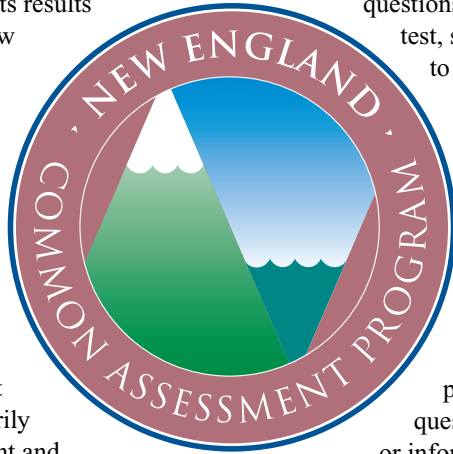


# About The New England Common Assessment Program

This report highlights results from the Fall 2009 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to



questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 11 NECAP Tests

**Grade 11 Students in 2009-2010**

## School Results

**School:** Coventry High School

**District:** Coventry

**Code:** 06-06119



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Grade Level Summary Report

School: Coventry High School  
 District: Coventry  
 State: Rhode Island  
 Code: 06-06119

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

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	422			424			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	417	417	416	417	417	416	10,742	10,716	10,679	99	99	99	98	98	98	96	96	95
Students not tested in NECAP																		
State Approved	3	3	3	4	4	4	223	195	221	1	1	1	1	1	1	2	2	2
Alternate Assessment	2	2	2	3	3	3	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	1	1	1	1	1	1	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	2	2	3	3	3	4	224	278	289	0	0	1	1	1	1	2	2	3

## 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	422	3	2	417	98	24	213	51	85	20	21	5	1148	417	24	51	20	5	1148	10,742	23	50	17	9	1146
MATH	422	3	2	417	3	1	109	26	123	29	182	44	1134	417	1	26	29	44	1134	10,716	2	26	28	45	1134
WRITING	422	3	3	416	44	11	225	54	140	34	7	2	7.2	416	11	54	34	2	7.2	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

School: Coventry High School  
 District: Coventry  
 State: Rhode Island  
 Code: 06-06119

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

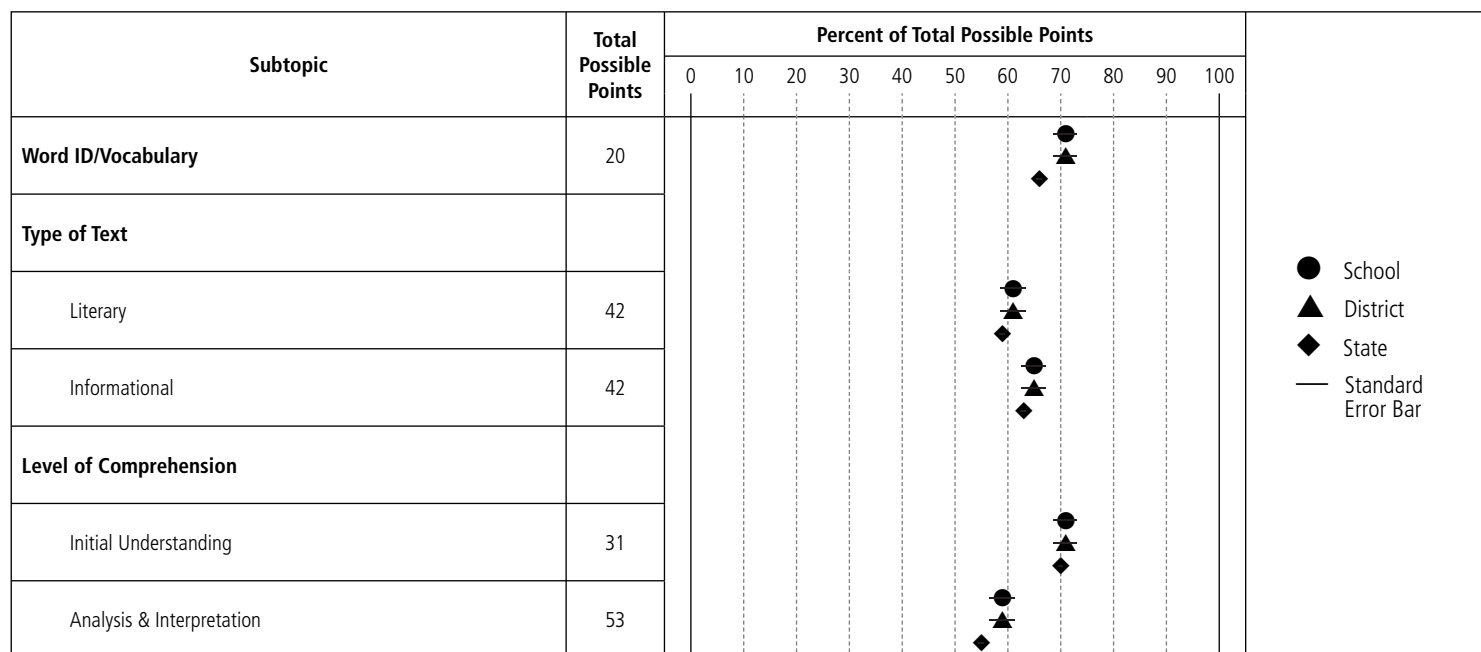
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08	466	2	1	463	74	16	221	48	107	23	61	13	1143
2008-09	461	3	2	456	92	20	214	47	102	22	48	11	1145
<b>2009-2010</b>	<b>422</b>	<b>3</b>	<b>2</b>	<b>417</b>	<b>98</b>	<b>24</b>	<b>213</b>	<b>51</b>	<b>85</b>	<b>20</b>	<b>21</b>	<b>5</b>	<b>1148</b>
Cumulative Total	1,349	8	5	1,336	264	20	648	49	294	22	130	10	1145
<b>DISTRICT</b>													
2007-08	466	2	1	463	74	16	221	48	107	23	61	13	1143
2008-09	463	4	2	457	92	20	214	47	103	23	48	11	1145
<b>2009-2010</b>	<b>424</b>	<b>4</b>	<b>3</b>	<b>417</b>	<b>98</b>	<b>24</b>	<b>213</b>	<b>51</b>	<b>85</b>	<b>20</b>	<b>21</b>	<b>5</b>	<b>1148</b>
Cumulative Total	1,353	10	6	1,337	264	20	648	48	295	22	130	10	1145
<b>STATE</b>													
2007-08	11,661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
<b>2009-2010</b>	<b>11,189</b>	<b>223</b>	<b>224</b>	<b>10,742</b>	<b>2,466</b>	<b>23</b>	<b>5,416</b>	<b>50</b>	<b>1,875</b>	<b>17</b>	<b>985</b>	<b>9</b>	<b>1146</b>
Cumulative Total	34,053	594	888	32,571	6,202	19	15,970	49	6,726	21	3,673	11	1145

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.





# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Reading Results

School: Coventry High School  
 District: Coventry  
 State: Rhode Island  
 Code: 06-06119

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	422	3	2	417	98	24	213	51	85	20	21	5	1148	417	24	51	20	5	1148	10,742	23	50	17	9	1146
Gender																									
Male	211	2	2	207	30	14	106	51	55	27	16	8	1145	207	14	51	27	8	1145	5,292	15	51	21	13	1144
Female	211	1	0	210	68	32	107	51	30	14	5	2	1151	210	32	51	14	2	1151	5,450	30	50	14	6	1149
Not Reported	0	0	0	0									0							0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						77	17	44	22	17	1141
Asian	1	0	0	1										1						339	29	45	18	8	1147
Black or African American	9	1	0	8										8						985	12	48	22	18	1142
Hispanic or Latino	2	0	0	2										2						1,811	12	47	25	15	1142
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	409	2	2	405	95	23	207	51	82	20	21	5	1148	405	23	51	20	5	1148	7,530	27	52	15	6	1148
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						183	0	11	40	49	1130
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										0						45	4	53	33	9	1141
All Other Students	421	3	2	416	98	24	213	51	84	20	21	5	1148	416	24	51	20	5	1148	10,442	24	51	17	8	1147
IEP																									
Students with an IEP	77	2	1	74	1	1	24	32	35	47	14	19	1137	74	1	32	47	19	1137	1,674	2	30	33	35	1134
All Other Students	345	1	1	343	97	28	189	55	50	15	7	2	1150	343	28	55	15	2	1150	9,068	27	54	15	4	1149
SES																									
Economically Disadvantaged Students	63	0	2	61	7	11	27	44	23	38	4	7	1143	61	11	44	38	7	1143	3,744	13	48	24	15	1142
All Other Students	359	3	0	356	91	26	186	52	62	17	17	5	1149	356	26	52	17	5	1149	6,998	29	52	14	6	1149
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	422	3	2	417	98	24	213	51	85	20	21	5	1148	417	24	51	20	5	1148	10,742	23	50	17	9	1146
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,616	14	49	23	14	1143
All Other Students	422	3	2	417	98	24	213	51	85	20	21	5	1148	417	24	51	20	5	1148	8,126	26	51	16	7	1147
504 Plan																									
Students with a 504 Plan	13	0	0	13	3	23	9	69	1	8	0	0	1150	13	23	69	8	0	1150	230	18	60	17	6	1147
All Other Students	409	3	2	404	95	24	204	50	84	21	21	5	1148	404	24	50	21	5	1148	10,512	23	50	17	9	1146

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

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



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Mathematics Results

School: Coventry High School  
 District: Coventry  
 State: Rhode Island  
 Code: 06-06119

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

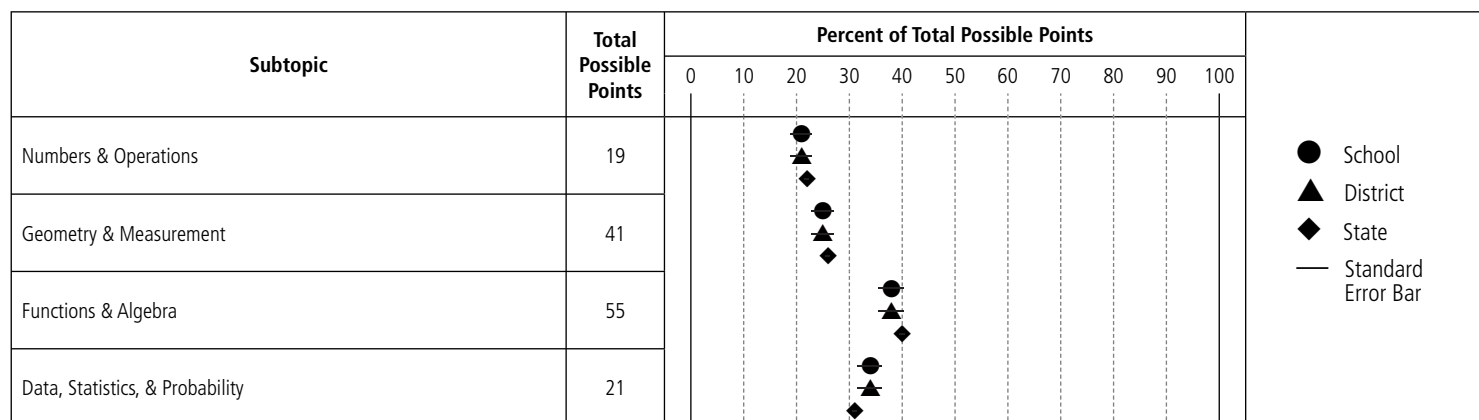
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08	466	2	6	458	3	1	114	25	146	32	195	43	1134
2008-09	461	4	3	454	6	1	130	29	142	31	176	39	1134
<b>2009-2010</b>	<b>422</b>	<b>3</b>	<b>2</b>	<b>417</b>	<b>3</b>	<b>1</b>	<b>109</b>	<b>26</b>	<b>123</b>	<b>29</b>	<b>182</b>	<b>44</b>	<b>1134</b>
Cumulative Total	1,349	9	11	1,329	12	1	353	27	411	31	553	42	1134
<b>DISTRICT</b>													
2007-08	466	2	6	458	3	1	114	25	146	32	195	43	1134
2008-09	463	5	3	455	6	1	130	29	142	31	177	39	1134
<b>2009-2010</b>	<b>424</b>	<b>4</b>	<b>3</b>	<b>417</b>	<b>3</b>	<b>1</b>	<b>109</b>	<b>26</b>	<b>123</b>	<b>29</b>	<b>182</b>	<b>44</b>	<b>1134</b>
Cumulative Total	1,353	11	12	1,330	12	1	353	27	411	31	554	42	1134
<b>STATE</b>													
2007-08	11,661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
<b>2009-2010</b>	<b>11,189</b>	<b>195</b>	<b>278</b>	<b>10,716</b>	<b>181</b>	<b>2</b>	<b>2,748</b>	<b>26</b>	<b>2,958</b>	<b>28</b>	<b>4,829</b>	<b>45</b>	<b>1134</b>
Cumulative Total	34,053	503	961	32,589	459	1	7,827	24	8,997	28	15,306	47	1133

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.





# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Mathematics Results

School: Coventry High School  
 District: Coventry  
 State: Rhode Island  
 Code: 06-06119

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	422	3	2	417	3	1	109	26	123	29	182	44	1134	417	1	26	29	44	1134	10,716	2	26	28	45	1134
Gender																									
Male	211	2	2	207	3	1	63	30	57	28	84	41	1135	207	1	30	28	41	1135	5,272	2	28	26	44	1134
Female	211	1	0	210	0	0	46	22	66	31	98	47	1134	210	0	22	31	47	1134	5,444	1	24	29	46	1134
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						75	0	16	17	67	1129
Asian	1	0	0	1										1						336	4	30	26	40	1136
Black or African American	9	1	0	8										8						981	0	7	22	71	1128
Hispanic or Latino	2	0	0	2										2						1,821	<1	9	20	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	409	2	2	405	3	1	108	27	118	29	176	43	1134	405	1	27	29	43	1134	7,503	2	32	30	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						219	0	<1	5	94	1121
Former LEP student - monitoring year 1	0	0	0	0										0						72	0	1	18	81	1128
Former LEP student - monitoring year 2	0	0	0	0										0						45	0	2	24	73	1127
All Other Students	421	3	2	416	3	1	109	26	123	30	181	44	1134	416	1	26	30	44	1134	10,380	2	26	28	44	1134
IEP																									
Students with an IEP	77	2	1	74	0	0	4	5	7	9	63	85	1125	74	0	5	9	85	1125	1,652	0	4	10	86	1124
All Other Students	345	1	1	343	3	1	105	31	116	34	119	35	1136	343	1	31	34	35	1136	9,064	2	30	31	38	1136
SES																									
Economically Disadvantaged Students	63	0	2	61	1	2	11	18	12	20	37	61	1131	61	2	18	20	61	1131	3,742	<1	12	23	65	1130
All Other Students	359	3	0	356	2	1	98	28	111	31	145	41	1135	356	1	28	31	41	1135	6,974	2	33	30	34	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	422	3	2	417	3	1	109	26	123	29	182	44	1134	417	1	26	29	44	1134	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	422	3	2	417	3	1	109	26	123	29	182	44	1134	417	1	26	29	44	1134	8,091	2	30	29	38	1136
504 Plan																									
Students with a 504 Plan	13	0	0	13	0	0	6	46	3	23	4	31	1138	13	0	46	23	31	1138	228	3	29	32	36	1136
All Other Students	409	3	2	404	3	1	103	25	120	30	178	44	1134	404	1	25	30	44	1134	10,488	2	26	27	45	1134

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

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



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

### Writing Results

School: Coventry High School  
 District: Coventry  
 State: Rhode Island  
 Code: 06-06119

#### 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.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08	466	2	4	460	11	2	170	37	227	49	52	11	5.9
2008-09	461	3	4	454	16	4	198	44	207	46	33	7	6.3
<b>2009-2010</b>	<b>422</b>	<b>3</b>	<b>3</b>	<b>416</b>	<b>44</b>	<b>11</b>	<b>225</b>	<b>54</b>	<b>140</b>	<b>34</b>	<b>7</b>	<b>2</b>	<b>7.2</b>
Cumulative Total	1,349	8	11	1,330	71	5	593	45	574	43	92	7	6.0
<b>DISTRICT</b>													
2007-08	466	2	4	460	11	2	170	37	227	49	52	11	5.9
2008-09	463	4	4	455	16	4	198	44	208	46	33	7	6.3
<b>2009-2010</b>	<b>424</b>	<b>4</b>	<b>4</b>	<b>416</b>	<b>44</b>	<b>11</b>	<b>225</b>	<b>54</b>	<b>140</b>	<b>34</b>	<b>7</b>	<b>2</b>	<b>7.2</b>
Cumulative Total	1,353	10	12	1,331	71	5	593	45	575	43	92	7	6.0
<b>STATE</b>													
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
<b>2009-2010</b>	<b>11,189</b>	<b>221</b>	<b>289</b>	<b>10,679</b>	<b>742</b>	<b>7</b>	<b>5,124</b>	<b>48</b>	<b>4,253</b>	<b>40</b>	<b>560</b>	<b>5</b>	<b>6.7</b>
Cumulative Total	34,053	542	1,032	32,479	1,502	5	12,891	40	15,070	46	3,016	9	6.0

#### 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.

Strand	Total Possible Points	Percent of Total Possible Points											Number of Prompts	Distribution of Score Points Across Prompts								
		0	10	20	30	40	50	60	70	80	90	100			0	1	2	3	4	5	6	
															%	%	%	%	%	%	%	
Writing in Response to Text <ul style="list-style-type: none"><li>Response to Informational Text</li><li>Response to Literary Text</li></ul>	12													2	School District State	011	018	12931	23227	1710	441	
Informational Writing <ul style="list-style-type: none"><li>Report</li><li>Procedure</li><li>Persuasive Essay</li></ul>	18													3	School District State	001	224	121214	313135	383833	161612	221
Expressive Writing <ul style="list-style-type: none"><li>Reflective Essay</li></ul>	6													1	School District State	002	004	6615	414136	333332	181810	221

● School ▲ District ◆ State — Standard Error Bar



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Writing Results

**School:** Coventry High School  
**District:** Coventry  
**State:** Rhode Island  
**Code:** 06-06119

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	422	3	3	416	44	11	225	54	140	34	7	2	7.2	416	11	54	34	2	7.2	10,679	7	48	40	5	6.7
Gender																									
Male	211	2	3	206	13	6	103	50	87	42	3	1	6.9	206	6	50	42	1	6.9	5,248	5	43	45	7	6.4
Female	211	1	0	210	31	15	122	58	53	25	4	2	7.6	210	15	58	25	2	7.6	5,431	9	53	35	3	7.0
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						76	7	34	49	11	6.2
Asian	1	0	0	1										1						340	9	54	35	3	7.0
Black or African American	9	1	0	8										8						972	3	38	49	10	6.0
Hispanic or Latino	2	0	0	2										2						1,790	4	38	50	9	6.1
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	409	2	3	404	44	11	222	55	131	32	7	2	7.3	404	11	55	32	2	7.3	7,501	8	52	36	4	7.0
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	1	0										0						181	0	10	57	32	4.2
Former LEP student - monitoring year 1	0	0	0	0										0						72	0	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	421	3	2	416	44	11	225	54	140	34	7	2	7.2	416	11	54	34	2	7.2	10,383	7	49	39	5	6.8
IEP																									
Students with an IEP	77	2	1	74	0	0	16	22	55	74	3	4	5.5	74	0	22	74	4	5.5	1,637	<1	20	61	19	5.0
All Other Students	345	1	2	342	44	13	209	61	85	25	4	1	7.6	342	13	61	25	1	7.6	9,042	8	53	36	3	7.0
SES																									
Economically Disadvantaged Students	63	0	2	61	2	3	22	36	36	59	1	2	6.4	61	3	36	59	2	6.4	3,710	4	39	49	8	6.2
All Other Students	359	3	1	355	42	12	203	57	104	29	6	2	7.4	355	12	57	29	2	7.4	6,969	9	53	35	4	7.0
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	422	3	3	416	44	11	225	54	140	34	7	2	7.2	416	11	54	34	2	7.2	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	422	3	3	416	44	11	225	54	140	34	7	2	7.2	416	11	54	34	2	7.2	8,091	8	51	37	4	6.9
504 Plan																									
Students with a 504 Plan	13	0	0	13	0	0	9	69	4	31	0	0	7.3	13	0	69	31	0	7.3	227	4	47	47	3	6.6
All Other Students	409	3	3	403	44	11	216	54	136	34	7	2	7.2	403	11	54	34	2	7.2	10,452	7	48	40	5	6.7

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

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