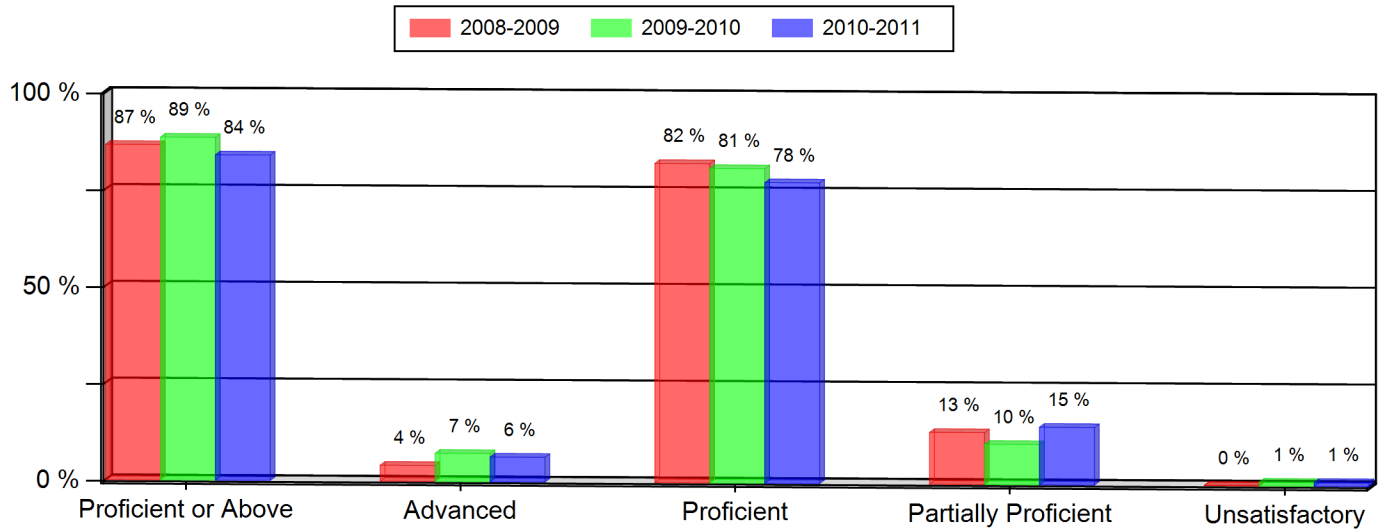


**READING (All Students)**

Grade 9 --- All Students	2008-2009		2009-2010		2010-2011	
	Num.	Per.	Num.	Per.	Num.	Per.
Proficient or Above	84	87 %	85	89 %	79	84 %
Advanced	4	4 %	7	7 %	6	6 %
Proficient	80	82 %	78	81 %	73	78 %
Partially Proficient	13	13 %	10	10 %	14	15 %
Unsatisfactory	0	0 %	1	1 %	1	1 %
Not Tested	0	0 %	0	0 %	0	0 %
Number of Students	97		96		94	

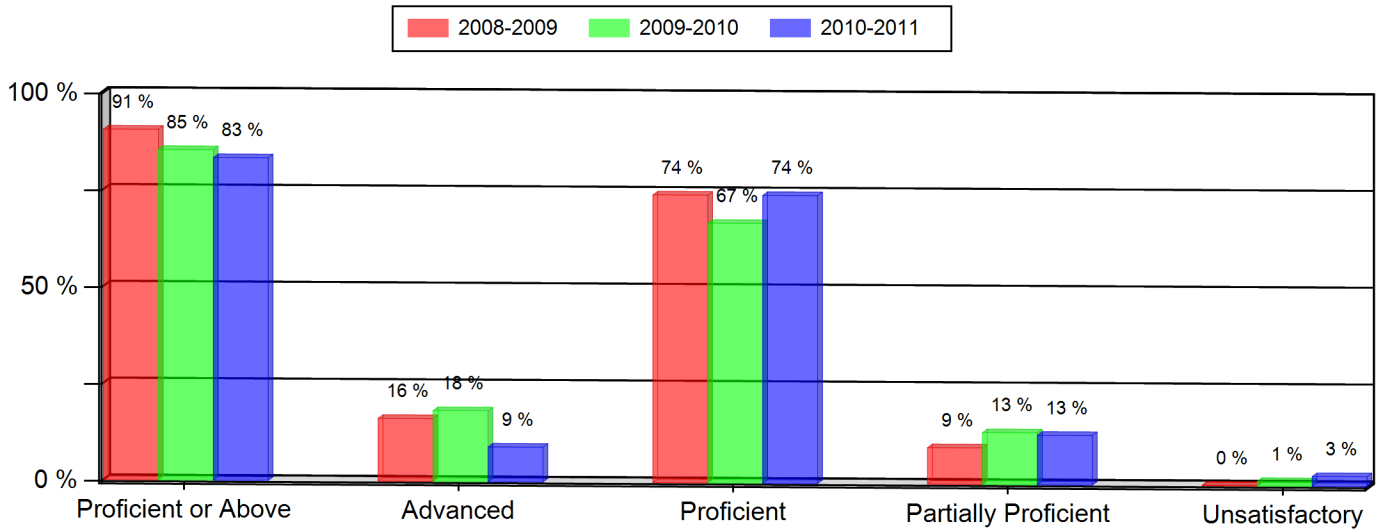


Notes:

- \* Indicates statistically significant change from previous year.
- \*\* Data not presented as fewer than 16 students are represented.
- Grades 5, 8, and 10 CSAP Science scores can only be displayed beginning with the 2007-08 school year, due to revised Science standards and CSAP scale scores in 2008.
- Federal changes to the 2010-11 collection of student race and ethnicity definitions may impact the trending of race and ethnicity data on this report between the school years 2009-10 and 2010-11.

**READING (All Students)**

Grade 10 --- All Students	2008-2009		2009-2010		2010-2011	
	Num.	Per.	Num.	Per.	Num.	Per.
Proficient or Above	67	91 %	70	85 %	65	83 %
Advanced	12	16 %	15	18 %	7	9 %
Proficient	55	74 %	55	67 %	58	74 %
Partially Proficient	7	9 %	11	13 %	10	13 %
Unsatisfactory	0	0 %	1	1 %	2	3 %
Not Tested	0	0 %	0	0 %	1	1 %
Number of Students	74		82		78	

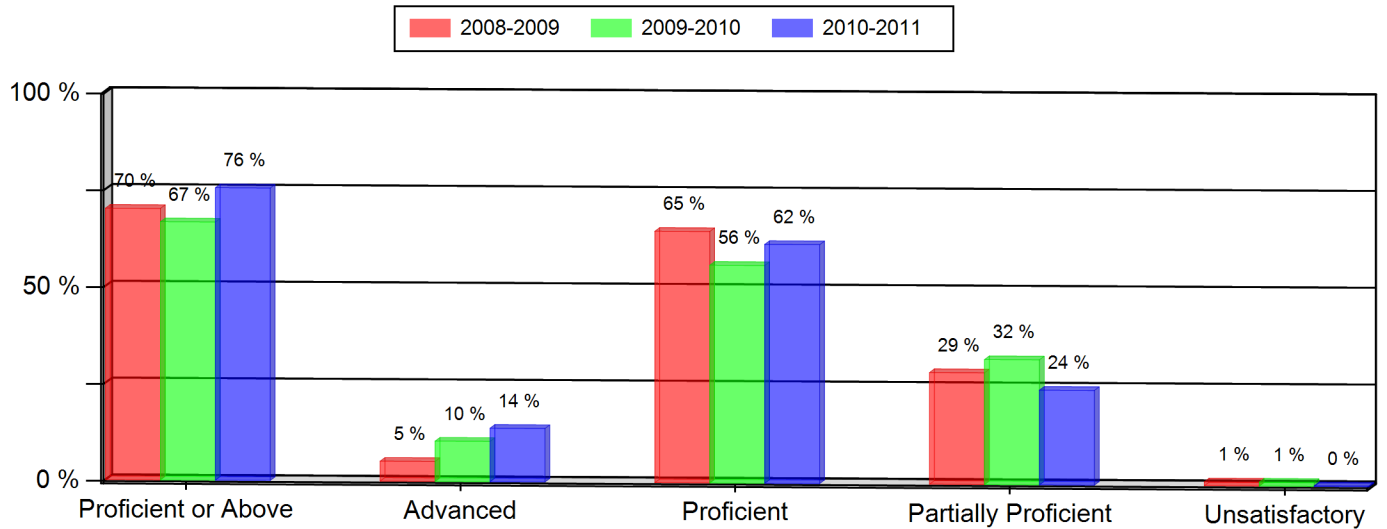


Notes:

- \* Indicates statistically significant change from previous year.
- \*\* Data not presented as fewer than 16 students are represented.
- Grades 5, 8, and 10 CSAP Science scores can only be displayed beginning with the 2007-08 school year, due to revised Science standards and CSAP scale scores in 2008.
- Federal changes to the 2010-11 collection of student race and ethnicity definitions may impact the trending of race and ethnicity data on this report between the school years 2009-10 and 2010-11.

**WRITING (All Students)**

Grade 9 --- All Students	2008-2009		2009-2010		2010-2011	
	Num.	Per.	Num.	Per.	Num.	Per.
Proficient or Above	68	70 %	64	67 %	71	76 %
Advanced	5	5 %	10	10 %	13	14 %
Proficient	63	65 %	54	56 %	58	62 %
Partially Proficient	28	29 %	31	32 %	23	24 %
Unsatisfactory	1	1 %	1	1 %	0	0 %
Not Tested	0	0 %	0	0 %	0	0 %
Number of Students	97		96		94	

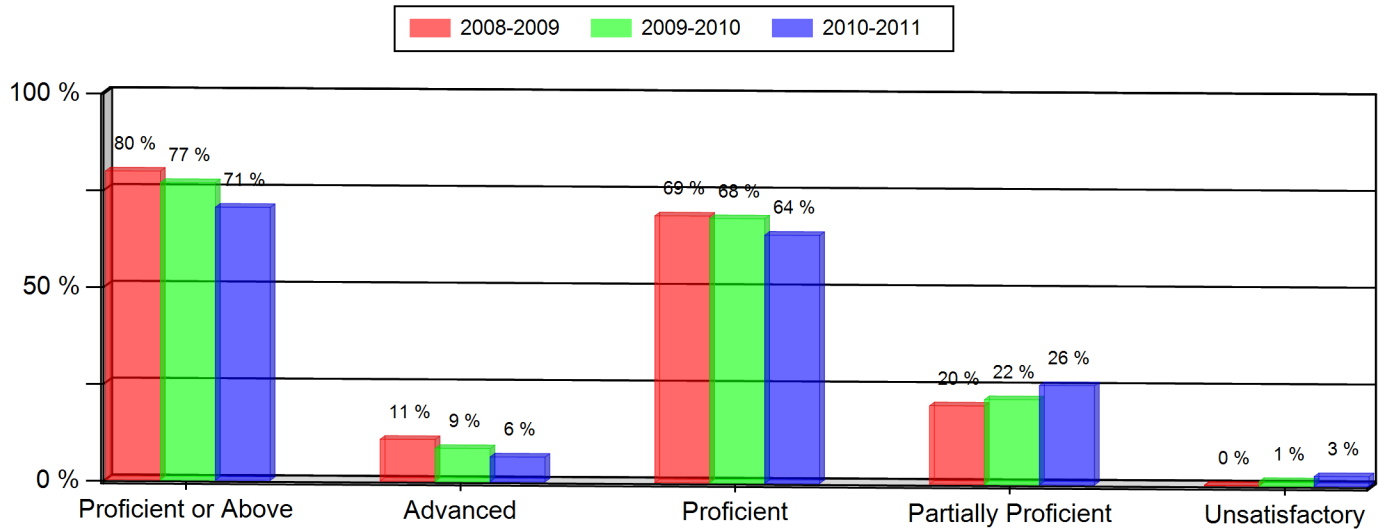


Notes:

- \* Indicates statistically significant change from previous year.
- \*\* Data not presented as fewer than 16 students are represented.
- Grades 5, 8, and 10 CSAP Science scores can only be displayed beginning with the 2007-08 school year, due to revised Science standards and CSAP scale scores in 2008.
- Federal changes to the 2010-11 collection of student race and ethnicity definitions may impact the trending of race and ethnicity data on this report between the school years 2009-10 and 2010-11.

**WRITING (All Students)**

Grade 10 --- All Students	2008-2009		2009-2010		2010-2011	
	Num.	Per.	Num.	Per.	Num.	Per.
Proficient or Above	59	80 %	63	77 %	55	71 %
Advanced	8	11 %	7	9 %	5	6 %
Proficient	51	69 %	56	68 %	50	64 %
Partially Proficient	15	20 %	18	22 %	20	26 %
Unsatisfactory	0	0 %	1	1 %	2	3 %
Not Tested	0	0 %	0	0 %	1	1 %
Number of Students	74		82		78	

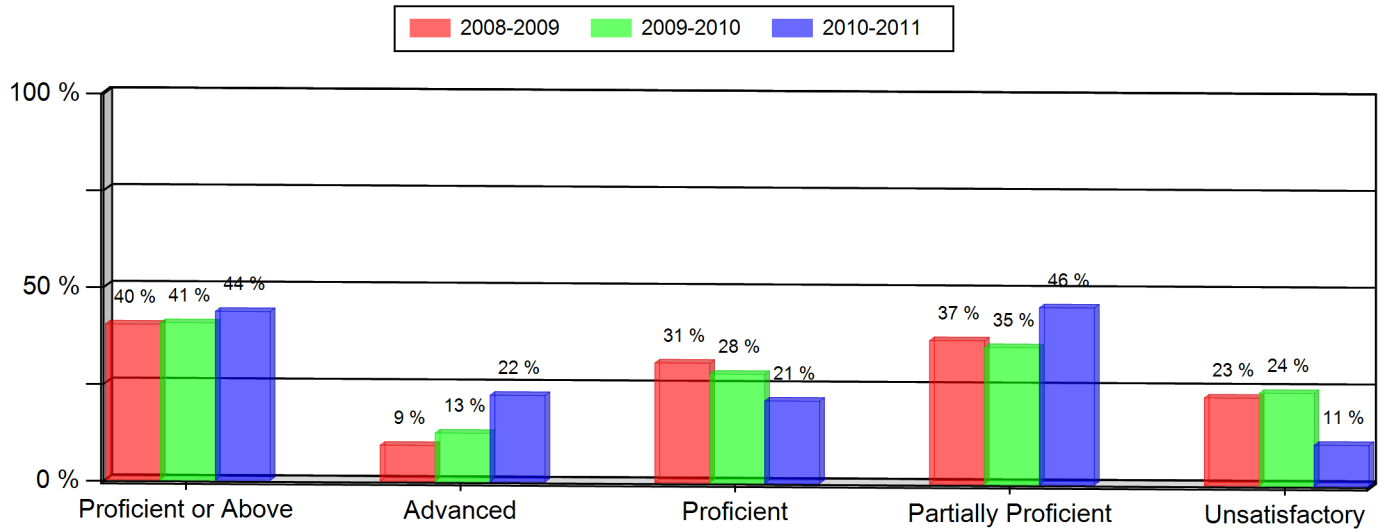


Notes:

- \* Indicates statistically significant change from previous year.
- \*\* Data not presented as fewer than 16 students are represented.
- Grades 5, 8, and 10 CSAP Science scores can only be displayed beginning with the 2007-08 school year, due to revised Science standards and CSAP scale scores in 2008.
- Federal changes to the 2010-11 collection of student race and ethnicity definitions may impact the trending of race and ethnicity data on this report between the school years 2009-10 and 2010-11.

**MATH (All Students)**

Grade 9 --- All Students	2008-2009		2009-2010		2010-2011	
	Num.	Per.	Num.	Per.	Num.	Per.
Proficient or Above	39	40 %	39	41 %	41	44 %
Advanced	9	9 %	12	13 %	21	22 %
Proficient	30	31 %	27	28 %	20	21 %
Partially Proficient	36	37 %	34	35 %	43	46 %
Unsatisfactory	22	23 %	23	24 %	10	11 %
Not Tested	0	0 %	0	0 %	0	0 %
Number of Students	97		96		94	

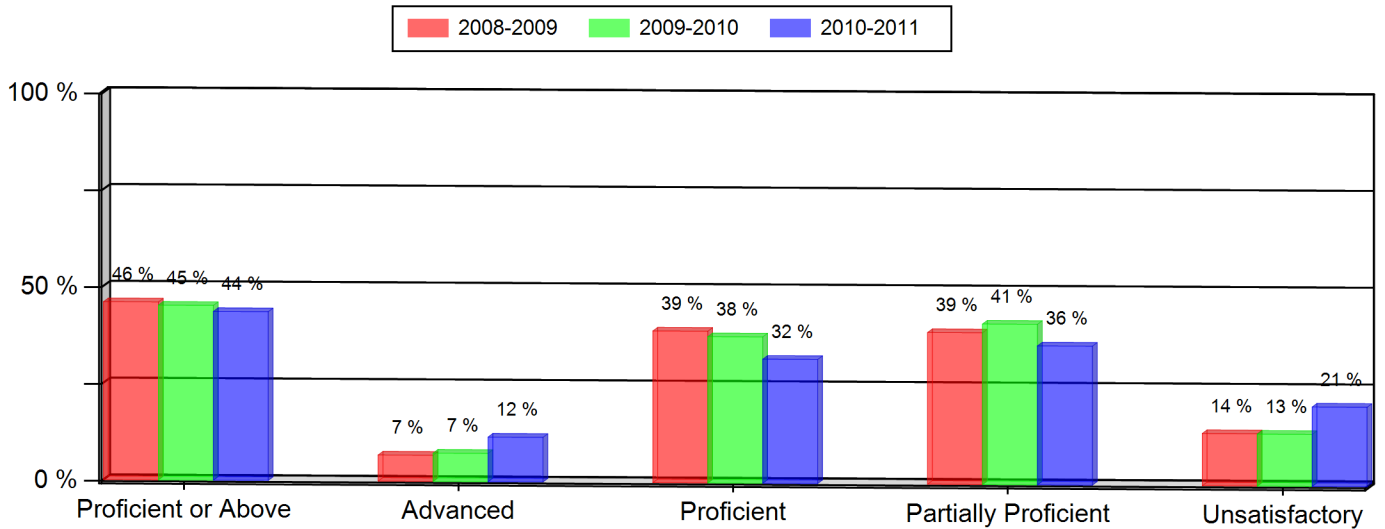


Notes:

- \* Indicates statistically significant change from previous year.
- \*\* Data not presented as fewer than 16 students are represented.
- Grades 5, 8, and 10 CSAP Science scores can only be displayed beginning with the 2007-08 school year, due to revised Science standards and CSAP scale scores in 2008.
- Federal changes to the 2010-11 collection of student race and ethnicity definitions may impact the trending of race and ethnicity data on this report between the school years 2009-10 and 2010-11.

**MATH (All Students)**

Grade 10 --- All Students	2008-2009		2009-2010		2010-2011	
	Num.	Per.	Num.	Per.	Num.	Per.
Proficient or Above	34	46 %	37	45 %	34	44 %
Advanced	5	7 %	6	7 %	9	12 %
Proficient	29	39 %	31	38 %	25	32 %
Partially Proficient	29	39 %	34	41 %	28	36 %
Unsatisfactory	10	14 %	11	13 %	16	21 %
Not Tested	1	1 %	0	0 %	0	0 %
Number of Students	74		82		78	

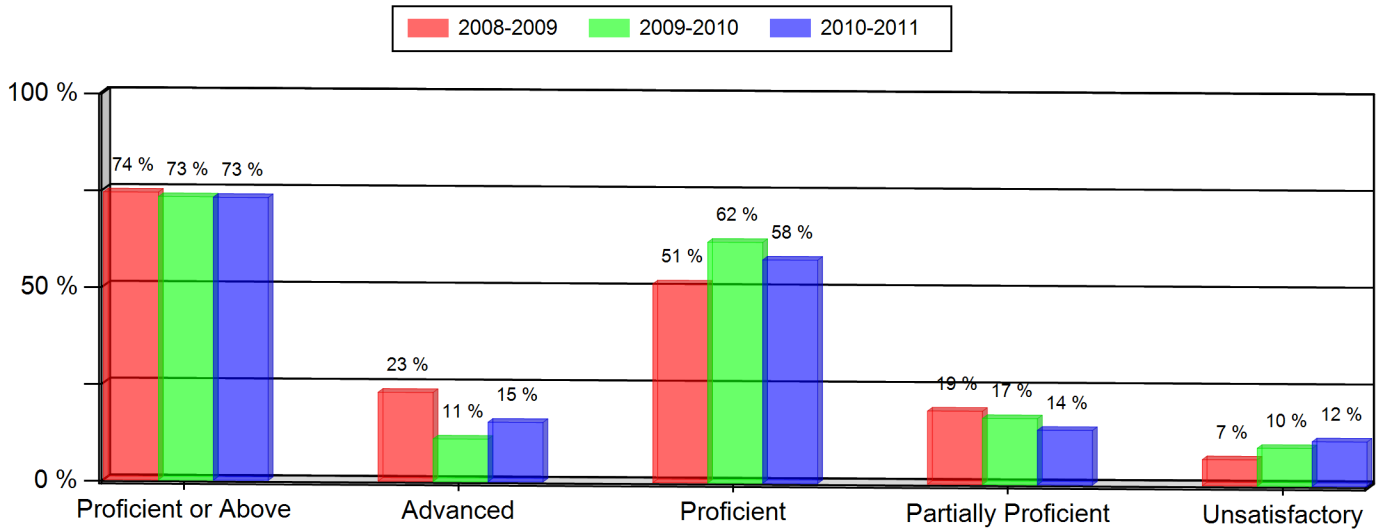


Notes:

- \* Indicates statistically significant change from previous year.
- \*\* Data not presented as fewer than 16 students are represented.
- Grades 5, 8, and 10 CSAP Science scores can only be displayed beginning with the 2007-08 school year, due to revised Science standards and CSAP scale scores in 2008.
- Federal changes to the 2010-11 collection of student race and ethnicity definitions may impact the trending of race and ethnicity data on this report between the school years 2009-10 and 2010-11.

**SCIENCE (All Students)**

Grade 10 --- All Students	2008-2009		2009-2010		2010-2011	
	Num.	Per.	Num.	Per.	Num.	Per.
Proficient or Above	55	74 %	60	73 %	57	73 %
Advanced	17	23 %	9	11 %	12	15 %
Proficient	38	51 %	51	62 %	45	58 %
Partially Proficient	14	19 %	14	17 %	11	14 %
Unsatisfactory	5	7 %	8	10 %	9	12 %
Not Tested	0	0 %	0	0 %	1	1 %
Number of Students	74		82		78	



Notes:

- \* Indicates statistically significant change from previous year.
- \*\* Data not presented as fewer than 16 students are represented.
- Grades 5, 8, and 10 CSAP Science scores can only be displayed beginning with the 2007-08 school year, due to revised Science standards and CSAP scale scores in 2008.
- Federal changes to the 2010-11 collection of student race and ethnicity definitions may impact the trending of race and ethnicity data on this report between the school years 2009-10 and 2010-11.