

Mount Pleasant High School Data Packet

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 not 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.



3rd/4th 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"> Increase in <i>percent proficient</i> (from 37% to 49%), school's ELA index proficiency score has met AMO target Increase in <i>mean scaled score</i> (from 35 to 39), remains below proficient
		Trend		<ul style="list-style-type: none"> Positive trend in <i>percent proficient</i> Positive trend in <i>mean scaled score</i>

Subject	Grade	Comparison	Observation	Results
MATH	11	Annual		<ul style="list-style-type: none"> Increase in <i>percent proficient</i> (from 1% to 3%), school's Math index proficiency score has not met AMO target No change in <i>mean scaled score</i> (24)
		Trend		<ul style="list-style-type: none"> No consistent trend in <i>percent proficient</i> No consistent trend in <i>mean scaled score</i>

Subject	Grade	Comparison	Observation	Results
WRITING	11	Annual		<ul style="list-style-type: none"> Increase in <i>percent proficient</i> (from 14% to 32%), school's ELA index proficiency score has met AMO target Increase in <i>mean score</i> (from 4.5 to 5.6), remains below proficient
		Trend		<ul style="list-style-type: none"> Positive trend in <i>percent proficient</i> Positive trend in <i>mean scaled score</i>

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

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

*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 <small>(Oct06 NECAP)</small>	2008 <small>(Oct07 NECAP)</small>	2009 <small>(Oct08 NECAP)</small>	2010 <small>(Oct09 NECAP)</small>	2007 <small>(Oct06 NECAP)</small>	2008 <small>(Oct07 NECAP)</small>	2009 <small>(Oct08 NECAP)</small>	2010 <small>(Oct09 NECAP)</small>
All Students	ELA Assessment	●	●	●	●	●	●	●	●
	Math Assessment	●	●	●†	●	●	●	●	●
	ELA Participation	●	●	●	●	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●
	Graduation	●	●	●†	●	●	●	●	●
African-American	ELA Assessment	●	●	●	●	●	●	●	●
	Math Assessment	●	-	●	●	●	●	●	●
	ELA Participation	●	●	●	●	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●
Asian	ELA Assessment	●	-	-	-	●	●	●	●
	Math Assessment	●	-	-	-	●	●	●	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
Hispanic	ELA Assessment	●	●	●	●	●	●	●	●
	Math Assessment	●	●	●†	●†	●	●	●†	●
	ELA Participation	●	●	●	●	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●
Native American	ELA Assessment	-	-	-	-	-	-	-	-
	Math Assessment	-	-	-	-	-	-	-	-
	ELA Participation	-	-	-	-	-	-	-	-
	Math Participation	-	-	-	-	-	-	-	-
White	ELA Assessment	●	-	-	-	●	●	●	●
	Math Assessment	●	-	-	-	●	●	●	●
	ELA Participation	-	-	-	-	●	●	●	●
	Math Participation	-	-	-	-	●	●	●	●
Students with Disabilities	ELA Assessment	●†	-	-	-	●†	●	●	●
	Math Assessment	●	-	-	-	●†	●	●	●
	ELA Participation	●	●	●	●	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●
English Language Learners	ELA Assessment	●†	-	-	-	●†	●	●	●†
	Math Assessment	●	-	-	-	●†	●	●	●
	ELA Participation	-	-	●	-	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●
Economically Disadvantaged Students	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
2004	Insufficient Progress	19	21
2005	Insufficient Progress	15	21
2006	Insufficient Progress	25	31
2007	Insufficient Progress	23	28
2008	Insufficient Progress	9	19
2009	Insufficient Progress	20	21
2010	Insufficient Progress	5	20

2010 District Classifications
Elementary School
Insufficient Progress (27/34)
Middle School
Caution (31/33)
High School
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>	1173	1331	1142	1240	1094					
<i>Male</i>	595	699	597	642	569	51%	53%	52%	52%	52%
<i>Female</i>	578	632	545	598	525	49%	47%	48%	48%	48%
<i>Asian</i>	66	83	77	82	61	6%	6%	7%	7%	6%
<i>Black</i>	317	367	304	318	248	27%	28%	27%	26%	23%
<i>Hispanic</i>	675	748	659	722	672	58%	56%	58%	58%	61%
<i>Native</i>	7	13	11	10	7	1%	1%	1%	1%	1%
<i>White</i>	108	120	91	108	86	9%	9%	8%	9%	8%
<i>Pacific Islander</i>					0					0%
<i>Multi-Racial</i>					20					2%
<i>Free & Reduced</i>	920	1103	932	1007	786	78%	83%	82%	81%	72%
<i>Full-Pay</i>	253	228	210	233	308	22%	17%	18%	19%	28%
<i>IEP</i>	169	188	195	215	216	14%	14%	17%	17%	20%
<i>No-IEP</i>	1004	1143	947	1025	878	86%	86%	83%	83%	80%
<i>LEP</i>	166	133	177	197	186	14%	10%	16%	16%	17%
<i>No-LEP</i>	1007	1198	965	1043	908	86%	90%	84%	84%	83%

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 & 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	81.52%	80.93%	78.74%	79.42%	78.47%	83.66%	84.76%	84.85%	85.13%	84.60%
Tardiness	13.12%	12.78%	13.05%	13.31%	11.80%	14.96%	14.25%	15.39%	13.40%	13.50%
Mobility	33.09%	35.46%	42.31%	53.85%	N/A	36.11%	35.74%	33.69%	35.42%	N/A
Graduation*	--	57.93%	64.80%	58.48%	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>	1066	1163	922	1105	1029	3126	3664	3113	2862	3276
Attendance Related	55.8%	59.3%	48.3%	48.1%	48.8%	37.9%	39.7%	37.5%	40.6%	39.3%
Alcohol & Tobacco Related	0.5%	0.1%	0.2%	0.1%	0.2%	0.4%	0.1%	0.2%	0.2%	0.2%
Drug Related	0.1%	0.3%	0.2%	0.0%	0.3%	0.3%	0.5%	0.4%	0.6%	1.0%
Non-violent Disruption	32.1%	32.5%	41.0%	40.8%	42.7%	48.7%	46.2%	47.6%	44.2%	46.7%
Violent Disruption	9.3%	6.2%	7.9%	9.7%	5.8%	10.0%	10.8%	11.7%	12.0%	10.3%
Other Disruption	2.3%	1.6%	2.4%	1.4%	2.2%	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	2	N/A	N/A	N/A	1	2,661	3,296	3,242	3,462	4,335
Out-of-school Suspensions	1,162	923	1,111	1,033	893	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	25	25	48	46	53	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	3	1%	1	1%	18	8%	3	1%
Proficient	61	27%	69	35%	86	39%	70	31%
Partially Proficient	77	34%	64	32%	48	22%	75	33%
Substantially Below Proficient	84	37%	65	33%	66	30%	77	34%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	225	1134	199	1134	218	1138	225	1133
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)

Total Reading	SCHOOL						DISTRICT LEVEL*					
	N	May-08	N	May-09	N	May-10	N	May-08	N	May-09	N	May-10
Grade 9	374	33.4	355	32.6	264	33.4	1887	38.3	1809	38.9	1715	39.6
Grade 10	283	27.9	296	28.9	284	28.8	1628	35.6	1537	35.9	1587	36.5
Grade 11	195	36.1	172	35.2	181	36.0	1290	43.0	1182	43.7	1233	44.4
Totals	852	32.2	823	31.8	729	32.3	4805	38.6	4528	39.1	4535	39.8
Vocabulary												
Grade 9	378	33.4	357	32.4	266	33.8	1895	38.0	1818	38.4	1722	38.5
Grade 10	283	27.5	297	26.9	286	28.9	1632	34.4	1548	34.2	1593	34.5
Grade 11	196	34.3	173	31.6	182	32.9	1293	39.0	1190	41.0	1240	40.9
Totals	857	31.6	827	30.3	734	31.6	4820	37.0	4556	37.7	4555	37.8
Comprehension												
Grade 9	379	35.2	360	34.6	267	34.9	1905	39.5	1821	40.2	1733	41.2
Grade 10	284	31.2	299	32.8	287	31.5	1635	38.4	1561	38.9	1594	39.5
Grade 11	197	39.0	172	39.0	182	39.6	1296	46.0	1191	45.8	1239	46.9
Totals	860	34.7	831	34.9	736	34.7	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
	Male						Female					
Oct '07	127	0	25	32	43	1132	98	3	30	37	31	1136
Oct '08	108	1	29	31	40	1133	91	0	42	34	24	1137
Oct '09	104	5	38	24	33	1137	114	11	40	20	28	1140
Oct '10	103	2	24	37	37	1132	122	1	37	30	32	1134
	Asian						African American					
Oct '07	13	0	23	31	46	1131	63	3	29	30	38	1134
Oct '08	11	0	45	36	18	1136	58	0	38	33	29	1136
Oct '09	16	6	50	31	13	1141	66	9	36	20	35	1137
Oct '10	15	0	60	27	13	1140	45	0	38	40	22	1135
	Hispanic						White					
Oct '07	125	1	26	35	38	1134	24	0	29	42	29	1133
Oct '08	113	1	28	30	41	1133	15	0	60	40	0	1142
Oct '09	120	8	39	21	33	1138	13	15	46	31	8	1143
Oct '10	139	2	28	30	40	1132	19	0	21	37	42	1133
	Students w/LEP Status						Students with an IEP Status					
Oct '07	30	0	0	27	73	1128	44	0	5	20	75	1125
Oct '08	34	0	0	26	74	1123	34	0	12	44	44	1129
Oct '09	28	0	4	14	82	1126	35	0	9	11	80	1126
Oct '10	46	0	9	17	74	1126	48	0	6	31	63	1127
	Students w/SES Status											
Oct '07	143	2	26	37	35	1134						
Oct '08	158	1	34	32	34	1134						
Oct '09	176	9	39	22	31	1139						
Oct '10	164	2	34	33	32	1134						

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

Grade	Year	Vocabulary		Comprehension		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
		Male				Female			
9	2008	186	33.4	186	32.3	192	33.4	193	37.9
	2009	191	32.3	192	32.7	166	32.6	168	36.7
	2010	139	33.7	140	31.4	127	33.8	127	38.7
10	2008	153	27.5	153	29.8	130	27.5	131	32.8
	2009	144	27.9	146	31.0	153	25.9	153	34.5
	2010	151	28.8	149	29.3	135	29.1	138	33.8
11	2008	102	33.5	104	35.4	94	35.1	93	43.0
	2009	92	30.5	91	36.0	81	32.8	81	42.4
	2010	91	32.8	91	39.0	91	32.9	91	40.2

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	25	36.6	25	42.1	96	34.1	96	35.0
	2009	30	33.2	30	39.4	80	32.4	82	33.5
	2010	15	42.0	15	45.0	63	31.8	63	32.3
Grade 10	2008	21	29.1	21	35.8	68	27.0	68	32.6
	2009	21	35.4	21	40.2	85	25.8	87	32.7
	2010	21	30.9	21	36.2	68	30.3	68	31.3
Grade 11	2008	12	30.5	12	38.7	52	38.9	51	38.7
	2009	12	29.1	12	42.2	53	34.7	53	41.8
	2010	9	37.5	9	45.2	62	32.3	61	37.3
		Hispanic				White			
Grade 9	2008	226	31.9	227	33.9	29	40.1	29	40.5
	2009	209	31.8	209	34.1	38	35.5	39	35.6
	2010	156	32.3	157	33.2	32	41.0	32	43.4
Grade 10	2008	168	26.9	169	29.2	23	32.8	23	37.9
	2009	167	25.7	167	31.1	20	32.5	20	39.9
	2010	161	28.1	162	30.3	35	29.4	35	34.4
Grade 11	2008	110	31.8	112	37.9	21	37.2	21	44.6
	2009	96	29.1	95	37.0	10	41.6	10	46.4
	2010	100	32.1	101	39.8	10	41.2	10	47.6
		Students w/LEP Status				Students with an IEP			
Grade 9	2008	48	16.1	48	19.3	69	22.3	70	23.0
	2009	42	13.7	42	19.6	75	23.0	77	26.6
	2010	21	14.5	22	18.6	60	24.9	61	25.9
Grade 10	2008	52	13.8	52	17.1	46	17.1	47	22.3
	2009	40	13.2	42	18.3	48	15.3	48	18.9
	2010	36	14.3	37	15.1	55	18.6	54	20.6
Grade 11	2008	31	23.7	32	27.3	34	22.7	33	28.1
	2009	28	19.8	28	24.9	34	28.2	34	33.7
	2010	24	21.9	24	28.0	30	18.3	30	26.0
		Students w/SES Status							
Grade 9	2008	378	33.4	379	35.2				
	2009	314	31.9	317	34.4				
	2010	238	33.6	238	34.7				
Grade 10	2008	283	27.5	284	31.2				
	2009	254	27.0	256	33.2				
	2010	248	28.0	247	30.6				
Grade 11	2008	196	34.3	197	39.0				
	2009	158	31.7	157	39.2				
	2010	162	33.0	163	39.6				

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 %
	18	5	224	4	1	210	4	2	117

Same Student Cohort 2007-2010

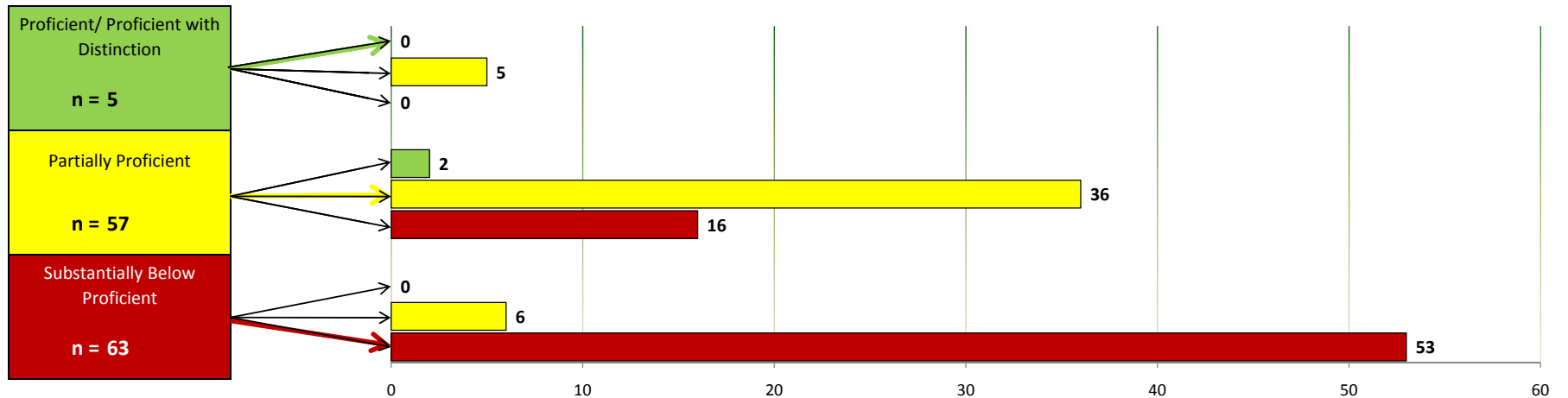
Starting Grade 9 07-08	Students		%	Ending Grade 10 08-09	No Change		%	Proficient		%	Basic		%	Below Basic		%	Ending Grade 11 09-10	No Change		%	Proficient		%	Basic		%	Below Basic		%	
	Proficient	Basic			Below Basic	Proficient		Basic	Below Basic		Proficient	Basic		Below Basic	Proficient			Basic	Below Basic											
	5	46	50		2	36	56	--	0	0	3	--	5	0	0		0	36	53	--	2	3.5	0	6	9.5	--	0	0	16	28

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							
	2	35	63		0	34	66	--	3	0	2	--	11	0	0	

Ending Grade 11 09-10	Students		%
	Proficient	Partial	
	3	48	60

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	1	<1%	1	1%	3	1%	0	0%
Proficient	22	10%	25	13%	59	29%	40	19%
Partially Proficient	126	56%	112	57%	108	52%	119	55%
Substantially Below Proficient	75	33%	60	30%	36	17%	57	26%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	224	4.3	198	4.4	206	5.5	216	4.4
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	126	1	6	54	40	4.0	98	0	15	59	26	4.7
Oct '08	107	0	13	50	37	4.1	91	1	12	65	22	4.7
Oct '09	100	1	28	54	17	5.4	106	2	29	51	18	5.6
Oct '10	95	0	14	54	33	4.1	121	0	22	56	21	4.6
	Asian						African American					
Oct '07	12	0	8	42	50	3.8	62	0	11	60	29	4.4
Oct '08	10	0	30	40	30	4.9	59	0	12	56	32	4.5
Oct '09	16	0	31	63	6	6.0	62	0	32	50	18	5.5
Oct '10	15	0	27	67	7	5.3	43	0	19	60	21	4.6
	Hispanic						White					
Oct '07	125	1	8	58	34	4.4	25	0	16	48	36	4.2
Oct '08	112	0	10	58	32	4.1	15	7	20	60	13	5.3
Oct '09	113	2	27	52	19	5.4	13	8	23	54	15	6.0
Oct '10	132	0	18	52	30	4.3	19	0	16	53	32	3.9
	Students w/LEP Status						Students with an IEP Status					
Oct '07	30	0	0	20	80	2.7	44	0	0	27	73	2.8
Oct '08	34	0	0	38	62	2.8	33	0	3	52	45	3.6
Oct '09	28	0	4	50	46	3.7	31	0	0	42	58	3.2
Oct '10	41	0	2	32	66	2.3	45	0	4	60	36	3.3
	Students w/SES Status											
Oct '07	143	1	13	54	33	4.4						
Oct '08	156	0	13	57	30	4.4						
Oct '09	167	1	28	53	18	5.5						
Oct '10	158	0	20	54	26	4.5						

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	5	2%	2	1%	6	3%	5	2%
Partially Proficient	33	15%	21	11%	23	10%	21	9%
Substantially Below Proficient	184	83%	176	88%	193	87%	205	89%
Mean Scaled Scores	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 11	222	1122	199	1124	222	1123	231	1123
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	373	44.0	366	42.1	261	39.6	1896	47.7	1809	47.5	1704	47.1
Grade 10	280	35.8	295	36.5	283	31.6	1609	43.5	1540	42.9	1551	41.9
Grade 11	199	39.0	172	41.6	177	36.2	1308	45.2	1183	47.1	1240	44.5
Total	852	40.1	833	40.0	721	35.6	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
Male							Female					
Oct '07	125	0	2	16	82	1123	97	0	2	13	85	1121
Oct '08	108	0	1	13	86	1123	91	0	1	8	91	1125
Oct '09	105	0	3	10	87	1124	117	0	3	10	87	1123
Oct '10	105	0	3	10	87	1123	126	0	2	8	90	1122
Asian							African American					
Oct '07	13	0	15	0	85	1125	59	0	2	19	80	1121
Oct '08	11	0	0	45	55	1128	59	0	3	7	90	1124
Oct '09	15	0	7	20	73	1127	65	0	3	11	86	1122
Oct '10	15	0	7	20	73	1130	45	0	2	0	98	1121
Hispanic							White					
Oct '07	126	0	1	15	84	1123	24	0	4	13	83	1121
Oct '08	112	0	0	7	93	1123	15	0	0	20	80	1128
Oct '09	126	0	2	9	90	1123	13	0	8	15	77	1127
Oct '10	145	0	2	11	87	1122	19	0	0	11	89	1122
Students w/LEP Status							Students with an IEP Status					
Oct '07	32	0	0	0	100	1116	42	0	0	2	98	1109
Oct '08	35	0	0	6	94	1121	33	0	0	6	94	1122
Oct '09	36	0	0	3	97	1116	35	0	0	0	100	1115
Oct '10	55	0	0	4	96	1118	47	0	0	0	100	1115
Students w/SES Status												
Oct '07	140	0	1	19	80	1123						
Oct '08	158	0	1	13	86	1124						
Oct '09	181	0	3	10	87	1123						
Oct '10	166	0	2	9	89	1123						

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	189	43.8	184	44.2				
	2009	192	42.3	174	41.9				
	2010	140	38.7	121	40.7				
Grade 10	2008	151	36.1	129	35.5				
	2009	143	37.9	152	35.1				
	2010	150	30.9	133	32.3				
Grade 11	2008	104	39.7	95	38.2				
	2009	94	42.0	78	41.2				
	2010	90	38.1	87	34.3				
	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	23	52.4	98	42.3	220	44.0	29	44.8
	2009	28	50.6	78	40.2	219	41.5	40	43.2
	2010	15	48.6	62	38.2	153	39.1	31	41.0
Grade 10	2008	20	39.1	69	37.4	166	34.1	22	37.6
	2009	21	44.8	84	35.0	166	36.3	20	36.9
	2010	21	36.4	68	27.8	160	31.7	33	35.6
Grade 11	2008	12	48.4	52	37.7	111	38.9	23	37.1
	2009	12	50.0	49	46.0	100	37.9	10	45.2
	2010	9	48.0	58	35.3	99	35.4	10	38.9
	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		
Grade 9	2008	47	35.4	70	36.4	373	44.0		
	2009	54	34.1	74	34.6	319	42.2		
	2010	21	32.8	63	33.0	231	39.6		
Grade 10	2008	51	28.5	45	29.6	280	35.8		
	2009	45	28.1	46	28.4	253	37.2		
	2010	37	21.8	53	25.9	245	30.9		
Grade 11	2008	31	32.9	34	28.5	199	39.0		
	2009	30	35.5	33	39.6	156	41.4		
	2010	23	31.3	29	28.9	159	36.7		

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 %
	6	2	308	0	0	265	0	0	168

Same Student Cohort 2007-2010

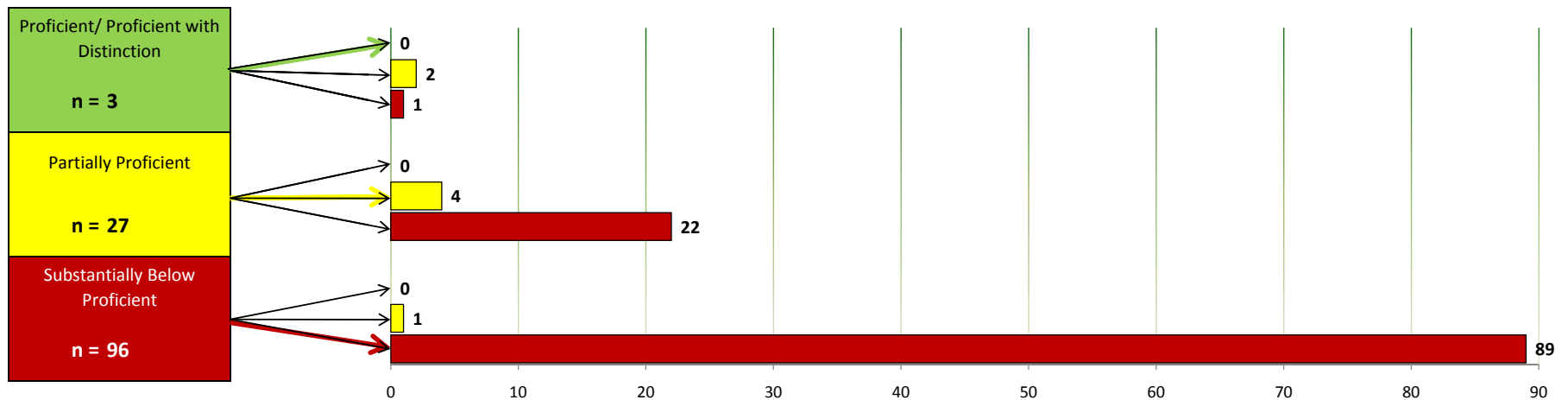
Starting Grade 9 07-08	Students		Ending Grade 10 08-09	No Change			Proficient			Basic			Below Basic		
	%			%	%	%	%	%	%	%	%	%	%		
Proficient	3	2.4		2	67	--	1	33	0	0	0	0	0	0	0
Basic	27	21		8	30	2	7.4	--	16	59	4	15	0	0	22
Below Basic	96	76		93	97	0	0	2	2.1	--	89	93	0	0	1

Starting Grade 10 08-09	Students		Ending Grade 11 09-10	No Change			Proficient			Basic			Below Basic		
	%			%	%	%	%	%	%	%	%	%	%		
Proficient	4	3		0	0	--	3	75	1	25	3	7	0	0	7
Basic	11	8.3		3	27	0	--	--	7	64	1	0.8	0	0	--
Below Basic	118	89		110	93	0	0	1	0.8	--	110	93	0	0	--

Ending Grade 11 09-10	Students		%
Proficient	0	0	0
Partial	7	5.5	5.5
Below	120	94	94

Grade 9: 07-08 Performance Levels

Grade 11: 09-10 Performance Levels



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	5	2%	2	1%	2	1%
Partially Proficient	33	15%	21	11%	56	27%
Substantially Below Proficient	184	83%	176	88%	147	72%
Mean Scaled Scores	N	May-08	N	May-09	N	May-10
Grade 11	222	1122	199	1124	205	1124
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
	Male						Female					
May '08	107	0	0	22	78	1122	92	0	0	25	75	1124
May '09	96	0	1	23	76	1123	81	0	0	19	81	1123
May '10	99	0	1	30	69	1125	106	0	1	25	75	1123
	Asian						African American					
May '08	11	0	0	36	64	1124	53	0	0	17	83	1123
May '09	12	0	0	33	67	1125	53	0	0	21	79	1124
May '10	9						66	0	0	32	68	1124
	Hispanic						White					
May '08	108	0	0	23	77	1124	25	0	0	32	68	1122
May '09	101	0	1	17	82	1122	9					
May '10	119	0	1	24	76	1123	10	0	0	30	70	1127
	Students w/LEP Status						Students with an IEP Status					
May '08	31	0	0	10	90	1120	37	0	0	3	97	1117
May '09	36	0	0	3	97	1115	31	0	0	16	84	1120
May '10	42	0	0	5	95	1118	26	0	0	4	96	1113
	Students w/SES Status											
May '08	129	0	0	26	74	1124						
May '09	154	0	1	21	78	1123						
May '10	178	0	1	26	73	1124						

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	36 49%	25 39%	34 60%	35 47%	13 23%	27 44%	13 26%	16 27%	22 50%	16 40%	9 32%	21 58%
2 - Beginning	27 37%	24 38%	20 35%	26 35%	26 46%	23 38%	19 38%	19 32%	14 32%	9 23%	9 32%	11 31%
3 - Developing	8 11%	6 9%	3 5%	7 9%	11 19%	8 13%	2 4%	8 14%	1 2%	2 5%	3 11%	0 0%
4 - Expanding	1 1%	5 8%	0 0%	2 3%	2 4%	1 2%	5 10%	5 8%	3 7%	5 13%	3 11%	3 8%
5 - Bridging	1 1%	2 3%	0 0%	4 5%	4 7%	1 2%	5 10%	5 8%	4 9%	5 13%	2 7%	0 0%
6 - Reaching	0 0%	2 3%	0 0%	1 1%	1 2%	1 2%	6 12%	6 10%	0 0%	3 8%	2 7%	1 3%
TOTAL TESTED	73	64	57	75	57	61	50	59	44	40	28	36

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	25 35%	20 33%	12 21%	29 39%	10 18%	13 21%	21 42%	15 26%	10 23%	20 50%	9 32%	14 39%
2 - Beginning	24 33%	9 15%	29 51%	28 37%	17 30%	22 36%	11 22%	13 22%	12 27%	9 23%	9 32%	12 33%
3 - Developing	21 29%	23 38%	14 25%	17 23%	27 47%	22 36%	14 28%	24 41%	19 43%	9 23%	9 32%	10 28%
4 - Expanding	2 3%	7 12%	2 4%	1 1%	3 5%	4 7%	4 8%	6 10%	3 7%	2 5%	1 4%	0 0%
5 - Bridging	0 0%	1 2%	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	72	60	57	75	57	61	50	58	44	40	28	36

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	26 36%	21 33%	23 40%	24 32%	9 16%	16 26%	7 14%	5 8%	12 27%	15 38%	8 29%	11 31%
2 - Beginning	15 21%	16 25%	18 32%	16 21%	20 35%	24 39%	18 36%	17 29%	11 25%	4 10%	6 21%	10 28%
3 - Developing	20 27%	17 27%	12 21%	15 20%	21 37%	16 26%	4 8%	22 37%	13 30%	8 20%	8 29%	8 22%
4 - Expanding	12 16%	7 11%	3 5%	14 19%	6 11%	4 7%	12 24%	11 19%	8 18%	6 15%	3 11%	6 17%
5 - Bridging	0 0%	3 5%	1 2%	6 8%	1 2%	1 2%	5 10%	4 7%	0 0%	4 10%	1 4%	1 3%
6 - Reaching	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	4 8%	0 0%	0 0%	3 8%	2 7%	0 0%
TOTAL TESTED	73	64	57	75	57	61	50	59	44	40	28	36

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	52 71%	36 58%	45 79%	47 64%	21 37%	34 56%	29 58%	16 28%	19 43%	16 40%	12 43%	16 44%
2 - Beginning	3 4%	7 11%	2 4%	7 9%	16 28%	7 11%	1 2%	15 26%	5 11%	2 5%	6 21%	4 11%
3 - Developing	4 5%	9 15%	2 4%	3 4%	4 7%	4 7%	4 8%	5 9%	4 9%	1 3%	2 7%	5 14%
4 - Expanding	2 3%	4 6%	0 0%	3 4%	3 5%	2 3%	0 0%	1 2%	4 9%	3 8%	1 4%	1 3%
5 - Bridging	2 3%	1 2%	3 5%	2 3%	4 7%	3 5%	2 4%	5 9%	1 2%	7 18%	0 0%	4 11%
6 - Reaching	10 14%	5 8%	5 9%	12 16%	9 16%	11 18%	14 28%	16 28%	11 25%	11 28%	7 25%	6 17%
TOTAL TESTED	73	62	57	74	57	61	50	58	44	40	28	36

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	31 43%	18 30%	22 39%	37 49%	12 21%	18 30%	14 28%	11 19%	13 30%	23 58%	10 36%	15 42%
2 - Beginning	30 42%	21 35%	26 46%	26 35%	25 44%	27 44%	19 38%	24 41%	18 41%	9 23%	10 36%	16 44%
3 - Developing	10 14%	13 22%	9 16%	12 16%	18 32%	14 23%	10 20%	13 22%	10 23%	4 10%	5 18%	5 14%
4 - Expanding	1 1%	6 10%	0 0%	0 0%	2 4%	2 3%	3 6%	7 12%	3 7%	2 5%	2 7%	0 0%
5 - Bridging	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	4 8%	3 5%	0 0%	2 5%	1 4%	0 0%
6 - Reaching	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	72	60	57	75	57	61	50	58	44	40	28	36

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	33 45%	24 38%	29 51%	29 39%	12 21%	20 33%	11 22%	6 10%	18 41%	19 48%	5 18%	16 44%
2 - Beginning	24 33%	21 33%	23 40%	29 39%	25 44%	29 48%	21 42%	27 46%	15 34%	5 13%	16 57%	14 39%
3 - Developing	14 19%	12 19%	5 9%	10 13%	16 28%	10 16%	4 8%	14 24%	7 16%	6 15%	0 0%	3 8%
4 - Expanding	2 3%	3 5%	0 0%	5 7%	3 5%	1 2%	4 8%	3 5%	3 7%	2 5%	3 11%	2 6%
5 - Bridging	0 0%	3 5%	0 0%	2 3%	1 2%	1 2%	4 8%	8 14%	1 2%	6 15%	3 11%	0 0%
6 - Reaching	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	6 12%	1 2%	0 0%	2 5%	1 4%	1 3%
TOTAL TESTED	73	64	57	75	57	61	50	59	44	40	28	36

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	56	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%
10	59	0	0.0%	1	1.7%	1	0	0.0%	0	0.0%
11	44	3	6.8%	1	2.3%	0				
12	36	0	0.0%	1	2.8%	0				
Total	195	3	1.5%	3	1.5%	2	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	30.9	32	31.2
Grade 11	32.7	33.7	32.8
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	57.9%	64.8%	58.5%
Dropped out	29.0%	18.8%	27.0%
Retained / Grad. In 4+ Years*	7.6%	11.0%	10.0%
Completed GED	3.5%	1.7%	1.5%
Status Unknown	2.0%	3.7%	3.0%

*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
School Percentages								
Enrolled within 1 year of graduation	50%	53%	58%	53%	50%	54%	54%	47%
Enrolled within 2 years of graduation	60%	59%	65%	59%	57%	59%	59%	47%
1st year enrollees returning in 2nd year	78%	77%	75%	79%	75%	79%	79%	N/A
District Percentages								
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
School Percentages								
Graduated in 4 years or fewer	9.4%	9.4%	8.0%	6.2%	*	*	*	N/A
Graduated in 5 years (<i>cumulative</i>)	17.2%	13.9%	13.8%	6.5%	N/A	N/A	N/A	N/A
Graduated in 6 years (<i>cumulative</i>)	20.3%	15.5%	14.2%	N/A	N/A	N/A	N/A	N/A
Additional Graduates (more than 6 yrs.)	2.4%	0.3%	N/A	N/A	N/A	N/A	N/A	N/A
District Percentages								
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
School Percentages								
No longer enrolled as of 2009-10 NSC Report	33.2%	35.2%	39.6%	35.6%	28.4%	19.5%	11.3%	N/A
Not in NSC as of 2009-10 Report	30.1%	32.6%	26.5%	33.1%	39.4%	38.6%	41.3%	52.6%
District Percentages								
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 Oscar Paz
2009-2010 Oscar Paz / Catherine Oneppo
2008-2009 Catherine Oneppo
2007-2008 Michael Sollito
2006-2007 Maureen Crisafulli
2005-2006 Maureen Crisafulli

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	89	81	75	104	62 (59.6%)
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	11	3 (27.3%)	1 (9.1%)	7 (63.6%)	3 (27.3%)	0
DISTRICT - ALL HIGH SCHOOL MATH	63	7(11.1%)	8 (12.7%)	48 (76.2%)	16 (25.4%)	2
SCHOOL - High School Science Teachers Only	8	1 (12.5%)	3 (37.5%)	4 (50.0%)	1 (12.5%)	1
DISTRICT - ALL HIGH SCHOOL SCIENCE	52	8(15.4%)	9 (17.3%)	35 (67.3%)	9 (17.3%)	1

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	26	2.61	.68	26	2.64	.59
	Overall, Mt. Pleasant teachers agree that they work in a positive school climate.			Overall, Mt. Pleasant teachers agree that they have parental support.		
DISTRICT HIGH LEVEL TOTAL	183	2.86	.77	181	2.83	.68
	Overall, high school level teachers agree that they work in a positive school climate.			Overall, high school level teachers agree 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).