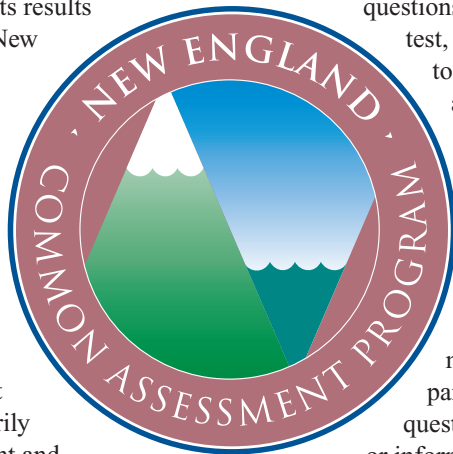


About The New England Common Assessment Program

This report highlights results from the Fall 2010 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 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

District Results

District: Central Falls

Code: 04



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

District: Central Falls
State: Rhode Island
Code: 04

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1				204			11,164						100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				181	180	179	10,628	10,672	10,594				89	88	88	95	96	95
With an approved accommodation				4	5	4	1,745	2,408	1,172				2	3	2	16	23	11
Current LEP Students				27	27	27	271	311	261				15	15	15	3	3	2
With an approved accommodation				0	0	0	36	50	28				0	0	0	13	16	11
IEP Students				45	43	43	1,627	1,625	1,612				25	24	24	15	15	15
With an approved accommodation				4	4	4	820	841	747				9	9	9	50	52	46
Students not tested in NECAP				23	24	25	536	492	570				11	12	12	5	4	5
State Approved				4	3	4	195	156	189				17	13	16	36	32	33
Alternate Assessment				3	3	3	108	108	108				75	100	75	55	69	57
First Year LEP				1	0	1	40	0	41				25	0	25	21	0	22
Withdrew After October 1				0	0	0	34	35	30				0	0	0	17	22	16
Enrolled After October 1				0	0	0	1	0	1				0	0	0	1	0	1
Special Consideration				0	0	0	12	13	9				0	0	0	6	8	5
Other				19	21	21	341	336	381				83	88	84	64	68	67

NECAP RESULTS

	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	204	4	19	181	11	6	68	38	64	35	38	21	1138	10,628	28	48	16	8	1147						
MATH	204	3	21	180	0	0	14	8	33	18	133	74	1128	10,672	3	30	29	38	1135						
WRITING	204	4	21	179	0	0	41	23	110	61	28	16	5.3	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

District: Central Falls
State: Rhode Island
Code: 04

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.

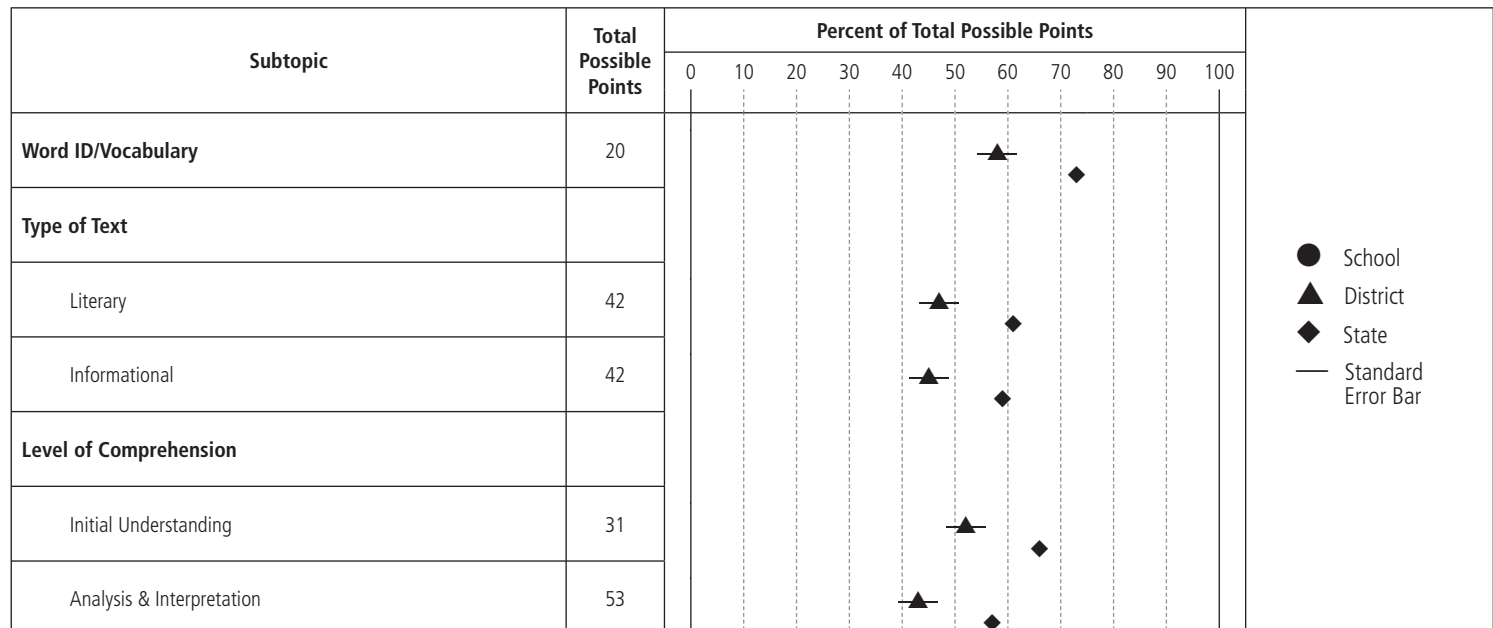
Partially Proficient (Level 2)

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 Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	203 210 204 617	3 4 4 11	15 2 19 36	185 204 181 570	9 17 11 37	5 8 6 6	73 95 68 236	39 47 38 41	53 59 64 176	29 29 35 31	50 33 38 121	27 16 21 21	1137 1140 1138 1138
STATE 2008-09 2009-10 2010-11 Cumulative Total	11,203 11,189 11,164 33,556	179 223 195 597	340 224 341 905	10,684 10,742 10,628 32,054	1,909 2,466 2,964 7,339	18 23 28 23	5,498 5,416 5,126 16,040	51 50 48 50	2,125 1,875 1,688 5,688	20 17 16 18	1,152 985 850 2,987	11 9 8 9	1145 1146 1147 1146





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

District: Central Falls
State: Rhode Island
Code: 04

REPORTING CATEGORIES	District													State											
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%	N	%	%	%	%	N	
All Students	204	4	19	181	11	6	68	38	64	35	38	21	1138	10,628	28	48	16	8	1147						
Gender																									
Male	109	1	15	93	3	3	33	35	32	34	25	27	1136	5,364	22	50	18	10	1145						
Female	93	3	4	86	7	8	34	40	32	37	13	15	1140	5,255	34	46	14	6	1149						
Not Reported	2	0	0	2										9											
Race/Ethnicity																									
Hispanic or Latino	146	3	13	130	9	7	51	39	45	35	25	19	1139	1,803	11	48	24	17	1141						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										63	16	41	30	13	1142						
Asian	0	0	0	0										288	26	52	18	4	1148						
Black or African American	0	0	0	0										862	11	46	27	15	1141						
Native Hawaiian or Pacific Islander	0	0	0	0										30	3	53	23	20	1140						
White	47	1	4	42	1	2	16	38	16	38	9	21	1137	7,343	34	49	12	5	1150						
Two or more races	2	0	2	0										166	28	47	20	5	1147						
No Race/Ethnicity Reported	8	0	0	8										73	5	19	38	37	1134						
LEP Status																									
Current LEP student	28	0	1	27	0	0	3	11	11	41	13	48	1131	271	1	18	32	48	1131						
Former LEP student - monitoring year 1	0	0	0	0										26	0	54	38	8	1140						
Former LEP student - monitoring year 2	0	0	0	0										32	3	53	38	6	1141						
All Other Students	176	4	18	154	11	7	65	42	53	34	25	16	1140	10,299	29	49	15	7	1148						
IEP																									
Students with an IEP	59	3	11	45	0	0	6	13	17	38	22	49	1130	1,627	4	32	33	31	1135						
All Other Students	145	1	8	136	11	8	62	46	47	35	16	12	1141	9,001	32	51	13	4	1149						
SES																									
Economically Disadvantaged Students	121	3	8	110	7	6	41	37	37	34	25	23	1138	3,762	13	49	24	14	1142						
All Other Students	83	1	11	71	4	6	27	38	27	38	13	18	1138	6,866	36	48	11	5	1150						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	204	4	19	181	11	6	68	38	64	35	38	21	1138	10,628	28	48	16	8	1147						
Title I																									
Students Receiving Title I Services	201	4	19	178	10	6	67	38	63	35	38	21	1138	2,652	13	48	25	15	1142						
All Other Students	3	0	0	3										7,976	33	48	13	6	1149						
504 Plan																									
Students with a 504 Plan	2	0	0	2										250	30	55	12	3	1149						
All Other Students	202	4	19	179	11	6	68	38	64	36	36	20	1138	10,378	28	48	16	8	1147						

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

District: Central Falls
State: Rhode Island
Code: 04

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.

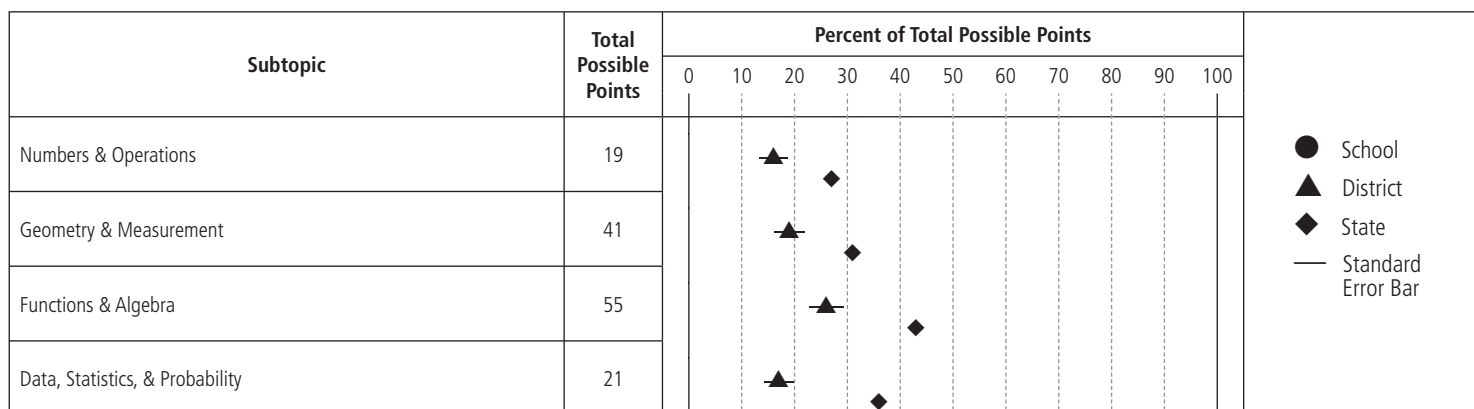
Partially Proficient (Level 2)

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 Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	203 210 204 617	2 4 3 9	16 3 21 40	185 203 180 568	0 0 0 0	0 0 0 0	7 15 14 36	4 7 8 6	42 33 33 108	23 16 18 19	136 155 133 424	74 76 74 75	1126 1127 1128 1127
STATE 2008-09 2009-10 2010-11 Cumulative Total	11,203 11,189 11,164 33,556	161 195 156 512	343 278 336 957	10,699 10,716 10,672 32,087	155 181 272 608	1 2 3 2	2,739 2,748 3,224 8,711	26 26 30 27	3,007 2,958 3,094 9,059	28 28 29 28	4,798 4,829 4,082 13,709	45 45 38 43	1134 1134 1135 1134





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

District: Central Falls
State: Rhode Island
Code: 04

REPORTING CATEGORIES	District													State											
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	204	3	21	180	0	0	14	8	33	18	133	74	1128	10,672	3	30	29	38	1135						
Gender																									
Male	109	1	16	92	0	0	9	10	15	16	68	74	1128	5,386	3	31	28	38	1135						
Female	93	2	5	86	0	0	4	5	18	21	64	74	1128	5,277	2	29	30	39	1135						
Not Reported	2	0	0	2										9											
Race/Ethnicity																									
Hispanic or Latino	146	2	14	130	0	0	9	7	27	21	94	72	1128	1,837	<1	13	25	62	1129						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										64	2	14	28	56	1132						
Asian	0	0	0	0										293	4	33	31	32	1137						
Black or African American	0	0	0	0										865	<1	12	24	63	1129						
Native Hawaiian or Pacific Islander	0	0	0	0										29	0	21	24	55	1129						
White	47	1	5	41	0	0	4	10	6	15	31	76	1128	7,342	3	37	31	29	1137						
Two or more races	2	0	2	0										166	1	23	31	45	1135						
No Race/Ethnicity Reported	8	0	0	8										76	0	8	13	79	1124						
LEP Status																									
Current LEP student	28	0	1	27	0	0	0	0	1	4	26	96	1123	311	0	3	9	89	1122						
Former LEP student - monitoring year 1	0	0	0	0										26	0	8	15	77	1130						
Former LEP student - monitoring year 2	0	0	0	0										33	0	12	24	64	1130						
All Other Students	176	3	20	153	0	0	14	9	32	21	107	70	1129	10,302	3	31	30	37	1135						
IEP																									
Students with an IEP	59	3	13	43	0	0	0	0	1	2	42	98	1121	1,625	0	6	13	81	1124						
All Other Students	145	0	8	137	0	0	14	10	32	23	91	66	1130	9,047	3	35	32	31	1137						
SES																									
Economically Disadvantaged Students	121	2	9	110	0	0	8	7	23	21	79	72	1128	3,794	1	16	27	56	1131						
All Other Students	83	1	12	70	0	0	6	9	10	14	54	77	1128	6,878	4	38	30	28	1137						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	204	3	21	180	0	0	14	8	33	18	133	74	1128	10,672	3	30	29	38	1135						
Title I																									
Students Receiving Title I Services	201	3	21	177	0	0	13	7	33	19	131	74	1128	2,680	1	15	25	60	1130						
All Other Students	3	0	0	3										7,992	3	35	30	31	1137						
504 Plan																									
Students with a 504 Plan	2	0	0	2										250	4	32	37	27	1137						
All Other Students	202	3	21	178	0	0	14	8	33	19	131	74	1128	10,422	3	30	29	39	1135						

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

District: Central Falls
State: Rhode Island
Code: 04

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													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	203	2	19	182	2	1	50	27	98	54	32	18	5.3
2009-10	210	4	2	204	5	2	62	30	115	56	22	11	5.8
2010-11	204	4	21	179	0	0	41	23	110	61	28	16	5.3
Cumulative Total	617	10	42	565	7	1	153	27	323	57	82	15	5.5
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

District: Central Falls
State: Rhode Island
Code: 04

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School					District					State				
		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)						179	5.3				10,594	6.4			
	2009-10						26	5.4				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, or other elements within a piece of literature or informational text.	2010-11						22	5.1				1,327	6.2			
	2009-10						24	5.2				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, or other elements within a piece of literature or informational text.	2010-11						26	5				1,313	6.3			
	2009-10						27	4.9				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						21	5.2				1,321	6.6			
	2009-10						26	5.4				1,339	6.5			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11						23	4.8				1,328	6.6			
	2009-10						28	4.9				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 certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11						22	5				1,340	6.6			
	2009-10						25	5.1				1,326	6.6			

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

The ● shows this year's score and the black bar (————) shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar (————) shows the range where most students in this sample scored.

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

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

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



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

District: Central Falls
State: Rhode Island
Code: 04

Score Distribution							
Total Score	Score 1	Score 2			District		State
			N	%	N	%	%
12	6	6			0	0	<1
11	6	5			0	0	<1
10	5	5			0	0	1
9	5	4			1	1	3
8	4	4			21	12	27
7	4	3			19	11	20
6	3	3			59	33	29
5	3	2			26	15	8
4	2	2			25	14	7
3	2	1			8	4	1
2	1	1			11	6	2
0	0	0			9	5	2

Scoring Rubric	
6	<ul style="list-style-type: none"> purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent details are relevant and mostly support purpose • well-constructed sentences; uses language well may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> writing has a general purpose • some sense of organization; may have lapses in coherence some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

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



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Writing Results

District: Central Falls
State: Rhode Island
Code: 04

REPORTING CATEGORIES	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	204	4	21	179	0	0	41	23	110	61	28	16	5.3	10,594	1	50	44	5	6.4						
Gender																									
Male	109	1	17	91	0	0	20	22	52	57	19	21	5.1	5,339	1	43	49	6	6.2						
Female	93	3	4	86	0	0	20	23	57	66	9	10	5.4	5,246	1	56	39	3	6.7						
Not Reported	2	0	0	2										9											
Race/Ethnicity																									
Hispanic or Latino	146	3	13	130	0	0	36	28	76	58	18	14	5.4	1,784	<1	37	52	11	5.8						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										64	2	42	45	11	6.0						
Asian	0	0	0	0										288	2	54	41	3	6.6						
Black or African American	0	0	0	0										852	1	34	56	10	5.7						
Native Hawaiian or Pacific Islander	0	0	0	0										30	0	17	70	13	5.2						
White	47	1	5	41	0	0	4	10	31	76	6	15	4.9	7,342	1	55	41	3	6.7						
Two or more races	2	0	2	0										166	1	41	55	3	6.3						
No Race/Ethnicity Reported	8	0	1	7										68	0	18	47	35	4.4						
LEP Status																									
Current LEP student	28	0	1	27	0	0	4	15	14	52	9	33	4.0	261	0	11	50	39	3.7						
Former LEP student - monitoring year 1	0	0	0	0										26	0	27	65	8	5.7						
Former LEP student - monitoring year 2	0	0	0	0										33	0	24	70	6	5.7						
All Other Students	176	4	20	152	0	0	37	24	96	63	19	13	5.5	10,274	1	51	44	4	6.5						
IEP																									
Students with an IEP	59	3	13	43	0	0	1	2	27	63	15	35	3.9	1,612	<1	18	64	18	4.9						
All Other Students	145	1	8	136	0	0	40	29	83	61	13	10	5.7	8,982	1	55	41	3	6.7						
SES																									
Economically Disadvantaged Students	121	3	9	109	0	0	26	24	63	58	20	18	5.1	3,740	<1	37	54	8	5.9						
All Other Students	83	1	12	70	0	0	15	21	47	67	8	11	5.4	6,854	1	57	39	3	6.7						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	204	4	21	179	0	0	41	23	110	61	28	16	5.3	10,594	1	50	44	5	6.4						
Title I																									
Students Receiving Title I Services	201	4	21	176	0	0	40	23	108	61	28	16	5.2	2,623	<1	37	52	10	5.8						
All Other Students	3	0	0	3										7,971	1	54	42	3	6.6						
504 Plan																									
Students with a 504 Plan	2	0	0	2										250	2	51	46	2	6.7						
All Other Students	202	4	21	177	0	0	41	23	109	62	27	15	5.3	10,344	1	50	44	5	6.4						

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.