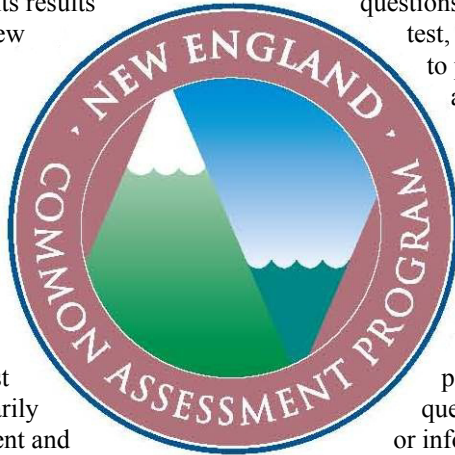


About The New England Common Assessment Program



This report highlights results from the Fall 2013 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 2013 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

School Results

School: Scituate High School

District: Scituate

Code: 30-30104



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Grade Level Summary Report

School:	Scituate High School
District:	Scituate
State:	Rhode Island
Code:	30-30104

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	117			117			10,934			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	116	116	116	116	116	116	10,318	10,460	10,263	99	99	99	99	99	99	94	96	94
With an approved accommodation	1	0	15	1	0	15	2,250	3,025	1,608	1	0	13	1	0	13	22	29	16
Current LEP Students	0	0	0	0	0	0	377	408	358	0	0	0	0	0	0	4	4	3
With an approved accommodation	0	0	0	0	0	0	110	159	100							29	39	28
IEP Students	14	14	14	14	14	14	1,490	1,515	1,472	12	12	12	12	12	12	14	14	14
With an approved accommodation	1	0	14	1	0	14	923	948	903	7	0	100	7	0	100	62	63	61
Students not tested in NECAP	1	1	1	1	1	1	616	474	671	1	1	1	1	1	1	6	4	6
State Approved	1	1	1	1	1	1	206	173	203	100	100	100	100	100	100	33	36	30
Alternate Assessment	1	1	1	1	1	1	96	96	96	100	100	100	100	100	100	47	55	47
First Year LEP	0	0	0	0	0	0	40	0	60	0	0	0	0	0	0	19	0	30
Withdrew After October 1	0	0	0	0	0	0	62	68	40	0	0	0	0	0	0	30	39	20
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	<1	1	<1
Special Consideration	0	0	0	0	0	0	7	7	6	0	0	0	0	0	0	3	4	3
Other	0	0	0	0	0	0	410	301	468	0	0	0	0	0	0	67	64	70

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	117	1	0	116	69	59	40	34	4	3	3	3	1155	116	59	34	3	3	1155	10,318	43	38	11	7	1151
MATH	117	1	0	116	4	3	60	52	26	22	26	22	1140	116	3	52	22	22	1140	10,460	3	32	28	36	1136
WRITING	117	1	0	116	17	15	69	59	28	24	2	2	7.5	116	15	59	24	2	7.5	10,263	11	55	32	2	7.3

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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Reading Results

School:	Scituate High School
District:	Scituate
State:	Rhode Island
Code:	30-30104

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	117	1	0	116	69	59	40	34	4	3	3	3	1155	116	59	34	3	3	1155	10,318	43	38	11	7	1151	
Gender																										
Male	53	1	0	52	21	40	24	46	4	8	3	6	1150	52	40	46	8	6	1150	5,159	37	42	12	9	1149	
Female	64	0	0	64	48	75	16	25	0	0	0	0	1159	64	75	25	0	0	1159	5,128	49	35	10	5	1153	
Not Reported	0	0	0	0										0						31	13	16	39	32	1137	
Race/Ethnicity																										
Hispanic or Latino	1	0	0	1										1						2,158	23	44	18	15	1144	
Not Hispanic or Latino																										
American Indian or Alaskan Native	0	0	0	0										0						70	26	41	14	19	1145	
Asian	0	0	0	0										0						319	48	34	12	7	1152	
Black or African American	2	1	0	1										1						882	23	42	21	14	1144	
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149	
White	113	0	0	113	67	59	39	35	4	4	3	3	1155	113	59	35	4	3	1155	6,546	53	36	8	3	1154	
Two or more races	1	0	0	1										1						270	39	41	13	7	1149	
No Race/Ethnicity Reported	0	0	0	0										0						31	13	16	39	32	1137	
LEP Status																										
Current LEP student	0	0	0	0										0						377	2	13	31	54	1130	
Former LEP student - monitoring year 1	0	0	0	0										0						61	13	49	25	13	1142	
Former LEP student - monitoring year 2	0	0	0	0										0						26	8	81	8	4	1146	
All Other Students	117	1	0	116	69	59	40	34	4	3	3	3	1155	116	59	34	3	3	1155	9,854	45	39	11	5	1152	
IEP																										
Students with an IEP	15	1	0	14	2	14	8	57	1	7	3	21	1141	14	14	57	7	21	1141	1,490	8	37	28	26	1138	
All Other Students	102	0	0	102	67	66	32	31	3	3	0	0	1157	102	66	31	3	0	1157	8,828	49	39	9	4	1153	
SES																										
Economically Disadvantaged Students	17	0	0	17	9	53	8	47	0	0	0	0	1154	17	53	47	0	0	1154	4,274	27	44	17	11	1146	
All Other Students	100	1	0	99	60	61	32	32	4	4	3	3	1155	99	61	32	4	3	1155	6,044	54	34	7	4	1154	
Migrant																										
Migrant Students	0	0	0	0										0						0						
All Other Students	117	1	0	116	69	59	40	34	4	3	3	3	1155	116	59	34	3	3	1155	10,318	43	38	11	7	1151	
Title I																										
Students Receiving Title I Services	0	0	0	0										0						2,238	22	42	19	16	1144	
All Other Students	117	1	0	116	69	59	40	34	4	3	3	3	1155	116	59	34	3	3	1155	8,080	49	37	9	5	1153	
504 Plan																										
Students with a 504 Plan	4	0	0	4										4						255	48	42	7	4	1152	
All Other Students	113	1	0	112	68	61	38	34	4	4	2	2	1155	112	61	34	4	2	1155	10,063	43	38	12	7	1151	

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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Mathematics Results

School: Scituate High School
 District: Scituate
 State: Rhode Island
 Code: 30-30104

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	117	1	0	116	4	3	60	52	26	22	26	22	1140	116	3	52	22	22	1140	10,460	3	32	28	36	1136
Gender																									
Male	53	1	0	52	3	6	21	40	11	21	17	33	1138	52	6	40	21	33	1138	5,229	4	33	28	36	1136
Female	64	0	0	64	1	2	39	61	15	23	9	14	1141	64	2	61	23	14	1141	5,195	3	32	29	36	1136
Not Reported	0	0	0	0										0						36	0	6	14	81	1124
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						70	0	23	30	47	1132
Asian	0	0	0	0										0						322	8	39	23	30	1139
Black or African American	2	1	0	1										1						901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	113	0	0	113	4	4	58	51	26	23	25	22	1140	113	4	51	23	22	1140	6,614	5	40	29	25	1138
Two or more races	1	0	0	1										1						272	3	29	27	42	1135
No Race/Ethnicity Reported	0	0	0	0										0						36	0	6	14	81	1124
LEP Status																									
Current LEP student	0	0	0	0										0						408	<1	3	6	91	1122
Former LEP student - monitoring year 1	0	0	0	0										0						61	0	13	26	61	1132
Former LEP student - monitoring year 2	0	0	0	0										0						27	0	11	48	41	1133
All Other Students	117	1	0	116	4	3	60	52	26	22	26	22	1140	116	3	52	22	22	1140	9,964	4	34	29	34	1136
IEP																									
Students with an IEP	15	1	0	14	0	0	1	7	0	0	13	93	1126	14	0	7	0	93	1126	1,515	<1	5	16	79	1125
All Other Students	102	0	0	102	4	4	59	58	26	25	13	13	1142	102	4	58	25	13	1142	8,945	4	37	30	29	1137
SES																									
Economically Disadvantaged Students	17	0	0	17	0	0	9	53	4	24	4	24	1138	17	0	53	24	24	1138	4,344	1	19	29	51	1132
All Other Students	100	1	0	99	4	4	51	52	22	22	22	22	1140	99	4	52	22	22	1140	6,116	5	42	27	25	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	117	1	0	116	4	3	60	52	26	22	26	22	1140	116	3	52	22	22	1140	10,460	3	32	28	36	1136
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,283	1	15	25	59	1130
All Other Students	117	1	0	116	4	3	60	52	26	22	26	22	1140	116	3	52	22	22	1140	8,177	4	37	29	30	1137
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						260	1	33	34	32	1137
All Other Students	113	1	0	112	4	4	59	53	26	23	23	21	1140	112	4	53	23	21	1140	10,200	4	32	28	36	1136

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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School:	Scituate High School
District:	Scituate
State:	Rhode Island
Code:	30-30104

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.

(Raw Score 10–12)

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.

(Raw Score 7–9)

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.

(Raw Score 4–6)

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.

(Raw Score 2–3)

	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													
2011-12	117	2	0	115	13	11	63	55	35	30	4	3	7.3
2012-13	119	0	0	119	5	4	58	49	54	45	2	2	6.7
2013-14	117	1	0	116	17	15	69	59	28	24	2	2	7.5
Cumulative Total	353	3	0	350	35	10	190	54	117	33	8	2	7.2
District													
2011-12	117	2	0	115	13	11	63	55	35	30	4	3	7.3
2012-13	119	0	0	119	5	4	58	49	54	45	2	2	6.7
2013-14	117	1	0	116	17	15	69	59	28	24	2	2	7.5
Cumulative Total	353	3	0	350	35	10	190	54	117	33	8	2	7.2
State													
2011-12	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4
2012-13	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	6.4
2013-14	10,934	203	468	10,263	1,094	11	5,679	55	3,242	32	248	2	7.3
Cumulative Total	33,096	535	1,424	31,137	1,935	6	15,303	49	12,342	40	1,557	5	6.7

Types of Writing Reported in the Results Above	
2011-12	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.
2012-13	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.
2013-14	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.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School: Scituate High School
 District: Scituate
 State: Rhode Island
 Code: 30-30104

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School					District					State				
		Number Scored	Mean Score	0	7	12	Number Scored	Mean Score	0	7	12	Number Scored	Mean Score	0	7	12
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.	2013-14 (C)	116	7.5		●		116	7.5		●		10,263	7.3		●	
	2012-13	21	6.3		▲		21	6.3		▲		1,705	6.4		▲	
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.	2013-14	27	7.4		●		27	7.4		●		2,543	6.4		●	
	2012-13 (C)	119	6.7		▲		119	6.7		▲		10,366	6.4		▲	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2013-14	31	7.4		●		31	7.4		●		2,568	7.4		●	
	2012-13	18	7.3		▲		18	7.3		▲		1,732	7.1		▲	
Report (Not assessed in 2013) Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2013-14															
	2012-13	8					8					881	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.	2013-14	29	6.9		●		29	6.9		●		2,558	6.8		●	
	2012-13	21	7.1		▲		21	7.1		▲		1,726	6.7		▲	
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.	2013-14	29	7.9		●		29	7.9		●		2,593	7.0		●	
	2012-13	19	7.1		▲		19	7.1		▲		1,700	6.7		▲	

(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 scored.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School:	Scituate High School
District:	Scituate
State:	Rhode Island
Code:	30-30104

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	1	1	1	1	1
10	5	5	16	14	16	14	10
9	5	4	12	10	12	10	13
8	4	4	36	31	36	31	28
7	4	3	21	18	21	18	14
6	3	3	20	17	20	17	20
5	3	2	3	3	3	3	6
4	2	2	5	4	5	4	6
3	2	1	2	2	2	2	1
2	1	1	0	0	0	0	1
0	0	0	0	0	0	0	<1

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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Writing Results

School:	Scituate High School
District:	Scituate
State:	Rhode Island
Code:	30-30104

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	117	1	0	116	17	15	69	59	28	24	2	2	7.5	116	15	59	24	2	7.5	10,263	11	55	32	2	7.3
Gender																									
Male	53	1	0	52	6	12	28	54	16	31	2	4	7.0	52	12	54	31	4	7.0	5,135	8	51	37	3	7.0
Female	64	0	0	64	11	17	41	64	12	19	0	0	8.0	64	17	64	19	0	8.0	5,100	13	60	26	1	7.6
Not Reported	0	0	0	0										0						28	0	7	64	29	4.6
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						68	10	38	49	3	6.7
Asian	0	0	0	0										0						315	17	57	25	1	7.7
Black or African American	2	1	0	1										1						868	4	46	45	5	6.5
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	5	69	26	0	7.4
White	113	0	0	113	17	15	66	58	28	25	2	2	7.5	113	15	58	25	2	7.5	6,536	13	60	26	1	7.6
Two or more races	1	0	0	1										1						267	11	53	34	2	7.2
No Race/Ethnicity Reported	0	0	0	0										0						28	0	7	64	29	4.6
LEP Status																									
Current LEP student	0	0	0	0										0						358	0	15	68	17	4.9
Former LEP student - monitoring year 1	0	0	0	0										0						61	2	57	41	0	6.9
Former LEP student - monitoring year 2	0	0	0	0										0						26	4	54	42	0	7.0
All Other Students	117	1	0	116	17	15	69	59	28	24	2	2	7.5	116	15	59	24	2	7.5	9,818	11	57	30	2	7.4
IEP																									
Students with an IEP	15	1	0	14	0	0	4	29	9	64	1	7	5.6	14	0	29	64	7	5.6	1,472	1	26	62	10	5.6
All Other Students	102	0	0	102	17	17	65	64	19	19	1	1	7.8	102	17	64	19	1	7.8	8,791	12	60	27	1	7.6
SES																									
Economically Disadvantaged Students	17	0	0	17	0	0	11	65	5	29	1	6	7.1	17	0	65	29	6	7.1	4,251	5	50	41	4	6.8
All Other Students	100	1	0	99	17	17	58	59	23	23	1	1	7.6	99	17	59	23	1	7.6	6,012	15	59	25	2	7.6
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	117	1	0	116	17	15	69	59	28	24	2	2	7.5	116	15	59	24	2	7.5	10,263	11	55	32	2	7.3
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,223	6	46	44	5	6.6
All Other Students	117	1	0	116	17	15	69	59	28	24	2	2	7.5	116	15	59	24	2	7.5	8,040	12	58	28	2	7.4
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						256	7	61	31	1	7.3
All Other Students	113	1	0	112	17	15	68	61	25	22	2	2	7.6	112	15	61	22	2	7.6	10,007	11	55	32	2	7.3

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.