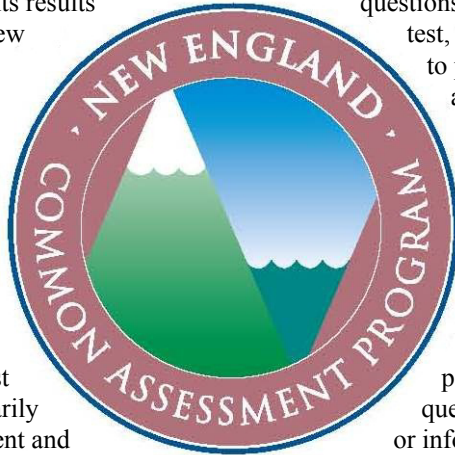


About The New England Common Assessment Program



This report highlights results from the Fall 2013 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 2013 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

School Results

School: Davies Career-Tech High School

District: Davies

Code: 40-17701



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Grade Level Summary Report

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

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	224			224			10,934			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	223	223	223	223	223	223	10,318	10,460	10,263	100	100	100	100	100	100	94	96	94
Current LEP Students	70	97	46	70	97	46	2,250	3,025	1,608	31	43	21	31	43	21	22	29	16
With an approved accommodation	0	0	0	0	0	0	377	408	358	0	0	0	0	0	0	4	4	3
IEP Students	0	0	0	0	0	0	110	159	100							29	39	28
With an approved accommodation	25	25	25	25	25	25	1,490	1,515	1,472	11	11	11	11	11	11	14	14	14
Other	12	13	11	12	13	11	923	948	903	48	52	44	48	52	44	62	63	61
Students not tested in NECAP	1	1	1	1	1	1	616	474	671	<1	<1	<1	<1	<1	<1	6	4	6
State Approved	1	1	0	1	1	0	206	173	203	100	100	0	100	100	0	33	36	30
Alternate Assessment	0	0	0	0	0	0	96	96	96	0	0	0	0	0	0	47	55	47
First Year LEP	0	0	0	0	0	0	40	0	60	0	0	0	0	0	0	19	0	30
Withdrew After October 1	1	1	0	1	1	0	62	68	40	100	100		100	100		30	39	20
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	<1	1	<1
Special Consideration	0	0	0	0	0	0	7	7	6	0	0	0	0	0	0	3	4	3
Other	0	0	1	0	0	1	410	301	468	0	0	100	0	0	100	67	64	70

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	%	%	%	%	
READING	224	1	0	223	91	41	117	52	14	6	1	<1	1152	223	41	52	6	<1	1152	10,318	43	38	11	7	1151
MATH	224	1	0	223	0	0	79	35	91	41	53	24	1137	223	0	35	41	24	1137	10,460	3	32	28	36	1136
WRITING	224	0	1	223	17	8	146	65	59	26	1	<1	7.5	223	8	65	26	<1	7.5	10,263	11	55	32	2	7.3

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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

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	%		N	%	%	%	%		N	%	%	%	%	
All Students	224	1	0	223	91	41	117	52	14	6	1	<1	1152	223	41	52	6	<1	1152	10,318	43	38	11	7	1151
Gender																									
Male	122	0	0	122	43	35	68	56	10	8	1	1	1151	122	35	56	8	1	1151	5,159	37	42	12	9	1149
Female	101	0	0	101	48	48	49	49	4	4	0	0	1153	101	48	49	4	0	1153	5,128	49	35	10	5	1153
Not Reported	1	1	0	0									0							31	13	16	39	32	1137
Race/Ethnicity																									
Hispanic or Latino	85	0	0	85	37	44	43	51	4	5	1	1	1153	85	44	51	5	1	1153	2,158	23	44	18	15	1144
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						70	26	41	14	19	1145
Asian	1	0	0	1										1						319	48	34	12	7	1152
Black or African American	28	0	0	28	8	29	19	68	1	4	0	0	1150	28	29	68	4	0	1150	882	23	42	21	14	1144
Native Hawaiian or Pacific Islander	34	0	0	34	13	38	18	53	3	9	0	0	1150	34	38	53	9	0	1150	42	38	48	12	2	1149
White	58	0	0	58	22	38	30	52	6	10	0	0	1152	58	38	52	10	0	1152	6,546	53	36	8	3	1154
Two or more races	16	0	0	16	10	63	6	38	0	0	0	0	1157	16	63	38	0	0	1157	270	39	41	13	7	1149
No Race/Ethnicity Reported	1	1	0	0										0						31	13	16	39	32	1137
LEP Status																									
Current LEP student	0	0	0	0										0						377	2	13	31	54	1130
Former LEP student - monitoring year 1	0	0	0	0										0						61	13	49	25	13	1142
Former LEP student - monitoring year 2	1	0	0	1										1						26	8	81	8	4	1146
All Other Students	223	1	0	222	91	41	116	52	14	6	1	<1	1152	222	41	52	6	<1	1152	9,854	45	39	11	5	1152
IEP																									
Students with an IEP	25	0	0	25	6	24	14	56	4	16	1	4	1148	25	24	56	16	4	1148	1,490	8	37	28	26	1138
All Other Students	199	1	0	198	85	43	103	52	10	5	0	0	1153	198	43	52	5	0	1153	8,828	49	39	9	4	1153
SES																									
Economically Disadvantaged Students	138	0	0	138	57	41	74	54	6	4	1	1	1152	138	41	54	4	1	1152	4,274	27	44	17	11	1146
All Other Students	86	1	0	85	34	40	43	51	8	9	0	0	1152	85	40	51	9	0	1152	6,044	54	34	7	4	1154
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	224	1	0	223	91	41	117	52	14	6	1	<1	1152	223	41	52	6	<1	1152	10,318	43	38	11	7	1151
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,238	22	42	19	16	1144
All Other Students	224	1	0	223	91	41	117	52	14	6	1	<1	1152	223	41	52	6	<1	1152	8,080	49	37	9	5	1153
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						255	48	42	7	4	1152
All Other Students	222	1	0	221	90	41	117	53	13	6	1	<1	1152	221	41	53	6	<1	1152	10,063	43	38	12	7	1151

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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

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.

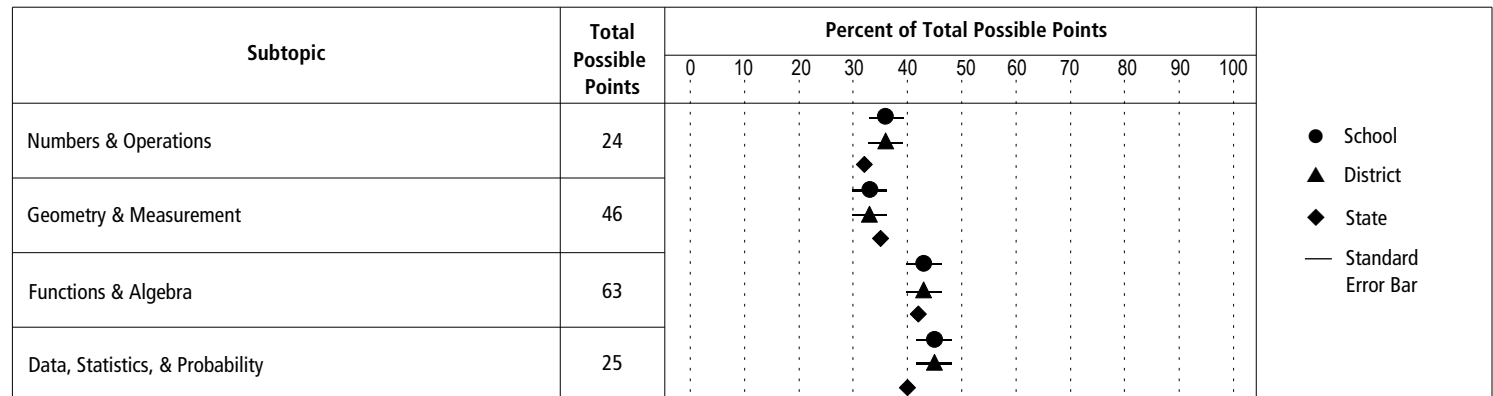
(Scaled Score 1134–1139)

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	%	
School													
2011-12	178	0	1	177	2	1	60	34	59	33	56	32	1137
2012-13	175	0	1	174	1	1	59	34	65	37	49	28	1138
2013-14	224	1	0	223	0	0	79	35	91	41	53	24	1137
Cumulative Total	577	1	2	574	3	1	198	34	215	37	158	28	1137
District													
2011-12	178	0	1	177	2	1	60	34	59	33	56	32	1137
2012-13	175	0	1	174	1	1	59	34	65	37	49	28	1138
2013-14	224	1	0	223	0	0	79	35	91	41	53	24	1137
Cumulative Total	577	1	2	574	3	1	198	34	215	37	158	28	1137
State													
2011-12	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135
2012-13	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135
2013-14	10,934	173	301	10,460	359	3	3,374	32	2,952	28	3,775	36	1136
Cumulative Total	33,096	473	1,147	31,476	835	3	9,613	31	8,438	27	12,590	40	1135





Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

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
All Students	224	1	0	223	0	0	79	35	91	41	53	24	1137	223	0	35	41	24	1137	10,460	3	32	28	36	1136
Gender																									
Male	122	0	0	122	0	0	53	43	46	38	23	19	1138	122	0	43	38	19	1138	5,229	4	33	28	36	1136
Female	101	0	0	101	0	0	26	26	45	45	30	30	1136	101	0	26	45	30	1136	5,195	3	32	29	36	1136
Not Reported	1	1	0	0										0						36	0	6	14	81	1124
Race/Ethnicity																									
Hispanic or Latino	85	0	0	85	0	0	35	41	34	40	16	19	1139	85	0	41	40	19	1139	2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						70	0	23	30	47	1132
Asian	1	0	0	1										1						322	8	39	23	30	1139
Black or African American	28	0	0	28	0	0	7	25	14	50	7	25	1137	28	0	25	50	25	1137	901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	34	0	0	34	0	0	11	32	14	41	9	26	1137	34	0	32	41	26	1137	42	0	31	40	29	1136
White	58	0	0	58	0	0	16	28	25	43	17	29	1136	58	0	28	43	29	1136	6,614	5	40	29	25	1138
Two or more races	16	0	0	16	0	0	9	56	4	25	3	19	1138	16	0	56	25	19	1138	272	3	29	27	42	1135
No Race/Ethnicity Reported	1	1	0	0										0						36	0	6	14	81	1124
LEP Status																									
Current LEP student	0	0	0	0										0						408	<1	3	6	91	1122
Former LEP student - monitoring year 1	0	0	0	0										0						61	0	13	26	61	1132
Former LEP student - monitoring year 2	1	0	0	1										1						27	0	11	48	41	1133
All Other Students	223	1	0	222	0	0	78	35	91	41	53	24	1137	222	0	35	41	24	1137	9,964	4	34	29	34	1136
IEP																									
Students with an IEP	25	0	0	25	0	0	4	16	6	24	15	60	1132	25	0	16	24	60	1132	1,515	<1	5	16	79	1125
All Other Students	199	1	0	198	0	0	75	38	85	43	38	19	1138	198	0	38	43	19	1138	8,945	4	37	30	29	1137
SES																									
Economically Disadvantaged Students	138	0	0	138	0	0	51	37	58	42	29	21	1138	138	0	37	42	21	1138	4,344	1	19	29	51	1132
All Other Students	86	1	0	85	0	0	28	33	33	39	24	28	1137	85	0	33	39	28	1137	6,116	5	42	27	25	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	224	1	0	223	0	0	79	35	91	41	53	24	1137	223	0	35	41	24	1137	10,460	3	32	28	36	1136
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,283	1	15	25	59	1130
All Other Students	224	1	0	223	0	0	79	35	91	41	53	24	1137	223	0	35	41	24	1137	8,177	4	37	29	30	1137
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						260	1	33	34	32	1137
All Other Students	222	1	0	221	0	0	78	35	90	41	53	24	1137	221	0	35	41	24	1137	10,200	4	32	28	36	1136

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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School:	Davies Career-Tech High School
District:	Davies
State:	Rhode Island
Code:	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	%	
School													
2011-12	178	0	1	177	2	1	78	44	94	53	3	2	6.4
2012-13	175	0	1	174	1	1	77	44	93	53	3	2	6.5
2013-14	224	0	1	223	17	8	146	65	59	26	1	<1	7.5
Cumulative Total	577	0	3	574	20	3	301	52	246	43	7	1	6.9
District													
2011-12	178	0	1	177	2	1	78	44	94	53	3	2	6.4
2012-13	175	0	1	174	1	1	77	44	93	53	3	2	6.5
2013-14	224	0	1	223	17	8	146	65	59	26	1	<1	7.5
Cumulative Total	577	0	3	574	20	3	301	52	246	43	7	1	6.9
State													
2011-12	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4
2012-13	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	6.4
2013-14	10,934	203	468	10,263	1,094	11	5,679	55	3,242	32	248	2	7.3
Cumulative Total	33,096	535	1,424	31,137	1,935	6	15,303	49	12,342	40	1,557	5	6.7

Types of Writing Reported in the Results Above	
2011-12	Persuasive Essay 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.
2012-13	Response to Literary Text 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.
2013-14	Response to Informational Text 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.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

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

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School					District					State				
		Number Scored	Mean Score	0	7	12	Number Scored	Mean Score	0	7	12	Number Scored	Mean Score	0	7	12
Response to Informational Text 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.	2013-14 (C)	223	7.5		●		223	7.5		●		10,263	7.3		●	
	2012-13	26	6.5		▲		26	6.5		▲		1,705	6.4		▲	
Response to Literary Text 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.	2013-14	56	6.5		●		56	6.5		●		2,543	6.4		●	
	2012-13 (C)	174	6.5		▲		174	6.5		▲		10,366	6.4		▲	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2013-14	55	7.7		●		55	7.7		●		2,568	7.4		●	
	2012-13	29	7.0		▲		29	7.0		▲		1,732	7.1		▲	
Report (Not assessed in 2013) Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2013-14															
	2012-13	14	6.9		▲		14	6.9		▲		881	6.8		▲	
Persuasive Essay 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.	2013-14	58	7.2		●		58	7.2		●		2,558	6.8		●	
	2012-13	31	6.7		▲		31	6.7		▲		1,726	6.7		▲	
Procedure 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.	2013-14	54	7.8		●		54	7.8		●		2,593	7.0		●	
	2012-13	27	7.0		▲		27	7.0		▲		1,700	6.7		▲	

(C) This type of writing was administered to all students.

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 scored.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School:	Davies Career-Tech High School
District:	Davies
State:	Rhode Island
Code:	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	17	8	17	8	10
9	5	4	30	13	30	13	13
8	4	4	84	38	84	38	28
7	4	3	32	14	32	14	14
6	3	3	44	20	44	20	20
5	3	2	12	5	12	5	6
4	2	2	3	1	3	1	6
3	2	1	1	<1	1	<1	1
2	1	1	0	0	0	0	1
0	0	0	0	0	0	0	<1

Scoring Rubric	
6	<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • 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
4	<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • 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
2	<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • 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
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 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

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	%	%	%	%	
All Students	224	0	1	223	17	8	146	65	59	26	1	<1	7.5	223	8	65	26	<1	7.5	10,263	11	55	32	2	7.3
Gender																									
Male	122	0	0	122	8	7	79	65	34	28	1	1	7.4	122	7	65	28	1	7.4	5,135	8	51	37	3	7.0
Female	101	0	0	101	9	9	67	66	25	25	0	0	7.6	101	9	66	25	0	7.6	5,100	13	60	26	1	7.6
Not Reported	1	0	1	0										0						28	0	7	64	29	4.6
Race/Ethnicity																									
Hispanic or Latino	85	0	0	85	9	11	54	64	22	26	0	0	7.6	85	11	64	26	0	7.6	2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						68	10	38	49	3	6.7
Asian	1	0	0	1										1						315	17	57	25	1	7.7
Black or African American	28	0	0	28	1	4	18	64	9	32	0	0	7.4	28	4	64	32	0	7.4	868	4	46	45	5	6.5
Native Hawaiian or Pacific Islander	34	0	0	34	2	6	24	71	8	24	0	0	7.5	34	6	71	24	0	7.5	42	5	69	26	0	7.4
White	58	0	0	58	2	3	39	67	16	28	1	2	7.4	58	3	67	28	2	7.4	6,536	13	60	26	1	7.6
Two or more races	16	0	0	16	3	19	10	63	3	19	0	0	7.9	16	19	63	19	0	7.9	267	11	53	34	2	7.2
No Race/Ethnicity Reported	1	0	1	0										0						28	0	7	64	29	4.6
LEP Status																									
Current LEP student	0	0	0	0										0						358	0	15	68	17	4.9
Former LEP student - monitoring year 1	0	0	0	0										0						61	2	57	41	0	6.9
Former LEP student - monitoring year 2	1	0	0	1										1						26	4	54	42	0	7.0
All Other Students	223	0	1	222	17	8	145	65	59	27	1	<1	7.5	222	8	65	27	<1	7.5	9,818	11	57	30	2	7.4
IEP																									
Students with an IEP	25	0	0	25	3	12	14	56	8	32	0	0	7.4	25	12	56	32	0	7.4	1,472	1	26	62	10	5.6
All Other Students	199	0	1	198	14	7	132	67	51	26	1	1	7.5	198	7	67	26	1	7.5	8,791	12	60	27	1	7.6
SES																									
Economically Disadvantaged Students	138	0	0	138	12	9	95	69	30	22	1	1	7.6	138	9	69	22	1	7.6	4,251	5	50	41	4	6.8
All Other Students	86	0	1	85	5	6	51	60	29	34	0	0	7.3	85	6	60	34	0	7.3	6,012	15	59	25	2	7.6
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	224	0	1	223	17	8	146	65	59	26	1	<1	7.5	223	8	65	26	<1	7.5	10,263	11	55	32	2	7.3
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,223	6	46	44	5	6.6
All Other Students	224	0	1	223	17	8	146	65	59	26	1	<1	7.5	223	8	65	26	<1	7.5	8,040	12	58	28	2	7.4
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						256	7	61	31	1	7.3
All Other Students	222	0	1	221	17	8	144	65	59	27	1	<1	7.5	221	8	65	27	<1	7.5	10,007	11	55	32	2	7.3

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.