

# E-Cubed Academy School Data Packet

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## How to Use This Packet:

This data packet has been developed to assist Providence school and district personnel both in data-driven decision-making as part of the annual School Improvement Plan (SIP) process, and in efforts to inform their staff and parents of the school's student body and performance. Effective data-driven decision-making is based on alignment of instruction, curriculum, standards, professional development and assessment, such that student achievement can be evaluated in an objective manner that drives future directions. Different data points may be suitable for different purposes: some assessments might be designed to screen students by ability, while others might measure effectiveness of instruction. This **District and School Data Packet** is organized in the following manner:

### 1. District and School Data Packet Cover Sheet with Terms and Definitions

- Terms and Definitions
- Notes on Trends
- Notes on Professional Development Hours

### 2. School and District-level data summary

#### School and District Classification

- School NECAP Teaching Year Annual Changes and 3-Year Trends for Reading and Math
- District NECAP Teaching Year Annual Changes and 5-Year Trends (3 Years for Grade 11) for Reading and Math
- School and District AYP Summary (school and district classification for Annual Yearly Progress, both overall and with a breakdown by NCLB subgroups)

#### Student Information

- Student Demographic Profile (by NCLB subgroups)
- Rates of Attendance, Tardiness, Mobility, and Graduation (High School only)
- Disciplinary information (infractions, suspensions, referrals)
- Student Achievement by Reading, Writing, Math, Science, English Language Proficiency including disaggregated breakdowns of NECAP, Stanford 10, and ACCESS scores by NCLB subgroups
- College Board Exams and Graduation (High School only)
- Post-secondary Outcomes (High School only)

#### School Faculty

- Principal, Teacher, and Professional Development information

#### School Climate and Parent Engagement

- Student Perceptions of School Environment (turnaround schools only)
- Teacher Perceptions
- Parent Involvement (turnaround schools only)

\*Remember that correlation is not causation. A trend or a single-year change in performance may appear to coincide with the introduction of a particular reform, but that does not necessarily indicate that the reform was the cause of the change.

If you have any questions about these datasheets please contact the Office of Research, Planning & Accountability at 456-9128. You may also visit the District's Data Dashboard at:  
<http://www.providenceschools.org/xcelcius/districtdash.html>

## Terms and Definitions:

**Attendance Rate:** The formula for calculating the attendance rate is the total number of days absent divided by the total number of days enrolled.

**Tardy Rate:** The formula for calculating the tardiness rate is the total number of days tardy divided by the total number of days enrolled.

**Graduation Rate:** The formula recently adopted by RIDE is based on cohorts of students; a high school's graduation rate for any given year is the percentage of students expected to have graduated in that year, based on when they entered high school (either as Grade 9 students four years prior, or at higher grade levels as transfers in more recent years). Students who complete a GED, who are retained, or who exit under unknown status do count against this rate, but are not considered dropouts.

**NECAP Performance Level:** On each subject test, a student is evaluated as *proficient with distinction* (level 4), *proficient* (level 3), *partially proficient* (level 2), or *substantially below proficient* (level 1). When this packet refers to trends in percentages of students scoring "*proficient or better*," it is referring to the combined percentage of students scoring at levels 3 and 4.

**NECAP Mean Scaled Score:** Each student also receives a *scaled score* from 0 to 80 on each section of the NECAP, with 40 being the minimum score indicating proficiency. A mean scaled score is simply the average of these individual scores for a specific group of students.

**NECAP Scale Score Ranges**

Proficiency Level	Point Value	Grade 3		Grade 4		Grade 5		
		Reading	Math	Reading	Math	Reading	Math	Writing
Level 1A	25	0-316	0-316	0-416	0-416	0-515	0-517	0-514
Level 1B	50	317-330	317-331	417-430	417-430	516-529	518-532	515-526
Level 2	75	331-339	332-339	431-439	431-439	530-539	533-539	527-539
Level 3	100	340-356	340-352	440-455	440-454	540-555	540-553	540-553
Level 4	100	357-380	353-380	456-480	455-480	556-580	554-580	554-580
Proficiency Level	Point Value	Grade 6		Grade 7		Grade 8		
		Reading	Math	Reading	Math	Reading	Math	Writing
Level 1A	25	0-615	0-617	0-715	0-717	0-814	0-817	0-814
Level 1B	50	616-628	618-632	716-728	718-733	815-827	818-833	815-827
Level 2	75	629-639	633-639	729-739	734-739	828-839	834-839	828-839
Level 3	100	640-658	640-652	740-759	740-751	840-858	840-851	840-854
Level 4	100	659-680	653-680	760-780	752-780	859-880	852-880	855-880
Proficiency Level	Point Value	Grade 11						
		Reading	Math	Writing*				
Level 1A	25	0-1114	0-1116	0-1				
Level 1B	50	1115-1129	1117-1133	2-3				
Level 2	75	1130-1139	1134-1139	4-6				
Level 3	100	1140-1154	1140-1151	7-9				
Level 4	100	1155-1180	1152-1180	10-12				

**NOTE: On the Grade 11 Writing test, raw scores are reported instead, which range from 0 to 12, with 6.0 as the minimum score indicating proficiency.**

**Normal Curve Equivalent (NCE):** The normal curve equivalent is the district's method for evaluating performance on the Stanford-10 (SAT-10) test. NCE scores range from 1 to 99, with a score of 50 indicating that the student performed at average level.

**Stanford 10 Performance Level:** On each subtest, a student is evaluated as *advanced* (level 4), *proficient* (level 3), *basic* (level 2), or *below basic* (level 1). When this packet refers to trends in percentages of students scoring "*proficient or better*," it is referring to the combined percentage of students scoring at levels 3 and 4.

*Advanced* (level 4) – Signifies superior performance beyond grade level mastery. In high school, students achieving at this level show readiness for advanced academic courses, advanced technical training, or career-oriented employment.

*Proficient* (level 3) – Represents solid academic performance, indicating that students are prepared for the next grade. In high school, this level reflects competency in a body of subject matter knowledge and skills that prepare students for responsible adulthood and productive work.

*Basic* (level 2) – Denotes partial mastery of the knowledge and skills that are fundamental for satisfactory work.





*Below Basic* (level 1) – Indicates little or no mastery of fundamental knowledge and skills.

## Notes on Trends:





A data point is considered to be demonstrating a trend if it appears to be showing a unidirectional pattern of movement over a period of time. For example, a school whose mean scaled score in NECAP Reading increased from 35 to 37 in one year, and then from 37 to 39 the following year, shows a positive trend. If, on the other hand, the school's mean scaled score decreased from 35 to 33, but then increased from 33 to 39, it would show no consistent trend. When five-year trends are considered, a pattern must emerge among at least four of the five results to be considered a trend, with the most recent year consistent with the potential trend.

NECAP performance levels are examined primarily for trends in the combined percentage of students scoring at Levels 3 and 4 (proficient or higher); if a positive trend is observed in this percentage, the results are also examined to make sure that the percentage scoring at Level 1 is not increasing as well. If one or more of the year-to-year differences in percentage is less than 1.0%, the pattern is not described as a trend. Note also that this data summary does not address the issue of statistical significance. **Note that the annual changes and trends analyzed at the beginning of each data packet are based on *teaching-year data*, while other NECAP data presented in these packets are based on *testing-year data*.**

### Trend Legend:

Symbol	Interpretation
	Clear positive trend observed by both measures (performance levels, mean scaled scores)
	No consistent trend observed
	Clear negative trend observed by at least one measure, no positive trend indicators
	Insufficient data to determine a trend

### Code for Interpreting Change/Growth Results on Trends:

Interpretation	Comparison	Analysis	
		Observed Behavior of Data	
		Percent Proficient	Scaled Scores
	Annual	← Data indicate an increase in percent proficient; overall proficiency has been achieved (as measured by AMO, or by mean scaled score in the case of grade-level data).	← Data indicate an increase in scaled score; scaled score is greater than or equal to 40.
	Trends	← Data demonstrate a positive trend across a multi-year span; this positive trend is consistent for at least 3 consecutive years.	← Data demonstrate a positive trend across a multi-year span; this positive trend is consistent for at least 3 consecutive years.
	Annual	← Data indicate an increase in percent proficient, but overall proficiency has <b>not</b> been achieved (as measured by AMO, or by mean scaled score in the case of grade-level data).	← Data indicate an increase in scaled score, but it is less than 40.
	Trends	← Data demonstrate an inconsistent pattern or a “flat” trend across a multi-year span; trend does not demonstrate consistency in an upward or downward pattern for at least 3 consecutive years.	← Data demonstrate an inconsistent pattern or a “flat” trend across a multi-year span; trend does not demonstrate consistency in an upward or downward pattern for at least 3 consecutive years.
	Annual	← Data indicate a decrease in percent proficient.	← Data indicate a decrease in scaled score.
	Trends	← Data demonstrate a negative trend across a multi-year span; this negative trend is consistent for at least 3 consecutive years	← Data demonstrate a negative trend across a multi-year span; this negative trend is consistent for at least 3 consecutive years.
	Annual	← Insufficient data is available.	
	Trends	← Insufficient data is available.	

## Notes on Professional Development Hours:

### Terminology

**Number of Teachers:** The total number of teachers in each subgroup who were considered in these calculations. This excludes any teachers designated as “on leave and/or factored out.”

**Completed All Required Hours:** This category indicates that the teacher had attended full sessions of all required sessions, as of late April 2010 when these data were compiled.

**Potential Completer:** This category indicates that the teacher had not yet completed full sessions of all required workshops, but could have potentially done so based on workshops that had not yet been offered and/or entered into the MLP system. The only teachers who met these criteria were high school math and science teachers. (At least two teachers were hired late in the year and appear to have completed all workshops since their hiring dates; the two who were identified as such were also placed in the category of “potential completer.”)

**Will Not Complete All Required Hours:** This category indicates that the teacher could not have completed all required workshops due to sessions already missed.

**One or More Incorrect Workshops:** Teacher attended at least one workshop which was not included in his or her PD guide requirements. (A few workshops, such as those for teacher leaders or those concerning teacher evaluation, were simply factored out rather than counted toward this category.)

**On Leave and/or Factored Out:** Teachers who were verified to have been on leave, or whose classification and teaching assignments made it difficult to determine which workshops they were required to attend, were not considered in these data samples.



**3<sup>rd</sup>/4<sup>th</sup> Grade Science Kit Issue:** This column was added to the school-based data to indicate how many teachers at each elementary school were only missing a second Science Kit PD out of all their required hours (and might have taken the required PD in the previous year). See below for further information.



### Clarifications



Grade 3 and Grade 4 teachers were required to take two Science Kit PDs this year if they had taken none the previous year, but only one this year if they had taken one the previous year. It was not possible to determine which teachers had already taken a Science Kit PD the previous year; however, there were 20 Grade 3 teachers and 19 Grade 4 teachers for whom the only apparent missing PD session was a second Science Kit PD.

There were numerous cases in which teachers took professional development courses that were not listed for their teacher categories in the PD Guide (such as teacher leader trainings or workshops on teacher evaluation or teaching practices), but which may have been part of a separate requirement. These courses were simply factored out rather than being counted as “required hours” or “incorrect workshops.”

**School NECAP Teaching Year Annual Changes and 3-Year Trends (2007-09)**

Subject	Grade	Comparison	Observation	Results
READING	11	Annual		<ul style="list-style-type: none"> <li>Increase in <i>percent proficient</i> (from 65% to 66%), school's ELA index proficiency score has met AMO target</li> <li>Increase in <i>mean scaled score</i> (from 42 to 44), indicates proficiency</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>

Subject	Grade	Comparison	Observation	Results
MATH	11	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 5% to 1%)</li> <li>Increase in <i>mean scaled score</i> (from 25 to 26), remains below proficient</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>

Subject	Grade	Comparison	Observation	Results
WRITING	11	Annual		<ul style="list-style-type: none"> <li>Increase in <i>percent proficient</i> (from 27% to 55%), school's ELA index proficiency score has met AMO target</li> <li>Increase in <i>mean score</i> (from 5.3 to 6.6), indicates proficiency</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>

## District NECAP Teaching Year Annual Changes and 5-Year Trends (2005-09)

### 3 Years for Grade 11 (2007-09)

Subject	Beginning of Grade	Comparison	Observation	Results
READING	3	Annual		<ul style="list-style-type: none"> <li>No change in <i>percent proficient</i> (47%)</li> <li>No change in <i>mean scaled score</i> (38)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	4	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 46% to 44%)</li> <li>No change in <i>mean scaled score</i> (38)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	5	Annual		<ul style="list-style-type: none"> <li>Increase in <i>percent proficient</i> (from 44% to 52%)</li> <li>Increase in <i>mean scaled score</i> (from 38 to 40), indicating proficiency</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>Positive trend (across years 1-3, 5) in <i>percent proficient</i></li> <li>Positive trend (across years 1-3, 5) in <i>mean scaled score</i></li> </ul>
	6	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 45% to 42%)</li> <li>Decrease in <i>mean scaled score</i> (from 38 to 37)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	7	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 47% to 42%)</li> <li>Decrease in <i>mean scaled score</i> (from 39 to 38)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>Positive trend (years 1-4), then year 5 decrease in <i>percent proficient</i></li> <li>Positive trend (years 1-4), then year 5 decrease in <i>mean scaled score</i></li> </ul>
	8	Annual		<ul style="list-style-type: none"> <li>Increase in <i>percent proficient</i> (from 40% to 45%)</li> <li>Increase in <i>mean scaled score</i> (from 37 to 38), remains below proficient</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>Positive trend in <i>percent proficient</i></li> <li>Positive trend in <i>mean scaled score</i></li> </ul>
	11	Annual		<ul style="list-style-type: none"> <li>Increase in <i>percent proficient</i> (from 55% to 61%)</li> <li>Increase in <i>mean scaled score</i> (from 40 to 42), remains proficient</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>Positive trend in <i>percent proficient</i></li> <li>Positive trend in <i>mean scaled score</i></li> </ul>
DISTRICT	Annual		<ul style="list-style-type: none"> <li>Increase in <i>percent proficient</i> (from 46% to 47%)</li> <li>Increase in <i>mean scaled score</i>* (from 38 to 39), remains below proficient</li> </ul>	
	Trend		<ul style="list-style-type: none"> <li>Positive trend in <i>percent proficient</i></li> <li>Positive trend in <i>mean scaled score</i>*</li> </ul>	

\*School- and district-level mean scaled scores are informal calculations that are not issued by Measured Progress.

NOTE: Only Grade 11 was scored for NECAP Writing in fall 2009.

## District NECAP Teaching Year Annual Changes and 5-Year Trends (2005-09)

### 3 Years for Grade 11 (2007-09)

Subject	Beginning of Grade	Comparison	Observation	Results
MATH	3	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 35% to 31%)</li> <li>Decrease in <i>mean scaled score</i> (from 35 to 34)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	4	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 40% to 36%)</li> <li>Decrease in <i>mean scaled score</i> (from 36 to 35)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	5	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 35% to 32%)</li> <li>Decrease in <i>mean scaled score</i> (from 35 to 34)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	6	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 29% to 28%)</li> <li>Decrease in <i>mean scaled score</i> (from 34 to 33)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	7	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 29% to 28%)</li> <li>No change in <i>mean scaled score</i> (34)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	8	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 29% to 28%)</li> <li>Decrease in <i>mean scaled score</i> (from 34 to 33)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>Positive trend across years 1-4, followed by year 5 decrease, in <i>mean scaled score</i></li> </ul>
	11	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 14% to 11%)</li> <li>No change in <i>mean scaled score</i> (28)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i></li> </ul>
	DISTRICT	Annual		<ul style="list-style-type: none"> <li>Decrease in <i>percent proficient</i> (from 31% to 28%)</li> <li>Decrease in <i>mean scaled score</i>* (from 34 to 33)</li> </ul>
		Trend		<ul style="list-style-type: none"> <li>No consistent trend in <i>percent proficient</i></li> <li>No consistent trend in <i>mean scaled score</i>*</li> </ul>

\*School- and district-level mean scaled scores are informal calculations that are not issued by Measured Progress.

NOTE: Only Grade 11 was scored for NECAP Writing in fall 2009.

## School and District AYP Summary

NCLB Grouping	Criteria	SCHOOL				DISTRICT HIGH SCHOOLS			
		2007 (Oct06 NECAP)	2008 (Oct07 NECAP)	2009 (Oct08 NECAP)	2010 (Oct09 NECAP)	2007 (Oct06 NECAP)	2008 (Oct07 NECAP)	2009 (Oct08 NECAP)	2010 (Oct09 NECAP)
<b>All Students</b>	ELA Assessment	●	●	●	●	●	●	●	●
	Math Assessment	●	●	●	●	●	●	●	●
	ELA Participation	●	●	●	●	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●
	Graduation	●	●	●	●	●	●	●	●
<b>African-American</b>	ELA Assessment	●	-	-	-	●	●	●	●
	Math Assessment	●†	-	-	-	●	●	●	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
<b>Asian</b>	ELA Assessment	-	-	-	-	●	●	●	●
	Math Assessment	-	-	-	-	●	●	●	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
<b>Hispanic</b>	ELA Assessment	●	-	-	-	●	●	●	●
	Math Assessment	●	-	-	-	●	●	●†	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
<b>Native American</b>	ELA Assessment	-	-	-	-	-	-	-	-
	Math Assessment	-	-	-	-	-	-	-	-
	ELA Participation	-	-	-	-	-	-	-	-
	Math Participation	-	-	-	-	-	-	-	-
<b>White</b>	ELA Assessment	-	-	-	-	●	●	●	●
	Math Assessment	-	-	-	-	●	●	●	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
<b>Students with Disabilities</b>	ELA Assessment	-	-	-	-	●†	●	●	●
	Math Assessment	-	-	-	-	●†	●	●	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
<b>English Language Learners</b>	ELA Assessment	-	-	-	-	●†	●	●	●†
	Math Assessment	-	-	-	-	●†	●	●	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
<b>Economically Disadvantaged Students</b>	ELA Assessment	●	-	-	●	●	●	●	●
	Math Assessment	●	-	-	●	●	●	●	●
	ELA Participation	●	●	●	●	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●

† Student group has fallen short of target but has made sufficient progress.

Year of RIDE Report Card	Classification	Targets Met	Targets Evaluated
2005	Insufficient Progress	18	21
2006	Insufficient Progress	8	11
2007	Insufficient Progress	12	13
2008	Insufficient Progress	6	7
2009	Insufficient Progress	5	7
2010	Insufficient Progress	6	9

2010 District Classifications
<b>Elementary School</b>
Insufficient Progress (27/34)
<b>Middle School</b>
Caution (31/33)
<b>High School</b>
Insufficient Progress (22/33)

Detailed annual AYP report cards are available at <http://www.ride.ri.gov/ride/reportCards.aspx>.

## Student Demographic Profile School and District

END OF YEAR	TOTAL SCHOOL POPULATION					TOTAL SCHOOL PERCENTAGES				
	2006-2007	2007-2008	2008-2009*	2009-2010**	BOY 2010 -2011***	2006-2007	2007-2008	2008-2009*	2009-2010**	BOY 2010 -2011***
<i>Enrollment</i>	345	333	317	359	383					
<i>Male</i>	165	154	140	156	170	48%	46%	44%	44%	44%
<i>Female</i>	180	179	177	203	213	52%	54%	56%	56%	56%
<i>Asian</i>	8	6	5	9	6	2%	2%	2%	3%	2%
<i>Black</i>	107	111	117	133	125	31%	33%	37%	37%	33%
<i>Hispanic</i>	176	166	147	166	201	51%	50%	46%	46%	52%
<i>Native</i>	3	5	2	0	1	1%	2%	1%	0%	0%
<i>White</i>	51	45	46	51	35	15%	14%	15%	14%	9%
<i>Pacific Islander</i>					0					0%
<i>Multi-Racial</i>					15					4%
<i>Free &amp; Reduced</i>	277	285	259	311	319	80%	86%	82%	87%	83%
<i>Full-Pay</i>	68	48	58	48	64	20%	14%	18%	13%	17%
<i>IEP</i>	82	65	61	55	64	24%	20%	19%	15%	17%
<i>No-IEP</i>	263	268	256	304	319	76%	80%	81%	85%	83%
<i>LEP</i>	0	0	0	20	37	0%	0%	0%	6%	10%
<i>No-LEP</i>	345	333	317	339	346	100%	100%	100%	94%	90%

END OF YEAR	TOTAL DISTRICT POPULATION			
	2007-2008	2008-2009*	2009-2010**	BOY 2010 -2011***
<i>Enrollment</i>	24431	23473	23795	23625
<i>Male</i>	51.4%	51.3%	51.5%	51.7%
<i>Female</i>	48.6%	48.7%	48.5%	48.3%
<i>Asian</i>	5.7%	5.7%	5.7%	5.3%
<i>Black</i>	22.3%	22.3%	22.2%	19.5%
<i>Hispanic</i>	59.4%	59.6%	59.8%	62.2%
<i>Native</i>	0.7%	0.6%	0.7%	0.9%
<i>White</i>	11.9%	11.8%	11.7%	9.3%
<i>Pacific Islander</i>				0.1%
<i>Multi-Racial</i>				2.8%
<i>Free &amp; Reduced</i>	82.5%	82.8%	86.3%	81.5%
<i>Full-Pay</i>	17.5%	17.2%	13.7%	18.5%
<i>IEP</i>	18.2%	17.9%	17.5%	16.8%
<i>No-IEP</i>	81.8%	82.1%	82.5%	83.2%
<i>LEP</i>	14.6%	14.3%	17.5%	15.4%
<i>No-LEP</i>	85.4%	85.7%	82.5%	84.6%

Source: REG. \*Information as of September 9, 2009.  
 \*\*Information as of August 1, 2010.  
 \*\*\*Information as of November 1, 2010.

BOY = Beginning of Year

**NOTE:** Due to changes in state reporting, Pacific Islander and Multi-Racial categories have been added beginning with the 2010-2011 school year.

## Rates of Attendance, Tardiness, Mobility & Graduation

	SCHOOL					DISTRICT HIGH SCHOOL LEVEL				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Attendance	80.35%	84.59%	82.74%	83.07%	82.69%	83.66%	84.76%	84.85%	85.13%	84.60%
Tardiness	18.80%	23.56%	23.61%	17.05%	17.18%	14.96%	14.25%	15.39%	13.40%	13.50%
Mobility	54.68%	48.13%	45.10%	47.66%	N/A	36.11%	35.74%	33.69%	35.42%	N/A
Graduation*	--	57.28%	60.00%	56.25%	N/A	--	59.47%	62.98%	66.47%	N/A

Source: REG - may not match statistics used by RIDE. Information as of June 17, 2010.

\*Based on most recently available eRIDE data using new formula.

## DISCIPLINE

### Rates of Infractions

	SCHOOL					DISTRICT HIGH LEVEL				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<i>Total Number of Infractions</i>	146	157	85	125	125	3126	3664	3113	2862	3276
Attendance Related	11.0%	3.8%	5.9%	8.8%	21.6%	37.9%	39.7%	37.5%	40.6%	39.3%
Alcohol & Tobacco Related	0.7%	0.0%	0.0%	0.0%	0.8%	0.4%	0.1%	0.2%	0.2%	0.2%
Drug Related	0.7%	2.5%	4.7%	0.8%	1.6%	0.3%	0.5%	0.4%	0.6%	1.0%
Non-violent Disruption	51.4%	64.3%	37.6%	60.8%	60.8%	48.7%	46.2%	47.6%	44.2%	46.7%
Violent Disruption	32.9%	21.0%	51.8%	23.2%	12.0%	10.0%	10.8%	11.7%	12.0%	10.3%
Other Disruption	3.4%	8.3%	0.0%	6.4%	3.2%	2.7%	2.7%	2.5%	2.5%	2.5%

Source: REG Discipline Tracking System (SAO). Data as of June 11, 2010. As reported to RIDE.

### Number of Suspensions

	SCHOOL					DISTRICT				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
In-school Suspensions	N/A	N/A	N/A	N/A	1	2,661	3,296	3,242	3,462	4,335
Out-of-school Suspensions	157	87	126	126	237	8,958	8,601	7,706	7,693	8,168

Source: REG Discipline Tracking System (SAO). Data as of June 11, 2010.

### Number of Referrals to Disciplinary Hearings for Level 2 and 3 Violations against the PPSD Code of Conduct Policy

	SCHOOL					DISTRICT				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total Number of Student Disciplinary Referrals	22	17	23	21	22	547	526	564	516	566

Source: REG Discipline Tracking System (SAO). Data as of June 11, 2010.

## READING

### NECAP Testing Year Reading Performance Levels & Mean Scaled Scores (Grade 11 Tested)

SCHOOL								
Performance Level Categories	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	10	13%	6	9%	12	17%	13	14%
Proficient	39	52%	39	58%	42	58%	47	52%
Partially Proficient	16	21%	14	21%	14	19%	52	22%
Substantially Below Proficient	10	13%	8	12%	4	6%	22	12%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	75	1143	67	1143	72	1146	91	1143
DISTRICT (Grade 11)								
Performance Level Categories	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	128	8%	168	11%	253	16%	193	13%
Proficient	563	36%	665	44%	703	44%	641	43%
Partially Proficient	482	31%	365	24%	350	22%	360	24%
Substantially Below Proficient	375	24%	308	20%	280	18%	282	19%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	1548	1138	1506	1140	1586	1142	1476	1141

### Stanford-10 (SAT-10) Reading Mean Normal Curve Equivalents (NCEs)

	SCHOOL						DISTRICT LEVEL*					
	N	May-08	N	May-09	N	May-10	N	May-08	N	May-09	N	May-10
<b>Total Reading</b>												
Grade 9	94	38.9	83	36.6	81	41.1	1887	38.3	1809	38.9	1715	39.6
Grade 10	87	31.9	95	30.4	80	37.3	1628	35.6	1537	35.9	1587	36.5
Grade 11	62	46.1	68	37.8	58	45.3	1290	43.0	1182	43.7	1233	44.4
Totals	243	38.3	246	34.5	219	40.8	4805	38.6	4528	39.1	4535	39.8
<b>Vocabulary</b>												
Grade 9	95	37.9	84	36.3	81	38.0	1895	38.0	1818	38.4	1722	38.5
Grade 10	88	29.5	95	30.4	81	33.3	1632	34.4	1548	34.2	1593	34.5
Grade 11	62	41.2	68	38.2	60	39.7	1293	39.0	1190	41.0	1240	40.9
Totals	245	35.7	247	34.6	222	36.7	4820	37.0	4556	37.7	4555	37.8
<b>Comprehension</b>												
Grade 9	94	40.7	83	38.2	82	43.9	1905	39.5	1821	40.2	1733	41.2
Grade 10	87	35.6	95	33.1	81	40.6	1635	38.4	1561	38.9	1594	39.5
Grade 11	62	49.4	68	39.1	58	48.5	1296	46.0	1191	45.8	1239	46.9
Totals	243	41.1	246	36.4	221	43.9	4836	40.9	4573	41.2	4566	42.2

\*District Level Totals Reflect Grades 9 through 11.

## READING

### Disaggregated NECAP Testing Year Reading Data 2007-2010 (Grade 11 Tested)

	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
	<b>Male</b>						<b>Female</b>					
Oct '07	37	14	43	27	16	1142	38	13	61	16	11	1144
Oct '08	25	12	60	12	16	1144	42	7	57	26	10	1142
Oct '09	30	10	63	20	7	1145	42	21	55	19	5	1147
Oct '10	43	19	42	16	23	1141	48	10	60	27	2	1144
	<b>Asian</b>						<b>African American</b>					
Oct '07	0						25	8	56	20	16	1142
Oct '08	2						20	10	55	20	15	1143
Oct '09	0						29	10	69	17	3	1146
Oct '10	3						39	10	44	31	15	1141
	<b>Hispanic</b>						<b>White</b>					
Oct '07	38	13	55	21	11	1144	11	27	36	27	9	1145
Oct '08	34	9	56	24	12	1142	10	0	80	20	0	1143
Oct '09	34	21	50	21	9	1145	9					
Oct '10	37	16	51	22	11	1143	9					
	<b>Students w/LEP Status</b>						<b>Students with an IEP Status</b>					
Oct '07	0						15	0	20	27	53	1132
Oct '08	0						14	7	21	36	36	1135
Oct '09	0						8					
Oct '10	4						13	0	31	31	38	1134
	<b>Students w/SES Status</b>											
Oct '07	45	16	49	22	13	1144						
Oct '08	51	10	53	22	16	1142						
Oct '09	59	19	61	17	3	1147						
Oct '10	81	15	53	20	12	1143						

### Disaggregated Stanford-10 (SAT-10) Reading Data 2008-2010

		Vocabulary		Comprehension		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade	Year	<b>Male</b>				<b>Female</b>			
<b>9</b>	2008	46	36.8	45	36.1	49	38.9	49	44.9
	2009	40	37.0	39	37.4	44	35.7	44	38.8
	2010	34	38.7	34	41.4	47	37.5	48	45.7
<b>10</b>	2008	38	32.1	37	34.5	50	27.4	50	36.4
	2009	41	30.3	41	28.8	54	30.5	54	36.4
	2010	35	37.1	35	40.2	46	30.4	46	41.0
<b>11</b>	2008	29	40.7	29	46.4	33	41.7	33	52.1
	2009	26	43.1	26	40.3	42	35.2	42	38.3
	2010	23	37.4	22	44.2	37	41.1	36	51.2

## READING

### Disaggregated Stanford-10 (SAT-10) Reading Data 2008-2010

		Vocabulary		Comprehension		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Year		Asian				African American			
Grade 9	2008	1		1		33	35.9	32	38.5
	2009	3		3		31	36.7	30	36.9
	2010	1		1		26	34.7	27	40.7
Grade 10	2008	2		2		31	31.2	31	34.3
	2009	0		0		39	31.3	39	32.3
	2010	3		3		36	35.0	36	42.3
Grade 11	2008	0		0		19	43.4	19	49.2
	2009	2		2		21	37.2	21	37.7
	2010	0		0		25	38.7	24	46.6
		Hispanic				White			
Grade 9	2008	50	39.7	50	42.5	10	37.5	10	37.8
	2009	38	32.5	38	35.2	12	45.5	12	47.8
	2010	38	37.9	38	43.3	16	44.3	16	50.2
Grade 10	2008	38	27.6	37	36.9	17	29.5	17	32.7
	2009	46	29.9	46	33.0	10	29.3	10	36.4
	2010	34	29.4	35	35.8	8	38.7	7	53.3
Grade 11	2008	33	40.0	33	49.4	9	44.3	9	52.5
	2009	32	36.6	32	37.2	12	44.2	12	45.5
	2010	27	38.3	27	48.4	8	47.7	7	55.7
		Students w/LEP Status				Students with an IEP			
Grade 9	2008	0		0		19	25.3	18	32.3
	2009	0		0		22	21.5	21	27.8
	2010	0		0		25	30.3	25	31.6
Grade 10	2008	0		0		18	21.4	17	27.6
	2009	0		0		14	21.5	14	27.6
	2010	2		3		14	18.6	13	29.0
Grade 11	2008	0		0		11	30.6	11	38.4
	2009	0		0		12	31.1	12	33.7
	2010	1		1		6	33.2	5	37.3
		Students w/SES Status							
Grade 9	2008	95	37.9	94	40.7				
	2009	79	36.6	79	38.0				
	2010	79	38.2	80	44.4				
Grade 10	2008	88	29.5	87	35.6				
	2009	94	30.5	94	33.1				
	2010	80	33.2	80	40.7				
Grade 11	2008	62	41.2	62	49.4				
	2009	60	37.8	60	39.8				
	2010	95	37.9	94	40.7				

SAT-10 Cohort Analysis - Grade 9 2007-2008 through Grade 11 2009-2010

Overall School Data 2007 - 2010

Students	Grade 9 (2007-2008)			Grade 10 (2008-2009)			Grade 11 (2009-2010)		
	Proficient %	Basic %	Below Basic %	Proficient %	Basic %	Below Basic %	Proficient %	Basic %	Below Basic %
	5	47	42	0	30	64	2	25	27
	5	50	45	0	32	68	4	46	50

Same Student Cohort 2007-2010

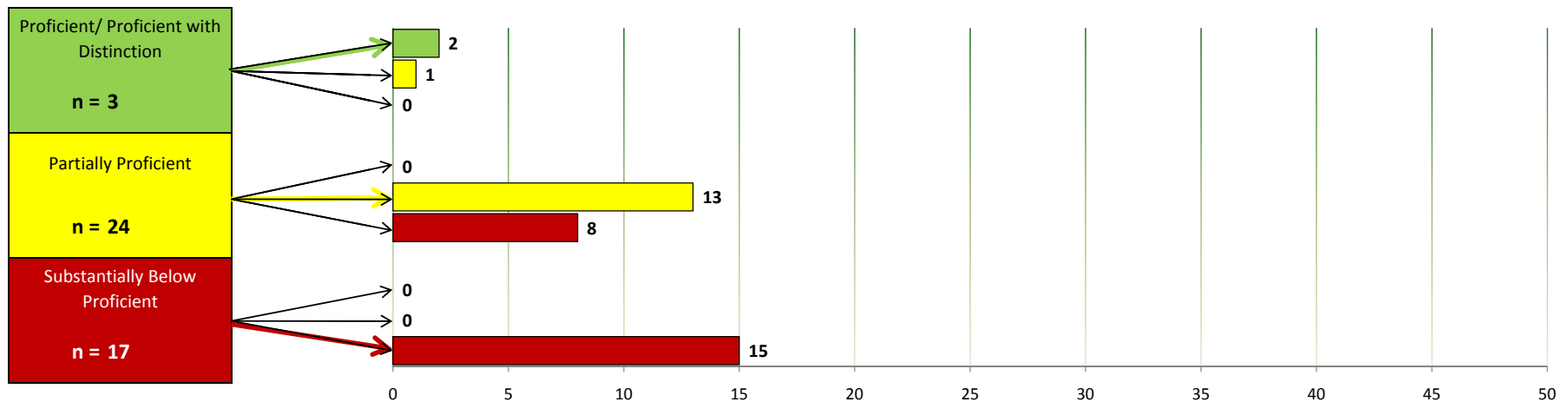
Starting Grade 9 07-08	Students		%	Ending Grade 10 08-09	No Change		%	Proficient		%	Basic		%	Below Basic		%	Ending Grade 11 09-10	No Change		%	Proficient		%	Basic		%	Below Basic		%
	Proficient	Basic			Below Basic	Proficient		Basic	Below Basic		Proficient	Basic		Below Basic	Proficient			Basic	Below Basic		Proficient	Basic		Below Basic					
	3	24	6.8		0	11	0	--	0	0	2	13	1	2	67	33	54	88	67	54	88	--	0	0	0	1	33	0	0
	17		39		16		94	0	0	0	1		5.9	--				15		88	0	0	0	0	0	--			33

Starting Grade 10 08-09	Students		%	Ending Grade 11 09-10	No Change		%	Proficient		%	Basic		%	Below Basic		%
	Proficient	Basic			Below Basic	Proficient		Basic	Below Basic		Proficient	Basic		Below Basic		
	0	14	0		0	9	###	--	2	0	###	0	2	###	###	
	30		68		21		70	0	0	0	5	17	--			

Ending Grade 11 09-10	Students		%
	Proficient	Partial	
	2	14	5.1
	23		59

Grade 9: 07-08 Performance Levels

Grade 11: 09-10 Performance Levels



## WRITING

### NECAP Testing Year Writing Performance Levels & Mean Scaled Scores (Grade 11 Tested)

SCHOOL								
Performance Level Categories	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	2	3%	0	0%	4	6%	0	0%
Proficient	26	36%	19	28%	35	49%	50	56%
Partially Proficient	42	58%	43	62%	29	40%	35	39%
Substantially Below Proficient	3	4%	7	10%	4	6%	5	6%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	73	5.8	69	5.4	72	6.6	90	6.3
DISTRICT (Grade 11)								
Performance Level Categories	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	23	1%	23	2%	82	5%	9	1%
Proficient	390	25%	409	27%	591	38%	561	39%
Partially Proficient	849	55%	849	56%	713	46%	697	48%
Substantially Below Proficient	285	18%	226	15%	171	11%	187	13%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	1547	5.2	1507	5.4	1557	6.1	1454	5.7

### Disaggregated NECAP Testing Year Writing Data 2007-2010 (Grade 11 Tested)

	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
Male						Female						
Oct '07	35	0	37	57	6	5.7	38	5	34	58	3	5.9
Oct '08	25	0	40	52	8	5.5	44	0	20	68	11	5.4
Oct '09	29	3	38	48	10	5.9	43	7	56	35	2	7.1
Oct '10	43	0	56	37	7	6.1	47	0	55	40	4	6.5
Asian						African American						
Oct '07	0						23	9	30	57	4	5.9
Oct '08	2						20	0	40	40	20	5.3
Oct '09	0						29	3	45	48	3	6.3
Oct '10	3						39	0	49	44	8	6.0
Hispanic						White						
Oct '07	38	0	42	55	3	5.9	11	0	27	73	0	5.7
Oct '08	36	0	25	72	3	5.6	10	0	20	70	10	5.6
Oct '09	33	9	48	39	3	7.0	10	0	60	20	20	6.2
Oct '10	36	0	50	47	3	6.3	9					
Students w/LEP Status						Students with an IEP Status						
Oct '07	0						13	0	0	92	8	4.5
Oct '08	0						14	0	7	57	36	4.0
Oct '09	0						8					
Oct '10	3						13	0	8	77	15	4.5
Students w/SES Status												
Oct '07	44	0	39	57	5	5.7						
Oct '08	52	0	29	58	13	5.3						
Oct '09	60	5	53	38	3	6.8						
Oct '10	80	0	56	39	5	6.4						

## MATH

### NECAP Testing Year Math Performance Levels & Mean Scaled Scores (Grade 11 Tested)

SCHOOL								
Performance Level Categories	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	0	0%	0	0%	0	0%	0	0%
Proficient	3	4%	2	3%	1	1%	4	4%
Partially Proficient	18	24%	8	12%	9	12%	20	21%
Substantially Below Proficient	53	72%	56	85%	65	87%	72	75%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	74	1127	66	1125	75	1126	96	1128
DISTRICT (Grade 11)								
Performance Level Categories	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	7	<1%	8	1%	6	<1%	6	<1%
Proficient	143	9%	206	14%	170	11%	170	11%
Partially Proficient	308	20%	280	18%	289	18%	324	22%
Substantially Below Proficient	1109	71%	1023	67%	1134	71%	1006	67%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	1567	1126	1507	1128	1599	1128	1506	1128

### Stanford-10 (SAT-10) Math Mean Normal Curve Equivalent (NCEs)

Total Math	SCHOOL						DISTRICT LEVEL*					
	N	May-08	N	May-09	N	May-10	N	May-08	N	May-09	N	May-10
Grade 9	105	43.2	79	44.2	80	47.1	1896	47.7	1809	47.5	1704	47.1
Grade 10	84	37.1	91	34.5	77	42.0	1609	43.5	1540	42.9	1551	41.9
Grade 11	62	41.9	66	35.3	60	36.0	1308	45.2	1183	47.1	1240	44.5
Total	251	40.8	236	38.0	217	42.2	4813	45.6	4532	45.8	4495	44.6

\*District Level Totals Reflect Grades 9 through 11.

## MATH

### Disaggregated NECAP Testing Year Math Data 2007-2010 (Grade 11 Tested)

	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
	<b>Male</b>						<b>Female</b>					
Oct '07	36	0	6	22	72	1127	38	0	3	26	71	1127
Oct '08	25	0	8	20	72	1128	41	0	0	7	93	1123
Oct '09	32	0	0	9	91	1125	43	0	2	14	84	1127
Oct '10	47	0	9	21	70	1129	49	0	0	20	80	1126
	<b>Asian</b>						<b>African American</b>					
Oct '07	0						24	0	0	29	71	1129
Oct '08	2						19	0	11	11	79	1126
Oct '09	0						30	0	0	7	93	1126
Oct '10	3						39	0	3	15	82	1127
	<b>Hispanic</b>						<b>White</b>					
Oct '07	38	0	5	26	68	1126	11	0	9	9	82	1130
Oct '08	34	0	0	15	85	1124	10	0	0	10	90	1124
Oct '09	36	0	3	11	86	1127	9					
Oct '10	42	0	2	29	69	1127	9					
	<b>Students w/LEP Status</b>						<b>Students with an IEP Status</b>					
Oct '07	0						14	0	0	0	100	1119
Oct '08	0						14	0	7	7	86	1117
Oct '09	3						8					
Oct '10	9						13	0	0	0	100	1121
	<b>Students w/SES Status</b>											
Oct '07	45	0	0	29	71	1125						
Oct '08	51	0	4	12	84	1124						
Oct '09	62	0	2	15	84	1128						
Oct '10	86	0	5	22	73	1128						

## MATH

### Disaggregated Stanford-10 (SAT-10) Total Math Data 2008-2010

	Year	Male		Female					
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 9	2008	54	40.0	51	46.6				
	2009	38	44.7	41	43.7				
	2010	32	48.0	48	46.5				
Grade 10	2008	36	41.1	48	34.1				
	2009	38	34.8	53	34.3				
	2010	34	43.4	43	40.9				
Grade 11	2008	29	42.2	33	41.6				
	2009	25	37.5	41	33.9				
	2010	24	36.7	36	35.6				
	Year	Asian		African American		Hispanic		White	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 9	2008	1		37	40.8	55	43.8	11	48.9
	2009	3		29	41.5	36	43.1	11	48.6
	2010	1		26	45.2	37	45.9	16	52.4
Grade 10	2008	2		28	35.6	36	38.6	17	36.6
	2009	0		37	34.1	44	33.7	10	39.6
	2010	3		34	41.3	34	40.3	6	44.5
Grade 11	2008	0		19	43.9	33	43.4	9	34.9
	2009	2		21	35.4	31	34.8	11	32.0
	2010	0		23	33.9	32	36.5	5	42.6
	Year	Students w/LEP Status		Students w/IEP Status		Students w/SES Status			
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 9	2008	0		26	34.7	105	43.2		
	2009	0		20	35.1	74	44.6		
	2010	0		24	37.3	77	47.8		
Grade 10	2008	0		19	33.3	84	37.1		
	2009	0		13	28.1	90	34.4		
	2010	2		11	30.7	76	41.9		
Grade 11	2008	0		11	35.2	62	41.9		
	2009	0		12	37.8	58	34.9		
	2010	2		8	29.0	54	36.5		



## SCIENCE

### NECAP Testing Year Science Performance Levels & Mean Scaled Scores (Grade 11 Tested)

SCHOOL						
Performance Level Categories	N	May-08	N	May-09	N	May-10
Proficient w/Distinction	0	0%	0	0%	0	0%
Proficient	1	2%	0	0%	1	1%
Partially Proficient	13	20%	20	31%	35	47%
Substantially Below Proficient	51	78%	45	69%	39	52%
Mean Scaled Scores	N	May-08	N	May-09	N	May-10
Grade 11	65	1123	65	1127	75	1126
DISTRICT (Grade 11)						
Performance Level Categories	N	May-08	N	May-09	N	May-10
Proficient w/Distinction	5	<1%	2	<1%	0	0%
Proficient	63	4%	65	4%	98	7%
Partially Proficient	447	31%	437	30%	533	38%
Substantially Below Proficient	948	65%	955	65%	783	55%
Mean Scaled Scores	N	May-08	N	May-09	N	May-10
Grade 11	1463	1126	1459	1126	1414	1127

### Disaggregated NECAP Testing Year Science Data 2008-2010 (Grade 11 Tested)

	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	Total N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
	<b>Male</b>						<b>Female</b>					
May '08	31	0	3	19	77	1122	34	0	0	21	79	1124
May '09	25	0	0	44	56	1128	40	0	0	23	78	1126
May '10	32	0	0	38	63	1125	43	0	2	53	44	1127
	<b>Asian</b>						<b>African American</b>					
May '08	0						21	0	0	24	76	1123
May '09	2						19	0	0	26	74	1126
May '10	0						31	0	3	45	52	1128
	<b>Hispanic</b>						<b>White</b>					
May '08	34	0	3	18	79	1123	9					
May '09	32	0	0	28	72	1126	11	0	0	36	64	1128
May '10	35	0	0	43	57	1125	9					
	<b>Students w/LEP Status</b>						<b>Students with an IEP Status</b>					
May '08	0						12	0	0	8	92	1119
May '09	0						13	0	0	15	85	1125
May '10	7						7					
	<b>Students w/SES Status</b>											
May '08	42	0	0	26	74	1123						
May '09	51	0	0	33	67	1127						
May '10	61	0	0	54	46	1128						

## ENGLISH LANGUAGE PROFICIENCY

### ACCESS for ELLs ® English Language Proficiency Test (In-Program Students Only)

#### Reading Scores Grades 9-12

Proficiency Level	Grade 9			Grade 10			Grade 11			Grade 12		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	0 0%	0 0%	3 27%	0 0%	0 0%	3 43%	0 0%	0 0%	1 20%	0 0%	0 0%	0 0%
2 - Beginning	0 0%	0 0%	5 45%	1 100%	0 0%	4 57%	0 0%	0 0%	3 60%	0 0%	0 0%	1 50%
3 - Developing	0 0%	0 0%	2 18%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
4 - Expanding	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 20%	0 0%	0 0%	0 0%
5 - Bridging	0 0%	0 0%	1 9%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 50%
6 - Reaching	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	0	0	11	1	0	7	0	0	5	0	0	2

#### Writing Scores Grades 9-12

Proficiency Level	Grade 9			Grade 10			Grade 11			Grade 12		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	0 0%	0 0%	1 9%	0 0%	0 0%	1 14%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
2 - Beginning	0 0%	0 0%	4 36%	0 0%	0 0%	1 14%	0 0%	0 0%	2 40%	0 0%	0 0%	0 0%
3 - Developing	0 0%	0 0%	3 27%	0 0%	0 0%	5 71%	0 0%	0 0%	3 60%	0 0%	0 0%	1 50%
4 - Expanding	0 0%	0 0%	3 27%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 50%
5 - Bridging	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
6 - Reaching	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	0	0	11	1	0	7	0	0	5	0	0	2

## ENGLISH LANGUAGE PROFICIENCY

### ACCESS for ELLs ® English Language Proficiency Test (In-Program Students Only)

#### Listening Scores Grades 9-12

Proficiency Level	Grade 9			Grade 10			Grade 11			Grade 12		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	0 0%	0 0%	3 27%	0 0%	0 0%	0 0%	0 0%	0 0%	1 20%	0 0%	0 0%	0 0%
2 - Beginning	0 0%	0 0%	1 9%	0 0%	0 0%	3 43%	0 0%	0 0%	1 20%	0 0%	0 0%	0 0%
3 - Developing	0 0%	0 0%	4 36%	0 0%	0 0%	3 43%	0 0%	0 0%	1 20%	0 0%	0 0%	1 50%
4 - Expanding	0 0%	0 0%	3 27%	1 100%	0 0%	1 14%	0 0%	0 0%	2 40%	0 0%	0 0%	1 50%
5 - Bridging	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
6 - Reaching	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	0	0	11	1	0	7	0	0	5	0	0	2

#### Speaking Scores Grades 9-12

Proficiency Level	Grade 9			Grade 10			Grade 11			Grade 12		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	0 0%	0 0%	5 45%	0 0%	0 0%	3 43%	0 0%	0 0%	3 60%	0 0%	0 0%	0 0%
2 - Beginning	0 0%	0 0%	1 9%	0 0%	0 0%	2 29%	0 0%	0 0%	2 40%	0 0%	0 0%	1 50%
3 - Developing	0 0%	0 0%	0 0%	0 0%	0 0%	1 14%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
4 - Expanding	0 0%	0 0%	3 27%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
5 - Bridging	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 50%
6 - Reaching	0 0%	0 0%	2 18%	0 0%	0 0%	1 14%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	0	0	11	0	0	7	0	0	5	0	0	2

## ENGLISH LANGUAGE PROFICIENCY

### ACCESS for ELLs ® English Language Proficiency Test (In-Program Students Only)

Literacy Scores 9-12 (50% Reading + 50% Writing)

Proficiency Level	Grade 9			Grade 10			Grade 11			Grade 12		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	0 0%	0 0%	1 9%	0 0%	0 0%	1 14%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
2 - Beginning	0 0%	0 0%	4 36%	0 0%	0 0%	5 71%	0 0%	0 0%	3 60%	0 0%	0 0%	1 50%
3 - Developing	0 0%	0 0%	4 36%	1 100%	0 0%	1 14%	0 0%	0 0%	2 40%	0 0%	0 0%	0 0%
4 - Expanding	0 0%	0 0%	2 18%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 50%
5 - Bridging	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
6 - Reaching	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	0	0	11	1	0	7	0	0	5	0	0	2

Comprehension Scores 9-12 (70% Reading + 30% Listening)

Proficiency Level	Grade 9			Grade 10			Grade 11			Grade 12		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	0 0%	0 0%	3 27%	0 0%	0 0%	3 43%	0 0%	0 0%	1 20%	0 0%	0 0%	0 0%
2 - Beginning	0 0%	0 0%	2 18%	0 0%	0 0%	3 43%	0 0%	0 0%	2 40%	0 0%	0 0%	1 50%
3 - Developing	0 0%	0 0%	5 45%	1 100%	0 0%	1 14%	0 0%	0 0%	1 20%	0 0%	0 0%	0 0%
4 - Expanding	0 0%	0 0%	1 9%	0 0%	0 0%	0 0%	0 0%	0 0%	1 20%	0 0%	0 0%	1 50%
5 - Bridging	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
6 - Reaching	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	0	0	11	1	0	7	0	0	5	0	0	2

**ENGLISH LANGUAGE PROFICIENCY**

**Disaggregated ACCESS Data 2010**

GRADE	ESL/BIL In-Program					Eligible, Not Enrolled				
	Made Proficiency Cut Score									
	Total N	Literacy (4.5 or greater)		Comprehension (5.0 or greater)		Total N	Literacy (4.5 or greater)		Comprehension (5.0 or greater)	
9	10	1	10.0%	0	0.0%	1	0	0.0%	0	0.0%
10	7	0	0.0%	0	0.0%	0				
11	5	0	0.0%	0	0.0%	0				
12	2	1	50.0%	0	0.0%	0				
<b>Total</b>	24	2	8.3%	0	0.0%	1	0	0.0%	0	0.0%

## COLLEGE BOARD EXAMS & GRADUATION

### College Board Tests

PSAT <i>(Mean Scores Fall '09)</i>			
SCHOOL			
Grade Level	Critical Reading	Math	Writing Skills
Grade 10	33.7	31.8	32.9
Grade 11	35.3	33.6	34.5
DISTRICT LEVEL			
Grade Level	Critical Reading	Math	Writing Skills
Grade 10	34	35	34
Grade 11	37	38	36
RHODE ISLAND			
Grade Level	Critical Reading	Math	Writing Skills
Grade 10	43.2	43.0	42.3
Grade 11	46.7	46.6	45.5
NATIONAL			
Grade Level	Critical Reading	Math	Writing Skills
Grade 10	42.0	43.3	41.0
Grade 11	46.9	48.2	45.8

NOTE: PSAT Scores Range from 20 to 80.

Advanced Placement Courses <i>(2008-2009)</i>			
SCHOOL			
Grade Level	Course Enrollment	Valid AP Exams Taken	% Scoring 3 or higher
Grade 10	0	0	N/A
Grade 11	0	0	N/A
Grade 12	0	0	N/A
DISTRICT LEVEL			
Grade Level	Course Enrollment	Valid AP Exams Taken	% Scoring 3 or higher
Grade 10	54	33	97.0%
Grade 11	277	153	72.5%
Grade 12	456	153	58.8%

### Graduation Rates

Graduation Outcomes	2006-2007	2007-2008	2008-2009
Graduated 4 years or fewer	57.3%	60.0%	56.3%
Dropped out	24.3%	21.0%	18.8%
Retained / Grad. In 4+ Years*	11.7%	7.6%	12.5%
Completed GED	4.9%	2.9%	5.0%
Status Unknown	1.9%	8.6%	7.5%

\*Indicates that the student either is still enrolled or took more than four years to graduate.

## **POST-SECONDARY OUTCOMES**

### **Post-secondary Enrollment & Return (Outcomes for Graduating Classes)**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>School Percentages</b>								
Enrolled within 1 year of graduation						51%	56%	57%
Enrolled within 2 years of graduation						59%	65%	57%
1st year enrollees returning in 2nd year						64%	66%	N/A
<b>District Percentages</b>								
Enrolled within 1 year of graduation	57%	52%	60%	55%	55%	54%	56%	60%
Enrolled within 2 years of graduation	64%	59%	65%	61%	60%	60%	63%	60%
1st year enrollees returning in 2nd year	79%	81%	77%	75%	77%	79%	77%	N/A

Source: National Student Clearinghouse (NSC).

\*The number is not displayed in the NSC's bar graphs and therefore cannot be calculated due to other missing data.

### **Post-secondary Graduation (Outcomes for Graduating Classes)**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>School Percentages</b>								
Graduated in 4 years or fewer						0.0%	0.0%	N/A
Graduated in 5 years ( <i>cumulative</i> )						N/A	N/A	N/A
Graduated in 6 years ( <i>cumulative</i> )						N/A	N/A	N/A
Additional Graduates (more than 6 yrs.)						N/A	N/A	N/A
<b>District Percentages</b>								
Graduated in 4 years or fewer	12.8%	12.7%	12.3%	8.9%	*	*	*	N/A
Graduated in 5 years ( <i>cumulative</i> )	19.2%	18.0%	18.1%	10.6%	N/A	N/A	N/A	N/A
Graduated in 6 years ( <i>cumulative</i> )	22.8%	20.9%	19.3%	N/A	N/A	N/A	N/A	N/A
Additional Graduates (more than 6 yrs.)	2.2%	0.2%	N/A	N/A	N/A	N/A	N/A	N/A

Source: National Student Clearinghouse (NSC).

\*The number is not displayed in the NSC's bar graphs and therefore cannot be calculated due to other missing data.

### **Post-secondary Drop-outs and No Record of Enrollment (Outcomes for Graduating Classes)**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>School Percentages</b>								
No longer enrolled as of 2009-10 NSC Report						22.4%	19.4%	N/A
Not in NSC as of 2009-10 Report						38.8%	35.5%	43.2%
<b>District Percentages</b>								
No longer enrolled as of 2009-10 NSC Report	35.5%	31.5%	33.6%	31.1%	25.2%	19.3%	13.0%	N/A
Not in NSC as of 2009-10 Report	27.2%	33.9%	28.6%	32.4%	34.7%	37.6%	37.3%	40.3%

Source: National Student Clearinghouse (NSC).

\*The number is not displayed in the NSC's bar graphs and therefore cannot be calculated due to other missing data.

## SCHOOL FACULTY

### Principals

**2010-2011** Regina Winkfield  
**2009-2010** Regina Winkfield  
**2008-2009** Regina Winkfield  
**2007-2008** Brian Baldizar  
**2006-2007** Wobberson Torchon  
**2005-2006** Wobberson Torchon

### Teachers

	Number of Teachers			Unduplicated Count of Teachers over 3 year period	Percentage of Teachers at least 3 years at school
	07-08	08-09	09-10	2007-2010	09-10
SCHOOL	28	29	27	41	15 (36.6%)
DISTRICT – ALL HIGH SCHOOL	494	447	466	651	324 (49.8%)

Source: REG. Information as of June 2010.

### Teacher Professional Development Hours

Position	# Teachers	Completed all required hours	Potential completers	Did not complete all hours	1 or more incorrect workshops	On leave and/or factored out
SCHOOL - High School Math Teachers Only	4	0 (0.0%)	1 (25.0%)	3 (75.0%)	1 (25.0%)	0
<b>DISTRICT - ALL HIGH SCHOOL MATH</b>	<b>63</b>	<b>7(11.1%)</b>	<b>8 (12.7%)</b>	<b>48 (76.2%)</b>	<b>16 (25.4%)</b>	<b>2</b>
SCHOOL - High School Science Teachers Only	3	0 (0.0%)	1 (33.3%)	2 (66.7%)	2 (66.7%)	0
<b>DISTRICT - ALL HIGH SCHOOL SCIENCE</b>	<b>52</b>	<b>8(15.4%)</b>	<b>9 (17.3%)</b>	<b>35 (67.3%)</b>	<b>9 (17.3%)</b>	<b>1</b>

Source: MLP. Information as of April 2010.

## SCHOOL CLIMATE & PARENT ENGAGEMENT

### Teacher Perceptions

	School Environment			Parent Support		
	Number of Respondents	Mean	Standard Deviation	Number of Respondents	Mean	Standard Deviation
SCHOOL	8	3.58	.35	7	3.00	.33
	Overall, E Cubed teachers <b>strongly agree</b> that they work in a positive school climate.			Overall, E Cubed teachers <b>agree</b> that they have parental support.		
DISTRICT HIGH LEVEL TOTAL	183	2.86	.77	181	2.83	.68
	Overall, high school level teachers <b>agree</b> that they work in a positive school climate.			Overall, high school level teachers <b>agree</b> that they have parental support.		

Source: School Climate Survey of teachers using SurveyMonkey June 2010.

Note: Likert Scale from 1 to 4 (Strongly Disagree to Strongly Agree).