The New Standards Reference Exams are administered annually in March to students in grade 11. RIDEnle uses the results of these tests to determine school-performance classifications for high schools and to measure school and district progress. This test was phased out in 2006-07; in 2007-08, high-school students took the NECAP tests, the results of which will be reported in Information Works! 2009.

**Assessment Results**

**2006-07: Grade 11**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Math Skills</th>
<th>Math Concepts</th>
<th>Math Problem Solving</th>
<th>English Reading: Basic Understanding</th>
<th>English Reading: Analysis &amp; Interpretation</th>
<th>English Writing: Effectiveness</th>
<th>English Writing: Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>7</td>
<td>10</td>
<td>13</td>
<td>21</td>
<td>20</td>
<td>31</td>
<td>43</td>
</tr>
<tr>
<td>The State</td>
<td>57</td>
<td>38</td>
<td>37</td>
<td>45</td>
<td>38</td>
<td>44</td>
<td>35</td>
</tr>
</tbody>
</table>

Total percent proficient in each subtest:
- Math Skills: 26/57
- Math Concepts: 11/37
- Math Problem Solving: 15/35
- Reading: Basic Understanding: 22/49
- Reading: Analysis & Interpretation: 20/44
- Writing: Effectiveness: 32/48
- Writing: Conventions: 47/71

**SAT Scores**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Math Average</th>
<th>Verbal Average</th>
<th>Writing Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>404</td>
<td>489</td>
<td>483</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td>478</td>
</tr>
</tbody>
</table>

**Performance Progress**

**Grade 11**

- This school
- R.I. high schools

**Proficiency by Student Characteristics**

**2006-07: Grade 11**

- Percent of students reaching proficiency:
  - Math: 93%
  - ELA: 90%

- Percent of students not reaching proficiency:
  - Math: 7%
  - ELA: 10%

**Characteristics of Students**

- Poverty: 63%
- Nonpoverty: 37%
- African-American: 63%
- Asian: 7%
- Hispanic: 73%
- Native American: 18%
- White: 29%
- Migrant: 17%
- Male: 40%
- Female: 29%
- Students with disabilities: 4%
- Students without disabilities: 28%
- English-language learners: 23%
- Non-English-language learners: 21%