

Gilbert Stuart Middle 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	7	Annual		<ul style="list-style-type: none"> Decrease in <i>percent proficient</i> (from 45% to 37%) Decrease in <i>mean scaled score</i> (from 39 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>
	8	Annual		<ul style="list-style-type: none"> Increase in <i>percent proficient</i> (from 32% to 47%) Increase in <i>mean scaled score</i> (from 34 to 40), indicates proficiency
		Trend		<ul style="list-style-type: none"> Positive trend in <i>percent proficient</i> Positive trend in <i>mean scaled score</i>
	SCHOOL	Annual		<ul style="list-style-type: none"> Increase in <i>percent proficient</i> (from 38% to 42%), school's ELA index proficiency score has met AMO target Increase in <i>mean scaled score*</i> (from 36 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	7	Annual		<ul style="list-style-type: none"> Increase in <i>percent proficient</i> (from 22% to 23%) Increase in <i>mean scaled score</i> (from 31 to 33), 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>
	8	Annual		<ul style="list-style-type: none"> Increase in <i>percent proficient</i> (from 18% to 21%) No change in <i>mean scaled score</i> (32), remains below proficient
		Trend		<ul style="list-style-type: none"> Positive trend in <i>percent proficient</i> No consistent trend in <i>mean scaled score</i>
	SCHOOL	Annual		<ul style="list-style-type: none"> Increase in <i>percent proficient</i> (from 20% to 22%), school's Math index proficiency score has met AMO target No change in <i>mean scaled score*</i> (32), remains below proficient
		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.

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

		SCHOOL				DISTRICT MIDDLE SCHOOLS			
NCLB Grouping	Criteria	2007 (Oct06 NECAP)	2008 (Oct07 NECAP)	2009 (Oct08 NECAP)	2010 (Oct09 NECAP)	2007 (Oct06 NECAP)	2008 (Oct07 NECAP)	2009 (Oct08 NECAP)	2010 (Oct09 NECAP)
All Students	ELA Assessment	●†	●	●	●	●	●†	●†	●
	Math Assessment	●	●	●	●	●	●	●	●
	ELA Participation	●	●	●	●	●	●	●	●
	Math Participation	●	●	●	●	●	●	●	●
	Attendance	●	●	●	●	●	●	●	●
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	0	1
2006	Insufficient Progress	21	29
2007	Insufficient Progress	28	30
2008	Insufficient Progress	23	29
2009	Insufficient Progress	28	29
2010	Met AYP	27	27

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>	826	786	673	706	775					
<i>Male</i>	429	406	325	360	414	52%	52%	48%	51%	53%
<i>Female</i>	397	380	348	346	361	48%	48%	52%	49%	47%
<i>Asian</i>	82	85	67	67	74	10%	11%	10%	9%	10%
<i>Black</i>	190	166	138	154	147	23%	21%	21%	22%	19%
<i>Hispanic</i>	507	499	427	440	503	61%	63%	63%	62%	65%
<i>Native</i>	5	3	3	1	11	1%	0%	0%	0%	1%
<i>White</i>	42	33	38	44	27	5%	4%	6%	6%	3%
<i>Pacific Islander</i>					4					1%
<i>Multi-Racial</i>					9					1%
<i>Free & Reduced</i>	739	744	591	667	734	89%	95%	88%	94%	95%
<i>Full-Pay</i>	87	42	82	39	41	11%	5%	12%	6%	5%
<i>IEP</i>	167	156	133	138	139	20%	20%	20%	20%	18%
<i>No-IEP</i>	659	630	540	568	636	80%	80%	80%	80%	82%
<i>LEP</i>	159	91	78	110	173	19%	12%	12%	16%	22%
<i>No-LEP</i>	667	695	595	596	602	81%	88%	88%	84%	78%

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

	SCHOOL					DISTRICT MIDDLE SCHOOL LEVEL				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Attendance	88.83%	89.76%	88.99%	90.48%	91.02%	89.35%	89.90%	90.18%	90.63%	90.63%
Tardiness	8.01%	9.75%	8.74%	11.70%	8.04%	8.86%	9.35%	8.33%	8.95%	7.27%
Mobility	24.06%	28.55%	28.68%	30.78%	N/A	29.58%	29.18%	29.15%	28.76%	N/A

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

DISCIPLINE

Rates of Infractions

	SCHOOL					DISTRICT MIDDLE 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>	746	782	1063	1030	951	8095	6808	7719	7079	6830
Attendance Related	13.0%	9.5%	8.9%	4.3%	7.6%	13.5%	17.4%	20.2%	19.0%	19.3%
Alcohol & Tobacco Related	0.0%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.3%
Drug Related	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%	0.2%	0.1%
Non-violent Disruption	77.1%	79.9%	82.2%	91.3%	86.0%	68.4%	64.9%	61.3%	64.8%	65.4%
Violent Disruption	8.0%	9.3%	8.2%	4.3%	6.0%	15.7%	15.2%	16.7%	14.1%	13.0%
Other Disruption	1.9%	1.0%	0.7%	0.2%	0.4%	2.3%	2.1%	1.6%	1.9%	1.8%

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	199	389	486	523	470	2,661	3,296	3,242	3,462	4,335
Out-of-school Suspensions	590	678	551	434	591	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	20	41	33	28	42	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

School Performance by Grade Level and School (Overall)											
Grade 6	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	3	1%	8	3%	16	8%	5	2%	1	<1%
	Proficient	68	28%	63	25%	76	39%	83	37%	68	32%
	Partially Proficient	83	35%	88	35%	57	30%	82	36%	85	40%
	Substantially Below Proficient	85	36%	94	37%	44	23%	57	25%	57	27%
	Mean Scaled Scores	239	633	253	633	193	640	227	637	211	635
Grade 7	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	1	0%	3	1%	16	7%	7	3%	2	1%
	Proficient	64	22%	68	25%	90	39%	75	34%	70	28%
	Partially Proficient	115	39%	116	43%	80	34%	82	37%	90	35%
	Substantially Below Proficient	114	39%	80	30%	47	20%	59	26%	92	36%
	Mean Scaled Scores	294	732	267	734	233	739	223	737	254	733
Grade 8	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	4	2%	1	0%	5	2%	14	6%	6	2%
	Proficient	68	26%	67	26%	70	29%	92	41%	84	32%
	Partially Proficient	96	36%	85	33%	95	40%	87	39%	123	47%
	Substantially Below Proficient	96	36%	107	41%	70	29%	31	14%	51	19%
	Mean Scaled Scores	264	832	260	832	240	834	224	840	264	837
School (Overall)	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	8	1%	12	2%	37	6%	26	4%	9	1%
	Proficient	200	25%	198	25%	236	35%	250	37%	222	30%
	Partially Proficient	294	37%	289	37%	232	35%	251	37%	298	41%
	Substantially Below Proficient	295	37%	281	36%	161	24%	147	22%	200	27%

DISTRICT (Grades 6 through 8)											
Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10	
Proficient w/Distinction	145	3%	216	4%	228	5%	234	5%	223	5%	
Proficient	1799	32%	1764	34%	1889	39%	1890	39%	1684	36%	
Partially Proficient	1955	35%	1721	33%	1577	32%	1678	34%	1710	37%	
Substantially Below Proficient	1686	30%	1515	29%	1133	23%	1106	23%	1058	23%	
Mean Scaled Scores	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10	
Grade 6	1766	636	1697	635	1631	638	1752	638	1472	639	
Grade 7	1933	734	1683	738	1588	739	1541	738	1661	736	
Grade 8	1886	834	1836	836	1636	837	1615	838	1542	839	

READING

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 6	242	28.5	189	32.4	213	30.3	1615	33.9	1529	35.8	1666	35.2
Grade 7	249	32.3	229	35.3	216	35.2	1560	36.6	1505	37.4	1435	39.0
Grade 8	243	32.8	221	32.6	216	34.5	1691	36.5	1474	37.4	1459	37.9
Totals	734	31.2	639	33.5	645	33.3	4866	35.7	4508	36.9	4560	37.3
Vocabulary												
Grade 6	243	27.0	189	29.9	213	30.4	1617	32.5	1530	34.5	1667	34.8
Grade 7	251	33.2	229	35.4	216	35.6	1565	37.1	1508	37.9	1436	39.6
Grade 8	244	32.5	222	31.1	216	35.5	1692	35.9	1477	36.7	1461	38.2
Totals	738	30.9	640	32.3	645	33.8	4874	35.2	4515	36.4	4564	37.4
Comprehension												
Grade 6	244	32.3	192	35.8	220	32.7	1618	36.9	1534	38.4	1685	37.3
Grade 7	252	33.6	229	37.0	220	36.6	1568	37.9	1507	38.6	1442	40.0
Grade 8	245	34.4	221	35.0	216	35.4	1699	38.1	1479	39.1	1468	39.0
Totals	741	33.5	642	35.9	656	34.9	4885	37.6	4520	38.7	4595	38.7

*District Level Totals Reflect Grades 6 through 8.

Disaggregated NECAP Testing Year Reading Data 2008-2010

		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					
Grade 6	Oct-08	88	1	39	27	33	637	105	14	40	31	14	643
	Oct-09	111	1	32	39	29	635	116	3	41	34	22	638
	Oct-10	119	1	29	38	32	634	92	0	36	43	21	636
Grade 7	Oct-08	127	6	31	36	26	737	106	8	47	32	13	742
	Oct-09	109	0	29	34	37	733	114	6	38	39	17	740
	Oct-10	135	0	24	36	39	731	119	2	31	34	33	735
Grade 8	Oct-08	115	0	20	43	37	831	125	4	38	36	22	837
	Oct-09	122	4	39	39	18	838	102	9	43	39	9	842
	Oct-10	135	2	27	46	25	835	129	2	37	47	13	839

READING

Disaggregated NECAP Testing Year Reading Data 2008-2010

		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
		Asian						African American					
Grade 6	Oct-08	17	6	53	18	24	640	45	11	40	18	31	641
	Oct-09	19	5	32	47	16	639	47	2	43	34	21	637
	Oct-10	24	0	25	58	17	635	40	0	48	30	23	638
Grade 7	Oct-08	23	13	35	43	9	742	45	7	31	29	33	736
	Oct-09	21	0	33	24	43	734	55	0	35	35	31	735
	Oct-10	19	5	16	58	21	735	45	0	40	31	29	735
Grade 8	Oct-08	23	9	35	35	22	840	49	2	31	43	24	835
	Oct-09	23	9	43	35	13	841	45	0	38	44	18	837
	Oct-10	23	4	30	35	30	837	47	2	34	47	17	839
		Hispanic						White					
Grade 6	Oct-08	118	8	37	33	21	640	12	0	33	58	8	639
	Oct-09	146	2	35	34	29	636	14	0	43	43	14	638
	Oct-10	134	1	28	42	30	634	7					
Grade 7	Oct-08	156	6	42	33	19	740	9					
	Oct-09	131	3	34	42	21	738	16	19	31	19	31	741
	Oct-10	174	1	25	34	40	732	7					
Grade 8	Oct-08	158	1	28	39	32	834	8					
	Oct-09	146	8	40	38	14	841	10	0	60	40	0	845
	Oct-10	168	2	31	51	16	837	13	0	38	31	31	836
		Students w/LEP Status						Students with an IEP					
Grade 6	Oct-08	17	6	12	29	53	632	43	0	12	21	67	627
	Oct-09	36	0	3	25	72	625	42	0	10	33	57	628
	Oct-10	36	0	6	47	47	629	45	0	4	36	60	627
Grade 7	Oct-08	23	0	9	39	52	729	49	2	14	49	35	733
	Oct-09	27	0	11	37	52	729	49	0	16	33	51	731
	Oct-10	45	0	0	24	76	724	41	0	0	17	83	723
Grade 8	Oct-08	26	0	4	27	69	825	51	0	14	41	45	828
	Oct-09	19	0	16	37	47	827	49	2	20	55	22	835
	Oct-10	38	0	8	55	37	830	57	0	14	44	42	830
		Students w/SES Status											
Grade 6	Oct-08	186	9	38	31	23	640						
	Oct-09	220	2	37	35	25	637						
	Oct-10	202	<1	32	40	28	635						
Grade 7	Oct-08	207	6	39	34	21	739						
	Oct-09	216	3	32	38	27	737						
	Oct-10	246	1	28	35	37	733						
Grade 8	Oct-08	198	3	30	39	29	835						
	Oct-09	205	6	42	38	14	840						
	Oct-10	245	2	32	47	19	837						

READING

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

		Male				Female			
		Vocabulary		Comprehension		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	2008	126	27.2	127	31.7	117	26.8	117	33.0
	2009	83	28.6	84	30.8	106	30.9	108	39.7
	2010	105	30.3	110	29.7	108	30.4	110	35.7
Grade 7	2008	126	32.1	125	30.1	125	34.4	127	37.1
	2009	123	36.2	123	35.7	106	34.5	106	38.4
	2010	104	34.6	108	34.3	112	36.5	112	38.7
Grade 8	2008	128	34.5	130	34.6	116	30.3	115	34.2
	2009	99	30.0	98	30.9	123	32.1	123	38.3
	2010	118	36.4	118	34.5	98	34.3	98	36.5

		Asian				African American			
		Vocabulary		Comprehension		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	2008	30	30.2	30	35.1	43	22.3	44	28.3
	2009	19	29.3	19	34.6	42	29.1	43	36.1
	2010	17	31.0	17	36.0	41	30.9	42	33.6
Grade 7	2008	22	39.1	21	45.6	54	32.5	56	31.8
	2009	22	34.0	22	37.0	44	31.8	44	35.5
	2010	21	34.8	21	37.0	46	32.9	49	31.9
Grade 8	2008	28	36.8	29	37.3	55	34.4	55	34.6
	2009	20	40.6	20	43.2	48	29.4	48	35.2
	2010	23	35.5	23	41.9	45	30.3	45	31.8

		Hispanic				White			
		Vocabulary		Comprehension		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	2008	159	27.9	159	33.2	11	23.6	11	28.9
	2009	118	30.3	120	35.6	10	29.9	10	39.3
	2010	146	30.1	151	31.9	8	30.9	9	35.1
Grade 7	2008	162	32.7	162	32.8	11	32.5	11	30.5
	2009	153	36.9	153	37.4	10	31.1	10	36.9
	2010	132	35.9	132	37.0	17	41.4	18	45.2
Grade 8	2008	148	31.0	148	33.9	12	32.3	12	34.4
	2009	142	30.5	141	34.2	8	31.6	8	30.7
	2010	138	36.5	138	35.3	10	44.6	10	38.2

READING

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

	Year	Students w/LEP Status				Students with an IEP			
		Vocabulary		Comprehension		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	2008	44	18.5	44	25.3	47	21.5	47	22.5
	2009	16	15.3	16	22.0	41	18.3	42	22.0
	2010	39	17.2	39	22.6	32	19.2	33	24.3
Grade 7	2008	32	22.8	32	22.5	61	25.9	61	26.5
	2009	26	25.4	26	25.1	49	28.9	49	31.4
	2010	31	24.9	35	24.6	43	29.4	43	30.4
Grade 8	2008	40	24.0	39	22.1	40	20.8	40	25.8
	2009	23	18.0	23	23.4	46	23.6	45	27.4
	2010	20	20.0	20	23.5	44	32.3	44	27.8

	Year	Students w/SES Status			
		Vocabulary		Comprehension	
		Total N	Mean NCE	Total N	Mean NCE
Grade 6	2008	243	27.0	244	32.3
	2009	183	29.7	186	35.8
	2010	203	30.1	210	32.5
Grade 7	2008	251	33.2	252	33.6
	2009	217	35.1	217	36.8
	2010	212	35.7	216	36.9
Grade 8	2008	244	32.5	245	34.4
	2009	194	30.8	193	35.2
	2010	207	35.7	207	35.4

SAT-10 Cohort Analysis - Grade 6 2007-2008 through Grade 8 2009-2010

Overall School Data 2007 - 2010

Students	Grade 6 (2007-2008)			Grade 7 (2008-2009)			Grade 8 (2009-2010)											
	Proficient %	Basic %	Below Basic %	Proficient %	Basic %	Below Basic %	Proficient %	Basic %	Below Basic %									
	15	6	82	34	143	60	21	9	91	39	120	52	23	11	97	45	94	44

Same Student Cohort 2007-2010

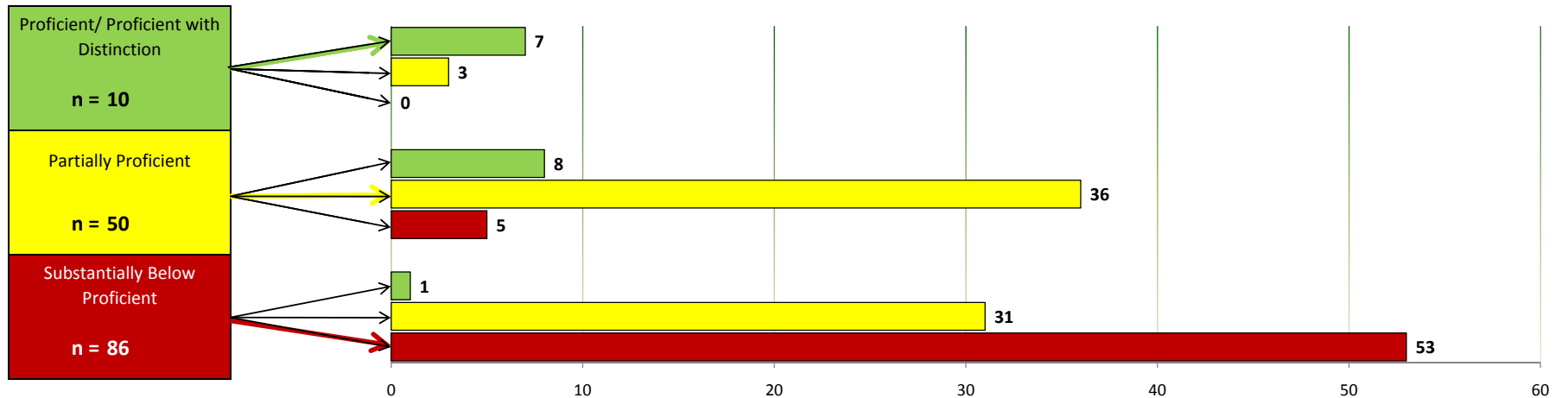
Starting Grade 6 07-08	Students		%	Ending Grade 7 08-09	No Change		%	Proficient		%	Basic		%	Below Basic		%	Ending Grade 8 09-10	No Change		%	Proficient		%	Basic		%	Below Basic		%
	Proficient	Basic			Below Basic	Proficient		Basic	Below Basic		Proficient	Basic		Below Basic	Proficient			Basic	Below Basic										
	10	6.8		7	70		--	3	30		0	0		7	70		--	3	30		0	0		3	30		0	0	
	50	34		30	60		9	18		--	8	16		36	72		8	16		--	5	10		--	5	10		5	10
	86	59		65	76		0	0		20	23		53	62		1	1.2		31	36		--	--		31	36		--	--

Starting Grade 7 08-09	Students		%	Ending Grade 8 09-10	No Change		%	Proficient		%	Basic		%	Below Basic		%
	Proficient	Basic			Below Basic	Proficient		Basic	Below Basic							
	16	11		11	69		--	4	25		0	0		0	0	
	57	38		43	75		6	11		--	8	14		8	14	
	78	52		54	69		0	0		23	29		--	--		

Ending Grade 8 09-10	Students		%
	Proficient	Partial	
	17	48	11
	74	41	48
	62	41	41

Grade 6: 07-08 Performance Levels

Grade 8: 09-10 Performance Levels



WRITING

NECAP Testing Year Writing Performance Levels & Mean Scaled Scores (Grade 8 Tested)

SCHOOL										
Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	4	2%	1	0%	4	2%	N/A	N/A	3	1%
Proficient	45	17%	17	7%	61	26%	N/A	N/A	78	30%
Partially Proficient	96	37%	81	31%	107	45%	N/A	N/A	124	48%
Substantially Below Proficient	116	44%	160	62%	66	28%	N/A	N/A	55	21%
Mean Scaled Scores	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 8	261	830	259	825	238	834	N/A	N/A	260	834
DISTRICT (Grade 8)										
Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Proficient w/Distinction	48	3%	30	2%	49	3%	N/A	N/A	64	4%
Proficient	329	18%	326	18%	419	26%	N/A	N/A	491	32%
Partially Proficient	667	36%	787	43%	672	41%	N/A	N/A	663	43%
Substantially Below Proficient	807	44%	673	37%	480	30%	N/A	N/A	307	20%
Mean Scaled Scores	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
Grade 8	1851	830	1816	831	1620	834	N/A	N/A	1525	835

Disaggregated NECAP Testing Year Writing Data 2007-2010 (Grade 8 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	132	1	6	30	63	825	127	0	7	32	61	826
Oct-08	113	0	13	48	39	830	125	3	37	42	18	838
Oct-10	132	1	21	50	28	831	128	2	39	45	14	836
Asian						African American						
Oct-07	30	3	7	53	37	832	54	0	9	31	59	825
Oct-08	23	13	35	26	26	839	49	0	31	39	31	833
Oct-10	22	5	32	27	36	834	47	0	36	45	19	835
Hispanic						White						
Oct-07	162	0	6	27	67	824	11	0	0	36	64	827
Oct-08	156	1	23	49	28	834	8					
Oct-10	166	1	30	51	19	834	13	8	23	46	23	832
Students w/LEP Status						Students with an IEP						
Oct-07	47	0	0	9	91	815	45	0	0	7	93	817
Oct-08	26	0	0	42	58	826	50	0	8	40	52	828
Oct-10	38	0	11	53	37	828	56	0	13	50	38	828
Students w/SES Status												
Oct-07	227	0	7	31	62	825						
Oct-08	196	2	26	45	27	834						
Oct-10	242	1	29	48	21	834						

MATH

NECAP Testing Year Math Performance Levels & Mean Scaled Scores

School Performance by Grade Level and School (Overall)											
Grade 6	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	1	0%	6	2%	4	2%	7	3%	3	1%
	Proficient	53	22%	45	18%	50	26%	44	18%	40	18%
	Partially Proficient	62	25%	51	20%	44	23%	53	22%	51	23%
	Substantially Below Proficient	128	52%	150	60%	97	50%	134	56%	128	58%
	Mean Scaled Scores	244	631	252	630	195	633	238	631	222	630
Grade 7	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	7	2%	4	2%	6	3%	4	2%	3	1%
	Proficient	69	23%	44	17%	45	19%	47	20%	42	15%
	Partially Proficient	53	18%	80	30%	48	20%	58	25%	62	23%
	Substantially Below Proficient	171	57%	138	52%	140	59%	121	53%	165	61%
	Mean Scaled Scores	300	730	266	730	239	731	230	732	272	729
Grade 8	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	1	0%	3	1%	4	2%	4	2%	3	1%
	Proficient	52	19%	48	19%	36	26%	42	18%	49	18%
	Partially Proficient	57	21%	63	24%	63	45%	63	27%	65	23%
	Substantially Below Proficient	164	60%	145	56%	139	28%	126	54%	160	58%
	Mean Scaled Scores	274	830	259	831	242	832	235	831	277	8
School (Overall)	Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10
	Proficient w/Distinction	9	1%	13	2%	14	2%	15	2%	9	1%
	Proficient	174	21%	137	18%	131	19%	133	19%	131	17%
	Partially Proficient	172	21%	194	25%	155	23%	174	25%	178	23%
	Substantially Below Proficient	463	57%	433	56%	376	56%	381	54%	453	59%

DISTRICT (Grades 6 through 8)											
Performance Level Categories	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10	
Proficient w/Distinction	215	4%	166	3%	200	4%	229	5%	238	5%	
Proficient	1417	25%	1245	24%	1227	25%	1178	24%	1087	23%	
Partially Proficient	1285	23%	1388	26%	1209	24%	1186	24%	1070	22%	
Substantially Below Proficient	2787	49%	2493	47%	2299	47%	2409	48%	2375	50%	
Mean Scaled Scores	N	Oct-06	N	Oct-07	N	Oct-08	N	Oct-09	N	Oct-10	
Grade 6	1818	634	1730	633	1647	634	1784	636	1512	634	
Grade 7	1960	733	1711	733	1630	733	1572	733	1696	732	
Grade 8	1926	832	1851	833	1658	834	1646	833	1562	833	

MATH

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 6	235	33.1	190	37.5	217	33.1	1603	38.3	1510	38.1	1673	38.3
Grade 7	250	36.6	228	36.8	217	37.7	1544	40.1	1500	39.0	1432	39.3
Grade 8	241	39.1	222	35.5	214	33.6	1667	40.0	1463	40.3	1476	39.5
Totals	726	3536.3	640	36.6	648	34.8	4814	39.5	4473	39.1	4581	39.0
Problem Solving												
Grade 6	240	33.5	193	37.5	220	35.2	1615	38.8	1539	39.3	1683	39.3
Grade 7	253	36.8	229	38.9	219	40.1	1560	41.9	1512	41.9	1448	42.8
Grade 8	242	41.4	223	38.9	214	36.9	1688	43.0	1475	43.4	1488	43.1
Totals	735	37.2	645	38.5	653	37.4	4863	41.3	4526	41.5	4619	41.6
Procedures												
Grade 6	238	33.6	191	37.7	217	32.3	1607	38.0	1512	37.7	1674	37.7
Grade 7	250	37.2	228	35.3	217	34.9	1546	38.1	1501	35.9	1436	35.4
Grade 8	242	37.0	223	32.4	214	30.4	1668	36.7	1468	36.8	1476	35.2
Totals	730	36.0	642	35.0	648	32.5	4821	37.6	4481	36.8	4586	36.2

*District Level Totals Reflect Grades 6 through 8.

Disaggregated NECAP Testing Year Math Data 2008-2010

		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					
Grade 6	Oct-08	89	3	24	19	54	632	106	1	27	25	46	634
	Oct-09	115	3	16	23	59	631	123	3	21	22	54	631
	Oct-10	124	2	17	23	58	630	98	0	19	23	57	629
Grade 7	Oct-08	129	2	19	21	57	731	110	3	18	19	60	732
	Oct-09	114	2	17	26	55	731	116	2	24	24	50	733
	Oct-10	145	1	13	23	63	729	127	1	18	23	58	729
Grade 8	Oct-08	117	2	11	21	66	831	125	2	18	30	50	832
	Oct-09	130	2	18	26	55	831	105	2	18	28	52	831
	Oct-10	142	1	15	23	61	831	135	1	21	24	55	831

MATH

Disaggregated NECAP Testing Year Math Data 2008-2010

		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
		Asian						African American					
Grade 6	Oct-08	17	12	35	29	24	637	46	0	20	15	65	629
	Oct-09	20	15	15	30	40	636	49	0	20	24	55	630
	Oct-10	27	4	22	19	56	632	43	0	19	19	63	628
Grade 7	Oct-08	24	0	42	13	46	736	46	2	13	15	70	728
	Oct-09	21	5	19	43	33	736	55	0	15	20	65	730
	Oct-10	20	0	20	35	45	732	51	2	16	22	61	729
Grade 8	Oct-08	24	0	42	38	21	835	49	0	12	29	59	831
	Oct-09	25	4	20	36	40	833	51	0	14	24	63	828
	Oct-10	26	4	23	27	46	833	50	0	22	20	58	830
		Hispanic						White					
Grade 6	Oct-08	119	1	26	26	47	633	12	8	33	8	50	636
	Oct-09	153	2	18	21	59	630	15	7	20	20	53	632
	Oct-10	139	1	17	25	57	630	7					
Grade 7	Oct-08	160	3	18	24	56	732	9					
	Oct-09	137	1	21	26	51	732	17	6	35	12	47	735
	Oct-10	184	1	15	21	63	729	7					
Grade 8	Oct-08	159	3	13	23	62	831	8					
	Oct-09	148	2	18	27	53	832	11	0	36	18	45	830
	Oct-10	176	0	16	24	60	831	13	15	23	15	46	831
		Students w/LEP Status						Students with an IEP					
Grade 6	Oct-08	19	0	5	16	79	623	43	0	2	14	84	626
	Oct-09	46	0	4	7	89	621	42	0	2	5	93	623
	Oct-10	47	0	6	9	85	622	45	0	2	11	87	622
Grade 7	Oct-08	29	0	7	21	72	725	49	0	4	16	80	725
	Oct-09	34	0	9	9	82	727	49	0	6	12	82	727
	Oct-10	62	0	0	5	95	718	40	0	0	13	88	721
Grade 8	Oct-08	28	0	0	11	89	826	51	0	2	20	78	829
	Oct-09	29	0	0	21	79	823	49	0	2	20	78	826
	Oct-10	52	0	4	10	87	826	57	0	2	16	82	824
		Students w/SES Status											
Grade 6	Oct-08	188	2	25	22	51	633						
	Oct-09	231	3	19	23	56	631						
	Oct-10	214	1	17	24	58	630						
Grade 7	Oct-08	213	3	19	19	60	731						
	Oct-09	223	2	19	26	53	732						
	Oct-10	263	1	15	24	60	729						
Grade 8	Oct-08	200	2	15	29	55	832						
	Oct-09	216	1	19	28	52	832						
	Oct-10	256	1	18	23	58	831						

MATH

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

		Male				Female			
		Problem Solving		Procedures		Problem Solving		Procedures	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	Year								
		2008	123	33.9	124	32.0	117	33.1	114
	2009	85	37.1	85	34.2	108	37.9	106	40.5
	2010	110	35.4	108	30.0	110	34.9	109	34.6
Grade 7	2008	128	35.0	126	35.4	125	38.7	124	39.1
	2009	124	40.1	123	35.4	105	37.4	105	35.2
	2010	108	39.2	107	31.4	111	41.0	110	38.3
Grade 8	2008	130	42.8	129	38.3	112	39.8	113	35.4
	2009	100	38.0	100	31.0	123	39.7	123	33.6
	2010	115	35.5	115	30.2	99	38.4	99	30.6

		Asian				African American			
		Problem Solving		Procedures		Problem Solving		Procedures	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	Year								
		2008	29	38.9	29	39.3	43	30.2	44
	2009	19	44.1	19	42.9	45	32.4	43	33.2
	2010	17	41.4	17	40.1	42	32.3	41	29.7
Grade 7	2008	22	49.3	21	45.5	57	33.0	56	34.3
	2009	22	44.2	22	37.4	44	35.5	44	34.0
	2010	21	43.9	21	37.1	49	36.2	48	31.6
Grade 8	2008	29	50.0	29	44.6	54	39.6	54	37.7
	2009	21	47.7	22	41.1	47	36.0	46	30.8
	2010	23	43.4	23	29.9	43	32.4	43	29.6

		Hispanic				White			
		Problem Solving		Procedures		Problem Solving		Procedures	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	Year								
		2008	158	33.8	155	34.1	10	27.0	10
	2009	119	38.4	119	38.2	10	37.8	10	40.2
	2010	151	35.4	149	32.1	9	32.3	9	32.0
Grade 7	2008	162	36.9	161	37.1	11	29.5	11	38.2
	2009	152	39.5	151	35.9	11	32.6	11	28.4
	2010	131	40.5	130	35.3	18	44.1	18	38.6
Grade 8	2008	146	40.8	146	35.3	12	37.1	12	36.8
	2009	144	39.2	144	31.7	8	32.5	8	33.1
	2010	138	36.6	138	30.6	10	44.3	10	30.7

MATH

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

	Year	Students w/LEP Status				Students with an IEP			
		Problem Solving		Procedures		Problem Solving		Procedures	
		Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE	Total N	Mean NCE
Grade 6	2008	44	28.4	44	36.1	44	23.6	45	21.4
	2009	16	26.4	16	35.4	42	29.4	42	31.0
	2010	39	24.1	39	25.0	33	25.1	33	26.8
Grade 7	2008	32	27.3	32	30.2	62	31.7	61	32.5
	2009	26	31.8	26	30.5	50	29.2	50	29.1
	2010	35	30.9	35	24.1	43	31.8	42	26.1
Grade 8	2008	39	34.0	40	29.6	40	31.6	40	29.7
	2009	22	32.1	22	25.9	46	33.2	46	27.8
	2010	20	33.6	20	23.0	43	28.5	43	24.5

	Year	Students w/SES Status			
		Problem Solving		Procedures	
		Total N	Mean NCE	Total N	Mean NCE
Grade 6	2008	240	33.5	238	33.6
	2009	187	37.7	185	37.9
	2010	210	34.8	207	32.4
Grade 7	2008	253	36.8	250	37.2
	2009	217	38.7	217	35.3
	2010	215	40.3	213	35.3
Grade 8	2008	242	41.4	242	37.0
	2009	195	39.5	195	32.3
	2010	206	36.8	206	30.4

SAT-10 Cohort Analysis - Grade 6 2007-2008 through Grade 8 2009-2010

Overall School Data 2007 - 2010

Students	Grade 6 (2007-2008)						Grade 7 (2008-2009)						Grade 8 (2009-2010)					
	Proficient	%	Basic	%	Below Basic	%	Proficient	%	Basic	%	Below Basic	%	Proficient	%	Basic	%	Below Basic	%
	11	5	63	27	159	68.2	11	5	36	15.6	184	80	4	2	37	17.5	171	81

Same Student Cohort 2007-2010

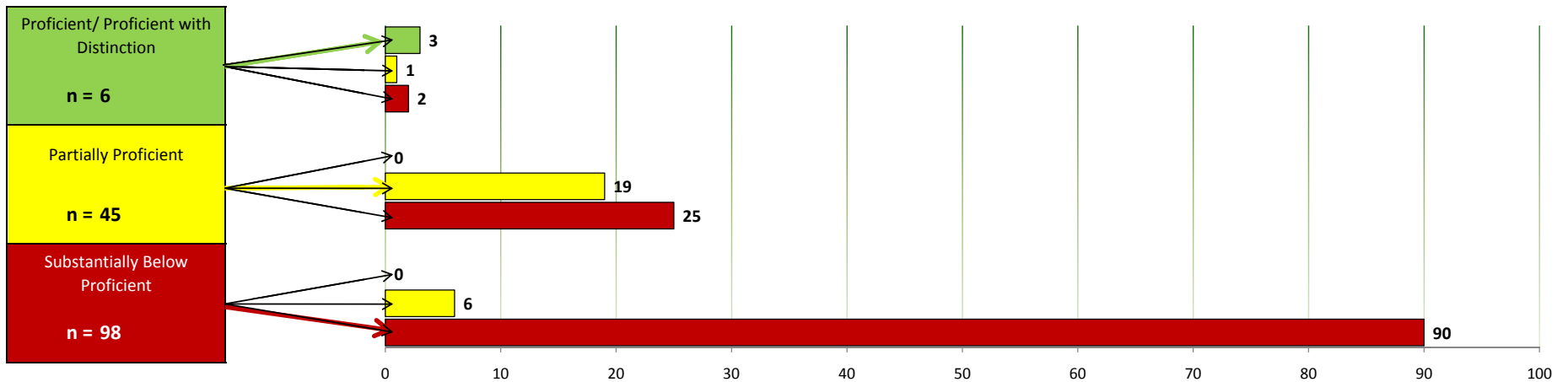
Starting Grade 6 07-08	Students			%	Ending Grade 7 08-09	No Change			%	Proficient			%	Basic			%	Below Basic			%								
	Proficient	Basic	Below Basic			Proficient	Basic	Below Basic		Proficient	Basic	Below Basic		Proficient	Basic	Below Basic													
	6	45	98	4.03		3	18	90	50	40	91.8	--	3	4	--	0	22	--	0	48.9	0	0	0	1	25	--	16.7	33.3	55.6

Starting Grade 7 08-09	Students			%	Ending Grade 8 09-10	No Change			%	Proficient			%	Basic			%	Below Basic			%						
	Proficient	Basic	Below Basic			Proficient	Basic	Below Basic		Proficient	Basic	Below Basic															
	7	25	118	4.67		3	12	107	42.9	48	90.7	--	3	9	--	0	12	--	0	0	0	0	1	12	--	14.3	48

Ending Grade 8 09-10	Students			%		
	Proficient	Partial	Below			
	3	26	123	1.97	17.1	81

Grade 6: 07-08 Performance Levels

Grade 8: 09-10 Performance Levels



SCIENCE

NECAP Science Testing Year Performance Levels & Mean Scaled Scores (Grade 8 Tested)

SCHOOL						
Performance Level Categories	N	May-08	N	May-09	N	May-10
Proficient w/Distinction	0	0%	0	0%	0	0%
Proficient	2	1%	1	<1%	4	2%
Partially Proficient	39	15%	33	15%	43	19%
Substantially Below Proficient	213	84%	191	85%	185	80%
Mean Scaled Scores	N	May-08	N	May-09	N	May-10
Grade 8	254	821	225	821	232	822
DISTRICT (Grade 8)						
Performance Level Categories	N	May-08	N	May-09	N	May-10
Proficient w/Distinction	1	<1%	0	0%	2	<1%
Proficient	31	2%	49	3%	80	5%
Partially Proficient	424	23%	402	25%	391	24%
Substantially Below Proficient	1372	75%	1170	72%	1150	71%
Mean Scaled Scores	N	May-08	N	May-09	N	May-10
Grade 8	1828	823	1621	823	1623	823

Disaggregated NECAP Testing Year Science Data 2008-2010 (Grade 8 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	132	0	0	17	83	821	119	0	2	13	85	820
May '09	98	0	1	10	89	819	127	0	0	18	82	821
May '10	127	0	1	21	78	822	105	0	3	15	82	822
	Asian						African American					
May '08	30	0	3	30	67	825	55	0	0	18	82	820
May '09	21	0	0	43	57	828	48	0	0	10	90	818
May '10	26	0	4	19	77	825	51	0	0	16	84	820
	Hispanic						White					
May '08	152	0	1	11	89	820	12	0	0	33	67	824
May '09	142	0	1	13	87	821	11	0	0	9	91	819
May '10	145	0	2	17	81	823	10	0	0	50	50	826
	Students w/LEP Status						Students with an IEP					
May '08	50	0	0	2	98	817	42	0	0	7	93	819
May '09	25	0	0	0	100	815	43	0	0	2	98	816
May '10	33	0	0	9	91	819	47	0	0	9	91	818
	Students w/SES Status											
May '08	218	0	1	15	84	821						
May '09	189	0	1	15	85	821						
May '10	213	0	1	19	80	823						

ENGLISH LANGUAGE PROFICIENCY

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

Reading Scores Grades 6-8

Proficiency Level	Grade 6			Grade 7			Grade 8		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	10 11%	10 17%	13 22%	4 7%	9 12%	9 17%	18 32%	8 18%	18 51%
2 - Beginning	20 22%	28 48%	26 45%	15 25%	25 32%	27 51%	23 40%	23 52%	10 29%
3 - Developing	35 38%	10 17%	10 17%	16 27%	27 35%	10 19%	13 23%	9 20%	4 11%
4 - Expanding	7 8%	2 3%	3 5%	4 7%	1 1%	5 9%	2 4%	1 2%	2 6%
5 - Bridging	16 18%	7 12%	5 9%	17 28%	11 14%	2 4%	1 2%	2 5%	0 0%
6 - Reaching	3 3%	1 2%	1 2%	4 7%	4 5%	0 0%	0 0%	1 2%	1 3%
TOTAL TESTED	91	58	58	60	77	53	57	44	35

Writing Scores Grades 6-8

Proficiency Level	Grade 6			Grade 7			Grade 8		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	11 12%	13 22%	13 22%	10 17%	5 6%	9 17%	7 12%	11 25%	8 23%
2 - Beginning	20 22%	16 28%	19 33%	14 23%	23 30%	14 26%	20 35%	12 27%	16 46%
3 - Developing	48 53%	25 43%	24 41%	27 45%	42 55%	27 51%	28 49%	20 45%	11 31%
4 - Expanding	11 12%	4 7%	2 3%	9 15%	7 9%	3 6%	2 4%	1 2%	0 0%
5 - Bridging	1 1%	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%
TOTAL TESTED	91	58	58	60	77	53	57	44	35

ENGLISH LANGUAGE PROFICIENCY

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

Listening Scores Grades 6-8

Proficiency Level	Grade 6			Grade 7			Grade 8		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	7 8%	2 3%	6 10%	1 2%	4 5%	2 4%	6 11%	2 5%	3 9%
2 - Beginning	7 8%	13 22%	20 34%	8 13%	3 4%	11 21%	12 21%	13 30%	15 43%
3 - Developing	18 20%	21 36%	12 21%	13 22%	16 21%	13 25%	23 40%	12 27%	7 20%
4 - Expanding	20 22%	8 14%	11 19%	21 35%	21 27%	17 32%	11 19%	11 25%	7 20%
5 - Bridging	26 29%	12 21%	4 7%	10 17%	24 31%	2 4%	4 7%	4 9%	3 9%
6 - Reaching	13 14%	2 3%	5 9%	7 12%	9 12%	8 15%	1 2%	2 5%	0 0%
TOTAL TESTED	91	58	58	60	77	53	57	44	35

Speaking Scores Grades 6-8

Proficiency Level	Grade 6			Grade 7			Grade 8		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	9 10%	18 31%	23 40%	4 7%	4 5%	5 10%	17 30%	13 30%	8 24%
2 - Beginning	1 1%	4 7%	7 12%	2 3%	2 3%	5 10%	5 9%	3 7%	10 29%
3 - Developing	5 5%	4 7%	1 2%	5 8%	6 8%	7 13%	6 11%	2 5%	0 0%
4 - Expanding	1 1%	5 9%	5 9%	6 10%	1 1%	6 12%	18 32%	5 11%	1 3%
5 - Bridging	4 4%	3 5%	4 7%	7 12%	5 6%	4 8%	4 7%	2 5%	0 0%
6 - Reaching	71 78%	24 41%	18 31%	36 60%	59 77%	25 48%	7 12%	19 43%	15 44%
TOTAL TESTED	91	58	58	60	77	52	57	44	34

ENGLISH LANGUAGE PROFICIENCY

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

Literacy Scores (50% Reading + 50% Writing)

Proficiency Level	Grade 6			Grade 7			Grade 8		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	7 8%	6 10%	17 29%	5 8%	8 10%	7 13%	8 14%	9 20%	10 29%
2 - Beginning	23 25%	26 45%	19 33%	19 32%	22 29%	25 47%	28 49%	18 41%	16 46%
3 - Developing	46 51%	23 40%	20 34%	25 42%	36 47%	18 34%	19 33%	16 36%	8 23%
4 - Expanding	13 14%	3 5%	2 3%	11 18%	9 12%	3 6%	2 4%	0 0%	1 3%
5 - Bridging	2 2%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	1 2%	0 0%
6 - Reaching	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%
TOTAL TESTED	91	58	58	60	77	53	57	44	35

Comprehension Scores (70% Reading + 30% Listening)

Proficiency Level	Grade 6			Grade 7			Grade 8		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1 - Entering	8 9%	4 7%	12 21%	2 3%	5 6%	3 6%	6 11%	8 18%	7 20%
2 - Beginning	16 18%	25 43%	25 43%	13 22%	13 17%	22 42%	28 49%	12 27%	19 54%
3 - Developing	28 31%	18 31%	11 19%	14 23%	30 39%	17 32%	19 33%	21 48%	5 14%
4 - Expanding	12 13%	4 7%	3 5%	16 27%	8 10%	5 9%	2 4%	2 5%	2 6%
5 - Bridging	22 24%	7 12%	6 10%	7 12%	18 23%	5 9%	2 4%	0 0%	1 3%
6 - Reaching	5 5%	0 0%	1 2%	8 13%	3 4%	1 2%	0 0%	1 2%	1 3%
TOTAL TESTED	91	58	58	60	77	53	57	44	35

ENGLISH LANGUAGE PROFICIENCY

Disaggregated ACCESS Data 2010

GRADE	ESL/BIL In-Program				Eligible, Not Enrolled				
	Total N	Literacy		Comprehension		Total N	Literacy		Comprehension
		(4.5 or greater)	(5.0 or greater)	(5.0 or greater)	(4.5 or greater)		(5.0 or greater)		
6	56	1	1.8%	2	3.6%	2	0.0	0.0%	
7	44	1	2.3%	1	2.3%	0			
8	34	0	0.0%	2	5.9%	1	0.0	0.0%	
Total	134	2	1.5%	5	3.7%	3	0.0	0.0%	

SCHOOL FACULTY

Principals

2010-2011 Carolina Creel
2009-2010 Luke Driver / Marc Catone
2008-2009 Marc Catone
2007-2008 Marc Catone
2006-2007 Marc Catone
2005-2006 Mary Kate Carbone

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	61	45	45	80	30 (37.5%)
DISTRICT – ALL MIDDLE SCHOOLS	338	296	272	427	204 (47.8%)

Source: REG. Information as of June 2010.

Teacher Professional Development Hours

Position	# Teachers	Completed all required hours	Did not complete all hours	1 or more incorrect workshops	On leave and/or factored out
SCHOOL – Middle School Math Teachers Only	6	0 (0.0%)	6 (100.0%)	5 (83.3%)	1
DISTRICT - ALL MIDDLE SCHOOL MATH	35	13 (37.1%)	22 (62.9%)	15 (42.9%)	6
SCHOOL – Middle School Science Teachers Only	7	3 (42.9%)	4 (57.1%)	1 (14.3%)	0
DISTRICT - ALL MIDDLE SCHOOL SCIENCE	31	14 (45.2%)	17 (54.8%)	4 (12.9%)	4

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	20	2.30	.71	20	2.93	.48
	Overall, Stuart teachers disagree that they work in a positive school climate.			Overall, Stuart teachers agree that they have parental support.		
DISTRICT MIDDLE LEVEL TOTAL	95	2.63	.69	95	2.85	.60
	Overall, middle school level teachers agree that they work in a positive school climate.			Overall, middle 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).