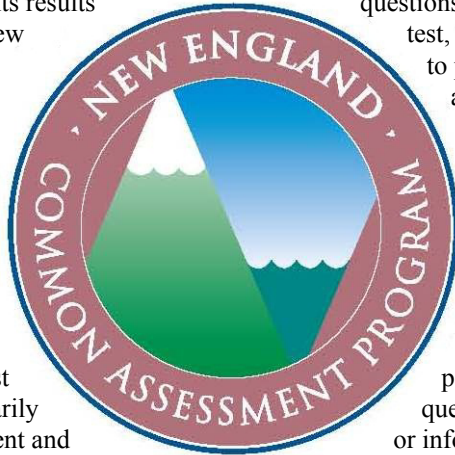


About The New England Common Assessment Program



This report highlights results from the Fall 2011 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 2011 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

State Results

State: Rhode Island



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Grade Level Summary Report

State: Rhode Island

PARTICIPATION in NECAP	Number									Percentage																	
	School			District			State			School			District			State											
Students enrolled on or after October 1										11,119																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing						
							10,537	10,578	10,508							95	95	95									
With an approved accommodation							1,630	2,051	1,323							15	19	13									
Current LEP Students							349	380	345							3	4	3									
With an approved accommodation							73	65	54							21	17	16									
IEP Students							1,634	1,634	1,619							16	15	15									
With an approved accommodation							864	915	867							53	56	54									
Students not tested in NECAP							582	541	611							5	5	5									
State Approved							116	119	116							20	22	19									
Alternate Assessment							98	98	98							84	82	84									
First Year LEP							3	0	3							3	0	3									
Withdrew After October 1							4	7	3							3	6	3									
Enrolled After October 1							1	2	1							1	2	1									
Special Consideration							10	12	11							9	10	9									
Other							466	422	495							80	78	81									

NECAP RESULTS

	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	11,119	116	466	10,537	3,289	31	4,782	45	1,571	15	895	8	1148												
MATH	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135												
WRITING	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	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 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Reading Results

State: Rhode Island

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.

(Scaled Score 1154–1180)

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.

(Scaled Score 1140–1153)

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.

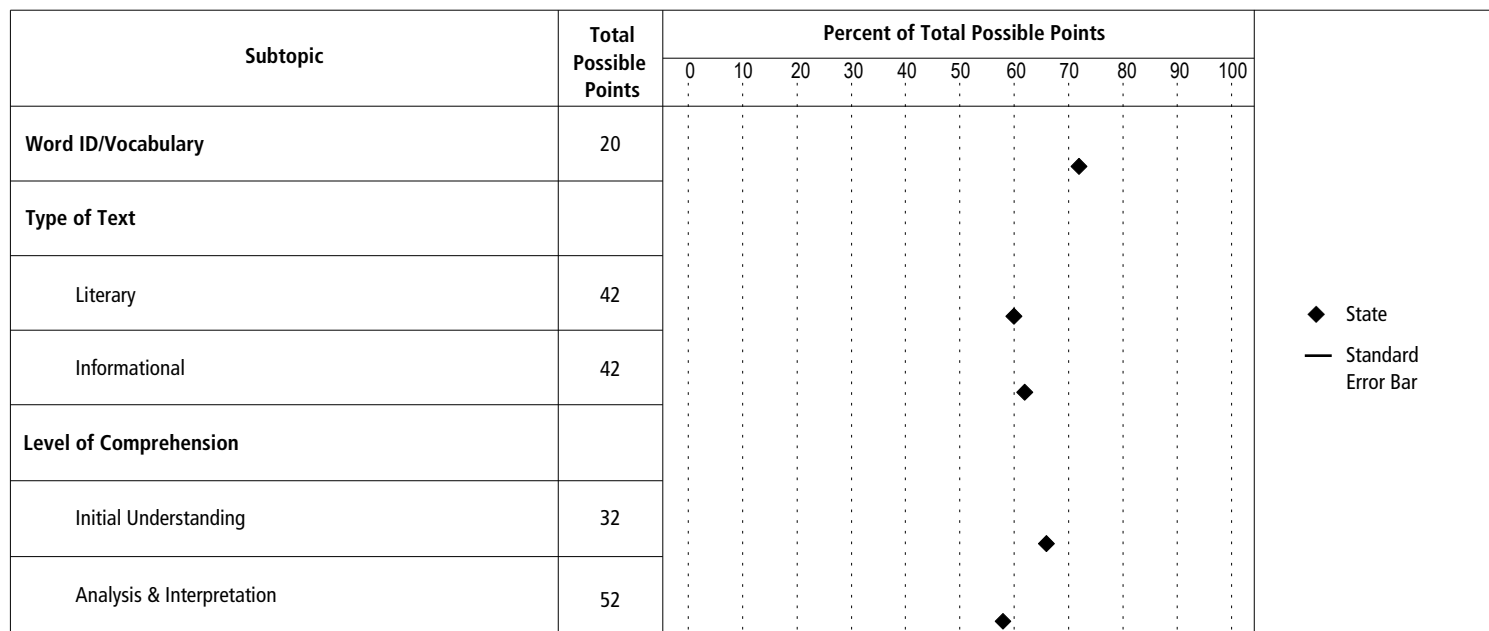
(Scaled Score 1130–1139)

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.

(Scaled Score 1100–1129)

	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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
2010-11	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147
2011-12	11,119	116	466	10,537	3,289	31	4,782	45	1,571	15	895	8	1148
Cumulative Total	33,472	534	1,031	31,907	8,719	27	15,324	48	5,134	16	2,730	9	1147





Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	11,119	116	466	10,537	3,289	31	4,782	45	1,571	15	895	8	1148												
Gender																									
Male	5,666	71	259	5,336	1,337	25	2,466	46	941	18	592	11	1146												
Female	5,432	45	200	5,187	1,951	38	2,310	45	627	12	299	6	1150												
Not Reported	21	0	7	14	1	7	6	43	3	21	4	29	1138												
Race/Ethnicity																									
Hispanic or Latino	2,090	27	129	1,934	242	13	889	46	451	23	352	18	1141												
Not Hispanic or Latino																									
American Indian or Alaskan Native	54	2	1	51	13	25	16	31	14	27	8	16	1143												
Asian	302	4	10	288	103	36	126	44	40	14	19	7	1149												
Black or African American	939	8	56	875	109	12	384	44	226	26	156	18	1141												
Native Hawaiian or Pacific Islander	19	0	0	19	4	21	11	58	2	11	2	11	1146												
White	7,497	73	249	7,175	2,775	39	3,264	45	808	11	328	5	1151												
Two or more races	188	2	13	173	41	24	84	49	26	15	22	13	1146												
No Race/Ethnicity Reported	30	0	8	22	2	9	8	36	4	18	8	36	1138												
LEP Status																									
Current LEP student	409	5	55	349	4	1	37	11	118	34	190	54	1129												
Former LEP student - monitoring year 1	26	0	2	24	0	0	13	54	10	42	1	4	1140												
Former LEP student - monitoring year 2	36	0	2	34	4	12	20	59	8	24	2	6	1144												
All Other Students	10,648	111	407	10,130	3,281	32	4,712	47	1,435	14	702	7	1148												
IEP																									
Students with an IEP	1,874	103	137	1,634	65	4	556	34	536	33	477	29	1136												
All Other Students	9,245	13	329	8,903	3,224	36	4,226	47	1,035	12	418	5	1150												
SES																									
Economically Disadvantaged Students	4,089	60	213	3,816	589	15	1,800	47	840	22	587	15	1142												
All Other Students	7,030	56	253	6,721	2,700	40	2,982	44	731	11	308	5	1151												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,119	116	466	10,537	3,289	31	4,782	45	1,571	15	895	8	1148												
Title I																									
Students Receiving Title I Services	2,853	27	146	2,680	399	15	1,217	45	615	23	449	17	1142												
All Other Students	8,266	89	320	7,857	2,890	37	3,565	45	956	12	446	6	1150												
504 Plan																									
Students with a 504 Plan	246	0	8	238	69	29	117	49	45	19	7	3	1148												
All Other Students	10,873	116	458	10,299	3,220	31	4,665	45	1,526	15	888	9	1148												

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 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Mathematics Results

State: Rhode Island

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.

(Scaled Score 1152–1180)

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.

(Scaled Score 1140–1151)

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.

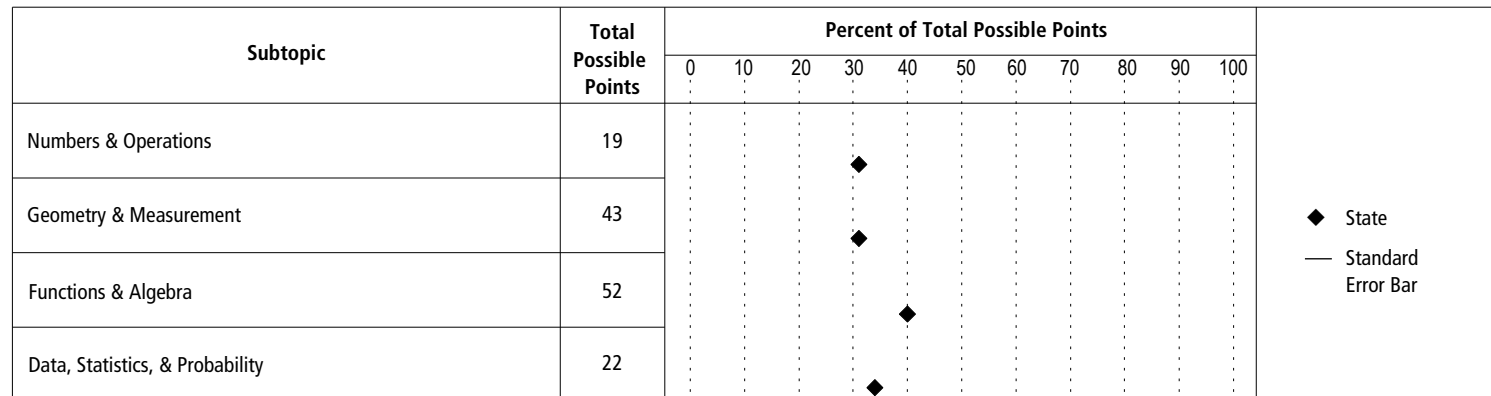
(Scaled Score 1134–1139)

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.

(Scaled Score 1100–1133)

	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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
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
2011-12	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135
Cumulative Total	33,472	470	1,036	31,966	679	2	8,913	28	8,807	28	13,567	42	1135





Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135												
Gender																									
Male	5,666	73	242	5,351	135	3	1,558	29	1,372	26	2,286	43	1135												
Female	5,432	46	178	5,208	91	2	1,382	27	1,375	26	2,360	45	1134												
Not Reported	21	0	2	19	0	0	1	5	8	42	10	53	1129												
Race/Ethnicity																									
Hispanic or Latino	2,090	28	107	1,955	7	<1	207	11	375	19	1,366	70	1129												
Not Hispanic or Latino																									
American Indian or Alaskan Native	54	2	1	51	0	0	3	6	13	25	35	69	1130												
Asian	302	3	8	291	14	5	115	40	69	24	93	32	1138												
Black or African American	939	8	63	868	0	0	80	9	180	21	608	70	1129												
Native Hawaiian or Pacific Islander	19	0	1	18	0	0	3	17	7	39	8	44	1135												
White	7,497	76	228	7,193	198	3	2,498	35	2,055	29	2,442	34	1137												
Two or more races	188	2	12	174	6	3	34	20	46	26	88	51	1133												
No Race/Ethnicity Reported	30	0	2	28	1	4	1	4	10	36	16	57	1129												
LEP Status																									
Current LEP student	409	3	26	380	1	<1	13	3	24	6	342	90	1123												
Former LEP student - monitoring year 1	26	0	2	24	0	0	3	13	3	13	18	75	1128												
Former LEP student - monitoring year 2	36	0	2	34	0	0	2	6	4	12	28	82	1130												
All Other Students	10,648	116	392	10,140	225	2	2,923	29	2,724	27	4,268	42	1135												
IEP																									
Students with an IEP	1,874	106	134	1,634	5	<1	63	4	193	12	1,373	84	1125												
All Other Students	9,245	13	288	8,944	221	2	2,878	32	2,562	29	3,283	37	1136												
SES																									
Economically Disadvantaged Students	4,089	62	198	3,829	18	<1	519	14	859	22	2,433	64	1131												
All Other Students	7,030	57	224	6,749	208	3	2,422	36	1,896	28	2,223	33	1137												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135												
Title I																									
Students Receiving Title I Services	2,853	30	135	2,688	20	1	360	13	535	20	1,773	66	1130												
All Other Students	8,266	89	287	7,890	206	3	2,581	33	2,220	28	2,883	37	1136												
504 Plan																									
Students with a 504 Plan	246	0	10	236	5	2	68	29	75	32	88	37	1136												
All Other Students	10,873	119	412	10,342	221	2	2,873	28	2,680	26	4,568	44	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 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Writing Results

State: Rhode Island

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.
(Raw Score 10–12)

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.
(Raw Score 7–9)

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.
(Raw Score 4–6)

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.
(Raw Score 2–3)

	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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
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
2011-12	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4
Cumulative Total	33,472	526	1,165	31,781	1,339	4	15,223	48	13,432	42	1,787	6	6.5

Types of Writing Reported in the Results Above	
2009-10	<p>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.</p>
2010-11	<p>Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.</p>
2011-12	<p>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.</p>



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Writing Results

State: Rhode Island

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
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.	2011-12 (C)											10,508	6.4			
	2010-11											1,340	6.6			
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.	2011-12											1,304	6.4			
	2010-11											1,327	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.	2011-12											1,330	6.0			
	2010-11											1,313	6.3			
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2011-12											1,317	6.7			
	2010-11 (C)											10,594	6.4			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12											1,317	6.7			
	2010-11											1,328	6.6			
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.	2011-12											1,300	6.6			
	2010-11 (NA)															

(C) This type of writing was administered to all students. (NA) This type of writing was not administered to students in 2010-11

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 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Writing Results

State: Rhode Island

Score Distribution							
Total Score	Score 1	Score 2	State		N	%	%
			N	%			
12	6	6	28	<1			
11	6	5	69	1			
10	5	5	381	4			
9	5	4	846	8			
8	4	4	2,223	21			
7	4	3	1,761	17			
6	3	3	2,195	21			
5	3	2	972	9			
4	2	2	1,332	13			
3	2	1	265	3			
2	1	1	359	3			
0	0	0	77	1			

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 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	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	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4												
Gender																									
Male	5,666	71	283	5,312	182	3	2,143	40	2,509	47	478	9	6.1												
Female	5,432	45	206	5,181	296	6	2,686	52	1,982	38	217	4	6.8												
Not Reported	21	0	6	15	0	0	1	7	8	53	6	40	4.0												
Race/Ethnicity																									
Hispanic or Latino	2,090	27	142	1,921	20	1	636	33	993	52	272	14	5.6												
Not Hispanic or Latino																									
American Indian or Alaskan Native	54	2	2	50	1	2	19	38	25	50	5	10	5.8												
Asian	302	4	11	287	21	7	145	51	113	39	8	3	6.8												
Black or African American	939	8	61	870	15	2	250	29	499	57	106	12	5.5												
Native Hawaiian or Pacific Islander	19	0	0	19	0	0	7	37	11	58	1	5	5.7												
White	7,497	73	260	7,164	410	6	3,715	52	2,751	38	288	4	6.8												
Two or more races	188	2	12	174	10	6	57	33	95	55	12	7	6.1												
No Race/Ethnicity Reported	30	0	7	23	1	4	1	4	12	52	9	39	4.0												
LEP Status																									
Current LEP student	409	5	59	345	0	0	21	6	188	54	136	39	3.7												
Former LEP student - monitoring year 1	26	0	2	24	0	0	6	25	17	71	1	4	5.7												
Former LEP student - monitoring year 2	36	0	3	33	0	0	11	33	20	61	2	6	5.5												
All Other Students	10,648	111	431	10,106	478	5	4,792	47	4,274	42	562	6	6.5												
IEP																									
Students with an IEP	1,874	102	153	1,619	14	1	245	15	996	62	364	22	4.7												
All Other Students	9,245	14	342	8,889	464	5	4,585	52	3,503	39	337	4	6.7												
SES																									
Economically Disadvantaged Students	4,089	60	226	3,803	65	2	1,286	34	2,017	53	435	11	5.7												
All Other Students	7,030	56	269	6,705	413	6	3,544	53	2,482	37	266	4	6.8												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4												
Title I																									
Students Receiving Title I Services	2,853	28	155	2,670	44	2	881	33	1,403	53	342	13	5.6												
All Other Students	8,266	88	340	7,838	434	6	3,949	50	3,096	39	359	5	6.7												
504 Plan																									
Students with a 504 Plan	246	0	8	238	5	2	113	47	105	44	15	6	6.4												
All Other Students	10,873	116	487	10,270	473	5	4,717	46	4,394	43	686	7	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.