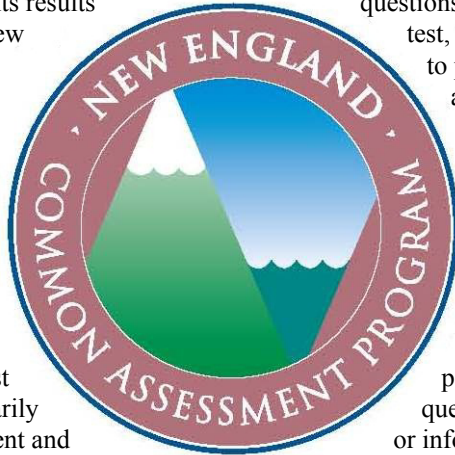


# About The New England Common Assessment Program



This report highlights results from the Fall 2011 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

## School Results

**School:** Davies Career-Tech High School

**District:** Davies

**Code:** 40-17701



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Davies Career-Tech High School
<b>District:</b>	Davies
<b>State:</b>	Rhode Island
<b>Code:</b>	40-17701

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>178</b>			<b>178</b>			<b>11,119</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	177	177	177	177	177	177	10,537	10,578	10,508	99	99	99	99	99	99	95	95	95
With an approved accommodation	3	48	7	3	48	7	1,630	2,051	1,323	2	27	4	2	27	4	15	19	13
Current LEP Students	0	0	0	0	0	0	349	380	345	0	0	0	0	0	0	3	4	3
With an approved accommodation	0	0	0	0	0	0	73	65	54							21	17	16
IEP Students	18	18	18	18	18	18	1,634	1,634	1,619	10	10	10	10	10	10	16	15	15
With an approved accommodation	1	7	0	1	7	0	864	915	867	6	39	0	6	39	0	53	56	54
<b>Students not tested in NECAP</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>582</b>	<b>541</b>	<b>611</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>5</b>
State Approved	0	0	0	0	0	0	116	119	116	0	0	0	0	0	0	20	22	19
Alternate Assessment	0	0	0	0	0	0	98	98	98							84	82	84
First Year LEP	0	0	0	0	0	0	3	0	3							3	0	3
Withdrew After October 1	0	0	0	0	0	0	4	7	3							3	6	3
Enrolled After October 1	0	0	0	0	0	0	1	2	1							1	2	1
Special Consideration	0	0	0	0	0	0	10	12	11							9	10	9
Other	1	1	1	1	1	1	466	422	495	100	100	100	100	100	100	80	78	81

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>READING</b>	178	0	1	177	31	18	123	69	22	12	1	1	1148	177	18	69	12	1	1148	10,537	31	45	15	8	1148
<b>MATH</b>	178	0	1	177	2	1	60	34	59	33	56	32	1137	177	1	34	33	32	1137	10,578	2	28	26	44	1135
<b>WRITING</b>	178	0	1	177	2	1	78	44	94	53	3	2	6.4	177	1	44	53	2	6.4	10,508	5	46	43	7	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Disaggregated Reading Results

**School:** Davies Career-Tech High School  
**District:** Davies  
**State:** Rhode Island  
**Code:** 40-17701

REPORTING CATEGORIES	School												District						State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score	
<b>All Students</b>	178	0	1	177	31	18	123	69	22	12	1	1	1148	177	18	69	12	1	1148	10,537	31	45	15	8	1148	
<b>Gender</b>																										
Male	104	0	0	104	17	16	71	68	16	15	0	0	1147	104	16	68	15	0	1147	5,336	25	46	18	11	1146	
Female	74	0	1	73	14	19	52	71	6	8	1	1	1148	73	19	71	8	1	1148	5,187	38	45	12	6	1150	
Not Reported	0	0	0	0										0						14	7	43	21	29	1138	
<b>Race/Ethnicity</b>																										
Hispanic or Latino	73	0	1	72	9	13	54	75	9	13	0	0	1148	72	13	75	13	0	1148	1,934	13	46	23	18	1141	
Not Hispanic or Latino																										
American Indian or Alaskan Native	1	0	0	1										1						51	25	31	27	16	1143	
Asian	0	0	0	0										0						288	36	44	14	7	1149	
Black or African American	18	0	0	18	5	28	11	61	1	6	1	6	1148	18	28	61	6	6	1148	875	12	44	26	18	1141	
Native Hawaiian or Pacific Islander	1	0	0	1										1						19	21	58	11	11	1146	
White	82	0	0	82	16	20	54	66	12	15	0	0	1148	82	20	66	15	0	1148	7,175	39	45	11	5	1151	
Two or more races	3	0	0	3										3						173	24	49	15	13	1146	
No Race/Ethnicity Reported	0	0	0	0										0						22	9	36	18	36	1138	
<b>LEP Status</b>																										
Current LEP student	0	0	0	0										0							349	1	11	34	54	1129
Former LEP student - monitoring year 1	0	0	0	0										0							24	0	54	42	4	1140
Former LEP student - monitoring year 2	0	0	0	0										0							34	12	59	24	6	1144
All Other Students	178	0	1	177	31	18	123	69	22	12	1	1	1148	177	18	69	12	1	1148	10,130	32	47	14	7	1148	
<b>IEP</b>																										
Students with an IEP	18	0	0	18	1	6	11	61	6	33	0	0	1143	18	6	61	33	0	1143	1,634	4	34	33	29	1136	
All Other Students	160	0	1	159	30	19	112	70	16	10	1	1	1148	159	19	70	10	1	1148	8,903	36	47	12	5	1150	
<b>SES</b>																										
Economically Disadvantaged Students	117	0	1	116	17	15	82	71	16	14	1	1	1147	116	15	71	14	1	1147	3,816	15	47	22	15	1142	
All Other Students	61	0	0	61	14	23	41	67	6	10	0	0	1149	61	23	67	10	0	1149	6,721	40	44	11	5	1151	
<b>Migrant</b>																										
Migrant Students	0	0	0	0										0						0						
All Other Students	178	0	1	177	31	18	123	69	22	12	1	1	1148	177	18	69	12	1	1148	10,537	31	45	15	8	1148	
<b>Title I</b>																										
Students Receiving Title I Services	178	0	1	177	31	18	123	69	22	12	1	1	1148	177	18	69	12	1	1148	2,680	15	45	23	17	1142	
All Other Students	0	0	0	0										0						7,857	37	45	12	6	1150	
<b>504 Plan</b>																										
Students with a 504 Plan	3	0	0	3										3						238	29	49	19	3	1148	
All Other Students	175	0	1	174	31	18	122	70	20	11	1	1	1148	174	18	70	11	1	1148	10,299	31	45	15	9	1148	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

### Mathematics Results

School: Davies Career-Tech High School  
 District: Davies  
 State: Rhode Island  
 Code: 40-17701

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 1152–1180)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 1140–1151)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

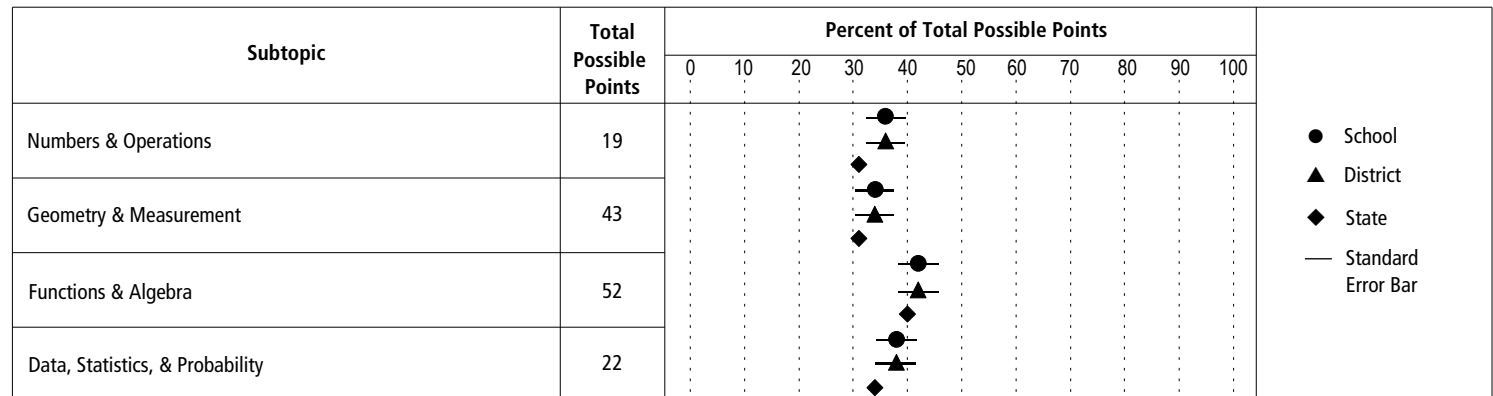
(Scaled Score 1134–1139)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 1100–1133)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	172	0	0	172	2	1	45	26	71	41	54	31	1136
2010-11	196	1	0	195	0	0	67	34	89	46	39	20	1138
<b>2011-12</b>	<b>178</b>	<b>0</b>	<b>1</b>	<b>177</b>	<b>2</b>	<b>1</b>	<b>60</b>	<b>34</b>	<b>59</b>	<b>33</b>	<b>56</b>	<b>32</b>	<b>1137</b>
Cumulative Total	546	1	1	544	4	1	172	32	219	40	149	27	1137
<b>District</b>													
2009-10	172	0	0	172	2	1	45	26	71	41	54	31	1136
2010-11	196	1	0	195	0	0	67	34	89	46	39	20	1138
<b>2011-12</b>	<b>178</b>	<b>0</b>	<b>1</b>	<b>177</b>	<b>2</b>	<b>1</b>	<b>60</b>	<b>34</b>	<b>59</b>	<b>33</b>	<b>56</b>	<b>32</b>	<b>1137</b>
Cumulative Total	546	1	1	544	4	1	172	32	219	40	149	27	1137
<b>State</b>													
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
<b>2011-12</b>	<b>11,119</b>	<b>119</b>	<b>422</b>	<b>10,578</b>	<b>226</b>	<b>2</b>	<b>2,941</b>	<b>28</b>	<b>2,755</b>	<b>26</b>	<b>4,656</b>	<b>44</b>	<b>1135</b>
Cumulative Total	33,472	470	1,036	31,966	679	2	8,913	28	8,807	28	13,567	42	1135





# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Disaggregated Mathematics Results

**School:** Davies Career-Tech High School  
**District:** Davies  
**State:** Rhode Island  
**Code:** 40-17701

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	178	0	1	177	2	1	60	34	59	33	56	32	1137	177	1	34	33	32	1137	10,578	2	28	26	44	1135
<b>Gender</b>																									
Male	104	0	0	104	2	2	40	38	35	34	27	26	1138	104	2	38	34	26	1138	5,351	3	29	26	43	1135
Female	74	0	1	73	0	0	20	27	24	33	29	40	1136	73	0	27	33	40	1136	5,208	2	27	26	45	1134
Not Reported	0	0	0	0										0						19	0	5	42	53	1129
<b>Race/Ethnicity</b>																									
Hispanic or Latino	73	0	1	72	0	0	26	36	22	31	24	33	1137	72	0	36	31	33	1137	1,955	<1	11	19	70	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						51	0	6	25	69	1130
Asian	0	0	0	0										0						291	5	40	24	32	1138
Black or African American	18	0	0	18	0	0	5	28	4	22	9	50	1136	18	0	28	22	50	1136	868	0	9	21	70	1129
Native Hawaiian or Pacific Islander	1	0	0	1										1						18	0	17	39	44	1135
White	82	0	0	82	2	2	28	34	29	35	23	28	1138	82	2	34	35	28	1138	7,193	3	35	29	34	1137
Two or more races	3	0	0	3										3						174	3	20	26	51	1133
No Race/Ethnicity Reported	0	0	0	0										0						28	4	4	36	57	1129
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						380	<1	3	6	90	1123
Former LEP student - monitoring year 1	0	0	0	0										0						24	0	13	13	75	1128
Former LEP student - monitoring year 2	0	0	0	0										0						34	0	6	12	82	1130
All Other Students	178	0	1	177	2	1	60	34	59	33	56	32	1137	177	1	34	33	32	1137	10,140	2	29	27	42	1135
<b>IEP</b>																									
Students with an IEP	18	0	0	18	0	0	2	11	3	17	13	72	1132	18	0	11	17	72	1132	1,634	<1	4	12	84	1125
All Other Students	160	0	1	159	2	1	58	36	56	35	43	27	1138	159	1	36	35	27	1138	8,944	2	32	29	37	1136
<b>SES</b>																									
Economically Disadvantaged Students	117	0	1	116	0	0	38	33	38	33	40	34	1137	116	0	33	33	34	1137	3,829	<1	14	22	64	1131
All Other Students	61	0	0	61	2	3	22	36	21	34	16	26	1138	61	3	36	34	26	1138	6,749	3	36	28	33	1137
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	178	0	1	177	2	1	60	34	59	33	56	32	1137	177	1	34	33	32	1137	10,578	2	28	26	44	1135
<b>Title I</b>																									
Students Receiving Title I Services	178	0	1	177	2	1	60	34	59	33	56	32	1137	177	1	34	33	32	1137	2,688	1	13	20	66	1130
All Other Students	0	0	0	0										0						7,890	3	33	28	37	1136
<b>504 Plan</b>																									
Students with a 504 Plan	3	0	0	3										3						236	2	29	32	37	1136
All Other Students	175	0	1	174	2	1	59	34	59	34	54	31	1137	174	1	34	34	31	1137	10,342	2	28	26	44	1135

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Writing Results

<b>School:</b>	Davies Career-Tech High School
<b>District:</b>	Davies
<b>State:</b>	Rhode Island
<b>Code:</b>	40-17701

**Proficient with Distinction (Level 4)**  
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.  
**(Raw Score 10–12)**

**Proficient (Level 3)**  
 Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.  
**(Raw Score 7–9)**

**Partially Proficient (Level 2)**  
 Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.  
**(Raw Score 4–6)**

**Substantially Below Proficient (Level 1)**  
 Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.  
**(Raw Score 2–3)**

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	172	0	0	172	5	3	81	47	80	47	6	3	6.6
2010-11	196	1	1	194	1	1	90	46	103	53	0	0	6.5
<b>2011-12</b>	<b>178</b>	<b>0</b>	<b>1</b>	<b>177</b>	<b>2</b>	<b>1</b>	<b>78</b>	<b>44</b>	<b>94</b>	<b>53</b>	<b>3</b>	<b>2</b>	<b>6.4</b>
Cumulative Total	546	1	2	543	8	1	249	46	277	51	9	2	6.5
<b>District</b>													
2009-10	172	0	0	172	5	3	81	47	80	47	6	3	6.6
2010-11	196	1	1	194	1	1	90	46	103	53	0	0	6.5
<b>2011-12</b>	<b>178</b>	<b>0</b>	<b>1</b>	<b>177</b>	<b>2</b>	<b>1</b>	<b>78</b>	<b>44</b>	<b>94</b>	<b>53</b>	<b>3</b>	<b>2</b>	<b>6.4</b>
Cumulative Total	546	1	2	543	8	1	249	46	277	51	9	2	6.5
<b>State</b>													
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
<b>2011-12</b>	<b>11,119</b>	<b>116</b>	<b>495</b>	<b>10,508</b>	<b>478</b>	<b>5</b>	<b>4,830</b>	<b>46</b>	<b>4,499</b>	<b>43</b>	<b>701</b>	<b>7</b>	<b>6.4</b>
Cumulative Total	33,472	526	1,165	31,781	1,339	4	15,223	48	13,432	42	1,787	6	6.5

Types of Writing Reported in the Results Above	
2009-10	<b>Procedure</b> Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.
2011-12	<b>Persuasive Essay</b> Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Writing Results

<b>School:</b>	Davies Career-Tech High School
<b>District:</b>	Davies
<b>State:</b>	Rhode Island
<b>Code:</b>	40-17701

### Average Score Comparison by Type of Writing<sup>§</sup>

Type of Writing	Tested	School					District					State				
		Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
<b>Persuasive Essay</b> Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2011-12 (C)	177	6.4		●		177	6.4		●		10,508	6.4		●	
	2010-11	25	6.2		▲		25	6.2		▲		1,340	6.6		▲	
<b>Response to Literary Text</b> Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2011-12	25	6.4		●		25	6.4		●		1,304	6.4		●	
	2010-11	24	6.2		▲		24	6.2		▲		1,327	6.2		▲	
<b>Response to Informational Text</b> Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2011-12	20	5.4		●		20	5.4		●		1,330	6.0		●	
	2010-11	23	5.7		▲		23	5.7		▲		1,313	6.3		▲	
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2011-12	22	7.2		●		22	7.2		●		1,317	6.7		●	
	2010-11 (C)	194	6.5		▲		194	6.5		▲		10,594	6.4		▲	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12	22	6.4		●		22	6.4		●		1,317	6.7		●	
	2010-11	22	6.2		▲		22	6.2		▲		1,328	6.6		▲	
<b>Procedure</b> Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.	2011-12	24	6.5		●		24	6.5		●		1,300	6.6		●	
	2010-11 (NA)															

(C) This type of writing was administered to all students. (NA) This type of writing was not administered to students in 2010-11

The ● shows this year's score and the black bar (————) shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar (————) shows the range where most students in this sample scored.

§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.

The score of 7 represents the score required to be proficient.

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Writing Results

<b>School:</b>	Davies Career-Tech High School
<b>District:</b>	Davies
<b>State:</b>	Rhode Island
<b>Code:</b>	40-17701

**Score Distribution**

Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	0	0	0	0	1
10	5	5	2	1	2	1	4
9	5	4	4	2	4	2	8
8	4	4	33	19	33	19	21
7	4	3	41	23	41	23	17
6	3	3	59	33	59	33	21
5	3	2	24	14	24	14	9
4	2	2	11	6	11	6	13
3	2	1	2	1	2	1	3
2	1	1	1	1	1	1	3
0	0	0	0	0	0	0	1

**Scoring Rubric**

6	<ul style="list-style-type: none"> <li>• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose</li> <li>• distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
5	<ul style="list-style-type: none"> <li>• purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout</li> <li>• details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
4	<ul style="list-style-type: none"> <li>• purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent</li> <li>• details are relevant and mostly support purpose • well-constructed sentences; uses language well</li> <li>• may show inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>
3	<ul style="list-style-type: none"> <li>• writing has a general purpose • some sense of organization; may have lapses in coherence</li> <li>• some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics</li> </ul>
2	<ul style="list-style-type: none"> <li>• attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence</li> <li>• generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting</li> </ul>
1	<ul style="list-style-type: none"> <li>• lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout</li> </ul>
0	Response is totally incorrect or irrelevant.

**Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.**



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Disaggregated Writing Results

**School:** Davies Career-Tech High School  
**District:** Davies  
**State:** Rhode Island  
**Code:** 40-17701

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	178	0	1	177	2	1	78	44	94	53	3	2	6.4	177	1	44	53	2	6.4	10,508	5	46	43	7	6.4
<b>Gender</b>																									
Male	104	0	0	104	1	1	47	45	53	51	3	3	6.3	104	1	45	51	3	6.3	5,312	3	40	47	9	6.1
Female	74	0	1	73	1	1	31	42	41	56	0	0	6.5	73	1	42	56	0	6.5	5,181	6	52	38	4	6.8
Not Reported	0	0	0	0										0						15	0	7	53	40	4.0
<b>Race/Ethnicity</b>																									
Hispanic or Latino	73	0	1	72	0	0	34	47	38	53	0	0	6.5	72	0	47	53	0	6.5	1,921	1	33	52	14	5.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						50	2	38	50	10	5.8
Asian	0	0	0	0										0						287	7	51	39	3	6.8
Black or African American	18	0	0	18	0	0	7	39	11	61	0	0	6.2	18	0	39	61	0	6.2	870	2	29	57	12	5.5
Native Hawaiian or Pacific Islander	1	0	0	1										1						19	0	37	58	5	5.7
White	82	0	0	82	2	2	35	43	42	51	3	4	6.4	82	2	43	51	4	6.4	7,164	6	52	38	4	6.8
Two or more races	3	0	0	3										3						174	6	33	55	7	6.1
No Race/Ethnicity Reported	0	0	0	0										0						23	4	4	52	39	4.0
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						345	0	6	54	39	3.7
Former LEP student - monitoring year 1	0	0	0	0										0						24	0	25	71	4	5.7
Former LEP student - monitoring year 2	0	0	0	0										0						33	0	33	61	6	5.5
All Other Students	178	0	1	177	2	1	78	44	94	53	3	2	6.4	177	1	44	53	2	6.4	10,106	5	47	42	6	6.5
<b>IEP</b>																									
Students with an IEP	18	0	0	18	0	0	6	33	10	56	2	11	5.6	18	0	33	56	11	5.6	1,619	1	15	62	22	4.7
All Other Students	160	0	1	159	2	1	72	45	84	53	1	1	6.5	159	1	45	53	1	6.5	8,889	5	52	39	4	6.7
<b>SES</b>																									
Economically Disadvantaged Students	117	0	1	116	0	0	49	42	65	56	2	2	6.3	116	0	42	56	2	6.3	3,803	2	34	53	11	5.7
All Other Students	61	0	0	61	2	3	29	48	29	48	1	2	6.5	61	3	48	48	2	6.5	6,705	6	53	37	4	6.8
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	178	0	1	177	2	1	78	44	94	53	3	2	6.4	177	1	44	53	2	6.4	10,508	5	46	43	7	6.4
<b>Title I</b>																									
Students Receiving Title I Services	178	0	1	177	2	1	78	44	94	53	3	2	6.4	177	1	44	53	2	6.4	2,670	2	33	53	13	5.6
All Other Students	0	0	0	0										0						7,838	6	50	39	5	6.7
<b>504 Plan</b>																									
Students with a 504 Plan	3	0	0	3										3						238	2	47	44	6	6.4
All Other Students	175	0	1	174	2	1	78	45	91	52	3	2	6.4	174	1	45	52	2	6.4	10,270	5	46	43	7	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.