  0  3  0  0  3  0  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  1  0  1  0  1  1  0  1  1  0  1  1  0  <	rimary Race/Ethnicity																									
Asian  14  0  1  1  3  2  15  8  6.2  3  23  0  0  0  8.3  340  9  5.4  35  3  7.0    Black or Alfine American  30  0  2  28  0  0  14  50  13  46  1  44  56  17.90  43  38  50  10  6.0    Black or Alfine Maximon Pacific klander  0  0  12  20  703  37  5  39  48  29  44  6.7  7.501  8  52  36  4  7.0    Pitname Maximi or Pacific klander  0  0  1  0  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  1  0  1  1  0  1  1  1  1  1  1  1  1  1  1  1  1  1 <th1< th="">  1  1</th1<>		3	0	0	3										76	7	34	49	11	62						
Black or Africian American  15  1  0  14  1  7  4  29  7  50  2  14  59  972  3  38  49  10  6.0    Haspanic or Laffic Slander  70  0  0  11  7  4  29  7  50  2  14  59  972  3  38  49  10  6.0  6.1    Haspanic or Laffic Slander  75  12  20  70  3  37  5  339  48  296  42  31  4  6.7  7,50  8  52  36  4  7.0    Prome LF Student  75  12  20  71  40  5  336  48  29  4  4  6.7  7,50  8  52  36  4  2  7  50  75  32  4.2  7  7  44  25  76  75  32  4.2  7  50  75  59  55  55  56  57  52  4.2  50  75						2	15	8	62	3	23	0	0	7.8												
Hispanic  30  0  2  28  0  0  14  50  13  46  1  4  6.5  170  0  4  83  50  9  6.1    White (non-Hispanic)  735  12  200  703  37  5  339  48  296  42  31  4  6.7  7.0  8  52  36  4  7.0    White (non-Hispanic)  0  1  1  0  1  1  0  1  0  1  0  1  0  1  0  1  0  1  0  0			-																							
Name  Name  0 </td <td></td>																										
White from-Hispanic)  735  12  20  703  37  5  339  48  29  42  31  4  6.7  7.00  8  52  36  4  7.0    EP Status  Current LF student-monitoring year 1  0  10  57  32  42  59  26  21  21  21  23  42  24  24  24  27  23  24  23  42  24  24  24  26  26  26  26  26  26  26  26  26  27  26  26  26  26  26  26  26  26<						ľ		17	50		0		-	0.5		- 1	50	50		0.1						
No Primary Race/Ethnicity Reported  0						27		220	10	206	42	21	4	67			ED	26	4	7.0						
Current LP student  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0						5/	5	228	40	290	42	51	4	0.7		0	52	50	4	7.0						
Current LP student  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0  1  0																										
Former LP student - monitoring year 1 former LP student - monitoring year 2 all Other Students  0 0  0 0 0 0  0 0 0 0 <td></td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>101</td> <td>0</td> <td>10</td> <td>67</td> <td>22</td> <td>12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		1	0	1	0										101	0	10	67	22	12						
Former LPP students  0																										
All Other Students  796  13  22  761  40  5  366  48  321  42  34  6.7  10,383  7  49  39  5  6.8    P  Students with an IEP  149  9  133  127  0  0  26  20  75  59  26  10  5.0																										
P  Sudents with an IEP  149  9  13  127  0  0  26  20  75  59  26  10  5.2  1,637  c1  20  5.0						40	-	266	40	221	42	24	4	67												
Students with an IEP  149  9  13  127  0  0  26  20  75  59  26  10  5.0  <	All Other Students	796	13	22	/61	40	5	300	48	321	42	34	4	0./	10,383	/	49	39	5	0.8						
All Other Students  648  4  10  634  40  6  340  54  246  39  8  1  7.0  9,042  8  53  36  3  7.0    FS All Other Students  203 594  55  66  192 1569  7  46  82  43  92  48  11  66  6.4  3,710  4  39  49  8  6.2  7.0    Kigrant Migrant Students  0  0  0  0  761  40  55  366  48  321  42  34  44  6.6  6.4  3,710  4  39  49  8  6.2  7.0  7.0  8  7.0  8  7.0  8  7.0  8  7.0  8  8.2  7.0  7.0  7.0  8  8.2  7.0  7.0  7.0  8  8.2  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7.0  7																										
ES  Conomically Disadvantaged Students  203  5  6  192  7  4  82  43  92  48  11  6  6.4  3,710  4  39  49  8  6.2    All Other Students  0  5  6  17  569  7  33  6  82  92  48  11  23  6  6.4  6,70  49  39  49  8  6.2  7  6  6.4  5  6.6  6.4  6.9  6.9  6.9  6.9  53  49  8  6.2  7  6  7  6  7  6  6.4  6.4  6.4  6.4  6.9  6.9  6.9  5  6.2  7  6  7  6  7  6  7  6  7  7  8  7  6  7  6  7  6  7  6  7  6  7  6  7  6  7  6  7  6  7  6  7  6  7  6  7  7  7  7 </td <td></td> <td></td> <td>-</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>20</td> <td>5.2</td> <td></td>			-										20	5.2												
Economically Disadvantaged Students  203  5  6  192  7  4  82  43  92  48  11  6  6.4  3,710  4  39  49  8  6.2  7.0    Migrant Students  0  0  0  0  0  0  761  40  5  366  48  521  42  34  4  6.7  53  35  49  8  6.2  7.0    Migrant Students  0  0  0  0  761  40  5  366  48  321  42  34  4  6.7  70  7  48  40  5  6.7  6.7    Migrant Students  0  707  13  23  761  40  5  366  48  321  42  34  4  6.7  7.58  4  40  47  9  6.2  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7  6.7	All Other Students	648	4	10	634	40	6	340	54	246	39	8	1	7.0	9,042	8	53	36	3	7.0						
All Other Students  594  8  17  569  33  6  284  50  229  40  23  4  6.8  6,699  9  53  35  4  7.0    Nigrant Migrant Students All Other Students  0  0  0  0  0  0  761  40  5  366  48  321  42  34  44  6.7  10,679  7  48  40  5  6.7  6.7    Itle I Students Receiving Title I Services  0  0  0  0  5  366  48  321  42  34  44  6.7  10,679  7  48  40  5  6.7  6.7  6.7  6.7  48  40  5  6.7  6.7  6.7  48  40  5  6.7 <td></td>																										
Aligrant  0  0  0  0  0  0  0  0  761  40  5  366  48  321  42  34  44  6.7  0  0  5  6.7    Migrant Students  0  797  13  23  761  40  5  366  48  321  42  34  4  6.7  10,679  7  48  40  5  6.7    itle I  Students Receiving Title I Services  0  0  0  761  40  5  366  48  321  42  34  4  6.7  2,588  4  40  47  9  6.2    All Other Students  0  0  0  761  40  5  366  48  321  42  34  4  6.7  2,588  4  40  47  9  6.2  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.6  6.9  6.9  6.9	Economically Disadvantaged Students	203	5	6	192	7	4	82	43	92	48	11	6	6.4	3,710	4	39	49	8	6.2						
Migrant Students  0  0  0  0  0  0  0  771  40  5  366  48  321  42  34  4  6.7  0  10  7  48  40  5  6.7    All Other Students  0  0  0  0  761  40  5  366  48  321  42  34  4  6.7  0  10,679  7  48  40  5  6.7    Students Receiving Title I Services  0  0  0  0  6.8  23  366  48  321  42  34  44  6.7  0  10  40  47  9  6.2  6.7    All Other Students  0  0  0  5  366  48  321  42  34  44  6.7  2,588  4  40  47  9  6.2  6.9  6.2  6.9  6.2  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9	All Other Students	594	8	17	569	33	6	284	50	229	40	23	4	6.8	6,969	9	53	35	4	7.0						
Migrant Students  0  0  0  0  0  0  0  771  40  5  366  48  321  42  34  4  6.7  0  10  7  48  40  5  6.7    All Other Students  0  0  0  0  761  40  5  366  48  321  42  34  4  6.7  0  10,679  7  48  40  5  6.7    Students Receiving Title I Services  0  0  0  0  6.8  23  366  48  321  42  34  44  6.7  0  10  40  47  9  6.2  6.7    All Other Students  0  0  0  5  366  48  321  42  34  44  6.7  2,588  4  40  47  9  6.2  6.9  6.2  6.9  6.2  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9  6.9	ligrant																									
All Other Students  797  13  23  761  40  5  366  48  321  42  34  4  6.7  10,679  7  48  40  5  6.7    itle I Students Receiving Title I Services  0  0  0  0  0  761  40  5  366  48  321  42  34  4  6.7  10,679  7  48  40  5  6.7    itle I Students Receiving Title I Services  0  0  0  761  40  5  366  48  321  42  34  44  6.7  10,679  7  48  40  5  6.7    Other Students  0  0  0  75  366  48  321  42  34  44  6.7  2,588  4  40  47  9  6.2  6.9  6.2  6.9  6.2  6.9  6.2  6.9  6.2  6.9  6.2  6.9  6.6  6.9  6.6  6.9  6.6  6.9  6.6  6.9  6.6  6.9		0	0	0	0										0											
Students Receiving Title I Services  0  0  0  0  0  0  751  40  5  366  48  321  42  34  44  6.7  2,588  4  40  47  9  6.2  6.9    04 Plan  19  0  0  19  0  0  5  26  14  74  0  0  6.3  227  4  47  47  43  6.6						40	5	366	48	321	42	34	4	6.7	10,679	7	48	40	5	6.7						
Students Receiving Title I Services  0  0  0  0  0  0  751  40  5  366  48  321  42  34  44  6.7  2,588  4  40  47  9  6.2  6.9    04 Plan  19  0  0  19  0  0  5  26  14  74  0  0  6.3  227  4  47  47  43  6.6	itle I																									
All Other Students  797  13  23  761  40  5  366  48  321  42  34  4  6.7  8,091  8  51  37  4  6.9    O4 Plan Students with a 504 Plan  19  0  0  19  0  0  5  26  14  74  0  0  6.3  227  4  47  47  3  6.6		0	0	0	0										2 588	4	40	47	9	62						
04 Plan  19  0  01  19  0  05  26  14  74  0  06  6.3  227  4  47  47  3  6.6						40	5	366	48	321	42	34	4	67												
Students with a 504 Plan    19    0    19    0    0    5    26    14    74    0    6.3    227    4    47    47    3    6.6    1    1				25											0,001		51									
All Other Students  778  13  23  742  40  5  361  49  307  41  34  5  6.7  10,452  7  48  40  5  6.7																				1						
	All Other Students	778	13	23	742	40	5	361	49	307	41	34	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