About The New England Common Assessment Program

ENGLAN

ASSESSMENT

This report highlights results from the Fall 2008 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

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 multiplechoice 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 schooland/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 2008 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

School Results

School: Davies Career-Tech High School

District: Davies

Code: 40-17701



Grade Level Summary Report

School: Davies Career-Tech High School

District: Davies

State: Rhode Island

Code: 40-17701

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled

in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

DADTICIDATION :- NECAD					Number	•							Pe	ercentag	je			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		186			186			11,203			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	182	183	182	182	183	182	10,684	10,699	10,669	98	98	98	98	98	98	95	96	95
Students not tested in NECAP																		
State Approved	3	3	3	3	3	3	179	161	156	2	2	2	2	2	2	2	1	1
Alternate Assessment	0	0	0	0	0	0	76	76	76	0	0	0	0	0	0	1	1	1
First Year LEP	0	0	0	0	0	0	23	0	23	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	0	0	0	0	0	46	52	37	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	9	7	7	0	0	0	0	0	0	0	0	0
Special Consideration	3	3	3	3	3	3	25	26	13	2	2	2	2	2	2	0	0	0
Other	1	0	1	1	0	1	340	343	378	1	0	1	1	0	1	3	3	3

NECAP RESULTS

						School										Dis	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	rel 4	Lev	el 3	Lev	vel 2	Lev	el 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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	186	3	1	182	12	7	125	69	39	21	6	3	1145	182	7	69	21	3	1145	10,684	18	51	20	11	1145
МАТН	186	3	0	183	2	1	45	25	82	45	54	30	1136	183	1	25	45	30	1136	10,699	1	26	28	45	1134
WRITING	186	3	1	182	0	0	47	26	123	68	12	7	5.7	182	0	26	68	7	5.7	10,669	4	38	50	9	6.1



Reading Results

School: Davies Career-Tech High School

District: Davies

State: Rhode Island

Code: 40-17701

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	166 186	1 3	0 1	165 182	3 12	2 7	76 125	46 69	68 39	41 21	18 6	11 3	1140 1145
Cumulative Total	352	4	1	347	15	4	201	58	107	31	24	7	1143
DISTRICT 2007-08 2008-09 Cumulative	166 186 352	1 3	0 1	165 182 347	3 12 15	2 7 4	76 125 201	46 69 58	68 39	41 21 31	18 6	11 3	1140 1145 1143
Total	532	4	1	547	13	4	201	30	107	31	24	,	1145
2007-08 2008-09	11661 11203	192 179	324 340	11,145 10,684	1,827 1,909	16 18	5,056 5,498	45 51	2,726 2,125	24 20	1,536 1,152	14 11	1143 1145
Cumulative Total	22864	371	664	21,829	3,736	17	10,554	48	4,851	22	2,688	12	1144

	Total			ı	Percen	t of To	otal Po	ssible	Point	s		
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100
Word ID/Vocabulary	19								♦	-		
Type of Text												
Literary	42							*	-			
Informational	43							* *	-			
evel of Comprehension												
Initial Understanding	35								*			
Analysis & Interpretation	50						7	•				



Disaggregated Reading Results

School: Davies Career-Tech High School

District: Davies

State: Rhode Island

Code: 40-17701

Series Se							Scho	ol									Dist	rict					Sta	ite		
All Students N		Enrolled	1		Tested	Lev	el 4	Lev	/el 3	Lev	el 2	Lev	el 1	1	Tested						Tested					Mean Score
Gender Male 102 1 0 101 6 6 6 65 64 25 5 5 5 1144 101 6 6 64 25 5 5 1145 5,377 13 52 21 14 1145 116 6 64 25 6 66 125 6 144 1145 1145 11 1145		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
Male fremale 84 2 1 1 81 6 6 6 65 64 27 80 144 147 1 1 145 811 7 7 1 1 145 81 7 7 7 1 1 145 83 7 83 52 21 1 14 145 145 145 145 145 145 145 145 1	All Students	186	3	1	182	12	7	125	69	39	21	6	3	1145	182	7	69	21	3	1145	10,684	18	51	20	11	1145
Female Not Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender																									
Female Not Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Male	102	1	0	101	6	6	65	64	25	25	5	5	1144	101	6	64	25	5	1144	5,347	13	52	21	14	1143
Primary Race/Ethnicity	Female	84	2	1	81	6	7		74			1	1	1145	81	7	74		1	1145		23		19	8	1146
American Indian or Alisakan Native Asian Asian O O O O O O O O O O O O O O O O O O	Not Reported	0	0	0	0										0						1 '					
Asian	Primary Race/Ethnicity																									
Black or Afficial American Hispanic or Afficial American Hispanic or Afficial American Hispanic or Afficial American Hispanic or Laino Natine Hawaiian or Pacific Islander O O O O O O O O O O O O O O O O O O O	American Indian or Alaskan Native	3	0	0	3		İ								3			į			63	13	46	24	17	1142
Hispanic or Latino Native Havagina or Pacific Islander 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Asian	0	0	0	0						1				0			1	1		328	20	52	19	10	1146
Hispanic or Latino Native Havagina or Pacific Islander 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Black or African American	22	2	0	20	0	0	11	55	8	40	1	5	1142	20	0	55	40	5	1142	932	7	43	31	19	1139
Native Hawaiian or Padric Slander White from Hispanic) No Primary Race/Ethnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Hispanic or Latino	51	0	0	51	1	2	31	61	17	33	2	4	1143	51	2	61	33	4	1143	1,617	7	43	28	21	1139
White (non-Hispanic) 110 1 1 1 108 11 10 81 75 13 12 3 3 146 108 10 75 12 3 146 7,739 21 54 17 8 147 8 147 No Primary Race/Ethnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Native Hawaiian or Pacific Islander	0	0	0	0		İ								0			į					į	İ		
No Primary Race/Ethnicity Reported O O O O O O O O O		110	1	1	108	11	10	81	75	13	12	3	3	1146	108	10	75	12	3	1146	7.739	21	54	17	8	1147
Currently receiving LEP services 4 0 0 0 4 3 0 0 3 3 1 3 0 0 0 3 3 1 3 0 0 0 3 3 1 3 0 0 0 3 3 1 3 0 0 0 3 3 1 3 0 0 0 3 3 1 3 0 0 0 3 3 1 1 172 12 7 123 72 32 19 5 3 1145 172 7 72 19 3 1145 10,352 18 53 19 9 1145 1145 1145 1145 1145 1145 1145		0	0	0	0																					
Former LEP Student - monitoring year 2 3 0 0 0 3 1175 176 3 1 1772 12 7 123 72 32 19 5 3 1145 172 7 72 19 3 1145 1735 18 3 19 9 1145 EP	LEP Status																									
Former LEP Students monitoring year 2 3 0 0 3 1 172 12 7 123 72 32 19 5 3 1145 172 7 72 19 3 1145 10,352 18 53 19 9 1145	Currently receiving LEP services	4	0	0	4										4			į			214	0	7	26	66	1126
All Other Students	Former LEP student - monitoring year 1	3	0	0	3				1		1				3			ļ	1		45	0	24	42	33	1135
Figure F	Former LEP student - monitoring year 2	3	0	0	3										3						73	4	22	49	25	1136
Students with an IEP All Other Students 21	All Other Students	176	3	1	172	12	7	123	72	32	19	5	3	1145	172	7	72	19	3	1145	10,352	18	53	19	9	1145
All Other Students 165 3 1 161 12 7 115 71 31 19 3 2 1145 161 7 71 19 2 1145 9,075 21 56 17 6 1147 SES Economically Disadvantaged Students 86 1 0 85 2 2 5 7 67 24 28 2 2 1144 85 2 67 28 2 1144 3,225 8 45 28 19 1140 All Other Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	IEP																									
All Other Students 165 3 1 161 12 7 115 71 31 19 3 2 1145 161 7 71 19 2 1145 9,075 21 56 17 6 1147 SES	Students with an IEP	21	0	0	21	0	0	10	48	8	38	3	14	1138	21	0	48	38	14	1138	1,609	2	27	34	36	1133
Economically Disadvantaged Students	All Other Students	165	3	1	161		7	115		31			2						2						6	1147
All Other Students 100 2 1 97 10 10 68 70 15 15 4 4 1145 97 10 70 15 4 1145 7,459 22 54 16 7 1147 Migrant Migrant Students	SES																									
Migrant Students 0 0 0 0 0 0 0 0 0	Economically Disadvantaged Students	86	1	0	85	2	2	57	67	24	28	2	2	1144	85	2	67	28	2	1144	3,225	8	45	28	19	1140
Migrant Students 0 0 0 0 0 186 3 1 182 12 7 125 69 39 21 6 3 1145 182 7 69 21 3 1145 0 10,684 18 51 20 11 1145 1145 1145 1145 1145 1145 1145	All Other Students	100	2	1	97	10	10	68	70	15	15	4	4	1145	97	10	70	15	4	1145	7,459	22	54	16	7	1147
Migrant Students 0 0 0 0 0 186 3 1 182 12 7 125 69 39 21 6 3 1145 182 7 69 21 3 1145 0 10,684 18 51 20 11 1145 1145 1145 1145 1145 1145 1145	Migrant																									
All Other Students 186 3 1 182 12 7 125 69 39 21 6 3 1145 182 7 69 21 3 1145 10,684 18 51 20 11 1145 Title I Students Receiving Title I Services All Other Students O O O O O O O O O O O O O O O O O O O		0	0	0	0										0						0					
Students Receiving Title I Services 186 3 1 182 12 7 125 69 39 21 6 3 1145 182 7 69 21 3 1145 2,224 10 47 25 19 1141 All Other Students with a 504 Plan 5tudents with a 504 Plan 7 0 0 7 7 125 69 39 21 6 3 1145 182 7 69 21 3 1145 2,224 10 47 25 19 1146 7 7 7 0 0 7 7 1 7 7 7 7 7 7 7 7 7 7 7 7	All Other Students	186	3	1	182	12	7	125	69	39	21	6	3	1145	182	7	69	21	3	1145	10,684	18	51	20	11	1145
All Other Students 0 0 0 0 0 0 0 0 8,460 20 53 19 9 1146 504 Plan																										
All Other Students 0 0 0 0 0 0 0 0 8,460 20 53 19 9 1146 504 Plan	Students Receiving Title I Services	186	3	1	182	12	7	125	69	39	21	6	3	1145	182	7	69	21	3	1145	2,224	10	47	25	19	1141
Students with a 504 Plan 7 0 0 7 1 1 1 7 248 20 60 17 4 1147		0		0	0																	20				1146
All Other Students 179 3 1 175 12 7 120 69 37 21 6 3 1145 175 7 69 21 3 1145 10,436 18 51 20 11 1145	Students with a 504 Plan	7		0	7		1		1	1	1				7				1		248		60	17	4	1147
	All Other Students	179	3	1	175	12	7	120	69	37	21	6	3	1145	175	7	69	21	3	1145	10,436	18	51	20	11	1145

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



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.

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.

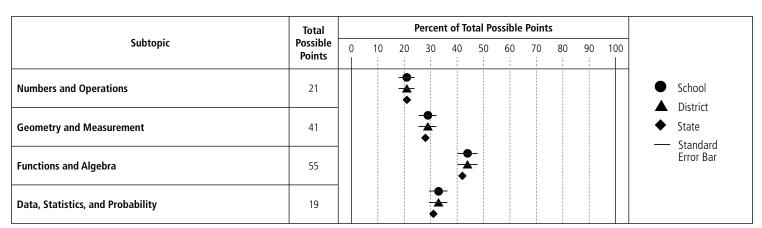
Partially Proficient (Level 2)

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.

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.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	166 186	1 3	0 0	165 183	0 2	0 1	11 45	7 25	52 82	32 45	102 54	62 30	1132 1136
Cumulative Total	352	4	0	348	2	1	56	16	134	39	156	45	1134
DISTRICT 2007-08 2008-09	166 186	1 3	0 0	165 183	0 2	0 1	11 45	7 25	52 82	32 45	102 54	62 30	1132 1136
Cumulative Total	352	4	0	348	2	1	56	16	134	39	156	45	1134
STATE 2007-08 2008-09	11661 11203	147 161	340 343	11,174 10,699	123 155	1 1	2,340 2,739	21 26	3,032 3,007	27 28	5,679 4,798	51 45	1132 1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133





Disaggregated Mathematics Results

School: Davies Career-Tech High School

District: Davies

State: Rhode Island

Code: 40-17701

						Scho	ol									Dist	rıct					Sta	ıte		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	/el 3	Lev	vel 2	Lev	el 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mea Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	1
All Students	186	3	0	183	2	1	45	25	82	45	54	30	1136	183	1	25	45	30	1136	10,699	1	26	28	45	113
Gender																									
Male	102	1	0	101	2	2	31	31	41	41	27	27	1137	101	2	31	41	27	1137	5,357	2	28	27	44	113
Female	84	2	0	82	0	0	14	17	41	50	27	33	1136	82	0	17	50	33	1136	5,341	1	24	29	46	113
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	3	0	0	3										3						62	0	11	21	68	113
Asian	0	0	0	0										0			1			330	4	28	31	36	113
Black or African American	22	2	0	20	0	0	1	5	13	65	6	30	1133	20	0	5	65	30	1133	928	0	7	19	73	112
Hispanic or Latino	51	0	0	51	0	0	10	20	24	47	17	33	1136	51	0	20	47	33	1136	1,631	0	9	21	70	112
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	110	1	0	109	2	2	34	31	43	39	30	28	1137	109	2	31	39	28	1137	7,742	2	31	31	36	113
No Primary Race/Ethnicity Reported	0	0	0	0										0						6					
LEP Status																									
Currently receiving LEP services	4	0	0	4										4						237	0	2	9	89	112
Former LEP student - monitoring year 1	3	0	0	3										3						45	0	4	24	71	1126
Former LEP student - monitoring year 2	3	0	0	3		1								3				1		73	0	3	16	81	112
All Other Students	176	3	0	173	2	1	45	26	78	45	48	28	1137	173	1	26	45	28	1137	10,344	1	26	29	43	1134
IEP																									
Students with an IEP	21	0	0	21	0	0	1	5	5	24	15	71	1131	21	0	5	24	71	1131	1,607	0	5	14	81	112
All Other Students	165	3	0	162	2	1	44	27	77	48	39	24	1137	162	1	27	48	24	1137	9,092	2	29	31	39	113
SES																									
Economically Disadvantaged Students	86	1	0	85	0	0	19	22	44	52	22	26	1137	85	0	22	52	26	1137	3,237	0	12	22	66	1129
All Other Students	100	2	0	98	2	2	26	27	38	39	32	33	1136	98	2	27	39	33	1136	7,462	2	32	31	36	113
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	186	3	0	183	2	1	45	25	82	45	54	30	1136	183	1	25	45	30	1136	10,699	1	26	28	45	113
Title I																									
Students Receiving Title I Services	186	3	0	183	2	1	45	25	82	45	54	30	1136	183	1	25	45	30	1136	2,238	0	13	22	64	112
All Other Students	0	0	ő	0	-			23	02		'		1155	0	'	23			1133	8,461	2	29	30	40	113
504 Plan																									
Students with a 504 Plan	7	0	0	7		1								7			1	1		249	2	28	35	35	113
All Other Students	179	3	0	176	1	1	43	24	81	46	51	29	1136	176	1	24	46	29	1136	10,450	1	26	28	45	113
/ iii Other Students	'''		"	1,0	'	. '	75		"	1 70	'	23	1150	''	'	47	70	1 23	1130	10,750	'	20	1 20	5	'''

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



Writing Results

School: Davies Career-Tech High School

District: Davies

State: Rhode Island

40-17701 Code:

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.

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.

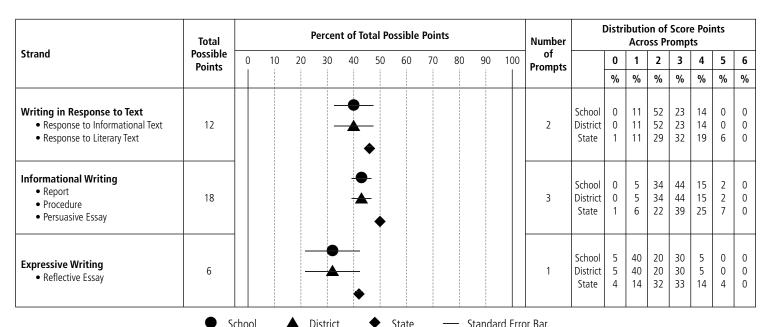
Partially Proficient (Level 2)

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.

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.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	166 186	1 3	0 1	165 182	0 0	0 0	28 47	17 26	102 123	62 68	35 12	21 7	4.8 5.7
Cumulative Total	352	4	1	347	0	0	75	22	225	65	47	14	5.3
DISTRICT 2007-08 2008-09	166 186	1 3	0 1	165 182	0 0	0 0	28 47	17 26	102 123	62 68	35 12	21 7	4.8 5.7
Cumulative Total	352	4	1	347	0	0	75	22	225	65	47	14	5.3
STATE 2007-08 2008-09 Cumulative	11661 11203 22864	165 156 321	365 378 743	11,131 10,669 21,800	357 403 760	3 4 3	3,744 4,023 7,767	34 38 36	5,495 5,322 10,817	49 50 50	1,535 921 2,456	14 9 11	5.7 6.1 5.9
Total	22004	321	743	21,000	/00	3	1,101	30	10,017	20	2,430	11	J.9





Disaggregated Writing Results

School: Davies Career-Tech High School

District: Davies

State: Rhode Island

Code: 40-17701

NT Other N 1 0 1 0 0 0 0	Tested N 182 101 81 0	N 0	el 4 % 0	N 47	%	Lev	el 2 %	Levi	el 1	Mean	Tested	Level 4	Level 3	Level	Level		Tested	Level	Level	Level	Level	T
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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient