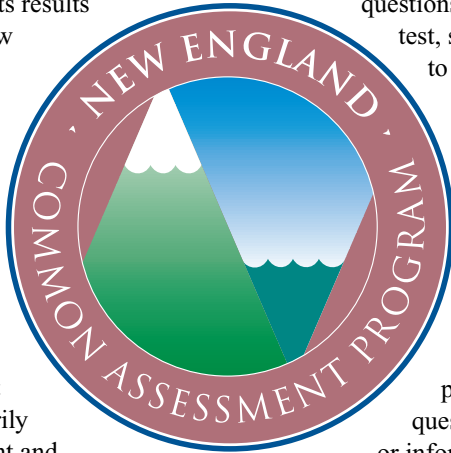# About The New England Common Assessment Program

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: Metropolitan Career Tech Ctr

District: Metropolitan Career & Tech Ctr

Code: 60-28703

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

School: Metropolitan Career Tech Ctr
District: Metropolitan Career & Tech Ctr
State: Rhode Island
Code: 60-28703

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	194			194			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	187	185	188	187	185	188	10,742	10,716	10,679	96	95	97	96	95	97	96	96	95
Students not tested in NECAP																		
State Approved	2	2	2	2	2	2	223	195	221	1	1	1	1	1	1	2	2	2
Alternate Assessment	0	0	0	0	0	0	114	114	114	0	0	0	0	0	0	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	2	2	2	2	2	2	41	46	37	1	1	1	1	1	1	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	5	7	4	5	7	4	224	278	289	3	4	2	3	4	2	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	194	2	5	187	8	4	95	51	57	30	27	14	1140	187	4	51	30	14	1140	10,742	23	50	17	9	1146
MATH	194	2	7	185	0	0	8	4	26	14	151	82	1127	185	0	4	14	82	1127	10,716	2	26	28	45	1134
WRITING	194	2	4	188	2	1	75	40	90	48	21	11	6.0	188	1	40	48	11	6.0	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: Metropolitan Career Tech Ctr
District: Metropolitan Career & Tech Ctr
State: Rhode Island
Code: 60-28703

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
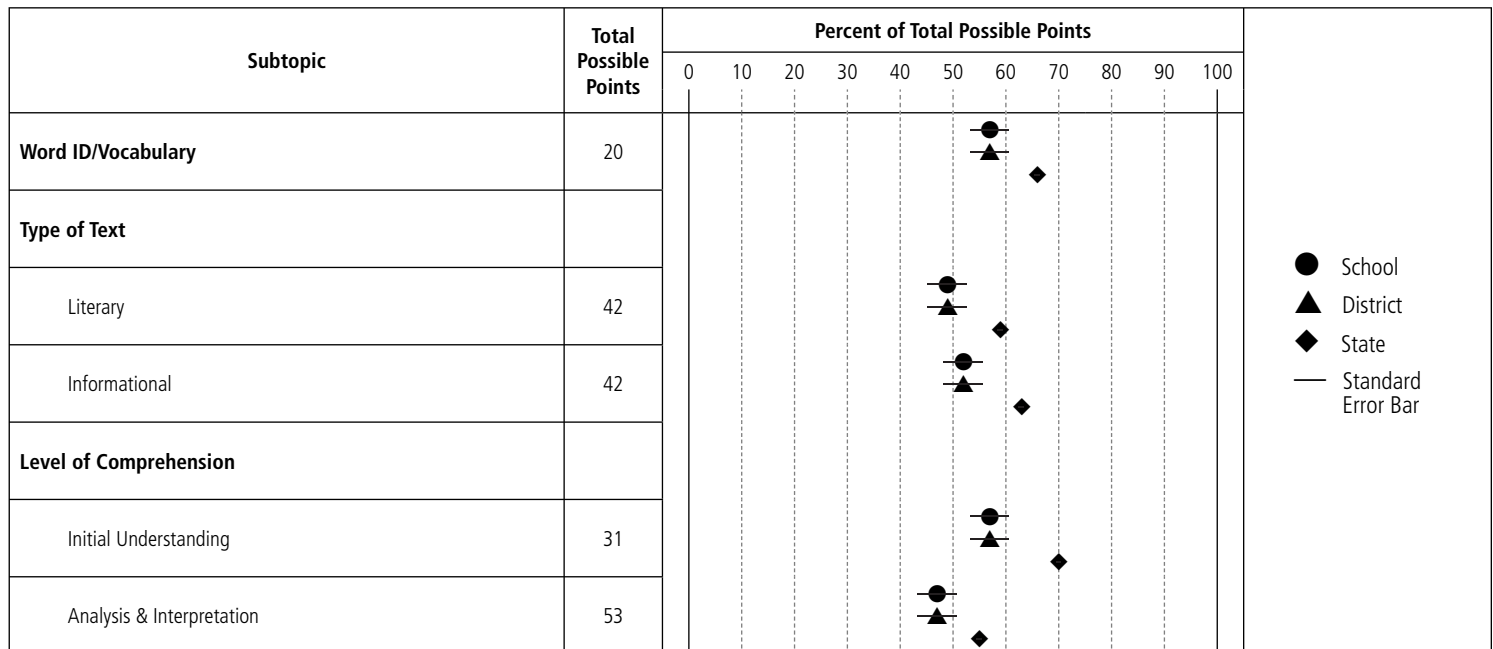
Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from 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.

	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	167	2	5	160	9	6	56	35	74	46	21	13	1139
2008-09	193	0	2	191	11	6	98	51	61	32	21	11	1141
2009-2010	**194**	**2**	**5**	**187**	**8**	**4**	**95**	**51**	**57**	**30**	**27**	**14**	**1140**
Cumulative Total	554	4	12	538	28	5	249	46	192	36	69	13	1140
DISTRICT													
2007-08	167	2	5	160	9	6	56	35	74	46	21	13	1139
2008-09	193	0	2	191	11	6	98	51	61	32	21	11	1141
2009-2010	**194**	**2**	**5**	**187**	**8**	**4**	**95**	**51**	**57**	**30**	**27**	**14**	**1140**
Cumulative Total	554	4	12	538	28	5	249	46	192	36	69	13	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

Subtopic	Total Possible Points	Percent of Total Possible Points
Word ID/Vocabulary	20	
Type of Text		
Literary	42	
Informational	42	
Level of Comprehension		
Initial Understanding	31	
Analysis & Interpretation	53	

Legend: ● School ▲ District ◆ State — Standard Error Bar

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

School: Metropolitan Career Tech Ctr
District: Metropolitan Career & Tech Ctr
State: Rhode Island
Code: 60-28703

REPORTING CATEGORIES	School Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Score	District Tested N	District Level 4 %	District Level 3 %	District Level 2 %	District Level 1 %	District Mean Score	State Tested N	State Level 4 %	State Level 3 %	State Level 2 %	State Level 1 %	State Mean Score
All Students	194	2	5	187	8	4	95	51	57	30	27	14	1140	187	4	51	30	14	1140	10,742	23	50	17	9	1146
Gender																									
Male	94	0	4	90	3	3	41	46	29	32	17	19	1138	90	3	46	32	19	1138	5,292	15	51	21	13	1144
Female	100	2	1	97	5	5	54	56	28	29	10	10	1142	97	5	56	29	10	1142	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										2						77	17	44	22	17	1141
Asian	0	0	0	0										0						339	29	45	18	8	1147
Black or African American	49	1	2	46	1	2	26	57	11	24	8	17	1139	46	2	57	24	17	1139	985	12	48	22	18	1142
Hispanic or Latino	81	0	0	81	1	1	45	56	27	33	8	10	1140	81	1	56	33	10	1140	1,811	12	47	25	15	1142
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	62	1	3	58	6	10	23	40	18	31	11	19	1140	58	10	40	31	19	1140	7,530	27	52	15	6	1148
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						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	194	2	5	187	8	4	95	51	57	30	27	14	1140	187	4	51	30	14	1140	10,442	24	51	17	8	1147
IEP																									
Students with an IEP	25	0	1	24	2	8	7	29	9	38	6	25	1138	24	8	29	38	25	1138	1,674	2	30	33	35	1134
All Other Students	169	2	4	163	6	4	88	54	48	29	21	13	1140	163	4	54	29	13	1140	9,068	27	54	15	4	1149
SES																									
Economically Disadvantaged Students	119	2	2	115	2	2	61	53	36	31	16	14	1140	115	2	53	31	14	1140	3,744	13	48	24	15	1142
All Other Students	75	0	3	72	6	8	34	47	21	29	11	15	1141	72	8	47	29	15	1141	6,998	29	52	14	6	1149
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	194	2	5	187	8	4	95	51	57	30	27	14	1140	187	4	51	30	14	1140	10,742	23	50	17	9	1146
Title I																									
Students Receiving Title I Services	77	0	3	74	1	1	26	35	28	38	19	26	1137	74	1	35	38	26	1137	2,616	14	49	23	14	1143
All Other Students	117	2	2	113	7	6	69	61	29	26	8	7	1142	113	6	61	26	7	1142	8,126	26	51	16	7	1147
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						230	18	60	17	6	1147
All Other Students	192	2	5	185	8	4	94	51	57	31	26	14	1140	185	4	51	31	14	1140	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.

School: Metropolitan Career Tech Ctr
District: Metropolitan Career & Tech Ctr
State: Rhode Island
Code: 60-28703

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.
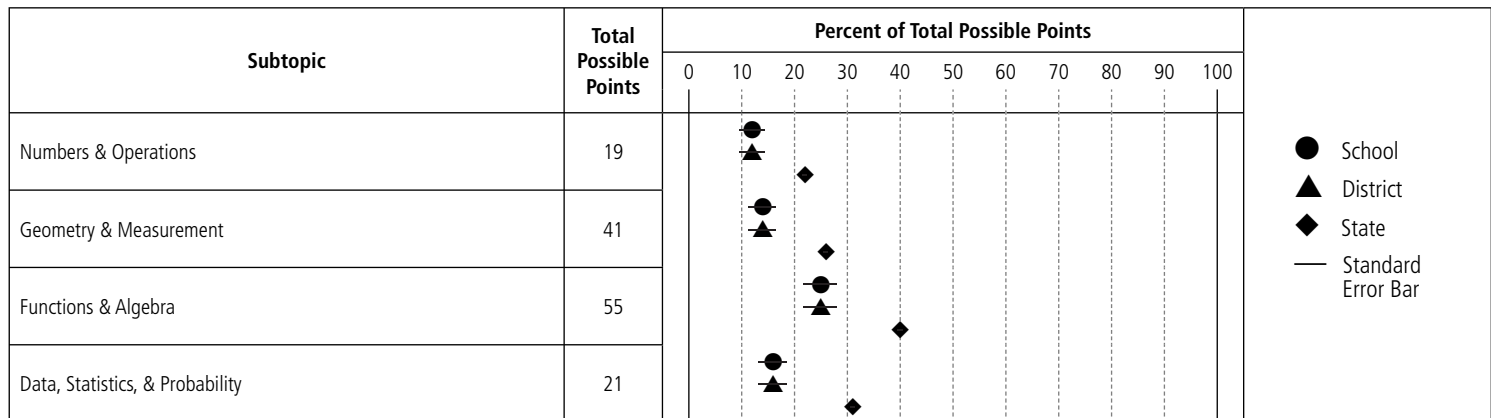
Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. 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 Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08	167	2	5	160	0	0	7	4	16	10	137	86	1125
2008-09	193	0	2	191	1	1	9	5	41	21	140	73	1129
2009-2010	**194**	**2**	**7**	**185**	**0**	**0**	**8**	**4**	**26**	**14**	**151**	**82**	**1127**
Cumulative Total	554	4	14	536	1	<1	24	4	83	15	428	80	1127
DISTRICT													
2007-08	167	2	5	160	0	0	7	4	16	10	137	86	1125
2008-09	193	0	2	191	1	1	9	5	41	21	140	73	1129
2009-2010	**194**	**2**	**7**	**185**	**0**	**0**	**8**	**4**	**26**	**14**	**151**	**82**	**1127**
Cumulative Total	554	4	14	536	1	<1	24	4	83	15	428	80	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

Subtopic	Total Possible Points	Percent of Total Possible Points
Numbers & Operations	19	
Geometry & Measurement	41	
Functions & Algebra	55	
Data, Statistics, & Probability	21	

● School
▲ District
◆ State
— Standard Error Bar

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

School: Metropolitan Career Tech Ctr
District: Metropolitan Career & Tech Ctr
State: Rhode Island
Code: 60-28703

REPORTING CATEGORIES	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	194	2	7	185	0	0	8	4	26	14	151	82	1127	185	0	4	14	82	1127	10,716	2	26	28	45	1134
Gender																									
Male	94	0	5	89	0	0	5	6	12	13	72	81	1126	89	0	6	13	81	1126	5,272	2	28	26	44	1134
Female	100	2	2	96	0	0	3	3	14	15	79	82	1127	96	0	3	15	82	1127	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	1	1										1						75	0	16	17	67	1129
Asian	0	0	0	0										0						336	4	30	26	40	1136
Black or African American	49	1	3	45	0	0	1	2	4	9	40	89	1124	45	0	2	9	89	1124	981	0	7	22	71	1128
Hispanic or Latino	81	0	0	81	0	0	4	5	11	14	66	81	1127	81	0	5	14	81	1127	1,821	<1	9	20	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	62	1	3	58	0	0	3	5	11	19	44	76	1128	58	0	5	19	76	1128	7,503	2	32	30	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						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	194	2	7	185	0	0	8	4	26	14	151	82	1127	185	0	4	14	82	1127	10,380	2	26	28	44	1134
IEP																									
Students with an IEP	25	0	1	24	0	0	0	0	1	4	23	96	1124	24	0	0	4	96	1124	1,652	0	4	10	86	1124
All Other Students	169	2	6	161	0	0	8	5	25	16	128	80	1127	161	0	5	16	80	1127	9,064	2	30	31	38	1136
SES																									
Economically Disadvantaged Students	119	2	2	115	0	0	2	2	13	11	100	87	1126	115	0	2	11	87	1126	3,742	<1	12	23	65	1130
All Other Students	75	0	5	70	0	0	6	9	13	19	51	73	1128	70	0	9	19	73	1128	6,974	2	33	30	34	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	194	2	7	185	0	0	8	4	26	14	151	82	1127	185	0	4	14	82	1127	10,716	2	26	28	45	1134
Title I																									
Students Receiving Title I Services	77	0	4	73	0	0	0	0	3	4	70	96	1124	73	0	0	4	96	1124	2,625	<1	12	22	66	1129
All Other Students	117	2	3	112	0	0	8	7	23	21	81	72	1128	112	0	7	21	72	1128	8,091	2	30	29	38	1136
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						228	3	29	32	36	1136
All Other Students	192	2	7	183	0	0	7	4	26	14	150	82	1126	183	0	4	14	82	1126	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: Metropolitan Career Tech Ctr
District: Metropolitan Career & Tech Ctr
State: Rhode Island
Code: 60-28703

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													
2007-08	167	2	4	161	0	0	27	17	102	63	32	20	4.7
2008-09	193	0	3	190	2	1	41	22	116	61	31	16	5.3
2009-2010	**194**	**2**	**4**	**188**	**2**	**1**	**75**	**40**	**90**	**48**	**21**	**11**	**6.0**
Cumulative Total	554	4	11	539	4	1	143	27	308	57	84	16	5.0
DISTRICT													
2007-08	167	2	4	161	0	0	27	17	102	63	32	20	4.7
2008-09	193	0	3	190	2	1	41	22	116	61	31	16	5.3
2009-2010	**194**	**2**	**4**	**188**	**2**	**1**	**75**	**40**	**90**	**48**	**21**	**11**	**6.0**
Cumulative Total	554	4	11	539	4	1	143	27	308	57	84	16	5.0
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

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	0	36	23	34	6	0	0
				District	0	36	23	34	6	0	0
				State	1	8	20	31	27	10	1
Informational Writing • Report • Procedure • Persuasive Essay	18		3	School	1	9	22	38	26	4	0
				District	1	9	22	38	26	4	0
				State	1	4	14	35	33	12	1
Expressive Writing • Reflective Essay	6		1	School	0	10	30	35	25	0	0
				District	0	10	30	35	25	0	0
				State	2	4	15	36	32	10	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: Metropolitan Career Tech Ctr
District: Metropolitan Career & Tech Ctr
State: Rhode Island
Code: 60-28703

REPORTING CATEGORIES	School Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Score	District Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Score	State Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Score
All Students	**194**	**2**	**4**	**188**	**2**	**1**	**75**	**40**	**90**	**48**	**21**	**11**	**6.0**	**188**	**1**	**40**	**48**	**11**	**6.0**	**10,679**	**7**	**48**	**40**	**5**	**6.7**
Gender																									
Male	94	0	4	90	1	1	37	41	40	44	12	13	6.0	90	1	41	44	13	6.0	5,248	5	43	45	7	6.4
Female	100	2	0	98	1	1	38	39	50	51	9	9	6.0	98	1	39	51	9	6.0	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										2						76	7	34	49	11	6.2
Asian	0	0	0	0										0						340	9	54	35	3	7.0
Black or African American	49	1	2	46	0	0	18	39	22	48	6	13	5.8	46	0	39	48	13	5.8	972	3	38	49	10	6.0
Hispanic or Latino	81	0	0	81	0	0	33	41	44	54	4	5	6.2	81	0	41	54	5	6.2	1,790	4	38	50	9	6.1
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	62	1	2	59	2	3	23	39	24	41	10	17	5.9	59	3	39	41	17	5.9	7,501	8	52	36	4	7.0
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	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	194	2	4	188	2	1	75	40	90	48	21	11	6.0	188	1	40	48	11	6.0	10,383	7	49	39	5	6.8
IEP																									
Students with an IEP	25	0	1	24	1	4	5	21	14	58	4	17	5.3	24	4	21	58	17	5.3	1,637	<1	20	61	19	5.0
All Other Students	169	2	3	164	1	1	70	43	76	46	17	10	6.1	164	1	43	46	10	6.1	9,042	8	53	36	3	7.0
SES																									
Economically Disadvantaged Students	119	2	1	116	0	0	46	40	58	50	12	10	6.0	116	0	40	50	10	6.0	3,710	4	39	49	8	6.2
All Other Students	75	0	3	72	2	3	29	40	32	44	9	13	6.0	72	3	40	44	13	6.0	6,969	9	53	35	4	7.0
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	194	2	4	188	2	1	75	40	90	48	21	11	6.0	188	1	40	48	11	6.0	10,679	7	48	40	5	6.7
Title I																									
Students Receiving Title I Services	77	0	2	75	1	1	18	24	40	53	16	21	5.2	75	1	24	53	21	5.2	2,588	4	40	47	9	6.2
All Other Students	117	2	2	113	1	1	57	50	50	44	5	4	6.5	113	1	50	44	4	6.5	8,091	8	51	37	4	6.9
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						227	4	47	47	3	6.6
All Other Students	192	2	4	186	2	1	75	40	89	48	20	11	6.0	186	1	40	48	11	6.0	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.