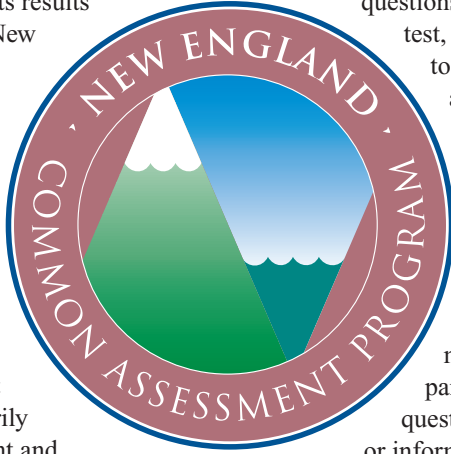


About The New England Common Assessment Program

This report highlights results from the Fall 2010 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 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

School Results

School: Jacqueline M. Walsh School

District: Pawtucket

Code: 26-26109



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

School: Jacqueline M. Walsh School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	27			566			11,164			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	27	27	27	537	535	535	10,628	10,672	10,594	100	100	100	95	95	95	95	96	95
With an approved accommodation	2	17	2	115	164	114	1,745	2,408	1,172	7	63	7	21	31	21	16	23	11
Current LEP Students	0	0	0	46	48	46	271	311	261	0	0	0	9	9	9	3	3	2
With an approved accommodation	0	0	0	11	27	18	36	50	28				24	56	39	13	16	11
IEP Students	3	3	3	77	73	75	1,627	1,625	1,612	11	11	11	14	14	14	15	15	15
With an approved accommodation	2	2	2	58	56	57	820	841	747	67	67	67	75	77	76	50	52	46
Students not tested in NECAP	0	0	0	29	31	31	536	492	570	0	0	0	5	5	5	5	4	5
State Approved	0	0	0	15	13	15	195	156	189				52	42	48	36	32	33
Alternate Assessment	0	0	0	11	11	11	108	108	108				73	85	73	55	69	57
First Year LEP	0	0	0	2	0	2	40	0	41				13	0	13	21	0	22
Withdrew After October 1	0	0	0	0	0	0	34	35	30				0	0	0	17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1				0	0	0	1	0	1
Special Consideration	0	0	0	2	2	2	12	13	9				13	15	13	6	8	5
Other	0	0	0	14	18	16	341	336	381				48	58	52	64	68	67

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	27	0	0	27	7	26	18	67	1	4	1	4	1150	537	10	49	28	13	1142	10,628	28	48	16	8	1147
MATH	27	0	0	27	0	0	10	37	11	41	6	22	1139	535	1	16	28	56	1132	10,672	3	30	29	38	1135
WRITING	27	0	0	27	1	4	16	59	10	37	0	0	7.2	535	1	32	58	10	5.8	10,594	1	50	44	5	6.4

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.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

School: Jacqueline M. Walsh School
District: Pawtucket
State: Rhode Island
Code: 26-26109

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	27	0	0	27	7	26	18	67	1	4	1	4	1150	537	10	49	28	13	1142	10,628	28	48	16	8	1147
Gender																									
Male	13	0	0	13	3	23	9	69	1	8	0	0	1150	257	8	44	32	16	1140	5,364	22	50	18	10	1145
Female	14	0	0	14	4	29	9	64	0	0	1	7	1150	280	12	54	24	10	1143	5,255	34	46	14	6	1149
Not Reported	0	0	0	0									0							9					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3									169	8	54	25	12	1142	1,803	11	48	24	17	1141	
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									7							63	16	41	30	13	1142
Asian	0	0	0	0									2							288	26	52	18	4	1148
Black or African American	3	0	0	3									152	7	42	33	18	1139	862	11	46	27	15	1141	
Native Hawaiian or Pacific Islander	0	0	0	0									1							30	3	53	23	20	1140
White	15	0	0	15	6	40	7	47	1	7	1	7	1151	170	16	50	24	11	1143	7,343	34	49	12	5	1150
Two or more races	5	0	0	5									35	9	51	34	6	1143	166	28	47	20	5	1147	
No Race/Ethnicity Reported	0	0	0	0									1							73	5	19	38	37	1134
LEP Status																									
Current LEP student	0	0	0	0									46	0	13	57	30	1133	271	1	18	32	48	1131	
Former LEP student - monitoring year 1	0	0	0	0									8							26	0	54	38	8	1140
Former LEP student - monitoring year 2	0	0	0	0									4							32	3	53	38	6	1141
All Other Students	27	0	0	27	7	26	18	67	1	4	1	4	1150	479	11	53	24	11	1142	10,299	29	49	15	7	1148
IEP																									
Students with an IEP	3	0	0	3									77	1	14	31	53	1129	1,627	4	32	33	31	1135	
All Other Students	24	0	0	24	7	29	15	63	1	4	1	4	1151	460	12	55	27	6	1144	9,001	32	51	13	4	1149
SES																									
Economically Disadvantaged Students	9	0	0	9									376	9	47	29	15	1140	3,762	13	49	24	14	1142	
All Other Students	18	0	0	18	6	33	10	56	1	6	1	6	1150	161	14	55	24	7	1144	6,866	36	48	11	5	1150
Migrant																									
Migrant Students	0	0	0	0									0							0					
All Other Students	27	0	0	27	7	26	18	67	1	4	1	4	1150	537	10	49	28	13	1142	10,628	28	48	16	8	1147
Title I																									
Students Receiving Title I Services	0	0	0	0									510	9	48	29	13	1141	2,652	13	48	25	15	1142	
All Other Students	27	0	0	27	7	26	18	67	1	4	1	4	1150	27	26	67	4	4	1150	7,976	33	48	13	6	1149
504 Plan																									
Students with a 504 Plan	1	0	0	1									2							250	30	55	12	3	1149
All Other Students	26	0	0	26	7	27	17	65	1	4	1	4	1150	535	10	49	28	13	1142	10,378	28	48	16	8	1147

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

School: Jacqueline M. Walsh School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

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.

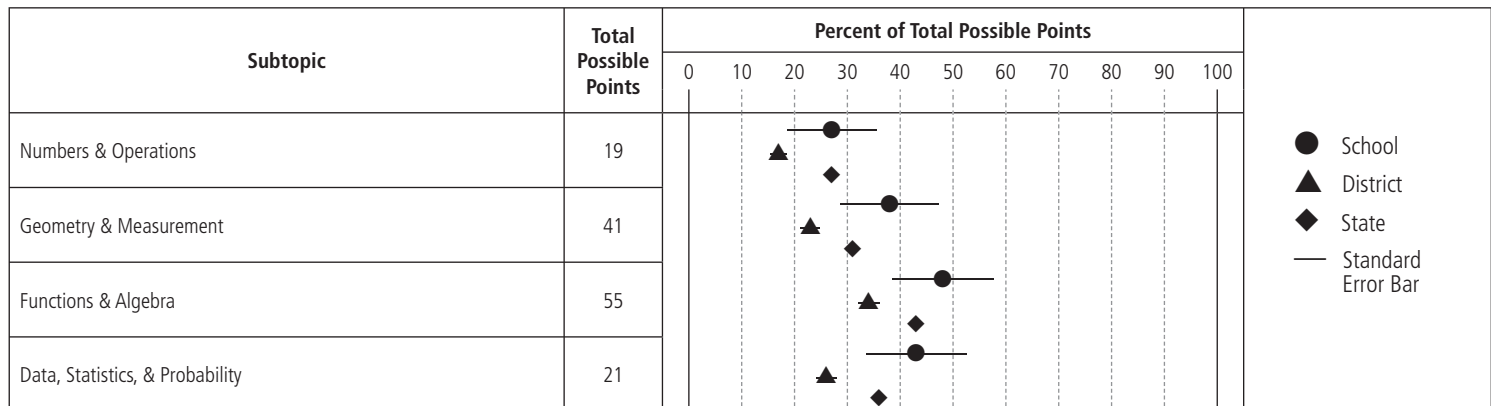
Partially Proficient (Level 2)

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 Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	27	0	0	27	0	0	8	30	11	41	8	30	1137
2009-10	16	0	0	16	1	6	7	44	5	31	3	19	1140
2010-11	27	0	0	27	0	0	10	37	11	41	6	22	1139
Cumulative Total	70	0	0	70	1	1	25	36	27	39	17	24	1138
DISTRICT													
2008-09	482	15	10	457	1	<1	63	14	123	27	270	59	1131
2009-10	567	13	21	533	3	1	65	12	138	26	327	61	1131
2010-11	566	13	18	535	3	1	87	16	148	28	297	56	1132
Cumulative Total	1,615	41	49	1,525	7	<1	215	14	409	27	894	59	1131
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

School:	Jacqueline M. Walsh School
District:	Pawtucket
State:	Rhode Island
Code:	26-26109

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	27	0	0	27	0	0	10	37	11	41	6	22	1139	535	1	16	28	56	1132	10,672	3	30	29	38	1135
Gender																									
Male	13	0	0	13	0	0	4	31	7	54	2	15	1139	256	1	13	29	57	1131	5,386	3	31	28	38	1135
Female	14	0	0	14	0	0	6	43	4	29	4	29	1138	279	<1	19	27	54	1132	5,277	2	29	30	39	1135
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										169	0	14	29	57	1131	1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										7						64	2	14	28	56	1132
Asian	0	0	0	0										2						293	4	33	31	32	1137
Black or African American	3	0	0	3										153	0	12	22	66	1130	865	<1	12	24	63	1129
Native Hawaiian or Pacific Islander	0	0	0	0										1						29	0	21	24	55	1129
White	15	0	0	15	0	0	6	40	5	33	4	27	1139	167	2	22	31	46	1134	7,342	3	37	31	29	1137
Two or more races	5	0	0	5										35	0	14	29	57	1132	166	1	23	31	45	1135
No Race/Ethnicity Reported	0	0	0	0										1						76	0	8	13	79	1124
LEP Status																									
Current LEP student	0	0	0	0										48	0	0	8	92	1125	311	0	3	9	89	1122
Former LEP student - monitoring year 1	0	0	0	0										8						26	0	8	15	77	1130
Former LEP student - monitoring year 2	0	0	0	0										4						33	0	12	24	64	1130
All Other Students	27	0	0	27	0	0	10	37	11	41	6	22	1139	475	1	18	30	51	1132	10,302	3	31	30	37	1135
IEP																									
Students with an IEP	3	0	0	3										73	0	1	5	93	1121	1,625	0	6	13	81	1124
All Other Students	24	0	0	24	0	0	10	42	11	46	3	13	1140	462	1	19	31	50	1133	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students	9	0	0	9										376	1	14	26	60	1130	3,794	1	16	27	56	1131
All Other Students	18	0	0	18	0	0	8	44	5	28	5	28	1139	159	1	23	31	45	1134	6,878	4	38	30	28	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	27	0	0	27	0	0	10	37	11	41	6	22	1139	535	1	16	28	56	1132	10,672	3	30	29	38	1135
Title I																									
Students Receiving Title I Services	0	0	0	0										508	1	15	27	57	1131	2,680	1	15	25	60	1130
All Other Students	27	0	0	27	0	0	10	37	11	41	6	22	1139	27	0	37	41	22	1139	7,992	3	35	30	31	1137
504 Plan																									
Students with a 504 Plan	1	0	0	1										2						250	4	32	37	27	1137
All Other Students	26	0	0	26	0	0	10	38	10	38	6	23	1139	533	1	16	27	56	1131	10,422	3	30	29	39	1135

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: Jacqueline M. Walsh School
District: Pawtucket
State: Rhode Island
Code: 26-26109

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	%	
SCHOOL													
2008-09	27	0	0	27	0	0	19	70	8	30	0	0	7.0
2009-10	16	0	0	16	1	6	12	75	3	19	0	0	7.5
2010-11	27	0	0	27	1	4	16	59	10	37	0	0	7.2
Cumulative Total	70	0	0	70	2	3	47	67	21	30	0	0	7.2
DISTRICT													
2008-09	482	12	9	461	7	2	143	31	268	58	43	9	5.8
2009-10	567	16	20	531	14	3	230	43	251	47	36	7	6.3
2010-11	566	15	16	535	3	1	172	32	309	58	51	10	5.8
Cumulative Total	1,615	43	45	1,527	24	2	545	36	828	54	130	9	6.0
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
Cumulative Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

Types of Writing Reported in the Results Above	
2008-09	<p>Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.</p>
2009-10	<p>Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.</p>
2010-11	<p>Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.</p>



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: Jacqueline M. Walsh School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School			District			State		
		Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)	27	7.2		535	5.8		10,594	6.4	
	2009-10	1			67	6		1,339	6.5	
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	3			65	5		1,327	6.2	
	2009-10	1			68	6.2		1,323	6.2	
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	3			61	5.7		1,313	6.3	
	2009-10	1			67	5.6		1,321	6.2	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11	3			68	5.9		1,321	6.6	
	2009-10	1			67	6		1,339	6.5	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	4			65	5.8		1,328	6.6	
	2009-10	3			69	6.1		1,337	6.8	
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11	4			69	5.9		1,340	6.6	
	2009-10	3			60	6.1		1,326	6.6	

(C) This type of writing was administered to all students.

The ● shows this year's score and the black bar (▬) shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar (▬) shows the range where most students in this sample scored.

§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.

The score of 7 represents the score required to be proficient.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: Jacqueline M. Walsh School
District: Pawtucket
State: Rhode Island
Code: 26-26109

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	%
12	6	6	0	0	0	0	<1
11	6	5	0	0	1	<1	<1
10	5	5	1	4	2	<1	1
9	5	4	1	4	4	1	3
8	4	4	12	44	90	17	27
7	4	3	3	11	78	15	20
6	3	3	8	30	187	35	29
5	3	2	2	7	74	14	8
4	2	2	0	0	48	9	7
3	2	1	0	0	14	3	1
2	1	1	0	0	23	4	2
0	0	0	0	0	14	3	2

Scoring Rubric	
6	<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Writing Results

School: Jacqueline M. Walsh School
 District: Pawtucket
 State: Rhode Island
 Code: 26-26109

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	27	0	0	27	1	4	16	59	10	37	0	0	7.2	535	1	32	58	10	5.8	10,594	1	50	44	5	6.4
Gender																									
Male	13	0	0	13	0	0	7	54	6	46	0	0	6.9	255	<1	25	62	12	5.5	5,339	1	43	49	6	6.2
Female	14	0	0	14	1	7	9	64	4	29	0	0	7.4	280	1	38	54	7	6.1	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										168	1	33	56	10	5.9	1,784	<1	37	52	11	5.8
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										7						64	2	42	45	11	6.0
Asian	0	0	0	0										2						288	2	54	41	3	6.6
Black or African American	3	0	0	3										150	1	28	61	11	5.5	852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	0	0	0	0										1						30	0	17	70	13	5.2
White	15	0	0	15	1	7	9	60	5	33	0	0	7.4	171	1	34	56	10	5.9	7,342	1	55	41	3	6.7
Two or more races	5	0	0	5										35	0	31	66	3	5.9	166	1	41	55	3	6.3
No Race/Ethnicity Reported	0	0	0	0										1						68	0	18	47	35	4.4
LEP Status																									
Current LEP student	0	0	0	0										46	0	13	59	28	4.3	261	0	11	50	39	3.7
Former LEP student - monitoring year 1	0	0	0	0										8						26	0	27	65	8	5.7
Former LEP student - monitoring year 2	0	0	0	0										4						33	0	24	70	6	5.7
All Other Students	27	0	0	27	1	4	16	59	10	37	0	0	7.2	477	1	34	58	8	6.0	10,274	1	51	44	4	6.5
IEP																									
Students with an IEP	3	0	0	3										75	0	8	57	35	3.9	1,612	<1	18	64	18	4.9
All Other Students	24	0	0	24	1	4	13	54	10	42	0	0	7.1	460	1	36	58	5	6.1	8,982	1	55	41	3	6.7
SES																									
Economically Disadvantaged Students	9	0	0	9										375	1	30	59	11	5.7	3,740	<1	37	54	8	5.9
All Other Students	18	0	0	18	1	6	10	56	7	39	0	0	7.2	160	1	37	56	7	6.1	6,854	1	57	39	3	6.7
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	27	0	0	27	1	4	16	59	10	37	0	0	7.2	535	1	32	58	10	5.8	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	0	0	0	0										508	<1	31	59	10	5.7	2,623	<1	37	52	10	5.8
All Other Students	27	0	0	27	1	4	16	59	10	37	0	0	7.2	27	4	59	37	0	7.2	7,971	1	54	42	3	6.6
504 Plan																									
Students with a 504 Plan	1	0	0	1										2						250	2	51	46	2	6.7
All Other Students	26	0	0	26	1	4	15	58	10	38	0	0	7.2	533	1	32	58	10	5.8	10,344	1	50	44	5	6.4

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.