About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, 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 writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four 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 that 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 a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

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 level results, schools and districts will also receive Summary Reports, 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 schools' and districts' evaluation of their ongoing improvement efforts.

Fall 2012
Beginning of Grade 8
NECAP Tests

Grade 8 Students in 2012-2013

School Results

School: Noble High School

District: RSU 60/MSAD 60

Code: 1254-1750

Fall 2012 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2012-2013
Grade Level Summary Report

School: Noble High School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1750

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	195			196			14,085			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	**190**	**190**	**189**	**191**	**191**	**190**	**13,745**	**13,743**	**13,696**	**97**	**97**	**97**	**97**	**97**	**97**	**98**	**98**	**97**
With an approved accommodation	38	38	37	39	39	38	2,196	2,203	2,078	20	20	20	20	20	20	16	16	15
Current LEP Students	1	1	1	1	1	1	353	360	352	1	1	1	1	1	1	3	3	3
With an approved accommodation	0	0	0	0	0	0	130	136	132	0	0	0	0	0	0	37	38	38
IEP Students	38	38	37	39	39	38	2,147	2,146	2,131	20	20	20	20	20	20	16	16	16
With an approved accommodation	34	34	33	35	35	34	1,745	1,753	1,676	89	89	89	90	90	89	81	82	79
Students not tested in NECAP	**5**	**5**	**6**	**5**	**5**	**6**	**340**	**342**	**389**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**
State Approved	4	4	4	4	4	4	244	239	243	80	80	67	80	80	67	72	70	62
Alternate Assessment	4	4	4	4	4	4	204	200	202	100	100	100	100	100	100	84	84	83
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	37	39	38	0	0	0	0	0	0	15	16	16
Other	1	1	2	1	1	2	96	103	146	20	20	33	20	20	33	28	30	38

NECAP RESULTS

	School													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	%	%	%	%	
READING	195	4	1	190	17	9	118	62	48	25	7	4	846	191	9	62	25	4	846	13,745	19	57	17	6	848
MATH	195	4	1	190	24	13	93	49	42	22	31	16	842	191	13	49	22	17	842	13,743	16	45	19	20	842
WRITING	195	4	2	189	14	7	83	44	70	37	22	12	839	190	7	44	37	12	839	13,696	12	46	31	12	841

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 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Reading Results

School: Noble High School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1750

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 859–880)

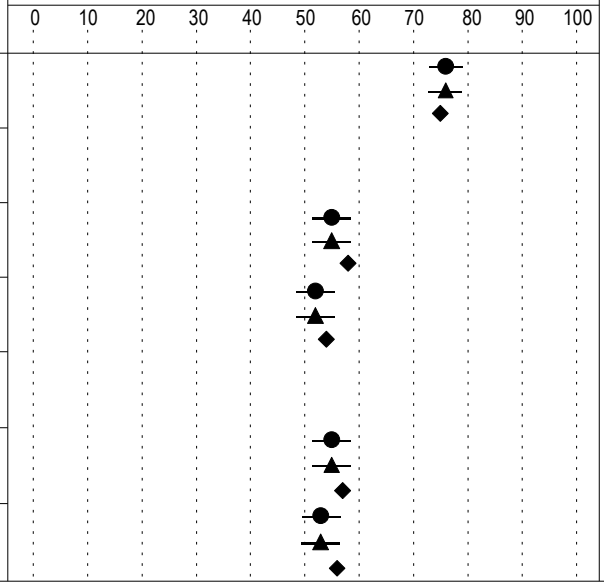
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
(Scaled Score 840–858)

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 828–839)

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 800–827)

	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													
2010-11													
2011-12													
2012-13	**195**	**4**	**1**	**190**	**17**	**9**	**118**	**62**	**48**	**25**	**7**	**4**	**846**
Cumulative Total													
District													
2010-11	224	0	2	222	18	8	138	62	54	24	12	5	845
2011-12	234	3	3	228	37	16	142	62	38	17	11	5	848
2012-13	**196**	**4**	**1**	**191**	**17**	**9**	**118**	**62**	**48**	**25**	**8**	**4**	**846**
Cumulative Total	654	7	6	641	72	11	398	62	140	22	31	5	846
State													
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13	**14,085**	**244**	**96**	**13,745**	**2,653**	**19**	**7,877**	**57**	**2,380**	**17**	**835**	**6**	**848**
Cumulative Total	42,850	758	358	41,734	7,927	19	23,524	56	7,856	19	2,427	6	848

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	56
Informational	49
Level of Comprehension	
Initial Understanding	44
Analysis & Interpretation	61



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Reading Results

School: Noble High School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1750

REPORTING CATEGORIES	School													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	**195**	**4**	**1**	**190**	**17**	**9**	**118**	**62**	**48**	**25**	**7**	**4**	**846**	**191**	**9**	**62**	**25**	**4**	**846**	**13,745**	**19**	**57**	**17**	**6**	**848**
Gender																									
Male	115	3	0	112	6	5	66	59	36	32	4	4	844	113	5	58	32	4	844	7,099	14	58	20	8	846
Female	80	1	1	78	11	14	52	67	12	15	3	4	848	78	14	67	15	4	848	6,646	25	57	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						115	3	64	24	8	843
Asian	4	0	0	4										4						195	32	49	14	5	852
Black or African American	2	0	0	2										2						384	8	45	26	21	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	181	4	1	176	13	7	110	63	46	26	7	4	845	177	7	62	26	5	845	12,632	20	58	17	6	849
Two or more races	5	0	0	5										5						208	16	60	18	6	848
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						353	4	43	32	21	838
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	34	64	2	0	856
All Other Students	193	4	1	188	17	9	116	62	48	26	7	4	846	189	9	61	25	4	846	13,339	20	58	17	6	849
IEP																									
Students with an IEP	42	4	0	38	0	0	9	24	25	66	4	11	836	39	0	23	64	13	835	2,147	2	31	42	26	835
All Other Students	153	0	1	152	17	11	109	72	23	15	3	2	848	152	11	72	15	2	848	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	96	4	1	91	4	4	54	59	28	31	5	5	843	91	4	59	31	5	843	6,590	10	57	24	10	844
All Other Students	99	0	0	99	13	13	64	65	20	20	2	2	848	100	13	64	20	3	848	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	195	4	1	190	17	9	118	62	48	25	7	4	846	191	9	62	25	4	846	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	53	0	1	52	0	0	30	58	17	33	5	10	841	52	0	58	33	10	841	1,781	11	54	27	8	845
All Other Students	142	4	0	138	17	12	88	64	31	22	2	1	848	139	12	63	22	2	848	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	9	0	0	9										9						515	13	61	21	5	847
All Other Students	186	4	1	181	16	9	111	61	47	26	7	4	846	182	9	61	26	4	846	13,230	20	57	17	6	849

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 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Mathematics Results

School: Noble High School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1750

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 852–880)

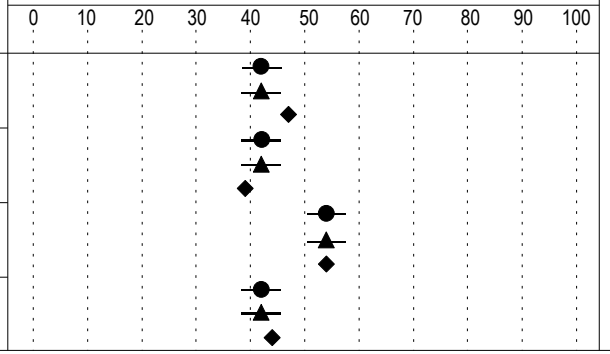
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 840–851)

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 834–839)

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 800–833)

	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													
2010-11													
2011-12													
2012-13	**195**	**4**	**1**	**190**	**24**	**13**	**93**	**49**	**42**	**22**	**31**	**16**	**842**
Cumulative Total													
District													
2010-11	224	0	2	222	41	18	101	45	41	18	39	18	843
2011-12	234	2	4	228	41	18	99	43	49	21	39	17	843
2012-13	**196**	**4**	**1**	**191**	**24**	**13**	**93**	**49**	**42**	**22**	**32**	**17**	**842**
Cumulative Total	654	6	7	641	106	17	293	46	132	21	110	17	843
State													
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13	**14,085**	**239**	**103**	**13,743**	**2,174**	**16**	**6,209**	**45**	**2,635**	**19**	**2,725**	**20**	**842**
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842

Subtopic	Total Possible Points
Numbers & Operations	32
Geometry & Measurement	41
Functions & Algebra	64
Data, Statistics, & Probability	25



Fall 2012 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2012-2013
Disaggregated Mathematics Results

School: Noble High School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1750

REPORTING CATEGORIES	School													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	**195**	**4**	**1**	**190**	**24**	**13**	**93**	**49**	**42**	**22**	**31**	**16**	**842**	**191**	**13**	**49**	**22**	**17**	**842**	**13,743**	**16**	**45**	**19**	**20**	**842**
Gender																									
Male	115	3	0	112	16	14	51	46	24	21	21	19	841	113	14	45	21	19	841	7,095	16	44	20	21	842
Female	80	1	1	78	8	10	42	54	18	23	10	13	842	78	10	54	23	13	842	6,648	16	46	19	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						114	5	42	27	25	838
Asian	4	0	0	4										4						195	28	43	15	15	845
Black or African American	2	0	0	2										2						389	4	28	20	48	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	181	4	1	176	21	12	84	48	40	23	31	18	841	177	12	47	23	18	841	12,626	16	46	19	19	842
Two or more races	5	0	0	5										5						206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						360	3	25	21	51	832
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	16	70	11	2	846
All Other Students	193	4	1	188	24	13	91	48	42	22	31	16	842	189	13	48	22	17	842	13,330	16	46	19	19	842
IEP																									
Students with an IEP	42	4	0	38	0	0	6	16	9	24	23	61	830	39	0	15	23	62	830	2,146	2	16	20	62	830
All Other Students	153	0	1	152	24	16	87	57	33	22	8	5	845	152	16	57	22	5	845	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	96	4	1	91	7	8	40	44	24	26	20	22	840	91	8	44	26	22	840	6,592	7	39	24	29	838
All Other Students	99	0	0	99	17	17	53	54	18	18	11	11	844	100	17	53	18	12	843	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	195	4	1	190	24	13	93	49	42	22	31	16	842	191	13	49	22	17	842	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	53	0	1	52	1	2	17	33	22	42	12	23	837	52	2	33	42	23	837	1,784	8	33	30	30	838
All Other Students	142	4	0	138	23	17	76	55	20	14	19	14	844	139	17	55	14	14	844	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	9	0	0	9										9						513	12	42	25	21	841
All Other Students	186	4	1	181	23	13	89	49	39	22	30	17	842	182	13	49	21	17	842	13,230	16	45	19	20	842

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 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Writing Results

School: Noble High School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1750

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.
(Scaled Score 854–880)

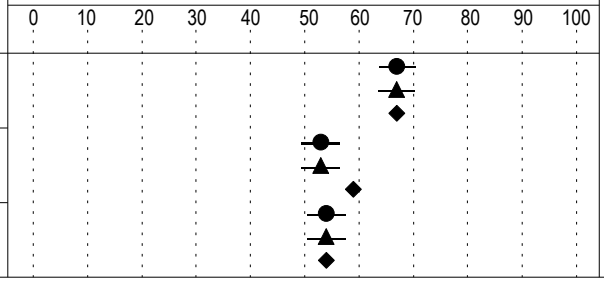
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.
(Scaled Score 840–853)

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.
(Scaled Score 827–839)

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.
(Scaled Score 800–826)

	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													
2010-11													
2011-12													
2012-13	**195**	**4**	**2**	**189**	**14**	**7**	**83**	**44**	**70**	**37**	**22**	**12**	**839**
Cumulative Total													
District													
2010-11	224	0	2	222	5	2	85	38	113	51	19	9	837
2011-12	234	2	4	228	10	4	97	43	98	43	23	10	839
2012-13	**196**	**4**	**2**	**190**	**14**	**7**	**83**	**44**	**70**	**37**	**23**	**12**	**839**
Cumulative Total	654	6	8	640	29	5	265	41	281	44	65	10	838
State													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13	**14,085**	**243**	**146**	**13,696**	**1,613**	**12**	**6,248**	**46**	**4,198**	**31**	**1,637**	**12**	**841**
Cumulative Total	42,850	762	521	41,567	3,611	9	18,696	45	14,552	35	4,708	11	840

Subtopic	Total Possible Points
Multiple Choice	10
Short Responses	12
Extended Response	12



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Writing Results

School: Noble High School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1750

REPORTING CATEGORIES	School													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	**195**	**4**	**2**	**189**	**14**	**7**	**83**	**44**	**70**	**37**	**22**	**12**	**839**	**190**	**7**	**44**	**37**	**12**	**839**	**13,696**	**12**	**46**	**31**	**12**	**841**
Gender																									
Male	115	3	0	112	4	4	36	32	53	47	19	17	836	113	4	32	47	18	836	7,068	6	38	38	18	837
Female	80	1	2	77	10	13	47	61	17	22	3	4	844	77	13	61	22	4	844	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						114	5	30	44	21	836
Asian	4	0	0	4										4						195	16	56	22	6	845
Black or African American	2	0	0	2										2						382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	181	4	2	175	12	7	75	43	66	38	22	13	839	176	7	43	38	13	839	12,590	12	46	31	12	841
Two or more races	5	0	0	5										5						204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						352	3	36	39	22	836
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	14	64	20	2	845
All Other Students	193	4	2	187	14	7	82	44	69	37	22	12	839	188	7	44	37	12	839	13,291	12	46	30	12	841
IEP																									
Students with an IEP	42	4	1	37	0	0	3	8	17	46	17	46	829	38	0	8	45	47	828	2,131	1	14	42	43	829
All Other Students	153	0	1	152	14	9	80	53	53	35	5	3	842	152	9	53	35	3	842	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	96	4	2	90	5	6	37	41	31	34	17	19	837	90	6	41	34	19	837	6,554	5	39	38	18	837
All Other Students	99	0	0	99	9	9	46	46	39	39	5	5	841	100	9	46	39	6	841	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	195	4	2	189	14	7	83	44	70	37	22	12	839	190	7	44	37	12	839	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	53	0	1	52	0	0	18	35	25	48	9	17	835	52	0	35	48	17	835	1,773	7	37	40	16	838
All Other Students	142	4	1	137	14	10	65	47	45	33	13	9	841	138	10	47	33	10	841	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	9	0	0	9										9						511	5	39	40	17	838
All Other Students	186	4	2	180	13	7	81	45	67	37	19	11	840	181	7	45	37	11	839	13,185	12	46	30	12	841

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.