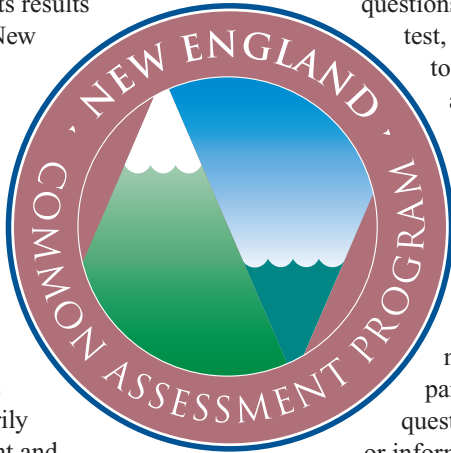


# About The New England Common Assessment Program

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:** South Kingstown

**Code:** 32



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Grade Level Summary Report

**District:** South Kingstown  
**State:** Rhode Island  
**Code:** 32

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>				<b>294</b>			<b>11,164</b>						<b>100</b>			<b>100</b>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>				<b>277</b>	<b>278</b>	<b>278</b>	<b>10,628</b>	<b>10,672</b>	<b>10,594</b>				<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>95</b>
With an approved accommodation				28	36	23	1,745	2,408	1,172				10	13	8	16	23	11
Current LEP Students				1	1	1	271	311	261				<1	<1	<1	3	3	2
With an approved accommodation				1	1	1	36	50	28				100	100	100	13	16	11
IEP Students				35	35	35	1,627	1,625	1,612				13	13	13	15	15	15
With an approved accommodation				25	23	22	820	841	747				71	66	63	50	52	46
<b>Students not tested in NECAP</b>				<b>17</b>	<b>16</b>	<b>16</b>	<b>536</b>	<b>492</b>	<b>570</b>				<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>
State Approved				7	6	7	195	156	189				41	38	44	36	32	33
Alternate Assessment				6	6	6	108	108	108				86	100	86	55	69	57
First Year LEP				1	0	1	40	0	41				14	0	14	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				10	10	9	341	336	381				59	63	56	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	%	%	%	%	
<b>READING</b>	294	7	10	277	116	42	119	43	27	10	15	5	1151	10,628	28	48	16	8	1147						
<b>MATH</b>	294	6	10	278	21	8	140	50	59	21	58	21	1140	10,672	3	30	29	38	1135						
<b>WRITING</b>	294	7	9	278	8	3	172	62	86	31	12	4	6.9	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

# Disaggregated Reading Results

**District:** South Kingstown  
**State:** Rhode Island  
**Code:** 32

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	%	%	%	%	
<b>All Students</b>	294	7	10	277	116	42	119	43	27	10	15	5	1151	10,628	28	48	16	8	1147						
<b>Gender</b>																									
Male	156	3	7	146	45	31	71	49	18	12	12	8	1148	5,364	22	50	18	10	1145						
Female	138	4	3	131	71	54	48	37	9	7	3	2	1154	5,255	34	46	14	6	1149						
Not Reported	0	0	0	0									9												
<b>Race/Ethnicity</b>																									
Hispanic or Latino	10	0	0	10	2	20	4	40	1	10	3	30	1141	1,803	11	48	24	17	1141						
Not Hispanic or Latino																									
American Indian or Alaskan Native	9	1	0	8										63	16	41	30	13	1142						
Asian	5	1	0	4										288	26	52	18	4	1148						
Black or African American	7	0	1	6										862	11	46	27	15	1141						
Native Hawaiian or Pacific Islander	1	0	0	1										30	3	53	23	20	1140						
White	253	4	9	240	106	44	104	43	21	9	9	4	1152	7,343	34	49	12	5	1150						
Two or more races	8	1	0	7										166	28	47	20	5	1147						
No Race/Ethnicity Reported	1	0	0	1										73	5	19	38	37	1134						
<b>LEP Status</b>																									
Current LEP student	1	0	0	1										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	293	7	10	276	116	42	119	43	26	9	15	5	1151	10,299	29	49	15	7	1148						
<b>IEP</b>																									
Students with an IEP	47	6	6	35	0	0	11	31	11	31	13	37	1133	1,627	4	32	33	31	1135						
All Other Students	247	1	4	242	116	48	108	45	16	7	2	1	1153	9,001	32	51	13	4	1149						
<b>SES</b>																									
Economically Disadvantaged Students	39	1	2	36	8	22	14	39	8	22	6	17	1143	3,762	13	49	24	14	1142						
All Other Students	255	6	8	241	108	45	105	44	19	8	9	4	1152	6,866	36	48	11	5	1150						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	294	7	10	277	116	42	119	43	27	10	15	5	1151	10,628	28	48	16	8	1147						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,652	13	48	25	15	1142						
All Other Students	294	7	10	277	116	42	119	43	27	10	15	5	1151	7,976	33	48	13	6	1149						
<b>504 Plan</b>																									
Students with a 504 Plan	23	0	0	23	10	43	10	43	3	13	0	0	1151	250	30	55	12	3	1149						
All Other Students	271	7	10	254	106	42	109	43	24	9	15	6	1151	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: South Kingstown  
 State: Rhode Island  
 Code: 32

### 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.

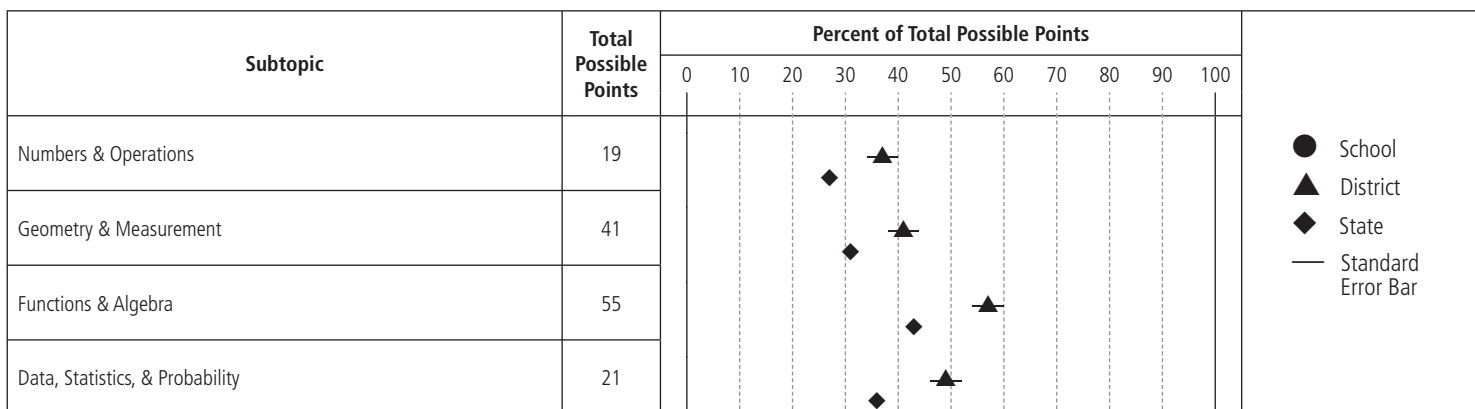
### Partially Proficient (Level 2)

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	%	
<b>SCHOOL</b>													
2008-09													
2009-10													
<b>2010-11</b>													
Cumulative Total													
<b>DISTRICT</b>													
2008-09	307	2	9	296	14	5	129	44	81	27	72	24	1139
2009-10	278	13	8	257	11	4	119	46	65	25	62	24	1139
<b>2010-11</b>	<b>294</b>	<b>6</b>	<b>10</b>	<b>278</b>	<b>21</b>	<b>8</b>	<b>140</b>	<b>50</b>	<b>59</b>	<b>21</b>	<b>58</b>	<b>21</b>	<b>1140</b>
Cumulative Total	879	21	27	831	46	6	388	47	205	25	192	23	1139
<b>STATE</b>													
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
<b>2010-11</b>	<b>11,164</b>	<b>156</b>	<b>336</b>	<b>10,672</b>	<b>272</b>	<b>3</b>	<b>3,224</b>	<b>30</b>	<b>3,094</b>	<b>29</b>	<b>4,082</b>	<b>38</b>	<b>1135</b>
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134





# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Disaggregated Mathematics Results

**District:** South Kingstown  
**State:** Rhode Island  
**Code:** 32

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	%	%	%	%	
<b>All Students</b>	294	6	10	278	21	8	140	50	59	21	58	21	1140	10,672	3	30	29	38	1135						
<b>Gender</b>																									
Male	156	2	7	147	7	5	76	52	28	19	36	24	1140	5,386	3	31	28	38	1135						
Female	138	4	3	131	14	11	64	49	31	24	22	17	1141	5,277	2	29	30	39	1135						
Not Reported	0	0	0	0										9											
<b>Race/Ethnicity</b>																									
Hispanic or Latino	10	0	0	10	1	10	3	30	1	10	5	50	1132	1,837	<1	13	25	62	1129						
Not Hispanic or Latino																									
American Indian or Alaskan Native	9	1	0	8										64	2	14	28	56	1132						
Asian	5	0	0	5										293	4	33	31	32	1137						
Black or African American	7	0	1	6										865	<1	12	24	63	1129						
Native Hawaiian or Pacific Islander	1	0	0	1										29	0	21	24	55	1129						
White	253	4	9	240	17	7	129	54	49	20	45	19	1141	7,342	3	37	31	29	1137						
Two or more races	8	1	0	7										166	1	23	31	45	1135						
No Race/Ethnicity Reported	1	0	0	1										76	0	8	13	79	1124						
<b>LEP Status</b>																									
Current LEP student	1	0	0	1										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	293	6	10	277	21	8	140	51	59	21	57	21	1140	10,302	3	31	30	37	1135						
<b>IEP</b>																									
Students with an IEP	47	6	6	35	0	0	2	6	4	11	29	83	1125	1,625	0	6	13	81	1124						
All Other Students	247	0	4	243	21	9	138	57	55	23	29	12	1142	9,047	3	35	32	31	1137						
<b>SES</b>																									
Economically Disadvantaged Students	39	1	2	36	2	6	6	17	12	33	16	44	1133	3,794	1	16	27	56	1131						
All Other Students	255	5	8	242	19	8	134	55	47	19	42	17	1141	6,878	4	38	30	28	1137						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	294	6	10	278	21	8	140	50	59	21	58	21	1140	10,672	3	30	29	38	1135						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,680	1	15	25	60	1130						
All Other Students	294	6	10	278	21	8	140	50	59	21	58	21	1140	7,992	3	35	30	31	1137						
<b>504 Plan</b>																									
Students with a 504 Plan	23	0	0	23	1	4	10	43	7	30	5	22	1139	250	4	32	37	27	1137						
All Other Students	271	6	10	255	20	8	130	51	52	20	53	21	1140	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:** South Kingstown  
**State:** Rhode Island  
**Code:** 32

**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	%	
<b>SCHOOL</b>													
2008-09													
2009-10													
<b>2010-11</b>													
Cumulative Total													
<b>DISTRICT</b>													
2008-09	307	2	8	297	33	11	160	54	94	32	10	3	7.2
2009-10	278	12	4	262	22	8	151	58	75	29	14	5	7.2
<b>2010-11</b>	<b>294</b>	<b>7</b>	<b>9</b>	<b>278</b>	<b>8</b>	<b>3</b>	<b>172</b>	<b>62</b>	<b>86</b>	<b>31</b>	<b>12</b>	<b>4</b>	<b>6.9</b>
Cumulative Total	879	21	21	837	63	8	483	58	255	30	36	4	7.1
<b>STATE</b>													
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
<b>2010-11</b>	<b>11,164</b>	<b>189</b>	<b>381</b>	<b>10,594</b>	<b>119</b>	<b>1</b>	<b>5,269</b>	<b>50</b>	<b>4,680</b>	<b>44</b>	<b>526</b>	<b>5</b>	<b>6.4</b>
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	<p><b>Report</b>            Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.</p>
2009-10	<p><b>Procedure</b>            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.</p>
2010-11	<p><b>Reflective Essay</b>            A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.</p>





# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Writing Results

**District:** South Kingstown  
**State:** Rhode Island  
**Code:** 32

Average Score Comparison by Type of Writing <sup>§</sup>																
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
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)						278	6.9		●		10,594	6.4		●	
	2009-10						29	8.2		▲		1,339	6.5		▲	
<b>Response to Literary Text</b> 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						37	6.1		●		1,327	6.2		●	
	2009-10						31	8		▲		1,323	6.2		▲	
<b>Response to Informational Text</b> 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						35	6.7		●		1,313	6.3		●	
	2009-10						31	7.7		▲		1,321	6.2		▲	
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11						35	6.2		●		1,321	6.6		●	
	2009-10						29	8.2		▲		1,339	6.5		▲	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11						34	6.7		●		1,328	6.6		●	
	2009-10						35	8.1		▲		1,337	6.8		▲	
<b>Persuasive Essay</b> 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						36	6.5		●		1,340	6.6		●	
	2009-10						34	7		▲		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:** South Kingstown  
**State:** Rhode Island  
**Code:** 32

Score Distribution							
Total Score	Score 1	Score 2			District		State
			N	%	N	%	%
12	6	6			0	0	<1
11	6	5			1	<1	<1
10	5	5			7	3	1
9	5	4			22	8	3
8	4	4			96	35	27
7	4	3			54	19	20
6	3	3			60	22	29
5	3	2			12	4	8
4	2	2			14	5	7
3	2	1			5	2	1
2	1	1			5	2	2
0	0	0			2	1	2

Scoring Rubric	
6	<ul style="list-style-type: none"> <li>• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose</li> <li>• distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
5	<ul style="list-style-type: none"> <li>• purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout</li> <li>• 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</li> </ul>
4	<ul style="list-style-type: none"> <li>• purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent</li> <li>• details are relevant and mostly support purpose • well-constructed sentences; uses language well</li> <li>• may show inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>
3	<ul style="list-style-type: none"> <li>• writing has a general purpose • some sense of organization; may have lapses in coherence</li> <li>• 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</li> </ul>
2	<ul style="list-style-type: none"> <li>• attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence</li> <li>• generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting</li> </ul>
1	<ul style="list-style-type: none"> <li>• lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information</li> <li>• rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout</li> </ul>
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:** South Kingstown  
**State:** Rhode Island  
**Code:** 32

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	%	%	%	%	
<b>All Students</b>	294	7	9	278	8	3	172	62	86	31	12	4	6.9	10,594	1	50	44	5	6.4						
<b>Gender</b>																									
Male	156	3	6	147	2	1	83	56	52	35	10	7	6.6	5,339	1	43	49	6	6.2						
Female	138	4	3	131	6	5	89	68	34	26	2	2	7.3	5,246	1	56	39	3	6.7						
Not Reported	0	0	0	0										9											
<b>Race/Ethnicity</b>																									
Hispanic or Latino	10	0	0	10	0	0	5	50	2	20	3	30	5.7	1,784	<1	37	52	11	5.8						
Not Hispanic or Latino																									
American Indian or Alaskan Native	9	1	0	8										64	2	42	45	11	6.0						
Asian	5	1	0	4										288	2	54	41	3	6.6						
Black or African American	7	0	1	6										852	1	34	56	10	5.7						
Native Hawaiian or Pacific Islander	1	0	0	1										30	0	17	70	13	5.2						
White	253	4	8	241	8	3	155	64	72	30	6	2	7.1	7,342	1	55	41	3	6.7						
Two or more races	8	1	0	7										166	1	41	55	3	6.3						
No Race/Ethnicity Reported	1	0	0	1										68	0	18	47	35	4.4						
<b>LEP Status</b>																									
Current LEP student	1	0	0	1										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	293	7	9	277	8	3	172	62	86	31	11	4	6.9	10,274	1	51	44	4	6.5						
<b>IEP</b>																									
Students with an IEP	47	6	6	35	0	0	10	29	17	49	8	23	5.0	1,612	<1	18	64	18	4.9						
All Other Students	247	1	3	243	8	3	162	67	69	28	4	2	7.2	8,982	1	55	41	3	6.7						
<b>SES</b>																									
Economically Disadvantaged Students	39	1	2	36	0	0	14	39	18	50	4	11	5.9	3,740	<1	37	54	8	5.9						
All Other Students	255	6	7	242	8	3	158	65	68	28	8	3	7.1	6,854	1	57	39	3	6.7						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	294	7	9	278	8	3	172	62	86	31	12	4	6.9	10,594	1	50	44	5	6.4						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,623	<1	37	52	10	5.8						
All Other Students	294	7	9	278	8	3	172	62	86	31	12	4	6.9	7,971	1	54	42	3	6.6						
<b>504 Plan</b>																									
Students with a 504 Plan	23	0	0	23	1	4	15	65	7	30	0	0	7.3	250	2	51	46	2	6.7						
All Other Students	271	7	9	255	7	3	157	62	79	31	12	5	6.9	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.