About The New England **Common Assessment Program**

This report highlights results ENGLAN from the Fall 2008 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to \square students in New MMO Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment 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 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.

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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:	DCYF Alternative Ed. Program
District:	DCYF
Code:	67-07702



Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009 Grade Level Summary Report

School:DCYF Alternative Ed. ProgramDistrict:DCYFState:Rhode IslandCode:67-07702

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).

					Number								Pe	ercentag	ge			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		29						11,203			100						100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	13	12	13				10,684	10,699	10,669	45	41	45				95	96	95
Students not tested in NECAP																		
State Approved	0	0	0				179	161	156	0	0	0				2	1	1
Alternate Assessment	0	0	0				76	76	76	0	0	0				1	1	1
First Year LEP	0	0	0				23	0	23	0	0	0				0	0	0
Withdrew After October 1	0	0	0				46	52	37	0	0	0				0	0	0
Enrolled After October 1	0	0	0				9	7	7	0	0	0				0	0	0
Special Consideration	0	0	0				25	26	13	0	0	0				0	0	0
Other	16	17	16				340	343	378	55	59	55				3	3	3

NECAP RESULTS

					1	School										Dis	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	Ν	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	29	0	16	13	0	0	0	0	3	23	10	77	1122							10,684	18	51	20	11	1145
MATH	29	0	17	12	0	0	0	0	0	0	12	100	1117							10,699	1	26	28	45	1134
WRITING	29	0	16	13	0	0	0	0	3	23	10	77	2.2							10,669	4	38	50	9	6.1

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.



Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009 **Reading Results**

School: DCYF Alternative Ed. ProgramDistrict: DCYFState: Rhode IslandCode: 67-07702

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.

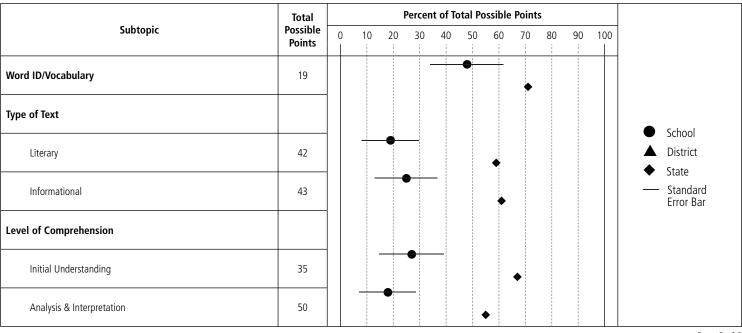
Partially Proficient (Level 2)

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 gradeappropriate 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.

ſ	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
-	Ν	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08	19	0	7	12	0	0	0	0	2	17	10	83	1123
2007-08 2008-09	29	0	16	13	0 0	Ő	0	Ő	3	23	10	77	1123
Cumulative Total	48	0	23	25	0	0	0	0	5	20	20	80	1122
DISTRICT 2007-08 2008-09													
Cumulative Total													
STATE 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





Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009 Disaggregated Reading Results

School:DCYF Alternative Ed. ProgramDistrict:DCYFState:Rhode IslandCode:67-07702

REPORTING Imiliary							Scho	ol									Dist	rict					Sta	te		
N N N N N N S N S N S N S N S N S N S N S		Enrolled			Tested	Lev	vel 4	Lev	vel 3	Lev	el 2	Lev	el 1		Tested	1			Level 1		Tested				Level 1	
Gender Male fremde fremde 2.5 0 1.4 11 0 0 0 2 18 9 82 121 Male fremde fremde 2.5 0 1.4 11 0 0 0 0 2 18 9 82 121 Male fremde 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 0 3 13 13 23 21 113 Mate transman 7 0 </th <th></th> <th>N</th> <th>N</th> <th>N</th> <th>N</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th> </th> <th>N</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th> </th> <th>N</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th></th>		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
Make remain 25 0 14 11 0 0 0 0 2 18 9 82 1121 Mack Reported 0 </th <th>All Students</th> <th>29</th> <th>0</th> <th>16</th> <th>13</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>3</th> <th>23</th> <th>10</th> <th>77</th> <th>1122</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>10,684</th> <th>18</th> <th>51</th> <th>20</th> <th>11</th> <th>1145</th>	All Students	29	0	16	13	0	0	0	0	3	23	10	77	1122							10,684	18	51	20	11	1145
Female 4 0 2 2 2 0 1 <td>Gender</td> <td></td>	Gender																									
Not Reported 0 <t< td=""><td></td><td>25</td><td>0</td><td>14</td><td></td><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td><td>18</td><td>9</td><td>82</td><td>1121</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>		25	0	14		0	0	0	0	2	18	9	82	1121												
Image all status Image all status<																						23	51	19	8	1146
Addition or Addition or Addition or Addition or Addition or Addition or Addition American Medican American Medi	Not Reported	0	0	0	0																1					
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Hispanic or Latino 5 0 2 3 0 1					-																					
Name																										
With from-Hispanic) No Primary RaceEthnicity Reported 6 0 3 3 0 0 0 0 0 0 0 1 0 1 1 0																						/	43	28	21	1139
No Primary Race/Ethnicity Reported 0			s I																			21	54	17	Q	11/7
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Former LFP student - monitoring year 2 0 0 0 0 0 0 0 0 3 25 9 75 1122 IEP 3 4 22 49 25 1136 All Other Students 15 0 7 8 -1 0 0 0 0 0 3 25 9 75 1122 1136 13,352 18 53 19 9 1145 IEP 5 0 7 8 -1 0 9 55 -1 16 13 0 0 0 3 23 10 77 1122 136 130,352 13 36 1133 36 1133 36 1133 37 4 22 49 25 1136 1137 36 1137 36 1137 36 1137 36 1137 36 1137 36 1137 37 127 37 1127 32 36 32,25 88 45 28 19 1141 37	Former LEP student - monitoring year 1																									
IEP Students with an IEP 15 0 7 8 5 1 <td>Former LEP student - monitoring year 2</td> <td></td> <td>0</td> <td></td>	Former LEP student - monitoring year 2		0																							
Students with an IEP 15 0 7 8 5 1	All Other Students	28	0	16	12	0	0	0	0	3	25	9	75	1122							10,352	18	53	19	9	1145
All Other Students 14 0 9 5	IEP																									
SES 29 0 16 13 0 0 0 3 23 10 77 1122 Migrant Migrant Students 0 0 0 0 0 0 3 23 10 77 1122 Migrant Migrant Students 0 0 0 0 0 0 3 23 10 77 1122 1122 10 13 24 140 140 140 140 140 141	Students with an IEP	15	0	7	8																1,609	2	27	34	36	1133
Economically Disadvantaged Students 29 0 16 13 0 0 0 3 23 10 77 1122 Migrant Migrant Students 0 0 0 0 0 0 0 0 0 13 0 0 140 140 Migrant Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 1140 Migrant Students 0	All Other Students	14	0	9	5																9,075	21	56	17	6	1147
All Other Students 0	SES																									
Migrant Migrant Students All Other Students 0 29 0 0 0 16 0 16 0 13 0 0 0 0 0 0 3 23 10 77 1122 Title I Students Receiving Title I Services All Other Students 0 29 0 0 0 0 0 0 0 0 <		29	0	16	13	0	0	0	0	3	23	10	77	1122							3,225	8	45	28	19	1140
Migrant Students 0	All Other Students	0	0	0	0																7,459	22	54	16	7	1147
Migrant Students 0	Migrant																									
Title I Students Receiving Title I Services 0 3 23 10 77 1122 1122 10 47 25 19 1141 504 Plan Students with a 504 Plan 0 0 0 0 0 3 23 10 77 1122 1122 248 20 60 17 4 1147		0	0	0	0																0					
Students Receiving Title I Services 0 0 0 0 0 0 0 0 0 0 0 13 0 0 0 0 3 23 10 77 1122 504 Plan Students with a 504 Plan 0 0 0 0 0 0 0 0 0 0 1141	All Other Students	29	0	16	13	0	0	0	0	3	23	10	77	1122							10,684	18	51	20	11	1145
All Other Students 29 0 16 13 0 0 0 3 23 10 77 1122 8,460 20 53 19 9 1146 504 Plan Students with a 504 Plan 0 0 0 0 0 0 0 0 10 10 77 1122 1146	Title I																									
504 Plan 0<	Students Receiving Title I Services	0	0	0	0																2,224	10	47	25	19	1141
Students with a 504 Plan 0 0 0 0 0 1147	All Other Students	29	0	16	13	0	0	0	0	3	23	10	77	1122							8,460	20	53	19	9	1146
Students with a 504 Plan 0 0 0 0 0 1147	504 Plan																									
		0	0	0	0														1		248	20	60	17	4	1147
	All Other Students	29	0	16	13	0	0	0	0	3	23	10	77	1122							10,436				11	1145

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



Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009 Mathematics Results

School: DCYF Alternative Ed. ProgramDistrict: DCYFState: Rhode IslandCode: 67-07702

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.

Γ	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	19	0	7	12	0	0	0	0	0	0	12	100	1115
2008-09	29	0	17	12	0	0	0	0	0	0	12	100	1117
Cumulative Total	48	0	24	24	0	0	0	0	0	0	24	100	1116
DISTRICT 2007-08 2008-09													
Cumulative Total													
STATE													
2007-08	11661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133

	Total			F	Percen	t of To	otal Po	ssible	Point	s				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100		
Numbers and Operations	21	-	•	•									•	School District
Geometry and Measurement	41		•	-	٠								*	State
Functions and Algebra	55		•			♦								Standard Error Bar
Data, Statistics, and Probability	19		•	-	٠									



Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009

Disaggregated Mathematics Results

School: DCYF Alternative Ed. ProgramDistrict: DCYFState: Rhode IslandCode: 67-07702

REPORTING CATEGORIES Impart of the property of the pro							Scho	ol									Dist	rict				Sta	ite		
All Students 29 0 17 12 0 0 0 0 12 10 17 10		Enrolled			Tested	Lev	vel 4	Le	vel 3	Lev	vel 2	Lev	vel 1		Tested				Level 1	Tested				Level 1	
Gender Male Friende formale for		N	N	N	N	N	%	N	%	N	%	N	%	1	N	%	%	%	%	N	%	%	%	%	1
Male 25 0 15 10 2 0 0 0 0 10 115 10 115 2 28 29 44 1134 Primary Resolution(1y American Idmain Alasian Native Asian American Idmain Alasian Native Asian American Idmain Alasian Native Asian American Idmain Alasian Native Asian American Idmain Alasian Native Asian Nation Alasian Nation Alasia Nation Alasian Nation Alasia Nation Alasian Nation A	All Students	29	0	17	12	0	0	0	0	0	0	12	100	1117						10,699	1	26	28	45	1134
instruction 4 0 2 2 0 <th< td=""><td>Gender</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Gender																								
Not Reported 0 <t< td=""><td>Male</td><td>25</td><td>0</td><td>15</td><td>10</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>10</td><td>100</td><td>1115</td><td></td><td></td><td></td><td></td><td></td><td>5,357</td><td>2</td><td>28</td><td>27</td><td>44</td><td>1134</td></t<>	Male	25	0	15	10	0	0	0	0	0	0	10	100	1115						5,357	2	28	27	44	1134
Primary Race/Ethnicity American Indian or Alaskan Naive Asian Asian Black or African American Itipapai or Labaden Namer Hawaiian or Alaskan Naive Asian Black or African American Itipapai or Labaden No Pinany Race/Ethnicity Resolution Solution No Pinany Resolution Solution No Pinany Race/Ethnicity Resolution No Pinany Race/Ethnicity Resolution Solutin No Pinany Race/Ethnicity Resolution Solution No Pi	Female	4	0	2	2															5,341	1	24	29	46	1133
American Indian or Albakan Native 0	Not Reported	0	0	0	0															1					
American Indian or Alaskan Native 0	Primary Race/Ethnicity																								
Asian 3 0 3 0 3 0 3 0 3 0 3 0 135<		0	0	0	0															62	0	11	21	68	1130
Black or Afrikan American 15 0 9 6 1 1 0 9 6 1 0 1 1 0			0		0																				
Hispanic or Latino 5 0 2 3 0 2 3 128 Matrie Hawaiin or Pacific Islander 6 0 3 3 0	Black or African American	15	0	9	6															928	0		19	73	1127
Where from-Hispanic 6 0 3 3 3 3 3 1	Hispanic or Latino	5	0	2	3															1,631	0	9	21	70	1128
No Primary Recertificity Reported 0	Native Hawaiian or Pacific Islander	0	0	0	0															0					
LP State Level of the student monitoring year 1 0 0 0 1 0 <th< td=""><td>White (non-Hispanic)</td><td>6</td><td>0</td><td>3</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>7,742</td><td>2</td><td>31</td><td>31</td><td>36</td><td>1136</td></th<>	White (non-Hispanic)	6	0	3	3															7,742	2	31	31	36	1136
Currently receiving LP services 1 0 0 1 0	No Primary Race/Ethnicity Reported	0	0	0	0															6					
Currently receiving LP services 1 0 0 1 0 1 0 1 0 1 0	LEP Status																								
Former LEP student-monitoring year 1 0 0 0 0 0 0 0 0 0 0 0 1126 All Other Students 28 0 0 0 0 0 0 0 0 0 0 0 1126 Students with an IEP 15 0 88 75 12		1	0	0	1															237	0	2	9	89	1121
Former LeP student - monitoring year 2 0		0			0																				
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Students with an IEP 15 0 8 7 5 1 1 1 0 8 7 5 1 1 1 1 0 1 0 8 7 5 1		28	0	17	11	0	0	0	0	0	0	11	100	1118						10,344	1	26	29	43	1134
Students with an IEP 15 0 8 7 5 1 1 1 0 8 7 5 1 1 1 1 0 1 0 8 7 5 1	IFD																								
All Other Students 14 0 9 5		15	0	Q	7															1 607	0	5	1/	<u>81</u>	1125
Economically Disadvantaged Students 29 0 17 12 0 0 0 0 0 1117 All Other Students 0 0 0 0 0 0 0 0 12 100 1117 Migrant 0 0 0 0 0 0 0 0 0 12 100 1117 Migrant 0 0 0 0 0 0 0 0 117 12 0 12 100 1117 Migrant 0 0 0 0 0 0 0 0 117 12 00 113 Migrant 0 0 0 0 0 0 0 0 117 100 1117 Students Receiving Title I Services 0 0 0 0 0 0 0 1117 100 1117 Students Receiving Title I Services 0 0 0 0 0 0 0 0 1117 110 1117			-																						
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All Other Students 0 0 0 0 0 0 0 0 0 0 0 136 136 Migrant Migrant Students All Other Students 0 0 0 0 0 0 0 0 0 0 0 0 136 136 Migrant Students All Other Students 0 0 0 0 0 0 0 0 0 12 100 117 100 <t< td=""><td></td><td>20</td><td>0</td><td>17</td><td>12</td><td>0</td><td>0</td><td></td><td>0</td><td>0</td><td>0</td><td>12</td><td>100</td><td>1117</td><td></td><td></td><td></td><td></td><td></td><td>2 227</td><td>0</td><td>12</td><td>22</td><td>66</td><td>1120</td></t<>		20	0	17	12	0	0		0	0	0	12	100	1117						2 227	0	12	22	66	1120
Migrant Migrant Students All Other Students 0 117 100 1117 <t< td=""><td></td><td></td><td></td><td></td><td></td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>12</td><td>100</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>						0	0	0	0	0	0	12	100												
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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009 Writing Results

School: DCYF Alternative Ed. ProgramDistrict: DCYFState: Rhode IslandCode: 67-07702

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.

Γ	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	19 29	0 0	7 16	12 13	0 0	0 0	0 0	0 0	0 3	0 23	12 10	100 77	2.3 2.2
Cumulative Total	48	0	23	25	0	0	0	0	3	12	22	88	2.2
DISTRICT 2007-08 2008-09													
Cumulative Total													
STATE 2007-08 2008-09	11661 11203	165 156	365 378	11,131 10,669	357 403	3 4	3,744 4,023	34 38	5,495 5,322	49 50	1,535 921	14 9	5.7 6.1
Cumulative Total	22864	321	743	21,800	760	3	7,767	36	10,817	50	2,456	11	5.9

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Fall 2008 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2008-2009 Disaggregated Writing Results

School: DCYF Alternative Ed. ProgramDistrict: DCYFState: Rhode IslandCode: 67-07702

REPORTING CATEGORIES Enrolled NT Approved NT Other Tested Level 4 Level 3 Level 2 Level 1 Mean Score Tested Level 4 Level 3 Level 3 Mean Score Tested Level 4 Level 3 Level 3 Mean Score Tested Level 3 Level 3 Mean Score Level 4 Level 3 Level 3 Mean Score Level 4 Level 3 Mean Score Level 4 Level 3	2 %	1	Mean
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		%	
All Students 29 0 16 13 0 0 0 3 23 10 77 2.2	50	9	6.1
Gender			
Male 25 0 14 11 0 0 0 3 27 8 73 2.1 5,334 3 32		12	
Female 4 0 2 2 1 1 5,334 4 43	47	5	6.4
Not Reported 0 0 0 1			
Primary Race/Ethnicity			
American Indian or Alaskan Native 0 0 0 0 0 63 0 30	62	8	5.7
Asian 3 0 3 3 0 3 3 3 3 3 3 3 3 3 3 3 3 3 <td></td> <td>10</td> <td></td>		10	
Black or African American 15 0 9 6 933 1 26		16	
Hispanic or Latino 5 0 1 4 1,618 1 25		15	
Native Hawaiian or Pacific Islander 0			
White (non-Hispanic) 6 0 3 3 42	47	6	6.3
No Primary Race/Ethnicity Reported 0 0 0 0 5			
LEP Status			
Currently receiving LEP services 1 0 0 1 210 0 8	45	47	3.7
Former LEP student - monitoring year 1 0 0 0 1 210 0 8 45 0 9 45 0 9 9 1	71	20	
Former LEP student - monitoring year 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		18	
All Other Students 28 0 16 12 0 0 0 0 3 25 9 75 2.3 10,340 4 35		8	6.2
Students with an IEP 15 0 7 8 1,593 1 12 All Old Cold Field Cold Field		28	
All Other Students 14 0 9 5 9,076 4 42	48	5	6.4
SES			
Economically Disadvantaged Students 29 0 16 13 0 0 0 0 3 23 10 77 2.2 3,216 1 26	59	14	5.4
All Other Students 0 0 0 0 0 1 7,453 5 43		6	6.4
Migrant			
Migrant Students 0	50		
All Other Students 29 0 16 13 0 0 0 3 23 10 77 2.2	50	9	6.1
Students Receiving Title I Services 0 0 0 0 2,223 1 27	58	14	5.5
All Other Students 29 0 16 13 0 0 0 0 3 23 10 77 2.2 8,446 4 41		7	6.3
504 Plan			
Students with a 504 Plan 0 0 0 0 0 248 3 47		4	6.5
All Other Students 29 0 16 13 0 0 0 3 23 10 77 2.2 10,421 4 37	50	9	6.1

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