About The New England **Common Assessment Program**

ASSESSMEN

ENGLAN

This report highlights results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to \square students in New MMO 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 multiplechoice 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 GRA 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.

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

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



Fall 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

School Results

| School: | Barrington High School |
|-----------|------------------------|
| District: | Barrington |
| Code: | 01-01106 |



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Grade Level Summary Report

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

| | | | | | Numbei | • | | | | | | | Pe | ercentag | ge | | | |
|--|---------|--------|---------|---------|----------|---------|---------|--------|---------|---------|--------|---------|---------|----------|---------|---------|-------|---------|
| PARTICIPATION in NECAP | | School | | | District | | | State | | | School | | | District | | | State | |
| Students enrolled on or after October 1 | | 308 | | | 313 | | | 11,164 | | | 100 | | | 100 | | | 100 | |
| | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing |
| Students tested | 298 | 299 | 298 | 299 | 300 | 299 | 10,628 | 10,672 | 10,594 | 97 | 97 | 97 | 96 | 96 | 96 | 95 | 96 | 95 |
| With an approved accommodation | 30 | 30 | 30 | 31 | 31 | 31 | 1,745 | 2,408 | 1,172 | 10 | 10 | 10 | 10 | 10 | 10 | 16 | 23 | 11 |
| Current LEP Students | 2 | 2 | 2 | 2 | 2 | 2 | 271 | 311 | 261 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 2 |
| With an approved accommodation | 1 | 1 | 1 | 1 | 1 | 1 | 36 | 50 | 28 | 50 | 50 | 50 | 50 | 50 | 50 | 13 | 16 | 11 |
| IEP Students | 36 | 36 | 36 | 37 | 37 | 37 | 1,627 | 1,625 | 1,612 | 12 | 12 | 12 | 12 | 12 | 12 | 15 | 15 | 15 |
| With an approved accommodation | 29 | 29 | 29 | 30 | 30 | 30 | 820 | 841 | 747 | 81 | 81 | 81 | 81 | 81 | 81 | 50 | 52 | 46 |
| Students not tested in NECAP | 10 | 9 | 10 | 14 | 13 | 14 | 536 | 492 | 570 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 4 | 5 |
| State Approved | 0 | 0 | 0 | 2 | 2 | 2 | 195 | 156 | 189 | 0 | 0 | 0 | 14 | 15 | 14 | 36 | 32 | 33 |
| Alternate Assessment | 0 | 0 | 0 | 2 | 2 | 2 | 108 | 108 | 108 | | | | 100 | 100 | 100 | 55 | 69 | 57 |
| First Year LEP | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 41 | | | | 0 | 0 | 0 | 21 | 0 | 22 |
| Withdrew After October 1 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 35 | 30 | | | | 0 | 0 | 0 | 17 | 22 | 16 |
| Enrolled After October 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | | | | 0 | 0 | 0 | 1 | 0 | 1 |
| Special Consideration | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 13 | 9 | | | | 0 | 0 | 0 | 6 | 8 | 5 |
| Other | 10 | 9 | 10 | 12 | 11 | 12 | 341 | 336 | 381 | 100 | 100 | 100 | 86 | 85 | 86 | 64 | 68 | 67 |

NECAP RESULTS

| | | | | | | School | | | | | | | | | | Dist | trict | | | | | Sta | ate | | |
|---------|----------|----------------|-------------|--------|-----|--------|-----|------|-----|------|-----|------|---------------|--------|------------|------------|------------|------------|---------------|--------|------------|------------|------------|------------|---------------|
| | Enrolled | NT Approved | NT Other | Tested | Lev | el 4 | Lev | el 3 | Lev | el 2 | Lev | el 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 |
| | Ν | N | Ν | N | N | % | N | % | N | % | N | % | 1 | N | % | % | % | % | | N | % | % | % | % | |
| READING | 308 | 0 | 10 | 298 | 193 | 65 | 90 | 30 | 12 | 4 | 3 | 1 | 1157 | 299 | 65 | 30 | 4 | 1 | 1157 | 10,628 | 28 | 48 | 16 | 8 | 1147 |
| MATH | 308 | 0 | 9 | 299 | 46 | 15 | 174 | 58 | 51 | 17 | 28 | 9 | 1144 | 300 | 15 | 58 | 17 | 10 | 1144 | 10,672 | 3 | 30 | 29 | 38 | 1135 |
| WRITING | 308 | 0 | 10 | 298 | 9 | 3 | 211 | 71 | 76 | 26 | 2 | 1 | 7.3 | 299 | 3 | 71 | 26 | 1 | 7.3 | 10,594 | 1 | 50 | 44 | 5 | 6.4 |

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

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



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Reading Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

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 gradeappropriate 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 | Lev | el 4 | Lev | el 3 | Lev | el 2 | Lev | el 1 | Mean |
|----------|--|--|--|--|---|--|---|---|---|---|---|---|
| Ν | N | N | Ν | N | % | N | % | N | % | N | % | Scaled Score |
| | | | | | | | | | | | | |
| 280 | 2 | 1 | 277 | 160 | 58 | 100 | 36 | 8 | 3 | 9 | 3 | 1156 |
| 297 | 1 | 0 | 296 | 174 | 59 | 108 | 36 | 9 | 3 | 5 | 2 | 1157 |
| 308 | 0 | 10 | 298 | 193 | 65 | 90 | 30 | 12 | 4 | 3 | 1 | 1157 |
| | | | | | | | | | | | | |
| 885 | 3 | 11 | 871 | 527 | 61 | 298 | 34 | 29 | 3 | 17 | 2 | 1157 |
| | | | | | | | | | | | | |
| 280 | 2 | 1 | 277 | 160 | 58 | 100 | 36 | 8 | 3 | 9 | 3 | 1156 |
| 298 | 1 | 0 | 297 | 174 | 59 | 108 | 36 | 9 | 3 | 6 | 2 | 1157 |
| 313 | 2 | 12 | 299 | 193 | 65 | 90 | 30 | 12 | 4 | 4 | 1 | 1157 |
| | | | | | | | | | | | | |
| 891 | 5 | 13 | 873 | 527 | 60 | 298 | 34 | 29 | 3 | 19 | 2 | 1157 |
| | | | | | | | | | | | | |
| 11,203 | 179 | 340 | 10,684 | 1,909 | 18 | 5,498 | 51 | 2,125 | 20 | 1,152 | 11 | 1145 |
| 11,189 | 223 | 224 | 10,742 | 2,466 | 23 | 5,416 | 50 | 1,875 | 17 | 985 | 9 | 1146 |
| 11,164 | 195 | 341 | 10,628 | 2,964 | 28 | 5,126 | 48 | 1,688 | 16 | 850 | 8 | 1147 |
| | | | | | | | | | | | | |
| 33,556 | 597 | 905 | 32,054 | 7,339 | 23 | 16,040 | 50 | 5,688 | 18 | 2,987 | 9 | 1146 |
| | N 280 297 308 885 280 298 313 891 11,203 11,189 11,164 | N N 280 2 297 1 308 0 885 3 280 2 298 1 313 2 891 5 11,203 179 11,189 223 11,164 195 | N N N 280 2 1 297 1 0 308 0 10 885 3 11 280 2 1 297 3 0 308 0 10 885 3 11 280 2 1 298 1 0 313 2 12 891 5 13 11,203 179 340 11,189 223 224 11,164 195 341 | N N N N 280 2 1 277 297 1 0 296 308 0 10 298 885 3 11 871 280 2 1 277 298 3 11 871 280 2 1 277 298 1 0 297 313 2 12 299 891 5 13 873 11,203 179 340 10,684 11,189 223 224 10,742 11,164 195 341 10,628 | NNNN280 297 30821 0 296 174277 296 174308010298 193885311871280 298 298 121 0 297 174277 160 174280 298 298 121 0 297 174280 298 313 89121 277 12280 298 313210 297 174 29913 891513 367311,203 11,189 11,189 | NNNNN $\%$ 28021277160582971029617459308010298193658853118715276128021277160582981029717459313212299193658915138735276011,20317934010,6841,9091811,18922322410,7422,9642311,16419534110,6282,96428 | NNNNN $\frac{9}{4}$ N280212771605810029710296174591083080102981936590885311871527612982802127716058100298102971745990313212297160581008915138735276029811,20317934010,6841,909185,49811,16419534110,6282,964235,416 | NNNNNN $\%$ N280 297 30821 0277 1 0160 296 174 19358 65100 36 36 36 30088531187152761 298298 3088531187152761 298298 108280 298 298 121 0 12277 297 297 174160 58 59 108 108 36 36 36280 298 31321 0 12277 297 297 17465 59 9036 36 3689151387352760 298298 3411,203 11,189 11,189 11,164179 223 223 224340 241 34110,684 10,6281,909 2,96418 2,366 2,9645,498 2,385,1 5,016 50 48 | NNNNNNN $\%$ N $\%$ N280 297 30821 0277 0160 296 17458 59 193100 6536 36 36 308 9 308308010296 100174 296 17459 59 90108 36 3636 9 908 3088531187152761 19329834 3629280 298 298 121 0 12277 297 297160 174 19358 59 65100 36 36 3636 8 9 908 36280 298 31321 0 12277 297 297160 174 19358 65100 36 3636 8 9 901289151387352760 29829834 2911,203 11,189 11,164179 223 223 195340 24 24 24 34110,684 10,742 2,9641,909 2,866 2,96418 2,885,498 5,12651 50 4,882,125 1,875 | NNNNNN%N%N%280 297 30821 0277 0160 296 29858 193100 6536 9036 36 9088 36 93 30836 988 3 30836 988 3 30830 1212 488531187152761 193298 6530 9030 3012 4488531187152761 193298 653429 33280 298 31321 0 12277 160 297160 174 19358 65100 108 36 36 36 9036 36 36 36 98 3 3 3280 298 298 31321 207 12277 297 299160 19358 65 90100 36 36 36 36 936 36 36 9 3333 3012 4891513 244873527 27 60298 29834 29311,203 11,189 11,164179 223340 224 234110,684 10,742 2,9641,909 2,866 2,96418 2,885,416 50 5,12651 482,125 1,875 1,875 1,68820 17 17 | NNNNNN%N%N%280 297 30821 10 0277 296 100160 174 29858 193100 6536 908 36 308 3 33 3 3 39 3 3 3 388531187152761 19329834 29829 33 317280 298 298 1121 0 02777 297 297160 174 15958 100 10836 36 36 9 908 3 33 3 39 3 3 3280 298 298 313 313 22 121 277 297 297 193160 65 59 19058 30 30100 36 36 36 36 36 308 3 3 3 3 3 33 3 3 3 3280 298 313 31321 277 0 297 299160 19358 65 301000 36 3036 36 36 36 308 3 3 3 3 33 3 3 3 3280 298 313 313213 3873 3 527600 298298 3434 29 3 31911,203 11,164179 223 23 341340 246 10,742 2,4661,909 23 2,96418 248 246 23 24665,126 2485,126 481,688 1,68816 6 | NNNNNN \mathbb{N} N |

| | Total | | | F | Percen | nt of To | otal Po | ssible | Point | s | | | | |
|---------------------------|--------------------|---|----|----|--------|----------|---------|--------|-------|----|----|---------|--|--|
| Subtopic | Possible Points | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | | |
| Word ID/Vocabulary | 20 | | | | | | | | • | | • | | | |
| Type of Text | | | | | | | | | | | | | School | |
| Literary | 42 | | | | | | | ٠ | | - | | | DistrictState | |
| Informational | 42 | | | | | | | ٠ | - | - | | | - Standard Error Bar | |
| Level of Comprehension | | | | | | | | | | | | | | |
| Initial Understanding | 31 | | | | | | | | • | * | | | | |
| Analysis & Interpretation | 53 | | | | | | | • | * | | | | | |



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Disaggregated Reading Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

| | | | | | | Scho | ol | | | | | | | | | Dist | rict | | | | | Sta | ate | | |
|--|-----------------|----------------|--------------|-----------------|-----------|----------|----------|------------|--------|---------|----------|--------|----------------|-----------------|------------|------------|------------|------------|----------------|---|----------------|----------------|----------------|---------------|----------------------|
| REPORTING CATEGORIES | Enrolled | NT Approved | NT Other | Tested | Lev | el 4 | Lev | vel 3 | Lev | vel 2 | Lev | el 1 | Mean Scaled | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled |
| | N | N | N | N | N | % | N | % | N | % | N | % | Score | N | % | % | % | % | Score | N | % | % | % | % | Score |
| All Students | 308 | 0 | 10 | 298 | 193 | 65 | 90 | 30 | 12 | 4 | 3 | 1 | 1157 | 299 | 65 | 30 | 4 | 1 | 1157 | 10,628 | 28 | 48 | 16 | 8 | 1147 |
| Gender | 100 | | | | | 50 | 50 | 26 | | _ | | | | | | 26 | _ | | | 5.004 | | 50 | 10 | 10 | |
| Male Female Not Reported | 162 146 0 | 0 0 0 | 1 9 0 | 161 137 0 | 93 100 | 58 73 | 58 32 | 36 23 | 8 4 | 5 3 | 2 | 1 | 1155 1160 | 162 137 0 | 57 73 | 36 23 | 5 3 | 2 1 | 1155 1160 | 5,364 5,255 9 | 22 34 | 50 46 | 18 14 | 10 6 | 1145 1149 |
| Race/Ethnicity Hispanic or Latino | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 1,803 | 11 | 48 | 24 | 17 | 1141 |
| Not Hispanic or Latino | | | | | | | | | | | | | | _ | | | | | | <u> </u> | | | | | |
| American Indian or Alaskan Native Asian Black or African American | 0 6 3 | 0 0 0 | 0 0 0 | 0 6 3 | | | | | | | | | | 0 6 3 | | | | | | 63 288 862 | 16 26 11 | 41 52 46 | 30 18 27 | 13 4 15 | 1142 1148 1141 |
| Native Hawaiian or Pacific Islander White | 0 294 | 0 | 0 9 | 0 285 | 185 | 65 | 87 | 31 | 11 | 4 | 2 | 1 | 1157 | 0 286 | 65 | 30 | 4 | 1 | 1157 | 30 7,343 | 3 34 | 53 49 | 23 12 | 20 5 | 1140 1150 |
| Two or more races No Race/Ethnicity Reported | 1 | 0 | 0 1 | 1 0 | 105 | | | 51 | | | - | | 1157 | 1 0 | 0.5 | 50 | | | 1157 | 166 73 | 28 5 | 47 19 | 20 38 | 5 37 | 1147 1134 |
| LEP Status Current LEP student | 2 | 0 | 0 | 2 | | | | | | | | | | 2 | | | | | | 271 | 1 | 18 | 32 | 48 | 1131 |
| Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 All Other Students | 0 0 306 | 0 0 0 | 0 0 10 | 0 0 296 | 193 | 65 | 89 | 30 | 11 | 4 | 3 | 1 | 1157 | 0 0 297 | 65 | 30 | 4 | 1 | 1157 | 26 32 10,299 | 0 3 29 | 54 53 49 | 38 38 15 | 8 6 7 | 1140 1141 1148 |
| | 500 | Ĵ | 10 | 250 | | | | | | | | | 1157 | | 0.5 | | | | | 10,200 | 25 | 13 | | ŕ | |
| IEP Students with an IEP All Other Students | 37 271 | 0 0 | 1 9 | 36 262 | 8 185 | 22 71 | 19 71 | 53 27 | 6 6 | 17 2 | 3 0 | 8 0 | 1147 1159 | 37 262 | 22 71 | 51 27 | 16 2 | 11 0 | 1146 1159 | 1,627 9,001 | 4 32 | 32 51 | 33 13 | 31 4 | 1135 1149 |
| SES Economically Disadvantaged Students | 11 | 0 | 0 | 11 | 3 | 27 | 5 | 45 | 3 | 27 | 0 | 0 | 1146 | 11 | 27 | 45 | 27 | 0 | 1146 | 3,762 | 13 | 49 | 24 | 14 | 1142 |
| All Other Students | 297 | 0 | 10 | 287 | 190 | 66 | 85 | 30 | 9 | 3 | 3 | 1 | 1158 | 288 | 66 | 30 | 3 | 1 | 1158 | 6,866 | 36 | 43 | 11 | 5 | 1150 |
| Migrant Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| All Other Students | 308 | 0 | 10 | 298 | 193 | 65 | 90 | 30 | 12 | 4 | 3 | 1 | 1157 | 299 | 65 | 30 | 4 | 1 | 1157 | 10,628 | 28 | 48 | 16 | 8 | 1147 |
| Title I Students Receiving Title I Services All Other Students | 0 308 | 0 | 0 10 | 0 298 | 193 | 65 | 90 | 30 | 12 | 4 | 3 | 1 | 1157 | 0 299 | 65 | 30 | 4 | 1 | 1157 | 2,652 7,976 | 13 33 | 48 48 | 25 13 | 15 6 | 1142 1149 |
| | 500 | | 10 | 250 | | | | 50 | | | | | | | | | | | | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | 10 | | Ŭ | |
| 504 Plan Students with a 504 Plan All Other Students | 7 301 | 0 0 | 0 10 | 7 291 | 189 | 65 | 88 | 30 | 11 | 4 | 3 | 1 | 1157 | 7 292 | 65 | 30 | 4 | 1 | 1157 | 250 10,378 | 30 28 | 55 48 | 12 16 | 3 8 | 1149 1147 |
| Level 4 - Proficient with Distinction: | | | | l Destall D | [[] | | | i Latar | | | C | | | | | i | | i. | | I | <u> </u> | | i | | |

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



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Mathematics Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

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 | Lev | el 4 | Lev | el 3 | Lev | el 2 | Lev | el 1 | Mean |
|---------------------|----------|-------------|----------|--------|-----|------|-------|------|-------|------|--------|------|-----------------|
| | Ν | N | Ν | N | N | % | N | % | N | % | N | % | Scaled Score |
| SCHOOL | | | | | | | | | | | | | |
| 2008-09 | 280 | 3 | 1 | 276 | 29 | 11 | 166 | 60 | 61 | 22 | 20 | 7 | 1143 |
| 2009-10 | 297 | 1 | 0 | 296 | 29 | 10 | 166 | 56 | 65 | 22 | 36 | 12 | 1143 |
| 2010-11 | 308 | 0 | 9 | 299 | 46 | 15 | 174 | 58 | 51 | 17 | 28 | 9 | 1144 |
| Cumulative | | | | | | | | | | | | | |
| Total | 885 | 4 | 10 | 871 | 104 | 12 | 506 | 58 | 177 | 20 | 84 | 10 | 1143 |
| DISTRICT | | | | | | | | | | | | | |
| 2008-09 | 280 | 3 | 1 | 276 | 29 | 11 | 166 | 60 | 61 | 22 | 20 | 7 | 1143 |
| 2009-10 | 298 | 1 | 0 | 297 | 29 | 10 | 166 | 56 | 65 | 22 | 37 | 12 | 1143 |
| 2010-11 | 313 | 2 | 11 | 300 | 46 | 15 | 174 | 58 | 51 | 17 | 29 | 10 | 1144 |
| Cumulative | | | | | | | | | | | | | |
| Total | 891 | 6 | 12 | 873 | 104 | 12 | 506 | 58 | 177 | 20 | 86 | 10 | 1143 |
| STATE | | | | | | | | | | | | | |
| 2008-09 | 11,203 | 161 | 343 | 10,699 | 155 | 1 | 2,739 | 26 | 3,007 | 28 | 4,798 | 45 | 1134 |
| 2009-10 | 11,189 | 195 | 278 | 10,716 | 181 | 2 | 2,748 | 26 | 2,958 | 28 | 4,829 | 45 | 1134 |
| 2010-11 | 11,164 | 156 | 336 | 10,672 | 272 | 3 | 3,224 | 30 | 3,094 | 29 | 4,082 | 38 | 1135 |
| Cumulative Total | 33,556 | 512 | 957 | 32,087 | 608 | 2 | 8,711 | 27 | 9,059 | 28 | 13,709 | 43 | 1134 |
| 10101 | 0,00 | 512 | 551 | 52,007 | 000 | Z | 0,711 | 21 | 5,055 | 20 | 15,705 | -J | 1134 |

| | Total | | | | Percen | t of To | otal Po | ssible | Point | s | | | |
|---------------------------------|--------------------|---|----|----|--------|---------|---------|--------|--------|----|----|-----|---|
| Subtopic | Possible Points | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |
| Numbers & Operations | 19 | | | | • | - | • | | | | | | SchoolDistrict |
| Geometry & Measurement | 41 | | | | • | | - | - | | | | | ♦ State |
| Functions & Algebra | 55 | | | | | • | | - | ► ► | | | | Standard Error Bar |
| Data, Statistics, & Probability | 21 | | | | | • | | | | | | | |



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

| | | | | | | Scho | ol | | | | | | | | | Dist | rict | | | | | Sta | ate | | |
|--|-----------|----------------|-------------|-----------|---------|----------|----------|----------|---------|---------|---------|---------|----------------|-----------|------------|------------|------------|------------|----------------|----------------|------------|------------|------------|------------|----------------|
| REPORTING CATEGORIES | Enrolled | NT Approved | NT Other | Tested | Lev | el 4 | Lev | vel 3 | Lev | vel 2 | Lev | el 1 | Mean Scaled | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled |
| | N | N | N | N | N | % | N | % | N | % | N | % | Score | N | % | % | % | % | Score | N | % | % | % | % | Score |
| All Students | 308 | 0 | 9 | 299 | 46 | 15 | 174 | 58 | 51 | 17 | 28 | 9 | 1144 | 300 | 15 | 58 | 17 | 10 | 1144 | 10,672 | 3 | 30 | 29 | 38 | 1135 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 162 | 0 | 0 | 162 | 31 | 19 | 89 | 55 | 30 | 19 | 12 | 7 | 1145 | 163 | 19 | 55 | 18 | 8 | 1144 | 5,386 | 3 | 31 | 28 | 38 | 1135 |
| Female Not Reported | 146 0 | 0 | 9 0 | 137 0 | 15 | 11 | 85 | 62 | 21 | 15 | 16 | 12 | 1143 | 137 0 | 11 | 62 | 15 | 12 | 1143 | 5,277 9 | 2 | 29 | 30 | 39 | 1135 |
| Race/Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 1,837 | <1 | 13 | 25 | 62 | 1129 |
| Not Hispanic or Latino American Indian or Alaskan Native | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 64 | 2 | 14 | 28 | 56 | 1132 |
| Asian | 6 | 0 | 0 | 6 | | | | | | | | | | 6 | | | | | | 293 | 4 | 33 | 31 | 32 | 1137 |
| Black or African American | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 865 | <1 | 12 | 24 | 63 | 1129 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | 45 | 1.00 | 50 | 50 | 10 | 25 | | | 0 | 45 | 50 | 47 | | | 29 | 0 | 21 | 24 | 55 | 1129 |
| White Two or more races | 294 | 0 | 9 | 285 | 44 | 15 | 166 | 58 | 50 | 18 | 25 | 9 | 1144 | 286 | 15 | 58 | 17 | 9 | 1144 | 7,342 166 | 3 | 37 23 | 31 31 | 29 45 | 1137 1135 |
| No Race/Ethnicity Reported | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 76 | 0 | 8 | 13 | 43 79 | 1124 |
| LEP Status | | | | | | | | | | | | | | | | | | | | | | | | | |
| Current LEP student | 2 | 0 | 0 | 2 | | | | | | | | | | 2 | | | | | | 311 | 0 | 3 | 9 | 89 | 1122 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 26 | 0 | 8 | 15 | 77 | 1130 |
| Former LEP student - monitoring year 2 All Other Students | 0 306 | 0 | 0 9 | 0 297 | 46 | 15 | 174 | 59 | 49 | 16 | 28 | 9 | 1144 | 0 298 | 15 | 58 | 16 | 10 | 1144 | 33 10,302 | 0 3 | 12 31 | 24 30 | 64 37 | 1130 1135 |
| IEP | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 37 | 0 | 1 | 36 | 0 | 0 | 11 | 31 | 11 | 31 | 14 | 39 | 1135 | 37 | 0 | 30 | 30 | 41 | 1134 | 1,625 | 0 | 6 | 13 | 81 | 1124 |
| All Other Students | 271 | 0 | 8 | 263 | 46 | 17 | 163 | 62 | 40 | 15 | 14 | 5 | 1145 | 263 | 17 | 62 | 15 | 5 | 1145 | 9,047 | 3 | 35 | 32 | 31 | 1137 |
| SES | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students All Other Students | 11 297 | 0 | 0 9 | 11 288 | 3 43 | 27 15 | 2 172 | 18 60 | 1 50 | 9 17 | 5 23 | 45 8 | 1140 1144 | 11 289 | 27 15 | 18 60 | 9 17 | 45 8 | 1140 1144 | 3,794 6,878 | 1 4 | 16 38 | 27 30 | 56 28 | 1131 1137 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | 1 | | |
| All Other Students | 308 | 0 | 9 | 299 | 46 | 15 | 174 | 58 | 51 | 17 | 28 | 9 | 1144 | 300 | 15 | 58 | 17 | 10 | 1144 | 10,672 | 3 | 30 | 29 | 38 | 1135 |
| Title I | | | | | | | | | | | | | | | | | | | | 2.000 | | 15 | 25 | 60 | 1120 |
| Students Receiving Title I Services All Other Students | 0 308 | 0 | 0 9 | 0 299 | 46 | 15 | 174 | 58 | 51 | 17 | 28 | 9 | 1144 | 0 300 | 15 | 58 | 17 | 10 | 1144 | 2,680 7,992 | 1 | 15 35 | 25 30 | 60 31 | 1130 1137 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 7 | 0 | 0 | 7 | | | | | | | | | | 7 | | | | | | 250 | 4 | 32 | 37 | 27 | 1137 |
| All Other Students | 301 | 0 | 9 | 292 | 44 | 15 | 172 | 59 | 49 | 17 | 27 | 9 | 1144 | 293 | 15 | 59 | 17 | 10 | 1144 | 10,422 | 3 | 30 | 29 | 39 | 1135 |
| aval 4 - Proficient with Dictinction | | | | | | | | | | | | | | | | | | | | | | 1 | | | |

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



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

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 | Leve | el 4 | Lev | el 3 | Lev | el 2 | Lev | el 1 | Mean |
|------------|----------|-------------|----------|--------|-------|------|--------|------|--------|------|-------|------|-------|
| | Ν | N | Ν | Ν | Ν | % | N | % | N | % | N | % | Score |
| SCHOOL | | | | | | | | | | | | | |
| 2008-09 | 280 | 2 | 3 | 275 | 44 | 16 | 165 | 60 | 61 | 22 | 5 | 2 | 7.7 |
| 2009-10 | 297 | 1 | 0 | 296 | 38 | 13 | 172 | 58 | 83 | 28 | 3 | 1 | 7.6 |
| 2010-11 | 308 | 0 | 10 | 298 | 9 | 3 | 211 | 71 | 76 | 26 | 2 | 1 | 7.3 |
| Cumulative | | | | | | | | | | | | | |
| Total | 885 | 3 | 13 | 869 | 91 | 10 | 548 | 63 | 220 | 25 | 10 | 1 | 7.5 |
| DISTRICT | | | | | | | | | | | | | |
| 2008-09 | 280 | 2 | 3 | 275 | 44 | 16 | 165 | 60 | 61 | 22 | 5 | 2 | 7.7 |
| 2009-10 | 298 | 1 | 0 | 297 | 38 | 13 | 172 | 58 | 83 | 28 | 4 | 1 | 7.5 |
| 2010-11 | 313 | 2 | 12 | 299 | 9 | 3 | 211 | 71 | 77 | 26 | 2 | 1 | 7.3 |
| Cumulative | | | | | | | | | | | | | |
| Total | 891 | 5 | 15 | 871 | 91 | 10 | 548 | 63 | 221 | 25 | 11 | 1 | 7.5 |
| STATE | | | | | | | | | | | | | |
| 2008-09 | 11,203 | 156 | 378 | 10,669 | 403 | 4 | 4,023 | 38 | 5,322 | 50 | 921 | 9 | 6.1 |
| 2009-10 | 11,189 | 221 | 289 | 10,679 | 742 | 7 | 5,124 | 48 | 4,253 | 40 | 560 | 5 | 6.7 |
| 2010-11 | 11,164 | 189 | 381 | 10,594 | 119 | 1 | 5,269 | 50 | 4,680 | 44 | 526 | 5 | 6.4 |
| Cumulative | | | | | | | | | | | | | |
| Total | 33,556 | 566 | 1,048 | 31,942 | 1,264 | 4 | 14,416 | 45 | 14,255 | 45 | 2,007 | 6 | 6.4 |

| | Types of Writing Reported in the Results Above |
|---------|---|
| 2008-09 | Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic. |
| 2009-10 | 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. |
| 2010-11 | Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea. |



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011 **Writing Results**

School: Barrington High School **District:** Barrington State: Rhode Island Code: 01-01106

| | A | /erage | Score | e Co | ompariso | n by | Туре с | of Writ | ing§ | | | | | | | |
|---|----------------|------------------|---------------|------|----------|------|------------------|---------------|---------|---|----|------------------|---------------|------|---|----|
| Turne of Muriting | | | | Sch | ool | | | [| Distric | t | | | | Stat | e | |
| Type of Writing | Tested | Number Tested | Mean Score | 0 | 7 | 12 | Number Tested | Mean Score | 0 | 7 | 12 | Number Tested | Mean Score | 0 | 7 | 12 |
| Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea. | 2010-11 (C) | 298 | 7.3 | | • | | 299 | 7.3 | | • | | 10,594 | 6.4 | | | |
| | 2009-10 | 36 | 7.7 | | - | - | 36 | 7.7 | | - | • | 1,339 | 6.5 | | | |
| Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, | 2010-11 | 38 | 6.7 | | • | | 38 | 6.7 | | • | | 1,327 | 6.2 | | | |
| or other elements within a piece of literature or informational text. | 2009-10 | 37 | 7.5 | | | - | 37 | 7.5 | | | - | 1,323 | 6.2 | | | |
| Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, | 2010-11 | 39 | 6.9 | | • | | 39 | 6.9 | | • | | 1,313 | 6.3 | | | |
| or other elements within a piece of literature or informational text. | 2009-10 | 36 | 7.2 | | | - | 37 | 7 | | - | | 1,321 | 6.2 | | - | |
| Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea. | 2010-11 | 38 | 7.4 | | • | | 38 | 7.4 | | • | | 1,321 | 6.6 | | | |
| or a personal experience, benet, or laca. | 2009-10 | 36 | 7.7 | | - | - | 36 | 7.7 | | - | • | 1,339 | 6.5 | | | |
| Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic. | 2010-11 | 38 | 7.6 | | • | | 38 | 7.6 | | • | | 1,328 | 6.6 | | - | |
| | 2009-10 | 37 | 8 | | - | - | 37 | 8 | | | • | 1,337 | 6.8 | | - | |
| Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a | 2010-11 | 37 | 7.4 | | • | | 37 | 7.4 | | • | | 1,340 | 6.6 | | - | |
| certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience. | 2009-10 | 38 | 7.9 | | | - | 38 | 7.9 | | - | • | 1,326 | 6.6 | | - | |

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

The \bigcirc shows this year's score and the black bar (______) shows the range where most students in this sample scored. The \blacktriangle shows last year's score and the gray bar (______) shows the range where most students in this sample scored.

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

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

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



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

| | | | Score Dis | tribution | | | | Scoring Rubric | | | | | | | |
|-------|-------|-------|-----------|-----------|------|-------|-------|----------------|---|--|--|--|--|--|--|
| Total | Score | Score | Sch | ool | Dist | trict | State | | • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the write | | | | | | |
| Score | 1 | 2 | Ν | % | Ν | % | /0 | 6 | 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 | | | | | | |
| 12 | 6 | 6 | 0 | 0 | 0 | 0 | <1 | | purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout | | | | | | |
| 11 | 6 | 5 | 1 | <1 | 1 | <1 | <1 | 5 | details are relevant and support purpose; details are sufficiently elaborated structure; uses language to enhance meaning consistent application of the rules of grade-level grammar, usage, and mechanics | | | | | | |
| 10 | 5 | 5 | 8 | 3 | 8 | 3 | 1 | | purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent | | | | | | |
| 9 | 5 | 4 | 17 | 6 | 17 | 6 | 3 | 4 | • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics | | | | | | |
| 8 | 4 | 4 | 129 | 43 | 129 | 43 | 27 | | writing has a general purpose • some sense of organization; may have lapses in coherence | | | | | | |
| 7 | 4 | 3 | 65 | 22 | 65 | 22 | 20 | 3 | 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 | | | | | | |
| 6 | 3 | 3 | 63 | 21 | 64 | 21 | 29 | | attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence | | | | | | |
| 5 | 3 | 2 | 8 | 3 | 8 | 3 | 8 | 2 | generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting | | | | | | |
| 4 | 2 | 2 | 5 | 2 | 5 | 2 | 7 | | lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random | | | | | | |
| 3 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout | | | | | | |
| 2 | 1 | 1 | 1 | <1 | 1 | <1 | 2 | 0 | | | | | | | |
| 0 | 0 | 0 | 1 | <1 | 1 | <1 | 2 | | Response is totally incorrect or irrelevant. | | | | | | |

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



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Disaggregated Writing Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

| | School | | | | | | | | | | | | | State | | | | | | | | | | | |
|--|----------|----------------|-------------|----------|---------|-----|---------|----|---------|----|---------|---|---------------|----------|------------|------------|------------|------------|---------------|--------------|------------|------------|------------|------------|---------------|
| 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 | % | 1 | N | % | % | % | % | 1 | N | % | % | % | % | 1 |
| All Students | 308 | 0 | 10 | 298 | 9 | 3 | 211 | 71 | 76 | 26 | 2 | 1 | 7.3 | 299 | 3 | 71 | 26 | 1 | 7.3 | 10,594 | 1 | 50 | 44 | 5 | 6.4 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 162 | 0 | 1 | 161 | 5 | 3 | 106 | 66 | 49 | 30 | 1 | 1 | 7.2 | 162 | 3 | 65 | 31 | 1 | 7.2 | 5,339 | 1 | 43 | 49 | 6 | 6.2 |
| Female | 146 | 0 | 9 | 137 | 4 | 3 | 105 | 77 | 27 | 20 | 1 | 1 | 7.4 | 137 | 3 | 77 | 20 | 1 | 7.4 | 5,246 | 1 | 56 | 39 | 3 | 6.7 |
| Not Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 9 | | | | | |
| Race/Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 1,784 | <1 | 37 | 52 | 11 | 5.8 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | , , | | | | | |
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 64 | 2 | 42 | 45 | 11 | 6.0 |
| Asian | 6 | 0 | 0 | 6 | | | | | | | | | | 6 | | | | | | 288 | 2 | 54 | 41 | 3 | 6.6 |
| Black or African American | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 852 | 1 | 34 | 56 | 10 | 5.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | | | | | 1 | | | | 0 | | | | | | 30 | 0 | 17 | 70 | 13 | 5.2 |
| White | 294 | 0 | 9 | 285 | 8 | 3 | 203 | 71 | 72 | 25 | 2 | 1 | 7.3 | 286 | 3 | 71 | 26 | 1 | 7.3 | 7,342 | 1 | 55 | 41 | 3 | 6.7 |
| Two or more races | 1 | 0 | 0 | 1 | | | 200 | | | | - | | /.5 | 1 | | | 20 | | / | 166 | 1 | 41 | 55 | 3 | 6.3 |
| No Race/Ethnicity Reported | 1 | Ő | 1 | 0 | | | | | | | | | | 0 | | | | | | 68 | 0 | 18 | 47 | 35 | 4.4 |
| LEP Status | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 0 | 0 | 2 | | | | | | 1 | | | | | | | | | | 261 | | 11 | - FO | 20 | 27 |
| Current LEP student | - | 0 | 0 | 2 | | | | | | | | | | 2 | | | | | | 261 26 | 0 | 11 | 50 65 | 39 | 3.7 |
| Former LEP student - monitoring year 1 | 0 | | | | | | | | | | | | | | | | | | | | 1 | 27 | | 8 | 5.7 |
| Former LEP student - monitoring year 2 All Other Students | 0 306 | 0 | 0 10 | 0 296 | 9 | 3 | 210 | 71 | 75 | 25 | 2 | 1 | 7.3 | 0 297 | 3 | 71 | 26 | 1 | 7.3 | 33 10,274 | 0 | 24 51 | 70 44 | 6 4 | 5.7 6.5 |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP | | | | 2.6 | | | | | | | | | | | | | | - | | | | | | | |
| Students with an IEP | 37 | 0 | 1 | 36 | 1 | 3 | 18 | 50 | 15 | 42 | 2 | 6 | 6.7 | 37 | 3 | 49 | 43 | 5 | 6.6 | 1,612 | <1 | 18 | 64 | 18 | 4.9 |
| All Other Students | 271 | 0 | 9 | 262 | 8 | 3 | 193 | 74 | 61 | 23 | 0 | 0 | 7.4 | 262 | 3 | 74 | 23 | 0 | 7.4 | 8,982 | 1 | 55 | 41 | 3 | 6.7 |
| SES | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 11 | 0 | 0 | 11 | 1 | 9 | 6 | 55 | 4 | 36 | 0 | 0 | 7.2 | 11 | 9 | 55 | 36 | 0 | 7.2 | 3,740 | <1 | 37 | 54 | 8 | 5.9 |
| All Other Students | 297 | 0 | 10 | 287 | 8 | 3 | 205 | 71 | 72 | 25 | 2 | 1 | 7.3 | 288 | 3 | 71 | 25 | 1 | 7.3 | 6,854 | 1 | 57 | 39 | 3 | 6.7 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | 1 | | | | 0 | | | | | | 0 | | | 1 | | |
| All Other Students | 308 | 0 | 10 | 298 | 9 | 3 | 211 | 71 | 76 | 26 | 2 | 1 | 7.3 | 299 | 3 | 71 | 26 | 1 | 7.3 | 10,594 | 1 | 50 | 44 | 5 | 6.4 |
| Title I | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 0 | 0 | 0 | 0 | | 1 | | | | 1 | | 1 | | 0 | | | | | | 2,623 | <1 | 37 | 52 | 10 | 5.8 |
| All Other Students | 308 | 0 | 10 | 298 | 9 | 3 | 211 | 71 | 76 | 26 | 2 | 1 | 7.3 | 299 | 3 | 71 | 26 | 1 | 7.3 | 7,971 | 1 | 54 | 42 | 3 | 6.6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| 504 Plan | 7 | 0 | 0 | 7 | | | | | | | | | | 7 | | | | | | 250 | 2 | E1 | 16 | 2 | 67 |
| Students with a 504 Plan | 301 | 0 | 0 10 | 291 | 9 | 3 | 206 | 71 | 74 | 25 | | 1 | 7.2 | 202 | _ | 71 | 26 | 1 | 7.2 | 250 | 2 | 51 | 46 44 | 2 | 6.7 |
| All Other Students | 10501 | U U | 10 | 291 | 9 | : 3 | 206 | 71 | 74 | 25 | 2 | 1 | 7.3 | 292 | 3 | 71 | 26 | : I | 7.3 | 10,344 | | 50 | 44 | ; 5 | 6.4 |

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