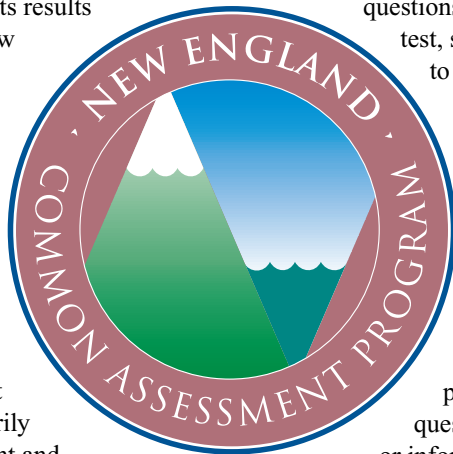


About The New England Common Assessment Program

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: Hope Information Technology

District: Providence

Code: 28-28603



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Grade Level Summary Report

School: Hope Information Technology
 District: Providence
 State: Rhode Island
 Code: 28-28603

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	133			1,702			11,189			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	129	127	129	1,586	1,599	1,557	10,742	10,716	10,679	97	95	97	93	94	91	96	96	95
Students not tested in NECAP																		
State Approved	2	1	2	54	22	53	223	195	221	2	1	2	3	1	3	2	2	2
Alternate Assessment	0	0	0	10	10	10	114	114	114	0	0	0	1	1	1	1	1	1
First Year LEP	2	0	2	35	0	35	48	0	46	2	0	2	2	0	2	0	0	0
Withdrew After October 1	0	1	0	5	8	4	41	46	37	0	1	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	4	4	4	19	33	23	0	0	0	0	0	0	0	0	0
Other	2	5	2	62	81	92	224	278	289	2	4	2	4	5	5	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	133	2	2	129	2	2	58	45	30	23	39	30	1138	1,586	16	44	22	18	1142	10,742	23	50	17	9	1146
MATH	133	1	5	127	0	0	5	4	21	17	101	80	1125	1,599	<1	11	18	71	1128	10,716	2	26	28	45	1134
WRITING	133	2	2	129	2	2	36	28	72	56	19	15	5.4	1,557	5	38	46	11	6.1	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: Hope Information Technology
 District: Providence
 State: Rhode Island
 Code: 28-28603

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.

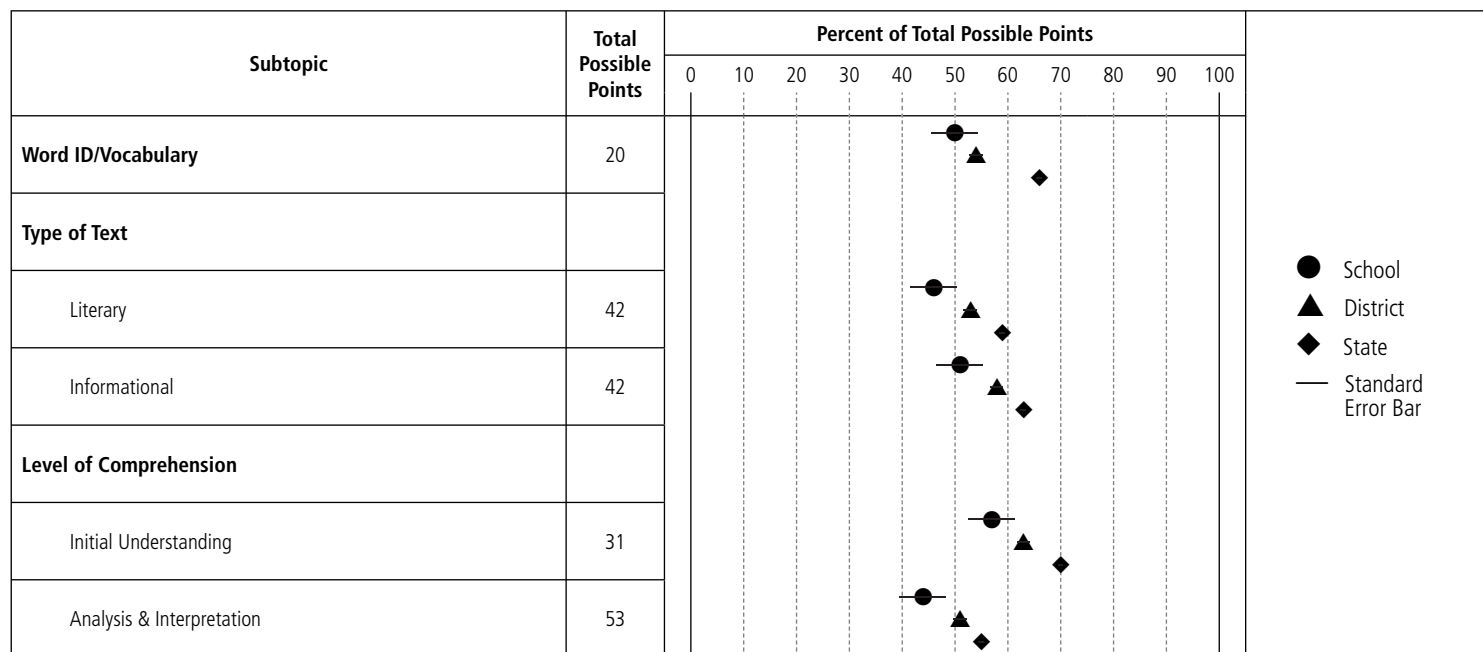
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08	95	8	6	81	1	1	15	19	41	51	24	30	1133
2008-09	102	5	2	95	12	13	45	47	23	24	15	16	1142
2009-2010	133	2	2	129	2	2	58	45	30	23	39	30	1138
Cumulative Total	330	15	10	305	15	5	118	39	94	31	78	26	1138
DISTRICT													
2007-08	1,663	30	85	1,548	128	8	563	36	482	31	375	24	1138
2008-09	1,621	40	75	1,506	168	11	665	44	365	24	308	20	1140
2009-2010	1,702	54	62	1,586	253	16	703	44	350	22	280	18	1142
Cumulative Total	4,986	124	222	4,640	549	12	1,931	42	1,197	26	963	21	1140
STATE													
2007-08	11,661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-2010	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
Cumulative 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: Hope Information Technology
 District: Providence
 State: Rhode Island
 Code: 28-28603

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	133	2	2	129	2	2	58	45	30	23	39	30	1138	1,586	16	44	22	18	1142	10,742	23	50	17	9	1146
Gender																									
Male	75	1	1	73	1	1	29	40	21	29	22	30	1136	748	9	42	26	22	1139	5,292	15	51	21	13	1144
Female	58	1	1	56	1	2	29	52	9	16	17	30	1139	838	22	46	18	13	1145	5,450	30	50	14	6	1149
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										13	8	46	15	31	1138	77	17	44	22	17	1141
Asian	6	0	0	6										108	22	45	24	8	1145	339	29	45	18	8	1147
Black or African American	47	0	1	46	1	2	18	39	9	20	18	39	1137	388	13	43	20	24	1141	985	12	48	22	18	1142
Hispanic or Latino	64	1	1	62	1	2	27	44	16	26	18	29	1137	904	13	45	24	18	1141	1,811	12	47	25	15	1142
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	14	1	0	13	0	0	8	62	3	23	2	15	1142	173	32	45	14	9	1149	7,530	27	52	15	6	1148
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	12	1	1	10	0	0	1	10	1	10	8	80	1128	61	0	8	21	70	1128	183	0	11	40	49	1130
Former LEP student - monitoring year 1	4	0	0	4										39	0	31	41	28	1136	72	0	47	35	18	1139
Former LEP student - monitoring year 2	1	0	0	1										24	0	46	38	17	1139	45	4	53	33	9	1141
All Other Students	116	1	1	114	2	2	54	47	28	25	30	26	1138	1,462	17	46	21	15	1143	10,442	24	51	17	8	1147
IEP																									
Students with an IEP	40	0	1	39	0	0	4	10	11	28	24	62	1129	276	0	15	27	58	1129	1,674	2	30	33	35	1134
All Other Students	93	2	1	90	2	2	54	60	19	21	15	17	1141	1,310	19	50	21	9	1145	9,068	27	54	15	4	1149
SES																									
Economically Disadvantaged Students	112	2	2	108	2	2	47	44	26	24	33	31	1137	1,259	15	45	23	17	1142	3,744	13	48	24	15	1142
All Other Students	21	0	0	21	0	0	11	52	4	19	6	29	1138	327	20	43	17	20	1143	6,998	29	52	14	6	1149
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	133	2	2	129	2	2	58	45	30	23	39	30	1138	1,586	16	44	22	18	1142	10,742	23	50	17	9	1146
Title I																									
Students Receiving Title I Services	129	2	2	125	2	2	56	45	30	24	37	30	1138	1,537	16	45	22	17	1143	2,616	14	49	23	14	1143
All Other Students	4	0	0	4										49	0	22	24	53	1129	8,126	26	51	16	7	1147
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						230	18	60	17	6	1147
All Other Students	133	2	2	129	2	2	58	45	30	23	39	30	1138	1,580	16	44	22	18	1142	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: Hope Information Technology
 District: Providence
 State: Rhode Island
 Code: 28-28603

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.

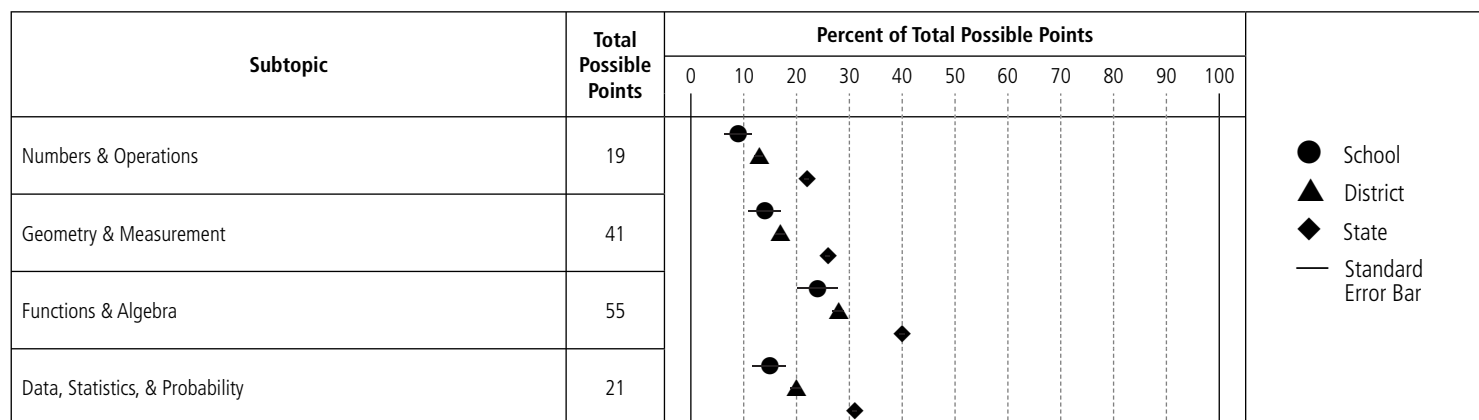
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08	95	3	5	87	0	0	1	1	9	10	77	89	1121
2008-09	102	2	4	96	0	0	9	9	18	19	69	72	1127
2009-2010	133	1	5	127	0	0	5	4	21	17	101	80	1125
Cumulative Total	330	6	14	310	0	0	15	5	48	15	247	80	1124
DISTRICT													
2007-08	1,663	6	90	1,567	7	<1	143	9	308	20	1,109	71	1126
2008-09	1,621	29	75	1,517	8	1	206	14	280	18	1,023	67	1128
2009-2010	1,702	22	81	1,599	6	<1	170	11	289	18	1,134	71	1128
Cumulative Total	4,986	57	246	4,683	21	<1	519	11	877	19	3,266	70	1127
STATE													
2007-08	11,661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-2010	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
Cumulative 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: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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	133	1	5	127	0	0	5	4	21	17	101	80	1125	1,599	<1	11	18	71	1128	10,716	2	26	28	45	1134
Gender																									
Male	75	0	3	72	0	0	5	7	14	19	53	74	1125	751	1	11	17	72	1127	5,272	2	28	26	44	1134
Female	58	1	2	55	0	0	0	0	7	13	48	87	1125	848	<1	11	19	70	1128	5,444	1	24	29	46	1134
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										13	0	15	8	77	1128	75	0	16	17	67	1129
Asian	6	0	0	6										106	0	19	27	54	1133	336	4	30	26	40	1136
Black or African American	47	0	2	45	0	0	1	2	7	16	37	82	1124	385	0	7	16	77	1126	981	0	7	22	71	1128
Hispanic or Latino	64	1	3	60	0	0	1	2	8	13	51	85	1125	922	<1	7	17	76	1127	1,821	<1	9	20	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	14	0	0	14	0	0	3	21	5	36	6	43	1130	173	3	33	23	42	1134	7,503	2	32	30	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	12	0	1	11	0	0	0	0	0	0	11	100	1117	91	0	0	2	98	1119	219	0	<1	5	94	1121
Former LEP student - monitoring year 1	4	0	0	4										39	0	0	5	95	1125	72	0	1	18	81	1128
Former LEP student - monitoring year 2	1	0	0	1										24	0	0	8	92	1123	45	0	2	24	73	1127
All Other Students	116	1	4	111	0	0	5	5	21	19	85	77	1126	1,445	<1	12	20	68	1129	10,380	2	26	28	44	1134
IEP																									
Students with an IEP	40	0	3	37	0	0	0	0	1	3	36	97	1117	268	0	1	1	98	1118	1,652	0	4	10	86	1124
All Other Students	93	1	2	90	0	0	5	6	20	22	65	72	1129	1,331	<1	13	21	65	1130	9,064	2	30	31	38	1136
SES																									
Economically Disadvantaged Students	112	0	5	107	0	0	3	3	14	13	90	84	1124	1,275	<1	8	17	74	1127	3,742	<1	12	23	65	1130
All Other Students	21	1	0	20	0	0	2	10	7	35	11	55	1131	324	2	19	21	58	1130	6,974	2	33	30	34	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	133	1	5	127	0	0	5	4	21	17	101	80	1125	1,599	<1	11	18	71	1128	10,716	2	26	28	45	1134
Title I																									
Students Receiving Title I Services	129	1	5	123	0	0	5	4	20	16	98	80	1126	1,553	<1	11	18	70	1128	2,625	<1	12	22	66	1129
All Other Students	4	0	0	4										46	0	0	4	96	1118	8,091	2	30	29	38	1136
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						228	3	29	32	36	1136
All Other Students	133	1	5	127	0	0	5	4	21	17	101	80	1125	1,593	<1	10	18	71	1128	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: Hope Information Technology
 District: Providence
 State: Rhode Island
 Code: 28-28603

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	%	
SCHOOL													
2007-08	95	7	8	80	0	0	13	16	47	59	20	25	4.7
2008-09	102	4	2	96	0	0	22	23	63	66	11	11	5.2
2009-2010	133	2	2	129	2	2	36	28	72	56	19	15	5.4
Cumulative Total	330	13	12	305	2	1	71	23	182	60	50	16	5.0
DISTRICT													
2007-08	1,663	27	89	1,547	23	1	390	25	849	55	285	18	5.2
2008-09	1,621	35	79	1,507	23	2	409	27	849	56	226	15	5.4
2009-2010	1,702	53	92	1,557	82	5	591	38	713	46	171	11	6.1
Cumulative Total	4,986	115	260	4,611	128	3	1,390	30	2,411	52	682	15	6.0
STATE													
2007-08	11,661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-2010	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
Cumulative 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	1	2	3	4	5	6
															%	%	%	%	%	%	%	
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12													2	School District State	3 3 1	3 9 8	27 23 20	39 28 31	27 29 27	0 6 10	0 0 1
Informational Writing • Report • Procedure • Persuasive Essay	18													3	School District State	2 2 1	11 8 4	29 20 14	35 34 35	20 27 33	3 8 12	0 1 1
Expressive Writing • Reflective Essay	6													1	School District State	0 7 2	13 3 4	13 15 15	47 36 36	20 30 32	7 8 10	0 1 1

● School ▲ District ◆ State — Standard Error Bar



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Writing Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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	133	2	2	129	2	2	36	28	72	56	19	15	5.4	1,557	5	38	46	11	6.1	10,679	7	48	40	5	6.7
Gender																									
Male	75	1	1	73	1	1	18	25	43	59	11	15	5.2	733	4	32	50	14	5.7	5,248	5	43	45	7	6.4
Female	58	1	1	56	1	2	18	32	29	52	8	14	5.7	824	7	43	42	8	6.4	5,431	9	53	35	3	7.0
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										13	0	15	54	31	4.7	76	7	34	49	11	6.2
Asian	6	0	0	6										108	6	48	42	5	6.6	340	9	54	35	3	7.0
Black or African American	47	0	1	46	0	0	10	22	31	67	5	11	5.4	380	3	38	48	11	5.9	972	3	38	49	10	6.0
Hispanic or Latino	64	1	1	62	0	0	17	27	32	52	13	21	5.1	888	5	35	49	12	5.9	1,790	4	38	50	9	6.1
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	14	1	0	13	0	0	6	46	6	46	1	8	6.1	168	14	48	29	10	7.0	7,501	8	52	36	4	7.0
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	12	1	1	10	0	0	1	10	4	40	5	50	3.4	61	0	7	44	49	3.6	181	0	10	57	32	4.2
Former LEP student - monitoring year 1	4	0	0	4										39	0	23	67	10	5.4	72	0	26	68	6	5.7
Former LEP student - monitoring year 2	1	0	0	1										22	5	18	64	14	5.6	43	2	33	58	7	5.9
All Other Students	116	1	1	114	2	2	35	31	63	55	14	12	5.6	1,435	6	40	45	9	6.2	10,383	7	49	39	5	6.8
IEP																									
Students with an IEP	40	0	1	39	0	0	2	5	26	67	11	28	4.1	263	<1	7	52	40	3.9	1,637	<1	20	61	19	5.0
All Other Students	93	2	1	90	2	2	34	38	46	51	8	9	6.0	1,294	6	44	44	5	6.5	9,042	8	53	36	3	7.0
SES																									
Economically Disadvantaged Students	112	2	2	108	2	2	30	28	60	56	16	15	5.4	1,241	5	37	47	10	6.1	3,710	4	39	49	8	6.2
All Other Students	21	0	0	21	0	0	6	29	12	57	3	14	5.7	316	7	40	40	13	6.2	6,969	9	53	35	4	7.0
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	133	2	2	129	2	2	36	28	72	56	19	15	5.4	1,557	5	38	46	11	6.1	10,679	7	48	40	5	6.7
Title I																									
Students Receiving Title I Services	129	2	2	125	2	2	35	28	70	56	18	14	5.4	1,514	5	39	46	10	6.2	2,588	4	40	47	9	6.2
All Other Students	4	0	0	4										43	0	7	30	63	3.4	8,091	8	51	37	4	6.9
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						227	4	47	47	3	6.6
All Other Students	133	2	2	129	2	2	36	28	72	56	19	15	5.4	1,551	5	38	46	11	6.1	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.